

Brownsville Independent School District

Stell Middle School

2021-2022 Campus Improvement Plan

Stell Middle School



Mission Statement

Stell Middle School engages learners, educates leaders, and encourages independent thinking.

Vision

The Stell Middle School family of parents, students, faculty, and community is committed to develop and support life-long learners who are academically and civically responsible by providing an equitable, exemplary education.

Value Statement

We believe that:

Stell Middle School Values

- Positive Mindset
- Respect
- Responsible/Strong Worth Ethic
- Professional Growth

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Empathetic Flexibility Student Success

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Goal 2: Stell Middle School, in collaboration with District Staff, Administration, Parents, and Community will ensure equity in the availability of appropriate, well maintained, energy-efficient facilities for a safe and orderly learning environment for all students. La escuela secundaria Stell, en colaboración con el personal, la administración, los padres y la comunidad del distrito, garantizará la igualdad en la disponibilidad de instalaciones apropiadas, bien mantenidas y energéticamente eficientes para un entorno de aprendizaje seguro y ordenado para todos los estudiantes.	47
Goal 3: Stell Middle School will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. La escuela secundaria Stell garantizará el uso eficaz y eficiente de todos los fondos disponibles en la implementación de un presupuesto equilibrado que incluye una mejor compensación para los maestros y planes para reclutar, retener y apoyar a personal calificado.	49
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Comprehensive Needs Assessment

Revised/Approved: June 1, 2021

Demographics

Demographics Summary

Stell MS is located at 1105 E. Los Ebanos Blvd., Brownsville, Texas. Stell MS is one of eleven middle schools in Brownsville ISD. The campus was originally built in 1957 and the main campus originally comprised of 3 buildings. One building housed the office complex, the second building housed the 15 classrooms, a cafeteria, library, and the third building housed the open-aired gymnasium. Over the next 50 years, the campus has grown beyond these original 15 classrooms to 58 permanent classrooms, 18 portable classrooms, a Band Hall with 7 practice rooms, and state of the art library. In the late 1980s, the gymnasium was expanded, enclosed, and air-conditioned. Stell MS is known district-wide for having beautifully landscaped and maintained grounds. The current administration continues to build on-campus beautification by purchasing and planting 15 trees, many of which are in the Athletic field to the rear of the school to provide shade for the athletes and spectators.

According to the 2018-2019 TAPR report, the student population at Stell MS is approximately 982 that includes Emergent Bilinguals, Gifted and Talented, Special Education, and At-Risk students in grades 6 through 8. According to the PEIMS Data Review of our campus profile, 98.8% of the student population is Hispanic and 93.4% are identified as Economically Disadvantaged. 31.5% or 309 of our students are classified as Emergent Bilinguals. In addition, several of our students come from homes, which participate in state and federal assistance programs such as food stamps, welfare, the Women Infant and Children (WIC) nutrition program, and subsidized housing and medical assistance.

The attendance rates for 2017-2018 school was 95% for all students. The dropout rate for the 2017-2018

school year was 0.1% for all students. The current school year 2020-2021 demographics summary will be updated after the PEIMS snapshot on October 30, 2020, to reflect the most current information.

The current staff at Stell MS is comprised of 67 teachers, 3 campus administrators, 4 counselors, 1 Nurse, 1 Librarian, 10 professional support staff, 6 custodians, 10 cafeteria personnel, and 7 itinerant staff members. The Stell Middle School staff is composed of 98.8% Hispanic population. The teaching staff is comprised of 38% male and 62% female.

A student group that performed less than or equal to the state average is identified as a priority. Due to COVID 19 State of Emergency School closures, no state assessments were administered. Stell will use previous year (2018-2019) data to make data and current district and campus benchmarks data to drive instructional decisions. The Campus Improvement Plan objectives delineate a variety of research-based strategies and are used to address the areas of need.

Demographics Strengths

1. Stell increased marketing and outreach through the district Facebook page

Need Statements Identifying Demographics Needs

Need Statement 1 (Prioritized): Need to increase enrollment and retention in 6th grade. **Data Analysis/Root Cause:** RDA reports/ students zone to Stell are registered at charters.

Need Statement 2 (Prioritized): Need to improve attendance rates for students. **Data Analysis/Root Cause:** RDA reports

Need Statement 3: Need to increase supports for student and family access to physical and mental health as well as nutrition supports. **Data Analysis/Root Cause:** RDA Social-Economic Reports

Need Statement 4 (Prioritized): Need to increase parent and family engagement in supporting student learning for academic success especially for second language stakeholders and by providing different times and ways to participate. **Data Analysis/Root Cause:** State requirements/Parental Involvement participation rosters

Need Statement 5 (Prioritized): Need to increase marketing and outreach to community stakeholders through paper, TV, social media and other available means. **Data Analysis/Root Cause:** School board and district directives support this need as well as loss in enrollment.

Student Learning

Student Learning Summary

Data and Department meetings are scheduled to review data such as class grades, benchmark results, students' membership in special sub-populations, student attendance, monitoring of RtI Plans, and TMSFA results. Each teacher will create specific plans as to how to address individual student weaknesses in their classroom. Benchmarks are reviewed using Lead4Ward Heat maps to identify specific student expectations that must be mastered and/or retaught. The classroom level of questing will be addressed by classroom walkthroughs by the administration, with 80% of all questions asked by teachers being from higher levels of Bloom's Modified Taxonomy. These specific essential questions are noted on campus uniformed lesson plans. Teachers are challenged to use the new curriculum, apply new training techniques, and plan together to meet higher student achievement and success goals. Implementation of the Milestones curriculum for all Bilingual students identified as Beginners, Intermediate or advanced students will lead to the higher success of the ELL sub-population. Students classified as migrants will receive grade-appropriate school supplies, student packs and clothing, shoes, and hygiene products as needed to provide them with the tools necessary to complete school assignments. Stell MS has been designated as a targeted and additionally targeted school due to low performance in the STAAR assessment domain 3 closing the gaps. As a result, a target improvement plan has been created that focuses on having data analysis systems and improvement of leadership structures.

STAAR Summary ALL Grades Tested 2021 (Data from TEA 2021 Accountability Reports)

Stell Middle School was not rated due to a declared state of disaster.

STAAR Percent at Meets					2022 Campus Projections
Three Year Cumulative Data	Year	Campus	District	Stat62e	
6th Reading	2021	23	25	32	30%
	2020	COVID 19	COVID 19	COVID 19	
	2019	25	31	37	
	2018	21	32	39	
6th Math	2021	13	19	36	30%
	2020	COVID 19	COVID 19	COVID 19	
	2019	36	44	47	
	2018	27	39	44	
7th Reading	2021	63	63	69	30%
	2020	COVID 19	COVID 19	COVID 19	
	2019	40	46	49	
	2018	37	42	48	

STAAR Percent at Meets					2022 Campus Projections
7th Math	2021	3	6	27	30%
	2020	COVID 19	COVID 19	COVID 19	
	2019	27	40	43	
	2018	30	36	40	
7th Writing	2021	17	27	33	30%
	2020	COVID 19	COVID 19	COVID 19	
	2019	40	44	42	
	2018	42	41	43	
8th Reading	2021	22	36	46	30%
	2020	COVID 19	COVID 19	COVID 19	
	2019	51	53	55	
	2018	36	46	49	
8 th Math	2021	5	20	36	30%
	2020	COVID 19	COVID 19	COVID 19	
	2019	49	51	57	
	2018	43	47	51	
8th Science	2021	12	25	43	30%
	2020	COVID 19	COVID 19	COVID 19	
	2019	34	44	51	
	2018	32	46	52	
8th Social Studies	2021	6	11	28	30%
	2020	COVID 19	COVID 19	COVID 19	
	2019	35	34	37	
	2018	21	33	36	
END OF COURSE					2022 Campus Projections
Algebra I	2021	29	27	41	100%
	2020	COVID 19	COVID 19	COVID 19	
	2019	97	82	61	
	2018	96	71	55	





Student Learning Strengths

- 6th -8th-grade teachers have access to Eduphoria Aware and Tango assessment software
- EB students have access to an iPad to access Rosetta Stone interactive app.

Student Achievement Needs:

The student achievement needs for Stell MS are

1. Academic Practice (tutorials/enrichment) with available bus transportation will be offered after school and Saturday Academies to all grade levels with a focus on special population (IDEA; EB; Dyslexia; RtI; 504; Migrant, and At-Risk) students to increase performance standards on ELA/Reading, Math, Science, and Social Students STAAR assessments in order to achieve "Meets" or "Masters" for all students.
2. Coordination of faculty will occur every three weeks to analyze the progress of special population students (IDEA; EB; Dyslexia; RtI; 504; and at-risk) and develop a prescriptive programs to address the needs of each student (inclusion; small group instruction; Academic Practice; etc.).
3. Implement Text Structure (FASCT) campus-wide to develop literacy and higher-order thinking skills for all students.
4. Students who are classified as migrants will receive grade-appropriate school supplies, student packs and clothing, shoes, and hygiene products as needed to provide them with the tools necessary to complete school assignments.
5. Students who are GT or Honors will participate in academic challenges, such as Science Fair, History Day, AMC, Brainsville, Poet's Corner, AP Spanish, etc.
6. Hands-on labs will constitute a minimum of 50% of Science instruction, embedding content in lab settings for all grade levels. STEM teachers need to receive additional training and attend workshops to plan accordingly.
7. Professional development will be provided to teachers to ensure the rigor of content and process skills for all populations (e. g. STEM; special populations - IDEA; EB; Dyslexia; RtI; 504; and at-risk).
8. The library clerk will assist campus teachers with selecting AR books for students at the correct Lexile to support not only reading and AR testing, but also the Text Structure (FASCT) reading approach initiative throughout the campus.

Need Statements Identifying Student Learning Needs

Need Statement 1 (Prioritized): Need to decrease the academic gap between special populations (EB, SPED, At-Risk, and 504) and all learners. **Data Analysis/Root Cause:** Data from Spring 2019 Domain 3 indicates significant gaps. Data from Spring 2021 shows significant gaps in learning.

Need Statement 2 (Prioritized): Need to increase parent and family engagement in supporting student learning for academic success especially for second language stakeholders and by providing different times and ways to participate. **Data Analysis/Root Cause:** State requirements/Parental Involvement participation rosters

Need Statement 3 (Prioritized): Need to improve reading/literacy skills at all levels and all content areas and writing across the curriculum. **Data Analysis/Root Cause:** Spring 2019 STAAR Data

Need Statement 4 (Prioritized): Need to increase availability of quality technology, software, and internet access for students, faculty, and staff. **Data Analysis/Root Cause:** District surveys from Spring 2020 (During COVID 19 school closure)

Need Statement 5: Need to increase availability and supports for online, at-home, hybrid, and blended instructional models and platforms. **Data Analysis/Root Cause:** District Surveys from Spring 2020 (During COVID 19 school closures)

Need Statement 6 (Prioritized): Need to increase staff in high needs areas for instruction based on programmatic requirements and performance (Class-size reduction, Special Education, grant-based, and other areas). **Data Analysis/Root Cause:** Spring 2019 STAAR Data

Need Statement 7: Need to increase STEM-related instruction, resources, and student opportunities at all grade levels. **Data Analysis/Root Cause:** Student participation and enrollment in various activities and competitions.

Need Statement 8: Need to provide supplemental instructional supplies and resources to address increased demands for varied instructional models or new program requirements. **Data Analysis/Root Cause:** Campus Budget, Program Needs Analyses

Need Statement 9: Need to increase real-world learning integration especially through CTE programs. **Data Analysis/Root Cause:** CTE enrollment reports and workforce data

Need Statement 10: Need to increase supplemental services for struggling and highly able learners using appropriate services. **Data Analysis/Root Cause:** At-Risk/IDEA/504/EB support plan documentation

Need Statement 11 (Prioritized): Need to increase teacher implementation of learning cycle and DDI instruction through lesson planning and data analysis. **Data Analysis/Root Cause:** Spring 2019 STAAR Data

Need Statement 12 (Prioritized): Need to increase immediate feedback from administration in lesson plans, walkthroughs, and observations. **Data Analysis/Root Cause:** Review of lesson plans/Teacher observation and walkthrough data

Need Statement 13 (Prioritized): Need to increase the amount of time spent in data disaggregation and improve the efficacy of analysis of formative and summative assessments. **Data Analysis/Root Cause:** Review of STAAR and district benchmark data/Focus on the areas of needs of individual students or populations

Need Statement 14: Need to increase supports for student and family access to physical and mental health as well as nutrition supports. **Data Analysis/Root Cause:** RDA Social-Economic Reports

School Processes & Programs

School Processes & Programs Summary

Teachers routinely attend professional development sessions and trainings offered by the district and our campus. All professional leave forms and documentation are in compliance with district policies to meet timelines. Teachers attending trainings are required to present to the department in an opportunity to keep the department informed with current practices. To foster student success post-secondary, all students are encouraged to attend and receive a post-secondary degree.

College ready skills are taught throughout the curriculum with special emphasis on ELAR and Mathematics. New teachers are assigned mentor teachers and encouraged to visit other teacher classrooms to observe instruction. TEA releases are emailed to all teachers and discussed at department or faculty meetings in a timely manner. Campus administration meets with ELAR and Math departments weekly to review Depth of Knowledge on weekly tests and plan for instruction. They also meet with all faculty monthly for professional development. Documentation for all department meetings and campus professional development is maintained and copies of agendas and sign-in sheets are submitted and kept in the Dean's office. This year, our uniformed lesson plan template will be continued to be implemented that follows the 5 Lesson cycle components of the lesson plan (Do Now, Mini-Lesson, Guided Practice, Independent Practice, and Assessment) using district required software. Campus Dean and campus leadership team (CLT) are actively involved with assisting classroom implementation of literacy and offering professional development and effective strategies for classroom teachers. Teachers are given an instructional guide of the expectation for good instruction, "Warrior Classroom. " This year we will also add a guide for "support teachers" (inclusion teachers and paraprofessionals). These guides have been created and modified by the CLT.

Technology teachers provide input as to the implementation and acquisition of technology. A technology committee is responsible for needs assessment and recommendations for the acquisition of new fixed asset items. Furthermore, they will evaluate the effectiveness and efficiency of software and hardware currently used. professional development opportunities allow for training opportunities for classroom staff. computers, Smartboards, clickers, and LCD projectors use is highly encouraged throughout the campus to maximize student achievement. Stell MS has two computer labs with 25 computers where students can work on online software and print reports. 4 C.O.W.s (computer on wheels) are available for our 8th grade students to utilize in the classroom.

School Processes & Programs Strengths

- District scope and sequence followed in 6th – 8th in all subject areas.
- Data analysis monthly meetings drive all RtI instruction on this campus
- Implementation of effective literacy instruction through Text Structure approach.
- Instructional guide for teachers or record and support teachers "Warrior Classroom"

School Processes & Programs Needs:

The curriculum, instruction, and assessment needs of Stell MS are

1. Supplemental materials/resources supported by the district curriculum for all grade levels will be purchased to improve student achievement in the areas of ELA/Reading, Math, Science, and Social Studies instruction.

2. Students will develop interactive notebooks using composition books, folders, highlighters, color paper, glue, etc...). Interactive notebooks will be an essential component of Stell MS instruction to improve student learning and instruction.
3. Teachers of core subjects will implement a coordinated, systematic assessment plan (tracking data) to drive instructional decisions and improve the STAAR performance of all students. Coordination amongst faculty for special populations (IDEA; EB; RtI; 504; At-Risk; Dyslexia) will be vital to the goal that every student on campus is targeting the Meets level for every STAAR test taken.
4. Provide out-of-district professional development for content teachers (to include travel expenses, mileage, membership, and conference fees from approved vendors) that promote student learning and support academic progress with the most current instructional strategies.
5. Substitutes will be provided for teachers attending professional development training/curriculum planning sessions/conferences/workshops.
6. Instructional supplemental materials supported by the district's curriculum frameworks are needed to improve student achievement in the areas of ELA/Reading, Math, Science, and Social Studies to prepare students for visual media literacy TEKS tested in the STAAR such as classroom printers and ink cartridges for computer labs to print student reports, vocabulary picture cards, projects, and student research required by program guidelines and adherence to curriculum frameworks.
7. Provide students in all grade levels additional novel-based instruction by purchasing classroom sets (one for each child) and cross-curricular topics/genres from magazine subscriptions that will improve fluency, comprehension, and excitement in reading.
8. ELA teachers will conduct STAAR-based writing assessments 3 times per year and meet as a department to evaluate student progress in writing utilizing Stell MS uniformed rubric.
9. Provide computer-based instruction in the foundation curriculum and adaptive-assisted devices/software (Zingy Learning and Compass Learning) in order to improve at-risk student achievement, attendance, and decrease the retention rate and dropout rate.
10. The campus website is updated to provide information to parents, staff, and the community.
11. HAC access and guidance provided to parents
12. Five computer labs are available for students to access.
13. A minimum of 15 hours of technology training will be provided to teachers so that instructional technology is utilized within the contexts.
14. iPads are needed to support technology literacy through various programs that give students an opportunity to advance their critical thinking skills, develop projects that foster creativity, innovation, communication, collaboration, information fluency, and digital citizenship. These iPads support the district curriculum and textbook adoptions that require digital access from augmented reality where students view learning concepts spatiality, including the STEM classrooms, which are driven by technology innovated modules.
15. Supplemental technology resources are needed to support integrated technology through computer-based online software instruction.
16. CTE and Instructional technology specialists will work together to implement a technology-rich environment for all our students and maintain current practices in this ever-changing technological world with modular education and CTE-funded instructional resources.

Need Statements Identifying School Processes & Programs Needs

Need Statement 1 (Prioritized): Need to decrease the academic gap between special populations (EB, SPED, At-Risk, and 504) and all learners. **Data Analysis/Root Cause:** Data from Spring 2019 Domain 3 indicates significant gaps. Data from Spring 2021 shows significant gaps in learning.

Need Statement 2 (Prioritized): Need to increase enrollment and retention in 6th grade. **Data Analysis/Root Cause:** RDA reports/ students zone to Stell are registered at charters.

Need Statement 3: Need to increase supports for student and family access to physical and mental health as well as nutrition supports. **Data Analysis/Root Cause:** RDA Social-Economic Reports

Need Statement 4 (Prioritized): Need to increase parent and family engagement in supporting student learning for academic success especially for second language stakeholders and by providing different times and ways to participate. **Data Analysis/Root Cause:** State requirements/Parental Involvement participation rosters

Need Statement 5 (Prioritized): Need to improve reading/literacy skills at all levels and all content areas and writing across the curriculum. **Data Analysis/Root Cause:** Spring 2019 STAAR Data

Need Statement 6 (Prioritized): Need to increase availability of quality technology, software, and internet access for students, faculty, and staff. **Data Analysis/Root Cause:** District surveys from Spring 2020 (During COVID 19 school closure)

Need Statement 7: Need to increase availability and supports for online, at-home, hybrid, and blended instructional models and platforms. **Data Analysis/Root Cause:** District Surveys from Spring 2020 (During COVID 19 school closures)

Need Statement 8 (Prioritized): Need to increase staff in high needs areas for instruction based on programmatic requirements and performance (Class-size reduction, Special Education, grant-based, and other areas). **Data Analysis/Root Cause:** Spring 2019 STAAR Data

Need Statement 9: Need to increase STEM-related instruction, resources, and student opportunities at all grade levels. **Data Analysis/Root Cause:** Student participation and enrollment in various activities and competitions.

Need Statement 10: Need to increase real-world learning integration especially through CTE programs. **Data Analysis/Root Cause:** CTE enrollment reports and workforce data

Need Statement 11 (Prioritized): Need to increase teacher implementation of learning cycle and DDI instruction through lesson planning and data analysis. **Data Analysis/Root Cause:** Spring 2019 STAAR Data

Need Statement 12 (Prioritized): Need to increase immediate feedback from administration in lesson plans, walkthroughs, and observations. **Data Analysis/Root Cause:** Review of lesson plans/Teacher observation and walkthrough data

Perceptions

Perceptions Summary

The goal of the faculty and staff of Stell MS is to establish and continue with a school climate that provides all students a clean, safe, and disciplined environment conducive to student achievement. Administration and counselors meet with each academic team representatives weekly on Mondays and with CLT monthly to discuss matters relating to maintaining a positive school culture and climate. Faculty and staff are reminded that concerns can also be given to their SBDM representatives for discussion during the monthly meeting. Parents are encouraged to become active participants in their child's education through the activities provided by the Parent Involvement. Increasing the number of parent volunteers on campus has been increasing over the past few years. CNA surveys were given to departments to complete throughout the year and using his input, the results are Incorporated into the Campus Improvement Plan.

Recommendation and Hiring committees are composed of campus administrators and teachers. Written documentation is kept from all interviews held and maintained as per the records management disposition calendar. Walk-throughs are kept digitally while informal and formal observations are kept by the campus principal. An ongoing list of trainings attended by each teacher as well as areas of certification are maintained. When sending teachers to professional development, a calendar of events is kept to avoid overbooking teachers or sending the a teacher to different trainings simultaneously. All teachers and instructional assistants are highly qualified and receive professional development year-round to meet continuing professional educational requirements.

Perceptions Strengths

1. A weekly newsletter is created, published weekly on our campus website, and provided to parents once a month in (English & Spanish) for communication purposes.
2. SBDM, Department Chairs, and Team Leaders meet at least once a month with campus administration to communicate campus concerns and celebrations.

Perceptions Needs:

1. Offer a Summer Bridge program to incoming sixth graders during the weeks before the academic year to facilitate the transition from elementary to middle school. (Due to COVID 19 we will nor offer a summer bridge during summer 2020.)
2. Implement a positive behavior school-wide discipline program. Offer in-service training on Bullying & Cyberbullying to students, parents, and teachers to decrease discipline issues and referrals. Behavior trends will be monitored every 3 weeks and documented on eSchools.
3. Each student will be provided with a Student Handbook/Planner at the beginning of the academic year.
4. Recognize students with special awards at the end of the year to increase academic achievement and meet the 99% attendance goal.
5. All teachers are Highly-Qualified
6. Review teacher-made assessment scores and student progress results (formative/summative assessments; checkpoint assessments; semester exams; etc.) during weekly/monthly grade-level meetings and with Aware/Tango software which is available for all teachers
7. Campus Leadership Team (CLT) will provide feedback and teacher support to improve T-TESS Instructional Dimensions.
Teachers will be provided with additional opportunities to observe colleagues during Instructional Rounds and adopt best practices for ELA/Reading

- instruction to increase the number of Meets and Masters level STAAR scores for students in each grade level.
9. Parent meetings on campus once a week to increase parental involvement on campus for all subpopulations
 10. Results for Parent, Student, and Teacher surveys will be reviewed during department meetings in the beginning of the year.
 11. Campus faculty and community partners will present to our parents more frequently on scheduled Friday mornings from 9:00 am – 11:00 am to increase parental involvement on campus, increase parental support of campus initiatives and projects. Light healthy snacks will be provided during these scheduled collaborative meetings.
 12. A Parent Liaison will continue to be funded for the purpose of educating parents to better assist their children through the educational process and to increase student achievement at Stell Middle School.
 13. Funds will be allocated to provide payment for mileage reimbursement to the campus parental liaison in order to improve overall student attendance i.e., home visits to monitor attendance and off site parental involvement meetings/trainings.
 14. The campus will conduct a minimum of two migrant parent meeting- once per semester in order to provide migrant parents with current information regarding migrant issues that may be impacting their children's academic special needs and academic progress: October 2018 and February 2019. Light healthy snacks will be provided during these scheduled collaborative meetings.
 15. Master schedules include enrichment periods for students that need more educational reinforcement in reading and math.
 16. SBDM meets once every 6 weeks
 17. Counseling on campus to meet individual student and family needs
 18. Department meetings will be held every Wednesday to discuss weekly assessment, instruction, and performance goals.
 19. Present campus-wide strategies to faculty by health services personnel who are certified to handle all medical and social situations and monitor students' overall health and communicate monthly with parents about health issues affecting student achievement.
 20. Communities in School (CIS) will be communicating with parents that have financial needs.

Need Statements Identifying Perceptions Needs

Need Statement 1 (Prioritized): Need to improve attendance rates for students. **Data Analysis/Root Cause:** RDA reports

Need Statement 2 (Prioritized): Need to increase parent and family engagement in supporting student learning for academic success especially for second language stakeholders and by providing different times and ways to participate. **Data Analysis/Root Cause:** State requirements/Parental Involvement participation rosters

Need Statement 3 (Prioritized): Need to increase marketing and outreach to community stakeholders through paper, TV, social media and other available means. **Data Analysis/Root Cause:** School board and district directives support this need as well as loss in enrollment.

Need Statement 4 (Prioritized): Need to foment a positive and welcoming environment for all faculty and staff. **Data Analysis/Root Cause:** Faculty Campus Needs Assessment

Need Statement 5: Need to increase supports for student and family access to physical and mental health as well as nutrition supports. **Data Analysis/Root Cause:** RDA Social-Economic Reports

Priority Need Statements

Need Statement 11: Need to increase enrollment and retention in 6th grade.

Data Analysis/Root Cause 11: RDA reports/ students zone to Stell are registered at charters.

Need Statement 11 Areas: Demographics - School Processes & Programs

Need Statement 6: Need to improve attendance rates for students.

Data Analysis/Root Cause 6: RDA reports

Need Statement 6 Areas: Demographics - Perceptions

Need Statement 1: Need to decrease the academic gap between special populations (EB, SPED, At-Risk, and 504) and all learners.

Data Analysis/Root Cause 1: Data from Spring 2019 Domain 3 indicates significant gaps. Data from Spring 2021 shows significant gaps in learning.

Need Statement 1 Areas: Student Learning - School Processes & Programs

Need Statement 9: Need to increase parent and family engagement in supporting student learning for academic success especially for second language stakeholders and by providing different times and ways to participate.

Data Analysis/Root Cause 9: State requirements/Parental Involvement participation rosters

Need Statement 9 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Need Statement 10: Need to increase marketing and outreach to community stakeholders through paper, TV, social media and other available means.

Data Analysis/Root Cause 10: School board and district directives support this need as well as loss in enrollment.

Need Statement 10 Areas: Demographics - Perceptions

Need Statement 4: Need to improve reading/literacy skills at all levels and all content areas and writing across the curriculum.

Data Analysis/Root Cause 4: Spring 2019 STAAR Data

Need Statement 4 Areas: Student Learning - School Processes & Programs

Need Statement 8: Need to increase availability of quality technology, software, and internet access for students, faculty, and staff.

Data Analysis/Root Cause 8: District surveys from Spring 2020 (During COVID 19 school closure)

Need Statement 8 Areas: Student Learning - School Processes & Programs

Need Statement 12: Need to foment a positive and welcoming environment for all faculty and staff.

Data Analysis/Root Cause 12: Faculty Campus Needs Assessment

Need Statement 12 Areas: Perceptions

Need Statement 7: Need to increase staff in high needs areas for instruction based on programmatic requirements and performance (Class-size reduction, Special Education, grant-based, and other areas).

Data Analysis/Root Cause 7: Spring 2019 STAAR Data

Need Statement 7 Areas: Student Learning - School Processes & Programs

Need Statement 3: Need to increase teacher implementation of learning cycle and DDI instruction through lesson planning and data analysis.

Data Analysis/Root Cause 3: Spring 2019 STAAR Data

Need Statement 3 Areas: Student Learning - School Processes & Programs

Need Statement 5: Need to increase immediate feedback from administration in lesson plans, walkthroughs, and observations.

Data Analysis/Root Cause 5: Review of lesson plans/Teacher observation and walkthrough data

Need Statement 5 Areas: Student Learning - School Processes & Programs

Need Statement 2: Need to increase the amount of time spent in data disaggregation and improve the efficacy of analysis of formative and summative assessments.

Data Analysis/Root Cause 2: Review of STAAR and district benchmark data/Focus on the areas of needs of individual students or populations

Need Statement 2 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- 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) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) 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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Revised/Approved: June 4, 2021

Goal 1: Stell Middle School students will receive educational opportunities that will produce well-rounded learners who are prepared for future educational endeavors and are responsible, independent citizens.





Los estudiantes de la escuela secundaria Stell recibirán oportunidades educativas que produzcan estudiantes completos que estén preparados para futuros esfuerzos educativos y sean ciudadanos responsables e independientes.





Performance Objective 1: By July 2022, Stell Middle School student performance for all students, all grades, all subjects will exceed 2019 STAAR percents in Approaches Grade Level, Meets Grade Level, and Masters Grade Level performance in Reading, Writing, Mathematics, Science, and Social Studies by 3 percentage points. (Due to COVID 19, no 2020 STAAR data will be available).









Objetivo de desempeño 1: El desempeño de los estudiantes de la escuela secundaria Stell para todos los estudiantes, todos los grados, todas las materias superará los porcentajes de STAAR 2019 en aproximaciones al nivel de grado, cumplir con el nivel de grado y rendimiento del nivel de grado de maestría en lectura, escritura, matemáticas, ciencias y estudios sociales por 3 puntos porcentuales. (Debido a COVID 19, no habrá datos STAAR de 2020 disponibles).

Fuentes de datos de evaluación: Informes de desempeño STAAR / EOC

Evaluation Data Sources: STAAR/EOC performance reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide campus-wide instructional resources and computer-assisted instruction that reinforces implementation of the BISD curriculum and initiatives including (but not limited to) professional development based on identified needs. This can include but not limited to software such as APEX, Edgenuity, STEMScopes, Screencastify, NearPod, Interclass, Lexia PowerUp, and ActivelyLearn.</p> <p>Hardware could include but not limited to Chromebooks, Windows Desktops, Windows laptops, iPads, and smart displays.</p> <p>Population: All student groups</p> <p>Timeline: Aug 2021-May 2022</p> <p>Estrategia 1: Proveer recursos educativos en todo el campus e instruccion asistida por computadora que refuerce la implementacion del plan de estudios y las iniciativas de BISD, incluido (pero no limitado a) el desarrollo profesional basado en las necesidades identificadas. Esto podria incluir, entre otros, software como APEX, Edgenuity, STEMScopes, Screencastify, NearPod, Interclass, Lexia PowerUp y ActivelyLearn. El hardware de tecnologia puede incluir, entre otros, Chromebooks, computadoras de escritorio Windows, computadoras portatiles Windows, iPads y pantallas inteligentes.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: District Benchmark data (Fall and Spring), BISD Instructional Feedback Form data (walk-through data), SOY, BOY and MOY district and state assessments, PDS Session Evaluations, Benchmark Scores, CAI Progress Monitoring Report, BOY/MOY/EOY data analysis meetings.</p> <p>Summative Impact: STAAR and EOC scores, TELPAS and TMSFA</p> <p>Staff Responsible for Monitoring: Principals, Dean, Assistant Superintendents, C&I Administrators, Specialists, District Lead Teachers,</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - Population: All Students, GT/Special Education/ 504/Dyslexia/BIL, ESL, EB / AT Risk - Start Date: August 17, 2021 - End Date: June 2, 2022</p> <p>Need Statements: Student Learning 1, 4 - School Processes & Programs 1, 6</p> <p>Funding Sources: Instructional Software - 162 State Compensatory - 162-11-6299-62-044-Y-30-000-Y - \$20,000, Technology - 162 State Compensatory - 162-11-6398-62-044-Y-30-000-Y - \$114,020</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Certified teachers and para-professionals will supplement allotted campus positions so that the needs of low performing students may be met through individualized small group instruction. Population: 6th - 8th Grade Students Timeline: Aug 2021-May 2022 Estrategia 2: Los maestros y paraprofesionales certificados complementaran los puestos asignados en el campus para que las necesidades de los estudiantes de bajo rendimiento puedan satisfacerse mediante la instruccion individualizada en grupos pequenos. Poblacion: Estudiantes de 6. deg a 8. deg grado</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative results: Teacher Observations, Lesson Plans, Student Classroom Grades, and Progress Reports, Test Results, Personnel Requisitions, Monthly Payroll Analysis, Walk-Throughs Summative impact: +T-TESS summative evaluation data +Job Description/ Evaluations +3% Improvement on State Assessments including STAAR, TELPAS Test Results</p> <p>Staff Responsible for Monitoring: Federal Programs Administrator Federal Programs Coordinator and Supervisors Principals, Deans of Instruction</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5 - Comprehensive Support Strategy - Population: All Students, GT/Special Education/ 504/Dyslexia/BIL, ESL, EB / AT Risk - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: *Class-size reduction teachers will address student academic needs through small group instruction in an effort to increase student academic achievement. (Title IIA) *Stipends for teachers will be provided in an effort to retain high-quality teachers in high-need schools. (Title IA & Title II-A) Estrategia 3: * Los maestros de reduccion del tamano de las clases abordaran las necesidades academicas de los estudiantes a traves de la instruccion en grupos pequenos en un esfuerzo por aumentar el rendimiento academico de los estudiantes. (Titulo IIA) * Se proporcionaran estipendios para maestros en un esfuerzo por retener maestros de alta calidad en escuelas de alta necesidad. (Titulo IA y Titulo II-A) Population: 6th - 8th Students Timeline: Aug 2021-May 2022</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Classroom grades, campus benchmark scores, teacher observations, student progress reports, Lesson plans, Curriculum Feedback/ walk-through reports, PDS Session Evaluations Summative: T-TESS or Job Description/ Evaluation summative reports +5% improvement on State Assessments including STAAR, TPRI/Tejas Lee, CIRCLE-PM, and TERRA NOVA Test Results</p> <p>Staff Responsible for Monitoring: Principals, Deans of Instruction, Special Programs Administrator and Supervisors</p> <p>Population: All Students, GT/Special Education/ 504/Dyslexia/BIL, ESL, EB / AT Risk - Start Date: August 17, 2021 - End Date: June 2, 2022 Need Statements: Student Learning 1, 3, 6 - School Processes & Programs 1, 5, 8 Funding Sources: Stipends Class Size Reduction - 211 Title I-A - 211-13-6117-00-044-Y-30-AYP-Y - \$11,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Instructional supplemental materials supported by the district's curriculum frameworks are needed to improve student achievement in the areas of ELA/Reading, Math, Science, Social Studies, Physical education, Special Education, and other instructional courses. To prepare students for visual media literacy and TEKS tested in the STAAR, instructional classroom computers, classroom printers, document cameras, projectors, toner, headphones, mouse, and ink cartridges for computer labs and classrooms are needed. Additionally, for Special populations, instruction and rewards items will be needed such as microwaves, refrigerators, and other small electronic devices. Students require additional resources such as Burdette, letters, creative cutting machines, and access to printers to print reports, vocabulary picture cards, projects, and student research required by program guidelines and adherence to curriculum frameworks. Other supplemental instructional needs will include copy paper, general supplies, cases for student ipads, science fair boards, pens, pencils. etc. Estrategia 4: Se necesitan materiales suplementarios instructivos respaldados por los marcos curriculares del distrito para mejorar el rendimiento estudiantil en las areas de ELA / Lectura, Matematicas, Ciencias y Estudios Sociales, Educacion Fisica, Educacion Especial y otros cursos instructivos. Para preparar a los estudiantes para la literatura en medios visuales y los TEKS evaluados en el STAAR, se necesitan computadoras para el aula de instruccion, impresoras para el aula, camaras de documentos, proyectores, toner y cartuchos de tinta para laboratorios de computacion y aulas. Ademas, para poblaciones especiales, se necesitaran articulos de instruccion y recompensas como microondas, refrigeradores y otros dispositivos</p>	Formative			Summative
	Nov	Jan	Mar	June
				

electronicos pequenos. Los estudiantes deben imprimir informes, tarjetas con imagenes de vocabulario, proyectos e investigaciones de los estudiantes requeridas por las pautas del programa y el cumplimiento de los marcos del plan de estudios. Otras necesidades de instruccion suplementarias incluiran papel para copiar, utiles generales, estuches para ipads de los estudiantes, pizarrones para ferias de ciencias, boligrafos y lapices. etc.

Population: 6th - 8th-grade students

Timeline: Aug 2021-May 2022

Milestone's/Strategy's Expected Results/Impact: Formative: 3% increase in At-risk student performance indicating progress in the MOY campus benchmarks and percentage progress gains in all content weekly assessments.

