

Brownsville Independent School District
Besteiro Middle School
2016-2017 Campus Improvement Plan



Mission Statement

Brownsville Independent School District, rich in cultural heritage, will produce well-educated graduates who can pursue higher educational opportunities and who will become responsible citizens in a changing global society by utilizing all resources to provide equitable opportunities for students.

Our school and community will collaborate to prepare students to face the challenges of the future by providing a college and career ready 21st century learning environment.

Vision

Besteiro Middle School provides academic excellence for all students.

Value Statement

Besteiro Middle School believes

staff are committed to rigorous standards-based curriculum that is student centered, relevant, and integral.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The student population at Besteiro Middle School is approximately 98% Hispanic and less than 1% white and serves 6th through 8th grade students. According to the PEIMS data review of our campus profile, the student populations include Hispanic (99.8%), Economically Disadvantaged (99.3%), Limited English Proficient (22.5%), and At Risk. A total of 63% of Besteiro M.S. students are identified as At Risk . The attendance rate for Besteiro Middle School is 96.6%.

Besteiro Middle School is a high-performing campus in beautiful South Texas. It is one of the top schools in the Brownsville Independent School District. Starting in 2009, Besteiro Middle School achieved its first TEA Recognized Campus status, a result of diligent study on the part of students, effective teaching and involved parents. The school repeated this feat in 2010.

Besteiro Middle School has been the recipient of numerous awards, including a Texas High-Performing Campus, a NASA Explorer school and home of an HEB Principal of the Year recipient, Ms. Alma Rubio, former Besteiro Principal.

The active Principal, Mrs. Kathleen R. Jimenez, comes from an array of experiences from the campus level and administrative positions serving as a Director for Special Education and Administrator for Professional Development.

Demographics Strengths

- Students are willing to attend tutorials
- Campus has Migrant Tutorials
- Campus has Phone Master to communicate with parents
- Teachers work on Failure list & inform parents
- Students participate in extracurricular activities, fine arts, athletics and clubs.
- Strong parental support; attendance at open house and parent meetings.

Demographics Needs

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

1. To decrease the achievement gap of at risk students, including Special Education and English Language Learners ELLs. (Focus School) Federal and State Compensatory money, and ESEA (Title 1 1003(a) focus school Grant) money will be used to decrease the federal achievement gap among subgroups.
2. The New Generation System (NGS) and BISD eSchool Plus entries will be monitored to ensure that the ID&R data and information has been appropriately coded.

Student Achievement

Student Achievement Summary

The following sources provided valuable data for Student Achievement in regards to the identification of needs:

- TAPR Report / TEA School Accountability Report
- STAAR Summary Report-Group Performance
- Eduphoria/Tango data, 6 weeks tests, Semester Exams, Benchmark tests

6th-8th Grade All Students STAAR Summary: 2015-2016

Reading: 6th Grade (54%), 7th Grade (62%), 8th grade (64%)

Writing: 7th Grade (62%)

Math: 6th grade (55 %), 7th Grade(60%) 8th grade (59%)

Science: 8th Grade (66%)

Social Studies: 8th Grade (61%)

The trends identified when student performance scores were compared over a period of two-three years demonstrate that students need additional learning time in Reading and Math as indicated by STAAR scores.

Performance variations between all student groups:

6th Reading: At-Risk (41%), Economically Disadvantaged (62%) Hispanic (62%) White (NA%) Female (71%) Male(50%) Gifted and Talented (97%) LEP (27%) Migrant (71%) Special Education(34%)

7th Reading: At-Risk (47%), Economically Disadvantaged (61%) Hispanic (61%) White (NA%) Female (63%) Male(54%) Gifted and Talented (87%) LEP (32%) Migrant (57%) Special Education(40%)

8th Reading: At-Risk (46%), Economically Disadvantaged (72%) Hispanic (72%) White (NA%) Female (68%) Male(54%) Gifted and Talented (100%) LEP (36%) Migrant (41%) Special Education(32%)

7th Writing: At-Risk (54%), Economically Disadvantaged (65%) Hispanic (65%) White (NA%) Female (73%) Male(55%) Gifted and Talented (90%) LEP (34%) Migrant (70%) Special Education(38%)

6th Math: At-Risk (47%), Economically Disadvantaged (67%) Hispanic (67%) White (NA%) Female (70%) Male(60%) Gifted and Talented (93%) LEP (45%) Migrant (53%) Special Education(45%)

7th Math: At-Risk (40%), Economically Disadvantaged (52%) Hispanic (52%) White (NA%) Female (56%) Male(51%) Gifted and Talented (87%) LEP (25%) Migrant (48%) Special Education(33%)

8th Math: At-Risk (60%), Economically Disadvantaged (79%) Hispanic (79%) White (NA%) Female (72%) Male(65%) Gifted and Talented (100%) LEP (66%) Migrant (53%) Special Education(71%)

Science: At-Risk (39%), Economically Disadvantaged (57%) Hispanic (57%) White (NA%) Female (56%) Male(54%) Gifted and Talented (94%) LEP (34%) Migrant (50%) Special Education(32%)

Social Studies: At-Risk (27%), Economically Disadvantaged (42%) Hispanic (42%) White (NA%) Female (39%) Male(41%) Gifted and Talented (81%) LEP (38%) Migrant (38%) Special Education(21%)

Student Achievement Strengths

- 2013 Accountability Summary- Reference Reading/ELA Academic Achievement Distinction earned.
- 2014 Accountability Summary -Reading ELA Distinction Academic Achievement Earned: Mathematics
- 25 Students qualified for Early college in reading.
- 2014 STAAR Algebra I 100% pass rate.
- 2015 STAAR Algebra I 100% pass rate.
- 2016 STAAR Algebra I 100% pass rate.

Student Achievement Needs

After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of

various campus resources and community entities the following demographics areas of improvement would be addressed:

- Decrease the achievement gap among all student populations.
- Meet PBMAS on AMAOS 2 by offering tutorials for ELL students.
- Students will have access to greater educational technology which will support literacy and STEAM activities for math and science.
- Provide migrant students with necessary supplies and clothing to be successful academically, improve their attendance and self-esteem, and improve their hygiene. (school supplies, clothing, project supplies, flash drives calculators, and hygiene kits)
- Migrant students need access to a printer to facilitate the completion of homework and assignments.
- Students need be administered Pre and post Tests to track academic progress
- In order to increase awareness of migrant student needs, Besteiro campus faculty and staff will utilize appropriate migrant information to insure appropriate interventions are provided to migrant students.
- Homework and lesson assistance for migrant students.
- Migrant student and their parents need access to a conference which aims to improve leadership, learning, study skills, and share pertinent information for a successful academic experience.
- The migrant clerk needs to conduct parent meetings which provide migrant parents with current information regarding the academic school year.
- BISD Migrant Students and all populations will have equal access to district enrichment and summer programs.
- Supplemental support to the PFS and migrant students needs to be provided in order to enhance the advocacy, encouragement, and support to the special needs of migrant students.
- A survey will be necessary to evaluate the effectiveness of the Migrant Education.
- To insure that all migrant students are picked up in a timely manner An ID &R Residency Verification initiative is necessary.
- In order to insure all NGS Migrant activities take place migrant student data is entered according to the NGS timeline in the NGS data-Base.
- Migrant student assessment results need to be reviewed to insure appropriate remediation opportunities during the regular school year and summer school.
- In order to increase awareness of migrant student needs the migrant list of students needs to be provided to campus staff & administrators on a monthly basis.
- Parents and school districts (nationwide) need to have access to an NGS district contact person throughout summer to ensure accurate enrollment into educational programs.
- Migrant students need access to learning academies.
- Migrant students need access to a tutorial specifically intended to help migrant students.
- Supplies will be provided to Special Education teachers (including Life Skills for cleaning supplies and groceries) in order to better service their Special Education students.
- Percentage of students taking the STAAR Alternative 2 exam will be lowered.
- Special Education students, that qualify, will attend CTED classes at Oliviera Middle School.
- Special Education students services will be serviced in ISS.
- Inclusion teachers will assist Life Skills Units in their swimming CBI trips.
- Dictionaries, calculators, and velcro will be available to Special Education students that needs these resources.

School Culture and Climate

School Culture and Climate Summary

Besteiro Middle School fosters a positive and safe climate and embraces the culture of the surrounding community. Besteiro Middle School faculty and staff promote high levels of achievement to ensure student success.

School Culture and Climate Strengths

- 1) Parents are invited to attend open house, team meetings, school performances, weekly meetings, and district events.
- 2) Students receive recognition for honor roll, fine arts, and athletic standings.
- 3) Teacher unity and philosophies align with the school mission.

School Culture and Climate Needs

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

1. Promote college awareness by district and high school STAMP representatives, high school college counselor, and TSI program
2. Increase participation in fine arts, athletic programs, and extra-curricular activities through a unified campus culture.
3. Motivation for special education students (with and without BIPs) will be increased with the use of rewards, prizes, food, drinks, and end of the year ceremony/party.
4. CPI training and intervention team will be set up in order to provide better assistance to Special Education students.

5. Transition (CTE classes) will start in grade 6th through 8th in order to prepare Special Education students for high school and the real world.
6. Maintain school owned uniforms to maintain a unified, clean look.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

To meet the needs of staff quality, recruitment, and the retention of new teachers, all stakeholders will receive mentorship and assistance. Teachers will be able to work within a positive climate where resources will be available to teachers. Teachers will continually be provided professional development and will be required to attend staff, Team and Department meetings.

Staff Quality, Recruitment, and Retention Strengths

- Highly qualified teachers
- Positive campus climate
- New teacher mentor assistance program
- Low teacher turnover
- Administration will celebrate special occasions such as Thanksgiving and Christmas with a faculty luncheon, as well as other celebrations to maintain positive teacher and staff morale.
- Special Education teachers will attend professional development (academic and behavior), in all areas (General & Special Education), in order provide better services to Special Education Students.

Staff Quality, Recruitment, and Retention Needs

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

1. New teachers will be paired with an experienced teacher from the Department to ensure a smooth transition into the classroom.
2. In order to insure Besteiro Middle School Teachers, coaches, and support staff are up to date on current educational practices they shall routinely attend professional development through trainings, conventions, and conferences. Substitute teachers will be needed on school days that teachers are receiving professional development.

To best support campus efforts and meet identified needs at the District and Campus level; activities, resources, and implementation timelines related to Staff

Quality, Recruitment and Retention are set forth in all sections of the current 2015-2016 Campus Improvement Plan.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

In order to insure that students are learning, the district required curriculum is being followed. Weekly tests, Quizzes, Six weeks exams and Benchmarks are administered regularly to assess level of student learning. All students and special sub-groups that performed less than the met standards on STAAR assessments are identified as a priority. Based on the review of the data, best practices will be used to address the priority areas of need. Objectives of the campus improvement plan delineate a variety of research-based strategies, interventions and computer programs are used to address the areas of need.

Data Sources Reviewed:

- Texas Performance Reporting System (TPRS)
- Weekly Tests
- Six weeks exams
- District Benchmarks
- Texas Academic Performance Report (TAPR) formerly the AEIS
- Federal Focus Designation formerly AYP
- Accountability Ratings (Met Standard or Improvement Required) / System Safe Guards / Report Cards
- PBMAS
- D Campus Data Sources Reviewed: Eduphoria / Tango Central
- Tango LION (Fluency & Comprehension) MOY & EOY
- TELPAS Reports TMSFA (BOY)
- Classroom walkthroughs
- C & I Surveys
- Campus 6 weeks exam monitored through the Tango data analysis software
- Improve participation in Special Olympics

Curriculum, Instruction, and Assessment Strengths

- Students attending Tutorials
- Students receiving STAAR Enrichment classes
- Inclusion teachers in the classroom (Co-Teaching)
- Technology used in classrooms

- Teacher Made Assessments (STAAR Formatted)
- Teams are named by Colleges
- Teams focus on achieving commended performance on the STAAR Assessment.
- RTI meetings
- TLI Initiative – TLI Specialist, CBLT , TSLP, Project Share
- Teacher Collaboration on Curriculum / Instruction
- Library visitations for research purposes
- Special Educaiton students with cognitive disabilities/autistic will attend the Special Olympics practices and meets.
- Direct Inclusion will be provided in 6th through 8th grades, in their testing areas.
- File of work of Special Education students will be filed for 5 years.
- Study Guides, Homework Help, Air Force Academy (with parent permission) and calculators (for the students that qualify for them) will be provided for Special Education students in order to prepare for the STAAR assessments.
- SSI will be provided for 8th grade students that did not pass the Reading or Math STAAR first or second administration exam.
- Documentation of STAAR Alt 2, IEPs, IPIs, and STAAR A will be reviewed and documented in IEP.
- Initial referrals will be lowered by Diagnostician support.
- Supplemental Aids will be provided for Special Education students in the areas of Reading, Math, Science, Social Studies and English.

Curriculum, Instruction, and Assessment Needs

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

1. Contact parents of all sub-populations to increase student's participation in tutorials, particularly for students who have missed more than a couple days or who have not attended at all, but need to attend. Migrant students will be provided with supplemental support services in the form of clothing and hygiene products to encourage attendance.
2. General Supplies necessary to maximize student engagement, and understanding of lesson content.
3. Have prizes for Saturday attendance of tutorials and distribute these prizes during lunch to reward these students and provide an incentive for other students. Transportation will be provided for students to attend tutorials.
4. Support systems for students to excel and improve achievement in core courses like (a) copies of STAAR Review materials for Enrichment and regular classes and supplies needed for support. Count-down STAAR booklets will be printed in BISD media center.
5. Teachers will turn in lesson plans Six Weeks in advance to Dean of Instruction to review quality and ensure that the rigor and DOK is met in teaching and on the student's examinations.
6. Provide professional development opportunities for teachers to provide information about best practices, or Brain Based Teaching and Response to Intervention (RTI)
7. Curriculum, printing of assessments, disaggregation of data will require toner; to facilitate material printing.
8. In order to increase the assessment scores for all student populations; students will receive instruction utilizing the approved district curriculum. Educational technology and software (Compass/Odyssey, Sci-Tex Living with Science, A + Educational Technology Learning will be utilized to the

maximum extent possible. Supplies for hands on and lab/STEM activities including graphing calculators for Math classes, and all necessary lab (Flinn) and consumable supplies will be provided (including student composition notebooks, binders, and highlighters) and duplicating paper for STAAR Count-Down Math, Reading, Science, and Social Studies student booklets.

9. In order to improve reading comprehension writing, vocabulary, and overall English skills across content areas, teachers will receive training in vertical alignment, literacy routines and strategies.
10. ELL students will be provided with bilingual dictionaries, headphones for educational software, and highlighters to be academically successful in all content areas. Ell students will be provided STAAR booklets in all content areas to meet the state standards TELPAS proficiencies.
11. Staffing needs will be carefully planned to support student achievement and needs. This includes support staffing positions such as dean of instruction, school nurse with supplies, Dyslexia teacher / aide, library aide, enrichment teachers, parent liaisons and discipline clerks, counselors clerk.
12. In order to assist with the achievement of PFS migrant students, learners can checkout Calculators.
13. All Migrant students will receive supplies in order to meet rigorous state testing standards.
14. In order to keep up with the rigor of STAAR, students will need graphing calculators: TI84 and Nspire (including batteries) in the Math classes to increase the rigor in problem solving and Algebraic Reasoning and STAAR Mentoring Minds student booklets.
15. Teachers need to vertically align lesson plans and instruction to meet the changing demands of the state assessment
16. Students will increase learning time and utilize technology programs in classrooms and technology labs. In order to attain goal by increasing learning time and technology program usage, computers will be purchased for computer labs and student instructional programs in classrooms. Computer laptops and desktops will be purchased through Title 1 and State Compensatory Funds.
17. Incoming 5th grade students will benefit from the summer bridge formal instructional preparation , which is intended to help students get ahead in the summer and advance academically for the next school year.
18. Summer bridge supplies for the success of student learning will be needed.
19. In order to increase the scores of the Writing STAAR assessment, students will be provided with additional writing/reading resources and student writing practice books.
20. Fine Arts supplies will be provided in order to increase the success of student learning and maintain school owned instruments.
21. Fine Arts students will compete and be evaluated at the state and region level through UIL, All-Valley, and other concerted events.
22. Provide subsistence to students to ensure success and well-being for after school and out of school performances/contests and activities.

To best support campus e

fforts and meet identified needs at the District and Campus level; activities, resources, and implementation time lines related to Curriculum, Instruction and Assessment are set forth in all sections of the 2015-2016 Campus Improvement Plan.

Family and Community Involvement

Family and Community Involvement Summary

In order to maximize family and community involvement at Besteiro Middle School A variety of communication methods and strategies are used. Parent orientations, weekly parent sessions, parent literacy activities, migrant parent meetings, and home visits will be made to increase parent and community involvement.

Family and Community Involvement Strengths

- Parent center
- CIS services
- Counselors offer one day per week to see parents & students
- Migrant lab and meetings with parents
- Parent participation on ARD's
- NASA Night – parent participation
- TLI Teacher Specialist Parent Literacy Sharing Sessions

Family and Community Involvement Needs

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

1. Increased communication to parents (6.1.8)
2. Increased participation at parent orientations (6.1.2)
3. Increase parent participation through weekly parent sessions.(6.1.2)
4. Increased literacy for parents (6.1.2)
5. Increased participation of parents with migrant students.(8.1.13)
6. Light snacks to entice parents to come to the campus to participate. (6.1.2)
7. Increased home visits.(6.1.7)

To best support campus efforts and meet identified needs at the District and Campus level; activities, resources, and implementation time lines related to Family and Community Involvement are set forth in the Parent and Community section of the current 2015-2016 Campus Improvement Plan.

School Context and Organization

School Context and Organization Summary

Besteiro Middle School has benefited from campus efforts to reorganize itself and create more efficient campus alignment structures for process development and efficiency of academics and lesson delivery. These reorganized administrative and instructional efforts have been helpful in developing and insuring vertical alignment which will insure an academic increase and the growth of each student . The ability of Besteiro Middle School to become more functional and agile reflects this schools ability to adapt and grow to meet the needs of changing times. Besteiro M.S. has also benefited from increased effort from staff, forward thinking, and greater communication which has spread good ideas throughout each department. The challenges and opportunities faced by the district in this area of the needs assessment are significant.

School Context and Organization Strengths

- Teams in all grade levels
- Teachers belong to a specific department
- Staff (non-teaching) and Training Meetings
- Faculty meetings to disseminate information
- Extra curricular activities have proven successful as a motivator for our students.
- Academic elective classes have been much more beneficial to our students in preparation for state assessments compared to non academic electives.
- Substitute teachers assisting during off periods has maximized productivity.
- Coordination Day will be held in order to ensure that services are provided through General Education/CTE/Dyslexia for Special Education Students.

