

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



Mission Statement

The Stell Middle School family of parents, students, faculty, and community is committed to develop and support life-long learners who are academically and civically responsible by providing an equitable, exemplary education.

Vision

Stell Middle School engages students, educates leaders, and encourage individual thinking.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Stell MS is located at 1105 E. Los Ebanos Blvd., Brownsville, Texas. Stell MS is one of eleven middle schools in Brownsville ISD. The campus was originally built in 1957 and the main campus originally comprised of 3 buildings. One building housed the office complex and the second building housed the 15 classrooms, a cafeteria, library and the third building housed the open aired gymnasium. Over the next 50 years, the campus has grown beyond these original 15 classrooms to 58 permanent classrooms, 18 portable classrooms, a Band Hall with 7 practice rooms and state of the art library. In the late 1980's the gymnasium was expanded, enclosed and air conditioned. Stell MS is known district wide for having beautifully landscaped and maintained grounds. Current administration continues to build on campus beautification by purchasing and planting 15 trees, many of which are in the Athletic field to the rear of the school to provide shade for the athletes and spectators.

The student population at Stell MS is approximately 970 and serves students in grades 6 through 8. According to the PEIMS Data Review of our campus profile, 98.9% of the student population is Hispanic, 61.6% of the student population is identified as At-Risk, and 98.4% are identified as Economically Disadvantaged. Many of our students are first generation Mexican immigrants, 25.6% are classified as Limited English Proficient and a majority is English/Spanish bilingual. In addition, several of our students come from homes which participate in state and federal assistance programs such as food stamps, welfare, the Women, Infant and Children (WIC) nutrition program, and subsidized housing and medical assistance.

The attendance rates for 2017-2018 school was 95.4% for all students and 96% for At-Risk students. The dropout rate for the 2016-2017 school year was 1.5% for all students and 1.0% for At-risk students. Moreover, the retention rate was 1.2% for all students and 1.0% for At-Risk students. Current school year 2018-2019 demographics summary will be updated after PEIMS snapshot October 30, 2018 to reflect most current information.

The current staff at Stell MS is comprised of 63 teachers, 4 campus administrators, 4 counselors, 8 professional support staff, 6 custodians, 11 cafeteria personnel and 9 itinerate staff members. The Stell Middle School staff is diverse with 83.8% Hispanic and 16.2% White. The teaching staff is comprised of 45% male and 55% female.

A student group that performed less than or equal to the state average is identified as a priority. Stell MS is reflecting a 69% on State Safeguards. Based on the review of the data, best practices will be used to address the priority areas of need to improve to 90% on State Safeguards. Objectives of Stell Middle School Campus Improvement Plan delineates a variety of research-based strategies and are used to address the areas of need.

Grade Levels: 6th – 8th

Non-Special Education rates of retention: *Grade 7 (0.5 %), * (1.0 %) and *Grade 8 (1.0%). Reported grade levels are

slightly higher than state percentages with the exception of 6th grade, which has a .05% difference.

Demographics Strengths

- 6th – 8th grade Eco. Dis, SPED and ELL students met state target performance 55% status in math.
- 67% of 6th – 8th grade students met satisfactory state standards at phase-in 1 on STAAR/STAAR-M/STAAR-Alt in reading, math, writing, science and social studies.

Demographic Needs:

The demographic needs for Stell MS are

1. Special population (IDEA; EL; RtI; 504; Dyslexia) students will participate in an academic after school program a minimum of two days a week. Teachers will spiral curriculum to reinforce non-mastered STAAR objectives specifically targeting Special population (IDEA; EL; RtI; 504; Dyslexia) students who were below 50% on last year's scores with supplement instruction and resources.
2. Counselors will meet the needs of grade-level population to reduce failing rates and to increase student achievement by providing supplemental guidance and counseling services.
3. Purchase supplemental resources/materials supported by the district curriculum frameworks to address specific student expectations not yet mastered and will be taught in isolation to help close achievement gaps in those specific areas.
4. IDEA students will receive small group instruction in Reading Text Structures (FASCT) three times a week to improve higher order thinking skills.
5. EL students will improve in academic performance through inclusion support from ESL aide.
6. Present campus-wide strategies to faculty by health services personnel who are certified to handle all medical and social situations and monitor students' overall health.
7. All special education students in the LifeSkills & BI units will receive individualized instruction in the least restrictive environment to meet the academic goals listed on the students IEP. All special education students in the inclusion setting will receive individualized instruction in the least restrictive environment to meet the academic goals listed on the students IEP.
8. GT/AP/ and STEM students will receive differentiated instruction (STEM materials Defined STEM Software) to meet the complexity of student expectations in accordance to Performance Standards and Project Based Learning tasks.
9. GT/AP and STEM students will increase participation in Advanced Academics Co-Curricular opportunities and options for advanced learners such as Brainsville Interventions, Destination Imagination, Poet's Corner, Stock Market Game, Science Fair, History Fair, American Math Competition (AMC), and Robotics competition.
10. Federal Programs will fund 2.0 FTE highly qualified teachers in order to increase student performance and one clerical assistant under Title I-A.

Student Academic Achievement

Student Academic Achievement Summary

Academic and Department meetings are scheduled to review data such as class grades, benchmark results, students membership in special sub-populations, student attendance, monitoring of RtI Plans and TMSFA results. Specific plans will be created by each teacher as to how to address individual student weaknesses in their classroom. Benchmarks are reviewed using Lead4Ward Heat maps to identify specific student expectations that need to be mastered and/or retaught. Classroom level of questing will be addressed by classroom walkthroughs by administration, with 80% of all questions asked by teachers being from higher levels of Bloom's Modified Taxonomy. These specific essential questions are noted on campus uniformed lesson plans. Teachers are challenged to use new curriculum, apply new training techniques and plan together to meet higher goals of student achievement and success.

Implementation of the Milestones curriculum for all Bilingual students identified as Beginners, Intermediate or advanced students will lead to higher success of the ELL sub-population. Students who are classified as migrant will receive grade appropriate school supplies, student packs and clothing as needed to provide them with the tools necessary to complete school assignments. Stell MS was placed on level one of the AYP as mandated federal policy. As a result, CIP in the areas of ELAR and Mathematics targeting the sub-populations of ELL and Special Education students have been revised. The CIP in these two areas have been revised to provide activities that will stretch over two school years.

STAAR Summary ALL Grades Tested 2018

All Subjects 70% Stell Middle School received one distinction: Academic Achievement in ELA/Reading.

STAAR Percent at Approaches					2019 Campus Projections
Three Year Cumulative Data	Year	Campus	District	State	
6th Reading	2018	53	63	66	85%
	2017	54	61	67	Pending Scores from TAPR
	2016	58	63	71	
6th Math	2018	67	76	76	85%
	2017	65	71	75	Pending Scores from TAPR
	2016	72	70	74	
7th Reading	2018	66	69	72	85%

	2017	70	68	72	Pending Scores from TAPR
	2016	66	65	72	
7th Math	2018	66	68	71	85%
	2017	62	66	68	Pending Scores from TAPR
	2016	64	68	71	
7th Writing	2018	64	66	67	85%
	2017	74	68	68	Pending Scores from TAPR
	2016	65	65	70	
8th Reading	2018	70	75	76	85%
	2017	69	71	76	Pending Scores from TAPR
	2016	80	76	82	
8 th Math	2018	76	78	78	85%
	2017	65	73	74	Pending Scores from TAPR
	2016	56	67	73	
8th Science	2018	59	71	74	85%
	2017	69	69	74	Pending Scores from TAPR
	2016	80	74	76	
8th Social Studies	2018	52	64	64	85%
	2017	57	58	62	Pending Scores from TAPR
	2016	69	63	65	
STAAR Percent					2019 Campus Projections
Algebra I	2018	100	90	83	100%
	2017	99	89	83	Pending Scores from TAPR
	2016	100	87	78	

Overall STAAR Percent at Approaches					2019Campus Projections
All Grades	Year	Campus	District	State	
Reading	2018	63	69	71	85%
	2017	64	67	72	
	2016	72	68	75	
Math	2018	70	74	75	85%
	2017	64	70	72	
	2016	64	68	73	
Writing	2018	64	66	67	85%
	2017	74	68	68	
	2016	65	65	70	
Science	2018	59	71	74	85%
	2017	69	69	74	
	2016	80	74	76	
Social Studies	2018	52	64	64	85%
	2017	57	58	62	
	2016	69	63	65	
All Subjects	2018	62	69	70	85%
	2017	66	66	70	
	2016	70	68	72	

Student Academic Achievement Strengths

- 6th-7th grade enrichment classes in Math has increased student performance
- 6th -8th grade teachers have access to Eduphoria Aware and Tango assessment software
- ESL students have access to an iPad to access Rosetta Stone interactive app.

