

Brownsville Independent School District

Faulk Middle School

2019-2020 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Social Studies

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Mission Statement

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

Vision

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

Faulk Creed

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

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

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

To us, excuses are not an option.

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

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

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

We are Faulk-tastic!

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Comprehensive Needs Assessment

Needs Assessment Overview

Faulk Middle School, located at 2000 Roosevelt Street in Brownsville Texas, opened its door back in the Fall of 1957. The campus is comprised of 57 classrooms, a cafeteria, library, dance hall, band hall, choir hall, and gymnasium.

The student population at Faulk Middle School is approximately 1,141 and serves students in grades 6th (404), 7th (329), and 8th (408) Grade. According to the PEIMS Data Review of our campus profile, 99.1% of the student population is Hispanic, and .09% is Non-Hispanic. Additionally, 95% of the student body is classified as economically disadvantaged. The PEIMS report also shows that 40% of Faulk's student population are classified as English Language Learners, which many are first-generation Mexican Immigrants, and 18.8% of Faulk's total population are Special Education students.

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

As of the 2019-2020 school year, 37.8% of the campus teachers have over ten years of teaching experience, and 24.4% of teachers at Faulk have over twenty years of teaching experience. The current staff at Faulk Middle School is comprised of 69 highly qualified certified teachers, four campus administrators, five counselors, 18 professional support personnel, 11 cafeteria staff, six maintenance/custodial staff, and 13 educational aides and non-classroom staff. The ethnicity of the Faulk Middle School staff is diverse with 96.9 % Hispanic and 3.1% other. The teaching staff is also 48.2 % male and 51.8 % female.

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

Faulk Middle School uses its Title I, State Compensatory and other funds to upgrade the entire instructional program by implementing school-wide programs as authorized under the provisions of Public Law 107-110, Section 1114. The District conducted comprehensive needs assessment surveys at the later part of the year to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on the CNA, the SBDM committee decided to concentrate on improving the passing rate of all students and student groups including Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on state assessments.

The goal is to have 90+ percent of all students and all student groups passing all parts of state mandated assessments for school year 2019-2020 and to increase the "master" performance level in all content areas. After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following areas of improvement will be addressed: Attain attendance rates through student motivational activities such as perfect attendance awards and prize drawings through "Believe in BISD".

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

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

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

Demographics

Demographics Summary

CNA Procedures for Demographics:

The SBDM committee will meet once every six weeks to review the CIP goals and to amend appropriate to campus needs.

Data Sources Reviewed: The SBDM committee reviewed various data sources that have been listed in this year's CIP Comprehensive Needs Assessment Data Documentation Section.

The student population at Faulk Middle School is approximately 1,099 and serves students in grades 6th (354), 7th (418), and 8th (327) Grade. According to the PEIMS Data Review of our campus profile, 99.1% of the student population is Hispanic, and .09% is Non-Hispanic. Additionally, 95% of the student body is classified as economically disadvantaged. The PEIMS report also shows that 33.2% of Faulk's student population are classified as English Language Learners, which many are first-generation Mexican Immigrants, and 13.1% of Faulk's total population are Special Education students. The drop out rate is 0%.

Demographics Strengths

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

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

Demographics Needs

Summary of Needs: After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following demographics areas of improvement would be addressed:

1. Maintain attendance rates and meet the district goals of 97% attendance by increasing parental involvement, calling students home and making home visits when they are absent.
2. Provide support for At-Risk population by increasing the number of students who exit the bilingual program by providing after-school tutorial and having the bilingual lab open in the mornings to help increase language development.

3. Increase support for students that are retained by providing after-school tutorials, enrichment courses and SSI remedial support.

4. Reduce the Failure Rates per semester and school year.

To best support campus efforts and meet the identified needs at the District and Campus level; activities, resources, and implementation time lines related to demographics are set forth in all sections of the 2019-2020 Campus Improvement Plan.

Problem Statements Identifying Demographics Needs

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

Student Academic Achievement

Student Academic Achievement Summary

CNA Procedures for Student Academic Achievement:

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

Data Sources Reviewed: The SBDM committee reviewed various data sources that have been listed in this year's CIP Comprehensive Needs Assessment Data Documentation Section.

STAAR Summary of 6th- 8th Grades Tested

	2019 Unofficial Scores	2019 Unofficial Scores	2019 Unofficial Scores
	Approaches	Meets	Masters
Grade 6			
Reading	64%	29%	13%
Mathematics	79%	40%	14%
Grade 7			
Reading	74%	44%	24%
Mathematics	70%	39%	19%
Writing	70%	39%	11%
Grade 8			
Reading	78%	39%	18%
Mathematics	92%	42%	3%
Science	62%	35%	14%
Social Studies	57%	27%	16%

Performance Variations Between All Student Groups and All Grades

	All Students	Hispanic	White	American Indian	Economically Disadvantaged	Special Ed	EL (Current and Monitored)
All Subjects	*	*	*	*	*	*	*
Reading	*	*	*	*	*	*	*

	All Students	Hispanic	White	American Indian	Economically Disadvantaged	Special Ed	EL (Current and Monitored)
Mathematics	*	*	*	*	*	*	*
Writing	*	*	*	*	*	*	*
Science	*	*	*	*	*	*	*
Social Studies	*	*	*	*	*	*	*

Student Academic Achievement Strengths

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

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

Student Achievement Needs

Summary of Needs: After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following Student Achievement areas of improvement would be addressed for all student populations including migrant students.:

- 1. Accelerated Instruction: Provide students with tutorials to improve academic achievement to help improve Reading, Writing, Math, Science, and Social Studies STAAR scores. maintain Algebra I scores and Advanced performance levels for all sub-populations.**
- 2. Materials and Supplies: Provide students / teachers with materials, technology equipment, and supplies to help differentiate to help improve Reading, Writing, Math, Science, and Social Studies STAAR scores. maintain Algebra I scores and Advanced performance levels for all sub-populations.**
- 3. Bilingual Resources: Maintain and increase Advanced High scores on TELPAS by providing resources that target bilingual students (Print Materials, STAAR Workbooks, Consumables, Accelerated Reader, Software).**
- 4. Extra Curricular Activities- Increase the number of extracurricular activities or clubs that the students can join; thus increase the academic performance because of “No Pass / No Play”. Motivate students to participate in extracurricular activities such as Science Fair, History Fair, One Act Play, Chess, Brainsville, Kids Voting, etc.**
5. Provide the students with field experiences to gain knowledge of College & Career Readiness opportunities, will be allowed to tour local campuses.
- 6. Student Social / Emotional Needs: Increase student attendance on campus in order to increase student academic performance and participation by providing six weeks incentives, and personal student needs such as clothing, counseling, school supplies and personal hygiene supplies. This**

includes the migrant population.

7. Increase the number of student who exit the bilingual program by providing after-school tutorials, increasing the selection of literature for students to read and by providing students with a computer lab for A/R testing, ESL Reading Smart, tutorials and other sub populations.
8. Instructional aides will provide classroom support and monitor appropriate instructional strategies to improve student achievement.
9. Implement Response to Intervention strategies to support student academic growth. Teachers will monitor progress and monitor interventions of struggling students.
10. Implement an integrated challenging inquiry-centered curriculum and offer high-level courses such as Algebra I, Spanish AP.

To best support campus efforts and meet identified needs at the District and Campus level; activities, resources, and implementation time lines related to Student Achievement are set forth in core-area, At-Risk, and Migrant Education sections of the 2019-2020 Campus Improvement Plan.

Problem Statements Identifying Student Academic Achievement Needs

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

School Processes & Programs

School Processes & Programs Summary

CNA Procedures for School Processes and Programs:

Faulk M.S. conducted campus surveys in each of the components of the Campus Improvement Plan. The survey results were reviewed by department and team meeting members so that stakeholders were made aware of results. The entire faculty along with SBDM members reviewed the results of the survey, STAAR scores, TELPAS scores, SELP/SSLP, and 7th Grade Fluency Test and Algebra I Scores. The faculty was then divided into committees and assigned the 2019-2020 CIP to review the plan and decide what improvements needed to be incorporated. Each committee then submitted a revised CIP to be utilized during 2019-2020 and made recommendations as to what activities, resources and funds needed to be allocated towards the 2019-2020 Campus Improvement Plan.

Data Sources Reviewed: The SBDM committee reviewed various data sources that have been listed in this year's CIP Comprehensive Needs Assessment Data Documentation Section.

School Processes & Programs Strengths

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

1. Work closely with HR Department
2. Walkthrough Data
3. Professional Development attendance
4. GT / AP Compliance

Staff Quality, Recruitment, and Retention Needs

Summary of Needs: After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following Staff Quality, Recruitment and Retention areas of improvement would be addressed:

1. Professional Development: Increase teacher and administration's participation in professional development (in and out of district opportunities).

2. The teachers, administration, and counselors need training to receive additional training on effective strategies, differentiating instruction based on

student needs or/and data throughout the year at weekly meetings through intensive intervention research based literacy instruction, a book study, and practices provided by Campus Administration and Curriculum & Instruction Specialists. Campus will consult with Region One for Professional Development opportunities. The campus will also supply travel money to attend Region One Training and Texas Assessment Conference. All AP and Pre-AP teachers will attend professional development opportunities to enhance their individual teaching skills to help students be successful in the classroom

3. The teachers will receive additional training on the eschool dicipline section in order to reduce ISS, OSS, and student removals.
4. The teachers will be expected to conduct peer coaching during each semester in order to gain knowledge and learn from peers, and by completing instructional rounds to both our campus and other district campuses
5. Teacher retention will be maintained by providing district stipends for certifications, and for attending various professional development sessions.
6. Special Education teachers will attend regular education training provided by the District and Campus in order to improve instruction in inclusion and resource classes and increase Sp.Ed. Students test scores and grades.

To best support campus efforts and meet identified needs at the District and Campus level; activities, resources, and implementation timelines related to Staff Quality, Recruitment and Retention are set forth in all sections of the 2019-2020 Campus Improvement Plan.

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

1. Duty Rosters are available.
2. Administrative team meets with department chairs / lead teachers.
3. School structures.
4. Master Schedule includes department and teaming by grade level
5. Students are encouraged to participate in Extracurricular activities.

School Context and Organization Needs

Summary of Needs: After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following School Context and Organization areas of improvement would be addressed:

7. Increase the recruitment of master teachers who are available to work tutorials or Saturday academies in order to increase student achievement.
8. Increase the number of students who actively participate in Accelerated Reading by providing students with books and library availability in the morning and after school and by having incentives for students who reach a certain number of points.
9. Ensure that all teachers conduct peer coaching in order to learn strategies and get ideas from their peers.

To best support campus efforts and meet identified needs at the District and Campus level; activities, resources, and implementation timelines related to School Context and Organization are set forth in the 2019-2020 Campus Improvement Plan.

Perceptions

Perceptions Summary

CNA Procedures for Perceptions

Faulk M.S. conducted campus surveys in each of the components of the Campus Improvement Plan. The survey results were reviewed during a faculty meeting so that all stakeholders were made aware of results. The entire faculty along with SBDM members reviewed the results of the survey, STAAR scores, TELPAS scores, SELP/SSLP, and 7th Grade Fluency Test and Algebra I Scores. The faculty was then divided into committees and assigned the 2019-2020 CIP to review the plan and decide what improvements needed to be incorporated. Each committee then submitted a revised CIP to be utilized during 2019-2020 and made recommendations as to what activities, resources and funds needed to be allocated towards the 2019-2020 Campus Improvement Plan.

Data Sources Reviewed: The SBDM committee reviewed various data sources that have been listed in this year's CIP Comprehensive Needs Assessment Data Documentation Section.

Perceptions Strengths

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

1. Positive School Climate
2. Students / Parents feel campus is safe and encouraging place
3. High turn out during Open House
4. Improvements to facilities

School Culture and Climate Needs

Summary of Needs: After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following School Culture and Climate areas of improvement would be addressed:

1. Student Awards and Incentives: Faulk MS will provide students with incentives and awards to recognize and celebrate student success.

2. Promote more parent participation in Parent Meetings by sending out Parent Meeting flyers with students, calling parents at home, sending school messenger notifications, and making home visits. This is inclusive of the migrant population.

3. Parent/Teacher collaboration meetings by providing parents with teacher conference times via school website and newsletter and increasing the number of parents who sign up to get access to their child's grades. This is inclusive of the migrant population.

4. Provide parents with "Academic Night" in order to communicate with parents regarding their child's academic grades in order to increase parental involvement and communication. This is inclusive of the migrant population. (Supplies & IP Phones)

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

6. Healthy Environment: Provide a healthy school environment to assist in meeting the needs of the general school population and those with health conditions. Initiate and maintain effective procedures for materials, supplies and records.

7. Promote a positive/motivating environment by performing upgrades to facilities.

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

1. Parents understood their child's report card.
2. Progress Reports.
3. Meetings were held in the language parents understood.
4. Campus has a welcoming environment and provides enriching classes for parents.

Family and Community Involvement Needs

Summary of Needs: After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following Family and Community areas of improvement would be addressed for all student populations including migrant students.

8. Increase the number of parents with Home Access Center by providing training during parent meetings and offering assistance when parents stop by the campus office. This is inclusive of the migrant population.

9. Parental Involvement Meetings: Increase the number of participation in parent meetings by sending parent notification flyers, calling parents and making home visits to notify them of upcoming meetings/attendance concerns and by having parent night during the school year for additional parental involvement opportunities and providing a light snack. This is inclusive of the migrant population.