75% of our 6th - 8th-grade students that have been retained pass to the next grade level





Summative: STAAR Results and EOC Algebra





Staff Responsible for Monitoring: Campus Administration, content area teachers and Administrators for state compensatory education and special programs




Schoolwide and Targeted Assistance Title I Elements: 2.4 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Population:** All Students, GT/Special Education/ 504/Dyslexia/BIL, ESL, EB / AT Risk - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022





Need Statements: Student Learning 1, 3 - School Processes & Programs 1, 5








Funding Sources: General Supplies (Workbooks) - 211 Title I-A - 211-11-6399-00-044-Y-30-0F2-Y - \$21,500 , Copy Paper - 211 Title I-A - 211-11-6396-00-044-Y-30-0F2-Y - \$2,500, General Supplies - 199 Local funds - 199-11-6399-00-044-Y-11-000-Y - \$12,000, Media Services - 199 Local funds - 199-11-6399-16-044-Y-11-000-Y - \$5,000, Furniture - 199 Local funds - 199-11-6399-45-044-Y-11-000-Y - \$3,000, General Supplies - 162 State Compensatory - 162-11-6399-00-044-Y-30-000-Y - \$5,000, Copy Paper - 199 Local funds - 199-11-6396-00-044-Y-11-000-Y - \$4,500, Physical Education Supplies - 199 Local funds - 199-11-6399-51-044-Y11-000-Y - \$1,000, Toner - 211 Title I-A - 211-11-6399-62-044-Y-30-0F2-Y - \$3,500, Toner - 166 State Special Ed. - 166-11-6399-62-044-y-23-000-Y- - \$2,640, Supplies - 166 State Special Ed. - 166-11-6399-00-044-y-23-0P0-y- - \$1,000, Supplies - 166 State Special Ed. - 166-11-6399-00-044-Y-23-0P4-Y - \$3,000, Supplies - 166 State Special Ed. - 166-11-6399-00-044-Y-23-0P2-Y - \$250, General Supplies - 166 State Special Ed. - 166-11-6399-00-044-Y-23-0P1-Y - \$1,210, Gloves and Velcro for LS - 166 State Special Ed. - 166-11-6399-00-044-Y-23-0B0-Y - \$500, Computer Supplies Including Toner and Cables - 199 Local funds - 166-11-6399-62-044-Y-11-000-Y - \$3,115, General Supplies, Headphones, mouse(s) for laptops. etc. - 281 ESSER II Grant Funds - 281-11-6399-62-044-Y-0CG-Y - \$28,989, General supplies-Art - 199 Local funds - 199-36-6399-50-044-Y-99-000-Y - \$2,400

Strategy 5 Details	Reviews			
<p>Strategy 5: The Administrative team will schedule Instructional Rounds and provide a substitute teacher so that teachers have the opportunity to observe Best Practices in colleagues' classrooms in order to align and increase the rigor in lessons for all academic subjects, especially for IDEA, EL, Dyslexia, 504, and At-Risk students.</p> <p>Estrategia 5: El equipo administrativo programara rondas de instruccion y proporcionara un maestro sustituto para que los maestros tengan la oportunidad de observar las mejores practicas en las aulas de sus colegas para alinear y aumentar el rigor en las lecciones para todas las materias academicas, especialmente para IDEA, EL, Dislexia, 504 y estudiantes en riesgo.</p> <p>Population: Administration team, teachers</p> <p>Timeline: Aug 2021-May 2022</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Weekly observational data collections from Eduphorial Aware,</p> <p>Summative: STAAR Results, Summative ratings, BISD Observation trends</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Dean, and mentor teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Population: All Students, GT/Special Education/ 504/Dyslexia/BIL, ESL, EB / AT Risk - Start Date: August 17, 2021 - End Date: June 2, 2022</p> <p>Need Statements: Student Learning 1, 11 - School Processes & Programs 1, 11</p> <p>Funding Sources: Substitutes for Instructional Rounds - 162 State Compensatory - 162-11-6112-18-044-Y-30-000-Y - \$19,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 6 Details	Reviews			
<p>Strategy 6: Substitute teachers needed for teacher absences; for LPAC/ TELPAS planning and evaluation; and for RtI Tier II & Tier III classroom instruction to AR students through weekly fluency tracking to improve student achievement, attendance, and reduce the retention rate and dropout rate.</p> <p>Estrategia 5: El equipo administrativo programara rondas de instruccion y proporcionara un maestro sustituto para que los maestros tengan la oportunidad de observar las mejores practicas en las aulas de sus colegas para alinear y aumentar el rigor en las lecciones para todas las materias academicas, especialmente para IDEA, EB, Dislexia, 504 y estudiantes en riesgo.</p> <p>Population: Middle School AR Students Timeline: Aug 2021-May 2022 (Daily)</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: eSchoolPLUS Master Schedule, Teacher Lesson Plans, Classroom Observations, Benchmark Scores, Student Progress Reports</p> <p>Summative: STAAR, Attendance Rate, Retention Rate, and Dropout Rate</p> <p>Staff Responsible for Monitoring: Campus Administration, Teachers, Counselors, RtI Campus committee, Administrator for Special Programs</p> <p>Population: All Students, GT/Special Education/ 504/Dyslexia/BIL, ESL, EB / AT Risk - Start Date: August 17, 2021 - End Date: June 2, 2022</p> <p>Need Statements: Student Learning 1, 11, 13 - School Processes & Programs 1, 11</p> <p>Funding Sources: Substitute teachers for planning and testing - 162 State Compensatory - 162-11-6112-18-044-Y-30-000-Y - \$15,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 7 Details	Reviews			
<p>Strategy 7: The Dean of Instruction will assist in providing leadership, coordination, and improvement in middle school instructional programs, utilizing available expertise and leadership necessary for a well-rounded academic program to improve academic achievement on state-mandated assessments in a manner consistent with board policy and with statutes of regulatory agencies. The Dean will scan data, curricula, and necessary documents to faculty and administration as needed throughout the year to keep all stakeholders updated. In addition, the Dean of Instruction will assist teachers in providing a quality and meaningful instructional program for At-Risk students by providing targeted and ongoing researched-based professional development.</p> <p>Estrategia 7: El Decano de Instruccion ayudara a proporcionar liderazgo, coordinacion y mejora en los programas de instruccion de la escuela intermedia, utilizando la experiencia disponible y el liderazgo necesario para un programa academico completo para mejorar el rendimiento academico en las evaluaciones exigidas por el estado de una manera consistente con politica de la junta y con los estatutos de las agencias reguladoras. El Decano escaneara los datos, los planes de estudio y los documentos necesarios para los profesores y la administracion segun sea necesario durante todo el ano para mantener actualizados a todos los interesados. Ademas, el Decano de Instruccion ayudara a los maestros a proporcionar un programa instructivo significativo y de calidad para los estudiantes en riesgo al brindar desarrollo profesional especifico y continuo basado en investigaciones. Poblacion: estudiantes, profesores en riesgo de EM</p> <p>Population: MS At-Risk Students, Teachers</p> <p>Timeline: Aug 2021-May 2022</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Classroom observations, Benchmark Scores, lesson plans, Student Progress Reports, PDS session evaluation report ERO session attendance report</p> <p>Summative: State assessment increase 10% or greater for At-risk students Science STAAR scores reflect an increase in all subpopulations (AT from 56% to 70%, SPED: 38% to 45%, EB: 20% to 40%.)</p> <p>Staff Responsible for Monitoring: Campus Principal, Administrator for State Compensatory Education</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning - Targeted Support Strategy - Additional Targeted Support Strategy - Population: All Students, GT/Special Education/ 504/Dyslexia/BIL, ESL, EB / AT Risk - Start Date: August 17, 2021 - End Date: June 2, 2022</p> <p>Need Statements: Student Learning 1, 3 - School Processes & Programs 1, 5</p> <p>Funding Sources: Professional Extra Duty Pay - 211 Title I-A - 211-13-6118-00-044-Y-30-AYP-Y - \$5,986</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 8 Details	Reviews			
<p>Strategy 8: Content teachers will implement independent reading in their classrooms with age-appropriate novels and books that support the district's curriculum framework and improve Accelerated Reader participation from all students, especially EB, IDEA, At-Risk, Dyslexia, 504, and RtI, to improve student achievement as well as improve reading comprehension and understanding to close the learning gap caused by COVID-19 Pandemic.</p> <p>Estrategia 8: Los maestros de contenido implementaran la lectura independiente en sus aulas con novelas apropiadas para la edad que apoyen el marco del plan de estudios del distrito y mejoren la participacion de Accelerated Reader de todos los estudiantes, especialmente EB, IDEA, At-Risk, Dyslexia, 504 y RtI, para mejorar logro estudiantil.</p> <p>Population: Middle Students</p> <p>Timeline: Aug 2021-May 2022 (Daily)</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Library logs, Progress Report, Benchmark Scores, Student Progress Reports</p> <p>Summative: STAAR results and AR end of the year reports, drop out rates</p> <p>Staff Responsible for Monitoring: Campus Administration, Administrator for State Compensatory Education, Administrator for Special Programs</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Population: All Students, GT/Special Education/ 504/Dyslexia/BIL, ESL, EB / AT Risk - Start Date: August 17, 2021 - End Date: June 2, 2022</p> <p>Need Statements: Student Learning 3 - School Processes & Programs 5</p> <p>Funding Sources: Library Reading Materials and AR Incentives - 199 Local funds - 199-12-6329-00-044-Y-99-000-Y - \$2,000, Reading Materials -Books - 281 ESSER II Grant Funds - 281-12-6329-00-044-Y-99-0CG-Y - \$34,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 9 Details	Reviews			
<p>Strategy 9: Stell Middle School migrant clerk will provide supplemental support, grade-appropriate school supplies, clothing, shoes, and hygiene products to the PFS and migrant students only, in order to enhance the advocacy, encouragement, and support to the special needs of migrant students 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.</p> <p>Estrategia 9: El secretario migrante de la escuela secundaria Stell proporcionara apoyo suplementario, utiles escolares apropiados para el grado, ropa, zapatos y productos de higiene solo a los estudiantes migrantes y de PFS, con el fin de mejorar la defensa y el apoyo a las necesidades especiales de estudiantes migrantes y se asegurara de que los estudiantes migrantes participen activamente en el Club Migrante, reciban la ayuda necesaria con las tareas y socialicen con otros estudiantes migrantes durante el ano escolar actual.</p> <p>Population: PFS and Migrant Students Timeline: Aug 2021-May 2022</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Attendance roster into Migrant lab, Phone logs, 3 wk progress reports, and Six Weeks grades</p> <p>Summative: +End of year state assessment scores</p> <p>Staff Responsible for Monitoring: Campus Principals Migrant Campus Clerks Migrant Teachers DMC MSC</p> <p>Population: All Students, GT/Special Education/ 504/Dyslexia/BIL, ESL, EB / AT Risk - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
	 60%	 60%	 95%	
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Need Statements:

Student Learning
<p>Need Statement 1: Need to decrease the academic gap between special populations (EB, SPED, At-Risk, and 504) and all learners. Data Analysis/Root Cause: Data from Spring 2019 Domain 3 indicates significant gaps. Data from Spring 2021 shows significant gaps in learning.</p>
<p>Need Statement 3: Need to improve reading/literacy skills at all levels and all content areas and writing across the curriculum. Data Analysis/Root Cause: Spring 2019 STAAR Data</p>
<p>Need Statement 4: Need to increase availability of quality technology, software, and internet access for students, faculty, and staff. Data Analysis/Root Cause: District surveys from Spring 2020 (During COVID 19 school closure)</p>
<p>Need Statement 6: Need to increase staff in high needs areas for instruction based on programmatic requirements and performance (Class-size reduction, Special Education, grant-based, and other areas). Data Analysis/Root Cause: Spring 2019 STAAR Data</p>

Student Learning

Need Statement 11: Need to increase teacher implementation of learning cycle and DDI instruction through lesson planning and data analysis. **Data Analysis/Root Cause:** Spring 2019 STAAR Data

Need Statement 13: Need to increase the amount of time spent in data disaggregation and improve the efficacy of analysis of formative and summative assessments. **Data Analysis/Root Cause:** Review of STAAR and district benchmark data/Focus on the areas of needs of individual students or populations

School Processes & Programs

Need Statement 1: Need to decrease the academic gap between special populations (EB, SPED, At-Risk, and 504) and all learners. **Data Analysis/Root Cause:** Data from Spring 2019 Domain 3 indicates significant gaps. Data from Spring 2021 shows significant gaps in learning.

Need Statement 5: Need to improve reading/literacy skills at all levels and all content areas and writing across the curriculum. **Data Analysis/Root Cause:** Spring 2019 STAAR Data

Need Statement 6: Need to increase availability of quality technology, software, and internet access for students, faculty, and staff. **Data Analysis/Root Cause:** District surveys from Spring 2020 (During COVID 19 school closure)

Need Statement 8: Need to increase staff in high needs areas for instruction based on programmatic requirements and performance (Class-size reduction, Special Education, grant-based, and other areas). **Data Analysis/Root Cause:** Spring 2019 STAAR Data

Need Statement 11: Need to increase teacher implementation of learning cycle and DDI instruction through lesson planning and data analysis. **Data Analysis/Root Cause:** Spring 2019 STAAR Data



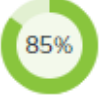
Goal 1: Stell Middle School students will receive educational opportunities that will produce well-rounded learners who are prepared for future educational endeavors and are responsible, independent citizens.




Los estudiantes de la escuela secundaria Stell recibirán oportunidades educativas que produzcan estudiantes completos que estén preparados para futuros esfuerzos educativos y sean ciudadanos responsables e independientes.





Performance Objective 2: Due to learning loss and the COVID Gap, 50% of students will be on grade level within 2 years for Reading and Math STAAR assessments.





Objetivo de desempeño 2: Debido a la pérdida de aprendizaje causada por la pandemia de COVID, el 50% de los estudiantes estarán a nivel de grado dentro de 2 años para las evaluaciones de lectura y matemáticas STAAR.













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

Strategy 1 Details	Reviews			
<p>Strategy 1: Observation schedules will be followed and discussed weekly. The administration will review trend data to discuss instructional plans for teachers needing support.</p> <p>Estrategia 1: Los horarios de observación se establecerán semanalmente. La administración revisará los datos de tendencias durante las reuniones y discutirán los planes de instrucción para los maestros que necesitan apoyo.</p> <p>Population: Administration team</p> <p>Timeline: Aug 2021-May 2022</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Weekly observational data collections from Eduphorial Aware,</p> <p>Summative: STAAR Results, Summative ratings, BISD Observation trends</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Dean, and Academic Team</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning - Targeted Support Strategy - Additional Targeted Support Strategy - Start Date: August 17, 2021 - End Date: June 2, 2022</p> <p>Need Statements: Student Learning 1, 11, 12 - School Processes & Programs 1, 11, 12</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: TEA Priorities Build a foundation of reading and math. Improve low-performing schools. Comprehensive Support Strategy Targeted Support Strategy</p> <p>Monitor the implementation of the 3 Tier Response to Intervention Model in grades 6-8 classrooms for math, reading, and behavior with required documentation; interventions based on identified needs. Estrategia 2: Prioridades de TEA construir una base de lectura y matematicas. Mejorar las escuelas de bajo rendimiento. Estrategia de apoyo integral Estrategia de apoyo dirigida Monitorear la implementacion del Modelo de Respuesta a Intervencion de 3 Niveles en los salones de clase de los grados 6-8 para matematicas, lectura y comportamiento con la documentacion requerida; intervenciones basadas en necesidades identificadas. Populations: All students and teachers for these students in core content areas. Timeline: Aug 2021-May 2022</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: PDS session agendas and evaluations, RtI plan progress monitoring reports, Classroom observation reports</p> <p>Summative Impact: Improved STAAR scores, TELPAS, TMSFA, Tier 2 and 3 changes to lower tiers +Decrease the number of students identified for Tier 2 and 3 supports from the first semester to the second semester.</p> <p>Staff Responsible for Monitoring: C&I Administrators, Dyslexia/504 Department Lead teachers, Principal, Assistant Principals and Dean of Instruction</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5 - Population: All Students, GT/Special Education/504/Dyslexia/BIL, ESL, EB / AT Risk - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Analyze campus and district assessment data at least twice every six-week period to determine specific instructional intervention needs that will drive planning for conferences, workshops, curriculum framework revisions, and maintenance meetings that address those state standards where the students demonstrated the lowest achievement levels.</p> <p>Estrategia 3: Estrategia de apoyo integral Analizar los datos de evaluacion del distrito y del campus al menos dos veces cada periodo de seis semanas para determinar las necesidades especificas de intervencion educativa que impulsaran la planificacion de conferencias, talleres, revisiones del marco curricular y juntas de mantenimiento que abordan los estandares estatales donde los estudiantes demostraron los niveles de logro mas bajos.</p> <p>Populations: All sub-population students and teachers for these students in core content areas, Special Education, and CTE.</p> <p>Timeline: Aug 2021-May 2022</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Training Calendars and agendas, Professional development evaluations, Classroom walkthrough data, campus six weeks assessments, Check-point Assessments, District Benchmarks, Revised frameworks</p> <p>Summative: STAAR scores, EOC scores, EOY, T-TESS data, PDS Transcripts, EOY results +The campus will have a 3 percentage point increase in the number of students who attain Approach Grade Level and Master Grade Level performance.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent, C&I Administrators, Specialists, District Lead Teachers, Principal/Dean, Dept Chairs & Campus Lead Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Population: All Students, GT/Special Education/504/Dyslexia/BIL, ESL, EB / AT Risk - Start Date: August 17, 2021 - End Date: June 2, 2022</p> <p>Need Statements: Student Learning 1, 13 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: The principal will schedule group walks with the administration team and provide more immediate feedback to teachers, provide support, and supply intervention strategies so that we can align our expectations to improve Instruction Dimension 2.1, 2.2, 2.3, 2.4, 2.5 by 25%. Technology and other supplies will be used to increase administrator/teacher communication and observation of immediate feedback. Two-Way Radios will be purchased for Administration to replace old and broken units and increase communication necessary for campus support.</p> <p>Estrategia 4: El director programara visitas en grupo a diferentes clases con el equipo de administracion y brindara comentarios mas inmediatos a los maestros, brindara apoyo y proporcionara estrategias de intervencion para que podamos alinear nuestras expectativas para mejorar la Dimension de instruccion 2.1, 2.2, 2.3, 2.4, 2.5 por 25 %. La tecnologia y otros suministros se utilizaran para aumentar la comunicacion entre el administrador y el maestro y la observacion de comentarios inmediatos. Se compraran radios bidireccionales para que la administracion reemplace las unidades viejas o rotas y aumente la comunicacion necesaria para el apoyo del campus.</p> <p>Population: Administration team, teachers Timeline: Aug 2021-May 2022</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Weekly observational data collections from Eduphorial Aware,</p> <p>Summative: STAAR Results, Summative ratings, BISD Observation trends</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Dean, and mentor teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Start Date: August 17, 2021 - End Date: June 2, 2022</p> <p>Need Statements: Student Learning 1, 11, 12, 13 - School Processes & Programs 1, 11, 12</p> <p>Funding Sources: Supplies Administration - 211 Title I-A - 211-23-6399-00-044-Y30-0F2-Y - \$2,500, Technology for Administration - 199 Local funds - 199-23-6398-65-044-Y-99-000-Y - \$2,500, Office Supplies - 199 Local funds - 199-23-6399-65-044-Y-99-000-Y - \$1,750, Records Mileage - 199 Local funds - 199-23-6411-00-044-Y-99-000-Y - \$250</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
<p>Strategy 5: Provide after-school tutorials to all 8th-grade students who did not meet Reading and Math STAAR performance standards the previous year, and/or students who have been retained (SSI prevention). Estrategia 5: Brindar tutorias despues de escuela a todos los estudiantes de octavo grado que no cumplieron con los estandares de desempeno STAAR de lectura y matematicas el ano anterior (prevencion SSI) y / o estudiantes que han sido retenidos (prevencion SSI). Population: At-Risk students Timeline: Aug 2021-May 2022</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: eSchools PLUS generated Tutorial Schedule, Attendance Report, Tutorial Lesson Plans, Tutorial Teacher Observation, Benchmark Scores, and Student Progress Reports</p> <p>Summative: State assessment increase 10% or greater for At-risk students that didn't pass STAAR.</p> <p>Staff Responsible for Monitoring: Campus Principal Dean Classroom teachers Administrator for State compensatory Education</p> <p>Population: All Students, GT/Special Education/ 504/Dyslexia/BIL, ESL, EB / AT Risk - Start Date: August 17, 2021 - End Date: June 2, 2022 Funding Sources: SSI Academic Practice Extra Duty Pay - 162 State Compensatory - 162-11-6118-00-044-Y-24-SSI-Y - \$9,338</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Include the Dyslexia Program to provide language and literacy interventions to improve student achievement, attendance, and reduce the retention rate and dropout rate. Estrategia 6: Incluir el programa de dislexia para proporcionar intervenciones de lenguaje y literatura para mejorar el rendimiento y la asistencia de los estudiantes y reducir la tasa de retencion y desercion. Population: Middle AR Students; Dyslexic Students Timeline: Aug 2021-May 2022 (Daily)</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: eSchoolPLUS Master Schedule, Teacher Lesson Plans, Classroom Observations, Benchmark Scores, Student Progress Reports</p> <p>Summative: STAAR, Attendance Rate, Retention Rate, and Dropout Rate</p> <p>Staff Responsible for Monitoring: Campus Administration, Administrator for Dyslexia, Administrator for State Compensatory Education, Administrator for Special Programs</p> <p>Population: All Students classified as Dyslexic- GT/Special Education/ 504/Dyslexia/BIL, ESL, EB / AT Risk - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Need Statements:

Student Learning
Need Statement 1: Need to decrease the academic gap between special populations (EB, SPED, At-Risk, and 504) and all learners. Data Analysis/Root Cause: Data from Spring 2019 Domain 3 indicates significant gaps. Data from Spring 2021 shows significant gaps in learning.
Need Statement 11: Need to increase teacher implementation of learning cycle and DDI instruction through lesson planning and data analysis. Data Analysis/Root Cause: Spring 2019 STAAR Data
Need Statement 12: Need to increase immediate feedback from administration in lesson plans, walkthroughs, and observations. Data Analysis/Root Cause: Review of lesson plans/Teacher observation and walkthrough data
Need Statement 13: Need to increase the amount of time spent in data disaggregation and improve the efficacy of analysis of formative and summative assessments. Data Analysis/Root Cause: Review of STAAR and district benchmark data/Focus on the areas of needs of individual students or populations
School Processes & Programs
Need Statement 1: Need to decrease the academic gap between special populations (EB, SPED, At-Risk, and 504) and all learners. Data Analysis/Root Cause: Data from Spring 2019 Domain 3 indicates significant gaps. Data from Spring 2021 shows significant gaps in learning.
Need Statement 11: Need to increase teacher implementation of learning cycle and DDI instruction through lesson planning and data analysis. Data Analysis/Root Cause: Spring 2019 STAAR Data
Need Statement 12: Need to increase immediate feedback from administration in lesson plans, walkthroughs, and observations. Data Analysis/Root Cause: Review of lesson plans/Teacher observation and walkthrough data




Goal 1: Stell Middle School students will receive educational opportunities that will produce well-rounded learners who are prepared for future educational endeavors and are responsible, independent citizens.





Los estudiantes de la escuela secundaria Stell recibirán oportunidades educativas que produzcan estudiantes completos que estén preparados para futuros esfuerzos educativos y sean ciudadanos responsables e independientes.





Performance Objective 3: By the end of 2022, increase the number of students in co-curricular and extra-curricular advancing in Math, Science, Social Studies, ELA, Fine Arts, and CTE programs by 5% over 2020-2021 participation.





Objetivo de desempeño 3: Aumentar el número de estudiantes en el avance cocurricular y extracurricular en matemáticas, ciencias, estudios sociales, ELA, bellas artes y programas CTE en un 5% sobre la participación de 2021-2022.





Evaluation Data Sources: Regional and state competition participation numbers









Strategy 1 Details	Reviews			
<p>Strategy 1: Stell Middle School teachers will be provided with training and materials to promote participation in Robotic Competition at the campus, district, and regional levels. Estrategia 1: Los maestros de la escuela secundaria Stell recibirán capacitación y materiales para promover la participación en la competencia robotica en el campus, el distrito y los niveles regionales. Population: Grades 6-8 teachers and students Timeline: Aug 2021--June 2022</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Number of students attending Robotics club meetings. Number of students competing in Campus robotics challenges.</p> <p>Summative Impact: +Increase number of students attending the District Robotics Day +Increase number of students in STEM classes</p> <p>Staff Responsible for Monitoring: Curriculum Specialists for Math and Science, Science Fair Coordinators, Math and Science Department Chairs</p> <p>Population: All Students, GT/Special Education/ 504/Dyslexia/BIL, ESL, EB / AT Risk - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				








Strategy 2 Details	Reviews			
<p>Strategy 2: Science Fair Sponsors and Coordinators will be provided with training and materials to promote participation at the campus, district, regional, state, and international levels by increasing student awareness of Science Technology, Engineering, and Mathematics concepts building a pathway for STEM and college/ career readiness.</p> <p>Estrategia 2: Los patrocinadores y coordinadores de la feria de ciencias recibirán capacitación y materiales para promover la participación en el campus, el distrito, el nivel regional, estatal e internacional al aumentar la conciencia de los estudiantes sobre los conceptos de ciencia, tecnología, ingeniería y matemáticas, creando un camino para STEM y preparación para la universidad / carrera.</p> <p>Population: Grades 6-8 teachers and students</p> <p>Timeline: Aug 2021--June 2022</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Number of students attending Science club meetings and working on Science Fair projects.</p> <p>Summative Impact: +Increase number of student entries to district, regional and state fairs. +Increase number of students in STEM classes</p> <p>Staff Responsible for Monitoring: Curriculum Specialists for Math and Science, Science Fair Coordinators, Math and Science Department Chairs</p> <p>Population: All Students, GT/Special Education/ 504/Dyslexia/BIL, ESL, EB / AT Risk - Start Date: August 17, 2021 - End Date: June 2, 2022</p> <p>Need Statements: Demographics 1, 2, 5 - School Processes & Programs 2 - Perceptions 1, 3</p> <p>Funding Sources: Travel Student Activities - 199 Local funds - 199-36-6412-00-044-Y99-020-Y - \$900</p>	Formative			Summative
	Nov	Jan	Mar	June
				







Strategy 3 Details	Reviews			
<p>Strategy 3: Students' problem-solving skills, originality, and creativity will be encouraged through their participation in district programs. Teachers, sponsors, and coaches will be provided with professional development, instructional materials, materials, and transportation to promote participation in Brainsville Inventions, Chess, Destination Imagination, Art Competitions, Poet's Convention, Stock Market Games, UIL Academics, Night of DI, and a Commercial for DI and Special Olympics, track and field, and bowling.</p> <p>Estrategia 3: Se alentaran las habilidades de resolucion de problemas, la originalidad y la creatividad de los estudiantes a traves de su participacion en los programas del distrito. Los maestros, patrocinadores y entrenadores recibiran desarrollo profesional, materiales de instruccion y materiales para promover la participacion en Invenciones de Brainsville, Ajedrez, Imaginacion de destino, Convencion de poeta, Juegos del mercado de valores, Academicos de UIL, Noche de DI y un comercial para DI</p> <p>Population: Grades 6-8 teachers and students (especially G/T identified students)</p> <p>Timeline: Aug 2021--June 2022</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: The number of students attending meetings for respective clubs.</p> <p>Summative Impacts: +Brainsville Inventions (6-8) 10% increase in student participation at the district level. +Chess (6-8) 10% increase in student participation at the district, regional, state, and national levels. +Destination Imagination (6-8) 10% increase in student participation at the regional, state, and global levels. +Poet's Convention (6th-8th) 10% increase in student participation at the district level. +Stock Market Games(6-8) 10% increase in student participation at the district level. +UIL Academics (6-8) 10% increase in student participation at the district and state levels. *Special Olympic Participation (6th -8th) 10% increase in student participation.</p> <p>Staff Responsible for Monitoring: Curriculum Administrators, Advanced Academics Administrator Advanced Academics Lead Teachers Campus Administration Campus Coordinators</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Population: GT, Honors, Special Education, - Start Date: August 17, 2021 - End Date: June 2, 2022</p> <p>Need Statements: Demographics 1, 2, 5 - School Processes & Programs 2 - Perceptions 1, 3</p> <p>Funding Sources: Stipends for Sponsors - 199 Local funds - 199-36-6117-00-044-Y-99-020-Y- - \$3,000, Transportation - 199 Local funds - 199-36-6494-00-044-Y-99-000-Y - \$1,000, Travel -Art - 199 Local funds - 199-36-6412-50-044-Y-99-000-Y - \$175, Registration Fees - 199 Local funds - 199-36-6497-50-044-Y-99-000-Y - \$150, Sponsor Art Accreditation - 199 Local funds - 199-36-6495-50-044-Y-99-000-Y - \$55</p>	Formative			Summative
	Nov	Jan	Mar	June
				




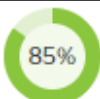

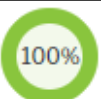




Strategy 4 Details	Reviews			
<p>Strategy 4: CTE will continue to encourage its students to participate in Career and Technical Student Organizations (CTSO's) so that leadership, communication and soft skills may be developed. Estrategia 4: CTE continuara alentando a sus estudiantes a participar en Organizaciones de Estudiantes de Carreras y Tecnicas (CTSO) para que se puedan desarrollar el liderazgo, la comunicacion y las habilidades sociales. Population: CTE students Timeline: Aug 2021--June 2022 SPP12</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Documentation for Students competing at the regional, state and national levels.</p> <p>Summative Impact +increased participation and success in CTE-related competitions +Increase accolades for students in respective competitive areas</p> <p>Staff Responsible for Monitoring: CTE Administration CTE HS Teachers/Sponsors Career Placement Officers</p> <p>Population: All Students, GT/Special Education/ 504/Dyslexia/BIL, ESL, EB / AT Risk - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
<p>Strategy 5: Stell Middle School teachers will be provided with professional development and materials to promote participation in Brownsville Kids Voting activities. History Day Sponsors and department chairs will be provided with training throughout the year in order to increase participation in competition at the district, regional, state, and national levels.</p> <p>Estrategia 5: Los maestros de la escuela secundaria Stell recibirán desarrollo profesional y materiales para promover la participación en las actividades de votación de los niños de Brownsville. Los patrocinadores del Día de la Historia y los jefes de departamento recibirán capacitación durante todo el año para aumentar la participación en la competencia a nivel distrital, regional, estatal y nacional.</p> <p>Population: Grades 6-8 teachers</p> <p>Timeline: Aug 2021--June 2022</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Number of students participating in History Day and Kids Voting.</p> <p>Summative Impact: +10% increase in campus entries for History Day at the district, regional, and state level.</p> <p>Maintain campus participation in Brownsville Kids Voting at the district level.</p> <p>Staff Responsible for Monitoring: Curriculum Administrators Campus Administrators, Social Studies Specialists Department Chairs Sponsors</p> <p>Start Date: August 17, 2021 - End Date: June 2, 2022</p> <p>Need Statements: Demographics 1, 2, 5 - School Processes & Programs 2 - Perceptions 1, 3</p> <p>Funding Sources: Travel History Day - 199 Local funds - 199-36-6412-00-044-Y-99-020-Y - \$900</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 6 Details	Reviews			
<p>Strategy 6: Stell Middle School teachers will be provided with training and materials to promote participation in Mathematics Competition at the campus, district, and regional levels. Estrategia 6: Los maestros de la escuela secundaria Stell recibirán capacitación y materiales para promover la participación en la Competencia conteos de matemáticas en el campus, el distrito y los niveles regionales. Population: Grades 6-8 teachers and students Timeline: Aug 2021--June 2022</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Increase the number of students attending and preparing for competition.</p> <p>Summative Impacts: +(6-8) 10% increase in student participation at all levels. + Participation in Mathcounts competition in 2021-2022</p> <p>Staff Responsible for Monitoring: Curriculum Administrators Admin. for DAAS, Campus Administrators, Math Specialists DAAS Lead Teachers Department Chairs Sponsors</p> <p>Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: The Curriculum and Instruction Department will host the annual District Spelling Bee in which all elementary and middle schools will participate in. Estrategia 7: El Departamento de Currículo e Instrucción organizará el Plan anual del concurso de ortografía del distrito en el que participarán todas las escuelas primarias e intermedias. Population: All 6-8th grade students Timeline: November 2021 - February 2022</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Number of students participating in Campus Bee</p> <p>Summative Impact: +participation in District Spelling Bee +Increased level of competition success beyond district and regional levels</p> <p>Staff Responsible for Monitoring: ELA Specialists, Administration, Sponsor</p> <p>Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 8 Details	Reviews			
<p>Strategy 8: Stell Middle School fine arts students will develop critical thinking and multi-tasking skills, and creativity, teamwork, and character by participating in UIL contests, TMEA contests, non-UIL contests, exhibitions, district/community events, and public performances.</p> <p>Estrategia 8: Los estudiantes de bellas artes de la escuela secundaria Stell desarrollaran el pensamiento critico y las habilidades para realizar multiples tareas, y la creatividad, el trabajo en equipo y el caracter al participar en concursos de UIL, concursos de TMEA, concursos que no son de UIL, exposiciones, eventos del distrito / comunidad y actuaciones publicas. .</p> <p>Population: all students 6-8</p> <p>Timeline: Aug 2021--June 2022</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Performance ratings, attendance, audience/student reaction</p> <p>Summative: EOY performance recognition Student program enrollment increases</p> <p>Staff Responsible for Monitoring: Campus directors and teachers Administration</p> <p>Population: All Students, GT/Special Education/ 504/Dyslexia/BIL, ESL, EB / AT Risk - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 9 Details	Reviews			
<p>Strategy 9: Increase enrollment in fine arts programs by conducting recruitment concerts and visits</p> <p>Estrategia 9: Aumentar la inscripcion en programas de bellas artes mediante la realizacion de visitas y conciertos de reclutamiento.</p> <p>Population: all 6-8 students and teachers</p> <p>Timeline: Aug 2021--June 2022</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: PEIMS enrollment numbers, class rosters</p> <p>Summative Impact: improved enrollments from prior year</p> <p>Staff Responsible for Monitoring: Campus directors and teachers Administration</p> <p>Population: All Students, GT/Special Education/ 504/Dyslexia/BIL, ESL, EB / AT Risk - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 10 Details	Reviews			
<p>Strategy 10: To increase the number of athletes to be scheduled in the appropriate athletic period each year, so that leadership skills, sports skills, higher-order thinking skills, strengthening and conditions skills, and sportsmanship skills can be mastered by the student in athletics.</p> <p>Estrategia 10: Aumentar el numero de atletas que se programaran en el periodo atletico apropiado cada ano, de modo que el estudiante pueda dominar en atletismo las habilidades de liderazgo, las habilidades deportivas, las habilidades de pensamiento de orden superior, las habilidades de fortalecimiento y acondicionamiento y las habilidades deportivas.</p> <p>Population: All Student-athletes</p> <p>Timeline: Aug 2021--June 2022</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Campus master schedule, P.E. teacher/Coach class rosters and team rosters, choice slips.</p> <p>Summative Impact: increased PEIMS Enrollment Reports, Athletic Coordinator Report</p> <p>Staff Responsible for Monitoring: Campus Principals, Campus Counselors, Athletic Coordinators</p> <p>Population: All Students, GT/Special Education/ 504/Dyslexia/BIL, ESL, EB / AT Risk - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 11 Details	Reviews			
<p>Strategy 11: Schedule Cluster campus visits with student-athletes at Porter H.S. and Pace H. S. to present athletic programs in order to increase participation in athletic programs at all levels.</p> <p>Estrategia 11: Programar visitas de campus del mismo cluster con estudiantes-atletas en Porter H.S. y Pace H. S. para presentar programas deportivos con el fin de aumentar la participacion en programas deportivos en todos los niveles.</p> <p>Population: All Student-Athletes</p> <p>Timeline: Aug 2021--June 2022</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Presentation Schedules, Choice slips for athletic classes.</p> <p>Summative Impact: increased Team and Class rosters on Rank One</p> <p>Staff Responsible for Monitoring: Athletic Department Administrator, Campus Principals, Athletic Coordinators</p> <p>Population: All Students, GT/Special Education/ 504/Dyslexia/BIL, ESL, EB / AT Risk - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 12 Details	Reviews			
Strategy 12: Conduct Sports camps for grades 3-5 from feeder elementary schools and for grades 6-8, and conduct a 6th grade try-out at the end of the year to increase participation in athletic programs. Estrategia 12: Realizar campamentos deportivos para los grados 3-5 de las escuelas primarias de enlace y para los grados 6-8, y realizar una prueba del sexto grado al final del año para aumentar la participación en los programas deportivos. Population: Grades 6-8 and incoming 6th grade students Timeline: May 2022 Milestone's/Strategy's Expected Results/Impact: Formative Results: Sign-in sheets, Try-out reports, choice slips, master schedule Summative Impact: Increased enrollment in Pre-Athletic Programs Staff Responsible for Monitoring: Athletic Department Administrator, Campus Principals, Athletic Coordinators Population: All Students, GT/Special Education/ 504/Dyslexia/BIL, ESL, EB / AT Risk - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 13 Details	Reviews			
Strategy 13: Expand the number of teams for tennis (boys and girls) and baseball teams (boys only) (pending CFO approval for additional funds for officials, coaching stipends, meals, and transportation) Estrategia 13: Ampliar la cantidad de equipos de tenis (ninos y ninas) y equipos de beisbol (solo ninos) (pendiente de la aprobacion del CFO para fondos adicionales para oficiales, estipendios para entrenadores, comidas y transporte) Population: All students 6-8 Timeline: October 2021 - February 2022 Milestone's/Strategy's Expected Results/Impact: Formative Results: Team rosters, Master Schedules Summative Impact: Improved Rank One Sport Information compared to prior year. Staff Responsible for Monitoring: Athletic Department Administrator, Campus Principals, Athletic Coordinators Population: All Students, GT/Special Education/ 504/Dyslexia/BIL, ESL, EB / AT Risk - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Need Statements:

Demographics

Need Statement 1: Need to increase enrollment and retention in 6th grade. **Data Analysis/Root Cause:** RDA reports/ students zone to Stell are registered at charters.

