Brownsville Independent School District

Lucio Middle School

2022-2023 Campus Improvement Plan

Accountability Rating: B

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

Mission Statement

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

Vision

Each Student will:

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

Value Statement

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

Table of Contents

Comprehensive Needs Assessment

Revised/Approved: May 18, 2022

Demographics

Demographics Summary

Senator Eddie A. Lucio Jr. Middle School

2022-2023 Campus Narrative

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

The current student population at Lucio Middle School is approximately _**754**_ and serves students in grades 6 through 8. According to the PEIMS Data Review of our campus profile, _**99.6%**_ of the student population is Hispanic _**73.1%**_ are identified as At-Risk and _**96.6%**_ are identified as Economically Disadvantaged. Many of our students are first generation Mexican immigrants, _**25.6 %**_ are classified as Limited English Proficient and a majority is English/Spanish bilingual. The Special Education Population is **13.64%.** In addition, several of our students come from homes which participate in state and federal assistance programs such as food stamps, welfare, Women, Infant, Children (WIC) nutrition program, and subsidized housing and medical assistance.

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

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

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

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

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

School Colors: Burnt Orange and Hunter Green

School Mascot: Lion

School Song: Alma Mater

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

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

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

The role of administration for Senator Eddie A. Lucio, Jr. Middle School is to provide leadership and direction while promoting collegiality amongst the faculty, students, and community. For this school year, Lucio Middle School is under new administration. The principal is responsible for the overall operation of the school. He manages the school based upon state laws, standards, regulations and local school board policies and procedures. The mission & vision of Lucio Middle School is implemented and reminded for all stakeholders every morning. This is done to remind everyone what our mission is and what we need to do to get there. "Lucio Middle School teachers unite with passion to produce quality instruction and empower tomorrow's leaders." This is facilitated through our vision to "Value and embrace his/her unique intellectual, physical, social and emotional qualities; [to] pursue a post-secondary education and continue to be an enthusiastic lifelong learner, [and to] contribute to an ever-changing culturally and technologically diverse community as a responsible, productive and active member of our society. The SBDM has been provided with the charge to ensure that the mission and vision remain the focus for today's learners and as a committee (similar to PLC) will make any necessary adjustments at the end of the instructional year. The Brownsville Independent School Board policies are accessible from the District's website; a link is also provided on the school's website. Lucio's website serves as an informational hub for students, parents, staff, faculty, and all stakeholders. The faculty and student handbooks are available on both websites and provide complete guidance to roles and responsibilities, codes of ethics and conduct, and policy and procedures. Other information is also available regarding classes, organizations and services, and a calendar of events which includes but not limited to meetings and school events are updated regularly and posted. This school year, Lucio Middle School created an Educational-based Facebook account to market and highlight our school's achievements. It also supplements the communication and informational process for each stakeholder that has become a highlight of information. Electronic mail is utilized throughout the campus on a daily basis. Email is used regularly to keep all stakeholders informed which includes but not limited to policies, procedures, and information. Faculty meetings, Site-Based Decision Making (SBDM) committee meetings, team meetings, and department meetings are held regularly to communicate matters dealing with student affairs and maintain compliance with local and state regulations. Walkthroughs and observations provide data on what types of professional development needs to be rendered as a department and/or campus. This process is formalized and implemented on a regular basis throughout the school year. A shared leadership approach is implemented at Lucio. It begins with the Principal, Dean of Instruction, Assistant Principals, Counselors, Department Chairs, Team Leaders and Site-Based Decision Making Committee (SBDM). This process includes participation by representatives from all stakeholders.

A strong collaborative relationship is evident through shared leadership, committee, and team members. Leadership is instilled in every team member. The traits of shared leadership has assisted in student achievement; this has been a contributing factor in Lucio Middle School's current academic performance. Lucio is committed to shared values and beliefs about teaching and learning and is clearly evident through decision making. Our leaders as a whole has made student performance an integral part of academic and school climate evaluations. There are many facets that measure a variety of methods for systemic analysis and review of student performance, as well as school effectiveness. The leadership team in collaboration with the Brownsville Independent School District's Assessment, Research, and Data department provide assessments that accurately measure student performance. Assessments include benchmark tests that are conducted at preset intervals to acquire student achievement levels. Quarterly, a review of Lucio's assessment performance with the district's assessment office is held with the administration team. During this meeting results, trends, and factors are dissected and reviewed with departments and teachers. The Dean, of whom plays a crucial role in the heart of curriculum and instruction along with department and team leaders, support staff such as counselors and data entry clerks, are involved in the process of data collection and distribution. Failure reports are also ascertained and reviewed with the teachers to reflect on common trends. Lucio Middle School is data-driven-- the focus on deep analysis of student performance. All improvement goals have measurable performance targets. These targets are specified and followed through the campus

improvement plan. The campus improvement plan is a working and live document but stays aligned to the needs of the students. Recommendations are made to the SBDM Committee that consists of the administration, teachers, parents, and business leaders.

 All decisions made are centered on the needs of the students and the goals set forth by the committee to produce well-rounded, academically successful, problem-solving students. Although the SBDM does not make the approval to accept or deny such academic plans, the SBDM does have the ability to make recommendations for revisions and refinement and assist with the buy-in from all other stakeholders. As we continue to embrace the on-going changes in education especially Post-COVID, all stakeholders consistently provide input on the needs of the students and campus. Despite the COIVD-19 Pandemic, most testing data reveals average to above average performance levels. Lucio Middle School is prized on having a 100% passing rate on the high school EOC Algebra I. Our Algebra I teacher has a specific approach to instruction that yields a high passing rate year after year. Our 8th Grade Science department has also done very well and has resulted in a distinction. Reading and writing are showing growth from the Pandemic and are within standard. Lucio MS continues to be a T.E.A. Targeted Campus in SPED and EB Populations. Prior to the pandemic, Lucio MS was focused and ready to begin the exit of being a targeted campus. Unfortunately, the pandemic interrupted our progress. Currently, the Lucio MS Learning Community remains committed to our goals of exiting with an E3 Alliance Partnership for Academic Support that focuses on our campus needs and special populations. Thus far, benchmark data reveals academic growth in all areas. In speaking to staff and faculty members, administration has ascertained that student discipline and dress code has been a concern that includes follow through and support. Therefore, to help ensure successful implementation of effective instruction, a concrete dress code and student discipline expectation plan has been implemented and is enforced daily. This disciplinary initiative has also been very effective in many facets.

As a campus, parents and students understand that Lucio Middle School has high expectations for all students; as a result, this is making it possible for students to learn much more effectively. The leadership team is open-minded about teacher participation in the decision-making process. As needs change, the SBDM is prepared to assist in the decision making to update resources, policies, and procedures. Some of these include but not limited to professional development. Informal discussions at every level are constant in our school community. T-TESS (Texas Teachers Evaluation Systems), is also utilized and data accumulated throughout the year to ensure high quality instruction and that the campus needs and initiatives are being implemented. The supervision and evaluation processes is geared towards improving professional practice. The faculty is observed through a series of walkthroughs, feedback is provided that include refinement and reinforcement, and is data driven based on what is seen and heard. Teachers are provided with reflections on their performance. Teachers have a department planning time and a conference time. Despite the many challenges that face Lucio Middle School (i.e. ELL, Economically Disadvantaged, Number of enrolled I.D.E.A. students, Targeted Campus for EB & SPED) there is still much work to be done to ensure that each and every student that is enrolled in our campus receives the specific attention needed to progress; for example, over the past few years Lucio Middle School has seen an increase of EB students. Many students come from families that are less fortunate with parents who have little to no education.

 As we continue to shape the high expectations of all stakeholders, Lucio must continue to balance and strategically address the noted concerns of their stakeholders. Change is not easily accepted and must be gradually implemented through trust, monitoring, and follow through. A noted area where Lucio Middle School remains superior among other middle school is our school attendance that averages (Post-COVID) 95%. We are proud of our students and the efforts they make in coming to school every day.

Demographics Strengths

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

Need Statements Identifying Demographics Needs

Need Statement 1 (Prioritized): Increase parental involvement for at-risk and sub-pops. **Data Analysis/Root Cause:** Working parents, and language barriers affect our parental involvement.

Need Statement 3 (Prioritized): Increase attendance of students that require additional tutorials/enrichment, academic monitoring support to stay up to date educational requirements or resources for their children. **Data Analysis/Root Cause:** Remediation for at-risk sup-pops will reduce the number of students needing additional support.

Student Learning

Student Learning Summary

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

Lucio Middle School has the following campus student achievement profile:

	2022			2021			2020			2019			2018		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
6th Grade Math	59.62%	21.60%	4.69%	44.09%	10%	1.36%	No Score Declared Disaster			81%	47%	21%	77%	44%	18%
7th Grade Math	51.57%	21.52%	4.93%	27.38%	1.19%	0%	No Score Declared Disaster			75%	43%	17%	72%	40%	18%
8th Grade Math	78.30%	50.21%	14.89%	43.62%	14%	2.06%	No Score Declared Disaster			88%	57%	17%	86%	51%	15%
Algebra I	100%	100%	97.87%	80%	56.67%	36.67%	No Score Declared Disaster			85%	61%	37%	83%	55%	32%
6th Grade Reading	58.96%	33.96%	14.15%	44.13%	16.43%	4%	No Score Declared Disaster			68%	37%	18%	69%	39%	19%
7th Grade Reading	72.65%	48.16%	31.02%	64.89%	33%	12.89%	No Score Declared Disaster			76%	49%	29%	74%	48%	29%
8th Grade Reading	76.50%	47.01%	26.50%	60.29%	30.62%	12%	No Score Declared Disaster			86%	55%	28%	86%	49%	27%
ENG I	100%	100%	34.62%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
7th Grade Writing	n/a	n/a	n/a	49.59%	17.36%	2.48%	No Score Declared Disaster			70%	42%	18%	69%	43%	15%
8th Grade Science	76%	43%	16%	46.76%	17.13%	5.09%	No Score Declared Disaster			81%	51%	25%	76%	52%	28%
BIO	100%	100%	0%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
8th Grade Social Studies	63%	24%	13%	22.90%	4.67%	1.87%	No Score Declared Disaster			69%	37%	21%	65%	36%	21%

Student Learning Strengths

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

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

Need Statements Identifying Student Learning Needs

Need Statement 1 (Prioritized): Minimize performance gaps in all students in particular SPED and ELL populations. **Data Analysis/Root Cause:** Domain 3 data shows academic performance gaps between special population groups with all students.

Need Statement 2 (Prioritized): Need to increase content vertical alignment planning with teachers (Fall & Spring), focusing on instructional strategies the provide rigor, DOK, and text structures. **Data Analysis/Root Cause:** Lack of rigor during delivery of instruction and planning vertically affects student permanence of standardized assessments.

Need Statement 3 (Prioritized): Teachers need to improve strategies and integration of technology to close academic gaps between our special population groups (SE, Migrant, ELL) and the rest of our student body. **Data Analysis/Root Cause:** Survey indicates a need for PD training refreshers in order to continue using them during instruction and be able to support the large population of ELL students on our campus.

Need Statement 4 (Prioritized): Instructional technology equipment in all areas in order to be able to meet remote learning and in-class demands. **Data Analysis/Root Cause:** Survey indicates a high percentage of outdated technology equipment such as laptops, makes learning through technology difficult.

School Processes & Programs

School Processes & Programs Summary

Staff Quality, Recruitment, and Retention Summary

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

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

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

Curriculum, Instruction, and Assessment Summary

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

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

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

School Context and Organization Summary

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

Technology Summary

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

Technology is used for communication with parents via the electronic gradebook, the school webpage, Lucio Facebook, teacher email accounts and the School Messenger system, on-line lesson plans, campus assessments via TANGO, data collection by teacher for all sub populations (Spec Ed, ELL, Migrant) for progress.

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

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

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

School Processes & Programs Strengths

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

Staff Quality, Recruitment, and Retention Needs

Data Resources Reviewed for this area: included the following

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

Need Statements Identifying School Processes & Programs Needs

Need Statement 1 (Prioritized): Minimize performance gaps in all students in particular SPED and ELL populations. **Data Analysis/Root Cause:** Domain 3 data shows academic performance gaps between special population groups with all students.

Need Statement 2 (Prioritized): Instructional technology equipment in all areas in order to be able to meet remote learning and in-class demands. **Data Analysis/Root Cause:** Survey indicates a high percentage of outdated technology equipment such as laptops, makes learning through technology difficult.

Need Statement 3 (Prioritized): Teachers need to improve strategies and integration of technology to close academic gaps between our special population groups (SE, Migrant, ELL) and the rest of our student body. **Data Analysis/Root Cause:** Survey indicates a need for PD training refreshers in order to continue using them during instruction and be able to support the large population of ELL students on our campus.

Need Statement 4 (Prioritized): A full-time TST teacher on campus is needed in order to dedicate all their time and duties to the infrastructure and teacher need on a full-day basis.

Data Analysis/Root Cause: TST is not available full-time.

Perceptions

Perceptions Summary

School Culture and Climate Summary

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

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

- Referral categories/ISS reports by infraction ESCHOOL PLUS
- Weekly Academic Strand Meetings and Department Meetings, Every Six Weeks SBDM Committee
- Counselor weekly meetings
- FUTURE READY Survey

Family and Community Involvement Summary

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

Perceptions Strengths

School Culture and Climate Strengths

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

School Culture and Climate Needs

48% feel that bullying is an issue.

Area Reviewed

- Demographics
- Teacher, student, parent survey

Need Statements Identifying Perceptions Needs

Need Statement 1 (Prioritized): Need to increase number of parent communication and participation between home and school. **Data Analysis/Root Cause:** Campus surveys show a decrease in parental involvement.

Need Statement 2 (Prioritized): Need to decrease discipline referrals and improve behavior management. **Data Analysis/Root Cause:** Number of discipline referrals is high on our campus.

Priority Need Statements

Need Statement 6: Increase parental involvement for at-risk and sub-pops.

Data Analysis/Root Cause 6: Working parents, and language barriers affect our parental involvement.

Need Statement 6 Areas: Demographics

Need Statement 1: Minimize performance gaps in all students in particular SPED and ELL populations.

Data Analysis/Root Cause 1: Domain 3 data shows academic performance gaps between special population groups with all students.

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

Need Statement 7: Need to increase number of parent communication and participation between home and school.

Data Analysis/Root Cause 7: Campus surveys show a decrease in parental involvement.

Need Statement 7 Areas: Perceptions

Need Statement 2: Need to increase content vertical alignment planning with teachers (Fall & Spring), focusing on instructional strategies the provide rigor, DOK, and text structures.

Data Analysis/Root Cause 2: Lack of rigor during delivery of instruction and planning vertically affects student permanence of standardized assessments.

Need Statement 2 Areas: Student Learning

Need Statement 4: Instructional technology equipment in all areas in order to be able to meet remote learning and in-class demands.

Data Analysis/Root Cause 4: Survey indicates a high percentage of outdated technology equipment such as laptops, makes learning through technology difficult.

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

Need Statement 8: Need to decrease discipline referrals and improve behavior management.

Data Analysis/Root Cause 8: Number of discipline referrals is high on our campus.

Need Statement 8 Areas: Perceptions

Need Statement 3: Increase attendance of students that require additional tutorials/enrichment, academic monitoring support to stay up to date educational requirements or resources for their children.

Data Analysis/Root Cause 3: Remediation for at-risk sup-pops will reduce the number of students needing additional support.

Need Statement 3 Areas: Demographics

Need Statement 5: Teachers need to improve strategies and integration of technology to close academic gaps between our special population groups (SE, Migrant, ELL) and the rest of our student body.

Data Analysis/Root Cause 5: Survey indicates a need for PD training refreshers in order to continue using them during instruction and be able to support the large population of ELL students on our campus.

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

Need Statement 9: A full-time TST teacher on campus is needed in order to dedicate all their time and duties to the infrastructure and teacher need on a full-day basis.

Data Analysis/Root Cause 9: TST is not available full-time.

Need Statement 9 Areas: School Processes & Programs

Goals

Goal 1: Lucio Middle School students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. The students will be able to demonstrate exemplary performance in the TEKS involving fine arts, co-curricular, athletics and extra-curricular programs and activities in the 2022 STAAR administration. This includes all students in general education, dyslexia, 504, and Special Education.

Los estudiantes de la Escuela Intermedia Lucio recibiran oportunidades educativas que produciran graduados completos que estan preparados para el futuro, estan listos para la universidad / carrera y son ciudadanos responsables e independientes. Los estudiantes podran demostrar un desempeno ejemplar en los TEKS que involucran bellas artes, co-curriculares, atletismo y programas y actividades extracurriculares en la administracion de STAAR 2022. Esto incluye a todos los estudiantes de educacion general, dislexia, 504 y educacion especial.

Performance Objective 1: Lucio M.S. student performance for all students, all grades, all subjects will exceed 2022 STAAR percent Meets, and STAAR Masters Grade Level performance in reading, writing, mathematics, science and social studies by 5 percentage points.

En Lucio M.S. el rendimiento estudiantil para todos los estudiantes, todos los grados, todas las materias superara el rendimiento porcentual del STAAR 2022 y el rendimiento del nivel de grado STAAR Masters en lectura, escritura, matematicas, ciencias y estudios sociales en 5 puntos porcentuales.

Evaluation Data Sources: STAAR/EOC performance reports

Informes de desempeno STAAR / EOC

Strategy 1 Details	Reviews			
	Formative			**Summative**
Strategy 1: Summer Bridge: Alignment from Elem. to MS. To ensure a smooth transition from 5th grade to middle school students will attend a Summer Bridge that will be used to close the gap and increase STAAR Scores, with 6th grade students in the area of reading and math by 10 %.	**Oct**	**Jan**	**Mar**	**May**

Due to COVID and academic slide, JUMPSTAART was created to support students and closing the academic gap. Program supported students in Math, Reading,

Puente de verano:
Alineacion de Elem. a MS. Para garantizar una transicion sin problemas del quinto grado a la escuela intermedia, los estudiantes asistiran a un puente de verano que se utilizara para cerrar la brecha y aumentar los puntajes STAAR, con estudiantes de sexto grado en el area de lectura y matematicas en un 10%.

Debido al COVID y al deslizamiento academico, JUMPSTAART fue creado para apoyar a los estudiantes y cerrar la brecha academica. El programa apoyo as los estudiantes en Matematicas y Lectura.

> **Milestone's/Strategy's Expected Results/Impact:** F: Week end projects, 1st 6 weeks grades, Compass reports, lesson plans, walkthroughs, observations, Report Cards,
> Benchmarks results
> S: STAAR Scores, TELPAS, TMSFA

> **Staff Responsible for Monitoring:** Dean, Teacher, Principal

> **ESF Levers:**
> Lever 5: Effective Instruction
> - **Population:** Special Education Population, EB, Reg ED, GT ED, All student stakeholders - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023

> **Funding Sources:** Professional Extra Duty Pay - 211 Title I-A - 211-13-6118-00-051-Y-30-BDG-Y, Extra Duty Pay for Summer Bridge Teachers - 211 Title I-A - 211-11-6118-00-051-Y-30-BDG-Y, Teacher Retirement/TRS Care - 211 Title I-A - 211-13-6146-00-051-Y-30-BDG-Y, Employee Benefits - Locally Def - 211 Title I-A - 211-13-6148-00-051-Y-30-BDG-Y, Employee Benefits - 211 Title I-A - 211-13-6149-00-051-Y-30-BDG-Y, Bilingual Instructional Materials - 163 State Bilingual - 163-11-6399-00-051-Y-30-0F2 - $1,615, Jump STAART Program - 282 ESSER III Grant Funds

Strategy 2 Details	Reviews			
	Formative			**Summative**
Strategy 2: Resources Per Content: Purchase content specific high quality resource material in order to enhance curriculum in all core areas (ELAR, Math, Science, History)accessible to all students with an emphasis on students in low performing groups. After-school program supplies are need to ensure our English Learners success through the Affective Domain. Other materials including EOY student awards such as trophies, medals, or plaques will be purchased for award ceremonies. Books will also be purchased for students to close academic gaps.	**Oct**	**Jan**	**Mar**	**May**

Distance Learning for 2020-2021 due to COVID-19 will be the recommended opening strategy as per the CDC, TEA and BISD guidelines. To ensure the safety of students face to face and/or virtual learning, supplies will be provided to promote the continuation of a safe learning environment. This includes but not limited to PPE such as gloves, N95 masks, face shields, hand sanitizer, Clorox wipes, water bottles, school supplies, safety equipment and an ID machine that will be

utilized for health screening purposes as per COVID-19 Standard Operating Campus Procedures.

