Brownsville Independent School District

Faulk Middle School

2019-2020 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Social Studies
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness

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

Mission Statement

Faulk Middle School will utilize all resources to provide equitable opportunities for students in order to produce well-rounded graduates who will pursue higher education and career opportunities to become responsible and resourceful citizens in an evolving society

Vision

The vision of Faulk Middle School is to educate all students to be responsible citizens and achieve high levels of academic excellence. Its faculty and staff are committed to providing a safe, positive and supportive environment for every student and member of the school community.

Faulk Creed

We believe that we will achieve. We are the Mighty Faulk Hawks.

We are exemplary-not only because we say it, but because our hard work and dedication ensure it.

We are motivated, united, and dedicated to our vision.

To us, excuses are not an option.

We choose to live our lives honestly, nonviolently, and honorably.

We behave responsibly and are committed to giving back to our community, family, and our world.

We believe in our potential. We believe it is our time to shine. We are one Super Team with one Super Vision: 7 STAAR Bound

We are Faulk-tastic!

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Comprehensive Needs Assessment

Revised/Approved: November 6, 2019

Needs Assessment Overview

Faulk Middle School, located at 2000 Roosevelt Street in Brownsville Texas, opened its door back in the Fall of 1957 and is currently celebrating its 62nd year educating the students of Brownsville. The campus is comprised of 58 classrooms, a cafeteria, library, dance hall, band hall, choir hall, and gymnasium. Currently, Faulk Middle School has seen an increase in its student population by over 300 students. Due to the closing of Cummings Middle School in Brownsville.

The student population at Faulk Middle School is approximately 1,115 and serves students in grades 6th (369), 7th (343), and 8th (403) Grade. According to the PEIMS Data Review of our campus profile, 99.6% of the student population is Hispanic, and .04% is Non-Hispanic. Additionally, 96.6% of the student body is classified as economically disadvantaged. The PEIMS report also shows that 40.5% of Faulk's student population are classified as English Language Learners, which many are first-generation Mexican Immigrants, and 14% of Faulk's total population are Special Education students.

Due to the location of the campus, which is surrounded by government subsidized housing assistance, many of the students come from homes which participate in state and federal assistance programs such as SNAP, TANF, and Medicaid. The students of Faulk Middle School receive a well-rounded instructional curriculum. Core courses are offered in every subject area, and classes such as Dance, Band, Choir, Art, Technology/Robotics, College and Career Readiness, and Spanish are also taught. The instructional programs include academic core subjects that are taught at various levels such as STEM, Gifted and Talented, Honors Placement, regular classes, resource, content mastery support, and life-skills classes. All students are required to meet passing standards of the grade level assessments which make up the State of Texas Assessments of Academic Readiness (STAAR) and the Texas English Language Proficiency Assessment (TELPAS).

As of the 2019 school year, 26.7% of the campus teachers have over ten years of teaching experience, and 17.6% of teachers at Faulk have over twenty years of teaching experience. The current staff at Faulk Middle School is comprised of 72 highly qualified certified teachers, five campus administrators, four counselors, 12 clerical personnel, 11 cafeteria staff, 6 maintenance/custodial staff, and 11 educational aides. The ethnicity of the Faulk Middle School staff is diverse with 95.5% Hispanic and 4.5% other. The teaching staff is also 50.4 % male and 49.6 % female.

Faulk Middle School is committed to the following District Reform Strategies: Sustaining Texas Literacy Initiatives: BOY/MOY/EOY Data Analysis, Explicit Instruction (Routines/Strategies, Fluency, and Comprehension), and Academic Vocabulary, Sheltered English/Esperanza Instruction, CIRCLE/Owl Model, Response to Intervention Model, Accelerated Reader Program, TEKS/ELPS, Language Enrichment, and the Dyslexia Program. Faulk Middle School uses its Title I, State Compensatory and other funds to upgrade the entire instructional program by implementing school-wide programs as authorized under the provisions of Public Law 107-110, Section 1114.

The District conducted comprehensive needs assessment surveys at the later part of the year to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on the CNA, the SBDM committee decided to concentrate on improving the passing rate of all students and student groups including Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on state assessments.

The goal is to have 90+ percent of all students and all student groups passing all parts of state mandated assessments for school year 2020-2021 and to increase the "master" performance level in all content areas. After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following areas of improvement will be addressed: Attain attendance rates through student motivational activities such as perfect attendance awards and prize drawings through "Believe in BISD".

Also, in an effort to increase student attendance, teachers will be prepared to monitor attendance and know which action steps to take when students are not meeting

attendance requirements. Migrant, At-Risk and all other student subgroups will be provided with supplemental supplies to increase their attendance rate. Provide tutorials to students that are demonstrating a need to improve. Migrant and At-Risk students will be provided with supplemental supplies as needed. Supplemental materials and/or software will be purchased to aid teachers in implementing the curriculum and recognition materials (i.e. trophies, plaques, etc.) will be purchased to recognize students' achievement (attendance or academic). Provide "Bullying and Safety" presentations for all students at the beginning of the school year to promote a safe, comfortable and learning environment and provide a school wide discipline behavior plan to decrease discipline issues. Allot time to work with teachers displaying weak instructional methods and who are in need of classroom management strategies. Provide teachers more Professional Development on explicit instruction and more time for planning intervention instruction to meet STAAR standards for all student populations. Promote a more active parental involvement by creating a school climate that support family/school involvement and invite parents to present talks and/or demonstrations about their specialized knowledge or skills. Increase formal and informal communication with parents, staff, and students. Technology that will support classroom instruction and provide more computer access for students in all classrooms.

To accomplish these objectives, Faulk Middle School will provide opportunities for all children in meeting the State's "master" level of academic performance and use effective methods and instructional strategies that are established on scientifically based research that... Strengthen the core academic program; Increase the amount and quality of learning time, including the funding of an after-school tutorial/ summer school/ enrichment program, for students who are At-Risk and in need of continuity in their instructional program to be successful in the succeeding school year; Include strategies for meeting the educational needs of historically under-served populations; and Include strategies to address the needs of all children in school, particularly the needs of low-achieving at-risk students who are not meeting the State student academic achievement standards.

Faulk Middle school will continue to provide support to all learners and because this campus is a part of the Project Rise initiative, extensive professional development and support continues to be provided to faculty and staff. For the academic year of 2019-2020, the state of Texas has waived STAAR assessment requirements due to the COVID-19 pandemic crisis. All teachers have continued to provide instruction, special education has continued instructional support using varied online means including but not limited to: Remind APP, Google classroom, Edginuity, instruction via Zoom, etc.

	Component Score	Scaled Score	Rating
Overall		**87**	**B**
Student Achievement	**Domain I**	**80**	**B**
STAAR Performance	49	80	
School Progress	**Domain II**	**91**	**A**
Academic Growth	69	75	C

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	Component Score	Scaled Score	Rating
Relative Performance (Eco Dis: 96.6%)	49	91	A
Domain III		**78**	**C**
Closing the Gaps	62	78	C

Demographics

Demographics Summary

CNA Procedures for Demographics:

The SBDM committee will meet once every six weeks to review the CIP goals and to amend appropriate to campus needs.

Data Sources Reviewed: The SBDM committee reviewed various data sources that have been listed in this year's CIP Comprehensive Needs Assessment Data Documentation Section.

The student population at Faulk Middle School is approximately 1,099 and serves students in grades 6th (354), 7th (418), and 8th (327) Grade. According to the PEIMS Data Review of our campus profile, 99.1% of the student population is Hispanic, and .09% is Non-Hispanic. Additionally, 95% of the student body is classified as economically disadvantaged. The PEIMS report also shows that 33.2% of Faulk's student population are classified as English Language Learners, which many are first-generation Mexican Immigrants, and 13.1% of Faulk's total population are Special Education students. The drop out rate is 0%.

Demographics Strengths

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

- Number of students in the Honors /GT/STEM course
- The school utilizes school messenger to communicate with parents immediately on upcoming and important issues.
- Teachers work on failure lists to have open communication with students and parents on their child's progress.
- Students are provided with opportunities to take part in multiple extracurricular activities such as: athletics, fine arts and clubs.

Demographics Needs

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

1. Maintain attendance rates and meet the district goals of 97% attendance by increasing parental involvement, calling students home and making home visits when they are absent.

2. Provide support for At-Risk population by increasing the number of students who exit the bilingual program by providing after-school tutorial and having the bilingual lab open in the mornings to help increase language development.

3. Increase support for students that are retained by providing after-school tutorials, enrichment courses and SSI remedial support.

4. Reduce the Failure Rates per semester and school year.

To best support campus efforts and meet the identified needs at the District and Campus level; activities, resources, and implementation time lines related to demographics are set forth in all sections of the 2019-2020 Campus Improvement Plan.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Campus attendance rate has decreased in the past 4 years. **Root Cause:** School-wide accountability system was not implemented consistently to monitor absences and promote attendance.

Student Academic Achievement

Student Academic Achievement Summary

CNA Procedures for Student Academic Achievement:

SBDM, Departments, and Teams will meet regularly for data analysis and will set goals aimed at improving student achievement.

Data Sources Reviewed: The SBDM committee reviewed various data sources that have been listed in this year's CIP Comprehensive Needs Assessment Data Documentation Section.

STAAR Summary of 6th- 8th Grades Tested

	2019 Official Scores and change from previous year.	**2019 Official Scores and change from previous year.**	**2019 Official Scores and change from previous year.**
	Approaches	**Meets**	**Masters**
Grade 6			
Reading	67% (+3%)	29% (No Change)	12% (-1%)
Mathematics	80% (+1%)	45% (+5%)	19% (+5%)
Grade 7			
Reading	78% (+4%)	46% (+2%)	24% (No Change)
Mathematics	86% (+16%)	56% (+17%)	27% (+8%)
Writing	82% (+12%)	49% (+10)	16% (+5%)
Grade 8			
Reading	84% (+6%)	48% (+9%)	18% (No Change)
Mathematics	91% (-1%)	49% (+7%)	3% (+3%)
Science	71% (+9%)	35% (+4%)	15% (+1%)
Social Studies	68% (+9%)	39% (+12%)	22% (+6%)
Algebra	100% (No Change)	99% (-1%)	96% (+4%)

Performance Variations Between All Student Groups and All Grades (**DOMAIN 3 VALUES** - MEETS SCORES ARE REPORTED BELOW)

	All Students	**Hispanic**	**Continously Enrolled**	**Non-Continuosly Enrolled**	**Economically Disadvantaged**	**Special Ed**	**EL (Current and Monitored)**
All Subjects	47%	47%	48%	38%	46%	21%	38%

	All Students	Hispanic	Continously Enrolled	Non-Continuosly Enrolled	Economically Disadvantaged	Special Ed	EL (Current and Monitored)
Reading	41%	41%	42%	34%	40%	20%	32%
Mathematics	56%	56%	57%	49%	55%	22%	49%
Writing	49%	49%	50%	46%	48%	17%	36%
Science	39%	39%	44%	16%	39%	22%	31%
Social Studies	39%	39%	42%	26%	39%	24%	30%

Domain 1 - 80

Domain 2a - 75

Domain 2b - 91 (STATE USED THIS DOMAIN FOR OVERALL GRADE)

Domain 3 - 78 (STATE USED THIS DOMAIN FOR OVEALL GRADE)

Overall Grade: 87 (B)

Student Academic Achievement Strengths

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

1. Maintain and increase TELPAS scores
2. Number of students who exited bilingual program

Student Achievement Needs

Summary of Needs: After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following Student Achievement areas of improvement would be addressed for all student populations including migrant students.:

1. Accelerated Instruction: Provide students with tutorials to improve academic achievement to help improve Reading, Writing, Math, Science, and Social Studies STAAR scores. maintain Algebra I scores and Advanced performance levels for all sub-populations.

2. Materials and Supplies: Provide students / teachers with materials, technology equipment, and supplies to help differentiate to help improve Reading, Writing, Math, Science, and Social Studies STAAR scores. maintain Algebra I scores and Advanced performance levels for all sub-populations.

3. Bilingual Resources: Maintain and increase Advanced High scores on TELPAS by providing resources that target bilingual students (Print Materials, STAAR Workbooks, Consumables, Accelerated Reader, Software).

4. Extra Curricular Activities- Increase the number of extracurricular activities or clubs that the students can join; thus increase the academic performance because of "No Pass / No Play". Motivate students to participate in extracurricular activities such as Science Fair, History Fair, One Act Play, Chess, Brainsville, Kids Voting, etc.

5. Provide the students with field experiences to gain knowledge of College & Career Readiness opportunities/Principles of Engineering, will be allowed to tour local campuses and take out of town CTE field trips.

6. Student Social / Emotional Needs: Increase student attendance on campus in order to increase student academic performance and participation by providing six weeks incentives, and personal student needs such as clothing, counseling, school supplies and personal hygiene supplies. This includes the migrant population.

7. Increase the number of student who exit the bilingual program by providing after-school tutorials, increasing the selection of literature for students to read and by providing students with a computer lab for A/R testing, ESL Reading Smart, tutorials and other sub populations.

8. Instructional aides will provide classroom support and monitor appropriate instructional strategies to improve student achievement.

9. Implement Response to Intervention strategies to support student academic growth. Teachers will monitor progress and monitor interventions of struggling students.

10. Implement an integrated challenging inquiry-centered curriculum and offer high-level courses such as Algebra I, Spanish AP.

11. Provide a summer bridge program for incoming 6th grade students.

To best support campus efforts and meet identified needs at the District and Campus level; activities, resources, and implementation time lines related to Student Achievement are set forth in core-area, At-Risk, and Migrant Education sections of the 2019-2020 Campus Improvement Plan.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: EL and SPED student performance in all tested areas was below the overall student performance. **Root Cause:** ELPS, SIOP and TLI routines were not implemented with fidelity and needed frequency. Instruction needed to include more high impact strategies for reading based on RTI tiers.

School Processes & Programs

School Processes & Programs Summary

CNA Procedures for School Processes and Programs:

Faulk M.S. conducted campus surveys in each of the components of the Campus Improvement Plan. The survey results were reviewed by department and team meeting members so that stakeholders were made aware of results. The entire faculty along with SBDM members reviewed the results of the survey, STAAR scores, TELPAS scores, SELP/SSLP, and 7th Grade Fluency Test and Algebra I Scores. The faculty was then divided into committees and assigned the 2019-2020 CIP to review the plan and decide what improvements needed to be incorporated. Each committee then submitted a revised CIP to be utilized during 2019-2020 and made recommendations as to what activities, resources and funds needed to be allocated towards the 2019-2020 Campus Improvement Plan.

Data Sources Reviewed: The SBDM committee reviewed various data sources that have been listed in this year's CIP Comprehensive Needs Assessment Data Documentation Section.

School Processes & Programs Strengths

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

1. Work closely with HR Department
2. Walkthrough Data
3. Professional Development attendance
4. GT / AP Compliance

Staff Quality, Recruitment, and Retention Needs

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

1. Professional Development: Increase teacher and administration's participation in professional development (in and out of district opportunities).

2. The teachers, administration, and counselors need training to receive additional training on effective strategies, differentiating instruction based on student needs or/and data throughout the year at weekly meetings through intensive intervention research based literacy instruction, a book study, and practices provided by Campus Administration and Curriculum & Instruction Specialists. Campus will consult with Region One for Professional Development opportunities. The campus will also supply travel money to attend Region One Training and Texas Assessment Conference.

3. The teachers will receive additional training on the eschool dicipline section in order to reduce ISS, OSS, and student removals.

4. The teachers will be expected to conduct peer coaching during each semester in order to gain knowledge and learn from peers, and by completing instructional rounds to both our campus and other district campuses

5. Teacher retention will be maintained by providing district stipends for certifications, and for attending various professional development sessions.

6. Special Education teachers will attend regular education training provided by the District and Campus in order to improve instruction in inclusion and resource classes and increase Sp.Ed. Students test scores and grades.

To best support campus efforts and meet identified needs at the District and Campus level; activities, resources, and implementation timelines related to Staff Quality, Recruitment and Retention are set forth in all sections of the 2019-2020 Campus Improvement Plan.

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

1. Duty Rosters are available.
2. Administrative team meets with department chairs / lead teachers.
3. School structures.
4. Master Schedule includes department and teaming by grade level
5. Students are encouraged to participate in Extracurricular activities.

School Context and Organization Needs

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

7. Increase the recruitment of master teachers who are available to work tutorials or Saturday academies in order to increase student achievement.

8. Increase the number of students who actively participate in Accelerated Reading by providing students with books and library availability in the morning and after school and by having incentives for students who reach a certain number of points.

9. Ensure that all teachers conduct peer coaching in order to learn strategies and get ideas from their peers.

To best support campus efforts and meet identified needs at the District and Campus level; activities, resources, and implementation timelines related to School Context and Organization are set forth in the 2019-2020 Campus Improvement Plan.

Perceptions

Perceptions Summary

CNA Procedures for Perceptions

Faulk M.S. conducted campus surveys in each of the components of the Campus Improvement Plan. The survey results were reviewed during a faculty meeting so that all stakeholders were made aware of results. The entire faculty along with SBDM members reviewed the results of the survey, STAAR scores, TELPAS scores, SELP/SSLP, and 7th Grade Fluency Test and Algebra I Scores. The faculty was then divided into committees and assigned the 2019-2020 CIP to review the plan and decide what improvements needed to be incorporated. Each committee then submitted a revised CIP to be utilized during 2019-2020 and made recommendations as to what activities, resources and funds needed to be allocated towards the 2019-2020 Campus Improvement Plan.

Data Sources Reviewed: The SBDM committee reviewed various data sources that have been listed in this year's CIP Comprehensive Needs Assessment Data Documentation Section.

Perceptions Strengths

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

1. Positive School Climate
2. Students / Parents feel campus is safe and encouraging place
3. High turn out during Open House
4. Improvements to facilities

School Culture and Climate Needs

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

1. Student Awards and Incentives: Faulk MS will provide students with incentives and awards to recognize and celebrate student success.

2. Promote more parent participation in Parent Meetings by sending out Parent Meeting flyers with students, calling parents at home, sending school messenger notifications, and making home visits. This is inclusive of the migrant population.

3. Parent/Teacher collaboration meetings by providing parents with teacher conference times via school website and newsletter and increasing the number of parents who sign up to get access to their child's grades. This is inclusive of the migrant population.

4. Provide parents with "Academic Night" in order to communicate with parents regarding their child's academic grades in order to increase parental involvement and communication.This is inclusive of the migrant population. (Supplies & IP Phones)

5. Healthy Students: Provide students with supplies needed to promote healthy habits and routines.

6. Healthy Environment: Provide a healthy school environment to assist in meeting the needs of the general school population and those with health conditions. Initiate and maintain effective procedures for materials, supplies and records.

7. Promote a positive/motivating environment by performing upgrades to facilities.

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

1. Parents understood their child's report card.
2. Progress Reports.
3. Meetings were held in the language parents understood.
4. Campus has a welcoming environment and provides enriching classes for parents.

Family and Community Involvement Needs

Summary of Needs: After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following Family and Community areas of improvement would be addressed for all student populations including migrant students.

8. Increase the number of parents with Home Access Center by providing training during parent meetings and offering assistance when parents stop by the campus office.This is inclusive of the migrant population.

9. Parental Involvement Meetings: Increase the number of participation in parent meetings by sending parent notification flyers, calling parents and making home visits to notify them of upcoming meetings/attendance concerns and by having parent night during the school year for additional parental involvement opportunities and providing a light snack.This is inclusive of the migrant population.

10. Encourage parents to be active participants in students' academic and discipline by sending parent meeting flyers home and calling parents to encourage attendance and by coordinating parent conferences and field trips to enhance participation.This is inclusive of the migrant population.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- Local diagnostic math assessment data
- Running Records results
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, 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
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: May 21, 2019

Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 1: Faulk Middle School student performance (all students/all grades/all subjects) will exceed all 2018-2019 STAAR scores at the Approaches, Meets, and Masters Level of performance by 5 percentage points.

Evaluation Data Sources: STAAR/EOC performance reports not available due to COVID-19. Progress evaluation based on District Benchmarks and other assessments.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			**Summative**
Strategy 1: ELA, math, science and history teachers will meet during both team and department planning to align curriculum with both vertical and horizontal alignment, TEKS objectives, district frameworks, benchmarks, TELPAS, STAAR, formative evaluations, integrate core content areas through warm ups and other classroom activities and differentiate instruction for all learners and analyze data using AWARE, Tango, STAAR Data, or campus evaluations. AYP Initiative Curriculum Writing Workshops will take place afterschool and/or on Saturday's to ensure alignment in curriculum and to plan to accelerated instruction. Will purchase supplies, scanners and materials for training. Population: All Students Timeline: Weekly - August 2019 - May 2020 **Strategy's Expected Result/Impact:** Formative: Walkthroughs, progress reports, semester exams, grades, benchmark grades, professional portfolios, Summative: STAAR, TELPAS. **Monitor:** Principal, Dean of Instruction, Assistant Principals	**Nov**	**Feb**	**Apr**	**June**
	40%	70%	80%	→

Strategy 2 Details	Reviews			

Strategy 2: Staff collaborative curriculum alignment planning in house and with district reading/ELA, math, science curriculum specialists, CTE, Special Education, Bilingual/ESL Department support staff will provide in classroom support and monitor implementation of appropriate instructional strategies and routines for these populations which ultimately results in interdisciplinary/multi-disciplinary projects integrating all appropriate content areas.
 	
Population: All Students
Timeline: Weekly - August 2019 - May 2020
   Strategy's Expected Result/Impact: Formative: Walkthroughs, Progress Reports, Report Cards, Summative: STAAR, District Benchmark exams, and/or EOC scores in reading/ELA, math and science for CTE Special Education and ELL students. Increased numbers of Distinguished Achievement Plan graduates for CTE, TELPAS
   Monitor: Dean of Instruction
   Comprehensive Support Strategy
	Formative			Summative

	Nov	Feb	Apr	June
	40%	65%	80%	→

Strategy 3 Details	Reviews			

Strategy 3: While using technology resources and accessories, teachers will conduct six-weeks tests, benchmarks, CPAs, tests in reading/ELA, fluency assessments, math, science and history as well as reflective conferences with both teachers and students on disaggregated results.
 	
Population: All Students
 	
Timeline: August 2019 - May 2020
 	
Student Academic Achievement Need#2
   Strategy's Expected Result/Impact: Formative: Walkthroughs, Progress Reports, Report Cards, Summative: STAAR, TELPAS
   Monitor: Dean of Instruction
   Title I Schoolwide Elements: 2.4 - **Comprehensive Support Strategy**
   Funding Sources: Media Center Print Jobs - CPAS/BENCHMARKS (SAA#2) - 162 State Compensatory - 162-11-6399-XX-043-XX-Y-XX-XXX-Y - $1,600, GENERAL SUPPLIES - Media Center (SAA#2) - 199 Local funds - 199-11-6399-16-043-Y-11-000-Y - $100, TELPAS Testing Subs (SAA#2) - 163 State Bilingual - 163-11-6112-XX-043-Y-XX-XXX-Y - $5,000, TELPAS Testing Subs (SAA#2) - 263 Title III-A Bilingual - 263-11-6112-XX-043-Y-XX-XXX-Y - $5,500
	Formative			Summative

	Nov	Feb	Apr	June
	40%	100%	100%	→

Strategy 4 Details	Reviews			
	Formative			Summative

Strategy 4: Provide Accelerated Instruction, Saturday Academies, extended day/week/year learning academies for students based on six-weeks benchmark and EOY STARR tests results. Provide after-school accelerated instruction and Saturday academies, while using the BISD transportation system, for identified low-performance students and at-risk students to prepare for the Reading, Writing, Math, Science, History STAAR, TELPAS, and the Algebra I EOC assessment, including but not limited to SSI accelerated instruction. Provide 18 hours of additional accelerated instruction for AP Spanish students outside of regular classroom setting.
 	
Population: All Students (G/T, Honors, LEP, Non-LEP, SPED, RTI, 504, and Parental Denials)
 	
Timeline: August 2019 - May 2020
 	
Student Academic Achievement Need #1
    Strategy's Expected Result/Impact: Formative: Six Weeks Passing/Failing Rates, Benchmarks, Attendance Summative: STAAR scores, TELPAS, PBMAS
    Monitor: Dean of Instruction
    Title I Schoolwide Elements: 2.4, 2.5, 2.6
    Funding Sources: Professional Extra Duty Pay - W/Fringes (SAA#1) - 211 Title I-A - 211-11-6118-00-043-Y-30-0F2-Y - $64,716, Bus Transportation (SAA #1) - 211 Title I-A - 211-11-6494-00-043-Y-30-0F2-Y - $25,000, Professional Extra Duty Pay (SAA#1) - 162 State Compensatory - 162-11-6118-00-043-Y-XX-XXX-Y - $41,138, ESL Tutorials (SAA#1) - 163 State Bilingual - 163-11-6118-00-043-Y-XX-XXX-Y - $2,400
	Nov
	
	40%
		Feb
		
		65%
			Apr
			
			80%
				June
				
				→

Strategy 5 Details	Reviews			
	Formative			Summative

Strategy 5: Teachers will use a variety of print materials and workbooks/consumables that focus on the STAAR Testing Subjects and include items such as short stories, biographies, historical literature and include social studies topics in lessons to address student needs.
 	
Population: All Students, LEP
 	
Timeline: August 2019 - May 2020
 	
Student Academic Achievement Need #3
    Strategy's Expected Result/Impact: Formative: Walkthroughs
Lesson Plans
A/R Points
Summative: STAAR scores
TELPAS
    Monitor: Dean of Instruction and Department Chairs
    Funding Sources: General Supplies - Workbooks (SAA#3) - 263 Title III-A Bilingual - 263-11-6399-XX-043-Y-XX-XXX-Y - $4,758
	Nov
	
	40%
		Feb
		
		65%
			Apr
			
			80%
				June
				
				→

Strategy 6 Details	Reviews			
Strategy 6: Teachers will incorporate the Accelerated Reading Program (AR) and reading materials into the curriculum to apply literary elements and reinforce reading comprehension in order to understand the array of different texts.	Formative			Summative
	Nov	Feb	Apr	June
Population: All Students (G/T, Honors, LEP, Non-LEP, SPED, RTI, 504, and Parental Denials) Timeline: August 2019 - May 2020 Student Academic Achievement Need#3 **Strategy's Expected Result/Impact:** Formative: AR Points, Six Weeks Exam, Semester Grades Summative: STAAR Scores **Monitor:** Librarian **Funding Sources:** Reading Materials (SAA#3) - 211 Title I-A - 211-12-6329-00-043-Y-30-0F2-Y - $5,200, Library - Subscriptions (SAA#3) - 199 Local funds - 199-12-6325-00-043-Y-99-000-Y - $600, Scholastic Magazines (SAA#3) - 211 Title I-A - 211-11-6325-00-043-Y-30-0F2-Y - $2,820	40%	60%	80%	→

Strategy 7 Details	Reviews			
Strategy 7: Dyslexia teacher will have reading and dyslexia lab classes throughout the day to assist those students in the dyslexia program and will meet with regular education teachers on a six weeks basis to monitor student progress.	Formative			Summative
	Nov	Feb	Apr	June
Population: All Students Timeline: August 2019 - May 2020 **Strategy's Expected Result/Impact:** Formative: Six Week Grades Semester Exams Summative: STAAR scores **Monitor:** Faulk 504 Assistant Principal	40%	65%	80%	→

Strategy 8 Details	Reviews			
Strategy 8: Teachers will target Advanced High TELPAS proficiency levels in order to increase number of at-risk students who exit the bilingual program. Teachers will follow English Language Proficiency standards in their classroom instruction and post to target ELPS objectives. A stipend will be allocated to the teacher servicing bilingual students.	Formative			Summative
	Nov	Feb	Apr	June
Population: LEP students and Parental Denials Timeline: August 2019 - June 2020 **Monitor:** Faulk Bilingual Assistant Principal **Comprehensive Support Strategy**	40%	100%	100%	→

Strategy 9 Details	Reviews			
	Formative			**Summative**

Strategy 9: Campus instructional aides will provide classroom support and monitor implementation of appropriate instructional strategies and will assist At-Risk students with core academic activities in order to improve student performance and attend professional development in the latest scientific research-based strategies.
 	
