

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



Mission Statement

At Perkins Middle School, our mission is to provide all of our students with an opportunity to excel in an educational program that allows them to pursue a post-secondary education and/or career in order to become productive citizens of society.

Vision

We believe Perkins Middle School has the responsibility of ensuring that all students receive a quality public education that develops their potential, independence, and character.

We believe that all students have the capacity to become responsible citizens and productive lifelong learners.

We believe that by working collaboratively with parents and the community, Perkins Middle School can help all students achieve personal and educational success.

We believe Perkins Middle School can join parents in developing our students' self-esteem, moral values, honesty, integrity and respect for self and others.

We believe our students need the opportunity to develop mentally and physically through adequate and rigorous programs of study and appropriate physical challenges.

We believe we can accomplish our mission through teamwork, dedication, and professionalism.

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Comprehensive Needs Assessment

Needs Assessment Overview

Perkins Middle School is located in Brownsville, Texas. Perkins Middle School is one of eleven middle schools in Brownsville ISD. The campus was constructed in 1987. The main campus was originally comprised of 82 classrooms, a cafeteria, library, and gymnasium. The school colors are black, red, and silver, the school mascot is a Stallion, and the school motto is: "Reaching for the STAARS".

At Perkins Middle School, it is our mission to provide all of our students with an opportunity to excel in an educational program that allows them to pursue a post-secondary education and/or career in order to become productive citizens of society. We believe Perkins Middle School has the responsibility of ensuring that all students receive a quality public education that develops their potential, independence, and character. We consider that all students have the capacity to become responsible citizens and productive lifelong learners. We also believe that by working collaboratively with parents and the community, Perkins Middle School can help all students achieve personal and educational success.

In addition, we believe that Perkins Middle School can join parents in developing our students' self-esteem, moral values, honesty, integrity and respect for self and others. We believe our students need the opportunity to develop mentally and physically through adequate and rigorous programs of study and appropriate physical challenges. Moreover, we believe we can accomplish our mission through teamwork, dedication, and professionalism.

The student population at Perkins Middle School is approximately 1031 and serves students in grades 6th through 8th. According to the PEIMS Data Review of our campus profile, **98%** of the student population is Hispanic and 100 % are identified as Economically Disadvantaged. Many of our students are first generation Mexican immigrants, 18% are classified as Limited English Proficient and a majority is English/Spanish bilingual. The student population by gender is 529 males and 502 females of which 18% are identified as special population subgroups.

In addition, many of our students come from homes which participate in state and federal assistance programs such as food stamps, welfare, the Women, Infant, Children (WIC) nutrition program, and subsidized housing and medical assistance. The student demographics has increased over the last 3-5 years by 2%.

The students that are identified as at-risk are identified as per section 29.081 of the Texas Education Code and comprise 59% of the student population. As per the state criteria, the students are under 26 years of age and are at-risk of dropping out of school. In addition, the state also uses a criteria that has 13 indicators that identifies a student as at-risk.

The district/campus uses both state and local indicators. The state criteria that is used is defined in section 29.081 of the Texas Education Code which are

listed under the 13 indicators that identify a student as at-risk. In addition, the local indicator is based on a student's migratory status.

The programs that are available for students that are at-risk for dropping out are tutoring, counseling, alternative schools, differentiated instruction, employment training, intervention programs, communities in schools, close follow up procedures on truancy and absenteeism.

The students that are targeted to participate fall under the 13 indicators that identify a student as at-risk as per the Texas Education Code. There are approximately 638 at-risk students out of the school's total population. The attendance rate is 96.7% for all students and 96.6% for at-risk students. The retention rate is 5.7% for all and at-risk students. Moreover, the dropout rate was 0.0% for all and at-risk students.

Demographics

Demographics Summary

Perkins Middle School is a predominantly Hispanic school with 1031 students serving students from 6th through 8th grade. The Student population by gender is 529 males and 502 females. According to PEIMS Data Review, 98% of the student population is Hispanic, 0.3% white, 0.1% African-American and 0.1% other. Many of our students are first-generation Mexican immigrants, 18% which is classified as Limited Proficient and a majority in English/Spanish bilingual.

In addition, according to the PEIMS Data Review, 100% of the students are identified as Economically Disadvantaged. Many of our students come from homes which participate in state and federal assistance programs such as food stamps, welfare, the women infant, children (WIC) nutrition program, and subsidized housing and medical assistance. Approximately 0.012% of our students are considered homeless under the McKinney-Vento Act/Youth Connection Project.

Moreover, the student demographics has increased over the last 3-5 years by 2%. Our student/teacher ratio is 25 to 1. Perkins Middle school faculty and staff population are approximately 120 employees. All teachers are highly qualified as per TEA and SBEC.

Demographics Strengths

The following strengths were identified after all findings were analyzed by the SBDM Committee:

- Attendance rate increase to 97.4% meeting the state required standard
- At-risk tutorial enrollment
- Students participation in extra-curricular activities

Demographics Needs

One of the primary needs for Perkins Middle School is to increase student attendance through improvements in the academic program and

availability of enrichment programs both before and after school, such as morning/after school tutorials, Saturday STAAR Accelerated Sessions, and the 21st Century Program. Through these and other types of programs, Perkins Middle School's drop-out rate is well below the state average at 1.1%. The need for Perkins to increase the number of clubs and activities available for students would positively impact and benefit all the sub-populations by actively increase student academic performance. Additionally, various intervention programs must be sustained to safeguard that all students that are at-risk of dropping out of school stay in school. In order to improve and sustain our campus academic goals, we must work towards the following successfully implementing the following interventions:

- Increase attendance by 2%.
- Increase the passing rate by 10% for all sub-groups in the state assessments (STAAR)
- Increase the number of students attending accelerated instruction by 15%.
- Decrease the number of dropouts below the state average.
- Increase the number of students participating in extra-curricular activities.
- Campus staff will follow-up with non-returning students (At-Risk Students)
- At-risk counselor will monitor and coordinate intervention programs for At-Risk student

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

- Improve Reading STAAR scores by providing additional education opportunities during tutorials and instructional strategies.
1.1,1.2,1.3,1.4,1.5,1.6,1.7,1.8,1.9,1.10,1.11,1.13,1.17,1.19,1.20,1.21,1.25
- Improve Math STAAR scores by providing a rich source of classroom instruction and tutorials.
1.1,1.5,1.6,1.8,1.13,1.17,1.21,1.24,1.25,1.26
- Reduce the number of students in Special Education taking the STAAR-M by providing inclusion instruction to meet their needs.
1.1,1.2,1.4,1.5,1.6,1.8,1.10,1.11,1.13,1.21,1.25
- Transition more LEP students by providing multiple learning opportunities; MindPlay:
1.1,1.2,1.3,1.4,1.5,1.6,1.7,1.8,1.10,1.11,1.12,1.13,1.14,1.17,1.19,1.20,1.21,
- Increase attendance rate 3.1,3.2,3.3,3.4,3.5

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 2015-2016 Campus Improvement Plan. Our plan to reduce the number of students in special education taking STAAR Modified includes monitoring the progress of the subgroup scores in benchmarks, weekly and six weeks grades. Special education students taking STAAR Modified will be provided tutorial opportunities.

Perkins will continue to close the achievement gap between non-LEP and LEP population by implementing a monitoring system. Teachers will be given a list of their LEP students along with their STAAR and TELPAS scores. Teachers will track the progress of these students in their academics as well as benchmark scores. Based on student progress, students will be provided tutorial opportunities, 21st Century academic support sessions, and enrichment courses to target their reading and/or math needs.

Student Achievement

Student Achievement Summary

After a 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 academic improvement would be founded on the state assessment requirements of the implementation of rigorous and relevant instruction by teaching and improving strategies that will help our students achieve expected standards. The SBDM will also review and revise, as needed, policies that establish monitoring of effective and varied instructional methods focusing on learning styles, multiple intelligences, and student choice. Student achievements are stated as followed: 6th grade 60% Reading and 63% Math, 7th grade 60% Reading and 49% Math, 8th grade 65% Reading 60% Math 42% Social Studies and 49% Science. 60% met satisfactory state standards at Phase-in 1 which 22% were special education, 60% economic disadvantage and 28% ELL.

A student group that performed less than or equal to the state average is identified as a priority. Based on the review of the data, best practices will be used to address the priority areas of need.

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

STAAR Summary of 6th- 8th Grades Tested

	State	District	Campus
Grade 6			
Reading	78%	69%	62%
Mathematics	79%	72%	65%

Grade 7

Reading	76%	65%	61%
Mathematics	68%	59%	60%
Writing	72%	68%	61%

Grade 8

Reading	90%	82%	72%
Mathematics	86%	79%	67%
Science	72%	60%	52%
Social Studies	63%	51%	52%

Performance Variation Between All Student Groups and All Grades

	All Students	Hispanic	White	Econ Disadv	At-Risk	Special Ed	ELL
All Subjects	60%	60%	100%	60%	43%	22%	28%
Reading	66%	66%	*	66%	47%	21%	29%
Mathematics	61%	61%	*	61%	49%	25%	37%
Writing	65%	65%	*	65%	43%	*	18%
Science	49%	49%	*	49%	32%	18%	20%
Social Studies	42%	42%	*	42%	18%	27%	15%

Student Achievement Strengths

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

- Reading 6th grade
- Math 7th-8th
- Dropout rates

- Algebra STAAR percentages were highest in the district.
- Closing the academic gaps across all sub-populations/demographics

Student Achievement Needs

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

- Improve 7th grade Language Arts, 6th – 8th grade Reading, and 8th grade Social Studies STAAR for all students by attending accelerated programs such as Stride Academy & Circle of Life
- Improve 6th grade Math and 8th grade Science STAAR scores for all students including sub populations such as attending accelerated programs such as Hands-on-Equations & Z-Space
- Students will participate in the district's Duke talent search program in order to promote college readiness
- LEP, Special Education, and Migrant students. Provide resources and supplemental supplies to all student
- Close the gap between LEP students and non-LEP students that meet the STAAR standards across the grade levels by attending accelerated programs
- Increase the number of LEP students that meet the Reading STAAR across the grade levels by attending accelerated programs
- Provide necessary supplies across all sub-populations

The purchase of tables, stools, and chairs will help meet/enhance the instructional needs and increase student academic achievement both in the classroom and the library setting. This will promote a conducive environment for the enhancement of reading and learning. After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following Student Achievement areas of improvement would be addressed:

- Improve Reading STAAR scores in 7th -8th and maintain 6th grade by providing teachers with PD/training. 1.1,1.2,1.3,1.4,1.5,1.6,1.7,1.8.1.10,1.11,1.12,1.13,1.17,1.19,1.20,1.21,1.25
- Improve Math STAAR scores in 7th -8th and maintain 6th grade by implementing additional resources to student learning. 1.5,1.6,1.7.1.8,1.11 ,1.12,1.13,1.17,1.19,1.20,1.21,1.24,1.25,1.26
- Teachers will work collaboratively to focus on preparing all students including Migrant, LEP, and Special Education students for the following grade level through vertical team meetings. 1.1,1.16
- Close the gap between LEP and non-LEP and increase Reading STAAR across grade level by collaborating with Tech Lab teacher in providing programs to enhance learning. 1.1,1.2,1.3,1.4,1.5,1.6,1.7,1.8.1.9,1.10,1.11,1.12,1.13,1.14,1.16,1.17,1.19,1.20,1.21,1.25

- Meet AMAO's 1, 2 and AYP for LEP students by implementing the following Action Steps:
1.1,1.2,1.3,1.4,1.5,1.6,1.7,1.8.1.9,1.10,1.11,1.12,1.13,1.14,1.16,1.17,1.19,1.20,1.21,1.25
- Increase attendance rate 3.1,3.2,3.3,3.4,3.5
- Provide necessary supplies/tools across all sub-populations in order to close achievement gaps and attain individual academic growth
7.2

Ongoing monitoring of LEP student population will be done through Team and Department meetings on a monthly basis. Teachers will conduct the ELPS checklist at the beginning, middle and end of year to monitor progress. Teachers and administrators will monitor student data from previous years, as well as scores for the current school year. To best support campus efforts and meet identified needs at the District and Campus level; activities, resources, and implementation timelines related to Student Achievement are set forth in core-area, At-Risk, and Migrant Education sections of the 2015-2016 Campus Improvement Plan. In order to meet the required percentages for AMAO, teachers will be provided with additional resources that address teaching English Language Domains, Higher Order Thinking Skills, Levels of Bloom's Taxonomy, and Academic Vocabulary. Teachers will document the state required ELPS, TEKS and Reporting Categories on their lesson plans and will also be visible in the classroom to all students and visitors.

School Culture and Climate

School Culture and Climate Summary

After thorough review of multiple data sources, the SBDM Committee assessed the overall school culture and determined that the effective approaches to improving school climate involve collaborative planning, collegial work, and a school atmosphere conducive to experimentation and evaluation and view all school staff (teachers, paraprofessionals, custodians, secretaries) as important contributing members who are engaged in the development of activities that take place over time. Similarly, students, parents, and community members must be included in projects to address school climate. Inviting a parent or student as a token representative will not be enough; to foster an investment in the project, individual contributions and participation must be welcomed, respected, and valued as part of school-wide efforts.

Overall, there were 374 online surveys submitted. Of the three hundred seventy- four surveys submitted, 42% had students in 6th grade, 35% had students in 7th grade, and 23% had students in the 8th grade. The majority of the respondents (parents) visited the school at least once per month and are concerned about their students' academic performance in language arts, mathematics, science, and writing. To this end, they are somewhat satisfied with their students' level of academic performance, motivation for learning, and self confidence. In addition to academic performance, parents voiced their concerns about student learning and understanding. Many of the respondents were concerned about the state assessment/requirements. In regards to school process, many parents wanted obtain information about the role of the governing school board.

The purpose of this survey was to determine how well Perkins Middle School provides quality service experiences to parents, students, faculty and staff in three areas: safety, teaching and learning, and relationships. The quantitative and qualitative findings of this study indicate that there are several areas of need. These areas of need span all categories evaluated.

Academic Planning and Professional Development Networks, SBDM committee recommends that we continue to address the academic deficiencies identified. Those deficiencies have been identified as safety, teaching and learning, and relationships. There are four recommendations listed below.

- Student achievement is the greatest priority of all educational needs. It is recommended that all professional staff attend training to address the identified academic/instructional student needs. In addition it is essential to develop positive relationships among students and teachers. This will also create a common practice among everyone in the building, which establishes consistency in communication and ultimately protocol. Establishing this practice should focus on five major components: self-control, unconditional positive regard, teaching expectations, classroom arrangement, and effective delivery of instruction.
- Secondly, there is a need for strengthening teacher preparation both in content and effective teaching practices. As means of

addressing this issue, teachers need to be provided content based professional learning opportunities that will provide them with the instructional skills and best practices needed for preparing, developing, and implementing rigorous lessons.

- Thirdly, it is recommended that Perkins continues to develop professional learning communities (PLC), that establishes a platform for discipline based teams to communicate across grade levels as well provides grade level teams to evaluate student performance, behavior, and deficiencies. The PLC platform should also be used to develop pathways of communication among school staff and internal/external administration that provides staff with input in the decision-making process.
- Finally, the continued development of parental involvement programs that provide parents with support for their child's learning at home, information about the instructional program, student performance data and opportunities for shared decision-making as well.

These recommendations should serve as suggestions to guide Perkins Middle School in our efforts to continuously improve and grow as we establish future goals and objectives in our endeavor to ensure that quality services/instruction are being provided to our stakeholders.

School Culture and Climate Strengths

- **Findings/Analysis Results:** The following strengths were identified after all findings were analyzed by the SBDM Committee:
- **Achievement motivation:** Students at the school believe they can learn and are willing to learn.
- **Collaborative decision making:** Parents, students, and staff are actively involved in the decisions affecting the school.
- **Equity and fairness:** Students are treated equally regardless of ethnicity, gender, and disability.
- **General school climate:** There is a positive quality of all interactions and feelings of trust and respect within the school community.
- **Order and discipline:** Students display appropriate behavior in the school setting.
- **Parent involvement:** Parents participate frequently in school activities.
- **School-community relations:** The community is supportive and involved in the life of the school.
- **Dedication to student learning:** Teachers actively motivate students to learn.
- **Staff expectations:** Staff expects that students will succeed in school and in life.
- **Leadership:** The principal effectively guides the direction of the school, including creating a positive climate.
- **School building:** The physical appearance of the school building reflects respect for the school and community.
- **Sharing of resources:** All students have equal opportunity to participate in school activities, materials, and equipment.
- **Caring and sensitivity:** The principal shows consideration for the students, parents, and school staff.
- **Student interpersonal relations:** There is a high level of caring, respect, and trust among students in the school.
- **Student-teacher relations:** There is a high level of caring, respect and trust between students and teachers in the school.

School Culture and Climate Needs

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

- Increase attendance rate
- Reduce tardiness
- Conduct more presentations on bullying
- Promote College Readiness
- Student Bullying Prevention Awareness
- More funding for Teacher Technology and Software

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

- Increase attendance rate communicating with parents/guardians. 3.1,3.2,3.3,3.4,3.5,3.6,3.8
- Reduce tardiness by stressing rules and responsibilities. 3.1,3.2,3.3
- Conduct more anti-bullying presentations through the counseling center 5.1,5.3,5.4,5.5,5.6,5.7,5.8,5.9,5.10

In order to increase our attendance rate, the PEIMS supervisor will provide the teachers and Parent Liaison with an Absence Form. Teachers and Parent Liaison will use this form as a means to work collaboratively to increase the attendance rate. Counselors will schedule more anti bullying presentations throughout the school year, the 8th grade Health Teachers will implement an anti-bullying unit.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following Staff Quality, Recruitment and Retention are effectively in practice and are contributing factors to the overall staff solidarity. Administration, Curriculum Specialist and TLI Teacher Specialist work in collaboration to provide professional development for all new and returning professional staff. Extensive and on-going training in Reading, Math & Science, and Social Studies is a well established campus practice. New Teacher Training and Mentorship assist in providing guidance and support and promote the necessary teacher comradeship. All Teachers and Paraprofessionals are highly qualified as per TEA and SBEC background checks and certifications. The SBDM Committee interviews all staff being hired at the school campus. Appropriate questions that fit the job description are asked to help make the most appropriate decision in hiring the best qualified candidate.

Staff Quality, Recruitment, and Retention Strengths

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

- PDAS
- Training to improve delivery of instruction (DOK's)
- Present staff is supportive and adhere to campus procedures and goals
- TEAMS of teachers are balanced appropriately
- Tutorials paid through special programs, advanced academics, and special education funds.

Staff Quality, Recruitment, and Retention Needs

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

- Professional Development in Reading
- Professional Development in Math & Science
- New Teacher Training and Mentoring as well as assigned mentor teachers to new staff members

- Regular implementation of Think Through Math
- Provide opportunities for professional development in servicing the needs of low performing subpopulations.

