

# **Brownsville Independent School District**

## **Lucio Middle School**

### **2016-2017 Campus Improvement Plan**

**Accountability Rating: Met Standard**

#### **Distinction Designations:**

Academic Achievement in Reading/English Language Arts

Academic Achievement in Science

Top 25% Closing Performance Gaps

Postsecondary Readiness



# Mission Statement

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

## Vision

Each Student will:

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

## Value Statement

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

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

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

The student population at Lucio Middle School is approximately 952 and serves students in grades 6 through 8. According to the PEIMS Data Review of our campus profile, 99.9% of the student population is Hispanic 62.0% are identified as At-Risk and 95.6% are identified as Economically Disadvantaged. Many of our students are first generation Mexican immigrants, 25.6 % are classified as Limited English Proficient and a majority is English/Spanish bilingual. In addition, several of our students come from homes which participate in state and federal assistance programs such as food stamps, welfare, Women, Infant, Children (WIC) nutrition program, and subsidized housing and medical assistance.

The Attendance Rate for 2015-2016 school year was 97.49% for all students and 92.41% for at-risk students. The Dropout Rate for the 2015-2016 school year was 0% for all students and 0% for at-risk students. Moreover, the Retention Rate was 7.01% for all students and 5% for at-risk students.

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

The current staff at Lucio Middle School is comprised of 63 teachers, 4 campus administrators, 4 counselors, 6 professional support personnel, 29 non-classroom staff, and 6 educational aides. The ethnicity of the Lucio Middle School staff is diverse with 95.3 % Hispanic, 3.2% Caucasian, and 0 % African American. The teaching staff is 30 % male and 70 % female.

Lucio Middle School's most recent campus initiatives include the following:

### **College Readiness Initiative to increase commended performance scores in Math and ELA**

1. SRA for Special Populations to decrease reading gaps and increase reading skills
2. Enrichment period during the school day for testing areas
3. After-School Enrichment Classes
4. Saturday Academy
5. Migrant Program full-day support

Lucio Middle School promotes numerous student clubs and organizations. Students are encouraged to participate in extracurricular activities such as Band, Choir, Art, UIL Athletics, Math Meet, Chess, Science Fair, NJHS, History Fair, Ball Room Dancing, Cheerleading, Dance/Drill Team, Library Club, Trendsetters, Brainsville, DI and One Act Play.

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

School Colors: **Burnt Orange and Hunter Green**

School Mascot: **Lion**

School Song: **Alma Mater**

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

### **Annual Campus Goals**

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

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

## Demographics Strengths

- Strong ELA Department
- Algebra I and AP Spanish is provides advanced classes for students
- STEAM Team for 6th & 7th grade classes which integrates technology and fine arts projects in to the curriculum
- Team Planning and Department Planning to facilitate cross-curricular integration
- Fluency reading is implemented daily for all students

## Demographics Needs

- Index 1: Student Achievement in the areas of 6th Math & Reading and 8th Social Studies
- Index 3: Performance Gaps in all students in particular SE and ELL populations
- Increase the amount of time in class inclusion services
- 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
- At-risk students need more assistance academically

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. Teachers will collaborate, plan, disaggregate and work with all students to improve student STAAR scores.
2. Dean of Instruction and the counselor will work together to assist At-risk students be academically successful through tutorial and counseling sessions.
3. Special Education students will be encouraged and challenged to read extensively and even participate in AR.
4. Improve the Parental Involvement Program by revamping when they meet with the Parent Liaison, improving the number and quality of

meetings with parents, and the expectations of the parent liaison.

5. 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.

6. All staff, administration and counselors will monitor individual student progress by printing benchmarks, intervening when needed with innovative learning opportunities and document interventions through RTI.

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

Lucio Middle School has the following campus student achievement profile:

6th-8th Grade All Students STAAR Summary:

Reading: 6th Grade (59%), 7th Grade (69%), 8th Grade (88%)

Writing: 7th Grade (71%)

Math: 6th Grade (61%), 7th Grade (69%), 8th Grade (80%)

Science: 8th (78%)

Social Studies: 8th Grade (51%)

The trends identified when student performance scores were compared over a period of 2 years demonstrate that students are still in need of intense instruction with inclusion programs and tutorials due to the significant gaps with the SE, Migrant, and ELL groups. A decrease in 7th grade Writing, 6th grade Reading and Math and little growth in Social Studies and Science.

Performance variation between all student groups:

Reading: At-Risk (56%), Economic disadvantage (72%), Hispanic (73%), White (67%), Female (73%), Male (70%), Gifted and Talented (98%), LEP (51%), Migrant (69%), Special Education (26%).

Writing: At-Risk (49%), Economic disadvantage (70%), Hispanic (73%), White (100%), Female (78%), Male (61%), Gifted and Talented (98%), LEP (50%), Migrant (58%), Special Education (38%).

Math: At-Risk (56%), Economic disadvantage (71%), Hispanic (67%), White (67%), Female (71%), Male (56%), Gifted and Talented (97%), LEP (54%), Migrant (42%), Special Education (32%).

Intense instruction with inclusion program and tutorials/Migrant/SCE ALL students. Restructuring of Writing program and history classes. Provide additional PD in these areas to increase student attention and interest.

**Student Achievement Strengths**

Area Review	Summary of Strengths	Priorities
	<b>What were the identified strengths?</b>	<b>What are the priorities for Lucio Middle School, including how federal and state program funds will be used?</b>
Student Achievement	Growth in all areas of math, science, reading, and history and in all subgroups to include ELL, Migrant, SE and At-risk.	Lucio MS will ensure that all student population including all subgroups (ELL, Migrant, SE and At-risk) improve and maintain growth in all areas of math, science, reading and history .

**Student Achievement Needs**

Significant gaps with SE, Migrant and ELL groups. Decrease 7th Writing, 6th Reading and Math. Little growth in Social Studies and Science.

Area Review	Summary of Needs	Priorities
	<b>What were the identified Needs?</b>	<b>What are the priorities for Lucio Middle School, including how federal and state program funds will be used?</b>
		<ol style="list-style-type: none"> <li>1. <u>Departments will meet to disaggregate prior years' data to analyze strengths and weaknesses. CIP activity# 1.2.7</u></li> <li>2. <u>Implement curriculum mapping to plan for the upcoming</u></li> </ol>

school year. **CIP activity# 1.2.1**

3. Vertical and Horizontal Alignment/Planning will address curriculum gaps being experienced between the grade levels **CIP activity# 1.2.4, 1.3.1**
4. Teachers will receive professional development and will be mentored by other teachers to learn new instructional strategies to improve scores. **CIP activity#1.2.1, 1.2.3, 1.3.1**
5. Teachers will offer academic enrichment through after-school and Saturday tutorials. **CIP activity# 1.2.5, 1.3.3, 3.1.1, 7.1.11**
6. Students will be provided necessary instructional materials to improve students' instruction. **CIP activity# 1.2.7, 1.3.4, 4.1.1**
7. Migrant students, especially PFS, will be offered additional supplemental supplies and support; clothing, hygiene items, school kits, and school supplies (new software, online resources for research, homework/projects, etc.)as needed to help improve attendance, ensure leadership, social and academic success. **CIP Activity 7.1.2,7.1.9, 7.1.15, 7.1.16**
8. Students will be recognized for their academic achievements. **CIP activity# 4.1.6**
9. Migrant students will be provided with clothing and hygiene items on an as needed basis to help improve attendance.**CIP Act#7.1.2,7.1.9**
10. Parent liaison will work together with teachers to make home visits to students who have excessive absences. **CIP activity# 3.1.9, 4.1.7, 6.1.1**
11. ESL/LPAC Aide will work together with ESL teachers & Bilingual Dept. in conducting activities to expedite the pick up & delivery of documents, reports and supplies.**CIP activity #6.1.9**

Student

Achievement

- 8th grade Social Studies assessment scores
- Percent of students meeting commended scores
- 6th-8th Reading assessment scores for all subpopulations
- 6th-8th Math assessment scores for all subpopulations
- 7th Writing assessment scores for all subpopulations
- AYP in Reading and Math
- Increase attendance rates for all subpopulations



# 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). In addition, we have yearly trainings with students in counseling groups and specialized lesson through health education programs.

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

- Referral categories/ISS reports by infraction
- Weekly Academic Team Meetings and Department Meetings
- SBDM Committee
- Counselor weekly meetings

## School Culture and Climate Strengths

Students feel school is safe and are respected by peers and adults.

Area Reviewed	Summary of Strengths What were the identified strengths?	Priorities What are the priorities for Lucio Middle School,including how federal and state program funds will be used?
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- Demographics
- Atmospheres of trust and respect
  - Involvement in decision making process regarding education issues
  - High expectations for staff and students.

State and federal funds will be used to maintain a clean and safe campus atmosphere where teachers and students are held to high expectations.

**School Culture and Climate Needs**

48% feel that bullying is an issue.

**Area Reviewed**      **Summary of Needs**  
**What were the identified needs?**

**Priorities**

**What are the priorities for Lucio Middle School, including how federal and state program funds will be used?**

Demographics

Student Discipline

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

1. Custodial schedule needs to be updated to meet demands/needs. CIP activity #5.1.16

2. Assign areas and report those in need of repairs. CIP activity# 5.1.17, 5.1.18

3. Two-way radios will be used to communicate with all supervisory personnel. CIP# 5.1.6, 5.1.15

4. Counselors will assist the campus is organizing guest speakers, poster contests, class presentations, hallway displays CIP# 5.1.13

5. PD training for inputting data and analyzing trends in student behavior in Review 360

## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Summary

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

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

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

### Staff Quality, Recruitment, and Retention Strengths

<b>Area Reviewed</b>	<b>Summary of Strengths</b> What were the identified strengths?	<b>Priorities</b> What are the priorities for Lucio Middle School, including how federal and state program funds will be used?
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Demographics	<ul style="list-style-type: none"> <li>• High qualified teachers</li> <li>• Professional development opportunities are available year round.</li> <li>• Staff mentoring</li> </ul>	State and federal funds will be used to maintain a low turn-over rate and ensure that teachers are highly qualified and maintain their qualification through mentoring and professional development opportunities.
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**Staff Quality, Recruitment, and Retention Needs**

<b>Area Reviewed</b>	<b>Summary of Needs</b>	<b>Priorities</b>
Demographics	<ul style="list-style-type: none"> <li>• Classroom management PD for new teachers</li> </ul>	<p><b>What are the priorities for Lucio Middle School, including how federal and state program funds will be used?</b></p> <p>State and federal funds will be used to increase</p> <p><b><u>1. To increase professional development in areas of improvement including science, social studies, and sub pops of ELL, SE, and At Risk students, in order to close performance gaps between sub-populations and the all groups. CIP activity# 3.1.3</u></b></p>

## Curriculum, Instruction, and Assessment

### Curriculum, Instruction, and Assessment Summary

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

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

- Reading comprehension and fluency scores for the last 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 the expository essay and revision and editing components
- Instructional strategies by teacher with corresponding lesson plans
- Individual teacher strengths with the idea of placing strong teachers at every grade level and with each and every team
- Feedback from department meetings observations, Benchmarks

### Curriculum, Instruction, and Assessment Strengths

Growth in STAAR areas with the exception of writing and 6th Grade Reading and Math. 100% algebra passing rate.

<b>Area Reviewed</b>	<b>Summary of Strengths</b> <b>What were the identified strengths?</b>	<b>Priorities</b> <b>What are the priorities for Lucio Middle School, including how federal and state program funds<sup>a</sup> will be used?</b>
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Demographics	<ul style="list-style-type: none"> <li>• There was a 100% passing rate of students who took the Alg I EOC.</li> <li>• There was an improvement in the Reading scores from previous year.</li> </ul>	<p>State and federal funds will be used to ensure that all students are provided with highly qualified teacher with high expectations and offer tutorials/enrichment in order to maintain the Alg I EOC passing of 100% and increase our previous year Reading scores by 10%.</p>
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**Curriculum, Instruction, and Assessment Needs**

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

<b>Area Reviewed</b>	<b>Summary of Needs</b>	<b>Priorities</b>
Demographics	<p><b>What were the identified needs?</b></p> <ul style="list-style-type: none"> <li>• The scores for LEP and SPED population in all assessment subject areas.</li> <li>• Writing, 6th Grade Math/Reading and Social Studies Reporting Categories</li> <li>• Advanced performance in all areas.</li> </ul>	<p><b>What are the priorities for Lucio Middle School, including how federal and state program funds will be used?</b></p> <ol style="list-style-type: none"> <li>1. <u>Students will be offered tutorials/enrichment courses/Saturday Academy, in an effort to close the gaps in the areas of science, social studies and ELL, SE and At Risk sub pops and all groups. CIP activity# 1.1.1, 1.1.5, 1.1.6, 1.1.10, 1.2.5, 1.3.2, 1.3.3, 3.1.1</u></li> <li>2. <u>Ensure that higher order thinking skills/curriculum to set high expectations for students so they can meet advanced performance in the areas of math and reading. CIP activity# 1.1.6, 1.1.7, 1.1.10, 1.2.9</u></li> <li>3. <u>Provide teachers and support staff with tools for planning, professional development, and resources/supplies to plan for effective student instruction. Provide professional development STAAR test questions. Provide accurate assessment data for subpopulations and all student groups. CIP activity# 1.1.2, 1.1.3, 1.1.4, 1.2.1, 1.2.2, 1.2.6, 1.3.5, 3.1.3</u></li> <li>4. <u>Increase technology and training in classroom integration in core area classes in order to engage students at a higher instructional level. (Lesson Plans, walkthroughs and data collection) CIP activity# 1.2.6, 1.3.4</u></li> </ol>



## Family and Community Involvement

### Family and Community Involvement Summary

Notices to parents and use of the marquee. School Messenger to send reminders. Parental Surveys and Parent Meetings for Migrant and all other populations will be held.