Population: All Students
 	
Timeline: August 2019 - May 2020
    Strategy's Expected Result/Impact: Formative: Benchmark Scores, Student Progress Reports, and Classroom Observations
    Summative: STAAR Scores
    Monitor: Principal and Assistant Principals
	Nov	**Feb**	**Apr**	**June**

	40%	65%	80%	→

Strategy 10 Details	Reviews			
	Formative			**Summative**
Strategy 10: In order to improve Reading/ELA, Math, Science, Social Studies academic performance, will use Title I-A, State Compensatory, 199, 166, and Bilingual monies, so that teachers can incorporate instructional resources and necessary supplies/materials, that are supplemental to the curriculum. Also, robots, rockets, airplanes and helicopters, electric car accessories, and STEM materials will be purchased for Science and Math classes. Supplies and materials will also be purchased for Administrative use.	**Nov**	**Feb**	**Apr**	**June**

Population: All Students (G/T, Honors, LEP, Non-LEP, SPED, RTI, 504, and Parental Denials)
 	
Timeline: August 2019 - May 2020
 	
Student Academic Achievement Need #2
    Strategy's Expected Result/Impact: Formative: Student progress reports, lesson plans, benchmark scores, classroom observations
    Summative: STAAR Scores
    Monitor: Principal and Dean of Instruction
    Title I Schoolwide Elements: 2.4
    Funding Sources: General Supplies (SAA#2) - 211 Title I-A - 211-11-6399-00-043-Y-30-0F2-Y - $45,550, General Supplies - STEM (SAA#2) - 211 Title I-A - 211-11-6399-00-043-Y-30-STM-Y - $1,000, General Supplies - Admin (SAA#2) - 211 Title I-A - 211-23-6399-00-043-Y-30-0F2-Y - $2,500, General Supplies (SAA#2) - 162 State Compensatory - 162-11-6399-00-043-Y-30-000-Y - $16,505, General Supplies - ESL (SAA#2) - 163 State Bilingual - 263-11-6399-00-043-Y-XX-XXX-Y - $3,750, GENERAL SUPPLIES (SAA#2) - 199 Local funds - 199-11-6399-00-043-Y-11-000-Y - $4,500, General Supplies - SPED (SAA#2) - 166 State Special Ed. - 166-11-6399-00-043-Y-23-XXX-Y - $5,120, General Supplies - Ink (SAA#2) - 211 Title I-A - 211-11-6399-62-043-Y-30-AYP-Y - $2,500, General Supplies -SPED - Ink (SAA#2) - 166 State Special Ed. - 166-11-6399-62-043-Y-23-000-Y - $400, General Supplies - Admin (SAA#2) - 199 Local funds - 199-23-6399-00-043-Y-99-000-Y - $2,000
	40%	65%	80%	→

Strategy 11 Details	Reviews			
Strategy 11: Implement interventions through the Response to Intervention (RtI) 3 Tier Model in order to support student academic growth,use data to identify areas of need and monitor progress of struggling student.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Population: All Students Timeline: August 2019 - June 2020 **Strategy's Expected Result/Impact:** Formative: Sign in sheets, agenda. Summative: RTI folders, Texas Middle School Fluency Assessment (TMSFA), Progress Monitoring, Benchmark Results. **Monitor:** Faulk RtI Coordinator **Title I Schoolwide Elements:** 2.6 - **Comprehensive Support Strategy**	40%	65%	80%	→

Strategy 12 Details	Reviews			
Strategy 12: Implement coordination and collaboration meetings once every six weeks between Special Education, Bilingual/ESL teachers and CTE teachers of record to plan instructional strategies and support systems for Bilingual and Special Education students in CTE classroom instruction.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Population: All Students (G/T, Honors, LEP, Non-LEP, SPED, RTI, 504, and Parental Denials). Timeline: August 2019 - May 2020 **Strategy's Expected Result/Impact:** Formative: Coordination/ collaboration meeting schedules and attendance sign-in sheets Summative: Six Weeks **Monitor:** Administration Special Ed Department LPAC Teachers **Comprehensive Support Strategy**	40%	65%	65%	→

Strategy 13 Details	Reviews			
Strategy 13: Monitor teachers' use of data for driving instructional decisions via profile sheets, lesson plans aligned to test results & conduct collaborative conferences.	**Formative**			**Summative**
	Nov	Feb	Apr	June

Population: All Students
 	
Timeline: August 2019 - May 2020
    Strategy's Expected Result/Impact: Formative: Coordination/ collaboration meeting schedules and attendance sign-in sheets
    Summative: Semester Grades
    Monitor: Administration,
Department Chairs,
Teachers,
	40%	65%	80%	→

Strategy 14 Details	Reviews			
Strategy 14: Implement an integrated challenging, standards-based, inquiry-centered, curriculum. Offer high-level courses at Faulk by selecting students using specific criteria based on course listing guide to enroll 8th grade students in Algebra I and 6th-8th grade Honors/GT class following the criteria as stated by the Advanced Academics Department and ensuring success in EOC test by providing accelerated instruction.	**Formative**			**Summative**
	Nov	Feb	Apr	June

Population: Honors/GT students.
 	
Timeline: August 2019 - May 2020
    Strategy's Expected Result/Impact: Formative: STAAR Summative: Six Weeks Grades Benchmarks
    Monitor: Administration,
Teachers
	40%	65%	80%	✗

Strategy 15 Details	Reviews			
Strategy 15: All students will conduct labs in designated Science Labs, hands-on activities, or demonstrations 40% of instructional time.	**Formative**			**Summative**
	Nov	Feb	Apr	June

Population: All Students.
 	
Timeline: August 2019 - May 2020
    Strategy's Expected Result/Impact: Formative: Lesson Plans, C-Scope lessons, Lab Write-ups Summative: STAAR, TELPAS, TAPR
    Monitor: Administration,
Science Dept. Chair, Science Teachers
    Comprehensive Support Strategy
	40%	65%	80%	→

Strategy 16 Details	Reviews			
Strategy 16: Robotics Club students will attend and compete at various robotics competition through out the year. Student Academic Achievement Need #4 Population: Robotics Club Timeline: August 2019 - May 2020 **Strategy's Expected Result/Impact:** Formative: Club sign in sheets. Summative: Competition Results **Monitor:** Dean, Robotics Sponsors **Comprehensive Support Strategy** **Funding Sources:** Meals for Robotics Competition - 164 State Career and Technical Education - 164-36-6412-SC-043-Y-11-072-Y - $1,000	**Formative**			**Summative**
	Nov	Feb	Apr	June
	40%	65%	80%	→

Strategy 17 Details	Reviews			
Strategy 17: All G/T students will complete a research project for the History and Science Fair Competition. . Population: All Students. Timeline: August 2019 - May 2020 **Strategy's Expected Result/Impact:** Formative: History Fair History Fair Project Library Schedule Summative: Six Weeks Exam **Monitor:** Administration, Teachers	**Formative**			**Summative**
	Nov	Feb	Apr	June
	40%	100%	100%	→

Strategy 18 Details	Reviews			
Strategy 18: All students will participate in KIDS Voting USA in order to understand the voting process and its place in Democratic society. Population: All Students. Timeline: August 2019 - May 2020 **Strategy's Expected Result/Impact:** Formative: Lesson Plans Walkthroughs Observations Benchmarks Summative: STAAR, Teacher Access Center, TELPAS **Monitor:** Administration, History Teachers	**Formative**			**Summative**
	Nov	Feb	Apr	June
	100%	100%	100%	→

Strategy 19 Details	Reviews			

Strategy 19: Teachers will follow the aligned curriculum for Honors courses in the core areas of English, Math, Science, Social Studies and Spanish Language and Literature.
 	
Population: All students
 	
Timeline: August 2019 - May 2020
   Strategy's Expected Result/Impact: Formative: Curriculum Documents
   Summative: STAAR, TELPAS, TAPR
   Monitor: Administration
   Counselors
   Teachers
	Formative			Summative

	Nov	Feb	Apr	June
	40%	65%	80%	→

Strategy 20 Details	Reviews			

Strategy 20: Counselors will give classroom presentations on positive work habits, and coping with test anxiety.
 	
Population: All students
Timeline: August 2019 - May 2020
   Strategy's Expected Result/Impact: Formative: Curriculum Documents
   Summative: STAAR, TELPAS, TAPR
 	
   Monitor: Administration
   Counselors
   At-Risk Counselor
   Teachers
	Formative			Summative

	Nov	Feb	Apr	June
	40%	65%	80%	→

Strategy 21 Details	Reviews			

Strategy 21: Students will utilize computer instruction which will provide students with an engaging, challenging, and high DOK curriculum to support rigor and student achievement through use of this technology in enrichment, accelerated instruction, and alongside the instructional curriculum. Computer Labs and classrooms with this software will support Reading, Math, Science and Social Studies curriculum. Programs include Compass and other supplemental supports to the curriculum.
 	
Population: All students
Timeline: August 2019 - May 2020
    Strategy's Expected Result/Impact: Formative: Training sign in sheets and feedback.
    Exemplar Lessons
    Summative: :
    STAAR results
    Commended Levels
    Monitor: Campus Administrators
    Curriculum Specialist
    Dean of Instruction
    Teachers
    Special Ed Department
    ESL Department
	Formative			Summative

	Nov	Feb	Apr	June
	✗	✗	✗	✗

Strategy 22 Details	Reviews			

Strategy 22: Campus instructional aides will provide classroom support and monitor implementation of appropriate instructional strategies. Clerical staff will monitor attendance and contact parents to ensure student accelerated instruction attendance and documentation is kept. Overtime pay will be allocated for para-professionals completing these duties beyond the normal working hours.
 	
Population: All Students
Timeline: August 2019 - May 2020
    Strategy's Expected Result/Impact: Formative: Timesheets, classroom observations
    Summative: accelerated instruction / attendance, timesheets
    Monitor: Principal
    Dean of Instruction
	Formative			Summative

	Nov	Feb	Apr	June
	✗	✗	✗	✗

Strategy 23 Details				Reviews			
Strategy 23: Teachers will continue to use TLI Strategies in the classroom to meet the district ELAR Plan and Grant Sustainability.				**Formative**			**Summative**
Timeline: August 2019 - May 2020				Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Formative: Lesson Plans Walkthroughs Observations Benchmarks Summative: STAAR, Teacher Access Center, TELPAS **Monitor:** Administration and Teachers **Comprehensive Support Strategy**				40%	65%	80%	→

Strategy 24 Details				Reviews			
Strategy 24: The campus will follow the strategies outlined in the district Literacy Plan.				**Formative**			**Summative**
Timeline: August 2019 - May 2020				Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Formative: Lesson Plans Walkthroughs Observations Benchmarks Summative: STAAR, Teacher Access Center, TELPAS **Monitor:** Administration and Teachers **Comprehensive Support Strategy**				40%	65%	80%	✗

Strategy 25 Details				Reviews			
Strategy 25: Instructional materials, duplicating paper, copy machine and laminating machine maintenance will be ordered/maintained to best ensure that teachers focus on student instruction.				**Formative**			**Summative**
Population: Faculty				Nov	Feb	Apr	June
Timeline: August 2019 - May 2020 Student Academic Achievement Need #2 **Strategy's Expected Result/Impact:** Formative: Walk throughs, observations, surveys Summative: Teacher feedback/surveys **Monitor:** Administration **Funding Sources:** Copy Paper (SAA#2) - 211 Title I-A - 211-11-6396-00-043-Y-30-0F2-Y - $3,500, Copy Paper (SAA#2) - 162 State Compensatory - 162-11-6396-00-043-Y-30-000-Y - $3,000, Copy Paper (SAA#2) - 199 Local funds - 199-11-6396-00-043-Y-11-000-Y - $3,000				40%	65%	80%	→

Strategy 26 Details		Reviews			

Strategy 26: Project RISE Master Teachers will meet with teachers to conduct observations and provide feedback on the effectiveness of classroom instruction.
 	
Population: Faculty
Timeline: August 2019 - May 2020
 	
School Process and Program Needs #1
    Strategy's Expected Result/Impact: Formative: Walk through, observations, Master teacher conference notes
 	
    Summative: STAAR Scores, Master Teacher Logs
    Monitor: Principal, Dean of Instruction
    Funding Sources: Project RISE Funds - XXX Grant Funds - 287-XX-XXX-XX-043-Y-24-TIF-Y - $134,561
		Formative			Summative

		Nov	Feb	Apr	June
		40%	60%	80%	→

Strategy 27 Details		Reviews			

Strategy 27: Student incentives and awards will be purchased and issued every six weeks to recognize student achievement. An awards ceremony will be conducted at the end of each school year to recognize and celebrate success.
 	
Timeline: August 2019 - May 2020
 	
Perception Needs #1
    Strategy's Expected Result/Impact: Formative: Surveys, inventory of awards
    Summative: Awards program
    Monitor: Principal, Dean, Administration, counselors
    Funding Sources: Misc Costs - Awards (Perception #1) - 211 Title I-A - 211-11-6498-00-043-Y-30-0F2-Y - $5,000, MISCEL OPERATING COSTS- AWARDS (Perception #1) - 199 Local funds - 199-11-6498-00-043-Y-11-000-Y - $2,000, MISCELLANEOUS OPERATING COSTS - Food (Perception #1) - 199 Local funds - 199-11-6499-53-043-Y-11-000-Y - $7,000, Awards - SPED (Perception #1) - 166 State Special Ed. - 166-11-6498-00-043-Y-23-XXX-Y - $800
		Formative			Summative

		Nov	Feb	Apr	June
		40%	65%	80%	→

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 2: Faulk Middle School Career and Technical Education student participation will increase by 5 percentage points over 2018-2019 - it will include elements of the BISD Phase I Future Ready Plan. - Curriculum, Instruction, and Assessment.

   Evaluation Data Sources: CTE enrollment PEIMS reports, Future Ready Survey Results

   Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: 100% of 8th grade students will enroll in a CTE course that focuses on College and Career Readiness.	**Formative**			**Summative**
Population: All 8th grade students.	**Nov**	**Feb**	**Apr**	**June**

Timeline: August 2019 - May 2020
   Strategy's Expected Result/Impact: S: Master Schedule
   Monitor: Administration, 8th Grade Counselor, CTE Teacher
	40%	100%	100%	→

Strategy 2 Details	**Reviews**			
Strategy 2: Students will have an opportunity to explore the different career clusters available at each high school's pathways, through field trips or video conferencing, early college visits, and CTE awareness nights.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Population: CTE Students
 	
Timeline: August 2019 - May 2020
 	
SAA#5
   Strategy's Expected Result/Impact: Formative: Lesson Plans Students' Work
   Summative: Six Weeks Exam.
   Monitor: Administration,
   Technology teachers,
   TST
   Funding Sources: Charter Bus Fee (SAA#5) - 244 Perkins Grant (Fed. CTE) - $2,900
	40%	65%	80%	→

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: All students will be taught the skills necessary for developing a personal career portfolio they can continue to update as they advance their secondary education. Population: All students. Timeline: August 2019 - May 2020 **Strategy's Expected Result/Impact:** Formative: Lesson Plans Students' Work Summative: Six Weeks Exam. **Monitor:** Administration, Technology teachers, TST	**Nov**	**Feb**	**Apr**	**June**
	40%	100%	100%	→

Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: All CTE teachers will receive their class rosters by period indicating their students who are served by Bilingual/ESL or Special Education Programs so that they may attend appropriate trainings and implement researched based strategies to improve the student's academic performance. Population: All Students Timeline: August 2019 - May 2020 **Strategy's Expected Result/Impact:** Formative: Sign in sheets, class rosters. Summative: Verification signatures from CTE teachers documenting receipt of state assessment results and objectives not mastered by class period. **Monitor:** Administration, CTE teachers	**Nov**	**Feb**	**Apr**	**June**
	40%	100%	100%	→

Strategy 5 Details	Reviews			
	Formative			Summative
Strategy 5: Counselors will present information on BISD Magnet School programs and Magnet Career Night to students and parents. Students will be advised of Career Pathways available in High School. Population: Students, parents Timeline: August 2019 - May 2020 **Strategy's Expected Result/Impact:** Formative: Monthly Logs, Sign In Sheets Summative: Number of student accepted into magnet school, choice slips. **Monitor:** Administration Counselors At-Risk Counselor Teachers	**Nov**	**Feb**	**Apr**	**June**
	40%	65%	80%	→

Strategy 6 Details		Reviews			
Strategy 6: Faulk Middle School will provide internship opportunities in the areas of Aerospace Engineering, Entrepreneurship, Robotics and Coding through foundational skills such as computational thinking, systems thinking, and design thinking Population: All Students Timeline: August 2019- June 2020		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
		25%	65%	80%	→
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

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

> **Evaluation Data Sources:** RDA (was PBMAS) Report, STAAR/EOC performance reports not available due to COVID-19. Progress evaluation based on District Benchmarks and other assessments.

> **Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Migrant clerk will attend the annual Identification and Recruitment (IDR) training in order to secure the most current information needed to appropriately assist with the campus identification and recruitment initiative. Population: All PFS/migrant students. Timeline: August 2019 - May 2020 **Strategy's Expected Result/Impact:** Formative: IDR Training. Summative: Texas Education Agency (TEA) IDR Certificates. **Monitor:** Principal, Migrant Clerk	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
	40%	65%	80%	→

Strategy 2 Details	Reviews			
Strategy 2: The Migrant campus clerk will attend the required NEW Generation System (NGS) state required training in order to secure the need skills to accurately and appropriately in put the data for migrant students into the migrant state database. Population: All PFS/migrant students. Timeline: August 2019 - May 2020 **Strategy's Expected Result/Impact:** Formative: NGS Annual Training Summative: NGS Certificates **Monitor:** Principal, Migrant Clerk	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
	40%	65%	80%	→

Strategy 3 Details		Reviews			
Strategy 3: The migrant clerk will assist with the annual IDR Residency Verification initiative in order to ensure that all migrant students at our campus are picked up in a timely manner.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
Population: All PFS/migrant students. Timeline: August 2019 - November 2019 **Strategy's Expected Result/Impact:** Formative: NGS Mass Enrollment Report ESchool Solutions Report Summative : Residency Verification Reports **Monitor:** Principal, Migrant Clerk		40%	65%	80%	→

Strategy 4 Details		Reviews			
Strategy 4: Migrant Clerk will distribute migrant information and currently enrolled listing to all teachers and administrators in order to facilitate pertinent information in a timely manner throughout the year.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
Population: All PFS/migrant students.. Timeline: August 2019 - May 2020 **Strategy's Expected Result/Impact:** Formative: NGS Reports Summative: Completed Surveys, Documentation of services, Monitoring Tools, Migrant Clerk Evaluation. **Monitor:** Principal, Migrant Clerk		40%	65%	80%	→

Strategy 5 Details		Reviews			
Strategy 5: The migrant campus clerk will adhere to the NGS timeline to ensure that migrant student data is entered in a timely and accurate manner into the NGS data- base.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
Population: All PFS/migrant students. Timeline: August 2019 - May 2020 **Strategy's Expected Result/Impact:** Formative: NGS and ESchool Solutions Reports Summative: PBMAS ICR Reports NGS Reports **Monitor:** Principal, Migrant Clerk		40%	65%	80%	→
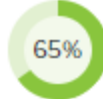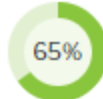
Strategy 6 Details	Reviews			

Strategy 6: PFS migrant students will receive supplemental support services before other migrant students to ensure that the requirements delineated by NCLB Section 1304(d) are addressed. PFS migrant students will receive shoes, clothing, personal hygiene items, and necessary supplies based on need.
 	
Population: All PFS migrant students.
 	
Timeline: August 2019 - May 2020
    Strategy's Expected Result/Impact: Formative: Job Description Summative: Completed personnel Assurance forms, Job evaluation.
    Monitor: Principal,
    Migrant Clerk
	Formative			Summative

	Nov	Feb	Apr	June
	40%	65%	80%	→

Strategy 7 Details	Reviews			

Strategy 7: All migrant students will receive grade appropriate school supplies on an as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus facilitating them the same opportunity to meeting the academic challenges of all students. These supplies may include shoes, hygiene supplies, and clothing.
 	
Population: All PFS/migrant students.
 	
Timeline: August 2019 - May 2020
 	
Student Academic Achievement Need #6
    Strategy's Expected Result/Impact: Formative: NGS Campus Reports Summative: Completed Request for Supplemental Support Form w/ student's NGS Number and Parent's / Student's signature.
    Monitor: Principal,
    Migrant Clerk
    Funding Sources: Clothing, Shoes, Hygiene Products, and School Supplies. (SAA#6) - 212 Title I-C (Migrant) - 212-11-6399-00-043-Y-24-0F2-Y - $1,155
	Formative			Summative

	Nov	Feb	Apr	June
	40%	65%	80%	→

Strategy 8 Details	Reviews			
Strategy 8: Migrant students 6th - 8th STAAR results will be reviewed to secure accurate placement into the current State Assessment remediation opportunities during regular school year and summer school.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Population: All PFS/migrant students.
 	
Timeline: August 2019 - May 2020
 	
Student Academic Achievement Need #6
    Strategy's Expected Result/Impact: Formative: STAAR Remediation Enrollment List, NGS STAAR report, Benchmark results. Summative: Current State Assessment Test Results.
    Monitor: Principal,
    Migrant Clerk
    Funding Sources: ESC Services (Math Academy) - SAA#6 - 212 Title I-C (Migrant) - 212-11-6239-00-043-Y-24-0F2-Y - $395
	40%	65%	80%	→

Strategy 9 Details	Reviews			
Strategy 9: Migrant funded staff will attend Migrant Education Region One workshops, local, regional and state migrant conferences in order to secure the most current information impacting migrant students, migrant parents and the migrant program through the current school year.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Population: All PFS/migrant students.
Timeline: August 2019 - May 2020
 	
Student Academic Achievement Need #6
    Strategy's Expected Result/Impact: Formative: Region one workshop advisement's, Registration Forms, BISD professional leave form with approval signatures.Summative: Workshop certificate, Agendas, Handouts.
    Monitor: Principal,
    Migrant Clerk
    Funding Sources: PFS Academy (SAA#6) - 212 Title I-C (Migrant) - 212-11-6291-00-043-Y-24-0F2-Y - $395
	40%	65%	80%	→

Strategy 10 Details	Reviews			
Strategy 10: In order to experience leadership opportunities, develop good study skills, and practice positive social engagement within the school community the middle school migrant students will participate in a Migrant Club.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Population: All PFS/migrant
Timeline: August 2019 - May 2020
    Strategy's Expected Result/Impact: Formative: Meeting Agenda and Sign-In Sheets Summative: Participants Survey.
    Monitor: Principal,
    Migrant Clerk
	40%	65%	80%	→

Strategy 11 Details	Reviews			

Strategy 11: A leadership conference for Migrant middle school students and their parents will be held to provide the participants experiences to improve leadership, learning and study skills. The Migrant students and their parents will attend the PFS Middle School Leadership Conference in order to expand their leadership skills.
 	
Population: All PSF /migrant students.
 	
Timeline: February 2020
    Strategy's Expected Result/Impact: Formative: Sign-In Sheets, Agenda and Participants Survey
    Summative: Conference Evaluations
    Monitor: Principal, Migrant Clerk
	Formative			Summative

	Nov	Feb	Apr	June
	40%	60%	80%	→

Strategy 12 Details	Reviews			

Strategy 12: Middle school migrant students will have opportunity to attend the school district's summer school programs to ensure promotion if needed or to participate in the enrichment migrant summer program.
 	
Population: All PSF/migrant students.
Timeline: June 2019 and June 2020.
    Strategy's Expected Result/Impact: Formative: Eligibility Forms, Attendance Sheets, Weekly Assessments, Participants Survey.
    Summative: Completion Reports, End of Program Assessment Results.
    Monitor: Principal,
    Migrant Clerk
	Formative			Summative

	Nov	Feb	Apr	June
	40%	65%	80%	→

Strategy 13 Details	Reviews			

Strategy 13: Campus Migrant Clerk will conduct meetings twice (Note Correction below: once) each semester to foster parental involvement and provide Migrant parents with important information on campus migrant program opportunities and how to better support their children academically. A light snack will be served at each meeting.
 	
Population: All PFS /migrant students.
 	
Timeline: October 2019, December 2019 / February 2020, April 2020
    Strategy's Expected Result/Impact: Formative: Flyers, Parent phone calls, Sign-in sheets, Invitation Agenda
    Summative: Parent Meeting evaluations.
    Monitor: Principal,
    Migrant Clerk
	Formative			Summative

	Nov	Feb	Apr	June
	40%	65%	80%	→

Strategy 14 Details	Reviews			

Strategy 14: Migrant teacher will provide supplemental guidance and counseling services for migrant students to improve student achievement and the drop out rate. Monies will be allocated for a substitute aimed as assist the teacher with attendance at professional development opportunities and other migrant related activities.
 	
Population: PFS /Migrant students.
 	
Timeline: August 2019 - May 2020
    Strategy's Expected Result/Impact: Formative: Student sign in sheets
    Summative: STAAR Reports
    Monitor: Principal,
    Migrant Clerk
	Formative			**Summative**

	Nov	Feb	Apr	June
	40%	65%	80%	→

Strategy 15 Details	Reviews			

Strategy 15: The New Generation System (NGS) and BISD eSchool Plus entries will be monitored daily to ensure that the ID&R data and information has been appropriately coded in a timely manner.
 	
Population: PFS/Migrant Students
Timeline: August 2019 - May 2020
    Strategy's Expected Result/Impact: PBMAS Report Correctly coded migrants on NGS
    Monitor: Principal,
    Migrant Clerk
	Formative			**Summative**

	Nov	Feb	Apr	June
	40%	65%	80%	→

Strategy 16 Details	Reviews			

Strategy 16: In order to secure the data needed to accommodate placement into appropriate supplemental instructional opportunities for MS migrant students pre and post test results will be used by teachers and administrators to identify the migrant students performing below grade level. NOTE: At sites being served by a migrant teacher, teacher will provide additional support and ensure participation into supplemental opportunities. Population: PFS /Migrant Students
 	
Timeline: August 2019 - May 2020
    Strategy's Expected Result/Impact: Increased academic performance
    Monitor: Principal,
    Migrant Clerk
	Formative			**Summative**

	Nov	Feb	Apr	June
	40%	65%	80%	→

Strategy 17 Details	Reviews			
Strategy 17: The District Migrant Counselor (DMC) will provide supplemental support services to migrant students in the following areas: * Graduation plans * Development of Individual Migrant Student Action Plans * Coordination for leadership opportunities * Monitoring of course completion for PFS students * Monitoring of late entry/early withdrawals * Credit accrual opportunities * Provide timely information and assistance to migrant students and parents regarding on-time Graduation and post-secondary education * Conduct district initiatives for migrant students * Coordination Inter-state and intra-state (TMIP) activities * Coordination with UT Austin Migrant Graduation Enhancement Program * Assist with OSY Initiative * Assist with the monitoring of campus migrant staff Population: PFS / Migrant Students Migrant Parents Timeline: Timeline: August 2019 - May 2020	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
	40%	65%	80%	→
Strategy's Expected Result/Impact: Increase on- time graduation and on-time promotion and decrease dropout rate PBMAS **Monitor:** Sp. Programs Administrator MSC DMC				

Strategy 18 Details	Reviews			
Strategy 18: A survey will be used to evaluate the effectiveness of the Migrant Education Program so that pertinent and appropriate adjustments can be made to better serve migrant students Population: PFS /Migrant Students	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Timeline: May 2020	40%	65%	80%	→
Strategy's Expected Result/Impact: Increase on- time graduation **Monitor:** Principal, Migrant Clerk				

Strategy 19 Details	Reviews			
Strategy 19: Learning Academy and accelerated instruction targeting the core areas of Reading, Writing, Math, Social Studies and Science will be held for all PFS students in order to sharpen their skills and prepare them academically for the STAARS assessment. Monies will be allocated for Saturday Academies transportation and other trip transportation costs. Population: Elementary, MS and HS PFS /Migrant Students	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Timeline: August 2019 - May 2020	40%	65%	80%	→
Student Academic Achievement Need #6 **Strategy's Expected Result/Impact:** Increased STAARS Scores for PFS students **Monitor:** Principal, Migrant Clerk **Funding Sources:** Transportation (SAA#6) - 212 Title I-C (Migrant) - 211-11-6494-00-043-Y-24-0F2-Y - $200				

Strategy 20 Details		Reviews		

Strategy 20: The campus migrant clerks will provide supplemental support to the PFS and migrant students only, in order to enhance the advocacy, encouragement, and support to the special needs of migrant students as delineated by NCLB Act of 2001 (Public Law 07-110) Section 1301-1309 and will ensure that the migrant students are actively engaged in the Migrant Club, receive needed homework assistance and socialize with other migrant students throughout the current school year.
 	
Population: PFS and Migrant Students
 	
Timeline: August 2019 - May 2020
    Strategy's Expected Result/Impact: Decrease in the number of PFS student
    Monitor: Principal,
Migrant Clerk
	Formative			**Summative**

	Nov	**Feb**	**Apr**	**June**
	40%	65%	80%	→
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 4: Faulk Middle School will increase number of students in co-curricular and extra-curricular programs by 5% over 2018-2019 participation.

Evaluation Data Sources: Regional and state competition participation numbers

Summative Evaluation: Significant progress made toward meeting Objective

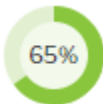| Strategy 1 Details	Reviews			
Strategy 1: The Fine Arts Departments will perform and present on campus, at our feeder schools and in the community.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Population: Fine Arts students.	40%	65%	80%	→
Timeline: August 2019 - May 2020				
Student Academic Achievement Need #4				
Strategy's Expected Result/Impact: Formative: School / Community performances Summative: Gradebook, Six Weeks Exam.				
Monitor: Administration Fine Arts Teachers				
Strategy 2 Details	**Reviews**			
Strategy 2: The master schedule will include: Band Courses, Choir Courses, Art Courses, Spanish Courses, Technology Courses, Dance Courses, and Ballroom Courses to provide students with a well rounded education.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Population: All students	40%	65%	80%	→
Timeline: August 2019 - May 2020				
Strategy's Expected Result/Impact: Formative: Performances / # of students participating				
Summative: Gradebook, performance results				
Monitor: Administration, Teachers				
Title I Schoolwide Elements: 2.5				

Strategy 3 Details	Reviews			
Strategy 3: Choir Students will participate in All City Choir Clinic / Concert and compete in TMEA Region, Choir Solo and Ensemble including UIL Choir concert and Sight-Reading Competition.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Population: Choir Students. Timeline: August 2019 - May 2020 **Strategy's Expected Result/Impact:** Formative: Lesson Plans Summative: Performance Ratings **Monitor:** Administration, Teachers	40%	65%	80%	→

Strategy 4 Details	Reviews			
Strategy 4: Choir students will attend summer choir camps.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Population: Choir Students. Timeline: August 2019 - May 2020 **Strategy's Expected Result/Impact:** Formative: Lesson Plans Summative: Performance Ratings **Monitor:** Administration, Choir Teacher	100%	100%	100%	→

Strategy 5 Details	Reviews			
Strategy 5: Visual Art students will participate in YAM YOUTH ART MONTH activities and compete in district, community and/or valley art competitions / exhibitions such as the Student International Art Show and the regional Jr. VASE Visual Arts Scholastic Event.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Population: Art Students. Timeline: August 2019 - May 2020 **Strategy's Expected Result/Impact:** Formative: Lesson Plans, Student Portfolios Summative: Performance Ratings **Monitor:** Administration Art Teachers	40%	65%	80%	→

Strategy 6 Details	Reviews			

Strategy 6: All Fine Arts students will complete assignments per month such as: Journals, Poster Contest, Book Report / Project, Writing Response to Reading, STAAR test strategies. Students will receive supplies to attend class and be motivated and prepared for instructional classes.
 	
Population: Art Students.
 	
Timeline: August 2019 - May 2020
    Strategy's Expected Result/Impact: Formative: Lesson Plans, Student Portfolios
    Summative: Grade book
    Monitor: Administration,
    Fine Arts Teachers
	Formative			**Summative**

	Nov	Feb	Apr	June
	40%	65%	80%	✗

Strategy 7 Details	Reviews			

Strategy 7: Students practice different techniques and media to use different materials to create a variety of art and will be provided with appropriate material to enhance the GT program.
 	
Population: Art Students.
 	
