

Brownsville Independent School District

Lucio Middle School

2019-2020 Campus Improvement Plan

Accountability Rating: C



Board Approval Date: November 6, 2019
Public Presentation Date: November 6, 2019

Mission Statement

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

Vision

Each Student will:

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

Value Statement

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

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Comprehensive Needs Assessment

Revised/Approved: May 23, 2019

Demographics

Demographics Summary

Senator Eddie A. Lucio Jr. Middle School

2019-2020 Campus Narrative

Lucio Middle School is located at 300 North Vermillion Road in Brownsville, Texas. Lucio Middle School is one of eleven middle schools in Brownsville ISD. The campus was constructed in 1997 with classrooms added in the ensuing years. The main campus was originally comprised of 58 classrooms, a cafeteria, library, and gymnasium. Seven Portable buildings were added as classrooms in the 2004 school year.

The student population at Lucio Middle School is approximately 856 and serves students in grades 6 through 8. According to the PEIMS Data Review of our campus profile, 99.7% of the student population is Hispanic 60.0% are identified as At-Risk and 97.3% are identified as Economically Disadvantaged. Many of our students are first generation Mexican immigrants, 27.8% are classified as Limited English Proficient and a majority is English/Spanish bilingual. In addition, several of our students come from homes which participate in state and federal assistance programs such as food stamps, welfare, Women, Infant, Children (WIC) nutrition program, and subsidized housing and medical assistance.

The Attendance Rate for 2018-2019 school year was 98.0% for all students and 96.9% for at-risk students. The Dropout Rate for the 2018- 2019 school year was 0% for all students and 0% for at-risk students. Moreover, the Retention Rate was 5.1% for all students and 6.72% for at-risk students.

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

The current staff at Lucio Middle School is comprised of 66 teachers, 4 campus administrators, 4 counselors, 8 professional support personnel, 21 non-classroom staff, and 12 educational aides. The ethnicity of the Lucio Middle School staff is diverse with 96.8% Hispanic, 1.5% Pacific Islander, and 1.5% African American. The teaching staff is 31.8% male and 68.2% female.

Lucio Middle School promotes numerous student clubs and organizations. Students are encouraged to participate in extracurricular activities such as Band, Choir, Art, UIL Athletics, Math Meet, Chess, Science Fair, NJHS, Student Council, History Fair, Ball Room Dancing, Cheerleading, Dance/Drill Team, Library Club, Trendsetters, Brainsville, Garden Club, Robotics, Spelling Bee, Poet's Corner, Battle of the Books, DI and One Act Play, 21st century, and Gear Up.

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

School Colors: Burnt Orange and Hunter Green

School Mascot: Lion

School Song: Alma Mater

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

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

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

Demographics Strengths

- Strong Math Department
- Algebra I and AP Spanish provides advanced classes for students
- STEM Team for 6th, 7th & 8th grade classes (Math & Science)
- Strand Planning and Department Planning to facilitate cross-curricular integration
- Fluency reading is implemented daily for all students
- Highly Qualified Teachers
- Appropriate teacher/student ratio
- High Teacher Attendance

Demographics Needs

1. Student Achievement in the areas of 6th Math & Reading and 8th Social Studies
2. Performance Gaps in all students in particular SE and ELL populations aides need to assist with inclusion and progress monitoring
3. Certain student populations (sub populations) require additional tutorials/enrichment, academic monitoring support and parental involvement to stay up to date educational requirements or resources for their children
4. Increase attendance of subpopulations

Problem Statements Identifying Demographics Needs

Problem Statement 1: EL's and IDEA sup-pops continue to consistently decline STAAR scores. **Root Cause:** Lucio Middle School is composed of a large number of English learners and IDEA students.

Student Academic Achievement

Student Academic Achievement Summary

Lucio Middle School's goal is to meet the standards of College Readiness using training and C & I support to implement rigorous goals and high expectations for all students to include the implementation of STEM math and science curriculum. Students will be challenged with critical thinking skills necessary to succeed in the classes while utilizing technology to prepare students for post secondary challenges. The high expectations will also be expected of sub-populations which will be supported with additional supplies and resources as needed to encourage student self-confidence, motivation and academic success.

Lucio Middle School has the following campus student achievement profile:

6th-8th Grade All Students STAAR Summary:

STAAR /EOC					
	Content Area	2017%	2018%	BISD 2018	TX 2018
Assessment					
Grade 6	Reading	60%	58%	62%	65%
Grade 6	Mathematics	70%	73%	80%	75%
Grade 7	Reading	65%	64%	71%	72%
Grade 7	Mathematics	57%	67%	71%	68%
Grade 7	Writing	71%	72%	71%	68%
Grade 8	Reading	87%	80%	84%	76%
Grade 8	Mathematics	94%	90%	91%	74%
Grade 8	Science	77%	79%	76%	74%
Grade 8	Social Studies	46%	58%	68%	62%
End of Course	Algebra I	100%	100%	85%	82%

Scores based on 2018-2019 TAPR reports.

Lucio Middle School's 2018-2019 Accountability Rating: Met Standard (82 out of 100)

Student Achievement (74 out of 100)

School Progress (86 out of 100)

Closing the Gaps (74 out of 100) (<https://txschools.org/schools/031901051/overview>)

Destinction Designations:

Academic Achievement in English Language/Arts/Reading

Postsecondary Readiness (<https://txschools.org/schools/031901051>)

Performance variation between all student groups:

STAAR/EOC Assessments	Content Area	All %	Hispanic %	Sp Ed%	Economically Disadv. %	ELL %
Grade 6	Reading	60	60	19	60	41
Grade 6	Mathematics	70	70	28	71	58
Grade 7	Reading	65	65	27	65	31
Grade 7	Mathematics	57	57	27	57	36
Grade 7	Writing	71	71	22	71	40
Grade 8	Reading	87	87	69	86	55
Grade 8	Mathematics	84	93	91	93	88
Grade 8	Science	77	77	53	76	36
Grade 8	Social Studies	46	46	31	45	19
End of Course	Algebra I	100	100	*	100	*

Information from TAPR 2018- 2019

Student Academic Achievement Strengths

The student at Lucio Middle School have consistently demonstrated success and consistent

- Growth in all areas of 6th & 8th math, science
- Growth in subgroups to include ELL, Migrant, SE and At-Risk
- Attendance
- Algebra I and AP Spanish

Student Achievement Needs

**Based on 2018-19 TAPR, STAAR Reports/Index Reports there are area of needs to improve in:

1. SIOP and Differentiated Instruction Strategies are need to close academic gaps between our special population groups (SE, Migrant, ELL) and the rest of our student body.
2. Performance scores in the last 2 yrs has demonstrated the need for intense instruction with inclusion program and tutorials due to the gaps with subgroups in particular 7th grade Reading, Math and 8th History.
3. Technology upgrades to offer support with accommodated and innovated methods of instruction Including but not limited to replacing old/damanged and maintenance (ink, bulbs, etc.) , software and professional development for teacher to incorporate educational strategies/resources as needed.

4. Content vertical alignment planning with teachers (Fall & Spring), focusing on instructional strategies the provide rigor, DOK, text structures and hands on a

Area Review

Summary of Needs

What were the identified Needs?

1. 8th grade Social Studies assessment scores
2. Percent of students meeting commended scores
3. 7th grade Math and Reading assessment scores

Priorities

Priorities for Lucio Middls School, including how federal and state program funds will be used

7. Migrant students, especially PFS, will be offered additional supplemental supplies and support; clothing, hygiene items, school kits, and school supplies (new software, online resources for research, homework/projects, etc.) as needed to help improve attendance, ensure leadership, social and academic success. (1.2.2, 6.1.10, 9.3.6, 9.3.9)
8. Students will be recognized for their academic achievements. (9.1.2, 9.1.7)
9. Migrant students will be provided with clothing and hygiene items on an as needed basis to help improve attendance. (6.1.10, 9.3.6)
10. Parent liaison will work together with teachers to make home visits to students who have excessive absences. (9.3.3, 9.1.8, 6.1.1)
11. ESL/LPAC Aide will work together with ESL teachers & Bilingual Dept. in conducting activities to expedite the pick up & delivery of documents, reports and supplies. (6.1.9)

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1 (Prioritized): ELLs subpops have continued to score less than a 60% passing rate on STAAR Reading in the last 2 years. **Root Cause:** Teachers need to be trained on ESL strategies before the first day of class or as early in the school year as possible so that teachers have the instructional tools needed to teach ELLs

Problem Statement 2 (Prioritized): Sp Ed subpops have continued to score less than 60% passing rate on STAAR Reading (6th & 7th grade) in the last 2 years. **Root Cause:** Teachers need training on implementing IEP accommodations in the Reading classrooms.

Problem Statement 3: 8th grade history has consistently demonstrated a decline in the STAAR scores for the last 2 years. **Root Cause:** PD for history teachers with emphasizes on instructional strategies to target all student populations (including SPED, Dyslexia, ELLs, etc.)

School Processes & Programs

School Processes & Programs Summary

Staff Quality, Recruitment, and Retention Summary

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

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

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

Curriculum, Instruction, and Assessment Summary

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

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

- Reading comprehension and fluency scores for the last 3 years in all grade levels
- Math scores for the last 3 years in all grade levels
- History and Science scores for the last 3 years in 8th grade
- Writing data from the state which breaks down the expository essay and revision and editing components
- Instructional strategies by teacher with corresponding lesson plans
- Individual teacher strengths with the idea of placing strong teachers at every grade level and with each and every content area
- Feedback from department meetings observations, Benchmarks

School Context and Organization Summary

Newsletter and calendar postings at weekly department meetings. Admin and counselor will attend teacher strand & dept conferences on a weekly basis.

Technology Summary

Lucio Middle School is 20 years old and hence, was built when "wiring for technology" was just surfacing, technology is maintained and current regardless.

Technology is used for communication with parents via the electronic gradebook, the school webpage, Lucio Facebook, teacher email accounts and the School Messenger system,

on-line lesson plans, campus assessments via TANGO, data collection by teacher for all sub populations (Spec Ed, ELL, Migrant) for progress.

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

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

However, purchases need to be made to update equipment or add equipment (Desktop computers, Laptop computers, iPads, Overhead Projectors, Document Cameras/Elmos, Projector Screens, Mobi , whiteboards/smartboards, printers, headphones, digital recorders and TINspire Calculators), maintenance and software programs.

School Processes & Programs Strengths

The classes at Lucio Middle School are organized with highly qualified teachers that attend professional developments opportunities that are available year round in order to ensure they are trained in the most current strategies and rigor for student high expectations. Staff mentoring is provided to ensure that all teachers develop initiatives and plan (vertically and horizontally) curriculum following the district framework. Stronger teachers mentor new teachers to help facilitate PD, implementation of curriculum/strategies, campus initiatives and provide support for lesson planning and discipline. Campus content is complemented with College and Career Readiness throughout the year (hallway and doors are decorated with pennants from various colleges and universities. The campus facilitates several college readiness events throughout the year to bring awareness to students and parents. The Gear Up counselor provides 8th grade students to be college ready and monitor student progress every 6 weeks.

Staff Quality, Recruitment, and Retention Needs

Data Resources Reviewed for this area: included the following

- Demographics
- STAAR scores, Benchmark scores, TELPAs, classroom data
- Discipline and At- Risk data
- Teacher attendance
- Afterschool activities participation
- Volunteers

Summary of Needs: Based on the review of various data sources, SBDM Committee and teacher input of program effectiveness it has been determined that some priorities in need of improvement include classroom management PD for new teachers, use of state and federal funds to maintain a low turn-over rate and ensure that teachers are highly qualified and maintain their qualifications through mentoring and PD opportunities (more rigorous content and lesson delivery training and technology). The PD should support campus and district efforts and meet identified needs (activities, resources and timelines) delineated in the 2018-19 Campus Improvement Plan.

Priorities in which Lucio Middle School will implement the use of State and federal funds are:

1. To increase professional development in areas of improvement including 6th & 7th math & reading; 8th science & social studies, and sub pops of ELL, SE, and At Risk students, in order to close performance gaps between subpopulations and the all groups. (7.1.11)

Curriculum, Instruction, and Assessment Strengths

There was an improvement in the 6th grade Math, slight improvement in 8th grade Reading scores from the previous year and 100% passing rate in Algebra I EOC.

Curriculum, Instruction, and Assessment Needs

Growth is needed in the STAAR areas of Social Studies, Writing, and 6th/7th Grade Math and Reading.

Area Reviewed

- Demographics
- STAAR Scores, Benchmark scores

Summary of Needs:

State and federal funds will be used to ensure that all students are provided with highly qualified teacher with high expectations and offer tutorials/enrichment in order to maintain the Alg I EOC passing of 100% and increase our previous year Reading, Math, History scores by 10%.

What were the identified needs?

- The scores for LEP and SPED population in all assessment subject areas.
- Writing, 6th Grade Math/Reading and Social Studies Reporting Categories
- Advanced performance in all areas.

Priorities for Lucio Middle School, including how federal and state program funds will be used:

1. Students will be offered tutorials/enrichment courses/Saturday Academy, in an effort to close the gaps in the areas of science, social studies and ELL, SE and At Risk sub pops and all groups. (1.1.1, 1.1.4, 1.1.5, 1.1.6, 1.1.8, 9.3.1)
2. Ensure that higher order thinking skills/curriculum to set high expectations for students so they can meet advanced performance in the areas of math, reading (reading fluency & writing)and history(supplemental cultural integration). (1.1.6, 1.1.10, 1.1.12)
3. Provide teachers and support staff with tools for planning, professional development, and resources/supplies to plan for effective student instruction.Provide professional development STAAR test questions. Provide accurate assessment data for subpopulations and all student groups.(1.1.2, 7.1.1, 1.1.3,7.1.2, 7.1.3, 1.1.7,7.1.5, 7.1.8, 7.1.9, 7.1.11, 7.1.19, 8.1.3)
4. Increase technology and training in classroom integration in core area classes in order to engage students at a higher instructional level.(Lesson Plans, walkthroughs and data collection) (1.1.7, 7.1.9, 8.1.2, 8.1.7, 8.1.9)

School Context and Organization Strengths

Students and teachers feel respected. Organization is well established and proper procedures are followed to optimize student achievement.

School Context and Organization Needs

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

Area Reviewed

- Demographics
- Teacher and student survey
- Teacher attendance

Summary of Needs

What were the identified needs?

- Teacher involvement in the School Context and Organization

The priorities for Lucio Middle School are to ensure the campus maintains well establish and follow organizational procedures with fidelity by all personnel in order to optimize student achievement.

Priorities for Lucio Middle School delineate how federal and state program funds will be used:

1. Teachers will be provided with positive reinforcement, feedback on scheduling, department constituency, in order to contribute to the strength of dept. members as valued stakeholder. (5.1.2, 7.1.2, 7.1.8, 7.1.19)

Technology Strengths

Students like the technology in the classroom and feel it makes the lesson more interesting. The increase of Math and ELA technology through grants. Higher percentage of teachers that are proficient in the use of technology. Computer access for students in all classrooms. Science and History classes have access to C.O.W.s and Smart Boards for use in the rooms and available to be checked out from the library. Use of website and eSchool Plus among administration and parents to view student's progress.

Technology Needs

PD with updated equipment (Desk tops, Laptops, projectors, document cameras, mobi, whiteboards, screens, iPads, maintenance) and software. Inclusion of calculator use in all 8th grade math classrooms.

Area Reviewed

- Demographics
- STAAR , TELPAS, Benchmark scores, TSI
- Teacher and student survey
- Parent survey

Summary of Needs

What were the identified needs?

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

The priorities of Lucio Middle School were to use State and Federal funds to increase the purchase and implementation of technology (hardware/software and maintenance) in the classroom and professional development for teachers in order to increase student progress and academic success.

1. Offer CPE hours for professional training in technology which will increase its integration thus leading to a more engaged instructional setting.(8.1.3, 8.1.5, 8.1.8)
2. Upgrade technology through grant writing (8.1.1, 8.1.2, 8.1.6, 9.3.1)
3. Computers will provide accessibility to instructional programs that would increase student interaction and engagement in the learning process for all students. The level of technology integration into classroom instruction by teachers and students will be increased. In addition, the migrant students will have access to the migrant labs computers and printer. (8.1.1, 8.1.2, 8.1.5, 8.1.6, 8.1.7, 8.1.8, 9.3.1, 9.3.3)
4. New software that is in line with current TEKS will be purchased in an effort to close the gaps and address demonstrated weaknesses with all students. (8.1.2, 8.1.7, 8.1.1,9.3.1)
5. Professional Development will be offered by the Technology Teachers and Dean for students and teachers to ensure proper integration of technology in the classroom. Teachers will be encouraged to seek professional development outside of contract hours offered by the Technology Dept. (8.1.2, 8.1.3, 8.1.5,8.1.8, 8.1.9, 9.2.2, 9.3.2)
6. Teachers will integrate the use of computers and document cameras and will require a technology project from the students on a 6 weeks basis.(8.1.2,8.1.5, 8.1.6, 8.1.7)

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Instructional Technology integration is lacking due to upgrades needed on the technology infrastructure, computers and software in the campus. Teacher PD to implement instructional technology. **Root Cause:** Minimal funds available to upgrade the technology (computers, projectors, calculators, etc.) and PD needed for the technology updates.

Perceptions

Perceptions Summary

School Culture and Climate Summary

Of vital concern is improvement of school culture. We want to increase in Parent Involvement. Provide more incentives for teachers/students positive recognition with the support of adopt a school through our community. Ensure we have ongoing communication (more effective with teachers/parents). In addition, we have yearly trainings with students in counseling groups and specialized lesson through health education programs.

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

- Referral categories/ISS reports by infraction (Review 360)
- Weekly Academic Strand Meetings and Department Meetings SBDM Committee
- Counselor weekly meetings
- STarChart

Family and Community Involvement Summary

Notices to parents: by use of the marquee, School Messenger, website newsletter and Lucio Facebook to send reminders. Parental Surveys and Parent Meetings for Migrant and all other populations will be held.

Perceptions Strengths

School Culture and Climate Strengths

Students feel school is safe and are respected by peers and adults. Atmosphere of trust and respect, along with involvement in decision making process regarding educational issues. The campus maintains high expectations for staff, faculty and students.

School Culture and Climate Needs

48% feel that bullying is an issue.

Area Reviewed

- Demographics
- Teacher, student, parent survey

Summary of Needs

In order to maintain a safe environment procedures are placed to ensure expectations are set and followed by all. The campus environment is also monitored to maintain a clean and safe campus atmosphere daily.

What were the identified needs?

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

Due to the priorities at Lucio Middle School the campus will use the federal and state program funds in the following:

1. Custodial schedule needs to be updated to meet demands/needs. (2.1.3)
2. Assign areas and report those in need of repairs. (2.1.3)
3. Two-way radios will be used to communicate with all supervisory personnel. (5.1.2, 5.3.1)
4. Counselors will assist the campus is organizing guest speakers, poster contests, class presentations, hallway displays (6.1.12, 7.1.16)
5. PD training for inputting data and analyzing trends in student behavior in Review 360. (5.1.5, 7.1.15)
6. Custodial supplies and furniture replacements in order to maintain the safety and maintenance of the campus. (2.1.3, 2.1.4)

Family and Community Involvement Strengths

Regular meetings with a variety of topics for all parents including those of ELL, SE, Migrant and At-risk. Loyal school volunteers, weekly parent meetings, guest speakers, and healthy parent lifestyles through healthy schooling and exercise. Open House participation by parents is promoted and well attended.

State and federal funds will be used to ensure the school maintains loyal school volunteers and keep parents informed of school and community activities through presentations.

Family and Community Involvement Needs

1. Increase parent communication between home and school through school messenger,marque, social media (FaceBook, website, etc.), surveys, teacher weebly pages and weekly parental involvement meetings. (6.1.2, 6.1.3, 6.1.7)
2. Increased number of parents participation of all groups including those of ELL, SE, Migrant and At-risk using the above communication methods as well as the instructional aides in bilingual and migrant program and at risk counselor. (6.1.2,6.1.3,6.1.5,6.1.7,6.1.12)
3. Increase parent volunteers through the parental involvement initiatives targeting specific parent topics and communication outreach to parents. (6.1.2,6.1.3,6.1.4, 6.1.5, 6.1.6, 6.1.7,6.1.8)
4. Increase parenting skills, workforce skills, health and fitness by providing the parents with communication and presentations by community resources. (6.1.1, 6.1.2, 6.1.3, 6.1.7, 6.1.8, 9.3.6, 6.1.10, 6.1.12)

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parent involvement (volunteers) has decreased over the last two years. **Root Cause:** More parent events are needed to encourage and boost parent involvement.

Priority Problem Statements

Problem Statement 1: ELLs subpops have continued to score less than a 60% passing rate on STAAR Reading in the last 2 years.

Root Cause 1: Teachers need to be trained on ESL strategies before the first day of class or as early in the school year as possible so that teachers have the instructional tools needed to teach ELLs

Problem Statement 1 Areas: Demographics - Student Academic Achievement

Problem Statement 2: Sp Ed subpops have continued to score less than 60% passing rate on STAAR Reading (6th & 7th grade) in the last 2 years.

Root Cause 2: Teachers need training on implementing IEP accommodations in the Reading classrooms.

Problem Statement 2 Areas: Demographics - Student Academic Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Local diagnostic math assessment data

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback

- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Budgets/entitlements and expenditures data

Goals









Revised/Approved: May 23, 2019

Goal 1: Lucio Middle School 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. The students will be able to demonstrate exemplary performance in the TEKS involving fine arts, co-curricular, athletics and extra-curricular programs and activities in the 2020 STAAR administration.

Performance Objective 1: Lucio M.S. student performance for all students, all grades, all subjects will exceed 2019 STAAR percent Meets, and STAAR Masters Grade Level performance in reading, writing, mathematics, science and social studies by 5 percentage points.

Evaluation Data Sources: STAAR/EOC performance reports: Not available due to COVID-19. District benchmarks were utilized to determine progress.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Summer Bridge: Alignment from Elem. to MS. To ensure a smooth transition from 5th grade to middle school students will attend a Summer Bridge that will be used to close the gap and increase STAAR Scores, with 6th grade students in the area of reading and math by 10 %. Population: Students At risk, LEP, Parental Denials, SPED, Migrant Timeline: August 2019 CNA S P & P # 1. Strategy's Expected Result/Impact: F: Week end projects, 1st 6 weeks grades, Compass reports, lesson plans, walkthroughs, observations, Report Cards, Benchmarks results S: STAAR Scores, TELPAS, TMSFA Monitor: Dean, Math/Reading Teachers, Principal Additional Targeted Support Strategy Funding Sources: Instructional Supplies-(composition books and colored pencils for writing strategies) - 211 Title I-A - 211-11-6399-00-051-Y-30-BDG-Y, Extra Duty Pay for Summer Bridge Teachers - 211 Title I-A - 211-11-6118-00-051-Y-30-BDG-Y - \$6,000	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Resources Per Content: Purchase content specific high quality resource material in order to enhance curriculum in all core areas (ELAR, Math, Science, History)accessible to all students. Afterschool program supplies (i.e., cardstock, colored paper, chart paper, pens, ink, folders, butcher paper) are need to ensure our English Learners success through the Affective Domain.. Headsets with microphone for TELPAS online testing and practice. Headsets for computer labs/lap tops for instructional use with all students. Mouse pads, headphones and power surges are needed for new labs and laptop covers to protect newly purchased equipment.	Formative			Summative
	Nov	Feb	Apr	June
				

Population: All students. Emphasis on students in low performing areas: At Risk, LEP, Parental Denial, SPED, Migrant

Timeline: July 2019-December 2020

CNA SP & P # 1,2 3

Strategy's Expected Result/Impact: F: Progress reports, 6 weeks grades, Progress monitoring tests, walkthroughs observations, lesson plans, Report





Cards, Benchmarks





S: STAAR Scores, TELPAS, TMSFA









Monitor: Dean, Dept. Chairs, Campus Bilingual Administrator





Title I Schoolwide Elements: 2.4









Funding Sources: General Supplies (Wkbook resources instructional materials all contents/ calculators, classroom supplies i.e.-colors,markers, memory modules,etc.) - 211 Title I-A - 211-11-6399-00-051-Y-30-0F2-Y - \$15,045, General materials/supplies instructional - 199 Local funds - 199-11-6399-00-051-Y-11-000-Y - \$8,900, Copy Paper - 211 Title I-A - 211-11-6396-00-051-Y-30-0F2-Y - \$2,170, General Supplies for EL students (Logitech Over the ear headset with microphone, dictionaries) - 163 State Bilingual - 163-11-6399-00-051-Y-25-000-Y, General Supplies for EL students (supplies for our LEP students) - 263 Title III-A Bilingual - 263-11-6399-00-051-Y-25-000-Y, General supplies/materials for instructional use - 162 State Compensatory - 162-11-6399-00-051-Y-30-000-Y - \$3,000, Copy Paper for instructional use - 162 State Compensatory - 162-11-6396-00-051-Y-30-000-Y - \$3,150, Supplies & materials-LcL Defi - 199 Local funds - 199-12-6398-62-051-Y-99-000-Y, General supplies - 199 Local funds - 199-12-6399-62-051-Y-99-000-Y - \$1,000, Reading Materials subscription - 199 Local funds - 199-12-6325-00-051-99-000-Y, Reading Materials - 199 Local funds - 199-12-6329-00-051-Y-99-000-Y - \$1,500, General Supplies - 199 Local funds - 199-12-6399-00-051-Y-99-000-Y - \$1,000, Supplies/postage - 199 Local funds - 199-23-6399-17-51-Y-99-000-Y, Supplies and Materials - 211 Title I-A - 211-11-6398-62-051-Y-30-0F2 - \$50,000, General Supplies STEM - 211 Title I-A - 211-11-6399-00-051-Y-30-STM-Y - \$4,000, General Supplies - 211 Title I-A - 211-11-6399-62-051-Y-30-0F2-Y - \$3,000, Supplies and Materials - LCL DEFI - 211 Title I-A - 211-23-6398-65-051-Y-30-0F2-Y - \$1,000, General Supplies - 211 Title I-A - 211-23-6399-00-051-Y-30-0F2-Y - \$1,000, General Supplies - 211 Title I-A - 211-23-6399-65-051-Y-30-0F2-Y - \$5,000, General Supplies - 211 Title I-A - 211-31-6399-00-051-Y-30-0F2-Y - \$2,000, SUPPLIES & MATERIALS -LCL DEFI - 199 Local funds - 199-23-6398-00-051-Y-99-000-Y - \$3,000, SUPPLIES & MATERIALS -LCL DEFI - 199 Local funds - 199-23-6398-65-051-Y-99-000-Y - \$3,000, General Supplies - 211 Title I-A - 211-13-6399-00-051-Y-30-AYP-Y - \$14,800, Copy Paper - 162 State Compensatory - 162-11-6396-00-051-Y-30-337-Y - \$4,000, General Supplies - 162 State Compensatory - 162-11-6399-62-051-Y-30-337-Y - \$6,208, Professional Salaries/Wages - 162 State Compensatory - 162-13-6119-00-051-Y-30-000-Y - \$66,423, Social Security/Medicare - 162 State Compensatory - 162-13-6141-00-051-Y-30-000-Y - \$963, Group Health/Life Insurance - 162 State Compensatory - 162-13-6142-00-051-Y-30-000-Y - \$7,404, TRS Care - 162 State Compensatory - 162-13-6146-00-051-Y-30-000-Y - \$498, Employee Benefits-Locally Def - 162 State Compensatory - 162-13-6148-051-Y-30-000-Y - \$29, Employee Benefits - 162 State Compensatory - 162-13-6149-00-051-Y-30-000-Y - \$930, Stipends - 162 State Compensatory - 162-31-6117-31-051-Y-30-000-Y - \$3,000, SS/Medicare - 162 State Compensatory - 162-31-6141-31-051-Y-30-000-Y - \$44, TRS Care - 162 State Compensatory - 162-31-6146-31-051-Y-30-000-Y - \$62, Employee Benefits - 162 State Compensatory - 162-31-6149-31-051-y-30-000-Y - \$42, Professional Salaries/Wages - 162 State Compensatory - 162-31-6119-00-051-Y-30-000-Y - \$72,792, SS/ Medicare - 162 State Compensatory - 162-31-6141-00-051-Y-30-000-Y - \$1,055, Group Health/Life Ins - 162 State Compensatory - 162-31-6142-00-051-Y-30-000-Y - \$7,404, TRS Care - 162 State Compensatory - 162-31-6146-00-051-Y-30-000-Y - \$1,492, Employee Benefits - 162 State Compensatory - 162-31-6149-00-051-Y-30-Y-30-000-Y -









<p>\$1,019, SS/Medicare 211 - 211 Title I-A - 211-11-6141-00-051-Y-30-BDG-Y - \$87, TRS Care 211 - 211 Title I-A - 211-11-6146-00-051-Y-30-BDG-Y - \$536, Employee Benefits-Locally Def 211 - 211 Title I-A - 211-11-6148-00-051-Y-BDG-Y - \$14, Employee Benefits 211 - 211 Title I-A - 211-11-6149-00-051-Y-30-BDG-Y - \$87, SS/ Medicare 211 - 211 Title I-A - 211-11-6114-00-051-Y-30-BDG-Y - \$61, General Supplies - 244 Perkins Grant (Fed. CTE) - 244-11-6399-ZZ-051Y-22-000-Y - \$645</p>				
Strategy 3 Details	Reviews			
<p>Strategy 3: Bilingual: LPAC will meet at the beginning of the year, mid-year, and end of the year to maintain accurate documentation of all ELL students. Population: ELL students Timeline: 2019-2020 August, February, June CNA Student Achievement #4. Strategy's Expected Result/Impact: F: Progress Reports, 6 weeks grades, Progress Monitoring tests S: STAAR Scores, TELPAS, Report Cards, Benchmarks, TMSFA Monitor: LPAC Administrator Funding Sources: Substitute Teachers - 163 State Bilingual - 163-11-6112-00-051-Y25-00-Y - \$0, Substitute Teachers - 199 Local funds - 199-11-6112-18-051-Y-99-000-Y - \$1,000, Substitute Teachers - 199 Local funds - 199-11-6112-18-051-Y-11-000-Y - \$1,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				