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

- Administration, Curriculum Specialist and TLI Teacher Specialist will work together to provide PD for new and all returning professional staff. 1..5,1.10,1.13,3.21,3.22 in Reading, Math & Science. New Teacher Training and Mentoring as well as assigning mentor teachers to new staff members, specifically in the core areas such as Reading and Math.
- Assign mentor teachers to new staff members and provide support: 3.21,3.22

In order to provide new teachers with assistance, guidance and support a TEAMING training as well as assigning them a mentor teacher will be part of their yearly requirements. During the beginning of the school year staff development days, all teachers are provided with the TEAMING training by our assistant principal. A C.D is issued to each teacher containing relevant information on TEAMING. Also, all new teachers will be assigned a mentor teacher.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Perkins Middle School is committed to providing an outstanding education for every middle school student. In an information-rich, technology-driven society, Perkins Middle School must be prepared to use the same 21st century tools in the classrooms that students are using in their everyday lives. Our school looks beyond state expectations and standards and prepares students to compete in order to succeed in a global economy. The curriculum and instruction in Perkins Middle School must be delivered by highly qualified, well-trained, and effective teachers. Our curriculum and instruction must foster curiosity and a love of learning through active engagement of all students, real world applications to learning, developmentally-appropriate materials and activities, high quality and updated instructional technology, and research-based methods of instruction which harness – but do not stifle – students’ energy.

Perkins Middle school provides a balance of social experiences and academic rigor – work which challenges the mind, promotes interdisciplinary thinking, ignites students’ passions and interests, and addresses the head, hand, heart, and health of the student. Perkins Middle school engages students of all backgrounds and ability levels with instruction that moves them beyond literacy and numeracy to excellence in the mathematics, reading, science, social studies, fine arts, health, athletics, and technology . Time is of the essence for the work that must be done to improve middle level education. By transforming Perkins Middle School, the bridge between middle school and high school will be strengthened. At the heart of this transformation is the promise to provide every middle school student with a high quality education and a commitment to close the achievement gap.

To address the needs to transform Perkins Middle School, the campus SBDM committee is organized as the driving task force which is committed to education excellence for all students. Parents, students, educators, representatives, from our community representatives work with university partners and our colleagues from surrounding counties participate in this endeavor. Feedback from the SBDM committee provided the starting point for the work of this driving task force. SBDM members reviewed campus strengths and needs as well as research from the leading organizations on middle school reform. The SBDM Committee further assesses our campus program effectiveness and determines that through the collaboration of various campus resources and community entities the academic improvement would be founded on the state assessment requirements of the implementation of rigorous and relevant instruction by teaching and improving strategies that will help our students achieve expected standards. The SBDM will also review and revise, as needed, policies that establish monitoring of effective and varied instructional methods focusing on learning styles, multiple intelligences, and student choice.

Curriculum, Instruction, and Assessment Strengths

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

- Curriculum, Instruction and Assessment Strengths
- Minimark Testing for reading and math
- District Wide Benchmarks
- Department meetings to discuss alignment between subjects
- Classroom observations
- Core area Horizontal alignment
- Core Area Vertical alignment.

Curriculum, Instruction, and Assessment Needs

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

- Improve Social Studies and Reading STAAR scores in all populations by providing accelerated programs and targeting the At-Risk students' academic needs
- Improve Math STAAR scores in all populations by providing accelerated programs
- Reduce Special Ed taking STAARM by providing accelerated programs
- Transition more LEP students by providing accelerated programs
- Continue monitoring the ELL population and include them in enrichment classes offered and in accelerated programs
- Co-Planning once every Six Weeks.
- Dean will provide professional development sessions for in order to effectively impact STAAR results.

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

- Improve Reading STAAR scores by monitoring individual student progress through a variety of assessment tools : 1.1, 1.2,1.3,1.4,1.5,1.6,1.7,1.8,1.9,1.10,1.11,1.13,1.17,1.19,1.20,1.21,1.25
- Improve Math STAAR scores by monitoring individual student progress through a variety of assessment tools: unit test, mini marks,

and six-weeks tests. 1.1,1.5,1.6,1.8,1.13,1.17,1.21,1.24,1.25,1.26

- Reduce the number of students in Special Education taking the STAARM by implementing additional sources such as strategies and interventions. 1.1,1.2,1.4,1.5,1.6,1.8,1.10,1.11,1.13,1.21,1.25
- Transition more LEP students through a rigorous ESL program.
1.1,1.2,1.3,1.4,1.5,1.6,1.7,1.8,1.9,1.10,1.11,1.12,1.13,1.14,1.17,1.19,1.20,1.21

All Reading teachers at our campus will align their Accelerated Reader rubric. TEAMS will meet to complete the ELPS checklist for all LEP students in their TEAM. Checklists will be completed at the beginning, middle and end of the year. To best support campus efforts and meet identified needs at the District and Campus level; activities, resources, and implementation timelines related to Curriculum, Instruction and Assessment are set forth in all sections of the 2015-2016 Campus Improvement Plan.

Family and Community Involvement

Family and Community Involvement Summary

After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following Family and Community initiatives are successfully in practice and are contributing factors to the total partnership between the school and the general community. The results of the parent school climate survey identified the overall campus progress and the challenges to be addressed. The positive school climate resource provides practical ideas for safe and accepting school culture as we build on successes and address new and ongoing challenges with respect to improving the school climate. It offered new ideas and strategies that can be adapted as we continue to nurture a learning environment that enables all students to thrive. In addition, Perkins Middle School keeps open lines of communication with parents through newsletters, scheduled parent/teacher conferences, open-house, and e-messenger. Thus, these undertakings have been accomplished through the following on-going campus initiatives:

1. The measurable growth Parent and Community Involvement has had in the educational process by providing educational opportunities through conferences, meetings and workshops for all sub-populations. 6.1.6, 7.1.10
2. The steady increase of Community Participation in School Events/Sports by inviting community stakeholders to attend games, events or school related functions to increase support and participation. 6.1.5
3. The successful increase of attendance rate by informing parents of attendance issues through the use of district School Messenger, home visits, parent conferences. 6.1.11
4. The quantifiable increase in the number of Parent participation of At-risk population by conducting home visits that are informative in nature and provide opportunities for student academic success. 6.1.11, 6.1.9
5. The student accessibility to provide hygiene supplies for migrant students by directly addressing basic student needs. Migrant students will receive age-appropriate clothing, school supplies in order to support daily school attendance thus addressing the district attendance policy for the middle school students. 6.1.5, 7.1.2, 7.1.3
6. Monitor individual student progress, working together as teams to improve academics for all students through data from benchmarks and RTI's and monitor behavior through data from Review 360 as indicated in Demographics section 7.1.2, 7.1.3
7. Provide migrant students with computers, printers, and cartridges so they may work on homework assignments and projects 7.1.2, 7.1.3

7.1.2, 7.1.3

Family and Community Involvement Strengths

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

- Our school encourages parents/community to be actively involved
- High parent attendance at the parent center
- Open House Attendance
- Career Day
- Campus Website
- Principal of the Day
- Take your child your child to work day
- Adult Education Classes

Family and Community Involvement Needs

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

- Increase Parent and Community Involvement including all sub-populations by through presentation provided by Patricia Valenzuela, MEH II
- Enhance Community Participation in School Events/Sports
- Raise Open-House attendance/using automated phone system
- Increase the number of Parents of At-risk population actively involved
- Improve Parent contact information and addresses by implementing family engagement activities
- Accurate information on Nurse's cards, Student Release Cards and eSchoolPlus
- Provide hygiene supplies for migrant students
- Provide light refreshment at migrant parent meetings as a means to increase parent participation
- Adult English Classes

In addition, information on various campus initiatives such as 21st Century, will be provided during Open House so that more parents attend. Our parent liaison in collaboration with other parent volunteers and community members will provide classes to parents that address the needs that parents identified in the survey such as the need for informational meetings. To best support campus efforts and meet identified needs at the District and Campus level, activities/resources and implementation timelines related to Family and Community Involvement will be set forth in the Parent and Community section of the 2015-2016 Campus Improvement Plan.

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

- Increase Parent and Community Involvement in the educational process by providing educational opportunities through conferences, meetings and workshops for all sub-populations. 6.1.11 ,6.1.7, 7.1.10
- Increase Community Participation in School Events/Sports by inviting community stakeholder to attend games, events or school related functions to increase support and participation. 6.1.11, 6.1.6, 6.1,9
- Increase attendance rate by informing parents of attendance issues through the use of district School Massager, home visit, parent conferences. 6.1.2, 6.1.5, 6.1.6, 6.1.10
- Increase the number of Parent participation of At-risk population by conducting home visits that are informative in nature and provide opportunities for student academic success. 6.1.11
- Provide hygiene supplies for migrant students by directly addressing basic student needs. 6.1.7, 7.1.3

Information on various campus initiatives such as 21st Century, will be provided during Open House so that more parents attend. Our parent liaison in collaboration with other parent volunteers and community members will provide classes to parents that address the needs that parents identified in the survey such as the need for informational meetings. To best support campus efforts and meet identified needs at the District and Campus level; activities, resources, and implementation timelines related to Family and Community Involvement are set forth in the Parent and Community section of the 2015-2016 Campus Improvement Plan.

The 21st Century Community Learning Centers (CCLC) serves as a supplementary program that can enhance state or local reform efforts to improve student academic achievement and support overall student development. It assists students during outside school hours or when school is not in session. CCLC funds are to be used to provide opportunities for academic assistance, enrichment, college and workforce readiness and family and parental support services. The overall program objectives are to increase and improve student's academic performance, attendance, behavior, promotion rates and graduation rates. State Compensatory and Title I will assist the 21st CCLC with funding to provide extended time in the area/s of each individual campuses' academic need.

School Context and Organization

School Context and Organization Summary

Perkins Middle School teachers have a voice in grade level planning, campus content committees, SBDM meetings, LPACs, attendance and placement committees, discipline committee, and social committee meetings. Weekly faculty meetings are held to train teachers and communicate. Surveys in the spring are used to determine climate. Teachers at each grade level plan family nights on campus, and teachers are enlisted to train during professional development times.

After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following School Context and Organization initiatives are effectually in practice and are contributing factors to the fundamentally central success of our campus organization. These undertakings have been accomplished through the following on-going campus initiatives:

1. Marked attendance of department chair members will directly monitor and collaborate with teachers.
2. Regular campus walkthroughs by administration in order to provide direct feedback and increase measurable rigorous delivery of instruction.
3. Through the use of Tango Central (a district initiative data program) individual student academic growth is monitored and assessed.

Administrators and teachers keep a log of their participation in TEAM meetings. To best support campus efforts and meet identified needs at the District and Campus level activities/resources and implementation timelines related to School Context and Organization are set forth in all sections of the 2015- 2016 Improvement Plan.

In addition, survey results offered a comprehensive assessment of Perkins Middle School organizational culture, the campus outlook on the development of the instructional plans, and the target resources designed to increases in student learning. The survey also demonstrated that teachers and students can play a crucial role in school success. The survey also found that Perkins Middle school is well organized, safe, and supportive to all stakeholders.

School Context and Organization Strengths

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

- Department Chairperson Meetings
- Regular Team Leaders Meetings
- SBDM Committee Meetings
- CATCH Program
- Full-time Parent Liaison
- In Schools Community
- Calendar of Events

School Context and Organization Needs

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

- Teacher Support Group Initiative
- Functional Team work & Collaboration
- Engage by ensuring rigor is present in teaching
- Over-all total academic growth and well-being
- Effective communication with all stakeholders
- Effective Leadership
- Increase communication with all stakeholders

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

- Department chair members will directly monitor and collaborate with teachers. Action Step: 1.19
- Administration will provide direct feedback in order to increase a rigorous delivery of instruction. Action Step: 1.19

- Through the use of Tango Central (a district initiative data program) individual student academic growth will be monitored and assessed. Action Step: 1.19

Administrators and teachers will keep a log of their participation in TEAM meetings. To best support campus efforts and meet identified needs at the District and Campus level; activities, resources, and implementation timelines related to School Context and Organization are set forth in all sections of the 2015-2016 Improvement Plan.

Technology

Technology Summary

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 academic improvement would be founded on the state assessment requirements of the implementation of rigorous and relevant instruction by teaching and improving strategies that will help our students achieve expected standards. The SBDM will also review and revise, as needed, policies that establish monitoring of effective and varied instructional methods focusing on learning styles, multiple intelligences, and student choices.

Based on our Campus Needs Assessment survey provided to students and teachers, it was identified that both students and teachers state the need for additional technology support to enrich the lessons and enhance learning. The addition of technology resources in the classroom will aid students in the learning process, thus positively impacting their academic success. Staff members will receive training on TEXT help so that its implementation is of optimal use. Additional software is needed so that the campus offers its students an array of up to date technology support resources that target the different academic areas. To best support campus efforts and meet identified needs at the District and Campus level; activities, resources, and implementation timelines related to Technology are set forth in all sections of the 2015-2016 Campus Improvement Plan.

Technology Strengths

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

- Network Infrastructure
- Computer Lab Accessibility
- Train staff on the use of TEXTHelp
- ISTATION, MindPlay, My Satori, Brain Pop, Aware,
- EduSmart Science
- Kindle Fire
- AR (Accelerated Reader)

Technology Needs

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

- Updated Equipment and Software for campus wide technology needs and accelerated programs. Purchase materials, supplies, software, and hardware such as speakers, headphones, computer tool kits, upgraded technology for students use and demonstration, such as laptop computers, tablets pc, calculators speakers, headphones, video camera, digital camera, projectors
- Wireless Network for campus wide technology needs and accelerated programs.
- TST (full-time) for campus wide technology needs and accelerated programs.
- Purchase software to supplement and enhance instruction as well as general supplies for all students including sub-populations

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

- Campus administration will look for additional funds to update equipment and software. 8.3,8.5,8.6
- Campus administration will provide an opportunity to hire a full-time TST to meet campus wide technology needs. 8.3
- Support and enrich the classroom instruction and student learning by providing additional technology hardware so that lessons/curriculum are rigorous and enriched through the use of district adopted computer based programs. 8.5
- Certified personnel will attend the yearly state technology conference/professional development in order to stay abreast of the latest advances in technology in order to effectively improve student progress in technology/academics. 8.2

Based on our Campus Needs Assessment survey provided to students and teachers, it was identified that both students and teachers state the need for additional technology support to enrich the lessons and enhance learning. The addition of technology resources in the classroom will aid students in the learning process, thus positively impacting their academic success. Staff members will receive training on TEXT help so that its implementation is of optimal use. Additional software is needed so that the campus offers its students an array of up to date technology support resources that target the different academic areas. To best support campus efforts and meet identified needs at the District and Campus level; activities, resources, and implementation timelines related to Technology are set forth in all sections of the 2015-2016 Campus Improvement Plan.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR 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 Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- 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 our BISD students tested will demonstrate mastery on the STAAR Reading, Writing, Language Arts, Math, Science and Social Studies tests. A minimum of 40% of our BISD students tested will demonstrate Commended Performance on the STAAR Reading, Writing, ELA, Math, Science and Social Studies tests.

Summative Evaluation: At least 90% of our students will exceed expected performance standards in Reading, Writing, ELA, Math, Science and Social Studies by the end of the school year. A minimum of 40% of our students tested will demonstrate Commended Performance on the Reading, Writing, ELA test, Math, Science and Social Studies.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p style="text-align: center;">State System Safeguard Strategy</p> <p style="text-align: center;">Critical Success Factors</p> <p style="text-align: center;">CSF 1</p> <p>1) Teachers will meet once a week to align ELA, Math, Science and Social Studies curriculum & discuss effective teaching strategies for upcoming units of study. Stipend(s) will be provided for core area teachers for curriculum alignment purposes. Faculty will be provided with STAAR and TELPAS training/data to help identify struggling learners and prescribe early intervention. Discuss the progress of B, I, A, M1 & M2 students. Test will be same for each grade level after each unit to measure student performance equally. Administration, Dean of Instruction, & TLI Specialist will meet with the departments as needed to plan and discuss Professional Development training/yearly conferences to ensure that all students meet the STAAR standards.</p> <p>Population: 6-8 grade students</p> <p>-LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI</p> <p>Timeline: Aug. 2016-May 2017. CNA P.#8,9,11,19, & 20</p>	1, 2, 3, 8	Teachers, Administration, TLI Specialist, Dean of Instruction, Department Chair(s) and District Specialist	<p>F: Teacher made tests, Benchmarks, Sign in, Agenda</p> <p>Texas Middle School Fluency Assessment</p> <p>S: STAAR, AEIS Report, PBMAS, AMAOS 1,2,3, SELP</p>				

<p align="center">Critical Success Factors CSF 1</p> <p>2) Reading fluency will be addressed utilizing selected texts having students read orally and silently to increase strength and stamina. Also to increase comprehension. Utilize A.R. program as bell activity to increase individualized reading fluency as needed. Enhance vocabulary development by using Frayer Model; Word of the Day. The purchase of tables, stools, and chairs will help meet/enhance the instructional needs and increase student academic achievement both in the classroom and the library setting. This will promote a conducive environment for the enhancement of reading and learning. Population: 6-8 grade students -LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI Timeline: Twice per week Timeline: Aug. 2016-May 2017. CNA P. #8,9,11,& 20</p>	<p>1, 2</p>	<p>Teachers, Administration, Library, Dean of Instruction, Department Chair and District Specialist</p>	<p>F: Diagnostic Test Results and Benchmark Scores. S: Texas Middle School Fluency Assessment, Campus Administration Walkthroughs, In-formal-Formative Assessments, and District Benchmarks</p>				
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1</p> <p>3) To track reading progress, teachers will administer the diagnostic reading test to all 6th-8th grade students and a reading fluency test to 7th grade students three times during the school year. To improve student reading results, a plan of action will then be created for at-risk. 6-8 grade students -LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI Timeline: Aug. 2016-May 2017. CNA P.#8,9,11 & 19</p>	<p>1, 2, 8</p>	<p>Teachers, Administration, TLI Specialist, Dean of Instruction, Department Chair and District Specialist</p>	<p>F: Diagnostic Test Results S: STAAR, AEIS, PBMAS, AMAOS 1,2,3, SELP, TELPAS Campus Administration Walkthroughs, In-formal-Formative Assessments, and District Benchmarks</p>				

<p align="center">Critical Success Factors CSF 1</p> <p>4) The implementation of the Accelerated Reader program will enhance and build upon reading skills necessary for academic and STAAR mastery.6-8 grade students</p> <p>-LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI</p> <p>Timeline: 2nd through 6th weeks Timeline: Aug. 2016-May 2017. CNA P.#8,9,11,19 & 20</p>	2, 9	Teachers, Librarian, Administration, TLI -Specialist, Dean of Instruction, Department Chair and District Specialist	F:With the use of the accelerated Reader Program, every six-weeks a print out of points obtained from each reading class will be published for public viewing. AR, however, cannot be used in the grading system.				
<p align="center">Critical Success Factors CSF 3 CSF 7</p> <p>5) Teachers from the ELA, Math, Science and Social Studies department will have numerous opportunities to attend a conference/training(Region One) including district professional development in GT/Pre-AP and will be prepared to share the information with the rest of the teachers. Faculty members have be provided with STAAR and TELPAS data at the start of the school year to identify struggling learners and prescribe early interventions for academic progress by student category (B, I, A, M1, M2) in ELA. Certified personnel will attend the yearly state assessment conference/professional development in order to stay abreast of the latest state assessment requirements. New/updated information will be presented and implemented in the classroom to increase student progress in STAAR/EOC results. Population: 6-8 grade students</p> <p>-At-risk -GT -Pre-AP/AP -DYS -SE -MI -LEP</p> <p>-Timeline: Aug. 2016-May 2017. CNA P. # 8, 9, 11,19 & 20</p>	4, 5, 8	Teachers, Librarian, Administration, TLI -Specialist, Dean of Instruction, Department Chair and District Specialist	F: Agendas, ERO, Student performance in weekly tests, six weeks grade, and benchmark results. S:STAAR Reading Scores, AEIS, PBMAS, AMAOS 1,2,3, SELP, TELPAS Campus Administration Walkthroughs, In-formal-Formative Assessments, and District Benchmarks				
<p>Funding Sources: Local - \$1000.00, Local - \$1500.00, Title I-A - \$2500.00</p>							

