

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



Mission Statement

Stillman Middle School creates an environment that is conducive to helping students discover and develop attributes to become responsible citizens and lifetime achievers by providing teachers who challenge and motivate students, administrators who are participants in the learning process, and parents who are actively involved in the life of the school.

Vision

Stillman Middle School will be a school that provides a structured and safe environment that Promotes college readiness and inspires overall success for every student.

Table of Contents

Comprehensive Needs Assessment	5
Needs Assessment Overview	5
Demographics	7
Student Achievement	8
School Culture and Climate	11
Staff Quality, Recruitment, and Retention	13
Curriculum, Instruction, and Assessment	14
Family and Community Involvement	16
School Context and Organization	18
Technology	20
Comprehensive Needs Assessment Data Documentation	23
Goals	24
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	24
Goal 2: The students in the public education system will demonstrate exemplary performance in instrumental music, choral music, visual arts, theatre arts, and dance.	42
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.	44
Goal 4: The students will be encouraged and challenged to meet their full educational potential.	49
Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning.	51
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.	57
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.	61
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.	69
State Compensatory	72
Budget for Stillman Middle School :	72
Personnel for Stillman Middle School :	74
Title I	73
Schoolwide Program Plan	75

Ten Schoolwide Components	75
Title I Personnel	79
Plan Notes	80
Campus Funding Summary	81

Comprehensive Needs Assessment

Needs Assessment Overview

Charles Stillman Middle School

Campus Narrative

Stillman Middle School is located in Brownsville, Texas. Stillman Middle School is one of eleven middle schools in Brownsville ISD. The campus was constructed in 2004 with one portable classroom added in the ensuing years. The main campus was originally comprised of 60 classrooms, a band and choir hall, a cafeteria, library, and a gymnasium that includes a weight room.

The student population at Stillman Middle School is approximately 994 and serves students in grades 6th, 7th and 8th. According to the PEIMS Data Review of our campus profile, 97.1 % of the student population is Hispanic, 38.76% are identified as At-Risk, and 84.8% are identified as Economically Disadvantaged. Many of our students are first generation Mexican immigrants, 10.6% are classified as Limited English Proficient and a majority is English/Spanish bilingual. In addition, several of our students come from homes which participate in state and federal assistance programs such as food stamps, welfare, the Women, Infant, Children (WIC) nutrition program, and subsidized housing and medical assistance.

The students of Stillman Middle School are recipients of a well-balanced curriculum. Courses are offered in every core subject area as well as fine arts, technology and Spanish. The instructional programs include academic core subjects at various levels, such as the Gifted and Talented, Pre-Advanced Placement, and College Board with the SpringBoard Curriculum Program. All students are required to meet the passing standard of the four assessments which comprise the State of Texas Assessments of Academic Readiness (STAAR).

The current staff at Stillman Middle School is comprised of 64 teachers, 4 campus administrators, 4 counselors, 4 professional support personnel, 7 non-classroom staff, and 7 educational aides. The ethnicity of the Stillman Middle School staff is diverse with 95% Hispanic and 5% Caucasian. The teaching staff is also 28.5% male and 71.5% female.

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

1. Core Area Vertical Alignment
2. Academic Grade Level Teaming
3. TLI Grant Goals (3-5) which include:
 1. Increase the percentage of participating students who meet or exceed proficiency on the state English language arts assessments in grades 3 through 12.

2. Increase the use of data and data analysis to inform all decision making in participating districts, campuses, classrooms, and early learning settings.
3. Increase the implementation of effective literacy instruction through Literacy Lines.
4. TLI Strategies which include: Frayer model, Cornell Notes, Charting, Quick Writes

Stillman Middle School promotes numerous student clubs and organizations. Students are encouraged to participate in extracurricular activities such as 7th and 8th Athletics, FCA, NJHS, UIL, One-Act Play, Destination Imagination, Dance Team, Cheerleading, Ballroom, band, choir, and chess.

School Namesake:	<u>Charles Stillman</u>
School Colors:	<u>Texas Orange and White</u>
School Mascot:	<u>Longhorn</u>
School Song:	<u>All Hail the Mighty Fighting Longhorns</u>
School Motto:	<u>If You Believe It, You Can Achieve It!</u>

Annual Campus Goals

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

- College Readiness
- Students performing on or above grade level
- Full inclusion of special populations
- Continuous communication with parents
- Support and integrate 21st Century classes and enrichment activities

Demographics

Demographics Summary

1. 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 following demographics areas of improvement would be addressed:
 1. Teachers will collaborate, plan, disaggregate and work with all students to improve student STAAR scores. (1.2, 1.3, 1.4, 1.11, 1.25)
 2. Dean of Instruction and the counselor will work together to assist At-risk students be academically successful through tutorial and counseling sessions. The retention rate for all students was 1% and 1% for at-risk students. The drop out rate was .1% and .1% for at-risk students. (3.1, 3.5, 3.9, 3.12, 3.14, 3.15, 3.18, 3.20, 5.10)
 3. Special Education students will be encouraged and challenged to read extensively and even participate in AR.
 4. Student attendance will increase through incentives, home visits, and School Messenger for students absent frequently. The attendance rate for all students was 97.66% and 97.29% for at-risk students. (4.1, 4.3, 4.4)

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.

Demographics Strengths

- **District Benchmark results indicated Stillman students scoring between 1st-3rd amongst other middle schools**
- **ELL students met TELPAS passing standards**
- **Low ELL population less than 12%**
- **Low Special Education population less than 10%**

Demographics Needs

- **All students raw scores in all testing areas need improvement**
- **At-risk students need more assistance academically**
- **Special education students need more assistance reading on grade level.**
- **Increase attendance rates**

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 following Student Achievement areas of improvement would be addressed:

1. Administration, Teachers, support staff and classified staff will work to improve student scores through collaboration, tutorial, planning, professional development and focus on instructional strategies and assessments that are rigorous. (1.2, 1.3, 1.4, 1.6, 1.7, 1.10, 1.12, 1.14, 1.15, 1.18, 1.19, 1.21, 3.1, 3.9, 3.12, 3.13, 3.17, 3.18, 3.19, 3.21, 6.1, 8.6, 8.10, 8.14)
2. Stillman administration, counselors and the Alg. Teacher will work to select students that have displayed the math background to master the Algebra EOC test and achieve an EOC score above the minimum standard. (1.20)
3. Teachers will plan accordingly with their departments and teams to plan lessons and activities that are challenging, relevant and incorporate and support the College Readiness TEKS for subject testing areas. (1.2)
4. Supplemental materials will be purchased to aid teachers and classified staff in implementing curriculum. Migrant students will be provided with school supplies as per need basis and instructional supplies (computers, software and printers in a lab) throughout the school year. (1.1, 7.6)
5. Student incentives will be purchased to encourage high grades and attendance for all subpopulations. Incentives will also be purchased to motivate successful completion of expectations at school for Behavior Intervention Unit students. Migrants students will be provided with clothing and hygiene supplies as per need basis. (4.3, 5.13, 6.6, 7.16)
6. General supplies will be purchased to help nurse assist students with issues that interfere with learning. (1.32)
7. Stillman faculty and staff will support and participate in co-curricular activities to motivate students and celebrate their achievements. Co-curricular activities include: Destination Imagination, Brainsville, Science Fair, History Fair, Band, Choir, Athletics, Chess, UIL One Act Play, etc. (1.8, 1.22, 2.1, 1.39)
8. Substitutes needed for Professional Development, LPAC and CAMP activities.

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.

6th-8th Grade All Students STAAR Summary:

Reading: 6th grade (81%), 7th grade (78%), 8th grade (80%)

Writing: 7th grade (80%)

Math: 6th grade (88%), 7th grade (76%), 8th grade (59%)

Science: 8th grade (59%)

Social Studies: 8th grade (57%)

Performance variations between all student groups:

Reading: At-Risk (57%), Economic Disadvantage (%), Hispanic (%), White (%), Female (%), Male (%), Gifted and Talented (98%), LEP (43%), Migrant (%), Special Education (36%)

Writing: At-Risk (52%), Economic Disadvantage (%), Hispanic (%), White (%), Female (%), Male (%), Gifted and Talented (98%), LEP (47%), Migrant (%), Special Education (31%)

Math: At-Risk (%), Economic Disadvantage (%), Hispanic (%), White (%), Female (%), Male (%), Gifted and Talented (%), LEP (%), Migrant (%), Special Education (%)

Science: At-Risk (28%), Economic Disadvantage (%), Hispanic (%), White (%), Female (%), Male (%), Gifted and Talented (93%), LEP (21%), Migrant (N/A), Special Education (23%)

Social Studies: At-Risk (30%), Economic Disadvantage (%), Hispanic (%), White (%), Female (%), Male (%), Gifted and Talented (83%), LEP (21%), Migrant (N/A), Special Education (27%)

The trends identified when all students performance was compares with all student groups indicate that our At-Risk, LEP and Special Education population are scoring lower than other demographic areas.

Student Achievement Strengths

- **Fine Arts winners, qualifiers, recognitions in Band, Choir & Art**
- **District Benchmark results indicated Stillman students scoring between 1-3 amongst other middle schools**
- **State qualifiers in History, Science, and Destination Imagination**
- **8 Duke Scholars out of 18 for the district**
- **100% passing on Algebra EOC**
- **Dyslexia teacher and 4 core teachers (split funded) to improve At-risk achievement**
- **At-Risk Counselor**
- **Dean of Instruction**

Student Achievement Needs

- **100% of students need to be on grade level; raw scores average below 40% passing at a 70% passing rate**
- **Supplemental materials will be purchased to aid teachers in implementing curriculum**
- **Provide student incentives to encourage high grades and attendance for all sub populations**
- **A 4 day summer bridge enrichment program for all incoming 6th grade students from feeder elementary schools is offered to help reinforce performance standards on reading and math STAAR.**
- **After school tutorials offered the 3rd week of school to all 8th grade SSI At-Risk students who did not meet Reading and Math STAAR performance standards and/or have been retained.**
- **Provide a Migrant Teacher that can provide services during the day and provide extended day tutoring to our Migrant students.**
- **After school tutorials and Saturday Academies are offered to all 6th-8th grade at-risk students to increase performance standards on ELA/Reading, Math, Science and Social Studies STAAR assessments and to improve student achievement in content areas.**
- **Provide a lab where Migrant students may use computers, software and a printer to complete assignments.**

School Culture and Climate

School Culture and Climate 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 School Culture and Climate areas of improvement would be addressed:

1. Campus staff will remove furniture that is weathered and not usable. Custodial staff will make every effort to repair and request replacement of weathered furniture and materials. (1.33)
2. All campus personnel will be consistent with reporting students out of dress code. (5.1, 7.6)
3. Campus-wide campaign to refrain from bullying and horse playing needs to be continued. (5.1, 5.7, 5.10, 7.6)
4. Stillman staff will redirect, report and ensure students arrive to school on-time as well as to their classes. Administration will monitor the halls to ensure student safety and that students arrive to class on time. (5.1, 5.7)
5. Custodial staff will report all restroom problems to administration who will place work orders as needed. (1.33)
6. Custodial staff will report and request work orders for water stains on ceilings and the repair of ceiling tiles as needed in order to maintain safety and cleanliness. (1.33)
7. Custodial staff will monitor and report use of custodial supplies for the tutorial programs. (3.1)
8. Campus staff will discuss consequences for cyber bullying during student presentations. (3.5, 5.1, 5.3, 5.7, 5.10, 5.11)
9. Custodial staff will paint classrooms, rooms and areas needed in order to maintain beautification goals. (1.33)
10. Stillman Middle School will be supplied with two security guards, a nurse and a nurse's aide. (1.32, 5.7)
11. In accordance with SACS results, Stillman Middle School administration and teachers will continue work to improve library resources and the role of the library as a media center. (1.9)
12. General supplies and materials will be purchased to aid administrators and office staff duties such as, presentations, meetings, and daily office organization and duties. (5.14)

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

School Culture and Climate Strengths

- **STAAR, Athletic and Just Say No rallies**
- **Fall and Spring Open House**
- **Award Ceremonies- school, band, choir, athletics**
- **Meet the Teacher night & 5th Grade Transition Program**

- **Dress Code Guidelines**
- **Charro Days MiniFest**
- **School-Wide Fundraiser and Incentives**
- **Drive for Thanksgiving can foods and Christmas Toys**
- **SPI Walk for Women**
- **St. Jude Children Hospital Fundraising**
- **Autism Awareness and fundraiser**
- **End of Year Celebration(s)**
- **College Awareness Campus**
- **Active SBDM and teacher communication**
- **Teacher Appreciation week, Administrative Assistant's week, Counselors' week, Librarian's Week, Nurse's week, Diagnostician week and the distribution of motivational items**
- **Provide Custodial Supplies for Tutorial Program**

School Culture and Climate Needs

- **Replacing worn furniture and materials**
- **Decrease dress code violations**
- **Decrease student bullying and horse playing**
- **Tardy round-up to decrease number of tardies**
- **Maintenance of Teacher/student restroom environment**
- **Remove stains on ceiling tiles**
- **Address Cyber-bullying as needed**
- **New fresh paint/re-touch at the end of school year**
- **Library Resource Improvement**
- **Increase Attendance**
- **General supplies and materials will be purchased to aid administrators and office staff duties such as, presentations, meetings, and daily office organization and duties.**

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 areas of improvement would be addressed:

1. The Algebra teachers will work to identify students prepared for Algebra Readiness standards in order to ensure that students are well-prepared for the rigor of the EOC Algebra class. (1.20)
2. Teachers will be ESL certified in the ELA classes in order to be able to meet the needs of ELL learners. (1.4, 1.6, 3.6)
3. Enlist any teachers missing SIOP training to attend SIOP training. (1.4)
4. Ensure new teachers attend Pre-AP institute over the summer and maintain on-going hours. (6.2)

To best support campus efforts and meet identified needs at the District and Campus level; activities, resources, and implementation timelines related to Staff Quality, Recruitment and Retention are set forth in all sections of the 2015-2016 Campus Improvement Plan.

Staff Quality, Recruitment, and Retention Strengths

- **Low teacher turnover rate**
- **Highly qualified teachers as per NCLB**
- **Collaboration/Team & Department Cross Curricular**
- **90% of teachers receive their GT/Pre-AP ongoing hours by December**
- **CATCH Award Winner**
- **1 Teacher selected as a Rotary Award Winner**

Staff Quality, Recruitment, and Retention Needs

- **All ELA Teachers will be ESL Certified**
- **All Content Area teachers be SIOP Trained**
- **New Teachers missing Pre-AP Institute will be provided training in their content area**
- **Algebra teachers will identify students prepared for Algebra Readiness standards for the rigor of the EOC Algebra course**

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment 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 Curriculum, Instruction and Assessment areas of improvement would be addressed:

1. Science and History teachers will support the school-wide effort to have all students reading continuously by providing them with multiple opportunities to read. (1.9)
2. Teachers need to spend time planning and organizing curriculum for STAAR Blue Prints implementation. (1.2)
3. Teachers will train on how to disaggregate student test history and identify common missed objectives or identify questions that are possible STAAR questions. (1.3)
4. Student raw scores will increase dramatically through teacher data disaggregation, teacher planning and emphasis on college readiness. Teachers will encourage students to attend tutorials as well. (1.2, 1.3, 3.1, 3.12, 3.18, 6.1,8.4, 8.6, 8.15)
5. Teachers will collaborate with one another to focus on preparing students for the following grade level through vertical team meetings. (1.2)
6. Implementation of ELA strategies (Vocabulary instruction, comprehension instruction, disciplinary reading and engagement of texts) (1.2, 1.4)
 1. Frayer Model
 2. Research Based Literacy Practices
 3. Cornell Notes
 4. Charting
 5. Professional Development on intensive interventions and research based literacy instruction and practices will be provided to all teachers. Trainings will focus on instructional techniques such as but not limited to: think alouds, syntax surgery, pre-reading during and after reading strategies, and book study) (1.4)
7. Physical Education teachers assess student fitness annually. (1.23)

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.