Strategy 4 Details	Reviews			
<p>Strategy 4: Tutorials: After-School & Saturday tutorials to help those students who are in danger of failing the STAAR, TELPAS tests or their Reading & Math classes so that they can be successful in their State assessment and in their core curriculum. Core area teachers will implement effective intervention strategies including remediation for students diagnosed as performing below established proficiency levels for all students including at-risk to perform at grade level.</p> <p>-STAAR Enrichment -Saturday Academy -After-school Tutorials -RTI</p> <p>Population: All At Risk 6th-8th grade students: LEP, GT, SPED, Migrant, Parental Denials, ESL, MI, DYS, AR, TI, Economically Disadvantaged, students who failed prior STAAR Admin. and or are in danger of failing their current core classes</p> <p>Timeline: Monday through Thursday starting October 2019-May 2020</p> <p>CNA Student Achievement # 1, 2 and S P & P #1</p> <p>Strategy's Expected Result/Impact: F: 6 weeks benchmarks, semester and final exams Walkthrough, T-TESS observations S: , Lesson plans,STAAR/TELPAS/AYP scores</p> <p>Monitor: Principal, Assist. Principal, Dean of Instruction, Counselors, Teachers, SpEd Teachers</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p> <p>Funding Sources: Professional Extra Duty Pay Tutorial 8th Grade - 162 State Compensatory - 162-11-6118-00-051-Y-24-SSI-Y - \$7,868, Professional Extra Duty Pay Tutorial - 162 State Compensatory - 162-11-6118-00-051-Y-30-000-Y - \$19,110, Professional Salaries/ Wages - 162 State Compensatory - 162-11-6119-00-051-Y-30-000-Y - \$47,938, Sal/Wages for Support Personnel - 162 State Compensatory - 162-11-6129-00-051-Y-30-000-Y - \$57,472, Social Security/Medicare - 162 State Compensatory - 162-11-6114-00-051-Y-30-000-Y - \$1,528, Group Health Ins & Life Insurance - 162 State Compensatory - 162-1-6142-00-051-Y-30-000-Y - \$14,808, TRS Care - 162 State Compensatory - 162-11-6146-00-051-Y-30-000-Y - \$791, Employee Benefits - 162 State Compensatory - 162-11-6149-00-051-Y-30-000-Y - \$1,476</p>	Formative			Summative
	Nov	Feb	Apr	June
				





Strategy 5 Details	Reviews			
Strategy 5: Progress Monitoring: Administration and Teachers will monitor academic progress of ALL students and use results as a guide for instruction through testing using STAAR formatted questions during: -Diagnostic Exam -Six Weeks Benchmarks -Mock Tests So that all students can be at grade level and have successful State exam results Population: 6th-8th grade students: LEP, Parental Denials, ESL, MI, SE, GT, Pre-AP, DYS, AR, TI Timeline: July 2019-June 2020 CNA pg #16 priority #3,4 Strategy's Expected Result/Impact: F: 6 week benchmarks, semester and final exams, Walk through and T-TESS observations S: Semester and Final exams, STAAR/TELPAS Scores Monitor: Principal, Assist. Principal, Dean of Instruction, and Reading Teacher Title I Schoolwide Elements: 2.4	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 6 Details	Reviews			
Strategy 6: GT Expectations: Teachers of GT and Pre-AP students will provide the GT/Pre-AP/STEM syllabus to parents detailing the expectations of the course and grading policy. Population: All 6th, 7th, 8th grade GT/Pre-AP/STEM students, parents Timeline: July 2019-December 2020 Strategy's Expected Result/Impact: F: File update S: HQ requirements Monitor: Principal, Dean of Instruction, Administration, Teachers	Formative			Summative
	Nov	Feb	Apr	June
				









Strategy 7 Details	Reviews			
<p>Strategy 7: Lesson Planning: GT/Pre-AP/STEM students and AP students will receive differentiated instruction to meet the complex rigor of student expectations following performance standards and PBL tasks (robotics competition), AP Spanish Exam. Participate in co-curricular opportunities (DI, Brainsville, Poet's corner). The students will be provided with opportunities to District and College GT/Pre-AP/STEM learning and experiencing advance level and college opportunities in order to gain knowledge and preparation for attending post secondary institutes. Population: All Students in MS GT/Pre-AP/STEM Timeline: July 2019-June 2020 CNA pg 15 priority 2</p> <p>Strategy's Expected Result/Impact: F: Sponsors Sign In Sheets, Student entry and participation forms, Coordinators, Judges; increase performance of STAAR test/EOC by 25% S: Increase by 10% identification in AP and TSI results; 10% participation in extra-curricular activities offered</p> <p>Monitor: Principal, Dean, Advanced Academics, C& I, Counselors, GT/Pre-AP/STEM/AP Teachers, UTRGV</p> <p>Funding Sources: Reclassified transportation Exp/Ex - 199 Local funds - 199-11-6494-00-051-Y-11-000-Y - \$2,500, Stipends - 199 Local funds - 199-36-6117-00-051-Y-99-020-Y - \$800, Travel & subsistence student - Meals UIL - 199 Local funds - 199-36-6412-00-051-Y-99-020-Y - \$1,500, Reclassified Transportation Expenses for competition - 199 Local funds - 199-36-6494-00-051-Y-99-020-Y - \$300, Miscellaneous Fees & Dues not with travel(permits & registration) - 199 Local funds - 199-36-6497-00-051-Y-99-020-Y - \$100, Travel & subsistence students- Meals/entry fees/charter bus - 199 Local funds - 199-36-6412-00-051-Y-99-000-Y - \$200, Reclassified Transportation Exp- School buses - 199 Local funds - 199-36-6494-00-051-Y-99-000-Y - \$400</p>	Formative			Summative
	Nov	Feb	Apr	June
				









Strategy 8 Details	Reviews			
Strategy 8: Dept Meetings Data: Teachers will meet as a department to disaggregate prior years data to analyze strengths and weaknesses so that they can make changes in their instructional and assessment design for Spring 2020 test administration. Population: 6th-8th grade students: LEP, ESL, MI, SE, GT, Pre-AP, DYS, AR, TI Timeline: July 2018-June 2019 CNA Student Achievement #1 Strategy's Expected Result/Impact: F: Sign in sheets, walk-throughs, DBM scores S: STAAR/TELPAS Scores Monitor: ELA/ESL/SPED/Dyslexia teachers, Dean of Instruction, Principal Funding Sources: Testing Materials - 211 Title I-A - 211-11-6339-00-051-Y-30-0F2-Y - \$2,300, Transportation - 211 Title I-A - 211-11-6494-00-051-Y-30-0F2 - \$30,000	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 9 Details	Reviews			
Strategy 9: TELPAS Samples: All Core Area Teachers will be required to maintain a writing portfolio by collecting TELPAS formatted samples every 6 weeks. Population: 6th-8th grade Students; LEP, Parental Denials, ESL, MI, SE Timeline: July 2019-April 2020; Every 6 weeks Strategy's Expected Result/Impact: F: Writing portfolios S: Benchmark scores, TELPAS Progress monitoring Monitor: Teachers, Dean of Instruction, Bilingual Admin, Principal ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy	Formative			Summative
	Nov	Feb	Apr	June
				





Strategy 10 Details	Reviews			
Strategy 10: Coordination Day: All teachers will participate Special Programs Coordination Day to discuss areas of concern & review writing portfolios with LPAC. Population: 6th-8th grade Students; LEP, Parental Denials, ESL, MI, SE Timeline: July 2018-June 2019; Every 6 weeks Strategy's Expected Result/Impact: F: Professional Development Sign Ins, Teacher Transcripts, Writing portfolios S: T-TESS evaluation, STAAR/TELPAS progress monitoring Scores, Benchmark scores Monitor: Teachers, Dean of Instruction, Principal, At-Risk Counselor	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 11 Details	Reviews			
Strategy 11: Gear UP: The Gear Up Program will provide services to the 7th grade students, parents, faculty and community to increase awareness & promote post-secondary education. Population: 7th Grade Class Timeline: July 2019-June 2020 Population 7th Grade Class CNA Student Achievement #1, 2 Strategy's Expected Result/Impact: Formative: Coordinator Weekly Logs Summative: Gear-Up Calendar of Events, Logs Monitor: Campus Administration, Gear-Up Calendar of Events, Logs Funding Sources: Gear up Funds Start up - XXX Grant Funds - 274-XX-XXX-XX-051-Y-24-RGV-Y	Formative			Summative
	Nov	Feb	Apr	June
				













Strategy 12 Details	Reviews			
<p>Strategy 12: PE/Health:Develop curriculum objectives in Health and Physical Education which provide students the knowledge and skills necessary to develop and maintain optimal lifetime health and fitness levels. (SB 891-Effective 9/01/2009) The nurse will be prepared with basic Emergency items to take care of students if any injury occurs (Emergency Kits, Band-Aids, gloves, hand sanitizers, etc....) Population: All 6th-8th grade students (Reg. Ed, SpEd, Bilingual, At Risk, Dyslexia, Pre-AP, GT, Migrant and Teachers Timeline: July 2019-June 2020</p> <p>Strategy's Expected Result/Impact: Formative: Updated Curriculum Framework Summative: Student Classroom Assessment, Physical Fitness Assessment</p> <p>Monitor: Principal, Dean of Instruction, District Specialists, Teacher Department Chairs, Team lead Teacher, All PE Health Teachers</p> <p>Funding Sources: Supplies for Maint/Operarar-Cust- (Nurse supplies) - 199 Local funds - 199-33-6315-00-051-Y-99-000-Y - \$200</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 13 Details	Reviews			
<p>Strategy 13: PE/Health Abuse Awareness: 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 signs indicating that a child may be a victim of sexual abuse, using resources developed by the TEC under Section 38.004, to conduct classroom presentations and distribute information via the BISD Parent/Student Handbook.</p> <p>HB 1041 (Jenna's Law)- Effective 9/1/09</p> <p>Population: All 6th-8th grade students (Reg. Ed, SpEd, Bilingual, At Risk, Dyslexia, Pre-AP, GT, Migrant and Teachers</p> <p>Timeline: July 2019-June 2020</p> <p>Strategy's Expected Result/Impact: Formative: Distribution of handbooks, Sign-In Sheets</p> <p>Summative: Handbook receipts</p> <p>Monitor: Principal, Assistant Principal, Dean of Instruction, District Specialists, Teacher Department Chair, Team Lead Teacher, All PE and Health Teachers, Parent Liaison</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 14 Details	Reviews			
Strategy 14: PE:Provide students in grade 6-8 with moderate to vigorous activity each day in Physical Education for at least 30 minutes to enhance students health and well-being and incorporate STAAR objectives in daily PE/Health lessons and activities. (middle School students for at least 4 total semesters) Population: All 6th-8th grade students (Reg. Ed, SpEd, Bilingual, At Risk, Dyslexia, Pre-AP, GT, Migrant and Teachers Timeline: August 2019-June 2020 (SB 530- Effective 9/1/2007) Strategy's Expected Result/Impact: Formative: Classroom Observations, PE Student attendance, Lesson Plans Summative: School Health Index, Physical Fitness Assessment Monitor: Principal, Dean of Instruction, District Specialists, Teacher Dept. Chair, Team Lead Teacher, All PE and Health Teachers Funding Sources: Copy/computer paper & notebook paper - 199 Local funds - 199-11-63-96-00-051-Y-11-000-Y	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 15 Details	Reviews			
Strategy 15: Student Fitness:Assess student fitness annually to promote student health. (CATCH, PAPA) Population: All 6th-8th grade students (Reg. Ed, SpEd, Bilingual, At Risk, Dyslexia, Pre-AP, GT, Migrant and Teachers Timeline: August 2019-June 2020 (SB 530-Effective 9/01/2007) Strategy's Expected Result/Impact: Formative: Lesson Plans Summative: Fitness Results Monitor: Principal, Dean of Instruction, District Specialists, Teacher Dept. Chair, Team Lead Teacher, All PE and Health Teachers Funding Sources: Texas Fitness Now Program grades 6-8 (PE/CATCH) - 199 Local funds - 199-11-6399-51-051-Y-11-000-Y	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 16 Details	Reviews			
Strategy 16: Instructional Facilities & Equipment: Evaluate and recommend necessary upgrades in instructional facilities and equipment (shelving, foam balls, badminton rackets & birdies, footballs, basketballs, soccer balls, volleyballs, jump ropes, jump rope rack and fitness bands) to ensure appropriate educational instructional and student safety. Population: All 6th-8th grade students (Reg. Ed, SpEd, Bilingual, At Risk, Dyslexia, Pre-AP, GT, Migrant and Teachers Timeline: July 2019-June 2020 CNA pg. 21 #2 Strategy's Expected Result/Impact: Formative: Safety Evaluation Summative: Review of Campus Developed Safety Action Plan Monitor: Principal, District Specialists, Teacher Department Chair, Team Lead Teacher, All PE Teachers Funding Sources: General Supplies furniture - 199 Local funds - 199-11-6399-45-051-Y-11-000-Y - \$1,291	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 17 Details	Reviews			
Strategy 17: Incoming 5th grade students will be invited to our campus through the feeder elementary schools to tour the campus and receive an orientation so that they can have a successful transition to middle school. 8th graders will visit the feeder high school to ensure a smooth transition to high school. Population: All Incoming 5th grade students who currently attend feeder campuses All 8th graders Timeline: May 2020 Strategy's Expected Result/Impact: F: Attendance to orientation of feeder campus S: Incoming 5th graders familiar with rules and expectations at our campus Monitor: Principal, Dean, Assistant Principal, Counselors	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 18 Details	Reviews			
<p>Strategy 18: Provide instructional resources and computer assisted instruction that reinforces implementation of the BISD curriculum and initiatives including (but not limited to) professional development based on identified needs.</p> <p>APEX Pearson Math Coding Initiative programs STEM Edgenuity Writing Portfolios (including digital portfolios) Balanced Literacy Model Write for Success TLI Cognitive Routines/Strategies Inclusion (co-teach) Model Duolinguual Dyslexia Lab Texas Gateways Adaptive Curriculum EduSmart Eduphoria Aware</p> <p>Population: All teachers and student groups</p> <p>Timeline: July 2019-May 2020</p> <p>CNA: Student Achievement #1-4</p> <p>Strategy's Expected Result/Impact: F: Classroom observations IBISD Instructional Feedback Form, Lesson Plans, Professional Development System, Benchmark scores, BOY/MOY/EOY data analysis.</p> <p>S: STAAR and EOC scores, TELPAS and TERRA NOVA/Supera TMSFA</p> <p>Monitor: Principal, Dean, AP's, Department Chairs, Librarian, TST, Teachers, C & I Specialists</p>	Formative			Summative
	Nov	Feb	Apr	June
				


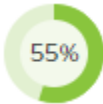




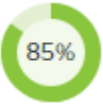

Strategy 19 Details	Reviews			
Strategy 19: Teachers will monitor the implementation of the 3 Tier Response to Intervention Model in the classrooms for math, reading, and behavior with additional training provided to campus Teachers and Trainer of Trainers on required documentation and interventions based on identified needs. Populations: All students and teachers for these students in core content areas. Timeline: July 2019 to June 2020 CNA: Student Achievement #1-4 Strategy's Expected Result/Impact: F: PDS session agendas and evaluations, RtI plan progress monitoring reports, Classroom observation S: Improved STAAR scores, TELPAS, TMSFA, Tier 2 and 3 changes to lower tiers (increase STAAR scores At-Risk, LEP & SpEd) Monitor: Principal, Assistant Principal, RTI Coordinator, Dean, Counselors, Teachers	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 20 Details	Reviews			
Strategy 20: Analyze campus assessment data to determine specific instructional intervention needs fir ALL students that will drive planning for conferences, workshops that address those state standards where the students demonstrated the lowest achievement levels. Populations: All sub-population students and teachers for these students in core content areas, Special Education and CTE Timeline: August 2019 to May 2020 CNA: Student Achievement #1, SP & P #2 Strategy's Expected Result/Impact: F: Dept. Meeting agendas, Professional development evauations, Classroom walkthrough data, campus 6wks assessment, check point assessment, District benchmarks S: STAAR scores, EOC scores, T-TESS data, PDS Transcripts Monitor: Principals, Deans, Dept Chairs and Teachers Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				













Goal 1: Lucio Middle School 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. The students will be able to demonstrate exemplary performance in the TEKS involving fine arts, co-curricular, athletics and extra-curricular programs and activities in the 2020 STAAR administration.

Performance Objective 2: Lucio M.S. Career and Technical Education student participation will increase by 5 percentage points over 2019 including special population students and CCMR graduates will improve over prior year graduates.

Evaluation Data Sources: PBMAS reports, CTE enrollment PEIMS reports, CCMR reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: College Ready: 100 % of the 8th grade students will take the Kuder inventory Population: 8th grade students Timeline: July 2019-June 2020 Strategy's Expected Result/Impact: Formative: Kuder Reports Summative: Kuder Reports and evaluation debriefing with counselor Monitor: Campus Administration, Counselors	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: College/Parent Meeting: Collaboration and expectations of the campus visit, parent meetings and debriefing of the Kuder inventory and the selection of high school pathway. Population: 8th grades students, parents Timeline: July 2019-June 2020 Strategy's Expected Result/Impact: Formative: Kuder Reports Summative: Agenda parent meetings, Debriefing meetings with counselor, HS campus visits lists Monitor: Campus Administration, Counselors	Formative			Summative
	Nov	Feb	Apr	June
				









Strategy 3 Details	Reviews			
Strategy 3: College Ready: Career Day for all Lucio MS students with exposure to 3-4 career professionals. College presentations and TSI information representative. Population: 6th -8th students Timeline: July 2019-June 2020 Strategy's Expected Result/Impact: Formative: Presentation Flyers, Career Day Schedule, College Presentaion Schedule Summative: Lists of student participation, Agendas Monitor: Campus Administration Counselors	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 4 Details	Reviews			
Strategy 4: College Ready: Students will be given information about the "The Duke Talent Search" to increase the number of participants.Promote "College T-Shirt Day" so that teachers and students can wear the college t-shirt of choice to increase college awareness. Population: 7th grade students who scored 100% on one of their STAAR tests in 2013 All Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students)All 6th-8th grade students; teachers and administration Timeline: July 2019-June 2020 Strategy's Expected Result/Impact: F: Training PD sign in sheets, student participation in courses, Report cards, AP scores, teacher implementation & observations/walk-through, acceptance letter from College Board, teacher, curriculum documents, attendance to institutes, contract with college board, advertisement & pictures S: Increase of AP passing rates, Compliance with College Board, Higher percent students achieving Advanced Performance on AP/STAAR, Knowledge of College readiness best practices, Implementation of skills learned Monitor: Principal, Dean of Instruction, Teachers, Counselors, Advance Academics, Curriculum & Instruction	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Lucio Middle School 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. The students will be able to demonstrate exemplary performance in the TEKS involving fine arts, co-curricular, athletics and extra-curricular programs and activities in the 2020 STAAR administration.

Performance Objective 3: 80% of students will be on grade level within 2 years and 70% will be at Approaches Grade Level for all STAAR assessments.

Evaluation Data Sources: PBMAS Report, STAAR/EOC Assessments for Migrant students, Migrant Program participation reports

Summative Evaluation: Some progress made toward meeting Objective





Strategy 1 Details	Reviews			
Strategy 1: Teachers will make use of strategies to display wordwalls and other visual aids so they can improve students vocabulary to increase student achievement in the State assessments Population: At-risk 6th-8th grade students: LEP, Parental Denials, ESL, MI, SE, GT, Pre-AP, DYS, AR, TI Timeline: July 2019-June 2020 CNA Student Achievement # 1, 2 Strategy's Expected Result/Impact: F: Word-wall, objectives, strategies, lesson plans, walk throughs S: T-TESS evaluations, STAAR/TELPAS Scores Monitor: Teachers, Dean of Instruction, Principal, At-Risk Counselor ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy Funding Sources: General Supplies (Toner) - 199 Local funds - 199-11-6399-62-051-Y-11-000-Y - \$2,600	Formative			Summative
	Nov	Feb	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				









Goal 1: Lucio Middle School 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. The students will be able to demonstrate exemplary performance in the TEKS involving fine arts, co-curricular, athletics and extra-curricular programs and activities in the 2020 STAAR administration.













Performance Objective 4: Lucio Middle School will increase the number of students in co-curricular and extra-curricular advancing in Math, Science, Social Studies, ELA, Fine Arts, and CTE programs by 5% over 2019-2020 participation.













Evaluation Data Sources: Regional and state competition participation numbers










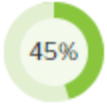
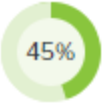

Summative Evaluation: Significant progress made toward meeting Objective













Strategy 1 Details	Reviews			
Strategy 1: Summer Band/Choir: Students prepare for and participate in school performances by attending Summer Band and school year Sectional Performance so students can develop confidence and performance skills and ensure commended performances. Summer Choir- Music Orientation intro to basic music skills: sign scales, warm up exercises, correspond to cur win hand signs Population: All 6th-8th Band/Choir Students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students Timeline: July 2019-June 2020 Strategy's Expected Result/Impact: F: Daily, weekly and monthly evaluation and lesson plans; Adjudicated evalutaion of individual and group vocal skills S: Instrumental technique and sound; performance ratings, proper techniques will be established Monitor: Band Directors, Choir Directors	Formative			Summative
	Nov	Feb	Apr	June
				













Strategy 2 Details	Reviews			
Strategy 2: Fine Arts District Activities: Students will prepare and participate in BISD Fine Arts Activities and community activities: -Charro Days Parade (February 2019) -Rio Grande Valley Festival (March 2019) -UIL Band Contest (April 2019) -Fine Arts festival (May 2019) -Christmas Parade (December 2018) -UIL Band Contest (March-May 2019) -South TX Musical Festival (May 2019) -Solo & Ensemble Contest (April-May 2019) -Veterans Parade -TMEA All-Region Band(January 2019) so students can develop confidence and performance skills, and ensure commended performances Population: All 6th-8th Band Students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students Timeline: July 2019-June 2020 Strategy's Expected Result/Impact: F: Daily, weekly and monthly evaluation and lesson plans S: Instrumental techniques and sound; performance ratings; audience reactions Monitor: Band Directors	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
Strategy 3: Band/Choir All City: All-City Band Clinic and Concert to reward students' year-long efforts. Choir- individual student auditions for a position in a mixed all-city choir as per Fine Arts Dept. requirements. Population: 7th & 8th Grade All-City band students/ All 6th-8th All-City Choir students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students Timeline: October 2019 choir/February 2020 band Strategy's Expected Result/Impact: F: 7th & 8th Grade All-City band students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students; Choir rehearsal afterschool S: Instrumental techniques and sound; performance ratings; Choir adjudicated by directors and Administration Monitor: Band Directors, Choir Directors	Formative			Summative
	Nov	Feb	Apr	June
				









Strategy 4 Details	Reviews			
Strategy 4: Madrigal Dinner Band/Choir: Madrigal Dinner - 7th and 8th grade Band students who have participated in previous contests are taken to Fine Arts presentation. Population: Selected 7th and 8th students who have competed on events. Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students Timeline: February 2020 Strategy's Expected Result/Impact: F: Individual Performance S: Participation at Madrigal Dinner Event Monitor: Band Directors Choir Directors	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 5 Details	Reviews			
Strategy 5: Fall Concert Choir: As per Fine Arts Festival TEKS- Students will be given opportunities to perform for public audiences at Civic Center (1 piece- 3-5 minutes, a finale with all other choirs & bands in cluster. Population: All 6th-8th Choir students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students Timeline: Fall Concert: November 2019 Spring Concert: May 2020 Strategy's Expected Result/Impact: F: Adjudicated evaluation of individual and group vocal skills. Rehearsal afterschool S: Fall Concert participation, Performance evaluation Monitor: Choir Directors	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 6 Details	Reviews			
Strategy 6: Choir Competition: Solo and Ensemble- Individual TMEA competition in which students learn a solo using classical music repertoire. Population: All Solo and Ensemble Choir students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students Timeline: October 2019 Strategy's Expected Result/Impact: F: Daily, weekly and monthly evaluation plus actual performance evaluation S: Region adjudicated judges' rate each student Monitor: Choir Directors	Formative			Summative
	Nov	Feb	Apr	June
				









Strategy 7 Details	Reviews			
Strategy 7: Christmas Concert- Students will perform at least 2 pieces of seasonal music for the public. Choreography is added to most selections. Population: All 6th-8th Choir students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students Timeline: Christmas Concert December 2019 Strategy's Expected Result/Impact: F: Rehearsals after school S: Adjudicated by directors and administration Monitor: Choir Directors	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 8 Details	Reviews			
Strategy 8: Choir Evaluation -All choirs must learn music from prescribed music list. Selections of varying difficulty levels are required to be taught. Students must also read music on sight (Sight Reading). Population: All 6th-8th Choir students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students Timeline: February 2020 Strategy's Expected Result/Impact: F: Adjudicated evaluation of individual and group vocal skills. S: Adjudicators rate using comment sheets and scores I, II, III or lower Monitor: Choir Directors	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 9 Details	Reviews			
Strategy 9: UIL Concert & Sight Reading contest- This is a continuation of the pre-UIL concert. It is considered the STAAR test as it determines the program's success. Population: All 6th-8th participating Choir students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students Timeline: March 2020 Strategy's Expected Result/Impact: F: Adjudicated evaluation of individual and group vocal skills. S: Adjudicators rate using comment sheets and scores I, II, III, or lower. Monitor: Choir Directors	Formative			Summative
	Nov	Feb	Apr	June
				









Strategy 10 Details	Reviews			
Strategy 10: Region Choir Auditions, Clinic, and Concert- 7th & 8th graders are encouraged to learn 5 pieces of music specific to grade level. Students are given lessons after school, packets with music, and a CD with their vocal part. Population: All 7th & 8th grade choir students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students Timeline: May 2020 Strategy's Expected Result/Impact: F: Rehearsals after school S: Adjudicated by directors and administration Monitor: Choir Directors	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 11 Details	Reviews			
Strategy 11: Spring Concert- Each choir learns and performs a minimum of 3-2 part songs. Choreography, costumes, props, etc are usually added. Population: All 6th-8th Choir students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students Timeline: February 2019-May 2020 Spring Concert: May 2020 Strategy's Expected Result/Impact: F: Select grade level appropriate music of distinguished genres or theme-based S: Performance evaluation Monitor: Choir Directors	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 12 Details	Reviews			
Strategy 12: South Texas Music Festival Contest- The choir performs Spring Concert selections to be adjudicated. Fundraising activities are incorporated to pay entry fees and choreography. Population: Selected 6th-8th Choir students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students. Timeline: July 2019-June 2020 Strategy's Expected Result/Impact: F: Select grade level appropriate music of distinguished genres or theme-based. S: Performance adjudicated at the sight. Trophies area awarded. Monitor: Choir Directors	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 13 Details	Reviews			
Strategy 13: Summer Choir II-Invitational for all new choir students for a week-long orientation and an overview of the events, concerts, and skills to be learned throughout the year. Returning students begin selecting solo music. Population: New 6th-8th choir students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students Timeline: June 2020 Choir Directors F: Mail out list to new students. S: Adjudicated by directors and administration. Pizza party on final day Strategy's Expected Result/Impact: F: Mail out list to new students. S: Adjudicated by directors and administration. Pizza party on final day Monitor: Choir Directors	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 14 Details	Reviews			
Strategy 14: Tech Equip: Teachers will use technology equipment to record music so students can rehearse, document camera and projector to display music and equipment to rehearse. Population: All 6th-8th Choir Students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students Timeline: July 2019-June 2020 Strategy's Expected Result/Impact: F: Purchase of Equipment S: Performance Monitor: Choir Directors	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 15 Details	Reviews			
Strategy 15: Brothers Sign On - Selected 7th-8th Tenor Bass choir for middles school boys that will rehearse and perform music with a guest clinician. Population: Selected 7th-8th Choir boys Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk Timeline: January 2020 Strategy's Expected Result/Impact: F: Auditions and Practices S: Performance Monitor: Choir Directors	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 16 Details	Reviews			
Strategy 16: Campus Initiatives: Improve student morale and campus support by painting banners/flyers for school related activities; talent show, STAAR theme, Awards Night, UIL, Athletic Events and various school functions. Population: Art Teachers, Club sponsors & All 6th-8th grade students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students Timeline: July 2019- June 2020 Strategy's Expected Result/Impact: F: Student ideas, collaboration S: Student projects; Successful STAAR results Monitor: Art Teacher, club sponsors	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 17 Details	Reviews			
Strategy 17: Community based Art competition: TX RGV Birding Festival (Oct), Craypas Art Contest (Dec), Region One Christmas Card Design (Dec), Child Find Art Contest (Jan), (Jan.) Adopt a Beach & Fed. Junior Duck Stamp Contest (March) History Art Contest (April) Resaca de Las Palmas Butterfly Art Contest, Christmas Tree Decorating Contest. Population: All 6th-8th grade art students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students Timeline: July 2019-June 2020 Strategy's Expected Result/Impact: F: Student ideas, collaboration S: Student projects; successful STAAR results Monitor: Art Teacher, Dean	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 18 Details	Reviews			
Strategy 18: BISD Art Competitions: BISD Middle Fire Prevention (Sept), 37th Red Ribbon Week (Oct), Bus Safety (Oct.) Annual International Art Show (Dec) School Art competition (April) Vase Visual Arts Scholastic event UIL (May) Fine Arts Festival (May). Populaion: All 6th-8th art students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students Timeline: July 2019-June 2020 Strategy's Expected Result/Impact: F: Student projects & Rubric Format S: Successful completion of course objectives Pass the STAAR Monitor: Art Teacher	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 19 Details	Reviews			
Strategy 19: Art Work: Art critique / Self Evaluation, Portfolios Exhibit student artwork throughout campus. Population: All 6th-8th art students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students Timeline: July 2019-June 2020 Strategy's Expected Result/Impact: F: On-going portfolio S: Successful completion of course objectives Pass the STAAR Monitor: Art Teacher, Dean	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 20 Details	Reviews			
Strategy 20: EOY PE Encampment: All student athletes will attend an end-of-year party at the BISD Encampment as an incentive for completing a sport throughout the school year. Population: Student Athletes, Coaches, Nurse, Administration Timeline: July 2019-June 2020 Strategy's Expected Result/Impact: Formative: Coaches Eligibility List Summative: Field Trip Permission Slip Monitor: Coaches, Nurse, Assistant Principals	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 21 Details	Reviews			
Strategy 21: Students have opportunities to participate in the following activities UIL Competitions/Clinics and clubs: -One Act Play -Chess -DI -Brainsville -Poet's Corner -Spelling Bee -Ballroom -Special Olympics -STEM (Robotics) -Academic (AMC) -HESTEC (Electric Car) -Trendsetters/Library club -Garden club -Yearbook -Coding -History Day/Fair -Science Fair -Brownsville Kids Voting Population: All Students Timeline: Aug. 2019-June 2020 Strategy's Expected Result/Impact: Formative: Training agendas, flyers, Monthly logs, Sign In Sheets Summative; Competition Results, Monitor: Administration, Teacher Sponsors/Coaches	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 22 Details	Reviews			
Strategy 22: Students will participate in the Texas 21st Century Community Learning Center Program, which is a federally-funded afterschool program administered by the Texas Education Agency. Texas Southmost College, in conjunction with the Brownsville Independent School District, is currently offering this program at Lucio MS. The main goal is to provide free and innovative instructional activities to promote student achievement and success. These innovative activities may include tutoring, homework help, enrichment, art, theater, student leadership, music, SAT/ACT prep, and college and workforce preparation. In addition, Lucio MS will be offering family support services for the immediate family in an effort to help the entire family improve their educational opportunities. Strategy's Expected Result/Impact: F: Progress reports, 6 weeks grades, Progress monitoring tests, 21st Century program observations, lesson plans, Report Cards, Benchmarks, Student ideas, collaboration, Student ideas, collaboration S: STAAR Scores, TELPAS, TMSFA, Student culminating activities and projects Monitor: 21st Century Coordinator Administration TSC 21st Century Coordinator	Formative			Summative
	Nov	Feb	Apr	June
				









Strategy 23 Details		Reviews			
Strategy 23: Cohort designed to increase the number of targeted students who enter and succeed in postsecondary environments. Increase the rate of high school graduation and participation in post-secondary education for GEAR UP students. Strategy's Expected Result/Impact: Progress reports, 6 weeks grades, Progress monitoring tests, Gear Up program observations, Monitor: Gear Up Counselor Gear Up Coordinator Principal		Formative			Summative
		Nov	Feb	Apr	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			













Goal 2: Administration, Parents, and Community will ensure equity in availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students.