10. Encourage parents to be active participants in students' academic and discipline by sending parent meeting flyers home and calling parents to encourage attendance and by coordinating parent conferences and field trips to enhance participation. This is inclusive of the migrant population.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification 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
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- Local diagnostic math assessment data
- Running Records results
- Observation Survey results

- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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 and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement 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

Goals

Revised/Approved: May 21, 2019

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

Performance Objective 1: Faulk Middle School student performance (all students/all grades/all subjects) will exceed all 2018-2019 STAAR scores at the Approaches, Meets, and Masters Level of performance 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>1) ELA, math, science and history teachers will meet during both team and department planning to align curriculum with both vertical and horizontal alignment, TEKS objectives, district frameworks, benchmarks, TELPAS, STAAR, formative evaluations, integrate core content areas through warm ups and other classroom activities and differentiate instruction for all learners and analyze data using AWARE, Tango, STAAR Data, or campus evaluations. AYP Initiative Curriculum Writing Workshops will take place afterschool and/or on Saturday's to ensure alignment in curriculum and to plan to accelerated instruction. Will purchase supplies, scanners and materials for training.</p> <p>Population: All Students</p> <p>Timeline: Weekly - August 2019 - May 2020</p>	2.4, 2.5, 2.6	Principal, Dean of Instruction, Assistant Principals	Formative: Walkthroughs, progress reports, semester exams, grades, benchmark grades, professional portfolios, Summative: STAAR, TELPAS.				
<p>2) Staff collaborative curriculum alignment planning in house and with district reading/ELA, math, science curriculum specialists, CTE, Special Education, Bilingual/ESL Department support staff will provide in classroom support and monitor implementation of appropriate instructional strategies and routines for these populations which ultimately results in interdisciplinary/multi-disciplinary projects integrating all appropriate content areas.</p> <p>Population: All Students</p> <p>Timeline: Weekly - August 2019 - May 2020</p>	2.4, 2.5, 2.6	Dean of Instruction	Formative: Walkthroughs, Progress Reports, Report Cards, Summative: STAAR, District Benchmark exams, and/or EOC scores in reading/ELA, math and science for CTE Special Education and ELL students. Increased numbers of Distinguished Achievement Plan graduates for CTE, TELPAS				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>3) While using technology resources and accessories, teachers will conduct six-weeks tests, benchmarks, CPAs, tests in reading/ELA, fluency assessments, math, science and history as well as reflective conferences with both teachers and students on disaggregated results.</p> <p>Population: All Students</p> <p>Timeline: August 2019 - May 2020</p> <p>Student Academic Achievement Need#2</p>	2.4, 2.4	Dean of Instruction	Formative: Walkthroughs, Progress Reports, Report Cards, Summative: STAAR, TELPAS				
<p>Funding Sources: 162 State Compensatory - 1600.00, 199 Local funds - 100.00, 163 State Bilingual - 5000.00, 263 Title III-A Bilingual - 5500.00</p>							
<p>4) Provide Accelerated Instruction, Saturday Academies, extended day/week/year learning academies for students based on six-weeks benchmark and EOY STARR tests results. Provide after-school accelerated instruction and Saturday academies, while using the BISD transportation system, for identified low-performance students and at-risk students to prepare for the Reading, Writing, Math, Science, History STAAR, TELPAS, and the Algebra I EOC assessment. Provide 18 hours of additional accelerated instruction for AP Spanish students outside of regular classroom setting.</p> <p>Population: All Students (G/T, Honors, LEP, Non-LEP, SPED, RTI, 504, and Parental Denials)</p> <p>Timeline: August 2019 - May 2020</p> <p>Student Academic Achievement Need #1</p>	2.4, 2.4, 2.5, 2.5, 2.6, 2.6	Dean of Instruction	Formative: Six Weeks Passing/Failing Rates, Benchmarks, Attendance Summative: STAAR scores, TELPAS, PBMAS				
<p>Funding Sources: 211 Title I-A - 89716.00, 162 State Compensatory - 41138.00, 163 State Bilingual - 2400.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>5) Teachers will use a variety of print materials and workbooks/consumables that focus on the STAAR Testing Subjects and include items such as short stories, biographies, historical literature and include social studies topics in lessons to address student needs.</p> <p>Population: All Students, LEP</p> <p>Timeline: August 2019 - May 2020</p> <p>Student Academic Achievement Need #3</p>	2.4	Dean of Instruction and Department Chairs	Formative: Walkthroughs Lesson Plans A/R Points Summative: STAAR scores TELPAS				
Funding Sources: 263 Title III-A Bilingual - 4758.00							
<p>6) Teachers will incorporate the Accelerated Reading Program (AR) and reading materials into the curriculum to apply literary elements and reinforce reading comprehension in order to understand the array of different texts.</p> <p>Population: All Students (G/T, Honors, LEP, Non-LEP, SPED, RTI, 504, and Parental Denials)</p> <p>Timeline: August 2019 - May 2020</p> <p>Student Academic Achievement Need#3</p>	2.5	Librarian	Formative: AR Points, Six Weeks Exam, Semester Grades Summative: STAAR Scores				
Funding Sources: 211 Title I-A - 15200.00, 199 Local funds - 600.00							
<p>7) Dyslexia teacher will have reading and dyslexia lab classes throughout the day to assist those students in the dyslexia program and will meet with regular education teachers on a six weeks basis to monitor student progress.</p> <p>Population: All Students</p> <p>Timeline: August 2019 - May 2020</p>	2.5	Faulk 504 Assistant Principal	Formative: Six Week Grades Semester Exams Summative: STAAR scores				





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>8) Teachers will target Advanced High TELPAS proficiency levels in order to increase number of at-risk students who exit the bilingual program. Teachers will follow English Language Proficiency standards in their classroom instruction and post to target ELPS objectives. A stipend will be allocated to the teacher servicing bilingual students.</p> <p>Population: LEP students and Parental Denials</p> <p>Timeline: August 2019 - June 2020</p>	2.4, 2.5, 2.6	Faulk Bilingual Assistant Principal					
<p>9) Campus instructional aides will provide classroom support and monitor implementation of appropriate instructional strategies and will assist At-Risk students with core academic activities in order to improve student performance and attend professional development in the latest scientific research-based strategies.</p> <p>Population: All Students</p> <p>Timeline: August 2019 - May 2020</p>	2.4	Principal and Assistant Principals	<p>Formative: Benchmark Scores, Student Progress Reports, and Classroom Observations</p> <p>Summative: STAAR Scores</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>10) In order to improve Reading/ELA, Math, Science, Social Studies academic performance, will use Title I-A, State Compensatory, 199, 166, and Bilingual monies, so that teachers can incorporate instructional resources and necessary supplies/materials, that are supplemental to the curriculum. Also, robots, rockets, airplanes and helicopters, electric car accessories, and STEM materials will be purchased for Science and Math classes. Supplies and materials will also be purchased for Administrative use.</p> <p>Population: All Students (G/T, Honors, LEP, Non-LEP, SPED, RTI, 504, and Parental Denials)</p> <p>Timeline: August 2019 - May 2020</p> <p>Student Academic Achievement Need #2</p>	2.4, 2.4, 2.5, 2.6	Principal and Dean of Instruction	<p>Formative: Student progress reports, lesson plans, benchmark scores, classroom observations</p> <p>Summative: STAAR Scores</p>				
<p>Funding Sources: 211 Title I-A - 67289.00, 162 State Compensatory - 16505.00, 163 State Bilingual - 3750.00, 199 Local funds - 14000.00, 166 State Special Ed. - 5520.00</p>							
<p>11) Implement interventions through the Response to Intervention (RtI) 3 Tier Model in order to support student academic growth, use data to identify areas of need and monitor progress of struggling student.</p> <p>Population: All Students</p> <p>Timeline: August 2019 - June 2020</p>	2.4, 2.5, 2.6, 2.6	Faulk RtI Coordinator	<p>Formative: Sign in sheets, agenda.</p> <p>Summative: RTI folders, Texas Middle School Fluency Assessment (TMSFA), Progress Monitoring, Benchmark Results.</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>12) Implement coordination and collaboration meetings once every six weeks between Special Education, Bilingual/ESL teachers and CTE teachers of record to plan instructional strategies and support systems for Bilingual and Special Education students in CTE classroom instruction.</p> <p>Population: All Students (G/T, Honors, LEP, Non-LEP, SPED, RTI, 504, and Parental Denials).</p> <p>Timeline: August 2019 - May 2020</p>	2.6	Administration Special Ed Department LPAC Teachers	Formative: Coordination/ collaboration meeting schedules and attendance sign-in sheets Summative: Six Weeks				
<p>13) Monitor teachers' use of data for driving instructional decisions via profile sheets, lesson plans aligned to test results & conduct collaborative conferences.</p> <p>Population: All Students</p> <p>Timeline: August 2019 - May 2020</p>	2.4, 2.5, 2.6	Administration, Department Chairs, Teachers,	Formative: Coordination/ collaboration meeting schedules and attendance sign-in sheets Summative: Semester Grades				
<p>14) Implement an integrated challenging, standards-based, inquiry-centered, curriculum. Offer high-level courses at Faulk by selecting students using specific criteria based on course listing guide to enroll 8th grade students in Algebra I and 6th-8th grade Honors/GT class following the criteria as stated by the Advanced Academics Department and ensuring success in EOC test by providing accelerated instruction.</p> <p>Population: Honors/GT students.</p> <p>Timeline: August 2019 - May 2020</p>		Administration, Teachers	Formative: STAAR Summative: Six Weeks Grades Benchmarks				
<p>15) All students will conduct labs in designated Science Labs, hands-on activities, or demonstrations 40% of instructional time.</p> <p>Population: All Students.</p> <p>Timeline: August 2019 - May 2020</p>		Administration, Science Dept. Chair, Science Teachers	Formative: Lesson Plans, C-Scope lessons, Lab Write-ups Summative: STAAR, TELPAS, TAPR				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>16) Robotics Club students will attend and compete at various robotics competition throughout the year.</p> <p>Student Academic Achievement Need #4</p> <p>Population: Robotics Club</p> <p>Timeline: August 2019 - May 2020</p>		Dean, Robotics Sponsors	Formative: Club sign in sheets. Summative: Competition Results				
<p>Funding Sources: 164 State Career and Technical Education - 1000.00</p>							
<p>17) All G/T students will complete a research project for the History and Science Fair Competition.</p> <p>Population: All Students.</p> <p>Timeline: August 2019 - May 2020</p>		Administration, Teachers	Formative: History Fair History Fair Project Library Schedule Summative: Six Weeks Exam				
<p>18) All students will participate in KIDS Voting USA in order to understand the voting process and its place in Democratic society.</p> <p>Population: All Students.</p> <p>Timeline: August 2019 - May 2020</p>		Administration, History Teachers	Formative: Lesson Plans Walkthroughs Observations Benchmarks Summative: STAAR, Teacher Access Center, TELPAS				
<p>19) Teachers will follow the aligned curriculum for Honors courses in the core areas of English, Math, Science, Social Studies and Spanish Language and Literature.</p> <p>Population: All students</p> <p>Timeline: August 2019 - May 2020</p>		Administration Counselors Teachers	Formative: Curriculum Documents Summative: STAAR, TELPAS, TAPR				
<p>20) Counselors will give classroom presentations on positive work habits, and coping with test anxiety.</p> <p>Population: All students</p> <p>Timeline: August 2019 - May 2020</p>	2.6	Administration Counselors At-Risk Counselor Teachers	Formative: Curriculum Documents Summative: STAAR, TELPAS, TAPR				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>21) Students will utilize computer instruction which will provide students with an engaging, challenging, and high DOK curriculum to support rigor and student achievement through use of this technology in enrichment, accelerated instruction, and alongside the instructional curriculum. Computer Labs and classrooms with this software will support Reading, Math, Science and Social Studies curriculum. Programs include Compass and other supplemental supports to the curriculum.</p> <p>Population: All students Timeline: August 2019 - May 2020</p>		<p>Campus Administrators Curriculum Specialist Dean of Instruction Teachers Special Ed Department ESL Department</p>	<p>Formative: Training sign in sheets and feedback. Exemplar Lessons Summative: : STAAR results Commended Levels</p>				
<p>22) Campus instructional aides will provide classroom support and monitor implementation of appropriate instructional strategies. Clerical staff will monitor attendance and contact parents to ensure student accelerated instruction attendance and documentation is kept. Overtime pay will be allocated for para-professionals completing these duties beyond the normal working hours.</p> <p>Population: All Students Timeline: August 2019 - May 2020</p>		<p>Principal Dean of Instruction</p>	<p>Formative: Timesheets, classroom observations Summative: accelerated instruction / attendance, timesheets</p>				
<p>23) Teachers will continue to use TLI Strategies in the classroom to meet the district ELAR Plan and Grant Sustainability.</p> <p>Timeline: August 2019 - May 2020</p>	2.5	<p>Administration and Teachers</p>	<p>Formative: Lesson Plans Walkthroughs Observations Benchmarks</p> <p>Summative: STAAR, Teacher Access Center, TELPAS</p>				
<p>24) The campus will follow the strategies outlined in the district Literacy Plan.</p> <p>Timeline: August 2019 - May 2020</p>		<p>Administration and Teachers</p>	<p>Formative: Lesson Plans Walkthroughs Observations Benchmarks</p> <p>Summative: STAAR, Teacher Access Center, TELPAS</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
25) Instructional materials, duplicating paper, copy machine and laminating machine maintenance will be ordered/maintained to best ensure that teachers focus on student instruction. Population: Faculty Timeline: August 2019 - May 2020 Student Academic Achievement Need #2	2.4	Administration	Formative: Walk throughs, observations, surveys Summative: Teacher feedback/surveys				
Funding Sources: 211 Title I-A - 3500.00, 162 State Compensatory - 3000.00, 199 Local funds - 3000.00							
26) Project RISE Master Teachers will meet with teachers to conduct observations and provide feedback on the effectiveness of classroom instruction. Population: Faculty Timeline: August 2019 - May 2020 School Process and Program Needs #1		Principal, Dean of Instruction	Formative: Walk through, observations, Master teacher conference notes Summative: STAAR Scores, Master Teacher Logs				
Funding Sources: XXX Grant Funds - 134561.00							
27) Student incentives and awards will be purchased and issued every six weeks to recognize student achievement. An awards ceremony will be conducted at the end of each school year to recognize and celebrate success. Timeline: August 2019 - May 2020 Perception Needs #1	2.5	Principal, Dean, Administration, counselors	Formative: Surveys, inventory of awards Summative: Awards program				
Funding Sources: 211 Title I-A - 5000.00, 199 Local funds - 9000.00, 166 State Special Ed. - 800.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							








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

Performance Objective 2: Faulk Middle School Career and Technical Education student participation will increase by 5 percentage points over 2018-2019 - it will include elements of the BISD Phase I Future Ready Plan. - Curriculum, Instruction, and Assessment.