School Context and Organization Needs

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

1. Three teams will be created per grade level to ease up on the student to teacher ratio and facilitate greater one-to-one attention for students, budget permitting.
2. Enlist assistance of department chairs to partake in vertical alignment meetings and assist with finding areas of need.
3. Assistant Principal delegated the task of the Master Schedule will complete the schedule before the end of the school year.

To best support campus efforts and meet identified needs at the District and Campus level; activities, resources, and implementation time lines related to School Context and Organization are set forth in all sections of the current 2015-2016 Campus Improvement Plan

Technology

Technology Summary

To address technology needs at Besteiro Middle School and assuring that they are being met the following actions are taking place: increasing the the number of computers/tablets accessible to students, greater utilization of computer-based professional development, increased use of technology-enhanced lessons, and greater use of new innovative software.

In order to increase access speeds and maximize instructional time, the library support students and staff members by making state adopted resources accessible through the use of the latest computers/laptops.

Technology Strengths

- Computer/tablet access for students in all classrooms
- Mobiview access for students in the classroom
- Distance Learning Technology
- Smart Boards in about 32 classrooms
- Senteo Systems in about 32 classrooms
- TLI Project Share Online Professional Development and Collaboration TSLP Course for CBLT members
- Compass Reading Lab
- Teacher Qualifications / Highly Qualified
- New computer labs available
- Computer set and ink will available for Special Education teachers and staff.
- Teacher portfolio will be kept by Special Education Personnel, monitoring daily and weekly.
- MECA, REDCAT, HATCH are SRA could be provided for Special Education students.

Technology Needs

After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following technology areas of improvement are being addressed:

1. Increase student's access to computers/tablets, printers, scanners and technology in all classrooms through the purchase of new computers, Computer tablets, Mobiview's and access to printers. Printer supplies and toner will be needed to support instruction.

2. Increase professional development in instructional technology software: ALEKS, COMPASS, ISTATON, THINK THROUGH MATH, Kuta Software.
3. Due to the increased rigor of the new Math and Technology TEKS, Besteiro Middle School will implement the “21st Century Technology Initiative” which will provide students with increased learning time and access to state adopted online resources. Being that Besteiro Middle School is highly represented by students of economically disadvantaged and English Language Learners, the mobile technology and accessories will increase student learning by allowing teachers to walk around the classroom to actively monitor and assist with student learning while increasing learning time and providing access to newly adopted E-Books and ultimately increase student academic performance. This intervention shall assist with decreasing the student achievement gap. There is a need to provide technology which will include the purchase of new computers, tablets, educational software, video (document) cameras, projectors, and smart boards to ultimately decrease the achievement gap in the student accountability system. This initiative will provide students with increased learning time.
4. Computers/tablets are needed to provide instructional support to all students in order to improve scores; students need access to a computer lab to reinforce class objectives and ensure their academic success.
5. Supplies for support staff to assist in instructional access for students including services of custodial personnel and nurses will be provided in order to support student learning.
6. Use of TANGO program for benchmark testing in order to collect student data to inform instructional decisions and to submit data to district for district planning of resources and to improve student achievement scores.

To best support campus efforts and meet identified needs at the District and Campus level; activities, resources, and implementation time lines related to technology are set forth in all sections of the current 2015-2016 Campus Improvement Plan.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) 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 Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- PDAS and/or T-TESS

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: Besteiro 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.

Performance Objective 1: 1 By the end of the current school year, a minimum of 90% of the students will achieve a level 2 recommended performance on the STAAR/EOC assessments. A minimum of 25% of students will achieve an advanced performance.(Reading, Writing, Math, Science, Social Studies and Algebra.

Summative Evaluation: 2016 STAAR results/TELPAS/EOC

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June

<p style="text-align: center;">Critical Success Factors CSF 1 CSF 2</p> <p>1) Instructional resources and supplies will be provided to teachers to ensure delivery of rigorous instruction to prepare all students with supporting and readiness standards to meet the state standard on STAAR assessments. To support instructional needs, instructional supplies will be purchased through Title I funds. including:</p> <ul style="list-style-type: none"> -Student compositions notebooks for journal writing & note-taking -Notebook Binders -Highlighters - General instructional supplies - ELA Applied/Practice - STAAR Booklets - History JARED - Flinn Science supplies - Empowering Writers - Curriculum Associates - KUTA (Math Software) - PEGS (ELA Software) -Mentoring Minds -BISD Media STAAR Booklets -Flinn Science Supplies -Wal-Mart supplies for Science Labs <p>Resources will be utilized in classroom instruction and Tutorials.</p> <p>Population: All Students (6th,7th,8th) Students</p> <ul style="list-style-type: none"> -T1 -SE -DYS -GT -LEP -MIG -AR <p>Time line: September, Current School Year</p> <p>CNA Page 13</p>	<p>2, 3, 10</p>	<p>Principal Dean of Instruction Department Chairs Teachers TLI Specialist</p>	<p>Formative: C & I Specialists Classroom Visits Walkthroughs Six Weeks/Semester Exams Report Cards</p> <p>Summative: Benchmarks STAAR results TELPAS</p>				
<p style="text-align: center;">Critical Success Factors CSF 1 CSF 7</p>	<p>4</p>	<p>Principal Dean of Instruction</p>	<p>Formative: Turn Around Trainings</p>				

Funding Sources: Title I-A - \$1000.00, Title I-A - \$14171.00, Title I-A - \$5000.00, State Compensatory - \$9475.00, Local - \$300.00

2) All 6th-8th grade teachers will participate in Professional Development activities that will impact student achievement and decrease the federal achievement gap in the state assessments.

FOCUS ACTIVITY

-Teachers will participate in:
Develop a plan that includes the review of all new standards, testing expectations, curriculum initiatives, lesson studies, and evaluation pieces (Formative and Summative)

Focus School Activity:

-Teachers will receive professional development on the topic of AMAO and monitor progress.

Proportional reasoning connecting to TEKS Teachers will engage in problem solving and explicitly identify the skills and concepts connected to the areas of concern identified by the STAAR exam results. Teachers will learn how to model mathematics problems using manipulatives, enhance their awareness of proportional reasoning, and make connections to algebra, geometry, and measurement. Teachers will also be coached on analyzing student work samples for mathematical skills, concepts and problem solving using rubrics.

- Reading
- Curriculum Planning (campus)
- Reading & Writing Expository across the curriculum (cluster)
- Math Department Chair Monthly Meetings
- Math District Planning (STAAR Count-Down)
- Math TEKS Clarification/New & Revised
- ALEKS
- Algebra I
- English
- ELA ELPS Standards, Academic Vocabulary, DOK (Cluster)
- ELA District Planning (STAAR Count-Down)
- SIOP
- Social Studies 8th Grade Clinic
- History Patriotism Alive
- Science
- STEM Maintenance & PBL
- AP Institute
- GT
- Pre-Ap
- Dyslexia/Language Enrichment/Neuhaus
- Terra Nova

Department Chairs	C & I Specialists Classroom Visits				
C & I Specialists	Walkthroughs				
TLI Teachers	Lesson Plans				
Teachers	Sign-Ins/EROS				
Region 1	Summative:				
	Semester Exams				
	STAAR results				
	TELPAS				

Funding Sources: Title I-A - \$2429.00, Local - \$150.00

- TSI
- TANGO Software
- LION Reading
- RAPS 360
- TELPAS
- Ellevation
- EXCELL
- LPAC Procedures BOY, MOY & EOY

Population:
All Students
(6th,7th,8th)
Students

- T1
- SE
- DYS
- GT
- LEP
- MIG
- AR

Time line: August, 2015 - July, 2016

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<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7</p> <p>3) Data Analysis Besteiro teachers will disaggregate data from district benchmarks, six-weeks exams, semester exams, and STAAR assessments in order to plan and target instruction for subgroups and identified RTI students. Besteiro teachers will be trained on data analysis by campus administration, TLI specialist, district specialists, and Region One trainers in order to improve student academic achievement.</p> <p>Focus Activity-</p>	2, 8, 9	Principal Dean of Instruction Assistant Principals C & I Specialists Data Team District ARE Region One -Focus School Team Teachers TLI Specialist	F: Classroom observations Walkthroughs Lesson Plans S: Higher % of Commended on STAAR; School Benchmarks and Six Weeks Grades				
<p>Teachers will continuously assess student learning to monitor student progress and student lesson understanding.</p> <p>Data from benchmark exams will be analyzed and reviews with teachers within five working days of the diagnostic tests.</p> <p>Teachers will provide remediation efforts for students who are not progressing. (As measured by teacher grades, benchmarks, mini-marks, etc)</p> <ul style="list-style-type: none"> - Eduphoria/Aware - Tango - Data Team/ARE - Region One Support (Focus) <p>Population: All Students (6th,7th,8th) Students -T1 -SE -DYS -GT -LEP -MIG -AR</p> <p>Timeline: August, Current School Year CNA Page # 12</p>		<p>Funding Sources: Local - \$4000.00</p>					

<p style="text-align: center;">State System Safeguard Strategy</p> <p style="text-align: center;">Critical Success Factors</p> <p style="text-align: center;">CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>4) Technology - Students will increase learning engagement, achievement outcomes, and increase literacy, through the use of technology and STEAM activities, in core-areas, labs, and enrichment classes including:</p> <ul style="list-style-type: none"> - Computer Labs/COWS/Tablets - Adaptive Curriculum - I-Station (Reading & Writing) - Think Through Math - Compass/Odyssey Learning - Kuta Software - Sci-Tex Living with Science - Aleks (Math Adoption) - Google Apps <p>Population: All Students (6th,7th,8th) Students</p> <ul style="list-style-type: none"> -T1 -SE -DYS -GT -LEP -MIG -AR <p>Timeline: Current School Year CNA Page # 16</p>	<p>1, 10</p>	<p>Principal Dean TST Teacher Technology Teachers Teachers Professional Development Staff</p>	<p>Formative: Technology Program Reports Student Presentations; power points Student progress reports</p> <p>Summative: : STAAR</p>				
<p>Funding Sources: Title I-A - \$3200.00, Title I-A - \$4800.00, Title I-A - \$12170.00, State Compensatory - \$2500.00, Title I-A - \$2370.00, Title I-A - \$183.00, Title I-A - \$1181.00, State Compensatory - \$3000.00, Title I-A - \$252.86, State Compensatory - \$128.00, Title I-A - \$19590.00, State Compensatory - \$8000.00</p>							

<p style="text-align: center;">State System Safeguard Strategy</p> <p style="text-align: center;">Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>5) Curriculum Planning All content area teachers will vertically align curriculum with state assessments and utilize training to prescriptively address student learning needs in all content areas:</p> <ul style="list-style-type: none"> -Weekly Department Meetings -Critical Success Factors Review -Data Analysis - TANGO -Scope and Sequence Alignment to STAAR -Rigorous Instructional Strategies -Differentiation of Instruction -District Department Chairs monthly trainings <p>(Focus Activity)</p> <p>-Academic calendars will be implemented to ensure teaching of all TEKS/Standards tested before standards are administered.</p> <p>Population: All Students (6th,7th,8th) Students</p> <ul style="list-style-type: none"> -T1 -SE -DYS -GT -LEP -MIG -AR <p>Time line: Current School Year CNA Page # 11</p>	8	<p>Principal Dean of Instruction C & I Specialists Core-area Teachers Special Education Teachers TLI Specialist</p>	<p>Formative: C & I Specialists Classroom visits Department Binders Walkthroughs SRN/EROS/Sign-in Rosters Student progress reports Benchmarks</p> <p>Summative: STAAR TELPAS</p>				
<p>Funding Sources: Title I-A - \$6300.00</p>							

<p style="text-align: center;">State System Safeguard Strategy</p> <p style="text-align: center;">Critical Success Factors CSF 1 CSF 3 CSF 4</p> <p>6) ELL students will receive support through various research- based strategies and transitional language resources to reinforce their learning and increase their English proficiency skills in:</p> <ul style="list-style-type: none"> -Listening -Speaking -Writing -Reading <p>Strategies and resources utilized to effectively instruct and assess ELL students include:</p> <ul style="list-style-type: none"> -SIOP -ELPS -ELARS -Cognates -Writing Portfolios -Bilingual Dictionaries -Educational Software -IStation -SciTex Living with Science -RAPS 360 -LION (headphones necessary) -Rosetta Stone (headphones) -MileStone Textbooks -Bilingual/ESL Middle Academic Literacy Initiatives for ELLs (PEG Writing and Adaptive Curriculum) -Summer Literacy Initiative <p>Population: (6th, 7th, 8th)</p> <p>-LEP</p> <p>Timeline: Current School Year CNA Page #</p>	<p>1, 2, 3</p>	<p>Principal Dean of Instruction Bilingual Specialist LPAC ELA SL Teachers TLI Specialist Dyslexia Teacher General Education Teachers Special Education Teachers</p>	<p>F: Student Assessments, classroom observations, lesson Plans Benchmark testing, TMSFA Fluency, Six Week Tests</p> <p>S: STAAR Scores, Increased % of commended on STAAR, Benchmarks, TELPAS Scores, and Six Week Tests</p>				
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<p style="text-align: center;">Critical Success Factors CSF 1 CSF 3 CSF 6</p> <p>7) Besteiro will provide opportunities for all students to participate in curricular and extracurricular activities to develop language and improve Reading proficiency: Develop language usage and improve proficiency in reading through a variety of extracurricular activities:</p> <ul style="list-style-type: none"> -Teen Speak -Newspapers -Magazines -Spelling Bee -Library Books -Science Fair -History Fair -Brainsville -H.S. Math Meet -AMC -One-Act Play -Board School Recognition Representation <p>Population: All Students (6th,7th,8th) Students</p> <ul style="list-style-type: none"> -T1 -SE -DYS -GT -LEP -MIG -AR <p>Timeline: Current School Year CNA Page #</p>	1	Principal Dean of Instruction C & I ELA Specialist TLI Specialist Dyslexia Teacher Content Area Teachers Special Education Teachers Librarian	Formative: Student participation records Student recognitions Published Essays: Bro. Herald Do the Write Thing Essays Summative: Benchmark results STAAR Scores - increase % of Academic Recognition TELPAS				
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<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>8) Improve outcomes for all students through RTI Provide high-quality core instruction and behavior supports by highly qualified teachers. Provide whole or small group differentiated instruction. Implement scientifically research-based interventions and monitor progress regularly. Conduct universal screening (Benchmarks, RAP 360, Istation, TMSFA Fluency Assessment, STAAR Data, District Mini Marks) Analyze Data and make student recommendations for RTI. Based on emerging data, identify students in need of Response to Intervention (RTI). Intervention for students in need of Tier II and III will be provided by the classroom teachers both within the regular classroom and in-tutorial classes in order to improve student achievement. Implement interventions through the 3 tier RtI model in order to support student academic growth and success. AYP Initiative GT teachers will attain 30 hour of yearly GT Credit</p> <p>Population: 6th-8th grade Students -ESL -Migrant, -Special Ed. - LEP -Title 1 -GT -DYS -Pre-AP</p> <p>Timeline: Current School Year</p> <p>CNA Page #</p>	2, 3, 8, 9	Regular Classroom Teacher Sp. Ed. Teachers Dyslexia Teachers Content Area Teachers Principals Language Arts Specialist Bilingual/ESL Specialists Facilitators/Deans TLI Teacher Specialist GT Teachers	F: Texas Middle School Fluency Assessment (TMSFA) Progress Monitoring, Lesson Plans Tutorial Documentation RTI Student Lists / Rosters Classroom plans for working with RTI Students \u201cI DO, WE DO, YOU DO\u201d S: Benchmark Results PBMAS RTI Documentation RAP 360 STAAR Scores, Increased % of commended on STAAR, Benchmarks, TELPAS Scores, and Six Week Tests				
		Funding Sources: Local					

<p style="text-align: center;">State System Safeguard Strategy</p> <p style="text-align: center;">Critical Success Factors</p> <p style="text-align: center;">CSF 1 CSF 4</p> <p>9) Provide after-school tutorial sessions, for students struggling with the comprehension process, to focus on specific STAAR objectives and ensure progress in critical TEKS.</p> <p>Transportation to encourage all students in need of tutorial will be provided.. Teachers will research options that encourage higher participation in tutorial including online and other interactive resources.</p> <p>Population:</p> <p>6th-8th grade Students</p> <ul style="list-style-type: none"> -ESL -Migrant, -Special Ed. - LEP -Title 1 -GT -DYS -Pre-AP <p>Timeline: Current School Year</p> <p>CNA Page #</p>	<p>1, 9</p>		<p>F: Student Sign In Sheets Classroom observations Walkthroughs Lesson Plans</p> <p>S: Higher % of Commended on STAAR; School Benchmarks and Six Weeks Grades</p>				
<p>Funding Sources: Title I-A - \$14399.00</p>							

<p style="text-align: center;">State System Safeguard Strategy</p> <p style="text-align: center;">Critical Success Factors</p> <p style="text-align: center;">CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>10) Provide a STAAR enrichment class for students struggling with the comprehension process, fluency, and basic reading skills, to focus on specific STAAR objectives and ensure progress in critical TEKS. Increase use of software to improve achievement and provide remediation including use of Istation, and other resources.</p> <p>Population: 6th-8th grade Students -ESL -Migrant, -Special Ed. - LEP -Title 1 -GT -DYS -Pre-AP</p> <p>Timeline:Current School Year CNA Page #</p>	<p>1, 9</p>		<p>F: Class Rosters, Classroom observations Walkthroughs, Lesson Plans</p> <p>S: Higher % of Commended on STAAR; School Benchmarks and Six Weeks Grades</p>				
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<p>11) TLI Training 1 teachers will receive support of the TLI Teacher Specialist and Dean in order to disaggregate and analyze STAAR / TELPAS Reading data for purpose of planning instruction. The TLI Specialist and Dean will provide professional development for new and existing teachers on designated grade level assessment data analysis in order to monitor/adjust instruction and improve student achievement in literacy.</p> <p>Population: 6th-8th grade Students -ESL -Migrant, -Special Ed. - LEP -Title 1 -GT -DYS -Pre-AP</p> <p>Timeline: August 12015 till June 2016 CNA Page #</p>	<p>4, 8</p>		<p>F: Classroom observations Walkthroughs Lesson Plans</p> <p>S: Higher % of Commended on STAAR; School Benchmarks and Six Weeks Grades</p>				
<p style="text-align: center;">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>12) Besteiro Middle School teachers will identify students in need of Response to Intervention (RTI) instruction. Intervention for students in need of TIER II and III will be provided by the classroom teachers both within the regular classroom and in tutorial classes in order to improve student achievement.</p> <p>Population: 6th-8th grade Students -ESL -Migrant, -Special Ed. - LEP -Title 1 -GT -DYS -Pre-AP</p> <p>Timeline: Current School Year CNA Page #</p>	<p>1, 8, 9</p>		<p>F: Classroom observations Walkthroughs Lesson Plans</p> <p>S: Higher % of Commended on STAAR; School Benchmarks and Six Weeks Grades</p>				