Milestone's/Strategy's Expected Results/Impact: F: Progress reports, 6 weeks grades, Progress monitoring tests, walkthroughs observations, lesson plans, Report
Cards, Benchmarks
S: STAAR Scores, TELPAS, TMSFA

Staff Responsible for Monitoring: Dean, Dept. Chairs, Campus Bilingual Administrator

Title I:
2.5
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 5: Effective Instruction
 - **Targeted Support Strategy** - **Population:** Emphasis on students in low performing areas: At Risk, EB, Parental Denial, SPED, Migrant - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023

Funding Sources: General Supplies (Wkbook resources instructional materials all contents/ calculators, classroom supplies i.e.-colors,markers, memory modules,etc.) - 211 Title I-A - 211-11-6399-00-051-Y-30-0F2-Y , General materials/supplies instructional - 199 G/T Advanced Academics - 199-11-6399-00-051-Y-11-000-Y, Copy Paper - 211 Title I-A - 211-11-6396-00-051-Y-30-0F2-Y - $3,000, General Supplies for EL students (Logitech Over the ear headset with microphone, dictionaries) - 163 State Bilingual - 163-11-6399-00-051-Y-25-000-Y - $1,615, General Supplies for EL students (supplies for our LEP students) - 263 Title III-A Bilingual - 263-11-6399-00-051-Y-25-031-Y - $3,230, General supplies/materials for instructional use - 162 State Compensatory - 162-11-6399-00-051-Y-30-000-Y - $2,425, Copy Paper for instructional use - 162 State Compensatory - 162-11-6396-00-051-Y-30-000-Y - $2,000, General supplies - 199 Local funds - 199-12-6399-62-051-Y-99-000-Y, Reading Materials subsciption - 199 Local funds - 199-12-6329-00-051-99-000-Y, General Supplies - 199 G/T Advanced Academics - 199-12-6399-00-051-Y-99-000-Y - $1,000, Supplies/postage - 199 Local funds - 199-23-6399-17-51-Y-99-000-Y, Supplies and Materials - 211 Title I-A - 211-13-6117-00-051-Y-30-AYP-Y - $5,000, General Supplies STEM - 211 Title I-A - 211-11-6399-00-051-Y-30-STM-Y, General Supplies - 211 Title I-A - 211-11-6399-62-051-Y-30-0F2-Y - $10,289, Supplies and Materials - LCL DEFI - 211 Title I-A - 211-23-6398-65-051-Y-30-0F2-Y - $1,000, General Supplies - 211 Title I-A - 211-23-6399-00-051-Y-30-0F2-Y - $1,000, General Supplies - 211 Title I-A - 211-23-6399-65-051-Y-30-0F2-Y, General Supplies - 211 Title I-A - 211-31-6399-00-051-Y-30-0F2-Y, SUPPLIES & MATERIALS -LCL DEFI - 199 Local funds - 199-23-6395-65-051-Y-99-000-Y, General Supplies - 211 Title I-A - 211-13-6399-00-051-Y-30-AYP-Y, General Supplies - 162 State Compensatory - 162-31-6399-00-051-Y-30-000-Y, General Supplies - 162 State Compensatory - 162-13-6399-00-051-Y-30-000-Y, Social Security/Medicare - 162 State Compensatory - 162-13-6141-00-051-Y-30-000-Y, Group Health/Life Insurance - 162 State Compensatory - 162-13-6142-00-051-Y-30-000-Y, TRS Care - 162 State Compensatory - 162-13-6146-00-051-Y-30-000-Y, Employee Benefits-Locally Def - 162 State Compensatory - 162-13-6148-051-Y-30-000-Y, Employee Benefits - 162 State Compensatory - 162-13-6149-00-051-Y-30-000-Y, Stipends - 162 State Compensatory - 162-31-6117-31-051-Y-30-000-Y, SS/Medicare - 162 State Compensatory - 162-31-6141-31-051-Y-30-000-Y, TRS Care - 162 State Compensatory - 162-31-6146-31-051-Y-30-000-Y, Employee Benefits - 162 State Compensatory - 162-31-6149-31-051-y-30-000-Y, Professional Salaries/Wages - 162 State Compensatory - 162-31-6119-00-051-Y-30-000-Y, SS/ Medicare - 162 State Compensatory - 162-31-6141-00-051-Y-30-000-Y, Group Health/Life Ins - 162 State Compensatory - 162-31-6142-00-051-Y-30-000-Y, TRS Care - 162 State Compensatory -

162-31-6146-00-051-Y-30-000-Y, Employee Benefits - 162 State Compensatory - 162-31-6149-00-051-Y-30-
Y-30-000-Y, SS/Medicare 211 - 211 Title I-A - 211-11-6141-00-051-Y-30-BDG-Y, TRS Care 211 - 211 Title
I-A - 211-11-6146-00-051-Y-30-BDG-Y, Employee Benefits-Locally Def 211 - 211 Title I-A -
211-11-6148-00-051-Y-BDG-Y, Employee Benefits 211 - 211 Title I-A - 211-11-6149-00-051-Y-30-BDG-Y,
SS/ Medicare 211 - 211 Title I-A - 211-11-6114-00-051-Y-30-BDG-Y, Student EOY Awards - 199 G/T
Advanced Academics - 199-11-6498-00-051-Y-11-000-Y - $6,000, Buying Books/Library to Close Academic
Gaps - 281 ESSER II Grant Funds - 282-12-6329-00-051-Y-99-0CG-Y, General Supplies - Toner - 166 State
Special Ed. - 166-11-6399-62-051-Y-23-000-Y - $1,500, General Supplies - Resource & Inclusion - 166 State
Special Ed. - 166-11-6399-00-051-Y23-0P4 - $2,160, General Supplies- LifeSkills - 166 State Special Ed. -
166-11-6399-00-051-Y-23-0P1 - $2,300, General Supplies-BI Awards - 166 State Special Ed. -
166-11-6399-00-051-Y-23-0P2 - $500, General Supplies - Gloves - 166 State Special Ed. -
166-11-6399-00-051-Y-23-0B0-Y - $300, General Supplies - ESSER Funds Curriculum - 282 ESSER III Grant
Funds - 282-11-6399-00-051 - $1, ESSER- Library Materials Contracted Services - 281 ESSER II Grant Funds
 - 281-12-6299-00-051-Y-99-0CG-Y - $1, Awards - SPED - 166 State Special Ed. - 166-116498-00-051-
Y-23-0P2-Y - $800, General Supplies - 199 G/T Advanced Academics - 199-12-6399-62-051-Y-99-0-00-Y -
$1,000, Reading Materials - 199 G/T Advanced Academics - 199-12-6329-00-051-Y-99-0-00-Y - $1,000,
General supplies - 199 G/T Advanced Academics - 199-12-6399-00-051-Y-99-0-00-Y - $1,000, Miscellaneous
Operation Costs - 199 G/T Advanced Academics - 199-13-6499-53-051-Y-99-0-00-Y - $5,000, Awards - 199
G/T Advanced Academics - 199-13-6498-00-051-Y-99-0-00-Y - $4,000, Miscellaneous contracted services -
199 G/T Advanced Academics - 199 23 62 99 00 051 Y 99 0 00 Y, General Supplies - 199 G/T Advanced
Academics - 199-11-6399-51-051-Y-11-0-00-Y - $800, General Supplies - 281 ESSER II Grant Funds -
281-11-6399-00-051-Y-24-0CG-2 - $9,640.85, General Supplies - 162 State Compensatory -
162-31-6399-00-051-Y30-000-Y - $500

Strategy 3 Details	Reviews			
Strategy 3: Bilingual: LPAC will meet at the beginning of the year, mid-year, and end of the year to maintain accurate documentation of all EB students.	Formative			Summative
	Oct	Jan	Mar	May
Milestone's/Strategy's Expected Results/Impact: F: Progress Reports, 6 weeks grades, Progress Monitoring tests S: STAAR Scores, TELPAS, Report Cards, Benchmarks, TMSFA **Staff Responsible for Monitoring:** LPAC Administrator - **Population:** EB Students - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023 **Funding Sources:** Substitute Teachers - 163 State Bilingual - 163-11-6112-00-051-Y25-00-Y, Substitute Teachers - 199 Local funds - 199-11-6112-18-051-Y-99-000-Y, Substitute Teachers - 199 Local funds - 199-11-6112-18-051-Y-11-000-Y				

Strategy 4 Details	Reviews			
Strategy 4: Tutorials: After-School & Saturday tutorials to help those students who are in danger of failing the STAAR, TELPAS tests or their Reading & Math classes so that they can be successful in their State assessment and in their core curriculum. Core area teachers will implement effective intervention strategies including remediation for students diagnosed as performing below established proficiency levels for all students including at-risk to perform at grade level. -STAAR Enrichment -Saturday Academy -After-school Tutorials -RTI Population: **Milestone's/Strategy's Expected Results/Impact:** F: 6 weeks benchmarks, semester and final exams Walkthrough, T-TESS observations S: , Lesson plans,STAAR/TELPAS/AYP scores **Staff Responsible for Monitoring:** Principal, Assist. Principal, Dean of Instruction, Counselors, Teachers, SpEd Teachers - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** - **Population:** All At Risk 6th-8th grade students: EB, GT, SPED, Migrant, Parental Denials, MI, DYS, AR, TI, Economically Disadvantaged, students who failed prior STAAR Admin. and or are in danger of failing their current core classes - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023 **Funding Sources:** Professional Extra Duty Pay Tutorial 8th Grade - 162 State Compensatory - 162-11-6118-00-051-Y-24-SSI-Y - $7,770, Professional Extra Duty Pay Tutorial - 162 State Compensatory - 162-11-6118-00-051-Y-30-000-Y, Professional Salaries/ Wages - 162 State Compensatory - 162-11-6119-00-051-Y-30-000-Y, Sal/Wages for Support Personnel - 162 State Compensatory - 162-11-6129-00-051-Y-30-000-Y, Social Security/Medicare - 162 State Compensatory - 162-11-6114-00-051-Y-30-000-Y, Group Health Ins & Life Insurance - 162 State Compensatory - 162-1-6142-00-051-Y-30-000-Y, TRS Care - 162 State Compensatory - 162-11-6146-00-051-Y-30-000-Y, Employee Benefits - 162 State Compensatory - 162-11-6149-00-051-Y-30-000-Y, Extended Tutorial - 281 ESSER II Grant Funds - 281-11-6494-00-051-Y-24-0CG-Y - $14,000, Transportation- Tutorial - 282 ESSER III Grant Funds - 282-11-6494-00-051-Y-24-0CG-1, Extended Tutorial - 281 ESSER II Grant Funds - 281-11-6118-0051-Y24-0CG-1 - $32,000, Tutorial Fringes - 282 ESSER III Grant Funds - 282-11-6118-0051-Y24, Tutorial Fringes - 281 ESSER II Grant Funds - 281-11-6118-00-51-Y-24-0CG-Y - $4,240, General Supplies - 281 ESSER II Grant Funds - 282-11-6399-00-051-Y-24-JST-1	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy 5 Details	Reviews			
Strategy 5: Progress Monitoring: Administration and Reading Teachers will monitor academic progress of ALL students and use results as a guide for instruction through testing using STAAR formatted questions during: -Diagnostic Exam -Six Weeks Benchmarks -Mock Tests So that all students can be at grade level and have successful State exam results	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: F: 6 week benchmarks, semester and final exams, Walk through and T-TESS observations S: Semester and Final exams, STAAR/TELPAS Scores **Staff Responsible for Monitoring:** Principal, Assist. Principal, Dean of Instruction, and Reading Teacher - **Population:** 6th-8th grade students: LEP, Parental Denials, ESL, MI, SE, GT, Pre-AP, DYS, AR, TI - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023				

Strategy 6 Details	Reviews			
Strategy 6: GT Expectations: Teachers of GT and Pre-AP students will provide the GT/Pre-AP/STEM syllabus to parents detailing the expectations of the course and grading policy.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: F: File update S: HQ requirements **Staff Responsible for Monitoring:** Principal, Dean of Instruction, Teachers **Population:** All 6th, 7th, 8th grade GT/Pre-AP/STEM students, parents - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023				

Strategy 7 Details	Reviews			
	Formative			**Summative**
Strategy 7: Lesson Planning: GT/Pre-AP/STEM students will receive differentiated instruction to meet the complex rigor of student expectations following performance standards and PBL tasks (robotics competition). Participate in co-curricular opportunities (DI, Brainsville, Poet's corner). The students will be provided with opportunities to District and College GT/Pre-AP/STEM learning and experiencing advance level and college opportunities in order to gain knowledge and preparation for attending post secondary institutes.	**Oct**	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: F: Sponsors Sign In Sheets, Student entry and participation forms, Coordinators, Judges; increase performance of STAAR test/EOC by 25%				

Strategy 7 detail (continued):

Milestone's/Strategy's Expected Results/Impact: F: Sponsors Sign In Sheets, Student entry and participation forms, Coordinators, Judges; increase performance of STAAR test/EOC by 25%
S: Increase by 10% identification in AP and TSI results;
10% participation in extra-curricular activities offered

Staff Responsible for Monitoring: Principal, Dean,
CCMR,
GT/Pre-AP/STEM/AP
Teachers

Population: All Students in MS GT/Pre-AP/STEM/ EB GT Honors - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023

Funding Sources: Reclassified transportation Exp/Ex - 199 G/T Advanced Academics - 199-11-6494-00-051-Y-11-000-Y, Stipends - 199 Local funds - 199-36-6117-00-051-Y-99-020-Y - $1, Travel & subsistence student - Meals UIL - 199 Local funds - 199-36-6412-00-051-Y-99-020-Y, Reclassified Transportation Expenses for competition - 199 Local funds - 199-36-6494-00-051-Y-99-020-Y, Miscellaneous Fees & Dues not with travel (permits & registration) - 199 G/T Advanced Academics - 199-36-6497-00-051-Y-99-020-Y - $198, Travel & subsistence students- Meals/entry fees/charter bus - 199 Local funds - 199-36-6412-00-051-Y-99-000-Y, Reclassified Transportation Exp- School buses - 199 G/T Advanced Academics - 199-36-6494-00-051-Y-99-000-Y - $1, Employee Travel - 199 G/T Advanced Academics - 199-36-6411-23-051-Y-99-000-Y - $1

Strategy 8 Details	Reviews			
Strategy 8: Dept. Meetings Data: Teachers will meet as a department to disaggregate prior years data to analyze strengths and weaknesses so that they can make changes in their instructional and assessment design for Spring 2023 test administration.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: F: Sign in sheets, walk-throughs, DBM scores S: STAAR/TELPAS Scores **Staff Responsible for Monitoring:** ELA/EB/SPED/Dyslexia teachers, Dean of Instruction, Principal **Title I:** 2.5, 2.6 - **Population:** 6th-8th grade students: EB, MI, SE, GT, Pre-AP, DYS, AR, TI - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023 **Funding Sources:** Testing Materials - 211 Title I-A - 211-11-6339-00-051-Y-30-0F2-Y, Transportation - 211 Title I-A - 211-11-6494-00-051-Y-30-0F2				

Strategy 9 Details	Reviews			
Strategy 9: TELPAS Samples: All Core Area Teachers will be require to maintain a writing portfolio by collecting TELPAS formatted samples every 6 weeks. Population: 6th-8th grade Students; Parental Denials, EB, MI, SE Timeline: July 2022-April 2023; Every 6 weeks	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: F: Writing portfolios S: Benchmark scores, TELPAS Progress monitoring **Staff Responsible for Monitoring:** Teachers, Dean of Instruction, Bilingual Admin, Principal **ESF Levers:** Lever 5: Effective Instruction - **Additional Targeted Support Strategy** - **Population:** EB students - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023				

Strategy 10 Details				Reviews			
Strategy 10: Coordination Day:All teachers will participate Special Programs Coordination Day to discuss areas of concern & review writing portfolios with LPAC.				Formative			Summative
				Oct	Jan	Mar	May
Milestone's/Strategy's Expected Results/Impact: F: Professional Development Sign Ins, Teacher Transcripts, Writing portfolios S: T-TESS evaluation, STAAR/TELPAS progress monitoring Scores, Benchmark scores							
Staff Responsible for Monitoring: Teachers, Dean of Instruction, Principal, At-Risk Counselor							
Population: 6th-8th grade Students; EB, Parental Denials, MI, SE - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023							

Strategy 11 Details				Reviews			
Strategy 11: PE/Health:Develop curriculum objectives in Health and Physical Education which provide students the knowledge and skills necessary to develop and maintain optimal lifetime health and fitness levels. (SB 891-Effective 9/01/2009) The nurse will be prepared with basic Emergency items to take care of students if any injury occurs (Emergency Kits, Band-Aids, gloves, hand sanitizers, etc....)				Formative			Summative
				Oct	Jan	Mar	May
Milestone's/Strategy's Expected Results/Impact: Formative: Updated Curriculum Framework Summative: Student Classroom Assessment, Physical Fitness Assessment							
Staff Responsible for Monitoring: Principal, Dean of Instruction, District Specialists, Teacher Department Chairs, Team lead Teacher, All PE Health Teachers							
Population: All 6th-8th grade students (Reg. Ed, SpEd, EB, At Risk, Dyslexia, Pre-AP, GT, Migrant and Teachers - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023							
Funding Sources: Supplies for Maint/Operarar-Cust- (Nurse supplies) - 199 Local funds - 199-33-6399-00-051-Y-99-000-Y							

Strategy 12 Details	Reviews			
	Formative			**Summative**
Strategy 12: PE/Health Abuse Awareness:Educate students and parents on the District's sexual abuse of children policies/guidelines through awareness and information, including but no limited to, knowledge of likely warning signs indicating that a child may be a victim of sexual abuse, using resources developed by the TEC under Section 38.004, to conduct classroom presentations and distribute information via the BISD Parent/Student Handbook. HB 1041 (Jenna's Law)- Effective 9/1/09	**Oct**	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative: Distribution of handbooks, Sign-In Sheets Summative: Handbook receipts				
Staff Responsible for Monitoring: Administration, Department Chair, All PE and Health Teachers, Parent Liaison				
Population: All 6th-8th grade students (Reg. Ed, SpEd, EB, At Risk, Dyslexia, Pre-AP, GT, Migrant and Teachers - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023				

Strategy 13 Details	Reviews			
	Formative			**Summative**
Strategy 13: PE:Provide students in grade 6-8 with moderate to vigorous activity each day in Physical Education for at least 30 minutes to enhance students health and well-being and incorporate STAAR objectives in daily PE/Health lessons and activities. (middle School students for at least 4 total semesters) (SB 530- Effective 9/1/2007)	**Oct**	**Jan**	**Mar**	**May**

Milestone's/Strategy's Expected Results/Impact: Formative: Classroom Observations, PE Student attendance, Lesson Plans
Summative: School Health Index, Physical Fitness
Assessment

Staff Responsible for Monitoring: Principal, Dean of
Instruction, District
Specialists, Teacher
Dept. Chair, Team
Lead Teacher, All PE
and Health Teachers

Population: All 6th-8th grade students (Reg. Ed, SpEd, EB, At Risk, Dyslexia, Pre-AP, GT, Migrant and Teachers - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023
Funding Sources: Copy/computer paper & notebook paper - 199 Local funds - 199-11-63-96-00-051-Y-11-000-Y

Strategy 14 Details	Reviews			
	Formative			**Summative**
Strategy 14: Student Fitness:Assess student fitness annually to promote student health. (CATCH, PAPA) (SB 530-Effective 9/01/2007)	**Oct**	**Jan**	**Mar**	**May**

Milestone's/Strategy's Expected Results/Impact: Formative: Lesson Plans
Summative: Fitness Results

Staff Responsible for Monitoring: Principal, Dean of
Instruction,
Dept. Chair, All PE
and Health Teachers

Population: All 6th-8th grade students (Reg. Ed, SpEd, EB, At Risk, Dyslexia, Pre-AP, GT, Migrant and Teachers - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023

Strategy 15 Details	Reviews			
Strategy 15: Instructional Facilities & Equipment: Evaluate and recommend necessary upgrades in instructional facilities and equipment (shelving, foam balls, badminton rackets & birdies, footballs, basketballs, soccer balls, volleyballs, jump ropes, jump rope rack and fitness bands) to ensure appropriate educational instructional and student safety.	Formative			Summative
	Oct	Jan	Mar	May
Milestone's/Strategy's Expected Results/Impact: Formative: Safety Evaluation Summative: Review of Campus Developed Safety Action Plan **Staff Responsible for Monitoring:** Principal, District Specialists, Teacher Department Chair, Team Lead Teacher, All PE Teachers **Population:** All 6th-8th grade students (Reg. Ed, SpEd, EB, At Risk, Dyslexia, Pre-AP, GT, Migrant and Teachers - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023 **Funding Sources:** General Supplies furniture - 199 Local funds - 199-11-6399-45-051-Y-11-000-Y, General Supplies - 199 Local funds - 199-11-6399-51-51-Y-11-000-Y				

Strategy 16 Details	Reviews			
Strategy 16: Incoming 5th grade students will be invited to our campus through the feeder elementary schools to tour the campus and receive an orientation so that they can have a successful transition to middle school. 8th graders will visit the feeder high school to ensure a smooth transition to high school.	Formative			Summative
	Oct	Jan	Mar	May
Milestone's/Strategy's Expected Results/Impact: F:Attendance to orientation of feeder campus S: Incoming 5th graders familiar with rules and expectations at our campus **Staff Responsible for Monitoring:** Principal, Dean, Assistant Principal, Counselors **Population:** All Incoming 5th grade students who currently attend feeder campuses and All 8th graders - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023				

Strategy 17 Details	Reviews			
Strategy 17: Provide instructional resources and computer assisted instruction that reinforces implementation of the BISD curriculum and initiatives including (but not limited to) professional development based on identified needs.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy 17: Provide instructional resources and computer assisted instruction that reinforces implementation of the BISD curriculum and initiatives including (but not limited to) professional development based on identified needs.
APEX
Pearson Math
Coding Initiative programs
STEM
Edgenuity
Writing Portfolios (including digital portfolios)
Balanced Literacy Model
Write for Success
TLI Cognitive Routines/Strategies
Inclusion (co-teach) Model
Duolingual
Dyslexia Lab
Texas Gateways
Adaptive Curriculum
EduSmart
Eduphoria Aware

Milestone's/Strategy's Expected Results/Impact: F:
Classroom observations IBISD Instructional Feedback Form, Lesson Plans, Professional Development System, Benchmark scores, BOY/MOY/EOY data analysis.