Student Achievement Needs:

The student achievement needs for Stell MS are

1. Academic Practice (tutorials/enrichment) with available bus transportation will be offered after school and Saturday Academies to all grade levels with focus on special population (IDEA; EL; Dyslexia; RtI; 504; Migrant, and At-Risk) students to increase performance standards on ELA/Reading, Math, Science, and Social Students STAAR assessments in order to achieve "Meets" or "Masters" for all students.
2. Coordination of faculty will occur every three weeks to analyze progress of special population students (IDEA; EL; Dyslexia; RtI; 504; and at-risk) and develop prescriptive program to address the needs of each student (inclusion; small group instruction; Academic Practice; etc.).
3. Implement Text Structure (FASCT) campus-wide to develop literacy and higher order thinking skills for all students.
4. Hands-on labs will constitute a minimum of 50% of Science instruction, imbedding content in lab settings for all grade levels. STEM teachers need to receive additional training and attend workshops to plan accordingly.
5. Professional development will be provided to teachers to ensure rigor of content and process skills for all populations (e. g. STEM; special populations - IDEA; EL; Dyslexia; RtI; 504; and at-risk).
6. Library clerk will assist campus teachers with selecting AR books for students at the correct lexile to support not only reading and AR testing, but also the Text Structure (FASCT) reading approach initiative throughout the campus.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: SPED & ELL student performance gaps compared to "all" performance are significant in all content areas (reading = 22 points, math = 16 Points, writing = 20 points, science = 36 points, and social studies = 27 points). **Root Cause:** State assessed content area teachers did not effectively and/or consistently utilize instructional strategies to address the needs of struggling ELL & SPED students.

Problem Statement 2: Reading STAAR passing rates in 6th grade dropped from 65% to 59% for Spring 2016 and ELL and SPED students were below State average with a 33%. Increase SPED performance in 7th Grade which dropped from 32% to 11%. **Root Cause:** Reading instruction was not as effective as it was with 7th and 8th grade because teachers lacked the additional training in differentiated instruction and sheltered instruction to support the campus' highly diverse population.

School Processes & Programs

School Processes & Programs Summary

Teachers routinely attend professional development and trainings offered by the district and our campus. All professional leave forms and documentation are in compliance with district policies to meet time lines. Teachers attending trainings are required to present to department in an opportunity to keep department informed with current practices. To foster student success post-secondary, all students are encouraged to attend and receive a post-secondary degree.

College ready skills are taught throughout the curriculum with special emphasis on ELAR and Mathematics. New teachers are assigned mentor teachers and encouraged to visit other teacher classrooms to observe instruction. TEA releases are emailed to all teachers and discussed at department or faculty meetings in a timely manner. Campus administration meets with departments weekly to review Depth of Knowledge on weekly tests and plan for instruction. Documentation for all department meetings is maintained and copies of agendas and sign-in sheets are submitted and kept in the Dean's office. This year, a uniformed lesson plan template will be implemented that follows the 5 Lesson cycle components of the lesson plan (Do Now, Mini-Lesson, Guided Practice, Independent Practice and Assessment). Campus Dean and i3 Grant Instructional Coaches are actively involved with assisting classroom implementation of literacy and offering professional development and effective strategies for classroom teachers.

Technology teachers provide input as to implementation and acquisition of technology. A technology committee is responsible for needs assessment and recommendations for acquisition of new fixed asset items. Furthermore, they will evaluate the effectiveness and efficiency of software and hardware currently used. professional development opportunities allow for training opportunities for classroom staff. computers, Smart boards, clickers and LCD projectors use is highly encouraged throughout the campus to maximize student achievement. Stell MS has two computer labs with 25 computers where students can work on online software and print reports. 4 C.O.W.s (computer on wheels) are available for our 8th grade students to utilize in the classroom.

School Processes & Programs Strengths

- District scope and sequence followed in 6th – 8th in all subject areas.
- Data analysis monthly meetings drive all RtI instruction on this campus
- Implementation of effective literacy instruction through Text Structure approach under the guidance of Dr. K. Wijekumar.

School Processes & Programs Needs:

The curriculum, instruction, and assessment needs of Stell MS are

1. Supplemental materials/resources supported by the district curriculum for all grade levels will be purchased to improve student achievement in the areas of ELA/Reading, Math, Science and Social Studies instruction.

2. Students will develop interactive notebooks using composition books, folders, highlighters, color paper, glue, etc...). Interactive notebooks will be an essential component of Stell MS instruction to improve student learning and instruction.
3. Teachers of core subjects will implement a coordinated, systematic assessment plan (tracking data) to drive instructional decisions and improve the STAAR performance of all students. Coordination amongst faculty for special populations (IDEA; EL; RtI; 504; At Risk; Dyslexia) will be vital to the goal that every student on campus is targeting Masters level for every STAAR test taken.
4. Provide out of district professional development for content teachers (to include travel expenses, mileage, membership and conference fees from approved vendors) that promote student learning and support academic progress with the most current instructional strategies.
5. Substitutes will be provided for teachers attending professional development trainings/curriculum planning sessions/conferences/workshops.
6. Instructional supplemental materials supported by the district's curriculum frameworks are needed to improve student achievement in the areas of ELA/Reading, Math, Science and Social Studies to prepare students for visual media literacy TEKS tested in the STAAR such classroom printers and ink cartridges for computer labs to print student reports, vocabulary picture cards, projects, and student research required by program guidelines and adherence to curriculum frameworks.
7. Provide students in all grade levels additional novel based instruction by purchasing classroom sets (one for each child) and cross curricular topics/genres from magazine subscriptions that will improve fluency, comprehension and excitement in reading.
8. ELA teachers will conduct STAAR based writing assessments 3 times per year and meet as a department to evaluate student progress in writing utilizing Stell MS uniformed rubric.
9. Provide computer-based instruction in the foundation curriculum and adaptive-assisted devices/software (Zingy Learning and Compass Learning) in order to improve at-risk student achievement, attendance, and decrease the retention rate and dropout rate.
10. Campus website is updated to provide information to parents, staff and community.
11. HAC access and guidance provided to parents
12. Four computer labs are available for students to access.
13. A minimum of 15 hours of digital citizenship training will be provided to teachers so that instructional technology is utilized within the contexts.
14. iPads are needed to support technology literacy through various programs that give students an opportunity to advance their critical thinking skills, develop projects that foster creativity, innovation, communication, collaboration, information fluency, and digital citizenship. These iPad support the district curriculum and textbook adoptions that require digital access from augmented reality where students view learning concepts spatiality, including the STEM classrooms, which are driven by technology innovated modules.
15. Supplemental technology resources needed to support integrated technology through computer based online software instruction HDMI cables.
16. CTE and Instructional technology specialists will work together to implement a digital citizenship environment for all our students and maintain current practices in this ever-changing technological world with modular education and CTE funded instructional resources.

Perceptions

Perceptions Summary

The goal of the faculty and staff of Stell MS is to establish and continue with a school climate that provides to all students a clean, safe and disciplined environment conducive to student achievement. Administration and counselors meet with each academic team on Mondays of each week and with departments to discuss matters relating to maintaining a positive school culture and climate. Faculty and staff are reminded that concerns can also be given to their SBDM representatives for discussion during the monthly meeting. Parents are encouraged to become active participants in their child's education through the activities provided by the Parent Involvement. Increasing the number of parent volunteers on campus has been increasing through the past few years. CNA surveys were given to departments to complete throughout the year and using his input, the results are Incorporated into the Campus Improvement Plan.

Recommendation and Hiring committees are composed of campus administrators and teachers. Written documentation is kept from all interviews held and maintained as per Records management disposition calendar. Walk-throughs, informal and formal observations are kept by campus principal. An ongoing list of trainings attended by teacher as well as areas of certification are maintained. When sending teachers to professional development a calendar of events is kept to avoid overbooking teachers or sending the a teacher to different trainings simultaneously. All teachers and instructional assistants are highly qualified and receive professional development year round to meet continuing professional educational requirements.