<p style="text-align: center;">State System Safeguard Strategy</p> <p style="text-align: center;">Critical Success Factors</p> <p style="text-align: center;">CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>13) A Campus Based Leadership Team (CBLT) will be established that will be composed of Besteiro Middle School Teachers and Administrators. The CLBT will complete Project Share Modules in a Texas State Literacy Plan (TSLP) online Course. This Committee will be provided professional development and will be instrumental in developing a Data-Informed Plan for literacy Population: 6th-8th grade -teachers -administrators Timeline: Current School Year CNA Page #</p>	<p>2, 4, 8</p>		<p>F: Classroom observations Walkthroughs Lesson Plans</p> <p>S: Higher % of Commended on STAAR; School Benchmarks and Six Weeks Grades</p>				
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<p style="text-align: center;">State System Safeguard Strategy</p> <p style="text-align: center;">Critical Success Factors</p> <p style="text-align: center;">CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>14) All teachers will attend trainings on Texas Literacy Initiative in order to improve literacy across content areas. Besteiro Middle School teachers will receive on site professional development, mentoring and support delivered by the TLI Teacher Specialist on various topics including, for example, CSCOPE, STAAR, Response to Intervention, Rigor, Data Analysis, Cognitive Strategy Routines, Comprehension, Critical Thinking, TALA modules, Elements of Understanding, Collaborative Strategic Reading / Writing, and other trainings addressing literacy and language arts across content areas including critical thinking and engagement. Use of literacy based strategies will be observed and documented through by administrators using module observation tools and by TLI Teacher Specialist on a classroom visitation log/ form.</p> <p>Population: 6th-8th grade Students -ESL -Migrant, -Special Ed. - LEP -Title 1 -GT -DYS -Pre-AP</p> <p>Timeline: Current School Year</p> <p>CNA Page #</p>	4, 5		<p>F: Classroom observations Walkthroughs Lesson Plans</p> <p>S: Higher % of Commended on STAAR; School Benchmarks and Six Weeks Grades</p>				
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<p style="text-align: center;">State System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>15) Instructional staff will be provided with training on ELL strategies for improving instruction to ELL to build teacher understanding of second language learning acquisition so that students are successful in mathematic classrooms. Math Teachers will relate Math in the English Language by utilizing a continuous Word Wall which include Cognates, Content Vocabulary and the ELPs Chart. Campus/ AYP Initiative .</p> <p>Population: 6th-8th grade Students -ESL -Migrant, -Special Ed. - LEP -Title 1 -GT -DYS -Pre-AP</p> <p>Timeline: Current School Year</p> <p>CNA Page #</p>	1, 2, 4	All Teachers, Administrators, ELAR Specialist, Dean of Instruction TLI Teacher Specialist	F: Student assessments Classroom observations Walkthroughs Lesson Plans S: Higher % of Commended on STAAR; School Six Weeks Grades				
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<p style="text-align: center;">Critical Success Factors CSF 1</p> <p>16) 8th grade students will use graphing calculators in the math classes to increase the rigor in problem solving and algebraic reasoning. Title I - 120 Nspire graphing calculators Additional instructional resources needed in the math classes include: -Batteries -Bluetooth and presenter devices to assist students with active monitoring.</p> <p>Population: All Students (6th,7th,8th) Students -T1 -SE -DYS -GT -LEP -MIG -AR</p> <p>Timeline: Current School Year CNA Page # 12</p>	<p>2, 9</p>	<p>Principal Dean of Instruction State Compensatory Administrator C & I Math Specialist Math Teachers Math Enrichment Teacher</p>	<p>Formative: C & I Specialist Classroom visits Walkthroughs Teacher assessments Six-weeks Exams Benchmarks</p> <p>Summative: STAAR Math EOC/Algebra I</p>				
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<p style="text-align: center;">State System Safeguard Strategy Critical Success Factors CSF 1</p> <p>17) Students earning an unsatisfactory progress report in core subjects or needing instructional support will be recommended for after school tutorial sessions; to practice / reinforce and master basic and other required skills in order to bring these students to grade level and greater student success. Bus transportation will be made available for at least 2 days weekly. Algebra Students will be provided with after school tutorial to achieve academic success.</p> <p>Population: 6th-8th grade Students -ESL -Migrant, -Special Ed. - LEP -Title 1 -GT -DYS -Pre-AP</p> <p>Timeline: August 2015 till June 2016</p> <p>CNA Page #</p>	9	Principal, Dean of Instruction TLI Teacher Specialist Team Leaders, teachers, Students and Parents	<p>F: Student Sign In Sheets Classroom observations Walkthroughs Lesson Plans</p> <p>S: Higher % of Commended on STAAR; School Benchmarks and Six Weeks Grades</p>				
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<p style="text-align: center;">Critical Success Factors CSF 1</p> <p>18) 8th grade students will participate in the District High School Math Meet. Students will be provided with Meals</p> <p>6Th-8Th grade students will compete in AMC</p> <p>Population: 6th-8th grade Students -ESL -Migrant, -Special Ed. - LEP -Title 1 -GT -DYS -Pre-AP</p> <p>Timeline: August 2015 till June 2016</p> <p>CNA Page #7</p>	10	<p>Math Dept. Chair Principal, Dean of Instruction, Math Dept. Chair</p>	<p>Formative Classroom observations Walkthroughs Lesson Plans</p> <p>Summative: STAAR Exam</p>				
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<p style="text-align: center;">Critical Success Factors CSF 1</p> <p>19) Student success will increase when teachers continue identifying GT students in their teams to assure correct placement and instruction of these students. All 7th Grade students will be given an opportunity to be recommended for Pre-Ap and Algebra Courses based on Teacher recommendations, parent recommendations, and STAAR scores.</p> <p>Population: 6th-8th grade Students -ESL -Migrant, -Special Ed. -LEP -Title 1 -GT -DYS -Pre-AP</p> <p>Timeline: August 2015 till June 2016</p> <p>CNA Page #</p>	<p>1, 2</p>	<p>Dean Of instruction School Principal, Counselors, Math teachers</p>	<p>F: Student assessments Classroom observations Walkthroughs Lesson Plans</p> <p>S: Higher % of Commended on STAAR; School Benchmarks and Six Weeks Grades</p>				
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<p style="text-align: center;">State System Safeguard Strategy</p> <p style="text-align: center;">Critical Success Factors</p> <p style="text-align: center;">CSF 1 CSF 7</p> <p>20) 6th-8th grade students participate in STEM/Infinity Project program instructed by Stem/Infinity trained teachers. STEM students will participate in the STEM Summer program.</p> <p>Population: 6th-8th grade Students -ESL -Migrant, -Special Ed. - LEP -Title 1 -GT -DYS -Pre-AP</p> <p>Timeline: August 2015 till June 2016</p> <p>CNA Page #</p>	2, 10	STEM Teachers	<p>F: STAAR scores from previous year Benchmark results</p> <p>S: Report card Grades STAAR Scores</p>				
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<p style="text-align: center;">State System Safeguard Strategy</p> <p style="text-align: center;">Critical Success Factors</p> <p style="text-align: center;">CSF 1 CSF 4</p> <p>21) ELL students will build academic vocabulary, develop mathematic language and, build math skills through SIOP strategies. Students will attending tutorials.</p> <p>Population: 6th-8th grade Students -ESL -Migrant, -Special Ed. - LEP -Title 1 -GT -DYS -Pre-AP</p> <p>Timeline: August 2015 till June 2016</p> <p>CNA Page #</p>	<p>1, 2</p>	<p>Dean of Instruction TLI Teacher Specialist Teacher</p>	<p>F: STAAR scores from previous year Benchmark results, TELPAS reports</p> <p>S: Report card Grades STAAR Scores</p>				
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<p style="text-align: center;">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>22) Besteiro Middle School teachers will receive support of the TLI Teacher Specialist and Dean in order to disaggregate and analyze STAAR / TELPAS data for purpose of planning instruction. The TLI Specialist and Dean will provide professional development for new and existing teachers on designated grade level assessment data analysis in order to monitor/adjust instruction and improve student achievement in literacy across content areas.</p> <p>Population: 6th-8th grade Students -ESL -Migrant, -Special Ed. -LEP -Title 1 -GT -DYS -Pre-AP</p> <p>Timeline: August 2015 till June 2016</p> <p>CNA Page #</p>	1, 2, 5, 8	All Reading/ ESOL Teachers Dean of Instruction TLI Teacher Specialist	F: Walkthroughs S: PDAS Evaluations student STAAR assessment results				
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<p style="text-align: center;">State System Safeguard Strategy</p> <p style="text-align: center;">Critical Success Factors</p> <p style="text-align: center;">CSF 1 CSF 2 CSF 6</p> <p>23) Besteiro Middle School students will receive differentiated instruction based on analysis of student data (including STAAR, TELPAS, benchmarks, grades, exams, etc.) , also it will be utilized the RTI Tiers Identified students in need of Response to Intervention (RTI) instruction. Intervention for students in need of TIER II and III will be provided by the classroom teachers both within the regular classroom and in tutorial classes in order to improve student achievement.</p> <p>Population: 6th-8th grade Students -ESL -Migrant, -Special Ed. - LEP -Title 1 -GT -DYS -Pre-AP</p> <p>Timeline: August 2015 till June 2016</p> <p>CNA Page #</p>	<p>1, 2</p>	<p>Principal Assistant principals Teachers</p>	<p>F: Pre tests And benchmark exams. S:Student Report Cards</p>				
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<p style="text-align: center;">State System Safeguard Strategy</p> <p style="text-align: center;">Critical Success Factors</p> <p style="text-align: center;">CSF 1 CSF 4</p> <p>24) Some students will attend enrichment Math classes in a computer Lab utilizing Mc Graw Hill E Books, Think Through Math software, and Compass Learning.</p> <p>Population: 6th-8th grade Students -ESL -Migrant, -Special Ed. - LEP -Title 1 -GT -DYS -Pre-AP</p> <p>Timeline: August 2015 till June 2016</p> <p>CNA Page #12</p>	<p>1, 2, 9</p>	<p>Principal Assistant Principals Dean of Instruction Teachers</p>	<p>F: Dis-aggregated Test Administration Results Analysis</p> <p>S: STAAR results</p>				
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<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 4</p>	1, 2, 3, 9	SSI Tutorial teachers Dean of instruction Principal	F: Walkthroughs Progress reports S: STAAR Exam				
<p>25) SSI students will be provided after school tutorials instructed by a highly qualified math teacher.</p> <p>Population: 6th-8th grade Students -ESL -Migrant, -Special Ed. - LEP -Title 1 -GT -DYS -Pre-AP</p> <p>Timeline: August 2015 till June 2016</p> <p>CNA Page #7</p>	<p>Funding Sources: State Compensatory - \$10955.00</p>						

<p align="center">Critical Success Factors CSF 1 CSF 4</p>	1, 7	Principal Teachers	Formative:Previous Year STAAR Scores				
<p>26) Summer bridge will allow transitioning students to have formal instructional preparation which is intended to help students get ahead in the summer and advance academically for the next school year.</p> <p>Summer bridge supplies for the success of student learning will be needed Copy Paper Pens Pencils Folders</p> <p>Population: 6th-8th grade Students -ESL -Migrant, -Special Ed. - LEP -Title 1 -GT -DYS -Pre-AP</p> <p>Timeline: August 2015 till June 2016</p> <p>CNA Page # 7, 12</p>			Summative:Test Scores, and progress report				Funding Sources: Title I-A - \$3600.00, Title I-A - \$400.00

<p style="text-align: center;">Critical Success Factors CSF 1</p> <p>27) All Content Areas including: Math, ELA, Science, Social Studies will vertically align and will assist with the school decision making process curriculum with state assessments for the 2015- 2016 school year</p> <p>Supplies will be provided for these activities Budget Provide staff members with sufficient classroom supplies (consumables).for instructional purposes to support student achievement. Population: 6th-8th grade Students -ESL -Migrant, -Special Ed. - LEP -Title 1 -GT -DYS -Pre-AP</p> <p>Timeline: August 2015 till June 2016</p> <p>CNA Page #</p>	<p>1, 2, 5</p>	<p>C & I Admin & Reading Specialists -Special Services Department -Administration -Deans -Special Education Teachers -Librarian -ELA Teachers -TLI Reading Specialist Teachers</p>	<p>F :Report card grades Progress reports oral reading, fluency, Walk-throughs, lesson plans, Writing Portfolios</p> <p>S: Benchmark exam grades STAAR, TELPAS, SELP Scores, Essay Contests</p>				
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<p style="text-align: center;">State System Safeguard Strategy</p> <p style="text-align: center;">Critical Success Factors CSF 1 CSF 7</p> <p>28) Professional Development The Dean and district specialists will: Provide and Support Professional Development for Social Studies Teachers in District Initiatives such as: Secondary: Advance Placement (AP) Texas Adolescent Literacy Academies (TALA) Response to Intervention (RTI) Effective Writing Instruction English Language Proficiency Standards (ELPS) Sheltered Instruction (SIOP) Gifted and Talented Kids Voting To provide teachers with appropriate research based strategies in order to meet the needs of the students and ensure their success.</p> <p>Population: 6th-8th grade Students -ESL -Migrant, -Special Ed. -LEP -Title 1 -GT -DYS -Pre-AP</p> <p>Timeline: Current School Year</p> <p>CNA Page # 11</p>	<p>1, 2, 4, 10</p>	<p>Curriculum & Instruction Specialists Bilingual Department Campus Administrators Facilitators / Deans of Inst. Teachers TLI Teacher Specialist</p>	<p>Formative Teacher made Tests, Benchmark Tests, Walkthroughs, Classroom Observations, Lesson Plans, Textbook Tests</p> <p>Summative Final Exams, TELPAS, TPRI, , and STAAR results</p>				
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<p style="text-align: center;">Critical Success Factors CSF 7</p> <p>29) Department Meetings Set-up debriefing / collegiate sharing sessions monthly for all Social Studies department teachers to share updates on best practices based curriculum, training, successes, and challenges in program implementation. To provide teachers with appropriate instructional strategies in order to meet the needs of the students and ensure their comprehension of SS TEKS. Dean of Instruction and Department / Academic Team Chairpersons will be involved in department meetings.(To include discussions about Materials and assessments)</p> <p>Population: 6th-8th grade Students -ESL -Migrant, -Special Ed. -LEP -Title 1 -GT -DYS -Pre-AP</p> <p>Timeline:Current School Year CNA Page # 11</p>	<p>2, 10</p>	<p>Curriculum & Instruction Specialists Campus Administrators Facilitators / Deans of Inst. History Department Chair TLI Teacher Specialist</p> <p>Curriculum & Instruction Specialists Bilingual Department Campus Administrators Facilitators / Deans of Inst. TLI Teacher Specialist Teachers</p>	<p>Formative Curriculum Specialist required sign in sheets, ERO registration, Program evaluation.</p> <p>Summative Final Exams, TELPAS, STAAR results</p>				
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<p style="text-align: center;">Critical Success Factors CSF 1</p> <p>30) Materials for the STAAR and bench marking will be made available to ensure students have all the appropriate tools needed for a successful testing experience.</p> <p>Population: 6th-8th grade Students -ESL -Migrant, -Special Ed. - LEP -Title 1 -GT -DYS -Pre-AP</p> <p>Timeline: Current School Year</p> <p>CNA Page # 12</p>	1	Dean of Instruction TLI Teacher Specialist	F: Benchmarking S: 2013 STAAR exams				
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<p style="text-align: center;">Critical Success Factors CSF 1</p> <p>31) Science Students will participate in the District Science fair. Required District Initiative.</p> <p>Population: 6th-8th grade Students -ESL -Migrant, -Special Ed. - LEP -Title 1 -GT -DYS -Pre-AP</p> <p>Population: 6th-8th grade Students -ESL -Migrant, -Special Ed. - LEP -Title 1 -GT -DYS -Pre-AP</p> <p>Timeline: Current School Year</p> <p>CNA Page #</p>	1	Science fair coordinators	<p>Students will receive a grade from their science teacher.</p> <p>F: Student Sign In Sheets Classroom observations Walkthroughs Lesson Plans</p> <p>S: Higher % of Commended on STAAR; School Benchmarks and Six Weeks Grades</p>				
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<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>32) In order to meet the State requirement of 40% or more hands on Science Lab activities, Students will participate in at least 3 classes utilizing the lab per week.</p> <p>Population: 6th-8th grade Students -ESL -Migrant, -Special Ed. - LEP -Title 1 -GT -DYS -Pre-AP Timeline:Current School Year</p> <p>CNA Page # 12</p>	1	Science Teachers	<p>F: Students will be monitored by their Science teachers and will receive a grade based on test mastery.</p> <p>S: STAAR Exam</p>				
<p align="center">Critical Success Factors</p> <p align="center">CSF 3</p> <p>33) Library aide will assist the librarian with preparing class presentations, checking out and shelving books, coordinating book fairs, assisting students with book selections, and maintaining the library with various student reading activities.</p> <p>Population: All Students (6th,7th,8th) Students -T1 -SE -DYS -GT -LEP -MIG -AR</p> <p>Timeline: Current School Year</p> <p>CNA Page # 11</p>	2	Principal Librarian Dean of Instruction	<p>Formative: Walkthroughs</p> <p>Summative: Professional Evaluation</p>				<p>Funding Sources: Title I-A - \$27786.00</p>

<p>34) Dyslexia Aid will be needed to assist Dyslexia Teacher in the dyslexia classroom and Assist Dyslexia Students in the inclusion setting.</p> <p>Population: 6th-8th grade Students -ESL -Migrant, -Special Ed. -LEP -Title 1 -GT -DYS -Pre-AP</p> <p>Timeline: Current School Year</p> <p>CNA Page #</p>	3	Principal Administration	<p>F: Student report card grades, Parent phone Log, Student STAAR scores</p> <p>S: STAAR Scores</p>				
<p>Funding Sources: Title I-A - \$15179.00</p>							
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 4 CSF 5</p> <p>35) Focus School Activity: Besteiro Middle School will implement a learning Camp program to engage ELL, Special SPED and all populations of students and parents in research based performance instructional activities aligned with the TEKS which will be at a high rigor level to ensure the seven federal student subgroups will attain target scores. Supplies and materials will be needed.</p> <p>Population: 6th-8th grade Students -ESL -Migrant, -Special Ed. -LEP -Title 1 -GT -DYS -Pre-AP All Populations</p> <p>Timeline: Current School Year</p> <p>CNA Page # 15</p>	1, 2, 3, 6, 8, 9	School Principal Assistant principals Teachers	<p>F: Student Progress reports,</p> <p>S: Student reportcards, Student benchmark scores, STAAR results</p>				
<p>Funding Sources: Title I-A - \$5500.00</p>							






