

Brownsville Independent School District

Lucio Middle School

2019-2020 Campus Improvement Plan



Mission Statement

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

Vision

Each Student will:

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

Value Statement

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

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Comprehensive Needs Assessment

Revised/Approved: May 23, 2019

Demographics

Demographics Summary

Senator Eddie A. Lucio Jr. Middle School

2019-2020 Campus Narrative

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

The student population at Lucio Middle School is approximately 856 and serves students in grades 6 through 8. According to the PEIMS Data Review of our campus profile, 99.7% of the student population is Hispanic 60.0% are identified as At-Risk and 97.3% are identified as Economically Disadvantaged. Many of our students are first generation Mexican immigrants, 27.8% are classified as Limited English Proficient and a majority is English/Spanish bilingual. In addition, several of our students come from homes which participate in state and federal assistance programs such as food stamps, welfare, Women, Infant, Children (WIC) nutrition program, and subsidized housing and medical assistance.

The Attendance Rate for 2018-2019 school year was 98.0% for all students and 96.9% for at-risk students. The Dropout Rate for the 2018- 2019 school year was 0% for all students and 0% for at-risk students. Moreover, the Retention Rate was 5.1% for all students and 6.72% for at-risk students.

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

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

Lucio Middle School promotes numerous student clubs and organizations. Students are encouraged to participate in extracurricular activities such as Band,

Choir, Art, UIL Athletics, Math Meet, Chess, Science Fair, NJHS, Student Council, History Fair, Ball Room Dancing, Cheerleading, Dance/Drill Team, Library Club, Trendsetters, Brainsville, Garden Club, Robotics, Spelling Bee, Poet's Corner, Battle of the Books, DI and One Act Play, 21st century, and Gear Up.

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

School Colors: Burnt Orange and Hunter Green

School Mascot: Lion

School Song: Alma Mater

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

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

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

Demographics Strengths

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

Demographics Needs

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

Problem Statements Identifying Demographics Needs

Problem Statement 1: EL's and IDEA sup-pops continue to consistently decline STAAR scores. **Root Cause:** Lucio Middle School is composed of a large number of English learners and IDEA students.

Student Academic Achievement

Student Academic Achievement Summary

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

Lucio Middle School has the following campus student achievement profile:

6th-8th Grade All Students STAAR Summary:

STAAR /EOC

Assessment	Content Area	2017%	2018%	BISD 2018	TX 2018
Grade 6	Reading	60%	58%	62%	65%
Grade 6	Mathematics	70%	73%	80%	75%
Grade 7	Reading	65%	64%	71%	72%
Grade 7	Mathematics	57%	67%	71%	68%
Grade 7	Writing	71%	72%	71%	68%
Grade 8	Reading	87%	80%	84%	76%
Grade 8	Mathematics	94%	90%	91%	74%
Grade 8	Science	77%	79%	76%	74%
Grade 8	Social Studies	46%	58%	68%	62%
End of Course	Algebra I	100%	100%	85%	82%

Scores based on 2018-2019 TAPR reports.

Lucio Middle School's 2018-2019 Accountability Rating: Met Standard (82 out of 100)

Student Achievement (74 out of 100)

School Progress (86 out of 100)

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

Destinction Designations:

Academic Achievement in English Language/Arts/Reading

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

Performance variation between all student groups:

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

Information from TAPR 2018- 2019

Student Academic Achievement Strengths

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

- Growth in all areas of 6th & 8th math, science
- Growth in subgroups to include ELL, Migrant, SE and At-Risk
- Attendance
- Algebra I and AP Spanish

Student Achievement Needs

****Based on 2018-19 TAPR, STAAR Reports/Index Reports there are area of needs to improve in:**

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

Area Review

Summary of Needs

What were the identified Needs?

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

Priorities

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

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

11. ESL/LPAC Aide will work together with ESL teachers & Bilingual Dept. in conducting activities to expedite the pick up & delivery of documents, reports and supplies.(6.1.9)

Problem Statements Identifying Student Academic Achievement Needs

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

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

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

School Processes & Programs

School Processes & Programs Summary

Staff Quality, Recruitment, and Retention Summary

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

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

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

Curriculum, Instruction, and Assessment Summary

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

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

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

School Context and Organization Summary

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

Technology Summary

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

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

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

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

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

School Processes & Programs Strengths

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

Staff Quality, Recruitment, and Retention Needs

Data Resources Reviewed for this area: included the following

- Demographics

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

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

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

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

Curriculum, Instruction, and Assessment Strengths

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

Curriculum, Instruction, and Assessment Needs

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

Area Reviewed

- Demographics
- STAAR Scores, Benchmark scores

Summary of Needs:

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

What were the identified needs?

- The scores for LEP and SPED population in all assessment subject areas.

- Writing, 6th Grade Math/Reading and Social Studies Reporting Categories
- Advanced performance in all areas.

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

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

School Context and Organization Strengths

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

School Context and Organization Needs

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

Area Reviewed

- Demographics
- Teacher and student survey
- Teacher attendance

Summary of Needs

What were the identified needs?

- Teacher involvement in the School Context and Organization

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

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

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

Technology Strengths

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

Technology Needs

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

Area Reviewed

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

Summary of Needs

What were the identified needs?

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

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

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

Problem Statements Identifying School Processes & Programs Needs

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

Perceptions

Perceptions Summary

School Culture and Climate Summary

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

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

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

Family and Community Involvement Summary

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

Perceptions Strengths

School Culture and Climate Strengths

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

School Culture and Climate Needs

48% feel that bullying is an issue.

Area Reviewed

- Demographics

- Teacher, student, parent survey

Summary of Needs

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

What were the identified needs?

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

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

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

Family and Community Involvement Strengths

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

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

Family and Community Involvement Needs

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parent involvement (volunteers) has decreased over the last two years. **Root Cause:** More parent events are needed to encourage and boost parent involvement.

Priority Problem Statements

Problem Statement 1: ELLs subpops have continued to score less than a 60% passing rate on STAAR Reading in the last 2 years.

Root Cause 1: Teachers need to be trained on ESL strategies before the first day of class or as early in the school year as possible so that teachers have the instructional tools needed to teach ELLs

Problem Statement 1 Areas: Demographics - Student Academic Achievement

Problem Statement 2: Sp Ed subpops have continued to score less than 60% passing rate on STAAR Reading (6th & 7th grade) in the last 2 years.

Root Cause 2: Teachers need training on implementing IEP accommodations in the Reading classrooms.

Problem Statement 2 Areas: Demographics - Student Academic Achievement

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
- 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Local diagnostic math assessment data

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Annual dropout rate data

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

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: May 23, 2019

Goal 1: Lucio Middle School students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. The students will be able to demonstrate exemplary performance in the TEKS involving fine arts, co-curricular, athletics and extra-curricular programs and activities in the 2020 STAAR administration.

Performance Objective 1: Lucio M.S. student performance for all students, all grades, all subjects will exceed 2019 STAAR percent Approaches Grade Level, Meets, and STAAR Masters Grade Level performance in reading, writing, mathematics, science and social studies by 5 percentage points.

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Summer Bridge: Alignment from Elem. to MS. To ensure a smooth transition from 5th grade to middle school students will attend a Summer Bridge that will be used to close the gap and increase STAAR Scores, with 6th grade students in the area of reading and math by 10 %. Population: Students At risk, LEP, Parental Denials, SPED, Migrant Timeline: August 2019 CNA S P & P # 1.	2.5	Dean, Math/Reading Teachers, Principal	F: Week end projects, 1st 6 weeks grades, Compass reports, lesson plans, walkthroughs, observations, Report Cards, Benchmarks results S: STAAR Scores, TELPAS, TMSFA				
Funding Sources: 211 Title I-A - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
2) Resources Per Content: Purchase content specific high quality resource material in order to enhance curriculum in all core areas (ELAR, Math, Science, History) accessible to all students with an emphasis on students in low performing groups. Afterschool program supplies (i.e., cardstock, colored paper, chart paper, pens, ink, folders, butcher paper) are need to ensure our English Learners success through the Affective Domain.. Headsets with microphone for TELPAS online testing and practice. Headsets for computer labs/lap tops for instructional use with all students. Mouse pads, headphones and power surges are needed for new labs. Population: Emphasis on students in low performing areas: At Risk, LEP, Parental Denial, SPED, Migrant Timeline: July 2019-December 2020 CNA SP & P # 1,2 3	2.4, 2.6	Dean, Dept. Chairs, Campus Bilingual Administrator	F: Progress reports, 6 weeks grades, Progress monitoring tests, walkthroughs observations, lesson plans, Report Cards, Benchmarks S: STAAR Scores, TELPAS, TMSFA				
	Funding Sources: 211 Title I-A - 83670.00, 199 Local funds - 18400.00, 163 State Bilingual - 4175.00, 263 Title III-A Bilingual - 1841.00, 162 State Compensatory - 6150.00						
3) Bilingual: LPAC will meet at the beginning of the year, mid-year, and end of the year to maintain accurate documentation of all ELL students. Population: ELL students Timeline: 2019-2020 August, February, June CNA Student Achievement #4.	2.4, 2.6	LPAC Administrator	F: Progress Reports, 6 weeks grades, Progress Monitoring tests S: STAAR Scores, TELPAS, Report Cards, Benchmarks, TMSFA				
	Funding Sources: 163 State Bilingual - 2500.00, 199 Local funds - 2000.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>4) Tutorials: After-School & Saturday tutorials to help those students who are in danger of failing the STAAR, TELPAS tests or their Reading & Math classes so that they can be successful in their State assessment and in their core curriculum. Core area teachers will implement effective intervention strategies including remediation for students diagnosed as performing below established proficiency levels for all students including at-risk to perform at grade level.</p> <p>-STAAR Enrichment -Saturday Academy -After-school Tutorials -RTI</p> <p>Population: All At Risk 6th-8th grade students: LEP, GT, SPED, Migrant, Parental Denials, ESL, MI, DYS, AR, TI, Economically Disadvantaged, students who failed prior STAAR Admin. and or are in danger of failing their current core classes</p> <p>Timeline: Monday through Thursday starting October 2019-May 2020</p> <p>CNA Student Achievement # 1, 2 and S P & P #1</p>	2.4, 2.5, 2.6	Principal, Assist. Principal, Dean of Instruction, Counselors, Teachers, SpEd Teachers	F: 6 weeks benchmarks, semester and final exams Walkthrough, T-TESS observations S: , Lesson plans,STAAR/TELPAS/AYP scores				
<p>Funding Sources: 162 State Compensatory - 37868.00</p>							
<p>5) Progress Monitoring: Administration and Reading Teachers will monitor student progress and use results as a guide for instruction through testing using STAAR formatted questions during:</p> <p>-Diagnostic Exam -Six Weeks Benchmarks -Mock Tests</p> <p>So that all students can be at grade level and have successful State exam results</p> <p>Population: 6th-8th grade students: LEP, Parental Denials, ESL, MI, SE, GT, Pre-AP, DYS, AR, TI</p> <p>Timeline: July 2019-June 2020</p> <p>CNA pg #16 priority #3,4</p>	2.4, 2.5	Principal, Assist. Principal, Dean of Instruction, and Reading Teacher	F: 6 week benchmarks, semester and final exams, Walk through and T-TESS observations S: Semester and Final exams, STAAR/TELPAS Scores				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
6) GT Expectations: Teachers of GT and Pre-AP students will provide the GT/Pre-AP/STEM syllabus to parents detailing the expectations of the course and grading policy. Population: All 6th, 7th, 8th grade GT/Pre-AP/STEM students, parents Timeline: July 2019-December 2020	2.5	Principal, Dean of Instruction, Administration, Teachers	F: File update S: HQ requirements				
7) Lesson Planning: GT/Pre-AP/STEM students and AP students will receive differentiated instruction to meet the complex rigor of student expectations following performance standards and PBL tasks (robotics competition), AP Spanish Exam. Participate in co-curricular opportunities (DI, Brainsville, Poet's corner). The students will be provided with opportunities to District and College GT/Pre-AP/STEM learning and experiencing advance level and college opportunities in order to gain knowledge and preparation for attending post secondary institutes. Population: All Students in MS GT/Pre-AP/STEM Timeline: July 2019-June 2020 CNA pg 15 priority 2	2.4, 2.5	Principal, Dean, Advanced Academics, C& I, Counselors, GT/Pre-AP/STEM/AP Teachers, UTRGV	F: Sponsors Sign In Sheets, Student entry and participation forms, Coordinators, Judges; increase performance of STAAR test/EOC by 25% S: Increase by 10% identification in AP and TSI results; 10% participation in extra-curricular activities offered				
Funding Sources: 199 Local funds - 5800.00							