Need Statement 2: Need to improve attendance rates for students. **Data Analysis/Root Cause:** RDA reports

Need Statement 5: Need to increase marketing and outreach to community stakeholdes through paper, TV, social media and other avaible means. **Data Analysis/Root Cause:** School board and distret directives supportthis need as well as loss in enrollment.

School Processes & Programs

Need Statement 2: Need to increase enrollment and retention in 6th grade. **Data Analysis/Root Cause:** RDA reports/ students zone to Stell are registered at charters.

Perceptions

Need Statement 1: Need to improve attendance rates for students. **Data Analysis/Root Cause:** RDA reports

Need Statement 3: Need to increase marketing and outreach to community stakeholdes through paper, TV, social media and other avaible means. **Data Analysis/Root Cause:** School board and distret directives supportthis need as well as loss in enrollment.




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








La escuela secundaria Stell, en colaboracion con el personal, la administracion, los padres y la comunidad del distrito, garantizara la igualdad en la disponibilidad de instalaciones apropiadas, bien mantenidas y energeticamente eficientes para un entorno de aprendizaje seguro y ordenado para todos los estudiantes.

Performance Objective 1: Stell 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.

La escuela secundaria Stell implementara planes de ahorro de energia; Mantener y actualizar las instalaciones actuales para proporcionar un entorno de aprendizaje saludable y positivo mediante la programacion de la renovacion / actualizacion / mejora de al menos el 20% de las instalaciones de instruccion anualmente durante los proximos 5 anos.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Stell MS will purposely promote energy savings activities on the campus to support the implementation of the district's energy savings plan.</p> <p>Stell MS promoviera deliberadamente actividades de ahorro de energia en el campus para apoyar la implementacion del plan de ahorro de energia del distrito.</p> <p>Population: All department and campus facilities</p> <p>Timeline: Aug. 2021-June 2022</p> <p>Need: SBDM approved goal priority</p> <p>Milestone's/Strategy's Expected Results/Impact: Complete implementation of the campus energy savings plan will result in decreased energy usage compared to prior year.</p> <p>Formative: Monthly comparison of energy usage</p> <p>Summative: Annual comparison of energy usage</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Facilities and maintenance staff</p> <p>Start Date: August 17, 2021 - End Date: June 2, 2022</p> <p>Need Statements: Perceptions 4</p> <p>Funding Sources: Warehouse Custodial Cleaning Supplies - 199 Local funds - 199-51-6315-00-044-Y-99-000-Y - \$6,000, Custodial General Supplies - 199 Local funds - 199-51-6399-00-044-Y-99-000-Y - \$1,000, Custodial Equipment - 199 Local funds - 199-51-6319-00-044-Y-99-000-Y - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: The Stell Middle School SBDM will target long- and short-term goals for campus beautification, including planting trees, flower beds, and shrubs; painting to showcase student creativity; etc. School clubs will participate with faculty and staff to implement the goals as set by the SBDM committee.</p> <p>El SBDM de la escuela secundaria Stell se enfocara en las metas a corto y largo plazo para el embellecimiento del campus, incluida la plantacion de arboles, macizos de flores y arbustos; pintar para exhibir la creatividad de los estudiantes; etc. Los clubes escolares participaran con la facultad y el personal para implementar las metas establecidas por el comite SBDM.</p> <p>Aug. 2021-June 2022</p> <p>Need: SBDM approved goal priority</p> <p>Milestone's/Strategy's Expected Results/Impact: The Stell Middle School campus will aesthetically improve. The effect will be a more positive impression of climate and morale. The results will be evaluated in an on-going manner by the SBDM.</p> <p>Staff Responsible for Monitoring: Campus Administration Faculty and Staff SBDM Committee Facilities and maintenance staff</p> <p>Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				




Performance Objective 1 Need Statements:




Perceptions
<p>Need Statement 4: Need to foment a postive and welcoming environment for all faculty and staff. Data Analysis/Root Cause: Faculty Campus Needs Assessment</p>





Goal 3: Stell Middle School will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel.
 La escuela secundaria Stell garantizara el uso eficaz y eficiente de todos los fondos disponibles en la implementacion de un presupuesto equilibrado que incluye una mejor compensacion para los maestros y planes para reclutar, retener y apoyar a personal calificado.

Performance Objective 1: By the end of the 2022 school year, Stell Middle School will ensure effective and efficient use of 100% of available budgeted funds to be used to meet the needs of all students.
 La escuela secundaria Stell garantizara el uso eficaz y eficiente del 100% de los fondos presupuestados disponibles que se utilizaran para satisfacer las necesidades de todos los estudiantes.

Evaluation Data Sources: Fiscal reports for Stell Middle School, internal and external audit reports, and FIRST ratings

Strategy 1 Details	Reviews			
Strategy 1: Stell Middle School will support programs in the effective and efficient use of 100% of available budgeted funds based on the needs assessments. Stell Middle School apoyara los programas en el uso eficaz y eficiente del 100% de los fondos presupuestados disponibles segun las evaluaciones de necesidades. Population: Stell MS Stakeholders Timeline: Aug. 2021-June 2022 Need: SBDM approved goal priority Milestone's/Strategy's Expected Results/Impact: Funding reports will indicate all funds were expended based on prioritized needs. Formative: monthly expenditure reports compared CIP Summative: end of year expenditure reports Staff Responsible for Monitoring: Campus Administration SBDM Committee Start Date: August 17, 2021 - End Date: June 2, 2022 Need Statements: Demographics 5 - Perceptions 3 Funding Sources: Substitute Teachers for programs - 199 Local funds - 199-11-6112-18-044-Y-99-000-Y - \$5,000, Overtime Pay - 199 Local funds - 199-23-6121-08-044-Y-99-000-Y - \$100	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details		Reviews			
Strategy 2: The Stell Middle School SBDM committee will address budgetary concerns for the campus by updating Comprehensive Campus Needs Assessments. El comite SBDM de la escuela secundaria Stell abordara las preocupaciones presupuestarias del campus actualizando las Evaluaciones integrales de necesidades del campus. Timeline: July 2021-May 2022 Need: SBDM approved goal priority Milestone's/Strategy's Expected Results/Impact: Funding reports will indicate all funds were expended based on prioritized needs. Formative: monthly expenditure reports compared CIP Summative: end of year expenditure reports Staff Responsible for Monitoring: Campus Administration SBDM Committee Start Date: August 17, 2021 - End Date: June 2, 2022		Formative			Summative
		Nov	Jan	Mar	June
					

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Need Statements:

Demographics
Need Statement 5: Need to increase marketing and outreach to community stakeholdes through paper, TV, social media and other avaible means. Data Analysis/Root Cause: School board and distrect directives supportthis need as well as loss in enrollment.
Perceptions
Need Statement 3: Need to increase marketing and outreach to community stakeholdes through paper, TV, social media and other avaible means. Data Analysis/Root Cause: School board and distrect directives supportthis need as well as loss in enrollment.




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








La escuela secundaria Stell garantizara el uso eficaz y eficiente de todos los fondos disponibles en la implementacion de un presupuesto equilibrado que incluye una mejor compensacion para los maestros y planes para reclutar, retener y apoyar a personal calificado.

Performance Objective 2: Stell Middle School will create and provide faculty, staff, and students recognitions and activities to improve campus morale/climate and support the retention of teachers and principals annually. Awards, trophies, and certificates will be purchased to motivate and recognize student and staff achievement.

La escuela secundaria Stell creara y proporcionara reconocimientos y actividades a la facultad, el personal y los estudiantes para mejorar la moral / clima del campus y apoyar la retencion de maestros y directores.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Stell MS will implement various activities and events in order to foment a positive and welcoming professional climate for faculty, staff, and students which will be implemented throughout the school year, including name drawings, trophies, award certificates, holiday meals, and snacks & coffee during training and meetings.</p> <p>Stell MS implementara varias actividades y eventos con el fin de fomentar un clima profesional positivo y acogedor para el profesorado, el personal y los estudiantes que se implementara a lo largo del ano escolar, incluidos dibujos de nombres, comidas festivas, refrigerios y cafe durante las capacitaciones. y reuniones.</p> <p>Population: Stell Faculty Timeline: Aug. 2021-June 2022</p> <p>Milestone's/Strategy's Expected Results/Impact: Campus teacher turnover rates will decline; campus teacher retention rates will improve.</p> <p>Staff Responsible for Monitoring: Campus Administration Campus Counselors</p> <p>Start Date: August 17, 2021 - End Date: June 2, 2022</p> <p>Need Statements: Perceptions 4</p> <p>Funding Sources: Teacher Incentives - 199 Local funds - 199-13-6498-00-044-Y-99-000-Y - \$2,300, Teacher Incentives (Meals) - 199 Local funds - 199-13-6499-53-044-Y-99-000-Y - \$800, Awards Student - 199 Local funds - 199-11-6498-00-044-Y-11-000-Y - \$1,500, Awards - 166 State Special Ed. - 166-11-6498-00-044-y-26-0P2-Y - \$1,000, Awards, Trophies, Certificates - 281 ESSER II Grant Funds - 281-11-6498-00-044-Y-0CG-Y - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Stell MS will implement various activities and events in order to foment a positive and welcoming professional climate for faculty which will be implemented during Teacher Appreciation Week. Stell MS implementara varias actividades y eventos con el fin de fomentar un clima profesional positivo y acogedor para el profesorado que se implementara durante la Semana de Apresiasi del Maestro. Population: Stell Faculty Timeline: Aug. 2021-June 2022 Milestone's/Strategy's Expected Results/Impact: Campus teacher turnover rates will decline; campus teacher retention rates will improve. Staff Responsible for Monitoring: Campus Administration Campus Counselors Start Date: August 17, 2021 - End Date: June 2, 2022 Need Statements: Perceptions 4 Funding Sources: Teacher Incentives (Meals) - 199 Local funds - 199-13-6499-53-044-Y-99-000-Y - \$200	Formative			Summative
	Nov	Jan	Mar	June
	 90%	 90%	 100%	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Need Statements:

Perceptions
Need Statement 4: Need to foment a postive and welcoming environment for all faculty and staff. Data Analysis/Root Cause: Faculty Campus Needs Assessment

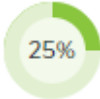


Goal 4: Stell Middle School will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts.







Stell Middle School trabajara de cerca y en colaboracion con la Oficina de Informacion Publica de BISD para expandir las campanas de relaciones publicas / mercadeo para expandir aun mas los esfuerzos de inscripcion / reclutamiento / retencion de estudiantes.








Performance Objective 1: Stell Middle School will provide the BISD Public Information Office with feature articles, recognition of students, co-/extra-curricular activities, and parent/community events throughout the 2021-2022 school year.

La escuela secundaria Stell proporcionara a la Oficina de informacion publica del BISD articulos destacados, reconocimiento de los estudiantes, actividades co- / extracurriculares y eventos para padres / comunidad.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Stell MS will designate a PIO contact to provide features articles, current and prior students/ parents/ staff recognitions, co-/extra-curricular activities, and parent/community events.</p> <p>Stell MS designara un contacto de PIO para proporcionar articulos destacados, reconocimientos de estudiantes / padres / personal actuales y anteriores, actividades co- / extracurriculares y eventos para padres / comunidad.</p> <p>Population: Stell MS Stakeholders</p> <p>Timeline: Aug. 2021-June 2022</p> <p>Milestone's/Strategy's Expected Results/Impact: Regular features in media showcasing current accomplishments of faculty, staff, students, and alumni and major events.</p> <p>Formative: Submissions of information for articles and showcases</p> <p>Summative: annual compilation of articles and presentation/showcases</p> <p>Staff Responsible for Monitoring: PIO</p> <p>Campus Administration</p> <p>TST</p> <p>CTE teacher</p> <p>Support Staff</p> <p>Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				









Strategy 2 Details	Reviews			
Strategy 2: Stell MS will update websites at least monthly including showcasing student and community activities. Stell MS actualizara los sitios web al menos una vez al mes, incluyendo la exhibicion de actividades de los estudiantes y la comunidad Population: Stell MS Stakeholders Timeline: Aug 2019-May 2020 Need: Decreasing enrollment/ SBDM approved goal priority Milestone's/Strategy's Expected Results/Impact: The Stell MS website will be up-to-date on a monthly basis with all compliance postings and showcasing campus/program activities and successes. Formative: checklist of websites indicating are current Summative: report at end of year for monthly checklist results Staff Responsible for Monitoring: PIO TST CATE teacher Campus Administration Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Stell MS will designate a Facebook administrator as a contact to provide current and prior students/ parents/ staff recognition, co-/extra-curricular activities, and parent/community events. : Stell MS designara a un administrador de Facebook como contacto para brindar reconocimiento a los estudiantes / padres / personal actuales y anteriores, actividades co- / extracurriculares y eventos para padres / comunidad. Population: Stell MS Stakeholders Timeline: Aug. 2021-June 2022 Milestone's/Strategy's Expected Results/Impact: Regular features in Facebook showcasing current accomplishments of faculty, staff, students, and alumni and major events. Formative: Submissions of information to showcase. Summative: annual compilation of posts Staff Responsible for Monitoring: Facebook PIO Campus Administration TST CTE teacher Support Staff Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Stell MS will provide promotional articles (e. g. mugs, key chains, tumblers, etc.) to students, staff, and the community to feature Stell Middle School as a "Best Choice" option for middle school.</p> <p>Stell MS proporcionara articulos promocionales (por ejemplo, tazas, llaveros, vasos, etc.) a los estudiantes, el personal y la comunidad para presentar a Stell Middle School como una opcion de "Mejor opcion" para la escuela secundaria.</p> <p>Population: Stell MS Stakeholders</p> <p>Timeline: Aug. 2021-June 2022</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: SBDM agendas and minutes</p> <p>Summative: heightened communication among stakeholders and our community</p> <p>Staff Responsible for Monitoring: Campus Administration SBDM</p> <p>Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Stell Middle School will maintain a disciplined and safe learning environment, creating a climate conducive to student learning.
La escuela secundaria Stell mantendra un ambiente de aprendizaje disciplinado y seguro, creando un clima propicio para el aprendizaje de los estudiantes.

Performance Objective 1: During the 2021-2022 school year, discipline referrals for removals or placements to the Brownsville Academic Center (BAC) will decrease by 5% as compared to the 2018-2019 school year since the following two years were impacted by COVID.
Las referencias disciplinarias para remociones o ubicaciones al Centro Academico de Brownsville (BAC) disminuiran en un 5% comparado al ano escolar 2018-2019 porque los siguientes dos años fueron impactados por COVID.

Evaluation Data Sources: BAC placement data for 2019-2020 PEIMS discipline report data, Pupil Services, Police and Security Services, Guidance and Counseling Services and Special Services departmental data related to BAC placements





Strategy 1 Details	Reviews			
Strategy 1: Administration, Counselors, and Teachers will contact parents via phone, conference, or Home Visitor to work collaboratively to address discipline issues. Good Samaritan Mentoring Programs will provide opportunities for struggling students to seek mentoring after school in order to support students for success. La administracion, los consejeros y los maestros se comunicaran con los padres por telefono, conferencias o visitas domiciliarias para trabajar en colaboracion para abordar los problemas de disciplina. Los programas de tutoria del Buen Samaritano brindaran oportunidades para que los estudiantes con dificultades busquen tutoria despues de la escuela para ayudar a los estudiantes a alcanzar el exito. Population: Administration team, counselors, At-risk counselor, Teachers, Nurse Timeline: Aug. 2021-June 2022 Milestone's/Strategy's Expected Results/Impact: Fewer discipline issues resulting in higher students scores in all core subjects. Staff Responsible for Monitoring: Administration, Counselors, Teachers, and Home Visitor Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Nov	Jan	Mar	June
	 85%	 95%	 100%	 100%
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				











Goal 5: Stell Middle School will maintain a disciplined and safe learning environment, creating a climate conducive to student learning.
La escuela secundaria Stell mantendra un ambiente de aprendizaje disciplinado y seguro, creando un clima propicio para el aprendizaje de los estudiantes.

Performance Objective 2: Disciplinary placements for Out of school suspensions (OSS) will decrease by 5% for 2021-2022 and will not be disproportionate for any population as compared to the 2018-2019 school year since the following two years were impacted by COVID.

Las colocaciones disciplinarias por suspensiones fuera de la escuela (OSS) disminuirán en un 5% para 2020-2021 y no serán desproporcionadas en grupo individual comparado al año escolar 2018-2019 porque los siguientes dos años fueron impactados por COVID.

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

Strategy 1 Details	Reviews			
Strategy 1: Form a Site-Based Disciplinary Team and implement components of Positive Behavior Intervention and Supports (PBIS) to include Bullying & Cyber Bullying, suicide prevention presentations for students, parents and teachers. Formar un equipo disciplinario basado en el sitio e implementar componentes de apoyo e intervencion de comportamiento positivo (PBIS) para incluir el acoso y el acoso cibernético, presentaciones de prevención del suicidio para estudiantes, padres y maestros. Population: Administration team, counselors, At-risk counselor, Nurse Timeline: Aug. 2021-June 2022 P14 Milestone's/Strategy's Expected Results/Impact: Formative: 20% decrease in referrals and Review 360 incident reports, OSS and ISS placements Summative: 10% decrease on referrals for removals or placements to BAC or JJAEP, CCNA student and parent survey results Staff Responsible for Monitoring: Principal, Assistant Principals, Campus counselors, At-Risk Counselor, Academic Team Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Review campus data at the monthly PBIS meetings and provide support to identified teachers and students. Revisar los datos del campus en las reuniones mensuales de PBIS y brindar apoyo a los maestros y estudiantes identificados. Population: Administration team, counselors, At-risk counselor, Nurse Timeline: Aug. 2021-June 2022 Milestone's/Strategy's Expected Results/Impact: Formative: 20% decrease in referrals, incident reports, OSS and ISS placements Summative: 10% decrease on referrals for removals or placements to BAC or JJAEP Staff Responsible for Monitoring: Principal, Assistant Principals, Campus counselors, At-Risk Counselor, Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Implement a mandatory social-skills group session for students with multiple referrals. Implementar una sesion grupal de habilidades sociales obligatoria para estudiantes con multiples referencias. Population: Administration team, counselors, At risk counselor, Nurse, special ed teachers, coaches Timeline: Aug. 2021-June 2022 Milestone's/Strategy's Expected Results/Impact: Formative: 20% decrease in referrals and Review 360 incident reports, OSS and ISS placements Summative: 10% decrease on referrals for removals or placements to BAC or JJAEP Staff Responsible for Monitoring: Principal, Assistant Principals, Campus counselors, At-Risk Counselor Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				




Goal 5: Stell Middle School will maintain a disciplined and safe learning environment, creating a climate conducive to student learning.
La escuela secundaria Stell mantendra un ambiente de aprendizaje disciplinado y seguro, creando un clima propicio para el aprendizaje de los estudiantes.











Performance Objective 3: By the end of the 2022 school year, all safety plans will be refined and implemented across the campus to ensure students are safe in the event of a crisis.

Refinar e implementar los planes de seguridad en todo el campus para garantizar que los estudiantes esten seguros en caso de una crisis.

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

Refinar e implementar todos los planes de seguridad en todo el campus para garantizar que los estudiantes esten seguros en caso de una crisis.

Strategy 1 Details	Reviews			
Strategy 1: Stell Middle School will ensure student safety with the presence of a BISD Police Officer and BISD Security Guards on duty during regular school hours, regular monthly drills, and monthly meetings for the Stell MS Security Team meetings. La escuela secundaria Stell garantizara la seguridad de los estudiantes con la presencia de un oficial de policia de BISD y guardias de seguridad de BISD de guardia durante el horario escolar regular, simulacros mensuales regulares y reuniones mensuales para las reuniones del equipo de seguridad de Stell MS. Aug. 2021-June 2022 Milestone's/Strategy's Expected Results/Impact: Stell will provide a safe, well-prepared environment for students on a daily basis. Staff Responsible for Monitoring: Administration, Police Officer, Security, Teachers, Support Staff Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details		Reviews			
Strategy 2: Stell Middle School will implement the Raptor scanner ID machine to ensure the safety of all persons on campus. La escuela secundaria Stell implementara la maquina de identificacion con escaner Raptor para garantizar la seguridad de todas las personas en el campus. Population: All persons on campus Timeline: Aug. 2021-June 2022 Milestone's/Strategy's Expected Results/Impact: Formative: Daily use of system Summative: Evaluative sessions annually to assess effectiveness Staff Responsible for Monitoring: Campus Administration Office Staff SBDM Committee Members Start Date: August 17, 2021 - End Date: June 2, 2022 Need Statements: Perceptions 4 Funding Sources: Raptor ID Scanner - 199 Local funds - 199-23-6249-65-044-Y-99-0000-Y - \$600		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: Stell Middle School will provide Professional Development regarding Mental Health. Milestone's/Strategy's Expected Results/Impact: Monitor positive effects of PD sessions within classrooms and with campus climate and morale. La escuela secundaria Stell proporcionara desarrollo profesional con respecto a la salud mental. Staff Responsible for Monitoring: Campus Administration Nurse Counselors Department Chairs		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 3 Need Statements:

Perceptions
Need Statement 4: Need to foment a postive and welcoming environment for all faculty and staff. Data Analysis/Root Cause: Faculty Campus Needs Assessment




Goal 6: Stell Middle School will provide required support and resources for the attainment of educational excellence.




La escuela secundaria Stell proporcionara el apoyo y los recursos necesarios para lograr la excelencia educativa. Los padres seran socios plenos de los educadores en la educacion de sus hijos.




Performance Objective 1: There will be a 10% increase of parents involved in campus/district parental involvement activities from 2020-2021 to 2021-2022.




Objetivo de desempeño 1: Habra un aumento del 10% de padres involucrados en las actividades de participacion de los padres del campus / distrito de 2019-2020 a 2020-2021.








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

Strategy 1 Details	Reviews			
<p>Strategy 1: A Parent Liaison with the necessary equipment will continue to be funded for the purpose of educating parents to better assist their children through the educational process and to increase student achievement at Stell Middle School. Se continuara financiando un enlace de padres con el equipo necesario con el fin de educar a los padres para como mejor ayudar a sus hijos a traves del proceso educativo y aumentar el rendimiento de los estudiantes en la escuela secundaria Stell.</p> <p>Population: Parents and students Timeline: Aug. 2021-June 2022 P10</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Job description Monthly calendars Parent Liaison documentation</p> <p>Summative: STAAR/EOC Results Attendance Rate at state % or higher Discipline referrals increase parent participation</p> <p>Staff Responsible for Monitoring: Campus Administration, district personnel, Federal programs SBDM committee Parent trainer</p> <p>Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Parent meetings including Migrant Parents will be held weekly to discuss initiatives and projects. Stell M. S. will offer healthy snacks to parents in attendance. Se realizaran reuniones de padres, incluidos los padres migrantes, semanalmente para discutir iniciativas y proyectos. Stell M. S. ofrecera bocadillos saludables a los padres que asistan.</p> <p>Population: Parents Timeline: Aug. 2021-June 2022 P9</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Weekly meeting documentation Monthly calendars Parent Liaison documentation</p> <p>Summative: STAAR/EOC Results Attendance Rate at state % or higher Discipline referrals increase parent participation survey results</p> <p>Staff Responsible for Monitoring: Parents, Administration, Parent Liaison</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.2 - Start Date: August 17, 2021 - End Date: June 2, 2022</p> <p>Need Statements: Demographics 4 - Student Learning 2 - School Processes & Programs 4 - Perceptions 2</p> <p>Funding Sources: Supplies Parent Meetings - 211 Title I-A - 211-61-6399-00-044-Y-30-OF2-Y - \$900, Food Parent Meetings - 211 Title I-A - 211-61-6499-53-044-Y-30-OF2-Y - \$900</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Funds will be allocated to provide payment for mileage that occurred while conducting attendance and Parental Involvement responsibilities i.e.; home visits and parental involvement meetings and training. Se asignaran fondos para proporcionar el pago por el millaje realizado mientras se realizaban las responsabilidades de asistencia y participacion de los padres, es decir como visitas domiciliarias y reuniones y capacitacion de participacion de los padres. Visitas domiciliarias y la asistencia se monitorea para toda la poblacion: padres y alumnos Home visits Attendance will be monitored for all Population: Parents and students Timeline: Aug. 2021-June 2022</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Monthly contact log Mileage log Parent Liaison documentation</p> <p>Summative: STAAR/EOC Results Attendance Rate at state % or higher Discipline referrals increase parent participation</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Start Date: August 17, 2021 - End Date: June 2, 2022 Need Statements: Demographics 1 - School Processes & Programs 2 Funding Sources: Mileage for Parent Liasion - 211 Title I-A - 211-61-6411-00-044-Y-30-0F2-Y - \$900</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Conduct the following annual Title I-A required activities; 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</p> <p>Realizar las siguientes actividades anuales requeridas por el Titulo I-A; Completar y difundir una Politica de Participacion de los Padres que delinear como los padres participaran activamente a nivel de distrito / campus. Completar y difundir un Pacto Escuela-Padre-Estudiente que indique la responsabilidad de cada grupo para asegurar el rendimiento estudiantil, especificamente en las areas de contenido. Reunion de Titulo I-A para informar a los padres de los servicios prestados a traves de los fondos de Titulo I Encuesta de padres de Titulo I-A para evaluar la eficacia del Programa de Participacion de los Padres del Distrito</p> <p>Population: Parents, students, and staff Aug. 2021-June 2022</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Parental Involvement policy SPS compact</p> <p>Summative: STAAR/EOC Results Attendance Rate Discipline referrals increase parent participation Survey results</p> <p>Staff Responsible for Monitoring: Campus Administration, Parent liaison</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.1 - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
<p>Strategy 5: Conduct an Annual Title I meeting to inform parents and community of services provided through Title I funds, present TAIS, TPRS, TAPR reports Parent Training (English lang., discipline management, parenting skills & academic performance). On-site training sessions on school messenger and HAC so that parents can monitor student progress and communicate with teachers electronically.</p> <p>Realizar una reunion anual de Titulo I para informar a los padres y la comunidad de los servicios proporcionados a traves de los fondos de Titulo 1, presentar informes TAIS, TPRS, TAPR Capacitacion para padres (idioma ingles, manejo de disciplina, habilidades como padre y desempeno academico). Sesiones de capacitacion en el campus sobre mensajeria escolar y HAC para que los padres puedan monitorear el progreso de los estudiantes y comunicarse con los maestros electronicamente. Poblacion: Padres</p> <p>Population: Parents</p> <p>Timeline: Aug. 2021-June 2022</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative:</p> <p>Weekly meeting documentation</p> <p>Monthly calendars</p> <p>Parent Liaison documentation</p> <p>Summative:</p> <p>STAAR/EOC Results</p> <p>Attendance Rate at state % or higher</p> <p>Discipline referrals</p> <p>increase parent participation</p> <p>survey results</p> <p>Staff Responsible for Monitoring: Campus Administration, Parent liaison</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Need Statements:

Demographics
<p>Need Statement 1: Need to increase enrollment and retention in 6th grade. Data Analysis/Root Cause: RDA reports/ students zone to Stell are registered at charters.</p>
<p>Need Statement 4: Need to increase parent and family engagement in supporting student learning for academic success especially for second language stakeholders and by providing different times and ways to participate. Data Analysis/Root Cause: State requirements/Parental Involvement participation rosters</p>
Student Learning
<p>Need Statement 2: Need to increase parent and family engagement in supporting student learning for academic success especially for second language stakeholders and by providing different times and ways to participate. Data Analysis/Root Cause: State requirements/Parental Involvement participation rosters</p>

School Processes & Programs
Need Statement 2: Need to increase enrollment and retention in 6th grade. Data Analysis/Root Cause: RDA reports/ students zone to Stell are registered at charters.
Need Statement 4: Need to increase parent and family engagement in supporting student learning for academic success especially for second language stakeholders and by providing different times and ways to participate. Data Analysis/Root Cause: State requirements/Parental Involvement participation rosters
Perceptions
Need Statement 2: Need to increase parent and family engagement in supporting student learning for academic success especially for second language stakeholders and by providing different times and ways to participate. Data Analysis/Root Cause: State requirements/Parental Involvement participation rosters




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








Los educadores de la escuela secundaria Stell se mantendrán al día con el desarrollo de técnicas creativas e innovadoras en la instrucción y la administración utilizando esas técnicas según corresponda para mejorar el aprendizaje de los estudiantes.








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, Bilingual, and At-Risk supports to improve academic performance and engagement as evidenced by classroom observations. during the 2021-2022 school year.

Profesional relacionado con lo académico mejorará la eficacia del maestro al brindar instrucción centrada en el estudiante para satisfacer las necesidades de todos los estudiantes, incluidos los que reciben educación especial, dislexia, segundo idioma y apoyos en riesgo para mejorar el desempeño académico y la participación, como se demuestra por observaciones en el aula.

Evaluation Data Sources: Professional development system (PDS) session attendance and evaluation reports, Feedback/Walkthrough report data, T-TESS evaluations

Strategy 1 Details	Reviews			
Strategy 1: Teachers will be provided with Professional Development from district and campus presentations. Teachers will participate in Communication Day every 3 weeks and during bi-monthly faculty meetings. Los maestros recibirán desarrollo profesional a partir de presentaciones del distrito y del campus. Los maestros participarán en el Día de la Comunicación cada 3 semanas y en reuniones bimensuales de la facultad. Population: Stell MS Faculty Timeline: Aug. 2021-June 2022 Milestone's/Strategy's Expected Results/Impact: Teacher effectiveness will improve student academic progress as monitored through assessment. Staff Responsible for Monitoring: Administration, Counselors, Department Chairs, and Team Leaders Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide Professional Development that aims to transform teaching and sets performance targets for accountability. Teachers will receive training in differentiated instruction and supports for a balanced and inclusive instructional classroom that supports both the EB and SPED federal student subgroups.</p> <p>Los maestros recibiran capacitacion en instruccion diferenciada y apoyos para un salon de clases de instruccion equilibrado e inclusivo que apoye a los subgrupos de estudiantes federales ELL y SPED.</p> <p>Population: Stell MS Faculty</p> <p>Timeline: Aug. 2021-June 2022</p> <p>Milestone's/Strategy's Expected Results/Impact: Teacher effectiveness will improve student academic progress as monitored through assessment.</p> <p>Staff Responsible for Monitoring: Administration, Department Chairs, and Team Leaders</p> <p>Start Date: August 17, 2021 - End Date: June 2, 2022</p> <p>Need Statements: Student Learning 1, 3 - School Processes & Programs 1, 5</p> <p>Funding Sources: Employee Travel - 199 Local funds - 199-13-6411-23-044-Y-99-000-Y - \$1,215, Employee Travel - 199 Local funds - 199-13-6411-23-044-Y-99-071-Y - \$285</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide Professional Development on Blended Learning, review "the Fundamental 5," and coaching to improve lesson planning and instruction for all content teachers.</p> <p>Proporcionar desarrollo profesional sobre Aprendizaje Combinado, repasar "Los 5 Fundamentales," y entrenamiento para mejorar la planificacion e instruccion de lecciones para todos los maestros de contenido.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Training agenda and session evaluation: Walkthrough data Summative: Increase in teacher performance in domains 1,2 and 3.</p> <p>Staff Responsible for Monitoring: Principal and Dean</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Population: All Teachers - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details		Reviews			
Strategy 4: Provide professional development opportunities for data analysis and planning to close the gaps due to learning loss during COVID-19. Milestone's/Strategy's Expected Results/Impact: Formative: Training agenda and session evaluation: Walkthrough data Summative: Increase in teacher performance in domains 1,2 and 3. Staff Responsible for Monitoring: Principal and Dean ESF Levers: Lever 5: Effective Instruction - Population: All Teachers - Start Date: August 17, 2021 - End Date: June 2, 2022 Funding Sources: Professional Development - 282 ESSER III Grant Funds - 282-13-6117-00-044-Y-24-OCG-1 - \$20,000		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Need Statements:

Student Learning
Need Statement 1: Need to decrease the academic gap between special populations (EB, SPED, At-Risk, and 504) and all learners. Data Analysis/Root Cause: Data from Spring 2019 Domain 3 indicates significant gaps. Data from Spring 2021 shows significant gaps in learning.
Need Statement 3: Need to improve reading/literacy skills at all levels and all content areas and writing across the curriculum. Data Analysis/Root Cause: Spring 2019 STAAR Data
School Processes & Programs
Need Statement 1: Need to decrease the academic gap between special populations (EB, SPED, At-Risk, and 504) and all learners. Data Analysis/Root Cause: Data from Spring 2019 Domain 3 indicates significant gaps. Data from Spring 2021 shows significant gaps in learning.
Need Statement 5: Need to improve reading/literacy skills at all levels and all content areas and writing across the curriculum. Data Analysis/Root Cause: Spring 2019 STAAR Data




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












Los educadores de la escuela secundaria Stell se mantendrán al día con el desarrollo de técnicas creativas e innovadoras en la instrucción y la administración utilizando esas técnicas según corresponda para mejorar el aprendizaje de los estudiantes.

Performance Objective 2: During the 2021-2022 school year, all campus staff will participate in required ongoing training related to trauma-informed care and safe and supportive schools.

Todo el personal del campus participará en las capacitaciones continuas requeridas relacionadas con la atención informada sobre el trauma y las escuelas seguras y de apoyo.

Evaluation Data Sources: Training record for district and campus staff and implementation documentation.