S:
STAAR and EOC scores, TELPAS and TERRA NOVA/Supera TMSFA

Staff Responsible for Monitoring:
Principal, Dean, AP's, Department Chairs, Librarian, TST, Teachers, C & I Specialists

Population: All teachers and student groups - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023

Funding Sources: Software Contracted Services-Bought By district using ESSER Funds - 282 ESSER III Grant Funds - 282-11-6299-00-051-Y, Contracted Serices - 199 G/T Advanced Academics - 199-23-6299-00-051-Y-99-00-Y - $1,500, Contracted services - 281 ESSER II Grant Funds - 281-11-6299-00-051-Y-24-0CG-2 - $799.35

Strategy 18 Details	Reviews			
Strategy 18: Teachers will monitor the implementation of the 3 Tier Response to Intervention Model in the classrooms for math, reading, and behavior with additional training provided to campus Teachers andTrainer of Trainers on required documentation and interventions based on identified needs.	Formative			Summative
	Oct	Jan	Mar	May
Milestone's/Strategy's Expected Results/Impact: F: PDS session agendas and evaluations, RtI plan progress monitoring reports, Classroom observation S: Improved STAAR scores, TELPAS, TMSFA, Tier 2 and 3 changes to lower tiers (increase STAAR scores At-Risk, LEP & SpEd) **Staff Responsible for Monitoring:** Principal, Assistant Principal, RTI Coordinator, Dean, Counselors, Teachers **Population:** All students and teachers for these students in core content areas. - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023				

Strategy 19 Details	Reviews			
Strategy 19: Analyze campus assessment data to determine specific instructional intervention for ALL students needs that will drive planning for conferences, workshops that address those state standards where the students demonstrated the lowest achievement levels.	Formative			Summative
	Oct	Jan	Mar	May
Milestone's/Strategy's Expected Results/Impact: F: Dept. Meeting agendas, Professional development evauations, Classroom walkthrough data, campus 6wks assessment, check point assessment, District benchmarks S: STAAR scores, EOC scores, T-TESS data, PDS Transcripts **Staff Responsible for Monitoring:** Principals, Deans, Dept Chairs and Teachers - **Population:** All sub-population students and teachers for these students in core content areas, Special Education and CTE - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023 **Funding Sources:** Sal/Wages for Subs Teachers - 281 ESSER II Grant Funds - 281-11-6112-00-051-Y-24-0CG-2 - $7,000, Medicare/Social Security - 281 ESSER II Grant Funds - 281-11-6141-00-051-Y-24-0CG-2 - $536				

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

Goal 1: Lucio Middle School students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. The students will be able to demonstrate exemplary performance in the TEKS involving fine arts, co-curricular, athletics and extra-curricular programs and activities in the 2022 STAAR administration. This includes all students in general education, dyslexia, 504, and Special Education.

Los estudiantes de la Escuela Intermedia Lucio recibiran oportunidades educativas que produciran graduados completos que estan preparados para el futuro, estan listos para la universidad / carrera y son ciudadanos responsables e independientes. Los estudiantes podran demostrar un desempeno ejemplar en los TEKS que involucran bellas artes, co-curriculares, atletismo y programas y actividades extracurriculares en la administracion de STAAR 2022. Esto incluye a todos los estudiantes de educacion general, dislexia, 504 y educacion especial.

Performance Objective 2: Lucio M.S. Career and Technical Education student participation will increase by 3 percentage points over 2022-2023 including special population students and CCMR graduates will improve over prior year graduates.

En Lucio M.S. la participacion de los estudiantes de educacion tecnica y profesional aumentara en 3 puntos porcentuales durante el periodo 2022-2023, incluidos los estudiantes de poblacion especial y los graduados de CCMR mejoraran con respecto a los graduados del ano anterior.

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

Informes PBMAS, informes PEIMS de inscripcion CTE, informes CCMR

Strategy 1 Details	Reviews			
Strategy 1: College Ready:100 % of the 8th grade students will take the Kuder inventory	**Formative**			**Summative**
	Oct	Jan	Mar	May
Milestone's/Strategy's Expected Results/Impact: Formative: Kudor Reports Summative: Kudor Reports and evaluation debriefing with counselor **Staff Responsible for Monitoring:** Campus Administration, Counselors **Population:** 8th grade students - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023				

Strategy 2 Details	Reviews			
Strategy 2: College/Parent Meeting: Collaboration and expectations of the campus visit, parent meetings and debriefing of the Kuder inventory and the selection of high school pathway.	Formative			Summative
	Oct	Jan	Mar	May
Milestone's/Strategy's Expected Results/Impact: Formative: Kudor Reports Summative: Agenda parent meetings, Debriefing meetings with counselor, HS campus visits lists **Staff Responsible for Monitoring:** Campus Administration, Counselors **Population:** 8th grades students, parents - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023				

Strategy 3 Details	Reviews			
Strategy 3: College Ready: Career Day for all Lucio MS students with exposure to 3-4 career professionals. College presentations and TSI information representative.	Formative			Summative
	Oct	Jan	Mar	May
Milestone's/Strategy's Expected Results/Impact: Formative: Presentation Flyers, Career Day Schedule, College Presentaion Schedule Summative: Lists of student participation, Agendas **Staff Responsible for Monitoring:** Campus Administration Counselors **Population:** 6th -8th students - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023 **Funding Sources:** General Supplies - 162 State Compensatory - 162-31-6399-00-0551-Y-30-000-Y - $500				

Strategy 4 Details		Reviews			
Strategy 4: College Ready: Students will be given information about the "The Duke Talent Search" to increase the number of participants.Promote "College T-Shirt Day" so that teachers and students can wear the college t-shirt of choice to increase college awareness.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: F: Training PD sign in sheets, student participation in courses, Report cards, AP scores, teacher implementation & observations/walk-through, acceptance letter from College Board, teacher, curriculum documents, attendance to institutes, contract with college board, advertisement & pictures S: Increase of AP passing rates, Compliance with College Board, Higher percent students achieving Advanced Performance on AP/STAAR, Knowledge of College readiness best practices, Implementation of skills learned					
Staff Responsible for Monitoring: Principal, Dean of Instruction, Teachers, Counselors, Advance Academics, Curriculum & Instruction					
Population: 7th grade students who scored 100% on one of their STAAR tests in 2022 All Economically Disadvantaged, TI, Migrant, EB, SPED, GT, At-Risk students)All 6th-8th grade students; teachers and administration - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023					

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

Goal 1: Lucio Middle School students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. The students will be able to demonstrate exemplary performance in the TEKS involving fine arts, co-curricular, athletics and extra-curricular programs and activities in the 2022 STAAR administration. This includes all students in general education, dyslexia, 504, and Special Education.

Los estudiantes de la Escuela Intermedia Lucio recibiran oportunidades educativas que produciran graduados completos que estan preparados para el futuro, estan listos para la universidad / carrera y son ciudadanos responsables e independientes. Los estudiantes podran demostrar un desempeno ejemplar en los TEKS que involucran bellas artes, co-curriculares, atletismo y programas y actividades extracurriculares en la administracion de STAAR 2022. Esto incluye a todos los estudiantes de educacion general, dislexia, 504 y educacion especial.

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

El 80% de los estudiantes estaran a nivel de grado dentro de 2 anos y el 70% estara en Aproximadamente el nivel de grado para todas las evaluaciones STAAR.

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

Strategy 1 Details	Reviews			
Strategy 1: Teachers will make use of strategies to display wordwalls and other visual aids so they can improve students vocabulary to increase student achievement in the State assessments (printers and ink are needed for initiative) Los maestros utilizaran estrategias para mostrar muros de palabras y otras ayudas visuales para que puedan mejorar a los estudiantes vocabulario para aumentar el rendimiento de los estudiantes en el estado evaluaciones (se necesitan impresoras y tinta para la iniciativa) 　**Milestone's/Strategy's Expected Results/Impact:** F: Word-wall, objectives, strategies, lesson plans, walk throughs 　S: T-TESS evaluations, STAAR/TELPAS Scores 　**Staff Responsible for Monitoring:** Teachers, Dean of Instruction, Principal, At-Risk Counselor 　**Population:** At-risk 6th-8th grade students: EB, Parental Denials, MI, SE, GT, Pre-AP, DYS, AR, TI - **Start Date:** August 16, 2021 - **End Date:** June 3, 2022 　**Funding Sources:** General Supplies (Toner) - 199 Local funds - 199-11-6399-62-051-Y-11-000-Y	**Formative**			**Summative**
	Oct	Jan	Mar	May
0% No Progress　　100% Accomplished　　→ Continue/Modify　　✗ Discontinue				

Goal 1: Lucio Middle School students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. The students will be able to demonstrate exemplary performance in the TEKS involving fine arts, co-curricular, athletics and extra-curricular programs and activities in the 2022 STAAR administration. This includes all students in general education, dyslexia, 504, and Special Education.

Los estudiantes de la Escuela Intermedia Lucio recibiran oportunidades educativas que produciran graduados completos que estan preparados para el futuro, estan listos para la universidad / carrera y son ciudadanos responsables e independientes. Los estudiantes podran demostrar un desempeno ejemplar en los TEKS que involucran bellas artes, co-curriculares, atletismo y programas y actividades extracurriculares en la administracion de STAAR 2022. Esto incluye a todos los estudiantes de educacion general, dislexia, 504 y educacion especial.

Performance Objective 4: Lucio Middle School will increase the number of students in co-curricular and extra-curricular advancing in Math, Science, Social Studies, ELA, Fine Arts, and CTE programs by 3% over 2022-2023 participation.

La Escuela Intermedia Lucio aumentara el numero de estudiantes en el avance cocurricular y extracurricular en Matematicas, Ciencias, Estudios Sociales, ELA, Bellas Artes y programas CTE en un 3% sobre la participacion de 2022-2023.

   Evaluation Data Sources: Regional and state competition participation numbers

Strategy 1 Details	Reviews			
Strategy 1: Band/Choir: Students prepare for and participate in school performances by attending Summer Band and school year Sectional Performance so students can develop confidence and performance skills and ensure commended performances. Band/Choir departments will purchase necessary supplies and equipment. Summer Choir- Music Orientation intro to basic music skills: sign scales, warm up exercises, correspond to cur win hand signs.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Banda / Coro: Los estudiantes se preparan y participan en la escuela presentaciones asistiendo a las classes de Banda en el verano y en el ano escolar. Rendimiento seccional para que los estudiantes puedan desarrollar confianza y habilidades de desempeno y garantizar el elogio actuaciones. Los departamentos de banda / coro compraran los suministros y el equipo necesarios. Coro de verano: introduccion de orientacion musical a las habilidades musicales basicas: escalas de signos, ejercicios de calentamiento, corresponden a los signos de las manos cur win.				
Milestone's/Strategy's Expected Results/Impact: F: Daily, weekly and monthly evaluation and lesson plans; Adjudicated evalutaion of individual and group vocal skills S: Instrumental technique and sound; performance ratings, proper techniques will be established **Staff Responsible for Monitoring:** Band Directors, Choir Directors **Population:** All 6th-8th Band/Choir Students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At- Risk students - **Start Date:** August 16, 2021 - **End Date:** June 3, 2022				

Strategy 2 Details	Reviews			
Strategy 2: Fine Arts District Activities: Students will prepare and participate in BISD Fine Arts	Formative			Summative
Activities and community activities: -Charro Days Parade (February 2022) -Rio Grande Valley Festival (March 2022) -UIL Band Contest (April 2022) -Fine Arts festival (May 2022) -Christmas Parade (December 2021) -UIL Band Contest (March-May 2022) -South TX Musical Festival (May 2022) -Solo & Ensemble Contest (April-May 2022) -Veterans Parade -TMEA All-Region Band(January 2022) so students can develop confidence and performance skills, and ensure commended performances	**Oct**	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: F: Daily, weekly and monthly evaluation and lesson plans S: Instrumental techniques and sound; performance ratings; audience reactions **Staff Responsible for Monitoring:** Band Directors **Population:** All 6th-8th Band Students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students - **Start Date:** August 16, 2021 - **End Date:** June 3, 2022				

Strategy 3 Details	Reviews			
Strategy 3: Band/Choir All City: All-City Band Clinic and Concert to reward students' year-long efforts. Choir- individual	Formative			Summative
student auditions for a position in a mixed all-city choir as per Fine Arts Dept. requirements. Population: 7th & 8th Grade All-City band students/ All 6th-8th All-City Choir students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students Timeline: October 2021 choir/February 2022 band. Band / Choir All City: Clinica y concierto de banda de toda la ciudad para recompensar los esfuerzos de los estudiantes durante todo el ano. Coro: audiciones individuales de estudiantes para un puesto en un coro mixto de toda la ciudad segun los requisitos del Departamento de Bellas Artes. Poblacion: Estudiantes de banda de la ciudad de 7. deg y 8. deg grado / Todos los estudiantes del coro de la ciudad de 6. deg a 8. deg grado en desventaja economica, TI, migrantes, LEP, ESL, SPED, GT, estudiantes en riesgo Cronograma: coro de octubre de 2021 / banda de febrero de 2022.	**Oct**	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: F: 7th & 8th Grade All-City band students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students; Choir rehersal afterschool S: Instrumental techniques and sound; performance ratings; Choir Adjudicated by directors and Administration **Staff Responsible for Monitoring:** Band Directors, Choir Directors **Start Date:** August 16, 2021 - **End Date:** June 3, 2022				

Strategy 4 Details	Reviews			

Strategy 4: Fall Concert Choir: As per Fine Arts Festival TEKS- Students will be given opportunities to perform for public audiences at Civic Center (1 piece- 3-5 minutes, a finale with all other choirs & bands in cluster.
 	
Coro de conciertos de otono: segun los TEKS del Festival de Bellas Artes: los estudiantes tendran la oportunidad de actuar para el publico en el Centro Civico (1 pieza, 3-5 minutos, un final con todos los demas coros y bandas en grupo.
    Milestone's/Strategy's Expected Results/Impact: F: Adjudicated evaluation of individual and group vocal skills. Rehersal afterschool
S: Fall Concert participation, Performance evaluation
    Staff Responsible for Monitoring: Choir Directors
 	
    Population: All 6th-8th Choir students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students - **Start Date:** August 16, 2021 - **End Date:** June 3, 2022
	Formative			**Summative**

	Oct	**Jan**	**Mar**	**May**

Strategy 5 Details	Reviews			

Strategy 5: Choir Competition: Solo and Ensemble- Individual TMEA competition in which students learn a solo using classical music repertoire.
 	
Competencia de coro: Solo y conjunto: competencia TMEA individual en la que los estudiantes aprenden un solo usando el repertorio de musica clasica.
    Milestone's/Strategy's Expected Results/Impact: F: Daily, weekly and monthly evaluation plus actual performance evaluation
S: Region adjudicated judges' rate each student
    Staff Responsible for Monitoring: Choir Directors
 	
    Population: All Solo and Ensemble Choir students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students - **Start Date:** August 16, 2021 - **End Date:** June 3, 2022
	Formative			**Summative**

	Oct	**Jan**	**Mar**	**May**

Strategy 6 Details	Reviews			
Strategy 6: Christmas Concert- Students will perform at least 2 pieces of seasonal music for the public. Choreography is added to most selections. Concierto de Navidad: los estudiantes realizaran al menos 2 piezas de musica de temporada para el publico. La coreografia es agregado a la mayoria de las selecciones. **Milestone's/Strategy's Expected Results/Impact:** F: Rehearsals after school S: Adjudicated by directors and administration **Staff Responsible for Monitoring:** Choir Directors **Population:** All 6th-8th Choir students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students - **Start Date:** August 16, 2021 - **End Date:** June 3, 2022	Formative			Summative
	Oct	Jan	Mar	May

Strategy 7 Details	Reviews			
Strategy 7: Choir Evaluation -All choirs must learn music from prescribed music list. Selections of varying difficulty levels are required to be taught. Students must also read music on sight (Sight Reading). Evaluacion del coro: todos los coros deben aprender musica lista de musica prescrita. Selecciones de diferentes niveles de dificultad se requiere que se les ensene. Los estudiantes tambien deben leer musica en vista (lectura a primera vista). **Milestone's/Strategy's Expected Results/Impact:** F: Adjudicated evaluation of individual and group vocal skills. S: Adjudicators rate using comment sheets and scores I, II, III or lower **Staff Responsible for Monitoring:** Choir Directors **Population:** All 6th-8th Choir students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students - **Start Date:** August 16, 2021 - **End Date:** June 3, 2022	Formative			Summative
	Oct	Jan	Mar	May

Strategy 8 Details		Reviews			
		Formative			Summative

Strategy 8: UIL Concert & Sight Reading contest- This is a continuation of the pre-UIL concert. It is considered the STAAR test as it determines the program's success.
 	
Concurso de concierto y lectura a primera vista de la UIL: este es un continuacion del concierto pre-UIL. Se considera el equivalente a la prueba STAAR ya que determina el exito del programa.
    Milestone's/Strategy's Expected Results/Impact: F: Adjudicated evaluation of individual and group vocal skills.
S: Adjudicators rate using comment sheets and scores I, II, III, or lower.
    Staff Responsible for Monitoring: Choir Directors
 	
    Population: All 6th-8th participating Choir students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students - **Start Date:** August 16, 2021 - **End Date:** June 3, 2022
		Oct	Jan	Mar	May

Strategy 9 Details		Reviews			
		Formative			Summative

Strategy 9: Region Choir Auditions, Clinic, and Concert- 7th & 8th graders are encouraged to learn 5 pieces of music specific to grade level. Students are given lessons after school, packets with music, and a CD with their vocal part.
 	