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
8) Dept Meetings Data: Teachers will meet as a department to disaggregate prior years data to analyze strengths and weaknesses so that they can make changes in their instructional and assessment design for Spring 2020 test administration. Population: 6th-8th grade students: LEP, ESL, MI, SE, GT, Pre-AP, DYS, AR, TI Timeline: July 2018-June 2019 CNA Student Achievement #1		ELA/ESL/SPED/Dyslexia teachers, Dean of Instruction, Principal	F: Sign in sheets, walk-throughs, DBM scores S: STAAR/TELPAS Scores				
Funding Sources: 211 Title I-A - 32300.00							
9) TELPAS Samples: All Core Area Teachers will be require to maintain a writing portfolio by collecting TELPAS formatted samples every 6 weeks. Population: 6th-8th grade Students; LEP, Parental Denials, ESL, MI, SE Timeline: July 2019-April 2020; Every 6 weeks	2.4	Teachers, Dean of Instruction, Bilingual Admin, Principal	F: Writing portfolios S: Benchmark scores, TELPAS Progress monitoring				
10) Coordination Day: All teachers will participate Special Programs Coordination Day to discuss areas of concern & review writing portfolios with LPAC. Population: 6th-8th grade Students; LEP, Parental Denials, ESL, MI, SE Timeline: July 2018-June 2019; Every 6 weeks		Teachers, Dean of Instruction, Principal, At-Risk Counselor	F: Professional Development Sign Ins, Teacher Transcripts, Writing portfolios S: T-TESS evaluation, STAAR/TELPAS progress monitoring Scores, Benchmark scores				
11) Gear UP: The Gear Up Program will provide services to the 7th grade students, parents, faulty and community to increase awareness & promote post-secondary education. Population: 7th Grade Class Timeline: July 2019-June 2020 Population 7th Grade Class CNA Student Achievement #1, 2	2.4, 2.5	Campus Administration, Gear-Up Calendar of Events, Logs	Formative: Coordinator Weekly Logs Summative: Gear-Up Calendar of Events, Logs				
Funding Sources: XXX Grant Funds - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>12) PE/Health:Develop curriculum objectives in Health and Physical Education which provide students the knowledge and skills necessary to develop and maintain optimal lifetime health and fitness levels. (SB 891-Effective 9/01/2009) The nurse will be prepared with basic Emergency items to take care of students if any injury occurs (Emergency Kits, Band-Aids, gloves, hand sanitizers, etc....) Population: All 6th-8th grade students (Reg. Ed, SpEd, Bilingual, At Risk, Dyslexia, Pre-AP, GT, Migrant and Teachers Timeline: July 2019-June 2020</p>		Principal, Dean of Instruction, District Specialists, Teacher Department Chairs, Team lead Teacher, All PE Health Teachers	Formative: Updated Curriculum Framework Summative: Student Classroom Assessment, Physical Fitness Assessment				
<p>Funding Sources: 199 Local funds - 200.00</p>							
<p>13) PE/Health Abuse Awareness:Educate students and parents on the District's sexual abuse of children policies/guidelines through awareness and information, including but no limited to, knowledge of likely warning signs indicating that a child may be a victim of sexual abuse, using resources developed by the TEC under Section 38.004, to conduct classroom presentations and distribute information via the BISD Parent/Student Handbook. HB 1041 (Jenna's Law)- Effective 9/1/09 Population: All 6th-8th grade students (Reg. Ed, SpEd, Bilingual, At Risk, Dyslexia, Pre-AP, GT, Migrant and Teachers Timeline: July 2019-June 2020</p>	2.6	Principal, Assistant Principal, Dean of Instruction, District Specialists, Teacher Department Chair, Team Lead Teacher, All PE and Health Teachers, Parent Liaison	Formative: Distribution of handbooks, Sign-In Sheets Summative: Handbook receipts				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
14) PE:Provide students in grade 6-8 with moderate to vigorous activity each day in Physical Education for at least 30 minutes to enhance students health and well-being and incorporate STAAR objectives in daily PE/Health lessons and activities. (middle School students for at least 4 total semesters) Population: All 6th-8th grade students (Reg. Ed, SpEd, Bilingual, At Risk, Dyslexia, Pre-AP, GT, Migrant and Teachers Timeline: August 2019-June 2020 (SB 530- Effective 9/1/2007)	2.4, 2.5	Principal, Dean of Instruction, District Specialists, Teacher Dept. Chair, Team Lead Teacher, All PE and Health Teachers	Formative: Classroom Observations, PE Student attendance, Lesson Plans Summative: School Health Index, Physical Fitness Assessment				
	Funding Sources: 199 Local funds - 0.00						
15) Student Fitness:Assess student fitness annually to promote student health. (CATCH, PAPA) Population: All 6th-8th grade students (Reg. Ed, SpEd, Bilingual, At Risk, Dyslexia, Pre-AP, GT, Migrant and Teachers Timeline: August 2019-June 2020 (SB 530-Effective 9/01/2007)		Principal, Dean of Instruction, District Specialists, Teacher Dept. Chair, Team Lead Teacher, All PE and Health Teachers	Formative: Lesson Plans Summative: Fitness Results				
	Funding Sources: 199 Local funds - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>16) Instructional Facilities & Equipment: Evaluate and recommend necessary upgrades in instructional facilities and equipment (shelving, foam balls, badminton rackets & birdies, footballs, basketballs, soccer balls, volleyballs, jump ropes, jump rope rack and fitness bands) to ensure appropriate educational instructional and student safety. Population: All 6th-8th grade students (Reg. Ed, SpEd, Bilingual, At Risk, Dyslexia, Pre-AP, GT, Migrant and Teachers Timeline: July 2019-June 2020 CNA pg. 21 #2</p>		Principal, District Specialists, Teacher Department Chair, Team Lead Teacher, All PE Teachers	Formative: Safety Evaluation Summative: Review of Campus Developed Safety Action Plan				
Funding Sources: 199 Local funds - 1291.00							
<p>17) Incoming 5th grade students will be invited to our campus through the feeder elementary schools to tour the campus and receive an orientation so that they can have a successful transition to middle school. 8th graders will visit the feeder high school to ensure a smooth transition to high school. Population: All Incoming 5th grade students who currently attend feeder campuses All 8th graders Timeline: May 2020</p>		Principal, Dean, Assistant Principal, Counselors	F: Attendance to orientation of feeder campus S: Incoming 5th graders familiar with rules and expectations at our campus				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>18) Provide instructional resources and computer assisted instruction that reinforces implementation of the BISD curriculum and initiatives including (but not limited to) professional development based on identified needs.</p> <p>APEX Pearson Math Coding Initiative programs STEM Edgenuity Writing Portfolios (including digital portfolios) Balanced Literacy Model Write for Success TLI Cognitive Routines/Strategies Inclusion (co-teach) Model Duolinguual Dyslexia Lab Texas Gateways Adaptive Curriculum EduSmart Eduphoria Aware</p> <p>Population: All teachers and student groups</p> <p>Timeline: July 2019-May 2020</p> <p>CNA: Student Achievement #1-4</p>	2.4	Principal, Dean, AP's, Department Chairs, Librarian, TST, Teachers, C & I Specialists	<p>F: Classroom observations IBISD Instructional Feedback Form, Lesson Plans, Professional Development System, Benchmark scores, BOY/MOY/EOY data analysis.</p> <p>S: STAAR and EOC scores, TELPAS and TERRA NOVA/Supera TMSFA</p>				
<p>19) Teachers will monitor the implementation of the 3 Tier Response to Intervention Model in the classrooms for math, reading, and behavior with additional training provided to campus Teachers and Trainer of Trainers on required documentation and interventions based on identified needs.</p> <p>Populations: All students and teachers for these students in core content areas.</p> <p>Timeline: July 2019 to June 2020</p> <p>CNA: Student Achievement #1-4</p>	2.6	Principal, Assistant Principal, RTI Coordinator, Dean, Counselors, Teachers	<p>F: PDS session agendas and evaluations, RtI plan progress monitoring reports, Classroom observation</p> <p>S: Improved STAAR scores, TELPAS, TMSFA, Tier 2 and 3 changes to lower tiers (increase STAAR scores At-Risk, LEP & SpEd)</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>20) Analyze campus assessment data to determine specific instructional intervention needs that will drive planning for conferences, workshops that address those state standards where the students demonstrated the lowest achievement levels.</p> <p>Populations: All sub-population students and teachers for these students in core content areas, Special Education and CTE</p> <p>Timeline: August 2019 to May 2020</p> <p>CNA: Student Achievement #1, SP & P #2</p>	2.4, 2.6	Principals, Deans, Dept Chairs and Teachers	<p>F: Dept. Meeting agendas, Professional development evaluations, Classroom walkthrough data, campus 6wks assessment, check point assessment, District benchmarks</p> <p>S: STAAR scores, EOC scores, T-TESS data, PDS Transcripts</p>				
<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 1: Lucio Middle School students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. The students will be able to demonstrate exemplary performance in the TEKS involving fine arts, co-curricular, athletics and extra-curricular programs and activities in the 2020 STAAR administration.

Performance Objective 2: Lucio M.S. Career and Technical Education student participation will increase by 5 percentage points over 2019 including special population students and CCMR graduates will improve over prior year graduates.

Evaluation Data Source(s) 2: PBMAS reports, CTE enrollment PEIMS reports, CCMR reports

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) College Ready: 100 % of the 8th grade students will take the Kuder inventory Population: 8th grade students Timeline: July 2019-June 2020	2.4, 2.5	Campus Administration, Counselors	Formative: Kuder Reports Summative: Kuder Reports and evaluation debriefing with counselor				
2) College/Parent Meeting: Collaboration and expectations of the campus visit, parent meetings and debriefing of the Kuder inventory and the selection of high school pathway. Population: 8th grades students, parents Timeline: July 2019-June 2020		Campus Administration, Counselors	Formative: Kuder Reports Summative: Agenda parent meetings, Debriefing meetings with counselor, HS campus visits lists				
3) College Ready: Career Day for all Lucio MS students with exposure to 3-4 career professionals. College presentations and TSI information representative. Population: 6th -8th students Timeline: July 2019-June 2020		Campus Administration Counselors	Formative: Presentation Flyers, Career Day Schedule, College Presentaion Schedule Summative: Lists of student participation, Agendas				





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
4) College Ready: Students will be given information about the "The Duke Talent Search" to increase the number of participants.Promote "College T-Shirt Day" so that teachers and students can wear the college t-shirt of choice to increase college awareness. Population: 7th grade students who scored 100% on one of their STAAR tests in 2013 All Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students)All 6th-8th grade students; teachers and administration Timeline: July 2019-June 2020	2.5	Principal, Dean of Instruction, Teachers, Counselors, Advance Academics, Curriculum & Instruction	F: Training PD sign in sheets, student participation in courses, Report cards, AP scores, teacher implementation & observations/walk-through, acceptance letter from College Board, teacher, curriculum documents, attendance to institutes, contract with college board, advertisement & pictures S: Increase of AP passing rates, Compliance with College Board, Higher percent students achieving Advanced Performance on AP/STAAR, Knowledge of College readiness best practices, Implementation of skills learned				
							

Goal 1: Lucio Middle School students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. The students will be able to demonstrate exemplary performance in the TEKS involving fine arts, co-curricular, athletics and extra-curricular programs and activities in the 2020 STAAR administration.

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

Evaluation Data Source(s) 3: PBMAS Report, STAAR/EOC Assessments for Migrant students, Migrant Program participation reports

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Teachers will make use of strategies to display wordwalls and other visual aids so they can improve students vocabulary to increase student achievement in the State assessments (printers and ink are needed for initiative) Population: At-risk 6th-8th grade students: LEP, Parental Denials, ESL, MI, SE, GT, Pre-AP, DYS, AR, TI Timeline: July 2019-June 2020 CNA Student Achievement # 1, 2	2.4, 2.5	Teachers, Dean of Instruction, Principal, At-Risk Counselor	F: Word-wall, objectives, strategies, lesson plans, walk throughs S: T-TESS evaluations, STAAR/TELPAS Scores				
Funding Sources: 199 Local funds - 2600.00							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 1: Lucio Middle School students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. The students will be able to demonstrate exemplary performance in the TEKS involving fine arts, co-curricular, athletics and extra-curricular programs and activities in the 2020 STAAR administration.

Performance Objective 4: Lucio Middle School will increase the number of students in co-curricular and extra-curricular advancing in Math, Science, Social Studies, ELA, Fine Arts, and CTE programs by 5% over 2019-2020 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
1) Summer Band/Choir: Students prepare for and participate in school performances by attending Summer Band and school year Sectional Performance so students can develop confidence and performance skills and ensure commended performances. Summer Choir- Music Orientation intro to basic music skills: sign scales, warm up exercises, correspond to cur win hand signs Population: All 6th-8th Band/Choir Students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students Timeline: July 2019-June 2020	2.4, 2.5, 2.6	Band Directors, Choir Directors	F: Daily, weekly and monthly evaluation and lesson plans; Adjudicated evalutaion of individual and group vocal skills S: Instrumental technique and sound; performance ratings, proper techniques will be established				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>2) Fine Arts District Activities: Students will prepare and participate in BISD Fine Arts Activities and community activities: -Charro Days Parade (February 2019) -Rio Grande Valley Festival (March 2019) -UIL Band Contest (April 2019) -Fine Arts festival (May 2019) -Christmas Parade (December 2018) -UIL Band Contest (March-May 2019) -South TX Musical Festival (May 2019) -Solo & Ensemble Contest (April-May 2019) -Veterans Parade -TMEA All-Region Band(January 2019) so students can develop confidence and performance skills, and ensure commended performances Population: All 6th-8th Band Students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students Timeline: July 2019-June 2020</p>		Band Directors	<p>F: Daily, weekly and monthly evaluation and lesson plans S: Instrumental techniques and sound; performance ratings; audience reactions</p>				
<p>3) Band/Choir All City: All-City Band Clinic and Concert to reward students' year-long efforts. Choir- individual student auditions for a position in a mixed all-city choir as per Fine Arts Dept. requirements. Population: 7th & 8th Grade All-City band students/ All 6th-8th All-City Choir students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students Timeline: October 2019 choir/February 2020 band</p>		Band Directors, Choir Directors	<p>F: 7th & 8th Grade All-City band students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students; Choir rehearsal afterschool S: Instrumental techniques and sound; performance ratings; Choir Adjudicated by directors and Administration</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>4) Madrigal Dinner Band/Choir: Madrigal Dinner - 7th and 8th grade Band students who have participated in previous contests are taken to Fine Arts presentation. Population: Selected 7th and 8th students who have competed on events. Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students Timeline: February 2020</p>		Band Directors Choir Directors	F: Individual Performance S: Participation at Madrigal Dinner Event				
<p>5) Fall Concert Choir: As per Fine Arts Festival TEKS- Students will be given opportunities to perform for public audiences at Civic Center (1 piece- 3-5 minutes, a finale with all other choirs & bands in cluster. Population: All 6th-8th Choir students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students Timeline: Fall Concert: November 2019 Spring Concert: May 2020</p>		Choir Directors	F: Adjudicated evaluation of individual and group vocal skills. Rehearsal afterschool S: Fall Concert participation, Performance evaluation				
<p>6) Choir Competition: Solo and Ensemble- Individual TMEA competition in which students learn a solo using classical music repertoire. Population: All Solo and Ensemble Choir students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students Timeline: October 2019</p>		Choir Directors	F: Daily, weekly and monthly evaluation plus actual performance evaluation S: Region adjudicated judges' rate each student				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
7) Christmas Concert- Students will perform at least 2 pieces of seasonal music for the public. Choreography is added to most selections. Population: All 6th-8th Choir students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students Timeline: Christmas Concert December 2019		Choir Directors	F: Rehearsals after school S: Adjudicated by directors and administration				
8) Choir Evaluation -All choirs must learn music from prescribed music list. Selections of varying difficulty levels are required to be taught. Students must also read music on sight (Sight Reading). Population: All 6th-8th Choir students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students Timeline: February 2020		Choir Directors	F: Adjudicated evaluation of individual and group vocal skills. S: Adjudicators rate using comment sheets and scores I, II, III or lower				
9) UIL Concert & Sight Reading contest- This is a continuation of the pre-UIL concert. It is considered the STAAR test as it determines the program's success. Population: All 6th-8th participating Choir students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students Timeline: March 2020		Choir Directors	F: Adjudicated evaluation of individual and group vocal skills. S: Adjudicators rate using comment sheets and scores I, II, III, or lower.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
10) Region Choir Auditions, Clinic, and Concert- 7th & 8th graders are encouraged to learn 5 pieces of music specific to grade level. Students are given lessons after school, packets with music, and a CD with their vocal part. Population: All 7th & 8th grade choir students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students Timeline: May 2020		Choir Directors	F: Rehearsals after school S: Adjudicated by directors and administration				
11) Spring Concert- Each choir learns and performs a minimum of 3-2 part songs. Choreography, costumes, props, etc are usually added. Population: All 6th-8th Choir students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students Timeline: February 2019-May 2020 Spring Concert: May 2020		Choir Directors	F: Select grade level appropriate music of distinguished genres or theme-based S: Performance evaluation				
12) South Texas Music Festival Contest- The choir performs Spring Concert selections to be adjudicated. Fundraising activities are incorporated to pay entry fees and choreography. Population: Selected 6th-8th Choir students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students. Timeline: July 2019-June 2020		Choir Directors	F: Select grade level appropriate music of distinguished genres or theme-based. S: Performance adjudicated at the sight. Trophies area awarded.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>13) Summer Choir II-Invitational for all new choir students for a week-long orientation and an overview of the events, concerts, and skills to be learned throughout the year. Returning students begin selecting solo music. Population: New 6th-8th choir students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students Timeline: June 2020 Choir Directors F: Mail out list to new students. S: Adjudicated by directors and administration. Pizza party on final day</p>		Choir Directors	<p>F: Mail out list to new students. S: Adjudicated by directors and administration. Pizza party on final day</p>				
<p>14) Tech Equip: Teachers will use technology equipment to record music so students can rehearse, document camera and projector to display music and equipment to rehearse. Population: All 6th-8th Choir Students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students Timeline: July 2019-June 2020</p>		Choir Directors	<p>F: Purchase of Equipment S: Performance</p>				
<p>15) Brothers Sign On - Selected 7th-8th Tenor Bass choir for middles school boys that will rehearse and perform music with a guest clinician. Population: Selected 7th-8th Choir boys Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk Timeline: January 2020</p>		Choir Directors	<p>F: Auditions and Practices S: Performance</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
16) Campus Initiatives: Improve student morale and campus support by painting banners/flyers for school related activities; talent show, STAAR theme, Awards Night, UIL, Athletic Events and various school functions. Population: Art Teachers, Club sponsors & All 6th-8th grade students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students Timeline: July 2019- June 2020		Art Teacher, club sponsors	F: Student ideas, collaboration S: Student projects; Successful STAAR results				
17) Community based Art competition: TX RGV Birding Festival (Oct), Craypas Art Contest (Dec), Region One Christmas Card Design (Dec), Child Find Art Contest (Jan), (Jan.) Adopt a Beach & Fed. Junior Duck Stamp Contest (March) History Art Contest (April) Resaca de Las Palmas Butterfly Art Contest, Christmas Tree Decorating Contest. Population: All 6th-8th grade art students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students Timeline: July 2019-June 2020		Art Teacher, Dean	F: Student ideas, collaboration S: Student projects; successful STAAR results				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
18) BISD Art Competitions: BISD Middle Fire Prevention (Sept), 37th Red Ribbon Week (Oct), Bus Safety (Oct.) Annual International Art Show (Dec) School Art competition (April) Vase Visual Arts Scholastic event UIL (May) Fine Arts Festival (May). Populaion: All 6th-8th art students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students Timeline: July 2019-June 2020		Art Teacher	F: Student projects & Rubric Format S: Successful completion of course objectives Pass the STAAR				
19) Art Work: Art critique / Self Evaluation, Portfolios Exhibit student artwork throughout campus. Population: All 6th-8th art students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students Timeline: July 2019-June 2020		Art Teacher, Dean	F: On-going portfolio S: Successful completion of course objectives Pass the STAAR				
20) EOY PE Encampment: All student athletes will attend an end-of-year party at the BISD Encampment as an incentive for completing a sport throughout the school year. Population: Student Athletes, Coaches, Nurse, Administration Timeline: July 2019-June 2020		Coaches, Nurse, Assistant Principals	Formative: Coaches Eligibility List Summative: Field Trip Permission Slip				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>21) Students have opportunities to participate in the following activities UIL Competitions/Clinics and clubs:</p> <ul style="list-style-type: none"> -One Act Play -Chess -DI -Brainsville -Poet's Corner -Spelling Bee -Ballroom -Special Olympics -STEM (Robotics) -Academic (AMC) -HESTEC (Electric Car) -Trendsetters/Library club -Garden club -Yearbook -Coding -History Day/Fair -Science Fair -Brownsville Kids Voting <p>Population: All Students</p> <p>Timeline: Aug. 2019-June 2020</p>		Administration, Teacher Sponsors/Coaches	<p>Formative: Training agendas, flyers, Monthly logs, Sign In Sheets</p> <p>Summative; Competition Results,</p>				
<p>22) Students will participate in the Texas 21st Century Community Learning Center Program, which is a federally-funded afterschool program administered by the Texas Education Agency. Texas Southmost College, in conjunction with the Brownsville Independent School District, is currently offering this program at Lucio MS. The main goal is to provide free and innovative instructional activities to promote student achievement and success. These innovative activities may include tutoring, homework help, enrichment, art, theater, student leadership, music, SAT/ACT prep, and college and workforce preparation. In addition, Lucio MS will be offering family support services for the immediate family in an effort to help the entire family improve their educational opportunities.</p>		21st Century Coordinator Administration TSC 21st Century Coordinator	<p>F: Progress reports, 6 weeks grades, Progress monitoring tests, 21st Century program observations, lesson plans, Report Cards, Benchmarks, Student ideas, collaboration, Student ideas, collaboration</p> <p>S: STAAR Scores, TELPAS, TMSFA, Student culminating activities and projects</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
23) Cohort designed to increase the number of targeted students who enter and succeed in postsecondary environments. Increase the rate of high school graduation and participation in post-secondary education for GEAR UP students.		Gear Up Counselor Gear Up Coordinator Principal	Progress reports, 6 weeks grades, Progress monitoring tests, Gear Up program observations,				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue





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

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

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Energy Savings: Lucio MS will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan. Population: All department and campus facilities Timeline: July 2019-June 2020 CNA Perception # 1, 2, 6		Campus Administration Facilities and maintenance staff	Complete implementation of the district energy savings plan will result in decreased energy usage compared to prior year Formative: Monthly comparison of energy usage Summative: Annual comparison of energy usage				
2) Campus Facility Improvement: The campus will be broken up into 5 parts in order to implement a systematic approach to the renovation /upgrade/ improvement of facilities to include prioritizing base on safety and needs of the district (Electives Areas, Cafeteria/Library. Grounds, Upstairs, Downstairs) Population: All department and campus facilities Timeline: July 2019-June 2020 CNA Perception # 1, 2, 6		Campus Administration Facilities and maintenance staff	Formative: Survey and maintenance requests Summative: Evaluation/analysis of survey data; Completion of maintenance requests				



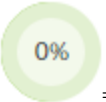

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>3) Lucio MS custodial staff will purchase supplies for maintenance and operating costs of maintaining the school, which may include general supplies. Custodial staff schedule will be updated weekly/daily to meet the demands of the school to maintain school clean.</p> <p>Population: Custodial staff</p> <p>Timeline: Aug 2019-June 2020</p> <p>CNA Perception # 1, 2, 6</p>		<p>Head custodian, Facilities and maintenance Staff Custodial Staff, Principal, Asisstant Principal</p>	<p>Formative: Walkthrough, schedules to ensure custodial staff is maintaining and meeting demands of the campus.</p> <p>Summative: Maintenance Reports</p>				
<p>Funding Sources: 199 Local funds - 11500.00</p>							
<p>4) Lucio MS will purchase furniture items (bookshelves, desks, chairs, etc.)</p> <p>Population: Lucio MS staff and Admin.</p> <p>Timeline: Aug 2019-June 2020</p> <p>CNA Perception # 6</p>		<p>Principal, Assistant Principal, Dean, Head Custodian</p>	<p>Formative: Equipment inventory</p> <p>Summative: Annual Equipment inventory</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

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

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

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

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Lucio MS will support programs in the effective and efficient use of 100% of available budgeted funds based on the needs assessments. Population: Lucio MS Stakeholders Timeline: July 2019-June 2020		Campus Administration, SBDM committee	Funding reports will indicate all funds were expended based on prioritized needs. Formative: Monthly expenditures reports compared CIP Summative: End of year expeditive reports				
<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 3: Lucio Middle School will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel.

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

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

Summative Evaluation 2:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Teachers HQ pay: Strategies to attract highly qualified teachers to high need schools will include paying stipends for masters degrees, dept. chairs, and teachers technology training, GT/Pre-AP, SIOP, AT-Risk best practice strategies, TLI strategies. Population: Teachers 6th-8th grade Timeline: July 2019-June 2020	2.5	Principal, Dean, HR	F:Teacher observations, walkthroughs, lesson plans, session evaluations S: ERO Transcripts, T-TESS, PD,				
							

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

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

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

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Teacher Incentives: Teachers will receive non monetary incentive to show the appreciation for their contribution. Population: high poverty/ high minority/low performing campuses students Timeline: July 2019- June 2020 Need: Equity Plan need and Board approved goal priority [DEIC added 12-6-2019]		Campus administration	Teachers will feel appreciated throughout the school yeal Formative: Teacher campus survey Summative: Data report				
							





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

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

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Campus News/website: Lucio MS will provide BISD PIO with current staff and students news of events, accomplishments weekly in order to promote positive school publicity and climate. Ensure Lucio Website is updated monthly. Population: All staff and students Timeline: Aug 2019-June 2020		Campus Administration, PIO, Department/Program Heads, Coaches and Sponsors, TST	Formative: Weekly newsletter, Newspaper clippings, BISD website highlights and Campus website, Facebook Summative: Enrollment Reports				
2) Librarian Campus Historian: Lucio MS will responsibly create and maintain a social media page to highlight student achievements. Librarian will be historian for campus (yr. book, pictures, alumni, track successful students). Population: All staff and students Timeline: July 2019-June 2020		Campus Administration and Campus TST, Librarian	Formative: Lucio MS social media page, historic records agendas Summative: Lucio MS social media page; Log of documentation alumni, success, yr books				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) Lucio MS will promote the history and origins along with current accomplishments of the campus weekly through website and media venues. Population: Teacher/Staff Timeline: December 2019-June 2020 Need: Decreasing enrollment/Board approved goal priority (Added 01-12-2019)		Campus Admin, PIO, District Admin	Weekly news from the campus each week Formative: schedule of weekly activities Summative: listing of all campuses that were presented in weekly articles				
<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 5: Lucio MS will maintain a safe and disciplined environment conducive to student learning.

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

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Lucio Ms will distribute BISD board approved Student Code of Conduct to to all students to promote awareness to students, parents, staff & community of infractions and consequences; and students, parents, staff & community will be further notified that the SCC is published on the district website.</p> <p>Population: All students, TI, MI, ELL, SE, AR, GT, DYS, Parents, Staff Timeline: Aug 2019-June 2020</p>		Principal, Assistant Principals, Counselors, Parental Involvement, BISD Police and Security Services, Pupil Serviced	<p>Formative: Flyers, Evaluations, Sign-in Sheets, Receipt of student/parent acknowledgement form</p> <p>Summative: Decrease of discipline referrals by 5%; PEIMS report</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>2) Campus Discipline Committee: Campus Discipline Committee will be developed to get feedback from each department to development and assist with the campus wide implementation of a campus discipline plan utilizing the program E-Schools. Campus team members will also be used as a principals cabinet along with SBDM for feedback on campus climate, master schedule, etc. Population: All 6th-8th AR Students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At Risk students Timeline: July 2019-June 2020 CNA Perception #3</p>		Principal, Dean, Assistant Principals, Counselors	<p>F: Sign-out of radio to personnel S: Safe campus with a reduction in ISS, OSS, and JJAEP placements</p>				
<p>3) Transitional Hearings for students returning to their home campus will be conducted with appropriate personnel for students returning from BAC/JJAEP for monitoring and successful transition to Lucio MS. Population: All students Timeline: Aug 2019-June 2020</p>		Principal, Dean, APs, Teachers, Pupil Services, BAC/JJAEP Personnel, Grade Level Counselor, At-Risk Counselor	<p>Formative: Schedule of Transitional Hearings, Counseling Logs, BAC Transitional Forms, JJAEP Transitional Forms Summative: Review 360, STAAR scores</p>				
<p>4) Positive behavior Interventions and supports (PBIS) and the behavioral RTI tiering will be implemented with greater fidelity to improve the behaviour of students with close monitoring of the ISS/OSS placement of SEs. Population: All Students Timeline: Aug. 2019-June 2020</p>		Principal, RTI Admin., SE service Admin, Police & Security Admin. , PEIMS Admin	<p>Formative: ISS/OSS placements of SE & other targeted student groups will decrease by 5% Summative: PBMAS (now on DVM Discipline indicators for 2017) discipline indicator performance levels and staging will decrease</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
5) Provide PD training and support to classroom teachers and campus administration in discipline management and safe environments(Review 360). Refresher on use of district software to document discipline and prepare/monitor behavior RTI plans. Population: All students Timeline: Aug 2019-June 2020 CNA Perception #5		Pupil Services, Administrator, Security Services Admin., RTI Admin, Counselor	Formative: Training Sign In Sheets, 6wks discipline reports, eSchools discipline report, RTI plans Summative: Review 360 and discipline report data reflecting decrease in the numbe of discipline incidents compared to previous year				

Goal 5: Lucio MS will maintain a safe and disciplined environment conducive to student learning.


Performance Objective 2: Disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 5% for 2019-2020 and will not be disproportionate for any population.


Evaluation Data Source(s) 2:


ISS/OSS reports for campus disaggregated by special served populations including ESL, Special Education, At-Risk and economically disadvantaged, Review360 or eSchool behavior RtI plans and monitoring reports, plans for addressing Bullying, Teen Violence, and others.


Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Student referrals: To decrease the number of discipline incidences ensure that no student receives more than 30 days OSS/ISS. Population: All students 6th-8th Timeline: Aug 2019- June 2020	2.6	CIS, PEIMS Admin At-Risk Counselor	Formative: PEIMS reports 6 weeks Summative: Review 360				
2) Discretionary or Mandatory removal of Special Education students will occur only by approval of the Special Services Department and BAC administration. Population: SE Timeline: Aug. 2019-June 2020		Asisstant Principals, SE Personnel, BAC Administration	Formative: BAC Removal Checklists approval data, Special Education, Checklist approval data Summative: Decrease in the numbe of SE students removed to BAC by 5%				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue





Goal 5: Lucio MS will maintain a safe and disciplined environment conducive to student learning.

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

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

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Emergency Plan: Develop and maintain an Emergency Operations Plan at Lucio MS. Plan is multi-hazard in nature and is reviewed and updated annually by the campus safety and security committee. Safety drill must be practiced as per BISD Police Dept.</p> <p>Provide students, staff and parent training in the areas of school safety and emergency management. Implement and identification security system at Lucio. All staff and visitors must display their IDs while on campus. Population: All students, TI, MI, ELL, SE, AR, GT, DYS Timeline: Aug 2019-June 2020 CNA Perception # 3</p>		Principal, Assistant Principals, Campus Faculty & Staff, Safety Coordinator, BISD Police & Security	<p>Formative: Safety training sign in sheets, Agendas, Safety drill logs, Campus Admin. Badges, Campus faculty and staff badges, visitor passes, Office log in binders, After action review Summative: Safety report forms</p>				
<p>2) Two Security Officers will be assigned to monitor the campus daily and during after school extra curricular activities.</p> <p>Population: All students Timeline: Aug 2019-June 2020</p>		Principal, Dean, Assistant Principals, Police & Security Services	<p>Formative: Discipline Referrals to the principal's office, eSchoolPlus referrals Summative: Removal from campus or expulsion will decrease by 5% Safety in our Campus</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>3) Brownsville ISD Police Dept. and Counseling staff will address current social, emotional and academic trends and conflict resolution through presentations for students, parents, faculty & staff on:</p> <p>gang awareness, dating violence, drugs, alcohol & tabacoo awareness, sexual harassment, bullyig/harassment, internet safety, gun safety, truancy through CERT, Emergency Operations Plan and Campus Safety procedures.</p> <p>Counselors will implement the Texas Comprehensive Development Guidance and Counseling Model at Lucio MS.</p> <p>Population: All Teachers, All students TI, MI, ELL, SE, AR, GT, DYS</p> <p>Timeline: Aug 2019-June 2020 CNA pg. 14 priority 4</p>		Principal, Dean, APs, Teachers, Counselors, BISD Police and Security Services	<p>Formative: Student Sign In Sheets, Counselor logs, Audits</p> <p>Summative: Reduce the number of student referrals by5%</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

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

Performance Objective 1: Lucio Middle School will experience a 10% increase of parents involved in campus/district parental involvement activities from 2019-2020 to 2020-2021.

Evaluation Data Source(s) 1: Review and revise 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) Parent Liaison: Lucio MS will continue to fund a Parent liaison with the purpose of educating parents (to assist students through the educational process increasing student achievement) , conducting parent meetings, and monitoring attendance and conduct home visits.</p> <p>Population: Parents & Students</p> <p>Timeline: Aug 2019-June 2020 (wkly/mthly)</p> <p>CNA Student Achievement # 10; CNA Perception # 4.</p>	3.1, 3.2	Parent Liaison District Personnel	<p>Formative: Parent Training Sign-In Sheets, Campus Visitation Reports, Weekly Reports, Contact Logs, Monthly Calendar, Peer Review Audits, Mileage logs</p> <p>Summative: Parent participation rate increase by 10%, Discipline referrals, STAAR/EOC results, Attendance rate, EOY Survey results</p>				
Funding Sources: 211 Title I-A - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
2) Parent Info./Training: Provide training sessions to inform parents of: -Benefits and requirements for volunteering -State Testing -Health Education -College Awareness -Topics addressing parents of special pops. -Practical Parent Parenting Skills -TSI Testing (8th) for Dual Enrollment Opportunities in HS Population: All Parents Timeline: July 2019-June 2020 CNA Perception # 1,2,3,4.	3.1, 3.2	Principal , Parent Liaison, Parent Trainer, Community Leaders, District Personnel	F: Flier, Agenda, Sign-in S: Evaluations and Minutes				
3) Increase Parental Involvement: Increase parental involvement in history and science fairs, Chess tournaments and any other special occasion in school to increase awareness of the importance of supporting their child's education. Population: All Parents Timeline: September 2019-May 2020 CNA Perception # 1,2,3,4.	3.2	Principal, Parent Liaison, Teachers, District Personnel	F: Flier/Invitation, Sign-in sheets S: Year End Participation Report and Survey				
Funding Sources: 211 Title I-A - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>4) Title I-A annual activities: Conduct the following annual Title I-A required activities;</p> <p>Complete and disseminate a Parental Involvement Policy that delineates how parents will be actively involved at the district/campus level</p> <p>Complete and disseminate a School-Parent-Student Compact indicating each group's responsibility in order to ensure student achievement, specifically in the content areas.</p> <p>Hold a Title I-A meeting to inform parents of the services provided through Title I funds</p> <p>Title I-A Parent Survey to evaluate the effectiveness of the Campus Parental Involvement Program</p> <p>Population: Parents Timeline: Aug. 2019-June 2020 CNA Perception # 3.</p>	3.1, 3.2	Principal, Parent Liaison, Teachers	<p>Formative: Signed School-Parent-Student Compact, Parental Involvement policy data, Parent meeting documentation (agenda, sign in sheets)</p> <p>Summative: Year End Parent Participation Report and Surveys, Discipline referrals, Attendance rate, STAAR/EOC results</p>				
<p>5) Recognize Parents /business for campus support: Recognize parent volunteers and businesses for supporting a variety of campus activities in order to increase campus parental involvement participation.</p> <p>Population: Parents, School, Community Timeline: July 2019-June 2020 CNA Perception # 2,3.</p>	3.2	Principal, Parent Liaison, Community Leaders	<p>F: Sign-ins, Authority to volunteer from S: Parent survey results, certificates</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
6) Representation of community/parent in decision making: Ensure representation of community and parent involvement in the decision-making process. Parents will participate in the review, revision, and dissemination on the following to ensure program requirements are met: -Parental Involvement Policy -School-Parent-Student Compact -Campus Improvement Plan Population: Parents, School, Community Timeline: July 2019-June 2020 CNA Perception # 3	3.2	Principal, Parent Liaison, Parent Volunteers, Assistant Principal, Dean, Teachers, SBDM/LPAC Committee members	Formative: Fliers, Sign In, Agendas, Parental involvement policy data, Completed Parent/Student Compact data, Campus Visitation Reports data, DIP, Calendars, SBDM-LPAC meeting minutes Summative: Evaluation & Minutes, STAAR/EOC Results, Attendance Rate, Discipline Referrals and increase parent participation.				
7) Parent Orientation of daily procedures: Host a -Parent Orientation- Day to inform parents and community members of daily standard operation procedures. -Student Code of Conduct -Student-Parent-School Compact -Parental Involvement Policy -Emergency Operation Procedures -Volunteer Guidelines and Opportunities Population: Parents, School, Community Timeline: July 2019 CNA Perception #1,2,3,4.	3.2	Principal, Parent Liaison, District Personnel	F:Flier, Agenda, Sign-ins, Parent meeting documentation S: Evaluation & Minutes, STAAR/EOC, Attendance Rate, Discipline Referrals				
8) ESL/LPAC mileage fund: Funds will be allocated to reimburse payment for mileage incurred by the ESL/LPAC Aide while conducting activities involving ESL/Bilingual reports, documents & supplies. Population: ESL/LPAC Aide Timeline: July 2019-June 2020 CNA Student Achievement #11		Principal, ESL/LPAC Aide, LPAC Administrator	F: Monthly Mileage Log S: Year End participation report				
Funding Sources: 163 State Bilingual - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
9) Students identified as migrant will continue to receive additional support with necessary supplies to be successful at school such as appropriate shirts, pants, socks, shoes, gym shorts and jackets and hygiene as well as school kits, general school supplies, and special projects supplies, and special project supplies. Parents will attend fall and spring meetings to gain additional information and support available from the campus and district. 1) PFS first and then all migrants Aug 2019- June 2020. CNA Student Achievement # 7,9; CNA Perception #4	2.4, 2.5, 2.6, 3.2	Migrant Clerk, Migrant Teacher, District Personnel	F: Improved attendance, increased grades on progress reports , 6 weeks grades, improved performance on assessment, progress monitoring tests S: Sign in sheets, Verification reports				
	Funding Sources: 212 Title I-C (Migrant) - 0.00						
10) Migrant clerk will plan and organize parent meetings with special presenters to inform and educate parents on specific topics consistent with Migrant needs, to inform academic progress and foster parental participation, a light snack will be provided. Population: Migrant Clerk, Migrant Parents Timeline: September 2019 & February 2020 CNA Perception #2, 4		Migrant Clerk, District Personnel	F: Flyers for Parents S: Sign- In Sheets				
	Funding Sources: 212 Title I-C (Migrant) - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>11) Capitalize on district community resources by creating partnership agreements with agencies, organizations, businesses and parent volunteers.</p> <p>*Invite community agencies/organizations to participate and disseminate information about the public services that their agencies offer in order to continue building strong community partnerships.</p> <p>-District- wide parent conferences, cluster meetings- Fairs and seminars</p> <p>*Recognize community partners, and parent volunteers for their efforts in supporting district/campus goals to increase student success (all students, AR, EL, SE, MI).</p> <p>Population: Parents and Community</p> <p>Timeline: Aug. 2019- June 2020 CNA Perception #2,4</p>		Parent Involvement Coordinator and Staff Principals Public Information Officer, Human Resource Specialist	Formative: MOU's/Agreements, Authority to Volunteer Clearance Forms, Volunteer Sign In Sheets Summative: Increased Partnerships and Parent Volunteers by 5%				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