Curriculum, Instruction, and Assessment Strengths

- **Teacher Department Planning three times a week**
- **Team Planning time two times a week**
- **Specialist for ELA, Science, Math & Social Studies**
- **District Curriculum Update Meetings**
- **Eduphoria-Aware**

- **TANGO**
- **District C & I Surveys**
- **Inclusion**
- **GT and Pre-AP Ongoing Compliance 90% by December**
- **Representation of at least one teacher at a District or Region One Training**
- **Student Field Trips with 21st Century**
- **Region 1 Item Bank**
- **STEM Program**
- **Texas Literacy Initiative (TLI) Specialist**

Curriculum, Instruction, and Assessment Needs

- **Increase emphasis on reading in science and history classes**
- **Planning time for teachers will be extended to plan and to organize emphasis of rigor on STAAR**
- **Time and opportunities for teachers to disaggregate student data will be provided**
- **Increase raw scores all below 70% with 70% as the passing standard.**
- **Vertical alignment in all core subject areas will be maintained**

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 areas of improvement would be addressed:

1. Stillman staff will communicate with community businesses and agencies to actively participate in school activities and support the various programs. (3.6, 6.7)
2. Campus will call parents and advertise on the school marquee to increase parental involvement at meetings, school functions and in assisting with extracurricular functions. (6.2, 6.3, 6.6, 6.10)
3. Hold and ensure significant participation at Parental Involvement meetings held in the morning. General supplies, light snacks and refreshments will be purchased as needed for meetings.(5.8, 6.1, 6.3, 6.4, 6.5, 6.6)
4. Update and maintain accurate student records by ensuring that all students Nurse's Cards and Student Release are kept on file. Information from cards will assist staff to create an email contact distribution list per grade level. (6.12)
5. Parent liaison will carry out visits to parents' home soliciting their support for their children and the school in order to improve student academic success.(6.11, 8.12)
6. Migrant parents will be invited and included in two yearly meetings and provided with a light snack as needed. (7.12, 8.6, 8.7, 8.12, 8.13).
7. Increase awareness to campus administrators and teachers about the benefits of a strong parent-school partnership. (6.8)
8. Increase parent and community participation in our SBDM (6.9)

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

Family and Community Involvement Strengths

- **Open Door Policy for parents and community members**
- **Team meetings at designated times for parents to attend**
- **Communication with parents via telephone, email or letters**
- **Dress Code Letter sent in the summer**
- **School Website updated for parents, students and teachers**
- **Parent Center**
- **Communities in Schools liaison, Parent Liaison**
- **Parent Newsletter per Six Weeks**

st

- **21 Century Program Parent and Community Involvement Activities**
- **21st Century ESL and Tech classes for parents**
- **Meet the Teacher Night**
- **Participation in Community and Fundraiser walks**
- **Ceremony for Veterans by NJHS**
- **TLI Specialist bi-monthly meetings to encourage parental literacy support**

Family and Community Involvement Needs

- **Increase community donations and participation in activities**
- **Increase the number of parents as volunteers to assist with clerical duties, STAAR goody bag preparation, monitor during events or to assist with extracurricular activities and to increase the number of sponsors for fundraising purposes**
- **Increase Parental involvement for At-Risk students**
- **Provide Parental Involvement meetings in the morning**
- **Improve the parental contact information. Update addresses with accurate information on Nurse's cards, Student Release Cards and eSchoolPlus**
- **Need for parent liaison mileage and refreshments for meetings**
- **Migrant will provide school supplies and clothing to students as needed.**
- **Parents of migrant students will be invited and included in 2 yearly meetings and provided with light snack as needed.**
- **Increase awareness of the benefits of a strong parent-school partnership to our teachers and campus administration.**
- **Increase parental and community involvement in our SBDM Committee.**

School Context and Organization

School Context and Organization 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 School Context and Organization areas of improvement would be addressed:

1. Stillman Middle school is an open campus which will require faculty and staff trainings to communicate the importance of active vigilance and assisting in maintaining school safety. (1.33, 5.4)
2. Faculty and staff will maintain student safety by receiving training about bullying, safety procedures, drugs and alcohol awareness etc. (5.3)
3. The administrative team will meet to discuss guidelines, upcoming curricular and extracurricular events, procedures and items to be discussed in order to ensure that teachers receive updated information to carry out their duties. (1.8, 2.1, 5.1, 5.3, 5.4)
4. Custodians will make work orders immediately. (1.33)
5. PEIMS supervisor and counselors will ensure that student schedules are ready by the first day of school and also ensure that student schedules do not need to be changed through the duration of the school year.
6. Parents will be advised to pick-up their child promptly afterschool and will be monitored afterschool in order to ensure they are safe.
7. In order to meet the needs of student's placed in ISS and ensure students do not return to ISS, a permanent ISS teacher will be placed in ISS.

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 Campus Improvement Plan.

School Context and Organization Strengths

- **Content teachers separated by grade level; a hallway designated for each grade**
- **School Personnel Make-up**
- **Breakfast in a bag**
- **Administrative Organizational Chart**

School Context and Organization Needs

- **Increase monitoring of students because of large open campus**
- **Maintain high level of student safety**
- **Increase distribution of school Newsletter**

- **Consistency of campus processes, rules, and guidelines among administration and teachers**
- **Increase Maintenance of Elevators**
- **Increase monitoring of students in any after school activity**
- **Permanent Certified teacher in ISS**
- **PEIMS supervisor and counselors will ensure that student schedules are ready by the first day of school and also ensure that student schedules through the duration of the school year be kept to a minimum**

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 following technology areas of improvement would be addressed:

1. Stillman Middle School needs more than one COW (Computer on Wheels). The demand computers so that students conduct research, work with a computer program or complete Powerpoints is much greater than the supply of working and conducive computers. Additional desktops will provide accessibility at which computers can be used. (1.5)
2. Upgrading computers will help alleviate the demand for computer time. (8.4)
3. Living with Science curriculum requires the use of SRS remotes. (8.6)
4. Technology demands require that a projector be set-up in the parent center, library, and cafeteria.
5. Desktops will be purchased to support the current number of desktops in the library in order to make the library a working media center. (8.4)
6. Maintenance of laminating machine is updated as needed so teachers can continue posting student work, completing gallery walks, posting instructional materials and visual aids for ELLS, At-risk, special education and 504 students. (8.4)
7. Again, additional student desktops will support the current student desktops available to students in their teacher classrooms and library.
8. ELL students will use additional computers to work on programs such as TELPAS online practice test.
9. Students participating in Science and History Fair will continue to have access to colored printers.
10. Projector bulbs are dying out and need to be replaced. Teachers rely 100% on projectors to deliver instruction.
11. Radios are needed to ensure safety of all campus faculty, staff, and students. (8.5)
12. Computers and calculators will provide accessibility to instructional programs that would increase student interaction and engagement in the learning process. The level of technology integration into classroom instruction by teachers and students will be increased. (8.4)
13. New software that is in line with current TEKS will be purchased. (8.1, 8.6)
14. Professional Development will be offered by the TST for students and teachers to ensure proper integration of technology in the classroom. Teachers will be encouraged to seek professional development outside of contract hours offered by the Technology Dept. (8.3, 8.7)
15. Teachers will integrate the use of computers and will require a technology project from the students on a 6 weeks basis.
16. Computers will be purchased for all special education teachers on campus. (8.4)
17. Campus will provide a Technology Support Teachers (TST) to support the campus in the area of instructional technology. (8.3)

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

- **One lab is available 90% of the day for teachers to conduct class**
- **3 COWS (Computer on Wheels)**
- **1 set of SRS remotes**
- **Mounted Projectors in every instructional classroom**
- **Document camera in every classroom**
- **17 classrooms have a SmartBoard**
- **Channel 1 available in every classroom**
- **Parent Newsletter every 6 weeks**
- **Teacher Newsletter every week**
- **Stillman and Teacher websites**
- **Paperless campus that sends memos and lists via email verses printing**
- **Gaggle available to create a paperless classroom where students can receive and submit assignments through digital locker**
- **Project Share available to faculty and staff**
- **Stillman students are exposed to a variety of technology in the classroom through the use of Smartboards, SRS remotes, Mobis,document cameras and projectors. Students enjoy being able to manipulate their work and answers through use of technology**
- **Computer access for students in all classrooms**
- **Compass / Science Lab**
- **Smart Boards in room and available to be checked out from TST**
- **TST Teacher on campus**

Use of website and eSchool Plus among administration and parents to view students' progress

Technology Needs

- **Full time TST teacher on campus**
- **Technology needs to be upgraded.**
- **COW demand is higher than availability, thus, an increase in computers is need.**
- **SRS remotes are needed for more students to be able to actively participate in the curriculum.**
- **Mounted projector in the parent center, library, and cafeteria is needed to improve instruction and communication.**
- **Some classrooms need a document camera to have all students present technology used presentations.**
- **Student stations in classrooms need upgrading and more classrooms need Smartboards in order to increase technology accessibility.**
- **Stillman Middle School needs more than one COW (Computer on Wheels). The demand computers so that students conduct research, work with a computer program or complete Powerpoints is much greater than the supply of working and conducive computers. Additional desktops will provide accessibility at which computers can be used.**
- **ELL students will use additional computers to work on programs such as TELPAS online practice test**
- **Students participating in Science and History Fair will continue to have access to colored printers**
- **Maintenance and upgrade of radios to ensure safety of all campus faculty, staff, and students**

- **Increased accessibility to computers for all students**
- **New software needed (A+ renewal license)**
- **Increase integration of technology into classroom instruction**
- **Instructional and general supplies need to be provided for technology teachers**
- **Graphing calculators needed for students**

Comprehensive Needs Assessment Data Documentation

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

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: By the end of the 2016-2017 school year, a minimum of 90% of the students will achieve a level 2 recommended performance on the STAAR / EOC assessments. A minimum of 40% of students will achieve a level 3 advanced performance. (Reading, Writing, Math, Science, Social Studies and Algebra)

Summative Evaluation: 2017 STAAR results / EOC

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1</p> <p>1) Instructional supplies / software/ink and bulbs will be provided for teachers in all core areas of instruction in order for them to be able to deliver instruction and address supporting and readiness standards that will prepare students for state assessments.</p> <p>POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE,STEM, Summer Bridge</p> <p>TIMELINE: August 2015-May 2016</p> <p>CNA pg. 8, 9</p>	9, 10	Principal Dean of Instruction Department Heads Teachers TLI Specialist Administrator for State Compensatory Education	<p>Formative:</p> <ul style="list-style-type: none"> - District and Campus Benchmark Scores - Teacher Observations - Walk-throughs - Student Report Cards - lesson plans <p>Summative: 2016 STAAR results / EOC</p>				
<p>Funding Sources: Title I-A - \$48480.00, State Compensatory - \$9644.00, State Compensatory - \$1928.00, Title I-A - \$3144.00, State Bilingual - \$682.00, Federal Bilingual - \$682.00, SPED - \$400.00, SPED - \$200.00, SPED - \$1000.00, SPED - \$800.00, SPED - \$600.00, Local - \$10000.00, Local - \$9084.00, Local - \$300.00, Local - \$2000.00, Title I-C (Migrant) - \$475.00, Local - \$600.00, Local - \$4460.00, Title I-A - \$2929.00, Title I-A - \$4990.00, Title I-A - \$10237.00, Title I-A - \$8550.00, Title I-A - \$6600.00, Title I-A - \$1500.00, State Compensatory - \$499.00</p>							

<p align="center">Critical Success Factors CSF 1</p> <p>2) All 6th - 8th grade Core Area teachers will plan horizontally and vertically by department and grade level to ensure curriculum alignment that will maximize classroom instruction using district curriculum by creating rigorous lessons and assessments that incorporate DOK Levels 2 & 3 questions, which will ultimately increase student success. Instructional materials will be purchased to support these lessons.</p> <p>POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE</p> <p>TIMELINE: Aug 2015- June 2016 at least 4 times per six weeks during planning -One day during 4th & 5th Six Weeks</p>	1, 2, 3, 9	Principal Dean of Instruction TLI Specialist Dept. Chairs Teachers	Formative: Walkthroughs Meeting Notes Meeting Minutes Lesson Plans Documentation				
Funding Sources: State Compensatory - \$6000.00							
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>3) Stillman teachers will disaggregate data with the use of Tango and Aware from district benchmarks, six weeks tests, and State Released tests in order to target instruction for subgroups and individual students K-12 and to plan future professional development at the campus and district level to improve student success rates.</p> <p>POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE</p> <p>TIMELINE: 3 times a week Ongoing Aug 2015-May 2016</p>	1, 2, 8, 9	Principal Dean of Instruction Teachers TLI Specialist	Formative: Walkthroughs Teacher Observations Lesson Plans Benchmark Scores Summative: 2016 STAAR results / TELPAS / TMSFA / EOC				
<p align="center">Critical Success Factors CSF 1</p> <p>4) All 6th-8th grade teachers will participate in Professional Development activities that will impact student performance to meet the minimum passing standards of state assessments. Teacher participation in:</p> <ul style="list-style-type: none"> - Reading - English - ESL - Special Education - Dyslexia - ELAR/SLAR - SIOP Training 	1, 2, 3, 4, 5, 10	ELA Specialist Principal Dean of Instruction Dept. Head Teachers TLI Specialist	Formative: Dissemination of materials acquired through training Lesson Plans Sign-in sheets Walkthroughs Summative: 2016 STAAR results / TELPAS / TMSFA / EOC				

- Meta-cognition Training
- ExCELL
- TELPAS
- ELPS
- STAAR
- Dyslexia
- TLI Cognitive Strategies
- Making Connections
- Making Inferences and predictions
- Determining Importance and Summarizing
- Language Enrichment II
- Vocabulary Development
- Assessment
- questioning strategies
- STEM
- TEKS
- RtI
- maintenance trainings
- new teacher in-service
- technology integration
- journaling
- word walls
- vocabulary development
- graphic organizers
- TMSDS
- Aware
- Star Lab
- Exit level review strategies
- Brainsville coaching
- Living w/Science
- Sally Ride
- TALA
- New textbooks
- CCRS
- EOC
- Review 360
- Odyssey Learning

POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE

TIMELINE: Aug.2015-June 2016

Funding Sources: SPED - \$665.00, Local - \$2500.00, Local - \$1000.00, Local - \$900.00, Title I-A - \$1500.00

