

**Brownsville Independent School District**  
**Lucio Middle School**  
**2018-2019 Campus Improvement Plan**



# Mission Statement

Lucio Middle School teachers unite with passion to produce quality instruction and empower tomorrow's leaders.

# Vision

Each Student will:

- Value and embrace his/her unique intellectual, physical, social and emotional qualities.
- Pursue a post-secondary education and continue to be an enthusiastic lifelong learner.
- Contribute to an ever-changing culturally and technologically diverse community as a responsible, productive and active member of our society.

# Value Statement

At Lucio Middle School students are driven and take control of their dreams, goals, decisions, and actions.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### Senator Eddie A. Lucio Jr. Middle School

#### 2017-2018 Campus Narrative

Lucio Middle School is located at 300 North Vermillion Road in Brownsville, Texas. Lucio Middle School is one of eleven middle schools in Brownsville ISD. The campus was constructed in 1997 with classrooms added in the ensuing years. The main campus was originally comprised of 58 classrooms, a cafeteria, library, and gymnasium. Seven Portable buildings were added as classrooms in the 2004 school year.

The student population at Lucio Middle School is approximately 956 and serves students in grades 6 through 8. According to the PEIMS Data Review of our campus profile, 99.7% of the student population is Hispanic 60.0% are identified as At-Risk and 97.3% are identified as Economically Disadvantaged. Many of our students are first generation Mexican immigrants, 27.8% are classified as Limited English Proficient and a majority is English/Spanish bilingual. In addition, several of our students come from homes which participate in state and federal assistance programs such as food stamps, welfare, Women, Infant, Children (WIC) nutrition program, and subsidized housing and medical assistance.

The Attendance Rate for 2016-2017 school year was 98.0% for all students and 96.9% for at-risk students. The Dropout Rate for the 2016- 2017 school year was 0% for all students and 0% for at-risk students. Moreover, the Retention Rate was 5.1% for all students and 6.72% for at-risk students.

The students of Lucio Middle School are recipients of a well-balanced curriculum. Courses are offered in every subject area and they are Math, Reading, Science, Writing and Social Studies. The instructional programs include academic core subjects at various levels, such as the Gifted and Talented, Pre-Advanced Placement, STEM, Spanish AP and Algebra I. All students are required to meet the passing standard of the four assessments which comprise the State of Texas Assessments of Academic Readiness (STAAR).

The current staff at Lucio Middle School is comprised of 66 teachers, 4 campus administrators, 4 counselors, 8 professional support personnel, 21 non-classroom staff, and 12 educational aides. The ethnicity of the Lucio Middle School staff is diverse with 96.8% Hispanic, 1.5% Pacific Islander, and 1.5% African American. The teaching staff is 31.8% male and 68.2% female.

Lucio Middle School promotes numerous student clubs and organizations. Students are encouraged to participate in extracurricular activities such as Band, Choir, Art, UIL Athletics, Math Meet, Chess, Science Fair, NJHS, Student Council, History Fair, Ball Room Dancing, Cheerleading, Dance/Drill Team, Library Club, Trendsetters, Brainsville, Garden Club, Robotics, Spelling Bee, Poet's Corner, DI and One Act Play.

School Namesake: Senator Eddie A. Lucio, Jr. Middle School

School Colors: Burnt Orange and Hunter Green

School Mascot: Lion

School Song: Alma Mater

School Motto: "LMS Teachers Unite With Passion to Produce Quality Instruction and Empower Tomorrow's Leaders."

Annual Campus Goals The Lucio Middle School faculty and staff are committed to the following goals:

- 85% of all 6th, 7th and 8th grade students will pass the Reading and Math STAAR State Assessment.
- 20% of all students will earn Advanced Scores in the Reading and Math STAAR State Assessment.
- 80% of all 7th grade students will pass the Writing STAAR State Assessment.
- 80% of all 8th grade students will pass the Science and History STAAR State Assessment.
- 98% daily attendance rate will be maintained by all grade levels.
- Discipline Referrals will be reduced by 5%.
- Parental Involvement volunteers will increase by 15%

### **Demographics Strengths**

- Strong ELA Department
- Algebra I and AP Spanish provides advanced classes for students
- STEM Team for 6th, 7th & 8th grade classes (Math & Science)
- Strand Planning and Department Planning to facilitate cross-curricular integration
- Fluency reading is implemented daily for all students
- Highly Qualified Teachers
- Appropriate teacher/student ratio
- High Teacher Attendance

### **Demographics Needs**

1. Index 1: Student Achievement in the areas of 6th Math & Reading and 8th Social Studies
2. Index 3: Performance Gaps in all students in particular SE and ELL populations aides need to assist with inclusion and progress monitoring
3. Certain student populations (sub populations) require additional tutorials/enrichment, academic monitoring support and parental involvement to stay up to date educational requirements or resources for their children

4. Increase attendance of subpopulations

# Student Academic Achievement

## Student Academic Achievement Summary

Lucio Middle School's goal is to meet the standards of College Readiness using training and C & I support to implement rigorous goals and high expectations for all students to include the implementation of STEM math and science curriculum. Students will be challenged with critical thinking skills necessary to succeed in the classes while utilizing technology to prepare students for post secondary challenges. The high expectations will also be expected of sub-populations which will be supported with additional supplies and resources as needed to encourage student self-confidence, motivation and academic success.

Lucio Middle School has the following campus student achievement profile:

6th-8th Grade All Students STAAR Summary:

| STAAR /EOC<br>Assessment | Content Area   | 2016% | 2017% | BISD 2017 | TX 2017 |
|--------------------------|----------------|-------|-------|-----------|---------|
| Grade 6                  | Reading        | 61%   | 60%   | 61%       | 65%     |
| Grade 6                  | Mathematics    | 62%   | 70%   | 71%       | 75%     |
| Grade 7                  | Reading        | 70%   | 65%   | 68%       | 72%     |
| Grade 7                  | Mathematics    | 71%   | 57%   | 65%       | 68%     |
| Grade 7                  | Writing        | 71%   | 71%   | 67%       | 68%     |
| Grade 8                  | Reading        | 89%   | 87%   | 83%       | 76%     |
| Grade 8                  | Mathematics    | 75%   | 94%   | 86%       | 74%     |
| Grade 8                  | Science        | 78%   | 77%   | 70%       | 74%     |
| Grade 8                  | Social Studies | 51%   | 46%   | 59%       | 62%     |
| End of Course            | Algebra I      | 100%  | 100%  | 85%       | 82%     |

Scores based on 2016-2017 TAPR reports.

**Lucio Middle School's 2017-2018 Accountability Rating: Met Standard (82 out of 100)**

**Student Achievement ( 74 out of 100)**



**School Progress (86 out of 100)**

**Closing the Gaps (74 out of 100)** (<https://txschools.org/schools/031901051/overview>)

**Destinction Designations:**

**Academic Achievement in English Language/Arts/Reading**

**Postsecondary Readiness** (<https://txschools.org/schools/031901051>)

Performance variation between all student groups:

| STAAR/EOC Assessments | Content Area   | All % | Hispanic % | Sp Ed% | Economically Disadv. % | ELL % |
|-----------------------|----------------|-------|------------|--------|------------------------|-------|
| Grade 6               | Reading        | 60    | 60         | 19     | 60                     | 41    |
| Grade 6               | Mathematics    | 70    | 70         | 28     | 71                     | 58    |
| Grade 7               | Reading        | 65    | 65         | 27     | 65                     | 31    |
| Grade 7               | Mathematics    | 57    | 57         | 27     | 57                     | 36    |
| Grade 7               | Writing        | 71    | 71         | 22     | 71                     | 40    |
| Grade 8               | Reading        | 87    | 87         | 69     | 86                     | 55    |
| Grade 8               | Mathematics    | 84    | 93         | 91     | 93                     | 88    |
| Grade 8               | Science        | 77    | 77         | 53     | 76                     | 36    |
| Grade 8               | Social Studies | 46    | 46         | 31     | 45                     | 19    |
| End of Course         | Algebra I      | 100   | 100        | *      | 100                    | *     |

Information from TAPR 2016- 2017

**Student Academic Achievement Strengths**

The student at Lucio Middle School have consistently demonstrated success and consistent

- Growth in all areas of 6th & 8th math, science

- Growth in subgroups to include ELL, Migrant, SE and At-Risk
- Attendance
- Algebra I and AP Spanish

## **Student Achievement Needs**

\*\*Based on 2016-17 TAPR, STAAR Reports/Index Reports there are area of needs to improve in:

1. SIOP and Differentiated Instruction Strategies are need to close academic gaps between our special population groups (SE, Migrant, ELL) and the rest of our student body.
2. Performance scores in the last 2 yrs has demonstrated the need for intense instruction with inclusion program and tutorials due to the gaps with subgroups in particular 7th grade Reading, Math and 8th History.
3. Technology upgrades to offer support with accommodated and innovated methods of instruction Including but not limited to replacing old/damaged and maintenance (ink, bulbs, etc.) , software and professional development for teacher to incorporate educational strategies/resources as needed.
4. Content vertical alignment planning with teachers (Fall & Spring), focusing on instructional strategies the provide rigor, DOK, text structures and hands on a

## **Area Review**

### **Summary of Needs**

#### **What were the identified Needs?**

1. 8th grade Social Studies assessment scores
2. Percent of students meeting commended scores
3. 7th grade Math and Reading assessment scores

## **Priorities**

### **Priorities for Lucio Middls School, including how federal and state program funds will be used**

7. Migrant students, especially PFS, will be offered additional supplemental supplies and support; clothing, hygiene items, school kits, and school supplies (new software, online resources for research, homework/projects, etc.) as needed to help improve attendance, ensure leadership, social and academic success. (1.2.2, 6.1.10, 9.3.6, 9.3.9)
8. Students will be recognized for their academic achievements. ( 9.1.2, 9.1.7)
9. Migrant students will be provided with clothing and hygiene items on an as needed basis to help improve attendance. (6.1.10, 9.3.6)
10. Parent liaison will work together with teachers to make home visits to students who have excessive absences. (9.3.3, 9.1.8, 6.1.1)
11. ESL/LPAC Aide will work together with ESL teachers & Bilingual Dept. in conducting activities to expedite the pick up & delivery of documents, reports and supplies. (6.1.9)

### **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** ELLs subpops have continued to score less than a 60% passing rate on STAAR Reading in the last 2 years. **Root Cause:** Teachers need to be trained on ESL strategies before the first day of class or as early in the school year as possible so that teachers have the instructional tools needed to teach ELLs

**Problem Statement 2:** Sp Ed subpops have continued to score less than 60% passing rate on STAAR Reading (6th & 7th grade) in the last 2 years. **Root Cause:** Teachers need training on implementing IEP accommodations in the Reading classrooms.

**Problem Statement 3:** 8th grade history has consistently demonstrated a decline in the STAAR scores for the last 2 years. **Root Cause:** PD for history teachers with emphasizes on instructional strategies to target all student populations (including SPED, Dyslexia, ELLs, etc.)

## School Processes & Programs

### School Processes & Programs Summary

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

A priority of the administrators at Lucio Middle School is to hire highly qualified teachers for all subject areas. In addition it is administration's priority to provide our teachers with the appropriate tools that will make teaching at Lucio Middle School a rewarding experience. Teachers at Lucio Middle School work together well, plan together, and share responsibilities.

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

- NCLB grant requirements, SBEC certifications
- GT/Pre-AP core and ongoing hours completed; STEM and AP training
- Attendance for teacher training sessions
- Feedback from teacher walkthroughs, T-TESS
- Feedback from department meetings and individual growth plans
- Feedback from staff and faculty surveys

#### Curriculum, Instruction, and Assessment Summary

At Lucio Middle School, teachers follow the BISD Scope and Sequence and Curriculum Frameworks set by the Curriculum and Instruction Department. Lucio also boasts a Bilingual Education Program, Dyslexia Program, 504 Program, and IDEA Program. Assessments are designed by the teaching staff based on the curriculum. Teachers use TANGO, Eduphoria Aware and the Teacher Access Center to monitor student progress. Lesson Plans are due each Friday in preparation for the next week. Benchmarking occurs in November and February.

**Data Sources Reviewed:** The following sources provided valuable data for Curriculum, Instruction and Assessment in regards to the identification of needs:

- Reading comprehension and fluency scores for the last 3 years in all grade levels
- Math scores for the last 3 years in all grade levels
- History and Science scores for the last 3 years in 8th grade
- Writing data from the state which breaks down the expository essay and revision and editing components
- Instructional strategies by teacher with corresponding lesson plans
- Individual teacher strengths with the idea of placing strong teachers at every grade level and with each and every content area
- Feedback from department meetings observations, Benchmarks

## **School Context and Organization Summary**

Newsletter and calendar postings at weekly department meetings. Admin and counselor will attend teacher strand & dept conferences on a weekly basis.

## **Technology Summary**

Lucio Middle School is 20 years old and hence, was built when "wiring for technology" was just surfacing, technology is maintained and current regardless.

Technology is used for communication with parents via the electronic gradebook, the school webpage, Lucio Facebook, teacher email accounts and the School Messenger system, on-line lesson plans, campus assessments via TANGO, data collection by teacher for all sub populations (Spec Ed, ELL, Migrant) for progress.

Technology is used primarily in all core content areas-ELA, math , science and Social Studies courses for reinforcement of instruction by utilizing I-Station, Think-Thorough-Math and Compass, Apex, A-Z Learning software programs.

Four computer labs are set up for enrichment courses, the Career Exploration Course, the Concepts of Engineering Course, and for a reteaching/re enrichment and advancement of instruction course.

However, purchases need to be made to update equipment or add equipment (Desktop computers, Laptop computers, iPads, Overhead Projectors, Document Cameras/Elmos, Projector Screens, Mobi , whiteboards/smartboards, printers, headphones, digital recorders and TINspire Calculators), maintenance and software programs.

## **School Processes & Programs Strengths**

The classes at Lucio Middle School are organized with highly qualified teachers that attend professional developments opportunities that are available year round in order to ensure they are trained in the most current strategies and rigor for student high expectations. Staff mentoring is provided to ensure that all teachers develop initiatives and plan (vertically and horizontally) curriculum following the district framework. Stronger teachers mentor new teachers to help facilitate PD, implementation of curriculum/strategies, campus initiatives and provide support for lesson planning and discipline. Campus content is complemented with College and Career Readiness throughout the year (hallway and doors are decorated with pennants from various colleges and universities. The campus facilitates several college readiness events throughout the year to bring awareness to students and parents. The Gear Up counselor provides 8th grade students to be college ready and monitor student progress every 6 weeks.

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

**Data Resources Reviewed for this area:** included the following

- Demographics

- STAAR scores, Benchmark scores, TELPAs, classroom data
- Discipline and At- Risk data
- Teacher attendance
- Afterschool activities participation
- Volunteers

**Summary of Needs:** Based on the review of various data sources, SBDM Committee and teacher input of program effectiveness it has been determined that some priorities in need of improvement include classroom management PD for new teachers, use of state and federal funds to maintain a low turn-over rate and ensure that teachers are highly qualified and maintain their qualifications through mentoring and PD opportunities (more rigorous content and lesson delivery training and technology). The PD should support campus and district efforts and meet identified needs (activities, resources and timelines) delineated in the 2018-19 Campus Improvement Plan.

Priorities in which Lucio Middle School will implement the use of State and federal funds are:

1. To increase professional development in areas of improvement including 6th & 7th math & reading; 8th science & social studies, and sub pops of ELL, SE, and At Risk students, in order to close performance gaps between subpopulations and the all groups. ( 7.1.11)

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

There was an improvement in the 6th grade Math, slight improvement in 8th grade Reading scores from the previous year and 100% passing rate in Algebra I EOC.

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

Growth is needed in the STAAR areas of Social Studies, Writing, and 6th/7th Grade Math and Reading.

### **Area Reviewed**

- Demographics
- STAAR Scores, Benchmark scores

### **Summary of Needs:**

State and federal funds will be used to ensure that all students are provided with highly qualified teacher with high expectations and offer tutorials/enrichment in order to maintain the Alg I EOC passing of 100% and increase our previous year Reading, Math, History scores by 10%.

### **What were the identified needs?**

- The scores for LEP and SPED population in all assessment subject areas.
- Writing, 6th Grade Math/Reading and Social Studies Reporting Categories
- Advanced performance in all areas.

Priorities for Lucio Middle School, including how federal and state program funds will be used:

1. Students will be offered tutorials/enrichment courses/Saturday Academy, in an effort to close the gaps in the areas of science, social studies and ELL, SE and At Risk sub pops and all groups. (1.1.1, 1.1.4, 1.1.5, 1.1.6, 1.1.8, 9.3.1)
2. Ensure that higher order thinking skills/curriculum to set high expectations for students so they can meet advanced performance in the areas of math, reading (reading fluency & writing)and history(supplemental cultural integration). (1.1.6, 1.1.10, 1.1.12)
3. Provide teachers and support staff with tools for planning, professional development, and resources/supplies to plan for effective student instruction.Provide professional development STAAR test questions. Provide accurate assessment data for subpopulations and all student groups.( 1.1.2, 7.1.1, 1.1.3,7.1.2, 7.1.3, 1.1.7,7.1.5, 7.1.8, 7.1.9, 7.1.11, 7.1.19, 8.1.3)
4. Increase technology and training in classroom integration in core area classes in order to engage students at a higher instructional level.(Lesson Plans, walkthroughs and data collection) (1.1.7, 7.1.9, 8.1.2, 8.1.7, 8.1.9)

### **School Context and Organization Strengths**

Students and teachers feel respected. Organization is well established and proper procedures are followed to optimize student achievement.

### **School Context and Organization Needs**

Better communication with departments of PD opportunities. More involvement of counselors in teacher conferences.

### **Area Reviewed**

- Demographics
- Teacher and student survey
- Teacher attendance

### **Summary of Needs**

### **What were the identified needs?**

- Teacher involvement in the School Context and Organization

The priorities for Lucio Middle School are to ensure the campus maintains well establish and follow organizational procedures with fidelity by all personnel in order to optimize student achievement.

Priorities for Lucio Middle School delineate how federal and state program funds will be used:

1. Teachers will be provided with positive reinforcement, feedback on scheduling, department constituency, in order to contribute to the strength of dept. members as valued stakeholder. (5.1.2, 7.1.2, 7.1.8, 7.1.19)

### **Technology Strengths**

Students like the technology in the classroom and feel it makes the lesson more interesting. The increase of Math and ELA technology through grants. Higher percentage of teachers that are proficient in the use of technology. Computer access for students in all classrooms. Science and History classes have access to C.O.W.s and Smart Boards for use in the rooms and available to be checked out from the library. Use of website and eSchool Plus among administration and parents to view student's progress.

### **Technology Needs**

PD with updated equipment (Desk tops, Laptops, projectors, document cameras, mobi, whiteboards, screens, iPads, maintenance) and software. Inclusion of calculator use in all 8th grade math classrooms.

### **Area Reviewed**

- Demographics
- STAAR , TELPAS, Benchmark scores, TSI
- Teacher and student survey
- Parent survey

### **Summary of Needs**

#### **What were the identified needs?**

- Professional development for new hardware/software
- funding for capital outlay
- accessibility to computers for all students and TI-Nspire Calculators for all 8th grade students
- new software needed
- integration of technology into classroom instruction
- a TST teacher on campus that can dedicate to the infrastructure and teacher need on a full-day basis



The priorities of Lucio Middle School were to use State and Federal funds to increase the purchase and implementation of technology (hardware/software and maintenance) in the classroom and professional development for teachers in order to increase student progress and academic success.

1. Offer CPE hours for professional training in technology which will increase its integration thus leading to a more engaged instructional setting.(8.1.3, 8.1.5, 8.1.8)
2. Upgrade technology through grant writing (8.1.1, 8.1.2, 8.1.6, 9.3.1)
3. Computers will provide accessibility to instructional programs that would increase student interaction and engagement in the learning process for all students. The level of technology integration into classroom instruction by teachers and students will be increased. In addition, the migrant students will have access to the migrant labs computers and printer. (8.1.1, 8.1.2, 8.1.5, 8.1.6, 8.1.7, 8.1.8, 9.3.1, 9.3.3)
4. New software that is in line with current TEKS will be purchased in an effort to close the gaps and address demonstrated weaknesses with all students. (8.1.2, 8.1.7, 8.1.1,9.3.1)
5. Professional Development will be offered by the Technology Teachers and Dean for students and teachers to ensure proper integration of technology in the classroom. Teachers will be encouraged to seek professional development outside of contract hours offered by the Technology Dept. (8.1.2, 8.1.3, 8.1.5,8.1.8, 8.1.9, 9.2.2, 9.3.2)
6. Teachers will integrate the use of computers and document cameras and will require a technology project from the students on a 6 weeks basis.(8.1.2,8.1.5, 8.1.6, 8.1.7)

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Instructional Technology integration is lacking due to upgrades needed on the technology infrastructure, computers and software in the campus. Teacher PD to implement instructional technology. **Root Cause:** Minimal funds available to upgrade the technology (computers, projectors, calculators, etc.) and PD needed for the technology updates.

## Perceptions

### Perceptions Summary

#### School Culture and Climate Summary

Of vital concern is improvement of school culture. We want to increase in Parent Involvement. Provide more incentives for teachers/students positive recognition with the support of adopt a school through our community. Ensure we have ongoing communication (more effective with teachers/parents). In addition, we have yearly trainings with students in counseling groups and specialized lesson through health education programs.

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

- Referral categories/ISS reports by infraction (Review 360)
- Weekly Academic Strand Meetings and Department Meetings SBDM Committee
- Counselor weekly meetings
- STarChart

#### Family and Community Involvement Summary

Notices to parents: by use of the marquee, School Messenger, website newsletter and Lucio Facebook to send reminders. Parental Surveys and Parent Meetings for Migrant and all other populations will be held.

