

Brownsville Independent School District

Manzano Middle School

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard



Mission Statement

Edward Manzano, Jr. Middle School empowers students to become lifelong learners and critical thinkers by providing an enthusiastic academic experience. Administration, teachers, parents, and the community collaborate and encourage students to embrace their diverse learning abilities to succeed globally.

Vision

Our students will become college graduates and successful contributors to society.

Value Statement

Develop and utilize innovative methodologies and reinforce individualized learning environments.

Practice the belief that every student can learn.

Expect student ownership of the learning process.

Students are priority.

Go beyond educating to build character.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Edward Manzano, Jr. Middle School

2017-2018 Campus Narrative

Edward Manzano, Jr. Middle School is located at 2580 W. Alton Gloor in Brownsville, Texas. Our campus was built in 2010 making it the newest middle school campus within BISD. The campus is comprised of 57 classrooms, a cafeteria, library, dance studio, band hall, choir hall, and gymnasium.

The student population at Manzano Middle School is approximately 920 and serves students in grades 6th through 8th. According to the PEIMS Data Review of our campus profile, 98.5% of the student population is Hispanic, and 1.5% is Non-Hispanic. Additionally, 94.5% of our student body is classified as economically disadvantaged. Many of our students are first generation Mexican immigrants, 17.6% are classified as English Language Learners with the majority speaking English/Spanish interchangeably. Also, several of our students come from homes which participate in state and federal assistance programs such as SNAP, TANF, Medicaid, and subsidized housing assistance.

The students of Manzano Middle School receive a well-rounded instructional curriculum. Core courses are offered in every subject area and classes such as Dance, Band, Choir, Art, Technology, Career Portals, and Spanish are also taught. The instructional programs include academic core subjects at various levels such as the STEM, Gifted and Talented, Pre-Advanced Placement, regular classes and resource classes. All students are required to meet passing standards of the grade level assessments which make up the State of Texas Assessments of Academic Readiness (STAAR). Since our doors opened in 2010, Manzano students have experienced many successes that include academic and extra-curricular activities.

The current staff at Manzano Middle School is comprised of 58 highly qualified certified teachers, 4 campus administrators, 4 counselors, 8 professional support personnel, 6 non-classroom staff, and 10 educational aides.

Manzano Middle School's most recent campus initiatives include the following:

Breakfast in a Bag

Free Lunch Program

After School Supper

After School Tutorials (Monday through Thursday)

Friday Night Tutorials (2nd Semester)

Vertical Alignment for every subject and grade level twice a year

Maintain Texas Literacy Initiative Goals

Promote Teach for Texas Goals (I3) which focuses on College Readiness Skills (Common Instructional Frameworks)

Manzano Middle School promotes numerous student clubs and organizations. Students are encouraged to participate in extracurricular activities such as Art, Chess, One Act Play, Choir, Band, Athletics, Spartan Book Club, Destination Imagination, FCA, Brainiacs, History Fair, Science Fair, HESTEC, Robotics, National Junior Honor Society, Dance and Cheerleading just to name a few.

School Namesake: **Edward Manzano Jr. Middle School**

School Colors: **Purple & Gold**

School Mascot: **Spartan**

School Motto: **With knowledge comes great power.**

The Manzano Middle School faculty and staff are committed to the following goals:

- * Increase academic achievement for student success
- * Increase student wellness and self image
- * Increase student attendance and decrease tardies
- * Provide staff development to all highly qualified teachers and support staff

* Increase Parental/Community involvement

EDUCATION CODE

TITLE 2. PUBLIC EDUCATION

SUBTITLE A. GENERAL PROVISIONS

CHAPTER 4. PUBLIC EDUCATION MISSION, OBJECTIVES, AND GOALS

Sec. 4.001. PUBLIC EDUCATION MISSION AND OBJECTIVES. (a) The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

(b) The objectives of public education are:

OBJECTIVE 1: Parents will be full partners with educators in the education of their children.

OBJECTIVE 2: Students will be encouraged and challenged to meet their full educational potential.

OBJECTIVE 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

OBJECTIVE 4: A well-balanced and appropriate curriculum will be provided to all students.

OBJECTIVE 5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.

OBJECTIVE 6: Qualified and highly effective personnel will be recruited, developed, and retained.

OBJECTIVE 7: The state's students will demonstrate exemplary performance in comparison to national and international standards.

OBJECTIVE 8: School campuses will maintain a safe and disciplined environment conducive to student learning.

OBJECTIVE 9: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.

OBJECTIVE 10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 2003, 78th Leg., ch. 82, Sec. 1, eff. Sept. 1, 2003.

Sec. 4.002. PUBLIC EDUCATION ACADEMIC GOALS. To serve as a foundation for a well-balanced and appropriate education:

GOAL 1: The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.

GOAL 2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.

GOAL 3: The students in the public education system will demonstrate exemplary performance in the understanding of science.

GOAL 4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

Our School Values

- Develop and utilize innovative methodologies to reinforce individualized learning environments.
- Practice the belief that every student can learn.
- Expect student ownership of the learning process.
- Students are priority.
- Go beyond educating to build character

The Site-Based Decision Making (SBDM) Committee is dedicated to implementing a well-rounded instructional program that will promote students' success at Manzano Middle School. This will in turn encourage our students to become productive citizens in our democratic society. The members of the SBDM Committee include elected classroom teachers from each 6th-8th grade, Reading, English, Math, Science, Social Studies, P.E., and Fine Arts on campus to comprise two-thirds of the committee, 6th-8th grade, Reading, English, Math, Science, Social Studies, P.E., Fine Arts, chairs, supplemental staff, administration, students, and parents. Each elected representative serves a two year term and election cycles are staggered. All members, especially new, are asked to attend the SBDM Training to learn about shared decision making and how it results in a greater commitment to implementing decisions that will

enhance the achievement of students. As a member of the SBDM Committee each participant is responsible for sharing and discussing the SBDM Committee agenda and conveying the information to their 6th-8th grade, Reading, English, Math, Science, Social Studies, P.E., Fine Arts, Classified Depts. Thus, attendance and participation are vital and if a member cannot fulfill these requirements, then a new member will be elected to better represent the campus entity.

Manzano Middle School's 2017-2018 Accountability Rating: Met Standard (87 out of 100)

Student Achievement (80 out of 100)

School Progress (91 out of 100)

Closing the Gaps (78 out of 100) (<https://txschools.org/schools/031901055/overview>)

Distinction Designations:

Academic Achievement in Mathematics

Academic Achievement in Science

Academic Achievement in English

Academic Achievement in Social Studies

Postsecondary Readiness (<https://txschools.org/schools/031901055/overview>)

2016-2017 Campus Performance (Source: TAPR Report from TEA)

	State	District	Campus	Sp. Ed.	ELL
Grade 6 Reading	69%	63%	71%	38%	50%
Grade 6 Math	76%	73%	78%	43%	67%
Grade 7 Reading	73%	71%	75%	41%	30%
Grade 7 Writing	70%	72%	75%	38%	37%
Grade 7 Math	70%	67%	78%	55%	52%
Grade 8 Reading	86%	85%	91%	56%	65%

Grade 8 Science	76%	71%	85%	50%	57%
Grade 8 Social Studies	63%	60%	70%	39%	41%
Grade 8 Math	85%	87%	97%	72%	91%
End of Course Algebra I	83%	89%	99%	*	100%

Student Information

Total Students	Count	Percent	District	State
Grade 6	351	37.7%	7.2%	7.4%
Grade 7	297	31.9%	7.2%	7.4%
Grade 8	382	30.3	7.0%	7.3%
Ethnic Distribution				
African American	1	.1%	.1%	12.6%
Hispanic	916	98.5%	98.4%	52.4%
White	0	0%	0%	0%
Asian	1	.1%	0%	01%
Pacific Islander	1	.1%	.0%	.1%
Economically Disadvantaged				
Economically Disadvantaged	879	95.5%	94.7%	59%
Non-Educationally Disadvantaged	51	4.5%	5.3%	41.0%
English Language Learners (ELL)	164	16.9%	32.5%	18.5%
Students w/Disciplinary Placements (2015-2016)	16	1.7%	1.1%	1.4%
At-Risk	469	50.4%	65.9%	50.3%
Mobility (2015-2016)	77	8.4%	14.7%	16.2%

Demographics Strengths

Manzano Middle School provides quality instruction for all boys and girls, grades 6 to 8, from surrounding neighborhoods. Our student population is predominantly Hispanic with a small amount of other races. The students at Manzano Middle School are taught by certified, highly-qualified teachers in all content and elective classes. Teachers receive professional development throughout the year to increase their knowledge in their teaching field and to learn research based strategies. In an effort to improve instruction, teachers often participate with district and on-campus curriculum development. This knowledge and practice has lead to improved instruction in the classroom during the regular school day and during the afterschool tutorial program. Parents are highly encouraged to actively participate in their child's education and this results in high parent turnout during Open House in the fall and spring as well as other

extra-curricular events. The Parental Involvement Department, at Manzano Middle School, is also a driving force behind getting parents involved with their children's education.

Demographic Needs

1. Certain student populations require additional tutorial sessions to close academic gaps (At-Risk, migrant, English Language Learners, and 504 students). There is also a need to improve performance for higher performing students so that “masters” scores increase.
2. Parent participation at weekly parent meetings and seasonal migrant meetings is low and parents are not up to date on latest campus, district, and state education requirements or resources available for their children. Improving parent participation will help with enrollment, attendance, and student achievement.
3. Clerks and aides need to assist with inclusion and data collection so that our campus always has the most current student information.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Less than 50% of the Special Education students are not approaching STAAR Reading Standards. **Root Cause:** Students' Lexile levels are low and as they move up from one grade to another, the learning gap widens.

Problem Statement 2: Less than 70 % of the English Learners are not approaching STAAR Reading Standards **Root Cause:** Most core teachers do not have the knowledge on how to implement language learning strategies that are content specific.

Student Academic Achievement

Student Academic Achievement Summary

The students at Manzano Middle School have continued to excel in all areas. Specifically, our students have shown academic success in the areas of Reading, Writing, and Math. In addition, Manzano Middle School students have proven to be well-rounded individuals due to excellence in extra-curricular activities including athletics, Destination Imagination, One Act Play, band, choir, dance, art, chess, Science Fair, History Fair, and other school sponsored activities.

A student group that performed less than or equal to the state average is identified as a priority. Based on the review of the data, best practices will be used to address the priority areas of need. Objectives of the Campus Improvement Plan delineate a variety of research-based strategies and are used to address the areas of need.

The following information originated from the 2016-2017 TAPR results.

STAAR Summary of 6th- 8th Grades Tested

	State	District	Campus	Sp. Ed.	ELL
Grade 6 Reading	69%	63%	71%	38%	50%
Grade 6 Math	76%	73%	78%	43%	67%
Grade 7 Reading	73%	71%	75%	41%	30%
Grade 7 Writing	70%	72%	75%	38%	37%
Grade 7 Math	70%	67%	78%	55%	52%
Grade 8 Reading	86%	85%	91%	56%	65%
Grade 8 Science	76%	71%	85%	50%	57%
Grade 8 Social Studies	63%	60%	70%	39%	41%
End of Course Algebra I	83%	89%	99%		100%

Manzano Middle School's 2017-2018 Accountability Rating: Met Standard (87 out of 100)

Student Achievement (80 out of 100)

School Progress (91 out of 100)

Distinction Designations:

Academic Achievement in Mathematics

Academic Achievement in Science

Academic Achievement in English

Academic Achievement in Social Studies

Postsecondary Readiness (<https://txschools.org/schools/031901055/overview>)

Student Academic Achievement Strengths

The students at Manzano Middle School have consistently been ranked among the top five middle schools within the Brownsville Independent School District. Most recently, Manzano Middle School was recognized by the Education Equality Index, as a campus where at-risk students rank "far above" their peers from other similar campuses across the nation. Our students continue to excel in the areas of Math, Reading, Science, and Social Studies as they score above the district and state level. Manzano students have also proven their abilities in athletics, fine arts, and other extra-curricular activities such as One-Act Play, Destination Imagination, Science and History Fair, and Chess.

Student Achievement Needs

1. SIOP and Differentiated Instruction Strategies are needed to close academic gaps between our special population groups and the rest of our student body.
2. Upgrades in technology to support accommodated and innovative methods of instruction. This includes replacing obsolete and damaged items, maintenance which includes replacing ink, bulbs, etc. Technology training is also necessary to keep teachers current with trends in education and to ensure that acquired software is utilized properly.
3. As per assessment data, students exhibit a need to increase their vocabulary. One way to meet to meet this need is through the Flocabulary online service. This service is tapered to meet specific content needs.
4. Vertical alignment for all core subjects. Once in the Fall and once in the Spring Semester so that teachers plan accordingly.
5. Providing students with the resources needed for continuous instruction.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Less than 50% of the Special Education students are not approaching STAAR Reading Standards. **Root Cause:** Students' Lexile levels are low and as they move up from one grade to another, the learning gap widens.

Problem Statement 2: Less than 70 % of the English Learners are not approaching STAAR Reading Standards **Root Cause:** Teachers do not have the knowledge on how to implement language learning strategies that are content specific.