Goal 7: Educators will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.

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

Evaluation Data Source(s) 1: Professional development system (PDS) session attendance and evaluation reports, Feedback/Walkthrough report data, T-TESS evaluations will show increase in learner center instruction that will meet the needs of all students.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Prescribe out of district professional development for content teachers and campus administration (to include travel expenses, mileage, membership and conference fees from approved vendors) that promote student learning and support academic progress with the most current instructional strategies. Substitutes will be provided for teachers to attend training(s).</p> <p>Population: Teachers At- risk , LEP, Parental Denials, SPED, Migrant Timeline: July 2019-June 2020 CNA SP & P # 3</p>	2.4, 2.5, 2.6	Dean, Dept. Chair, Teachers	<p>F: ERO session evaluations, Student Progress reports, walk throughs, lesson plans, Benchmark test results, TMFSA</p> <p>Fluency assessment, Report Card grade S: STAAR Scores, TELPAS, Teachers T-TESS evaluations, to ensure quality instruction that promotes student learning and is aligned with the most current instructional strategies.</p>				
<p>Funding Sources: 211 Title I-A - 7700.00, 199 Local funds - 1500.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
2) Instruction: Provide time for teachers to vertically and horizontal curriculum plan with each other to maximize their instructional program for all students in which teachers collaborate in reviewing and applying the district's scope and sequence and frameworks. -Bilingual/ESL Middle Academic Literacy Initiative TEKS strategies Vocab. routine, Read with Purpose, Making Connections, Determining Importance and Summary, Making Inferences and Predictions) -CCRS (College ad Career Readiness Standards) -Response to Intervention (RtI) -STAAR (state assessment) -Reading & Writing Across the Curriculum (Content Fluency) -Comprehension Strategies -Effective research-based teaching practices -Discipline Management -TELPAS -ELPS -Sheltered Instruction -Technology Population: 6th-8th grade students: LEP, Parental Denials, ESL, MI, SE, GT, Pre-AP, DYS, AR, TI Timeline: July 2019- June 2020 CNA Student Achievement #1, 2; SP & P # 2 ;S P & P # 1	2.4, 2.5, 2.6	Principal, Dean of Instruction, Department Head	F: Classroom observations for implementation, progress reports, walkthroughs, agendas and sign in sheets Assessment results S: STAAR/TELPAS Scores, T-TESS evaluations				
	Funding Sources: 211 Title I-A - 7999.80						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) T PD for ELL Literacy/SIOP/TELPAS: Provide Professional Development for new and existing teachers on all modules of Texas State Literacy Plan (Texas Gateway Resource), SIOP Instructional strategies and TELPAS Writing Training in order to target areas for improvement with our ELL population. Campus Strategies will include: -Curriculum mapping -CPQ's -Think Turn Talk -Question Stems -Inferencing -Quick Writes/Exit Tickets -SSR Fluency Population: 6th-8th grade students: LEP, Parental Denials, ESL, MI, SE, GT, Pre-AP, DYS, AR, TI Timeline: New teacher trainings: July- August 2019 CNA SP &P # 3	2.4, 2.5, 2.6	Principal, AP, Dean,	F: Professional Development Sign Ins, Teacher Transcripts S: T-TESS evaluation, STAAR/TELPAS Scores				
Funding Sources: 163 State Bilingual - 0.00							
4) T Mentor/Mentee Assignment: Administration will assign a mentor teacher to each new teacher to our campus or new teaching assignment within our campus to ensure that new teachers follow campus procedures, know how to desegregate student scores to plan for instruction, to facilitate instruction and resources so that new teachers feel successful in the classroom. Population: 6th-8th grade students: LEP, Parental Denials, ESL, MI, SE, GT, Pre-AP, DYS, AR, TI Timeline: Starting day of new teacher to time when they complete 1 year	2.5	Principal, Asst. Principal, Dean of Instruction	F: 6 week benchmarks, Walk-through and T-TESS observations S: Semester & Final exams				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>5) T PD cluster/campus for student transition core: Hold cluster and campus vertical and horizontal alignment to share teaching practices and strategies in order to facilitate students transition from one grade level to the next with other teachers so that everyone is teaching what they are supposed to ensure that all students are successful addressing all content curriculum gaps.</p> <p>Population: 6th-8th grade students: LEP, Parental Denials, ESL, MI, SE, GT, Pre-AP, DYS, AR, TI</p> <p>Timeline: July 2019-June 2020 Cluster meetings-once every 6 weeks . Campus meetings- once every week.</p> <p>CNA Student Achievement # 1, 2; SP & P#3</p>	2.4, 2.5, 2.6	Principal Assist., Principal, Dean of Instruction	F: 6 weeks benchmarks, Walk-through Professional Develop sign in sheets, T-TESS observations, S: STAAR/TELPAS/AYP scores, T-TESS evaluations, Semester and final exams				
<p>Funding Sources: 199 Local funds - 0.00</p>							
<p>6) Dean of Instruction will assist in providing instructional leadership. coordination, consumable instructional supplies for improvement in the middle school instructional programs to improve students performance on STAAR / EOC/ TELPAS.</p> <p>Population: All 6th-8th grade students, Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students</p> <p>Timeline: July 2019-June 2020</p> <p>CNA SP &P #3</p>	2.4, 2.5, 2.6	Dean of Instruction, Principal, Dept. Head Teachers	F: Meetings/walk throughs, ERO evaluations and attendance S: Sign in sheets, STAAR/TELPAS/AYP scores				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>7) PD(GT/Pre-AP/AP institutes-Ongoing/STEM) for teachers to enhance teaching skills and integrate vertical aligned curriculum for GT/ Pre-AP/AP/STEM courses in the core areas of ELA, math, science, social studies, and Spanish Language to improve critical thinking skills and passing rates on AP exams and STAAR Scores. College Board approval of AP courses approved and compliance/requirements using research on college readiness best practices to insure students are college ready. Population:7th-8th grade students ELA, Math, Science, Social Studies and Spanish/ESL teachers;All 6th-7th grade teachers of GT, Pre-AP and AP /STEM students who may also be identified as LEP, TI, SE, Migrant, DYS Timeline: July 2019- June 2020</p>	2.4, 2.5, 2.6	Principal, Dean of Instruction, Counselors	<p>F: Training PD sign in sheets, student participation in courses, Report cards, AP scores, teacher implementation & observations/walk-through, acceptance letter from College Board, teacher, curriculum documents, attendance to institutes, contract with college board, advertisement & pictures S: Increase of AP passing rates, Compliance with College Board, Higher percent students achieving Advanced Performance on AP/STAAR, Knowledge of College readiness best practices, Implementation of skills learned</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
8) Professional Development will be provided for teachers and paraprofessionals to help At-Risk students that will target: -identification of those who are at risk of dropping out -instructional strategies on effective interventions -SIOP (Sheltered Instruction Observation Protocol) to use effective instructional strategies for LEP students. -other research-based instructional strategies to give those students extra support needed so that students can be on-grade level. -PD for teachers on effective classroom management that will reduce the interruption and allow At Risk students to stay on task. Population: All teachers for 6th-8th AR students Timeline: Fall 2019 CNA SP &P #1; SP & P #3	2.5, 2.6	Principal, Dean of Instructions	F: ERO Session Evaluation Report, ERO Session Attendance Report, Lesson Plans, Classroom Observations, Benchmark Scores, Student Progress Reports S: STAAR				
	Funding Sources: 199 Local funds - 1000.00						
9) Teachers will attend professional development for opportunities that will ensure student success. Population: Band Directors Timeline: July 2019-June 2020		Band Directors	F: Daily, weekly and monthly evaluation and lesson plans S: Instrumental techniques and sound; performance ratings				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
10) Coaches will attend the City of Palms Coaches Clinic and the Texas High School Coaches Association Clinic to learn the new sports drills for students to prepare students with the new sports drills. Population: All 6th-8th grade students (Reg. Ed, SpEd, Bilingual, At Risk, Dyslexia, Pre-AP, GT, Migrant and Teachers Timeline: July 2019-June 2020		Principal, Department Chair, All PE Teachers	Formative: Registration Form Summative: Certificate, CPE Hours				
11) Maintain monthly CATCH Team; attend PE/Health department meetings to learn how to promote continued health wellness across the campus to insure compliance with (MVPA) and other indicators recommended by the School Health Advisory Council (SHAC) to comply with SB 19 and SB 892. Population: CATCH Champions, Department Chairs for PE/Health Timeline: Monthly during July 2019-June 2020 school year		CATCH Champions, Department Chairs for PE/Health	Formative: Sign-In Sheets Summative: Evaluations				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>12) Implement new legislative/district policies into campus activities and curriculum to be in compliance for students;s awareness and well-being:</p> <ul style="list-style-type: none"> -PAPA (HB 3076) -Dating Policy (HB 121) -Wellness and Nutrition -Sexual Abuse policies and guidelines (HB 1041) -Violence prevention -Abstinence Curriculum <p>Population: All 6th-8th grade students (Reg. Ed, SpEd, Bilingual, At Risk, Dyslexia, Pre-AP, GT, Migrant and Teachers Timeline: July 2019- June 2020</p>		Principal, Dean of Instruction, District Specialists	<p>Formative: Lesson Plans, Classroom Observation</p> <p>Summative: Student assessment results</p>				
<p>13) Will identify the manner in which the safety of students in physical education classes is maintained by developing a safety plan of action when the teacher students ratio is greater than 45-1. (SB 891-Effective 9/1/09)</p> <p>Population: All 6th-8th grade students (Reg. Ed, SpEd, Bilingual, At Risk, Dyslexia, Pre-AP, GT, Migrant and Teachers Timeline: July 2019- June 2020</p>		Principal, Dean of Instruction,	<p>Formative: Student Plus Rosters</p> <p>Summative: Review of Campus Developed Safety Action Plan</p>				


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
14) Teachers will attend the Texas Association for Health, Physical Education, Recreation, and Dance to implement with students the new updated P.E. standards. Population: PE Teacher, Health Teacher Timeline: December 2019		Principal, Assistant Principal, Dean of Instruction, District Specialists, Teacher Department Chair, Team Lead Teacher, All PE and Health Teachers	Formative: Registration Form Summative Certificate, CPE Hours				
15) Provide training for administrators and new teachers: (a) to effectively utilize RtI modules (Review 360) to handle classroom discipline so that out of school suspensions and discretionary removals are used as a last resort; (b) assure that students' rights and due process are afforded in order to have a safe and disciplined environment conducive to student learning. So that everyone is aware of the process to track students discipline history. Population: All Campus Administrators and Teachers Timeline: July 2019-June 2020 CNA Perceptions # 5		Principals, Assistant Principals, RTI Specialist	F: Agenda Sign-in sheets, Review 360 modules and reports completed S: Information in Review 360, Implementation of Strategies with Students				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>16) Provide scheduled professional development based on level of expertise and need in the following areas:</p> <p>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 all BISD staff to recognize and address the issue, as a preventive measure. So that faculty and staff can better serve the student population. Population: All Campus Administrators and Teachers Timeline: July 2019-June 2020</p> <p>CNA Perception #4</p>		Principals, AP's,	<p>F: Attendance Roster, Professional Development Evaluation, PEIMS Discipline Reports S: Implementation of Programs</p>				
<p>17) Provide training to office staff conducting a sex offender search on all visitors in order to for minimize the number of intruders on campus as well as registered sex offenders. Population: Administration and office staff Timeline: July 2019-June 2020</p>		BISD Security Services	<p>F: Training Sign-up sheets; Log of Sex Offender Searches S: Safety in our campus</p>				
<p>18) Continue the district-wide plan for quality professional development for faculty and staff targeting the identification of students at-risk of dropping out and providing teachers with effective intervention and prevention instructional strategies, including the identification of special populations in order to decrease student dropout rates and to increase graduation rates. Population: All Teachers Timeline: July 2019-June 2020</p>		Professional Development, Campus Principals, At-Risk Counselors,	<p>F: In-Service Evaluations S: Teacher knowledge of AR student identification</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>19) Administration and counselors will attend professional development to maintain current on instructional strategies, prepare materials, agendas, brochures, letters, flyers for dissemination of student progress through dept meetings, parent & student meetings in order to support teachers in all contents.</p> <p>Population: Administration, Counselors, Teachers, Parents, students Timeline: July 2019-2020 CNA SP &P #1;SP &P #3</p>	2.5, 2.6	Campus Principals, Dean, Assistant Principal,	F: ERO Session Evaluation Report, ERO Session Attendance Report, Lesson Plans, Classroom Observations, Benchmark Scores, Student Progress Reports S: STAAR				
Funding Sources: 199 Local funds - 3800.00							
<p>20) Provide teachers/campus administration with professional development opportunities to enhance implementation of instructional strategies including: Response to Intervention (RtI), sheltered instruction (SIOP), differentiated instruction, common instructional framework (CIF), reading comprehension cognitive strategy routines, Texas Literacy Initiative protocols including oral language skills that increase listening/ speaking and reading/ writing proficiency in all content areas.</p> <p>Population: All teachers teaching core content and special education, dyslexia, pre-AP/AP, CTE, and other academic areas Timeline: August 2019- May 2020</p>		Principal, Curriculum Specialists, Lead Teachers, Dean, Department Chairs	<p>Formative: BISD Instructional Feedback Form District Monitoring Instrument data will indicate X percentage point increase in Domain 2 proficient and higher ratings.</p> <p>Summative: The district will have a 5 point increase in the number of students who reach Approaches Grade Level and STAAR Masters Grade Level performance on STAAR/EOC exams.</p>				
<p>21) Strengthen the efficiency and effectiveness of the Gifted and Talented Program through the required Core and On-going training as well as specific professional development sessions on differentiated curriculum and assessment relative to the annual goals of the program.</p> <p>Populations: All G/T sub-population students and teachers for these students in core content areas and Special Education Timeline: July 2019 to June 2020</p>		Principal, Dean, Assistant Principals	<p>Formative: District monitoring instrument, Class rosters, Lead teacher classroom observations, Training agendas and evaluations</p> <p>Summative: Improved STAAR and EOC student scores, improved AP, TSI, and other college readiness assessment scores by 5 percentage points.</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>22) Increase the rigor of the comprehensive Pre-Advanced Placement/Advanced Placement program of instruction at the middle and high school levels based on a progression of aligned courses through annual training.</p> <p>Populations: All subpopulation students and teachers for these students in core content areas, Special Education and CTE</p> <p>Timeline: July 2019 to June 2020</p>		Principal, Dean, Assistant Principals	<p>Formative: District monitoring instrument, Class rosters, Lead teacher classroom observations, Pre-AP/AP Student Applications, Pre-AP/AP Commitment/Contract Training agendas and evaluations</p> <p>Summative: Improve STAAR and EOC student scores, AP tests and other college readiness assessment results by 5 percentage points.</p>				
<p>23) Provide respective teachers with training for selected resources to adequately implement the district K-8 Science, Technology, Engineering, and Mathematics initiative and Middle School STEM program.</p> <p>Population: STEM Teachers</p> <p>Timeline: July 2019 to June 2020</p>		Principal, Dean, Assistant Principals, Dept. Chairs	<p>Formative: PDS session evaluations, benchmark scores, program applications counts</p> <p>Summative: STAAR Scores, BISD instructional feedback form walthroughs will indicate implementation of developed project-based learning experiences</p>				
<p>24) Support participation of faculty and staff attendance at district and/or regional literacy conferences in order to target areas for improvement and provide turn-around training for explicit instruction, lesson design, classroom organization and delivery overviews of the information during district staff development days.</p> <p>Population: All grade level teachers</p> <p>Timeline: August 2018 - June 2019</p>		Principal, Dean, Assistant Principal, Dept. Chair, Curriculum Specialist	<p>Formative: RtI plans and progress monitoring reports, Sign-in sheets, Workshop agenda, PDS session roster and evaluations, TLI routines documented in Instructional Feedback Form data</p> <p>Summative: STAAR scores, TELPAS, TMSFA</p>				
Funding Sources: 199 Local funds - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
25) Campus personnel and stakeholders will attend opportunities at the national, state, regional and in-district conferences to engage in research-based professional development opportunities that will support effective transformational reform strategies, best practices and student learning. (Title I-A & Title II-A) Population: All grade levels Timeline: August 2019 to June 2020	2.4	Principal, Campus Administration	Formative: Classroom grades, campus benchmark scores, teacher observations, student progress reports, Lesson plans, Curriculum Feedback/ walk-through reports, PDS Session Evaluations Summative: T-TESS or Job Description/ Evaluation summative reports show improvement on State Assessments including STAAR, and TERRA NOVA Test Results				
26) Fine arts students and teachers will be provided professional development training annually. Population: all K-12 students and teachers Timeline: August 2019 - May 2020		Principal, Dean, Fine Arts Director, Teachers	Formative: Sign in Sheets, PDS evalutaio, student performance ratings Summative: Increased EOY performance recognition				
27) Migrant Education program instructional staff will be provided professional development to improve migrant students' reading and math skills and specific supports for secondary migrant students and OSY. Population: Migrant support staff Timeline: August 2019 - May 2020		Campus Administration, Migrant Clerk	Formative: Sign in sheets, PDS evaluations, student performance ratings Summative: Increased EOY performance on state and local assessments				