### Perceptions Strengths

#### School Culture and Climate Strengths

Students feel school is safe and are respected by peers and adults. Atmosphere of trust and respect, along with involvement in decision making process regarding educational issues. The campus maintains high expectations for staff, faculty and students.

#### School Culture and Climate Needs

48% feel that bullying is an issue.

#### Area Reviewed

- Demographics

- Teacher, student, parent survey

## **Summary of Needs**

In order to maintain a safe environment procedures are placed to ensure expectations are set and followed by all. The campus environment is also monitored to maintain a clean and safe campus atmosphere daily.

### **What were the identified needs?**

- Student Discipline
- Lack procedure in unstructured areas
- Notification of bully-free zones in all common areas
- Excessive tardies
- Train teachers and staff on classroom management skills & behavior management to prevent and change student negative behavior with documentation on Review 360
- Enforcement of Dress Code Policy

Due to the priorities at Lucio Middle School the campus will use the federal and state program funds in the following:

1. Custodial schedule needs to be updated to meet demands/needs. (2.1.3)
2. Assign areas and report those in need of repairs. (2.1.3)
3. Two-way radios will be used to communicate with all supervisory personnel. (5.1.2, 5.3.1)
4. Counselors will assist the campus is organizing guest speakers, poster contests, class presentations, hallway displays (6.1.12, 7.1.16)
5. PD training for inputting data and analyzing trends in student behavior in Review 360. (5.1.5, 7.1.15)
6. Custodial supplies and furniture replacements in order to maintain the safety and maintenance of the campus. (2.1.3, 2.1.4)

### **Family and Community Involvement Strengths**

Regular meetings with a variety of topics for all parents including those of ELL, SE, Migrant and At-risk. Loyal school volunteers, weekly parent meetings, guest speakers, and healthy parent lifestyles through healthy schooling and exercise. Open House participation by parents is promoted and well attended.

State and federal funds will be used to ensure the school maintains loyal school volunteers and keep parents informed of school and community activities through presentations.

## Family and Community Involvement Needs

1. Increase parent communication between home and school through school messenger,marque, social media (FaceBook, website, etc.), surveys, teacher weebly pages and weekly parental involvement meetings. ( 6.1.2, 6.1.3, 6.1.7)
2. Increased number of parents participation of all groups including those of ELL, SE, Migrant and At-risk using the above communication methods as well as the instructional aides in bilingual and migrant program and at risk counselor. (6.1.2,6.1.3,6.1.5,6.1.7,6.1.12)
3. Increase parent volunteers through the parental involvement initiatives targeting specific parent topics and communication outreach to parents. (6.1.2,6.1.3,6.1.4, 6.1.5, 6.1.6, 6.1.7,6.1.8)
4. Increase parenting skills, workforce skills, health and fitness by providing the parents with communication and presentations by community resources. (6.1.1, 6.1.2, 6.1.3, 6.1.7, 6.1.8, 9.3.6, 6.1.10, 6.1.12)

# 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
- 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 EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- 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
- Local benchmark or common assessments data

## 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,
- 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
- Response to Intervention (RtI) student achievement data
- Dyslexia Data

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

- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback

### **Employee Data**

- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS

### **Parent/Community Data**

- Parent surveys and/or other feedback

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

- Organizational structure data
- Budgets/entitlements and expenditures data

# Goals

**Goal 1: Lucio Middle School students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. The students will be able to demonstrate exemplary performance in the TEKS involving fine arts, co-curricular, athletics and extra-curricular programs and activities.**

**Performance Objective 1:** Lucio M.S. 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><b>Comprehensive Support Strategy</b><br/> <b>PBMAS</b><br/> <b>Critical Success Factors</b><br/>           CSF 1 CSF 2</p> <p>1) Summer Bridge:<br/>           Alignment from Elem. to MS. To ensure a smooth transition from 5th grade to middle school students will attend a Summer Bridge that will be used to close the gap and increase STAAR Scores, with 6th grade students in the area of reading and math by 10 %.<br/>           Population: Students At risk, LEP, Parental Denials, SPED, Migrant<br/>           Timeline: August 2017<br/>           CNA S P &amp; P # 1.</p> | 2.4, 2.6 | Dean, Math/Reading Teachers | F: Week end projects, 1st 6 weeks grades, Compass reports, lesson plans, walkthroughs, observations, Report Cards, Benchmarks results<br>S: STAAR Scores, TELPAS, TMSFA |           |     |     |           |
| Funding Sources: 211 Title I-A - 3700.00  |          |                             |   |           |     |     |           |

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| <p align="center"><b>Comprehensive Support Strategy</b><br/><b>PBMAS</b><br/><b>Critical Success Factors</b><br/>CSF 1 CSF 4</p> <p>2) Resources Per Content: Purchase content specific high quality resource material in order to enhance curriculum in all core areas (ELAR, Math, Science, History) accessible to all students with an emphasis on students in low performing groups. Word to word and regular dictionaries will be purchased to supplement our EL program. Afterschool program supplies(i.e., board games, cubelets, Keva Structures, Legos, Snap Circuits and Littlebits, etc.) are need to ensure our English Learners success through the Affective Domain that will incorporate scavenger hunt lessons gaming area and a research section that incorporates a Makerspace Center. Headsets with microphone for TELPAS online testing and practice. Headsets for computer labs/lap tops for instructional use with all students.<br/>Population: Emphasis on students in low performing areas: At Risk, LEP, Parental Denial, SPED, Migrant<br/>Timeline: July 2017-December 2017<br/>CNA SP &amp; P # 1,2 3</p> | 2.4, 2.6 | Dean, Dept. Chairs, Campus Bilingual Administrator | F: Progress reports, 6 weeks grades, Progress monitoring tests, walkthroughs observations, lesson plans, Report Cards, Benchmarks<br>S: STAAR Scores, TELPAS, TMSFA |  |  |  |  |
| <p>Funding Sources: 211 Title I-A - 10190.00, 199 Local funds - 13400.00, 163 State Bilingual - 9250.00, 263 Title III-A Bilingual - 5543.00, 162 State Compensatory - 3655.00</p>   |          |  |   |  |  |  |  |
| <p align="center"><b>Comprehensive Support Strategy</b><br/><b>PBMAS</b><br/><b>Critical Success Factors</b><br/>CSF 1 CSF 2</p> <p>3) Bilingual:<br/>LPAC will meet at the beginning of the year, mid-year, and end of the year to maintain accurate documentation of all ELL students.<br/>Population: ELL students<br/>Timeline: 2018-2019 August, February, June<br/>CNA Student Achievement #4.</p>   | 2.4, 2.6 | LPAC Administrator                                 | F: Progress Reports, 6 weeks grades, Progress Monitoring tests<br>S: STAAR Scores, TELPAS, Report Cards, Benchmarks, TMSFA  |  |  |  |  |
| <p>Funding Sources: 163 State Bilingual - 600.00</p>   |          |  |   |  |  |  |  |



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| <p align="center"><b>Comprehensive Support Strategy</b></p> <p align="center"><b>PBMAS</b></p> <p>4) Tutorials: After-School &amp; Saturday tutorials to help those students who are in danger of failing the STAAR, TELPAS tests or their Reading &amp; Math classes so that they can be successful in their State assessment and in their core curriculum. Core area teachers will implement effective intervention strategies including remediation for students diagnosed as performing below established proficiency levels for all students including at-risk to perform at grade level.</p> <p>-STAAR Enrichment<br/>-Saturday Academy<br/>-After-school Tutorials<br/>-RTI</p> <p>Population: All At Risk 6th-8th grade students: LEP, GT, SPED, Migrant, Parental Denials, ESL, MI, DYS, AR, TI, Economically Disadvantaged, students who failed prior STAAR Admin. and or are in danger of failing their current core classes</p> <p>Timeline: Monday through Thursday starting October 2018-May 2019</p> <p>CNA Student Achievement # 1, 2 and S P &amp; P #1</p> | <p>2.4, 2.5, 2.6</p> | <p>Principal, Assist. Principal, Dean of Instruction, Counselors, Teachers, SpEd Teachers</p> | <p>F: 6 weeks benchmarks, semester and final exams Walkthrough, T-TESS observations<br/>S: , Lesson plans,STAAR/TELPAS/AYP scores</p>           |  |  |  |  |
| <p>Funding Sources: 162 State Compensatory - 41611.00</p>  |                      |   |   |  |  |  |  |
| <p>5) Progress Monitoring: Administration and Reading Teachers will monitor student progress and use results as a guide for instruction through testing using STAAR formatted questions during:</p> <p>-Diagnostic Exam<br/>-Six Weeks Benchmarks<br/>-Mock Tests</p> <p>So that all students can be at grade level and have successful State exam results</p> <p>Population: 6th-8th grade students: LEP, Parental Denials, ESL, MI, SE, GT, Pre-AP, DYS, AR, TI</p> <p>Timeline: July 2018-June 2019</p> <p>CNA pg #16 priority #3,4</p>   | <p>2.4, 2.5</p>      | <p>Principal, Assist. Principal, Dean of Instruction, and Reading Teacher</p>                 | <p>F: 6 week benchmarks, semester and final exams, Walkthrough and T-TESS observations<br/>S: Semester and Final exams, STAAR/TELPAS Scores</p> |  |  |  |  |

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| <p>6) Technology Resources: Teachers will use Technology in the Classroom to enhance instruction.</p> <ul style="list-style-type: none"> <li>-Mobi</li> <li>-Smartboard</li> <li>-Notebooks/Laptop Computers</li> <li>-Printers</li> <li>-LCD projectors</li> <li>-Adaptive Curriculum</li> <li>-Document Cameras</li> </ul> <p>Population: 6th-8th grade Math Teachers who have Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students<br/> Timeline: July 2018-June 2019<br/> CNA Student Achieve # 1,2 ;pg. 15 priority #4</p>   | 2.4, 2.5, 2.6 | Math Specialists, Technology Dept., Principal, Dean of Instructions, Math Teachers, SPED Teachers | <p>F: Attendance report to trainings, benchmarks, walk throughs<br/> S: Lesson plans, T-TESS evaluations</p>  |  |  |  |  |
| <p>7) GT Expectations: Teachers of GT and Pre-AP students will provide the GT/Pre-AP/STEM syllabus to parents detailing the expectations of the course and grading policy.</p> <p>Population:<br/> All 6th, 7th, 8th grade GT/Pre-AP/STEM students, parents<br/> Timeline: July 2018-December 2018</p>   | 2.5, 3.1      | Principal, Dean of Instruction, Administration, Teachers  | F: File update S: HQ requirements   |  |  |  |  |
| <p style="text-align: center;"><b>Critical Success Factors</b><br/> CSF 1 CSF 4</p> <p>8) Lesson Planning: GT/Pre-AP/STEM students and AP students will receive differentiated instruction to meet the complex rigor of student expectations following performance standards and PBL tasks (robotics competition), AP Spanish Exam. Participate in co-curricular opportunities (DI, Brainsville, Poet's corner). The students will be provided with opportunities to District and College GT/Pre-AP/STEM learning and experiencing advance level and college opportunities in order to gain knowledge and preparation for attending post secondary institutes.</p> <p>Population: All Students in MS GT/Pre-AP/STEM<br/> Timeline: July 2018-June 2019<br/> CNA pg 15 priority 2</p> | 2.4, 2.5      | Principal, Dean, Advanced Academics, C& I, Counselors, GT/Pre-AP/STEM/AP Teachers, UTRGV          | <p>F: Sponsors Sign In Sheets, Student entry and participation forms, Coordinators, Judges; increase performance of STAAR test/EOC by 25%<br/> S: Increase by 10% identification in AP and TSI results;<br/> 10% participation in extra-curricular activities offered</p> |  |  |  | <p>Funding Sources: 211 Title I-A - 1500.00, 199 Local funds - 7400.00</p> |

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| <p>9) Dept Meetings Data: Teachers will meet as a department to disaggregate prior years data to analyze strengths and weaknesses so that they can make changes in their instructional and assessment design for Spring 2018 test administration. Population: 6th-8th grade students: LEP, ESL, MI, SE, GT, Pre-AP, DYS, AR, TI<br/>Timeline: July 2018-June 2019<br/>CNA Student Achievement #1</p>                      |                      | <p>ELA/ESL/SPED/Dyslexia teachers, Dean of Instruction, Principal</p> | <p>F: Sign in sheets, walk-throughs, DBM scores<br/>S: STAAR/TELPAS Scores</p>   |  |  |  |  |
| <p>10) Bloom's strategy: Teachers will utilize higher order strategies especially from Figure 19 to teach inferencing to all student therefore increasing overall passing rates on STAAR but also increase the % at Advanced Performance. Population: 6th-8th grade students: LEP, ESL, MI, SE, GT, Pre-AP, DYS, AR, TI<br/>Timeline: Beg-Aug 2018 with monthly meetings through April 2019<br/>CNA pg#15 priority #2</p> | <p>2.4, 2.5, 2.6</p> | <p>Principal, Dean, Dept. Chair</p>                                   | <p>F: Benchmarks, Teacher observations, Progress reports, literacy strategies<br/>S: STAAR/TELPAS scores</p>   |  |  |  |  |
| <p><b>Comprehensive Support Strategy</b><br/><b>PBMAS</b><br/><b>Critical Success Factors</b><br/>CSF 1 CSF 2 CSF 4</p> <p>11) TELPAS Samples: All Core Area Teachers will be require to maintain a writing portfolio by collecting TELPAS formatted samples every 6 weeks. Population: 6th-8th grade Students; LEP, Parental Denials, ESL, MI, SE<br/>Timeline: July 2018-April 2019; Every 6 weeks</p>                  | <p>2.4</p>           | <p>Teachers, Dean of Instruction, Bilingual Admin, Principal</p>      | <p>F: Writing portfolios<br/>S: Benchmark scores, TELPAS Progress monitoring</p>   |  |  |  |  |
| <p><b>PBMAS</b></p> <p>12) Coordination Day: All teachers will participate Special Programs Coordination Day to discuss areas of concern &amp; review writing portfolios with LPAC. Population: 6th-8th grade Students; LEP, Parental Denials, ESL, MI, SE<br/>Timeline: July 2018-June 2019; Every 6 weeks</p>   |                      | <p>Teachers, Dean of Instruction, Principal, At-Risk Counselor</p>    | <p>F: Professional Development Sign Ins, Teacher Transcripts, Writing portfolios<br/>S: T-TESS evaluation, STAAR/TELPAS progress monitoring Scores, Benchmark scores</p> |  |  |  |  |

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| <p align="center"><b>Critical Success Factors</b><br/>CSF 1 CSF 6</p> <p>13) College Ready: Students will be given information about the "The Duke Talent Search" to increase the number of participants.Promote "College T-Shirt Day" so that teachers and students can wear the college t-shirt of choice to increase college awareness. Population: 7th grade students who scored 100% on one of their STAAR tests in 2013 All Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students)All 6th-8th grade students; teachers and administration Timeline: July 2018-June 2019</p> | 2.5      | Principal, Dean of Instruction, Teachers, Counselors, Advance Academics, Curriculum & Instruction          | F: Training PD sign in sheets, student participation in courses, Report cards, AP scores, teacher implementation & observations/walk-through, acceptance letter from College Board, teacher, curriculum documents, attendance to institutes, contract with college board, advertisement & pictures S: Increase of AP passing rates, Compliance with College Board, Higher percent students achieving Advanced Performance on AP/STAAR, Knowledge of College readiness best practices, Implementation of skills learned |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1 CSF 6</p> <p>14) College Ready: Students will attend BISD Kids2 College to meet representatives that will inform them in educational options and career exploration in order to increase awareness of college opportunities and increase the number of students who attend post-secondary institutes. Population:All 6th grade students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students Timeline: February-May 2019</p>   | 2.5      | Principal, Dean of Instruction, Teachers, Counselors, Advance Academics, Curriculum & Instruction, UTB/TSC | F: Student/Parent Sign-ins S: Pre and Post Survey, Summary of Survey results   |  |  |  |  |
| <p>15) College Ready:100 % of the 8th grade students will take the Kuder inventory Population: 8th grade students Timeline: July 2018-June 2019</p>   | 2.4, 2.5 | Campus Administration, Counselors  | Formative: Kudor Reports Summative: Kudor Reports and evaluation debriefing with counselor   |  |  |  |  |
| <p>16) College/Parent Meeting: Collaboration and expectations of the campus visit, parent meetings and debriefing of the Kuder inventory and the selection of high school pathway. Population: 8th grades students, parents Timeline: July 2018-June 2019</p>   |          | Campus Administration, Counselors  | Formative: Kudor Reports Summative: Agenda parent meetings, Debriefing meetings with counselor, HS campus visits lists   |  |  |  |  |

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| <p>17) College Ready: Career Day for all Lucio MS students with exposure to 3-4 career professionals. College presentations and TSI information representative.<br/>Population: 6th -8th students<br/>Timeline: July 2018-June 2019</p>  |                 | <p>Campus Administration<br/>Counselors</p>   | <p>Formative: Presentation Flyers, Career Day Schedule, College Presentaion Schedule<br/>Summative: Lists of student participation, Agendas</p> |  |  |  |  |
| <p><b>Comprehensive Support Strategy</b><br/><b>Critical Success Factors</b><br/>CSF 1 CSF 5 CSF 6</p> <p>18) Gear UP: The Gear Up Program will provide services to the 7th grade students, parents, faulty and community to increase awareness &amp; promote post-secondary education.<br/>Population: 7th Grade Class<br/>Timeline: July 2018-June 2019<br/>Population 7th Grade Class<br/>CNA Student Achievement #1, 2</p>   | <p>2.4, 2.5</p> | <p>Campus Administration, Gear-Up Calendar of Events, Logs</p>  | <p>Formative: Coordinator Weekly Logs<br/>Summative: Gear-Up Calendar of Events, Logs</p>   |  |  |  |  |
| <p>19) PE/Health: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.<br/>(SB 891-Effective 9/01/2009)<br/>The nurse will be prepared with basic Emergency items to take care of students if any injury occurs (Emergency Kits, Band-Aids, gloves, hand sanitizers, etc....)<br/>Population: All 6th-8th grade students (Reg. Ed, SpEd, Bilingual, At Risk, Dyslexia, Pre-AP, GT, Migrant and Teachers<br/>Timeline: July 2018-June 2019</p> |                 | <p>Principal, Dean of Instruction, District Specialists, Teacher Department Chairs, Team lead Teacher, All PE Health Teachers</p> | <p>Formative: Updated Curriculum Framework<br/>Summative: Student Classroom Assessment, Physical Fitness Assessment</p>                         |  |  |  |  |
| <p>Funding Sources: XXX Grant Funds - 0.00</p>   |                 |   |   |  |  |  |  |
| <p>Funding Sources: 199 Local funds - 200.00</p>   |                 |   |   |  |  |  |  |

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| <p style="text-align: center;"><b>Critical Success Factors</b><br/>CSF 6</p> <p>20) PE/Health Abuse Awareness: Educate students and parents on the District's sexual abuse of children policies/guidelines through awareness and information, including but not limited to, knowledge of likely warning signs indicating that a child may be a victim of sexual abuse, using resources developed by the TEC under Section 38.004, to conduct classroom presentations and distribute information via the BISD Parent/Student Handbook.<br/>HB 1041 (Jenna's Law)- Effective 9/1/09<br/>Population: All 6th-8th grade students (Reg. Ed, SpEd, Bilingual, At Risk, Dyslexia, Pre-AP, GT, Migrant and Teachers<br/>Timeline: July 2018-June 2019</p> | <p>2.6, 3.2</p> | <p>Principal, Assistant Principal, Dean of Instruction, District Specialists, Teacher Department Chair, Team Lead Teacher, All PE and Health Teachers, Parent Liaison</p> | <p>Formative: Distribution of handbooks, Sign-In Sheets<br/>Summative: Handbook receipts</p> |  |  |  |  |
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| <p>21) PE/Health (R,W,&amp; M):Monitor and emphasize the integrated math, reading, and writing academic concepts inherent in the PE/Health curriculum programs in order to enhance students' skills and prepare them for testing. Materials needed are: Paper (Computer/Notebook), Pencils (colored &amp; regular), Glue sticks, Expo Dry Erase Markers, Tape, Scantrons, Scissors, and Ink for Printers, Projector Bulbs, Pens (Red, Black and Blue), Highlighters, Markers, Dry Erase Boards, Clipboards, Paper Clips.<br/>Population: All 6th-8th grade students (Reg. Ed, SpEd, Bilingual, At Risk, Dyslexia, Pre-AP, GT, Migrant and Teachers<br/>Timeline: Daily July 2018-June 2019<br/>CNA pg # 16 priority 3; pg. 11 #6</p> |                 | <p>Principal, Assistant Principal, Dean of Instruction, District Specialists, Teacher Department Chair, Team Lead Teacher, All PE and Health Teachers</p> | <p>Formative: Lesson Plans<br/>Summative: Student Assessment results</p>  |  |  |  |  |
| <p>22) PE:Provide students in grade 6-8 with moderate to vigorous activity each day in Physical Education for at least 30 minutes to enhance students health and well-being and incorporate STAAR objectives in daily PE/Health lessons and activities. (middle School students for at least 4 total semesters)<br/>Population: All 6th-8th grade students (Reg. Ed, SpEd, Bilingual, At Risk, Dyslexia, Pre-AP, GT, Migrant and Teachers<br/>Timeline: August 2017-June 2018<br/>(SB 530- Effective 9/1/2007)</p>   | <p>2.4, 2.5</p> | <p>Principal, Dean of Instruction, District Specialists, Teacher Dept. Chair, Team Lead Teacher, All PE and Health Teachers</p>                           | <p>Formative: Classroom Observations, PE Student attendance, Lesson Plans<br/>Summative: School Health Index, Physical Fitness Assessment</p> |  |  |  |  |
| <p>Funding Sources: 199 Local funds - 4000.00</p>  |                 |   |   |  |  |  |  |