### Family and Community Involvement Strengths

Regular meetings with a variety of topics for all parents including those of ELL, SE, Migrant and At-risk.

Area Reviewed	Summary of Strengths What were the identified strengths?	Priorities What are the priorities for Lucio Middle School, including how federal and state program funds will be used?
Demographics	<ul style="list-style-type: none"><li>• Loyal school volunteers</li><li>• Weekly Parent Presentations</li><li>• Guest Speakers</li><li>• Healthy parent lifestyles through healthy cooking and exercise.</li></ul>	State and federal funds will be used to ensure the school maintains loyal school volunteers and keep parents informed of school and community activities through presentations.

## **Family and Community Involvement Needs**

Increase parent communication between home and school through school messenger,marque, teacher weebly pages and weekly parental involvement meetings. (6.1.2, 6.1.3, 6.1.7)

Increased number of parents participation of all groups including those of ELL, SE, Migrant and At-risk using the above communication methods as well as the instructional aides in bilingual and migrant program and at risk counselor. (6.1.2,6.1.3,6.1.5,6.1.7,7.1.13)

Increase parent volunteers through the parental involvement initiatives targeting specific parent topics and communication outreach to parents. (1.1.8,1.1.9,6.1.2,6.1.3,6.1.4,6.1.5,6.1.6,6.1.7,6.1.8)

Increase parenting skills, workforce skills, health and fitness by providing the parents with communication and presentations by community resources. (1.1.8,6.1.1, 6.1.2, 6.1.3, 6.1.7, 6.1.8, 7.1.9, 7.1.2, 7.1.13)

# School Context and Organization

## School Context and Organization Summary

Newsletter and calendar postings at weekly department meetings. Admin and counselor will attend team conferences on a weekly basis.

## School Context and Organization Strengths

Students and teachers feel respected.

Area Reviewed	Summary of Strengths	Priorities
Demographics	<p data-bbox="302 690 831 722"><b>What were the identified strengths?</b></p> <ul data-bbox="348 764 831 922" style="list-style-type: none"> <li data-bbox="348 764 831 797">• Organization is well established.</li> <li data-bbox="348 805 831 922">• Proper procedures are followed to optimize student achievement.</li> </ul>	<p data-bbox="842 670 1980 748"><b>What are the priorities for Lucio Middle School, including how federal and state program funds will be used?</b></p> <p data-bbox="842 821 1980 941">State and federal funds will be used to ensure the campus maintains well establish and follow organizational procedures with fidelity by all personnel in order to optimize student achievement.</p>

## School Context and Organization Needs

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

Area Reviewed	Summary of Needs	Priorities
	What were the identified needs?	What are the priorities for Lucio Middle School, including how federal and state program funds will be used?
Demographics	<ul style="list-style-type: none"> <li>Teacher involvement in the School Context and Organization</li> </ul>	<ol style="list-style-type: none"> <li><u>Teachers will be provided with positive reinforcement, feedback on scheduling, department constituency, in order to contribute to the strength of dept. members as valued stakeholder. Act# 5.1.15</u></li> </ol>



## **Technology**

### **Technology Summary**

Lucio Middle School is 19 years old and hence, was built when "wiring for technology" was just surfacing, technology is maintained and current regardless.

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

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

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

However, purchases need to be made to update equipment or add equipment (TI-Nspire Calculators).

### **Technology Strengths**

Students like the technology in the classroom and feel it makes the lesson more interesting.

Area Reviewed	Summary of Strengths	Priorities
Demographics	<p data-bbox="296 175 831 212">What were the identified strengths?</p> <ul data-bbox="348 250 911 751" style="list-style-type: none"> <li data-bbox="348 250 873 326">• Increase Math and ELA technology through grants</li> <li data-bbox="348 334 911 410">• Higher percentage of teachers that are proficient in the use of technology</li> <li data-bbox="348 418 865 495">• Computer access for students in all classrooms</li> <li data-bbox="348 503 552 540">• Science Lab</li> <li data-bbox="348 548 911 625">• Smart Boards in room and available to be checked out from library</li> <li data-bbox="348 633 884 751">• Use of website and eSchool Plus among administration and parents to view students' progress</li> </ul>	<p data-bbox="921 155 1976 232"><b>What are the priorities for Lucio Middle School, including how federal and state program funds will be used?</b></p> <p data-bbox="921 480 2007 597">State and federal funds will be used to increase the purchase and implementation of technology in the classroom and professional development for teachers in order to increase student progress and academic success.</p>

**Technology Needs**

PD with updated equipment and software. Inclusion of calculator use in all 8th grade math classrooms.

Area Reviewed	Summary of Needs	Priorities
	<p data-bbox="296 1393 772 1430">What were the identified needs?</p>	<p data-bbox="831 1373 1944 1455"><b>What are the priorities for Lucio Middle School, including how federal and state program funds will be used?</b></p>

Demographics

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

1. Offer CPE hours for professional training in technology which will increase its integration thus leading to a more engaged instructional setting. CIP activity# 8.1.4
2. Upgrade technology through grant writing CIP activity# 8.1.1, 8.1.2, 8.1.11
3. Computers will provide accessibility to instructional programs that would increase student interaction and engagement in the learning process for all students. The level of technology integration into classroom instruction by teachers and students will be increased. In addition, the migrant students will have access to the migrant labs computers and printer. CIP activity# 3.1.14, 7.1.6, 8.1.1, 8.1.10, 8.1.11, 8.1.12
4. New software that is in line with current TEKS will be purchased in an effort to close the gaps and address demonstrated weaknesses with all students. CIP activity# 8.1.8, 8.1.9
5. Professional Development will be offered by the Technology Teachers and Dean for students and teachers to ensure proper integration of technology in the classroom. Teachers will be encouraged to seek professional development outside of contract hours offered by the Technology Dept. CIP activity# 3.1.8, 3.1.14, 8.1.3, 8.1.4, 8.1.13
6. Teachers will integrate the use of computers and document cameras and will require a technology project from the students on a 6 weeks basis. CIP activity# 8.1.10

# 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
- 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
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data

- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results

### **Student Data: Student Groups**

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

### **Student Data: Behavior and Other Indicators**

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

### **Employee Data**

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

- PDAS and/or T-TESS

### **Parent/Community Data**

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

### **Support Systems and Other Data**

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






# Goals

**Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens**

**Performance Objective 1:** A minimum of 90% of students will achieve a Level II Recommended Performance on STAAR/EOC ELAR Assessments. A minimum of 40% of students will achieve a Level III Advanced Performance. Lucio MS will work with all students in order to serve a foundation for a well-balanced and appropriate education. In the areas of ELAR, Mathematics, Science, and Social Studies.

**Summative Evaluation:** STAAR scores/ ID & R, NGS sign in sheets & certificates/ TELPAS/ TMSFA/Report cards/Benchmarks

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p align="center"><b>State System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>1) To ensure a smooth transition from 5th grade to middle school students will attend a Summer Bridge that will be used to close the gap and increase STAAR Scores, with 6th grade students in the area of reading and math by 10 %.</p> <p>Population: Students At risk, LEP, SPED, Migrant Timeline: August 2016 CNA pg # 18 priority 1.</p>	1, 2, 7	Dean, Math/Reading Teachers	F: Week end projects, 1st 6 weeks grades, Compass reports, lesson plans, walkthroughs, observations, Report Cards, Benchmarks results S: STAAR Scores, TELPAS, TMSFA				
Funding Sources: Title I-A - \$1044.00							
<p align="center"><b>State System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>2) Purchase content specific high quality resource material in order to enhance curriculum in all core areas (ELAR, Math, Science, History)accessible to all students with an emphasis on students in low performing groups.</p> <p>Population: Emphasis on students in low performing areas: At Risk, LEP, SPED, Migrant Timeline: July 2016-December 2016 CNA pg # 18 priority 3</p>	1, 2, 10	Dean, Dept. Chairs	F: Progress reports, 6 weeks grades, Progress monitoring tests, walkthroughs observations, lesson plans, Report Cards, Benchmarks S: STAAR Scores, TELPAS, TMSFA				
Funding Sources: Title I-A - \$63490.00, State Bilingual - \$79.00, Title III-A - \$6425.00, Local - \$5100.00							

<p align="center"><b>State System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 1 CSF 2 CSF 7</p> <p>3) Teachers will plan together and attend professional development sessions in order to improve the level and method of delivery of instruction for all students. Population: Teachers At- risk , LEP, SPED, Migrant Timeline: July 2016-June 2017 CNA pg # 18 priority 3</p>	1, 2, 4	Dean, Dept. Chair, Teachers	F: ERO session evaluations, Student Progress reports, walk throughs, lesson plans, Benchmark test results, TMFSA Fluency assessment, Report Card grade  S: STAAR Scores, TELPAS, Teachers T-TESS evaluations, ERO Transcript				
	Funding Sources: Title I-A - \$5000.00, Title I-A - \$2000.00, Title I-A - \$3500.00, Title I-A - \$1000.00						
<p align="center"><b>State System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 1 CSF 2</p> <p>4) LPAC will meet at the beginning of the year, mid-year, and end of the year to maintain accurate documentation of all ELL students. Population: ELL students Timeline: August, February, June CNA pg #18 priority 3.</p>	1	LPAC Administrator	F: Progress Reports, 6 weeks grades, Progress Monitoring tests  S: STAAR Scores, TELPAS, Report Cards, Benchmarks, TMSFA				
	Funding Sources: State Bilingual - \$2500.00						
<p>5) Extended day tutorial for all areas in all grades for students demonstrating need. Population: At risk, LEP, SPED, Migrant Students Timeline: September 2016-May 2017 CNA pg # 18 priority 1.</p>	1, 2, 9	Dean, Teachers, Principal	F: Progress reports, 6 weeks grades, progress monitoring tests, walkthroughs , lesson plans, Benchmarks, TMSFA, Report Cards  S: STAAR Scores, TELPAS, T-TESS evaluation				
	Funding Sources: No Funds Required						
<p>6) Teachers will write lesson plans to note activities that will improve student's core subject skills, develop social skills, and promote college awareness. In addition teachers will be involved in making academic assessment decisions. Population: All Teachers including 6th-8th grade Timeline: August 2016-June 2017 CNA pg # 18 priority 2; pg. #10 priority 1.</p>	8	Dean, Principal, Teachers	F: Lesson Plans, Report cards, Benchmarks  S: STAAR/EOC scores, Final Exams				
	Funding Sources: No Funds Required						
<p>7) Strategies to attract high quality teachers to high need schools will include paying stipends for masters degrees, dept. chairs, and teachers technology training, GT/Pre-AP, SIOP, AT-Risk best practice strategies, TLI strategies. Population: Teachers 6th-8th grade Timeline: August 2016-July 2017</p>	5	Principal, Dean, HR	F: Teacher observations, walkthroughs, lesson plans, session evaluations  S: ERO Transcripts, T-TESS, PD,				
	Funding Sources: No Funds Required						
<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:** Our goal will be for 80% of students taking the Reading and/or Writing STAAR to achieve a Satisfactory Recommended and 20% to receive an Advanced Standard.

**Summative Evaluation:** Success completion of grade level and mastery of TEKS objectives and higher STAAR/TELPAS/AYP scores, Implementation of literacy strategies and improved STAAR/TELPAS scores in Reading, T-TESS with a level of proficient and/or above, Successful student transition from one grade level to the other, Higher STAAR scores will increase in Advance Achievement, Higher STAAR /TELPAS scores in ELAR

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>1) Provide Professional Development for new and existing ELA teachers in order to implement a comprehensive ELAR/SLAR instructional program for all students in which teachers mentor one another</p> <ul style="list-style-type: none"> <li>-Bilingual/ESL Middle Academic Literacy Initiative for ELL's</li> <li>-ELAR/SLAR TEKS</li> <li>-TLI strategies Vocab. routine, Read with Purpose, Making Connections, Determining Importance and Summary, Making Inferences and Predictions)</li> <li>-CCRS (College ad Career Readiness Standards)</li> <li>-Texas Adolescent Literacy Academies</li> <li>-Response to Intervention (RtI)</li> <li>-ELA &amp; ESL Textbook Adoption</li> <li>-STAAR (state assessment)</li> <li>-Writing Across the Curriculum</li> <li>-Comprehension Strategies</li> <li>-Effective research-based teaching practices</li> <li>-Classroom Management-(Review 360)</li> <li>-TELPAS</li> <li>-ELPS</li> <li>-Sheltered Instruction</li> </ul> <p>Population: 6th-8th grade students: LEP, ESL, MI, SE, GT, Pre-AP, DYS, AR, TI</p> <p>Timeline: August 2016-May 2017</p> <p>CNA: pg. 11 priority 4;pg #18 priority 3</p>	1, 2, 4	Principal, Dean of Instruction, Department Head, ELA Teachers, Dyslexia Teachers	<p>F: Classroom observations for implementation, progress reports, walkthroughs, Texas Middle School Fluency Assessment (TMSFA) results</p> <p>S: STAAR/TELPAS Scores, T-TESS evaluations</p>				
Funding Sources: No Funds Required							