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
28) Professional development opportunities will be provided to campus and district personnel to enhance the provision of services for at-risk students in order to improve academic achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. Professional development opportunities include: -Identification of at-risk students via state and local criteria, -Graduation Rate, Completion Rate, and Graduation Cohorts, -Identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act, and Budget and Program Compliance Population: All At-risk Students Timeline: August 2019-May 2020		Principal, Dean, State Compensatory, Homeless Youth	Formative: PDS Session attendance and Evaluation Reports, Verified Homeless and/or Unaccompanied Youth Enrollment Letter, eSchoolPLUS Special Programs Report, eSchoolPLUS At-Risk Progress Report, Progress Monitoring Assessment Scores, Student Progress Reports Summative: Increased STAAR/EOC and At-risk Retention				
							

Goal 7: Educators will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.

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

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

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The Career and Technical Education Department will continue to support ongoing professional development for its teachers so that students may learn the latest program area and technology skills and be able to compete in college and the workforce. Population: CTE faculty Timeline: Aug. 2019-July 2020		Principal, Assistant Principal, Dean, CTE Teachers, CTE Administration	Formative: Teachers will return to their classrooms and be able to share the newest technologies with their students and Teachers will be able to train their campus colleagues based on what they learned at their PD Summative: Teachers lesson plans and walkthroughs will indicate improved implementation after training sessions				
<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 8: Technology will be implemented at Lucio MS and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

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

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

Summative Evaluation 1:





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

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Acquire the latest computer hardware and software to meet system requirements that will enhance communication skills (reading, speaking, and writing), leadership skills, and higher order thinking skills (organizing multimedia presentations, production plans, create storyboards, etc). Students will learn current video editing software, use of digital video, sound and equipment. Purchase technology equipment such as mimio teach systems, mimiopad3, desktops, toner, supplies, printers, iPads , document cameras, calculators and all necessary wiring and mounts for instructional settings to address technology needs in order to better implement TEKS and level of instruction. Population: Include subgroups: At risk, EL population, SE, Migrant, 6th-8th Economically Disadvantaged, TI, ESL, SPED, GT, At-Risk students Timeline: August 2018-June 2019 CNA SP & P #2,3,4</p>	2.4, 2.5, 2.6	TST, Librarian, Principal, Dean of Instruction, Technology Teacher Administration LPAC Chair and Bilingual Lead Teacher	F:STaR Chart Survey, CNA Survey, Benchmarks, Six weeks grades, projects S:Fixed Assets inventory Expenditure, EOY grades, promotion/retention rates, STAAR scores TELPAS Scores, and progress monitoring				
<p>Funding Sources: 211 Title I-A - 1000.00, 162 State Compensatory - 0.00, 199 Local funds - 410.00, 263 Title III-A Bilingual - 4300.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>2) Lucio MS will model and support the integration of instructional technology (Compass Learning, TTM, Brain Pop, Mindplay, etc.) within the context of delivering instruction in core curriculum areas for reinforcement, differentiation, assessment, and meeting the accessibility / modifications needs of students.</p> <p>Specific settings include but are not limited to: Computer labs, Interactive tablets Sensors/Interface Technology Interactive whiteboards w/projectors, Document cameras, clickers, graphing calculators, hardware & software, scantron machine, etc.) One Drive, Project Share, TSLP courses, and e-portfolios will further develop professional learning communities through campus based leadership teams.</p> <p>Population: All students, TI, MI, ELL, SE, AR, GT, DYS</p> <p>Timeline: Aug 2019 -May 2020</p> <p>CNA SP & P # 2, 3, 4,5, 6</p>	2.4, 2.5, 2.6	Principal, Teachers, Dean, Dept. Chair, TST, Assist. Principals	<p>Formative: Walkthrough, Benchmark data, Students' grades & portfolios, Progress reports, 6wks grades, Progress monitoring, Data reports</p> <p>Summative: EOY Student grades, e-portfolios, Presentations, Gradebooks/-Tech. Application TEKS, STAAR scores</p>				
<p>Funding Sources: 211 Title I-A - 2000.00, 162 State Compensatory - 6000.00</p>							
<p>3) Teachers will be encouraged to participate in PD to integrate technology in the subject areas in order to maintain their highly qualified status. In addition the PD wil include but not be limited to web-based programs (Eduphoria, Aware, eSchoolPlus, Think about it) to increase knowledge/offer classroom solutions.</p> <p>Population: All Teachers</p> <p>Timeline: Year-round as they become available July 2019-June 2020</p> <p>CNA SP & P #1,5</p>		Principal, Dean, Teachers, Technology Services, Professional Development	<p>Formative: PD sign-ins, PD evaluations</p> <p>Summative: T-TESS, STAR Chart Survey, Reports on web-based usage data</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
4) Teachers and administrators will complete an annual School Technology and Readiness (STaR) Chart to assess technology proficiency. Population: All Faculty Timeline:December 2019-February 2020		Principal, Teachers, Technology Services	F:Completion of Survey STaRchart Survey S: T-TESS ,ERO Summary Report, STAR Chart Survey				
5) Teachers will note technology integration in their lesson plans and ensure the use of laptops and projectors in their classroom to enhance their lessons with visuals/animation to facilitate lessons to all learners across the curriculum. Population: All Teachers Timeline: Aug 2019-June 2020 CNA SP & P # 1, 3, 5, 6		Principal, Dean of Instruction, Teachers	Formative: Lesson Plans, Walkthroughs Summative: Integration of technology				
6) Grants will be written in order to upgrade technology acquisition. Population: 6th-8th Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students Timeline: July 2018-June 2019 CNA SP & P # 2, 3, 6		Grants dept., Principal, teachers	F:Grant Application S: Technology purchases				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>7) The District will increase the accessibility for all students in technology based instruction across all subject areas by providing new software, such as Office 365, and hardware at the campuses for computer/ technology enhanced instruction. The students will also develop projects that foster creativity, innovation, communication, collaboration, information fluency and digital citizenship in all content areas. Additionally, a Bring Your Own Device Initiative will be maintained throughout the district.</p> <p>Population: All Students</p> <p>Timeline: August 2019- May 2020</p> <p>CNA S P & P #3,4,6</p>		<p>Principals, Campus Administration, Caer & Tech. Education Admin., Sp. Programs Admin., Tech. Services Admin., Bilingual Admin, Campus TST</p>	<p>Formative: Benchmarks, Classroom projects, Student competitions, Imporved connectivity of wired/wireless devices</p> <p>Summative: Increase Test Scores, EOY grades, Electronic porfolios, StarChart Surveys, Benchmarks</p>				
<p>Funding Sources: 211 Title I-A - 0.00, 199 Local funds - 0.00</p>							
<p>8) Teachers will participate in a minimum of 12 hours of technology professional development annually to better prepare and assist with the integration of technology into the subject areas. Training and support will be provided for all teachers and students on Netiquette training, the prevention of Cyber Bullying and the integration of technology in the classroom.</p> <p>Population: All Students and teaching faculty</p> <p>Timeline: August 2019 to May 2020</p> <p>Need: District policy</p> <p>CNA SP & P #1, 3, 5</p>		<p>Campus Administration, Campus TST, Teachers</p>	<p>Formative Results: Professional Development System Evaluations, Administrative Walkthroughs, Certificates of completion of training</p> <p>Summative Impact: T-TESS evaluations, Application Management Reports, StarChart Surveys, Campus Technology Training records from PDS</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>9) Lucio MS will allow the Technology Support Teacher (TST) adequate time daily to support their campus in the integration of technology into instruction and PD.</p> <p>Population: Campus faculty</p> <p>Timeline: August 2019 - May 2020 CNA SP &P # 5</p>		Campus Administraton, Campus TST	<p>Formative Results: TST reported schedules, Application Management reports, Walk-throughs, Software usage reports</p> <p>Summative Impact: EOY TST reported schedules, EOY Applicaion Management reports</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

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

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

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Migrant recruiters and clerks will attend the annual intensive Identification and Recruitment (ID&R) training in order to be certified as state recruiters. Migrant Education Program will utilize the comprehensive ID&R / Quality Control Plan of Action/ COE Procedural Flow Chart to systemically and thoroughly identify migrant students and their families and improve their attendance in BISD schools. Population: Migrant Office Staff Timeline: August 2019 and January 2020</p>		Principal, Migrant Clerk	<p>Formative: PDS Transcripts, NGS Maximum Enrollment Report Promotion Continuity of Services, Region One audit</p> <p>Summative: Increase in student ID&R numbers Migrant Recruiter & clerks certificate of attendance, increase in migrant student enrollment</p>				
<p>Funding Sources: 212 Title I-C (Migrant) - 0.00</p>							
<p>2) Lucio MS will recognize students and award incentives to students for maintaining perfect attendance and academic achievement every 6 wks and at the end of the year. Population: All 6th-8th students (Economically Disadvantaged, TI MI, ELL, SPED, GT, AR) Timeline: Aug 2019-June 2020</p>	2.4, 2.6	Parents, PEIMS Administrator, Counselors, Attendance clerk	<p>Formative: Progress reports, 6 wks grades, Progress monitoring, Attendance sheets, ceremonies,</p> <p>Summative: Annual Rate, EOY attendance rate</p>				
<p>Funding Sources: 199 Local funds - 7000.00</p>							
CNA							
CNA Student Achievement #8							

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

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

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

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

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The PEIMS Administrator will work with the home visitor to track truant students and ensure that proper documentation is in place to reduce the number of students that are not in school. Population: All 6th-8th AR students Timeline: July 2019 -June 2020 (Daily) CNA pg. 11 priority 10	2.5	PEIMS Administrator, Principal, Home Visitor	Formative: eSchool PLUS student roster with ESL, ELL, and Migrant indicators Summative: Attendance Rate, Dropout Rate, Retention Rate				
2) The At Risk Counselor with assist by coordinating intervention programs and monitor the daily activities and progress of all At Risk students and those identified as a priority based on SCE criteria. Population: All 6th-8th AR Students, TI, MI, LEP Timeline: July 2019-June 2020 with monthly SCE meetings CNA pg. 11 priority 10	2.6	Principal, Administrator for State Compensatory Education	Formative: eSchool Plus At-Risk Progress, eSchool Plus Dropout Monitor Report, Benchmark Scores, Student Progress Reports Summative: STAAR, Attendance Rate, Dropout Rate				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>3) Ensure that the campus has a process in place to identify homeless students in order receive the full protections of the McKinney-Vento Act, including the help they need to enroll, attend, and succeed in school.</p> <p>Population: 6th-8th AR Students</p> <p>Timeline: July 2019 - June 2020 (Daily)</p>		Principal, Admin for the HYP, Admin for SCE, Admin Special Programs	<p>Formative: Monthly eSchool PLUS At-Risk reports will be generated and the HYP will work with the At-Risk Campus Contact</p> <p>Summative: STAAR, Attendance Rate, Dropout Rate</p>				
<p>4) Ensure that the campus has a process in place to allow students to enroll in school immediately, even if lacking documentation normally required for enrollment once identified as needing assistance from HYP.</p> <p>Population: 6th-8th AR Students</p> <p>Timeline: July 2019-June 2020 Daily</p>		Principal, Admin for the HYP, Admin for SCE, Admin Special Programs	<p>Formative: Monthly eSchool PLUS At-Risk reports will be generated and the HYP will work with the At-Risk Campus Contact</p> <p>Summative: STAAR, Attendance Rate, Dropout Rate</p>				
<p>5) Monitor and recover students classified as dropouts/No-Show on a systemic cycle through dropout recovery efforts that include: Walk for the Future, Attend District Dropout Recovery Meetings (Fall) to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate.</p> <p>Population: All At-risk Students</p> <p>Timeline: August 2019-May 2020</p> <p>CNA</p>		Campus Administration, Attendance and Migrant Clerk, Parent Liaison	<p>Formative: PDS Session Attendance and Evaluation Reports, eSchoolPlus At-Risk Progress Report and Dropout Monitor Reports, Progress Monitoring Assessment Scores, Student Progress Reports</p> <p>Summative: Increased At-Risk Retention, Graduation, and Completion Rates, Decreased dropout rate</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>6) A clothes closet will be implemented to provide identified at-risk, homeless, and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate.</p> <p>Population: All At-risk Students</p> <p>Timeline: July 2019 - May 2020</p>		Principal	<p>Formative: Clothes Closet Inventory, Clothes Closet Distribution Log, Progress Monitoring Assessment Scores, Student Progress Reports</p> <p>Summative: Increased At-risk Retention, Graduation, and Completion Rates Decreased dropout rate</p>				