Timeline: August 2019 - May 2020
    Strategy's Expected Result/Impact: Formative: Lesson Plans, Student Portfolios
    Summative: Gradebook, Six Weeks Exam
    Monitor: Administration,
    Fine Art Teachers
	Formative			**Summative**

	Nov	Feb	Apr	June
	40%	65%	80%	→

Strategy 8 Details	Reviews			

Strategy 8: UIL One Act Play students will participate in a middle school clinic and in middle school competition.
 	
Population: UIL One Act Play Students.
 	
Timeline: August 2019 - May 2020
 	
Student Academic Achievement Need #4
    Strategy's Expected Result/Impact: Formative: Lesson Plans, Student Portfolios
    Summative: Performance Ratings
    Monitor: Administration,
    UIL One Act Play teacher
    Funding Sources: Stipends - OAP Sponsors (SAA #4) - 199 Local funds - 199-36-61 17-00-043-Y-99-020-Y - $600, Stipends - UIL Coordinator (SAA #4) - 199 Local funds - 199-36-61 17-00-043-Y-99-020-Y - $900
	Formative			**Summative**

	Nov	Feb	Apr	June
	100%	100%	100%	→

Strategy 9 Details	Reviews			

Strategy 9: Ballroom dance students will participate in the Red Hot Ballroom dance program.
 	
Population: Ballroom Students.
 	
Timeline: August 2019 - May 2020
    Strategy's Expected Result/Impact: Formative: Lesson Plans
    Summative: Performance Ratings
    Monitor: Administration,
    Ballroom Teacher
	Formative			Summative

	Nov	Feb	Apr	June
	40%	65%	80%	→

Strategy 10 Details	Reviews			

Strategy 10: Dance students will participate in campus dance recitals such as Santa and Friends and perform for Elementary campuses as well as participate in a fine arts dance evaluation.
 	
Population: Dance Students
 	
Timeline: August 2019 - May 2020
    Strategy's Expected Result/Impact: Formative: Lesson Plans
    Summative: Performance Ratings
    Monitor: Administration,
    Dance Teacher
	Formative			Summative

	Nov	Feb	Apr	June
	40%	65%	80%	→

Strategy 11 Details	Reviews			

Strategy 11: Foreign Language (Spanish) students will learn the Spanish language, culture, vocabulary and grammar. They will focus on community and cultural aspects.
 	
Population: Students.in Spanish class.
 	
Timeline: August 2019 - May 2020
    Strategy's Expected Result/Impact: Formative: Student binder, teacher lesson plan book.
    Summative: Lesson Plans
    Monitor: Administration, Spanish Teacher
	Formative			Summative

	Nov	Feb	Apr	June
	40%	65%	80%	→

Strategy 12 Details	Reviews			
Strategy 12: Destination Imagination teacher sponsors and students will participate in D.I. trainings and and competitions. Population: Students, parents Timeline: August 2019 - May 2020 **Strategy's Expected Result/Impact:** Formative: Monthly Logs, Sign In Sheets Summative: Competition Results **Monitor:** Administration DI Sponsor	Formative			Summative
	Nov	Feb	Apr	June
	40%	100%	100%	→

Strategy 13 Details	Reviews			
Strategy 13: Students and sponsors will participate in Special Olympic events. Timeline: August 2019 - May 2020 Student Academic Achievement Need #4 **Strategy's Expected Result/Impact:** Special Olympics Results **Monitor:** Admin Special Ed Teachers Adaptive PE Teachers **Funding Sources:** General Supplies (SAA#4) - 199 Local funds - 199-36-6399-44-043-Y-99-0T0-Y - $0, Travel and Subsistence (SAA#4) - 199 Local funds - 199-36-6412-00-043-Y-99-0B0-Y - $0, Substinence (SAA#4) - 199 Local funds - 199-39-641-00-043-Y-99-0T0-Y - $0, Misc. Trophies (SAA#4) - 199 Local funds - 199-39-6498-00-043-Y-99-0T0-Y - $0, Misc Awards (SAA#4) - 199 Local funds - 199-36-6498-00-043-Y-99-0B0-Y - $0	Formative			Summative
	Nov	Feb	Apr	June
	40%	65%	65%	→

Strategy 14 Details	Reviews			
Strategy 14: Students will participate in Chess and attend various tournaments through out the year. Timeline: August 2019 - May 2020 **Strategy's Expected Result/Impact:** Formative: Monthly Logs, Sign In Sheets Summative: Competition Results **Monitor:** Administration Chess Sponsors	Formative			Summative
	Nov	Feb	Apr	June
	40%	65%	75%	→

Strategy 15 Details	Reviews			
Strategy 15: Students will travel through out the year to various events that will enhance their curricular and co-curricular experiences to provide a well-rounded education to each student.	**Formative**			**Summative**
	Nov	Feb	Apr	June

Population: All Students
 	
Timeline: August 2019 - May 2020
 	
Student Academic Achievement Need #4
    Strategy's Expected Result/Impact: Formative: Monthly Travel Log
    Summative: Event results
    Monitor: Administration, Teachers, Principal's Secretary
    Funding Sources: Travel and Subsistence - Students (SAA#4) - 199 Local funds - 199-11-6412-00-043-Y-11-000-Y - $14,668, Reclassified Transportation Buses (SAA#4) - 199 Local funds - 199-11-6494-00-043-Y-11-000-Y - $6,000
	40%	65%	75%	✗

Strategy 16 Details	Reviews			
Strategy 16: Students will participate in the American Math Competition.	**Formative**			**Summative**
	Nov	Feb	Apr	June

Population: Select Math Students.
 	
Timeline: August 2019 - May 2020
 	
Student Academic Achievement Need #4
    Strategy's Expected Result/Impact: Formative: Monthly Logs, Sign In Sheets
 	
    Summative: Competition Results
    Monitor: Administration,
    Math Department
	100%	100%	100%	→

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 2: The Board of Trustees, 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: Faulk Middle School will implement energy savings plans; maintain and upgrade current facilities to provide a healthy and positive learning environment by scheduling renovation/upgrade/improvement of at least 20% of instructional facilities annually over the next 5 years. (Board Goal 2)

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

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: All staff members will turn off the light to their assigned room whenever they leave the area.	**Formative**			**Summative**
Population: All staff.	Nov	Feb	Apr	June
Timeline: August 2019 - May 2020 **Strategy's Expected Result/Impact:** Complete implementation of the district energy savings plan will result in decreased energy usage compared to prior year. Formative: Monthly Energy Use Report Summative: Yearly Energy Use Report **Monitor:** Administration, Non-Teaching Professionals, Teachers, and all Classified Personnel.	40%	65%	80%	→
Strategy 2 Details	Reviews			
Strategy 2: The school will only be scheduled to have the air condition programmed on Saturday to be active during Saturday Academies, Professional Development, and/or UIL activities.	**Formative**			**Summative**
Population: All staff.	Nov	Feb	Apr	June
Timeline: August 2019 - May 2020 Student Academic Achievement Need #1 **Strategy's Expected Result/Impact:** Complete implementation of the district energy savings plan will result in decreased energy usage compared to prior year. Formative: Monthly comparison of energy usage Summative: Annual comparison of energy usage **Monitor:** Administration, Head Custodian, UIL Sponsors **Funding Sources:** Overtime - Custodians (SAA#1) - 199 Local funds - 199-51-6121-47-043-Y-99-000-Y - $100	40%	65%	80%	→

Strategy 3 Details	Reviews			
	Formative			Summative

Strategy 3: The campus will be divided into five equal areas and each area will receive intensive maintenance for the year (ie Ceiling Repairs, Wall Repairs, AC Repairs, Lighting Repairs, Door/Lock Repairs, Window Unit Repairs, Electrical Repairs, Network Repairs, etc).
The "F" Building will be the first area to be serviced.

Population: All staff and students.

Timeline: August 2019 - May 2020

Strategy's Expected Result/Impact: Formative Report: BISD Maintenance Requests.

Summative: BISD Maintenance Requests Completion Rate.
Monitor: Administration and Head Custodian.

	Nov	Feb	Apr	June
	40%	65%	80%	→

Strategy 4 Details	Reviews			
	Formative			Summative

Strategy 4: Evaluate and recommend necessary upgrades for facilities and equipment to ensure a positive/motivating instructional environment and student safety.

Population: All Students

Perception Needs #7

Timeline: August 2019 - May 2020

Strategy's Expected Result/Impact: Formative: Safety evaluation, campus visitation documentation, proper maintenance documentation.
Summative: SHAC recommendations.
Monitor: Administration, Safety coordinators, maintenance personnel.
Funding Sources: Window Vinyl Cover Upgraded - 199 Local funds - 199-23-6399-00--043-Y-99-000-Y - $7,500

	Nov	Feb	Apr	June
	40%	65%	80%	→

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 3: The District 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: Faulk 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 Sources: Fiscal reports for district, internal and external audit reports and FIRST ratings.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: The campus will meet all encumbrance and percentage spent fund deadlines as expected by all district departments.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Population: All staff and students. Timeline: August 2019 - May 2020 **Strategy's Expected Result/Impact:** Formative: Reports generated through the BI-TECH online system. Summative: End of Year reports generated through the BI-TECH online system. **Monitor:** Principal, Principal's Secretary, Fine Art Program Leaders, and any other teacher and/or program that received monies from local, state, or federal programs.	40%	65%	80%	→

Strategy 2 Details	Reviews			
Strategy 2: The campus will use budget changes to ensure that all funds are spent to meet the current needs of the campus.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Population: All staff and students. Timeline: August 2019 - May 2020 **Strategy's Expected Result/Impact:** Formative: Budget Change Forms and reports generated through the BI-TECH online system. Summative: Completed Budget Change Forms and End of Year reports generated through the BI-TECH online system. **Monitor:** Principal and Principal's Secretary	40%	65%	80%	→

Strategy 3 Details	Reviews			
Strategy 3: The purchasing procurement policies will be followed with fidelity to ensure that there is not a budget shortfall/defecit at the end of the year.	**Formative**			**Summative**
	Nov	Feb	Apr	June
Population: All staff and students. Timeline: August 2019 - May 2020 **Strategy's Expected Result/Impact:** Formative: Reports generated through the BI-TECH online system. Summative: End of Year reports generated through the BI-TECH online system. **Monitor:** Principal, Principal's Secretary, Fine Art Program Leaders, and any other teacher and/or program that received monies from local, state, or federal programs.	40%	65%	80%	→

Strategy 4 Details	Reviews			
Strategy 4: A system will be in place to keep track of all funds that are encumbered or processed in the BI-TECH system to ensure that all monies are spent.	**Formative**			**Summative**
	Nov	Feb	Apr	June
Population: All staff and students. Timeline: August 2019 - May 2020 **Strategy's Expected Result/Impact:** Formative: Reports generated through the BI-TECH online system. Summative: End of Year reports generated through the BI-TECH online system. **Monitor:** Principal, Principal's Secretary, Fine Art Program Leaders, and any other teacher and/or program that received monies from local, state, or federal programs.	40%	65%	80%	→

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 3: The District 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: Faulk Middle School will create and provide faculty and staff recognitions and activities to improve campus morale/climate and support retention of teachers and principals.

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Faulk Middle School will celebrate all five days of Teacher Appreciation Week.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased Staff Morale	Nov	Feb	Apr	June
Monitor: Administration	40%	65%	80%	→

Strategy 2 Details	Reviews			
Strategy 2: Faulk Middle School will have a faculty celebration once a semester to recognize the achievements of the staff.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased Staff Morale	Nov	Feb	Apr	June
Monitor: Administration and Counselors	0%	50%	50%	→

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 3: The District 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 3: Faulk Middle School will commit itself to implement the BISD Phase I Future Ready Plan. - Budget and Resources

Evaluation Data Sources: Future Ready Survey Results

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Faulk MIddle School align with with BISD specific policies, implementation strategies, accountability metrics and timelines that will support a more efficient planning process across multiple budgets. BISD will measure factors like Return Of Investment (ROI) and bulk pricing in the budgetary planning process so that digital learning expenditures can be more clearly defined across the entire organization.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
	40%	65%	80%	→
Strategy's Expected Result/Impact: Formative Results: Software Evaluation Rubric Reports Software monitoring/usage Summative Results: **Monitor:** Campus Administration				

Strategy 2 Details		Reviews			
		Formative			**Summative**
Strategy 2: Faulk Middle School will increase the accessibility for all students in technology based instruction across all subject areas by providing new software and platforms including Microsoft, Google and Apple, and hardware at the campuses for computer/ technology enhanced instruction. The district will utilize platforms such as GOGUARDIAN, CLEVER, and PAPERBASKET to analyze the return of investment for all softwares purchased by campuses and the district, It will analyze student usage, academic impact, student performance, etc. Population: All Students		**Nov**	**Feb**	**Apr**	**June**
		40%	65%	80%	→
Strategy's Expected Result/Impact: Formative Results: Budget reports Software Usage Reports Software Monitoring Reports Summative Results: Budget reports Software Usage Reports Software Monitoring Report					
Monitor: Campus Administration					
0% No Progress	100% Accomplished	→ Continue/Modify		✕ Discontinue	

Goal 4: All BISD 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: Faulk 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 Sources: Media records with Public Information Office, enrollment data

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: The campus will supply the BISD PIO with news, student and staff accomplishments on a weekly basis to ensure maximum positive school publicity.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Population: All staff and students. Timeline: August 2019 - May 2020 **Strategy's Expected Result/Impact:** Formative: Newspaper Clippings, BISD Website Highlight, and Faulk Website. Summative: Enrollment Reports **Monitor:** Administration, Department/Program Heads, and Sponsors.	40%	65%	80%	→
Strategy 2 Details	Reviews			
Strategy 2: The campus will responsibly create and maintain a social media page to highlight student achievements.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Population: All staff and students. Timeline: August 2019 - May 2020 **Strategy's Expected Result/Impact:** Formative: Faulk Social Media Page Summative: Faulk Social Media Page **Monitor:** Administration and Campus TST	40%	65%	80%	→

Strategy 3 Details		Reviews			
Strategy 3: Faulk MS will promote the history and origins along with current accomplishments weekly through the website and media venues.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
Population: All staff and students. Timeline: August 2019 - May 2020 **Strategy's Expected Result/Impact:** Weekly news articles feature or website feature. Formative: Schedule of weekly articles Summative: Listing of all campus features **Monitor:** Administrators and Campus TST		40%	65%	80%	→
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 5: School campuses 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 Sources: BAC placement data for 2018-2019, PEIMS discipline report data, Pupil Services, Police and Security Services, Guidance and Counseling Services and Special Services departmental data related to BAC placements

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Distribute student list every six weeks from district hearing officers regarding Expulsions, Appeals to compare to PEIMS records in and assure correct reporting to TEA.	**Formative**			**Summative**
	Nov	Feb	Apr	June
Population: All Students Timeline: August 2019 - May 2020 Every Six Weeks	40%	65%	80%	→
Strategy's Expected Result/Impact: Formative: Gradebook, Six Weeks Exam, retention rates. Summative: Admission, Attendance and Discipline List compared to Order of Expulsions and Removals. **Monitor:** Administration, Counselors, Teachers				
Strategy 2 Details	**Reviews**			
Strategy 2: Maintain the district's standard for students assigned to a Disciplinary Alternative Education Program (DAEP) will maintain the district's standard in: Attendance rates, Pre-post assessment results, Drop- out rates, Sub groups representation in order to comply with District's goal	**Formative**			**Summative**
	Nov	Feb	Apr	June
Population: All Students Timeline: August 2019 - May 2020	40%	65%	80%	→
Strategy's Expected Result/Impact: Formative: Attendance, Benchmark data Summative: PEIMS Data AEIS Data **Monitor:** Administration, Counselors, Teachers				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 5: School campuses 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 Sources: ISS/OSS reports for district and campus disaggregated by special served populations including ESL, Special Education, At-Risk and economically disadvantaged, eSchool behavior RtI plans and monitoring reports, plans for addressing Bullying, Teen Violence, and others.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Parents will be notified of any discipline referral outlined in the Student Code of Conduct as mandated by policy.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Population: All Students
 	
Timeline: August 2019 - May 2020
Yearly
    Strategy's Expected Result/Impact: Formative: Completed Referral Forms
    Summative: Discipline Referrals / Reports
    Monitor: Administration,
    Counselors,
    Teachers
	40%	65%	80%	→

Strategy 2 Details	Reviews			
Strategy 2: Provide training for administrators and new teachers: (a) to effectively handle classroom discipline so that out of school suspensions and discretionary removals are used as a last resort; (b) assure students' rights and due process are afforded in order to have a safe and disciplined environment conducive to student learning. District adopted Review 360 Program	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Population: All Students
 	
Timeline: August 2019 - May 2020
Yearly
    Strategy's Expected Result/Impact: Formative: Agenda Sign-in sheets Summative: Discipline Referrals,
    Discipline Reports
    Monitor: Administration,
    Counselors,
    Teachers
	40%	65%	80%	→

Strategy 3 Details	Reviews			
Strategy 3: Provide conflict resolution skills through presentations for students in order to reduce the number of office referrals.	**Formative**			**Summative**
	Nov	Feb	Apr	June
Population: All Students Timeline: August 2019 - May 2020 Every Six Weeks	40%	65%	80%	→
Strategy's Expected Result/Impact: Formative: Student academic progress, number of discipline referrals, Counselor student log Summative: PEIMS Discipline Reports				
Monitor: Administration, Counselors, Teachers				

Strategy 4 Details	Reviews			
Strategy 4: Counselors will provide individual and/or group counseling sessions on a weekly basis in order to ensure that students needs are addressed.	**Formative**			**Summative**
	Nov	Feb	Apr	June
Population: All Students Timeline: August 2019 - May 2020 Twice a six weeks. Student Academic Achievement Need #6	40%	65%	80%	→
Strategy's Expected Result/Impact: Formative: Student sign in sheets, Counselor logs Summative: PEIMS Discipline Reports				
Monitor: Administration, Counseling, Teachers				
Funding Sources: General Supplies - Counseling (SAA#6) - 199 Local funds - 199-31-6399-00-043-Y-99-000-Y - $500				

Strategy 5 Details	Reviews			
Strategy 5: Audit and monitor student discipline referrals every six-weeks to keep track of ISS/OSS rates. This process will lead to tracking and addressing possible patterns of concerns with school personnel.	**Formative**			**Summative**
	Nov	Feb	Apr	June
Population: All Students Timeline: August 2019 - May 2020 Every Six Weeks	40%	65%	80%	→
Strategy's Expected Result/Impact: Formative: Principal will analyze OSS report at end of each 6 wks. to determine increase or decrease in OSS Summative: Discipline Reports				
Monitor: Administration, PEIMS supervisor, Teachers, Attendance Clerk				

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

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

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			

Strategy 1: Provide professional development based on level of expertise and need in the following areas: a.) Bullying Prevention b.) Violence/conflict resolution c.) Recent drug use trends d.) Resiliency/Developmental Assets e.) Dating Violence f.) Signs of Child Abuse g.) Response to Intervention (RtI) Model for behavior research based interventions to allow staff to recognize and address the issue, as a preventive measure.
 	
Population: All Students
 	
Timeline: August 2019 - May 2020-Every Six Weeks
    Strategy's Expected Result/Impact: Formative: Attendance Roster, Professional Development Evaluation
    Summative: PEIMS Discipline Report
    Monitor: Administration,
    Counselors,
    Teachers
	Formative			**Summative**

	Nov	**Feb**	**Apr**	**June**
	40%	65%	80%	→

Strategy 2 Details	Reviews			

Strategy 2: Campuses must have an identification security system. All faculty must obtain and display an Identification Card while on school grounds. All students must obtain an Identification Card while on school grounds. Visitors must present an identification at Sign-In and Escorted at all times.
 	
Population: All Students and Staff
 	
Timeline: August 2019 - May 2020 - daily
    Strategy's Expected Result/Impact: Formative: Training Sign-up sheets
    Summative: Safety reports
    Monitor: Administration,
    Counselors,
    Teachers
	Formative			**Summative**

	Nov	**Feb**	**Apr**	**June**
	40%	65%	80%	→

Strategy 3 Details	Reviews			
Strategy 3: Campuses will develop and maintain an Emergency Operations Plan. Plan must be multi-hazard in nature, Must be reviewed and updated annually by the campus safety and security committee. The following drills must be practiced accordingly: Lockdown drills (3 times per year), Shelter-in-place, Soft Lock Down, Severe Weather, Evacuation. In order to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and harm to the environment. Population: All Students/Staff Timeline: August 2019 - May 2020-Yearly / As needed **Strategy's Expected Result/Impact:** Formative: After Action Reviews, Sign-In Sheets, Evaluations, Audits Summative: Safety reports, Fire Drill documentation **Monitor:** Administration, Counselors, Teachers	Formative			Summative
	Nov	Feb	Apr	June
	40%	65%	80%	→

Strategy 4 Details	Reviews			
Strategy 4: Office staff will receive training to conduct a sex offender search on all visitors in order to minimize the number of intruders on campus as well as registered sex offenders. -Raptor ID Check System Population: All Students Timeline: August 2019 - May 2020-Yearly **Strategy's Expected Result/Impact:** Formative: Training Sign-up sheets Log of Sex Offender Searches Summative: Safety **Monitor:** Administration and Office Staff	Formative			Summative
	Nov	Feb	Apr	June
	✗	✗	✗	✗

Strategy 5 Details	Reviews			
Strategy 5: Campus based Law Enforcement: Security Officer(s) will be placed and assigned throughout the year . In addition, a Police Officer will be stationed on campus. Campus Officers, when possible, will address current trends with Students, Parents, Campus Faculty and Staff, Gang Awareness, Bullying, Dating Violence, Internet Safety, Drug, Alcohol and Tobacco Awareness, Gun Safety, Teen Community Emergency Response Team (CERT),Truancy, Emergency Operations Plan (EOP)-Safety Procedures As a proactive approach to diminish the number of criminal offenses on school grounds and to prevent victimization of students and staff. Population: All Students Timeline: August 2019 - May 2020 - Daily **Strategy's Expected Result/Impact:** Formative: Evaluations, Sign-In Sheets, Summative: PEIMS Discipline Reports **Monitor:** Administration, BISD Security Services	Formative			Summative
	Nov	Feb	Apr	June
	40%	65%	80%	→

Strategy 6 Details	Reviews			
	Formative			**Summative**

Strategy 6: All schools must identify the manner in which the safety of students in physical education classes is maintained by developing a safety plan of action when the teacher student ratio is greater than 45-1 in compliance with Senate Bill 891 effective 9/1/09.
 	
Population: All Students
 	
Timeline: August 2019 - May 2020
    Strategy's Expected Result/Impact: Formative: Meetings, Agendas. - Summative: Reviews of campus safety action plan and Emergency Operating Procedures (EOP).
    Monitor: Administration, Safety coordinators, Counselors, Teachers.
	Nov	**Feb**	**Apr**	**June**

	40%	65%	80%	→
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 1: Faulk Middle School will experience a 5% increase of parents involved in campus parental involvement.

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

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Conduct the following annual Title I-A required activities;	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Complete and disseminate a Parental Involvement Policy that delineates how parents will be actively involved at the district/campus level
 	
Complete and disseminate a School-Parent-Student Compact indicating each group's responsibility in order to ensure student achievement, specifically in the content areas.
 	
Title I-A Meeting to inform parents of the services provided through Title I funds
 	
Title I-A Parent Survey to evaluate the effectiveness of the District Parental Involvement Program.
 	
Populations: All parents.
 	
Timeline: August 2019 - May 2020
    Strategy's Expected Result/Impact: Formative: Campus Parental Involvement Policy, SPS Compact, meeting documentation. Summative: Composite of End of Year survey, Title I-A Parental Involvement Compliance Checklist STAAR/EOC Results, Parent & Student Attendance Rate, Discipline Referrals.
    Monitor: Administration,
Counselors,
Teachers,
Parent Liaison
    Title I Schoolwide Elements: 3.1
	40%	65%	80%	→

Strategy 2 Details	Reviews			
Strategy 2: Ensure representation of community and parent involvement in the decision-making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met: Parental Involvement Policy School-Parent-Student Compact Campus Improvement Plan Population: All parents. Timeline: August 2019 - May 2020 **Strategy's Expected Result/Impact:** Formative: Calendar Agendas, Sign-in Sheets, Minutes, Fliers, PI Policy, Compact Parent Representative List, SBDM List of Participants, Compact and Policy. Summative: Composite of meeting minutes, Composite of End of Year survey, Title I-A Parental Involvement Compliance Checklist STAAR/EOC Results, Parent & Student Attendance Rate, Discipline Referrals. **Monitor:** Administration, Counselors, Teachers, Parent Liaison	Formative			Summative
	Nov	Feb	Apr	June
	40%	65%	80%	→

Strategy 3 Details	Reviews			
Strategy 3: Host a Parent Orientation Day to inform parents and community members of daily standard operation procedures and District Policy. Student Code of Conduct Student-Parent-School Compact Parental Involvement Policy Emergency Operation Procedures Volunteer Guidelines and Opportunities. Population: All parents. Timeline: August 2019 - May 2020 **Strategy's Expected Result/Impact:** Formative: Agendas, Sign-in sheets, Fliers, Brochures, Handouts, Session Evaluations, Student Code of Conduct. Summative: Composite of End of Year survey, Title I-A Parental Involvement Compliance Checklist STAAR/EOC Results, Parent & Student Attendance Rate, Discipline Referrals. **Monitor:** Administration, Counselors, Teachers, Parent Liaison	Formative			Summative
	Nov	Feb	Apr	June
	100%	100%	100%	→

Strategy 4 Details	Reviews			

Strategy 4: Provide ample Parent Education opportunities through parent conferences and parent training sessions, and flexible parent meetings at each campus. Parent Center will disseminate information, services and/or referrals to agencies that address the needs in the following areas: Effective teaching strategies, Health Education-Families in Training, Special Populations (Bilingual, Dyslexia, G.T., Migrant, Special Education) Building Capacity: College Readiness, Drop-out and Violence Prevention. Family Education, Community agencies/organizations, Inform Community on Campus Performance Report Card and Home Access Center.
 	
Population: All parents.
 	
Timeline: August 2019 - May 2020
    Strategy's Expected Result/Impact: Formative: Parent Conference, Fliers, Sign-In Sheets, Conference Agendas, Conference Evaluations, Home Access Center Report
 	
    Summative: Composite of End of Year survey, Title I-A Parental Involvement Compliance Checklist STAAR/EOC Results, Parent & Student Attendance Rate, Discipline Referrals.
    Monitor: Administration,
    Counselors,
    Teachers,
    Parent Liaison
    Title I Schoolwide Elements: 3.2
	Formative			**Summative**

	Nov	Feb	Apr	June
	40%	65%	80%	→

Strategy 5 Details	Reviews			

Strategy 5: Implement academic team parent trainings, parent child learning experiences (NASA night, Math Camp Weekend, etc.) celebrations, sessions to promote parents' engagement in their students' academic career as well as progress reports parent-student-counselor conferences -IP Phone for Parent Communication
 	
Population: All parents and students.
 	
Timeline: August 2019 - May 2020
    Strategy's Expected Result/Impact: Formative: Parent Invitations Sign-in sheet Parent Evaluations
    Summative: Composite of End of Year survey, Title I-A Parental Involvement Compliance Checklist STAAR/EOC Results, Parent & Student Attendance Rate, Discipline Referrals.
    Monitor: Administration,
    Counselors,
    Teachers,
    Parent Liaison
	Formative			**Summative**

	Nov	Feb	Apr	June
	40%	65%	80%	→

Strategy 6 Details	Reviews			

Strategy 6: Funds will be allocated to provide a Parent Liaison for the purpose of educating parents, monitoring attendance, conducting home visits and to oversee parental involvement activities aimed at increasing parent participation.
Funding for home visit mileage will be designated to reimburse mileage spent on the Parent Liaison's home visits. Monies will be allocated for purchasing of general supplies, food for meetings and miscellaneous operating costs aimed at helping to involve parents in the education of their children and ensuring student success.
Population: parents and students
 	
Timeline: August 2019 - May 2020
 	
Perceptions Need #8
    Strategy's Expected Result/Impact: Formative: Benchmark Scores, Student Progress Reports, and Classroom Observations, Monthly Contact Log Composite Report.
 	
    Summative: Composite of End of Year survey, Title I-A Parental Involvement Compliance Checklist STAAR/EOC Results, Parent & Student Attendance Rate, Discipline Referrals..
    Monitor: Administration,
    Counselors,
    Teachers,
    Parent Liaison
    Funding Sources: Parent Liaison - Mileage (Perception #8) - 211 Title I-A - 211-61-6411-00-043-Y-30-0F2-Y - $900, Parent Center - Food (Perception #8) - 211 Title I-A - 211-61-6499-53-043-Y-30-0F2-Y - $1,200, General Supplies - Parent Center (Perception #8) - 211 Title I-A - 211-61-6399-00-043-Y-30-0F2-Y - $2,000				

	Formative			**Summative**
	Nov	Feb	Apr	June
	40%	65%	80%	→

Strategy 7 Details	Reviews			

Strategy 7: Provide computers on wheels for access of student's academic progress reports, and on-line training courses, etc. *Home Access Center *Parent Newsletter
 	
Population: All parents.
 	
Timeline: August 2019 - May 2020
    Strategy's Expected Result/Impact: Formative: District and Campus Parental Involvement Policy
    Summative: Composite of End of Year survey, Composite of End of Year survey, Title I-A Parental Involvement Compliance Checklist STAAR/EOC Results, Parent & Student Attendance Rate, Discipline Referrals.
    Monitor: Administration,
    Counselors,
    Teachers,
    Parent Liaison				

	Formative			**Summative**
	Nov	Feb	Apr	June
	40%	65%	80%	→

Strategy 8 Details	Reviews			
	Formative			Summative
Strategy 8: Solicit Community partners for each academic team to promote academic excellent for teams via business and community ventures. Activities include breakfast clubs, evening sessions, etc.	Nov	Feb	Apr	June
Population: Community Partners and parents Timeline: August 2019 - May 2020 **Strategy's Expected Result/Impact:** Formative: Parent Invitations, Sign-in sheet, Parent Evaluations. Summative: Parent Evaluations, Composite of End of Year survey, Title I-A Parental Involvement Compliance Checklist STAAR/EOC Results, Parent & Student Attendance Rate, Discipline Referrals. **Monitor:** Administration, Counselors, Teachers, Parent Liaison	40%	65%	80%	→
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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

Performance Objective 2: Faulk Middle School will commit itself to implement the BISD Phase I Future Ready Plan. - Community Partnerships

    Evaluation Data Sources: Future Ready Survey Results

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative

Strategy 1: Faulk Middle School will create a database of leaders with expertise in technology integration to provide classroom level partnerships.
 	
