

Brownsville Independent School District

Garcia Middle School

2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Reading/English Language Arts

Academic Achievement in Science

Academic Achievement in Social Studies

Top 25% Closing Performance Gaps



Mission Statement

Mission : Cultivating global learners through academic excellence.

Vision

Vision: Academic excellence for Every Student

Value Statement

It is our mission at Dr. Juliet V. García Middle School to provide students with a diverse educational foundation consisting of high levels of academic, artistic, and athletic achievement as determined by local, state, and national standards. This will be accomplished by using a support system involving school, parents, and community in a safe and structured environment.

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Comprehensive Needs Assessment

Needs Assessment Overview

Dr. Juliet V. García Middle School is located near the Port of Brownsville in Brownsville, Texas and serves students in 6th, 7th, and 8th grade. The school, named for Dr. Juliet V. García, President of the University of Texas at Brownsville and Texas Southmost College, opened its doors to the community in August 2002. The faculty and staff are committed to providing students with a diverse educational foundation consisting of high levels of academic, artistic, and athletic achievement as determined by local, state, and national standards. This is accomplished by using a support system involving school, parents, and community in a safe and structured environment.

The student population at García Middle School is predominantly Hispanic. The student population is representative of the community with 99.2% Hispanics, and 0.7% Ninety-six percent of our students are identified as economically disadvantaged, 40.9% Limited English Proficient (LEP), 3.4% Gifted and Talented, 11.4% migrant, 64.03% at-risk, and 11.8% special needs students. The student body is made up of 350 sixth graders, 359 seventh graders, and 364 eighth graders for a total of 1,173 students. The attendance Rates for the 2013-2014 school year was 97.2% for all the students and 96.9% for at-risk students. The dropout rate for the 2016-2017 school year was .094% for all the students and for .094% for at-risk students. Moreover, the retention rate was 8.2% for all students and 5% for at-risk students.

García Middle School's leadership includes Noe Garcia, Interim Principal; Ricardo Vanegas and Maria Lara, Assistant Principals. The Faculty includes seventy-five certified teachers and 10 paraprofessionals. Twelve clerical and office personnel service special education, migrant, discipline, PEIMS, library, health, matriculation and attendance. A nurse, librarian, three counselors, eight cafeteria employees, six custodians, and two security officers provide additional services. The faculty has an ethnic representation of 82.9% Hispanic, and 17.1% White. Female teachers represent 73.5% and males 26.5% of the teaching staff.

García Middle School is comprised of a diverse student population. The campus houses an exemplary Life Skills unit for special education students and implements special education inclusion program as part of the school curriculum. Campus Band, Choir and Art provide opportunities at beginning through advanced levels. García Middle School also offers a wide range of additional educational opportunities such as participation in the Spanish AP, University Interscholastic League, Athletics, Performing Arts Dance Ensemble, Destination ImagiNation, Chess, Spanish Science Club, Art Club, cultural field trips, NJHS, and the Gator Recycling Club. Our National Junior Honor Society provides our student leadership a platform for college and community awareness.

At García Middle School, the main focus is on each individual student's academic progress. To ensure student success, students are offered after school and Saturday tutorials. Academic Challenges in reading and math expect to be met through the additional strategies provided to teachers by TLI curriculum specialist, and I3 Grant to increase commended scores across grade levels and sub-populations. This school year all Algebra I students passed the EOC test. Key deficiencies in students' mathematics and reading content knowledge and skills will be addressed so students will meet college ready standards and commended levels on state exams.

The campus addresses health and nutritional issues through the CATCH (Coordinated Approach to Child Health) committee. This committee offers a variety of activities such as: Turkey Walk, Jump Rope for Life, Health Screening, monthly presentations, and staff Health Fair. Students also participate in Algebra Camp, Science Fair, History Day and Brainsville.

Students are rewarded for Attendance, Honor Roll, extra-curricular, and individual and Academic Team accomplishments. Our Awards Ceremony was held on May 21 and it was a huge success!

Dr. Juliet Garcia Middle School was awarded Distinction status in Reading/ELA, Science, Social Studies & Top 25 Percent in Closing the Performance Gap. Our goal is to attain Distinction Recognition in all areas.

Demographics

Demographics Summary

I. Sixth grade has two full academic teams. Seventh grade has two full academic teams. Our 8th grade has 3 academic teams. The last two years we have lost from 7-12 teachers and then have been given them back one by one throughout the year based on our enrollment. Our elective positions are all filled and although the classes range from 25-35, instruction is well delivered.

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

- Academic Team composition – leadership qualities of each Academic Team member
- Teacher qualifications for content, AP/GT, ESL and SpEd certifications
- All student test data, ESL Reading Smart, district and state data comparisons
- Campus disciplinary statistics by team and grade
- Grade level totals and elective program development

Primary Grade Levels:

6th -8th Grade

The following information originated from the 2015-2016 TAPR results.

STAAR Summary of 6th – 8th Grades Tested

A student group that performed less than or equal to the state/district average in a given STAAR tested content area is identified as a priority.

Reading – 6th grade (campus 70%, district 63%, state 71%), 7th grade (campus 66%, district 66%, state 72%), 8th grade (campus 90%, district 84%, state 82%)

Math – 6th grade (campus 66%, district 67%, state 74%), 7th grade (campus 63%, district 67%, state 71%), 8th grade (campus 90%, district 88%, state 73%)

Writing -- 7th grade (campus 67%, district 66%, state 70%)

Science -- 8th grade (campus 76%, district 75%, state 76%)

Social Studies -- 8th grade (campus 70%, district 64%, state 65%)

Middle School End of Course (EOC) Results

Math—Algebra --- 8th grade (campus 98%, district 74%, state 78%)

Performance Variation Between All Student Groups and All Grades

	All Students	Hispanic	White	Econ Disadv	At-Risk	Special Ed	ELL
All Subjects	73%	73%	95%	73%	48%	39%	38%
Reading	74%	72%	52%	74%	69%	39%	43%
Mathematics	71%	68%	48%	71%	67%	49%	48%
Writing	66%	67%	29%	71%	64%	13%	27%
Science	74%	75%	50%	74%	70%	32%	43%
Social Studies	70%	69%	40%	70%	65%	11%	51%

Demographics Strengths

- Strong Special Education and ESL departments
- Texas Literacy Initiative support
- Algebra I and AP Spanish provides advanced classes for students
- STEMS/Infinity Program for math and science students in 6th, 7th, and 8th grade

Demographics Needs

- Extend inclusion services to all content areas
- Improve rigor through collaboration and vertical planning by academic content areas to strengthen the expertise of all teachers through the use of a variety of resources and technology
- Work towards better implementation of Review 360, the RTI process, and the teaming concept
- Monitor individual student progress, working together as teams to improve academics for all students through data from benchmarks and RTIs and monitor behavior through data from Review 360
- Improve parental involvement interaction in all aspects of campus

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 demographic areas of improvement would be addressed:

- 1. Improve the Parental Involvement Program by revamping when they meet with the Parent Liaison, their methods of refreshment, improving the number and quality of meetings with parents, and the expectations of the parent liaison. (1.7, 1.14, 1.23)**
- 2. Increase rigor and technological innovation in all content areas, including increased inclusion, emphasizing success of subpopulations and At-Risk students. Provide instructional supplies and headsets that be utilize in lab for a variety of tutorial opportunities, and additional reading, including magazines of current events. (1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 1.10, 1.11, 1.14, 1.17, 2.3, 3.1)**
- 3. Monitor individual student progress by printing benchmarks, intervening when needed with innovative learning opportunities and document interventions through RTI. (1.1, 1.2, 1.7, 1.13, 1.14, 1.17, 1.18, 1.26, 3.1)**

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

Student Achievement

Student Achievement Summary

The campus goal is to meet the standards of College Readiness using the rigor of PreAP curriculum such as Springboard™ PreAP curriculum from The College Board and the Infinity™ curriculum for STEM math and science. Using the training and curricular support from the College Board and the Infinity training, we will apply new training techniques, and meet more rigorous goals. The goal is to challenge all students with high expectations, to be prepared for class, and able to utilize a broad range of technology in preparation for post-secondary challenges using critical thinking skills. Support sub-populations with additional supplies and resources as needed to encourage self-confidence, motivation and academic success.

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

- AEIS Report, AYP Report
- Data from TELPAS, AMAO, tutorials, and teacher end-of-year survey
- STAAR Summary Reports-Group Performance, Sub-population data, STAAR writing and “Advanced” categories for all content areas
- Eduphoria! Aware including Benchmark Data, SE analysis, and comparison data
- Individual teacher strengths including PDAS,GT/AP training, delivery skills evidenced through walk-throughs, initiative to try innovative strategies.
- Teacher survey of migrant student needs

Student Achievement Strengths

- Social Studies scores
- Attendance
- Academic Extracurricular/Fine Arts Participation
- District training for STEM
- Algebra I and AP Spanish
- Improved science scores.

Student Achievement Needs

- Improve Reading skills: use computer software, technology and multiple resources to ensure student success and increase student centered instruction, student products, and student models for display.
- Writing in different modes and genre, using models from literature and computers in the classroom to practice using twenty-first century writing skills, writing across the curriculum, writing workshop, writing lab to engage reluctant learners
- Increase participation in academic extracurricular programs, contests, and the creation of a campus literary magazine
- Train and support content teachers on High expectations, Sheltered Instruction, rigor, Depth of Knowledge, inclusion, RTI, Review 360, and TEKS refinement
- Provide additional instructional technology, software, supplies and materials to advance classes; and supplies like butcher paper for story mapping, that will increase the success of At-Risk students. Use data from technology to analyze success.
- Work to raise scores of at-risk and through the use of A+ software and transportation for tutorials. Raise scores of special populations by involving parental involvement to showcase accomplishments and special software for practice.
- Increase Math and science rigor through collaboration with UTB, participating in competition with other classes and campuses. Use a variety of content software to boost scores on STAAR, practice application of concepts, and increase time on task.
- Improve use of Review 360 and implement a Discipline Management plan to reduce referrals. Train teachers to use Review 360 for discipline RTIs. Utilize Breakfast Club to teach leadership and coping skills.
- Provide opportunities for students to learn and practice leadership skills and public speaking, turning student actions in a more positive direction.
- Improve tutorial by providing buses, additional supplies like duplicating paper, extra duty pay for more experienced teacher participation, and additional days of tutorial to make a larger impact on scores by providing practice.
- Provide Special Education teacher training for writing improved PLAAFS

All migrant students will receive general supplies, and hygiene items, PFS students exclusively will receive clothing, and PFS students and light refreshments for migrant parents at meetings where their children's success and other pertinent topics are discussed.

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 areas of improvement would be addressed:

- 1.** Improve reading and writing skills in the content areas, in various genre and reading levels using supplies and trainings such as Measuring Up, software renewals like A+, and technology to supplement other reading sources. Also provide new class sets of books to motivate reluctant readers and writers and additional supplies such as duplicating paper use for tutorials. Provide a laminator and laminating film to supply durability and a poster-maker to permanently display concepts so constant referral is possible **(1.1, 1.2, 1.3,1.4, 1.6, 1.7, 1.8, 1.10, 1.14, 1.17, 1.20, 1.26, 3.1.1,3.10, 3.13, 4.7, 8.5)**
- 2.** Train content teachers on High expectations, rigor, Depth of Knowledge, inclusion, RTI, Review 360, Sheltered Instruction, TEKS refinement and advanced course changes such as AP Spanish test changes **(1.1, 1.15, 1.17, 1.21, 1.26)**
- 3.** Work to raise at-risk, homeless, ELL, and Special Education reading and mathematics scores by allocating funds for extra-duty pay, Summer Bridge Program, transportation, supplies, resources such as dictionaries for tutorials. Use benchmarking to obtain data for targeting deficit basic skills, and

promoting competition in extracurricular writing, math, science, and history events, and hosting parent events to spotlight student academic accomplishments. **(1.1, 1.6, 1.15, 1.20, 1.22, 1.23, 1.24, 3.1, 3.10, 3:2.1, 3:1.5, 3:1.6, 4.1)**

4. Improve ESL by increasing opportunities for public speaking **(1.1, 1.2, 1.3, 1.4, 1.7, 1.9, 1.10, 1.13, 1.14, 1.15)**
5. Improve writing scores by training teachers to teach additional genre-writing by using pull-outs and tutorials if needed. **(1.17, 1.19)**
6. Improve the writing of PLAAFS in Special Education by providing training for teachers **(1.16)**
7. All migrant students will receive general supplies and hygiene supplies; PFS students exclusively will receive clothing, and PFS students to improve academic success and light refreshments for migrant parent meetings. A printer and cartridges will be needed to assist migrant students in their assignments. **(3:1.8, 7.4, 7.6, 7.7, 7.10, 7.13, 7.15)**

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

Of vital concern is improvement of school culture. We want to increase in Parent Involvement. Provide more incentives for teachers/students positive recognition with the support of adopt a school through our community. Ensure we have ongoing communication (more effective with teachers/parents).

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

- Referral categories/ISS reports by infraction
- Data from Do the WRITE Thing essays (violence prevention)
- Student and Teacher Campus Needs Assessment Survey
- Weekly Academic Team Meetings and Department Meetings

School Culture and Climate Strengths

- Extracurricular activities and fine arts electives
- Campus Cleanliness
- Hosting a variety of parent events to spotlight student academic achievement
- Effective use of School Messenger to communicate with parents

School Culture and Climate Needs

- Provide opportunities for concerts, competitions, and teacher training. Provide students and staff health awareness by hosting Career Day, Health Fair and other events including community organizations.
- Train teachers and staff on classroom management skills and Behavior Management. Increase awareness of resources to prevent or change students' negative behavior and ways to document using Tango.
- Increase student leadership skills and collegiate expectations through Student Clubs and Organizations
- Increase healthy choices awareness with staff and student population
- Increased participation in competitive academic activities by providing current technology.

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. Increase successful participation in competitive academic activities and projects including, but not limited to Career Day, UIL, Chess, collegiate competitions, portfolios, literary magazine, History Day, Science Fair, and campus Parent Night displays by providing current technology.

(1.4, 1.7, 1.14, 1.23, 9.13, 9.14, 3:2.1, 4.8, 4.21. 8.3)

2. Establish student leadership and opportunities to share ideas to benefit the campus climate and culture, including student projects, community involvement, service projects, perfect attendance and honor roll, and other leadership building activities. **(1.7, 3:2.1, 3:2.3)**

3. Improve student health and staff health awareness. Provide adequate sanitary items for special use of the facility during competitions, training, and concerts, such as soap, toilet paper, personal sanitary items, and cleaning supplies. **(3.1.4, 5.3, 9.3, 9.7, 9.9, 9.11, 9.13, 9.14, 9.15)**

4. Provide software and technology to access online curriculum, electronic grade-books, Behavior Management techniques, and Review 360 training to improve teacher attitudes toward student behavior and provide technology for students like Kindles/Nooks, to improve engagement and desire to excel academically **(1.12, 1.10, 4.22)**

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

Teachers at this campus rarely leave. They work together well, plan together, and share responsibilities.

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

- NCLB grant requirements, SBEC certifications
- GT/PreAP core and ongoing hours completed
- Attendance for teacher training sessions
- Feedback from teacher walkthroughs, PDAS
- Feedback from department meetings and individual growth plans
- Teacher and Student Comprehensive Needs Assessment Surveys

Staff Quality, Recruitment, and Retention Strengths

- Strong teachers exist in every grade level and subject
- Teachers are positive about recognized status
- Most teachers have been on campus since the school opened.
- Most content teachers are AP trained
- English, math, reading, ESL and SpEd teachers have had Springboard training through the College Readiness Grant

Staff Quality, Recruitment, and Retention Needs

- Provide additional content training for core areas in preparation for STAAR
- Provide curricular, software, supply support to Social Studies, Math, Science and ELAR teachers (ESL Reading Smart/Study Island, Zingly science software, GALE library research software, Ward's science supplies, Science World magazines, pencil sharpeners.
- Attend training and review social studies and math timeline to conform to new TEKS refinements, STAAR reporting categories, and EOC requirements

- Increase fidelity to the Springboard curriculum and its tenants for ELAR and Math
- Procure training for new teachers in the delivery strategies common to veteran teachers (Jane Shaffer, Hands-on Equations, Rice STEM Scopes)

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 by providing the following basic necessities:

1. Increased opportunities for Staff Development and additional feedback from walkthroughs for all teachers including earlier PDAS completion rate, and additional detailed feedback given to all content teachers **(1.7, 1.12, 1.18, 4.13)**
2. Provide additional software, science supplies, graphing calculators, STAAR Booklets, and weekly student magazines to support teacher productivity and delivery. **(1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.10, 1.20, 1.7, 1.17,)**
3. Increase Professional development with focus on STAAR, rigor overall, social studies & math TEKS and resources.**(1.2, 1.17, 1.19, 3.1.2, 3.1.3, 4.11)**

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

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Training for Campus use of Springboard (ELAR and Math) and district-initiated training for STEM, Infinity (math and science), STAAR, TxAIR, Curriculum Frameworks, DOK, TEKS Refinement math and social studies changes ensure that core subjects are prepared with rigorous curriculum for STAAR and PreAP classes. Assessment is designed by the teaching staff based on the curriculum. Teachers will use TANGO to monitor student progress. Lesson Plans are due each Friday in preparation for the next week. ESL Reading Smart and Benchmarking occur in November and February, in addition to the state Universal Screener which provides additional data.

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

- Reading comprehension and fluency scores for the last 2 years in all grade levels.
- Math scores for the last 2 years in all grade levels.
- Science scores for the last 2 years in 8th grade
- Writing data from the state which breaks down narrative and expository essay and revision and editing components
- Instructional strategies by teacher with corresponding lesson plans
- Individual teacher strengths with the idea of placing strong teachers at every grade level and with each and every team.
- Feedback from department meetings, CBLT feedback, and TLI observations
- Benchmarking,, ESL Reading Smart, Study Island and Ignite, Destination Math data
- At Risk and tutorial reports
- Teacher and Student Comprehensive Needs Assessment Surveys
- LASERS Modules (TLI)
- Fixed Assets Inventory

Curriculum, Instruction, and Assessment Strengths

- Engaging Curriculum is available for math & reading
- Curriculum is enhanced for students by more extracurricular experiences
- STEM training for math and science provided by district
- Updated TEKS Curriculum for Science, ELAR, Social Studies, and Math
- Teachers are up to date with the use of Tango Trainings and the updates on software

Curriculum, Instruction, and Assessment Needs

- Expand Career Day and add additional opportunities for presenters to come.
- The use of additional instructional technology, hands-on methodology, and application instead of handouts
- Training for integration of math and science STEM into activities to improve and enhance instruction using various consumable supplies to prepare for area competition.
- Reduction of At-Risk students by using innovative lesson delivery, projects and application models with consumables and special instructional supplies.
- Concentrate efforts on teaching directly from TEKS, understanding and internalizing Reporting Standards, and learning new Math TEKS and STEM.
- Provide Math and Science computers for engaging, accelerated instruction for At-Risk students

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. Involve additional community members as speakers, presenters and in mentorship roles and hold a campus Career Day. **(3:2.1)**
2. Train teachers to use document projectors to enhance hands-on instruction and facilitate the use of primary source documents and student work as examples. Students visualize actual 3-D applications, apply knowledge to real world settings by increased use of technology paired with novel teaching strategies and diverse reading opportunities through subscriptions of current periodicals. Provide laptops with licenses, pencils, sharpeners, batteries, video projectors, bulbs for projectors, instructional supplies and printing for curricular enhancement, technological expertise, and student research. Display objectives prominently and use open-ended questioning strategies from Figure 19. **(1.1, 1.2, 1.4, 1.6, 1.7, 1.9, 1.10, 1.14, 1.17, 1.26, 2.1, 3.14, 4.5, 8.1, 8.2, 8.4)**
3. Reduce at-risk student population by providing opportunities for local, regional, and state conferences to implementing more hands-on, real-world application, engaging activities and teaching study skills such as creating portfolios and journals. **(4.4, 7.16, 7.17)**
4. Include competitive academic opportunities for students and benchmark throughout the year using Scantrons and duplicating paper to gather academic data for instructional use. **(1.2, 1.4, 1.5, 1.7, 2.2, 2.7, 2.18, 9.14)**
5. Provide Math and Science computers for engaging, accelerated instruction for At-Risk students and training for STEM program. **(1.1, 1.2, 1.10)**

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

Monthly afterschool events draw in families and not only provide an audience for student achievement but increase positive relationships between parents, teachers and administrative staff.

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

- Parental Involvement Survey Results
- Tally of parental involvement events during 2015-2016
- Attendance tally for each event during 2015-2016
- Feedback from Meetings with TLI Specialist

Family and Community Involvement Strengths

- Parents are willing to participate with students in short after school events
- Parents want their students to attend this campus as evidenced by the number of parents requesting transfers
- Parents are supportive of extracurricular activities

Family and Community Involvement Needs

- Schedule monthly events to spotlight a variety of subject areas using the gym, cafeteria and associated sound and lights.
- Meet with parents after school for various venues and serve refreshments
- Increase parent calls to include positive feedback.

