

Brownsville Independent School District

Vela Middle School

2019-2020

Accountability Rating: B



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

Mission Statement

Excellent Academics and Goals Lead to Exemplary Students.

Vision

We believe that our school is a place where EVERYONE is special.

We believe that our school is challenging, safe, fun, and a motivational place where kids want to be.

We believe that teaching is a "Calling", not a job and that to reach students, we must go beyond the classroom.

We believe that making positive connections with students is the responsibility of every adult on campus.

We believe in the power of you, me, and what we can achieve as a TEAM!

Table of Contents

Comprehensive Needs Assessment	5
Needs Assessment Overview	5
Demographics	7
Student Academic Achievement	9
School Processes & Programs	11
Perceptions	14
Priority Problem Statements	16
Comprehensive Needs Assessment Data Documentation	17
Goals	19
Goal 1: Vela 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. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).	19
Goal 2: Vela Middle School in collaboration with District Staff, 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. (Board Goal 2)	30
Goal 3: Vela 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. (Board Goal 3) (TEA Ch. 4, Obj. 6)	32
Goal 4: Vela Middle School programs and campuses 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. (Board Goal 4)	34
Goal 5: Vela Middle School will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)	35
Goal 6: Vela Middle School in collaboration with District Staff, Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children. (TEA Ch. 4, Obj. 1)	40
Goal 7: Vela Middle School 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. (TEA Ch. 4 Obj. 9)	44
Goal 8: At Vela Middle School Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (TEA Ch. 4 Obj. 10)	48
Goal 9: At Vela Middle School through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)	51
State Compensatory	61
Budget for Vela Middle School:	61
Personnel for Vela Middle School:	63
Title I Schoolwide Elements	64
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	64

1.1: Comprehensive Needs Assessment	64
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	64
2.1: Campus Improvement Plan developed with appropriate stakeholders	64
2.2: Regular monitoring and revision	64
2.3: Available to parents and community in an understandable format and language	64
2.4: Opportunities for all children to meet State standards	64
2.5: Increased learning time and well-rounded education	65
2.6: Address needs of all students, particularly at-risk	65
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	65
3.1: Develop and distribute Parent and Family Engagement Policy	65
3.2: Offer flexible number of parent involvement meetings	65
Innovation and Ed Tech Committee	66
2019-2020 Site Based Decision Making Committee	67
Campus Funding Summary	68
Addendums	72

Comprehensive Needs Assessment

Revised/Approved: May 21, 2020

Needs Assessment Overview

Vela Middle School is located in Brownsville, Texas. Vela Middle School is one of eleven middle schools in Brownsville ISD. The campus was constructed in 1992 with 6 portable classrooms added in the ensuing years. The main campus was originally comprised of 80 classrooms, a cafeteria, library, and gymnasium.

Vela Middle School serves approximately 750 students in grades 6 through 8. According to the PEIMS Data Review of our campus profile, 98% of the student population is Hispanic and 80% are identified as Economically Disadvantaged with 52% of our students are considered At Risk and 18% of our students are in the Special Education program. Many of our students are first generation Mexican immigrants, 11.6% are classified as Limited English Proficient and a majority of these students are English/Spanish bilingual. In addition, several of our students come from homes which participate in state and federal assistance programs such as food stamps, welfare, the Women, Infant, Children (WIC) nutrition program, and subsidized housing and medical assistance.

The students of Vela Middle School are recipients of a well-balanced curriculum. Courses are offered in every subject area as per the BISD Middle School Course Listing Guide. The instructional programs include academic core subjects at various levels, such as the Gifted and Talented, Pre-Advanced Placement, and regular classes. 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 Vela Middle School is comprised of 64 teachers, 4 campus administrators, 3 counselors, 1 At Risk counselor, 7 professional support personnel, 9 non-classroom staff, and 14 educational aides. The ethnicity of the Vela Middle School staff is diverse with 56.4 % Hispanic, 13 % Caucasian, 4% Pacific Islander and 0 % African American. The teaching staff is 37.4 % male and 62.6 % female.

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

1. Implementation of district activities
2. STAAR enrichment classes (ELA and Math)
3. Career and Technology education courses
4. TLI goals which include:

- a. Increase the percentage of participating students who meet or exceed proficiency on the English Language Assessments (STAAR) in grades 3-12.
- b. Increase the use of data and data analysis to inform all decision making in participating districts, campuses, classrooms and early learning settings.
- c. Increase the implementation of effective literacy instruction through Literacy Lines.

Vela Middle School promotes numerous student clubs and organizations. Students are encouraged to participate in extracurricular activities such as chess, ballroom dancing, yearbook club, Club America, UIL academics, and UIL Athletics.

School Namesake: Judge Filemon B. Vela

School Colors: Brown and Gold

School Mascot: Eagles

School Song: N/A

School Motto: Excellent Academics and Goals Lead to Exemplary Students

Annual Campus Goals:

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

- A minimum of 95% of Vela students will pass their State assessments
- Vela students will maintain a minimum of 97% attendance rate
- The Vela annual dropout rate will be 1% or less

Note: STAAR testing was canceled due to COVID-19 therefore, Data for 2019-2020 will not be available.

Demographics

Demographics Summary

Any Vela student group that did not meet the state standard average is identified as the priority for needs. Based on the disaggregation of the STAAR test data, best practices will be used to address the needs of these groups of students as the priority of needs and will be the driving force for instruction and budget. The Vela Campus Improvement Plan will delineate a plethora of research-based strategies to address the areas of need/priorities.

The following data originated from the 2018-2019 TAPR results.

Performance Variation Between All Student Groups and All Grades at the Approaches Grade level or Above

	All Students	Hispanic	White	Asian	Special Ed	Econ Disadv	ELL
All Subjects	79%	79%	92%	100%	41%	75%	69%
Reading	76%	76%	89%	100%	32%	72%	64
Mathematics	86%	86%	100%	100%	50%	84%	81
Writing	75%	74%	*	*	28%	72%	61
Science	82%	82%	*	*	53%	77%	71
Social Studies	68%	68%	*	*	40%	61%	53

Demographics Strengths

Vela Middle School is well-established school that celebrated 25 years during the 2014-2015 school year. Vela was originally established as the 9th grade campus for Hanna High School and as such has maintained the high academic standards that are a pre-requisite for the rigors of Hanna High, the first medical magnet school in BISD.

All teachers at Vela Middle School are Highly Qualified as defined by the State Board of Education. All teachers are certified to teach students identified as Gifted and Talented in core content areas and the Fine Arts. Additionally, all core teachers are ESL certified to service EL students in English, Math, Science, Social Studies. Due to the academic rigor and standards, Vela has been declared a STEM school in math and science thus having Science and Math teachers STEM trained.

The ELA department has recently completed going through the new textbook adoption process. Academic Practices are offered to all diverse students in all core content areas. After School Academic Practices take place from Monday through Thursday for 90 minutes of additional instruction.

Web-based computer programs such as Edgenuity, EduSmart, Defined Stem are used routinely by content area teachers.

Three fully equipped computer labs are available, with one lab specifically designed for the EL population.

Demographics NEEDS

1. Decrease the percent passing gap for Special Education and EL students in Reading, Writing, Science, Social Studies and Mathematics by scheduling After School Academic Practice, Monday through Thursday for an additional 90 minutes of instruction and Saturday Academies for 3 hours of additional instruction.
2. At Vela Middle School the most urgent need is to upgrade technology in all areas in order to increase access for all sub-populations from classrooms to student computer labs to administrative offices. The most current Microsoft software program is Office 365. Additionally, faster internet service, updated technology in every classroom for teachers and students, as well as technology supplies.
3. Increased parental involvement for At-Risk students, Migrant students, ELL students, and Special Education students.
4. A full-time nurse and health services supplies are needed in order to address immediate health concerns.

Student Academic Achievement

Student Academic Achievement Summary

Vela students have made notable progress in Science, Social Studies and Reading. We continue to press on to assure all testable areas meet and surpass state standards. Vela Campus stakeholders have worked towards creating and initiating action plans targeting student achievement in all testing areas. We are arduously preparing our students not only for high school, but for college readiness through increased rigor in our instruction. Teachers use TANGO software, along with Eduphoria, to analyze student data and identify the needs of the students. Several data sources are reviewed such as the AEIS report, Eduphoria Aware, Benchmarks, promotion/retention rates and TELPAS results.

A student group that performed less than or equal to the state average is identified as a priority. Based on review of the data, best practices will be used to address the priority areas of need. Objectives of the campus improvement plan delineate a variety of research-based strategies and used to address the areas of need.

STAAR Summary of 6th-8th Grades tested

The following data is the student achievement profile for ALL students at Vela Middle School.

Reading: 6th Grade (Campus 65%, District 64%, State 68%); 7th Grade (Campus 76%, District 73%, State 76%); 8th Grade (Campus 86%, District 86%, State 6%)

Writing: 7th Grade (Campus 75%, District 74%, State 70%)

Math: 6th Grade (Campus 84%, District 81%, State 81%); 7th Grade (Campus 81%, District 73%, State 75%); 8th Grade (Campus 88%, District 90%, State 88%)

Science: 8th Grade (Campus 82%, District 78%, State 81%)

Social Studies: 8th Grade (Campus 68%, District 71%, State 69%)

Student Academic Achievement Strengths

- 5 distinctions earned
- Met standards on all 4 indices: Student achievement, student progress, closing performance gaps and post secondary readiness
- 77% system safeguards met
- Analyzing data results

- progress monitoring via data wall
- Co-Planning
- dyslexia

Student Academic Achievement NEEDS

1. Vela MS needs to improve the attendance rate to meet district standards of 97% for each six weeks by working closely and consistently with the Vela MS Parent Liaison and grade level campus administrator for parent conferences of students absent more than 3 days, 10 days, and 10+ days.
2. Attendance contracts and BISD attendance requirements and procedures will be utilized as needed for 2019-2020.
3. Improve STAAR scores by a minimum of 10% for ELL, Migrant, and Special Education populations in all core tested areas in all grade levels to close the achievement gap through After School Tutorial and Saturday Academies. Content areas need up-to date resources and supplies to ensure students are able to participate in various assessments to determine their comprehension of state curriculum.

School Processes & Programs

School Processes & Programs Summary

Vela Middle School uses a hiring committee composed of administrators and teachers to make hiring decisions. All teachers and paraprofessionals are highly qualified at Vela Middle School. Our teachers continuously strive to improve their content and delivery systems. They aim to use best practices in instructional strategies and often coach one another. Teachers are consistently present at district based professional development opportunities and focus on turn around training to assure their colleagues receive critical content related updates.

The teachers and staff at Vela Middle School take their responsibility to offer the best quality instruction for each individual student. The departments work to assure the curriculum is rigorous and students meet the high standards set forth not only by the state or the district, but by the teachers, parents and community. Benchmarks are conducted at different times including Fall and Spring, in order to track student progress and assess TEKS mastery. AR reports are used to supplement classroom instruction to analyze student reading levels. Administration will assess teacher instructional strategies by periodically looking at student work samples, teacher lesson plans, and teacher observations. The integration of technology continues to be an area of concern. State and College Assessments are in the process of transitioning to online testing. Our campus is struggling to handle the technological demands needed for each one of our students.

Vela Middle School continues to make strides in preparing our students for not only their transition to high school, but to the college level. The overall goal of this campus and its stakeholders is not only to develop academically prepared students but to help foster and develop productive and responsible members of society. In order to accomplish these tasks all campus stakeholders consistently collaborate to focus on the campus and district vision in regards to developing rigorous curriculum and skills that will be relevant to 21st century learners. There is an ever-present need for increased funding for the acquisition of student-centered equipment, software and curriculum based instructional materials. Teachers have an active role in the decision-making process by having them participate in several committees, SBDM meetings and faculty/department meetings. Communication is frequently conducted in English and Spanish and includes notices with letterhead, website, email and/or the school messenger. The RTI process is followed for those who need academic interventions. Vela Middle School integrates technology within the classrooms and across the campus. There is a critical need for the campus to be updated in order to sustain the increasing physical demands that are associated with new and various technologies. As technology is an ever-present need for all content areas and grade levels there has been an increase in the promotion and utilization of any and all technology services that are currently being utilized on this campus. Providing new and relevant software/hardware to the campus would assist all campus stakeholders in furthering the campus and district vision towards student preparation and academic success. The technology TEKS, as embedded with the grade level curriculum, require that technology be updated for students to access the online components of the textbook adoptions. Appropriate training opportunities regarding new technologies and software that is to be utilized on the campus is also a need in the area of professional development within the campus.

