

Brownsville Independent School District

Stell Middle School

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

Stell Middle School



Board Approval Date: November 4, 2020
Public Presentation Date: November 4, 2021

Mission Statement

Stell Middle School engages students, educates leaders, and encourages individual 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:

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Comprehensive Needs Assessment

Revised/Approved: May 26, 2020

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 and serves 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 English language Learners. 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 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 de 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.
2. Stell was recognized as the Brownsville Harald's Readers' Choice Award for favorite middle school.

Need Statements Identifying Demographics Needs

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

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

Academic 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. Specific plans will be created by each teacher as to how to address individual student weaknesses in their classroom. Benchmarks are reviewed using Lead4Ward Heat maps to identify specific student expectations that need to be mastered and/or retaught. Classroom level of questing will be addressed by classroom walkthroughs by 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 goals of student achievement and success. 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 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. Stell MS was placed on level one of the AYP as mandated federal policy. As a result, CIP in the areas of ELAR and Mathematics targeting the sub-populations of ELL and Special Education students have been revised. The CIP in these two areas has been revised to provide activities that will stretch over two school years.

STAAR Summary ALL Grades Tested 2019 (Data from 2018-2019 TAPR Report since there is no 2019-2020 data due to COVID 19 school closures)

Stell Middle School received three Distinction Designations: Academic Achievement in **ELA/Reading**; Academic Achievement in **Social Studies**; and **Postsecondary Readiness**.

STAAR Percent at Meets					2021 Campus Projections
Three Year Cumulative Data	Year	Campus	District	State	
6th Reading	2020	COVID 19	COVID 19	COVID 19	28%
	2019	25	31	37	
	2018	21	32	39	
6th Math	2020	COVID 19	COVID 19	COVID 19	39%
	2019	36	44	47	
	2018	27	39	44	
7th Reading	2020	COVID 19	COVID 19	COVID 19	43%
	2019	40	46	49	
	2018	37	42	48	
7th Math	2020	COVID 19	COVID 19	COVID 19	30%
	2019	27	40	43	
	2018	30	36	40	

STAAR Percent at Meets					2021 Campus Projections
7th Writing	2020	COVID 19	COVID 19	COVID 19	43%
	2019	40	44	42	
	2018	42	41	43	
8th Reading	2020	COVID 19	COVID 19	COVID 19	54%
	2019	51	53	55	
	2018	36	46	49	
8 th Math	2020	COVID 19	COVID 19	COVID 19	52%
	2019	49	51	57	
	2018	43	47	51	
8th Science	2020	COVID 19	COVID 19	COVID 19	37%
	2019	34	44	51	
	2018	32	46	52	
8th Social Studies	2020	COVID 19	COVID 19	COVID 19	38%
	2019	35	34	37	
	2018	21	33	36	
END OF COURSE					2020 Campus Projections
Algebra I	2020	COVID 19	COVID 19	COVID 19	100%
	2019	97	82	61	
	2018	96	71	55	

Overall STAAR Percent at Meets					2021 Campus Projections
All Grades	Year	Campus	District	State	

Overall STAAR Percent at Meets					2021 Campus Projections
Reading	2020	COVID 19	COVID 19	COVID 19	43%
	2019	40	47	48	
	2018	32	44	46	
Math	2020	COVID 19	COVID 19	COVID 19	49%
	2019	46	57	52	
	2018	39	55	50	
All Subjects	2020	COVID 19	COVID 19	COVID 19	44%
	2019	41	52	50	
	2018	34	49	48	

Student Learning Strengths

- 6th -8th grade teachers have access to Eduphoria Aware and Tango assessment software
- ESL 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; EL; 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; EL; Dyslexia; RtI; 504; and at-risk) and develop prescriptive program 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, imbedding 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; EL; Dyslexia; RtI; 504; and at-risk).

8. 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 (EL, SPED, At-Risk, and 504) and all learners. **Data Analysis/Root Cause:** Data from Spring 2019 Domain 3 indicates significant gaps.

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 CT programs. **Data Analysis/Root Cause:** CT 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/EL 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

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; EL; 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 trainings/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. Campus website is updated to provide information to parents, staff, and 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 spatially, including the STEM classrooms, which are driven by technology innovated modules.
15. Supplemental technology resources 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 (EL, SPED, At-Risk, and 504) and all learners. **Data Analysis/Root Cause:** Data from Spring 2019 Domain 3 indicates significant gaps.

Need Statement 2 (Prioritized): Need to increase enrollment and retention in 6th grade. **Data Analysis/Root Cause:** PEIMS 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:** PEIMS 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 CT programs. **Data Analysis/Root Cause:** CT 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:** PEMIS 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

Priority Need Statements

Need Statement 10: Need to increase enrollment and retention in 6th grade.

Data Analysis/Root Cause 10: PEIMS reports/ students zone to Stell are registered at charters.

Need Statement 10 Areas: Demographics - School Processes & Programs

Need Statement 5: Need to improve attendance rates for students.

Data Analysis/Root Cause 5: PEMIS reports

Need Statement 5 Areas: Demographics - Perceptions

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

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

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

Need Statement 8: 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 8: State requirements/Parental Involvement participation rosters

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

Need Statement 9: Need to increase marketing and outreach to community stakeholders through paper, TV, social media and other available means.

Data Analysis/Root Cause 9: School board and district directives support this need as well as loss in enrollment.

Need Statement 9 Areas: Demographics - Perceptions

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 3: Spring 2019 STAAR Data

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

Need Statement 7: Need to increase availability of quality technology, software, and internet access for students, faculty, and staff.

Data Analysis/Root Cause 7: District surveys from Spring 2020 (During COVID 19 school closure)

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

Need Statement 11: Need to foment a positive and welcoming environment for all faculty and staff.

Data Analysis/Root Cause 11: Faculty Campus Needs Assessment

Need Statement 11 Areas: Perceptions

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 6: Spring 2019 STAAR Data

Need Statement 6 Areas: Student Learning - School Processes & Programs

Need Statement 2: Need to increase teacher implementation of learning cycle and DDI instruction through lesson planning and data analysis.

Data Analysis/Root Cause 2: Spring 2019 STAAR Data

Need Statement 2 Areas: Student Learning - School Processes & Programs

Need Statement 4: Need to increase immediate feedback from administration in lesson plans, walkthroughs, and observations.

