

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



Mission Statement

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

Vision

“Empowering Global Leaders Everyday!”

Value Statement

Theme & Motto:

iConnect, iInnovate, iInspire

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Perkins Middle School is located in Brownsville, Texas. Perkins Middle School is one of ten middle schools in Brownsville ISD. The campus was constructed in 1987. The student population at Perkins Middle School is approximately 688 and serves students in grades 6th through 8th (6th Grade Enrollment 207, 7th Grade Enrollment 237, 8th Grade Enrollment 244). According to the PEIMS Data Review of our campus profile, 99.56% of the student population is Hispanic, 0.44% of the student population is White and 98% of our students are identified as Economically Disadvantaged. We have 8 immigrant students, 35 dyslexia students and 3.9% homeless students. Many of our students are first generation Mexican immigrants, 211 are classified as Limited English Proficient and a majority is English/Spanish bilingual. The student population by gender is 359 males and 329 females of which 17.73% are identified as special population subgroups. In addition, many of our students come from homes which participate in state and federal assistance programs such as food stamps, welfare, the Women, Infant, Children (WIC) nutrition program, and subsidized housing and medical assistance. The student demographics has decreased over the last 3-5 years by 1.3%. The students that are identified as at-risk are identified as per section 29.081 of the Texas Education Code and comprise 67.30% of the student population.

As per the state criteria, the students are under 26 years of age and are at-risk of dropping out of school. In addition, the state also uses a criteria that has 13 indicators that identifies a student as at-risk. The district/campus uses both state and local indicators. The state criteria that is used is defined in section 29.081 of the Texas Education Code which are listed under the 13 indicators that identify a student as at-risk.

In addition, the local indicator is based on a student's migratory status. The programs that are available for students that are at-risk for dropping out are tutoring, counseling, alternative schools, differentiated instruction, employment training, intervention programs, communities in schools, close follow up procedures on truancy and absenteeism. The students that are targeted to participate fall under the 13 indicators that identify a student as at-risk as per the Texas Education Code. There are 67.30% at-risk students out of the school's total population. The attendance rate is 96.5% for all students and 96.0% for at-risk students. The retention rate is 5.45% for all and at-risk students. Moreover, the dropout rate was 0.0% for all and at-risk students.

Demographics Strengths

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

- At-risk tutorial enrollment
- Students participation in extra-curricular activities

Problem Statements Identifying Demographics Needs

Problem Statement 1: Increase attendance by 5%

Student Academic Achievement

Student Academic Achievement Summary

After a thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the academic improvement would be founded on the state assessment requirements of the implementation of rigorous and relevant instruction by teaching and improving strategies that will help our students achieve expected standards. The SBDM will also review and revise, as needed, policies that establish monitoring of effective and varied instructional methods focusing on learning styles, multiple intelligences, and student choice. Student achievements are stated as followed: 71% Reading, 81% Math, 7th Writing 67%, 8th grade Social Studies 68% and 67% Science. Algebra 100%.

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

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

STAAR Summary of 6th- 8th Grades Tested

	State	District	Campus
Grade 6			
Reading	69%	63%	56%
Mathematics	76%	73%	80%
Grade 7			
Reading	73%	71%	73%
Mathematics	70%	67%	70%
Writing	70%	72%	67%
Grade 8			

Reading	86%	85%	80%
Mathematics	85%	87%	90%
Science	76%	71%	67%
Social Studies	63%	60%	68%

Performance Variation Between All Student Groups and ALL Grades

	All Students	Hispanic	White	Econ Disadv	Special Ed	ELL
All Subjects	73%	70%	52%	69%	39%	45%
Reading	71%	71%	*	71%	39%	42%
Mathematics	81%	73%	83%	73%	42%	53%
Writing	67%	63%	*	63%	32%	40%
Science	67%	69%	*	69%	35%	33%
Social Studies	68%	62%	*	62%	38%	40%

updated 9-17-18

Student Academic Achievement Strengths

Findings/Analysis Results:

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

- Reading 7th grade
- Math 7th-8th
- Dropout rates
- Algebra STAAR Scores

- Closing the academic gaps across all sub-populations/demographics

Student Achievement Needs:

- improve ELA instruction
- continue to increase performance for Social Studies and Science
- close achievement gaps for between all students and Special Education and ELL student performance
- Improve 7th grade Language Arts, 6th – 8th grade Reading, and 8th grade Social Studies STAAR for all students by attending accelerated programs after school and Saturday tutorials
- Improve 6th grade Math and 8th grade Science STAAR scores for all students including sub populations such as attending accelerated programs such as Z-Space
- Students will participate in the district's Duke talent search program in order to promote college readiness
- LEP, Special Education, and Migrant students. Provide resources and supplemental supplies to all student
- Close the gap between LEP students and non-LEP students that meet the STAAR standards across the grade levels by attending accelerated programs
- Increase the number of LEP students that meet the Reading STAAR across the grade levels by attending accelerated programs
- Provide necessary supplies across all sub-populations including migrant students.
- After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following Student Achievement areas of improvement would be addressed:
 - Improve Reading STAAR scores in 7th -8th and maintain 6th grade by providing teachers with PD/training. 1.1,1.2,1.3,1.4,1.5,1.6,1.7,1.8.1.9,1.10,1.11,1.12,1.16,1.18,1.19,1.20,1.24,1.26
 - Instructional Consultants will be utilized in order to provide up-to-date professional development services to certified personnel and effectively close academic gaps between sub-groups. 1.1,1.2,1.3,1.4,1.5,1.6,1.7,1.8.1.9,1.10,1.11,1.12,1.16,1.18,1.19,1.20,1.24,1.26
 - Improve Math STAAR scores in 7th -8th and maintain 6th grade by implementing additional resources to student learning. 1.5,1.6,1.7.1.8,1.10 ,1.11,1.12,1.16,1.18,1.19,1.20,1.23,1.24,1.25,1.26
 - Teachers will work collaboratively to focus on preparing all students including Migrant, LEP, and Special Education students for the following grade level through vertical team meetings. 1.1,1.15
 - Close the gap between LEP and non-LEP and increase Reading STAAR across grade level by collaborating with Tech Lab teacher in providing programs to enhance learning. 1.1,1.2,1.3,1.4,1.5,1.6,1.7,1.8,1.9,1.10,1.11,1.12,1.13,1.15,1.16,1.18,1.19,1.20,1.24,1.26
 - Meet AMAO's 1, 2 and AYP for LEP students by implementing the following Action Steps: 1.1,1.2,1.3,1.4,1.5,1.6,1.7,1.8.1.9,1.10,1.11,1.12,1.13,1.15,1.16,1.18,1.19,1.20,1.24
 - Increase attendance rate 3.1,3.2,3.3,3.4,
 - Provide necessary supplies/tools across all sub-populations in order to close achievement gaps and attain individual academic growth

7.2

- Ongoing monitoring of LEP student population will be done department meetings on a monthly basis. Teachers will conduct the ELPS checklist at the beginning, middle and end of year to monitor progress. Teachers and administrators will monitor student data from previous years, as well as scores for the current school year. To best support campus efforts and meet identified needs at the District and Campus level; activities, resources, and implementation timelines related to Student Achievement are set forth in core-area, At-Risk, and Migrant Education sections of the 2017-2018 Campus Improvement Plan. In order to meet the required percentages for AMAO, teachers will be provided with additional resources that address teaching English Language Domains, Higher Order Thinking Skills, Levels of Bloom's Taxonomy, and Academic Vocabulary. Teachers will document the state required ELPS, TEKS and Reporting Categories on their lesson plans and will also be visible in the classroom to all students and visitors.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 6th grade reading scores decreased from 2017 to 2018

School Processes & Programs

School Processes & Programs Summary

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

School Processes & Programs Strengths

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

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: PD training for example Dr. Kay will continue to improve student progress in all subject areas.