Performance Objective 1: Lucio Middle School will implement energy savings plans; maintain and upgrade current facilities to provide a healthy and positive learning environment by scheduling renovation/upgrade/improvement of at least 20% of instructional facilities annually over the next 5 years.

Evaluation Data Sources: New Energy Plan adopted by district, updated Five-year facilities

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Energy Savings: Lucio MS will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan. Population: All department and campus facilities Timeline: July 2019-June 2020 CNA Perception # 1, 2, 6 Strategy's Expected Result/Impact: Complete implementation of the district energy savings plan will result in decreased energy usage compared to prior year Formative: Monthly comparison of energy usage Summative: Annual comparison of energy usage Monitor: Campus Administration Facilities and maintenance staff	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Campus Facility Improvement: The campus will be broken up into 5 parts in order to implement a systematic approach to the renovation /upgrade/ improvement of facilities to include prioritizing base on safety and needs of the district (Electives Areas, Cafeteria/Library. Grounds, Upstairs, Downstairs) Population: All department and campus facilities Timeline: July 2019-June 2020 CNA Perception # 1, 2, 6 Strategy's Expected Result/Impact: Formative: Survey and maintenance requests Summative: Evaluation/analysis of survey data; Completion of maintenance requests Monitor: Campus Administration Facilities and maintenance staff	Formative			Summative
	Nov	Feb	Apr	June
				









Strategy 3 Details	Reviews			
Strategy 3: Lucio MS custodial staff will purchase supplies for maintenance and operating costs of maintaining the school, which may include general supplies. Custodial staff schedule will be updated weekly/daily to meet the demands of the school to maintain school clean. Population: Custodial staff Timeline: Aug 2019-June 2020 CNA Perception # 1, 2, 6 Strategy's Expected Result/Impact: Formative: Walkthrough, schedules to ensure custodial staff is maintaining and meeting demands of the campus. Summative: Maintenance Reports Monitor: Head custodian, Facilities and maintenance StaffCustodial Staff, Principal, Asisstant Principal Funding Sources: Custodial supplies - 199 Local funds - 199-51-6319-00-051-Y-99-000-Y - \$6,000, - 199 Local funds - 199-51-6315-00-051-Y-99-000-Y - \$5,500	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 4 Details	Reviews			
Strategy 4: Lucio MS will purchase furniture items (bookshelves, desks, chairs, etc.) Population: Lucio MS staff and Admin. Timeline: Aug 2019-June 2020 CNA Perception # 6 Strategy's Expected Result/Impact: Formative: Equipment inventory Summative: Annual Equipment inventory Monitor: Principal, Assistant Principal, Dean, Head Custodian	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Lucio Middle School will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel.

Performance Objective 1: Lucio Middle School Administration will ensure effective and efficient use of 100% of available budgeted funds to be used to meet the needs of all students.

Evaluation Data Sources: Fiscal reports for district, internal and external audit reports and FIRST ratings.

Summative Evaluation: Significant progress made toward meeting Objective









Strategy 1 Details		Reviews			
Strategy 1: Luio MS will support programs in the effective and efficient use of 100% of available budgeted funds based on the needs assessments. Population: Lucio MS Stakeholders Timeline: July 2019-June 2020 Strategy's Expected Result/Impact: Funding reports will indicate all funds were expended based on prioritized needs. Formative: Monthly expenditures reports compared CIP Summative: End of year expeditive reports Monitor: Campus Administration, SBDM committee		Formative			Summative
		Nov	Feb	Apr	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Lucio Middle School will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel.

Performance Objective 2: The campus will commit to a balanced budget which includes improved compensation for 100% of teachers.

Evaluation Data Sources: Compensation plan including improved funding for teachers.

Summative Evaluation: Significant progress made toward meeting Objective









Strategy 1 Details	Reviews			
Strategy 1: Teachers HQ pay: Strategies to attract highly qualified teachers to high need schools will include paying stipends for masters degrees, dept. chairs, and teachers technology training, GT/Pre-AP, SIOP, AT-Risk best practice strategies, TLI strategies. Population: Teachers 6th-8th grade Timeline: July 2019-June 2020 Strategy's Expected Result/Impact: F: Teacher observations, walkthroughs, lesson plans, session evaluations S: ERO Transcripts, T-TESS, PD, Monitor: Principal, Dean, HR	Formative			Summative
	Nov	Feb	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Lucio Middle School will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel.

Performance Objective 3: The campus will create and provide faculty and staff recognitions and activities to improve campus morale/climate and support retention of teachers and principals.

Evaluation Data Sources: Campus needs assessment surveys, district/campus climate surveys

Summative Evaluation: Some progress made toward meeting Objective









Strategy 1 Details	Reviews			
Strategy 1: Teacher Incentives: Teachers will receive non monetary incentive to show the appreciation for their contribution. Population: high poverty/ high minority/low performing campuses students Timeline: July 2019- June 2020 Need: Equity Plan need and Board approved goal priority [DEIC added 12-6-2019] Strategy's Expected Result/Impact: Teachers will feel appreciated throughout the school year Formative: Teacher campus survey Summative: Data report Monitor: Campus administration	Formative			Summative
	Nov	Feb	Apr	June
	 35%	 70%	 90%	
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				









Goal 4: Lucio MS will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts.

Performance Objective 1: Lucio MS will provide the BISD Public Information Office with features articles, recognition of students, co-/extra-curricular activities, and parent/community events.

Evaluation Data Sources: Media records with Public Information Office, enrollment data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Campus News/website: Lucio MS will provide BISD PIO with current staff and students news of events, accomplishments weekly in order to promote positive school publicity and climate. Ensure Lucio Website is updated monthly. Population: All staff and students Timeline: Aug 2019-June 2020 Strategy's Expected Result/Impact: Formative: Weekly newsletter, Newspaper clippings, BISD website highlights and Campus website, Facebook Summative: Enrollment Reports Monitor: Campus Administration, PIO, Department/Program Heads, Coaches and Sponsors, TST	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Librarian Campus Historian: Lucio MS will responsibly create and maintain a social media page to highlight student achievements. Librarian will be historian for campus (yr. book, pictures, alumni, track successful students). Population: All staff and students Timeline: July 2019-June 2020 Strategy's Expected Result/Impact: Formative: Lucio MS social media page, historic records agendas Summative: Lucio MS social media page; Log of documentation alumni, success, yr books Monitor: Campus Administration and Campus TST, Librarian	Formative			Summative
	Nov	Feb	Apr	June
				





Strategy 3 Details	Reviews			
Strategy 3: Lucio MS will promote the history and orgiins along with current accomplishments of the campus weekly thorough website and media venues. Population: Teacher/Staff Timeline: December 2019-June 2020 Need: Decreasing enrollment/Board approved goal priority (Added 01-12-2019) Strategy's Expected Result/Impact: Weekly news from the campus each week Formative: schedule of weekly activites Summative: listing of all campuses that were presented in weekly articles Monitor: Campus Admin, PIO, District Admin	Formative			Summative
	Nov	Feb	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





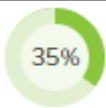

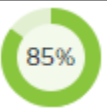

Goal 5: Lucio MS will maintain a safe and disciplined environment conducive to student learning.













Performance Objective 1: Discipline referrals for removals or placements to the Brownsville Academic Center (BAC) will decrease by 5%.

Evaluation Data Sources: BAC placement data for 2018-2019, PEIMS discipline report data, E-schools report data, Pupil Services, Police and Security Services, Guidance and Counseling Services and Special Services departmental data related to BAC placements

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Lucio Ms will distribute BISD board approved Student Code of Conduct to all students to promote awareness to students, parents, staff & community of infractions and consequences; and students, parents, staff & community will be further notified that the SCC is published on the district website.</p> <p>Population: All students, TI, MI, ELL, SE, AR, GT, DYS, Parents, Staff Timeline: Aug 2019-June 2020</p> <p>Strategy's Expected Result/Impact: Formative: Flyers, Evaluations, Sign-in Sheets, Receipt of student/parent acknowledgement form Summative: Decrease of discipline referrals by 5%; PEIMS report</p> <p>Monitor: Principal, Assistant Principals, Counselors, Parental Involvement, BISD Police and Security Services, Pupil Serviced</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
Strategy 2: Campus Discipline Committee: Campus Discipline Committee will be developed to get feedback from each department to development and assist with the campus wide implementation of a campus discipline plan utilizing the program E-Schools. Campus team members will also be used as a principals cabinet along with SBDM for feedback on campus climate, master schedule, etc. Population: All 6th-8th AR Students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At Risk students Timeline: July 2019-June 2020 CNA Perception #3 Strategy's Expected Result/Impact: F: Sign-out of radio to personnel S: Safe campus with a reduction in ISS, OSS, and JJAEP placements Monitor: Principal, Dean, Assistant Principals, Counselors	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
Strategy 3: Transitional Hearings for students returning to their home campus will be conducted with appropriate personnel for students returning from BAC/JJAEP for monitoring and successful transition to Lucio MS. Population: All students Timeline: Aug 2019-June 2020 Strategy's Expected Result/Impact: Formative: Schedule of Transitional Hearings, Counseling Logs, BAC Transitional Forms, JJAEP Transitional Forms Summative: E-Schools, STAAR scores Monitor: Principal, Dean, APs, Teachers, Pupil Services, BAC/JJAEP Personnel, Grade Level Counselor, At-Risk Counselor	Formative			Summative
	Nov	Feb	Apr	June
				













Strategy 4 Details	Reviews			
Strategy 4: Positive behavior Interventions and supports (PBIS) and the behavioral RTI tiering will be implemented with greater fidelity to improve the behaviour of students with close monitoring of the ISS/OSS placement of SEs. Population: All Students Timeline: Aug. 2019-June 2020 Strategy's Expected Result/Impact: Formative: ISS/OSS placements of SE & other targeted student groups will decrease by 5% Summative: PBMAS (now on DVM Discipline indicators for 2017) discipline indicator performance levels and staging will decrease Monitor: Principal, RTI Admin., SE service Admin, Police & Security Admin. , PEIMS Admin	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 5 Details	Reviews			
Strategy 5: Provide PD training and support to classroom teachers and campus administration in discipline management and safe environments(Review 360). Refresher on use of district software to document discipline and prepare/monitor behavior RTI plans. Population: All students Timeline: Aug 2019-June 2020 CNA Perception #5 Strategy's Expected Result/Impact: Formative: Training Sign In Sheets, 6wks discipline reports, eSchools discipline report, RTI plans Summative: Review 360 and discipline report data reflecting decrease in the numbe of discipline incidents compared to previous year Monitor: Pupil Serivces, Administrator, Security Services Admin., RTI Admin, Counselor	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Lucio MS will maintain a safe and disciplined environment conducive to student learning.

Performance Objective 2: Disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 5% for 2019-2020 and will not be disproportionate for any population.

Evaluation Data Sources: ISS/OSS reports for campus disaggregated by special served populations including ESL, Special Education, At-Risk and economically disadvantaged, Review360 or eSchool behavior RtI plans and monitoring reports, plans for addressing Bullying, Teen Violence, and others.

Summative Evaluation: Some progress made toward meeting Objective









Strategy 1 Details	Reviews			
Strategy 1: Student referrals: To decrease the number of discipline incidences ensure that no student receives more than 30 days OSS/ISS. Population: All students 6th-8th Timeline: Aug 2019-June 2020 Strategy's Expected Result/Impact: Formative: PEIMS reports 6 weeks Summative: Review 360 Monitor: CIS, PEIMS Admin At-Risk Counselor	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Discretionary or Mandatory removal of Special Education students will occur only by approval of the Special Services Department and BAC administration. Population: SE Timeline: Aug. 2019-June 2020 Strategy's Expected Result/Impact: Formative: BAC Removal Checklists approval data, Special Education, Checklist approval data Summative: Decrease in the number of SE students removed to BAC by 5% Monitor: Assistant Principals, SE Personnel, BAC Administration	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				









Goal 5: Lucio MS will maintain a safe and disciplined environment conducive to student learning.

Performance Objective 3: Refine and implement all safety plans across the district to ensure students are safe in the event of a crisis.

Evaluation Data Sources: Updated safety plan checklist, published district safety plans, Unsafe Schools PEIMS report.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Emergency Plan: Develop and maintain an Emergency Operations Plan at Lucio MS. Plan is multi-hazard in nature and is reviewed and updated annually by the campus safety and security committee. Safety drill must be practiced as per BISD Police Dept.</p> <p>Provide students, staff and parent training in the areas of school safety and emergency management. Implement and identification security system at Lucio. All staff and visitors must display their IDs while on campus. Population: All students, TI, MI, ELL, SE, AR, GT, DYS Timeline: Aug 2019-June 2020 CNA Perception # 3</p> <p>Strategy's Expected Result/Impact: Formative: Safety training sign in sheets, Agendas, Safety drill logs, Campus Admin. Badges, Campus faculty and staff badges, visitor passes, Office log in binders, After action review Summative: Safety report forms</p> <p>Monitor: Principal, Assistant Principals, Campus Faculty & Staff, Safety Coordinator, BISD Police & Security</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Two Security Officers will be assigned to monitor the campus daily and during after school extra curricular activities.</p> <p>Population: All students Timeline: Aug 2019-June 2020</p> <p>Strategy's Expected Result/Impact: Formative: Discipline Referrals to the principal's office, eSchoolPlus referrals</p> <p>Summative: Removal from campus or expulsion will decrease by 5% Safety in our Campus</p> <p>Monitor: Principal, Dean, Assistant Principals, Police & Security Services</p>	Formative			Summative
	Nov	Feb	Apr	June
				





Strategy 3 Details	Reviews			
<p>Strategy 3: Brownsville ISD Police Dept. and Counseling staff will address current social, emotional and academic trends and conflict resolution through presentations for students, parents, faculty & staff on:</p> <p>gang awareness, dating violence, drugs, alcohol & tobacco awareness, sexual harassment, bullying/harassment, internet safety, gun safety, truancy through CERT, Emergency Operations Plan and Campus Safety procedures.</p> <p>Counselors will implement the Texas Comprehensive Development Guidance and Counseling Model at Lucio MS.</p> <p>Population: All Teachers, All students TI, MI, ELL, SE, AR, GT, DYS</p> <p>Timeline: Aug 2019-June 2020 CNA pg. 14 priority 4</p> <p>Strategy's Expected Result/Impact: Formative: Student Sign In Sheets, Counselor logs, Audits</p> <p>Summative: Reduce the number of student referrals by 5%</p> <p>Monitor: Principal, Dean, APs, Teachers, Counselors, BISD Police and Security Services</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				









Goal 6: 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: Lucio Middle School will experience a 10% increase of parents involved in campus/district parental involvement activities from 2019-2020 to 2020-2021.









Evaluation Data Sources: Review and revise Title I-A Parental Involvement Compliance Checklist, Campus CNA and Title I Parent Survey, Parent Meeting Attendance Rates





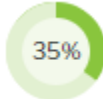
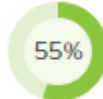
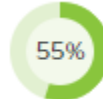


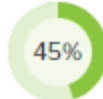


Summative Evaluation: Some progress made toward meeting Objective









Strategy 1 Details	Reviews			
<p>Strategy 1: Parent Liaison: Lucio MS will continue to fund a Parent liaison with the purpose of educating parents (to assist students through the educational process increasing student achievement) , conducting parent meetings, and monitoring attendance and conduct home visits. Parent Liaison materials and supplies. Employee (Parent Liaison) Travel.</p> <p>Population: Parents & Students</p> <p>Timeline: Aug 2019-June 2020 (wkly/mthly)</p> <p>CNA Student Achievement # 10; CNA Perception # 4.</p> <p>Strategy's Expected Result/Impact: Formative: Parent Training Sign-In Sheets, Campus Visitation Reports, Weekly Reports, Contact Logs, Monthly Calendar, Peer Review Audits, Mileage logs</p> <p>Summative: Parent participation rate increase by 10%, Discipline referrals, STAAR/EOC results, Attendance rate, EOY Survey results</p> <p>Monitor: Parent Liaison District Personnel</p> <p>Funding Sources: Parent Liaison materials and supplies - 211 Title I-A - 211-61-6399-00-051-Y-30-0F2-Y - \$900, Employee (Parent Liaison) Travel - 211 Title I-A - 211-61-6411-00-051-Y-30-0F2-Y - \$900, Miscellaneous Operating Costs - 211 Title I-A - 211-61-6499-53-051-Y-30-0F2-Y - \$900</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
Strategy 2: Parent Info./Training: Provide training sessions to inform parents of: -Benefits and requirements for volunteering -State Testing -Health Education -College Awareness -Topics addressing parents of special pops. -Practical Parent Parenting Skills -TSI Testing (8th) for Dual Enrollment Opportunities in HS Population: All Parents Timeline: July 2019-June 2020 CNA Perception # 1,2,3,4. Strategy's Expected Result/Impact: F: Flier, Agenda, Sign-in S: Evaluations and Minutes Monitor: Principal , Parent Liaison, Parent Trainer, Community Leaders, District Personnel Title I Schoolwide Elements: 3.1, 3.2	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
Strategy 3: Increase Parental Involvement: Increase parental involvement in history and science fairs, Chess tournaments and any other special occasion in school to increase awareness of the importance of supporting their child's education. Population: All Parents Timeline: September 2019-May 2020 CNA Perception # 1,2,3,4. Strategy's Expected Result/Impact: F: Flier/Invitation, Sign-in sheets S: Year End Participation Report and Survey Monitor: Principal, Parent Liaison, Teachers, District Personnel Funding Sources: Meetings food & refreshments - 211 Title I-A	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 4 Details	Reviews			
Strategy 4: Title I-A annual activities: Conduct the following annual Title I-A required activities; Jointly develop and disseminate a Parental Involvement Policy that delineates how parents will be actively involved at the district/campus level Jointly develop and disseminate a School-Parent-Student Compact indicating each group's responsibility in order to ensure student achievement, specifically in the content areas. Hold a Title I-A meeting to inform parents of the services provided through Title I funds Title I funds Title I-A Parent Survey to evaluate the effectiveness of the Campus Parental Involvement Program Population: Parents Timeline: Aug. 2019-June 2020 CNA Perception # 3. Strategy's Expected Result/Impact: Formative: Signed School-Parent-Student Compact, Parental Involvement policy data, Parent meeting documentation (agenda, sign in sheets) Summative: Year End Parent Participation Report and Surveys, Discipline referrals, Attendance rate, STAAR/EOC results Monitor: Principal, Parent Liaison, Teachers Title I Schoolwide Elements: 3.1, 3.2	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 5 Details	Reviews			
Strategy 5: Recognize Parents /business for campus support: Recognize parent volunteers and businesses for supporting a variety of campus activities in order to increase campus parental involvement participation. Population: Parents, School, Community Timeline: July 2019-June 2020 CNA Perception # 2,3. Strategy's Expected Result/Impact: F: Sign-ins, Authority to volunteer from S: Parent survey results, certificates Monitor: Principal, Parent Liaison, Community Leaders	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 6 Details	Reviews			
Strategy 6: Representation of community/parent in decision making: Ensure representation of community and parent involvement in the decision-making process. Parents will jointly develop, review, revise, and disseminate on the following to ensure program requirements are met: -Parental Involvement Policy -School-Parent-Student Compact -Campus Improvement Plan Population: Parents, School, Community Timeline: July 2019-June 2020 CNA Perception # 3 Strategy's Expected Result/Impact: Formative: Fliers, Sign In, Agendas, Parental involvement policiy data, Completed Parent/Student Compact data, Campus Visitation Reports data, DIP, Calendars, SBDM-LPAC meeting minutes Summative: Evaluation & Minutes, STAAR/EOC Results, Attendance Rate, Discipline Referrals and increase parent participation. Monitor: Principal, Parent Liaison, Parent Volunteers, Assistant Principal, Dean, Teachers, SBDM/LPAC Committee members	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 7 Details	Reviews			
Strategy 7: Parent Orientation of daily procedures: Host a -Parent Orientation- Day to inform parents and community members of daily standard operation procedures. -Student Code of Conduct -Student-Parent-School Compact -Parental Involvement Policy -Emergency Operation Procedures -Volunteer Guidelines and Opportunities Population: Parents, School, Community Timeline: July 2019 CNA Perception #1,2,3,4. Strategy's Expected Result/Impact: F:Flier, Agenda, Sign-ins, Parent meeting documentation S: Evaluation & Minutes, STAAR/EOC, Attendance Rate, Discipline Referrals Monitor: Principal, Parent Liaison, District Personnel Title I Schoolwide Elements: 3.2	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 8 Details	Reviews			
Strategy 8: ESL/LPAC mileage fund: Funds will be allocated to reimburse payment for mileage incurred by the ESL/LPAC Aide while conducting activities involving ESL/Bilingual reports, documents & supplies. Population: ESL/LPAC Aide Timeline: July 2019-June 2020 CNA Student Achievement #11 Strategy's Expected Result/Impact: F: Monthly Mileage Log S: Year End participation report Monitor: Principal, ESL/LPAC Aide, LPAC Administrator Funding Sources: - 163 State Bilingual	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 9 Details	Reviews			
Strategy 9: Students identified as migrant will continue to receive additional support with necessary supplies to be successful at school such as appropriate shirts, pants, socks, shoes, gym shorts and jackets and hygiene as well as school kits, general school supplies, and special projects supplies, and special project supplies. Parents will attend fall and spring meetings to gain additional information and support available from the campus and district. 1) PFS first and then all migrants Aug 2019-June 2020. CNA Student Achievement # 7,9; CNA Perception #4 Strategy's Expected Result/Impact: F: Improved attendance, increased grades on progress reports , 6 weeks grades, improved performance on assessment, progress monitoring tests S: Sign in sheets, Verification reports Monitor: Migrant Clerk, Migrant Teacher, District Personnel Funding Sources: Migrant materials & resources - 212 Title I-C (Migrant) - 212-11-6399-00-051-Y-24-oF2-Y, Migrant Teacher Salary - 212 Title I-C (Migrant) - 212-61-6119-00-051-Y-99-0F2-Y	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 10 Details	Reviews			
Strategy 10: Migrant clerk will plan and organize parent meetings with special presenters to inform and educate parents on specific topics consistent with Migrant needs, to inform academic progress and foster parental participation, a light snack will be provided. Population: Migrant Clerk, Migrant Parents Timeline: September 2019 & February 2020 CNA Perception #2, 4 Strategy's Expected Result/Impact: F: Flyers for Parents S: Sign- In Sheets Monitor: Migrant Clerk, District Personnel Funding Sources: Migrant food & refreshments - 212 Title I-C (Migrant) - 212-61-6499-53-051-Y-24-0F2-Y	Formative			Summative
	Nov	Feb	Apr	June
				





Strategy 11 Details	Reviews			
<p>Strategy 11: Capitalize on district community resources by creating partnership agreements with agencies, organizations, businesses and parent volunteers.</p> <p>*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>-District- wide parent conferences, cluster meetings- Fairs and seminars</p> <p>*Recognize community partners, and parent volunteers for their efforts in supporting district/campus goals to increase student success(all students, AR, EL, SE, MI).</p> <p>Population: Parents and Community</p> <p>Timeline: Aug. 2019- June 2020</p> <p>CNA Perception #2,4</p> <p>Strategy's Expected Result/Impact: Formative: MOU's/Agreements, Authority to Volunteer Clearance Forms, Volunteer Sign In Sheets</p> <p>Summative: Increased Partnerships and Parent Volunteers by 5%</p> <p>Monitor: Parent Involvement Coordinator and Staff Principals</p> <p>Public Information Officer, Human Resource Specialist</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 7: Educators will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.





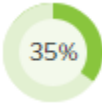



Performance Objective 1: Academic related professional development will improve teacher effectiveness in providing student centered instruction to meet the needs of all students, including those receiving special education, dyslexia, second language and At-Risk supports to improve academic performance and engagement as evidenced by classroom observations.









Evaluation Data Sources: Professional development system (PDS) session attendance and evaluation reports, Feedback/Walkthrough report data, T-TESS evaluations will show increase in learner center instruction that will meet the needs of all students.





Summative Evaluation: Significant progress made toward meeting Objective









Strategy 1 Details	Reviews			
<p>Strategy 1: Prescribe out of district professional development for content teachers and campus administration (to include travel expenses, mileage, membership and conference fees from approved vendors) that promote student learning and support academic progress with the most current instructional strategies. Substitutes will be provided for teachers to attend training(s).</p> <p>Population: Teachers At- risk , LEP, Parental Denials, SPED, Migrant Timeline: July 2019-June 2020 CNA SP & P # 3</p> <p>Strategy's Expected Result/Impact: F: ERO session evaluations, Student Progress reports, walk throughs, lesson plans, Benchmark test results, TMFSA Fluency assessment, Report Card grade S: STAAR Scores, TELPAS, Teachers T-TESS evaluations, to ensure quality instruction that promotes student learning and is aligned with the most current instructional strategies.</p> <p>Monitor: Dean, Dept. Chair, Teachers</p> <p>Funding Sources: (Stipends)Teachers Read, Eng, Math, Sci, SS vertical/horizontal plan & PD to increase high quality resource material to enhance curriculum for low performing students - 211 Title I-A - 211-11-6117-00-051-Y-30-OF2-Y, Teachers plan & attend PD (travel) to increase high quality resource material to enhance curriculum for low performing students - 211 Title I-A - 211-13-6411-23-051-Y-30-AYP-Y - \$1,000, Teachers plan & attend PD (travel) to increase high quality resource material to enhance curriculum for low performing students - 211 Title I-A - 211-13-6411-00-051-Y-30-AYP-Y - \$500, Substitutes resources for teachers attending professional development/teacher planning programs to enhance curriculum/nstruction - 211 Title I-A - 211-11-6112-00-051-Y-30-AYP-Y - \$4,200, Sal/Wages for Subs Teacher (Subs) - 199 Local funds - 199-11-6112-18-051-Y-99-000-Y, Miscellaneous Operating Costs (Food & Refreshment) - 199 Local funds - 199-13-6499-53-051-Y-99-000-Y - \$1,500, Substitutes for Teacher Training - 211 Title I-A - 211-11-6112-18-051-Y-30-0F2-Y, STEM Professional Extra Duty Pay - 211 Title I-A - 211-13-6118-00-051-Y-30-AYP-Y, EMPLOYEE TRAVEL - 211 Title I-A - 211-61-6411-00-051-Y-30-0F2-Y, MISC OPERATING COSTS - 211 Title I-A - 211-61-6499-53-051-Y-30-0F2-Y</p>	Formative			Summative
	Nov	Feb	Apr	June
				









Strategy 2 Details	Reviews			
<p>Strategy 2: Instruction: Provide time for teachers to vertically and horizontal curriculum plan with each other to maximize their instructional program for all students in which teachers collaborate in reviewing and applying the district's scope and sequence and frameworks.</p> <p>-Bilingual/ESL Middle Academic Literacy Initiative TEKS strategies Vocab. routine, Read with Purpose, Making Connections, Determining Importance and Summary, Making Inferences and Predictions)</p> <p>-CCRS (College ad Career Readiness Standards)</p> <p>-Response to Intervention (RtI)</p> <p>-STAAR (state assessment)</p> <p>-Reading & Writing Across the Curriculum (Content Fluency)</p> <p>-Comprehension Strategies</p> <p>-Effective research-based teaching practices</p> <p>-Discipline Management</p> <p>-TELPAS</p> <p>-ELPS</p> <p>-Sheltered Instruction</p> <p>-Technology</p> <p>Population: 6th-8th grade students: LEP, Parental Denials, ESL, MI, SE, GT, Pre-AP, DYS, AR, TI</p> <p>Timeline: July 2019- June 2020</p> <p>CNA Student Achievement #1, 2; SP & P # 2 ;S P & P # 1</p> <p>Strategy's Expected Result/Impact: F: Classroom observations for implementation, progress reports, walkthroughs, agendas and sign in sheets</p> <p>Assessment results</p> <p>S: STAAR/TELPAS Scores, T-TESS evaluations</p> <p>Monitor: Principal, Dean of Instruction, Department Head</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: 211 Federal Programs - 211 Title I-A - 211-13-6118-00-051-Y-30-AYP-Y</p>	Formative			Summative
	Nov	Feb	Apr	June
				









Strategy 3 Details	Reviews			
Strategy 3: T PD for ELL Literacy/SIOP/TELPAS: Provide Professional Development for new and existing teachers on all modules of Texas State Literacy Plan (Texas Gateway Resource), SIOP Instructional strategies and TELPAS Writing Training in order to target areas for improvement with our ELL population. Campus Strategies will include: -Curriculum mapping -CPQ's -Think Turn Talk -Question Stems -Inferencing -Quick Writes/Exit Tickets -SSR Fluency Population: 6th-8th grade students: LEP, Parental Denials, ESL, MI, SE, GT, Pre-AP, DYS, AR, TI Timeline: New teacher trainings: July- August 2019 CNA SP &P # 3 Strategy's Expected Result/Impact: F: Professional Development Sign Ins, Teacher Transcripts S: T-TESS evaluation, STAAR/TELPAS Scores Monitor: Principal, AP, Dean, Comprehensive Support Strategy Funding Sources: Gen.l Supplies for Staff Development on Differentiated Curriculum Practices (chart tablets, tag paper, color paper, post-its, note cards, folders...) - 163 State Bilingual - 163-13-6399-00-051-Y-25-000-Y, General Supplies (Ink, HDMI cables) - 163 State Bilingual - 163-13-6399-62-051-Y-25-000-Y	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 4 Details	Reviews			
Strategy 4: T Mentor/Mentee Assignment: Administration will assign a mentor teacher to each new teacher to our campus or new teaching assignment within our campus to ensure that new teachers follow campus procedures, know how to desegregate student scores to plan for instruction, to facilitate instruction and resources so that new teachers feel successful in the classroom. Population: 6th-8th grade students: LEP, Parental Denials, ESL, MI, SE, GT, Pre-AP, DYS, AR, TI Timeline: Starting day of new teacher to time when they complete 1 year Strategy's Expected Result/Impact: F: 6 week benchmarks, Walk-through and T-TESS observations S: Semester & Final exams Monitor: Principal, Asst. Principal, Dean of Instruction	Formative			Summative
	Nov	Feb	Apr	June
				