Perceptions Strengths

1. A weekly newsletter is sent published weekly on our campus website and provided to parents once a month in (English & Spanish) for communication purposes.
2. SBDM, Department Chairs and Team Leaders meeting montlly with campus administration to communicate campus concerns and celebrations.
3. Cancer Relay for Life

Perceptions Needs:

1. Offer a Summer Bridge program to incoming sixth graders during the weeks before the academic year to fascilitate the transition from elementary to middle school.
2. Implement a positive behavior school-wide discipline program. Offer in-service training on Bullying & Cyber bullying to students, parents and teachers to decrease discipline issues and referrals. Behavior trends will be monitored every 3 weeks and documented on Eschools.
3. Each student will be provided with a Student Handbook/Planner at the beginning of the academic year.
4. Recognize students with special awards at the end of the year to increase academic achievement and meet the 99% attendance goal.
5. All teachers are Highly-Qualified

6. Review teacher-made assessment scores and student progress results (formative/summative assessments; checkpoint assessments; semester exams; etc.) during weekly/monthly grade-level meetings and with Aware/Tango software which is available for all teachers
7. Campus Leadership Team (CLT) will provide feedback and teacher support to improve T-TESS Instructional Dimensions.
8. Teachers will be provided with additional opportunities to observe colleagues during Instructional Rounds and adopt best practices for ELA/Reading instruction to increase the number of Meets and Masters level STAAR scores for students in each grade level.
9. Parent meetings on campus once a week to increase parental involvement on campus for all subpopulations
10. Results for Parent, Student, and Teacher surveys will be reviewed during department meetings in the beginning of the year.
11. Campus faculty and community partners will present to our parents more frequently on scheduled Friday mornings from 9:00 am – 11:00 am to increase parental involvement on campus, increase parental support of campus initiatives and projects. Light healthy snacks will be provided during these scheduled collaborative meetings.
12. A Parent Liaison will continue to be funded for the purpose of educating parents to better assist their children through the educational process and to increase student achievement at Stell Middle School.
13. Funds will be allocated to provide payment for mileage reimbursement to the campus parental liaison in order to improve overall student attendance i.e., home visits to monitor attendance and off site parental involvement meetings/trainings.
14. Campus will conduct a minimum of two migrant parent meeting- one per semester in order to provide migrant parents with current information regarding migrant issues that may be impacting their children's academic special needs and academic progress: October 2018 and February 2019. Light healthy snacks will be provided during these scheduled collaborative meetings.
15. Master schedules include enrichment periods for students that need more educational reinforcement in reading and math.
16. SBDM meets once every 6 weeks
17. Counseling on campus to meet individual student and family needs
18. Department meetings will be held every Wednesday to discuss weekly assessment, instruction and performance goals.
19. Present campus-wide strategies to faculty by health services personnel who are certified to handle all medical and social situations and monitor students' overall health and communicate monthly with parents about health issues affecting student achievement.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student 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

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: Stell Middle School students will receive educational opportunities that will produce well-rounded learners who are prepared for future educational endeavors and are responsible, independent citizens. (TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 1: Stell Middle School student performance for all students, all grades, all subjects will exceed 2018 STAAR percents in Approaches Grade Level, Meets Grade Level, and Masters Grade Level performance in Reading, Writing, Mathematics, Science and Social Studies by 5 percentage points.



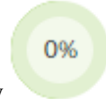

Evaluation Data Source(s) 1: STAAR/EOC performance reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Comprehensive Support Strategy</p> <p>1) Provide campus-wide instructional resources and computer assisted instruction that reinforces implementation of the BISD curriculum and initiatives including (but not limited to) professional development based on identified needs.</p> <p>STEMScopes App managing software Population: All student groups Timeline: July 2018-Dec 2018 CNA p. 11</p>	2.4	Assistant Superintendents, C&I Administrators, Specialists, District Lead Teachers, Principals, Deans	<p>Formative Results: District Benchmark data (Fall and Spring), BISD Instructional Feedback Form data (walkthrough data), SOY, BOY and MOY district and state assessments, PDS Session Evaluations, Benchmark Scores, CAI Progress Monitoring Report, BOY/MOY/EOY data analysis meetings, 3-12, Fluency checks noted in elementary report cards</p> <p>Summative Impact: STAAR and EOC scores, TPRI/TJL Data, TELPAS and TERRA NOVA/Supera TMSFA +The district will show a 5 point increase in the number of students meeting the 2019 passing standard on the district-developed assessments and the State assessments.</p>				
<p>Problem Statements: Student Academic Achievement 2</p> <p>Funding Sources: 162 State Compensatory - 2820.00, 211 Title I-A - 26808.91</p>							

<p align="center">Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) Monitor the implementation of the 3 Tier Response to Intervention Model in PK-12 classrooms for math, reading, and behavior with additional training provided to campus Trainer of Trainers on required documentation and interventions based on identified needs. Populations: All students and teachers for these students in core content areas. Timeline: July 2018 to June 2019</p>	2.6	C&I Administrators, Dyslexia/504 Department Lead teachers, Principals, Assistant Principals and Deans	<p>Formative Results: PDS session agendas and evaluations, RtI plan progress monitoring reports, Classroom observation reports</p> <p>Summative Impact: Improved STAAR scores, TPRI/TJL/CPM data, TELPAS, TMSFA, Tier 2 and 3 changes to lower tiers +Decrease the number of students identified for Tier 2 and 3 supports from the first semester to the second semester.</p>				
<p align="center">Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2</p> <p>3) Analyze campus and district assessment data to determine specific instructional intervention needs that will drive planning for conferences, workshops, curriculum framework revisions, and maintenance meetings that address those state standards where the students demonstrated the lowest achievement levels. Populations: All sub-population students and teachers for these students in core content areas, Special Education and CTE Timeline: July 2018 to June 2019</p>	2.4, 2.6	Assistant Superintendents, C&I Administrators, Specialists, District Lead Teachers, Principals/Deans, Dept Chairs & Campus Lead Teachers	<p>Formative: Training Calendars and agendas, Professional development evaluations, Classroom walkthrough data, campus six weeks assessments, Check-point Assessments, District Benchmarks, Revised frameworks</p> <p>Summative: STAAR scores, EOC scores, TPRI/Tejas LEE, EOY, T-TESS data, PDS Transcripts, EOY CIRCLE-PM and OWL results +The district will have a 5 percentage point increase in the number of students who attain Approach Grade Level and Master Grade Level performance.</p>				
<p align="center">Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1</p> <p>4) Certified teachers and para-professionals will supplement allotted campus positions so that the needs of low performing students may be met through individualized small group instruction. Population: PK-3 - 12th Grade Students Timeline: July 2018 to June 2019</p>	2.5	Federal Programs Administrator Federal Programs Coordinator and Supervisors Principals, Deans of Instruction	<p>Formative results: Teacher Observations, Lesson Plans, Student Classroom Grades and Progress Reports, CIRCLE-PM BOY, MOY Test Results, Personnel Requisitions, Monthly Payroll Analysis, Walk-Throughs</p> <p>Summative impact: +T-TESS summative evaluation data +Job Description/ Evaluations +5% Improvement on State Assessments including STAAR, CIRCLE-PM, TERRA NOVA Test Results</p>				

<p>5) *Class-size reduction teachers will address student academic needs through small group instruction in an effort to increase student academic achievement. (Title IIA) *Stipends for teachers will be provided in an effort to retain high-quality teachers in high-need schools. (Title IA & Title II-A) Population: PK-3 to 12th Students Timeline: August 2018 to June 2019 CNA p. 11</p>	2.6	<p>Special Programs Administrator and Supervisors Principals, Deans of Instruction</p>	<p>Formative: Classroom grades, campus benchmark scores, teacher observations, student progress reports, Lesson plans, Curriculum Feedback/ walk-through reports, PDS Session Evaluations Summative: T-TESS or Job Description/ Evaluation summative reports +5% improvement on State Assessments including STAAR, TPRI/Tejas Lee, CIRCLE-PM, and TERRA NOVA Test Results</p>				
Funding Sources: 211 Title I-A - 5039.00							
<p>6) To increase student-athletes focus on academic excellence, while committing to practicing sport skills each day, instruct campuses to develop 1 hr. tutorials for student athletes. Population: All secondary student athletes Timeline: August 2018 to May 2019</p>		<p>District Athletic administration Campus Principal, Campus Athletic Coordinator</p>	<p>Formative Results: Progress reports, Report cards Summative Impact: Improved STAAR/EOC results for athletes</p>				
<p>7) Leadership team will more effectively provide immediate feedback, teacher support, and intervention strategies to improve T-TESS instructional Dimensions by 25%. Population: Administration team Timeline: August 2018 - June 2019 CNA p. 12</p>		<p>Principal, Assistant Principals, Dean, and mentor teachers</p>	<p>Formative: Weekly observational data collections from Eduphorial Aware, Summative: STAAR Results, Summative ratings, BISD Observation trends</p>				
<p>8) Principal will schedule group walks with the administration team so that we can align our expectations to improve Instruction Dimension 2.1, 2.2, 2.3, 2.4, 2.5 by 25%. Population: Administration team Timeline: August 2018 - June 2019 CNA pg. 12</p>		<p>Principal, Assistant Principals and Dean</p>	<p>Formative: Weekly observational data collections from Eduphorial Aware, Summative: STAAR Results</p>				