School Processes & Programs

School Processes & Programs Summary

Manzano Middle School is staffed with fully certified teachers, support staff, and campus administrators. The administrative staff supports district and campus initiatives in an effort to provide our teachers with all the resources needed to provide students with quality instruction on a daily basis. Because teachers receive such support, there has been limited turnover. This has allowed the staff to be developed into highly effective educators.

School Processes & Programs Strengths

The loyalty to Manzano Middle School is evident. Teachers only leave MMS due to a promotion, retirement, or district mandate.

Our teachers have opportunities to attend in-district and out-of district training.

The majority of our teachers have undergone I-3 training which has made them well-versed with the Common Instructional Frameworks.

Teachers continue to implement the Texas Literacy Initiative strategies.

Teachers utilize TANGO TRENDS and Eduphoria for data analysis.

Teachers are given opportunities to plan vertically and horizontally with their departments and they also plan with their grade level teams.

Perceptions

Perceptions Summary

Manzano Middle School works closely with all staff members, parents, and community members in an effort to provide students a quality education. Surveys, such as the Campus Needs Assessment are carefully reviewed annually to ensure that consideration is given to those areas in need of attention. In addition, the Site-Based Decision Making Committee is plays an integral role in ensuring that decisions are made with the students' best interest in mind.

Perceptions Strengths

As per 2017-2018 CNA Results the following are areas in which more than 70 of the staff, parents, and students "strongly agree" with:

Activities are structured to encourage active student learning and participation and promote learning;

Students are given opportunities to demonstrate their learning;

Students are effectively educated in Math, Science, Physical Ed., and Fine Arts;

Teachers are strongly supported by the Principal and Dean;

State test results are used to improve instruction;

The library and the librarian are a great source of support;

The teachers expect children to do their best;

The school is well-maintained;

Perception Weaknesses

Special Population students are not receiving the educational support needed to be as successful as their peers;

Teachers need training in the use of technology and we need to update old inventory and add a server for faster internet usage;

Teachers need to vary their activities and instruction needs to be differentiated.

Comprehensive Needs Assessment Data Documentation

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

Goals

Goal 1: Manzano 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.

And, the students from Manzano Middle School will demonstrate exemplary performance in the TEKS based fine arts programs, co-curricular, athletic programs, and extra-curricular activities.

Performance Objective 1: Manzano Middle School student performance for all students grades 6 to 8, in all tested subject areas will exceed 2018 STAAR percent Approaches Grade Level and STAAR Masters Grade Level performance in Reading, Writing, Mathematics, Science and Social Studies by 2 to 3 percentage points.

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





Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Provide teachers and 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 through classroom observations with feedback, co-planning, modeling, workshops, compilation of student data reports, and department chair meetings for secondary. Population: All teachers teaching core content and special education, dyslexia, pre-AP, CTE, and other academic areas Timeline: July 2018 to June 2019</p>	2.4, 2.6	Assistant Superintendents C&I Administrators Curriculum Specialists Program Lead Teachers Principals Deans Dept Chairs	<p>Formative: Classroom observation data and BISD Instructional Feedback reports, Workshop Session Evaluations, Benchmark Scores BOY/MOY/EOY data analysis.</p> <p>Summative: District and State academic assessment instruments including: STAAR and EOC, TELPAS, AP scores, and TSI results +Manzano Middle School students will have a 5% point increase in the number of students who reach Approaches Grade Level and STAAR Masters Grade Level performance in Spring 2019</p>				
Funding Sources: 199 Local funds - 7100.00, 162 State Compensatory - 14893.00, 211 Title I-A - 24796.00							

<p align="center">Critical Success Factors CSF 1</p> <p>2) 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.</p> <p>Secondary: PEG Writing STEM/STAMP APEX 6-8: Writing Portfolios Balanced Literacy Model Write for Success TLI Cognitive Routines/Strategies Inclusion (co-teach) Model Duolinguual Mind Play Dyslexia Lab Texas Gateways Adaptive Curriculum EduSmart Tango Software Brainpop Summit K-12 Flocabulary Storyboard Population: All 6-8 Students Timeline: August 2018-June 2019</p>	<p>2.4, 2.5, 2.6</p>	<p>Assistant Superintendents, C&I Administrators, Specialists, District Lead Teachers, Principals, Deans</p>	<p>Formative: District Benchmark data (Fall and Spring) BISD Instructional Feedback Form data (walkthrough data) SOY, BOY and MOY district and state assessments Classroom observations, PDS Session Evaluations, Benchmark Scores, BOY/MOY/EOY data analysis meetings 6-8. Summative: STAAR and EOC scores TELPAS and TERRA NOVA +The district will show a 5 percentage point increase in the number of students approaching and mastering the 2019 standard on the district developed assessments and the State assessments.</p>				
<p>Funding Sources: 199 Local funds - 28456.00, 162 State Compensatory - 3000.00, 211 Title I-A - 70249.00</p>							
<p align="center">Critical Success Factors CSF 7</p> <p>3) Campus Administrators will promote Professional Learning Communities that are based both on content and pedagogy. This formal collaboration among colleagues will serve to build instructional capacity starting at the individual classroom level. Population: All stakeholders Timeline: August 2018- June 2019</p>		<p>Assistant Superintendents C&I Administrators Specialists/ District Lead Teachers Principals/ Deans Dept. Chairs & Campus Lead Teachers or Trainer of Trainers</p>	<p>Formative: PLC meeting agendas, Sign-in sheets, PDS session rosters and evaluations, BISD Instructional Feedback reports, Classroom observations, PDS Session Evaluations, BOY/MOY/EOY data analysis reports Summative: Summary observation reports, STAAR scores, TELPAS, TERRANOVA</p>				

<p align="center">Critical Success Factors CSF 1</p> <p>4) Monitor the implementation of the 3 Tier Response to Intervention Model in grades 6-8 classrooms for math, reading, and behavior with additional training provided to campus Trainer of Trainers on required documentation and interventions based on identified needs.</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>	2.4, 2.6	C&I Administrators, Dyslexia/504 Department Lead teachers, Curriculum Specialists, Principals, Assistant Principals and Deans	<p>Formative: PDS session agendas and evaluations, RtI plan progress monitoring reports, Classroom observation reports</p> <p>Summative: STAAR scores, TELPAS, TMSFA, Tier 2 and 3 changes to lower tiers, +Decrease the number of students identified for Tier 2 and 3 supports from the first semester to the second semester +Decrease the number of referrals to Special Education Program by 10% through the use of appropriate interventions.</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>5) Strengthen the efficiency and effectiveness of the Gifted and Talented Program through the required Core and Ongoing 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>	2.5	Assistant Superintendents C&I Administrators Advanced Academics Administrator Advanced Academics Lead Teachers Principals, and Deans	<p>Formative: District monitoring instrument, Class rosters, Lead teacher classroom observations Training agendas and evaluations</p> <p>Summative: improved STAAR and EOC student scores, improved AP, TSI, and other college readiness assessment scores</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>6) Increase the rigor of the comprehensive Pre-Advanced Placement program of instruction at Manzano Middle School 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>	2.4, 2.5	Assistant Superintendents, C&I Administrators, Advanced Academics Administrator and Lead Teachers, Principals and Deans	<p>Formative: District monitoring instrument, Class rosters, Lead teacher classroom observations, Pre-AP/AP Student Applications, Pre-AP/AP Commitment/Contract Training agendas and evaluations</p> <p>Summative: STAAR and EOC student scores and other college readiness assessment results.</p>				

<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>7) Model and Support the integration of instructional technology in the delivery of instruction for reinforcement, differentiation, assessment, and meeting the accessibility / modifications needs of students. Specific settings include but are not limited to: Computer labs Interactive tablets Sensors/Interface Technology Interactive whiteboards Document cameras Student response systems Graphing calculators Population: all students grades 6-8 Timeline: July 2018 through June 2019</p>	2.5	Assistant Superintendents, C&I Administrators, Specialists, District Lead Teachers, Principals, Deans, Dept Chairs & Campus Lead Teachers, Technology Service Staff	<p>Formative: Workshop agendas and sign-ins PDS Session Evaluations BISD Instructional Feedback Form (100% of walk-throughs will indicate application of the skills acquired during the professional development) Summative: STAAR scores, TELPAS, and TMSFA +The district will have a 5 percentage point increase in the number of students approaching and mastering the 2019 passing standards</p>				
Funding Sources: 211 Title I-A - 5000.00							
<p align="center">Critical Success Factors CSF 6</p> <p>8) Analyze campus assessment data to determine specific instructional intervention needs that will drive planning for conferences, workshops, curriculum framework revisions, and maintenance meetings that address those state standards where the students demonstrated the lowest achievement levels. Populations: All sub-population students and teachers for these students in core content areas, Special Education and CTE Timeline: July 2018 to June 2019</p>		Assistant Superintendents, C & I Administration, Curriculum Specialists, Principals, Deans, Dept. Chairs	<p>Formative: Training Calendars and agendas Professional development evaluations, Classroom walk-through data, campus six weeks assessments, Check-point Assessments, District Benchmarks Revised frameworks Summative: STAAR scores, EOC scores, T-TESS data, PDS Transcripts +The district will have a 5 percentage point increase in the number of students who attain Approach Grade Level and Master Grade Level performance.</p>				
Funding Sources: 199 Local funds - 3500.00							
<p align="center">Critical Success Factors CSF 7</p> <p>9) Provide respective teachers with training and resources to adequately implement the district 6-8 Science, Technology, Engineering, and Mathematics initiative and Middle School STEM program. Population: MS STEM Teachers Timeline: July 2018 to June 2019</p>		Assistant Superintendents, C & I Specialists, Principals, Deans of Instruction Dept. Chairs Campus Lead Teachers	<p>Formative: PDS session evaluations, benchmark scores, program applications counts Summative: STAAR scores +90% of BISD instructional feedback form walkthroughs will indicate implementation of developed project-based learning experiences. +The district will have a 2 percentage point increase in the middle school STEM program student enrollment, and a 5 percentage point increase in enrollment in the STAMP</p>				

<p>Critical Success Factors CSF 7</p> <p>10) 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. Population: All 6-8 grade teachers Timeline: July 2018 to June 2019</p>		<p>Curriculum Administration Principals, Deans, Curriculum Specialist, Teacher-Language Arts Professional development department staff</p>	<p>Formative: RtI plans and progress monitoring reports, Sign-in sheets, Workshop agenda, PDS session roster and evaluations, TLI routines documented in Instructional Feedback Form data Summative: STAAR scores, TPRI/Tejas Lee, CIRLCE-PM scores, TELPAS, TMSFA +A 5 percentage point increase in the number of students approaching and mastering the passing standards on state assessments</p>				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>11) 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. Population: 6-8 Grade Students Timeline: July 2018 to June 2019</p>		<p>Federal Programs Administrator Federal Programs Coordinator and Supervisors Principals, Deans of Instruction</p>	<p>Formative: Teacher Observations, Lesson Plans, Student Classroom Grades and Progress Reports, BOY, MOY Test Results, Personnel Requisitions, Monthly Payroll Analysis, Walk-Throughs Summative: T-TESS summative evaluation data Job Description/ Evaluations, +2-5% Improvement on State Assessments including STAAR, , TERRA NOVA Test Results</p>				
<p>Critical Success Factors CSF 6</p> <p>12) *Class-size reduction teachers will address student academic needs through small group instruction in an effort to increase student academic achievement. (Title II-A) *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 & Title II-A) *Stipends for teachers will be provided in an effort to retain high-quality teachers in high-need schools. (Title I-A & Title II-A) Population: 6th to 8th Grade Students Timeline: August 2018 to June 2019</p>		<p>Special Programs Administrator and Supervisors Principals, Deans of Instruction</p>	<p>Formative: Classroom grades, campus benchmark scores, teacher observations, student progress reports, Lesson plans, Curriculum Feedback/ walk-through reports, PDS Session Evaluations Summative: T-TESS or Job Description/ Evaluation summative reports +2-5% improvement on State Assessments including STAAR, and TERRA NOVA Test Results</p>				
<p>Funding Sources: 199 Local funds - 2400.00</p>							
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

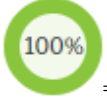
Goal 1: Manzano Middle School students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. And, the students from Manzano Middle School will demonstrate exemplary performance in the TEKS based fine arts programs, co-curricular, athletic programs, and extra-curricular activities.


Performance Objective 2: A minimum of 90% of our Career and Technical Education students will meet academic performance standards. (Board Goal #1)


Evaluation Data Source(s) 2: Final Semester grades


Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1</p> <p>1) CTE teachers in grades 6-8 will utilize CTE funds for curriculum supplements and updated technology that will lead to enhanced student learning. Population: CTE students Timeline: August 2018 - July 2019</p>	2.5	CTE MS Teachers Campus Assistant Principals	Students will be engaged in learning as evidenced by walkthroughs. Students will learn the latest software applications using upgraded technology.				
<p>Critical Success Factors CSF 7</p> <p>2) The Career and Technical Education Department will continue to support ongoing professional development for its teachers so that students may learn the latest technology skills and be able to compete in college and the workforce. Population: CTE students Timeline: August 2018 - July 2019</p>		CTE Administrative Career Placement Officers MS Administrators MS CTE Teachers	Teachers will return to their classrooms and be able to share the newest technologies with their students. Teachers will be able to train their campus colleagues based on what they learned at their professional development (i.e., Word, Excel, Photoshop etc.)				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

Goal 1: Manzano 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. And, the students from Manzano Middle School will demonstrate exemplary performance in the TEKS based fine arts programs, co-curricular, athletic programs, and extra-curricular activities.

