Brownsville Independent School District

Faulk Middle School

2016-2017 Campus Improvement Plan

Mission Statement

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

Vision

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

Faulk Creed

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

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

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

To us, excuses are not an option.

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

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

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

We are Faulk-tastic!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

CNA Procedures for Demographics:

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

Data Sources Reviewed: The following sources provided valuable data for Demographics in regards to the identification of needs:

- Enrollment Reports
    - Attendance Reports
    - Ethnicity
    - Mobility/Stability
    - Teacher-Student Ratios
    - Completion, Dropout rates, Failure Rates
    - Course / Class Assignments
    - Pre-AP/ AP Placement Enrollment
    - ESL/XL Enrollment
    - Teacher Attendance
    - Student Attendance Rates
    - Discipline
    - Benchmark Data
    - Campus parent participation records
    - SAT/ACT scores
    - Fitness Gram Data

The student population at Faulk Middle School is approximately 850 students and serves students in grades sixth through eighth. According to the PEIMS Data Review of our campus profile, the student population includes: Hispanic (99.5%), White (0.5%), African American (0.3%), Economically Disadvantaged (99.0%), Limited English Proficient (30.0%), and At-Risk (67.2%) students. The mobility rate for the campus is 18.8%. Additionally, the

retention rate was 1.8% for all and at-risk students. The Attendance Rate was 97.0% for all students and 96.5% for at-risk students. Moreover, the Dropout Rate was 0.2% for all students and 0.7% for at-risk students.

Demographics Strengths

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

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

Demographics Needs

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

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

1. Maintain attendance rates and meet the district goals of 97% attendance by increasing parental involvement, calling students home and making home visits when they are absent. 4.1.1
2. Provide support for At-Risk population by increasing the number of students who exit the bilingual program by providing after-school tutorial and having the bilingual lab open in the mornings to help increase language development. 3.1.1
3. Increase support for students that are retained by providing after-school tutorials, enrichment courses and SSI remedial support. 1.1.4
4. Reduce the Failure Rates per semester and school year. 1.1.23

To best support campus efforts and meet the identified needs at the District and Campus level; activities, resources, and implementation time lines related to Demographics are set forth in all sections of the 2016-2017 Campus Improvement Plan.

Student Achievement

Student Achievement Summary

CNA Procedures for Student Achievement:

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

1. **Data Sources Reviewed:** The following sources provided valuable data for Student Achievement in regards to the identification of needs:

- AYP Report
- STAAR Summary Report-Group Performance
- Eduphoria! Aware / Tango software
- TELPAS, AMAO, PBMAS, Report
- Pre-AP and AP Advanced Course Data
- Class grades
- Promotion / Retention Rates

The following information originated from the 2014-2015 TAPR results.

STAAR Summary of 6th- 8th Grades Tested

	State	District	Campus
Grade 6			
Reading	74%	69%	63%
Mathematics	73%	69%	78%
Grade 7			
Reading	73%	66%	60%
Mathematics	70%	66%	74%
Writing	70%	67%	68%
Grade 8			
Reading	85%	80%	73%
Mathematics	72%	62%	15%

Science	69%	59%	58%
Social Studies	63%	53%	60%

Performance Variations Between All Student Groups and All Grades

	All Students	Hispanic	White	Economically Disadvantaged	At-Risk	Special Ed	ELL
All Subjects	67%	67%	*	67%	49%	28%	45%
Reading	65%	65%	*	67%	47%	25%	45%
Mathematics	75%	75%	*	75%	67%	35%	65%
Writing	68%	67%	*	67%	36%	*	42%
Science	58%	58%	*	58%	41%	26%	30%
Social Studies	38%	60%	*	60%	29%	35%	41%

Student Achievement Strengths

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

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

Student Achievement Needs

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

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

1. Improve Reading, Writing, Math, Science, and Social Studies STAAR scores. maintain Algebra I scores and Advanced performance levels for all subpopulations by providing supplies, instructional resources, software resources such as Compass Odyssey and STAAR test maker, after-school tutorials, enrichment courses, summer bridge, library books to increase Accelerated Reading Program (AR) and use the teaming model. In addition, schedule co-planning, vertical alignment, and professional development. 1.1.4, 1.1.10, 8.1.8.
2. Maintain and increase Advanced High scores on TELPAS by providing after-school tutorials and promoting Accelerated reader program and

offering a wide selection of novels and literature. 1.1.9

3. Increase the number of extracurricular activities or clubs that the students can join; thus increase the academic performance because of "No Pass / No Play". Motivate students to participate in extracurricular activities such as Science Fair, History Fair, One Act Play, chess, brainsville, Kids Voting, etc. 1.1.12, 1.1.21, 1.1.22
4. Provide the students with field experiences to gain knowledge of College & Career Readiness opportunities, will be allowed to tour local campuses. 1.1.24
5. Increase student attendance on campus in order to increase student academic performance and participation by providing six weeks incentives, and personal student needs such as clothing, counseling, school supplies and personal hygiene supplies. This includes the migrant population. 4.1.6, 7.1.1, 7.1.2
6. Provide support for students and teacher in AP Spanish by providing after-school tutorials, supplies, resources and professional development for teachers. 2.1.4
7. Increase the number of student who exit the bilingual program by utilizing Rosetta Stone, to increase language, providing after-school tutorials, increasing the selection of literature for students to read and by providing students with a computer lab for A/R testing, ESL Reading Smart, tutorials and other sub populations. 1.1.4, 1.1.5, 1.1.6, 1.1.9, 8.1.8
8. Instructional aides will provide classroom support and monitor appropriate instructional strategies to improve student achievement. 1.1.11
9. Implement Response to Intervention strategies to support student academic growth. Teachers will monitor progress and monitor interventions of struggling students. 1.1.13
10. Implement an integrated challenging inquiry-centered curriculum and offer high-level courses such as Algebra I, Spanish AP. 1.1.17
11. Math and Science teachers will implement STEM curriculum, conduct labs, utilize Zingy, and participate in project based learning. Teachers will attend STEM professional development. 1.1.18, 1.1.19, 1.1.20

To best support campus efforts and meet identified needs at the District and Campus level; activities, resources, and implementation time lines related to Student Achievement are set forth in core-area, At-Risk, and Migrant Education sections of the 2016-2017 Campus Improvement Plan.

School Culture and Climate

School Culture and Climate Summary

CNA Procedures for School Culture and Climate:

Faulk M.S. conducted campus surveys in each of the components of the Campus Improvement Plan. The survey results were review during a faculty meeting so that all stakeholders were made aware of results. The entire faculty along with SBDM members reviewed the results of the survey, STAAR scores, TELPAS scores, SELP/SSLP, and 7th Grade Fluency Test and Algebra I Scores. The faculty was then divided into committees and assigned the 2016-2017 CIP to review the plan and decide what improvements needed to be incorporated. Each committee then submitted a revised CIP to be utilized during 2016-2017 and made recommendations as to what activities, resources and funds needed to be allocated towards the 2016-2017 Campus Improvement Plan.

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

- Surveys
- Questionnaires
- Classroom and Walkthrough data.
- Parent Conferences
- Open House information
- TLI Teacher Specialist Classroom Visitation Data

School Culture and Climate Strengths

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

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

School Culture and Climate Needs

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

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

1. Promote more parent participation in Parent Meetings by sending out Parent Meeting flyers with students, calling parents at home, sending school messenger notifications, and making home visits. This is inclusive of the migrant population. 3.1.1, 4.1.1, 7.1.3
2. Parent/Teacher collaboration meetings by providing parents with teacher conference times via school website and newsletter and increasing the number of parents who sign up to get access to their child's grades. This is inclusive of the migrant population. 7.1.12
3. Provide parents with "Academic Night" in order to communicate with parents regarding their child's academic grades in order to increase parental involvement and communication.This is inclusive of the migrant population. (Supplies & IP Phones) 7.1.10
4. Provide students with essentials needed to improve their academic achievement such as school supplies, clothing (as available), shoes, hygienic supplies etc. 3.1.22
5. Provide a health school environment to assist in meeting the needs of the general school population and those with health conditions. Initiate and maintain effective procedures for materials, supplies and student records. This is inclusive of the migrant population. 7.1.7, 7.1.9, 3.1.15

To best support campus efforts and meet identified needs at the District and Campus level; activities, resources, and implementation timelines related to School Culture and Climate are set forth in all sections of the 2016-2017 Campus Improvement Plan.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

CNA Procedures for Staff Quality, Recruitment and Retention:

Faulk M.S. conducted campus surveys in each of the components of the Campus Improvement Plan. The survey results were reviewed by department and team meeting members so that stakeholders were made aware of results. The entire faculty along with SBDM members reviewed the results of the survey, STAAR scores, TELPAS scores, SELP/SSLP, and 7th Grade Fluency Test and Algebra I Scores. The faculty was then divided into committees and assigned the 2016-2017 CIP to review the plan and decide what improvements needed to be incorporated. Each committee then submitted a revised CIP to be utilized during 2016-2017 and made recommendations as to what activities, resources and funds needed to be allocated towards the 2016-2017 Campus Improvement Plan.

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

- Teacher Certification / Qualification Data
- Staff Effectiveness in Relation to Student Achievement
- PDAS / Walkthroughs
- Special Program Qualifications
- Professional Development Data
- Department and Team Meetings
- Peer Coaching

Staff Quality, Recruitment, and Retention Strengths

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

1. Work closely with HR Department
2. Walkthrough Data

3. Professional Development attendance
4. GT / AP Compliance

Staff Quality, Recruitment, and Retention Needs

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

1. Increase teacher and administration's participation in professional development, decreasing discipline referrals and increasing student attendance on campus. 1.1.8
2. The teachers, administration, and counselors need trainings to receive additional training on effective strategies, differentiating instruction based on student needs or/and data throughout the year at weekly meetings through intensive intervention research based literacy instruction, a book study, and practices provided by Campus Administration and Curriculum & Instruction Specialist. 1.1.8, 1.1.14
3. The teachers will receive additional training on the Review 360 in order to reduce ISS, OSS, and student removals. 1.1.8
4. The teachers will be expected to conduct peer coaching during each semester in order to gain knowledge and learn from peers, and by completing instructional rounds to both our campus and other district campuses 1.1.8
5. Teacher retention will be maintained by providing district stipends for certifications, and for attending various professional development sessions. 1.1.4, 1.1.10
6. Special Education teachers will attend regular education trainings provided by the District and Campus in order to improve instruction in inclusion and resource classes and increase Sp.Ed. Students test scores and grades. 1.1.8

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 2016-2017 Campus Improvement Plan.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

CNA Procedures for Curriculum, Instruction and Assessment:

Faulk M.S. conducted campus surveys in each of the components of the Campus Improvement Plan. The survey results were review during a faculty meeting so that all stakeholders were made aware of results. The entire faculty along with SBDM members reviewed the results of the survey, STAAR scores, TELPAS scores, SELP/SSLP, and 7th Grade Fluency Test and Algebra I Scores. The faculty was then divided into committees and assigned the 2016-2017 CIP to review the plan and decide what improvements needed to be incorporated. Each committee then submitted a revised CIP to be utilized during 2016-2017 and made recommendations as to what activities, resources and funds needed to be allocated towards the 2016-2017 Campus Improvement Plan.

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

- Standards-Based Curriculum Resources and Materials – State adopted Materials
- Scope and Sequence
- Enrichment Course / Class materials.
- Technology
- Lesson Study / Delivery Process
- Collaborative Horizontal and Vertical Alignment Processes
- Differentiated Strategies and Processes.
- Campus and District Benchmarks
- Class, School and Special Program schedules
- Instructional Coaching
- Co-Teach Lessons Intern/Mentor
- Debriefing Sessions Teachers/Instructional Rounds

Curriculum, Instruction, and Assessment Strengths

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

1. Scope and sequence includes rigor and relevance
2. Teachers follow TEKS
3. College readiness standards
4. Benchmark Analysis
5. Departments / Teams work closely.

Curriculum, Instruction, and Assessment Needs

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

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

1. Differentiated Assessments for special populations by utilizing Aware, and district data bank to create benchmarks and provide additional professional development for teachers in order to increase rigor and relevance in the classroom. 1.1.3
2. 30% of all students will attain advanced performance by monitoring benchmark exams, attending professional development, utilizing resources, dictionaries, magazines, and manipulatives to motivate and encourage student participation in order to increase student achievement. The campus will utilize clocks and electronic dictionaries, dictionaries to ensure students are practicing during benchmark exams and regular exams monitoring their time and ensuring they are utilize their time efficiently to complete the exams in the allotted time. 1.1.3
3. 50% of LEP students who have attended U.S. schools for 3+ years will meet exit criteria by providing students with an analysis of their benchmark assessments and targeting instruction based on results, and increase participation in Accelerated Reading in order to increase comprehension, vocabulary development and reading fluency. 1.1.4
4. The teachers need to receive additional Review 360, RTI, Classroom Management Training and working with At-Risk Students (Special Populations) in order to minimize discipline referrals and document incidents correctly in system and to motivate student positive behaviors by integrating character education into daily instruction. At-Risk counselors will work conduct presentations for students on discipline, bullying, motivation strategies, etc. 1.1.8
5. The teachers need to receive additional STAAR training in order to prepare students for new state testing during team and department meetings, increase the rigor of questioning in the classroom and increase the level of expectations for students. 1.1.1, 1.1.8
6. Increase the number of passing rates for Science, MATH, Reading by providing afterschool tutorials for students and STAAR training for teachers during team/department meetings. The campus will also receive support from curriculum specialists. 1.1.4, 1.1.13
7. In order to ensure teachers are providing intense and relevant instruction for all students and computer labs will be utilize for intervention in the areas of Math, Science, Social Studies, and Reading. Supplies & Licenses will be ordered in order to maintain the computer labs updated and

working properly. 9.1.14

8. **In order to improve classroom instruction and rigor, the campus teachers will meet before the 1st and during the 2nd semester to write curriculum, assessments, and plan to address students needs. 1.1.2**
9. Provide trainings for Sp. Ed teachers in differentiated instructions/assessments and regular education coursework. 1.1.8
10. Teachers will meet on a weekly basis during planning to align curriculum, benchmarks, STAAR assessments and use data to drive inquiry-centered curriculum. Curriculum specialists will meet with departments every 3 weeks to provide support and help implement instructional strategies. 1.1.1, 1.1.16
11. Implement coordination and collaboration meetings once every six weeks between special ed, dyslexia, bilingual teachers to record and plan instructional strategies and support systems. 1.1.15

To best support campus efforts and meet identified needs at the District and Campus level; activities, resources, and implementation timelines related to Curriculum, Instruction and Assessment are set forth in all sections of the 2016-2017 Campus Improvement Plan.

Family and Community Involvement

Family and Community Involvement Summary

CNA Procedures for Family and Community Involvement:

Faulk M.S. conducted campus surveys in each of the components of the Campus Improvement Plan. The survey results were review during a faculty meeting so that all stakeholders were made aware of results. The entire faculty along with SBDM members reviewed the results of the survey, STAAR scores, TELPAS scores, SELP/SSLP, and 7th Grade Fluency Test and Algebra I Scores. The faculty was then divided into committees and assigned the 2016-2017 CIP to review the plan and decide what improvements needed to be incorporated. Each committee then submitted a revised CIP to be utilized during 2016-2017 and made recommendations as to what activities, resources and funds needed to be allocated towards the 2016-2017 Campus Improvement Plan.