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:

1. Hold parental meetings using technology such as a computer, laptop, and projector for various venues after school with refreshments to provide information and showcase student achievement to increase parental involvement. **(6.9, 6.12, 6.13)**
2. Increase positive contacts with parents to include more students “being good” in addition to “being in trouble” and provide mileage for parent liaison to

make parent/student home contacts. **(6.12, 6.13)**

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

Classes are organized as much as possible into Academic Teams for each grade level. Strong teachers are placed at each grade level for each content area to provide leadership for Horizontal Alignment. Departments meet weekly to review campus initiatives and plan for the coming week. Content is complemented by overt Career and College Readiness relationships. Hallways are decorated with pennants from various colleges and universities, and several events during the year are designed to bring awareness and focus on life after middle school.

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

- STAAR and STAAR scores, Benchmarking scores, ESL Reading Smart, TELPAS, and classroom data
- Discipline referrals and At Risk data
- Teacher attendance
- Participation in afterschool activities
- Volunteerism

School Context and Organization Strengths

- Strong leadership in each Academic team
- Strong leadership in each grade level

School Context and Organization Needs

- More content training in math, science, English, and social studies
- Additional technology training
- Additional training for varied lesson delivery

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. More rigorous content and lesson delivery training in math and technology

(1.1, 1.2, 1.4, 1.6, 1.7, 1.9, 1.12, 1.13, 1.17, 1.22,1.25, 4.6, 9.1, 9.9, 9.11)

2. Provide trainings, resources, and supplies in preparations to provide a safe and ordely environment. (5.10, 5.14)

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.

Technology

Technology Summary

Students will take on a greater role preparing academic additions to our website from all content areas, and use technology to further their knowledge about the world and how technology interfaces with career opportunities. Teachers will schedule community members to share how technology is used in their businesses. By using technology in the classroom, students will prepare themselves for the demands of high school, college and career.

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

- a. *Inventory of classroom technology equipment, STAR teacher survey, Fixed Asset Report, Software Requirements*
- b. *Lesson plan sand CATE curriculum requirements for 2016-2017,*
- c. *Testing schedules/ requirements from TEA (STAAR, TELPAS)*
- d. *Roster of Career Day presenters and feedback from presenters and students*
- e. *Parental Involvement activities involving student presentations*
- f. *Project Share increased usage for LASERS, content collaboration, posting of shared lessons*

Technology Strengths

- Most classrooms have Smartboards and teachers have access to response technology and some document projectors.
- Teachers have laptops
- i3 Innovation Grant focus on College and Career Readiness and support state initiatives
- Sci-Tech Lab, NASA Challenger, and Infinity Project support national STEM initiatives
- Students have opportunities to meet community businessmen and businesswomen during Career Day and other presentations
- Students have opportunities to use technology to research and to complete assignments for more than one subject area
- Tech IV TOT training enabling more access to technologically savvy expertise in each content area.
- Campus access to databases such as Encyclopedia Britannica, EPSCO, and Discovery (United Streaming), Brainpop (ESC1)

Technology Needs

- Add document projectors to enhance hands-on instruction and facilitate the use of primary source documents and student work as examples.
- Add technological equipment for science and math STEM Infinity alignment
- Prepare students for future online testing by TEA by purchasing computers and training students to use Rosetta Stone software, ESL Reading smart, and the TELPAS Online Tutorial
- Provide training for additional problem solving opportunities and application for what students are learning
- Additional training and/or refresher training for new technology systems that can be used for student projects, research, and teacher lesson delivery.

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 Career and Technology areas of improvement would be addressed:

1. Provide document projectors (TV screens used as projectors) computers, laptops, printers, mobi View Pads and cameras for content teachers to offer opportunities for student engagement and CCRS success by facilitating the use of primary source documents and allow students to see projected resources, student work, and 3-D hands-on modeling. Provide additional headsets for lab software for remedial reading. **(1.2, 1.4, 1.8 1.10, 1.11, 8.1.8)**
2. Update some computer software and prepare for students for TELPAS online testing **(1.2, 1.3, 1.7, 1.15, 8.11)**
3. Provide additional training for technology applications, exploring careers, Kuders Inventory, and problem solving. **(3:2.2, 8.15)**

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

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: Students will demonstrate mastery on the performance standards in ELA, Math, Science, and Social Studies. A minimum of 30% of our students tested will demonstrate Level III Achievement on the STAAR Exam.

Summative Evaluation: Garcia Middle School will achieve 10% or better increase on each STAAR Exam.

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

<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>1) Professional Development for teachers and administrators for building academic rigor, learner centered classrooms, and researched-based strategies as an intervention measure during class, after school tutorials, and Saturday Academies.:</p> <ul style="list-style-type: none"> *RTI Interventions *Writing across the curriculum *BISD Framework *SIOP Sheltered English *Technology and additional training to integrate technology into classroom; lesson presentations in 3-D models via various forms of technology to increase student participation, such as document projectors, smart boards and Ignite software to engage at-risk students -Teachers will enlist Algebra I students to compete at UTB in November 2014 for AMC8 and City Math Meet in May 2016 -Attend science conferences: national (NSTA), state(CAST) -Attend various workshops, ESC trainings, -Participate in online courses and AP/GT ongoing training to stay current with standards and best practices. <p>Population: LEP At Risk Econ. Dis Special Ed GT, PreAP MI</p> <p>Timeline: Fall 2016- Spring 2017 Weekly Fluency checks CNA: pgs 8, 10, 11, 15, 17, 21</p>	<p>3, 4, 5</p> <p>All Teachers, community, Administration, and TLI Specialist</p> <p>LEP At Risk Econ. Dis Special Ed GT, PreAP</p>	<p>F: Teacher presentation to turn around training Lesson plans, student weekly fluency charts, BOY, MOY, EOY Cloze passage results, AR test results; Failures on progress report</p> <p>S: PDAS; Students Journals, Student Products, Springboard tests, benchmark tests, SAT, ACT, AP Spanish test and STAAR raw score results show 10% increase . At least 15% reduced retention rate; 100% participation in training and ongoing hours</p>				
<p>Funding Sources: Local - \$100.00, Local - \$500.00, No Funds Required - \$0.00, Title I-A - \$2000.00</p>						
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>2) Implement District Initiatives -</p> <ul style="list-style-type: none"> *Teachers will utilize Curriculum Scope and Sequence *Utilize RTI with struggling students for appropriate interventions. *Tango/RTI and Review 360 for behavior interventions *Use technology, such as -smartboards -LCD Porjector -LCD Digital Cameras 	<p>1, 2, 9</p> <p>All Teachers Administration TLI Specialist Librarian Curriculum Dept Students</p>	<p>F: Reduced paper costs, display 3D student work weekly, Eduphoria Walk-throughs; Benchmark Results</p> <p>S: 35% total student presentations for Science and Poetry Extravaganzas; STAAR performance scores will earn distinction in the four indexes; Portfolios and STAAR results student success 83%, 10% increase in science scores; Results in each grade level representative in competition</p>				

-classroom printers to prepare, engage students and to project 3D lessons and student products.

*Students will apply the use of technology in the classroom.

A-Sixth and Seventh grade

1. Use graphing calculators to solve algebraic expressions or equations.
2. Use computer lab and enhance student academic achievement, explore STEM careers

B-Eighth Grade

1. Use graphing calculator to solve and graph linear equations, and analyze different attributes of linear functions.
2. Use computers to remediate and enhance student academic achievement

*Participate in district competitions: Spelling Bee, DWT, Science projects, Innovation, Brainsville, STEM Robotics, Destination Imagination, including 6th, 7th, 8th grades, History Day, kids voting process, Rights and Responsibilities in History

*CBLT meetings

*LASER Documentation through Project Share

*Implementation Map for TLI

*implementation of District Initiative McGraw Hill,

*Teachers will use GPS Math and other resources to provide alternative methods for students to be successful.

*Teachers will attend district conferences and CAMT

*Attend Think Through Math or Compass maintenance training to provide application skills using the Specificities.

*Three math and three science teacher will attend STEM Project Based Learning PD to improve performance in math and science.

*Implement problem solving activities using training from, kit-based resources, STEM, NASA, Innovation curriculum, Sally Ride Fun Festival, and other resources, culminating in an academic competition.

-research-based resources

-preparing additional reading and writing opportunities for student success

Use of Jarret Books

Use of STAAR Review Packet from Media Center

Provide new class sets of books to enhance students' reading opportunities.

Population: All students

Timeline:

Monthly

Sept. 2016-May 2017

Funding Sources: Title I-A - \$500.00, Local - \$2000.00, Title I-A - \$3000.00, Title I-A - \$5000.00, State Compensatory - \$2252.00, Advanced Academics - \$3096.00

CNA: pgs 8, 10, 11, 15, 17, 21, 23

Critical Success Factors
CSF 1

3) Create engaging activities utilizing Smartboard and Document Camera to access pictures, settings, distant locales. Practice reading with ESL students and other students reading below grade level using recorded books, projected lessons, and use carefully sequenced lessons with deliberate pacing.

Population:
SE
LEP
DYS
At-Risk

Timeline:
Monthly
Sept. 2016-May 2017

CNA: pgs 8, 10, 11, 15, 23

Reading Teachers
Dyslexia Teacher

F: Unit project participation 100%, benchmark scores
S: At-Risk, LEP and SpEd score 70%

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Funding Sources: Title I-A - \$1500.00

<p style="text-align: center;">Critical Success Factors CSF 1 CSF 4</p> <p>4) Students will create products/presentations to prepare for academic success such as:</p> <ul style="list-style-type: none"> *Illustrate, write, and present short stories, research papers *narrative and expository compositions *Practice timed writing, quick-writes, using ELAR student expectations. Create referral charts *GT students will generate a Texas Performance Standards Measure for an audience as part of the Texas Performance Standards Project including Parental community -Power Point presentation -Displays -History Day or Texas Performance Measure -other assessment products, laminated for extra wear -student expectations from posters to internalize key reading concepts *Read and reference Figure 19 student expectations from posters to internalize key reading concepts. <p>Students that demonstrate exceptional academic talent on a recent grade level test may qualify to enroll in DUKE TIP's</p> <p>Population: All All Levels LEP At-Risk Econ. Dis. Special Ed. GT, MI</p> <p>Timeline: Once during the 2nd/3rd six weeks</p> <p>CNA: pgs 8, 10, 11, 13, 15, 17, 21, 23</p>	<p>1, 2, 6, 9, 10</p>	<p>All Teachers</p>	<p>F: 20% student improvement on STAAR rubric in benchmark assessments; roster of GT students</p> <p>S: 50% of students score "3" on writing STAAR; Spring Parent Night Presentations</p>				
<p>Funding Sources: Local - \$2000.00, Local - \$1000.00, Local - \$500.00, Title I-A - \$3738.00, Advanced Academics - \$180.00</p>							

<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>5) Select appropriate instructional supplies for all student success, including ELL, Special Education, SFL, BI, and AP, such as: Books, audio CDs, batteries, toner, SCANTRONS, and other consumable materials.</p> <p>Population: All Students</p> <p>Timeline: Bi-Weekly Aug. 2016 - May 2017</p> <p>CNA: pgs 8, 15, 17</p>	1, 2, 9	Librarian Special Education, All Teachers	<p>F: 20% improved engagement with At-Risk and special populations</p> <p>S: 70% passing rate on STAAR</p> <p>F: 20% improvement from Nov to Jan benchmark test</p> <p>S: 83% passing rate on STAAR and prep for EOC</p>				
<p>Funding Sources: Local - \$500.00, Local - \$500.00</p>							
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 2 CSF 3</p> <p>6) Teachers will utilize benchmarking to monitor At Risk & SpEd and to prepare students for STAAR and EOC in high school. STAAR resources will be used as resource material for reading, writing as well as reading software to be used in the classroom. Collaboration will occur through weekly vertical and horizontal meetings led by the dean.</p> <p>Population: All Students</p> <p>Timeline: Aug. 2016-May 2017</p> <p>CNA: pgs 10, 15, 17, 21</p>	1, 2, 8, 9, 10	All Teachers, Administration TLI Specialist	<p>F: 20% improvement from Nov to Jan benchmark test</p> <p>S: 83% passing rate on STAAR and prep for EOC</p>				
<p>Funding Sources: Title I-A - \$6000.00</p>							

<p style="text-align: center;">State System Safeguard Strategy</p> <p style="text-align: center;">Critical Success Factors</p> <p style="text-align: center;">CSF 1 CSF 4 CSF 6</p> <p>7) Provide after school or Saturday tutorials .Provide targeted instruction for at-risk students in all subject areas: Tutorial based on diagnostic tests. Students will prepare for STAAR testing and College Readiness by improving skills in various ways such as reading library books, using Nook (available technology) and online expository selections.</p> <p>-Encourage participation in extended day program opportunities throughout campus for academic (Stride Academy) enrichment, and college readiness sessions before and after school.</p> <ul style="list-style-type: none"> *Saturday Academies *Closing the Distance *Think Through Math *Compass Learning * STEMscopes Science Software *Region IV math materials *TxAIR *Math GPS materials <p>hands-on activities indoors & outside.</p> <ul style="list-style-type: none"> *SciTech to augment the science curriculum *Lab resources *Kindles *Nooks *Smartboards *Problem-solving techniques *DMS *Living with Science *IGNITE, Compass Learning <p>Adaptive Curriculum (for ELL students)</p> <p>Population: All Students</p> <p>Timeline: Aug. 2016-May 2017</p> <p>CNA: pgs 8, 10, 11, 13, 15, 17, 21, 23</p>	<p>1, 2, 9, 10</p>	<p>All Teachers, Administration TLI Specialist</p>	<p>F: 100 % use of Springboard Lesson Plans; Student TOPS Report; Administrative Monitoring Reports S: 20% improvement from Sept diagnostic test to January diagnostic test. Progress scores in Stride Academy; Teacher report with usage frequency and reflective comments on effectiveness of program</p>				
<p>Funding Sources: Title I-A - \$1200.00, State Compensatory - \$4800.00, Title I-A - \$2500.00, Local - \$2000.00, Title I-A - \$20000.00, Title I-A - \$728.00</p>							

<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>8) Utilize SRA kit and Accelerated Reader to engage reluctant readers and increase vocabulary by using the word walls and Vocabulary Bank Initiative.</p> <p>Population: All Students</p> <p>Timeline: Aug. 2016-May 2017</p> <p>CNA: pgs 8, 10</p>	1, 2, 9, 10	SPED Teachers	<p>F: Lesson Plans</p> <p>S: Student participation/Level questions/Chart final product</p>				
<p>Funding Sources: Local - \$1000.00, Local - \$485.00</p>							
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 7</p> <p>9) Learn ELAR, TEKS, ELPS, Research, Writing, and Oral/Written Conventions Strand by implementing interdisciplinary lessons with science and social studies and attending workshops and training with Science, Social Studies, Math: Assign campus instruction leadership in development interdisciplinary lessons that focus on Expository text</p> <p>Students will create projects that apply academic skills in a real world situation and teachers will be provided appropriate classroom furniture for additional teacher.</p> <p>Implement the District's Bilingual/ESL Academic Literacy Initiative for ELLs : The Summer Literacy Initiative : This will reinforce vocabulary with an online glossary; Deepen language mastery with activity repetition; Provide written and verbal instruction so students see and hear words in English; Be accessible from home for additional instruction; Work well in small groups where native and non-native speakers can work together to help each other</p> <p>Population: All Students</p> <p>Timeline: October 2016-March 2017</p> <p>CNA: pgs 11, 17, 21</p>	1, 2, 9, 10	All Core Teachers Dean of Instruct, TLI Specialist	<p>F: Lesson Plans, tutorial lesson plans, assessment alignment Student Presentations, Teacher made Rubric; Lesson Plans, ELAR Teacher Training</p> <p>S: Projects and presentations for Open House; Improved STAAR scores, reflecting Advanced ratings.</p>				
<p>Funding Sources: Local - \$6800.00, Local - \$500.00, Local - \$1000.00</p>							

<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 4</p> <p>10) Provide Computer lab and tablets support with software programs such as IStation, Learning Odyssey, TTM, Study Island, Discovery, Measuring Up, Ignite Learning, United Streaming and other similar computer assisted programs along with that will target ESL, and other struggling readers. At-risk students are targeted for tutorials addressing ELAR standards --Students will benefit greatly from updated laptops that can access new and enhanced computer applications available. The programs provide opportunists to make at-risk students early college ready and increase test scores.</p> <p>Population: All Students</p> <p>Timeline: Beginning Sept 2016 and continuing until May 2017</p> <p>CNA: pgs 8, 10, 11, 13, 15, 17, 23</p>	1, 2, 9, 10	Reading and English teachers, Dean TLI Specialist	F: Monthly lab enrollment S: Reading scores for all students 85%				
<p>Funding Sources: Title I-A - \$2500.00, Title I-A - \$5000.00</p>							
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>11) Students will use ancillary texts to enhance learning and improve AMAO. Purchase additional headsets and slots for the Rosetta Stone language lab software for remedial reading.</p> <p>Population: ESL LEP</p> <p>Timeline: Weekly doc by ESL teacher</p> <p>CNA: pgs 8, 23, 24</p>	1, 2, 9, 10	ESL teacher, LPAC, Dean	F: ESL Doc log S: TELPAS improvement				






<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 3 CSF 7</p> <p>12) Target Curriculum Planning and Classroom Management Training to maintain quality instruction</p> <p>Population: All Core Area Teachers Dean Principal</p> <p>Timeline: Monthly on campus</p> <p>CNA: pgs 13, 15, 21</p>	<p>1, 2, 3, 4, 5, 8</p>	<p>Dean of Instruct Principal</p>	<p>F: Review TEKS & Syllabi for changes S: new syllabi for fall.</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>							
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 3 CSF 7</p> <p>13) The campus will send representatives to state or national Conferences such as Texas Literacy Initiative, TCTELA, NCTE, CEL, NABE, NMSA and AP Institutes. Train teachers at district or Region One to prepare for STAAR, enhance instructional delivery of the curriculum, Expository Writing Training, Narrative Writing Training, and cultivate capacity within the department.</p> <p>Population: All Teachers</p> <p>Timeline: Nov 2016 Feb/March 2017</p> <p>CNA: pgs 8, 11, 21</p>	<p>1, 2, 3, 4, 5, 10</p>	<p>Dean of Instruction Principal 7-8grade ELA teachers TLI Specialist</p>	<p>F: student products based on interdisciplinary lessons S: presentation developed for conference</p>				
<p>Funding Sources: Title I-A - \$3162.00, Local - \$3000.00, Local - \$150.00, Title I-A - \$2000.00, Local - \$2200.00</p>							

<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>14) Display cultural validation in the classroom. Provide cultural books and subscriptions for reading materials for student motivation, cultural validation, and provide a broader vision of the world. Provide students with diverse reading opportunities of current events through subscriptions to magazines and periodicals.</p> <p>Population: All students</p> <p>Timeline: Oct 2016-May 2017</p> <p>CNA: pgs 8, 10, 11, 13, 17</p>	1, 2, 9	Dean Teachers	F: research cultural role models, scientists, writers, mathematicians, historians to display in library, classrooms and hallways S: Make visual checks to establish displays are up				
Funding Sources: Local - \$2839.00, Title I-A - \$1500.00							
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>15) To assure success on STAAR and AP Spanish: Teachers will differentiate instruction/resources for best practices will be used. -In addition, preparation for and data from PBMAS, AMAO, TELPAS, IEP and SELP will be used to correct instruction and choose instructional materials for students learning English. -Teachers will use data from AWARE benchmarks, state assessments to: *target instruction for sub groups and individual students *Familiarize themselves with their ELL students- categories (Beg, Int, Adv.) *Plan for campus staff development regarding scientifically based instruction for student achievement.</p> <p>- Provide tutorial after school for all populations, refer students to enrichment programs, make recommendations in LPAC meetings for promotion/retention. -Administrative walkthroughs to monitor At Risk and SpEd students to assure continued progress: -Provide substitutes for teacher absences.</p> <p>Population: ELL Special Populations At-Risk</p> <p>Timeline: Quarterly: Aug, Dec, Feb, June</p> <p>CNA: pgs. 10, 11, 23</p>	1, 8, 9, 10	All Teachers Bilingual Clerk Dean Principal Testing Coordinator TLI Specialist	F: SELP test identified students immediately upon registration. All teachers are trained to read understand data in August 2016 F: send out scores for TELPAS in Spring S: LPAC in June for promotion or exiting program; Gap is narrowed on assessments comparing all students to subpopulation scores in				
Funding Sources: Title III-A - \$3276.00, State Bilingual - \$3250.00, Title III-A - \$500.00, State Bilingual - \$500.00, State Compensatory - \$250.00, State Bilingual - \$500.00, State Bilingual - \$250.00, Title III-A - \$224.00							