Data Analysis/Root Cause 4: Review of lesson plans/Teacher observation and walkthrough data

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

Comprehensive Needs Assessment Data Documentation

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Behavior and Other Indicators

- Attendance data
- Class size averages by grade and subject

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Revised/Approved: May 26, 2020

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.

Meta 1: 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: 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

Summative Evaluation: Some progress made toward meeting Objective

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 will could 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>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>Population: All student groups</p> <p>Timeline: Aug 2020-May 2021</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 TERRA NOVA/Supera 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 - Start Date: August 3, 2020 - End Date: June 30, 2021</p> <p>Need Statements: Student Learning 1 - School Processes & Programs 1</p> <p>Funding Sources: Instructional Software - 199 Local funds - 199-11-6395-62-044-Y-11-000-Y - \$1,487, Instructional Software - 162 State Compensatory - 162-11-6299-62-044-Y-30-000-Y - \$20,000, Smart Displays - Technology - 162 State Compensatory - 162-11-6398-62-044-Y-30-000-Y - \$140,410</p>	Formative			Summative
	Oct	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.</p> <p>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>Population: 6th - 8th Grade Students</p> <p>Timeline: Aug 2020-May 2021</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative results: Teacher Observations, Lesson Plans, Student Classroom Grades and Progress Reports, CIRCLE-PM BOY, MOY 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</p>	Formative			Summative
	Oct	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)</p> <p>Population: 6th - 8th Students Timeline: Aug 2020-May 2021</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>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 - \$5,000</p>	Formative			Summative
	Oct	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, and 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, 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 need 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</p>	Formative			Summative
	Oct	Jan	Mar	June
				

de los estudiantes, pizarrones para ferias de ciencias, boligrafos y lapices. etc.

Population: 6th - 8th-grade students

Timeline: Aug 2020-May 2021

Milestone's/Strategy's Expected Results/Impact: Formative: 10% 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 - Start Date:** August 3, 2020 - **End Date:** July 30, 2021





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 - \$23,051 , 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 - \$15,000, 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 - \$4,000, Library General Supplies - 199 Local funds - 199-12-6399-00-044-Y-99-000-Y - \$1,000, 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 - \$5,000, 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- - \$3,140, 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 - \$1,200, Supplies - 166 State Special Ed. - 166-11-6399-00-044-Y-23-0P2-Y - \$500, General Supplies - 166 State Special Ed. - 166-11-6399-00-044-Y-23-0P1-Y - \$702, Equipment - 166 State Special Ed. - 166-11-6398-00-044-Y-23-0P1-Y - \$798

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 Timeline: Aug 2020-May 2021</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 - Start Date: August 3, 2020 - End Date: June 30, 2021</p> <p>Need Statements: Student Learning 1, 3 - School Processes & Programs 1, 5</p> <p>Funding Sources: Substitutes for Instructional Rounds - 162 State Compensatory - 162-11-6112-18-044-Y-30-000-Y - \$4,000</p>	Formative			Summative
	Oct	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 in order 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, EL, Dislexia, 504 y estudiantes en riesgo.</p> <p>Population: Middle School AR Students Timeline: Aug 2020-May 2021 (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>Need Statements: Student Learning 1, 11 - 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
	Oct	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 2020-May 2021</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Classroom observations, Benchmark Scores, lesson plans, Student Progress Reports, ERO 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%, ELL: 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/Bilingual/ AT Risk - Start Date: August 3, 2020 - End Date: June 30, 2021 - Revision Date: October 27, 2020</p> <p>Funding Sources: Professional Extra Duty Pay - 211 Title I-A - 211-13-6118-00-044-Y-30-AYP-Y - \$7,333</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 8 Details	Reviews			
<p>Strategy 8: Content teachers will implement independent reading in their classrooms with age-appropriate novels that support the district's curriculum framework and improve Accelerated Reader participation from all students, especially EL, IDEA, At-Risk, Dyslexia, 504, and RtI, to improve student achievement.</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 EL, IDEA, At-Risk, Dyslexia, 504 y RtI, para mejorar logro estudiantil.</p> <p>Population: Middle Students Timeline: Aug 2020-May 2021(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 - Start Date: August 3, 2020 - End Date: June 30, 2021</p> <p>Need Statements: Student Learning 3 - School Processes & Programs 5</p> <p>Funding Sources: Library Reading Materials and AR Incentives - 199 Local funds - 199-12-6399-00-044-Y-99-000-Y - \$1,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 9 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<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</p> <p>Timeline: Aug 2020-May 2021</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>				
<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 (EL, SPED, At-Risk, and 504) and all learners. Data Analysis/Root Cause: Data from Spring 2019 Domain 3 indicates significant gaps.</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 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> <p>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</p>
School Processes & Programs
<p>Need Statement 1: Need to decrease the academic gap between special populations (EL, SPED, At-Risk, and 504) and all learners. Data Analysis/Root Cause: Data from Spring 2019 Domain 3 indicates significant gaps.</p>

School Processes & Programs

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 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.





Meta 1: 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: 70% of students will be on grade level within 2 years for all STAAR assessments.