School Processes & Programs Strengths

-

- Teachers involved in hiring process
- Teacher retention
- Highly qualified teachers and paraprofessionals
- professional development opportunities
- School is identified as a STEM school in math and science
- All teachers are currently GT core certified and most are ESL certified
- Textbook adoption has technology embedded with web-based programs to enhance instruction and its delivery.
- Tutorials/Accelerated instruction is offered in all core content areas Monday through Thursday for 90 minutes of additional instruction for all students and all sub populations (Spec Ed, EL, Migrant).
- Saturday Academies offered for 3 hours of additional instruction for all students and all sub populations (Spec Ed, EL, Migrant).
- Web-based computer programs such as Edgenuity, EduSmart and online textbook resources are used routinely by content area teachers.
- Three fully equipped computer labs are available, with one lab specifically designed for the ELL population using Adaptive Curriculum for math and science.
- Additional resources/material such as Scholastic Books, Sirius Learning, Motivational Reading and Math, and TSI College Readiness are used to supplement local, district and state resources.
- Site Based Decision Making Committee (that includes all department chairs) disseminates any and all information from administration regarding curriculum, safety in schools and emergency preparation and response.
- Each content area has been assigned department chair personnel whose duties include promoting leadership at the instructional level and to allow for spiraling of information from curriculum issues to discipline procedures of individual student to emergencies.
- Weekly Team Meetings for mandated Professional Development from District departments (Bilingual, RIT, C & I, Bullying, Conflict Resolution, Parent-Teacher Relationships, ARE data, I-3 Grant, TLI Grant) Department Meetings are scheduled and used for Professional Development on a regular weekly basis.
- Low teacher/staff turnover rate.
- On-line Lesson Plans for accessibility by administration and Specialists through the use of district acquired Office 365 software.
- Campus website is updated constantly and is a source for added communication with parents and the community.
- Vela Middle School is 29 years old and hence, was built when "wiring for technology" was not available, technology is maintained and current regardless.
- Technology is used for communication with parents via the electronic grade book, the school webpage, teacher email accounts and the School Messenger system, on-line lesson plans, campus assessments via TANGO, data collection by teacher for all sub populations (Spec Ed, ELL, Migrant) for progress.
- Technology is used primarily in all core content areas-ELA, math, science and Social Studies courses for reinforcement of instruction by utilizing I-Station, Think-Thorough-Math and Compass software programs.
- Core content area textbooks have computer programs embedded in each lesson and provided as a resource.
- A computer lab schedule for core content area teachers is mandated for efficient and optimal usage of technology for reteaching/enrichment and advancement of instruction.
- The campus TST is effective, efficient and knowledgeable and is readily available to assist in meeting campus technological needs.

- **School Processes & Programs NEEDS**

1. Professional development for teachers is needed in the disaggregation of student assessment data. Teachers need to be trained on how to analyze individual scores by TEK objectives through Tango and Eduphoria software.
2. Professional development for teachers is needed on how to modify lessons for special populations including EL, Migrant and At-Risk Students.
3. Coordination days will be utilized for teachers to meet and discuss IEPs once every six weeks.
4. Curriculum software usage is critical in the classroom; therefore, teachers will be required to implement technology into their daily lessons.
5. The campus TST requires assistance with the workload of maintaining technology in a building that is over 25 years old. Updated/new computers are needed to meet the needs of the students serviced. The TST will be updating technology and software as funds are made available. Ideally, a full-time TST is needed to update and maintain campus technology.
6. Professional development in various software is needed for disaggregation of state/local/campus assessment data.
7. Professional development by C&I Specialists and Chairpersons in core content areas for TEK/Lesson Planning/C&I Framework for content area teachers and Special Education resource teachers will be addressed through Content Area Clinic/Maintenance Meetings, Vertical and Horizontal Alignment Meetings, and Team Meetings on a weekly or monthly basis.
8. Saturday Academies for all sub populations (Spec. Ed., EL, and Migrant) are needed to assist with acceleration/remediation of instruction in Reading, Writing, Science, Social Studies and Science for testing grade levels.
9. New software and equipment are needed in the core content areas to assist our At-risk, SPED and ELL populations.
10. Teachers need to attend more professional development on different programs that can be utilized to enhance instruction, and this may require a substitute teacher.
11. The campus will need custodial supplies and furniture replacements in order to maintain the safety and maintenance of the campus.
12. The opportunity for AP Spanish Exam will be given to students in order to prepare for High School.

Perceptions

Perceptions Summary

Vela Middle School has been recognized as one of the best middle schools in Brownsville Independent School District. The faculty and staff are professional, ethical and have a genuine interest in the well-being and education of each and every student. Vela Middle school critically analyzes the school culture and climate to ensure that students are being provided a safe and disciplined environment conducive to student learning. Administrators and teacher meet on a weekly basis to discuss matters related to providing positive school culture and climate in a professional manner. Parents are strongly encouraged to get involved in volunteering opportunities that will assist their child's education. Toward the end of every school year, a campus survey will be conducted annually to determine needs of the school as per faculty and staff.

Vela Middle School shows progress made in developing and sustaining positive relationships with parents and community leaders. Parent meetings are held weekly to inform parents of educational trends as well as campus dates/activities. The faculty and staff have an open-door policy for students, parents, guardians and the community alike. Parental involvement and community relations have continued to become more visible to provide a network of support for students, faculty and parents/guardians. Parent volunteers are welcomed, and parent surveys are often sent out as a means of communicating the need for community involvement.

Perceptions Strengths

- - Top ranked fine arts programs
 - Recognized athletic programs
 - The administration and the faculty have a professional working relationship with open communication, team building, and teacher leadership.
 - Teachers attend all required district and department meetings and have developed a close working relationship with the district C & I Specialist.
 - The Site-Based Decision Making Committee (SBDM) consists of representation of each department, clerical staff, administration, district representative, and community that meet at least 3 times a year to discuss campus needs and initiatives.
 - Campus Staff promote a college bound culture school wide.
 - Parent conferences are scheduled by teachers for communication with parents of all students, especially parents of all sub populations (Spec Ed, ELL, Migrant).
 - Parental Involvement meetings are scheduled weekly and appropriate topics are presented to educate parents of all students and parents of all sub populations. (GT Spec Ed, ELL, Migrant)
 - The School Messenger system, along with school email/website, is utilized for important announcements, emergencies and campus functions.
 - Communities in School personnel assist with the At-risk population.

Perceptions NEEDS

1. Vela MS needs to improve attendance during the weekly scheduled Parent Involvement Meetings for parents of At-Risk, Migrant, ELL, and Special Education students by distributing flyers, Home Access/Home Messenger, as well as parent phone calls and announcements through the PA system provided in English and Spanish Language.
2. Professional Development for all faculty in the use of TANGO/Eduphoria software for effective and efficient disaggregation of student data.
3. Professional Development for all faculty in the procedures of RTI, effective classroom management and discipline strategies for new teachers.
4. A social skill and character-building curriculum for all students needs to be developed and implemented across the campus presented by Vela Counselors.
5. Vela needs to increase parental involvement, specifically migrant and ELL parents, to effectively communicate with parents.
6. Vela will use the Safety Response Protocol (SRP) system as part of the safety and security plan.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus Performance Objectives Summative Review from previous year
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

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

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- 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
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Student failure and/or retention rates
- Local benchmark or common assessments data

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Discipline records
- School safety data

Employee Data

- Teacher/Student Ratio
- State certified and high quality staff data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data









Goals









Goal 1: Vela 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. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).









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









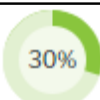
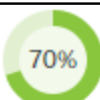
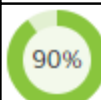

Evaluation Data Source(s) 1: STAAR/EOC performance reports not available due to COVID-19.
Benchmark data was used to determine progress.













Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Utilize research-based instructional resources and targeted Interventions in the areas of Writing, Science, Math and Reading with an increase use of software such as All in One Learning, Transition to Algebra, Zingy, IXL, and Edgenuity. This includes STAAR resources and supplemental teaching materials, which may be sent to media. General supplies will also be used as additional resource for instruction and assessment.</p> <p>Population: All students,TI, M1, EL, AR, SE, GT, DYS</p> <p>Time line: August 2019-May 2020 (1 day weekly)</p> <p>CNA SAAN #2</p>	2.5	Principal Dean Teachers TST	<p>Formative: Walk-throughs, Lesson Plans, Computer Lab use data, PEG Writing, IXL, Edusmart, Study Island, Apex, Compass, Rosetta Stone,Zingy, Benchmark data, Campus assessment data</p> <p>Summative: STAAR Results</p>				
<p>Funding Sources: 162 State Compensatory - 6595.00, 199 Local funds - 16928.00, 211 Title I-A - 3595.00, 263 Title III-A Bilingual - 3128.00, 163 State Bilingual - 3400.00</p>							
<p>2) AR program will be embedded into the ELA program for increased reading fluency for a minimum increase of 10% in STAAR reading scores with additional time for Spec Educ, ELL and Migrant identified students. Library books, magazine subscriptions, and other library resources will be purchased to increase reading comprehension. Our librarian will attend several Conferences thoroughout the year to further enhance library instruction.</p> <p>Population: At-Risk, Migrant, ELL & Special Education students</p> <p>Time line: August 2019 - May 2020(daily)</p> <p>CNA SAN #1</p>	2.4	Administration Dean teachers Librarian District media services District C & I personnel	<p>Formative: Lesson plans, walk-throughs, benchmark data, report card grades, reading fluency data, TMSFA data,</p> <p>Summative: STAAR Results</p>				
<p>Funding Sources: 199 Local funds - 0.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>3) Academic vocabulary will be reinforced in all subjects including Health/PE/Fine Arts with each lesson using content specific vocabulary as a school-wide initiative.</p> <p>Populations: All students , TI, M1, ELL, SE, AR, GT, DYS, Migrant</p> <p>Time line: August 2019-May 2020 (daily)</p>		Administration Dean teachers C & I Specialist	<p>Formative: Lesson plans, walk-throughs, benchmark data, reading fluency data, TMSFA data</p> <p>Summative: STAAR Results</p>				
Funding Sources: No Funds Required - 0.00							
<p>4) Provide teachers with the necessary support to implement the district required initiatives to meet the needs of students and guarantee their success through appropriate research-based strategies such as STEM, 6+1 Traits, Math Meets, Math Motivation, History Fairs, Science Fairs, Inclusion, SIOP/ELPS, Rosetta Stone, Tango Central, Review 360, I-3 Routines. This may include field trips to enhance the instructional strategies in the content areas.</p> <p>Population: All students, TI, M1, ELL, SE, AR, GT, DYS, Migrant</p> <p>Time line: July 2019-June 2020</p> <p>CNA SAAN #1, #2</p>	2.5	Administration Dean teachers C & I Specialist	<p>Formative: Walk throughs, Campus Leadership Visits, Campus Leadership Data, Classroom Observations, Participation in district, regional, state and national level.</p> <p>Summative: STAAR scores</p>				
Funding Sources: 199 Local funds - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>5) Provide annual Response to Intervention (RTI) Training for campus staff to implement interventions through the RTI Tier Model to provide needed support to student academic growth and success. As part of the ELAR Action plan for 2019-2020, Tier 2 and Tier 3 students will be progress monitored using the TANGO LION assessment.</p> <p>Population: Tier 2 and Tier 3 students</p> <p>Time line: July 2019-June 2020</p>	2.6	Principal Assistant Principals Dean Rtl Specialist Department Chairs Teachers.	<p>Formative: Walk-throughs, TOT Trainings, Agenda/Sign in sheets, Campus Leadership Data, Review 360 data. Six Weeks Grades</p> <p>Summative: STAAR scores; TELPAS scores, T-TESS</p>				
<p>6) In an effort to promote physically and emotionally healthy students, Vela will implement the CATCH (Coordinated Approach to Child Health) program and PAPA (Parenting and Paternity Awareness) to educate students on the district policies on bullying, dating violence and sexual child abuse.</p> <p>Population: All students & parents</p> <p>Time line: July 2019-June 2020</p> <p>CNA PN #6</p>		Principal Dean Assistant Principals Teachers	<p>Formative: Walk-throughs, TOT , Trainings, CATCH binder scores.</p> <p>Summative: STAAR scores, PEIMS Data Report.</p>				
<p>Funding Sources: 199 Local funds - 0.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>7) Federal Programs will fund only highly qualified teachers and para-professionals to supplement allotted campus positions to assist with the instructional needs of low performing students through individualized or small group instruction and extended day/after school tutorials. They will fund substitute teachers if needed.</p> <p>Population: At-Risk students</p> <p>Time line: July 2019-June 2020</p> <p>CNA SPP #10; DN#1</p>	2.6	<p>TI-A Teachers</p> <p>TI-A Para-Professionals (Dyslexia, Library)</p>	<p>Formative: Professional Leaves, Monthly Payroll, Walk-throughs, Lesson Plans, Report Cards, IPR, Job Descriptions</p> <p>Summative: STAAR scores, T-TESS, Para-professional evaluations</p>				
Funding Sources: 211 Title I-A - 2739.00, 199 Local funds - 6400.00							
<p>8) Special Programs will fund the following activities and personnel under Title II-A:</p> <p>stipends for teachers in certified areas of need</p> <p>Professional Development</p> <p>Population: All Students, TI, M1, LEP, SE, AR, GT, DYS</p> <p>Time line: July 2019-June 2020</p>		<p>Title II- A Teachers</p> <p>Secondary Teachers</p>	<p>Formative: Master Schedule; Grade level stipends; Brainsville, Chess stipends, Extended day stipends.</p> <p>Summative: STAAR passing standard increase by 10% for all students, T-TESS</p>				
<p>9) A computer lab designed specifically for the EL students using the Adaptive Curriculum for math and science will be utilized.</p> <p>Population: EL identified students</p> <p>Timeline: November 2019-June 2020</p>		<p>Principal</p> <p>Assistant Principals</p> <p>Dean</p> <p>Department Chairs</p> <p>Teachers</p> <p>TST</p>	<p>Formative: Lab usage reports IPRs, Six Weeks Grades.</p> <p>Summative: 10 % increase of STAAR scores of ELL students. ALL ELL students will increase at least one TELPAS rating level.</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>10) Vela Middle School will host an orientation for incoming 5th grade feeder school students to facilitate a seamless transition from elementary to middle school. Vela Middle School counselor will assist with monitoring At Risk students attend tutorial and academies.</p> <p>Population: At-Risk Students</p> <p>Time line: August 2020</p>		<p>Principal Dean Department Chairs Teachers counselors At-risk counselor</p>	<p>Formative: Attendance at Summer Bridge; Student Progress Reports.</p> <p>Summative: STAAR scores, Discipline Referrals, Referrals counselor</p>				
<p>11) Vela MS will implement the district Pre-AP plan for college readiness.</p> <p>Population: Pre-AP GT</p> <p>Time line: August 2019-June 2020</p>		<p>Principal Dean Assistant Principals Pre-AP Teachers C & I Specialist Advanced Academics Personnel Guidance & Counseling Personnel Campus counselors Campus testing coordinator</p>	<p>Formative: Master Schedule of Pre-AP course offerings, walk-throughs, increase the number of students completing pre- AP courses.</p> <p>Summative: STAAR scores</p>				
<p>12) Teachers will be involved in academic assessment decisions by being trained on data analysis using TANGO software. They will also have department meetings weekly to ensure that all teacher input is shared and the proper information is given to them.</p> <p>Population: All Teachers</p> <p>Timeline: August 2019-June 2020</p>		<p>Principal Dean Asst. Principals</p>	<p>Formative: Sign In Sheets, Meeting Agenda and Notes</p> <p>Summative: TANGO reports/data will show increase in STAAR performance</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
13) Advanced Placement (AP): Teachers, Counselors an Administration will inform students of available AP exams. Vela MS will provide course description and AP exam requirements including exam fees. Vela MS will stress the importance of making qualifying scores as part of college and career readiness. Population: All qualifying students Timeline: August 2019-May 2020 CNA SPPN #12		Principal Dean Counselors AP teachers	Formative: Number of students taking AP exams Summative: AP College Board Exam Results				
Funding Sources: 211 Title I-A - 1000.00							
14) TSI Strategy Implement a comprehensive Texas Success Initiative (TSI) prep or remediation plan beginning in the 8th grade. Population: 8th grade middle school students Timeline: July 2019 to June 2020		Counselors Dean Principal	Formative Results: TSI test taking and passing data by campus and grade Summative Impact: Increased percentage of students passing the TSI assessment in 8th grade.				
Funding Sources: 199 Local funds - 0.00							
<div> = Accomplished</div> <div> = Continue/Modify</div> <div> = No Progress</div> <div> = Discontinue</div>							









Goal 1: Vela 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. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

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

Evaluation Data Source(s) 2: PBMAS Report, STAAR/EOC Assessments for Migrant students, Migrant Program participation reports-not available due to COVID-19.