<p>2) Provide Professional Development for new and existing teachers on all modules of Texas State Literacy Plan in order to establish a working plan in order to target areas for improvement.</p> <p>Campus Strategies will include:</p> <ul style="list-style-type: none"> <li>-Curriculum mapping</li> <li>-CPQ's</li> <li>-Think Turn Talk</li> <li>-Question Stems</li> <li>-Inferencing</li> <li>-Quick Writes/Exit Tickets</li> </ul> <p>Population: 6th-8th grade students: LEP, ESL, MI, SE, GT, Pre-AP, DYS, AR, TI</p> <p>Timeline: New teacher trainings: July- August 2016 TLI Summer Institute: July 2017</p> <p>CNA pg 18 priority 3</p>	1, 2, 4	Teachers, Principal, Dean, Assistant principals, TLI Administrator	<p>F: Professional Development Sign Ins, Teacher Transcripts</p> <p>S: T-TESS evaluation, STAAR/TELPAS Scores</p>				
<p>3) Administration will assign a mentor teacher to each new teacher to our campus to ensure that new teachers follow campus procedures, know how to desegregate student scores to plan for instruction, to facilitate instruction so that new teachers feel successful in the classroom.</p> <p>Population: 6th-8th grade students: LEP, ESL, MI, SE, GT, Pre-AP, DYS, AR, TI</p> <p>Timeline: Starting day of new teacher to time when they complete 1 year</p> <p>CNA pg #11 priority 4</p>	2	Principal, Asst. Principal, Dean of Instruction, and new Teachers	<p>F: 6 week benchmarks, Walk-through and T-TESS observations</p> <p>S: Semester &amp; Final exams</p>				
<p>4) Hold cluster and campus vertical and horizontal alignment to share teaching practices and strategies in order to facilitate students transition from one grade level to the next with other teachers so that everyone is teaching what they are supposed and to ensure that all students are successful.</p> <p>Population: 6th-8th grade students: LEP, ESL, MI, SE, GT, Pre-AP, DYS, AR, TI</p> <p>Timeline: Cluster meetings-once every 6 weeks . Campus meetings- once every week.</p> <p>CNA pg # 10-11 priority 2, 3</p>	1, 2, 4, 8	Principal Assist., Principal, Dean of Instruction, and Reading Teachers	<p>F: 6 weeks benchmarks, Walk-through Professional Develop sign in sheets, T-TESS observations,</p> <p>S: Semester and final exams</p>				
<p>5) After-School &amp; Saturday tutorials to help those students who are in danger of failing the STAAR, TELPAS test or their Reading class so that they can be successful in their State assessment and in their core curriculum.</p> <p>Population: 6th-8th grade students: LEP, ESL, MI, DYS, AR, TI</p> <p>Timeline: Monday through Thursday starting January 2017</p> <p>CNA pg#11 priority 5 and pg#18. priority #1</p>	1, 2, 9	Principal, Assist. Principal, Dean of Instruction	<p>F: 6 weeks benchmarks, Walk-through</p> <p>S: semester and final exams, Lesson plans, T-TESS observations, STAAR/TELPAS scores</p>				

<p>6) Administration and Reading Teachers will monitor student progress and use results as a guide for instruction through testing using STAAR formatted questions during:  -Diagnostic Exam  -Six Weeks Benchmarks  -Mock Tests  So that all students can be at grade level and have successful State exam results  Population: 6th-8th grade students: LEP, ESL, MI, SE, GT, Pre-AP, DYS, AR, TI  Timeline: September 2016-May 2017  CNA pg #18. priority #3,4</p>	1, 2	Principal, Assist. Principal, Dean of Instruction, and Reading Teacher	F: 6 week benchmarks, semester and final exams, Walk through and T-TESS observations S: Semester and Final exams, STAAR/TELPAS Scores				
<p>7) Teachers will make use of strategies to display word-walls and other visual aids so they can improve students vocabulary to increase student achievement in the State assessments.  Population: 6th-8th grade students: LEP, ESL, MI, SE, GT, Pre-AP, DYS, AR, TI  Timeline: August 2016-May 2017  CNA pg. 11priority # 6</p>	1, 2	Teachers, Dean of Instruction, Principal	F: Word-wall, objectives, strategies, lesson plans, walk throughs S: T-TESS evaluations, STAAR/TELPAS Scores				
<p>8) Teachers will meet as a department to disaggregate prior years data to analyze strengths and weaknesses so that they can make changes in their instructional and assessment design for Spring 2014 test administration.  Population: 6th-8th grade students: LEP, ESL, MI, SE, GT, Pre-AP, DYS, AR, TI  Timeline: August 2016-February 2017  CNA pg 10 priority #1</p>	1, 2, 9	ELA/ESL/SPED/Dyslexia teachers, Dean of Instruction, Principal	F: Sign in sheets, walk-throughs, DBM scores S: STAAR/TELPAS Scores				
<p>9) Teachers will utilize higher order strategies especially from Figure 19 to teach inferencing to all student therefore increasing overall passing rates on STAAR but also increase the % at Advanced Performance.  Population: 6th-8th grade students: LEP, ESL, MI, SE, GT, Pre-AP, DYS, AR, TI  Timeline: Beg-Aug 2016 with monthly meetings through April 2017  CNA pg#18 priority #2</p>	1, 2, 3	Principal, Dean, Dept. Chair	F: Benchmarks, Teacher observations, Progress reports, literacy strategies S: STAAR/TELPAS scores				
<p>10) All Core Area Teachers will be require to maintain a writing portfolio by collecting TELPAS formatted samples every 6 weeks.  Population: 6th-8th grade Students; LEP, ESL, MI, SE  Timeline: August 2016-April 2017; Every 6 weeks</p>		Teachers, Dean of Instruction, Bilingual Admin, Principal	F: Writing portfolios S: Benchmark scores, TELPAS Progress monitoring				


<p>11) SL Teachers will attend ExCell training &amp; SI training to receive best practice strategies. Teachers will return to campus to train all Core teachers.</p> <p>Population: 6th-8th grade Students; LEP, ESL, MI, SE</p> <p>Timeline: August 2016-May 2017; Every 6 weeks</p>		<p>Teachers, Dean of Instruction, Bilingual Admin, Principal</p>	<p>F: Professional Development Sign Ins, Teacher Transcripts, Writing portfolios S: T-TESS evaluation, STAAR/TELPAS progress monitoring Scores, Benchmark scores</p>				
<p>12) All teachers will participate Special Programs Coordination Day to discuss areas of concern &amp; review writing portfolios with LPAC.</p> <p>Population: 6th-8th grade Students; LEP, ESL, MI, SE</p> <p>Timeline: August 2016-May 2017; Every 6 weeks</p>		<p>Teachers, Dean of Instruction, Bilingual Admin, Principal</p>	<p>F: Professional Development Sign Ins, Teacher Transcripts, Writing portfolios S: T-TESS evaluation, STAAR/TELPAS progress monitoring Scores, Benchmark scores</p>				
<p style="text-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 3:** A minimum of 80% of our students will achieve a Level II Recommended Performance on STAAR/EOC mathematics assessments. A minimum of 20% of students will achieve a Level III Advanced performance.

**Summative Evaluation:** Successful completion of grade level and mastery of TEKS/STAAR objectives, and higher STAAR /TELPAS/ AYP scores, Evaluation

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>1) Teachers will have monthly meetings to Vertically and Horizontally align curriculum teaching practices and strategies in order to facilitate students transition from one grade level to the next with other Math Teachers. Population: 6th-8th grade math teachers of Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students Timeline: August 2016-May 2017 CNA# pg. 10 -11 priority 2,3,4</p>	1, 2, 8	Principals, Dean of Instruction, Special Education Teachers, Math Specialist, Math Teachers	F: Walkthroughs and T-TESS observations S: STAAR/TELPAS/AYP scores, T-TESS evaluations				
<p>2) Math teachers will implement effective intervention strategies, including tutorials and remediation for students diagnosed as performing below established proficiency levels for At-risk students so that students will perform at grade level. -STAAR Enrichment -Saturday Academy -After-School Tutorials -Rtl Population: All 6th-8th Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-risk, students who failed prior STAAR administration and/or are in danger of failing their current math classes Timeline: October 2016-May 2017 CNA pg. 18 priority #1</p>	1, 2, 8	Principal, Dean of Instruction, Counselors, Math Teachers, Special Ed Teachers	F: six weeks benchmarks, walk throughs and lesson plans S: semester and final exams,T-TESS evaluations				
<p>3) After-School &amp; Saturday tutorials to help those students who are in danger of failing the STAAR test or their Math class so that they can be successful in their State assessment and in their core curriculum. Population: All AR students Economically Disadvantaged, Migrant, LEP, ESL, At-Risk students Timeline: Monday through Thursday starting January 2017 CNA pg. 11 priority 5;pg. 18 priority #1</p>	1, 2, 8	Principal, Assist. Principal, Dean of Instruction	F: six week benchmarks, semester and final exams, Walk- through and T-TESS observations S:STAAR/ TELPAS/ AYP scores, T-TESS Evaluations				






<p>4) Teachers will use Technology in the Classroom to enhance instruction.</p> <ul style="list-style-type: none"> <li>-Mobi</li> <li>-Smartboard</li> <li>-Notebooks/Laptop Computers</li> <li>-LCD projectors</li> <li>-Adaptive Curriculum</li> <li>-Document Cameras</li> </ul> <p>Population: 6th-8th grade Math Teachers who have Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students</p> <p>Timeline: August 2016-May 2017 CNA pg.11 priority #6;pg. 18 priority #4</p>	1, 2, 3, 8	Math Specialists, Technology Dept., Principal, Dean of Instructions, Math Teachers, SPED Teachers	<p>F: Attendance report to trainings, benchmarks, walk throughs</p> <p>S: Lesson plans, T-TESS evaluations</p>				
<p>5) Dean of Instruction will assist in providing instructional leadership. coordination, consumable instructional supplies and improvement in the middle school instructional programs to improve students performance on STAAR / EOC/ TELPAS.</p> <p>Population: All 6th-8th grade students, Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students</p> <p>Timeline: August 2016-June 2017 CNA pg. 18 priority #3</p>	1, 2, 8	Dean of Instruction, Principal, Dept. Head Teachers	<p>F: Meetings/walk throughs, ERO evaluations and attendance</p> <p>S: Sign in sheets, STAAR/TELPAS/AYP scores</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 4:** GT students will be encouraged and challenged to meet their full educational potential at Lucio MS. Lucio MS will work with students to have the number of students taking GT/Pre-AP/AP courses to increase by 10%.

**Summative Evaluation:** Increase AP passing results and achieving Advanced performance in AP/STAAR scores; College Board Compliance

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p><b>State System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 6 CSF 7</p> <p>1) 1) PD(GT/Pre-AP/AP institutes-Ongoing) for teachers to enhance teaching skills and integrate vertical aligned curriculum for GT/ Pre-AP/AP courses in the core areas of ELA, math, science, social studies, and Spanish Language to improve critical thinking skills and passing rates on AP exams and STAAR Scores. College Board approval of AP courses approved and compliance/requirements using research on college readiness best practices to insure students are college ready. Population:7th-8th grade students ELA, Math, Science, Social Studies and Spanish/ESL teachers;All 6th-7th grade teachers of GT, Pre-AP and AP students who may also be identified as LEP, TI, SE, Migrant, DYS Timeline: August 2016- June 2017</p>	1, 2, 3, 4, 8, 9, 10	Principal, Dean of Instruction, Teachers, Counselors, Advance Academics, Curriculum & Instruction	F: Training PD sign in sheets, student participation in courses, Report cards, AP scores, teacher implementation & observations/walk-through, acceptance letter from College Board, teacher, curriculum documents, attendance to institutes, contract with college board, advertisement & pictures S: Increase of AP passing rates, Compliance with College Board, Higher percent students achieving Advanced Performance on AP/STAAR, Knowledge of College readiness best practices, Implementation of skills learned				
Funding Sources: No Funds Required							
<p><b>State System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>2) 2) Students will be given information about the "The Duke Talent Search" to increase the number of participants.Promote "College T-Shirt Day" so that teachers and students can wear the college t-shirt of choice to increase college awareness. Population: 7th grade students who scored 100% on one of their STAAR tests in 2013 All Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students)All 6th-8th grade students; teachers and administration Timeline: Fall 2016-Spring 2017</p>	1, 2	Principal, Dean of Instruction, Teachers, Counselors, Advance Academics, Curriculum & Instruction	F: Training PD sign in sheets, student participation in courses, Report cards, AP scores, teacher implementation & observations/walk-through, acceptance letter from College Board, teacher, curriculum documents, attendance to institutes, contract with college board, advertisement & pictures S: Increase of AP passing rates, Compliance with College Board, Higher percent students achieving Advanced Performance on AP/STAAR, Knowledge of College readiness best practices, Implementation of skills learned				
Funding Sources: No Funds Required							

<p align="center"><b>State System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 1 CSF 6</p> <p>3) 3) Students will attend BISD Kids2 College to meet representatives that will inform them in educational options and career exploration in order to increase awareness of college opportunities and increase the number of students who attend post-secondary institutes. Population: All 6th grade students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students Timeline: February-May 2017</p>	2	Principal, Dean of Instruction, Teachers, Counselors, Advance Academics, Curriculum & Instruction, UTB/TSC	F: Student/Parent Sign-ins S: Pre and Post Survey, Summary of Survey results				
	Funding Sources: No Funds Required						
<p>4) 4) Teachers of GT and Pre-AP students will provide the GT/Pre-AP syllabus to parents detailing the expectations of the course and grading policy. Population: All 6th, 7th, 8th grade GT/Pre-AP students, parents Timeline: August-January</p>	4, 6	Principal, Dean of Instruction, Administration, Teachers	F: File update S: HQ requirements				
	Funding Sources: No Funds Required						
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							



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

**Performance Objective 1:** Lucio MS will have 90% of our fine arts students meet the Level II Recommended rate and have all 90% meet Advanced Performance.

**Summative Evaluation:** Instrumental technique and sound performance ratings, participation at madrigal dinner event, use to teach theory concepts to students in class, proper techniques will be established, performance evaluations, Fall concert participation, Region adjudicated judges' rate each student/rate using comment/scores I,II,III or lower, Adjudicated by directors and administration, Pizza party, Student project, STAAR Success & course completion obj., Teach & use of theory concept software.