<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2</p> <p>16) PLAAFPs and Standard Based IEPs will comply with IDEA requirements to address each student's individual needs and coordinate with classroom teachers every 6 weeks or more.</p> <p>Population: Special Education Students</p> <p>Timeline: IEP Annual Review</p> <p>CNA: pgs 11</p>	<p>1, 2, 3, 4, 5, 10</p>	<p>SE Teacher Asst. Principal Principal</p>	<p>F: ARD Documentation as per IEP S: Documented progress of annual goals and objectives as per IEP</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>							
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 4 CSF 7</p> <p>17) Teachers will increase rigor (critical thinking strategies) to be prepared for STAAR and AP courses by:</p> <ul style="list-style-type: none"> -Display TEKS objectives TEKS Refinement Trainings -Reflective Reasoning and Conceptual Understanding training -Questioning Strategies training -Attending District and ESC STAAR and DOK training -I3 Cohorts -critical thinking and problem-solving skills -Exemplar labs, 40% Lab work -Sheltered Instr, ELPS, work walls and cognates -College and Career Readiness -Use of consumable supplies -ELPS, TALA, Sheltered Instruction, TELPAS, benchmark analysis on AWARE <p>Population: All Students LEP, At Risk, GT, Pre AP., Sp. Ed. Econ. Dis., Migrant</p> <p>Timeline: Weekly from Aug 2016- May 2017</p> <p>CNA: pgs 8, 10, 11, 15, 21</p>	<p>1, 2, 3, 4, 5, 8, 9, 10</p>	<p>Teachers Administrators TLI Specialist Area Superintendents Curriculum Specialists</p>	<p>F: Evidence of HOT questioning in 50% walkthroughs for each teacher S: Benchmark scores show improvement</p>				
<p>Funding Sources: Title I-A - \$500.00, Title I-A - \$4000.00, Title I-A - \$3000.00</p>							

<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 7</p> <p>18) All content teachers will differentiate instruction based on data from TELPAS, PBMAS, LPAC, IEP, administrative walkthroughs and newcomer students will only be instructed by certified ESL teachers, LEP served by ELPS trained teachers and maintain weekly writing samples.</p> <p>Population: All Students</p> <p>Timeline: Monthly from August 2016-May 2017</p> <p>CNA: pgs 9,16</p>	1, 8, 9, 10	SpEd teachers Bil. Clerk Dean Administration	F: all teachers are trained to read and understand data in August 2016, TELPAS, PBMAS, AMAO S: PBMAS scores indicate improvement in reading, math, and science.				
<p>Funding Sources: No Funds Required - \$0.00</p>							
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 7</p> <p>19) Keep all teachers updated on TLI LASER training and Module initiatives through bi-weekly department meetings.</p> <p>Population: All Teachers</p> <p>Timeline: Monthly from August 2016-May 2017</p> <p>CNA: pgs 12,16</p>	1, 2, 3, 4, 5, 8, 10	TLI Specialist, CBLT Dean Teachers	F: sign-in and agendas S: Progress monitoring completed Data Informed Plan for 2016-2017				
<p>Funding Sources: No Funds Required - \$0.00</p>							
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 7</p> <p>20) Teachers will Desegregate data from various sources to determine student progress and predictors for STAAR success. Teachers will use MSTAR Universal Screener, Tango, Eduphoria STAAR Test Maker, District benchmarks, Teacher-made tests, and At-Risk report Establish and maintain current data on Tier 2 and 3 students by teacher and start RTIs for students who need additional support.</p> <p>Population: All Students</p> <p>Timeline: Each 6 weeks Sept 2016 - May 2017</p> <p>CNA: pgs 10, 15</p>	1, 2, 3, 8, 9, 10	Teachers Dean TLI Specialist	F: Seating charts w/notation of T2 and T3 students ; Test Results S: Fewer T2 and T3 & STAAR Results improve from 2016-2017				
<p>Funding Sources: Title I-A - \$572.00, Title I-A - \$5000.00</p>							

<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>21) Maintain horizontal and vertical alignment activities with high school and incoming elementary schools.</p> <p>Population: All Content teachers</p> <p>Timeline: August 2016 and April 2017 CNA: pg 11</p>	1, 2, 3, 4, 5	Principals of HS, MS and Elem. Deans and Facilitators Teachers	F: August horizontal planning with sister campuses S: April 2017 Vertical alignment with HS and Elem.				
Funding Sources: No Funds Required - \$0.00							
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 7</p> <p>22) Train all teachers to prepare students for TELPAS Reading and Writing and maintain progress monitoring by month.</p> <p>Population: All teachers</p> <p>Timeline: Each 6 weeks Sept 2016 - May 2017 CNA: pgs 12,22</p>	3, 4, 5	Dean TLI Specialist Language Arts Specialists	F: sign in sheets and ERO documentation S: TELPAS progress and attainment Met AMAO Met category for the campus.				
Funding Sources: No Funds Required - \$0.00							
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>23) Accelerated Instruction will include communication of student's academics/behavior: classroom intervention, tutorials, summer school, summer bridge and RTI when indicated each 3 weeks at Progress Reports and Six Weeks Report Cards through Parental Involvement Meetings and initiate RTI if necessary</p> <p>Population: All struggling students At Risk</p> <p>Timeline: Each 3 weeks Sept 2016 - May 2017 CNA: pgs 8, 13</p>	1, 7, 8, 9, 10	Teachers Dean TLI Specialist summer school, tutorials	F: Progress Reports by teacher; Academic Team phone log S: STAAR, TELPAS passing at standard for all students; 20% less office discipline referrals				
Funding Sources: Title I-A - \$10000.00, Title I-A - \$2000.00							

<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>24) A list of students on Behavior Intervention Plans will be provided to the Team teacher s for monitoring purposes. The student will be sent to the BI room. BI personnel will follow BIP. Will keep a log of students on BIPs and report infractions</p> <p>Population: SpEd students</p> <p>Timeline: Daily throughout the school year.</p> <p>CNA: pg 11</p>	1, 8, 9, 10	Folder teachers ISS teacher SpEd Admin Principal	F: accurate record of daily log S: Special Education student behavior is monitored through their BIPs.				
Funding Sources: No Funds Required - \$0.00							
<p align="center">Critical Success Factors</p> <p align="center">CSF 6 CSF 7</p> <p>25) Teachers will complete required Safety Training and insure that students use and understand the importance of safety every day at home and at school. Safety equipment in the science classrooms will be used and tested on a regular basis.</p> <p>Population: All students All science teachers</p> <p>Timeline: Aug. 2016- May 2017 Bi-Monthly</p> <p>CNA: pg 21</p>	1, 2, 3, 4, 5, 9, 10	Dean, Science Teachers Maintenance Principal	F: Establish date for teacher training include safety questions on all tests; Monthly Test Log. Acquisition of materials S: Completed teacher training ; Installation of eyewash and lights				
Funding Sources: Local - \$1000.00							
<p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 4 CSF 6</p> <p>26) Students will participate in Student participation in clubs during the week on Saturdays, and after school to participate in investigations and apply learning to real world situations: Example- Ecology 4G Network, club, 6th, 7th, and 8th graders will practice recycling and ecology related discoveries.</p> <p>Population: All Students</p> <p>Timeline: Aug 2016-June 2017</p> <p>CNA: pgs 8, 10, 17</p>	1, 8, 9	Club Sponsor Dean of Instruction Science Teacher	F: Biweekly Log/Agendas, science journal entries S: Independent Investigation Results, and				
Funding Sources: No Funds Required - \$0.00							
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							


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 2: Improve in the overall wellness of the students, staff as well as community members by promoting awareness of healthy lifestyles.

Summative Evaluation: Provide increased awareness for faculty, staff and students on the importance of a balanced nutritional program and opportunities for involvement in wellness activities that improve the physical well being of all individuals by continuing to apply HUSCC and CATCH initiatives. Students will show a 10% improvement on Fitness Gram.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
1) Teachers will attend the Texas Association for Health, Physical Education, Recreation, and Dance. TAHPHRD Population: PE Staff, Athletic Coaches, dance teacher, health teacher Timeline: Aug. 2016 - May 2017 CNA: pg 21	2, 8, 9	Administrators, coaches	Formative: Registration Summative: Integrate additional activities into Spring curriculum for HUSCC accountability.				
				Funding Sources: Local - \$300.00			
2) Students will build cardiovascular endurance and stamina to successfully engage in the Fitnessgram and to be in compliance with Senate Bill 530 they will engage in physical activity for 30 minutes per day or 135 minutes per week. Population: All Students Timeline: Aug. 2016 - May 2017	2, 8, 9	PE Staff Dean, Principal CATCH team School nurse ARD and 504 teachers Formative: student personal fitness log Summative: 5% improvement on current Fitness gram Funding Sources: No	Formative: student personal fitness log Summative: 10% improvement on current Fitness gram				
				Funding Sources: No Funds Required - \$0.00			
3) Students and teachers will participate in the Wellness walks building knowledge and skills necessary to develop and maintain lifetime health and optimum physical fitness Population: All Students Timeline: Aug 2016 - May 2017 CNA: pg 13	2, 4, 6	P.E./Health teachers/Catch Committee	Formative: Increased faculty and community participation by 15% Summative: Monthly activities recorded in CATCH/HUSCC binder.				
				Funding Sources: No Funds Required - \$0.00			

4) Students will participate in the American Heart Association Hoops for Heart. Population: All students. Timeline: Annually Jan 2017	1	PE staff	Formative: Increase participation by 10% Summative: Raise 25% more funds for 2016-2017				
	Funding Sources: No Funds Required - \$0.00						
5) Student will voluntarily participate in the Fellowship of Christian Athletes organization. Population: All students Timeline: Weekly Aug 2016 - May 2017	2	Athletic coaches Club Sponsor (AP	Formative: sign-in sheets Summative: Attend rally				
	Funding Sources: No Funds Required - \$0.00						
6) Special Education students will participate in the Special Olympics. Population: Special Ed. Timeline: Quarterly Oct.2016, Nov. 2016 & Apr 2017	1, 2, 10	Adapted PE teacher, Athletic Coordinato	Formative: Practice meet attendance Summative: 100% participation				
	Funding Sources: No Funds Required - \$0.00						
7) Maintain monthly CATCH team, attend PE/Health department meetings to learn how to promote continued health wellness across the campus in insure compliance with (MVPA) and other indicators recommended by the School Health Advisory Council (SHAC) to comply with Senate Bill 19 & SB 892. Population: CATCH Champions, Department Chairs for PE/Health Timeline: Monthly during 2016-20167School Year CNA: pg 13	1, 2, 10	CATCH Champions, Department Chairs for PE/Health	Formative: Agenda and sign-in monthly Summative: Completed CATCH binder and HUSCC binder submitted to Food Service by April 2017				
	Funding Sources: No Funds Required - \$0.00						
8) Attend the City of Palms Coaches Clinic and the Texas High School Coaches Association Clinic to acquire professional development Population: Athletic coaches Timeline: Aug 2016 - May 2017 CNA: pg 12	1, 2, 3, 4, 5, 9	Athletic coaching staff	Formative: Registration Summative: Certificates and CPE hours				
	Funding Sources: Local - \$300.00						
9) Students will engage in 30 minutes of moderate to vigorous physical activity each day or 135 minutes per week & incorporate TEKS objectives into daily PE/Health lessons and activities and implement Senate Bill 283 updates with all students. Population: LEP, At Risk Econ. Dis., Special Ed. GT, Pre-AP, Regular Timeline: Daily Aug. 2016 - May 2017 CNA: pg 12, 21	1, 2, 9	PE /health teachers	s Formative: Lesson Plans Summative: PDAS				
	Funding Sources: No Funds Required - \$0.00						
10) Students will be trained in a safety plan of action to prepare them for ultimate safety when in large groups or enrolled in classes where the student teacher ratio exceeds 45-1 as per Senate Bill 891. Population: LEP, At Risk Econ. Dis., Special Ed. GT, Pre-AP, Regular Timeline: Weekly Aug. 2016 - May 2017	1, 2, 10	PE/Health teachers	Formative: Training Fulfillment Student Sign-in sheet Summative: 100% eligibility for participation in sports				
	Funding Sources: No Funds Required - \$0.00						

<p>11) Students will integrate math, reading, and writing academic concepts into Health lessons and Quest strategies to better prepare them for scholastic demands of high school and college.</p> <p>Population: LEP, At Risk Econ. Dis., Special Ed. GT, Pre-AP Timeline: Weekly Aug. 2016 - May 2017 CNA: pg 13, 21</p>	1, 2, 9	PE/Health	Formative: Lesson plans Summative: tests and exams				
	Funding Sources: No Funds Required - \$0.00						
<p>12) Implement the district-adopted Abstinence Curriculum to meet Federal Law Section 510 (b) (2) of the Social Security Act (42 U.S.C. \u00a7 710 (b))</p> <p>Population: All students. Timeline: Aug. 2016 - May 2017</p>	1, 2, 10	Health Teachers Dean	Formative: Lesson Plans Summative: reduced pregnancy rate				
	Funding Sources: No Funds Required - \$0.00						
<p>13) Educate students and parents on the district's sexual abuse of children policies/guidelines through awareness training, of likely warning signs using resources developed by the TEA TEC Section 38.004, conduct classroom presentations and distribute information via the Student Handbook as per HB 1041 (Jenna's Law).</p> <p>Population: All campus staff All students All parents District counseling sessions (DEIC 5.20) Timeline: September 2016 Spring 2017 Parent Mtg CNA: pg 13</p>	1, 2, 6, 10	Parent Liaison Principal Dean of Instruction PE Coaches CATCH team School nurse	F: teacher presentations F: Parent Liaison Presentations F: Sign-In sheets/Agendas F: Faculty Meeting sign-in and agenda S: Handbook receipts signed and retained				
	Funding Sources: No Funds Required - \$0.00						
<p>14) Students will participate in campus, cluster, district, regional, and other athletic competition in organized sports with the guidance of school coaches after school.</p> <p>Population: Athletic students. Timeline: August 2016 And monthly thereafter for sports seasons CNA: pg 12,13</p>	1, 2, 9, 10	Funding: Principal, Asst Prin., Coaches Secretary Participation: Coaches, Teachers Counselors Data Entry	F: Training for each sport and maintenance/posting of grades for competition S: Comparison of Student grades and deportment for those competing should be excellent. Results on the field should reflect good grades.				
	Funding Sources: Local - \$2500.00, Local - \$21891.00, Local - \$7050.00, Local - \$10850.00, Local - \$1091.00, Local - \$96406.00, Local - \$3600.00, Local - \$1000.00						
<p>15) PLAAFPs and Standard Based IEPs will comply with IDEA requirements to address each student's individual needs.</p> <p>Population: Special Education Students Timeline: Every Annual Review CNA: pg 13</p>	1, 2, 9, 10	SE Teacher Asst. Principal Principal	F: ARD Documentation as per IEP S: Documented progress of annual goals and objectives as per IEP				
	Funding Sources: No Funds Required - \$0.00						
							

Goal 2: The students in the public education system will demonstrate exemplary performance in instrumental music, choral music, visual arts, theatre arts, and dance.

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

Summative Evaluation: Provide opportunities for students to participate and develop skills in fine arts and ventures and pass classes with a minimum of 90%.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 4</p> <p>1) Students will participate in various campus, community and district community sponsored exhibitions and art competitions Provide Consumable Supplies for students to fulfill State and district mandated curriculum.</p> <p>Population: All students</p> <p>Timeline: August 2016 May 2017 Annual</p> <p>CNA: pg 17</p>	1, 6, 9, 10	Art Teachers	<p>F: 100% of the students participate in at least 1 event S: 20% of the students advance to competitive venues</p> <p>Funding Sources: Local - \$1500.00, Local - \$1060.00, Local - \$90.00</p>				
<p>Critical Success Factors CSF 4</p> <p>2) Students will participate in 1 out of district art competitions</p> <p>Population: All students</p> <p>Timeline: October 2016, January 2017 & April 2017</p> <p>CNA: pg 17</p>	1, 2, 9	Art Teachers	<p>F: 100% of the students participate in at least 1 event S: 20% of the students advance to competitive venues</p> <p>Funding Sources: No Funds Required - \$0.00</p>				






<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>3) All students will participate in Art Club after school programs for enrichment.</p> <p>Population: All students</p> <p>Timeline: September 2016 - May 2017</p> <p>CNA: pg 9</p>	1, 2, 8, 9, 10	Art Teachers, Administrators	F: Art and Poetry Night April 2016 exhibit S: Student exhibit May 2016				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>4) Offer after school Art Club for student enrichment.</p> <p>Population: All students</p> <p>Timeline: September 2016- May 2017</p>	1, 2, 9	F: Sign-in Sheets S: Youth Art Month Exhibit March 2016	F: Sign-in Sheets S: Youth Art Month Exhibit March 2016				
Funding Sources: No Funds Required - \$0.00							
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>5) Peer tutoring, word walls, visuals and manipulatives will be utilized for LEP students.</p> <p>Population: LEP</p> <p>Timeline: Daily</p>		Fine Art Teachers	F: Number of identified students S: Student portfolios				
Funding Sources: No Funds Required - \$0.00							
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>6) Identified G/T Art, Dance students will be allowed to explore areas of interest in art in depth.</p> <p>Population: G/T</p> <p>Timeline: Daily</p>		Fine Arts Teachers Administration	F: G/T Lesson Plans S: Student portfolio				
Funding Sources: No Funds Required - \$0.00							

<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>7) Students will participate in Regional Jr. VASE (Visual Arts Scholastic Event)</p> <p>Population: All students</p> <p>Timeline: Daily</p> <p>CNA: pg 17</p>	1, 2, 9	Art Teachers	F: Entry forms, interviews, written evaluations S: Performance ratings				
<p>Funding Sources: Local - \$300.00, Local - \$300.00</p>							
<p align="center">Critical Success Factors CSF 1</p> <p>8) Students will take daily technique classes in dance disciplines. Students will engage in Choreographic projects in class.</p> <p>Population: LEP, At Risk Econ. Dis. Special Ed.GT, Migrant</p> <p>Timeline: Daily, one per semester, August 2016 - May 2017</p>	2, 9, 10	Dance Teacher	F: Student journal S: Project presentation				
<p>Funding Sources: No Funds Required - \$0.00</p>							
<p align="center">Critical Success Factors CSF 1</p> <p>9) Students will research Dance history/appreciation in class and will develop an artistic voice.</p> <p>Population: LEP, At Risk Econ. Dis. Special Ed.GT Migrant</p> <p>Timeline: Once per semester August 2016- May 2017</p>	2, 9	Dance Teacher	F: Lesson plans S: Final projects				
<p>Funding Sources: No Funds Required - \$0.00</p>							
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>10) Performing Arts Dance Ensemble Program after school program for enrichment purposes and continued training.</p> <p>Performing Ballroom Ensemble</p> <p>Population: LEP, At Risk Econ. Dis. Special Ed.GT, Migrant</p> <p>Timeline: 2 times a week August 2016- May 2017</p>	2, 9	Dance Teacher	F: Class attendance S: Actual performance three times a year; end of year competition				
<p>Funding Sources: Local - \$825.00, Local - \$175.00</p>							

<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>11) Students will participate in Dance performances and competitions</p> <p>Population: LEP , At Risk Econ. Dis. Special Ed.GT</p> <p>Timeline: Bi-annually August 2016 - May 2017</p>	2, 9	Dance Teacher	F: Rehearsal attendance S: Final performance				
Funding Sources: Local - \$1650.00							
<p align="center">Critical Success Factors CSF 4</p> <p>12) Students will participate in field trips for enrichment.</p> <p>Population: LEP , At Risk Econ. Dis. Special Ed.GT, Migrant</p> <p>Timeline: Annually</p>	2, 9	Fine Arts Teachers	F: Lesson Plans; state mandated curriculum S: Student Critique				
Funding Sources: Local - \$1150.00, Local - \$450.00, Local - \$552.00							
<p align="center">Critical Success Factors CSF 4</p> <p>13) The student will perform in three concerts (Fall, Winter ,Spring)</p> <p>Population: LEP , At Risk Econ. Dis. Special Ed.GT Migrant</p> <p>Timeline: Three times a year August 2016-May 2017</p>	2, 9	Fine Arts Teachers	F: Lesson Plans; state mandated curriculum S: Student Critique				
Funding Sources: Local - \$0.00							
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>14) Students will participate in Informal Dance, Choir, and Band Presentations.</p> <p>*Campus Concerts/Presentations *Parade</p> <p>Population:All Students Timeline: September 2016-May 2017</p>	2, 9	Fine Arts Teachers Administration	F: Monitored classes; : State mandated Curriculum, lesson plans S: Presentations Demonstrations				

<p align="center">Critical Success Factors CSF 1</p> <p>15) Students will be engaged in reading, math, and writing activities and implement vocabulary related to fine art content and themes addressing fine art content and themes information.</p> <p>Population: LEP , At Risk Econ. Dis. Special Ed.GT, Migrant</p> <p>Timeline: August 2016 - May 2017</p>	2, 9	Fine Arts Teachers	F: Lesson Plans S: Tests				
<p>Funding Sources: No Funds Required</p>							
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>16) Teachers will attend content related conferences.</p> <p>Population: LEP , At Risk Econ. Dis. Special Ed. GT, Migrant</p> <p>Timeline: August 2016-May 2017 Two times a year.</p>	1, 2, 3, 4, 5, 9	Teachers Administration	F: Lesson Plans; Turn around Trainings S: Student Projects				
<p>Funding Sources: Local - \$903.00, Local - \$450.00</p>							
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>17) Students and teachers will be trained in content related technology. Capital Outlay</p> <p>Population: LEP , At Risk Econ. Dis. Special Ed. GT, Migrant</p> <p>Timeline: One time a year. August 2016-May 2017</p>	1, 2, 3, 4, 5, 9, 10	Teachers Students Administration	F: Lesson Plans S: Tests				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>18) Students will participate in -Region XXVIII Solo Competition -All-Region Honor Choir Auditions, Clinic and Concert -UIL Choral and Sight-reading Competition -the All City Choir Clinic and Concert</p> <p>Population: LEP , At Risk Econ. Dis. Special Ed.GT, Migrant, choir students</p> <p>Timeline: August 2016 - May 2017</p> <p>CNA: pg 17</p>	2, 9	Choir Director	F: After school, lunch practice, private lessons; State Mandated Curriculum, After school; Lesson Plans S: Results from judging; Results from TMAA judges; Actual Performance				
<p>Funding Sources: Local - \$2245.00, Local - \$1415.00, Local - \$600.00, Local - \$50.00, Local - \$3520.00</p>							