<p>9) Instructional supplemental materials supported by the district's curriculum frameworks are needed to improve student achievement in the areas of ELA/Reading, Math, Science and Social Studies instruction. To prepare students for visual media literacy and TEKS tested in the STAAR, classroom printers and ink cartridges for computer labs and classrooms are needed. Students need to print reports, vocabulary picture cards, projects, and student research required by program guidelines and adherence to curriculum frameworks.</p>		<p>Campus Administration, content area teachers and Administrators for state compensatory education and special programs</p>	<p>Formative: 10% increase in At-risk student performance indicating progress in the MOY campus benchmarks and percentage progress gains in all content weekly assessments.</p> <p>75% of our 6th - 8th grade students that have been retained pass to the next grade level</p> <p>Summative: STAAR Results and EOC Algebra</p>				
<p>Population: Middle school 6th - 8th grade AR students Timeline: August 2018 to June 2019 CNA p. 11</p>		<p>Funding Sources: 162 State Compensatory - 15815.00, 211 Title I-A - 16500.00</p>					
<p>10) 72 desktop computers are needed to support technology literacy through various programs that give students an opportunity to advance their critical thinking skills, develop projects that foster creativity, innovation, communication, collaboration, information fluency, and digital citizenship. The desktops will support district curriculum and textbook adoptions that require digital access from updated/compatible machines where students view learning concepts at their pace with the support of At Risk-Enrichment classroom instruction, which are driven by technology prescribed learning modules.</p>		<p>Administration, teachers, TST and administrators for State compensatory programs.</p>	<p>Formative: The campus will have a 10% increase in the number of students meeting phase II passing or exceeding standards</p>				
<p>Population: All 6 -8 Middle school AR students Timeline: August 2018 - June 2019 CNA p. 11</p>		<p>Funding Sources: 211 Title I-A - 35640.00, 162 State Compensatory - 0.00</p>					
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Performance Objective 1 Problem Statements:

Student Academic Achievement
<p>Problem Statement 2: Reading STAAR passing rates in 6th grade dropped from 65% to 59% for Spring 2016 and ELL and SPED students were below State average with a 33%. Increase SPED performance in 7th Grade which dropped from 32% to 11%. Root Cause 2: Reading instruction was not as effective as it was with 7th and 8th grade because teachers lacked the additional training in differentiated instruction and sheltered instruction to support the campus' highly diverse population.</p>

Goal 1: Stell Middle School students will receive educational opportunities that will produce well-rounded learners who are prepared for future educational endeavors and are responsible, independent citizens. (TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 2: 70% 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) 2: PBMAS Report, STAAR/EOC Assessments for Migrant students, Migrant Program participation reports

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Weekly observation schedules will be set every Friday to review trend data during administration meetings to discuss instructional plans for teachers needing assistance and support. Population: Administration team Timeline: August 2018 - June 2019 CNA p. 12		Principal, Assistant Principals, Dean, and Academic Team	Formative: Weekly observational data collections from Eduphorial Aware, Summative: STAAR Results, Summative ratings, BISS Observation trends				
Funding Sources: 212 Title I-C (Migrant) - 0.00							

Goal 1: Stel Middle School students will receive educational opportunities that will produce well-rounded learners who are prepared for future educational endeavors and are responsible, independent citizens. (TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 3: 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) 3: Regional and state competition participation numbers

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Stel Middle School teachers will be provided with training and materials to promote participation in Robotic Competition at the campus, district, and regional level. Population: Grades 6-8 teachers and students Timeline: July 2018 - June 2019</p>		Curriculum Specialists for Math and Science, Science Fair Coordinators, Math and Science Department Chairs	<p>Formative Results: Number of students attending Robotics club meetings. Number of students competing in Campus robotics challenges.</p> <p>Summative Impact: +Increase number of students attending the District Robotics Day +Increase number of students in STEM classes</p>				
<p>2) Science Fair Sponsors and Coordinators will be provided with training and materials to promote participation at the campus, district, regional, state, and international level by increasing student awareness of Science Technology, Engineering and Mathematics concepts building a pathway for STEM and college/ career readiness. Population: Grades 6-8 teachers and students Timeline: July 2018 - June 2019</p>		Curriculum Specialists for Math and Science, Science Fair Coordinators, Math and Science Department Chairs	<p>Formative Results: Number of students attending Science club meetings and working on Science Fair projects.</p> <p>Summative Impact: +Increase number of student entries to district, regional and state fairs. +Increase number of students in STEM classes</p>				

<p>3) Student's problem solving skills, originality and creativity will be encouraged through their participation in district programs. Teachers, sponsors and coaches will be provided with professional development and materials to promote participation in Brainsville Inventions, Chess, Destination Imagination, Poet's Convention, Stock Market Games, UIL Academics, Night of DI, and a Commercial for DI. Population: Grades 6-8 teachers and students (especially G/T identified students) Timeline: August 2018 - May 2019</p>		<p>Curriculum Administrators, Advanced Academics Administrator Advanced Academics Lead Teachers Campus Administration Campus Coordinators</p>	<p>Formative Results: Number of students attending meetings for respective clubs.</p> <p>Summative Impacts: +Brainsville Inventions (6-8) 10% increase in student participation at the district level. +Chess (6-8) 10% increase in student participation at the district, regional, state and national levels. +Destination Imagination (6-8) 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(6-8) 10% increase in student participation at the district level. +UIL Academics (6-8) 10% increase in student participation at the district and state level.</p>				
<p>4) CTE will continue to encourage its students to participate in Career and Technical Student Organizations (CTSO's) so that leadership, communication and soft skills may be developed. Population: CTE students Timeline: August 2018- July 2019</p>		<p>CTE Administration CTE HS Teachers/Sponsors Career Placement Officers</p>	<p>Formative Results: Documentation for Students competing at the regional, state and national levels.</p> <p>Summative Impact +increased participation and success in CTE-related competitions +Increase accolades for students in respective competitive areas</p>				
<p>5) Stell Middle School teachers will be provided with professional development and materials to promote the participation in Brownsville Kids Voting activities. History Day Sponsors and department chairs will be provided with training throughout the year in order to increase participation in competition at the district, regional, state and national level. Population: Grades 6-8 teachers Timeline: August 2018 - May 2019</p>		<p>Curriculum Administrators Campus Administrators, Social Studies Specialists Department Chairs Sponsors</p>	<p>Formative Results: Number of students participating in History Day and Kids Voting.</p> <p>Summative Impact: +10% increase in campus entries for History Day at the district, regional, and state level.</p> <p>Maintain campus participation in Brownsville Kids Voting at the district level.</p>				

<p>6) Stell 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 6-8 teachers and students Timeline: July 2018 - June 2019</p>		<p>Curriculum Administrators Admin. for DAAS, Campus Administrators, Math Specialists DAAS Lead Teachers Department Chairs Sponsors</p>	<p>Formative Results: Number of students attending and preparing for competition.</p> <p>Summative Impacts: +AMC (6-8) 10% increase in student participation at the district level. + Participation in Mathcounts competition in 2018-2019</p>				
<p>7) The Curriculum and Instruction Department will host the annual District Spelling Bee Plan in which all elementary and middle schools will participate in. Population: All 6-8th grade students Timeline: November 2018 - February 2019</p>		<p>ELA Specialists, Administration, Sponsor</p>	<p>Formative Results: Number of students participating in Campus Bee</p> <p>Summative Impact: +participation in District Spelling Bee +Increased level of competition success beyond district and regional levels</p>				
<p>8) All elementary and middle school campuses will participate in in-school opportunities and after school clubs to learn coding for sixth grade students. The focus of this initiative will be on the lasting benefits of building the following skill sets: Logical Thinking, Problem Solving, Persistence, Collaboration, and Communication. Population: all grade 6 students Timeline: August 2018 - June 2019</p>		<p>Technology Services Administration, Curriculum and Instruction Specialists, Technology Teachers, Administration</p>	<p>Formative Results: 1. Club rosters 2. Payroll forms 3. Classroom projects 4. Student competitions 5. Test scores</p> <p>Summative Impact: +EOY data for student competition participation and performance</p>				
<p>9) Stell Middle School fine arts students will develop critical thinking and multi-tasking skills, and creativity, teamwork and character by participating in UIL contests, TMEA contests, non-UIL contests, exhibitions, district/community events, and public performances. Population: all students 6-8 Timeline: August 2018 - June 2019</p>		<p>Campus directors and teachers Administration</p>	<p>Formative: Performance ratings, attendance, audience/student reaction</p> <p>Summative: EOY performance recognition Student program enrollment increases</p>				
<p>10) Increase enrollment in fine arts programs by conducting recruitment concerts and visits Population: all 6-8 students and teachers Timeline: August 2018 to May 2019</p>		<p>Campus directors and teachers Administration</p>	<p>Formative Results: PEIMS enrollment numbers, class rosters</p> <p>Summative Impact: improved enrollments from prior year</p>				