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>1) Students prepare for and participate in school performances by attending Summer Band and school year Sectional Performance so students can develop confidence and performance skills and ensure commended performances. Population: All 6th-8th Band Students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students Timeline: August 2016-June 2017</p>		Band Directors	<p>F: Daily, weekly and monthly evaluation and lesson plans S: Instrumental technique and sound; performance ratings</p>				
<p>2) Students will prepare and participate in BISD Fine Arts Activities and community activities: -Charro Days Parade (February 2017) -Rio Grande Valley Festival (March 2017) -UIL Band Contest (April 2017) -Fine Arts festival (May 2017) -Christmas Parade (December 2016) -UIL Band Contest (March-May 2017) -South TX Musical Festival (May 2017) -Solo &amp; Ensemble Contest (April-May 2017) -Veterans Parade -TMEA All-Region Band(January 2017) so students can develop confidence and performance skills, and ensure commended performances  Population: All 6th-8th Band Students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students  Timeline: August 2016-June 2017</p>		Band Directors	<p>F: Daily, weekly and monthly evaluation and lesson plans S: Instrumental techniques and sound; performance ratings; audience reactions</p>				

<p>3) All-City Band Clinic and Concert to reward students' year-long efforts.</p> <p>Population: 7th &amp; 8th Grade All-City band students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students</p> <p>Timeline: February 2017</p>		Band Directors	<p>F: 7th &amp; 8th Grade All-City band students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students S: Instrumental techniques and sound; performance ratings</p>				
<p>4) Teachers will attend professional development for opportunities that will ensure student success.</p> <p>Population: Band Directors</p> <p>Timeline: August 2016-July 2017</p>		Band Directors	<p>F: Daily, weekly and monthly evaluation and lesson plans S: Instrumental techniques and sound; performance ratings</p>				
<p>5) Madrigal Dinner - 7th and 8th grade Band students who have participated in previous contests are taken to Fine Arts presentation.</p> <p>Population: Selected 7th and 8th students who have competed on events. Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students</p> <p>Timeline: February 2017</p>		Band Directors	<p>F: Individual Performance S: Participation at Madrigal Dinner Event</p>				
<p>6) Purchase of Music Theory Software to enhance student learning -Finale</p> <p>Population: Band Directors</p> <p>Timeline: August 2016-June 2017</p>		Band Directors	<p>F: Purchase theory software S: Use to teach theory concepts to students in class</p>				
<p>7) Summer Choir- Music Orientation: Students will be introduced to basic music skills, including Sign scales, warm-up exercises and will learn to correspond using cur win hand signs.</p> <p>Population: All 6th-7th Choir students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students</p> <p>Timeline: August 2016</p>		Choir Directors	<p>F: Adjudicated evaluation of individual and group vocal skills S: Proper techniques will be established</p>				

<p>8) Fall Concert: As per Fine Arts TEKS- Students will be given opportunities to perform for public audiences.</p> <p>Population: All 6th-8th Choir students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students</p> <p>Timeline: Fall Concert: November 2016</p> <p>Spring Concert: May 2017</p>		Choir Directors	<p>F: Adjudicated evaluation of individual and group vocal skills. S: Fall Concert participation</p>				
<p>9) Solo and Ensemble- Individual TMEA competition in which students learn a solo using classical music repertoire.</p> <p>Population: All Solo and Ensemble Choir students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students</p> <p>Timeline: October 2016</p>		Choir Directors	<p>F: Daily, weekly and monthly evaluation plus actual performance evaluation S: Region adjudicated judges' rate each student</p>				
<p>10) Christmas Concert- Students will perform at least 2 pieces of seasonal music for the public. Choreography is added to most selections.</p> <p>Population: All 6th-8th Choir students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students</p> <p>Timeline: Christmas Concert December 2016</p>		Choir Directors	<p>F: Rehearsals after school S: Adjudicated by directors and administration</p>				
<p>11) All-City Choir - individual students audition for a position in a mixed all-city choir as per Fine Arts Dept. Requirements.</p> <p>Population: All 6th-8th All-City Choir students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students</p> <p>Timeline: October 2016</p>		Choir Directors	<p>F: Rehearsals after school S: Adjudicated by directors and administration</p>				
<p>12) Choir Evaluation -All choirs must learn music from prescribed music list. Selections of varying difficulty levels are required to be taught. Students must also read music on sight (Sight Reading).</p> <p>Population: All 6th-8th Choir students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students</p> <p>Timeline: February 2017</p>		Choir Directors	<p>F: Adjudicated evaluation of individual and group vocal skills. S: Adjudicators rate using comment sheets and scores I, II, III or lower</p>				

<p>13) UIL Concert &amp; Sight Reading contest- This is a continuation of the pre-UIL concert. It is considered the STAAR test as it determines the program's success.</p> <p>Population: All 6th-8th participating Choir students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students</p> <p>Timeline: March 2017</p>		Choir Directors	<p>F: Adjudicated evaluation of individual and group vocal skills. S: Adjudicators rate using comment sheets and scores I, II, III, or lower.</p>				
<p>14) Region Choir Auditions, Clinic, and Concert- 7th &amp; 8th graders are encouraged to learn 5 pieces of music specific to grade level. Students are given lessons after school, packets with music, and a CD with their vocal part.</p> <p>Population: All 7th &amp; 8th grade choir students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students</p> <p>Timeline: May 2017</p>		Choir Directors	<p>F: Rehearsals after school S: Adjudicated by directors and administration</p>				
<p>15) Fine Arts Festival as per Fine Arts Dept.-Top Choir performs for public at Civic Center: 1 piece 3-5 minutes, a finale with all other choirs and bands in our cluster.</p> <p>Population: All 6th-8th Top Choir students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students</p> <p>Timeline: May 2017</p>		Choir Directors	<p>F: Rehearsals after school S: Performance evaluation</p>				
<p>16) Spring Concert- Each choir learns and performs a minimum of 3-2 part songs. Choreography, costumes, props, etc are usually added.</p> <p>Population: All 6th-8th Choir students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students</p> <p>Timeline: February 2016-May 2017</p> <p>Spring Concert: May 2017</p>		Choir Directors	<p>F: Select grade level appropriate music of distinguished genres or theme-based S: Performance evaluation</p>				
<p>17) South Texas Music Festival Contest- The choir performs Spring Concert selections to be adjudicated. Fundraising activities are incorporated to pay entry fees and choreography.</p> <p>Population: Selected 6th-8th Choir students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students.</p> <p>Timeline: March 2017-May 2017</p>		Choir Directors	<p>F: Select grade level appropriate music of distinguished genres or theme-based. S: Performance adjudicated at the sight. Trophies area awarded.</p>				

<p>18) Summer Choir II-Invitational for all new choir students for a week-long orientation and an overview of the events, concerts, and skills to be learned throughout the year. Returning students begin selecting solo music.</p> <p>Population: New 6th-8th choir students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students</p> <p>Timeline: June 2016</p>		Choir Directors	<p>F: Mail out list to new students. S: Adjudicated by directors and administration. Pizza party on final day</p>				
<p>19) Teachers will use "Finale" Music Theory Software to provide music for students.</p> <p>Population: All 6th-8th Choir Students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students</p> <p>Timeline: August 2016-June 2017</p>		Choir Directors	<p>F: Purchase theory software S: Use to teach theory concepts to students in class</p>				
<p>20) Teachers will use technology equipment to record music so students can rehearse, document camera and projector to display music and equipment to rehearse.</p> <p>Population: All 6th-8th Choir Students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students</p> <p>Timeline: August 2016-June 2017</p>		Choir Directors	<p>F: Purchase of Equipment S: Performance</p>				
<p>21) Brothers Sign On - Selected 7th-8th Tenor Bass choir for middles school boys that will rehearse and perform music with a guest clinician.</p> <p>Population: Selected 7th-8th Choir boys Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk</p> <p>Timeline: January 2017</p>		Choir Directors	<p>F: Auditions and Practices S: Performance</p>				
<p>22) Madrigal Dinner - 7th and 8th grade Choir students who have participated in previous contests are taken to Fine Arts presentation.</p> <p>Population: Selected 7th and 8th students who have competed on events. Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students</p> <p>Timeline: February 2017</p>		Choir Directors	<p>F: Individual performance S: Participation at Madrigal Dinner Event</p>				

<p>23) Improve student morale and campus support by painting banners/flyers for school related activities; talent show, STAAR theme, Awards Night, UIL, Athletic Events and various school functions.</p> <p>Population: Art Teachers &amp; All 6th-8th grade students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students</p> <p>Timeline: August 2016-2017</p>		Art Teacher	<p>F: Student ideas, collaboration S: Student projects; Successful STAAR results</p>				
<p>24) Community based Art competition: TX RGV Birding Festival (Oct), Craypas Art Contest (Dec), Region One Christmas Card Design (Dec), Child Find Art Contest (Jan), (Jan.) Adopt a Beach &amp; Fed. Junior Duck Stamp Contest (March) History Art Contest ( April) Resaca de Las Palmas Butterfly Art Contest, Christmas Tree Decorating Contest.</p> <p>Population: All 6th-8th grade art students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students</p> <p>Timeline: October 2016-April 2017</p>		Art Teacher	<p>F: Student ideas, collaboration S: Student projects; successful STAAR results</p>				
<p>25) BISD Art Competitions: BISD Middle Fire Prevention (Sept), 37th Red Ribbon Week (Oct), Bus Safety (Oct.) Annual International Art Show (Dec) School Art competition (April) Vase Visual Arts Scholastic event UIL (May) Fine Arts Festival (May).</p> <p>Populaion: All 6th-8th art students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students</p> <p>Timeline: August 2016-May 2017</p>		Art Teacher	<p>F: Student projects &amp; Rubric Format S: Successful completion of course objectives Pass the STAAR</p>				
<p>26) Art critique / Self Evaluation, Portfolios Exhibit student artwork throughout campus.</p> <p>Population: All 6th-8th art students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students</p> <p>Timeline: August 2016-May 2017</p>		Art Teacher	<p>F: On-going portfolio S: Successful completion of course objectives Pass the STAAR</p>				
<p style="text-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:** Lucio Middle School will work with students to remain in school until ready to move on to High School, keep the dropout rate at 0% increase at-risk student achievement by closing the mastery level gap by 2% each year until they are at the same level and increase the At-Risk student attendance rate by 1.5%.

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

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p><b>State System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1</p> <p>1) Extended day tutorials in all core areas in all grades will be provided to students demonstrating need. Provide opportunities to students in the areas of academics, enrichment, and college readiness. Population: AR, TI, MI, LEP Timeline: September 2016-May 2017 (4 X week) CNA pg. 11 priority 5; pg. 18 priority #1</p>	2, 3, 9, 10	Dean, Principal, Administrator for State Compensatory	F: Progress reports, progress monitoring tests, Tutorial Lesson Plans, Tutorial Classroom Observations, eSchool Plus Tutorial Schedule S: STAAR results, TELPAS				
Funding Sources: State Compensatory - \$10523.00, Title I-A - \$12000.00, State Compensatory - \$35871.00, State Compensatory - \$5000.00							
<p>2) The PEIMS Administrator will work with the home visitor to track truant students and ensure that proper documentation is in place to reduce the number of students that are not in school. Population: All 6th-8th AR students Timeline: Daily August 2016 -May 2017</p>	10	PEIMS Administrator, Principal, Home Visitor	F: eSchool PLUS student roster with ESL, ELL, and Migrant indicators S: Attendance Rate, Dropout Rate, Retention Rate				

<p>3) Professional Development will be provided for teachers and paraprofessionals to help At-Risk students that will target:</p> <ul style="list-style-type: none"> <li>-identification of those who are at risk of dropping out</li> <li>-instructional strategies on effective interventions</li> <li>-SIOP (Sheltered Instruction Observation Protocol) to use effective instructional strategies for LEP students.</li> <li>-other research-based instructional strategies to give those students extra support needed so that students can be on-grade level.</li> <li>-PD for teachers on effective classroom management that will reduce the interruption and allow At Risk students to stay on task.</li> </ul> <p>Population: All teachers for 6th-8th AR students Timeline: Fall 2016</p> <p>CNA pg.16 priority #1; pg. 18 priority #3</p>	4	Principal, Dean of Instructions, Professional development	F: ERO Session Evaluation Report, ERO Session Attendance Report, Lesson Plans, Classroom Observations, Benchmark Scores, Student Progress Reports S: STAAR				
<p>4) All students will be classified by At-Risk criteria in order to provide appropriate services.</p> <p>Population: All 6th-8th AR students Timeline: August 26,2016- October 25, 2016</p>	10	Computer Services, Data Entry Clerk, Counselors, PEIMS Supervisor, Principal	F: eSchool PLUS At-Risk listing reports S: STAAR				
<p>5) Counselors will have a counseling program designed to serve all students/groups that will assist students with issues such as emotional distress, family/alcohol problems so that their personal experiences do not affect their educational experiences.</p> <p>Population: All 6th-8th AR students Timeline: August 2016-May 2017</p>	10	Principal, Counselors	F: Monthly Counselor's log S: Attendance Rate, Dropout Rate, STAAR				
<p>6) We will ensure that homeless students zoned to our campus are enrolled in school immediately so that they are not missing instruction. Registration clerk will contact Homeless Youth Project to verify if student does qualify after the registration process.</p> <p>Population: All 6th-8th Homeless students, AR Timeline: August 2016-May 2017</p>	10	Principal, Counselors	F: eSchool Plus At Risk Reports S: Attendance Rate, Dropout Rate, STAAR				
<p>7) Counselors will provide parent services on schedule modifications and general counseling to help parents feel at ease with students classes and problems they may be facing in school.</p> <p>Population: All 6th-8th AR students Timeline: Daily</p>	10	Principal, Counselors	F: Parent Contact logs with dates and times S: STAAR				
<p>8) The Dean of Instruction will assist with the implementation and monitoring of a sound curriculum following TEKS and aligned to STAAR/EOC for all students including those identified as At Risk.</p> <p>Population: All 6th-8th AR Students, TI, MI, LEP Timeline: August 2016-June 2017 with monthly SCE meetings CNA pg #16,25</p>	4, 10	Principal, Administrator for State Compensatory Education	F: ERO Session Evaluation Report, ERO Session Attendance Report, Teacher Lesson Plans, Classroom Observations, Benchmark Scores, Student Progress Reports S: STAAR				
Funding Sources: State Compensatory - \$62702.00							