<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>19) Students will submit entries for consideration for the Southwest Regional and National Choral Competitions</p> <p>Population: LEP, At Risk Econ. Dis. Special Ed.GT</p> <p>Timeline: August 2016 - May 2017</p>	2, 9	Choir Director	F: Rehearsal Attendance S: Actual Performance				
<p align="center">Critical Success Factors CSF 1</p> <p>20) The students will participate in daily vocal technique and sight-reading classes. The student will learn Music history/appreciation, vocations</p> <p>Population: All choir students</p> <p>Timeline: Daily August 2016 - May 2017</p>	2, 9	Choir Director Choir Students	F: Lesson Plans, State Mandated Curriculum S: Student performances				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>21) Students will participate in state mandated band curriculum</p> <p>Population: LEP, At Risk Econ. Dis. Special Ed. GT</p> <p>Timeline: August 2016-May 2017</p>	2, 9	Band Directors	F: lesson plans, curriculum S: number of students enrolled				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>22) Students will participate in the following contests: U.I.L. concert and sight-reading contests Solo and Ensemble Band competition TMEA Honor Band Competition as well as Pre-UIL and UIL Band</p> <p>Population: Eligible 7th and 8th grade , LEP, At Risk, Econ. Dis. Special Ed., GT</p> <p>Timeline: Daily</p>	1, 9	Band Directors Administration	F: Number of students participating S: Results from TMAA judging				

<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>23) Students will participate in -All-Region Band Auditions -Rio Grande Valley Band Festival (RGV)</p> <p>Population: Selected 7th and 8th grade students & Eligible 7th and 8th grade LEP, At Risk Econ. Dis. SpEd., GT</p> <p>Timeline: Annually (April 2017)</p>	1, 2, 9	Band Directors	<p>F: Number of participating students S: Number of students placing in the All-Region Band; Results from Contest Judges</p>					
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>24) All Fine Art Areas (Art, Band, Choir, Dance) will participate in the District Fine Arts Festival</p> <p>Population: LEP At Risk Econ. Dis. Special Ed.GT, Migrant</p> <p>Timeline: May 2017</p>		1, 2, 9	Fine Arts Teachers	<p>F: Number of participating students, lesson plans S: Program</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>25) PLAAFPs and Standard Based IEPs will comply with IDEA requirements to address each student's individual needs.</p> <p>Population: Special Education Students</p> <p>Timeline: Every Annual Review</p>		1, 2, 9	SE Teachers Administration	<p>F: ARD Documentation as per IEP S: Documented progress of annual goals and objectives as per IEP</p>				
<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>26) UIL Competition will accept all students for competition at the campus level.</p> <p>Population: All students</p> <p>Timeline: Spring 2017</p>		1, 2, 9	Fine Arts Teacherws	<p>F: Lesson Plans, Curriculum for preparation S: Student projects, portfolios, performances</p>				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>								

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: Garcia Middle School will develop prevention and intervention strategies that increase at-risk student achievement on STAAR by 5%, reduce the Middle School Dropout Rate to less than 1%, and increase the At-Risk Attendance Rate by 10%.






Summative Evaluation: STAAR, Dropout Rate, At-Risk Attendance Rate, Retention Rate.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>1) Garcia Middle School will provide tutorials, and remediation strategies in core-area subjects for low-performing students by the 3rd week of school to decrease the retention rate by 50% and improve student achievement. Population: AR, TI, LEP, MI Timeline: September 2016- June 2017</p> <p>CNA: pg 8</p>	2, 3, 9	Content teachers Food Service Principal Deans of Instruction Area Assistant Superintendent Administrator for Special Programs Administrator for State Compensatory Education.	F: eSchool generated Tutorial Schedule, Attendance Report, Tutorial Lesson Plans, Tutorial Teacher Observation, Benchmark Score, and Student Progress Report. S: STAAR				
Funding Sources: State Compensatory - \$25468.00, State Compensatory - \$12666.00, State Compensatory - \$23309.00, State Compensatory - \$1500.00, State Compensatory - \$1000.00, State Compensatory - \$23615.00							
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>2) The Dean of Instruction will provide teachers with research-based Professional Development opportunities, curriculum-aligned information, curriculum updates, curriculum planning opportunities and resources for effective teaching of TEKS/SE to improve At Risk student achievement. Population: AR, TI, LEP, MI Timeline: August 2016- June 2017 CNA: pg 16</p>	4, 10	Administration Adminstrator for State Compensatory Education	F: ERO Session Evaluation Report, ERO Session Attendance Report, Lesson Plans, Classroom observations, Benchmark Scores, Student Progress Reports S: STAAR				
Funding Sources: State Compensatory - \$64623.00							

<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>3) Implement a campus-wide plan for high quality professional development for faculty and staff. Staff Development activities will target the identification of students who are at-risk of dropping out. Teachers will acquire effective delivery, intervention and instructional strategies such as TEKS Refinement, DOK, Marzano, Co-Teaching, Inclusion, and Comprehension, Review 360 for RTI. Population: TI, AR, LEP, MI Timeline: August 2016-June 2017 CNA: pg 16</p>	<p>1, 2, 3, 4, 5, 8, 9, 10</p>	<p>Professional Development Principals Dean of Instruction Curriculum Specialists</p>	<p>F: ERO Session Evaluation Report S: STAAR</p>				
<p>Funding Sources: Title I-A - \$3000.00, Title I-A - \$3000.00, Title I-A - \$3000.00, Title I-A - \$3000.00, Title I-A - \$3000.00</p>							
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>4) 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: August 2016 -June 2017 CNA: pg 14</p>	<p>2, 6, 9, 10</p>	<p>Campus Administration Administrator for the Homeless Youth Project Administrator for State Compensatory Education Administrator for Special Programs</p>	<p>F:ERO Session Evaluation Report S: STAAR, Dropout Rate, Retention Rate.</p>				
<p>Funding Sources: No Funds Required</p>							
<p align="center">Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>5) Ensure that our 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 Taimeline: August 2016 - June 2017 Daily CNA: pg 11</p>	<p>2, 9, 10</p>	<p>Campus Administration Administrator for the Homeless Youth Project Administrator for State Compensatory Education Administrator for Special Programs</p>	<p>F: 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 S: STAAR, Dropout Rate, Retention Rate.</p>				
<p>Funding Sources: No Funds Required</p>							

<p>6) Promote awareness throughout the campus 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, LEP, MI Timeline: August 2016 - June 2017 At minimum 1 x month CNA: pg 11</p>	2, 6, 9, 10	Campus Administration Administrator for the Homeless Youth Project Administrator for State Compensatory Education Administrator for Special Programs	F: Student Progress Reports S: STAAR, Retention Rate, Dropout Rate.				
Funding Sources: No Funds Required							
<p>7) Implement a food pantry and closet at our campus 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 Daily CNA: pg 10</p>	2, 6, 10	Campus Administration Administrator for the Homeless Youth Project Administrator for State Compensatory Education Administrator for Special Programs	F: Student Progress Reports S: STAAR, Dropout Rate, Retention Rate.				
Funding Sources: No Funds Required							
<p>8) 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. (The terms "enroll" and " enrollment " includes attending classes and participating fully in school activities.) Population: AR, TI, MI, LEP Timeline: August 2016 - June 2017 Daily CNA: pg 12</p>	1, 2, 10	Campus Administration Administrator for the Homeless Youth Project Administrator for State Compensatory Education Administrator for Special Programs	F: 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 S: STAAR, Dropout Rate, Retention Rate.				
<p>9) Core area teachers will focus on and assist identified At-Risk students with core academic and enrichment activities in order to improve overall student attendance and performance. Population: AR, TI, MI, LEP Timeline: Daily CNA: pgs 8,10</p>	3, 10	Administrator for State Compensatory Education Department Campus Principal	F: Teacher Lesson Plans, Benchmark Scores, Student Progress Reports, attendance and Classroom Observations S: STAAR, Attendance Rate, Retention Rate.				
Funding Sources: State Compensatory - \$97086.00, Title I-A - \$133529.00, Title I-A - \$30055.00, Title I-A - \$23718.00							

<p>10) Garcia Middle School will provide Training on Sheltered Instruction Strategies: *ESL, *Reading, *Science, *Social Studies, *CATE, and *Migrant teachers the training will enhance the ability to understand and use curricula, assessment, effective instructional strategies for LEP students, Plan and deliver lessons that incorporate strategies consistently to maximize effective teaching strategies, support for Limited English Proficient (LEP) students in improving English Proficiency. Population: LEP, AR Timeline: District Approved Staff Development Dates TBA</p>	<p>1, 2, 3, 4, 8, 9, 10</p>	<p>Asst. Supt. Director of Programs Administrators, Principals Bilingual Dept Counselor Bilingual/ESL Lead Teachers Dean of Instruction</p>	<p>F: Lesson Plans, Classroom monitoring through Eduphoria, and ERO Session Evaluation Report S: STAAR</p>				
<p>CNA: pg 10</p>		<p>Funding Sources: Local - \$150.00</p>					
<p>11) 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 At-Risk students, such as tutorial, who meet state criteria which are addressed in the Personal Graduation Plans at the secondary level. Provide documentation for emergency circumstances. Population: Students who are failing and at risk. Timeline: Weekly</p>	<p>1, 2, 8, 9, 10</p>	<p>Principals Counselors Teachers Nurses Guidance & Counseling Administrator for SCE Dyslexia</p>	<p>F: Classroom Presentations by counselors At-Risk Counselor Logs, S: Student Progress Reports, and Weekly Dropout Monitor Logs</p>				
<p>CNA: pg 17</p>		<p>Funding Sources: Title I-A - \$500.00, Local - \$784.00</p>					
<p>12) 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 Timeline: Aug. 2016 - Sept. 2016 CNA: pg 8</p>	<p>10</p>	<p>Campus Administration Campus Staff Records Clerks</p>	<p>F: eSchool generated student roster with ESL, ELL, and Migrant indicators S: Dropout Rate.</p>				
		<p>Funding Sources: No Funds Required</p>					
<p>13) In order to create a community of caring adults, a Communities in School (CIS) Site Coordinator will work to bring resources and services to students and parents, maintaining records and continuing services. Population: MI, AR, TI, LEP Timeline: Weekly CNA: pg 18</p>	<p>10</p>	<p>Campus Administration Administrator for State Compensatory Education</p>	<p>F: eSchool Plus, At-Risk, Progress Report, Benchmark Scores S: STAAR, Attendance Rate, Dropout Rate.</p>				
<p>14) Computer-base instruction will be provided to improve overall student performance, assist with credit recovery programs, and improve the instructional program. Population: AR, MI, LEP, TI Timeline: Aug. 2016- June 2017 CNA: pgs 10,17,23</p>	<p>2, 9, 10</p>	<p>Principal Dean of Instruction Administrator for State Compensatory Education</p>	<p>F Student Progress Reports, Lesson Plans, Classroom observations, Benchmark Scores. S: STAAR, Retention Rate, Dropout Rate.</p>				
		<p>Funding Sources: State Compensatory - \$2500.00, State Compensatory - \$3200.00, State Compensatory - \$70264.00, State Compensatory - \$1520.00, State Compensatory - \$550.00</p>					






<p>15) The At-Risk Counselor will monitor and coordinate intervention programs for at-risk students that will meet their instructional needs. Population: AR, TI, MI, LEP Timeline: Aug 2016 - June 2017. CNA: pgs 10,17</p>	<p>2, 10</p>	<p>Campus Administration Administrator for State Compensatory Education</p>	<p>F: Student Progress Reports, Benchmarks, eSchool Plus, At-Risk progress report. S: STAAR, Dropout Rate.</p>				
<p>Funding Sources: State Compensatory - \$66526.00, State Compensatory - \$150.00</p>							
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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 2: Increase the student attendance rates for all district schools 98.5% for elementary schools, 96% for middle schools, and 95% for high schools.

Summative Evaluation: Garcia will maintain a minimum of 97% attendance rate.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Develop a calendar of activities that promotes school attendance and motivation for teachers as well as students, such as: motivational speakers, perfect attendance awards, honor roll awards. Provide refreshments for SBDM, faculty parent involvement events and Career Day. Population: LEP, At Risk, Econ. Dis. Special Ed.GT, Pre-AP, Regular, Migrant. Timeline: Monthly Aug 2016 - May 2017</p> <p>CNA: pg 13, 17</p>	9	Principal, Attendance Clerk, Parent Liaison, Dean	F: Scheduled activities S: Attendance rate increase				
Funding Sources: Local - \$300.00, Local - \$500.00, Local - \$2100.00, Local - \$400.00, Title I-A - \$2500.00, Local - \$1250.00							
<p>Critical Success Factors CSF 1</p> <p>2) Weekly attendance statistics will be reported to staff and students every 3 weeks. Provide CPU, license and software for assistant principals. Population: LEP, At Risk, Econ. Dis. Special Ed. GT, Pre-AP, Regular, Migrant. Timeline: Weekly Aug 2016 - May 2017 CNA: pg 24</p>	8	Principal, Asst. Principals & Attendance Clerk	F: Statistical reports S: Attendance report				
Funding Sources: Local - \$110.00, Local - \$3000.00							

<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>3) Incentives for student's perfect attendance and honor roll awards will be issued to students every 6 weeks. Provide extra curricular opportunities for all students and real world experiences for Life Skills students such as Movie Day. Population: LEP, At Risk Econ. Dis. Special Ed. GT, Pre-AP Regular, Migrant Timeline: Aug 2016 - May 2017 CNA: pg 14</p>	9	Principal & Asst. Principals	F: Perfect attendance roster S: Attendance reports				
Funding Sources: Local - \$200.00, Local - \$200.00, SPED - \$300.00, SPED - \$300.00, Local - \$150.00							
<p align="center">Critical Success Factors CSF 1</p> <p>4) After the second absence in a three week grading period, teachers will make phone calls to the child's family and refer student to Parent Liaison. Population: LEP, At Risk Econ. Dis. Special Ed. GT, Pre-AP Regular, Migrant Timeline: Every 3 Weeks Aug 2016 - May 2017</p>	2, 6	After the second absence in a three week grading period, teachers will make phone calls to the child's family and refer student to Parent Liaison.	F: Phone logs S: Attendance reports				
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1</p> <p>5) PLAAFPs and Standard Based IEPs will comply with IDEA requirements to address each student's individual needs. Population: Special Education Students Timeline: Every Annual Review</p>	1, 8	SE Teacher Asst. Principal Principal	F: ARD Documentation as per IEP S: Documented progress of annual goals and objectives as per IEP				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

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

Performance Objective 1: The percent of students taking the SAT/ACT will increase by 10% and the percent of students at or above the criterion will increase by 10%.

Summative Evaluation: Implement College Readiness Initiatives to prepare students in 7th and 8th grade with rigorous skills for success in college or the university with the expectation for completion in 4 years.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p align="center">Critical Success Factors CSF 1</p> <p>1) Teachers will implement study groups, cultural awareness, personal finance simulation activities, lessons incorporating intra- and interpersonal communication skills. Students will maintain a student planner.</p> <p>Population: All Students</p> <p>Timeline: Commence November 2016 for the duration of the grant and maintain sustainability CNA: pg 12</p>	1, 2, 9	Teachers Administration Counselors Community Businessmen	Formative assessments through Springboard, State Presentations (TCTELA & CAMT)				
<p>Funding Sources: Local - \$1700.00</p>							
<p align="center">Critical Success Factors CSF 1</p> <p>2) Teachers will promote a college focused campus culture with related student projects.</p> <p>Population: All Students</p> <p>Timeline: October 2016 and monthly thereafter CNA: pg 20</p>	1, 2	Teachers Dean Principal	Summative assessment will include, PSAT scores, STAAR commended scores.				

<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1</p> <p>3) Teachers and administration will focus on student improvement from Spring baseline 2016 to June 2017 by monitoring Special Population student progress during the year.</p> <p>Population: All Students</p> <p>Timeline: November 2016 December 2016 January 2017 February 2017 March 2017 April 2017 May 2017</p> <p>CNA: pg 15</p>	1, 2, 3, 9	Principal SpEd Administrator Dean Teachers, Special Education, ESL, math and ELAR	Formative Assessment will include positive climate among stakeholders in Co-Teach classrooms Summative Assessment includes lower M testers, mastery on STAAR for all testers				
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1</p> <p>4) Train teachers to use student study groups to improve academic study skills such as creating portfolios for all grade levels and all content areas, and Student Journals to home study skills.</p> <p>Population: All Students</p> <p>Timeline: Fall Academic Presentations for Parent Night November 2016</p> <p>CNA: pg 18</p>	1, 2, 3, 4	Dean Teachers	Formative: The increase in number of students participation in study groups Summative: Increased proficiency in vocabulary and confidence				
Funding Sources: Local - \$2000.00							

<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1</p> <p>5) All Math, Reading, English, ESL, Resource teachers trained with Springboard from College Board will implement PreAP curriculum as trained</p> <p>Population: All Students</p> <p>Timeline: Sustain focus throughout 2016-2017 school year CNA: pg 18</p>	1, 2, 3, 9	Principal Dean Teachers Special Education, ESL, Math and ELA	Formative: 100% Trained teachers implementing strategies from Springboard training, Summative: student success on each succeeding assessment.				
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1</p> <p>6) Math teachers will use strategies from: Texas Education Agency's Math 7-8 Academies in addition to strategies from "Fostering Algebraic Thinking and"Fostering Geometric Thinking workshops to complement Springboard curriculum.</p> <p>Population: All Students</p> <p>Timeline: Weekly throughout the school year CNA: pg 22</p>	1, 2, 3, 9	Region One BISD Curriculum Dept. BISD Math Specialists Math Teachers PDAS Appraisers Campus Administration	Formative: Training Sign-Ins Summative: Lesson Plans, walk-throughs, PDAS evaluations				

<p align="center">Critical Success Factors CSF 1</p> <p>7) English Language Arts teachers will use writing strategies from: the National Writing Project Next Level Springboard & Writing workshops To prepare students for college writing assignments and complete a campus Literary Magazine.</p> <p>Population: All Students</p> <p>Timeline: Ongoing campus training and incremental implementation (quarterly, beginning October 2016) CNA: pg 11</p>	1, 2, 3, 9	English teachers ELAR Specialist Dean Webmaster	Formative: English teachers' Lesson Plans Summative: increased examples of various writing samples from hallway display, participation in various competitive writing and Literary Magazine samples.				
<p align="center">Critical Success Factors CSF 1</p> <p>8) Students will compete in campus, city, and district Math Meets.</p> <p>Population: All Students</p> <p>Timeline: Spelling Bee - Feb City Math Meet and AMC8 - Nov/ May Science Fair - Jan History Day - Jan Other Competitive opportunities CNA: pg 13</p>	1, 2	Teachers Administration	Formative: train all teachers about innovative competition methods. Hold UIL competition school-wide, all students participating. Summative: Increased participation from last year on all events				
<p>Funding Sources: Local - \$250.00, Local - \$1025.00, Local - \$100.00</p>							

<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1</p> <p>9) Teachers will incorporate situational problem-solving into their lesson design in all content areas during the school day, after school</p> <p>Population: All Students</p> <p>Timeline: Each Unit of Springboard CNA: pg 16</p>	1, 2, 9	Teachers PDAS Appraisers Dean Bilingual Clerk	Formative: Lesson Plans for class, tutorials Summative: Improved Test scores and increased commended performance scores				
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1</p> <p>10) Academic Teams refer students with social or academic concerns to a counselor and Breakfast club</p> <p>Population: All Students</p> <p>Timeline: November 2016 CNA: pg 10</p>	1, 2, 9	Academic Teams Counselor Bookkeeper Dean Principal	Formative: documentation of Academic Team referrals Summative: Breakfast Club rosters				
<p align="center">Critical Success Factors CSF 1</p> <p>11) Academic Teams will also initiate project-based learning activities, create web-based local interest websites, participate in online competition such as CyberFair (see www.globalschoolnet.org/gsnf/). Other project-based activities will be hosted by the National Junior Honor Society, Campus Yearbook, Science Spanish club' Recycling Project, and Technology Club.</p> <p>Population: All Students</p> <p>Timeline: November 2016 CNA: pg 16</p>	1, 2, 3, 9	Webmaster Teachers Dean Campus Administration	Formative: scheduled project-based activities Formative: Cyberfair projects Formative: representation in NJHS, Yearbook, recycling project, technology club Summative: evidence of greater success on STAAR				