Data Sources Reviewed: The following sources provided valuable data for Family and Community Involvement in regards to the identification of needs:

- Family and Community participation
- Parent Volunteer Information
- Parent and Community Partnership Data
- Mobility / Stability
- Demographic Data
- Parent Evaluations and feedback
- Award for having the most parental involvement participation

Family and Community Involvement Strengths

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

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

Family and Community Involvement Needs

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

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

1. Increase the number of parents with Home Access Center by providing training during parent meetings and offering assistance when parents stop by the campus office.This is inclusive of the migrant population. 6.1.4, 6.1.6, 6.1.7, 7.1.5, 7.1.8
2. Increase the number of participation in parent meetings by sending parent notification flyers, calling parents and making home visits to notify them of upcoming meetings/attendance concerns and by having parent night during the school year for additional parental involvement opportunities and providing a light snack.This is inclusive of the migrant population. 6.1.3, 6.1.4, 6.1.8, 7.1.5, 7.1.10, 7.1.7
3. Encourage parents to be active participants in students' academic and discipline by sending parent meeting flyers home and calling parents to encourage attendance and by coordinating parent conferences and field trips to enhance participation.This is inclusive of the migrant population. 6.1.8, 7.1.13

To best support campus efforts and meet identified needs at the District and Campus level; activities, resources, and implementation timelines related to Family and Community Involvement are set forth in the Parent and Community section of the 2016-2017 Campus Improvement Plan.

School Context and Organization

School Context and Organization Summary

CNA Procedures for School Context and Organization:

Faulk M.S. conducted campus surveys in each of the components of the Campus Improvement Plan. The survey results were reviewed during a faculty meeting so that all stakeholders were made aware of results. The entire faculty along with SBDM members reviewed the results of the survey, STAAR scores, TELPAS scores, SELP/SSLP, and 7th Grade Fluency Test and Algebra I Scores. The faculty was then divided into committees and assigned the 2016-2017 CIP to review the plan and decide what improvements needed to be incorporated. Each committee then submitted a revised CIP to be utilized during 2016-2017 and made recommendations as to what activities, resources and funds needed to be allocated towards the 2016-2017 Campus Improvement Plan.

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

- School Structure
- Master Schedule
- Supervision Structure
- Duty Rosters
- Schedule for Student Support Services: Library, Counseling, Computer Lab
- School Map
- Program Services: Extracurricular Activities, After School Programs
- Teaming

School Context and Organization Strengths

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

1. Duty Rosters are available.
2. Administrative team meets with department chairs / lead teachers.

3. School structures.
4. Master Schedule includes department and teaming by grade level
5. Students are encouraged to participate in Extracurricular activities.

School Context and Organization Needs

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

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

1. Increase the recruitment of master teachers who are available to work tutorials or Saturday academies in order to increase student achievement. 1.1.13, 1.1.4
2. Increase the number of students who actively participate in Accelerated Reading by providing students with books and library availability in the morning and afterschool and by having incentives for students who reach a certain number of points. 1.1.5
3. Ensure that all teachers conduct peer coaching in order to learn strategies and get ideas from their peers. 1.1.8

Technology

Technology Summary

CNA Procedures for Technology:

Faulk M.S. conducted campus surveys in each of the components of the Campus Improvement Plan. The survey results were reviewed during a faculty meeting so that all stakeholders were made aware of results. The entire faculty along with SBDM members reviewed the results of the survey, Fixed Assets Reports, Star Chart Survey, STAFF/Student/Parent Technology survey of needs along with the current hardware and software being utilized across the grade levels at the campus. The faculty was then divided into committees and assigned the 2016-2017 CIP to review the plan and decide what improvements needed to be incorporated. Each committee then submitted a revised CIP to be utilized during 2016-2017 and made recommendations as to what activities, resources and funds needed to be allocated towards the 2016-2017 Campus Improvement Plan.

Data Sources Reviewed: The following sources provided valuable data for Technology in regards to the identification of needs:

- Campus Surveys
- Interviews
- STAR Chart Reports
- Fixed Assets Reports
- Technology Hardware and Software
- Technology TEKS/ Technology Plan
- Technology Professional Development Opportunities
- Project Share—Groups and TLI
- LASERS
- MODULES

Technology Strengths

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

1. Campus Newsletter and website

2. Experienced Career Portals Teachers
3. Math / Science Computer Labs / Software

Technology Needs

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

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

- Professional Development will be offered by the TST for students and teachers to ensure proper integration of technology in the classroom. Teachers will be encouraged to seek professional development outside of contract hours offered by the Technology Dept. 8.1.11
- There is a need to increase campus resources (Computers, Printers, Software, Interactive Boards, Elmo/Projectors, Scanner & Scanner Maintenance, IP Phone, Clocks) in order to integrate technology into the core content areas to be able to enhance classroom instruction. The IP phones will be utilized to increase communication with parents in order to improve student's achievement and discipline. 8.1.6
- Computers will provide accessibility to instructional programs that would increase student interaction and engagement in the learning process. The level of technology integration into classroom instruction by teachers and students will be increased. 8.1.11
- New software that is in line with current TEKS will be purchased along with supplies to maintain the computer labs updated and running properly. 8.1.14

To best support campus efforts and meet identified needs at the District and Campus level; activities, resources, and implementation timelines related to School Context and Organization are set forth in all sections of the 2016-2017 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 End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment 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 diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey 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

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
- Professional development needs assessment data

- Evaluation(s) of professional development implementation and impact
- 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: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens

Performance Objective 1: A minimum of 90% of students will achieve a Level II Recommended Performance on STAAR/EOC ELA and Math Assessments. A minimum of 40% of students will achieve a Level III Advanced Performance in Reading and Math. A minimum of 60% of students will achieve a Level II Recommended Performance on STAAR Science and History Assessments. A minimum of 30% of students will achieve a Level III Advanced Performance in Science and History.

Summative Evaluation: S: STAAR Scores F: Department/Team Meetings, Benchmarks, Six Weeks Exam, Student Progress Reports

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
Critical Success Factors CSF 1 1) ELA, math, science and history teachers will meet during both team and department planning to align curriculum with both vertical and horizontal alignment, TEKS objectives, district frameworks, benchmarks, TELPAS, STAAR, formative evaluations, integrate core content areas through warm ups and other classroom activities and differentiate instruction for all learners and analyze data using AWARE, Tango, STAAR Data, or campus evaluations. AYP Initiative Curriculum Writing Workshops will take place afterschool and/or on Saturday's to ensure alignment in curriculum and to plan to accelerated instruction. Population: All Students Timeline: Weekly - August 2016 - June 2017 CNA p. 16	1, 3, 4, 8, 9	Principal, Dean, Asst. Principals, Dept. Chairs, Teachers	Formative: Walkthroughs, progress reports, semester exams, grades, benchmark grades, professional portfolios, Summative: STAAR, TELPAS.				

Critical Success Factors CSF 1 CSF 4 2) Staff collaborative curriculum alignment planning in house and with district reading/ELA, math, science curriculum specialists, CTE, Special Education, Bilingual/ESL Department support staff will provide in classroom support and monitor implementation of appropriate instructional strategies and routines for these populations which ultimately results in interdisciplinary/multi-disciplinary projects integrating all appropriate content areas. Population: All Students Timeline: Weekly -August 2016 - June 2017 CNA p. 16	1, 3, 4, 8, 9	Principal, Dean, Asst. Principals, Dept. Chairs, Teachers	Formative: Walkthroughs, Progress Reports, Report Cards, Summative: STAAR, District Benchmark exams, and/or EOC scores in reading/ELA, math and science for CTE Special Education and ELL students. Increased numbers of Distinguished Achievement Plan graduates for CTE, TELPAS				
State System Safeguard Strategy **Critical Success Factors** CSF 2 3) Conduct 6 weeks tests, benchmark tests in reading/ELA, fluency assessments, math, science and history as well as reflective conferences with both teachers and students on disaggregated results. Population: All Students Timeline: August 2016 - June 2017 CNA p. 15	1, 2, 3, 8, 9	Principal, Dean, Asst. Principals, Dept. Chairs, Teachers	Formative: Walkthroughs, Progress Reports, Report Cards, Summative: STAAR, TELPAS				
Critical Success Factors CSF 1 CSF 3 CSF 4 4) Provide extended day/week/year learning academies for students based on disaggregated six weeks benchmark results in addition to bus transportation for these students, EOY STARR tests, Provide after-school tutorials and Saturday academies with identified low-performance students and at-risk students including tutorials to prepare for the Reading, Writing, Math, Science, History STAAR, Math meet and the Algebra I EOC assessment. Provide 18 ours of additional tutorial for AP Spanish students outside of regular classroom setting. Population: All Students Timeline: August 2016 - June 2017 CNA p. 7, 9,	1, 3, 8, 9	Principal, Dean, Asst. Principals, Dept. Chairs, Teachers	Formative: Six Weeks Passing/Failing Rates, Benchmarks, Attendance Summative: STAAR scores, TELPAS, PBMAS				

Critical Success Factors CSF 1 5) Teachers will use a variety of print material such as short stories, novels, biographies, historical literature and include social studies topics in reading lessons to intensify student needs. Population: All Students Timeline: August 2016 - June 2017 CNA p. 9, 20	1, 3, 4, 8, 9	Principal, Dean, Assistant Principal, Department Specialist, Teachers	Formative: Walkthroughs Lesson Plans A/R Points Summative: STAAR scores TELPAS				
Critical Success Factors CSF 1 6) Teachers will incorporate the Accelerated Reading Program (AR) and reading materials into the curriculum to apply literary elements and reinforced learning in order to understand the array of different texts. AYP Population: All Students Timeline: August 2016 - June 2017 CNA p. 9, 20	1, 3, 4, 8, 9	Principal, Dean, Asst. Principals, Dept. Chairs, Teachers	Formative: AR Points, Six Weeks Exam, Semester Grades Summative: STAAR Scores				
Critical Success Factors CSF 1 CSF 2 7) Dyslexia teacher will have reading and dyslexia lab classes throughout the day to assist those students in the dyslexia program and will meet with regular education teacher on a six weeks basis to monitor student progress. Population: All Students Timeline: August 2016 - June 2017 CNA p. 14		Principal, Dean, Asst. Principals, Dept. Chairs, Teachers	Formative: Six Week Grades Semester Exams Summative: STAAR scores				

Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7 8) All teachers and administration will attend Campus, District, and state/out-of-district conferences / professional development, and access to resources to acquire initiatives, strategies, and activities pertaining to the instructional program, obtain the latest updates, support and resources to include sessions on: improvement of student performance, Special Education, Technology, Classroom Discipline Management, Review 360 RTI, , Conflict Resolution, differentiated instruction, ELAR (English Language Arts and Reading TEKS Classroom libraries/ Subscriptions, Curriculum Frameworks, Texas Adolescent Literacy Academies (TALA), Pre-Ap/Ap Summer Institute Training, GT, Pre-AP Ongoing Training, Response to Intervention (RTI), IEP, PLAAFPs, New State Adopted Texts, CCRS (College and Career Readiness Standards), Peer coaching, STAAR Blueprints, State of Texas Assessments, Authentic Learning (Various Topics), Consultant, Data Analysis (Progress Monitoring), Developing Metacognitive Skills (reflective reasoning, Conceptual Understanding, Questioning Techniques), TELPAS/ELPS, Writing Rubric, Shelter Instruction Training, ESL Textbook Adoptions (MILESTONES), Texas Middle School Fluency 7th Grade, Project Share, GT/Pre-AP Training, Book Study, adopted math textbook, Content in the area of math, Algebra I / EOC Success, RGVCTM Conferences NCTM Conferences, Region One HESTEC SIRC Transformation conference, TEA TAIS Summer Training, CAST conference, RGV SA mini-CAST, STAR LAB, Questioning Techniques, Notebooks, Journaling, Word Walls, Graphic Organizers, Vocabulary Development, Science Maintenance, New Teacher In-service, TMSDS, AWARE, STEM, Technology training in: PowerPoint Smart Board, Web links, Population: All Students Timeline: August 2016 - June 2017 CNA p. 12	3, 4, 5, 8, 9	Principal, Dean, Asst. Principals, Dept. Chairs, Teachers	Formative: Classroom observations for implementation Progress reports Walkthroughs, Class Visitations/Debriefing, CBLT Monthly meetings, Sign In-Sheets Texas Middle School Fluency Assessment (TMSFA) Reduction of Dyslexia referrals to Dyslexia and Special Education.Summative: TELPAS STAAR SAT 10 PBMAS				
Critical Success Factors CSF 1 9) Teachers will target Advanced High TELPAS proficiency levels in order to increase number of at-risk students who exit the bilingual program. Teachers will follow English Language Proficiency standards in their classroom instruction and post to target ELPS objectives. A stipend will be allocated to the teacher servicing bilingual students. Population: LEP students Timeline: August 2016 - June 2017 CNA p. 9	1, 3, 4, 8, 9	Administration, Teachers	Formative: STAAR TELPAS proficiency standards SELP/SSLP Summative: Benchmarks, Walkthroughs				

Critical Success Factors CSF 1 CSF 7 10) Teachers will incorporate instructional resources and necessary supplies/materials that are supplemental to the curriculum to improve Reading/ELA, Math, Science, Social Studies academic performance. Population: All student, AR, TI, MI, LEP Timeline: August 2016 - June 2017 CNA p. 9	3, 9	Administration Teachers Administrator for State Compensatory Education	Formative: Student progress reports, lesson plans, benchmark scores, classroom observations Summative: STAAR Scores				
Critical Success Factors CSF 1 11) Campus instructional aides will provide classroom support and monitor implementation of appropriate instructional strategies and will assist At-Risk students with core academic activities in order to improve student performance and attend professional development in the latest scientific research-based strategies. Population: All Students Timeline: August 2016 - June 2017 CNA p. 9	1, 3, 4, 8, 9	Administration Teachers	Formative: Benchmark Scores, Student Progress Reports, and Classroom Observations Summative: STAAR Scores				
Critical Success Factors CSF 1 12) The campus will provide opportunities for all students to participate in curricular course as well as extracurricular activities in order to develop language usage and improve proficiency. Population: All Students. Timeline: August 2016 - June 2017 CNA p. 9	1, 3, 4, 8, 9	Administration Teachers	Formative: Sign in Sheets, course log Summative: Chess tournaments, Attendance logs				

State System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 13) Implement intervention through the Response to Intervention (RtI) 3 Tier Model in order to support student academic growth and success. Use data to identify areas of need. Monitor progress and interventions of struggling student. Adjust instruction/interventions. Review student outcome data to evaluate instruction REVIEW360 Tier I, a minimum of 90 minutes devoted to ELA instruction Tier II, 30 minutes per day in small group in addition to the core instruction Tier III, 30 minutes per day in individual or small group instruction in addition to the core instruction. Implement research-based response intervention strategies, including tutorials, Saturday academies, and remediation for students diagnosed as performing below campus established proficiency levels. Snacks will be provided to students. Population: All Students Timeline: August 2016 - June 2017 CNA p. 8, 9	1, 3, 4, 8, 9	Administration, Teachers,	Formative: Sign in sheets, agenda. Summative: RTI folders, Texas Middle School Fluency Assessment (TMSFA), Progress Monitoring, Benchmark Results.				
Critical Success Factors CSF 1 14) All CTE teachers will receive their class rosters by period indicating their students who are served by Bilingual/ESL or Special Education Programs so that they may attend appropriate trainings and implement researched based strategies to improve the student's academic performance. Population: All Students Timeline: August 2016 - June 2017 CNA p. 13	1, 2, 8	Administration, CTE teachers	Formative: Sign in sheets, class rosters. Summative: Verification signatures from CTE teachers documenting receipt of state assessment results and objectives not mastered by class period.				
Critical Success Factors CSF 1 CSF 2 CSF 7 15) Implement coordination and collaboration meetings once every six weeks between Special Education, Bilingual/ESL teachers and CTE teachers of record to plan instructional strategies and support systems for Bilingual and Special Education students in CTE classroom instruction. Population: All Students. Timeline: August 2016 - June 2017 CNA p. 16	1, 2, 8	Administration Special Ed Department Teachers	Formative: Coordination/ collaboration meeting schedules and attendance sign-in sheets Summative: Six Weeks				