Evaluation Data Source(s) 2: CTE enrollment PEIMS reports, Future Ready Survey Results

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) 100% of 8th grade students will enroll in a CTE course that focuses on College and Career Readiness. Population: All 8th grade students. Timeline: August 2019 - May 2020		Administration, 8th Grade Counselor, CTE Teacher	S: Master Schedule				
2) Students will have an opportunity to explore the different career clusters available at each high school's pathways, through virtual field trips or video conferencing, early college, and CTE awareness nights. Timeline: August 2019 - May 2020		Administration, Technology teachers, TST	Formative: Lesson Plans Students' Work Summative: Six Weeks Exam.				
3) All students will be taught the skills necessary for developing a personal career portfolio they can continue to update as they advance their secondary education. Population: All students. Timeline: August 2019 - May 2020		Administration, Technology teachers, TST	Formative: Lesson Plans Students' Work Summative: Six Weeks Exam.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>4) All CTE teachers will receive their class rosters by period indicating their students who are served by Bilingual/ESL or Special Education Programs so that they may attend appropriate trainings and implement researched based strategies to improve the student's academic performance.</p> <p>Population: All Students</p> <p>Timeline: August 2019 - May 2020</p>		Administration, CTE teachers	<p>Formative: Sign in sheets, class rosters.</p> <p>Summative: Verification signatures from CTE teachers documenting receipt of state assessment results and objectives not mastered by class period.</p>				
<p>5) Counselors will present information on BISD Magnet School programs and Magnet Career Night to students and parents. Students will be advised of Career Pathways available in High School.</p> <p>Population: Students, parents</p> <p>Timeline: August 2019 - May 2020</p>		Administration Counselors At-Risk Counselor Teachers	<p>Formative: Monthly Logs, Sign In Sheets</p> <p>Summative: Number of student accepted into magnet school, choice slips.</p>				
<p>6) Faulk Middle School will provide internship opportunities in the areas of Aerospace Engineering, Entrepreneurship, Robotics and Coding through foundational skills such as computational thinking, systems thinking, and design thinking</p> <p>Population: All Students</p> <p>Timeline: August 2019- June 2020</p>							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

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

Evaluation Data Source(s) 3: PBMAS Report, STAAR/EOC Assessment

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Migrant clerk will attend the annual Identification and Recruitment (IDR) training in order to secure the most current information needed to appropriately assist with the campus identification and recruitment initiative.</p> <p>Population: All PFS/migrant students.</p> <p>Timeline: August 2019 - May 2020</p>		Administration, Migrant Teacher, Migrant Clerk	Formative: IDR Training. Summative: Texas Education Agency (TEA) IDR Certificates.				
<p>2) The Migrant campus clerk will attend the required NEW Generation System (NGS) state required training in order to secure the need skills to accurately and appropriately in put the data for migrant students into the migrant state database.</p> <p>Population: All PFS/migrant students.</p> <p>Timeline: August 2019 - May 2020</p>		Administration, Migrant Teacher, Migrant Clerk	Formative: NGS Annual Training Summative: NGS Certificates				
<p>3) The migrant clerk will assist with the annual IDR Residency Verification initiative in order to ensure that all migrant students at our campus are picked up in a timely manner.</p> <p>Population: All PFS/migrant students.</p> <p>Timeline: August 2019 - November 2019</p>		Administration, Migrant Teacher, Migrant Clerk	Formative: NGS Mass Enrollment Report ESchool Solutions Report Summative : Residency Verification Reports				


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>4) Migrant Clerk will distribute migrant information and currently enrolled listing to all teachers and administrators in order to facilitate pertinent information in a timely manner throughout the year.</p> <p>Population: All PFS/migrant students.. Timeline: August 2019 - May 2020</p>		Administration, Migrant Teacher, Migrant Clerk	Formative: NGS Reports Summative: Completed Surveys, Documentation of services, Monitoring Tools, Migrant Clerk Evaluation.				
<p>5) The migrant campus clerk will adhere to the NGS timeline to ensure that migrant student data is entered in a timely and accurate manner into the NGS data- base.</p> <p>Population: All PFS/migrant students. Timeline: August 2019 - May 2020</p>		Administration, Migrant Teacher, Migrant Clerk	Formative: NGS and ESchool Solutions Reports Summative: PBMAS ICR Reports NGS Reports				
<p>6) PFS migrant students will receive supplemental support services before other migrant students to ensure that the requirements delineated by NCLB Section 1304(d) are addressed. PFS migrant students will receive shoes, clothing, personal hygiene items, and necessary supplies based on need.</p> <p>Population: All PFS migrant students. Timeline: August 2019 - May 2020</p>		Administration, Migrant Teacher, Migrant Clerk	Formative: Job Description Summative: Completed personnel Assurance forms, Job evaluation.				
<p>7) All migrant students will receive grade appropriate school supplies on an as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus facilitating them the same opportunity to meeting the academic challenges of all students. These supplies may include shoes, hygiene supplies, and clothing.</p> <p>Population: All PFS/migrant students. Timeline: August 2019 - May 2020</p> <p>Student Academic Achievement Need #6</p>	2.4	Administration, Migrant Teacher, Migrant Clerk	Formative: NGS Campus Reports Summative: Completed Request for Supplemental Support Form w/ student's NGS Number and Parent's / Student's signature.				
<p>Funding Sources: 212 Title I-C (Migrant) - 0.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>8) Migrant students 6th - 8th STAAR results will be reviewed to secure accurate placement into the current State Assessment remediation opportunities during regular school year and summer school.</p> <p>Population: All PFS/migrant students. Timeline: August 2019 - May 2020</p>	2.4	Administration, Migrant Teacher, Migrant Clerk	Formative: STAAR Remediation Enrollment List, NGS STAAR report, Benchmark results. Summative: Current State Assessment Test Results.				
<p>9) Migrant funded staff will attend Migrant Education Region One workshops, local, regional and state migrant conferences in order to secure the most current information impacting migrant students, migrant parents and the migrant program through the current school year.</p> <p>Population: All PFS/migrant students. Timeline: August 2019 - May 2020</p>		Administration, Migrant Teacher, Migrant Clerk	Formative: Region one workshop advisement's, Registration Forms, BISD professional leave form with approval signatures. Summative: Workshop certificate, Agendas, Handouts.				
<p>10) In order to experience leadership opportunities, develop good study skills, and practice positive social engagement within the school community the middle school migrant students will participate in a Migrant Club.</p> <p>Population: All PFS/migrant Timeline: August 2019 - May 2020</p>		Administration, Migrant Teacher, Migrant Clerk	Formative: Meeting Agenda and Sign-In Sheets Summative: Participants Survey.				
<p>11) A leadership conference for Migrant middle school students and their parents will be held to provide the participants experiences to improve leadership, learning and study skills. The Migrant students and their parents will attend the PFS Middle School Leadership Conference in order to expand their leadership skills.</p> <p>Population: All PSF /migrant students. Timeline: February 2020</p>		Administration, Migrant Teacher, Migrant Clerk	Formative: Sign-In Sheets, Agenda and Participants Survey Summative: Conference Evaluations				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>12) Middle school migrant students will have opportunity to attend the school district's summer school programs to ensure promotion if needed or to participate in the enrichment migrant summer program.</p> <p>Population: All PSF/migrant students. Timeline: June 2019 and June 2020.</p>		Administration, Migrant Teacher, Migrant Clerk	Formative: Eligibility Forms, Attendance Sheets, Weekly Assessments, Participants Survey. Summative: Completion Reports, End of Program Assessment Results.				
<p>13) Campus Migrant Clerk will conduct meetings twice (Note Correction below: once) each semester to foster parental involvement and provide Migrant parents with important information on campus migrant program opportunities and how to better support their children academically. A light snack will be served at each meeting.</p> <p>Population: All PFS /migrant students. Timeline: October 2019, December 2019 / February 2020, April 2020</p>	3.2	Administration, Migrant Teacher, Migrant Clerk	Formative: Flyers, Parent phone calls, Sign-in sheets, Invitation Agenda Summative: Parent Meeting evaluations.				
<p>14) Migrant teacher will provide supplemental guidance and counseling services for migrant students to improve student achievement and the drop out rate. Monies will be allocated for a substitute aimed as assist the teacher with attendance at professional development opportunities and other migrant related activities.</p> <p>Population: PFS /Migrant students. Timeline: August 2019 - May 2020</p>		Administration Migrant Teacher	Formative: Student sign in sheets Summative: STAAR Reports				
<p>15) The New Generation System (NGS) and BISD eSchool Plus entries will be monitored daily to ensure that the ID&R data and information has been appropriately coded in a timely manner.</p> <p>Population: PFS/Migrant Students Timeline: August 2019 - May 2020</p>		Migrant Funded: Recruiters Data Entry Clerk NGS Clerks Campus Migrant Clerks Computer Operator PEIMS Data Clerk MS	PBMAS Report Correctly coded migrants on NGS				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>16) In order to secure the data needed to accommodate placement into appropriate supplemental instructional opportunities for MS migrant students pre and post test results will be used by teachers and administrators to identify the migrant students performing below grade level. NOTE: At sites being served by a migrant teacher, teacher will provide additional support and ensure participation into supplemental opportunities. Population: PFS /Migrant Students</p> <p>Timeline: August 2019 - May 2020</p>		<p>Sp. Programs Administrator Campus Principals MS Teachers Migrant Funded: Teachers- 3FTEs Computers MSC</p>	Increased academic performance				
<p>17) The District Migrant Counselor (DMC) will provide supplemental support services to migrant students in the following areas: * Graduation plans * Development of Individual Migrant Student Action Plans * Coordination for leadership opportunities * Monitoring of course completion for PFS students * Monitoring of late entry/early withdrawals * Credit accrual opportunities * Provide timely information and assistance to migrant students and parents regarding on-time Graduation and post-secondary education * Conduct district initiatives for migrant students * Coordination Inter-state and intra-state (TMIP) activities * Coordination with UT Austin Migrant Graduation Enhancement Program * Assist with OSY Initiative * Assist with the monitoring of campus migrant staff Population: PFS / Migrant Students Migrant Parents Timeline: Timeline: August 2019 - May 2020</p>		<p>Sp. Programs Administrator MSC DMC</p>	Increase on- time graduation and on-time promotion and decrease dropout rate PBMAS				
<p>18) survey will be used to evaluate the effectiveness of the Migrant Education Program so that pertinent and appropriate adjustments can be made to better serve migrant students Population: PFS /Migrant Students</p> <p>Timeline: May 2020</p>		<p>Campus Administration Migrant Funded: Migrant Teachers HS Migrant Campus Clerks MEP Secretary DMC MSC</p>	Increase on- time graduation				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>19) Learning Academy and accelerated instruction targeting the core areas of Reading, Writing, Math, Social Studies and Science will be held for all PFS students in order to sharpen their skills and prepare them academically for the STAARS assessment. Monies will be allocated for Saturday Academies transportation and other trip transportation costs. Population: Elementary, MS and HS PFS /Migrant Students</p> <p>Timeline: August 2019 - May 2020</p>		Administration, Migrant Teacher, Migrant Clerk	Increased STAARS Scores for PFS students				
<p>20) The campus migrant clerks will provide supplemental support to the PFS and migrant students only, in order to enhance the advocacy, encouragement, and support to the special needs of migrant students as delineated by NCLB Act of 2001 (Public Law 07-110) Section 1301-1309 and will ensure that the migrant students are actively engaged in the Migrant Club, receive needed homework assistance and socialize with other migrant students throughout the current school year.</p> <p>Population: PFS and Migrant Students</p> <p>Timeline: August 2019 - May 2020</p>		Campus Principals Migrant Campus Clerks Migrant Teachers DMC MSC	Decrease in the number of PFS student				



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

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

Performance Objective 4: Faulk Middle School will increase number of students in co-curricular and extra-curricular programs by 5% over 2018-2019 participation.





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

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) The Fine Arts Departments will perform and present on campus, at our feeder schools and in the community.</p> <p>Population: Fine Arts students.</p> <p>Timeline: August 2019 - May 2020</p> <p>Student Academic Achievement Need #4</p>		Administration Fine Arts Teachers	<p>Formative: School / Community performances</p> <p>Summative: Gradebook, Six Weeks Exam.</p>				
<p>2) The master schedule will include: Band Courses, Choir Courses, Art Courses, Spanish Courses, Technology Courses, Dance Courses, and Ballroom Courses to provide students with a well rounded education.</p> <p>Population: All students</p> <p>Timeline: August 2019 - May 2020</p>	2.5	Administration, Teachers	<p>Formative: Performances / # of students participating</p> <p>Summative: Gradebook, performance results</p>				
<p>3) Choir Students will participate in All City Choir Clinic / Concert and compete in TMEA Region, Choir Solo and Ensemble including UIL Choir concert and Sight-Reading Competition.</p> <p>Population: Choir Students.</p> <p>Timeline: August 2019 - May 2020</p>		Administration, Teachers	<p>Formative: Lesson Plans</p> <p>Summative: Performance Ratings</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>4) Choir students will attend summer choir camps.</p> <p>Population: Choir Students.</p> <p>Timeline: August 2019 - May 2020</p>		Administration, Choir Teacher	Formative: Lesson Plans Summative: Performance Ratings				
<p>5) Visual Art students will participate in YAM YOUTH ART MONTH activities and compete in district, community and/or valley art competitions / exhibitions such as the Student International Art Show and the regional Jr. VASE Visual Arts Scholastic Event.</p> <p>Population: Art Students.</p> <p>Timeline: August 2019 - May 2020</p>		Administration Art Teachers	Formative: Lesson Plans, Student Portfolios Summative: Performance Ratings				
<p>6) All Fine Arts students will complete assignments per month such as: Journals, Poster Contest, Book Report / Project, Writing Response to Reading, STAAR test strategies. Students will receive supplies to attend class and be motivated and prepared for instructional classes.</p> <p>Population: Art Students.</p> <p>Timeline: August 2019 - May 2020</p>		Administration, Fine Arts Teachers	Formative: Lesson Plans, Student Portfolios Summative: Grade book				
<p>7) Students practice different techniques and media to use different materials to create a variety of art and will be provided with appropriate material to enhance the GT program.</p> <p>Population: Art Students.</p> <p>Timeline: August 2019 - May 2020</p>		Administration, Fine Art Teachers	Formative: Lesson Plans, Student Portfolios Summative: Gradebook, Six Weeks Exam				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>8) UIL One Act Play students will participate in a middle school clinic and in middle school competition.</p> <p>Population: UIL One Act Play Students.</p> <p>Timeline: August 2019 - May 2020</p> <p>Student Academic Achievement Need #4</p>		Administration, UIL One Act Play teacher	Formative: Lesson Plans, Student Portfolios Summative: Performance Ratings				
Funding Sources: 199 Local funds - 1500.00							
<p>9) Ballroom dance students will participate in the Red Hot Ballroom dance program.</p> <p>Population: Ballroom Students.</p> <p>Timeline: August 2019 - May 2020</p>		Administration, Ballroom Teacher	Formative: Lesson Plans Summative: Performance Ratings				
<p>10) Dance students will participate in campus dance recitals such as Santa and Friends and perform for Elementary campuses as well as participate in a fine arts dance evaluation.</p> <p>Population: Dance Students</p> <p>Timeline: August 2019 - May 2020</p>		Administration, Dance Teacher	Formative: Lesson Plans Summative: Performance Ratings				
<p>11) Foreign Language (Spanish) students will learn the Spanish language, culture, vocabulary and grammar. They will focus on community and cultural aspects.</p> <p>Population: Students in Spanish class.</p> <p>Timeline: August 2019 - May 2020</p>		Administration, Spanish Teacher	Formative: Student binder, teacher lesson plan book. Summative: Lesson Plans				
<p>12) Destination Imagination teacher sponsors and students will participate in D.I. trainings and and competitions.</p> <p>Population: Students, parents</p> <p>Timeline: August 2019 - May 2020</p>		Administration DI Sponsor	Formative: Monthly Logs, Sign In Sheets Summative: Competition Results				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
13) Students and sponsors will participate in Special Olympic events. Timeline: August 2019 - May 2020 Student Academic Achievement Need #4		Admin Special Ed Teachers Adaptive PE Teachers	Special Olympics Results				
Funding Sources: 199 Local funds - 0.00							
14) Students will participate in Chess and attend various tournaments through out the year. Timeline: August 2019 - May 2020		Administration Chess Sponsors	Formative: Monthly Logs, Sign In Sheets Summative: Competition Results				
15) Students will travel through out the year to various events that will enhance their curricular and co-curricular experiences to provide a well-rounded education to each student. Population: All Students Timeline: August 2019 - May 2020 Student Academic Achievement Need #4		Administration, Teachers, Principal's Secretary	Formative: Monthly Travel Log Summative: Event results				
Funding Sources: 199 Local funds - 20668.00							
16) Students will participate in the American Math Competition. Population: Select Math Students. Timeline: August 2019 - May 2020 Student Academic Achievement Need #4	2.5	Administration, Math Department	Formative: Monthly Logs, Sign In Sheets Summative: Competition Results				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							