<p style="text-align: center;">Critical Success Factors CSF 7</p> <p>36) Professional development for Physical education teachers. Professional development will provide valuable information which will be utilized to build the CATCH Program at Besteiro Middle School.</p> <p>A member of the physical education department will participate in the TAHPERD Annual Convention to bring back ideas which will assist Besteiro Middle School with ensuring healthy practices are being employed.</p> <p>Population: 6th-8th grade Students -ESL -Migrant, -Special Ed. - LEP -Title 1 -GT -DYS -Pre-AP</p> <p>Timeline: Current School Year CNA Page # 11</p>	<p>1, 4</p>	<p>School Principal Assistant Principals Athletic Coordinator</p>	<p>F: Student Physical Education Progress report S: Student Physical Education Report Card Grades.</p>				
<p>37) Besteiro Middle School will implement a transitional program for feeder elementary campuses to insure transitioning students are informed of middle school expectations.</p> <p>Transitional plan will include:</p> <p>Fine arts recruiting, athletics program recruiting, choice slips fair and tour of the school. The transition program also includes the representatives in transitional ARDS. Athletic recruitment will take place throughout the spring.</p> <p>Timeline: Summer Current School Year</p>	<p>7</p>	<p>Administration Counselors Coaches Fine Arts Staff 6th Grade Teachers</p>	<p>Formative: Fliers Agendas Summative: Student sign in sheets and completed choice slips.</p>				

<p>38) Gifted and Talented(GT) learners will be clustered and serviced through the GALAXY (GT) program to develop their critical and creative thinking, problem solving and decision making skills appropriate for gifted learning. Instructional strategies that add depth and complexity through Kaplan's Differentiation Model must accommodate the unique needs of the gifted and talented learner. GT teachers must have professional development that includes 30 GT Core hours prior to their GT class assignment and a minimum of 6 GT Ongoing hours annually. GT Teachers will encourage student originality and creativity through the participation of district programs such as Brainsville Inventions, Destination Imagination, Stock Market Games, UIL Academics, and Chess.</p> <p>Timeline: Current School Year</p>		<p>Principals, Deans, & Campus GT Teachers</p>	<p>Formative Evaluation: Student Sign In Sheets Classroom observations Walkthroughs Lesson Plans</p> <p>Summative Evaluation: * eSchoolPlus generated Master Schedule * GT Compliance Report * ERO Transcripts * Student Performance Record (SPR) * Program participation rosters</p>				
<p>39) Focus School Activity:</p> <p>A walkthrough schedule will be developed which will ensure careful monitoring of rigorous lessons and a Weekly review of walkthroughs will be conducted by administrative staff to ensure consistency of expectations.</p>	2	<p>Principal Assistant Principals Dean of Instruction</p>	<p>Formative: STAAR passing rate for teacher</p> <p>Summative : Eduphoria analysis Students progress reports report card grades, and benchmark exams.</p>				
<p>40) Focus School Activity:</p> <p>The master schedule will be modified to include additional reading teachers.</p>		<p>Principal Assistant Principals Dean of Instruction</p>	<p>Formative: STAAR passing rate for teacher</p> <p>Summative : Eduphoria analysis Students progress reports report card grades, and benchmark exams.</p>				
<p>41) Improve performance of students receiving SE services by providing opportunities for Special Education and Regular teachers to attend staff development and conferences on SP. Ed. Topics: Resource Reading, English, Math; Redirection; Life Skills; Inclusion; Learning Disabilities; Behavioral Disabilities; Co-Teaching; Modifications; STAAR A and ALT2, etc. Special Education teachers will have the opportunities to attend Regular Education Staff development.</p>		<p>Administration Special Education Personnel</p>					
<p>42) Direct Inclusion is being offered in 6th, 7th and 8th grade for Reading and Math. Some SE students will be getting services in English, Science and Social Studies through a paraprofessional or SE teacher.</p>		<p>Administration Special Education Personnel</p>					
<p>43) To ensure that SE students are receiving the instructional services they require, regular and special education teachers will collaborate/meet every 3 weeks to discuss SE student's progress, Coordination Day.</p>		<p>Administration Special & Regular Education Personnel</p>					
<p>44) Supplies and materials (office supplies) will be provided for Special Education Teachers to provide better services for their Special Education students.</p>		<p>Administration Special Education Personnel</p>					
<p>Funding Sources: SPED - \$651.00, SPED - \$352.00, SPED - \$952.00</p>							

45) Special Education students that are taking the STAAR Assessment will be getting extra strategies through an Enrichment class, unless ARDC agrees otherwise, in order to provide rigor.	Administration Special Education Personnel General Education Personnel					
46) Recommendation from SE Department's Action Plan to improve STAAR scores: SE students will be provided with a study guide to take home for Reading and Math that includes vocabulary, calculator (for those that qualify for it) and strategies that SE students need to know for the STAAR assessment. This will be provided in March 2017.	Administration Special Education Personnel					
47) In order to help Special Education students in the 8th grade that did not pass their Reading or Math STAAR assessment for the first administration, they will be given accelerated instruction in the area that the student did not pass through general education.	Administration Special Education and General Education Personnel					
48) ACTION PLAN To improve STAAR scores in Reading and Math STAAR and STAAR A, Special Education students who did not meet the standard will be attending (10 days a six weeks period) the Air Force Academy. They will be pulled from their elective/or non-testing area, in order to receive intensive instruction by their Special Education teachers. Parental permission is required.	Administration Special Education and General Education Personnel					
49) ACTION PLAN Special Education students that did not pass their STAAR or STAAR Accommodated Reading or Math Exam will be getting a goal and objective in the category that they did not meet (IPI).	Administration Special Education and General Education Personnel					
50) Funds will be available to the Life Skills and Redirection unit for transportation purposes.	Administration SPED Personnel					
51) Life Skills will be provided with groceries and cleaning supplies at the beginning of the year to stock up their kitchen.	Administration Life Skills Personnel- 2 Units					
Funding Sources: SPED - \$651.00						
52) Special Education students will be offered tutorial afterschool by their regular education teachers in order to provide enrichment strategies for the state assessments.	Administration Special Education and General Education Personnel					
53) Recommendation from SE Department's Action Plan to improve STAAR scores: SE teachers will help the Life Skills Units with the students that are taking the STAAR Alternate 2 and try to lower the numbers of students taking this assessment. STAAR Alternate will be start testing in April 2017.	Administration Special Education Personnel					

54) Recommendation from SE Department's Action Plan to improve STAAR scores: In order to improve the passing rate, SE students will be allowed to attend homework help after school on Thursday at 3:00pm. No transportation available.	Administration Special Education Personnel					
55) Special Education students will be allowed to attend CTED classes at Oliveira Middle School in order to receive their career and technology credit.	Administration Special Education Personnel					
56) Recommendations from Special Services: For those special education teachers who continue to experience difficulty writing appropriate PLAAFPS, online training provided by Region 20 needs to be reviewed.	Administration Special Education Personnel					
57) Recommendations from Special Services: Document in the deliberations that the STAAR participation requirements for STAAR Alternate 2 were reviewed when determining that STAAR Alternate 2 test along with other sources of data. Diagnostician will ensure that the case managers comply with all required paperwork, including the testing page when making state assessment decisions.	Administration Special Education Personnel- Life Skills					
58) Recommendation from Special Services: Document the use/review of the STAAR participation. Also, use TEA website for updates and trainings from Testing and Assessment.	Administration Special Education Personnel					
59) Special Education teachers will assist the Life Skills unit in their swimming CBI trips. Inclusion teachers will assist so that all the Life Skills students are getting the support that is required for them.	Administration Special Education Personnel					
60) ACTION PLAN Special Education students in the BI Unit will attend Air Force Academy with Mr. G. Garcia (BI Teacher) for Reading and Math Enrichment with parental permission.	Administration Special Education Personnel- BI Unit					
61) ACTION PLAN Some Special education students that receive direct inclusion are getting inclusion services in their English (7th grade), and Science classes through an Inclusion teacher and paraprofessional.	Administration Special Education Personnel					
62) PEER REVIEW CORRECTION ACTION PLAN- SPECIAL SERVICES Probe #1- The number of initial referrals is above the district average of referrals.	Administration General Education Personnel Diagnostician					
Funding Sources: SPED - \$1000.00						
63) PEER REVIEW CORRECTION ACTION PLAN- SPECIAL SERVICES Probe #2- Proper documentation of IPI in IEP is will be 100% compliant.	Administration Special Education Personnel					

64) PEER REVIEW CORRECTION ACTION PLAN- SPECIAL SERVICES Probe #4- Campus will be 100% compliant with mirroring of studentâ€™s Schedule of Services (IEP) and campus E-school schedule.	Administration Special Education Personnel					
65) PEER REVIEW CORRECTION ACTION PLAN- SPECIAL SERVICES Probe #7- The percent of students in grades 3-9 served in special education (SPED) who will be tested on STAAR Alternate 2 is above the state rate of 10%.	Administration Special Education Personnel- Life Skills					
66) ACTION PLAN Special Education Students taking STAAR A will practice online the tools and accommodations for the STAAR A assessment.	Administration Special Education Personnel					
67) Increase motivation of SE students to succeed in the STAAR or STAAR A Exam that attend the Air Force Academy.	Administration Special Education Personnel					
68) ACTION PLAN SE students will be allowed to use supplemental aids for Math, Science, English, Social Studies and Reading.	Administration Special Education and General Education Personnel					
69) ACTION PLAN SE students that are in the eight grade will be taking a second administration of the STAAR assessment that the student did not meet the standard on.	Administration Special Education and General Education Personnel					
70) ACTION PLAN SE students will be provided with a dictionary in order to work at home with their parents. Students will take home a newsletter and if parents and student request a dictionary, one will be provided.	Administration Special Education Personnel					
71) Velcro and disposable gloves will be provided for Life Skills student needs.	Administration Special Education Personnel- Life Skills					
Funding Sources: SPED - \$1000.00						
72) Calculators will be provided to SE students, that qualify to use a calculator, to practice at school and at home.	Administration Special Education Personnel					
Funding Sources: SPED - \$952.00, SPED - \$352.00, SPED - \$651.00						
73) To ensure that SE students' needs are being met across the years, Special Education teachers will keep a file of work for the class and the students they are providing inclusion in. This file will be in storage for the 5 years.	Administration Special Education Personnel					

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 2: The students At Besteiro Middle School will demonstrate exemplary performance in the TEKS based fine arts programs, co-curricular, athletic programs, and extra-curricular activities.

Performance Objective 1: A minimum of 90% of our fine arts students will meet performance standards in all fine arts areas with 92% meeting commended performance.

Summative Evaluation: Increase student participation in Fine Arts programs by 10%.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Band Instructors will be provided opportunities to attend the Texas Music Educators Association Convention (TMEA), and Texas Bandmasters Association, (TBA), which are a source of continuing staff development for music educators.</p> <p>Timeline: Current School Year</p>	4, 5	Band Directors, Principal	<p>Formative: Professional leave, TMEA Badge, CPE credit.</p> <p>Summative: Records of professional development, sign in sheets, concert/recital programs.</p>				
<p>Critical Success Factors CSF 1</p> <p>2) Students will compete in several contests and band festivals (UIL Concert Contest, Jr. High All Valley, Solo & Ensemble, RGV Band Festival, Donna Festival), including the BISD Fine Arts Festival in May.</p> <p>Timeline: Current School Year</p>	1, 2, 10	Band Directors, Principal	<p>Formative: Student Rosters, Eligibility lists, mock tryouts</p> <p>Summative: Requisitions for Contests, Student Rosters, Eligibility Lists.</p>				
<p>3) Students will benefit from instruction of guest clinicians and band directors in preparation for UIL contest.</p> <p>Timeline: Current School Year</p>	1, 10	Band Directors, Principal	<p>Formative: Students will take part in rehearsal with clinician.</p> <p>Summative: Record the Clinic, daily lesson plans used for class</p>				
<p>4) Band students participating in Solo & Ensemble Contest will use Piano Accompaniment Software.</p> <p>Timeline: Current School Year</p>	10	Principal, Dean, Band Directors	<p>Formative: Eligible students will hear solo/piano accomplished on smart music software.</p> <p>Summative: Students will play along w/smart music and directors will supervise.</p>				

<p>5) Students will use Music Writing Software to complete music assignments; Band directors will use Music Writing software to create music assignments. A desktop computer with a scanner is necessary to fully implement all the functions of the Music Writing Software.</p> <p>Timeline: Current School Year</p>		<p>Principal Assistant Principals Dean, Band Directors</p>	<p>Formative: Sibelius used for rewriting of parts and smart music used for students to mock rhythms. Summative: Class Observation and teacher supervision.</p>				
<p>Critical Success Factors CSF 1</p> <p>6) Students will benefit from the director being a member and receiving staff development by attending TMEA, TCDA and ACDA National Conventions.</p> <p>Timeline: Current School Year</p>	<p>3, 4, 5</p>	<p>Admin, Director</p>	<p>F Lesson Plans S In-service records and sign-in sheets</p>				
<p>Critical Success Factors CSF 1</p> <p>7) Students will attend all UIL and Region sponsored functions. Ex: Solo & Ensemble, Pre UIL Contest, UIL Concert & Sight Reading Contest, Region Auditions, Region Clinic & Concert, and Brownsville All City Clinic and Concert.</p> <p>Timeline: Current School Year</p>	<p>1</p>	<p>Admin, Director</p>	<p>F: Lesson Plans Walkthroughs Progress reports S: Report Card Grades</p>				
<p>Critical Success Factors CSF 1</p> <p>8) Students will be provided travel and subsistence while attending all UIL, Region and other various sponsored functions. Ex: Solo & Ensemble, Pre UIL Contest, UIL Concert & Sight Reading Contest, Region Auditions, Region Clinic & Concert, Brownsville All City Contest and Concert, and other off-campus events.</p> <p>Timeline: Current School Year</p>	<p>1</p>	<p>Admin, Director</p>	<p>F Lesson Plans S Travel receipts and sign-in sheets for travel monies</p>				
<p>Critical Success Factors CSF 7</p> <p>9) Students will benefit from the purchase of new music for instruction on a yearly basis, including contest, region and concert music.</p> <p>Timeline: Current School Year</p>	<p>1</p>	<p>Students will benefit from the purchase of new music for instruction on a yearly basis, including contest, region and concert music.</p>	<p>F Lesson Plans S Requisitions, Student Performance, and Classroom Observation</p>				

<p align="center">Critical Success Factors CSF 1</p> <p>10) Students will benefit from the purchase of new uniforms for a unified look on stage for UIL, Region, Concerts and off-campus performances.</p> <p>Timeline: Current School Year</p>	10	Admin, Director	F Lesson Plans S Requisition, Class Observation, and Student Performance				
<p align="center">Critical Success Factors CSF 1</p> <p>11) Students will learn sight-reading through flash cards and new sight-reading music.</p> <p>Timeline: Current School Year</p>	1	Admin, Director	F Lesson Plans S Requisition, Class Observation, and Student Performance				
<p align="center">Critical Success Factors CSF 1 CSF 5</p> <p>12) Students will have recruiting concerts done at elementary schools throughout the year.</p> <p>Timeline: Current School Year</p>		Admin, Director	F Lesson Plans S Requisition, Class Observation, and Student Performance				
<p align="center">Critical Success Factors CSF 1</p> <p>13) Students will learn key signatures, solfege and other various music terms with the help of music posters.</p> <p>Timeline: Current School Year</p>		Admin, Band Director	F Lesson Plans S Requisition and Class Observations				
<p align="center">Critical Success Factors CSF 4 CSF 5 CSF 6</p> <p>14) Special Olympic athletes will be provided with appropriate equipment, uniform, food, transportation, substitute teachers, supplies, awards and materials throughout the school year, in order to participate in the different meets.</p>		Admin Special Education Teacher Special Education Paraprofessionals Special Olympics Coach	S Requisition, Class Observation, and Student Performance				
Funding Sources: SPED - \$185.00, SPED - \$185.00, SPED - \$450.00, SPED - \$768.00, SPED - \$300.00, SPED - \$150.00, SPED - \$125.00, SPED - \$300.00, SPED - \$60.00, SPED - \$250.00							
<p>15) To increase SE student motivation and behavior, SE teachers will provide student incentives for students receiving SE services. Funds will be provided for SE teachers in order to purchase awards, prizes, food, drinks, etc., for SE students for an end of the year ceremony/party.</p>		Administration Special Education Personnel					
Funding Sources: SPED - \$210.00							
<p>16) Funds will be made available for Special Education students to take a field trip at the end of the school year. These will be the top 5 students of each Special Education Teacher (except Life Skills & BI- it will be at their discretion).</p>		Administration Special Education Personnel					

17) Special Education teachers will support the Special Olympics and its students throughout the school year. Their main meet will be held in November 2016 and April 2017.	Administration Special Education Personnel					
18) Special Education students will be encouraged to participate and join extracurricular activities, clubs and organizations.	Administration Special Education and General Education Personnel					

Goal 3: Through an enhanced dropout program, Besteiro Middle School students will transition to high school to ensure graduation.

Performance Objective 1: Besteiro Middle School will develop prevention and intervention strategies that increase at-risk student achievement on STAAR by 5% and reduce the Middle School Dropout Rate to less than 1%.