Performance Objective 3: 80% of migrant students will be on grade level within 2 years and 70% will be at Approaches Grade Level for all STAAR assessments.

Evaluation Data Source(s) 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>Critical Success Factors CSF 5 CSF 6</p> <p>1) All migrant students will receive grade appropriate school supplies and hygiene productson an as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus extending them the same opportunity for meeting the academic challenges of all students. All PFS migrant students will receive supplemental supports services before other migrant students. will have an opportunity to attend a PFS Learning Academy. All migrant students will receive a summer reading pack so that they may continue sharpening their reading skill during the summer months. Population: All Migrant Students Timeline: August 2018-June 2019</p>	2.4	District Migrant Coordinator Migrant Funded: Teachers Migrant Counselor Recruiters	Formative Results: Distribution forms, PFS Learning Academy Reports, Composite of Services Reports. Summative Impact: +Fewer PFS students are identified due to increased performance +On-time promotion and on-time graduation rates increased				
<p>Critical Success Factors CSF 1</p> <p>2) Migrant 8th graders will have the opportunity to attend a math workshop to learn and reinforce the skills necessary to successfully meet the challenges of the district's rigorous math classes and STAAR exams. Population: 8th and 9th grade migrant students Timeline: January 2019</p>	2.5	District Migrant Coordinator MS Migrant Teachers MS Campus Clerks	Formative: Six Weeks grades and PFS Monitoring Tool Summative: +Increased Algebra I and EOC passing rates				

<p>Critical Success Factors CSF 1</p> <p>3) The campus migrant clerks will provide supplemental support to the PFS and migrant students only, in order to enhance the advocacy, encouragement, and support to the special needs of migrant students as delineated by ESSA (Public Law 07-110) Section 1301-1309 and will ensure that the migrant students are actively engaged in the Migrant Club, receive needed homework assistance and socialize with other migrant students throughout the current school year.</p> <p>Population: PFS and Migrant Students Timeline: August 2018- June 2019</p>	2.5	Campus Principals Migrant Campus Clerks Migrant Teachers DMC MSC	Formative: Attendance roster into Migrant lab, Phone logs, 3 wk progress reports, and Six Weeks grades Summative: +End of year state assessment scores				
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= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 1: Manzano 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.

And, the students from Manzano Middle School will demonstrate exemplary performance in the TEKS based fine arts programs, co-curricular, athletic programs, and extra-curricular activities.

Performance Objective 4: Increase number of students in co-curricular and extra-curricular advancing in Math, Science, Social Studies, ELA, Fine Arts, and CTE programs by 5% over 2017-2018 participation.





Evaluation Data Source(s) 4: Regional and state competition participation numbers

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Middle School Teachers will be provided with training and materials to promote participation in Robotic Competition at the campus, district, and regional level. Population: Grades 6-8 teachers and students Timeline: July 2018 - June 2019</p>		Curriculum Specialists for Math and Science, Science Fair Coordinators, Math and Science Department Chairs	<p>Formative Results:</p> <p>Summative Impact: +Increase number of campus entries, district entries, Regional and State Entries. +Increase number of students in STEM classes.</p>				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Science Fair Sponsors and Coordinators will be provided with training and materials to promote participation at the campus, district, regional, state, and international level by increasing student awareness of Science Technology, Engineering and Mathematics concepts building a pathway for STEM and college/ career readiness. Population: Grades 3-12 teachers and students Timeline: July 2018 - June 2019</p>		Curriculum Specialists for Math and Science, Science Fair Coordinators, Math and Science Department Chairs	<p>Formative Results: Training agendas and flyers, PDS attendance and evaluation reports</p> <p>Summative Impact: +Increase number of campus entries, district entries, Regional and State Entries. +Increase number of students in STEM classes</p>				

<p align="center">Critical Success Factors CSF 6 CSF 7</p> <p>3) Student's problem solving skills, originality and creativity will be encouraged through their participation in district programs. Teachers, sponsors and coaches will be provided with professional development and materials to promote participation in Brainsville Inventions, Chess, Destination Imagination, Poet's Convention, Stock Market Games, UIL Academics, Night of DI, and a Commercial for DI. Population: Grades 6-8 teachers and students (especially G/T identified students) Timeline: August 2018 - May 2019</p>		Curriculum Administrators, Advanced Academics Administrator Advanced Academics Lead Teachers Campus Administration Campus Coordinators	Formative Results: Training agendas and flyers, PDS attendance and evaluation reports Summative Impacts: +Brainsville Inventions (3rd-12th) 10% increase in student participation at the district level. +Chess (K-12th) 10% increase in student participation at the district, regional, state and national levels. +Destination Imagination (K-12th) 10% increase in student participation at the regional, state and Global levels. +Poet's Convention (6th-8th) 10% increase in student participation at the district level. +Stock Market Games(4th-12th) 10% increase in student participation at the district level. +UIL Academics (4th-12th) 10% increase in student participation at the district and state level.				
Funding Sources: 199 Local funds - 4393.00							
<p align="center">Critical Success Factors CSF 7</p> <p>4) Middle School teachers will be provided with professional development and materials to promote the participation in Brownsville Kids Voting activities. History Day Sponsors, Mock Trial sponsors and department chairs will be provided with training throughout the year in order to increase participation in competition at the district, regional, state and national level. Population: Grades 6-8 teachers Timeline: August 2018 - May 2019</p>		Curriculum Administrators Admin. for DAAS, Campus Administrators, Social Studies Specialists DAAS Lead Teachers Department Chairs Sponsors	Formative Results: Training agendas and flyers PDS attendance and evaluation reports Summative Impact: +10% increase in campus entries for History Day at the district, regional, and state level. +10% increase in campus entries for Mock Trial at the regional level. Maintain campus participation in Brownsville Kids Voting at the district level.				
<p align="center">Critical Success Factors CSF 1</p> <p>5) Elementary, Middle School, and High School Teachers will be provided with training and materials to promote participation in American Mathematics Competition (AMC) and Mathcounts at the campus, district, and regional level. Population: Grades 3-12 teachers and students Timeline: July 2018 - June 2019</p>		Curriculum Administrators Admin. for DAAS, Campus Administrators, Math Specialists DAAS Lead Teachers Department Chairs Sponsors	Formative Results: Training agendas and flyers, PDS attendance and evaluation reports Summative Impacts: +AMC (6th to 12th) 10% increase in student participation at the district level. +at least 4 middle school campuses will participate in Mathcounts competition in 2018-2019				

<p>Critical Success Factors CSF 5 CSF 6</p> <p>6) The Curriculum and Instruction Department will host the annual District Spelling Bee Plan in which all elementary and middle schools will participate in. Population: All 3-8th grade students Timeline: November 2018 - February 2019</p>		<p>ELA Specialists, Hosting Campus personnel, ELA Administrator, Public Information Administrator</p>	<p>Formative Results: Spelling Bee results for district, regional and state levels Summative Impact: +participation in Spelling Bee by all Elementary and Middle School Campuses +Increased level of competition success beyond district and regional levels</p>				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>7) Elementary and secondary fine arts students will develop critical thinking and multi-tasking skills, and creativity, teamwork and character by participating in UIL contests, TMEA contests, non-UIL contests, exhibitions, district/community events, and public performances. Population: all students K-12 Timeline: August 2018 - June 2019</p>	2.5	<p>District fine arts supervisors Campus directors and teachers</p>	<p>Formative: Performance ratings, attendance, audience/student reaction Summative: EOY performance recognition Student program enrollment increases</p>				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>8) Increase enrollment in fine arts programs by conducting recruitment concerts and visits Population: all K-12 students and teachers Timeline: August 2018 to Mau 2019</p>	2.5	<p>District fine arts supervisors, Campus directors and teachers</p>	<p>Formative Results: PEIMS enrollment numbers, class rosters Summative Impact: improved enrollments from prior year</p>				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>9) To increase the number of athletes to be scheduled in the appropriate athletic period each year, so that leadership skills, sport skills, higher-order thinking skills, strengthening and conditions skills, and sportsmanship skills can be mastered by the student in athletics. Population: All Student athletes Timeline: August 2018 to September 2018</p>	2.5	<p>Athletic Department administration, Campus Principals, Campus Counselors, Athletic Coordinators</p>	<p>Athletic Department administration, Campus Principals, Campus Counselors, Athletic Coordinators</p>				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>10) Schedule Cluster campus visits with student-athletes and their feeder schools to present athletic programs in order to increase participation in athletic programs at all levels. Population: All Students Timeline: January 2019 - May 2019</p>	2.5	<p>Athletic Department Administrator, Campus Principals, Athletic Coordinators</p>	<p>Formative Results: Presentation Schedules, Choice slips for athletic classes. Summative Impact: increased Team and Class rosters on Rank One</p>				





<p>Critical Success Factors CSF 5 CSF 6</p> <p>11) Conduct Sports camps at each level and a 6th grade try-out at the end of the year to increase participation in athletic programs. Population: All secondary students and incoming 6th grade students Timeline: May 2019</p>	2.5	Athletic Department Administrator, Campus Principals, Athletic Coordinators	Formative Results: Sign-in sheets, Try-out reports, choice slips, master schedule Summative Impact: Increased enrollment in Pre-Athletic Programs				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>12) Expand the number of teams at the middle school level for tennis (boys and girls) and baseball teams (boys only) for all campuses (pending CFO approval for additional funds for officials, coaching stipends, meals, and transportation) Population: All middle school students Timeline: October 2018 - February 2019</p>	2.5	Athletic Department Administrator, Campus Principals, Athletic Coordinators	Formative Results: Team rosters, Master Schedules Summative Impact: Improved Rank One Sport Information compared to prior year.				
<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 2: Manzano Middle School Staff, 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: Manzano Middle School will implement energy savings plans; maintain and upgrade current facilities to provide a healthy and positive learning environment by scheduling renovation/upgrade/improvement of at least 20% of instructional facilities annually over the next 5 years.

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

Summative Evaluation 1:

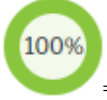



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 3</p> <p>1) All district program areas and campuses will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan. Population: All department and campus facilities Timeline: December 2018- June 2019</p>		District Administration Campus Administration Facilities and maintenance staff	<p>Complete implementation of the district energy savings plan will result in decreased energy usage compared to prior year. Formative: Monthly comparison of energy usage Summative: Annual comparison of energy usage.</p>				
<p>Critical Success Factors CSF 2 CSF 3</p> <p>2) Create and implement a systematic approach to the renovation/ upgrade/ improvement of facilities to include prioritizing based on safety and needs of the district. Population: All department and campus facilities Timeline: December 2018- June 2019</p>		District Administration Campus Administration Facilities and maintenance staff	<p>Survey results from campuses and departments will indicate prioritization of the renovation plans. Formative: Survey Summative: Evaluation/analysis of survey data</p>				
<p>Funding Sources: 199 Local funds - 16320.00</p>							
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Goal 3: Manzano Middle School Administration 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: Manzano 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:



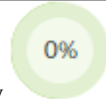

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 3</p> <p>1) The District will support programs and campuses in the effective and efficient use of 100% of available budgeted funds based on the needs assessments. Population: BISD Stakeholders Timeline: December 2018- June 2019</p>		<p>District Administration Campus Administration DEIC/SBDM Committees</p>	<p>Funding reports will indicate all funds were expended based on prioritized needs. Formative: monthly expenditure reports compared DIP/CIP Summative: end of year expenditure reports</p>				
Funding Sources: 199 Local funds - 200.00							
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Goal 4: All Manzano Middle School 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 Manzano Middle School program areas and campuses will provide the BISD Public Information Office with features articles, student recognitions, co-/extra-curricular activities, and parent/community events.

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Promote the history and origins along with current accomplishments of our campus weekly through the website and media venues. Population: BISD Stakeholders Timeline: December 2018- June 2019</p>		<p>PIO District Administration Campus Administration</p>	<p>Weekly news articles will indicate a new campus each week. Formative: schedule of weekly articles Summative: Look for articles that highlight Manzano Middle School.</p>				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Designate a PIO contact to provide feature articles, current and prior students/ parents/ staff recognitions, co-/extra-curricular activities, and parent/community events. Population: Manzano MS Stakeholders Timeline: December 2018- June 2019</p>		<p>PIO District Administrators Campus Administration</p>	<p>Regular features in media showcasing current accomplishments of faculty, staff, students, and alumni and major events. Formative: Submissions of information for articles and showcases Summative: annual compilation of articles and presentation/showcases</p>				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) Manzano MS will update websites at least monthly including showcasing student and community activities. Population: Manzano MS Stakeholders Timeline: December 2018- June 2019</p>		<p>PIO District Administration Campus Administration</p>	<p>Campus and district websites will be up-to-date on a monthly basis with all compliance postings and showcasing campus/program activities and successes. Formative: checklist of websites indicating are current Summative: report at end of year for monthly checklist results</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							





Goal 5: Manzano Middle School 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 10%.