Audiciones, Clinica y Concierto del Coro de la Region - Estudiantes de Grados 7 y 8 se les anima a los estudiantes de a aprender 5 piezas musicales especifico al nivel de grado. Los estudiantes reciben lecciones despues colegio, paquetes con musica y un CD con su parte vocal.
    Milestone's/Strategy's Expected Results/Impact: F: Rehearsals after school
S: Adjudicated by directors and administration
    Staff Responsible for Monitoring: Choir Directors
 	
    Population: All 7th & 8th grade choir students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students - **Start Date:** August 16, 2021 - **End Date:** June 3, 2022
		Oct	Jan	Mar	May

Strategy 10 Details	Reviews			
Strategy 10: Spring Concert- Each choir learns and performs a minimum of 3-2 part songs. Choreography, costumes, props, etc are usually added. Concierto de primavera: cada coro aprende y realiza una minimo de canciones de 3-2 partes. Coreografia, vestuario, usualmente se agregan accesorios, etc. **Milestone's/Strategy's Expected Results/Impact:** F: Select grade level appropriate music of distinguished genres or theme-based S: Performance evaluation **Staff Responsible for Monitoring:** Choir Directors **Population:** All 6th-8th Choir students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students - **Start Date:** August 16, 2021 - **End Date:** June 3, 2022	Formative			Summative
	Oct	Jan	Mar	May

Strategy 11 Details	Reviews			
Strategy 11: Summer Choir II-Invitational for all new choir students for a week-long orientation and an overview of the events, concerts, and skills to be learned throughout the year. Returning students begin selecting solo music. Concurso del Festival de Musica del Sur de Texas - El coro realiza selecciones de conciertos de primavera para ser adjudicado. Las actividades de recaudacion de fondos se incorporan para pagar las cuotas de entrada. y coreografia. **Milestone's/Strategy's Expected Results/Impact:** F: Mail out list to new students. S: Adjudicated by directors and administration. Pizza party on final day **Staff Responsible for Monitoring:** Choir Directors **Population:** New 6th-8th choir students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students - **Start Date:** August 16, 2021 - **End Date:** June 3, 2022	Formative			Summative
	Oct	Jan	Mar	May

Strategy 12 Details	Reviews			
Strategy 12: Tech Equip: Teachers will use technology equipment to record music so students can rehearse, document camera and projector to display music and equipment to rehearse.	Formative			Summative
	Oct	Jan	Mar	May
Equipo tecnologico: Los maestros usaran equipo de tecnologia para grabar musica para que los estudiantes puedan ensayar, documentar la camara y Proyector para mostrar musica y equipo para ensayar. **Milestone's/Strategy's Expected Results/Impact:** F: Purchase of Equipment S: Performance **Staff Responsible for Monitoring:** Choir Directors **Population:** All 6th-8th Choir Students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students - **Start Date:** August 16, 2021 - **End Date:** June 3, 2022				

Strategy 13 Details	Reviews			
Strategy 13: Campus Initiatives: Improve student morale and campus support by painting banners/flyers for school related activities; talent show, STAAR theme, Awards Night, UIL, Athletic Events and various school functions.	Formative			Summative
	Oct	Jan	Mar	May
Iniciativas del campus: Mejorar la moral de los estudiantes y el apoyo del campus pintando pancartas / volantes para actividades relacionadas con la escuela; show de talentos, tema STAAR, noche de premios, UIL, eventos deportivos y varias funciones escolares. **Milestone's/Strategy's Expected Results/Impact:** F: Student ideas, collaboration S: Student projects; Successful STAAR results **Staff Responsible for Monitoring:** Art Teacher, club sponsors **Population:** Art Teachers, Club sponsors & All 6th-8th grade students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students - **Start Date:** August 16, 2021 - **End Date:** June 3, 2022 **Funding Sources:** Awards - 199 Local funds - 199-36-6498-57-051-Y99-000-Y				

Strategy 14 Details	Reviews			
Strategy 14: Community based Art competition: TX RGV Birding Festival (Oct), Craypas Art Contest (Dec), Region One Christmas Card Design (Dec), Child Find Art Contest (Jan), (Jan.) Adopt a Beach & Fed. Junior Duck Stamp Contest (March) History Art Contest (April) Resaca de Las Palmas Butterfly Art Contest, Christmas Tree Decorating Contest. Concurso de arte comunitario: TX RGV Birding Festival (oct), concurso de arte de craypas (dic), region uno Diseno de tarjetas navidenas (diciembre), Concurso de arte Child Find (Ene), (Ene.) Adopte una playa y Fed. Sello de pato junior Concurso (marzo) Concurso de Historia y Arte (abril) Resaca de Concurso de Arte de Mariposas Las Palmas, Arbol de Navidad Concurso de decoracion. **Milestone's/Strategy's Expected Results/Impact:** F: Student ideas, collaboration S: Student projects; successful STAAR results **Staff Responsible for Monitoring:** Art Teacher, Dean **Population:** All 6th-8th grade art students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students - **Start Date:** August 16, 2021 - **End Date:** June 3, 2022	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy 15 Details	Reviews			
Strategy 15: BISD Art Competitions: BISD Middle Fire Prevention (Sept), 37th Red Ribbon Week (Oct), Bus Safety (Oct.) Annual International Art Show (Dec) School Art competition (April) Vase Visual Arts Scholastic event UIL (May) Fine Arts Festival (May). Competencias de arte de BISD: Prevencion de incendios de BISD Middle (Septiembre), 37a semana del liston rojo (octubre), seguridad en el autobus (octubre) Exposicion anual internacional de arte (diciembre) Arte escolar competencia (abril) Jarron Evento academico de artes visuales UIL (Mayo) Festival de Bellas Artes (mayo). **Milestone's/Strategy's Expected Results/Impact:** F: Student projects & Rubric Format S: Successful completion of course objectives Pass the STAAR **Staff Responsible for Monitoring:** Art Teacher **Population:** All 6th-8th art students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At- Risk students - **Start Date:** August 16, 2021 - **End Date:** June 3, 2022	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy 16 Details	Reviews			
Strategy 16: Art Work: Art critique / Self Evaluation, Portfolios	**Formative**			**Summative**
Exhibit student artwork throughout campus. Obra de arte: critica de arte / autoevaluacion, portafolios Exhibir obras de arte de los estudiantes en todo el campus	Oct	Jan	Mar	May
Milestone's/Strategy's Expected Results/Impact: F: On-going portfolio S: Successful completion of course objectives Pass the STAAR				
Staff Responsible for Monitoring: Art Teacher, Dean				
Population: All 6th-8th art students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At- Risk students - **Start Date:** August 16, 2021 - **End Date:** June 3, 2022				

Strategy 17 Details	Reviews			
Strategy 17: EOY PE Encampment: All student athletes will attend an end-of-year party at the BISD Encampment as an incentive for completing a sport throughout the school year.	**Formative**			**Summative**
Campamento de Educacion Fisica de EOY: Todos los estudiantes atletas asistiran a una fiesta de fin de ano en el Campamento de BISD como incentivo para completar un deporte durante el ano escolar.	Oct	Jan	Mar	May
Milestone's/Strategy's Expected Results/Impact: Formative: Coaches Eligibility List Summative: Field Trip Permission Slip				
Staff Responsible for Monitoring: Coaches, Nurse, Assistant Principals				
Population: Student Athletes, Coaches, Nurse, Administration - **Start Date:** August 16, 2021 - **End Date:** June 3, 2022				

Strategy 18 Details	Reviews			
Strategy 18: Students have opportunites to partipiate in the followiing activities UIL Competitions/Clinics and clubs:	**Formative**			**Summative**
-One Act Play -Chess -DI -Brainsville -Poet's Corner -Spelling Bee -Ballroom -Special Olympics -STEM (Robotics) -Academic (AMC -HESTEC (Electric Car)	Oct	Jan	Mar	May

-Trendsetters/Library club
-Garden club
-Yearbook
-Coding
-History Day/Fair
-Science Fair
-Brownsville Kids Voting

Los estudiantes tienen la oportunidad de participar en las siguientes actividades: Competencias / Clinicas y clubes de la UIL:
-Un acto de juego
-Ajedrez
-DI
-Brainsville
-Esquina de poetas
-Concurso de ortografia
-Salon de baile
-Olimpiadas Especiales
-STEM (robotica)
-Academico (AMC
-HESTEC (Coche electrico)
-Combinadores de tendencias / Biblioteca
-Club de jardin
-Anuario
-Codificacion
-Dia de la historia / Feria
-Feria de Ciencias
-Votacion de ninos de Brownsville

Milestone's/Strategy's Expected Results/Impact: Formative: Training agendas, flyers, Montly logs, Sign In Sheets

Summative; Compteition Results,
Staff Responsible for Monitoring: Administration, Teacher Sponsors/Coaches

Population: All Students - **Start Date:** August 16, 2021 - **End Date:** June 3, 2022

Strategy 19 Details	Reviews			
Strategy 19: Students will participate in the Texas 21st Century Community Learning Center Program, which is a federally-funded afterschool program administered by the Texas Education Agency. Texas Southmost College, in conjunction with the Brownsville Independent School District, is currently offering this program at Lucio MS. The main goal is to provide free and innovative instructional activities to promote student achievement and success. These innovative activities may include tutoring, homework help, enrichment, art, theater, student leadership, music, SAT/ACT prep, and college and workforce preparation. In addition, Lucio MS will be offering family support services for the immediate family in an effort to help the entire family improve their educational opportunities. Los estudiantes participaran en el Programa del Centro de Aprendizaje Comunitario del Siglo XXI de Texas, que es un programa extracurricular financiado por el gobierno federal y administrado por la Agencia de Educacion de Texas. Texas Southmost College, junto con el Distrito Escolar Independiente de Brownsville, ofrece actualmente este programa en Lucio MS. El objetivo principal es proporcionar actividades de instruccion gratuitas e innovadoras para promover el rendimiento y el exito de los estudiantes. Estas actividades innovadoras pueden incluir tutoria, ayuda con las tareas, enriquecimiento, arte, teatro, liderazgo estudiantil, musica, preparacion para SAT / ACT y preparacion para la universidad y la fuerza laboral. Ademas, Lucio MS ofrecera servicios de apoyo familiar para la familia inmediata en un esfuerzo por ayudar a toda la familia a mejorar sus oportunidades educativas. **Milestone's/Strategy's Expected Results/Impact:** F: Progress reports, 6 weeks grades, Progress monitoring tests, 21st Century program observations, lesson plans, Report Cards, Benchmarks, Student ideas, collaboration, Student ideas, collaboration S: STAAR Scores, TELPAS, TMSFA, Student culminating activities and projects **Staff Responsible for Monitoring:** 21st Century Coordinator Administration TSC 21st Century Coordinator **Population:** All Students - **Start Date:** August 16, 2021 - **End Date:** June 3, 2022	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy 20 Details	Reviews			
Strategy 20: Cohort designed to increase the number of targeted students who enter and succeed in postsecondary environments. Increase the rate of high school graduation and participation in post-secondary education for GEAR UP students.	Formative			Summative
	Oct	Jan	Mar	May
Cohorte disenada para aumentar la cantidad de estudiantes especificos que ingresan y tienen exito en entornos postsecundarios. Aumentar la tasa de graduacion de la escuela secundaria y la participacion en la educacion postsecundaria para los estudiantes de GEAR UP.				
Milestone's/Strategy's Expected Results/Impact: Progress reports, 6 weeks grades, Progress monitoring tests, Gear Up program observations, **Staff Responsible for Monitoring:** Gear Up Counselor Gear Up Coordinator Principal **Start Date:** August 16, 2021 - **End Date:** June 3, 2022				

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

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

La administracion, los padres y la comunidad garantizaran la equidad en la disponibilidad de instalaciones apropiadas, bien mantenidas y eficientes energeticamente para un entorno de aprendizaje seguro y ordenado para todos los estudiantes.

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

La Escuela Secundaria Lucio implementara planes de ahorro de energia; mantener y actualizar las instalaciones actuales para brindar un ambiente de aprendizaje saludable y positivo al programar la renovacion/actualizacion/mejora de al menos el 20 % de las instalaciones educativas anualmente durante los proximos 5 anos.

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

Strategy 1 Details	Reviews			
Strategy 1: Energy Savings:Lucio MS will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Ahorro de energia: Lucio MS promovera deliberadamente actividades de ahorro de energia en el campus para apoyar la implementacion del plan de ahorro de energia del distrito. **Milestone's/Strategy's Expected Results/Impact:** Complete implementation of the district energy savings plan will result in decreased energy usage compared to prior year Formative: Monthly comparison of energy usage Summative: Annual comparison of energy usage **Staff Responsible for Monitoring:** Campus Administration Facilities and maintenance staff **Population:** All department and campus facilities - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023 **Funding Sources:** Building-HVAC Upgrade - 282 ESSER III Grant Funds, Building- Air Purifyiners - 282 ESSER III Grant Funds - 282-51-6639-00-051-Y-99-090				

Strategy 2 Details	Reviews			
Strategy 2: Campus Facility Improvement: The campus will broken up into 5 parts in order to implement a systematic approach to the renovation /upgrade/ improvement of facilities to include prioritizing base on safety and needs of the district (Electives Areas, Cafeteria/Library. Grounds, Upstairs, Downstairs) Mejorar las instalaciones de la escuela: La escuela se dividira en 5 partes para implementar un enfoque sistematico para la renovacion/mejora/mejora de las instalaciones para incluir la priorizacion de la seguridad y las necesidades del distrito (areas electivas, cafeteria/biblioteca, terrenos, planta alta). , Abajo) **Milestone's/Strategy's Expected Results/Impact:** Formative: Survey and maintenance requests Summative: Evaluation/analysis of survey data; Completion of maintenance requests **Staff Responsible for Monitoring:** Campus Administration Facilities and maintenance staff **Population:** All department and campus facilities - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy 3 Details	Reviews			
Strategy 3: Lucio MS custodial staff will purchase supplies for maintenance and operating costs of maintaining the school, which may include general supplies. Custodial staff schedule will be updated weekly/daily to meet the demands of the school to maintain school clean. El personal de limpieza de Lucio MS comprara suministros para el mantenimiento y los costos operativos de mantenimiento de la escuela, que pueden incluir suministros generales. El horario del personal de conserjeria se actualizara semanalmente/diariamente para cumplir con las demandas de la escuela para mantener la escuela limpia. **Milestone's/Strategy's Expected Results/Impact:** Formative: Walkthrough, schedules to ensure custodial staff is maintaining and meeting demands of the campus. Summative: Maintenance Reports **Staff Responsible for Monitoring:** Head custodian, Facilities and maintenance StaffCustodial Staff, Principal, Asisstant Principal **Population:** Custodial staff - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023 **Funding Sources:** Custodial supplies - 199 G/T Advanced Academics - 199-51-6319-00-051-Y-99-000-Y - $5,000, Supplies for Maint/Oper Cust - 199 G/T Advanced Academics - 199-51-6315-00-051-Y-99-000-Y - $8,000	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy 4 Details	Reviews			
Strategy 4: Lucio MS will purchase furniture items (bookshelves, desks, chairs, etc.)	Formative			Summative
	Oct	Jan	Mar	May
Lucio MS comprara articulos de mobiliario (estanterias, escritorios, sillas, etc.) **Milestone's/Strategy's Expected Results/Impact:** Formative: Equpment inventory Summative: Annual Equipment inventory **Staff Responsible for Monitoring:** Principal, Assistant Principal, Dean, Head Custodian **Population:** Lucio MS staff and Admin. - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023 **Funding Sources:** General Supplies - 199 Local funds - 199-23-6399-45-051-Y-99-000-Y				

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

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

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

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

La Administracion de la Escuela Intermedia Lucio asegurara el uso eficaz y eficiente del 100% de los fondos presupuestados disponibles que se utilizaran para satisfacer las necesidades de todos los estudiantes.

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

Strategy 1 Details	Reviews			
Strategy 1: Lucio MS will support programs in the effective and efficient use of 100% of avaliable budgeted funds based on the needs assessments.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Lucio MS apoyara los programas en el uso eficaz y eficiente del 100% de los fondos presupuestados disponibles segun las evaluaciones de necesidades. **Milestone's/Strategy's Expected Results/Impact:** Funding reports will indicate all funds were expended based on prioritized needs. Formative: Monthly expenditures reports compared CIP Summative: End of year expenditive reports **Staff Responsible for Monitoring:** Campus Administration, SBDM committee **Population:** Lucio MS Stakeholders - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

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

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

La escuela se comprometera con un presupuesto equilibrado que incluye una mejor compensacion para el 100% de los maestros.

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

Strategy 1 Details	Reviews			
Strategy 1: Teachers HQ pay: Strategies to attract highly qualified teachers to high need schools will include paying stipends for masters degrees, dept. chairs,and teachers technology training, GT/Pre-AP, SIOP, AT-Risk best practice strategies,TLI strategies.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Pago para los maestros que esten altamente calificados: las estrategias para atraer maestros altamente calificados a las escuelas de alta necesidad incluiran el pago de estipendios para titulos de maestria, lideres de departamentos y capacitacion en tecnologia para maestros, GT / Pre-AP, SIOP, estrategias de mejores practicas AT-Risk, estrategias TLI.				
Milestone's/Strategy's Expected Results/Impact: F:Teacher observations, walkthroughs, lesson plans, session evaluations S: ERO Transcripts, T-TESS, PD, **Staff Responsible for Monitoring:** Principal, Dean, HR **Population:** Teachers 6th-8th grade - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023 **Funding Sources:** August Retention With Fringe - 282 ESSER III Grant Funds				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

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

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

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

La escuela creara y proporcionara reconocimientos y actividades a la facultad y al personal para mejorar la moral y el clima de la escuela y respaldar la retencion de maestros y directores.

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

Strategy 1 Details	Reviews			
Strategy 1: Teacher Incentives:Teachers will receive non monetary incentive to show the appreciation for their contribution. Need: Equity Plan need and Board approved goal priority [DEIC added 12-6-2019] Incentivos para maestros: Los maestros recibiran incentivos no monetarios para mostrar su agradecimiento por su contribucion. Necesidad: Necesidad del plan de equidad y prioridad de la meta aprobada por la Junta [DEIC agregado el 6 de diciembre de 2019]	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Milestone's/Strategy's Expected Results/Impact: Teachers will feel apppreciated throughout the school yeal
   Formative: Teacher campus survey
   Summative: Data report
   Staff Responsible for Monitoring: Campus administration
 	
   Population: high poverty/ high minority/low performing campuses students - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will receive instructional supplies to accommodate planning, staff development, and daily operational and teaching duties.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Los maestros recibiran suministros de instruccion para acomodar la planificacion, el desarrollo del personal y las tareas operativas y de ensenanza diarias. **ESF Levers:** Lever 2: Effective, Well-Supported Teachers - **Population:** Teachers and instructional staff - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023 **Funding Sources:** - 211 Title I-A - 211-11-6399-69-051-Y-30-0F2				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

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

Lucio MS trabajara de cerca y en colaboracion con la Oficina de Informacion Publica de BISD para expandir las campanas de relaciones publicas/mercadeo para expandir aun mas la inscripcion/reclutamiento/retencion de estudiantes.Lucio MS trabajara de cerca y en colaboracion con la Oficina de Informacion Publica de BISD para expandir las campanas de relaciones publicas/mercadeo para expandir aun mas la inscripcion/reclutamiento/retencion de estudiantes.

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

Lucio MS proporcionara a la Oficina de Informacion Publica de BISD articulos destacados, reconocimiento de estudiantes, actividades cocurriculares/extracurriculares y eventos para padres/comunidad.

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

Strategy 1 Details	Reviews			
Strategy 1: Campus News/website:Lucio MS will provide BISD PIO with current staff and students news of events, accomplishments weekly in order to promote positive school publicity and climate. Ensure Lucio Website is updated monthly.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Noticias de la escuela/sitio web: Lucio MS proporcionara a BISD PIO con noticias actuales del personal y los estudiantes sobre eventos y logros semanalmente para promover una publicidad y un clima escolar positivos. Asegurese de que el sitio web de Lucio se actualice mensualmente. **Milestone's/Strategy's Expected Results/Impact:** Formative: Weekly newsletter, Newspaper clippings, BISD website highlights and Campus website, Facebook Summative: Enrollment Reports **Staff Responsible for Monitoring:** Campus Administration, PIO, Department/Program Heads, Coaches and Sponsors, TST **Population:** All staff and students - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023				

Strategy 2 Details		Reviews			
Strategy 2: Librarian Campus Historian:Lucio MS will responsibly create and maintain a social media page to highlight student achievements.Librarian will be historian for campus (yr. book,pictures, alumni, track successful students).		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**May**
Bibliotecario Historiador de la escuela: Lucio MS creara y mantendra responsablemente una pagina de redes sociales para resaltar los logros de los estudiantes. El bibliotecario sera el historiador del campus (libro anual, imagenes, ex alumnos, seguimiento de los estudiantes exitosos). **Milestone's/Strategy's Expected Results/Impact:** Formative: Lucio MS social media page, historic records agendas Summative: Lucio MS social media page; Log of documentation alumni, success, yr books **Staff Responsible for Monitoring:** Campus Administration and Campus TST, Librarian **Population:** All staff and students - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023					
Strategy 3 Details		Reviews			
Strategy 3: Lucio MS will promote the history and orgiins along with current accomplishements of the campus weekly thorugh website and media venues.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**May**
Need: Decreasing enrollment/Board approved goal priority (Added 01-12-2019) Lucio MS promovera la historia y los origenes junto con los logros actuales del campus semanalmente a traves del sitio web y los medios de comunicacion. Necesidad: disminucion de la inscripcion/prioridad de la meta aprobada por la Junta (agregado el 12-01-2019) **Milestone's/Strategy's Expected Results/Impact:** Weekly news from the campus each week Formative: schedule of weekly activites Summative: listing of all campuses that were presented in weekly articles **Staff Responsible for Monitoring:** Campus Admin, PIO, District Admin **Population:** Teacher/Staff - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023					

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

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

Lucio MS mantendra un ambiente seguro y disciplinado propicio para el aprendizaje de los estudiantes.

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

Las referencias disciplinarias para remociones o colocaciones en el Centro Academico de Brownsville (BAC) disminuiran en un 5%.