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

Performance Objective 1: Faulk Middle School will implement energy savings plans; maintain and upgrade current facilities to provide a healthy and positive learning environment by scheduling renovation/upgrade/improvement of at least 20% of instructional facilities annually over the next 5 years. (Board Goal 2)

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) All staff members will turn off the light to their assigned room whenever they leave the area.</p> <p>Population: All staff.</p> <p>Timeline: August 2019 - May 2020</p>		Administration, Non-Teaching Professionals, Teachers, and all Classified Personnel.	<p>Complete implementation of the district energy savings plan will result in decreased energy usage compared to prior year.</p> <p>Formative: Monthly Energy Use Report</p> <p>Summative: Yearly Energy Use Report</p>				
<p>2) The school will only be scheduled to have the air condition programmed on Saturday to be active during Saturday Academies, Professional Development, and/or UIL activities.</p> <p>Population: All staff.</p> <p>Timeline: August 2019 - May 2020</p>		Administration, Head Custodian, UIL Sponsors	<p>Complete implementation of the district energy savings plan will result in decreased energy usage compared to prior year.</p> <p>Formative: Monthly comparison of energy usage</p> <p>Summative: Annual comparison of energy usage</p>				
Student Academic Achievement Need #1	Funding Sources: 199 Local funds - 100.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>3) The campus will be divided into five equal areas and each area will receive intensive maintenance for the year (ie Ceiling Repairs, Wall Repairs, AC Repairs, Lighting Repairs, Door/Lock Repairs, Window Unit Repairs, Electrical Repairs, Network Repairs, etc). The "F" Building will be the first area to be serviced.</p> <p>Population: All staff and students.</p> <p>Timeline: August 2019 - May 2020</p>		Administration and Head Custodian.	<p>Formative Report: BISD Maintenance Requests.</p> <p>Summative: BISD Maintenance Requests Completion Rate.</p>				
<p>4) Evaluate and recommend necessary upgrades for facilities and equipment to ensure a positive/motivating instructional environment and student safety.</p> <p>Population: All Students</p> <p>Perception Needs #7</p> <p>Timeline: August 2019 - May 2020</p>		Administration, Safety coordinators, maintenance personnel.	<p>Formative: Safety evaluation, campus visitation documentation, proper maintenance documentation.</p> <p>Summative: SHAC recommendations.</p>				
Funding Sources: 199 Local funds - 7500.00							
							

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

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

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) The campus will meet all encumbrance and percentage spent fund deadlines as expected by all district departments.</p> <p>Population: All staff and students.</p> <p>Timeline: August 2019 - May 2020</p>		Principal, Principal's Secretary, Fine Art Program Leaders, and any other teacher and/or program that received monies from local, state, or federal programs.	<p>Formative: Reports generated through the BI-TECH online system.</p> <p>Summative: End of Year reports generated through the BI-TECH online system.</p>				
<p>2) The campus will use budget changes to ensure that all funds are spent to meet the current needs of the campus.</p> <p>Population: All staff and students.</p> <p>Timeline: August 2019 - May 2020</p>		Principal and Principal's Secretary	<p>Formative: Budget Change Forms and reports generated through the BI-TECH online system.</p> <p>Summative: Completed Budget Change Forms and End of Year reports generated through the BI-TECH online system.</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>3) The purchasing procurement policies will be followed with fidelity to ensure that there is not a budget shortfall/defecit at the end of the year.</p> <p>Population: All staff and students.</p> <p>Timeline: August 2019 - May 2020</p>		Principal, Principal's Secretary, Fine Art Program Leaders, and any other teacher and/or program that received monies from local, state, or federal programs.	<p>Formative: Reports generated through the BI-TECH online system.</p> <p>Summative: End of Year reports generated through the BI-TECH online system.</p>				
<p>4) A system will be in place to keep track of all funds that are encumbered or processed in the BI-TECH system to ensure that all monies are spent.</p> <p>Population: All staff and students.</p> <p>Timeline: August 2019 - May 2020</p>		Principal, Principal's Secretary, Fine Art Program Leaders, and any other teacher and/or program that received monies from local, state, or federal programs.	<p>Formative: Reports generated through the BI-TECH online system.</p> <p>Summative: End of Year reports generated through the BI-TECH online system.</p>				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue


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

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


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

Summative Evaluation 2:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Faulk Middle School will celebrate all five days of Teacher Appreciation Week.		Administration	Increased Staff Morale				
2) Faulk Middle School will have a faculty celebration once a semester to recognize the achievements of the staff.		Administration and Counselors	Increased Staff Morale				




= Accomplished



= Continue/Modify



= No Progress






= Discontinue

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

Performance Objective 3: Faulk Middle School will commit itself to implement the BISD Phase I Future Ready Plan. - Budget and Resources

Evaluation Data Source(s) 3: Future Ready Survey Results

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Faulk Middle School align with with BISD specific policies, implementation strategies, accountability metrics and timelines that will support a more efficient planning process across multiple budgets. BISD will measure factors like Return Of Investment (ROI) and bulk pricing in the budgetary planning process so that digital learning expenditures can be more clearly defined across the entire organization.		Campus Administration	Formative Results: Software Evaluation Rubric Reports Software monitoring/usage Summative Results:				



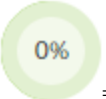

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
2) Faulk Middle School will increase the accessibility for all students in technology based instruction across all subject areas by providing new software and platforms including Microsoft, Google and Apple, and hardware at the campuses for computer/ technology enhanced instruction. The district will utilize platforms such as GOGUARDIAN, CLEVER, and PAPERBASKET to analyze the return of investment for all softwares purchased by campuses and the district, It will analyze student usage, academic impact, student performance, etc. Population: All Students		Campus Administration	Formative Results: Budget reports Software Usage Reports Software Monitoring Reports Summative Results: Budget reports Software Usage Reports Software Monitoring Report				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

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

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

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The campus will supply the BISD PIO with news, student and staff accomplishments on a weekly basis to ensure maximum positive school publicity. Population: All staff and students. Timeline: August 2019 - May 2020		Administration, Department/Program Heads, and Sponsors.	Formative: Newspaper Clippings, BISD Website Highlight, and Faulk Website. Summative: Enrollment Reports				
2) The campus will responsibly create and maintain a social media page to highlight student achievements. Population: All staff and students. Timeline: August 2019 - May 2020		Administration and Campus TST	Formative: Faulk Social Media Page Summative: Faulk Social Media Page				
3) Faulk MS will promote the history and origins along with current accomplishments weekly through the website and media venues. Population: All staff and students. Timeline: August 2019 - May 2020		Administrators and Campus TST	Weekly news articles feature or website feature. Formative: Schedule of weekly articles Summative: Listing of all campus features				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

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

Evaluation Data Source(s) 1: BAC placement data for 2018-2019, PEIMS discipline 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) Distribute student list every six weeks from district hearing officers regarding Expulsions, Appeals to compare to PEIMS records in and assure correct reporting to TEA. Population: All Students Timeline: August 2019 - May 2020 Every Six Weeks	2.6	Administration, Counselors, Teachers	Formative: Gradebook, Six Weeks Exam, retention rates. Summative: Admission, Attendance and Discipline List compared to Order of Expulsions and Removals.				
2) Maintain the district's standard for students assigned to a Disciplinary Alternative Education Program (DAEP) will maintain the district's standard in: Attendance rates, Pre-post assessment results, Drop- out rates, Sub groups representation in order to comply with District's goal Population: All Students Timeline: August 2019 - May 2020	2.5, 2.6	Administration, Counselors, Teachers	Formative: Attendance, Benchmark data Summative: PEIMS Data AEIS Data				
							

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





Performance Objective 2: Disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 5% for 2019-2020 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, 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) Parents will be notified of any discipline referral outlined in the Student Code of Conduct as mandated by policy.</p> <p>Population: All Students</p> <p>Timeline: August 2019 - May 2020 Yearly</p>	2.5, 2.6, 3.1	Administration, Counselors, Teachers	Formative: Completed Referral Forms Summative: Discipline Referrals / Reports				
<p>2) Provide training for administrators and new teachers: (a) to effectively handle classroom discipline so that out of school suspensions and discretionary removals are used as a last resort; (b) assure students' rights and due process are afforded in order to have a safe and disciplined environment conducive to student learning. District adopted Review 360 Program</p> <p>Population: All Students</p> <p>Timeline: August 2019 - May 2020 Yearly</p>		Administration, Counselors, Teachers	Formative: Agenda Sign-in sheets Summative: Discipline Referrals, Discipline Reports				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) Provide conflict resolution skills through presentations for students in order to reduce the number of office referrals. Population: All Students Timeline: August 2019 - May 2020 Every Six Weeks		Administration, Counselors, Teachers	Formative: Student academic progress, number of discipline referrals, Counselor student log Summative: PEIMS Discipline Reports				
4) Counselors will provide individual and/or group counseling sessions on a weekly basis in order to ensure that students needs are addressed. Population: All Students Timeline: August 2019 - May 2020 Twice a six weeks. Student Academic Achievement Need #6	2.6	Administration, Counseling, Teachers	Formative: Student sign in sheets, Counselor logs Summative: PEIMS Discipline Reports				
Funding Sources: 199 Local funds - 500.00							
5) Audit and monitor student discipline referrals every six-weeks to keep track of ISS/OSS rates. This process will lead to tracking and addressing possible patterns of concerns with school personnel. Population: All Students Timeline: August 2019 - May 2020 Every Six Weeks	2.6	Administration, PEIMS supervisor, Teachers, Attendance Clerk	Formative: Principal will analyze OSS report at end of each 6 wks. to determine increase or decrease in OSS Summative: Discipline Reports				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

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





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

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

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Provide professional development based on level of expertise and need in the following areas: a.) Bullying Prevention b.) Violence/conflict resolution c.) Recent drug use trends d.) Resiliency/Developmental Assets e.) Dating Violence f.) Signs of Child Abuse g.) Response to Intervention (RtI) Model for behavior research based interventions to allow staff to recognize and address the issue, as a preventive measure.</p> <p>Population: All Students</p> <p>Timeline: August 2019 - May 2020-Every Six Weeks</p>		Administration, Counselors, Teachers	<p>Formative: Attendance Roster, Professional Development Evaluation</p> <p>Summative: PEIMS Discipline Report</p>				
<p>2) Campuses must have an identification security system. All faculty must obtain and display an Identification Card while on school grounds. All students must obtain an Identification Card while on school grounds. Visitors must present an identification at Sign-In and Escorted at all times.</p> <p>Population: All Students and Staff</p> <p>Timeline: August 2019 - May 2020 - daily</p>		Administration, Counselors, Teachers	<p>Formative: Training Sign-up sheets</p> <p>Summative: Safety reports</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>3) Campuses will develop and maintain an Emergency Operations Plan. Plan must be multi-hazard in nature, Must be reviewed and updated annually by the campus safety and security committee. The following drills must be practiced accordingly: Lockdown drills (3 times per year), Shelter-in-place, Soft Lock Down, Severe Weather, Evacuation. In order to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and harm to the environment.</p> <p>Population: All Students/Staff</p> <p>Timeline: August 2019 - May 2020-Yearly / As needed</p>		Administration, Counselors, Teachers	Formative: After Action Reviews, Sign-In Sheets, Evaluations, Audits Summative: Safety reports, Fire Drill documentation				
<p>4) Office staff will receive training to conduct a sex offender search on all visitors in order to minimize the number of intruders on campus as well as registered sex offenders. -Raptor ID Check System</p> <p>Population: All Students</p> <p>Timeline: August 2019 - May 2020-Yearly</p>		Administration and Office Staff	Formative: Training Sign-up sheets Log of Sex Offender Searches Summative: Safety				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>5) Campus based Law Enforcement: Security Officer(s) will be placed and assigned throughout the year . In addition, a Police Officer will be stationed on campus. Campus Officers, when possible, will address current trends with Students, Parents, Campus Faculty and Staff, Gang Awareness, Bullying, Dating Violence, Internet Safety, Drug, Alcohol and Tobacco Awareness, Gun Safety, Teen Community Emergency Response Team (CERT), Truancy, Emergency Operations Plan (EOP)-Safety Procedures As a proactive approach to diminish the number of criminal offenses on school grounds and to prevent victimization of students and staff.</p> <p>Population: All Students</p> <p>Timeline: August 2019 - May 2020 - Daily</p>		Administration, BISD Security Services	Formative: Evaluations, Sign-In Sheets, Summative: PEIMS Discipline Reports				
<p>6) All schools must identify the manner in which the safety of students in physical education classes is maintained by developing a safety plan of action when the teacher student ratio is greater than 45-1 in compliance with Senate Bill 891 effective 9/1/09.</p> <p>Population: All Students</p> <p>Timeline: August 2019 - May 2020</p>		Administration, Safety coordinators, Counselors, Teachers.	Formative: Meetings, Agendas. - Summative: Reviews of campus safety action plan and Emergency Operating Procedures (EOP).				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>100% = Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>0% = No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

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

Performance Objective 1: Faulk Middle School will experience a 5% increase of parents involved in campus parental involvement.