Evaluation Data Source(s) 1: The following departments (Pupil Services, Police and Security Services, Guidance and Counseling Services and Special Services will determine the success of each strategy as per recommended documentation.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 6</p> <p>1) In order to prevent discipline incidents and/or referrals to BAC all students and parents will have access to a copy of the Student Code of Conduct to communicate the district's discipline policy and behavior consequences. Population: All Students/parents; campus personnel Timeline: August 2018-June 2019</p>		<p>*Pupil Services Administrator *Campus Behavior Coordinators and staff</p>	<p>Formative: Campus SCOC Receipt form, Signed SCC Acknowledgement Forms, posting of SCOC on District and campus websites. Signed Student Code of Conduct Orientation for all Parents during the current instructional school year Summative: end of year Review 360 PEIMS Discipline data BAC enrollments by campus and district-wide</p>				
<p>Critical Success Factors CSF 6</p> <p>2) Decrease the number of repeated referrals to BAC by implementing RtI behavior interventions upon transitioning to Manzano MS, Counselor (Academic and At Risk) monitoring of behavior and grades every progress period. Review 360 will provide support data for behavior interventions. Population: All Students Timeline: August 2018 - June 2019</p>		<p>District RtI Administrator Campus RtI Administrator Campus Counselor</p>	<p>Formative: RTI documentation, Review 360 reports, Counselor meeting logs, Summative: +Review360 and discipline report data reflecting decrease in the number of discipline incidents compared to previous school year.</p>				

<p>Critical Success Factors CSF 6</p> <p>3) Review of all proposed discretionary and mandatory removals/placements including documented interventions of all special education students will be done by Special Services and BAC administration. Population: All special education students Timeline: August 2018 to June 2019</p>		<p>Special Services Administration, BAC Administration</p>	<p>Formative: BAC packet checklist forms and documented interventions showing approval from both BAC and Special Services Summative: +Decrease in the number of special education students removed to BAC compared to previous school year.</p>				
<p>Critical Success Factors CSF 6</p> <p>4) Reduce placement assignments to a DAEP setting by providing early behavior intervention strategies and de-escalation techniques through the implementation of Guidance and Counseling program as per Texas Comprehensive Development Guidance and Counseling Model at each campus. Population: All Students Timeline: August 2018 to June 2019</p>		<p>Guidance & Counseling Administrator, Campus Behavior Coordinator and/or designee</p>	<p>Formative: Student sign-in sheets, Counselor's logs, Audits, Evaluation sheets, Training sign-in sheets Summative: +Discipline report Data reflecting a reduction in placements to a DAEP per campus.</p>				
<p>Critical Success Factors CSF 6</p> <p>5) Provide training and support to classroom teachers and campus administration in discipline management and safe environments. Population: All Students Timeline: August 2018 to June 2019</p>	<p>Funding Sources: 199 Local funds - 1000.00</p>						
<p>Critical Success Factors CSF 6</p> <p>6) Positive behavior interventions and supports (PBIS) and the behavioral RTI tiering will be implemented with greater fidelity to improve the behavior of students with close monitoring of the ISS/OSS placements for special populations. Population: all students Timeline: August 2018 to June 2019</p>		<p>RTI Administrator, Special Educational Service Administrator, Police and Security Administrator, PEIMS Administrator, and Campus Administration</p>	<p>Formative: ISS/OSS placements of special education and other targeted student groups will decrease by 10% at the district level Summative: PBMAS (now on DVM Discipline indicators for 2017) discipline indicator performance levels and staging will decrease</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							





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

Performance Objective 2: Establish and refine safety plans according to District requirements and adjusted to specifically meet the needs of Manzano Middle School to ensure student safety in the event of a crisis.

Evaluation Data Source(s) 2: The Police and Security Services, District Safety Administrator, Campus Administration, Pupil Services, Guidance and Counseling Services and Special Services will determine the success of each strategy as per recommended documentation.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Ensure the implementation and annual review of a comprehensive district and campus Emergency Operations plan. Population: All Students Timeline: August 2018 to June 2019		Security Services Department	Formative: Safety Meeting Sign-In Sheets, Summative: +100% completed District and Campus Emergency Operations Plans.				
Critical Success Factors CSF 6 2) Place and assign security officers throughout the year at each elementary, middle and high school. A Police Officer will be stationed at each High School (including BAC) and Middle School. Population: All Students Timeline: August 2018 to June 2019		Security Services Department	Formative: Security Officers and Police Officers work schedule assignments Summative: +end of year assignments indicating all campuses have officer and or security officer in place				

<p>Critical Success Factors CSF 6</p> <p>3) Campus Officers and Counselors, and community/non-profit organizations, will address current safety-related trends and conflict resolution through presentations with students, parents, campus faculty and staff on: Gang Awareness, Bullying/harassment, Dating Violence, Unwanted physical/verbal aggression, Sexual Harassment, Guardian Internet Safety, Drug, Alcohol and Tobacco Awareness, Gun Safety, Teen Community Emergency Response Team (CERT), Truancy, Emergency Operations Plan (EOP)-Safety Procedures Population: All Students and parents/guardians Timeline: August 2018 to June 2019</p>		<p>Guidance & Counseling Department</p>	<p>Formative: copies of Presentations, Sign-In sheets and Agendas Summative: +Decrease in the number of students discipline incidents compared to prior school year</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Goal 6: Manzano Middle School Staff, Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children.

Performance Objective 1: There will be a 10% increase of parents involved in campus 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 Attendance Rates, Student Attendance Rates, State Assessment Scores.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 5</p> <p>1) Federal Programs and State Compensatory will continue to fund Parent Trainers and Parent Liaisons for the purpose of educating parents so that they can better assist their children through the educational process and ultimately increase student achievement. Population: Parental Involvement Staff Timeline: August 2018-June 2019</p>	3.2	Federal Programs Administrator Parental Involvement Coordinator	<p>Formative: Parent Trainer Documentation including Campus Visitation Reports, Weekly Reports, Contact Logs, Monthly Calendar, Peer Review Audits</p> <p>Summative: Training Session Evaluations +Parent Participation Rates will increase by 10%</p>				
<p>Critical Success Factors CSF 5</p> <p>2) Conduct the following annual Title I-A required activities: *Complete and disseminate a Parental Involvement Policy that delineates how parents will be actively involved at the district/ campus level *Complete and disseminate a School-Parent-Student Compact indicating each group's responsibility in order to ensure student achievement, specifically in the content areas. *Title I-A Meeting to inform parents of the services provided through Title I funds *Title I-A Parent Survey to evaluate the effectiveness of the District Parental Involvement Program Population: Parents Timeline: August 2018-June 2019</p>	3.1, 3.2	Parental Involvement Coordinator and Staff Principals Parent Liaisons	<p>Formative: Completed Parental Involvement Policies, Campuses S-P-S Compacts Campus Visitation Reports, Campus Websites, Fliers, Meeting Agendas</p> <p>Summative: Completed Title I-A Parental Involvement Compliance Checklist Signed S-P-S Compact Training Session Evaluations</p>				

<p align="center">Critical Success Factors CSF 5</p> <p>3) Ensure representation of community and parent involvement in the decision-making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met: *Parental Involvement Policy School-Parent-Student Compact District Improvement Plan Population: Parents Timeline: August 2018-June 2019</p>	3.1	Parental Involvement Coordinator and Staff Principals Parent Liaisons SBDM/LPAC Committees	Formative: Parent Rep. Sign-in Sheets, Completed Parental Involvement Policies, Campuses S-P-S Compacts, DIP, Calendars, Meeting Agendas Summative: Training Session Evaluations, DPAC, LPAC and SBDM Meeting minutes				
<p align="center">Critical Success Factors CSF 5</p> <p>4) Capitalize on district community resources by creating partnership agreements with agencies, organizations, businesses and parent volunteers. *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. -District-wide parent conferences, cluster meetings, Fairs and seminars. *Recognize community partners and parent volunteers for their efforts in supporting district/campus goals to increase student success. Population: Parents and Community Timeline: August 2018-June 2019</p>		Parental Involvement Coordinator and Staff Principals Parent Liaisons Public Information Officer Human Resource Specialist	Formative: MOU's/Agreements, Authority to Volunteer Clearance Forms, Volunteer Sign-in Sheets Summative: +Increased Partnerships and Parent Volunteers by 5%				
<p align="center">Critical Success Factors CSF 5</p> <p>5) Meet with the District Parent Advisory Committee twice a year to address activities and supplemental services for all eligible students from all sub-population groups. Population: Parents Timeline: October 2018 and March 2019</p>		Parental Involvement Coordinator and Staff Bilingual, GT, Migrant, Special Ed. Administrators Principals Parent Liaisons	Formative: Invitation, Agenda, Sign-in Sheets, Parent Representative Sign-in Sheets, Meeting Minutes Summative: Session Evaluations				
<p align="center">Critical Success Factors CSF 5</p> <p>6) Conduct an annual survey of Campus Administration and Staff to evaluate the support services provided by the Parental Involvement Department. Population: Campus Personnel Timeline: April 2018-May 2019</p>		Parental Involvement Coordinator and Staff ARE (Assessment, Research and Evaluation) Principals Parent Liaisons	Formative: Completed Surveys Summative: EOY Survey Results				

<p align="center">Critical Success Factors CSF 5</p> <p>7) Provide ample Parent Education opportunities through parent conferences, district support group meetings and parent training sessions at each campus Parent Center as well as the Special Services Family Center and the Transition designee to disseminate information, services and/or referrals to agencies that address the needs and concerns in the following areas: -Early Childhood Literacy Strategies -College Readiness -Effective teaching strategies -Health and Wellness Education -Special Populations (Bilingual, Dyslexia, G.T., Migrant, Special Education) -Drop-out and Violence Prevention -Community agencies and organizations Building Capacity: -Technology -Special Education processes, procedures as well as services, procedural safeguards and Transition to post-secondary life. Population: Parents Timeline: August 2018-June 2019</p>		<p>Special Services Administrator, Family Center Staff and Department Staff Technology Services Staff C&I Early Childhood Specialist Parent Liaisons</p>	<p>Formative: Parent Trainer Monthly Calendar, Special Services Monthly Calendar, Public Service Providers Lists, Fliers, Agendas, Sign-in Sheets, Meeting Minutes Summative: Training Session Evaluations, Increased Parent Attendance, Sp. Services Dept. Analysis of parental concerns by campus-The Family Center Screening Tool</p>				
<p align="center">Critical Success Factors CSF 5</p> <p>8) *Title I-A Parental Involvement staff will attend professional development trainings and conferences to keep abreast of the latest scientific, research-based instructional strategies to better support instruction and improve student achievement in the classroom. *The Parental Involvement department will identify data pertinent to each campus' needs through reports and documentation generated on the computer using upgraded dept. computers to provide support and monitoring of Title-A compliance requirements. Population: Parental Involvement Staff Timeline: August 2018-June 2019</p>		<p>Parental Involvement Coordinator Parental Involvement Staff</p>	<p>Formative: Title I-A Parental Involvement, Compliance Checklist/Binder, Conference/Training agendas, Conference Certificate of Participation Summative: +Improved student grades +Increased Parent Attendance +Increased Student Attendance Rates</p>				

<p>Critical Success Factors CSF 5</p> <p>9) Provide Parental training to build relationships among family, community members, and school staff that foster increase at risk student achievement, improve attendance, graduation and completion rates while decreasing retention rates through trust and collaboration; recognize the range of family needs, as well as class and cultural differences and encourage understanding and respect among all involved.</p> <p>Population: Parents Timeline: August 2018-June 2019</p>		<p>Campus Administration Parental Involvement Staff State Compensatory funded Campus Staff</p>	<p>Formative: Session Evaluations, Meeting Minutes, MOUs, EXIT Tickets</p> <p>Summative: EOY Parental Survey Results, External Evaluator Results, Student Attendance Rates, Final Yearly Report +Increased Graduation Rates and State Assessment Scores +Increased parental participation +Increased Promotion Rates and EOY Grades +Decreased Discipline Referrals</p>				
<p>Funding Sources: 211 Title I-A - 1400.00</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 1: Academic related professional development will improve teacher effectiveness in providing student centered instruction to meet the needs of all students, including those receiving special education, dyslexia, second language, and At-Risk supports to improve academic performance and engagement as evidenced by classroom observations.





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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1</p> <p>1) Provide teachers and 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: July 2018 to June 2019</p>	2.6	Assistant Superintendents, C&I Administrators, Specialists, District Lead Teachers, Principals, Deans/ Deans, Dept Chairs & Campus Lead Teachers	<p>Formative Results: BISD Instructional Feedback Form District Monitoring Instrument data will indicate X percentage point increase in Domain 2 proficient and higher ratings.</p> <p>Summative Impact: 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">Critical Success Factors CSF 7</p> <p>2) Assist with the development of traditional and online Professional Learning Communities that are based both on content and pedagogy. This formal collaboration among colleagues will serve to build instructional capacity starting at the individual classroom level. Population: All stakeholders Timeline: August 2018 to June 2019</p>	2.6	Assistant Superintendents C&I Administrators Specialists/ District Lead Teachers Principals/ Deans Dept. Chairs & Campus Lead Teachers or Trainer of Trainers	Formative Results: PLC meeting agendas, Sign-in sheets, PDS session rosters and evaluations, BISS Instructional Feedback reports, PDS Session Evaluations, BOY/MOY/EOY data analysis reports Summative Impact: Improved Summary observation reports, STAAR scores, TPRI/TJL/CPALS scores, TELPAS, TERRANOVA				
<p align="center">Critical Success Factors CSF 1</p> <p>3) 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. Populations: All G/T sub-population students and teachers for these students in core content areas and Special Education Timeline: July 2018 to June 2019</p>	2.5	Assistant Superintendents C&I Administrators Specialists/ District Lead Teachers Principals/ Deans DAAS Lead Teachers	Formative Results: District monitoring instrument, Class rosters, Lead teacher classroom observations, Training agendas and evaluations Summative Impact: Improved STAAR and EOC student scores, improved AP, TSI, and other college readiness assessment scores by 5 percentage points.				
<p align="center">Critical Success Factors CSF 1</p> <p>4) 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. Populations: All subpopulation students and teachers for these students in core content areas, Special Education and CTE Timeline: July 2018 to June 2019</p>	2.5	Assistant Superintendents C&I Administrators Specialists/ District Lead Teachers Principals/ Deans DAAS Lead Teachers	Formative Results: District monitoring instrument, Class rosters, Lead teacher classroom observations, Pre-AP/AP Student Applications, Pre-AP/AP Commitment/Contract Training agendas and evaluations Summative Impact: Improve STAAR and EOC student scores, AP tests and other college readiness assessment results by 5 percentage points.				