Strategy 1 Details	Reviews			
<p>Strategy 1: All teachers, principals, and counselors will complete trauma-informed care training from a state-approved program to increase awareness and implement best practices to support students' well-being and apply interventions for academic and emotional support. (Policy FFBA)</p> <p>Todos los maestros, directores y consejeros completarán una capacitación sobre atención basada en el trauma de un programa aprobado por el estado para aumentar la conciencia e implementar las mejores prácticas para apoyar el bienestar de los estudiantes y aplicar intervenciones para el apoyo académico y emocional. (Poliza FFBA)</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Training records, six weeks reporting from staff Summative: end of year report</p> <p>Staff Responsible for Monitoring: Guidance administration Police and Security Service Administration Campus Threat Assessment Team Leaders</p> <p>Population: All Faculty and Staff - Start Date: July 1, 2021 - End Date: June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Stell MS will have a trained Threat Assessment Team that will develop a safe and supportive school program in compliance with TEA. The team will provide guidance to students and school employees on recognizing harmful, threatening , or violent behavior that may pose a threat to the community, school, or individual and support the district in implementing the district's multi-hazard emergency operation plan. (FFB)</p> <p>Stell MS tendra un Equipo de Evaluacion de Amenazas capacitado que desarrollara un programa escolar seguro y de apoyo de acuerdo con TEA. El equipo proporcionara orientacion a los estudiantes y empleados de la escuela para reconocer el comportamiento danino, amenazante o violento que pueda representar una amenaza para la comunidad, la escuela o el individuo y apoyara al distrito en la implementacion del plan de operaciones de emergencia de multiples peligros del distrito. (FFB)</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Training records, six weeks reporting from staff Summative: End of year reports</p> <p>Staff Responsible for Monitoring: Guidance administration Police and Security Administrators Campus Threat Assessment Team Leaders</p> <p>Population: All Staff - Start Date: July 1, 2021 - End Date: June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Stell MS will train designated staff on child sexual abuse, sex-trafficking, and other maltreatment of children. Stell MS shall provide a child abuse anti-victimization program that includes presentations to students and campus staff. (Policy FFG)</p> <p>Stell MS capacitara al personal designado sobre abuso sexual infantil, trafico sexual y otros malos tratos a ninos. Stell MS proporcionara un programa contra la victimizacion por abuso infantil que incluye presentaciones a los estudiantes y al personal del campus. (Politica FFG)</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Training Records, six week reporting of presentations Summative: End of year reports of trainings</p> <p>Staff Responsible for Monitoring: Guidance administration Police and Security Administration Campus Threat Assessment Team Leaders</p> <p>Population: All Faculty and Staff - Start Date: July 1, 2021 - End Date: June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				








Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (BISD Future-Ready Technology Action Plan) (TEA Ch. 4 Obj. 10)

La tecnologia se implementara y utilizara para aumentar la efectividad del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion. (Plan de accion de tecnologia preparada para el futuro de BISD) (TEA Capitulo 4 Obj. 10)

Performance Objective 1: During the 2021-2022 school year technology-based instruction using hardware and software to address the gaps in students at risk of dropping out, as well as gaps in teachers' skills, through adaptive, personalized, flexible, and supplemental learning will increase when compared to comparable data for 2019-2020. (Future Ready Curriculum, Instruction, and Assessment)

La tecnologia se implementara y utilizara para aumentar la efectividad del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion. (Plan de accion de tecnologia preparada para el futuro de BISD) (TEA Capitulo 4 Obj. 10)

Evaluation Data Sources: Learning Management System for usage reports, Walkthroughs, Professional Development session data

Strategy 1 Details	Reviews			
<p>Strategy 1: Supplemental technology resources are needed to support integrated technology through computer-based online software instruction to increase STAAR Meets Grade Level Performance by 10% , to meet the instructional needs of at-risk students and to meet the instructional needs of out GT/STEM students.</p> <p>Se necesitan recursos tecnologicos suplementarios para apoyar la tecnologia integrada a traves de la instruccion de software en linea basada en computadora para aumentar el rendimiento de STAAR cumple con el nivel de grado en un 10% y para satisfacer las necesidades de instruccion de los estudiantes en riesgo.</p> <p>Population: MS At-Risk students, GT/Honors/STEM students</p> <p>Timeline: Aug. 2021-June 2022 (Daily)</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: eSchools PLUS Master Schedule, Lesson Plans, Classroom Observations, Benchmark Scores, and Student Progress Reports</p> <p>Summative: State assessment increase 10% or greater for At-risk students</p> <p>Staff Responsible for Monitoring: Principal, Dean, classroom teacher, and Administrator for State Compensatory Education</p> <p>Targeted Support Strategy - Additional Targeted Support Strategy - Population: At Risk, GT, Honor, STEM Students - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (BISD Future-Ready Technology Action Plan) (TEA Ch. 4 Obj. 10)









La tecnologia se implementara y utilizara para aumentar la efectividad del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion. (Plan de accion de tecnologia preparada para el futuro de BISD) (TEA Capitulo 4 Obj. 10)

Performance Objective 2: During the 2021-2022 school year, there will be Increased opportunities for student learning to any time of day, from home, school, and/or community, as well as provide authentic job-embedded student internships in aerospace, robotics, coding, and technology compared to 2019-2020, leveraging human capital in personalized learning.

Aumentar las oportunidades para el aprendizaje de los estudiantes en cualquier momento del dia, desde el hogar, la escuela y / o la comunidad, asi como proporcionar pasantias autenticas para estudiantes integradas en el trabajo en aeroespacial, robotica, codificacion y tecnologia en comparacion con 2019-2020, aprovechando capital humano en el aprendizaje personalizado.

Future Ready Use of Space and Time

Evaluation Data Sources: Classroom projects, competition enrollments, walkthroughs, personnel assignments

Strategy 1 Details	Reviews			
Strategy 1: In 2021-2022 Stell MS 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 allow options to learn any time of day, from home, school and/or community. Milestone's/Strategy's Expected Results/Impact: Formative Results: Instructional Observations Progress Monitoring reports Summative Impact: Decreased gaps on benchmarks and state assessments Staff Responsible for Monitoring: Administration, TST Population: All students, Dyslexia, 504/ Bil. ,ESL, EB/ Special ED. / At-Risk - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (BISD Future-Ready Technology Action Plan) (TEA Ch. 4 Obj. 10)








La tecnologia se implementara y utilizara para aumentar la efectividad del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion. (Plan de accion de tecnologia preparada para el futuro de BISD) (TEA Capitulo 4 Obj. 10)

Performance Objective 3: Improve high speed network connectivity for all stakeholders to ensure the success of the plan implementation to support blended learning at all grade levels.

Future Ready Robust Infrastructure

Mejorar la conectividad de la red de alta velocidad para todas las partes interesadas para garantizar el exito de la implementacion del plan para apoyar el aprendizaje combinado en todos los niveles de grado. Infraestructura robusta preparada para el futuro

Evaluation Data Sources: Network connectivity, 1:1 ratios, Score Cards

Strategy 1 Details	Reviews			
<p>Strategy 1: Stell Middle School will implement ISET's "Future Ready Action Plan" offering students a personalized pace and level through blended learning to optimize every child's academic experience. La escuela secundaria Stell implementara el "Plan de accion preparado para el futuro" de ISET que ofrece a los estudiantes un ritmo y nivel personalizados a traves del aprendizaje combinado para optimizar la experiencia academica de cada nino. Population: TI MI ELL SE AR GT DYS CTE All students Timeline: Aug. 2021-June 2022 SPP12</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Lesson Plans</p> <p>Tech Professional development agenda and sign-in sheets</p> <p>Summative: PDS Transcripts with 12 or acquired tech hours.</p> <p>Staff Responsible for Monitoring: Administration Teachers CTE teachers</p> <p>Start Date: July 5, 2021 - End Date: June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (BISD Future-Ready Technology Action Plan) (TEA Ch. 4 Obj. 10)








La tecnologia se implementara y utilizara para aumentar la efectividad del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion. (Plan de accion de tecnologia preparada para el futuro de BISD) (TEA Capitulo 4 Obj. 10)

Performance Objective 4: During the 2022 school year administration will review update, and implement policies that guide students, staff, parents, and community members that ensure safety, privacy, and security within our data systems

Revisar la actualizacion e implementar politicas que guien a los estudiantes, el personal, los padres y los miembros de la comunidad que garanticen la seguridad, la privacidad y la seguridad dentro de nuestros sistemas de datos. Privacidad y datos preparados para el futuro.

Future Ready Data and Privacy

Evaluation Data Sources: Updated policies, reports of data breaches

Strategy 1 Details	Reviews			
Strategy 1: Stell MS will identify current data sources, review existing school improvement plans and determine places where increased use of data can help support existing goals and continuous improvement, by mapping them to key questions to be answered by this data. Milestone's/Strategy's Expected Results/Impact: Formative Results: Survey reports Summative Results: Surveys indicate progress Staff Responsible for Monitoring: Principal, Dean, CLT Population: All Students, Dyslexia, 504/Bil., ESL, BE/ Special Ed. /At-Risk - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (BISD Future-Ready Technology Action Plan) (TEA Ch. 4 Obj. 10)

La tecnologia se implementara y utilizara para aumentar la efectividad del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion. (Plan de accion de tecnologia preparada para el futuro de BISD) (TEA Capitulo 4 Obj. 10)








Performance Objective 5: Increase community and business-oriented partnerships, and create a database of leaders with expertise in Educational Technology that will facilitate planning, classroom level partnerships, and access to skills to support students as they prepare to enter the workforce.

Aumentar las asociaciones orientadas a la comunidad y los negocios, y crear una base de datos de lideres con experiencia en tecnologia educativa que facilitara la planificacion, las asociaciones a nivel de aula y el acceso a habilidades para apoyar a los estudiantes mientras se preparan para ingresar a la fuerza laboral.

Asociaciones comunitarias preparadas para el futuro

Future Ready Community Partnerships

Evaluation Data Sources: Numbers of partnerships, Database of leaders in Ed. Tech, campus partnership listing

Strategy 1 Details	Reviews			
Strategy 1: Stell MS will increase community partnership, focusing on entrepreneurship, innovation, and strategic planning that will facilitate educational technology. Milestone's/Strategy's Expected Results/Impact: Formative Results: SBDM Committee Summative Results: Increased list of partners for educational technology and access Staff Responsible for Monitoring: Principal, Dean, and TST Population: All Students, Dyslexia, 504/Bil., ESL, EB/ SpeEd/ At-Risk - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (BISD Future-Ready Technology Action Plan) (TEA Ch. 4 Obj. 10)




La tecnologia se implementara y utilizara para aumentar la efectividad del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion. (Plan de accion de tecnologia preparada para el futuro de BISD) (TEA Capitulo 4 Obj. 10)








Performance Objective 6: Provide competency and research-based professional development, leverage Media Specialists, Deans, Tech Administrators Technology Support Teachers at every campus, develop Professional Learning Communities (PLCs), offer District Technology Conferences, promote and establish innovative partnerships (MIE, Apple Certified Educator, and Google Certified Teacher) and provide technology resources and PD that support personalized, flexible, blended learning across all content areas.

Proporcionar competencia y desarrollo profesional basado en la investigacion, aprovechar los especialistas en medios, decanos, administradores de tecnologia, maestros de apoyo tecnologico en cada campus, desarrollar comunidades de aprendizaje profesional (PLC), ofrecer conferencias de tecnologia del distrito, promover y establecer asociaciones innovadoras (MIE, Apple Educador certificado y maestro certificado de Google) y proporcionan recursos tecnologicos y desarrollo profesional que respaldan el aprendizaje personalizado, flexible y combinado en todas las areas de contenido.

Future Ready Personalized Professional Learning

Evaluation Data Sources: Professional development records, walkthrough reports, classroom observations

Strategy 1 Details	Reviews			
Strategy 1: All teachers will complete a minimum of 12 hours of technology training so that Instructional Technology is utilized within the context of instruction in core curriculum areas. Todos los maestros completaran un minimo de 12 horas de capacitacion tecnologica para que la Tecnologia Educativa se utilice dentro del contexto de la instruccion en las areas del plan de estudios basico. Population: TI MI ELL SE AR GT DYS CTE All students Timeline: Aug. 2021-June 2022 Milestone's/Strategy's Expected Results/Impact: Formative: Lesson Plans Tech Professional development agenda and sign-in sheets Summative: PDS Transcripts with 12 or acquired tech hours Staff Responsible for Monitoring: Administration Teachers CTE teachers Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Instructional technology specialists will work with all teachers to implement a technology-rich environment for all our students and maintain current practices in this ever-changing technological world. Los especialistas en tecnologia educativa trabajaran con todos los maestros para implementar un entorno rico en tecnologia para todos nuestros estudiantes y mantener las practicas actuales en este mundo tecnologico en constante cambio. Population: TI MI EB SE AR GT DYS CTE All students Timeline: Aug. 2021-June 2022 SPP12 Milestone's/Strategy's Expected Results/Impact: Formative: Professional development agenda and sign-in sheets Summative: STAAR result %'s in Media Literacy SE's, and Pitsco Education assessment modules Staff Responsible for Monitoring: CTE teachers and Principal Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Nov	Jan	Mar	June
	 80%	 85%	 100%	
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (BISD Future-Ready Technology Action Plan) (TEA Ch. 4 Obj. 10)





La tecnologia se implementara y utilizara para aumentar la efectividad del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion. (Plan de accion de tecnologia preparada para el futuro de BISD) (TEA Capitulo 4 Obj. 10)

Performance Objective 7: Allow accessibility to software and platforms, and define accountability metrics that support an efficient planning process across multiple budgets.

Future Ready: Budget and Resources

Permitir la accesibilidad al software y las plataformas, y definir metricas de responsabilidad que respalden un proceso de planificacion eficiente en multiples presupuestos. Preparado para el futuro: presupuesto y recursos

Evaluation Data Sources: Listing of available software and platforms with usage reports, District budgets for licenses and software.

Strategy 1 Details	Reviews			
<p>Strategy 1: Technology (desktops, laptops, chrome books, smart displays, projectors, document cameras, printers, etc.) and the supporting software and carts are needed to strengthen the core academic programs and close the achievement gaps as well as to support technology literacy through various programs that give students an opportunity to advance their critical thinking skills, develop projects that foster creativity, innovation, communication, collaboration, information fluency, and digital citizenship. This technology hardware/software will support district curriculum and textbook adoptions that require digital access from updated/compatible machines where students view learning concepts at their pace with the support of At Risk-Enrichment classroom instruction, which is driven by technology prescribed learning modules.</p> <p>La tecnología (computadoras de escritorio, computadoras portátiles, libros cromados, pantallas inteligentes, proyectores, cámaras de documentos, impresoras, etc.) y el software y los carros de apoyo son necesarios para respaldar la alfabetización tecnológica a través de varios programas que brindan a los estudiantes la oportunidad de avanzar en su pensamiento crítico. habilidades, desarrollar proyectos que fomenten la creatividad, la innovación, la comunicación, la colaboración, la fluidez en la información y la ciudadanía digital. Este hardware / software de tecnología apoyará la adopción de libros de texto y planes de estudio del distrito que requieren acceso digital desde máquinas actualizadas / compatibles donde los estudiantes ven los conceptos de aprendizaje a su ritmo con el apoyo de la instrucción en el aula de enriquecimiento en riesgo, que es impulsada por módulos de aprendizaje prescritos por la tecnología.</p> <p>Population: All 6 -8 Middle school AR students</p> <p>Timeline: Aug. 2021-June 2022</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: The campus will have a 10% increase in the number of students meeting phase II passing or exceeding standards</p> <p>Staff Responsible for Monitoring: Administration, teachers, TST and administrators for State compensatory programs.</p> <p>Start Date: August 17, 2021 - End Date: June 2, 2022</p> <p>Need Statements: Student Learning 1, 3 - School Processes & Programs 1, 5</p> <p>Funding Sources: Supply and Materials LCL DEFI (Chromebooks or hotspots) - 211 Title I-A - 211-11-6398-62-044-Y-30-0F2-Y - \$37,659, IT Equipment - 281 ESSER II Grant Funds - 281-11-6398-62-044-Y-24-0CG-Y - \$41,358, Chromebooks/laptops - 496 Elon Musk Grant Funds - 496 - \$31,421</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: In the case of the need for at-home learning, Stell Middle school will provide extra-duty pay for faculty and staff to prepare and hand out devices to students.</p> <p>Al =debido caso de la necesidad de aprendizaje en el hogar, la escuela secundaria Stell proporcionará un pago por servicio</p>	Formative			Summative
	Nov	Jan	Mar	June

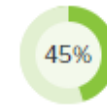
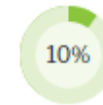
adicional para los profesores y el personal para preparar y entregar los dispositivos a los estudiantes.

Milestone's/Strategy's Expected Results/Impact: Formative:

eSchools PLUS Master Schedule, Lesson Plans, Classroom Observations, Documentation of technology haded out

Staff Responsible for Monitoring: Principal, Dean, and TST

Start Date: August 17, 2021 - **End Date:** June 2, 2022



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 7 Need Statements:

Student Learning

Need Statement 1: Need to decrease the academic gap between special populations (EB, SPED, At-Risk, and 504) and all learners. **Data Analysis/Root Cause:** Data from Spring 2019 Domain 3 indicates significant gaps. Data from Spring 2021 shows significant gaps in learning.

Need Statement 3: Need to improve reading/literacy skills at all levels and all content areas and writing across the curriculum. **Data Analysis/Root Cause:** Spring 2019 STAAR Data

School Processes & Programs

Need Statement 1: Need to decrease the academic gap between special populations (EB, SPED, At-Risk, and 504) and all learners. **Data Analysis/Root Cause:** Data from Spring 2019 Domain 3 indicates significant gaps. Data from Spring 2021 shows significant gaps in learning.

Need Statement 5: Need to improve reading/literacy skills at all levels and all content areas and writing across the curriculum. **Data Analysis/Root Cause:** Spring 2019 STAAR Data

Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (BISD Future-Ready Technology Action Plan) (TEA Ch. 4 Obj. 10)

La tecnologia se implementara y utilizara para aumentar la efectividad del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion. (Plan de accion de tecnologia preparada para el futuro de BISD) (TEA Capitulo 4 Obj. 10)



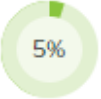




Performance Objective 8: During the 2022 school year, conduct the BISD Future Ready Framework Technology Survey annually to assess the level of implementation of each Future Ready gear.

Realizar la Encuesta de tecnologia del marco Future Ready de BISD anualmente para evaluar el nivel de implementacion de cada equipo Future Ready.

Liderazgo colaborativo preparado para el futuro

Future Ready Collaborative Leadership

Evaluation Data Sources: BISD Future Ready Framework survey results

Strategy 1 Details	Reviews			
Strategy 1: Stell MS will choose a research-based model- based on context and needs as determined by a needs assessment.(Infomation on the research-based model will be discussed by district and individual campuses will determine which model to use.) Milestone's/Strategy's Expected Results/Impact: Formative Results: Survey reports Summative Results: Surveys indicate progress Staff Responsible for Monitoring: Principal, Dean and TST Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Nov	Jan	Mar	June
	 0%	 5%	 5%	
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				




Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.











Objetivo 9: A través de los esfuerzos mejorados de prevención de deserción escolar, todos los estudiantes permanecerán en la escuela hasta que obtengan un diploma de escuela secundaria.

Performance Objective 1: During the 2022 school year, Increase the overall Stell Middle School attendance rate and improve the At-Risk Student Attendance Rate by 2% over the 2018-2019 year attendance.

Objetivo de desempeño 1: Aumentar la tasa de asistencia general de la escuela secundaria Stell y mejorar la tasa de asistencia de estudiantes en riesgo en un 2% sobre la asistencia del año 2018-2019.

Evaluation Data Sources: Campus attendance rates, At-Risk Student Attendance.

Strategy 1 Details	Reviews			
Strategy 1: Administration, Teachers, and Office staff will call parents during morning periods to improve attendance. At-Risk Counselors will monitor attendance and assist in-home visits. La administración, los maestros y el personal de la oficina llamarán a los padres durante los periodos en la mañana para mejorar la asistencia. Los Consejeros de Estudiantes en Riesgo supervisarán la asistencia y ayudarán en las visitas domiciliarias. Timeline: Aug. 2021-June 2022 Milestone's/Strategy's Expected Results/Impact: Improved attendance will result in higher performance campus-wide. Staff Responsible for Monitoring: Administration, Counselors, Teachers, and Home Visitor Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Administration, Teachers, and Office staff will participate in "Walk for the Future" to improve attendance. At-Risk Counselors will coordinate participation and assist in home visits. Estrategia 2: La administracion, los maestros y el personal de la oficina participaran en la "Caminata por el futuro" para mejorar la asistencia. Los consejeros de estudiantes en riesgo coordinaran la participacion y ayudaran en las visitas domiciliarias. Timeline: Aug. 2021-June 2022 Milestone's/Strategy's Expected Results/Impact: Formative: Daily attendance of At-Risk students Summative: Attendance data for At-Risk students Staff Responsible for Monitoring: Campus Administration Counselors Teachers Start Date: August 17, 2021 - End Date: June 2, 2022 Need Statements: Demographics 2 - Perceptions 1 Funding Sources: "Walk for the Future" General Supplies - 162 State Compensatory - 162-61-6399-00-044-Y-30-WTF-Y - \$200, "Walk for the Future" Snacks - 162 State Compensatory - 162-61-6499-53-044-Y-30-WTF-Y - \$200	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: To increase the overall attendance rate and improve the At-Risk Student Attendance Stell Ms will implement the OFSDP, Optional Flexible School Day Program, the Attendance Recovery Program after school and on Saturdays to assist students at risk of retention due to the number of absences. Estrategia 3: Para aumentar la tasa de asistencia general y mejorar la asistencia de estudiantes en riesgo, Stell Ms implementara el OFSDP, el Programa de jornada escolar flexible opcional, el Programa de recuperacion de asistencia despues de la escuela y los sabados para ayudar a los estudiantes en riesgo de retencion debido al numero de ausencias. Milestone's/Strategy's Expected Results/Impact: Daily attendance of At-Risk students will be improved due to completion of minutes and regain of days marked absent. Staff Responsible for Monitoring: Campus Administration Counselors Teachers Schoolwide and Targeted Assistance Title I Elements: 2.6 - Population: All Students, GT/Special Education/ 504/Dyslexia/BIL, ESL, EB / AT Risk - Start Date: August 17, 2021 - End Date: June 2, 2022 Funding Sources: - 162 State Compensatory - 162-11-6118-00-044-Y-30-000-Y	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Need Statements:

Demographics
Need Statement 2: Need to improve attendance rates for students. Data Analysis/Root Cause: RDA reports
Perceptions
Need Statement 1: Need to improve attendance rates for students. Data Analysis/Root Cause: RDA reports




Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Objetivo 9: A traves de los esfuerzos mejorados de prevencion de desercion escolar, todos los estudiantes permaneceran en la escuela hasta que obtengan un diploma de escuela secundaria.

Performance Objective 2: Reduce Stell Middle School Dropout Rate to less than 1% for the 2021-2022 school year.

Objetivo de desempeno 2: Reducir la tasa de abandono de la escuela secundaria Stell a menos del 1%.

Evaluation Data Sources: Drop-out rate reports.

Strategy 1 Details	Reviews			
Strategy 1: Students who have 3 or more absences will receive a phone contact from their grade level administrator. Estrategia 1: Los estudiantes que tengan 3 o mas ausencias recibiran un contacto telefonico de su administrador de nivel de grado. Population: TI MI ELL SE AR GT DYS CTE All students Timeline: Aug. 2021-June 2022 Milestone's/Strategy's Expected Results/Impact: Formative: 1.5% attendance increase Summative: AEIS report Staff Responsible for Monitoring: Administration, Academic Team, and attendance clerk Population: All Students, GT/Special Education/ 504/Dyslexia/BIL, ESL, EB / AT Risk - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Students who have 5 or more absences will receive a designated check-in staff who will monitor their attendance daily. Estrategia 2: Los estudiantes que tengan 5 o mas ausencias recibiran un personal de registro designado que controlara su	Formative			Summative
	Nov	Jan	Mar	June

asistencia diariamente.

Population: TI MI ELL SE AR GT DYS CTE All students
 Timeline: Aug. 2021-June 2022

Milestone's/Strategy's Expected Results/Impact: Formative: 1.5% attendance increase

Summative: AEIS reports

Staff Responsible for Monitoring: Administrators and attendance clerk

Population: All Students, GT/Special Education/ 504/Dyslexia/BIL, ESL, EB / AT Risk - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022



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.

Objetivo 9: A traves de los esfuerzos mejorados de prevencion de desercion escolar, todos los estudiantes permaneceran en la escuela hasta que obtengan un diploma de escuela secundaria.

Performance Objective 3: Stell Middle School will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR by 10% during the 2021-2022 school year.

La escuela secundaria Stell desarrollara estrategias de prevencion e intervencion que aumentan el rendimiento de los estudiantes en riesgo en STAAR en un 10%.

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

Strategy 1 Details	Reviews			
Strategy 1: At-Risk students will attend after-school Academic Practice, and the counselors will meet with At-Risk students to monitor academic progress. Los estudiantes en riesgo asistiran a la practica academica despues de la escuela y los consejeros se reunira con los estudiantes en riesgo para monitorear el progreso academico. Population: Administration team, counselors, At-risk counselor, Nurse Timeline: Aug. 2021-June 2022 P16 Milestone's/Strategy's Expected Results/Impact: At Risk students will improve in core subject assessments: weekly, Six Week, and STAAR Staff Responsible for Monitoring: Administration, Counselors, and Core Subject Teachers Population: All Students, GT/Special Education/ 504/Dyslexia/BIL, ESL, EB / AT Risk - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: CIS representative will meet with At-Risk students to monitor academic progress. El representante de CIS se reunira con los estudiantes en riesgo para monitorear el progreso academico. Population: Administration team, counselors, CIS representative, Nurse	Formative			Summative
	Nov	Jan	Mar	June

Timeline: Aug. 2021-June 2022
P16

Milestone's/Strategy's Expected Results/Impact: At Risk students will improve in core subject assessments: weekly, Six Week, and STAAR

Staff Responsible for Monitoring: Administration, Counselors, CIS Represetative, and Core Subject Teachers

Population: All Students, GT/Special Education/ 504/Dyslexia/BIL, ESL, EB / AT Risk - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022



No Progress



Accomplished



Continue/Modify



Discontinue




Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.








Objetivo 9: A traves de los esfuerzos mejorados de prevencion de desercion escolar, todos los estudiantes permaneceran en la escuela hasta que obtengan un diploma de escuela secundaria.

Performance Objective 4: During the 2021-2022 school year Stell MS will Implement a sustainable coordinated school health system that provides wellness tools and resources which promote long-term development through student attendance and success of the whole student.

Implementar un sistema de salud escolar coordinado y sostenible que proporcione herramientas y recursos de bienestar que promuevan el desarrollo a largo plazo a traves de la asistencia de los estudiantes y el exito de todo el estudiante.

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.

Strategy 1 Details	Reviews			
<p>Strategy 1: Present campus-wide strategies to faculty by health services personnel who are certified to handle all medical and social situations. The nurse will monitor students' overall health and communicate monthly with parents about health issues affecting student achievement. Nurse supplies will be provided as needed.</p> <p>Presentar estrategias para todo el campus a la facultad por parte del personal de servicios de salud que esta certificado para manejar todas las situaciones medicas y sociales. La enfermera supervisara la salud general de los estudiantes y se comunicara mensualmente con los padres sobre los problemas de salud que afectan el rendimiento de los estudiantes. Se proporcionaran suministros de enfermeria segun como sea necesario.</p> <p>Population: Administration team, counselors, At-risk counselor, Nurse Timeline: Aug. 2021-June 2022</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Nurse referrals and Review 360 incident reports,</p> <p>Summative: 10% decrease on nurse referrals or medical incident reports</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Nurse, Campus counselors, At-Risk Counselor,</p> <p>Population: All Students, GT/Special Education/ 504/Dyslexia/BIL, ESL, EB / AT Risk - Start Date: August 17, 2021 - End Date: June 2, 2022</p> <p>Need Statements: Demographics 1 - School Processes & Programs 2</p> <p>Funding Sources: Nurse Supplies for Medical Needs - 211 Title I-A - 211-33-6399-00-044-Y-30-0F2-Y - \$500 , Nurse Supplies for Medical Needs - 199 Local funds - 199-33-6399-00-044-Y-99-000-Y - \$300</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details		Reviews			
Strategy 2: Implement a mandatory Emergency Management Operations kit in each classroom to ensure safety in the event of a crisis with all necessary information. Implementar un kit de Operaciones de Manejo de Emergencias obligatorio en cada salon de clases para garantizar la seguridad en caso de crisis con toda la informacion necesaria. Population: Administration team, counselors, At-risk counselor, Nurse, special ed teachers, coaches Timeline: Aug. 2021-June 2022 Milestone's/Strategy's Expected Results/Impact: Formative: Classroom observations and classroom checklist Summative: 100% staff indicates easy access to kit, CCNA survey results Staff Responsible for Monitoring: Administration, school staff and teachers, nurse and counselors Start Date: August 17, 2021 - End Date: June 2, 2022		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 4 Need Statements:

Demographics
Need Statement 1: Need to increase enrollment and retention in 6th grade. Data Analysis/Root Cause: RDA reports/ students zone to Stell are registered at charters.
School Processes & Programs
Need Statement 2: Need to increase enrollment and retention in 6th grade. Data Analysis/Root Cause: RDA reports/ students zone to Stell are registered at charters.




Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.





Objetivo 9: A traves de los esfuerzos mejorados de prevencion de desercion escolar, todos los estudiantes permaneceran en la escuela hasta que obtengan un diploma de escuela secundaria.




Performance Objective 5: A minimum of 50% of At-Risk Students at Stell Middle School will achieve a Meets Grade Level recommended performance on STAAR Reading, Writing, Math, and Science assessments. A minimum of 15% of At-Risk Students at Stell Middle School will achieve a Masters Grade Level Performance on STARR Reading, Writing, Math, Science, and Social Studies assessments. The At-risk attendance rate will increase by 10% and the dropout rate will be less than 1% at Stell Middle School.


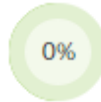





Un minimo del 50% de los estudiantes en riesgo de la escuela secundaria Stell lograran un desempeno recomendado por el nivel de grado en las evaluaciones STAAR de lectura, escritura, matematicas y ciencias. Un minimo del 15% de los estudiantes en riesgo academico en la escuela secundaria Stell lograran un desempeno de nivel de grado de maestria en las evaluaciones STARR de lectura, escritura, matematicas, ciencias y estudios sociales. La tasa de asistencia en riesgo aumentara en un 10% y la tasa de desercion sera menos del 1% en Stell Middle School.

Evaluation Data Sources: TAIS, TPRS, TAPR and STAAR results, attendance rates, dropout rate, retention rate

Strategy 1 Details	Reviews			
<p>Strategy 1: The At-Risk Counselor will meet the needs of the at-risk population, reduce dropout rates; and increase student achievement by providing supplemental guidance and counseling services. At the same time reducing the identification of at-risk students by 25% through academic measurement indicators.</p> <p>El consejero de riesgo academico satisfara las necesidades de la poblacion en riesgo, reducira las tasas de desercion; y aumentar el rendimiento de los estudiantes proporcionando servicios de orientacion y asesoramiento suplementarios. Al mismo tiempo, reducir en un 25% la identificacion de estudiantes en riesgo a traves de indicadores de medicion academica.</p> <p>Population: MS At-Risk students</p> <p>Timeline: Aug. 2021-June 2022 (Daily)</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Benchmark Scores, Student Progress Reports, eschools, At-Risk progress report</p> <p>Summative: State assessment increase 10% or greater for At-risk students, Dropout rate</p> <p>Staff Responsible for Monitoring: Dean Counselor, Administrator for State Compensatory Education</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6 - Population: All Students, GT/Special Education/ 504/Dyslexia/BIL, ESL, EB / AT Risk - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: As per BISD policy, Stell MS will implement remediation instructional strategies during after-school tutorials and Saturday academies in Reading, Math, Social Studies and Science for 6th, 7th and 8th-grade students and provide transportation in order to decrease the retention rate and improve student achievement Index I and increase Meets Grade Level and Masters Grade Level performance standards on STAAR assessments to meet indexes 2-4</p> <p>De acuerdo con la politica de BISD, Stell MS implementara estrategias de remediacion de instruccion durante las tutorias despues de la escuela y las academias de los sabados en lectura, matematicas, estudios sociales y ciencias para los estudiantes de sexto, septimo y octavo grado y proporcionara transporte para disminuir la retencion. Calificar y mejorar el rendimiento estudiantil Indice I y aumentar el cumple con los estandares de desempeno de nivel de grado y nivel de grado de maestria en las evaluaciones STAAR para cumplir con los indices 2-4</p> <p>Population: MS At-Risk students Timeline: Aug. 2021-June 2022</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: eSchools PLUS generated Tutorial Schedule, Attendance Report, Tutorial Lesson Plans, Tutorial Teacher Observation, Benchmark Scores, and Student Progress Reports</p> <p>Summative: State assessment increase 10% or greater for At-risk students</p> <p>Staff Responsible for Monitoring: Campus Principal Dean Classroom teachers Administrator for State compensatory Education</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6 - TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy - Additional Targeted Support Strategy - Population: All Students, GT/Special Education/ 504/Dyslexia/BIL, ESL, EB / AT Risk - Start Date: August 17, 2021 - End Date: June 2, 2022</p> <p>Need Statements: Student Learning 1, 3, 13 - School Processes & Programs 1, 5</p> <p>Funding Sources: Academic Practice Tutorial Extra Duty Pay - 211 Title I-A - 211-11-6118-00-044-Y-30-0F2-Y - \$13,354, Academic Practice Transportation - 211 Title I-A - 211-11-6494-00-044-Y-30-0F2-Y - \$23,000, Accelerated Learning Instruction/ Tutorial/Academic Practice - 282 ESSER III Grant Funds - 282-11-6118-00-044-Y-OCG-1 - \$20,810, Academic Practice Transportation - 282 ESSER III Grant Funds - 282-11-6494-00-044-Y-24-OCG-Y - \$38,350, Accelerated Learning Instruction/ Tutorial/Academic Practice - 281 ESSER II Grant Funds - 281-11-6118-00-044-Y-99-OCG-Y - \$44,775, Academic Practice Transportation - 281 ESSER II Grant Funds - 281-11-6494-00-044-Y-24-OCG-Y - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Stell MS will implement a needs assessment summary and improvement plan listing instructional interventions that target deficiencies to improve academic performance in ELAR and math to close achievement gaps between student performance groups and meet the 75% federal target. The plan will be monitored by quarterly reports and monthly adjustments made with district assessment personnel, campus data teams, and support from the local service center.</p> <p>Stell MS implementara un resumen de evaluacion de necesidades y un plan de mejora que enumera las intervenciones</p>	Formative			Summative
	Nov	Jan	Mar	June

<p>instructivas que se enfocan en las deficiencias para mejorar el rendimiento academico en ELAR y matematicas para cerrar las brechas de rendimiento entre los grupos de rendimiento estudiantil y cumplir con el objetivo federal del 75%. El plan sera monitoreado por informes trimestrales y ajustes mensuales realizados con el personal de evaluacion del distrito, los equipos de datos del campus y el apoyo del centro de servicio local.</p> <p>Use of Data to Drive Instruction- This type of instruction is needed to improve student performance based on our 2017 state performance levels, disaggregated data of special populations, quarterly reports, and ongoing communication with individual students regarding their academic progress and goals.</p> <p>Uso de datos para impulsar la instruccion: este tipo de instruccion es necesaria para mejorar el desempeno de los estudiantes en base a nuestros niveles de desempeno estatales de 2017, datos desagregados de poblaciones especiales, informes trimestrales y comunicacion continua con estudiantes individuales con respecto a su progreso academico y metas. .</p> <p>CSF 1: Improve Academic Performance: ELL and Sped targeted students can participate in experiences that enhance vocabulary, the use of cognates, and assist with inferring word meanings from context. This multi-sensory approach to learning allows students to learn vocabulary in authentic contexts and learning experiences. CSF 1: Mejorar el rendimiento academico: los estudiantes especificos de ELL y Sped pueden participar en experiencias que mejoran el vocabulario, el uso de cognados y ayudan a inferir los significados de las palabras a partir del contexto. Este enfoque multisensorial del aprendizaje permite a los estudiantes aprender vocabulario en contextos y experiencias de aprendizaje autenticos.</p> <p>Population: T, I MI, EB, SE, At-Risk, GT, DYS, CTE, All students Timeline: Aug 2021-May 2022</p> <p>Milestone's/Strategy's Expected Results/Impact: Summative: ERO evaluations Tutorial and Saturday Academy attendance rosters</p> <p>Formative: STAAR scores Subpopulations index 2 and 3 % increase T-TESS evaluations FOCUS label removed</p> <p>Staff Responsible for Monitoring: GE teachers, Bilingual teachers, Sp. Ed. Teachers, Dyslexia, SBDM, Principal, Dean ELA cluster specialist District support team Regional One Education Center Campus data team Assessment personnel</p> <p>Comprehensive Support Strategy - Population: All Students, GT/Special Education/ 504/Dyslexia/BIL, ESL, EB / AT Risk - Start Date: August 17, 2021 - End Date: June 2, 2022</p>				
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Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: A Summer Bridge Program is offered to incoming 6th-grade students for an opportunity to visit Stell MS (zoned middle school), to ease the transition and reinforce performance standards on reading and math topics. It is a 5-day summer program in July 2020.</p> <p>Se ofrece un programa puente de verano a los estudiantes que ingresan al sexto grado para tener la oportunidad de visitar Stell MS (escuela intermedia zonal), para facilitar la transición y reforzar los estándares de desempeño en temas de lectura y matemáticas. Es un programa de verano de 5 días en julio de 2021.</p> <p>Population: All 6th-grade students</p> <p>Milestone's/Strategy's Expected Results/Impact: Summative: Student survey Formative Assessment: STAAR scores Subpopulations index 2 and 3 % increase</p> <p>Staff Responsible for Monitoring: GE teachers, Principal, Dean</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy - Population: All Students, GT/Special Education/ 504/Dyslexia/BIL, ESL, EB / AT Risk - Start Date: June 2, 2022 - End Date: July 29, 2022</p> <p>Need Statements: Demographics 1 - School Processes & Programs 2</p> <p>Funding Sources: Summer Bridge - 211 Title I-A - 211-11-6118-00-044-Y-30-BDG-Y - \$2,523, Summer Bridge Stipends for planning - 211 Title I-A - 211-11-6117-00-044-Y-30-BDG-Y - \$750</p>				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 5 Need Statements:

Demographics
Need Statement 1: Need to increase enrollment and retention in 6th grade. Data Analysis/Root Cause: RDA reports/ students zone to Stell are registered at charters.
Student Learning
<p>Need Statement 1: Need to decrease the academic gap between special populations (EB, SPED, At-Risk, and 504) and all learners. Data Analysis/Root Cause: Data from Spring 2019 Domain 3 indicates significant gaps. Data from Spring 2021 shows significant gaps in learning.</p> <p>Need Statement 3: Need to improve reading/literacy skills at all levels and all content areas and writing across the curriculum. Data Analysis/Root Cause: Spring 2019 STAAR Data</p> <p>Need Statement 13: Need to increase the amount of time spent in data disaggregation and improve the efficacy of analysis of formative and summative assessments. Data Analysis/Root Cause: Review of STAAR and district benchmark data/Focus on the areas of needs of individual students or populations</p>
School Processes & Programs
Need Statement 1: Need to decrease the academic gap between special populations (EB, SPED, At-Risk, and 504) and all learners. Data Analysis/Root Cause: Data from Spring 2019 Domain 3 indicates significant gaps. Data from Spring 2021 shows significant gaps in learning.