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| <p>23) Student Fitness: Assess student fitness annually to promote student health. (CATCH, PAPA)<br/>Population: All 6th-8th grade students (Reg. Ed, SpEd, Bilingual, At Risk, Dyslexia, Pre-AP, GT, Migrant and Teachers<br/>Timeline: August 2017-June 2018<br/>(SB 530-Effective 9/01/2007)</p>   |  | Principal, Dean of Instruction, District Specialists, Teacher Dept. Chair, Team Lead Teacher, All PE and Health Teachers | Formative: Lesson Plans<br>Summative: Fitness Results                                    |  |  |  |  |
| Funding Sources: 199 Local funds - 800.00   |  |  |  |  |  |  |  |
| <p>24) Instructional Facilities &amp; Equipment: Evaluate and recommend necessary upgrades in instructional facilities and equipment (shelving, foam balls, badminton rackets &amp; birdies, footballs, basketballs, soccer balls, volleyballs, jump ropes, jump rope rack and fitness bands) to ensure appropriate educational instructional and student safety.<br/>Population: All 6th-8th grade students (Reg. Ed, SpEd, Bilingual, At Risk, Dyslexia, Pre-AP, GT, Migrant and Teachers<br/>Timeline: July 2018-June 2019<br/>CNA pg. 21 #2</p> |  | Principal, District Specialists, Teacher Department Chair, Team Lead Teacher, All PE Teachers                            | Formative: Safety Evaluation<br>Summative: Review of Campus Developed Safety Action Plan |  |  |  |  |
| Funding Sources: 199 Local funds - 4111.00  |  |  |  |  |  |  |  |
| <p>25) Music Software Resource: Purchase of Music Theory Software to enhance student learning and music -Finale<br/>Population: Band/Choir Directors ; All 6th-8th students<br/>Timeline: July 2018-June 2019</p>   |  | Band Directors, Choir Directors  | F: Purchase theory software<br>S: Use to teach theory concepts to students in class      |  |  |  |  |



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| <p>26) Incoming 5th grade students will be invited to our campus through the feeder elementary schools to tour the campus and receive an orientation so that they can have a successful transition to middle school. 8th graders will visit the feeder high school to ensure a smooth transition to high school.<br/>Population: All Incoming 5th grade students who currently attend feeder campuses<br/>All 8th graders<br/>Timeline: May 2019</p>  |            | <p>Principal, Dean, Assistant Principal, Counselors</p>  | <p>F: Attendance to orientation of feeder campus<br/>S: Incoming 5th graders familiar with rules and expectations at our campus</p>  |  |  |  |  |
| <p><b>PBMAS</b><br/><b>Critical Success Factors</b><br/>CSF 1 CSF 3</p> <p>27) Provide instructional resources and computer assisted instruction that reinforces implementation of the BISD curriculum and initiatives including (but not limited to) professional development based on identified needs.<br/>APEX<br/>Pearson Math<br/>Coding Initiative programs<br/>STEM<br/>Edgenuity<br/>Writing Portfolios (including digital portfolios)<br/>Balanced Literacy Model<br/>Write for Success<br/>TLI Cognitive Routines/Strategies<br/>Inclusion (co-teach) Model<br/>Duolinguual<br/>Dyslexia Lab<br/>Texas Gateways<br/>Adaptive Curriculum<br/>EduSmart<br/>Eduphoria Aware</p> <p>Population: All teachers and student groups</p> <p>Timeline: July 2018-May 2019</p> <p>CNA: Student Achievement #1-4</p> | <p>2.4</p> | <p>Principal, Dean, AP's, Department Chairs, Librarian, TST, Teachers, C &amp; I Specialists</p> | <p>F:<br/>Classroom observations IBISD Instructional Feedback Form, Lesson Plans, Professional Development System, Benchmark scores, BOY/MOY/EOY data analysis.</p> <p>S:<br/>STAAR and EOC scores, TELPAS and TERRA NOVA/Supera TMSFA</p> |  |  |  |  |

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| <p align="center"><b>PBMAS</b><br/><b>Critical Success Factors</b><br/>CSF 1 CSF 2</p> <p>28) Teachers will monitor the implementation of the 3 Tier Response to Intervention Model in the classrooms for math, reading, and behavior with additional training provided to campus Teachers and Trainer of Trainers on required documentation and interventions based on identified needs.</p> <p>Populations: All students and teachers for these students in core content areas.</p> <p>Timeline: July 2018 to June 2019</p> <p>CNA: Student Achievement #1-4</p>        | <p align="center">2.6</p>      | <p>Principal, Assistant Principal, RTI Coordinator, Dean, Counselors, Teachers</p> | <p>F: PDS session agendas and evaluations, RtI plan progress monitoring reports, Classroom observation</p> <p>S: Improved STAAR scores, TELPAS, TMSFA, Tier 2 and 3 changes to lower tiers (increase STAAR scores At-Risk, LEP &amp; SpEd)</p> |  |  |  |  |
| <p align="center"><b>PBMAS</b><br/><b>Critical Success Factors</b><br/>CSF 1 CSF 2</p> <p>29) Analyze campus assessment data to determine specific instructional intervention needs that will drive planning for conferences, workshops that address those state standards where the students demonstrated the lowest achievement levels.</p> <p>Populations: All sub-population students and teachers for these students in core content areas, Special Education and CTE</p> <p>Timeline: August 2018 to May 2019</p> <p>CNA: Student Achievement #1, SP &amp; P #2</p> | <p align="center">2.4, 2.6</p> | <p>Principals, Deans, Dept Chairs and Teachers</p>                                 | <p>F: Dept. Meeting agendas, Professional development evaluations, Classroom walkthrough data, campus 6wks assessment, check point assessment, District benchmarks</p> <p>S: STAAR scores, EOC scores, T-TESS data, PDS Transcripts</p>        |  |  |  |  |

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| <p align="center"><b>PBMAS<br/>Critical Success Factors<br/>CSF 1</b></p> <p>30) Certified teachers and para-professionals will supplement allotted campus positions so that the needs of low performing students may be met through individualized small group instruction.</p> <p>Population: All Students</p> <p>Timeline: August 2018 to May 2019</p> <p>CNA: Student Achievement #2-4</p> | 2.5 | Federal Programs<br>Administrator, Principal,<br>Dean                               | <p>F:<br/>Teacher Observations, Lesson Plans, Student Classroom Grades and Progress Reports, Personnel Requisitions, Monthly Payroll Analysis, Walk-Throughs</p> <p>S:<br/>T-TESS summative evaluation data, Job Description/ Evaluations, Improvement on State Assessments including STAAR and TERRA NOVA Test Results</p>  |  |  |  |  |
| <p align="center"><b>Critical Success Factors<br/>CSF 6</b></p> <p>31) Stipends for teachers will be provided in an effort to retain high-quality teachers in high-need schools. (Title IA &amp; Title II-A)</p> <p>Population: All Students</p> <p>Timeline: August 2018 to May 2019</p> <p>CNA: Student Achievement #2, Demographics #7</p>  | 2.6 | Special Programs<br>Administrator,<br>Principal, Dean                               | <p>F: Teacher Observations, Lesson Plans, Student Classroom Grades and Progress Reports, Personnel Requisitions, Monthly Payroll Analysis, Walk-Throughs, Curriculum Feedback, PDS Session Evaluations</p> <p>S:<br/>T-TESS or Job Description/ Evaluation summative reports<br/>Improvement on State Assessments including STAAR, and TERRA NOVA Test Results</p> |  |  |  |  |
| <p>32) To increase student-athletes focus on academic excellence, while committing to practicing sport skills each day, instruct campuses to develop 1 hr. tutorials for student athletes.</p> <p>Population: All secondary student athletes</p> <p>Timeline: August 2018 to May 2019</p>  |     | District Athletic<br>administration<br>Principal,<br>Campus Athletic<br>Coordinator | <p>F:<br/>Progress reports, Report cards</p> <p>S:<br/>Improved STAAR/EOC results for athletes</p>   |  |  |  |  |

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| <p>33) Research-based professional development and its travel needs will be provided to teachers of eligible students.<br/>*Family and school engagement activities will increase parental involvement and will address the needs of eligible parents.</p> <p>Population: All Students</p> <p>Timeline Aug. 2018 - June 30, 2019</p> <p>CNA: SP &amp; P #7</p> |  | <p>Federal Programs Administrator,<br/>Federal Programs Coordinators and Supervisors<br/>Private School Administrator</p> | <p>Formative:<br/>Lesson Plans, Classroom Walk-Throughs, Classroom Grades, Six/Nine Week Grades<br/>Summative:<br/>End-of-year classroom grades</p> <p>+5% Increase on ITBS scores</p> |  |  |  |  |
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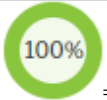

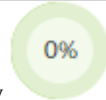

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

**Goal 1:** Lucio Middle School students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. The students will be able to demonstrate exemplary performance in the TEKS involving fine arts, co-curricular, athletics and extra-curricular programs and activities.

**Performance Objective 2:** Lucio M.S. 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:**



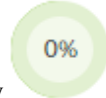

| Strategy Description   | ELEMENTS | Monitor                         | Strategy's Expected Result/Impact                                   | Reviews   |     |     |           |
|--|----------|---------------------------------|---|-----------|-----|-----|-----------|
|  |          |                                 |   | Formative |     |     | Summative |
|  |          |                                 |   | Nov       | Feb | Apr | June      |
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 3 CSF 4</p> <p>1) 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 the Migrant Club, Lunch Bunch Program, or Homework Help.</p> <p>Population: MS PFS and Non-PFS migrant students</p> <p>Timeline: Aug2018-June 2019<br/>CNA Student Achievement #7</p>  | 2.4, 2.5 | Migrant Clerk, CIS Case Manager | F: Agenda sign-ins<br>S: Participation surveys, CIS Student surveys |           |     |     |           |
| <p>Funding Sources: 212 Title I-C (Migrant) - 0.00</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:** Lucio Middle School students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. The students will be able to demonstrate exemplary performance in the TEKS involving fine arts, co-curricular, athletics and extra-curricular programs and activities.

**Performance Objective 3:** 80% of 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 Assessments for Migrant students, Migrant Program participation reports

**Summative Evaluation 3:**

| Strategy Description   | ELEMENTS | Monitor   | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|--|----------|---|---|-----------|-----|-----|-----------|
|  |          |   |   | Formative |     |     | Summative |
|  |          |   |   | Nov       | Feb | Apr | June      |
| <p><b>Comprehensive Support Strategy</b><br/> <b>PBMAS</b><br/> <b>Critical Success Factors</b><br/>           CSF 1 CSF 2 CSF 4</p> <p>1) Teachers will make use of strategies to display wordwalls and other visual aids so they can improve students vocabulary to increase student achievement in the State assessments (printers and ink are needed for initiative)<br/>           Population: At-risk 6th-8th grade students: LEP, Parental Denials, ESL, MI, SE, GT, Pre-AP, DYS, AR, TI<br/>           Timeline: July 2018-June 2019<br/>           CNA Student Achievement # 1, 2</p>   | 2.4, 2.5 | Teachers, Dean of Instruction, Principal, At-Risk Counselor | F: Word-wall, objectives, strategies, lesson plans, walk throughs<br>S: T-TESS evaluations, STAAR/TELPAS Scores |           |     |     |           |
| Funding Sources: 199 Local funds - 2500.00, 211 Title I-A - 4000.00  |          |   |   |           |     |     |           |
| <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 1:** Lucio Middle School students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. The students will be able to demonstrate exemplary performance in the TEKS involving fine arts, co-curricular, athletics and extra-curricular programs and activities.

**Performance Objective 4:** Lucio Middle School will increase the 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><b>Comprehensive Support Strategy</b><br/> <b>Critical Success Factors</b><br/>           CSF 1 CSF 4</p> <p>1) Summer Band/Choir: Students prepare for and participate in school performances by attending Summer Band and school year Sectional Performance so students can develop confidence and performance skills and ensure commended performances. Summer Choir- Music Orientation intro to basic music skills: sign scales, warm up exercises, correspond to cur win hand signs<br/>           Population: All 6th-8th Band/Choir Students<br/>           Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students<br/>           Timeline: July 2018-June 2019</p> | 2.4, 2.5, 2.6, 3.1 | Band Directors, Choir Directors | <p>F: Daily, weekly and monthly evaluation and lesson plans; Adjudicated evaluation of individual and group vocal skills<br/>           S: Instrumental technique and sound; performance ratings, proper techniques will be established</p> |           |     |     |           |

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| <p>2) Fine Arts District Activities: Students will prepare and participate in BISD Fine Arts Activities and community activities:<br/>         -Charro Days Parade (February 2018)<br/>         -Rio Grande Valley Festival (March 2018)<br/>         -UIL Band Contest (April 2018)<br/>         -Fine Arts festival (May 2018) -Christmas Parade (December 2017)<br/>         -UIL Band Contest (March-May 2018)<br/>         -South TX Musical Festival (May 2018)<br/>         -Solo &amp; Ensemble Contest (April-May 2018)<br/>         -Veterans Parade<br/>         -TMEA All-Region Band(January 2018)<br/>         so students can develop confidence and performance skills,<br/>         and ensure commended performances<br/>         Population: All 6th-8th Band Students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students<br/>         Timeline: July 2018-June 2019</p> |  | <p>Band Directors</p>                               | <p>F: Daily, weekly and monthly evaluation and lesson plans<br/>         S: Instrumental techniques and sound; performance ratings;<br/>         audience reactions</p>   |  |  |  |  |
| <p>3) Band/Choir All City: All-City Band Clinic and Concert to reward students' year-long efforts. Choir- individual student auditions for a position in a mixed all-city choir as per Fine Arts Dept. requirements.<br/>         Population: 7th &amp; 8th Grade All-City band students/ All 6th-8th All-City Choir students<br/>         Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students<br/>         Timeline: October 2018 choir/February 2019 band</p>  |  | <p>Band Directors,<br/>         Choir Directors</p> | <p>F: 7th &amp; 8th Grade All-City band students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students; Choir rehearsal afterschool<br/>         S: Instrumental techniques and sound; performance ratings; Choir Adjudicated by directors and Administration</p> |  |  |  |  |
| <p>4) Madrigal Dinner Band/Choir: Madrigal Dinner - 7th and 8th grade Band students who have participated in previous contests are taken to Fine Arts presentation.<br/>         Population: Selected 7th and 8th students who have competed on events. Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students<br/>         Timeline: February 2019</p>   |  | <p>Band Directors<br/>         Choir Directors</p>  | <p>F: Individual Performance<br/>         S: Participation at Madrigal Dinner Event</p>   |  |  |  |  |



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| <p>5) Fall Concert Choir: As per Fine Arts Festival TEKS- Students will be given opportunities to perform for public audiences at Civic Center (1 piece- 3-5 minutes, a finale with all other choirs &amp; bands in cluster.</p> <p>Population: All 6th-8th Choir students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students</p> <p>Timeline: Fall Concert: November 2018<br/>Spring Concert: May 2019</p> |  | Choir Directors | <p>F: Adjudicated evaluation of individual and group vocal skills. Rehearsal afterschool</p> <p>S: Fall Concert participation, Performance evaluation</p> |  |  |  |  |
| <p>6) Choir Competition: Solo and Ensemble- Individual TMEA competition in which students learn a solo using classical music repertoire.</p> <p>Population: All Solo and Ensemble Choir students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students</p> <p>Timeline: October 2018</p>   |  | Choir Directors | <p>F: Daily, weekly and monthly evaluation plus actual performance evaluation</p> <p>S: Region adjudicated judges' rate each student</p>                  |  |  |  |  |
| <p>7) Christmas Concert- Students will perform at least 2 pieces of seasonal music for the public. Choreography is added to most selections.</p> <p>Population: All 6th-8th Choir students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students</p> <p>Timeline: Christmas Concert December 2019</p>  |  | Choir Directors | <p>F: Rehearsals after school</p> <p>S: Adjudicated by directors and administration</p>   |  |  |  |  |
| <p>8) Choir Evaluation -All choirs must learn music from prescribed music list. Selections of varying difficulty levels are required to be taught. Students must also read music on sight (Sight Reading).</p> <p>Population: All 6th-8th Choir students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students</p> <p>Timeline: February 2019</p>  |  | Choir Directors | <p>F: Adjudicated evaluation of individual and group vocal skills.</p> <p>S: Adjudicators rate using comment sheets and scores I, II, III or lower</p>    |  |  |  |  |
| <p>9) UIL Concert &amp; Sight Reading contest- This is a continuation of the pre-UIL concert. It is considered the STAAR test as it determines the program's success.</p> <p>Population: All 6th-8th participating Choir students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students</p> <p>Timeline: March 2019</p>  |  | Choir Directors | <p>F: Adjudicated evaluation of individual and group vocal skills.</p> <p>S: Adjudicators rate using comment sheets and scores I, II, III, or lower.</p>  |  |  |  |  |

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| <p>10) Region Choir Auditions, Clinic, and Concert- 7th &amp; 8th graders are encouraged to learn 5 pieces of music specific to grade level. Students are given lessons after school, packets with music, and a CD with their vocal part.<br/>Population: All 7th &amp; 8th grade choir students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students<br/>Timeline: May 2019</p>  |  | Choir Directors | <p>F: Rehearsals after school<br/>S: Adjudicated by directors and administration</p>   |  |  |  |  |
| <p>11) Spring Concert- Each choir learns and performs a minimum of 3-2 part songs. Choreography, costumes, props, etc are usually added.<br/>Population: All 6th-8th Choir students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students<br/>Timeline: February 2019-May 2019<br/>Spring Concert: May 2019</p>  |  | Choir Directors | <p>F: Select grade level appropriate music of distinguished genres or theme-based<br/>S: Performance evaluation</p>  |  |  |  |  |
| <p>12) South Texas Music Festival Contest- The choir performs Spring Concert selections to be adjudicated. Fundraising activities are incorporated to pay entry fees and choreography.<br/>Population: Selected 6th-8th Choir students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students.<br/>Timeline: July 2018-June 2019</p>  |  | Choir Directors | <p>F: Select grade level appropriate music of distinguished genres or theme-based.<br/>S: Performance adjudicated at the sight. Trophies area awarded.</p> |  |  |  |  |
| <p>13) Summer Choir II-Invitational for all new choir students for a week-long orientation and an overview of the events, concerts, and skills to be learned throughout the year. Returning students begin selecting solo music.<br/>Population: New 6th-8th choir students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students<br/>Timeline: June 2019<br/>Choir Directors F: Mail out list to new students.<br/>S: Adjudicated by directors and administration. Pizza party on final day</p> |  | Choir Directors | <p>F: Mail out list to new students.<br/>S: Adjudicated by directors and administration. Pizza party on final day</p>                                      |  |  |  |  |

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| <p>14) Tech Equip:<br/>Teachers will use technology equipment to record music so students can rehearse, document camera and projector to display music and equipment to rehearse.<br/>Population: All 6th-8th Choir Students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students<br/>Timeline: July 2018-June 2019</p>   |  | Choir Directors            | <p>F: Purchase of Equipment<br/>S: Performance</p>                                       |  |  |  |  |
| <p>15) Brothers Sign On - Selected 7th-8th Tenor Bass choir<br/>for middles school boys that will rehearse and perform music with a guest clinician.<br/>Population: Selected 7th-8th Choir boys Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk<br/>Timeline: January 2019</p>   |  | Choir Directors            | <p>F: Auditions and Practices<br/>S: Performance</p>                                     |  |  |  |  |
| <p>16) Campus Initiatives: Improve student morale and campus support by painting banners/flyers for school related activities; talent show, STAAR theme, Awards Night, UIL, Athletic Events and various school functions.<br/>Population: Art Teachers, Club sponsors &amp; All 6th-8th grade students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students<br/>Timeline: July 2018- June 2019</p>  |  | Art Teacher, club sponsors | <p>F: Student ideas, collaboration<br/>S: Student projects; Successful STAAR results</p> |  |  |  |  |
| <p>17) Community based Art competition: TX RGV Birding Festival (Oct), Craypas Art Contest (Dec), Region One Christmas Card Design (Dec), Child Find Art Contest (Jan), (Jan.) Adopt a Beach &amp; Fed. Junior Duck Stamp Contest (March) History Art Contest ( April) Resaca de Las Palmas Butterfly Art Contest, Christmas Tree Decorating Contest.<br/>Population: All 6th-8th grade art students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students<br/>Timeline: July 2018-June 2019</p> |  | Art Teacher                | <p>F: Student ideas, collaboration<br/>S: Student projects; successful STAAR results</p> |  |  |  |  |

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| <p>18) BISD Art Competitions: BISD Middle Fire Prevention (Sept), 37th Red Ribbon Week (Oct), Bus Safety (Oct.) Annual International Art Show (Dec) School Art competition (April) Vase Visual Arts Scholastic event UIL (May) Fine Arts Festival (May).<br/>         Populaion: All 6th-8th art students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students<br/>         Timeline: July 2018-June 2019</p> |  | <p>Art Teacher</p>                          | <p>F: Student projects &amp; Rubric Format<br/>         S: Successful completion of course objectives Pass the STAAR</p> |  |  |  |  |
| <p>19) Art Work: Art critique / Self Evaluation, Portfolios Exhibit student artwork throughout campus.<br/>         Population: All 6th-8th art students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students<br/>         Timeline: July 2018-June 2019</p>  |  | <p>Art Teacher</p>                          | <p>F: On-going portfolio<br/>         S: Successful completion of course objectives Pass the STAAR</p>                   |  |  |  |  |
| <p>20) EOY PE Encampment:All student athletes will attend an end-of-year party at the BISD Encampment as an incentive for completing a sport throughout the school year.<br/>         Population: Student Athletes, Coaches, Nurse, Administration<br/>         Timeline: July 2018-June 2019</p>  |  | <p>Coaches, Nurse, Assistant Principals</p> | <p>Formative: Coaches Eligibility List<br/>         Summative: Field Trip Permission Slip</p>                            |  |  |  |  |