<p>9) The At Risk Counselor with assist and monitor the daily activities and progress of all At Risk students and those identified as a priority based on SCE criteria. Population: All 6th-8th AR Students, TI, MI, LEP Timeline: August 2016-June 2017 with monthly SCE meetings CNA pg. 11 priority 10</p>	10	Principal, Administrator for State Compensatory Education	F: eSchool Plus At-Risk Progress, eSchool Plus Dropout Monitor Report, Benchmark Scores, Student Progress Reports S: STAAR, Attendance Rate, Dropout Rate				
Funding Sources: State Compensatory - \$66128.00, Title I-A - \$29378.00							
<p>10) Ensure that the campus has a process in place to identify homeless students in order receive the full protections of the McKinney-Vento Act, including the help they need to enroll, attend, and succeed in school. Population: 6th-8th AR Students Timeline: August 26, 2016 - June 4, 2017 Daily</p>		Principal, Admin for the HYP, Admin for SCE, Admin Special Programs	F: Monthly eSchool PLUS At-Risk reports will be generated and the HYP will work with the At-Risk Campus Contact S: STAAR, Attendance Rate, Dropout Rate				
<p>11) Promote awareness throughout 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 accompanied youth. Population: 6th-8th AR Students Timeline: August 2016- June 2017 At minimum 1 x month</p>		Principal, Admin for the HYP, Admin for SCE, Admin Special Programs	F: Student Progress Reports S: STAAR, Attendance Rate, Dropout Rate				
<p>12) Implement a food pantry and closet at the 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: 6th-8th AR Students Timeline: August 2016- June 2017 Daily</p>		Principal, Admin for the HYP, Admin for SCE, Admin Special Programs	F: Student Progress Reports S: STAAR, Attendance Rate, Dropout Rate				
<p>13) Ensure that the campus has a process in place to allow students to enroll in school immediately, even if lacking documentation normally required for enrollment once identified as needing assistance from HYP. Population: 6th-8th AR Students Timeline: August 26, 2016- June 4, 2017 Daily CNA pg. 8 priority #1,2</p>		Principal, Admin for the HYP, Admin for SCE, Admin Special Programs	F: Monthly eSchool PLUS At-Risk reports will be generated and the HYP will work with the At-Risk Campus Contact S: STAAR, Attendance Rate, Dropout Rate				






14) Core Area Teachers who are identified as highly qualified will offer supplemental instruction to at-risk students in order to improve student achievement and reduce the dropout rate. Population: TI, MI, LEP, AR Timeline: August 2016-June 2017 CNA pg #25	3	Principal, Dean, Admin for State Compensatory Education, Admin Special Programs	F: lesson plans, classroom observations, student progress reports, benchmark scores S: STAAR				
	Funding Sources: State Compensatory - \$103970.00, TLI - \$67915.00, 21 Century - \$100000.00						

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

**Performance Objective 1:** Lucio MS will encourage all students to meet district and state attendance rates in order to meet their full educational potential.

**Summative Evaluation:** Annual rate, STAAR results, Mileage logs, EOY attendance rate,

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p><b>State System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>1) Students will receive incentives for maintaining high standards in their academic classes as well as for district and campus attendance initiatives. Population: All students End of each 6 weeks Timeline: August 2016-May 2017 CNA pg. 11 priority 6</p>	1, 2, 9, 10	PEIMS Administrator, Counselors	F: Progress reports, 6 weeks grades, Progress Monitoring S: Annual rate, EOY attendance rate				
<p>2) Train attendance clerks and parent /attendance liaisons to consistently monitor and communicate students daily absences and tardiness to parents and staff to promote and ensure rapid system of communication to reduce student absences and tardiness and increase instructional opportunities for students. Population: Campus &amp; District Staff, Pupil Services, Personnel Timeline: 2016 Fall Semester 2017 Spring Semester</p>		Principal Campus PEIMS Supervisor Attendance Clerks Parent Liaisons Student Accounting Data Entry Clerk	F: Agenda, Sign in Sheets, 6 weeks Attendance Report, School Messenger Notification System S: EOY attendance rate				
<p>3) Provide training as needed to effectively implement School Messenger Notification System procedures for effective monitoring of student attendance and maximize instruction. Population: PEIMS Supervisors Clerks Timeline: 2016 Fall Semester 2017 Spring Semester</p>		School Messenger Notification System Trainer Computer Services PEIMS Supervisor Pupil Services Data Entry Clerk	F: Agenda, Sign In Sheets S: ERO Transcripts, EOY attendance reports				
<p>4) Facilitate the parents ability to monitor attendance via School Messenger Notification System by consistently updating student information. Population: All TI Students Campus Attendance Personnel, parents Timeline: 2016 Fall Semester 2017 Spring Semester</p>		Computer Services Pupil Services Attendance Clerks PEIMS Supervisor Data Entry Clerk	F: Daily computerized telephone log of calls generated by eSchool Messenger Notification System S: EOY attendance reports				

<p>5) Monitor student attendance by calling parents at home/work, Request home visits after two consecutive absences so that parents are aware that student attendance is important and that its being monitored. Population: All 6th-8th grade students who have excessive absences Economically Disadvantaged, Migrant, LEP, TI, ESL, SPED, GT, At-Risk students Timeline: August 2016- June 2017</p>		<p>PEIMS Administrator, Home Visitor</p>	<p>F: Attendance sheets S: EOY attendance rates, Annual rate</p>				
<p>6) Recognize students with perfect attendance at the end of the year with ceremonies invite parents and recognize student with incentives. Population: All 6th-8th grade students who demonstrated perfect attendance throughout the school year Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students Timeline: At the end of each six weeks and at the end of the year CNA pg.11 priority 8</p>		<p>PEIMS Administrator, Principal, Counselors</p>	<p>F: Attendance sheets, ceremonies S: Annual Rate, EOY attendance rate</p>				
<p>7) Parent liaison will be conducting home visits to talk to parents when the school is not able to locate them over phone for conferences, attendance issues and discipline issues. Population: All 6th-8th grade students that are not able to be located over the phone Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students Timeline: August 2016-June 2017  CNA pg. 11 priority 10</p>		<p>Principal, PEIMS Administrator, Home Visitor</p>	<p>F: Attendance Sheets S:EOY attendance rates</p>				
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

**Performance Objective 1:** Lucio MS will decrease discipline referrals by 15% using Review 360 and TANGO and maintain a safe campus environment.

**Summative Evaluation:** Review 360, TANGO, Time clock reports, Maintenance reports






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>1) To decrease the number of discipline incidences to ensure that no student receives more than 30 OSS/ISS. Population: All students 6th-8th Timeline: August 2016-May 2017</p>	1, 2	CIS, PEIMS Admin At-Risk Counselor	F: PEIMS reports 6 weeks S: Review 360				
<p>2) Promote awareness and notification of Student Code of Conduct (SCC) to students, parents, staff &amp; community through campus distribution of SCC, District Web site, and campus presentations to ensure all students are afforded due process and their rights. Population: All 6th-8th grade Students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students Timeline: August 2016-June 2017</p>		Pupil Services Principals Assistant Principals Campus staff Public Information Parental Involvement	F: Constant reminders by staff of SCC contents/consequences S: Teacher Sign-out of SCC roster, Parent Signed SCC Acknowledgement forms				
<p>3) Notify parents of any discipline referral as outlined in the Student Code of Conduct as mandated by policy so that they are aware of child's behavior. Population: All 6th-8th grade Students with disciplinary referrals Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students Timeline: August 2016- June 2017</p>		Principal, Assistant Principals	F: Meeting with Administration, Parent, Student, Counselor, and Folder Teacher if applicable S: Completed Referral Forms Review 360				
<p>4) Provide training for administrators and new teachers: (a) to effectively utilize RTI modules (Review 360) to handle classroom discipline so that out of school suspensions and discretionary removals are used as a last resort; (b) assure that students' rights and due process are afforded in order to have a safe and disciplined environment conducive to student learning. So that everyone is aware of the process to track students discipline history. Population: All Campus Administrators and Teachers Timeline: August 2016-June 2017</p>		Principals, Assistant Principals, Counselors, Professional Development, RTI Specialist	F: Agenda Sign-in sheets, Review 360 modules and reports completed S: Information in Review 360, Implementation of Strategies with Students				

<p>5) Provide scheduled professional development based on level of expertise and need in the following areas:  a.) Bullying Prevention  b.) Violence/conflict resolution  c.) Recent drug use trends  d.) Resiliency/Developmental Assets  e.) Dating Violence  f.) Signs of Child Abuse  g.) Response to Intervention (RtI) Model for behavior research based interventions to allow all BISD staff to recognize and address the issue, as a preventive measure.  So that faculty and staff can better serve the student population.  Population: All Campus Administrators and Teachers  Timeline: August 2016-June 2017</p>		Administrators, Principals, AP's, Counselors, Professional Development, Behavioral Specialists RtI Specialist BISD PD, Teachers	F: Attendance Roster, Professional Development Evaluation, PEIMS Discipline Reports S: Implementation of Programs				
<p>6) Develop and maintain an Emergency Operations Plan.  Population: Administrator in-charge of School Safety  Timeline: August 2016-June 2017   CNA pg. 14 priority 3</p>		Administrators, Principals & Assistant Principals, Faculty & Staff, Administration and BISD Police & Security	F: After Action Reviews, Sign-In Sheets, Evaluations, Audits S: Safety in our Campus				
<p>7) Implement an identification security system at all campuses.  -All faculty must obtain and display an identification card while on school grounds  -Visitors must present an identification at sign-in and be monitored at all times  Population: Administration and office staff  Timeline: August 2016-June 2017</p>		Administrators, Principals & Assistant Principals, Faculty & Staff, Administration and BISD Police Security	F: Audits, Evaluation Sheets S: Safety in our Campus				
<p>8) Provide training to office staff conducting a sex offender search on all visitors in order to for minimize the number of intruders on campus as well as registered sex offenders.  Population: Administration and office staff  Timeline: August 2016-June 2017</p>		BISD Security Services	F: Training Sign-up sheets; Log of Sex Offender Searches S: Safety in our campus				

<p>9) Provide parents campus presentations on the following topics.</p> <ul style="list-style-type: none"> <li>-Gang Awareness</li> <li>-Bullying</li> <li>-Dating Violence</li> <li>-Internet Safety</li> <li>-Drug, Alcohol and Tobacco Awareness</li> <li>-Gun Safety</li> <li>-Teen CERT</li> <li>-Truancy</li> <li>-EOP-Safety Procedures</li> </ul> <p>to educate parents to be able to recognize the signs and symptoms related to certain offenses.</p> <p>Population: Parents of 6th-8th grade students Timeline: August 2016-June 2017</p>		<p>Administrators, Principals, Assistant Principals, Counselors, Parental Involvement, BISD Police and Security Services.</p>	<p>F: Evaluations, Sign-in Sheets S: Parent awareness on topics listed</p>				
<p>10) Provide conflict resolution skills through presentations for students in order to reduce the number of office referrals in the areas of:</p> <ul style="list-style-type: none"> <li>-Gang Awareness</li> <li>-Bullying/Harassment</li> <li>-Dating Violence</li> <li>-Internet Safety</li> <li>-Drug, Alcohol and Tobacco Awareness.</li> </ul> <p>Population: All 6th-8th grade Students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students Timeline: August 2016-June 2017</p>		<p>Administrator for Guidance &amp; Counseling, Campus Administration, Campus Counselors</p>	<p>F: Student academic progress, number of discipline referrals, counselor /student log S: Student Awareness on Topics listed</p>				
<p>11) Ensure that campus counselors provide individual and group counseling sessions on a weekly basis in order to ensure that students needs are addressed.</p> <p>Population: 6th-8th grade level counselors Timeline: August 2016-June 2017</p>		<p>Principals, Counselors</p>	<p>F: Student sign-in sheets, Counselor logs S: Student awareness of individual needs</p>				
<p>12) Continue the district-wide plan for quality professional development for faculty and staff targeting the identification of students at-risk of dropping out and providing teachers with effective intervention and prevention instructional strategies, including the identification of special populations in order to decrease student dropout rates and to increase graduation rates.</p> <p>Population: All Teachers Timeline: August 2016-June 2017</p>		<p>Professional Development, Campus Principals, At-Risk Counselors, Campus Counselors</p>	<p>F: In-Service Evaluations S: Teacher knowledge of AR student identification</p>				

<p>13) Provide presentations for bullying, abuse, drugs, and social media in order provide awareness and assist students 6th-8th with issues interfering with learning, such as but not limited to emotional distress, family problems, or alcohol problems. Intervention strategies will be created for students who meet state criteria which are addressed in the PGP's (Personal Graduation Plans) at the secondary level to increase students graduation rate. Population: All 6th-8th AR Students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students Timeline: August 2016-June 2017 CNA pg 14 priority #4</p>		<p>Principals, Counselors, Teachers, Nurses, Administrator for Guidance &amp; Counseling, Admin for Comp. Ed, Admin for Dyslexia</p>	<p>F: Counselor Logs 10% decrease in dropout rate S: Less amount of students with learning problems</p>				
<p>14) Incoming 5th grade students will be invited to our campus through the feeder elementary schools to tour the campus and receive an orientation so that they can have a successful transition to middle school. 8th graders will visit the feeder high school to ensure a smooth transition to high school. Population: All Incoming 5th grade students who currently attend feeder campuses All 8th graders Timeline: May 2017</p>		<p>Principal, Dean, Assistant Principal, Counselors</p>	<p>F: Attendance to orientation of feeder campus S: Incoming 5th graders familiar with rules and expectations at our campus</p>				
<p>15) Campus Discipline Committee will be developed to get feedback from each department to development and assist with the campus wide implementation of a campus discipline plan utilizing the program Review 360. Campus team members will also be used as a principals cabinet along with SBDM for feedback on campus climate, master schedule, etc. Population: All 6th-8th AR Students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students Timeline: August 2016-June 2017  CNA pg. 14 priority 3; pg.22 priority 1</p>		<p>Principal, Dean, Assistant Principals, Counselors</p>	<p>F: Sign-out of radio to personnel S: Safe campus with a reduction in ISS, OSS, and JJAEP placements</p>				
<p>16) Custodial schedule will be updated on a daily basis to meet demands of the school so that the facility is always clean. Population: All 6th - 8th grade students Timeline: August 2016-June 2017 CNA pg.14 priority#1</p>		<p>Head Custodian, Custodial Staff, Assistant Principal, Principal</p>	<p>F: Schedules S: Time clock reports</p>				
<p>17) Facilities will be walked through and monitored so that they are well maintained and anything needing repaired can be fixed. Population: All 6th - 8th grade students Timeline: August 2016-June 2017  CNA pg. 14 priority #2</p>		<p>Head Custodian, Custodial Staff, Assistant Principal, Principal</p>	<p>F: Walkthroughs S: Maintenance reports</p>				



<p>18) Supplies will be purchased to keep the facilities clean and maintain an effective learning environment for our students.  Population: All 6th-8th grade students  Timeline: August 2016-June 2017  CNA pg. 14 priority #2</p>		<p>Head Custodian,  Custodial Staff, Assistant  Principal, Principal</p>	<p>F: Walkthroughs  S: Maintenance reports</p>				
<p>  = 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:** At Lucio MS there will be a 10% increase of parents involved in campus parental involvement activities during each school year.