<p>11) To increase the number of athletes to be scheduled in the appropriate athletic period each year, so that leadership skills, sport skills, higher-order thinking skills, strengthening and conditions skills, and sportsmanship skills can be mastered by the student in athletics. Population: All Student athletes Timeline: August 2018 to September 2018</p>		<p>Campus Principals, Campus Counselors, Athletic Coordinators</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>12) Schedule Cluster campus visits with student-athletes at Porter H.S. and Pace H. S. to present athletic programs in order to increase participation in athletic programs at all levels. Population: All Student Athletes Timeline: January 2019 - May 2019</p>		<p>Athletic Department Administrator, Campus Principals, Athletic Coordinators</p>	<p>Formative Results: Presentation Schedules, Choice slips for athletic classes. Summative Impact: increased Team and Class rosters on Rank One</p>				
<p>13) 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: Grades 6-8 and incoming 6th grade students Timeline: May 2019</p>		<p>Athletic Department Administrator, Campus Principals, Athletic Coordinators</p>	<p>Formative Results: Sign-in sheets, Try-out reports, choice slips, master schedule Summative Impact: Increased enrollment in Pre-Athletic Programs</p>				
<p>14) Expand the number of teams for tennis (boys and girls) and baseball teams (boys only) (pending CFO approval for additional funds for officials, coaching stipends, meals, and transportation) Population: All students 6-8 Timeline: October 2018 - February 2019</p>		<p>Athletic Department Administrator, Campus Principals, Athletic Coordinators</p>	<p>Formative Results: Team rosters, Master Schedules Summative Impact: Improved Rank One Sport Information compared to prior year.</p>				
<p>15) Stell Middle School migrant clerk 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 CNA p. 13</p>		<p>Campus Principals Migrant Campus Clerks Migrant Teachers 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>				
<p>Funding Sources: 212 Title I-C (Migrant) - 0.00</p>							
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

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

Performance Objective 1: Stell 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) Stell MS will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan. Population: All department and campus facilities Timeline: August 2018 - June 2019 Need: SBDM approved goal priority		Campus Administration Facilities and maintenance staff	Complete implementation of the campus 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				
Funding Sources: 211 Title I-A - 1500.00							
<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 3: Stell Middle School will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)

Performance Objective 1: Stell 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 Stell Middle School, 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) Stell Middle School will support programs in the effective and efficient use of 100% of available budgeted funds based on the needs assessments. Population: Stell MS Stakeholders Timeline: January - June 2018 Need: SBDM approved goal priority		Campus Administration SBDM Committee	Funding reports will indicate all funds were expended based on prioritized needs. Formative: monthly expenditure reports compared CIP Summative: end of year expenditure reports				

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

Performance Objective 2: Stell Middle School will create and provide faculty and staff recognitions and activities to improve campus morale/climate and support retention of teachers and principals.

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

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Stell MS will implement various activities and events in order to foment a positive and welcoming professional climate for faculty which will be implemented throughout the school year, including raffles, extended lunch periods, holiday meals, teacher appreciation week gifts, and snack & coffee during trainings and meetings. Population: Stell Faculty Timeline: August 2018 - June 2019		Campus Administration Campus Counselors	Campus teacher turnover rates will decline; campus teacher retention rates will improve.				


Goal 4: Stell 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. (Board Goal 4)

Performance Objective 1: Stell 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) Stell MS 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: Stell MS Stakeholders Timeline: January - June 2018 Need: Decreasing enrollment/ SBDM approved goal priority		PIO Campus Administration TST CTE teacher Support Staff	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				
2) Stell MS will update websites at least monthly including showcasing student and community activities. Population: Stell MS Stakeholders Timeline: January - June 2018 Need: Decreasing enrollment/ SBDM approved goal priority		PIO TST CATE teacher Campus Administration	The Stell MS 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				




100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

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

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

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

Summative Evaluation 1:



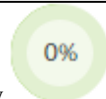

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Administration, Counselors, and Teachers will contact parents via phone, conference, or Home Visitor to work collaboratively to address discipline issues. Good Samaritan Mentoring Programs will provide opportunities for		Administration, Counselors, Teachers, and Home Visitor	Fewer discipline issues resulting in higher students scores in all core subjects.				
							

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

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

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

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Form a Site-Based Disciplinary Team and implement components of Positive Behavior Intervention and Supports (PBIS) to include Bullying & Cyber Bullying, suicide prevention presentations for students, parents and teachers.</p> <p>Population: Administration team, counselors, At risk counselor, Nurse Timeline: August 2018 - June 2019 CNA p. 14</p>		Principal, Assistant Principals, Campus counselors, At-Risk Counselor, Academic Team	<p>Formative: 20% decrease in referrals and Review 360 incident reports, OSS and ISS placements</p> <p>Summative: 10% decrease on referrals for removals or placements to BAC or JJAEP, CNA student and parent survey results</p>				
Funding Sources: 211 Title I-A - 2000.00							
<p>2) Review campus data at the monthly PBIS meetings and provide support to identified teachers and students.</p> <p>Population: Administration team, counselors, At risk counselor, Nurse Timeline: August 2018 - June 2019</p>		Principal, Assistant Principals, Campus counselors, At-Risk Counselor,	<p>Formative: 20% decrease in referrals and Review 360 incident reports, OSS and ISS placements</p> <p>Summative: 10% decrease on referrals for removals or placements to BAC or JJAEP</p>				
<p>3) Implement a mandatory social-skills group session for students with multiple referrals.</p> <p>Population: Administration team, counselors, At risk counselor, Nurse, special ed teachers, coaches Timeline: August 2018 - June 2019</p>		Principal, Assistant Principals, Campus counselors, At-Risk Counselor	<p>Formative: 20% decrease in referrals and Review 360 incident reports, OSS and ISS placements</p> <p>Summative: 10% decrease on referrals for removals or placements to BAC or JJAEP</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

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

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

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

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Stell Middle School will ensure student safety with the presence of a BISD Police Officer on duty during regular school hours, regular monthly drills, and monthly meetings for the Stell MS Security Team meetings.		Administration, Police Officer, Security, Teachers, Support Staff	Stell will provide a safe, well-prepared environment for students on a daily basis.				





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

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

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) A Parent Liaison will continue to be funded for the purpose of educating parents to better assist their children through the educational process and to increase student achievement at Stell Middle School.</p> <p>Population: Parents and students Timeline: August 2018 to June 2019 CNA p.15</p>		<p>Campus Administration, district personnel, Federal programs SBDM committee Parent trainer</p>	<p>Formative: Job description Monthly calendars Parent Liaison documentation</p> <p>Summative: STAAR/EOC Results Attendance Rate at state % or higher Discipline referrals increase parent participation</p>				
Funding Sources: 211 Title I-A - 634.00							
<p>2) Parent meetings will be held weekly to discuss initiatives and projects. Stell M. S. will offer healthy snacks to parents in attendance.</p> <p>Population: Parents Timeline: August 2018 to June 2019 CNA p. 13</p>		<p>Parents, Administration, Parent Liaison</p>	<p>Formative: Weekly meeting documentation Monthly calendars Parent Liaison documentation</p> <p>Summative: STAAR/EOC Results Attendance Rate at state % or higher Discipline referrals increase parent participation survey results</p>				
Funding Sources: 211 Title I-A - 500.00							

<p>3) Funds will be allocated to provide payment for mileage occurred while conducting attendance and Parental Involvement responsibilities i.e.; home visits and parental involvement meetings and training. Home visits Attendance will be monitored for all Population: Parents and students Timeline: August 2018 to June 2019 CNA p. 15</p>		Administration	<p>Formative: Monthly contact log Mileage log Parent Liaison documentation</p> <p>Summative: STAAR/EOC Results Attendance Rate at state % or higher Discipline referrals increase parent participation</p>				
Funding Sources: 211 Title I-A - 600.00							
<p>4) Conduct the following annual Title I-A required activities; Complete and disseminate a Parental Involvement Policy that delineates how parents will be actively involved at the district/campus level Complete and disseminate a School-Parent-Student Compact indicating each group's responsibility in order to ensure student achievement, specifically in the content areas. Title I-A Meeting to inform parents of the services provided through Title I funds Title I-A Parent Survey to evaluate the effectiveness of the District Parental Involvement Program</p> <p>Population: Parents, students and staff Timeline: August 2018 to June 2019</p>		Campus Administration, Parent liaison	<p>Formative: Parental Involvement policy SPS compact</p> <p>Summative: STAAR/EOC Results Attendance Rate Discipline referrals increase parent participation Survey results</p>				
<p>5) Conduct an Annual Title I meeting to inform parents and community of services provided through Title I funds, present TAIS, TPRS, TAPR reports Parent Training (English lang., discipline management, parenting skills & academic performance). On-site training sessions on school messenger and HAC so that parents can monitor student progress and communicate with teachers electronically. Population: Parents Timeline: August 2018 to June 2019</p>		Campus Administration, Parent liaison	<p>Formative: Weekly meeting documentation Monthly calendars Parent Liaison documentation</p> <p>Summative: STAAR/EOC Results Attendance Rate at state % or higher Discipline referrals increase parent participation survey results</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							