Perceptions

Perceptions Summary

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

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

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

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

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

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

Perceptions Strengths

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

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Need of more district wide parent events and educating students/parents on the topics of cyber bullying

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data

Student Data: Assessments

- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Observation Survey results

Student Data: Student Groups

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

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

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Student surveys and/or other feedback
- Student surveys and/or other feedback
- School safety data

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Revised/Approved: June 26, 2015

Goal 1: Perkins 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. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

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

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

Summative Evaluation 1:

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

<p align="center">Comprehensive Support Strategy</p> <p align="center">PBMAS</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>1) Teachers will meet once a week to align ELA, Math, Science and Social Studies curriculum & discuss effective teaching strategies for upcoming units of study. Teachers will be released every six weeks to plan for upcoming instruction and vertically align. Faculty will be provided with STAAR and TELPAS training/data to help identify struggling learners and prescribe early intervention. Discuss the progress of B, I, A, M1 & M2,PD students. Test will be same for each grade level after each unit to measure student performance equally. Administration and the Dean of Instruction will meet with the departments as needed to plan and discuss Professional Development training/yearly conferences to ensure that all students meet the STAAR standards. Population: 6-8 grade students -LEP -PD -GT -Pre-AP/AP -DYS -SE -MI -AR -TI Timeline: Aug. 2018-May 2019 CNA pg. 7-9</p>	<p>2.4, 2.5, 2.6, 3.1, 3.2</p>	<p>Administration, Dean of Instruction, and Department Chair(s)</p>	<p>Teacher made tests, Benchmarks, Sign in, Agenda</p> <p>Texas Middle School Fluency Assessment</p> <p>Lion Assessment</p> <p>Mid Point Checkpoints</p> <p>S: STAAR, TAPR Report, PBMAS, AMAOS 1,2,3, SELP</p>				
<p>Funding Sources: 162 State Compensatory - 6000.00, 199 Local funds - 2000.00, 211 Title I-A - 7000.00</p>							

<p align="center">Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1</p> <p>2) Implement Action Plan for ELA including reading novels, Dr. Kay's text structure strategies, reading fluency will be addressed utilizing selected texts having students read orally and silently to increase strength and stamina. Also to increase comprehension utilize Lion testing scores and the A.R. program to increase individualized reading fluency as needed. Enhance vocabulary development by using Frayer Model; Word of the Day. This will promote a conducive environment for the enhancement of reading and learning. (revised 1-2018) Population: 6-8 grade students -LEP -PD -GT -Pre-AP/AP -DYS -SE -MI -AR -TI Timeline: Twice per week from Aug. 2018-May 2019. CNA pg. 7-9</p>	2.4, 2.5, 2.6	Administration, Library, Dean of Instruction, and Department Chair	<p>F: Diagnostic Test Results, Benchmark Scores, Lion Testing, Texas Middle School Fluency Assessment, Mid Point Checkpoints, Campus Administration Walkthroughs, In-formal-Formative Assessments, and District Benchmarks</p> <p>S: STAAR results</p>				
<p>Funding Sources: 199 Local funds - 2700.00</p>							

<p align="center">Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1</p> <p>3) To track reading progress, teachers will administer the diagnostic reading test to all 6th-8th grade students and a reading fluency test to 7th grade students three times during the school year. To improve student reading results, a plan of action will then be created for at-risk 6-8th grade students.</p> <p>-LEP -PD -GT -Pre-AP/AP -DYS -SE -MI -AR -TI Timeline: Aug. 2018-May 2019. CNA pg. 7-9</p>	2.4, 2.5, 2.6	Administration, Dean of Instruction, Department Chair	F: Diagnostic Test Results, Lion Testing S: STAAR, TAPR, PBMAS, AMAOS 1,2,3, SELP, TELPAS Campus Administration Walkthroughs, In-formal-Formative Assessments, and District Benchmarks				
<p>Funding Sources: 199 Local funds - 17799.00</p>							
<p align="center">Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1</p> <p>4) The implementation of the Accelerated Reader program will enhance and build upon reading skills necessary for academic and STAAR mastery 6-8th grade students</p> <p>-LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI Timeline: 2nd through 6th weeks from Aug. 2018-May 2019. CNA pg. 7-9</p>	2.4, 2.5, 2.6	Administration, Dean of Instruction, Department Chair	F: With the use of the accelerated Reader Program, every six-weeks a print out of points obtained from each reading class will be published for public viewing. AR, however, cannot be used in the grading system.				
<p>Funding Sources: 199 Local funds - 300.00</p>							

<p align="center">Critical Success Factors CSF 3 CSF 7</p> <p>5) Teachers from the ELA, Math, Science and Social Studies department will have numerous opportunities to attend a conference/training(Region One) including district professional development in GT/Pre-AP and will be prepared to share the information with the rest of the teachers. Faculty members have be provided with STAAR and TELPAS data at the start of the school year to identify struggling learners and prescribe early interventions for academic progress by student category (B, I, A, M1, M2,PD) in ELA. Certified personnel will attend the yearly state assessment conference/professional development in order to stay abreast of the latest state assessment requirements. New/updated information will be presented and implemented in the classroom to increase student progress in STAAR/EOC results. Population: 6-8th grade students -At-risk -GT -Pre-AP/AP -DYS -SE -MI -LEP -PD -Timeline: Aug. 2018-May 2019 CNA pg. 7-9</p>	2.4, 2.5, 2.6, 3.1	Librarian, Administration, Dean of Instruction, Department Chair	<p>F: Agendas, ERO, Student performance in weekly tests, six weeks grade, and benchmark results. S:STAAR Reading Scores, TAPR, PBMAS, AMAOS 1,2,3, SELP, TELPAS</p> <p>Campus Administration Walkthroughs, In-formal-Formative Assessments, and District Benchmarks</p>				
<p>Funding Sources: 199 Local funds - 2520.00, 211 Title I-A - 10800.00</p>							

<p style="text-align: center;">Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2</p> <p>6) Students that receive failing grades in the Reading, writing, Math, Science and Social Studies benchmarks, checkpoints, teacher made test, unit test, and diagnostic tests will be recommended and motivated to attend tutorial and/or Saturday Academies in order to meet STAAR standards. Tutorials will also help meet AYP requirements. The 21st Century Program will target academic student needs by having classes on a daily basis. The Gear Up Program will be implemented in 8th grade to help the students succeed. Students that receive a 60 or lower in their courses will be monitored throughout the school year by classroom teacher. Incentives for students to motivate the tutorial attendance. Custodial supplies to maintain a healthy campus and repairs as needed. Population: 6-8 grade students -LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI Timeline: Sept. 2018-May 2019. CNA pg. 7-9</p>	<p>2.4, 2.5, 2.6</p>	<p>Administration, Dean of Instruction, Department Chair Gear Up Counselor 21st Century Coordinator</p>	<p>:Teacher made tests, benchmark results Campus Administration Walkthroughs, In-formal- Formative Assessments, and District Benchmarks</p> <p>S: STAAR Reading Scores, TAPR, PBMAS, AMAOS 1,2,3, SELP, TELPAS</p>				
<p>Funding Sources: 162 State Compensatory - 29087.00, 199 Local funds - 200.00, 211 Title I-A - 22368.00</p>							

<p align="center">Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2</p>	2.4, 2.5	Administration, Dean of Instruction, Department Chair	F: lesson plans, classroom observations, student progress reports, benchmark scores, mid-point checkpoints S: STAAR Scores				
<p>7) ALL core areas, special education and electives teachers will use instructional materials: computers, laptops, printers, computer devices, calculators, Nooks, cameras, and ink necessary to help students achieve academic progress in the required state assessments. They will also provide classroom resources and manipulative activities to assist students in academic success such as the Electric cars for Science STEM activity. Technology training will be provides in all core subject areas for teachers in the areas of PowerPoint, smart board Web links etc. to develop an ambiance for interactive learning and increase participation for students. Computer aide assistant will help students with computer programs. Population: 6-8th grade students -LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI Timeline: Aug. 2018-May 2019. CNA pg.8</p> <p>Funding Sources: 199 Local funds - 7720.00, 211 Title I-A - 35575.00</p>							

<p align="center">Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1</p> <p>8) Provide reading materials and incentives in a variety of formats to support the various curricula and leisure reading needs of students and staff. Population: 6-8th grade students -LEP -PD -GT -Pre-AP/AP -DYS -SE -MI -AR -TI Timeline: Aug. 2018-May 2019 CNA pg. 7-9</p>	2.4, 2.5	Administration, Dean of Instruction, Department Chair	F:Classroom grades and hands on projects, mid-point checkpoints S: STAAR Performance, Campus Administration Walkthroughs, In-formal-Formative Assessments, and District Benchmarks				
<p>Funding Sources: 199 Local funds - 800.00, 211 Title I-A - 26094.00</p>							
<p align="center">Comprehensive Support Strategy PBMAS Critical Success Factors CSF 4</p> <p>9) Following the BISD transitional bilingual program model, provide instruction that ensures advancement/progress of bilingual categories for each school year with the goal of passing assessments in English after a minimum of three years. Population: LEP Timeline: Every six weeks from Aug. 2018-May 2019. CNA pg. 7-9</p>	2.4, 2.5, 2.6	Administration, Dean of Instruction, Department Chair	F:Milestones scores Student grades, Reading/Wag Checklists S:TELPAS Scores Campus Administration Walkthroughs, In-formal-Formative Assessments, and District Benchmarks				
<p>Funding Sources: 211 Title I-A - 2000.00</p>							