Benchmark data was used to determine progress.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) MIGRANT-The Vela migrant clerk will provide additional supplemental support throughout the current school year to migrant students identified as PFS /or migrant students to further advocate, encourage, and support the unique needs of migrant students as outlined in NCLB in the areas of homework assistance, and socialization with other migrant students. Population: Migrant PFS Students Timeline: August 2019-June 2020		Principal Migrant clerk migrant teachers Parent Liaison	Formative: PEIMS Migrant listing, Attendance sheets, sign in sheets Summative: Decrease in the number of PFS students, decrease drop-out rate of migrant students, increase of STAAR scores by 10%, EOY Promotion Rates, PBMAS				
Funding Sources: 212 Title I-C (Migrant) - 0.00							
2) MIGRANT-Migrant Department will conduct a survey to evaluate the effectiveness of the Migrant Education Program at Vela and use the pertinent information to make adjustments for the improvement of serving migrant students. Population: Migrant Students Timeline: May 2019 EOY survey		Principal Migrant clerk Migrant teachers	Formative: EOY survey results Summative: Decrease in the number of PFS students, decrease drop-out rate of migrant students, increase of STAAR scores by 10%, EOY Promotion Rates, PBMAS				
Funding Sources: 212 Title I-C (Migrant) - 0.00							

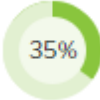







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) PFS migrant students will receive supplemental support services before other migrant students to ensure that the requirement delineated by NCLB Sections 1304(d) are addressed. All migrant students will receive grade appropriate school supplies and hygiene products on an as needed basis. Populations: Migrant Students Timeline: August 2019-May 2020 (As needed)		Principal Migrant clerk Migrant teachers	Formative: Lesson plans, student logs, tutorial attendance sheets Summative: Increase in academic performance of migrant students, increase of STAAR scores by 10%, increased promotion rates, increased EOY grades				
Funding Sources: 212 Title I-C (Migrant) - 0.00							
4) MIGRANT-Vela MS PFS migrant students will participate in a Learning Academy targeting the core areas of Reading, Writing, Math, Social Studies and Science in order to sharpen their skills and prepare them academically for the STAAR assessment. Population: PFS Migrant Students Timeline: March 2019	2.6	MSC Migrant Counselor Migrant Clerk Migrant Teachers	Formative: Lesson plans, student logs, learning academy attendance sheets Summative: Increase in academic performance of migrant students, increase of STAAR scores by 10%, increased promotion rates, increased EOY grades				
Funding Sources: 212 Title I-C (Migrant) - 0.00							
<div><div></div><div></div><div></div><div></div></div> <div>= Accomplished = Continue/Modify = No Progress = Discontinue</div>							









Goal 1: Vela 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. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 3: Increase 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 Source(s) 3: Regional and state competition participation numbers; reports not available due to COVID-19.

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Vela MS will implement the district approved Galaxy (GT) Program defined by categories such as Academic Vocational Expectations for Students Behavior to College Courses. Population: GT Timeline: July 2019-June 2020		Principal Dean Assistant Principals GT Teachers C & I Specialist Advanced Academics Personnel	Formative: GT Compliance Reports, Campus GT Plan, Master Schedule Summative: STAAR results				
2) Vela Middle School will continue to improve student achievement and participation in the Band and Choir Programs. Available funds will be utilized to fund needed instruments, classroom equipment and printed music. Population: Band and Choir Students Timeline: July 2019-June 2020		Vela Band Director Asst Director Choir Director	Formative: Performances, Competitions, Rankings, UIL participation Summative: STAAR results, EOY data				









Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) Vela Middle School will continue to improve student achievement and participation in the Art program by allowing students to develop critical thinking and multi-tasking skills, and creativity, teamwork and character by participating in UIL contests, Non-UIL contests, exhibitions, district/community events, and public performances. Population: TI, M1, ELL, SE, AR, GT, DYS Timeline: July 2019-June 2020 CNA p. 10-12		Art teacher UIL coordinator	Formative: Lesson plans, Flyers, UIL participation Lists, school rankings, Event programs Summative: STAAR results, EOY data				
Funding Sources: 199 Local funds - 0.00							
<div> = Accomplished</div> <div> = Continue/Modify</div> <div> = No Progress</div> <div> = Discontinue</div>							



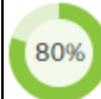





Goal 2: Vela Middle School in collaboration with District Staff, Administration, Parents, and Community will ensure equity in availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students. (Board Goal 2)

Performance Objective 1: All Vela Middle School facilities 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. (Board Goal 2)

Evaluation Data Source(s) 1: New Energy Plan adopted by district, updated Five-year facilities renovation plan; Remote Learning due to COVID-19.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Vela MS will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan. Population: Vela MS staff Timeline: December 2019- June 2020		Campus Administration Facilities and maintenance Staff	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				
2) Vela MS custodial staff will purchase supplies for maintenance and operating costs of maintaining the school, which may include general supplies. Population: Custodial staff Timeline: August 2019-June 2020		Principal Assistant Principal Head Custodian Facilities and maintenance staff	Formative: Monthly custodial logs Summative: Annual custodial logs and records				
CNA PN #6	Funding Sources: 199 Local funds - 0.00						









Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) Vela MS will purchase bookshelves, desks, or other furniture items as needed. Population: Vela MS staff and Admin Timeline: August 2019-June 2020 CNA SPPN #11		Principal Assistant Principal Dean Head Custodian	Formative: Equipment inventory Summative: Annual Equipment inventory				
Funding Sources: 199 Local funds - 0.00							
<div> = Accomplished</div> <div> = Continue/Modify</div> <div> = No Progress</div> <div> = Discontinue</div>							

Goal 3: Vela 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. (Board Goal 3) (TEA Ch. 4, Obj. 6)

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

Evaluation Data Source(s) 1: Fiscal reports for district, internal and external audit reports and FIRST ratings. Funds were rolled over due to COVID-19.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective









Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Vela MS will support programs and in the effective and efficient use of 100% of available budgeted funds based on the needs assessments. Population: Vela MS Stakeholders Timeline: December 2019- June 2020		Campus Administration SBDM committee	Funding reports will indicate all funds were expended based on prioritized needs. Formative: monthly expenditure reports compared CIP Summative: end of year expenditure reports				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 3: Vela 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. (Board Goal 3) (TEA Ch. 4, Obj. 6)

Performance Objective 2: Vela Middle School will create and provide faculty and staff recognition's and activities to improve campus morale/climate and support retention of teachers and principals.

Evaluation Data Source(s) 2: Campus needs assessment surveys, district/campus climate surveys; Partial reports due to COVID-19.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective









Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The campus will support campus SBDM committees in creating and participating in employee incentives and recognitions to improve employee and district and campus morale and climate. Population: all BISD faculty and staff Timeline: July 2019 to June 2020 CNA: ESSA plan priority		Principal Dean Of Instruction SBDM recognition subcommittee	Formative such as recognition activities and incentives. Summative such as faculty survey indicating increase of campus morale.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 4: Vela Middle School programs and campuses 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. (Board Goal 4)

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

Evaluation Data Source(s) 1: Media records with Public Information Office, enrollment data; Partial reports available due to COVID-19.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective









Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Vela MS will promote the history and origins along with current accomplishments of the campus weekly through the website and media venues. Population: Teachers/Staff Timeline: December 2019- June 2020 Need: Decreasing enrollment/ Board approved goal priority [added 01-12-2018]		Campus Administration Department Chairs	Weekly news from the campus each week. Formative: schedule of weekly articles at District PIO office Summative: Campus weekly articles				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Goal 5: Vela Middle School will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

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

Evaluation Data Source(s) 1: BAC placement data for 2018-2019 and 2019-2020, PEIMS discipline report data, eSchool report data, Pupil Services, Police and Security Services, Guidance and Counseling Services and Special Services departmental data related to BAC placements; Remote learning took place due to COVID-19.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The BISD board approved Student Code of Conduct will be distributed 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. Population: All students, TI, M1, ELL, SE, AR, GT, DYS Timeline: August 2019-June 2020	3.1	Principal Campus Safety Coordinator Pupil Services	Formative: Flyers, Sign-in sheets, Receipt of student/parent acknowledgement form Summative: Decrease of discipline referrals by 5%; PEIMS report				
2) 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 Vela MS. Population: All students Timeline: August 2019-June 2020		Principal Dean Assistant Principals Teachers Pupil Services BAC Personnel JJAEP Personnel Grade level counselor At-Risk counselor	Formative: Schedule of Transitional Hearings, Counseling Logs, BAC Transitional Forms, JJAEP Transitional Forms Summative: Review 360, STAAR scores				









Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<div><div><div><div></div><div>100%</div></div><div>= Accomplished</div></div><div><div><div></div><div></div></div><div>= Continue/Modify</div></div><div><div><div></div><div>0%</div></div><div>= No Progress</div></div><div><div><div></div><div></div></div><div>= Discontinue</div></div></div>							

Goal 5: Vela Middle School will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

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 Source(s) 2: ISS/OSS reports for district and 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. Remote Learning took place after Spring Break due to COVID-19.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

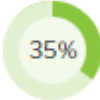



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Discretionary or Mandatory removal of Special Education students will occur only by approval of the Special Services Department and BAC administration. Population: SE Timeline: August 2019-June 2020		Principal Assistant Principals SE Personnel BAC administration	Formative: BAC Removal Checklists approval data, Special Education Checklist approval data Summative: Decrease in the number of SE students removed to BAC by 5%.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 5: Vela Middle School will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

Performance Objective 3: Vela Middle School refine and implement all safety plans across the campus to ensure students are safe in the event of a crisis. Standard Safety Protocol (SRP) is the current safety plan in use.

Evaluation Data Source(s) 3: Updated safety plan checklist, published district safety plans, Unsafe Schools PEIMS report; Remote Learning took place after Spring Break due to COVID-19.

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Develop and maintain an Emergency plan at Vela. Plan is multi-hazard in nature and is reviewed and updated annually by the campus safety and security committee.</p> <p>Safety drills must be practiced as per BISD Police Department</p> <p>Provide students, staff and parent training in the areas of school safety and emergency management</p> <p>Implement an identification security system at Vela. All staff and visitors must display their identification while on campus</p> <p>Population: All Students, TI, M1, ELL, SE, AR, GT, DYS</p> <p>Timeline: August 2019-June 2020</p> <p>CNA PN #6</p>		Principal Campus Faculty and staff Safety coordinator BISD police and security	<p>Formative: Safety training sign in sheets with agendas, safety drill logs, Campus administration badges, campus faculty and staff badges, visitor passes, office log in binders</p> <p>Summative: Safety report forms</p>				
<p>Funding Sources: 199 Local funds - 0.00</p>							





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
2) Two Security Officers will be assigned to monitor the campus daily and during after school extra-curricular activities. Population: All Students Timeline: August 2019-June 2020		Principal Dean Assistant Principals Police & Security Services	Formative: Discipline Referrals to the principals' office, Review 360 referrals Summative: Removal from campus or expulsion will decrease by 5%.				
3) Counselors will implement the Texas Comprehensive Development Guidance and Counseling Model at Vela Middle School. Population: All Students Timeline: August 2019-June 2020		Principal Dean Assistant Principals Teachers Guidance & Counseling personnel	Formative: Student Sign-In Sheets, Counselor logs, Audits Summative: Decrease in the number of student referrals by 5%				
CNA SAAN #3	Funding Sources: 199 Local funds - 0.00						
4) Brownsville ISD Police Department and Counseling staff will address current social, emotional and academic trends and conflict resolution through presentations for students, parents, faculty & staff on: 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 Population: All Teachers All Students, TI, M1, ELL, SE, AR, GT, DYS Timeline: August 2019-June 2020		Counselors BISD Police and Security Service	Formative: Student Sign-In Sheets, Counselor logs, Audits Summative: Reduce the number of student referrals by 5%				
= Accomplished = Continue/Modify = No Progress = Discontinue							









Goal 6: Vela Middle School in collaboration with District Staff, Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children. (TEA Ch. 4, Obj. 1)









Performance Objective 1: There will be a 10% increase of parents involved in campus/district parental involvement activities from 2018-2019 to 2019-2020.