Evaluation Data Sources: BAC placement data for 2022-2022 PEIMS discipline report data, E-schools report data, Pupil Services, Police and Security Services, Guidance and Counseling Services and Special Services departmental data related to BAC placements

Datos de ubicacion de BAC para 2022-2022 Datos del informe de disciplina de PEIMS, datos de informes de escuelas electronicas, servicios estudiantiles, servicios de policia y seguridad, servicios de orientacion y asesoramiento y datos departamentales de servicios especiales relacionados con las ubicaciones de BAC

Strategy 1 Details	Reviews			
Strategy 1: Lucio Ms will distribute BISD board approved Student Code of Conduct to to all students to promote awareness to students, parents, staff & community of infractions and consequences; and students, parents, staff & community will be further notified that the SCC is published on the district website.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Lucio Ms distribuira el Codigo de conducta estudiantil aprobado por la junta de BISD a todos los estudiantes para promover la conciencia de los estudiantes, los padres, el personal y la comunidad sobre las infracciones y las consecuencias; y se notificara a los estudiantes, padres, personal y comunidad que el SCC se publica en el sitio web del distrito.				
Milestone's/Strategy's Expected Results/Impact: Formative: Flyers, Evaluations, Sign-in Sheets, Receipt of student/parent acknowledgement form Summative: Decrease of discipline referrals by 5%; PEIMS report **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, Parental Involvement, BISD Police and Security Services, Pupil Serviced **Population:** All students, TI, MI, EB, SE, AR, GT, DYS, Parents, Staff - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023				

Strategy 2 Details	Reviews			
Strategy 2: Campus Discipline Committee: Campus Discipline Committee will be developed to get feedback from each department to development and assist with the campus wide implementation of a campus discipline plan utilizing the program E-Schools. Campus team members will also be used as a principals cabinet along with SBDM for feedback on campus climate, master schedule, etc. Comite de Disciplina de la escuela: El Comite de Disciplina del Campus se desarrollara para obtener comentarios de cada departamento para el desarrollo y ayudar con la implementacion en todo el campus de un plan de disciplina del campus utilizando el programa E-Schools. Los miembros del equipo de la escuela tambien se utilizaran como directores. gabinete junto con SBDM para comentarios sobre el clima de la escuela, horario maestro, etc. **Milestone's/Strategy's Expected Results/Impact:** F: Sign-out of radio to personnel S: Safe campus with a reduction in ISS, OSS, and JJAEP placements **Staff Responsible for Monitoring:** Principal, Dean, Assistant Principals, Counselors **Population:** All 6th-8th AR Students Economically Disadvantaged, TI, Migrant, EB, ESL, SPED, GT, At Risk students - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy 3 Details	Reviews			
Strategy 3: Transitional Hearings for students returning to their home campus will be conducted with appropriate personnel for students returning from BAC/JJAEP for monitoring and successful transition to Lucio MS. Las audiencias de transicion para los estudiantes que regresan a su escuela de origen se llevaran a cabo con el personal apropiado para los estudiantes que regresan de BAC/JJAEP para el control y la transicion exitosa a Lucio MS. **Milestone's/Strategy's Expected Results/Impact:** Formative: Schedule of Transitional Hearings, Counseling Logs, BAC Transitional Forms, JJAEP Transitional Forms Summative: E-Schools, STAAR scores **Staff Responsible for Monitoring:** Principal, Dean, APs, Teachers, Pupil Services, BAC/JJAEP Personnel, Grade Level Counselor, At-Risk Counselor **Population:** All students - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy 4 Details	Reviews			
Strategy 4: Positive behavior Interventions and supports (PBIS) and the behavioral RTI tiering will be implemented with greater fidelity to improve the behaviour of students with close monitoring of the ISS/OSS placement of SEs.	Formative			Summative
	Oct	Jan	Mar	May
Las Intervenciones y apoyos de conducta positiva (PBIS) y la clasificacion por niveles de RTI de conducta se implementaran con mayor fidelidad para mejorar la conducta de los estudiantes con un seguimiento cercano de la colocacion de SE en ISS/OSS. **Milestone's/Strategy's Expected Results/Impact:** Formative: ISS/OSS placements of SE & other targeted student groups will decrease by 5% Summative: PBMAS (now on DVM Discipline indicators for 2017) discipline indicator performance levels and staging will decrease **Staff Responsible for Monitoring:** Principal, RTI Admin., SE service Admin, Police & Security Admin. , PEIMS Admin **Population:** All Students - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023				

Strategy 5 Details	Reviews			
Strategy 5: Provide PD training and support to classroom teachers and campus administration in discipline management and safe environments(E-School Plus). Refresher on use of district software to document discipline and prepare/monitor behavior RTI plans.	Formative			Summative
	Oct	Jan	Mar	May
Brindar capacitacion y apoyo de PD a los maestros de aula y la administracion del campus en el manejo de la disciplina y entornos seguros (E-School Plus). Actualizacion sobre el uso del software del distrito para documentar la disciplina y preparar/supervisar los planes RTI de comportamiento. **Milestone's/Strategy's Expected Results/Impact:** Formative: Training Sign In Sheets, 6wks discipline reports, eSchools discipline report, RTI plans Summative: Referral and discipline report data reflecting decrease in the number of discipline incidents compared to previous year **Staff Responsible for Monitoring:** Pupil Serivces, Administrator, Security Services Admin., RTI Admin, Counselor **Population:** All Students - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023				

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

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

Lucio MS mantendra un ambiente seguro y disciplinado propicio para el aprendizaje de los estudiantes.

Performance Objective 2: Disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 3% for 2022-2023 and will not be disproportionate for any population.

Las colocaciones disciplinarias por suspension dentro de la escuela (ISS) y suspensiones fuera de la escuela (OSS) disminuiran en un 3 % para 2022-2023 y no seran desproporcionadas para ninguna poblacion.

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

Strategy 1 Details	Reviews			

Strategy 1: Student referrals: To decrease the number of discipline incidences ensure that no student receives more than 30 days OSS/ISS.
 	
Referencias de estudiantes: Para disminuir el numero de incidentes disciplinarios, asegurese de que ningun estudiante reciba mas de 30 dias de OSS/ISS.
    Milestone's/Strategy's Expected Results/Impact: Formative:
PEIMS reports 6 weeks
 	
Summative:
E-School
    Staff Responsible for Monitoring: CIS, PEIMS Admin At-Risk
Counselor
 	
    Population: All Students - **Start Date:** August 16, 2022 - **End Date:** June 9, 2023
	Formative			**Summative**

	Oct	**Jan**	**Mar**	**May**

Strategy 2 Details	Reviews			
Strategy 2: Discretionary or Mandatory removal of Special Education students will occur only by approval of the Special Services Department and BAC adminstration. La remocion discrecional u obligatoria de estudiantes de educacion especial ocurrira solo con la aprobacion del Departamento de Servicios Especiales y la administracion de BAC. **Milestone's/Strategy's Expected Results/Impact:** Formative: BAC Removal Checklists approval data, Special Education, Checklist approval data Summative: Decrease in the numbe of SE students removed to BAC by 3% **Staff Responsible for Monitoring:** Asisstant Principals, SE Personnel, BAC Administration **Population:** SE - **Start Date:** August 15, 2022 - **End Date:** June 9, 2023	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Campus Counselors will implement a comprehensive counseling program under TAC 11.252 with the support of community/non-profit organizations to address current mental health, safety related trends and conflict resolution through presentations with students, parents campus faculty and staff on the topics to include mental health, interpersonal effectiveness, personal health/ safety and college/career readiness. (D.I.P. 5.2.5) Los consejeros del campus implementaran un programa integral de asesoramiento bajo TAC 11.252 con el apoyo de organizaciones comunitarias/sin fines de lucro para abordar la salud mental actual, las tendencias relacionadas con la seguridad y la resolucion de conflictos a traves de presentaciones con estudiantes, padres, profesores y personal del campus sobre los temas que incluyen salud mental. , efectividad interpersonal, salud/seguridad personal y preparacion universitaria/profesional. (DIP 5.2.5) **Milestone's/Strategy's Expected Results/Impact:** F: Agendas S: Attendance, Surveys **Title I:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture - **Population:** All Students and Staff - **Start Date:** August 16, 2022 - **End Date:** June 9, 2023 **Need Statements:** Demographics 1 - Perceptions 2 **Funding Sources:** - 281 ESSER II Grant Funds	Formative			Summative
	Oct	Jan	Mar	May

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

Performance Objective 2 Need Statements:

Demographics
Need Statement 1: Increase parental involvement for at-risk and sub-pops. **Data Analysis/Root Cause**: Working parents, and language barriers affect our parental involvement.

Perceptions
Need Statement 2: Need to decrease discipline referrals and improve behavior management. **Data Analysis/Root Cause**: Number of discipline referrals is high on our campus.

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

Lucio MS mantendra un ambiente seguro y disciplinado propicio para el aprendizaje de los estudiantes.

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Emergency Plan: Develop and maintain an Emergency Operations Plan at Lucio MS. Plan is multi-hazard in nature and is reviewed and updated annually by the campus safety and security committee. Safety drill must be practiced as per BISD Police Dept. Provide students, staff and parent training in the areas of school safety and emergency management. Implement and identification securyt system at Lucio. All staff and visitors must display their IDs while on campus. Plan de Emergencia: Desarrollar y mantener un Plan de Operaciones de Emergencia en Lucio MS. El plan es de naturaleza multirriesgo y es revisado y actualizado anualmente por el comite de seguridad y proteccion del campus. El simulacro de seguridad debe practicarse segun el Departamento de Policia de BISD. Brindar capacitacion a los estudiantes, el personal y los padres en las areas de seguridad escolar y manejo de emergencias. Implementar e identificar sistema de seguridad en Lucio. Todo el personal y los visitantes deben mostrar sus identificaciones mientras esten en el campus. **Milestone's/Strategy's Expected Results/Impact:** Formative: Safety training sign in sheets, Agendas, Safety drill logs, Campus Admin. Badges, Campus faculty and staff badges, visitor passes, Office log in binders, After action review Summative: Safety report forms **Staff Responsible for Monitoring:** Principal, Assistant Principals, Campus Faculty & Staff, Safety Coordinator, BISD Police & Security **Population:** All students, TI, MI, EB, SE, AR, GT, DYS - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023	**Formative**			**Summative**
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: Two Security Officers will be assigned to monitor the campus daily and during after school extra curricular activities.	**Oct**	**Jan**	**Mar**	**May**
Se asignaran dos oficiales de seguridad para monitorear el campus diariamente y durante las actividades extracurriculares despues de la escuela. **Milestone's/Strategy's Expected Results/Impact:** Formative: Discipline Referrals to the principal's office, eSchoolPlus referrals Summative: Removal from campus or explusion will decrease by 5% Safety in our Campus **Staff Responsible for Monitoring:** Principal, Dean, Assistant Principals, Police & Seurity Services **Population:** All students - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023				

Strategy 3 Details	Reviews			
Strategy 3: Brownsville ISD Police Dept. and Counseling staff will address current social, emotional and academic trends and conflict resolution through presentations for students, parents, faculty & staff on:	Formative			Summative
	Oct	Jan	Mar	May

gang awareness, dating violence, drugs, alcohol & Tabaco awareness, sexual harassment, bullying/harassment, internet safety, gun safety, social emotional learning, truancy through CERT, Emergency Operations Plan and Campus Safety procedures.

Counselors will implement the Texas Comprehensive Development Guidance and Counseling Model at Lucio MS. Campus Counselors will implement a comprehensive counseling program under TAC 11.252 with the support of community/non-profit organizations to address current mental health, safety related trends and conflict resolution through presentations with students, parents campus faculty and staff on the topics to include mental health, inter-personal / intra-personal effectiveness, personal health/ safety and college/career readiness. (Follow DIP 5.2.5)

El Departamento de Policia y el personal de Consejeria de Brownsville ISD abordaran las tendencias sociales, emocionales y academicas actuales y la resolucion de conflictos a traves de presentaciones para estudiantes, padres, profesores y personal sobre:

conciencia de pandillas, violencia de pareja, conciencia de drogas, alcohol y tabaco, acoso sexual, intimidacion / acoso, seguridad en Internet, seguridad con armas, aprendizaje socioemocional, ausentismo escolar a traves de CERT, Plan de operaciones de emergencia y procedimientos de seguridad del campus.

Los consejeros implementaran el Modelo de Consejeria y Orientacion para el Desarrollo Integral de Texas en Lucio MS. Los consejeros de la escuela implementaran un programa integral de asesoramiento bajo TAC 11.252 con el apoyo de organizaciones comunitarias/sin fines de lucro para abordar la salud mental actual, las tendencias relacionadas con la seguridad y la resolucion de conflictos a traves de presentaciones con estudiantes, padres, profesores y personal del campus sobre los temas que incluyen salud mental. , efectividad interpersonal/intrapersonal, salud/seguridad personal y preparacion universitaria/profesional. (Siga DIP 5.2.5)

Milestone's/Strategy's Expected Results/Impact: Formative:
Student Sign In Sheets, Counselor logs, Audits

Summative:
Reduce the number of student referrals by5%

Staff Responsible for Monitoring: Principal, Dean, APs, Teachers, Counselors, BISD Police and Security Services

Population: All Teachers, All students TI, MI, EB, SE, AR, GT, DYS - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023

0% No Progress	100% Accomplished	Continue/Modify	Discontinue

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

La administracion, los padres y la comunidad proporcionaran el apoyo y los recursos necesarios para lograr la excelencia y la equidad educativas. Los padres seran socios plenos de los educadores en la educacion de sus hijos.

Performance Objective 1: Lucio Middle School will experience a 10% increase of parents involved in campus/district parental involvement activities from 2021-2022 to 2022-2023.

La Escuela Intermedia Lucio experimentara un aumento del 10% de padres involucrados en las actividades de participacion de los padres del campus / distrito de 2021-2022 a 2022-2023

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

Strategy 1 Details	Reviews			

Strategy 1: Parent Liaison: Lucio MS will continue to fund a Parent liaison with the purpose of educating parents (to assist students through the educational process increasing student achievement) , conducting parent meetings, and monitoring attendance and conduct home visits. Parent Liaison materials and supplies. Employee (Parent Liaison) Travel.
 	
Enlace de padres: Lucio MS continuara financiando un enlace de padres con el proposito de educar padres (para ayudar a los estudiantes a traves del proceso educativo aumentando el rendimiento de los estudiantes), llevando a cabo reuniones de padres y supervisando la asistencia y conducta en el hogar visitas. Materiales y suministros de enlace con los padres. Viajes de empleados (enlace con los padres).
    Milestone's/Strategy's Expected Results/Impact: Formative:
    Parent Training Sign-In Sheets, Campus Visitation Reports, Weekly Reports, Contact Logs, Monthly Calendar, Peer Review Audits, Mileage logs
 	
    Summative:
    Parent participation rate increase by 10%, Discipline referrals, STAAR/EOC results, Attendance rate, EOY Survey results
    Staff Responsible for Monitoring: Parent Liaison
    District Personnel
 	
 - **Population:** Parents & Students - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023
    Funding Sources: Parent Liaison materials and supplies - 211 Title I-A - 211-61-6399-00-051-Y-30-0F2-Y, Employee (Parent Liaison) Travel - 211 Title I-A - 211-61-6411-00-051-Y-30-0F2-Y, Miscellaneous Operating Costs - 211 Title I-A - 211-61-6499-53-051-Y-30-0F2-Y
	Formative			**Summative**

	Oct	**Jan**	**Mar**	**May**

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: Parent Info./Training: Provide training sessions to inform parents of:	**Oct**	**Jan**	**Mar**	**May**

Strategy 2 Details	Reviews			
Strategy 2: Parent Info./Training: Provide training sessions to inform parents of: -Benefits and requirements for volunteering -State Testing -Health Education -College Awareness -Topics addressing parents of special pops. -Practical Parent Parenting Skills -TSI Testing (8th) for Dual Enrollment Opportunities in HS Informacion para padres / Capacitacion: Proporcione sesiones de capacitacion para informar a los padres sobre: -Beneficios y requisitos para el voluntariado -Pruebas de estado -Educacion para la salud -Conciencia universitaria -Temas dirigidos a padres de estallidos especiales. -Habilidades practicas de crianza de los hijos -Prueba TSI (8vo) para oportunidades de inscripcion doble en la preparatoria **Milestone's/Strategy's Expected Results/Impact:** F: Flier, Agenda, Sign-in S: Evaluations and Minutes **Staff Responsible for Monitoring:** Principal , Parent Liaison, Parent Trainer, Community Leaders, District Personnel **Population:** All Parents - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023				

Strategy 3 Details	Reviews			
Strategy 3: Increase Parental Involvement: Increase parental involvement in history and science fairs, Chess tournaments and any other special occasion in school to increase awareness of the importance of supporting their child's education. Aumentar la participacion de los padres: aumentar la participacion de los padres en ferias de historia y ciencia, torneos de ajedrez y cualquier otra ocasion especial en la escuela para aumentar la conciencia de la importancia de apoyando la educacion de sus hijos. **Milestone's/Strategy's Expected Results/Impact:** F: Flier/Invitation, Sign-in sheets S: Year End Participation Report and Survey **Staff Responsible for Monitoring:** Principal, Parent Liaison, Teachers, District Personnel **Population:** All Parents - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023 **Funding Sources:** Meetings food & refreshments - 211 Title I-A - 211-61-6399-00-051-Y-30-0F2	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy 4 Details		Reviews			
Strategy 4: Title I-A annual activities: Conduct the following annual Title I-A required activities;		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**May**
Jointly develop, and disseminate a Parental Involvement Policy that delineates how parents will be actively involved at the district/campus level Jointly develop and disseminate a School-Parent-Student Compact indicating each group's responsibility in order to ensure student achievement, specifically in the content areas. Hold a Title I-A meeting to inform parents of the services provided through Title I funds Title I-A Parent Survey to evaluate the effectiveness of the Campus Parental Involvement Program. Actividades anuales del Titulo I-A: Realice las siguientes actividades anuales requeridas por el Titulo I-A ocupaciones; Desarrollar y difundir conjuntamente una participacion de los padres poliza que delinea como los padres estaran activamente involucrados a nivel de distrito / campus desarrollar y difundir conjuntamente un Compacto entre escuela, padres y estudiantes que indica la responsabilidad con el fin de garantizar el rendimiento de los estudiantes, especificamente en las areas de contenido. Llevar a cabo una reunion de Titulo I-A para informar a los padres de los servicios prestados Titulo I financia la Encuesta para padres de Titulo I-A para evaluar la efectividad del ograma de Participacion de los Padres del Campus **Milestone's/Strategy's Expected Results/Impact:** Formative: Signed School-Parent-Student Compact, Parental Involvement policy data, Parent meeting documentation (agenda, sign in sheets) Summative: Year End Parent Participation Report and Surveys, Discipline referrals, Attendance rate, STAAR/EOC results **Staff Responsible for Monitoring:** Principal, Parent Liaison, Teachers - **Population:** Parents - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023					

Strategy 5 Details		Reviews			
Strategy 5: Recognize Parents /business for campus support: Recognize parent volunteers and businesses for supporting a variety of campus activities in order to increase campus parental involvement participation.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**May**
Reconocer a los padres / empresas por el apoyo del campus: Reconocer a los padres voluntarios y las empresas por apoyando una variedad de actividades del campus con el fin de aumentar la participacion de los padres en el campus **Milestone's/Strategy's Expected Results/Impact:** F: Sign-ins, Authroity to volunteer from S: Parent survey results, certificates **Staff Responsible for Monitoring:** Principal, Parent Liaison, Community Leaders - **Population:** Parents, School, Community - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023					

Strategy 6 Details	Reviews			
Strategy 6: Representation of community/parent in decision making: Ensure representation of community and parent involvement in the decision-making process. Parents will jointly participate in the development, review, revision, and dissemination on the following to ensure program requirements are met: -Parental Involvement Policy -School-Parent-Student Compact -Campus Improvement Plan Representacion de la comunidad / padres en la toma de decisiones: Asegurar la representacion de la comunidad y los padres participacion en el proceso de toma de decisiones. Los padres conjuntamente participar en el desarrollo, revision, revision y difusion de los siguientes para garantizar que se cumplan los requisitos del programa: -Politica de participacion de los padres -Contrato Escuela-Padre-Estudiante -Plan de mejora del campus	Formative			Summative
	Oct	Jan	Mar	May
Milestone's/Strategy's Expected Results/Impact: Formative: Fliers, Sign In, Agendas, Parental involvement policiy data, Completed Parent/Student Compact data, Campus Visitation Reports data, DIP, Calendars, SBDM-LPAC meeting minutes Summative: Evaluation & Minutes, STAAR/EOC Results, Attendance Rate, Discipline Referrals and increase parent participation. **Staff Responsible for Monitoring:** Principal, Parent Liaison, Parent Volunteers, Assistant Principal, Dean, Teachers, SBDM/LPAC Committee members - **Population:** Parents, School, Community - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023				