As Needed						
CNA pg. 8, 9, 14						
<p align="center">Critical Success Factors CSF 1</p> <p>5) Stillman teachers will integrate the use of technology in order to expose students to various deliveries of instruction. Technology including: online student textbooks, laptops, SRS remotes, LCD projectors, online research, smart boards, tablets</p> <p>POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE</p> <p>TIMELINE: Aug. 2015-May 2016 On-going</p>	1, 2, 3, 5, 9	Dean of Instruction Teachers	<p>Formative: Lesson Plans Walkthroughs Student Assignments</p> <p>Summative: 2016 STAAR results / TELPAS / TMSFA / EOC</p>			
<p align="center">Critical Success Factors CSF 1</p> <p>6) ESL students will receive support from multiple resources, programs and strategies such as:</p> <p>Rosetta Stone, TELPAS, ELPS, ESL portfolios, ELAR strategies, Language Enrichment II</p> <p>POPULATION: All ESL Students (6-8 grade)</p> <p>TIMELINE: Aug. 2015-May 2016 Weekly</p>	1, 2, 9	Dean of Instruction All Teachers	<p>Formative: Student Participation Reports Sign-In Logs</p> <p>Summative: 2016 STAAR results / TELPAS / TMSFA / EOC</p>			

<p align="center">Critical Success Factors CSF 1</p> <p>7) Stillman Dyslexia Teacher will attend Professional Development which utilizes intensive, multisensory, phonetic methods, as well as writing and spelling components in order to implement a complete comprehensive Dyslexia Program:</p> <ul style="list-style-type: none"> -All new Dyslexia teachers will complete a two year training in Basic Language Skills Dyslexia Reading Program. -Provide training for all Dyslexia teachers in Multisensory Reading and Spelling. -Continue training for all Dyslexia teacher in areas that support and expand their current knowledge in Orton-Gillingham approaches and current trends. -Continue to provide professional development for general education campus teachers and dyslexia teachers in areas of Dyslexia characteristics, Dyslexia student identification and implementation of accommodations. -Dyslexia teachers will be committed to achieve the level of expertise in completing the Dyslexia Practitioner Preparation Program. -Dyslexia teachers will be committed to revise or Update the newly developed Dyslexia Handbook on a yearly basis. <p>POPULATION: Dyslexia students (6-8grade)</p> <p>TIMELINE: Aug - Dec 2015</p>	<p>1, 2, 3, 4, 9</p>	<p>Principal Dyslexia teacher</p>	<p>Formative: Professional Development Evaluations Teacher Transcripts Benchmarks</p> <p>Summative: 2016 STAAR results / TELPAS / TMSFA / EOC</p>				
---	--------------------------	---------------------------------------	---	--	--	--	--

<p style="text-align: center;">Critical Success Factors CSF 1</p> <p>8) Stillman teachers will provide opportunities for all students to participate in curricular as well as co-curricular activities in order to develop language usage and improve cognitive skills.</p> <ul style="list-style-type: none"> - Announcements - Visual Representation - Destination Imagination - Newspapers - Magazines - Teen Speak - Spelling Bee - Advanced Placement - Science Fair - History Fair - Math Meet - Chess - UIL One Act Play <p>POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE</p> <p>TIMELINE: Aug 2015- May 2016</p> <p>CNA pg. 19</p>	<p>1, 2, 9</p>	<p>Regular Classroom Teachers Sp. Ed. Teachers Dyslexia Teacher Content Area Teachers Principal Language Arts Specialist Dean of Instruction Literacy Coaches Assistants Superintendents Asst. Superintendent For Curriculum & Instruction</p>	<p>Formative: Benchmark testing Schedules & results</p> <p>Summative: 2016 STAAR results / TELPAS / TMSFA / EOC</p>				
<p>Funding Sources: Local - \$400.00, Local - \$6500.00, Local - \$400.00, Local - \$1500.00</p>							

<p style="text-align: center;">Critical Success Factors CSF 1</p> <p>9) The Librarian, teachers and students will participate in revitalizing the library updating old and unused books. New books will be purchased and placed on the library shelves for checkout. School staff has determined that by cleaning and adding new books to the library and advising students of this initiative, students will be more likely to check out books for outside of class reading and actively participate in Accelerated reader. These efforts will then result in an increase in student's level of reading comprehension and vocabulary.</p> <p>POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE</p> <p>TIMELINE: Oct 2015</p> <p>CNA pg. 12</p>	1, 2, 9, 10	Media Admin Principal Dean of Instruction Librarian Dept. Heads	Formative: STAAR Results AR Reports Summative: 2016 STAAR results / TELPAS / TMSFA / EOC				
Funding Sources: Local - \$1000.00, Local - \$370.00, Local - \$389.00							
<p style="text-align: center;">Critical Success Factors CSF 1</p> <p>10) Implement intervention through the Response to Intervention (RtI) 3 Tier Model in order to support student academic growth and success.</p> <ul style="list-style-type: none"> -Universal Screening -All interventions should be scientifically researched based. -Documentation of interventions and progress monitoring -Use data to identify areas of need -Monitor progress of struggling student -Adjust instruction/interventions -Review student outcome data to evaluate instruction - REVIEW360 <p>Tier I -a minimum of 90 minutes devoted to ELA instruction Tier II -30 minutes per day in small group in addition to the core instruction Tier III -30 minutes per day in individual or small group instruction in addition to the core instruction</p> <p>POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE</p> <p>TIMELINE: August 2015 - May 2016</p>	1, 2, 8, 9, 10	-Classroom Teachers -Special Education Teachers -Dyslexia Teachers -Bilingual Education Department -Special Education Department -Instructional Facilitators -Deans of Instruction -Elementary and Secondary Curriculum Specialists	Pre/Post Tests Texas Primary Reading Inventory (TPRI) and Tejas LEE CIRCLE Phonological Awareness Language Learning System (C-PALLS) Texas Middle School Fluency Assessment (TMSFA) Progress Monitoring, Benchmark Results Summative: 2016 STAAR results / TELPAS / TMSFA / EOC				

<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>11) Teachers will be able to disaggregate data and evaluate student growth and performance during LPAC EOY coordination of student folders. Teachers will be pulled out in order to update ELL student folders. Substitutes will cover teacher classrooms.</p> <p>POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE</p> <p>TIMELINE: May 2016</p>	1, 2, 4, 9	Principal LPAC Administrator Bilingual Lead Teacher Dean of Instruction	<p>Formative: STAAR Results Special Programs folder Substitute Sign-in sheet</p> <p>Summative: 2016 STAAR results / TELPAS / TMSFA / EOC</p>				
<p align="center">Critical Success Factors CSF 7</p> <p>12) An instructional aide will assist ESL teachers and the LPAC committee with testing ELL students, providing instructional assistance, filing ELL student records, update ELL student data into Student plus and all other duties that assist in coding and serving ELL students appropriately.</p> <p>POPULATION: ELL Students (6th-8th grade)</p> <p>CNA pg. 9</p> <p>TIMELINE: Aug. 2015-May 2016</p>	1, 2, 9	Human Resource Office- Classified Principal LPAC Administrator Bilingual Lead Teacher Dean of Instruction	<p>Formative: Special Programs folder Student Plus ELL reports Evaluation</p> <p>Summative: 2016 STAAR results / TELPAS / TMSFA / EOC</p>	<p>Funding Sources: State Bilingual - \$12104.00, State Bilingual - \$3026.00</p>			
<p align="center">Critical Success Factors CSF 7</p> <p>13) A library aide will assist the librarian with preparing books for shelving, checking in books and instructional materials, accounting for books, cleaning and maintaining the library equipment, assisting teachers with their classes and all other duties that would assist students with accessing library materials in order for them to utilize a variety of instructional Materials.</p> <p>POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE</p> <p>TIMELINE: Aug 2015- May -2016</p> <p>CNA pg. 9</p>	1, 2, 9	Principal Librarian Dean of Instruction	<p>Formative: Walk-throughs Evaluations</p> <p>Summative: 2016 STAAR results / TELPAS / TMSFA / EOC</p>	<p>Funding Sources: Title I-A - \$20285.76</p>			

<p align="center">Critical Success Factors CSF 7</p> <p>14) Federal Programs will continue to fund highly qualified teachers and para professionals to supplement allotted campus position so that the needs of low performing students can be met through more individualized and small group instruction.</p> <p>POPULATION: Title I personnel (6th, 7th, 8th)</p> <p>TIMELINE: July 1, 2015 - June 28, 2016</p> <p>CNA pg. 8</p>	1, 2, 3, 9	Special Programs Administrator Federal Programs Administrator Principals	Formative: District and Campus Benchmark Scores, Teacher Observations, Student Progress Reports Summative: 2016 STAAR results / TELPAS / TMSFA / EOC				
Funding Sources: Title I-A - \$60293.00, Title I-A - \$58687.00							
<p align="center">Critical Success Factors CSF 1</p> <p>15) Federal Programs will continue to provide supplemental stipends for secondary teachers certified in areas of need, in order to increase student performance and student success.</p> <p>POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE</p> <p>TIMELINE: Aug. 2015-May 2016</p>	1, 2, 5, 9	Federal Programs Bilingual Principal	Formative: Stipend Paperwork Summative: 2016 STAAR results / TELPAS / TMSFA / EOC				
<p align="center">Critical Success Factors CSF 1</p> <p>16) Federal Programs Dept. will conduct: CIP Training PEER Review Audits Instructional Assistant Observations</p> <p>To ensure improved communication and efficacy of program implementation through continuous support for campuses, administrators, and other personnel.</p> <p>POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE</p> <p>TIMELINE: Aug 2015-May 2016</p>	1, 2, 3, 9	Federal Program Principal	Formative: Benchmark /STAAR Results Summative: 2016 STAAR results / TELPAS / TMSFA / EOC				

<p align="center">Critical Success Factors CSF 1</p> <p>17) All CTE teachers will receive their class rosters by period indicating their students who are served by Bilingual/ESL or Special Education Programs so that they may attend appropriate trainings and implement researched based strategies to improve the student's academic performance.</p> <p>POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE</p> <p>TIMELINE: August 2015 - January 2016</p>	1, 2, 3, 4, 9	Principals CPOs Deans of Instruction Bilingual/ESL and Special Education Departmental and Campus staff Student Rosters	<p>Formative: Verification signatures from CTE teachers, per campus, documenting receipt of state assessment results and objectives not mastered by class period.</p> <p>Summative: 2016 STAAR results / TELPAS / TMSFA / EOC</p>				
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>18) Implement coordination and collaboration meetings once every six weeks between Special Education, Bilingual/ESL teachers and CTE teachers of record to plan instructional strategies and support systems for Bilingual and Special Education students in CTE classroom instruction.</p> <p>POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE</p> <p>TIMELINE: Every six weeks August 2015 - May 2016</p>	1, 2, 3, 9	Principals CPOs Deans of Instruction Bilingual/ESL and Special Education Departmental and Campus staff Student Rosters	<p>Formative: Coordination/ collaboration meeting schedules and attendance sign-in sheets</p> <p>Summative: 2016 STAAR results / TELPAS / TMSFA / EOC</p>				
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>19) Students identified through teacher observation, EOY performance, and mid range STAAR raw scores will be enrolled in an enrichment course that will take the place of an elective in order to obtain a passing rate on the STAAR.</p> <p>POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE</p> <p>TIMELINE: Aug 2015-June 2016 Daily</p>	1, 2, 3, 8, 9	Principal Dean of Instruction Counselors Teachers	<p>Formative: Student Schedules Lesson Plans Walkthroughs</p> <p>Summative: 2016 STAAR results / TELPAS / TMSFA / EOC</p>				

<p align="center">Critical Success Factors CSF 1</p> <p>20) Maintain student enrollment and successful completion rates of high school mathematics courses by continuing to offer Algebra I at the middle school by selecting students using specific criteria based on the course listing guide. Alg. Teachers will be trained periodically to reinforce rigor.</p> <p>POPULATION: 8th grade students</p> <p>TIMELINE: Aug. 2015-May 2016</p>	<p>1, 2, 3, 9</p>	<p>Asst. Superintendents Asst. Superintendents & Administration for Curriculum and Instruction Principal/Asst. Principals/Dean/Counselors Math Specialists and Teachers, Inclusion Teachers</p>	<p>Formative: Course enrollment Data Successful completion data at Middle School</p> <p>Summative: 2016 STAAR results / TELPAS / TMSFA / EOC</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>21) Develop and implement a district plan for training each campus principal, assistant principal, counselor and dean of instruction on standards-based curriculum and instruction, STAAR, awareness of STAAR as a multi-grade assessment, technology integration, hand-held technology, TMSDS, AWARE, TANGO</p> <p>POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE</p> <p>TIMELINE: Aug.2015-April 2016</p> <p>CNA pg. 9</p>	<p>1, 2, 3, 4, 10</p>	<p>Math Specialists Professional Development Administrator</p>	<p>Formative: Professional Development Evaluations</p> <p>Summative: 2016 STAAR results / TELPAS / TMSFA / EOC</p>	<p>Funding Sources: Local - \$158.00, Local - \$200.00, Local - \$1500.00, Local - \$2707.00, Local - \$1000.00, Local - \$2000.00</p>			

<p align="center">Critical Success Factors CSF 1</p> <p>22) Stillman will support and participate with Advanced Academic Services Department in Dual Enrollment , GT, AP and Pre-AP science courses:</p> <p>-Support teachers in GT, AP and Pre-AP classes to improve the rigor and differentiation of instruction -Support programs for students, such as Brainsville and Destination Imagination -Align science curricula to improve differentiation and rigor of science programs for these students - Chess</p> <p>POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE</p> <p>TIMELINE: Aug. 2015-July 2016</p> <p>CNA. pg. 9</p>	<p>1, 2, 3, 5, 9</p>	<p>Science Specialists Principal Assistant Principals Dean of Instruction Adm. for Advanced Academics Science Teachers</p>	<p>Formative: Professional Development Surveys</p> <p>Summative: 2016 STAAR results / TELPAS / TMSFA / EOC</p>				
<p>Funding Sources: Local - \$550.00</p>							
<p align="center">Critical Success Factors CSF 2</p> <p>23) Assess student fitness annually in grade 6th-8th to improve the health and well-being of all students and be in compliance with requirements of Senate Bill 530 effective 09/01/2007.</p> <p>POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE</p> <p>TIMELINE: Aug.2015-June 2016</p> <p>CNA pg. 15</p>	<p>1, 2, 9</p>	<p>Area Superintendent Assessment Research & Evaluation Administrator Curriculum & Instruction Administrators Health Services Administrators Physical Ed. Specialist Campus Administration Physical Ed. Teachers School Nurse CATCH Team Members ARD & 504 Teachers</p>	<p>Formative: Updated District Policy Classroom Observations</p> <p>Summative: 2016 STAAR results / TELPAS / TMSFA / EOC</p>				
<p>Funding Sources: Local - \$499.00</p>							