Evaluation Data Source(s) 1: Completed Title I-A Parental Involvement Compliance Checklist, Campus CNA and Title I Parent Survey, Parent Meeting Attendance Rates; Partial Reports due to COVID-19. Surveys completed before COVID will be used for data.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Vela Middle School will continue to fund a Parent Liaison for the purpose of educating parents so they can better assist their students through the educational process and ultimately increase in student achievement. Population: Parents Timeline: August 2019-September 2020 (monthly) CNA SAAN #3	3.2	Parent Liaison	Formative: Parent Trainings Sign-in Sheets, Campus Visitation Reports, Weekly Reports, Contact Logs, Monthly Calendar, Peer Review Audits Summative: Parent participation rate increase by 10%, STAAR/EOC Results, Attendance Rate, Discipline Referrals.				
Funding Sources: 211 Title I-A - 1800.00, 199 Local funds - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>2) The following Title I-A required activities will be conducted:</p> <p>Dissemination of a parental involvement policy that delineates how parents will be actively involved at the campus</p> <p>Review, Revise and disseminate a School-Parent-Student compact indicating each group's responsibility in order to ensure student achievement, specifically in the content areas</p> <p>Hold a Title I-A meeting to inform parents of the services provided through Title I Funds</p> <p>Title I-A parent survey to evaluate the effectiveness of the District Parental Involvement Program</p> <p>Population: Parents</p> <p>Timeline: August 2019- June 2020</p>	3.2	Principal Parent Liaison	<p>Formative: Completed parent involvement policies data, Completes Parent/Student Compact data, Meeting agendas, meeting sign-in sheets</p> <p>Summative: STAAR/EOC Results, Attendance Rate, Discipline Referrals and increase parent participation.</p>				
<p>3) Ensure representation of community and parent involvement in the decision making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met:</p> <p>Parental involvement policy School-Parent-Student Compact Campus Improvement plan</p> <p>Population: All parents/student</p> <p>Timeline: August 2019-June 2020</p>	3.1	Principal, Assistant Principal, Dean, Teachers, Parent Liaison, SBDM/LPAC Committee members,	<p>Formative: Completed parent involvement policies data, Completed Parent/Student Compact data, Campus Visitation Reports data, Meeting agendas, meeting sign-in sheets, DIP, calendars, SBDM-LPAC meetings minutes.</p> <p>Summative: STAAR/EOC Results, Attendance Rate, Discipline Referrals and increase parent participation.</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>4) Vela MS will invite community agencies/organizations to participate and provide training/information about the public services they offer as a method to continue to build strong community relationships.</p> <p>Vela MS will recognize community partners and parent volunteers for their efforts in supporting campus goals to increase student success.</p> <p>Population: Parents</p> <p>Timeline: August 2019-June 2020 (monthly)</p>	3.2	Principal Parent Liaison Counselors	<p>Formative: MOU agreements, Volunteer forms, Volunteer Sign-In sheet, Flyers</p> <p>Summative: Increase in community partnerships and parent volunteers by 5%, student attendance rate, STAAR results</p>				
<p>5) Vela MS will coordinate with the Parental Involvement Department and the Special Services Family Center to provide various and numerous parent education opportunities such as: conferences, meetings, support groups, training sessions and use these departments for referrals to assist parents with Early Childhood, Reading Strategies, Health Education, Bilingual, Dyslexia, Special Education, Migrant, GT, College Readiness, CTE pathways, Drop-out Prevention, Violence Prevention and procedural safeguards.</p> <p>Population: Parents of At-Risk Students</p> <p>Timeline: August 2019-June 2020</p> <p>CNA PN #1</p>		Principal Parent Liaison Counselors	<p>Formative: Meeting Agendas Sign-in Sheets, meeting evaluations, meeting minutes, parent representative sign-in sheets, Flyers</p> <p>Summative: STAAR/EOC Results, Attendance Rate, Discipline Referrals and increase parent participation.</p>				
<p>Funding Sources: 211 Title I-A - 905.00</p>							





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
6) MIGRANT-The Vela MS clerk will conduct a minimum of 2 migrant parent meetings to provide migrant parents current information of state-mandated academic progress. Population: Migrant Students Timeline: August 2019-June 2020 (1 per semester)	3.2	Principal Migrant clerk Migrant teachers Parent Liaison	Formative: PEIMS migrant information, Agenda, Sign in sheets, Flyers Summative: STAAR results, Increase EOY grades, On-time promotion and on-time graduation rates of migrant students, PBMAS				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							













Goal 7: Vela Middle School 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. (TEA Ch. 4 Obj. 9)









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 Source(s) 1: Professional development system (PDS) session attendance and evaluation reports, Feedback/Walkthrough report data, T-TESS evaluations; Due to COVID-19 Online Webinars/Workshops were conducted; TTESS waived as per TEA due to COVID-19.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Professional Development and curriculum writing opportunities will be provided to support campus personnel to enhance the provision of services for at-risk students in order to increase academic achievement, improve attendance and decrease the drop-out rate to less than 1%. Professional Development will include: ID of At-Risk students thru state & local criteria, Graduation Rate, Completion Rate & Drop-out Rate Survivor Manual, Graduation Cohorts, Id & immediate enrollment of homeless & unaccompanied youth per the McKinney-Vento Act and the Budget and Program Compliance. Population: TI, M1, ELL, AR, DYS Time line: August 2019-June 2020 (per availability) CNA SPPN #2, #6, #7	2.6	Principal Dean Assistant Principal Teachers CIS Personnel Counselors At-Risk counselor	Formative: agenda, sign-in sheets, walk-throughs, eschoolPLUS at-risk program report, benchmark scores, IPR, eschoolsPLUS Special Programs report, verification of Homeless Youth Enrollment Letter Summative: STAAR scores, Attendance Rate				
Funding Sources: 211 Title I-A - 3130.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>2) Improve instruction for all students including ELL, Special Education, At-Risk, and economically disadvantaged students by providing teacher focused learning opportunities such as collaborative strategy based meetings, research anchored that supports reading comprehension (oral language skills that increase listening/speaking and reading/writing proficiencies) and intervention strategies based on student performance data to close the achievement gap and show progress. Substitute Teachers will be funded as needed.</p> <p>Population: TI, M1, ELL, SE, AR, GT, DYS</p> <p>Timeline: August 2019-June 2020 (every six weeks)</p>	2.6	Principal Assistant Principal Dean Teachers	<p>Formative: Classroom visitations, Implementation of ELPS, ELL writing portfolios</p> <p>Summative: Benchmark scores, STAAR scores, TELPAS composite/RAPS 360 monitoring instrument</p>				
<p>Funding Sources: 163 State Bilingual - 0.00</p>							
<p>3) Vela MS Parent Liaison will attend Professional Development trainings and conferences to become knowledgeable in research-based best practices instructional strategies to promote increase in student academic achievement.</p> <p>Population: All students</p> <p>Timeline: August 2019-June 2020</p>		Principal Assistant Principal Dean Parent Liaison	<p>Formative: Professional Development Sign ins, conference certificates.</p> <p>Summative: STAAR/EOC Results, Attendance Rate, Discipline Referrals and increase parent participation.</p>				
<p>4) MIGRANT-The Vela MS Migrant clerk/staff member(s) will attend the New Generation System (NGS) state training to secure the required skill to accurately and appropriately enter the migrant student data into the state migrant student data base.</p> <p>Population: Migrant clerks</p> <p>Time line: August 2019-June 2020</p>		MEP District Personnel Migrant Program Administrator Principal Campus MEP clerk	<p>Formative: ESC I Migrant Audit report data</p> <p>Summative: no errors migrant entries</p>				









Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
5) MIGRANT-The Vela MS Migrant clerk/staff member(s) will attend the local migrant meeting, traninigs and conferences to grow professionally in migrant programs and thus provide a more comprehensive supplemental support to the migrant students and their families. Population: Migrant staff Timeline: August 2019-June 2020		MEP District Personnel Migrant Program Administrator Principal Campus MEP clerk	Formative: Professional development system transcript and certificates for migrant staff Summative: Increase STAAR scores of migrant students by 10%				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Goal 7: Vela Middle School 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. (TEA Ch. 4 Obj. 9)

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 Source(s) 2: Professional development records for CTE, numbers of students in under-served pathways, survey data; Remote Learning due to COVID-19.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

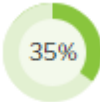

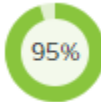

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Vela MS teachers will be required to attend a minimum of 12 hours of Professional Development in technology to better assist them with the integration of technology into their subject areas. Population: All Students, TI, M1, ELL, AR, SE, GT, DYS Timeline: August 2019-June 2020 CNA SPPN #6		Principal Dean Assistant Principal Tech Services Personnel Tech Teacher Trainers Professional Development Personnel Tech 21 teachers Campus TST	Formative: Professional Development sign-in sheets & evaluations, Training agendas, TTESS data Summative: Application Management Reports, STAAR Chart Survey, Walk-throughs				
Funding Sources: 199 Local funds - 0.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							













Goal 8: At Vela Middle School Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (TEA Ch. 4 Obj. 10)

Performance Objective 1: Vela Middle School 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 Source(s) 1: EOY Student grades, electronic portfolios, StarChart Survey Results, T-TESS, Professional Development System Summary Reports, Fixed Assets inventory Expenditure reports; Reports not available due to COVID-19.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Vela Middle School will utilize Instructional Technology by modeling within the context of instruction in core curriculum areas by using a variety of technology equipment (computer labs, interactive tables, sensors/interface technology, interactive whiteboards w/projectors, document cameras, tablets, clickers, graphing calculators, hardware and software, scantron machine etc.) in order to differentiate instruction and meet accommodations. One Drive, Project Share TSLP courses and e-portfolios, will further develop the professional learning communities through campus based leadership teams.	2.5	Principal Dean Department Chairs TST	Formative: Benchmark data, Classroom projects, student competitions data Summative: STAAR scores, electronic portfolios, grades, software usage reports				
Population: All students, TI, M1, ELL, SE, AR, GT, DYS Timeline: August 2019-June 2020 CNA SPPN #5; DN #2	Funding Sources: 211 Title I-A - 7253.00, 162 State Compensatory - 61710.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>2) Vela MS will increase accessibility of technology-based instruction across all subject areas for all students and will ensure the technology TEKS are taught to increase academic performance and to promote creativity & innovation in classroom projects.</p> <p>Population: All students, TI, M1, ELL, SE, AR, GT, DYS</p> <p>Timeline: August 2019-June 2020</p>		Principal Dean Teachers Campus TST	<p>Formative: Log in Sheets, program reports, lesson plans, Benchmark data, Classroom projects, student competitions data</p> <p>Summative: STAAR scores, electronic portfolios, grades, software usage increase data</p>				
<p>3) Vela MS will complete the annual Science, Technology and Readiness (STaR) Chart to assess technology proficiency and implementation of goals, identification of software and technology needs.</p> <p>Population: All Teachers</p> <p>Timeline: August 2019- June 2020</p>		Principal Assistant Principal Campus TST	<p>Formative: Benchmark data, Classroom projects, student competitions data</p> <p>Summative: STAAR scores, electronic portfolios, grades, software usage reports</p>				
<p>4) Vela MS TST will be allotted time to support and assist the campus with integration of technology into all subject areas.</p> <p>TST will provide training in the use and implementation of campus software initiatives.</p> <p>Populations: All students, TI, M1, ELL, NL, SE, AR, GT, DYS</p> <p>Timeline: August 2019- June 2020</p>		Principal Dean Campus TST	<p>Formative: Benchmark data, Classroom projects, student competitions data</p> <p>Summative: STAAR scores, electronic portfolios, grades, software usage increase data</p>				









Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
5) The district Technology Teacher Trainers will provide training and support for all teachers and students on Netiquette, Cyber-Bullying awareness and how to integrate technology into the classroom. Population: All students, TI, M1, ELL, AR, SE, GT, DYS Timeline: August 2019- June 2020		Principal Dean Assistant Principal, Tech Services Personnel Tech Teacher Trainers Professional Development Personnel Tech 21 teachers Campus TST	Formative: Professional Development sign-in sheets & evaluations, Training agendas, TTESS data, Application Management Reports Summative: STAAR Chart Survey, Walk-throughs, decrease number of referrals of cyber bullying by 5%				
6) Vela Middle School will provide academic support to students by the use of instructional resources, technology/software resources, including ink/toner and general supplies to improve student performance in ELA, Math, Science, Social Studies, Spanish, Health, Computer classes, Art. Vela ELL students will participate in a summer academic literacy achievement. Population: All students, TI, M1, ELL, SE, AR, GT and Pre AP, DYS Time line: August 2019-June 2020 CNA SPPN #4	2.5	Principal Dean Department Chairs Teachers	Formative: Lesson Plan revisions, Six Weeks Passing Rates, Student Progress Reports Summative: 10 % increase of STAAR scores for all students, STAAR Results, Completed Student Projects				
Funding Sources: 211 Title I-A - 8572.00							
<div> = Accomplished = Continue/Modify = No Progress = Discontinue </div>							











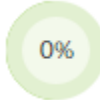

Goal 9: At Vela Middle School through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

Performance Objective 1: Increase the overall Vela MS attendance rate to 97.0% with a target of 97.5% for elementary schools, 97% for middle schools and 96% for high schools and improve At-Risk Student Attendance Rate by 10% over prior year attendance.