**Summative Evaluation:** Annual rates, Year end participation report & survey, Survey Results, Evaluation & Minutes, EOY Employee Evaluation, EOY Parent survey, Year end attendance rates will increase, EOY Parent Involvement Survey

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p><b>State System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>1) Lucio MS will continue to fund a Parent liaison with the purpose of educating parents, conducting parent meetings, and monitoring attendance and conduct home visits. Population: Parents &amp; Students Timeline: August 2016-June 2017 CNA pg.11 priority 10; pg. 20.</p>	6, 10	Administration	F: Monthly logs, mileage logs S: Discipline referrals, STAAR/EOC results, Attendance rate, EOY Survey results				
Funding Sources: Title I-A - \$500.00, Title I-A - \$150.00							
<p>2) Provide training sessions to inform parents of: -Benefits and requirements for volunteering -State Testing -Health Education -College Awareness -Topics addressing parents of special pops. -Practical Parent Parenting Skills Population: All Parents Timeline: September 2016-May 2017 CNA pg#20 priority 1,2,3,4.</p>	6	Principal , Parent Liaison, Parent Trainer, Community Leaders, District Personnel	F: Flier, Agenda, Sign-in S: Evaluations and Minutes				
<p>3) Increase parental involvement in history and science fairs, Chess tournaments and any other special occasion in school to increase awareness of the importance of supporting their child's education. Population: All Parents Timeline: September 2016-May 2017  CNA pg #20 priority 1,2,3,4.</p>	6	Principal, Parent Liaison, Teachers	F: Flier/Invitation, Sign-in sheets S: Year End Participation Report and Survey				
Funding Sources: Title I-A - \$500.00							

<p>4) Conduct the following annual Title I-A required activities; Complete and disseminate a Parental Involvement Policy that delineates how parents will be actively involved at the district/campus level Complete and disseminate a School-Parent-Student Compact indicating each group's responsibility in order to ensure student achievement, specifically in the content areas. Title I-A Meeting to inform parents of the services provided through Title I funds Title I-A Parent Survey to evaluate the effectiveness of the Campus Parental Involvement Program Population: Parents, Students, School Timeline: August 2016-May 2017 CNA pg #20 priority 3.</p>	6	Principal, Parent Liaison, Teachers	F: Signed School-Parent-Student Compact, Parental Involvement policy, Parent meeting documentation S: Year End Parent Participation Report and Surveys, Discipline referrals, Attendance rate, STAAR/EOC results				
<p>5) Recognize parent volunteers and businesses for supporting a variety of campus activities in order to increase campus parental involvement participation. Population: Parents, School, Community Timeline: April 2017-June 2017 CNA pg # 20 priority 2,3.</p>	6	Principal, Parent Liaison, Community Leaders	F: Sign-ins, Authority to volunteer form S: Parent survey results, certificates				
<p>6) Ensure representation of community and parent involvement in the decision-making process. Parents will participate in the review and/or revision on the following to ensure program requirements are met: -Parental Involvement Policy -School-Parent-Student Compact -Campus Improvement Plan Population: Parents, School, Community Timeline: September 2016-May 2017 CNA pg. #20 priority 3.</p>	6	Principal, Parent Liaison, Parent Volunteers	F: Fliers, Sign-Ins, Agendas, Parent Involvement Policy, SPS Compact S: Evaluation & Minutes, STAAR/EOC, Attendance Rate, Discipline Referrals				
<p>7) Host a -Parent Orientation- Day to inform parents and community members of daily standard operation procedures. -Student Code of Conduct -Student-Parent-School Compact -Parental Involvement Policy -Emergency Operation Procedures -Volunteer Guidelines and Opportunities Population: Parents, School, Community Timeline: September 2016 CNA pg # 20 priority 1,2,3,4.</p>	6	Principal, Parent Liaison	F: Flier, Agenda, Sign-ins, Parent meeting documentation S: Evaluation & Minutes, STAAR/EOC, Attendance Rate, Discipline Referrals				
<p>8) Parents will be able to work-out in the Lucio Fitness gym to promote good health. Population: Parents, School Timeline: October 2016-May 2017  CNA pg. # 20 priority 3,4.</p>	6	Principal, Parent Liaison	F: Participant logs S: Health screen results				

<p>9) Funds will be allocated to reimburse payment for mileage incurred by the ESL/LPAC Aide while conducting activities involving ESL/Bilingual reports, documents &amp; supplies. Population: ESL/LPAC Aide Timeline: Aug 2016-June 2017 CNA priority #11 pg. 11</p>	<p>Principal, ESL/LPAC Aide, LPAC Administrator</p>	<p>F: Monthly Mileage Log S: Year End participation report</p>				
<p>Funding Sources: State Bilingual - \$0.00</p>						
<p>  = Accomplished          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>						

**Goal 7: Migrant students will be challenged and encouraged to meet state content standards and assessments that are necessary to graduate on time and enroll in post secondary education while receiving additional supplemental support in order to overcome the obstacles encountered due to their migrant lifestyle.**






**Performance Objective 1:** 90% of 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). All of our (Lucio MS) migrant students will participate in the supplement instructional activities and services provided in our campus.

**Summative Evaluation:** PBMAS Report, Report Cards, STAAR Progress, NGS Residency Verification Reports , TEA, ID & R certificates, NGS Certificates, NGS Reports, Sign-in Sheets, ICR Reports, Conference evaluations, Participation Surveys, CIS Student Surveys, Accurate Schedules, Completed personnel assurance forms, job evaluations, Monitoring Tools, Migrant Clerk Evaluations, Successful completion of all courses and mastery of TEKS/STAAR Objectives

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p><b>State System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>1) Migrant students will actively engage in the Migrant Club, receive needed homework assistance , awareness of grades and attendance and socialize with other migrant students while meeting weekly through the Lunch Bunch Activity. 1) Include All Migrant Students September 2016-May 2017</p>	1, 9, 10	Migrant Clerk, Migrant Teacher	F: eschool, Published Classwork, Progress reports, 6 week grades S: Sign In Sheets , Verification Reports				
Funding Sources: Title I-C (Migrant) - \$14709.00							
<p><b>State System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>2) Students identified as migrant will continue to receive additional support with necessary supplies to be successful at school such as appropriate shirts, pants, socks, shoes, gym shorts and jackets and hygiene as well as school kits, general school supplies, and special projects supplies, and special project supplies. Parents will attend fall and spring meetings to gain additional information and support available from the campus and district. 1) PFS first and then all migrants August 2016-May 2017. CNA pg. 11 priority #7,9</p>	1, 2, 6, 9, 10	Migrant Clerk, Migrant Teacher	F: Improved attendance, increased grades on progress reports , 6 weeks grades, improved performance on assessment, progress monitoring tests S: Sign in sheets, Verification reports				
Funding Sources: Title I-C (Migrant) - \$1325.00, Title I-C (Migrant) - \$19597.00							
<p>3) Migrant clerks will attend the annual intensive Identification and Recruitment (ID &amp; R) training in order to secure the most current information needed to appropriately assist with the campus identification and recruitment initiative. Migrant Campus Staff August 2016</p>		Migrant Service Coordinator	F: Student ID & R numbers Migrant Recruiter & clerks certificate of attendance of training S: TEA, ID & R Certificates				

4) 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 located in a timely manner. Migrant Clerk September 2016-November 2016	Migrant Clerk	F: NGS Mass Enrollment Report, Student Plus Report S: NGS Residency, Verification Reports				
5) The Migrant campus clerk will attend the required New Generation System (NGS) state required training in order to secure the needed skills to accurately and appropriately input the data for migrant students into the migrant state data base. Migrant Clerk September 2016	Migrant Clerk	F: NGS Annual Training S: NGS Certificate				
6) All Migrant students will benefit from the use of technology by accessing the computers and printer in the migrant lab at any time during the day and Migrant clerk will print out Migrant student work as needed. All migrant Students August 2016-May 2017 CNA pg. 25 priority #3	Administration, Counselors, Migrant Clerk	F: 6 Weeks Grades S: Successful completion of all courses and master the STAAR				
Funding Sources: Title I-C (Migrant) - \$850.00						
7) All Migrant students will receive basic technical support and training on computers in the computer lab. All Migrant Students August 2016-May 2017	Administration, Migrant Clerk	F: Daily Work/Test Grades S: 6 Weeks Grades				
8) After school tutorials will be specifically offered to the Priority for Service (PFS) students targeting TEKS/STAAR objectives. PFS students and then all other Migrant Students September 2016-May 2017	Administration, Counselors, Migrant Clerk, Teachers	F: 6 Weeks Grades S: Successful completion of all courses and master the STAAR				
9) A variety of school supplies and necessary clothing items will be offered throughout the school year to help students in need. Population: Priority For Service students will be serviced first. PFS Students followed by all Migrant Students Timeline: August 2016-May 2017 CNA pg. 11 priority #7, 9	Administration, Counselors, Migrant Clerk	F: Student Sign-in Sheets for school supplies received S: None				
10) Migrant clerk will attend trainings , workshops / professional development / conferences providing necessary education and updated information pertaining to the Migrant Program and families involved. Population: Migrant Clerk Timeline: August 2016-May 2017	Administration, Counselors, Migrant Clerk	F: Professional Leave Agenda S: None				
11) Migrant students will be offered to stay for after-school and Saturday tutorial class. Population: All Migrant Students Timeline: September 2016-May 2017 CNA pg. 11 priority#5	Administration, Counselors, Migrant Teacher, Teachers	F: 6 Weeks Grades S: Successful completion of all courses and mastery of TEKS/STAAR objectives				
Funding Sources: Title I-C (Migrant)						
12) All teachers will periodically be provided with an updated Migrant list of students. Population: Migrant Clerk Timeline: August 2016- May 2017	Migrant Clerk	F: NGS Reports S: Monitoring Tools, Migrant Clerk evaluation				
13) Migrant clerk will plan and organize parent meetings with special presenters to inform and educate parents on specific topics consistent with Migrant needs, to inform academic progress and foster parental participation, a light snack will be provided. Population: Migrant Clerk, Migrant Parents Timeline: November 2016 & February 2017 CNA pg. 20 priority #2	Migrant Clerk	F: Flyers for Parents S: Sign- In Sheets				
Funding Sources: Title I-C (Migrant) - \$100.00						

<p>14) Migrant clerk will adhere to NGS timelines to ensure that migrant student data is entered in a timely and accurate manner into the NGS database. Population: Migrant Clerk Timeline: August 2016-June 2017</p>		<p>MSC, Migrant Clerk</p>	<p>F: NGS &amp; Student + Reports S: PBMAS, ICR Reports, NGS Reports</p>				
<p>15) Migrant Clerk will provide support to the PFS and migrant students as delineated by NCLB Act of 2001 Section 1301-1309. PFS migrant student will receive supplemental support services before migrant students to ensure the requirements delineated by NCLB Section 1304(d) are met throughout the current school year Population: Migrant Clerk Timeline: August 2016-June 2017 CNA pg. 10 priority # 7</p>		<p>Special Programs , Administration, Migrant Clerk</p>	<p>F: Job description, NGS Reports S: Completed personnel assurance forms, job evaluation</p>				
<p>Funding Sources: No Funds Required</p>							
<p>16) 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 the Migrant Club, Lunch Bunch Program, or Homework Help. Population: MS PFS and Non-PFS migrant students Timeline: August 2016-May 2017 CNA pg.11 priority #7</p>		<p>Migrant Clerk, CIS Case Manager</p>	<p>F: Agenda sign-ins S: Participation surveys, CIS Student surveys</p>				
<p>Funding Sources: Title I-C (Migrant) - \$2700.00</p>							
<p>17) MS Migrant students will have an opportunity to attend the school districts summer school/migrant summer program to ensure promotion or to participate in an enrichment program. Population: MS migrant students Timeline: June 2017-July 2017</p>		<p>Migrant Clerk, DCM, MSC</p>	<p>F: Eligibility Forms, Attendance sheets, weekly assessments, participation surveys S: Completion reports, end of program assessment reports</p>				
<p>18) MS Migrant students and parents will have an opportunity to attend the MS Migrant Leadership Conference. Population: MS Migrants students and parents Timeline: February 2017</p>		<p>Migrant Clerk, DCM, MSC</p>	<p>F: NGS Currently Enrolled Report S: Conference Evaluation</p>				
<p>19) MS Migrant students STAAR results will be reviewed to secure accurate placement into the current State Assessment remediation opportunities during the regular school year and summer school program. Population: MS migrant students Timeline: May 2017</p>		<p>Migrant Clerk</p>	<p>F: STAAR Results S: Accurate Schedules</p>				
<p>20) The New Generation System (NGS) and BISD eSchool Plus entries will be monitored daily to ensure that the ID&amp;R data and information has been appropriately coded in a timely manner. Population: Migrant Office Staff Timeline: August 2016-June 2017</p>		<p>Migrant Clerk</p>	<p>PBMAS Report Correctly coded migrants on NGS</p>				
<p>Funding Sources: No Funds Required</p>							