<p align="center">Critical Success Factors CSF 2</p> <p>24) Stillman will incorporate suggestions and recommendation from School Health Index Assessment Tool in order to comply with legislative updates as they pertain to health and physical education and Senate Bill 892 effective 09/01/2009.</p> <p>POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE</p> <p>TIMELINE: Aug 2015-June 2016</p>	1, 2, 9, 10	Dean of Instruction CATCH Team Members	<p>Formative: Campus Improvement Plan Review</p> <p>Summative: 2016 STAAR results / TELPAS / TMSFA / EOC</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>25) 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.</p> <p>POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE</p> <p>TIMELINE: Aug.2015 -June 2016</p>	1, 2, 9	Physical Ed. Specialist Health Ed. Lead Teacher Curriculum Writers Health Ed. Teachers Physical Ed. Teachers Math, Reading & Writing Dept. Chairs Staff Development (district and campus personnel)	<p>Formative: Curriculum Frameworks Staff Development Agendas Lesson Plans</p> <p>Summative: 2016 STAAR results / TELPAS / TMSFA / EOC</p>				
<p align="center">Critical Success Factors CSF 2</p> <p>26) Meet at the District level with Coordinated Approach to Child Health (CATCH) Champions and Physical Education Department Chairs to provide updated information and training strategies in order to maintain and improve Coordinated Approach to Child Health (CATCH) Teams that implement the Coordinated School Health Program 6th-8th 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.</p> <p>POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE</p> <p>TIMELINE: Aug.2015- June 2016</p>	1, 2, 9	SHAC District CATCH Team CATCH Champions CATCH Member Teams	<p>Formative: Implementation Documentation Lesson Plans Fitness Assessment Observation Student Grades Attendance Rates</p> <p>Summative: 2016 STAAR results / TELPAS / TMSFA / EOC</p>				

<p align="center">Critical Success Factors CSF 6</p> <p>27) Evaluate and recommend necessary upgrades for instructional facilities and equipment to ensure an appropriate instructional environment and student safety.</p> <p>POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE</p> <p>TIMELINE: Aug. 2015-June 2016</p>	1, 2, 10	Principals Safety Coordinators District CATCH Team Campus CATCH Team Maintenance Personnel	Formative: Safety Evaluation Campus Visitation Documentation Proper Maintenance Documentation Summative: 2015 STAAR results / TELPAS / TMSFA / EOC				
<p align="center">Critical Success Factors CSF 5</p> <p>28) Implement a Parenting and Paternity Awareness (PAPA) program to provide knowledge and awareness of the legal aspects of parenting in compliance with House Bill 3076 effective 09/01/2009.</p> <p>POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE</p> <p>TIMELINE: Aug. 2015-June 2016</p>	1, 2, 6, 9, 10	Curriculum Administrators Health Ed. Lead Teacher Campus Administration Health Ed. Teachers	Formative: Lesson Plans Classroom Observation Documentation Summative: 2016 STAAR results / TELPAS / TMSFA / EOC				
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>29) Adopt and educate students and parents on the District Dating Violence Policy that provides content specificity in order to promote awareness and intervention strategies and comply with House Bill 121 effective 05/18/2007.</p> <p>POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE</p> <p>TIMELINE: Aug. 2015-June 2016</p>	2, 6	Curriculum Administrators Guidance & Counseling Administrator Health Ed. Lead Teacher Campus Administration Counselors Health Teachers Teachers	Formative: Curriculum Frameworks Lesson Plans Updated District Policy Updated Code of Conduct Updated District/Campus Safety Plan Classroom Observation Documentation Summative: 2016 STAAR results / TELPAS / TMSFA / EOC				

<p align="center">Critical Success Factors CSF 6</p> <p>30) 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 09/01/2009.</p> <p>POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE</p> <p>TIMELINE: Aug.2015-June 2016</p>	1, 2, 9	PE Teachers District/Campus Safety Coordinator District Emergency Operations Coordinator PE Specialist Health Lead Teacher Campus Administration	Summative: 2016 STAAR results / TELPAS / TMSFA / EOC				
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>31) Educate students and parents on the district's sexual abuse of children policies/guidelines through awareness and information, including but not limited to, knowledge of likely warning sign 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 (Jenna's Law effective 09/01/2009).</p> <p>POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE</p> <p>TIMELINE: Aug.2015-June 2016</p>	1, 2, 9	Counseling Dept. & Administration Campus Counselors SAFE Counselors At-risk Administrator/Supervisor/Counselors Parental Involvement Campus Personnel Campus Administration Health Science Technical Teachers Campus Health Teachers Area Asst. Superintendents Child Protective Services	Formative: Counselor Classroom Presentations Classroom Presentation Agendas Classroom Presentation Sign-In Sheets Verification of Information Distribution via signed BISD Parent/Student Handbook receipt form Summative: 2016 STAAR results / TELPAS / TMSFA / EOC				
<p align="center">Critical Success Factors CSF 7</p> <p>32) Federal Programs will continue to fund campus nurse 40% to assist with the execution of the health program aimed at monitoring and assisting low-performing students at school wide campuses improve overall health in order to improve student attendance/performance. Supplies to aid in the delivery of services will be provided.</p> <p>POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE</p> <p>TIMELINE: August 2015</p> <p>CNA pg. 12</p>	1, 2, 5, 9	Health Services Administrator Special Programs Administrator Federal Programs Administrator	Formative: Time and Effort Logs Referrals Summative: 2016 STAAR results / TELPAS / TMSFA / EOC	Funding Sources: Title I-A - \$1500.00			

<p align="center">Critical Success Factors CSF 6</p> <p>33) Administration in collaboration with teacher feedback will ensure that custodians maintain a clean and safe facility, paint and maintain all the classrooms, repair and replace as needed furniture and fixtures</p> <p>POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE</p> <p>TIMELINE: August 2015</p> <p>CNA pg. 12, 19</p>	1, 2, 9	Administration Maintenance Dept.	Formative: Maintenance Work Orders CNA Survey Summative: 2016 STAAR results / TELPAS / TMSFA / EOC				
Funding Sources: Local - \$2395.00, Local - \$244.00, Local - \$3000.00							
<p>34) Stillman prep courses and tutorials will be offered throughout the school year to prepare students for PSAT/SAT/THEA tests as early as the 7th grade (i.e. Duke Program)</p> <p>POPULATION: 7th/8th Students TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE</p> <p>TIMELINE: Aug. 2015 -July 2016</p>	1, 2, 5, 9, 10	Advanced Academics Administration Principal Dean of Instruction Counselors Teachers	Formative: Class Rosters Master Schedule Tutorials Summative: Student Scores				
Funding Sources: Local - \$1000.00							
<p>35) Implement the Stillman Pre-AP/AP Plan.</p> <p>POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE</p> <p>TIMELINE: June 2015 - May 2016</p>	1, 2, 3, 9	Advanced Academics Administration Principal Dean of Instruction Teachers	Formative: - Plan's check off list - Registration Forms for training - AP Central website where approved syllabi are posted - Class Rosters - Lesson Plans -List of Pre-AP/AP students - List of Teachers log-ins Summative: Students' AP Scores				

<p>36) Stillman Spanish teacher will be allowed extra hours of additional tutorial time to work with their AP students outside of the regular classroom setting in order to increase the number of students achieving passing scores on the Spanish AP exams.</p> <p>POPULATION: Pre-AP Students 6th,7th,8th</p> <p>TIMELINE: April 2015</p>	1, 2, 3, 5, 9	Principal Dean of Instruction AP Spanish Teacher	<p>Formative: Teacher tutorial sign-in sheets</p> <p>Summative: Student AP Scores</p>				
<p>37) Stillman Counselors will provide information and support for students who qualify for "The Duke Talent Search" to increase the number of student participants.</p> <p>POPULATION: All 7th grade Students</p> <p>TIMELINE: Spring 2016</p>	1, 2, 3, 9	Counselors Principal Dean of Instruction Administrator for Guidance & Counseling	<p>Formative: Sign-in Sheets Agendas</p> <p>Summative: Student participation</p>				
<p>38) Stillman will participate in the "College T-Shirt" day will be sponsored by the Department of Guidance and Counseling at all grade levels where teachers will be encouraged to wear a t-shirt from the college they attended and students will wear a t-shirt from a college they are interested in attending.</p> <p>POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE</p> <p>TIMELINE: as per BISD throughout the school year.</p>	1, 2, 9	Counselors Principal Guidance & Counseling Dept.	<p>Formative: Advertisement for event Pictures from event</p> <p>Summative: Increased student participation</p>				






<p>39) All students will have the opportunity to earn awards for A-Honor Roll, AB Honor Roll, Academic Achievements in Science, History, Accelerated Reader, Chess, Fine Arts and UIL in order to motivate and reward them for excellence in school. Students will be encouraged to earn these rewards and continue performing above average.</p> <p>POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE</p> <p>TIMELINE: Aug 2015 - June 2016</p> <p>CNA: 9</p>	1, 2, 6, 9	Administration Teachers Counselors	Formative: Number of students receiving awards				
	<p>Summative: Increased student motivation Six Weeks results</p> <p>Funding Sources: Title I-A - \$3000.00, Local - \$1100.00</p>						
<p>40) Hire substitutes for professional development, LPAC and CAMP.</p>		Administration LPAC Committee	Formative:				
	<p>Funding Sources: State Bilingual - \$800.00</p>						
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

Performance Objective 1: A minimum of 90% of Stillman students will excel in all fine arts area.

Summative Evaluation: HB 5 Binder

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

<p>1) Stillman students will participate in:</p> <p>BAND:</p> <ul style="list-style-type: none"> -TMEA Region Jazz Competition -Brownsville Christmas Parade - TMEA All-Region Band Competition - All-City Band Clinic & Concert - Charro Day Parade - UIL Concert and Sight Reading - Band Solo and Ensemble Compet. - TMEA Convention <p>CHOIR:</p> <ul style="list-style-type: none"> - Choir Solo and Ensemble Comp. - Choir evaluation - UIL Choir Concert & Sight Reading - All-city Choir Clinic & Concert - TMEA Region Choir Competition - Summer Choir Camp. <p>VISUAL ARTS:</p> <ul style="list-style-type: none"> - Community and Valley Art Comp. - Student Internation Art Show - Region VASE and Jr. VASE Event - YAM (Youth Art Month) - BISD District Art Comp. <p>THEATRE ARTS:</p> <ul style="list-style-type: none"> - One Act Play Clinic - One Act Play Competition - Red Hot Ballroom Program <p>POPULATION:All Fine Arts Students</p> <p>TIMELINE: Aug 2015 - June 2016</p> <p>CNA pg. 9, 18</p>	<p>1, 2, 5, 6, 9, 10</p>	<p>Band Director Choir Director Fine Arts Department Art Teachers One Act Play Sponsors/teachers Ballroom Instructors Principal</p>	<p>Formative: Lesson Plans</p> <p>Summative: Audience/Studs Performance Ratings</p>				
<p>Funding Sources: Local - \$350.00, Local - \$450.00, Local - \$350.00, Local - \$250.00, Local - \$2344.00, Local - \$1300.00, Local - \$600.00</p>							
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

Performance Objective 1: Stillman Middle School will develop prevention and intervention strategies that will reduce the dropout rate to less than 1%, improve at-risk student achievement by 5%, and increase the at-risk student attendance rate by 10%.






Summative Evaluation: STAAR, At-Risk student attendance rate, the 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 align="center">Critical Success Factors CSF 1 CSF 4</p> <p>1) Stillman Middle School will implement tutorials and remediation strategies in core-area subjects for low-performing students by the 4th week of school in order to decrease the retention rate and improve student achievement. Tutorials to be given during the week and on Saturdays will focus on STAAR standards, and TEKS in all core areas. Tutorials will target incoming 5th graders through Summer Bridge and 6,7,and 8 students.</p> <p>POPULATION: At-Risk Students</p> <p>TIMELINE: Aug. 26, 2015-June 4, 2016</p> <p>CNA pg. 8, 9, 15</p>	2, 3, 9	Principal Dean of Instruction Area Asst. Superintendent Special Programs Administration Administrator for State Compensatory Education	Formative: Tutorial Schedule Attendance Report Lesson Plans Student Sign-In Sheets Teacher Observation Benchmark Scores Student Progress Reports Summative: STAAR Results				
Funding Sources: State Compensatory - \$8195.00, Title I-A - \$10000.00, State Compensatory - \$3305.00, Title I-A - \$1060.00, State Compensatory - \$13628.00							
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>2) 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.</p> <p>The Homeless Department will ensure support services for students identified as homeless when Stillman counselors and/or office staff advises a student is in need of such services.</p> <p>POPULATION: Homeless Students</p> <p>TIMELINE: Aug. 26, 2015-June 4, 2016</p>	2, 10	Parent Liaison Counselors Principals Dean of Instruction Nurse Teachers Records Clerk	Formative: Campus Registration Packet ERO Session Evaluation Report Monthly, eSchoolPLUS At-Risk reports will be generated and the Homeless Dept. will work with the At-Risk Campus Contact to ensure support services are provided to students classified as homeless. Summative: STAAR Results				

<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>3) Implement a food pantry and closet at the campus to provide identified homeless and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to meet their academic, social, emotional, and physical needs.</p> <p>POPULATION: At-Risk Students</p> <p>TIMELINE: Aug. 2015-June 2016</p>	<p>1, 2, 6, 9, 10</p>	<p>Campus Administration Administrator for the Homeless Youth Project Administrator for State Compensatory Education Administrator for Special Programs At-Risk Counselor</p>	<p>Formative: Student Progress Reports</p> <p>Summative: STAAR, Attendance rate, retention rate, dropout rate</p>				
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>4) Ensure that the campus has a process in place to allow students to enroll in school immediately, even if lacking documentation normally required for enrollment; such as previous school records, medical or immunization records, proof of residency, birth certificate, proof of guardianship, or other documents. (The terms enroll and enrollment includes attending classes and participating fully in school activities.)</p> <p>POPULATION: At-Risk Students</p> <p>TIMELINE: Aug. 26, 2015-June 6, 2016</p>	<p>1, 2, 6, 9</p>	<p>Campus Administration Administrator for the Homeless Youth Project Administrator for State Compensatory Education Administrator for Special Programs</p>	<p>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</p> <p>Summative: STAAR, Attendance rate, retention rate, dropout rate</p>				
<p align="center">Critical Success Factors CSF 5</p> <p>5) 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.</p> <p>POPULATION: At-Risk Students</p> <p>TIMELINE: Aug. 2015-Sept. 2016</p>	<p>10</p>	<p>Administration Faculty & Staff Records Clerk</p>	<p>Formative: eSchoolPLUS generated student roster with ESL, ELL and Migrant indicators</p> <p>Summative: STAAR Results, Dropout Rate</p>				