<p align="center">Critical Success Factors CSF 1</p> <p>12) A survey will be given to teachers every semester. Campus administration and Dean of Instruction will meet and identify areas of need based on walkthroughs and compose a plan for staff development. DOK training</p> <p>Population: All Students</p> <p>Timeline: Fall and Spring each year CNA: pg 16</p>	1, 2, 4	<p>A survey will be given to teachers every semester. Campus administration and Dean of Instruction will meet and identify areas of need based on walkthroughs and compose a plan for staff development. DOK training</p>	<p>Formative: formation of survey by administration based on walkthroughs and teacher feedback Summative: Survey Monkey survey results, professional development plan</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>13) College Board Community will support implementation of Springboard and teachers will post lessons or feedback each 6 weeks</p> <p>Population: All Students</p> <p>Timeline: Quarterly for the duration of the grant CNA: pg 16</p>	1, 2, 3	<p>Campus Administration Dean Campus staff</p>	<p>Formative: schedule of staff development for Garcia Formative: reflection at the end of each lesson in which teachers record what worked and what didn't for future reference.</p>				
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1</p> <p>14) Teachers will utilize evaluation tools such as: Eduphoria which gives teachers immediate feedback on their lesson delivery from the dean and administrative staff. Eduphoria AWARE, a data evaluation tool which, in addition to Formative assessments incorporated into Springboard called Embedded Assessments, data from benchmarks, MSTAR Algebra Screener, and STAAR</p> <p>Population: All Students</p> <p>Timeline: September 2016 through end of grant CNA: pg 9</p>	1, 2, 3, 8, 9	<p>College Board Principal Dean Teachers Librarian/TST BISD Assessment Dept. College Board</p>	<p>Formative: data derived from various sources Formative: Teachers able to accurately place students and diagnose weak areas based on data Summative: Teacher rosters of students passing or successfully enrolled into intervention programs</p>				

<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>15) Administration will enable teacher planning time and facilitate training when scheduled.</p> <p>Population: All Students</p> <p>Timeline: Quarterly</p>	<p>1, 2</p>	<p>Principal Teachers Dean College Board College Readiness Grant</p>	<p>Formative: schedule of training sessions and subsequent needs assessment of planning time Summative: lesson plans</p>				
<p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>16) Observe College/University Awareness Month and BISD College Awareness Day -Students and teachers dress in college gear, teachers decorate their classrooms with memorabilia from their own alma mater. Teachers will prepare by creating campus-wide activities. Academic Teams will adopt a university and decorate their rooms with memorabilia. Statistics from the university will be incorporated into their lessons. (First six weeks, September)</p> <p>Pennants from universities and colleges all over the nation will decorate the lobby of the school and students will be encouraged to learn about different schools, their coordinates, their mascots, and their entrance requirements. Students will meet graduates from their community and teachers will share information about their school. Students will be encouraged to research famous people and find out what college or university they attended, thereby learning which colleges foster specific knowledge and bestow specific degrees (October 2016 and Feb 2017)</p> <p>Students and parents will attend a college readiness workshop whereby students will learn study strategies with their parents (November 2016)</p> <p>Career Day (January 2017)</p> <p>Population: All Students</p> <p>Timeline: October 2016 Nov. 9, 2016 Dec, 2016 Feb. 2, 2017</p>	<p>1, 2, 4, 6</p>	<p>School Administration Teachers Librarian/TST Counselors School Nurse Maintenance Staff</p>	<p>Formative: school or evidence of College Awareness Formative: advertising for each event on school marquee Summative: all students and parents are aware of college readiness grant and expectations</p>				

<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 5</p> <p>17) Standards will be communicated to parents by posting them in the hallways, in the foyer, in Open House flyers, and other communication to the public.</p> <p>Population: All Students</p> <p>Timeline: Open House Monthly Parent Activities</p>	1, 2, 6	Principal and other administration Office staff, counselors Teachers	Formative: Advertising Summative: sign-in sheets, agendas, flyers				
<p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 5</p> <p>18) Post information about PSAT, and UTBrownsville events at the bottom of eSchool reports</p> <p>Population: All Students</p> <p>Timeline: Quarterly</p>	1, 2, 10	Attendance clerk Migrant clerk Office staff Dean Webmaster	Formative: August Summative: Attendance Report for each test session.				
<p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 5</p> <p>19) The campus website will be enhanced to include links to various universities, student-designed websites, and a calendar of opportunities from our local university.</p> <p>Population: All Students</p> <p>Timeline: Monthly beginning October 2016</p>	1, 2, 4, 10	Webmaster Dean, Principal Teachers, TST	Formative: Monthly updates Summative: Student projects and products with college applications during the month of October				
<p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>20) Students will be encouraged to participate in Chess tournaments</p> <p>Population: All Students</p>	1, 2	Chess sponsor Teachers	F: Number of students attending practice S: number of students attending competition				
Funding Sources: Local - \$790.00, Local - \$1292.00							

<p align="center">Critical Success Factors CSF 1</p> <p>21) Prepare students for college experiences and rigor by providing Kindles, Collegiate Zone software, tutorials and summer school activities for students and parents with college and career readiness focus.</p> <p>Timeline: September 2016- May 2017 CNA: 14</p>	1, 2, 3, 6, 9	Teachers	<p>F: Attendance for students and parents for each initiative S: Increased college and career preparedness, enrichment, improved student achievement and attendance, reinforced study skills</p>				
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1</p> <p>22) PLAAFPs and Standard Based IEPs will comply with IDEA requirements to address each students' individual needs.</p> <p>Population: Special Education</p> <p>Timeline: On-going training by SE Supervisor</p>	1, 2, 8	Special Education Students	<p>F: ARD Documentation as per IEP S: Documented progress of annual goals and objectives as per IEP</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>23) Teachers will increase rigor to be prepared for STAAR and AP courses by: Questioning Strategies training Attending District and ESC STAAR and DOK training</p> <p>Population: All Students</p> <p>Timeline: Weekly from Aug 2016-May 2017</p>	1, 2, 3, 4	Teachers Administrators Area Superintendents Curriculum Specialists	<p>F: Evidence of HOT questioning in 50% walkthroughs for each teacher S: Benchmark scores show improvement from Nov 2016 scores</p>				

<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>24) Teachers will differentiate instruction based on data from TELPAS, PBMAS, LPAC, IEP, administrative walkthroughs</p> <p>Population: All Students</p> <p>Timeline: Monthly from August 2016-May 2017</p>	<p>1, 2, 3, 8, 9</p>	<p>SpEd teachers Bil. Clerk Dean Administration</p>	<p>F: all teachers are trained to read and understand data in August 2016 S: Gap is narrowed on assessments comparing all students to subpopulation scores in</p>				
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 = 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: Discipline referrals (office referrals, removals and expulsions, to Brownsville Academic Center TAP/PTP and JJAEP) will decrease by 5%.

Summative Evaluation: Decrease the number of office referrals and referrals to Brownsville Academic Center (BAC) by 40%.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p align="center">Critical Success Factors CSF 1</p> <p>1) Promote awareness and notification of Student Code of Conduct (SCC) to students, parents, staff & community through campus distribution of SCC, Web site, and campus presentations to ensure all students are afforded due process and their rights.</p> <p>Promote good communication through the use of the Weekly Student Activity Calendar and distribute to staff each week through email.</p> <p>Population: All Students</p> <p>Timeline: August 2016 meeting And weekly calendar thereafter</p>	1, 2, 9	Principal, Asst. principals	F: Campus Student Handbook and SCC receipt log S: Student verification sheet				
<p align="center">Critical Success Factors CSF 1</p> <p>2) Inservice students on the contents of the Campus Student Handbook through a school-wide teacher presentation and grade-level assemblies including Jenna's Law which requires school districts to increase awareness including knowledge of likely warning signs of child sexual abuse.</p> <p>Population: All Students</p> <p>Timeline: August 2016 meeting And weekly calendar thereafter</p>	1, 2, 3, 4	Principal, Asst. principals, and teachers	F: Written procedures S: Student verification sheet				

<p style="text-align: center;">Critical Success Factors CSF 1</p> <p>3) Ensure strategic and extensive adult visibility at all times for safety in all areas.</p> <p>Maintain welcoming school climate, clean and healthy surroundings by acquiring proper resources for the nurse and custodial supplies.</p> <p>Population: All Students</p> <p>Timeline: Weekly Aug. 2016-May 2017</p> <p>CNA: pg 13</p>	<p>2, 4</p>	<p>Assistant principal in charge of duty rosters</p> <p>Principal Head custodian</p>	<p>F: Duty Rosters S: Student survey</p>				
<p>Funding Sources: Local - \$12000.00, Local - \$750.00, Local - \$500.00, Title I-A - \$2000.00</p>							
<p style="text-align: center;">Critical Success Factors CSF 1</p> <p>4) Promote student participation in extracurricular activities by using a variety of means, such as Communities in Schools, in addition to teachers, coaches, arts, music, band and electives to promote school etiquette and study skills.</p> <p>Population: All Students</p> <p>Timeline: Daily Aug. 2016- May 2017</p>	<p>1, 2, 3, 4, 10</p>	<p>Assistant Principal in charge of student activities</p>	<p>F: Announcements S: Membership in extracurricular activities</p>				






<p align="center">Critical Success Factors CSF 1</p> <p>5) Provide all teachers and staff training on Bullying prevention Student mediation Student Code of Conduct RTI modules and Review 360 Immediate notification to parents of referrals for due process Richard Lavoie</p> <p>Population: All Students</p> <p>Timeline: Daily Aug. 2016- May 2017</p>	<p>1, 2, 3, 4, 5, 9</p>	<p>Assistant principals, counselors</p>	<p>F: Training sessions Timeline for 360 Modules S: Sign in sheets, 360 Completion Log</p>				
<p align="center">Critical Success Factors CSF 5</p> <p>6) Provide parents campus presentations on the following topics: gang awareness, bullying, dating violence, internet safety, truancy, safety procedures, Teen CERT, Drug, alcohol, and tobacco awareness, to educate parents to be able to recognize the signs and symptoms related to certain offenses. Present RTI and TLI to parents and explain the benefits of these important programs to the campus and each student.</p> <p>Population: All Students Parents</p> <p>Timeline: August 2016 - June 2017</p>	<p>2, 4, 6, 8</p>	<p>Administrators Principals Counselors Parental involvement BISD Police Security Services TLI Specialist</p>	<p>F: Flyers, notifications S: Sign-in sheets, CATCH binder</p>				

<p style="text-align: center;">Critical Success Factors CSF 1</p> <p>7) Distribute student list every six weeks from district hearing officers regarding: expulsions appeals so it can be compared to PEIMS records in mainframe to assure correct reporting to TEA</p> <p>Population: All Students</p> <p>Timeline: Sept 2016- June 2017</p>	2, 4	Pupil services PEIMS Administrator	F: Student lists " 6 wks S: Pupil Services Discipline list compared to Order of Expulsions and Removals				
<p style="text-align: center;">Critical Success Factors CSF 1 CSF 5</p> <p>8) Promote parental involvement activities: Monthly meetings with parent liaison Home visits Phone calls to announce student success as well as student concerns Monthly Parent Nights</p> <p>Population: All Students Parents</p> <p>Timeline: Daily contact Weekly, Tuesdays for Lunch Bunch Aug. 2016- May 2017</p>	1, 2, 4, 6, 8, 9	Parent Liaison	F: Scheduled events, phone log, visitation sheets S: Sign in sheets				

<p align="center">Critical Success Factors CSF 1</p> <p>9) Reinforce the Just Say No campaign, Red Ribbon Week, National Campaign to Stop Violence (Do the WRITE Thing) Identify and meet students in different venues. Breakfast Club Dating Violence and empowerment of victims Cyber bullying and Internet safety Drug, alcohol, and tobacco awareness</p> <p>Population: All Students</p> <p>Timeline: Oct. 2016, January 2017</p>	2, 4, 8, 9	Counselors, Principal, Asst. Principals	F: Scheduled events S: Documented plan				
<p align="center">Critical Success Factors CSF 1</p> <p>10) Promote safety throughout the campus during the workday using common sense and posted safety precautions as well as providing students with their own identification card. (IDs) Conduct monthly simulated fire drills, lock-downs, and other crisis situations so teachers and students react calmly in an unexpected situation. Monitor movement of students through the use of radios and phones, Safety Committee Members located throughout the campus, and constant communication with all stakeholders. Replace radios as needed to ensure safety and replace land lines with IPC phones.</p> <p>Population: All Students</p> <p>Timeline: Monthly Aug. 2016- May 2017 CNA: pg 22</p>	1, 2, 3, 4, 8	Principal, Asst. Prin, Safety Coordinator, Faculty & Staff	F: District, Schoolwide procedures S: Actual school environment, district safety reports				Funding Sources: Local - \$432.00, Local - \$500.00, Local - \$200.00, Local - \$2000.00

<p align="center">Critical Success Factors CSF 1</p> <p>11) PLAAFPs and Standard Based IEPs will comply with IDEA requirements to address each student's individual needs.</p> <p>Population: Special Education Students</p> <p>Timeline: Every Annual Review</p>	1, 9	SE Teacher Asst. Principal Principal	F: ARD Documentation as per IEP S: Documented progress of annual goals and objectives as per IEP				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 1</p> <p>12) Involve campus counselor in transitional hearings for students returning from JJAEP to BISD for monitoring purposes and to ensure a successful transition.</p> <p>Population: All Students</p> <p>Timeline: Aug 2016- June 2017</p>	1, 2	Pupil Services JJAEP Counselor Administration	Transitional Meeting sign-in sheets				
<p align="center">Critical Success Factors CSF 1</p> <p>13) Maintain the district' standard for students assigned to Disciplinary Alternative Education Program regarding: Attendance rates Pre-post assessment results Drop-out rates Sub-group representation and recidivism rates</p> <p>Population: DEAP Students</p> <p>Timeline: Aug 2016- June 2017</p>	1, 2, 4	Campus administration and staff DAEP staff and administration	PEIMS data AEIS data				
Funding Sources: No Funds Required, No Funds Required							

<p align="center">Critical Success Factors CSF 1</p> <p>14) Train staff regarding the Campus Emergency Operations Plan and maintain the current topics to include: Multi hazards Review and update annually by campus security and safety staff 3 lockdown drills per year Shelter in place Reverse evacuation Drop and cover Evacuation Fire drills- one per month</p> <p>Population: All students admin, faculty and staff</p> <p>Timeline: Aug 2016-June 2017 CNA: pg 22</p>	1, 2, 4	Principal Asst. Principals	After action reviews, sign-in sheets, evaluations and audits				
<p align="center">Critical Success Factors CSF 1</p> <p>15) Implement an identification security system for the campus and it must be monitored at all times:</p> <p>All faculty must obtain and display ID card while on school grounds</p> <p>All students must obtain and display ID while on school grounds</p> <p>Visitors must present ID upon sign-in</p> <p>Population: All Students Admin Faculty and Staff</p> <p>Timeline: Year-round</p>	2, 4	Principal	Visitation Reports				
<p>Funding Sources: No Funds Required, No Funds Required</p>							

<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>16) To remain proactive, assignments and placement of security officers will occur on campus throughout the year. When possible, Officers will address: Bullying, gang awareness, dating violence, internet safety, drug, alcohol and tobacco awareness, gun safety truancy, & emergency operation procedures.</p> <p>Population: All Students</p> <p>Timeline: Aug. 2016- June 2017</p>	1, 2	Principal Asst. Principals	After action reviews sign-in sheets PEIMS discipline reports				
<p align="center">Critical Success Factors CSF 1</p> <p>17) Provide training to office staff on conducting sex offender search on all visitors to minimize the number of intruders on campus in addition to the number of sex offenders.</p> <p>Population: All Students</p> <p>Timeline: Aug. 2016- June 2017</p>	1, 2	Principal Asst. Principals Security services	After action reviews sign-in sheets PEIMS discipline reports				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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


Summative Evaluation: Increase parental involvement attendance by 20% or more at each event.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p align="center">Critical Success Factors CSF 5</p> <p>1) Complete and disseminate a Parental Involvement Policy so as to delineate how parents will be actively involved at the district/campus level with the intention to increase participation.</p> <p>Population: Parents.</p> <p>Timeline: Sept 2016 May 2017</p>	2, 6, 10	Principal Parent Liaison	F: Campus Parental Involvement Policy; Website S: Survey results at end of year; Title I-A Parental Involvement Compliance Checklist, STAAR Results, Attendance Rate, Discipline Referrals				
Funding Sources: No Funds Required - \$0.00							
<p align="center">Critical Success Factors CSF 5</p> <p>2) Conduct an annual Title I parent survey to evaluate the effectiveness of Parental Involvement efforts.</p> <p>Population: Parents.</p> <p>Timeline: Sept 2016 March 2017</p>	1, 6, 8, 10	Principal Parent Liaison	F: Campus Parental Involvement Policy S: Survey results at end of year; Title I-A Parental Involvement Compliance Checklist, STAAR Results, Attendance Rate, Discipline Referrals				
Funding Sources: No Funds Required - \$0.00							

<p align="center">Critical Success Factors CSF 5</p> <p>3) Host a Parent meeting to: Inform audience of services through an Annual Title I meeting Inform them of educational opportunities such as AP, tutorial, sports. Explain benefits of a strong parent-school-partnership</p> <p>Population: Parents.</p> <p>Timeline: Annually Aug. 2016</p>	1, 2, 6, 10	Administrator, Parent Liaisons	F: Calendar of events S: Sign in sheets, evaluations; Title I-A Parental Involvement Compliance Checklist, STAAR Results, Attendance Rate, Discipline Referrals				
Funding Sources: No Funds Required - \$0.00							
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>4) Host a Fall and Spring Open House to:</p> <ul style="list-style-type: none"> -Promote communication -Conduct a Needs Survey -Establish positive climate -Host a 6th Grade Orientation for parents and students <p>Population: Parents.</p> <p>Timeline: Bi-annually Oct. 2016 March 2017</p>	2, 6, 10	Administrators Parent Liaison Teachers	F: Calendar of events, survey form S: SBDM initiatives in response to survey				
Funding Sources: No Funds Required - \$0.00							
<p align="center">Critical Success Factors CSF 5</p> <p>5) Develop and implement:</p> <ul style="list-style-type: none"> -health awareness for parents -FIT -Overview of emergency campus <p>Population: Parents.</p> <p>Timeline: Weekly Aug. 2016 - May 2017</p>	6, 10	Principal, Parent Liaison	F: Calendar of events S: Sign-in sheets				
Funding Sources: No Funds Required - \$0.00							

<p align="center">Critical Success Factors CSF 5</p> <p>6) Develop and implement a program for parent volunteers to assist with the school parent center, library, cafeteria, field trips, extracurricular activities and classrooms.</p> <p>Population: Parents, Teachers & Admin</p> <p>Timeline: Weekly Aug. 2016 - May 2017</p>	2, 3, 6, 10	Principal, Parent Liaison, Dean	<p>F: Calendar of Events; Authority to Volunteer Clearance forms S: Sign-in sheets</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>							
<p align="center">Critical Success Factors CSF 5</p> <p>7) Promote teacher communication with parents via academic team including questionnaires, annual survey, telephone and parent conferences. Utilize data/results from these sources to improve communication.</p> <p>Population: Parents, Teachers, Admin & All students</p> <p>Timeline: Monthly Aug. 2016 - May 2017</p>	1, 2, 6, 10	Principal Parent Liaison	<p>F: Campus plan S: Telephone log Title I-A Parental Involvement Compliance Checklist, STAAR Results, Attendance Rate, Discipline Referrals.</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>							
<p align="center">Critical Success Factors CSF 5</p> <p>8) Promote relationships with community businesses, agencies/organizations, and Task Force to disseminate information about jobs, public services, learning opportunities or other services that support academic achievement.</p> <p>Population: Parents, Teachers Counselors, Admin & All students</p> <p>Timeline: Monthly Aug. 2016 - May 2017</p>	6, 10	Counselors Career Day Parent Liaison	<p>F: Campus plan, lesson plans S: Telephone log</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>							

<p align="center">Critical Success Factors CSF 5</p> <p>9) Promote parental interest and participation in school events by conducting school wide student competitions with student awards for success, improvement, and motivation. Provide busing for advancement to district, UIL, state, and/or regional competition.</p> <p>Population: School faculty, Admin, CIS, students and parents</p> <p>Timeline:Quarterly: Oct-Nov. 2016 January, March 2017</p> <p>CNA: pg 18</p>	2, 6, 10	Parent Liaison Dean of Instruction Teachers, students and parents	F: Quarterly sign-in sheets S: Photos and announcements on website				
<p>Funding Sources: No Funds Required - \$0.00</p>							
<p align="center">Critical Success Factors CSF 5</p> <p>10) Promote community involvement in campus decision-making.</p> <p>Population: Parents, Teachers Counselors & Admin</p> <p>Timeline: Aug 2016- June 2017</p>	2, 6, 10	SBDM Committee Principal Parent Liaison	F: SBDM Sign In Sheets, list of activities S: Increased participation Title I-A Parental Involvement Compliance Checklist, STAAR Results, Attendance Rate, Discipline Referrals				
<p>Funding Sources: No Funds Required - \$0.00</p>							
<p align="center">Critical Success Factors CSF 5</p> <p>11) Disseminate a Parental Involvement Policy and School-Parent-Student Compact to staff and parents.</p> <p>Population: Parents, Teachers & Students</p> <p>Timeline: August 2016 June 2017</p>	6, 8, 10	Principal Parent Liaison Teachers	S: Agenda, Flyer, Sign-In, School Compact; Title I-A Parental Involvement Compliance Checklist, STAAR Results, Attendance Rate, Discipline Referrals.				
<p>Funding Sources: No Funds Required - \$0.00</p>							

<p align="center">Critical Success Factors CSF 5</p> <p>12) Funds will be allocated to provide payment for mileage incurred while conducting Attendance and Parental Involvement responsibilities, i.e., home visits and parental involvement meetings and training's.</p> <p>Population: Parent Liaison</p> <p>Timeline: Aug 2016-May 2017</p> <p>CNA: pg 18, 19</p>	6, 10	Principal Parent Liaison	F: Monthly Contact Log Composite Report S: Monthly Mileage Log; Title I-A Parental Involvement Compliance Checklist, STAAR Results, Attendance Rate, Discipline Referrals				
Funding Sources: Title I-A - \$1000.00, Title I-A - \$716.00, Title I-A - \$500.00							
<p align="center">Critical Success Factors CSF 5</p> <p>13) Garcia Middle School will fund a Parent Liaison position for the purpose of educating parents to better assist their children through the educational process and to increase student achievement using technology such as a computer, laptop and projector and software licenses.</p> <p>Population: Parents and Parent Liaison</p> <p>Timeline: August 2016- June 2017</p> <p>CNA: pg 19</p>	2, 10	Principal	F&: Campus budget; Title I-A Parental Involvement Compliance Checklist, STAAR Results, Attendance Rate, Discipline Referrals				
Funding Sources: Title I-A - \$22528.00, Title I-A - \$1102.00, Title I-A - \$1098.00, Title I-A - \$800.00, Title I-A - \$110.00							
							

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: Provide academic and non-academic support to migrant students to ensure success beyond middle school to high school and on to college and career.