Evaluation Data Source(s) 1: District and campus attendance rates, At-Risk Student Attendance. Reports available before Spring Break due to COVID-19.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) To minimize unexcused absences and to ensure student attendance is consistently addressed, Vela MS will train office personnel, the Parent Liaison on the district and campus attendance goals. Population: All Students Time line: August 2019-June 2020 (daily)		Principal Dean Assistant Principal Teachers Attendance Clerk Parent Liaison PEIMS staff	Formative: Session Sign-in Sheets, Training Agendas, School Messenger Notification System Reports, District Attendance Monitoring forms, Truancy Court Notice Letters, Summative: PEIMS Attendance Percentage Rate Reports				
2) Monitoring and maintaining of the campus attendance rate goals at or above 97%. Parent liaison will contact parents and follow through with home visits if needed. Population: All Students, TI, M1, ELL, SE, AR, GT, DYS Timeline: August 2019- June 2020	3.1	Principal Dean Assistant Principal Teachers Attendance Clerk Parent Liaison PEIMS staff	Formative: PEIMS Attendance Monitoring Visits, PEIMS Reports of attendance weekly meetings, eSchoolsPLUS attendance reports, Truancy Court Notice Letters Summative: PEIMS Attendance Percentage Rate Reports, TAPR				









Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) Every six weeks Campus Incentives and Awards will be distributed to students who meet the campus Student Attendance Goal of a minimum of 97%. Population: All Students, TI, M1, ELL, SE, AR, GT, DYS Timeline: August 2019-June 2020 (on a six weeks basis) CNA SAAN #3		Principal Dean Assistant Principal Teachers Attendance Clerk Parent Liaison PEIMS staff	Formative: Six weeks attendance reports, contact logs, award recipient lists Summative: Attendance rate-Increase attendance rate to at least 97% per district attendance policy				
	Funding Sources: 211 Title I-A - 0.00, 199 Local funds - 1500.00						
4) Vela MS Personnel will be trained and provide a TOT session to the appropriate staff on the new TSDS state-wide system for student accounting to increase the attendance rate to a minimum of 97%. Population: All students Timeline: August 2019-June 2020		Principal Dean Assistant Principal Teachers Attendance Clerk Parent Liaison PEIMS staff	Formative: Home Visitors Log, Phone Logs Summative: Attendance rate-Increase of student attendance rate to at least 97% per district attendance policy				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 9: At Vela Middle School through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

Performance Objective 2: Reduce the Vela 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 Source(s) 2: Drop-out and Graduation rate reports. Remote Learning due to COVID-19.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Students classified as potential drop-outs will be monitored on a systematic schedule through the annual Walk for the Future, monthly district drop-out recovery meetings, bi-weekly campus drop-out recovery meetings to improve academic achievement by 10%, increase attendance and reduce the drop-out rate to less than 1%.</p> <p>Population: AR, TI, MI, LEP</p> <p>Timeline: August 2019-June 2020</p>	2.6	Principal Dean Assistant Principal Teachers CIS Personnel Counselors At-Risk counselor	<p>Formative: Meeting Agendas, Sign-in Sheets, eSchoolPLUS drop-out monitoring report, benchmark scores, IPRs</p> <p>Summative: STAAR scores, Attendance Rate, Retention Rate, Drop-out Rate</p>				
<p>2) Provide an alternative setting for Vela MS girls, who become pregnant, and provide additional instruction in Teen Parenting (PRS), Compensatory Education Home Instruction (CEHI) and day care facilities to increase academic achievement, improve attendance, and decrease the drop-out rate to less than 1%.</p> <p>Population: AR, TI, MI, ELL, DYS</p> <p>Timeline: August 2019-June 2020</p>		Principal Dean Assistant Principal Administrator for Special Programs Administrator for State Compensatory Education	<p>Formative: eSchoolsPLUS Master Schedule, Lesson Plans, Classroom observations, Benchmark scores, IPRs</p> <p>Summative: STAAR scores, Attendance Rate, Retention Rate, Drop-out Rate</p>				


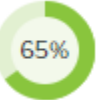
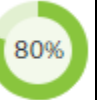





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<div><div><div><div></div><div>100%</div></div><div>= Accomplished</div></div><div><div><div></div><div></div></div><div>= Continue/Modify</div></div><div><div><div></div><div>0%</div></div><div>= No Progress</div></div><div><div><div></div><div></div></div><div>= Discontinue</div></div></div>							









Goal 9: At Vela Middle School through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)













Performance Objective 3: Vela Middle School will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR by 10%.









Evaluation Data Source(s) 3: STAAR/EOC reports disaggregated for At-Risk students; no reports available due to COVID-19.

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
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 drop-out rate to less than 1% of at-risk students. Population: TI, M1, ELL, SE, AR, DYS Time line: September 2019-June 2020 (minimum twice a week) CNA DN #1	2.6	Principal Dean Assistant Principals Teachers	Formative: eschools tutorial schedule, tutorial attendance, Saturday Academies attendance, Tutorial Lesson Plans, Tutorial Walk-throughs, IPR, Benchmark Scores Summative: STAAR scores, Retention rate				
Funding Sources: 162 State Compensatory - 24544.00, 211 Title I-A - 5520.00							
2) The Dean of Instruction will conduct research-based professional development sessions (which includes substitutes support) on a systematic schedule to train, support and recruit highly qualified teachers and counselors that will substantially impact at-risk students. Population: AR, TI, MI, ELL, DYS Timeline: July 2019-June 2020 CNA SPPN #1, #2, #6, #7		Principal Administrator for Special Programs Administrator for State Compensatory Education	Formative: Lesson Plans, Classroom observations, Benchmark scores, IPRs, Professional Development sign in sheets Summative: STAAR scores				
Funding Sources: 162 State Compensatory - 4105.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>3) The At-Risk Counselor will provide assistance to Vela 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, LEP Time line: August 2019-June 2020 (daily)</p>	2.6	Principal Dean Assistant Principal Administrator for State Compensatory Education	<p>Formative: eSchoolPLUS drop-out monitoring report, eSchoolPLUS Special Programs report, benchmark scores, IPRs</p> <p>Summative: STAAR scores, Attendance Rate, Retention Rate, Drop-out Rate.</p>				
<p>4) Supplement the dyslexia program to provide language and literacy interventions to improve student achievement, attendance, graduation rate, completion rate, and reduce the retention rate and dropout rate.</p> <p>Identification of students will follow the RTI process</p> <p>Assessment to identify students will meet all specifications outlined by TEA in the Dyslexia handbook</p> <p>Individualized accommodation plans will be implemented in general education classroom</p> <p>Dyslexia lab will be provided for students evaluated and assessed</p> <p>Instructional approaches will include explicit, individualized and multi sensory instruction in a small group setting</p> <p>Population: DYS</p> <p>Timeline: August 2019-June 2020</p>	2.4	Principal Dean Assistant Principal Administrator for Dyslexia	<p>Formative: eSchoolsPLUS Master Schedule, Lesson Plans, Classroom observations, Benchmark scores, IPRs</p> <p>Summative: STAAR scores</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
5) Provide computer-based instruction in the foundation curriculum and adaptive-assisted devices in order to improve at-risk student achievement, attendance and decrease the retention rate. Population: TI, M1, ELL, AR, DYS Timeline: August 2019-June 2020	2.6	Principal Dean Assistant Principal Administrator for Special Programs Administrator for State Compensatory Education	Formative: eSchoolsPLUS Master Schedule, Computer Lab Schedule, Lesson Plans, Classroom observations, Benchmark scores, IPRs Summative: STAAR scores				
6) MIGRANT-The Vela MS migrant clerk/staff member(s) will follow the district required Priority of Services Plan of Action to ensure PFS migrant students receive supplemental support and are the priority as dictated by NCLB. Population: Migrant PFS students Time line: August 2019-June 2020		Special Programs Administrator Principal Migrant clerk migrant teacher District Migrant Personnel Migrant Program Administrator	Formative: Lesson plans, student logs, tutorial attendance sheets Summative: Increase in STAAR scores of migrant students by 10%, increase promotion rates, Decrease of students identified as PFS by 10%.				
7) MIGRANT-Vela 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. Computer supplies will be provided for students to work on their assignments and projects. Population: Migrant students Timeline: August 2019-June 2020		Principal Migrant clerk Teachers	Formative: Supplemental Support Distribution Log Summative: STAAR results, Increase EOY grades, On-time promotion and on-time graduation rates of migrant students				





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
8) MIGRANT-Vela MS migrant students will be provided the opportunity to attend district summer school classes to assist with promotion if needed or to participate in enrichment programs for migrant students and will be provided with additional supplement support in academics, attendance, and social engagement. Population: Migrant Students Timeline: August 2019-June 2020		Principal Dean Migrant clerk migrant teachers Teachers	Formative: Summer school attendance logs Summative: On-time promotion and on-time graduation rates of migrant students, decrease drop-out rate of migrant students, increase of STAAR scores by 10%, EOY Promotion Rates, PBMAS				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							









Goal 9: At Vela Middle School through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

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

Evaluation Data Source(s) 4: 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. Remote Learning due to COVID-19.

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) A clothes closet will be housed at Vela MS to provide at-risk students hygiene products, clothes, and school supplies as needed to improve academic achievement of at-risk students, improve attendance, graduation rate, completion rate and decrease the retention rate and dropout rate. Population: AR Time line: August 2019-June 2020		Principal Dean Assistant Principal Teachers CIS Personnel Counselors At-Risk counselor	Formative: Clothes Inventory, Clothes distribution log, Benchmark scores, IPRs Summative: STAAR scores, Attendance Rate, Retention Rate, Drop-out Rat				
Funding Sources: 162 State Compensatory - 12500.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
2) Assistance in the planning and execution of the overall health program at the campus level in an effort to improve overall student health and increase student academic performance will be carried out by health services (Nurses). This includes acquiring health services supplies that will allow the campus to address immediate health concerns. In addition, the safety and discipline of the student will also be addressed. Population: School Nurse All Students, TI, M1, ELL, SE, AR, GT, DYS Timeline: August 2019-June 2020 CNA DN #4		Principal Campus Nurse	Formative: Nurse time and effort reports will clearly show that the students' immediate health concerns are being addressed. Summative: Improved report card grades and increased attendance rates				
Funding Sources: 211 Title I-A - 0.00, 199 Local funds - 400.00							
<div> = Accomplished</div> <div> = Continue/Modify</div> <div> = No Progress</div> <div> = Discontinue</div>							

State Compensatory

Budget for Vela Middle School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
162-11--6112-00-047-Y-30-00-Y	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$2,000.00
162-11-6112-18-047-Y-30-000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$8,100.00
162-11-6118-00-047-Y-24-SSI	6118 Extra Duty Stipend - Locally Defined	\$5,544.00
162-11-6118-00-047-Y-30-00	6118 Extra Duty Stipend - Locally Defined	\$19,000.00
6100 Subtotal:		\$34,644.00
6200 Professional and Contracted Services		
162-11-6249-62-047-Y-30-000	6249 Contracted Maintenance & Repair	\$5,995.00
162-32-6299-00-047-Y-24-CIS	6299 Miscellaneous Contracted Services	\$12,500.00
6200 Subtotal:		\$18,495.00
6300 Supplies and Services		
162-11-6398-62-047-Y-30-337-Y	6398 Computer Supplies/Software - Locally Defined	\$57,960.00
162-13-6398-00-047-Y-30-000	6398 Computer Supplies/Software - Locally Defined	\$80.00
162-13-6398-62-047-Y-30-000	6398 Computer Supplies/Software - Locally Defined	\$520.00
162-11-6399-00-047-Y-30-337-Y	6399 General Supplies	\$3,750.00
162-61-6399-00-047-Y-30-WTF	6399 General Supplies	\$150.00
6300 Subtotal:		\$62,460.00
6400 Other Operating Costs		

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
162-61-6499-53-047-Y-30-WTF	6499 Miscellaneous Operating Costs	\$150.00
6400 Subtotal:		\$150.00

Personnel for Vela Middle School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Carpinteyro, Norma N	English	State Compensatory	1.0
Chio, Crystal M	Dean of Instruction	State Compensatory	1.00
Distefano, Holly	English	State Compensatory	0.50
Esquivel, Brian O'Neil	Science	State Compensatory	50.00
Mendoza, Miguel	At-Risk Counselor	State Compensatory	1.00

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

A Comprehensive Needs Assessment of the entire school was conducted, which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b).

SBDM Members and Parent Liaison met and reviewed in May 21, 2020 to review and revise the campus needs assessment to update it for the 2019-2020 and 2020-2021 school year.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Site based Decision Making (SBDM) committee conducted a comprehensive needs assessment (CNA) over a period of one year to determine the strengths and needs of students, staff, parental and community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. All members of the SBDM with their roles is available at the end of this plan.

2.2: Regular monitoring and revision

SBDM Committee and Parent Liaison reviewed and revised the CIP on May 21, 2020 to monitor and evaluate the campus needs.

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

The CIP is available to local educational agency, parents and the public on the Vela School Website, the District Website and in print upon request at the campus front office.

The CIP is available in print and online in English and will be translated upon request into Spanish. Parts of the plan are presented and discussed during meetings involving parents in English and Spanish.

2.4: Opportunities for all children to meet State standards

Vela Middle School will provide opportunities to struggling populations such as EL and Special Education students by providing research-based instructional resources along with additional support for struggling populations such as EL and Special Education students. Due to COVID-19 Remote

Learning was initiated after Spring Break till the remainder of the school year.

2.5: Increased learning time and well-rounded education

Activities such as the AR program, STEM, Academic Practices and Technological software will help to ensure that students are receiving an enriched and accelerated curriculum to strengthen students' academic program.