Strategy 5 Details	Reviews			
<p>Strategy 5: T PD cluster/campus for student transition core: Hold cluster and campus vertical and horizontal alignment to share teaching practices and strategies in order to facilitate students transition from one grade level to the next with other teachers so that everyone is teaching what they are supposed to ensure that all students are successful addressing all content curriculum gaps.</p> <p>Population: 6th-8th grade students: LEP, Parental Denials, ESL, MI, SE, GT, Pre-AP, DYS, AR, TI</p> <p>Timeline: July 2019-June 2020 Cluster meetings-once every 6 weeks . Campus meetings- once every week.</p> <p>CNA Student Achievement # 1, 2; SP & P#3</p> <p>Strategy's Expected Result/Impact: F: 6 weeks benchmarks, Walk-through Professional Develop sign in sheets, T-TESS observations, S: STAAR/TELPAS/AYP scores, T-TESS evaluations, Semester and final exams</p> <p>Monitor: Principal Assist., Principal, Dean of Instruction</p> <p>Funding Sources: Sal/Wages for subt. teachers - 199 Local funds - 199-13-6112-18-051-Y-99-000-Y</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Dean of Instruction will assist in providing instructional leadership. coordination, consumable instructional supplies for improvement in the middle school instructional programs to improve students performance on STAAR / EOC/ TELPAS.</p> <p>Population: All 6th-8th grade students, Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students</p> <p>Timeline: July 2019-June 2020</p> <p>CNA SP &P #3</p> <p>Strategy's Expected Result/Impact: F: Meetings/walk throughs, ERO evaluations and attendance S: Sign in sheets, STAAR/TELPAS/AYP scores</p> <p>Monitor: Dean of Instruction, Principal, Dept. Head Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
				













Strategy 7 Details	Reviews			
<p>Strategy 7: PD(GT/Pre-AP/AP institutes-Ongoing/STEM) for teachers to enhance teaching skills and integrate vertical aligned curriculum for GT/ Pre-AP/AP/STEM courses in the core areas of ELA, math, science, social studies, and Spanish Language to improve critical thinking skills and passing rates on AP exams and STAAR Scores. College Board approval of AP courses approved and compliance/requirements using research on college readiness best practices to insure students are college ready. Population: 7th-8th grade students ELA, Math, Science, Social Studies and Spanish/ESL teachers; All 6th-7th grade teachers of GT, Pre-AP and AP /STEM students who may also be identified as LEP, TI, SE, Migrant, DYS Timeline: July 2019- June 2020</p> <p>Strategy's Expected Result/Impact: F: Training PD sign in sheets, student participation in courses, Report cards, AP scores, teacher implementation & observations/walk-through, acceptance letter from College Board, teacher, curriculum documents, attendance to institutes, contract with college board, advertisement & pictures S: Increase of AP passing rates, Compliance with College Board, Higher percent students achieving Advanced Performance on AP/STAAR, Knowledge of College readiness best practices, Implementation of skills learned</p> <p>Monitor: Principal, Dean of Instruction, Counselors</p> <p>Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June
				









Strategy 8 Details	Reviews			
<p>Strategy 8: Professional Development will be provided for teachers and paraprofessionals to help At-Risk students that will target:</p> <ul style="list-style-type: none"> -identification of those who are at risk of dropping out -instructional strategies on effective interventions -SIOP (Sheltered Instruction Observation Protocol) to use effective instructional strategies for LEP students. -other research-based instructional strategies to give those students extra support needed so that students can be on-grade level. -PD for teachers on effective classroom management that will reduce the interruption and allow At Risk students to stay on task. <p>Population: All teachers for 6th-8th AR students Timeline: Fall 2019 CNA SP &P #1; SP & P #3</p> <p>Strategy's Expected Result/Impact: F: ERO Session Evaluation Report, ERO Session Attendance Report, Lesson Plans, Classroom Observations, Benchmark Scores, Student Progress Reports S: STAAR</p> <p>Monitor: Principal, Dean of Instructions</p> <p>Funding Sources: Employee Travel - 199 Local funds - 199-13-6411-23-051-Y-99-000-Y - \$500, Extra Duty Pay/Overtime-Sup PE (Paraprofessional overtime) - 199 Local funds - 199-23-6121-08-051-Y-99-000-Y - \$200, Extra Duty Pay/Overtime-Sup PE - 199 Local funds - 199-51-6121-47-051-Y-99-000-Y - \$300</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 9 Details	Reviews			
<p>Strategy 9: Teachers will attend professional development for opportunities that will ensure student success.</p> <p>Population: Band Directors Timeline: July 2019-June 2020</p> <p>Strategy's Expected Result/Impact: F: Daily, weekly and monthly evaluation and lesson plans S: Instrumental techniques and sound; performance ratings</p> <p>Monitor: Band Directors</p>	Formative			Summative
	Nov	Feb	Apr	June
				









Strategy 10 Details	Reviews			
Strategy 10: Coaches will attend the City of Palms Coaches Clinic and the Texas High School Coaches Association Clinic to learn the new sports drills for students to prepare students with the new sports drills. Population: All 6th-8th grade students (Reg. Ed, SpEd, Bilingual, At Risk, Dyslexia, Pre-AP, GT, Migrant and Teachers Timeline: July 2019-June 2020 Strategy's Expected Result/Impact: Formative: Registration Form Summative: Certificate, CPE Hours Monitor: Principal, Department Chair, All PE Teachers	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 11 Details	Reviews			
Strategy 11: Maintain monthly CATCH Team; attend PE/Health department meetings to learn how to promote continued health wellness across the campus to insure compliance with (MVPA) and other indicators recommended by the School Health Advisory Council (SHAC) to comply with SB 19 and SB 892. Population: CATCH Champions, Department Chairs for PE/Health Timeline: Monthly during July 2019-June 2020 school year Strategy's Expected Result/Impact: Formative: Sign-In Sheets Summative: Evaluations Monitor: CATCH Champions, Department Chairs for PE/Health	Formative			Summative
	Nov	Feb	Apr	June
				









Strategy 12 Details	Reviews			
Strategy 12: Implement new legislative/district policies into campus activities and curriculum to be in compliance for students;s awareness and well-being: -PAPA (HB 3076) -Dating Policy (HB 121) -Wellness and Nutrition -Sexual Abuse policies and guidelines (HB 1041) -Violence prevention -Abstinence Curriculum Population: All 6th-8th grade students (Reg. Ed, SpEd, Bilingual, At Risk, Dyslexia, Pre-AP, GT, Migrant and Teachers Timeline: July 2019- June 2020 Strategy's Expected Result/Impact: Formative: Lesson Plans, Classroom Observation Summative: Student assessment results Monitor: Principal, Dean of Instruction, District Specialists	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 13 Details	Reviews			
Strategy 13: Will 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 students ratio is greater than 45-1. (SB 891-Effective 9/1/09) Population: All 6th-8th grade students (Reg. Ed, SpEd, Bilingual, At Risk, Dyslexia, Pre-AP, GT, Migrant and Teachers Timeline: July 2019- June 2020 Strategy's Expected Result/Impact: Formative: Student Plus Rosters Summative: Review of Campus Developed Safety Action Plan Monitor: Principal, Dean of Instruction,	Formative			Summative
	Nov	Feb	Apr	June
				













Strategy 14 Details	Reviews			
Strategy 14: Teachers will attend the Texas Association for Health, Physical Education, Recreation, and Dance to implement with students the new updated P.E. standards. Population: PE Teacher, Health Teacher Timeline: December 2019 Strategy's Expected Result/Impact: Formative: Registration Form Summative Certificate, CPE Hours Monitor: Principal, Assistant Principal, Dean of Instruction, District Specialists, Teacher Department Chair, Team Lead Teacher, All PE and Health Teachers	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 15 Details	Reviews			
Strategy 15: Provide training for administrators and new teachers: (a) to effectively utilize RtI modules to handle classroom discipline so that out of school suspensions and discretionary removals are used as a last resort; (b) assure that students' rights and due process are afforded in order to have a safe and disciplined environment conducive to student learning. So that everyone is aware of the process to track students discipline history. Population: All Campus Administrators and Teachers Timeline: July 2019-June 2020 CNA Perceptions # 5 Strategy's Expected Result/Impact: F: Agenda Sign-in sheets, Review 360 modules and reports completed S: Information in Review 360, Implementation of Strategies with Students Monitor: Principals, Assistant Principals, RTI Specialist ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	June
				









Strategy 16 Details	Reviews			
Strategy 16: Provide scheduled professional development based on level of expertise and need in the following areas: a.) Bullying Prevention b.) Violence/conflict resolution c.) Recent drug use trends d.) Resiliency/Developmental Assets e.) Dating Violence f.) Signs of Child Abuse g.) Response to Intervention (RtI) Model for behavior research based interventions to allow all BISD staff to recognize and address the issue, as a preventive measure. So that faculty and staff can better serve the student population. Population: All Campus Administrators and Teachers Timeline: July 2019-June 2020 CNA Perception #4 Strategy's Expected Result/Impact: F: Attendance Roster, Professional Development Evaluation, PEIMS Discipline Reports S: Implementation of Programs Monitor: Principals, AP's,	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 17 Details	Reviews			
Strategy 17: Provide training to office staff conducting a sex offender search on all visitors in order to for minimize the number of intruders on campus as well as registered sex offenders. Population: Administration and office staff Timeline: July 2019-June 2020 Strategy's Expected Result/Impact: F: Training Sign-up sheets; Log of Sex Offender Searches S: Safety in our campus Monitor: BISD Security Services	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 18 Details	Reviews			
Strategy 18: Continue the district-wide plan for quality professional development for faculty and staff targeting the identification of students at-risk of dropping out and providing teachers with effective intervention and prevention instructional strategies, including the identification of special populations in order to decrease student dropout rates and to increase graduation rates. Population: All Teachers Timeline: July 2019-June 2020 Strategy's Expected Result/Impact: F: In-Service Evaluations S: Teacher knowledge of AR student identification Monitor: Professional Development, Campus Principals, At-Risk Counselors,	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 19 Details	Reviews			
Strategy 19: Administration and counselors will attend professional development to maintain current on instructional strategies, prepare materials, agendas, brochures, letters, flyers for dissemination of student progress through dept meetings, parent & student meetings in order to support teachers in all contents. Population: Administration, Counselors, Teachers, Parents, students Timeline: July 2019-2020 CNA SP &P #1;SP &P #3 Strategy's Expected Result/Impact: F: ERO Session Evaluation Report, ERO Session Attendance Report, Lesson Plans, Classroom Observations, Benchmark Scores, Student Progress Reports S: STAAR Monitor: Campus Principals, Dean, Assistant Principal, Funding Sources: 199-31-6399-00-051-Y-99-000-Y - 199 Local funds - General supplies-counselor - \$500, Employee travel- out of district - 199 Local funds - 199-23-6411-23-051-Y-99-000-Y - \$2,000, General supplies - 199 Local funds - 199-23-6399-00-051-Y-99-000-Y - \$1,100, General supplies-print media - 199 Local funds - 199-23-6399-16-051-Y-99-000-Y - \$150, General supplies-toner - 199 Local funds - 199-23-6399-65-051-Y-99-000-Y, GENERAL SUPPLIES - 199 Local funds - 199-23-6399-17-051-Y-99-000-Y - \$50	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 20 Details	Reviews			
Strategy 20: Provide teachers/campus administration with professional development opportunities to enhance implementation of instructional strategies including: Response to Intervention (RtI), sheltered instruction (SIOP), differentiated instruction, common instructional framework (CIF), reading comprehension cognitive strategy routines, Texas Literacy Initiative protocols including oral language skills that increase listening/ speaking and reading/ writing proficiency in all content areas. Population: All teachers teaching core content and special education, dyslexia, pre-AP/AP, CTE, and other academic areas Timeline: August 2019- May 2020 Strategy's Expected Result/Impact: Formative: BISD Instructional Feedback Form District Monitoring Instrument data will indicate X percentage point increase in Domain 2 proficient and higher ratings. Summative: The district will have a 5 point increase in the number of students who reach Approaches Grade Level and STAAR Masters Grade Level performance on STAAR/EOC exams. Monitor: Principal, Curriculum Specialists, Lead Teachers, Dean, Department Chairs	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 21 Details	Reviews			
<p>Strategy 21: Strengthen the efficiency and effectiveness of the Gifted and Talented Program through the required Core and On-going training as well as specific professional development sessions on differentiated curriculum and assessment relative to the annual goals of the program.</p> <p>Populations: All G/T sub-population students and teachers for these students in core content areas and Special Education</p> <p>Timeline: July 2019 to June 2020</p> <p>Strategy's Expected Result/Impact: Formative: District monitoring instrument, Class rosters, Lead teacher classroom observations, Training agendas and evaluations</p> <p>Summative: Improved STAAR and EOC student scores, improved AP, TSI, and other college readiness assessment scores by 5 percentage points.</p> <p>Monitor: Principal, Dean, Assistant Principals</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 22 Details	Reviews			
<p>Strategy 22: Increase the rigor of the comprehensive Pre-Advanced Placement/Advanced Placement program of instruction at the middle and high school levels based on a progression of aligned courses through annual training.</p> <p>Populations: All subpopulation students and teachers for these students in core content areas, Special Education and CTE</p> <p>Timeline: July 2019 to June 2020</p> <p>Strategy's Expected Result/Impact: Formative: District monitoring instrument, Class rosters, Lead teacher classroom observations, Pre-AP/AP Student Applications, Pre-AP/AP Commitment/Contract Training agendas and evaluations</p> <p>Summative: Improve STAAR and EOC student scores, AP tests and other college readiness assessment results by 5 percentage points.</p> <p>Monitor: Principal, Dean, Assistant Principals</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 23 Details	Reviews			
<p>Strategy 23: Provide respective teachers with training for selected resources to adequately implement the district K-8 Science, Technology, Engineering, and Mathematics initiative and Middle School STEM program.</p> <p>Population: STEM Teachers</p> <p>Timeline: July 2019 to June 2020</p> <p>Strategy's Expected Result/Impact: Formative: PDS session evaluations, benchmark scores, program applications counts</p> <p>Summative: STAAR Scores, BISD instructional feedback form walkthroughs will indicate implementation of developed project-based learning experiences</p> <p>Monitor: Principal, Dean, Assistant Principals, Dept. Chairs</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 24 Details	Reviews			
<p>Strategy 24: Support participation of faculty and staff attendance at district and/or regional literacy conferences in order to target areas for improvement and provide turn-around training for explicit instruction, lesson design, classroom organization and delivery overviews of the information during district staff development days.</p> <p>Population: All grade level teachers</p> <p>Timeline: August 2018 - June 2019</p> <p>Strategy's Expected Result/Impact: Formative: RtI plans and progress monitoring reports, Sign-in sheets, Workshop agenda, PDS session roster and evaluations, TLI routines documented in Instructional Feedback Form data</p> <p>Summative: STAAR scores, TELPAS, TMSFA</p> <p>Monitor: Principal, Dean, Assistant Principal, Dept. Chair, Curriculum Specialist</p> <p>Funding Sources: - 199 Local funds</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 25 Details	Reviews			
Strategy 25: Campus personnel and stakeholders will attend opportunities at the national, state, regional and in-district conferences to engage in research-based professional development opportunities that will support effective transformational reform strategies, best practices and student learning. (Title I-A & Title II-A) Population: All grade levels Timeline: August 2019 to June 2020 Strategy's Expected Result/Impact: Formative: Classroom grades, campus benchmark scores, teacher observations, student progress reports, Lesson plans, Curriculum Feedback/ walk-through reports, PDS Session Evaluations Summative: T-TESS or Job Description/ Evaluation summative reports show improvement on State Assessments including STAAR, and TERRA NOVA Test Results Monitor: Principal, Campus Administration	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 26 Details	Reviews			
Strategy 26: Fine arts students and teachers will be provided professional development training annually. Population: all K-12 students and teachers Timeline: August 2019 - May 2020 Strategy's Expected Result/Impact: Formative: Sign in Sheets, PDS evalutaio, student performance ratings Summative: Increased EOY performance recognition Monitor: Principal, Dean, Fine Arts Director, Teachers	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 27 Details	Reviews			
Strategy 27: Migrant Education program instructional staff will be provided professional development to improve migrant students' reading and math skills and specific supports for secondary migrant students and OSY. Population: Migrant support staff Timeline: August 2019 - May 2020 Strategy's Expected Result/Impact: Formative: Sign in sheets, PDS evaluations, student performance ratings Summative: Increased EOY performance on state and local assessments Monitor: Campus Administration, Migrant Clerk	Formative			Summative
	Nov	Feb	Apr	June
				









Strategy 28 Details	Reviews			
<p>Strategy 28: Professional development opportunities will be provided to campus and district personnel to enhance the provision of services for at-risk students in order to improve academic achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. Professional development opportunities include: -Identification of at-risk students via state and local criteria, -Graduation Rate, Completion Rate, and Graduation Cohorts, -Identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act, and Budget and Program Compliance Population: All At-risk Students Timeline: August 2019-May 2020</p> <p>Strategy's Expected Result/Impact: Formative: PDS Session attendance and Evaluation Reports, Verified Homeless and/or Unaccompanied Youth Enrollment Letter, eSchoolPLUS Special Programs Report, eSchoolPLUS At-Risk Progress Report, Progress Monitoring Assessment Scores, Student Progress Reports</p> <p>Summative: Increased STAAR/EOC and At-risk Retention</p> <p>Monitor: Principal, Dean, State Compensatory, Homeless Youth</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 7: Educators will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.

Performance Objective 2: The CTE Department will provide on-going professional development for CTE teachers, so that extended learning opportunities, with the use of research-based programs and activities, are provided to students to ensure more opportunities to be college and career ready.

Evaluation Data Sources: Professional development records for CTE, numbers of students in under-served pathways, survey data

Summative Evaluation: Significant progress made toward meeting Objective

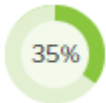



Strategy 1 Details		Reviews			
Strategy 1: The Career and Technical Education Department will continue to support ongoing professional development for its teachers so that students may learn the latest program area and technology skills and be able to compete in college and the workforce. Population: CTE faculty Timeline: Aug. 2019-July 2020 Strategy's Expected Result/Impact: Formative: Teachers will return to their classrooms and be able to share the newest technologies with their students and Teachers will be able to train their campus colleagues based on what they learned at their PD Summative: Teachers lesson plans and walkthroughs will indicate improved implementation after training sessions Monitor: Principal, Assistant Principal, Dean, CTE Teachers, CTE Administration		Formative			Summative
		Nov	Feb	Apr	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 8: Technology will be implemented at Lucio MS and used to increase the effectiveness of student learning, instructional management, staff development, and administration.





Performance Objective 1: Lucio M.S. will show a 5% increase in all four key areas of the Star Chart: 1. Teaching and Learning 2. Educator Preparation and Development 3. Leadership, Administration and Instructional Support 4. Infrastructure for Technology









Evaluation Data Sources: EOY Student grades, electronic portfolios, StarChart Survey Results, T-TESS, Professional Development System Summary Reports, Fixed Assets inventory Expenditure reports









Summative Evaluation: Significant progress made toward meeting Objective









Strategy 1 Details	Reviews			
<p>Strategy 1: Acquire the latest computer hardware and software to meet system requirements that will enhance communication skills (reading, speaking, and writing), leadership skills, and higher order thinking skills (organizing multimedia presentations, production plans, create storyboards, etc). Students will learn current video editing software, use of digital video, sound and equipment.</p> <p>Purchase technology equipment such as mimio teach systems, mimiopad3, desktops, toner, supplies, printers, iPads including eleven for the library, document cameras, calculators and all necessary wiring and mounts for instructional settings to address technology needs in order to better implement TEKS and level of instruction. Purchase of Live Cam Microsoft Studio HD Web Cam utilized for the replacement of the student ID system.</p> <p>Population: Include subgroups: At risk, EL population, SE, Migrant, 6th-8th Economically Disadvantaged, TI, ESL, SPED, GT, At-Risk students</p> <p>Timeline: August 2018-June 2019</p> <p>CNA SP & P #2,3,4</p> <p>Strategy's Expected Result/Impact: F:STaR Chart Survey, CNA Survey, Benchmarks, Six weeks grades, projects</p> <p>S:Fixed Assets inventory Expenditure, EOY grades, promotion/retention rates, STAAR scores</p> <p>TELPAS Scores, and progress monitoring</p> <p>Monitor: TST, Librarian,Principal, Dean of Instruction, Technology Teacher</p> <p>Administration</p> <p>LPAC Chair and Bilingual Lead Teacher</p> <p>Funding Sources: technology equipment desktops, mimio teach systems and mimiopads3, laptops and</p>	Formative			Summative
	Nov	Feb	Apr	June
				









desktops/Electronic devices (\$5000 below) - 211 Title I-A - 211-11-6398-62-051-Y-30-0F2-Y, Computers for testing and instructional labs - 162 State Compensatory - 162-11-6398-62-051-Y-30-000-Y - \$84,992, 1 Desktop Computers (Administration-Attendance) - 211 Title I-A - 211-23-6398-65-051-Y-30-0F2-Y, miscellaneous contracted services - 199 Local funds - 199-23-6299-00-051-Y-99-000-Y - \$200, Site license single use non-instructional (less than \$500) - 199 Local funds - 199-23-6395-65-051-Y-99-000-Y - \$110, Computer supplies (less than \$500) non-instructional - 199 Local funds - 199-23-6398-65-051-Y-99-000-Y, Contracted maintenance & repair (computer maintenance) - 199 Local funds - 199-11-6249-00-051-Y-11-000-Y - \$100, computer supplies/toner- administration - 211 Title I-A - 211-23-6399-65-051-Y-30-0F2-Y, IT general supplies (headphones, ink, Spheros, VGA and HDMI cables) - 211 Title I-A - 211-11-6399-62-051-Y-30-0F2-Y, Supplies & Materials - Software - 162 State Compensatory - 162-11-6395-62-051-Y-30-000-Y, IT Equipment EL Population (i.e., Ipads, Mimio Teach Pads, laptops) - 263 Title III-A Bilingual - 263-11-6398-00-051-Y-25-000-Y - \$0, CONTRACTED MAINTENANCE & REPAIR - 211 Title I-A - 211-11-6249-62-051-Y-30-0F2-Y - \$1,000, Software for ipads - 263 Title III-A Bilingual - 263-11-6395-62-051-Y-25-000-Y - \$0, Misc Contracted Services - 162 State Compensatory - 162-32-6299-00-051-Y-24-CIS-Y - \$25,000, Misc Operating Costs - 162 State Compensatory - 162-61-6499-53-051-Y-30-WTF-Y - \$150, General Supplies - 162 State Compensatory - 162-61-6399-051-Y-30-WTF-Y - \$150, Equipment under 5,000 - 244 Perkins Grant (Fed. CTE) - 244-11-6398-62-051-Y-22-0ZZ-Y - \$3,457, Equipment under 5,000 - 244 Perkins Grant (Fed. CTE) - 244-11-6398-ZZ-051-Y-22-000-Y - \$5,901				
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Strategy 2 Details	Reviews			
<p>Strategy 2: Lucio MS will model and support the integration of instructional technology (Compass Learning, TTM, Brain Pop, Mindplay, etc.) within the context of delivering instruction in core curriculum areas for reinforcement, differentiation, assessment, and meeting the accessibility / modifications needs of students.</p> <p>Specific settings include but are not limited to:</p> <p>Computer labs, Interactive tablets Sensors/Interface Technology Interactive whiteboards w/projectors, Document cameras, clickers, graphing calculators, hardware & software, scantron machine, etc.) One Drive, Project Share, TSLP courses, and e-portfolios will further develop professional learning communities through campus based leadership teams.</p> <p>Population: All students, TI, MI, ELL, SE, AR, GT, DYS</p> <p>Timeline: Aug 2019 -May 2020</p> <p>CNA SP & P # 2, 3, 4,5, 6</p> <p>Strategy's Expected Result/Impact: Formative: Walkthrough, Benchmark data, Students' grades & portfolios, Progress reports, 6wks grades, Progress monitoring, Data reports</p> <p>Summative: EOY Student grades, e-portfolios, Presentations, Gradebooks/-Tech. Application TEKS, STAAR scores</p> <p>Monitor: Principal, Teachers, Dean, Dept. Chair, TST, Assist. Principals</p> <p>Funding Sources: Supplies & Materials:software access: SOFTWARE - 211 Title I-A - 211-11-6395-62-051-Y-30-0F2-Y - \$2,000, Contracted Maintenance renewal software - 211 Title I-A - 211-11-6249-62-051-Y-30-0F2-Y, Software and licensing for student instructional support (Game Salad/Edgenuity) - 162 State Compensatory - 162-11-6299-62-051-Y-30-000-Y - \$6,000, Miscellaneous contracted services and use/access software licenses (STEM) - 211 Title I-A - 211-11-6299-62-051-Y-30-STM-Y, General supplies (STEM) - 211 Title I-A - 211-11-6399-00-051-Y-30-STM-Y, General Supplies (Ink) - 162 State Compensatory - 162-11-6399-62-051-Y-30-000-Y - \$0</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will be encouraged to participate in PD to integrate technology in the subject areas in order to maintain their highly qualified status. In addition the PD will include but not be limited to web-based programs (Eduphoria, Aware, eSchoolPlus, Think about it) to increase knowledge/offer classroom solutions.</p> <p>Population: All Teachers</p> <p>Timeline: Year-round as they become available July 2019-June 2020 CNA SP & P #1,5</p> <p>Strategy's Expected Result/Impact: Formative: PD sign-ins, PD evaluations</p> <p>Summative: T-TESS, STAR Chart Survey, Reports on web-based usage data</p> <p>Monitor: Principal, Dean, Teachers, Technology Services, Professional Development</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers and administrators will complete an annual School Technology and Readiness (STaR) Chart to assess technology proficiency.</p> <p>Population: All Faculty</p> <p>Timeline: December 2019-February 2020</p> <p>Strategy's Expected Result/Impact: F: Completion of Survey STaRchart Survey S: T-TESS ,ERO Summary Report, STAR Chart Survey</p> <p>Monitor: Principal, Teachers, Technology Services</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 5 Details	Reviews			
Strategy 5: Teachers will note technology integration in their lesson plans and ensure the use of laptops and projectors in their classroom to enhance their lessons with visuals/animation to facilitate lessons to all learners across the curriculum. Population: All Teachers Timeline: Aug 2019-June 2020 CNA SP & P # 1, 3, 5, 6 Strategy's Expected Result/Impact: Formative: Lesson Plans, Walkthroughs Summative: Integration of technology Monitor: Principal, Dean of Instruction, Teachers	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 6 Details	Reviews			
Strategy 6: Grants will be written in order to upgrade technology acquisition. Population: 6th-8th Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students Timeline: July 2018-June 2019 CNA SP & P # 2, 3, 6 Strategy's Expected Result/Impact: F:Grant Application S: Technology purchases Monitor: Grants dept., Principal, teachers	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 7 Details	Reviews			
<p>Strategy 7: The District will increase the accessibility for all students in technology based instruction across all subject areas by providing new software, such as Office 365, and hardware at the campuses for computer/ technology enhanced instruction. The students will also develop projects that foster creativity, innovation, communication, collaboration, information fluency and digital citizenship in all content areas. Additionally, a Bring Your Own Device Initiative will be maintained throughout the district.</p> <p>Population: All Students</p> <p>Timeline: August 2019- May 2020</p> <p>CNA S P & P #3,4,6</p> <p>Strategy's Expected Result/Impact: Formative: Benchmarks, Classroom projects, Student competitions, Imporved connectivity of wired/wireless devices</p> <p>Summative: Increase Test Scores, EOY grades, Electronic porfolios, StarChart Surveys, Benchmarks</p> <p>Monitor: Principals, Campus Administration, Caeer & Tech. Education Admin., Sp. Programs Admin., Tech. Services Admin.,Bilingual Admin, Campus TST</p> <p>Funding Sources: Library Tech Equipment - 211 Title I-A - 211-12-6398-00-051-Y-30-0F2-Y, - 199 Local funds</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 8 Details	Reviews			
<p>Strategy 8: Teachers will participate in a minimum of 12 hours of technology professional development annually to better prepare and assist with the integration of technology into the subject areas. Training and support will be provided for all teachers and students on Netiquette training, the prevention of Cyber Bullying and the integration of technology in the classroom.</p> <p>Population: All Students and teaching faculty</p> <p>Timeline: August 2019 to May 2020</p> <p>Need: District policy</p> <p>CNA SP & P #1, 3, 5</p> <p>Strategy's Expected Result/Impact: Formative Results: Professional Development System Evaluations, Administrative Walkthroughs, Certificates of completion of training</p> <p>Summative Impact: T-TESS evaluations, Application Management Reports, StarChart Surveys, Campus Technology Training records from PDS</p> <p>Monitor: Campus Administration, Campus TST, Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
				





Strategy 9 Details	Reviews			
<p>Strategy 9: Lucio MS will allow the Technology Support Teacher (TST) adequate time daily to support their campus in the integration of technology into instruction and PD.</p> <p>Population: Campus faculty</p> <p>Timeline: August 2019 - May 2020 CNA SP &P # 5</p> <p>Strategy's Expected Result/Impact: Formative Results: TST reported schedules, Application Management reports, Walk-throughs, Software usage reports</p> <p>Summative Impact: EOY TST reported schedules, EOY Application Management reports</p> <p>Monitor: Campus Administration, Campus TST</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				









Goal 9: Through enhanced dropout prevention efforts, Lucio Middle School students will remain in school until they obtain successful promotion to 9th grade. Efforts to improve attendance for our students will encourage and challenge them to meet their full educational potential.

Performance Objective 1: Lucio Middle School will develop and implement prevention and intervention strategies to increase the at-risk students STAAR achievement by 5%, increase the At-Risk Student Attendance Rate by 5% and maintain the Middle School Dropout Rate at 1% or less.