<p align="center">Critical Success Factors CSF 7</p> <p>5) 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. Population: Pilot STEAM Teachers for elementary and MS STEM Teachers Timeline: July 2018 to June 2019</p>	2.6	Assistant Superintendents, C&I Administrators, Specialists, District Lead Teachers, Principals/Deans, Dept Chairs & Campus Lead Teachers,	<p>Formative: PDS session evaluations, benchmark scores, program applications counts</p> <p>Summative: STAAR scores, high school STEM endorsements data +90% of BISD instructional feedback form walkthroughs will indicate implementation of developed project-based learning experiences. +The district will have a 2 percentage point increase in the middle school STEM program student enrollment, a 5 percentage point increase in the number of students seeking the HS STEM endorsement, and a 5 percentage point increase in enrollment in the STAMP or SPACE Academy cohorts at all ECHS campuses.</p>				
<p align="center">Critical Success Factors CSF 7</p> <p>6) 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. Population: All grade level teachers Timeline: July 2018 to June 2019</p>		Curriculum Administration Principals and Deans Curriculum Specialist, Professional development department staff	<p>Formative: RTI plans and progress monitoring reports, Sign-in sheets, Workshop agenda, PDS session roster and evaluations, TLI routines documented in Instructional Feedback Form data</p> <p>Summative: STAAR scores, TPRI/Tejas Lee, CIRLCE-PM scores, TELPAS, TMSFA +A 5 percentage point increase in the number of students meeting the passing standards on state assessments</p>				
<p align="center">Critical Success Factors CSF 7</p> <p>7) District, 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 & Title II-A) Population: PK-3 to 12th teachers Timeline: August 2018 to June 2019</p>		Special Programs Administrator and Supervisors Principals, Deans of Instruction	<p>Formative: Classroom grades, campus benchmark scores, teacher observations, student progress reports, Lesson plans, Curriculum Feedback/ walk-through reports, PDS Session Evaluations</p> <p>Summative: T-TESS or Job Description/ Evaluation summative reports +5% improvement on State Assessments including STAAR, TPRI/Tejas Lee, CIRCLE-PM, and TERRA NOVA Test Results</p>				
<p align="center">Critical Success Factors CSF 6</p> <p>8) Fine arts students and teachers will be provided professional development training annually. Population: all K-12 students and teachers Timeline: August 2018 - June 2019</p>	2.5	District fine arts supervisors, Campus directors and teachers	<p>Formative Results: Sign in sheets, PDS evaluations, student performance ratings</p> <p>Summative Results: Increased EOY performance recognitions.</p>				

<p>Critical Success Factors CSF 1</p> <p>9) 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. Population: Migrant support staff Timeline: August 2018 to May 2019</p>	2.6	District Migrant Coordinator Campus Administration	<p>Formative Results: Sign in sheets, PDS evaluations, student performance ratings</p> <p>Summative Results: Increased EOY performance on state and local assessments</p>				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>10) 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: -Identification of at-risk students via state and local criteria, -Graduation Rate, Completion Rate, and Graduation Cohorts, -Identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act, and Budget and Program Compliance Population: Elementary, Middle and High School At-risk Students Timeline: August 2018- June 2019 (As needed)</p>	2.6	Area Assistant Superintendents Principals, Deans of Instruction State Compensatory Education and Homeless Youth	<p>Formative Results: 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 Impact: increased STAAR/EOC and At-risk Retention</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

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

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

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1</p> <p>1) 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 assisted 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 implemented, as the infrastructure permits, throughout the district. Population: All Students Timeline: August, 2018- June 2019</p>	2.6	<p>Career & Technology Education Adm. Special Programs Adm. Tech Services Adm. Principals Campus Administration TSTs Bilingual Adm.</p>	<p>Formative: 1. Benchmarks 2. Classroom projects 3. Student competitions 4. Improved connectivity of wired and wireless devices. Summative: 1. Test scores 2. End of Year grades 3. Electronic portfolios 4. StarChart Surveys</p>				
Funding Sources: 199 Local funds - 1555.00, 211 Title I-A - 99358.00							
<p>Critical Success Factors CSF 7</p> <p>2) 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. Technology Teacher Trainers will provide training and support for all teachers and students on Netiquette training, the prevention of Cyber Bullying and the integration of technology in the classroom. Population: All Students and teaching faculty Timeline: August, 2018- June 2019</p>		<p>Tech Services Technology Teacher Trainers Professional Development Adm. Principals Tech 21 teachers Campus TST</p>	<p>Formative: 1. Professional Development System evaluations 2. Administrative walkthroughs 3. Certificates of completion of training Summative 1. T-TESS evaluations 2. Application Management Reports 3. Star Chart Surveys</p>				

<p align="center">Critical Success Factors CSF 7</p> <p>3) Campuses will allow the Technology Support Teacher (TST) adequate time daily to support their campus in the integration of technology into instruction. Population: Campus faculty Timeline: August 2018- June 2019</p>		<p>Campus Technology Committee Tech. Services Tech 21 teachers Campus TST Tech Services Specialists Principals</p>	<p>Formative: 1. TST reported schedules 2. Application Management reports 3. Walk-throughs 4. Software usage reports Summative: 1. EOY TST reported schedules 2. EOY Application Management reports</p>				
<p align="center">Critical Success Factors CSF 7</p> <p>4) The District will provide the necessary funding to implement the District's Three Year Technology Plan. Population: all campus faculty and students Timeline: August, 2018- June 2019</p>		<p>Technology Services Admin. Chief Financial Officer</p>	<p>Formative: 1. Annual operating budget for technology 2. Purchase requests for technology equipment 3. Walk-throughs Summative: 1. Fixed Assets campus inventory 2. Starchart Survey +Improved student scores +Increased teacher and student technology usage</p>				
<p align="center">Critical Success Factors CSF 7</p> <p>5) The District will hold a technology share fair at least once a year in order to promote and assist with the integration of technology in the classroom and better prepare students for taking assessments and making presentations. Population: classroom teachers Timeline: August 2018- June 2019</p>	2.5	<p>Campus Technology Committee Tech 21 teachers Principals Campus TSTs Tech Services Specialists</p>	<p>Formative: 1. Teacher sign-in sheets 2. Application Management reports 3. Walk-throughs 4. Software usage reports Summative: 1. PDS attendance reports 2. PDS evaluation reports</p>				
<p align="center">Critical Success Factors CSF 7</p> <p>6) Model and Support the integration of instructional technology in the delivery of instruction for reinforcement, differentiation, assessment, and meeting the accessibility / modifications needs of students. Specific settings include but are not limited to: Computer labs Interactive tablets Sensors/Interface Technology Interactive whiteboards Document cameras Student response systems Graphing calculators Population: all students grades 6-8 Timeline: July 2018 through June 2019</p>	2.6	<p>Assistant Superintendents, C&I Administrators, Specialists, District Lead Teachers, Principals/Deans, Dept Chairs & Campus Lead Teachers, Technology Service Staff</p>	<p>Formative Results: Workshop agendas and sign-ins, PDS Session Evaluations, BISD Instructional Feedback Form 100% of walkthroughs will indicate application of the skills acquired during the professional development. Summative Impact: Improved STAAR scores, TPRI/Tejas Lee /CIRCLEPM data, TELPAS, and TMSFA +The district will have a 5 percentage point increase in the number of students meeting the 2018 state assessment passing standards</p>				

<p>Critical Success Factors CSF 7</p> <p>7) The district will establish a Microsoft Innovative Educator (MIE) partnership with Microsoft. Through this training, the teachers will be discovering, highlighting and enabling innovation and achievement among students, teachers and all school members. Population: all teachers Timeline: July 2018 to June 2019</p>	2.6	Tech Services Professional Development Adm. Principals	Formative Results: Workshop agendas and sign-ins, PDS Session Evaluations Summative Impract: 1. +Starchart Survey for Domains 1 and 2				
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= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 9: Through enhanced dropout efforts, Manzano Middle School students will remain in school until they are successfully promoted to the 9th grade. In addition, by improving attendance, students will be encouraged and challenged to meet their full educational potential.

Performance Objective 1: Manzano Middle School will develop prevention and intervention strategies that increase at-risk student achievement on STAAR by 5%, increase the At-Risk Student Attendance Rate by 5%, and maintain the Middle School Dropout Rate at less than 1%.

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





Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1</p> <p>1) Accelerated instruction in the foundation curriculum will be provided during extended day, week, and/or year at least twice a week.</p> <p>*Regular/extended tutorial programs will assist to improve at-risk student achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate.</p> <p>Population: Elementary, Middle and High School at-risk Students</p> <p>Timeline: September 2018 - June 2019</p>	2.4, 2.6	Principals, Deans of Instruction, Area Assistant Superintendents, State Compensatory Education and Title I- Part A	<p>Formative: eSchoolPLUS generated Tutorial Schedule, Tutorial Attendance Report, Tutorial Lesson Plans, Tutorial Classroom Observations, SchoolPLUS At-Risk Progress Report, Progress Monitoring Assessment Scores, Student Progress Reports</p> <p>Summative: STAAR/EOC, At-risk Retention Dropout, Graduation, and Completion Rates</p>				
Funding Sources: 162 State Compensatory - 27539.00, 211 Title I-A - 25000.00							

<p align="center">Critical Success Factors CSF 7</p> <p>2) 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: -Identification of at-risk students via state and local criteria, -Graduation Rate, Completion Rate, and Graduation Cohorts, -Identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act, and Budget and Program Compliance Population: Elementary, Middle and High School At-risk Students Timeline: August 2018 - June 2019(As needed)</p>	<p align="center">2.6</p>	<p>Area Assistant Superintendents Principals, Deans of Instruction State Compensatory Education and Homeless Youth</p>	<p>Formative: 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 Summative: increased STAAR/EOC, At-risk Retention, Graduation, and Completion Rates, decreased dropout rate</p>				
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>3) A food pantry and clothes closet may be implemented at campuses 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. Population: Elementary, Middle and High School At-risk Students Timeline: July 2018 - June 2019 (As needed)</p>	<p align="center">3.1</p>	<p>State Compensatory Education and Title I-Part A Administrators, Campus Administration, Homeless Youth Coordinator</p>	<p>Formative: Pantry and Clothes Closet Inventory, Pantry and Clothes Closet Distribution Log, Progress Monitoring Assessment Scores, Student Progress Reports Summative: +Increased STAAR/EOC, At-risk Retention, Graduation, and Completion Rates +Decreased dropout rate</p>				

<p align="center">Critical Success Factors CSF 5</p> <p>4) Monitor and recover students classified as dropouts/No-Show on a systemic cycle through dropout recovery efforts that include: Walk for the Future, District Dropout Recovery Meetings (Fall) and district personnel campus visits in order to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate. Population: Elementary, Middle and High School At-risk Students Timeline: August 2018 - June 2019</p>	2.6	State Compensatory Education administration Campus Administration	<p>Formative: PDS Session Attendance and Evaluation Reports, eSchoolPLUS At-Risk Progress Report and Dropout Monitor Report, Progress Monitoring Assessment Scores, Student Progress Reports Summative: increased STAAR/EOC, At-risk Retention, Graduation, and Completion Rates, +Decreased dropout rate</p>				
<p align="center">Critical Success Factors CSF 5</p> <p>5) Provide At-Risk/ Supplemental Transitional Counselors (as needed and per adopted compensation plan) at all middle and high schools to monitor and coordinate intervention programs to improve at-risk student achievement, attendance, graduation rate, dual enrollment success, completion rate, and reduce the retention rate and dropout rate. Population: Middle and High School At-risk Students Timeline: August 2018- June 2019 (Daily)</p>	2.6	State Compensatory Education administration Campus Administration	<p>Formative: eSchoolPLUS At-Risk Progress Report, eSchoolPLUS Dropout Monitor Report, eSchoolPLUS Special Programs Report, Student Logs, Progress Monitoring Assessment Scores including TSI, Student Progress Reports Summative: +Increased STAAR/EOC, At-risk Retention, Graduation, and Completion Rates +Decreased dropout rate +Increased Dual enrollment credits earned</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>6) Provide campuses with additional core area Teachers that will offer supplemental instruction to at-risk students in order to improve student achievement, attendance, graduation rate, completion rate, and reduce the retention rate and dropout rate. Population: Elementary, Middle and High School At-risk Students Timeline: August 2018 - June 2019</p>	2.6	State Compensatory Education administration Campus Administration	<p>Formative: eSchoolPLUS Master Schedule, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports Summative: +Increased STAAR/EOC, At-risk Retention, Graduation, and Completion Rates +Decreased dropout rate</p>				