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

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Migrant campus clerk will attend the annual Identification and Recruitment (ID &R) training in order to secure the most current information needed to appropriately assist with the campus identification and recruitment initiative.</p> <p>Population: Campus Migrant Clerk</p> <p>Timeline: August 2017</p>	4, 10	Migrant Service Coordinator (MSC)	<p>Formative: ID & R Training</p> <p>Summative: Texas Education Agency (TEA)ID & R Certificates</p>				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) The Migrant campus clerk will attend the required NEW Generation System (NGS) state required training in order to secure the need skills to accurately and appropriately in put the data for migrant students into the migrant state data base.</p> <p>Population: Migrant Campus Clerk</p> <p>Timeline: September 2017</p>	4, 10	Migrant Service Coordinator (MSC)	<p>Formative: NGS Annual Training</p> <p>Summative: NGS Certificates</p>				
<p>Funding Sources: No Funds Required, No Funds Required</p>							

<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>3) The migrant campus clerk will assist with the annual ID &R Residency Verification initiative in order to ensure that all migrant students at our campus are picked up in a timely manner.</p> <p>Population: Migrant Campus Clerk & Migrant Students</p> <p>Timeline: September 2, 2017 Through November 1, 2017</p>	10	Migrant Campus Clerk	Formative: NGS Mass Enrollment Report Student Plus Report Summative: NGS Residency Verification Reports				
Funding Sources: No Funds Required, No Funds Required							
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>4) Migrant teacher and campus 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 school year.</p> <p>Population: Campus Administrators Teachers</p> <p>Timeline: August 24, 2016 Through June 2, 2017 CNA: pg 12</p>	1, 2, 10	Campus Migrant Clerk and Migrant Teacher	Formative: NGS Reports Summative Monitoring Tools Migrant Clerk Evaluation				
Funding Sources: Title I-C (Migrant) - \$22365.00, Title I-C (Migrant) - \$17215.00							
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>5) The migrant campus clerk will adhere to the NGS timeline to ensure that migrant student data is entered in a timely and accurate manner into the NGS data-base.</p> <p>Population: Migrant Campus Clerk</p> <p>Timeline: August 18-19, 2016</p>	1, 2, 10	Campus Administration MSC Migrant Clerk	Formative: NGS and Student Plus Reports Summative: PBMAS ICR Reports NGS Reports				
Funding Sources: No Funds Required, No Funds Required							






<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>6) PFS migrant students will receive supplemental support services before other migrant students to ensure that the requirements delineated by NCLB Section 1304(d) are addressed.</p> <p>Population: PFS Migrant Students</p> <p>Timeline: August 24, 2016 - June 2, 2017 CNA: pg 12</p>	1, 2, 10	Campus Administrators Campus Clerks	Formative: NGS Campus Reports Summative: Completed PFS Monitoring Tool				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>7) All migrant students will receive grade appropriate school supplies (such as paper, pencils, pens, map pencils, journals, dividers, note cards, spiral notebooks, composition notebooks, markers, crayons, highlighters) 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. Also, will receive hygiene supplies (such as shampoo, deodorant, soap, etc.) to benefit migrant students to have a positive self-esteem therefore it increases their academic level. Printer cartridges will be provided for the use of a printer that will be available for migrant students as indicated in 7.1.10. PFS students will receive supplemental support services before other migrant students</p> <p>Population: PFS and Migrant</p> <p>Timeline: August 24, 2016- May 30, 2017 CNA: pg 10, 11, 12</p>	1	Campus Administrators Campus Clerks	Formative: NGS Campus Reports Summative: Completed				
Funding Sources: Title I-C (Migrant) - \$1415.00, Title I-C (Migrant) - \$390.38							
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>8) All Migrant students 6th - 8th STAAR results will Be reviewed to secure accurate placement into The current State Assessment remediation Opportunities During the regular school year and summer school.</p> <p>Population: Migrant Students</p> <p>Timeline: August 24, 2016 - June 2, 2017</p>	1	Campus Principals Counselors Core Subject Teachers Migrant Campus Clerk	Formative: STAAR Remediation Enrollment Lists NGS STAAR Report Benchmark Results Summative: Current State Assessment Test Results				
Funding Sources: Title I-C (Migrant) - \$0.00							

<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>9) In order to increase awareness of migrant student needs, BISD campus faculty and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students.</p> <p>Population: Campus Administration Faculty and Staffs</p> <p>Timeline: August 24, 2016 - June 2, 2017</p>	1	Migrant Clerk DMC MSC	Formative: STAAR Remediation Enrollment Lists NGS STAAR Report Benchmark Results Summative: STAAR Test Results				
Funding Sources: Title I-C (Migrant) - \$2040.00, Title I-C (Migrant) - \$300.00							
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>10) In order to experience leadership opportunities, develop good study skills, and practice positive social engagement within the school community the middle school migrant students will participate in a Migrant Club, Lunch Bunch Program or Homework Help.</p> <p>Printer will be needed to assist migrant students with their assignments.</p> <p>Population: Middle School PFS and Non-PFS Migrant Students</p> <p>Timeline: August 24, 2016 - June 2, 2017</p>	1	Special Programs Administrator Campus Principal Migrant Campus Clerks DMC , MSC	Formative: Meeting Agenda and Sign-In Sheets Summative: Participants Survey CIS Student Survey				
Funding Sources: Title I-C (Migrant) - \$1200.00, Title I-C (Migrant) - \$800.31							
<p align="center">Critical Success Factors CSF 1</p> <p>11) The Migrant students will attend the Migrant Middle School Leadership Conference in order to expand their leadership and study skills</p> <p>Population: Middle School Migrant Students and Parents</p> <p>Timeline: February 2017</p>	1, 6	DMC, MSC Campus Migrant Clerk Migrant Parent Liaison	Formative: Sign-In Sheets, Agenda a Participants Survey Summative: Conference Evaluations				
Funding Sources: No Funds Required							

<p align="center">Critical Success Factors CSF 1</p> <p>12) Middle school migrant students will have opportunity to attend the school district's summer school programs to ensure promotion if needed or to participate in the enrichment migrant summer program.</p> <p>Population: Migrant Students</p> <p>Timeline: June 2016 Through July 2017</p>	1	Middle School Migrant Students	<p>Formative: Eligibility Forms Attendance Sheets Weekly Assessments Participants Survey</p> <p>Summative: Completion Reports End of Program Assessment Results</p>				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 1</p> <p>13) Campus Migrant Clerk will conduct 4 meetings to foster parental involvement and provide Migrant parents with important information on campus migrant program opportunities and how to better support their children academically</p> <p>Population: Migrant Students Migrant Parents</p> <p>Timeline: Fall and Spring</p> <p>CNA: pg 12</p>	1, 6	Migrant Students Migrant Parents	<p>Formative: Fliers Parent Phone Calls Sign-in sheets, Agendas and Meeting Minutes</p> <p>Summative: Parent Recommendations Meeting Evaluations</p>				
Funding Sources: Title I-C (Migrant) - \$100.00							
<p align="center">Critical Success Factors CSF 1</p> <p>14) The migrant campus clerks will provide supplemental support to the PFS and migrant students in order to enhance the advocacy, encouragement, and support to the special needs of migrant students as delineate by NCLB Act of 2001 (Public Law 107-110) Section 1301-1309.</p> <p>Population: PFS Migrant Students</p> <p>Timeline: August 24, 2016 - June 2, 2017</p>	1	PFS Migrant Students	<p>Formative: Job Description</p> <p>Summative: Completed Personnel Assurance Forms Job Evaluations</p>				
Funding Sources: No Funds Required							

<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>15) Clothing will be purchased to assist migrant students to be successful by removing barriers for them attending school and also to be in compliance with dress code. PFS students will be given priority to funds available.</p> <p>Population: Migrant/PFS students</p> <p>Timeline: Spring and Fall and on an as needed</p> <p>CNA: pg 11-12</p>	1	Migrant/PFS students	Formative: Student Distribution Form				
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>16) The migrant funded staff will have the opportunity to attend local, regional, and state migrant conferences in order to expand their knowledge of the Migrant Program; thus providing a more comprehensive supplemental support to migrant students and their families.</p> <p>Population: Migrant funded staff : MSC, MDC, Migrant Teachers, Campus Clerks</p> <p>Timeline: August 1, 2016-June 2017</p> <p>CNA: pg 18</p>	3	Migrant Clerk, Migrant Teacher and Administration	Improved student performance Documented ERO-				
<p align="center">Critical Success Factors CSF 2</p> <p>17) The New Generation System (NGS) and BISD eSchool Plus entries will be monitored daily to ensure that the ID&R data and information has been appropriately coded in a timely manner.</p> <p>Population: Migrant Office Staff</p> <p>Timeline: August 2016-June 2017</p>	10	Migrant Clerk	PBMAS Report Correctly coded migrants on NGS				

<p align="center">Critical Success Factors CSF 1</p> <p>18) The District Migrant Counselor (DMC) will provide supplemental support services to migrant students in the following areas:</p> <ul style="list-style-type: none"> * Graduation plans * Development of Individual Migrant Student Action Plans * Coordination for leadership opportunities * Monitoring of course completion for PFS students * Monitoring of late entry/early withdrawals * Credit accrual opportunities * Provide timely information and assistance to migrant students and parents regarding on-time Graduation and post-secondary education * Conduct district initiatives for migrant students * Coordination Inter-state and intra-state (TMIP) activities * Coordination with UT Austin Migrant Graduation Enhancement Program * Assist with OSY Initiative * Assist with the monitoring of campus migrant staff <p>Population: Migrant Students Migrant Parents Timeline: August 24, 2016- June 2, 2017</p>	9	Migrant Service Coordinator.	Increase on- time graduation and on-time promotion and decrease dropout rate				
<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>19) Middle School students will have the opportunity to attend the BISD annual Migrant College CAMP to visit with representatives and apply to the Texas Universities that offer the college Assistance Migrant Program (CAMP).</p> <p>Population: HS Migrant Students- 11th & 12th grade PFS MS students Timeline: October 29, 2016</p>	9	Migrant Clerk	Increased interest in colleges by MS students				

<p align="center">Critical Success Factors CSF 1</p> <p>20) 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</p> <p>Population: Migrant Students Timeline: April 2017</p>	2	Administration, Migrant Teacher, Migrant Clerk	Increase on- time graduation				
<p align="center">Critical Success Factors CSF 1</p> <p>21) Learning Academy targeting the core areas of Reading, Writing, Math, Social Studies and Science will be held for all PFS students in order to sharpen their skills and prepare them academically for the STAARS assessment.</p> <p>Population: Elementary, MS and HS PFS Migrant Students Timeline: March 2017</p>	2, 9	Migrant Teacher, Migrant Clerk	Increased STAARS Scores for PFS students				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>22) Provide after school targeted tutorials for migrant students in all subject areas: Tutorial based on diagnostic tests. Students will prepare for STAAR testing and College Readiness by improving skills in various ways such as reading library books, using Nook (available technology) and online expository selections.</p>	1, 2, 9, 10	Tutorial Teacher, Migrant Teacher, Migrant Clerk, Administration	Student Progress Report; Administrative Monitoring Reports S: 20% improvement from Sept diagnostic test to February diagnostic test. Progress scores in LION testing; Teacher report with usage frequency and reflective comments on effectiveness of program				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 8: Our Vision for technology is to have all district stake holders involved in the teaching and learning process seamlessly interrogate technology to make informed decisions and advance student achievement and technology literacy to encourage and support creative innovated life long learning.






Performance Objective 1: All schools will be at Advanced Tech level in all four key areas of the Star Chart.

Summative Evaluation: Garcia Middle School will improve the Technology skills of all students to provide them with rich and rigorous experiences which will benefit them academically and also in any career they wish to pursue.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>1) Teachers and students use the PC, printer, projector, and Smartboard capability in the classroom.</p> <p>Population: TI, TIM, BIL, ESL, SE, AR, GT, DYS students/ faculty and staff Migrant</p> <p>Timeline: Monthly Checks CNA: pg 18</p>	1, 2, 3, 5, 8, 10	Principal, technology support teacher, technology coordinator	F: Technology plan, lesson plan S: Classroom/ campus implementation				
Funding Sources: State Career and Technical Education - \$0.00							
<p>2) TTW attend staff development on integrating state of the art technology in the classroom.</p> <p>Population: Administrators, Faculty and staff Timeline: Quarterly Aug. 2016- May 2017 CNA: pg 18</p>	1	Principal, tech teacher, technology coordinator	F: In-service Roster S: Lesson Plans / Purchase Order				
<p>Critical Success Factors CSF 1</p> <p>3) TTW integrate the use of technology using Springboard, Science Fair, History Day, Academic Meets, UIL, and other means of demonstrating research skills.</p> <p>Population: 6th Grade TI, TIM, BIL, ESL, SE, AR, GT, DYS students Migrant Timeline: Weekly Aug. 2016 - May 2017 CNA: pg 14</p>	1, 2	Science Teachers	F: Lesson Plans S: Student performance				

<p align="center">Critical Success Factors CSF 1</p> <p>4) Teachers integrate the use of TI-83 Plus calculators, TI-Nspire, clickers, Kindles, Nooks, and other math and science manipulatives in the classrooms. Population: 6th-8th Grade TI, TIM, BIL, ESL, SE, AR, GT, DYS students Migrant Timeline: Weekly Aug. 2016 - May 2017 CNA: pg 18</p>	1, 2	Science Teachers/ Math Teachers	F: Lesson Plans S: Student performance				
<p>5) Teachers and students use Microsoft Office Products, ESL Reading Smart, Ignite, SyTech Lab, A+, technology workbooks Population: 6th-8th Grade TI, TIM, BIL, ESL, SE, AR, GT, DYS Migrant Timeline: Daily Aug. 2016 - May 2017 CNA: pg 11</p>	1, 2	Content area, ESL, and CATE Teachers	F: Lesson Plans S: Student Performance				
<p>6) Teachers establish a schedule to use research in the instructional lab for English, Reading and ESL, Science, Math, Social Studies Population: TI, TIM, BIL, ESL, SE, AR, GT, DYS 7th & 8th Grade Business Students Migrant Timeline: Weekly Aug 2016 - May 2017</p>	1, 2, 3	Principal, technology support teacher, technology coordinator	F: Lesson Plans S: Student Performance				
<p>7) Students produce technology presentation for end of year presentations and students will produce websites using www.globalschoolnet.org, and other web resources Population: TI, TIM, BIL, ESL, SE, AR, GT, DYS 7th & 8th Grade Business Students Migrant Timeline: Weekly August 2016-May 2017</p>	1, 2	CATE Teachers Academic Teams and dean	F: CATE Program Review Guidelines and CyberNet competition guidelines S: Student Performance				
<p>8) Students are trained in pertinent technology software (Microsoft Office and other software products) which include reading, writing, and math enrichment skills with embedded rigor. Campus will purchase Computers, laptops, projectors, and printers. Population: TI, TIM, BIL, ESL, SE, AR, GT, DYS 7th & 8th Grade Business Students Migrant Timeline: Daily August 2016-May 2017</p>	1, 2, 3	CATE Teachers	F: TEKS S: Lesson Plans / student performance				Funding Sources: Title I-A - \$4400.00, Title I-A - \$56000.00, Title I-A - \$9500.00, Title I-A - \$3400.00, Title I-A - \$3400.00, Title I-A - \$2500.00, Title I-A - \$4800.00

<p>9) CATE Teachers implement peer tutoring and modifications for students to enhance their reading, writing and math skills. Population: TI, TIM, BIL, ESL, SE, AR, GT, DYS 7th & 8th Grade Business Students Migrant Timeline: Weekly August 2016-May 2017</p>	1, 2, 3, 5	CATE Teachers	F: TEKS / Student Modifications S: Student performance				
<p>10) Students integrate interventions using technology to assist students in achieving an overall average of 75 or better in each subject area. Population: Retained 6th -7th graders Timeline: Oct 2016-May 2017</p>		Dean of Instruction, Department Chairs, Support teacher	F: TEKS, Modules S: Decrease in retention and dropouts by 50%				
Funding Sources: No Funds Required							
<p>11) The campus will ensure accessibility to instructional technology renewals in order to enhance the District's Scope and Sequence and Springboard curriculum in the classroom. Population: TI, TIM, BIL, ESL, SE, AR, GT, DYS students/ faculty and staff Timeline: Fall 2016 - February 2017 CNA: pg 23</p>	1, 2	Principal, technology support teacher, technology coordinator Math teachers Science teachers Reading teachers	F: Technology plan S: Classroom/ campus implementation				
Funding Sources: No Funds Required							
<p>12) The campus will ensure accessibility to instructional technology devices in the library. Students will conduct Research papers, create power point presentations, and publish compositions; As delineated in Scope and Sequence curriculum. *At-risk students will be identified through PGP plans for Intervention and tutorials. Population: All student population Faculty/staff Timeline: Fall 2016- February 2017</p>	1, 2, 4	Librarian	S: Accelerated Reader Program And Student Projects				
Funding Sources: No Funds Required							
<p>13) Provide training in Site Based Decision Making for faculty and staff. Population: LEP, At Risk Econ. Dis. Special Ed. Timeline: Annually Sept. 2016</p>	1, 4	Central Office Staff	F: Agendas S: CASAIP				
Funding Sources: No Funds Required							
<p>14) Provide training in TEKS and STAAR correlations for faculty and staff using technology such as Smartboards, AWARE, Springboard. Population: LEP, At Risk Econ. Dis. Special Ed. GT, Pre-AP Regular Timeline: Monthly August and Sept. 2016 - May 2017</p>	1, 4	Principal, Asst. Principals, SBDM Committee, Dean, Dept. Chairs	F: Agendas S: Sign in sheets				
Funding Sources: No Funds Required							