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





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

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

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Accelerated instruction in the core foundation curriculum will be provided during extended day tutorial programs/Saturday Academies to increase academic achievement and attendance for at-risk students by 10%, and to decrease the dropout rate to less than 1% of the at-risk students. Support regular/accelerated instruction through the purchase of technology equipment (desktops, printers, projectors, cameras, document cameras, calculators and other). Population: AR, TI, MI, ELL, DYS Timeline: Sept.2019-May 2020 (minimum 2 X week) CNA Student Achievement # 1,2; SP&P #3,4</p>	2.4, 2.5, 2.6	Principal, Dean, Assistant Principal, Teachers State Compensatory Admin.	<p>Formative: eSchoolPLUS generated Tutorial Schedule, Tutorial Attendance, Tutorial Lesson Plans, Tutorial Classroom Observations, IPR, Benchmark Scores</p> <p>Summative: STAAR results , Retention rate</p>				
Funding Sources: 211 Title I-A - 0.00							
<p>2) The Deans of Instruction will conduct regular scheduled research-based professional development sessions in order to train, support, recruit and retain highly qualified personnel that will positively impact at-risk student. Population: AR, TI, MI, ELL, DYS Timeline: July 2019- June 2020 CNA SP&P #5</p>	2.4, 2.5, 2.6	Principal, Administrator for State Compensatory Education	<p>Formative: Lesson Plans, Classroom Observations, Benchmark scores, IPRs, Professional Development sign in sheets</p> <p>Summative: STAAR scores</p>				
Funding Sources: 162 State Compensatory - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>3) MIGRANT- Lucio MS Migrant students will receive grade appropriate school supplies on an as needed basis to ensure academic success and to equalize their opportunities for the academic challenges of their grade level. Computers and printers will be provided for students to work on their assignments and projects.</p> <p>Population: All migrant Students</p> <p>Timeline: August 2019-June 2020</p> <p>CNA Perception #3; SP &P # 3</p>	2.4, 2.5	Administration, Counselors, Migrant Clerk, Teachers	<p>Formative: 6 Weeks Grades, student sign in sheets for supplies</p> <p>Summative: Successful completion of all courses and master the STAAR</p>				
Funding Sources: 212 Title I-C (Migrant) - 0.00							
<p>4) MIGRANT- Lucio MS migrant clerk/staff member(s) will follow the district required Priority of Services Plan of Action to ensure PFS and migrant students receive supplemental support and are the priority as delineated by NCLB Act of 2001 Section 1301-1309 and NCLB Section 1304(d) are met throughout the current school year</p> <p>Population: Migrant Clerk</p> <p>Timeline: Aug 2019-June 2020</p> <p>CNA Student Achievement #7, 9</p>		Special Programs , Administration, Migrant Clerk/Teacher, Counselors, District Migrant Personnel/Program	<p>Formative: Student sign in logs, tutorial attendance sheets, Lesson plans, grades</p> <p>Summative: Successful completion of all courses and master the STAAR, promotion rates, decrease student identified as PFS by 5%</p>				
<p>5) Supplement the Dyslexia Program to provide language and literacy interventions (as needed) to improve student achievement, attendance, graduation rate, completion rate, and reduce the retention rate and dropout rate.</p> <p>Population: At-risk Students; Dyslexic Students</p> <p>Timeline: August 2019- June 2020</p>	2.4, 2.6	Campus Administration, Dyslexia teacher and clerk, Curriculum, State Compensatory	<p>Formative: eSchoolPLUS Master Schedule, Teacher lesson Plans, Classroom Observations, Progress Monitoring, Assessment Scores, Student Progress Reports</p> <p>Summative : Decreased Retention Rate compared to prior year</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>6) Provide computer-based instruction in the foundation curriculum and adaptive-assisted devices in order to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate.</p> <p>Population: All At-risk Students (TI, MI, EL, DYS)</p> <p>Timeline: August 2019 - June 2020</p>	2.6	Principal, Dean, Assistant Principal, Sp. Programs, Admin. State Compensatory	<p>Formative : eSchoolPLUS Master Schedule, Computer Lab Schedule, Software Usage Reports, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports</p> <p>Summative : Improved STAAR/EOC, TELPAS and other state assessments, Attendance Rate, Retention Rate, Dropout Rate, Graduation Rate, and Completion Rate</p>				
<p>7) MIGRANT- Lucio MS migrant students will have an equal opportunity to attend the school district's summer school programs to ensure promotion if needed or to participate in the migrant enrichment summer program.</p> <p>Population: All Migrant students</p> <p>Timeline: June 2020</p>	2.5	Principal, Migrant Clerks, Counselors, Teachers	<p>Formative: Sixth weeks grades and PFS Monitoring Tool, Summer School attendance logs</p> <p>Summative: On time promotion/graduation and decrease dropout rates and STAAR scores by 10%, EOY Promotion Rates, PBMAS</p>				
<p>8) The At-Risk Counselor will provide assistance to Lucio MS with recovery of drop-outs and to monitor and counsel potential drop-out students to improve academic achievement by 10% increase attendance by 10% and decrease the drop-out rate to less than 1%. Supplies and resources will be purchased to assist At-Risk Counselor with assisting students educational needs.</p> <p>Population: AR, TI, MI, ELL</p> <p>Timeline: Aug. 2019-June 2020 (daily)</p>		Principal, Dean, Assistant Principal, Administrator for State Compensatory Education	<p>Formative: eSchoolPlus drop-out monitoring report, eSchoolPlus Special Programs report, benchmark scores, IPRs, TSI</p> <p>Summative: STAAR scores, Attendance Rate, Retention Rate, Drop-out Rate</p>				
<p>Funding Sources: 162 State Compensatory - 0.00</p>							
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							





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

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

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

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) To promote physically and emotionally healthy students, Lucio M.S. will utilize the -PAPA (Parenting and Paternity Awareness) curriculum -CATCH (Coordinated Approach to Child Health) program, and -SHAC (School Health Advisory Committee) to address areas including Prevention of Dating Violence and sexual abuse of children. Population: All students Timeline: July 2019 to June 2020	2.6	Principals, Assistant Principal Deans, Dept Chairs	Formative Results: Classroom observation, Professional development evaluations, Sign-in sheets, Workshop agendas Summative Impact: Fitness Gram results increase CATCH Binder end of year evaluation				
2) In an effort to improve overall student health which increases student attendance and academic performance, will be carried out by a full time campus nurse. Population: All students Timeline: August 2019 - May 2020 CNA		Campus Administration, Nurse and Nurse Assistant	Formative Results: Monthly reports Summative Impact: Nurse time and effort reports will clearly show that the students immediate health concerns are being addressed and will result in improved student attendance and grades				
Funding Sources: 199 Local funds - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>3) Counselors will have</p> <ul style="list-style-type: none"> -program addressing students/groups with personal issues (emotional distress, family/alcohol problems, etc.) to increase attendance and academic performance -parent services dealing with schedules modifications, general counseling to ease parents with students classes and problems facing at school -promote identifying and awareness of homeless/accompanied youth related services (social, emotional, physical, academic needs) within BISD and community agencies to support to increase student attendance and academic performance. <p>Population: All 6th-8th students Timeline: August 2019-June 2020 (Daily/monthly)</p>	2.6	Principal, Counselors, Admin for the HYP, Admin for SCE, Admin Special Programs	<p>Formative Results: Monthly Counselor's log, Parent contact log, Student progress</p> <p>Summative Impact: Attendance Rate, Dropout Rate, STAAR</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	2	Resources Per Content: Purchase content specific high quality resource material in order to enhance curriculum in all core areas (ELAR, Math, Science, History) accessible to all students with an emphasis on students in low performing groups. Afterschool program supplies (i.e., cardstock, colored paper, chart paper, pens, ink, folders, butcher paper) are need to ensure our English Learners success through the Affective Domain.. Headsets with microphone for TELPAS online testing and practice. Headsets for computer labs/lap tops for instructional use with all students. Mouse pads, headphones and power surges are needed for new labs. Population: Emphasis on students in low performing areas: At Risk, LEP, Parental Denial, SPED, Migrant Timeline: July 2019-December 2020 CNA SP & P # 1,2 3
1	1	3	Bilingual: LPAC will meet at the beginning of the year, mid-year, and end of the year to maintain accurate documentation of all ELL students. Population: ELL students Timeline: 2019-2020 August, February, June CNA Student Achievement #4.
1	1	4	Tutorials: After-School & Saturday tutorials to help those students who are in danger of failing the STAAR, TELPAS tests or their Reading & Math classes so that they can be successful in their State assessment and in their core curriculum. Core area teachers will implement effective intervention strategies including remediation for students diagnosed as performing below established proficiency levels for all students including at-risk to perform at grade level. -STAAR Enrichment -Saturday Academy -After-school Tutorials -RTI Population: All At Risk 6th-8th grade students: LEP, GT, SPED, Migrant, Parental Denials, ESL, MI, DYS, AR, TI, Economically Disadvantaged, students who failed prior STAAR Admin. and or are in danger of failing their current core classes Timeline: Monday through Thursday starting October 2019-May 2020 CNA Student Achievement # 1, 2 and S P & P #1
1	1	9	TELPAS Samples: All Core Area Teachers will be require to maintain a writing portfolio by collecting TELPAS formatted samples every 6 weeks. Population: 6th-8th grade Students; LEP, Parental Denials, ESL, MI, SE Timeline: July 2019-April 2020; Every 6 weeks
1	1	11	Gear UP: The Gear Up Program will provide services to the 7th grade students, parents, faulty and community to increase awareness & promote post-secondary education. Population: 7th Grade Class Timeline: July 2019-June 2020 Population 7th Grade Class CNA Student Achievement #1, 2
1	3	1	Teachers will make use of strategies to display wordwalls and other visual aids so they can improve students vocabulary to increase student achievement in the State assessments (printers and ink are needed for initiative) Population: At-risk 6th-8th grade students: LEP, Parental Denials, ESL, MI, SE, GT, Pre-AP, DYS, AR, TI Timeline: July 2019-June 2020 CNA Student Achievement # 1, 2

Goal	Objective	Strategy	Description
1	4	1	Summer Band/Choir: Students prepare for and participate in school performances by attending Summer Band and school year Sectional Performance so students can develop confidence and performance skills and ensure commended performances. Summer Choir- Music Orientation intro to basic music skills: sign scales, warm up exercises, correspond to cur win hand signs Population: All 6th-8th Band/Choir Students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At- Risk students Timeline: July 2019-June 2020
7	1	1	Prescribe out of district professional development for content teachers and campus administration (to include travel expenses, mileage, membership and conference fees from approved vendors) that promote student learning and support academic progress with the most current instructional strategies. Substitutes will be provided for teachers to attend training(s). Population: Teachers At- risk , LEP, Parental Denials, SPED, Migrant Timeline: July 2019-June 2020 CNA SP & P # 3
7	1	2	Instruction: Provide time for teachers to vertically and horizontal curriculum plan with each other to maximize their instructional program for all students in which teachers collaborate in reviewing and applying the district's scope and sequence and frameworks. -Bilingual/ESL Middle Academic Literacy Initiative TEKS strategies Vocab. routine, Read with Purpose, Making Connections, Determining Importance and Summary, Making Inferences and Predictions) -CCRS (College ad Career Readiness Standards) -Response to Intervention (RtI) -STAAR (state assessment) -Reading & Writing Across the Curriculum (Content Fluency) -Comprehension Strategies -Effective research-based teaching practices -Discipline Management -TELPAS -ELPS -Sheltered Instruction -Technology Population: 6th-8th grade students: LEP, Parental Denials, ESL, MI, SE, GT, Pre-AP, DYS, AR, TI Timeline: July 2019- June 2020 CNA Student Achievement #1, 2; SP & P # 2 ;S P & P # 1
7	1	3	T PD for ELL Literacy/SIOP/TELPAS: Provide Professional Development for new and existing teachers on all modules of Texas State Literacy Plan (Texas Gateway Resource), SIOP Instructional strategies and TELPAS Writing Training in order to target areas for improvement with our ELL population. Campus Strategies will include: -Curriculum mapping -CPQ's -Think Turn Talk -Question Stems -Inferencing -Quick Writes/Exit Tickets -SSR Fluency Population: 6th-8th grade students: LEP, Parental Denials, ESL, MI, SE, GT, Pre-AP, DYS, AR, TI Timeline: New teacher trainings: July- August 2019 CNA SP & P # 3
7	1	7	PD(GT/Pre-AP/AP institutes-Ongoing/STEM) for teachers to enhance teaching skills and integrate vertical aligned curriculum for GT/ Pre-AP/AP/STEM courses in the core areas of ELA, math, science, social studies, and Spanish Language to improve critical thinking skills and passing rates on AP exams and STAAR Scores. College Board approval of AP courses approved and compliance/requirements using research on college readiness best practices to insure students are college ready. Population:7th-8th grade students ELA, Math, Science, Social Studies and Spanish/ESL teachers;All 6th- 7th grade teachers of GT, Pre-AP and AP /STEM students who may also be identified as LEP, TI, SE, Migrant, DYS Timeline: July 2019- June 2020

Goal	Objective	Strategy	Description
8	1	1	Acquire the latest computer hardware and software to meet system requirements that will enhance communication skills (reading, speaking, and writing), leadership skills, and higher order thinking skills (organizing multimedia presentations, production plans, create storyboards, etc). Students will learn current video editing software, use of digital video, sound and equipment. Purchase technology equipment such as mimio teach systems, mimiopad3, desktops, toner, supplies, printers, iPads , document cameras, calculators and all necessary wiring and mounts for instructional settings to address technology needs in order to better implement TEKS and level of instruction. Population: Include subgroups: At risk, EL population, SE, Migrant, 6th-8th Economically Disadvantaged, TI, ESL, SPED, GT, At-Risk students Timeline: August 2018-June 2019 CNA SP & P #2,3,4
9	3	1	Accelerated instruction in the core foundation curriculum will be provided during extended day tutorial programs/Saturday Academies to increase academic achievement and attendance for at-risk students by 10%, and to decrease the dropout rate to less than 1% of the at-risk students. Support regular/accelerated instruction through the purchase of technology equipment (desktops, printers, projectors, cameras, document cameras, calculators and other). Population: AR, TI, MI, ELL, DYS Timeline: Sept.2019-May 2020 (minimum 2 X week) CNA Student Achievement # 1,2; SP&P #3,4

State Compensatory

Budget for Lucio Middle School :

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
162-11-6118-00-051-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	\$7,460.00
6100 Subtotal:		\$7,460.00

Personnel for Lucio Middle School :

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
At-Risk Counselor-Anduiza	At-Risk Counselor	State Compensatory	1
Dean- Gonzalez	Dean of Instruction	State Compensatory	1
Teacher- Y. Garcia	Teacher	State Compensatory	0.5
Teacher-Pardo	Teacher	State Compensatory	0.5
Teacher-Torres	Teacher	State Compensatory	0.5
Teacher-Vega	Teacher	State Compensatory	0.5

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

A comprehensive needs assessment was conducted on May 23, 2019. Over one year the Site-Based Decision-Making (SBDM) Committee has used the information to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on these needs, the committee decided to concentrate on improving the passing rate of all students equally, including student in sub groups such as: Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on all state assessments. The goal is to have 90 percent of all students and all student sub populations passing all parts of state mandated assessments for the 2019-2020 school year and to increase the Masters performance level in all content areas. The summary of the campus CNA and data sources can be found at the on of the CIP.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The CIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such a plan, including teachers, principals, other school leaders, paras, and other individuals determined by the school. Our campus SBDM committee meets monthly on the last Thursday of every month in order to review campus needs, activities, accomplishments, initiatives, etc. The campus departments will meet to review and provide input on the campus improvement plan in accordance to the campus needs. Members of the Campus Improvement Plan can be found on the last page of the CIP. Last meeting held on : May 23, 2019.

2.2: Regular monitoring and revision

Lucio Middle School Teachers meet on a weekly basis (every Monday) with Dean of Instruction in order to monitor and revise lesson delivery using relevant data, receive new PD training to support teaching strategies and adjusting working with students, and review student progress. The departments meet on a weekly basis in order to plan vertically and horizontally to meet the individual needs of our students and to receive any additional information

provided to department head from C & I. Department Chairs meet on a monthly basis with District Curriculum Specialist to get updates about curriculum. Teachers deliver the received information through lesson delivery and maintain communication with other teachers at our campus in order to implement strategies and maintain curriculum alignment. The RTI Committee meets every six weeks in order to monitor student progress. The date that the CIP was revised and or evaluated for 2019-20 school year was held May 27, 2019.

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

Communication about key information about our campus such as: activities, academics, recognitions, assessments, curriculum, etc. is delivered both in English and Spanish to parents to ensure that communication between our campus and the parents/community is prompt and accurate. The communication is carried out through parent meetings, letters/notices, website, Facebook and school messenger. **Translated CIP is available in Spanish upon request.**

2.4: Opportunities for all children to meet State standards

Lucio Middle School will work to provide opportunities for all children to meet State standards by having the staff will use the budgeted funds to implement school-wide reform strategies in order for the children to meet the state's Meets and Masters levels of academic performance, and incorporate the use of scientifically research based effective methods and instructional strategies that will strengthen the core academic program. Lucio MS will increase the amount and quality of learning time, with the use of Title I funding to provide afterschool tutorial/Saturday academy/summer school/summer bridge/ enrichment program, for students who are At-Risk and in need of continuity in their instructional program to be successful in the succeeding school year. The teachers will plan and determine which strategies will be included for meeting the educational needs of historically underserved populations. These target strategies will increase the opportunities to address the needs of all children in school, with emphasis on the needs of all low-achieving students, At-Risk, or those not meeting the State student academic achievement standards. Teachers will address how the school will determine if such needs have been met. and are consistent with and are designed to implement the State and local improvements plans.