<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2</p> <p>6) Students that receive failing grades in the Reading, writing, Math, Science and Social Studies benchmarks, minimarks, teacher made test, unit test, and diagnostic tests will be recommended and motivated to attend tutorial and/or Saturday Academies in order to meet STAAR standards. Transportation will be available to students who participate in tutorial. Tutorials will also help meet AYP requirements. Students that receive a 60 or lower in their courses will be monitored throughout the school year by classroom teacher.</p> <p>Population: 6-8 grade students</p> <p>-LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI</p> <p>Timeline: Aug. 2016-May 2017. CNA P.# 8,9,11,19 & 20</p>	1, 2, 9, 10	Teachers, Administration, TLI -Specialist, Dean of Instruction, Department Chair and District Specialist	<p>F: Teacher made tests, benchmark results</p> <p>S: STAAR Reading Scores, AEIS, PBMAS, AMAOS 1,2,3, SELP, TELPAS</p> <p>Campus Administration Walkthroughs, In-formal-Formative Assessments, and District Benchmarks</p>				
<p>Funding Sources: Title I-A - \$3000.00, State Bilingual - \$3000.00</p>							
<p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 4</p> <p>7) The A.R program will be an additional tool embedded within the curriculum to integrate literary elements in order to understand an array of written texts.</p> <p>Population: 6-8 grade students</p> <p>-LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI</p> <p>Timeline: Meet once weekly from Timeline: Aug. 2016-May 2017. CNA P.# 8, 9,11,& 19</p>	1, 2, 9	Teachers, Librarian, Administration, TLI -Specialist, Dean of Instruction, Department Chair and District Specialist	<p>F: Teacher Monitoring, Software use logs.</p> <p>S:EOY Accelerated Reader reports, STAAR Reading Scores</p> <p>Campus Administration Walkthroughs, In-formal-Formative Assessments, and District Benchmarks</p>				

<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>8) ALL Reading, Math, Science and Social Studies teachers (including special education teachers) will use instructional materials: computers, laptops, printers, computer devices, calculators, Kendles, Nooks, cameras, and ink necessary to help students achieve academic progress in the required state assessments. They will also provide classroom resources and manipulative activities to assist students in academic success. Technology training will be provides in all core subject areas for teachers in the areas of PowerPoint, smart board Web links etc. to develop an ambiance for interactive learning and increase participation for students.</p> <p>Population: 6-8 grade students -LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI Timeline: Aug. 2016-May 2017. CNA P. # 8,9,11,19 & 20</p>	1, 2, 3, 10	Teachers, Administration, TLI -Specialist, Dean of Instruction, Department Chair and District Specialist Faculty, Administrator for State Compensatory Education	F: lesson plans, classroom observations, student progress reports, benchmark scores S: STAAR				
<p>Funding Sources: State Bilingual - \$2222.00, Local - \$7000.00, Title I-A - \$10000.00, Title I-A - \$9600.00, Local - \$3000.00, Title III-A - \$2222.00, State Compensatory - \$15000.00, State Compensatory - \$7500.00, State Compensatory - \$14650.00, State Compensatory - \$10000.00, State Compensatory - \$37632.00, State Compensatory - \$10000.00, State Compensatory - \$15362.00</p>							
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1</p> <p>9) Life skills special needs students in reading, math, science and social studies will attend a variety of Community Base Instructional/Field Trips so that they will work towards becoming a more independent student through a variety of life skills.</p> <p>Population: Life Skills Students Life Skills Teacher. Timeline: Aug. 2016-May 2017. CNA P.# 8,11,19 & 20</p>	1, 2	Teachers, Administration, TLI -Specialist, Dean of Instruction, Department Chair and District Specialist	F: Teacher Observation, Student Work Display S: Filed Trip Activity Campus Administration Walkthroughs, In-formal-Formative Assessments, and District Benchmarks				
<p>Funding Sources: Local - \$640.00</p>							

<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>10) Provide reading materials in a variety of formats to support the various curricula and leisure reading needs of students and staff. Population: 6-8 grade students -LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI Timeline: Aug. 2016-May 2017. CNA P.# 8,9,11,19 & 20</p>	<p>1, 2, 10</p>	<p>Teachers, Administration, TLI -Specialist, Dean of Instruction, Department Chair and District Specialist</p>	<p>F:Classroom grades and hands on projects S: STAAR ALT Performance, STAAR Campus Administration Walkthroughs, In-formal- Formative Assessments, and District Benchmarks</p>				
<p>Funding Sources: Local - \$3000.00, State Compensatory - \$5000.00</p>							
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>11) Provide incentives to support library reading programs. Population: 6-8 grade students -LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI Timeline: Aug. 2016-May 2017. CNA P. # 8,9,11,19 &20</p>		<p>Teachers, Administration, TLI -Specialist, Dean of Instruction, Department Chair and District Specialist</p>	<p>F: AR Reports Calendars Activity Displays S:AR EOY Reports, STAAR Campus Administration Walkthroughs, In-formal- Formative Assessments, and District Benchmarks</p>				
<p align="center">Critical Success Factors</p> <p align="center">CSF 4</p> <p>12) Following the BISD transitional bilingual program model, provide instruction that ensures advancement/progress of bilingual categories for each school year with the goal of passing assessments in English after a minimum of three years. Population: LEP Timeline: Every six weeks Timeline: Aug. 2016-May 2017. CNA P.# 9,11,& 20</p>	<p>2</p>	<p>Teachers, Administration, TLI -Specialist, Dean of Instruction, Department Chair and District Specialist</p>	<p>F:Milestones scores Student grades, Reading/Wag Checklists S:TELPAS Scores Campus Administration Walkthroughs, In-formal- Formative Assessments, and District Benchmarks</p>				

<p align="center">State System Safeguard Strategy Critical Success Factors CSF 2</p> <p>13) Administrator and faculty will examine data from initiatives meant to raise ELL Language proficiency and academic achievement and determine support activities by C & I ELA Specialist, Math Specialists & Bilingual/ESL Lead Teachers. Population: LEP Timeline: Aug. 2016-May 2017. CNA P.# 8,9,11,19 &20</p>	2	Teachers, Administration, TLI-Specialist, Dean of Instruction, Department Chair and District Specialist	<p>F: Agendas, Sign in S: Data Analysis-STAAR, TELPAS, SELP,PBMAS, AMAO1, AMAO2, BENCHMARKS</p> <p>Campus Administration Walkthroughs, In-formal-Formative Assessments, and District Benchmarks</p>				
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1</p> <p>14) Administrators and Bilingual/ESL Lead Teacher conduct campus walkthroughs/visitations using district forms and note classroom evidence of resources supporting ELL learning and success. Population: LEP Timeline: Aug. 2016-May 2017. CNA P.# 9,11, &20</p>	1, 2	Teachers, Administration, TLI-Specialist, Dean of Instruction, Department Chair and District Specialist	<p>F: Walkthrough Forms Bilingual Walkthrough Form S: TELPAS, STAAR, PBMAS, AMAOS 1-3 Campus Administration Walkthroughs, In-formal-Formative Assessments, and District Benchmarks</p>				
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1</p> <p>15) Reading, Math, Science and Social Studies Teachers will implement, document and support ELPS with all ELLs. Documentation of ELPS, TEKS and Reporting Categories will be reflected on both lesson plans and classrooms objectives. Teachers will make use of strategies to display word walls and other visual aids in order to improve students vocabulary to increase student achievement in the state assessments. Population: LEP Timeline: Aug. 2016-May 2017.</p>	1, 2	Teachers, Administration, TLI-Specialist, Dean of Instruction, Department Chair and District Specialist	<p>F: ELPS checklist B,M & EOY S: TEPAS, STAAR, PBMAS, AMAOS1-3 Campus Administration Walkthroughs, In-formal-Formative Assessments, and District Benchmarks</p>				

<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>16) We will continue to analyze PBMAS ESL reading and Science scores so that the gap between all students and LEP students is narrowed. Population:6-8 grade students -LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI Timeline: Aug. 2016-May 2017. CNA P.# 11 & 19</p>	8	Teachers, Administration, TLI-Specialist, Dean of Instruction, Department Chair and District Specialist	F: ScoresTeacher sign in sheets Student Unit tests results and benchmark results. S: PBMAS Campus Administration Walkthroughs, In-formal-Formative Assessments, and District Benchmarks				
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>17) Implement intervention through RTI Tier Model in order to support student success: Tier I-120 mins. devoted to ELA instruction, Tier II- 30 Mins. per day in small group in addition to the core instruction, Tier III- 30 min. per day in individual or small group in addition to the core instruction. Population: 6-8 grade students -LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI Timeline: Aug. 2016-May 2017. CNA P.# 8,9,11,19 & 20</p>	9	Teachers, Administration, TLI-Specialist, Dean of Instruction, Department Chair and District Specialist	F: RTI data, Walkthroughs, S:STAAR, TELPAS, SELP,PBMAS, AMAO1, AMAO2, BENCHMARKS Campus Administration Walkthroughs, In-formal-Formative Assessments, and District Benchmarks				

<p style="text-align: center;">Critical Success Factors CSF 2 CSF 3</p> <p>18) Hold a cluster vertical and horizontal alignment meeting to share teaching practices and strategies in order to facilitate students transition from PK-12th grade. Population: 6-8 grade students -LEP -GT -Pre-AP/AP -DYS SE -MI -AR -TI Timeline: Once every 6 weeks. Timeline: Aug. 2016-May 2017.</p>	<p>1, 2</p>	<p>Teachers, Administration, TLI -Specialist, Dean of Instruction, Department Chair and District Specialist</p>	<p>F: RTI data, Walkthroughs, S: STAAR, TELPAS, SELP, PBMAS, AMAO1, AMAO2, BENCHMARKS Campus Administration Walkthroughs, In-formal- Formative Assessments, and District Benchmarks</p>				
<p style="text-align: center;">Critical Success Factors CSF 1 CSF 7</p> <p>19) Content area teachers will display content relevant cultural validation in their classroom. Validation of the various culture/traditions should be evident; such as Hispanic authors, illustrators, actors in order to promote cultural diversity thus preparing students to meet the STAAR standards. Students will receive instruction by highly qualified teachers. Population: 6-8 grade students -LEP -GT -Pre-AP/AP -DYS SE -MI -AR -TI Timeline: Every six weeks. Timeline: Aug. 2016-May 2017. CNA P. # 8,9,11,19 &20</p>	<p>3</p>	<p>Teachers, Administration, TLI -Specialist, Dean of Instruction, Department Chair and District Specialist</p>	<p>F: Pictures of classroom displaying cultural validation Student work S: TELPAS, STAAR, PBMAS, AMAOS1-3 Campus Administration Walkthroughs, In-formal- Formative Assessments, and District Benchmarks</p>				

<p align="center">Critical Success Factors CSF 7</p> <p>20) In order to meet and AYP for ELL the Dean of Instruction and TLI Teacher Specialist along with the district assigned Bilingual Specialist will provide teachers with additional resources that address teaching English Language Domains, Higher Order Thinking Skills, Levels of Blooms axonomy and Academic Vocabulary. Staff Development training from Region one will be scheduled for Language Arts Teachers in order to meet AYP Stage 1 training requirements. Population: All students in 6th-8th ELL 6th-8th Timeline: Aug. 2016-May 2017. CNA P.# 8,9,11,19 & 20</p>	4, 5	Teachers, Administration, TLI -Specialist, Dean of Instruction, Department Chair and District Specialist	F: Agenda, Sign in sheets S: TELPAS scores, benchmarks scores, report cards Campus Administration Walkthroughs, In-formal-Formative Assessments, and District Benchmarks				
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1</p> <p>21) In order to achieve STAAR goals all students in 6th-8th grade Reading, Math, Science and Social Studies will be monitored through the implementation of bi-weekly quizzes created by the collaboration of the Language Arts teachers (in STAAR tested grade levels and areas) and curriculum specialist. They will also be administered grade level aligned test to monitor students progress to show mastery of unit and state test. Population:6-8 grade students -LEP -GT -Pre-AP/AP -DYS SE -MI -AR -TI Timeline: Aug. 2016-May 2017. CNA P. # 8,9,11,19 &20</p>	1, 2	Teachers, Administration, TLI -Specialist, Dean of Instruction, Department Chair and District Specialist	F:BiWeekly Quiz Benchmark tests, student work S: Report Card, STAAR Campus Administration Walkthroughs, In-formal-Formative Assessments, and District Benchmarks				
<p align="center">Critical Success Factors CSF 1</p> <p>22) The Perkins Summer Bridge program is designed to provide extended instructional time for students in need of academic support in Reading, Math, Science and Social Studies who are transitioning from 5th to 6th grade. Population: 5th going to 6th grade students -LEP-GT -Pre-AP/AP-DYS-SE-MI-AR -Timeline: Aug. 2016-May 2017.</p>	7	Teachers, Administration, TLI -Specialist, Dean of Instruction, Department Chair and District Specialist	Reading and math opportunities for these students through real- world, hands-on programs and labs Campus Administration Walkthroughs, In-formal-Formative Assessments, and District Benchmarks F: Student work S: Teacher Reports				

<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>23) The STAAR preparation academy is designed to develop pacing academic calendars for STAAR preparation by utilizing the district scope and sequence as a guide to ensure implementation of rigor in the classroom. The STAAR preparation academic will consist of 6th-8th grade Reading and Math teachers. Population: 6-8 grade students -ESL -DYS -SE -MI -AR -TI Timeline: Aug. 2016-May 2017.</p>	1, 2	Teachers, Administration, TLI -Specialist, Dean of Instruction, Department Chair and District Specialist	STAAR assessments with campus designed benchmarks Campus Administration Walkthroughs, In-formal-Formative Assessments, and District Benchmarks Summative: STARR, report cards				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>24) Students who scored between 45-70 in their Math STAAR test will receive 90 minutes of Math instruction in order to meet the STAAR math standards. Population:6-8 grade students -LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI Timeline: Aug. 2016-May 2017. CNA P.# 8 & 11</p>	9	Teachers, Administration, TLI -Specialist, Dean of Instruction, Department Chair and District Specialist	F:Weekly teacher made tests 1st Six Weeks Benchmark test S:STAAR				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>25) Students will be attending the Computer Lab to work on skills taught in the classroom. Teachers will track and display graphs showing students' progress through lab reports printed by the Computer Lab manager in order to meet STAAR standards. Population: 6-8 grade students -LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI Timeline: After each Objective. Timeline: Aug. 2016-May 2017. CNA P. # 8,,9,11,19 & 20</p>	8, 9	Teachers, Administration, TLI -Specialist, Dean of Instruction, Department Chair, Computer lab Para, CCLC and District Specialist	F:My Satori reports S:STAAR, TELPAS				
Funding Sources: 21 Century							
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>26) Teachers will utilize reading, math, science and social studies software for example; Compass Learning, Think through Math and living with science, Istation,Stride Academy, Circle of Life, Hands-on-Equations, & Z-Space as resources to help analyze student weaknesses and strengths in order to plan instruction. Teachers will use district adopted computer based programs/technology in the classroom in order to enhance and rigorously accent delivery of instruction. Population:6-8 grade students -LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI Timeline: Aug. 2016-May 2017. CNA P. # 8 & 19</p>	9	Teachers, Administration, TLI -Specialist, Dean of Instruction, Department Chair, and District Specialist	F:Webcatt, TMDS Student progress reports, weekly/six weeks exams Tango: Benchmarks District/Campus Exams STAAR S: STAAR, report cards				
Funding Sources: Title I-A - \$1500.00, 21 Century							

<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>27) Administer the MSTAR Universal Screener to 6th-8th grade students in order to monitor the student's algebraic readiness. Population: 6-8 grade students -LEP-GT-Pre-AP/AP-DYS-SE-MI-AR-TI Timeline: 2nd. 4th and 6th six weeks. Timeline: Aug. 2016-May 2017.</p>	2	Administration, TLI-Specialist, Dean of Instruction, Teachers, Department Chair, and District Specialist	F:Beginning, Middle and End of Year MSTAR results S:Algebra EOC				
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>28) All students will write the science word of the day in their journal on a daily basis to develop their science vocabulary. Population: 6-8 grade students -LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI Timeline: Aug. 2016-May 2017.</p>		Administration, TLI-Specialist, Dean of Instruction, Teachers, Department Chair, and District Specialist	F:Student work, Students Journal S:STAAR, TELPAS				
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>29) 6th-8th grade GT and Pre-AP students will be required to complete an original research based inquiry project. Population:-GT/Pre-AP -TI Timeline: 1st six weeks. Timeline: Aug. 2016-May 2017.</p>		Administration, TLI-Specialist, Dean of Instruction, Teachers, Department Chair, Parents, and District Specialist	F:Science fair journal step by step S:School and District Fair participation				
Funding Sources: Local - \$389.00							
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>30) A 30 minute Fun Friday will be implemented to motivate students that pass their weekly test in 8th grade science with a 90 or above. (Tests will be designed and submitted by teachers at least one week in advance.) St. that fail will report to their science teacher while other 8th grade core area teachers assist with supervision of students Population: 6-8 grade students -LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI (DYS Timeline: Every Fiday for 30 minutes. Timeline: Aug. 2016-May 2017.</p>	2	Administration, TLI-Specialist, Dean of Instruction, Teachers, Department Chair, and District Specialist	F: Student academic performance in Science weekly assessments and Benchmark tests. S:STAAR				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>31) We will devote 40% of science instructional time to field & laboratory investigations to ensure ample for descriptive, comparative, & experimental investigations outlined in new TEKS. Population: 6-8 grade students -LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI Timeline: Aug. 2016-May 2017.</p>		Administration, TLI-Specialist, Dean of Instruction, Teachers, Department Chair, and District Specialist	F:Teacher lesson plans Science Unit test grades. Benchmark grades. S:STAAR				

<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>32) Social Studies will create the same test by grade level after each unit to measure student performance equally in order to meet STAAR standards. Population: 6-8 grade students -LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI Timeline: Aug. 2016-May 2017.</p>		Administration, TLI -Specialist, Dean of Instruction, Teachers, Department Chair, and District Specialist	F:Teacher made Unit test scores and District or School Benchmark tests for Sp. Populations S:STAAR, Report card				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>33) Teachers will incorporate diagrams and timelines into their lessons to help students synthesize conceptual mapping of content. Population: 6-8 grade students -LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI Timeline: Aug. 2016-May 2017.</p>	2	Administration, TLI -Specialist, Dean of Instruction, Teachers, Department Chair, and District Specialist	F:Teacher made Unit test scores and District or School's Benchmark tests S:STAAR, Report card				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>34) 6th& 7th grade teachers will expose their students to 8th grade TEKS. STAAR resources will also be provided to students in order to meet updated TEKS and increase students achievement. Population: 6-8 grade students -LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI Timeline: 2nd Semester. Timeline: Jan. 2016-May 2017.</p>		Administration, TLI -Specialist, Dean of Instruction, Teachers, Department Chair, and District Specialist	F:Teacher made Unit test scores and District or Schools Benchmark tests S:STAAR, Report card, TELPAS				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>35) Implement and support reading and writing strategies in Social Studies instruction, such as, prediction, inference, summarizing, paraphrasing, and researching in order to increase and support student success in assessments. Teachers will also produce vocabulary word list and word wall that contain pictures that will be displayed in the classroom, according to the unit being taught. Population:6-8 grade students -LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI Timeline: Aug. 2016-May 2017.</p>		Administration, TLI -Specialist, Dean of Instruction, Teachers, Department Chairs, and District Specialist	F: walk through. Increase in student benchmark scores and/or unit test scores. S:STAAR, TELPAS, SELP				






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

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

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

Summative Evaluation: A minimum of 90% of our fine arts students will meet performance standards in all fine arts areas with 92% meeting commended performance

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>1) The Perkins Band students, along with the Band directors, will participate and perform in various UIL, TMEA and BISD events throughout the school year. These events include concerts, competitions, parades and other events in and out of district. Abiding by district budget guidelines, meals, fees, transportation, supplies and miscellaneous costs will be provided Population: 6th, 7th& 8th grade Band Students and Band Directors Timeline: Aug. 2016-June 2017.</p>		Band Directors	<p>Formative: Number of 6th grade students that sign up for Band or Choir</p> <p>Summative: Band and Choir UIL performance outcomes.</p>				
<p align="center">Funding Sources: Local - \$1500.00, Local - \$1000.00, Local - \$1000.00, Local - \$1500.00, Local - \$1000.00</p>							
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1 CSF 4</p> <p>2) Art students will display their work during the choir and/or Band Performances at Perkins Middle School. Population: 6th -8th students -TI -MI -LEP -SE -AR -GT/Pre-AP/AP -DYS Timeline: During Christmas concerts.</p>		ART Teachers	<p>Formative: Number of displays</p> <p>Summative: Parents Survey and Student contest participation outcomes</p>				

<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 4</p> <p>3) The choir will perform and compete at various concerts and competitions in and out of district abiding by district budget guidelines. Population: 6th-8th grade TI -MI -LEP -SE -AR -GT/Pre-AP/AP -DYS Choir Timeline: Aug. 2016-May 2017. Students</p>		Choir Director	Formative: Lesson Plans				
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 4</p> <p>4) The Art UIL competition group will travel for UIL Art competition. Fees, transportation, supplies and miscellaneous costs will be provided following district guidelines Population: 6th-8th grade -TI -MI -LEP -SE -AR -GT/Pre-AP/AP -DYS Art Students Timeline: Aug. 2016-May 2017.</p>		Art Teachers	Formative: Lesson Plan, Student work				
			<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>				

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

Performance Objective 1: Perkins Middle School will develop prevention and intervention strategies that will increase at-risk student achievement on STAAR by 5% and reduce the middle school drop-out rate to less than 1% in Middle School.