<p>15) Verify that all 6th and 7th grade students have taken Technology Applications and 7th grade students have taken Exploring Careers. All 8th grade students will take the Kuders Inventory and have a completed PGP and choice slip for high school. Population: 6th and 7th graders Timeline: August 2016 All students are enrolled Dec 2016 Kuder Inventory Complete April 2017 CNA: pg 23</p>	1, 2	Dean Data Entry Counselors HS Career Placement Officer	F: all 6th grade students are enrolled in Tech App classes. F: All 7th grade students are enrolled in Exp Careers S: All 8th grade students have completed their Kuders Interest Inventory				
	Funding Sources: Local - \$500.00						
<p>16) Provide awareness training for the staff and parents to increase the numbers of identified GT and Pre-AP students. Population: GT Pre-AP Timeline: Bi-annually Sept. 2016 - May 2017</p>	1, 4, 6	Principal, Dean, Counselors	F: Agendas S: Sign in sheets				
<p>17) Attend district staff development sessions for administration, faculty, and staff as required. Population: LEP, At Risk Econ. Dis. Special Ed. GT, Pre-AP Regular Timeline: Bi-annually Sept. 2016 - May 2017</p>	4	All faculty & staff	F: Agendas S: Sign in sheets				
<p>18) Counselors will attend district, region, and/or state development sessions for campus needs: - Response To Intervention - College Readiness - Placement and records - Data/Assessment - Interventions Population: LEP, At Risk Econ. Dis. Special Ed. GT, Pre-AP Regular Timeline: Annually Sept. 2016 - May 2017</p>	2, 4	Counseling staff	F: Agendas S: Sign in sheets				
<p>19) PLAAFPs and Standard Based IEPs will comply with IDEA requirements to address each student's individual needs. Population: Special Education Students Timeline: Every Annual Review</p>	1	SE Teacher Asst. Principal Principal	F: ARD Documentation as per IEP S: Documented progress of annual goals and objectives as per IEP				
	Funding Sources: No Funds Required						
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	2	<p>Implement District Initiatives - *Teachers will utilize Curriculum Scope and Sequence *Utilize RTI with struggling students for appropriate interventions. *Tango/RTI and Review 360 for behavior interventions *Use technology, such as -smartboards -LCD Porjector -LCD Digital Cameras -classroom printers to prepare, engage students and to project 3D lessons and student products. *Students will apply the use of technology in the classroom. A-Sixth and Seventh grade 1. Use graphing calculators to solve algebraic expressions or equations. 2. Use computer lab and enhance student academic achievement, explore STEM careers B-Eighth Grade 1. Use graphing calculator to solve and graph linear equations, and analyze different attributes of linear functions. 2. Use computers to remediate and enhance student academic achievement *Participate in district competitions: Spelling Bee, DWT, Science projects, Innovation, Brainsville, STEM Robotics, Destination Imagination, including 6th, 7th, 8th grades, History Day, kids voting process, Rights and Responsibilities in History *CBLT meetings *LASER Documentation through Project Share *Implementation Map for TLI *implementation of District Initiative McGraw Hill, *Teachers will use GPS Math and other resources to provide alternative methods for students to be successful. *Teachers will attend district conferences and CAMT *Attend Think Through Math or Compass maintenance training to provide application skills using the Specificities. *Three math and three science teacher will attend STEM Project Based Learning PD to improve performance in math and science. *Implement problem solving activities using training from, kit-based resources, STEM, NASA, Innovation curriculum, Sally Ride Fun Festival, and other resources, culminating in an academic competition. -research-based resources -preparing additional reading and writing opportunities for student success Use of Jarret Books Use of STAAR Review Packet from Media Center Provide new class sets of books to enhance students' reading opportunities. Population: All students Timeline: Monthly Sept. 2016-May 2017 CNA: pgs 8, 10, 11, 15, 17, 21, 23</p>
1	1	5	<p>Select appropriate instructional supplies for all student success, including ELL, Special Education, SFL, BI, and AP, such as: Books, audio CDs, batteries, toner, SCANTRONS, and other consumable materials. Population: All Students Timeline: Bi-Weekly Aug. 2016 - May 2017 CNA: pgs 8, 15, 17</p>
1	1	6	<p>Teachers will utilize benchmarking to monitor At Risk & SpEd and to prepare students for STAAR and EOC in high school. STAAR resources will be used as resource material for reading, writing as well as reading software to be used in the classroom. Collaboration will occur through weekly vertical and horizontal meetings led by the dean. Population: All Students Timeline: Aug. 2016-May 2017 CNA: pgs 10, 15, 17, 21</p>

Goal	Objective	Strategy	Description
1	1	7	Provide after school or Saturday tutorials .Provide targeted instruction for at-risk students in all subject areas: Tutorial based on diagnostic tests. Students will prepare for STAAR testing and College Readiness by improving skills in various ways such as reading library books, using Nook (available technology) and online expository selections. -Encourage participation in extended day program opportunities throughout campus for academic (Stride Academy) enrichment, and college readiness sessions before and after school. *Saturday Academies *Closing the Distance *Think Through Math *Compass Learning * STEMscopes Science Software *Region IV math materials *TxAIR *Math GPS materials hands-on activities indoors & outside. *SciTech to augment the science curriculum *Lab resources *Kindles *Nooks *Smartboards *Problem-solving techniques *DMS *Living with Science *IGNITE, Compass Learning Adaptive Curriculum (for ELL students) Population: All Students Timeline: Aug. 2016-May 2017 CNA: pgs 8, 10, 11, 13, 15, 17, 21, 23
1	1	8	Utilize SRA kit and Accelerated Reader to engage reluctant readers and increase vocabulary by using the word walls and Vocabulary Bank Initiative. Population: All Students Timeline: Aug. 2016-May 2017 CNA: pgs 8, 10
1	1	9	Learn ELAR, TEKS, ELPS, Research, Writing, and Oral/Written Conventions Strand by implementing interdisciplinary lessons with science and social studies and attending workshops and training with Science, Social Studies, Math: Assign campus instruction leadership in development interdisciplinary lessons that focus on Expository text Students will create projects that apply academic skills in a real world situation and teachers will be provided appropriate classroom furniture for additional teacher. Implement the District's Bilingual/ESL Academic Literacy Initiative for ELLs : The Summer Literacy Initiative : This will reinforce vocabulary with an online glossary; Deepen language mastery with activity repetition; Provide written and verbal instruction so students see and hear words in English; Be accessible from home for additional instruction; Work well in small groups where native and non-native speakers can work together to help each other Population: All Students Timeline: October 2016-March 2017 CNA: pgs 11, 17, 21
1	1	10	Provide Computer lab and tablets support with software programs such as IStation, Learning Odyssey, TTM, Study Island, Discovery, Measuring Up, Ignite Learning, United Streaming and other similar computer assisted programs along with that will target ESL, and other struggling readers. At-risk students are targeted for tutorials addressing ELAR standards --Students will benefit greatly from updated laptops that can access new and enhanced computer applications available. The programs provide opportunists to make at-risk students early college ready and increase test scores. Population: All Students Timeline: Beginning Sept 2016 and continuing until May 2017 CNA: pgs 8, 10, 11, 13, 15, 17, 23
1	1	11	Students will use ancillary texts to enhance learning and improve AMAO. Purchase additional headsets and slots for the Rosetta Stone language lab software for remedial reading. Population: ESL LEP Timeline: Weekly doc by ESL teacher CNA: pgs 8, 23, 24
1	1	12	Target Curriculum Planning and Classroom Management Training to maintain quality instruction Population: All Core Area Teachers Dean Principal Timeline: Monthly on campus CNA: pgs 13, 15, 21

Goal	Objective	Strategy	Description
1	1	13	The campus will send representatives to state or national Conferences such as Texas Literacy Initiative, TCTELA, NCTE, CEL, NABE, NMSA and AP Institutes. Train teachers at district or Region One to prepare for STAAR, enhance instructional delivery of the curriculum, Expository Writing Training, Narrative Writing Training, and cultivate capacity within the department. Population: All Teachers Timeline: Nov 2016 Feb/March 2017 CNA: pgs 8, 11, 21
1	1	16	PLAAFPs and Standard Based IEPs will comply with IDEA requirements to address each student's individual needs and coordinate with classroom teachers every 6 weeks or more. Population: Special Education Students Timeline: IEP Annual Review CNA: pgs 11
1	1	17	Teachers will increase rigor (critical thinking strategies) to be prepared for STAAR and AP courses by: -Display TEKS objectives TEKS Refinement Trainings -Reflective Reasoning and Conceptual Understanding training -Questioning Strategies training -Attending District and ESC STAAR and DOK training -I3 Cohorts -critical thinking and problem-solving skills - Exemplar labs, 40% Lab work -Sheltered Instr, ELPS, work walls and cognates -College and Career Readiness -Use of consumable supplies -ELPS, TALA, Sheltered Instruction, TELPAS, benchmark analysis on AWARE Population: All Students LEP, At Risk, GT, Pre AP., Sp. Ed. Econ. Dis., Migrant Timeline: Weekly from Aug 2016- May 2017 CNA: pgs 8, 10, 11, 15, 21
1	1	18	All content teachers will differentiate instruction based on data from TELPAS, PBMAS, LPAC, IEP, administrative walkthroughs and newcomer students will only be instructed by certified ESL teachers, LEP served by ELPS trained teachers and maintain weekly writing samples. Population: All Students Timeline: Monthly from August 2016-May 2017 CNA: pgs 9,16
1	1	19	Keep all teachers updated on TLI LASER training and Module initiatives through bi-weekly department meetings. Population: All Teachers Timeline: Monthly from August 2016-May 2017 CNA: pgs 12,16
1	1	20	Teachers will Desegregate data from various sources to determine student progress and predictors for STAAR success. Teachers will use MSTAR Universal Screener, Tango, Eduphoria STAAR Test Maker, District benchmarks, Teacher-made tests, and At-Risk report Establish and maintain current data on Tier 2 and 3 students by teacher and start RTIs for students who need additional support. Population: All Students Timeline: Each 6 weeks Sept 2016 - May 2017 CNA: pgs 10, 15
1	1	21	Maintain horizontal and vertical alignment activities with high school and incoming elementary schools. Population: All Content teachers Timeline: August 2016 and April 2017 CNA: pg 11
1	1	22	Train all teachers to prepare students for TELPAS Reading and Writing and maintain progress monitoring by month. Population: All teachers Timeline: Each 6 weeks Sept 2016 - May 2017 CNA: pgs 12,22
1	1	23	Accelerated Instruction will include communication of student's academics/behavior: classroom intervention, tutorials, summer school, summer bridge and RTI when indicated each 3 weeks at Progress Reports and Six Weeks Report Cards through Parental Involvement Meetings and initiate RTI if necessary Population: All struggling students At Risk Timeline: Each 3 weeks Sept 2016 - May 2017 CNA: pgs 8, 13

Goal	Objective	Strategy	Description
1	1	24	A list of students on Behavior Intervention Plans will be provided to the Team teacher s for monitoring purposes. The student will be sent to the BI room. BI personnel will follow BIP. Will keep a log of students on BIPs and report infractions Population: SpEd students Timeline: Daily throughout the school year. CNA: pg 11
3	1	1	Garcia Middle School will provide tutorials, and remediation strategies in core-area subjects for low-performing students by the 3rd week of school to decrease the retention rate by 50% and improve student achievement. Population: AR, TI, LEP, MI Timeline: September 2016- June 2017 CNA: pg 8
3	1	2	The Dean of Instruction will provide teachers with research-based Professional Development opportunities, curriculum-aligned information, curriculum updates, curriculum planning opportunities and resources for effective teaching of TEKS/SE to improve At Risk student achievement. Population: AR, TI, LEP, MI Timeline: August 2016- June 2017 CNA: pg 16
3	1	3	Implement a campus-wide plan for high quality professional development for faculty and staff. Staff Development activities will target the identification of students who are at-risk of dropping out. Teachers will acquire effective delivery, intervention and instructional strategies such as TEKS Refinement, DOK, Marzano, Co-Teaching, Inclusion, and Comprehension, Review 360 for RTI. Population: TI, AR, LEP, MI Timeline: August 2016-June 2017 CNA: pg 16
3	2	5	PLAAPs and Standard Based IEPs will comply with IDEA requirements to address each student's individual needs. Population: Special Education Students Timeline: Every Annual Review
4	1	3	Teachers and administration will focus on student improvement from Spring baseline 2016 to June 2017 by monitoring Special Population student progress during the year. Population: All Students Timeline: November 2016 December 2016 January 2017 February 2017 March 2017 April 2017 May 2017 CNA: pg 15
4	1	4	Train teachers to use student study groups to improve academic study skills such as creating portfolios for all grade levels and all content areas, and Student Journals to home study skills. Population: All Students Timeline: Fall Academic Presentations for Parent Night November 2016 CNA: pg 18
4	1	5	All Math, Reading, English, ESL, Resource teachers trained with Springboard from College Board will implement PreAP curriculum as trained Population: All Students Timeline: Sustain focus throughout 2016-2017 school year CNA: pg 18
4	1	6	Math teachers will use strategies from: Texas Education Agency's Math 7-8 Academies in addition to strategies from "Fostering Algebraic Thinking and" Fostering Geometric Thinking workshops to complement Springboard curriculum. Population: All Students Timeline: Weekly throughout the school year CNA: pg 22
4	1	9	Teachers will incorporate situational problem-solving into their lesson design in all content areas during the school day, after school Population: All Students Timeline: Each Unit of Springboard CNA: pg 16
4	1	10	Academic Teams refer students with social or academic concerns to a counselor and Breakfast club Population: All Students Timeline: November 2016 CNA: pg 10

Goal	Objective	Strategy	Description
4	1	14	Teachers will utilize evaluation tools such as: Eduphoria which gives teachers immediate feedback on their lesson delivery from the dean and administrative staff. Eduphoria AWARE, a data evaluation tool which, in addition to Formative assessments incorporated into Springboard called Embedded Assessments, data from benchmarks, MSTAR Algebra Screener, and STAAR Population: All Students Timeline: September 2016 through end of grant CNA: pg 9
4	1	15	Administration will enable teacher planning time and facilitate training when scheduled. Population: All Students Timeline: Quarterly
4	1	17	Standards will be communicated to parents by posting them in the hallways, in the foyer, in Open House flyers, and other communication to the public. Population: All Students Timeline: Open House Monthly Parent Activities
4	1	22	PLAAFPs and Standard Based IEPs will comply with IDEA requirements to address each students' individual needs. Population: Special Education Timeline: On-going training by SE Supervisor
4	1	24	Teachers will differentiate instruction based on data from TELPAS, PBMAS, LPAC, IEP, administrative walkthroughs Population: All Students Timeline: Monthly from August 2016-May 2017

State Compensatory

Budget for Garcia Middle School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
162-11-6118-00-053-Y-24-SSI-Y	6118 Extra Duty Stipend - Locally Defined	\$13,112.00
162-11-6118-00-053-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	\$11,908.00
162-11-6119-00-053-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$97,086.00
162-13-6119-31-053-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$64,623.00
162-31-6119-31-053-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$66,526.00
6100 Subtotal:		\$253,255.00
6200 Professional and Contracted Services		
162-11-6249-00-053-Y-30-APL-Y	6249 Contracted Maintenance & Repair	\$2,500.00
162-32-6299-00-053-Y-24-CIS-Y	6299 Miscellaneous Contracted Services	\$23,136.00
6200 Subtotal:		\$25,636.00
6300 Supplies and Services		
162-11-6399-00-053-Y-30-0K2-Y	6399 General Supplies	\$49.00
6300 Subtotal:		\$49.00
6600 Capital Outlay Accounts		
162-11-6649-62-053-Y-30-0K2-Y	6649 Capital Assets - Locally Defined	\$29,951.00
6600 Subtotal:		\$29,951.00

Personnel for Garcia Middle School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
	Dean of Instruction	State Compensatory	1
Aissa Silva	Teacher	State Compensatory	.50
Betty Mazariegos	Teacher	State Compensatory	.50
Lisa Smith-Vazquez	Teacher	State Compensatory	.50
Michelle De Los Santos	Teacher	State Compensatory	.50
Norma Trevino Hernandez	At-Risk Counselor	State Compensatory	1

Title I

Schoolwide Program Plan

Federal requirements for campus planning mandate that schools develop a schoolwide 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.

GarciaMiddle 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 (I) over a period of one year to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on the I, the committee decided to concentrate on improving the passing rate of all students equally, especially student groups including Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on all 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 school year and to increase the commended performance level in all content areas.

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 by scientifically based research that (1) strengthen the core academic program; **(1.2 1.7, 1.15, 1.17, 1.18)** (2) increase the amount and quality of learning time, including the funding of an after-school Title I 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; **(1.7, 1.26)** (3) include strategies for meeting the educational needs of historically underserved populations; **(1.1, 1.2, 1.3, 1.7, 1.8, 1.10, 1.14, 1.26)** (4) include strategies to address the needs of all children in school, particularly the needs

of low-achieving students, At-Risk, or those not meeting the State student academic achievement standards; **(1.1, 1.2, 1.4, 1.7, 1.10,1.11, 1.15, 1.16, 1.18)** (5) address how the school will determine if such needs have been met; and **(1.6, 1.15, 1.16, 1.18, 1.20, 1.24)** (6) are consistent with and are designed to implement the State and local improvements plans. The Texas Literacy Initiative which commenced in 2012-2013 focuses on reading skills by providing the campus with a Reading Specialist who will work with the campus to improve reading skills and scores by using a variety of scientifically based techniques. **(1.1, 1.2, 1.6, 1.7, 1.13, 1.15, 1.17, 1.18, 1.25, 1.26)**

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

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 throughout the school year for all staff including teachers, principals, and paraprofessionals. 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. Teachers will receive additional professional development in Co-Teaching, STEM problem-solving, Springboard, Science TEKS, algebra readiness, teacher delivery methodology, classroom management, and STAAR assessments. **(1.1, 1.2, 1.9, 1.13, 1.17, 1.25)**

5: Strategies to attract highly qualified teachers

Strategies to attract high-quality teachers to high needs schools will include our school's participation in the District sponsored annual Teacher Fair, selection of teachers from the District's and Region I's efforts to recruit teachers from out of valley and state, recruiting teachers from Teach for America Programs, paying stipends for attainment of a Master's Degree, and paying stipends for math, science and social studies.

6: Strategies to increase parental involvement

Title I, Part A Funds will be used to partially finance strategies to increase parental involvement 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, and replace the current parent liaison. **(6.3, 6.5, 6.12)**

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 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. (6.4)

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

Teachers will be included in decisions regarding the use and selection of academic assessments to measure student performance. Teachers will use data obtained from state assessments as well as other instruments, including but not limited to the SELP, TELPAS, 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. **(1.1, 1.2, 1.4, 1.7, 1.9, 1.10, 1.17, 1.23, 1.25)**

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. All teachers will closely monitor all students' performance based on daily exercises and periodic tests. Students not mastering the objectives will be provided additional assistance in the after school tutorial program and/or enrichment courses based on his/her individual needs. In addition to tutorial, students will have the opportunity to attend the campus Homework Center. **(1.1, 1.7, 1.10, 1.15, 1.26)**

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 other approved funds are used to purchase supplemental instructional materials, media, and library resources used to improve and enhance the overall instructional program. **(1.1, 1.2, 1.4, 1.5, 1.9, 1.10, 1.13, 1.14)**

Garcia Middle School will provide the state mandated State Compensatory Education Program through funded initiatives including after school tutorials starting the fourth week of school. Students will be provided accelerated instruction by personnel funded by State Compensatory Education. In addition, Garcia Middle School will also utilize State Compensatory Education funds to provide computer based instruction to assist at-risk students academically.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ana Gonzlaez	6th Grade Reading	Title IA	1
David Garcia	Parent Liaison	Title IA	1
Estefania Martinez	Library Aide	Title IA	1
Jose Casas	6th Grade Math	Title IA	1
Virginia Garza	Dyslexia Aide	Title IA	1
Yolanda Soto	Nurse	Title IA	.40

2016-2017 Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Noe Garcia	Principal
Administrator	Joe Guzman	Assistant Principal
Administrator	Maria C Lara	Dean of Instruction
Administrator	Lupita Perez	Assistant Principal
Business Representative	Roberto Gomez	Business Representative
Business Representative	Martin Zarate	Business Representative
Classroom Teacher	Emma Montiel	Social Studies Teacher
Classroom Teacher	Kristi Chavez	English Teacher
Classroom Teacher	Michelle Douglas	Reading Teacher
Classroom Teacher	Myra Fernandez	Elective Teacher
Classroom Teacher	Theresa de la Garza	Science Teacher
Classroom Teacher	Rosario Hernandez	SpEd Teacher
Classroom Teacher	Susana Leal	PE Teacher
Classroom Teacher	Andy Luna	Math Teacher
Community Representative	Eddie Gonzalez	Community Representative
Community Representative	Guadalupe Izaguirre	Community Representative
District-level Professional	Olivia Urbina	District Level Professional Staff Member
Parent	Maria Del Carmen Andrade	Parent
Parent	Brisa Cenicerros	Parent
Student	Camila Nunez	Student

Campus Funding Summary

State Career and Technical Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	1	Supplies		\$0.00
Sub-Total					\$0.00
Advanced Academics					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	jGT Supplies	199-11-6399-00-053-Y-21-000-Y	\$3,096.00
1	1	4	Fees/Dues for Duke Registration	199-11-6497-00-053-Y-21-000-Y	\$180.00
Sub-Total					\$3,276.00
Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	State Adopted Text TALA TLI Grant funds Community members, books, (TI) Inst. Supplies \$100 (Dys)	199-11-6399-00-053-Y11-054-Y	\$100.00
1	1	1	Algebra Readiness Bus to UTB	199-11-6494-00-053-Y11-000-Y	\$500.00
1	1	2	DUPLICATING PAPER	199-11-6396-00-053-Y-11-000-Y	\$2,000.00
1	1	4	Duplicating Paper Reading Dpt	199-11-6396-00-053-Y-11-000-Y	\$2,000.00
1	1	4	Instructional Supplies	199-11-6399-00-053-Y-11-000-Y	\$1,000.00
1	1	4	PRINTER CARTRIDGES	199-11-6399-62-053-Y-11-000-Y	\$500.00
1	1	5	Printer Cartridges ELA Dept	199-11-6399-62-053-Y-11-000-Y	\$500.00
1	1	5	Sharpeners	199-11-6399-00-053-Y-11-000-Y	\$500.00
1	1	7	PRINTER CARTRIDGES	199-11-6399-62-053-Y-11-053-Y	\$2,000.00
1	1	8	Supplies	199-11-6399-00-053-Y-11-000-Y	\$1,000.00
1	1	8	Butcher Paper	199-11-6399-00-053-Y-11-000-Y	\$485.00
1	1	9	INSTRUCTIONAL SUPPLIES	199-11-6399-00-053-Y-11-000-Y	\$6,800.00
1	1	9	File cabinet	199-11-6399-45-053-Y-11-000-Y	\$500.00
1	1	9	Student Desks/Chairs	199-11-6399-45-053-Y-11-000-Y	\$1,000.00