Critical Success Factors CSF 1 CSF 2 16) Monitor teachers' use of data for driving instructional decisions via profile sheets, lesson plans aligned to test results & conduct collaborative conferences. Population: All Students Timeline: August 2016 - June 2017 CNA p. 16	1, 2, 3, 8	Administration, Department Chairs, Teachers,	Formative: Coordination/ collaboration meeting schedules and attendance sign-in sheets Summative: Semester Grades				
State System Safeguard Strategy **Critical Success Factors** CSF 1 17) Implement an integrated challenging, standards-based, inquiry-centered, curriculum. Offer high-level courses at Faulk by selecting students using specific criteria based on course listing guide to enroll 8th grade students in Algebra I and 6th-8th grade Pre-AP/GT class following the criteria as stated by the Advanced Academics Department and ensuring success in EOC test by providing tutorials. Population: Pre-AP students. Timeline: August 2016 - June 2017 CNA p. 9	1, 3	Administration, Teachers	Formative: STAAR Summative: Six Weeks Grades Benchmarks				
Critical Success Factors CSF 1 CSF 3 CSF 7 18) All students will conduct labs in designated Science Labs, hands-on activities, or demonstrations 40% of instructional time. Population: All Students. Timeline: August 2016 - June 2017 CNA p. 9	1, 3	Administration, Science Dept. Chair,	Formative: Lesson Plans, C-Scope lessons, Lab Write-ups Summative: STAAR, TELPAS, AYP				
State System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 7 19) All math and science grade level teachers will be afforded the opportunity to attend STEM Infinity Project Professional Development to improve student performance in math and science. Population: All Students. Timeline: August 2016 - June 2017 CNA p. 9	1, 3, 8	Administration, Teachers	Formative: lesson plans, curriculum and instruction plans. Summative: 10% Increase in 6th Grade STEM STAAR Math Scores as compared to All Students 10% Increase in 6th Grade STEM STAAR Science Scores as compared to All Students				

State System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 20) Integrate and Implement STEM Infinity Project Curriculum with the District's math and science frameworks to assist students in meeting math and science content performance objectives. Conduct 1 STEM Lab every Six Weeks. STEM Robotics Competition. Population: All Students. Timeline: August 2016 - June 2017 CNA p. 9	1, 3, 8	Administration Teachers	Formative: Curriculum plans, and lesson plans. Summative: 10% Increase in 6th Grade STEM STAAR Math Scores as compared to All Students 10% Increase in 6th Grade STEM STAAR Science Scores as compared to All Students				
State System Safeguard Strategy **Critical Success Factors** CSF 1 21) All students will complete a research project for the History Fair Competition. *Junior Scholastics/Time for Kids . Population: All Students. Timeline: August 2016 - June 2017 CNA p. 9	1, 3, 8	Administration, Teachers	Formative: History Fair History Fair Project Library Schedule Summative: Six Weeks Exam				
State System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 22) All students will participate in KIDS Voting USA in order to understand the voting process and its place in Democratic society. Population: All Students. Timeline: August 2016 - June 2017 CNA p. 9	1, 3, 8	Administration, Teachers	Formative: Lesson Plans Walkthroughs Observations Benchmarks Summative: STAAR, Teacher Access Center, TELPAS				
Critical Success Factors CSF 1 CSF 2 CSF 6 23) Follow the aligned curriculum for Pre-AP / AP courses in the core areas of English, Math, Science, Social Studies and Spanish Language and Literature. Population: All students Timeline: August 2016 - June 2017 End of Year	1, 8	Administration Counselors Teachers	Formative: Curriculum Documents Summative: STAAR, TELPAS, AEIS				

Critical Success Factors CSF 1 CSF 2 CSF 6 24) Classroom presentations on positive work habits, and coping with test anxiety. Population: All students Timeline: August 2016 - June 2017 Monthly	1, 3, 9	Administration Counselors At-Risk Counselor Teachers	Formative: Monthly Logs Summative: Discipline Reports				
Critical Success Factors CSF 1 CSF 4 25) Students will utilize computer instruction which will provide students with an engaging, challenging, and high DOK curriculum to support rigor and student achievement through use of this technology in enrichment, tutorial, and alongside the instructional curriculum. Computer Labs and classrooms with this software will support Reading, Math, Science and Social Studies curriculum. Programs include Zingy, Kuta, and other supplemental supports to the curriculum. Population: All students Timeline: August 2016 - June 2017	2, 9	Campus Administrators Curriculum Specialist Dean of Instruction Teachers Special Ed Department ESL Department	Formative: Training sign in sheets and feedback. Exemplar Lessons Summative: : STAAR results Commended Levels				
Critical Success Factors CSF 1 CSF 4 26) Administration will ensure that campus needs are met. Instructional materials, duplicating paper, copy machine maintenance will be ordered/maintained to best ensure that teachers focus on student instruction. Population: Faculty Timeline: August 2016 - June 2017 CNA p. 9, 20	1	Administration	Formative: Walk throughs, observations, surveys Summative: Teacher feedback/surveys				
Critical Success Factors CSF 1 27) Campus instructional aides will provide classroom support and monitor implementation of appropriate instructional strategies. Clerical staff will monitor attendance and contact parents to ensure student tutorial attendance and documentation is kept. Overtime pay will be allocated for para-professionals completing these duties beyond the normal working hours. Population: All Students Timeline: August 2016 - June 2017 CNA p. 9	1	Principal Dean of Instruction	Formative: Timesheets, classroom observations Summative: Tutorial Attendance, timesheets				

Critical Success Factors CSF 1 28) Student incentives and awards will be purchased and issued every six weeks to recognize student achievement. An awards ceremony will be conducted at the end of each school year to recognize and celebrate success. Timeline: August 2016 - June 2017 CNA pg. 9	1, 2	Principal, Dean, Administration, counselors	Formative: Surveys, inventory of awards Summative: Awards program				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 2: The students in the public education system will demonstrate exemplary performance in 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 excel in all fine arts areas.

Summative Evaluation: Fine Arts students will participate in a minimum of three fine arts activities. S: EOY Grades, Performances, Department Meetings, Performance Participation Attendance

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
Critical Success Factors CSF 1 CSF 6 1) The Fine Arts Departments will perform and present on campus, at our feeder schools and in the community such as in the Brownsville parades and will hold annual concerts as requested. Population: Top Band students. Timeline: August 2016 - June 2017	1, 8	Administration Fine Arts Teachers	Formative: School / Community performances Summative: Gradebooks, Six Weeks Exam.				
Critical Success Factors CSF 1 2) Band students will participate in UIL Band, Solo and Ensemble, UIL concert and sight reading comprehension, TMEA All-Region, Honor Band competition and all-city band clinic and concert. Population: Top Band students Timeline: August 2016 - June 2017	1, 3	Administration, Teachers	Formative: Performances / # of students participatingSummative: Gradebooks, performance results				
Critical Success Factors CSF 1 CSF 6 3) Choir Students will participate in All City Choir Clinic / Concert and compete in TMEA Region, Choir Solo and Ensemble including UIL Choir concert and Sight-Reading Competition. Population: Choir Students. Timeline: August 2016 - June 2017	1, 3	Administration, Teachers	Formative: Lesson Plans Summative: Performance Ratings				

Critical Success Factors CSF 1 CSF 6 4) Choir students will attend summer choir camps. Population: Choir Students. Timeline: August 2016 - June 2017	1, 3	Administration, Choir Teacher	Formative: Lesson Plans Summative: Performance Ratings				
Critical Success Factors CSF 1 CSF 6 5) Visual Art students will participate in YAM YOUTH ART MONTH activities and compete in district, community and/or valley art competitions / exhibitions such as the Student International Art Show and the regional Jr. VASE Visual Arts Scholastic Event. Population: Art Students. Timeline: August 2016 - June 2017 .	1, 3	Administration Art Teachers	Formative: Lesson Plans, Student Portfolios Summative: Performance Ratings				
Critical Success Factors CSF 1 CSF 6 6) Fine Arts teachers will participate in in-service district training on updated Scope and Sequence material for Visual Arts/TEKS Pre-AP. Population: Art Students. Timeline: August 2016 - June 2017	1, 3	Administration, Fine Arts Teachers	Formative: Lesson Plans, Student Portfolios Summative: Performance Ratings				
Critical Success Factors CSF 1 CSF 6 7) All Fine Arts students will complete assignments per month such as: Journals, Poster Contest, Book Report / Project, Writing Response to Reading, STAAR test strategies. Students will receive supplies to attend class and be motivated and prepared for instructional classes. Population: Art Students. Timeline: August 2016 - June 2017	1, 3	Administration, Fine Arts Teachers	Formative: Lesson Plans, Student Portfolios Summative: Grade books				
Critical Success Factors CSF 1 CSF 6 8) Students practice different techniques and media to use different materials to create a variety of art and will be provided with appropriate material to enhance the GT program. Population: Art Students. Timeline: August 2016 - June 2017	1, 3	Administration, Fine Art Teachers	Formative: Lesson Plans, Student Portfolios Summative: Gradebooks, Six Weeks Exam				

Critical Success Factors CSF 1 CSF 6 9) UIL One Act Play students will participate in a middle school clinic and in middle school competition. Population: UIL One Act Play Students. Timeline: August 2016 - June 2017	1, 3	Administration, UIL One Act Play teacher	Formative: Lesson Plans, Student Portfolios Summative: Performance Ratings				
Critical Success Factors CSF 1 CSF 6 10) Ballroom dance students will participate in the Red Hot Ballroom dance program. Population: Ballroom Students. Timeline: August 2016 - June 2017	1, 3	Administration, Ballroom Teacher	Formative: Lesson Plans Summative: Performance Ratings				
Critical Success Factors CSF 1 CSF 6 11) Dance students will participate in campus dance recitals such as Santa and Friends and perform for Elementary campuses as well as participate in a fine arts dance evaluation. Population: Dance Students. Timeline: August 2016 - June 2017 CNA p. 9.	1, 3	Administration, Dance Teacher	Formative: Lesson Plans Summative: Performance Ratings				
Critical Success Factors CSF 1 CSF 6 12) Foreign Language (Spanish) students will learn the Spanish language, culture, vocabulary and grammar. They will focus on community and cultural aspects. Population: Students.in Spanish class. Timeline: August 2016 - June 2017	1, 3	Administration, Spanish Teacher	Formative: Student binder, teacher lesson plan book. Summative: Lesson Plans				
Critical Success Factors CSF 1 CSF 6 13) Foreign Language (Spanish AP). The AP Spanish Language course is designed to develop proficiency in the Spanish Language and provide the students with a learning experience equivalent to a college course. Population: Students.in Spanish class. Timeline: August 2016 - June 2017	1, 3	Administration, Spanish Teacher	Formative: Student binder, teacher lesson plan book, College Board Approved Syllabus Summative: college board test results, gradebooks.				

Critical Success Factors CSF 1 CSF 6 14) Students in the Spanish AP course will be provided with afterschool tutorials in order to maximize the number of student passing the Spanish AP Exam Population: Students.in Spanish class. Timeline: August 2016 - June 2017	1, 3	Administration, Spanish Teacher	Formative: Lesson Plans, Attendance Sheets Summative: Spanish AP Exam Scores				
Critical Success Factors CSF 1 CSF 6 15) The students in the AP Spanish course will use recorders to participate in simulated conversations and create oral presentations that makes cultural comparisons. Edmodo.com will be used in and outside of class in order to promote social in learning and connect the six themes. Population: Students.in Spanish class. Timeline: August 2016 - June 2017	1, 3	Administration, Spanish Teacher	Formative: Lesson Plans, Attendance Sheets Summative: Spanish AP Exam Scores				
Critical Success Factors CSF 1 CSF 2 CSF 6 16) Counselors will present information on BISD Magnet School programs and Magnet Career Night to students and parents. Students will be advised of Career Pathways available in High School. Population: Students, parents Timeline: August 2015- June 2017	1, 3, 9	Administration Counselors At-Risk Counselor Teachers	Formative: Monthly Logs, Sign In Sheets Summative: Number of student accepted into magnet school, choice slips.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 3: Through enhanced dropout efforts, all students will remain in school until they obtain a high school diploma and/or pursue a post-secondary education.

Performance Objective 1: The student achievement and dropout rate gap between at-risk and non at-risk students will be reduced by 20%.

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

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
State System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 4 1) Faulk Middle School will implement tutorial and remediation strategies in core-area subjects for low-performing students by the fourth week of school in order to decrease the retention rate and improve student achievement. Population: AR, TI, MI, LEP Timeline: September 2016 - June 2017 (2 X week) CNA p.9	2, 3, 9	Administrator for State Compensatory Education, Campus Administration, Counselors, At-Risk counselor, Teachers	Formative: eSchoolPlus Solutions generated Tutorial Schedule, Attendance Report, Tutorial Lesson Plans, Tutorial Teacher Observation, Benchmark Scores, and Student Progress Reports Summative: STAAR				
Critical Success Factors CSF 1 CSF 2 CSF 4 2) Provide field experiences to at-risk students in the form of tours to the community garden, non expense related educational trips. Population: AR Timeline: September 2016 - June 2017 CNA p.10	1, 3, 8, 9	Administration, Counselors, At-Risk counselor, Teachers	Formative: Lesson Plans Walkthroughs, Benchmarks Summative: STAAR				
Critical Success Factors CSF 1 CSF 2 3) Classify At-Risk students by criteria in order to provide appropriate intervention strategies. Population: AR Timeline: August 2016 - June 2017 CNA p9-10	10	Administration, Counselors, At-Risk counselor, Teachers	Formative: eSchoolPlus Solutions, Special Programs Report Summative: STAAR				

Critical Success Factors CSF 1 CSF 2 4) The Guidance and Counseling Program serves all students and all student groups focusing on at risk students to motivate students to be successful in order to improve student achievement and attendance. Population: AR Timeline: August 2016 - June 2017	1, 3, 8, 9	Administration, Counselors, At-Risk counselor, Teachers	Formative: Monthly Counselor Logs, student progress reports Summative: STAAR, Retention Rate, Dropout Rate				
Critical Success Factors CSF 1 CSF 2 CSF 6 5) The campus At-Risk counselor will provide supplemental guidance and counseling services for at-risk students to improve student achievement and the dropout. Population: AR, TI, MI, LEP Timeline: Daily CNA pg.16	10	Administration, Administrator for State Compensatory Education	Formative: eSchoolPlus At-Risk Report, student progress report, benchmark scores, eSchool Plus dropout, monitor report eSchool Plus at-risk progress report Summative: STAAR, Attendance Rate, and Dropout Rate				
Critical Success Factors CSF 1 CSF 2 6) Assist students with issues interfering with learning, such as but not limited to emotional distress, family problems, or substance abuse problems. Intervention strategies will be created for At-Risk students who meet state criteria, which are addressed in the Personal Graduation Plans at the secondary level. Population: AR Timeline: August 2016 - June 2017 CNA p. 9	10	Administration, Counselors, At-Risk counselor, Teachers	Formative: Student Progress Reports, and eSchool Plus at-risk progress reports Summative: Attendance Rate, STAAR				
State System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 6 7) The 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. Population: AR, TI, MI, LEP Timeline: August 2016 - June 2017	10	Administrator for State Compensatory Education, Administration, Counselors, At-Risk counselor, Teachers	Formative: Monthly Benchmark data, Student progress reports, eSchool Plus Dropout Monitor Report Summative: Attendance Rates and Dropout Rate				