<p>21) In order to secure the data needed to accommodate placement into appropriate supplemental instructional opportunities for MS migrant students pre and post test results will be used by teachers and administrators to identify the migrant students performing below grade level. NOTE: At sites being served by a migrant teacher, teacher will provide additional support and ensure participation into supplemental opportunities. Population: Migrant Students Timeline: August 25, 2016-June 5, 2017</p>	<p>Campus Administrator Campus Principals MS Teacher Migrant Funded: Teachers regular ed</p>	<p>Increased academic performance</p>				
<p>Funding Sources: No Funds Required</p>						
<p>22) The District Migrant Counselor (DMC) will provide supplemental support services to migrant students in the following areas: * Graduation plans * Development of Individual Migrant Student Action Plans * Coordination for leadership opportunities * Monitoring of course completion for PFS students * Monitoring of late entry/early withdrawals * Credit accrual opportunities * Provide timely information and assistance to migrant students and parents regarding on-time Graduation and post-secondary education * Conduct district initiatives for migrant students * Coordination Inter-state and intra-state (TMIP) activities * Coordination with UT Austin Migrant Graduation Enhancement Program * Assist with OSY Initiative * Assist with the monitoring of campus migrant staff Population: Migrant Students Migrant Parents Timeline: August 26, 2016- June 19, 2017</p>	<p>Campus Administrator, Migrant Teacher, Counselor, MSC DMC</p>	<p>Increase on- time graduation and on-time promotion and decrease dropout rate PBMAS</p>				
<p>23) Graduating juniors and seniors will have the opportunity to attend the BISD annual Migrant College CAMP Symposium in order to visit with representatives and apply to the Texas Universities that offer the college Assistance Migrant Program (CAMP). Select group of Middle School students will attend as well Population: PFS MS students Timeline: October 29, 2016</p>	<p>Migrant Teachers MS Migrant Campus Clerks, Administration</p>	<p>Increased applications and acceptance into CAMP Increased interest in colleges by MS students</p>				
<p>24) Learning Academy targeting the core areas of Reading, Writing, Math, Social Studies and Science will be held for all PFS students in order to sharpen their skills and prepare them academically for the STAARS assessment. Population: MS Migrant Students Timeline: March 21, 2017</p>	<p>MSC Migrant Counselor Migrant Clerks Migrant Teachers</p>	<p>Increased STAARS Scores for PFS students</p>				
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						



**Goal 8: Our vision for technology is to have all district stakeholders involved in the teaching and learning process seamlessly integrate technology to make informed decisions and advance student achievement and technology literacy to encourage and support creative, innovative, lifelong learning.**

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

- 1. Teaching and Learning
- 2. Educator Preparation and Development
- 3. Leadership, Administration and Instructional Support
- 4. Infrastructure for Technology






Lucio MS will increase the use of technology in our classes by 10%.

- Summative Evaluation:**
- 1)EOY Student grades, Rubric Electronic portfolios, Presentations, Gradebook/-Tech. Application TEKS STAR Chart
  - 2)STaRchart Survey Results,T-TESS,,ERO Summary Report
  - 3)ERO Summary Report, T-TESS, STAR Chart Survey
  - 4)Texas STaR Chart Survey Results
  - 5)Fixed Assets inventory Expenditure reports
- Report Cards, STAAR Progress

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p><b>State System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b></p> <p>CSF 1</p> <p>1) Purchase technology equipment such as desktops, laptops, projectors, cameras, document cameras, calculators and all necessary wiring and mounts for instructional settings to address technology needs in order to better implement TEKS and level of instruction.</p> <p>Population: Include subgroups: At risk, LEP, SE, Migrant</p> <p>Timeline: July 2016-October 2016</p> <p>CNA pg #25</p>	1, 2, 9, 10	TST, Librarian	<p>F:STaR Chart Survey, CNA Survey</p> <p>S:Fixed Assets inventory Expenditure</p>				
<p>Funding Sources: Title I-A - \$15000.00, Title III-A - \$0.00, Local - \$2000.00, No Funds Required - \$10720.00, Title I-A - \$0.00</p>							
<p><b>State System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b></p> <p>CSF 1</p> <p>2) Maintain software access for Compass Learning, Brain Pop, science software and other vendors to enhance teaching during regular and extended instruction.</p> <p>Population: At risk LEP SE Migrant</p> <p>Timeline: September 2016-May 2017</p> <p>CNA pg #25</p>	1, 2, 9, 10	Dean, Dept. Chair	<p>F: Progress reports, 6wks grades, Progress monitoring tests</p> <p>S:EOY Student grades, Rubric Electronic portfolios, Presentations, Gradebooks/-Tech. Application TEKS STAR Chart</p>				
<p>Funding Sources: Title I-A - \$2000.00</p>							

<p>3) Students will be taught technology TEKS, computer programs and software in order to increase the integration of technology and complete classroom assignments that promote critical thinking skills. Population: 6th-8th Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students Timeline: August 2016-May 2017 CNA pg #25</p>	Principal, Teachers	<p>F:Students' grades &amp; portfolios S:EOY Student grades, Rubric Electronic portfolios, Presentations, Gradebooks/-Tech. Application TEKS STAR Chart</p>				
<p>4) Teachers will be encouraged to participate in professional development to integrate technology in the subject areas in order to maintain highly qualified status. Population: All Teachers Timeline: Year-round as they become available August 2016-August 2017  CNA pg. 25 priority #1</p>	Principal, Teachers, Technology Services, Professional Development	<p>F: ERO sign-ins S: T-TESS, STAR Chart Survey</p>				
<p>5) Teachers and administrators will complete an annual School Technology and Readiness (STaR) Chart to assess technology proficiency. Population: All Faculty Timeline:December 2016-February 2017</p>	Principal, Teachers, Technology Services	<p>F:Completion of Survey STaRchart Survey S: T-TESS ,ERO Summary Report, STAR Chart Survey</p>				
<p>6) Teachers will note technology integration in their lesson plans to ensure that technology is integrated throughout the curriculum areas. Population: All Teachers Timeline: August 2016-June 2017</p>	Principal, Dean of Instruction, Teachers	<p>F:Lesson Plans S: Integration of technology</p>				
<p>7) Teachers will integrate the use of laptops and projectors in their classroom to enhance their lessons with visuals/animation to facilitate all learners. Population: All Teachers Timeline: August 2016-June 2017 CNA pg # 25</p>	Principal, Dean of Instruction, Teachers	<p>F:Walkthroughs S: Integration of technology</p>				
<p>8) Students use technology to research text and prepare the finish product. Opportunities for using desktop computers and the internet in order to do in-depth research in the computer labs. Population: 6th-8th Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students Timeline:August 2016-June 2017 CNA pg #25 priority #4</p>	Principal, Dean of Instruction, Tech. , Career Connections, & Career Investigations Teachers	<p>F:Teacher-made Test S: Successful completion of course objectives and Pass the STAAR</p>				

<p>9) Acquire the latest computer hardware and software to meet system requirements that will enhance communication skills (reading, speaking, and writing), leadership skills, and higher order thinking skills (organizing multimedia presentations, production plans, create storyboards, etc). Students will learn current video editing software, use of digital video, sound and equipment. Population: 6th-8th Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students Timeline: August 2016-June 2017</p> <p>CNA pg. 25 priority #4</p>		Principal, Dean of Instruction, Technology Teachers	<p>F: Benchmarks, Six weeks grades, projects</p> <p>S: EOY grades, promotion/retention rates, STAAR scores</p>				
<p>10) Students will have access to computer lab to reinforce TEKS/STAAR objectives in Math/Science/Technology. Population: 6th-8th Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students Timeline: August 2016-June 2017 CNA pg.25 priority #3,6</p>		Technology Teacher/Principal/Dean of Instruction/Technology Administrator	<p>F: Benchmarks, Six weeks grades, projects</p> <p>S: EOY grades, promotion/retention rates, STAAR scores</p>				
<p>11) Grants will be written in order to upgrade technology acquisition. Population: 6th-8th Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students Timeline: August 2016-June 2017</p> <p>CNA pg#25</p>		Grants dept., Principal, teachers	<p>F: Grant Application</p> <p>S: Technology purchases</p>				
<p>12) Students will take advantage of technology use through Texas 21st Century Community Learning (CCLC) grant. Students will use of technology such as computers, laptops, cameras, and Kindles/Nooks, as well as software programs such as Stride Academy, Collegiate Zone and Compass to promote higher student achievement. Population: 6th-8th Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students Timeline: August 2016-June 2017 CNA pg # 25</p>		Principal, 21st Century Coordinator, 21st Century teachers	<p>F: Tutorial Attendance Sheets/Lesson Plans</p> <p>S: Increased students' scores</p>				

<p>13) Teachers will be trained on how to use web-based programs such as:          -Eduphoria          -Aware          -Review 360          -Talk About It          to increase knowledge and offer classroom solutions.          Population: All Teachers          Timeline: August 2016-June 2017          CNA pg#25</p>		<p>Principal, Professional Development, Dean of Instruction</p>	<p>F: Attendance to Training          S: Proper use and implementation of listed web-based programs</p>				
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>							

## State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	To ensure a smooth transition from 5th grade to middle school students will attend a Summer Bridge that will be used to close the gap and increase STAAR Scores, with 6th grade students in the area of reading and math by 10 %. Population: Students At risk, LEP, SPED, Migrant Timeline: August 2016 CNA pg # 18 priority 1.
1	1	2	Purchase content specific high quality resource material in order to enhance curriculum in all core areas (ELAR, Math, Science, History)accessible to all students with an emphasis on students in low performing groups. Population: Emphasis on students in low performing areas: At Risk, LEP, SPED, Migrant Timeline: July 2016-December 2016 CNA pg # 18 priority 3
1	1	3	Teachers will plan together and attend professional development sessions in order to improve the level and method of delivery of instruction for all students. Population: Teachers At-risk , LEP, SPED, Migrant Timeline: July 2016-June 2017 CNA pg # 18 priority 3
1	1	4	LPAC will meet at the beginning of the year, mid-year, and end of the year to maintain accurate documentation of all ELL students. Population: ELL students Timeline: August, February, June CNA pg #18 priority 3.
1	4	1	1) PD(GT/Pre-AP/AP institutes-Ongoing) for teachers to enhance teaching skills and integrate vertical aligned curriculum for GT/ Pre-AP/AP courses in the core areas of ELA, math, science, social studies, and Spanish Language to improve critical thinking skills and passing rates on AP exams and STAAR Scores. College Board approval of AP courses approved and compliance/requirements using research on college readiness best practices to insure students are college ready. Population:7th-8th grade students ELA, Math, Science, Social Studies and Spanish/ESL teachers;All 6th-7th grade teachers of GT, Pre-AP and AP students who may also be identified as LEP, TI, SE, Migrant, DYS Timeline: August 2016- June 2017
1	4	2	2) Students will be given information about the "The Duke Talent Search" to increase the number of participants.Promote "College T-Shirt Day" so that teachers and students can wear the college t-shirt of choice to increase college awareness. Population: 7th grade students who scored 100% on one of their STAAR tests in 2013 All Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students)All 6th-8th grade students; teachers and administration Timeline: Fall 2016-Spring 2017
1	4	3	3) Students will attend BISD Kids2 College to meet representatives that will inform them in educational options and career exploration in order to increase awareness of college opportunities and increase the number of students who attend post-secondary institutes. Population:All 6th grade students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students Timeline: February-May 2017
3	1	1	Extended day tutorials in all core areas in all grades will be provided to students demonstrating need. Provide opportunities to students in the areas of academics, enrichment, and college readiness. Population: AR, TI, MI, LEP Timeline: September 2016-May 2017 (4 X week) CNA pg. 11 priority 5; pg. 18 priority #1
4	1	1	Students will receive incentives for maintaining high standards in their academic classes as well as for district and campus attendance initiatives. Population:All students End of each 6 weeks Timeline: August 2016-May 2017 CNA pg. 11 priority 6

Goal	Objective	Strategy	Description
6	1	1	Lucio MS will continue to fund a Parent liaison with the purpose of educating parents, conducting parent meetings, and monitoring attendance and conduct home visits. Population: Parents & Students Timeline: August 2016-June 2017 CNA pg.11 priority 10; pg. 20.
7	1	1	Migrant students will actively engage in the Migrant Club, receive needed homework assistance, awareness of grades and attendance and socialize with other migrant students while meeting weekly through the Lunch Bunch Activity. 1) Include All Migrant Students September 2016-May 2017
7	1	2	Students identified as migrant will continue to receive additional support with necessary supplies to be successful at school such as appropriate shirts, pants, socks, shoes, gym shorts and jackets and hygiene as well as school kits, general school supplies, and special projects supplies, and special project supplies. Parents will attend fall and spring meetings to gain additional information and support available from the campus and district. 1) PFS first and then all migrants August 2016-May 2017. CNA pg. 11 priority #7,9
8	1	1	Purchase technology equipment such as desktops, laptops, projectors, cameras, document cameras, calculators and all necessary wiring and mounts for instructional settings to address technology needs in order to better implement TEKS and level of instruction. Population: Include subgroups: At risk, LEP, SE, Migrant Timeline: July 2016-October 2016 CNA pg #25
8	1	2	Maintain software access for Compass Learning, Brain Pop, science software and other vendors to enhance teaching during regular and extended instruction. Population: At risk LEP SE Migrant Timeline: September 2016-May 2017 CNA pg #25

# State Compensatory

## Budget for Lucio Middle School :

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
162-11-6118-00-051-Y-24-SSI-Y	6118 Extra Duty Stipend - Locally Defined	\$30,055.00
162-11-6118-00-051-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	\$47,000.00
162-11-6119-00-051-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$47,092.00
162-13-6119-31-051-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$61,839.00
162-31-6119-31-051-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$59,709.00
<b>6100 Subtotal:</b>		<b>\$245,695.00</b>
<b>6200 Professional and Contracted Services</b>		
162-11-6249-00-051-Y-30-APL-Y	6249 Contracted Maintenance & Repair	\$2,900.00
<b>6200 Subtotal:</b>		<b>\$2,900.00</b>

**Personnel for Lucio Middle School :**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Fernando Perez III	At Risk Counselor	State Compensatory	1
Jose Pardo	Teacher	State Compensatory	0.5
Sandra Barron-Herrera	Dean of Instruction	State Compensatory	1
Silvestre Torres	Teacher	State Compensatory	0.5
Vacancy- History	Teacher	State Compensatory	0.5
Yessica Garcia	Teacher	State Compensatory	0.5



# Title I

## Schoolwide Program Plan

Federal requirements for campus planning mandate that schools develop a school-wide program that includes all the 10 required components and are ensured through the coordination of the Site Based Decision Making team. The following 10 components of a school-wide program are embedded within the CIP and its activities.