<p align="center">Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1</p> <p>10) Implement intervention through RTI Tier Model in order to support student success: Tier I-120 mins. devoted to ELA instruction, Tier II- 30 Mins. per day in small group in addition to the core instruction, Tier III- 30 min. per day in individual or small group in addition to the core instruction. Population: 6-8th grade students -LEP -PD -GT -Pre-AP/AP -DYS -SE -MI -AR -TI Timeline: Aug. 2018-May 2019 CNA pg. 7-9</p>	<p>2.4, 2.5, 2.6</p>	<p>Administration, Dean of Instruction, Department Chair</p>	<p>: RTI data, walkthroughs, checkpoints Campus Administration Walkthroughs, In-formal-Formative Assessments, and District Benchmarks S:STAAR, TELPAS, SELP,PBMAS, AMAO1, AMAO2, BENCHMARKS</p>				
<p>Funding Sources: 211 Title I-A - 3000.00</p>							
<p align="center">Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1</p> <p>11) The Perkins Summer Bridge program is designed to provide extended instructional time for students in need of academic support in Reading, Math, Science and Social Studies who are transitioning from 5th to 6th grade. Population: 5th going to 6th grade students -LEP-GT -Pre-AP/AP-DYS-SE-MI-AR -Timeline: July 2018- Aug. 2019 CNA pg. 7-9</p>	<p>2.4, 2.5, 2.6, 3.1</p>	<p>Administration, Dean of Instruction, Department Chair</p>	<p>Reading and math opportunities for these students through real- world, hands-on programs and labs Campus Administration Walkthroughs, In-formal-Formative Assessments, and District Benchmarks F: Student work S: Teacher Reports/ Tango Data</p>				

<p align="center">Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 4</p> <p>12) Teachers will utilize reading, math, science and social studies software for example; STEMScopes, Zingy, PEG writing, as resources to help analyze student weaknesses and strengths in order to plan instruction. Teachers will use district adopted computer based programs/technology in the classroom and during tutorial/ 21st Century Program in order to enhance and rigorously accent delivery of instruction. Population:6-8 grade students -LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI Timeline: Aug. 2018-May 2019</p>	2.4, 2.5, 2.6	Administration, Dean of Instruction, Department Chair	F:Webcatt, TMDS Student progress reports, weekly/six weeks exams Tango: Benchmarks District/Campus Exams STAAR S: STAAR, report card				
<p align="center">Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 4</p> <p>13) Administer the MSTAR Universal Screener to 6th-8th grade students in order to monitor the student's algebraic readiness. Population: 6-8 grade students -LEP-GT-Pre-AP/AP-DYS-SE-MI-AR-TI Timeline: 2nd, 4th and 6th six weeks.from Aug. 2018-May 2019.</p>	2.4	Dean of Instruction, Teachers, Department Chair, and District Specialist	F:Beginning, Middle and End of Year MSTAR results S:Algebra EOC				
<p align="center">Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 4</p> <p>14) 6th-8th grade GT and Pre-AP students will be required to complete an original research based inquiry project. AP Spanish students will take the AP (Spanish Language and Culture). Population:-GT/Pre-AP, AP Spanish Timeline: 1st six weeks. from Aug. 2018-May 2019.</p>	2.4, 2.5, 2.6	Dean of Instruction, Teachers, Department Chair,	F:Science fair journal step by step AP Spanish Language and Culture tutorials S:School and District Fair participation S: Spanish Language and Culture AP TEST				

<p>15) We will devote 40% of science instructional time to field & laboratory investigations to ensure ample for descriptive, comparative, & experimental investigations outlined in new TEKS. STEM activities will be provided to students as well. Population: 6-8 grade students -LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI Timeline: Aug. 2018-May 2019 CNA pg. 7-9</p>	<p>2.4, 2.5, 2.6</p>	<p>Administration, Dean of Instruction, Teachers, Department Chair</p>	<p>Teacher lesson plans Science Unit test grades. Benchmark grades. S: STAAR</p>				
<p>Funding Sources: 211 Title I-A - 6800.00</p>							



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 1: Perkins 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. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 2: Perkins Career and Technical Education student participation will increase by 5 percentage points over 2018 including special population students.

Evaluation Data Source(s) 2: TSIs reports and AP score reports

Summative Evaluation 2:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) CTE teacher in grade 8 will utilize CTE funds for curriculum supplements and updated technology that will lead to enhanced student learning. Population: CTE students Timeline: August 2018 - July 2019	2.4, 2.5, 2.6, 3.1	CTE teacher Dean of Instruction	Students will be engaged in learning as evidenced by walkthroughs. Students will learn the latest software applications using upgraded technology				

Goal 1: Perkins 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. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

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

Evaluation Data Source(s) 3: TSIs reports and AP score reports

Summative Evaluation 3:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Implement a comprehensive Texas Success Initiative (TSI) prep or remediation plan beginning in the 8th grade with the expectation that all BISD students will graduate college ready. Population: All 8th Grade students Timeline: July 2018 to June 2019	2.6	8th Grade Counselor, Dean of Instruction, Career and Technology Teacher	Formative Results: TSI test taking and passing data Summative Impact: Increased percentage of students passing each and all TSI assessments over previous year.				
	Funding Sources: 199 Local funds - 200.00						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 1: Perkins 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. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

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

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

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) All migrant students will receive grade appropriate school supplies on an as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus 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.</p> <p>Population: All Migrant Students Timeline: August 2018-June 2019</p>		Migrant Funded: Teacher	<p>Formative Results: Distribution forms, PFS Learning Academy Reports, Composite of Services Reports.</p> <p>Summative Impact: +Fewer PFS students are identified due to increased performance +On-time promotion and on-time graduation rates increased</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.</p> <p>Population: 8th grade migrant students Timeline: January 2019</p>		MS Migrant Teachers MS Campus Clerks	<p>Formative: Six Weeks grades and PFS Monitoring Tool</p> <p>Summative: +Increased Algebra I</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>100% = Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>0% = No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 1: Perkins 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. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

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

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

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Perkins 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 CNA pg. 7-9		Curriculum Specialists for Math and Science, Science Fair Coordinators, Math and Science Department Chairs	Formative Results: Summative Impact: +Increase number of campus entries +Increase number of students in STEM classes				
	Funding Sources: 199 Local funds - 3900.00						
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 6-8th teachers and students Timeline: July 2018 - June 2019		Curriculum Specialists for Math and Science, Science Fair Coordinators, Math and Science Department Chairs	Formative Results: Training agendas and flyers, PDS attendance and evaluation reports Summative Impact: +Increase number of campus entries, district entries, Regional and State Entries. +Increase number of students in STEM classes				

<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. Population: Grades 6-8th teachers and students (especially G/T identified students) Timeline: August 2018 - May 2019</p>		<p>Curriculum Administrators, Advanced Academics Administrator Advanced Academics Lead Teachers Campus Administration Campus Coordinator</p>	<p>Training agendas and flyers, PDS attendance and evaluation reports Summative Impacts: +Brainsville Inventions (6th-8th) 10% increase in student participation at the district level. +Chess (6-8th) 10% increase in student participation at the district, regional, state and national levels. +Destination Imagination (6-8th) 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(6-8th) 10% increase in student participation at the district level.</p>				
<p>Funding Sources: 199 Local funds - 4100.00</p>							
<p>4) Perkins Middle 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 6-8th teachers and students Timeline: July 2018 - June 2019</p>		<p>Math Specialists DAAS Lead Teachers Department Chairs Sponsors</p>	<p>Formative Results: Training agendas and flyers, PDS attendance and evaluation reports Summative Impacts: +AMC (6th to 8th) 10% increase in student participation at the district level.</p>				
<p>5) Perkins Middle School will host the annual Campus Spelling Bee and prepare students for District Competition. Population: All 6-8th grade students Timeline: November 2018 - February 2019</p>		<p>Counselor, ELA Teacher, Dean of Instruction</p>	<p>Formative Results: Spelling Bee results for campus and district level Summative Impact: +participation in Spelling Bee +Increased level of competition success beyond previous year.</p>				
<p>Funding Sources: 199 Local funds - 1300.00</p>							
<p>6) 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 2019</p>		<p>Campus Principal, Campus Counselors, Athletic Coordinator</p>	<p>Formative Results: Campus master schedule, P.E. teacher/Coach class rosters and team rosters, choice slips. Summative Impact: increased PEIMS Enrollment Reports, Athletic Coordinator Report</p>				
<p>7) 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>		<p>Campus Principal, Athletic Coordinator</p>	<p>Formative Results: Presentation Schedules, Choice slips for athletic classes. Summative Impact: increased Team and Class rosters on Rank One</p>				