Critical Success Factors CSF 1 CSF 2 CSF 7 8) Teachers will participate in staff development activities that target the identification of student who are at-risk of dropping out. Teachers will acquire effective intervention and prevention instructional strategies. Population: AR, MI, TI, LEP Timeline: August 2016 - June 2017	4, 10	Administration, Counselors, At-Risk counselor, Teachers	Formative: ERO Session Evaluation Report, Benchmark scores, Student Progress reports, lesson plans Summative: STAAR				
Critical Success Factors CSF 1 CSF 2 CSF 6 9) Faulk Middle School teachers will be trained on Sheltered Instruction Strategies. *ESL teachers *Reading teachers *Science teachers *Social Studies teachers *CATE teachers *Migrant teachers *Special Education Teachers Training will enhance the ability to understand and use curricula, assessment and effective instructional strategies for At-risk students. Planning and delivering lessons that incorporate strategies consistently that will maximize the use of effective teaching strategies to provide support for Limited English Proficient (LEP) students in improving English Proficiency, and Special Education student to attain grade level performance.. Population: AR, TI, MI, LEP Timeline: August 2016 - June 2017	3, 4, 9, 10	Administration, Counselors, At-Risk counselor, Teachers	Formative: ERO Session Evaluation Report, lesson plans, classroom observations, benchmark scores, student progress reports Summative: STAAR				
Critical Success Factors CSF 1 CSF 2 CSF 6 10) A support plan for secondary teachers of LEP students will be implemented and followed: LEP students will be identified by campus/teacher indicating students by category. Number of years in the program, repeaters, TELPAS and STAAR results will also be provided. Target students who are categorized as Beginners with two (2) years in the program for tutorials. Intervention/Tutorial Guidelines to facilitate program implementation will be provided. Population: AR, LEP Timeline: August 2016 - June 2017	1, 9	Administration, Counselors, At-Risk counselor, Teachers	Formative: Intervention/ Tutorial Student Class Rosters reflecting 90% Attendance and Expenditure Reports Summative: STAAR				
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 11) Students will participate in Bridge Camp for at-risk incoming 6th grade students in order to receive a jump-start in READING/ELA, Math, Content Areas. Population: AR, TI, MI, LEP Timeline: July 2017 CNA p.9-10	2, 7, 9, 10	Administration, Counselors, At-Risk counselor, Teachers	Formative: Lesson Plans, Walk-Through Forms, Student Progress Reports Summative: Attendance Sheets				

Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 12) The campus Dean of Instruction will ensure curriculum implementation - provide professional development opportunities, development of the Campus Improvement Plan, monitor tutorial programs for at-risk or failing students, and analyze STAAR data for areas of need in order to improve student achievement. Population: AR, TI, MI, LEP Timeline: August 2016 - June 2017(Daily) CNA p.14	10	Administrator for State Compensatory Education, Administration, Counselors, At-Risk counselor, Teachers	Formative: ERO Evaluations, ERO session evaluation report, Reports, Teacher Observations, Lesson Plans, Benchmarks, classroom observations Summative: STAAR Scores, TAPR.				
Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6 13) Increase coordination between the campus ESL clerk, migrant clerk, special education clerk and home visitors to determine the whereabouts of non-returning students and to ensure appropriate documentation is in place to recover and document non-returning students. Population: AR, TI, MI, LEP Timeline: August 2016 - June 2017	10	Administration, Counselors, At-Risk counselor, Teachers	Formative: eSchoolPlus Dropout Monitor Report Summative: STAAR, Dropout Rate				
Critical Success Factors CSF 1 CSF 2 CSF 6 14) At RISK Counselor will ensure that parents, students are provided with specialized services that include: Case Management Obtaining assistance from Govt./ Co. Service Agencies, Childcare Information Service Coordination in order to support at risk students that will benefit from services. Population: AR, TI, MI, LEP Timeline: Daily CNA p.91	10	Administrator for State Compensatory Administration, Counselors, At-Risk counselor, Teachers	Formative: eSchoolPlus at-Risk progress reports, student progress reports, benchmark scores Summative: Attendance Rate, Dropout Rate, STAAR				
Critical Success Factors CSF 1 CSF 2 CSF 6 15) Federal Programs will continue to fund the campus nurse at 40% to assist with the execution of the health program aimed at monitoring and assisting low-performing students at school wide campuses improve overall health in order to improve student attendance/performance. -Health Care Supplies -Personal Hygiene Supplies. Population: AR, TI, MI, LEP Timeline: August 2016 - June 2017 CNA p. 11	10	Administration, Counselors, At-Risk counselor, Teachers	Formative: PRS Contact Logs and Nurse's Log Summative: Attendance Rates, Retention rates				

Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7 16) Core Area teachers will assist At-Risk students with core academic activities in order to improve student performance. Population: AR, TI, MI, LEP Timeline: Daily CNA p.14	3, 10	Administrator for State Compensatory Education, Administration, Counselors, At-Risk counselor, Teachers	Formative: Benchmark Scores, Student Progress Reports, lesson plans, and Classroom Observations Summative: STAAR				
Critical Success Factors CSF 1 CSF 2 CSF 5 CSF 6 17) The Homeless Department will ensure support services for students identified as homeless. Teachers, parent liaison will coordinate with counselors to help students in need. Population: AR, TI, MI, LEP Timeline: August 2016 - June 2017	10	Administration, Counselors, At-Risk counselor, Teachers	Formative: Monthly eSchoolPlus At-Risk reports will be generated and the Homeless Dept. will work with the At-Risk Campus contact to ensure support services and provided to students classified as homeless Summative: Attendance Rate, Dropout Rate, Retention Rate, STAAR				
Critical Success Factors CSF 1 CSF 2 CSF 6 18) Promote awareness throughout the district and at individual campuses regarding the availability of homeless related services within BISD and community agencies to meet the academic, social, emotional, and physical needs of identified homeless and unaccompanied youth. Population: AR, TI, MI, LEP Timeline: August 2016 - June 2017	10	Administration, Counselors, At-Risk counselor, Teachers	Formative: Student Progress Reports Summative: STAAR, Attendance Rate, Dropout Rate, Retention Rate				
Critical Success Factors CSF 1 CSF 2 CSF 6 19) Provide training to campus personnel on the identification of homeless and unaccompanied youth during the enrollment process to ensure that sensitivity techniques are utilized, enrollment procedures do not create barriers, and that students and families are directed to the Homeless Youth Project for further intake. Population: AR, TI, MI, LEP Timeline: Fall 2016	10	Administration, Counselors, At-Risk counselor, Teachers	Formative: ERO Session Evaluation Report Summative: STAAR, Attendance Rate, Dropout Rate, Retention Rate				

Critical Success Factors CSF 1 CSF 2 CSF 6 20) Ensure that the campus has a process in place to identify homeless students in order to receive the full protections of the McKinney-Vento Act, including the help they need to enroll, attend, and succeed in school. Population: AR, TI, MI, LEP Timeline: August 2016 - June 2017	10	Administration, Counselors, At-Risk counselor, Teachers	Formative: Monthly eSchoolPLUS At-Risk reports will be generated and the Homeless Youth Project will work with the At-Risk Campus Contact to ensure support services are provided to students classified as homeless and Student Progress Reports Summative: STAAR				
Critical Success Factors CSF 1 CSF 2 CSF 6 21) Implement a food pantry and closet at Faulk to provide identified homeless and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to meet their academic, social, emotional, and physical needs. Population: AR, TI, MI, LEP Timeline: August 2016 - June 2017	10	Administration, Counselors, At-Risk counselor, Teachers	Formative: Student Progress Reports Summative: STAAR, Attendance Rate, Dropout Rate, Retention Rate				
Critical Success Factors CSF 1 CSF 2 CSF 6 22) Ensure that the campus has a process in place to allow students to enroll in school immediately, even if lacking documentation normally required for enrollment; such as previous school records, medical or immunization records, proof of residency, birth certificate, proof of guardianship, or other documents. (Includes attending classes and participating fully in school activities.) Population: At-Risk students Timeline: August 2016 - June 2017	1, 9	Administration, Counselors, At-Risk counselor, Teachers	Formative: Monthly eSchoolPLUS At-Risk reports will be generated and the Homeless Youth Project will work with the At-Risk Campus Contact to ensure support services are provided to students classified as homeless and Student Progress Summative: STAAR, Attendance Rate, Dropout Rate, Retention Rate				
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Goal 4: Students will be motivated and challenged to meet their full educational potential.

Performance Objective 1: Increase student attendance rate for campus to reach 97%.

Summative Evaluation: PEIMS end of year report

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
Critical Success Factors CSF 1 CSF 3 CSF 6 1) 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. Population: All Students Timeline: August 2016 - June 2017 weekly	1, 10	Campus Staff, Attendance Personnel	Formative: Weekly review of campus attendance rates Monitor campus Attendance Management plans as needed by campus visitations by attendance office Summative: AEIS, AYP.				
Critical Success Factors CSF 1 CSF 3 CSF 7 2) Reduce by 1% the out-of-school suspensions to increase campus student attendance rates and improve student instructional levels. Population: All Students Timeline: August 2016 - June 2017 Every Six Weeks	1, 10	Administration, PEIMS supervisor, Teachers, Attendance Clerk	Formative: Principal will analyze OSS report at end of each 6 wks. to determine increase or decrease in OSS Summative: Discipline Reports				
Critical Success Factors CSF 1 CSF 3 CSF 7 3) Train attendance clerks and parent /attendance Liaison to consistently monitor and communicate student's daily absences and tardiness to parents and staff to promote and ensure rapid system of communication to reduce student absences and tardiness and increase instructional opportunities for students. Population: All Students Timeline: August 2016 - June 2017 Every Six Weeks	1, 4, 10	Attendance Office, Principal, Campus PEIMS Supervisor, Attendance Clerks, Parent Liaison, Student Accounting, Data Entry Clerk	Formative: Agenda Sign-in sheets Six weeks Attendance Report Phone Master Daily Log, School Messenger Notification System. Summative: Attendance Reports.				

Critical Success Factors CSF 1 CSF 3 CSF 7 4) Provide training as needed to effectively implement School Messenger Notification System procedures for effective monitoring of student attendance and maximize instruction. Population: All Students Timeline: August 2016 - June 2017	1, 10	School Messenger Notification System, Trainer Computer Services, PEIMS Supervisor, Pupil Services, Data Entry Clerk	Formative: Agendas Sign-in Sheets Summative: Messages left for Messenger Notification System.				
Critical Success Factors CSF 1 CSF 3 CSF 7 5) Publish and recognize campus attendance rates in KBSD, school marquees and school activities. To promote and motivate student attendance District-wide and increase educational potential of students. Population: All Students Timeline: August 2016 - June 2017	1, 10	Student Accounting , Principal, PEIMS Supervisor, Admissions and Attendance	Formative: KBSD announcements Campus marquees Summative: AYP, Attendance.				
Critical Success Factors CSF 1 CSF 3 CSF 7 6) Recognize and award incentives to students with Perfect attendance every six weeks and at the end of the year. Campus recognition of students for perfect attendance achievement that increases learning performance. To obtain perfect attendance, student must be present the entire instructional day for that attendance reporting period. Special consideration will be given to medical issues that arise at school. Promote student achievements and recognition via Brownsville Herald adds. Population: All Students Timeline: August 2016 - June 2017	1, 10	Student Accounting , Principal, PEIMS Supervisor, Admissions and Attendance	Formative: Campus documentation Summative: AYP, Attendance Records.				
Critical Success Factors CSF 1 CSF 3 CSF 7 7) Recognize students with a special certificate/plaque for cumulative perfect attendance. 6-8. District Recognition of students with Cumulative perfect attendance that increases their opportunity to meet their full educational potential. Population: All Students Timeline: August 2016 - June 2017	1, 10	Student Accounting , Principal, PEIMS Supervisor, Admissions and Attendance	Formative: List of certificate/plaque recipients by school Summative: AYP, Attendance Records.				

Critical Success Factors CSF 1 CSF 3 CSF 7 8) Facilitate the parents ability to monitor attendance via School Messenger Notification System by consistently updating student information. Population: All Students Timeline: August 2016 - June 2017	1, 10	Student Accounting , Principal, PEIMS Supervisor, Admissions and Attendance	Formative: Daily computerized telephone log of calls generated by Phone Master Summative: AYP, Attendance Records.				
Critical Success Factors CSF 1 CSF 3 CSF 7 9) Recognize annual school attendance achievement banner award for meeting BISD attendance goal. District recognition of campus meeting District and State Attendance rates and increasing students education potential Population: All Students Timeline: August 2016 - June 2017	1, 10	Student Accounting , Principal, PEIMS Supervisor, Admissions and Attendance	Formative: Review annual attendance rates to determine recipients of attendance achievement banner award. Summative: AYP, Attendance Records.				
Critical Success Factors CSF 1 CSF 6 10) Student records will be maintained with current information in order to comply with district policy and record retention. Population: All Students Timeline: August 2016 - June 2017 Every Six Weeks	1, 10	Student Accounting , Principal, PEIMS Supervisor, Admissions and Attendance	Formative: PRC Log Summative: Compliance of Student Records.				
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Goal 4: Students will be motivated and challenged to meet their full educational potential.

Performance Objective 2: Students will demonstrate an overall improvement in wellness and participate in the Fitness Gram test.