Population: All Students
Timeline: August 2019- June 2020
    Strategy's Expected Result/Impact: Formative Results:
    Attendance records
    Surveys
    Presentations
    Agendas
    Summative Results:
    Attendance records
    Surveys
    Presentations
    Agendas
    Monitor: TST -
    Project RISE Master Teacher for Technology
	Nov	**Feb**	**Apr**	**June**

	40%	65%	80%	→

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: Faulk Middle School will increase community partnership, focusing on entrepreneurship, innovation, and strategic planning that will facilitate educational technology. Population: All Students Timeline: August 2019- June 2020 **Strategy's Expected Result/Impact:** Formative Results: 1. Attendance records 2. Surveys Summative Results: 1. Attendance records 2. Surveys **Monitor:** TST - Project RISE Master Teacher for Technology	**Nov**	**Feb**	**Apr**	**June**
	40%	65%	80%	→
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 7: Educators will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. (TEA Ch. 4 Obj. 9)
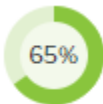
Performance Objective 1: Academic related professional development will improve teacher effectiveness in providing student centered instruction to meet the needs of all students, including those receiving special education, dyslexia, second language and At-Risk supports to improve academic performance and engagement as evidenced by classroom observations.

Evaluation Data Sources: Professional development system (PDS) session attendance and evaluation reports, Feedback/Walk through report data, T-TESS evaluations (waived due to COVID-19; will use walk-through data)

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			**Summative**
Strategy 1: All teachers and administration will attend Campus, District, and state/out-of-district conferences / professional development, and have access to resources to acquire initiatives, strategies, and activities pertaining to the instructional program, obtain the latest updates, support and resources to include sessions on: improvement of student performance, Special Education, Technology, Classroom Discipline Management, Review 360 RTI, , Conflict Resolution, differentiated instruction, ELAR (English Language Arts and Reading TEKS Classroom libraries/ Subscriptions, Curriculum Frameworks, Texas Adolescent Literacy Academies (TALA), Pre-Ap/Ap Summer Institute Training, GT, Pre-AP Ongoing Training, Response to Intervention (RTI), IEP, PLAAFPs, New State Adopted Texts, CCRS (College and Career Readiness Standards), Peer coaching, STAAR Blueprints, State of Texas Assessments, Authentic Learning (Various Topics), Consultant, Data Analysis (Progress Monitoring), Developing Metacognitive Skills (reflective reasoning, Conceptual Understanding, Questioning Techniques), LPAC reviews,TELPAS/ELPS, Writing Rubric, Shelter Instruction Training, ESL Textbook Adoptions (MILESTONES), Texas Middle School Fluency 7th Grade, GT/Pre-AP Training, Book Study, adopted math textbook, Content in the area of math, Algebra I / EOC Success, RGVCTM Conferences NCTM Conferences, Region One HESTEC SIRC Transformation conference, TEA TAIS Summer Training, CAST conference, RGV SA mini-CAST, STAR LAB, Questioning Techniques, Notebooks, Journaling, Word Walls, Graphic Organizers, Vocabulary Development, Science Maintenance, High Five Science, New Teacher In-service, TMSDS, AWARE, STEM, TABE, Technology training in: PowerPoint Smart Board, Web links.	**Nov**	**Feb**	**Apr**	**June**
	40%	65%	80%	→

Population: All Students

Timeline: August 2019 - May 2020

School Process and Program Needs #1

   Strategy's Expected Result/Impact: Formative: Classroom observations for implementation Progress reports Walkthroughs, Class Visitations/Debriefing, CBLT Monthly meetings, Sign In-Sheets Texas Middle School Fluency Assessment (TMSFA) Reduction of Dyslexia referrals to Dyslexia and Special Education.Summative: TELPAS STAAR SAT 10 PBMAS

   Monitor: Principal, Dean,
   Asst. Principals,
   Dept. Chairs,
   Teachers

   Funding Sources: Misc. Contracted Services - Professional Development (SPP#1) - 211 Title I-A - 211-13-6298-00-043-Y-30-0F2-Y - $7,000, Sal/Wages For Subs Teachers (SPP#1) - 199 Local funds - 199-11-6112-18-043-Y-99-000-Y - $6,000, Misc. Operating Costs - Food Staff (SPP#1) - 199 Local funds - 199-13-6499-53-043-Y-99-000-Y - $5,000, Employee Travel - Out of District Travel (SPP#1) - 199 Local funds - 199-13-6411-23-043-Y-99-000-Y - $1,000, Employee Travel - Admin - Out of District (SPP#1) - 199 Local funds - 199-23-6411-23-043-Y-99-000-Y - $500, Overtime - Clerical (SPP#1) - 199 Local funds - 199-23-6121-08-043-Y-99-000-Y - $4,000, TABE Conference (SPP#1) - 163 State Bilingual - 163-13-6411-23-043-Y-25-031-Y - $870, Professional Development Supplies - 162 State Compensatory - $3,000

Strategy 2 Details	Reviews			
Strategy 2: All math and science grade level teachers will be afforded the opportunity to attend DEFINE STEM Professional Development to improve student performance in math and science.	Formative			Summative
	Nov	Feb	Apr	June

Population: All Students.
 	
Timeline: August 2019 - May 2020
   Strategy's Expected Result/Impact: Formative: lesson plans, curriculum and instruction plans.
   Summative: 10% Increase in 6th Grade STEM STAAR Math Scores as compared to All Students 10% Increase in 6th Grade STEM STAAR Science Scores as compared to All Students
   Monitor: Administration,
Teachers
Comprehensive Support Strategy
	40%	65%	80%	→

Strategy 3 Details	Reviews			
Strategy 3: Fine Arts teachers will participate in in-service district training on updated Scope and Sequence material for TEKS.	Formative			Summative
	Nov	Feb	Apr	June

Population: All students
 	
Timeline: August 2019 - May 2020
   Strategy's Expected Result/Impact: Formative: Lesson Plans, Student Portfolios
   Summative: Performance Ratings
   Monitor: Administration,
Fine Arts Teachers
	40%	65%	80%	→

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 7: Educators will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. (TEA Ch. 4 Obj. 9)

Performance Objective 2: Faulk Middle School will commit itself to implement the BISD Phase I Future Ready Plan. - Personalized Professional Learning / Use of Space and Time

> **Evaluation Data Sources:** Future Ready Survey Results

> **Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			

Strategy 1: Teachers and school leaders will participate in a minimum of 12 hours of face to face technology professional development and/or 6 credits of competency-based micro-credentials annually to better prepare and assist with the integration of technology.
 	
Population: Teachers, School Leaders
Timeline: August 2019 to May 2020
    Strategy's Expected Result/Impact: Formative Results:
    Benchmarks
    Projects
    Summative Results:
    Standardized tests
    Survey
    Transcripts
    Monitor: Campus Administration, Teachers
	Formative			Summative

	Nov	Feb	Apr	June
	40%	65%	80%	→

Strategy 2 Details	Reviews			

Strategy 2: Faulk Middle School will allow the Media Specialists, Deans, Technology Administrators, and Technology Support Teacher (TST) adequate time daily to support their campus in the integration of technology into instruction.
 	
Population: TST, Dean, Media Specialist
Timeline: August 2019 to May 2020
  Strategy's Expected Result/Impact: Formative Results:
  Benchmarks
  Projects
  Summative Results:
  Standardized tests
  Survey
  Monitor: Campus Administration
  TST
	Formative			Summative

	Nov	Feb	Apr	June
	40%	65%	80%	→

Strategy 3 Details	Reviews			

Strategy 3: Faulk personnel and stakeholders will attend opportunities at the national, state, regional and in-district conferences to engage in research- based professional development that will support effective transformational reform strategies, best practices and student learning. (Title I-A & Title II-A)
 	
Population: Teachers, School Leaders
Timeline: August 2019 to June 2020
  Strategy's Expected Result/Impact: Formative Results:
  Benchmarks
  Projects
  Summative Results:
  Standardized tests
  Survey
  Monitor: Campus Administration, Teachers
	Formative			Summative

	Nov	Feb	Apr	June
	40%	65%	80%	→

Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: Faulk Middle School will find innovators and early adopters among administrators, students, and staff to implement personalized learning that will foster and strengthen student-centered learning, digital learning environments, and learning management systems that will options to learn any time of day, from home, school and/or community. Population: All Students Timeline: August 2019- June 2020	**Nov**	**Feb**	**Apr**	**June**
	40%	65%	80%	→

Strategy's Expected Result/Impact: Formative Results:
1. Benchmarks
2. Classroom projects
3. Student competitions
Summative Impact:
1. Test scores
2. End of Year grades
3. Electronic portfolios
4. Future Ready Survey
results
5. Benchmarks

Monitor: Campus Administration

Strategy 5 Details	Reviews			
	Formative			**Summative**

Strategy 5: Faulk Middle School will find innovators and early adopters among administrators, students, and staff to implement personalized learning that will foster and strengthen student-centered learning, digital learning environments, and learning management systems that will options to learn any time of day, from home, school and/or community.
Population: All Students
Timeline: August 2019- June 2020
 	
   Strategy's Expected Result/Impact: Formative Results:
   1. Benchmarks
   2. Classroom projects
   3. Student competitions
   Summative Impact:
   1. Test scores
   2. End of Year grades
   3. Electronic portfolios
   4. Future Ready Survey
   results
   5. Benchmarks
   Monitor: Campus Administration
	Nov	**Feb**	**Apr**	**June**

	40%	65%	80%	→

0% No Progress　　100% Accomplished　　→ Continue/Modify　　✕ Discontinue

Goal 8: 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: Faulk 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 Sources: EOY Student grades, electronic portfolios, CNA Survey Results, T-TESS, Professional Development System Summary Reports, Fixed Assets inventory Expenditure reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Teachers will participate in technology professional development such as: CTE Technology district trainings, Eduphoria, Tango, TCEA Convention and Regional Technology Conferences in order to ensure students benefit from new programs and hardware. Population: All students. Timeline: August 2019 - May 2020 **Strategy's Expected Result/Impact:** Formative: Staff Development Agenda Lesson Plans Summative: Six Weeks Exam TELPAS Online Scores **Monitor:** Administration Technology teachers TST	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
	40%	65%	80%	→

Strategy 2 Details	Reviews			
Strategy 2: Technology teachers and CTE Teachers will focus on instruction pertaining to societal changes and the use of technology, keyboarding techniques, creating a website and the use of internet research and business forms/techniques to ensure students have skills to create documents and e-mails account. Population: All students. Timeline: August 2019 - May 2020 **Strategy's Expected Result/Impact:** Formative: Lesson Plans, Students Work Summative: Six Weeks Exam, Benchmark Data. **Monitor:** Administration Technology teachers TST	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
	40%	65%	80%	→

Strategy 3 Details	Reviews			
Strategy 3: Technology teachers will integrate TEKS / STAARS objectives into their instruction and promote critical thinking skills, develop projects that foster creativity, collaboration, innovation.	Formative			Summative
	Nov	Feb	Apr	June
Population: All students. Timeline: August 2019 - May 2020	40%	65%	80%	→

Strategy 4 Details	Reviews			
Strategy 4: Teachers will complete an annual School Technology and Readiness (STAR) chart.	Formative			Summative
	Nov	Feb	Apr	June
Population: All students. Timeline: August 2019 - May 2020 **Strategy's Expected Result/Impact:** Formative: Meeting Agenda Summative: Texas STAR Chart administrative tool. **Monitor:** Administration, Technology teachers, TST	✗	✗	✗	✗

Strategy 5 Details	Reviews			
Strategy 5: The campus will ensure accessibility to instructional technology devices and software (STEMscopes/ETS Criterion, Summit K12 Holdings, Edgenuity) in order to improve student achievement. Desktop computers, projectors, laptop computers, Ipads, Kindles, Chromebooks, COW Cart, Digital Sender, Dell Tablets, Digital Pens, Portable Speakers REDCAT, printers, external hard drives, IP Phone, ink, printers, scanners, fax machines, servers, laminators, sound systems, digital cameras, video (document) cameras, Elmo, miniovotes, mobipads, USB memory sticks Smart Boards including adaptive-assisted devices when needed. Population: All students. Timeline: August 2019 - May 2020 Student Academic and Achievement Needs #2	Formative			Summative
	Nov	Feb	Apr	June
	40%	65%	80%	→

Strategy's Expected Result/Impact: Formative: Lesson Plans Students
Summative: Six Weeks Exam.

Monitor: Administration,
Technology teachers,
TST

Title I Schoolwide Elements: 2.4

Funding Sources: Chromebooks/Charging Carts (SAA#2) - 211 Title I-A - 211-11-6398-62-043-Y-30-0F2-Y - $57,408, Software (SAA#2) - 211 Title I-A - 211-11-6395-62-043-Y-30-0F2-Y - $15,000, IT Equipment General Supplies (SAA#2) - 211 Title I-A - 211-11-6399-62-043-Y-30-0F2-Y - $2,000, GENERAL SUPPLIES - IT Equipment (SAA#2) - 199 Local funds - 199-11-6399-62-043-Y-11-000-Y - $6,000, Electronic Devices (SAA#2) - 162 State Compensatory - 162-11-6398-62-043-Y-30-000-Y - $3,125, Software - Edgenuity (SAA#2) - 162 State Compensatory - 162-11-6299-62-043-Y-30-000-Y - $8,495, Printers for SPED Teachers (SAA#2) - 166 State Special Ed. - 166-11-6398-62-043-Y-23-0P5-Y - $4,888, Computers, Notebooks, COWS HB3 Monies (SAA#2) - 162 State Compensatory - 162-11-6398-62-043-Y-30-337-Y - $149,260, Special Programs Mini Grant - 211 Title I-A - 211-11-6398-62-043-Y-30-0F2-Y - $44,885, CPUs for SPED Teachers - 166 State Special Ed. - 166-11-6398-62-043-Y-23-500-Y - $10,368

Strategy 6 Details	Reviews			
Strategy 6: Teachers will determine the goals, software and technology needs aligning them with the district technology goals and objectives.	Formative			Summative
	Nov	Feb	Apr	June
Population: All students. Timeline: August 2019 - May 2020	40%	65%	80%	✗

Strategy's Expected Result/Impact: Formative: Campus Improvement Plan
Summative: TELPAS, TAPR

Monitor: Administration,
Technology teachers,
TST

Strategy 7 Details	Reviews			
	Formative			Summative
Strategy 7: In order to improve students' academic achievement administration and staff will have access to purchase office computers, and office equipment . With this access campus administration and staff can have access to websites and computer programs that hold pertinent information such as news, lesson plans, forms and templates including websites with student work schedules, administrative information, homework information, and newsletters.	Nov	Feb	Apr	June
	40%	65%	80%	→
Population: All students. Timeline: August 2019 - May 2020 **Strategy's Expected Result/Impact:** Formative: Annual Inventory Purchasing Records Summative: Six Weeks Exams **Monitor:** Administration, Technology teachers, TST				

Strategy 8 Details	Reviews			
	Formative			Summative
Strategy 8: The Technology Support Teacher will support the campus in the area of instructional technology, as needed, on computer programs, software and will organize and manage campus technology and will be given the opportunity for professional development annually. Technology Support Teacher (TSTs) will be support the campus in the area of instructional technology, as needed, on computer programs, software and will organize and manage campus technology and will be given the opportunity for professional development annually.	Nov	Feb	Apr	June
	40%	65%	80%	→
Population: All students. Timeline: August 2019 - May 2020 **Strategy's Expected Result/Impact:** Formative: Meeting Agenda Summative: Needs Assessment STAR Chart **Monitor:** Administration, Technology teachers, TST				

Strategy 9 Details	Reviews			
	Formative			Summative
Strategy 9: Staff will be provided with professional training on campus computer software programs and integration of technology with the curriculum. INK, Printers (Elmo (Video Document Camera), projector Smart Boards, Airliner)	Nov	Feb	Apr	June
	40%	65%	80%	✘
Population: All Faculty Timeline: August 2019 - May 2020-Yearly **Strategy's Expected Result/Impact:** Formative: Sign-in Sheets, Agenda, Lesson Plans, 6 weeks projects Summative: TELPAS **Monitor:** Administration, Technology teachers, TST				

Strategy 10 Details	Reviews			
Strategy 10: Students will work at computer labs on programs that will increase their reading, math and science skills to help increase their level of academic performance, plus increase their ability to produce computer generated projects.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Population: All students.
 	
Timeline: August 2019 - May 2020.
    Strategy's Expected Result/Impact: Formative: Benchmark Scores, e-School Plus, 6 weeks projects
    Summative: STAAR Scores, TELPAS AEIS Report, EOY Grades, Retention Rates
    Monitor: Administration,
Technology teachers,
TST
	40%	65%	80%	→

	0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Goal 8: 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 2: Faulk Middle School will commit itself to implement the BISD Phase I Future Ready Plan. - Curriculum, Instruction, and Assessment / Robust Infrastructure / Data and Privacy

   Evaluation Data Sources: Future Ready Survey Results

   Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Faulk Middle School will increase the accessibility for all students in technology based instruction across all subject areas by providing new software and platforms including Microsoft, Google and Apple, and hardware at the campuses for computer/ technology enhanced instruction. The students will also develop projects that foster creativity, innovation, communication, collaboration, information fluency and digital citizenship in all content areas. Population: All Students Timeline: August 2019 - June 2020 **Strategy's Expected Result/Impact:** Formative Results: 1. Benchmarks 2. Classroom projects 3. Student competitions 4. Improved connectivity of wired and wireless devices. 5. Improved fidelity of software use Summative Impact: 1. Test scores 2. End of Year grades 3. Electronic portfolios 4. Future Ready Survey results 5. Benchmarks **Monitor:** Curriculum Specialists, TST, Campus Administration	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
	40%	65%	80%	→

Strategy 2 Details	Reviews			
Strategy 2: Faulk Middle School will establish a scorecard for successful investment in devices and other technologies prior to implementation ensuring a short-term deployment strategy that aligns to the district's longer-term technology plan as a preliminary step. Population: All Students Timeline: August 2019- June 2020 **Strategy's Expected Result/Impact:** Formative Results: 1. Score Card Summative Impact: 1. Score Card 2. Purchasing Records **Monitor:** TST, Campus Administration	Formative			Summative
	Nov	Feb	Apr	June
	40%	70%	80%	→

Strategy 3 Details	Reviews			
Strategy 3: In order to ensure appropriate WIFI connectivity for all stakeholders, a speed test will be conducted across the district in the early fall, mid-year and spring. Population: All Students Timeline: August 2019- June 2020 **Strategy's Expected Result/Impact:** Formative Results: 1) Score Card for appropriate connectivity of wired and wireless networks Summative Results: 1) Score Card for appropriate connectivity of wired and wireless networks **Monitor:** TST, Campus Administration	Formative			Summative
	Nov	Feb	Apr	June
	40%	65%	80%	→

Strategy 4 Details	Reviews			
	Formative			**Summative**
Strategy 4: Faulk Middle School will review and update policies and procedures to guide students, staff, parents, and community to ensure safety, privacy, and security.	**Nov**	**Feb**	**Apr**	**June**
Population: All Students Timeline: August 2019- June 2020 **Strategy's Expected Result/Impact:** Formative Results: 1. Benchmarks 2. Teacher observations Summative Results: 1. Test scores 2. End of year grades 3. Survey all stakeholders **Monitor:** Campus Administration	40%	65%	85%	→

	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 9: 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 Faulk Middle School attendance rate to 96.8% with a target of 97% and improve At-Risk Student Attendance Rate by 10% over prior year attendance.

    Evaluation Data Sources: District and campus attendance rates, At-Risk Student Attendance.

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			

Strategy 1: Implement campus attendance goals that address procedures, roles, responsibilities and a formal written plan for Monitoring / management Included in campus Improvement Plan. Ensure that campus student attendance meets District and State rates so that students meet their full educational potential.
 	
Population: All Students
 	
Timeline: August 2019 - May 2020-weekly
 	
  Strategy's Expected Result/Impact: Formative: Weekly review of campus attendance rates
  Monitor campus Attendance Management plans as needed by campus visitations by attendance office
  Summative: TAPR, AYP.
  Monitor: Campus Staff,
  Attendance
  Personnel
	Formative			**Summative**

	Nov	**Feb**	**Apr**	**June**
	40%	65%	80%	→

Strategy 2 Details	Reviews			
Strategy 2: Train attendance clerks and parent /attendance Liaison to consistently monitor and communicate student's daily absences and tardiness to parents and staff to promote and ensure rapid system of communication to reduce student absences and tardiness and increase instructional opportunities for students.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Population: All Students	40%	65%	80%	→
Timeline: August 2019 - May 2020-Every Six Weeks **Strategy's Expected Result/Impact:** Formative: Agenda Sign-in sheets Six weeks Attendance Report Phone Master Daily Log, School Messenger Notification System. Summative: Attendance Reports. **Monitor:** Attendance Office, Principal, Campus PEIMS Supervisor, Attendance Clerks, Parent Liaison, Student Accounting, Data Entry Clerk				

Strategy 3 Details	Reviews			
Strategy 3: Provide training as needed to effectively implement School Messenger Notification System procedures for effective monitoring of student attendance and maximize instruction.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Population: All Students	40%	65%	80%	→
Timeline: August 2019 - May 2020 **Strategy's Expected Result/Impact:** Formative: KBSD announcements Campus marquees Summative: AYP, Attendance. **Monitor:** School Messenger Notification System, Trainer Computer Services, PEIMS Supervisor, Pupil Services, Data Entry Clerk				

Strategy 4 Details	Reviews			
Strategy 4: Publish and recognize campus attendance rates in KBSD, school marquees and school activities to promote and motivate student attendance District-wide and increase educational potential of students. Population: All Students Timeline: August 2019 - May 2020 **Strategy's Expected Result/Impact:** Formative: KBSD announcements Campus marquees Summative: AYP, Attendance. **Monitor:** Student Accounting , Principal, PEIMS Supervisor, Admissions and Attendance	Formative			Summative
	Nov	Feb	Apr	June
	40%	65%	80%	→

Strategy 5 Details	Reviews			
Strategy 5: Recognize and award incentives to students with Perfect attendance every six weeks and at the end of the year. Campus recognition of students for perfect attendance achievement that increases learning performance. To obtain perfect attendance, student must be present the entire instructional day for that attendance reporting period. Special consideration will be given to medical issues that arise at school. Promote student achievements and recognition via Brownsville Herald ads. Population: All Students Timeline: August 2019 - May 2020 **Strategy's Expected Result/Impact:** Formative: Campus documentation Summative: AYP, Attendance Records. **Monitor:** Student Accounting , Principal, PEIMS Supervisor, Admissions and Attendance	Formative			Summative
	Nov	Feb	Apr	June
	40%	65%	80%	→

Strategy 6 Details	Reviews			
Strategy 6: Recognize and award incentives to students with Perfect attendance every six weeks and at the end of the year. Campus recognition of students for perfect attendance achievement that increases learning performance. To obtain perfect attendance, student must be present the entire instructional day for that attendance reporting period. Special consideration will be given to medical issues that arise at school. Promote student achievements and recognition via Brownsville Herald adds. Population: All Students Timeline: August 2019 - May 2020 **Strategy's Expected Result/Impact:** Formative: Campus documentation Summative: AYP, Attendance Records. **Monitor:** Student Accounting , Principal, PEIMS Supervisor, Admissions and Attendance	Formative			Summative
	Nov	Feb	Apr	June
	40%	65%	80%	→

Strategy 7 Details	Reviews			
Strategy 7: Recognize students with a special certificate/plaque/ribbon/medal for cumulative perfect attendance. 6-8. District Recognition of students with Cumulative perfect attendance that increases their opportunity to meet their full educational potential. Population: All Students Timeline: August 2019 - May 2020 **Strategy's Expected Result/Impact:** Formative: List of certificate/plaque recipients by school Summative: AYP, Attendance Records. **Monitor:** Student Accounting , Principal, PEIMS Supervisor, Admissions and Attendance	Formative			Summative
	Nov	Feb	Apr	June
	40%	65%	80%	→

Strategy 8 Details	Reviews			
Strategy 8: Facilitate the parents ability to monitor attendance via School Messenger Notification System by consistently updating student information.	Formative			Summative
	Nov	Feb	Apr	June

Population: All Students
 	
Timeline: August 2019 - May 2020
    Strategy's Expected Result/Impact: Formative: Review annual attendance rates to determine recipients of attendance achievement banner award.
    Summative: AYP, Attendance Records.
 	
    Monitor: Student Accounting ,
Principal, PEIMS Supervisor,
Admissions and Attendance
	40%	65%	80%	→

Strategy 9 Details	Reviews			
Strategy 9: Student records will be maintained with current information in order to comply with district policy and record retention.	Formative			Summative
	Nov	Feb	Apr	June

Population: All Students
 	
Timeline: August 2019 - May 2020-Every Six Weeks
    Strategy's Expected Result/Impact: Formative: PRC Log
    Summative: Compliance of Student Records.
 	
    Monitor: Student Accounting ,
Principal, PEIMS Supervisor,
Admissions and Attendance
	40%	65%	80%	→

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)
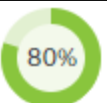
Performance Objective 2: Reduce the Faulk Middle School Dropout Rate to less than 1%.

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

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Faulk Middle School will implement accelerated instruction and remediation strategies in core-area subjects for low-performing students by the sixth week of school in order to decrease the retention rate and improve student achievement. Will provide students with Food and Refreshments during Saturday Academies. Population: AR, TI, MI, LEP Timeline: August 2019 - May 2020	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
	40%	65%	80%	→
Strategy's Expected Result/Impact: Formative: eSchoolPlus Solutions generated accelerated instruction Schedule, Attendance Report, accelerated instruction Lesson Plans, accelerated instruction Teacher Observation, Benchmark Scores, and Student Progress Reports Summative: STAAR **Monitor:** Administrator for State Compensatory Education, Campus Administration, Counselors, At-Risk counselor, Teachers **Comprehensive Support Strategy**				

Strategy 2 Details	Reviews			
Strategy 2: Continue the district-wide plan for quality professional development for faculty, staff and administration targeting the identification of students at-risk of dropping out and providing teachers with effective intervention and prevention instructional strategies, including the identification of special populations in order to decrease student dropout rates and to increase graduation rates. Campus will consult with Region One for Professional Development opportunities. The campus will also supply travel money to attend Region One Training, technology training and Texas Assessment Conference. Population: All Students Timeline: August 2019 - May 2020-Monthly	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
	40%	65%	80%	→
Strategy's Expected Result/Impact: Formative: In-Service Evaluations Summative: TAPR, AYP **Monitor:** Administration, Teachers, Students				

Strategy 3 Details	Reviews			
Strategy 3: Faulk Middle School will participate in the 2019 BISD Walk for the Future.	**Formative**			**Summative**
	Nov	Feb	Apr	June

Population: No Show Students
 	
Timeline: August 2019 - May 2020
 	
Demographic Needs #5
    Monitor: PEIMS Assistant Principal, Dean of Instruction
    Funding Sources: Misc. Operating Costs (Demographic Needs #5) - 162 State Compensatory - 162-61-6499-53-043-Y-30-WTF-Y - $150, General Supplies (Demographic Needs #5) - 162 State Compensatory - 162-61-6399-00-043-Y-30-WTF-Y - $150
	40%	65%	80%	→

Strategy 4 Details	Reviews			
Strategy 4: Contracting with community sources including CIS to help support student academic achievement through case management.	**Formative**			**Summative**
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Formative: CIS Sign In Sheets Summative: Final CIS Report. **Monitor:** Dean, Principal **Funding Sources:** Community in School Services - 162 State Compensatory - $12,500	40%	65%	80%	→

Strategy 5 Details	Reviews			
Strategy 5: Fund highly qualified teachers to help support at risk students.	**Formative**			**Summative**
Funding Sources: Supplemental At-Risk FTEs - 162 State Compensatory - $207,848	Nov	Feb	Apr	June
	40%	65%	80%	→

Strategy 6 Details	Reviews			
Strategy 6: Fund a Dean of Instruction to help support teachers and at risk students.	**Formative**			**Summative**
Title I Schoolwide Elements: 2.6	Nov	Feb	Apr	June
Funding Sources: Dean of Instruction - 162 State Compensatory - $78,509	40%	65%	80%	→

Strategy 7 Details	Reviews			
Strategy 7: Fund a At-risk counselor	Formative			Summative
Title I Schoolwide Elements: 2.6	Nov	Feb	Apr	June
Funding Sources: At-Risk Counselor Stipend - 162 State Compensatory - $3,000, At-Risk Counselor - 162 State Compensatory - $78,987	40%	65%	80%	→

Strategy 8 Details	Reviews			
Strategy 8: 8) Students will participate in Bridge Camp for at-risk incoming 6th grade students in order to receive a jump-start in READING/ELA, Math, Content Areas.	Formative			Summative
	Nov	Feb	Apr	June

Timeline: June 2020-July 2020
 	
Population: Incoming 6th Grade Students
 	
Student Academic Achievement Need#11
   Strategy's Expected Result/Impact: Summative: Summer Bridge Sign-In Sheets
   Monitor: Dean of Instruction
   Funding Sources: Summer Bridge Extra Duty Pay (SAA#11) - 211 Title I-A - 211-11-6118-00-043-Y-30-BDG-Y - $13,034
	40%	65%	80%	→

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 9: 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: 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 Sources: Nurse time and effort reports show students immediate health concerns are addressed along with improved report card grades and increased student attendance rates. PAPA, CATCH, and SHAC meetings and reports.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Assist students with issues interfering with learning, such as but not limited to emotional distress, family problems, or alcohol problems. Intervention strategies will be created for students who meet State criteria, which are addressed in the PGPs (Personal Graduation Plans) at the secondary level to increase students' graduation rate. Population: All Students Timeline: August 2019 - May 2020-Yearly	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
	40%	65%	80%	→
Strategy's Expected Result/Impact: Formative: Counselor Logs 10% decrease in dropout rate Summative: PGPs, AYP Attendance Rates. **Monitor:** Administration, Teachers, Counselors				

Strategy 2 Details	Reviews			
Strategy 2: Dating Violence Policy, Maintain a written safety plan developed by the campus safety committee, Meet annually with parents for awareness education, Provide training for administrators, counselors and teachers. Provide counseling for students involved in offenses Implement enforcement of protective orders and school based alternatives to protective orders Designed to empower victims of dating violence to report dating violence. Population: All Students Timeline: August 2019 - May 2020-Every Six Weeks	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
	40%	65%	80%	→
Strategy's Expected Result/Impact: Formative: Evaluations, Audits, Sign-In Sheet Summative: PEIMS Discipline Reports **Monitor:** Administration, Counselors, Teachers				

Strategy 3 Details	Reviews			

Strategy 3: Parent Presentations will be made periodically at campuses, Gang Awareness, Bullying, Dating Violence, Internet Safety, Drug, Alcohol and Tobacco Awareness, gun safety, Teen CERT, Truancy, EOP-Safety Procedures to educate parents to be able to recognize the signs and symptoms related to certain offenses.
 	