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

Strategy 1 Details	Reviews			
Strategy 1: Weekly observation schedules will be set every Friday to review trend data during administration meetings to discuss instructional plans for teachers needing assistance and support. Population: Administration team Timeline: Aug 2020-May 2021 Milestone's/Strategy's Expected Results/Impact: Formative: Weekly observational data collections from Eduphorial Aware, Summative: STAAR Results, Summative ratings, BISD Observation trends Staff Responsible for Monitoring: Principal, Assistant Principals, Dean, and Academic Team 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 3, 2020 - End Date: June 30, 2021	Formative			Summative
	Oct	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. Populations: All students and teachers for these students in core content areas. Timeline: Aug 2020-May 2021</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</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Comprehensive Support Strategy 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. Populations: All sub-population students and teachers for these students in core content areas, Special Education, and CTE. Timeline: Aug 2020-May 2021 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 Summative: STAAR scores, EOC scores, TPRI/Tejas LEE, EOY, T-TESS data, PDS Transcripts, EOY CIRCLE-PM and OWL 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. Staff Responsible for Monitoring: Assistant Superintendent, C&I Administrators, Specialists, District Lead Teachers, Principal/Dean, Dept Chairs & Campus Lead Teachers 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 - Start Date: August 3, 2020 - End Date: June 30, 2021	Formative			Summative
	Oct	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>Population: Administration team, teachers Timeline: Aug 2020-May 2021</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>Need Statements: Student Learning 1, 11, 12 - School Processes & Programs 1, 11, 12</p> <p>Funding Sources: Technology for Adminstration - 199 Local funds - 199-23-6398-65-044-Y-99-000-Y - \$5,500, Supplies Administration - 211 Title I-A - 211-23-6399-00-044-Y30-0F2-Y - \$2,500</p>	Formative			Summative
	Oct	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 (SSI prevention), and/or students who have been retained (SSI prevention). Population: At-Risk students Timeline: Aug 2020-May 2021</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 SSI</p> <p>Staff Responsible for Monitoring: Campus Principal Dean Classroom teachers Administrator for State compensatory Education</p> <p>Need Statements: Student Learning 1, 3 - School Processes & Programs 1, 5</p> <p>Funding Sources: SSI Academic Practice Extra Duty Pay - 162 State Compensatory - 162-11-6118-00-044-Y-24-SSI-Y - \$9,646</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 6 Details		Reviews			
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. Population: Middle AR Students; Dyslexic Students Timeline: Aug 2020-May 2021 (Daily) Milestone's/Strategy's Expected Results/Impact: Formative: eSchoolPLUS Master Schedule, Teacher Lesson Plans, Classroom Observations, Benchmark Scores, Student Progress Reports Summative: STAAR, Attendance Rate, Retention Rate, and Dropout Rate Staff Responsible for Monitoring: Campus Administration, Administrator for Dyslexia, Administrator for State Compensatory Education, Administrator for Special Programs		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Performance Objective 2 Need Statements:

Student Learning
Need Statement 1: Need to decrease the academic gap between special populations (EL, SPED, At-Risk, and 504) and all learners. Data Analysis/Root Cause: Data from Spring 2019 Domain 3 indicates significant gaps.
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
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
School Processes & Programs
Need Statement 1: Need to decrease the academic gap between special populations (EL, SPED, At-Risk, and 504) and all learners. Data Analysis/Root Cause: Data from Spring 2019 Domain 3 indicates significant gaps.
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 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.





Meta 1: 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: 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.









Evaluation Data Sources: Regional and state competition participation numbers









Summative Evaluation: No progress made toward meeting Objective


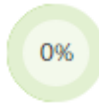
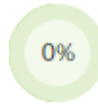


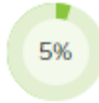
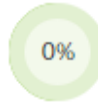

Strategy 1 Details	Reviews			
Strategy 1: Stell Middle School teachers will be provided with training and materials to promote participation in Robotic Competition at the campus, district, and regional levels. Population: Grades 6-8 teachers and students Timeline: Aug 2020-May 2021 Milestone's/Strategy's Expected Results/Impact: Formative Results: Number of students attending Robotics club meetings. Number of students competing in Campus robotics challenges. Summative Impact: +Increase number of students attending the District Robotics Day +Increase number of students in STEM classes Staff Responsible for Monitoring: Curriculum Specialists for Math and Science, Science Fair Coordinators, Math and Science Department Chairs	Formative			Summative
	Oct	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. Population: Grades 6-8 teachers and students Timeline: Aug 2020-May 2021</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>Need Statements: Demographics 1, 2, 5 - School Processes & Programs 2 - Perceptions 1, 3 Funding Sources: Travel Science Fair - 199 Local funds - 199-36-6412-00-044-Y99-020-Y - \$900</p>	Formative			Summative
	Oct	Jan	Mar	June
				













Strategy 3 Details	Reviews			
<p>Strategy 3: Student's 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 and materials to promote participation in Brainsville Inventions, Chess, Destination Imagination, Poet's Convention, Stock Market Games, UIL Academics, Night of DI, and a Commercial for DI.</p> <p>Population: Grades 6-8 teachers and students (especially G/T identified students)</p> <p>Timeline: Aug 2020-May 2021</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: 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 level.</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 - Revision Date: January 14, 2021 Need Statements: Demographics 1, 2, 5 - School Processes & Programs 2 - Perceptions 1, 3 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, - 199 Local funds - 199-11-6399-00-044-Y-21-000-Y - \$3,630</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 4 Details	Reviews			
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. Population: CTE students Timeline: Aug 2020-May 2021 SPP12 Milestone's/Strategy's Expected Results/Impact: Formative Results: Documentation for Students competing at the regional, state and national levels. Summative Impact +increased participation and success in CTE-related competitions +Increase accolades for students in respective competitive areas Staff Responsible for Monitoring: CTE Administration CTE HS Teachers/Sponsors Career Placement Officers	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 5 Details	Reviews			
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. Population: Grades 6-8 teachers Timeline: Aug 2020-May 2021. Milestone's/Strategy's Expected Results/Impact: Formative Results: Number of students participating in History Day and Kids Voting. Summative Impact: +10% increase in campus entries for History Day at the district, regional, and state level. Maintain campus participation in Brownsville Kids Voting at the district level. Staff Responsible for Monitoring: Curriculum Administrators Campus Administrators, Social Studies Specialists Department Chairs Sponsors Need Statements: Demographics 1, 2, 5 - School Processes & Programs 2 - Perceptions 1, 3 Funding Sources: Travel History Day - 199 Local funds - 199-36-6412-00-044-Y-99-020-Y - \$900	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 6 Details	Reviews			
Strategy 6: Stell Middle School teachers will be provided with training and materials to promote participation in American Mathematics Competition (AMC) and Mathcounts at the campus, district, and regional levels. Population: Grades 6-8 teachers and students Timeline: Aug 2020-May 2021 Milestone's/Strategy's Expected Results/Impact: Formative Results: Number of students attending and preparing for competition. Summative Impacts: +AMC (6-8) 10% increase in student participation at the district level. + Participation in Mathcounts competition in 2019-2020 Staff Responsible for Monitoring: Curriculum Administrators Admin. for DAAS, Campus Administrators, Math Specialists DAAS Lead Teachers Department Chairs Sponsors	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: The Curriculum and Instruction Department will host the annual District Spelling Bee Plan in which all elementary and middle schools will participate in. Population: All 6-8th grade students Timeline: November 2020 - February 2021 Milestone's/Strategy's Expected Results/Impact: Formative Results: Number of students participating in Campus Bee Summative Impact: +participation in District Spelling Bee +Increased level of competition success beyond district and regional levels Staff Responsible for Monitoring: ELA Specialists, Administration, Sponsor	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 8 Details	Reviews			
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. Population: all students 6-8 Timeline: Aug 2020-May 2021 Milestone's/Strategy's Expected Results/Impact: Formative: Performance ratings, attendance, audience/student reaction Summative: EOY performance recognition Student program enrollment increases Staff Responsible for Monitoring: Campus directors and teachers Administration	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 9 Details	Reviews			
Strategy 9: Increase enrollment in fine arts programs by conducting recruitment concerts and visits Population: all 6-8 students and teachers Timeline: Aug 2020-May 2021 Milestone's/Strategy's Expected Results/Impact: Formative Results: PEIMS enrollment numbers, class rosters Summative Impact: improved enrollments from prior year Staff Responsible for Monitoring: Campus directors and teachers Administration	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 10 Details	Reviews			
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. Population: All Student-athletes Timeline: Aug 2020-May 2021. Milestone's/Strategy's Expected Results/Impact: Formative Results: Campus master schedule, P.E. teacher/Coach class rosters and team rosters, choice slips. Summative Impact: increased PEIMS Enrollment Reports, Athletic Coordinator Report Staff Responsible for Monitoring: Campus Principals, Campus Counselors, Athletic Coordinators	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 11 Details	Reviews			
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. Population: All Student-Athletes Timeline: Aug 2020-May 2021 Milestone's/Strategy's Expected Results/Impact: Formative Results: Presentation Schedules, Choice slips for athletic classes. Summative Impact: increased Team and Class rosters on Rank One Staff Responsible for Monitoring: Athletic Department Administrator, Campus Principals, Athletic Coordinators	Formative			Summative
	Oct	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. Population: Grades 6-8 and incoming 6th grade students Timeline: May 2021 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	Formative			Summative
	Oct	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) Population: All students 6-8 Timeline: October 2020 - February 2021 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	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Need Statements:





Demographics
Need Statement 1: Need to increase enrollment and retention in 6th grade. Data Analysis/Root Cause: PEIMS reports/ students zone to Stell are registered at charters. Need Statement 2: Need to improve attendance rates for students. Data Analysis/Root Cause: PEMIS reports Need Statement 5: 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.









School Processes & Programs
Need Statement 2: Need to increase enrollment and retention in 6th grade. Data Analysis/Root Cause: PEIMS reports/ students zone to Stell are registered at charters.
Perceptions
Need Statement 1: Need to improve attendance rates for students. Data Analysis/Root Cause: PEMIS reports Need Statement 3: 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.

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

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.

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. Population: All department and campus facilities Timeline: Aug 2020-May 2021 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. Formative: Monthly comparison of energy usage Summative: Annual comparison of energy usage</p> <p>Staff Responsible for Monitoring: Campus Administration Facilities and maintenance staff</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 Equipment - 199 Local funds - 199-51-6319-00-044-Y-99-000-Y - \$1,000, Custodial General Supplies - 199 Local funds - 199-51-6399-00-044-Y-99-000-Y - \$1,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details		Reviews			
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. Timeline: Aug 2020-May 2021 Need: SBDM approved goal priority 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. Staff Responsible for Monitoring: Campus Administration Faculty and Staff SBDM Committee Facilities and maintenance staff		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			





Performance Objective 1 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 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.

Performance Objective 1: 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.

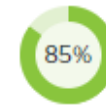
Evaluation Data Sources: Fiscal reports for Stell Middle School, internal and external audit reports, and FIRST ratings

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. Population: Stell MS Stakeholders Timeline: July 2020-May 2021 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 Need Statements: Demographics 5 - Perceptions 3 Funding Sources: Substitute Teachers for programs - 199 Local funds - 199-11-6112-18-044-Y-11-000-Y - \$5,000	Formative			Summative
	Oct	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.	Formative			Summative
	Oct	Jan	Mar	June

Timeline: July 2020-May 2021
 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



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 distret 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 distret 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.

Performance Objective 2: Stell Middle School will create and provide faculty, staff, and students recognitions and activities to improve campus morale/climate and support retention of teachers and principals.

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

Summative Evaluation: Met Objective

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, holiday meals, and snacks & coffee during trainings and meetings.</p> <p>Population: Stell Faculty Timeline: Aug 2019-May 2020</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>Need Statements: Perceptions 4</p> <p>Funding Sources: Teacher Incentives - 199 Local funds - 199-13-6498-00-044-Y-99-000-Y - \$2,000, 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 - \$1,000, Awards - 166 State Special Ed. - 166-11-6498-00-044-y-26-0P2-Y - \$1,000</p>	Formative			Summative
	Oct	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. Population: Stell Faculty Timeline: Aug 2019-May 2020 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 Need Statements: Perceptions 4 Funding Sources: Teacher Incentives (Meals) - 199 Local funds - 199-13-6499-53-044-Y-99-000-Y - \$200		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

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.

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

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

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
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. Population: Stell MS Stakeholders Timeline: Aug 2019-May 2020 Milestone's/Strategy's Expected Results/Impact: Regular features in media showcasing current accomplishments of faculty, staff, students, and alumni and major events. Formative: Submissions of information for articles and showcases Summative: annual compilation of articles and presentation/showcases Staff Responsible for Monitoring: PIO Campus Administration TST CTE teacher Support Staff	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Stell MS will update websites at least monthly including showcasing student and community activities. 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	Formative			Summative
	Oct	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. Population: Stell MS Stakeholders Timeline: Aug 2019-May 2020 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	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
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. Population: Stell MS Stakeholders Timeline: Aug 2019-May 2020 Milestone's/Strategy's Expected Results/Impact: Formative: SBDM agendas and minutes Summative: heightened communication among stakeholders and our community Staff Responsible for Monitoring: Campus Administration SBDM	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Stell Middle School will maintain a disciplined and safe learning environment, creating a climate conducive to student learning.