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) Conduct the following annual Title I-A required activities;</p> <p>Complete and disseminate a Parental Involvement Policy that delineates how parents will be actively involved at the district/campus level</p> <p>Complete and disseminate a School-Parent-Student Compact indicating each group's responsibility in order to ensure student achievement, specifically in the content areas.</p> <p>Title I-A Meeting to inform parents of the services provided through Title I funds</p> <p>Title I-A Parent Survey to evaluate the effectiveness of the District Parental Involvement Program.</p> <p>Populations: All parents.</p> <p>Timeline: August 2019 - May 2020</p>	3.1, 3.1, 3.2	Administration, Counselors, Teachers, Parent Liaison	<p>Formative: Campus Parental Involvement Policy, SPS Compact, meeting documentation.</p> <p>Summative: Composite of End of Year survey, Title I-A Parental Involvement Compliance Checklist STAAR/EOC Results, Parent & Student Attendance Rate, Discipline Referrals.</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>2) Ensure representation of community and parent involvement in the decision-making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met: Parental Involvement Policy School-Parent-Student Compact Campus Improvement Plan</p> <p>Population: All parents.</p> <p>Timeline: August 2019 - May 2020</p>	3.1, 3.1, 3.2	Administration, Counselors, Teachers, Parent Liaison	<p>Formative: Calendar Agendas, Sign-in Sheets, Minutes, Fliers, PI Policy, Compact Parent Representative List, SBDM List of Participants, Compact and Policy.</p> <p>Summative: Composite of meeting minutes, Composite of End of Year survey, Title I-A Parental Involvement Compliance Checklist STAAR/EOC Results, Parent & Student Attendance Rate, Discipline Referrals.</p>				
<p>3) Host a Parent Orientation Day to inform parents and community members of daily standard operation procedures and District Policy. Student Code of Conduct Student-Parent-School Compact Parental Involvement Policy Emergency Operation Procedures Volunteer Guidelines and Opportunities.</p> <p>Population: All parents.</p> <p>Timeline: August 2019 - May 2020</p>	3.1, 3.1, 3.2	Administration, Counselors, Teachers, Parent Liaison	<p>Formative: Agendas, Sign-in sheets, Fliers, Brochures, Handouts, Session Evaluations, Student Code of Conduct.</p> <p>Summative: Composite of End of Year survey, Title I-A Parental Involvement Compliance Checklist STAAR/EOC Results, Parent & Student Attendance Rate, Discipline Referrals.</p>				
<p>4) Provide ample Parent Education opportunities through parent conferences and parent training sessions at each campus. Parent Center will disseminate information, services and/or referrals to agencies that address the needs in the following areas: Effective teaching strategies, Health Education-Families in Training, Special Populations (Bilingual, Dyslexia, G.T., Migrant, Special Education) Building Capacity: College Readiness, Drop-out and Violence Prevention. Family Education, Community agencies/organizations, Inform Community on Campus Performance Report Card and Home Access Center.</p> <p>Population: All parents.</p> <p>Timeline: August 2019 - May 2020</p>	3.1, 3.2, 3.2	Administration, Counselors, Teachers, Parent Liaison	<p>Formative: Parent Conference, Fliers, Sign-In Sheets, Conference Agendas, Conference Evaluations, Home Access Center Report</p> <p>Summative: Composite of End of Year survey, Title I-A Parental Involvement Compliance Checklist STAAR/EOC Results, Parent & Student Attendance Rate, Discipline Referrals.</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>5) Implement academic team parent trainings, parent child learning experiences (NASA night, Math Camp Weekend, etc.) celebrations, sessions to promote parents' engagement in their students' academic career as well as progress reports parent-student-counselor conferences -IP Phone for Parent Communication</p> <p>Population: All parents and students.</p> <p>Timeline: August 2019 - May 2020</p>	3.1, 3.2	Administration, Counselors, Teachers, Parent Liaison	<p>Formative: Parent Invitations Sign-in sheet Parent Evaluations</p> <p>Summative: Composite of End of Year survey, Title I-A Parental Involvement Compliance Checklist STAAR/EOC Results, Parent & Student Attendance Rate, Discipline Referrals.</p>				
<p>6) Funds will be allocated to provide a Parent Liaison for the purpose of educating parents, monitoring attendance, conducting home visits and to oversee parental involvement activities aimed at increasing parent participation. Funding for home visit mileage will be designated to reimburse mileage spent on the Parent Liaison's home visits. Monies will be allocated for purchasing of general supplies, food for meetings and miscellaneous operating costs aimed at helping to involve parents in the education of their children and ensuring student success.</p> <p>Population: parents and students</p> <p>Timeline: August 2019 - May 2020</p> <p>Perceptions Need #8</p>	3.1, 3.2	Administration, Counselors, Teachers, Parent Liaison	<p>Formative: Benchmark Scores, Student Progress Reports, and Classroom Observations, Monthly Contact Log Composite Report.</p> <p>Summative: Composite of End of Year survey, Title I-A Parental Involvement Compliance Checklist STAAR/EOC Results, Parent & Student Attendance Rate, Discipline Referrals..</p>				
Funding Sources: 211 Title I-A - 4100.00							
<p>7) Provide computers on wheels for access of student's academic progress reports, and on-line training courses, etc. *Home Access Center *Parent Newsletter</p> <p>Population: All parents.</p> <p>Timeline: August 2019 - May 2020</p>	3.1, 3.2	Administration, Counselors, Teachers, Parent Liaison	<p>Formative: District and Campus Parental Involvement Policy</p> <p>Summative: Composite of End of Year survey, Composite of End of Year survey, Title I-A Parental Involvement Compliance Checklist STAAR/EOC Results, Parent & Student Attendance Rate, Discipline Referrals.</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
8) Solicit Community partners for each academic team to promote academic excellent for teams via business and community ventures. Activities include breakfast clubs, evening sessions, etc. Population: Community Partners and parents Timeline: August 2019 - May 2020	3.1	Administration, Counselors, Teachers, Parent Liaison	Formative: Parent Invitations, Sign-in sheet, Parent Evaluations. Summative: Parent Evaluations, Composite of End of Year survey, Title I-A Parental Involvement Compliance Checklist STAAR/EOC Results, Parent & Student Attendance Rate, Discipline Referrals.				
<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 6: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children. (TEA Ch. 4, Obj. 1)

Performance Objective 2: Faulk Middle School will commit itself to implement the BISD Phase I Future Ready Plan. - Community Partnerships

Evaluation Data Source(s) 2: Future Ready Survey Results

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Faulk Middle School will create a database of leaders with expertise in technology integration to provide classroom level partnerships. Population: All Students Timeline: August 2019- June 2020		TST - Project RISE Master Teacher for Technology	Formative Results: Attendance records Surveys Presentations Agendas Summative Results: Attendance records Surveys Presentations Agendas				
2) Faulk Middle School will increase community partnership, focusing on entrepreneurship, innovation, and strategic planning that will facilitate educational technology. Population: All Students Timeline: August 2019- June 2020		TST - Project RISE Master Teacher for Technology	Formative Results: 1. Attendance records 2. Surveys Summative Results: 1. Attendance records 2. Surveys				
= Accomplished = Continue/Modify = No Progress = Discontinue							





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

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

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) All teachers and administration will attend Campus, District, and state/out-of-district conferences / professional development, and have access to resources to acquire initiatives, strategies, and activities pertaining to the instructional program, obtain the latest updates, support and resources to include sessions on: improvement of student performance, Special Education, Technology, Classroom Discipline Management, Review 360 RTI, , Conflict Resolution, differentiated instruction, ELAR (English Language Arts and Reading TEKS Classroom libraries/ Subscriptions, Curriculum Frameworks, Texas Adolescent Literacy Academies (TALA), Pre-Ap/Ap Summer Institute Training, GT, Pre-AP Ongoing Training, Response to Intervention (RTI), IEP, PLAAFPs, New State Adopted Texts, CCRS (College and Career Readiness Standards), Peer coaching, STAAR Blueprints, State of Texas Assessments, Authentic Learning (Various Topics), Consultant, Data Analysis (Progress Monitoring), Developing Metacognitive Skills (reflective reasoning, Conceptual Understanding, Questioning Techniques), LPAC reviews, TELPAS/ELPS, Writing Rubric, Shelter Instruction Training, ESL Textbook	2.4, 2.5	Principal, Dean, Asst. Principals, Dept. Chairs, Teachers	Formative: Classroom observations for implementation Progress reports Walkthroughs, Class Visitations/Debriefing, CBLT Monthly meetings, Sign In-Sheets Texas Middle School Fluency Assessment (TMSFA) Reduction of Dyslexia referrals to Dyslexia and Special Education. Summative: TELPAS STAAR SAT 10 PBMAS				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Funding Sources: 211 Title I-A - 7000.00, 199 Local funds - 16500.00, 163 State Bilingual - 870.00</p>							
<p>2) All math and science grade level teachers will be afforded the opportunity to attend STEM Infinity Project Professional Development to improve student performance in math and science.</p> <p>Population: All Students.</p> <p>Timeline: August 2019 - May 2020</p>		Administration, Teachers	<p>Formative: lesson plans, curriculum and instruction plans.</p> <p>Summative: 10% Increase in 6th Grade STEM STAAR Math Scores as compared to All Students 10% Increase in 6th Grade STEM STAAR Science Scores as compared to All Students</p>				
<p>3) Fine Arts teachers will participate in in-service district training on updated Scope and Sequence material for TEKS.</p> <p>Population: All students</p> <p>Timeline: August 2019 - May 2020</p>		Administration, Fine Arts Teachers	<p>Formative: Lesson Plans, Student Portfolios</p> <p>Summative: Performance Ratings</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

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

Performance Objective 2: Faulk Middle School will commit itself to implement the BISD Phase I Future Ready Plan. - Personalized Professional Learning / Use of Space and Time

Evaluation Data Source(s) 2: Future Ready Survey Results

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Teachers and school leaders will participate in a minimum of 12 hours of face to face technology professional development and/or 6 credits of competency-based micro-credentials annually to better prepare and assist with the integration of technology.</p> <p>Population: Teachers, School Leaders Timeline: August 2019 to May 2020</p>		Campus Administration, Teachers	<p>Formative Results: Benchmarks Projects</p> <p>Summative Results: Standardized tests Survey Transcripts</p>				
<p>2) Faulk Middle School will allow the Media Specialists, Deans, Technology Administrators, and Technology Support Teacher (TST) adequate time daily to support their campus in the integration of technology into instruction.</p> <p>Population: TST, Dean, Media Specialist Timeline: August 2019 to May 2020</p>		Campus Administration TST	<p>Formative Results: Benchmarks Projects</p> <p>Summative Results: Standardized tests Survey</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>3) Faulk personnel and stakeholders will attend opportunities at the national, state, regional and in-district conferences to engage in research-based professional development that will support effective transformational reform strategies, best practices and student learning. (Title I-A & Title II-A)</p> <p>Population: Teachers, School Leaders Timeline: August 2019 to June 2020</p>		Campus Administration, Teachers	Formative Results: Benchmarks Projects Summative Results: Standardized tests Survey				
<p>4) Faulk Middle School will find innovators and early adopters among administrators, students, and staff to implement personalized learning that will foster and strengthen student-centered learning, digital learning environments, and learning management systems that will options to learn any time of day, from home, school and/or community.</p> <p>Population: All Students Timeline: August 2019- June 2020</p>		Campus Administration	Formative Results: 1. Benchmarks 2. Classroom projects 3. Student competitions Summative Impact: 1. Test scores 2. End of Year grades 3. Electronic portfolios 4. Future Ready Survey results 5. Benchmarks				
<p>5) Faulk Middle School will find innovators and early adopters among administrators, students, and staff to implement personalized learning that will foster and strengthen student-centered learning, digital learning environments, and learning management systems that will options to learn any time of day, from home, school and/or community.</p> <p>Population: All Students Timeline: August 2019- June 2020</p>		Campus Administration	Formative Results: 1. Benchmarks 2. Classroom projects 3. Student competitions Summative Impact: 1. Test scores 2. End of Year grades 3. Electronic portfolios 4. Future Ready Survey results 5. Benchmarks				

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

Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (TEA Ch. 4 Obj. 10)

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

Evaluation Data Source(s) 1: EOY Student grades, electronic portfolios, CNA 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) Teachers will participate in technology professional development such as: CTE Technology district trainings, Eduphoria, Tango, TCEA Convention and Regional Technology Conferences in order to ensure students benefit from new programs and hardware.</p> <p>Population: All students.</p> <p>Timeline: August 2019 - May 2020</p>		Administration Technology teachers TST	Formative: Staff Development Agenda Lesson Plans Summative: Six Weeks Exam TELPAS Online Scores				
<p>2) Technology teachers and CTE Teachers will focus on instruction pertaining to societal changes and the use of technology, keyboarding techniques, creating a website and the use of internet research and business forms/techniques to ensure students have skills to create documents and e-mails account.</p> <p>Population: All students.</p> <p>Timeline: August 2019 - May 2020</p>		Administration Technology teachers TST	Formative: Lesson Plans, Students Work Summative: Six Weeks Exam, Benchmark Data.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>3) Technology teachers will integrate TEKS / STAARS objectives into their instruction and promote critical thinking skills, develop projects that foster creativity, collaboration, innovation.</p> <p>Population: All students.</p> <p>Timeline: August 2019 - May 2020</p>							
<p>4) Teachers will complete an annual School Technology and Readiness (STAR) chart.</p> <p>Population: All students.</p> <p>Timeline: August 2019 - May 2020</p>		Administration, Technology teachers, TST	Formative: Meeting Agenda Summative: Texas STAR Chart administrative tool.				
<p>5) The campus will ensure accessibility to instructional technology devices and software (STEMscopes/ETS Criterion, Summit K12 Holdings, Edgenuity) in order to improve student achievement. Desktop computers, projectors, laptop computers, Ipads, Kindles, Chromebooks, COW Cart, Digital Sender, Dell Tablets, Digital Pens, Portable Speakers REDCAT, printers, external hard drives, IP Phone, ink, printers, scanners, fax machines, servers, laminators, sound systems, digital cameras, video (document) cameras, Elmo, miniovotes, mobipads, USB memory sticks Smart Boards including adaptive-assisted devices when needed.</p> <p>Population: All students.</p> <p>Timeline: August 2019 - May 2020</p> <p>Student Academic and Achievement Needs #2</p>	2.4, 2.4, 2.5, 2.6	Administration, Technology teachers, TST	Formative: Lesson Plans Students Summative: Six Weeks Exam.				
<p>Funding Sources: 211 Title I-A - 74408.00, 199 Local funds - 6000.00, 162 State Compensatory - 14620.00, 166 State Special Ed. - 4888.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>6) Teachers will determine the goals, software and technology needs aligning them with the district technology goals and objectives.</p> <p>Population: All students.</p> <p>Timeline: August 2019 - May 2020</p>		Administration, Technology teachers, TST	Formative: Campus Improvement Plan Summative: TELPAS, TAPR				
<p>7) In order to improve students' academic achievement administration and staff will have access to purchase office computers, and office equipment . With this access campus administration and staff can have access to websites and computer programs that hold pertinent information such as news, lesson plans, forms and templates including websites with student work schedules, administrative information, homework information, and newsletters.</p> <p>Population: All students.</p> <p>Timeline: August 2019 - May 2020</p>	2.4, 2.5	Administration, Technology teachers, TST	Formative: Annual Inventory Purchasing Records Summative: Six Weeks Exams				
<p>8) The Technology Support Teacher will support the campus in the area of instructional technology, as needed, on computer programs, software and will organize and manage campus technology and will be given the opportunity for professional development annually. Technology Support Teacher (TSTs) will be support the campus in the area of instructional technology, as needed, on computer programs, software and will organize and manage campus technology and will be given the opportunity for professional development annually.</p> <p>Population: All students.</p> <p>Timeline: August 2019 - May 2020</p>		Administration, Technology teachers, TST	Formative: Meeting Agenda Summative: Needs Assessment STAR Chart				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
9) Staff will be provided with professional training on campus computer software programs and integration of technology with the curriculum. INK, Printers (Elmo (Video Document Camera), projector Smart Boards, Airliner) Population: All Faculty Timeline: August 2019 - May 2020-Yearly		Administration, Technology teachers, TST	Formative: Sign-in Sheets, Agenda, Lesson Plans, 6 weeks projects Summative: TELPAS				
10) Students will work at computer labs on programs that will increase their reading, math and science skills to help increase their level of academic performance, plus increase their ability to produce computer generated projects. Population: All students. Timeline: August 2019 - May 2020.		Administration, Technology teachers, TST	Formative: Benchmark Scores, e-School Plus, 6 weeks projects Summative: STAAR Scores, TELPAS AEIS Report, EOY Grades, Retention Rates				