<p align="center">Critical Success Factors CSF 6</p> <p>6) Stillman Middle School will unite in bringing resources and services to students and their parents to improve student achievement and attendance.</p> <p>POPULATION: At-Risk Students</p> <p>TIMELINE: Aug. 26, 2015-June 4, 2016 Daily</p> <p>CNA pg. 17</p>	1, 2, 6, 9, 10	Principal Dean of Instruction Administrator for State Compensatory Education	<p>Formative: Student Progress Reports eSchool PLUS At-Risk Progress Report Benchmark Scores</p> <p>Summative: STAAR, Attendance rate, retention rate, dropout rate</p>				
Funding Sources: State Compensatory - \$23136.00							
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>7) Campuses will conduct home visits and monitor withdrawal leaver codes to recover non-returning students.</p> <p>POPULATION: At-Risk Students</p> <p>TIMELINE: Aug. 26, 2015-June 4, 2016 Weekly</p>	1, 2, 6, 9, 10	Area Superintendents Administration Home Visitor Attendance Office	<p>Formative: eSchoolPLUS Rosters Home Visit Logs Weekly Dropout Monitor Logs Walk for the Future Campaign</p> <p>Summative: STAAR Results Dropout Rate</p>				
<p>8) Stillman staff will monitor the number of students who are classified as dropouts on a systemic cycle throughout the school year. This cycle will provide information needed to recover students.</p> <p>POPULATION: At-Risk Students</p> <p>TIMELINE: Aug. 2015 - May 2016 (Specific Dates As specified by District Admin)</p>	10	State Compensatory Education Department Principal Asst. Principal Dean of Instruction Counselors	<p>Formative: eSchoolPLUS Dropout Monitor Report</p> <p>Summative: STAAR Results, Dropout Rates</p>				
<p>9) The Dean of Instruction will facilitate the monitoring of At-risk students by ensuring teachers receive regular research-based professional development trainings, provide benchmark opportunities in order to monitor student progress, organize after-school tutorials, train teachers on assessment updates and accommodations as well as support teachers by providing information regarding curriculum and instruction in order to ensure student success on state assessments.</p> <p>POPULATION: All students (6th, 7th, 8th) TI, DYS, LEP, MI, AR, ELL, CTE</p> <p>TIMELINE: Aug. 26, 2015-June 4, 2016</p> <p>CNA pg. 8, 9</p>	4	Principal Administrator for State Compensatory Education	<p>Formative: ERO Session Evaluation Report ERO Session Attendance Report Lesson Plans Classroom Observations Benchmark Results Student Progress Reports</p> <p>Summative: STAAR</p>				
Funding Sources: State Compensatory - \$63439.00							

<p>10) Teachers will receive training on the RTI process, requirements and intervention. Teachers will also complete the RTI Behavior Model Modules. Student data will be documented as needed.</p> <p>POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE</p> <p>TIMELINE: Aug. 2015-2016</p>	<p>1, 2, 3, 4, 9, 10</p>	<p>Principal Dean of Instruction Counselors Teachers</p>	<p>Formative: Sign-in sheets ERO Transcripts ERO Session Evaluation Report Walk-throughs Student Discipline Referrals Report Cards STAAR Results</p> <p>Summative: STAAR Results</p>				
<p>11) Stillman teachers will implement intervention through the Response to Intervention (RTI) 3 Tier Model in order to support student academic growth and success.</p> <p>POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE</p> <p>TIMELINE: Aug. 26, 2015-June 4, 2016</p>	<p>1, 2, 3, 9, 10</p>	<p>All teachers Bilingual dept. Sp. Ed Dept Principal Dean of Instruction Curriculum specialist Literacy coaches PEIMS dept</p>	<p>Formative: Texas Middle School Fluency Assessment (TMSFA) Progress Monitoring Benchmark Results STAAR Texas English Language Proficiency Assessment System (TELPAS)</p> <p>Summative: STAAR Results</p>				
<p>12) Core-area teachers will provide accelerated instruction to improve at risk student achievement and attendance.</p> <p>POPULATION: At-Risk Students</p> <p>TIMELINE: Aug. 26, 2015-June 2016</p> <p>CNA pg. 8, 9, 15</p>	<p>3</p>	<p>Principals Administrator for State Compensatory Education</p>	<p>Formative: Student Progress Reports, Benchmark results, Classroom Observations Lesson Plans eSchoolPLUS Master Schedule</p> <p>Summative: STAAR Results</p>				
<p>Funding Sources: State Compensatory - \$109559.00</p>							
<p>13) The Dyslexia Teacher will identify and provide language and literacy interventions to improve at-risk and dyslexic student achievement.</p> <p>POPULATION: At-Risk Students, Dyslexic Students</p> <p>TIMELINE: Aug. 26, 2015-June 2016</p> <p>CNA pg. 9</p>	<p>3, 10</p>	<p>Dyslexia Department Campus Administration Principals Administrator for State Compensatory Education</p>	<p>Formative: Student Progress Reports, Benchmark Results, Classroom Observations Teacher Lesson Plans</p> <p>Summative: STAAR Results</p>				
<p>Funding Sources: State Compensatory - \$54588.00</p>							






<p>14) The At-Risk Counselor will monitor and coordinate intervention programs and activities for at-risk students to meet their instructional needs.</p> <p>POPULATION: At-Risk Students</p> <p>TIMELINE: Aug. 26, 2015-June 2016</p> <p>CNA pg. 8</p>	<p>10</p>	<p>Campus Administration Administrator for State Compensatory Education</p>	<p>Formative: eSchoolPLUS At-Risk Progress Report Student Logs Student Progress Reports Benchmark Scores</p> <p>Summative: STAAR Attendance Rate Retention Rate Dropout Rate</p>				
<p>Funding Sources: State Compensatory - \$59329.00</p>							
<p>15) 21st Century Program at Stillman Middle School will provide reading, math and science, instruction to support academic growth and success.</p> <p>POPULATION: 21st Century program students 6th, 7th, 8th</p> <p>TIMELINE: Aug 2015 - July 2016</p>	<p>1, 2, 3, 9</p>	<p>Principal 21st Century Site Coordinator 21st Century Grant</p>	<p>Formative: Student Progress Reports, Benchmark results, Classroom Observations</p> <p>Summative: STAAR Results</p>				
<p style="text-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: Increase and maintain a 97% or higher attendance rate for Stillman Middle School.

Summative Evaluation: EOY Attendance Report

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>1) Implement a Campus Improvement Plan with attendance goals that address procedures, roles, responsibilities and a formal written plan for Monitoring and managing attendance</p> <p>-Ensure that campus student attendance meets District and State rates so that students meet their full educational potential.</p> <p>-Implement campus improvement plan's attendance goals daily</p> <p>POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE</p> <p>TIMELINE: 2015 Fall Semester</p>	1, 2	Principal Asst. Principals PEIMS Supervisor Attendance Clerks Attendance Liaisons Pupil Services Data Entry Clerk	<p>Formative: Weekly review of campus attendance rates Monitor campus Attendance Management plans via campus visitations by Pupil Services</p> <p>Summative: Semester attendance rates</p>				
<p>2) Reduce by 5% yearly the out-of-school suspensions on every campus by researching and evaluating 2013-2014 number of days students were absent due to OSS in order to increase campus student attendance rates and improve student instructional levels.</p> <p>POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE</p> <p>TIMELINE: 10/05/2015 11/16/2015 12/21/2015 02/22/2016 04/19/2016 06/05/2016</p>	1, 2, 9	Principal PEIMS Supervisor Attendance Clerk Discipline Clerk Computer Services	<p>Formative: Principal will analyze OSS report at end of each 6 wks to determine increase or decrease in OSS</p> <p>Summative: 6th Weeks Reports</p>				

<p>3) Recognize and award incentives to students with perfect attendance every six weeks and at the end of the year.</p> <p>-To obtain perfect attendance, student must be present the entire instructional day for that attendance reporting period.</p> <p>POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE</p> <p>TIMELINE: 09/26/2015 10/31/2015 12/18/2015 02/20/2016 04/10/2016 06/05/2016</p> <p>CNA pg: 8</p>	1, 2, 6, 9, 10	Principal PEIMS Supervisor Data Entry Clerk Student Accounting	Formative: Campus documentation				
Funding Sources: Local - \$1250.00							
<p>4) Provide training as needed to effectively implement School Messenger Notification System procedures for effective monitoring of student attendance and maximize instruction. Provide parents with notifications through School Messenger with reference to their child's attendance.</p> <p>POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE</p> <p>TIMELINE: Aug. 2015 - June 2016</p>	1, 2, 4, 6, 9	School Messenger Notification System Trainer Computer Services PEIMS Supervisor Pupil Services Data Entry Clerk	Formative: Agenda Sign-in Sheets Daily computerized telephone log of calls generated by School Messenger Notification System				
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

Performance Objective 1: By the end of the 2016-2017 school year, Stillman will have produced a safe and disciplined atmosphere conducive to high standard student learning.

Summative Evaluation: Review 360 office referrals






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>1) Promote awareness and notification of Student Code of Conduct (SCC) to students, parents, staff & community through campus distribution of SCC. District website, and campus presentations to ensure all students are afforded due process and their rights.</p> <p>POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE</p> <p>TIMELINE: August 2015 - August 2016</p>		<p>Principals Asst Principals Campus Staff Public Information Parental Involvement</p>	<p>Formative: Signed SCC Acknowledgement Form Agendas and Sign-in forms</p>				
<p>2) Provide training for administrators and new teachers: a) to effectively utilize RTI modules (Review 360) to handle classroom discipline so that out of school suspension and discretionary removals are used as a last resort; b) assure students' rights and due process are afforded in order to have a safe and disciplined environment conducive to student learning.</p> <p>POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE</p> <p>TIMELINE: Aug. 1, 2015 - June 1, 2016</p>	1, 2, 3, 4, 9, 10	<p>Counselors Professional Development</p>	<p>Formative: Agenda Sign-In Sheets</p>				

<p>3) Provide professional development based on level of expertise and need in the following areas:</p> <ul style="list-style-type: none"> a) Bullying Prevention b) Violence/conflict resolution c) Recent drug use trends d) Resiliency/Developmental Assets e) Dating Violence f) Signs of Child Abuse g) Response to Intervention RTI Model for behavior research based interventions to allow all BISD staff to recognize and address the issue, as a preventive measure. <p>POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE</p> <p>TIMELINE: August 2015-June 2016</p>	<p>1, 2, 3, 4, 6, 9</p>	<p>Principals Asst. Principals Counselors Professional Development Behavioral Specialist RTI Specialist BISD PD</p>	<p>Formative: Attendance Roster, Professional Development Evaluation, PEIMS Discipline Reports</p>				
<p>4) Campuses will develop and maintain an Emergency Operations Plan.</p> <ul style="list-style-type: none"> - Plan must be multi-hazard in nature - Must be reviewed and updated annually by the campus safety and security committee. - The following drills must be practiced accordingly: Lockdown drills (3 times per year), Shelter-in- place, Soft-Lockdown, Drop & Cover, Evacuation. <p>In order to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and harm to the environment.</p> <p>POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE</p> <p>TIMELINE: August 2015-June 2016</p>	<p>1, 2, 9</p>	<p>Principal Asst. Principals Faculty & Staff Administration BISD Police & Security</p>	<p>Formative: After Action Reviews Sign-In Sheets Evaluation Audits</p>				

<p>5) Campuses must implement an Identification security system. -All faculty must obtain and display an Identification Card while on school grounds -Visitors must present an identification at Sign-In and -Monitored at all times.</p> <p>POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE</p> <p>TIMELINE: August 2015-June 2016</p>	1, 2, 6, 9	Principal Asst. Principals Faculty & Staff Administration BISD Police Security	Formative: Audit Evaluation Sheets				
<p>6) Provide training to office staff conducting a sex offender search on all visitors in order to minimize the number of intruders on campus as well as registered sex offenders.</p> <p>POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE</p> <p>TIMELINE: August 2015-June 2016</p>	1, 2, 9	BISD Security Services	Formative: Training Sign-up sheets Log of Sex Offender Searches				

<p>7) Campus based Law Enforcement: Security Officer(s) will be placed and assigned Security throughout the year at middle school. Campus Officers when possible will address current trends with Students, Parents, Campus Faculty and Staff.</p> <ul style="list-style-type: none"> -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 <p>As a As a proactive approach to diminish the number of criminal offenses on school grounds and to prevent victimization of students and staff.</p> <p>POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE</p> <p>TIMELINE: August 2015-June 2016</p>	1, 2, 9	Principals Asst. Principals Counselors Parental Involvement BISD Police Security Services	Formative: Evaluations Sign-In Sheets PEIMS Discipline Reports				
<p>8) Parent Presentations will be made periodically at campuses:</p> <ul style="list-style-type: none"> - Gang Awareness - Bullying - Dating Violence - Internet Safety - Drug, Alcohol and Tobacco awareness - Gun Safety - een CERT - Tuancy - EOP-Safety Procedures <p>to educate parents to be able to recognize the signs and symptoms related to certain offenses.</p> <p>POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE</p> <p>TIMELINE: August 2015-June 2016</p>	1, 2, 6, 9	Principals Asst. Principals Counselors Parental Involvement BISD Police Security Services	Formative: Evaluations Sign-In Sheets				

<p>9) Implement Dating Violence Policy to: Maintain a written safety plan developed by the campus safety committee: - Meet annually with parents for awareness education - Provide training for administrators, counselors, and teachers - Provide counseling for students involved in offenses - Implement enforcement of protective orders and school based alternatives to protective orders designed to empower victims of dating violence to report dating violence.</p> <p>POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE</p> <p>TIMELINE: August 2015-June 2016</p>	1, 2, 6, 9	Principals Asst. Principals Counselors Professional Development Parental Involvement BISD Police Security Services	Formative: Evaluations Audits Sign-In Sheets PEIMS Discipline Reports				
<p>10) 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.</p> <p>POPULATION: All AR Students 6th, 7th, 8th</p> <p>TIMELINE: August 2015-June 2016</p>	1, 2, 3, 9	Principal Counselors	Formative: Student Sign-In Sheets Counselor Logs				
<p>11) Assist students with Issues interfering with learning, such as but not limited to emotional distress, family problems, or alcohol problems. Intervention strategies will be created for students who meet State criteria which are addressed in the PGPs (Personal Graduation Plans) at the secondary level to increase students' graduation rate.</p> <p>POPULATION: At-Risk Students</p> <p>TIMELINE: August 2015-June 2016</p> <p>CNA: pg. 12</p>	1, 2, 3, 9	Principals Counselors Teachers Nurses Guidance & Counseling Administration Dyslexia Administration At-Risk Counselors SAFE Counselors	Formative: Counselor Logs 10% decrease in dropout rate				
Funding Sources: Title I-A - \$1500.00							

<p>12) Maintain the district standard for students assigned to a Disciplinary Alternative Education Program (DAEP) will maintain the district standard in: -Attendance rates -Pre-post assessment results -Drop-out rates Subgroups representation and recidivism rates in order to comply with District goal.</p> <p>POPULATION: DAEP Students</p> <p>TIMELINE: August 2015-June 2016</p>	1, 2, 9	Home Campus Administration/Staff DAEP Administration/Staff	Formative: PEIMS Data AEIS Data				
<p>13) Behavioral Intervention students will be monitored and rewarded for successful completion of expectations at school. Behavioral Intervention students will have the opportunity to earn awards in order to motivate and reward them for good behavior and the success in school.</p> <p>POPULATION: Behavioral Intervention students (6th,7th,8th)</p> <p>TIMELINE: August 2015-June 2016</p> <p>CNA pg. 9</p>	1, 2, 6, 9	Principal Asst Principal BI Teacher & staff	Formative: Number of Discipline referrals				
<p>Funding Sources: SPED - \$300.00</p>							
<p>14) General supplies and materials will be purchased to aid administrators and office staff duties such as, presentations, meetings, and daily office organization and duties.</p> <p>POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE</p> <p>TIMELINE: August 2015-June 2016</p>	1, 2, 4, 6, 9	Principal Assistant Principal Dean of Instructional Office Staff	Formative: Sign-in Sheets Reports (Assessment, Discipline, Absence, etc)				
<p style="text-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: By the end of the 2016-2017 school year, Stillman parental involvement will be increased by 10%.