Summative Evaluation: STAAR, At Risk Student Attendance Rate, Retention Rate, and the Dropout Rate.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) A variety of monitoring methods and techniques will be used to ensure we locate students who have been absent excessively and/or who have stopped attending school. Population: 6th -8th students -TI -MI -LEP -SE -AR -GT/Pre-AP/AP -DYS CNA P.# 9,11,& 15 Timeline: Aug. 2016-May 2017.</p>	1, 6	Home Visitor, Data Entry, Administration	Formative: Weekly attendance reports Campus Attendance Check List, Attendance Phone Log Summative: Attendance Rate, Dropout Rate, Retention Rate				

<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>2) Campus liaison will conduct home visits and monitor withdrawal leaver codes to recover non-returning students.</p> <p>Population:6th -8th students -TI -MI -LEP -SE -AR -GT/Pre-AP/AP -DYS Timeline: Weekly. Timeline: Aug. 2016-May 2017. CNA P.# 9,11, 15, & 25</p>	2	Area Superintendents, Campus Administration, Campus Home Visitors	Formative: Weekly attendance reports, Campus Attendance Check List, eSchoolsPLUS Rosters, Home Visit Logs, and Weekly Dropout Monitor Logs Summative: Attendance Rate and Dropout RAtE				
Funding Sources: Title I-A - \$800.00							
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>3) Overage students will have a choice to become familiar with advancement opportunities within the district to ensure they don't become dropout statistics. BLA will be a source of information for those students wanting to participate.</p> <p>Population:6th -8th students -TI -MI -LEP -SE -AR -GT/Pre-AP/AP -DYS Timeline: During Registration and Timeline: Aug. 2016-May 2017. CNA P. # 9,11,&15</p>	2	Counselors, Administrators	Formative: Weekly attendance reports, Campus Attendance Check List, eSchoolsPLUS Rosters, Home Visit Logs, and Weekly Dropout Monitor Logs Summative: Dropout Rate				
<p>4) Accelerated instruction in the foundation curriculum will be provided for low-performing students by the 4th week of school in order to decrease the retention rate and improve student achievement.</p> <p>Population: 6th -8th students -TI -MI -LEP -AR -DYS Timeline: Aug. 2016-May 2017. CNA P.# 9,11,& 15</p>	2, 9	Principals, Deans of Instruction, Area Assistant Superintendents, Administrator for Special Programs, Administrator for State Compensatory Education	Formative: Weekly tutorial attendance reports, e-school plus tutorial Master schedule, Campus Attendance Check List, Progress Reports, Benchmarks, Tutorial Classroom Observations, Tutorial Lesson Plans Summative: STAAR				
Funding Sources: State Compensatory - \$9908.00, State Compensatory - \$13112.00							






<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>5) Classify At-Risk students by criteria in order to provide appropriate intervention strategies Population: Middle School At-Risk Students Timeline: Aug. 2016-May 2017. CNA P. # 9,11,& 15</p>		Counselors, Computer Services	Formative: Weekly attendance reports, Campus Attendance Check, eSchoolsPLUS & At Risk Listing reports Summative: STAAR, Dropout Rate				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>6) Implement a district-wide plan for high quality professional development for faculty and staff. Staff Development activities will be focused on the success and retention of at-risk students. Teachers will acquire effective intervention and prevention instructional strategies. Population: District-wide Faculty and Staff Middle, School CNA P. # 15 Timeline: Aug. 2016-May 2017.</p>	4, 5	Professional Development, Substitutes, Principals, Deans of Instruction	Formative: ERO Session Evaluation Report Sharing of effective academic strategies. Summative: Implementation of learned strategies in the classroom and Student academic progress				
Funding Sources: Title I-A - \$38000.00							
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>7) Provide training to campus personnel on the identification of homeless and unaccompanied youth during the enrollment process to ensure that sensitivity techniques are utilized, enrollment procedures do not create barriers, and that students and families are directed to the Homeless Youth Project for further intake. Population: Middle School AR students Timeline: Aug. 2016-May 2017.</p>	10	Campus Administration Administrator for the Homeless, Youth Project, Administrator for State, Compensatory Education, Administrator for Special Programs	Formative: ERO Session Evaluation Report Summative: STAAR, Attendance Rate & Dropout Rate				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>8) Ensure that our campus has a process in place to identify homeless students in order to receive the full protections of the McKinney-Vento Act, including the help they need to enroll, attend, and succeed in school. Population: Middle and AR students CNA P. # 15 Timeline: Aug. 2016-May 2017.</p>	10	Campus Administration Administrator for the Homeless, Youth Project, Administrator for State, Compensatory Education, Administrator for Special Programs	Formative: Monthly eSchoolPLUS At-Risk reports will be generated and the Homeless Youth Project will work with the At-Risk Campus Contact to ensure support services are provided to students classified as homeless and Student Progress Reports Summative: STAAR, Attendance Rate & Dropout Rate				

<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>9) Promote awareness throughout our campus regarding the availability of homeless related services within BISD and community agencies to meet the academic, social, emotional, and physical needs of identified homeless and unaccompanied youth. Population: Middle School AR students Timeline: August 26, 2016-June 6, 2017 Daily.</p>	10	Campus Administration Administrator for the Homeless, Youth Project, Administrator for State, Compensatory Education, Administrator for Special Programs	Formative: Student Progress Reports Summative: STAAR, Attendance Rate & Dropout Rate				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>10) Implement a food pantry and closet at our campus to provide identified homeless and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to meet their academic, social, emotional, and physical needs. Population: Middle School AR students. Timeline: Aug. 2016-May 2017.</p>	10	Campus Administration Administrator for the Homeless, Youth Project, Administrator for State, Compensatory Education, Administrator for Special Programs	Formative: Student Progress Reports Summative: STAAR, Attendance Rate & Dropout Rate				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>11) Ensure that the campus has a process in place to allow students to enroll in school immediately, even if lacking documentation normally required for enrollment; such as previous school records, medical or immunization records, proof of residency, birth certificate, proof of guardianship, or other documents. Population: Middle AR students Timeline: Aug. 2016-May 2017. Daily</p>	10	Campus Administration Administrator for the Homeless, Youth Project, Administrator for State, Compensatory Education, Administrator for Special Programs	Formative: Monthly eSchoolPLUS At-Risk reports will be generated and the Homeless Youth Project will work with the At-Risk Campus Contact to ensure support services are provided to students classified as homeless and Student Progress Reports Summative: STAAR, Attendance Rate, and Dropout RaTe				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>12) Increase coordination between the campus ESL clerk, migrant clerk, special education clerk and home visitors to determine the whereabouts of non-returning students and to ensure appropriate documentation is in place to recover and document non-returning students. Population: Middle School At-Risk Students Timeline: Aug. 2016-May 2017.Daily. CNA page 8</p>	10	Campus Administration, Campus Staff, High School Registrars, Records Clerk	Formative: At-Risk Counselor Logs, Student Progress Reports, and Weekly Dropout Monitor Logs Summative ESchools PLUS generated student roster with ESL, ELL, and Migrant indicators				

<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>13) In order to create a community of caring adults, Communities in School (CIS) will bring resources and services to students and parents in order to improve at risk student achievement and attendance. Population: AR, TI, MI, LEP Timeline: Aug. 2016-May 2017.</p>	1	High School Principals, State Compensatory Education Department	Formative: e-school plues, At- Risk Progress Reports, Student Progress Reports, Benchmark Scores. Summative: STAAR, Attendance Rate, Dropout Rate				
Funding Sources: State Compensatory - \$23136.00							
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>14) A support plan for secondary teachers of LEP students will be implemented and followed: LEP students will be identified by campus/teacher indicating students by category. Number of years in the program, repeaters, TELPAS and STAAR results will also be provided. Target students who are categorized as Beginners with two (2) years in the program for tutorials. Intervention/Tutorial Guidelines to facilitate program implementation will be provided Population: Middle School LEP Students and Recent Immigrant Timeline: Fall 2016.</p>	1, 2	Curriculum and Instructional Specialists, ESL Counselor, Bilingual Department	Formative: Rosters reflecting 90% Attendance Summative: STAAR				
Funding Sources: Title III-A - \$3000.00							
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>15) New teachers to the campus will be assigned a mentor to provide additional support, assistance and guidance and be trained on TEAMING procedures to ensure At-Risk student academic success Population: All Students At Risk, Sp. Ed Regular, LEP, Migrant Timeline: August 2016.</p>	5	New Teacher, Mentor Teacher, Administration	Formative: TEAM/Department Log Binders Summative: STAAR				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>16) The Dean of Instruction will conduct professional development sessions on instructional strategies and provide teacher support in order to train and retain highly qualified personnel that will positively impact At-Risk student achievement. Population: AR, TI, MI, LEP Timeline: Aug. 2016-June 2017.</p>	4	Administration, Administrator for State Compensatory Education	Formative: Lesson Plans, Benchmark Scores, ERO session evaluation report, ERO Session Attendance Report, Student Progress Report Summative: STAAR				
Funding Sources: State Compensatory - \$61734.00							

<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>17) In order to maximize dyslexia resources and instructional time, dyslexia lab teacher and aide will provide dyslexia inclusion services throughout the periods when they are not providing services in their lab. Population: DYS Timeline: Aug. 2016-June 2017. Daily.</p>	1, 2	Dyslexia Teacher, Dyslexia Aide	Formative: Inclusion sign in form Dyslexia lab schedule, benchmarks. Summative: STAAR				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>18) LPAC committee will meet periodically to discuss bilingual student's progress and to update their records. Population: LEP Timeline: Aug. 2016-May 2017.</p>	8	LPAC committee	Formative: Verification of records and testing of incoming students. Tracking of student progress. Summative: Updating records. Exiting and dismissal of bilingual students that no longer qualify for Bilingual Services.				
Funding Sources: State Bilingual - \$2222.00							
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>19) Teacher(s) will be given the opportunity to attend a bilingual conference so that they can learn effective teaching strategies that can be used to help our bilingual students achieve academic success Population: Bilingual students Timeline: Each six weeks as needed and at the end of the year. Timeline: Aug. 2016-May 2017.</p>	4	Bilingual teacher(s)	Formative: Implementation of learned strategies. Summative: STAAR				
Funding Sources: Title III-A - \$2222.00							
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>20) Core area teacher will help target at risk students' needs more effectively by providing students assistance through the use of research based strategies. Population: AR, TI, MI, LEP Timeline: Meet on a daily basis Timeline: Aug. 2016-May 2017. CNA page 17</p>	3	Campus Administration, Administrator for State Compensatory Education	Formative: Lesson Plans, benchmark results, student progress reports, classroom observations, e-School Plus, Master Schedule Summative: STAAR				
Funding Sources: State Compensatory - \$105048.00							

<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>21) Teachers will meet to develop a Year At A Glance Calendar. They will also align curriculum at the start of each six weeks to ensure ALL students including at risk student achievement. Tests will be the same for each grade level in each core area for each unit to measure student performance equally Population:6-8 grade students -LEP --DYS -MI -AR -TI Timeline: Year at a glance 2 days in Aug. and 1 day Timeline: Aug. 2016-May 2017. Alignment at the start of each six Timeline: Aug. 2015-May 2016. CNA P.# 17</p>	8	Core area teachers Dean of Inst., TLI Teacher Specialist Principal	Formative:Year at a Glance calendar, Weekly teacher made tests 1st Six Weeks benchmark test Diagnostic test Summative:STAAR, TELPAS,PBMAS, AMAOS 1-3				
Funding Sources: Title I-A - \$38000.00							
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>22) In order to target at risk students needs and to maximize instructional time and student individual assistance, the services of a dyslexia lab aide, a computer lab aide, and a library aide will be provided in the appropriate areas. Population:6-8 grade students -LEP -DYS -MI -AR -TI Timeline: Aug. 2016-May 2017. CNA P.# 17</p>	1	Teachers Dean of Instruction Librarian Library aide CCLC	Formative: Academic grades, benchmark results, chapter reviews, Summative: STAAR				
Funding Sources: Title I-A - \$25089.00, Title I-A - \$21876.00, Title I-A - \$30463.00							
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>23) Federal Programs will provide the 21st Century Program with in-kind funds to support Student Academic Success, College Readiness Skills and Parental Involvement. Population: 6th-8th grade students, teachers and participants of 21st Century Timeline: Aug. 2016-May 2017.</p>	1, 2	21st Century Grant Administrator, Project Director, Federal Programs Administrator	Formative: District and Campus Benchmark Score, Teacher Observation, Progress Reports, Summative Report Cards & STAAR results Summative: Provide College Readiness Skills and Parent Involvement.				
Funding Sources: Title I-A - \$43229.00							
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>24) The At-Risk Counselor will monitor and coordinate intervention programs for at-risk students that will meet their instructional needs. Population: AR, TI, MI, LEP Timeline: Aug. 2016-May 2017. CNA page 8</p>	9	Campus Administration, Administrator for State Compensatory Education	Formative: District and Campus Benchmark Score, Teacher Observation, Progress Reports, eSchool Plus At Risk Progress Report, student progress reports Summative: STAAR				
Funding Sources: State Compensatory - \$57729.00							

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






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

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

Summative Evaluation: Increase our attendance goal to meet the 96% standard

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>1) Telephone calls will be made to parents of students who are absent or continuously tardy. Telephone logs will reflect teachers\and home visitors\ efforts to contact parents Population: 6-8gr. students -LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI Timeline: Aug. 2016-May 2017.</p>	9	Teachers, TEAMS, Administration Home Visitor	<p>Formative: Phone log, Home visit log, Daily Attendance Report</p> <p>Summative: Teachers, Home visitors will make phone calls in effort to monitor student attendance.</p>				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>2) Parents will be informed about attendance policy through mail, school\u2019s website and during Open House and other meetings Population:6-8gr. students -LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI Timeline: Aug. 2016-May 2017.</p>	6	Teachers, TEAMS, Administration Home Visitor	<p>Formative: Signing Sheets, Phone Logs, Daily Attendance Report</p> <p>Summative: Parents will be informed of student attendance</p>				

<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>3) Parents of habitually absent students will be referred to the district's attendance officer or to proper judicial authorities Population: 6-8gr. students -LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI Timeline: Aug. 2016-May 2017. Meet once a week</p>	1	Teachers, TEAMS, Administration Home Visitor	Formative: Signing Sheets, Referral Forms, Procedural Forms Summative: Referral Reports				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>4) Percent attendance by grade level will be announced weekly. Students will receive motivational recognitions/accolades in order to promote and maintain campus attendance goals. Classes with the best monthly attendance will have their picture taken and displayed in front of the library. Students with perfect attendance for the Six Weeks will receive a pass to go to the front of the lunch line for the following six weeks. Population:6-8gr. students -LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI CNA p. 8 Timeline: Aug. 2016-May 2017.</p>	10	Teachers Administration Attendance-Data entry clerks	Formative: Posting reports by grade level Summative: Generating reports by grade level				
<p>Funding Sources: Title I-A - \$1500.00, Local - \$5000.00</p>							
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>5) Implement campus attendance goals that address procedures, roles, responsibilities and a formal written plan for Monitoring/ management included in Campus Improvement Plan. Ensure that campus student attendance meets District and State rates so that students meet their full educational potential. Population: Campus Staff Attendance Personnel Timeline: 2016 Fall Semester.</p>	1	Principal Asst. Principal PEIMS Supervisor Attendance Clerks Attendance Liaisons Attendance Office Data Entry Clerk	Formative: Campus Attendance Management plans as needed by campus visitations by attendance office. Summative: Weekly review of campus attendance rates Monitor				

<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>6) Reduce by 5% yearly the out of school suspensions on every campus by researching and evaluating the number of days students were absent due to OSS. To increase campus student attendance rates and improve student instructional levels. Population: Campus Administration Timeline: 9/30/15, 11/11/15,1/13/16,3//2/16,4/20/16 and 5/31/16. All Students CNA p.8 Timeline: Aug. 2016-May 2017.</p>	1	Principal Peims Supervisor Attendance Clerk Discipline Clerk Computer Services	Formative: Referral Log Identifying OSS. Summative: Principal will analyze OSS report at end of each six weeks to determine increase or decrease in OSS				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>7) Recognize and award incentives to students with perfect attendance every six weeks and at the end of the year. Campus recognition of students for Perfect Attendance Achievement that increase learning performance, -to obtain perfect attendance, student must be present the entire instructional day for that attendance reporting period. Population:Pre-K-12th Grade students Timeline: Aug. 2016-May 2017. CNA p.8</p>	1	Principal PEIMS Supervisor Data Entry Clerk Student Accounting	Formative: Taking Attendance Rosters Summative: Running attendance reports				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>8) Train attendance clerks and parent/attendance liaisons to consistently monitor and communicate student\u2019s 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 Staff Pupil Services Personnel Timeline: Meet once weekly from Timeline: Aug. 2016-May 2017.</p>	6	Campus Principal PEIMS Supervisor Attendance Clerks Parent Liaisons Student Accounting Data Entry Clerk	Formative: Agenda sign in sheets, 6 weeks attendance report, school messenger notification system. Summative: Create report to monitor parent\u2019s attendance				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>9) Provide training as needed to effectively implement School Messenger Notification System procedures for effective monitoring of student attendance and maximize instruction Population: PEIMS Supervisors PEIMS Clerks Timeline: Aug. 2016-May 2017.</p>	1	School Messenger Notification System Computer Services PEIMS Supervisor Pupil Services Data Entry Clerk	Agenda Sign In Sheets F: taking attendance rosters S: running attendance reports				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