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

Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (TEA Ch. 4 Obj. 10)

Performance Objective 2: Faulk Middle School will commit itself to implement the BISD Phase I Future Ready Plan. - Curriculum, Instruction, and Assessment / Robust Infrastructure / Data and Privacy

Evaluation Data Source(s) 2: Future Ready Survey Results

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Faulk Middle School will increase the accessibility for all students in technology based instruction across all subject areas by providing new software and platforms including Microsoft, Google and Apple, and hardware at the campuses for computer/ technology enhanced instruction. The students will also develop projects that foster creativity, innovation, communication, collaboration, information fluency and digital citizenship in all content areas. Population: All Students Timeline: August 2019 - June 2020		Curriculum Specialists, TST, Campus Administration	Formative Results: 1. Benchmarks 2. Classroom projects 3. Student competitions 4. Improved connectivity of wired and wireless devices. 5. Improved fidelity of software use Summative Impact: 1. Test scores 2. End of Year grades 3. Electronic portfolios 4. Future Ready Survey results 5. Benchmarks				
2) Faulk Middle School will establish a scorecard for successful investment in devices and other technologies prior to implementation ensuring a short-term deployment strategy that aligns to the district's longer-term technology plan as a preliminary step. Population: All Students Timeline: August 2019- June 2020		TST, Campus Administration	Formative Results: 1. Score Card Summative Impact: 1. Score Card 2. Purchasing Records				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) In order to ensure appropriate WIFI connectivity for all stakeholders, a speed test will be conducted across the district in the early fall, mid-year and spring. Population: All Students Timeline: August 2019- June 2020		TST, Campus Administration	Formative Results: 1) Score Card for appropriate connectivity of wired and wireless networks Summative Results: 1) Score Card for appropriate connectivity of wired and wireless networks				
4) Faulk Middle School will review and update policies and procedures to guide students, staff, parents, and community to ensure safety, privacy, and security. Population: All Students Timeline: August 2019- June 2020		Campus Administration	Formative Results: 1. Benchmarks 2. Teacher observations Summative Results: 1. Test scores 2. End of year grades 3. Survey all stakeholders				
= 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 1: Increase the overall Faulk Middle School attendance rate to 96.8% with a target of 97% and improve At-Risk Student Attendance Rate by 10% over prior year attendance.



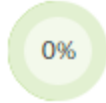

Evaluation Data Source(s) 1: District and campus attendance rates, At-Risk Student Attendance.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Implement campus attendance goals that address procedures, roles, responsibilities and a formal written plan for Monitoring / management Included in campus Improvement Plan.</p> <p>Ensure that campus student attendance meets District and State rates so that students meet their full educational potential.</p> <p>Population: All Students</p> <p>Timeline: August 2019 - May 2020-weekly</p>	2.4, 2.5, 2.6, 3.1	Campus Staff, Attendance Personnel	<p>Formative: Weekly review of campus attendance rates</p> <p>Monitor campus Attendance Management plans as needed by campus visitations by attendance office</p> <p>Summative: TAPR, AYP.</p>				
<p>2) Train attendance clerks and parent /attendance Liaison to consistently monitor and communicate student's daily absences and tardiness to parents and staff to promote and ensure rapid system of communication to reduce student absences and tardiness and increase instructional opportunities for students.</p> <p>Population: All Students</p> <p>Timeline: August 2019 - May 2020-Every Six Weeks</p>		Attendance Office, Principal, Campus PEIMS Supervisor, Attendance Clerks, Parent Liaison, Student Accounting, Data Entry Clerk	<p>Formative: Agenda</p> <p>Sign-in sheets</p> <p>Six weeks Attendance Report</p> <p>Phone Master Daily Log, School Messenger Notification System.</p> <p>Summative: Attendance Reports.</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>3) Provide training as needed to effectively implement School Messenger Notification System procedures for effective monitoring of student attendance and maximize instruction.</p> <p>Population: All Students</p> <p>Timeline: August 2019 - May 2020</p>		School Messenger Notification System, Trainer Computer Services, PEIMS Supervisor, Pupil Services, Data Entry Clerk	<p>Formative: KBSD announcements Campus marquees</p> <p>Summative: AYP, Attendance.</p>				
<p>4) Publish and recognize campus attendance rates in KBSD, school marquees and school activities to promote and motivate student attendance District-wide and increase educational potential of students.</p> <p>Population: All Students</p> <p>Timeline: August 2019 - May 2020</p>		Student Accounting , Principal, PEIMS Supervisor, Admissions and Attendance	<p>Formative: KBSD announcements Campus marquees</p> <p>Summative: AYP, Attendance.</p>				
<p>5) Recognize and award incentives to students with Perfect attendance every six weeks and at the end of the year. Campus recognition of students for perfect attendance achievement that increases learning performance. To obtain perfect attendance, student must be present the entire instructional day for that attendance reporting period. Special consideration will be given to medical issues that arise at school. Promote student achievements and recognition via Brownsville Herald ads.</p> <p>Population: All Students</p> <p>Timeline: August 2019 - May 2020</p>		Student Accounting , Principal, PEIMS Supervisor, Admissions and Attendance	<p>Formative: Campus documentation</p> <p>Summative: AYP, Attendance Records.</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>6) Recognize and award incentives to students with Perfect attendance every six weeks and at the end of the year. Campus recognition of students for perfect attendance achievement that increases learning performance. To obtain perfect attendance, student must be present the entire instructional day for that attendance reporting period. Special consideration will be given to medical issues that arise at school. Promote student achievements and recognition via Brownsville Herald adds.</p> <p>Population: All Students</p> <p>Timeline: August 2019 - May 2020</p>		Student Accounting , Principal, PEIMS Supervisor, Admissions and Attendance	Formative: Campus documentation Summative: AYP, Attendance Records.				
<p>7) Recognize students with a special certificate/plaque/ribbon/medal for cumulative perfect attendance. 6-8. District Recognition of students with Cumulative perfect attendance that increases their opportunity to meet their full educational potential.</p> <p>Population: All Students</p> <p>Timeline: August 2019 - May 2020</p>	2.6	Student Accounting , Principal, PEIMS Supervisor, Admissions and Attendance	Formative: List of certificate/plaque recipients by school Summative: AYP, Attendance Records.				
<p>8) Facilitate the parents ability to monitor attendance via School Messenger Notification System by consistently updating student information.</p> <p>Population: All Students</p> <p>Timeline: August 2019 - May 2020</p>		Student Accounting , Principal, PEIMS Supervisor, Admissions and Attendance	Formative: Review annual attendance rates to determine recipients of attendance achievement banner award. Summative: AYP, Attendance Records.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
9) Student records will be maintained with current information in order to comply with district policy and record retention. Population: All Students Timeline: August 2019 - May 2020-Every Six Weeks		Student Accounting , Principal, PEIMS Supervisor, Admissions and Attendance	Formative: PRC Log Summative: Compliance of Student Records.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

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

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

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

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Faulk Middle School will implement accelerated instruction and remediation strategies in core-area subjects for low-performing students by the sixth week of school in order to decrease the retention rate and improve student achievement. Will provide students with Food and Refreshments during Saturday Academies.</p> <p>Population: AR, TI, MI, LEP</p> <p>Timeline: August 2019 - May 2020</p>		<p>Administrator for State Compensatory Education, Campus Administration, Counselors, At-Risk counselor, Teachers</p>	<p>Formative: eSchoolPlus Solutions generated accelerated instruction Schedule, Attendance Report, accelerated instruction Lesson Plans, accelerated instruction Teacher Observation, Benchmark Scores, and Student Progress Reports</p> <p>Summative: STAAR</p>				
<p>2) Continue the district-wide plan for quality professional development for faculty, staff and administration targeting the identification of students at-risk of dropping out and providing teachers with effective intervention and prevention instructional strategies, including the identification of special populations in order to decrease student dropout rates and to increase graduation rates. Campus will consult with Region One for Professional Development opportunities. The campus will also supply travel money to attend Region One Training, technology training and Texas Assessment Conference.</p> <p>Population: All Students</p> <p>Timeline: August 2019 - May 2020-Monthly</p>	2.6	<p>Administration, Teachers, Students</p>	<p>Formative: In-Service Evaluations Summative: TAPR, AYP</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) Faulk Middle School will participate in the 2019 BISD Walk for the Future. Population: No Show Students Timeline: August 2019 - May 2020 Demographic Needs #5	2.6	PEIMS Assistant Principal, Dean of Instruction					
	Funding Sources: 162 State Compensatory - 300.00						
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

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

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

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Assist students with issues interfering with learning, such as but not limited to emotional distress, family problems, or alcohol problems. Intervention strategies will be created for students who meet State criteria, which are addressed in the PGPs (Personal Graduation Plans) at the secondary level to increase students' graduation rate.</p> <p>Population: All Students</p> <p>Timeline: August 2019 - May 2020-Yearly</p>		Administration, Teachers, Counselors	<p>Formative: Counselor Logs 10% decrease in dropout rate</p> <p>Summative: PGPs, AYP Attendance Rates.</p>				
<p>2) Dating Violence Policy, Maintain a written safety plan developed by the campus safety committee, Meet annually with parents for awareness education, Provide training for administrators, counselors and teachers. Provide counseling for students involved in offenses Implement enforcement of protective orders and school based alternatives to protective orders Designed to empower victims of dating violence to report dating violence.</p> <p>Population: All Students</p> <p>Timeline: August 2019 - May 2020-Every Six Weeks</p>		Administration, Counselors, Teachers	<p>Formative: Evaluations, Audits, Sign-In Sheet</p> <p>Summative: PEIMS Discipline Reports</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>3) Parent Presentations will be made periodically at campuses, Gang Awareness, Bullying, Dating Violence, Internet Safety, Drug, Alcohol and Tobacco Awareness, gun safety, Teen CERT, Truancy, EOP-Safety Procedures to educate parents to be able to recognize the signs and symptoms related to certain offenses.</p> <p>Population: All Students</p> <p>Timeline: August 2019 - May 2020-Every Six Weeks</p>		Administration, Counselors, Teachers	Formative: Evaluations, Sign-In Sheets Summative: PEIMS Discipline Reports				
<p>TEA Priorities Connect high school to career and college</p> <p>4) Establishes effective procedures for a health school environment and maintain accurate student health records and supplies and materials needed to assist in meeting the health needs of the general school populations and those with identified health conditions. Will also purchase supplies and custodial materials to maintain a clean environment.</p> <p>Population: All Students</p> <p>Timeline: August 2019 - May 2020-Weekly</p> <p>Perceptions Needs #6</p>	2.6	Administration, Nurse, Nurse Aide	Formative: Nurse Logs Summative:				
<p>Funding Sources: 199 Local funds - 5500.00</p>							