Summative Evaluation: Parental Volunteer Forms

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>1) Complete and disseminate a Parental Involvement Policy so as to delineate how parents will be actively involved at the district / campus level with the intention to increase participation. General supplies will be purchased as needed.</p> <p>POPULATION: Parents</p> <p>TIMELINE: Oct.2015- Mar. 2016</p> <p>CNA pg. 17</p>	1, 2, 6	Principal Parent Liaison	<p>Formative: District and Campus Parental Involvement Policy on the website</p> <p>Summative: Composite of End of Year survey TitleI-A Compliance Checklist</p>				
Funding Sources: Title I-A - \$2280.00							
<p>2) Disseminate School-Parent-Student Compacts indicating each group's responsibilities to ensure student achievement.</p> <p>POPULATION: Parents, Students, & Teachers</p> <p>TIMELINE: Aug.2015- Sept. 2016</p>	1, 2, 6	Principal Parent Liaison	<p>Formative: School-Parent-Student Compacts on the website</p> <p>Summative: Composite of End of Year survey</p>				
<p>3) Conduct an Annual Title I Meeting to inform parents of services provided through Title I funds. Meetings will be offered in the afternoon for parents that cannot make the meetings in the morning.</p> <p>POPULATION: Parents</p> <p>TIMELINE: Sept. 2015</p> <p>CNA pg. 17</p>	1, 2, 6	Principal Parent Liaison	<p>Formative: Agendas Sign-in sheets Meeting Minutes and Session Evaluations</p> <p>Summative: Composite of End of Year survey</p>				
Funding Sources: Title I-A - \$1500.00							

<p>4) Conduct an annual Campus Title I Parent Survey to evaluate the effectiveness of District and/or Campus Parental Involvement efforts.</p> <p>POPULATION: Parents</p> <p>TIMELINE: March 2016</p>	1, 2, 6	Principal Parent Liaison	<p>Formative: Survey Results Meeting Minutes</p> <p>Summative: Composite of survey results</p>				
<p>5) Ensure representation of community and parent involvement in the decision-making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met: -Parental Involvement Policy -School-Parent-Student Compact -Campus Improvement Plan -School Performance</p> <p>POPULATION: Parents</p> <p>TIMELINE: Aug.2015 - May 2016</p>	1, 2, 6	Principal Parent Liaison	<p>Formative: Calendar Agendas Sign-in Sheets Minutes Fliers PI Policy Compact Parent Representative List</p> <p>Summative: Composite of meeting minutes</p>				
<p>6) Host a "Parent Orientation" Day to inform parents and community members of daily standard operation procedures and District Policy. -Student Code of Conduct -Student-Parent-School Compact -Parental Involvement Policy -Emergency Operation Procedures -Volunteer Guidelines and Opportunities - Meet the Teacher Night</p> <p>POPULATION: Parents</p> <p>TIMELINE: Aug.2015- September 2015</p>	1, 2, 6	Campus Administrators Parent Liaison	<p>Formative: Agendas Sign-in sheets Fliers Brochures Handouts Session Evaluations</p> <p>Summative: Discipline Referrals Meeting Minutes</p>				
<p>7) Capitalize on District community resources by creating partnership agreements with agencies and organizations. Invite community agencies / organizations to participate and disseminate information about the public services that their agencies offer in order to continue building strong community partnerships.</p> <p>POPULATION: Parents</p> <p>TIMELINE: Apr.2015-May 2016</p>	1, 2, 6	Principal Parent Liaison	<p>Formative: Agendas Sign-in Sheets MOUs</p> <p>Summative: Increased partnerships</p>				

<p>8) Educate campus administrators and teachers during faculty and grade level meetings as to the academic and non-academic benefits of a strong parent-school partnership.</p> <p>POPULATION: Parents</p> <p>TIMELINE: Aug.2015- May 2016</p>	1, 2, 4, 6, 9	Principal Parent Liaison	<p>Formative: Agendas Sign-in Sheets Session Evaluations</p> <p>Summative: Increased parent participation Parent Contact Log</p>				
<p>9) Stillman Middle School will schedule its SBDM meetings, which include discussions about budget, master schedule, student programs and initiatives, in August in order to ensure all stakeholders participate actively in the decision-making process. The process will ensure that student needs are represented and considered when determining the allocation of resources.</p> <p>POPULATION: Parents</p> <p>TIMELINE: Aug.2015- May 2016</p>	1, 2, 6	Principal Dean of Instruction SBDM Committee Members	<p>Formative: Agenda with Action Items Sign-in sheets</p> <p>Summative: Increased teacher and community involvement SBDM Minutes</p>				
<p>10) Stillman faculty, staff and the parent liaison will make every effort to increase parental involvement by but not limited to the following activities: -Email announcements to parents -Dean Presentation -21st Century Parental Programs -Website announcements -Team invitation to parents of upcoming parent meetings</p> <p>Stillman faculty and staff recognize the importance of parents in their children's education in order to increase student preparedness, motivation and cooperation with the school on a daily basis.</p> <p>POPULATION: Parents</p> <p>TIMELINE: Aug.2015- May 2016</p> <p>CNA pg. 17</p>	1, 2, 6, 9	Principal Dean of Instruction Asst. Principals Parent Liaison	<p>Formative: Sign-in sheets Agenda or presentation notes</p> <p>Summative: Increased teacher and community involvement</p>	<p>Funding Sources: Title I-A - \$21818.00</p>			

<p>11) Parent liaison will be provided with funds to carry out visits to parents home soliciting their support for their children and the school in order to improved student academic success.</p> <p>POPULATION: Parents</p> <p>TIMELINE: Aug.2015- May 2016</p> <p>CNA pg. 17</p>	1, 2, 6	Principal Parent Liaison	<p>Formative: Sign-in sheets Mileage Log Home Visit Requests</p> <p>Summative: Contact Log Mileage Log</p>				
Funding Sources: Title I-A - \$500.00, Local - \$1000.00							
<p>12) Stillman staff will update all relevant official student documents (Nurse's Card, Student Release forms, Student Code of Conduct receipts etc.) in order to keep accurate records to contact parents immediately as needed and also to create an email contact list by grade level.</p> <p>POPULATION: Parents & Students</p> <p>TIMELINE: Aug.2015- May 2016</p>	1, 2, 6	Principal Parent Liaison PEIMS administrator	<p>Formative: 100% Student Release Cards from all students</p> <p>Summative: Increased teacher and student community involvement</p>				
<p style="text-align: center;">Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>13) A Summer Bridge Camp program will be conducted before the beginning of the school year in order to facilitate the transition of incoming 5th Graders to middle school. The camp will be facilitated by the 6th grade teachers.</p>	7						
<p style="text-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: By the end of the 2016-2017 school year, the percentage of migrant students passing the STAAR will be increased by 2%.

Summative Evaluation: 2017 STAAR results

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>1) Migrant clerk will attend the annual Identification and Recruitment (ID &R) training in order to be certified as state recruiters.</p> <p>POPULATION: Migrant Clerk</p> <p>TIMELINE: Fall 2016</p>	1, 2, 4, 9	Migrant Service Coordinator Migrant Clerk Principal	<p>Formative: ID & R Training</p> <p>Summative: Texas Education Agency (TEA) ID & R Certificates</p>				
<p>2) The Migrant campus clerk will attend the required NEW Generation System (NGS) state required training in order to secure the need skills to accurately and appropriately in put the data for migrant students into the migrant state data base.</p> <p>POPULATION: Migrant & PFS Students 6th,7th,8th, Migrant Clerk</p> <p>TIMELINE: Fall 2016</p>	1, 2, 4, 9	MSC Principal Migrant Clerk	<p>Formative: NGS Annual Training</p> <p>Summative: NGS Certificates</p>				
<p>3) 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 2016-2017 school year.</p> <p>POPULATION: Migrant & PFS Students 6th,7th,8th, Campus Staff</p> <p>TIMELINE: Sept 2015-May 2016</p>	1, 2, 9	Migrant Clerk	<p>Formative: NGS Reports</p> <p>Summative: Monitoring Tool Migrant Clerk Evaluation</p>				

<p>4) The migrant funded staff will have the opportunity to attend local, regional, and state migrant conferences in order to expand their knowledge of the Migrant Program; thus providing a more comprehensive supplemental support to migrant students and their families.</p> <p>Population: Migrant funded staff : MSC, MDC, Migrant Teachers, Campus Clerks, Computer Operator</p> <p>Timeline: August 1, 2016-June 30, 2017</p>	1, 2, 4, 9	Sp. Programs Administrator Migrant Service Coordinator (MSC)	Improved student performance Documented ERO- Cross training of staff not attending events to ensure complete program training				
<p>5) PFS migrant students will receive supplemental support services before other migrant students to ensure that the requirements delineated by NCLB Section 1304(d) are addressed.</p> <p>POPULATION: PFS & Migrant Students 6th,7th,8th</p> <p>TIMELINE: Aug. 2016-May 2017</p>	1, 2, 9	Administration Migrant Clerk	Formative: NGS Campus Reports Summative: Completed PFS Monitoring Tool				
<p>6) All migrant students will receive grade appropriate school supplies on an as needed basis in order to provide them with the necessary tools to complete their assignments and to comply with school dress code guideline; thus facilitating them the same opportunity to meeting the academic challenges of all students. Migrant students will also have available a computer, software and printer to complete special projects as needed throughout the year. PFS students will receive supplemental support services before other migrant students.</p> <p>POPULATION: PFS and Migrant Students 6th,7th,8th</p> <p>TIMELINE: Aug. 2016-July 2017</p> <p>CNA pg. 17</p>	1, 2, 6, 9	Administration Migrant Clerk	Formative: NGS Campus Reports Summative: Completed Request for Supplemental Support Form w/student Number and Parents Students signature				
<p>Funding Sources: Title I-C (Migrant) - \$270.00</p>							
<p>7) Migrant students 6th - 8th STAAR results will be reviewed to secure accurate placement into the current State Assessment remediation opportunities during regular school year and summer school.</p> <p>POPULATION: PFS & Migrant Students 6th,7th,8th</p> <p>TIMELINE: Oct. 2016- June 2017</p> <p>CNA pg. 17</p>	1, 2, 9	Administration Counselors Teachers	Formative: TAKS Remediation Enrollment Lists NGS TAKS Report Benchmark Results Summative: Current State Assessment Test Results				
<p>Funding Sources: Title I-C (Migrant)</p>							


<p>8) The migrant students and their parents will attend the Middle School Leadership Conference in order to expand their leadership skills.</p> <p>POPULATION: PFS & Migrant Students 6th,7th,8th</p> <p>TIMELINE: February 2017</p>	1, 2, 6, 9	Campus Migrant Clerk	<p>Formative: Sign-In Sheets Agenda and Participants Survey</p> <p>Summative: Conference Evaluations</p>				
<p>9) Middle school migrant students will have the opportunity to attend the school district's summer school programs to ensure promotion if needed or to participate in the enrichment migrant summer program. Migrant students will be provided with additional supplemental support by the migrant funded CIS site coordinator in order to address academic, attendance needs and promote positive social engagement.</p> <p>POPULATION: PFS & Migrant Students 6th,7th,8th</p> <p>TIMELINE: June-July 2017</p>	1, 2, 9	Migrant Campus Clerks	<p>Formative: Eligibility Forms Attendance Sheets Weekly Assessments Participants Survey</p> <p>Summative: Completion Reports End of Program Assessment Results</p>				
<p>10) The campus migrant clerks will provide supplemental support to the PFS and migrant students only, in order to enhance the advocacy, encouragement, and support the special needs of migrant students as delineated by NCLB Act of 2001 (Public Law 107-110) Section 1301-1309.</p> <p>POPULATION: PFS & Migrant Students 6th,7th,8th</p> <p>TIMELINE: Aug.2016-June 2017</p> <p>CNA pg. 9</p>	1, 2, 9	Campus Principals Migrant Campus Clerk DMC MSC	<p>Formative: Job Description Position Control Forms</p> <p>Summative: Completed Personnel Assurance</p>				
Funding Sources: Title I-C (Migrant) - \$11302.00							
<p>11) In order to secure academic information from the NGS data base migrant students, parents and school districts (nationwide) will have access to an NGS district contact person throughout summer to ensure accurate enrollment into educational programs.</p> <p>POPULATION: PFS & Migrant Students 6th,7th,8th</p> <p>TIMELINE: June 2016-Aug. 2017</p>	1, 2, 9	DMC MSC SS NGS Clerk	<p>Formative: Student Information</p> <p>Summative: Completed NGS Student Transfer Document</p>				

<p>12) Campus Migrant Clerk will conduct two migrant parent meetings throughout the school year in order to foster parental involvement and provide current information regarding the academic progress of their children.</p> <p>POPULATION: PFS & Migrant Students 6th,7th,8th</p> <p>TIMELINE: Oct. 2016 - Apr. 2017</p> <p>CNA pg. 16</p>	1, 2, 6	Migrant Clerk Teacher Principal	<p>Formative: Fliers Parent Phone Calls Sign-in sheets, Agendas and Meeting Minutes</p> <p>Summative: Parent Recommendations Meeting Evaluations Increased parental participation Increased student achievement</p>				
Funding Sources: Title I-C (Migrant) - \$50.00							
<p>13) The migrant funded staff will attend Migrant Education Region One workshops in order to secure the most current information impacting migrant students, migrant parents and the migrant program through the current school year.</p> <p>POPULATION: Migrant Clerk / Migrant Teacher</p> <p>TIMELINE: August 2016-May 2017</p>	1, 2, 4, 9	Migrant Service Coordinator (MSC) Migrant Clerk Principal	<p>Formative: Region One Workshop Advisements Registration Forms BISD Professional Leave Form w/approval signatures</p> <p>Summative: Workshop Certificate Agendas Handouts</p>				
<p>14) Migrant students will be given opportunities to participate in tutorials and remediation strategies to improve student achievement.</p> <p>POPULATION:PFS & Migrant Students 6th,7th,8th</p> <p>TIMELINE: August 2016-May 2017</p>	1, 2, 9, 10	Migrant Clerk Teacher	<p>Formative: Tutorial Schedule Tutorial Teachers Lesson Plans Student Sign-In Sheets Teacher Observation Benchmark Scores Student Progress Reports</p> <p>Summative: STAAR Results</p>				
<p>15) The migrant campus clerk will adhere to the NGS timeline to ensure that migrant student data is entered in a timely and accurate manner into the NGS database.</p> <p>POPULATION: Migrant Campus Clerk</p> <p>TIMELINE: August 22, 2016 -June 8, 2017</p>	1, 2, 9	Campus Administration MSC Migrant Campus Clerk	<p>Formative: NGS and Student Plus Reports</p> <p>Summative: PBMAS ICR Reports NGS Reports</p>				