Goal 7: Educators at Stell Middle School 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
1) Teachers will be provided Professional Development with presenters from the District, from Dr. K. Wijekumar, and from campus presentations. Teachers will participate in Coordination Day every 3 weeks and in bi-monthly faculty meetings.		Administration, Department Chairs, and Team Leaders	Teacher effectiveness will improve student academic progress as monitored through assessment.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue





Goal 8: Technology at Stell Middle School 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) All teachers will complete a minimum of 15 hours of digital citizenship training so that Instructional Technology is utilized within the context of instruction in core curriculum areas.</p> <p>Population: TI MI ELL SE AR GT DYS CTE All students Timeline: September 2018 - June 2019</p>		Administration Teachers CTE teachers	<p>Formative: Lesson Plans</p> <p>Tech Professional development agenda and sign-in sheets</p> <p>Summative: ERO Transcripts with 12 or acquired tech hours, HB5 Campus Rating</p>				
<p>2) Capital outlay for technology devices, such as desktop computers, document cameras, printers, projectors, etc., are needed to support the district curriculum and textbook adoptions that require digital access driven by technology innovated modules that motivate our diverse student populations and increase student collaboration, communication and active participation. Capital outlay for campus teachers and academic sponsors to improve and support the school district technology initiatives.</p> <p>Population: Middle school 6th - 8th grade T1, MI, ELL, SE, At-Risk, GT, DYS, CTE, All students Timeline: July 2018 to June 2019 CNA p. 12</p>		Teachers, TST and administrators.	<p>Formative: The campus will have a 10% increase in the number of students meeting phase II passing or exceeding standards phase III</p> <p>Increase participation on state software by 20%</p> <p>Textbook adopted software is accessed by 80% of our students.</p> <p>STEMscopes labs are taking place 60% of the time</p> <p>Summative: STAAR result %'s on Media Literacy SE's</p>				
<p>Problem Statements: Student Academic Achievement 2</p> <p>Funding Sources: 211 Title I-A - 40000.00</p>							

<p>3) CTE and Instructional technology specialists will work together to implement a digital citizenship environment for all our students and maintain current practices in this ever-changing technological world.</p> <p>Population: TI MI ELL SE AR GT DYS CTE All students Timeline: August 2018 - June 2019 CNA pg. 13</p>		<p>CTE teachers and Principal</p>	<p>Formative: Professional development agenda and sign-in sheets</p> <p>Summative: STAAR result %'s in Media Literacy SE's, and Pitsco Education assessment modules</p>				
<p>Funding Sources: 162 State Compensatory - 0.00</p>							
<p>4) All students will complete a minimum of 15 hours of digital citizenship training.</p> <p>Population: TI MI ELL SE AR GT DYS CTE All students Timeline: August 2018 - June 2019 CNA pg. 11</p>		<p>CTE teachers and Principal</p>	<p>Formative: Professional development agenda and sign-in sheets</p> <p>Summative: STAAR result %'s in Media Literacy SE's Transcripts with acquired tech hours</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Performance Objective 1 Problem Statements:

Student Academic Achievement
<p>Problem Statement 2: Reading STAAR passing rates in 6th grade dropped from 65% to 59% for Spring 2016 and ELL and SPED students were below State average with a 33%. Increase SPED performance in 7th Grade which dropped from 32% to 11%. Root Cause 2: Reading instruction was not as effective as it was with 7th and 8th grade because teachers lacked the additional training in differentiated instruction and sheltered instruction to support the campus' highly diverse population.</p>

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

Performance Objective 1: Increase the overall Stell Middle School attendance rate 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) Administration, Teachers, and Office staff will call parents during 1st and 2nd periods to improve attendance. At Risk Counselors will monitor attendance and assist in home visits.		Administration, Counselors, Teachers, and Home Visitor	Improved attendance will result in higher performance campus-wide.				

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 Stell Middle School Dropout Rate to less than 1%.

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

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Students who have 3 or more absences will receive a phone contact from their grade level administrator. Population: TI MI ELL SE AR GT DYS CTE All students Timeline: August 2018 - June 2019		Administration, Academic Team, and attendance clerk	Formative: 1.5% attendance increase Summative: AEIS report				
2) Students who have 5 or more absences will receive a designated check-in staff who will monitor their attendance daily. Population: TI MI ELL SE AR GT DYS CTE All students Timeline: August 2018 - May 2019		Administrators and attendance clerk	Formative: 1.5% attendance increase Summative: AEIS reports				

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: Stell Middle School 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
1) At Risk students will attend after school Academic Practice; FASCT approach from Dr. K. Wijekumar will be implemented across the curriculum; and Counselor will meet with At Risk students to monitor academic progress.		Administration, Counselors, and Core Subject Teachers	At Risk students will improve in core subject assessments: weekly, Six Week, and STAAR				

= 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) Present campus-wide strategies to faculty by health services personnel who are certified to handle all medical and social situations and monitor students' overall health and communicate monthly with parents about health issues affecting student achievement. Population: Administration team, counselors, At risk counselor, Nurse Timeline: August 2018 - June 2019 CNA p. 4		Principal, Assistant Principals, Nurse, Campus counselors, At-Risk Counselor,	Formative: Nurse referrals and Review 360 incident reports, Summative: 10% decrease on nurse referrals or medical incident reports				
Funding Sources: 211 Title I-A - 500.00							
2) Implement a mandatory Emergency Management Operations kit in each classroom to ensure safety in the even of crisis with all necessary information. Population: Administration team, counselors, At risk counselor, Nurse, special ed teachers, coaches Timeline: August 2018 - June 2019		Administration, school staff and teachers, nurse and counselors	Formative: Classroom observations and classroom checklist Summative: 100% staff indicates easy access to kit, CNA survey results				

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 5: A minimum of 80% of At Risk Students at Stell Middle School will achieve a Meets Grade Level recommended performance on STAAR Reading, Writing, Math and Science assessments. A minimum of 40% of At Risk Students at Stell Middle School will achieve a Masters Grade Level Performance on STARR Reading, Writing, Math, Science and Social Studies assessments. The At-risk attendance rate will increase by 10% and the dropout rate will be less than 1% at Stell Middle School.

Evaluation Data Source(s) 5: TAIS, TPRS, TAPR and STAAR results, attendance rates, dropout rate, retention rate

Summative Evaluation 5:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Comprehensive Support Strategy 1) As per BISD policy, Stell MS will implement remediation instructional strategies during after-school tutorials and Saturday academies in Reading, Math, S.S and Science for 6th, 7th and 8th grade students in order to decrease the retention rate and improve student achievement Index I and increase Meets Grade Level and Masters Grade Level performance standards on STAAR assessments to meet indexes 2-4 Population: MS At-Risk students Timeline: September 2018- May 2019 CNA p. 9</p>		Campus Principal Dean Classroom teachers Administrator for State compensatory Education	Formative: eSchools PLUS generated Tutorial Schedule, Attendance Report, Tutorial Lesson Plans, Tutorial Teacher Observation, Benchmark Scores, and Student Progress Reports Summative: State assessment increase 10% or greater for At-risk students				
	Funding Sources: 162 State Compensatory - 14479.00, 211 Title I-A - 44276.00						
<p>2) Provide after school tutorials to all 8th grade students who did not meet Reading and Math STAAR performance standards the previous year (SSI prevention), and/or students who have been retained (SSI prevention). Population: At-Risk students Timeline: August 2018- May 2019 CNA p. 9</p>		Campus Principal Dean Classroom teachers Administrator for State compensatory Education	Formative: eSchools PLUS generated Tutorial Schedule, Attendance Report, Tutorial Lesson Plans, Tutorial Teacher Observation, Benchmark Scores, and Student Progress Reports Summative: State assessment increase 10% or greater for At-risk students that didn't pass SSI				
	Funding Sources: 162 State Compensatory - 18460.00						

<p>3) The At-Risk Counselor will meet the needs of the at-risk population, reduce dropout rates; and increase student achievement by providing supplemental guidance and counseling services. At the same time reducing the identification of at-risk students by 25% through academic measurement indicators.</p>		<p>Dean Counselor, Administrator for State Compensatory Education</p>	<p>Formative: Benchmark Scores, Student Progress Reports, eschools, At-Risk progress report</p> <p>Summative: State assessment increase 10% or greater for At-risk students, Dropout rate</p>				
<p>Population:MS At-Risk students Timeline: August 2018 - June 2019 (Daily) CNA p. 5</p>	<p>Funding Sources: 199 Local funds - 1000.00, 162 State Compensatory - 0.00</p>						