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

Summative Evaluation: Increase the number of Pre -AP classes by 5%

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>1) Counselors will coordinate a variety of activities and events such as career da, Duke-Talent Search, and drug free month Population: 6-8grade students -LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI Timeline: Second Semester Oct. 2015.</p>	1	Counselors	<p>Formative: Sign in logs Handouts of Activities Monthly Log</p> <p>Summative: Dropout rate</p>				

<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>2) Content area teachers will attend the AP summer institute designed to train teachers to implement a rigorous delivery of instruction that promotes college readiness. All Pre-AP classes will be available for students that are recommended by their teachers or that meet the criteria as specified in our course listing guide. AP syllabus is currently on file with college Board/Pre-AP and with syllabus on file with District Advanced Academics Department. Students will be appropriately coded and scheduled for GT/Pre-AP/regular and special programs in order to receive appropriate advance academic services as well as regular and IEP services.</p> <p>Population: 6-8grade students -LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI Timeline: Aug. 2015-May 2016.</p>		<p>All Pre-AP teachers, Dean of Instruction and other campus administrators data entry</p>	<p>Formative: Enrollment in Pre-AP classes, S.W. passing percents Summative: EOY grade</p>				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>3) Algebra classes will be available for students that are recommended by their teachers or that meet the criteria as specified in our course listing guide.</p> <p>Population:8th grade students Timeline: Aug. 2015-May 2016.</p>	1	<p>Counselors, math algebra teachers, dean of instruction.</p>	<p>Formative: Enrollment in Algebra classes Summative: Number of students receiving H.S. credit for Algebra I.</p>				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>4) Students will participate in UIL events and competitions at the campus, district and out of district level. Supplies/materials necessary for the functionality of the campus will be readily available in order to appropriately meet the needs of students during campus events.</p> <p>Population: 6-8grade students -LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI Timeline: Aug. 2015-May 2016.</p>		<p>UIL Coordinator UIL Coaches One Act Play Cord.</p>	<p>Formative- Sign in of UIL participants Summative-UIL main event One Act Play Competition</p>				

<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>5) In order to motivate students to continue their educational career, we will give awards to students that achieve academic success and to those that participate in district wide academic events and activities such as Science Fair, History Fair, etc. Population:6-8gr. students -LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI Timeline: Aug. 2015-May 2016.</p>	1	Teachers, counselors, administrators, sponsors	Formative: Students six weeks academic progress. Summative- Students excelling in school work and academic events				
	Funding Sources: Local - \$5000.00						

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

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

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

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






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Implement an ongoing training with strategies that motivate students to participate in a physically active and healthy lifestyle. Population: 6-8 grade students -LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI Timeline: Aug. 2015-May 2016.</p>		Administration, TLI -Specialist, Dean of Instruction, Teachers, Department Chairs, and District Specialist	Formative: Physical fitness assessment Summative: Fitness gram results & Student Attendance (Decrease in absences due to attendance)				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Equipment and informational literature will be provided in an effort to increase student and teacher performance by increasing overall wellness through participation in physical activity and some nutritional choices. Population: 6-8 grade students -LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI Timeline: Aug. 2015-May 2016.</p>		Administration, TLI -Specialist, Dean of Instruction, Teachers, Department Chairs, and District Specialist	Formative: Attendance and Sign in sheets Summative: Self-Evaluation and teacher and student attendance during school year.				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>3) Provide in-service training on updated scope and sequence materials for all Health and P.E teachers in order to ensure proper implementation in accordance with grade level instruction. Population: Adopted Materials Timeline: Aug. 2015-May 2016.</p>	4	Administration, TLI -Specialist, Dean of Instruction, Teachers, Department Chairs, Curriculum writers and District Specialist.	Formative: Sign in Sheets Summative: campus visitation documentation				

<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>4) Update scope and sequence bi-annually for Health and P.E and monitor for implementation in order to provide appropriate instructional guidelines and pacing for these teachers Establish teams of parents that will participate in physical activities and nutrition education throughout the year which will be known as Families In Training (FIT) in order to comply with Senate Bill 530 effective 9/1/09 Population:Health Teachers, P.E Teachers PK-12. All volunteer parents wishing to participate Timeline: Aug. 2015-May 2016.</p>	2	Administration, TLI -Specialist, Dean of Instruction, Teachers, Department Chairs, District Specialist, Parental Involvement Coordinator,Parent Liaison Parent Health Ambassadors Wellness Cord.	Formative: Updated curriculum frameworks Summative: Campus visitation Formative: Sign in Sheets Summative: Participant Screening Reports Participant Evaluations				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>5) Recommended to the BISD Board of Trustees changes needed concerning the District Health and P.E programs as an outcome of the School Health Advisory Council meetings which will take place four or more times annually in order to comply with Senate Bill 283 effective 9/1/09 Population: Parents, Community members as well as district personnel Timeline: Aug. 2015-May 2016.</p>	2	Parent chair,Parent co-chair Curriculum admin. Physical ed. specialist Health/PE Lead Teacher, Administration, Dean of Instruction	F-Sign in F-Evaluations S-Physical Fitness assessments				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>6) Update campus improvement plan to include necessary improvements indicated by the School Health Index Assessment Tool in order to comply with legislative updates as they pertain to health and physical education and Senate Bill 892 effective 9/1/2009 Population: CATCH Teams Timeline: Aug. 2015-May 2016.</p>		Campus Dean, CATCH TEAM Members, Teachers, Administration, Department Chair and District Specialist	S-School Health Index Documentation S-CIP F-CIP Review				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>7) To promote and ensure physical fitness, middle school students in grades 6-8 for at least 4 total semesters, so that everyone will be in compliance with Senate Bill 530 effective 09/01/2007. Population: 6-8 grade students -LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI Timeline: Meet once weekly from,Timeline: Aug. 2015-May 2016.</p>		Dean of Instruction, Teachers, Administration, Department Chair, District Specialist and Area Superintendents.	Formative: Classroom Observation PE student attendance records Update District Policy Summative: School Health Index Physical Fitness Assessment				

<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>8) Assess student fitness annually in grades 3-12 to improve the health and well being of all students and be in compliance with the requirements of Senate Bill 530 effective 09/01/2007. Population: 6-8 grade students -LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI Timeline: Aug. 2015-May 2016.</p>		<p>Area Superintendent, Assessment Research & Evaluation Administrator Curriculum & Instruction, Administrators, Health Services Administrator, Physical Ed. Specialist, Campus Administrators, Physical Ed. Teachers, School Nurse, CATCH Team Members, ARD & 504 Teachers</p>	<p>Formative: Updated District Policy - Classroom Observations Summative: -TEA required report for Fitness Assessment Results & Student Follow-up</p>				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>9) Monitor and emphasize the integrated math, reading, and writing academic concepts inherent in the Health and Physical Education curriculum programs in order to enhance students' skills and prepare them for testing. Population: 6-8 grade students -TI -MI -LEP -SE -AR -GT/Pre-AP/AP -DYS Timeline: Aug. 2015-June 2016.</p>	2	<p>Physical Ed. Specialist, Health Ed. Lead Teacher, Physical Ed. Teachers, Math, Reading & Writing Department Chairs, Staff Development (district & campus personnel, Dean of Instruction, and Campus Administration</p>	<p>Formative: Campus Improvement Plan Review Summative: School Health Index Documentation Campus Improvement Plan</p>				
<p>Funding Sources: Local - \$1200.00</p>							
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>10) Maintain and improve Coordinated Approach to Child Health (CATCH) Teams that implement the Coordinated School Health Program K-12 by developing goals and objectives based on fitness assessment data, academic performance, attendance rates, academic disadvantages and the use of success of any method in order to ensure students are reaching required moderate to vigorous physical activity (MVPA), and any other indicator recommended by School Health Advisory Council (SHAC) in order to comply with Senate Bill 19 and Senate Bill 892 effective 09/01/2009. Nurse supplies and visual poster to promote students' healthy habits. Population: All campuses -Safety Coordinator -Health Education Teachers -PE Teachers -School Nurse -Counselor -Food Service Manager -Parent Liaison -Wellness Coordinator CATCH Champions Timeline: Aug. 2015-May 2016.</p>	1	<p>SHAC, BISD District CATCH Team, CATCH Champions, CATCH Campus Teams, Teachers, Specialist, Department Chairs, Dean of Instruction and Administration</p>	<p>Formative: Implementation Documentation, Lesson Plans, Fitness Assessment Observation, Student Grades, Attendance Rates Summative: SHAC Recommendations, CATCH Activities, CATCH Visitation Reports, School Health Index Improvement Plan and Standardized Test Results</p>				
<p>Funding Sources: Local - \$7000.00, Local - \$3000.00</p>							
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>11) Evaluate and recommend necessary upgrades for instructional facilities and equipment to ensure an appropriate instructional environment and student safety. Population: CATCH staff and Administrators at all campuses Timeline: Aug. 2015-May 2016.</p>	1	<p>Administration, Dean of Instruction, Safety Coordinators, District CATCH Team, Campus CATCH Team, Maintenance Personnel, Teachers, Specialist, and Department Chairs</p>	<p>F-Safety Evaluation F-Campus Visitation Documentation F-Proper Maintenance Documentation S- Safety Evaluation Report</p>				

<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>12) Implement a Parenting and Paternity Awareness (PAPA) program at all middle school/high schools to provide knowledge and awareness of the legal aspects of parenting in compliance with House Bill 3076 effective 9/1/09. Population:6-8 grade students - TI -MI -LEP -SE -AR -GT/Pre-AP/AP -DYS Timeline: Aug. 2015-May 2016.</p>		<p>Administration, Dean of Instruction, Safety Coordinators, District CATCH Team, Campus CATCH Team, Maintenance Personnel, Teachers, Specialist, and Department Chairs</p>	<p>Curriculum Administrators Health Ed. Lead Teacher Middle/High School Campus Administrators, Middle/High School Health Ed., Specialist, and Dean of Instruction F: Implementation Documentation, sign in sheets. S: Participants evaluation</p>				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>13) Adopt and educate students/parents on the District dating Violence Policy that provides content and specificity in order to promote awareness and intervention strategies and comply with House Bill 121 effective 5/18/07. Population: 6-8 grade students - TI -MI -LEP -SE -AR -GT/Pre-AP/AP -DYS -Teachers - Counselors -Parents -AP Students Timeline: Aug. 2015-May 2016.</p>		<p>Curriculum Administrators, Guidance & Counseling Administrator, Dean of Instruction, Health Ed. Lead Teacher Campus Administrators, Counselors, Department Chairs, and District Specialist</p>	<p>F-Curriculum Frameworks, Lesson Plans,Updated District Policy,Updated Code of Conduct, Updated District/Campus, Safety Plan, and Classroom Observation Documentation S-Participants evaluation/surveys</p>				
<p>Funding Sources: Local - \$1000.00</p>							
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>14) Provide information on the Wellness/Nutrition Policy & Guidelines to parents, teachers & students through parent meetings, teacher staff development, CATCH Teams, and classroom instruction to ensure compliance with respective policies and guidelines and comply with the Texas Public School Nutrition Policy effective 08/01/2004 and revisions 08/01/2007. Population: 6-8 grade students -TI -MI -LEP -SE -AR -GT/Pre-AP/AP -DYS - teachers -parents Administrators Timeline: Aug. 2015-May 2016.</p>	<p align="center">6</p>	<p>Food & Nutrition Services Administrator,Curriculum Administrator, Area Superintendents, District CATCH Team, Administration, Dean of Instruction, Department Chair, District Specialist and Teachers.</p>	<p>F-Campus Visitation Observation F-Updated District Policy S-Participants surveys/evaluations</p>				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>15) All schools must identify the manner in which the safety of students in physical education classes is maintained by developing a safety plan of action when the teacher student ratio is greater than 45-1 in compliance with Senate Bill 891 effective 9/1/09 Population: 6-8 grade students -TI -GT/Pre-AP/AP -MI -LEP -DYS -SE -AR Timeline: Aug. 2015-May 2016.</p>		<p>PE Teachers, Campus Safety Coordinators, District Safety Coordinator, District Emergency Operations Coordinator, PE Specialist Health Lead Teacher, Campus Administration, and Dean of Instruction</p>	<p>S-Review of campus Safety Action Plan And-Emergency Operating Procedures (EOP) F-Classroom observations</p>				

<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>16) Educate students and parents on the district sexual abuse of children policies/guidelines through awareness and information, including but not limited to, knowledge of likely warning signs indicating that a child may be a victim of sexual abuse, using resources developed by the Texas Education Code (TEC) under Section 38.004, to conduct classroom presentations and distribute information via the BISD Parent/Student Handbook in order to comply with House Bill 1041 (Jennas Law effective 09/01/2009. Population: 6-8 grade students -LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI -Teachers -Counselors -Campus Administrators - Parents -Campus/District Staff Timeline: Aug. 2015-May 2016.</p>		<p>Counseling Dept. & Administration, Campus Counselors, SAFE Counselors, At-risk Administrator/Supervisor/Counselors,Parental Involvement,Campus Personnel, Campus Administration and Dean of Instruction</p>	<p>F- Counselor Classroom Presentations F-Classroom Presentation Agendas F-Classroom Presentation Sign-in Sheets F-Verification of information Distribution via Signed BISD Parent/Student handbook receipt form S: Participants evaluations</p>				
<p>Funding Sources: Local - \$11000.00</p>							
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>17) Implement informational sessions to faculty, staff, and parents on specific guidelines on reporting child abuse as well as informing all students through counselor classroom presentations, informational documents, and KBSD on actions they should take to obtain assistance an intervention, if they have been sexually abused in order to comply with House Bill 1041 (Jennas Law) effective 09/01/2009. Population: 6th -8th students -TI -MI -EP -SE -AR -GT/Pre-AP/AP -DYS -Parents -Teachers -Counselor -Campus Administrators -Campus/District Staff Timeline: Aug. 2015-May 2016.</p>	<p align="center">2</p>	<p>Counseling Dept. & Administration, Counselor,At-risk Administrator, Coordinator, Parental Involvement, Campus Personnel, Campus Administration, Health Science Technical, Health Teachers, Area Asst. Superintendents and Dean of Instruction</p>	<p>F-Counselor Classroom Presentation F-Classroom Presentation Agendas F-Classroom Presentation Sign-In Sheets F-Parental Involvement Agendas and Sign-In Sheets S: Participants surveys</p>				
<p>Funding Sources: Local - \$535.00</p>							
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>18) The District will provide available counseling options for students affected by sexual abuse in order to comply with House Bill 1041 (Jenna's Law) effective 09/01/2009. Population: 6-8TH Students -TI -ME -LEP -SE -AR -GT/Pre-AP/AP -DYS Timeline: Aug. 2015-May 2016.</p>		<p>Counseling Dept. & Administration, Campus Counselors, SAFE Counselors, Parental Involvement, campus Personnel, Health Science Technical Teachers, Health Teachers, Campus Administration, Area Asst. Superintendents</p>	<p>F-Counselor/Teacher verification of class presentation(s) F-Agendas F-Sign-In Sheets F-Presentation and Student documentation S-Student Counseling Documentation S-Follow-up on child's progress in school during and after school</p>				

<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>19) Develop curriculum objectives in Health and Physical Education which provide students the knowledge and skills necessary to develop and maintain optimal lifetime health and fitness levels. Curriculum must be sequential, developmentally appropriate, designed, implemented, and evaluated to enable students to develop the motor, self-management, additional skills, attitudes and confidence necessary to participate in physical activity throughout life in order to comply with Senate Bill 891 effective (9/1/2009) Population: Health Teachers, P.E Teachers 6TH-8TH Timeline: Aug. 2015-May 2016.</p>		<p>Health Teachers, P.E Teachers Pk-12th, Dean of Instruction, Department Chair, District Specialist, and Administration</p>	<p>F-Updated curriculum frameworks S-Student classroom assessment S-Physical Fitness Assessment</p>				
<p>Funding Sources: Local - \$70000.00</p>							
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>20) A full time nurse will assist students with health issues by administering medication, offering first aide during emergency situations, and will educate our students about the need to develop healthy habits, personal hygiene, etc. The nurse will assist with the execution of the health program aimed at monitoring and assisting low-performing students at school-wide campuses in order to improve student attendance/performance Population: 6-8TH Students -TI -ME -LEP -SE -AR -GT/Pre-AP/AP -DYS Timeline: Aug. 2015-May 2016.</p>	<p>10</p>	<p>Teachers, Dean of Instruction, Department Chair, District Specialist, TLI, Nurse and Administration</p>	<p>F-Sign in, Health records S- Student academic achievement, Up to date health records</p>				
<p>Funding Sources: Title I-A - \$25718.00, Local - \$41610.00</p>							
<p 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: Discipline referrals (office referrals, removals and expulsions, to Brownsville Academic Center TAP/PTP and JJAEP) will decrease by 5%.