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| <p align="center"><b>Critical Success Factors</b><br/>CSF 1 CSF 6</p> <p>21) Students have opportunities to participate in the following activities UIL Competitions/Clinics and clubs:<br/>         -One Act Play<br/>         -Chess<br/>         -DI<br/>         -Brainsville<br/>         -Poet's Corner<br/>         -Spelling Bee<br/>         -Ballroom<br/>         -Special Olympics<br/>         -STEM (Robotics)<br/>         -Academic (AMC)<br/>         -HESTEC (Electric Car)<br/>         -Trendsetters/Library club<br/>         -Garden club<br/>         -Yearbook<br/>         -Coding<br/>         -History Day/Fair<br/>         -Science Fair<br/>         -Brownsville Kids Voting<br/>         Population: All Students</p> <p>Timeline: Aug. 2018-June 2019</p>  |  | Administration,<br>Teacher<br>Sponsors/Coaches                                   | Formative: Training agendas, flyers, Monthly logs, Sign In Sheets<br><br>Summative; Competition Results,  |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1 CSF 5</p> <p>22) Students will participate in the Texas 21st Century Community Learning Center Program, which is a federally-funded afterschool program administered by the Texas Education Agency. Texas Southmost College, in conjunction with the Brownsville Independent School District, is currently offering this program at Lucio MS. The main goal is to provide free and innovative instructional activities to promote student achievement and success. These innovative activities may include tutoring, homework help, enrichment, art, theater, student leadership, music, SAT/ACT prep, and college and workforce preparation. In addition, Lucio MS will be offering family support services for the immediate family in an effort to help the entire family improve their educational opportunities.</p> |  | 21st Century<br>Coordinator<br>Administration<br>TSC 21st Century<br>Coordinator | F: Progress reports, 6 weeks grades, Progress monitoring tests, 21st Century program observations, lesson plans, Report<br>Cards, Benchmarks, Student ideas, collaboration, Student ideas, collaboration<br>S: STAAR Scores, TELPAS, TMSFA, Student culminating activities and projects |  |  |  |  |







**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.**

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

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

**Summative Evaluation 1:**

| Strategy Description  | ELEMENTS | Monitor  | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|---|----------|--|--|-----------|-----|-----|-----------|
|   |          |  |  | Formative |     |     | Summative |
|   |          |  |  | Nov       | Feb | Apr | June      |
| 1) Energy Savings: Lucio MS will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan.<br>Population: All department and campus facilities<br>Timeline: July 2018-June 2019  |          | District Administration<br>Campus Administration<br>Facilities and maintenance staff | Complete implementation of the district energy savings plan<br>will result in decreased energy usage compared to prior year<br>Formative: Monthly comparison of energy usage<br>Summative: Annual comparison of energy usage |           |     |     |           |
| 2) Campus Facility Improvement: The campus will be broken up into 5 parts in order to implement a systematic approach to the renovation /upgrade/ improvement of facilities to include prioritizing base on safety and needs of the district (Electives Areas, Cafeteria/Library. Grounds, Upstairs, Downstairs)<br>Population: All department and campus facilities<br>Timeline: July 2018-June 2019 |          | Campus Administration<br>Facilities and maintenance staff                            | Formative: Survey and maintenance requests<br>Summative: Evaluation/analysis of survey data; Completion of maintenance requests  |           |     |     |           |

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| <p><b>Critical Success Factors</b><br/>CSF 6</p> <p>3) Lucio MS custodial staff will purchase supplies for maintenance and operating costs of maintaining the school, which may include general supplies. Custodial staff schedule will be updated weekly/daily to meet the demands of the school to maintain school clean.</p> <p>Population: Custodial staff</p> <p>Timeline: Aug 2018-June 2019</p> <p>CNA Perception # 1, 2, 6</p>                    |  | <p>Head custodian,<br/>Facilities and<br/>maintenance<br/>StaffCustodial Staff,<br/>Principal, Asisstant<br/>Principal</p> | <p>Formative:<br/>Walkthrough, schedules</p> <p>Summative:<br/>Maintenance Reports</p>     |  |  |  |  |
| <p>Funding Sources: 199 Local funds - 350.00</p>  |  |  |  |  |  |  |  |
| <p><b>Critical Success Factors</b><br/>CSF 6</p> <p>4) Lucio MS will purchase furniture items (bookshelves, desks, chairs, etc.)</p> <p>Population: Lucio MS staff and Admin.</p> <p>Timeline: Aug 2018-June 2019</p> <p>CNA Perception # 6</p>   |  | <p>Principal, Assistant<br/>Principal, Dean,<br/>Head Custodian</p>  | <p>Formative:<br/>Equipment inventory</p> <p>Summative:<br/>Annual Equipment inventory</p> |  |  |  |  |
| <p>Funding Sources: 199 Local funds - 111.00</p>  |  |  |  |  |  |  |  |
| <p style="text-align: center;">  = Accomplished      = Continue/Modify      = No Progress      = Discontinue </p> |  |  |  |  |  |  |  |



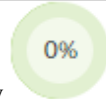



**Goal 3: Lucio Middle School will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel.**

**Performance Objective 1:** Lucio Middle School Administration 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><b>Critical Success Factors</b><br/>CSF 3</p> <p>1) Luio MS will support programs in the effective and efficient use of 100% of available budgeted funds based on the needs assessments.</p> <p>Population: Lucio MS Stakeholders</p> <p>Timeline: Dec. 2018-June 2019</p>  |          | <p>Campus Administration, SBDM committee</p> | <p>Funding reports will indicate all funds were expended based on prioritized needs.</p> <p>Formative:<br/>Monthly expenditures reports compared CIP</p> <p>Summative:<br/>End of year expeditive reports</p> |           |     |     |           |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div> |          |  |   |           |     |     |           |

**Goal 3:** Lucio Middle School 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.

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

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

**Summative Evaluation 2:**





| Strategy Description   | ELEMENTS | Monitor             | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|--|----------|---------------------|---|-----------|-----|-----|-----------|
|  |          |                     |   | Formative |     |     | Summative |
|  |          |                     |   | Nov       | Feb | Apr | June      |
| 1) Teachers HQ pay: Strategies to attract highly qualified teachers to high need schools will include paying stipends for masters degrees, dept. chairs, and teachers technology training, GT/Pre-AP, SIOP, AT-Risk best practice strategies, TLI strategies.<br>Population: Teachers 6th-8th grade<br>Timeline: July 2018-June 2019 | 2.5      | Principal, Dean, HR | F: Teacher observations, walkthroughs, lesson plans, session evaluations<br>S: ERO Transcripts, T-TESS, PD, |           |     |     |           |
|  |          |                     |   |           |     |     |           |

**Goal 3:** Lucio Middle School 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.

**Performance Objective 3:** The district and campuses 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) 3:** Campus needs assessment surveys, district/campus climate surveys

**Summative Evaluation 3:**

| Strategy Description   | ELEMENTS | Monitor               | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|--|----------|-----------------------|---|-----------|-----|-----|-----------|
|  |          |                       |   | Formative |     |     | Summative |
|  |          |                       |   | Nov       | Feb | Apr | June      |
| 1) Teacher Incentives: Teachers will receive non monetary incentive to show the appreciation for their contribution.<br>Population: high poverty/ high minority/low performing campuses students<br>Timeline: July 2018- June 2019<br>Need: Equity Plan need and Board approved goal priority [DEIC added 12-6-2017]   |          | Campus administration | Teachers will fill appreciated throughout the school year<br>Formative: Teacher campus survey<br>Summative: Data report |           |     |     |           |
| <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 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.**

**Performance Objective 1:** All District program areas and campuses 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) Campus News/website:Lucio MS will provide BISD PIO with current staff and students news of events, accomplishments weekly in order to promote positive school publicity and climate. Ensure Lucio Website is updated monthly.<br>Population: All staff and students<br>Timeline: Aug 2018-June 2019   | 3.1, 3.2 | Campus Administration, PIO, Department/Program Heads, Coaches and Sponsors, TST | Formative: Weekly newsletter, Newspaper clippings, BISD website highlights and Campus website, Facebook<br>Summative: Enrollment Reports                                 |           |     |     |           |
| 2) Librarian Campus Historian:Lucio MS will responsibly create and maintain a social media page to highlight student achievements.Librarian will be historian for campus (yr. book,pictures, alumni, track successful students).<br>Population: All staff and students<br>Timeline: July 2018-June 2019  | 3.1, 3.2 | Campus Administration and Campus TST, Librarian                                 | Formative: Lucio MS social media page, historic records agendas<br>Summative: Lucio MS social media page; Log of documentation alumni, success, yr books                 |           |     |     |           |
| <b>Critical Success Factors</b><br>CSF 5 CSF 6<br>3) Lucio MS will promote the history and orgiins along with current accomplishments of the campus weekly thorough website and media venues.<br><br>Population: Teacher/Staff<br><br>Timeline: December 2018-June 2019<br><br>Need: Decreasing enrollment/Board approved goal priority (Added 01-12-2018) |          | Campus Admin, PIO, District Admin   | Weekly news from the campus each week<br><br>Formative:<br>schedule of weekly activites<br><br>Summative: listing of all campuses that were presented in weekly articles |           |     |     |           |



**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.

**Performance Objective 2:** The District will continue the District of Innovation for the purpose of adjusting the school calendar to begin earlier in August to support opportunities for more learning time prior to assessments.

**Evaluation Data Source(s) 2:** School calendar showing earlier start date.

**Summative Evaluation 2:**

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

**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><b>Critical Success Factors</b><br/>CSF 5 CSF 6</p> <p>1) The BISD board approved Student Code of Conduct to distribute to all students to promote awareness to students, parents, staff &amp; community of infractions and consequences; and students, parents, staff &amp; community will be further notified that the SCC is published on the district website.</p> <p>Population: All students, TI, MI, ELL, SE, AR, GT, DYS, Parents, Staff<br/>Timeline: Aug 2018-June 2019</p> |          | Principal, Assistant Principals, Counselors, Parental Involvement, BISD Police and Security Services, Pupil Serviced | <p>Formative:<br/>Flyers, Evaluations, Sign-in Sheets, Receipt of student/parent acknowledgement form</p> <p>Summative:<br/>Decrease of discipline referrals by 5%; PEIMS report</p> |           |     |     |           |

|   |  |   |  |  |  |  |  |
|---|--|---|--|--|--|--|--|
| <p align="center"><b>Critical Success Factors</b><br/>CSF 6</p> <p>2) Campus Discipline Committee: Campus Discipline Committee will be developed to get feedback from each department to development and assist with the campus wide implementation of a campus discipline plan utilizing the program Review 360. Campus team members will also be used as a principals cabinet along with SBDM for feedback on campus climate, master schedule, etc.<br/>Population: All 6th-8th AR Students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At Risk students<br/>Timeline: July 2018-June 2019<br/>CNA Perception #3</p> |  | Principal, Dean, Assistant Principals, Counselors   | F: Sign-out of radio to personnel<br>S: Safe campus with a reduction in ISS, OSS, and JJAEP placements   |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 6</p> <p>3) Transitional Hearings for students returning to their home campus will be conducted with appropriate personnel for students returning from BAC/JJAEP for monitoring and successful transition to Lucio MS.<br/><br/>Population:<br/>All students<br/><br/>Timeline: Aug 2018-June 2019</p>  |  | Principal, Dean, APs, Teachers, Pupil Services, BAC/JJAEP Personnel, Grade Level Counselor, At-Risk Counselor | Formative:<br>Schedule of Transitional Hearings, Counseling Logs, BAC Transitional Forms, JJAEP Transitional Forms<br><br>Summative:<br>Review 360, STAAR scores   |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 3 CSF 6 CSF 7</p> <p>4) Positive behavior Interventions and supports (PBIS) and the behavioral RTI tiering will be implemented with greater fidelity to improve the behaviour of students with close monitoring of the ISS/OSS placement of SEs.<br/><br/>Population: All Students<br/><br/>Timeline: Aug. 2018-June 2019</p>   |  | Principal, RTI Admin., SE service Admin, Police & Security Admin. , PEIMS Admin                               | Formative:<br>ISS/OSS placements of SE & other targeted student groups will decrease by 5%<br>Summative: PBMAS (now on DVM Discipline indicators for 2017) discipline indicator performance levels and staging will decrease |  |  |  |  |

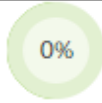
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| <p><b>Critical Success Factors</b><br/>CSF 6</p> <p>5) Provide PD training and support to classroom teachers and campus administration in discipline management and safe environments(Review 360). Refresher on use of district software to document discipline and prepare/monitor behavior RTI plans.</p> <p>Population: All students<br/>Timeline: Aug 2018-June 2019</p> <p>CNA Perception #5</p> |  | <p>Pupil Services, Administrator, Security Services Admin., RTI Admin, Counselor</p> | <p>Formative:<br/>Training Sign In Sheets, 6wks discipline reports, eSchools discipline report, RTI plans</p> <p>Summative:<br/>Review 360 and discipline report data reflecting decrease in the numbe of discipline incidents compared to previous year</p> |  |  |  |  |
|---|--|--|--|--|--|--|--|



= Accomplished



= Continue/Modify



= No Progress



= Discontinue



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

**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><b>Critical Success Factors</b><br/>CSF 1 CSF 4 CSF 6</p> <p>1) Student referrals: To decrease the number of discipline incidences ensure that no student receives more than 30 days OSS/ISS.<br/>Population: All students 6th-8th Timeline: Aug 2018-June 2019</p>   | 2.6, 3.1 | CIS, PEIMS Admin<br>At-Risk<br>Counselor                     | <p>Formative:<br/>PEIMS reports 6 weeks</p> <p>Summative:<br/>Review 360</p>   |           |     |     |           |
| <p><b>Critical Success Factors</b><br/>CSF 6</p> <p>2) Discretionary or Mandatory removal of Special Education students will occur only by approval of the Special Services Department and BAC administration.<br/>Population: SE<br/>Timeline: Aug. 2018-June 2019</p>  |          | Asisstant Principals,<br>SE Personnel, BAC<br>Administration | <p>Formative:<br/>BAC Removal Checklists approval data, Special Education, Checklist approval data</p> <p>Summative:<br/>Decrease in the numbe of SE students removed to BAC by 5%</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> |          |  |  |           |     |     |           |



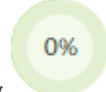

**Goal 5:** School campuses will maintain a safe and disciplined environment conducive to student learning.

**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><b>Critical Success Factors</b><br/>CSF 3 CSF 6</p> <p>1) Emergency Plan: Develop and maintain an Emergency Operations Plan at Lucio MS. Plan is multi-hazard in nature and is reviewed and updated annually by the campus safety and security committee. Safety drill must be practiced as per BISD Police Dept.</p> <p>Provide students, staff and parent training in the areas of school safety and emergency management.<br/>Implement and identification security system at Lucio. All staff and visitors must display their IDs while on campus.<br/>Population: All students, TI, MI, ELL, SE, AR, GT, DYS<br/>Timeline: Aug 2018-June 2019<br/>CNA Perception # 3</p> |          | Principal, Assistant Principals, Campus Faculty & Staff, Safety Coordinator, BISD Police & Security | <p>Formative: Safety training sign in sheets, Agendas, Safety drill logs, Campus Admin. Badges, Campus faculty and staff badges, visitor passes, Office log in binders, After action review</p> <p>Summative: Safety report forms</p> |           |     |     |           |
| <p>2) Two Security Officers will be assigned to monitor the campus daily and during after school extra curricular activities.</p> <p>Population: All students</p> <p>Timeline: Aug 2018-June 2019</p>  |          | Principal, Dean, Assistant Principals, Police & Security Services                                   | <p>Formative: Discipline Referrals to the principal's office, eSchoolPlus referrals</p> <p>Summative: Removal from campus or expulsion will decrease by 5% Safety in our Campus</p>   |           |     |     |           |

|   |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|
| <p><b>Critical Success Factors</b><br/>CSF 6</p> <p>3) Brownsville ISD Police Dept. and Counseling staff will address current social, emotional and academic trends and conflict resolution through presentations for students, parents, faculty &amp; staff on:</p> <p>gang awareness, dating violence, drugs, alcohol &amp; tabacco awareness, sexual harassment, bullyig/harassment, internet safety, gun safety, truancy through CERT, Emergency Operations Plan and Campus Safety procedures.</p> <p>Counselors will implement the Texas Comprehensive Development Guidance and Counseling Model at Lucio MS.</p> <p>Population: All Teachers, All students TI, MI, ELL, SE, AR, GT, DYS</p> <p>Timeline: Aug 2018-June 2019<br/>CNA pg. 14 priority 4</p> |  | <p>Principal, Dean, APs, Teachers, Counselors, BISD Police and Security Services</p> | <p>Formative:<br/>Student Sign In Sheets, Counselor logs, Audits</p> <p>Summative:<br/>Reduce the number of student referrals by5%</p> |  |  |  |  |
| <p style="text-align: center;">  = Accomplished    = Continue/Modify    = No Progress    = Discontinue </p>   |  |  |  |  |  |  |  |

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

**Performance Objective 1:** Lucio Middle School will experience a 10% increase of parents involved in campus/district parental involvement activities from 2017-2018 to 2018-2019.

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

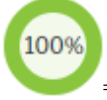



**Summative Evaluation 1:**

| Strategy Description  | ELEMENTS | Monitor        | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|---|----------|----------------|---|-----------|-----|-----|-----------|
|   |          |                |   | Formative |     |     | Summative |
|   |          |                |   | Nov       | Feb | Apr | June      |
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 5 CSF 6</p> <p>1) Parent Liaison: Lucio MS will continue to fund a Parent liaison with the purpose of educating parents (to assist students through the educational process increasing student achievement) , conducting parent meetings, and monitoring attendance and conduct home visits.</p> <p>Population: Parents &amp; Students</p> <p>Timeline: Aug 2018-June 2019 (wkly/mthly)</p> <p>CNA Student Achievement # 10; CNA Perception # 4.</p> | 3.1, 3.2 | Parent Liaison | <p>Formative:<br/>Parent Training Sign-In Sheets, Campus Visitation Reports, Weekly Reports, Contact Logs, Monthly Calendar, Peer Review Audits, Mileage logs</p> <p>Summative:<br/>Parent participation rate increase by 10%, Discipline referrals, STAAR/EOC results, Attendance rate, EOY Survey results</p> |           |     |     |           |
| Funding Sources: 211 Title I-A - 800.00   |          |                |   |           |     |     |           |

|  |          |   |  |  |  |  |   |
|--|----------|---|--|--|--|--|---|
| <p align="center"><b>Critical Success Factors</b><br/>CSF 5 CSF 6</p> <p>2) Parent Info./Training: Provide training sessions to inform parents of:<br/>         -Benefits and requirements for volunteering<br/>         -State Testing<br/>         -Health Education<br/>         -College Awareness<br/>         -Topics addressing parents of special pops.<br/>         -Practical Parent Parenting Skills<br/>         -TSI Testing (8th) for Dual Enrollment Opportunities in HS<br/>         Population: All Parents<br/>         Timeline: July 2018-June 2019<br/>         CNA Perception # 1,2,3,4.</p> | 3.1, 3.2 | Principal , Parent Liaison, Parent Trainer, Community Leaders, District Personnel | F: Flier, Agenda, Sign-in<br>S: Evaluations and Minutes                            |  |  |  |   |
| <p>3) Increase Parental Involvement: Increase parental involvement in history and science fairs, Chess tournaments and any other special occasion in school to increase awareness of the importance of supporting their child's education.<br/>         Population: All Parents<br/>         Timeline: September 2017-May 2018<br/>         CNA Perception # 1,2,3,4.</p>  | 3.2      | Principal, Parent Liaison, Teachers   | F: Flier/Invitation, Sign-in sheets<br>S: Year End Participation Report and Survey |  |  |  | Funding Sources: 211 Title I-A - 800.00 |

|   |     |  |  |  |  |  |  |
|---|-----|--|--|--|--|--|--|
| <p>4) Title I-A annual activities: 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>Hold a Title I-A meeting to inform parents of the services provided through Title I funds</p> <p>Title I funds Title I-A Parent Survey to evaluate the effectiveness of the Campus Parental Involvement Program</p> <p>Population: Parents<br/>Timeline: Aug. 2018-June 2019<br/>CNA Perception # 3.</p> | 3.2 | Principal, Parent Liaison, Teachers  | <p>Formative:<br/>Signed School-Parent-Student Compact, Parental Involvement policy data, Parent meeting documentation (agenda, sign in sheets)</p> <p>Summative: Year End Parent Participation Report and Surveys,<br/>Discipline referrals, Attendance rate, STAAR/EOC results</p>   |  |  |  |  |
| <p>5) Recognize Parents /business for campus support: Recognize parent volunteers and businesses for supporting a variety of campus activities in order to increase campus parental involvement participation.</p> <p>Population: Parents, School, Community<br/>Timeline: July 2018-June 2019<br/>CNA Perception # 2,3.</p>  | 3.2 | Principal, Parent Liaison, Community Leaders   | <p>F: Sign-ins, Authority to volunteer from<br/>S: Parent survey results, certificates</p>   |  |  |  |  |
| <p>6) Representation of community/parent in decision making: Ensure representation of community and parent involvement in the decision-making process. Parents will participate in the review and/or revision on the following to ensure program requirements are met:</p> <ul style="list-style-type: none"> <li>-Parental Involvement Policy</li> <li>-School-Parent-Student Compact</li> <li>-Campus Improvement Plan</li> </ul> <p>Population: Parents, School, Community<br/>Timeline: July 2018-June 2019<br/>CNA Perception # 3</p>  | 3.2 | Principal, Parent Liaison, Parent Volunteers, Assistant Principal, Dean, Teachers, SBDM/LPAC Committee members | <p>Formative:<br/>Fliers, Sign In, Agendas, Parental involvement policy data, Completed Parent/Student Compact data, Campus Visitation Reports data, DIP, Calendars, SBDM-LPAC meeting minutes</p> <p>Summative:<br/>Evaluation &amp; Minutes,<br/>STAAR/EOC Results, Attendance Rate, Discipline Referrals and increase parent participation.</p> |  |  |  |  |