Summative Evaluation: Students will be provided with educational opportunities that address safety, health, nutrition, substance abuse and violence prevention

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
Critical Success Factors CSF 1 CSF 6 1) To promote and ensure physical fitness, middle school students in grades 6-8 will be provided with moderate to vigorous physical activity each day in physical education for at least 4 total semesters, so that everyone will be in compliance with Senate Bill 530 effective 09/01/2007. Population: All Students Timeline: August 2016 - June 2017	1, 10	Area Superintendents, Campus Administrators, Deans/Facilitators, Physical Ed. Teachers	Formative: Classroom Observations, PE student attendance records, Updated District Policy Summative: School Health Index, Physical Fitness Assessment				
Critical Success Factors CSF 1 CSF 6 2) Assess student fitness annually in grades 3-12 to improve the health and well being of all students and be in compliance with the requirements of Senate Bill 530 effective 09/01/2007. Population: All Students Timeline: August 2016 - June 2017	1, 10	Area Superintendents, Assessment Research & Evaluation Administrator, Curriculum & Instruction Administrators, Health Services Administrator, Physical Ed. Specialist, Campus Administrators, Physical Ed. Teachers, School Nurse, CATCH Team Members, ARD & 504 Teachers	Formative: Classroom Observations, PE student attendance records, Updated District Policy Summative: TEA required report for Fitness Assessment Results & Student Follow-up				

Critical Success Factors CSF 1 CSF 6 3) Develop curriculum objectives in Health and Physical Education, which provide students the knowledge and skills necessary to develop and maintain optimal lifetime health and fitness levels. Curriculum must be sequential, developmentally appropriate, designed, implemented and evaluated to enable students to develop the motor, self management, additional skills, attitudes and confidence necessary to participate in physical activity throughout life in order to comply with Senate Bill 891 effective 09/01/2009. Population: All Students Timeline: August 2016 - June 2017	1, 10	Health Ed. Lead Teacher, PE Specialist, Health Teachers, PE Teachers	Formative: Updated Curriculum Frameworks Summative: Student classroom Assessment, Physical Fitness Assessment.				
Critical Success Factors CSF 1 CSF 6 4) Update scope and sequence bi-annually for Health and Physical Education and monitor for implementation in order to provide appropriate instructional guidelines and pacing for these teachers. Population: All Students Timeline: August 2016 - June 2017	1	Health Teachers, PE Teachers	Formative: District Frameworks, Lesson Plans Summative: Student classroom Assessment, Physical Fitness Assessment.				
Critical Success Factors CSF 1 CSF 6 5) Provide in-service training on updated scope & sequence including strategies that motivate students to participate and maintain a physically active and healthy lifestyle to promote continued health and wellness. Population: All Students Timeline: August 2016 - June 2017	1	District specialist, Campus Administration, Health Teachers, P.E. Teachers	Formative: Sign-in sheets Summative: Monthly campus visitation documentation.				
Critical Success Factors CSF 1 CSF 6 6) Update campus improvement plan to include necessary improvements indicated by the School Health Index Assessment Tool in order to comply with legislative updates as they pertain to health and physical education and Senate Bill 892 effective 09/01/2009. Population: All Students Timeline: August 2016 - June 2017	1	District specialist, Campus Administration, Health Teachers, P.E. Teachers	Formative: Campus Improvement Plan Review Summative: School Health Index Documentation, Campus Improvement Plan. .				

Critical Success Factors CSF 1 CSF 6 7) Recommend to the BISD Board of Trustees changes needed concerning the Districts Health & Physical Education Programs as an outcome of the School Health Advisory Council meetings which will take place four or more times annually in order to comply with Senate Bill 283 effective 09/01/2009. Population: All Students Timeline: August 2016 - June 2017	1	District specialist, Campus Administration, Health Teachers, P.E. Teachers	Formative: Sign-in sheets, evaluations. Summative: School Health Advisory Council Board Recommendations.				
Critical Success Factors CSF 1 CSF 6 8) Monitor and emphasize the integrated math, reading, and writing academic concepts inherent in the Health and Physical Education curriculum programs in order to enhance students' skills and prepare them for testing. Population: All Students Timeline: August 2016 - June 2017	1	District specialist, Health and PE Teachers	Formative: Curriculum frameworks, staff development agendas, lesson plans. Summative: Monthly campus visitation documentation.				
Critical Success Factors CSF 1 CSF 6 9) Maintain and improve Coordinated Approach to Child Health (CATCH) Teams that implement the Coordinated School Health Program K-12 by developing goals and objectives based on fitness assessment data, academic performance, attendance rates, academic disadvantages and the use of success of any method in order to ensure students are reaching required moderate to vigorous physical activity (MVPA), and any other indicator reLevel III by School Health Advisory Council (SHAC) in order to comply with Senate Bill 19 and Senate Bill 892 effective 09/01/2009. Population: All Students Timeline: August 2016 - June 2017	1	District CATCH coordinator, Campus administration, Catch Campus Team	Formative: Curriculum frameworks, Fitness assessment documentation, staff development agendas, lesson plans. Summative: School Health Index Improvement Plan, Monthly campus visitation documentation, Implementation documentation.				
Critical Success Factors CSF 1 CSF 6 10) Meet at the District level with Coordinated Approach to Child Health (CATCH) Champions and Physical Education Department Chairs to provide updated information and training strategies. Population: All Students Timeline: August 2016 - June 2017	1	Administration, Safety coordinators, CATCH team, maintenance personnel.	Formative: Curriculum Frameworks Summative: Agendas, sign-in sheets.				

Critical Success Factors CSF 1 CSF 6 11) Provide information on the Wellness/Nutrition Policy & Guidelines to parents, teachers & students through parent meetings, teacher staff development, CATCH Teams, and classroom instruction to ensure compliance with respective policies and guidelines and comply with the Texas Public School Nutrition Policy effective 08/01/2004 and revisions 08/01/2007. Population: All Students Timeline: August 2016 - June 2017	1	Administration, Safety coordinators, CATCH team, Food Service Personnel.	Formative: Summative: Curriculum Frameworks, Lesson plans, code of conduct, district / campus safety plan, campus observation documentation.				
Critical Success Factors CSF 1 CSF 6 12) Implement a Parenting and Paternity Awareness (PAPA) program at all middle schools/high schools to provide knowledge and awareness of the legal aspects of parenting in compliance with House Bill 3076 effective 9/1/09. Population: All Students Timeline: August 2016 - June 2017	1	Administration, Safety coordinators, Counselors, Teachers.	Formative: Lesson plans, classroom observation documentation. Summative: PAPA curriculum assessments.				
Critical Success Factors CSF 1 CSF 6 13) Establish teams of parents that will participate in physical activity and nutrition education throughout the year which will be known as Families In Training (FIT) in order to comply with Senate Bill 530 effective 09/01/2007. Population: All Students Timeline: August 2016 - June 2017	1	District specialist, Health and PE Teachers	Formative: Sign-in sheets. Summative: Participant screening reports, participant evaluations.				
Critical Success Factors CSF 1 CSF 6 14) Adopt and educate students/parents on the District Dating Violence Policy that provides content specificity in order to promote awareness and intervention strategies and comply with House Bill 121 effective 5/18/07. Population: All Students Timeline: August 2016 - June 2017	1	Administration, Safety coordinators, Counselors, Teachers.	Formative: Sign in Sheets, agenda Summative: Curriculum Frameworks, Lesson plans, code of conduct, district / campus safety plan, campus observation documentation.				

Critical Success Factors CSF 1 CSF 6 15) All schools must identify the manner in which the safety of students in physical education classes is maintained by developing a safety plan of action when the teacher student ratio is greater than 45-1 in compliance with Senate Bill 891 effective 9/1/09. Population: All Students Timeline: August 2016 - June 2017	1	Administration, Safety coordinators, Counselors, Teachers.	Formative: Meetings, Agendas. - Summative: Reviews of campus safety action plan and Emergency Operating Procedures (EOP).				
Critical Success Factors CSF 1 CSF 6 16) Evaluate and recommend necessary upgrades for instructional facilities and equipment to ensure an appropriate instructional environment and student safety. Population: All Students Timeline: August 2016 - June 2017	1	Administration, Safety coordinators, CATCH team, maintenance personnel.	Formative: Safety evaluation, campus visitation documentation, proper maintenance documentation. Summative: SHAC recommendations.				
Critical Success Factors CSF 1 CSF 6 17) Implement informational sessions to faculty, staff, and parents on specific guidelines on reporting child abuse as well as informing all students through counselor classroom presentations, informational documents, and KBSD on actions they should take to obtain assistance and intervention, if they have been sexually abused in order to comply with House Bill 1041 (Jenna's Law) effective 09/01/2009. Population: All Students Timeline: August 2016 - June 2017	1	Administration, Safety coordinators, Counselors, Teachers.	Formative: Sign In Sheets / Agenda Summative: Counselor classroom presentations, classroom presentation agendas, Parental Involvement agendas				
Critical Success Factors CSF 1 CSF 6 18) The District will provide available counseling options for students affected by sexual abuse in order to comply with House Bill1041 (Jenna's Law) effective 09/01/2009. Population: All Students Timeline: August 2016 - June 2017	1	Counseling Dept. & Administration, Campus Counselors, SAFE Counselors, Parental Involvement, Campus Personnel, Health Science Technical Teachers, Health Teachers, Campus Administration	Formative: Counselor Teacher verify class presentation(s), Agendas, Sign-in Sheets. Summative: Student Counseling Documentation, Follow-up on child's progress in school during and after counseling sessions.				

Critical Success Factors CSF 1 CSF 6 19) Teachers will attend CPR, First Aid, Tapherd, CPI training and Fitness Gram training. Population: All Students Timeline: August 2016 - June 2017	1	Administration, P.E. Teachers	Formative: Teacher Evaluation Summative: Fitness Gram Reports.				
Critical Success Factors CSF 1 CSF 6 20) Meet once a week to discuss PE issues and address ways we can improve overall fitness levels and improve discipline. Population: All Students Timeline: August 2016 - June 2017	1	Administration, P.E. Teachers	Formative: Teacher Evaluation, Meeting Agenda Summative: Gradebooks, Six Weeks Exam.				
Critical Success Factors CSF 1 CSF 6 21) Teach Character education in our health classes to support school wide expected behavior Implement character building school-wide program to improve students' sense of Self discipline, responsibility, and the development of life goals, including but not to college education -Character Ed, Books -Student Planners. Population: All Students Timeline: August 2016 - June 2017	1	Administration, P.E. Teachers, Health teachers	Formative: Teacher Evaluation Summative: Teacher Access, Six Weeks Exam.				
Critical Success Factors CSF 1 CSF 6 22) Teach drug awareness during drug free week, teach children the dangers of the use of drugs and the many effects it can have on themselves and their families. Population: All Students Timeline: August 2016 - June 2017	1	Administration, Counselors, P.E. Teachers, Health teachers	Formative: Classroom assessment by health teachers.Summative: Six Weeks Exam, Gradebook.				
Critical Success Factors CSF 1 CSF 6 23) Diabetes awareness week, and walk to increase the awareness of the disease. Population: All Students Timeline: August 2016 - June 2017	1	Administration, Counselors, P.E. Teachers, Health teachers	Formative: Sign in sheets agenda. Summative: Classroom assessment by health teacher, P.E. teacher, classroom presentations by counselors.				

Critical Success Factors CSF 1 CSF 6 24) Students will acquire the knowledge, attitudes, and skills necessary to lead a healthful life and take responsibility for their own health. In addition, students will have a foundation for enjoyment, continued social development to remain physically active throughout life by participating in enjoyable lifetime activities. Population: All Students Timeline: August 2016 - June 2017	1	Administration, Counselors, P.E. Teachers, Health teachers, Parent Liaison	Formative: Curriculum Frameworks, Lesson Plan, Classroom Observation Documentation Summative: Student work / activities/ assessments.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning.

Performance Objective 1: Promote awareness and notification of Student Code of Conduct (SCC) to students, parents, staff & community through campus distribution of SCC, District Web site, and campus presentations to ensure all students are afforded due process and their rights.

Summative Evaluation: S: Discipline Reports F: Signed SCC Acknowledgement Forms Agendas and Sign-in forms

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7 1) Promote awareness and notification of Student Code of Conduct (SCC) to students, parents, staff and community through campus distribution of SCC, District Web site, and campus presentations to ensure all students are afforded due process and their rights. Population: All Students Timeline: August 2016 - June 2017 Weekly	1, 9	Administration Counselors Teachers	Formative: Signed SCC Acknowledgement Forms Agendas and Sign-in forms Summative: Discipline Reports				
Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7 2) Parents will be notified of any discipline referral outlined in the Student Code of Conduct as mandated by policy. Population: All Students Timeline: August 2016 - June 2017 Yearly	1, 9	Administration, Counselors, Teachers	Formative: Completed Referral Forms Summative: Discipline Referrals / Reports				
Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7 3) Provide training for administrators and new teachers: (a) to effectively handle classroom discipline so that out of school suspensions and discretionary removals are used as a last resort; (b) assure students' rights and due process are afforded in order to have a safe and disciplined environment conducive to student learning. District adopted Review 360 Program Population: All Students Timeline: August 2016 - June 2017 Yearly	1, 9	Administration, Counselors, Teachers	Formative: Agenda Sign-in sheets Summative: Discipline Referrals, Discipline Reports				

Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7 4) Distribute student list every six weeks from district hearing officers regarding Expulsions, Appeals to compare to PEIMS records in and assure correct reporting to TEA. Population: All Students Timeline: August 2016 - June 2017 Every Six Weeks	1, 9	Administration, Counselors, Teachers	Formative: Gradebooks, Six Weeks Exam, retention rates. Summative: Admission, Attendance and Discipline List compared to Order of Expulsions and Removals.				
Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7 5) Involve appropriate campus counselor in transitional hearings for students returning from JJAEP to Brownsville Independent School District (BISD) for monitoring purposes and a successful transition to BISD. Population: All Students Timeline: August 2016 - June 2017 As needed	1, 9	Administration, Counselors, Teachers	Formative: Transitional Meeting Sign-in Sheets Summative: Discipline Reports				
Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7 6) Maintain the district's standard for students assigned to a Disciplinary Alternative Education Program (DAEP) will maintain the district's standard in: Attendance rates, Pre-post assessment results, Drop- out rates, Sub groups representation in order to comply with District's goal Population: All Students Timeline: August 2016 - June 2017 Weekly	1, 9	Administration, Counselors, Teachers	Formative: Attendance, Benchmark data Summative: PEIMS Data AEIS Data				
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7 7) Provide professional development based on level of expertise and need in the following areas: a.) Bullying Prevention b.) Violence/conflict resolution c.) Recent drug use trends d.) Resiliency/Developmental Assets e.) Dating Violence f.) Signs of Child Abuse g.) Response to Intervention (RtI) Model for behavior research based interventions to allow staff to recognize and address the issue, as a preventive measure. Population: All Students Timeline: August 2016 - June 2017 Every Six Weeks	1, 4, 9	Administration, Counselors, Teachers	Formative: Attendance Roster, Professional Development Evaluation Summative: PEIMS Discipline Reports				

Critical Success Factors CSF 1 CSF 3 CSF 6 8) Campuses will develop and maintain an Emergency Operations Plan. Plan must be multi-hazard in nature, Must be reviewed and updated annually by the campus safety and security committee. The following drills must be practiced accordingly: Lockdown drills (3 times per year), Shelter-in-place, Soft Lock Down, Severe Weather, Evacuation. In order to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and harm to the environment. Population: All Students Timeline: August 2016 - June 2017 Yearly / As needed	1, 10	Administration, Counselors, Teachers	Formative: After Action Reviews, Sign-In Sheets, Evaluations, Audits Summative: Safety reports, Fire Drill documentation				
Critical Success Factors CSF 1 CSF 6 9) Campuses must have an identification security system. All faculty must obtain and display an Identification Card while on school grounds. All students must obtain an Identification Card while on school grounds. Visitors must present an identification at Sign-In and Escorted at all times. Population: All Students Timeline: August 2016 - June 2017 daily	1	Administration, Counselors, Teachers	Formative: Training Sign-up sheets Summative: Safety reports				
Critical Success Factors CSF 1 CSF 6 10) Office staff will receive training to conduct a sex offender search on all visitors in order to minimize the number of intruders on campus as well as registered sex offenders. -Raptor ID Check System Population: All Students Timeline: August 2016 - June 2017 Yearly	1	Administration, Counselors, Teachers	Formative: Training Sign-up sheets Log of Sex Offender Searches Summative: Safety				

Critical Success Factors CSF 1 CSF 6 11) 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 (EOP)-Safety Procedures As a proactive approach to diminish the number of criminal offenses on school grounds and to prevent victimization of students and staff. Population: All Students Timeline: August 2016 - June 2017 Daily	1	Administration, Counselors, Teachers	Formative: Evaluations, Sign-In Sheets, Summative: PEIMS Discipline Reports				
Critical Success Factors CSF 1 12) 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. Population: All Students Timeline: August 2016 - June 2017 Every Six Weeks	1	Administration, Counselors, Teachers	Formative: Evaluations, Sign-In Sheets Summative: PEIMS Discipline Reports				
Critical Success Factors CSF 1 13) Dating Violence Policy, Maintain a written safety plan developed by the campus safety committee, Meet annually with parents for awareness education, Provide training for administrators, counselors and teachers. Provide counseling for students involved in offenses Implement enforcement of protective orders and school based alternatives to protective orders Designed to empower victims of dating violence to report dating violence. Population: All Students Timeline: August 2016 - June 2017 Every Six Weeks		Administration, Counselors, Teachers	Formative: Evaluations, Audits, Sign-In Sheet Summative: PEIMS Discipline Reports				

Critical Success Factors CSF 1 CSF 6 14) Provide conflict resolution skills through presentations for students in order to reduce the number of office referrals. Population: All Students Timeline: August 2016 - June 2017 Every Six Weeks	1, 9	Administration, Counselors, Teachers	Formative: Student academic progress, number of discipline referrals, Counselor student log Summative: PEIMS Discipline Reports				
Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7 15) Principals will ensure that campus counselors provide individual and/or group counseling sessions on a weekly basis in order to ensure that students needs are addressed. Population: All Students Timeline: August 2016 - June 2017 Twice a six weeks.	1, 9	Administration, Counseling, Teachers	Formative: Student sign in sheets, Counselor logs Summative: PEIMS Discipline Reports				
Critical Success Factors CSF 1 16) Continue the district-wide plan for quality professional development for faculty and staff targeting the identification of students at-risk of dropping out and providing teachers with effective intervention and prevention instructional strategies, including the identification of special populations in order to decrease student dropout rates and to increase graduation rates. Population: All Students Timeline: August 2016 - June 2017 Monthly	1	Administration, Teachers, Students	Formative: In-Service Evaluations Summative: AEIS, AYP				
Critical Success Factors CSF 1 17) Assist students with issues interfering with learning, such as but not limited to emotional distress, family problems, or alcohol problems. Intervention strategies will be created for students who meet State criteria, which are addressed in the PGPs (Personal Graduation Plans) at the secondary level to increase students' graduation rate. Population: All Students Timeline: August 2016 - June 2017 Yearly	1	Administration, Teachers, Counselors	Formative: Counselor Logs 10% decrease in dropout rate Summative: PGPs, AYP Attendance Rates.				