Evaluation Data Sources: STAAR/EOC, At-Risk Student Attendance Rate, Retention Rate, and Drop Out Rate

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Migrant recruiters and clerks will attend the annual intensive Identification and Recruitment (ID&R) training in order to be certified as state recruiters. Migrant Education Program will utilize the comprehensive ID&R / Quality Control Plan of Action/ COE Procedural Flow Chart to systemically and thoroughly identify migrant students and their families and improve their attendance in BISD schools. Population: Migrant Office Staff Timeline: August 2019 and January 2020 CNA Strategy's Expected Result/Impact: Formative: PDS Transcripts, NGS Maximum Enrollment Report Promotion Continuity of Services, Region One audit Summative: Increase in student ID&R numbers Migrant Recruiter & clerks certificate of attendance, increase in migrant student enrollment Monitor: Principal, Migrant Clerk Funding Sources: - 212 Title I-C (Migrant)	Formative			Summative
	Nov	Feb	Apr	June
				





Strategy 2 Details	Reviews			
<p>Strategy 2: Lucio MS will recognize students and award incentives to students for maintaining perfect attendance and academic achievement every 6 wks and at the end of the year.</p> <p>Population: All 6th-8th students (Economically Disadvantaged, TI MI, ELL, SPED, GT, AR)</p> <p>Timeline: Aug 2019-June 2020</p> <p>CNA Student Achievement #8</p> <p>Strategy's Expected Result/Impact: Formative: Progress reports, 6 wks grades, Progress monitoring, Attendance sheets, ceremonies,</p> <p>Summative: Annual Rate, EOY attendance rate</p> <p>Monitor: Parents, PEIMS Administrator, Counselors, Attendance clerk</p> <p>Funding Sources: Awards/Certificate incentive for attendance/grades - 199 Local funds - 199-11-6498-00-051-Y-11-000-Y - \$5,000, - 199 Local funds - 199-13-6498-051-Y-11-00-Y - \$2,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				









Goal 9: Through enhanced dropout prevention efforts, Lucio Middle School students will remain in school until they obtain successful promotion to 9th grade. Efforts to improve attendance for our students will encourage and challenge them to meet their full educational potential.





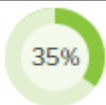

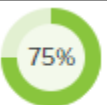

Performance Objective 2: Reduce the Middle School Dropout Rate to less than 1%, increase the High School Completion Rate to 95% and increase the High School Graduation Rate to 91.3%.









Evaluation Data Sources: Drop-out and Graduation rate reports.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: The PEIMS Administrator will work with the home visitor to track truant students and ensure that proper documentation is in place to reduce the number of students that are not in school. Population: All 6th-8th AR students Timeline: July 2019 -June 2020 (Daily) CNA pg. 11 priority 10</p> <p>Strategy's Expected Result/Impact: Formative: eSchool PLUS student roster with ESL, ELL, and Migrant indicators</p> <p>Summative: Attendance Rate, Dropout Rate, Retention Rate</p> <p>Monitor: PEIMS Administrator, Principal, Home Visitor</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
Strategy 2: The At Risk Counselor with assist by coordinating intervention programs and monitor the daily activities and progress of all At Risk students and those identified as a priority based on SCE criteria. Population: All 6th-8th AR Students, TI, MI, LEP Timeline: July 2019-June 2020 with monthly SCE meetings CNA pg. 11 priority 10 Strategy's Expected Result/Impact: Formative: eSchool Plus At-Risk Progress, eSchool Plus Dropout Monitor Report, Benchmark Scores, Student Progress Reports Summative: STAAR, Attendance Rate, Dropout Rate Monitor: Principal, Administrator for State Compensatory Education	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
Strategy 3: Ensure that the campus has a process in place to identify homeless students in order receive the full protections of the McKinney-Vento Act, including the help they need to enroll, attend, and succeed in school. Population: 6th-8th AR Students Timeline: July 2019 - June 2020 (Daily) Strategy's Expected Result/Impact: Formative: Monthly eSchool PLUS At-Risk reports will be generated and the HYP will work with the At-Risk Campus Contact Summative: STAAR, Attendance Rate, Dropout Rate Monitor: Principal, Admin for the HYP, Admin for SCE, Admin Special Programs	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 4 Details	Reviews			
Strategy 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 once identified as needing assistance from HYP. Population: 6th-8th AR Students Timeline: July 2019-June 2020 Daily Strategy's Expected Result/Impact: Formative: Monthly eSchool PLUS At-Risk reports will be generated and the HYP will work with the At-Risk Campus Contact Summative: STAAR, Attendance Rate, Dropout Rate Monitor: Principal, Admin for the HYP, Admin for SCE, Admin Special Programs	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 5 Details	Reviews			
Strategy 5: Monitor and recover students classified as dropouts/No-Show on a systemic cycle through dropout recovery efforts that include: Walk for the Future, Attend District Dropout Recovery Meetings (Fall) to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate. Population: All At-risk Students Timeline: August 2019-May 2020 CNA Strategy's Expected Result/Impact: Formative: PDS Session Attendance and Evaluation Reports, eSchoolPlus At-Risk Progress Report and Dropout Monitor Reports, Progress Monitoring Assessment Scores, Student Progress Reports Summative: Increased At-Risk Retention, Graduation, and Completion Rates, Decreased dropout rate Monitor: Campus Administration, Attendance and Migrant Clerk, Parent Liaison	Formative			Summative
	Nov	Feb	Apr	June
				





Strategy 6 Details	Reviews			
<p>Strategy 6: A clothes closet will be implemented to provide identified at-risk, homeless, and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate.</p> <p>Population: All At-risk Students</p> <p>Timeline: July 2019 - May 2020</p> <p>Strategy's Expected Result/Impact: Formative: Clothes Closet Inventory, Clothes Closet Distribution Log, Progress Monitoring Assessment Scores, Student Progress Reports</p> <p>Summative: Increased At-risk Retention, Graduation, and Completion Rates Decreased dropout rate</p> <p>Monitor: Principal</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				









Goal 9: Through enhanced dropout prevention efforts, Lucio Middle School students will remain in school until they obtain successful promotion to 9th grade. Efforts to improve attendance for our students will encourage and challenge them to meet their full educational potential.









Performance Objective 3: Lucio M.S. will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR by 10%.





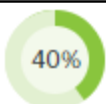
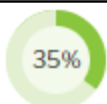
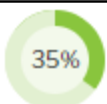

Evaluation Data Sources: STAAR/EOC reports disaggregated for At-Risk students.









Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Accelerated instruction in the core foundation curriculum will be provided during extended day tutorial programs/Saturday Academies to increase academic achievement and attendance for at-risk students by 10%, and to decrease the dropout rate to less than 1% of the at-risk students. Support regular/accelerated instruction through the purchase of technology equipment (desktops, printers, projectors, cameras, document cameras, calculators and other).</p> <p>Population: AR, TI, MI, ELL, DYS</p> <p>Timeline: Sept.2019-May 2020 (minimum 2 X week)</p> <p>CNA Student Achievement # 1,2; SP&P #3,4</p> <p>Strategy's Expected Result/Impact: Formative: eSchoolPLUS generated Tutorial Schedule, Tutorial Attendance, Tutorial Lesson Plans, Tutorial Classroom Observations, IPR, Benchmark Scores</p> <p>Summative: STAAR results , Retention rate</p> <p>Monitor: Principal, Dean, Assistant Principal, Teachers</p> <p>State Compensatory Admin.</p> <p>Funding Sources: Reclassified Transportation (Tutorials extended day) - 211 Title I-A - 211-11-6494-00-051-Y-30-0F2-Y</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: The Deans of Instruction will conduct regular scheduled research-based professional development sessions in order to train, support, recruit and retain highly qualified personnel that will positively impact at-risk student.</p> <p>Population: AR, TI, MI, ELL, DYS</p> <p>Timeline: July 2019- June 2020</p> <p>CNA SP&P #5</p> <p>Strategy's Expected Result/Impact: Formative: Lesson Plans, Classroom Observations, Benchmark scores, IPRs, Professional Development sign in sheets</p> <p>Summative: STAAR scores</p> <p>Monitor: Principal, Administrator for State Compensatory Education</p> <p>Funding Sources: - 162 State Compensatory</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: MIGRANT- Lucio MS Migrant students will receive grade appropriate school supplies on an as needed basis to ensure academic success and to equalize their opportunities for the academic challenges of their grade level. Computers and printers will be provided for students to work on their assignments and projects.</p> <p>Population: All migrant Students</p> <p>Timeline: August 2019-June 2020</p> <p>CNA Perception #3; SP &P # 3</p> <p>Strategy's Expected Result/Impact: Formative: 6 Weeks Grades, student sign in sheets for supplies</p> <p>Summative: Successful completion of all courses and master the STAAR</p> <p>Monitor: Administration, Counselors, Migrant Clerk, Teachers</p> <p>Funding Sources: HP Printer for migrant student lab - 212 Title I-C (Migrant) - 212-11-6649-00-051-Y24-0F2-Y</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 4 Details	Reviews			
Strategy 4: MIGRANT- Lucio MS migrant clerk/staff member(s) will follow the district required Priority of Services Plan of Action to ensure PFS and migrant students receive supplemental support and are the priority as delineated by NCLB Act of 2001 Section 1301-1309 and NCLB Section 1304(d) are met throughout the current school year Population: Migrant Clerk Timeline: Aug 2019-June 2020 CNA Student Achievement #7, 9 Strategy's Expected Result/Impact: Formative: Student sign in logs, tutorial attendance sheets, Lesson plans, grades Summative: Successful completion of all courses and master the STAAR, promotion rates, decrease student identified as PFS by 5% Monitor: Special Programs , Administration, Migrant Clerk/Teacher, Counselors, District Migrant Personnel/Program	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 5 Details	Reviews			
Strategy 5: Supplement the Dyslexia Program to provide language and literacy interventions (as needed) to improve student achievement, attendance, graduation rate, completion rate, and reduce the retention rate and dropout rate. Population: At-risk Students; Dyslexic Students Timeline: August 2019- June 2020 Strategy's Expected Result/Impact: Formative: eSchoolPLUS Master Schedule, Teacher lesson Plans, Classroom Observations, Progress Monitoring, Assessment Scores, Student Progress Reports Summative : Decreased Retention Rate compared to prior year Monitor: Campus Administration, Dyslexia teacher and clerk, Curriculum, State Compensatory	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 6 Details	Reviews			
<p>Strategy 6: Provide computer-based instruction in the foundation curriculum and adaptive-assisted devices in order to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate.</p> <p>Population: All At-risk Students (TI, MI, EL, DYS)</p> <p>Timeline: August 2019 - June 2020</p> <p>Strategy's Expected Result/Impact: Formative : eSchoolPLUS Master Schedule, Computer Lab Schedule, Software Usage Reports, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports</p> <p>Summative : Improved STAAR/EOC, TELPAS and other state assessments, Attendance Rate, Retention Rate, Dropout Rate, Graduation Rate, and Completion Rate</p> <p>Monitor: Principal, Dean, Assistant Principal, Sp. Programs, Admin. State Compensatory</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: MIGRANT- Lucio MS migrant students will have an equal opportunity to attend the school district's summer school programs to ensure promotion if needed or to participate in the migrant enrichment summer program.</p> <p>Population: All Migrant students</p> <p>Timeline: June 2020</p> <p>Strategy's Expected Result/Impact: Formative: Sixth weeks grades and PFS Monitoring Tool, Summer School attendance logs</p> <p>Summative: On time promotion/graduation and decrease dropout rates and STAAR scores by 10%, EOY Promotion Rates, PBMAS</p> <p>Monitor: Principal, Migrant Clerks, Counselors, Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
				





Strategy 8 Details	Reviews			
<p>Strategy 8: The At-Risk Counselor will provide assistance to Lucio MS with recovery of drop-outs and to monitor and counsel potential drop-out students to improve academic achievement by 10% increase attendance by 10% and decrease the drop-out rate to less than 1%. Supplies and resources will be purchased to assist At-Risk Counselor with assisting students educational needs.</p> <p>Population: AR, TI, MI, ELL</p> <p>Timeline: Aug. 2019-June 2020 (daily)</p> <p>Strategy's Expected Result/Impact: Formative: eSchoolPlus drop-out monitoring report, eSchoolPlus Special Programs report, benchmark scores, IPRs, TSI</p> <p>Summative: STAAR scores, Attendance Rate, Retention Rate, Drop-out Rate</p> <p>Monitor: Principal, Dean, Assistant Principal, Administrator for State Compensatory Education</p> <p>Funding Sources: - 162 State Compensatory</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				













Goal 9: Through enhanced dropout prevention efforts, Lucio Middle School students will remain in school until they obtain successful promotion to 9th grade. Efforts to improve attendance for our students will encourage and challenge them to meet their full educational potential.

Performance Objective 4: Lucio M.S. will implement a sustainable coordinated school health system that provides wellness tools and resources which will promote long-term development through student attendance and success of the whole student.

Evaluation Data Sources: Nurse time and effort reports show students immediate health concerns are addressed along with improved report card grades and increased student attendance rates. PAPA, CATCH, and SHAC meetings and reports.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: To promote physically and emotionally healthy students, Lucio M.S. will utilize the -PAPA (Parenting and Paternity Awareness) curriculum -CATCH (Coordinated Approach to Child Health) program, and -SHAC (School Health Advisory Committee) to address areas including Prevention of Dating Violence and sexual abuse of children. Population: All students Timeline: July 2019 to June 2020 Strategy's Expected Result/Impact: Formative Results: Classroom observation, Professional development evaluations, Sign-in sheets, Workshop agendas Summative Impact: Fitness Gram results increase CATCH Binder end of year evaluation Monitor: Principals, Assistant Principal Deans, Dept Chairs	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: In an effort to improve overall student health which increases student attendance and academic performance, will be carried out by a full time campus nurse.</p> <p>Population: All students</p> <p>Timeline: August 2019 - May 2020</p> <p>CNA</p> <p>Strategy's Expected Result/Impact: Formative Results: Monthly reports</p> <p>Summative Impact: Nurse time and effort reports will clearly show that the students immediate health concerns are being addressed and will result in improved student attendance and grades</p> <p>Monitor: Campus Administration, Nurse and Nurse Assistant</p> <p>Funding Sources: - 199 Local funds</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Counselors will have -program addressing students/groups with personal issues (emotional distress, family/alcohol problems, etc.) to increase attendance and academic performance</p> <p>-parent services dealing with schedules modifications, general counseling to ease parents with students classes and problems facing at school</p> <p>-promote identifying and awareness of homeless/accompanied youth related services (social, emotional, physical, academic needs) within BISD and community agencies to support to increase student attendance and academic performance.</p> <p>Population: All 6th-8th students</p> <p>Timeline: August 2019-June 2020 (Daily/monthly)</p> <p>Strategy's Expected Result/Impact: Formative Results: Monthly Counselor's log, Parent contact log, Student progress</p> <p>Summative Impact: Attendance Rate, Dropout Rate, STAAR</p> <p>Monitor: Principal, Counselors, Admin for the HYP, Admin for SCE, Admin Special Programs</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	9	TELPAS Samples: All Core Area Teachers will be require to maintain a writing portfolio by collecting TELPAS formatted samples every 6 weeks. Population: 6th-8th grade Students; LEP, Parental Denials, ESL, MI, SE Timeline: July 2019-April 2020; Every 6 weeks
1	3	1	Teachers will make use of strategies to display wordwalls and other visual aids so they can improve students vocabulary to increase student achievement in the State assessments Population: At-risk 6th-8th grade students: LEP, Parental Denials, ESL, MI, SE, GT, Pre-AP, DYS, AR, TI Timeline: July 2019-June 2020 CNA Student Achievement # 1, 2
7	1	3	T PD for ELL Literacy/SIOP/TELPAS: Provide Professional Development for new and existing teachers on all modules of Texas State Literacy Plan (Texas Gateway Resource), SIOP Instructional strategies and TELPAS Writing Training in order to target areas for improvement with our ELL population. Campus Strategies will include: -Curriculum mapping -CPQ's - Think Turn Talk -Question Stems -Inferencing -Quick Writes/Exit Tickets -SSR Fluency Population: 6th-8th grade students: LEP, Parental Denials, ESL, MI, SE, GT, Pre-AP, DYS, AR, TI Timeline: New teacher trainings: July- August 2019 CNA SP &P # 3
7	1	7	PD(GT/Pre-AP/AP institutes-Ongoing/STEM) for teachers to enhance teaching skills and integrate vertical aligned curriculum for GT/ Pre-AP/AP/STEM courses in the core areas of ELA, math, science, social studies, and Spanish Language to improve critical thinking skills and passing rates on AP exams and STAAR Scores. College Board approval of AP courses approved and compliance/requirements using research on college readiness best practices to insure students are college ready. Population: 7th-8th grade students ELA, Math, Science, Social Studies and Spanish/ESL teachers; All 6th- 7th grade teachers of GT, Pre-AP and AP /STEM students who may also be identified as LEP, TI, SE, Migrant, DYS Timeline: July 2019- June 2020

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Summer Bridge: Alignment from Elem. to MS. To ensure a smooth transition from 5th grade to middle school students will attend a Summer Bridge that will be used to close the gap and increase STAAR Scores, with 6th grade students in the area of reading and math by 10 %. Population: Students At risk, LEP, Parental Denials, SPED, Migrant Timeline: August 2019 CNA S P &P # 1.

State Compensatory

Budget for Lucio Middle School

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
162-11-6118-00-051-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	\$7,460.00
6100 Subtotal:		\$7,460.00

Personnel for Lucio Middle School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
At-Risk Counselor-Anduiza	At-Risk Counselor	State Compensatory	1
Dean- Gonzalez	Dean of Instruction	State Compensatory	1
Teachers	Teacher	State Compensatory	2

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

A comprehensive needs assessment was conducted on May 23, 2019. Over one year the Site-Based Decision-Making (SBDM) Committee has used the information 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 these needs, the committee decided to concentrate on improving the passing rate of all students equally, including student in sub groups such as: Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on all state assessments. The goal is to have 90 percent of all students and all student sub populations passing all parts of state mandated assessments for the 2019-2020 school year and to increase the Masters performance level in all content areas. The summary of the campus CNA and data sources can be found on the CIP.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The CIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such a plan, including teachers, principals, other school leaders, paras, and other individuals determined by the school. Our campus SBDM committee meets monthly on the last Thursday of every month in order to review campus needs, activities, accomplishments, initiatives, etc. The campus departments will meet to review and provide input on the campus improvement plan in accordance to the campus needs. Members of the Campus Improvement Plan can be found on the last page of the CIP. Last meeting held on : May 23, 2019.

2.2: Regular monitoring and revision

Lucio Middle School Teachers meet on a weekly basis (every Monday) with Dean of Instruction in order to monitor and revise lesson delivery using relevant data, receive new PD training to support teaching strategies and adjusting working with students, and review student progress. The departments meet on a weekly basis in order to plan vertically and horizontally to meet the individual needs of our students and to receive any additional information provided to department head from C & I. Department Chairs meet on a monthly basis with District Curriculum Specialist to get updates about curriculum. Teachers deliver the received information through lesson delivery and maintain communication with other teachers at our campus in order to implement strategies and maintain curriculum alignment. The RTI Committee meets every six weeks in order to monitor student progress. The date that the CIP was revised and or evaluated for 2019-20 school year was held May 27, 2019.

2.3: Available to parents and community in an understandable format and language

Communication about key information about our campus such as: activities, academics, recognitions, assessments, curriculum, etc. is delivered both in English and Spanish to parents to ensure that communication between our campus and the parents/community is prompt and accurate. The communication is carried out through parent meetings, letters/notices, website, Facebook and school messenger. The Campus Improvement plan is available on our school website and can be printed by Dean upon request. **Oral translated CIP is also available in Spanish upon request.**

2.4: Opportunities for all children to meet State standards

Lucio Middle School will work to provide opportunities for all children to meet State standards by having the staff will use the budgeted funds to implement school-wide reform strategies in order for the children to meet the state's Meets and Masters levels of academic performance, and incorporate the use of scientifically research based effective methods and instructional strategies that will strengthen the core academic program. Lucio MS will increase the amount and quality of learning time, with the use of Title I funding to provide afterschool tutorial/Saturday academy/summer school/summer bridge/ 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. The teachers will plan and determine which strategies will be included for meeting the educational needs of historically underserved populations. These target strategies will increase the opportunities to address the needs of all children in school, with emphasis on the needs of all low-achieving students, At-Risk, or those not meeting the State student academic achievement standards. Teachers will address how the school will determine if such needs have been met. and are consistent with and are designed to implement the State and local improvements plans.

2.5: Increased learning time and well-rounded education

Only teachers who are certified and who have met state testing requirements to teach the subjects/grade levels to which they are assigned will be hired by the school. In emergency situations, the school will consider teachers who have alternative certification. In addition to appropriate certification, teachers will be sought who are experienced and have been successful in previous assignments. The school will provide access to high-quality ongoing professional development throughout the school year for all staff including teachers, administrators, and paraprofessionals. Professional development activities will be geared to individual teachers' needs, along with any other identified needs as determined through the staff, student and parent needs assessment surveys, administration will conduct classroom observations and evaluations, and/or district identified needs. Teachers will receive additional professional development in Co-Teaching, STEM problem-solving, Science TEKS, algebra readiness, teacher delivery methodology, classroom management, text structures, and STAAR assessments. A full-time dyslexia teacher is employed at Lucio Middle School and serves dyslexia students.

2.6: Address needs of all students, particularly at-risk

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 classroom assignments and assessments. In addition to tutorial, students will have the opportunity to attend Saturday Academies and use computer software (Edgenuity, Apex, etc.).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., migrant and after school tutorial programs. Professional Development activities are also paid for from Title I, Parts A and C, and Local Funds. Title I Funds along with other approved funds are used to purchase supplemental instructional materials, media, and library resources used to improve and enhance the overall instructional program.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The family engagement policy is developed May 2019 and dissiminated August- Sept 2019 to all parents at the beginning of the school year (on campus, during parent meetings, and in Student Handbook). The campus list of individuals and their roles who participated throughtout the process, collaborating with the campus leadership team (active parents, partiapiating students, SBDM members, etc) to revise and complete the policy can be found in the campus Parent and Family Engagement Policy binder and at the end of the CIP. The policy clearly outlines the expectations of the student and parents, and communicates the expectations of the campus in order to achieve student success in both English and Spanish.

3.2: Offer flexible number of parent involvement meetings

Lucio Middle School will offer a number of flexible AM meetings on campus every Tuesday at 9:00am and offer PM meetings on campus at 5:00pm once monthly, as well as special called parent events such as Open House, Health Fair, and Meet the Teacher to promote services related to parental involvement. Title I Meeting held: September 3, 2019 at 9:00 am, September 5, 2019 at 5:30 pm

Title I Personnel

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

2019-2020 Site Based Decision Making Committee

Committee Role	Name	Position
Student	Daniela Gonzalez	Student
Administrator	Chester Arizmendi	Principal
Classroom Teacher	Cynthia Crews	English Teacher
Classroom Teacher	Linda Noell (Y1)	Science Teacher
Business Representative	Sabas Lopez	Business Representative
Classroom Teacher	Lorena Hernandez	Reading Teacher
Parent	Patricia Martinez (Y1)	Parent
Classroom Teacher	Dora Paz (Y1)	Sp. Ed Teacher
Business Representative	Analee Rodriguez	Business Representative
Community Representative	Eddie Lucio	Senator/Representative
Paraprofessional	Patricia Vela	Paraprofessional
Non-classroom Professional	Augustine Anduiza	Counselor
District-level Professional	Lorena Lozano	Curriculum Specialist
Facilitator	Grisel Gonzalez (Y1)	Dean
Community Representative	Ricardo Gonzalez (Y1)	Business Owner
Student	Danna Reyes	Student
Classroom Teacher	Maria Atkinson (Y1)	Math Teacher
Classroom Teacher	Barbara Lopez (Y1)	Tech Applications Teacher
Classroom Teacher	Anitra Zamora	Social Studies Teacher
Parent	Priscilla (Y1) Rebollo	Parent
Parent	Nydia Gamez (Y1)	Parent
Parent	Laura Guzman	Parent
Non-classroom Professional	Ciria Nieto	Community in Schools
Classroom Teacher	Dalila Ramirez	Art

Campus Funding Summary

No Funds Required					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	General materials/supplies instructional	199-11-6399-00-051-Y-11-000-Y	\$8,900.00
1	1	2	Supplies & materials-LcL Defi	199-12-6398-62-051-Y-99-000-Y	\$0.00
1	1	2	General supplies	199-12-6399-62-051-Y-99-000-Y	\$1,000.00
1	1	2	Reading Materials subscription	199-12-6325-00-051-99-000-Y	\$0.00
1	1	2	Reading Materials	199-12-6329-00-051-Y-99-000-Y	\$1,500.00
1	1	2	General Supplies	199-12-6399-00-051-Y-99-000-Y	\$1,000.00
1	1	2	Supplies/postage	199-23-6399-17-51-Y-99-000-Y	\$0.00
1	1	2	SUPPLIES & MATERIALS -LCL DEFI	199-23-6398-00-051-Y-99-000-Y	\$3,000.00
1	1	2	SUPPLIES & MATERIALS -LCL DEFI	199-23-6398-65-051-Y-99-000-Y	\$3,000.00
1	1	3	Substitute Teachers	199-11-6112-18-051-Y-99-000-Y	\$1,000.00
1	1	3	Substitute Teachers	199-11-6112-18-051-Y-11-000-Y	\$1,000.00
1	1	7	Reclassified transportation Exp/Ex	199-11-6494-00-051-Y-11-000-Y	\$2,500.00
1	1	7	Stipends	199-36-6117-00-051-Y-99-020-Y	\$800.00
1	1	7	Travel & subsistence student - Meals UIL	199-36-6412-00-051-Y-99-020-Y	\$1,500.00
1	1	7	Reclassified Transportation Expenses for competition	199-36-6494-00-051-Y-99-020-Y	\$300.00
1	1	7	Miscellaneous Fees & Dues not with travel(permits & registration)	199-36-6497-00-051-Y-99-020-Y	\$100.00
1	1	7	Travel & subsistence students- Meals/entry fees/charter bus	199-36-6412-00-051-Y-99-000-Y	\$200.00
1	1	7	Reclassified Transportation Exp- School buses	199-36-6494-00-051-Y-99-000-Y	\$400.00
1	1	12	Supplies for Maint/Operarar-Cust- (Nurse supplies)	199-33-6315-00-051-Y-99-000-Y	\$200.00
1	1	14	Copy/computer paper & notebook paper	199-11-63-96-00-051-Y-11-000-Y	\$0.00

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	15	Texas Fitness Now Program grades 6-8 (PE/CATCH)	199-11-6399-51-051-Y-11-000-Y	\$0.00
1	1	16	General Supplies furniture	199-11-6399-45-051-Y-11-000-Y	\$1,291.00
1	3	1	General Supplies (Toner)	199-11-6399-62-051-Y-11-000-Y	\$2,600.00
2	1	3	Custodial supplies	199-51-6319-00-051-Y-99-000-Y	\$6,000.00
2	1	3		199-51-6315-00-051-Y-99-000-Y	\$5,500.00
7	1	1	Sal/Wages for Subs Teacher (Subs)	199-11-6112-18-051-Y-99-000-Y	\$0.00
7	1	1	Miscellaneous Operating Costs (Food & Refreshment)	199-13-6499-53-051-Y-99-000-Y	\$1,500.00
7	1	5	Sal/Wages for subt. teachers	199-13-6112-18-051-Y-99-000-Y	\$0.00
7	1	8	Employee Travel	199-13-6411-23-051-Y-99-000-Y	\$500.00
7	1	8	Extra Duty Pay/Overtime-Sup PE (Paraprofessional overtime)	199-23-6121-08-051-Y-99-000-Y	\$200.00
7	1	8	Extra Duty Pay/Overtime-Sup PE	199-51-6121-47-051-Y-99-000-Y	\$300.00
7	1	19	199-31-6399-00-051-Y-99-000-Y	General supplies-counselor	\$500.00
7	1	19	Employee travel- out of district	199-23-6411-23-051-Y-99-000-Y	\$2,000.00
7	1	19	General supplies	199-23-6399-00-051-Y-99-000-Y	\$1,100.00
7	1	19	General supplies-print media	199-23-6399-16-051-Y-99-000-Y	\$150.00
7	1	19	General supplies-toner	199-23-6399-65-051-Y-99-000-Y	\$0.00
7	1	19	GENERAL SUPPLIES	199-23-6399-17-051-Y-99-000-Y	\$50.00
7	1	24			\$0.00
8	1	1	miscellaneous contracted services	199-23-6299-00-051-Y-99-000-Y	\$200.00
8	1	1	Site license single use non-instructional (less than \$500)	199-23-6395-65-051-Y-99-000-Y	\$110.00
8	1	1	Computer supplies (less than \$500) non-instructional	199-23-6398-65-051-Y-99-000-Y	\$0.00
8	1	1	Contracted maintenance & repair (computer maintenance)	199-11-6249-00-051-Y-11-000-Y	\$100.00
8	1	7			\$0.00
9	1	2	Awards/Certificate incentive for attendance/grades	199-11-6498-00-051-Y-11-000-Y	\$5,000.00
9	1	2		199-13-6498-051-Y-11-00-Y	\$2,000.00
9	4	2			\$0.00
Sub-Total					\$55,501.00
Budgeted Fund Source Amount					\$55,501.00
+/- Difference					\$0.00