School Processes & Programs
Need Statement 2: Need to increase enrollment and retention in 6th grade. Data Analysis/Root Cause: RDA reports/ students zone to Stell are registered at charters.
Need Statement 5: Need to improve reading/literacy skills at all levels and all content areas and writing across the curriculum. Data Analysis/Root Cause: Spring 2019 STAAR Data

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	2	Certified teachers and para-professionals will supplement allotted campus positions so that the needs of low performing students may be met through individualized small group instruction. Population: 6th - 8th Grade Students Timeline: Aug 2021-May 2022 Estrategia 2: Los maestros y paraprofesionales certificados complementaran los puestos asignados en el campus para que las necesidades de los estudiantes de bajo rendimiento puedan satisfacerse mediante la instruccion individualizada en grupos pequenos. Poblacion: Estudiantes de 6. deg a 8. deg grado
1	2	4	The principal will schedule group walks with the administration team and provide more immediate feedback to teachers, provide support, and supply intervention strategies so that we can align our expectations to improve Instruction Dimension 2.1, 2.2, 2.3, 2.4, 2.5 by 25%. Technology and other supplies will be used to increase administrator/teacher communication and observation of immediate feedback. Two-Way Radios will be purchased for Administration to replace old and broken units and increase communication necessary for campus support. Estrategia 4: El director programara visitas en grupo a diferentes clases con el equipo de administracion y brindara comentarios mas inmediatos a los maestros, brindara apoyo y proporcionara estrategias de intervencion para que podamos alinear nuestras expectativas para mejorar la Dimension de instruccion 2.1, 2.2, 2.3, 2.4, 2.5 por 25 %. La tecnologia y otros suministros se utilizaran para aumentar la comunicacion entre el administrador y el maestro y la observacion de comentarios inmediatos. Se compraran radios bidireccionales para que la administracion reemplace las unidades viejas o rotas y aumente la comunicacion necesaria para el apoyo del campus. Population: Administration team, teachers Timeline: Aug 2021-May 2022
9	5	2	As per BISD policy, Stell MS will implement remediation instructional strategies during after-school tutorials and Saturday academies in Reading, Math, Social Studies and Science for 6th, 7th and 8th-grade students and provide transportation in order to decrease the retention rate and improve student achievement Index I and increase Meets Grade Level and Masters Grade Level performance standards on STAAR assessments to meet indexes 2-4 De acuerdo con la politica de BISD, Stell MS implementara estrategias de remediacion de instruccion durante las tutorias despues de la escuela y las academias de los sabados en lectura, matematicas, estudios sociales y ciencias para los estudiantes de sexto, septimo y octavo grado y proporcionara transporte para disminuir la retencion. Calificar y mejorar el rendimiento estudiantil Indice I y aumentar el cumple con los estandares de desempeno de nivel de grado y nivel de grado de maestria en las evaluaciones STAAR para cumplir con los indices 2-4 Population: MS At-Risk students Timeline: Aug. 2021-June 2022

Goal	Objective	Strategy	Description
9	5	3	<p>Stell MS will implement a needs assessment summary and improvement plan listing instructional interventions that target deficiencies to improve academic performance in ELAR and math to close achievement gaps between student performance groups and meet the 75% federal target. The plan will be monitored by quarterly reports and monthly adjustments made with district assessment personnel, campus data teams, and support from the local service center. Stell MS implementara un resumen de evaluacion de necesidades y un plan de mejora que enumera las intervenciones instructivas que se enfocan en las deficiencias para mejorar el rendimiento academico en ELAR y matematicas para cerrar las brechas de rendimiento entre los grupos de rendimiento estudiantil y cumplir con el objetivo federal del 75%. El plan sera monitoreado por informes trimestrales y ajustes mensuales realizados con el personal de evaluacion del distrito, los equipos de datos del campus y el apoyo del centro de servicio local. Use of Data to Drive Instruction- This type of instruction is needed to improve student performance based on our 2017 state performance levels, disaggregated data of special populations, quarterly reports, and ongoing communication with individual students regarding their academic progress and goals. Uso de datos para impulsar la instruccion: este tipo de instruccion es necesaria para mejorar el desempeno de los estudiantes en base a nuestros niveles de desempeno estatales de 2017, datos desagregados de poblaciones especiales, informes trimestrales y comunicacion continua con estudiantes individuales con respecto a su progreso academico y metas. . CSF 1: Improve Academic Performance: ELL and Sped targeted students can participate in experiences that enhance vocabulary, the use of cognates, and assist with inferring word meanings from context. This multi-sensory approach to learning allows students to learn vocabulary in authentic contexts and learning experiences. CSF 1: Mejorar el rendimiento academico: los estudiantes especificos de ELL y Sped pueden participar en experiencias que mejoran el vocabulario, el uso de cognados y ayudan a inferir los significados de las palabras a partir del contexto. Este enfoque multisensorial del aprendizaje permite a los estudiantes aprender vocabulario en contextos y experiencias de aprendizaje autenticos. Population:T, I MI, EB, SE, At-Risk, GT, DYS, CTE, All students Timeline: Aug 2021-May 2022</p>
9	5	4	<p>A Summer Bridge Program is offered to incoming 6th-grade students for an opportunity to visit Stell MS (zoned middle school), to ease the transition and reinforce performance standards on reading and math topics. It is a 5-day summer program in July 2020. Se ofrece un programa puente de verano a los estudiantes que ingresan al sexto grado para tener la oportunidad de visitar Stell MS (escuela intermedia zonal), para facilitar la transicion y reforzar los estandares de desempeno en temas de lectura y matematicas. Es un programa de verano de 5 dias en julio de 2021. Population: All 6th-grade students</p>

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	4	Instructional supplemental materials supported by the district's curriculum frameworks are needed to improve student achievement in the areas of ELA/Reading, Math, Science, Social Studies, Physical education, Special Education, and other instructional courses. To prepare students for visual media literacy and TEKS tested in the STAAR, instructional classroom computers, classroom printers, document cameras, projectors, toner, headphones, mouse, and ink cartridges for computer labs and classrooms are needed. Additionally, for Special populations, instruction and rewards items will be needed such as microwaves, refrigerators, and other small electronic devices. Students require additional resources such as Burdette, letters, creative cutting machines, and access to printers to print reports, vocabulary picture cards, projects, and student research required by program guidelines and adherence to curriculum frameworks. Other supplemental instructional needs will include copy paper, general supplies, cases for student ipads, science fair boards, pens, pencils. etc. Estrategia 4: Se necesitan materiales suplementarios instructivos respaldados por los marcos curriculares del distrito para mejorar el rendimiento estudiantil en las areas de ELA / Lectura, Matematicas, Ciencias y Estudios Sociales, Educacion Fisica, Educacion Especial y otros cursos instructivos. Para preparar a los estudiantes para la literatura en medios visuales y los TEKS evaluados en el STAAR, se necesitan computadoras para el aula de instruccion, impresoras para el aula, camaras de documentos, proyectores, toner y cartuchos de tinta para laboratorios de computacion y aulas. Ademas, para poblaciones especiales, se necesitara articulos de instruccion y recompensas como microondas, refrigeradores y otros dispositivos electronicos pequenos. Los estudiantes deben imprimir informes, tarjetas con imagenes de vocabulario, proyectos e investigaciones de los estudiantes requeridas por las pautas del programa y el cumplimiento de los marcos del plan de estudios. Otras necesidades de instruccion suplementarias incluiran papel para copiar, utiles generales, estuches para ipads de los estudiantes, pizarrones para ferias de ciencias, boligrafos y lapices. etc. Population: 6th - 8th-grade students Timeline: Aug 2021-May 2022
1	1	5	The Administrative team will schedule Instructional Rounds and provide a substitute teacher so that teachers have the opportunity to observe Best Practices in colleagues' classrooms in order to align and increase the rigor in lessons for all academic subjects, especially for IDEA, EL, Dyslexia, 504, and At-Risk students. Estrategia 5: El equipo administrativo programara rondas de instruccion y proporcionara un maestro sustituto para que los maestros tengan la oportunidad de observar las mejores practicas en las aulas de sus colegas para alinear y aumentar el rigor en las lecciones para todas las materias academicas, especialmente para IDEA, EL, Dislexia, 504 y estudiantes en riesgo. Population: Administration team, teachers Timeline: Aug 2021-May 2022

Goal	Objective	Strategy	Description
1	1	7	The Dean of Instruction will assist in providing leadership, coordination, and improvement in middle school instructional programs, utilizing available expertise and leadership necessary for a well-rounded academic program to improve academic achievement on state-mandated assessments in a manner consistent with board policy and with statutes of regulatory agencies. The Dean will scan data, curricula, and necessary documents to faculty and administration as needed throughout the year to keep all stakeholders updated. In addition, the Dean of Instruction will assist teachers in providing a quality and meaningful instructional program for At-Risk students by providing targeted and ongoing researched-based professional development. Estrategia 7: El Decano de Instruccion ayudara a proporcionar liderazgo, coordinacion y mejora en los programas de instruccion de la escuela intermedia, utilizando la experiencia disponible y el liderazgo necesario para un programa academico completo para mejorar el rendimiento academico en las evaluaciones exigidas por el estado de una manera consistente con politica de la junta y con los estatutos de las agencias reguladoras. El Decano escaneara los datos, los planes de estudio y los documentos necesarios para los profesores y la administracion segun sea necesario durante todo el ano para mantener actualizados a todos los interesados. Ademas, el Decano de Instruccion ayudara a los maestros a proporcionar un programa instructivo significativo y de calidad para los estudiantes en riesgo al brindar desarrollo profesional especifico y continuo basado en investigaciones. Poblacion: estudiantes, profesores en riesgo de EM Population: MS At-Risk Students, Teachers Timeline: Aug 2021-May 2022
1	1	8	Content teachers will implement independent reading in their classrooms with age-appropriate novels and books that support the district's curriculum framework and improve Accelerated Reader participation from all students, especially EB, IDEA, At-Risk, Dyslexia, 504, and RtI, to improve student achievement as well as improve reading comprehension and understanding to close the learning gap caused by COVID-19 Pandemic. Estrategia 8: Los maestros de contenido implementaran la lectura independiente en sus aulas con novelas apropiadas para la edad que apoyen el marco del plan de estudios del distrito y mejoren la participacion de Accelerated Reader de todos los estudiantes, especialmente EB, IDEA, At-Risk, Dyslexia, 504 y RtI, para mejorar logro estudiantil. Population: Middle Students Timeline: Aug 2021-May 2022 (Daily)
1	2	1	Observation schedules will be followed and discussed weekly. The administration will review trend data to discuss instructional plans for teachers needing support. Estrategia 1: Los horarios de observacion se estableceran semanalmente. La adminstracion revisara los datos de tendencias durante las reuniones y discutirán los planes de instruccion para los maestros que necesitan apoyo. Population: Administration team Timeline: Aug 2021-May 2022
1	2	3	Analyze campus and district assessment data at least twice every six-week period to determine specific instructional intervention needs that will drive planning for conferences, workshops, curriculum framework revisions, and maintenance meetings that address those state standards where the students demonstrated the lowest achievement levels. Estrategia 3: Estrategia de apoyo integral Analizar los datos de evaluacion del distrito y del campus al menos dos veces cada periodo de seis semanas para determinar las necesidades especificas de intervencion educativa que impulsaran la planificacion de conferencias, talleres, revisiones del marco curricular y juntas de mantenimiento que abordan los estandares estatales donde los estudiantes demostraron los niveles de logro mas bajos. Populations: All sub-population students and teachers for these students in core content areas, Special Education, and CTE. Timeline: Aug 2021-May 2022

Goal	Objective	Strategy	Description
1	2	4	The principal will schedule group walks with the administration team and provide more immediate feedback to teachers, provide support, and supply intervention strategies so that we can align our expectations to improve Instruction Dimension 2.1, 2.2, 2.3, 2.4, 2.5 by 25%. Technology and other supplies will be used to increase administrator/teacher communication and observation of immediate feedback. Two-Way Radios will be purchased for Administration to replace old and broken units and increase communication necessary for campus support. Estrategia 4: El director programara visitas en grupo a diferentes clases con el equipo de administracion y brindara comentarios mas inmediatos a los maestros, brindara apoyo y proporcionara estrategias de intervencion para que podamos alinear nuestras expectativas para mejorar la Dimension de instruccion 2.1, 2.2, 2.3, 2.4, 2.5 por 25 %. La tecnologia y otros suministros se utilizaran para aumentar la comunicacion entre el administrador y el maestro y la observacion de comentarios inmediatos. Se compraran radios bidireccionales para que la administracion reemplace las unidades viejas o rotas y aumente la comunicacion necesaria para el apoyo del campus. Population: Administration team, teachers Timeline: Aug 2021-May 2022
7	1	3	Provide Professional Development on Blended Learning, review "the Fundamental 5," and coaching to improve lesson planning and instruction for all content teachers. Proporcionar desarrollo profesional sobre Aprendizaje Combinado, repasar "Los 5 Fundamentales," y entrenamiento para mejorar la planificacion e instruccion de lecciones para todos los maestros de contenido.
8	1	1	Supplemental technology resources are needed to support integrated technology through computer-based online software instruction to increase STAAR Meets Grade Level Performance by 10% , to meet the instructional needs of at-risk students and to meet the instructional needs of out GT/STEM students. Se necesitan recursos tecnologicos suplementarios para apoyar la tecnologia integrada a traves de la instruccion de software en linea basada en computadora para aumentar el rendimiento de STAAR cumple con el nivel de grado en un 10% y para satisfacer las necesidades de instruccion de los estudiantes en riesgo. Population: MS At-Risk students, GT/Honors/STEM students Timeline: Aug. 2021-June 2022 (Daily)

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	4	Instructional supplemental materials supported by the district's curriculum frameworks are needed to improve student achievement in the areas of ELA/Reading, Math, Science, Social Studies, Physical education, Special Education, and other instructional courses. To prepare students for visual media literacy and TEKS tested in the STAAR, instructional classroom computers, classroom printers, document cameras, projectors, toner, headphones, mouse, and ink cartridges for computer labs and classrooms are needed. Additionally, for Special populations, instruction and rewards items will be needed such as microwaves, refrigerators, and other small electronic devices. Students require additional resources such as Burdette, letters, creative cutting machines, and access to printers to print reports, vocabulary picture cards, projects, and student research required by program guidelines and adherence to curriculum frameworks. Other supplemental instructional needs will include copy paper, general supplies, cases for student ipads, science fair boards, pens, pencils. etc. Estrategia 4: Se necesitan materiales suplementarios instructivos respaldados por los marcos curriculares del distrito para mejorar el rendimiento estudiantil en las areas de ELA / Lectura, Matematicas, Ciencias y Estudios Sociales, Educacion Fisica, Educacion Especial y otros cursos instructivos. Para preparar a los estudiantes para la literatura en medios visuales y los TEKS evaluados en el STAAR, se necesitan computadoras para el aula de instruccion, impresoras para el aula, camaras de documentos, proyectores, toner y cartuchos de tinta para laboratorios de computacion y aulas. Ademas, para poblaciones especiales, se necesitara articulos de instruccion y recompensas como microondas, refrigeradores y otros dispositivos electronicos pequenos. Los estudiantes deben imprimir informes, tarjetas con imagenes de vocabulario, proyectos e investigaciones de los estudiantes requeridas por las pautas del programa y el cumplimiento de los marcos del plan de estudios. Otras necesidades de instruccion suplementarias incluiran papel para copiar, utiles generales, estuches para ipads de los estudiantes, pizarrones para ferias de ciencias, boligrafos y lapices. etc. Population: 6th - 8th-grade students Timeline: Aug 2021-May 2022
1	1	5	The Administrative team will schedule Instructional Rounds and provide a substitute teacher so that teachers have the opportunity to observe Best Practices in colleagues' classrooms in order to align and increase the rigor in lessons for all academic subjects, especially for IDEA, EL, Dyslexia, 504, and At-Risk students. Estrategia 5: El equipo administrativo programara rondas de instruccion y proporcionara un maestro sustituto para que los maestros tengan la oportunidad de observar las mejores practicas en las aulas de sus colegas para alinear y aumentar el rigor en las lecciones para todas las materias academicas, especialmente para IDEA, EL, Dislexia, 504 y estudiantes en riesgo. Population: Administration team, teachers Timeline: Aug 2021-May 2022

Goal	Objective	Strategy	Description
1	1	7	The Dean of Instruction will assist in providing leadership, coordination, and improvement in middle school instructional programs, utilizing available expertise and leadership necessary for a well-rounded academic program to improve academic achievement on state-mandated assessments in a manner consistent with board policy and with statutes of regulatory agencies. The Dean will scan data, curricula, and necessary documents to faculty and administration as needed throughout the year to keep all stakeholders updated. In addition, the Dean of Instruction will assist teachers in providing a quality and meaningful instructional program for At-Risk students by providing targeted and ongoing researched-based professional development. Estrategia 7: El Decano de Instruccion ayudara a proporcionar liderazgo, coordinacion y mejora en los programas de instruccion de la escuela intermedia, utilizando la experiencia disponible y el liderazgo necesario para un programa academico completo para mejorar el rendimiento academico en las evaluaciones exigidas por el estado de una manera consistente con politica de la junta y con los estatutos de las agencias reguladoras. El Decano escaneara los datos, los planes de estudio y los documentos necesarios para los profesores y la administracion segun sea necesario durante todo el ano para mantener actualizados a todos los interesados. Ademas, el Decano de Instruccion ayudara a los maestros a proporcionar un programa instructivo significativo y de calidad para los estudiantes en riesgo al brindar desarrollo profesional especifico y continuo basado en investigaciones. Poblacion: estudiantes, profesores en riesgo de EM Population: MS At-Risk Students, Teachers Timeline: Aug 2021-May 2022
1	1	8	Content teachers will implement independent reading in their classrooms with age-appropriate novels and books that support the district's curriculum framework and improve Accelerated Reader participation from all students, especially EB, IDEA, At-Risk, Dyslexia, 504, and RtI, to improve student achievement as well as improve reading comprehension and understanding to close the learning gap caused by COVID-19 Pandemic. Estrategia 8: Los maestros de contenido implementaran la lectura independiente en sus aulas con novelas apropiadas para la edad que apoyen el marco del plan de estudios del distrito y mejoren la participacion de Accelerated Reader de todos los estudiantes, especialmente EB, IDEA, At-Risk, Dyslexia, 504 y RtI, para mejorar logro estudiantil. Population: Middle Students Timeline: Aug 2021-May 2022 (Daily)
1	2	1	Observation schedules will be followed and discussed weekly. The administration will review trend data to discuss instructional plans for teachers needing support. Estrategia 1: Los horarios de observacion se estableceran semanalmente. La adminstracion revisara los datos de tendencias durante las reuniones y discutirán los planes de instruccion para los maestros que necesitan apoyo. Population: Administration team Timeline: Aug 2021-May 2022
1	2	3	Analyze campus and district assessment data at least twice every six-week period to determine specific instructional intervention needs that will drive planning for conferences, workshops, curriculum framework revisions, and maintenance meetings that address those state standards where the students demonstrated the lowest achievement levels. Estrategia 3: Estrategia de apoyo integral Analizar los datos de evaluacion del distrito y del campus al menos dos veces cada periodo de seis semanas para determinar las necesidades especificas de intervencion educativa que impulsaran la planificacion de conferencias, talleres, revisiones del marco curricular y juntas de mantenimiento que abordan los estandares estatales donde los estudiantes demostraron los niveles de logro mas bajos. Populations: All sub-population students and teachers for these students in core content areas, Special Education, and CTE. Timeline: Aug 2021-May 2022

Goal	Objective	Strategy	Description
1	2	4	The principal will schedule group walks with the administration team and provide more immediate feedback to teachers, provide support, and supply intervention strategies so that we can align our expectations to improve Instruction Dimension 2.1, 2.2, 2.3, 2.4, 2.5 by 25%. Technology and other supplies will be used to increase administrator/teacher communication and observation of immediate feedback. Two-Way Radios will be purchased for Administration to replace old and broken units and increase communication necessary for campus support. Estrategia 4: El director programara visitas en grupo a diferentes clases con el equipo de administracion y brindara comentarios mas inmediatos a los maestros, brindara apoyo y proporcionara estrategias de intervencion para que podamos alinear nuestras expectativas para mejorar la Dimension de instruccion 2.1, 2.2, 2.3, 2.4, 2.5 por 25 %. La tecnologia y otros suministros se utilizaran para aumentar la comunicacion entre el administrador y el maestro y la observacion de comentarios inmediatos. Se compraran radios bidireccionales para que la administracion reemplace las unidades viejas o rotas y aumente la comunicacion necesaria para el apoyo del campus. Population: Administration team, teachers Timeline: Aug 2021-May 2022
8	1	1	Supplemental technology resources are needed to support integrated technology through computer-based online software instruction to increase STAAR Meets Grade Level Performance by 10% , to meet the instructional needs of at-risk students and to meet the instructional needs of out GT/STEM students. Se necesitan recursos tecnologicos suplementarios para apoyar la tecnologia integrada a traves de la instruccion de software en linea basada en computadora para aumentar el rendimiento de STAAR cumple con el nivel de grado en un 10% y para satisfacer las necesidades de instruccion de los estudiantes en riesgo. Population: MS At-Risk students, GT/Honors/STEM students Timeline: Aug. 2021-June 2022 (Daily)
9	5	2	As per BISD policy, Stell MS will implement remediation instructional strategies during after-school tutorials and Saturday academies in Reading, Math, Social Studies and Science for 6th, 7th and 8th-grade students and provide transportation in order to decrease the retention rate and improve student achievement Index I and increase Meets Grade Level and Masters Grade Level performance standards on STAAR assessments to meet indexes 2-4 De acuerdo con la politica de BISD, Stell MS implementara estrategias de remediacion de instruccion durante las tutorias despues de la escuela y las academias de los sabados en lectura, matematicas, estudios sociales y ciencias para los estudiantes de sexto, septimo y octavo grado y proporcionara transporte para disminuir la retencion. Calificar y mejorar el rendimiento estudiantil Indice I y aumentar el cumple con los estandares de desempeno de nivel de grado y nivel de grado de maestria en las evaluaciones STAAR para cumplir con los indices 2-4 Population: MS At-Risk students Timeline: Aug. 2021-June 2022
9	5	4	A Summer Bridge Program is offered to incoming 6th-grade students for an opportunity to visit Stell MS (zoned middle school), to ease the transition and reinforce performance standards on reading and math topics. It is a 5-day summer program in July 2020. Se ofrece un programa puente de verano a los estudiantes que ingresan al sexto grado para tener la oportunidad de visitar Stell MS (escuela intermedia zonal), para facilitar la transicion y reforzar los estandares de desempeno en temas de lectura y matematicas. Es un programa de verano de 5 dias en julio de 2021. Population: All 6th-grade students

State Compensatory

Budget for Stell Middle School

Total SCE Funds:

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

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Personnel for Stell Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Armandina Sanchez	Social Studies	1
Benjamin Arredondo	Social Studies	1
Laura Lee Trevino	Dean of Instruction	1

Schoolwide and Targeted Assistance Title I Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

A comprehensive needs assessment of the entire school was conducted which included the achievement of students in relation to the State academic content standards and the State student academic achievement standards described in Section 1111(b). The department chairs and SBDM members met and reviewed on April 29, 2021, to review and revise the campus needs assessment to update for the 2021-2022 school year

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

2.2: Regular monitoring and revision

Department Chairs and the SBDM committee reviewed and revised the CIP on April 29, 2021, to monitor and evaluate the campus needs.

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

The CIP is available to the local educational agencies, parents, and the public on the Stell Middle School website, the District website, and imprint upon request at the famous front office. The CIP is available in print and online in English and partly in Spanish. It may be translated into Spanish upon request. Parts of the plan are presented and discussed during meetings involving parents in English and Spanish.

2.4: Opportunities for all children to meet State standards

Stell Middle School will provide opportunities to struggling populations such as EB's and Special Education students by providing research-based instructional resources.

2.5: Increased learning time and well-rounded education

Activities such as the AR Program, STEM, Academic Practice, and technological software will help to ensure that students are receiving an enriched and accelerated curriculum to strengthen students ' academic programs.

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

Stell Middle School addresses the needs of the students especially at-risk students by providing Rtl's, accelerated instruction such as academic practice, and differentiating through computer-based instruction to close the achievement gaps. The at-risk counselor closely monitors at-risk students to provide support where needed.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The parent liaison and the parents involved met with the SBDM committee on April 29, 2021, to review and edit the Parent and Family Engagement Policy and compact. Due to COVID-19 meeting took place via ZOOM.

3.2: Offer flexible number of parent involvement meetings

Stell Middle School will offer weekly parent meetings, in addition to offering flexibility to our parents, we will offer monthly meetings for working parents on various dates and times.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Arturo Gracia	Teacher	Science	1.0
Debra Tejada	Nurse	Health Services	0.4
Irene Russell	Parent Lisasion	Parental Involvement	1.0
Laura Carmona	Teacher	ELAR	1.0
Noe Garcia	TF-Core Area	Math	1.0
Vacancy	FP Teacher Aide	Dyslexia	1.0

Plan Notes

Program/ Position	Goal or Topic for review	Date of Feedback and #	Contact name	Goal-PO-Strategy-Need	Notes or Feedback
	Demographics, Student Learning, and Perception Needs information, TAPRs as Addendums	11/19/21	D. Lopez		Demographics: missing Sp. Ed, GT, and At-Risk population
Assessment	ADDENDUMS-TAPR (SMART) Performance Objectives, Local funds allocated and have needs attached, Committees (SBDM)	2/10/22	Sj Garza		TAPR documents as addendums that must be included are for 2018-2019 and 2020-2021. The 2019-2020 year must be deleted.
Assistant Superintendent					
Athletics	Processes and Programs and Goals 1 and 2				

Program/ Position	Goal or Topic for review	Date of Feedback	Contact name and # MGC	Goal-PO-Strategy-Need	Notes or Feedback
			EXT. 3195		<p>Change all references from LEP, ELL, EL to EB</p> <p>Change all references to English Learners to Emergent Bilingual</p> <p>TELPAS is not used as a data evaluation source (Programs)</p> <p>0 of 28 strategies cite EB students exclusively or at all, lumped in with all student pop or all sub pops. or at risk (GOAL 1)</p> <p>Remove SUPERA from strategy 1 it is only for elementary, remove CIRCLE/TPRI/TEJAS LEE from strategy 2/3/obj 2- strategy three remove OWL same reason, student pop not cited in most of the strategies (GOAL 1)</p> <p>1 of 6 strategies cite EB students particularly or at all; lumped in with sub pops. or all students or the pop is not cited at all (GOAL 7)</p>
Bilingual	Processes and Programs, Goals 1, 7, and 9 related to BIL/ESL/EB	11/18/21		Programs	
	Goal 1 related to ECHS, CCMR, Dual Enrollment			Goal 1	
				Goal 7	
CCMR/Dual Enrollment				Goal 9	3 of 13 strategies cite EB students particularly or at all; lumped in with at-risk pop. or the pop is not cited at all (GOAL 9)

Program/ Position	Goal or Topic for review	Date of Feedback	Contact name and #	Goal-PO-Strategy-Need	Notes or Feedback
			Ana Peña 698-2094		
					Student Learning: Add 2021 Preliminary Accountability OK 7.1.2 Update ELL to EB OK 8.2 missing strategy OK 8.3.1 Update ERO to PDS, OK Remove HB5 Campus Rating DNA 8.4 & 5 missing strategies OK 8.6.1 Update ERO to PDS Remove HB5 Campus Rating OK 8.6.2 Update student population ELL to EB OK 8.8 missing strategy OK 1.1.2 OK & 3 DNA remove elementary assessment OK 1.1.7 Update ERO to PDS OK 1.1.8 Update EL to EB OK 1.2.3 remove elementary assessments OK 1.2.5 remove SSI DNA 1.3.6 Update mathematics competition date DNA 1.3.7 Remove the word Plan from District Spelling Bee OK
Curriculum-Secondary	Student Learning and Processes and Programs, Goals 1, 7, and 8 for Elementary	11/16/21 12/07/2021		Student Learning and School Processes and Programs Goal 1,7,8	
Curriculum--Secondary	Student Learning and Processes and Programs, Goals 1, 7, and 8 for Secondary				

Program/ Position	Goal or Topic for review	Date of Feedback	Contact name and #	Goal-PO-Strategy-NeedNotes or Feedback
DCSI	Plan Setup, Prioritized Needs, Formative Reviews, TIP/RDA/CCMR etc. strategies, SBDM membership, Addendums, Translation, and overall review		Roni Rentfro 547-3590	
			C. SALDANA 698-0412	No strategy that addresses 504 students in general and 504 Medical students. Ensure strategy that addresses Parent and staff meetings that address 504/Dyslexia and Rtl.
Dyslexia/504	Student Learning, Processes and Programs, Goals 1, 7 and 9 for Dyslexia			Dyslexia strategies were apparent throughout the plan as well as Rtl strategies.
Early Childhood	Student Learning and Goals 1 and 7 Early Childhood			
ESSER	ESSER funded Strategies with Needs linked and all funds allocate			
Facilities and Maintenance	Goal 2			
Federal Programs (211)	211 funded Strategies with Needs linked, ESSA T1-A Elements, T1-A Personnel			
Finance and Budget	Goal 3			
Fine Arts	Student Learning and Processes and Programs, Goals 1 and &			

Program/ Position	Goal or Topic for review	Contact name Date of Feedbackand #	Goal-PO-Strategy-NeedNotes or Feedback
			<p>Ensure that a strategy is include for following</p> <ul style="list-style-type: none"> • Campus Counselors will implement a comprehensive counseling program under TAC 11.252 with the support of community/non-profit organizations to address current mental health, safety related trends and conflict resolution through presentations with students, parents campus faculty and staff on the topics to include mental health, inter-personal / intra-personal effectiveness, personal health/ safety and college/career readiness. (DIP 5.2.5) • Include strategy Professional Development for MTSS to include social-emotional learning (DIP 7.1.12) • Include strategy to include Professional Development to include trauma-informed care (DIP 7.4.1) Include strategy to include Professional Development for child sexual abuse, sex-trafficking and other maltreatment of children. Each campus shall provide a child abuse anti-victimization program that includes presentations to students and campus staff.
		Garza 1468	
		Garza 1468	

		11/19/2021		(DIP 7.4.3)
Guidance and Counseling	Perceptions and Goals 5, 7 and 9	12/7/21	DNA - yellow	<ul style="list-style-type: none"> Include a strategy to include Professional Development for Safe and Supportive Schools Behavioral Threat Assessment Team (DIP # 7.4.2) Suite 360 SEL Curriculum Implementation
Homeless	Demographics, Processes and Programs, Goals 1 and 9 related to Homeless			
		11/11/21		Goal 8 performance objectives are complete. LorenaMtz
Instructional Technology or ISET	Processes and Programs, Goal 8	12/8/21	Miguel Molina	ok
Migrant	Demographics, Goals 1 and 9 related to Migrant			
	Demographics, Processes and Programs, and Perceptions, Goal 6, ESSA SWP 3.1 and 3.2			
Parent and Family Engagement				
PEIMS	Demographics and related strategies			
	Perceptions, Processes and Programs, Goal 7			
Professional Development	performance objectives and strategies			
Public Information	Perceptions and Goal 4			
Pupil Services	Demographics and Goal 5			

Program/ Position	Goal or Topic for review	Contact name Date of Feedbackand #	Goal-PO-Strategy-NeedNotes or Feedback
			Goal 1: Consider adding Specialized Software and programs: MECA, TeachTown, Unique Learning and News2You into the CIP. When materials are purchased for regular ed. staff and students then comparable materials should be purchased for special ed. staff and students.
		Janice Metsker-Galarza	Goal 5: Special Ed. students attending BISD are sent to OSS, ISS, BAC at a higher rate than their general ed. peers. Consideration must always be to determine if the disability has a direct impact on the behavior. Consider other disciplinary options before opting for OSS, ISS, and BAC. (Consider adding Special Education students and reducing disproportionate number of special education students sent to OSS,ISS, and BAC)
			Goal 7: Special Ed. staff is strongly encouraged to attend all general education professional development and be supplied with the same materials as the general education colleagues.
		12/8/2021	
		12/8/2021- DNA -please note I reviewed the plan and I did not see changes but may have been addressed differently than recommended	Goal 9: Consider all special ed. students attending the same tutorials, extended day, etc. as their general education peers. Consider special education staff the same opportunities as general education staff.
Security Services	Demographics and Perceptions, Goals 5 and 7	11/17/2021	
Special Education	All Need areas, Goals 1, 5, 7 and 9 related to Special Education	12/8/2021	
State Compensatory Education	162 funded Strategies with Needs linked, State Comp Personnel, Goal 9 At-Risk related areas		

2021-2022 Campus Site-Based Committee

Committee Role	Name	Position
Student	Brissa Banda	Student
Student	George Morales	Student
Classroom Teacher	Noemi Gonzalez	ELAR Teacher
Counseling Department	Leslie Robinson	Counselor
Business Representative	Sabas Lopez Jr.	Business Representative