<p>8) 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>		<p>Athletic Department Administrator, Campus Principals, Athletic Coordinator</p>	<p>Formative Results: Sign-in sheets, Try-out reports, choice slips, master schedule Summative Impact: Increased enrollment in Pre-Athletic Programs</p>				
<p>9) 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>		<p>Athletic Department Administrator, Campus Principal, Athletic Coordinator</p>	<p>Formative Results: Team rosters, Master Schedules Summative Impact: Improved Rank One Sport Information compared to prior year.</p>				
<p>10) The campus migrant clerks will provide supplemental support to the PFS and migrant students only, in order to enhance the advocacy, encouragement, and support to the special needs of migrant students as delineated by NCLB Act of 2001 (Public Law 07-110) Section 1301-1309 and will ensure that the migrant students are actively engaged in the Migrant Club, receive needed homework assistance and socialize with other migrant students throughout the current school year. Population: PFS and Migrant Students Timeline: August 2018- June 2019</p>		<p>Campus Principal Migrant Campus Clerks Migrant Teacher DMC MSC</p>	<p>Formative: Attendance roster into Migrant lab, Phone logs, 3 wk progress reports, and Six Weeks grades Summative: +End of year state assessment scores</p>				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Goal 2: Perkins Middle School Staff, Administration, Parents, and Community will ensure equity in availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students. (Board Goal 2)

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

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Our campus will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan. Population: campus facilities Timeline: January 2018- June 2019	2.4, 2.5, 2.6	Campus Administration Facilities and maintenance staff	Complete implementation of the district energy savings plan will result in decreased energy usage compared to prior year. Formative: Monthly comparison of energy usage Summative: Annual comparison of energy usage				

= Accomplished

= Continue/Modify

= No Progress

= Discontinue

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

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

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Perkins will support programs such as Gear Up and 21st Century in the effect effective and efficient use of 100% of available budgeted funds based on the needs assessments. Population: Stakeholders Timeline: July 2018- June 2019	2.4, 2.5, 2.6	Campus Administration DEIC/SBDM Committees	Funding reports will indicate all funds were expended based on prioritized needs. Formative: monthly expenditure reports compared DIP/CIP Summative: end of year expenditure reports				

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

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

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

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Give priority to teachers from high poverty/ high minority/ low performing campus such as Perkins to participate in the Master of Education cohorts, establish Master Teacher Leaders, and explore financial incentives. Population: high poverty/ high minority/ low performing campus students Timeline: July 2018- June 2019 Need: Equity Plan need and Board approved goal priority CNA pg. 7-9	2.4, 2.5, 2.6	Administration	Compensation plan will reflect incentives available for teachers at high poverty/ high minority/ low performing campus. Formative: draft of revised compensation plan Summative: approved revised compensation plan				
Funding Sources: 211 Title I-A - 1700.00							

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

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

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

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

Summative Evaluation 3:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Perkins will provide a positive school culture by greeting teachers every day with a smile, giving them incentives such as raffles with prizes at least once a year. Also providing breakfast, snacks periodically. Timeline Aug. 2018- May 2019 CNA pg. 7-9		Campus Administration	Positive school culture by rewarding teachers periodically				
Funding Sources: 199 Local funds - 1000.00							

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

Performance Objective 1: Perkins Middle School will provide the BISD Public Information Office with features articles, recognition of students, co-/extra-curricular activities, and parent/community events.

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Perkins will promote the history and origins along with current accomplishments of each campus weekly through the website and media venues. Population: SBDM Members Timeline: June 2018- June 2019 Need: Decreasing enrollment/ Board approved goal priority [DEIC added 12-6-2017]		Campus Administration PIO	Monthly bisd posts will indicate a new activity. Formative: schedule of monthly activities Summative: listing of all activities that were presented in the year				
2) Departments will designate a PIO contact to provide features articles, current and prior students/ parents/ staff recognitions, co-/extra-curricular activities, and parent/community events. Population: BISD Stakeholders Timeline: June 2018- June 2019 Need: Need: Decreasing enrollment/ Board approved goal priority		Campus Administration PIO	Regular features in media showcasing current accomplishments of faculty, staff, students, and alumni and major events. Formative: Submissions of information for articles and showcases Summative: annual compilation of articles and presentation/showcases				
3) Perkins will update websites at least monthly including showcasing student and community activities. Population: BISD Stakeholders Timeline: December 2018- June 2019 Need: Decreasing enrollment/ Board approved goal priority [DEIC added 12-6-2017]		Campus TST Dean of Instruction Counselors	Campus website will be up-to-date on a monthly basis with all compliance postings and showcasing campus/program activities and successes. Formative: checklist of websites indicating are current Summative: report at end of year for monthly checklist results				
							





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

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

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Teachers will submit required contact documentation after each office referral within 24 hours. Administration will make sure teachers get feedback from 360 program within 48 hours. Necessary supplies will be readily available to students across all sub-populations in order to promote and maintain safe and healthy learning environment. Population: 6-8th grade students -LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI (YS) Timeline: Aug. 2018-May 2019 CNA P.# 15</p>		Administration, Dean of Instruction, Teachers, Department Chair, District Specialist.	Formative: referrals to ISS, BAC, JJAEP Summative: Report cards, transition meeting, review 360 and RT				
<p>2) Distribute student list every six weeks from district hearing officers regarding -Expulsions -Appeals so it can be compared to PEIMS records in Mainframe to assure correct reporting to TEA. Population: Administrators New Teachers Timeline: June 2018- June 2019. CNA P. #15</p>		Administration, Dean of Instruction, Teachers, Department Chair, District Specialist, Admission, attendance Specialist	Admissions & Attendance Discipline List compared to Order of Expulsions and Removals Summative: PEIMS records Formative: Referrals				
Funding Sources: 199 Local funds - 200.00							

<p>3) Involve appropriate campus counselor in transitional hearings for students returning from JJAEP to Brownsville Independent School District (BISD) for monitoring purposes and a successful transition to BISD Population: Principals Assistant Superintendents PEIMS Student Accounting Timeline: June 2018- June 2019</p>		<p>Administration, Dean of Instruction, Teachers, Department Chair, District Specialist, Admission, attendance, Guidance Counseling Representative, JJAEP Representative.</p>	<p>Formative: Transitional Meeting Sign-in Sheets Summative: RTI and Review 360</p>				
<p>Funding Sources: 199 Local funds - 200.00</p>							
<p>4) Provide professional development based on level of expertise and need in the following area: a.) Bullying Prevention b.) Violence/conflict resolution c.) Recent drug use trends d.) Resiliency/Development Assets e.) Dating Violence f.) Signs of child Abuse g.) Response to Intervention (Rtl) Model for behavior research based interventions to allow staff to recognize and address the issue, as a preventive measure. Population: Counseling & Guidance Representative Timeline June 2018- June 2019</p>		<p>Administration, Dean of Instruction, Teachers, Department Chair, District Specialist, Counselors, Professional Development, Behavioral Specialists and RTI Specialist</p>	<p>Formative: Attendance Roster, Professional Development Evaluation, PEIMS Summative: Discipline Reports</p>				
<p>Funding Sources: 199 Local funds - 200.00</p>							
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

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

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

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

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) In order to reduce the number of Special Ed. Students referred to ISS and/or OSS, alternative disciplinary procedures will be implemented. Such as counselor referrals, BIP updates, redirection, etc. Population:Elementary, Middle School, and High School At-Risk students Timeline: Aug. 2018-June 2019 every time a Sp. Ed. student is referred to the office.		Administration, Dean of Instruction, Teachers, Department Chair, District Specialist, Counselors	Formative: students placed in ISS/OSS S: Review 360				

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

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

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

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Campuses will develop and maintain an Emergency Operation Plan. Plan must be multi-hazard in nature Must be reviewed and updated annually by the campus safety and security committee. The following drills must be practiced accordingly: Lockdown drills (3 times per year), Shelter-in-place, Reverse evacuation, Drop & Cover, Evacuation. In order to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and harm to the environment. Population: Administrators, Campus Staff & Faculty Timeline: June 2018-June 2019</p>		<p>Administration, Dean of Instruction, Teachers, Department Chair, District Specialist, Faculty/Staff, BISS Police/Security</p>	<p>Formative; After Action Reviews, Sign-In Sheets Summative: Evaluations, Audits</p>				
<p>2) Campus will conduct Active Shooter or other hazardous lock down drills at least twice per semester. Population: all students Timeline: August 2018 to June 2019</p>		<p>Security Services Campus Administration</p>	<p>Formative Results: Practice drill reports Summative Impact: 100% of campuses have conducted at least two practice drills.</p>				