<p>16) The migrant clerk will provide hygiene products and clothing as needed including PSF Migrant students</p> <p>POPULATION:PSF & Migrant Students</p> <p>TIMELINE: August 22, 2016 -June 8, 2017</p>	1, 2	<p>Campus Administration Migrant Campus Clerk</p>	<p>Formative: NGS Campus Reports</p> <p>Summative: Complete PFS Monitoring Tool</p>				
<p>17) The annual Residency Verification of migrant students with a current Certificate of Eligibility (COE) on file will be conducted as required by the State of Texas Migrant Program thus ensuring the accuracy of the count of migrant students in the school district.</p> <p>Population: Migrant Students</p> <p>Timeline: September 1, 2016 - November 1, 2017</p>	1, 2, 9	<p>Migrant Ed Staff: Recruiters Secretary Data Entry Clerk NGS Clerks Computer Operator Campus Clerks PEIMS Data Entry Clerks Migrant Teachers District Migrant Counselor (DMC) MSC</p>	<p>NGS Maximum Enrollment Report Continuation of Services On-time promotion/ graduation Complete family files showing annual residency verification</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.</p> <p>Population: Migrant Office Staff</p> <p>Timeline: August 2016-June 2017</p>	1, 2, 9	<p>Migrant Funded: Recruiters Data Entry Clerk NGS Clerks Campus Migrant Clerks Computer Operator PEIMS Data Clerk MSC</p>	<p>PBMAS Report Correctly coded migrants on NGS</p>				
<p>19) A Priority for Services (PFS) Plan of Action will be developed and included into the District's Improvement Plan as a separate section labeled "Migrant PFS Action Plan Section as required by the Texas Migrant Program.</p> <p>Population: PFS & Migrant Students</p> <p>Timeline: August 2016</p>	1, 2, 9	<p>MSC DMC</p>	<p>Increased positive outcomes on all activities on PFS Action Plan</p>				
<p>20) In order to secure the data needed to accommodate placement into appropriate supplemental instructional opportunities for MS migrant students pre and post test results will be used by teachers and administrators to identify the migrant students performing below grade level. NOTE: At sites being served by a migrant teacher, teacher will provide additional support and ensure participation into supplemental opportunities.</p> <p>Population: Migrant Students</p> <p>Timeline: August 25, 2016-June 5, 2017</p>	1, 2, 9	<p>Sp. Programs Administrator Campus Principals MS Teachers</p>	<p>Increased academic performance</p>				

<p>21) In order to increase awareness of migrant student needs, BISD campus faculty and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students.</p> <p>Population: Campus Administration, Faculty and Staff</p> <p>Timeline: September 1, 2016 - May 29, 2017</p>	1, 2, 9	Sp. Programs Administrator Clerks DMC MSC	Timely placement into Interventions				
<p>22) Each middle and high school clerk will conduct a minimum of two migrant parent meeting- one per semester in order to provide migrant parents with current information regarding the academic progress of students.</p> <p>Population: Middle School students and parents</p> <p>Timeline: October 2016 and Feb. 2017</p>	1, 2, 6, 9	Migrant Campus Clerks- 12 FTEs- Migrant Parent Liaison DMC MSC	Increased participation in PAC Mtg. Increased student participation in supplemental activities				
<p>23) A survey will be used to evaluate the effectiveness of the Migrant Education Program so that pertinent and appropriate adjustments can be made to better serve migrant students</p> <p>Population: Migrant Students</p> <p>Timeline: April 2017</p>	1, 2, 6	Campus Administration HS Migrant Campus Clerks MEP Secretary DMC MSC	Increase on- time graduation				

<p>24) The District Migrant Counselor (DMC) will provide supplemental support services to migrant students in the following areas:</p> <ul style="list-style-type: none"> - Graduation plans - Development of Individual Migrant Student Action Plans - Coordination for leadership opportunities - Monitoring of course completion for PFS students - Monitoring of late entry/early withdrawals - Credit accrual opportunities - Provide timely information and assistance to migrant students and parents regarding on-time <p>Graduation and post-secondary education</p> <ul style="list-style-type: none"> - Conduct district initiatives for migrant students - Coordination Inter-state and intra-state (TMIP) activities - Coordination with UT Austin <p>Migrant Graduation Enhancement Program</p> <ul style="list-style-type: none"> - Assist with OSY Initiative - Assist with the monitoring of campus migrant staff <p>Population: Migrant Students Migrant Parents</p> <p>Timeline: August 26, 2016- June 19, 2017</p>	<p>1, 2, 9</p>	<p>Sp. Programs Administrator MSC DMC</p>	<p>Increase on- time graduation and on-time promotion and decrease dropout rate PBMAS</p>				
--	----------------	---	---	--	--	--	--

<p>25) High School 9th graders and MS 8th graders will have the opportunity to attend a math workshop that will teach them the skills necessary to fully participate in the high school math classes. This workshop will furnish the migrant students with an opportunity to reinforce the skills necessary to successfully meet the challenges of the district's rigorous math classes.</p> <p>Population: 9th Grade PFS & Migrant Students; 8th Grade PFS</p> <p>Timeline: February, 2016</p>	1, 2, 9	HS/ MS Migrant Teachers HS / MS Campus Clerks DMC MSC	Increased Algebra and EOC passing rates				
<p>26) 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).</p> <p>Select group of Middle School students will attend as well</p> <p>Population: HS Migrant Students- 11th & 12th grade PFS MS students</p> <p>Timeline: January, 2016</p>		HS Migrant Teachers HS Migrant Campus Clerks DMC MSC	Increased applications and acceptance into CAMP Increased interest in colleges by MS students				
<p>27) Learning Academy targeting the core areas of Reading, Writing, Math, Social Studies and Science will be held for all PFS students in order to sharpen their skills and prepare them academically for the STAARS assessment.</p> <p>Population: Elementary, MS and HS PFS Migrant Students</p> <p>Timeline: March 2017</p>	1, 2, 9	MSC Migrant Counselor Migrant Clerks	Increased STAARS Scores for PFS students				
							






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 Stillman teachers will be Advanced Tech level in all four key areas of the STAAR chart.

Summative Evaluation: Completed STAAR Chart Survey results.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>1) Students will be taught technology TEKS in order to complete classroom assignments and promote critical thinking skills, and develop projects that foster creativity, innovation, communication, collaboration, information fluency and digital citizenship in all content areas.</p> <p>POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE</p> <p>TIMELINE: Aug.2015-June 2016</p>	1, 2, 9	Principals Teachers TST Librarian	<p>Formative: Student grades Rubrics and portfolios</p> <p>Summative: Student grades Rubrics and portfolios Presentations Lesson Plans Documentations showing TA/TEKS</p>				
<p>2) In order to integrate technology and computer usage, instructional and general supplies will be provided for technology teachers.</p> <p>POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE</p> <p>TIMELINE: Oct.2015 -May 2016</p>	1, 2, 10	Principal Technology Teachers	<p>Formative: Texas STAR Chart On-line Administrative Tool</p> <p>Summative: Texas STAR Chart On-line Administrative Tool</p>				
<p>3) Stillman will maintain a campus-based Technology Support Teachers (TST) that will be given adequate time weekly to support their campus in the area of instructional technology and provide 3-6 hours of professional development annually in order to improve the integration of technology.</p> <p>POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE</p> <p>TIMELINE: Aug.2015-June 2016</p> <p>CNA pg. 21</p>	1, 2, 3, 9	TST Administration Teachers Administrators for Technology/Sp. Prog.	<p>Formative: STAR Chart</p> <p>Summative: STAR Chart</p>				
Funding Sources: Local - \$1200.00							

<p>4) Stillman middle school will purchase 22 desktops, 10 document cameras (Lady Bugs) and 20 projectors for teachers to support the technology currently on campus used to assist students in acquiring research, working on online programs, completing web pages, power point presentations and or using Microsoft office programs for assignments.</p> <p>POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE</p> <p>TIMELINE: Aug.2015-June 2016</p> <p>CNA pg. 21</p>	1, 2, 9, 10	TST Administration Teachers	<p>Formative: STAR Chart Student CNA Survey Results Report Cards Benchmark Results</p> <p>Summative: STAAR Results</p>				
Funding Sources: Title I-A - \$17650.00, SPED - \$10000.00, Title I-A - \$10500.00							
<p>5) Radios will be upgraded and maintained to ensure the safety of all campus faculty, staff, and students.</p> <p>POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE</p> <p>TIMELINE: Aug.2015-June 2016</p>	1, 2, 9	Principal	Formative: Fixed Assets				
<p>6) Students will work at computer stations on programs that will increase their math, science, ELA and social studies skills to help increase their level of academic performance and increase their ability to produce computer generated projects.</p> <p>POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE</p> <p>TIMELINE: Daily Sept. 2015 Through June 2016</p> <p>CNA pg. 21</p>	2, 9	Principal Dean of Instruction Asst Principal Teachers Administrator for State Compensatory Education	<p>Formative: Benchmark Scores Student Progress Reports Lesson Plans Classroom Observations</p> <p>Summative: STAAR</p>				
Funding Sources: State Compensatory - \$4800.00, State Compensatory - \$2500.00, Title I-A - \$10000.00, Title I-A - \$387.00							
<p>7) TST will provide instruction to students and teachers, as needed, on computer programs and software in order to increase the integration of technology in classroom instruction.</p> <p>POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE</p> <p>TIMELINE: Aug.2015-June 2016</p>	1, 2, 4, 9	Principal Facilitator Classroom Teachers Librarian Support Staff	<p>Formative: Walk-throughs Teacher surveys</p> <p>Summative: EOY Grades STaR Chart PDAS</p>				

<p>8) All 6th through 8th grade students will be scheduled for computer lab to increase their knowledge and use of technology skills.</p> <p>POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE</p> <p>TIMELINE: Sept.2015-June 2016</p>	<p>1, 2, 9</p>	<p>Principal Facilitator Technology Lab Teacher Classroom Teachers</p>	<p>Formative: Technology 6 wk grades Student Lab Progress Report</p> <p>Summative: EOY grades</p>				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

State Compensatory

Budget for Stillman Middle School :

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
162-11-6118-00-054-Y-24-SSI-Y	6118 Extra Duty Stipend - Locally Defined	\$9,387.00
162-11-6118-00-054-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	\$18,876.00
162-11-6118-00-054-Y-30-0K2-Y	6118 Extra Duty Stipend - Locally Defined	\$13,628.00
162-11-6119-00-054-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$90,411.00
162-11-6119-00-054-Y-30-054-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$49,640.00
162-13-6119-31-054-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$57,569.00
162-31-6119-31-054-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$54,234.00
6100 Subtotal:		\$293,745.00
6200 Professional and Contracted Services		
162-11-6249-00-054-Y-30-0k2-Y	6249 Contracted Maintenance & Repair	\$4,800.00
162-11-6249-00-054-Y-30-APL-Y	6249 Contracted Maintenance & Repair	\$2,500.00
162-11-6249-62-054-Y-30-LWS-Y	6249 Contracted Maintenance & Repair	\$4,800.00
162-32-6299-00-054-Y-24-CIS-Y	6299 Miscellaneous Contracted Services	\$23,136.00
6200 Subtotal:		\$35,236.00
6300 Supplies and Services		
162-11-6329-00-054-Y-30-TLX-Y	6329 Reading Materials	\$5,000.00
162-11-6395-62-054-Y-30-000-Y	6395 Supplies, DP Operations - Locally Defined	\$5,795.00
162-11-6396-00-054-Y-30-0K2-Y	6396 Supplies and Materials - Locally Defined	\$1,928.00
162-11-6399-00-054-Y-30-0K2-Y	6399 General Supplies	\$29,504.00

	6300 Subtotal:	\$42,227.00
--	-----------------------	--------------------

Personnel for Stillman Middle School :

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cynthia Michell Garcia	Teacher	State Compensatory	0.5
Dora Garcia	At-Risk Counselor	State Compensatory	1.0
Dr. Gabriela Rodriguez	Dean of Instruction	State Compensatory	1.0
Elvia Reyes	Teacher	State Compensatory	0.5
Kristal S. Rangel	Teacher	State Compensatory	0.5
Mayte Valdez	Teacher	State Compensatory	0.5
Penie Purcell	Dyslexia Teacher	State Compensatory	1.0

Title I

Schoolwide Program Plan

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

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

Ten Schoolwide Components

1: Comprehensive Needs Assessment

The Site-Based Decision-Making (SBDM) Committee conducted a comprehensive needs assessment 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 Education on state assessments. The goal is to have 90 percent of all students and all student groups passing all parts of state mandated assessments for the **2014-2015** and to increase the commended performance level in all content areas. In addition, Stillman staff wants to have 100% of its students on grade level in order for students to master the college readiness standards with greater ease. Teachers will prepare all students to be college-bound students by preparing them to master the knowledge and skills in College Readiness on the STAAR.

2: Schoolwide Reform Strategies

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

3: Instruction by highly qualified professional teachers

Highly-qualified teachers will carry out the instructional program. Only teachers who are certified and who have met state testing requirements to teach the

subjects/grade levels to which they are assigned will be hired by the school. In addition to appropriate certification, teachers will be sought who are experienced and have been successful in previous assignments.

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

The school will provide access to high-quality ongoing professional development throughout the school year for all staff including teachers, principals, and paraprofessionals. Professional development activities will be geared to individual teachers' specialties, along with any other identified need as determined through the staff, student and parent needs assessment surveys, administration classroom observations and evaluations, and/or district identified needs. Professional development will be conducted both at the school and the education service center as well as district conferences and workshops which will be intensive and sustained. Teachers will continue to attend SIOP trainings if they have not done so, GT and Pre-AP on-going hours trainings and any other professional development relevant to assisting Stillman students. Campus administration will identify, attend or send a cadre of teachers to STAAR training that will enhance current teaching instructional delivery and content. Teachers who attend staff development may return to campus to present to departments, teams or the entire campus. Finally, campus administration along with teachers will place emphasis on identifying quality professional development that will assist teachers in adding rigor and complexity to their classes, lessons, and content in order to prepare students for the STAAR assessment.

5: Strategies to attract highly qualified teachers

Strategies to attract high-quality teachers to high needs schools will include our school's selection of teachers from the District's and Region I's efforts to recruit teachers from out of the valley, paying stipends for attainment of a Master's Degree, and paying stipends for math, science and social studies. Teachers will have the opportunity to earn supplemental pay to coach or sponsor certain after school events. Teachers with certain certifications such as ESL or composites in math or science will earn a stipend. Teachers who have students that need additional instruction can provide students with afterschool tutorial and earn extra-duty pay. Finally, teachers insurance is paid by BISD.