162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	General supplies/materials for instructional use	162-11-6399-00-051-Y-30-000-Y	\$3,000.00
1	1	2	Copy Paper for instructional use	162-11-6396-00-051-Y-30-000-Y	\$3,150.00
1	1	2	Copy Paper	162-11-6396-00-051-Y-30-337-Y	\$4,000.00
1	1	2	General Supplies	162-11-6399-62-051-Y-30-337-Y	\$6,208.00
1	1	2	Professional Salaries/Wages	162-13-6119-00-051-Y-30-000-Y	\$66,423.00
1	1	2	Social Security/Medicare	162-13-6141-00-051-Y-30-000-Y	\$963.00
1	1	2	Group Health/Life Insurance	162-13-6142-00-051-Y-30-000-Y	\$7,404.00
1	1	2	TRS Care	162-13-6146-00-051-Y-30-000-Y	\$498.00
1	1	2	Employee Benefits-Locally Def	162-13-6148-051-Y-30-000-Y	\$29.00
1	1	2	Employee Benefits	162-13-6149-00-051-Y-30-000-Y	\$930.00
1	1	2	Stipends	162-31-6117-31-051-Y-30-000-Y	\$3,000.00
1	1	2	SS/Medicare	162-31-6141-31-051-Y-30-000-Y	\$44.00
1	1	2	TRS Care	162-31-6146-31-051-Y-30-000-Y	\$62.00
1	1	2	Employee Benefits	162-31-6149-31-051-y-30-000-Y	\$42.00
1	1	2	Professional Salaries/Wages	162-31-6119-00-051-Y-30-000-Y	\$72,792.00
1	1	2	SS/ Medicare	162-31-6141-00-051-Y-30-000-Y	\$1,055.00
1	1	2	Group Health/Life Ins	162-31-6142-00-051-Y-30-000-Y	\$7,404.00
1	1	2	TRS Care	162-31-6146-00-051-Y-30-000-Y	\$1,492.00
1	1	2	Employee Benefits	162-31-6149-00-051-Y-30-Y-30-000-Y	\$1,019.00
1	1	4	Professional Extra Duty Pay Tutorial 8th Grade	162-11-6118-00-051-Y-24-SSI-Y	\$7,868.00
1	1	4	Professional Extra Duty Pay Tutorial	162-11-6118-00-051-Y-30-000-Y	\$19,110.00
1	1	4	Professional Salaries/ Wages	162-11-6119-00-051-Y-30-000-Y	\$47,938.00
1	1	4	Sal/Wages for Support Personnel	162-11-6129-00-051-Y-30-000-Y	\$57,472.00
1	1	4	Social Security/Medicare	162-11-6114-00-051-Y-30-000-Y	\$1,528.00
1	1	4	Group Health Ins & Life Insurance	162-1-6142-00-051-Y-30-000-Y	\$14,808.00
1	1	4	TRS Care	162-11-6146-00-051-Y-30-000-Y	\$791.00
1	1	4	Employee Benefits	162-11-6149-00-051-Y-30-000-Y	\$1,476.00
8	1	1	Computers for testing and instructional labs	162-11-6398-62-051-Y-30-000-Y	\$84,992.00
8	1	1	Supplies & Materials - Software	162-11-6395-62-051-Y-30-000-Y	\$0.00

162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	1	Misc Contracted Services	162-32-6299-00-051-Y-24-CIS-Y	\$25,000.00
8	1	1	Misc Operating Costs	162-61-6499-53-051-Y-30-WTF-Y	\$150.00
8	1	1	General Supplies	162-61-6399-051-Y-30-WTF-Y	\$150.00
8	1	2	Software and licensing for student instructional support (Game Salad/Edgenuity)	162-11-6299-62-051-Y-30-000-Y	\$6,000.00
8	1	2	General Supplies (Ink)	162-11-6399-62-051-Y-30-000-Y	\$0.00
9	3	2			\$0.00
9	3	8			\$0.00
Sub-Total					\$446,798.00
Budgeted Fund Source Amount					\$446,798.00
+/- Difference					\$0.00
163 State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	General Supplies for EL students (Logitech Over the ear headset with microphone, dictionaries)	163-11-6399-00-051-Y-25-000-Y	\$0.00
1	1	3	Substitute Teachers	163-11-6112-00-051-Y25-00-Y	\$0.00
6	1	8			\$0.00
7	1	3	Gen.l Supplies for Staff Development on Differentiated Curriculum Practices (chart tablets, tag paper, color paper, post-its, note cards, folders...)	163-13-6399-00-051-Y-25-000-Y	\$0.00
7	1	3	General Supplies (Ink, HDMI cables)	163-13-6399-62-051-Y-25-000-Y	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
164 State Career and Technical Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

165 Athletics					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
166 State Special Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
199 G/T Advanced Academics					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Supplies-(composition books and colored pencils for writing strategies)	211-11-6399-00-051-Y-30-BDG-Y	\$0.00
1	1	1	Extra Duty Pay for Summer Bridge Teachers	211-11-6118-00-051-Y-30-BDG-Y	\$6,000.00
1	1	2	General Supplies (Wkbook resources instructional materials all contents/ calculators, classroom supplies i.e.-colors,markers, memory modules,etc.)	211-11-6399-00-051-Y-30-0F2-Y	\$15,045.00
1	1	2	Copy Paper	211-11-6396-00-051-Y-30-0F2-Y	\$2,170.00
1	1	2	Supplies and Materials	211-11-6398-62-051-Y-30-0F2	\$50,000.00
1	1	2	General Supplies STEM	211-11-6399-00-051-Y-30-STM-Y	\$4,000.00
1	1	2	General Supplies	211-11-6399-62-051-Y-30-0F2-Y	\$3,000.00
1	1	2	Supplies and Materials - LCL DEFI	211-23-6398-65-051-Y-30-0F2-Y	\$1,000.00
1	1	2	General Supplies	211-23-6399-00-051-Y-30-0F2-Y	\$1,000.00
1	1	2	General Supplies	211-23-6399-65-051-Y-30-0F2-Y	\$5,000.00

211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	General Supplies	211-31-6399-00-051-Y-30-0F2-Y	\$2,000.00
1	1	2	General Supplies	211-13-6399-00-051-Y-30-AYP-Y	\$14,800.00
1	1	2	SS/Medicare 211	211-11-6141-00-051-Y-30-BDG-Y	\$87.00
1	1	2	TRS Care 211	211-11-6146-00-051-Y-30-BDG-Y	\$536.00
1	1	2	Employee Benefits-Locally Def 211	211-11-6148-00-051-Y-BDG-Y	\$14.00
1	1	2	Employee Benefits 211	211-11-6149-00-051-Y-30-BDG-Y	\$87.00
1	1	2	SS/ Medicare 211	211-11-6114-00-051-Y-30-BDG-Y	\$61.00
1	1	8	Testing Materials	211-11-6339-00-051-Y-30-0F2-Y	\$2,300.00
1	1	8	Transportation	211-11-6494-00-051-Y-30-0F2	\$30,000.00
6	1	1	Parent Liaison materials and supplies	211-61-6399-00-051-Y-30-0F2-Y	\$900.00
6	1	1	Employee (Parent Liaison) Travel	211-61-6411-00-051-Y-30-0F2-Y	\$900.00
6	1	1	Miscellaneous Operating Costs	211-61-6499-53-051-Y-30-0F2-Y	\$900.00
6	1	3	Meetings food & refreshments		\$0.00
7	1	1	(Stipends)Teachers Read, Eng, Math, Sci, SS vertical/horizontal plan & PD to increase high quality resource material to enhance curriculum for low performing students	211-11-6117-00-051-Y-30-0F2-Y	\$0.00
7	1	1	Teachers plan & attend PD (travel) to increase high quality resource material to enhance curriculum for low performing students	211-13-6411-23-051-Y-30-AYP-Y	\$1,000.00
7	1	1	Teachers plan & attend PD (travel) to increase high quality resource material to enhance curriculum for low performing students	211-13-6411-00-051-Y-30-AYP-Y	\$500.00
7	1	1	Substitutes resources for teachers attending professional development/teacher planning programs to enhance curriculum/nstruction	211-11-6112-00-051-Y-30-AYP-Y	\$4,200.00
7	1	1	Substitutes for Teacher Training	211-11-6112-18-051-Y-30-0F2-Y	\$0.00
7	1	1	STEM Professional Extra Duty Pay	211-13-6118-00-051-Y-30-AYP-Y	\$0.00
7	1	1	EMPLOYEE TRAVEL	211-61-6411-00-051-Y-30-0F2-Y	\$0.00
7	1	1	MISC OPERATING COSTS	211-61-6499-53-051-Y-30-0F2-Y	\$0.00
7	1	2	211 Federal Programs	211-13-6118-00-051-Y-30-AYP-Y	\$0.00
8	1	1	technology equipment desktops, mimio teach systems and mimiopads3, laptops and desktops/Electronic devices (\$5000 below)	211-11-6398-62-051-Y-30-0F2-Y	\$0.00
8	1	1	1 Desktop Computers (Administration-Attendance)	211-23-6398-65-051-Y-30-0F2-Y	\$0.00
8	1	1	computer supplies/toner- administration	211-23-6399-65-051-Y-30-0F2-Y	\$0.00

211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	1	IT general supplies (headphones, ink, Spheros, VGA and HDMI cables)	211-11-6399-62-051-Y-30-0F2-Y	\$0.00
8	1	1	CONTRACTED MAINTENANCE & REPAIR	211-11-6249-62-051-Y-30-0F2-Y	\$1,000.00
8	1	2	Supplies & Materials:software access: SOFTWARE	211-11-6395-62-051-Y-30-0F2-Y	\$2,000.00
8	1	2	Contracted Maintenance renewal software	211-11-6249-62-051-Y-30-0F2-Y	\$0.00
8	1	2	Miscellaneous contracted services and use/access software licenses (STEM)	211-11-6299-62-051-Y-30-STM-Y	\$0.00
8	1	2	General supplies (STEM)	211-11-6399-00-051-Y-30-STM-Y	\$0.00
8	1	7	Library Tech Equipment	211-12-6398-00-051-Y-30-0F2-Y	\$0.00
9	3	1	Reclassified Transportation (Tutorials extended day)	211-11-6494-00-051-Y-30-0F2-Y	\$0.00
Sub-Total					\$148,500.00
Budgeted Fund Source Amount					\$148,500.00
+/- Difference					\$0.00
212 Title I-C (Migrant)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	9	Migrant materials & resources	212-11-6399-00-051-Y-24-oF2-Y	\$0.00
6	1	9	Migrant Teacher Salary	212-61-6119-00-051-Y-99-0F2-Y	\$0.00
6	1	10	Migrant food & refreshments	212-61-6499-53-051-Y-24-0F2-Y	\$0.00
9	1	1			\$0.00
9	3	3	HP Printer for migrant student lab	212-11-6649-00-051-Y24-0F2-Y	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
244 Perkins Grant (Fed. CTE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	General Supplies	244-11-6399-ZZ-051Y-22-000-Y	\$645.00
8	1	1	Equipment under 5,000	244-11-6398-62-051-Y-22-0ZZ-Y	\$3,457.00
8	1	1	Equipment under 5,000	244-11-6398-ZZ-051-Y-22-000-Y	\$5,901.00
Sub-Total					\$10,003.00
Budgeted Fund Source Amount					\$10,003.00
+/- Difference					\$0.00

263 Title III-A Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	General Supplies for EL students (supplies for our LEP students)	263-11-6399-00-051-Y-25-000-Y	\$0.00
8	1	1	IT Equipment EL Population (i.e., Ipads, Mimio Teach Pads, laptops)	263-11-6398-00-051-Y-25-000-Y	\$0.00
8	1	1	Software for ipads	263-11-6395-62-051-Y-25-000-Y	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Grand Total					\$660,802.00

Addendums

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LEGAL)

Definitions

Bullying

“Bullying”:

1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:
 - a. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;
 - b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
 - c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
 - d. Infringes on the rights of the victim at school; and
2. Includes cyberbullying.

Cyberbullying

“Cyberbullying” means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

Applicability

These provisions apply to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:
 - a. Interferes with a student's educational opportunities; or

STUDENT WELFARE
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- b. Substantially disrupts the orderly operation of a class-room, school, or school-sponsored or school-related activity.

Policy

The board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;
2. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
3. Establishes a procedure for providing notice of an incident of bullying to:
 - a. A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and
 - b. A parent or guardian of the alleged bully within a reasonable amount of time after the incident;
4. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
5. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
6. Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
7. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying; and
8. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the district improvement plan under Education Code 11.252. [See BQ]

Internet Posting

The procedure for reporting bullying must be posted on a district's Internet Web site to the extent practicable.

**Prevention and
Mediation**

A district may establish a district-wide policy to assist in the prevention and mediation of bullying incidents between students that:

1. Interfere with a student's educational opportunities; or
2. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Education Code 37.0832

STUDENT WELFARE
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(LOCAL)

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyber-bullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Retaliation

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

**Reporting
Procedures**

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

STUDENT WELFARE
FREEDOM FROM BULLYING

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(LOCAL)

Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Notice of Report	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
Prohibited Conduct	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
Investigation of Report	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
Concluding the Investigation	<p>Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.</p> <p>The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.</p>
Notice to Parents	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.
District Action	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.
<i>Discipline</i>	A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

STUDENT WELFARE
FREEDOM FROM BULLYING

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	The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.
<i>Corrective Action</i>	Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.
<i>Transfers</i>	The principal or designee shall refer to FDB for transfer provisions.
<i>Counseling</i>	The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.
Improper Conduct	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.
Confidentiality	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
Appeal	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
Records Retention	Retention of records shall be in accordance with CPC(LOCAL).
Access to Policy and Procedures	This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

Texas Education Agency

2018-19 Federal Report Card for Texas Public Schools

Campus Name: LUCIO MIDDLE
Campus ID: 031901051
District Name: BROWNSVILLE ISD

Part (i): A clear and concise description of the State's accountability system under subsection (c), including—

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;

The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

State ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate^												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

[^] Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)

b. Other Academic Indicator for Non-High Schools: STAAR Growth Status

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including—

(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
	4-Year Graduation Rate	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;
A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.
(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and
TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same **three** indicators, for three consecutive years, is considered “consistently underperforming.” Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.
(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);
The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.
Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.
Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and
[Comprehensive Support and Improvement Schools](#) , [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection. Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain are considered as having successfully exited comprehensive support and improvement status.Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status. To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																						
Grade 6																						
Reading	All Students	67%	63%	60%	-	60%	*	-	-	-	-	59%	71%	33%	64%	40%	55%	64%	20%	29%	-	*
	CWD	33%	29%	33%	-	33%	*	-	-	-	-	33%	-	33%	-	22%	32%	33%	*	*	-	-
	CWOD	71%	68%	64%	-	64%	*	-	-	-	-	63%	71%	-	64%	41%	59%	69%	*	*	-	*
	EL	42%	40%	40%	-	39%	*	-	-	-	-	38%	*	22%	41%	40%	31%	49%	*	*	-	*
	Male	62%	58%	55%	-	55%	-	-	-	-	-	54%	73%	32%	59%	31%	55%	-	*	*	-	*

		Grade 7																		Grade 8			
		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military	
	Female	71%	67%	64%	-	64%	*	-	-	-	-	Disadv	Disadv	33%	69%	49%	-	64%	*	33%	-	-	
Mathematics	All Students	80%	80%	74%	-	74%	*	-	-	-	-	73%	81%	47%	78%	64%	74%	74%	20%	43%	-	*	
	CWD	50%	48%	47%	-	48%	*	-	-	-	-	47%	-	47%	-	22%	55%	38%	*	*	-	-	
	CWOD	83%	85%	78%	-	78%	*	-	-	-	-	78%	81%	-	78%	68%	77%	80%	*	*	-	*	
	EL	67%	68%	64%	-	63%	*	-	-	-	-	64%	*	22%	68%	64%	65%	63%	*	*	-	*	
	Male	78%	79%	74%	-	74%	-	-	-	-	-	73%	82%	55%	77%	65%	74%	-	*	*	-	*	
	Female	81%	81%	74%	-	74%	*	-	-	-	-	73%	80%	38%	80%	63%	-	74%	*	33%	-	-	
Grade 7																							
Reading	All Students	74%	71%	65%	-	65%	*	-	-	-	-	64%	81%	31%	71%	45%	63%	67%	50%	43%	*	*	
	CWD	37%	36%	31%	-	31%	-	-	-	-	-	32%	*	31%	-	27%	32%	27%	*	*	-	-	
	CWOD	78%	77%	71%	-	70%	*	-	-	-	-	69%	93%	-	71%	49%	71%	70%	60%	*	-	*	
	EL	49%	45%	45%	-	44%	*	-	-	-	-	44%	*	27%	49%	45%	43%	47%	*	*	-	*	
	Male	70%	67%	63%	-	63%	*	-	-	-	-	63%	73%	32%	71%	43%	63%	-	*	*	-	*	
	Female	79%	76%	67%	-	67%	*	-	-	-	-	66%	100%	27%	70%	47%	-	67%	50%	40%	*	-	
Mathematics	All Students	73%	71%	67%	-	67%	*	-	-	-	-	66%	88%	33%	73%	54%	63%	71%	67%	71%	*	*	
	CWD	43%	40%	33%	-	33%	-	-	-	-	-	35%	*	33%	-	27%	32%	36%	*	*	-	-	
	CWOD	77%	76%	73%	-	72%	*	-	-	-	-	71%	100%	-	73%	59%	71%	74%	80%	*	-	*	
	EL	57%	53%	54%	-	53%	*	-	-	-	-	53%	*	27%	59%	54%	43%	64%	*	*	-	*	
	Male	72%	70%	63%	-	63%	*	-	-	-	-	62%	82%	32%	71%	43%	63%	-	*	*	-	*	
	Female	75%	73%	71%	-	71%	*	-	-	-	-	70%	100%	36%	74%	64%	-	71%	75%	80%	*	-	
Grade 8																							
Reading	All Students	84%	84%	80%	-	81%	*	-	-	-	-	79%	88%	31%	87%	70%	78%	83%	*	33%	-	83%	
	CWD	47%	53%	31%	-	31%	-	-	-	-	-	32%	*	31%	-	11%	24%	50%	*	*	-	*	
	CWOD	88%	89%	87%	-	88%	*	-	-	-	-	87%	92%	-	87%	77%	88%	86%	*	*	-	*	
	EL	62%	63%	70%	-	71%	*	-	-	-	-	70%	*	11%	77%	70%	70%	70%	*	*	-	*	
	Male	81%	82%	78%	-	78%	-	-	-	-	-	77%	85%	24%	88%	70%	78%	-	*	*	-	*	
	Female	88%	86%	83%	-	84%	*	-	-	-	-	83%	100%	50%	86%	70%	-	83%	-	*	-	*	
Mathematics	All Students	87%	88%	86%	-	86%	*	-	-	-	-	85%	92%	51%	94%	88%	84%	89%	*	60%	-	100%	
	CWD	58%	69%	51%	-	51%	-	-	-	-	-	53%	*	51%	-	50%	41%	80%	*	*	-	*	
	CWOD	90%	92%	94%	-	94%	*	-	-	-	-	93%	100%	-	94%	94%	97%	90%	*	*	-	*	
	EL	77%	84%	88%	-	88%	*	-	-	-	-	88%	*	50%	94%	88%	85%	92%	*	*	-	*	
	Male	84%	86%	84%	-	84%	-	-	-	-	-	83%	90%	41%	97%	85%	84%	-	*	*	-	*	
	Female	89%	89%	89%	-	89%	*	-	-	-	-	89%	*	80%	90%	92%	-	89%	-	*	-	*	
Science	All Students	79%	77%	79%	-	79%	*	-	-	-	-	78%	85%	43%	84%	60%	79%	79%	*	60%	-	67%	
	CWD	46%	44%	43%	-	43%	-	-	-	-	-	44%	*	43%	-	22%	36%	60%	*	*	-	*	
	CWOD	83%	82%	84%	-	84%	*	-	-	-	-	84%	88%	-	84%	64%	87%	80%	-	*	-	*	
	EL	55%	52%	60%	-	60%	*	-	-	-	-	61%	*	22%	64%	60%	60%	59%	-	*	-	*	
	Male	78%	75%	79%	-	79%	-	-	-	-	-	78%	85%	36%	87%	60%	79%	-	*	*	-	*	
	Female	81%	78%	79%	-	79%	*	-	-	-	-	78%	83%	60%	80%	59%	-	79%	-	*	-	*	
End of Course																							
Algebra I	All Students	83%	93%	100%	-	100%	-	-	-	-	-	100%	100%	-	100%	100%	100%	100%	-	*	-	-	
	CWD	52%	74%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	87%	97%	100%	-	100%	-	-	-	-	-	100%	100%	-	100%	100%	100%	100%	-	*	-	-	
	EL	73%	91%	100%	-	100%	-	-	-	-	-	100%	*	-	100%	100%	100%	100%	-	-	-	-	
	Male	79%	91%	100%	-	100%	-	-	-	-	-	100%	100%	-	100%	100%	100%	-	-	-	-	-	
	Female	88%	95%	100%	-	100%	-	-	-	-	-	100%	*	-	100%	100%	-	100%	-	*	-	-	
STAAR Percent at Meets Grade Level or Above																							
Grade 6																							
Reading	All Students	36%	31%	25%	-	25%	*	-	-	-	-	23%	43%	21%	25%	7%	21%	29%	20%	14%	-	*	
	CWD	19%	14%	21%	-	21%	*	-	-	-	-	21%	-	21%	-	0%	18%	24%	*	*	-	-	
	CWOD	38%	33%	25%	-	25%	*	-	-	-	-	24%	43%	-	25%	7%	21%	30%	*	*	-	*	
	EL	14%	12%	7%	-	6%	*	-	-	-	-	6%	*	0%	7%	7%	4%	9%	*	*	-	*	
	Male	33%	28%	21%	-	21%	-	-	-	-	-	17%	64%	18%	21%	4%	21%	-	*	*	-	*	

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
Female		40%	34%	29%	-	29%	*	-	-	-	-	30%	20%	24%	30%	9%	-	29%	*	17%	-	-
Mathematics	All Students	46%	43%	27%	-	27%	*	-	-	-	-	26%	48%	21%	28%	13%	24%	31%	20%	0%	-	*
	CWD	23%	18%	21%	-	21%	*	-	-	-	-	21%	-	21%	-	0%	18%	24%	*	*	-	-
	CWOD	48%	47%	28%	-	28%	*	-	-	-	-	27%	48%	-	28%	15%	25%	32%	*	*	-	*
	EL	27%	25%	13%	-	12%	*	-	-	-	-	12%	*	0%	15%	13%	10%	16%	*	*	-	*
	Male	45%	43%	24%	-	24%	-	-	-	-	-	22%	55%	18%	25%	10%	24%	-	*	*	-	*
	Female	46%	42%	31%	-	30%	*	-	-	-	-	30%	40%	24%	32%	16%	-	31%	*	0%	-	-
Grade 7																						
Reading	All Students	48%	44%	39%	-	39%	*	-	-	-	-	38%	63%	10%	44%	20%	39%	40%	42%	0%	*	*
	CWD	21%	21%	10%	-	10%	-	-	-	-	-	11%	*	10%	-	7%	7%	18%	*	*	-	-
	CWOD	51%	48%	44%	-	44%	*	-	-	-	-	42%	71%	-	44%	22%	47%	42%	50%	*	-	*
	EL	19%	18%	20%	-	19%	*	-	-	-	-	18%	*	7%	22%	20%	20%	20%	*	*	-	*
	Male	44%	40%	39%	-	38%	*	-	-	-	-	38%	45%	7%	47%	20%	39%	-	*	*	-	*
	Female	52%	48%	40%	-	40%	*	-	-	-	-	38%	100%	18%	42%	20%	-	40%	38%	0%	*	-
Mathematics	All Students	41%	39%	34%	-	34%	*	-	-	-	-	33%	56%	15%	37%	19%	32%	36%	42%	29%	*	*
	CWD	22%	20%	15%	-	15%	-	-	-	-	-	16%	*	15%	-	13%	14%	18%	*	*	-	-
	CWOD	44%	42%	37%	-	37%	*	-	-	-	-	35%	64%	-	37%	20%	37%	37%	50%	*	-	*
	EL	22%	20%	19%	-	18%	*	-	-	-	-	19%	*	13%	20%	19%	17%	20%	*	*	-	*
	Male	41%	38%	32%	-	32%	*	-	-	-	-	31%	45%	14%	37%	17%	32%	-	*	*	-	*
	Female	42%	40%	36%	-	36%	*	-	-	-	-	34%	80%	18%	37%	20%	-	36%	50%	40%	*	-
Grade 8																						
Reading	All Students	53%	51%	46%	-	45%	*	-	-	-	-	44%	58%	11%	50%	23%	43%	49%	*	33%	-	0%
	CWD	22%	26%	11%	-	11%	-	-	-	-	-	12%	*	11%	-	11%	8%	20%	*	*	-	*
	CWOD	57%	55%	50%	-	50%	*	-	-	-	-	49%	60%	-	50%	24%	50%	51%	*	*	-	*
	EL	19%	18%	23%	-	22%	*	-	-	-	-	24%	*	11%	24%	23%	25%	20%	*	*	-	*
	Male	49%	48%	43%	-	43%	-	-	-	-	-	41%	55%	8%	50%	25%	43%	-	*	*	-	*
	Female	58%	55%	49%	-	49%	*	-	-	-	-	48%	67%	20%	51%	20%	-	49%	-	*	-	*
Mathematics	All Students	55%	49%	45%	-	45%	*	-	-	-	-	44%	62%	14%	52%	36%	43%	48%	*	20%	-	50%
	CWD	27%	33%	14%	-	14%	-	-	-	-	-	14%	*	14%	-	10%	11%	20%	*	*	-	*
	CWOD	59%	53%	52%	-	52%	*	-	-	-	-	51%	67%	-	52%	40%	52%	51%	*	*	-	*
	EL	36%	38%	36%	-	36%	*	-	-	-	-	36%	*	10%	40%	36%	38%	35%	*	*	-	*
	Male	52%	47%	43%	-	43%	-	-	-	-	-	41%	60%	11%	52%	38%	43%	-	*	*	-	*
	Female	59%	51%	48%	-	48%	*	-	-	-	-	47%	*	20%	51%	35%	-	48%	-	*	-	*
Science	All Students	50%	43%	38%	-	38%	*	-	-	-	-	36%	54%	6%	42%	22%	37%	38%	*	20%	-	0%
	CWD	23%	21%	6%	-	6%	-	-	-	-	-	6%	*	6%	-	0%	4%	10%	*	*	-	*
	CWOD	53%	46%	42%	-	42%	*	-	-	-	-	41%	56%	-	42%	24%	44%	41%	-	*	-	*
	EL	20%	17%	22%	-	21%	*	-	-	-	-	22%	*	0%	24%	22%	23%	20%	-	*	-	*
	Male	50%	43%	37%	-	37%	-	-	-	-	-	35%	55%	4%	44%	23%	37%	-	*	*	-	*
	Female	50%	42%	38%	-	38%	*	-	-	-	-	38%	50%	10%	41%	20%	-	38%	-	*	-	*
End of Course																						
Algebra I	All Students	59%	81%	99%	-	99%	-	-	-	-	-	100%	92%	-	99%	92%	98%	100%	-	*	-	-
	CWD	24%	50%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	63%	86%	99%	-	99%	-	-	-	-	-	100%	92%	-	99%	92%	98%	100%	-	*	-	-
	EL	40%	72%	92%	-	92%	-	-	-	-	-	100%	*	-	92%	92%	80%	100%	-	-	-	-
	Male	53%	78%	98%	-	98%	-	-	-	-	-	100%	90%	-	98%	80%	98%	-	-	-	-	-
	Female	65%	84%	100%	-	100%	-	-	-	-	-	100%	*	-	100%	100%	-	100%	-	*	-	-
STAAR Percent at Masters Grade Level																						
Grade 6																						
Reading	All Students	17%	12%	9%	-	9%	*	-	-	-	-	8%	19%	12%	8%	1%	7%	10%	20%	14%	-	*
	CWD	6%	7%	12%	-	12%	*	-	-	-	-	12%	-	12%	-	0%	9%	14%	*	*	-	-
	CWOD	18%	13%	8%	-	8%	*	-	-	-	-	7%	19%	-	8%	1%	7%	10%	*	*	-	*
	EL	4%	3%	1%	-	0%	*	-	-	-	-	0%	*	0%	1%	1%	0%	2%	*	*	-	*
	Male	14%	11%	7%	-	7%	-	-	-	-	-	6%	27%	9%	7%	0%	7%	-	*	*	-	*

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
		20%	13%	10%	Amer	10%	*	Ind	-	Isl	More	Disadv	Econ	14%	10%	2%	-	10%	*	17%	Care	-
		Female			-			-	-	-	Races	10%	Disadv	14%	10%		-	10%	*		-	
Mathematics	All Students	20%	16%	12%	-	11%	*	-	-	-	-	11%	14%	21%	10%	5%	11%	12%	20%	0%	-	*
	CWD	9%	8%	21%	-	21%	*	-	-	-	-	21%	-	21%	-	0%	18%	24%	*	*	-	-
	CWOD	22%	17%	10%	-	10%	*	-	-	-	-	10%	14%	-	10%	6%	10%	10%	*	*	-	*
	EL	8%	6%	5%	-	4%	*	-	-	-	-	4%	*	0%	6%	5%	4%	7%	*	*	-	*
	Male	20%	16%	11%	-	11%	-	-	-	-	-	11%	18%	18%	10%	4%	11%	-	*	*	-	*
	Female	20%	17%	12%	-	11%	*	-	-	-	-	12%	10%	24%	10%	7%	-	12%	*	0%	-	-
Grade 7																						
Reading	All Students	29%	23%	16%	-	16%	*	-	-	-	-	15%	25%	8%	17%	4%	16%	16%	17%	0%	*	*
	CWD	9%	9%	8%	-	8%	-	-	-	-	-	8%	*	8%	-	7%	7%	9%	*	*	-	-
	CWOD	31%	25%	17%	-	17%	*	-	-	-	-	16%	29%	-	17%	4%	18%	16%	20%	*	-	*
	EL	8%	6%	4%	-	4%	*	-	-	-	-	5%	*	7%	4%	4%	7%	2%	*	*	-	*
	Male	25%	20%	16%	-	16%	*	-	-	-	-	16%	18%	7%	18%	7%	16%	-	*	*	-	*
	Female	32%	26%	16%	-	16%	*	-	-	-	-	15%	40%	9%	16%	2%	-	16%	25%	0%	*	-
Mathematics	All Students	16%	14%	11%	-	11%	*	-	-	-	-	10%	19%	10%	11%	4%	9%	12%	0%	0%	*	*
	CWD	7%	10%	10%	-	10%	-	-	-	-	-	11%	*	10%	-	7%	7%	18%	*	*	-	-
	CWOD	17%	15%	11%	-	11%	*	-	-	-	-	10%	21%	-	11%	4%	10%	11%	0%	*	-	*
	EL	6%	5%	4%	-	4%	*	-	-	-	-	5%	*	7%	4%	4%	4%	4%	*	*	-	*
	Male	16%	14%	9%	-	9%	*	-	-	-	-	9%	18%	7%	10%	4%	9%	-	*	*	-	*
	Female	16%	14%	12%	-	12%	*	-	-	-	-	11%	20%	18%	11%	4%	-	12%	0%	0%	*	-
Grade 8																						
Reading	All Students	27%	23%	18%	-	18%	*	-	-	-	-	19%	15%	3%	20%	5%	13%	26%	*	0%	-	0%
	CWD	7%	10%	3%	-	3%	-	-	-	-	-	3%	*	3%	-	0%	0%	10%	*	*	-	*
	CWOD	30%	25%	20%	-	20%	*	-	-	-	-	21%	16%	-	20%	5%	15%	27%	*	*	-	*
	EL	5%	3%	5%	-	3%	*	-	-	-	-	5%	*	0%	5%	5%	0%	9%	*	*	-	*
	Male	24%	19%	13%	-	13%	-	-	-	-	-	13%	10%	0%	15%	0%	13%	-	*	*	-	*
	Female	31%	27%	26%	-	25%	*	-	-	-	-	25%	33%	10%	27%	9%	-	26%	-	*	-	*
Mathematics	All Students	17%	7%	5%	-	5%	*	-	-	-	-	5%	0%	3%	6%	4%	6%	4%	*	0%	-	0%
	CWD	9%	11%	3%	-	3%	-	-	-	-	-	3%	*	3%	-	0%	0%	10%	*	*	-	*
	CWOD	18%	7%	6%	-	6%	*	-	-	-	-	6%	0%	-	6%	4%	8%	3%	*	*	-	*
	EL	6%	4%	4%	-	4%	*	-	-	-	-	4%	*	0%	4%	4%	5%	3%	*	*	-	*
	Male	16%	8%	6%	-	6%	-	-	-	-	-	7%	0%	0%	8%	5%	6%	-	*	*	-	*
	Female	17%	7%	4%	-	4%	*	-	-	-	-	4%	*	10%	3%	3%	-	4%	-	*	-	*
Science	All Students	25%	17%	16%	-	16%	*	-	-	-	-	15%	27%	3%	18%	7%	15%	17%	*	20%	-	0%
	CWD	10%	11%	3%	-	3%	-	-	-	-	-	3%	*	3%	-	0%	0%	10%	*	*	-	*
	CWOD	26%	18%	18%	-	18%	*	-	-	-	-	17%	28%	-	18%	8%	18%	18%	-	*	-	*
	EL	5%	4%	7%	-	7%	*	-	-	-	-	7%	*	0%	8%	7%	9%	5%	-	*	-	*
	Male	25%	17%	15%	-	15%	-	-	-	-	-	13%	30%	0%	18%	9%	15%	-	*	*	-	*
	Female	24%	16%	17%	-	17%	*	-	-	-	-	17%	17%	10%	18%	5%	-	17%	-	*	-	*
End of Course																						
Algebra I	All Students	36%	61%	95%	-	95%	-	-	-	-	-	96%	92%	-	95%	92%	91%	100%	-	*	-	-
	CWD	9%	26%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	39%	67%	95%	-	95%	-	-	-	-	-	96%	92%	-	95%	92%	91%	100%	-	*	-	-
	EL	19%	48%	92%	-	92%	-	-	-	-	-	100%	*	-	92%	92%	80%	100%	-	-	-	-
	Male	31%	56%	91%	-	91%	-	-	-	-	-	91%	90%	-	91%	80%	91%	-	-	-	-	-
	Female	40%	66%	100%	-	100%	-	-	-	-	-	100%	*	-	100%	100%	-	100%	-	*	-	-