|  |                    |  |   |  |  |  |  |
|--|--------------------|--|---|--|--|--|--|
| <p>7) Parent Orientation of daily procedures: Host a -Parent Orientation- Day to inform parents and community members of daily standard operation procedures.<br/>         -Student Code of Conduct<br/>         -Student-Parent-School Compact<br/>         -Parental Involvement Policy<br/>         -Emergency Operation Procedures<br/>         -Volunteer Guidelines and Opportunities<br/>         Population: Parents, School, Community<br/>         Timeline: July 2018<br/>         CNA Perception #1,2,3,4.</p>   | 3.2                | Principal, Parent Liaison                    | F:Flier, Agenda, Sign-ins, Parent meeting documentation<br>S: Evaluation & Minutes, STAAR/EOC, Attendance Rate, Discipline Referrals  |  |  |  |  |
| <p>8) Parent access to Lucio Fitness gym: Parents will be able to work-out in the Lucio Fitness gym to promote good health.<br/>         Population: Parents, School<br/>         Timeline: July 2018-June 2019<br/>         CNA Perception #3,4</p>   | 3.2                | Principal, Parent Liaison                    | F: Participant logs<br>S:Health screen results  |  |  |  |  |
| <p>9) ESL/LPAC mileage fund: Funds will be allocated to reimburse payment for mileage incurred by the ESL/LPAC Aide while conducting activities involving ESL/Bilingual reports, documents &amp; supplies. Population: ESL/LPAC Aide<br/>         Timeline: July 2018-June 2019<br/>         CNA Student Achievement #11</p>   |                    | Principal, ESL/LPAC Aide, LPAC Administrator | F: Monthly Mileage Log<br>S: Year End participation report  |  |  |  |  |
| <p><b>Critical Success Factors</b><br/>         CSF 1 CSF 5</p> <p>10) Students identified as migrant will continue to receive additional support with necessary supplies to be successful at school such as appropriate shirts, pants, socks, shoes, gym shorts and jackets and hygiene as well as school kits, general school supplies, and special projects supplies, and special project supplies. Parents will attend fall and spring meetings to gain additional information and support available from the campus and district.<br/>         1) PFS first and then all migrants Aug 2018-June 2019.<br/>         CNA Student Achievement # 7,9; CNA Perception #4</p> | 2.4, 2.5, 2.6, 3.2 | Migrant Clerk, Migrant Teacher               | F: Improved attendance, increased grades on progress reports , 6 weeks grades, improved performance on assessment, progress monitoring tests<br>S: Sign in sheets, Verification reports |  |  |  |  |
| <p>Funding Sources: 163 State Bilingual - 0.00</p>   |                    |  |   |  |  |  |  |
| <p>Funding Sources: 212 Title I-C (Migrant) - 0.00</p>   |                    |  |   |  |  |  |  |

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|---|--|---|--|--|--|--|--|
| <p>11) Migrant clerk will plan and organize parent meetings with special presenters to inform and educate parents on specific topics consistent with Migrant needs, to inform academic progress and foster parental participation, a light snack will be provided. Population: Migrant Clerk, Migrant Parents<br/>Timeline: JSeptember 2018 &amp; February 2019<br/>CNA Perception #2, 4</p>  |  | Migrant Clerk   | F: Flyers for Parents<br>S: Sign- In Sheets  |  |  |  |  |
| Funding Sources: 212 Title I-C (Migrant) - 0.00   |  |   |  |  |  |  |  |
| <p>12) Capitalize on district community resources by creating partnership agreements with agencies, organizations, businesses and parent volunteers.<br/>*Invite community agencies/organizations to participate and disseminate information about the public services that their agencies offer in order to continue building strong community partnerships.<br/><br/>-District- wide parent conferences,cluster meetings- Fairs and seminars<br/>*Recognize community partners, and parent volunteers for their efforts in supporting district/campus goals to increase student success(all students, AR, EL, SE, MI).<br/><br/>Population: Parents and Community<br/><br/>Timeline: Aug. 2018- June 2019<br/>CNA Perception #2,4</p> |  | Parent Involvement Coordinator and Staff<br>Principals<br><br>Public Information Officer, Human Resource Specialist | Formative:<br>MOU's/Agreements, Authority to Volunteer Clearance Forms, Volunteer Sign In Sheets<br><br>Summative:<br>Increased Partnerships and Parent Volunteers by 5% |  |  |  |  |
| <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 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.**

**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   |     |     |           |
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|   |               |                             |  | Nov       | Feb | Apr | June      |
| <p><b>Comprehensive Support Strategy</b><br/> <b>PBMAS</b><br/> <b>Critical Success Factors</b><br/>                     CSF 1 CSF 2 CSF 7</p> <p>1) All T PD improve level &amp; delivery instruction: Teachers will plan together and attend professional development sessions in order to improve the level and method of delivery of instruction for all students.<br/>                     Population: Teachers At- risk , LEP, Parental Denials, SPED, Migrant<br/>                     Timeline: July 2017-June 2018<br/>                     CNA SP &amp; P # 3</p> | 2.4, 2.5, 2.6 | Dean, Dept. Chair, Teachers | F: ERO session evaluations, Student Progress reports, walk throughs, lesson plans, Benchmark test results, TMFSA Fluency assessment, Report Card grade<br>S: STAAR Scores, TELPAS, Teachers T-TESS evaluations, ERO Transcript |           |     |     |           |
| Funding Sources: 211 Title I-A - 27600.00, 199 Local funds - 1850.00  |               |                             |  |           |     |     |           |

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| <p align="center"><b>Comprehensive Support Strategy</b></p> <p align="center"><b>PBMAS</b></p> <p>2) ELA T PD ELA/SLAR Instruction: Provide Professional Development for new and existing ELA teachers in order to implement a comprehensive ELAR/SLAR instructional program for all students in which teachers mentor one another</p> <ul style="list-style-type: none"> <li>-Bilingual/ESL Middle Academic Literacy Initiative for ELL's</li> <li>-ELAR/SLAR TEKS</li> <li>-TLI strategies Vocab. routine, Read with Purpose, Making Connections, Determining Importance and Summary, Making Inferences and Predictions)</li> <li>-CCRS (College ad Career Readiness Standards)</li> <li>-Texas Adolescent Literacy Academies</li> <li>-Response to Intervention (RtI)</li> <li>-ELA &amp; ESL Textbook Adoption</li> <li>-STAAR (state assessment)</li> <li>-Reading &amp; Writing Across the Curriculum (Content Fluency)</li> <li>-Comprehension Strategies</li> <li>-Effective research-based teaching practices</li> <li>-Discipline Management</li> <li>-TELPAS</li> <li>-ELPS</li> <li>-Sheltered Instruction</li> <li>-Technology</li> </ul> <p>Population: 6th-8th grade students: LEP, Parental Denials, ESL, MI, SE, GT, Pre-AP, DYS, AR, TI</p> <p>Timeline: July 2018- June 2019</p> <p>CNA Student Achievement #1, 2; SP &amp;P # 2 ;S P &amp; P # 1</p> | <p>2.4, 2.5, 2.6</p> | <p>Principal, Dean of Instruction, Department Head, ELA Teachers, Dyslexia Teachers</p> | <p>F: Classroom observations for implementation, progress reports, walkthroughs, Texas Middle School Fluency Assessment (TMSFA) results</p> <p>S: STAAR/TELPAS Scores, T-TESS evaluations</p> |  |  |  |  |
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| <p align="center"><b>Comprehensive Support Strategy</b></p> <p align="center"><b>PBMAS</b></p> <p>3) T PD for ELL Literacy/SIOP/TELPAS: Provide Professional Development for new and existing teachers on all modules of Texas State Literacy Plan (Texas Gateway Resource), SIOP Instructional strategies and TELPAS Writing Training in order to target areas for improvement with our ELL population.<br/>Campus Strategies will include:<br/>-Curriculum mapping<br/>-CPQ's<br/>-Think Turn Talk<br/>-Question Stems<br/>-Inferencing<br/>-Quick Writes/Exit Tickets<br/>-SSR Fluency<br/>Population: 6th-8th grade students: LEP, Parental Denials, ESL, MI, SE, GT, Pre-AP, DYS, AR, TI<br/>Timeline: New teacher trainings: July- August 2017<br/>TLI Summer Institute: July 2018<br/>CNA SP &amp;P # 3</p> | 2.4, 2.5, 2.6 | Teachers, Principal, Dean, Assistant principals, TLI Administrator | F: Professional Development Sign Ins, Teacher Transcripts<br>S: T-TESS evaluation, STAAR/TELPAS Scores |  |  |  |  |
| <p>Funding Sources: 163 State Bilingual - 0.00</p>   |               |  |  |  |  |  |  |
| <p align="center"><b>PBMAS</b></p> <p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 3</p> <p>4) T Mentor/Mentee Assignment: Administration will assign a mentor teacher to each new teacher to our campus or new teaching assignment within our campus to ensure that new teachers follow campus procedures, know how to desegregate student scores to plan for instruction, to facilitate instruction and resources so that new teachers feel successful in the classroom.<br/>Population: 6th-8th grade students: LEP, Parental Denials, ESL, MI, SE, GT, Pre-AP, DYS, AR, TI<br/>Timeline: Starting day of new teacher to time when they complete 1 year</p>   | 2.5           | Principal, Asst. Principal, Dean of Instruction, and new Teachers  | F: 6 week benchmarks, Walk-through and T-TESS observations<br>S: Semester & Final exams                |  |  |  |  |

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| <p align="center"><b>PBMAS</b></p> <p>5) T PD cluster/campus for student transition core: Hold cluster and campus vertical and horizontal alignment to share teaching practices and strategies in order to facilitate students transition from one grade level to the next with other teachers so that everyone is teaching what they are supposed to ensure that all students are successful addressing all content curriculum gaps.<br/> Population: 6th-8th grade students: LEP, Parental Denials, ESL, MI, SE, GT, Pre-AP, DYS, AR, TI<br/> Timeline: July 2018-June 2019 Cluster meetings-once every 6 weeks . Campus meetings- once every week.<br/> CNA Student Achievement # 1, 2; SP &amp; P#3</p> | <p>2.4, 2.5, 2.6</p> | <p>Principal Assist.,<br/>Principal,<br/>Dean of Instruction,<br/>and<br/>Teachers</p> | <p>F: 6 weeks benchmarks, Walk-through Professional Develop sign in sheets, T-TESS observations,<br/>S: STAAR/TELPAS/AYP scores, T-TESS evaluations, Semester and final exams</p> |  |  |  |  |
| <p>Funding Sources: 199 Local funds - 1000.00</p>   |                      |  |   |  |  |  |  |
| <p>6) Dean of Instruction will assist in providing instructional leadership. coordination, consumable instructional supplies for improvement in the middle school instructional programs to improve students performance on STAAR / EOC/ TELPAS.<br/> Population: All 6th-8th grade students, Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students<br/> Timeline: July 2018-June 2019<br/> CNA SP &amp;P #3</p>  | <p>2.4, 2.5, 2.6</p> | <p>Dean of Instruction,<br/>Principal, Dept.<br/>Head<br/>Teachers</p>                 | <p>F: Meetings/walk throughs, ERO evaluations and attendance<br/>S: Sign in sheets, STAAR/TELPAS/AYP scores</p>   |  |  |  |  |

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| <p align="center"><b>Comprehensive Support Strategy</b></p> <p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 1 CSF 6 CSF 7</p> <p>7) PD(GT/Pre-AP/AP institutes-Ongoing/STEM) for teachers to enhance teaching skills and integrate vertical aligned curriculum for GT/ Pre-AP/AP/STEM courses in the core areas of ELA, math, science, social studies, and Spanish Language to improve critical thinking skills and passing rates on AP exams and STAAR Scores. College Board approval of AP courses approved and compliance/requirements using research on college readiness best practices to insure students are college ready. Population:7th-8th grade students ELA, Math, Science, Social Studies and Spanish/ESL teachers;All 6th-7th grade teachers of GT, Pre-AP and AP /STEM students who may also be identified as LEP, TI, SE, Migrant, DYS<br/>Timeline: July 2018- June 2019</p> | 2.4, 2.5, 2.6 | Principal, Dean of Instruction, Teachers, Counselors, Advance Academics, Curriculum & Instruction | F: Training PD sign in sheets, student participation in courses, Report cards, AP scores, teacher implementation & observations/walk-through, acceptance letter from College Board, teacher, curriculum documents, attendance to institutes, contract with college board, advertisement & pictures<br>S: Increase of AP passing rates, Compliance with College Board, Higher percent students achieving Advanced Performance on AP/STAAR, Knowledge of College readiness best practices, Implementation of skills learned |  |  |  |  |
| <p>8) Professional Development will be provided for teachers and paraprofessionals to help At-Risk students that will target:<br/>-identification of those who are at risk of dropping out<br/>-instructional strategies on effective interventions<br/>-SIOP (Sheltered Instruction Observation Protocol) to use effective instructional strategies for LEP students.<br/>-other research-based instructional strategies to give those students extra support needed so that students can be on-grade level.<br/>-PD for teachers on effective classroom management that will reduce the interruption and allow At Risk students to stay on task.<br/>Population: All teachers for 6th-8th AR students<br/>Timeline: Fall 2018<br/>CNA SP &amp; #1; SP &amp; P #3</p>   | 2.5, 2.6      | Principal, Dean of Instructions, Professional development   | F: ERO Session Evaluation Report, ERO Session Attendance Report, Lesson Plans, Classroom Observations, Benchmark Scores, Student Progress Reports<br>S: STAAR   |  |  |  | Funding Sources: 199 Local funds - 1000.00 |

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| <p>9) Teachers will attend professional development for opportunities that will ensure student success.<br/>Population: Band Directors<br/>Timeline: July 2018-June 2019</p>   |  | <p>Band Directors</p>   | <p>F: Daily, weekly and monthly evaluation and lesson plans<br/>S: Instrumental techniques and sound; performance ratings</p> |  |  |  |  |
| <p>10) Coaches will attend the City of Palms Coaches Clinic and the Texas High School Coaches Association Clinic to learn the new sports drills for students to prepare students with the new sports drills.<br/>Population: All 6th-8th grade students (Reg. Ed, SpEd, Bilingual, At Risk, Dyslexia, Pre-AP, GT, Migrant and Teachers<br/>Timeline: July 2018-June 2019</p>   |  | <p>Principal, District Specialists, Teacher Department Chair, Team Lead Teacher, All PE Teachers</p>                          | <p>Formative: Registration Form<br/>Summative: Certificate, CPE Hours</p>   |  |  |  |  |
| <p>11) Maintain monthly CATCH Team; attend PE/Health department meetings to learn how to promote continued health wellness across the campus to insure compliance with (MVPA) and other indicators recommended by the School Health Advisory Council (SHAC) to comply with SB 19 and SB 892.<br/>Population: CATCH Champions, Department Chairs for PE/Health<br/>Timeline: Monthly during July 2018-June 2019 school year</p>   |  | <p>CATCH Champions, Department Chairs for PE/Health</p>   | <p>Formative: Sign-In Sheets<br/>Summative: Evaluations</p>   |  |  |  |  |
| <p>12) Implement new legislative/district policies into campus activities and curriculum to be in compliance for students;s awareness and well-being:<br/>-PAPA (HB 3076)<br/>-Dating Policy (HB 121)<br/>-Wellness and Nutrition<br/>-Sexual Abuse policies and guidelines (HB 1041)<br/>-Violence prevention<br/>-Abstinence Curriculum<br/>Population: All 6th-8th grade students (Reg. Ed, SpEd, Bilingual, At Risk, Dyslexia, Pre-AP, GT, Migrant and Teachers<br/>Timeline: July 2018- June 2019</p> |  | <p>Principal, Dean of Instruction, District Specialists, Teacher Department Chair, Team Lead Teacher, All Health Teachers</p> | <p>Formative: Lesson Plans, Classroom Observation<br/>Summative: Student assessment results</p>                               |  |  |  |  |

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| <p>13) Will 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 students ratio is greater than 45-1.<br/>(SB 891-Effective 9/1/09)<br/>Population: All 6th-8th grade students (Reg. Ed, SpEd, Bilingual, At Risk, Dyslexia, Pre-AP, GT, Migrant and Teachers<br/>Timeline: July 2018- June 2019</p>   |  | <p>Principal, Dean of Instruction, District Specialist, Teacher Department Chair, Team Lead Teacher, All Health Teachers</p>                              | <p>Formative: Student Plus Rosters<br/>Summative: Review of Campus Developed Safety Action Plan</p>  |  |  |  |  |
| <p>14) Teachers will attend the Texas Association for Health, Physical Education, Recreation, and Dance to implement with students the new updated P.E. standards.<br/>Population: PE Teacher, Health Teacher<br/>Timeline: December 2018</p>  |  | <p>Principal, Assistant Principal, Dean of Instruction, District Specialists, Teacher Department Chair, Team Lead Teacher, All PE and Health Teachers</p> | <p>Formative: Registration Form<br/>Summative Certificate, CPE Hours</p>   |  |  |  |  |
| <p>15) Provide training for administrators and new teachers:<br/>(a) to effectively utilize RtI modules (Review 360) to handle classroom discipline so that out of school suspensions and discretionary removals are used as a last resort;<br/>(b) assure that students' rights and due process are afforded in order to have a safe and disciplined environment conducive to student learning.<br/>So that everyone is aware of the process to track students discipline history.<br/>Population: All Campus Administrators and Teachers<br/>Timeline: July 2018-June 2019<br/>CNA Perceptions # 5</p> |  | <p>Principals, Assistant Principals, Counselors, Professional Development, RTI Specialist</p>   | <p>F: Agenda Sign-in sheets, Review 360 modules and reports completed<br/>S: Information in Review 360, Implementation of Strategies with Students</p> |  |  |  |  |

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| <p>16) Provide scheduled professional development based on level of expertise and need in the following areas:<br/> a.) Bullying Prevention<br/> b.) Violence/conflict resolution<br/> c.) Recent drug use trends<br/> d.) Resiliency/Developmental Assets<br/> e.) Dating Violence<br/> f.) Signs of Child Abuse<br/> g.) Response to Intervention (RtI) Model for behavior research based interventions to allow all BISD staff to recognize and address the issue, as a preventive measure.<br/> So that faculty and staff can better serve the student population.<br/> Population: All Campus Administrators and Teachers<br/> Timeline: July 2018-June 2019</p> <p>CNA Perception #4</p> | 3.2      | Administrators, Principals, AP's, Counselors, Professional Development, Behavioral Specialists RtI Specialist BISD PD, Teachers | F: Attendance Roster, Professional Development Evaluation, PEIMS Discipline Reports<br>S: Implementation of Programs  |  |  |  |  |
| <p>17) Provide training to office staff conducting a sex offender search on all visitors in order to for minimize the number of intruders on campus as well as registered sex offenders.<br/> Population: Administration and office staff<br/> Timeline: July 2018-June 2019</p>   |          | BISD Security Services  | F: Training Sign-up sheets; Log of Sex Offender Searches<br>S: Safety in our campus   |  |  |  |  |
| <p>18) Continue the district-wide plan for quality professional development for faculty and staff 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.<br/> Population: All Teachers<br/> Timeline: July 2018-June 2019</p>   |          | Professional Development, Campus Principals, At-Risk Counselors, Campus Counselors  | F: In-Service Evaluations<br>S: Teacher knowledge of AR student identification  |  |  |  |  |
| <p>19) Administration and counselors will attend professional development to maintain current on instructional strategies, prepare materials, agendas, brochures, letters, flyers for dissemination of student progress through dept meetings, parent &amp; student meetings in order to support teachers in all contents.<br/> Population: Administration, Counselors, Teachers, Parents, students<br/> Timeline: July 2018-2019<br/> CNA SP &amp; #1; SP &amp; P #3</p>  | 2.5, 2.6 | Professional Development, Campus Principals, Dean, Assistant Principal, At-Risk Counselors, Campus Counselors                   | F: ERO Session Evaluation Report, ERO Session Attendance Report, Lesson Plans, Classroom Observations, Benchmark Scores, Student Progress Reports<br>S: STAAR |  |  |  |  |
| Funding Sources: 199 Local funds - 8350.00   |          |   |   |  |  |  |  |



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| <p align="center"><b>Critical Success Factors</b><br/>CSF 3 CSF 7</p> <p>20) Provide teachers/campus administration with professional development opportunities to enhance implementation of instructional strategies including: Response to Intervention (RtI), sheltered instruction (SIOP), differentiated instruction, common instructional framework (CIF), reading comprehension cognitive strategy routines, Texas Literacy Initiative protocols including oral language skills that increase listening/ speaking and reading/ writing proficiency in all content areas.</p> <p>Population: All teachers teaching core content and special education, dyslexia, pre-AP/AP, CTE, and other academic areas</p> <p>Timeline:<br/>August 2017 - May 2018</p> |  | <p>Principal,<br/>Curriculum<br/>Specialists, Lead<br/>Teachers, Dean,<br/>Department Chairs</p>      | <p>Formative:<br/>BISD Instructional Feedback Form District Monitoring Instrument data will indicate X percentage point increase in Domain 2 proficient and higher ratings.</p> <p>Summative:<br/>The district will have a 5 point increase in the number of students who reach Approaches Grade Level and STAAR Masters Grade Level performance on STAAR/EOC exams.</p> |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 7</p> <p>21) Strengthen the efficiency and effectiveness of the Gifted and Talented Program through the required Core and On-going training as well as specific professional development sessions on differentiated curriculum and assessment relative to the annual goals of the program.</p> <p>Populations: All G/T sub-population students and teachers for these students in core content areas and Special Education</p> <p>Timeline: July 2018 to June 2019</p>  |  | <p>District Advanced<br/>Academic Lead<br/>Teacher, Principal,<br/>Dean, Assistant<br/>Principals</p> | <p>Formative:<br/>District monitoring instrument, Class rosters, Lead teacher classroom observations, Training agendas and evaluations</p> <p>Summative:<br/>Improved STAAR and EOC student scores, improved AP, TSI, and other college readiness assessment scores by 5 percentage points.</p>  |  |  |  |  |