### Ten Schoolwide Components

#### 1: Comprehensive Needs Assessment

The site-based decision-making committee conducted a comprehensive needs assessment at the end of the school year when we receive STAAR scores and different survey results (i.e. parental survey, Star Chart, etc.) to determine the strengths and needs of students, staff, parental and community involvement, and facilities before deciding how to use the local, state, and federal sources available. Based on that assessment, the committee decided to concentrate on improving the passing rate of all students and student groups including Migrant, Bilingual, At-risk, and Special Education on the STAAR. The goal is to have 93 percent of all students and student groups passing all part to the STAAR by the 2018 spring administration.

#### 2: Schoolwide Reform Strategies

To accomplish these objectives, the staff will use the budgeted funds to implement school-wide reform strategies such as professional development, tutorial, monitoring and the use of technology (Act.#1.2.1, 1.2.2, 1.2.5, 1.2.6, 8.1.3, 8.1.7, 8.1.8), along with funding an after-school tutorial program for students who are at-risk and in need of continuity in their instructional program to be successful in the succeeding year.

#### 3: Instruction by highly qualified professional teachers

Highly-qualified teachers (Act.# 3.1.16, 8.1.4) 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. Teachers will be trained in campus initiated programs and strategies to ensure the delivery of high quality instruction and maintain their status as highly qualified. These teachers will be utilized in delivering instruction during the 21st Century Grant program.

**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 (Act.#1.2.1., 1.2.2, 1.3.4, 8.1.4, 8.1.13, 9.1.10) throughout the school year for all staff 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.

**5: Strategies to attract highly qualified teachers**

Strategies to attract high-quality teachers to high needs schools (Act.#1.1.11) will include our school's participation in the paying stipends for attainment of a Master's Degree, and paying stipends for degrees in math, science, social studies, and ESL certification, dept. chairs, teachers technology training, GT/Pre-AP, SIOP, At-Risk best practice strategies, and TLI strategies.

**6: Strategies to increase parental involvement**

Title I, Part A Funds will be used to partially finance strategies to increase parental involvement (Act.#6.1.2, 6.1.4, 6.1.6, 6.1.11, 6.1.12, 6.1.13) 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.

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

An orientation for 5<sup>th</sup> grade students and their parents will be held at the end of the school year (May 2017) to assist with the transition into

middle school (Act.#5.1.14). To assist with the transition of our 8<sup>th</sup> graders into high school, career day is held during the second semester.

**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 issue and selection of academic assessments through their planning time (Act.#1.2.8) to measure student performance. Teachers will use data obtained from the 2016 STAAR scores, 2016 TELPAS data, as well as other instruments including but not limited to the SELP and the campus/district benchmark tests to implement new instructional strategies, modify existing strategies and/or discontinue existing strategies to better address student needs as determined by use of these instruments.

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

Students experiencing difficulty in mastering the TEKS will be provided effective, timely additional assistance (Act.#1.2.5, 1.3.2). All teachers will closely monitor all students' performance based on daily exercised and periodic tests. Students not mastering the objectives will be provided additional assistance in the after-school tutorial program, Saturday tutorials, or the STAAR enrichment courses based on his/her individual needs.

**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 Title I funds along with Local, State Compensatory Education, State Bilingual, State Special Education, State Bilingual, State Special Education are used to deliver research based curriculum and instructional strategies and techniques addressed to meet the needs of our diverse population. Such programs include Compass Learning, Adaptive Curriculum, Rosetta Stone, Mind Play, and the utilization of Laptops, Nooks, Kindles and iPads.

Lucio Middle School will provide the state mandated State Compensatory Education Program through funded initiatives including after school tutorials starting on Nov. 2, 2016. Tutorials will be offered to At-Risk students in the areas of math, reading, writing, science and social studies, Monday thru Thursday and Saturdays in the spring. Students will be provided accelerated instruction by content specific enrichment classes during the school day and extended day tutorials and Saturday academies. Lucio Middle School will also utilize State Compensatory Education funds to purchase and provide transportation for extended day programs as well as purchase technology equipment such as calculators and updated laptops for student use.

The school will coordinate and integrate federal, state, and local programs and services to maximize the effectiveness of these resources (Act. #1.1.1, 1.1.10, 1.1.11, 1.2.1, 1.2.8, 1.2.9,1.3.2). 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 and Local Funds. Title I Funds are used to purchase supplemental instructional materials, media, and library resources used to improve and enhance the overall instructional program.

In addition to those described above, Migrant Funds (Act#7.1.16) are used to identify and recruit children of migratory workers for supplemental services designed to reduce the educational disruptions and other problems that result from repeated moves. Additionally, school supplies are provided to these students to promote their academic success identified as PFS (Act # 7.1.6, 7.1.8,7.1.9). Bilingual Funds are used to provide supplemental services to help ensure that children who are limited English proficient attain English language proficiency and develop high levels of academic attainment.

We will also continue to provide the state mandated State Compensatory Education (SCE) Program through campus as well as District funded initiatives. Through SCE's funding we will hire a highly qualified teacher in the area of Science and English Language Arts to supplement the instruction, as well as the Dean of Instruction who will oversee the instructional program of the school (Act.#3.1.3). At-Risk students will be able to receive supplemental support from an At Risk Counselor as well as supplemental instruction by attending after-school and Saturday tutorials funded through SCE using programs such as Compass Learning, iStation, and Think Through Math (Act.#3.1.9).

The school will conduct parent-teacher conferences during which individual student performance on the state assessment will be explained to the parent. The teacher will explain how the test measures the student's acquisition of the state's challenging content standards, i.e., the Texas Essential Knowledge and Skills (TEKS), a comparison of the gains or losses from previous administrations where appropriate, and recommendations from improvement on future administrations of the instrument. Additionally the counselors, in conjunction with parents, will develop a plan for each student. In those cases where the parent or guardian is limited English proficient, the school will make every attempt to provide such explanations in a language understood by the parent or guardian.



## Title I Personnel

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

## 2016-2017 Site-Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Maria E. Solis	Principal
Business Representative	Anna Hernandez-Oquin	Restaurant Franchise Owner
Classroom Teacher	Elmiliano Camarillo	FA/Spanish Dept. Head
Classroom Teacher	Myra Esparza	IDEA Representative
Classroom Teacher	Cynthia Gamboa	Science Representative
Classroom Teacher	Evelia Garcia	Math Representative
Classroom Teacher	Jesus Garza	Social Studies Representative
Classroom Teacher	Cynthia Rios	Reading Representative
Classroom Teacher	Gloria Saldivar	English Representative
Classroom Teacher	Brenda Sosa	PE/Techno. Representative
Community Representative	Ricardo Gonzalez	Business Owner
District-level Professional	Dr. Ronnie Rentfro	Admin. TIPPS/School Improvement
Non-classroom Professional	Ana P. Gutierrez	Counselor
Paraprofessional	Patricia N. Tamez	Dyslexia Paraprofessional
Parent	Maria Linda Garcia	Lucio Parent Representative
Student	Ellie Michelle Garcia	Lucio Student Representative

## Campus Funding Summary

<b>Local</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	2	General materials/supplies instructional	199-11-6399-00-051-Y-11-000-Y	\$5,100.00
8	1	1	capital outlay	199-11-6649-62-051-Y-11-000-Y	\$2,000.00
<b>Sub-Total</b>					<b>\$7,100.00</b>
<b>Title I-A</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	Summer Bridge resources and supplies	211-11-6118-22-051-Y-30-BDG-5	\$1,044.00
1	1	2	Instructional resource materials, computer software	211-11-6399--00-051-Y-30-0F2-Y	\$63,490.00
1	1	3	Teachers plan & attend PD to increase high quality resource material to enhance curriculum for low performing students	211-13-6117-00-051-Y-30-AYP-Y	\$5,000.00
1	1	3	Resources, programs to enhance curriculum	211-13-6112-00-051-Y-30-AYP-Y	\$2,000.00
1	1	3	Teachers plan & attend PD to increase high quality resource material to enhance curriculum for low performing students	211-13-6411-23-051-Y-30-AYP-Y	\$3,500.00
1	1	3	Teachers plan & attend PD to increase high quality resource material to enhance curriculum for low performing students	211-13-6411-00-051-Y-30-AYP-Y	\$1,000.00
3	1	1	Tutorial transportation	211-11-6494-00-051-Y-30-0F2-Y	\$12,000.00
3	1	9	1 FTE	211-61-6129-00-051-Y-30-0F2-Y	\$29,378.00
6	1	1	Parent Liaison materials and supplies	211-61-6399-00-051-Y-30-0F2-Y	\$500.00
6	1	1	Employee (Parent Liaison) Travel	211-61-6411-00-051-Y-30-0F2-Y	\$150.00
6	1	3	Meetings food & refreshments	211-61-6499-53-051-Y-30-0F2-Y	\$500.00
8	1	1	technology equipment desktops, laptops, projectors, calculators, wiring and mounts	211-11-6649-62-051-Y-30-0F2-Y	\$15,000.00
8	1	1	Document cameras	211-11-6649-00-051-Y-30-0F2-Y	\$0.00
8	1	2	software access:Compass Learning, Brain Pop and other vendors	211-11-6249-62-051-Y-30-0F2-Y	\$2,000.00
<b>Sub-Total</b>					<b>\$135,562.00</b>
<b>Title III-A</b>					



Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Resources for ELL	263-11-6399-00-051-Y-25-000-Y	\$6,425.00
8	1	1	general materials/resources for bilingual	263-11-6649-62-051-Y-30-0F2-Y	\$0.00
<b>Sub-Total</b>					\$6,425.00
<b>State Compensatory</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Extra Duty Pay (SSI)	162-11-6118-00-051-Y-24-SSI-Y	\$10,523.00
3	1	1	Extra Duty Pay	162-11-6118-00-051-Y-30-000-Y	\$35,871.00
3	1	1	Supplies	162-11-6329-XXX-Y30-TLX-Y	\$5,000.00
3	1	8	1 FTE	162-13-6119-31-051-Y-30-000-Y	\$62,702.00
3	1	9	1 FTE	162-31-6119-31-051-Y-30-000-Y	\$66,128.00
3	1	14	2 FTEs	162-11-6119-00-051-Y-30-000-Y	\$103,970.00
<b>Sub-Total</b>					\$284,194.00
<b>State Bilingual</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	High quality resources to enhance curriculum for low performing students	163-11-6399-Y-25-000-Y	\$79.00
1	1	4	PD sessions	163-11-6112-00-051-Y25-00-Y	\$2,500.00
6	1	9	Mileage reimbursement for ESL/LPAC Aide	163-23-6411-00-051-Y25-000-Y	\$0.00
<b>Sub-Total</b>					\$2,579.00
<b>TLI</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	14	Professional salary	289-13-6100-00-051-Y-24-TL3-5	\$67,915.00
<b>Sub-Total</b>					\$67,915.00
<b>Title I-C (Migrant)</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	1	Salary wages for support personnel	212-61-6129-08-051-Y-99-0F2-Y	\$14,709.00
7	1	2	Migrant materials & resources	212-11-6399-00-051-Y-24-0F2-Y	\$1,325.00

7	1	2	Migrant Teacher Salary	212-61-6119-00-051-Y-99-0F2-Y	\$19,597.00
7	1	6	HP Printer for migrant student lab	212-11-6649-00-051-Y24-0F2-Y	\$850.00
7	1	11	Extra duty pay tutorials		\$0.00
7	1	13	Migrant food & refreshments	212-61-6499-53-051-Y-24-0F2-Y	\$100.00
7	1	16	3- Migrant Desk Top Computers	212-11-6649-62-051-Y-24-0F2-Y	\$2,700.00
<b>Sub-Total</b>					\$39,281.00
<b>21 Century</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
3	1	14	Professional extra duty teachers	265-11-6118-00-051-Y-99-C07-Y	\$100,000.00
<b>Sub-Total</b>					\$100,000.00
<b>No Funds Required</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	5			\$0.00
1	1	6			\$0.00
1	1	7			\$0.00
1	2	1			\$0.00
1	3	5			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00
1	4	3			\$0.00
1	4	4			\$0.00
7	1	15			\$0.00
7	1	20			\$0.00
7	1	21			\$0.00
8	1	1	technology equipment desktops, laptops, projectors, document cameras, calculators, wiring and mounts	211-11-6649-00-051-430-0F2-Y	\$10,720.00
<b>Sub-Total</b>					\$10,720.00
<b>Grand Total</b>					\$653,776.00