<p align="center">Comprehensive Support Strategy</p> <p align="center">PBMAS</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 7</p> <p>4) FOCUS Progress Status: Stell MS will implement a needs assessment summary and improvement plan listing instructional interventions that target deficiencies to improve academic performance in ELAR and math to close achievement gaps between student performance groups and meet the 75% federal target. The plan will be monitored by quarterly reports and monthly adjustments made with district assessment personnel, campus data teams and support from local service center.</p> <p>CSF 7: Increase Teacher Quality Provide Professional Development that aims to transform teaching and sets performance targets for AYP. Teachers will receive training in differentiated instruction and supports for a balanced and inclusive instructional classroom that support both the ELL and SPED federal student subgroups.</p> <p>CSF 2: Use of Data to Drive Instruction- This type of instruction is needed to improve student performance based on our 2017 state performance levels, dis-aggregated data of special populations, quarterly reports and ongoing communication with individual students regarding their academic progress and goals.</p> <p>CSF 1: Improve Academic Performance: ELL and Sped targeted students can participate in experiences that enhance vocabulary, the use of cognates and assist with inferring word meanings from context. This multi-sensory approach to learning allows students to learn vocabulary in authentic contexts and learning experiences.</p> <p>Population:T,I MI, ELL, SE, At-Risk, GT, DYS, CTE, All students Timeline: August 2018 - June 2019</p>		<p>GE teachers, Bilingual teachers, Sp. Ed. Teachers, Dyslexia, SBDM, Principal, Dean ELA cluster specialist District support team Regional One Education Center Campus data team Assessment personnel</p>	<p>Summative: ERO evaluations Tutorial and Saturday Academy attendance rosters</p> <p>Formative: STAAR scores Subpopulations index 2 and 3 % increase T-TESS evaluations FOCUS label removed</p>				
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<p>5) Supplemental technology resources needed to support integrated technology through computer based online software instruction to increase STAAR Meets Grade Level Performance by 10% and meet the instructional needs of at-risk students. Population:MS At-Risk students Timeline: August 2018 - June 2019 (Daily) CNA pg. 13</p>		<p>Principal, Dean, classroom teacher, and Administrator for State Compensatory Education</p>	<p>Formative: eSchools PLUS Master Schedule, Lesson Plans, Classroom Observations, Benchmark Scores, and Student Progress Reports</p> <p>Summative: State assessment increase 10% or greater for At-risk students</p>				
<p>Funding Sources: 211 Title I-A - 3000.00</p>							
<p>6) The Dean of Instruction will assist in providing leadership, coordination, and improvement in middle school instructional programs, utilizing available expertise and leadership necessary for a well-rounded academic program to improve academic achievement on state-mandated assessments in a manner consistent with board policy and with statutes of regulatory agencies. In addition, the Dean of Instruction will assist teachers in providing a quality and meaningful instructional program for At-Risk students by providing targeted and ongoing researched-based professional development. Population: MS At-Risk students, Teachers Timeline: August 2018 - June 2019 CNA p. 10</p>		<p>Campus Principal, Administrator for State Compensatory Education</p>	<p>Formative: Classroom observations, Benchmark Scores, lesson plans, Student Progress Reports, ERO session evaluation report ERO session attendance report</p> <p>Summative: State assessment increase 10% or greater for At-risk students Science STAAR scores reflect an increase in all subpopulations (AT from 56% to 70%, SPED: 38% to 45%, ELL: 20% to 40%.)</p>				
<p>Funding Sources: 162 State Compensatory - 0.00</p>							
<p>7) Substitute teachers needed for LPAC/ TELPAS planning and evaluation; and to provide RtI Tier II & Tier III classroom instruction to AR students through weekly fluency tracking in order to improve student achievement, attendance and reduce the retention rate and dropout rate. Part of our Fluency Tracking Plan 2017-2018 Population: Middle School AR Students Timeline: August 2018 - June 2019 (Daily) CNA p. 11</p>		<p>Campus Administration, Teachers, Counselors, RtI Campus committee, Administrator for Special Programs</p>	<p>Formative: eSchoolPLUS Master Schedule, Teacher Lesson Plans, Classroom Observations, Benchmark Scores, Student Progress Reports</p> <p>Summative: STAAR, Attendance Rate, Retention Rate, and Dropout Rate</p>				
<p>Funding Sources: 211 Title I-A - 0.00</p>							
<p>8) Content teachers will implement an independent reading station in their classrooms with age appropriate novels that support the district's curriculum framework and improve AR participation from our at-risk student students to improve student achievement. Population: Middle AR Students Timeline: August 2018 - June 2019 (Daily) CNA p. 10</p>		<p>Campus Administration, Administrator for State Compensatory Education, Administrator for Special Programs</p>	<p>Formative: Library logs, Progress Report, Benchmark Scores, Student Progress Reports</p> <p>Summative: STAAR results and AR end of the year reports, drop out rates</p>				
<p>Funding Sources: 199 Local funds - 1000.00</p>							

<p>9) Include the Dyslexia Program to provide language and literacy interventions to improve student achievement, attendance and reduce the retention rate and dropout rate. Population: Middle AR Students; Dyslexic Students Timeline: August 2018 - June 2019 (Daily) CNA p. 5</p>		<p>Campus Administration, Administrator for Dyslexia, Administrator for State Compensatory Education, Administrator for Special Programs</p>	<p>Formative: eSchoolPLUS Master Schedule, Teacher Lesson Plans, Classroom Observations, Benchmark Scores, Student Progress Reports Summative: STAAR, Attendance Rate, Retention Rate, and Dropout Rate</p>				
<p>Funding Sources: 211 Title I-A - 0.00</p>							
<p>10) Instructional supplemental materials supported by the district's curriculum frameworks are needed to monitor and improve student achievement in the areas of ELA/Reading, Math, Science and Social Studies to prepare students for visual media literacy TEKS tested in the STAAR such classroom printers and ink cartridges for computer labs and classrooms to print student reports, vocabulary picture cards, projects, and student research required by program guidelines to curriculum frameworks. Printers are needed by counselors to print Progress Reports/Report Cards to monitor student improvement when conferencing with individual students. Population: Middle school 6th - 8th grade students Timeline: August 2018 to June 2019 CNA p. 4</p>		<p>Campus Administration, Counselors, content area teachers and Administrators for state compensatory education and special programs</p>	<p>Formative: 10% increase in At-risk student performance indicating progress in the MOY campus benchmarks and percentage progress gains in all content weekly assessments. 75% of our 6th - 8th grade students that have been retained pass to the next grade level Summative: STAAR Results and EOC Algebra</p>				
<p>Funding Sources: 162 State Compensatory - 8115.00, 199 Local funds - 800.00</p>							
<p>11) Provided off contract curriculum planning with each department to target areas of concern where teachers receive a monetary hourly fee for their participation in collaborative lesson planning and create hands-on curriculum activities for the core content areas to prepare for every 6 weeks. Population: Middle school AR students Timeline: August 2018 to May 2019 CNA p. 12</p>		<p>Campus Administration, content area teachers and administrators for state compensatory education and special programs.</p>	<p>Formative: ERO evaluations and feedback The campus will have a 10% increase in the number of at-risk students meeting phase II passing or exceeding standards Summative: STAAR results</p>				
<p>Funding Sources: 211 Title I-A - 8063.00</p>							