Strategy 7 Details	Reviews			
Strategy 7: Parent Orientation of daily procedures: Host a -Parent Orientation- Day to inform parents and community members of daily standard operation procedures. -Student Code of Conduct -Student-Parent-School Compact -Parental Involvement Policy -Emergency Operation Procedures -Volunteer Guidelines and Opportunities Orientacion para padres de los procedimientos diarios: Organice un dia de orientacion para padres para informar a los padres y miembros de la comunidad de operacion estandar diaria procedimientos. -Codigo de Conducta Estudiantil -Contrato estudiante-padre-escuela -Politica de participacion de los padres -Procedimientos de operacion de emergencia -Pautas y oportunidades para voluntarios **Milestone's/Strategy's Expected Results/Impact:** F:Flier, Agenda, Sign-ins, Parent meeting documentation S: Evaluation & Minutes, STAAR/EOC, Attendance Rate, Discipline Referrals **Staff Responsible for Monitoring:** Principal, Parent Liaison, District Personnel - **Population:** Parents, School, Community - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy 8 Details	Reviews			
Strategy 8: ESL/LPAC mileage fund: Funds will be allocated to reimburse payment for mileage incurred by the ESL/LPAC Aide while conducting activities involving ESL/Bilingual reports, documents & supplies. Fondo de millas de ESL / LPAC: Se asignaran fondos para reembolsar el pago de kilometraje incurrido por el asistente de ESL / LPAC mientras realizaba actividades que involucran ESL / informes bilingues, documentos y materiales. **Milestone's/Strategy's Expected Results/Impact:** F: Monthly Mileage Log S: Year End participation report **Staff Responsible for Monitoring:** Principal, ESL/LPAC Aide, LPAC Administrator **Population:** EB/ESL/LPAC Aide - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023 **Funding Sources:** - 163 State Bilingual	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy 9 Details	Reviews			
Strategy 9: Students identified as migrant will continue to receive additional support with necessary supplies to be successful at school such as appropriate shirts, pants, socks, shoes, gym shorts and jackets and hygiene as well as school kits, general school supplies, and special projects supplies, and special project supplies. Parents will attend fall and spring meetings to gain additional information and support available from the campus and district. Los estudiantes identificados como migrantes continuaran recibiendo apoyo adicional con los materiales necesarios para tener exito en la escuela, como camisetas, pantalones, calcetines, zapatos, pantalones cortos y chaquetas de gimnasia e higiene, asi como kits escolares, utiles escolares generales y suministros para proyectos especiales. y suministros especiales para proyectos. Los padres asistiran a las reuniones de otono y primavera para obtener informacion adicional y apoyo disponible en el campus y el distrito. **Milestone's/Strategy's Expected Results/Impact:** F: Improved attendance, increased grades on progress reports , 6 weeks grades, improved performance on assessment, progress monitoring tests S: Sign in sheets, Verification reports **Staff Responsible for Monitoring:** Migrant Clerk, Migrant Teacher, District Personnel **Population:** PFS first and then all migrants - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023 **Funding Sources:** Migrant materials & resources - 212 Title I-C (Migrant) - 212-11-6399-00-051-Y-24-oF2-Y, Migrant Teacher Salary - 212 Title I-C (Migrant) - 212-61-6119-00-051-Y-99-0F2-Y	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy 10 Details	Reviews			
Strategy 10: Migrant clerk will plan and organize parent meetings with special presenters to inform and educate parents on specific topics consistent with Migrant needs, to inform academic progress and foster parental participation, a light snack will be provided. El secretario migrante planificara y organizara reuniones de padres con presentadores especiales para informar y educar a los padres sobre temas especificos consistentes con las necesidades de los migrantes, para informar el progreso academico y fomentar la participacion de los padres, se proporcionara un refrigerio ligero. **Milestone's/Strategy's Expected Results/Impact:** F: Flyers for Parents S: Sign- In Sheets **Staff Responsible for Monitoring:** Migrant Clerk, District Personnel **Population:** Migrant Clerk, Migrant Parents - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023 **Funding Sources:** Migrant food & refreshments - 212 Title I-C (Migrant) - 212-61-6499-53-051-Y-24-0F2-Y	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy 11 Details	Reviews			
Strategy 11: Capitalize on district community resources by creating partnership agreements with agencies, organizations, businesses and parent volunteers.	Formative			Summative
	Oct	Jan	Mar	May

Strategy 11: Capitalize on district community resources by creating partnership agreements with agencies, organizations, businesses and parent volunteers.
*Invite community agencies/organizations to particpate and disseminate information about the public services that their agencies offer in order to continue building strong commnity partnerships.

-District- wide parent conferences,cluster meetings- Fairs and seminars
*Recognize community partners, and parent volunteers for their efforts in supporting district/campus goals to increase sudent success(all students, AR, EL, SE, MI).

Capitalizar en los recursos de la comunidad del distrito creando acuerdos de asociacion con agencias, organizaciones, empresas y padres voluntarios.
* Invitar a las agencias / organizaciones comunitarias a participar y difundir informacion sobre los servicios publicos que ofrecen sus agencias para continuar construyendo solidas alianzas comunitarias.

-Conferencias de padres en todo el distrito, reuniones de grupo- Ferias y seminarios
* Reconocer a los socios de la comunidad y a los padres voluntarios por sus esfuerzos para apoyar las metas del distrito / campus para aumentar el exito de los estudiantes (todos los estudiantes, AR, EL, SE, MI).

Milestone's/Strategy's Expected Results/Impact: Formative:
MOU's/Agreements, Authority to Volunteer Clearance Forms, Volunteer Sign In Sheets

Summative:
Increased Partnerships and Parent Volunteers by 5%

Staff Responsible for Monitoring: Parent Involvement Coordinator and Staff
Principals

Public Information Officer, Human Resource Specialist

Population: Parents and Community - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023

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

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

Los educadores se mantendran al dia con el desarrollo de tecnicas creativas e innovadoras en la instruccion y la administracion utilizando esas tecnicas segun corresponda para mejorar el aprendizaje de los estudiantes.

Performance Objective 1: Academic related professional development will improve teacher effectiveness in providing student centered instruction to meet the needs of all students to improve academic performance and engagement as evidenced by classroom observations.   :

including students receiving:
-special education services,
-dyslexia services,
-second language (EB)
-At-Risk

Staff and parents presentations on Dyslexia and 504 will be provided. Provide training for HB4545 requirements and teacher software to use during Accelerated Instruction. Teachers will use TMSFA to address the needs of students and identify if 504 or dyslexia is recommended.

El desarrollo profesional relacionado con lo academico mejorara la eficacia de los maestros al brindar instruccion centrada en el estudiante para satisfacer las necesidades de todos los estudiantes a fin de mejorar el desempeno academico y la participacion, como lo demuestran las observaciones en el salon de clases. :

incluyendo estudiantes que reciben:
-servicios de educacion especial,
-servicios de dislexia,
-segundo idioma (EB)
-En riesgo

Se proporcionaran presentaciones para el personal y los padres sobre la dislexia y 504. Brindar capacitacion sobre los requisitos de HB4545 y software para maestros para usar durante la instruccion acelerada. Los maestros usaran TMSFA para abordar las necesidades de los estudiantes e identificar si se recomienda 504 o dislexia.

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

Strategy 1 Details	Reviews			
Strategy 1: Prescribe out of district professional development for content teachers and campus administration (to include travel expenses, mileage, membership and conference fees from approved vendors) that promote student learning and support academic progress with the most current instructional strategies. substitutes will be provided for teachers to attend training(s).	Formative			Summative
	Oct	Jan	Mar	May

Strategy 1: Prescribe out of district professional development for content teachers and campus administration (to include travel expenses, mileage, membership and conference fees from approved vendors) that promote student learning and support academic progress with the most current instructional strategies. substitutes will be provided for teachers to attend training(s).

Prescribir desarrollo profesional fuera del distrito para maestros de contenido y administracion del campus (para incluir gastos de viaje, millaje, cuotas de membresia y conferencias de proveedores aprobados) que promuevan el aprendizaje de los estudiantes y apoyen el progreso academico con las estrategias educativas mas actuales. se proporcionaran sustitutos para que los maestros asistan a la(s) capacitacion(es).

Milestone's/Strategy's Expected Results/Impact: F: ERO session evaluations, Student Progress reports, walk throughs, lesson plans, Benchmark test results, TMFSA
Fluency assessment, Report Card grade
S: STAAR Scores, TELPAS, Teachers T-TESS evaluations,
to ensure quality instruction that promotes student learning and is aligned with the most current instructional strategies.

Staff Responsible for Monitoring: Dean, Dept. Chair,
Teachers

ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
 - **Additional Targeted Support Strategy - Population:** Teachers At- risk , EB, Parental Denials, SPED, Migrant - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023

Funding Sources: (Stipends)Teachers Read, Eng, Math, Sci, SS vertical/horizontal plan & PD to increase high quality resource material to enhance curriculum for low performing students - 211 Title I-A - 211-11-6117-00-051-Y-30-0F2-Y, Teachers plan & attend PD (travel) to increase high quality resource material to enhance curriculum for low performing students - 211 Title I-A - 211-13-6411-23-051-Y-30-AYP-Y, Teachers plan & attend PD (travel) to increase high quality resource material to enhance curriculum for low performing students - 211 Title I-A - 211-13-6411-00-051-Y-30-AYP-Y, Substitutes resources for teachers attending professional development/teacher planning programs to enhance curriculum/nstruction - 211 Title I-A - 211-11-6112-00-051-Y-30-AYP-Y, Sal/Wages for Subs Teacher (Subs) - 199 Local funds - 199-11-6112-18-051-Y-99-000-Y, Miscellaneous Operating Costs (Food & Refreshment) - 199 Local funds - 199-13-6499-53-051-Y-99-000-Y, Substitutes for Teacher Training - 211 Title I-A - 211-11-6112-18-051-Y-30-0F2-Y, Professional Extra Duty Pay - 211 Title I-A - 211-13-6118-00-051-Y-30-AYP-Y, EMPLOYEE TRAVEL - 211 Title I-A - 211-61-6411-00-051-Y-30-0F2-Y, MISC OPERATING COSTS - 211 Title I-A - 211-61-6499-53-051-Y-30-0F2-Y, Employee Travel - 199 G/T Advanced Academics - 199-23-6411-00-051-Y-99-0-00 -Y - $500, Employee Travel - 199 G/T Advanced Academics - 199-23-6411-23-051-Y-99-0-00-Y - $500

Strategy 2 Details	Reviews			
Strategy 2: Instruction: Provide time for teachers to vertically and horizontal curriculum plan with each other to maximize their instructional program for all students in which teachers collaborate in reviewing and applying the district's scope and sequence and frameworks. -Bilingual/ESL Middle Academic Literacy Initiative TEKS	Formative			Summative
	Oct	Jan	Mar	May

strategies Vocab. routine, Read with Purpose, Making Connections, Determining Importance and Summary, Making Inferences and Predictions)
-CCRS (College ad Career Readiness Standards)
-Response to Intervention (RtI)
-STAAR (state assessment)
-Reading & Writing Across the Curriculum (Content Fluency)
-Comprehension Strategies
-Effective research-based teaching practices
-Discipline Management
-TELPAS
-ELPS
-Sheltered Instruction
-Technology

Instruccion: Proporcionar tiempo para que los maestros planifiquen el plan de estudios vertical y horizontal entre si para maximizar su programa de instruccion para todos los estudiantes en el que los maestros colaboren en la revision y aplicacion del alcance, la secuencia y los marcos del distrito.
-Iniciativa de alfabetizacion academica intermedia bilingue/ESL TEKS
 Vocabulario de estrategias. rutina, leer con un proposito, hacer conexiones, determinar la importancia y el resumen, hacer inferencias y predicciones)
-CCRS (Estandares de preparacion universitaria y profesional)
-Respuesta a la Intervencion (RtI)
-STAAR (evaluacion estatal)
-Lectura y escritura a lo largo del plan de estudios (Fluidez del contenido)
-Estrategias de Comprension
-Practicas docentes eficaces basadas en la investigacion
-Manejo de Disciplina
-TELPAS
-ELPS
-Instruccion protegida
-Tecnologia

Milestone's/Strategy's Expected Results/Impact: F: Classroom observations for implementation, progress reports, walkthroughs, agendas and sign in sheets
Assessment results
S: STAAR/TELPAS Scores, T-TESS evaluations

Staff Responsible for Monitoring: Principal, Dean of
Instruction, Department
Head

ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
 - **Targeted Support Strategy - Population:** EB, Parental Denials, ESL, MI, SE, GT, Pre-AP, DYS, AR, TI -
Start Date: August 16, 2022 - **End Date:** June 1, 2023
Funding Sources: 211 Federal Programs - 211 Title I-A - 211-13-6118-00-051-Y-30-AYP-Y, SS/Medicare -
211 Title I-A - 211-11-6141-18-051-Y-30-0F2-Y, SS/Medicare - 211 Title I-A - 211-11-6141-00-051-Y-30-

BDG-Y, SS/Medicare - 211 Title I-A - 211-13-6141-00-051-Y-30-AYP-Y, TRS - 211 Title I-A - 211-13-6146-00-051-Y-30-AYP-Y, Employee Benefits-Locally Def - 211 Title I-A - 211-13-6148-00-051-Y-30-AYP-Y, Employee Benefits - 211 Title I-A - 211-13-6149-00-051-Y-30-AYP-Y, Sa/wages For Subst Teachers - 199 G/T Advanced Academics - 199-11-6112-18-051-Y-99-0-00-Y - $500				

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: T PD for EB Literacy/SIOP/TELPAS: Provide Professional Development for new and existing teachers on all modules of Texas State Literacy Plan (Texas Gateway Resource), SIOP Instructional strategies and TELPAS Writing Training in order to target areas for improvement with our EB population.	**Oct**	**Jan**	**Mar**	**May**

Campus Strategies will include:
-Curriculum mapping
-CPQ's
-Think Turn Talk
-Question Stems
-Inferencing
-Quick Writes/Exit Tickets
-SSR Fluency
 	
T PD for EB Literacy/SIOP/TELPAS: Brindar desarrollo profesional para maestros nuevos y existentes en todos los modulos del Plan de alfabetizacion del estado de Texas (Texas Gateway Resource), estrategias de instruccion SIOP y capacitacion de escritura TELPAS para identificar areas de mejora con nuestra poblacion EB .
Las estrategias del campus incluiran:
-Mapeo curricular
-CPQ
-Piensa, gira y habla
-Pregunta tallos
-Inferencia
-Tickets de salida/escritura rapida
-Fluidez SSR
 	
    Milestone's/Strategy's Expected Results/Impact: F: Professional Development Sign Ins, Teacher Transcripts
    S: T-TESS evaluation, STAAR/TELPAS Scores
    Staff Responsible for Monitoring: Principal, AP, Dean,
 	
    ESF Levers:
    Lever 5: Effective Instruction
     - **Population:** EB, Parental Denials, ESL, MI, SE, GT, Pre-AP, DYS, AR, TI - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023
    Funding Sources: Gen.l Supplies for Staff Development on Differentiated Curriculum Practices (chart tablets, tag paper, color paper, post-its, note cards, folders...) - 163 State Bilingual - 163-13-6399-00-051-Y-25-000-Y, General Supplies (Ink, HDMI cables) - 163 State Bilingual - 163-13-6399-62-051-Y-25-000-Y				

Strategy 4 Details	Reviews			
Strategy 4: Teache Mentor/Mentee Assignment: Administration will assign a mentor teacher to each new teacher to our campus or new teaching assignment within our campus to ensure that new teachers follow campus procedures, know how to desegregate student scores to plan for instruction, to facilitate instruction and resources so that new teachers feel successful in the classroom.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy 4: Teache Mentor/Mentee Assignment: Administration will assign a mentor teacher to each new teacher to our campus or new teaching assignment within our campus to ensure that new teachers follow campus procedures, know how to desegregate student scores to plan for instruction, to facilitate instruction and resources so that new teachers feel successful in the classroom.

Asignacion de mentor para Maestros/aprendiz: la administracion asignara un maestro mentor a cada nuevo maestro en nuestro campus o nueva asignacion de ensenanza dentro de nuestro campus para garantizar que los nuevos maestros sigan los procedimientos del campus, sepan como desagregar las puntuaciones de los estudiantes para planificar la instruccion, facilitar la instruccion y recursos para que los nuevos maestros se sientan exitosos en el salon de clases.

Milestone's/Strategy's Expected Results/Impact: F: 6 week benchmarks, Walk-through and T-TESS observations
S: Semester & Final exams

Staff Responsible for Monitoring: Principal, Asst. Principal,
Dean of Instruction

Population: 6th-8th grade students: EB, Parental Denials, ESL, MI, SE, GT, Pre-AP, DYS, AR, TI - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023

Strategy 5 Details	Reviews			
Strategy 5: T PD cluster/campus for student transition core: Hold cluster and campus vertical and horizontal alignment to share teaching practices and strategies in order to facilitate students transition from one grade level to the next with other teachers so that everyone is teaching what they are supposed to ensure that all students are successful addressing all content curriculum gaps.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy 5: T PD cluster/campus for student transition core: Hold cluster and campus vertical and horizontal alignment to share teaching practices and strategies in order to facilitate students transition from one grade level to the next with other teachers so that everyone is teaching what they are supposed to ensure that all students are successful addressing all content curriculum gaps.

Grupo/entranamiento de maestros para el nucleo de transicion de los estudiantes: mantenga la alineacion vertical y horizontal del grupo y el campus para compartir practicas y estrategias de ensenanza a fin de facilitar la transicion de los estudiantes de un nivel de grado al siguiente con otros maestros para que todos ensenen lo que se supone que deben asegurar que todos los estudiantes tengan exito al abordar todas las brechas del contenido del plan de estudios.

Milestone's/Strategy's Expected Results/Impact: F: 6 weeks benchmarks, Walk-through Professional Develop sign in sheets, T-TESS observations,
S: STAAR/TELPAS/AYP scores, T-TESS evaluations, Semester and final exams

Staff Responsible for Monitoring: Principal Assist., Principal,
Dean of Instruction

Population: 6th-8th grade students: EB, Parental Denials, ESL, MI, SE, GT, Pre-AP, DYS, AR, TI - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023

Strategy 6 Details	Reviews			
	Formative			Summative
Strategy 6: Dean of Instruction will assist in providing instructional leadership. coordination, consumable instructional supplies for improvement in the middle school instructional programs to improve students performance on STAAR /EOC/ TELPAS.	**Oct**	**Jan**	**Mar**	**May**

Strategy 6: Dean of Instruction will assist in providing instructional leadership. coordination, consumable instructional supplies for improvement in the middle school instructional programs to improve students performance on STAAR /EOC/ TELPAS.

El director de instrucion ayudara a proporcionar liderazgo instructivo. coordinacion, suministros de instruccion consumibles para mejorar los programas de instruccion de la escuela intermedia para mejorar el rendimiento de los estudiantes en STAAR / EOC / TELPAS.