<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>7) Provide Deans of Instruction to conduct regular research-based professional development sessions in order to train and retain highly qualified personnel that will positively impact at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rates and dropout rate. Population: Elementary, Middle, and High School At-risk Students Timeline: July 2018 - June 2019</p>	2.6	Curriculum and Instruction Department and State Compensatory Education administration Campus Administration	Formative: PDS Session Attendance and Evaluation Reports, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports Summative: +Increased STAAR/EOC, At-risk Retention, Graduation, and Completion Rates +Decreased dropout rate				
<p align="center">Critical Success Factors CSF 1</p> <p>8) 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. Population: Elementary, Middle, and High School At-risk Students; Dyslexic Students Timeline: August 2018 - June 2019</p>	2.6	Curriculum, Dyslexia and State Compensatory Education administration Campus Administration	Formative: eSchoolPLUS Master Schedule, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports, C-PM (BOY and MOY) Summative: CIRCLE-PM (EOY), Attendance Rate, Retention Rate				
<p align="center">Critical Success Factors CSF 1</p> <p>9) Provide out-of-cohort students at the Brownsville Learning Academy Middle School and High School accelerated instruction, adequate space, supplies, and staff to increase the number of middle and high school students served and offered extended day services to improve student achievement, attendance, graduation rates, completion rates, and decrease the retention rate and dropout rate. Population: Middle and High School at risk Students Timeline: August 2018 - June 2019</p>	2.6	State Compensatory Education administration Campus Administration	Formative: eSchoolPLUS Master Schedule, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports Summative: +Improved EOC/STAAR, Attendance Rate, Recidivism Rate, Retention Rate, Dropout Rate, Graduation Rate, and Completion Rate				

<p>Critical Success Factors CSF 1</p> <p>10) Provide a disciplinary alternative education program at the Brownsville Academic Center that will offer meaningful educational experiences for identified secondary students in a well disciplined environment that provides structure, accelerated instruction, and support services that will improve student achievement, attendance, graduation rates, completion rates, and decrease the retention rate, recidivism rate, and dropout rate.</p> <p>Population: Middle and High School At-risk Students Timeline: August 2018 - June 2019</p>	2.6	State Compensatory Education administration Campus Administration	Formative: eSchoolPLUS Master Schedule, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports Summative: +Improved EOC/STAAR, Attendance Rate, Recidivism Rate, Retention Rate, Dropout Rate, Graduation Rate, and Completion Rate				
<p>Critical Success Factors CSF 1</p> <p>11) Provide pregnant and teen parents Pregnancy Related Services (PRS), Compensatory Education Home Instruction (CEHI), and day care facilities as available at Lincoln Park in order to improve student achievement, attendance, graduation rates, completion rates, and decrease the retention rate and dropout rate.</p> <p>Population: Middle and High School AR Students; Pregnant and Parent Students Timeline: August 2018 - June 2019</p>	2.6	State Compensatory Education administration Campus Administration	Formative: eSchoolPLUS Master Schedule, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports Summative: +Improved EOC/STAAR, Attendance Rate, Recidivism Rate, Retention Rate, Dropout Rate, Graduation Rate, and Completion Rate				
<p>Critical Success Factors CSF 1</p> <p>12) 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 grades AR Students Timeline: August 2018 - June 2019</p>	2.6	State Compensatory Education administration Campus Administration	Formative: eSchoolPLUS Master Schedule, Computer Lab Schedule, Software Usage Reports, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports Summative: +Improved STAAR/EOC, TELPAS and other state assessments, Attendance Rate, Retention Rate, Dropout Rate, Graduation Rate, and Completion Rate				
<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 efforts, Manzano Middle School students will remain in school until they are successfully promoted to the 9th grade. In addition, by improving attendance, students will be encouraged and challenged to meet their full educational potential.

Performance Objective 2: Increase Manzano Middle School student attendance to 97%.

Evaluation Data Source(s) 2: Attendance Rates through use of District Attendance Monitoring form, PEIMS attendance data and Campus Visits by Pupil Services.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Campuses will address the district attendance rate goals in the Campus Improvement Plan by providing a plan including procedures, roles and responsibilities of staff involved in working with campus attendance and ensure daily updates of attendance. Population: All BISD students Timeline: August 2018 to June 2019</p>	2.6	Pupil Services Administrator and Staff, PEIMS Staff, Campus Administration Attendance Liaisons.	<p>Formative: Pupil Services District Attendance Monitoring Visits, PEIMS Reports of Attendance Weekly Rates, Parent Truancy Court Notice Letters, and Student Attendance Plans Summative: PEIMS Districts and Campus Attendance Percentage Rate Reports</p>				
<p>Critical Success Factors CSF 5</p> <p>2) To better support student achievement and improve student attendance, campus attendance 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 and/or court notifications daily (as needed). Population: all BISD students KN to 12th grade Timeline: September 2018 to June 2019</p>	3.1	Pupil Services Administrator and staff, PEIMS Administrator and Staff, Campus Administration and Staff, BISD Notary for Sworn Affidavits Campus Staff Attendance Personnel, Campus Administration	<p>Formative: School Messenger Notification System Reports, eSchool Attendance Reports, District Attendance Monitoring forms, Truancy Court Sworn Affidavits filed Summative: PEIMS Districts and Campus Attendance Percentage Rate Reports</p>				

<p align="center">Critical Success Factors CSF 6</p> <p>3) Distribution of Campus Incentives at the end of every semester to all campuses who meet the District Student Attendance Goals (if BISD budget approved funds). Population: all BISD Students Timeline: January 2019 and June 2019</p>		<p>Superintendent CFO Pupil Services Administrator PEIMS Administrator Campus Principals</p>	<p>Formative: Published list of campuses receiving incentives found on BISD website, KBSD, and in the Brownsville Herald Awarding of donated funds and BISD Budget Approved funds (if available) after each semester to successful campuses. Summative: PEIMS District Attendance Percentage Rates</p>				
<p align="center">Critical Success Factors CSF 5</p> <p>4) Contacting parents of students with excessive unexcused absences and providing Truancy Court Warning Letters will be done during District Truancy Sweeps for selected High Schools, Middle Schools and Elementary Schools, twice per semester, to assist campuses in improving attendance rates. Population: BISD Students Timeline: Fall 2018 and Spring 2019</p>	2.6	<p>Pupil Services Administrator and Staff, Campus Administration, Staff and Attendance Liaisons, BISD Police Officers</p>	<p>Formative: Pupil Services Sign-In Sheet Chart of Results from Truancy Sweep Summative: +Increased attendance rate</p>				
<p align="center">Critical Success Factors CSF 5</p> <p>5) Increase Parent and Community awareness of Distribution of District Wide Attendance Initiatives held at the end of the school year by Pupil Services Department. Population: all BISD students Timeline: End of 2019 Spring Semester</p>	3.1	<p>Superintendent CFO, Pupil Services Administrator, PEIMS Administrator, Public Information Administrator</p>	<p>Formative: Published list of students receiving awards, Awarding of donated funds and district provided prizes (if available) Summative: +Increased PEIMS District and Attendance Percentage rates.</p>				
<p>6) PEIMS Training on the implementation of new TSDS statewide system for Student Accounting will be provided to District staff. Population: BISD Campus attendance Personnel Timeline: 2018 Fall Semester</p>		<p>PEIMS Administrator Campus Administrator</p>	<p>Formative: PEIMS Sign-In Sheets, PEIMS Reports Professional development Session Evaluation Report Summative: PEIMS Reports with zero PID errors</p>				
<p>7) To reduce student absenteeism, all 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. Population: all Student with absenteeism Timeline: 2018 Fall Semester and 2019 Spring Semester</p>	2.6	<p>Pupil Services Administration and Staff, Campus Administration, Campus Staff Nurses, Counselors, and Attendance Liaisons,</p>	<p>Formative: 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) Summative: +PEIMS attendance data shows increase</p>				

<p>Critical Success Factors CSF 5</p> <p>8) Assisting other BISD departments in contacting parents of high school students that are "No Shows", by conducting home visits at the beginning of the year. Population: all high school "no show" students Timeline: 2018 Fall Semester</p>	2.6	BISD Department Administration and Staff, Pupil Services Administration and Staff, PEIMS Administration and Staff, High School Campus Administration and Staff, BISD Police Department Administrator	Formative: Pupil Services Sign-In Sheet and Truancy Sweep Chart Results, Summative: Campus enrollment of "No Shows" recovered				
<p>Critical Success Factors CSF 5</p> <p>9) Distribution of Student Attendance Incentives will be available at the end of the year for graduating high school students who have attained Perfect Attendance throughout 1st-12th grades while attending BISD (and meets set criteria). Population: District high school graduating seniors Timeline: June 2019</p>	2.6	Superintendent CFO, Asst. Super for Support, Pupil Services Administrator, PEIMS Administrator, Campus Principals	Formative: Donated funds and BISD Budget Approved funds (if available) will be dispersed at end of school year for graduating seniors (must meet set criteria). Published list of campuses receiving incentives found on BISD website, KBSD, and in the Brownsville Herald Summative: +increase on PEIMS Student Attendance Report				





 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Goal 9: Through enhanced dropout efforts, Manzano Middle School students will remain in school until they are successfully promoted to the 9th grade. In addition, by improving attendance, students will be encouraged and challenged to meet their full educational potential.

Performance Objective 3: Implement a sustainable coordinated school health system that provides wellness tools and resources which promote the long-term development through student attendance and success of the whole student.

Evaluation Data Source(s) 3: Nurse time and effort reports show students immediate health concerns are addressed along with improved report card grades and increased student attendance rates.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 6</p> <p>1) Assistance in the planning and execution of the overall health program at the District and campus level, in an effort to improve overall student health which increases student attendance and academic performance, will be carried out by Health Services (nurses) as mandated by HB5. Population: District Health Services and Campus Nurses (licensed medical professional RN and LVN). Timeline: August 2018 - June 2019</p>	2.6	Health Services Administrator	<p>Formative: Six weeks reports Summative: +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 - 600.00, 211 Title I-A - 5000.00							
<p>Critical Success Factors CSF 6</p> <p>2) To promote physically and emotionally healthy students, the district will utilize the -PAPA (Parenting and Paternity Awareness) curriculum -CATCH (Coordinated Approach to Child Health) program, and -SHAC (School Health Advisory Committee) to address areas including Prevention of Dating Violence and sexual abuse of children. Population: All students Timeline: July 2018 to June 2019</p>	2.6	Assistant Superintendents, C&I Administrators, Specialists, District Lead Teachers, Principals, Deans, Dept Chairs & Campus Lead Teachers	<p>Formative: Classroom observation, Professional development evaluations, Sign-in sheets, Workshop agendas Summative: Fitness Gram results increase CATCH Binder end of year evaluation</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 efforts, Manzano Middle School students will remain in school until they are successfully promoted to the 9th grade. In addition, by improving attendance, students will be encouraged and challenged to meet their full educational potential.

Performance Objective 4: All campuses will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR by 10%.