<p>12) 72 desktop computers are needed to support technology literacy through various programs that give students an opportunity to advance their critical thinking skills, develop projects that foster creativity, innovation, communication, collaboration, information fluency, and digital citizenship. These capital outlay items support district curriculum and textbook adoptions that require digital access from updated/compatible machines where students view learning concepts at their pace with the support of At Risk-Enrichment classroom instruction, which are driven by technology prescribed learning modules.</p>		<p>Administration, teachers, TST and administrators for State compensatory programs.</p>	<p>Formative: The campus will have a 10% increase in the number of students meeting phase II passing or exceeding standards phase III</p> <p>Increase participation on state software by 20% of AR students</p> <p>Textbook adopted software is accessed by 80% of our AR students.</p> <p>Summative: STAAR result %'s on Media Literacy SE's, CNA Survey results</p>				
<p>Population: All 6 -8 Middle school AR students Timeline: August 2018 - June 2019 CNA p. 5</p>		<p>Funding Sources: 211 Title I-A - 35640.00, 162 State Compensatory - 0.00</p>					
<p>13) Professional development opportunities offered to enhance the provision of services for at-risk students in order to improve academic achievement and decrease the retention rate and dropout rate. Professional development opportunities include: Identification of at-risk students via state and local criteria, Identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act, and Budget and Program Compliance Population: Middle School AR Students Timeline: August 1, 2018 - June 5, 2019 (As needed)</p>		<p>Administrator for State Compensatory Education, Administrator for Special Programs</p>	<p>Formative: ERO Session Evaluation Report, ERO Session Attendance Report, Verified Homeless and/or Unaccompanied Youth Enrollment Letter, eSchoolPLUS Special Programs Report, eSchoolPLUS At-Risk Progress Report, Benchmark Scores, Student Progress Reports</p> <p>Summative: STAAR, Attendance Rate, Retention Rate, and Dropout Rate</p>				
<p>14) A Summer Bridge Program is offered to incoming 6th grade students for an opportunity to visit Stell MS (zoned middle school), to ease transition and reinforce performance standards on reading and math topics. It is a 5 day summer program scheduled to begin July 30 - Aug. 2, 2018. Middle School- TI MI ELL SE AR GT DYS CTE ALL 6th grade students CNA pg. 12</p>		<p>6th Grade teachers, Dean and one AP, 2 Elective teachers</p>	<p>Formative: Brochures, Parent sign in sheets, agendas</p> <p>Summative: Session evaluation, and student attendance, parent surveys, STAAR Results, Attendance at state % or higher for 2017-2018 school year</p>				
		<p>Funding Sources: 211 Title I-A - 3274.00</p>					
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Provide campus-wide instructional resources and computer assisted instruction that reinforces implementation of the BISD curriculum and initiatives including (but not limited to) professional development based on identified needs. STEMScopes App managing software Population: All student groups Timeline: July 2018-Dec 2018 CNA p. 11
1	1	2	Monitor the implementation of the 3 Tier Response to Intervention Model in PK-12 classrooms for math, reading, and behavior with additional training provided to campus Trainer of Trainers on required documentation and interventions based on identified needs. Populations: All students and teachers for these students in core content areas. Timeline: July 2018 to June 2019
1	1	3	Analyze campus and district assessment data to determine specific instructional intervention needs that will drive planning for conferences, workshops, curriculum framework revisions, and maintenance meetings that address those state standards where the students demonstrated the lowest achievement levels. Populations: All sub-population students and teachers for these students in core content areas, Special Education and CTE Timeline: July 2018 to June 2019
1	1	4	Certified teachers and para-professionals will supplement allotted campus positions so that the needs of low performing students may be met through individualized small group instruction. Population: PK-3 - 12th Grade Students Timeline: July 2018 to June 2019
9	5	1	As per BISD policy, Stell MS will implement remediation instructional strategies during after-school tutorials and Saturday academies in Reading, Math, S.S and Science for 6th, 7th and 8th grade students in order to decrease the retention rate and improve student achievement Index I and increase Meets Grade Level and Masters Grade Level performance standards on STAAR assessments to meet indexes 2-4 Population: MS At-Risk students Timeline: September 2018- May 2019 CNA p. 9
9	5	4	FOCUS Progress Status: Stell MS will implement a needs assessment summary and improvement plan listing instructional interventions that target deficiencies to improve academic performance in ELAR and math to close achievement gaps between student performance groups and meet the 75% federal target. The plan will be monitored by quarterly reports and monthly adjustments made with district assessment personnel, campus data teams and support from local service center. CSF 7: Increase Teacher Quality Provide Professional Development that aims to transform teaching and sets performance targets for AYP. Teachers will receive training in differentiated instruction and supports for a balanced and inclusive instructional classroom that support both the ELL and SPED federal student subgroups. CSF 2: Use of Data to Drive Instruction- This type of instruction is needed to improve student performance based on our 2017 state performance levels, dis-aggregated data of special populations, quarterly reports and ongoing communication with individual students regarding their academic progress and goals. CSF 1: Improve Academic Performance: ELL and Sped targeted students can participate in experiences that enhance vocabulary, the use of cognates and assist with inferring word meanings from context. This multi-sensory approach to learning allows students to learn vocabulary in authentic contexts and learning experiences. Population:T,I MI, ELL, SE, At-Risk, GT, DYS, CTE, All students Timeline: August 2018 - June 2019

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

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

Stell will provide personel to translate the information on this website. Please visit our front office for this service. Thank you.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Required one or two here

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amanda Acuña	FP Teacher Aide	Title I	1.0
Arturo Gracia	Social Studies Teacher	Title I	1.0
Blanca Zuniga	Library Aide	Title I	1.0
Debra Tejada	Nurse	Title I	0.4
Irene Russell	Parent Liason	Title I	1.0
Laura Carmona	Reading Teacher	Title I	1.0
Maria Elena Zamora	Clerical Assistant I	Title I	1.0

Plan Notes

link your data here instead of an external link

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Obed Leal	Principal
Administrator	Florence Ayma	Dean of Instruction
District-level Professional	Maricela Camarillo	Bilingual Lead Teacher

Campus Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	5	3	Supplies for At-Risk interventions	199-31-6399-00-044-Y-99-000-Y	\$1,000.00
9	5	8	Supplies for AR Incentives	199-12-6399-00-044-Y-99-000-Y	\$1,000.00
9	5	10	Printers for Counselors	199-31-6399-62-044-Y-99-000-Y	\$800.00
Sub-Total					\$2,800.00
Budgeted Fund Source Amount					\$65,390.00
+/- Difference					\$62,590.00
162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Software	162-11-6249-62-044-Y-30-000-Y	\$2,820.00
1	1	9	Printers, document cameras, projectors, etc.	162-11-6398-62-044-Y-30-000-Y	\$14,715.00
1	1	9	Interactive Notebook Supplies	162-11-6399-62-044-Y-30-000-Y	\$1,100.00
1	1	10			\$0.00
8	1	3	Software	162-11-6249-62-044-Y-30-000-Y	\$0.00
9	5	1	Extra Duty Pay	162-11-6118-00-044-Y-30-000-Y	\$14,479.00
9	5	2	Extra Duty Pay	162-11-6118-00-044-Y-24-SSI-Y	\$18,460.00
9	5	3			\$0.00
9	5	6			\$0.00
9	5	10	Printers, document cameras, projectors, etc.	162-11-6398-044-Y-30-000-Y	\$8,115.00
9	5	12			\$0.00
Sub-Total					\$59,689.00
Budgeted Fund Source Amount					\$58,480.00
+/- Difference					\$-1,209.00
211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount

1	1	1	Supplies for Tested Areas	211-116399-00-044-Y-30-0F2-Y	\$26,808.91
1	1	5	Full Day Training-Certified	211-13-6117-00-044-Y-30-AYP-Y	\$5,039.00
1	1	9	Printers, document cameras, projectors, etc.	211-11-6399-00-044-Y-30-0F2-Y	\$12,500.00
1	1	9	Copy Paper	211-116396-00-044-Y-30-0F2-Y	\$4,000.00
1	1	10	Desktop Computers for Labs	211-11-6398-62-044-Y-30-0F2-Y	\$35,640.00
2	1	1	Supplies for Maintenance	211-51-6315-00-044-Y-30-0F2-Y	\$1,500.00
5	2	1	Presentation supplies	211-31-6399-00-044-Y-30-0F2-Y	\$2,000.00
6	1	1	Needed supplies for parents/students for the educational process	211-61-6499-53-044-Y-30-0F2-Y	\$634.00
6	1	2	Supplies for Parent Meetings	211-61-6399-00-044-Y-30-0F2-Y	\$500.00
6	1	3	Mileage for Parent Liaison	211-61-6411-00-044-Y-30-0F2-Y	\$600.00
8	1	2	Desktop Computers	211-116399-00-044-Y-30-0F2-Y	\$40,000.00
9	4	1	Supplies for medical needs	211-33-6399-00-044-Y-30-0F2-Y	\$500.00
9	5	1	Extra Duty Pay	211-11-6118-00-044-Y-30-0F2-Y	\$26,876.00
9	5	1	Transportation	211-11-6494-00-044-Y-30-0F2-Y	\$17,400.00
9	5	5	Instructional Software	211-11-6399-62-044-Y-30-0F2-Y	\$3,000.00
9	5	7	Substitute teachers	211-11-6112-00-044-Y-30-AYP-Y	\$0.00
9	5	9	Motivational supplies	211-11-6399-62-044-Y-30-0F2-Y	\$0.00
9	5	11	Substitute teachers	211-11-6118-00-044-Y-30-AYP-Y	\$8,063.00
9	5	12	Desktop computers	211-11-6398-62-044-Y-30-0F2-Y	\$35,640.00
9	5	14	Extra Duty Pay	211-11-6118-00-044-Y-30-BDG-Y	\$3,274.00
Sub-Total					\$223,974.91
Budgeted Fund Source Amount					\$181,040.00
+/- Difference					\$-42,934.91
Grand Total					\$286,463.91