Summative Evaluation: Decrease discipline referrals, removals and expulsions by 5%.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Academic TEAMS will meet daily to discuss discipline, students' needs, TEAM meetings with students, parents, etc. Population: 6-8grade students -LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI CNA P. # 15 Timeline: Aug. 2015-May 2016.</p>		Administration, Dean of Instruction, Teachers, TEAM members, Parents Department Chair, District Specialist, and TLI Specialist.	Formative: referrals to ISS, BAC, and JJAEP. Summative: report cards, review 360 and RTI				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Posters outlining 5 areas that must be met by students in their TEAM will be posted in each of the TEAMs classrooms. Population: 6-8grade students -LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI Timeline: Aug. 2015.</p>	1	Administration, Dean of Instruction, Teachers, TEAM members, Department Chair, District Specialist, and TLI Specialist.	Formative: referrals to ISS, BAC, JJAEP Summative: report cards, review 360 and RTI				
Funding Sources: Local - \$500.00							

<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>3) Implement and monitoring the effectiveness of Behavior Intervention Plans/Program for Special Education students to decrease office referrals and the percentage of OSS consequence. Population:6-8 grade students -LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI CNA P.# 15 Timeline: Aug. 2015-May 2016.</p>	<p>Administration, Dean of Instruction, Teachers, Department Chair, District Specialist, ISS Personnel and TLI Specialist.</p>	<p>Formative: referrals to ISS, BAC, JJAEP Summative: Review 360, Behavior intervention observations, and report cards</p>				
<p>Funding Sources: Local - \$1200.00</p>						
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>4) Core academic teams shall notify elective teachers when a parent / teacher conference is planned and notification documented. Elective teachers will try to join parent conference if possible, or provide feedback to be presented by other TEAM members to the parents. Population: 6-8grade students -LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI Timeline: Aug. 2015-May 2016. CNA P.# 15</p>	<p>Administration, Dean of Instruction, Teachers, Department Chair, District Specialist, and TLI Specialist.</p>	<p>Formative: referrals to ISS, BAC, JJAEP Summative: Report cards, transition meetings, review 360 and RTI</p>				

<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>5) Teachers will submit required contact documentation after each office referral within 24 hours. Administration will make sure teachers get referral feedback (yellow form) within 48 hours. Necessary supplies will be readily available to students across all sub-populations in order to promote and maintain safe and healthy learning environment. Population: 6-8gradestudents -LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI (YS) Timeline: Aug. 2015-May 2016. CNA P.# 15</p>	8	Administration, Dean of Instruction, Teachers, Department Chair, District Specialist, and TLI Specialist.	Formative: referrals to ISS, BAC, JJAEP Summative: Report cards, transition meeting, review 360 and RTI				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>6) Supplies needed to print motivational material for our students. (i.e. fliers, awards, positive notes, etc). Necessary supplies will be readily available to students across all sub-populations in order to promote and maintain a safe and healthy learning environment. Population:6-8grade students -LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI Timeline: Aug. 2015-May 2016. CNA P.# 15</p>	9	Administration, Dean of Instruction, Teachers, Department Chair, District Specialist, TST Teachers, Counselors and TLI Specialist.	Decrease in the number of documented referrals to ISS, BAC, and JJAEP F: classroom/behavioral observations, Behavioral plans S: report cards, Review 360, RTI and transition meetings.				
Funding Sources: Title I-A, Title I-A, Title I-A							






<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>7) Promote awareness and notification of Student Code of Conduct (SCC) to students, parents, staff & community through campus distribution of SCC, District Web site, and campus presentations to ensure all students are afforded due process and their rights Population:6-8grade students -LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI Timeline: Aug. 2015-May 2016. CNA P. # 15</p>		<p>Administration, Dean of Instruction, Teachers, Department Chair, District Specialist, Parent Involvement, Public Information and TLI Specialist.</p>	<p>Formative: Signed SCC Acknowledgement Forms Agendas and Sign-in forms Summative: Participation Reports</p>					
<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>8) Parents will be notified of any discipline referral outlined in the Student Code of Conduct as mandated by policy. Population: Parents, Students, Staff, and Community Timeline: Aug. 2015-May 2016. CNA P.# 15</p>			<p>Administration, Dean of Instruction, Teachers, Department Chair, District Specialist, and TLI Specialist.</p>	<p>Formative: Completed Referral Forms Summative: Parent participation evaluations/surverys</p>				
<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>9) 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 students rights and due process are afforded in order to have a safe and disciplined environment conducive to student learning Population:Parents Students Timeline: Aug. 2015-May 2016. CNA P. # 15</p>	4	<p>Administration, Dean of Instruction, Teachers, Department Chair, District Specialist, Counselors, Professional Development and TLI Specialist</p>	<p>Formative: Agenda, Sign-in Sheets Summative: RT and review 360</p>					

<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>10) Distribute student list every six weeks from district hearing officers regarding -Expulsions -Appeals so it can be compared to PEIMS records in Mainframe to assure correct reporting to TEA. Population:Administrators New Teachers Timeline: Aug. 2015-May 2016. CNA P. #15</p>	10	Administration, Dean of Instruction, Teachers, Department Chair, District Specialist, Admission, attendance and TLI Specialist	Admissions & Attendance Discipline List compared to Order of Expulsions and Removals Summative: PEIMS records Formative: Referrals				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>11) Involve appropriate campus counselor in transitional hearings for students returning from JJAEP to Brownsville Independent School District (BISD) for monitoring purposes and a successful transition to BISD Population:Principals Assistant Superintendents PEIMS Student Accounting Timeline: Aug. 2015-May 2016.</p>		Administration, Dean of Instruction, Teachers, Department Chair, District Specialist, Admission, attendance, Guidance Counseling Representative, JJAEP Representative and TLI Specialist	Formative: Transitional Meeting Sign-in Sheets Summative: RTI and Review 360				
<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>12) Provide professional development based on level of expertise and need in the following area: a.) Bullying Prevention b.) Violence/conflict resolution c.) Recent drug use trends d.) Resiliency/Development Assets e.) Dating Violence f.) Signs of child Abuse g.) Response to Intervention (Rtl) Model for behavior research based interventions to allow staff to recognize and address the issue, as a preventive measure. Population:Counseling & Guidance Representative Timeline: Aug. 2015-May 2016.</p>	4, 10	Administration, Dean of Instruction, Teachers, Department Chair, District Specialist, Counselors, Professional Development, Behavioral Specialists and RTI Specialist and TLI Specialist	Formative: Attendance Roster, Professional Development Evaluation, PEIMS Summative: Discipline Reports				

<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>13) Campuses will develop and maintain an Emergency Operation Plan. Plan must be multi-hazard in nature Must be reviewed and updated annually by the campus safety and security committee. The following drills must be practiced accordingly: Lockdown drills (3 times per year), Shelter-in-place, Reverse evacuation, Drop & Cover, Evacuation. In order to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and harm to the environment. Population: Administrators, Campus Staff & Faculty Timeline: Aug. 2015-May 2016.</p>	2	Administration, Dean of Instruction, Teachers, Department Chair, District Specialist, Faculty/Staff, BISD Police/Security and TLI Specialist	Formative; After Action Reviews, Sign-In Sheets Summative: Evaluations, Audits				
<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>14) Campuses must have an identification security system. All faculty must obtain and display an Identification card while on school grounds All students must obtain and display Identification Card while on school grounds Visitors must present an identification at Sign-In and escorted at all times. Population: Administrators, Campus Staff & Faculty, Guidance & Counseling, Administration, Students and Parents Timeline: Aug. 2015-May 2016.</p>		Administration, Dean of Instruction, Teachers, Department Chair, District Specialist, Faculty/Staff, BISD Police/Security and TLI Specialist	Formative: Sign-in Sheets, Identification Records Summative: Audits, Evaluation Sheets				

<p style="text-align: center;">Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>15) Campus based Law Enforcement: Security Officer(s) will be placed and assigned throughout the year at each elementary, middle and high school. In addition, a Police Officer will be stationed at each High School. Campus Officers when possible will address current trends with Students, Parents, Campus Faculty and Staff Gang Awareness Bullying Dating Violence Internet Safety Drug, Alcohol and Tobacco Awareness Gun Safety Teen Community Emergency response Team (CERT) Truancy Emergency Operations Plan (EOP)-Safety Procedures as a proactive approach to diminish the number of criminal offenses on school grounds and to prevent victimization of students and staff Population: Administrators, Campus Staff & Faculty, Students, All BISD Personnel, Visitors, Administration Timeline: Aug. 2015-May 2016.</p>		<p>Administration, Dean of Instruction, Teachers, Department Chair, District Specialist, Faculty/Staff, BISD Police/Security, Parent Involvement, Counselors and TLI Specialist</p>	<p>Formative : Officers/School Police Sign-in sheets/Agendas Summative: Evaluations, PEIMSDiscipline Reports</p>				
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<p style="text-align: center;">Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>16) Student and Parent Presentations will be made periodically at campuses</p> <ul style="list-style-type: none"> -Gang Awareness -Bullying -Dating Violence -Drug, Alcohol and Tobacco Awareness -Gun Safety -Teen CERT -Truancy <p>EOP-Safety Procedures to educate parents to be able to recognize the signs and symptoms related Campus based Law Enforcement: Security Officer(s) will be placed and assigned throughout the year at each elementary, middle and high school. In addition, a Police Officer will be stationed at each High School. Campus Officers when possible will address current trends with Students, Parents, Campus Faculty and Staff</p> <p>Gang Awareness Bullying Dating Violence Internet Safety Drug, Alcohol and Tobacco Awareness Gun Safety Teen Community Emergency response Team (CERT) Truancy</p> <p>Emergency Operations Plan (EOP)-Safety Procedures as a proactive approach to diminish the number of criminal offenses on school grounds and to prevent victimization of students and staff Population: Administrators, campus Staff & faculty, Guidance & Counseling, Administration, Students and Parents Timeline: Aug. 2015-May 2016.</p>	6	<p>Administration, Dean of Instruction, Teachers, Department Chair, District Specialist, Faculty/Staff, BISD Police/Security, Parent Involvement, Counselors and TLI Specialist</p>	<p>Formative: Sign-In Sheets/Agendas Summative: Discipline Reports/ Parent Information Responses</p>				
<p style="text-align: center;">Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>17) Dating Violence Policy</p> <ul style="list-style-type: none"> -Maintain a written safety plan developed by the campus safety committee -Meet annually with parents for awareness education -Provide training for administrators, counselors and teachers -Provide counseling for students involved in offenses -Implement enforcement of protective orders and school based alternatives to protective orders <p>Designed to empower victims of dating violence to report dating Population: Students, Parents Timeline: Aug. 2015-May 2016.</p>	2	<p>Administration, Dean of Instruction, Teachers, Department Chair, District Specialist, Faculty/Staff, BISD Police/Security, Parent Involvement, Counselors, Professional Development and TLI Specialist</p>	<p>Formative: Sign-In Sheets/ Parent Awareness Meetings. Summative: Evaluations, Audits, PEIMS Discipline Reports</p>				

<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>18) Principals will ensure that campus counselors provide individual and group counseling sessions on a weekly basis in order to ensure that students needs are addressed. Population:Administrators, Campus Staff & Faculty, Guidance & Counseling, Administration, Students and Parents Timeline: Aug. 2015-May 2016.</p>		Administration, Dean of Instruction, Teachers, Department Chair, District Specialist, Counselors, and TLI Specialist	Student sign in sheets, Summative : Counselor logs				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>19) In order to reduce the number of Special Ed. Students referred to ISS and/or OSS, alternative disciplinary procedures will be implemented. Such as counselor referrals, BIP updates, redirection, etc. Population:Elementary, Middle School, and High School At-Risk students Timeline: Aug. 2015-June every time a Sp. Ed. student is referred to the office. Timeline: Aug. 2015-May 2016.</p>		Administration, Dean of Instruction, Teachers, Department Chair, District Specialist, Counselors, and TLI Specialist	Formative: students placed in ISS/OSS S: Review 360				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>20) Life Skills and Behavior Intervention classes will encourage all students attending the Life Skills and B.I unit to work on exhibiting appropriate behavior and daily living skills. Population:Sp. Ed BIP ESchools PLUS Timeline: Aug. 2015-May 2016.</p>		Administration, Dean of Instruction, Teachers, Department Chair, District Specialist, Counselors, Paraprofessionals and TLI Specialist	Formative: Classroom interventions Summative: Teacher Observation				
<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>21) Maintain the district standard for students assigned to a Disciplinary Alternative Education Program (DAEP) in:</p> <p>-Attendance Rate -Pre-Post assessment results -Dropout rates -Sub groups representation and recidivism rates in order to comply with District goal Population: B.I Students Life Skills Timeline: Aug. 2015-May 2016.</p>	3	Administration, Dean of Instruction, Teachers, Department Chair, District Specialist, DAEP Administration/Staff and TLI Specialist	Formative: Guidance and Counseling sessions/Monitoring of Attendance Summative: PEIMS DATA, Counselor's logs, AEIS DATA				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							






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

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

Summative Evaluation: Increase our campus parental involvement by 10%.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>1) Complete and disseminate a parental involvement policy so as to delineate how parents will actively involved at the district/campus level with intention to increase population. Disseminate School-Parent Student Compacts indicating each groups responsibilities to ensure student achievement. Will be included in the registration packet. Population: Parents Students School Timeline: . CNA Pgs. # 23 - 25</p>	1, 2, 3, 8, 9	Administration, Dean of Instruction, Teachers, Department Chair, District Specialist, Parent Liaison and TLI Specialist	Formative: School Parent-Student compacts, Campus Web site Summative: Composite EOY Survey Title I-A Parental Involvement Compliance checklist, EOC/STAAR Results, Attendance Rates and Discipline Referrals				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Conduct an annual TITLE I meeting to inform parents of services provided through TITLE I funds Population: Parents Students School Timeline: CNA Pgs. # 23 - 25</p>	6	Administration, Dean of Instruction, Teachers, Department Chair, District Specialist, Parent Liaison and TLI Specialist	Formative: Agenda, sign in sheet, minutes, flyers. Summative: Composite EOY Survey, Title I-A Parental Involvement Compliance checklist, EOC/STAAR Results, Attendance Rates Discipline				
Funding Sources: Title I-A - \$200.00							
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>3) Conduct a campus need assessment and TI Parent Survey to evaluate the effectiveness of district and/or Campus Parental Involvement efforts Population: Parents Timeline: Aug. 2015-May 2016. CNA Pgs. # 23 - 25</p>	1, 2, 3, 8, 9	Administration, Dean of Instruction, Teachers, Department Chair, District Specialist, Parent Liaison and TLI Specialist	Formative: Survey Results Summative: Composite of Survey Results, Title I-A Parental Involvement Compliance checklist, EOC/STAAR Results, Attendance Rates Discipline Referrals				

<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>4) Ensure representation of community and parent involvement in the decision making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met. *Parental Involvement Policy *School Parent-Student compacts *Campus Improvement Plan Population: Parents Timeline: CNA Pgs. # 23 - 25</p>	6	Administration, Dean of Instruction, Teachers, Department Chair, District Specialist, Parent Liaison, SBDM Committee and TLI Specialist	Formative: Calendar, agendas, sign in sheets, minutes, flyers, P.I. Policy, Compact, Parent Rep. List Summative: Composite of meeting minutes, Session Evaluations Title I-A Parental Involvement Compliance checklist, EOC/STAAR Results, Attendance Rates Discipline Referrals				
<p align="center">Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6</p> <p>5) Host a Parent Orientation day to inform parents, students and community members of daily standard operation procedures and District Policy *Student code of conduct *Student-parent school compact *Emergency Operation Procedures *Volunteer Guidelines and Opportunities Population: Students, Parents and community Timeline: Aug. 2015. CNA Pgs. # 23 - 25</p>	6, 8	Administration, Dean of Instruction, Teachers, Department Chair, District Specialist, Parent Liaison, and TLI Specialist	Formative: agendas, sign in sheets, flyers, brochures, handouts, session evaluations Summative: Discipline referrals, Session Evaluations Title I-A Parental Involvement Compliance checklist, EOC/STAAR Results, Attendance Rates Discipline Referrals				
<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>6) Capitalize on district community resources by creating partnership agreements with agencies and organizations *invite community agencies/organizations to participate and disseminate information about the public services that their agencies offer in order to continue building strong community partnerships Population: Parents and community Timeline: Aug. 2015-May 2016. CNA Pgs. # 23 - 25</p>	2, 3, 6	Administration, Dean of Instruction, Teachers, Department Chair, District Specialist, Parent Liaison, Counselors and TLI Specialist	Formative: Agendas sign in sheets MOU's Summative: Increased partnerships				
<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>7) Educate campus administrators and teachers during faculty and grade level meetings as to the academic and non-academic benefits of a strong parent-school partnership. Population: Parents Timeline: Aug. 2015-May 2016. CNA Pgs. # 23 - 25</p>	4	Administration, Dean of Instruction, Teachers, Department Chair, District Specialist, Parent Liaison, and TLI Specialist	Formative: Agendas, sign in sheets session evaluations Summative: increased parent participation, Title I-A Parental Involvement Compliance checklist, EOC/STAAR Results, Attendance Rates Discipline Referrals				

<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>8) Provide ample parent education opportunities through parent conferences and parent training sessions at each campus parent center to disseminate information, services and/or referrals to agencies that address the needs in the following areas</p> <ul style="list-style-type: none"> *Effective Teaching Strategies *Health Education-Families in Training *Special Populations (Bilingual, Dyslexia, G.T. Migrant, Special Ed.) *Building Capacity <p>College readiness</p> <ul style="list-style-type: none"> *Drop out and violence prevention-New Horizons *community agencies/organizations <p>Population:Parents and community Timeline: Aug. 2015-May 2016. CNA Pgs. # 23 - 25</p>	1, 2, 3, 8, 9	Administration, Dean of Instruction, Teachers, Department Chair, District Specialist, Curriculum and Inst. Specialist, Campus Instructional Tech Teacher, 21st Century Site Coordinator and TLI Specialist	Formative: parent conference flyers sign in sheets conference agendas, meeting agendas, conference evaluations Summative: STAAR (A, M, ALT) Composite of evaluation results 21st Century Evaluation Title I-A Parental Involvement Compliance checklist, EOC/STAAR Results, Attendance Rates Discipline Referrals				
Funding Sources: Title I-A - \$3000.00, Title I-A							
<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>9) Parent Liaison funds will be allocated to provide payment for mileage incurred while conducting Attendance and Parental Involvement responsibilities i.e.; home visits and parental involvement meetings & trainings. Parent Liaison will conduct home visits and inform parents with information concerning the At-Risk student in order to help provide opportunities for student academic success.</p> <p>Population:Parent Liaison Timeline: Aug. 2015-May 2016. CNA Pgs. # 23 - 25</p>	6	Administration, Dean of Instruction, Teachers, Department Chair, District Specialist, Campus Parent Liaison and TLI Specialist	Formative: Monthly contact log, composite report Summative: Monthly mileage log, Title I-A Parental Involvement Compliance checklist, EOC/STAAR Results, Attendance Rates Discipline Referrals				
Funding Sources: Title I-A - \$26275.00							
<p align="center">  = 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).

Summative Evaluation: 100% of our Migrant students will participate in the supplemental instructional activities support services




Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) A migrant funded campus clerk will provide supplemental support services to all migrant students, 3 days per week in order to ensure additional academic support, enhance the advocacy for, increase encouragement to provide guidance and assistance with the special needs of migrant students as delineated by NCLB Act of 2001 (Public Law 107-110) Section 1301-1309. As well as ensure that the migrant students are actively engaged in the Migrant Club, receive needed homework assistance and socialize with other migrant students during Lunch Bunch activities Population: Migrant Students Timeline: Aug. 2016-May 2017.</p>	1, 9	Campus Administration, MSC, and Migrant Teacher	<p>Formative: NGS Currently Enrolled Report, PFS Report</p> <p>Summative : Increase performance percentages in all core areas.</p> <p>Report Cards</p>				
Funding Sources: Title I-C (Migrant) - \$12570.00, Title I-C (Migrant) - \$19597.00							
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) PFS and Non PFS migrant students will receive age appropriate clothing, school supplies in order to support daily school attendance thus addressing the district attendance policy for the middle school students. Population: All Migrant Students 6th 8th CNA P.# 11 Timeline: Aug. 2016-May 2017</p>	1, 9	Campus Principal, Campus Migrant Clerk, Migrant Teacher.	<p>Formative: NGS PFS Reports</p> <p>Summative: Completed Distribution Log with NGS#s</p>				
Funding Sources: Title I-C (Migrant) - \$1075.00							
<p>3) PFS migrant students will receive age appropriate hygiene products Population: PFS Migrant Students Only 6th 8th CNA P.# 17 Timeline: Aug. 2016-May 2017</p>	1, 9	Campus Principal Campus Migrant Clerk, Migrant Teacher.	<p>Formative: NGS PFS Reports</p> <p>Summative: Completed Distribution Log with NGS#s</p>				
Funding Sources: Title I-C (Migrant) - \$1075.00							

<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>4) Migrant campus clerks will attend the annual intensive Identification and Recruitment (ID & R) training in order to secure the most current information needed to appropriately assist with the campus identification and recruitment initiative. Population: Campus Migrant Staff Timeline: Aug. 2016.</p>	4	Migrant Service Coordinator (MSC)	Formative: ID & R Training Summative: Texas Education Agency (TEA) ID & R Certificates				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>5) The Migrant campus clerk will attend the required annual NEW Generation System (NGS) state training in order to secure the need skills to accurately and appropriately input the data for migrant students into the migrant state data base. Population: Campus Migrant Clerk Timeline: Aug. 2016.</p>	4	Migrant Campus Clerks MSC	Formative: NGS Annual Training Summative: NGS Certificates				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>6) The migrant clerk will assist with the annual ID & R Residency Verification initiative in order to ensure that all migrant students at our campus are picked up in a timely manner. Population: Migrant Students Timeline: Aug. 2016-May 2017</p>	1, 9	Migrant Campus Clerks	Formative: NGS Residency Verification Reports NGS Mass Enrollment Report ESchoolsPLUS Report Summative: Parent Signature on current COE				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>7) Migrant Clerk will distribute migrant information and currently enrolled listing to all teachers and administrators in order to facilitate pertinent information in a timely manner throughout the year. Population: Campus Administrators Teachers Timeline: Aug. 2016-May 2017</p>	1	Campus Migrant Clerk	Formative: PFS NGS Report and Campus Reports Summative: Signature Pages with staff signatures				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>8) The migrant campus clerk will adhere to the NGS timeline to ensure that migrant student data is entered in a timely and accurate manner into the NGS database. Population: Campus Migrant Clerk Timeline: Aug. 2016-May 2017</p>	2	Campus Migrant Clerk	Formative: NGS and e-SchoolsPLUS Reports Summative: PBMAS ICR Reports				