Evaluation Data Source(s) 4: STAAR/EOC reports disaggregated for At-Risk students.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1</p> <p>1) Accelerated instruction in the foundation curriculum will be provided during extended day, week, and/or year at least twice a week. *Regular/extended tutorial programs will assist to improve at-risk student achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. Population: Middle School at-risk Students Timeline: September 2018- June 2019</p>	2.6	Principals, Deans of Instruction, Area Assistant Superintendents, State Compensatory Education and Title I- Part A	<p>Formative Results: eSchoolPLUS generated Tutorial Schedule, Tutorial Attendance Report, Tutorial Lesson Plans, Tutorial Classroom Observations, SchoolPLUS At-Risk Progress Report, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: Increased STAAR/EOC performance compared to prior year, especially for at-risk and special population served students</p>				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Provide campuses with additional core area Teachers that will offer supplemental instruction to at-risk students in order to improve student achievement, attendance, graduation rate, completion rate, and reduce the retention rate and dropout rate. Population: Middle School At-risk Students Timeline: August 2018- June</p>	2.6	State Compensatory Education administration Campus Administration	<p>Formative Results: eSchoolPLUS Master Schedule, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: +Increased STAAR/EOC, At-risk Retention, Graduation, and Completion Rates +Decreased dropout rate</p>				

<p align="center">Critical Success Factors CSF 7</p> <p>3) Provide Deans of Instruction to conduct regular research-based professional development sessions in order to train and retain highly qualified personnel that will positively impact at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rates and dropout rate. Population: Elementary, Middle, and High School At-risk Students Timeline: July 2018- June 2019</p>		<p>Curriculum and Instruction Department and State Compensatory Education administration Campus Administration</p>	<p>Formative Results: PDS Session Attendance and Evaluation Reports, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: +Increased STAAR/EOC, At-risk Retention, Graduation, and Completion Rates +Decreased dropout rate</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>4) 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. Population: Elementary, Middle, and High School At-risk Students; Dyslexic Students Timeline: August 2018- June 2019</p>	2.6	<p>Curriculum, Dyslexia and State Compensatory Education administration Campus Administration</p>	<p>Formative Results: eSchoolPLUS Master Schedule, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports, C-PM (BOY and MOY) Summative Impact: +CIRCLE-PM (EOY) compared to BOY and MOY, + decreased Retention Rate compared to prior year</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>5) 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. Population: all grades At-risk Students Timeline: August 2018 - June 2019</p>	2.6	<p>State Compensatory Education administration Campus Administration</p>	<p>Formative Results: eSchoolPLUS Master Schedule, Computer Lab Schedule, Software Usage Reports, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: +Improved STAAR/EOC, TELPAS and other state assessments, Attendance Rate, Retention Rate, Dropout Rate, Graduation Rate, and Completion Rate</p>				
<p>6) Middle School 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. Population: All Migrant students Timeline: June 2019</p>	2.5	<p>District Migrant Coordinator Campus Principals Migrant Teachers Migrant Clerks MSC</p>	<p>Formative: Sixth weeks grades and PFS Monitoring Tool Summative: +Increased promotion rates and State test performance</p>				

<p>Critical Success Factors CSF 1 CSF 5</p> <p>7) In order to increase awareness of migrant student needs, BISD campus faculty and staff, through the monthly distribution of the PFS Monitoring Tool and through scheduled meetings, will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students.</p> <p>Population: Campus Administration, Faculty and Staff Timeline: September 2018 - May 2019</p>	2.6	District Migrant Coordinator Campus Principals Migrant Funded Teachers MSC	Formative: PFS Monitoring Tools, Assessment Results, Placement into Interventions Summative: Improved EOY Assessment Results for CIRCLE PM/TPRI/Tejas LEE/ STAAR, PBMAS Report Performance and Staging				
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 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Manzano Middle School utilizes the results from the Comprehensive Needs Assessment to make changes for the next school year. The data is used to plan for staffing, budgeting, and instructional strategies.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Manzano Middle School makes changes as deemed necessary by District Departments and campus Site Based Decision Making Committee.

2.2: Regular monitoring and revision

Manzano Middle School Staff members continuously monitors student data through the use of Eduphoria, TANGO, and E-Schools Plus. Teachers also have the opportunity to discuss student progress/regress through protected Team Planning. By doing so, teachers are able to make adjustments to lessons, focusing on student need.

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

Manzano Middle School Personnel, along with the Parental Involvement Program, provides parents with all the information needed regarding State, District, and Campus requirements. This includes Student Code of Conduct, Student Handbook, Student Success Initiative, Annual Yearly Progress, STAAR, TELPAS, etc. All of these topics are also discussed during weekly Parental Involvement Meetings, updates on our webpage, and School Messenger, just to name a few. Most, if not al of this information, is available in English and Spanish.

2.4: Opportunities for all children to meet State standards

Manzano Middle School students are taught all core subjects by fully certified teachers. Students that are identified as being At-Risk or are faltering for other reasons are offered afterschool tutorials. The afterschool tutorial classes are intended to bridge the gaps students may have to ensure success on all State administered exams.

2.5: Increased learning time and well-rounded education

Manzano Middle School students have eight instructional periods throughout the day as well as a 30-minute lunch period. There are also a variety of tutorial

classes to enhance the learning experience. Many students attend regular afterschool tutorial classes that allows them to gain a better understanding of the material taught throughout the day. Other students attend tutorial to increase their scores to the "masters" level as per STAAR standards. In addition, our teachers offer extended tutorials during the second semester, on Friday evenings, to reinforce the learning cycle.

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

At-Risk students at Manzano Middle School are assigned to an At-Risk Counselor that monitors attendance, grades, and behavior for this particular group of students. Additionally, the At-Risk Counselor provides counseling at student request or follows through with teacher referrals due to concerns about the student in question. State Compensatory funds and Title I funds are designated for afterschool tutorials to close the learning gap so that this group of students can be academically successful.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Parent Liaison begins the year by informing our staff about the services she can assist with in order to assist with student success. In addition, the Parent Liaison hosts weekly meetings throughout the year with a wide range of topics. Some of those topics include, but are not limited to: Student Success Initiative (SSI), STAAR requirements, Student Code of Conduct, Enrichment Programs, Health Programs, Local Resources, etc.

3.2: Offer flexible number of parent involvement meetings

Parent meetings are held on Monday afternoons. At times, however, meetings are held in the evenings to accommodate the needs of working parents. The nature of the topic determines the time meetings will be held.

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jacqueline Esteves	Dyslexia Aide	Dyslexia	1
Juana Cruz	Library Aide	Library	1
Lalitha Narasimhan	Nurse	Health	.4
Rosaura Cedillo	Parent Liaison	Parental Involvement	1
Vanessa Espinosa	Dyslexia Aide	Dyslexia	1

SBDM

Committee Role	Name	Position
Administrator	Marisol Trevino	Campus Principal
8th Grade Counselor	Feliciano Mata	8th Grade Counselor
Classroom Teacher	Leandro Alvarez	History Teacher
Classroom Teacher	Sabrina Mathers	Dyslexia Teacher
Classroom Teacher	Amanda Machado	PE Teacher
Administrator	Esmeralda Salazar	Dean of Instruction
Classroom Teacher	Rebecca Robles	English Teacher
Classroom Teacher	Sara Robles	Reading Teacher
Classroom Teacher	Veronica Cordova	Special Education Teacher
Classroom Teacher	Antonio Balboa	Science Teacher
Student	Gianelli Velazquez	student
District-level Professional	Lorena Lozano	Science Specialist
Classroom Teacher	Beatriz Medrano	Science Teacher
Business Representative	William Lopez	Raising Canes GM
Community Representative	Timothy Lopes	Attorney
Parent	Mireya Perez	Parent
Parent	Guadalupe Rodriguez	Parent
Business Representative	Sylvia Murphy	MET office manager
Community Representative	Ramiro Robledo	Ziwa Sales Representative

Campus Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	MISCELLANEOUS OPERATING COSTS	199-13-6499-53-055-Y-99-000-Y	\$1,000.00
1	1	1	EMPLOYEE TRAVEL (IN-DISTRICT)	199-23-6411-00-055-Y-99-000-Y	\$3,100.00
1	1	1	EMPLOYEE TRAVEL-OUT OF DISTRICT	199-23-6411-23-055-Y-99-000-Y	\$3,000.00
1	1	2	COPY PAPER	199-11-6396-00-055-Y-11-000-Y	\$1,605.00
1	1	2	GENERAL SUPPLIES	199-11-6399-00-055-Y-11-000-Y	\$1,200.00
1	1	2	FURNITURE	199-11-6399-45-055-Y-11-000-Y	\$2,000.00
1	1	2	GENERAL SUPPLIES/PE	199-11-6399-51-055-Y-11-000-Y	\$2,000.00
1	1	2	GENERAL SUPPLIES/MEDIA SUPPLIES	199-11-6399-16-055-Y-11-000-Y	\$1,200.00
1	1	2	READING MATERIALS/MATERIALS	199-12-6325-00-055-Y-99-000-Y	\$1,000.00
1	1	2	READING MATERIALS	199-12-6329-00-055-Y-99-000-Y	\$1,000.00
1	1	2	GENERAL SUPPLIES/LIBRARY	199-12-6399-00-055-Y-99-000-Y	\$2,500.00
1	1	2	GENERAL SUPPLIES	199-23-6399-00-055-Y-99-000-Y	\$600.00
1	1	2	RECLASSIFIED TRANSPORTATION EXPENSE	199-11-6494-00-055-Y-11-000-Y	\$700.00
1	1	2	MISCELLANEOUS OPERATING COSTS-AWARDS	199-11-6498-00-055-Y-11-000-Y	\$1,000.00
1	1	2	CONTRACTED MAINTENANCE AND REPAIR	199-23-6249-00-055-Y-99-000-Y	\$500.00
1	1	2	MISCELLANEOUS OPERATING COSTS -AWARDS	199-23-6498-00-055-Y-99-000-Y	\$3,500.00
1	1	2	MISCELLANEOUS OPERATING COSTS (FOOD AND REFRESHMENTS)	199-23-6499-53-055-Y-99-000-Y	\$651.00
1	1	2	TRAVEL AND SUBSISTENCE-STUDENTS (FOR ALL EXTRA-CURRICULAR ACTIVITIES)	199-36-6412-00-055-Y-99-020-Y	\$4,000.00
1	1	2	RECLASSIFIED TRANSPORTATION	199-36-6494-00-055-Y-99-020-Y	\$600.00
1	1	2	TRAVEL AND SUBSISTENCE-STUDENTS	199-36-6412-00-055-Y-99-000-Y	\$4,000.00
1	1	2	RECLASSIFIED TRANSPORTATION EXP/EX	199-36-6494-00-055-Y-99-000-Y	\$400.00
1	1	8	PROFESSIONAL EXTRA DUTY PAY (AFTER SCHOOL TUTORIAL)	199-11-6118-00-055-Y-11-000-Y	\$1,000.00

1	1	8	SUBSTITUTE TEACHERS FOR TEACHERS TO ATTEND STAFF DEVELOPMENT	199-11-6112-18-055-Y-99-000-Y	\$2,500.00
1	1	12	STIPENDS	199-36-6117-00-055-Y-99-0-20-Y	\$2,400.00
1	4	3	GT/AP Supplies	199-11-6399-00-055-Y-21-000-Y	\$4,393.00
2	1	2	EXTRA DUTY PAY/OVERTIME-SUP CUSTODIANS	199-51-6121-47-055-Y-99-000-Y	\$200.00
2	1	2	EXTRA DUTY PAY/OVERTIME-SUP CUSTODIANS	199-51-6121-00-055-Y-99-000-Y	\$120.00
2	1	2	CUSTODIAL SUPPLIES FOR MAINTENANCE	199-51-6315-00-055-Y-99-000-Y	\$14,000.00
2	1	2	FURNITURE	199-51-6399-00-055-Y-99-000-Y	\$2,000.00
3	1	1	EXTRA DUTY PAY/OVERTIME-SUP PE	199-23-6121-08-055-Y-99-000-Y	\$200.00
5	1	5	GENERAL SUPPLIES FOR COUNSELORS	199-31-6399-00-055-Y-99-000-Y	\$1,000.00
8	1	1	SUPPLIES AND MATERIALS-SOFTWARE	199-23-6395-65-055-Y-99-000-Y	\$55.00
8	1	1	CONTRACTED MAINTENANCE AND REPAIR	199-51-6249-00-055-Y-99-000-Y	\$1,500.00
9	3	1	GENERAL SUPPLIES FOR THE NURSE'S OFFICE	199-33-6399-00-055-Y-99-000-Y	\$600.00
Sub-Total					\$65,524.00
Budgeted Fund Source Amount					\$65,524.00
+/- Difference					\$0
162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	SALARY/WAGES FOR SUBS (TRAINING AND COMPETITION)	162-11-6112-00-055-Y-30-000-Y	\$10,669.00
1	1	1	Substitute Teachers for LPAC/BIL	163-11-6112-00-055-Y-25-000-Y	\$912.00
1	1	1	General Supplies for ESL	163-11-6399-00-055-Y-25-000-Y	\$2,874.00
1	1	1	Substitutes for LPAC	163-11-6112-00-055-Y-25-000-Y	\$438.00
1	1	2	COPY PAPER	162-11-6396-00-055-Y-30-000-Y	\$3,000.00
9	1	1	PROFESSIONAL EXTRA DUTY PAY-FAILED 8GR STAAR	162-11-6118-00-055-Y-24-SSI-Y	\$13,008.00
9	1	1	PROFESSIONAL EXTRA DUTY PAY-READING/MATH	162-11-6118-00-055-Y-30-000-Y	\$14,531.00
Sub-Total					\$45,432.00
Budgeted Fund Source Amount					\$45,432.00