Due to COVID-19 Remote Learning was initiated after Spring Break till the remainder of the school year.

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

Vela Middle School addresses the needs of the students especially at-risk students by providing RTI's, accelerated instruction such as academic practices and differentiating through computer-based instruction to close the achievement gaps. The at-risk counselor at Vela assists with closely monitoring at-risk students to provide support where needed.

Due to COVID-19 Remote Learning was initiated after Spring Break till the remainder of the school year.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The parent Liaison and the parents involved met with the SBDM Committee on May 21, 2020 to review, revise and edit the Parent and Family Engagement Policy and Compact. Due to COVID-19 meeting took place via Zoom.

Topic: SBDM Meeting

Time: May 21, 2020 10:00 AM Central Time (US and Canada)

Join Zoom Meeting

<https://zoom.us/j/9296715772?pwd=YXp2T3NMOTVXK09YR20rOGhDazNEZz09>

Meeting ID: 929 671 5772

Password: SBDM

3.2: Offer flexible number of parent involvement meetings

Vela Middle School will offer weekly parent meetings on Wednesday at 12:00 in addition to offer flexibility to our parents we offered monthly meetings once a month for working parents.

Innovation and Ed Tech Committee

Committee Role	Name	Position
Meeting Faciliator	Brenda Jasso	Dean
Administrator	Joel Wood	Principal
Administrator	Ricardo Rodriguez	Assistant Principal
Non-classroom Professional	Flor Mendiola	Counselor
Classroom Teacher	Ana Rubalcaba	Technology Teacher/TST
Parent	Bruce Rookstool	Science Teacher
Parent	Theresia Rookstool	Student

2019-2020 Site Based Decision Making Committee

Committee Role	Name	Position
Administrator	Joel Wood	Principal
Meeting Faciliator	Crystal M. Chio	Dean of Instruction
Classroom Teacher	Marivel Guerrero	English Teacher
Classroom Teacher	Javier Mendez	History Teacher
Classroom Teacher	Sujatha Thakker	Science Teacher
Classroom Teacher	Ana Rubalcaba	Technology Teacher
Classroom Teacher	Beulah Carrillo	Math Teacher
District-level Professional	Carlos Olvera	ELA Specialist/Main Office Liaison
Non-classroom Professional	Maria Isabel Garza	Counselor
Non-classroom Professional	Miguel Mendoza	At Risk Counselor
Business Representative	Jaime Gomez (First Mate Alarms)	Business Representative
Business Representative	Mark Perez (Toddle Inn)	Business Representative
Community Representative	Maria Del Rosario Gomez	Community member
Community Representative	Cecilia Noriega	Community Member
Parent	Crystal Lerma	Parent
Parent	Catarina Munivez	Parent
Student	Andrew Gomez	Student
Student	Rafael Noriega	Student
Parent	Laura Alvarez	Parent

Campus Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Copy Paper	199-11-6396-00-047-Y-11-000-Y	\$6,000.00
1	1	1	General Supplies	199-11-6399-00-047-Y-11-000-Y	\$8,928.00
1	1	1	Media (Printing)	199-11-6399-16-047-Y-11-000-Y	\$1,000.00
1	1	1	General Supplies	199-23-6399-65-047-Y-99-000-Y	\$1,000.00
1	1	2	Reading Materials-Subscriptions	199-12-6325-00-047-Y-99-000-Y	\$0.00
1	1	2	Reading Materials-Books	199-12-6329-00-047-Y-99-000-Y	\$0.00
1	1	2	Library Supplies	199-12-6399-00-047-Y-99-000-Y	\$0.00
1	1	2	Library Toner/Ink	199-12-6399-62-047-Y-99-000-Y	\$0.00
1	1	4	Transportation	199-11-6494-00-047-Y-11-000-Y	\$0.00
1	1	4	Transportation (Students)	199-36-6412-00-047-Y-99-000-Y	\$0.00
1	1	4	Employee Travel	199-13-6411-23-047-Y-99-000-Y	\$0.00
1	1	4	Admin Travel	199-23-6411-23-047-Y-99-000-Y	\$0.00
1	1	6	Supplies/Materials for PE/CATCH	199-11-6399-51-047-Y-11-000-Y	\$0.00
1	1	7	Substitutes	199-11-6112-18-047-Y-99-000-Y	\$6,000.00
1	1	7	Overtime (Classified)	199-23-6121-08-047-Y-99-000-Y	\$400.00
1	1	14	6339-Testing Materials		\$0.00
1	3	3	Royalty Fees (UIL License)	199-11-6497-00-047-Y-11-000-Y	\$0.00
2	1	2	Overtime (Custodians)	199-51-6121-47-047-Y-99-000-Y	\$0.00
2	1	2	Supplies (Custodial)	199-51-6315-00-047-Y-99-000-Y	\$0.00
2	1	2	General Supplies (Custodial Machines)	199-51-6399-00-047-Y-99-000-Y	\$0.00
2	1	3	General Supplies (Furniture)	199-23-6399-45-047-Y-99-000-Y	\$0.00

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	3	1	Raptor Software	199-23-6395-65-047-Y-99-000-Y	\$0.00
5	3	3	General Supplies (counselors)	199-31-6399-00-047-Y-99-000-Y	\$0.00
6	1	1	Travel (Principal Secretary)	199-23-6411-00-047-Y-99-000-Y	\$0.00
7	2	1	Refreshments for meetings	199-13-6499-53-047-Y-99-000-Y	\$0.00
9	1	3	Awards	199-23-6498-00-047-Y-99-000-Y	\$1,500.00
9	4	2	Nurse Supplies	199-33-6399-00-047-Y-99-000-Y	\$400.00
Sub-Total					\$25,228.00
Budgeted Fund Source Amount					\$25,228.00
+/- Difference					\$0
162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Contracted Services (Edgenuity)	162-11-6249-62-047-Y-30-000-Y	\$5,995.00
1	1	1	Supplies & Services Computer Supplies/Software	162-13-6398-00-047-Y-30-000	\$80.00
1	1	1	Supplies & Services Computer Supplies/Software	162-13-6398-62-047-Y-30-000	\$520.00
8	1	1	Computer Equipment	162-11-6398-62-047-Y-30-337-Y	\$61,710.00
9	3	1	Extra Duty Pay (SSI)	162-11-6118-00-047-Y-24-SSI-Y	\$5,544.00
9	3	1	Extra Duty Pay (At Risk Tutorials)	162-11-6118-00-047-Y-30-000-Y	\$19,000.00
9	3	2	Substitutes for Professional Development	162-11-6112-00-047-Y-30-000-Y	\$2,000.00
9	3	2	Sal/Wages For Substitute Teachers	162-11-6112-18-047-Y30-000	\$2,105.00
9	4	1	Miscellaneous Contracted Services	162-32-6299-00-047-Y-24-CIS	\$12,500.00
Sub-Total					\$109,454.00
Budgeted Fund Source Amount					\$109,454.00
+/- Difference					\$0

163 State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Subs	163-11-6112-00-047-Y-25-000-Y	\$3,400.00
7	1	2	Substitute Teachers	163-11-6112-18-047-Y-25-000-Y	\$0.00
Sub-Total					\$3,400.00
Budgeted Fund Source Amount					\$3,400.00
+/- Difference					\$0
211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Copy Paper (Title I-A)	211-11-6396-00-047-Y-30-0F2-Y	\$3,595.00
1	1	7	Substitutes (Title I-A)	211-11-6112-00-047-Y-30-0F2-Y	\$1,500.00
1	1	7	Salary/Wages for Substitute Teachers	211-11-6112-00-047-Y-30-AYP-9	\$1,239.00
1	1	13	AP Exam Fees	211-11-6339-00-047-Y-30-0F2-Y	\$1,000.00
6	1	1	Travel (Parent Liaison)	211-61-6411-00-047-Y-30-0F2-Y	\$900.00
6	1	1	General Supplies (Parent Liaison)	211-61-6399-00-047-Y-30-0F2-Y	\$900.00
6	1	5	Refreshments (Title I-A Meetings)	211-61-6499-53-047-Y-30-0F2-Y	\$900.00
6	1	5	Miscellaneous Operating Costs	211-61-6499-53-047-Y-30-0F2-9	\$5.00
7	1	1	Employee Travel	211-13-6411-23-047-Y-30-0F2-Y	\$0.00
7	1	1	Employee Travel (Admin)	211-23-6411-23-047-Y-30-0F2-Y	\$0.00
7	1	1	Curriculum Writing	211-13-6118-00-047-Y-30-0F2-Y	\$2,341.00
7	1	1	Employee Travel	211-61-6411-00-047-Y-30-0F2-9	\$789.00
8	1	1	Supplies and Materials (Projectors)	211-11-6398-62-047-Y-30-0F2-Y	\$2,000.00
8	1	1	Supplies & Materials	211-11-6398-62-047-Y-30-0F2-9	\$128.00
8	1	1	Supplies & Materials	211-23-6398-65-047-Y-24-0F2-9	\$2,550.00
8	1	1	Supplies & Materials	211-61-6398-65-047-Y-24-0F2-9	\$2,500.00
8	1	1	Supplies & Materials-Software	211-61-6395-65-047-Y-24-0F2-Y	\$75.00
8	1	6	General Supplies (Title I-A)	211-11-6399-00-047-Y-30-0F2-9	\$120.00

211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	6	General Supplies (Ink/Toner)	211-11-6399-62-047-Y-30-0F2-Y	\$8,000.00
8	1	6	General Supplies	211-11-6399-62-047-Y-30-0F2-9	\$334.00
8	1	6	General Supplies	211-33-6399-00-047-Y-30-0F2-9	\$113.00
8	1	6	General Supplies	211-61-6399-00-047-Y-30-0F2-9	\$5.00
9	1	3	Student Awards	211-11-6498-00-047-Y-30-0F2-Y	\$0.00
9	3	1	Extra Duty Pay (Title I-A Tutorials)	211-11-6118-00-047-Y-30-0F2-Y	\$1,642.00
9	3	1	Professional Extra Duty Pay	211-11-6118-00-047-Y-30-0F2--9	\$2,411.00
9	3	1	Professional Extra Duty Pay	211-13-6118-00-047-Y-30-0F2-9	\$1,467.00
9	4	2	Nurse 40% Salary	211-33-6119-00-047-Y-30-0F2-Y	\$0.00
9	4	2	Health Services Supplies	211-33-6399-00-047-Y-30-0F2-Y	\$0.00
Sub-Total					\$34,514.00
Budgeted Fund Source Amount					\$34,514.00
+/- Difference					\$0
263 Title III-A Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplies	263-11-6399-00-047-Y-25-000-Y	\$3,128.00
Sub-Total					\$3,128.00
Budgeted Fund Source Amount					\$3,128.00
+/- Difference					\$0
Grand Total					\$175,724.00

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
FREEDOM FROM BULLYING

FFI
(LEGAL)

- 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
FREEDOM FROM BULLYING

FFI
(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

FFI
(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

FFI
(LOCAL)

	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.

2018-19 Texas Academic Performance Report

District Name: **BROWNSVILLE ISD**

Campus Name: **VELA MIDDLE**

Campus Number: **031901047**

2019 Accountability Rating: **B**

Distinction Designations:

Academic Achievement in ELA/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Academic Achievement in Social Studies

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

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District Name: BROWNSVILLE ISD
 Campus Name: VELA MIDDLE
 Campus Number: 031901047

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

Total Students: 752
 Grade Span: 06 - 08
 School Type: Middle

				African			American		Pacific	Two or	Special	Special	Continu-	Non-		EL	
	State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	More	Ed	Ed	ously	Continu-	Econ	(Current	
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	64%	65%	-	64%	*	-	*	-	-	16%	*	63%	72%	61%	54%
	2018	69%	65%	71%	-	70%	*	-	*	-	-	20%	80%	73%	52%	69%	61%
At Meets Grade Level or Above	2019	37%	31%	41%	-	39%	*	-	*	-	-	6%	*	41%	39%	35%	26%
	2018	39%	32%	42%	-	41%	*	-	*	-	-	11%	60%	44%	28%	40%	29%
At Masters Grade Level	2019	18%	12%	18%	-	17%	*	-	*	-	-	2%	*	18%	17%	14%	5%
	2018	19%	14%	19%	-	18%	*	-	*	-	-	3%	60%	21%	8%	17%	10%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	81%	84%	-	83%	*	-	*	-	-	48%	*	84%	81%	81%	80%
	2018	77%	77%	83%	-	82%	*	-	*	-	-	54%	100%	83%	84%	82%	80%
At Meets Grade Level or Above	2019	47%	44%	49%	-	48%	*	-	*	-	-	10%	*	49%	50%	44%	31%
	2018	44%	39%	50%	-	49%	*	-	*	-	-	12%	80%	50%	52%	48%	38%
At Masters Grade Level	2019	21%	17%	23%	-	22%	*	-	*	-	-	2%	*	23%	25%	20%	11%
	2018	18%	14%	20%	-	19%	*	-	*	-	-	2%	20%	21%	20%	20%	13%
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	73%	76%	-	76%	*	-	*	-	-	28%	*	75%	83%	73%	63%
	2018	74%	72%	72%	-	72%	*	-	*	-	-	45%	50%	74%	59%	72%	67%
At Meets Grade Level or Above	2019	49%	46%	55%	-	54%	*	-	*	-	-	26%	*	54%	59%	51%	36%
	2018	48%	42%	43%	-	42%	*	-	*	-	-	25%	17%	45%	29%	42%	34%
At Masters Grade Level	2019	29%	24%	32%	-	31%	*	-	*	-	-	8%	*	31%	38%	27%	13%
	2018	29%	24%	26%	-	25%	*	-	*	-	-	8%	17%	26%	24%	25%	15%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	73%	81%	-	81%	*	-	*	-	-	28%	*	80%	90%	79%	70%
	2018	72%	70%	73%	-	73%	*	-	*	-	-	43%	33%	74%	65%	72%	66%
At Meets Grade Level or Above	2019	43%	40%	54%	-	53%	*	-	*	-	-	23%	*	53%	59%	47%	42%
	2018	40%	36%	40%	-	39%	*	-	*	-	-	24%	17%	41%	38%	39%	28%
At Masters Grade Level	2019	17%	15%	19%	-	19%	*	-	*	-	-	10%	*	19%	21%	16%	7%
	2018	18%	15%	18%	-	17%	*	-	*	-	-	9%	17%	18%	21%	17%	7%
Grade 7 Writing																	
At Approaches Grade Level or Above	2019	70%	74%	75%	-	74%	*	-	*	-	-	28%	*	74%	76%	72%	61%
	2018	69%	68%	66%	-	66%	*	-	*	-	-	25%	67%	69%	50%	65%	59%
At Meets Grade Level or Above	2019	42%	44%	44%	-	43%	*	-	*	-	-	26%	*	44%	41%	40%	23%
	2018	43%	41%	41%	-	41%	*	-	*	-	-	20%	17%	43%	32%	40%	28%
At Masters Grade Level	2019	18%	16%	20%	-	19%	*	-	*	-	-	10%	*	21%	10%	15%	7%
	2018	15%	12%	16%	-	15%	*	-	*	-	-	7%	0%	17%	12%	15%	5%
Grade 8 Reading^																	
At Approaches Grade Level or Above	2019	86%	86%	86%	-	86%	*	-	*	-	-	53%	100%	87%	77%	81%	74%
	2018	86%	85%	88%	-	88%	*	-	*	-	-	60%	*	91%	69%	87%	76%
At Meets Grade Level or Above	2019	55%	53%	55%	-	54%	*	-	*	-	-	31%	50%	56%	40%	46%	38%
	2018	49%	46%	48%	-	48%	*	-	*	-	-	28%	*	51%	29%	44%	29%