STAAR Percent at Approaches Grade Level or Above

All Grades																						
All Subjects	All Students	77%	80%	73%	-	73%	71%	-	-	-	-	72%	85%	38%	79%	60%	72%	75%	54%	49%	*	88%
	CWD	46%	51%	38%	-	39%	*	-	-	-	-	39%	0%	38%	-	26%	36%	44%	23%	22%	*	83%
	CWOD	81%	85%	79%	-	79%	83%	-	-	-	-	78%	89%	-	79%	65%	79%	79%	69%	67%	-	89%
	EL	62%	65%	60%	-	60%	83%	-	-	-	-	60%	68%	26%	65%	60%	57%	64%	50%	37%	*	90%
	Male	74%	77%	72%	-	72%	*	-	-	-	-	71%	84%	36%	79%	57%	72%	-	47%	42%	-	93%

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
	Female	80%	82%	75%	-	75%	67%	-	-	-	-	Disadv	Disadv	44%	79%	64%	-	75%	60%	52%	Care	78%
Reading	All Students	73%	74%	68%	-	68%	67%	-	-	-	-	67%	81%	32%	74%	51%	66%	71%	47%	35%	*	89%
	CWD	39%	41%	32%	-	32%	*	-	-	-	-	32%	*	32%	-	21%	29%	36%	17%	13%	*	*
	CWOD	78%	80%	74%	-	74%	80%	-	-	-	-	73%	85%	-	74%	56%	73%	75%	62%	50%	-	100%
	EL	54%	55%	51%	-	51%	80%	-	-	-	-	51%	78%	21%	56%	51%	48%	55%	40%	22%	*	*
	Male	69%	71%	66%	-	66%	*	-	-	-	-	64%	79%	29%	73%	48%	66%	-	44%	20%	-	100%
	Female	78%	78%	71%	-	71%	60%	-	-	-	-	70%	86%	36%	75%	55%	-	71%	50%	40%	*	*
Mathematics	All Students	81%	85%	77%	-	77%	83%	-	-	-	-	76%	89%	44%	82%	69%	76%	78%	58%	60%	*	100%
	CWD	53%	61%	44%	-	44%	*	-	-	-	-	45%	*	44%	-	32%	42%	48%	17%	25%	*	*
	CWOD	84%	89%	82%	-	82%	100%	-	-	-	-	81%	93%	-	82%	74%	83%	82%	77%	83%	-	100%
	EL	72%	78%	69%	-	68%	100%	-	-	-	-	69%	78%	32%	74%	69%	65%	73%	60%	56%	*	*
	Male	79%	84%	76%	-	76%	*	-	-	-	-	74%	88%	42%	83%	65%	76%	-	44%	60%	-	100%
	Female	82%	86%	78%	-	78%	80%	-	-	-	-	78%	90%	48%	82%	73%	-	78%	70%	60%	*	*
Science	All Students	80%	83%	79%	-	79%	*	-	-	-	-	78%	85%	43%	84%	60%	79%	79%	*	60%	-	67%
	CWD	51%	55%	43%	-	43%	-	-	-	-	-	44%	*	43%	-	22%	36%	60%	*	*	-	*
	CWOD	84%	88%	84%	-	84%	*	-	-	-	-	84%	88%	-	84%	64%	87%	80%	-	*	-	*
	EL	61%	67%	60%	-	60%	*	-	-	-	-	61%	*	22%	64%	60%	60%	59%	-	*	-	*
	Male	79%	82%	79%	-	79%	-	-	-	-	-	78%	85%	36%	87%	60%	79%	-	*	*	-	*
	Female	81%	84%	79%	-	79%	*	-	-	-	-	78%	83%	60%	80%	59%	-	79%	-	*	-	*

STAAR Percent at Meets Grade Level or Above

All Grades																						
All Subjects	All Students	49%	51%	38%	-	38%	50%	-	-	-	-	37%	57%	14%	42%	21%	37%	40%	36%	18%	*	21%
	CWD	24%	26%	14%	-	14%	*	-	-	-	-	15%	0%	14%	-	7%	11%	20%	0%	6%	*	17%
	CWOD	52%	55%	42%	-	42%	58%	-	-	-	-	40%	60%	-	42%	23%	42%	43%	54%	26%	-	22%
	EL	29%	30%	21%	-	20%	58%	-	-	-	-	21%	27%	7%	23%	21%	20%	22%	20%	0%	*	30%
	Male	47%	50%	37%	-	36%	*	-	-	-	-	34%	58%	11%	42%	20%	37%	-	26%	8%	-	27%
	Female	52%	53%	40%	-	40%	42%	-	-	-	-	39%	56%	20%	43%	22%	-	40%	45%	21%	*	11%
Reading	All Students	47%	46%	36%	-	36%	50%	-	-	-	-	35%	54%	15%	40%	16%	34%	39%	37%	15%	*	11%
	CWD	21%	21%	15%	-	15%	*	-	-	-	-	15%	*	15%	-	6%	11%	21%	0%	13%	-	*
	CWOD	50%	51%	40%	-	40%	60%	-	-	-	-	38%	57%	-	40%	18%	39%	41%	54%	17%	*	14%
	EL	23%	22%	16%	-	15%	60%	-	-	-	-	16%	33%	6%	18%	16%	16%	17%	20%	0%	*	*
	Male	43%	43%	34%	-	34%	*	-	-	-	-	32%	55%	11%	39%	16%	34%	-	33%	0%	-	17%
	Female	51%	49%	39%	-	39%	40%	-	-	-	-	38%	52%	21%	41%	17%	-	39%	40%	20%	*	*
Mathematics	All Students	51%	56%	40%	-	40%	50%	-	-	-	-	39%	62%	17%	44%	25%	39%	42%	37%	20%	*	44%
	CWD	26%	32%	17%	-	17%	*	-	-	-	-	17%	*	17%	-	9%	14%	21%	0%	0%	*	*
	CWOD	54%	61%	44%	-	44%	60%	-	-	-	-	42%	65%	-	44%	27%	44%	45%	54%	33%	-	43%
	EL	37%	41%	25%	-	24%	60%	-	-	-	-	25%	22%	9%	27%	25%	23%	27%	20%	0%	*	*
	Male	50%	56%	39%	-	38%	*	-	-	-	-	36%	62%	14%	44%	23%	39%	-	22%	20%	-	50%
	Female	51%	57%	42%	-	42%	40%	-	-	-	-	41%	62%	21%	45%	27%	-	42%	50%	20%	*	*
Science	All Students	53%	54%	38%	-	38%	*	-	-	-	-	36%	54%	6%	42%	22%	37%	38%	*	20%	-	0%
	CWD	25%	29%	6%	-	6%	-	-	-	-	-	6%	*	6%	-	0%	4%	10%	*	*	-	*
	CWOD	56%	58%	42%	-	42%	*	-	-	-	-	41%	56%	-	42%	24%	44%	41%	-	*	-	*
	EL	26%	30%	22%	-	21%	*	-	-	-	-	22%	*	0%	24%	22%	23%	20%	-	*	-	*
	Male	53%	55%	37%	-	37%	-	-	-	-	-	35%	55%	4%	44%	23%	37%	-	*	*	-	*
	Female	53%	53%	38%	-	38%	*	-	-	-	-	38%	50%	10%	41%	20%	-	38%	-	*	-	*

STAAR Percent at Masters Grade Level

All Grades																						
All Subjects	All Students	23%	23%	16%	-	16%	21%	-	-	-	-	15%	24%	9%	17%	6%	15%	18%	13%	7%	*	4%
	CWD	8%	11%	9%	-	9%	*	-	-	-	-	9%	0%	9%	-	3%	6%	15%	0%	0%	*	0%
	CWOD	25%	25%	17%	-	17%	25%	-	-	-	-	16%	26%	-	17%	7%	16%	18%	19%	11%	-	6%
	EL	11%	11%	6%	-	6%	25%	-	-	-	-	6%	9%	3%	7%	6%	5%	7%	10%	0%	*	10%
	Male	22%	22%	15%	-	15%	*	-	-	-	-	13%	25%	6%	16%	5%	15%	-	5%	0%	-	7%

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
	Female	24%	23%	18%	Amer	17%	25%	Ind	-	Isl	More	Disadv	Econ	15%	18%	7%	-	18%	20%	9%	Care	0%
					-			-	-	-	-	17%	23%	15%	18%	7%					*	*
Reading	All Students	20%	17%	14%	-	14%	33%	-	-	-	-	14%	19%	8%	15%	3%	12%	17%	16%	5%	*	11%
	CWD	7%	7%	8%	-	8%	*	-	-	-	-	8%	*	8%	-	3%	5%	12%	0%	0%	*	*
	CWOD	22%	19%	15%	-	15%	40%	-	-	-	-	15%	20%	-	15%	3%	13%	17%	23%	8%	-	14%
	EL	8%	7%	3%	-	3%	40%	-	-	-	-	3%	11%	3%	3%	3%	2%	5%	0%	0%	*	*
	Male	17%	15%	12%	-	12%	*	-	-	-	-	11%	17%	5%	13%	2%	12%	-	0%	0%	-	17%
	Female	23%	20%	17%	-	17%	40%	-	-	-	-	16%	24%	12%	17%	5%	-	17%	30%	7%	*	*
Mathematics	All Students	26%	30%	18%	-	18%	17%	-	-	-	-	17%	29%	12%	19%	8%	17%	18%	11%	5%	*	0%
	CWD	11%	15%	12%	-	12%	*	-	-	-	-	12%	*	12%	-	3%	8%	19%	0%	0%	*	*
	CWOD	28%	33%	19%	-	19%	20%	-	-	-	-	18%	30%	-	19%	9%	19%	18%	15%	8%	-	0%
	EL	16%	18%	8%	-	8%	20%	-	-	-	-	8%	11%	3%	9%	8%	7%	10%	20%	0%	*	*
	Male	25%	30%	17%	-	17%	*	-	-	-	-	15%	31%	8%	19%	7%	17%	-	11%	0%	-	0%
	Female	26%	31%	18%	-	18%	20%	-	-	-	-	18%	24%	19%	18%	10%	-	18%	10%	7%	*	*
Science	All Students	24%	21%	16%	-	16%	*	-	-	-	-	15%	27%	3%	18%	7%	15%	17%	*	20%	-	0%
	CWD	8%	11%	3%	-	3%	-	-	-	-	-	3%	*	3%	-	0%	0%	10%	*	*	-	*
	CWOD	26%	22%	18%	-	18%	*	-	-	-	-	17%	28%	-	18%	8%	18%	18%	-	*	-	*
	EL	7%	8%	7%	-	7%	*	-	-	-	-	7%	*	0%	8%	7%	9%	5%	-	*	-	*
	Male	25%	23%	15%	-	15%	-	-	-	-	-	13%	30%	0%	18%	9%	15%	-	*	*	-	*
	Female	23%	19%	17%	-	17%	*	-	-	-	-	17%	17%	10%	18%	5%	-	17%	-	*	-	*

** Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates zero observations reported for this group.

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All	African			American		Pacific	Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	63	-	63	83	-	-	-	-	63	56	60
CWD	56	-	57	*	-	-	-	-	56	56	56
CWOD	64	-	64	100	-	-	-	-	64	-	60
EL	60	-	59	100	-	-	-	-	58	56	60
Male	62	-	62	*	-	-	-	-	61	54	58
Female	64	-	64	80	-	-	-	-	65	60	61
Mathematics											
All Students	61	-	61	75	-	-	-	-	61	50	57
CWD	50	-	51	*	-	-	-	-	49	50	42
CWOD	63	-	63	90	-	-	-	-	63	-	60
EL	57	-	57	90	-	-	-	-	57	42	57
Male	62	-	62	*	-	-	-	-	60	51	53
Female	61	-	60	80	-	-	-	-	61	50	61

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2018.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ^	Homeless	Foster Care
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-
** Indicates results are masked due to small numbers to protect student confidentiality. 'L' Indicates there are no students in the group. 'A' Ever EL in grades 9-12													

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2019 TELPAS (Texas English Language Proficiency Assessment System) data.
(EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
267	28	10%
'A' Indicates data reporting does not meet for Minimum Size. ** Indicates results are masked due to small numbers to protect student confidentiality. 'L' Indicates zero observations reported for this group.		

Part (v): School Quality or Student Success (SQSS)

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	42	-	42	47	-	-	-	-	41	20	29
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

** Indicates results are masked due to small numbers to protect student confidentiality.
 'L' Indicates there are no students in the group.

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N		Y						Y	N	N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		N						N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N						N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N						N	N	N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N		Y						Y	N	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		N						N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N						N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N						N	N	N
English Learner Language Proficiency Status											
Interim Goals (2018-2022)											36%
Target Met											N
Interim Goals (2023-2027)											38%
Target Met											N
Interim Goals (2028-2032)											40%
Target Met											N
Long-Term Goals											40%
Target Met											N
Federal Graduation Status^											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).
Blank cells above represent student group indicators that do not meet the minimum size criteria.

^^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

			African			American			Pacific	Two or	Econ	Non							
		Campus	American	Hispanic	White	Indian	Asian		Islander	More	Disadv	Econ		CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																			
All Subjects	All Students	100%	-	100%	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%	100%
	CWD	100%	-	100%	*	-	-	-	-	-	100%	100%	100%	-	100%	100%	100%	100%	100%
	CWOD	100%	-	100%	100%	-	-	-	-	-	100%	100%	-	100%	100%	100%	100%	100%	100%
	EL	100%	-	100%	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%	100%
	Male	100%	-	100%	*	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-	100%
	Female	100%	-	100%	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	-	100%	100%
Reading	All Students	100%	-	100%	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%	100%
	CWD	100%	-	100%	*	-	-	-	-	-	100%	*	100%	-	100%	100%	100%	100%	100%
	CWOD	100%	-	100%	100%	-	-	-	-	-	100%	100%	-	100%	100%	100%	100%	100%	100%
	EL	100%	-	100%	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%	100%
	Male	100%	-	100%	*	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-	100%
	Female	100%	-	100%	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	-	100%	100%
Mathematics	All Students	100%	-	100%	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%	100%
	CWD	100%	-	100%	*	-	-	-	-	-	100%	*	100%	-	100%	100%	100%	100%	100%
	CWOD	100%	-	100%	100%	-	-	-	-	-	100%	100%	-	100%	100%	100%	100%	100%	100%
	EL	100%	-	100%	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%	100%
	Male	100%	-	100%	*	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-	100%
	Female	100%	-	100%	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	-	100%	100%
Science	All Students	100%	-	100%	*	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%	*
	CWD	100%	-	100%	-	-	-	-	-	-	100%	*	100%	-	100%	100%	100%	100%	*
	CWOD	100%	-	100%	*	-	-	-	-	-	100%	100%	-	100%	100%	100%	100%	100%	-
	EL	100%	-	100%	*	-	-	-	-	-	100%	*	100%	100%	100%	100%	100%	100%	-
	Male	100%	-	100%	-	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-	*
	Female	100%	-	100%	*	-	-	-	-	-	100%	100%	100%	100%	100%	100%	-	100%	-
Non-Participation Rate																			
All Subjects	All Students	0%	-	0%	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%	0%
	CWD	0%	-	0%	*	-	-	-	-	-	0%	0%	0%	-	0%	0%	0%	0%	0%
	CWOD	0%	-	0%	0%	-	-	-	-	-	0%	0%	-	0%	0%	0%	0%	0%	0%
	EL	0%	-	0%	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%	0%
	Male	0%	-	0%	*	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	0%
	Female	0%	-	0%	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	-	0%	0%
Reading	All Students	0%	-	0%	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%	0%
	CWD	0%	-	0%	*	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	0%	0%
	CWOD	0%	-	0%	0%	-	-	-	-	-	0%	0%	-	0%	0%	0%	0%	0%	0%
	EL	0%	-	0%	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%	0%
	Male	0%	-	0%	*	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	0%
	Female	0%	-	0%	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	-	0%	0%
Mathematics	All Students	0%	-	0%	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%	0%
	CWD	0%	-	0%	*	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	0%	0%
	CWOD	0%	-	0%	0%	-	-	-	-	-	0%	0%	-	0%	0%	0%	0%	0%	0%
	EL	0%	-	0%	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%	0%
	Male	0%	-	0%	*	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	0%
	Female	0%	-	0%	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	-	0%	0%
Science	All Students	0%	-	0%	*	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%	*
	CWD	0%	-	0%	-	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	0%	*
	CWOD	0%	-	0%	*	-	-	-	-	-	0%	0%	-	0%	0%	0%	0%	0%	-

		African		American		Pacific	Two or	Econ	Non							
	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Econ	CWD	CWOD	EL	Male	Female	Migrant
EL	0%	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-
Male	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	-	*
Female	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	-	0%	-

*) Indicates results are masked due to small numbers to protect student confidentiality.

-) Indicates zero observations reported for this group.

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total	African	Hispanic	White	Indian or	Asian	Pacific	Two or More	EL	Students with Disabilities	Students with Disabilities
		students	American			Alaska Native		Islander	Races		(Section 504)	(Section 504)
Students Without Disabilities												
In-School Suspensions												
	Male	139	0	137	2	0	0	0	0	62		
	Female	65	0	65	0	0	0	0	0	20		
	Total	204	0	202	2	0	0	0	0	82		
Out-of-School Suspensions												
	Male	54	0	52	2	0	0	0	0	25		
	Female	25	0	25	0	0	0	0	0	7		
	Total	79	0	77	2	0	0	0	0	32		
Expulsions												
With Educational Services												
	Male	2	0	2	0	0	0	0	0	2		
	Female	0	0	0	0	0	0	0	0	0		
	Total	2	0	2	0	0	0	0	0	2		
Without Educational Services												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies												
	Male	2	0	2	0	0	0	0	0	2		
	Female	0	0	0	0	0	0	0	0	0		
	Total	2	0	2	0	0	0	0	0	2		
School-Related Arrests												
	Male	5	0	5	0	0	0	0	0	2		
	Female	2	0	2	0	0	0	0	0	0		
	Total	7	0	7	0	0	0	0	0	2		
Referrals to Law Enforcement												
	Male	5	0	5	0	0	0	0	0	2		
	Female	2	0	2	0	0	0	0	0	0		
	Total	7	0	7	0	0	0	0	0	2		
Students With Disabilities												
In-School Suspensions												
	Male	32	0	32	0	0	0	0	0	11		8
	Female	11	0	11	0	0	0	0	0	2		5
	Total	43	0	43	0	0	0	0	0	13		13
Out-of-School Suspensions												
	Male	22	0	22	0	0	0	0	0	7		2
	Female	7	0	7	0	0	0	0	0	2		2
	Total	29	0	29	0	0	0	0	0	9		4

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	2	0	2	0	0	0	0	0	0		0
	Total	2	0	2	0	0	0	0	0	0		0
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	2	0	2	0	0	0	0	0	0		0
	Total	2	0	2	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism												
	Male	32	0	32	0	0	0	0	0	8	11	2
	Female	29	0	29	0	0	0	0	0	8	8	5
	Total	61	0	61	0	0	0	0	0	16	19	7

											Total
Incidents of Violence											
Incidents of rape or attempted rape											0
Incidents of sexual assault (other than rape)											10
Incidents of robbery with a weapon											0
Incidents of robbery with a firearm or explosive device											0
Incidents of robbery without a weapon											0
Incidents of physical attack or fight with a weapon											0
Incidents of physical attack or fight with a firearm or explosive device											0
Incidents of physical attack or fight without a weapon											244
Incidents of threats of physical attack with a weapon											0
Incidents of threats of physical attack with a firearm or explosive device											0
Incidents of threats of physical attack without a weapon											44
Incidents of possession of a firearm or explosive device											0
Allegations of Harassment or bullying											
On the basis of sex											6
On the basis of race											2
On the basis of disability											0
On the basis of sexual orientation											0
On the basis of religion											0

Part (viii)(II) This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

** Indicates results are masked due to small numbers to protect student confidentiality.
 - Indicates there are no students in the group.
 Blank cell indicates the student group is not applicable to this report.

Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

High Poverty

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	6.0	9.3%
Teachers Teaching with Emergency or Provisional Credentials	1.0	1.6%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	7.5	12.3%

- Indicates there are no data available in the group.
 Blank cell Indicates data are not applicable to this report.

Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

To be updated by June 30th, 2020.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2018-19

school year..

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	5,881	1%	66	2%	-	-
Mathematics	5,880	1%	66	2%	-	-
Grade 4						
Reading	6,312	2%	60	2%	-	-
Mathematics	6,311	2%	60	2%	-	-
Grade 5						
Reading	6,133	1%	74	2%	-	-
Mathematics	6,131	1%	74	2%	-	-
Science	6,133	1%	74	2%	-	-
Grade 6						
Reading	6,038	1%	52	2%	9	3%
Mathematics	6,036	1%	52	2%	9	3%
Grade 7						
Reading	5,616	1%	62	2%	*	1%
Mathematics	5,616	2%	62	2%	*	1%
Grade 8						
Reading	5,251	1%	63	2%	*	0%
Mathematics	5,254	2%	63	3%	*	1%
Science	5,250	1%	63	2%	*	0%
End of Course						
English I	5,150	1%	60	1%	-	-
English II	4,680	1%	46	1%	-	-
Algebra I	5,122	1%	61	2%	-	-
Biology	4,954	1%	49	1%	-	-
All Grades						
All Subjects	101,751	1%	1,107	2%	29	1%
Reading	45,064	1%	483	2%	14	2%
Mathematics	40,350	1%	438	2%	14	2%
Science	16,337	1%	186	2%	*	0%

	State	State	District	District	Campus	Campus
	Number of ALT2	Rate of ALT2	Number of ALT2	Rate of ALT2	Number of ALT2	Rate of ALT2
'**'	Indicates results are masked due to small numbers to protect student confidentiality.					
'-'	Indicates zero observations reported for this group.					

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*	58	*	25	*	4
		Two or More Races	26	28	74	72	38	40	6	11
		Econ Disadv	50	47	50	53	19	21	3	3
		Students with Disabilities	79	73	21	27	8	10	1	2
		English Language Learners	61	65	39	35	12	10	2	1
	Mathematics	Overall	16	19	84	81	44	41	9	9
		Black	24	35	76	65	32	20	3	2
		Hispanic	19	27	81	73	35	28	4	3
		White	8	11	92	89	59	52	16	12
		American Indian	*	33	*	67	*	24	*	4
		Asian	4	7	96	93	82	69	45	28
		Pacific Islander	*	36	*	64	*	28	*	6
		Two or More Races	9	16	91	84	51	44	9	10
		Econ Disadv	21	29	79	71	32	26	3	3
		Students with Disabilities	55	54	45	46	13	14	1	2
		English Language Learners	24	41	76	59	29	16	2	1
Grade 8	Reading	Overall	33	27	67	73	25	34	2	4
		Black	53	46	47	54	41	15	n/a	1
		Hispanic	38	37	62	63	19	22	1	2
		White	20	18	80	82	35	42	3	5
		American Indian	*	41	*	59	*	19	*	1
		Asian	8	13	92	87	59	57	11	13
		Pacific Islander	*	37	*	63	*	25	*	2
		Two or More Races	26	24	74	76	25	37	1	5
		Econ Disadv	43	40	57	60	15	20	n/a	1
		Students with Disabilities	81	68	19	32	3	7	n/a	n/a
		English Language Learners	66	72	34	28	4	4	n/a	n/a
	Mathematics	Overall	32	31	68	69	30	34	7	10
		Black	48	53	52	47	16	14	2	2
		Hispanic	37	43	63	57	21	20	3	4
		White	20	20	80	80	44	44	13	13
		American Indian	*	49	*	51	*	15	*	3

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
		Asian	10	12	90	88	71	64	36	33
		Pacific Islander	*	45	*	55	*	21	*	4
		Two or More Races	25	27	75	73	41	38	11	12
		Econ Disadv	41	46	59	54	19	18	2	3
		Students with Disabilities	73	73	27	27	5	6	1	2
		English Language Learners	60	72	40	28	8	5	1	1

State Level: 2019 NAEP Participation Rates for Students with Disabilities and Limited English Proficient Students

Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	77%
		English Learners	94%
	Mathematics	Students with Disabilities	79%
		English Learners	97%
Grade 8	Reading	Students with Disabilities	83%
		English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%

** Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduated from high school in the 2016-17 school year enrolled in a Texas public postsecondary education institution in the 2017-18 academic year. (CWD: children with disability; EL: English learner)

There is no data for this campus.