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>5) To promote and ensure physical fitness, middle school students in grades 6-8 will be provided with moderate to vigorous physical activity each day in physical education for at least 4 total semesters, so that everyone will be in compliance with Senate Bill 530 effective 09/01/2007.</p> <p>Population: All Students</p> <p>Timeline: August 2019 - May 2020</p> <p>Perception Needs #5</p>	2.5, 2.5	Area Superintendents, Campus Administrators, Deans/Facilitators, Physical Ed. Teachers	<p>Formative: Classroom Observations, PE student attendance records, Updated District Policy</p> <p>Summative: School Health Index, Physical Fitness Assessment</p>				
Funding Sources: 199 Local funds - 1000.00							
<p>6) Assess student fitness annually in grades 3-12 to improve the health and well being of all students and be in compliance with the requirements of Senate Bill 530 effective 09/01/2007.</p> <p>Population: All Students</p> <p>Timeline: August 2019 - May 2020</p>	2.5	Area Superintendents, Assessment Research & Evaluation Administrator, Curriculum & Instruction Administrators, Health Services Administrator, Physical Ed. Specialist, Campus Administrators, Physical Ed. Teachers, School Nurse, CATCH Team Members, ARD & 504 Teachers	<p>Formative: Classroom Observations, PE student attendance records, Updated District Policy</p> <p>Summative: TEA required report for Fitness Assessment Results & Student Follow-up</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>7) Develop curriculum objectives in Health and Physical Education, which provide students the knowledge and skills necessary to develop and maintain optimal lifetime health and fitness levels. Curriculum must be sequential, developmentally appropriate, designed, implemented and evaluated to enable students to develop the motor, self management, additional skills, attitudes and confidence necessary to participate in physical activity throughout life in order to comply with Senate Bill 891 effective 09/01/2009.</p> <p>Population: All Students</p> <p>Timeline: August 2019 - May 2020</p>		Health Ed. Lead Teacher, PE Specialist, Health Teachers, PE Teachers	<p>Formative: Updated Curriculum Frameworks</p> <p>Summative: Student classroom Assessment, Physical Fitness Assessment.</p>				
<p>8) Update scope and sequence bi-annually for Health and Physical Education and monitor for implementation in order to provide appropriate instructional guidelines and pacing for these teachers.</p> <p>Population: All Students</p> <p>Timeline: August 2019 - May 2020</p>		Health Teachers, PE Teachers	<p>Formative: District Frameworks, Lesson Plans</p> <p>Summative: Student classroom Assessment, Physical Fitness Assessment.</p>				
<p>9) Update scope and sequence bi-annually for Health and Physical Education and monitor for implementation in order to provide appropriate instructional guidelines and pacing for these teachers.</p> <p>Population: All Students</p> <p>Timeline: August 2019 - May 2020</p>		Health Teachers, PE Teachers	<p>Formative: District Frameworks, Lesson Plans</p> <p>Summative: Student classroom Assessment, Physical Fitness Assessment.</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>10) Provide in-service training on updated scope & sequence including strategies that motivate students to participate and maintain a physically active and healthy lifestyle to promote continued health and wellness.</p> <p>Population: All Students</p> <p>Timeline: August 2019 - May 2020</p>		District specialist, Campus Administration, Health Teachers, P.E. Teachers	Formative: Sign-in sheets Summative: Monthly campus visitation documentation.				
<p>11) Update campus improvement plan to include necessary improvements indicated by the School Health Index Assessment Tool in order to comply with legislative updates as they pertain to health and physical education and Senate Bill 892 effective 09/01/2009.</p> <p>Population: All Students</p> <p>Timeline: August 2019 - May 2020</p>		District specialist, Campus Administration, Health Teachers, P.E. Teachers	Formative: Campus Improvement Plan Review Summative: School Health Index Documentation, Campus Improvement Plan. .				
<p>12) Recommend to the BISD Board of Trustees changes needed concerning the Districts Health & Physical Education Programs as an outcome of the School Health Advisory Council meetings which will take place four or more times annually in order to comply with Senate Bill 283 effective 09/01/2009.</p> <p>Timeline: August 2019 - May 2020</p>		District specialist, Campus Administration, PE/Health Teachers,	Formative: Sign-in sheets, evaluations. Summative: School Health Advisory Council Board Recommendations.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>13) Maintain and improve Coordinated Approach to Child Health (CATCH) Teams that implement the Coordinated School Health Program K-12 by developing goals and objectives based on fitness assessment data, academic performance, attendance rates, academic disadvantages and the use of success of any method in order to ensure students are reaching required moderate to vigorous physical activity (MVPA), and any other indicator reLevel III by School Health Advisory Council (SHAC) in order to comply with Senate Bill 19 and Senate Bill 892 effective 09/01/2009.</p> <p>Population: All Students</p> <p>Timeline: August 2019 - May 2020</p>		District CATCH coordinator, Campus administration, Catch Campus Team	<p>Formative: Curriculum frameworks, Fitness assessment documentation, staff development agendas, lesson plans.</p> <p>Summative: School Health Index Improvement Plan, Monthly campus visitation documentation, Implementation documentation.</p>				
<p>14) Meet at the District level with Coordinated Approach to Child Health (CATCH) Champions and Physical Education Department Chairs to provide updated information and training strategies.</p> <p>Population: All Students</p> <p>Timeline: August 2019 - May 2020</p>		Administration, Safety coordinators, CATCH team, maintenance personnel.	<p>Formative: Curriculum Frameworks</p> <p>Summative: Agendas, sign-in sheets.</p>				
<p>15) Implement a Parenting and Paternity Awareness (PAPA) program at all middle schools/high schools to provide knowledge and awareness of the legal aspects of parenting in compliance with House Bill 3076 effective 9/1/09.</p> <p>Population: All Students</p> <p>Timeline: August 2019 - May 2020</p>		Administration, Safety coordinators, Counselors, Teachers.	<p>Formative: Lesson plans, classroom observation documentation.</p> <p>Summative: PAPA curriculum assessments.</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>16) Establish teams of parents that will participate in physical activity and nutrition education throughout the year which will be known as Families In Training (FIT) in order to comply with Senate Bill 530 effective 09/01/2007.</p> <p>Population: All Students</p> <p>Timeline: August 2019 - May 2020</p>		District specialist, PE/Health Teachers	PE Teacher Formative: Sign-in sheets. Summative: Participant screening reports, participant evaluations.				
<p>17) Implement informational sessions to faculty, staff, and parents on specific guidelines on reporting child abuse as well as informing all students through counselor classroom presentations, informational documents, and KBSD on actions they should take to obtain assistance and intervention, if they have been sexually abused in order to comply with House Bill 1041 (Jenna's Law) effective 09/01/2009.</p> <p>Population: All Students</p> <p>Timeline: August 2019 - May 2020</p>		Administration, Safety coordinators, Counselors, Teachers.	Formative: Counselor Teacher verify class presentation(s), Agendas, Sign-in Sheets. Summative: Student Counseling Documentation, Follow-up on child's progress in school during and after counseling sessions.				
<p>18) Teachers will attend CPR, First Aid, Tapherd, CPI training and Fitness Gram training.</p> <p>Population: All Students</p> <p>Timeline: August 2019</p>		Administration, P.E. Teachers	Formative: Teacher Evaluation Summative: Fitness Gram Reports.				
<p>19) Teach drug awareness during drug free week, teach children the dangers of the use of drugs and the many effects it can have on themselves and their families.</p> <p>Population: All Students</p> <p>Timeline: August 2019 - May 2020</p>	2.6	Administration, Counselors, P.E. / Health teachers	Formative: Classroom assessment by health teachers. Summative: Six Weeks Exam, Gradebook.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
20) Diabetes awareness week, and walk to increase the awareness of the disease. Population: All Students Timeline: August 2019 - May 2020		Administration, Counselors, P.E./Health teachers	Formative: Sign in sheets agenda. Summative: Classroom assessment by health teacher, P.E. teacher, classroom presentations by counselors.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

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: Faulk Middle School will commit itself to implement the BISD Phase I Future Ready Plan. - Curriculum, Instruction, and Assessment

Evaluation Data Source(s) 4: Future Ready Survey Results

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Faulk Middle School will determine what gaps students at risk of dropping out have and will provide adaptive, personalized supplemental learning devices with software in foundational content areas (ELA, Math, Science, Social Studies consisting of . Population: All Students at risk of dropping out Timeline: August 2019- June 2020							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	2	Staff collaborative curriculum alignment planning in house and with district reading/ELA, math, science curriculum specialists, CTE, Special Education, Bilingual/ESL Department support staff will provide in classroom support and monitor implementation of appropriate instructional strategies and routines for these populations which ultimately results in interdisciplinary/multi-disciplinary projects integrating all appropriate content areas. Population: All Students Timeline: Weekly - August 2019 - May 2020
1	1	3	While using technology resources and accessories, teachers will conduct six-weeks tests, benchmarks, CPAs, tests in reading/ELA, fluency assessments, math, science and history as well as reflective conferences with both teachers and students on disaggregated results. Population: All Students Timeline: August 2019 - May 2020 Student Academic Achievement Need#2
1	1	8	Teachers will target Advanced High TELPAS proficiency levels in order to increase number of at-risk students who exit the bilingual program. Teachers will follow English Language Proficiency standards in their classroom instruction and post to target ELPS objectives. A stipend will be allocated to the teacher servicing bilingual students. Population: LEP students and Parental Denials Timeline: August 2019 - June 2020
1	1	11	Implement interventions through the Response to Intervention (RtI) 3 Tier Model in order to support student academic growth, use data to identify areas of need and monitor progress of struggling student. Population: All Students Timeline: August 2019 - June 2020
1	1	12	Implement coordination and collaboration meetings once every six weeks between Special Education, Bilingual/ESL teachers and CTE teachers of record to plan instructional strategies and support systems for Bilingual and Special Education students in CTE classroom instruction. Population: All Students (G/T, Honors, LEP, Non-LEP, SPED, RTI, 504, and Parental Denials). Timeline: August 2019 - May 2020
1	1	15	All students will conduct labs in designated Science Labs, hands-on activities, or demonstrations 40% of instructional time. Population: All Students. Timeline: August 2019 - May 2020
1	1	16	Robotics Club students will attend and compete at various robotics competition through out the year. Student Academic Achievement Need #4 Population: Robotics Club Timeline: August 2019 - May 2020
1	1	23	Teachers will continue to use TLI Strategies in the classroom to meet the district ELAR Plan and Grant Sustainability. Timeline: August 2019 - May 2020
1	1	24	The campus will follow the strategies outlined in the district Literacy Plan. Timeline: August 2019 - May 2020

Goal	Objective	Strategy	Description
7	1	2	All math and science grade level teachers will be afforded the opportunity to attend STEM Infinity Project Professional Development to improve student performance in math and science. Population: All Students. Timeline: August 2019 - May 2020
9	2	1	Faulk Middle School will implement accelerated instruction and remediation strategies in core-area subjects for low-performing students by the sixth week of school in order to decrease the retention rate and improve student achievement. Will provide students with Food and Refreshments during Saturday Academies. Population: AR, TI, MI, LEP Timeline: August 2019 - May 2020

State Compensatory

Personnel for Faulk Middle School :

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Emiliano Camarillo	Dean of Instruction	State Compensatory	1
Enrique Alvarez	Teacher	State Compensatory	1
Jose Esquivel	Teacher	State Compensatory	1
Jose Lucio	Teacher	State Compensatory	1
Rose D. Covarrubias	At-Risk Counselor	State Compensatory	1
Tony Meza	Teacher	State Compensatory	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment (CNA) was developed, reviewed, and revised after thorough review of multiple data sources and meetings with teachers/staff members and parents on April 26, 2019.

Data Sources Used:

- (1) Student/Parent/Staff Surveys (BISD ARE Department provided results to campus)
- (2) Use of data from academic assessments - STAAR / EOC / BISD Benchmarks / CPAS
- (3) Data Analysis Meetings (BOY/MOY Benchmark Results)...record of dates, agendas, sign-in sheets with Dean of Instruction
- (4) Number of students failing per six weeks and ultimately attending summer school based on report card grade (six weeks failing reports)
- (5) Number of students on RtI's
- (6) Formal and informal communication with parents (communication logs).

Summary of CNA:

The above allowed the campus to strengthen the core academic program by constantly planning targeted skills, routines and developing quality interventions to meet the educational needs of all students. Areas of strengths and needs were identified and documented.

CNA Process:

The Site-Based Decision-Making (SBDM) Committee conducted a comprehensive needs assessment over a period of one year to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on these needs, the committee decided to concentrate on improving the passing rate of all students equally, including student in sub groups such as: Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on all state assessments. The goal is to have 80 percent of all students and all student sub populations passing all parts of state mandated assessments for the 2018-2019 school year and to increase the Masters performance level in all content areas.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

This is the list of the people and titles who developed, reviewed, and revised the Faulk Middle School CIP.

All agreed that the CIP goals would include strategies that addressed the following: opportunities for all students to meet the challenging State academic standards strengthen the academic program increase the amount and quality of learning time provide an enrichment and accelerated curriculum (extended day program/accelerated instruction) address the the needs of all students, especially the At-Risk child.

Benita Villarreal	Principal	Administrator
Blanca Cardenas (T2)	SPED Representative	Classroom Teacher
Olga Renteria (T1-R)	Elective Representative	Classroom Teacher
Maria Lopez-Garcia (T2)	Reading Representative	Classroom Teacher
Jose F. Esquivel (T1-R)	Social Studies Representative	Classroom Teacher
Robert Rivera (T2)	Math Representative	Classroom Teacher
Noe Garza (T1-R)	ELA Representative	Classroom Teacher
Cynthia Rios (T2)	ESL Representative	Classroom Teacher
Victor Gonzalez (T1-R)	Science Representative	Classroom Teacher
Jose Lucio (T2)	PE/Health Representative	Classroom Teacher
Anabel Alejandro (T1-R)	Project Rise Representative	Classroom Teacher
Maria Concepcion Aldape	Community Representative	Community Representative
Graciela Barajas	Community Representative	Community Representative
Norma Pena Pena	Business Representative	Business Representative
Maria Lopez	Business Representative	Business Representative
Arturo Gracia	District-level Professional	District-level Professional
Lisa Gonzalez	Parent Representative	Parent
Francis Medellin	Parent Representative	Parent
Lupita Carr	Parent Representative	Parent
Maricela Chapa	Parent Representative	Parent
Emiliano Camarillo	Facilitator	Facilitator
Elsa Reyna-Espitia (T1-R)	Non-Classroom Professional	Non-classroom Professional

2.2: Regular monitoring and revision

The CNA/CIP will be monitored and revised quarterly throughout the year by the SBDM Committee, Grade Level teachers, and parents.

The date the campus first began to review/revise the Campus Improvement Plan: May 20, 2019

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

The campus improvement plan is made available to all parents and the community, in English, on the Faulk Middle School Website: www.faulk.weebly.com. Upon request, campus Parent Liaison or Dean will also make the CIP (hard copy) available to parents and community members. The CIP can and will be translated into any language the parent requests to the non-English speaking parents. Languages other than English: Spanish

2.4: Opportunities for all children to meet State standards

Schoolwide Reform Strategies that the school will be implementing to address school needs:

Faulk Middle School will provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)]) to meet the challenging State academic standards;

Examples:

Page# 24 - Goal#1- Performance Objective #1 - Strategy#3

While using technology resources and accessories, teachers will conduct six-weeks tests, benchmarks, CPAs, tests in reading/ELA, fluency assessments, math, science and history as well as reflective conferences with both teachers and students on disaggregated results. **Population: All Students**

Page# 24 - Goal#1- Performance Objective #1 - Strategy#4

Provide tutorials, Saturday Academies, extended day/week/year learning academies for students based on disaggregated six-weeks benchmark and EOY STARR tests results. Provide after-school tutorials and Saturday academies, while using the BISSD transportation system, for identified low-performance students and at-risk students to prepare for the Reading, Writing, Math, Science, History STAAR, TELPAS, and the Algebra I EOC assessment.

Population: All Students

Page# 27 - Goal#1- Performance Objective #1 - Strategy#10

In order to improve Reading/ELA, Math, Science, Social Studies academic performance, will use Title I-A, State Compensatory, 199, 166, and Bilingual monies, so that teachers can incorporate instructional resources and necessary supplies/materials, that are supplemental to the curriculum. **Population: All Students**

Page# 68 - Goal#8- Performance Objective #1 - Strategy#5

The campus will ensure accessibility to instructional technology devices and software (STEMscopes/ETS Criterion/Edgenuity/Summit K12 Holdings) in order to improve student achievement. Desktop computers, projectors, laptop computers, Ipads, Kindles, Chromebooks, COW Cart, Digital Sender, Dell Tablets, Digital Pens, Portable Speakers REDCAT, printers, external hard drives, IP Phone, ink, printers, scanners, fax machines, servers, laminators, sound systems, digital cameras, video (document) cameras, Elmo, Kindles, mobipads, USB memory sticks Smart Boards including adaptive-assisted devices when needed. **Population: All students.**

2.5: Increased learning time and well-rounded education

Schoolwide Reform Strategies that the school will be implementing to address school needs:

Faulk Middle School **will** use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Examples:

Page# 24 - Goal#1- Performance Objective #1 - Strategy#4

Provide tutorials, Saturday Academies, extended day/week/year learning academies for students based on disaggregated six-weeks benchmark and EOY STARR tests results. Provide after-school tutorials and Saturday academies, while using the BISD transportation system, for identified low-performance students and at-risk students to prepare for the Reading, Writing, Math, Science, History STAAR, TELPAS, and the Algebra I EOC assessment.