Campus Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	General supplies-Art	199-36-6399-50-044-Y-99-000-Y	\$2,400.00
1	1	4	Physical Education Supplies	199-11-6399-51-044-Y11-000-Y	\$1,000.00
1	1	4	Copy Paper	199-11-6396-00-044-Y-11-000-Y	\$4,500.00
1	1	4	Computer Supplies Including Toner and Cables	166-11-6399-62-044-Y-11-000-Y	\$3,115.00
1	1	4	General Supplies	199-11-6399-00-044-Y-11-000-Y	\$12,000.00
1	1	4	Media Services	199-11-6399-16-044-Y-11-000-Y	\$5,000.00
1	1	4	Furniture	199-11-6399-45-044-Y-11-000-Y	\$3,000.00
1	1	8	Library Reading Materials and AR Incentives	199-12-6329-00-044-Y-99-000-Y	\$2,000.00
1	2	4	Records Mileage	199-23-6411-00-044-Y-99-000-Y	\$250.00
1	2	4	Technology for Administration	199-23-6398-65-044-Y-99-000-Y	\$2,500.00
1	2	4	Office Supplies	199-23-6399-65-044-Y-99-000-Y	\$1,750.00
1	3	2	Travel Student Activities	199-36-6412-00-044-Y99-020-Y	\$900.00
1	3	3	Sponsor Art Accreditation	199-36-6495-50-044-Y-99-000-Y	\$55.00
1	3	3	Registration Fees	199-36-6497-50-044-Y-99-000-Y	\$150.00
1	3	3	Stipends for Sponsors	199-36-6117-00-044-Y-99-020-Y-	\$3,000.00
1	3	3	Transportation	199-36-6494-00-044-Y-99-000-Y	\$1,000.00
1	3	3	Travel -Art	199-36-6412-50-044-Y-99-000-Y	\$175.00
1	3	5	Travel History Day	199-36-6412-00-044-Y-99-020-Y	\$900.00
2	1	1	Custodial General Supplies	199-51-6399-00-044-Y-99-000-Y	\$1,000.00
2	1	1	Warehouse Custodial Cleaning Supplies	199-51-6315-00-044-Y-99-000-Y	\$6,000.00
2	1	1	Custodial Equipment	199-51-6319-00-044-Y-99-000-Y	\$1,000.00
3	1	1	Overtime Pay	199-23-6121-08-044-Y-99-000-Y	\$100.00
3	1	1	Substitute Teachers for programs	199-11-6112-18-044-Y-99-000-Y	\$5,000.00
3	2	1	Teacher Incentives (Meals)	199-13-6499-53-044-Y-99-000-Y	\$800.00
3	2	1	Teacher Incentives	199-13-6498-00-044-Y-99-000-Y	\$2,300.00
3	2	1	Awards Student	199-11-6498-00-044-Y-11-000-Y	\$1,500.00
3	2	2	Teacher Incentives (Meals)	199-13-6499-53-044-Y-99-000-Y	\$200.00

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	3	2	Raptor ID Scanner	199-23-6249-65-044-Y-99-0000-Y	\$600.00
7	1	2	Employee Travel	199-13-6411-23-044-Y-99-000-Y	\$1,215.00
7	1	2	Employee Travel	199-13-6411-23-044-Y-99-071-Y	\$285.00
9	4	1	Nurse Supplies for Medical Needs	199-33-6399-00-044-Y-99-000-Y	\$300.00
Sub-Total					\$63,995.00
Budgeted Fund Source Amount					\$63,995.00
+/- Difference					\$0.00
162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Software	162-11-6299-62-044-Y-30-000-Y	\$20,000.00
1	1	1	Technology	162-11-6398-62-044-Y-30-000-Y	\$114,020.00
1	1	4	General Supplies	162-11-6399-00-044-Y-30-000-Y	\$5,000.00
1	1	5	Substitutes for Instructional Rounds	162-11-6112-18-044-Y-30-000-Y	\$19,000.00
1	1	6	Substitute teachers for planning and testing	162-11-6112-18-044-Y-30-000-Y	\$15,000.00
1	2	5	SSI Academic Practice Extra Duty Pay	162-11-6118-00-044-Y-24-SSI-Y	\$9,338.00
9	1	2	"Walk for the Future" General Supplies	162-61-6399-00-044-Y-30-WTF-Y	\$200.00
9	1	2	"Walk for the Future" Snacks	162-61-6499-53-044-Y-30-WTF-Y	\$200.00
9	1	3		162-11-6118-00-044-Y-30-000-Y	\$0.00
Sub-Total					\$182,758.00
Budgeted Fund Source Amount					\$182,758.00
+/- Difference					\$0.00
166 State Special Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Supplies	166-11-6399-00-044-Y-23-0P4-Y	\$3,000.00
1	1	4	Supplies	166-11-6399-00-044-y-23-0P0-y-	\$1,000.00
1	1	4	General Supplies	166-11-6399-00-044-Y-23-0P1-Y	\$1,210.00
1	1	4	Toner	166-11-6399-62-044-y-23-000-Y-	\$2,640.00
1	1	4	Supplies	166-11-6399-00-044-Y-23-0P2-Y	\$250.00
1	1	4	Gloves and Velcro for LS	166-11-6399-00-044-Y-23-0B0-Y	\$500.00
3	2	1	Awards	166-11-6498-00-044-y-26-0P2-Y	\$1,000.00

166 State Special Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$9,600.00
Budgeted Fund Source Amount					\$9,600.00
+/- Difference					\$0.00
211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Stipends Class Size Reduction	211-13-6117-00-044-Y-30-AYP-Y	\$11,000.00
1	1	4	Toner	211-11-6399-62-044-Y-30-0F2-Y	\$3,500.00
1	1	4	General Supplies (Workbooks)	211-11-6399-00-044-Y-30-0F2-Y	\$21,500.00
1	1	4	Copy Paper	211-11-6396-00-044-Y-30-0F2-Y	\$2,500.00
1	1	7	Professional Extra Duty Pay	211-13-6118-00-044-Y-30-AYP-Y	\$5,986.00
1	2	4	Supplies Administration	211-23-6399-00-044-Y30-0F2-Y	\$2,500.00
6	1	2	Supplies Parent Meetings	211-61-6399-00-044-Y-30-0F2-Y	\$900.00
6	1	2	Food Parent Meetings	211-61-6499-53-044-Y-30-0F2-Y	\$900.00
6	1	3	Mileage for Parent Liasion	211-61-6411-00-044-Y-30-0F2-Y	\$900.00
8	7	1	Supply and Materials LCL DEFI (Chromebooks or hotspots)	211-11-6398-62-044-Y-30-0F2-Y	\$37,659.00
9	4	1	Nurse Supplies for Medical Needs	211-33-6399-00-044-Y-30-0F2-Y	\$500.00
9	5	2	Academic Practice Tutorial Extra Duty Pay	211-11-6118-00-044-Y-30-0F2-Y	\$13,354.00
9	5	2	Academic Practice Transportation	211-11-6494-00-044-Y-30-0F2-Y	\$23,000.00
9	5	4	Summer Bridge	211-11-6118-00-044-Y-30-BDG-Y	\$2,523.00
9	5	4	Summer Bridge Sitpends for planning	211-11-6117-00-044-Y-30-BDG-Y	\$750.00
Sub-Total					\$127,472.00
Budgeted Fund Source Amount					\$127,472.00
+/- Difference					\$0.00
281 ESSER II Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	General Supplies, Headphones, mouse(s) for laptops. etc.	281-11-6399-62-044-Y-0CG-Y	\$28,989.00
1	1	8	Reading Materials -Books	281-12-6329-00-044-Y-99-0CG-Y	\$34,000.00
3	2	1	Awards, Trophies, Certificates	281-11-6498-00-044-Y-0CG-Y	\$3,000.00
8	7	1	IT Equipment	281-11-6398-62-044-Y-24-0CG-Y	\$41,358.00
9	5	2	Academic Practice Transportation	281-11-6494-00-044-Y-24-0CG-Y	\$10,000.00

281 ESSER II Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	5	2	Accelerated Learning Instruction/ Tutorial/Academic Practice	281-11-6118-00-044-Y-99-0CG-Y	\$44,775.00
Sub-Total					\$162,122.00
Budgeted Fund Source Amount					\$162,122.00
+/- Difference					\$0.00
282 ESSER III Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	4	Professional Development	282-13-6117-00-044-Y-24-OCG-1	\$20,000.00
9	5	2	Academic Practice Transportation	282-11-6494-00-044-Y-24-OCG-Y	\$38,350.00
9	5	2	Accelerated Learning Instruction/ Tutorial/Academic Practice	282-11-6118-00-044-Y-OCG-1	\$20,810.00
Sub-Total					\$79,160.00
Budgeted Fund Source Amount					\$79,160.00
+/- Difference					\$0.00
496 Elon Musk Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	7	1	Chromebooks/laptops	496	\$31,421.00
Sub-Total					\$31,421.00
Budgeted Fund Source Amount					\$31,421.00
+/- Difference					\$0.00
Grand Total Budgeted					\$656,528.00
Grand Total Spent					\$656,528.00
+/- Difference					\$0.00

Addendums

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

Note: This policy addresses discrimination, harassment, and retaliation involving District students. For provisions regarding discrimination, harassment, and retaliation involving District employees, see DIA. For reporting requirements related to child abuse and neglect, see FFG. Note that FFH shall be used in conjunction with FFI (bullying) for certain prohibited conduct.

**Statement of
Nondiscrimination**

The District prohibits discrimination, including harassment, against any student on the basis of race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law. The District prohibits dating violence, as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Discrimination

Discrimination against a student is defined as conduct directed at a student on the basis of race, color, religion, sex, gender, national origin, disability, age, or on any other basis prohibited by law, that adversely affects the student.

**Prohibited
Harassment**

Prohibited harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student's race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law that is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Prohibited harassment includes dating violence as defined by this policy.

Examples

Examples of prohibited harassment may include offensive or derogatory language directed at another person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name calling, slurs, or rumors; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

Sexual Harassment

By an Employee

Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or
2. The conduct is so severe, persistent, or pervasive that it:
 - a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
 - b. Creates an intimidating, threatening, hostile, or abusive educational environment.

Romantic or inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See DH]

By Others

Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of sexual harassment of a student may include sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact.

Necessary or permissible physical contact such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

Gender-Based Harassment

Gender-based harassment includes physical, verbal, or nonverbal conduct based on the student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity. For purposes of this policy, gender-based harassment is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

Dating Violence

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense.

For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student's family members, or members of the

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.

Retaliation

The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, 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 discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action.

Prohibited Conduct

In this policy, the term "prohibited conduct" includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.

**Reporting
Procedures**

Student Report

Any student who believes that he or she has experienced prohibited conduct or believes that another student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, other District employee, or the appropriate District official listed in this policy.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed in this policy and take any other steps required by this policy.

*Definition of
District Officials*

For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.

*Title IX
Coordinator*

Reports of discrimination based on sex, including sexual harassment or gender-based harassment, may be directed to the designated Title IX coordinator for students. [See FFH(EXHIBIT)]

*ADA /
Section 504
Coordinator*

Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator for students. [See FFH(EXHIBIT)]

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

<i>Superintendent</i>	The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.
Alternative Reporting Procedures	<p>A student shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.</p> <p>A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.</p>
Timely Reporting	Reports of prohibited conduct 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.
Notice to Parents	<p>The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult.</p> <p>[For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]</p>
Investigation of the Report	The District may request, but shall not require, a written report. If a report is made orally, the District official shall reduce the report to written form.
Initial Assessment	<p>Upon receipt or notice of a report, the District official shall determine whether the allegations, if proven, would constitute prohibited conduct as defined by this policy. If so, the District shall immediately undertake an investigation, except as provided below at Criminal Investigation.</p> <p>If the District official determines that the allegations, if proven, would not constitute prohibited conduct as defined by this policy, the District official shall refer the complaint for consideration under FFI.</p>
Interim Action	If appropriate and regardless of whether a criminal or regulatory investigation regarding the alleged conduct is pending, the District shall promptly take interim action calculated to address prohibited conduct or bullying prior to the completion of the District's investigation.
District Investigation	The investigation may be conducted by the District official or a designee, such as the principal, or by a third party designated by the District, such as an attorney. When appropriate, the principal shall be involved in or informed of the investigation.

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

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(LOCAL)

The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.

**Criminal
Investigation**

If a law enforcement or regulatory agency notifies the District that a criminal or regulatory investigation has been initiated, the District shall confer with the agency to determine if the District investigation would impede the criminal or regulatory investigation. The District shall proceed with its investigation only to the extent that it does not impede the ongoing criminal or regulatory investigation. After the law enforcement or regulatory agency has finished gathering its evidence, the District shall promptly resume its investigation.

**Concluding the
Investigation**

Absent extenuating circumstances, such as a request by a law enforcement or regulatory agency for the District to delay its investigation, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.

The investigator shall prepare a written report of the investigation. The report shall include a determination of whether prohibited conduct or bullying occurred. The report shall be filed with the District official overseeing the investigation.

*Notification of
Outcome*

Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.

District Action

Prohibited Conduct

If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.

Corrective Action

Examples of corrective action may include a training program for those involved in the complaint, a comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if 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 prohibited conduct has occurred, and reaffirming the District's policy against discrimination and harassment.

Bullying

If the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

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notice to parents and District action. The District official shall refer to FDB for transfer provisions.

Improper Conduct

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the conduct.

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 and comply with applicable law.

Appeal

A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student or parent shall be informed of his or her right to file a complaint with the United States Department of Education Office for Civil Rights.

Records Retention

The District shall retain copies of allegations, investigation reports, and related records regarding any prohibited conduct in accordance with the District's records retention schedules, but for no less than the minimum amount of time required by law. [See CPC]

Access to Policy and Procedures

Information regarding 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 readily available at each campus and the District's administrative offices.

PLANNING AND DECISION-MAKING PROCESS

BQ
(LEGAL)

**Planning and
Decision-Making
Process**

A board shall adopt a policy to establish a district- and campus-level planning and decision-making process that will involve the professional staff of a district, parents of students enrolled in a district, business representatives, and community members in establishing and reviewing the district's and campuses' educational plans, goals, performance objectives, and major classroom instructional programs. *Education Code 11.251(b)*

The planning and decision-making requirements do not:

1. Prohibit a board from conducting meetings with teachers or groups of teachers other than the district-level committee meetings.
2. Prohibit a board from establishing policies providing avenues for input from others, including students or paraprofessional staff, in district- or campus-level planning and decision making.
3. Limit or affect the power of a board to govern the public schools.
4. Create a new cause of action or require collective bargaining.

Education Code 11.251(g), .252(e), .253(f)

Evaluation

At least every two years, a district shall evaluate the effectiveness of the district's decision-making and planning policies, procedures, and staff development activities related to district- and campus-level decision making and planning to ensure that they are effectively structured to positively impact student performance. *Education Code 11.252(d)*

**Administrative
Procedure**

A board shall ensure that an administrative procedure is provided to clearly define the respective roles and responsibilities of the superintendent, central office staff, principals, teachers, district-level committee members, and campus-level committee members in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization.

A board shall ensure that the district-level planning and decision-making committee will be actively involved in establishing the administrative procedure that defines the respective roles and responsibilities pertaining to planning and decision making at the district and campus levels.

Education Code 11.251(d)

**Federal
Requirements**

The district policy must provide that all pertinent federal planning requirements are addressed through the district- and campus-level planning process. *Education Code 11.251(f)*

PLANNING AND DECISION-MAKING PROCESS

BQ
(LEGAL)

Required Plans

A board shall ensure that a district improvement plan and improvement plans for each campus are developed, reviewed, and revised annually for the purpose of improving the performance of all students. A board shall annually approve district and campus performance objectives and shall ensure that the district and campus plans:

1. Are mutually supportive to accomplish the identified objectives; and
2. At a minimum, support the state goals and objectives under Education Code Chapter 4.

Education Code 11.251(a)

Shared Services
Arrangement for
DAEP Services

A district participating in a shared services arrangement for disciplinary alternative education program (DAEP) services shall ensure that the district improvement plan and each campus-level plan include the performance of the DAEP student group for the district. The identified objectives for the improvement plans shall include:

1. Student groups served, including overrepresentation of students from economically disadvantaged families, with ethnic and racial representations, and with a disability who receive special education and limited English proficiency services;
2. Attendance rates;
3. Pre- and post-assessment results;
4. Dropout rates;
5. Graduation rates; and
6. Recidivism rates.

19 TAC 103.1201(b)

District
Improvement Plan

A district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. The purpose of the district improvement plan is to guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to the achievement indicators. *Education Code 11.252(a)* [See AIA]

The district improvement plan must include provisions for:

1. A comprehensive needs assessment addressing performance on the achievement indicators, and other appropriate measures of performance, that are disaggregated by all stu-

PLANNING AND DECISION-MAKING PROCESS

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dent groups served by a district, including categories of ethnicity, socioeconomic status, sex, and populations served by special programs, including students in special education programs under Education Code Chapter 29, Subchapter A.

2. Measurable district performance objectives for all appropriate achievement indicators for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, and other measures of student performance that may be identified through the comprehensive needs assessment.
3. Strategies for improvement of student performance that include:
 - a. Instructional methods for addressing the needs of student groups not achieving their full potential.
 - b. Methods for addressing the needs of students for special programs, including:
 - (1) Suicide prevention programs, in accordance with Health and Safety Code Chapter 161, Subchapter O-1, which includes a parental or guardian notification procedure [see FFB];
 - (2) Conflict resolution programs;
 - (3) Violence prevention programs; and
 - (4) Dyslexia treatment programs.
 - c. Dropout reduction.
 - d. Integration of technology in instructional and administrative programs.
 - e. Discipline management.
 - f. Staff development for professional staff of a district.
 - g. Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities.
 - h. Accelerated education.
4. Strategies for providing to middle school, junior high school, and high school students, those students' teachers and school counselors, and those students' parents information about:
 - a. Higher education admissions and financial aid opportunities.

PLANNING AND DECISION-MAKING PROCESS

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- b. The TEXAS grant program and the Teach for Texas grant program.
 - c. The need for students to make informed curriculum choices to be prepared for success beyond high school.
 - d. Sources of information on higher education admissions and financial aid.
- 5. Resources needed to implement identified strategies.
 - 6. Staff responsible for ensuring the accomplishment of each strategy.
 - 7. Timelines for ongoing monitoring of the implementation of each improvement strategy.
 - 8. Formative evaluation criteria for determining periodically whether strategies are resulting in intended improvement of student performance.
 - 9. The trauma-informed care policy required under Education Code 38.036. [See FFBA]

Education Code 11.252(a)

- 10. The law enforcement duties of peace officers, school resource officers, and security personnel. *Education Code 37.081(d)(1)* [See CKE]
- 11. A discipline management program providing for prevention of and education concerning unwanted physical or verbal aggression, sexual harassment, and other forms of bullying in schools, on school grounds, and in school vehicles. *Education Code 37.083(a)*
- 12. A dating violence policy that must:
 - a. Include a definition of dating violence that includes the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship, as defined by Family Code 71.0021; and
 - b. Address safety planning, enforcement of protective orders, school-based alternatives to protective orders, training for teachers and administrators, counseling for affected students, and awareness education for students and parents.

Education Code 37.0831 [See FFH]

PLANNING AND DECISION-MAKING PROCESS

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(LEGAL)

13. A policy addressing sexual abuse, sex trafficking, and other maltreatment of children that must include:
 - a. Methods for increasing staff, student, and parent awareness of issues regarding sexual abuse, sex trafficking, and other maltreatment of children, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim of sexual abuse, sex trafficking, or other maltreatment, using resources developed by the Texas Education Agency (TEA) or the commissioner regarding those issues, including resources developed by TEA under Education Code 38.004 (regarding child abuse reporting and programs). These methods must include the staff training described at Education Code 38.0041(c) [see DMA];
 - b. Actions that a child who is a victim of sexual abuse, sex trafficking, or other maltreatment should take to obtain assistance and intervention; and
 - c. Available counseling options for students affected by sexual abuse, sex trafficking, or other maltreatment.

The policy must be included in any informational handbook provided to students and parents.

Education Code 11.252(a)(9), 38.0041

A district's plan for the improvement of student performance is not filed with TEA, but the district must make the plan available to TEA on request. *Education Code 11.252(b)*

Campus-Level Plan

Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, with respect to the student achievement indicators and any other appropriate performance measures for special needs populations. *Education Code 11.253(c)*

Each campus improvement plan must:

1. Assess the academic achievement for each student in the school using the achievement indicator system.
2. Set the campus performance objectives based on the achievement indicator system, including objectives for special needs populations, including students in special education programs under Education Code Chapter 29, Subchapter A.

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3. Identify how the campus goals will be met for each student.
4. Determine the resources needed to implement the plan.
5. Identify staff needed to implement the plan.
6. Set time lines for reaching the goals.
7. Measure progress toward the performance objectives periodically to ensure that the plan is resulting in academic improvement.
8. Provide for a program to encourage parental involvement at the campus.
9. Include goals and methods for violence prevention and intervention on campus.
10. If the campus is an elementary, middle, or junior high school, set goals and objectives for the coordinated health program at the campus based on:
 - a. Student fitness assessment data, including any data from research-based assessments such as the school health index assessment and planning tool created by the federal Centers for Disease Control and Prevention;
 - b. Student academic performance data;
 - c. Student attendance rates;
 - d. The percentage of students who are educationally disadvantaged;
 - e. The use and success of any method to ensure that students participate in moderate to vigorous physical activity; and
 - f. Any other indicator recommended by the local school health advisory council.

Education Code 11.253(d)

ADMISSIONS
INTRADISTRICT TRANSFERS AND CLASSROOM ASSIGNMENTS

FDB
(LEGAL)

Assignments

A board or its designee may assign and transfer any student from one school facility or classroom to another facility or classroom within its jurisdiction. *Education Code 25.031*

A board or its designee must make the decision concerning the assignment or transfer of a student on an individual basis and may not consider as a factor in its decision any matter relating to the national origin of the student or the student's ancestral language. *Education Code 25.032*

Multiple Birth Siblings

"Multiple birth sibling" means a twin, triplet, quadruplet, or other sibling resulting from a multiple birth.

"Parent" includes a person standing in parental relation.

Placement

The parent of multiple birth siblings who are assigned to the same grade level and school may request in writing, not later than the 14th day after the first day of enrollment, that the school place the siblings in the same classroom or in separate classrooms.

A school shall provide the placement requested, except that a district is not required to place multiple birth siblings in separate classrooms if the request would require the district to add an additional class to the grade level of the siblings.

The school may recommend to a parent the appropriate classroom placement and may provide professional educational advice to assist the parent with the decision.

These provisions do not affect:

1. A right or obligation regarding the individual placement decisions of the admission, review, and dismissal (ARD) committee with respect to students receiving special education services [see EHBAB]; or
2. The right of a district or teacher to remove a student from a classroom under Chapter 37 [see FOA].

Reassignment by Principal

At the end of the first grading period following the multiple birth siblings' enrollment in the school, if the principal of the school, in consultation with the teacher of each classroom in which the siblings are placed, determines that the requested classroom placement is disruptive to the school, the principal may determine the appropriate classroom placement for the siblings.

Appeal

A parent may appeal the principal's classroom placement in the manner provided by district policy. During an appeal, the siblings shall remain in the classroom chosen by the parent. [See FNG]

Education Code 25.043

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Placement of Older Students

A person who is 21 years of age or older who is admitted by a district to complete the requirements for a high school diploma and who has not attended school in the three preceding school years may not be placed with a student who is 18 years of age or younger in a classroom setting, a cafeteria, or another district-sanctioned school activity. This restriction does not prevent the student from attending a school-sponsored event that is open to the public as a member of the public. *Education Code 25.001(b-2)*

Petitions and Objections

The parent or person standing in parental relation to any student may by written petition either:

1. Request the assignment or transfer of the student to a designated school or to a school to be designated by the board; or
2. File objections to the assignment of the student to the school to which the student has been assigned.

Education Code 25.033, 26.003(a)(1)

Procedure

Upon receiving a written petition, a board shall proceed as follows:

1. If no hearing is requested, act on the petition not later than the 30th day after the petition is submitted and notify the petitioner of its conclusion; or
2. If a hearing is requested, designate a time and place for holding a hearing not later than the 30th day after the petition is submitted.

If a hearing is requested, it shall be conducted by a board in compliance with the following:

1. The petitioner may present evidence relevant to the student.
2. The board may conduct investigations as to the objection or request, examine any student involved, and employ agents, professional or otherwise, for the purpose of examinations and investigations.

Board's Decision

The board must grant the request made in the petition unless the board determines that there is a reasonable basis for denying the request. The decision of a board, with or without a hearing, is final, unless the student, or the parent, guardian, or custodian of the student as next friend, files an exception to the decision as constituting a denial of any right of the student guaranteed under the U.S. Constitution.

If such an exception is filed, a board may reconsider its decision. If a board has not ruled on the exception before the 16th day after the date of the filing, the objection is considered overruled. If the

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exception is overruled, an appeal of a board's decision may be filed in the district court of the county in which the board is located.

Education Code 25.034

**Students Who Are
Victims of Bullying**

On the request of a parent or other person with authority to act on behalf of a student who is a victim of bullying, a board or its designee shall transfer the victim to:

1. Another classroom at the campus to which the victim was assigned at the time the bullying occurred; or
2. A campus in the district other than the campus to which the victim was assigned at the time the bullying occurred.

**Students Who
Engage in Bullying**

The board may transfer the student who engaged in bullying to:

1. Another classroom at the campus to which the victim was assigned at the time the bullying occurred; or
2. A campus in the district other than the campus to which the victim was assigned at the time the bullying occurred, in consultation with a parent or other person with authority to act on behalf of the student who engaged in bullying.

The transfer of a student with a disability who receives special education services and who engaged in bullying may be made only by a duly constituted ARD committee under Education Code 37.004.

Definition

"Bullying" has the meaning assigned by Education Code 37.0832. [See FFI]

Verification

A board or designee shall verify that a student has been a victim of bullying before transferring the student. A board may consider past student behavior when identifying a bully.

The determination by a board or designee is final and may not be appealed. The procedures set forth at Education Code 25.034 [see Petitions and Objections—Procedure, above] do not apply to a transfer under this provision.

A district is not required to provide transportation to a student who transfers to another campus under this provision.

Education Code 25.0342

Note: For bullying rising to the level of prohibited harassment, see FFH. For all other bullying, see FFI.

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**Others in Special
Education Student's
Household**

If a district assigns a student to a district campus other than the campus the student would attend based on the student's residence, for purposes of receiving special education services, the district shall permit the student's parent, guardian, or other person standing in parental relation to the student to obtain a transfer to the assigned campus for any other student residing in the household of the student receiving special education services, provided that:

1. The other student is entitled to attend school in the district [see FD]; and
2. The appropriate grade level for the other student is offered at the campus.

This provision does not apply if the student receiving special education services resides in a residential facility.

Education Code 25.034 [see Petitions and Objections—Procedure, above] does not apply to a transfer under this provision.

Transportation

A district is not required to provide transportation to a student who transfers to another campus under this provision. This provision does not affect any transportation services provided by a district in accordance with other law for the student receiving special education services.

Education Code 25.0343

**Students in
Unacceptable
Schools**

A student is eligible to attend another public school in the district in which the student resides if the student is assigned to attend a public school campus assigned an unacceptable rating that is made publicly available under Education Code 39.054 for:

1. The student achievement domain under Education Code 39.053(c)(1); and
2. The school progress domain under Education Code 39.053(c)(2). [See AIA]

Education Code 29.202(a) [See FDAA]

**Students in Schools
Identified for
Support and
Improvement**

A district may provide all students enrolled in a school identified by TEA for comprehensive support and improvement under 20 U.S.C. 6311(c)(4)(D)(i) with the option to transfer to another public school served by the district, unless such an option is prohibited by state law.

A district shall give priority to the lowest achieving children from low-income families. A student who uses the option to transfer shall be enrolled in classes and other activities in the public school to

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which the student transfers in the same manner as all other students at the public school.

A district shall permit a student who transfers to another school to remain in that school until the child has completed the highest grade in that school. A district may spend an amount equal to not more than five percent of its allocation under 20 U.S.C. Chapter 70, Part A, Subpart 2 (Title I basic program allocations) to pay for the provision of transportation for students who transfer under these provisions to the schools to which they transfer.

20 U.S.C. 6311(d)(1)(D)

Note: See FDE for the school safety transfer option in Title I programs.

Class Changes

A parent or person standing in parental relation is entitled to reasonable access to the school principal, or to a designated administrator with authority to reassign a student, to request a change in the class or teacher to which the parent's child has been assigned, if the reassignment or change would not affect the assignment or reassignment of another student. The decision of a board regarding such a request is final and may not be appealed. *Education Code 26.002, .003(a)(2), (b)* [See FNG]

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

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

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

Bullying Prohibited

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

Examples

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

Retaliation

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

Examples

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

False Claim

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

Timely Reporting

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

**Reporting
Procedures**

Student Report

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

Employee Report

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

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

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

STUDENT WELFARE
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(LOCAL)

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

2018-19 Texas Academic Performance Report

District Name: **BROWNSVILLE ISD**

Campus Name: **STELL MIDDLE**

Campus Number: **031901044**

2019 Accountability Rating: **B**

Distinction Designations:

Academic Achievement in ELA/Reading

Academic Achievement in Social Studies

Postsecondary Readiness

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District Name: BROWNSVILLE ISD
 Campus Name: STELL MIDDLE
 Campus Number: 031901044

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

Total Students: 982
 Grade Span: 06 - 08
 School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 6 Reading																	
At Approaches Grade Level or Above		2019	68%	64%	55%	-	55%	-	-	-	-	17%	*	57%	44%	54%	48%
		2018	69%	65%	54%	-	54%	*	-	*	-	28%	50%	56%	41%	54%	45%
At Meets Grade Level or Above		2019	37%	31%	25%	-	25%	-	-	-	-	7%	*	25%	22%	22%	15%
		2018	39%	32%	21%	-	22%	*	-	*	-	15%	17%	22%	14%	21%	15%
At Masters Grade Level		2019	18%	12%	10%	-	10%	-	-	-	-	2%	*	10%	14%	10%	5%
		2018	19%	14%	7%	-	7%	*	-	*	-	3%	0%	7%	7%	7%	3%
Grade 6 Mathematics																	
At Approaches Grade Level or Above		2019	81%	81%	77%	-	77%	-	-	-	-	41%	*	79%	61%	76%	74%
		2018	77%	77%	69%	-	69%	*	-	*	-	32%	100%	71%	52%	69%	64%
At Meets Grade Level or Above		2019	47%	44%	36%	-	36%	-	-	-	-	10%	*	36%	31%	34%	27%
		2018	44%	39%	27%	-	28%	*	-	*	-	16%	33%	28%	24%	27%	24%
At Masters Grade Level		2019	21%	17%	13%	-	13%	-	-	-	-	2%	*	12%	17%	11%	8%
		2018	18%	14%	8%	-	8%	*	-	*	-	5%	33%	8%	7%	8%	6%
Grade 7 Reading																	
At Approaches Grade Level or Above		2019	76%	73%	73%	-	73%	*	-	-	-	28%	*	74%	65%	71%	62%
		2018	74%	72%	67%	-	67%	*	-	-	-	20%	*	68%	56%	67%	56%
At Meets Grade Level or Above		2019	49%	46%	40%	-	40%	*	-	-	-	18%	*	42%	29%	39%	32%
		2018	48%	42%	37%	-	37%	*	-	-	-	10%	*	39%	29%	37%	25%
At Masters Grade Level		2019	29%	24%	21%	-	21%	*	-	-	-	5%	*	23%	12%	20%	16%
		2018	29%	24%	22%	-	21%	*	-	-	-	7%	*	22%	18%	22%	7%
Grade 7 Mathematics																	
At Approaches Grade Level or Above		2019	75%	73%	61%	-	61%	*	-	-	-	28%	*	62%	59%	60%	51%
		2018	72%	70%	66%	-	66%	*	-	-	-	31%	*	68%	53%	66%	58%
At Meets Grade Level or Above		2019	43%	40%	27%	-	27%	*	-	-	-	13%	*	27%	24%	25%	20%
		2018	40%	36%	30%	-	30%	*	-	-	-	10%	*	31%	27%	30%	21%
At Masters Grade Level		2019	17%	15%	6%	-	6%	*	-	-	-	5%	*	7%	0%	5%	3%
		2018	18%	15%	12%	-	12%	*	-	-	-	3%	*	12%	13%	12%	5%
Grade 7 Writing																	
At Approaches Grade Level or Above		2019	70%	74%	71%	-	71%	*	-	-	-	28%	*	73%	53%	70%	62%
		2018	69%	68%	64%	-	64%	*	-	-	-	16%	*	68%	43%	64%	53%
At Meets Grade Level or Above		2019	42%	44%	40%	-	40%	*	-	-	-	18%	*	41%	29%	39%	30%
		2018	43%	41%	42%	-	41%	*	-	-	-	10%	*	44%	28%	41%	27%
At Masters Grade Level		2019	18%	16%	12%	-	12%	*	-	-	-	3%	*	12%	12%	10%	6%
		2018	15%	12%	12%	-	12%	*	-	-	-	2%	*	13%	6%	12%	3%
Grade 8 Reading^																	
At Approaches Grade Level or Above		2019	86%	86%	85%	-	85%	-	-	-	-	55%	*	88%	69%	84%	78%
		2018	86%	85%	81%	-	81%	-	-	-	-	41%	100%	85%	58%	81%	71%
At Meets Grade Level or Above		2019	55%	53%	51%	-	51%	-	-	-	-	25%	*	51%	50%	48%	35%
		2018	49%	46%	36%	-	36%	-	-	-	-	10%	40%	38%	21%	36%	19%

District Name: BROWNSVILLE ISD
Campus Name: STELL MIDDLE
Campus Number: 031901044

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

Total Students: 982
Grade Span: 06 - 08
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level		2019	28%	23%	19%	-	19%	-	-	-	-	5%	*	19%	14%	16%	3%
		2018	27%	23%	19%	-	19%	-	-	-	-	2%	20%	20%	11%	18%	8%
Grade 8 Mathematics^																	
At Approaches Grade Level or Above		2019	88%	90%	89%	-	89%	-	-	-	-	80%	*	88%	93%	88%	89%
		2018	86%	88%	86%	-	86%	-	-	-	-	66%	*	88%	77%	87%	88%
At Meets Grade Level or Above		2019	57%	51%	49%	-	49%	-	-	-	-	46%	*	48%	57%	48%	44%
		2018	51%	47%	43%	-	43%	-	-	-	-	22%	*	45%	30%	43%	34%
At Masters Grade Level		2019	17%	8%	5%	-	5%	-	-	-	-	3%	*	4%	11%	5%	4%
		2018	15%	8%	7%	-	7%	-	-	-	-	2%	*	7%	7%	6%	6%
Grade 8 Science																	
At Approaches Grade Level or Above		2019	81%	78%	73%	-	73%	-	-	-	-	33%	*	75%	61%	72%	59%
		2018	76%	72%	60%	-	60%	-	-	-	-	18%	60%	63%	42%	60%	45%
At Meets Grade Level or Above		2019	51%	44%	34%	-	34%	-	-	-	-	12%	*	34%	34%	31%	15%
		2018	52%	46%	32%	-	32%	-	-	-	-	8%	40%	34%	19%	32%	14%
At Masters Grade Level		2019	25%	17%	11%	-	11%	-	-	-	-	5%	*	11%	12%	10%	1%
		2018	28%	22%	12%	-	12%	-	-	-	-	3%	0%	13%	8%	11%	4%
Grade 8 Social Studies																	
At Approaches Grade Level or Above		2019	69%	71%	69%	-	69%	-	-	-	-	31%	*	69%	68%	68%	57%
		2018	65%	65%	53%	-	53%	-	-	-	-	29%	60%	55%	39%	53%	36%
At Meets Grade Level or Above		2019	37%	34%	35%	-	35%	-	-	-	-	10%	*	36%	28%	33%	18%
		2018	36%	33%	21%	-	21%	-	-	-	-	8%	20%	21%	17%	20%	10%
At Masters Grade Level		2019	21%	17%	20%	-	20%	-	-	-	-	3%	*	21%	18%	19%	6%
		2018	21%	18%	9%	-	9%	-	-	-	-	5%	20%	10%	3%	8%	4%
End of Course Algebra I																	
At Approaches Grade Level or Above		2019	85%	94%	100%	-	100%	-	-	-	-	*	-	100%	100%	100%	100%
		2018	83%	90%	100%	-	100%	-	-	-	-	-	*	100%	100%	100%	100%
At Meets Grade Level or Above		2019	61%	82%	97%	-	97%	-	-	-	-	*	-	98%	93%	97%	100%
		2018	55%	71%	96%	-	96%	-	-	-	-	-	*	96%	100%	96%	95%
At Masters Grade Level		2019	37%	62%	87%	-	87%	-	-	-	-	*	-	86%	93%	85%	81%
		2018	32%	48%	76%	-	76%	-	-	-	-	-	*	76%	71%	75%	74%
All Grades All Subjects																	
At Approaches Grade Level or Above		2019	78%	81%	74%	-	74%	*	-	-	-	40%	78%	75%	65%	73%	64%
		2018	77%	78%	67%	-	67%	43%	-	*	-	30%	71%	70%	52%	67%	57%
At Meets Grade Level or Above		2019	50%	52%	41%	-	41%	*	-	-	-	19%	33%	41%	36%	39%	28%
		2018	48%	49%	34%	-	34%	29%	-	*	-	12%	29%	36%	25%	34%	22%
At Masters Grade Level		2019	24%	23%	18%	-	18%	*	-	-	-	4%	6%	18%	16%	16%	8%
		2018	22%	21%	14%	-	14%	14%	-	*	-	4%	13%	15%	11%	14%	6%
All Grades ELA/Reading																	
At Approaches Grade Level or Above		2019	75%	76%	72%	-	72%	*	-	-	-	36%	83%	74%	60%	71%	62%
		2018	74%	74%	68%	-	68%	*	-	*	-	29%	77%	70%	53%	68%	56%
At Meets Grade Level or Above		2019	48%	47%	40%	-	40%	*	-	-	-	18%	33%	41%	35%	38%	28%
		2018	46%	44%	32%	-	32%	*	-	*	-	11%	23%	33%	22%	32%	20%
At Masters Grade Level		2019	21%	18%	17%	-	17%	*	-	-	-	4%	17%	18%	13%	16%	8%
		2018	19%	17%	16%	-	16%	*	-	*	-	4%	8%	17%	13%	16%	6%