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

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

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Complete and disseminate a parental involvement policy so as to delineate how parents will actively involved at the district/campus level with intention to increase population. Disseminate School-Parent Student Compacts indicating each groups responsibilities to ensure student achievement. Will be included in the registration packet. Population: Parents Students School Timeline: Aug. 2018- May2019. CNA Pgs. # 23 - 25	3.1, 3.2	Administration, Dean of Instruction, Teachers, Department Chair, District Specialist, Parent Liaison	Formative: School Parent-Student compacts, Campus Website Summative: Composite EOY Survey Title I-A Parental Involvement Compliance checklist, EOC/STAAR Results, Attendance Rates and Discipline Referrals				
2) Conduct an annual TITLE I meeting to inform parents of services provided through TITLE I funds Population: Parents Students School Timeline: March 2019 CNA Pgs. # 23 - 25	2.4, 2.5, 2.6, 3.1	Administration, Dean of Instruction, Teachers, Department Chair, District Specialist, Parent Liaison	Formative: Agenda, sign in sheet, minutes, flyers. Summative: Composite EOY Survey, Title I-A Parental Involvement Compliance checklist, EOC/STAAR Results, Attendance Rates Discipline				
3) Conduct a campus need assessment and TI Parent Survey to evaluate the effectiveness of district and/or Campus Parental Involvement efforts Population: Parents Timeline: Aug. 2018-May 2019 CNA Pgs. # 23 - 25	3.1, 3.2	Administration, Dean of Instruction, Teachers, Department Chair, District Specialist, Parent Liaison	Formative: Survey Results Summative: Composite of Survey Results, Title I-A Parental Involvement Compliance checklist, EOC/STAAR Results, Attendance Rates Discipline Referrals				

<p>4) Ensure representation of community and parent involvement in the decision making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met. *Parental Involvement Policy *School Parent-Student compacts *Campus Improvement Plan Population: Parents Timeline: Jan 2019-May 2019 CNA Pgs. # 23 - 24</p>	3.1, 3.2	Administration, Dean of Instruction, Teachers, Department Chair, District Specialist, Parent Liaison, SBDM Committee	Formative: Calendar, agendas, sign in sheets, minutes, flyers, P.I. Policy, Compact, Parent Rep. List Summative: Composite of meeting minutes, Session Evaluations Title I-A Parental Involvement Compliance checklist, EOC/STAAR Results, Attendance Rates Discipline Referrals				
<p>5) Host a Parent Orientation day to inform parents, students and community members of daily standard operation procedures and District Policy *Student code of conduct *Student-parent school compact *Emergency Operation Procedures *Volunteer Guidelines and Opportunities Population:Students, Parents and community Timeline: Aug. 2018- May 2019 CNA Pgs. # 23 - 25</p>	3.1, 3.2	Administration, Dean of Instruction, Teachers, Department Chair, District Specialist, Parent Liaison	Formative: agendas, sign in sheets, flyers, brochures, handouts, session evaluations Summative: Discipline referrals, Session Evaluations Title I-A Parental Involvement Compliance checklist, EOC/STAAR Results, Attendance Rates Discipline Referrals				
<p>6) Capitalize on district community resources by creating partnership agreements with agencies and organizations *invite community agencies/organizations to participate and disseminate information about the public services that their agencies offer in order to continue building strong community partnerships. Gear Up Program will incorporate activities inviting community members. Population:Parents and community Timeline: Aug. 2018-May 2019 CNA Pgs. # 23 - 25</p>	3.1, 3.2	Administration, Dean of Instruction, Teachers, Department Chair, District Specialist, Parent Liaison, Counselors Gear Up Counselors	Formative: Agendas sign in sheets MOU's Summative: Increased partnerships				
<p>7) Educate campus administrators and teachers during faculty and grade level meetings as to the academic and non-academic benefits of a strong parent-school partnership. Population:Parents Timeline: Aug. 2018-May 2019 CNA Pgs. # 23 - 25</p>	3.1, 3.2	Administration, Dean of Instruction, Teachers, Department Chair, District Specialist, Parent Liaison	Formative: Agendas, sign in sheets session evaluations Summative: increased parent participation, Title I-A Parental Involvement Compliance checklist, EOC/STAAR Results, Attendance Rates Discipline Referrals				

<p>8) Provide ample parent education opportunities through parent conferences and parent training sessions at each campus parent center to disseminate information, services and/or referrals to agencies that address the needs in the following areas</p> <ul style="list-style-type: none"> *Effective Teaching Strategies *Health Education-Families in Training *Special Populations (Bilingual, Dyslexia, G.T. Migrant, Special Ed.) *Building Capacity <p>College readiness</p> <ul style="list-style-type: none"> *Drop out and violence prevention-New Horizons *community agencies/organizations <p>Population:Parents and community Timeline: Aug. 2018-May 2019 CNA Pgs. # 23 - 25</p>	3.1, 3.2	Administration, Dean of Instruction, Teachers, Department Chair, District Specialist, Curriculum and Inst. Specialist, Campus Instructional Tech Teacher, 21st Century Site Coordinator	<p>Formative: parent conference flyers sign in sheets conference agendas, meeting agendas, conference evaluations</p> <p>Summative: Title I-A Parental Involvement Compliance checklist, EOC/STAAR Results, Attendance Rates Discipline Referrals</p>				
<p>9) Parent Liaison funds will be allocated to provide payment for mileage incurred while conducting Attendance and Parental Involvement responsibilities i.e.; home visits and parental involvement meetings & trainings. Parent Liaison will conduct home visits and inform parents with information concerning the At-Risk student in order to help provide opportunities for student academic success such as the 21st Century Program.</p> <p>Population:Parent Liaison Timeline: Aug. 2018-May 2019 CNA Pgs. # 23 - 25</p>	3.1, 3.2	Administration, Dean of Instruction, Teachers, Department Chair, District Specialist, Campus Parent Liaison 21st Century Coordinator	<p>Formative: Monthly contact log, composite report</p> <p>Summative: Monthly mileage log, Title I-A Parental Involvement Compliance checklist, EOC/STAAR Results, Attendance Rates Discipline Referrals</p>				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

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





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

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Provide teachers/campus administration with professional development opportunities to enhance implementation of instructional strategies including: Response to Intervention (RtI), sheltered instruction (SIOP), differentiated instruction, common instructional framework (CIF), reading comprehension cognitive strategy routines, Texas Literacy Initiative protocols including oral language skills that increase listening/ speaking and reading/ writing proficiency in all content areas.</p> <p>Population: All teachers teaching core content and special education, dyslexia, pre-AP/AP, CTE, and other academic areas</p> <p>Timeline: July 2018 to June 2019</p> <p>CNA pg. 7-9</p>	2.4, 2.5	Principal, Dean, 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>				
Funding Sources: 211 Title I-A - 1200.00							
<p>2) Perkins will receive assistance from district 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.</p> <p>Population: All stakeholders</p> <p>Timeline: August 2018 to June 2019</p> <p>CNA pg. 7-9</p>	2.4, 2.5	Principal/ Dean Dept. Chairs & Campus Lead Teachers or Trainer of Trainers	<p>Formative Results: PLC meeting agendas, Sign-in sheets, PDS session rosters and evaluations, BISD Instructional Feedback reports, PDS Session Evaluations, BOY/MOY/EOY data analysis reports</p> <p>Summative Impact: Improved Summary observation reports, STAAR scores, TPRI/TJL/CPALS scores, TELPAS, TERRANOVA</p>				
Funding Sources: 199 Local funds - 1500.00							

<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 CNA pg. 7-9</p>	2.4, 2.5	Principal/ Dean DAAS Lead Teachers	<p>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>				
<p>4) 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: MS STEM Teachers Timeline: July 2018 to June 2019</p>	2.4	Principal/Dean, Dept Chairs & Campus Lead Teachers	<p>Formative: PDS session evaluations, benchmark scores, program applications counts Summative: STAAR scores, +90% of Campus instructional feedback form walkthroughs will indicate implementation of developed project-based learning experiences. +Campus will have a 2 percentage point increase in the middle school STEM program student enrollment</p>				
<p>5) 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>	2.4, 2.5, 2.6	Principal and Dean 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 Summative: STAAR scores, TELPAS, TMSFA +A 5 percentage point increase in the number of students meeting the passing standards on state assessments</p>				
Funding Sources: 199 Local funds - 600.00							
<p>6) 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: 6-8th grade teachers Timeline: August 2018 to June 2019</p>	2.4, 2.5, 3.1, 3.2	Principal and Dean of Instruction	<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 +5% improvement on State Assessments including STAAR</p>				