Population: All Students

Page# 42 - Goal#1- Performance Objective #4 - Strategy#2

The master schedule will include: Band Courses, Choir Courses, Art Courses, Spanish Courses, Technology Courses, Dance Courses, and Ballroom Courses to provide students with a well rounded education. **Population: All Students**

Page# 79 - Goal#9- Performance Objective #3 - Strategy#5

To promote and ensure physical fitness, middle school students in grades 6-8 will be provided with moderate to vigorous physical activity each day in physical education for at least 4 total semesters, so that everyone will be in compliance with Senate Bill 530 effective 09/01/2007. **Population: All Students**

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

Schoolwide Reform Strategies that the school will be implementing to address school needs:

Faulk Middle School **will** address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

Examples:

Page# 24 - Goal#1- Performance Objective #1 - Strategy#4

Provide tutorials, Saturday Academies, extended day/week/year learning academies for students based on disaggregated six-weeks benchmark and EOY STARR tests results. Provide after-school tutorials and Saturday academies, while using the BISD transportation system, for identified low-performance students and at-risk students to prepare for the Reading, Writing, Math, Science, History STAAR, TELPAS, and the Algebra I EOC assessment.

Population: All Students

Page# 27 - Goal#1- Performance Objective #1 - Strategy#11

Implement intervention through the Response to Intervention (RtI) 3 Tier Model in order to support student academic growth, monitor progress and interventions of struggling student and adjust instruction/interventions. based on data. **Population: All Students**

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

This is the list of the people and titles who developed, reviewed, and revised the Faulk Middle School Parent and Family Engagement Policy.

The Faulk SBDM (listed below) and the Faulk Parent Liaison (Mrs. Gloria Torres).

Benita Villarreal	Principal	Administrator
Blanca Cardenas (T2)	SPED Representative	Classroom Teacher

Benita Villarreal	Principal	Administrator
Olga Renteria (T1-R)	Elective Representative	Classroom Teacher
Maria Lopez-Garcia (T2)	Reading Representative	Classroom Teacher
Jose F. Esquivel (T1-R)	Social Studies Representative	Classroom Teacher
Robert Rivera (T2)	Math Representative	Classroom Teacher
Noe Garza (T1-R)	ELA Representative	Classroom Teacher
Cynthia Rios (T2)	ESL Representative	Classroom Teacher
Victor Gonzalez (T1-R)	Science Representative	Classroom Teacher
Jose Lucio (T2)	PE/Health Representative	Classroom Teacher
Anabel Alejandro (T1-R)	Project Rise Representative	Classroom Teacher
Maria Concepcion Aldape	Community Representative	Community Representative
Graciela Barajas	Community Representative	Community Representative
Norma Pena Pena	Business Representative	Business Representative
Maria Lopez	Business Representative	Business Representative
Arturo Gracia	District-level Professional	District-level Professional
Lisa Gonzalez	Parent Representative	Parent
Francis Medellin	Parent Representative	Parent
Lupita Carr	Parent Representative	Parent
Maricela Chapa	Parent Representative	Parent
Emiliano Camarillo	Facilitator	Facilitator
Elsa Reyna-Espitia (T1-R)	Non-Classroom Professional	Non-classroom Professional

The Parent and Family Engagement Policy was distributed to all students at the beginning of the school year, along with the SCC, parent/nurse release forms, dress code policy, etc. The policy was also shared with parents at the Title I Parent Information Meeting.

The Parent and Family Engagement Policy was provided to parents in both English and Spanish.

3.2: Offer flexible number of parent involvement meetings

Faulk Middle School offers weekly Parent sessions on Thursday mornings from 9:00 am to 10:30 am at the campus parent center (Room 704) that include informational meetings and parent education opportunities provided by the Campus Parental Liaison, Parental Involvement Trainer and guest presenters.

The Parent Liaison and Attendance Liaison conduct Home visits to support student attendance, academic performance and other program information.

Events, such as Open House and meet the teacher night, is where the Faulk faculty and staff also provide periodic sessions and seminars in English and Spanish to increase parental communication and involvement.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cynthia Rios	Teacher	Federal Programs	1
Irazema Ramos	Computer Aide	Federal Programs	1
Maria De Lourdes Medina	Nurse	Federal Programs	.4
Maria Rendon	Dyslexia Aide	Federal Programs	1
Nelly Zertuche	Parent Liaison	Federal Programs	1
Vacancy	Library Aide	Federal Program	1

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Benita Villarreal	Principal
Classroom Teacher	Blanca Cardenas (T2)	SPED Representative
Classroom Teacher	Tony Meza (T1)	Elective Representative
Classroom Teacher	Maria Lopez-Garcia (T2)	Reading Representative
Classroom Teacher	Jose F. Esquivel (T1)	Social Studies Representative
Classroom Teacher	Robert Rivera (T2)	Math Representative
Classroom Teacher	Noe Garza (T1)	ELA Representative
Classroom Teacher	Cynthia Rios (T2)	ESL Representative
Classroom Teacher	Corina Jimenez (T1)	Science Representative
Classroom Teacher	Jose Lucio (T2)	PE/Health Representative
Classroom Teacher	Anabel Alejandro (T1)	Project Rise Representative
Community Representative	Maria Concepcion Aldape	Community Representative
Community Representative	Graciela Barajas	Community Representative
Business Representative	Norma Pena Pena	Business Representative
Business Representative	Maria Lopez	Business Representative
District-level Professional	Arturo Gracia	District-level Professional
Parent	Lisa Gonzalez	Parent Representative
Parent	Francis Medellin	Parent Representative
Parent	Lupita Carr	Parent Representative
Parent	Maricela Chapa	Parent Representative
Facilitator	Emiliano Camarillo	Facilitator
Non-classroom Professional	Elsa Espitia (T1)	Non-Classroom Professional

District Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	GENERAL SUPPLIES - Media Center (SAA#2)	199-11-6399-16-043-Y-11-000-Y	\$100.00
1	1	6	Library - Subscriptions (SAA#3)	199-12-6325-00-043-Y-99-000-Y	\$600.00
1	1	10	GENERAL SUPPLIES (SAA#2)	199-11-6399-00-043-Y-11-000-Y	\$12,000.00
1	1	10	General Supplies - Admin (SAA#2)	199-23-6399-00-043-Y-99-000-Y	\$2,000.00
1	1	25	Copy Paper (SAA#2)	199-11-6396-00-043-Y-11-000-Y	\$3,000.00
1	1	27	MISCEL OPERATING COSTS- AWARDS (Perception #1)	199-11-6498-00-043-Y-11-000-Y	\$2,000.00
1	1	27	MISCELLANEOUS OPERATING COSTS - Food (Perception #1)	199-11-6499-53-043-Y-11-000-Y	\$7,000.00
1	4	8	Stipends - OAP Sponsors (SAA #4)	199-36-61 17-00-043-Y-99-020-Y	\$600.00
1	4	8	Stipends - UIL Coordinator (SAA #4)	199-36-61 17-00-043-Y-99-020-Y	\$900.00
1	4	13	General Supplies (SAA#4)	199-36-6399-44-043-Y-99-0T0-Y	\$0.00
1	4	13	Travel and Subsistence (SAA#4)	199-36-6412-00-043-Y-99-0B0-Y	\$0.00
1	4	13	Substinence (SAA#4)	199-39-641-00-043-Y-99-0T0-Y	\$0.00
1	4	13	Misc. Trophies (SAA#4)	199-39-6498-00-043-Y-99-0T0-Y	\$0.00
1	4	13	Misc Awards (SAA#4)	199-36-6498-00-043-Y-99-0B0-Y	\$0.00
1	4	15	Travel and Subsistence - Students (SAA#4)	199-11-6412-00-043-Y-11-000-Y	\$14,668.00
1	4	15	Reclassified Transportation Buses (SAA#4)	199-11-6494-00-043-Y-11-000-Y	\$6,000.00
2	1	2	Overtime - Custodians (SAA#1)	199-51-6121-47-043-Y-99-000-Y	\$100.00
2	1	4	Window Vinyl Cover Upgraded	199-23-6399-00--043-Y-99-000-Y	\$7,500.00
5	2	4	General Supplies - Counseling (SAA#6)	199-31-6399-00-043-Y-99-000-Y	\$500.00
7	1	1	Sal/Wages For Subs Teachers (SPP#1)	199-11-6112-18-043-Y-99-000-Y	\$6,000.00
7	1	1	Misc. Operating Costs - Food Staff (SPP#1)	199-13-6499-53-043-Y-99-000-Y	\$5,000.00

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	1	Employee Travel - Out of District Travel (SPP#1)	199-13-6411-23-043-Y-99-000-Y	\$1,000.00
7	1	1	Employee Travel - Admin - Out of District (SPP#1)	199-23-6411-23-043-Y-99-000-Y	\$500.00
7	1	1	Overtime - Clerical (SPP#1)	199-23-6121-08-043-Y-99-000-Y	\$4,000.00
8	1	5	GENERAL SUPPLIES - IT Equipment (SAA#2)	199-11-6399-62-043-Y-11-000-Y	\$6,000.00
9	3	4	General Supplies - Custodial Supplies (Perceptions #6)	199-51-6399-00-043-Y-99-000-Y	\$5,000.00
9	3	4	SUPPLIES FOR MAINT/OPERAR-CUST (Perceptions #6)	199-51-6315-00-043 -Y-99-000-Y	\$500.00
9	3	5	GENERAL SUPPLIES - PE (Perceptions #5)	199-11-6399-51-043-Y-11-000-Y	\$1,000.00
Sub-Total					\$85,968.00
Budgeted Fund Source Amount					\$78,468.00
+/- Difference					\$-7,500.00
162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Media Center Print Jobs - CPAS/BENCHMARKS (SAA#2)	162-11-6399-XX-043-XX-Y-XX-XXX-Y	\$1,600.00
1	1	4	Professional Extra Duty Pay (SAA#1)	162-11-6118-00-043-Y-XX-XXX-Y	\$41,138.00
1	1	10	General Supplies (SAA#2)	162-11-6399-00-043-Y-30-000-Y	\$16,505.00
1	1	25	Copy Paper (SAA#2)	162-11-6396-00-043-Y-30-000-Y	\$3,000.00
8	1	5	Electronic Devices (SAA#2)	162-11-6398-62-043-Y-30-000-Y	\$6,125.00
8	1	5	Software - Edgenuity (SAA#2)	162-11-6299-62-043-Y-30-000-Y	\$8,495.00
9	2	3	Misc. Operating Costs (Demographic Needs #5)	162-61-6499-53-043-Y-30-WTF-Y	\$150.00
9	2	3	General Supplies (Demographic Needs #5)	162-61-6399-00-043-Y-30-WTF-Y	\$150.00
Sub-Total					\$77,163.00
Budgeted Fund Source Amount					\$77,163.00
+/- Difference					\$0

163 State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	TELPAS Testing Subs (SAA#2)	163-11-6112-XX-043-Y-XX-XXX-Y	\$5,000.00
1	1	4	ESL Tutorials (SAA#1)	163-11-6118-00-043-Y-XX-XXX-Y	\$2,400.00
1	1	10	General Supplies - ESL (SAA#2)	263-11-6399-00-043-Y-XX-XXX-Y	\$3,750.00
7	1	1	TABE Conference (SPP#1)	163-13-6411-23-043-Y-25-031-Y	\$870.00
Sub-Total					\$12,020.00
Budgeted Fund Source Amount					\$12,020.00
+/- Difference					\$0
164 State Career and Technical Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	16	Meals for Robotics Competition	164-36-6412-SC-043-Y-11-072-Y	\$1,000.00
Sub-Total					\$1,000.00
Budgeted Fund Source Amount					\$1,000.00
+/- Difference					\$0
166 State Special Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	10	General Supplies - SPED (SAA#2)	166-11-6399-00-043-Y-23-XXX-Y	\$5,120.00
1	1	10	General Supplies -SPED - Ink (SAA#2)	166-11-6399-62-043-Y-23-000-Y	\$400.00
1	1	27	Awards - SPED (Perception #1)	166-11-6498-00-043-Y-23-XXX-Y	\$800.00
8	1	5	Printers for SPED Teachers (SAA#2)	166-11-6398-62-043-Y-23-0P5-Y	\$4,888.00
Sub-Total					\$11,208.00
Budgeted Fund Source Amount					\$11,208.00
+/- Difference					\$0
211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Professional Extra Duty Pay - W/Fringes (SAA#1)	211-11-6118-00-043-Y-30-0F2-Y	\$64,716.00

211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Bus Transportation (SAA #1)	211-11-6494-00-043-Y-30-0F2-Y	\$25,000.00
1	1	6	Reading Materials (SAA#3)	211-12-6329-00-043-Y-30-0F2-Y	\$15,200.00
1	1	10	General Supplies (SAA#2)	211-11-6399-00-043-Y-30-0F2-Y	\$61,289.00
1	1	10	General Supplies - STEM (SAA#2)	211-11-6399-00-043-Y-30-STM-Y	\$1,000.00
1	1	10	General Supplies - Admin (SAA#2)	211-23-6399-00-043-Y-30-0F2-Y	\$2,500.00
1	1	10	General Supplies - Ink (SAA#2)	211-11-6399-62-043-Y-30-AYP-Y	\$2,500.00
1	1	25	Copy Paper (SAA#2)	211-11-6396-00-043-Y-30-0F2-Y	\$3,500.00
1	1	27	Misc Costs - Awards (Perception #1)	211-11-6498-00-043-Y-30-0F2-Y	\$5,000.00
6	1	6	Parent Liaison - Mileage (Perception #8)	211-61-6411-00-043-Y-30-0F2-Y	\$900.00
6	1	6	Parent Center - Food (Perception #8)	211-61-6499-53-043-Y-30-0F2-Y	\$1,200.00
6	1	6	General Supplies - Parent Center (Perception #8)	211-61-6399-00-043-Y-30-0F2-Y	\$2,000.00
7	1	1	Misc. Contracted Services - Professional Development (SPP#1)	211-13-6298-00-043-Y-30-0F2-Y	\$7,000.00
8	1	5	Chromebooks/Charging Carts (SAA#2)	211-11-6398-62-043-Y-30-0F2-Y	\$57,408.00
8	1	5	Software (SAA#2)	211-11-6395-62-043-Y-30-0F2-Y	\$15,000.00
8	1	5	IT Equipment General Supplies (SAA#2)	211-11-6399-62-043-Y-30-0F2-Y	\$2,000.00
Sub-Total					\$266,213.00
Budgeted Fund Source Amount					\$301,213.00
+/- Difference					\$35,000.00
263 Title III-A Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	TELPAS Testing Subs (SAA#2)	263-11-6112-XX-043-Y-XX-XXX-Y	\$5,500.00
1	1	5	General Supplies - Workbooks (SAA#3)	263-11-6399-XX-043-Y-XX-XXX-Y	\$4,758.00
Sub-Total					\$10,258.00
Budgeted Fund Source Amount					\$10,258.00
+/- Difference					\$0

XXX Grant Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	26	Project RISE Funds	287-XX-XXX-XX-043-Y-24-TIF-Y	\$134,561.00
Sub-Total					\$134,561.00
Budgeted Fund Source Amount					\$134,561.00
+/- Difference					\$0
Grand Total					\$598,391.00