Summative Evaluation: STAAR at-risk student attendance rate, retention rate, and dropout rate.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1</p> <p>1) Besteiro Middle School will implement tutorials and remediation strategies in core-area subjects for low-performing students by the 4th week of school in order to decrease the retention rate and improve student achievement.</p> <p>Population: AR, TI, MI, LEP</p> <p>Timeline: Current School Year (4 Days per Week)</p>	2, 3, 9	Principal, Dean of Instruction Area Assistant Superintendent Administrator for State Compensatory Education	F: eSchoolPLUS generated Tutorial Schedule, Attendance Report, Tutorial Lesson Plans, Tutorial Teacher Observation, Benchmark Scores, and Student Progress Reports S: STAAR				
Funding Sources: State Compensatory - \$22029.00							
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>2) Implement a campus/district-wide plan for high quality professional development for faculty and staff. Staff Development activities will target the identification of students who are at-risk of dropping out. Teachers will receive support from the Dean and Teacher Specialist in implementing TLI Routines to support at risk learners. Teachers will acquire effective intervention and prevention instructional</p> <p>Identification and immediate enrollment homeless children and unaccompanied youth via the McKinney-Vento Act.</p> <p>strategies.</p> <p>Population: AR</p> <p>Timeline: Current School Year</p>	4	Professional Development Administrator Principal Dean of Instruction TLI Teacher Specialist	F: Student Progress report grades, ERO session evaluation report, lesson plans, classroom observations, Benchmark scores S: STAAR				

<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>3) Besteiro Middle School Teachers will be Trained on Sheltered Instruction Strategies</p> <p>*ESL teachers *Reading teachers *Science teachers *Social Studies teachers *CTE Teachers *Migrant teachers</p> <p>The training will enhance the ability to understand and use curriculum, assessment and effective instructional strategies for ELL students, planning and delivering lessons that incorporate strategies consistently that will maximize the use of effective teaching strategies to provide support for English Language Learners (ELL) students in improving English Proficiency. Besteiro teachers will receive this and the EX-CELL training within the year.</p> <p>Population: AR, ELL Timeline: Current School Year</p>	4	Principal Administrators Bilingual Dept Counselor Bilingual/ESL Lead Teachers Dean of Instruction TLI Teacher Specialist	F: Student progress report, Benchmark Scores, Lesson Plans, Classroom Observations S: STAAR				
<p align="center">Critical Success Factors</p> <p align="center">CSF 3</p> <p>4) Increase coordination between the campus ESL clerk, migrant clerk, Representative and home visitor to determine the whereabouts of non-returning students and to ensure appropriate documentation is in place to recover and document non-returning students.</p> <p>Population: AR, TI, MI, LEP Timeline: Current School Year</p>	10	Campus Administration Campus Staff High School Registrars Records Clerks CIS Staff	F: eSchoolplus generated student roster with ESL, ELL, and Migrant indicators S: Dropout Rate, Attendance Rate				
<p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>5) Computer software/supplies that fit campus specific needs needs will be provided to at-risk students to improve overall student performance and assist with credit recovery programs (A +)</p> <p>Population: AR, TI, MI, LEP Timeline: Current School Year</p>	2, 9	Principal Dean of Instruction Administrator for State Compensatory Education	F: lesson plans, classroom observations, student progress reports, software usage reports, benchmark scores S: STAAR, Dropout Rate				

<p align="center">Critical Success Factors CSF 1</p> <p>6) The campus will conduct home visits and monitor withdrawal leaver codes to recover non-returning students. Parent liaison will work closely with the data entry to identify students who are NO SHOWS and determine where they are enrolled or if they are dropouts. The parent liaison will assist in ensuring that these students are enrolled in a school.</p> <p>Population: At Risk students, students in danger of dropping out</p> <p>Timeline: Current School Year</p>		<p>Area Superintendent Campus Administration Campus Home Visitors</p>	<p>F: eSchoolPLUS Rosters, Home Visit Logs, and Weekly Dropout Monitor Logs</p> <p>S: STAAR, Dropout Rate, Attendance Rate</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>7) Besteiro Middle School campus will monitor the number of students who are classified as dropouts on a systemic cycle throughout the school year. This cycle will provide information needed to recover students and decrease the dropout rate. The data entry accounts for all students at the beginning of the year to ensure that they have the correct leaver code.</p> <p>Population: At Risk Students</p> <p>Timeline: Current School Year</p>		<p>State Compensatory Education Department Campus Administration Counselors</p>	<p>F: eschool Plus, Dropout monitor report.</p> <p>S: Dropout rate, Attendance Rate</p>				
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>8) The Dean of Instruction will conduct regular research-based professional development session in order to train and retain highly qualified personnel that will positively impact At-Risk student achievement.</p> <p>Population: AR, TI, MI, LEP</p> <p>Timeline: Current School Year</p>	4	<p>Principal Dean SCE Department C & I Department</p>	<p>F-ERO Session Evaluation Report, ERO Session Attendance report, Benchmark Scores, Lesson Plans, Classroom observations.</p> <p>S-STAAR</p>				
<p>Funding Sources: State Compensatory - \$55562.00</p>							
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1</p> <p>9) The Language Proficiency and Assessment Committee (LPAC) will analyze data for ELL students and determine levels of proficiency and support in order to close the gap.</p> <p>Population: LEP</p> <p>Timeline: Current School Year</p>	1, 2	<p>Principal</p>	<p>F-LPAC Documentation</p> <p>S- STAAR</p>				
<p>Funding Sources: Title III-A - \$1000.00</p>							

<p align="center">Critical Success Factors CSF 1</p> <p>10) Staff Development Substitutes for the LPAC will be provided. LPAC administrator and teachers will attend Professional development to help address the needs of ELL students.</p> <p>Timeline: Current School Year</p>	1, 2	Principal Dean of Instruction	F-Benchmark S- STAAR				
<p>Funding Sources: Title III-A - \$3000.00</p>							
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1</p> <p>11) Core area teachers will provide supplemental instruction to at-risk students in order to improve student achievement and reduce the retention rate and dropout rate.</p> <p>Population AR, MI, LEP, TI</p> <p>Timeline: Current School Year</p> <p>CNA Pg# 7</p>	3, 9	Principal Administration Administrator for State Compensatory Education	F: Eschool plus At Risk Progress, Student Progress reports, Dropout monitor report, lesson plans, classroom observations S: STAAR, Retention Rate Dropout rate, Attendance rate.				
<p>Funding Sources: State Compensatory - \$67420.00, State Compensatory - \$47816.00, Title I-A - \$58459.00</p>							
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1</p> <p>12) The At risk counselor will counsel and assist at risk students through monitoring and coordinate intervention programs for at-risk students that will meet their instructional needs.</p> <p>Population: AR, TI, MI, LEP</p> <p>Timeline: Current School Year</p>		Principal Dean of Instruction Administrator for State Compensatory	F: eschool plus at-risk student progress report, student progress reports, eschool plus dropout monitor report S: STAAR, Dropout rate, Attendance Rate				
<p>Funding Sources: State Compensatory - \$61800.00</p>							
<p>13) A school nurse is needed at Besteiro Middle School to ensure students are healthy, vaccinated, educated on health issues and able to learn.</p> <p>Population: at risk students, All Students</p> <p>Timeline: Current School Year</p> <p>CNA Pg. 12</p>	2	School Principal Administration	F:Monthly Health reports S: Monthly Health Reports				
<p>Funding Sources: Title I-A - \$29386.00</p>							






<p>14) A Clerical Assistant 1 for school counselors will assist in coordinating student recognition activities, award nights, the student of the week media.</p> <p>Population: At Risk Students, All Students</p> <p>Timeline: Current School Year</p> <p>CNA Pg. 12</p>	6	Principal Administration Counselors	<p>F: At risk student progress reports, Student progress reports, Benchmark scores</p> <p>S: Student report cards</p>					
<p>15) A food pantry and 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: AR</p> <p>Timeline: Current School Year</p>			<p>Campus Homeless Youth</p> <p>Coordinator Admin. for State Compensatory</p> <p>Education Admin. for Special Populations</p>	<p>F: Student Progress Reports</p> <p>S: STAAR, Dropout Rate, Retention Rate, Attendance Rate</p>				
<p>16) Transitioning for 6th graders (if 13 yrs. old in the school year) to 8th graders will include the following in the student IEP:</p> <ul style="list-style-type: none"> * Vocational Assessment *Indicator 13 *KUDER Inventory- 8th grade *MECA 		Administration Special Education Personnel Counselors	Interest Inventory Student Interviews					
<p>17) Special Education students will be taking a Career and Technology class in 6th through 8th grade. A CATE representative will be invited to ARD meetings to discuss the vocational class or parent will sign excusal form. This class is only for 1 semester.</p> <p>8th- Exploring Careers/Career Exploration</p>		Administration Special Education, CTE and General Education Personnel Counselors	Passing grades					
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>								

Goal 4: Besteiro Middle School students will be encouraged and challenged to meet their full educational potential.

Performance Objective 1: Increase the student attendance rates for all district schools 97.5% for elementary schools, 97% for middle schools, and 96% for high schools.

Summative Evaluation: Besteiro M.S. attendance rates will meet those of the District and State.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Contact will be made with Parents of students with excessive unexcused absences and they will be provided with Truancy Court Warning Letters if necessary.</p> <p>Timeline Current School Year</p>		<p>*PEIMS Administrator and Staff, *Campus Administration and Staff * BISD Notary for Sworn Affidavits * Technology Department</p>	Attendance Percentage Rate Reports				
<p>2) Implement campus attendance goals that address procedures, roles, responsibilities and a formal written plan for Monitoring / management Included in campus Improvement Plan. Ensure that campus student attendance meets District and State rates so that students meet their full educational potential.</p> <p>Timeline Current School Year</p>		Principal Asst. Principals PEIMS Supervisor Attendance Clerks Attendance Liaisons Attendance Office Data Entry Clerk	End of year PIEMS attendance rate				
<p>3) Recognize and award incentives to students with perfect attendance every six weeks and at the end of the year. Campus recognition of students for Perfect Attendance Achievement that increase learning performance. Title A funds - Student Recognition Certificates</p> <p>Population: All Students (6th,7th,8th) Students -T1 -SE -DYS -GT -LEP -MIG -AR</p> <p>Timeline Current School Year</p> <p>CNA pg. 7</p>	6	Principal Asst. Principals PEIMS Supervisor Attendance Clerks Attendance Liaisons Attendance Office Data Entry Clerk	<p>F: Student Progress reports</p> <p>S: Student report cards</p>				
		Funding Sources: Title I-A - \$1200.00					

<p>4) Attendance clerk will post Weekly Percentage by Teams by Front Office.</p> <p>Attendance Clerk will Generate & maintain weekly attendance problem report and forward to Parent Liaison to do home visits and/or work on Truancy documentation.</p> <p>Attendance Clerk will enter Daily absence information involving Nurse, ISS, Counselor, and/or Administration.</p> <p>Timeline: Current School Year</p>		<p>Principal PEIMS Supervisor Data Entry Clerk Attendance Clerk Parent Liaison Teachers</p>	<p>Weekly attendance rates report.</p>				
<p style="text-align: center;">Critical Success Factors CSF 1 CSF 4</p> <p>5) 5) At-Risk Counselor(s) will work with students in addressing attendance, grades, and participation. The Counselor also helps students acquire skills in the social, personal, educational and career area that are necessary for the growth of the student. Review 360, report cards, and classroom visits will be reviewed and the data will be used to assist at-risk students in making academic progress.</p> <p>-General Supplies</p> <p>Timeline: Current School Year</p>	<p>2</p>	<p>Principal, Asst. Principals, Dean, Counselors, Data Entry Clerk, Attendance Liaisons</p>	<p>Progress Reports, Report Cards, Review 360 reports</p>				
<p>Funding Sources: State Compensatory - \$1325.00</p>							
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 5: Besteiro Middle School will be provided a safe and disciplined environment conducive to student learning.






Performance Objective 1: Discipline referrals (office referrals, removals and expulsions, to Brownsville Academic Center TAP/PTP and JJAEP) will decrease by 5%.

Summative Evaluation: Decrease discipline referrals by 15%.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p align="center">Critical Success Factors CSF 3 CSF 7</p> <p>1) Provide training for administrators and new teachers: (a) To effectively handle classroom discipline so that out of school suspensions and discretionary removals are used as a last resort; (b) Assure students' rights and due process are afforded in order to have a safe and disciplined environment conducive to student learning.</p> <p>Timeline: Current School Year</p>	4	Principals Assistant Principals Counselors Professional Development	<p>F: Agenda Sign-in sheets</p> <p>S: Compilation of Agendas and Signing sheets</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>2) Provide professional development based on level of expertise and need in the following areas: a.) Bullying Prevention b.) Violence/conflict resolution c.) Recent drug use trends d.) Resiliency/Developmental Assets e.) Signs of Child Abuse f.) Response to Intervention (Rtl) Model for behavior research based interventions to allow staff to recognize and address the issue, as a preventive measure.</p> <p>Timeline: Current School Year</p>	1, 4	Administrators, Principals, Assistant Principals, Counselors, Professional Development, Behavioral Specialists Rtl Specialist Dean of Instruction TLI Teacher Specialist	<p>F: Attendance Roster,</p> <p>S: Professional Development Evaluation, PEIMS Discipline Reports</p>				

<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>3) Campuses will develop and maintain an Emergency Operations Plan. Plan must be multi-hazard in nature Must be reviewed and updated annually by the campus safety and security committee. The following drills must be practiced accordingly: Lock down drills (3 times per year), Shelter-in-place, Reverse evacuation, Drop & Cover, Evacuation. In order to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and harm to the environment.</p> <p>Timeline: Current School Year</p>	1, 10	Administrators, Principals & Assistant Principals, Faculty & Staff, Administration and BISD Police & Security	F: After Action Reviews, Sign-In Sheets S: Evaluations, Audits				
<p align="center">Critical Success Factors CSF 1</p> <p>4) Campus based Law Enforcement: Security Officer(s) will be placed and assigned throughout the year at each elementary, middle and high school. In addition, a Police Officer will be stationed at each High School. Campus Officers when possible will address current trends with Students, Parents, Campus Faculty and Staff Gang Awareness Bullying Dating Violence Internet Safety Drug, Alcohol and Tobacco Awareness Gun Safety Teen Community Emergency Response Team (CERT) Truancy Emergency Operations Plan</p> <p>Timeline: Current School Year</p>	1	Administrators, Principals, Assistant Principals, Counselors, Parental Involvement, BISD Police and Security Services.	F: Evaluations, Sign-In Sheets S: PEIMS Discipline Reports				

<p align="center">Critical Success Factors CSF 1</p> <p>5) Parent Presentations will be made periodically at campuses Gang Awareness Bullying Dating Violence Internet Safety Drug, Alcohol and Tobacco Awareness Gun Safety Teen CERT Truancy EOP-Safety Procedures to educate parents to be able to recognize the signs and symptoms related to certain offenses.</p> <p>Timeline: Current School Year</p>	1, 6	Administrators, Principals, Assistant Principals, Counselors, Parental Involvement, BISD Police and Security Services.	F: Evaluations, Sign In sheets S: Compilation of Sign In sheets				
<p align="center">Critical Success Factors CSF 1</p> <p>6) Dating Violence Policy Maintain a written safety plan developed by the campus safety committee Meet annually with parents for awareness education Provide training for administrators, counselors and teachers Provide counseling for students involved in offenses Implement enforcement of protective orders and school based alternatives to protective orders</p> <p>Timeline: Current School Year</p>	1, 6	Administrators, Principals, Assistant Principals, Counselors, Parental Involvement, BISD Police and Security Services.	F: Evaluations, Sign-In Sheets S: Compilation of Signing sheets				
<p>7) A school nurse will be available to insure student safety by providing access to nursing services and nursing referral care.</p> <p>All Students (6th,7th,8th) Students -T1 -SE -DYS -GT -LEP -MIG -AR</p> <p>Timeline: Current School Year</p> <p>CNA Pg 12</p>	2	Principal School Nurse	F: Beginning of year student health screen S: End of Year student health screening				Funding Sources: Title I-A - \$1000.00

<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 6</p>	1	Administration, Teachers, Counselors, Staff	Decrease of Review 360 reports Report Cards-increase in academic progress				
<p>8) Besteiro will implement a school wide positive behavior program. Students will earn incentives for "good/positive" behavior. Includes all 6th, 7th and 8th grade students: Ti, SE, Dys, GT, LEP, Mig,</p> <p>Timeline: Current School Year</p>	<p>Funding Sources: State Compensatory - \$1200.00</p>						
<p>9) Funds will be made available for SE teachers to buy incentives for Special Education students that are on BIPs (Behavioral Intervention Plan) and in the Life Skills Unit.</p> <p>Timeline: Current School Year</p>		Administration Special Education Personnel	Point sheets Grades Teacher Observations				
<p>Funding Sources: SPED - \$352.00, SPED - \$210.00</p>							
<p>10) A CPI (Crisis Prevention Intervention) Team will be set up in order to assist any SE teacher with SE students in the general education setting in case there is a situation.</p> <p>Timeline: Current School Year</p>		Administration Security Special Education Personnel					
<p>11) Recommendation from Special Services: Review campus wide positive behavior supports. Ensure that student's BIP's are implemented as determined by ARD committee. Consideration may be given to provide additional training on classroom management and behavior strategies to teachers and other campus staff.</p> <p>Timeline: Current School Year</p>		Administration Special Education Personnel General Education Personnel					
<p>12) Special Education students that are placed in ISS will receive their services in order to provide FAPE.</p> <p>Timeline: Current School Year</p>		Administration Special Education Personnel General Education Personnel					
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

Performance Objective 1: There will be a 10% increase of parents involved in campus/district parental involvement activities during each school year.

Summative Evaluation: There will be a 10% increase of parents involved in campus parental involvement activities during the current school year.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>1) Conduct the following annual Title I-A required activities; Complete and disseminate a Parental Involvement Policy that delineates how parents will be actively involved at the district/campus level Complete and disseminate a School-Parent-Student Compact indicating each group's responsibility in order to ensure student achievement, specifically in the content areas. Title I-A Meeting to inform parents of the services provided through Title I funds Title I-A Parent Survey to evaluate the effectiveness of the District Parental Involvement Program</p> <p>Population: Parents , students, Staff Timeline: Current School Year</p>		Administration Parent Liaison	<p>Formative: Campus Parental Involvement Policy on the Website, SPS Compact Summative: Composite of End of Year survey Title I A Parental Involvement Compliance Checklist STAAR Results Discipline referrals Attendance rate .</p>				

<p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>2) Weekly parent opportunities to educate and provide parent conferences through parent meetings and ARDs with regular and special education teachers. parents on the following; daily standard and emergency operation procedures, local literacy programs, Campus activities, TAPR, school ratings, Student Code of Conduct Student-Parent-School Compact Parental Involvement policy Volunteer Guidelines and Opportunities, nutrition, physical activity, child social skills, and parents understanding school and child behaviors</p> <p>Nutritional refreshments will be provided to increase parent participation.</p> <p>Population: Parents</p> <p>Timeline: Current School Year</p> <p>CNA Pg 15</p>	6	Principal Parent Liaison All Teachers	Formative: Agendas /Sign-in sheets/Minutes Summative: Composite of End of Year survey Title I A Parental Involvement Compliance Checklist STAAR Results Discipline referrals Teacher contact log Attendance rate .				
			Funding Sources: Title I-A - \$500.00, Title I-A - \$600.00				
<p>3) Ensure representation of community and parent involvement in the decision-making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met: Parental Involvement Policy School-Parent-Student Compact Campus Improvement Plan SBDM Representative involvement</p> <p>Population: Parents</p> <p>Timeline: Current School Year</p>	6	Principal Parent Liaison SBDM Committee	Formative: Calendar Agendas /Sign-in Sheets Minutes Fliers PI Policy Compact Parent Representative Lists Summative: Composite of meeting minutes Title I A Parental Involvement Compliance Checklist STAAR Results Discipline referrals Attendance rate				
<p>4) Capitalize on District community resources by creating partnership agreements with agencies and organizations. Invite community agencies/organizations to participate and disseminate information about the public services that their agencies offer in order to continue building strong community partnerships.</p> <p>Population: Parents and Community</p> <p>Timeline: Current School Year</p>	6	Principal Parent Liaison CIS Staff	Formative: Agendas Sign-in Sheets MOUs Summative: Increase partnerships Parental involvement compliance checklist STAAR/ EOC Results Discipline referrals Attendance rate .				