18) Establishes effective procedures for a health school environment and maintain accurate student health records and supplies and materials needed to assist in meeting the health needs of the general school populations and those with identified health conditions. Population: All Students Timeline: August 2016 - June 2017 Weekly CNA p.11		Administration, Nurse, Teachers, Counselors	Formative: Nurse Logs Summative:				
	Funding Sources: Local - $250.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

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

Performance Objective 1: Parental Involvement

Summative Evaluation: Sign in Sheets for meetings and activities, Agenda's, SBDM Attendance sheets, EOY CNA Survey

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
Critical Success Factors CSF 1 CSF 5 CSF 6 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. Populations: All parents. Timeline: August 2016 - June 2017 CNA p. 17	1, 6	Administration, Counselors, Teachers, Parent Liaison	Formative: Campus Parental Involvement Policy, SPS Compact, meeting documentation. Summative: Composite of End of Year survey, Title I-A Parental Involvement Compliance Checklist STAAR/EOC Results, Parent & Student Attendance Rate, Discipline Referrals.				
Critical Success Factors CSF 1 CSF 5 CSF 6 2) Ensure representation of community and parent involvement in the decision-making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met: Parental Involvement Policy School-Parent-Student Compact Campus Improvement Plan Population: All parents. Timeline: August 2016 - June 2017	1, 6	Administration, Counselors, Teachers, Parent Liaison	Formative: Calendar Agendas, Sign-in Sheets, Minutes, Fliers, PI Policy, Compact Parent Representative List, SBDM List of Participants, Compact and Policy. Summative: Composite of meeting minutes, Composite of End of Year survey, Title I-A Parental Involvement Compliance Checklist STAAR/EOC Results, Parent & Student Attendance Rate, Discipline Referrals.				

Critical Success Factors CSF 1 CSF 5 CSF 6 3) Host a Parent Orientation Day to inform parents and community members of daily standard operation procedures and District Policy. Student Code of Conduct Student-Parent-School Compact Parental Involvement Policy Emergency Operation Procedures Volunteer Guidelines and Opportunities. Population: All parents. Timeline: August 2016 - June 2017	1, 6	Administration, Counselors, Teachers, Parent Liaison	Formative: Agendas, Sign-in sheets, Fliers, Brochures, Handouts, Session Evaluations, Student Code of Conduct. Summative: Composite of End of Year survey, Title I-A Parental Involvement Compliance Checklist STAAR/EOC Results, Parent & Student Attendance Rate, Discipline Referrals.				
Critical Success Factors CSF 1 CSF 5 CSF 6 4) Provide ample Parent Education opportunities through parent conferences and parent training sessions at each campus. Parent Center will disseminate information, services and/or referrals to agencies that address the needs in the following areas: Effective teaching strategies, Health Education-Families in Training, Special Populations (Bilingual, Dyslexia, G.T., Migrant, Special Education) Building Capacity: College Readiness, Drop-out and Violence Prevention. Family Education, Community agencies/organizations, Inform Community on Campus Performance Report Card and Home Access Center. Population: All parents. Timeline: August 2016 - June 2017 CNA p.10	1, 6	Administration, Counselors, Teachers, Parent Liaison	Formative: Parent Conference, Fliers, Sign-In Sheets, Conference Agendas, Conference Evaluations, Home Access Center Report Summative: Composite of End of Year survey, Title I-A Parental Involvement Compliance Checklist STAAR/EOC Results, Parent & Student Attendance Rate, Discipline Referrals.				
Critical Success Factors CSF 1 CSF 5 CSF 6 5) Implement academic team parent trainings, parent child learning experiences (NASA night, Math Camp Weekend, etc.) celebrations, sessions to promote parents' engagement in their students' academic career as well as progress reports parent-student-counselor conferences -IP Phone for Parent Communication Population: All parents and students. Timeline: August 2016 - June 2017 CNA p. 17-18	1, 6	Administration, Counselors, Teachers, Parent Liaison	Formative: Parent Invitations Sign-in sheet Parent Evaluations Summative: Composite of End of Year survey, Title I-A Parental Involvement Compliance Checklist STAAR/EOC Results, Parent & Student Attendance Rate, Discipline Referrals.				

Critical Success Factors CSF 1 CSF 5 CSF 6 6) Funds will be allocated to provide a Parent Liaison for the purpose of educating parents, monitoring attendance, conducting home visits and to oversee parental involvement activities aimed at increasing parent participation. Funding for home visit mileage will be designated to reimburse mileage spent on the Parent Liaison's home visits. Monies will be allocated for purchasing of general supplies and miscellaneous operating costs aimed at helping to involve parents in the education of their children and ensuring student success. Population: parents and students Timeline: August 2016 - June 2017 CNA p. 10	1, 6	Administration, Counselors, Teachers, Parent Liaison	Formative: Benchmark Scores, Student Progress Reports, and Classroom Observations, Monthly Contact Log Composite Report. Summative: Composite of End of Year survey, Title I-A Parental Involvement Compliance Checklist STAAR/EOC Results, Parent & Student Attendance Rate, Discipline Referrals..				
	Funding Sources: Title I-A - $20501.00, Title I-A - $500.00, Title I-A - $1000.00, Title I-A - $1000.00						
Critical Success Factors CSF 1 CSF 5 CSF 6 7) Provide computers on wheels for access of student's academic progress reports, and on-line training courses, etc. *Home Access Center *Parent Newsletter Population: All parents. Timeline: August 2016 - June 2017 CNA p. 17-18	1, 6	Administration, Counselors, Teachers, Parent Liaison	Formative: District and Campus Parental Involvement Policy Summative: Composite of End of Year survey, Composite of End of Year survey, Title I-A Parental Involvement Compliance Checklist STAAR/EOC Results, Parent & Student Attendance Rate, Discipline Referrals.				
Critical Success Factors CSF 1 CSF 5 CSF 6 8) Solicit Community partners for each academic team to promote academic excellent for teams via business and community ventures. Activities include breakfast clubs, evening sessions, etc. Population: Community Partners and parents Timeline: August 2016 - June 2017	1, 6	Administration, Counselors, Teachers, Parent Liaison	Formative: Parent Invitations, Sign-in sheet, Parent Evaluations. Summative: Parent Evaluations, Composite of End of Year survey, Title I-A Parental Involvement Compliance Checklist STAAR/EOC Results, Parent & Student Attendance Rate, Discipline Referrals.				
	Funding Sources: State Compensatory - $50.00, State Compensatory - $50.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 7: Migrant students will be challenged and encouraged to meet state content standards and assessments that are necessary 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 all migrant students will receive supplemental instruction.

Summative Evaluation: Migrant Students STAAR results

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
Critical Success Factors CSF 1 CSF 2 1) Migrant clerk will attend the annual Identification and Recruitment (IDR) training in order to secure the most current information needed to appropriately assist with the campus identification and recruitment initiative. Population: All PFS/migrant students. Timeline: August 2016 - June 2017 CNA p.9	1, 4	Administration, Migrant Teacher, Migrant Clerk	Formative: IDR Training. Summative: Texas Education Agency (TEA) IDR Certificates. .				
Critical Success Factors CSF 1 CSF 2 2) The Migrant campus clerk will attend the required NEW Generation System (NGS) state required training in order to secure the need skills to accurately and appropriately in put the data for migrant students into the migrant state database. Population: All PFS/migrant students. Timeline: August 2016 - June 2017	1, 4	Administration, Migrant Teacher, Migrant Clerk	Formative: NGS Annual Training Summative: NGS Certificates				
Critical Success Factors CSF 1 CSF 2 3) The migrant clerk will assist with the annual IDR Residency Verification initiative in order to ensure that all migrant students at our campus are picked up in a timely manner. Population: All PFS/migrant students. September 2016 - November 2016	1, 4	Administration, Migrant Teacher, Migrant Clerk	Formative: NGS Mass Enrollment Report ESchool Solutions Report Summative : Residency Verification Reports				

Critical Success Factors CSF 1 CSF 2 4) Migrant Clerk will distribute migrant information and currently enrolled listing to all teachers and administrators in order to facilitate pertinent information in a timely manner throughout the year. Population: All PFS/migrant students.. Timeline: August 2016 - June 2017	1, 4	Administration, Migrant Teacher, Migrant Clerk	Formative: NGS Reports Summative: Completed Surveys, Documentation of services, Monitoring Tools, Migrant Clerk Evaluation.				
Critical Success Factors CSF 1 CSF 2 5) The migrant campus clerk will adhere to the NGS timeline to ensure that migrant student data is entered in a timely and accurate manner into the NGS data- base. Population: All PFS/migrant students. Timeline: August 2016 - June 2017	1, 4	Administration, Migrant Teacher, Migrant Clerk	Formative: NGS and ESchool Solutions ReportsSummative: PBMAS ICR Reports NGS Reports				
Critical Success Factors CSF 1 CSF 2 6) PFS migrant students will receive supplemental support services before other migrant students to ensure that the requirements delineated by NCLB Section 1304(d) are addressed. PFS migrant students will receive shoes, clothing, personal hygiene items, and necessary supplies based on need. Population: All PFS migrant students. Timeline: August 2016 - June 2017 CNA p.9	1, 4	Administration, Migrant Teacher, Migrant Clerk	Formative: Job Description Summative: Completed personnel Assurance forms, Job evaluation.				
Critical Success Factors CSF 1 CSF 2 7) All migrant students will receive grade appropriate school supplies on an as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus facilitating them the same opportunity to meeting the academic challenges of all students. These supplies may include shoes, and clothing. Monies will be allocated for the purchasing of a printer aimed at providing migrant students with the necessary resources to complete assignments and projects. In addition to this, toner will be purchased for this printer. Population: All PFS/migrant students. Timeline: August 2016 - June 2017 CNA p.7,8	1, 4	Administration, Migrant Teacher, Migrant Clerk	Formative: NGS Campus Reports Summative: Completed Request for Supplemental Support Form w/ student's NGS Number and Parent's / Student's signature.				

Critical Success Factors CSF 1 CSF 2 8) Migrant students 6th - 8th STAAR results will be reviewed to secure accurate placement into the current State Assessment remediation opportunities during regular school year and summer school. Population: All PFS/migrant students. Timeline: August 2016 - June 2017 CNA pg. 8,9	1, 4	Administration, Migrant Teacher, Migrant Clerk	Formative: STAAR Remediation Enrollment List, NGS STAAR report, Benchmark results. Summative: Current State Assessment Test Results.				
Critical Success Factors CSF 1 CSF 2 9) Migrant funded staff will attend Migrant Education Region One workshops, local, regional and state migrant conferences in order to secure the most current information impacting migrant students, migrant parents and the migrant program through the current school year. Population: All PFS/migrant students. Timeline: August 2016 - June 2017	1, 4	Administration, Migrant Teacher, Migrant Clerk	Formative: Region one workshop advisements, Registration Forms, BISD professional leave form with approval signatures.Summative: Workshop certificate, Agendas, Handouts.				
Critical Success Factors CSF 1 CSF 2 10) In order to experience leadership opportunities, develop good study skills, and practice positive social engagement within the school community the middle school migrant students will participate in a Migrant Club. Population: All PFS/migrant Timeline: August 2016 - June 2017	1, 4	Administration, Migrant Teacher, Migrant Clerk	Formative: Meeting Agenda and Sign-In Sheets Summative: Participants Survey.				
Critical Success Factors CSF 1 CSF 2 11) A leadership conference for Migrant middle school students and their parents will be held to provide the participants experiences to improve leadership, learning and study skills. The Migrant students and their parents will attend the PFS Middle School Leadership Conference in order to expand their leadership skills. Population: All PSF /migrant students. February 2017	1, 4	Administration, Migrant Teacher, Migrant Clerk	Formative: Sign-In Sheets, Agenda and Participants Survey Summative: Conference Evaluations				

Critical Success Factors CSF 1 CSF 2 12) Middle school migrant students will have opportunity to attend the school district's summer school programs to ensure promotion if needed or to participate in the enrichment migrant summer program. Population: All PSF/migrant students. June 2017 - July 2017	1, 4	Administration, Migrant Teacher, Migrant Clerk	Formative: Eligibility Forms, Attendance Sheets, Weekly Assessments, Participants Survey.Summative: Completion Reports, End of Program Assessment Results.				
Critical Success Factors CSF 1 CSF 2 13) Campus Migrant Clerk will conduct meetings twice each semester to foster parental involvement and provide Migrant parents with important information on campus migrant program opportunities and how to better support their children academically. A light snack will be served at each meeting. Population: All PFS /migrant students. October 2016, December 2016 / February 2017 April 2017 CNA p. 18	1, 4	Administration, Migrant Teacher, Migrant Clerk	Formative: Flyers, Parent phone calls, Sign-in sheets, Invitation Agenda Summative: Parent Meeting evaluations.				
Critical Success Factors CSF 1 14) Migrant teacher will provide supplemental guidance and counseling services for migrant students to improve student achievement and the drop out rate. Monies will be allocated for a substitute aimed as assist the teacher with attendance at professional development opportunities and other migrant related activities. Population: PFS /Migrant students. Timeline: August 2016 - June 2017 CNA pg.9	1	Administration Migrant Teacher	Formative: Student sign in sheets Summative: STAAR Reports				
15) The New Generation System (NGS) and BISD eSchool Plus entries will be monitored daily to ensure that the ID&R data and information has been appropriately coded in a timely manner. Population: PFS/Migrant Students Timeline: August 2016 - June 2017		Migrant Funded: Recruiters Data Entry Clerk NGS Clerks Campus Migrant Clerks Computer Operator PEIMS Data Clerk MSC	PBMAS Report Correctly coded migrants on NGS				