6: Strategies to increase parental involvement

Title I, Part A Funds will be used to partially finance strategies to increase parental involvement at the school including the parent workroom and to purchase special materials used in the parent volunteer program. Parent education will be provided to parents by the campus parent liaison as well as the District's Parental Involvement Center. Parent training on how to help their students be successful at home, learning English, discipline management and parenting skills will be provided to those parents who want to better meet the rigors of parenting. Invitations to school functions and a calendar of events will also be maintained on the school website with ample time in order to ensure parents schedule school events.

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

An orientation for 5th grade students will be held annually in the Spring to assist with the transition into middle school and for 8th grade students to assist with the transition into high school. Stillman Middle School will also hold a "Meet the Teacher Night" for parents to come in and visit the campus, teachers, and receive student schedules prior to the start of the school year. Stillman will also have an open door policy for Veterans Memorial High School Administration, counselors and staff to visit to encourage students to attend and or join extracurricular activities on campus.

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

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

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

Students experiencing difficulty in mastering the TEKS will be provided effective, timely additional assistance. All teachers will closely monitor all students' performance based on daily exercises and periodic tests. Students not mastering the objectives will be provided additional assistance in the after school tutorial program and/or enrichment courses based on his/her individual needs. Teachers will track these students and provide Tier I RTI interventions as needed. For students who continue to struggle, teachers will identify and refer to the students' academic counselor. Tier II RTI interventions will then be coordinated. Each student's academic team will monitor the students' academic and emotional needs.

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

The school will coordinate and integrate federal, state, and local programs and services to maximize the effectiveness of these resources. Several of the strategies being implemented are jointly funded with 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 162,163,263,166,199 funds are used to purchase supplemental instructional materials, media, and library resources used to improve and enhance the overall instructional program. Stillman Middle School will provide the state mandated State Compensatory Education Program through funded initiatives including after school tutorials starting October 6, 2014. Tutorials will be made available for students four days a week. Students will be provided accelerated instruction by highly qualified teachers utilizing research based interventions to assist in the academic success of all students. Stillman Middle School will also utilize State Compensatory Education funds to provide supplemental instructional resources, contracted service via Communities in Schools, as well as fund personnel such as the Dean of Instruction, the At-Risk Counselor, and Core Area Teachers.

Stillman Middle School will use funds from 21st Century Grant. The grant funds will be utilized as designated in each grant. Funds will be used for after school programs such as academic and enrichment courses. Teachers will be paid to provide these courses to students and even parents.

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. The migrant clerk identifies, monitors and facilitates interventions and initiatives to assist migrant students be academically successful. Migrant students will be provided with essential school supplies to assist with academic success. PFS students will be provided exclusively with hygiene products. Teachers are periodically updated with a list of active migrant students on campus. Parents are contacted about services available to them and their child. Stillman staff ensures that migrant students receive accelerated instruction that will prepare them and allow them to complete the school year with all required assignments completed.

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. Bilingual or ESL funds will be used to provide additional instructional time for ESL I-III students and first year monitored and second year monitored students. Teachers will monitor all ELL students through eSchoolPlus and Aware. Teachers that are not ELL certified and all core content areas will be sent to SIOP trainings. TELPAS results with AMAO will be shared with teachers at the start of the school year in order to identify areas of need for ELL students.

The campus will also continue to provide the state mandated State Compensatory Education Program through campus as well as District funded initiatives. Presently five faculty members are funded by state comp. Two teachers provide accelerated instruction to students during the instructional day that failed STAAR last year with less than 70%, another staff member provides dyslexia services throughout the school day, the At-Risk Counselor provides supplemental services to the most at-risk students on campus, and the Dean of Instruction provides research-based professional development opportunities to increase at-risk student achievement. Campus SCE funds will be utilized to implement tutorials that will be provided afterschool for all students that are in danger of failing their core class, have failed STAAR previously or barely passed their classes. The tutorial schedule will be flexible to allow students to attend and participate in extracurricular activities that motivate them to come to school. Additionally, campus SCE funds will be allocated for software to provide accelerated instruction to identified at-risk students.

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. Stillman Middle School will continue to mainstream special education students through inclusion. Students will be enrolled in inclusion classes where a special education teacher and regular education content area teacher will team teach. Teachers will work closely together planning and modifying instruction, assignments and assessments for special education students. An inclusion schedule will be developed for each special education teacher based on student need. Administration will team regular education and special education teachers together.

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.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Dina Belinda Betancourt	Aide	Library	1.0
Dora E. Casas	Aide	Dyslexia	1.0
Francisca Trevino	Aide	Federal Programs	1.0
Francisco Javier Gomez	Teacher	Math	1.0
Nereyda Bautista	Parent Liaison	Parental Involvement	1.0
Raquel Covarrubias	Nurse	Health Services	0.4

Plan Notes

September 8, 2015

Updated 8.4 added Document Cameras.

September 29, 2015

Updated Migrant section: Tutorial, transportation, computers and printer funds

Campus Funding Summary

Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Copy Paper	199-11-6396-00-054-Y-11-000-Y	\$10,000.00
1	1	1	General Supplies	199-11-6399-00-054-Y-11-000-Y	\$9,084.00
1	1	1	Textbooks	199-11-6321-00-054-Y-11-000-Y	\$300.00
1	1	1	P. E. Supplies	199-11-6399-51-054-Y-11-000-Y	\$2,000.00
1	1	1	Fine Arts Supplies	199-36-6399-50-054-Y-99-079-Y	\$600.00
1	1	1	GT Supplies	199-11-6399-00-054-Y21-000-Y	\$4,460.00
1	1	4	Substitute Teacher Salaries	199-13-6112-18-054-Y-11-000-Y	\$2,500.00
1	1	4	Employee Travel	199-13-6411-23-054-Y-11-000-Y	\$1,000.00
1	1	4	Misc. Operating Cost	199-13-64--053-054-Y-11-000-Y	\$900.00
1	1	8	Reclassified Transportation	199-11-6494-00-054-Y-11-000-Y	\$400.00
1	1	8	Travel & Subsistence - Students	199-36-6412-00-054-Y-99-000-Y	\$6,500.00
1	1	8	Reclassified Transportation	199-36-6494-00-054-Y-99-000-Y	\$400.00
1	1	8	Misc. Operating Costs - Food	199-36-6499-53-054-Y-99-000-Y	\$1,500.00
1	1	9	General Supplies	199-12-6399-00-054-Y-11-000-Y	\$1,000.00
1	1	9	Materials and Supplies	199-12-6325-00-054-Y-99-000-Y	\$370.00
1	1	9	Library Books	199-12-6329-00-054-Y-99-021-Y	\$389.00
1	1	21	Extra Duty Pay / Overtime	199-23-6121-08-054-Y-99-000-Y	\$158.00
1	1	21	Supplies & materials - Software	199-23-6395-00-054-Y-99-000-Y	\$200.00
1	1	21	Employee Travel	199-23-6411-00-054-Y-99-000-Y	\$1,500.00
1	1	21	Misc. Operating Cost - Awards	199-23-6498-00-054-Y-99-000-Y	\$2,707.00
1	1	21	Employee Travel	199-23-6411-23-054-Y-99-000-Y	\$1,000.00
1	1	21	Capital Assets	199-23-6649-65-054-Y-99-000-Y	\$2,000.00
1	1	22	Chess - Fees and Dues	199-36-6497-24-054-199-021-Y	\$550.00
1	1	23	Fitness Gram	199-11-6399-51-054-Y-11-FIT-Y	\$499.00

1	1	33	Supplies for Maintenance / Operator- Custodians	199-51-6315-00-154-Y-99-000-Y	\$2,395.00
1	1	33	Extra Duty Pay	199-51-6121-47-054-Y-99-000-Y	\$244.00
1	1	33	General Supplies (Custodians)	199-51-5399-00-054-Y-99-000-Y	\$3,000.00
1	1	34	Professional Extra duty pay	199-11-6118-00-054-Y-11-000-Y	\$1,000.00
1	1	39		199-36-64898-57-054-Y-99-000-Y	\$1,100.00
2	1	1	Employee Travel	199-36-6411-23-054-Y99-079-Y	\$350.00
2	1	1	Travel & Subsistence - Students	199-36-6412-50-054-Y99-079-Y	\$450.00
2	1	1	Miscellaneous Operating Costs - Fees	199-36-6497-50-054-Y99-079-Y	\$350.00
2	1	1	Miscellaneous Operating Costs - Awards	199-36-6498-50-054-Y99-079-Y	\$250.00
2	1	1	Fees	199-36-6497-57-054-Y-99-000-Y	\$2,344.00
2	1	1	Awards	199-36-6498-57-054-Y-99-000-Y	\$1,300.00
2	1	1	Capital Outley	199-36-6649-57-054-Y-99-000-Y	\$600.00
4	1	3	Incentives	199-11-6498-00-054-Y11-921-Y	\$1,250.00
6	1	11	Employee Travel	199-61-6411-00-054-Y-99-000-Y	\$1,000.00
8	1	3	1.0 FTE Stipend		\$1,200.00
Sub-Total					\$66,850.00

Title I-A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Supplies	211-11-6399-00-054-Y-30-0F2-Y	\$48,480.00
1	1	1	Printing	211-11-6399-16-054-Y-30-0F2-Y	\$3,144.00
1	1	1	Supplies & Materials	211-11-6398-00-054-Y-30-0F2-Y	\$2,929.00
1	1	1	Supplies & Materialss	211-11-6398-62-054-Y-30-0F2-Y	\$4,990.00
1	1	1	General Supplies - STEM	211-11-6399-00-054-Y-30-STM-Y	\$10,237.00
1	1	1	General Supplies - STEM-AC ED	211-13-6399-00-054-Y-30-AYP-Y	\$8,550.00
1	1	1	General Supplies	211-11-6399-62-054-Y-30-0F2-Y	\$6,600.00
1	1	1	General Supplies - Summer Bridge	211-33-6399-00-054-Y-30-BDG-Y	\$1,500.00
1	1	4	Professional Development	211-13-6411-23-054-Y30-AYP-Y	\$1,500.00
1	1	13	Library Aide Salary	211-12-6129-06-054-Y-30-0F2-Y	\$20,285.76

1	1	14	Approximately FTEs (teacher)	211-11-6119-00-054-Y-30-0F2-Y	\$60,293.00
1	1	14	Approximately FTEs (2 paraprofessionals)	211-11-6298-06-054-Y-30-054-Y	\$58,687.00
1	1	32	40% of Campus Nurse Salary and Supplies	211-33-6399-00-054-Y-30-0F2-Y	\$1,500.00
1	1	39	Student Incentives	211-11-6498-00-054-Y-30-0F2-Y	\$3,000.00
3	1	1	Professional Extra Duty Pay	211-11-6118-00-054-Y-30-0F2-Y	\$10,000.00
3	1	1	Tutorial Custodial Supplies	211-51-6315-00-054-Y-30-0F2-Y	\$1,060.00
5	1	11	Nurse Supplies	211-33-6399-00-054-Y30-0F2-Y	\$1,500.00
6	1	1	Supplies	211-61-6399-00-054-Y-30-0F2-Y	\$2,280.00
6	1	3	Parent Center Food	211-61-6499-53-054-Y-30-0F2-Y	\$1,500.00
6	1	10	Parent Liason	211-61-6129-00-054-Y-30-0F2-Y	\$21,818.00
6	1	11	Parent Liaison Travel	211-61-6411-00-054-Y-30-0F2-Y	\$500.00
8	1	4	Capital Outlay	211-11-6649-62-054-Y-30-0F2-Y	\$17,650.00
8	1	4	Capital Outlay	211-11-6649-00-054-Y-30-0F2-Y	\$10,500.00
8	1	6	Contracted Maintenance & Repair	211-11-6249-00-054-Y-30-0F2-Y	\$10,000.00
8	1	6	Supplies & Materials - Software	211-11-6395-62-054-Y-30-0F2-Y	\$387.00

Sub-Total \$308,890.76

State Compensatory

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplies	162-11-6399-00-054-Y-30-0K2-Y	\$9,644.00
1	1	1	Paper	162-11-6396-00-054-Y-30-0K2-Y	\$1,928.00
1	1	1	Supplies	162-13-6399-00-054-Y-30-000-Y	\$499.00
1	1	2	Substitutes	211-13-6112-00-054-Y30-0F2-Y	\$6,000.00
3	1	1	SSI Tutorials	162-11-6118-00-054-Y-24-SSI-Y	\$8,195.00
3	1	1	Tutorials	162-11-6118-00-054-Y-30-000-Y	\$3,305.00
3	1	1	Mini-Grant Tutorials	162-11-6118-00-054-Y-30-0K2-Y	\$13,628.00
3	1	6	Contracted Services	162-32-6299-00-054-Y-24-CIS-Y	\$23,136.00
3	1	9	1 FTE	162-13-6119-31-054-Y-30-000-Y	\$63,439.00
3	1	12	2 FTE	162-11-6119-00-054-Y-30-000-Y	\$109,559.00

3	1	13	1 FTE	162-11-6119-00-054-Y-30-054-Y	\$54,588.00
3	1	14	1 FTE	162-31-6119-31-054-Y-30-000-Y	\$59,329.00
8	1	6	Science Software (Living with Science)	162-11-6249-62-054-Y30-LWS-Y	\$4,800.00
8	1	6	A+ Software	162-11-6249-00-054-Y-30-APL-Y	\$2,500.00
Sub-Total					\$360,550.00

State Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplies	163-11-6399-00-054-Y-25-000-Y	\$682.00
1	1	12	Bilingual clerk 80%	163-11-61269-06-054-Y-25-000-Y	\$12,104.00
1	1	12	Bilingual clerk 20%	163-23-6129-06-054-Y-25-000-Y	\$3,026.00
1	1	40	Substitutes	163-13-6112-00-054-525-30-Y	\$800.00
Sub-Total					\$16,612.00

Federal Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplies	263-11-6399-00-054-Y-25-000-Y	\$682.00
Sub-Total					\$682.00

Title I-C (Migrant)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Migrant Supplies	212-11-6399-00-054-Y-24-0F2-Y	\$475.00
7	1	6	Migrant Supplies	212-11-6399-00-054-Y-24-0F2-Y	\$270.00
7	1	7	Migrant teacher = .33 FTE		\$0.00
7	1	10	Migrant Clerk Salary		\$11,302.00
7	1	12	Parent Center Food	212-61-6499-53-054-Y-24-0F2-Y	\$50.00
Sub-Total					\$12,097.00

SPED

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General Supplies	166-11-6399-00-054-Y-23-0P1-Y	\$400.00
1	1	1	Toner	166-11-6399-00-054-Y23-0P2-Y	\$200.00

1	1	1	General Supplies	166-11-6399-00-054-Y-23-0P4-Y	\$1,000.00
1	1	1	Toner	166-11-6399-62-054-Y-23-0P1-Y	\$800.00
1	1	1	Toner	166-11-6399-62-054-Y-23-0P4-Y	\$600.00
1	1	4	Substitutes	166-13-6112-00-054-Y-23-000-Y	\$665.00
5	1	13	Incentives	166-11-6498-00-054-Y-23-0P2-Y	\$300.00
8	1	4	Capital Outlay (Special Services	166-11-6499-62-054-Y23-0P5-Y	\$10,000.00
Sub-Total					\$13,965.00
Grand Total					\$779,646.76