District Name: BROWNSVILLE ISD
Campus Name: VELA MIDDLE
Campus Number: 031901047

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

Total Students: 752
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%	28%	-	27%	*	-	*	-	-	9%	33%	29%	13%	23%	14%
	2018	27%	23%	22%	-	22%	*	-	*	-	-	12%	*	24%	9%	18%	9%
Grade 8 Mathematics^																	
At Approaches Grade Level or Above	2019	88%	90%	88%	-	88%	*	-	-	-	-	70%	80%	89%	87%	87%	92%
	2018	86%	88%	82%	-	81%	*	-	-	-	-	51%	*	83%	74%	81%	77%
At Meets Grade Level or Above	2019	57%	51%	39%	-	39%	*	-	-	-	-	37%	80%	37%	52%	36%	35%
	2018	51%	47%	36%	-	36%	*	-	-	-	-	24%	*	35%	41%	35%	36%
At Masters Grade Level	2019	17%	8%	5%	-	5%	*	-	-	-	-	12%	0%	5%	4%	4%	3%
	2018	15%	8%	9%	-	9%	*	-	-	-	-	15%	*	8%	11%	8%	8%
Grade 8 Science																	
At Approaches Grade Level or Above	2019	81%	78%	82%	-	82%	*	-	*	-	-	53%	100%	83%	73%	77%	71%
	2018	76%	72%	79%	-	79%	*	-	*	-	-	49%	*	82%	60%	78%	64%
At Meets Grade Level or Above	2019	51%	44%	53%	-	53%	*	-	*	-	-	29%	67%	55%	37%	45%	36%
	2018	52%	46%	55%	-	54%	*	-	*	-	-	31%	*	58%	31%	52%	38%
At Masters Grade Level	2019	25%	17%	25%	-	24%	*	-	*	-	-	11%	33%	28%	3%	21%	13%
	2018	28%	22%	29%	-	28%	*	-	*	-	-	16%	*	31%	11%	25%	15%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	71%	68%	-	68%	*	-	*	-	-	40%	100%	68%	63%	61%	53%
	2018	65%	65%	75%	-	75%	*	-	*	-	-	42%	*	77%	60%	72%	64%
At Meets Grade Level or Above	2019	37%	34%	36%	-	35%	*	-	*	-	-	29%	83%	36%	33%	29%	25%
	2018	36%	33%	44%	-	43%	*	-	*	-	-	27%	*	45%	34%	40%	28%
At Masters Grade Level	2019	21%	17%	21%	-	20%	*	-	*	-	-	16%	50%	21%	23%	17%	11%
	2018	21%	18%	25%	-	24%	*	-	*	-	-	9%	*	26%	20%	22%	15%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	94%	100%	-	100%	*	-	*	-	-	*	*	100%	100%	100%	100%
	2018	83%	90%	99%	-	99%	*	-	*	-	-	*	-	99%	100%	99%	100%
At Meets Grade Level or Above	2019	61%	82%	93%	-	92%	*	-	*	-	-	*	*	93%	86%	89%	90%
	2018	55%	71%	87%	-	87%	*	-	*	-	-	*	-	90%	50%	84%	91%
At Masters Grade Level	2019	37%	62%	72%	-	72%	*	-	*	-	-	*	*	73%	71%	69%	67%
	2018	32%	48%	65%	-	64%	*	-	*	-	-	*	-	69%	25%	60%	55%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	81%	79%	-	79%	92%	-	100%	-	-	41%	97%	79%	78%	75%	69%
	2018	77%	78%	77%	-	77%	82%	-	100%	-	-	44%	68%	79%	64%	76%	68%
At Meets Grade Level or Above	2019	50%	52%	50%	-	49%	73%	-	100%	-	-	24%	65%	50%	46%	43%	34%
	2018	48%	49%	46%	-	46%	59%	-	93%	-	-	23%	32%	48%	35%	44%	33%
At Masters Grade Level	2019	24%	23%	25%	-	24%	46%	-	88%	-	-	9%	32%	25%	19%	20%	11%
	2018	22%	21%	23%	-	22%	59%	-	87%	-	-	9%	16%	24%	15%	20%	11%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	76%	76%	-	76%	89%	-	100%	-	-	32%	100%	76%	77%	72%	64%
	2018	74%	74%	78%	-	77%	86%	-	100%	-	-	43%	73%	80%	61%	76%	67%
At Meets Grade Level or Above	2019	48%	47%	50%	-	50%	67%	-	100%	-	-	20%	55%	51%	45%	44%	33%
	2018	46%	44%	44%	-	44%	57%	-	80%	-	-	22%	33%	47%	29%	42%	31%
At Masters Grade Level	2019	21%	18%	26%	-	25%	44%	-	83%	-	-	6%	27%	26%	22%	22%	11%
	2018	19%	17%	23%	-	22%	57%	-	60%	-	-	8%	27%	24%	14%	20%	12%

District Name: BROWNSVILLE ISD
Campus Name: VELA MIDDLE
Campus Number: 031901047

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

Total Students: 752
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%	86%	-	86%	100%	-	100%	-	-	50%	91%	86%	86%	84%	81%
	2018	81%	85%	81%	-	81%	86%	-	100%	-	-	50%	67%	82%	76%	80%	75%
At Meets Grade Level or Above	2019	52%	57%	55%	-	54%	78%	-	100%	-	-	24%	64%	55%	56%	48%	40%
	2018	50%	55%	48%	-	47%	57%	-	100%	-	-	21%	40%	48%	44%	46%	35%
At Masters Grade Level	2019	26%	31%	26%	-	25%	44%	-	83%	-	-	9%	18%	26%	22%	20%	11%
	2018	24%	28%	22%	-	22%	57%	-	100%	-	-	9%	13%	23%	18%	20%	11%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	76%	75%	-	74%	*	-	*	-	-	28%	*	74%	76%	72%	61%
	2018	66%	71%	66%	-	66%	*	-	*	-	-	25%	67%	69%	50%	65%	59%
At Meets Grade Level or Above	2019	38%	44%	44%	-	43%	*	-	*	-	-	26%	*	44%	41%	40%	23%
	2018	41%	45%	41%	-	41%	*	-	*	-	-	20%	17%	43%	32%	40%	28%
At Masters Grade Level	2019	14%	15%	20%	-	19%	*	-	*	-	-	10%	*	21%	10%	15%	7%
	2018	13%	13%	16%	-	15%	*	-	*	-	-	7%	0%	17%	12%	15%	5%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	84%	82%	-	82%	*	-	*	-	-	53%	100%	83%	73%	77%	71%
	2018	80%	82%	79%	-	79%	*	-	*	-	-	49%	*	82%	60%	78%	64%
At Meets Grade Level or Above	2019	54%	55%	53%	-	53%	*	-	*	-	-	29%	67%	55%	37%	45%	36%
	2018	51%	51%	55%	-	54%	*	-	*	-	-	31%	*	58%	31%	52%	38%
At Masters Grade Level	2019	25%	21%	25%	-	24%	*	-	*	-	-	11%	33%	28%	3%	21%	13%
	2018	23%	19%	29%	-	28%	*	-	*	-	-	16%	*	31%	11%	25%	15%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	83%	68%	-	68%	*	-	*	-	-	40%	100%	68%	63%	61%	53%
	2018	78%	80%	75%	-	75%	*	-	*	-	-	42%	*	77%	60%	72%	64%
At Meets Grade Level or Above	2019	55%	54%	36%	-	35%	*	-	*	-	-	29%	83%	36%	33%	29%	25%
	2018	53%	51%	44%	-	43%	*	-	*	-	-	27%	*	45%	34%	40%	28%
At Masters Grade Level	2019	33%	29%	21%	-	20%	*	-	*	-	-	16%	50%	21%	23%	17%	11%
	2018	31%	26%	25%	-	24%	*	-	*	-	-	9%	*	26%	20%	22%	15%

District Name: BROWNSVILLE ISD
Campus Name: VELA MIDDLE
Campus Number: 031901047

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

Total Students: 752
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)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 6 ELA/Reading	2019	42	30	37	-	36	*	-	*	-	-	30	*	36	45	33	30
	2018	47	38	48	-	47	*	-	*	-	-	26	*	49	32	46	38
Grade 6 Mathematics	2019	54	35	38	-	37	*	-	*	-	-	20	*	37	45	35	28
	2018	56	41	46	-	46	*	-	*	-	-	35	*	43	79	45	40
Grade 7 ELA/Reading	2019	77	77	79	-	79	*	-	*	-	-	74	*	78	83	77	72
	2018	76	79	79	-	79	*	-	*	-	-	75	*	80	70	79	79
Grade 7 Mathematics	2019	63	59	66	-	66	*	-	*	-	-	42	*	64	76	64	55
	2018	67	65	69	-	68	*	-	*	-	-	57	*	69	66	68	64
Grade 8 ELA/Reading	2019	77	77	81	-	80	*	-	*	-	-	78	83	82	70	80	75
	2018	79	81	81	-	81	*	-	*	-	-	81	*	82	76	81	82
Grade 8 Mathematics	2019	84	92	91	-	91	*	-	*	-	-	85	100	91	88	90	89
	2018	81	92	89	-	89	*	-	-	-	-	81	*	89	86	89	88
End of Course Algebra I	2019	75	91	95	-	95	*	-	*	-	-	*	*	96	93	93	95
	2018	72	85	89	-	89	*	-	*	-	-	*	-	90	71	86	100
All Grades Both Subjects	2019	69	69	66	-	66	69	-	83	-	-	54	70	66	67	64	59
	2018	69	71	70	-	70	86	-	100	-	-	60	57	70	71	69	64
All Grades ELA/Reading	2019	68	67	67	-	66	78	-	83	-	-	59	59	67	66	64	59
	2018	69	69	71	-	71	86	-	*	-	-	62	64	72	66	70	67
All Grades Mathematics	2019	70	71	66	-	66	61	-	83	-	-	48	82	66	68	64	58
	2018	70	72	69	-	69	86	-	*	-	-	57	50	68	75	68	62

District Name: BROWNSVILLE ISD
 Campus Name: VELA MIDDLE
 Campus Number: 031901047

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

Total Students: 752
 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%	35%	-	36%	*	-	-	-	-	14%	34%	25%
	2018	38%	44%	40%	-	40%	*	-	-	-	-	16%	40%	39%
Mathematics	2019	45%	57%	59%	-	59%	*	-	-	-	-	28%	57%	52%
	2018	47%	57%	49%	-	49%	*	-	-	-	-	20%	48%	46%
Student Success Initiative														
Grade 5 Mathematics														
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	100%	*	-	*	-	-	-	-	-	*	*	-
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	77%	78%	-	78%	*	-	*	-	-	39%	72%	48%
Students Requiring Accelerated Instruction														
	2019	22%	23%	22%	-	22%	*	-	*	-	-	61%	28%	52%
STAAR Cumulative Met Standard														
	2019	85%	84%	85%	-	85%	*	-	*	-	-	47%	81%	55%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	99%	95%	100%	-	100%	-	-	-	-	-	-	100%	100%
STAAR Met Standard (Non-Proficient in Previous Year)														
	2019	38%	38%	*	-	*	-	-	-	-	-	-	*	*
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	82%	80%	70%	-	70%	*	-	-	-	-	44%	70%	70%
Students Requiring Accelerated Instruction														
	2019	18%	20%	30%	-	30%	*	-	-	-	-	56%	30%	30%
STAAR Cumulative Met Standard														
	2019	88%	88%	87%	-	87%	*	-	-	-	-	67%	87%	86%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	98%	90%	80%	-	80%	-	-	-	-	-	-	80%	*
STAAR Met Standard (Non-Proficient in Previous Year)														
	2019	56%	80%	*	-	*	-	-	-	-	-	-	*	*