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

Evaluation Data Sources: BAC placement data for 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

Summative Evaluation: Exceeded Objective









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. Population: Administration team, counselors, At-risk counselor, Teachers, Nurse Timeline: Aug 2020-May 2021 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	Formative			Summative
	Oct	Jan	Mar	June
	 95%	 95%	 100%	 100%
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				


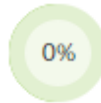






Goal 5: Stell Middle School will maintain a disciplined and safe learning environment, creating a climate conducive to student learning.

Performance Objective 2: Disciplinary placements for Out of school suspensions (OSS) will decrease by 5% for 2020-2021 and will not be disproportionate for any population.

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.

Summative Evaluation: Met Objective











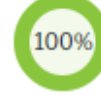





Strategy 1 Details	Reviews			
Strategy 1: Form a Site-Based Disciplinary Team and implement components of Positive Behavior Intervention and Supports (PBIS) to include Bullying & Cyber Bullying, suicide prevention presentations for students, parents and teachers. Population: Administration team, counselors, At risk counselor, Nurse Timeline: Aug 2019-May 2020 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	Formative			Summative
	Oct	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. Population: Administration team, counselors, At risk counselor, Nurse Timeline: Aug 2019-May 2020 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,	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Implement a mandatory social-skills group session for students with multiple referrals. Population: Administration team, counselors, At risk counselor, Nurse, special ed teachers, coaches Timeline: Aug 2019-May 2020 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	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Stell Middle School will maintain a disciplined and safe learning environment, creating a climate conducive to student learning.

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





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





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. Aug 2019-May 2020 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	Formative			Summative
	Oct	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. Population: All persons on campus Timeline: Aug 2019-May 2020 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	Formative			Summative
	Oct	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. Staff Responsible for Monitoring: Campus Administration Nurse Counselors Department Chairs	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				









Goal 6: Stell Middle School will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children.


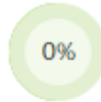


Performance Objective 1: There will be a 10% increase of parents involved in campus/district parental involvement activities from 2019-2020 to 2020-2021.

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			
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. Population: Parents and students Timeline: Aug 2019-May 2020 P10 Milestone's/Strategy's Expected Results/Impact: Formative: Job description Monthly calendars Parent Liaison documentation Summative: STAAR/EOC Results Attendance Rate at state % or higher Discipline referrals increase parent participation Staff Responsible for Monitoring: Campus Administration, district personnel, Federal programs SBDM committee Parent trainer	Formative			Summative
	Oct	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.</p> <p>Population: Parents Timeline: Aug 2019-May 2020 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 Need Statements: Demographics 4 - Student Learning 2 - School Processes & Programs 4 - Perceptions 2 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
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Funds will be allocated to provide payment for mileage occurred while conducting attendance and Parental Involvement responsibilities i.e.; home visits and parental involvement meetings and training. Home visits Attendance will be monitored for all Population: Parents and students Timeline: Aug 2019-May 2020 Milestone's/Strategy's Expected Results/Impact: Formative: Monthly contact log Mileage log Parent Liaison documentation Summative: STAAR/EOC Results Attendance Rate at state % or higher Discipline referrals increase parent participation Staff Responsible for Monitoring: Administration Need Statements: Demographics 1, 4 - Student Learning 2 - School Processes & Programs 2, 4 - Perceptions 2 Funding Sources: Mileage for Parent Liasion - 211 Title I-A - 211-61-6411-00-044-Y-30-0F2-Y - \$900	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
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 Population: Parents, students and staff Aug 2019-May 2020 Milestone's/Strategy's Expected Results/Impact: Formative: Parental Involvement policy SPS compact Summative: STAAR/EOC Results Attendance Rate Discipline referrals increase parent participation Survey results Staff Responsible for Monitoring: Campus Administration, Parent liaison Schoolwide and Targeted Assistance Title I Elements: 3.1	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				





Strategy 5: Conduct an Annual Title I meeting to inform parents and community of services provided through Title 1 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. Population: Parents
Timeline: Aug 2019-May 2020

Milestone's/Strategy's Expected Results/Impact: Formative:
Weekly meeting documentation
Monthly calendars
Parent Liaison documentation

Summative:
STAAR/EOC Results
Attendance Rate at state % or higher
Discipline referrals
increase parent participation
survey results

Staff Responsible for Monitoring: Campus Administration, Parent liaison

Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Need Statements:









Demographics
<p>Need Statement 1: Neet to increase enrollment and retention in 6th grade. Data Analysis/Root Cause: PEIMS 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 particiaption 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 particiaption rosters</p>
School Processes & Programs
<p>Need Statement 2: Neet to increase enrollment and retention in 6th grade. Data Analysis/Root Cause: PEIMS 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 particiaption rosters</p>









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.

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

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

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 in bi-monthly faculty meetings. Population: Stell MS Faculty Timeline: Aug 2019-May 2020 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	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: CSF 7: Increase Teacher Quality 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 support both the ELL and SPED federal student subgroups. Population: Stell MS Faculty Timeline: Aug 2019-May 2020 Milestone's/Strategy's Expected Results/Impact: Teacher effectiveness will improve student academic progress as monitored through assessment. Staff Responsible for Monitoring: Administration, Department Chairs, and Team Leaders	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details		Reviews			
Strategy 3: Provide Professional Development on "the Fundamental 5" and coaching to improve lesson planning and instruction for all content teachers. SBDM approved 10-1-2020 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 TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Population: All Teachers - Start Date: September 1, 2020 - End Date: June 10, 2021 Need Statements: Student Learning 11, 12 - School Processes & Programs 11, 12 Funding Sources: The Fundamental 5 Books, - 276 Targeted Improvement School Fund - 276-13-6399-00-044-y-99-tic-y - \$1,460, Professional Development Stipends - 276 Targeted Improvement School Fund - 276-13-6117-00-044-y-99-tic-y - \$5,240		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue









Performance Objective 1 Need Statements:









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 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
School Processes & Programs
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 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.

Performance Objective 2: All campus staff will participate in required on-going trainings related to trauma informed care and safe and supportive schools.