1	1	13	Admin travel	199-23-6411-23-053-Y-99-000-Y	\$3,000.00
1	1	13	TECHNOLOGY CONFERENCE	199-12-6411-23-053-Y-99-000-Y	\$150.00
1	1	13	AP SUMMER INSTITUTES	199-13-6411-23-053-Y-11-000-Y	\$2,200.00
1	1	14	Library Books	199-12-6329-18-053-Y-99-000-Y	\$2,839.00
1	1	25	Instructional Supplies	199-11-6399-00-053-Y-11-000-Y	\$1,000.00
1	2	1			\$300.00
1	2	8			\$300.00
1	2	14			\$2,500.00
1	2	14			\$21,891.00
1	2	14			\$7,050.00
1	2	14			\$10,850.00
1	2	14			\$1,091.00
1	2	14			\$96,406.00
1	2	14			\$3,600.00
1	2	14			\$1,000.00
2	1	1	Art Supplies	199-11-6399-00-053-Y-11-000-Y	\$1,500.00
2	1	1	Art Supplies-FA	199-11-6399-50-053-Y-11-079-Y	\$1,060.00
2	1	1	Art Membership Dues-FA	199-11-6495-50-053-Y-99-079-Y	\$90.00
2	1	7	Fees-FA	199-36-6497-50-053-Y-99-079-Y	\$300.00
2	1	7	Student Meals-FA	199-36-6412-50-053-Y-99-079-Y	\$300.00
2	1	10	Costumes-FA	199-36-6399-00-053-Y-91-063-Y	\$825.00
2	1	10	Meals-FA	199-36-6412-00-053-Y-91-063-Y	\$175.00
2	1	11	Dance Costumes-FA	199-36-6399-00-053-Y-91-063-Y	\$1,650.00
2	1	12	Transportation-Choir-FA	199-36-6494-57-053-Y-99-000-Y	\$1,150.00
2	1	12	Transportation-Band-FA	199-36-6494-56-053-Y-99-000-Y	\$450.00
2	1	12	Student Meals-Band-FA	199-36-6412-56-053-Y-99-000-Y	\$552.00
2	1	13	Choir -Uniform dry cleaning-FA	199-36-6249-44-053-Y-99-057-Y	\$0.00
2	1	16	Choir Travel-FA	199-36-6411-23-053-Y-99-057-Y	\$903.00

2	1	16	Band Travel-FA	199-36-6411-23-053-Y-99-056-Y	\$450.00
2	1	18	Choir Student Meals-FA	199-36-6412-57-053-Y-99-000-Y	\$2,245.00
2	1	18	Choir Student Entries-FA	199-36-6497-57-053-Y-99-000-Y	\$1,415.00
2	1	18	Contract Servics for Choreography--FA	199-36-6299-57-053-Y-99-000-Y	\$600.00
2	1	18	Membership Dues -FA	199-36-6495-57-053-Y-99-000-Y	\$50.00
2	1	18	Choir Supplies-FA	199-36-6399-57-053-Y-99-000-Y	\$3,520.00
2	1	20	Choir Inst. Supplies-FA	199-11-6399-57-053-Y-11-000-Y	\$1,600.00
2	1	21	Band Supplies-FA	199-36-6399-56-053-Y-99-000-Y	\$8,285.00
2	1	22	TMEA Band Registration-FA	199-36-6497-56-053-Y-99-000-Y	\$270.00
2	1	22	TMEA Student Meals-FA	199-36-6412-56-053-Y-99-000-Y	\$100.00
2	1	22	Band Meals for Pre-UIL-FA	199-36-6412-56-053-Y-99-000-Y	\$553.00
2	1	23	Band Registration - RGV-FA	199-36-6497-56-053-Y-99-000-Y	\$700.00
2	1	23	Band Supplies-FA	199-11-6399-56-053-Y-11-000-Y	\$800.00
2	1	23	Student Meals-FA	199-11-6412-56-053-Y-11-000-Y	\$553.00
2	1	23	Band Dry Cleaning-FA	199-11-6249-44-053-Y-11-056-Y	\$627.00
2	1	23	Band Entry Fee Region- FA	199-36-6497-56-053-Y-99-000-Y	\$600.00
2	1	24	Dance Costumes-FA	199-36-6399-00-053-Y-91-000-Y	\$650.00
2	1	26	UIL Supplies	199-36-6399-00-053-Y-99-020-Y	\$50.00
2	1	26	UIL Stipends	199-36-6117-00-053-Y-99-020-Y	\$2,400.00
2	1	26	UIL Meals	199-36-6412-00-053-Y-99-020-Y	\$150.00
2	1	26	Transportation	199-36-6494-00-053-Y-99-020-Y	\$150.00
3	1	10	Counselors SUPPLIES	199-31-6399-00-053-Y-99-000-Y	\$150.00
3	1	11	Printer supplies	199-11-6399-62-053-Y-11-000-Y	\$784.00
3	2	1	Refreshments	199-23-6499-53-053-Y-99-000-Y	\$300.00
3	2	1	Student incentives	199-11-6498-00-053-Y-11-000-Y	\$500.00
3	2	1	Teacher Appreciation	199-23-6498-00-053-Y-99-000-Y	\$2,100.00
3	2	1	Incentives for Career Day Presentors	199-23-6498-00-053-Y-99-000-Y	\$400.00
3	2	1	BUS FOR ENCAMPMENT	199-11-6494-00-053-Y-11-000-Y	\$1,250.00

3	2	2	Software	199-23-6395-65-053-Y-99-000-Y	\$110.00
3	2	2	CPU ADMINISTRATOR	199-23-6649-65-053-Y-99-000-Y	\$3,000.00
3	2	3	MEALS FOR MOVIE DAY	199-11-6412-00-053-Y-11-000-Y	\$200.00
3	2	3	Extra Duty pay Custodians	199-51-6121-47-053-Y-99-000-Y	\$200.00
3	2	3	BUS FOR MOVIE DAY	199-11-6494-00-053-Y-11-000-Y	\$150.00
4	1	1	STUDENT PLANNERS	199-11-6399-00-053-Y-11-000-Y	\$1,700.00
4	1	4	Duplicating Paper	199-11-6396-00-053-Y-11-000-Y	\$2,000.00
4	1	8	History Fair Student Travel	199-36-6412-00-053-Y-99-000-Y	\$250.00
4	1	8	Science Fair	199-36-6412-00-053-Y-99-000-Y	\$1,025.00
4	1	8	Math Meet	199-36-6412-00-053-Y-99-000-Y	\$100.00
4	1	20	Student Meals-Chess	199-36-6412-24-053-Y-99-021-Y	\$790.00
4	1	20	Student Entry Fees-Chess	199-36-6497-24-053-Y-99-021-Y	\$1,292.00
5	1	3	CUSTODIAL SUPPLIES	199-51-6315-00-053-Y-99-000-Y	\$12,000.00
5	1	3	Nurse Supplies	199-33-6399-00-053-Y-99-000-Y	\$750.00
5	1	3	Other Custodial Supplies	199-51-6399-00-053-Y-99-000-Y	\$500.00
5	1	10	Renewal Raptor Software	199-23-6249-00-053-Y-99-000-Y	\$432.00
5	1	10	Two way Radios	199-23-6399-00-053-Y-99-000-Y	\$500.00
5	1	10	Batteries	199-23-6399-00-053-Y-99-000-Y	\$200.00
5	1	10	Office Supplies	199-23-6399-00-053-Y-99-000-Y	\$2,000.00
8	1	15	Priner Cartridges-Data Printer	199-23-6399-65-053-Y-99-000-Y	\$500.00
Sub-Total					\$240,968.00

Title I-A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Projector Bulbs	211-11-6399-00-053-Y-30-0F2-Y	\$2,000.00
1	1	2	Printing	211-11-6399-16-053-Y-30-0F2-Y	\$500.00
1	1	2	Substitutes for Teacher Training	211-13-6112-00-053-Y-30-AYP-Y	\$3,000.00
1	1	2	Substitutes for Teacher Training	211-11-6112-00-053-Y-24-0F2-Y	\$5,000.00
1	1	3	WT Cox eBook Subscription	211-11-6325-00-053-Y-30-0F2-Y	\$1,500.00

1	1	4	Instructional Supplies	211-11-6399-00-053-Y-30-0F2-Y	\$3,738.00
1	1	6	Resources Writing and Reading	211-11-6399-00-053-Y-30-0F2-Y	\$6,000.00
1	1	7	Zingy Learning	211-11-6249-00-053-Y-30-0F2-Y	\$1,200.00
1	1	7	Duplicating Paper	211-11-6396-00-053-Y-30-0F2-Y	\$2,500.00
1	1	7	Transportation for Saturday Tutorials	211-11-6494-00-053-Y-30-0F2-Y	\$20,000.00
1	1	7	Software Renewals	211-11-6249-00-053-Y-30-0F2-Y	\$728.00
1	1	10	ESL Reading Smart	211-11-6249-00-053-Y-30-0F2-Y	\$2,500.00
1	1	10	Ignite Learning Program	211-11-6249-00-053-Y-30-0F2-Y	\$5,000.00
1	1	13	Travel/Registration	211-13-6411-23-053-Y-30-AYP-Y	\$3,162.00
1	1	13	Staff Development Supplies	211-13-6399-00-053-Y-30-AYP-Y	\$2,000.00
1	1	14	Classroom Subscriptions	211-11-6325-00-053-Y-30-0F2-Y	\$1,500.00
1	1	17	Printing	211-11-6399-16-053-Y-30-0F2-Y	\$500.00
1	1	17	Lab equipment, manipulative, instructional supplies for Science	211-11-6399-00-053-Y-30-0F2-Y	\$4,000.00
1	1	17	Science Resources	211-11-6399-00-053-Y-30-0F2-Y	\$3,000.00
1	1	20	Scanner Renewal Fee	211-11-6249-00-053-Y-30-0F2-Y	\$572.00
1	1	20	Math STAAR Resources	211-11-6399-00-053-Y-30-0F2-Y	\$5,000.00
1	1	23	Extra Duty Pay Summer Bridge	211-11-6118-00-053-Y-30-BDG-6	\$10,000.00
1	1	23	Extra Duty Pay Summer Bridge Administrator	211-23-6118-00-053-Y-30-BDG-6	\$2,000.00
3	1	3	Teacher Stipends: English	211-13-6117-00-053-Y-30-AYP-Y	\$3,000.00
3	1	3	Teacher Stipends Math	211-13-6117-00-053-Y-30-AYP-Y	\$3,000.00
3	1	3	Teacher Stipends Science	211-13-6117-00-053-Y-30-AYP-Y	\$3,000.00
3	1	3	Teacher Stipends Social Studies	211-13-6117-00-053-Y-30-AYP-Y	\$3,000.00
3	1	3	Teacher Stipends Reading	211-13-6117-00-053-Y-30-AYP-Y	\$3,000.00
3	1	9	CERTIFIED AND CLASSIFIED SALARIES	211-11-6119-00-053-Y-30-0F2-Y	\$133,529.00
3	1	9	LIBRARIAN SALARY	211-12-6119-00-053-Y-30-0F2-Y	\$30,055.00
3	1	9	NURSE SALARY 40%	211-33-6119-00-053-Y-30-0F2-Y	\$23,718.00
3	1	11	Printing from Media Services	211-11-6399-16-053-Y-30-0F2-Y	\$500.00
3	2	1	Student Incentives	211-11-6498-00-053-Y-30-0F2-Y	\$2,500.00

5	1	3	CUSTODIAL SUPPLIES	211-51-6315-00-053-Y-30-0F2-Y	\$2,000.00
6	1	12	In-District Mileage	211-61-6411-00-053-Y-30-0F2-Y	\$1,000.00
6	1	12	Refreshments-Weekly Parent Meetings	211-61-6499-53-053-Y-30-0F2-Y	\$716.00
6	1	12	Parent Center Supplies	211-61-6399-00-053-Y-30-0F2-Y	\$500.00
6	1	13	Classified Parent Liaison FTE	211-61-6129-00-053-Y-30-000-Y	\$22,528.00
6	1	13	Computer	211-61-6649-65-053-Y-30-0F2-Y	\$1,102.00
6	1	13	Laptop	211-61-6649-65-053-Y-30-0F2-Y	\$1,098.00
6	1	13	Projector	211-61-6649-65-053-Y-30-0F2-Y	\$800.00
6	1	13	Software License	211-61-6395-65-053-Y-30-0F2-Y	\$110.00
8	1	8	SOFTWARE LICENSE	211-11-6395-62-053-Y-30-0F2-Y	\$4,400.00
8	1	8	STUDENT LAPTOPS	211-11-6649-62-053-Y-30-0F2-Y	\$56,000.00
8	1	8	STUDENT COMPUTERS	211-11-6649-62-053-Y-30-0F2-Y	\$9,500.00
8	1	8	PRINTERS	211-11-6649-62-053-Y-30-0F2-Y	\$3,400.00
8	1	8	PROJECTORS	211-11-6649-00-053-Y-30-0F2-Y	\$3,400.00
8	1	8	FLAT PANEL DISPLAY	211-11-6649-00-053-Y-30-0F2-Y	\$2,500.00
8	1	8	LAPTOP CART -3	211-11-6649-62-053-Y-30-0F2-Y	\$4,800.00
Sub-Total					\$404,556.00

Title III-A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	15	Tutorials	263-11-6118-00-053-Y-25-000-Y	\$3,276.00
1	1	15	DUPLICATING PAPER-TUTORIAL	263-11-6396-00-053-Y-25-000-Y	\$500.00
1	1	15	SUPPLIES - TUTORIAL	263-11-6399-00-053-Y-25-000-Y	\$224.00
Sub-Total					\$4,000.00

State Compensatory

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Substitutes for teacher training	162-11-6112-00-053-Y-30-000-Y	\$2,252.00
1	1	7	Living with Science Renewal	162-11-6249-00-053-Y-30-LWS-Y	\$4,800.00
1	1	15	Duplicating Paper - Bilingual Students	163-11-6396-00-053-Y-25-000-Y	\$250.00

3	1	1	Extra Duty Pay-6TH/7TH TUTORIALS	162-11-6118-00-053-Y-30-000-Y	\$25,468.00
3	1	1	Extra Duty Pay (SSI)	162-11-6118-00-053-Y-24-SSI-Y	\$12,666.00
3	1	1	Supplies	162-11-6399-00-053-Y-30-000-Y	\$23,309.00
3	1	1	Duplicating Paper	162-11-6396-00-053-Y-30-000-Y	\$1,500.00
3	1	1	DUPLICATING PAPER-ADDITIONAL FUNDS	162-11-6396-00-053-Y-30-000-Y	\$1,000.00
3	1	1	EXTRA DUTY TUTORIALS-ADDITIONAL FUNDS	162-11-6118-00-053-Y-30-000-Y	\$23,615.00
3	1	2	1 FTE	162-13-6119-31-053-Y-30-000-Y	\$64,623.00
3	1	9	2 FTEs	162-11-6119-00-053-Y-30-000-Y	\$97,086.00
3	1	14	A+PLS Software Renewal	162-11-6249-00-053-Y-30-000-Y	\$2,500.00
3	1	14	Compass Learning	162-11-6249-00-053-Y-30-CMP-Y	\$3,200.00
3	1	14	CAPITAL OUTLAY - 90 STUDENT LAPTOPS	162-11-6649-62-053-Y-30-000-Y	\$70,264.00
3	1	14	CAPITAL OUTLAY - 2 PRINTERS	162-11-6649-62-053-Y-30-000-Y	\$1,520.00
3	1	14	CAPITAL OUTLAY - DOC. CAMERA	162-11-6649-62-053-Y-30-000-Y	\$550.00
3	1	15	1 FTE	162-31-6119-31-053-Y-30-000-Y	\$66,526.00
3	1	15	AT-RISK COUNSELOR TRAVEL	162-31-6411-23-053-Y30-000-Y	\$150.00

Sub-Total \$401,279.00

State Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	15	Supplies	163-11-6399-00-053-Y-25-000-Y	\$3,250.00
1	1	15	LPAC Substitutes	163-13-6112-00-053-Y-25-000-Y	\$500.00
1	1	15	SUBSTITUTE /TELPAS	163-11-6112-00-053-Y-25-000-Y	\$500.00
1	1	15	MILEAGE FOR ESL/LPAC AIDE	163-23-6411-00-053-Y-25-000-Y	\$250.00

Sub-Total \$4,500.00

Title I-C (Migrant)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	4	MIGRANT CLERK SALARY	212-61-6129-08-053-Y-24-0F2-Y	\$22,365.00
7	1	4	MIGRANT TEACHER SALARY 50%	212-11-6119-00-053-Y-24-0F2-Y	\$17,215.00
7	1	7	PFS Report Supplies	212-11-6399-00-053-Y-24-0F2-Y	\$1,415.00

7	1	7	Printer Supplies	212-11-6399-62-053-Y-24-0F2-Y	\$390.38
7	1	8	STAAR Test Results: Eduphoria reports NGS Student transfer Document NGS state, Computers	212-11-6649-62-053-Y24-0F2-Y	\$0.00
7	1	9	State MEP needs and Guidelines MEP action plans MEP power points, MEP Website		\$2,040.00
7	1	9			\$300.00
7	1	10	NGS Student needs		\$1,200.00
7	1	10	PRINTER	212-11-6649-62-053-Y-24-0F2-Y	\$800.31
7	1	13	Light Refreshments	212-61-6499-53-053-Y-24-0F2-Y	\$100.00
7	1	15	CLOTHING	212-11-6399-00-053-Y-24-0F2-Y	\$1,451.33
Sub-Total					\$47,277.02
SPED					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	3	AWARDS-LIFE SKILLS UNIT	166-11-6498-00-053-Y-23-0P1-Y	\$300.00
3	2	3	AWARDS - BI UNITS	166-11-6498-00-053-Y-23-0P2-Y	\$300.00
Sub-Total					\$600.00
No Funds Required					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	CTE district personnel @ no cost;		\$0.00
1	1	12			\$0.00
1	1	16			\$0.00
1	1	18			\$0.00
1	1	19			\$0.00
1	1	21			\$0.00
1	1	22			\$0.00
1	1	24			\$0.00
1	1	26			\$0.00
1	2	2			\$0.00

1	2	3			\$0.00
1	2	4			\$0.00
1	2	5			\$0.00
1	2	6			\$0.00
1	2	7			\$0.00
1	2	9			\$0.00
1	2	10			\$0.00
1	2	11			\$0.00
1	2	12			\$0.00
1	2	13			\$0.00
1	2	15			\$0.00
2	1	2			\$0.00
2	1	4			\$0.00
2	1	5			\$0.00
2	1	6			\$0.00
2	1	8			\$0.00
2	1	9			\$0.00
2	1	15	Curriculum		\$0.00
3	1	4	Homeless and Unaccompanied Youth Identifying Criteria as defined by the McKinney-Vento Act Campus Registration packet		\$0.00
3	1	5	SCE TI-A		\$0.00
3	1	6	Homeless Youth Project Flyers		\$0.00
3	1	7	Supplies, clothes and material available from the Homeless Youth Project Donated food, clothes and hygiene products SCE		\$0.00
3	1	12	District Monitoring Form		\$0.00
5	1	11	On-going training by SE Supervisor		\$0.00
5	1	13	PEIMS Dept.		\$0.00
5	1	13	Campus Data		\$0.00

5	1	15	ID card reader		\$0.00
5	1	15	Office Sign-in Sheets		\$0.00
6	1	1			\$0.00
6	1	2			\$0.00
6	1	3			\$0.00
6	1	4			\$0.00
6	1	5			\$0.00
6	1	6			\$0.00
6	1	7	school messenger		\$0.00
6	1	8			\$0.00
6	1	9			\$0.00
6	1	10			\$0.00
6	1	11			\$0.00
7	1	2	ID & R State Manual TEA ID & R Plan action template Desktop computer region one ESC NGS state trainer		\$0.00
7	1	2	ID & R State Manual TEA ID & R Plan action template Desktop computer region one ESC NGS state trainer		\$0.00
7	1	3	Desktop computer printer NGS currently reports		\$0.00
7	1	3	Desktop computer printer NGS currently reports		\$0.00
7	1	5	NGS data base desktop computers		\$0.00
7	1	5	NGS data base desktop computers		\$0.00
7	1	6	NGS PFS Report		\$0.00
7	1	11	NGS PFS reports CIS lists TIC		\$0.00
7	1	12	NGS reports currently enrolled migrant students M.A.S.T.E.R.S program		\$0.00
7	1	14	NCLB Sec.1301-1309 TIC guideline ID&R manual NGS manual campus TIC funds		\$0.00
8	1	10	TEXTHelp Compass Learning or A+		\$0.00
8	1	11	see 1.3, 1.15, 2.3, 3.2 for renewals		\$0.00

8	1	12	GALE - see 1.3 Springboard		\$0.00
8	1	13	Administrative Staff presenters		\$0.00
8	1	14	Smartboards AWARE, Eduphoria The Collage Board Springboard Community		\$0.00
8	1	19	On-going training bye SE supervisor		\$0.00
Sub-Total					\$0.00
Grand Total					\$1,106,456.02