<p>7) Fine arts students and teachers will be provided professional development training annually. Population: all 6-8 students and teachers Timeline: August 2018 - June 2019</p>		<p>Campus director and teachers</p>	<p>Formative Results: Sign in sheets, PDS evaluations, student performance ratings Summative Results: Increased EOY performance recognitions</p>				
<p>8) 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>		<p>Migrant Coordinator Campus Administration</p>	<p>Formative Results: Sign in sheets, PDS evaluations, student performance ratings Summative Results: Increased EOY performance on state and local assessments</p>				
<p>9) Professional development opportunities will be provided to campus 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: Middle School At-risk Students Timeline: August 2018- June 2019 (As needed) CNA pg. 7-9</p>	<p>2.4, 2.5, 2.6, 3.1</p>	<p>Principal, Dean of Instruction State Compensatory Education and Homeless Youth</p>	<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 Summative Impact: increased STAAR/EOC and At-risk Retention</p>				
<p>Funding Sources: 211 Title I-A - 1884.00</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. (TEA Ch. 4 Obj. 10)

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

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Perkins Middle School will increase the accessibility for all students in technology based instruction across all subject areas by providing new software, such as Office 365, and hardware at the campuses for computer/technology enhanced instruction. The students will also develop projects that foster creativity, innovation, communication, collaboration, information fluency and digital citizenship in all content areas. Additionally, a Bring Your Own Device Initiative will be maintained throughout the district.</p> <p>Population: All Students Timeline: August 2018- June 2019</p>	2.4, 2.5	<p>Career & Technology Education Adm. Special Programs Adm. Tech Services Adm. Campus Administration</p>	<p>Formative Results: 1. Benchmarks 2. Classroom projects 3. Student competitions 4. Improved connectivity of wired and wireless devices.</p> <p>Summative Impact: 1. +Test scores 2. +End of Year grades 3. +Electronic portfolios 4. +StarChart Surveys 5. +Benchmarks</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. Training and support will be provided for all teachers and students on Netiquette training, the prevention of Cyber Bullying and the integration of technology in the classroom.</p> <p>Population: All Students and teaching faculty Timeline: August 2018 to June 2019 Need: District policy</p>	2.4, 2.5	<p>Tech Services Professional Development Adm. Principal</p>	<p>Formative Results: 1. Professional Development System evaluations 2. Administrative walkthroughs 3. Certificates of completion of training</p> <p>Summative Impact: 1. +T-TESS evaluations 2. +Application Management Reports 3. +StarChart Surveys 4. +Campus Technology Training records from PDS</p>				

<p>3) Campus 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>2.4, 2.5</p>	<p>Technology Services Admin. Chief Financial Officer</p>	<p>Formative Results: 1. Annual operating budget for technology 2. Purchase requests for technology equipment 3. Walk-throughs Summative Impract: 1. +Fixed Assets campus inventory 2. +Starchart Survey 3. +Increased teacher and student technology usage</p>				
<p>4) 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 6-8th Timeline: July 2018 through June 2019</p>	<p>2.4, 2.5</p>	<p>Principal/Dean, 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, Campus will have a 5 percentage point increase in the number of students meeting the 2018 state assessment passing standards</p>				
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Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

Performance Objective 1: Increase the overall campus attendance rate to 96.8% with a target of 97% for middle schools and improve At-Risk Student Attendance Rate by 10% over prior year attendance.

Evaluation Data Source(s) 1: Campus attendance rates, At-Risk Student Attendance

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Campus 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	2.4, 2.5, 2.6	Pupil Services Administrator and Staff, PEIMS Staff, Campus Administration Parent Liaisons	Formative Results: Pupil Services District Attendance Monitoring Visits, PEIMS Reports of Attendance Weekly Rates, Parent Truancy Court Notice Letters, No Credit process, and Student Attendance Plans Summative Impact: +PEIMS Districts and Campus Attendance Percentage Rates				
2) To better support student achievement and improve student attendance, campus Parent liaisons will be proactive by monitoring student attendance through daily, weekly and six weeks attendance reports. Parents of students with excessive absences as per district policy will be issued warning notices, no credit letters, and/or court notifications as needed. Population: all BISD students 6 to 8th grade Timeline: September 2018 to May 2019	2.4, 2.5	PEIMS Administrator and Staff, Campus Administration Campus Attendance Personnel	Formative Results: School Messenger Notification System Reports, eSchool Attendance Reports, District Attendance Monitoring forms, Truancy Court Sworn Affidavits filed, No Credit Letters Summative Impact: +PEIMS Districts and Campus Attendance Percentage Rates				
3) To reduce student absenteeism, campus staff will be proactive by monitoring students attendance and after the 3rd student absence, begin Truancy Preventative Measures (TPM), which includes issuing a "Student Attendance Plan" to the parent and student during parent conferences held at school to prevent further student absences. Population: all Student with absenteeism Timeline: 2018 Fall Semester and 2019 Spring Semester	2.4, 2.5	Campus Administration, Campus Staff Nurses, Counselors, and Parent Liaisons	Formative Results: 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 Impact: +PEIMS attendance data shows increase				

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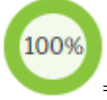



Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

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

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

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Migrant recruiters and clerks will attend the annual intensive Identification and Recruitment (ID&R) training in order to be certified as state recruiters. Migrant Education Program will utilize the comprehensive ID&R / Quality Control Plan of Action/ COE Procedural Flow Chart to systemically and thoroughly identify migrant students and their families and improve their attendance in BISD schools. Population: Migrant Office Staff Timeline: August 2018 and January 2019</p>		District Migrant Coordinator MEP Staff-Clerks and Recruiters	<p>Formative: PDS Transcripts, NGS Maximum Enrollment Report Promotion Continuity of Services, Region One audit Summative: +Increase in student ID&R numbers Migrant Recruiter & clerks certificate of attendance, +increase in migrant student enrollment</p>				
<p>2) Monitor and recover students classified as dropouts/No-Show on a systemic cycle through dropout recovery efforts that include: Walk for the Future in order to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate. Population: Middle School At-risk Students Timeline: August 2018-June 2019</p>		State Compensatory Education administration Campus Administration	<p>Formative Results: PDS Session Attendance and Evaluation Reports, eSchoolPLUS At-Risk Progress Report and Dropout Monitor Report, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: increased At-risk Retention, Graduation, and Completion Rates +Decreased dropout rate</p>				
<p>3) Provide out-of-cohort students at the Brownsville Learning Academy Middle School adequate space, supplies, and staff to increase the number of middle 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 School at risk Students Timeline: August 2018 - June 2019</p>		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: +Improved EOC/STAAR, Attendance Rate, Recidivism Rate, Retention Rate, Dropout Rate, Graduation Rate, and Completion Rate</p>				

<p>4) Provide At-Risk/ Supplemental Transitional Counselors (as needed and per adopted compensation plan) at Perkins Middle school to monitor and coordinate intervention programs to improve at-risk student achievement, attendance, completion rate, and reduce the retention rate and dropout rate. Population: Middle School At-risk Students Timeline: August 2018- June 2019 (Daily) Edit Remove</p>		<p>State Compensatory Education administration Campus Administration</p>	<p>Formative Results: 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 Impact: +Increased STAAR/EOC, At-risk Retention, and Completion Rates +Decreased dropout rate</p>				
<p>5) A leadership conference for middle school migrant students will be held to assist the participants with improved leadership, learning and study skills and share pertinent information for a successful academic experience. Population: Middle School PFS and Migrant students Timeline: Aug. 2018- March 2019</p>		<p>Migrant Parent Liaison Migrant campus clerks</p>	<p>Formative: Assessment scores and Six Weeks grades Summative: EOY Assessment results and EOY promotion rates</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

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

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

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

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) *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>	2.4, 2.5, 2.6, 3.1	Principal, Dean 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>				
Funding Sources: 162 State Compensatory - 9540.00							
<p>2) Dean of Instruction will 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: Middle School At-risk Students Timeline: July 2018- June 2019</p>	2.4, 2.5	Campus Administration	<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>3) 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>		Curriculum, Dyslexia and 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: + decreased Retention Rate compared to prior year</p>				

<p>4) 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>	2.4, 2.5, 2.6	State Compensatory Education administration Campus Administration	<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>5) 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: Aug. 2018- June 2019</p>	2.4, 2.5, 3.1	District Migrant Coordinator Campus Principal Migrant Teacher Migrant Clerk MSC	<p>Formative: Sixth weeks grades and PFS Monitoring Tool Summative: +Increased promotion rates and State test performance</p>				
<p>6) 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. Population: Campus Administration, Faculty and Staff Timeline: September 2018 - May 2019</p>	2.4, 2.5, 2.6	District Migrant Coordinator Campus Principal Migrant Funded Teacher MSC	<p>Formative: PFS Monitoring Tools, Assessment Results, Placement into Interventions Summative: STAAR, PBMAS Report Performance and Staging</p>				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