2.5: Increased learning time and well-rounded education

Only teachers who are certified and who have met state testing requirements to teach the subjects/grade levels to which they are assigned will be hired by the school. In emergency situations, the school will consider teachers who have alternative certification. In addition to appropriate certification, teachers will be sought who are experienced and have been successful in previous assignments. The school will provide access to high-quality ongoing professional development throughout the school year for all staff including teachers, administrators, and paraprofessionals. Professional development activities will be geared to individual teachers' needs, along with any other identified needs as determined through the staff, student and parent needs assessment surveys, administration will conduct classroom observations and evaluations, and/or district identified needs. Teachers will receive additional professional development in Co-Teaching, STEM problem-solving, Science TEKS, algebra readiness, teacher delivery methodology, classroom management, text

structures, and STAAR assessments. A full-time dyslexia teacher is employed at Lucio Middle School and serves dyslexia students.

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

Students experiencing difficulty in mastering the TEKS will be provided effective, timely additional assistance. All teachers will closely monitor all students' performance based on daily classroom assignments and assessments. In addition to tutorial, students will have the opportunity to attend Saturday Academies and use computer software (Edgenuity, Apex, etc.). The school will coordinate and integrate federal, state, and local programs and services to maximize the effectiveness of these resources. Several of the strategies being implemented are jointly funded with Special Services and Title I Funds, e.g., migrant and after school tutorial programs. Professional Development activities are also paid for from Title I, Parts A and C, and Local Funds. Title I Funds along with other approved funds are used to purchase supplemental instructional materials, media, and library resources used to improve and enhance the overall instructional program.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The family engagement policy is developed May 2019 and disseminated August- Sept 2019 to all parents at the beginning of the school year. The campus list of individuals and their roles who participated throughout the process, collaborating with the campus leadership team (active parents, participating students, SBDM members, etc) to revise and complete the policy can be found in the campus Parent and Family Engagement Policy binder and at the end of the CIP. The policy clearly outlines the expectations of the student and parents, and communicates the expectations of the campus in order to achieve student success.

3.2: Offer flexible number of parent involvement meetings

Lucio Middle School will offer a number of flexible meetings every Tuesday at 9:00am and offer meetings at 5:00pm once monthly, as well as special called parent events such as Open House, Health Fair, and Meet the Teacher to promote services related to parental involvement.

Title I Personnel

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

2019-2020 Site Based Decision Making Committee

Committee Role	Name	Position
Student	Daniela Gonzalez	Student
Administrator	Chester Arizmendi	Principal
Classroom Teacher	Cynthia Crews	English Teacher
Classroom Teacher	Linda Noell (Y1)	Science Teacher
Business Representative	Sabas Lopez	Business Representative
Classroom Teacher	Lorena Hernandez	Reading Teacher
Parent	Patricia Martinez (Y1)	Parent
Classroom Teacher	Dora Paz (Y1)	Sp. Ed Teacher
Business Representative	Analee Rodriguez	Business Representative
Community Representative	Eddie Lucio (Y1)	Senator
Paraprofessional	Patricia Vela	Paraprofessional
Non-classroom Professional	Augustine Anduiza	Counselor
District-level Professional	Lorena Lozano	Curriculum Specialist
Facilitator	Grisel Gonzalez (Y1)	Dean
Community Representative	Ricardo Gonzalez (Y1)	Business Owner
Student	Danna Reyes	Student
Classroom Teacher	Maria Atkinson (Y1)	Math Teacher
Classroom Teacher	Barbara Lopez (Y1)	Tech Applications Teacher
Classroom Teacher	Anitra Zamora	Social Studies Teacher
Parent	Priscilla (Y1) Rebollo	Parent
Parent	Nydia Gamez (Y1)	Parent
Parent	Laura Guzman	Parent

Committee Role	Name	Position
Non-classroom Professional	Ciria Nieto	Community in Schools
Classroom Teacher	Dalila Ramirez	Art

District Funding Summary

No Funds Required					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$10.00
199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	General materials/supplies instructional	199-11-6399-00-051-Y-11-000-Y	\$8,900.00
1	1	2	Supplies & materials-LcL Defi	199-12-6398-62-051-Y-99-000-Y	\$0.00
1	1	2	General supplies	199-12-6399-62-051-Y-99-000-Y	\$1,000.00
1	1	2	Reading Materials subscption	199-12-6325-00-051-99-000-Y	\$0.00
1	1	2	Reading Materials	199-12-6329-00-051-Y-99-000-Y	\$1,500.00
1	1	2	General Supplies	199-12-6399-00-051-Y-99-000-Y	\$1,000.00
1	1	2	Supplies/postage	199-23-6399-17-51-Y-99-000-Y	\$0.00
1	1	2	SUPPLIES & MATERIALS -LCL DEFI	199-23-6398-00-051-Y-99-000-Y	\$3,000.00
1	1	2	SUPPLIES & MATERIALS -LCL DEFI	199-23-6398-65-051-Y-99-000-Y	\$3,000.00
1	1	3	Substitute Teachers	199-11-6112-18-051-Y-99-000-Y	\$1,000.00
1	1	3	Substitute Teachers	199-11-6112-18-051-Y-11-000-Y	\$1,000.00
1	1	7	Reclassified transportation Exp/Ex	199-11-6494-00-051-Y-11-000-Y	\$2,500.00
1	1	7	Stipends	199-36-6117-00-051-Y-99-020-Y	\$800.00
1	1	7	Travel & subsistence student - Meals UIL	199-36-6412-00-051-Y-99-020-Y	\$1,500.00
1	1	7	Reclassified Transportation Expenses for competition	199-36-6494-00-051-Y-99-020-Y	\$300.00

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Miscellaneous Fees & Dues not with travel(permits & registration)	199-36-6497-00-051-Y-99-020-Y	\$100.00
1	1	7	Travel & subsistence students- Meals/entry fees/charter bus	199-36-6412-00-051-Y-99-000-Y	\$200.00
1	1	7	Reclassified Transportation Exp- School buses	199-36-6494-00-051-Y-99-000-Y	\$400.00
1	1	12	Supplies for Maint/Operarar-Cust- (Nurse supplies)	199-33-6315-00-051-Y-99-000-Y	\$200.00
1	1	14	Copy/computer paper & notebook paper	199-11-63-96-00-051-Y-11-000-Y	\$0.00
1	1	15	Texas Fitness Now Program grades 6-8 (PE/CATCH)	199-11-6399-51-051-Y-11-000-Y	\$0.00
1	1	16	General Supplies furniture	199-11-6399-45-051-Y-11-000-Y	\$1,291.00
1	3	1	General Supplies (Toner)	199-11-6399-62-051-Y-11-000-Y	\$2,600.00
2	1	3	Custodial supplies	199-51-6319-00-051-Y-99-000-Y	\$6,000.00
2	1	3		199-51-6315-00-051-Y-99-000-Y	\$5,500.00
7	1	1	Sal/Wages for Subs Teacher (Subs)	199-11-6112-18-051-Y-99-000-Y	\$0.00
7	1	1	Miscellaneous Operating Costs (Food & Refreshment)	199-13-6499-53-051-Y-99-000-Y	\$1,500.00
7	1	5	Sal/Wages for subt. teachers	199-13-6112-18-051-Y-99-000-Y	\$0.00
7	1	8	Employee Travel	199-13-6411-23-051-Y-99-000-Y	\$500.00
7	1	8	Extra Duty Pay/Overtime-Sup PE (Paraprofessional overtime)	199-23-6121-08-051-Y-99-000-Y	\$200.00
7	1	8	Extra Duty Pay/Overtime-Sup PE	199-51-6121-47-051-Y-99-000-Y	\$300.00
7	1	19	199-31-6399-00-051-Y-99-000-Y	General supplies-counselor	\$500.00
7	1	19	Employee travel- out of district	199-23-6411-23-051-Y-99-000-Y	\$2,000.00
7	1	19	General supplies	199-23-6399-00-051-Y-99-000-Y	\$1,100.00
7	1	19	General supplies-print media	199-23-6399-16-051-Y-99-000-Y	\$150.00
7	1	19	General supplies-toner	199-23-6399-65-051-Y-99-000-Y	\$0.00
7	1	19	GENERAL SUPPLIES	199-23-6399-17-051-Y-99-000-Y	\$50.00
7	1	24			\$0.00
8	1	1	miscellaneous contracted services	199-23-6299-00-051-Y-99-000-Y	\$200.00
8	1	1	Site license single use non-instructional (less than \$500)	199-23-6395-65-051-Y-99-000-Y	\$110.00

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	1	Computer supplies (less than \$500) non-instructional	199-23-6398-65-051-Y-99-000-Y	\$0.00
8	1	1	Contracted maintenance & repair (computer maintenance)	199-11-6249-00-051-Y-11-000-Y	\$100.00
8	1	7			\$0.00
9	1	2	Awards/Certificate incentive for attendance/grades	199-11-6498-00-051-Y-11-000-Y	\$5,000.00
9	1	2		199-13-6498-051-Y-11-00-Y	\$2,000.00
9	4	2			\$0.00
Sub-Total					\$55,501.00
Budgeted Fund Source Amount					\$55,501.00
+/- Difference					\$0
162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	General supplies/materials for instructional use	162-11-6399-00-051-Y-30-000-Y	\$3,000.00
1	1	2	Copy Paper for instructional use	162-11-6396-00-051-Y-30-000-Y	\$3,150.00
1	1	4	Professional Extra Duty Pay Failed 8gr STAAR	162-11-6118-00-051-Y-24-SSI-Y	\$7,868.00
1	1	4	Professional Extra Duty Pay	162-11-6118-00-051-Y-30-000-Y	\$30,000.00
8	1	1	Computers for testing and instructional labs	162-11-6398-62-051-Y-30-000-Y	\$0.00
8	1	1	Supplies & Materials - Software	162-11-6395-62-051-Y-30-000-Y	\$0.00
8	1	2	Software and licensing for student instructional support (Game Salad/Edgenuity)	162-11-6299-62-051-Y-30-0J3-Y	\$4,000.00
8	1	2	General Supplies (Ink)	162-11-6399-62-051-Y-30-000-Y	\$2,000.00
9	3	2			\$0.00
9	3	8			\$0.00
Sub-Total					\$50,018.00
Budgeted Fund Source Amount					\$50,018.00
+/- Difference					\$0

163 State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	General Supplies for EL students (Logitech Over the ear headset with microphone, dictionaries)	163-11-6399-00-051-Y-25-000-Y	\$4,175.00
1	1	3	Substitute Teachers	163-11-6112-00-051-Y25-00-Y	\$2,500.00
6	1	8			\$0.00
7	1	3	Gen.l Supplies for Staff Development on Differentiated Curriculum Practices (chart tablets, tag paper, color paper, post-its, note cards, folders...)	163-13-6399-00-051-Y-25-000-Y	\$0.00
7	1	3	General Supplies (Ink, HDMI cables)	163-13-6399-62-051-Y-25-000-Y	\$0.00
Sub-Total					\$6,675.00
Budgeted Fund Source Amount					\$35,208.14
+/- Difference					\$28,533.14
165 Athletics					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$132,658.00
+/- Difference					\$132,658.00
166 State Special Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$4,720.00
+/- Difference					\$4,720.00

211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Supplies-(composition books and colored pencils for writing strategies)	211-11-6399-00-051-Y-30-BDG-Y	\$0.00
1	1	1	Extra Duty Pay for Summer Bridge Teachers	211-11-6118-00-051-Y-30-BDG-Y	\$0.00
1	1	2	General Supplies (Wkbook resources instructional materials all contents/ calculators, classroom supplies i.e.-colors,markers, memory modules,etc.)	211-11-6399-00-051-Y-30-0F2-Y	\$0.00
1	1	2	Copy Paper	211-11-6396-00-051-Y-30-0F2-Y	\$2,170.00
1	1	2	Supplies and Materials	211-11-6398-62-051-Y-30-0F2	\$60,000.00
1	1	2	General Supplies STEM	211-11-6399-051-Y-30-STM-Y	\$4,000.00
1	1	2	General Supplies	211-11-6399-62-051-Y-30-0F2-Y	\$5,000.00
1	1	2	Supplies and Materials - LCL DEFI	211-23-6398-65-051-Y-30-0F2-Y	\$5,000.00
1	1	2	General Supplies	211-23-6399-00-051-Y-30-0F2-Y	\$3,000.00
1	1	2	General Supplies	211-23-6399-65-051-Y-30-0F2-Y	\$3,000.00
1	1	2	General Supplies	211-31-6399-00-051-Y-30-0F2-Y	\$1,500.00
1	1	8	Testing Materials		\$2,300.00
1	1	8	Transportation		\$30,000.00
6	1	1	Parent Liaison materials and supplies	211-61-6399-00-051-Y-30-0F2-Y	\$0.00
6	1	1	Employee (Parent Liaison) Travel	211-61-6411-00-051-Y-30-0F2-Y	\$0.00
6	1	3	Meetings food & refreshments	211-61-6499-53-051-Y-30-0F2-Y	\$0.00
7	1	1	(Stipends)Teachers Read, Eng, Math, Sci, SS vertical/horizontal plan & PD to increase high quality resource material to enhance curriculum for low performing students	211-11-6117-00-051-Y-30-0F2-Y	\$0.00
7	1	1	Teachers plan & attend PD (travel) to increase high quality resource material to enhance curriculum for low performing students	211-13-6411-23-051-Y-30-AYP-Y	\$1,000.00
7	1	1	Teachers plan & attend PD (travel) to increase high quality resource material to enhance curriculum for low performing students	211-13-6411-00-051-Y-30-AYP-Y	\$500.00

211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	1	Substitutes resources for teachers attending professional development/teacher planning programs to enhance curriculum/nstruction	211-11-6112-00-051-Y-30-AYP-Y	\$4,200.00
7	1	1	Substitutes for Teacher Training	211-11-6112-18-051-Y-30-0F2-Y	\$0.00
7	1	1	STEM Professional Extra Duty Pay	211-13-6118-00-051-Y-30-AYP-Y	\$0.00
7	1	1	EMPLOYEE TRAVEL	211-61-6411-00-051-Y-30-0F2-Y	\$1,000.00
7	1	1	MISC OPERATING COSTS	211-61-6499-53-051-Y-30-0F2-Y	\$1,000.00
7	1	2	211 Federal Programs	211-13-6118-00-051-Y-30-AYP-Y	\$7,999.80
8	1	1	technology equipment desktops, mimio teach systems and mimiopads3, laptops and desktops/Electronic devices (\$5000 below)	211-11-6398-62-051-Y-30-0F2-Y	\$0.00
8	1	1	1 Desktop Computers (Administration-Attendance)	211-23-6398-65-051-Y-30-0F2-Y	\$0.00
8	1	1	computer supplies/toner- administration	211-23-6399-65-051-Y-30-0F2-Y	\$0.00
8	1	1	IT general supplies (headphones, ink, Spheros, VGA and HDMI cables)	211-11-6399-62-051-Y-30-0F2-Y	\$0.00
8	1	1	CONTRACTED MAINTENANCE & REPAIR	211-11-6249-62-051-Y-30-0F2-Y	\$1,000.00
8	1	2	Supplies & Materials:software access: SOFTWARE	211-11-6395-62-051-Y-30-0F2-Y	\$2,000.00
8	1	2	Contracted Maintenance renewal software	211-11-6249-62-051-Y-30-0F2-Y	\$0.00
8	1	2	Miscellaneous contracted services and use/access software licenses (STEM)	211-11-6299-62-051-Y-30-STM-Y	\$0.00
8	1	2	General supplies (STEM)	211-11-6399-00-051-Y-30-STM-Y	\$0.00
8	1	7	Library Tech Equipment	211-12-6398-00-051-Y-30-0F2-Y	\$0.00
9	3	1	Reclassified Transportation (Tutorials extended day)	211-11-6494-00-051-Y-30-0F2-Y	\$0.00
Sub-Total					\$134,669.80
Budgeted Fund Source Amount					\$148,500.00
+/- Difference					\$13,830.20