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

Total Students: 982
Grade Span: 06 - 08
School Type: Middle

District Name: BROWNSVILLE ISD
Campus Name: STELL MIDDLE
Campus Number: 031901044

		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%	78%	-	78%	*	-	-	-	-	54%	67%	79%	73%	77%	72%
	2018	81%	85%	75%	-	75%	*	-	*	-	-	41%	85%	77%	62%	75%	69%
At Meets Grade Level or Above	2019	52%	57%	46%	-	46%	*	-	-	-	-	26%	33%	46%	43%	44%	36%
	2018	50%	55%	39%	-	39%	*	-	*	-	-	15%	38%	40%	32%	39%	28%
At Masters Grade Level	2019	26%	31%	21%	-	22%	*	-	-	-	-	4%	0%	22%	20%	20%	13%
	2018	24%	28%	16%	-	16%	*	-	*	-	-	4%	23%	17%	14%	16%	8%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	76%	71%	-	71%	*	-	-	-	-	28%	*	73%	53%	70%	62%
	2018	66%	71%	64%	-	64%	*	-	-	-	-	16%	*	68%	43%	64%	53%
At Meets Grade Level or Above	2019	38%	44%	40%	-	40%	*	-	-	-	-	18%	*	41%	29%	39%	30%
	2018	41%	45%	42%	-	41%	*	-	-	-	-	10%	*	44%	28%	41%	27%
At Masters Grade Level	2019	14%	15%	12%	-	12%	*	-	-	-	-	3%	*	12%	12%	10%	6%
	2018	13%	13%	12%	-	12%	*	-	-	-	-	2%	*	13%	6%	12%	3%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	84%	73%	-	73%	-	-	-	-	-	33%	*	75%	61%	72%	59%
	2018	80%	82%	60%	-	60%	-	-	-	-	-	18%	60%	63%	42%	60%	45%
At Meets Grade Level or Above	2019	54%	55%	34%	-	34%	-	-	-	-	-	12%	*	34%	34%	31%	15%
	2018	51%	51%	32%	-	32%	-	-	-	-	-	8%	40%	34%	19%	32%	14%
At Masters Grade Level	2019	25%	21%	11%	-	11%	-	-	-	-	-	5%	*	11%	12%	10%	1%
	2018	23%	19%	12%	-	12%	-	-	-	-	-	3%	0%	13%	8%	11%	4%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	83%	69%	-	69%	-	-	-	-	-	31%	*	69%	68%	68%	57%
	2018	78%	80%	53%	-	53%	-	-	-	-	-	29%	60%	55%	39%	53%	36%
At Meets Grade Level or Above	2019	55%	54%	35%	-	35%	-	-	-	-	-	10%	*	36%	28%	33%	18%
	2018	53%	51%	21%	-	21%	-	-	-	-	-	8%	20%	21%	17%	20%	10%
At Masters Grade Level	2019	33%	29%	20%	-	20%	-	-	-	-	-	3%	*	21%	18%	19%	6%
	2018	31%	26%	9%	-	9%	-	-	-	-	-	5%	20%	10%	3%	8%	4%

District Name: BROWNSVILLE ISD
 Campus Name: STELL MIDDLE
 Campus Number: 031901044

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

Total Students: 982
 Grade Span: 06 - 08
 School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 6 ELA/Reading	2019	42	30	27	-	27	-	-	-	-	-	13	*	27	32	27	27
	2018	47	38	25	-	25	*	-	*	-	-	28	0	25	30	24	24
Grade 6 Mathematics	2019	54	35	29	-	29	-	-	-	-	-	22	*	29	33	27	23
	2018	56	41	30	-	30	*	-	*	-	-	30	33	30	29	30	31
Grade 7 ELA/Reading	2019	77	77	83	-	83	*	-	-	-	-	64	*	82	88	82	82
	2018	76	79	80	-	80	*	-	-	-	-	60	*	80	77	80	75
Grade 7 Mathematics	2019	62	59	51	-	51	*	-	-	-	-	47	*	51	52	51	47
	2018	67	65	67	-	67	*	-	-	-	-	49	*	68	63	67	67
Grade 8 ELA/Reading	2019	77	77	75	-	75	-	-	-	-	-	81	*	76	73	74	77
	2018	79	81	79	-	79	-	-	-	-	-	73	90	79	83	79	81
Grade 8 Mathematics	2019	82	91	93	-	93	-	-	-	-	-	91	*	92	96	92	93
	2018	81	92	90	-	90	-	-	-	-	-	79	*	91	84	91	92
End of Course Algebra I	2019	75	91	98	-	98	-	-	-	-	-	*	-	99	93	98	100
	2018	72	85	99	-	99	-	-	-	-	-	-	*	99	100	99	97
All Grades Both Subjects	2019	69	69	63	-	63	*	-	-	-	-	57	67	63	63	62	59
	2018	69	71	64	-	64	33	-	*	-	-	54	50	64	66	64	62
All Grades ELA/Reading	2019	68	67	64	-	64	*	-	-	-	-	56	83	64	66	63	63
	2018	69	69	63	-	63	*	-	*	-	-	55	50	63	71	63	61
All Grades Mathematics	2019	70	71	61	-	61	*	-	-	-	-	58	50	62	61	61	55
	2018	70	72	65	-	65	*	-	*	-	-	53	50	65	62	64	62

District Name: BROWNSVILLE ISD
 Campus Name: STELL MIDDLE
 Campus Number: 031901044

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

Total Students: 982
 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%	48%	-	48%	*	-	-	-	-	25%	47%	39%
	2018	38%	44%	38%	-	37%	*	-	*	-	-	16%	38%	31%
Mathematics	2019	45%	57%	52%	-	52%	*	-	-	-	-	45%	52%	53%
	2018	47%	57%	53%	-	53%	*	-	-	-	-	35%	52%	47%
Student Success Initiative														
Grade 5 Mathematics														
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	100%	*	-	*	-	-	-	-	-	*	*	-
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	77%	75%	-	75%	-	-	-	-	-	32%	74%	45%
Students Requiring Accelerated Instruction														
	2019	22%	23%	25%	-	25%	-	-	-	-	-	68%	26%	55%
STAAR Cumulative Met Standard														
	2019	85%	84%	84%	-	84%	-	-	-	-	-	52%	82%	60%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	99%	95%	93%	-	92%	*	-	-	-	-	100%	92%	91%
STAAR Met Standard (Non-Proficient in Previous Year)														
	2019	38%	38%	*	-	*	-	-	-	-	-	-	*	*
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	82%	80%	75%	-	75%	-	-	-	-	-	53%	74%	70%
Students Requiring Accelerated Instruction														
	2019	18%	20%	25%	-	25%	-	-	-	-	-	47%	26%	30%
STAAR Cumulative Met Standard														
	2019	88%	88%	88%	-	88%	-	-	-	-	-	78%	87%	87%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	98%	90%	85%	-	85%	-	-	-	-	-	100%	85%	78%
STAAR Met Standard (Non-Proficient in Previous Year)														
	2019	56%	80%	*	-	*	-	-	-	-	-	-	*	*

District Name: BROWNSVILLE ISD
 Campus Name: STELL MIDDLE
 Campus Number: 031901044

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

Total Students: 982
 Grade Span: 06 - 08
 (Current EL Students)

			State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level																
All Grades All Subjects																
At Approaches Grade Level or Above	2019	78%	81%	74%	-	-	-	-	-	-	54%	-	54%	*	54%	54%
	2018	77%	78%	67%	-	-	-	-	-	-	42%	42%	-	47%	42%	42%
At Meets Grade Level or Above	2019	50%	52%	41%	-	-	-	-	-	-	18%	-	18%	*	18%	17%
	2018	48%	49%	34%	-	-	-	-	-	-	10%	10%	-	13%	10%	10%
At Masters Grade Level	2019	24%	23%	18%	-	-	-	-	-	-	5%	-	5%	*	5%	5%
	2018	22%	21%	14%	-	-	-	-	-	-	2%	2%	-	0%	2%	2%
All Grades ELA/Reading																
At Approaches Grade Level or Above	2019	75%	76%	72%	-	-	-	-	-	-	50%	-	50%	*	50%	50%
	2018	74%	74%	68%	-	-	-	-	-	-	37%	37%	-	44%	37%	38%
At Meets Grade Level or Above	2019	48%	47%	40%	-	-	-	-	-	-	15%	-	15%	*	15%	15%
	2018	46%	44%	32%	-	-	-	-	-	-	7%	7%	-	11%	7%	7%
At Masters Grade Level	2019	21%	18%	17%	-	-	-	-	-	-	4%	-	4%	*	4%	4%
	2018	19%	17%	16%	-	-	-	-	-	-	2%	2%	-	0%	2%	2%
All Grades Mathematics																
At Approaches Grade Level or Above	2019	82%	86%	78%	-	-	-	-	-	-	66%	-	66%	*	66%	66%
	2018	81%	85%	75%	-	-	-	-	-	-	59%	59%	-	56%	59%	59%
At Meets Grade Level or Above	2019	52%	57%	46%	-	-	-	-	-	-	26%	-	26%	*	26%	25%
	2018	50%	55%	39%	-	-	-	-	-	-	16%	16%	-	22%	16%	16%
At Masters Grade Level	2019	26%	31%	21%	-	-	-	-	-	-	8%	-	8%	*	8%	8%
	2018	24%	28%	16%	-	-	-	-	-	-	2%	2%	-	0%	2%	2%
All Grades Writing																
At Approaches Grade Level or Above	2019	68%	76%	71%	-	-	-	-	-	-	53%	-	53%	-	53%	53%
	2018	66%	71%	64%	-	-	-	-	-	-	31%	31%	-	*	31%	31%
At Meets Grade Level or Above	2019	38%	44%	40%	-	-	-	-	-	-	18%	-	18%	-	18%	18%
	2018	41%	45%	42%	-	-	-	-	-	-	9%	9%	-	*	9%	10%
At Masters Grade Level	2019	14%	15%	12%	-	-	-	-	-	-	2%	-	2%	-	2%	2%
	2018	13%	13%	12%	-	-	-	-	-	-	1%	1%	-	*	1%	1%
All Grades Science																
At Approaches Grade Level or Above	2019	81%	84%	73%	-	-	-	-	-	-	43%	-	43%	-	43%	43%
	2018	80%	82%	60%	-	-	-	-	-	-	28%	28%	-	60%	28%	31%
At Meets Grade Level or Above	2019	54%	55%	34%	-	-	-	-	-	-	9%	-	9%	-	9%	9%
	2018	51%	51%	32%	-	-	-	-	-	-	3%	3%	-	0%	3%	3%
At Masters Grade Level	2019	25%	21%	11%	-	-	-	-	-	-	2%	-	2%	-	2%	2%
	2018	23%	19%	12%	-	-	-	-	-	-	2%	2%	-	0%	2%	2%
All Grades Social Studies																
At Approaches Grade Level or Above	2019	81%	83%	69%	-	-	-	-	-	-	41%	-	41%	-	41%	41%
	2018	78%	80%	53%	-	-	-	-	-	-	23%	23%	-	20%	23%	23%
At Meets Grade Level or Above	2019	55%	54%	35%	-	-	-	-	-	-	8%	-	8%	-	8%	8%
	2018	53%	51%	21%	-	-	-	-	-	-	5%	5%	-	0%	5%	5%
At Masters Grade Level	2019	33%	29%	20%	-	-	-	-	-	-	3%	-	3%	-	3%	3%
	2018	31%	26%	9%	-	-	-	-	-	-	2%	2%	-	0%	2%	2%
School Progress Domain - Academic Growth Score																
All Grades Both Subjects	2019	69%	69%	63%	-	-	-	-	-	-	56%	-	56%	*	56%	55%
	2018	69%	71%	64%	-	-	-	-	-	-	62%	62%	-	67%	62%	62%
All Grades ELA/Reading	2019	68%	67%	64%	-	-	-	-	-	-	59%	-	59%	*	59%	59%
	2018	69%	69%	63%	-	-	-	-	-	-	62%	62%	-	72%	62%	62%
All Grades Mathematics	2019	70%	71%	61%	-	-	-	-	-	-	52%	-	52%	*	52%	52%
	2018	70%	72%	65%	-	-	-	-	-	-	62%	62%	-	61%	62%	62%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)																
Reading	2019	41%	48%	48%	-	-	-	-	-	-	39%	-	39%	-	39%	39%

District Name: BROWNSVILLE ISD
 Campus Name: STELL MIDDLE
 Campus Number: 031901044

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

Total Students: 982
 Grade Span: 06 - 08
 (Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
Mathematics	2018	38%	44%	38%	-	-	-	-	-	31%	31%	-	*	31%	31%
	2019	45%	57%	52%	-	-	-	-	-	53%	-	53%	-	53%	53%
	2018	47%	57%	53%	-	-	-	-	-	46%	46%	-	*	46%	47%

District Name: BROWNSVILLE ISD
 Campus Name: STELL MIDDLE
 Campus Number: 031901044

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

Total Students: 982
 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%	99%	-	99%	*	-	-	-	-	98%	99%	100%
Included in Accountability	94%	95%	91%	-	91%	*	-	-	-	-	92%	91%	86%
Not Included in Accountability													
Mobile	4%	2%	5%	-	5%	*	-	-	-	-	5%	5%	5%
Other Exclusions	1%	2%	3%	-	3%	*	-	-	-	-	1%	3%	8%
Not Tested	1%	0%	1%	-	1%	*	-	-	-	-	2%	1%	0%
Absent	1%	0%	1%	-	1%	*	-	-	-	-	2%	1%	0%
Other	0%	0%	0%	-	0%	*	-	-	-	-	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	99%	-	99%	100%	-	*	-	-	98%	99%	100%
Included in Accountability	94%	95%	92%	-	92%	70%	-	*	-	-	94%	93%	85%
Not Included in Accountability													
Mobile	4%	3%	5%	-	5%	30%	-	*	-	-	2%	4%	8%
Other Exclusions	1%	2%	2%	-	2%	0%	-	*	-	-	2%	2%	7%
Not Tested	1%	0%	1%	-	1%	0%	-	*	-	-	2%	1%	0%
Absent	1%	0%	1%	-	1%	0%	-	*	-	-	2%	1%	0%
Other	0%	0%	0%	-	0%	0%	-	*	-	-	0%	0%	0%

District Name: BROWNSVILLE ISD
 Campus Name: STELL MIDDLE
 Campus Number: 031901044

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

Total Students: 982
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2017-18	95.4%	95.4%	95.0%	-	95.0%	96.7%	-	*	-	-	92.9%	95.0%	94.8%
2016-17	95.7%	95.8%	95.4%	*	95.4%	*	-	*	-	-	92.5%	95.4%	95.4%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.5%	0.1%	-	0.1%	*	-	-	-	-	0.0%	0.1%	0.0%
2016-17	0.3%	0.2%	0.2%	*	0.2%	0.0%	-	*	-	-	0.0%	0.2%	0.8%
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: STELL MIDDLE
 Campus Number: 031901044

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

Total Students: 982
 Grade Span: 06 - 08
 School Type: Middle

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

District Name: BROWNSVILLE ISD
 Campus Name: STELL MIDDLE
 Campus Number: 031901044

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

Total Students: 982
 Grade Span: 06 - 08
 School Type: Middle

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

District Name: BROWNSVILLE ISD
 Campus Name: STELL MIDDLE
 Campus Number: 031901044

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

Total Students: 982
 Grade Span: 06 - 08
 School Type: Middle

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

District Name: BROWNSVILLE ISD
 Campus Name: STELL MIDDLE
 Campus Number: 031901044

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

Total Students: 982
 Grade Span: 06 - 08
 School Type: Middle

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

District Name: BROWNSVILLE ISD
Campus Name: STELL MIDDLE
Campus Number: 031901044

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

Total Students: 982
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: STELL MIDDLE
 Campus Number: 031901044

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

Total Students: 982
 Grade Span: 06 - 08
 School Type: Middle

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

District Name: BROWNSVILLE ISD
 Campus Name: STELL MIDDLE
 Campus Number: 031901044

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

Total Students: 982
 Grade Span: 06 - 08
 School Type: Middle

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

District Name: BROWNSVILLE ISD
 Campus Name: STELL MIDDLE
 Campus Number: 031901044

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

Total Students: 982
 Grade Span: 06 - 08
 School Type: Middle

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	982	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	287	29.2%	6.8%	7.7%
Grade 7	328	33.4%	7.1%	7.5%
Grade 8	367	37.4%	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	970	98.8%	98.3%	52.6%
White	12	1.2%	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	917	93.4%	88.5%	60.6%
Non-Educationally Disadvantaged	65	6.6%	11.5%	39.4%
Section 504 Students	121	12.3%	8.7%	6.5%
English Learners (EL)	309	31.5%	34.6%	19.5%
Students w/ Disciplinary Placements (2017-18)	32	2.8%	1.0%	1.4%
Students w/ Dyslexia	85	8.7%	5.4%	3.6%
At-Risk	681	69.3%	67.3%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	150			
By Type of Primary Disability				
Students with Intellectual Disabilities	103	68.7%	55.3%	42.4%
Students with Physical Disabilities	5	3.3%	11.5%	21.9%
Students with Autism	5	3.3%	12.2%	13.7%
Students with Behavioral Disabilities	37	24.7%	18.9%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	2.1%	1.4%
Mobility (2017-18):				
Total Mobile Students	159	14.0%	15.0%	15.4%

District Name: BROWNSVILLE ISD
 Campus Name: STELL MIDDLE
 Campus Number: 031901044

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

Total Students: 982
 Grade Span: 06 - 08
 School Type: Middle

Student Information	----- Campus -----		District	State
	Count	Percent		
By Ethnicity:				
African American	0	0.0%		
Hispanic	156	13.7%		
White	3	0.3%		
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	0.4%	2.6%	0.4%	0.0%	1.6%	0.5%
Grade 7	2.0%	3.8%	0.6%	1.6%	2.2%	0.6%
Grade 8	2.4%	1.6%	0.4%	2.3%	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	23.4	21.9	20.4
Secondary:			
English/Language Arts	20.1	17.0	16.6
Foreign Languages	21.2	20.8	18.9
Mathematics	21.9	19.9	17.8
Science	22.7	20.1	18.9
Social Studies	22.7	19.8	19.3

District Name: BROWNSVILLE ISD
Campus Name: STELL MIDDLE
Campus Number: 031901044

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

Total Students: 982
Grade Span: 06 - 08
School Type: Middle

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	87.1	100.0%	100.0%	100.0%
Professional Staff:	80.1	92.0%	56.5%	64.1%
Teachers	66.6	76.5%	44.0%	49.8%
Professional Support	10.5	12.0%	9.5%	10.1%
Campus Administration (School Leadership)	3.0	3.5%	2.9%	3.0%
Educational Aides:	7.0	8.0%	11.7%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	58.0	4,414.0
Part-time	0.0	n/a	2.0	572.0
Counselors				
Full-time	4.0	n/a	149.0	12,433.0
Part-time	1.0	n/a	11.0	1,097.0
Total Minority Staff:	77.8	89.4%	94.0%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.3%	10.6%
Hispanic	59.4	89.2%	90.3%	27.7%
White	7.2	10.8%	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	25.3	38.0%	32.0%	23.8%
Females	41.3	62.0%	68.0%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.2%	1.4%
Bachelors	53.6	80.5%	79.4%	73.6%
Masters	13.0	19.5%	19.0%	24.3%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	1.5%	2.7%	7.0%
1-5 Years Experience	8.4	12.6%	14.3%	28.9%
6-10 Years Experience	10.9	16.4%	17.6%	19.0%
11-20 Years Experience	23.8	35.8%	39.3%	29.3%
Over 20 Years Experience	22.4	33.6%	26.0%	15.7%
Number of Students per Teacher	14.8	n/a	15.2	15.1

District Name: BROWNSVILLE ISD
 Campus Name: STELL MIDDLE
 Campus Number: 031901044

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

Total Students: 982
 Grade Span: 06 - 08
 School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	2.0	8.8	6.3
Average Years Experience of Principals with District	2.0	8.4	5.4
Average Years Experience of Assistant Principals	15.0	8.4	5.3
Average Years Experience of Assistant Principals with District	14.5	8.2	4.7
Average Years Experience of Teachers:	17.3	15.1	11.1
Average Years Experience of Teachers with District:	16.5	14.3	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$46,581	\$49,007	\$47,218
1-5 Years Experience	\$48,301	\$49,170	\$50,408
6-10 Years Experience	\$48,940	\$50,423	\$52,786
11-20 Years Experience	\$53,691	\$55,575	\$56,041
Over 20 Years Experience	\$68,946	\$64,161	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$57,254	\$55,810	\$54,122
Professional Support	\$58,563	\$67,073	\$64,069
Campus Administration (School Leadership)	\$84,249	\$84,030	\$78,947
Instructional Staff Percent:	n/a	58.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	3,598.0	6,043.6

District Name: BROWNSVILLE ISD
 Campus Name: STELL MIDDLE
 Campus Number: 031901044

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

Total Students: 982
 Grade Span: 06 - 08
 School Type: Middle

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	307	31.3%	34.1%	19.7%
Career & Technical Education	26	2.6%	31.3%	26.3%
Gifted & Talented Education	181	18.4%	12.0%	8.1%
Special Education	150	15.3%	12.1%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.8	1.3%	2.7%	6.4%
Career & Technical Education	0.1	0.2%	5.6%	4.9%
Compensatory Education	0.0	0.0%	0.9%	2.7%
Gifted & Talented Education	0.4	0.6%	0.5%	2.0%
Regular Education	54.0	81.2%	78.8%	71.4%
Special Education	11.2	16.8%	11.4%	9.1%
Other	0.0	0.0%	0.2%	3.6%

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

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

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

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

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

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

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

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

2019-20 Texas Academic Performance Report

District Name: **BROWNSVILLE ISD**

Campus Name: **STELL MIDDLE**

Campus Number: **031901044**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: BROWNSVILLE ISD
Campus Name: STELL MIDDLE
Campus Number: 031901044

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 906
Grade Span: 06 - 08
School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

					African		American		Pacific	Two or	Special	Special	Continu-	Non-		(Current			
					State	District	Campus	Hispanic	White	Indian	Asian	Islander	More	Ed	Ed	ously	Continu-	Econ	&
													Races	(Current)	(Former)	Enrolled	ously	Disadv	Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																			
Grade 6 Reading																			
At Approaches Grade Level or Above	2019	68%	64%	55%	-	55%	-	-	-	-	-	-	17%	*	57%	44%	54%	48%	
	2018	69%	65%	54%	-	54%	*	-	*	-	-	-	28%	50%	56%	41%	54%	45%	
At Meets Grade Level or Above	2019	37%	31%	25%	-	25%	-	-	-	-	-	-	7%	*	25%	22%	22%	15%	
	2018	39%	32%	21%	-	22%	*	-	*	-	-	-	15%	17%	22%	14%	21%	15%	
At Masters Grade Level	2019	18%	12%	10%	-	10%	-	-	-	-	-	-	2%	*	10%	14%	10%	5%	
	2018	19%	14%	7%	-	7%	*	-	*	-	-	-	3%	0%	7%	7%	7%	3%	
Grade 6 Mathematics																			
At Approaches Grade Level or Above	2019	81%	81%	77%	-	77%	-	-	-	-	-	-	41%	*	79%	61%	76%	74%	
	2018	77%	77%	69%	-	69%	*	-	*	-	-	-	32%	100%	71%	52%	69%	64%	
At Meets Grade Level or Above	2019	47%	44%	36%	-	36%	-	-	-	-	-	-	10%	*	36%	31%	34%	27%	
	2018	44%	39%	27%	-	28%	*	-	*	-	-	-	16%	33%	28%	24%	27%	24%	
At Masters Grade Level	2019	21%	17%	13%	-	13%	-	-	-	-	-	-	2%	*	12%	17%	11%	8%	
	2018	18%	14%	8%	-	8%	*	-	*	-	-	-	5%	33%	8%	7%	8%	6%	
Grade 7 Reading																			
At Approaches Grade Level or Above	2019	76%	73%	73%	-	73%	*	-	-	-	-	-	28%	*	74%	65%	71%	62%	
	2018	74%	72%	67%	-	67%	*	-	-	-	-	-	20%	*	68%	56%	67%	56%	
At Meets Grade Level or Above	2019	49%	46%	40%	-	40%	*	-	-	-	-	-	18%	*	42%	29%	39%	32%	
	2018	48%	42%	37%	-	37%	*	-	-	-	-	-	10%	*	39%	29%	37%	25%	
At Masters Grade Level	2019	29%	24%	21%	-	21%	*	-	-	-	-	-	5%	*	23%	12%	20%	16%	
	2018	29%	24%	22%	-	21%	*	-	-	-	-	-	7%	*	22%	18%	22%	7%	
Grade 7 Mathematics																			
At Approaches Grade Level or Above	2019	75%	73%	61%	-	61%	*	-	-	-	-	-	28%	*	62%	59%	60%	51%	
	2018	72%	70%	66%	-	66%	*	-	-	-	-	-	31%	*	68%	53%	66%	58%	
At Meets Grade Level or Above	2019	43%	40%	27%	-	27%	*	-	-	-	-	-	13%	*	27%	24%	25%	20%	
	2018	40%	36%	30%	-	30%	*	-	-	-	-	-	10%	*	31%	27%	30%	21%	
At Masters Grade Level	2019	17%	15%	6%	-	6%	*	-	-	-	-	-	5%	*	7%	0%	5%	3%	
	2018	18%	15%	12%	-	12%	*	-	-	-	-	-	3%	*	12%	13%	12%	5%	
Grade 7 Writing																			
At Approaches Grade Level or Above	2019	70%	74%	71%	-	71%	*	-	-	-	-	-	28%	*	73%	53%	70%	62%	
	2018	69%	68%	64%	-	64%	*	-	-	-	-	-	16%	*	68%	43%	64%	53%	
At Meets Grade Level or Above	2019	42%	44%	40%	-	40%	*	-	-	-	-	-	18%	*	41%	29%	39%	30%	
	2018	43%	41%	42%	-	41%	*	-	-	-	-	-	10%	*	44%	28%	41%	27%	
At Masters Grade Level	2019	18%	16%	12%	-	12%	*	-	-	-	-	-	3%	*	12%	12%	10%	6%	
	2018	15%	12%	12%	-	12%	*	-	-	-	-	-	2%	*	13%	6%	12%	3%	

District Name: BROWNSVILLE ISD
 Campus Name: STELL MIDDLE
 Campus Number: 031901044

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 906
 Grade Span: 06 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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 8 Reading^																	
At Approaches Grade Level or Above	2019	86%	86%	85%	-	85%	-	-	-	-	-	55%	*	88%	69%	84%	78%
	2018	86%	85%	81%	-	81%	-	-	-	-	-	41%	100%	85%	58%	81%	71%
At Meets Grade Level or Above	2019	55%	53%	51%	-	51%	-	-	-	-	-	25%	*	51%	50%	48%	35%
	2018	49%	46%	36%	-	36%	-	-	-	-	-	10%	40%	38%	21%	36%	19%
At Masters Grade Level	2019	28%	23%	19%	-	19%	-	-	-	-	-	5%	*	19%	14%	16%	3%
	2018	27%	23%	19%	-	19%	-	-	-	-	-	2%	20%	20%	11%	18%	8%
Grade 8 Mathematics^																	
At Approaches Grade Level or Above	2019	88%	90%	89%	-	89%	-	-	-	-	-	80%	*	88%	93%	88%	89%
	2018	86%	88%	86%	-	86%	-	-	-	-	-	66%	*	88%	77%	87%	88%
At Meets Grade Level or Above	2019	57%	51%	49%	-	49%	-	-	-	-	-	46%	*	48%	57%	48%	44%
	2018	51%	47%	43%	-	43%	-	-	-	-	-	22%	*	45%	30%	43%	34%
At Masters Grade Level	2019	17%	8%	5%	-	5%	-	-	-	-	-	3%	*	4%	11%	5%	4%
	2018	15%	8%	7%	-	7%	-	-	-	-	-	2%	*	7%	7%	6%	6%
Grade 8 Science																	
At Approaches Grade Level or Above	2019	81%	78%	73%	-	73%	-	-	-	-	-	33%	*	75%	61%	72%	59%
	2018	76%	72%	60%	-	60%	-	-	-	-	-	18%	60%	63%	42%	60%	45%
At Meets Grade Level or Above	2019	51%	44%	34%	-	34%	-	-	-	-	-	12%	*	34%	34%	31%	15%
	2018	52%	46%	32%	-	32%	-	-	-	-	-	8%	40%	34%	19%	32%	14%
At Masters Grade Level	2019	25%	17%	11%	-	11%	-	-	-	-	-	5%	*	11%	12%	10%	1%
	2018	28%	22%	12%	-	12%	-	-	-	-	-	3%	0%	13%	8%	11%	4%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	71%	69%	-	69%	-	-	-	-	-	31%	*	69%	68%	68%	57%
	2018	65%	65%	53%	-	53%	-	-	-	-	-	29%	60%	55%	39%	53%	36%
At Meets Grade Level or Above	2019	37%	34%	35%	-	35%	-	-	-	-	-	10%	*	36%	28%	33%	18%
	2018	36%	33%	21%	-	21%	-	-	-	-	-	8%	20%	21%	17%	20%	10%
At Masters Grade Level	2019	21%	17%	20%	-	20%	-	-	-	-	-	3%	*	21%	18%	19%	6%
	2018	21%	18%	9%	-	9%	-	-	-	-	-	5%	20%	10%	3%	8%	4%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	94%	100%	-	100%	-	-	-	-	-	*	-	100%	100%	100%	100%
	2018	83%	90%	100%	-	100%	-	-	-	-	-	-	*	100%	100%	100%	100%
At Meets Grade Level or Above	2019	61%	82%	97%	-	97%	-	-	-	-	-	*	-	98%	93%	97%	100%
	2018	55%	71%	96%	-	96%	-	-	-	-	-	-	*	96%	100%	96%	95%
At Masters Grade Level	2019	37%	62%	87%	-	87%	-	-	-	-	-	*	-	86%	93%	85%	81%
	2018	32%	48%	76%	-	76%	-	-	-	-	-	-	*	76%	71%	75%	74%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	81%	74%	-	74%	*	-	-	-	-	40%	78%	75%	65%	73%	64%
	2018	77%	78%	67%	-	67%	43%	-	*	-	-	30%	71%	70%	52%	67%	57%
At Meets Grade Level or Above	2019	50%	52%	41%	-	41%	*	-	-	-	-	19%	33%	41%	36%	39%	28%

District Name: BROWNSVILLE ISD
 Campus Name: STELL MIDDLE
 Campus Number: 031901044

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 906
 Grade Span: 06 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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	2018	48%	49%	34%	-	34%	29%	-	*	-	-	12%	29%	36%	25%	34%	22%
	2019	24%	23%	18%	-	18%	*	-	-	-	-	4%	6%	18%	16%	16%	8%
	2018	22%	21%	14%	-	14%	14%	-	*	-	-	4%	13%	15%	11%	14%	6%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	76%	72%	-	72%	*	-	-	-	-	36%	83%	74%	60%	71%	62%
	2018	74%	74%	68%	-	68%	*	-	*	-	-	29%	77%	70%	53%	68%	56%
	2019	48%	47%	40%	-	40%	*	-	-	-	-	18%	33%	41%	35%	38%	28%
At Meets Grade Level or Above	2018	46%	44%	32%	-	32%	*	-	*	-	-	11%	23%	33%	22%	32%	20%
	2019	21%	18%	17%	-	17%	*	-	-	-	-	4%	17%	18%	13%	16%	8%
	2018	19%	17%	16%	-	16%	*	-	*	-	-	4%	8%	17%	13%	16%	6%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	86%	78%	-	78%	*	-	-	-	-	54%	67%	79%	73%	77%	72%
	2018	81%	85%	75%	-	75%	*	-	*	-	-	41%	85%	77%	62%	75%	69%
	2019	52%	57%	46%	-	46%	*	-	-	-	-	26%	33%	46%	43%	44%	36%
At Meets Grade Level or Above	2018	50%	55%	39%	-	39%	*	-	*	-	-	15%	38%	40%	32%	39%	28%
	2019	26%	31%	21%	-	22%	*	-	-	-	-	4%	0%	22%	20%	20%	13%
	2018	24%	28%	16%	-	16%	*	-	*	-	-	4%	23%	17%	14%	16%	8%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	76%	71%	-	71%	*	-	-	-	-	28%	*	73%	53%	70%	62%
	2018	66%	71%	64%	-	64%	*	-	-	-	-	16%	*	68%	43%	64%	53%
	2019	38%	44%	40%	-	40%	*	-	-	-	-	18%	*	41%	29%	39%	30%
At Meets Grade Level or Above	2018	41%	45%	42%	-	41%	*	-	-	-	-	10%	*	44%	28%	41%	27%
	2019	14%	15%	12%	-	12%	*	-	-	-	-	3%	*	12%	12%	10%	6%
	2018	13%	13%	12%	-	12%	*	-	-	-	-	2%	*	13%	6%	12%	3%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	84%	73%	-	73%	-	-	-	-	-	33%	*	75%	61%	72%	59%
	2018	80%	82%	60%	-	60%	-	-	-	-	-	18%	60%	63%	42%	60%	45%
	2019	54%	55%	34%	-	34%	-	-	-	-	-	12%	*	34%	34%	31%	15%
At Meets Grade Level or Above	2018	51%	51%	32%	-	32%	-	-	-	-	-	8%	40%	34%	19%	32%	14%
	2019	25%	21%	11%	-	11%	-	-	-	-	-	5%	*	11%	12%	10%	1%
	2018	23%	19%	12%	-	12%	-	-	-	-	-	3%	0%	13%	8%	11%	4%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	83%	69%	-	69%	-	-	-	-	-	31%	*	69%	68%	68%	57%
	2018	78%	80%	53%	-	53%	-	-	-	-	-	29%	60%	55%	39%	53%	36%
	2019	55%	54%	35%	-	35%	-	-	-	-	-	10%	*	36%	28%	33%	18%
At Meets Grade Level or Above	2018	53%	51%	21%	-	21%	-	-	-	-	-	8%	20%	21%	17%	20%	10%
	2019	33%	29%	20%	-	20%	-	-	-	-	-	3%	*	21%	18%	19%	6%
	2018	31%	26%	9%	-	9%	-	-	-	-	-	5%	20%	10%	3%	8%	4%