<p>5) Educate campus administrators and teachers during faculty and grade level meetings as to the academic and non-academic benefits of a strong parent school partnership</p> <p>Population: Staff</p> <p>Timeline: Current School Year</p>	4, 6	Administration Parent Liaison	<p>Formative: Agendas Sign-in Sheets MOUs</p> <p>Summative: Increase partnerships Title I A Parental Involvement Compliance Checklist STAAR Results Discipline referrals Attendance rate</p>				
<p>6) Parents will be invited to participate in classroom activities through the School Year given that parents are approved after filling out BISSD Volunteer Forms they are allowed to participate.</p> <p>Population: Parents</p> <p>Timeline: Current School Year</p>	6	Administration Parent Liaison	<p>Formative: Volunteer sign in log, calendar of activities</p> <p>Summative: Authority to volunteer form, Title I A Parental Involvement Compliance Checklist STAAR Results Discipline referrals Attendance rate .</p>				
<p>7) Funds will be allocated for a parent liaison and payment for mileage incurred for parental involvement activities and monitoring student attendance, and conducting home visits.</p> <p>Population: Parents and Students</p> <p>Timeline: Current School Year</p> <p>CNA Pg. 15</p>		Parent Liaison CIS Staff Parents and administration	<p>Formative: Parent Contact Logs/Mileage log</p> <p>Summative: Compile parent contact log information/Cash Payments</p> <p>Title I A Parental Involvement Compliance Checklist</p> <p>STAAR Results</p> <p>Discipline referrals A monthly contact log and Composite report will be turned in. Also a mileage log will be kept to ensure Title I A Parental Involvement Compliance.</p>				
Funding Sources: Title I-A - \$800.00, Title I-A - \$21649.00							
<p>8) In order to increase the communication between home and school the following methods of communication will be utilized: School messenger, parent night, marquee, teacher phone calls.</p> <p>Population: Parents</p> <p>Timeline: Current School Year</p>	6	Administration Staff Parent Liaison	<p>Formative: ARD notices and invitations</p> <p>Summative: Minutes Phone logs school messenger reports STAAR Results Discipline referrals Attendance rate .</p>				

<p>9) Parent conferences will be conducted through ARDs with the regular and special education teachers.</p> <p>Timeline: Current School Year</p>	<p>Administration Staff Parent Liaison Special Education Personnel General Education Personnel CTE Personnel High School Personnel-Transition Related Services/Instructional Services APE Services Alternative Schools</p>					
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 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 7: Besteiro Middle School migrant students will be challenged and encouraged to meet state content standards and assessments necessary for high school transition to graduate on time and enroll in post secondary education while receiving additional supplemental support in order to overcome the obstacles encountered due to their migrant lifestyle.

Performance Objective 1: 90% of BISD migrant students will participate in the supplemental instructional activities and support services as required by the Title I, Part C Migrant Education Program (MEP).

Summative Evaluation: 100% of migrant students will have access to instructional supplies and the computer lab and its instructional materials.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>1) The migrant clerk will attend the annual intensive Identification and Recruitment (ID&R) training in order to be certified as state recruiters.</p> <p>Population: Migrant Office staff</p> <p>Timeline: Current School Year</p> <p>CNA Page 11</p>	1, 4	Migrant Service Coordinator (MSC)	<p>Formative: ID & R Training</p> <p>Summative: Texas Education Agency (TEA) ID & R Certificates</p>				

<p style="text-align: center;">Critical Success Factors CSF 1 CSF 7</p> <p>2) The campus migrant clerk at Besteiro Middle School will attend the required annual New Generation Systems (NGS) state training in order to secure the needed skills to accurately and appropriately enter the data for migrant students into the State migrant data base.</p> <p>Population: NGS Data Clerks Migrant Campus Clerks</p> <p>Timeline: Current School Year</p> <p>CNA Page: 11</p>	4	Migrant Campus Clerk MSC	<p>Formative: NGS Annual Training</p> <p>Summative: NGS Certificates</p>				
<p>3) The migrant funded staff will have the opportunity to attend local, regional, and state migrant conferences in order to expand their knowledge of the Migrant Program; thus providing a more comprehensive supplemental support to migrant students and their families.</p> <p>Population :</p> <p>MSC MDC Migrant Teachers Campus Clerks Computer Operator Parent Liaison Data Entry Clerk NGS Systems Clerks Secretary</p> <p>Timeline: Current School Year</p> <p>CNA Page:11</p>	4	Migrant Service Coordinator (MSC) School administrators	<p>Formative: Documented ERO- Cross training of staff not attending events to ensure complete program training</p> <p>Summative: STAAR</p>				

<p>4) The New Generation System (NGS) and BISD eSchool Plus entries will be monitored to ensure that the ID&R data and information has been appropriately coded in a timely manner.</p> <p>Population:</p> <p>Timeline: Current School Year</p> <p>CNA Page: 6</p>		<p>grant Funded: Recruiters Data Entry Clerk NGS Clerks Campus Migrant Clerks Computer Operator PEIMS Data C</p>	<p>PBMAS Report Correctly coded migrants on NGS</p>				
<p style="text-align: center;">Critical Success Factors CSF 1</p> <p>5) PFS migrant students will receive supplemental support services before other migrant students to ensure that the requirements delineated by NCLB Section 1304(d) are addressed. PFS students will receive school supplies, project supplies, flash drives, calculators, and hygiene kits.</p> <p>Population: PFS Students</p> <p>Timeline: Current School Year</p> <p>CNA Page: 9</p>	<p>9</p>	<p>Special Program Administrator Campus Principals Migrant Funded: Teachers Campus Clerks DMC MSC</p>	<p>F: Student supply check-in lists</p> <p>S: Higher % of Commended on STAAR; School Benchmarks and Six Weeks Grades Fewer PFS students are identified due to increased performance</p>				
<p>Funding Sources: Title I-C (Migrant) - \$100.00</p>							
<p>6) All migrant students will receive grade appropriate school supplies and clothing on an as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus extending them the same opportunity for meeting the academic challenges of all students. PFS students will receive supplemental support services before other migrant students.</p> <p>Population: PFS/All Migrant Students</p> <p>Timeline: Current School Year</p> <p>CNA Page: 9</p>	<p>9</p>	<p>Special Programs Administrator Campus Administrators Migrant Funded: Teachers Campus Clerks DMC MSC Recruiters</p>	<p>F: Student supply check-in list</p> <p>S: Higher % of Commended on STAAR; School Benchmarks and Six Weeks Grades</p> <p>On-time promotion and on-time graduation</p>				
<p>Funding Sources: Title I-C (Migrant) - \$1405.00</p>							

<p>7) In order to secure the data needed to accommodate placement into appropriate supplemental instructional opportunities for MS migrant students pre and post test results will be used by teachers and administrators to identify the migrant students performing below grade level. Migrant teacher, teacher will provide additional support and ensure participation into supplemental opportunities.</p> <p>Population: All Teachers Migrant Staff Migrant Students</p> <p>Timeline: Current School Year</p> <p>CNA Page: 9</p>		<p>Sp. Programs Administrator Campus Principals</p> <p>Teachers</p>	<p>F: Student Sign In Sheets Classroom observations Walkthroughs Lesson Plans</p> <p>S: Higher % of Commended on STAAR; School Benchmarks and Six Weeks Grades</p> <p>Increased academic performance PBMAS</p>				
<p>8) In order to increase awareness of migrant student needs, Besteiro campus faculty and staff will utilize appropriate migrant information so that timely and appropriate interventions are provided to migrant students.</p> <p>Population: Migrant Staff</p> <p>Timeline: Current School Year</p> <p>CNA Page: 9</p>	9	<p>Sp. Programs Administrator Migrant Funded: Teachers Campus Clerks DMC MSC</p>	<p>F: Student Sign In Sheets Classroom observations Walkthroughs Lesson Plans</p> <p>S: Higher % of Commended on STAAR; School Benchmarks and Six Weeks Grades</p> <p>Timely placement into Interventions</p>				
<p>9) In order to experience and develop good study skills and practice positive social engagement within the school community the Besteiro Middle School migrant students will participate in weekly homework and assignment help sessions. Students will have access to computers and a printer.</p> <p>Population: Migrant Students</p> <p>Timeline: Current School Year</p> <p>CNA Page: 9</p>	9	<p>Sp. Programs Administrator Campus Principal Migrant Funded: Tutorial Teacher Migrant Teacher Campus Migrant Clerk DMC MSC</p>	<p>F: Student Sign In Sheets Classroom observations Walkthroughs Lesson Plans</p> <p>S: Higher % of Commended on STAAR; School Benchmarks and Six Weeks Grades</p> <p>Monitoring Tool Session Announcement Meeting Agenda and Sign In Sheets</p>				
Funding Sources: Title I-C (Migrant) - \$850.00, Title I-C (Migrant) - \$400.00							






<p>10) A leadership conference for Besteiro Middle School migrant students and their parents will be held to provide the participants experiences to improve leadership, learning, study skills, and share pertinent information for a successful academic experience.</p> <p>Population: Migrant Staff Migrant Students Migrant parents</p> <p>Timeline: Current School Year</p> <p>CNA Page: 9</p>	9	Migrant teacher School administration Migrant Parent Liaison Migrant campus clerks	increased academic and test performance				
Funding Sources: Title I-C (Migrant) - \$0.00							
<p>11) Besteiro Middle School migrant students will have an equal opportunity to attend the Brownsville ISD summer school programs to ensure promotion if needed or to participate in the enrichment migrant summer program. The migrant students will be provided with additional supplemental support by the respective campus in order to address academic, attendance needs and promote positive social engagement.</p> <p>Population: Migrant Students</p> <p>Timeline: Current School Year</p> <p>CNA Page: 9</p>	9	Campus Administration Sp. Programs Administrator Campus Principals Campus Teachers Migrant Funded: Migrant Teachers Migrant Clerks DMC MSC	F: Student Sign In Sheets Classroom observations Walkthroughs Lesson Plans S: Higher % of Commended on STAAR; School Benchmarks and Six Weeks Grades Increased promotion rate and test performance PBMAS				
<p>12) The migrant clerk will provide supplemental support to the PFS and migrant students only, in order to enhance the advocacy, encouragement, and support to the special needs of migrant students as delineated by NCLB Act of 2001 (Public Law 07-110) Section 1301-1309 and will ensure that the migrant students are actively engaged in morning and after school tutorials, receive needed homework assistance, and socialize with other migrant students throughout the current school year.</p> <p>Population: Campus Migrant Clerk</p> <p>Timeline: Current School Year</p> <p>CNA Page: 9</p>	9	Principal Migrant Teacher 1 FTE Migrant Clerk- 1 FTE-\$20571.36 TIC- MSC	F: Student Sign In Sheets Classroom observations Walkthroughs Lesson Plans S: Higher % of Commended on STAAR; School Benchmarks and Six Weeks Grades Decrease in the number of PFS students Increased passing rates Increased performance on assessments				
Funding Sources: Title I-C (Migrant) - \$21374.00							

<p>13) A survey will be used to evaluate the effectiveness of the Migrant Education Program so that pertinent and appropriate adjustments can be made to the migrant program.</p> <p>Population: Migrant Staff</p> <p>Timeline: Current School Year</p> <p>CNA Page: 9</p>		<p>Campus Administration Migrant Funded: Migrant Teachers HS Migrant Campus Clerks MEP Secretary DMC</p>	<p>F: Survey</p> <p>S: Higher % of Commended on STAAR; School Benchmarks and Six Weeks Grades</p> <p>Increase on- time graduation</p>				
<p style="text-align: center;">Critical Success Factors CSF 6</p> <p>14) The migrant clerk will assist with the annual ID &R Residency Verification initiative in order to ensure that all migrant students at our campus are picked up in a timely manner.</p> <p>Population: Migrant clerk</p> <p>Timeline: Current School Year</p>	<p>1, 6</p>	<p>Migrant Campus Clerk</p>	<p>Formative: NGS Residency Verification Reports NGS Mass Enrollment Report Student Plus Report</p> <p>Summative: Parent Signature on current COE</p>				
<p style="text-align: center;">Critical Success Factors CSF 1 CSF 2</p> <p>15) The migrant campus clerk will adhere to the NGS timeline to ensure that migrant student data is entered in a timely and accurate manner into the NGS data-Base. NGS required activities shall be input into NGS binder in a timely manner.</p> <p>Population: Migrant Clerk</p> <p>Timeline: Current School Year</p> <p>CNA Page: 9</p>		<p>Migrant Campus Clerk</p>	<p>Formative: NGS and eSchool Reports</p> <p>Summative: PBMAS ICR Reports</p>				

<p style="text-align: center;">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 5 CSF 6</p> <p>16) The Besteiro Middle School Migrant Clerk will be conducting meetings one (1) time each semester to foster parental involvement and provide migrant parents with important information on campus migrant program opportunities and how to better support their children academically. Parent sharing sessions will be highlighted during the meetings. Parents will be taught how to utilize the educational information provided to best support their child at home and school. Light refreshments will be served.</p> <p>Population: Migrant Parents</p> <p>Timeline: Once a semester</p> <p>CNA Page: 9 & 15</p>	1, 6	Migrant Campus Clerk	<p>Formative: Fliers Parent Phone Calls Sign-in sheets, Agendas and Meeting Minutes</p> <p>Summative: Parent Recommendations Meeting Evaluations</p>				
			Funding Sources: Title I-C (Migrant) - \$50.00				
<p style="text-align: center;">Critical Success Factors CSF 1 CSF 7</p> <p>17) Migrant students 6th-8th STAAR results will be reviewed to secure accurate placement into the current state assessment remediation opportunities during the regular school year and summer school.</p> <p>Population: Migrant Students</p> <p>Timeline Current School Year</p> <p>CNA Page: 9</p>		Migrant Campus Clerk	<p>Formative: STAAR Remediation Enrollment Lists NGS STAAR Report Benchmark Results</p> <p>Summative: Current State Assessment Test Results</p>				

<p align="center">Critical Success Factors CSF 1</p> <p>18) In order to increase awareness of migrant student needs, BISD campus faculty and staff will be provided with appropriate migrant information to insure timely and appropriate interventions are provided to migrant students. A Migrant list of students will be coded and input into PIEMS and will be emailed to campus staff & administrators which will be updated every month. Migrant students will be allowed to visit the Migrant resource room anytime during the day for school supplies appropriate for classroom needs and assignments. Evidence of student visitation activity shall be logged into the Terminal Site log.</p> <p>Population: Migrant students</p> <p>Timeline: Current School Year</p> <p>CNA Page: 9</p>	1, 9, 10	Migrant Campus Clerk	<p>Formative: Emails Summative: STAAR Test Results</p>				
<p align="center">Critical Success Factors CSF 1 CSF 3</p> <p>19) In order to secure academic information from the NGS data base, migrant students, parents, and school districts (nationwide) will have access to an NGS district contact person throughout summer to ensure accurate enrollment into educational programs.</p> <p>Population: NGS District Contact</p> <p>Timeline: Current School Year</p> <p>CNA Page: 9</p>		DMC MSC SS NGS Clerk	<p>Formative: Student Information</p> <p>Summative: Completed NGS Student Transfer Document</p>				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>20) Migrant students who need academic support will be recommended for tutorials in order to practice and refine required skills and bring them up to grade level and achieve student success.</p> <p>Population: Migrant Students</p> <p>Timeline: Current School Year</p> <p>CNA Page 9</p>	1, 9	Migrant Tutorial Assigned Teacher(s)	<p>F: Student Sign In Sheets Classroom Walkthroughs Lesson Plans S: Higher % of Commended on STAAR; School Benchmarks and Six Weeks Grade</p>				

<p>21) Migrant teacher will be hired due to the large population of migrant students that Besteiro Middle School has enrolled.</p> <p>Population Migrant teacher</p> <p>Timeline: Current School Year</p>	9	Principal School Administration.	F; Student progress Reports S: student report cards				
Funding Sources: Title I-C (Migrant) - \$14650.00							
<p>22) The District Migrant Counselor (DMC) will provide supplemental support services to migrant students in the following areas:</p> <ul style="list-style-type: none"> * Graduation plans * Development of Individual Migrant Student Action Plans * Coordination for leadership opportunities * Monitoring of course completion for PFS students * Monitoring of late entry/early withdrawals * Credit accrual opportunities * Provide timely information and assistance to migrant students and parents regarding on-time Graduation and post-secondary education * Conduct district initiatives for migrant students * Coordination Inter-state and intra-state (TMIP) activities * Coordination with UT Austin Migrant Graduation Enhancement Program * Assist with OSY Initiative * Assist with the monitoring of campus migrant staff <p>Population: Migrant Students Migrant Parents Timeline: Current School Year</p> <p>CNA Page# 9</p>		Administration Migrant Teacher Migrant Clerk	Formative Six week s Grades, Transcripts Summative Final End of Year Grades and STAAR scores				

<p>23) Learning Academy targeting the core areas of Reading, Writing, Math, Social Studies and Science will be held for all PFS students in order to sharpen their skills and prepare them academically for the STAARS assessment. Population: MS PFS Migrant Students</p> <p>Timeline: March, Current School Year</p> <p>CNA Page #9</p>		<p>Administration Migrant Teacher Migrant Clerk</p>	<p>F: 6 weeks Grades S: End of Year Grades, STAAR Scores</p>				
<p>24) Provide migrant after-school tutorial sessions for students struggling with the comprehension. Migrant tutorials will focus on STAAR objectives and ensure progress in critical TEKS. Transportation to encourage all students in need of tutorial will be provided.</p> <p>Population: 6th-8th grade Migrant Students of all populations -ESL -Special Ed. -LEP -Title 1 -GT -DYS -Pre-AP</p> <p>Timeline: Current School Year CNA Page # 9</p>	<p>9</p>		<p>F: Student Sign In Sheets Classroom observations Walkthroughs Lesson Plans</p> <p>S: Higher % of Commended on STAAR; School Benchmarks and Six Weeks Grades</p>				
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 8: Besteiro Middle School's vision for technology is to have all faculty and staff involved in the teaching and learning process, seamlessly integrate technology to make informed decisions, and advance student achievement and technology literacy to encourage and support creative, innovative, lifelong learning.