199 G/T Advanced Academics					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$10.00
212 Title I-C (Migrant)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	9	Migrant materials & resources	212-11-6399-00-051-Y-24-oF2-Y	\$0.00
6	1	9	Migrant Teacher Salary	212-61-6119-00-051-Y-99-0F2-Y	\$0.00
6	1	10	Migrant food & refreshments	212-61-6499-53-051-Y-24-0F2-Y	\$0.00
9	1	1			\$0.00
9	3	3	HP Printer for migrant student lab	212-11-6649-00-051-Y24-0F2-Y	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$10.00
244 Perkins Grant (Fed. CTE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$11,200.00
+/- Difference					\$11,200.00
Grand Total					\$246,863.80

Addendums



BISD Additional Targeted Improvement Plan 2018-2019

Updated for Quarter ___ on Date: _____ for Campus: _____

Activity Checklist	Notes/Clarifications	Date completed														
Campus Leadership Team (may be all or part of the SBDM or a separate leadership team)	<table border="1"> <thead> <tr> <th data-bbox="553 338 732 373">Position</th> <th data-bbox="732 338 1300 373">Name</th> </tr> </thead> <tbody> <tr> <td data-bbox="553 373 732 415">Principal</td> <td data-bbox="732 373 1300 415">Chester Arizmendi</td> </tr> <tr> <td data-bbox="553 415 732 457">Dean</td> <td data-bbox="732 415 1300 457">Grisel Gonzalez</td> </tr> <tr> <td data-bbox="553 457 732 499">Counselor</td> <td data-bbox="732 457 1300 499">Maria Garica</td> </tr> <tr> <td data-bbox="553 499 732 541">Teacher</td> <td data-bbox="732 499 1300 541">Nancy Mireles Shutz</td> </tr> <tr> <td data-bbox="553 541 732 583">Teacher</td> <td data-bbox="732 541 1300 583">Karla Saavedra</td> </tr> <tr> <td data-bbox="553 583 732 621">Teacher</td> <td data-bbox="732 583 1300 621">Dora Paz</td> </tr> </tbody> </table>	Position	Name	Principal	Chester Arizmendi	Dean	Grisel Gonzalez	Counselor	Maria Garica	Teacher	Nancy Mireles Shutz	Teacher	Karla Saavedra	Teacher	Dora Paz	November 10, 2018
Position	Name															
Principal	Chester Arizmendi															
Dean	Grisel Gonzalez															
Counselor	Maria Garica															
Teacher	Nancy Mireles Shutz															
Teacher	Karla Saavedra															
Teacher	Dora Paz															
Data Analysis (including assessment, attendance, discipline, and other data)	<p>Briefly describe the data sources used including:</p> <ul style="list-style-type: none"> Accountability reports BISD preliminary data Student attendance data Student discipline data Teacher Attendance Walkthrough data T-TESS, SLOs, Student Growth Tracker data 	November 10, 2018														
Needs Assessment: Problem statements selected	<ol style="list-style-type: none"> Only 35% of all students met standard for Reading 2018. SPED sub pop missed “meets” in both Reading and Math. 	November 10, 2018														
Needs Assessment: Root cause analysis for each problem selected	<ol style="list-style-type: none"> Implementation of reading strategies needed to meet student needs. Lack of application of strategies being implemented in the classroom. 	November 10, 2018														
One Annual Goal established for each problem	<ol style="list-style-type: none"> 15% improvement to meet 50% in Reading 2017-2018 Increase SPED sub pop by 10% to meet target in Reading and Math 2017-2018. 	November 10, 2018														
Overall strategy determined for each problem	Professional development, campus initiatives, research-based classroom strategies. Mr. Blackburn will also provide professional development opportunities and serve as a trainer for our teachers.	November 10, 2018														
Quarter goals established	Compare benchmark data to track progress. Provide teachers with professional development opportunities that will allow them to implement instructional Reading strategies in the classroom.	November 10, 2018														
CSF/ESEA Turnaround selected																
Interventions selected	Reading campus initiative implemented first semester to develop comprehension skills. Fluency campus initiative to increase fluency. Professional development opportunities: Differentiated instruction, rigor, common instructional framework, data meetings.	November 10, 2018														
Monitoring tools/data sources determined	<table> <tr> <td>Benchmark/Checkpoint Data</td> <td>Enrichment Cohort</td> </tr> <tr> <td>Lesson plans</td> <td>Data meetings every six weeks</td> </tr> <tr> <td>After-School Tutorials</td> <td>Walk-throughs</td> </tr> </table>	Benchmark/Checkpoint Data	Enrichment Cohort	Lesson plans	Data meetings every six weeks	After-School Tutorials	Walk-throughs	November 10, 2018								
Benchmark/Checkpoint Data	Enrichment Cohort															
Lesson plans	Data meetings every six weeks															
After-School Tutorials	Walk-throughs															
Quarter 1 monitoring (Aug-Oct)	Completed by November 10, 2018	November 10, 2018														
Quarter 2 Monitoring (Nov-Jan)	Completed by February 10, 2019	February 10, 2019														
Quarter 3 Monitoring (Feb-Mar)	Completed by April 10, 2019	April 10, 2019														



BISD Additional Targeted Improvement Plan 2018-2019

Updated for Quarter ___ on Date: _____ for Campus: _____

<u>Activity Checklist</u>	<u>Notes/Clarifications</u>	<u>Date completed</u>
Quarter 4 Monitoring (Apr-Jun)	Completed by June 10, 2019	June 5, 2019
End-of-year Evaluation	Completed by Principal checkout/clearance deadline	

Data Analysis Process and Summary of Findings

Briefly describe how your Campus Leadership Team or SBDM Committee conducted your Data Analysis.	Data analysis reviewed through STAAR and department meetings by reviewing benchmark data.
Which student groups are in the greatest need of academic improvement (based on Domain 1 and 3 data)?	All student groups for Reading.
Which student group(s) showed the least growth (Domain 2)?	SPED sub-population.
Which student group(s) had the greatest gaps and in which content areas (Domain 3 and Additionally Targeted)?	All student groups for Reading. SPED/ELL subpopulations for Math.
Did your campus contribute to low performance levels for BIL/ELL for PBMAS? How?	Yes, our campus contributed to low performance levels for Bil/EI's for PBMAS.
Did your campus contribute to low performance levels for CTE for PBMAS? How?	N/A
Did your campus contribute to low performance levels for Title I or Migrant for PBMAS? How?	Yes, Title I students performed at a lower percentage.
Did your campus contribute to low performance levels for Special Education for PBMAS? How?	Yes, SPED students demonstrate a large gap for "met standards".



BISD Additional Targeted Improvement Plan 2018-2019

Updated for Quarter ____ on Date: _____ for Campus: _____

Targeted Improvement Plan vision:

<i>Problem Statement #1</i>	<i>Root cause #1</i>	<i>Rationale for selected Strategies/ interventions to meet annual goal based on root cause.</i>
Only 35% of all students met “meets” standard for Reading 2018	Consistent implementation of instructional reading strategies.	Provide the necessary practical training for teachers so that they are better equipped to implement reading instructional strategies in their lessons.
<i>Annual Goal #1</i>	<i>CIP Activity numbers:</i>	<i>CSFs/ESEA Turnaround Principles:</i>
Increase reading performance for all student groups for “meets” by 15% in Reading 2017-2018.	Goal 1 ELA related Performance Objective 1 strategies	
<i>Annual Goal met? / What worked and why? /What did not work and why? Due June 10th</i>		
Do not complete this section until the end of the school year.		
Quarter 1 Goal (August to October) Monitoring updates completed by November 10th		
Increase participation of after-school tutorials by 15%.		
<i>Q1: Intervention 1 and CIP reference (Interventions may be all or part of a CIP activity)</i>	<i>Monitoring information (formative assessment measure that includes who will do the monitoring)</i>	<i>Intervention results (formative results to determine evidence of success or status of the intervention)</i>
Tutorials: CIP 2.4, 2.5, 2.6 Students will be offered tutorials/ in an effort to close the gaps in the areas of science, social studies and ELL, SE and At-Risk sub pops and all groups.	Dean will oversee that the recruiting and establishment of the program is being implemented.	By November 10 th , the campus has established tutorial sessions for Reading and Math. Increasing the percentage of student participation is still in progress.
<i>Q1: Intervention 2</i>	<i>Monitoring information</i>	<i>Intervention results</i>
Lesson Plans: CIP The following sources provide valuable data for Curriculum, Instruction and Assessment in regards to the identification of needs.	The Dean of instruction will create a universal lesson plan template that will be utilized by all teachers. Lesson plan submission will take place on Fridays by 5	80% of lesson plans demonstrate results from training.



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	pm. Dean will monitor submission with a checklist.	
Q1: Intervention 3	Monitoring information	Intervention results
Fluency Initiative: CIP Fluency reading is implemented daily for all students.	Administrators will conduct morning runs during Reading fluency time to ensure implementation is being followed. Fluency reports submitted to the Dean weekly.	20% of students will increase fluency rates.
Q1: Intervention 4	Monitoring information	Intervention results
Reading Comprehension Initiative: CIP Ensure that higher order thinking skills/curriculum to set high expectations for students so they can meet advanced performance in the areas of math, Reading. School wide reading initiative implemented. (Novel "Under the Mesquite)	Administrators will conduct morning runs during Reading time to ensure implementation is being followed. Comprehension test (novel) will be administered at the end of the semester.	20% of students will improve comprehension skills.
Quarter 1 Goal met? / Changes for next quarter?		
Goal 1 Met- After-school tutorials have been successfully implemented and have shown improvement for students.		
Quarter 2 Goal (November to January) Monitoring updates completed by February 10th		
80% of teachers are effectively implementing differentiated strategies from training.		
Q2: Intervention 1	Monitoring information <i>(formative assessment measure that includes who will do the monitoring)</i>	Intervention results (formative results to determine evidence of success or status of the intervention)
Tutorials: CIP 2.4, 2.5, 2.6 Students will be offered tutorials/ in an effort to close the gaps in the areas of science, social studies and ELL, SE and At-Risk sub pops and all groups.	Dean will oversee tutorial program and monitor attendance and passing rates for targeted students closely.	100% of tutorial teachers effectively implementing common instructional frameworks.
Q2: Intervention 2	Monitoring information	Intervention results
Teachers will be trained on ways to effectively implement three common instructional frameworks ; questioning, scaffolding, and collaborative group work.	Walk-throughs and lesson plans.	80% of teachers effectively implement three instructional frameworks from training.



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Q2: Intervention 3	Monitoring information	Intervention results
Training to promote essential components for rigor in the classroom in efforts to improve student learning.	Walk-throughs, lesson plans	80% of teachers will effectively promote rigor by implementing important components in their lessons.
Q2: Intervention 4	Monitoring information	Intervention results
Quarter 2 Goal met? / Changes for next quarter?		
Goal 2: Teachers are using more instructional strategies in their lessons as trained during professional development.		
Quarter 3 Goal (February to March) Monitoring updates completed by April 10th		
Compare benchmark data from Fall 2018 to Spring 2019 with a goal of 20% progress in Reading/Math.		
Q3: Intervention 1	Monitoring information (formative assessment measure that includes who will do the monitoring)	Intervention results (formative results to determine evidence of success or status of the intervention)
All ELA teachers will implement text structures in lessons.	Lesson plans, walk-throughs	15% progress from fall to spring benchmarks.
Q3: Intervention 2	Monitoring information	Intervention results
Tutorial RTI's Tiers 2's and 3's	Lesson Plans, walk-throughs	15% progress from fall to spring benchmarks.



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Quarter 3 Goal met? / Changes for next quarter?		
Q3: Intervention 3	Monitoring information	Intervention results
Q3: Intervention 4	Monitoring information	Intervention results
Quarter 3 Goal met? / Changes for next quarter?		
Yes, all Teachers are implementing text structures in lessons but only 15% progress was made in Fall to Spring		
Quarter 4 Goal (April to June) Monitoring updates completed by June 10th		
Lower SSI summer school numbers by 5% compared to 2017-2018		
Q4: Intervention 1	Monitoring information (formative assessment measure that includes who will do the monitoring)	Intervention results (formative results to determine evidence of success or status of the intervention)
Pull-Outs SSI Tutorial Saturday Academy	Lesson Plans Walk-throughs	Waiting for 2 nd Round of STAAR testing to compare results
Q4: Intervention 2	Monitoring information	Intervention results
Q4: Intervention 3	Monitoring information	Intervention results
Q4: Intervention 4	Monitoring information	Intervention results
Quarter 4 Goal met? / Changes for next year?		
Goal met number of SSI students decreased compared to 2017-18.		



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<i>Problem Statement #2</i>	<i>Root cause #2</i>	<i>Rationale for selected Strategies/ interventions to meet annual goal based on root cause.</i>
SPED sub pop missed “meets” in both Reading and Math.	Lack of application of strategies being implemented in the classroom.	SPED population at Lucio has continued to show a decrease in STAAR scores over the past two years.
<i>Annual Goal #2</i>	<i>CIP Activity numbers:</i>	<i>CSFs/ESEA Turnaround Principles:</i>
Increase SPED sub pop by 10% to meet target in Reading and Math 2018-2019.		
<i>Annual Goal met? / What worked and why? /What did not work and why? Due June 10th</i>		
We will continue to implement the same strategy and work towards goal attainment. Made some improvement but not by 10% (goal).		
<i>Quarter 1 Goal (August to October) Monitoring updates completed by November 10th</i>		
SPED students’ academic performance in Math will improve by 10% in Fall 2018-19		
<i>Q1: Intervention 1 and CIP reference (Interventions may be all or part of a CIP activity)</i>	<i>Monitoring information (formative assessment measure that includes who will do the monitoring)</i>	<i>Intervention results (formative results to determine evidence of success or status of the intervention)</i>
Interactive word walls that include visuals for all content areas.	Walk-throughs, lesson plans	80% of teachers are using word walls interactively to increase vocabulary.
<i>Q1: Intervention 2</i>	<i>Monitoring information</i>	<i>Intervention results</i>
Teachers will analyze benchmark data to revise plans.	Sessions with Dean to disseminate data.	100% of teachers are using disseminated data to improve instruction.
<i>Q1: Intervention 3</i>	<i>Monitoring information</i>	<i>Intervention results</i>



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Q1: Intervention 4	Monitoring information	Intervention results
Quarter 1 Goal met? / Changes for next quarter?		
SPED students have shown gains but not by 10%. Will continue working on strategy to attain the goal.		
Quarter 2 Goal (November to January) Monitoring updates completed by February 10th		
100% of teachers will receive professional development training in the area of differentiated instruction to meet student needs.		
Q2: Intervention 1	Monitoring information (formative assessment measure that includes who will do the monitoring)	Intervention results (formative results to determine evidence of success or status of the intervention)
Vertical and horizontal training on alignment.	Agenda, sign-in sheets	80% of lesson plans demonstrate results from training.
Q2: Intervention 2	Monitoring information	Intervention results
Department Meetings with training from Ms. Melissa Hernandez; topic: differentiated instruction.	Agendas, sign-in sheets	100% of Teachers will receive the training.
Q2: Intervention 3	Monitoring information	Intervention results
Q2: Intervention 4	Monitoring information	Intervention results
Quarter 2 Goal met? / Changes for next quarter?		
Quarter 2 Goal Met- 100% of teachers trained		
Quarter 3 Goal (February to March) Monitoring updates completed by April 10th		
80% of ESL will keep a writing portfolio.		



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Q3: Intervention 1	Monitoring information (formative assessment measure that includes who will do the monitoring)	Intervention results (formative results to determine evidence of success or status of the intervention)
Writing samples for all EL students in the ESL writing portfolios.	Weekly writing samples	Progress is evident in student writings.
Q3: Intervention 2	Monitoring information	Intervention results
SIOP training for 100% of ESL teachers.	Walk-through evidence of SIOP strategies.	STAAR data first administration
Q3: Intervention 3	Monitoring information	Intervention results
Q3: Intervention 4	Monitoring information	Intervention results
Quarter 3 Goal met? / Changes for next quarter?		
To be completed by March 31 st with 80% of portfolios complete.		
Quarter 4 Goal (April to June) Monitoring updates completed by June 10th		
Reduce the number of ELL SSI students by 5%.		
Q4: Intervention 1	Monitoring information (formative assessment measure that includes who will do the monitoring)	Intervention results (formative results to determine evidence of success or status of the intervention)
Check successful differentiation instruction with sheltered instruction strategies.	Meetings, ,walk-throughs, lesson-plans	STAAR data for first administration showed improvement.
Q4: Intervention 2	Monitoring information	Intervention results
Frayer Models to increase vocabulary	Walk-throughs, lesson plans	80% of the time
Q4: Intervention 3	Monitoring information	Intervention results



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Q4: Intervention 4	Monitoring information	Intervention results
Quarter 4 Goal met? / Changes for next year?		
Goal met- 5% decrease in the number of EL's attending SSI.		