Population: All Students
 	
Timeline: August 2019 - May 2020-Every Six Weeks
    Strategy's Expected Result/Impact: Formative: Evaluations, Sign-In Sheets
    Summative: PEIMS Discipline Reports
    Monitor: Administration,
    Counselors,
    Teachers
	Formative			Summative

	Nov	Feb	Apr	June
	40%	65%	80%	→

Strategy 4 Details	Reviews			

Strategy 4: Establishes effective procedures for a health school environment and maintain accurate student health records and supplies and materials needed to assist in meeting the health needs of the general school populations and those with identified health conditions. Will also purchase supplies and custodial materials to maintain a clean environment.
 	
Population: All Students
 	
Timeline: August 2019 - May 2020-Weekly
 	
Perceptions Needs #6
    Strategy's Expected Result/Impact: Formative: Nurse Logs
    Summative:
    Monitor: Administration, Nurse, Nurse Aide
    TEA Priorities: Connect high school to career and college
    Funding Sources: General Supplies - Custodial Supplies (Perceptions #6) - 199 Local funds - 199-51-6399-00-043-Y-99-000-Y - $5,000, SUPPLIES FOR MAINT/OPERAR-CUST (Perceptions #6) - 199 Local funds - 199-51-6315-00-043 -Y-99-000-Y - $500
	Formative			Summative
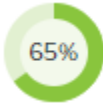
	Nov	Feb	Apr	June
	40%	65%	80%	→

Strategy 5 Details	Reviews			
	Formative			Summative
Strategy 5: To promote and ensure physical fitness, middle school students in grades 6-8 will be provided with moderate to vigorous physical activity each day in physical education for at least 4 total semesters, so that everyone will be in compliance with Senate Bill 530 effective 09/01/2007. Population: All Students Timeline: August 2019 - May 2020 Perception Needs #5 **Strategy's Expected Result/Impact:** Formative: Classroom Observations, PE student attendance records, Updated District Policy Summative: School Health Index, Physical Fitness Assessment **Monitor:** Area Superintendents, Campus Administrators, Deans/Facilitators, Physical Ed. Teachers **Funding Sources:** GENERAL SUPPLIES - PE (Perceptions #5) - 199 Local funds - 199-11-6399-51-043-Y-11-000-Y - $1,000	**Nov** 40%	**Feb** 65%	**Apr** 80%	**June** →

Strategy 6 Details	Reviews			
	Formative			Summative
Strategy 6: Assess student fitness annually in grades 3-12 to improve the health and well being of all students and be in compliance with the requirements of Senate Bill 530 effective 09/01/2007. Population: All Students Timeline: August 2019 - May 2020 **Strategy's Expected Result/Impact:** Formative: Classroom Observations, PE student attendance records, Updated District Policy Summative: TEA required report for Fitness Assessment Results & Student Follow-up **Monitor:** Area Superintendents, Assessment Research & Evaluation Administrator, Curriculum & Instruction Administrators, Health Services Administrator, Physical Ed. Specialist, Campus Administrators, Physical Ed. Teachers, School Nurse, CATCH Team Members, ARD & 504 Teachers	**Nov** 40%	**Feb** 65%	**Apr** 80%	**June** →

Strategy 7 Details	Reviews			
Strategy 7: Develop curriculum objectives in Health and Physical Education, which provide students the knowledge and skills necessary to develop and maintain optimal lifetime health and fitness levels. Curriculum must be sequential, developmentally appropriate, designed, implemented and evaluated to enable students to develop the motor, self management, additional skills, attitudes and confidence necessary to participate in physical activity throughout life in order to comply with Senate Bill 891 effective 09/01/2009. Population: All Students Timeline: August 2019 - May 2020 **Strategy's Expected Result/Impact:** Formative: Updated Curriculum Frameworks Summative: Student classroom Assessment, Physical Fitness Assessment. **Monitor:** Health Ed. Lead Teacher, PE Specialist, Health Teachers, PE Teachers	Formative			Summative
	Nov	Feb	Apr	June
	40%	65%	80%	→

Strategy 8 Details	Reviews			
Strategy 8: Update scope and sequence bi-annually for Health and Physical Education and monitor for implementation in order to provide appropriate instructional guidelines and pacing for these teachers. Population: All Students Timeline: August 2019 - May 2020 **Strategy's Expected Result/Impact:** Formative: District Frameworks, Lesson Plans Summative: Student classroom Assessment, Physical Fitness Assessment. **Monitor:** Health Teachers, PE Teachers	Formative			Summative
	Nov	Feb	Apr	June
	40%	65%	80%	→

Strategy 9 Details	Reviews			
Strategy 9: Update scope and sequence bi-annually for Health and Physical Education and monitor for implementation in order to provide appropriate instructional guidelines and pacing for these teachers. Population: All Students Timeline: August 2019 - May 2020 **Strategy's Expected Result/Impact:** Formative: District Frameworks, Lesson Plans Summative: Student classroom Assessment, Physical Fitness Assessment. **Monitor:** Health Teachers, PE Teachers	Formative			Summative
	Nov	Feb	Apr	June
	40%	65%	80%	→

Strategy 10 Details	Reviews			
Strategy 10: Provide in-service training on updated scope & sequence including strategies that motivate students to participate and maintain a physically active and healthy lifestyle to promote continued health and wellness. Population: All Students Timeline: August 2019 - May 2020 **Strategy's Expected Result/Impact:** Formative: Sign-in sheets Summative: Monthly campus visitation documentation. **Monitor:** District specialist, Campus Administration, Health Teachers, P.E. Teachers	Formative			Summative
	Nov	Feb	Apr	June
	40%	65%	80%	→

Strategy 11 Details	Reviews			
Strategy 11: Update campus improvement plan to include necessary improvements indicated by the School Health Index Assessment Tool in order to comply with legislative updates as they pertain to health and physical education and Senate Bill 892 effective 09/01/2009. Population: All Students Timeline: August 2019 - May 2020 **Strategy's Expected Result/Impact:** Formative: Campus Improvement Plan Review Summative: School Health Index Documentation, Campus Improvement Plan. . **Monitor:** District specialist, Campus Administration, Health Teachers, P.E. Teachers	Formative			Summative
	Nov	Feb	Apr	June
	40%	65%	80%	→

Strategy 12 Details	Reviews			
Strategy 12: Recommend to the BISD Board of Trustees changes needed concerning the Districts Health & Physical Education Programs as an outcome of the School Health Advisory Council meetings which will take place four or more times annually in order to comply with Senate Bill 283 effective 09/01/2009. Timeline: August 2019 - May 2020 **Strategy's Expected Result/Impact:** Formative: Sign-in sheets, evaluations. Summative: School Health Advisory Council Board Recommendations. **Monitor:** District specialist, Campus Administration, PE/Health Teachers,	Formative			Summative
	Nov	Feb	Apr	June
	40%	65%	80%	→

Strategy 13 Details	Reviews			

Strategy 13: Maintain and improve Coordinated Approach to Child Health (CATCH) Teams that implement the Coordinated School Health Program K-12 by developing goals and objectives based on fitness assessment data, academic performance, attendance rates, academic disadvantages and the use of success of any method in order to ensure students are reaching required moderate to vigorous physical activity (MVPA), and any other indicator reLevel III by School Health Advisory Council (SHAC) in order to comply with Senate Bill 19 and Senate Bill 892 effective 09/01/2009.
 	
Population: All Students
 	
Timeline: August 2019 - May 2020
    Strategy's Expected Result/Impact: Formative: Curriculum frameworks, Fitness assessment documentation, staff development agendas, lesson plans.
Summative: School Health Index Improvement Plan, Monthly campus visitation documentation, Implementation documentation.
    Monitor: District CATCH coordinator, Campus administration, Catch Campus Team
	Formative			Summative

	Nov	Feb	Apr	June
	40%	65%	80%	→

Strategy 14 Details	Reviews			

Strategy 14: Meet at the District level with Coordinated Approach to Child Health (CATCH) Champions and Physical Education Department Chairs to provide updated information and training strategies.
 	
Population: All Students
 	
Timeline: August 2019 - May 2020
    Strategy's Expected Result/Impact: Formative: Curriculum Frameworks
Summative: Agendas, sign-in sheets.
    Monitor: Administration, Safety coordinators, CATCH team, maintenance personnel.
	Formative			Summative

	Nov	Feb	Apr	June
	40%	65%	80%	→

Strategy 15 Details	Reviews			

Strategy 15: Implement a Parenting and Paternity Awareness (PAPA) program at all middle schools/high schools to provide knowledge and awareness of the legal aspects of parenting in compliance with House Bill 3076 effective 9/1/09.
 	
Population: All Students
 	
Timeline: August 2019 - May 2020
    Strategy's Expected Result/Impact: Formative: Lesson plans, classroom observation documentation.
Summative: PAPA curriculum assessments.
    Monitor: Administration, Safety coordinators, Counselors, Teachers.
	Formative			Summative

	Nov	Feb	Apr	June
	40%	65%	80%	→

Strategy 16 Details	Reviews			

Strategy 16: Establish teams of parents that will participate in physical activity and nutrition education throughout the year which will be known as Families In Training (FIT) in order to comply with Senate Bill 530 effective 09/01/2007.
 	
Population: All Students
 	
Timeline: August 2019 - May 2020
    Strategy's Expected Result/Impact: PE Teacher Formative: Sign-in sheets.
    Summative: Participant screening reports, participant evaluations.
    Monitor: District specialist, PE/Health Teachers
	Formative			Summative

	Nov	Feb	Apr	June
	40%	65%	80%	→

Strategy 17 Details	Reviews			

Strategy 17: Implement informational sessions to faculty, staff, and parents on specific guidelines on reporting child abuse as well as informing all students through counselor classroom presentations, informational documents, and KBSD on actions they should take to obtain assistance and intervention, if they have been sexually abused in order to comply with House Bill 1041 (Jenna's Law) effective 09/01/2009.
 	
Population: All Students
 	
Timeline: August 2019 - May 2020
    Strategy's Expected Result/Impact: Formative: Counselor Teacher verify class presentation(s), Agendas, Sign-in Sheets.
    Summative: Student Counseling Documentation, Follow-up on child's progress in school during and after counseling sessions.
    Monitor: Administration, Safety coordinators, Counselors, Teachers.
	Formative			Summative

	Nov	Feb	Apr	June
	40%	65%	80%	→

Strategy 18 Details	Reviews			

Strategy 18: Teachers will attend CPR, First Aid, Tapherd, CPI training and Fitness Gram training.
 	
Population: All Students
Timeline: August 2019
    Strategy's Expected Result/Impact: Formative: Teacher Evaluation
    Summative: Fitness Gram Reports.
    Monitor: Administration,
    P.E. Teachers
	Formative			Summative

	Nov	Feb	Apr	June
	40%	65%	80%	→
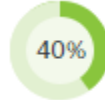
Strategy 19 Details	Reviews			
Strategy 19: Teach drug awareness during drug free week, teach children the dangers of the use of drugs and the many effects it can have on themselves and their families. Population: All Students Timeline: August 2019 - May 2020 **Strategy's Expected Result/Impact:** Formative: Classroom assessment by health teachers.Summative: Six Weeks Exam, Gradebook. **Monitor:** Administration, Counselors, P.E. / Health teachers	Formative			Summative
	Nov	Feb	Apr	June
	40%	65%	80%	→

Strategy 20 Details	Reviews			
Strategy 20: Diabetes awareness week, and walk to increase the awareness of the disease. Population: All Students Timeline: August 2019 - May 2020 **Strategy's Expected Result/Impact:** Formative: Sign in sheets agenda. Summative: Classroom assessment by health teacher, P.E. teacher, classroom presentations by counselors. **Monitor:** Administration, Counselors, P.E./Health teachers	Formative			Summative
	Nov	Feb	Apr	June
	40%	65%	80%	→

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 9: 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: Faulk Middle School will commit itself to implement the BISD Phase I Future Ready Plan. - Curriculum, Instruction, and Assessment

Evaluation Data Sources: Future Ready Survey Results

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Faulk Middle School will determine what gaps students at risk of dropping out have and will provide adaptive, personalized supplemental learning devices with software in foundational content areas (ELA, Math, Science, Social Studies consisting of . Population: All Students at risk of dropping out Timeline: August 2019- June 2020	**Formative**			**Summative**
	Nov	Feb	Apr	June
	40%	65%	80%	→
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

State Compensatory

Personnel for Faulk Middle School

Name	Position	Program	FTE
Emiliano Camarillo	Dean of Instruction	State Compensatory	1
Enrique Alvarez	Teacher	State Compensatory	1
Jose Esquivel	Teacher	State Compensatory	1
Jose Lucio	Teacher	State Compensatory	1
Rose D. Covarrubias	At-Risk Counselor	State Compensatory	1
Tony Meza	Teacher	State Compensatory	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment (CNA) was developed, reviewed, and revised after thorough review of multiple data sources and meetings with teachers/staff members and parents on April 26, 2019.

Data Sources Used:

(1) Student/Parent/Staff Surveys (BISD ARE Department provided results to campus)
(2) Use of data from academic assessments - STAAR / EOC / BISD Benchmarks / CPAS
(3) Data Analysis Meetings (BOY/MOY Benchmark Results)...record of dates, agendas, sign-in sheets with Dean of Instruction
(4) Number of students failing per six weeks and ultimately attending summer school based on report card grade (six weeks failing reports)
(5) Number of students on RtI's
(6) Formal and informal communication with parents (communication logs).

Summary of CNA:
The above allowed the campus to strengthen the core academic program by constantly planning targeted skills, routines and developing quality interventions to meet the educational needs of all students. Areas of strengths and needs were identified and documented.

CNA Process:
The Site-Based Decision-Making (SBDM) Committee conducted a comprehensive needs assessment over a period of one year to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on these needs, the committee decided to concentrate on improving the passing rate of all students equally, including student in sub groups such as: Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on all state assessments. The goal is to have 80 percent of all students and all student sub populations passing all parts of state mandated assessments for the 2018-2019 school year and to increase the Masters performance level in all content areas.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

This is the list of the people and titles who developed, reviewed, and revised the Faulk Middle School CIP.

All agreed that the CIP goals would include strategies that addressed the following: opportunities for all students to meet the challenging State academic standards strengthen the academic program increase the amount and quality of learning time provide an enrichment and accelerated curriculum (extended day program/accelerated instruction) address the the needs of all students, especially the At-Risk child.

Benita Villarreal	Principal	Administrator
Blanca Cardenas (T2)	SPED Representative	Classroom Teacher
Olga Renteria (T1-R)	Elective Representative	Classroom Teacher
Maria Lopez-Garcia (T2)	Reading Representative	Classroom Teacher
Jose F. Esquivel (T1-R)	Social Studies Representative	Classroom Teacher
Robert Rivera (T2)	Math Representative	Classroom Teacher
Noe Garza (T1-R)	ELA Representative	Classroom Teacher
Cynthia Rios (T2)	ESL Representative	Classroom Teacher
Victor Gonzalez (T1-R)	Science Representative	Classroom Teacher
Jose Lucio (T2)	PE/Health Representative	Classroom Teacher
Anabel Alejandro (T1-R)	Project Rise Representative	Classroom Teacher
Maria Concepcion Aldape	Community Representative	Community Representative
Graciela Barajas	Community Representative	Community Representative
Norma Pena Pena	Business Representative	Business Representative
Maria Lopez	Business Representative	Business Representative
Arturo Gracia	District-level Professional	District-level Professional
Lisa Gonzalez	Parent Representative	Parent
Francis Medellin	Parent Representative	Parent
Lupita Carr	Parent Representative	Parent
Maricela Chapa	Parent Representative	Parent
Emiliano Camarillo	Facilitator	Facilitator
Elsa Reyna-Espitia (T1-R)	Non-Classroom Professional	Non-classroom Professional

2.2: Regular monitoring and revision

The CNA/CIP will be monitored and revised quarterly throughout the year by the SBDM Committee, Grade Level teachers, and parents.

The date the campus first began to review/revise the Campus Improvement Plan: May 20, 2019

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

The campus improvement plan is made available to all parents and the community, in English, on the Faulk Middle School Website: www.faulk.weebly.com. Upon request, campus Parent Liaison or Dean will also make the CIP (hard copy) available to parents and community members.The CIP can and will be translated into any language the parent requests to the non-English speaking parents. Languages other than English: Spanish

2.4: Opportunities for all children to meet State standards

Schoolwide Reform Strategies that the school will be implementing to address school needs:

Faulk Middle School **will** provide opportunities for all children, including each of the subgroups of students (economically disadvantage students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)]) to meet the challenging State academic standards;

Examples:

Goal#1- Performance Objective #1 - Strategy#3

While using technology resources and accessories, teachers will conduct six-weeks tests, benchmarks, CPAs, tests in reading/ELA, fluency assessments, math, science and history as well as reflective conferences with both teachers and students on disaggregated results.**Population: All Students**

Goal#1- Performance Objective #1 - Strategy#4

Provide tutorials, Saturday Academies, extended day/week/year learning academies for students based on disaggregated six-weeks benchmark and EOY STARR tests results. Provide after-school tutorials and Saturday academies, while using the BISD transportation system, for identified low-performance students and at-risk students to prepare for the Reading, Writing, Math, Science, History STAAR, TELPAS, and the Algebra I EOC assessment. **Population: All Students**

Goal#1- Performance Objective #1 - Strategy#10

In order to improve Reading/ELA, Math, Science, Social Studies academic performance, will use Title I-A, State Compensatory, 199, 166, and Bilingual monies, so that teachers can incorporate instructional resources and necessary supplies/materials, that are supplemental to the curriculum. **Population: All Students**

Goal#8- Performance Objective #1 - Strategy#5

The campus will ensure accessibility to instructional technology devices and software (STEMscopes/ETS Criterion/Edgenuity/Summit K12 Holdings) in order to improve student achievement. Desktop computers, projectors, laptop computers, Ipads, Kindles, Chromebooks, COW Cart, Digital Sender, Dell Tablets, Digital Pens, Portable Speakers REDCAT, printers, external hard drives, IP Phone, ink, printers, scanners, fax machines, servers, laminators, sound systems, digital cameras, video (document) cameras, Elmo, Kindles, mobipads, USB memory sticks Smart Boards including adaptive-assisted devices when needed. **Population: All students.**

2.5: Increased learning time and well-rounded education

Schoolwide Reform Strategies that the school will be implementing to address school needs:

Faulk Middle School **will** use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Examples:

Goal#1- Performance Objective #1 - Strategy#4

Provide tutorials, Saturday Academies, extended day/week/year learning academies for students based on disaggregated six-weeks benchmark and EOY STARR tests results. Provide after-school tutorials and Saturday academies, while using the BISD transportation system, for identified low-performance students and at-risk students to prepare for the Reading, Writing, Math, Science, History STAAR, TELPAS, and the Algebra I EOC assessment. **Population: All Students**

Goal#1- Performance Objective #4 - Strategy#2

The master schedule will include: Band Courses, Choir Courses, Art Courses, Spanish Courses, Technology Courses, Dance Courses, and Ballroom Courses to provide students with a well rounded education. **Population: All Students**

Goal#9- Performance Objective #3 - Strategy#5

To promote and ensure physical fitness, middle school students in grades 6-8 will be provided with moderate to vigorous physical activity each day in physical education for at least 4 total semesters, so that everyone will be in compliance with Senate Bill 530 effective 09/01/2007. **Population: All Students**

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

Schoolwide Reform Strategies that the school will be implementing to address school needs:

Faulk Middle School **will** address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

Examples:

Goal#1- Performance Objective #1 - Strategy#4

Provide tutorials, Saturday Academies, extended day/week/year learning academies for students based on disaggregated six-weeks benchmark and EOY STARR tests results. Provide after-school tutorials and Saturday academies, while using the BISD transportation system, for identified low-performance students and at-risk students to prepare for the Reading, Writing, Math, Science, History STAAR, TELPAS, and the Algebra I EOC assessment. **Population: All Students**

Goal#1- Performane Objective #1 - Strategy#11

Implement intervention through the Response to Intervention (RtI) 3 Tier Model in order to support student academic growth, monitor progress and interventions of struggling student and adjust instruction/interventions. based on data. **Population: All Students**

Goal #9 - Objective #2 - Strategy #6

Fund Dean of Instruction

Goal #9 - Objective #2 - Strategy #7

Fund At-Risk Counselor

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

This is the list of the people and titles who developed, reviewed, and revised the Faulk Middle School Parent and Family Engagement Policy.

The Faulk SBDM (listed below) and the Faulk Parent Liaison (Mrs. Gloria Torres).

Benita Villarreal	Principal	Administrator
Blanca Cardenas (T2)	SPED Representative	Classroom Teacher
Olga Renteria (T1-R)	Elective Representative	Classroom Teacher
Maria Lopez-Garcia (T2)	Reading Representative	Classroom Teacher
Jose F. Esquivel (T1-R)	Social Studies Representative	Classroom Teacher
Robert Rivera (T2)	Math Representative	Classroom Teacher

Benita Villarreal	Principal	Administrator
Noe Garza (T1-R)	ELA Representative	Classroom Teacher
Cynthia Rios (T2)	ESL Representative	Classroom Teacher
Victor Gonzalez (T1-R)	Science Representative	Classroom Teacher
Jose Lucio (T2)	PE/Health Representative	Classroom Teacher
Anabel Alejandro (T1-R)	Project Rise Representative	Classroom Teacher
Maria Concepcion Aldape	Community Representative	Community Representative
Graciela Barajas	Community Representative	Community Representative
Norma Pena Pena	Business Representative	Business Representative
Maria Lopez	Business Representative	Business Representative
Arturo Gracia	District-level Professional	District-level Professional
Lisa Gonzalez	Parent Representative	Parent
Francis Medellin	Parent Representative	Parent
Lupita Carr	Parent Representative	Parent
Maricela Chapa	Parent Representative	Parent
Emiliano Camarillo	Facilitator	Facilitator
Elsa Reyna-Espitia (T1-R)	Non-Classroom Professional	Non-classroom Professional

The Parent and Family Engagement Policy was distributed to all students at the beginning of the school year, along with the SCC, parent/nurse release forms, dress code policy, etc. The policy was also shared with parents at the Title I Parent Information Meeting.

The Parent and Family Engagement Policy was provided to parents in both English and Spanish.

Goal #6 - Objective #1 - Strategy #1

3.2: Offer flexible number of parent involvement meetings

Faulk Middle School offers weekly Parent sessions on Thursday mornings from 9:00 am to 10:30 am at the campus parent center (Room 704) that include informational meetings and parent education opportunities provided by the Campus Parental Liaison, Parental Involvement Trainer and guest presenters.

The Parent Liaison and Attendance Liaison conduct Home visits to support student attendance, academic performance and other program information.

Events, such as Open House and meet the teacher night, is where the Faulk faculty and staff also provide periodic sessions and seminars in English and Spanish to increase parental communication and involvement.

Goal #6 - Objective #1 - Strategy #4

Title I Personnel

Name	Position	Program	FTE
Cynthia Rios	Teacher	Federal Programs	1
Irazema Ramos	Computer Aide	Federal Programs	1
Kassandra Garcia	Library Aide	Federal Program	1
Maria De Lourdes Medina	Nurse	Federal Programs	.4
Maria Rendon	Dyslexia Aide	Federal Programs	1
Vacancy	Parent Liaison	Federal Programs	1

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Benita Villarreal	Principal
Classroom Teacher	Blanca Cardenas (T2)	SPED Representative
Classroom Teacher	Tony Meza (T1)	Elective Representative
Classroom Teacher	Maria Lopez-Garcia (T2)	Reading Representative
Classroom Teacher	Jose F. Esquivel (T1)	Social Studies Representative
Classroom Teacher	Robert Rivera (T2)	Math Representative
Classroom Teacher	Noe Garza (T1)	ELA Representative
Classroom Teacher	Cynthia Rios (T2)	ESL Representative
Classroom Teacher	Corina Jimenez (T1)	Science Representative
Classroom Teacher	Larry Leal (R-1)	PE/Health Representative
Classroom Teacher	Anabel Alejandro (T1)	Project Rise Representative
Community Representative	Maria Concepcion Aldape	Community Representative
Community Representative	Graciela Barajas	Community Representative
Business Representative	Norma Pena Pena	Business Representative
Business Representative	Maria Lopez	Business Representative
District-level Professional	Arturo Gracia	District-level Professional
Parent	Lisa Gonzalez	Parent Representative
Parent	Francis Medellin	Parent Representative
Parent	Lupita Carr	Parent Representative
Parent	Maricela Chapa	Parent Representative
Facilitator	Emiliano Camarillo	Facilitator
Non-classroom Professional	Elsa Espitia (T1)	Non-Classroom Professional

Campus Funding Summary

			199 Local funds		
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	GENERAL SUPPLIES - Media Center (SAA#2)	199-11-6399-16-043-Y-11-000-Y	$100.00
1	1	6	Library - Subscriptions (SAA#3)	199-12-6325-00-043-Y-99-000-Y	$600.00
1	1	10	GENERAL SUPPLIES (SAA#2)	199-11-6399-00-043-Y-11-000-Y	$4,500.00
1	1	10	General Supplies - Admin (SAA#2)	199-23-6399-00-043-Y-99-000-Y	$2,000.00
1	1	25	Copy Paper (SAA#2)	199-11-6396-00-043-Y-11-000-Y	$3,000.00
1	1	27	MISCEL OPERATING COSTS- AWARDS (Perception #1)	199-11-6498-00-043-Y-11-000-Y	$2,000.00
1	1	27	MISCELLANEOUS OPERATING COSTS - Food (Perception #1)	199-11-6499-53-043-Y-11-000-Y	$7,000.00
1	4	8	Stipends - OAP Sponsors (SAA #4)	199-36-61 17-00-043-Y-99-020-Y	$600.00
1	4	8	Stipends - UIL Coordinator (SAA #4)	199-36-61 17-00-043-Y-99-020-Y	$900.00
1	4	13	General Supplies (SAA#4)	199-36-6399-44-043-Y-99-0T0-Y	$0.00
1	4	13	Travel and Subsistence (SAA#4)	199-36-6412-00-043-Y-99-0B0-Y	$0.00
1	4	13	Substinence (SAA#4)	199-39-641-00-043-Y-99-0T0-Y	$0.00
1	4	13	Misc. Trophies (SAA#4)	199-39-6498-00-043-Y-99-0T0-Y	$0.00
1	4	13	Misc Awards (SAA#4)	199-36-6498-00-043-Y-99-0B0-Y	$0.00
1	4	15	Travel and Subsistence - Students (SAA#4)	199-11-6412-00-043-Y-11-000-Y	$14,668.00
1	4	15	Reclassified Transportation Buses (SAA#4)	199-11-6494-00-043-Y-11-000-Y	$6,000.00
2	1	2	Overtime - Custodians (SAA#1)	199-51-6121-47-043-Y-99-000-Y	$100.00
2	1	4	Window Vinyl Cover Upgraded	199-23-6399-00--043-Y-99-000-Y	$7,500.00
5	2	4	General Supplies - Counseling (SAA#6)	199-31-6399-00-043-Y-99-000-Y	$500.00
7	1	1	Sal/Wages For Subs Teachers (SPP#1)	199-11-6112-18-043-Y-99-000-Y	$6,000.00
7	1	1	Misc. Operating Costs - Food Staff (SPP#1)	199-13-6499-53-043-Y-99-000-Y	$5,000.00
7	1	1	Employee Travel - Out of District Travel (SPP#1)	199-13-6411-23-043-Y-99-000-Y	$1,000.00
7	1	1	Employee Travel - Admin - Out of District (SPP#1)	199-23-6411-23-043-Y-99-000-Y	$500.00
7	1	1	Overtime - Clerical (SPP#1)	199-23-6121-08-043-Y-99-000-Y	$4,000.00
8	1	5	GENERAL SUPPLIES - IT Equipment (SAA#2)	199-11-6399-62-043-Y-11-000-Y	$6,000.00
9	3	4	General Supplies - Custodial Supplies (Perceptions #6)	199-51-6399-00-043-Y-99-000-Y	$5,000.00

199 Local funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	3	4	SUPPLIES FOR MAINT/OPERAR-CUST (Perceptions #6)	199-51-6315-00-043 -Y-99-000-Y	$500.00
9	3	5	GENERAL SUPPLIES - PE (Perceptions #5)	199-11-6399-51-043-Y-11-000-Y	$1,000.00
				Sub-Total	$78,468.00
				Budgeted Fund Source Amount	$78,468.00
				+/- Difference	$0.00