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| <p align="center"><b>Critical Success Factors</b><br/>CSF 7</p> <p>22) Increase the rigor of the comprehensive Pre-Advanced Placement/Advanced Placement program of instruction at the middle and high school levels based on a progression of aligned courses through annual training.</p> <p>Populations: All subpopulation students and teachers for these students in core content areas, Special Education and CTE</p> <p>Timeline: July 2018 to June 2019</p>                                |     | Principal, Dean,<br>Assistant Principals  | Formative:<br>District monitoring instrument, Class rosters, Lead teacher classroom observations, Pre-AP/AP Student Applications, Pre-AP/AP Commitment/Contract Training agendas and evaluations<br><br>Summative:<br>Improve STAAR and EOC student scores, AP tests and other college readiness assessment results by 5 percentage points.               |  |  |  |  |
| <p>23) Provide respective teachers with training for selected resources to adequately implement the district K-8 Science, Technology, Engineering, and Mathematics initiative and Middle School STEM program.</p> <p>Population: STEM Teachers</p> <p>Timeline: July 2018 to June 2019</p>   |     | Principal, Dean,<br>Assistant Principals,<br>Dept. Chairs                         | Formative:<br>PDS session evaluations, benchmark scores, program applications counts<br><br>Summative:<br>STAAR Scores, BISD instructional feedback form walkthroughs will indicate implementation of developed project-based learning experiences  |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 7</p> <p>24) Support participation of faculty and staff attendance at district and/or regional literacy conferences in order to target areas for improvement and provide turn-around training for explicit instruction, lesson design, classroom organization and delivery overviews of the information during district staff development days.</p> <p>Population: All grade level teachers</p> <p>Timeline: August 2018 - June 2019</p> |     | Principal, Dean,<br>Assistant Principal,<br>Dept. Chair,<br>Curriculum Specialist | Formative:<br>RTI plans and progress monitoring reports, Sign-in sheets, Workshop agenda, PDS session roster and evaluations, TLI routines documented in Instructional Feedback Form data<br><br>Summative:<br>STAAR scores, TELPAS, TMSFA  |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 7</p> <p>25) Campus personnel and stakeholders will attend opportunities at the national, state, regional and in-district conferences to engage in research-based professional development opportunities that will support effective transformational reform strategies, best practices and student learning. (Title I-A &amp; Title II-A)</p> <p>Population: All grade levels</p> <p>Timeline: August 2018 to June 2019</p>             | 2.4 | Principal, Campus Administration  | Formative:<br>Classroom grades, campus benchmark scores, teacher observations, student progress reports, Lesson plans, Curriculum Feedback/ walk-through reports, PDS Session Evaluations<br><br>Summative:<br>T-TESS or Job Description/ Evaluation summative reports show improvement on State Assessments including STAAR, and TERRA NOVA Test Results |  |  |  |  |
| Funding Sources: 199 Local funds - 0.00  |     |   |   |  |  |  |  |

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| <p align="center"><b>Critical Success Factors</b><br/>CSF 7</p> <p>26) Fine arts students and teachers will be provided professional development training annually.<br/>Population: all K-12 students and teachers<br/>Timeline: August 2018 - May 2019</p>   |  | Principal, Dean, Fine Arts Director, Teachers       | <p>Formative:<br/>Sign in Sheets, PDS evalutaio, student performance ratings</p> <p>Summative:<br/>Increased EOY performance recognition</p>   |  |  |  |  |
| <p>27) Migrant Education program instructional staff will be provided professional development to improve migrant students' reading and math skills and specific supports for secondary migrant students and OSY.<br/>Population: Migrant support staff<br/>Timeline: August 2018 - May 2019</p>  |  | Campus Administration, Migrant Clerk                | <p>Formative:<br/>Sign in sheets, PDS evaluations, student performance ratings</p> <p>Summative:<br/>Increased EOY performance on state and local assessments</p>  |  |  |  |  |
| <p>28) Professional development opportunities will be provided to campus and district personnel to enhance the provision of services for at-risk students in order to improve academic achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. Professional development opportunities include:<br/>-Identification of at-risk students via state and local criteria, -Graduation Rate, Completion Rate, and Graduation Cohorts,<br/>-Identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act, and<br/>Budget and Program Compliance<br/>Population: Alll At-risk Students<br/>Timeline: August 2018-May 2019</p> |  | Principal, Dean, State Compensatory, Homeless Youth | <p>Formative:<br/>PDS Session attendance and Evaluation Reports, Verified Homeless and/or Unaccompanied Youth Enrollment Letter, eSchoolPLUS Special Programs Report, eSchoolPLUS At-Risk Progress Report, Progress Monitoring Assessment Scores, Student Progress Reports</p> <p>Summative:<br/>Increased STAAR/EOC and At-risk Retention</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.

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

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

**Summative Evaluation 2:**

| Strategy Description   | ELEMENTS | Monitor  | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|--|----------|--|--|-----------|-----|-----|-----------|
|  |          |  |  | Formative |     |     | Summative |
|  |          |  |  | Nov       | Feb | Apr | June      |
| <p><b>Critical Success Factors</b><br/>CSF 7</p> <p>1) The Career and Technical Education Department will continue to support ongoing professional development for its teachers so that students may learn the latest program area and technology skills and be able to compete in college and the workforce.</p> <p>Population: CTE faculty</p> <p>Timeline: Aug. 2018-July 2019</p>  |          | Principal, Assistant Principal, Dean, CTE Teachers, CTE Administration | <p>Formative:<br/>Teachers will return to their classrooms and be able to share the newest technologies with their students and Teachers will be able to train their campus colleagues based on what they learned at their PD</p> <p>Summative:<br/>Teachers lesson plans and walkthroughs will indicate improved implementation after training sessions</p> |           |     |     |           |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div> |          |  |  |           |     |     |           |

**Goal 8: Technology will be implemented at Lucio MS and used to increase the effectiveness of student learning, instructional management, staff development, and administration.**

**Performance Objective 1:** Lucio M.S. 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><b>Comprehensive Support Strategy</b></p> <p><b>Critical Success Factors</b><br/>CSF 1 CSF 6 CSF 7</p> <p>1) Acquire the latest computer hardware and software to meet system requirements that will enhance communication skills (reading, speaking, and writing), leadership skills, and higher order thinking skills (organizing multimedia presentations, production plans, create storyboards, etc). Students will learn current video editing software, use of digital video, sound and equipment.<br/>Purchase technology equipment such as desktops, toner, supplies, printers, projectors, cameras, document cameras, calculators and all necessary wiring and mounts for instructional settings to address technology needs in order to better implement TEKS and level of instruction.<br/>Population: Include subgroups: At risk, LEP, SE, Migrant, 6th-8th Economically Disadvantaged, TI, ESL, SPED, GT, At-Risk students<br/>Timeline: August 2017-June 2018<br/>CNA SP &amp; P #2,3,4</p> | 2.4, 2.5, 2.6 | TST, Librarian, Principal, Dean of Instruction, Technology Teacher Administration | F:STaR Chart Survey, CNA Survey, Benchmarks, Six weeks grades, projects<br>S:Fixed Assets inventory Expenditure, EOY grades, promotion/retention rates, STAAR scores |           |     |     |           |
| <p>Funding Sources: 211 Title I-A - 12287.00, 263 Title III-A Bilingual - 0.00, 199 Local funds - 2350.00, 162 State Compensatory - 7950.00</p>  |               |   |  |           |     |     |           |

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| <p><b>Critical Success Factors</b><br/>CSF 7</p> <p>2) Lucio MS will model and support the integration of instructional technology (Compass Learning, TTM, Brain Pop, Mindplay, etc.) within the context of delivering instruction in core curriculum areas for reinforcement, differentiation, assessment, and meeting the accessibility / modifications needs of students. Specific settings include but are not limited to:<br/>Computer labs,<br/>Interactive tablets<br/>Sensors/Interface Technology<br/>Interactive whiteboards w/projectors,<br/>Document cameras, clickers, graphing calculators, hardware &amp; software, scantron machine, etc.) One Drive, Project Share, TSLP courses, and e-portfolios will further develop professional learning communities through campus based leadership teams.</p> <p>Population: All students, TI, MI, ELL, SE, AR, GT, DYS</p> <p>Timeline: Aug 2018 -May 2019</p> <p>CNA SP &amp; P # 2, 3, 4,5, 6</p> | <p>2.4, 2.5, 2.6</p> | <p>Principal, Teachers, Dean, Dept. Chair, TST, Assist. Principals</p>          | <p>Formative:<br/>Walkthrough, Benchmark data, Students' grades &amp; portfolios, Progress reports, 6wks grades, Progress monitoring, Data reports</p> <p>Summative:<br/>EOY Student grades, e-portfolios, Presentations, Gradebooks/-Tech. Application TEKS, STAAR scores</p> |  |  |  |  |
| <p>Funding Sources: 211 Title I-A - 9559.00, 162 State Compensatory - 4650.00</p>   |                      |   |  |  |  |  |  |
| <p>3) Teachers will be encouraged to participate in PD to integrate technology in the subject areas in order to maintain their highly qualified status. In addition the PD wil include but not be limited to web-based programs (Eduphoria, Aware, eSchoolPlus, Think about it) to increase knowledge/offer classroom solutions.</p> <p>Population: All Teachers</p> <p>Timeline: Year-round as they become available July 2018-June 2019<br/>CNA SP &amp; P #1,5</p>   |                      | <p>Principal, Dean, Teachers, Technology Services, Professional Development</p> | <p>Formative:<br/>PD sign-ins, PD evaluations</p> <p>Summative:<br/>T-TESS, STAR Chart Survey, Reports on web-based usage data</p>   |  |  |  |  |
| <p>4) Teachers and administrators will complete an annual School Technology and Readiness (STaR) Chart to assess technology proficiency.</p> <p>Population: All Faculty</p> <p>Timeline:December 2018-February 2019</p>   |                      | <p>Principal, Teachers, Technology Services</p>                                 | <p>F:Completion of Survey STaRchart Survey<br/>S: T-TESS ,ERO Summary Report, STAR Chart Survey</p>  |  |  |  |  |

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| <p>5) Teachers will note technology integration in their lesson plans and ensure the use of laptops and projectors in their classroom to enhance their lessons with visuals/animation to facilitate lessons to all learners across the curriculum.</p> <p>Population: All Teachers</p> <p>Timeline: Aug 2018-June 2019<br/>CNA SP &amp; P # 1, 3, 5, 6</p>  |  | Principal, Dean of Instruction, Teachers  | <p>Formative:<br/>Lesson Plans, Walkthroughs</p> <p>Summative:<br/>Integration of technology</p>   |  |  |  |  |
| <p>6) Grants will be written in order to upgrade technology acquisition.</p> <p>Population: 6th-8th Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students</p> <p>Timeline: July 2018-June 2019<br/>CNA SP &amp; P # 2, 3, 6</p>   |  | Grants dept., Principal, teachers   | <p>F: Grant Application<br/>S: Technology purchases</p>  |  |  |  |  |
| <p style="text-align: center;"><b>PBMAS<br/>Critical Success Factors<br/>CSF 1</b></p> <p>7) The District will increase the accessibility for all students in technology based instruction across all subject areas by providing new software, such as Office 365, and hardware at the campuses for computer/technology enhanced instruction. The students will also develop projects that foster creativity, innovation, communication, collaboration, information fluency and digital citizenship in all content areas. Additionally, a Bring Your Own Device Initiative will be maintained throughout the district.</p> <p>Population: All Students</p> <p>Timeline: August 2018- May 2019</p> <p>CNA S P &amp; P #3,4,6</p> |  | Principals, Campus Administration, Career & Tech. Education Admin., Sp. Programs Admin., Tech. Services Admin., Bilingual Admin, Campus TST | <p>Formative:<br/>Benchmarks, Classroom projects, Student competitions, Improved connectivity of wired/wireless devices</p> <p>Summative:<br/>Increase Test Scores, EOY grades, Electronic portfolios, StarChart Surveys, Benchmarks</p> |  |  |  |  |
| <p>Funding Sources: 162 State Compensatory - 0.00, 211 Title I-A - 0.00, 199 Local funds - 0.00</p>   |  |   |  |  |  |  |  |

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| <p><b>Critical Success Factors</b><br/>CSF 7</p> <p>8) Teachers will participate in a minimum of 12 hours of technology professional development annually to better prepare and assist with the integration of technology into the subject areas. Training and support will be provided for all teachers and students on Netiquette training, the prevention of Cyber Bullying and the integration of technology in the classroom.</p> <p>Population: All Students and teaching faculty</p> <p>Timeline: August 2018 to May 2019<br/>Need: District policy</p> <p>CNA SP &amp; P #1, 3, 5</p>  |  | <p>Campus Administration, Campus TST, Teachers</p> | <p>Formative Results: Professional Development System Evaluations, Administrative Walkthroughs, Certificates of completion of training</p> <p>Summative Impact: T-TESS evaluations, Application Management Reports, StarChart Surveys, Campus Technology Training records from PDS</p> |  |  |  |  |
| <p>9) Lucio MS will allow the Technology Support Teacher (TST) adequate time daily to support their campus in the integration of technology into instruction and PD.</p> <p>Population: Campus faculty</p> <p>Timeline: August 2018 - May 2019<br/>CNA SP &amp; P # 5</p>  |  | <p>Campus Administration, Campus TST</p>           | <p>Formative Results: TST reported schedules, Application Management reports, Walk-throughs, Software usage reports</p> <p>Summative Impact: EOY TST reported schedules, EOY Application Management reports</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 9: Through enhanced dropout prevention efforts, Lucio Middle School students will remain in school until they obtain successful promotion to 9th grade. Efforts to improve attendance for our students will encourage and challenge them to meet their full educational potential.**

**Performance Objective 1:** Lucio Middle School will develop and implement prevention and intervention strategies to increase the at-risk students STAAR achievement by 5%, increase the At-Risk Student Attendance Rate by 5% and maintain the Middle School Dropout Rate at 1% or less.

**Evaluation Data Source(s) 1:** STAAR/EOC, At-Risk Student Attendance Rate, Retention Rate, and Drop Out Rate

**Summative Evaluation 1:**

| Strategy Description   | ELEMENTS | Monitor  | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|--|----------|--|---|-----------|-----|-----|-----------|
|  |          |  |   | Formative |     |     | Summative |
|  |          |  |   | Nov       | Feb | Apr | June      |
| <p>1) Lucio MS will address the district attendance rate goals in the Campus Improvement Plan by providing a plan including procedures, roles and responsibilities for teachers to make contact with parents and maintain a parent call log. Parent liaison will make home visits if needed in order to ensure daily updates of attendance.</p> <p>Population: All students</p> <p>Timeline: August 2018 to May 2019</p>                                 |          | Administration, Teachers, attendance Clerk, Parent Liaisons. | <p>Formative:<br/>PEIMS Reports of Attendance Weekly Rates, Parent Truancy Court Notice Letters, No Credit process, and Student Attendance Plans</p> <p>Summative:<br/>PEIMS Increase Campus Attendance Percentage Rates</p>                                  |           |     |     |           |
| <p>2) To better support student achievement and improve student attendance, Lucio MS Parent liaisons will be proactive by monitoring student attendance through daily, weekly and six weeks attendance reports. Parents of students with excessive absences as per district policy will be issued warning notices, no credit letters, and/or court notifications as needed.</p> <p>Population: All students</p> <p>Timeline: August 2018 to May 2019</p> |          | Administration, Parent Liaison, Attendance clerk             | <p>Formative:<br/>School Messenger Notification system, eSchool Attendance Reports, District Attendance Monitoring Forms, Truancy Court Sworn Affidavits filed, No Credit Letters</p> <p>Summative:<br/>Increase PEIMS Campus Attendance Percentage rates</p> |           |     |     |           |
| <p>Funding Sources: 199 Local funds - 0.00, 211 Title I-A - 0.00</p>   |          |  |   |           |     |     |           |

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| <p align="center"><b>Critical Success Factors</b><br/>CSF 4</p> <p>3) To reduce student absenteeism, campus staff will be proactive by monitoring students attendance and after the 3rd student absence, begin Truancy Preventative Measures (TPM), which includes issuing a "Student Attendance Plan" to the parent and student during parent conferences held at school to prevent further student absences.</p> <p>Population: all Student with absenteeism</p> <p>Timeline: 2018 Fall Semester and 2019 Spring Semester<br/>CNA</p> |                 | <p>Campus Administration, Campus Teacher Nurses, Counselors, and Parent Liaisons</p> | <p>Formative:<br/>BISD Student Plan for Truancy Prevention Measures (TPM), School Attendance reports, School Messenger System Reports, Distribution of Student Attendance Plans to parents and students (TPM)</p> <p>Summative :<br/>Increase PEIMS attendance rate</p>             |  |  |  |  |
| <p>4) Migrant recruiters and clerks will attend the annual intensive Identification and Recruitment (ID&amp;R) training in order to be certified as state recruiters. Migrant Education Program will utilize the comprehensive ID&amp;R / Quality Control Plan of Action/ COE Procedural Flow Chart to systemically and thoroughly identify migrant students and their families and improve their attendance in BISD schools.</p> <p>Population: Migrant Office Staff<br/>Timeline: August 2018 and January 2019</p> <p>CNA</p>         |                 | <p>Principal, Migrant Clerk</p>  | <p>Formative:<br/>PDS Transcripts, NGS Maximum Enrollment Report Promotion Continuity of Services, Region One audit</p> <p>Summative:<br/>Increase in student ID&amp;R numbers Migrant Recruiter &amp; clerks certificate of attendance, increase in migrant student enrollment</p> |  |  |  |  |
| <p>Funding Sources: 212 Title I-C (Migrant) - 0.00</p>  |                 |  |   |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1</p> <p>5) Lucio MS will recognize students and award incentives to students for maintaining perfect attendance and academic achievement every 6 wks and at the end of the year.</p> <p>Population: All 6th-8th students (Economically Disadvantaged, TI MI, ELL, SPED, GT, AR)</p> <p>Timeline: Aug 2018-June 2019</p> <p>CNA Student Achievement #8</p>  | <p>2.4, 2.6</p> | <p>Parents, PEIMS Administrator, Counselors, Attendance clerk</p>                    | <p>Formative:<br/>Progress reports, 6 wks grades, Progress monitoring, Attendance sheets, ceremonies,</p> <p>Summative:<br/>Annual Rate, EOY attendance rate</p>  |  |  |  |  |
| <p>Funding Sources: 199 Local funds - 4500.00</p>   |                 |  |   |  |  |  |  |

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| <p>6) Lucio MS parent liaison will be conducting home visits to talk to parents when the school is not able to locate them over phone for conferences, attendance issues and discipline issues when parents can not be reached by phone.</p> <p>PopulationL All 6th-8th grade students (AR, ELL, TI, MI, SPED, GT, AR)</p> <p>Timeline: Aug. 2018-June 2019<br/>CNA pg. 11 priority 10</p> |  | <p>Principal, PEIMS Administrator, Parent Liaison, Attendance clerk</p> | <p>Formative:<br/>Attendance Sheets</p> <p>Summative:<br/>EOY attendance rates</p> |  |  |  |  |
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 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue



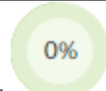

**Goal 9:** Through enhanced dropout prevention efforts, Lucio Middle School students will remain in school until they obtain successful promotion to 9th grade. Efforts to improve attendance for our students will encourage and challenge them to meet their full educational potential.

**Performance Objective 2:** Reduce the Middle School Dropout Rate to less than 1%, increase the High School Completion Rate to 95% and increase the High School Graduation Rate to 91.3%.