District Name: BROWNSVILLE ISD
 Campus Name: STELL MIDDLE
 Campus Number: 031901044

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 906
 Grade Span: 06 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 6 ELA/Reading	2019	42	30	27	-	27	-	-	-	-	-	13	*	27	32	27	27
	2018	47	38	25	-	25	*	-	*	-	-	28	0	25	30	24	24
Grade 6 Mathematics	2019	54	35	29	-	29	-	-	-	-	-	22	*	29	33	27	23
	2018	56	41	30	-	30	*	-	*	-	-	30	33	30	29	30	31
Grade 7 ELA/Reading	2019	77	77	83	-	83	*	-	-	-	-	64	*	82	88	82	82
	2018	76	79	80	-	80	*	-	-	-	-	60	*	80	77	80	75
Grade 7 Mathematics	2019	62	59	51	-	51	*	-	-	-	-	47	*	51	52	51	47
	2018	67	65	67	-	67	*	-	-	-	-	49	*	68	63	67	67
Grade 8 ELA/Reading	2019	77	77	75	-	75	-	-	-	-	-	81	*	76	73	74	77
	2018	79	81	79	-	79	-	-	-	-	-	73	90	79	83	79	81
Grade 8 Mathematics	2019	82	91	93	-	93	-	-	-	-	-	91	*	92	96	92	93
	2018	81	92	90	-	90	-	-	-	-	-	79	*	91	84	91	92
End of Course Algebra I	2019	75	91	98	-	98	-	-	-	-	-	*	-	99	93	98	100
	2018	72	85	99	-	99	-	-	-	-	-	-	*	99	100	99	97
All Grades Both Subjects	2019	69	69	63	-	63	*	-	-	-	-	57	67	63	63	62	59
	2018	69	71	64	-	64	33	-	*	-	-	54	50	64	66	64	62
All Grades ELA/Reading	2019	68	67	64	-	64	*	-	-	-	-	56	83	64	66	63	63
	2018	69	69	63	-	63	*	-	*	-	-	55	50	63	71	63	61
All Grades Mathematics	2019	70	71	61	-	61	*	-	-	-	-	58	50	62	61	61	55
	2018	70	72	65	-	65	*	-	*	-	-	53	50	65	62	64	62

District Name: BROWNSVILLE ISD
 Campus Name: STELL MIDDLE
 Campus Number: 031901044

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 906
 Grade Span: 06 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
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		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%	48%	-	48%	*	-	-	-	-	25%	47%	39%
	2018	38%	44%	38%	-	37%	*	-	*	-	-	16%	38%	31%
Mathematics	2019	45%	57%	52%	-	52%	*	-	-	-	-	45%	52%	53%
	2018	47%	57%	53%	-	53%	*	-	-	-	-	35%	52%	47%
Student Success Initiative														
Grade 5 Mathematics														
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	100%	*	-	*	-	-	-	-	-	*	*	-
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	77%	75%	-	75%	-	-	-	-	-	32%	74%	45%
Students Requiring Accelerated Instruction														
	2019	22%	23%	25%	-	25%	-	-	-	-	-	68%	26%	55%
STAAR Cumulative Met Standard														
	2019	85%	84%	84%	-	84%	-	-	-	-	-	52%	82%	60%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	99%	95%	93%	-	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%	75%	-	75%	-	-	-	-	-	53%	74%	70%
Students Requiring Accelerated Instruction														
	2019	18%	20%	25%	-	25%	-	-	-	-	-	47%	26%	30%
STAAR Cumulative Met Standard														
	2019	88%	88%	88%	-	88%	-	-	-	-	-	78%	87%	87%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	98%	90%	85%	-	85%	-	-	-	-	-	100%	85%	78%
STAAR Met Standard (Non-Proficient in Previous Year)														
Retained in Grade 8	2019	56%	80%	*	-	*	-	-	-	-	-	-	*	*

District Name: BROWNSVILLE ISD
 Campus Name: STELL MIDDLE
 Campus Number: 031901044

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 906
 Grade Span: 06 - 08
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
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			State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level																
All Grades All Subjects																
At Approaches Grade Level or Above	2019	78%	81%	74%	-	-	-	-	-	-	54%	-	54%	*	54%	54%
	2018	77%	78%	67%	-	-	-	-	-	-	42%	42%	-	47%	42%	42%
At Meets Grade Level or Above	2019	50%	52%	41%	-	-	-	-	-	-	18%	-	18%	*	18%	17%
	2018	48%	49%	34%	-	-	-	-	-	-	10%	10%	-	13%	10%	10%
At Masters Grade Level	2019	24%	23%	18%	-	-	-	-	-	-	5%	-	5%	*	5%	5%
	2018	22%	21%	14%	-	-	-	-	-	-	2%	2%	-	0%	2%	2%
All Grades ELA/Reading																
At Approaches Grade Level or Above	2019	75%	76%	72%	-	-	-	-	-	-	50%	-	50%	*	50%	50%
	2018	74%	74%	68%	-	-	-	-	-	-	37%	37%	-	44%	37%	38%
At Meets Grade Level or Above	2019	48%	47%	40%	-	-	-	-	-	-	15%	-	15%	*	15%	15%
	2018	46%	44%	32%	-	-	-	-	-	-	7%	7%	-	11%	7%	7%
At Masters Grade Level	2019	21%	18%	17%	-	-	-	-	-	-	4%	-	4%	*	4%	4%
	2018	19%	17%	16%	-	-	-	-	-	-	2%	2%	-	0%	2%	2%
All Grades Mathematics																
At Approaches Grade Level or Above	2019	82%	86%	78%	-	-	-	-	-	-	66%	-	66%	*	66%	66%
	2018	81%	85%	75%	-	-	-	-	-	-	59%	59%	-	56%	59%	59%
At Meets Grade Level or Above	2019	52%	57%	46%	-	-	-	-	-	-	26%	-	26%	*	26%	25%
	2018	50%	55%	39%	-	-	-	-	-	-	16%	16%	-	22%	16%	16%
At Masters Grade Level	2019	26%	31%	21%	-	-	-	-	-	-	8%	-	8%	*	8%	8%
	2018	24%	28%	16%	-	-	-	-	-	-	2%	2%	-	0%	2%	2%
All Grades Writing																
At Approaches Grade Level or Above	2019	68%	76%	71%	-	-	-	-	-	-	53%	-	53%	-	53%	53%
	2018	66%	71%	64%	-	-	-	-	-	-	31%	31%	-	*	31%	31%
At Meets Grade Level or Above	2019	38%	44%	40%	-	-	-	-	-	-	18%	-	18%	-	18%	18%
	2018	41%	45%	42%	-	-	-	-	-	-	9%	9%	-	*	9%	10%
At Masters Grade Level	2019	14%	15%	12%	-	-	-	-	-	-	2%	-	2%	-	2%	2%
	2018	13%	13%	12%	-	-	-	-	-	-	1%	1%	-	*	1%	1%
All Grades Science																
At Approaches Grade Level or Above	2019	81%	84%	73%	-	-	-	-	-	-	43%	-	43%	-	43%	43%
	2018	80%	82%	60%	-	-	-	-	-	-	28%	28%	-	60%	28%	31%
At Meets Grade Level or Above	2019	54%	55%	34%	-	-	-	-	-	-	9%	-	9%	-	9%	9%
	2018	51%	51%	32%	-	-	-	-	-	-	3%	3%	-	0%	3%	3%
At Masters Grade Level	2019	25%	21%	11%	-	-	-	-	-	-	2%	-	2%	-	2%	2%
	2018	23%	19%	12%	-	-	-	-	-	-	2%	2%	-	0%	2%	2%
All Grades Social Studies																
At Approaches Grade Level or Above	2019	81%	83%	69%	-	-	-	-	-	-	41%	-	41%	-	41%	41%
	2018	78%	80%	53%	-	-	-	-	-	-	23%	23%	-	20%	23%	23%
At Meets Grade Level or Above	2019	55%	54%	35%	-	-	-	-	-	-	8%	-	8%	-	8%	8%
	2018	53%	51%	21%	-	-	-	-	-	-	5%	5%	-	0%	5%	5%
At Masters Grade Level	2019	33%	29%	20%	-	-	-	-	-	-	3%	-	3%	-	3%	3%
	2018	31%	26%	9%	-	-	-	-	-	-	2%	2%	-	0%	2%	2%
School Progress Domain - Academic Growth Score																
All Grades Both Subjects	2019	69%	69%	63%	-	-	-	-	-	-	56%	-	56%	*	56%	55%
	2018	69%	71%	64%	-	-	-	-	-	-	62%	62%	-	67%	62%	62%
All Grades ELA/Reading	2019	68%	67%	64%	-	-	-	-	-	-	59%	-	59%	*	59%	59%
	2018	69%	69%	63%	-	-	-	-	-	-	62%	62%	-	72%	62%	62%
All Grades Mathematics	2019	70%	71%	61%	-	-	-	-	-	-	52%	-	52%	*	52%	52%

District Name: BROWNSVILLE ISD
 Campus Name: STELL MIDDLE
 Campus Number: 031901044

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 906
 Grade Span: 06 - 08
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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	70%	72%	65%	-	-	-	-	-	62%	62%	-	61%	62%	62%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	48%	48%	-	-	-	-	-	39%	-	39%	-	39%	39%
	2018	38%	44%	38%	-	-	-	-	-	31%	31%	-	*	31%	31%
Mathematics	2019	45%	57%	52%	-	-	-	-	-	53%	-	53%	-	53%	53%
	2018	47%	57%	53%	-	-	-	-	-	46%	46%	-	*	46%	47%

District Name: BROWNSVILLE ISD
 Campus Name: STELL MIDDLE
 Campus Number: 031901044

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 982
 Grade Span: 06 - 08
 School Type: Middle

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 the Participation section of this year's report is not updated.

	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%	99%	-	99%	*	-	-	-	-	98%	99%	100%
Included in Accountability	94%	95%	91%	-	91%	*	-	-	-	-	92%	91%	86%
Not Included in Accountability													
Mobile	4%	2%	5%	-	5%	*	-	-	-	-	5%	5%	5%
Other Exclusions	1%	2%	3%	-	3%	*	-	-	-	-	1%	3%	8%
Not Tested	1%	0%	1%	-	1%	*	-	-	-	-	2%	1%	0%
Absent	1%	0%	1%	-	1%	*	-	-	-	-	2%	1%	0%
Other	0%	0%	0%	-	0%	*	-	-	-	-	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	99%	-	99%	100%	-	*	-	-	98%	99%	100%
Included in Accountability	94%	95%	92%	-	92%	70%	-	*	-	-	94%	93%	85%
Not Included in Accountability													
Mobile	4%	3%	5%	-	5%	30%	-	*	-	-	2%	4%	8%
Other Exclusions	1%	2%	2%	-	2%	0%	-	*	-	-	2%	2%	7%
Not Tested	1%	0%	1%	-	1%	0%	-	*	-	-	2%	1%	0%
Absent	1%	0%	1%	-	1%	0%	-	*	-	-	2%	1%	0%
Other	0%	0%	0%	-	0%	0%	-	*	-	-	0%	0%	0%

District Name: BROWNSVILLE ISD
 Campus Name: STELL MIDDLE
 Campus Number: 031901044

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 906
 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													
2018-19	95.4%	95.0%	94.2%	-	94.2%	95.9%	-	-	-	-	92.0%	94.1%	93.6%
2017-18	95.4%	95.4%	95.0%	-	95.0%	96.7%	-	*	-	-	92.9%	95.0%	94.8%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.3%	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
2017-18	0.4%	0.5%	0.1%	-	0.1%	*	-	-	-	-	0.0%	0.1%	0.0%
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	1.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	93.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	3.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	93.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	96.8%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	96.3%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	95.7%	-	-	-	-	-	-	-	-	-	-	-

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Texas Education Agency
Texas Academic Performance Report
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Total Students: 906
 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	0.7%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	95.4%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	92.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	91.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	85.7%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	17.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	3.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	79.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	93.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	97.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	96.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	32.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	58.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	16.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	3.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	79.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	94.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	94.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	96.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 906
 Grade Span: 06 - 08
 School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	3,285	355,615
By Ethnicity:				
African American	-	-	2	43,953
Hispanic	-	-	3,255	180,673
White	-	-	18	105,577
American Indian	-	-	1	1,293
Asian	-	-	8	16,564
Pacific Islander	-	-	0	537
Two or More Races	-	-	1	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	42	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	20	1,090
Foundation H.S. Program (No Endorsement)	-	-	198	51,579
Foundation H.S. Program (Endorsement)	-	-	516	15,160
Foundation H.S. Program (DLA)	-	-	2,509	285,538
Special Education Graduates	-	-	299	27,598
Economically Disadvantaged Graduates	-	-	2,760	186,364
LEP Graduates	-	-	462	25,189
At-Risk Graduates	-	-	2,003	146,432

District Name: BROWNSVILLE ISD
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 906
 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)													
2018-19	72.9%	79.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	67.4%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	50.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	51.9%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	58.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	61.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	46.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	49.9%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	41.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	44.9%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	23.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	20.1%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	18.6%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	61.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	36.1%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	25.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	4.4%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

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Total Students: 906
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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	1.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	81.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	53.1%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	7.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	4.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	4.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD
 Campus Name: STELL MIDDLE
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 906
 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													
2018-19	33.4%	52.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	54.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	43.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	44.4%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	36.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	39.1%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	84.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	82.3%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	2.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	27.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	24.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	16.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	15.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	3.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	2.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	8.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	5.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	16.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	13.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	23.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	27.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	9.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	14.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a

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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018 Science	52.8%	14.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	40.6%	5.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	7.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	46.3%	9.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	11.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	74.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	76.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All													
Examinees													
2018-19	36.1%	17.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	22.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	943	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	960	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	478	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	489	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	464	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	472	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	18.0	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	18.1	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	17.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	17.7	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	17.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	18.1	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	18.4	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	18.5	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: BROWNSVILLE ISD
 Campus Name: STELL MIDDLE
 Campus Number: 031901044

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 906
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	53.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	49.1%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	27.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	26.5%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	27.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	24.5%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	16.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	18.3%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	26.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	24.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	58.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	59.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	53.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	63.5%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD
 Campus Name: STELL MIDDLE
 Campus Number: 031901044

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 906
 Grade Span: 06 - 08
 School Type: Middle

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----				----- Campus -----			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	906	100.0%	42,989	5,479,173	906	100.0%	43,028	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.1%	0.3%	0	0.0%	0.2%	0.5%
Pre-Kindergarten	0	0.0%	8.3%	4.5%	0	0.0%	8.3%	4.5%
Kindergarten	0	0.0%	5.9%	7.0%	0	0.0%	5.9%	7.0%
Grade 1	0	0.0%	6.5%	7.1%	0	0.0%	6.5%	7.1%
Grade 2	0	0.0%	6.5%	7.1%	0	0.0%	6.4%	7.1%
Grade 3	0	0.0%	6.7%	7.1%	0	0.0%	6.7%	7.1%
Grade 4	0	0.0%	6.6%	7.3%	0	0.0%	6.6%	7.3%
Grade 5	0	0.0%	7.1%	7.6%	0	0.0%	7.1%	7.6%
Grade 6	272	30.0%	7.0%	7.7%	272	30.0%	7.0%	7.7%
Grade 7	307	33.9%	6.9%	7.7%	307	33.9%	6.9%	7.7%
Grade 8	327	36.1%	7.2%	7.5%	327	36.1%	7.2%	7.5%
Grade 9	0	0.0%	8.5%	8.2%	0	0.0%	8.5%	8.2%
Grade 10	0	0.0%	8.0%	7.4%	0	0.0%	8.0%	7.4%
Grade 11	0	0.0%	7.5%	6.9%	0	0.0%	7.5%	6.9%
Grade 12	0	0.0%	7.2%	6.4%	0	0.0%	7.2%	6.4%
Ethnic Distribution:								
African American	0	0.0%	0.1%	12.6%	0	0.0%	0.1%	12.6%
Hispanic	898	99.1%	98.3%	52.8%	898	99.1%	98.3%	52.8%
White	8	0.9%	1.3%	27.0%	8	0.9%	1.3%	27.0%
American Indian	0	0.0%	0.0%	0.4%	0	0.0%	0.0%	0.4%
Asian	0	0.0%	0.2%	4.6%	0	0.0%	0.2%	4.6%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.0%	2.5%	0	0.0%	0.0%	2.5%
Sex:								
Female	436	48.1%	49.1%	48.8%	436	48.1%	49.1%	48.8%
Male	470	51.9%	50.9%	51.2%	470	51.9%	50.9%	51.2%
Economically Disadvantaged	867	95.7%	89.5%	60.3%	867	95.7%	89.5%	60.2%
Non-Educationally Disadvantaged	39	4.3%	10.5%	39.7%	39	4.3%	10.5%	39.8%
Section 504 Students	126	13.9%	8.6%	6.9%	126	13.9%	8.6%	6.9%
English Learners (EL)	306	33.8%	36.1%	20.3%	306	33.8%	36.1%	20.3%
Students w/ Disciplinary Placements (2018-19)	23	2.1%	0.9%	1.5%				
Students w/ Dyslexia	83	9.2%	5.9%	4.1%	83	9.2%	5.9%	4.1%
Foster Care	0	0.0%	0.4%	0.3%	0	0.0%	0.4%	0.3%
Homeless	76	8.4%	3.4%	1.4%	76	8.4%	3.4%	1.4%
Immigrant	5	0.6%	1.1%	2.3%	5	0.6%	1.1%	2.3%
Migrant	7	0.8%	1.4%	0.3%	7	0.8%	1.4%	0.3%
Title I	901	99.4%	98.5%	65.1%	901	99.4%	98.5%	65.1%
Military Connected	3	0.3%	0.5%	1.9%	3	0.3%	0.5%	1.9%
At-Risk	684	75.5%	67.8%	50.6%	684	75.5%	67.7%	50.5%

District Name: BROWNSVILLE ISD
Campus Name: STELL MIDDLE
Campus Number: 031901044

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 906
Grade Span: 06 - 08
School Type: Middle

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	300	33.1%	35.6%	20.6%	300	33.1%	35.6%	20.6%
Career & Technical Education	179	19.8%	33.0%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	81.9%	50.8%	0	-	81.9%	50.8%
Gifted & Talented Education	139	15.3%	11.6%	8.1%	139	15.3%	11.6%	8.1%
Special Education	139	15.3%	13.3%	10.5%	139	15.3%	13.4%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	139							
By Type of Primary Disability								
Students with Intellectual Disabilities	91	65.5%	54.6%	42.4%				
Students with Physical Disabilities	5	3.6%	11.7%	21.4%				
Students with Autism	7	5.0%	12.1%	13.8%				
Students with Behavioral Disabilities	36	25.9%	19.4%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	2.2%	1.5%				
Mobility (2018-19):								
Total Mobile Students	185	16.9%	14.1%	15.3%				
By Ethnicity:								
African American	0	0.0%						
Hispanic	180	16.5%						
White	5	0.5%						
American Indian	0	0.0%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	0	0.0%						
Student Attrition (2018-19):								
Total Student Attrition	74	12.0%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	1.2%	1.6%	-	3.3%	5.5%
Grade 1	-	7.6%	2.9%	-	15.7%	4.9%
Grade 2	-	4.1%	1.6%	-	4.6%	2.0%
Grade 3	-	2.9%	0.9%	-	2.2%	0.8%
Grade 4	-	1.0%	0.5%	-	0.6%	0.4%
Grade 5	-	0.4%	0.4%	-	0.2%	0.5%
Grade 6	0.8%	2.7%	0.4%	0.0%	0.9%	0.5%
Grade 7	4.9%	3.2%	0.5%	0.0%	1.4%	0.6%
Grade 8	2.7%	2.1%	0.4%	1.6%	1.3%	0.6%
Grade 9	-	9.1%	7.8%	-	19.1%	13.1%

District Name: BROWNSVILLE ISD
 Campus Name: STELL MIDDLE
 Campus Number: 031901044

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 906
 Grade Span: 06 - 08
 School Type: Middle

<u>Class Size Information</u>	<u>Campus</u>	<u>District</u>	<u>State</u>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	19.0	19.0
Grade 1	-	16.9	18.9
Grade 2	-	17.9	18.8
Grade 3	-	22.2	19.0
Grade 4	-	23.3	19.2
Grade 5	-	24.1	20.9
Grade 6	21.4	22.9	20.4
Secondary:			
English/Language Arts	19.5	16.3	16.4
Foreign Languages	19.0	17.8	18.7
Mathematics	20.6	19.5	17.8
Science	23.7	19.3	18.8
Social Studies	22.6	19.0	19.3

District Name: BROWNSVILLE ISD
Campus Name: STELL MIDDLE
Campus Number: 031901044

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 906
Grade Span: 06 - 08
School Type: Middle

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	82.0	100.0%	100.0%	100.0%
Professional Staff:	74.6	91.0%	56.7%	63.7%
Teachers	60.0	73.2%	44.1%	49.4%
Professional Support	11.5	14.1%	9.7%	10.2%
Campus Administration (School Leadership)	3.0	3.7%	2.8%	3.0%
Educational Aides:	7.4	9.0%	11.9%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	58.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	4.0	n/a	155.0	12,901.0
Part-time	1.0	n/a	8.0	1,103.0
Total Minority Staff:	72.0	87.8%	94.1%	51.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.2%	10.8%
Hispanic	53.1	88.4%	89.8%	28.1%
White	7.0	11.6%	8.4%	57.7%
American Indian	0.0	0.0%	0.1%	0.3%
Asian	0.0	0.0%	0.1%	1.8%
Pacific Islander	0.0	0.0%	1.4%	0.2%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	25.1	41.8%	31.5%	23.8%
Females	35.0	58.2%	68.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.3%	1.3%
Bachelors	49.0	81.7%	79.4%	73.4%
Masters	11.0	18.3%	18.9%	24.5%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	1.7%	2.3%	7.4%
1-5 Years Experience	5.0	8.3%	13.3%	27.9%
6-10 Years Experience	10.0	16.6%	17.3%	19.4%
11-20 Years Experience	19.6	32.7%	40.1%	29.4%
Over 20 Years Experience	24.5	40.8%	27.1%	15.9%
Number of Students per Teacher	15.1	n/a	15.0	15.1

District Name: BROWNSVILLE ISD
 Campus Name: STELL MIDDLE
 Campus Number: 031901044

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 906
 Grade Span: 06 - 08
 School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	3.0	9.6	6.2
Average Years Experience of Principals with District	3.0	9.1	5.3
Average Years Experience of Assistant Principals	16.0	9.1	5.3
Average Years Experience of Assistant Principals with District	15.5	8.9	4.7
Average Years Experience of Teachers:	18.1	15.4	11.1
Average Years Experience of Teachers with District:	17.4	14.6	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$45,025	\$50,807	\$49,868
1-5 Years Experience	\$48,371	\$51,636	\$52,823
6-10 Years Experience	\$51,458	\$53,468	\$55,756
11-20 Years Experience	\$59,348	\$58,689	\$59,308
Over 20 Years Experience	\$69,698	\$67,128	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$61,112	\$58,957	\$57,091
Professional Support	\$64,076	\$73,071	\$67,352
Campus Administration (School Leadership)	\$95,505	\$95,913	\$82,512
Instructional Staff Percent:	n/a	58.9%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	3,598.0	6,309.0

District Name: BROWNSVILLE ISD
 Campus Name: STELL MIDDLE
 Campus Number: 031901044

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 906
 Grade Span: 06 - 08
 School Type: Middle

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	1.1	1.8%	2.7%	6.5%
Career & Technical Education	0.4	0.7%	5.7%	5.0%
Compensatory Education	0.0	0.0%	0.6%	2.8%
Gifted & Talented Education	0.8	1.3%	0.4%	1.9%
Regular Education	48.3	80.5%	78.7%	70.9%
Special Education	9.4	15.7%	11.7%	9.3%
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.
- '-' 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 2018-19 Financial Actual Report](#)

Texas Education Agency
2021 Accountability Ratings Overall Summary
STELL MIDDLE (031901044) - BROWNSVILLE ISD

Not Rated: Declared State of Disaster

Accountability Data Summary

Student Achievement Raw Component Score	
STAAR Performance	22
College, Career and Military Readiness	N/A
Graduation Rate	N/A
School Progress Raw Component Score	
Academic Growth	N/A
Relative Performance (Eco Dis: 97.3%)	22
Closing the Gaps % of Indicators Met	
Academic Achievement Status	0%
Growth Status	N/A
Graduation Status	N/A
English Language Proficiency Status	100%
Student Success Status	0%
School Quality Status	N/A
% Participation (All Tests)	
2018-19	99%
2020-21	60%

Distinction Designations

Distinction designations were not awarded in 2021.

Texas Education Agency
2021 STAAR Performance
STELL MIDDLE (031901044) - BROWNSVILLE ISD

Calculation Report

STAAR Performance	Reading	Mathematics	Writing	Science	Social Studies	Totals	Percentages
Total Tests	479	526	159	138	137	1,439	
Approaches GL or Above	260	209	76	40	23	608	42%
Meets GL or Above	126	67	27	16	8	244	17%
Masters GL	53	27	3	10	5	98	7%
Total Percentage Points							66%
Component Score							22

Texas Education Agency
2021 STAAR Performance
STELL MIDDLE (031901044) - BROWNSVILLE ISD

Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
All Subjects															
Percent of Tests															
At Approaches GL Standard or Above	42%	*	42%	*	-	-	-	-	42%	24%	31%	17%	100%	43%	37%
At Meets GL Standard or Above	17%	*	17%	*	-	-	-	-	17%	5%	9%	8%	50%	17%	15%
At Masters GL Standard	7%	*	7%	*	-	-	-	-	7%	2%	3%	3%	33%	7%	5%
Number of Tests															
At Approaches GL Standard or Above	608	*	604	*	-	-	-	-	585	125	209	40	6	530	78
At Meets GL Standard or Above	244	*	241	*	-	-	-	-	232	27	59	19	3	213	31
At Masters GL Standard	98	*	97	*	-	-	-	-	95	8	22	8	2	87	11
Total Tests	1,439	*	1,435	*	-	-	-	-	1,402	519	673	238	6	1,229	210
Participation															
% participation 2018-19	99%	-	99%	*	-	-	-	-	99%	100%	99%	98%	100%	99%	99%
% participation 2020-21	60%	*	60%	*	-	-	-	-	60%	64%	63%	57%	54%	60%	59%
ELA/Reading															
Percent of Tests															
At Approaches GL Standard or Above	54%	*	54%	*	-	-	-	-	54%	35%	43%	22%	*	57%	40%
At Meets GL Standard or Above	26%	*	26%	*	-	-	-	-	26%	11%	16%	14%	*	28%	19%
At Masters GL Standard	11%	*	11%	*	-	-	-	-	11%	3%	6%	6%	*	12%	8%
Number of Tests															
At Approaches GL Standard or Above	260	*	258	*	-	-	-	-	254	62	97	18	*	230	30
At Meets GL Standard or Above	126	*	124	*	-	-	-	-	123	19	37	11	*	112	14
At Masters GL Standard	53	*	52	*	-	-	-	-	51	6	13	5	*	47	6
Total Tests	479	*	477	*	-	-	-	-	470	179	228	81	*	404	75
Participation															
% participation 2018-19	99%	-	99%	*	-	-	-	-	99%	100%	100%	98%	100%	99%	99%
% participation 2020-21	65%	*	65%	*	-	-	-	-	66%	79%	75%	63%	*	64%	69%
Mathematics															
Percent of Tests															
At Approaches GL Standard or Above	40%	*	40%	*	-	-	-	-	39%	23%	30%	20%	*	39%	43%
At Meets GL Standard or Above	13%	*	13%	*	-	-	-	-	12%	3%	6%	7%	*	12%	16%
At Masters GL Standard	5%	*	5%	*	-	-	-	-	5%	1%	3%	2%	*	5%	4%
Number of Tests															
At Approaches GL Standard or Above	209	*	207	*	-	-	-	-	200	43	75	16	*	177	32
At Meets GL Standard or Above	67	*	66	*	-	-	-	-	62	6	15	6	*	55	12
At Masters GL Standard	27	*	27	*	-	-	-	-	26	2	8	2	*	24	3

Texas Education Agency
2021 STAAR Performance
STELL MIDDLE (031901044) - BROWNSVILLE ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
Total Tests	526	*	524	*	-	-	-	-	511	187	248	82	*	452	74
Participation															
% participation 2018-19	99%	-	99%	*	-	-	-	-	99%	100%	99%	97%	100%	99%	99%
% participation 2020-21	62%	*	62%	*	-	-	-	-	62%	60%	62%	54%	*	63%	57%
Writing															
Percent of Tests															
At Approaches GL Standard or Above	48%	-	48%	-	-	-	-	-	47%	26%	32%	13%	*	47%	50%
At Meets GL Standard or Above	17%	-	17%	-	-	-	-	-	16%	3%	7%	8%	*	17%	18%
At Masters GL Standard	2%	-	2%	-	-	-	-	-	2%	0%	0%	4%	*	1%	9%
Number of Tests															
At Approaches GL Standard or Above	76	-	76	-	-	-	-	-	74	16	24	3	*	65	11
At Meets GL Standard or Above	27	-	27	-	-	-	-	-	25	2	5	2	*	23	4
At Masters GL Standard	3	-	3	-	-	-	-	-	3	0	0	1	*	1	2
Total Tests	159	-	159	-	-	-	-	-	156	62	74	24	*	137	22
Participation															
% participation 2018-19	99%	-	99%	*	-	-	-	-	99%	100%	100%	96%	*	99%	98%
% participation 2020-21	61%	-	61%	-	-	-	-	-	61%	71%	69%	52%	*	59%	71%
Science															
Percent of Tests															
At Approaches GL Standard or Above	29%	-	29%	-	-	-	-	-	27%	4%	11%	8%	-	31%	15%
At Meets GL Standard or Above	12%	-	12%	-	-	-	-	-	11%	0%	3%	0%	-	13%	5%
At Masters GL Standard	7%	-	7%	-	-	-	-	-	8%	0%	2%	0%	-	8%	0%
Number of Tests															
At Approaches GL Standard or Above	40	-	40	-	-	-	-	-	36	2	7	2	-	37	3
At Meets GL Standard or Above	16	-	16	-	-	-	-	-	14	0	2	0	-	15	1
At Masters GL Standard	10	-	10	-	-	-	-	-	10	0	1	0	-	10	0
Total Tests	138	-	138	-	-	-	-	-	133	46	62	25	-	118	20
Participation															
% participation 2018-19	100%	-	100%	-	-	-	-	-	100%	100%	100%	100%	*	100%	100%
% participation 2020-21	47%	-	47%	-	-	-	-	-	47%	45%	45%	53%	*	48%	45%
Social Studies															
Percent of Tests															
At Approaches GL Standard or Above	17%	-	17%	-	-	-	-	-	16%	4%	10%	4%	-	18%	11%
At Meets GL Standard or Above	6%	-	6%	-	-	-	-	-	6%	0%	0%	0%	-	7%	0%
At Masters GL Standard	4%	-	4%	-	-	-	-	-	4%	0%	0%	0%	-	4%	0%
Number of Tests															
At Approaches GL Standard or Above	23	-	23	-	-	-	-	-	21	2	6	1	-	21	2

Texas Education Agency
2021 STAAR Performance
STELL MIDDLE (031901044) - BROWNSVILLE ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled
At Meets GL Standard or Above	8	-	8	-	-	-	-	-	8	0	0	0	-	8	0
At Masters GL Standard	5	-	5	-	-	-	-	-	5	0	0	0	-	5	0
Total Tests	137	-	137	-	-	-	-	-	132	45	61	26	-	118	19
Participation															
% participation 2018-19	99%	-	99%	-	-	-	-	-	98%	97%	98%	98%	*	99%	98%
% participation 2020-21	47%	-	47%	-	-	-	-	-	47%	45%	45%	55%	*	48%	43%

- Indicates there are no students in the group.

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

** When only one racial / ethnic group is masked, then the second smallest racial / ethnic group is masked regardless of size.

Texas Education Agency
2021 Closing the Gaps
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Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Academic Achievement Status																
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
Target Met	No		No						No	No	No		No	No		
% at Meets GL Standard or Above	26%	*	26%	*	-	-	-	-	26%	16%	14%	*	28%	19%		
# at Meets GL Standard or Above	126	*	124	*	-	-	-	-	123	37	11	*	112	14		
Total Tests	479	*	477	*	-	-	-	-	470	228	81	*	404	75		
Mathematics Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
Target Met	No		No						No	No	No		No	No		
% at Meets GL Standard or Above	13%	*	13%	*	-	-	-	-	12%	6%	7%	*	12%	16%		
# at Meets GL Standard or Above	67	*	66	*	-	-	-	-	62	15	6	*	55	12		
Total Tests	526	*	524	*	-	-	-	-	511	248	82	*	452	74		
Total Indicators															0	14
Graduation Rate Status																
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a		
Target Met																
2019 % Graduated	-	-	-	-	-	-	-	-	-	-	-					
2020 % Graduated	-	-	-	-	-	-	-	-	-	-	-					
2020 # Graduated	-	-	-	-	-	-	-	-	-	-	-					
2020 Total in Class	-	-	-	-	-	-	-	-	-	-	-					
Total Indicators																
English Language Proficiency Status																
Target										36%						
Target Met										Yes						
TELPAS Progress Rate										47%						
TELPAS Progress										98						
TELPAS Total										210						
Total Indicators															1	1
Student Success Status																
Target	47	36	41	58	46	73	48	55	38	37	23	43	48	45		
Target Met	No		No						No	No	No		No	No		
STAAR Component Score	22	*	22	*	-	-	-	-	22	14	9	61	22	19		
% at Approaches GL Standard or Above	42%	*	42%	*	-	-	-	-	42%	31%	17%	100%	43%	37%		
% at Meets GL Standard or Above	17%	*	17%	*	-	-	-	-	17%	9%	8%	50%	17%	15%		

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% at Masters GL Standard	7%	*	7%	*	-	-	-	-	7%	3%	3%	33%	7%	5%		
Total Tests	1,439	*	1,435	*	-	-	-	-	1,402	673	238	6	1,229	210		
Total Indicators															0	7
School Quality Status																
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%		
Target Met																
% Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
# Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Indicators																
Participation 2018-19																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	99%	-	99%	*	-	-	-	-	99%	100%	98%	100%	99%	99%		
# Participants	973	-	**	*	-	-	-	-	910	499	151	6	803	170		
Total Tests	979	-	**	*	-	-	-	-	916	501	154	6	808	171		
Mathematics																
% Participation	99%	-	99%	*	-	-	-	-	99%	99%	97%	100%	99%	99%		
# Participants	967	-	**	*	-	-	-	-	904	494	150	6	800	167		
Total Tests	974	-	**	*	-	-	-	-	911	497	154	6	806	168		
Participation 2020-21																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	65%	*	65%	*	-	-	-	-	66%	75%	63%	*	64%	69%		
# Participants	583	*	581	*	-	-	-	-	572	319	102	*	467	116		
Total Tests	894	*	891	*	-	-	-	-	869	428	163	*	726	168		
Mathematics																
% Participation	62%	*	62%	*	-	-	-	-	62%	62%	54%	*	63%	57%		
# Participants	555	*	553	*	-	-	-	-	539	265	87	*	461	94		
Total Tests	892	*	889	*	-	-	-	-	867	426	162	*	727	165		

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

** When only one racial / ethnic group is masked, then the second smallest racial / ethnic group is masked regardless of size.

+ Ever HS ELs are included in the Federal Graduation Rate.

Yes (1) Indicates the student group met the four-year long-term graduation rate target of 94.0% and demonstrated improvement of at least 0.1% over the Class of 2015 statewide baseline rate.

Yes (2) Indicates the student group met the four-year interim graduation rate target of 90.0% and demonstrated improvement of at least 0.1% over the prior year rate.

Yes (3) Indicates the student group met its four-year graduation rate growth target.

- Indicates there are no students in the group.