Performance Objective 1: Objective(s): All schools will be at Advanced Tech level 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

Summative Evaluation: Besteiro Middle School will meet or exceed the needs set by the STAAR chart in 1. Teaching and Learning 2. Educator Preparation and Development






- 3. Leadership, Administration and Instructional Support
- 4. Infrastructure for Technology

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June

<p align="center">Critical Success Factors CSF 1</p> <p>1) Students will utilize technology in classroom instruction to promote critical thinking skills, greater Teacher/Student interaction while fostering creativity and innovation, communication, collaboration, information fluency and digital citizenship in all content areas: -Computer Labs/COWS -IPADS -Mobiview -Educational software -E-books -Goggle Apps -Microsoft Office/Power Point/Word</p> <p>Population: All Students (6th,7th,8th) Students -T1 -SE -DYS -GT -LEP -MIG -AR Timeline: Current School Year CNA Pg. 16</p>	<p>Principal Assistant Principals Dean of Instruction TST Teachers Librarian</p>	<p>Formative: Student portfolios Student progress reports History Fair/Science Fair Projects Brainsville Projects</p> <p>Summative: Student Report Cards Student Presentations</p>				
<p>Funding Sources: State Compensatory - \$13879.30</p>						
<p>2) Students will increase Reading and Math achievement results through the use of computer labs/COWS with research-based educational software.</p> <p>Population: All Students (6th,7th,8th) Students -T1 -SE -DYS -GT -LEP -MIG -AR Timeline: Current School Year</p>	<p>School principal School Administration Teachers TST</p>	<p>F: Students progress reports S: Student report card grades, STAAR scores</p>				

<p>3) Students will gain an understanding of career opportunities available in the technology field through research and guest speakers from the industry.</p> <p>Population: All Students (6th,7th,8th) Students -T1 -SE -DYS -GT -LEP -MIG -AR</p> <p>Timeline: Current School Year</p>		<p>School principal School Administration Teachers TST</p>	<p>F: Students progress reports S: Student report card grades, STAAR scores</p>				
<p>4) Students will be actively engaged in learning work ethics, job expectations, multicultural considerations and communication skills in the workplace</p> <p>Population: All Students (6th,7th,8th) Students -T1 -SE -DYS -GT -LEP -MIG -AR</p> <p>Timeline: Current School Year</p>		<p>School principal School Administration Teachers TST</p>	<p>F: Students progress reports S: Student report card grades, STAAR scores</p>				
<p>5) Students will use up-to-date technology, educational instruments, software, and format as well as print business documents for their Business Portfolio</p> <p>Timeline: Current School Year</p>		<p>School principal School Administration Teachers TST</p>	<p>F: Students progress reports S: Student report card grades, STAAR scores</p>				
<p>6) SPED teachers will be provided with paper and ink cartridges throughout the school year for SPED paper work.</p> <p>Timeline: Current School Year</p>		<p>School Administration Special Education Personnel Special Services</p>	<p>F: Students progress reports, IEPs,BIPs S: Student report card grades, STAAR scores</p>				
<p>Funding Sources: SPED - \$2000.00</p>							

<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 7</p> <p>7) Have appropriate technologies in classrooms: Laptops and adapters, projectors, printers, scanners, video (document) cameras, desktop splitters, Surge protectors, IPAD cords, VGA cords, Ink cartridges/, Audio cords, A&B Cord for smart board (12ft) and tech tools for computer maintenance. In addition, campus will have toner for purposes of running data and informing decision making</p> <p>Population: All Students (6th,7th,8th) Students -T1 -SE -DYS -GT -LEP -MIG -AR</p> <p>Timeline: Current School Year CNA Pg 16</p>	1, 9	School principal School Administration Teachers TST	F: Students progress reports S: Student report card grades, STAAR scores				
<p>Funding Sources: State Compensatory - \$3927.09, State Compensatory - \$1686.56, State Compensatory - \$800.31</p>							
<p>8) One computer, monitor, and laser printer (with printer cable) flash drive and laptop will be provided for each SPED teacher with internet access in order to provide services to SE students.</p> <p>Timeline: Current School Year</p>		Administration Special Education Personnel					
<p>9) SPED teachers will be provided with paper and ink cartridges throughout the school year for SPED paper work.</p> <p>Timeline: Current School Year</p>		Administration Special Education Personnel	IEP and Special Education Paperwork				
<p>10) Special Education Portfolio will be kept by each Special Education Inclusion teacher to file their daily, weekly and monthly documentation sheets. These are to include: A- Tracking Sheets B- Sign In Sheets C- Lesson Plans- Tracking modifications</p>		Administration Special Education Personnel	Teacher Portfolio				
<p>11) Special Education Portfolio will be kept by BI and Life Skills teacher to file their daily, weekly and monthly documentation sheets. These are to include: A- Tracking Sheets (BI Unit) Mr. Gerardo Garcia, Ms. N. Ortiz, Mrs. O. Garza, Ms. A. Lopez and Mr. Sierra B- Sign In sheets C- Lesson Plans D-Tracking Sheet- 6th and 7th grade</p>		Administration Special Education Personnel	Teacher Portfolio				

<p>12) Recommendation from Peer Review Committee from Special Services- Nov. 2012 (Audit)</p> <p>Special Education teachers are encouraged to use all the technology and curriculum that they have available for Special Education students such as: SMARTBOARD, REDCAT, MOBI, MECCA, HATCH and SRA.</p>		<p>Administration Special Education Personnel</p>					
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	4	Technology - Students will increase learning engagement, achievement outcomes, and increase literacy, through the use of technology and STEAM activities, in core-areas, labs, and enrichment classes including: - Computer Labs/COWS/Tablets - Adaptive Curriculum - I-Station (Reading & Writing) - Think Through Math - Compass/Odyssey Learning - Kuta Software - Sci-Tex Living with Science - Aleks (Math Adoption) - Google Apps Population: All Students (6th,7th,8th) Students -T1 -SE -DYS -GT -LEP -MIG -AR Timeline: Current School Year CNA Page # 16
1	1	5	Curriculum Planning All content area teachers will vertically align curriculum with state assessments and utilize training to prescriptively address student learning needs in all content areas: -Weekly Department Meetings -Critical Success Factors Review -Data Analysis - TANGO -Scope and Sequence Alignment to STAAR -Rigorous Instructional Strategies - Differentiation of Instruction -District Department Chairs monthly trainings (Focus Activity) -Academic calendars will be implemented to ensure teaching of all TEKS/Standards tested before standards are administered. Population: All Students (6th,7th,8th) Students -T1 -SE -DYS -GT -LEP -MIG -AR Time line: Current School Year CNA Page # 11
1	1	6	ELL students will receive support through various research- based strategies and transitional language resources to reinforce their learning and increase their English proficiency skills in: -Listening -Speaking -Writing -Reading Strategies and resources utilized to effectively instruct and assess ELL students include: -SIOP -ELPS -ELARS -Cognates -Writing Portfolios -Bilingual Dictionaries -Educational Software -IStation -SciTex Living with Science -RAPS 360 -LION (headphones necessary) -Rosetta Stone (headphones) -MileStone Textbooks -Bilingual/ESL Middle Academic Literacy Initiatives for ELLs (PEG Writing and Adaptive Curriculum) -Summer Literacy Initiative Population: (6th, 7th, 8th) -LEP Timeline: Current School Year CNA Page #
1	1	8	Improve outcomes for all students through RTI Provide high-quality core instruction and behavior supports by highly qualified teachers. Provide whole or small group differentiated instruction. Implement scientifically research-based interventions and monitor progress regularly. Conduct universal screening (Benchmarks, RAP 360, Istation, TMSFA Fluency Assessment, STAAR Data, District Mini Marks) Analyze Data and make student recommendations for RTI. Based on emerging data, identify students in need of Response to Intervention (RTI). Intervention for students in need of Tier II and III will be provided by the classroom teachers both within the regular classroom and in-tutorial classes in order to improve student achievement. Implement interventions through the 3 tier RtI model in order to support student academic growth and success. AYP Initiative GT teachers will attain 30 hour of yearly GT Credit Population: 6th-8th grade Students -ESL -Migrant, -Special Ed. - LEP -Title 1 -GT -DYS -Pre-AP Timeline: Current School Year CNA Page #
1	1	9	Provide after-school tutorial sessions, for students struggling with the comprehension process, to focus on specific STAAR objectives and ensure progress in critical TEKS. Transportation to encourage all students in need of tutorial will be provided.. Teachers will research options that encourage higher participation in tutorial including online and other interactive resources. Population: 6th-8th grade Students -ESL -Migrant, -Special Ed. - LEP -Title 1 -GT -DYS -Pre-AP Timeline: Current School Year CNA Page #

Goal	Objective	Strategy	Description
1	1	10	Provide a STAAR enrichment class for students struggling with the comprehension process, fluency, and basic reading skills, to focus on specific STAAR objectives and ensure progress in critical TEKS. Increase use of software to improve achievement and provide remediation including use of Istation, and other resources. Population: 6th-8th grade Students -ESL -Migrant, -Special Ed. - LEP -Title 1 -GT -DYS -Pre-AP Timeline:Current School Year CNA Page #
1	1	13	A Campus Based Leadership Team (CBLT) will be established that will be composed of Besteiro Middle School Teachers and Administrators. The CLBT will complete Project Share Modules in a Texas State Literacy Plan (TSLP) online Course. This Committee will be provided professional development and will be instrumental in developing a Data-Informed Plan for literacy Population: 6th-8th grade -teachers -administrators Timeline: Current School Year CNA Page #
1	1	14	All teachers will attend trainings on Texas Literacy Initiative in order to improve literacy across content areas. Besteiro Middle School teachers will receive on site professional development, mentoring and support delivered by the TLI Teacher Specialist on various topics including, for example, CSCOPE, STAAR, Response to Intervention, Rigor, Data Analysis, Cognitive Strategy Routines, Comprehension, Critical Thinking, TALA modules, Elements of Understanding, Collaborative Strategic Reading / Writing, and other trainings addressing literacy and language arts across content areas including critical thinking and engagement. Use of literacy based strategies will be observed and documented through by administrators using module observation tools and by TLI Teacher Specialist on a classroom visitation log/ form. Population: 6th-8th grade Students -ESL -Migrant, -Special Ed. - LEP -Title 1 -GT -DYS -Pre-AP Timeline: Current School Year CNA Page #
1	1	15	Instructional staff will be provided with training on ELL strategies for improving instruction to ELL to build teacher understanding of second language learning acquisition so that students are successful in mathematic classrooms. Math Teachers will relate Math in the English Language by utilizing a continuous Word Wall which include Cognates, Content Vocabulary and the ELPs Chart. Campus/ AYP Initiative . Population: 6th-8th grade Students -ESL -Migrant, -Special Ed. - LEP -Title 1 -GT -DYS -Pre-AP Timeline: Current School Year CNA Page #
1	1	17	Students earning an unsatisfactory progress report in core subjects or needing instructional support will be recommended for after school tutorial sessions; to practice / reinforce and master basic and other required skills in order to bring these students to grade level and greater student success. Bus transportation will be made available for at least 2 days weekly. Algebra Students will be provided with after school tutorial to achieve academic success. Population: 6th-8th grade Students -ESL -Migrant, -Special Ed. - LEP -Title 1 -GT -DYS -Pre-AP Timeline: August 2015 till June 2016 CNA Page #
1	1	20	6th-8th grade students participate in STEM/Infinity Project program instructed by Stem/Infinity trained teachers. STEM students will participate in the STEM Summer program. Population: 6th-8th grade Students -ESL -Migrant, -Special Ed. - LEP -Title 1 -GT -DYS -Pre-AP Timeline: August 2015 till June 2016 CNA Page #
1	1	21	ELL students will build academic vocabulary, develop mathematic language and, build math skills through SIOP strategies. Students will attending tutorials. Population: 6th-8th grade Students -ESL -Migrant, -Special Ed. - LEP -Title 1 -GT -DYS -Pre-AP Timeline: August 2015 till June 2016 CNA Page #

Goal	Objective	Strategy	Description
1	1	23	Besteiro Middle School students will receive differentiated instruction based on analysis of student data (including STAAR, TELPAS, benchmarks, grades, exams, etc.) , also it will be utilized the RTI Tiers Identified students in need of Response to Intervention (RTI) instruction. Intervention for students in need of TIER II and III will be provided by the classroom teachers both within the regular classroom and in tutorial classes in order to improve student achievement. Population: 6th-8th grade Students -ESL -Migrant, -Special Ed. - LEP -Title 1 -GT -DYS -Pre-AP Timeline: August 2015 till June 2016 CNA Page #
1	1	24	Some students will attend enrichment Math classes in a computer Lab utilizing Mc Graw Hill E Books, Think Through Math software, and Compass Learning. Population: 6th-8th grade Students -ESL -Migrant, -Special Ed. - LEP -Title 1 -GT -DYS -Pre-AP Timeline: August 2015 till June 2016 CNA Page #12
1	1	25	SSI students will be provided after school tutorials instructed by a highly qualified math teacher. Population: 6th-8th grade Students -ESL -Migrant, -Special Ed. - LEP -Title 1 -GT -DYS -Pre-AP Timeline: August 2015 till June 2016 CNA Page #7
1	1	28	Professional Development The Dean and district specialists will: Provide and Support Professional Development for Social Studies Teachers in District Initiatives such as: Secondary: Advance Placement (AP) Texas Adolescent Literacy Academies (TALA) Response to Intervention (RTI) Effective Writing Instruction English Language Proficiency Standards (ELPS) Sheltered Instruction (SIOP) Gifted and Talented Kids Voting To provide teachers with appropriate research based strategies in order to meet the needs of the students and ensure their success. Population: 6th-8th grade Students -ESL -Migrant, -Special Ed. - LEP -Title 1 -GT -DYS -Pre-AP Timeline: Current School Year CNA Page # 11
1	1	32	In order to meet the State requirement of 40% or more hands on Science Lab activities, Students will participate in at least 3 classes utilizing the lab per week. Population: 6th-8th grade Students -ESL -Migrant, -Special Ed. - LEP -Title 1 -GT -DYS -Pre-AP Timeline:Current School Year CNA Page # 12
1	1	35	Focus School Activity: Besteiro Middle School will implement a learning Camp program to engage ELL, Special SPED and all populations of students and parents in research based performance instructional activities aligned with the TEKS which will be at a high rigor level to ensure the seven federal student subgroups will attain target scores. Supplies and materials will be needed. Population: 6th-8th grade Students -ESL -Migrant, -Special Ed. - LEP -Title 1 -GT -DYS -Pre-AP All Populations Timeline: Current School Year CNA Page # 15
3	1	1	Besteiro Middle School will implement tutorials and remediation strategies in core-area subjects for low-performing students by the 4th week of school in order to decrease the retention rate and improve student achievement. Population: AR, TI, MI, LEP Timeline: Current School Year (4 Days per Week)
3	1	2	Implement a campus/district-wide plan for high quality professional development for faculty and staff. Staff Development activities will target the identification of students who are at-risk of dropping out. Teachers will receive support from the Dean and Teacher Specialist in implementing TLI Routines to support at risk learners. Teachers will acquire effective intervention and prevention instructional Identification and immediate enrollment homeless children and unaccompanied youth via the McKinney-Vento Act. strategies. Population: AR Timeline: Current School Year

Goal	Objective	Strategy	Description
3	1	3	Besteiro Middle School Teachers will be Trained on Sheltered Instruction Strategies *ESL teachers *Reading teachers *Science teachers *Social Studies teachers *CTE Teachers *Migrant teachers The training will enhance the ability to understand and use curriculum, assessment and effective instructional strategies for ELL students, planning and delivering lessons that incorporate strategies consistently that will maximize the use of effective teaching strategies to provide support for English Language Learners (ELL) students in improving English Proficiency. Besteiro teachers will receive this and the EX-CELL training within the year. Population: AR, ELL Timeline: Current School Year
3	1	8	The Dean of Instruction will conduct regular research-based professional development session in order to train and retain highly qualified personnel that will positively impact At-Risk student achievement. Population: AR, TI, MI, LEP Timeline: Current School Year
3	1	9	The Language Proficiency and Assessment Committee (LPAC) will analyze data for ELL students and determine levels of proficiency and support in order to close the gap. Population: LEP Timeline: Current School Year
3	1	11	Core area teachers will provide supplemental instruction to at-risk students in order to improve student achievement and reduce the retention rate and dropout rate. Population AR, MI, LEP, TI Timeline: Current School Year CNA Pg# 7
3	1	12	The At risk counselor will counsel and assist at risk students through monitoring and coordinate intervention programs for at-risk students that will meet their instructional needs. Population: AR, TI, MI, LEP Timeline: Current School Year
4	1	1	Contact will be made with Parents of students with excessive unexcused absences and they will be provided with Truancy Court Warning Letters if necessary. Timeline Current School Year
8	1	7	Have appropriate technologies in classrooms: Laptops and adapters, projectors, printers, scanners, video (document) cameras, desktop splitters, Surge protectors, IPAD cords, VGA cords, Ink cartridges/, Audio cords, A&B Cord for smart board (12ft) and tech tools for computer maintenance. In addition, campus will have toner for purposes of running data and informing decision making Population: All Students (6th,7th,8th) Students -T1 -SE -DYS -GT -LEP -MIG -AR Timeline: Current School Year CNA Pg 16

State Compensatory

Budget for Besteiro Middle School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
162-11-6118-00-048-Y-24-SSI-Y	6118 Extra Duty Stipend - Locally Defined	\$13,112.00
162-11-6118-00-048-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	\$10,068.00
162-11-6118-00-048-Y-30-0K2-Y	6118 Extra Duty Stipend - Locally Defined	\$19,400.00
162-11-6119-00-048-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$115,236.00
162-13-6119-31-048-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$60,022.00
162-31-6119-31-048-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$63,327.00
6100 Subtotal:		\$281,165.00
6200 Professional and Contracted Services		
162-11-6249-00-048-Y-30-APL-Y	6249 Contracted Maintenance & Repair	\$2,500.00
162-32-6299-00-048-Y-24-CIS-Y	6299 Miscellaneous Contracted Services	\$23,136.00
6200 Subtotal:		\$25,636.00
6300 Supplies and Services		
162-11-6399-00-048-Y-30-0K2-Y	6399 General Supplies	\$10,600.00
6300 Subtotal:		\$10,600.00

Personnel for Besteiro Middle School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
	At-Risk Counselor	State Compensatory	1
Clarisa Saucedo de Elizondo	Teacher	State Compensatory	1
Maria Guadalupe Cisneros	Teacher	State Compensatory	1
Ross Rogers	Dean of Instruction	State Compensatory	1

Title I

Schoolwide Program Plan

Besteiro Middle School uses its Title I, State Compensatory and other funds to upgrade the entire instructional program by implementing school-wide programs as authorized under the provisions of Public Law 107-110, section 1114.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

The Site-Based Decision-Making (SBDM) Committee conducted a Comprehensive **Needs Assessment (CNA) Pages 6-23** at the end of the previous school year to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available Local, State, and Federal budget allocations. Based on the CNA, the committee decided to concentrate on improving the passing rate of all students and student groups including **Migrant, Bilingual, At RISK, Dyslexia, GT, Title 1, and Special Education** in regard to State assessments. The Goal is to increase the increase the advanced level in all content areas and have 90% of all students and all student groups passing all parts of the state mandated assessments. Besteiro middle School will make it a goal to meet all state and Federal accountability goals.