162 State Compensatory

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Media Center Print Jobs - CPAS/BENCHMARKS (SAA#2)	162-11-6399-XX-043-XX-Y-XX-XXX-Y	$1,600.00
1	1	4	Professional Extra Duty Pay (SAA#1)	162-11-6118-00-043-Y-XX-XXX-Y	$41,138.00
1	1	10	General Supplies (SAA#2)	162-11-6399-00-043-Y-30-000-Y	$16,505.00
1	1	25	Copy Paper (SAA#2)	162-11-6396-00-043-Y-30-000-Y	$3,000.00
7	1	1	Professional Development Supplies		$3,000.00
8	1	5	Electronic Devices (SAA#2)	162-11-6398-62-043-Y-30-000-Y	$3,125.00
8	1	5	Software - Edgenuity (SAA#2)	162-11-6299-62-043-Y-30-000-Y	$8,495.00
8	1	5	Computers, Notebooks, COWS HB3 Monies (SAA#2)	162-11-6398-62-043-Y-30-337-Y	$149,260.00
9	2	3	Misc. Operating Costs (Demographic Needs #5)	162-61-6499-53-043-Y-30-WTF-Y	$150.00
9	2	3	General Supplies (Demographic Needs #5)	162-61-6399-00-043-Y-30-WTF-Y	$150.00
9	2	4	Community in School Services		$12,500.00
9	2	5	Supplemental At-Risk FTEs		$207,848.00
9	2	6	Dean of Instruction		$78,509.00
9	2	7	At-Risk Counselor Stipend		$3,000.00
9	2	7	At-Risk Counselor		$78,987.00
				Sub-Total	$607,267.00
				Budgeted Fund Source Amount	$607,267.00
				+/- Difference	$0.00

163 State Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	TELPAS Testing Subs (SAA#2)	163-11-6112-XX-043-Y-XX-XXX-Y	$5,000.00
1	1	4	ESL Tutorials (SAA#1)	163-11-6118-00-043-Y-XX-XXX-Y	$2,400.00

163 State Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	10	General Supplies - ESL (SAA#2)	263-11-6399-00-043-Y-XX-XXX-Y	$3,750.00
7	1	1	TABE Conference (SPP#1)	163-13-6411-23-043-Y-25-031-Y	$870.00
				Sub-Total	$12,020.00
				Budgeted Fund Source Amount	$12,020.00
				+/- Difference	$0.00

164 State Career and Technical Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	16	Meals for Robotics Competition	164-36-6412-SC-043-Y-11-072-Y	$1,000.00
				Sub-Total	$1,000.00
				Budgeted Fund Source Amount	$1,000.00
				+/- Difference	$0.00

166 State Special Ed.

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	10	General Supplies - SPED (SAA#2)	166-11-6399-00-043-Y-23-XXX-Y	$5,120.00
1	1	10	General Supplies -SPED - Ink (SAA#2)	166-11-6399-62-043-Y-23-000-Y	$400.00
1	1	27	Awards - SPED (Perception #1)	166-11-6498-00-043-Y-23-XXX-Y	$800.00
8	1	5	Printers for SPED Teachers (SAA#2)	166-11-6398-62-043-Y-23-0P5-Y	$4,888.00
8	1	5	CPUs for SPED Teachers	166-11-6398-62-043-Y-23-500-Y	$10,368.00
				Sub-Total	$21,576.00
				Budgeted Fund Source Amount	$21,576.00
				+/- Difference	$0.00

211 Title I-A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Professional Extra Duty Pay - W/Fringes (SAA#1)	211-11-6118-00-043-Y-30-0F2-Y	$64,716.00
1	1	4	Bus Transportation (SAA #1)	211-11-6494-00-043-Y-30-0F2-Y	$25,000.00
1	1	6	Reading Materials (SAA#3)	211-12-6329-00-043-Y-30-0F2-Y	$5,200.00
1	1	6	Scholastic Magazines (SAA#3)	211-11-6325-00-043-Y-30-0F2-Y	$2,820.00
1	1	10	General Supplies (SAA#2)	211-11-6399-00-043-Y-30-0F2-Y	$45,550.00
1	1	10	General Supplies - STEM (SAA#2)	211-11-6399-00-043-Y-30-STM-Y	$1,000.00

211 Title I-A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	10	General Supplies - Admin (SAA#2)	211-23-6399-00-043-Y-30-0F2-Y	$2,500.00
1	1	10	General Supplies - Ink (SAA#2)	211-11-6399-62-043-Y-30-AYP-Y	$2,500.00
1	1	25	Copy Paper (SAA#2)	211-11-6396-00-043-Y-30-0F2-Y	$3,500.00
1	1	27	Misc Costs - Awards (Perception #1)	211-11-6498-00-043-Y-30-0F2-Y	$5,000.00
6	1	6	Parent Liaison - Mileage (Perception #8)	211-61-6411-00-043-Y-30-0F2-Y	$900.00
6	1	6	Parent Center - Food (Perception #8)	211-61-6499-53-043-Y-30-0F2-Y	$1,200.00
6	1	6	General Supplies - Parent Center (Perception #8)	211-61-6399-00-043-Y-30-0F2-Y	$2,000.00
7	1	1	Misc. Contracted Services - Professional Development (SPP#1)	211-13-6298-00-043-Y-30-0F2-Y	$7,000.00
8	1	5	Chromebooks/Charging Carts (SAA#2)	211-11-6398-62-043-Y-30-0F2-Y	$57,408.00
8	1	5	Software (SAA#2)	211-11-6395-62-043-Y-30-0F2-Y	$15,000.00
8	1	5	IT Equipment General Supplies (SAA#2)	211-11-6399-62-043-Y-30-0F2-Y	$2,000.00
8	1	5	Special Programs Mini Grant	211-11-6398-62-043-Y-30-0F2-Y	$44,885.00
9	2	8	Summer Bridge Extra Duty Pay (SAA#11)	211-11-6118-00-043-Y-30-BDG-Y	$13,034.00
				Sub-Total	$301,213.00
				Budgeted Fund Source Amount	$301,213.00
				+/- Difference	$0.00

212 Title I-C (Migrant)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	7	Clothing, Shoes, Hygiene Products, and School Supplies. (SAA#6)	212-11-6399-00-043-Y-24-0F2-Y	$1,155.00
1	3	8	ESC Services (Math Academy) - SAA#6	212-11-6239-00-043-Y-24-0F2-Y	$395.00
1	3	9	PFS Academy (SAA#6)	212-11-6291-00-043-Y-24-0F2-Y	$395.00
1	3	19	Transportation (SAA#6)	211-11-6494-00-043-Y-24-0F2-Y	$200.00
				Sub-Total	$2,145.00
				Budgeted Fund Source Amount	$2,145.00
				+/- Difference	$0.00

244 Perkins Grant (Fed. CTE)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Charter Bus Fee (SAA#5)		$2,900.00
				Sub-Total	$2,900.00

244 Perkins Grant (Fed. CTE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Budgeted Fund Source Amount	$2,900.00
				+/- Difference	$0.00

263 Title III-A Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	TELPAS Testing Subs (SAA#2)	263-11-6112-XX-043-Y-XX-XXX-Y	$5,500.00
1	1	5	General Supplies - Workbooks (SAA#3)	263-11-6399-XX-043-Y-XX-XXX-Y	$4,758.00
				Sub-Total	$10,258.00
				Budgeted Fund Source Amount	$10,258.00
				+/- Difference	$0.00

XXX Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	26	Project RISE Funds	287-XX-XXX-XX-043-Y-24-TIF-Y	$134,561.00
				Sub-Total	$134,561.00
				Budgeted Fund Source Amount	$134,561.00
				+/- Difference	$0.00
				Grand Total	$1,171,408.00

Addendums

Texas Education Agency
2018-19 School Report Card
FAULK MIDDLE (031901043)

Accountability Rating

FAULK MIDDLE earned a B (80-89) for recognized performance by serving many students well and encouraging high academic achievement and/or appropriate academic growth for most students.

State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. The graph below provides summary results for FAULK MIDDLE. Scores are scaled from 0 to 100 to align with letter grades.

Overall	87 / B
Student Achievement	80 / B
School Progress	91 / A
Closing the Gaps	78 / C
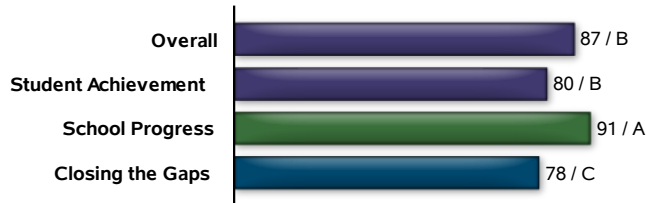
School Information

District Name: BROWNSVILLE ISD
Campus Type: Middle School
Total Students: 1,102
Grade Span: 06 - 08

For more information about this campus, see https://TXSchools.gov or the Texas Academic Performance Report at https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/index.html.

Distinction Designations

Campuses that earn a rating of A-D are eligible for as many as seven distinction designations, or awards for outstanding performance.

✓ ELA/Reading   ✓ Mathematics

✓ Social Studies   ✓ Comparative Academic Growth

✓ Comparative Closing the Gaps ✓ Postsecondary Readiness

✗ Science

School and Student Information

This section provides demographic information about FAULK MIDDLE, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2017-18)	96.3%	95.4%	95.4%
Enrollment by Race/Ethnicity			
African American	0.0%	0.1%	12.6%
Hispanic	99.6%	98.3%	52.6%
White	0.4%	1.4%	27.4%
American Indian	0.0%	0.0%	0.4%
Asian	0.0%	0.2%	4.5%
Pacific Islander	0.0%	0.0%	0.2%
Two or More Races	0.0%	0.0%	2.4%
Enrollment by Student Group			
Economically Disadvantaged	96.6%	88.5%	60.6%
English Learners	40.5%	34.6%	19.5%
Special Education	14.3%	12.1%	9.6%
Mobility Rate (2017-18)	17.0%	15.0%	15.4%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Grade 6	22.8	21.9	20.4
Secondary			
English/Language Arts	21.5	17.0	16.6
Foreign Languages	28.0	20.8	18.9
Mathematics	24.2	19.9	17.8
Science	25.0	20.1	18.9
Social Studies	25.0	19.8	19.3

School Financial Information (2017-18)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see http://tea.texas.gov/financialstandardreports/.

	Campus	District	State
Instructional Staff Percent	n/a	58.7%	64.5%
Instructional Expenditure Ratio	n/a	61.7%	62.7%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	$7,114	$10,446	$9,844
Instruction	$4,731	$5,572	$5,492
Instructional Leadership	$34	$145	$155
School Leadership	$412	$547	$576

Texas Education Agency
2018-19 School Report Card
FAULK MIDDLE (031901043)

STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2019	78%	81%	**79%**	-	79%	33%	-	-	-	-	79%
	2018	77%	78%	**72%**	-	72%	50%	*	-	-	-	72%
ELA/Reading	2019	75%	76%	**76%**	-	76%	*	-	-	-	-	76%
	2018	74%	74%	**72%**	-	72%	*	*	-	-	-	72%
Mathematics	2019	82%	86%	**86%**	-	87%	*	-	-	-	-	86%
	2018	81%	85%	**82%**	-	82%	*	*	-	-	-	82%
Writing	2019	68%	76%	**82%**	-	82%	*	-	-	-	-	82%
	2018	66%	71%	**70%**	-	70%	-	-	-	-	-	70%
Science	2019	81%	84%	**71%**	-	71%	*	-	-	-	-	71%
	2018	80%	82%	**62%**	-	62%	*	-	-	-	-	62%
Social Studies	2019	81%	83%	**68%**	-	68%	*	-	-	-	-	67%
	2018	78%	80%	**57%**	-	58%	*	-	-	-	-	57%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2019	50%	52%	**47%**	-	47%	25%	-	-	-	-	46%
	2018	48%	49%	**39%**	-	39%	29%	*	-	-	-	39%
ELA/Reading	2019	48%	47%	**41%**	-	41%	*	-	-	-	-	40%
	2018	46%	44%	**37%**	-	37%	*	*	-	-	-	36%
Mathematics	2019	52%	57%	**56%**	-	56%	*	-	-	-	-	55%
	2018	50%	55%	**46%**	-	46%	*	*	-	-	-	46%
Writing	2019	38%	44%	**49%**	-	49%	*	-	-	-	-	48%
	2018	41%	45%	**39%**	-	39%	-	-	-	-	-	39%
Science	2019	54%	55%	**39%**	-	39%	*	-	-	-	-	39%
	2018	51%	51%	**35%**	-	35%	*	-	-	-	-	34%
Social Studies	2019	55%	54%	**39%**	-	39%	*	-	-	-	-	39%
	2018	53%	51%	**27%**	-	28%	*	-	-	-	-	27%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2019	24%	23%	**21%**	-	21%	8%	-	-	-	-	21%
	2018	22%	21%	**17%**	-	18%	0%	*	-	-	-	17%
ELA/Reading	2019	21%	18%	**19%**	-	18%	*	-	-	-	-	18%
	2018	19%	17%	**18%**	-	18%	*	*	-	-	-	18%
Mathematics	2019	26%	31%	**28%**	-	28%	*	-	-	-	-	27%
	2018	24%	28%	**21%**	-	21%	*	*	-	-	-	20%
Writing	2019	14%	15%	**16%**	-	16%	*	-	-	-	-	15%
	2018	13%	13%	**11%**	-	11%	-	-	-	-	-	11%
Science	2019	25%	21%	**15%**	-	15%	*	-	-	-	-	15%
	2018	23%	19%	**14%**	-	14%	*	-	-	-	-	14%
Social Studies	2019	33%	29%	**22%**	-	22%	*	-	-	-	-	21%
	2018	31%	26%	**16%**	-	16%	*	-	-	-	-	15%
Academic Growth Score (All Grades Tested)												
Both Subjects	2019	69	69	**69**	-	68	75	-	-	-	-	68
	2018	69	71	**70**	-	70	67	-	-	-	-	70
ELA/Reading	2019	68	67	**65**	-	65	*	-	-	-	-	65
	2018	69	69	**69**	-	69	*	-	-	-	-	69
Mathematics	2019	70	71	**72**	-	72	*	-	-	-	-	72
	2018	70	72	**71**	-	71	*	-	-	-	-	71

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.
- Indicates zero observations reported for this group.
* Indicates results are masked due to small numbers to protect student confidentiality.
n/a Indicates data reporting is not applicable for this group.

Texas Education Agency
2018-19 School Report Card
FAULK MIDDLE (031901043)

Prior-Year Non-Proficient and Student Success Initiative STAAR Outcomes

Progress of Prior-Year Non-Proficient Students shows STAAR performance rates for students who did not perform satisfactorily in 2017-18 but did in 2018-19. Student Success Initiative shows rates related to the requirement for students to demonstrate proficiency on the reading and mathematics STAAR in grades 5 and 8.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Progress of Prior-Year Non-Proficient Students											
Sum of Grades 4-8											
Reading											
2019	41%	48%	**43%**	-	43%	*	-	-	-	-	23%
2018	38%	44%	**37%**	-	37%	*	-	-	-	-	23%
Mathematics											
2019	45%	57%	**68%**	-	68%	*	-	-	-	-	47%
2018	47%	57%	**57%**	-	57%	*	-	-	-	-	31%
Students Success Initiative											
Grade 8 Reading											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	78%	77%	**67%**	-	67%	*	-	-	-	-	27%
Students Requiring Accelerated Instruction											
2019	22%	23%	**33%**	-	33%	*	-	-	-	-	73%
STAAR Cumulative Met Standard											
2019	85%	84%	**81%**	-	81%	*	-	-	-	-	43%
Grade 8 Mathematics											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	82%	80%	**79%**	-	79%	*	-	-	-	-	41%
Students Requiring Accelerated Instruction											
2019	18%	20%	**21%**	-	21%	*	-	-	-	-	59%
STAAR Cumulative Met Standard											
2019	88%	88%	**86%**	-	87%	*	-	-	-	-	72%

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.
- Indicates zero observations reported for this group.
* Indicates results are masked due to small numbers to protect student confidentiality.
n/a Indicates data reporting is not applicable for this group.

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2018-19 Texas Academic Performance Report

District Name: **BROWNSVILLE ISD**

Campus Name: **FAULK MIDDLE**

Campus Number: **031901043**

2019 Accountability Rating: **B**

Distinction Designations:

Academic Achievement in ELA/Reading

Academic Achievement in Mathematics

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: FAULK MIDDLE
Campus Number: 031901043

Total Students: 1,102
Grade Span: 06 - 08
School Type: Middle

STAAR Performance Rates by Tested Grade, Subject, and Performance Level

		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)
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	64%	**67%**	-	67%	*	-	-	-	-	42%	*	70%	47%	67%	61%
	2018	69%	65%	**64%**	-	64%	*	*	-	-	-	30%	71%	66%	52%	64%	56%
At Meets Grade Level or Above	2019	37%	31%	**29%**	-	29%	*	-	-	-	-	14%	*	30%	21%	29%	23%
	2018	39%	32%	**29%**	-	28%	*	*	-	-	-	19%	43%	30%	20%	28%	18%
At Masters Grade Level	2019	18%	12%	**12%**	-	12%	*	-	-	-	-	12%	*	13%	5%	12%	8%
	2018	19%	14%	**13%**	-	13%	*	*	-	-	-	9%	14%	14%	7%	12%	7%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	81%	**80%**	-	80%	*	-	-	-	-	46%	*	82%	66%	79%	76%
	2018	77%	77%	**79%**	-	79%	*	*	-	-	-	50%	100%	80%	71%	79%	74%
At Meets Grade Level or Above	2019	47%	44%	**45%**	-	45%	*	-	-	-	-	16%	*	47%	34%	44%	39%
	2018	44%	39%	**40%**	-	40%	*	*	-	-	-	20%	57%	42%	29%	39%	33%
At Masters Grade Level	2019	21%	17%	**19%**	-	19%	*	-	-	-	-	11%	*	20%	16%	19%	18%
	2018	18%	14%	**14%**	-	14%	*	*	-	-	-	6%	29%	15%	11%	14%	11%
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	73%	**78%**	-	78%	*	-	-	-	-	35%	67%	78%	75%	77%	68%
	2018	74%	72%	**74%**	-	74%	-	-	-	-	-	41%	*	76%	60%	74%	70%
At Meets Grade Level or Above	2019	49%	46%	**46%**	-	46%	*	-	-	-	-	19%	67%	46%	46%	45%	34%
	2018	48%	42%	**44%**	-	44%	-	-	-	-	-	34%	*	48%	21%	44%	36%
At Masters Grade Level	2019	29%	24%	**24%**	-	24%	*	-	-	-	-	10%	33%	26%	17%	23%	12%
	2018	29%	24%	**24%**	-	24%	-	-	-	-	-	13%	*	26%	14%	24%	20%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	73%	**86%**	-	86%	*	-	-	-	-	54%	67%	86%	86%	86%	82%
	2018	72%	70%	**70%**	-	70%	-	-	-	-	-	41%	*	72%	64%	70%	66%
At Meets Grade Level or Above	2019	43%	40%	**56%**	-	56%	*	-	-	-	-	19%	67%	56%	58%	55%	46%
	2018	40%	36%	**39%**	-	39%	-	-	-	-	-	28%	*	42%	27%	39%	34%
At Masters Grade Level	2019	17%	15%	**27%**	-	27%	*	-	-	-	-	10%	17%	28%	22%	26%	18%
	2018	18%	15%	**19%**	-	19%	-	-	-	-	-	19%	*	20%	14%	19%	14%
Grade 7 Writing																	
At Approaches Grade Level or Above	2019	70%	74%	**82%**	-	82%	*	-	-	-	-	43%	67%	84%	75%	82%	77%
	2018	69%	68%	**70%**	-	70%	-	-	-	-	-	38%	*	76%	38%	70%	65%
At Meets Grade Level or Above	2019	42%	44%	**49%**	-	49%	*	-	-	-	-	17%	50%	50%	46%	48%	36%
	2018	43%	41%	**39%**	-	39%	-	-	-	-	-	25%	*	43%	16%	39%	33%
At Masters Grade Level	2019	18%	16%	**16%**	-	16%	*	-	-	-	-	4%	50%	16%	17%	15%	7%
	2018	15%	12%	**11%**	-	11%	-	-	-	-	-	16%	*	12%	2%	11%	4%
Grade 8 Reading^																	
At Approaches Grade Level or Above	2019	86%	86%	**84%**	-	85%	*	-	-	-	-	55%	*	89%	60%	84%	80%
	2018	86%	85%	**78%**	-	78%	*	-	-	-	-	64%	*	85%	53%	78%	70%
At Meets Grade Level or Above	2019	55%	53%	**48%**	-	48%	*	-	-	-	-	29%	*	52%	31%	48%	38%
	2018	49%	46%	**39%**	-	39%	*	-	-	-	-	28%	*	45%	18%	39%	22%

District Name: BROWNSVILLE ISD
Campus Name: FAULK MIDDLE
Campus Number: 031901043

Total Students: 1,102
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)
At Masters Grade Level	2019	28%	23%	**18%**	-	19%	*	-	-	-	-	11%	*	21%	8%	18%	13%
	2018	27%	23%	**18%**	-	19%	*	-	-	-	-	4%	*	21%	9%	18%	8%
Grade 8 Mathematics^																	
At Approaches Grade Level or Above	2019	88%	90%	**91%**	-	91%	*	-	-	-	-	78%	*	94%	81%	90%	91%
	2018	86%	88%	**92%**	-	92%	*	-	-	-	-	70%	*	92%	93%	92%	91%
At Meets Grade Level or Above	2019	57%	51%	**49%**	-	49%	*	-	-	-	-	35%	*	50%	46%	49%	48%
	2018	51%	47%	**42%**	-	42%	*	-	-	-	-	28%	*	44%	36%	42%	36%
At Masters Grade Level	2019	17%	8%	**6%**	-	6%	*	-	-	-	-	11%	*	5%	8%	6%	4%
	2018	15%	8%	**3%**	-	3%	*	-	-	-	-	9%	*	4%	1%	3%	1%
Grade 8 Science																	
At Approaches Grade Level or Above	2019	81%	78%	**71%**	-	71%	*	-	-	-	-	35%	*	76%	48%	71%	64%
	2018	76%	72%	**62%**	-	62%	*	-	-	-	-	32%	*	67%	42%	62%	48%
At Meets Grade Level or Above	2019	51%	44%	**39%**	-	39%	*	-	-	-	-	22%	*	44%	16%	39%	31%
	2018	52%	46%	**35%**	-	35%	*	-	-	-	-	21%	*	38%	22%	34%	24%
At Masters Grade Level	2019	25%	17%	**15%**	-	15%	*	-	-	-	-	8%	*	16%	10%	15%	10%
	2018	28%	22%	**14%**	-	14%	*	-	-	-	-	9%	*	16%	7%	14%	8%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	71%	**68%**	-	68%	*	-	-	-	-	35%	*	71%	50%	67%	62%
	2018	65%	65%	**57%**	-	58%	*	-	-	-	-	36%	*	62%	41%	57%	46%
At Meets Grade Level or Above	2019	37%	34%	**39%**	-	39%	*	-	-	-	-	24%	*	42%	26%	39%	30%
	2018	36%	33%	**27%**	-	28%	*	-	-	-	-	19%	*	29%	20%	27%	18%
At Masters Grade Level	2019	21%	17%	**22%**	-	22%	*	-	-	-	-	5%	*	23%	16%	21%	16%
	2018	21%	18%	**16%**	-	16%	*	-	-	-	-	6%	*	17%	9%	15%	10%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	94%	**100%**	-	100%	-	-	-	-	-	*	-	100%	*	100%	100%
	2018	83%	90%	**100%**	-	100%	-	-	-	-	-	*	-	100%	100%	100%	100%
At Meets Grade Level or Above	2019	61%	82%	**99%**	-	99%	-	-	-	-	-	*	-	99%	*	99%	98%
	2018	55%	71%	**100%**	-	100%	-	-	-	-	-	*	-	100%	100%	100%	100%
At Masters Grade Level	2019	37%	62%	**96%**	-	96%	-	-	-	-	-	*	-	96%	*	96%	93%
	2018	32%	48%	**92%**	-	92%	-	-	-	-	-	*	-	92%	86%	91%	97%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	81%	**79%**	-	79%	33%	-	-	-	-	47%	63%	81%	67%	79%	74%
	2018	77%	78%	**72%**	-	72%	50%	*	-	-	-	45%	70%	75%	57%	72%	65%
At Meets Grade Level or Above	2019	50%	52%	**47%**	-	47%	25%	-	-	-	-	21%	50%	48%	38%	46%	38%
	2018	48%	49%	**39%**	-	39%	29%	*	-	-	-	24%	26%	42%	24%	39%	29%
At Masters Grade Level	2019	24%	23%	**21%**	-	21%	8%	-	-	-	-	9%	23%	22%	14%	21%	15%
	2018	22%	21%	**17%**	-	18%	0%	*	-	-	-	9%	11%	19%	9%	17%	11%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	76%	**76%**	-	76%	*	-	-	-	-	43%	64%	79%	62%	76%	69%
	2018	74%	74%	**72%**	-	72%	*	*	-	-	-	44%	73%	75%	54%	72%	64%
At Meets Grade Level or Above	2019	48%	47%	**41%**	-	41%	*	-	-	-	-	20%	45%	42%	34%	40%	32%
	2018	46%	44%	**37%**	-	37%	*	-	-	-	-	26%	27%	40%	19%	36%	25%
At Masters Grade Level	2019	21%	18%	**19%**	-	18%	*	-	-	-	-	11%	27%	20%	11%	18%	11%
	2018	19%	17%	**18%**	-	18%	*	*	-	-	-	8%	9%	19%	10%	18%	11%

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

District Name: BROWNSVILLE ISD
Campus Name: FAULK MIDDLE
Campus Number: 031901043

Total Students: 1,102
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%**	-	87%	*	-	-	-	-	57%	73%	88%	80%	86%	84%
	2018	81%	85%	**82%**	-	82%	*	*	-	-	-	55%	91%	83%	79%	82%	77%
At Meets Grade Level or Above	2019	52%	57%	**56%**	-	56%	*	-	-	-	-	22%	64%	57%	49%	55%	49%
	2018	50%	55%	**46%**	-	46%	*	*	-	-	-	26%	36%	49%	34%	46%	38%
At Masters Grade Level	2019	26%	31%	**28%**	-	28%	*	-	-	-	-	11%	9%	29%	18%	27%	22%
	2018	24%	28%	**21%**	-	21%	*	*	-	-	-	11%	18%	23%	11%	20%	15%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	76%	**82%**	-	82%	*	-	-	-	-	43%	67%	84%	75%	82%	77%
	2018	66%	71%	**70%**	-	70%	-	-	-	-	-	38%	*	76%	38%	70%	65%
At Meets Grade Level or Above	2019	38%	44%	**49%**	-	49%	*	-	-	-	-	17%	50%	50%	46%	48%	36%
	2018	41%	45%	**39%**	-	39%	-	-	-	-	-	25%	*	43%	16%	39%	33%
At Masters Grade Level	2019	14%	15%	**16%**	-	16%	*	-	-	-	-	4%	50%	16%	17%	15%	7%
	2018	13%	13%	**11%**	-	11%	-	-	-	-	-	16%	*	12%	2%	11%	4%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	84%	**71%**	-	71%	*	-	-	-	-	35%	*	76%	48%	71%	64%
	2018	80%	82%	**62%**	-	62%	*	-	-	-	-	32%	*	67%	42%	62%	48%
At Meets Grade Level or Above	2019	54%	55%	**39%**	-	39%	*	-	-	-	-	22%	*	44%	16%	39%	31%
	2018	51%	51%	**35%**	-	35%	*	-	-	-	-	21%	*	38%	22%	34%	24%
At Masters Grade Level	2019	25%	21%	**15%**	-	15%	*	-	-	-	-	8%	*	16%	10%	15%	10%
	2018	23%	19%	**14%**	-	14%	*	-	-	-	-	9%	*	16%	7%	14%	8%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	83%	**68%**	-	68%	*	-	-	-	-	35%	*	71%	50%	67%	62%
	2018	78%	80%	**57%**	-	58%	*	-	-	-	-	36%	*	62%	41%	57%	46%
At Meets Grade Level or Above	2019	55%	54%	**39%**	-	39%	*	-	-	-	-	24%	*	42%	26%	39%	30%
	2018	53%	51%	**27%**	-	28%	*	-	-	-	-	19%	*	29%	20%	27%	18%
At Masters Grade Level	2019	33%	29%	**22%**	-	22%	*	-	-	-	-	5%	*	23%	16%	21%	16%
	2018	31%	26%	**16%**	-	16%	*	-	-	-	-	6%	*	17%	9%	15%	10%

District Name: BROWNSVILLE ISD
Campus Name: FAULK MIDDLE
Campus Number: 031901043

Total Students: 1,102
Grade Span: 06 - 08
School Type: Middle

School Progress Domain - Academic Growth Score by Grade and Subject

		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)
Grade 6 ELA/Reading	2019	42	30	**36**	-	36	*	-	-	-	-	41	*	35	50	36	33
	2018	47	38	**47**	-	47	-	-	-	-	-	35	36	45	65	46	44
Grade 6 Mathematics	2019	54	35	**45**	-	45	*	-	-	-	-	29	*	45	45	44	43
	2018	56	41	**56**	-	56	-	-	-	-	-	46	86	55	59	55	53
Grade 7 ELA/Reading	2019	77	77	**79**	-	79	*	-	-	-	-	51	100	78	87	79	77
	2018	76	79	**84**	-	84	-	-	-	-	-	87	*	84	86	84	84
Grade 7 Mathematics	2019	63	59	**79**	-	80	*	-	-	-	-	53	70	80	76	79	75
	2018	67	65	**63**	-	63	-	-	-	-	-	66	*	60	78	63	64
Grade 8 ELA/Reading	2019	77	77	**75**	-	75	*	-	-	-	-	74	*	75	78	76	75
	2018	79	81	**78**	-	79	*	-	-	-	-	74	*	79	76	78	77
Grade 8 Mathematics	2019	84	92	**93**	-	93	*	-	-	-	-	85	*	94	92	93	94
	2018	81	92	**91**	-	90	*	-	-	-	-	83	*	88	99	91	92
End of Course Algebra I	2019	75	91	**100**	-	100	-	-	-	-	-	*	-	100	*	99	99
	2018	72	85	**98**	-	98	-	-	-	-	-	*	-	98	86	98	100
All Grades Both Subjects	2019	69	69	**69**	-	68	75	-	-	-	-	52	65	67	76	68	66
	2018	69	71	**70**	-	70	67	-	-	-	-	63	57	68	79	70	69
All Grades ELA/Reading	2019	68	67	**65**	-	65	*	-	-	-	-	53	80	63	78	65	62
	2018	69	69	**69**	-	69	*	-	-	-	-	62	55	68	77	69	68
All Grades Mathematics	2019	70	71	**72**	-	72	*	-	-	-	-	51	50	72	75	72	70
	2018	70	72	**71**	-	71	*	-	-	-	-	65	59	69	81	71	69