16) In order to secure the data needed to accommodate placement into appropriate supplemental instructional opportunities for MS migrant students pre and post test results will be used by teachers and administrators to identify the migrant students performing below grade level. NOTE: At sites being served by a migrant teacher, teacher will provide additional support and ensure participation into supplemental opportunities. Population: PFS /Migrant Students Timeline: August 2016 - June 2017		Sp. Programs Administrator Campus Principals MS Teachers Migrant Funded: Teachers- 3FTEs Computers MSC	Increased academic performance				
17) The District Migrant Counselor (DMC) will provide supplemental support services to migrant students in the following areas: * Graduation plans * Development of Individual Migrant Student Action Plans * Coordination for leadership opportunities * Monitoring of course completion for PFS students * Monitoring of late entry/early withdrawals * Credit accrual opportunities * Provide timely information and assistance to migrant students and parents regarding on-time Graduation and post-secondary education * Conduct district initiatives for migrant students * Coordination Inter-state and intra-state (TMIP) activities * Coordination with UT Austin Migrant Graduation Enhancement Program * Assist with OSY Initiative * Assist with the monitoring of campus migrant staff Population: PFS / Migrant Students Migrant Parents Timeline: August 2016 - June 2017		Sp. Programs Administrator MSC DMC	Increase on- time graduation and on-time promotion and decrease dropout rate PBMAS				
18) Graduating juniors and seniors will have the opportunity to attend the BISD annual Migrant College CAMP Symposium in order to visit with representatives and apply to the Texas Universities that offer the college Assistance Migrant Program (CAMP). Select group of Middle School students will attend as well Population: HS Migrant Students- 11th & 12th grade PFS MS students Timeline: August 2016 - June 2017		MS Migrant Teachers MS Migrant Campus Clerks DMC MSC	Increased applications and acceptance into CAMP Increased interest in colleges by MS students				
19) A survey will be used to evaluate the effectiveness of the Migrant Education Program so that pertinent and appropriate adjustments can be made to better serve migrant students Population: PFS /Migrant Students Timeline: May 2017		Campus Administration Migrant Funded: Migrant Teachers HS Migrant Campus Clerks MEP Secretary DMC MSC	Increase on- time graduation				
20) Learning Academy and tutorials targeting the core areas of Reading, Writing, Math, Social Studies and Science will be held for all PFS students in order to sharpen their skills and prepare them academically for the STAARS assessment. Monies will be allocated for Saturday tutorial transportation and other trip transportation costs. Population: Elementary, MS and HS PFS /Migrant Students Timeline: September 2016 - June 2017		Administration, Migrant Teacher, Migrant Clerk	Increased STAARS Scores for PFS students				

21) The campus migrant clerks will provide supplemental support to the PFS and migrant students only, in order to enhance the advocacy, encouragement, and support to the special needs of migrant students as delineated by NCLB Act of 2001 (Public Law 07-110) Section 1301-1309 and will ensure that the migrant students are actively engaged in the Migrant Club, receive needed homework assistance and socialize with other migrant students throughout the current school year. Population: PFS and Migrant Students Timeline: August 2016 - June 2017		Campus Principals Migrant Campus Clerks Migrant Teachers DMC MSC	Decrease in the number of PFS students				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 8: Our vision for technology is to have all district stakeholders 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: By the end of the 2016-2017 school year, the campus will increase technology integration by 40%

Summative Evaluation: Technology integration walkthrough report

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
Critical Success Factors CSF 1 CSF 2 CSF 7 1) Teachers will participate in technology professional development such as: CTE Technology district trainings, Eduphoria, Tango, TCEA Convention and Regional Technology Conferences in order to ensure students benefit from new programs and hardware. Population: All students. Timeline: August 2016 - June 2017 CNA p.9	1, 3, 4	Administration Technology teachers TST	Formative: Staff Development Agenda Lesson Plans Summative: Six Weeks Exam TELPAS Online Scores				
Critical Success Factors CSF 1 CSF 2 CSF 7 2) Technology teachers and CTE Teachers will focus on instruction pertaining to societal changes and the use of technology, keyboarding techniques, creating a website and the use of internet research and business forms/techniques to ensure students have skills to create documents and e-mails account. Population: All students. Timeline: August 2016 - June 2017 CNA p.9	1, 3, 4	Administration Technology teachers TST	Formative: Lesson Plans, StudentsÃÂ Work Summative: Six Weeks Exam, Benchmark Data.				
Critical Success Factors CSF 1 CSF 7 3) Students will have an opportunity to explore the different career clusters available at each high school's pathways, through virtual fieldtrips or video conferencing, early college, and CTE awareness nights. Population: All students. Timeline: August 2016 - June 2017 CNA p.9	1, 3	Administration, Technology teachers, TST	Formative: Lesson Plans Students' Work Summative: Six Weeks Exam.				

Critical Success Factors CSF 1 CSF 7 4) All students will be taught the skills necessary for developing a personal career portfolio they can continue to update as they advance their secondary education. Kuder software, 8th grade counselor. Population: All students. Timeline: August 2016 - June 2017	1, 3	Administration, Technology teachers, TST	Formative: Lesson Plans Students' Work Summative: Six Weeks Exam.				
Critical Success Factors CSF 1 CSF 7 5) The campus will ensure accessibility to instructional technology devices in order to improve student achievement. Desktop computers, projectors, laptop computers, Ipads, Kindles, Digital Sender, Dell Tablets, Digital Pends, Portable Speakers REDCAT, printers, external hard drives, IP Phone, ink, printers, scanners, fax machines, servers, laminators, sound systems, digital cameras, video (document) cameras, Elmo, miniovotes, mobipads, USB memory sticks Smart Boards including adaptive-assisted devices when needed. Population: All students. Timeline: August 2016 - June 2017 CNA p. 21	1, 3	Administration, Technology teachers, TST	Formative: Lesson Plans Students Summative: Six Weeks Exam.				
Critical Success Factors CSF 1 CSF 7 6) Technology teachers will integrate TEKS / STAARS objectives into their instruction and promote critical thinking skills, develop projects that foster creativity, collaboration, innovation. Population: All students. Timeline: August 2016 - June 2017 CNA p.21	1, 3	Administration, Technology teachers, TST	Formative: Lesson Plans Students' Work Summative: Six Weeks Exam.				
Critical Success Factors CSF 1 CSF 7 7) Teachers will complete an annual School Technology and Readiness (STAR) chart. Population: All students. Timeline: August 2016 - June 2017 CNA p.21	1, 3	Administration, Technology teachers, TST	Formative: Meeting Agenda Summative: Texas STAR Chart administrative tool.				

Critical Success Factors CSF 1 CSF 7 8) Teachers will determine the goals, software and technology needs aligning them with the district technology goals and objectives. Population: All students. Timeline: August 2016 - June 2017 CNA p.21	1, 3	Administration, Technology teachers, TST	Formative: Campus Improvement Plan Summative: TELPAS, AEIS				
Critical Success Factors CSF 1 CSF 7 9) In order to improve students' academic achievement administration and staff will have access to purchase office computers, and office equipment . With this access campus administration and staff can have access to websites and computer programs that hold pertinent information such as news, lesson plans, forms and templates including websites with student work schedules, administrative information, homework information, and newsletters. Population: All students. Timeline: August 2016 - June 2017 CNA p.21	1, 3	Administration, Technology teachers, TST	Formative: Annual Inventory Purchasing Records Summative: Six Weeks Exams				
Critical Success Factors CSF 1 CSF 7 10) The Technology Support Teacher will support the campus in the area of instructional technology, as needed, on computer programs, software and will organize and manage campus technology and will be given the opportunity for professional development annually. Technology Support Teacher (TSTs) will be support the campus in the area of instructional technology, as needed, on computer programs, software and will organize and manage campus technology and will be given the opportunity for professional development annually. Population: All students. Timeline: August 2016 - June 2017 CNA p.21	1, 3	Administration, Technology teachers, TST	Formative: Meeting Agenda Summative: Needs Assessment STAR Chart				
Critical Success Factors CSF 1 CSF 7 11) Staff will be provided with professional training on campus computer software programs and integration of technology with the curriculum. INK, Printers (Elmo (Video Document Camera), projector Smart Boards, Airliner) Population: All students. Timeline: August 2016 - June 2017 CNA p.21	1, 3	Administration, Technology teachers, TST	Formative: Sign-in Sheets, Agenda, Lesson Plans, 6 weeks projects Summative: TELPAS				

Critical Success Factors CSF 1 CSF 2 CSF 7 12) The students will be assessed on a six weeks basis with benchmark exams in order to guide instruction and tutorials. Teachers will meet and disaggregate data to improve student academic achievement. Data will be uploaded to Eduphoria in order to keep track of student growth and needs. -Scanner & Scanner Maintenance Population: All students. Timeline: August 2016 - June 2017 CNA p.21	1, 3	Administration, Technology teachers, TST	Formative: Gradespeed, Benchmark Scores Summative: STAAR Scores, TELPAS AEIS Report				
Critical Success Factors CSF 1 CSF 7 13) Students will work at computer labs on programs that will increase their reading, math and science skills to help increase their level of academic performance, plus increase their ability to produce computer generated projects. Population: All students. Timeline: August 2016 - June 2017 CNA p.21	1, 3	Administration, Technology teachers, TST	Formative: Benchmark Scores, e-School Plus, 6 weeks projects Summative: STAAR Scores, TELPAS AEIS Report, EOY Grades, Retention Rates				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	3	Conduct 6 weeks tests, benchmark tests in reading/ELA, fluency assessments, math, science and history as well as reflective conferences with both teachers and students on disaggregated results. Population: All Students Timeline: August 2016 - June 2017 CNA p. 15
1	1	13	Implement intervention through the Response to Intervention (RtI) 3 Tier Model in order to support student academic growth and success. Use data to identify areas of need. Monitor progress and interventions of struggling student. Adjust instruction/interventions. Review student outcome data to evaluate instruction REVIEW360 Tier I, a minimum of 90 minutes devoted to ELA instruction Tier II, 30 minutes per day in small group in addition to the core instruction Tier III, 30 minutes per day in individual or small group instruction in addition to the core instruction. Implement research-based response intervention strategies, including tutorials, Saturday academies, and remediation for students diagnosed as performing below campus established proficiency levels. Snacks will be provided to students. Population: All Students Timeline: August 2016 - June 2017 CNA p. 8, 9
1	1	17	Implement an integrated challenging, standards-based, inquiry-centered, curriculum. Offer high-level courses at Faulk by selecting students using specific criteria based on course listing guide to enroll 8th grade students in Algebra I and 6th-8th grade Pre-AP/GT class following the criteria as stated by the Advanced Academics Department and ensuring success in EOC test by providing tutorials. Population: Pre-AP students. Timeline: August 2016 - June 2017 CNA p. 9
1	1	19	All math and science grade level teachers will be afforded the opportunity to attend STEM Infinity Project Professional Development to improve student performance in math and science. Population: All Students. Timeline: August 2016 - June 2017 CNA p. 9
1	1	20	Integrate and Implement STEM Infinity Project Curriculum with the District's math and science frameworks to assist students in meeting math and science content performance objectives. Conduct 1 STEM Lab every Six Weeks. STEM Robotics Competition. Population: All Students. Timeline: August 2016 - June 2017 CNA p. 9
1	1	21	All students will complete a research project for the History Fair Competition. *Junior Scholastics/Time for Kids . Population: All Students. Timeline: August 2016 - June 2017 CNA p. 9
1	1	22	All students will participate in KIDS Voting USA in order to understand the voting process and its place in Democratic society. Population: All Students. Timeline: August 2016 - June 2017 CNA p. 9
3	1	1	Faulk Middle School will implement tutorial and remediation strategies in core-area subjects for low-performing students by the fourth week of school in order to decrease the retention rate and improve student achievement. Population: AR, TI, MI, LEP Timeline: September 2016 - June 2017 (2 X week) CNA p.9
3	1	7	The 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. Population: AR, TI, MI, LEP Timeline: August 2016 - June 2017

State Compensatory

Budget for Faulk Middle School :

Account Code	Account Title	Budget
6100 Payroll Costs		
162-13-6112-00-043-Y-030-000-Y	6112 Salaries or Wages for Substitute Teachers or Other Professionals	$1,500.00
162-13-6117-00-043-Y-030-000-Y	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	$5,500.00
162-11-6118-00-043-Y-24-SSI-Y	6118 Extra Duty Stipend - Locally Defined	$13,095.00
162-11-6118-00-043-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	$26,328.00
162-31-6117-31-043-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	$2,000.00
162-11-6119-00-043-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	$156,991.00
162-11-6119-00-043-Y-30-U12-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	$59,190.00
162-13-6119-31-043-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	$62,112.00
162-31-6119-31-043-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	$62,057.00
162-11-6141-00-043-Y-24-SSI-Y	6141 Social Security/Medicare	$190.00
162-11-6141-00-043-Y-30-000-Y	6141 Social Security/Medicare	$2,658.00
162-11-6141-00-043-Y-30-U12-Y	6141 Social Security/Medicare	$858.00
162-13-6141-31-043-Y-30-000-Y	6141 Social Security/Medicare	$901.00
162-23-6141-00-043-Y-30-000-Y	6141 Social Security/Medicare	$35.00
162-31-6141-31-043-Y-30-000-Y	6141 Social Security/Medicare	$929.00
162-11-6142-00-043-Y-30-000-Y	6142 Group Health and Life Insurance	$16,675.00
162-11-6142-00-043-Y-30-U12-Y	6142 Group Health and Life Insurance	$4,944.00
162-13-6142-31-043-Y-30-000-Y	6142 Group Health and Life Insurance	$4,944.00
162-31-6142-31-043-Y-30-000-Y	6142 Group Health and Life Insurance	$4,944.00
162-11-6142-00-043-Y-24-SSI-Y	6142 Group Health and Life Insurance	$917.00
162-11-6146-00-043-Y-24-SSI-Y	6146 Teacher Retirement/TRS Care	$505.00
162-11-6146-00-043-Y-30-000-Y	6146 Teacher Retirement/TRS Care	$3,301.00