2: Schoolwide Reform Strategies

School wide reform strategies and objectives shall be accomplished by utilizing allotted funds to follow through and implement **School Wide Reform Strategies** (1.1,1.3, 1.6, 1.8, 1.16) that provide opportunities for students to meet the states proficient and advanced levels of academic performance. Besteiro middle School Will use effective, scientifically based strategies which will accomplish the following components: 1) Strengthen the Core academic program at Besteiro Middle school. 2) Increase the amount and quality of learning time, including the funding of an after school tutorial/ enrichment program for students who are At-Risk and/or in need of continuity in their instructional program to be successful in the succeeding school year. 3) Include strategies for meeting the educational needs of historically underserved populations. 4) The plan will include strategies which will address the needs of all children in school, particularly the needs of low achieving students, At-Risk of not meeting the state Academic achievement standards. 5) The school will determine if such needs have been met. and 6) are consistent with and are designed to implement the state and local Improvement plans.

3: Instruction by highly qualified professional teachers

Highly Qualified Teachers will carry out the instructional program. (1.1, 1.6, 1.8) Only certified teachers who have met the certification requirements set out by The State of Texas will be hired to teach the subjects/grade levels to which they are assigned. In emergency situations, the school will consider teachers who have alternative certification. In addition to TEA/Texas State approved certification, teachers with experience in the particular subject and grade level will be sought. All teachers will be provided with ongoing training and knowledge.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Besteiro Middle School provides High Quality, Continuous, Professional Development (1.2, 1.11, 1.13, 1.30) throughout the school year for all staff. Professional development activities will match the needs of the teachers and the requirements of the Local State and federal educational system. Professional development needs will be determined through the staff, student and parent needs assessment surveys, administration classroom observations, and or district identified needs. Professional development locations will vary. Some locations will include the School campus, the regional education service center, district offices, and webinars. The professional development activities for Besteiro middle School will focus on STAAR, TELPAS, TEKS, Rigor, Higher order questioning techniques, District Curriculum framework, parental communication, utilization of resources and an overall focus on academics.

5: Strategies to attract highly qualified teachers

Strategies to attract high-quality teachers (1.14) Efforts will be made to find and retain primarily teachers from the surrounding area, region 1, and throughout the state. Graduate school educated teachers will be attracted to work BISS by paying stipends for Masters Degrees. Math, Science, and Social Studies Teachers will be attracted by mentioning stipends that are paid to teachers who work in those particular subject areas. The hiring committee will follow standard procedures for scoring interviews.

6: Strategies to increase parental involvement

Title I, Part A Funds will primarily be used to fund **Strategies which will increase parental involvement (6.2, 6.3)** at the school including the parent workroom and to purchase items needed within the parent volunteer program. Education will be provided to parents by the campus Parent Liaison in addition to the districts Parental involvement center. Parent training regarding how to ensure student success at home and school, for discipline management, parenting, and even greater English Language acquisition, will be provided. At parental involvement meetings, parents will be educated on issues pertaining to school policies, school activities, school report card, student code of conduct, Emergency operation procedures, and student achievements.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

Besteiro Middle School will coordinate with the feeder elementary campuses and ensure that all students are informed on what to expect when transition to middle school occurs. Parent liaisons will coordinate bi-weekly or daily if necessary to distribute information regarding the needs of the middle school to insure students from the elementary campuses arrive to Middle School prepared. (1.28, 1.39)

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Teachers will be included in decisions regarding the use and selection of academic assessments to measure student performance teachers will use data obtained from state assessments as well as other instruments, including but not limited to the SELP, TELPAS, Precious STAAR course, and Benchmark Test, to make program decisions that directly impact the implementation of new instructional strategies, modify existing strategies and/or discontinue existing strategies to better address student needs as determined by use of these instruments. (1.3, 1.5, 1.8)

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Students experiencing difficulty (1.3, 1.8, 1.9, 1.10, 1.11, 1.17) in mastering the TEKS will be provided effective, timely additional assistance. All teachers will closely monitor all students' performance based on daily exercises and periodic tests. Students not mastering the objectives **will be provided additional assistance** in the after school tutorial program and/or enrichment courses based on his/her individual needs. In addition, Besteiro Middle School will collaborate with in district and out of district campuses to expedite the transfer of current RTI plans to continue supporting students experiencing difficulty in a timely manner an RTI Plan will be requested of forwarded for students receiving TIER II and TIER 3 interventions. Students having Dyslexia Characteristics will be screened and RTI documentation will be submitted to district dyslexia office for review and approval to proceed with dyslexia/504 referral.

10: Coordination and integration of federal, state and local services and programs

The school will **coordinate and integrate Federal, State, and Local programs and services to maximize the effectiveness of these resources.**(3.1, 8.24,) Several of the strategies being implemented are jointly funded with Special Services and Title I funds, (ex. After school tutorial programs). Professional development activities are also paid from Title I, Parts A and C, and Local Funds. Title I funds along with local, State Compensatory, State Bilingual, are used to purchase supplemental instructional materials, media, and library resources to improve the overall instructional program.

In addition to those described above, **Migrant funds** are used to identify and recruit children of migratory workers supplemental services designed to reduce the educational disruptions and other problems that result from repeated moves. Reports from the migrant office are used to identify the PFS migrant students upon registration and withdrawal from Besteiro Middle School. Support is provided using Migrant office informational flyers as well as support to students and parents regarding academic needs. Besteiro migrant students will receive school supplies upon their return from migrant travel to assist migrant students and their families with the financial stress and provide for a smooth transition into the school year. The academic progress of migrant students will be monitored to identify remediation strategies and impairment plans. All PFS migrant students will be identified using the Migrant Office report and serve based on individual student needs. Teachers will support PFS students in the classroom and ensure communication with parents of available services/ opportunities in the school and/or the community. Reading materials will be ordered to support PFS student achievement in the area of fluency and comprehension skills. Teachers and administrators will monitor the progress of the PFS migrant students and provide remediation through small group instruction, computer based instruction, counseling services, and/or referrals to the school nurse for needed assistance or services. (1.1, 1.4, 1.20, 1.30, 3.4)

Bilingual funds are used to provide supplemental services to help insure that children that are Limited English proficient attain English language proficiency and develop high levels of academic attainment. The language proficiency assessment committee (LPAC) at Besteiro Middle School Meets periodically to identify Bilingual students, monitor student assessment, and provide recommendations based on the data reviewed. TELPAS progress monitoring is conducted on a 6 weeks basis and documentation is kept in ELL portfolios that are found in students PRC's.

Besteiro Middle School will provide the State mandated State Compensatory Education Program through funded initiatives including after school tutorials. Tutorials will be after school for 1.5 hours on Monday through Thursdays. Students will be provided cognitive based strategies as supported by TLI trainings. Besteiro Middle School will implement the BISD fluency initiative to support instruction. Interventions, supplemental materials, and support services will be provided using the three tier model. Tier I universal level of instruction will identify students who may be at risk of reading difficulty. Tier II

students will be provided with and additional 30 minutes of research based reading interventions and will be monitored every 2 weeks. Struggling students will be identified and an RTI plan will be developed. Tier III students will be provided explicit, individualized instruction based on student needs.

Special education funding provides supplemental services to eligible students as per the Individuals With Disabilities Education Act (IDEA) requirements. In order to provide students with a free and appropriate education (FAPE), in the least restrictive environment, Children who qualify for special education must receive services in accordance with a properly developed Individualized Education Program as per federal and state special education guidelines. In addition, all Admission review and Dismissal (ARD) committees will adhere to the policies and procedures outlined by the Texas education agency (TEA) in the ARD Committee Decision-Making Process for the Texas assessment program manual and A Guide to the admission review and Dismissal Process.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Carlos Guerrero	Math	EnrichmentTeacher	1
Hector Rodriguez	Dyslexia Aid	Dyslexia	1
Jose Sanchez	Nurse	Nurse	.40
Juana Aldape	Clerical Assistant 1	Counseling	1
Maria Diaz	Library Aid	Library	1
Rosalia Salinas	Parent Liaision	Parental Involvement	1

2016-2017 Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Kathleen Jimenez	Principal
Administrator	Julio Cesar Martinez	Dean of Instruction
Business Representative	Carlos Deanda	Business
Business Representative	Jesus Larrazolo	Business
Classroom Teacher	Adriana Castillo	Teacher
Classroom Teacher	Lorena Cheney	Choir Teacher
Classroom Teacher	Maribel Degollado	Math Teacher
Classroom Teacher	Martha Guajardo	Reading Teacher
Classroom Teacher	Claudia Mar	Science Teacher
Classroom Teacher	Maria N. Ong	English Teacher
Classroom Teacher	Heriberto Rodriguez	Social Studies Teacher
Classroom Teacher	Arael Tijerina	Technology Teacher TST
Community Representative	Guadalupe Lopez	Community Member
Community Representative	Daniel Zamarripa	Community Member
District-level Professional	Olivia Urbina	Math Specialist
Non-classroom Professional	Ivonne Ceballos	Counselor
Parent	Norma Leticia Caraveo	Parent
Parent	Dora Conde	Parent

Campus Funding Summary

Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	KUTA Software		\$300.00
1	1	2	Mileage	199-31-6411-00-048-y-99-000-y	\$150.00
1	1	3	Capital Outlay	199-23-66-49-65-048-Y-99-000-Y	\$4,000.00
1	1	8	TALA Strategies, Kamico STAAR Reading diagnostic series Grades, 6,7,and 8. STAAR Master 6th-8th grade		\$0.00
Sub-Total					\$4,450.00
Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	STAAR Review Booklets -Media Center	211-11-6399-16-048-Y-30-0F2-Y	\$1,000.00
1	1	1	Instructional Supplies (general): Student composition notebooks, highlighters,binders	211-11-6399-00-048-Y-30-0F2-Y	\$14,171.00
1	1	1	Duplicating Paper for STAAR booklets/count down to STAAR	211-11-6396-00-048-Y30-0F2-Y	\$5,000.00
1	1	2	Professional Development 2016-2017	211-13-6411-23-048-Y-30-AYP-Y	\$2,429.00
1	1	4	Compass Odyssey Learning	211-11-6249-06-048-Y-30-0F2-Y	\$3,200.00
1	1	4	Sci-Tex Living With Science	211-11-6249-06-048-Y-30-0F2-Y	\$4,800.00
1	1	4	1 learning lab (with 20 IPADS) with charging cart and 1 laptop 2015-2016(combined=\$15913)	211-11-6649-00-048-Y-30-0F2-Y	\$12,170.00
1	1	4	5 Ipads with 3 Year Apple Care 2015-2016 (COMBINES TO make \$15913)	211-11-6649-00-048-Y-30-0F2-Y	\$2,370.00
1	1	4	Apple care protection Plan 2015-2016 (Combines to make totals 15913)	211-11-6649-00-048-Y-30-0F2-Y	\$183.00
1	1	4	Laptop computer 2015-2016 (COMBINES TO MAKE THE TOTAL OF \$15913)	211-11-6649-00-048-Y-30-0F2-Y	\$1,181.00
1	1	4	Maker Space supplies	211-11-6399-00-048-Y-30-0F2-Y	\$252.86
1	1	4	Ipad's	211-11-6649-00-048-Y-30-oF2-Y	\$19,590.00
1	1	5	Professional Curriculum Planning	211-13-6118-00-048-Y-30-AYP-Y	\$6,300.00

1	1	9	Transportation for Tutorial Students	211-11-6494-00-048-Y30-0F2-Y	\$14,399.00
1	1	26	Summer Bridge	211-12-6118-00-048-y-30-BDG-6	\$3,600.00
1	1	26	Summer Bridge Supplies	211-12-6399-00-048-Y-30-BDG-6	\$400.00
1	1	33	Library Aid	211-12-6129-00-048-Y300-F2-Y	\$27,786.00
1	1	34	Dyslexia AID Ms. Davenport	211-11-6129-06-048-Y30054	\$15,179.00
1	1	35	Tents /supplies for Learning Camp	211-11-6399-00-048-Y24-PFG-6	\$5,500.00
3	1	11	FTE Math enrichment 7 (Clarissa Saucedo)	211-11-6119-00-048-Y300F2	\$58,459.00
3	1	13	1FTE School Nurse	211-33-6119-00-048-Y-30-0F2-y	\$29,386.00
3	1	14	Clerical Assistant 1	211-31-6129-08-048-Y-30-0f2-y	\$25,758.00
4	1	3	Student Recognition Certificates & Ribbons	211-11-6498-00-048-Y-30-0F2-Y	\$1,200.00
5	1	7	Supplies for nurse	211-33-6399-00-048-4-30-0f2-y	\$1,000.00
6	1	2	Food	211-61-6499-53-048-Y-30-0F2-Y	\$500.00
6	1	2	Supplies	211-61-6399-00-048-Y-30-0F2-Y	\$600.00
6	1	7	Milage/Travel	211-61-6411-00-48-y-30-0F2-Y	\$800.00
6	1	7	Parent Liaison	211-61-6129-00-048-Y300F2	\$21,649.00

Sub-Total \$278,862.86

Title III-A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	9	LPAC		\$1,000.00
3	1	10	Substitute teachers LPAC	211-11-6112-00-048-y-30-of2-y	\$3,000.00

Sub-Total \$4,000.00

State Compensatory

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	GENERAL SUPPLIES	162-11-6399-00-048-Y-30-000-Y	\$9,475.00
1	1	4	A+LS Software	162-11-6249-00-048-y-30-APL-Y	\$2,500.00
1	1	4	Software	162-11-6395-62-048-y-30-000-Y	\$3,000.00
1	1	4	Kuta Software (Math)	162-11-6249-62-048-Y-30-000-Y	\$128.00
1	1	4	Toner (Supplies)	162-11-6399-62-048-Y-30-000-Y	\$8,000.00

1	1	25	SSI Tutorial	162-11-6118-00-048-y-30-ssi-y	\$10,955.00
3	1	1	Extra Duty Pay	162-11-6118-00-048-Y-30-000-Y	\$22,029.00
3	1	8	1 FTE DEAN	162-13-6119-31-048-Y-30-000-Y	\$55,562.00
3	1	11	1 FTE Reading enrichment (Maria Cisneros)	162-11-6119-00-048-Y-30-000-Y	\$67,420.00
3	1	11	1 FTE 8th grade math enrichment (Carlos Guerrero)	162-11-6119-00-048-Y-30-000-Y	\$47,816.00
3	1	12	1 FTE At risk counselor	162-31-6119-31-048-Y-30-000-Y	\$61,800.00
4	1	5		162-31-6399-0048-Y-30-000Y	\$1,325.00
5	1	8	incentives	211-11-6498-00-048-Y-30-0F2-Y	\$1,200.00
8	1	1	Mobiview Teacher and Student Centered Learning Packs	162-11-6398-00-048-Y-30-000-Y	\$13,879.30
8	1	7	7 Printers and Toner	162-11-6398-62-048-Y-30-000-Y	\$3,927.09
8	1	7	4 Scanners	162-11-6398-62-048-Y-30-000-Y	\$1,686.56
8	1	7	Printer	162-31-6649-62-048-Y-30-000-Y	\$800.31
Sub-Total					\$311,503.26
Title I-C (Migrant)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	5	School supplies & Hygiene Kits	212-11-6399-00-048-Y-24-0f2-Y	\$100.00
7	1	6	School Supplies for Migrant students	212-11-6399-00-048-Y-24-0F2-Y	\$1,405.00
7	1	9	Printer	212-11-6649-00-048-Y24-0F2-Y	\$850.00
7	1	9	Toner	212-11-6399-62-048-Y24-0F2-Y	\$400.00
7	1	10	NGS Campus Reports		\$0.00
7	1	12	NCLB Sec. 1301-1309 TI-C Guidelines Job Descriptions ID&R Manual NGS Manual Migrant lab- Computers, Campus TI-C Funds TI-C \$3600	212-11-6649-62-048-Y24-0F2-Y	\$21,374.00
7	1	16	To serve a light snack	212-61-6499-53-048-Y-24-0F2-Y	\$50.00
7	1	21	Teacher instructional salary	212-11-6119-00-048-Y-24-0F2Y	\$14,650.00
7	1	24	migrant tutorials	212-11-6118-00-048-Y24-0f2-Y	\$3,000.00
Sub-Total					\$41,829.00
SPED					

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	44	Life Skills Supplies	166-11-6399-00-048-Y-23-0P1-Y	\$651.00
1	1	44	BI Supplies	166-11-6399-00-048-Y-23-0p2-Y	\$352.00
1	1	44	Inclusion/Resource Supplies	166-11-6399-00-048-Y-23-0P4-Y	\$952.00
1	1	51		166-11-6399-00-048-Y-23-0P1-Y	\$651.00
1	1	62		166-31-6219-00-048-Y-23-0N7-Y	\$1,000.00
1	1	71		166-11-6399-00-048-Y-23-0B0-Y	\$1,000.00
1	1	72	Inclusion/Resource	166-11-6399-00-048-Y-23-0P4-Y	\$952.00
1	1	72	BI Unit	166-11-6399-00-048-Y-23-0P2-Y	\$352.00
1	1	72	Life Skills	166-11-6399-00-048-Y-23-0P1-Y	\$651.00
2	1	14	Travel	199-36-6412-00-048-Y-99-0B0	\$185.00
2	1	14	Supplies	199-36-6399-00-048-Y-99-0B0-Y	\$185.00
2	1	14	Transportation	199-36-6494-00-048-Y-99-0B0-Y	\$450.00
2	1	14	Uniforms	189-36-6399-44-048-Y-99-0B0-Y	\$768.00
2	1	14	Substitute Teachers	199-36-6112-00-048-Y-99-0T0-Y	\$300.00
2	1	14	Supplies	199-36-6399-00-048-Y-99-0T0-Y	\$150.00
2	1	14	Student Travel	199-36-6412-00-048-Y-99-0T0-Y	\$125.00
2	1	14	Transportation	199-36-6494-00-048-Y-99-0T0-Y	\$300.00
2	1	14	Awards	199-36-6498-00-048-Y-99-0T0-Y	\$60.00
2	1	14	Uniforms	199-36-6399-44-048-Y-99-0T0-Y	\$250.00
2	1	15	BI Unit Awards	166-11-6498-00-048-Y-23-0P2-Y	\$210.00
5	1	9	BI Unit Supplies	166-11-6399-00-048-Y-23-0P2-Y	\$352.00
5	1	9	BI Unit Awards	166-11-6498-00-048-Y-23-0P2-Y	\$210.00
8	1	6	Ink and Toner	166-11-6399-62-048-Y-23-000-Y	\$2,000.00
Sub-Total					\$12,106.00
Grand Total					\$652,751.12