<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>9) PFS migrant students will be monitored by migrant clerk every three weeks in order to maintain constant vigilance on the academic progress of the migrant student and ensure academic success. Population: PFS students Timeline: Every 3 weeks Timeline: Aug. 2016-May 2017</p>	9	Migrant Clerk, DMC, and Migrant Teacher	Formative: Migrant Clerk Log 3 weeks progress report Summative: Report Card				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>10) Migrant clerk will hold two migrant parent meetings in order to provide current information regarding the academic progress of their children. Light refreshments will be served to encourage migrant parent participation. Population: Perkins Middle School migrant parents Timeline: Oct. 2016-Feb. 2017. CNA P. # 22</p>	3, 6	Campus Migrant clerk and Migrant Teacher	Formative: Meeting Fliers, Agendas Sign-in Sheets Summative: Meetings Evaluations				
Funding Sources: Title I-C (Migrant) - \$100.00							
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>11) PFS Migrant students will receive supplemental support services before other migrant students to ensure that the requirements delineated by NCLB Section 1304(d) are addressed Parental support is crucial in Migrant student success as they prepare for collage and post secondary careers. Parents visiting the campus will experience the college atmosphere first-hand as the campus initiates new curriculum from our College Readiness Grant. Population: PFS Migrant Students 6th-8th Timeline: Aug. 2016-May 2017</p>	1	Special Program Admin Campus Principal Migrant Campus Clerk District Migrant Counselor (DMC) Migrant Service Coordinator (MSC) Migrant Teacher	Formative: NGS PFS Reports Summative: Completed PFS Monitoring Tool				
Funding Sources: Title I-C (Migrant)							
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>12) Migrant students 6th-8th STAAR results will be reviewed to secure accurate placement into the appropriate state assessment tutorial/remediation opportunities during the regular school year and summer school session. Population: PFS Migrant Students 6th-8th Timeline: Oct. 2016-May 2017.</p>	1, 9	Campus Principal, Counselors, and Migrant Teacher	Formative: STAAR remediation enrollment lists NGS State Assessment Report Benchmark Results Summative: STAAR results				

<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>13) All migrant students will have the opportunity to attend the district Migrant Middle School Conference in order to improve their leadership, learning and study skills and receive pertinent information regarding successful academic experience Population:6th-8thMigrant Students and their parents Timeline: Feb. 2017.</p>		DMC, Migrant Clerk, and Migrant Teacher	Formative: NGS Currently Enrolled List Summative: Conference Evaluations				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>14) Migrant students will have the opportunity to attend the school district\u2019s summer school programs to ensure promotion if needed or to participate in the enrichment migrant summer program. Population:6th-8th Migrant students Timeline: Summer 2017</p>	9	Migrant Clerk	Formative: Eligibility forms, attendance sheets, weekly assessments, participants surveys Summative: Completion reports, end of program assessments results				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>15) The migrant clerk will attend Migrant Education Region One workshops in order to secure the most current information impacting the Migrant Program throughout the current school year. Population: Migrant Clerk Timeline: Meet once weekly from Timeline: Aug. 2016-May 2017</p>	1, 2, 3, 8, 9	Migrant Service Coordinator	Formative: Region One Workshop Advisements, registration Forms, BISD Professional Leave form with approval signatures Summative: Workshop certificate, agenda, handout				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>16) Campus migrant clerk will conduct two meeting once each semester to foster parental involvement and provide Migrant parents with important information on campus migrant program opportunities and how to better support their children academically Population:Migrant Parent Timeline: twice a year</p>	6	Migrant Campus Clerk Migrant Parent Liaison MSC DMC	Formative: Region One Workshop Advisements, registration Forms, BISD Professional Leave form with approval signatures Summative: Workshop certificate, agenda, handout				
Funding Sources: Title I-C (Migrant) - \$100.00							
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>17) The migrant funded staff will have the opportunity to attend local, regional, and state migrant conferences in order to expand their knowledge of the migrant program; thus providing a more comprehensive supplemental support to migrant students and their families. Population:Migrant funded staff : MSC. Timeline:August 1, 2016-June 30, 2017</p>	4	Sp. Programs Administrator	Formative: NGS Reports Sessions Evaluations Summative: Workshop certificate				
Funding Sources: Title I-C (Migrant) - \$13700.00							

<p align="center">Critical Success Factors CSF 2</p> <p>18) The New Generation System (NGS) and BISD eSchool Plus entries will be monitored daily to ensure that the ID&R data and information has been appropriately coded in a timely manner. Population:Migrant Office Staff. Timeline:August 2016-June 2017</p>		Migrant Funded: Recruiters Data Entry Clerk NGS Clerks Campus Migrant Clerks Computer Operator PEIMS Data Clerk MSC	Formative: NGS and eSchool Reports Summative: PBMAS ICR Report				
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1</p> <p>19) In order to secure the data needed to accommodate placement into appreciate supplemental instructional opportunities for middle school. 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: Aug. 2016-May 2017</p>	1, 8	Sp. Programs Administrator Migrant Funded: Teachers Campus Clerks DMC MSC	Formative: Tango Trends Reports EOY Assessment TPRI/Tejas LEE/ SAT 10/EOC /STAAR EOY Migrant Promotion Rates Summative: STAAR and report cards				
Funding Sources: Title I-C (Migrant) - \$200000.00, Title I-C (Migrant) - \$5500.00							
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1</p> <p>20) 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. Population:Migrant Students Migrant Parents. Timeline:August 26, 2016- June 19, 2017</p>		Sp. Programs Administrator MSC, DMC	Formative: Student Surveys Parent Surveys Training Session Evaluations Documentation Logs Transcripts MEP Reports Campus Visitation Logs Summative: College Placements				
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 6</p> <p>21) A survey will be used to evaluate the effectiveness of the Migrant Education Program so that pertinent and appropriate adjustments can be made to better sever migrant students. Population: Migrant Students. Timeline April 2017</p>	1	Campus Administration, Migrant Funded: Migrant Teachers, HS Migrant Campus Clerks, MEP Secretary, DMC, MSC	Formative: Meeting Evaluations Student Session Evaluations Summative: Survey Results Implement of Survey Suggestions				
Funding Sources: Title I-C (Migrant) - \$300.00							

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

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






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

Summative Evaluation: Our campus will be at Advanced Tech level in all four areas of STAR CHART

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Desktop computers and printers will be used during computer based instruction and adaptive-assisted devices will also be used to supplement and enhance instruction to improve at -risk student achievement: My Satori, Microsoft Office, A-Plus, Population:6-8 gr. students -LEP -DYS -MI -AR -TI Timeline: Weekly CNA page 23 Timeline: Aug. 2015-May 2016</p>	2, 9	Administration, Dean of Ins., Administrator for State Compensatory Education	Formative: Progress Reports, Benchmark Scores, Lesson Plans, software usage reports Summative: STAAR				
<p>Funding Sources: State Compensatory - \$2500.00, State Compensatory - \$15000.00, State Compensatory - \$38350.00</p>							

<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>2) Certified personnel will attend the yearly state technology conference/professional development in order to stay abreast of the latest advances in technology in order effectively improve student progress in technology/academics. Computer based instruction will be provided to improve and enhance the campus instruction program to improve at risk student achievement. Population: 6-8gr. students</p> <p>-LEP -DYS -AR -TI Timeline: Weekly from Timeline: Aug. 2015-May 2016 CNA page 23 & 28</p>	4	Administration, Dean of Ins., Administrator for State Compensatory Education	Formative: Benchmark scores, Lesson Plans, Classroom Observations, Student Progress Report. Summative: STAAR				
Funding Sources: Local - \$5000.00, Local - \$2000.00							
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>3) Conduct teacher training through TST in the use of new software and technology available. Also, conduct teacher training in integrating technology with the curriculum. Implementation of Eschool Population: 6-8gr. students</p> <p>-LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI Timeline: Aug. 2015-May 2016 Waiver and staff dev. Days Planning periods.. CNA P.# 28</p>	4	CTST, teachers CCLC Dean of Instruction Administration TST	Formative: lesson plans and classroom observations. Summative: benchmarks and other assessments for Sp. Populations				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>4) Provide teacher and students training in Library programs and databases. Population: 6-8 grade students: LEP, GTT PRE AP/AP, DYS, SE, MI, AR, and TI. Timeline: Aug. 2015-May 2016</p>	1, 2	Librarian Dean of Instruction Administration	Formative: School in reports on usage of databases, AR, and book circulation statistics. Summative: students' grades, benchmarks and other assessments for Sp. Populations				

<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>5) In order to rigorously enhance teacher' delivery of instruction, students will readily have accessibility to technology through the use of desktop computers. Devices will be used by students in a computer lab/classroom utilizing programs that are designed to improve students' reading, writing, math, and science skills. Teachers will integrate the use of computers, scanners, and laminators in their classroom to enhance their lessons and facilitate the learning process and appropriately monitor student academic performance Population:6-8gr. students -LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI CNA P.# 28 Timeline: Aug. 2015-May 2016</p>	1, 2	Instructional Technology personnel	Formative: teacher's lesson plans. Class Projects Summative: grades, benchmarks and other assessments for Sp. Populations. CNA Survey Results				
Funding Sources: Title I-A - \$15081.00, Title I-A - \$15081.00, Title III-A - \$2222.00							
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>6) In order to assist with the monitoring of student progress, analyze data to drive instruction and record teacher performance, campus administration will be provided with laptops. Administrators will have access to hardware necessary to enhance work production and student academic success Population:6-8gr. students -LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI CNA P.# 28 Timeline: Aug. 2015-May 2016</p>	1, 2	Administrators	Formative: Work quality Summative-Student's academic success and data statistics in STAARS, Benchmark and six week grades.				
Funding Sources: Local - \$5000.00							

<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>7) Provide equipment and supplies needed for students and staff to access and utilize information Population:6-8gr. students -LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI Timeline: Aug. 2015-May 2016</p>	1	Librarian Administration	Formative-AR Reports Circulation Statistics Database Statistics Summative-Student's academic success and data statistics STAARS, Benchmark and six weeks grades				
Funding Sources: Local - \$5000.00							
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>8) Provide yearly contract for service or repair of equipment used for student testing and /or security. Population:6-8gr. students -LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI Timeline: Aug. 2015-May 2016</p>		Dean of Instruction, Administration	Formative Testing, Benchmark,, Minimarks Summative: Benchmark Reports				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers will meet once a week to align ELA, Math, Science and Social Studies curriculum & discuss effective teaching strategies for upcoming units of study. Stipend(s) will be provided for core area teachers for curriculum alignment purposes. Faculty will be provided with STAAR and TELPAS training/data to help identify struggling learners and prescribe early intervention. Discuss the progress of B, I, A, M1 & M2 students. Test will be same for each grade level after each unit to measure student performance equally. Administration, Dean of Instruction, & TLI Specialist will meet with the departments as needed to plan and discuss Professional Development training/yearly conferences to ensure that all students meet the STAAR standards. Population: 6-8 grade students -LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI Timeline: Aug. 2016-May 2017. CNA P.#8,9,11,19, & 20
1	1	3	To track reading progress, teachers will administer the diagnostic reading test to all 6th-8th grade students and a reading fluency test to 7th grade students three times during the school year. To improve student reading results, a plan of action will then be created for at-risk.6-8 grade students -LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI Timeline: Aug. 2016-May 2017. CNA P.#8,9,11 & 19
1	1	6	Students that receive failing grades in the Reading, writing, Math, Science and Social Studies benchmarks, minimarks, teacher made test, unit test, and diagnostic tests will be recommended and motivated to attend tutorial and/or Saturday Academies in order to meet STAAR standards. Transportation will be available to students who participate in tutorial. Tutorials will also help meet AYP requirements. Students that receive a 60 or lower in their courses will be monitored throughout the school year by classroom teacher. Population: 6-8 grade students -LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI Timeline: Aug. 2016-May 2017. CNA P.# 8,9,11,19 & 20
1	1	9	Life skills special needs students in reading, math, science and social studies will attend a variety of Community Base Instructional/Field Trips so that they will work towards becoming a more independent student through a variety of life skills. Population: Life Skills Students Life Skills Teacher. Timeline: Aug. 2016-May 2017. CNA P.# 8,11,19 & 20
1	1	10	Provide reading materials in a variety of formats to support the various curricula and leisure reading needs of students and staff. Population: 6-8 grade students -LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI Timeline: Aug. 2016-May 2017. CNA P.# 8,9,11,19 & 20
1	1	11	Provide incentives to support library reading programs. Population: 6-8 grade students -LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI Timeline: Aug. 2016-May 2017. CNA P. # 8,9,11,19 &20
1	1	13	Administrator and faculty will examine data from initiatives meant to raise ELL Language proficiency and academic achievement and determine support activities by C & I ELA Specialist, Math Specialists & Bilingual/ESL Lead Teachers. Population: LEP Timeline: Aug. 2016-May 2017. CNA P.# 8,9,11,19 &20

Goal	Objective	Strategy	Description
1	1	14	Administrators and Bilingual/ESL Lead Teacher conduct campus walkthroughs/visitations using district forms and note classroom evidence of resources supporting ELL learning and success. Population: LEP Timeline: Aug. 2016-May 2017. CNA P.# 9,11, &20
1	1	15	Reading, Math, Science and Social Studies Teachers will implement, document and support ELPS with all ELLs. Documentation of ELPS, TEKS and Reporting Categories will be reflected on both lesson plans and classrooms objectives. Teachers will make use of strategies to display word walls and other visual aids in order to improve students vocabulary to increase student achievement in the state assessments. Population: LEP Timeline: Aug. 2016-May 2017.
1	1	16	We will continue to analyze PBMAS ESL reading and Science scores so that the gap between all students and LEP students is narrowed. Population:6-8 grade students -LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI Timeline: Aug. 2016-May 2017. CNA P.# 11 & 19
1	1	17	Implement intervention through RTI Tier Model in order to support student success: Tier I-120 mins. devoted to ELA instruction, Tier II- 30 Mins. per day in small group in addition to the core instruction, Tier III- 30 min. per day in individual or small group in addition to the core instruction. Population: 6-8 grade students -LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI Timeline: Aug. 2016-May 2017. CNA P.# 8,9,11,19 & 20
1	1	21	In order to achieve STAAR goals all students in 6th-8th grade Reading, Math, Science and Social Studies will be monitored through the implementation of bi-weekly quizzes created by the collaboration of the Language Arts teachers (in STAAR tested grade levels and areas) and curriculum specialist. They will also be administered grade level aligned test to monitor students progress to show mastery of unit and state test. Population:6-8 grade students -LEP -GT -Pre-AP/AP -DYS SE -MI -AR -TI Timeline: Aug. 2016-May 2017. CNA P. # 8,9,11,19 &20
1	1	23	The STAAR preparation academy is designed to develop pacing academic calendars for STAAR preparation by utilizing the district scope and sequence as a guide to ensure implementation of rigor in the classroom. The STAAR preparation academic will consist of 6th-8th grade Reading and Math teachers. Population: 6-8 grade students -ESL -DYS -SE -MI -AR -TI Timeline: Aug. 2016-May 2017.
1	1	28	All students will write the science word of the day in their journal on a daily basis to develop their science vocabulary. Population: 6-8 grade students -LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI Timeline: Aug. 2016-May 2017.
1	1	29	6th-8th grade GT and Pre-AP students will be required to complete an original research based inquiry project. Population:-GT/Pre-AP -TI Timeline: 1st six weeks. Timeline: Aug. 2016-May 2017.
2	1	2	Art students will display their work during the choir and/or Band Performances at Perkins Middle School. Population: 6th -8th students -TI -MI -LEP -SE -AR -GT/Pre-AP/AP -DYS Timeline: During Christmas concerts.
2	1	3	The choir will perform and compete at various concerts and competitions in and out of district abiding by district budget guidelines. Population:6th-8th grade TI -MI -LEP -SE -AR -GT/Pre-AP/AP -DYS Choir Timeline: Aug. 2016-May 2017. Students

Goal	Objective	Strategy	Description
2	1	4	The Art UIL competition group will travel for UIL Art competition. Fees, transportation, supplies and miscellaneous costs will be provided following district guidelines Population: 6th-8th grade -TI -MI -LEP -SE -AR -GT/Pre-AP/AP -DYS Art Students Timeline: Aug. 2016-May 2017.
7	1	19	In order to secure the data needed to accommodate placement into appropriate supplemental instructional opportunities for middle school. 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: Aug. 2016-May 2017
7	1	20	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. Population:Migrant Students Migrant Parents. Timeline:August 26, 2016-June 19, 2017
7	1	21	A survey will be used to evaluate the effectiveness of the Migrant Education Program so that pertinent and appropriate adjustments can be made to better serve migrant students. Population: Migrant Students. Timeline April 2017

State Compensatory

Budget for Perkins Middle School :

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
162-11-6118-00-046-Y-24-SSI-Y	6118 Extra Duty Stipend - Locally Defined	\$13,112.00
162-11-6118-00-046-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	\$9,908.00
162-11-6119-00-046-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$105,048.00
162-13-6119-31-046-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$61,734.00
162-31-6119-31-046-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$57,729.00
6100 Subtotal:		\$247,531.00
6200 Professional and Contracted Services		
162-11-6249-00-046-Y-30-APL-Y	6249 Contracted Maintenance & Repair	\$2,500.00
162-32-6299-00-046-Y-24-CIS-Y	6299 Miscellaneous Contracted Services	\$23,136.00
6200 Subtotal:		\$25,636.00
6300 Supplies and Services		
162-11-6399-00-046-Y-30-0K2-Y	6399 General Supplies	\$15,000.00
6300 Subtotal:		\$15,000.00
6600 Capital Outlay Accounts		
162-11-6649-62-046-Y-30-0K2-Y	6649 Capital Assets - Locally Defined	\$15,000.00
6600 Subtotal:		\$15,000.00

Personnel for Perkins Middle School :

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Anavel Gomez	Teacher	State Compensatory	.50
Erika Ortiz	Teacher	State Compensatory	.50
Laura Vela-Samaniego	At Risk Counselor	State Compensatory	1
Melissa Rodriguez	Teacher	State Compensatory	.50
Susan Zapata	Dean of Instruction	State Compensatory	1
Victor Ramirez	Teacher	State Compensatory	.50

Title I

Schoolwide Program Plan

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

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

The Site-Based Decision-Making (SBDM) Committee conducted a comprehensive needs assessment (CNA) 1.1, 1.2, 1.3 over a period of one year to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on the CNA, the committee decided to concentrate on improving the passing rate of all students and student groups including Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special eon state assessments. The goal is to have 90 percent of all students and all student groups passing all parts of state mandated assessments for the 2015-2016 and to increase the commended performance level in all content areas. To accomplish these objectives, the staff will use the budgeted funds to implement school-wide reform strategies, 1.3 ,1.6, 1.8 that provide opportunities for all children to meet the State's proficient and advanced levels of academic performance, use effective methods and instructional strategies that are established on scientifically based research that (1) strengthen the core academic program (activity: teachers will have extensive training on the implementation of depth of knowledge/rigorous instruction); (2) increase the amount and quality of learning time, including the funding of an after-school tutorial/ summer school/ enrichment program, for students who are At-Risk and in need of continuity in their instructional program to be successful in the succeeding school year (activity: after school tutorial will begin on the third week of instruction); (3) include strategies for meeting the educational needs of historically underserved populations (activity: customized student instructional approaches will be implemented to engage students in the learning process); (4) include strategies to address the needs of all children in school, particularly the needs of low-achieving students, At-Risk, or not meeting the State student academic achievement standards (activity: individual student academic/social constraints will be address); (5) address how the school will determine if such needs have been met (activity: the implementation of formal assessments); and (6) are consistent with and are designed to implement the State and local improvements plans.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

Title I, Part A Funds will be used to partially finance strategies to increase parental involvement at the school including the parent workroom and to purchase special materials used in the parent volunteer program. Parent education will be provided to parents by the campus parent liaison as well as the District's Parental involvement Center. Parent training on how to help their students be successful at home, learning English, discipline management and parenting skills will be provided to those parents who want to better meet the rigors of parenting. **CIP: 6.9,**

An orientation for 5th grade students and their parents will be held annually in the Spring to assist with the transition into middle school. An informational meeting will also be held with 8th grade students and their parents to inform them of high school requirements and expectations. **CIP: 1.22**

Teachers will be included in decisions regarding the use and selection of academic assessments to measure student performance. Teachers will use data obtained from state assessments as well as other instruments, including but not limited to the SELP, TELPAS, and benchmark tests, to implement new instructional strategies, modify existing strategies and/or discontinue existing strategies to better address student needs as determined by use of these instruments. **CIP: 1.1, 1.3**

Students experiencing difficulty in mastering the TEKS will be provided effective, timely additional assistance. All teachers will closely monitor all students' performance based on daily exercises and periodic tests. Students not mastering the objectives will be provided additional assistance in the after school tutorial program and/or enrichment courses based on his/her individual needs. **CIP: 1.6.**

2: Schoolwide Reform Strategies

The Schoolwide Reform is the core of our school strategies. Perkins M.S. will target the areas in greater need based on the student demographics.