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

**Summative Evaluation 2:**

| Strategy Description   | ELEMENTS | Monitor   | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|--|----------|---|---|-----------|-----|-----|-----------|
|  |          |   |   | Formative |     |     | Summative |
|  |          |   |   | Nov       | Feb | Apr | June      |
| <p>1) The PEIMS Administrator will work with the home visitor to track truant students and ensure that proper documentation is in place to reduce the number of students that are not in school.<br/>Population: All 6th-8th AR students<br/>Timeline: July 2018 -June 2019 (Daily)</p>  | 2.5      | PEIMS Administrator, Principal, Home Visitor                        | <p>Formative:<br/>eSchool PLUS student roster with ESL, ELL, and Migrant indicators</p> <p>Summative:<br/>Attendance Rate, Dropout Rate, Retention Rate</p>                                     |           |     |     |           |
| <p><b>Critical Success Factors</b><br/>CSF 1</p> <p>2) The At Risk Counselor with assist by coordinating intervention programs and monitor the daily activities and progress of all At Risk students and those identified as a priority based on SCE criteria.<br/>Population: All 6th-8th AR Students, TI, MI, LEP<br/>Timeline: July 2018-June 2019 with monthly SCE meetings<br/>CNA pg. 11 priority 10</p> | 2.6      | Principal, Administrator for State Compensatory Education           | <p>Formative:<br/>eSchool Plus At-Risk Progress, eSchool Plus Dropout Monitor Report, Benchmark Scores, Student Progress Reports</p> <p>Summative:<br/>STAAR, Attendance Rate, Dropout Rate</p> |           |     |     |           |
| <p>3) Ensure that the campus has a process in place to identify homeless students in order receive the full protections of the McKinney-Vento Act, including the help they need to enroll, attend, and succeed in school.<br/><br/>Population: 6th-8th AR Students<br/><br/>Timeline: July 2018 - June 2019 (Daily)</p>  |          | Principal, Admin for the HYP, Admin for SCE, Admin Special Programs | <p>Formative:<br/>Monthly eSchool PLUS At-Risk reports will be generated and the HYP will work with the At-Risk Campus Contact</p> <p>Summative:<br/>STAAR, Attendance Rate, Dropout Rate</p>   |           |     |     |           |

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| <p>4) Ensure that the campus has a process in place to allow students to enroll in school immediately, even if lacking documentation normally required for enrollment once identified as needing assistance from HYP.<br/>Population: 6th-8th AR Students<br/>Timeline: July 2019-June 2019<br/>Daily</p>  |  | <p>Principal, Admin for the HYP, Admin for SCE, Admin Special Programs</p> | <p>Formative:<br/>Monthly eSchool PLUS At-Risk reports will be generated and the HYP will work with the At-Risk Campus Contact</p> <p>Summative:<br/>STAAR, Attendance Rate, Dropout Rate</p>   |  |  |  |  |
| <p><b>Critical Success Factors</b><br/>CSF 2</p> <p>5) Monitor and recover students classified as dropouts/No-Show on a systemic cycle through dropout recovery efforts that include:<br/>Walk for the Future, Attend District Dropout Recovery Meetings (Fall) to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate.</p> <p>Population: All At-risk Students</p> <p>Timeline: August 2018-May 2019</p> <p>CNA</p> |  | <p>Campus Administration, Attendance and Migrant Clerk, Parent Liaison</p> | <p>Formative:<br/>PDS Session Attendance and Evaluation Reports, eSchoolPlus At-Risk Progress Report and Dropout Monitor Reports, Progress Monitoring Assessment Scores, Student Progress Reports</p> <p>Summative:<br/>Increased At-Risk Retention, Graduation, and Completion Rates, Decreased dropout rate</p> |  |  |  |  |
| <p><b>Critical Success Factors</b><br/>CSF 5</p> <p>6) A clothes closet will be implemented to provide identified at-risk, homeless, and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate.</p> <p>Population: All At-risk Students</p> <p>Timeline: July 2018 - May 2019</p>                                     |  | <p>Principal</p>   | <p>Formative:<br/>Clothes Closet Inventory, Clothes Closet Distribution Log, Progress Monitoring Assessment Scores, Student Progress Reports</p> <p>Summative:<br/>Increased At-risk Retention, Graduation, and Completion Rates<br/>Decreased dropout rate</p>   |  |  |  |  |
| <p style="text-align: center;">  = Accomplished      = Continue/Modify      = No Progress      = Discontinue </p>                                    |  |  |   |  |  |  |  |

**Goal 9:** Through enhanced dropout prevention efforts, Lucio Middle School students will remain in school until they obtain successful promotion to 9th grade. Efforts to improve attendance for our students will encourage and challenge them to meet their full educational potential.





**Performance Objective 3:** Lucio M.S. will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR by 10%.

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

**Summative Evaluation 3:**

| Strategy Description  | ELEMENTS      | Monitor   | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|---|---------------|---|---|-----------|-----|-----|-----------|
|   |               |   |   | Formative |     |     | Summative |
|   |               |   |   | Nov       | Feb | Apr | June      |
| <p><b>Comprehensive Support Strategy</b></p> <p><b>Critical Success Factors</b><br/>CSF 1</p> <p>1) Accelerated instruction in the core foundation curriculum will be provided during extended day tutorial programs/Saturday Academies to increase academic achievement and attendance for at-risk students by 10%, and to decrease the dropout rate to less than 1% of the at-risk students. Support regular/accelerated instruction through the purchase of technology equipment (desktops, printers, projectors, cameras, document cameras, calculators and other).<br/>Population: AR, TI, MI, ELL, DYS<br/>Timeline: Sept.2018-May 2019 (minimum 2 X week)<br/>CNA Student Achievement # 1,2; SP&amp;P #3,4</p> | 2.4, 2.5, 2.6 | Principal, Dean, Assistant Principal, Teachers<br><br>State Compensatory Admin. | Formative:<br>eSchoolPLUS generated Tutorial Schedule, Tutorial Attendance, Tutorial Lesson Plans, Tutorial Classroom Observations, IPR, Benchmark Scores<br><br>Summative:<br>STAAR results , Retention rate |           |     |     |           |
| Funding Sources: 211 Title I-A - 63181.00   |               |   |   |           |     |     |           |
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 7</p> <p>2) The Deans of Instruction will conduct regular scheduled research-based professional development sessions in order to train, support, recruit and retain highly qualified personnel that will positively impact at-risk student.<br/><br/>Population: AR, TI, MI, ELL, DYS<br/><br/>Timeline: July 2018- June 2019<br/><br/>CNA SP&amp;P #5</p>   | 2.4, 2.5, 2.6 | Principal, Administrator for State Compensatory Education                       | Formative:<br>Lesson Plans, Classroom Observations, Benchmark scores, IPRs, Professional Development sign in sheets<br><br>Summative:<br>STAAR scores   |           |     |     |           |
| Funding Sources: 162 State Compensatory - 0.00  |               |   |   |           |     |     |           |

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| <p align="center"><b>Critical Success Factors</b><br/>CSF 1</p> <p>3) MIGRANT- Lucio MS Migrant students will receive grade appropriate school supplies on an as needed basis to ensure academic success and to equalize their opportunities for the academic challenges of their grade level. Computers and printers will be provided for students to work on their assignments and projects.</p> <p>Population: All migrant Students</p> <p>Timeline: August 2018-June 2019</p> <p>CNA Perception #3; SP &amp;P # 3</p> | 2.4, 2.5 | Administration, Counselors, Migrant Clerk, Teachers  | <p>Formative:<br/>6 Weeks Grades, student sign in sheets for supplies</p> <p>Summative:<br/>Successful completion of all courses and master the STAAR</p>  |  |  |  |  |
| <p>Funding Sources: 212 Title I-C (Migrant) - 0.00</p>  |          |  |  |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1</p> <p>4) MIGRANT- Lucio MS migrant clerk/staff member(s) will follow the district required Priority of Services Plan of Action to ensure PFS and migrant students receive supplemental support and are the priority as delineated by NCLB Act of 2001 Section 1301-1309 and NCLB Section 1304(d) are met throughout the current school year</p> <p>Population: Migrant Clerk</p> <p>Timeline: Aug 2018-June 2019</p> <p>CNA Student Achievement #7, 9</p>    |          | Special Programs , Administration, Migrant Clerk/Teacher, Counselors, District Migrant Personnel/Program | <p>Formative:<br/>Student sign in logs, tutorial attendance sheets, Lesson plans, grades</p> <p>Summative:<br/>Successful completion of all courses and master the STAAR, promotion rates, decrease student identified as PFS by 5%</p>  |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1 CSF 2 CSF 4</p> <p>5) Supplement the Dyslexia Program to provide language and literacy interventions (as needed) to improve student achievement, attendance, graduation rate, completion rate, and reduce the retention rate and dropout rate.</p> <p>Population: At-risk Students; Dyslexic Students</p> <p>Timeline: August 2018- June 2019</p>   | 2.4, 2.6 | Campus Administration, Dyslexia teacher and clerk, Curriculum, State Compensatory                        | <p>Formative:<br/>eSchoolPLUS Master Schedule, Teacher lesson Plans, Classroom Observations, Progress Monitoring, Assessment Scores, Student Progress Reports</p> <p>Summative :<br/>Decreased Retention Rate compared to prior year</p> |  |  |  |  |

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| <p><b>Critical Success Factors</b><br/>CSF 1</p> <p>6) Provide computer-based instruction in the foundation curriculum and adaptive-assisted devices in order to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate.</p> <p>Population: All At-risk Students (TI, MI, EL, DYS)</p> <p>Timeline: August 2018 - June 2019</p>   | 2.6 | Principal, Dean, Assistant Principal, Sp. Programs, Admin. State Compensatory        | <p>Formative :<br/>eSchoolPLUS Master Schedule, Computer Lab Schedule, Software Usage Reports, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports</p> <p>Summative :<br/>Improved STAAR/EOC, TELPAS and other state assessments, Attendance Rate, Retention Rate, Dropout Rate, Graduation Rate, and Completion Rate</p> |  |  |  |  |
| <p><b>PBMAS</b><br/><b>Critical Success Factors</b><br/>CSF 1</p> <p>7) MIGRANT- Lucio MS migrant students will have an equal opportunity to attend the school district's summer school programs to ensure promotion if needed or to participate in the migrant enrichment summer program.</p> <p>Population: All Migrant students</p> <p>Timeline: June 2019</p>  | 2.5 | Principal, Migrant Clerks, Counselors, Teachers                                      | <p>Formative:<br/>Sixth weeks grades and PFS Monitoring Tool, Summer School attendance logs</p> <p>Summative:<br/>On time promotion/graduation and decrease dropout rates and STAAR scores by 10%, EOY Promotion Rates, PBMAS</p>   |  |  |  |  |
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 6</p> <p>8) The At-Risk Counselor will provide assistance to Lucio MS with recovery of drop-outs and to monitor and counsel potential drop-out students to improve academic achievement by 10% increase attendance by 10% and decrease the drop-out rate to less than 1%. Supplies and resources will be purchased to assist At-Risk Counselor with assisting students educational needs.</p> <p>Population: AR, TI, MI, ELL</p> <p>Timeline: Aug. 2018-June 2019 (daily)</p> |     | Principal, Dean, Assistant Principal, Administrator for State Compensatory Education | <p>Formative:<br/>eSchoolPlus drop-out monitoring report, eSchoolPlus Special Programs report, benchmark scores, IPRs, TSI</p> <p>Summative:<br/>STAAR scores, Attendance Rate, Retention Rate, Drop-out Rate</p>   |  |  |  |  |
| <p>Funding Sources: 162 State Compensatory - 0.00</p>  |     |  |   |  |  |  |  |
| <p style="text-align: center;">  = Accomplished      = Continue/Modify      = No Progress      = Discontinue </p>  |     |  |   |  |  |  |  |



**Goal 9:** Through enhanced dropout prevention efforts, Lucio Middle School students will remain in school until they obtain successful promotion to 9th grade. Efforts to improve attendance for our students will encourage and challenge them to meet their full educational potential.

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

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

**Summative Evaluation 4:**

| Strategy Description   | ELEMENTS | Monitor   | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|--|----------|---|--|-----------|-----|-----|-----------|
|  |          |   |  | Formative |     |     | Summative |
|  |          |   |  | Nov       | Feb | Apr | June      |
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 5</p> <p>1) To promote physically and emotionally healthy students, Lucio M.S. will utilize the<br/>-PAPA (Parenting and Paternity Awareness) curriculum<br/>-CATCH (Coordinated Approach to Child Health) program, and<br/>-SHAC (School Health Advisory Committee) to address areas including Prevention of Dating Violence and sexual abuse of children.<br/>Population: All students<br/>Timeline: July 2018 to June 2019</p> | 2.6      | Principals, Assistant Principal, Deans, Dept Chairs | <p>Formative Results:<br/>Classroom observation, Professional development evaluations, Sign-in sheets, Workshop agendas</p> <p>Summative Impact:<br/>Fitness Gram results increase<br/>CATCH Binder end of year evaluation</p>                       |           |     |     |           |
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 5</p> <p>2) In an effort to improve overall student health which increases student attendance and academic performance, will be carried out by a full time campus nurse.<br/><br/>Population: All students<br/><br/>Timeline: August 2018 - May 2019</p> <p>CNA</p>   |          | Campus Administration, Nurse and Nurse Assistant    | <p>Formative Results:<br/>Monthly reports</p> <p>Summative Impact:<br/>Nurse time and effort reports will clearly show that the students immediate health concerns are being addressed and will result in improved student attendance and grades</p> |           |     |     |           |
| Funding Sources: 199 Local funds - 0.00  |          |   |  |           |     |     |           |

|  |          |   |   |  |  |  |  |
|--|----------|---|---|--|--|--|--|
| <p>3) Counselors will have</p> <ul style="list-style-type: none"> <li>-program addressing students/groups with personal issues (emotional distress, family/alcohol problems, etc.) to increase attendance and academic performance</li> <li>-parent services dealing with schedules modifications, general counseling to ease parents with students classes and problems facing at school</li> <li>-promote identifying and awareness of homeless/accompanied youth related services (social, emotional, physical, academic needs) within BISD and community agencies to support to increase student attendance and academic performance.</li> </ul> <p>Population: All 6th-8th students<br/>Timeline: August 2018-June 2019 (Daily/monthly)</p> | 2.6, 3.2 | Principal, Counselors, Admin for the HYP, Admin for SCE, Admin Special Programs | <p>Formative Results:<br/>Monthly Counselor's log, Parent contact log, Student progress</p> <p>Summative Impact: Attendance Rate, Dropout Rate, STAAR</p> |  |  |  |  |
|--|----------|---|---|--|--|--|--|

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

## Comprehensive Support Strategies

| Goal | Objective | Strategy | Description   |
|------|-----------|----------|---|
| 1    | 1         | 1        | Summer Bridge: Alignment from Elem. to MS. To ensure a smooth transition from 5th grade to middle school students will attend a Summer Bridge that will be used to close the gap and increase STAAR Scores, with 6th grade students in the area of reading and math by 10 %. Population: Students At risk, LEP, Parental Denials, SPED, Migrant Timeline: August 2017 CNA S P & P # 1.  |
| 1    | 1         | 2        | Resources Per Content: Purchase content specific high quality resource material in order to enhance curriculum in all core areas (ELAR, Math, Science, History) accessible to all students with an emphasis on students in low performing groups. Word to word and regular dictionaries will be purchased to supplement our EL program. Afterschool program supplies (i.e., board games, cubelets, Keva Structures, Legos, Snap Circuits and Littlebits etc.) are need to ensure our English Learners success through the Affective Domain that will incorporate scavenger hunt lessons gaming area and a research section that incorporates a Makerspace Center. Headsets with microphone for TELPAS online testing and practice. Headsets for computer labs/lap tops for instructional use with all students. Population: Emphasis on students in low performing areas: At Risk, LEP, Parental Denial, SPED, Migrant Timeline: July 2017-December 2017 CNA SP & P # 1,2 3 |
| 1    | 1         | 3        | Bilingual: LPAC will meet at the beginning of the year, mid-year, and end of the year to maintain accurate documentation of all ELL students. Population: ELL students Timeline: 2018-2019 August, February, June CNA Student Achievement #4.   |
| 1    | 1         | 4        | Tutorials: After-School & Saturday tutorials to help those students who are in danger of failing the STAAR, TELPAS tests or their Reading & Math classes so that they can be successful in their State assessment and in their core curriculum. Core area teachers will implement effective intervention strategies including remediation for students diagnosed as performing below established proficiency levels for all students including at-risk to perform at grade level. -STAAR Enrichment -Saturday Academy -After-school Tutorials -RTI Population: All At Risk 6th-8th grade students: LEP, GT, SPED, Migrant, Parental Denials, ESL, MI, DYS, AR, TI, Economically Disadvantaged, students who failed prior STAAR Admin. and or are in danger of failing their current core classes Timeline: Monday through Thursday starting October 2018-May 2019 CNA Student Achievement # 1, 2 and S P & P #1   |
| 1    | 1         | 11       | TELPAS Samples: All Core Area Teachers will be require to maintain a writing portfolio by collecting TELPAS formatted samples every 6 weeks. Population: 6th-8th grade Students; LEP, Parental Denials, ESL, MI, SE Timeline: July 2018-April 2019; Every 6 weeks   |
| 1    | 1         | 18       | Gear UP: The Gear Up Program will provide services to the 7th grade students, parents, faculty and community to increase awareness & promote post-secondary education. Population: 7th Grade Class Timeline: July 2018-June 2019 Population 7th Grade Class CNA Student Achievement #1, 2   |
| 1    | 3         | 1        | Teachers will make use of strategies to display wordwalls and other visual aids so they can improve students vocabulary to increase student achievement in the State assessments (printers and ink are needed for initiative) Population: At-risk 6th-8th grade students: LEP, Parental Denials, ESL, MI, SE, GT, Pre-AP, DYS, AR, TI Timeline: July 2018-June 2019 CNA Student Achievement # 1, 2  |

| Goal | Objective | Strategy | Description  |
|------|-----------|----------|--|
| 1    | 4         | 1        | Summer Band/Choir: Students prepare for and participate in school performances by attending Summer Band and school year Sectional Performance so students can develop confidence and performance skills and ensure commended performances. Summer Choir- Music Orientation intro to basic music skills: sign scales, warm up exercises, correspond to cur win hand signs<br>Population: All 6th-8th Band/Choir Students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At- Risk students<br>Timeline: July 2018-June 2019  |
| 7    | 1         | 1        | All T PD improve level & delivery instruction: Teachers will plan together and attend professional development sessions in order to improve the level and method of delivery of instruction for all students. Population: Teachers At- risk , LEP, Parental Denials, SPED, Migrant<br>Timeline: July 2017-June 2018 CNA SP & P # 3   |
| 7    | 1         | 2        | ELA T PD ELA/SLAR Instruction: Provide Professional Development for new and existing ELA teachers in order to implement a comprehensive ELAR/SLAR instructional program for all students in which teachers mentor one another - Bilingual/ESL Middle Academic Literacy Initiative for ELL's -ELAR/SLAR TEKS -TLI strategies Vocab. routine, Read with Purpose, Making Connections, Determining Importance and Summary, Making Inferences and Predictions) -CCRS (College ad Career Readiness Standards) -Texas Adolescent Literacy Academies -Response to Intervention (RtI) -ELA & ESL Textbook Adoption -STAAR (state assessment) -Reading & Writing Across the Curriculum (Content Fluency) -Comprehension Strategies -Effective research-based teaching practices -Discipline Management -TELPAS -ELPS -Sheltered Instruction -Technology<br>Population: 6th-8th grade students: LEP, Parental Denials, ESL, MI, SE, GT, Pre-AP, DYS, AR, TI<br>Timeline: July 2018- June 2019 CNA Student Achievement #1, 2; SP &P # 2 ;S P & P # 1 |
| 7    | 1         | 3        | T PD for ELL Literacy/SIOP/TELPAS: Provide Professional Development for new and existing teachers on all modules of Texas State Literacy Plan (Texas Gateway Resource), SIOP Instructional strategies and TELPAS Writing Training in order to target areas for improvement with our ELL population. Campus Strategies will include: -Curriculum mapping -CPQ's -Think Turn Talk -Question Stems -Inferencing -Quick Writes/Exit Tickets -SSR Fluency<br>Population: 6th-8th grade students: LEP, Parental Denials, ESL, MI, SE, GT, Pre-AP, DYS, AR, TI<br>Timeline: New teacher trainings: July- August 2017 TLI Summer Institute: July 2018 CNA SP &P # 3  |
| 7    | 1         | 7        | PD(GT/Pre-AP/AP institutes-Ongoing/STEM) for teachers to enhance teaching skills and integrate vertical aligned curriculum for GT/ Pre-AP/AP/STEM courses in the core areas of ELA, math, science, social studies, and Spanish Language to improve critical thinking skills and passing rates on AP exams and STAAR Scores. College Board approval of AP courses approved and compliance/requirements using research on college readiness best practices to insure students are college ready. Population: 7th-8th grade students ELA, Math, Science, Social Studies and Spanish/ESL teachers; All 6th- 7th grade teachers of GT, Pre-AP and AP /STEM students who may also be identified as LEP, TI, SE, Migrant, DYS<br>Timeline: July 2018- June 2019   |

| Goal | Objective | Strategy | Description  |
|------|-----------|----------|--|
| 8    | 1         | 1        | Acquire the latest computer hardware and software to meet system requirements that will enhance communication skills (reading, speaking, and writing), leadership skills, and higher order thinking skills (organizing multimedia presentations, production plans, create storyboards, etc). Students will learn current video editing software, use of digital video, sound and equipment. Purchase technology equipment such as desktops, toner, supplies, printers, projectors, cameras, document cameras, calculators and all necessary wiring and mounts for instructional settings to address technology needs in order to better implement TEKS and level of instruction. Population: Include subgroups: At risk, LEP, SE, Migrant, 6th-8th Economically Disadvantaged, TI, ESL, SPED, GT, At-Risk students Timeline: August 2017-June 2018 CNA SP & P #2,3,4 |
| 9    | 3         | 1        | Accelerated instruction in the core foundation curriculum will be provided during extended day tutorial programs/Saturday Academies to increase academic achievement and attendance for at-risk students by 10%, and to decrease the dropout rate to less than 1% of the at-risk students. Support regular/accelerated instruction through the purchase of technology equipment (desktops, printers, projectors, cameras, document cameras, calculators and other). Population: AR, TI, MI, ELL, DYS Timeline: Sept.2018-May 2019 (minimum 2 X week) CNA Student Achievement # 1,2; SP&P #3,4  |

# State Compensatory

## Personnel for Lucio Middle School :

| <u>Name</u>           | <u>Position</u>     | <u>Program</u>     | <u>FTE</u> |
|-----------------------|---------------------|--------------------|------------|
| Fernando Perez        | At-Risk Counselor   | State Compensatory | 1          |
| Jose Pardo            | Teacher             | State Compensatory | 0.5        |
| Juan C. Vega          | Teacher             | State Compensatory | 0.5        |
| Sandra Barron-Herrera | Dean of Instruction | State Compensatory | 1          |
| Silvestre Torres      | Teacher             | State Compensatory | 0.5        |
| Yessica Garcia        | Teacher             | State Compensatory | 0.5        |

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

A comprehensive needs assessment survey was conducted over one year and the Site-Based Decision-Making (SBDM) Committee has used the information 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.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

Our campus SBDM committee meets monthly in order to review campus needs, activities, accomplishments, initiatives, etc. The campus departments will meet to review and provide input on the campus improvement plan in accordance to the campus needs.