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

District Name: BROWNSVILLE ISD
Campus Nane: FAULK MIDDLE
Campus Number: 031901043

Total Students: 1,102
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%	**43%**	-	43%	*	-	-	-	-	23%	43%	38%
	2018	38%	44%	**37%**	-	37%	*	-	-	-	-	23%	37%	33%
Mathematics	2019	45%	57%	**68%**	-	68%	*	-	-	-	-	47%	67%	65%
	2018	47%	57%	**57%**	-	57%	*	-	-	-	-	31%	57%	59%
Student Success Initiative														
Grade 5 Reading														
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	100%	**100%**	-	100%	-	-	-	-	-	*	100%	100%
Grade 5 Mathematics														
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	100%	*	-	*	-	-	-	-	-	*	*	*
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 6	2019	24%	*	*	-	*	-	-	-	-	-	-	*	*
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	77%	**67%**	-	67%	*	-	-	-	-	27%	67%	42%
Students Requiring Accelerated Instruction														
	2019	22%	23%	**33%**	-	33%	*	-	-	-	-	73%	33%	58%
STAAR Cumulative Met Standard														
	2019	85%	84%	**81%**	-	81%	*	-	-	-	-	43%	80%	64%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	99%	95%	**92%**	-	92%	*	-	-	-	-	100%	92%	91%
STAAR Met Standard (Non-Proficient in Previous Year)														
Retained in Grade 8	2019	38%	38%	*	-	*	-	-	-	-	-	*	*	*
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	82%	80%	**79%**	-	79%	*	-	-	-	-	41%	79%	75%
Students Requiring Accelerated Instruction														
	2019	18%	20%	**21%**	-	21%	*	-	-	-	-	59%	21%	25%
STAAR Cumulative Met Standard														
	2019	88%	88%	**86%**	-	87%	*	-	-	-	-	72%	86%	82%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	98%	90%	**90%**	-	89%	*	-	-	-	-	100%	90%	91%
STAAR Met Standard (Non-Proficient in Previous Year)														
Retained in Grade 8	2019	56%	80%	*	-	*	-	-	-	-	-	*	*	*

District Name: BROWNSVILLE ISD
Campus Name: FAULK MIDDLE
Campus Number: 031901043

Total Students: 1,102
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%**	-	-	-	-	-	65%	-	65%	69%	65%	65%
	2018	77%	78%	**72%**	-	-	-	-	-	49%	49%	-	67%	49%	49%
At Meets Grade Level or Above	2019	50%	52%	**47%**	-	-	-	-	-	27%	-	27%	19%	27%	26%
	2018	48%	49%	**39%**	-	-	-	-	-	14%	14%	-	11%	14%	14%
At Masters Grade Level	2019	24%	23%	**21%**	-	-	-	-	-	9%	-	9%	0%	9%	9%
	2018	22%	21%	**17%**	-	-	-	-	-	5%	5%	-	0%	5%	5%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	76%	**76%**	-	-	-	-	-	58%	-	58%	50%	58%	58%
	2018	74%	74%	**72%**	-	-	-	-	-	45%	45%	-	*	45%	45%
At Meets Grade Level or Above	2019	48%	47%	**41%**	-	-	-	-	-	19%	-	19%	0%	19%	19%
	2018	46%	44%	**37%**	-	-	-	-	-	8%	8%	-	*	8%	8%
At Masters Grade Level	2019	21%	18%	**19%**	-	-	-	-	-	6%	-	6%	0%	6%	6%
	2018	19%	17%	**18%**	-	-	-	-	-	2%	2%	-	*	2%	2%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	86%	**86%**	-	-	-	-	-	79%	-	79%	67%	79%	78%
	2018	81%	85%	**82%**	-	-	-	-	-	69%	69%	-	*	69%	69%
At Meets Grade Level or Above	2019	52%	57%	**56%**	-	-	-	-	-	38%	-	38%	50%	38%	38%
	2018	50%	55%	**46%**	-	-	-	-	-	23%	23%	-	*	23%	23%
At Masters Grade Level	2019	26%	31%	**28%**	-	-	-	-	-	15%	-	15%	0%	15%	15%
	2018	24%	28%	**21%**	-	-	-	-	-	8%	8%	-	*	8%	8%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	76%	**82%**	-	-	-	-	-	68%	-	68%	*	68%	69%
	2018	66%	71%	**70%**	-	-	-	-	-	37%	37%	-	*	37%	37%
At Meets Grade Level or Above	2019	38%	44%	**49%**	-	-	-	-	-	26%	-	26%	*	26%	25%
	2018	41%	45%	**39%**	-	-	-	-	-	9%	9%	-	*	9%	9%
At Masters Grade Level	2019	14%	15%	**16%**	-	-	-	-	-	6%	-	6%	*	6%	6%
	2018	13%	13%	**11%**	-	-	-	-	-	2%	2%	-	*	2%	2%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	84%	**71%**	-	-	-	-	-	52%	-	52%	*	52%	53%
	2018	80%	82%	**62%**	-	-	-	-	-	28%	28%	-	-	28%	28%
At Meets Grade Level or Above	2019	54%	55%	**39%**	-	-	-	-	-	20%	-	20%	*	20%	20%
	2018	51%	51%	**35%**	-	-	-	-	-	13%	13%	-	-	13%	13%
At Masters Grade Level	2019	25%	21%	**15%**	-	-	-	-	-	6%	-	6%	*	6%	6%
	2018	23%	19%	**14%**	-	-	-	-	-	4%	4%	-	-	4%	4%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	83%	**68%**	-	-	-	-	-	48%	-	48%	*	48%	48%
	2018	78%	80%	**57%**	-	-	-	-	-	32%	32%	-	-	32%	32%
At Meets Grade Level or Above	2019	55%	54%	**39%**	-	-	-	-	-	20%	-	20%	*	20%	20%
	2018	53%	51%	**27%**	-	-	-	-	-	9%	9%	-	-	9%	9%
At Masters Grade Level	2019	33%	29%	**22%**	-	-	-	-	-	10%	-	10%	*	10%	10%
	2018	31%	26%	**16%**	-	-	-	-	-	4%	4%	-	-	4%	4%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**69%**	-	-	-	-	-	65%	-	65%	50%	65%	65%
	2018	69%	71%	**70%**	-	-	-	-	-	67%	67%	-	81%	67%	68%
All Grades ELA/Reading	2019	68%	67%	**65%**	-	-	-	-	-	63%	-	63%	50%	63%	63%
	2018	69%	69%	**69%**	-	-	-	-	-	67%	67%	-	*	67%	68%
All Grades Mathematics	2019	70%	71%	**72%**	-	-	-	-	-	67%	-	67%	50%	67%	66%
	2018	70%	72%	**71%**	-	-	-	-	-	67%	67%	-	*	67%	68%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	48%	**43%**	-	-	-	-	-	38%	-	38%	-	38%	38%

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

District Name: BROWNSVILLE ISD

Campus Name: FAULK MIDDLE

Campus Number: 031901043

Total Students: 1,102

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
	2018	38%	44%	**37%**	-	-	-	-	-	33%	33%	-	*	33%	33%
Mathematics	2019	45%	57%	**68%**	-	-	-	-	-	65%	-	65%	-	65%	65%
	2018	47%	57%	**57%**	-	-	-	-	-	59%	59%	-	-	59%	59%

District Name: BROWNSVILLE ISD

Campus Name: FAULK MIDDLE

Campus Number: 031901043

Total Students: 1,102

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%	-	-	-	-	99%	100%	100%
Included in Accountability	94%	95%	**91%**	-	91%	100%	-	-	-	-	89%	91%	84%
Not Included in Accountability													
Mobile	4%	2%	**5%**	-	5%	0%	-	-	-	-	8%	5%	6%
Other Exclusions	1%	2%	**4%**	-	4%	0%	-	-	-	-	2%	4%	9%
Not Tested	1%	0%	**0%**	-	0%	0%	-	-	-	-	1%	0%	0%
Absent	1%	0%	**0%**	-	0%	0%	-	-	-	-	1%	0%	0%
Other	0%	0%	**0%**	-	0%	0%	-	-	-	-	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	-	100%	100%	*	-	-	-	100%	100%	100%
Included in Accountability	94%	95%	**90%**	-	90%	56%	*	-	-	-	92%	90%	82%
Not Included in Accountability													
Mobile	4%	3%	**6%**	-	6%	20%	*	-	-	-	7%	6%	8%
Other Exclusions	1%	2%	**3%**	-	3%	24%	*	-	-	-	1%	3%	10%
Not Tested	1%	0%	**0%**	-	0%	0%	*	-	-	-	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	0%	*	-	-	-	0%	0%	0%
Other	0%	0%	**0%**	-	0%	0%	*	-	-	-	0%	0%	0%

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

District Name: BROWNSVILLE ISD
Campus Name: FAULK MIDDLE
Campus Number: 031901043

Total Students: 1,102
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%	**96.3%**	-	96.3%	97.7%	*	-	-	-	94.0%	96.4%	96.2%
2016-17	95.7%	95.8%	**96.3%**	-	96.3%	*	-	-	-	-	93.6%	96.4%	95.9%
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%
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: FAULK MIDDLE
Campus Number: 031901043

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

Total Students: 1,102
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)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2018	90.0%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	90.5%	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP Graduates (Longitudinal Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2018	68.5%	85.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	96.3%	-	-	-	-	-	-	-	-	-	-	-

FHSP-E Graduates (Longitudinal Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2018	5.0%	3.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	13.2%	-	-	-	-	-	-	-	-	-	-	-

FHSP-DLA Graduates (Longitudinal Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2018	82.0%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	73.7%	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2018	86.8%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	96.2%	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP Graduates (Annual Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017-18	37.7%	58.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	95.1%	-	-	-	-	-	-	-	-	-	-	-

FHSP-E Graduates (Annual Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017-18	4.9%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	24.2%	-	-	-	-	-	-	-	-	-	-	-

FHSP-DLA Graduates (Annual Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017-18	81.5%	94.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	52.7%	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017-18	85.1%	96.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	94.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD

Campus Name: FAULK MIDDLE

Campus Number: 031901043

Total Students: 1,102

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

TEXAS EDUCATION AGENCY

District Name: BROWNSVILLE ISD
Campus Name: FAULK MIDDLE
Campus Number: 031901043

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

Total Students: 1,102
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%	-	-	-	-	-	-	-	-	-	-	-

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

District Name: BROWNSVILLE ISD
Campus Name: FAULK MIDDLE
Campus Number: 031901043

Total Students: 1,102
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%	-	-	-	-	-	-	-	-	-	-	-

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

District Name: BROWNSVILLE ISD

Campus Nman: FAULK MIDDLE

Campus Number: 031901043

Total Students: 1,102

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: FAULK MIDDLE
Campus Number: 031901043

Texas Academic Performance Report
2018-19 Campus CCMR-Related Indicators

Total Students: 1,102
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	51.3%	8.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	7.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	5.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	44.6%	11.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a

SAT/ACT Results (Annual Graduates) ***
Tested

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
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

Texas Academic Performance Report

Total Students: 1,102

Campus Name: FAULK MIDDLE

2018-19 Campus Other Postsecondary Indicators

Grade Span: 06 - 08

Campus Number: 031901043

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%	-	-	-	-	-	-	-	-	-	-	-

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

District Name: BROWNSVILLE ISD
Campus Name: FAULK MIDDLE
Campus Number: 031901043

Total Students: 1,102
Grade Span: 06 - 08
School Type: Middle

| Student Information | --------------- Campus --------------- | | District | State |
	Count	Percent		
Total Students	1,102	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	355	32.2%	6.8%	7.7%
Grade 7	417	37.8%	7.1%	7.5%
Grade 8	330	29.9%	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	1,098	99.6%	98.3%	52.6%
White	4	0.4%	1.4%	27.4%
American Indian	0	0.0%	0.0%	0.4%
Asian	0	0.0%	0.2%	4.5%
Pacific Islander	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.0%	2.4%
Economically Disadvantaged	1,065	96.6%	88.5%	60.6%
Non-Educationally Disadvantaged	37	3.4%	11.5%	39.4%
Section 504 Students	134	12.2%	8.7%	6.5%
English Learners (EL)	446	40.5%	34.6%	19.5%
Students w/ Disciplinary Placements (2017-18)	29	2.3%	1.0%	1.4%
Students w/ Dyslexia	97	8.8%	5.4%	3.6%
At-Risk	801	72.7%	67.3%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	158			
By Type of Primary Disability				
Students with Intellectual Disabilities	112	70.9%	55.3%	42.4%
Students with Physical Disabilities	6	3.8%	11.5%	21.9%
Students with Autism	13	8.2%	12.2%	13.7%
Students with Behavioral Disabilities	27	17.1%	18.9%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	2.1%	1.4%
Mobility (2017-18):				
Total Mobile Students	214	17.0%	15.0%	15.4%

Texas Academic Performance Report
2018-19 Campus Student Information

District Name: BROWNSVILLE ISD
Campus Name: FAULK MIDDLE
Campus Number: 031901043

Total Students: 1,102
Grade Span: 06 - 08
School Type: Middle

Student Information	--------------- Campus ---------------		District	State
	Count	Percent	District	State
By Ethnicity:				
African American	0	0.0%		
Hispanic	208	16.5%		
White	6	0.5%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

Student Information	--------Non-Special Education Rates--------			--------Special Education Rates--------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	1.8%	1.7%	-	4.3%	6.2%
Grade 1	-	10.7%	3.1%	-	16.2%	5.5%
Grade 2	-	5.9%	1.8%	-	3.0%	2.3%
Grade 3	-	3.0%	1.1%	-	1.1%	0.9%
Grade 4	-	1.6%	0.5%	-	1.0%	0.5%
Grade 5	-	0.7%	0.5%	-	0.0%	0.6%
Grade 6	3.1%	2.6%	0.4%	3.4%	1.6%	0.5%
Grade 7	3.9%	3.8%	0.6%	0.0%	2.2%	0.6%
Grade 8	2.0%	1.6%	0.4%	4.1%	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	22.8	21.9	20.4
Secondary:			
English/Language Arts	21.5	17.0	16.6
Foreign Languages	28.0	20.8	18.9
Mathematics	24.2	19.9	17.8
Science	25.0	20.1	18.9
Social Studies	25.0	19.8	19.3

District Name: BROWNSVILLE ISD
Campus Name: FAULK MIDDLE
Campus Number: 031901043

Total Students: 1,102
Grade Span: 06 - 08
School Type: Middle

Staff Information	--------------- Campus --------------- Count/Average	Percent	District	State
Total Staff	92.4	100.0%	100.0%	100.0%
Professional Staff:	82.4	89.2%	56.5%	64.1%
Teachers	69.2	74.9%	44.0%	49.8%
Professional Support	9.2	10.0%	9.5%	10.1%
Campus Administration (School Leadership)	4.0	4.3%	2.9%	3.0%
Educational Aides:	10.0	10.8%	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	2.0	n/a	11.0	1,097.0
Total Minority Staff:	89.3	96.6%	94.0%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.3%	10.6%
Hispanic	66.1	95.5%	90.3%	27.7%
White	3.1	4.5%	8.9%	58.4%
American Indian	0.0	0.0%	0.1%	0.3%
Asian	0.0	0.0%	0.1%	1.7%
Pacific Islander	0.0	0.0%	0.3%	0.2%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	34.8	50.4%	32.0%	23.8%
Females	34.3	49.6%	68.0%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.2%	1.4%
Bachelors	60.4	87.4%	79.4%	73.6%
Masters	8.7	12.6%	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	14.0	20.2%	14.3%	28.9%
6-10 Years Experience	11.0	15.9%	17.6%	19.0%
11-20 Years Experience	26.7	38.6%	39.3%	29.3%
Over 20 Years Experience	17.6	25.4%	26.0%	15.7%
Number of Students per Teacher	15.9	n/a	15.2	15.1

District Name: BROWNSVILLE ISD
Campus Name: FAULK MIDDLE
Campus Number: 031901043

Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 1,102
Grade Span: 06 - 08
School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	4.0	8.8	6.3
Average Years Experience of Principals with District	4.0	8.4	5.4
Average Years Experience of Assistant Principals	6.0	8.4	5.3
Average Years Experience of Assistant Principals with District	6.0	8.2	4.7
Average Years Experience of Teachers:	15.1	15.1	11.1
Average Years Experience of Teachers with District:	14.5	14.3	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$49,007	$47,218
1-5 Years Experience	$46,244	$49,170	$50,408
6-10 Years Experience	$47,674	$50,423	$52,786
11-20 Years Experience	$54,813	$55,575	$56,041
Over 20 Years Experience	$62,183	$64,161	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$53,819	$55,810	$54,122
Professional Support	$61,332	$67,073	$64,069
Campus Administration (School Leadership)	$72,599	$84,030	$78,947
Instructional Staff Percent:	n/a	58.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	3,598.0	6,043.6

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

District Name: BROWNSVILLE ISD
Campus Name: FAULK MIDDLE
Campus Number: 031901043

Total Students: 1,102
Grade Span: 06 - 08
School Type: Middle

Program Information	--------------- Campus --------------- Count	Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	440	39.9%	34.1%	19.7%
Career & Technical Education	91	8.3%	31.3%	26.3%
Gifted & Talented Education	171	15.5%	12.0%	8.1%
Special Education	158	14.3%	12.1%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	1.0	1.4%	2.7%	6.4%
Career & Technical Education	1.0	1.4%	5.6%	4.9%
Compensatory Education	0.0	0.0%	0.9%	2.7%
Gifted & Talented Education	0.5	0.8%	0.5%	2.0%
Regular Education	55.7	80.5%	78.8%	71.4%
Special Education	11.0	15.9%	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

Texas Education Agency
2018-19 Federal Report Card for Texas Public Schools
Campus Name: FAULK MIDDLE
Campus ID: 031901043
District Name: BROWNSVILLE ISD

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

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;
The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

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

State ESSA Goals

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

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

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;
a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)
b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
c. Graduation Rate: Federal Graduation Status
d. ELP Indicator: English Learner Language Proficiency Status
e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including—
(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

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

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

Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

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

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

Part (ii): Student Achievement by Proficiency Level

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

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military

STAAR Percent at Approaches Grade Level or Above

Grade 6

Reading																						
	All Students	67%	63%	**64%**	-	64%	*	-	-	-	-	64%	75%	43%	68%	45%	60%	68%	38%	55%	*	*
	CWD	33%	29%	**43%**	-	43%	-	-	-	-	-	43%	-	43%	-	35%	41%	47%	*	*	*	-
	CWOD	71%	68%	**68%**	-	68%	*	-	-	-	-	68%	75%	-	68%	47%	65%	70%	60%	63%	*	*
	EL	42%	40%	**45%**	-	45%	*	-	-	-	-	45%	*	35%	47%	45%	44%	46%	20%	38%	-	-
	Male	62%	58%	**60%**	-	60%	-	-	-	-	-	60%	*	41%	65%	44%	60%	-	*	45%	*	-
	Female	71%	67%	**68%**	-	68%	*	-	-	-	-	68%	*	47%	70%	46%	-	68%	*	67%	-	*

Mathematics																						
	All Students	80%	80%	**78%**	-	78%	*	-	-	-	-	78%	100%	47%	85%	68%	74%	83%	75%	75%	*	*
	CWD	50%	48%	**47%**	-	47%	-	-	-	-	-	47%	-	47%	-	35%	44%	53%	*	*	*	-
	CWOD	83%	85%	**85%**	-	85%	*	-	-	-	-	84%	100%	-	85%	74%	83%	87%	80%	88%	*	*
	EL	67%	68%	**68%**	-	67%	*	-	-	-	-	67%	*	35%	74%	68%	61%	76%	80%	69%	-	-
	Male	78%	79%	**74%**	-	74%	-	-	-	-	-	74%	*	44%	83%	61%	74%	-	*	64%	*	-
	Female	81%	81%	**83%**	-	83%	*	-	-	-	-	83%	*	53%	87%	76%	-	83%	*	89%	-	*

Grade 7

Reading																						
	All Students	74%	71%	**72%**	-	72%	*	-	-	-	-	71%	94%	33%	79%	47%	67%	78%	82%	56%	*	-
	CWD	37%	36%	**33%**	-	34%	*	-	-	-	-	33%	-	33%	-	9%	29%	50%	*	20%	*	-
	CWOD	78%	77%	**79%**	-	79%	*	-	-	-	-	78%	94%	-	79%	54%	77%	80%	100%	69%	*	-
	EL	49%	45%	**47%**	-	48%	*	-	-	-	-	47%	*	9%	54%	47%	39%	56%	67%	45%	-	-
	Male	70%	67%	**67%**	-	67%	*	-	-	-	-	65%	91%	29%	77%	39%	67%	-	80%	45%	-	-
	Female	79%	76%	**78%**	-	78%	-	-	-	-	-	78%	100%	50%	80%	56%	-	78%	83%	71%	*	-

Mathematics																						
	All Students	73%	71%	**82%**	-	82%	*	-	-	-	-	81%	100%	53%	87%	70%	78%	86%	82%	72%	*	-
	CWD	43%	40%	**53%**	-	54%	*	-	-	-	-	53%	-	53%	-	36%	51%	54%	*	33%	*	-
	CWOD	77%	76%	**87%**	-	87%	*	-	-	-	-	86%	100%	-	87%	75%	86%	88%	100%	85%	*	-
	EL	57%	53%	**70%**	-	70%	*	-	-	-	-	70%	*	36%	75%	70%	63%	77%	67%	58%	-	-
	Male	72%	70%	**78%**	-	79%	*	-	-	-	-	77%	100%	51%	86%	63%	78%	-	80%	64%	-	-
	Female	75%	73%	**86%**	-	86%	-	-	-	-	-	86%	100%	54%	88%	77%	-	86%	83%	75%	*	-

Grade 8

Reading																						
	All Students	84%	84%	**80%**	-	80%	*	-	-	-	-	80%	85%	58%	83%	61%	74%	85%	89%	47%	*	-
	CWD	47%	53%	**58%**	-	58%	-	-	-	-	-	59%	*	58%	-	41%	56%	61%	*	60%	-	-
	CWOD	88%	89%	**83%**	-	84%	*	-	-	-	-	83%	100%	-	83%	64%	78%	88%	100%	40%	*	-
	EL	62%	63%	**61%**	-	62%	*	-	-	-	-	61%	*	41%	64%	61%	55%	69%	*	33%	-	-
	Male	81%	82%	**74%**	-	75%	*	-	-	-	-	75%	60%	56%	78%	55%	74%	-	80%	38%	*	-
	Female	88%	86%	**85%**	-	85%	-	-	-	-	-	85%	100%	61%	88%	69%	-	85%	*	57%	*	-

Mathematics																						
	All Students	87%	88%	**85%**	-	85%	*	-	-	-	-	84%	100%	75%	87%	79%	83%	87%	100%	54%	*	-
	CWD	58%	69%	**75%**	-	75%	-	-	-	-	-	73%	*	75%	-	81%	78%	71%	*	60%	-	-
	CWOD	90%	92%	**87%**	-	87%	*	-	-	-	-	87%	*	-	87%	79%	84%	90%	100%	50%	*	-
	EL	77%	84%	**79%**	-	80%	*	-	-	-	-	79%	*	81%	79%	79%	73%	85%	*	33%	-	-
	Male	84%	86%	**83%**	-	83%	*	-	-	-	-	82%	*	78%	84%	73%	83%	-	100%	43%	-	-
	Female	89%	89%	**87%**	-	87%	-	-	-	-	-	86%	*	71%	90%	85%	-	87%	*	67%	*	-

Science																						
	All Students	79%	77%	**68%**	-	68%	*	-	-	-	-	67%	77%	35%	73%	47%	65%	71%	50%	43%	*	-
	CWD	46%	44%	**35%**	-	35%	-	-	-	-	-	36%	*	35%	-	12%	35%	33%	*	40%	-	-
	CWOD	83%	82%	**73%**	-	73%	*	-	-	-	-	72%	100%	-	73%	52%	70%	74%	57%	44%	*	-
	EL	55%	52%	**47%**	-	47%	*	-	-	-	-	47%	*	12%	52%	47%	45%	49%	*	20%	-	-
	Male	78%	75%	**65%**	-	65%	*	-	-	-	-	65%	40%	35%	70%	45%	65%	-	*	25%	-	-
	Female	81%	78%	**71%**	-	71%	-	-	-	-	-	69%	100%	33%	74%	49%	-	71%	*	67%	*	-

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
End of Course																						
Algebra I	All Students	83%	93%	**100%**	-	100%	-	-	-	-	-	100%	100%	*	100%	100%	100%	100%	*	*	-	-
	CWD	52%	74%	*	-	*	-	-	-	-	-	*	-	*	-	*	-	*	-	-	-	-
	CWOD	87%	97%	**100%**	-	100%	-	-	-	-	-	100%	100%	-	100%	100%	100%	100%	*	*	-	-
	EL	73%	91%	**100%**	-	100%	-	-	-	-	-	100%	-	*	100%	100%	100%	100%	-	-	-	-
	Male	79%	91%	**100%**	-	100%	-	-	-	-	-	100%	*	-	100%	100%	100%	-	-	*	-	-
	Female	88%	95%	**100%**	-	100%	-	-	-	-	-	100%	100%	*	100%	100%	-	100%	*	*	-	-

STAAR Percent at Meets Grade Level or Above

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Grade 6																						
Reading	All Students	36%	31%	**27%**	-	27%	*	-	-	-	-	27%	38%	16%	29%	11%	24%	30%	25%	30%	*	*
	CWD	19%	14%	**16%**	-	16%	-	-	-	-	-	16%	-	16%	-	12%	17%	12%	*	*	*	-
	CWOD	38%	33%	**29%**	-	29%	*	-	-	-	-	29%	38%	-	29%	11%	26%	32%	40%	31%	*	*
	EL	14%	12%	**11%**	-	11%	*	-	-	-	-	11%	*	12%	11%	11%	11%	10%	20%	15%	*	-
	Male	33%	28%	**24%**	-	24%	-	-	-	-	-	24%	*	17%	26%	11%	24%	-	*	27%	*	-
	Female	40%	34%	**30%**	-	30%	*	-	-	-	-	30%	*	12%	32%	10%	-	30%	*	33%	-	*
Mathematics	All Students	46%	43%	**44%**	-	44%	*	-	-	-	-	43%	88%	17%	49%	28%	43%	46%	38%	40%	*	*
	CWD	23%	18%	**17%**	-	17%	-	-	-	-	-	17%	-	17%	-	15%	20%	12%	*	*	*	-
	CWOD	48%	47%	**49%**	-	49%	*	-	-	-	-	48%	88%	-	49%	31%	49%	50%	40%	44%	*	*
	EL	27%	25%	**28%**	-	28%	*	-	-	-	-	28%	*	15%	31%	28%	31%	24%	40%	23%	*	-
	Male	45%	43%	**43%**	-	43%	-	-	-	-	-	42%	*	20%	49%	31%	43%	-	*	45%	*	-
	Female	46%	42%	**46%**	-	46%	*	-	-	-	-	44%	*	12%	50%	24%	-	46%	*	33%	-	*
Grade 7																						
Reading	All Students	48%	44%	**43%**	-	43%	*	-	-	-	-	42%	69%	19%	47%	18%	42%	45%	36%	28%	*	-
	CWD	21%	21%	**19%**	-	20%	*	-	-	-	-	19%	-	19%	-	0%	18%	25%	*	20%	*	-
	CWOD	51%	48%	**47%**	-	47%	*	-	-	-	-	46%	69%	-	47%	22%	48%	46%	44%	31%	*	-
	EL	19%	18%	**18%**	-	19%	*	-	-	-	-	19%	*	0%	22%	18%	17%	19%	33%	18%	-	-
	Male	44%	40%	**42%**	-	41%	*	-	-	-	-	40%	73%	18%	48%	17%	42%	-	20%	18%	-	-
	Female	52%	48%	**45%**	-	45%	-	-	-	-	-	45%	60%	25%	46%	19%	-	45%	50%	43%	*	-
Mathematics	All Students	41%	39%	**53%**	-	53%	*	-	-	-	-	52%	81%	19%	59%	33%	52%	54%	36%	39%	*	-
	CWD	22%	20%	**19%**	-	20%	*	-	-	-	-	19%	-	19%	-	5%	20%	15%	*	17%	*	-
	CWOD	44%	42%	**59%**	-	58%	*	-	-	-	-	57%	81%	-	59%	38%	60%	57%	44%	46%	*	-
	EL	22%	20%	**33%**	-	33%	*	-	-	-	-	32%	*	5%	38%	33%	25%	40%	17%	17%	-	-
	Male	41%	38%	**52%**	-	52%	*	-	-	-	-	50%	82%	20%	60%	25%	52%	-	20%	27%	-	-
	Female	42%	40%	**54%**	-	54%	-	-	-	-	-	54%	80%	15%	57%	40%	-	54%	50%	50%	*	-
Grade 8																						
Reading	All Students	53%	51%	**44%**	-	44%	*	-	-	-	-	44%	54%	27%	47%	19%	39%	49%	44%	33%	*	-
	CWD	22%	26%	**27%**	-	27%	-	-	-	-	-	29%	*	27%	-	0%	30%	22%	*	20%	-	-
	CWOD	57%	55%	**47%**	-	47%	*	-	-	-	-	46%	78%	-	47%	21%	41%	52%	50%	40%	*	-
	EL	19%	18%	**19%**	-	19%	*	-	-	-	-	19%	*	0%	21%	19%	20%	17%	*	0%	-	-
	Male	49%	48%	**39%**	-	39%	*	-	-	-	-	40%	20%	30%	41%	20%	39%	-	20%	25%	-	-
	Female	58%	55%	**49%**	-	49%	-	-	-	-	-	48%	75%	22%	52%	17%	-	49%	*	43%	*	-
Mathematics	All Students	55%	49%	**44%**	-	44%	*	-	-	-	-	44%	33%	32%	47%	33%	39%	49%	50%	31%	*	-
	CWD	27%	33%	**32%**	-	32%	-	-	-	-	-	35%	*	32%	-	25%	33%	29%	*	40%	-	-
	CWOD	59%	53%	**47%**	-	47%	*	-	-	-	-	46%	*	-	47%	35%	41%	53%	57%	25%	*	-
	EL	36%	38%	**33%**	-	34%	*	-	-	-	-	33%	*	25%	35%	33%	27%	41%	*	17%	-	-
	Male	52%	47%	**39%**	-	40%	*	-	-	-	-	41%	*	33%	41%	27%	39%	-	40%	29%	-	-
	Female	59%	51%	**49%**	-	49%	-	-	-	-	-	48%	*	29%	53%	41%	-	49%	*	33%	*	-
Science	All Students	50%	43%	**37%**	-	37%	*	-	-	-	-	37%	46%	21%	40%	17%	39%	35%	25%	29%	*	-
	CWD	23%	21%	**21%**	-	21%	-	-	-	-	-	23%	*	21%	-	0%	23%	17%	*	20%	-	-
	CWOD	53%	46%	**40%**	-	40%	*	-	-	-	-	39%	67%	-	40%	20%	42%	37%	29%	33%	*	-
	EL	20%	17%	**17%**	-	18%	*	-	-	-	-	18%	*	0%	20%	17%	25%	7%	*	0%	-	-
	Male	50%	43%	**39%**	-	39%	*	-	-	-	-	40%	20%	23%	42%	25%	39%	-	*	25%	*	-
	Female	50%	42%	**35%**	-	35%	-	-	-	-	-	34%	63%	17%	37%	7%	-	35%	*	33%	*	-
End of Course																						
Algebra I	All Students	59%	81%	**99%**	-	99%	-	-	-	-	-	99%	100%	*	99%	100%	100%	98%	*	*	-	-
	CWD	24%	50%	*	-	*	-	-	-	-	-	*	-	*	-	*	-	*	-	-	-	-
	CWOD	63%	86%	**99%**	-	99%	-	-	-	-	-	99%	100%	-	99%	100%	100%	98%	*	*	-	-
	EL	40%	72%	**100%**	-	100%	-	-	-	-	-	100%	-	*	100%	100%	100%	100%	-	-	-	-
	Male	53%	78%	**100%**	-	100%	-	-	-	-	-	100%	*	-	100%	100%	100%	-	-	*	-	-
	Female	65%	84%	**98%**	-	98%	-	-	-	-	-	98%	100%	*	98%	100%	-	98%	*	*	-	-