The strategies involve:

- Preparing faculty to deliver the appropriate academic standards set by the state
- Focusing resources and faculty trainings on the academic core areas
- Improve the delivery of instructions based on our students' needs
- Implement rigorous instruction
- Meeting the needs of historically underserved population

In order to successfully implement the Schoolwide Reform Strategies, Perkins M.S. will be dedicated to increase the amount of learning time, provide an enriched and accelerated curriculum, provide computerize resources, book resources, and counseling and guidance.

3: Instruction by highly qualified professional teachers

Highly-qualified teachers 1.19 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. Strategies to attract high-quality teachers to high needs schools will include our school's participation in the District sponsored annual Teacher Fair, selection of teachers from the District's and Region I's efforts to recruit teachers from out of valley and state, recruiting teachers from Teach for America Programs, paying stipends for attainment of a Master's Degree, and paying stipends for math, science and social studies.

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

The school will provide access to high-quality ongoing professional development 1.19 throughout the school year for all staff including, principals, and paraprofessionals. Professional development activities will be geared to individual teachers' specialties, along with any other identified need(s) 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 attended/conducted both at the school and the education service center; these district/state conferences will be intensive and sustained in nature. In addition, school administration will attend the yearly state assessment conference/professional development in order to stay abreast of the latest state assessment requirements. Professional development will be design to include STAAR's training, SIOP, Living with Science, Developing Metacognitive Skills, ELP's, MSTAR Academies, Technology Training, *Response To Intervention 360, expecting higher

5: Strategies to attract highly qualified teachers

Perkins Middle School in conjunction with Brownsville Independent School District work diligently to attract to most highly qualified teachers for our student. (1.5, 1.20, 3.6) The school offers the following strategies:

- Wellness fitness program
- Stipends as an incentive for teachers to further their knowledge and education
- Set a comfortable and attractive school environment
- Well executed student discipline plan
- Ongoing educational trainings
- Technology Resources
- Opportunities for after school Coaching
- Opportunities to sponsor after school programs

6: Strategies to increase parental involvement

Our campus Parent Liaison along with our Dean of Instruction developed a plan of action to compile information from parents and students. Surveys were given to all students to take home to their parents and return when survey was completed. Using School Messenger, the school principal informs all parents/families of the accessibility of district parental involvement policies through the school district website. Our parent liaison provided parent input based on parent attendance to the various classes offered. The campus parent liaison and dean of instruction disaggregated the data and presented to SBDM (3.22,6.3,6.5).

The strategies include:

- **Our school encourages parents/community to be involved** Our school encourages parents/community to be involved
- **High parent attendance at the parent center**
- **Encourage Open House Attendance**
- **Career Day**
- **Campus Website**
- **Principal of the Day**
- **Take your child your child to work day**
- **Adult Education Classes**

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

An orientation for 5th grade students and their parents will be held annually in the Spring to assist with the transition into middle school. An informational meeting will also be held with 8th grade students and their parents to inform them of high school requirements and expectations. *CIP: 1.22*

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

The Dean of instruction is a dedicated administrator who makes sure academic assessments are aligned with the District's instructional program. To ensure teachers are included in the decisions regarding the use of academic assessments, the Dean of instructions conducts biweekly meetings. During the meetings, the Dean will discuss upcoming assessments and makes sure state standards are met.

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

The school will coordinate and integrate federal, state, and local programs and services to maximize the effectiveness of these resources. Several of the strategies being implemented are jointly funded with Special Services and Title I Funds, e.g., after school tutorial programs. Professional Development activities are also paid for from Title I, Parts A and C, and Local Funds. Title I Funds along with State Compensatory, Federal and State bilingual, Class Size Reduction, and local funds are used to purchase supplemental instructional materials, media, and library resources used to improve and enhance the overall instructional program. *CIP: 1.6, 1.8, 1.10, 3.8, 3.12.*

In addition to those described above, Migrant Funds 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. All migrant students will receive grade appropriate school supplies in order to ensure academic success. PFS students will receive hygiene products in order to assist with basic and appropriate hygiene. Refreshments will be provided during Parent Migrant meetings in order to increase support and participation. Our migrant clerk will assist migrant students in the educational setting. **CIP: 7.2, 7.3, 7.10, 7.16**

Perkins Middle School will provide the state mandated State Compensatory Education Program through funded initiatives including after school tutorials starting the fourth week of school. Tutorials will be offered throughout the week and on Saturdays as needed. State Compensatory Education funds will also be utilized to provide direct instructional services via personnel, contracted services via a CIS Site Coordinator, computer based instruction, and other instructional resources to identified at-risk students.

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. Our Bilingual clerk will assist children who are limited English proficient in the classroom setting. **CIP: 1.6, 1.20, 3.25, 3.26, 6.9VI.** The campus will also continue to provide the state mandated State Compensatory Education Program through campus as well as District funded initiatives. Perkins Middle School implements the Three Tier Approach. Perkins will offer students tutorial opportunities as well as additional academic support through the use of technology software that addresses STAAR reporting categories. **CIP: 1.6, 3.1, 8.1, 8.3, 8.4, 8.5**

Special education funding provides supplemental services to eligible students as per Individuals with Disabilities Education Act (IDEA) identification requirements. In order to ensure a free and appropriate public education (FAPE) in a least restrictive environment (LRE), children who qualify for special education must receive services in accordance with a properly developed Individualized Education Program (IEP) as per federal and state special education guidelines. In addition, all Admission, Review, and Dismissal (ARD) committees will adhere to the policies and procedures outlined by the Texas Education Agency (TEA) in the ARD Committee Decision-Making Process for the Texas Assessment Program Manual and A Guide to the Admission, Review and Dismissal Process. **CIP: 1.5, 1.6, 1.8, 1.30, 1.9**

The 21st Century Community Learning Centers (CCLC) serves as a supplementary program that can enhance state or local reform efforts to improve student academic achievement and support overall student development. It assists students during outside school hours or when school is not in session. CCLC funds are to be used to provide opportunities for academic assistance, enrichment, college and workforce readiness and family and parental support services. Program objective is to increase and improve student's academic performance, attendance, behavior, promotion rates and graduation rates. **CIP: 1.6, 1.7, 3.33, 6.9**

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alicia Ramriez	Computer Lab	Federal Program	2015-2016 Title I Personnel
Anna Carmean	Library Aide	Federal Program	2015-2016 Title I Personnel
Delia Ramirez	Dyslexia Aide	Federal Program	2015-2016 Title I Personnel
Elizabeth Garica	Parent Liason	Federal Program	2015-2016 Title I Personnel
Margarita Silva	Clerical Asst. I	Federal Program	2015-2016 Title I Personnel
Maria C Montalvo	Teacher	Federal Program	2015-2016 Title I Personnel
Mary Monahan	Nurse	Federal Program	2015-2016 Title I Personnel
Sandra San Miguel	Blank on HR System	Federal Program	2015-2016 Title I Personnel

Plan Notes

MIGRANT

PERKINS MS

PROBE FOCUS #9

- Our records indicate \$12570.00 for migrant clerk salary. CIP lists \$16152
- Our records indicate \$1075 for student supplies. CIP lists \$1075
- Budget amount for migrant teacher should be reflected on CIP
- Our records indicate \$19597 for teacher salary. CIP lists \$0
- Strategy(ies) need to be created that reflect Migrant Teacher
- Strategy #10 - Change two parent meetings into four parent meetings. Two each semester.
- Strategy #13 – Remove parents from attending the MS Migrant Leadership Conference
- Add Migrant Teacher to ‘Staff Responsible for Monitoring’ where appropriate.
- Include a Strategy Regarding ‘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’.
- Include a Strategy Regarding ‘Learning Academy Targeting the core areas of Reading, Writing, Math, Social Studies and Science will be held for PFS students in order to sharpen their skills and prepare them academically for the STAARS assessment’

PROBE FOCUS #10

- Include a PFS specific strategy (ies)
- Include a Strategy that details ‘9th and 8th Grade PFS Math Academy’

Campus Funding Summary

Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Conference Training	199-13-641123-046-Y-11-000-Y	\$1,000.00
1	1	5	Conference Training	199-23-6411-23-046-Y-99-000-Y	\$1,500.00
1	1	8	supplies/Materials/resources	199-11-6399-00-046-Y-11-000-Y	\$7,000.00
1	1	8	supplies/Materials/Resources	199-36-6399-00-046-Y-99-020-Y	\$3,000.00
1	1	9	Field Trips	199-36-6494-00-046-Y-99-020-Y	\$640.00
1	1	10	Reading Materials	199-12-6329-00-046-Y-99-000-Y	\$3,000.00
1	1	29	supplies	199-12-6399-00-046-Y-99-000-Y	\$389.00
2	1	1	Meal/transportation, supplies, fees/dues, uniform cleaning, employee travel.	199-36-6412-00-046-Y-99-000-Y	\$1,500.00
2	1	1	supplies	199-23-6399-00-046-Y-99-000-Y	\$1,000.00
2	1	1	Fees/dues	199-36-6412-00-046-Y-99-000-Y	\$1,000.00
2	1	1	Uniform Cleaning	199-23-6399-00-046-Y-99-000-Y	\$1,500.00
2	1	1	employee travel	199-13-6411-23-046-Y-11-000-Y	\$1,000.00
2	1	3	Meals/Registration/Materials/Transportation	199-11-6412-00-046-Y-11-000-Y	\$2,000.00
2	1	4	Registration/Materials/transportation	199-11-6412-00-046-Y-11-000-Y	\$2,000.00
3	2	4	awards	199-11-6498-00-046-Y-11-000-Y	\$5,000.00
4	1	5	awards	199-11-6498-00-046-Y-11-000-Y	\$5,000.00
4	2	9	Subject to funding	199-23-6398-00-04-Y-99-000-Y	\$1,200.00
4	2	10	CATCH Curriculum Materials/ Consultants fee per training	199-11-6399-00-046-Y-11-000-Y	\$7,000.00
4	2	10	Stipends or CPE hrs. Per CATCH Champion Stipend subject to funding	199-36-6117-00-046-Y-99-020-Y	\$3,000.00
4	2	13	Health Education Books and Health Teen Dating Curriculum	199-23-6399-00-046-Y-99-000-Y	\$1,000.00
4	2	16	Distribution of the BISD Parent/Student Handbook	199-11-6396-00-046-Y-11-000-Y	\$11,000.00
4	2	17	Consultants Fees	199-11-6249-00-046-Y-11-000-Y	\$535.00

4	2	19	Health Ed. P.E curriculum materials/other resources approved budget request	199-11-6399-00-046-Y-11-000-Y	\$70,000.00
4	2	20	Nurse	199-33-6119-00-046-Y-99-033-Y	\$41,610.00
5	1	2	Poster	199-11-6399-51-046-Y-11-000-Y	\$500.00
5	1	3	Incentives	199-23-6398-00-046-Y-99-000-Y	\$1,200.00
5	1	7	Student Code of Conduct Adm. & Attendance Public Information BISD Web site SCC Printing	199-11-6399-00-046-Y-11-000-Y	\$7,000.00
8	1	2		199-11-6249-00-046-11-000-Y	\$5,000.00
8	1	2		199-23-6649-00-046-Y-99-000-Y	\$2,000.00
8	1	6	laptops/Hardware	199-11-6249-00-046-11-000-Y	\$5,000.00
8	1	7	equipment and supplies	199-11-6249-00-046-11-000-Y	\$5,000.00
Sub-Total					\$197,574.00
Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Conference Training	211-13-6411-23-046-Y-30-AYP	\$2,500.00
1	1	6	Tutorial	163-11-6118-00-046-Y-25-000-Y	\$3,000.00
1	1	8	School Improvment Grant/Computer, laptops,Printer, Ink etc.	211-11-6249-00-046-Y-30-PFG	\$10,000.00
1	1	8	supplies/materials/resources	211-11-6399-62-046-Y-24-0F2-Y	\$9,600.00
1	1	26	Computers for instruction	211-11-6399-62-046-Y-24-0F2-Y	\$1,500.00
3	1	2	Travel	211-61-6411-00-046-Y-30-0F2-Y	\$800.00
3	1	6	supplies	211-11-6399-00-046-Y-30-0F2-Y	\$38,000.00
3	1	21	General Supplies	211-11-6399-00-046-Y-30-0F2-Y	\$38,000.00
3	1	22	Library Aide	211-12-6129-06-046-Y-30-0F2-Y	\$25,089.00
3	1	22	Dyslexia Aide	211-12-6129-06-046-Y-30-054-Y	\$21,876.00
3	1	22	Computer Lab Aide	211-11-6119-06-046-Y-30-0F2-Y	\$30,463.00
3	1	23	21st Century Program/Tutorials	211-11-6118-00-046-Y-30-0F2-Y	\$43,229.00
3	2	4	incentives	211-11-6498-00-046-Y-30-0F2-Y	\$1,500.00
4	2	20	Nurse	211-33-6119-00-046-Y-30-0F2-Y	\$25,718.00

5	1	6	Print Media	211-11-6399-16-046-Y-30-0F2-Y	\$0.00
5	1	6		211-33-6399-00-Y-30-0F2-Y	\$0.00
5	1	6		211-51-6315-00-Y-30-0F2-Y	\$0.00
6	1	2	Parent meeting/copies	211-61-6399-16-046-Y-30-0F2-Y	\$200.00
6	1	8	Supplies for Parent Center	211-11-6399-16-046-Y-30-0F2-Y	\$3,000.00
6	1	8	Misc. Operating Cost		\$0.00
6	1	9	Parent Liaison Salary		\$26,275.00
8	1	5	Computer Programs	211-11-6399-62-046-24-0F2-Y	\$15,081.00
8	1	5	Technology devices	211-11-6399-62-046-24-0F2-Y	\$15,081.00
Sub-Total					\$310,912.00

Title III-A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	supplies/materials/resources	263-11-6399-00-46-Y-25-000-Y	\$2,222.00
3	1	14	tutorials	163-11-6118-00-046-Y-25-000-Y	\$3,000.00
3	1	19	conferences	263-11-6399-00-46-Y-25-000-Y	\$2,222.00
8	1	5	Computer/technology instruction	263-11-6399-00-46-Y-25-000-Y	\$2,222.00
Sub-Total					\$9,666.00

State Compensatory

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	supplies/materials/resources	162-11-6399-00-046-Y-30-0K2-Y	\$15,000.00
1	1	8	Kooks/cameras	162-11-6398-62-046-Y-30-0K2-Y	\$7,500.00
1	1	8		162-11-6399-00-046-Y-30-000-Y	\$14,650.00
1	1	8		162-11-6329-00-046-Y-30-000-Y	\$10,000.00
1	1	8	Computers & Printers	162-11-6649-62-046-Y-30-121-Y	\$37,632.00
1	1	8	Reading Books/Instructional Resources	162-11-6325-00-046-Y-30-121-Y	\$10,000.00
1	1	8	Instructional Supplies	162-11-6399-00-046-Y-30-121-Y	\$15,362.00
1	1	10		162-11-6329-00-046-Y-30-TLX-Y	\$5,000.00
3	1	4	Extra Duty Pay	162-11-6118-00-046-Y-30-000-Y	\$9,908.00

3	1	4	Extra Duty Pay (SSI)	162-11-6118-00-046-Y-24-SSI-Y	\$13,112.00
3	1	13	Contracted Services	162-32-6299-00-046-Y-24-CIS-Y	\$23,136.00
3	1	16	1 FTE	162-13-6119-31-046-Y-30-000-Y	\$61,734.00
3	1	20	2 FTEs	162-11-6119-00-046-Y-30-000-Y	\$105,048.00
3	1	24	1 FTE	162-31-6119-31-046-Y-30-000-Y	\$57,729.00
8	1	1	A+ Software	162-11-6249-00-046-Y-30-APL-Y	\$2,500.00
8	1	1	Capital Outlay	162-11-6649-62-046-Y-30-0K2-Y	\$15,000.00
8	1	1		162-11-6649-62-046-Y-30-000-Y	\$38,350.00
Sub-Total					\$441,661.00
State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Professional Duty Pay BIL	163-11-6118-00-046-Y-25-000-Y	\$3,000.00
1	1	8	supplies/materials/resources	163-11-6399-00-046-Y-25-000-Y	\$2,222.00
3	1	18	LPAC Meetings/paper/materials/resources	163-11-6118-00-046-Y-25-000-Y	\$2,222.00
Sub-Total					\$7,444.00
Title I-C (Migrant)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	1	Migrant Clerk Salary		\$12,570.00
7	1	1	Migrant Teacher		\$19,597.00
7	1	2	school supplies & clothing	211-11-6399-00-046-Y-30-0F2-Y	\$1,075.00
7	1	3	Hygiene Products	211-11-6399-00-046-Y-30-0F2-Y	\$1,075.00
7	1	10	Light Refreshments	211-11-6399-00-046-Y-30-0F2-Y	\$100.00
7	1	11	Computers and Printer		\$0.00
7	1	16	copies/paper/resources/materials	211-11-6399-00-046-Y-30-0F2-Y	\$100.00
7	1	17			\$13,700.00
7	1	19	Teachers- 3FTEs		\$200,000.00
7	1	19	Computers		\$5,500.00
7	1	21			\$300.00

Sub-Total					\$254,017.00
21 Century					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	25	instructional resources		\$0.00
1	1	26			\$0.00
Sub-Total					\$0.00
Grand Total					\$1,221,274.00