District Name: BROWNSVILLE ISD
 Campus Name: VELA MIDDLE
 Campus Number: 031901047

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

Total Students: 752
 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%	79%	-	-	-	-	-	-	53%	-	53%	-	53%	53%
	2018	77%	78%	77%	-	-	-	-	-	-	49%	49%	-	-	49%	49%
At Meets Grade Level or Above	2019	50%	52%	50%	-	-	-	-	-	-	16%	-	16%	-	16%	16%
	2018	48%	49%	46%	-	-	-	-	-	-	12%	12%	-	-	12%	12%
At Masters Grade Level	2019	24%	23%	25%	-	-	-	-	-	-	3%	-	3%	-	3%	3%
	2018	22%	21%	23%	-	-	-	-	-	-	3%	3%	-	-	3%	3%
All Grades ELA/Reading																
At Approaches Grade Level or Above	2019	75%	76%	76%	-	-	-	-	-	-	43%	-	43%	-	43%	43%
	2018	74%	74%	78%	-	-	-	-	-	-	42%	42%	-	-	42%	42%
At Meets Grade Level or Above	2019	48%	47%	50%	-	-	-	-	-	-	15%	-	15%	-	15%	15%
	2018	46%	44%	44%	-	-	-	-	-	-	3%	3%	-	-	3%	3%
At Masters Grade Level	2019	21%	18%	26%	-	-	-	-	-	-	2%	-	2%	-	2%	2%
	2018	19%	17%	23%	-	-	-	-	-	-	0%	0%	-	-	0%	0%
All Grades Mathematics																
At Approaches Grade Level or Above	2019	82%	86%	86%	-	-	-	-	-	-	75%	-	75%	-	75%	75%
	2018	81%	85%	81%	-	-	-	-	-	-	66%	66%	-	-	66%	66%
At Meets Grade Level or Above	2019	52%	57%	55%	-	-	-	-	-	-	23%	-	23%	-	23%	23%
	2018	50%	55%	48%	-	-	-	-	-	-	20%	20%	-	-	20%	20%
At Masters Grade Level	2019	26%	31%	26%	-	-	-	-	-	-	4%	-	4%	-	4%	4%
	2018	24%	28%	22%	-	-	-	-	-	-	3%	3%	-	-	3%	3%
All Grades Writing																
At Approaches Grade Level or Above	2019	68%	76%	75%	-	-	-	-	-	-	34%	-	34%	-	34%	34%
	2018	66%	71%	66%	-	-	-	-	-	-	22%	22%	-	-	22%	22%
At Meets Grade Level or Above	2019	38%	44%	44%	-	-	-	-	-	-	11%	-	11%	-	11%	11%
	2018	41%	45%	41%	-	-	-	-	-	-	3%	3%	-	-	3%	3%
At Masters Grade Level	2019	14%	15%	20%	-	-	-	-	-	-	6%	-	6%	-	6%	6%
	2018	13%	13%	16%	-	-	-	-	-	-	0%	0%	-	-	0%	0%
All Grades Science																
At Approaches Grade Level or Above	2019	81%	84%	82%	-	-	-	-	-	-	55%	-	55%	-	55%	55%
	2018	80%	82%	79%	-	-	-	-	-	-	54%	54%	-	-	54%	54%
At Meets Grade Level or Above	2019	54%	55%	53%	-	-	-	-	-	-	14%	-	14%	-	14%	14%
	2018	51%	51%	55%	-	-	-	-	-	-	22%	22%	-	-	22%	22%
At Masters Grade Level	2019	25%	21%	25%	-	-	-	-	-	-	2%	-	2%	-	2%	2%
	2018	23%	19%	29%	-	-	-	-	-	-	10%	10%	-	-	10%	10%
All Grades Social Studies																
At Approaches Grade Level or Above	2019	81%	83%	68%	-	-	-	-	-	-	33%	-	33%	-	33%	33%
	2018	78%	80%	75%	-	-	-	-	-	-	44%	44%	-	-	44%	44%
At Meets Grade Level or Above	2019	55%	54%	36%	-	-	-	-	-	-	7%	-	7%	-	7%	7%
	2018	53%	51%	44%	-	-	-	-	-	-	15%	15%	-	-	15%	15%
At Masters Grade Level	2019	33%	29%	21%	-	-	-	-	-	-	5%	-	5%	-	5%	5%
	2018	31%	26%	25%	-	-	-	-	-	-	10%	10%	-	-	10%	10%
School Progress Domain - Academic Growth Score																
All Grades Both Subjects	2019	69%	69%	66%	-	-	-	-	-	-	55%	-	55%	-	55%	55%
	2018	69%	71%	70%	-	-	-	-	-	-	66%	66%	-	-	66%	66%
All Grades ELA/Reading	2019	68%	67%	67%	-	-	-	-	-	-	57%	-	57%	-	57%	57%
	2018	69%	69%	71%	-	-	-	-	-	-	68%	68%	-	-	68%	68%
All Grades Mathematics	2019	70%	71%	66%	-	-	-	-	-	-	53%	-	53%	-	53%	53%
	2018	70%	72%	69%	-	-	-	-	-	-	64%	64%	-	-	64%	64%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)																
Reading	2019	41%	48%	35%	-	-	-	-	-	-	25%	-	25%	-	25%	25%

District Name: BROWNSVILLE ISD
 Campus Name: VELA MIDDLE
 Campus Number: 031901047

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

Total Students: 752
 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%	-	-	-	-	-	39%	39%	-	-	39%	39%
	2019	45%	57%	59%	-	-	-	-	-	52%	-	52%	-	52%	52%
	2018	47%	57%	49%	-	-	-	-	-	46%	46%	-	-	46%	46%

District Name: BROWNSVILLE ISD
Campus Name: VELA MIDDLE
Campus Number: 031901047

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

Total Students: 752
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%	100%
Included in Accountability	94%	95%	95%	-	95%	87%	-	100%	-	-	97%	95%	85%
Not Included in Accountability													
Mobile	4%	2%	3%	-	3%	0%	-	0%	-	-	1%	3%	9%
Other Exclusions	1%	2%	1%	-	1%	13%	-	0%	-	-	2%	1%	6%
Not Tested	1%	0%	0%	-	0%	0%	-	0%	-	-	0%	0%	0%
Absent	1%	0%	0%	-	0%	0%	-	0%	-	-	0%	0%	0%
Other	0%	0%	0%	-	0%	0%	-	0%	-	-	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	-	100%	100%	-	100%	-	-	99%	100%	100%
Included in Accountability	94%	95%	94%	-	94%	79%	-	79%	-	-	90%	94%	83%
Not Included in Accountability													
Mobile	4%	3%	5%	-	5%	0%	-	21%	-	-	8%	5%	13%
Other Exclusions	1%	2%	1%	-	0%	21%	-	0%	-	-	1%	1%	3%
Not Tested	1%	0%	0%	-	0%	0%	-	0%	-	-	1%	0%	0%
Absent	1%	0%	0%	-	0%	0%	-	0%	-	-	1%	0%	0%
Other	0%	0%	0%	-	0%	0%	-	0%	-	-	0%	0%	0%

District Name: BROWNSVILLE ISD
 Campus Name: VELA MIDDLE
 Campus Number: 031901047

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

Total Students: 752
 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%	95.0%	*	95.0%	95.2%	*	*	-	-	92.8%	94.8%	93.3%
2016-17	95.7%	95.8%	95.5%	*	95.5%	95.1%	-	98.9%	-	*	94.0%	95.4%	95.1%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.5%	0.0%	-	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%	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: VELA MIDDLE
 Campus Number: 031901047

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

Total Students: 752
 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: VELA MIDDLE
 Campus Number: 031901047

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

Total Students: 752
 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: VELA MIDDLE
 Campus Number: 031901047

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

Total Students: 752
 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: VELA MIDDLE
 Campus Number: 031901047

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

Total Students: 752
 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: VELA MIDDLE
 Campus Number: 031901047

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

Total Students: 752
 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: VELA MIDDLE
 Campus Number: 031901047

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

Total Students: 752
 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 Science	38.0%	7.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	38.3%	5.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	11.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	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: VELA MIDDLE
 Campus Number: 031901047

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

Total Students: 752
 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: VELA MIDDLE
Campus Number: 031901047

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

Total Students: 752
Grade Span: 06 - 08
School Type: Middle

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	752	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	239	31.8%	6.8%	7.7%
Grade 7	235	31.3%	7.1%	7.5%
Grade 8	278	37.0%	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	736	97.9%	98.3%	52.6%
White	10	1.3%	1.4%	27.4%
American Indian	0	0.0%	0.0%	0.4%
Asian	6	0.8%	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	602	80.1%	88.5%	60.6%
Non-Educationally Disadvantaged	150	19.9%	11.5%	39.4%
Section 504 Students	98	13.0%	8.7%	6.5%
English Learners (EL)	136	18.1%	34.6%	19.5%
Students w/ Disciplinary Placements (2017-18)	7	0.8%	1.0%	1.4%
Students w/ Dyslexia	63	8.4%	5.4%	3.6%
At-Risk	402	53.5%	67.3%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	141			
By Type of Primary Disability				
Students with Intellectual Disabilities	92	65.2%	55.3%	42.4%
Students with Physical Disabilities	7	5.0%	11.5%	21.9%
Students with Autism	20	14.2%	12.2%	13.7%
Students with Behavioral Disabilities	22	15.6%	18.9%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	2.1%	1.4%
Mobility (2017-18):				
Total Mobile Students	110	12.7%	15.0%	15.4%

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

Total Students: 752
 Grade Span: 06 - 08
 School Type: Middle

Student Information	----- Campus -----		District	State
	Count	Percent		
By Ethnicity:				
African American	1	0.1%		
Hispanic	105	12.1%		
White	2	0.2%		
American Indian	1	0.1%		
Asian	1	0.1%		
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	1.0%	2.6%	0.4%	2.2%	1.6%	0.5%
Grade 7	0.4%	3.8%	0.6%	0.0%	2.2%	0.6%
Grade 8	0.9%	1.6%	0.4%	0.0%	3.2%	0.7%
Grade 9	-	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	20.0	21.9	20.4
Secondary:			
English/Language Arts	18.5	17.0	16.6
Foreign Languages	24.1	20.8	18.9
Mathematics	20.1	19.9	17.8
Science	20.5	20.1	18.9
Social Studies	22.4	19.8	19.3

District Name: BROWNSVILLE ISD
Campus Name: VELA MIDDLE
Campus Number: 031901047

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

Total Students: 752
Grade Span: 06 - 08
School Type: Middle

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	81.1	100.0%	100.0%	100.0%
Professional Staff:	70.1	86.4%	56.5%	64.1%
Teachers	57.5	70.9%	44.0%	49.8%
Professional Support	9.6	11.8%	9.5%	10.1%
Campus Administration (School Leadership)	3.0	3.7%	2.9%	3.0%
Educational Aides:	11.0	13.6%	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	4.0	n/a	149.0	12,433.0
Part-time	1.0	n/a	11.0	1,097.0
Total Minority Staff:	71.1	87.6%	94.0%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.3%	10.6%
Hispanic	48.0	83.5%	90.3%	27.7%
White	7.7	13.4%	8.9%	58.4%
American Indian	0.0	0.0%	0.1%	0.3%
Asian	1.0	1.7%	0.1%	1.7%
Pacific Islander	0.8	1.4%	0.3%	0.2%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	24.9	43.3%	32.0%	23.8%
Females	32.6	56.7%	68.0%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.2%	1.4%
Bachelors	45.0	78.2%	79.4%	73.6%
Masters	12.5	21.8%	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	7.0	12.2%	14.3%	28.9%
6-10 Years Experience	6.0	10.4%	17.6%	19.0%
11-20 Years Experience	22.7	39.4%	39.3%	29.3%
Over 20 Years Experience	21.9	38.1%	26.0%	15.7%
Number of Students per Teacher	13.1	n/a	15.2	15.1

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 Campus Number: 031901047

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

Total Students: 752
 Grade Span: 06 - 08
 School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	17.0	8.8	6.3
Average Years Experience of Principals with District	3.0	8.4	5.4
Average Years Experience of Assistant Principals	5.0	8.4	5.3
Average Years Experience of Assistant Principals with District	4.0	8.2	4.7
Average Years Experience of Teachers:	17.1	15.1	11.1
Average Years Experience of Teachers with District:	16.6	14.3	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$49,007	\$47,218
1-5 Years Experience	\$53,250	\$49,170	\$50,408
6-10 Years Experience	\$57,329	\$50,423	\$52,786
11-20 Years Experience	\$53,678	\$55,575	\$56,041
Over 20 Years Experience	\$60,128	\$64,161	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$56,460	\$55,810	\$54,122
Professional Support	\$64,487	\$67,073	\$64,069
Campus Administration (School Leadership)	\$105,894	\$84,030	\$78,947
Instructional Staff Percent:	n/a	58.7%	64.5%
Contracted Instructional Staff (not incl. above):	253.0	3,598.0	6,043.6

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

Total Students: 752
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 School Type: Middle

Program Information	Campus		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	136	18.1%	34.1%	19.7%
Career & Technical Education	140	18.6%	31.3%	26.3%
Gifted & Talented Education	116	15.4%	12.0%	8.1%
Special Education	141	18.8%	12.1%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.7	1.2%	2.7%	6.4%
Career & Technical Education	1.0	1.8%	5.6%	4.9%
Compensatory Education	0.0	0.0%	0.9%	2.7%
Gifted & Talented Education	0.7	1.2%	0.5%	2.0%
Regular Education	43.8	76.2%	78.8%	71.4%
Special Education	11.3	19.6%	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](#)