### **2.2: Regular monitoring and revision**

Lucio Middle School Teachers meet on a weekly basis with Dean of Instruction in order to monitor and revise lesson delivery using relevant data, receive new PD training to support teaching strategies and adjusting working with students, and review student progress. The departments meet on a weekly basis in order to plan vertically and horizontally to meet the individual needs of our students and to receive any additional information provided to department head from C & I. Department Chairs meet on a monthly basis with District Curriculum Specialist to get updates about curriculum. Teachers deliver the received information through lesson delievery and maintain communication with other teachers at our campus in order to implement strategies and maintain curriculum alignment. The RTI Committee meets ever six weeks in order to monitor student progress.

### **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 the parents/community is prompt and accurate. The communication is carried out through parent meetings, letters/notices, website, Facebook and school messenger.

### **2.4: Opportunities for all children to meet State standards**

Lucio Middle School will work to provide opportunities for all children to meet State standards by having the staff will use the budgeted funds to implement school-wide reform strategies in order for the children to meet the state's Meets and Masters levels of academic performance, and incorporate the use of scientifically research based effective methods and instructional strategies that will strengthen the core academic program. Lucio MS will increase the amount and quality of learning time, with the use of Title I funding to provide afterschool tutorial/Saturday academy/summer school/summer bridge/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. The teachers will plan and determine which strategies will be included for meeting the educational needs of historically underserved populations. These target strategies will increase the opportunities to address the needs of all children in school, with emphasis on the needs of all 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 which commenced in 2012-2013 focuses on reading skills by providing the campus with a Reading Specialist which worked until 2016 with the campus to improve reading skills and scores by using a variety of scientifically based techniques, the campus continues with the TLI sustainability in the 2017-2018 school year.

The teachers will be included and provide valuable input at the District and campus level in decisions regarding the use and selection of academic assessments to measure student performance. The 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 Saturday Academies and use computer software (Edgenuity, Apex, etc.).



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., migrant and 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.

Lucio Middle School 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, Lucio 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**

In order for the campus to increase parent and family engagement (PFE) the campus will ensure the use of Title I, Part A Funds to partially finance strategies to promote and increase parental involvement at the school including the parent workroom and to purchase special materials to be 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 to 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. Crafting activities will be included in regular parental meetings to increase parent interest and participation.

#### **3.2: Offer flexible number 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 to be 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 to 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. Crafting activities will be included in regular parental meetings to increase parent interest and participation.

## Title I Schoolwide Element Personnel

| <u>Name</u>      | <u>Position</u>          | <u>Program</u>         | <u>FTE</u> |
|------------------|--------------------------|------------------------|------------|
| Alfaro, Yvonne   | Teacher                  | Title I                | 1          |
| Arredondo, Maria | FP Computer Teacher Aide | Federal Program        | 1          |
| Duran, Erasmo    | Parent Liaison           | Parental Involvement   | 1          |
| Forbes, Maria M. | Teacher                  | Title I                | 1          |
| Meza, Nereida    | Nurse                    | Health Services        | .5         |
| Salinas, Ana     | Library Aide             | Library/Media Services | 1          |
| Tamez, Patricia  | Dyslexia Aide            | Dyslexia               | 1          |

## 2018-2019 Site Based Decision Making Committee

| <b>Committee Role</b>       | <b>Name</b>          | <b>Position</b>         |
|-----------------------------|----------------------|-------------------------|
| Administrator               | Chester Arizmendi    | Principal               |
| Classroom Teacher           | Cynthia Crews        | Reading Teacher         |
| Classroom Teacher           | Nancy Mireles Shultz | Math Teacher            |
| Classroom Teacher           | Linda Noell          | Science Teacher         |
| Classroom Teacher           | Juan Vega            | History Teacher         |
| Parent                      | Esmeralda Moctezuma  | Parent                  |
| Business Representative     | Luis Sanchez         | Business Representative |
| Classroom Teacher           | Jose Pardo           | English Teacher         |
| Classroom Teacher           | Alejandro Rivera     | PE/Health/Tech- Teacher |
| Classroom Teacher           | Aida Monatnaro       | Spanish/FA Teacher      |
| Parent                      | Patricia Martinez    | Parent                  |
| Classroom Teacher           | Dora Paz             | Sp. Ed Teacher          |
| Business Representative     | Analee Rodriguez     | Whataburger Manager     |
| Community Representative    | Eddie Lucio Jr.      | Senator                 |
| Paraprofessional            | Dulce Avina          | BI Paraprofessional     |
| Non-classroom Professional  | Roxana Vieyra        | Counselor               |
| District-level Professional | Dr. Ronnie Rentfro   | School Improvement      |
| Facilitator                 | grisel Gonzalez      | Dean                    |
| Community Representative    | Ricardo Gonzalez     | Business Owner          |
| Student                     | Samuel Gonzalez      | Student                 |

# Campus Funding Summary

| 199 Local funds |           |          |   |                                |            |
|-----------------|-----------|----------|---|--------------------------------|------------|
| Goal            | Objective | Strategy | Resources Needed  | Account Code                   | Amount     |
| 1               | 1         | 2        | General materials/supplies instructional                          | 199-11-6399-00-051-Y-11-000-Y  | \$9,250.00 |
| 1               | 1         | 2        | Supplies & materials-LcL Defi                                     | 199-12-6398-62-051-Y-99-000-Y  | \$300.00   |
| 1               | 1         | 2        | General supplies  | 199-12-6399-62-051-Y-99-000-Y  | \$200.00   |
| 1               | 1         | 2        | Reading Materials subscription                                    | 199-12-6325-00-051-99-000-Y    | \$900.00   |
| 1               | 1         | 2        | Reading Materials   | 199-12-6329-00-051-Y-99-000-Y  | \$1,500.00 |
| 1               | 1         | 2        | General Supplies  | 199-12-6399-00-051-Y-99-000-Y  | \$1,200.00 |
| 1               | 1         | 2        | Supplies/postage  | 199-23-6399-17-51-Y-99-000-Y   | \$50.00    |
| 1               | 1         | 8        | Reclassified transportation Exp/Ex                                | 199-11-6494-00-051-Y-11-000-Y  | \$3,500.00 |
| 1               | 1         | 8        | Stipends  | 199-36-6117-00-051-Y-99-020-Y  | \$700.00   |
| 1               | 1         | 8        | Travel & subsistence student - Meals UIL                          | 199-36-6412-00-051-Y-99-020-Y  | \$1,500.00 |
| 1               | 1         | 8        | Reclassified Transportation Expenses for competition              | 199-36-6494-00-051-Y-99-020-Y  | \$300.00   |
| 1               | 1         | 8        | Miscellaneous Fees & Dues not with travel(permits & registration) | 199-36-6497-00-051-Y-99-020-Y  | \$100.00   |
| 1               | 1         | 8        | Travel & subsistence students- Meals/entry fees/charter bus       | 199-36-6412-00-051-Y-99-000-Y  | \$300.00   |
| 1               | 1         | 8        | Reclassified Transportation Exp- School buses                     | 199-36-6494-00-051-Y-99-000-Y  | \$1,000.00 |
| 1               | 1         | 19       | Supplies for Maint/Operarar-Cust- (Nurse supplies)                | 199-33-6315-00-051-Y-99-000-Y  | \$200.00   |
| 1               | 1         | 22       | Copy/computer paper & notebook paper                              | 199-11-63-96-00-051-Y-11-000-Y | \$4,000.00 |
| 1               | 1         | 23       | Texas Fitness Now Program grades 6-8 (PE/CATCH)                   | 199-11-6399-51-051-Y-11-000-Y  | \$800.00   |
| 1               | 1         | 24       | General Supplies furniture  | 199-11-6399-45-051-Y-11-000-Y  | \$4,111.00 |
| 1               | 3         | 1        | General Supplies (Toner)  | 199-11-6399-62-051-Y-11-000-Y  | \$2,500.00 |
| 2               | 1         | 3        | Custodial supplies  | 199-51-6319-00-051-Y-99-000-Y  | \$350.00   |
| 2               | 1         | 4        |   | 199-11-6399-45-051-Y-99-000-Y  | \$111.00   |
| 7               | 1         | 1        | Sal/Wages for Subs Teacher (Subs)                                 | 199-11-6112-18-051-Y-99-000-Y  | \$350.00   |
| 7               | 1         | 1        | Miscellaneous Operating Costs ( Food & Refreshment)               | 199-13-6499-53-051-Y-99-000-Y  | \$1,500.00 |
| 7               | 1         | 5        | Sal/Wages for subt. teachers                                      | 199-13-6112-18-051-Y-99-000-Y  | \$1,000.00 |

|                                    |                  |                 |  |                                |                   |
|------------------------------------|------------------|-----------------|--|--------------------------------|-------------------|
| 7                                  | 1                | 8               | Employee Travel  | 199-13-6411-23-051-Y-99-000-Y  | \$500.00          |
| 7                                  | 1                | 8               | Extra Duty Pay/Overtime-Sup PE (Paraprofessional overtime)                             | 199-23-6121-08-051-Y-99-000-Y  | \$500.00          |
| 7                                  | 1                | 19              | 199-31-6399-00-051-Y-99-000-Y  | General supplies-counselor     | \$500.00          |
| 7                                  | 1                | 19              | Employee travel- out of district   | 199-23-64-11-23-051-Y-99-000-Y | \$2,000.00        |
| 7                                  | 1                | 19              | General supplies   | 199-23-6399-00-051-Y-99-000-Y  | \$1,400.00        |
| 7                                  | 1                | 19              | General supplies-print media   | 199-23-6399-16-051-Y-99-000-Y  | \$200.00          |
| 7                                  | 1                | 19              | General supplies-toner   | 199-23-6399-65-051-Y-99-000-Y  | \$4,250.00        |
| 7                                  | 1                | 24              |  |                                | \$0.00            |
| 8                                  | 1                | 1               | capital outlay   | 199-51-6649-00-051-Y-99-000-Y  | \$0.00            |
| 8                                  | 1                | 1               | miscellaneous contracted services  | 199-23-6299-00-051-Y-99-000-Y  | \$850.00          |
| 8                                  | 1                | 1               | Site license single use non-instructional (less than \$500)                            | 199-23-6395-65-051-Y-99-000-y  | \$900.00          |
| 8                                  | 1                | 1               | Computer supplies (less than \$500) non-instructional                                  | 199-23-6398-65-051-Y-99-000-Y  | \$500.00          |
| 8                                  | 1                | 1               | Contracted maintenance & repair (computer maintenance)                                 | 199-11-6249-00-051-Y-11-000-Y  | \$100.00          |
| 8                                  | 1                | 7               |  |                                | \$0.00            |
| 9                                  | 1                | 2               |  |                                | \$0.00            |
| 9                                  | 1                | 5               | Awards/Certificate incentive for attendance/grades                                     |                                | \$4,500.00        |
| 9                                  | 4                | 2               |  |                                | \$0.00            |
| <b>Sub-Total</b>                   |                  |                 |  |                                | \$51,922.00       |
| <b>Budgeted Fund Source Amount</b> |                  |                 |  |                                | \$60,255.00       |
| <b>+/- Difference</b>              |                  |                 |  |                                | <b>\$8,333.00</b> |
| <b>162 State Compensatory</b>      |                  |                 |  |                                |                   |
| <b>Goal</b>                        | <b>Objective</b> | <b>Strategy</b> | <b>Resources Needed</b>  | <b>Account Code</b>            | <b>Amount</b>     |
| 1                                  | 1                | 2               | General supplies/materials for instructional use (Gayle Fuller Writing Practice books) | 162-11-6399-00-051-Y-30-000-Y  | \$2,655.00        |
| 1                                  | 1                | 2               | Copy Paper for instructional use   | 162-11-6396-00-051-Y-30-000-Y  | \$1,000.00        |
| 1                                  | 1                | 4               | Professional Extra Duty Pay Failed 8gr STAAR   | 162-11-6118-00-051-Y-24-SSI-Y  | \$18,266.00       |
| 1                                  | 1                | 4               | Professional Extra Duty Pay  | 162-11-6118-00-051-Y-30-000-Y  | \$23,345.00       |

|                                    |                  |                 |   |                               |               |
|------------------------------------|------------------|-----------------|---|-------------------------------|---------------|
| 8                                  | 1                | 1               | instructional technology supplies & computers resources more than \$150 and less tha \$500  | 162-11-6398-62-051-Y-30-000-Y | \$5,354.00    |
| 8                                  | 1                | 1               | Supplies & Materials -Lcl Defi  | 162-11-6398-62-051-Y-30-000-Y | \$2,596.00    |
| 8                                  | 1                | 2               | Software and licensing for student instructional support (Game Salad)   | 162-11-6299-62-051-Y-30-000-Y | \$3,600.00    |
| 8                                  | 1                | 2               | General Supplies (Ink )   | 162-11-6399-62-051-Y-30-000-Y | \$1,050.00    |
| 8                                  | 1                | 7               |   |                               | \$0.00        |
| 9                                  | 3                | 2               |   |                               | \$0.00        |
| 9                                  | 3                | 8               |   |                               | \$0.00        |
| <b>Sub-Total</b>                   |                  |                 |   |                               | \$57,866.00   |
| <b>Budgeted Fund Source Amount</b> |                  |                 |   |                               | \$57,866.00   |
| <b>+/- Difference</b>              |                  |                 |   |                               | \$0           |
| <b>163 State Bilingual</b>         |                  |                 |   |                               |               |
| <b>Goal</b>                        | <b>Objective</b> | <b>Strategy</b> | <b>Resources Needed</b>   | <b>Account Code</b>           | <b>Amount</b> |
| 1                                  | 1                | 2               | General Supplies for EL students (Logitech Over the ear headset with microphone, dictionaries, makerspace center activities))                         | 163-11-6399-00-051-Y-25-000-Y | \$9,250.00    |
| 1                                  | 1                | 3               | PD sessions   | 163-11-6112-00-051-Y25-00-Y   | \$600.00      |
| 6                                  | 1                | 9               | Mileage reimbursement for ESL/LPAC Aide   | 163-23-6411-00-051-Y25-000-Y  | \$0.00        |
| 7                                  | 1                | 3               | Gen.l Supplies for Staff Development on Differentiated Curriculum Practices (chart tablets, tag paper, color paper, post-its, note cards, folders...) | 163-13-6399-00-051-Y-25-000-Y | \$0.00        |
| 7                                  | 1                | 3               | General Supplies (Ink, HDMI cables)   | 163-13-6399-62-051-Y-25-000-Y | \$0.00        |
| <b>Sub-Total</b>                   |                  |                 |   |                               | \$9,850.00    |
| <b>Budgeted Fund Source Amount</b> |                  |                 |   |                               | \$40,967.00   |
| <b>+/- Difference</b>              |                  |                 |   |                               | \$31,117.00   |
| <b>211 Title I-A</b>               |                  |                 |   |                               |               |
| <b>Goal</b>                        | <b>Objective</b> | <b>Strategy</b> | <b>Resources Needed</b>   | <b>Account Code</b>           | <b>Amount</b> |
| 1                                  | 1                | 1               | Instructional Supplies-(composition books and colored pencils for writing strategies)   | 211-11-6399-00-051-Y-30-BDG-Y | \$0.00        |

|   |   |   |  |                               |             |
|---|---|---|--|-------------------------------|-------------|
| 1 | 1 | 1 | Extra Duty Pay for Summer Bridge Teachers  | 211-11-6118-00-051-Y-30-BDG-Y | \$3,700.00  |
| 1 | 1 | 2 | General Supplies (Wkbook resources instructional materials all contents/ classroom supplies i.e.-colors,markers, memory modules,etc.)                                  | 211-11-6399-00-051-Y-30-0F2-Y | \$8,000.00  |
| 1 | 1 | 2 | Copy Paper   | 211-11-6396-00-051-Y-30-0FY-2 | \$2,190.00  |
| 1 | 1 | 8 | Testing Materials  | 211-11-6339-00-051-Y-30-0F2-Y | \$1,500.00  |
| 1 | 3 | 1 | General supplies (Toner ink for instruction)   | 211-11-6399-62-051-Y-30-0F2-Y | \$4,000.00  |
| 6 | 1 | 1 | Parent Liaison materials and supplies  | 211-61-6399-00-051-Y-30-0F2-Y | \$0.00      |
| 6 | 1 | 1 | Employee (Parent Liaison) Travel   | 211-61-6411-00-051-Y-30-0F2-Y | \$800.00    |
| 6 | 1 | 3 | Meetings food & refreshments   | 211-61-6499-53-051-Y-30-0F2-Y | \$800.00    |
| 7 | 1 | 1 | (Stipends)Teachers Read, Eng, Math, Sci, SS vertical/horizontal plan & PD to increase high quality resource material to enhance curriculum for low performing students | 211-11-6117-00-051-Y-30-0F2-Y | \$14,000.00 |
| 7 | 1 | 1 | Teachers plan & attend PD (travel) to increase high quality resource material to enhance curriculum for low performing students  | 211-13-6411-23-051-Y-30-AYP-Y | \$3,500.00  |
| 7 | 1 | 1 | Teachers plan & attend PD (travel) to increase high quality resource material to enhance curriculum for low performing students  | 211-13-6411-00-051-Y-30-AYP-Y | \$1,000.00  |
| 7 | 1 | 1 | Substitutes resources for teachers attending professional development/teacher planning programs to enhance curriculum/nstruction                                       | 211-11-6112-00-051-Y-30-AYP-Y | \$3,500.00  |
| 7 | 1 | 1 | Employee Travel  | 211-13-6411-23-051-Y-30-AYP-Y | \$800.00    |
| 7 | 1 | 1 | Substitutes for Teacher Training   | 211-11-6112-18-051-Y-30-0F2-Y | \$4,800.00  |
| 8 | 1 | 1 | technology equipment desktops, printers, projectors, calculators, wiring and mounts  | 211-11-6649-62-051-Y-30-0F2-Y | \$0.00      |
| 8 | 1 | 1 | 4 Desktop Computers (Administration)   | 211-23-6398-62-051-Y-000-Y    | \$7,200.00  |
| 8 | 1 | 1 | 1 Desktop Computer (Administration)  | 211-23-6398-65-051-Y-30-0F2-Y | \$2,000.00  |
| 8 | 1 | 1 | computer supplies/toner- administration  | 211-23-6399-65-051-Y-30-0F2-Y | \$3,087.00  |
| 8 | 1 | 2 | Supplies & Materials:software access:Compass Learning and other vendors  | 211-11-6395-62-051-Y-30-0F2-Y | \$4,650.00  |
| 8 | 1 | 2 | Contracted Maintenance renewal software  | 211-11-6249-62-051-Y-30-0F2-Y | \$0.00      |

|                                    |                  |                 |  |                               |                     |
|------------------------------------|------------------|-----------------|--|-------------------------------|---------------------|
| 8                                  | 1                | 2               | Miscellaneous contracted services and use/access software licenses (STEM)      | 211-11-6299-62-051-Y-30-STM-Y | \$0.00              |
| 8                                  | 1                | 2               | General supplies (STEM)  | 211-11-6399-00-051-Y-30-STM-Y | \$4,909.00          |
| 8                                  | 1                | 7               |  |                               | \$0.00              |
| 9                                  | 1                | 2               |  |                               | \$0.00              |
| 9                                  | 3                | 1               | Reclassified Transportation (Tutorials extended day)                           | 211-11-6494-00-051-Y-30-0F2-Y | \$14,000.00         |
| 9                                  | 3                | 1               | Electronic devices (\$5000 below)  | 211-11-6398-62-051-Y-30-0F2-Y | \$49,181.00         |
| <b>Sub-Total</b>                   |                  |                 |  |                               | \$133,617.00        |
| <b>Budgeted Fund Source Amount</b> |                  |                 |  |                               | \$78,680.00         |
| <b>+/- Difference</b>              |                  |                 |  |                               | <b>\$-54,937.00</b> |
| <b>199 G/T Advanced Academics</b>  |                  |                 |  |                               |                     |
| <b>Goal</b>                        | <b>Objective</b> | <b>Strategy</b> | <b>Resources Needed</b>  | <b>Account Code</b>           | <b>Amount</b>       |
|                                    |                  |                 |  |                               | \$0.00              |
| <b>Sub-Total</b>                   |                  |                 |  |                               | \$0.00              |
| <b>Budgeted Fund Source Amount</b> |                  |                 |  |                               | \$2,250.00          |
| <b>+/- Difference</b>              |                  |                 |  |                               | <b>\$2,250.00</b>   |
| <b>263 Title III-A Bilingual</b>   |                  |                 |  |                               |                     |
| <b>Goal</b>                        | <b>Objective</b> | <b>Strategy</b> | <b>Resources Needed</b>  | <b>Account Code</b>           | <b>Amount</b>       |
| 1                                  | 1                | 2               | General Supplies for EL students ( dictionaries, makerspace center activities) | 263-11-6399-00-051-Y-25-000-Y | \$5,543.00          |
| 8                                  | 1                | 1               | general materials/resources for bilingual- Capital outlay                      | 263-11-6649-62-051-Y-30-0F2-Y | \$0.00              |
| <b>Sub-Total</b>                   |                  |                 |  |                               | \$5,543.00          |
| <b>Budgeted Fund Source Amount</b> |                  |                 |  |                               | \$5,543.00          |
| <b>+/- Difference</b>              |                  |                 |  |                               | <b>\$0</b>          |
| <b>Grand Total</b>                 |                  |                 |  |                               | <b>\$258,798.00</b> |