STAAR Percent at Masters Grade Level

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Grade 6																						
Reading	All Students	17%	12%	**11%**	-	11%	*	-	-	-	-	11%	13%	12%	11%	4%	8%	15%	0%	10%	*	*
	CWD	6%	7%	**12%**	-	12%	-	-	-	-	-	12%	-	12%	-	8%	12%	12%	*	*	*	-
	CWOD	18%	13%	**11%**	-	11%	*	-	-	-	-	11%	13%	-	11%	3%	7%	15%	0%	6%	*	*
	EL	4%	3%	**4%**	-	4%	*	-	-	-	-	4%	*	8%	3%	4%	2%	6%	0%	8%	-	-
	Male	14%	11%	**8%**	-	8%	-	-	-	-	-	8%	*	12%	7%	2%	8%	-	*	18%	*	-
	Female	20%	13%	**15%**	-	15%	*	-	-	-	-	15%	*	12%	15%	6%	-	15%	*	0%	-	*

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	20%	16%	**18%**	-	18%	*	-	-	-	-	18%	25%	12%	19%	10%	17%	19%	25%	20%	*	*
	CWD	9%	8%	**12%**	-	12%	*	-	-	-	-	12%	-	12%	-	12%	12%	12%	*	*	*	-
	CWOD	22%	17%	**19%**	-	20%	*	-	-	-	-	19%	25%	-	19%	9%	19%	20%	40%	19%	*	*
	EL	8%	6%	**10%**	-	10%	*	-	-	-	-	10%	*	12%	9%	10%	11%	7%	20%	15%	-	-
	Male	20%	16%	**17%**	-	17%	-	-	-	-	-	17%	*	12%	19%	11%	17%	-	*	27%	*	-
	Female	20%	17%	**19%**	-	19%	*	-	-	-	-	19%	*	12%	20%	7%	-	19%	*	11%	-	*

Grade 7

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	29%	23%	**23%**	-	22%	*	-	-	-	-	21%	50%	11%	25%	7%	20%	25%	18%	11%	*	-
	CWD	9%	9%	**11%**	-	11%	*	-	-	-	-	11%	-	11%	-	0%	9%	17%	*	20%	*	-
	CWOD	31%	25%	**25%**	-	24%	*	-	-	-	-	23%	50%	-	25%	8%	23%	26%	22%	8%	*	-
	EL	8%	6%	**7%**	-	7%	*	-	-	-	-	7%	*	0%	8%	7%	5%	9%	0%	0%	-	-
	Male	25%	20%	**20%**	-	20%	*	-	-	-	-	19%	45%	9%	23%	5%	20%	-	0%	9%	-	-
	Female	32%	26%	**25%**	-	25%	-	-	-	-	-	24%	60%	17%	26%	9%	-	25%	33%	14%	*	-
Mathematics	All Students	16%	14%	**26%**	-	26%	*	-	-	-	-	25%	50%	11%	28%	12%	24%	27%	9%	6%	*	-
	CWD	7%	10%	**11%**	-	11%	*	-	-	-	-	11%	-	11%	-	5%	11%	8%	*	0%	*	-
	CWOD	17%	15%	**28%**	-	28%	*	-	-	-	-	27%	50%	-	28%	13%	28%	28%	11%	8%	*	-
	EL	6%	5%	**12%**	-	12%	*	-	-	-	-	12%	*	5%	13%	12%	12%	12%	0%	0%	-	-
	Male	16%	14%	**24%**	-	24%	*	-	-	-	-	22%	55%	11%	28%	12%	24%	-	0%	0%	-	-
	Female	16%	14%	**27%**	-	27%	-	-	-	-	-	27%	40%	8%	28%	12%	-	27%	17%	13%	*	-

Grade 8

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	27%	23%	**17%**	-	17%	*	-	-	-	-	17%	23%	11%	18%	4%	13%	21%	11%	13%	*	-
	CWD	7%	10%	**11%**	-	11%	-	-	-	-	-	12%	*	11%	-	0%	7%	17%	*	20%	-	-
	CWOD	30%	25%	**18%**	-	18%	*	-	-	-	-	17%	33%	-	18%	4%	14%	21%	13%	10%	*	-
	EL	5%	3%	**4%**	-	4%	*	-	-	-	-	4%	*	0%	4%	4%	5%	2%	*	0%	-	-
	Male	24%	19%	**13%**	-	13%	*	-	-	-	-	13%	20%	7%	14%	5%	13%	-	0%	13%	-	-
	Female	31%	27%	**21%**	-	21%	-	-	-	-	-	20%	25%	17%	21%	2%	-	21%	*	14%	*	-
Mathematics	All Students	17%	7%	**6%**	-	6%	*	-	-	-	-	6%	0%	11%	4%	4%	6%	6%	0%	8%	*	-
	CWD	9%	11%	**11%**	-	11%	-	-	-	-	-	13%	*	11%	-	0%	15%	6%	*	0%	-	-
	CWOD	18%	7%	**4%**	-	4%	*	-	-	-	-	4%	*	-	4%	4%	3%	6%	0%	13%	*	-
	EL	6%	4%	**4%**	-	4%	*	-	-	-	-	4%	*	0%	4%	4%	2%	6%	*	0%	-	-
	Male	16%	8%	**6%**	-	6%	*	-	-	-	-	6%	*	15%	3%	2%	6%	-	0%	14%	-	-
	Female	17%	7%	**6%**	-	6%	-	-	-	-	-	6%	*	6%	6%	6%	-	6%	*	0%	*	-
Science	All Students	25%	17%	**14%**	-	14%	*	-	-	-	-	15%	8%	9%	15%	6%	17%	11%	13%	14%	*	-
	CWD	10%	11%	**9%**	-	9%	-	-	-	-	-	10%	*	9%	-	0%	12%	6%	*	0%	-	-
	CWOD	26%	18%	**15%**	-	15%	*	-	-	-	-	15%	11%	-	15%	7%	19%	12%	14%	22%	*	-
	EL	5%	4%	**6%**	-	6%	*	-	-	-	-	6%	*	0%	7%	6%	9%	2%	*	0%	-	-
	Male	25%	17%	**17%**	-	18%	*	-	-	-	-	17%	20%	12%	19%	9%	17%	-	*	25%	-	-
	Female	24%	16%	**11%**	-	11%	-	-	-	-	-	12%	0%	6%	12%	2%	-	11%	*	0%	*	-

End of Course

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Algebra I	All Students	36%	61%	**96%**	-	96%	-	-	-	-	-	96%	100%	*	96%	95%	98%	95%	*	*	-	-
	CWD	9%	26%	*	-	*	-	-	-	-	-	*	-	*	-	*	-	*	-	-	-	-
	CWOD	39%	67%	**96%**	-	96%	-	-	-	-	-	96%	100%	-	96%	95%	98%	95%	*	*	-	-
	EL	19%	48%	**95%**	-	95%	-	-	-	-	-	95%	-	*	95%	95%	94%	100%	-	-	-	-
	Male	31%	56%	**98%**	-	98%	-	-	-	-	-	98%	*	-	98%	94%	98%	-	-	*	-	-
	Female	40%	66%	**95%**	-	95%	-	-	-	-	-	95%	100%	*	95%	100%	-	95%	*	*	-	-

STAAR Percent at Approaches Grade Level or Above

All Grades

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Subjects	All Students	77%	80%	**76%**	-	76%	33%	-	-	-	-	76%	91%	49%	81%	60%	72%	81%	75%	59%	69%	*
	CWD	46%	51%	**49%**	-	49%	*	-	-	-	-	48%	58%	49%	-	35%	46%	55%	23%	39%	*	-
	CWOD	81%	85%	**81%**	-	81%	43%	-	-	-	-	80%	96%	-	81%	64%	78%	83%	88%	67%	78%	*
	EL	62%	65%	**60%**	-	60%	14%	-	-	-	-	60%	89%	35%	64%	60%	55%	65%	65%	48%	-	-
	Male	74%	77%	**72%**	-	72%	29%	-	-	-	-	72%	84%	46%	78%	55%	72%	-	72%	49%	*	-
	Female	80%	82%	**81%**	-	81%	*	-	-	-	-	80%	98%	55%	83%	65%	-	81%	78%	73%	100%	*
Reading	All Students	73%	74%	**72%**	-	72%	*	-	-	-	-	71%	86%	44%	77%	51%	67%	77%	71%	53%	67%	*
	CWD	39%	41%	**44%**	-	44%	*	-	-	-	-	44%	*	44%	-	28%	40%	53%	0%	36%	*	-
	CWOD	78%	80%	**77%**	-	77%	*	-	-	-	-	76%	91%	-	77%	55%	73%	80%	91%	59%	*	*
	EL	54%	55%	**51%**	-	51%	*	-	-	-	-	50%	*	28%	55%	51%	46%	56%	57%	40%	-	-
	Male	69%	71%	**67%**	-	67%	*	-	-	-	-	66%	80%	40%	73%	46%	67%	-	71%	43%	*	-
	Female	78%	78%	**77%**	-	78%	*	-	-	-	-	77%	94%	53%	80%	56%	-	77%	71%	65%	*	*
Mathematics	All Students	81%	85%	**83%**	-	83%	*	-	-	-	-	82%	100%	57%	88%	73%	80%	87%	86%	70%	67%	*
	CWD	53%	61%	**57%**	-	57%	*	-	-	-	-	56%	*	57%	-	48%	55%	62%	50%	40%	*	-
	CWOD	84%	89%	**88%**	-	88%	*	-	-	-	-	87%	100%	-	88%	77%	86%	89%	95%	79%	*	*
	EL	72%	78%	**73%**	-	73%	*	-	-	-	-	73%	*	48%	77%	73%	67%	79%	79%	60%	-	-
	Male	79%	84%	**80%**	-	80%	*	-	-	-	-	79%	100%	55%	86%	67%	80%	-	86%	60%	*	-
	Female	82%	86%	**87%**	-	87%	*	-	-	-	-	86%	100%	62%	89%	79%	-	87%	86%	83%	*	*
Science	All Students	80%	83%	**68%**	-	68%	*	-	-	-	-	67%	77%	35%	73%	47%	65%	71%	50%	43%	*	-

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
	CWD	51%	55%	**35%**	-	35%	*	-	-	-	-	36%	*	35%	-	12%	35%	33%	*	40%	-	-
	CWOD	84%	88%	**73%**	-	73%	*	-	-	-	-	72%	100%	-	73%	52%	70%	74%	57%	44%	*	-
	EL	61%	67%	**47%**	-	47%	*	-	-	-	-	47%	*	12%	52%	47%	45%	49%	*	20%	-	-
	Male	79%	82%	**65%**	-	65%	*	-	-	-	-	65%	40%	35%	70%	45%	65%	-	*	25%	-	-
	Female	81%	84%	**71%**	-	71%	-	-	-	-	-	69%	100%	33%	74%	49%	-	71%	*	67%	*	-

STAAR Percent at Meets Grade Level or Above

All Grades

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Subjects	All Students	49%	51%	**44%**	-	44%	22%	-	-	-	-	44%	64%	21%	48%	24%	42%	47%	38%	34%	54%	*
	CWD	24%	26%	**21%**	-	21%	*	-	-	-	-	22%	0%	21%	-	9%	22%	20%	8%	24%	*	-
	CWOD	52%	55%	**48%**	-	48%	29%	-	-	-	-	47%	75%	-	48%	27%	47%	50%	45%	38%	56%	*
	EL	29%	30%	**24%**	-	24%	0%	-	-	-	-	24%	33%	9%	27%	24%	25%	24%	26%	15%	-	-
	Male	47%	50%	**42%**	-	42%	29%	-	-	-	-	42%	53%	22%	47%	25%	42%	-	28%	29%	*	-
	Female	52%	53%	**47%**	-	47%	*	-	-	-	-	46%	76%	20%	50%	24%	-	47%	47%	40%	78%	*
Reading	All Students	47%	46%	**38%**	-	38%	*	-	-	-	-	38%	57%	20%	41%	16%	35%	42%	36%	30%	67%	*
	CWD	21%	21%	**20%**	-	20%	*	-	-	-	-	21%	*	20%	-	5%	20%	19%	0%	21%	*	-
	CWOD	50%	51%	**41%**	-	41%	*	-	-	-	-	41%	64%	-	41%	18%	39%	44%	45%	33%	*	*
	EL	23%	22%	**16%**	-	16%	*	-	-	-	-	16%	*	5%	18%	16%	16%	16%	29%	13%	-	-
	Male	43%	43%	**35%**	-	35%	*	-	-	-	-	34%	50%	20%	39%	16%	35%	-	21%	23%	*	-
	Female	51%	49%	**42%**	-	42%	*	-	-	-	-	41%	65%	19%	44%	16%	-	42%	50%	39%	*	*
Mathematics	All Students	51%	56%	**53%**	-	53%	*	-	-	-	-	52%	78%	23%	58%	34%	50%	56%	43%	40%	50%	*
	CWD	26%	32%	**23%**	-	23%	*	-	-	-	-	23%	*	23%	-	15%	23%	21%	17%	27%	*	-
	CWOD	54%	61%	**58%**	-	58%	*	-	-	-	-	57%	88%	-	58%	38%	56%	59%	50%	44%	*	*
	EL	37%	41%	**34%**	-	35%	*	-	-	-	-	34%	*	15%	38%	34%	33%	36%	29%	20%	-	-
	Male	50%	56%	**50%**	-	50%	*	-	-	-	-	49%	65%	23%	56%	33%	50%	-	36%	37%	*	-
	Female	51%	57%	**56%**	-	56%	*	-	-	-	-	54%	94%	21%	59%	36%	-	56%	50%	43%	*	*
Science	All Students	53%	54%	**37%**	-	37%	*	-	-	-	-	37%	46%	21%	40%	17%	39%	35%	25%	29%	*	-
	CWD	25%	29%	**21%**	-	21%	-	-	-	-	-	23%	*	21%	-	0%	23%	17%	*	20%	-	-
	CWOD	56%	58%	**40%**	-	40%	*	-	-	-	-	39%	67%	-	40%	20%	42%	37%	29%	33%	*	-
	EL	26%	30%	**17%**	-	18%	*	-	-	-	-	18%	*	0%	20%	17%	25%	7%	*	0%	-	-
	Male	53%	55%	**39%**	-	39%	*	-	-	-	-	40%	20%	23%	42%	25%	39%	-	*	25%	-	-
	Female	53%	53%	**35%**	-	35%	-	-	-	-	-	34%	63%	17%	37%	7%	-	35%	*	33%	*	-

STAAR Percent at Masters Grade Level

All Grades

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Subjects	All Students	23%	23%	**21%**	-	21%	11%	-	-	-	-	20%	34%	11%	22%	9%	19%	23%	13%	13%	38%	*
	CWD	8%	11%	**11%**	-	11%	*	-	-	-	-	12%	0%	11%	-	5%	11%	12%	0%	12%	*	-
	CWOD	25%	25%	**22%**	-	22%	14%	-	-	-	-	22%	40%	-	22%	9%	20%	24%	16%	14%	44%	*
	EL	11%	11%	**9%**	-	9%	0%	-	-	-	-	9%	0%	5%	9%	9%	9%	7%	3%	5%	-	-
	Male	22%	22%	**19%**	-	19%	14%	-	-	-	-	18%	33%	11%	20%	9%	19%	-	3%	16%	*	-
	Female	24%	23%	**23%**	-	23%	*	-	-	-	-	22%	36%	12%	24%	7%	-	23%	22%	10%	56%	*
Reading	All Students	20%	17%	**17%**	-	17%	*	-	-	-	-	17%	32%	11%	18%	5%	14%	21%	11%	11%	50%	*
	CWD	7%	7%	**11%**	-	11%	*	-	-	-	-	12%	*	11%	-	3%	10%	15%	0%	21%	*	-
	CWOD	22%	19%	**18%**	-	18%	*	-	-	-	-	18%	36%	-	18%	5%	15%	21%	14%	8%	*	*
	EL	8%	7%	**5%**	-	5%	*	-	-	-	-	5%	*	3%	5%	5%	4%	6%	0%	3%	-	-
	Male	17%	15%	**14%**	-	14%	*	-	-	-	-	14%	30%	10%	15%	4%	14%	-	0%	13%	*	-
	Female	23%	20%	**21%**	-	21%	*	-	-	-	-	20%	35%	15%	21%	6%	-	21%	21%	9%	*	*
Mathematics	All Students	26%	30%	**26%**	-	26%	*	-	-	-	-	25%	46%	12%	28%	13%	24%	28%	14%	15%	33%	*
	CWD	11%	15%	**12%**	-	12%	*	-	-	-	-	12%	*	12%	-	8%	12%	11%	0%	7%	*	-
	CWOD	28%	33%	**28%**	-	28%	*	-	-	-	-	27%	52%	-	28%	14%	26%	30%	18%	18%	*	*
	EL	16%	18%	**13%**	-	13%	*	-	-	-	-	13%	*	8%	14%	13%	15%	11%	7%	7%	-	-
	Male	25%	30%	**24%**	-	24%	*	-	-	-	-	23%	40%	12%	26%	15%	24%	-	7%	17%	*	-
	Female	26%	31%	**28%**	-	28%	*	-	-	-	-	28%	53%	11%	30%	11%	-	28%	21%	13%	*	*
Science	All Students	24%	21%	**14%**	-	14%	*	-	-	-	-	15%	8%	9%	15%	6%	17%	11%	13%	14%	*	-
	CWD	8%	11%	**9%**	-	9%	-	-	-	-	-	10%	*	9%	-	0%	12%	6%	*	0%	-	-
	CWOD	26%	22%	**15%**	-	15%	*	-	-	-	-	15%	11%	-	15%	7%	19%	12%	14%	22%	*	-
	EL	7%	8%	**6%**	-	6%	*	-	-	-	-	6%	*	0%	7%	6%	9%	2%	*	0%	-	-
	Male	25%	23%	**17%**	-	18%	*	-	-	-	-	17%	20%	12%	19%	9%	17%	-	*	25%	-	-
	Female	23%	19%	**11%**	-	11%	-	-	-	-	-	12%	0%	6%	12%	2%	-	11%	*	0%	*	-

'*'   Indicates results are masked due to small numbers to protect student confidentiality.
'-'   Indicates zero observations reported for this group.

Part (iii): Academic Growth and Graduation Rate

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	64	-	64	*	-	-	-	-	64	53	63
CWD	53	-	53	*	-	-	-	-	53	53	55
CWOD	66	-	66	*	-	-	-	-	66	-	65
EL	63	-	63	*	-	-	-	-	63	55	63
Male	60	-	60	*	-	-	-	-	60	51	60
Female	68	-	68	*	-	-	-	-	68	59	67
Mathematics											
All Students	72	-	72	*	-	-	-	-	71	52	66
CWD	52	-	52	*	-	-	-	-	50	52	48
CWOD	75	-	75	*	-	-	-	-	75	-	70
EL	66	-	66	*	-	-	-	-	67	48	66
Male	69	-	69	*	-	-	-	-	69	51	64
Female	75	-	75	*	-	-	-	-	74	53	69

Part (iii)(II): Graduation Rate

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates there are no students in the group.
'^' Ever EL in grades 9-12

Part (iv): English Language Proficiency

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
442	41	9%

'^' Indicates data reporting does not meet for Minimum Size.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	47	-	47	22	-	-	-	-	47	27	31
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

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

Part (vi): Goal Meeting Status

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

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

'+'   STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).
     Blank cells above represent student group indicators that do not meet the minimum size criteria.
'^'   Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

Part (vii): STAAR Participation

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

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																	
All Subjects	All Students	100%	-	100%	100%	-	-	-	-	100%	100%	99%	100%	100%	100%	100%	100%
	CWD	99%	-	99%	*	-	-	-	-	99%	100%	99%	-	99%	100%	97%	100%
	CWOD	100%	-	100%	100%	-	-	-	-	100%	100%	-	100%	100%	100%	100%	100%
	EL	100%	-	100%	100%	-	-	-	-	100%	100%	99%	100%	100%	100%	100%	100%
	Male	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	-	100%
	Female	100%	-	100%	*	-	-	-	-	100%	100%	97%	100%	100%	-	100%	100%
Reading	All Students	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%
	CWD	100%	-	100%	*	-	-	-	-	100%	*	100%	-	100%	100%	100%	100%
	CWOD	100%	-	100%	*	-	-	-	-	100%	100%	-	100%	100%	100%	100%	100%
	EL	100%	-	100%	*	-	-	-	-	100%	*	100%	100%	100%	100%	100%	100%
	Male	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	-	100%
	Female	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	-	100%	100%
Mathematics	All Students	100%	-	100%	*	-	-	-	-	100%	100%	99%	100%	100%	100%	100%	100%
	CWD	99%	-	99%	*	-	-	-	-	99%	*	99%	-	98%	100%	98%	100%
	CWOD	100%	-	100%	*	-	-	-	-	100%	100%	-	100%	100%	100%	100%	100%
	EL	100%	-	100%	*	-	-	-	-	100%	*	98%	100%	100%	100%	100%	100%
	Male	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	-	100%
	Female	100%	-	100%	*	-	-	-	-	100%	100%	98%	100%	100%	-	100%	100%

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Science	All Students	99%	-	99%	*	-	-	-	-	99%	100%	93%	100%	100%	99%	99%	100%
	CWD	93%	-	93%	-	-	-	-	-	93%	*	93%	-	100%	96%	89%	*
	CWOD	100%	-	100%	*	-	-	-	-	100%	100%	-	100%	100%	100%	100%	100%
	EL	100%	-	100%	*	-	-	-	-	100%	*	100%	100%	100%	100%	100%	*
	Male	99%	-	99%	*	-	-	-	-	99%	100%	96%	100%	100%	99%	-	*
	Female	99%	-	99%	-	-	-	-	-	99%	100%	89%	100%	100%	-	99%	*

Non-Participation Rate

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All Students	0%	-	0%	0%	-	-	-	-	0%	0%	1%	0%	0%	0%	0%	0%
	CWD	1%	-	1%	*	-	-	-	-	1%	0%	1%	-	1%	0%	3%	0%
	CWOD	0%	-	0%	0%	-	-	-	-	0%	0%	-	0%	0%	0%	0%	0%
	EL	0%	-	0%	0%	-	-	-	-	0%	0%	1%	0%	0%	0%	0%	0%
	Male	0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	-	0%
	Female	0%	-	0%	*	-	-	-	-	0%	0%	3%	0%	0%	-	0%	0%
Reading	All Students	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%
	CWD	0%	-	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	0%
	CWOD	0%	-	0%	*	-	-	-	-	0%	0%	-	0%	0%	0%	0%	0%
	EL	0%	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%	0%	0%
	Male	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	-	0%
	Female	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	-	0%	0%
Mathematics	All Students	0%	-	0%	*	-	-	-	-	0%	0%	1%	0%	0%	0%	0%	0%
	CWD	1%	-	1%	*	-	-	-	-	1%	*	1%	-	2%	0%	2%	0%
	CWOD	0%	-	0%	*	-	-	-	-	0%	0%	-	0%	0%	0%	0%	0%
	EL	0%	-	0%	*	-	-	-	-	0%	*	2%	0%	0%	0%	0%	0%
	Male	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	-	0%
	Female	0%	-	0%	*	-	-	-	-	0%	0%	2%	0%	0%	-	0%	0%
Science	All Students	1%	-	1%	*	-	-	-	-	1%	0%	7%	0%	0%	1%	1%	0%
	CWD	7%	-	7%	-	-	-	-	-	7%	*	7%	-	0%	4%	11%	*
	CWOD	0%	-	0%	*	-	-	-	-	0%	0%	-	0%	0%	0%	0%	0%
	EL	0%	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%	0%	*
	Male	1%	-	1%	*	-	-	-	-	1%	0%	4%	0%	0%	1%	-	*
	Female	1%	-	1%	-	-	-	-	-	1%	0%	11%	0%	0%	-	1%	*

'*'   Indicates results are masked due to small numbers to protect student confidentiality.
'-'   Indicates zero observations reported for this group.

Part (viii): Civil Rights Data

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities												
In-School Suspensions												
	Male	13	0	11	2	0	0	0	0	5		
	Female	5	0	5	0	0	0	0	0	2		
	Total	18	0	16	2	0	0	0	0	7		
Out-of-School Suspensions												
	Male	5	0	5	0	0	0	0	0	2		
	Female	7	0	7	0	0	0	0	0	2		
	Total	12	0	12	0	0	0	0	0	4		
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	4	0	2	2	0	0	0	0	2		
	Female	2	0	2	0	0	0	0	0	0		
	Total	6	0	4	2	0	0	0	0	2		
Referrals to Law Enforcement												
	Male	4	0	2	2	0	0	0	0	2		
	Female	2	0	2	0	0	0	0	0	0		
	Total	6	0	4	2	0	0	0	0	2		
Students With Disabilities												
In-School Suspensions												
	Male	8	0	8	0	0	0	0	0	2		2
	Female	2	0	2	0	0	0	0	0	0		2
	Total	10	0	10	0	0	0	0	0	2		4
Out-of-School Suspensions												
	Male	4	0	4	0	0	0	0	0	2		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	4	0	4	0	0	0	0	0	2		0
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	2	0	2	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	2	0	2	0	0	0	0	0	0		0
Referrals to Law Enforcement												
	Male	2	0	2	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	2	0	2	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism												
	Male	38	0	38	0	0	0	0	0	11	8	2
	Female	34	0	32	2	0	0	0	0	8	8	5
	Total	72	0	70	2	0	0	0	0	19	16	7

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	1
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	59
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	5
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	4
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religiion	0

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	-	-	-	-	-	-	-	-	-	-

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

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

Part (ix): Teacher Quality Data

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

High Poverty

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	7.0	9.6%
Teachers Teaching with Emergency or Provisional Credentials	1.0	1.4%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	6.1	8.8%

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

Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2020.

Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	5,881	1%	66	2%	-	-
Mathematics	5,880	1%	66	2%	-	-
Grade 4						
Reading	6,312	2%	60	2%	-	-
Mathematics	6,311	2%	60	2%	-	-
Grade 5						
Reading	6,133	1%	74	2%	-	-
Mathematics	6,131	1%	74	2%	-	-
Science	6,133	1%	74	2%	-	-
Grade 6						
Reading	6,038	1%	52	2%	7	2%
Mathematics	6,036	1%	52	2%	7	2%

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 7						
Reading	5,616	1%	62	2%	**6**	**1%**
Mathematics	5,616	2%	62	2%	**6**	**1%**
Grade 8						
Reading	5,251	1%	63	2%	**9**	**3%**
Mathematics	5,254	2%	63	3%	**9**	**4%**
Science	5,250	1%	63	2%	**9**	**3%**
End of Course						
English I	5,150	1%	60	1%	**-**	**-**
English II	4,680	1%	46	1%	**-**	**-**
Algebra I	5,122	1%	61	2%	**-**	**-**
Biology	4,954	1%	49	1%	**-**	**-**
All Grades						
All Subjects	101,751	1%	1,107	2%	**53**	**2%**
Reading	45,064	1%	483	2%	**22**	**2%**
Mathematics	40,350	1%	438	2%	**22**	**2%**
Science	16,337	1%	186	2%	**9**	**3%**

'*'   Indicates results are masked due to small numbers to protect student confidentiality.
'-'   Indicates zero observations reported for this group.

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

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

State Level: 2019 Percentages at NAEP Achievement Levels

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

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
	Mathematics	Overall	32	31	68	69	30	34	7	10
		Black	48	53	52	47	16	14	2	2
		Hispanic	37	43	63	57	21	20	3	4
		White	20	20	80	80	44	44	13	13
		American Indian	*	49	*	51	*	15	*	3
		Asian	10	12	90	88	71	64	36	33
		Pacific Islander	*	45	*	55	*	21	*	4
		Two or More Races	25	27	75	73	41	38	11	12
		Econ Disadv	41	46	59	54	19	18	2	3
		Students with Disabilities	73	73	27	27	5	6	1	2
		English Language Learners	60	72	40	28	8	5	1	1

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

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

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

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

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

There is no data for this campus.

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

       b.   Substantially disrupts the orderly operation of a classroom, 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

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.

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	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.
	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.
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 Bullying	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.
Discipline	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.

The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

Corrective Action

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.

Transfers

The principal or designee shall refer to FDB for transfer provisions.

Counseling

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.