Milestone's/Strategy's Expected Results/Impact: F: Meetings/walk throughs, ERO evaluations and attendance
S: Sign in sheets, STAAR/TELPAS/AYP scores

Staff Responsible for Monitoring: Dean of Instruction,
Principal, Dept. Head
Teachers

ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
 - **Targeted Support Strategy - Population:** All 6th-8th grade students, Economically Disadvantaged, TI, Migrant, EB, ESL, SPED, GT, At- Risk students - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023

Funding Sources: Equip,enmt under 5000 - 199 G/T Advanced Academics - 199-23-6398-0-051-Y-99-00_Y - $11,343

Strategy 7 Details	Reviews			
Strategy 7: PD(GT/Honors/STEM) for teachers to enhance teaching skills and integrate vertical aligned curriculum for GT/Honors/STEM courses in the core areas of ELA, math, science, social studies, and Spanish Language to improve critical thinking skills and passing rates on AP exams and STAAR Scores. College Board approval of AP courses approved and compliance/requirements using research on college readiness best practices to insure students are college ready. PD (GT/cursos de honor/STEM) para que los maestros mejoren las habilidades de ensenanza e integren un plan de estudios alineado verticalmente para los cursos (GT/cursos de honor/STEM) en las areas basicas de ELA, matematicas, ciencias y estudios sociales , e idioma espanol para mejorar las habilidades de pensamiento critico y las tasas de aprobacion en los examenes AP y las puntuaciones STAAR. Aprobacion de la Junta Universitaria de los cursos AP aprobados y cumplimiento/requisitos utilizando la investigacion sobre las mejores practicas de preparacion para la universidad para asegurar que los estudiantes esten preparados para la universidad.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Milestone's/Strategy's Expected Results/Impact: F: Training PD sign in sheets, student participation in courses, Report cards, scores, teacher implementation & observations/walk-through, acceptance letter from College Board, teacher, curriculum documents, attendance to institutes, contract with college board, advertisement & pictures S: Increase of passing rates, Compliance with College Board, Higher percent students achieving Advanced Performance on STAAR, Knowledge of College readiness best practices, Implementation of skills learned
    Staff Responsible for Monitoring: Principal, Dean of Instruction, Counselors
 	
    ESF Levers:
    Lever 5: Effective Instruction
    - **Targeted Support Strategy - Population:** 7th-8th grade students ELA, Math, Science, Social Studies and Spanish/ESL teachers;All 6th- 7th grade teachers of GT, Pre-AP and AP /STEM students who may also be identified as LEP, TI, SE, Migrant, DYS - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023				

Strategy 8 Details	Reviews			
Strategy 8: Professional Development will be provided for teachers and paraprofessionals to help At-Risk students that will	**Formative**			**Summative**
target: -identification of those who are at risk of dropping out -instructional strategies on effective interventions -SIOP (Sheltered Instruction Observation Protocol) to use effective instructional strategies for EB students. -other research-based instructional strategies to give those students extra support needed so that students can be on-grade level. -PD for teachers on effective classroom management that will reduce the interruption and allow At Risk students to stay on task. Se proporcionara desarrollo profesional para maestros y paraprofessionales para ayudar a los estudiantes en riesgo que objetivo: -identificacion de quienes estan en riesgo de abandonar los estudios -estrategias de instruccion sobre intervenciones efectivas -SIOP (Protocolo de Observacion de Instruccion Protegida) para usar estrategias educativas efectivas para estudiantes EB. -otras estrategias de instruccion basadas en la investigacion para dar a esos estudiantes el apoyo adicional necesario para que los estudiantes puede estar a nivel de grado. -PD para docentes sobre la gestion eficaz del aula que reducira la interrupcion y permitira que los estudiantes en riesgo concentrate. **Milestone's/Strategy's Expected Results/Impact:** F: ERO Session Evaluation Report, ERO Session Attendance Report, Lesson Plans, Classroom Observations, Benchmark Scores, Student Progress Reports S: STAAR **Staff Responsible for Monitoring:** Principal, Dean of Instructions **Population:** All teachers for 6th-8th AR students - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023 **Funding Sources:** Employee Travel - 199 Local funds - 199-13-6411-23-051-Y-99-000-Y, Extra Duty Pay/Overtime-Sup PE (Paraprofessional overtime) - 199 Local funds - 199-23-6121-08-051-Y-99-000-Y, Extra Duty Pay/Overtime-Sup PE - 199 Local funds - 199-51-6121-47-051-Y-99-000-Y	**Oct**	**Jan**	**Mar**	**May**

Strategy 9 Details	Reviews			
Strategy 9: Teachers will attend professional development for opportunities that will ensure student success. Los maestros asistiran a desarrollo profesional para oportunidades que aseguraran el exito de los estudiantes.	Formative			Summative
	Oct	Jan	Mar	May
Milestone's/Strategy's Expected Results/Impact: F: Daily, weekly and monthly evaluation and lesson plans S: Instrumental techniques and sound; performance ratings **Staff Responsible for Monitoring:** Band Directors, Extra-Curricular Sponsors **Population:** Band Directors - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023 **Funding Sources:** Stipends - 199 G/T Advanced Academics - 199-36-61 17-00-051-Y-99-0-20-Y - $1,400				

Strategy 10 Details	Reviews			
Strategy 10: Coaches will attend the City of Palms Coaches Clinic and the Texas High School Coaches Association Clinic to learn the new sports drills for students to prepare students with the new sports drills.	Formative			Summative
	Oct	Jan	Mar	May
Los entrenadores asistiran a la Clinica de Entrenadores de la Ciudad de Palms ya la Clinica de la Asociacion de Entrenadores de Escuelas Secundarias de Texas para aprender los nuevos ejercicios deportivos para que los estudiantes los preparen con los nuevos ejercicios deportivos. **Milestone's/Strategy's Expected Results/Impact:** Formative: Registration Form Summative: Certificate, CPE Hours **Staff Responsible for Monitoring:** Principal, Department Chair, All PE Teachers **Population:** All 6th-8th grade students (EB, Reg. Ed, SpEd, Bilingual, At Risk, Dyslexia, Pre-AP, GT, Migrant and Teachers - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023				

Strategy 11 Details	Reviews			
Strategy 11: Maintain monthly CATCH Team; attend PE/Health department meetings to learn how to promote continued health wellness across the campus to insure compliance with (MVPA) and other indicators recommended by the School Health Advisory Council (SHAC) to comply with SB 19 and SB 892. Mantener el equipo CATCH mensual; asista a las reuniones del departamento de Educacion Fisica/Salud para aprender como promover el bienestar continuo de la salud en todo el campus para asegurar el cumplimiento de (MVPA) y otros indicadores recomendados por el Consejo Asesor de Salud Escolar (SHAC) para cumplir con SB 19 y SB 892. **Milestone's/Strategy's Expected Results/Impact:** Formative: Sign-In Sheets Summative: Evaluations **Staff Responsible for Monitoring:** CATCH Champions, Department Chairs for PE/Health **Population:** CATCH Champions, Department Chairs for PE/Health - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy 12 Details	Reviews			
Strategy 12: Implement new legislative/district policies into campus activities and curriculum to be in compliance for students awareness and well-being:	**Formative**			**Summative**
-PAPA (HB 3076) -Dating Policy (HB 121) -Wellness and Nutrition -Sexual Abuse policies and guidelines (HB 1041) -Violence prevention -Abstinence Curriculum Implementar nuevas politicas legislativas/distritales en las actividades del campus y el plan de estudios para cumplir con la conciencia y el bienestar de los estudiantes: -PAPA (HB 3076) -Politica de citas (HB 121) -Bienestar y Nutricion -Politicas y pautas de abuso sexual (HB 1041) -Prevencion de la violencia -Curriculo de Abstinencia	**Oct**	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative: Lesson Plans, Classroom Observation Summative: Student assessment results				
Staff Responsible for Monitoring: Principal, Dean of Instruction, District Specialists				
Population: All 6th-8th grade students (Reg. Ed, SpEd, Bilingual, EB,, At Risk, Dyslexia, Pre-AP, GT, Migrant and Teachers - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023				

Strategy 13 Details	Reviews			
Strategy 13: Will identify the manner in which the safety of students in physical education classes is maintained by developing safety plan of action when the teacher students ratio is greater than 45-1.(SB 891-Effective 9/1/09)	**Formative**			**Summative**
Identificara la manera en que se mantiene la seguridad de los estudiantes en las clases de educacion fisica mediante el desarrollo de un plan de accion de seguridad cuando la proporcion de maestros por estudiante sea superior a 45-1. (SB 891-Efectivo el 1 de septiembre de 2009)	**Oct**	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative: Student Plus Rosters Summative: Review of Campus Developed Safety Action Plan				
Staff Responsible for Monitoring: Principal, Dean of Instruction,				
Population: All 6th-8th grade students (Reg. Ed, SpEd, EB, Bilingual, At Risk, Dyslexia, Pre-AP, GT, Migrant and Teachers - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023				

Strategy 14 Details	Reviews			
Strategy 14: Teachers will attend the Texas Association for Health, Physical Education, Recreation, and Dance to implement with students the new updated P.E. standards.	Formative			Summative
	Oct	Jan	Mar	May
Los maestros asistiran a la Asociacion de Salud, Educacion Fisica, Recreacion y Danza de Texas para implementar con los estudiantes la nueva educacion fisica actualizada. estandares **Milestone's/Strategy's Expected Results/Impact:** Formative: Registration Form Summative Certificate, CPE Hours **Staff Responsible for Monitoring:** Principal, Teacher Department Chair, All PE and Health Teachers **Population:** PE Teacher, Health Teacher - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023				

Strategy 15 Details	Reviews			
Strategy 15: Provide training for administrators and new teachers:	Formative			Summative
(a) to effectively utilize RtI modules (Success ED) to handle classroom discipline so that out of school suspensions and discretionary removals are used as a last resort;	Oct	Jan	Mar	May
(b) assure that students' rights and due process are afforded in order to have a safe and disciplined environment conducive to student learning. So that everyone is aware of the process to track students discipline history. Proporcionar capacitacion para administradores y nuevos maestros: (a) utilizar efectivamente los modulos RtI (Success ED) para manejar la disciplina en el aula de modo que las suspensiones fuera de la escuela y las remociones discrecionales se utilicen como ultimo recurso; (b) asegurar que se respeten los derechos de los estudiantes y el debido proceso para tener un ambiente seguro y disciplinado que conduzca al aprendizaje de los estudiantes. Para que todos esten al tanto del proceso para rastrear el historial de disciplina de los estudiantes. **Milestone's/Strategy's Expected Results/Impact:** F: Agenda Sign-in sheets, reports completed S: Implementation of Strategies with Students **Staff Responsible for Monitoring:** Principals, Assistant Principals, RTI Specialist **Population:** All Campus Administrators and Teachers - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023				

Strategy 16 Details	Reviews			
Strategy 16: Provide scheduled professional development based on level of expertise and need in the following areas:	Formative			Summative
a.) Bullying Prevention	Oct	Jan	Mar	May
b.) Violence/conflict resolution c.) Recent drug use trends d.) Resiliency/Developmental Assets e.) Dating Violence				

f.) Signs of Child Abuse
g.) Response to Intervention (RtI) Model for behavior research based interventions to allow all BISD staff to recognize and address the issue, as a preventive measure.
So that faculty and staff can better serve the student population.

Provide Professional Development for child sexual abuse, sex-trafficking and other maltreatment of children. Each campus shall provide a child abuse anti-victimization program that includes presentations to students and campus staff. (Follow DIP 7.4.3)

Provide professional development for MTSS to include social emotional learning and use of Suite 360 SEL Curriculum (DIP 7.1.12)

Provide professional development for trauma informed care (DIP 7.4.1.)

Provide Professional Development for Safe and Supportive Schools Behavioral Threat Assessment Team (Follow DIP # 7.4.2)

Proporcionar desarrollo profesional programado basado en el nivel de experiencia y necesidad en las siguientes areas:
a.) Prevencion de la intimidacion
b.) Violencia/resolucion de conflictos
c.) Tendencias recientes del consumo de drogas
d.) Resiliencia/Activos de desarrollo
e.) Violencia en el noviazgo
f.) Signos de abuso infantil
g.) Modelo de Respuesta a la Intervencion (RtI) para intervenciones basadas en la investigacion del comportamiento para permitir que todo el personal de BISD reconozca y aborde el problema, como una medida preventiva.
Para que la facultad y el personal puedan servir mejor a la poblacion estudiantil.

Proporcionar desarrollo profesional para el abuso sexual infantil, el trafico sexual y otros malos tratos a los ninos. Cada campus debera proporcionar un programa contra la victimizacion por abuso infantil que incluya presentaciones para los estudiantes y el personal del campus. (Siga DIP 7.4.3)

Proporcionar desarrollo profesional para MTSS para incluir el aprendizaje socioemocional y el uso del plan de estudios Suite 360   SEL (DIP 7.1.12)

Proporcionar desarrollo profesional para la atencion informada del trauma (DIP 7.4.1.)

Proporcionar desarrollo profesional para el equipo de evaluacion de amenazas conductuales para escuelas seguras y solidarias (Siga el DIP n.deg 7.4.2)

Milestone's/Strategy's Expected Results/Impact: F: Attendance
Roster, Professional
Development, SEL Suite 360
Evaluation, PEIMS Discipline Reports
S: Implementation of Programs, SEL Reports

Staff Responsible for Monitoring: Principals, AP's, Counselors

Title I:
2.6
- **ESF Levers:**
Lever 3: Positive School Culture
- **Population:** All Campus Administrators and Teachers - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023

Strategy 17 Details	**Reviews**			
Strategy 17: Provide training to office staff conducting a sex offender search on all visitors in order to for minimize the number of intruders on campus as well as registered sex offenders.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Brindar capacitacion al personal de la oficina que realiza una busqueda de delincuentes sexuales en todos los visitantes para minimizar la cantidad de intrusos en el campus, asi como los delincuentes sexuales registrados. **Milestone's/Strategy's Expected Results/Impact:** F:Training Sign-up sheets; Log of Sex Offender Searches S: Safety in our campus **Staff Responsible for Monitoring:** BISD Security Services **Population:** Administration and office staff - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023				

Strategy 18 Details	Reviews			
Strategy 18: Continue the district-wide plan for quality professional development for faculty and staff targeting the identification of students at-risk of dropping out and providing teachers with effective intervention and prevention instructional strategies, including the identification of special populations in order to decrease student dropout rates and to increase graduation rates. Continuar con el plan de todo el distrito para el desarrollo profesional de calidad para la facultad y el personal dirigido a la identificacion de estudiantes en riesgo de abandonar la escuela y proporcionar a los maestros estrategias educativas de intervencion y prevencion efectivas, incluida la identificacion de poblaciones especiales para disminuir las tasas de abandono escolar y para aumentar las tasas de graduacion. **Milestone's/Strategy's Expected Results/Impact:** F: In-Service Evaluations S: Teacher knowledge of AR student identification **Staff Responsible for Monitoring:** Professional Development, Campus Principals, At-Risk Counselors, **Population:** All Teachers - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023	Formative			Summative
	Oct	Jan	Mar	May

Strategy 19 Details	Reviews			
Strategy 19: Administration and counselors will attend professional development to maintain current on instructional strategies, prepare materials, agendas, brochures, letters, flyers for dissemination of student progress through dept meetings, parent & student meetings in order to support teachers in all contents. La administracion y los consejeros asistiran al desarrollo profesional para mantenerse actualizados sobre las estrategias de instruccion, preparar materiales, agendas, folletos, cartas, volantes para la difusion del progreso de los estudiantes a traves de reuniones del departamento, reuniones de padres y estudiantes para apoyar a los maestros en todos los contenidos. **Milestone's/Strategy's Expected Results/Impact:** F: ERO Session Evaluation Report, ERO Session Attendance Report, Lesson Plans, Classroom Observations, Benchmark Scores, Student Progress Reports S: STAAR **Staff Responsible for Monitoring:** Campus Principals, Dean, Assistant Principal, **Population:** Administration, Counselors, Teachers, Parents, students - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023 **Funding Sources:** General supplies-counselor - 199 Local funds - 199-31-6399-00-051-Y-99-000-Y, Employee travel- out of district - 199 Local funds - 199-23-6411-23-051-Y-99-000-Y, General supplies - 199 Local funds - 199-23-6399-00-051-Y-99-000-Y, General supplies-print media - 199 Local funds - 199-23-6399-16-051-Y-99-000-Y, GENERAL SUPPLIES - 199 Local funds - 199-23-6399-17-051-Y-99-000-Y, Employee travel- In district - 199 Local funds - 199-23-6411-00-051-Y-99-000-Y	Formative			Summative
	Oct	Jan	Mar	May

Strategy 20 Details	Reviews			
	Formative			Summative
	Oct	**Jan**	**Mar**	**May**
Strategy 20: Provide teachers/campus administration with professional development opportunities to enhance implementation of instructional strategies including: Response to Intervention (RtI), sheltered instruction (SIOP), differentiated instruction, common instructional framework (CIF), reading comprehension cognitive strategy routines, Texas Literacy Initiative protocols including oral language skills that increase listening/ speaking and reading/ writing proficiency in all content areas. Proporcionar a los maestros/administracion del campus oportunidades de desarrollo profesional para mejorar la implementacion de estrategias educativas que incluyen: Respuesta a la intervencion (RtI), instruccion contextualizada (SIOP), instruccion diferenciada, marco de instruccion comun (CIF), rutinas de estrategias cognitivas de comprension de lectura, protocolos de la Iniciativa de alfabetizacion de Texas incluyendo habilidades de lenguaje oral que aumentan el dominio de escuchar/hablar y leer/escribir en todas las areas de contenido. **Milestone's/Strategy's Expected Results/Impact:** Formative: BISD Instructional Feedback Form District Monitoring Instrument data will indicate X percentage point increase in Domain 2 proficient and higher ratings. Summative: The district will have a 5 point increase in the number of students who reach Approaches Grade Level and STAAR Masters Grade Level performance on STAAR/EOC exams. **Staff Responsible for Monitoring:** Principal, Curriculum Specialists, Lead Teachers, Dean, Department Chairs **Population:** All teachers teaching core content and special education, EB, dyslexia, pre-AP/AP, CTE, and other academic areas - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023				

Strategy 21 Details	Reviews			

Strategy 21: Strengthen the efficiency and effectiveness of the Gifted and Talented Program through the required Core and On-going training as well as specific professional development sessions on differentiated curriculum and assessment relative to the annual goals of the program.
 	
Fortalecer la eficiencia y eficacia del Programa para Dotados y Talentosos a traves de la capacitacion basica y continua requerida, asi como sesiones especificas de desarrollo profesional sobre curriculo diferenciado y evaluacion en relacion con las metas anuales del programa.
    Milestone's/Strategy's Expected Results/Impact: Formative:
District monitoring instrument, Class rosters, Lead teacher classroom observations, Training agendas and evaluations
 	
Summative:
Improved STAAR and EOC student scores, improved AP, TSI, and other college readiness assessment scores by 3 percentage points.
    Staff Responsible for Monitoring: Principal, Dean, Assistant Principals
 	
    Population: All G/T sub-population students and teachers for these students in core content areas and Special Education - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023
	Formative			**Summative**

	Oct	**Jan**	**Mar**	**May**

Strategy 22 Details	Reviews			

Strategy 22: Increase the rigor of the comprehensive Pre-Advanced Placement/Advanced Placement program of instruction at the middle and high school levels based on a progression of aligned courses through annual training.
 	