2018-19 Texas Academic Performance Report

District Name: **BROWNSVILLE ISD**

Campus Name: **LUCIO MIDDLE**

Campus Number: **031901051**

2019 Accountability Rating: **C**

Distinction Designations:

Academic Achievement in ELA/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Postsecondary Readiness

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District Name: BROWNSVILLE ISD
 Campus Name: LUCIO MIDDLE
 Campus Number: 031901051

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance

Total Students: 849
 Grade Span: 06 - 08
 School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 6 Reading																	
At Approaches Grade Level or Above		2019	68%	64%	61%	-	61%	*	-	-	-	30%	*	62%	52%	60%	52%
		2018	69%	65%	63%	-	63%	*	-	-	-	35%	*	63%	57%	63%	52%
At Meets Grade Level or Above		2019	37%	31%	25%	-	25%	*	-	-	-	18%	*	26%	14%	24%	13%
		2018	39%	32%	24%	-	25%	*	-	-	-	9%	*	24%	27%	24%	14%
At Masters Grade Level		2019	18%	12%	9%	-	9%	*	-	-	-	10%	*	9%	10%	8%	3%
		2018	19%	14%	10%	-	10%	*	-	-	-	0%	*	9%	20%	10%	5%
Grade 6 Mathematics																	
At Approaches Grade Level or Above		2019	81%	81%	76%	-	76%	*	-	-	-	45%	*	78%	62%	76%	72%
		2018	77%	77%	68%	-	68%	*	-	-	-	43%	*	68%	70%	68%	63%
At Meets Grade Level or Above		2019	47%	44%	28%	-	28%	*	-	-	-	18%	*	29%	19%	27%	21%
		2018	44%	39%	35%	-	35%	*	-	-	-	17%	*	34%	40%	35%	28%
At Masters Grade Level		2019	21%	17%	11%	-	11%	*	-	-	-	18%	*	11%	14%	11%	8%
		2018	18%	14%	9%	-	9%	*	-	-	-	3%	*	8%	17%	9%	3%
Grade 7 Reading																	
At Approaches Grade Level or Above		2019	76%	73%	69%	-	68%	*	-	-	-	35%	43%	68%	71%	68%	62%
		2018	74%	72%	68%	-	68%	*	-	-	-	10%	83%	68%	59%	68%	61%
At Meets Grade Level or Above		2019	49%	46%	41%	-	41%	*	-	-	-	12%	14%	40%	48%	40%	32%
		2018	48%	42%	33%	-	33%	*	-	-	-	7%	33%	33%	36%	34%	26%
At Masters Grade Level		2019	29%	24%	15%	-	16%	*	-	-	-	9%	14%	15%	16%	15%	7%
		2018	29%	24%	15%	-	15%	*	-	-	-	7%	17%	14%	23%	15%	8%
Grade 7 Mathematics																	
At Approaches Grade Level or Above		2019	75%	73%	69%	-	69%	*	-	-	-	32%	100%	70%	68%	68%	67%
		2018	72%	70%	71%	-	71%	*	-	-	-	29%	67%	70%	77%	71%	69%
At Meets Grade Level or Above		2019	43%	40%	36%	-	36%	*	-	-	-	18%	29%	36%	42%	35%	30%
		2018	40%	36%	36%	-	36%	*	-	-	-	16%	17%	35%	50%	36%	29%
At Masters Grade Level		2019	17%	15%	11%	-	11%	*	-	-	-	12%	29%	11%	13%	11%	4%
		2018	18%	15%	10%	-	10%	*	-	-	-	6%	17%	10%	5%	10%	5%
Grade 7 Writing																	
At Approaches Grade Level or Above		2019	70%	74%	76%	-	75%	*	-	-	-	41%	71%	75%	77%	74%	70%
		2018	69%	68%	68%	-	68%	*	-	-	-	23%	67%	69%	50%	67%	60%
At Meets Grade Level or Above		2019	42%	44%	40%	-	40%	*	-	-	-	18%	14%	40%	42%	38%	30%
		2018	43%	41%	37%	-	37%	*	-	-	-	10%	33%	37%	32%	37%	24%
At Masters Grade Level		2019	18%	16%	11%	-	11%	*	-	-	-	9%	0%	11%	13%	11%	8%
		2018	15%	12%	8%	-	8%	*	-	-	-	6%	0%	8%	9%	8%	2%
Grade 8 Reading^																	
At Approaches Grade Level or Above		2019	86%	86%	85%	-	85%	*	-	-	-	35%	*	85%	78%	84%	82%
		2018	86%	85%	85%	-	85%	-	-	-	-	44%	100%	86%	78%	85%	77%
At Meets Grade Level or Above		2019	55%	53%	48%	-	48%	*	-	-	-	13%	*	50%	33%	47%	36%
		2018	49%	46%	45%	-	45%	-	-	-	-	21%	83%	47%	33%	45%	27%

District Name: BROWNSVILLE ISD
 Campus Name: LUCIO MIDDLE
 Campus Number: 031901051

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance

Total Students: 849
 Grade Span: 06 - 08
 School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	28%	23%	20%	-	19%	*	-	-	-	-	3%	*	20%	19%	20%	9%
	2018	27%	23%	19%	-	19%	-	-	-	-	-	9%	50%	19%	14%	19%	8%
Grade 8 Mathematics^																	
At Approaches Grade Level or Above	2019	88%	90%	89%	-	89%	*	-	-	-	-	53%	*	89%	87%	88%	87%
	2018	86%	88%	89%	-	89%	-	-	-	-	-	63%	*	89%	87%	89%	91%
At Meets Grade Level or Above	2019	57%	51%	48%	-	48%	*	-	-	-	-	13%	*	48%	48%	47%	40%
	2018	51%	47%	49%	-	49%	-	-	-	-	-	28%	*	50%	43%	50%	48%
At Masters Grade Level	2019	17%	8%	5%	-	5%	*	-	-	-	-	3%	*	5%	4%	6%	5%
	2018	15%	8%	7%	-	7%	-	-	-	-	-	12%	*	7%	7%	6%	4%
Grade 8 Science																	
At Approaches Grade Level or Above	2019	81%	78%	82%	-	82%	*	-	-	-	-	42%	*	81%	84%	81%	72%
	2018	76%	72%	81%	-	81%	-	-	-	-	-	49%	83%	82%	71%	81%	74%
At Meets Grade Level or Above	2019	51%	44%	40%	-	40%	*	-	-	-	-	6%	*	40%	48%	39%	29%
	2018	52%	46%	50%	-	50%	-	-	-	-	-	22%	67%	50%	49%	50%	39%
At Masters Grade Level	2019	25%	17%	17%	-	17%	*	-	-	-	-	3%	*	18%	12%	16%	10%
	2018	28%	22%	19%	-	19%	-	-	-	-	-	12%	33%	20%	14%	19%	10%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	71%	61%	-	61%	*	-	-	-	-	23%	*	63%	48%	59%	48%
	2018	65%	65%	54%	-	54%	-	-	-	-	-	29%	100%	55%	46%	53%	44%
At Meets Grade Level or Above	2019	37%	34%	17%	-	17%	*	-	-	-	-	3%	*	17%	20%	16%	12%
	2018	36%	33%	19%	-	19%	-	-	-	-	-	20%	50%	20%	11%	20%	8%
At Masters Grade Level	2019	21%	17%	5%	-	5%	*	-	-	-	-	3%	*	5%	4%	4%	3%
	2018	21%	18%	8%	-	8%	-	-	-	-	-	10%	33%	8%	9%	8%	3%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	94%	100%	-	100%	-	-	-	-	-	-	*	100%	*	100%	100%
	2018	83%	90%	100%	-	100%	-	-	-	-	-	-	100%	100%	100%	100%	100%
At Meets Grade Level or Above	2019	61%	82%	100%	-	100%	-	-	-	-	-	-	*	100%	*	100%	100%
	2018	55%	71%	100%	-	100%	-	-	-	-	-	-	100%	100%	100%	100%	100%
At Masters Grade Level	2019	37%	62%	96%	-	96%	-	-	-	-	-	-	*	96%	*	96%	97%
	2018	32%	48%	92%	-	92%	-	-	-	-	-	-	80%	92%	100%	92%	88%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	81%	74%	-	74%	86%	-	-	-	-	38%	73%	75%	71%	73%	68%
	2018	77%	78%	72%	-	72%	67%	-	-	-	-	38%	83%	73%	67%	72%	65%
At Meets Grade Level or Above	2019	50%	52%	38%	-	38%	71%	-	-	-	-	13%	29%	38%	37%	36%	28%
	2018	48%	49%	39%	-	39%	22%	-	-	-	-	17%	52%	39%	36%	39%	27%
At Masters Grade Level	2019	24%	23%	15%	-	15%	21%	-	-	-	-	8%	18%	15%	13%	14%	9%
	2018	22%	21%	15%	-	15%	0%	-	-	-	-	8%	31%	15%	15%	15%	6%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	76%	71%	-	71%	80%	-	-	-	-	33%	53%	72%	68%	70%	64%
	2018	74%	74%	72%	-	73%	*	-	-	-	-	32%	80%	73%	66%	73%	63%
At Meets Grade Level or Above	2019	48%	47%	38%	-	38%	60%	-	-	-	-	14%	20%	38%	34%	36%	26%
	2018	46%	44%	35%	-	35%	*	-	-	-	-	13%	53%	35%	32%	35%	22%
At Masters Grade Level	2019	21%	18%	15%	-	15%	40%	-	-	-	-	8%	13%	15%	15%	14%	6%
	2018	19%	17%	15%	-	15%	*	-	-	-	-	6%	33%	14%	18%	15%	7%

District Name: BROWNSVILLE ISD
Campus Name: LUCIO MIDDLE
Campus Number: 031901051

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance

Total Students: 849
Grade Span: 06 - 08
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	86%	79%	-	79%	80%	-	-	-	-	43%	87%	80%	73%	78%	76%
	2018	81%	85%	78%	-	78%	*	-	-	-	-	47%	87%	78%	79%	78%	74%
At Meets Grade Level or Above	2019	52%	57%	43%	-	42%	60%	-	-	-	-	16%	33%	43%	41%	41%	34%
	2018	50%	55%	46%	-	46%	*	-	-	-	-	21%	53%	46%	47%	46%	36%
At Masters Grade Level	2019	26%	31%	19%	-	19%	20%	-	-	-	-	11%	33%	19%	15%	18%	13%
	2018	24%	28%	18%	-	18%	*	-	-	-	-	7%	40%	18%	15%	18%	7%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	76%	76%	-	75%	*	-	-	-	-	41%	71%	75%	77%	74%	70%
	2018	66%	71%	68%	-	68%	*	-	-	-	-	23%	67%	69%	50%	67%	60%
At Meets Grade Level or Above	2019	38%	44%	40%	-	40%	*	-	-	-	-	18%	14%	40%	42%	38%	30%
	2018	41%	45%	37%	-	37%	*	-	-	-	-	10%	33%	37%	32%	37%	24%
At Masters Grade Level	2019	14%	15%	11%	-	11%	*	-	-	-	-	9%	0%	11%	13%	11%	8%
	2018	13%	13%	8%	-	8%	*	-	-	-	-	6%	0%	8%	9%	8%	2%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	84%	82%	-	82%	*	-	-	-	-	42%	*	81%	84%	81%	72%
	2018	80%	82%	81%	-	81%	-	-	-	-	-	49%	83%	82%	71%	81%	74%
At Meets Grade Level or Above	2019	54%	55%	40%	-	40%	*	-	-	-	-	6%	*	40%	48%	39%	29%
	2018	51%	51%	50%	-	50%	-	-	-	-	-	22%	67%	50%	49%	50%	39%
At Masters Grade Level	2019	25%	21%	17%	-	17%	*	-	-	-	-	3%	*	18%	12%	16%	10%
	2018	23%	19%	19%	-	19%	-	-	-	-	-	12%	33%	20%	14%	19%	10%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	83%	61%	-	61%	*	-	-	-	-	23%	*	63%	48%	59%	48%
	2018	78%	80%	54%	-	54%	-	-	-	-	-	29%	100%	55%	46%	53%	44%
At Meets Grade Level or Above	2019	55%	54%	17%	-	17%	*	-	-	-	-	3%	*	17%	20%	16%	12%
	2018	53%	51%	19%	-	19%	-	-	-	-	-	20%	50%	20%	11%	20%	8%
At Masters Grade Level	2019	33%	29%	5%	-	5%	*	-	-	-	-	3%	*	5%	4%	4%	3%
	2018	31%	26%	8%	-	8%	-	-	-	-	-	10%	33%	8%	9%	8%	3%

District Name: BROWNSVILLE ISD
 Campus Name: LUCIO MIDDLE
 Campus Number: 031901051

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Progress

Total Students: 849
 Grade Span: 06 - 08
 School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 6 ELA/Reading	2019	42	30	34	-	34	*	-	-	-	-	37	*	33	40	34	30
	2018	47	38	37	-	37	-	-	-	-	-	32	*	37	33	36	37
Grade 6 Mathematics	2019	54	35	31	-	30	*	-	-	-	-	29	*	30	40	31	27
	2018	56	41	36	-	36	*	-	-	-	-	35	*	35	40	36	33
Grade 7 ELA/Reading	2019	77	77	74	-	74	*	-	-	-	-	62	43	74	75	73	70
	2018	76	79	73	-	73	*	-	-	-	-	61	83	74	63	74	74
Grade 7 Mathematics	2019	63	59	60	-	60	*	-	-	-	-	42	64	62	50	59	60
	2018	67	65	63	-	63	*	-	-	-	-	45	50	63	65	63	61
Grade 8 ELA/Reading	2019	77	77	83	-	83	*	-	-	-	-	80	*	83	84	84	81
	2018	79	81	84	-	84	-	-	-	-	-	77	75	84	82	85	82
Grade 8 Mathematics	2019	84	92	94	-	94	*	-	-	-	-	74	*	94	94	94	90
	2018	81	92	94	-	94	-	-	-	-	-	86	*	95	88	94	96
End of Course Algebra I	2019	75	91	100	-	100	-	-	-	-	-	-	*	100	*	100	100
	2018	72	85	100	-	100	-	-	-	-	-	-	100	100	100	100	100
All Grades Both Subjects	2019	69	69	62	-	62	75	-	-	-	-	52	52	62	65	62	59
	2018	69	71	67	-	67	*	-	-	-	-	58	74	67	66	67	63
All Grades ELA/Reading	2019	68	67	63	-	63	80	-	-	-	-	58	43	63	68	63	60
	2018	69	69	66	-	66	*	-	-	-	-	58	75	67	64	67	64
All Grades Mathematics	2019	70	71	61	-	61	70	-	-	-	-	47	61	61	63	60	58
	2018	70	72	67	-	67	*	-	-	-	-	58	73	67	68	67	62

District Name: BROWNSVILLE ISD
 Campus Name: LUCIO MIDDLE
 Campus Number: 031901051

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Prior Year and Student Success Initiative

Total Students: 849
 Grade Span: 06 - 08
 School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	48%	42%	-	42%	*	-	-	-	-	22%	41%	44%
	2018	38%	44%	40%	-	40%	-	-	-	-	-	12%	41%	36%
Mathematics	2019	45%	57%	50%	-	50%	*	-	-	-	-	19%	49%	54%
	2018	47%	57%	61%	-	60%	*	-	-	-	-	29%	62%	56%
Student Success Initiative														
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	77%	72%	-	72%	*	-	-	-	-	13%	71%	54%
Students Requiring Accelerated Instruction														
	2019	22%	23%	28%	-	28%	*	-	-	-	-	87%	29%	46%
STAAR Cumulative Met Standard														
	2019	85%	84%	83%	-	83%	*	-	-	-	-	33%	82%	75%
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	82%	80%	79%	-	79%	*	-	-	-	-	23%	78%	76%
Students Requiring Accelerated Instruction														
	2019	18%	20%	21%	-	21%	*	-	-	-	-	77%	22%	24%
STAAR Cumulative Met Standard														
	2019	88%	88%	88%	-	88%	*	-	-	-	-	52%	88%	89%

District Name: BROWNSVILLE ISD
Campus Name: LUCIO MIDDLE
Campus Number: 031901051

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance
Bilingual Education/English as a Second Language

Total Students: 849
Grade Span: 06 - 08
(Current EL Students)

			State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level																
All Grades All Subjects																
At Approaches Grade Level or Above	2019	78%	81%	74%	-	-	-	-	-	-	63%	-	63%	75%	63%	63%
	2018	77%	78%	72%	-	-	-	-	-	-	52%	52%	-	*	52%	52%
At Meets Grade Level or Above	2019	50%	52%	38%	-	-	-	-	-	-	22%	-	22%	13%	22%	22%
	2018	48%	49%	39%	-	-	-	-	-	-	15%	15%	-	*	15%	15%
At Masters Grade Level	2019	24%	23%	15%	-	-	-	-	-	-	6%	-	6%	0%	6%	6%
	2018	22%	21%	15%	-	-	-	-	-	-	2%	2%	-	*	2%	2%
All Grades ELA/Reading																
At Approaches Grade Level or Above	2019	75%	76%	71%	-	-	-	-	-	-	58%	-	58%	*	58%	58%
	2018	74%	74%	72%	-	-	-	-	-	-	48%	48%	-	*	48%	48%
At Meets Grade Level or Above	2019	48%	47%	38%	-	-	-	-	-	-	18%	-	18%	*	18%	18%
	2018	46%	44%	35%	-	-	-	-	-	-	10%	10%	-	*	10%	10%
At Masters Grade Level	2019	21%	18%	15%	-	-	-	-	-	-	3%	-	3%	*	3%	3%
	2018	19%	17%	15%	-	-	-	-	-	-	2%	2%	-	*	2%	2%
All Grades Mathematics																
At Approaches Grade Level or Above	2019	82%	86%	79%	-	-	-	-	-	-	73%	-	73%	*	73%	73%
	2018	81%	85%	78%	-	-	-	-	-	-	63%	63%	-	*	63%	63%
At Meets Grade Level or Above	2019	52%	57%	43%	-	-	-	-	-	-	28%	-	28%	*	28%	28%
	2018	50%	55%	46%	-	-	-	-	-	-	23%	23%	-	*	23%	22%
At Masters Grade Level	2019	26%	31%	19%	-	-	-	-	-	-	9%	-	9%	*	9%	9%
	2018	24%	28%	18%	-	-	-	-	-	-	1%	1%	-	*	1%	1%
All Grades Writing																
At Approaches Grade Level or Above	2019	68%	76%	76%	-	-	-	-	-	-	63%	-	63%	-	63%	63%
	2018	66%	71%	68%	-	-	-	-	-	-	47%	47%	-	*	47%	47%
At Meets Grade Level or Above	2019	38%	44%	40%	-	-	-	-	-	-	24%	-	24%	-	24%	24%
	2018	41%	45%	37%	-	-	-	-	-	-	13%	13%	-	*	13%	13%
At Masters Grade Level	2019	14%	15%	11%	-	-	-	-	-	-	8%	-	8%	-	8%	8%
	2018	13%	13%	8%	-	-	-	-	-	-	1%	1%	-	*	1%	1%
All Grades Science																
At Approaches Grade Level or Above	2019	81%	84%	82%	-	-	-	-	-	-	66%	-	66%	*	66%	67%
	2018	80%	82%	81%	-	-	-	-	-	-	57%	57%	-	-	57%	57%
At Meets Grade Level or Above	2019	54%	55%	40%	-	-	-	-	-	-	24%	-	24%	*	24%	24%
	2018	51%	51%	50%	-	-	-	-	-	-	25%	25%	-	-	25%	25%
At Masters Grade Level	2019	25%	21%	17%	-	-	-	-	-	-	7%	-	7%	*	7%	7%
	2018	23%	19%	19%	-	-	-	-	-	-	2%	2%	-	-	2%	2%
All Grades Social Studies																
At Approaches Grade Level or Above	2019	81%	83%	61%	-	-	-	-	-	-	39%	-	39%	*	39%	39%
	2018	78%	80%	54%	-	-	-	-	-	-	23%	23%	-	-	23%	23%
At Meets Grade Level or Above	2019	55%	54%	17%	-	-	-	-	-	-	9%	-	9%	*	9%	9%
	2018	53%	51%	19%	-	-	-	-	-	-	2%	2%	-	-	2%	2%
At Masters Grade Level	2019	33%	29%	5%	-	-	-	-	-	-	1%	-	1%	*	1%	1%
	2018	31%	26%	8%	-	-	-	-	-	-	0%	0%	-	-	0%	0%
School Progress Domain - Academic Growth Score																
All Grades Both Subjects	2019	69%	69%	62%	-	-	-	-	-	-	59%	-	59%	50%	59%	58%
	2018	69%	71%	67%	-	-	-	-	-	-	62%	62%	-	*	62%	62%
All Grades ELA/Reading	2019	68%	67%	63%	-	-	-	-	-	-	59%	-	59%	*	59%	59%
	2018	69%	69%	66%	-	-	-	-	-	-	66%	66%	-	*	66%	67%
All Grades Mathematics	2019	70%	71%	61%	-	-	-	-	-	-	58%	-	58%	*	58%	58%
	2018	70%	72%	67%	-	-	-	-	-	-	58%	58%	-	*	58%	57%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)																
Reading	2019	41%	48%	42%	-	-	-	-	-	-	43%	-	43%	*	43%	44%

District Name: BROWNSVILLE ISD
 Campus Name: LUCIO MIDDLE
 Campus Number: 031901051

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 849
 Grade Span: 06 - 08
 (Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
Mathematics	2018	38%	44%	40%	-	-	-	-	-	36%	36%	-	*	36%	36%
	2019	45%	57%	50%	-	-	-	-	-	53%	-	53%	*	53%	54%
	2018	47%	57%	61%	-	-	-	-	-	56%	56%	-	-	56%	56%

District Name: BROWNSVILLE ISD
 Campus Name: LUCIO MIDDLE
 Campus Number: 031901051

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Participation

Total Students: 849
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	-	100%	100%	-	-	-	-	100%	100%	100%
Included in Accountability	94%	95%	91%	-	92%	78%	-	-	-	-	89%	91%	85%
Not Included in Accountability													
Mobile	4%	2%	6%	-	6%	22%	-	-	-	-	10%	6%	9%
Other Exclusions	1%	2%	2%	-	2%	0%	-	-	-	-	1%	2%	7%
Not Tested	1%	0%	0%	-	0%	0%	-	-	-	-	0%	0%	0%
Absent	1%	0%	0%	-	0%	0%	-	-	-	-	0%	0%	0%
Other	0%	0%	0%	-	0%	0%	-	-	-	-	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	-	100%	100%	-	-	-	-	99%	100%	100%
Included in Accountability	94%	95%	92%	-	92%	75%	-	-	-	-	88%	93%	88%
Not Included in Accountability													
Mobile	4%	3%	6%	-	6%	25%	-	-	-	-	10%	6%	8%
Other Exclusions	1%	2%	1%	-	1%	0%	-	-	-	-	1%	1%	4%
Not Tested	1%	0%	0%	-	0%	0%	-	-	-	-	1%	0%	0%
Absent	1%	0%	0%	-	0%	0%	-	-	-	-	1%	0%	0%
Other	0%	0%	0%	-	0%	0%	-	-	-	-	1%	0%	0%

District Name: BROWNSVILLE ISD
Campus Name: LUCIO MIDDLE
Campus Number: 031901051

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 849
Grade Span: 06 - 08
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2017-18	95.4%	95.4%	97.8%	-	97.8%	*	-	-	-	-	97.1%	97.9%	97.9%
2016-17	95.7%	95.8%	97.9%	-	97.9%	*	-	-	-	-	97.2%	97.8%	97.7%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.5%	0.0%	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
2016-17	0.3%	0.2%	0.0%	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	1.1%	*	-	*	-	-	-	-	-	-	*	-
2016-17	1.9%	1.3%	*	-	*	-	-	-	-	-	-	*	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	92.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	3.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	91.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	4.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	3.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	96.6%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	95.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	4.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	94.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	95.7%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	95.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD
Campus Name: LUCIO MIDDLE
Campus Number: 031901051

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 849
Grade Span: 06 - 08
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	4.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	95.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	4.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	95.8%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	90.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	85.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	96.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	13.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	73.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	96.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	58.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	95.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	24.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	94.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	52.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	96.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	94.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD
 Campus Name: LUCIO MIDDLE
 Campus Number: 031901051

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Graduation Profile

Total Students: 849
 Grade Span: 06 - 08
 School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	3,253	347,893
By Ethnicity:				
African American	-	-	4	43,502
Hispanic	-	-	3,215	173,272
White	-	-	25	107,052
American Indian	-	-	0	1,226
Asian	-	-	9	15,589
Pacific Islander	-	-	0	528
Two or More Races	-	-	0	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	61	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	87	3,538
Foundation H.S. Program (No Endorsement)	-	-	113	49,432
Foundation H.S. Program (Endorsement)	-	-	110	16,542
Foundation H.S. Program (DLA)	-	-	2,882	272,526
Special Education Graduates	-	-	286	25,962
Economically Disadvantaged Graduates	-	-	3,134	166,956
LEP Graduates	-	-	405	21,359
At-Risk Graduates	-	-	1,769	144,805

District Name: BROWNSVILLE ISD
 Campus Name: LUCIO MIDDLE
 Campus Number: 031901051

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 849
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) ***													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	67.4%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates ***													
College Ready (Annual Graduates)													
2017-18	50.0%	51.9%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	61.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	49.9%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	44.9%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	20.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	18.7%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	18.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	22.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	36.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	22.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	4.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	4.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	0.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	53.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	37.2%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD
 Campus Name: LUCIO MIDDLE
 Campus Number: 031901051

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 849
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	4.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD
 Campus Name: LUCIO MIDDLE
 Campus Number: 031901051

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus CCMR-Related Indicators

Total Students: 849
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	54.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	53.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	44.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	45.4%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	39.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	39.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	82.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	81.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	2.5%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	4.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	2.3%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	24.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	31.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	15.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	23.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	2.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	3.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	5.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	8.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	13.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	22.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	27.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	23.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	14.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	8.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	14.8%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: BROWNSVILLE ISD
 Campus Name: LUCIO MIDDLE
 Campus Number: 031901051

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus CCMR-Related Indicators

Total Students: 849
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017 Science	51.3%	8.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	38.0%	7.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	38.3%	5.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	11.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	76.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	71.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	22.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	960	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	489	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	472	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	18.1	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	17.7	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	18.1	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	18.5	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: BROWNSVILLE ISD
 Campus Name: LUCIO MIDDLE
 Campus Number: 031901051

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Other Postsecondary Indicators

Total Students: 849
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	49.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	47.1%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	26.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	29.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	24.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	19.8%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	18.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	2.5%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	24.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	25.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	59.3%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	56.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	63.5%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	62.5%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD
 Campus Name: LUCIO MIDDLE
 Campus Number: 031901051

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Student Information

Total Students: 849
 Grade Span: 06 - 08
 School Type: Middle

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	849	100.0%	44,356	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.2%	0.3%
Pre-Kindergarten	0	0.0%	8.0%	4.4%
Kindergarten	0	0.0%	5.9%	6.9%
Grade 1	0	0.0%	6.8%	7.1%
Grade 2	0	0.0%	6.6%	7.2%
Grade 3	0	0.0%	6.5%	7.3%
Grade 4	0	0.0%	6.9%	7.6%
Grade 5	0	0.0%	7.3%	7.7%
Grade 6	286	33.7%	6.8%	7.7%
Grade 7	286	33.7%	7.1%	7.5%
Grade 8	277	32.6%	7.2%	7.5%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.6%	7.4%
Grade 11	0	0.0%	7.6%	6.9%
Grade 12	0	0.0%	7.3%	6.5%
Ethnic Distribution:				
African American	0	0.0%	0.1%	12.6%
Hispanic	843	99.3%	98.3%	52.6%
White	6	0.7%	1.4%	27.4%
American Indian	0	0.0%	0.0%	0.4%
Asian	0	0.0%	0.2%	4.5%
Pacific Islander	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.0%	2.4%
Economically Disadvantaged	788	92.8%	88.5%	60.6%
Non-Educationally Disadvantaged	61	7.2%	11.5%	39.4%
Section 504 Students	111	13.1%	8.7%	6.5%
English Learners (EL)	265	31.2%	34.6%	19.5%
Students w/ Disciplinary Placements (2017-18)	37	3.7%	1.0%	1.4%
Students w/ Dyslexia	64	7.5%	5.4%	3.6%
At-Risk	558	65.7%	67.3%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	118			
By Type of Primary Disability				
Students with Intellectual Disabilities	81	68.6%	55.3%	42.4%
Students with Physical Disabilities	8	6.8%	11.5%	21.9%
Students with Autism	6	5.1%	12.2%	13.7%
Students with Behavioral Disabilities	23	19.5%	18.9%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	2.1%	1.4%
Mobility (2017-18):				
Total Mobile Students	157	15.8%	15.0%	15.4%

District Name: BROWNSVILLE ISD
 Campus Name: LUCIO MIDDLE
 Campus Number: 031901051

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Student Information

Total Students: 849
 Grade Span: 06 - 08
 School Type: Middle

Student Information	----- Campus -----		District	State
	Count	Percent		
By Ethnicity:				
African American	0	0.0%		
Hispanic	157	15.8%		
White	0	0.0%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	1.8%	1.7%	-	4.3%	6.2%
Grade 1	-	10.7%	3.1%	-	16.2%	5.5%
Grade 2	-	5.9%	1.8%	-	3.0%	2.3%
Grade 3	-	3.0%	1.1%	-	1.1%	0.9%
Grade 4	-	1.6%	0.5%	-	1.0%	0.5%
Grade 5	-	0.7%	0.5%	-	0.0%	0.6%
Grade 6	4.6%	2.6%	0.4%	5.0%	1.6%	0.5%
Grade 7	7.0%	3.8%	0.6%	2.9%	2.2%	0.6%
Grade 8	1.4%	1.6%	0.4%	1.9%	3.2%	0.7%
Grade 9	0.0%	6.5%	7.2%	-	22.4%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	19.2	18.9
Grade 1	-	17.8	18.8
Grade 2	-	17.8	18.7
Grade 3	-	19.2	18.9
Grade 4	-	21.6	19.2
Grade 5	-	21.1	21.2
Grade 6	22.8	21.9	20.4
Secondary:			
English/Language Arts	20.0	17.0	16.6
Foreign Languages	25.3	20.8	18.9
Mathematics	22.5	19.9	17.8
Science	23.1	20.1	18.9
Social Studies	23.1	19.8	19.3

District Name: BROWNSVILLE ISD
Campus Name: LUCIO MIDDLE
Campus Number: 031901051

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 849
Grade Span: 06 - 08
School Type: Middle

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	83.3	100.0%	100.0%	100.0%
Professional Staff:	73.8	88.6%	56.5%	64.1%
Teachers	60.8	73.0%	44.0%	49.8%
Professional Support	9.0	10.8%	9.5%	10.1%
Campus Administration (School Leadership)	4.0	4.8%	2.9%	3.0%
Educational Aides:	9.5	11.4%	11.7%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	58.0	4,414.0
Part-time	0.0	n/a	2.0	572.0
Counselors				
Full-time	5.0	n/a	149.0	12,433.0
Part-time	1.0	n/a	11.0	1,097.0
Total Minority Staff:	82.1	98.6%	94.0%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.3%	10.6%
Hispanic	60.6	99.7%	90.3%	27.7%
White	0.2	0.3%	8.9%	58.4%
American Indian	0.0	0.0%	0.1%	0.3%
Asian	0.0	0.0%	0.1%	1.7%
Pacific Islander	0.0	0.0%	0.3%	0.2%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	18.7	30.8%	32.0%	23.8%
Females	42.1	69.2%	68.0%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.2%	1.4%
Bachelors	49.4	81.3%	79.4%	73.6%
Masters	11.4	18.7%	19.0%	24.3%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	2.7%	7.0%
1-5 Years Experience	13.4	22.1%	14.3%	28.9%
6-10 Years Experience	7.0	11.5%	17.6%	19.0%
11-20 Years Experience	32.4	53.3%	39.3%	29.3%
Over 20 Years Experience	8.0	13.2%	26.0%	15.7%
Number of Students per Teacher	14.0	n/a	15.2	15.1

District Name: BROWNSVILLE ISD
 Campus Name: LUCIO MIDDLE
 Campus Number: 031901051

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 849
 Grade Span: 06 - 08
 School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	2.0	8.8	6.3
Average Years Experience of Principals with District	2.0	8.4	5.4
Average Years Experience of Assistant Principals	3.7	8.4	5.3
Average Years Experience of Assistant Principals with District	3.7	8.2	4.7
Average Years Experience of Teachers:	13.4	15.1	11.1
Average Years Experience of Teachers with District:	12.8	14.3	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$49,007	\$47,218
1-5 Years Experience	\$49,298	\$49,170	\$50,408
6-10 Years Experience	\$55,591	\$50,423	\$52,786
11-20 Years Experience	\$61,364	\$55,575	\$56,041
Over 20 Years Experience	\$61,528	\$64,161	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$58,060	\$55,810	\$54,122
Professional Support	\$71,057	\$67,073	\$64,069
Campus Administration (School Leadership)	\$87,574	\$84,030	\$78,947
Instructional Staff Percent:	n/a	58.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	3,598.0	6,043.6

District Name: BROWNSVILLE ISD
 Campus Name: LUCIO MIDDLE
 Campus Number: 031901051

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Staff Information

Total Students: 849
 Grade Span: 06 - 08
 School Type: Middle

Program Information	Campus		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	262	30.9%	34.1%	19.7%
Career & Technical Education	107	12.6%	31.3%	26.3%
Gifted & Talented Education	113	13.3%	12.0%	8.1%
Special Education	118	13.9%	12.1%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.8	1.2%	2.7%	6.4%
Career & Technical Education	1.0	1.6%	5.6%	4.9%
Compensatory Education	0.0	0.0%	0.9%	2.7%
Gifted & Talented Education	0.4	0.6%	0.5%	2.0%
Regular Education	49.6	81.6%	78.8%	71.4%
Special Education	9.0	14.8%	11.4%	9.1%
Other	0.0	0.0%	0.2%	3.6%

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

'*^' Indicates results are masked due to small numbers to protect student confidentiality.

'**^' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.

'***^' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.

'-' Indicates there are no students in the group.

'n/a' Indicates data reporting is not applicable for this group.

'?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report](#)