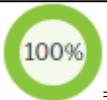
Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

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


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

Summative Evaluation 4:

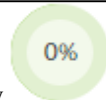
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) To promote physically and emotionally healthy students, the district will utilize the -PAPA (Parenting and Paternity Awareness) curriculum -CATCH (Coordinated Approach 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	3.1, 3.2	Principal, Dean, Dept Chairs & Campus Lead Teachers	Formative Results: Classroom observation, Professional development evaluations, Sign-in sheets, Workshop agendas Summative Impact: Fitness Gram results increase CATCH Binder end of year evaluation				
2) Assistance in the planning and execution of the overall health program at the campus level, in an effort to improve overall student health which increases student attendance and academic performance, will be carried out by Health Services (nurse). Population: Campus Nurse (licensed medical professional RN and LVN). Timeline: August 2018 - June 2019	2.4, 3.1	Nurse	Formative Results: Monthly reports Summative Impact: +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.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers will meet once a week to align ELA, Math, Science and Social Studies curriculum & discuss effective teaching strategies for upcoming units of study. Teachers will be released every six weeks to plan for upcoming instruction and vertically align. Faculty will be provided with STAAR and TELPAS training/data to help identify struggling learners and prescribe early intervention. Discuss the progress of B, I, A, M1 & M2,PD students. Test will be same for each grade level after each unit to measure student performance equally. Administration and the Dean of Instruction will meet with the departments as needed to plan and discuss Professional Development training/yearly conferences to ensure that all students meet the STAAR standards. Population: 6-8 grade students -LEP -PD -GT -Pre-AP/AP -DYS -SE -MI -AR -TI Timeline: Aug. 2018-May 2019 CNA pg. 7-9
1	1	2	Implement Action Plan for ELA including reading novels, Dr. Kay's text structure strategies, reading fluency will be addressed utilizing selected texts having students read orally and silently to increase strength and stamina. Also to increase comprehension utilize Lion testing scores and the A.R. program to increase individualized reading fluency as needed. Enhance vocabulary development by using Frayer Model; Word of the Day. This will promote a conducive environment for the enhancement of reading and learning. (revised 1-2018) Population: 6-8 grade students -LEP -PD -GT -Pre-AP/AP -DYS -SE -MI -AR -TI Timeline: Twice per week from Aug. 2018-May 2019. CNA pg. 7-9
1	1	3	To track reading progress, teachers will administer the diagnostic reading test to all 6th-8th grade students and a reading fluency test to 7th grade students three times during the school year. To improve student reading results, a plan of action will then be created for at-risk 6-8th grade students. -LEP -PD -GT -Pre-AP/AP -DYS -SE -MI -AR -TI Timeline: Aug. 2018-May 2019. CNA pg. 7-9
1	1	4	The implementation of the Accelerated Reader program will enhance and build upon reading skills necessary for academic and STAAR mastery 6-8th grade students -LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI Timeline: 2nd through 6th weeks from Aug. 2018-May 2019. CNA pg. 7-9
1	1	6	Students that receive failing grades in the Reading, writing, Math, Science and Social Studies benchmarks, checkpoints, teacher made test, unit test, and diagnostic tests will be recommended and motivated to attend tutorial and/or Saturday Academies in order to meet STAAR standards. Tutorials will also help meet AYP requirements. The 21st Century Program will target academic student needs by having classes on a daily basis. The Gear Up Program will be implemented in 8th grade to help the students succeed. Students that receive a 60 or lower in their courses will be monitored throughout the school year by classroom teacher. Incentives for students to motivate the tutorial attendance. Custodial supplies to maintain a healthy campus and repairs as needed. Population: 6-8 grade students -LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI Timeline: Sept. 2018-May 2019. CNA pg. 7-9

Goal	Objective	Strategy	Description
1	1	7	ALL core areas, special education and electives teachers will use instructional materials: computers, laptops, printers, computer devices, calculators, Nooks, cameras, and ink necessary to help students achieve academic progress in the required state assessments. They will also provide classroom resources and manipulative activities to assist students in academic success such as the Electric cars for Science STEM activity. Technology training will be provides in all core subject areas for teachers in the areas of PowerPoint, smart board Web links etc. to develop an ambiance for interactive learning and increase participation for students. Computer aide assistant will help students with computer programs. Population: 6-8th grade students -LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI Timeline: Aug. 2018-May 2019. CNA pg.8
1	1	8	Provide reading materials and incentives in a variety of formats to support the various curricula and leisure reading needs of students and staff. Population: 6-8th grade students -LEP -PD -GT -Pre-AP/AP -DYS -SE -MI -AR -TI Timeline: Aug. 2018-May 2019 CNA pg. 7-9
1	1	9	Following the BISD transitional bilingual program model, provide instruction that ensures advancement/progress of bilingual categories for each school year with the goal of passing assessments in English after a minimum of three years. Population: LEP Timeline: Every six weeks from Aug. 2018-May 2019. CNA pg. 7-9
1	1	10	Implement intervention through RTI Tier Model in order to support student success: Tier I-120 mins. devoted to ELA instruction, Tier II- 30 Mins. per day in small group in addition to the core instruction, Tier III- 30 min. per day in individual or small group in addition to the core instruction. Population: 6-8th grade students -LEP -PD -GT -Pre-AP/AP -DYS -SE -MI -AR -TI Timeline: Aug. 2018-May 2019 CNA pg. 7-9
1	1	11	The Perkins Summer Bridge program is designed to provide extended instructional time for students in need of academic support in Reading, Math, Science and Social Studies who are transitioning from 5th to 6th grade. Population: 5th going to 6th grade students -LEP-GT -Pre-AP/AP-DYS-SE-MI-AR -Timeline: July 2018- Aug. 2019 CNA pg. 7-9
1	1	12	Teachers will utilize reading, math, science and social studies software for example; STEMScopes, Zingy, PEG writing, as resources to help analyze student weaknesses and strengths in order to plan instruction. Teachers will use district adopted computer based programs/technology in the classroom and during tutorial/ 21st Century Program in order to enhance and rigorously accent delivery of instruction. Population:6-8 grade students -LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI Timeline: Aug. 2018-May 2019
1	1	13	Administer the MSTAR Universal Screener to 6th-8th grade students in order to monitor the student's algebraic readiness. Population: 6-8 grade students -LEP-GT-Pre-AP/AP-DYS-SE-MI-AR-TI Timeline: 2nd. 4th and 6th six weeks.from Aug. 2018-May 2019.
1	1	14	6th-8th grade GT and Pre-AP students will be required to complete an original research based inquiry project. AP Spanish students will take the AP (Spanish Language and Culture). Population:-GT/Pre-AP, AP Spanish Timeline: 1st six weeks. from Aug. 2018-May 2019.

State Compensatory

Personnel for Perkins Middle School :

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
At Risk Counselor	At Risk Counselor	State Compensatory	1
Dean of Insstruction	Dean of Instruction	State Compensatory	1
Teacher	Teacher	State Compensatory	.50
Teacher	Teacher	State Compensatory	.50
Teacher	Teacher	State Compensatory	.50
Teacher	Teacher	State Compensatory	.50

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Title I, Part A Funds will be used to partially finance strategies to increase parental involvement at the school including the parent workroom and to purchase special materials used in the parent volunteer program. Parent education will be provided to parents by the campus parent liaison as well as the District's Parental involvement Center. Parent training on how to help their students be successful at home, learning English, discipline management and parenting skills will be provided to those parents who want to better meet the rigors of parenting. *CIP: 1.9*

An orientation for 5th grade students and their parents will be held annually in the Spring to assist with the transition into middle school. An informational meeting will also be held with 8th grade students and their parents to inform them of high school requirements and expectations. *CIP: 1.11*

Teachers will be included in decisions regarding the use and selection of academic assessments to measure student performance. Teachers will use data obtained from state assessments as well as other instruments, including but not limited to the SELP, TELPAS, and benchmark tests, to implement new instructional strategies, modify existing strategies and/or discontinue existing strategies to better address student needs as determined by use of these instruments. *CIP: 1.1, 1.3*

Students experiencing difficulty in mastering the TEKS will be provided effective, timely additional assistance. All teachers will closely monitor all students' performance based on daily exercises and periodic tests. Students not mastering the objectives will be provided additional assistance in the after school tutorial program and/or enrichment courses based on his/her individual needs. *CIP: 1.5*

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Schoolwide Reform is the core of our school strategies. Perkins M.S. will target the areas in greater need based on the student demographics. Appropriate stakeholders will plan CIP and the strategies involve will be as follows:

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

In order to successfully implement the Schoolwide Reform Strategies, Perkins M.S. will be dedicated to increase the amount of learning time, provide an

enriched and accelerated curriculum, provide computerize resources, book resources, and counseling and guidance.