					+/- Difference	\$0
211 Title I-A						
Goal	Objective	Strategy	Resources Needed	Account Code		Amount
1	1	1	SUBS FOR PD/SD	211-11-6112-00-055-Y-30-AYP-Y		\$3,000.00
1	1	1	OUT OF DISTRICT TRAVEL	211-13-6411-00-055-Y-30-AYP-Y		\$600.00
1	1	1	TRAVEL	211-13-6411-23-055-Y-30-AYP-Y		\$5,000.00
1	1	1	STAFF DEVELOPMENT	211-13-6118-00-055-Y-30-0F2-Y		\$7,000.00
1	1	1	OUT OF DISTRICT TRAVEL	211-23-6411-23-055-Y-30-AYP-Y		\$5,000.00
1	1	1	SCHOOL LEADERSHIP	211-23-6398-23-055-Y-30-AYP-Y		\$1,796.00
1	1	1	Professional Extra Duty Pay (ESL Tutorials)	263-22-6118-00-055-Y-25-000-Y		\$2,400.00
1	1	2	COPY PAPER	211-11-6396-00-055-Y-30-0F2-Y		\$2,810.00
1	1	2	GENERAL SUPPLIES	211-11-6399-00-055-Y-30-0F2-Y		\$61,739.00
1	1	2	MISC. OPERATING COSTS/AWARDS	211-11-6498-00-055-Y-30-0F2-Y		\$3,200.00
1	1	2	PRINTING MEDIA	211-11-6399-16-055-Y-30-0F2-Y		\$1,500.00
1	1	2	LIBRARY GENERAL SUPPLIES	211-12-6399-00-055-Y-30-0F2-Y		\$1,000.00
1	1	7	STEM GENERAL SUPPLIES	211-11-6399-00-055-Y-30-STM-Y		\$5,000.00
6	1	9	MILEAGE/TRAVEL	211-61-6411-00-055-Y-30-0F2-Y		\$600.00
6	1	9	FOOD AND REFRESHMENTS	211-61-6499-53-055-Y-30-0F2-Y		\$400.00
6	1	9	SUPPLIES	211-61-6399-65-055-Y-30-0F2-Y		\$400.00
8	1	1	SOFTWARE	211-11-6395-62-055-Y-30-0F2-Y		\$4,125.00
8	1	1	TECHNOLOGY-SUPPLIES	211-11-6398-62-055-Y-30-0F2-Y		\$2,370.00
8	1	1	TECHNOLOGY HARDWARE	211-11-6399-62-055-Y-30-0F2-Y		\$23,000.00
8	1	1	CAPITAL OUTLAY	211-11-6398-62-055-Y-30-0F2-Y		\$69,863.00
9	1	1	PROFESSIONAL EXTRA DUTY PAY (TUTORIAL)	211-11-6118-00-055-Y-30-0F2-Y		\$25,000.00
9	3	1	NURSE SUPPLIES	211-33-6399-00-055-Y-30-0F2-Y		\$5,000.00
					Sub-Total	\$230,803.00
					Budgeted Fund Source Amount	\$230,803.00
					+/- Difference	\$0

Grand Total \$341,759.00

Addendums



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<u>Activity Checklist</u>	<u>Notes/Clarifications</u>	<u>Date completed</u>														
Campus Leadership Team (may be all or part of the SBDM or a separate leadership team)	<table border="1"> <thead> <tr> <th>Position</th> <th>Name</th> </tr> </thead> <tbody> <tr> <td>Principal</td> <td>Marisol Ayala-Trevino</td> </tr> <tr> <td>Dean</td> <td>Esmeralda Salazar</td> </tr> <tr> <td>Counselor</td> <td>Feliciano Mata</td> </tr> <tr> <td>Teacher</td> <td>Beatriz Medrano</td> </tr> <tr> <td>Teacher</td> <td>Sara Robles-Balli</td> </tr> <tr> <td>Teacher</td> <td>Rebecca Robles</td> </tr> </tbody> </table>	Position	Name	Principal	Marisol Ayala-Trevino	Dean	Esmeralda Salazar	Counselor	Feliciano Mata	Teacher	Beatriz Medrano	Teacher	Sara Robles-Balli	Teacher	Rebecca Robles	09/12/2018
	Position	Name														
	Principal	Marisol Ayala-Trevino														
	Dean	Esmeralda Salazar														
	Counselor	Feliciano Mata														
	Teacher	Beatriz Medrano														
	Teacher	Sara Robles-Balli														
Teacher	Rebecca Robles															
Data Analysis (including assessment, attendance, discipline, and other data)	Briefly describe the data sources used: Accountability reports, System Safeguards, BISD preliminary data,	09/12/2018														
Needs Assessment: Problem statements selected	NOTE: Only select 2 or 3 problems to be closely monitor all year long on a detailed and quarterly basis using data.	09/12/2018														
Needs Assessment: Root cause analysis for each problem selected	NOTE: Follow the Root Cause Analysis protocols provided by TCDSS: "10, 5, 5" then "Circles of Influence" T chart, "5 Whys" and consensus on Root Cause for Problem.	09/12/2018														
One Annual Goal established for each problem	REMINDER: Make sure each goal is a SMART goal (Specific, Measurable, Attainable, Results-based, and Time-bound)	09/12/2018														
Overall strategy determined for each problem	NOTE: Describe how the Annual goal with the root cause and prioritized problem statement will be addressed by the selected strategies.	09/12/2018														
Quarter goals established	REMINDER: Make sure each goal is a SMART goal (Specific, Measurable, Attainable, Results-based, and Time-bound)	09/12/2018														
CSF/ESEA Turnaround selected	Check off for each activity based on Intervention in CIP	09/12/2018														
Interventions selected	NOTE: Select 1 to 4 interventions for each problem for each quarter—this may come from one or more of your CIP strategies broken down into interventions for each quarter.	09/12/2018														
Monitoring tools/data sources determined	Note: Need one form of data to use to determine success of each intervention for each quarter	09/12/2018														
Quarter 1 monitoring (Aug-Oct)	Completed by November 10, 2017															
Quarter 2 Monitoring (Nov-Jan)	Completed by February 10, 2018															
Quarter 3 Monitoring (Feb-Mar)	Completed by April 10, 2018															
Quarter 4 Monitoring (Apr-Jun)	Completed by June 10, 2018															
End-of-year Evaluation	Completed by Principal checkout/clearance deadline															

Data Analysis Process and Summary of Findings



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<p><i>Briefly describe how your Campus Leadership Team or SBDM Committee conducted your Data Analysis.</i></p>	<p><i>2017-2018 STAAR results and the Accountability reports were used to determine which areas are in need of improvement. Comparisons were made for the past 3 years and the same areas of concern persist.</i></p>
<p><i>Which student groups are in the greatest need of academic improvement (based on Index 1, 2, and 3 data and System Safeguards)?</i></p>	<p><i>Special Education students and English Learners are in the greatest need of academic improvement at Manzano Middle School.</i></p>
<p><i>Which student group(s) showed the least growth (Index 2)?</i></p>	<p><i>Special Education students showed the least growth in Index 2.</i></p>
<p><i>Which student group(s) had the greatest gaps and in which content areas (Index 3 and System Safeguards)?</i></p>	
<p><i>Did your campus contribute to low performance levels for BIL/ELL for PBMAS? How?</i></p>	
<p><i>Did your campus contribute to low performance levels for CTE for PBMAS? How?</i></p>	<p><i>This does not apply at the middle school level.</i></p>
<p><i>Did your campus contribute to low performance levels for Title I or Migrant for PBMAS? How?</i></p>	
<p><i>Did your campus contribute to low performance levels for Special Education for PBMAS? How?</i></p>	



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NOTE: all interventions should be part of the Campus Improvement Plan, especially if any categorical funds will be used to implement the intervention. Some interventions may be combined into one activity in the Campus Improvement Plan but separate in the Targeted Improvement Plan so that parts of the CIP activity can be more closely monitored through-out the year.

<i>Problem Statement #1</i>	<i>Root cause #1</i>	<i>Rationale for selected Strategies/ interventions to meet annual goal based on root cause.</i>
Special Education students have a 51% passing rate on the Reading STAAR Exam	Students' Lexile levels are low and as they move up from one grade to another, the learning gap widens.	The SRA program will be used with fidelity during afterschool tutorials in an effort to close the learning gaps for the students in the Special Education program. The focus will be on Reading fundamentals such as phonics, fluency, and comprehension.
<i>Annual Goal #1</i>	<i>CIP Activity numbers:</i>	<i>CSFs/ESEA Turnaround Principles:</i>
Special education students will show growth of 10 to 20 points on their Reading STAAR exam.		<i>Make sure your CSF's for each strategy are included in your campus improvement plan.</i>
<i>Annual Goal met? / What worked and why? /What did not work and why? Due June 15th</i>		
<i>Do not complete this section until the end of the school year.</i>		
<i>Quarter 1 Goal (August to October) Monitoring updates completed by November 10th</i>		
<i>50% of all special education students will "approach" the 13 Week District Benchmark</i>		
<i>Q1: Intervention 1 and CIP reference (Interventions may be all or part of a CIP activity)</i>	<i>Monitoring information (formative assessment measure that includes who will do the monitoring)</i>	<i>Intervention results (formative results to determine evidence of success or status of the intervention)</i>
Students will receive reading enrichment with the use of SRA during reading tutorial.	Teachers will use SRA assessment material to monitor unit mastery.	



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Q1: Intervention 2	Monitoring information	Intervention results
Text Structures will be used across the curriculum to ensure that the same strategies will reinforce reading comprehension.	District 6-weeks checkpoints will be used to monitor the effectiveness of the usage of text structures.	
Q1: Intervention 3	Monitoring information	Intervention results
Q1: Intervention 4	Monitoring information	Intervention results
Quarter 1 Goal met? / Changes for next quarter?		
To be completed at end of quarter 1		
Quarter 2 Goal (November to January) Monitoring updates completed by February 10th		
Q2: Intervention 1	Monitoring information (formative assessment measure that includes who will do the monitoring)	Intervention results (formative results to determine evidence of success or status of the intervention)
Q2: Intervention 2	Monitoring information	Intervention results



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Q2: Intervention 3		
	<i>Monitoring information</i>	<i>Intervention results</i>
Q2: Intervention 4		
	<i>Monitoring information</i>	<i>Intervention results</i>
Quarter 2 Goal met? / Changes for next quarter?		
To be completed at end of quarter 2		
Quarter 3 Goal (February to March) Monitoring updates completed by April 10th		
Q3: Intervention 1	<i>Monitoring information (formative assessment measure that includes who will do the monitoring)</i>	<i>Intervention results (formative results to determine evidence of success or status of the intervention)</i>
Q3: Intervention 2	<i>Monitoring information</i>	<i>Intervention results</i>



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Q3: Intervention 3	Monitoring information	Intervention results
Q3: Intervention 4	Monitoring information	Intervention results
Quarter 3 Goal met? / Changes for next quarter?		
To be completed at end of quarter 3		
Quarter 4 Goal (April to June) Monitoring updates completed by June 10th		
Q4: Intervention 1	Monitoring information <i>(formative assessment measure that includes who will do the monitoring)</i>	Intervention results <i>(formative results to determine evidence of success or status of the intervention)</i>
Q4: Intervention 2	Monitoring information	Intervention results
Q4: Intervention 3	Monitoring information	Intervention results
Q4: Intervention 4	Monitoring information	Intervention results
Quarter 4 Goal met? / Changes for next year?		



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To be completed at end of quarter 4

<i>Problem Statement #2</i>	<i>Root cause #2</i>	<i>Rationale for selected Strategies/ interventions to meet annual goal based on root cause.</i>
English Language Learners have a 46% passing rate on the Reading STAAR Exam.	Lack of training on differentiated instruction such as SIOP.	Most core teachers do not have the knowledge on how to implement language learning strategies that are content specific.
<i>Annual Goal #2</i>	<i>CIP Activity numbers:</i>	<i>CSFs/ESEA Turnaround Principles:</i>
English Learners will have a 65% passing rate on the 2018 Reading STAAR Exam.		Core teachers will take the Texas Gateway training on ESL. Teachers will need to provide certificates as proof of compliance. This will be used for teachers to learn ways to differentiate instruction for language learners.
Annual Goal met? / What worked and why? /What did not work and why? Due June 15th		
Do not complete this section until the end of the school year.		
Quarter 1 Goal (August to October) Monitoring updates completed by November 10th		
English learners will be at 50% approaches on the 13 Week District Benchmark (all grade levels)		
<i>Q1: Intervention 1 and CIP reference (Interventions may be all or part of a CIP activity)</i>	<i>Monitoring information (formative assessment measure that includes who will do the monitoring)</i>	<i>Intervention results (formative results to determine evidence of success or status of the intervention)</i>
Text structures across the curriculum	Checkpoint scores on TANGO	
<i>Q1: Intervention 2</i>	<i>Monitoring information</i>	<i>Intervention results</i>
Teachers will begin the ESL training on Texas Gateway for all core teachers. Teachers will then implement the newly learned SIOP strategies.	Walk-throughs by administration.	



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Q1: Intervention 3	Monitoring information	Intervention results
Q1: Intervention 4	Monitoring information	Intervention results
Quarter 1 Goal met? / Changes for next quarter?		
To be completed at end of quarter		
Quarter 2 Goal (November to January) Monitoring updates completed by February 10th		
Q2: Intervention 1	Monitoring information (formative assessment measure that includes who will do the monitoring)	Intervention results (formative results to determine evidence of success or status of the intervention)
Q2: Intervention 2	Monitoring information	Intervention results
Q2: Intervention 3	Monitoring information	Intervention results
Q2: Intervention 4	Monitoring information	Intervention results
Quarter 2 Goal met? / Changes for next quarter?		
To be completed at end of quarter		
Quarter 3 Goal (February to March) Monitoring updates completed by April 10th		
Q3: Intervention 1	Monitoring information (formative assessment measure that includes who will do the monitoring)	Intervention results (formative results to determine evidence of success or status of the intervention)



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Q3: Intervention 2	Monitoring information	Intervention results
Q3: Intervention 3	Monitoring information	Intervention results
Q3: Intervention 4	Monitoring information	Intervention results
Quarter 3 Goal met? / Changes for next quarter?		
To be completed at end of quarter		
Quarter 4 Goal (April to June) Monitoring updates completed by June 10th		
Q4: Intervention 1	Monitoring information <i>(formative assessment measure that includes who will do the monitoring)</i>	Intervention results <i>(formative results to determine evidence of success or status of the intervention)</i>
Q4: Intervention 2	Monitoring information	Intervention results
Q4: Intervention 3	Monitoring information	Intervention results
Q4: Intervention 4	Monitoring information	Intervention results
Quarter 4 Goal met? / Changes for next year?		
To be completed at end of quarter		



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