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

Strategy 1 Details	Reviews			
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) Milestone's/Strategy's Expected Results/Impact: Formative: Training records, six weeks reporting from staff Summative: end of year report Staff Responsible for Monitoring: Guidance administration Police and Security Service Administration Campus Threat Assessment Team Leaders Population: All Faculty and Staff - Start Date: November 16, 2020 - End Date: June 11, 2021 - Revision Date: November 16, 2020 Need Statements: Perceptions 4	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
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) Milestone's/Strategy's Expected Results/Impact: Formative: Training records, six weeks reporting from staff Summative: End of year reports Staff Responsible for Monitoring: Guidance administration Police and Security Administrators Campus Threat Assessment Team Leaders Population: All Staff - Start Date: November 16, 2020 - End Date: June 11, 2021 - Revision Date: November 16, 2020	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details		Reviews			
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) Milestone's/Strategy's Expected Results/Impact: Formative: Training Records, six week reporting of presentations Summative: End of year reports of trainings Staff Responsible for Monitoring: Guidance administration Police and Security Administration Campus Threat Assessment Team Leaders Population: All Faculty and Staff - Start Date: November 16, 2020 - End Date: June 11, 2021 - Revision Date: November 16, 2020 Need Statements: Perceptions 4		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue









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 8: Technology at Stell Middle School will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.









Performance Objective 1: Stell Middle School will begin implementation with a 50% successful implementation of the Future Ready Action Plan created by the BISD educational technology committee. Consisting of the following 8 gears: Curriculum, Instruction, and Assessment; Use of Space and Time; Robust Infrastructure; Data and Privacy; Community Partnerships; Personalized Professional Learning; Budget and Resources; Collaborative Leadership

Evaluation Data Sources: EOY Student grades, Future Framework Technology Survey, T-TESS, Professional Development System Summary Reports, Fixed Assets inventory Expenditure reports

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. Population: TI MI ELL SE AR GT DYS CTE All students Timeline: Aug 2019-May 2020 Milestone's/Strategy's Expected Results/Impact: Formative: Lesson Plans Tech Professional development agenda and sign-in sheets Summative: ERO Transcripts with 12 or acquired tech hours, HB5 Campus Rating Staff Responsible for Monitoring: Administration Teachers CTE teachers	Formative			Summative
	Oct	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. Population: TI MI ELL SE AR GT DYS CTE All students Timeline: Aug 2019-May 2020 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	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Stell Middle School will implement SITE (Stell Innovative Technology Education) Academy for all students to implement a 1:1 ratio for student to personal device so that all students pursue academic development and effective communication with various learning communities through state-of-the-art technology. Population: TI MI ELL SE AR GT DYS CTE All students Timeline: Aug 2019-May 2020 SPP12 Milestone's/Strategy's Expected Results/Impact: Formative: Lesson Plans Tech Professional development agenda and sign-in sheets Summative: ERO Transcripts with 12 or acquired tech hours, HB5 Campus Rating Staff Responsible for Monitoring: Administration Teachers CTE teachers Schoolwide and Targeted Assistance Title I Elements: 2.5	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: 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. Population: TI MI ELL SE AR GT DYS CTE All students Timeline: Aug 2019-May 2020 SPP12 Milestone's/Strategy's Expected Results/Impact: Formative: Lesson Plans Tech Professional development agenda and sign-in sheets Summative: ERO Transcripts with 12 or acquired tech hours, HB5 Campus Rating Staff Responsible for Monitoring: Administration Teachers CTE teachers	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 5 Details	Reviews			
<p>Strategy 5: Technology (desktops, laptops, chrome books, smart displays, projectors, document cameras, printers, etc.) and the supporting software and carts 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. 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>Population: All 6 -8 Middle school AR students Timeline: Aug 2019-May 2020</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>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 - \$47,464</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Supplemental technology resources are needed to support integrated technology through computer-based online software instruction to increase STAAR Meets Grade Level Performance by 10% and to meet the instructional needs of at-risk students.</p> <p>Population: MS At-Risk students Timeline: Aug 2019-May 2020 (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>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 7 Details		Reviews			
Strategy 7: Due to at-home learning, Stell Middle school will provide extra-duty pay for faculty and staff to prepare and handout devices to students. Milestone's/Strategy's Expected Results/Impact: Formative: eSchools PLUS Master Schedule, Lesson Plans, Classroom Observations, Documentation of technology handed out Staff Responsible for Monitoring: Principal, Dean, and TST Need Statements: Student Learning 4 - School Processes & Programs 6 Funding Sources: Extra-duty pay for Technology Preparations (Certified) - 211 Title I-A - 211-61-6118-00-044-Y-30-0F2-Y - \$1,200, Extra-duty pay for Technology Preparations (Classified) - 211 Title I-A - 211-61-6126-00-044-Y-30-0F2-Y - \$336		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue









Performance Objective 1 Need Statements:


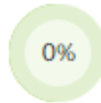






Student Learning
Need Statement 1: Need to decrease the academic gap between special populations (EL, SPED, At-Risk, and 504) and all learners. Data Analysis/Root Cause: Data from Spring 2019 Domain 3 indicates significant gaps.
Need Statement 3: Need to improve reading/literacy skills at all levels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

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

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

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 1st and 2nd periods to improve attendance. At Risk Counselors will monitor attendance and assist in home visits. Timeline: Aug 2019-May 2020 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	Formative			Summative
	Oct	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. Timeline: Aug 2019-May 2020 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 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
	Oct	Jan	Mar	June
				

Strategy 3 Details		Reviews			
Strategy 3: To increase the overall attendance rate and improve the At-Risk Student Attendance Stoll 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. 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 Funding Sources: - 162 State Compensatory - 162-11-6118-00-044-Y-30-000-Y - \$3,000		Formative			Summative
		Oct	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					













Performance Objective 1 Need Statements:

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

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

Performance Objective 2: Reduce Stell Middle School Dropout Rate to less than 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. Population: TI MI ELL SE AR GT DYS CTE All students Timeline: Aug 2019-May 2020 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	Formative			Summative
	Oct	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. Population: TI MI ELL SE AR GT DYS CTE All students Timeline: Aug 2019-May 2020 Milestone's/Strategy's Expected Results/Impact: Formative: 1.5% attendance increase Summative: AEIS reports Staff Responsible for Monitoring: Administrators and attendance clerk	Formative			Summative
	Oct	Jan	Mar	June
				
 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.