162-11-6146-00-043-Y-30-U12-Y	6146 Teacher Retirement/TRS Care	$1,066.00
162-13-6146-31-043-Y-30-000-Y	6146 Teacher Retirement/TRS Care	$1,118.00
162-23-6146-00-043-Y-30-000-Y	6146 Teacher Retirement/TRS Care	$43.00
162-31-6146-31-043-Y-30-000-Y	6146 Teacher Retirement/TRS Care	$1,153.00
162-11-6148-00-043-Y-24-SSI-Y	6148 Employee Benefits - Locally Defined	$31.00
162-11-6148-00-043-Y-30-000-Y	6148 Employee Benefits - Locally Defined	$427.00
162-11-6148-00-043-Y-30-U12-Y	6148 Employee Benefits - Locally Defined	$138.00
162-13-6148-31-043-Y-30-000-Y	6148 Employee Benefits - Locally Defined	$145.00
162-23-6148-00-043-Y-30-000-Y	6148 Employee Benefits - Locally Defined	$6.00
162-31-6148-31-043-Y-30-000-Y	6148 Employee Benefits - Locally Defined	$150.00
162-11-6149-00-043-Y-30-000-Y	6149 Employee Benefits	$2,041.00
162-11-6149-00-043-Y-30-U12-Y	6149 Employee Benefits	$769.00
162-13-6149-31-043-Y-30-000-Y	6149 Employee Benefits	$807.00
162-23-6149-31-043-Y-30-000-Y	6149 Employee Benefits	$31.00
162-31-6149-31-043-Y-30-000-Y	6149 Employee Benefits	$833.00
	6100 Subtotal:	**$439,332.00**
6200 Professional and Contracted Services		
162-13-6239-00-043-Y-030-000-Y	6239 ESC Services	$1,500.00
162-11-6249-00-043-Y-30-CMP-Y	6249 Contracted Maintenance & Repair	$3,000.00
162-11-6249-62-043-Y-30-LWS-Y	6249 Contracted Maintenance & Repair	$4,800.00
162-11-6249-00-043-Y-30-A+-Y	6249 Contracted Maintenance & Repair	$2,500.00
	6200 Subtotal:	**$11,800.00**
6300 Supplies and Services		
162-11-6329-00-043-Y-30-TLX-Y	6329 Reading Materials	$5,000.00
162-11-6396-00-043-Y-030-000-Y	6395 Supplies, DP Operations - Locally Defined	$2,550.00
162-11-6399-00-043-Y-30-000-Y	6399 General Supplies	$35,491.00

162-61-6399-00-043-Y-30-WTF-Y	6399 General Supplies	$50.00
	6300 Subtotal:	**$43,091.00**
6400 Other Operating Costs		
162-13-6497-00-043-Y-030-000-Y	6497 Fees - Locally Defined	$1,500.00
162-61-6499-53-043-Y-30-WTF-Y	6499 Miscellaneous Operating Costs	$50.00
	6400 Subtotal:	**$1,550.00**

Personnel for Faulk Middle School :

Name	Position	Program	FTE
Eva Guerrero	At-Risk Counselor	State Compensatory	1
Jose Esquivel	Teacher	State Compensatory	1
Jose Luis Lucio	Teacher	State Compensatory	1
Pedro Meza	Teacher	State Compensatory	1
Sonja Corona-Ramirez	Dean of Instruction	State Compensatory	1

Title I

Schoolwide Program Plan

Federal requirements for campus planning mandate that schools develop a school wide program plan that includes all of the ten required components. The following ten components of a school wide program are embedded within the campus improvement plan and its activities.

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

Ten Schoolwide Components

1: Comprehensive Needs Assessment

The Site-Based Decision-Making (SBDM) Committee conducted a comprehensive needs assessment **11.8 pg. 21-35**(CNA) yearly 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 I, and Special Education on state assessments. The goal is to have 90 percent of all students and all student groups passing all parts of state mandated assessments for the **2016-2017** and to increase the advanced performance level in all content areas. In addition, TELPAS will be monitored effectively to ensure higher levels of advanced high attainability.

2: Schoolwide Reform Strategies

To accomplish these objectives, the staff will use the budgeted funds to implement school-wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of academic performance, use effective methods and instructional strategies that are established on scientifically based research that (1) strengthen the core academic program; (2) increase the amount and quality of learning time, including the funding of an after-school tutorial/ summer school/ enrichment program, for students who are At-Risk and in need of continuity in their instructional program to be successful in the succeeding school year; (3) include strategies for meeting the educational needs of historically underserved populations; (4) include strategies to address the needs of all children in school, particularly the needs of low-achieving students, At-Risk, or not meeting the State student academic achievement standards; (5) address how the school will determine if such needs have been met; and (6) are consistent with and are designed to implement the State and local improvements plans. 1.1.3, 1.1.14, 1.1.15, 1.1.16, 3.1.1, 3.1.11, 6.1.6

3: Instruction by highly qualified professional teachers

Highly-qualified teachers will carry out the instructional program. Only teachers who are certified and who have met state testing requirements to teach the subjects/grade levels to which they are assigned will be hired by the school. In emergency situations, the school will consider teachers who have alternative certification. In addition to appropriate certification, teachers will be sought who are experienced and have been successful in previous assignments. 1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5

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

The school will provide access to high-quality ongoing professional development **1.11, 2.5, 3.5** throughout the school year for all staff including teachers, principals, and paraprofessionals 1.16, 11.11. Professional development activities will be geared to individual teachers' specialties, along with any other identified needs as determined through the staff, student and parent needs assessment surveys, administration classroom observations and evaluations, and/or district identified needs. Professional development will be conducted both at the school and the education service center as well as district conferences and workshops, which will be intensive and sustained. Professional development will include STAARS training, SIOP, Living with Science, Developing Metacognitive Skills, ELPs, MSTAR Academies, Technology Training, expecting higher levels of performance for the GT/Pre-AP population and differentiation for the special programs.

5: Strategies to attract highly qualified teachers

Strategies to attract high-quality teachers to high needs schools **7.27,** for selection of teachers from the District's and Region I's efforts to recruit teachers, paying stipends for attainment of a Master's Degree, and paying stipends for math, science and social studies, bilingual stipends and paid health insurance.

6: Strategies to increase parental involvement

Title I, Part A Funds will be used to partially finance strategies to increase parental involvement **11.11, 11.12** at the school including the parent workroom and to purchase special materials used in the parent volunteer program. Parent education will be provided to parents by the campus parent liaison as well as the District's Parental involvement Center. Parent training on how to help their students be successful at home, learning English, discipline management and parenting skills will be provided to those parents who want to better meet the rigors of parenting.

An orientation for 5th grade students and their parents **11.10** will be held annually in the spring to assist with the transition into middle school and for 8th grade students and their parents to assist with the transition into high school. **1.18**

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

An orientation for 5th grade students and their parents **11.10** will be held annually in the spring to assist with the transition into middle school and for 8th grade students and their parents to assist with the transition into high school. **1.18**

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 **1.1, 2.1, 3.1**to measure student performance. Teachers will use data obtained from state assessments as well as other instruments, including but not limited to the SELP, TELPAS, and benchmark tests, to implement new instructional strategies, modify existing strategies and/or discontinue existing strategies to better address student needs as determined by use of these instruments.

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 in mastering the TEKS will be provided effective, timely additional assistance. **7.1** 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. Saturday Academies will also be available for students needing extra reinforcement.

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. Several of the strategies being implemented are jointly funded with Special Services and Title I Funds, e.g., after school tutorial programs. Professional Development activities are also paid for from Title I, Parts A and C, and Local Funds. Title I Funds along with State Compensatory, Bilingual and local funds are used to purchase supplemental instructional materials, media, and library resources used to improve and enhance the overall instructional program.

Faulk Middle School will provide the state mandated State Compensatory Education program through funded initiatives including afterschool tutorials starting the fourth week of school. Tutorials will be offered at least three times a week and on Saturdays as needed.

Title I Personnel

Name	Position	Program	FTE
Gonzalez, Mario	Library Aide	Federal Programs	1
Guerrero, Silverio	Social Studies	Federal Programs	1
Maria Rendon	Dyslexia Aide	Federal Programs	1
Pena Medina, Lourdes	Nurse	Federal Programs	.40
Ramos, Irazema	FP Computer Aide	Federal Programs	1
Torres, Gloria	Parent Liaison	Federal Programs	1

Plan Notes

Faulk Middle School

September 15, 2015

Principals Welcome. - Our goal is to ensure student success.

Committee members in attendance: Mr. Jose de La Cerda (Science), Mrs. Torres (SE subbing for Ms. Lt Garcia), Ms. Cortez (CTE), Ms. Arlen Vargas (Parent representative), Mr. Chaides (Fine Arts), Jose Lucio (SS), ML Garcia (Reading), Mr. JL Martinez (administration), Ms. Suarez (English), Mr. Mez (math rep), Ms (parent), Darla Marquez (TLI)

Committee members introduce themselves.

Campus Improvement plan: A document that the schools use to meet the needs of the school. 1. Needs, 2. Strategies 3. Revision 4. Interventions 5. Materials. Committee members reminded that all costs must be included in our CIP. All aimed at ensuring student success. We want all departments to become familiar with all areas of the plan. A lot of times we just look at it from the reading perspective and we want to make sure that we take responsibility not only from our department but from all areas. Parents will receive the plan via email due to the vast size of it. -Ms. Villarreal/ Mrs. Saucedo

Ms. Suarez- Do we need to present this to the department?

Mrs. Villarreal- Make corrections in ink and write on the plan.

Mr. De La Cerda-Do you want for us to sign on it?

Mrs. Villarreal- Any questions-

Committee members-All agree

Tutorial Monies- Tutorial monies allotment

Monies allocated aimed at tutorials is 26,

Mrs. Saucedo-review of the plan. Mrs. Saucedo explains details. Facilities discussion takes place. All teachers take it and turn it around to the rest of the teachers.

Mrs. Villarreal-We want to give all teachers the opportunity to do tutorials to best ensure that we target student success.

Ms. Suarez- Word is out that they want to tutorial to be strictly STAARs reviews. They aren't them to do Reading, math, science, social studies, passages. So What is the purpose of the tutorials.

Mrs. V-The district expects us to focus on the readiness standards and reinforce the skills that the students have. Darla will be working with decoding and all other skills aimed at closing the performance gaps to ensure that STAAR standards are covered. The focus is for our students to be able to pass the STAAR test. Contact is taking place with the parents to make sure that they are all involved.

Ms. Suarez-As a writing teacher I'm having the students write and prepare for passage.

Mrs. V.- You know the test and must complete the lesson plans and a scope and sequence is being followed to ensure that student weaknesses are target.

Mrs. Lucio-What students need to be in the tutorials

Mrs. De La Cerda- In reality we want to target the area of focus.

Murillo-We need to close the achievement gap and then target this.

Mrs.V., Ultimately we looked at the date- 2014, 2015 and we have four indexes. Data review is conducted for the parents.

Mrs. ML Garcia-Tutorial bus requirements.

Tutorial size requirement at least 10 and no more that 25. From 3:00-5:00 p.m.

Distribution of food- Take the students to the cafeteria to pick up their supper.

Please communicate the urgency of tutorials to the parents.

Our next meeting will take place on October 5, 2015

Supplies and budget: Last year we had 25,000 dollars under account 211. Each department will get $1500 and you need to decide as a department the materials that you will order aimed at instructional supplies. Under account 162 each core are will receive 7000 dollars of instructional supplies. Talk to Julie and your department to place your order. Review inventory and items that your lacking to be able to place an order. Last year Science ordered books but they have not received them (Measuring Up). Check with campus secretary.

Parent volunteered to assist teachers.

Mr. Murillo: Attendance corrections- Ms. Ayala will be emailing everyone that has students absent but are present the rest of the day to best ensure that attendance errors are not made.

Grading procedures-It's very important for procedures to be followed. Review policy.

Meeting is adjourned

October 29, 2015

Introductions

Principal explains the fundraising activities that will be taking place in the upcomming weeks. We have a beautification project in place to upgrade our marquee, purchase a school mascot, purchase a sound system for the weight room, and landscaping projects.

No questions.

Parent orientation- our enrollment has lowered. Due to this, we will be losing some teacher positions. Therefore, adjustments will be made to our master schedule. Changes explained to the teachers.

SBDM Committe decision requested: In regards to ISS we can combine the classes and move a teacher into ISS-or we do away with ISS and use ITS. By unamimous vote, SBDM decided to combine the enrichment classes and assign an ISS teacher. Teacher was decided unanimously.

Furthermore, due to our enrollment in the behavior intervention unit, one FTE is being divided into two campuses. Thefore, one of our BI teachers will only be at Faulk half a day.

Parent orientation project is presented.

Thanksgiving Luncheon discussion

District Benchmarks Logistics Presented.

Tutorial Schedule and Logistics.

Meeting adjourned

September 12, 2016

SBDM Meeting Agenda

1. Welcome
2. Master schedule Review
    1. Varsity classes
    2. Planning times
3. Overview of 2016 State Accountability System
4. Faulk 2016 Summary Report
5. Systems Safeguards Review
6. Priority Plan Interventions Review
7. CIP revision
8. Student Dress code
    1. Jacket color for 6th and 7th grade to be grey and class color
9. Questions/concerns

SBDM Meeting Notes

I. Welcome

Principal Benita Villarreal welcomed all representatives present at 3:05 p.m. in room 701.

Members in attendance: Paula Garay (ELA), Mary Lopez Garcia (reading), Victor Gonzalez (Science), Blanca Cardenas (SPED),Robert Rivera (Math)

II. Master schedule Review: Representatives will receive copy of Z block from ESchools to determine if based on numbers, administration should consider

making changes for the Spring or until next year. Considering that department meetings are all held in the morning and team meetings in the

afternoon,

moving varsity electives will require spreading out planning periods.

1. Varsity classes
2. Planning times

III. Overview of 2016 State Accountability System

Representatives reviewed one page visual representation on updated accountability system to understand how targets and distinctions are met.

I.V. Faulk 2016 Summary Report

There were substantial increments in all 4 indexes and in safeguards. Faulk went from receiving 2 distinctions to 6 this year. We missed the distinction

on Science.

V. Systems Safeguards Review

Faulk Middle school met system safeguard 60% target in Science for all students and in Social Studies for ELLs as compared to last year's

performance report.

1. Priority Plan Interventions Review
2. meeting system safeguards goals for ELLs and SPED and attendance.

    1. CIP revision

Deadline to do first revision is September 14. Departments will meet to add interventions and resources needed to meet campus goals.

    1. Student Dress code
        1. Jacket color for 6th and 7th grade to be grey and class color was approved.

2. Questions/concerns

Representatives will email principal with decision on master schedule at the end of this week.

Meeting ending time was 4:00 p.m.

_____ SC-R_____

2016-2017 Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Benita E. Villarreal	Principal
Administrator	Sonja Corona-Ramirez	Dean of Instruction
Administrator	Jose Luis Martinez	Assistant Principal
Administrator	Jaime Villarreal	Assistant Principal
Classroom Teacher	Blanca Cardenas	Teacher
Classroom Teacher	Jose M. Chaidez	Teacher
Classroom Teacher	Jose Esquivel	Teacher
Classroom Teacher	Paula Garay	Teacher
Classroom Teacher	Noe Garza	Teacher
Classroom Teacher	Victor Gonzalez	Teacher
Classroom Teacher	Mary Lopez-Garcia	Teacher
Classroom Teacher	Robert Rivera	Teacher

Campus Funding Summary

Local					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	1	18	general supplies and materials	199-33-6399-00-043-Y-99-000-Y	$250.00
				Sub-Total	$250.00
Title I-A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
6	1	6	Parent Liaison	211-61-6129-00-043-Y300F2	$20,501.00
6	1	6	Mileage	211-61-6411-00-043-430OF2-Y	$500.00
6	1	6	General Supplies	211-61-6399-00-043-Y-30-0F2-Y	$1,000.00
6	1	6	Miscellaneous Operating Costs	211-61-6499-53-043-y-30-0f2-y	$1,000.00
				Sub-Total	$23,001.00
State Compensatory					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
6	1	8	OTHER SUPPLIES FOR FUNCTION 61-COMMUNITY SERVICES	162-61-6399-00-043-Y-30-WTF-Y	$50.00
6	1	8	MISCELLANEOUS OPERATING COSTS	162-61-6499-53-043-Y-30-WTF-Y	$50.00
				Sub-Total	$100.00
				Grand Total	$23,351.00