2.2: Regular monitoring and revision

Campus Improvement Plan will be revised in an ongoing manner all school year. Dean of Instrucion and SBDM members will meet once a week to look at the CIP and revise as needed.

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

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

The strategies include:

- **Our school encourages parents/community to be involved Our school encourages parents/community to be involved**
- **High parent attendance at the parent center**
- **Encourage Open House Attendance**
- **Career Day**
- **Campus Website**
- **Principal of the Day**
- **Take your child your child to work day**
- **Adult Education Classes**
- **Stallion Leaders For Tomorrow**
- **PASOS- GEAR UP**
- **21st Century Parental Involvement Meetings**

2.4: Opportunities for all children to meet State standards

Perkins Middle School will provide opportunities for all children to meet the State's proficient and advanced levels of academic performance, use effective methods and instructional strategies that are established on scientifically based research that (1) strengthen the core academic program (activity: teachers will have extensive training on the implementation of depth of knowledge/rigorous instruction); (2) increase the amount and quality of learning time, including the funding of an after-school tutorial/ summer school/ enrichment program,

for students who are At-Risk and in need of continuity in their instructional program to be successful in the succeeding school year (activity: after school tutorial will begin on the third week of instruction); (3) include strategies for meeting the educational needs of historically underserved populations (activity: customized student instructional approaches will be implemented to engage students in the learning process); (4) include strategies to address the needs of all children in school, particularly the needs of low-achieving students, At-Risk, or not meeting the State student academic achievement standards (activity: individual student academic/social constraints will be address); (5) address how the school will determine if such needs have been met (activity: the implementation of formal assessments); and (6) are consistent with and are designed to implement the State and local improvements plans.

2.5: Increased learning time and well-rounded education

Perkins Staff will provide bell to bell instruction and a well rounded education at all times.

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

Perkins Middle School will provide strategies to address the needs of all children in school, particularly the needs of low-achieving students, At-Risk, or not meeting the State student academic achievement standards (activity: individual student academic/social constraints will be address) Example Tutorial and Saturday Academies.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

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

The strategies include:

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- **Campus Website**
- **Principal of the Day**
- **Take your child your child to work day**
- **Adult Education Classes**
- **Stallion Leaders For Tomorrow**

3.2: Offer flexible number of parent involvement meetings

Perkins Middle School will offer a number of flexible meetings. For example meetings every Friday at 9:00am and offer meetings at 5:00pm once a month.

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Computer Lab Aide	Computer Lab Aide	Title 1-A	1
Dyslexia Paraprofessional	Dyslexia Paraprofessional	Title 1- A	1
Library Aide	Library Aide	Title 1- A	1
Nurse	Nurse	Title 1- A	1
Parent Liason	Parent Liason	Title 1-A	1

2018-2019 Site Based Decision Making Committee

Committee Role	Name	Position
Administrator	Beatriz Hernandez	Principal
Meeting Facilitator	Gisela Delgado	Dean of Instruction
Non-classroom Professional	Laura Vela-Samaniego	At Risk Counselor
Non-classroom Professional	Martha Barrios	Librarian
Classroom Teacher	Edgar Chong	Classroom Teacher
Business Representative	Joseph Clements	Business Representative
Business Representative	Alfonso Delgado	Business Representative
District-level Administrator	Carlos Olvera	District Level Admin
Community Representative	Vanesa Clements	Community Representative
Classroom Teacher	Patricia Montoya	Classroom Teacher
Classroom Teacher	Erika Ortiz	Classroom Teacher
Classroom Teacher	Ricardo Guerra	Classroom Teacher
Classroom Teacher	Bhavana Wadhvani	Classroom Teacher
Classroom Teacher	Sandra Rodriguez	Classroom Teacher
Classroom Teacher	Hugo Sanchez	Classroom Teacher
Classroom Teacher	Edna Garza	Classroom Teacher
Parent	Olga Perez	Parent
Parent	Yadira Hernandez	Parent
Community Representative	Yadira Lopez	Community Representative

Campus Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplies for planning	199-11-63-99-51-046-Y-11-0-00-Y	\$1,500.00
1	1	1	Staff Development	199-13-6411-23-046-Y-99-000-Y	\$500.00
1	1	2	Subs for Dr. Kay's training	199-11-61-12-18-046-Y-99-0-00	\$1,500.00
1	1	2	General Supplies	199-11-63-99-62-046-Y-11-0-00	\$300.00
1	1	2	Supplies and Materials		\$900.00
1	1	3	Copy paper	199-11-63-96-00-046-Y-11-0-00	\$5,000.00
1	1	3	Supplies and Materials		\$12,799.00
1	1	4	Reading Materials	199-12-63-29-00-046-Y-99-0-00	\$300.00
1	1	5	Travel	199-13-64-11-23-046-Y-99-0-00	\$1,500.00
1	1	5	Employee Travel		\$1,020.00
1	1	6	Extra Duty Pay		\$200.00
1	1	7	Capital Assets -other	199-23-66-49-00-046-Y-99-0-00	\$5,920.00
1	1	7	Prof. Contracted Services		\$400.00
1	1	7	Supplies and Materials- Software		\$1,400.00
1	1	8	Reading Materials		\$800.00
1	3	1	Supplies and Materials		\$200.00
1	5	1	General Supplies	199-11-63-99-00-046-Y-11-0-00-Y	\$1,500.00
1	5	1	Co-Curricular		\$2,400.00
1	5	3	CL		\$4,100.00
1	5	5			\$1,300.00
3	3	1	Miscellaneous operating costs		\$1,000.00
5	1	2	Supplies		\$200.00
5	1	3	Supplies		\$200.00
5	1	4			\$200.00

7	1	2	Consulting Services		\$1,500.00
7	1	5	Stipends		\$600.00
Sub-Total					\$47,239.00
Budgeted Fund Source Amount					\$49,246.00
+/- Difference					\$2,007.00
162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Substitute Teachers	162-11-6112-00-046-Y-30-000	\$6,000.00
1	1	6	Tutorials- Sat. Academies	162-11-6118-00-046-Y30-000	\$9,000.00
1	1	6	SSI Tutorials	162-11-6118-00-046-Y24-SSI	\$14,087.00
1	1	6	Maintenance and Repair	162-11-6249-62-046-Y30-000	\$6,000.00
9	3	1	Copy Paper	162-11-6396-00-046-Y-30-000	\$2,075.00
9	3	1	General Supplies	162-11-6399-00-046-Y2-30-000	\$7,465.00
Sub-Total					\$44,627.00
Budgeted Fund Source Amount					\$44,627.00
+/- Difference					\$0
211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Subs		\$7,000.00
1	1	5	Consulting Services		\$3,000.00
1	1	5	Employee Travel		\$2,800.00
1	1	5	Stipends		\$1,500.00
1	1	5	Consulting Services		\$1,500.00
1	1	5	Employee Travel		\$2,000.00
1	1	6	Extra Duty Pay		\$10,000.00
1	1	6	General Supplies		\$10,000.00
1	1	6	Supplies for Maint.		\$2,368.00
1	1	7	General Supplies		\$2,500.00

1	1	7	Supplies and Materials		\$8,000.00
1	1	7	Supplies and Materials		\$23,125.00
1	1	7	License / Software		\$1,650.00
1	1	7	Supplies and Materials		\$300.00
1	1	8	TESTING MATERIALS		\$2,001.00
1	1	8	Copy Paper		\$2,300.00
1	1	8	General Supplies		\$21,793.00
1	1	9	General Supplies		\$2,000.00
1	1	10	General Supplies		\$3,000.00
1	1	15	PD Extra Duty Pay		\$5,400.00
1	1	15	General Supplies		\$600.00
1	1	15	PD extra duty pay		\$600.00
1	1	15	General Supplies		\$200.00
3	2	1	Misc. Operating Costs		\$1,700.00
7	1	1	General Supplies		\$1,200.00
7	1	9	General Supplies		\$700.00
7	1	9	General Supplies		\$150.00
7	1	9	Employee Travel		\$700.00
7	1	9	Miscellaneous Operations		\$334.00
Sub-Total					\$118,421.00
Budgeted Fund Source Amount					\$118,421.00
+/- Difference					\$0
Grand Total					\$210,287.00