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





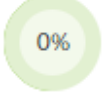
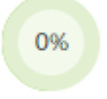
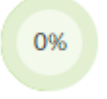





Evaluation Data Sources: STAAR/EOC reports disaggregated for At-Risk students.

Strategy 1 Details	Reviews			
Strategy 1: At Risk students will attend after school Academic Practice; FASCT approach will be implemented across the curriculum; and Counselor will meet with At Risk students to monitor academic progress. Population: Administration team, counselors, At risk counselor, Nurse Timeline: Aug 2019-May 2020 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	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: CIS representative will meet with At Risk students to monitor academic progress. Population: Administration team, counselors, CIS representative, Nurse Timeline: Aug 2019-May 2020 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 Representative, and Core Subject Teachers	Formative			Summative
	Oct	Jan	Mar	June
				
 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.

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

Evaluation Data 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			
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. Population: Administration team, counselors, At risk counselor, Nurse Timeline: Aug 2019-May 2020 Milestone's/Strategy's Expected Results/Impact: Formative: Nurse referrals and Review 360 incident reports, Summative: 10% decrease on nurse referrals or medical incident reports Staff Responsible for Monitoring: Principal, Assistant Principals, Nurse, Campus counselors, At-Risk Counselor, Need Statements: Demographics 2 - Perceptions 1 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	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Implement a mandatory Emergency Management Operations kit in each classroom to ensure safety in the even of crisis with all necessary information. Population: Administration team, counselors, At risk counselor, Nurse, special ed teachers, coaches Timeline: Aug 2019-May 2020 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	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 4 Need Statements:





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





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


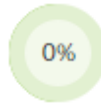
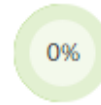





Performance Objective 5: A minimum of 70% of At Risk Students at Stell Middle School will achieve a Meets Grade Level recommended performance on STAAR Reading, Writing, Math and Science assessments. A minimum of 30% of At Risk Students at Stell Middle School will achieve a Masters Grade Level Performance 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.

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>Population: MS At-Risk students Timeline: Aug 2019-May 2020 (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</p>	Formative			Summative
	Oct	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>Population: MS At-Risk students</p> <p>Timeline: Aug 2019-May 2020</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</p> <p>Need Statements: Student Learning 1, 3 - School Processes & Programs 1, 5</p> <p>Funding Sources: Academic Practice Tutorial Extra Duty Pay - 162 State Compensatory - 162-11-6118-00-044-Y-30-000-Y - \$12,000, Academic Practice Tutorial Extra Duty Pay - 211 Title I-A - 211-11-6118-00-044-Y-30-0F2-Y - \$13,464, Academic Practice Transportation - 211 Title I-A - 211-11-6494-00-044-Y-30-0F2-Y - \$23,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: FOCUS Progress Status: 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 local service center.</p> <p>CSF 2: Use of Data to Drive Instruction- This type of instruction is needed to improve student performance based on our 2017 state performance levels, dis-aggregated data of special populations, quarterly reports and ongoing communication with individual students regarding their academic progress and goals.</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.</p> <p>Population: T, I MI, ELL, SE, At-Risk, GT, DYS, CTE, All students Timeline: Aug 2019-May 2020</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</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 4 Details		Reviews			
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. Population : All 6th grade students Milestone's/Strategy's Expected Results/Impact: Summative: Student survey Formative Assessment: STAAR scores Subpopulations index 2 and 3 % increase Staff Responsible for Monitoring: GE teachers, Principal, Dean 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 Need Statements: Demographics 1 - School Processes & Programs 2 Funding Sources: Summer Bridge - 211 Title I-A - 211-6118-00-044-Y-30-BDG-Y - \$2,992, Summer Bridge Stipends for planning - 211 Title I-A - 211-11-6117-00-044-Y-30-BDG-Y - \$750, STEM Stipends - 211 Title I-A - 211-13-6117-00-044-Y-30-BDG-Y - \$1,356		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Performance Objective 5 Need Statements:

Demographics
Need Statement 1: Need to increase enrollment and retention in 6th grade. Data Analysis/Root Cause: PEIMS reports/ students zone to Stell are registered at charters.
Student Learning
Need Statement 1: Need to decrease the academic gap between special populations (EL, SPED, At-Risk, and 504) and all learners. Data Analysis/Root Cause: Data from Spring 2019 Domain 3 indicates significant gaps.
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 (EL, SPED, At-Risk, and 504) and all learners. Data Analysis/Root Cause: Data from Spring 2019 Domain 3 indicates significant gaps.
Need Statement 2: Need to increase enrollment and retention in 6th grade. Data Analysis/Root Cause: PEIMS 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

State Compensatory

Personnel for Stell Middle School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Armandina Sanchez	Social Studies	State Compensatory	1.0
Benjamin Arredondo	Social Studies	State Compensartory	1.0
Dina Chavez	At-Risk Counselor	State Compensatory	1.0
Laura Lee Trevino	Dean of Instruction	State Compensatory	1.0

Schoolwide and Targeted Assistance Title I Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Stell Middle School's SBDM committee based decisions for the four Multiple Measures of data for our Campus Comprehensive Needs Assessment (pp. 6-20) on our Campus Improvement Plan (pp.21-55). Stell's principal and dean met with departments in March and April 2018 to finalize input needed for the campus' strengths and needs. The SBDM met on May 22, 2018 to finalize the draft of the Campus Improvement Plan.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The CIP is developed with the involvement of Stell's stakeholders: SBDM members, teachers, para-professionals, parents, administrators, community leaders, the local educational agency, and others who will be playing a part in carrying out our Campus Improvement Plan from August 2019 to May 2020 based on the revised CCNA. The names of these stakeholders and their roles can be found at the end of the CIP.

2.2: Regular monitoring and revision

The CIP remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.

Dates for SBDM meetings: 5/21/19

The CIP is continually updated and revised throughout the year. Latest update/revision: May 21, 2019.

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

The CIP is available to the local educational agency, parents, and the public digitally on the Stell MS website in English. The plan is also available in hardcopy in the Dean's Office. The information contained in our plan is in an understandable and uniform format. The district/campus is working on a plan to provide the plan in Spanish as well as English. Until that time parents are welcome to contact the campus Parent Liason for any needed verbal translations.

2.4: Opportunities for all children to meet State standards

Stell MS will implement multiple strategies to improve literacy among all students.

- 1) English language Learners attend Language Enrichment classes and participate in lessons using technology for intense English instruction.
- 2) Teachers will attend professional development sessions to improve inclusive methodologies for teaching IDEA students.
- 3) All subjects and grade levels will read material on their respective subjects implementing Text Structures (cause/effect; problem/solution).
- 4) Instruction for sub-populations will include small group instruction on a consistent and frequent basis.

2.5: Increased learning time and well-rounded education

Stell Middle School will incorporate higher order thinking skills through science investigations, research on topics from all subjects and form collaborative student groups to strengthen academic programs and increase the time and quality of student learning.

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

Stell Middle School will implement instructional strategies during after school classes in core/tested areas to support all students, but particularly those who are at risk of failing, in strengthening their academic mastery for a well rounded education.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Stell Middle School has developed with and distributed to parents and family members of our active students a written Parent and Family Engagement policy in English and in Spanish. Stell Middle School distributes this information in English in written form (handouts that are sent home with students), electronically on our Stell website, at weekly parent meetings, at evening meetings scheduled during the Fall and Spring semesters. The information which is distributed is offered in English and, upon request, a verbal translation to Spanish is available.

3.2: Offer flexible number of parent involvement meetings

Stell Middle School distributes this information in English in written form (handouts that are sent home with students), on our Stell website, at weekly parent meetings, at evening meetings scheduled during the Fall and Spring semesters. Meetings are offered every Friday morning in the parent liason's room, at Open House in the evening in the cafeteria; at a parent meeting in the evening - three of which were offered in the fall-one per grade level in the cafeteria; and one Family Dinner Night, which was offered in the spring in the cafeteria with tables for each summer program so parents could get information in both English and Spanish from each program.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Arturo Gracia	Teacher	Science	1.0
Blanca Zuniga	Library Aide	Library Science	1.0
Debra Tejada	Nurse	Health Services	0.4
Irene Russell	Parent Lisasion	Parental Involvement	1.0
Laura Carmona	Teacher	ELAR	1.0
Vacancy	FP Teacher Aide	Dyslexia	1.0

Campus Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Software	199-11-6395-62-044-Y-11-000-Y	\$1,487.00
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	\$5,000.00
1	1	4	General Supplies	199-11-6399-00-044-Y-11-000-Y	\$15,000.00
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	\$4,000.00
1	1	4	Library General Supplies	199-12-6399-00-044-Y-99-000-Y	\$1,000.00
1	1	8	Libary Reading Materials and AR Incentives	199-12-6399-00-044-Y-99-000-Y	\$1,000.00
1	2	4	Technology for Adminstration	199-23-6398-65-044-Y-99-000-Y	\$5,500.00
1	3	2	Travel Science Fair	199-36-6412-00-044-Y99-020-Y	\$900.00
1	3	3		199-11-6399-00-044-Y-21-000-Y	\$3,630.00
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	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	Substitute Teachers for programs	199-11-6112-18-044-Y-11-000-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	\$2,000.00
3	2	1	Awards Student	199-11-6498-00-044-Y-11-000-Y	\$1,000.00
3	2	2	Teacher Incentives (Meals)	199-13-6499-53-044-Y-99-000-Y	\$200.00
9	4	1	Nurse Supplies for Medical Needs	199-33-6399-00-044-Y-99-000-Y	\$300.00
Sub-Total					\$65,717.00
Budgeted Fund Source Amount					\$65,717.00
+/- 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	Smart Displays - Technology	162-11-6398-62-044-Y-30-000-Y	\$140,410.00
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	\$4,000.00
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	\$9,646.00
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	\$3,000.00
9	5	2	Academic Practice Tutorial Extra Duty Pay	162-11-6118-00-044-Y-30-000-Y	\$12,000.00
Sub-Total					\$209,456.00
Budgeted Fund Source Amount					\$209,456.00
+/- 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	\$1,200.00
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	\$702.00
1	1	4	Toner	166-11-6399-62-044-y-23-000-y-	\$3,140.00
1	1	4	Supplies	166-11-6399-00-044-Y-23-0P2-Y	\$500.00
1	1	4	Equipment	166-11-6398-00-044-Y-23-0P1-Y	\$798.00
3	2	1	Awards	166-11-6498-00-044-y-26-0P2-Y	\$1,000.00
Sub-Total					\$8,340.00
Budgeted Fund Source Amount					\$8,340.00
+/- 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	\$5,000.00
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	\$23,051.00

211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
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	\$7,333.00
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	1	5	Supply and Materials LCL DEFI (Chromebooks or hotspots)	211-11-6398-62-044-Y-30-0F2-Y	\$47,464.00
8	1	7	Extra-duty pay for Technology Preperations (Certified)	211-61-6118-00-044-Y-30-0F2-Y	\$1,200.00
8	1	7	Extra-duty pay for Technology Preperations (Classified)	211-61-6126-00-044-Y-30-0F2-Y	\$336.00
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	\$13,464.00
9	5	2	Academic Practice Transportation	211-11-6494-00-044-Y-30-0F2-Y	\$23,000.00
9	5	4	STEM Stipends	211-13-6117-00-044-Y-30-BDG-Y	\$1,356.00
9	5	4	Summer Bridge	211-6118-00-044-Y-30-BDG-Y	\$2,992.00
9	5	4	Summer Bridge Sitpendes for planning	211-11-6117-00-044-Y-30-BDG-Y	\$750.00
Sub-Total					\$137,646.00
Budgeted Fund Source Amount					\$137,646.00
+/- Difference					\$0.00
276 Targeted Improvement School Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	3	Professional Development Stipends	276-13-6117-00-044-y-99-tic-y	\$5,240.00
7	1	3	The Fundamental 5 Books,	276-13-6399-00-044-y-99-tic-y	\$1,460.00
Sub-Total					\$6,700.00
Budgeted Fund Source Amount					\$6,700.00
+/- Difference					\$0.00
Grand Total Budgeted					\$427,859.00
Grand Total Spent					\$427,859.00
+/- Difference					\$0.00