Aumentar el rigor del programa integral de instruccion Pre-Advanced Placement/Advanced Placement en los niveles de escuela intermedia y secundaria en base a una progresion de cursos alineados a traves de capacitacion anual.
    Milestone's/Strategy's Expected Results/Impact: Formative:
District monitoring instrument, Class rosters, Lead teacher classroom observations, Pre-AP/AP Student Applications, Pre-AP/AP
Commitment/Contract Training agendas and evaluations
 	
Summative:
Improve STAAR and EOC student scores,
AP tests and other college readiness assessment results by 3 percentage points.
    Staff Responsible for Monitoring: Principal, Dean, Assistant Principals
 	
    Population: All subpopulation students and teachers for these students in core content areas, Special Education and CTE - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023
	Formative			**Summative**

	Oct	**Jan**	**Mar**	**May**

Strategy 23 Details	Reviews			
Strategy 23: Provide respective teachers with training for selected resources to adequately implement the district K-8 Science, Technology, Engineering, and Mathematics initiative and Middle School STEM program. Proporcionar a los maestros respectivos capacitacion para recursos seleccionados para implementar adecuadamente la iniciativa de ciencia, tecnologia, ingenieria y matematicas K-8 del distrito y el programa STEM de la escuela intermedia. **Milestone's/Strategy's Expected Results/Impact:** Formative: PDS session evaluations, benchmark scores, program applications counts Summative: STAAR Scores, BISD instructional feedback form walthroughs will indicate implementation of developed project-based learning experiences **Staff Responsible for Monitoring:** Principal, Dean, Assistant Principals, Dept. Chairs **Population:** STEM Teachers - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023	Formative			Summative
	Oct	Jan	Mar	May

Strategy 24 Details	Reviews			
Strategy 24: Support participation of faculty and staff attendance at district and/or regional literacy conferences in order to target areas for improvement and provide turn-around training for explicit instruction, lesson design, classroom organization and delivery overviews of the information during district staff development days. Apoyar la participacion de la facultad y el personal que asisten a las conferencias de alfabetizacion regionales y/o distritales con el fin de enfocarse en las areas de mejora y brindar capacitacion de respuesta para instruccion explicita, diseno de lecciones, organizacion del salon de clases y resumenes de entrega de la informacion durante los dias de desarrollo del personal del distrito. **Milestone's/Strategy's Expected Results/Impact:** Formative: RtI plans and progress monitoring reports, Sign-in sheets, Workshop agenda, PDS session roster and evaluations, TLI routines documented in Instructional Feedback Form data Summative: STAAR scores, TELPAS, TMSFA **Staff Responsible for Monitoring:** Principal, Dean, Assistant Principal, Dept. Chair, Curriculum Specialist **Population:** All grade level teachers - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023	Formative			Summative
	Oct	Jan	Mar	May

Strategy 25 Details	Reviews			
Strategy 25: Campus personnel and stakeholders will attend opportunities at the national, state, regional and in-district conferences to engage in research-based professional development opportunities that will support effective transformational reform strategies, best practices and student learning. (Title I-A & Title II-A)	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
El personal de la escuela y las partes interesadas asistiran a las oportunidades en las conferencias nacionales, estatales, regionales y del distrito para participar en oportunidades de desarrollo profesional basadas en la investigacion que respaldaran las estrategias de reforma transformadora efectivas, las mejores practicas y el aprendizaje de los estudiantes. (Titulo I-A y Titulo II-A) **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 show improvement on State Assessments including STAAR, and TERRA NOVA Test Results **Staff Responsible for Monitoring:** Principal, Campus Administration **Population:** All grade levels - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023				

Strategy 26 Details	Reviews			
Strategy 26: Fine arts students and teachers will be provided professional development training annually. Population: all K-12 students and teachers Timeline: August 2022- May 2023	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Los estudiantes y maestros de bellas artes recibiran capacitacion de desarrollo profesional anualmente. Poblacion: todos los estudiantes y maestros de K-12 Cronograma: agosto de 2022 a mayo de 2023 **Milestone's/Strategy's Expected Results/Impact:** Formative: Sign in Sheets, PDS evalutaio, student performance ratings Summative: Increased EOY performance recognition **Staff Responsible for Monitoring:** Principal, Dean, Fine Arts Director, Teachers **Start Date:** August 16, 2022 - **End Date:** June 1, 2023				

Strategy 27 Details	Reviews			
Strategy 27: Migrant Education program instructional staff will be provided professional development to improve migrant students' reading and math skills and specific supports for secondary migrant students and OSY.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
El personal de instruccion del programa de Educacion Migrante recibira desarrollo profesional para mejorar las habilidades de lectura y matematicas de los estudiantes migrantes y apoyos especificos para estudiantes migrantes secundarios y OSY. **Milestone's/Strategy's Expected Results/Impact:** Formative: Sign in sheets, PDS evaluations, student performance ratings Summative: Increased EOY performance on state and local assessments **Staff Responsible for Monitoring:** Campus Administration, Migrant Clerk **Population:** Migrant support staff - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023				

Strategy 28 Details	Reviews			
Strategy 28: Professional development opportunities will be provided to campus and district personnel to enhance the provision of services for at-risk students in order to improve academic achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. Professional development opportunities include:	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

-Identification of at-risk students via state and local criteria, -Graduation Rate, Completion Rate, and Graduation Cohorts,
-Identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act, and

Budget and Program Compliance

Se brindaran oportunidades de desarrollo profesional al personal del campus y del distrito para mejorar la provision de servicios para estudiantes en riesgo a fin de mejorar el rendimiento academico, la tasa de graduacion, la tasa de finalizacion y disminuir la tasa de retencion y la tasa de desercion. Las oportunidades de desarrollo profesional incluyen:
-Identificacion de estudiantes en riesgo a traves de criterios estatales y locales, -Tasa de graduacion, tasa de finalizacion y cohortes de graduacion,
-Identificacion e inscripcion inmediata de ninos sin hogar y jovenes no acompanados a traves de la Ley McKinney-Vento, y
Cumplimiento de presupuesto y programa

Milestone's/Strategy's Expected Results/Impact: Formative:
PDS Session attendance and Evaluation Reports, Verified Homeless and/or Unaccompanied Youth Enrollment Letter, eSchoolPLUS Special Programs Report, eSchoolPLUS At-Risk Progress Report, Progress Monitoring Assessment Scores, Student Progress Reports

Summative:
Increased STAAR/EOC and At-risk Retention
Staff Responsible for Monitoring: Principal, Dean, State Compensatory, Homeless Youth

Population: All At-risk Students - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023

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

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

Los educadores se mantendran al dia con el desarrollo de tecnicas creativas e innovadoras en la instruccion y la administracion utilizando esas tecnicas segun corresponda para mejorar el aprendizaje de los estudiantes.

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

El Departamento de CTE proporcionara desarrollo profesional continuo para los maestros de CTE, de modo que se brinden a los estudiantes oportunidades de aprendizaje extendidas, con el uso de programas y actividades basados   en la investigacion, para garantizar mas oportunidades de estar preparados para la universidad y una carrera.

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

Strategy 1 Details	Reviews			
Strategy 1: The Career and Technical Education Department will continue to support ongoing professional development for its teachers so that students may learn the latest program area and technology skills and be able to compete in college and the workforce.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
El Departamento de Educacion Tecnica y Profesional continuara apoyando el desarrollo profesional continuo de sus maestros para que los estudiantes puedan aprender las ultimas areas del programa y habilidades tecnologicas y poder competir en la universidad y en la fuerza laboral. **Milestone's/Strategy's Expected Results/Impact:** Formative: Teachers will return to their classrooms and be able to share the newest technologies with their students and Teachers will be able to train their campus colleagues based on what they learned at their PD Summative: Teachers lesson plans and walkthroughs will indicate improved implementation after training sesseions **Staff Responsible for Monitoring:** Principal, Assistant Principal, Dean, CTE Teachers, CTE Administration **Population:** CTE faculty - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023				
0% No Progress 100% Accomplished Continue/Modify ✖ Discontinue				

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

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

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

La instruccion basada en tecnologia que utiliza hardware y software para abordar las brechas en los estudiantes en riesgo de abandonar la escuela, asi como las brechas en las habilidades de los maestros, a traves de un aprendizaje adaptable, personalizado, flexible y complementario aumentara en comparacion con datos comparables para 2021-2022. (Plan de estudios, instruccion y evaluacion de Future Ready)

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

Strategy 1 Details	Reviews			
Strategy 1: Teachers will note technology integration in their lesson plans and ensure the use of laptops and projectors in their classroom to enhance their lessons with visuals/animation to facilitate lessons to all learners across the curriculum. Purchase of Interactive panels to increase technology and student engagement. Los maestros observaran la integracion de la tecnologia en sus planes de lecciones y garantizaran el uso de computadoras portatiles y proyectores en su salon de clases para mejorar sus lecciones con imagenes/animaciones para facilitar las lecciones a todos los estudiantes en todo el plan de estudios. Compra de pizarrones interactivos para aumentar la tecnologia y la participacion de los estudiantes. **Milestone's/Strategy's Expected Results/Impact:** Formative: Lesson Plans, Walkthroughs Summative: Integration of technology **Staff Responsible for Monitoring:** Principal, Dean of Instruction, Teachers **Population:** All Teachers - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023 **Funding Sources:** General Supplies - 162 State Compensatory - 162-13-6398-00-051-Y-30-000, General Supplies - Software Bilingual - 163 State Bilingual - 163-11-6395-00-051-Y-30-0F2-Y, Equipment - Computers & Panels - 211 Title I-A, Equipment - Computers & Panels - 496 Elon Musk Grant Funds - 496-11-6299-00-051-Y-11-000-Y, Equipment - Computers & Panels - 496 Elon Musk Grant Funds - 496-11-6399-00-051-Y-11-000-Y, Equipment - Computers & Panels - 496 Elon Musk Grant Funds - 496-11-6395-62-051-Y-11-000-Y, Equipment - Computers & Panels - 496 Elon Musk Grant Funds - 496-11-6398-62-051-Y-11-000-Y, Equipment - Computers & Panels - 496 Elon Musk Grant Funds - 496-11-6399-62-051-Y-11-000-Y, Equipment - Computers & Panels - 496 Elon Musk Grant Funds - 496-11-6639-62-051-Y-23-000-Y		Formative		Summative
	Oct	Jan	Mar	May

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

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

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

Performance Objective 2: Increase opportunities for student learning to any time of day, from home, school, and/or community, as well as provide authentic job-embedded student internships in aerospace, robotics, coding and technology compared to 2021-2022, leveraging human capital in personalized learning. Future Ready Use of Space and Time

Aumentar las oportunidades para que los estudiantes aprendan en cualquier momento del dia, desde el hogar, la escuela y/o la comunidad, asi como brindar pasantias para estudiantes autenticas integradas en el trabajo en aeroespacial, robotica, codificacion y tecnologia en comparacion con 2021-2022, aprovechando el capital humano en forma personalizada. aprendizaje.
Uso futuro listo del espacio y el tiempo

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

Strategy 1 Details	Reviews			
Strategy 1: Lucio M.S. will find innovators and early adopters among administrators, students, and staff to implement personalized learning that will foster and strengthen student-centered learning, digital learning environments, and learning management systems that will provide options to learn any time of day, from home, school, and/or community.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Lucio MS encontrara innovadores y usuarios pioneros entre los administradores, los estudiantes y el personal para implementar el aprendizaje personalizado que fomentara y fortalecera el aprendizaje centrado en el estudiante, los entornos de aprendizaje digital y los sistemas de gestion del aprendizaje que brindaran opciones para aprender en cualquier momento del dia, desde el hogar, la escuela y/o comunidad..				
Milestone's/Strategy's Expected Results/Impact: Formative Results: Instructional Observations Progress Monitoring reports Summative Impact: Decreased gaps on benchmarks and state assessments **Staff Responsible for Monitoring:** Administration IT Personnel Teachers **Population:** All students and stakeholders - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023				

Strategy 2 Details	Reviews			
Strategy 2: Lucio M.S. will maintain students in 1:1 classrooms the opportunity to take a devise home to extend learning beyond the classroom and/or provide Computer on Wheels opportunity to allow accessibility computers to students when computers are limited.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Lucio MS mantendra a los estudiantes en salones de clase 1:1 la oportunidad de llevarse un dispositivo a casa para extender el aprendizaje mas alla del salon de clases y/o brindar la oportunidad de Computadora sobre Ruedas para permitir que los estudiantes tengan acceso a las computadoras en la clase cuando haiga computadoras limitadas. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Instructional Observations Progress Monitoring Reports Summative Impact: Decreased gaps on benchmarks and state assessments LMS participation data **Staff Responsible for Monitoring:** Administration Teachers IT Personnel Population: All students - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023 **Funding Sources:** Equipment - Computers - 211 Title I-A				

Strategy 3 Details	Reviews			
Strategy 3: Lucio M.S. will provide internship opportunities in the areas of Aerospace Engineering, Entrepreneurship, Robotics, and Coding through foundational skills such as computational thinking, systems thinking, and design thinking	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Lucio MS brindara oportunidades de pasantias en las areas de Ingenieria Aeroespacial, Emprendimiento, Robotica y Codificacion a traves de habilidades fundamentales como el pensamiento computacional, el pensamiento sistemico y el pensamiento de diseno **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Internship/Robotics Club reports CTE CTSO reports Summative Impact: Increased CTSO participation Increased enrollment in related courses **Staff Responsible for Monitoring:** Administration IT Personnel Technology Faculty Population: All students - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023				

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

Lucio Middle School
Generated by Plan4Learning.com

100 of 15

Campus #031901051
September 1, 2022 12:36 PM

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

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

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Lucio M.S. will establish a scorecard for successful investment in devices and other technologies prior to implementation ensuring a short-term deploy strategy that aligns to the district as longer-term technology plan as preliminary step.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Lucio MS establecera un cuadro de mando para la inversion exitosa en dispositivos y otras tecnologias antes de la implementacion, asegurando una estrategia de implementacion a corto plazo que se alinee con el distrito como un plan de tecnologia a largo plazo como paso preliminar.				
Milestone's/Strategy's Expected Results/Impact: Formative Results: Device purchasing reports Device deployment reports Summative Impact: Progress towards successful purchasing and deployment Survey results regarding success of deployment				
Staff Responsible for Monitoring: Administration IT Personnel Library Teacher				
Population: All students - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023 **Funding Sources:** Equipment under $5000 - 162 State Compensatory - 162-13-6398-00-051-Y-30-000-Y - $3,000				

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

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

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

Performance Objective 4: Review update, and implement policies that guide students, staff, parents and community members that ensure safety, privacy and security within our data systems.
Future Ready Data and Privacy

Revise, actualice e implemente politicas que guien a los estudiantes, el personal, los padres y los miembros de la comunidad para garantizar la seguridad, la privacidad y la seguridad dentro de nuestros sistemas de datos.
Privacidad y datos preparados para el futuro

Evaluation Data Sources: Updated policies, reports of data breaches

Strategy 1 Details	Reviews			
Strategy 1: Lucio M.S. will identify current data sources, review existing school improvement plans and determine places where increased use of data can help support existing goals and continuous improvement, by mapping them to key questions to be answered by this data. Lucio MS identificara las fuentes de datos actuales, revisara los planes de mejoramiento escolar existentes y determinara los lugares donde un mayor uso de los datos puede ayudar a respaldar las metas existentes y la mejora continua, asignandolos a las preguntas clave que estos datos deben responder. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Focus groups Survey Reports Summative Results: Surveys indicate progress **Staff Responsible for Monitoring:** Administration IT Personnel Technology Services **Population:** All students and stakeholders - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy 2 Details	Reviews			
Strategy 2: Lucio M.S. will review and update policies and procedures to guide students, staff, parents, and community to ensure safety, privacy, and security.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Lucio MS revisara y actualizara las politicas y los procedimientos para guiar a los estudiantes, el personal, los padres y la comunidad para garantizar la seguridad, la privacidad y la seguridad. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Focus groups reports Proposed policy and guideline revisions Survey Reports Summative Results: Security Reports Updated Policies **Staff Responsible for Monitoring:** Administration IT Personnel SBDM Committee **Population:** All students and stakeholders - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023				
0% No Progress 100% Accomplished Continue/Modify Discontinue				

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

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

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Teachers will participate in a minimum of 6 hours of technology professional development annually to better prepare and assist with the integration of technology into the subject areas. Training and support will be provided for all teachers and students on Netiquette training, the prevention of Cyber Bullying and the integration of technology in the classroom. Los maestros participaran en un minimo de 6 horas de desarrollo profesional tecnologico anualmente para prepararse mejor y ayudar con la integracion de la tecnologia en las materias. Se brindara capacitacion y apoyo a todos los maestros y estudiantes sobre la capacitacion en Netiqueta, la prevencion del acoso cibernetico y la integracion de la tecnologia en el salon de clases.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative Results: Professional Development System Evaluations, Administrative Walkthroughs, Certificates of completion of training Summative Impact: T-TESS evaluations, Application Management Reports, Future Ready Framework Surveys, Campus Technology Training records from PDS **Staff Responsible for Monitoring:** Campus Administration, Campus TST, Teachers **Population:** All Students and teaching faculty - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023				

Strategy 2 Details		Reviews			
Strategy 2: Grants will be written in order to upgrade technology acquisition.		**Formative**			**Summative**
Las subvenciones se escribiran para mejorar la adquisicion de tecnologia.		**Oct**	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: F:Grant Application S: Technology purchases **Staff Responsible for Monitoring:** Grants dept., Principal, teachers **Population:** 6th-8th Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023					
0% No Progress	100% Accomplished	Continue/Modify		Discontinue	

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

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

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

Brindar desarrollo profesional basado en la investigacion y la competencia, aprovechar a los especialistas en medios, decanos, administradores de tecnologia y maestros de apoyo tecnologico en cada campus, desarrollar comunidades de aprendizaje profesional (PLC), ofrecer conferencias de tecnologia del distrito, promover y establecer asociaciones innovadoras (MIE, Apple Certified Educator y Google Certified Teacher) y proporciona recursos tecnologicos y PD que respaldan el aprendizaje combinado, flexible y personalizado en todas las areas de contenido.
Aprendizaje profesional personalizado Future Ready

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

Strategy 1 Details			Reviews	
Strategy 1: Lucio MS will allow the Technology Support Teacher (TST) adequate time daily to support their campus in the integration of technology into instruction and PD.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Lucio MS permitira que el maestro de apoyo tecnologico (TST, por sus siglas en ingles) tenga el tiempo adecuado diariamente para apoyar a su campus en la integracion de la tecnologia en la instruccion y el desarrollo profesional. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: TST reported schedules, Application Management reports, Walk-throughs, Software usage reports Summative Impact: EOY TST reported schedules, EOY Applicaion Management reports **Staff Responsible for Monitoring:** Campus Administraton, Campus TST **Population:** Campus faculty - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will be encouraged to participate in PD to integrate technology in the subject areas in order to maintain their highly qualified status. In addition the PD wil include but not be limited to web-based programs (Eduphoria, Aware, eSchoolPlus, Think about it) to increase knowledge/offer classroom solutions. Se alentara a los maestros a participar en PD para integrar la tecnologia en las materias a fin de mantener su estado altamente calificado. Ademas, el PD incluira, entre otros, programas basados en la web (Eduphoria, Aware, eSchoolPlus, Think about it) para aumentar el conocimiento/ofrecer soluciones para el aula. **Milestone's/Strategy's Expected Results/Impact:** Formative: PD sign-ins, PD evaluations Summative: T-TESS, STAR Chart Survey, Reports on web-based usage data **Staff Responsible for Monitoring:** Principal, Dean, Teachers, Technology Services, Professional Development **Population:** All Teachers - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

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

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

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

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Lucio MS will model and support the integration of instructional technology (Edgenuity, Education Galaxy, IReady, Apex, Imagine Math TTM, Brain Pop, etc.)within the context of delivering instruction in core curriculum areas for reinforcement, differentiation, assessment, and meeting the accessibility / modifications needs of students.	**Formative**			**Summative**
Specific settings include but are not limited to: Computer labs, Interactive tablets Sensors/Interface Technology Interactive whiteboards w/projectors, Document cameras, clickers, graphing calculators, hardware & software, scantron machine, etc.) One Drive, Project Share, TSLP courses, and e-portfolios will further develop professional learning communities through campus based leadership teams. Lucio MS modelara y apoyara la integracion de la tecnologia educativa (Edgenuity, Education Galaxy, IReady, Apex, Imagine Math TTM, Brain Pop, etc.) dentro del contexto de impartir instruccion en las areas del plan de estudios basico para reforzar, diferenciar, evaluar y cumplir las necesidades de accesibilidad / modificaciones de los estudiantes. Los ajustes especificos incluyen pero no se limitan a: laboratorios de computacion, Tabletas interactivas Sensores/tecnologia de interfaz pizarras interactivas con proyectores, Camaras de documentos, clickers, calculadoras graficas, hardware y software, maquina scantron, etc.) One Drive, Project Share, cursos TSLP y carpetas electronicas desarrollaran aun mas las comunidades de aprendizaje profesional a traves de equipos de liderazgo basados en el campus. **Milestone's/Strategy's Expected Results/Impact:** Formative:	Oct	Jan	Mar	May

Walkthrough, Benchmark data,
Students' grades & portfolios, Progress reports, 6wks grades, Progress monitoring, Data reports

Summative:
EOY Student grades, e-portfolios,
Presentations, Gradebooks/-Tech. Application TEKS,
 STAAR scores

Staff Responsible for Monitoring: Principal, Teachers, Dean, Dept. Chair, TST, Assist. Principals

Population: All students, TI, MI, EB, SE, AR, GT, DYS - **Start Date:** August 16, 2022 - **End Date:** June 1,
2023
Funding Sources: Supplies & Materials:software access: SOFTWARE - 211 Title I-A - 211-11-6395-62-051-
Y-30-0F2-Y, Contracted Maintenance renewal software - 211 Title I-A - 211-11-6249-62-051-Y-30-0F2-Y,
Miscellaneous contracted services and use/access software licenses (STEM) - 211 Title I-A -
211-11-6299-62-051-Y-30-STM-Y, General supplies (STEM) - 211 Title I-A - 211-11-6399-00-051-Y-30-
STM-Y, General Supplies (Ink) - 162 State Compensatory - 162-11-6399-62-051-Y-30-000-Y, Miscellaneous
contracted services - 211 Title I-A - 211-11-6299-62-051-Y-30-0F2-Y, Software and licensing for student
instructional support (Game Salad/Edgenuity) - 162 State Compensatory - 162-11-6299-62-051-Y-30-000-Y -
$11,000

Strategy 2 Details	Reviews			

Strategy 2: The District will increase the accessibility for all students in technology based instruction across all subject areas by providing new software, such as Office 365, and hardware at the campuses for computer/ technology enhanced instruction. The students will also develop projects that foster creativity, innovation, communication, collaboration, information fluency and digital citizenship in all content areas. Additionally, a Bring Your Own Device Initiative will be maintained throughout the district.
 	
El Distrito aumentara la accesibilidad para todos los estudiantes en la instruccion basada en la tecnologia en todas las materias al proporcionar nuevo software, como Office 365, y hardware en los campus para la instruccion mejorada de tecnologia/computacion. Los estudiantes tambien desarrollaran proyectos que fomenten la creatividad, la innovacion, la comunicacion, la colaboracion, la fluidez de la informacion y la ciudadania digital en todas las areas de contenido. Ademas, se mantendra la iniciativa Traiga su propio dispositivo en todo el distrito.
   Milestone's/Strategy's Expected Results/Impact: Formative:
Benchmarks, Classroom projects, Student competitions, Imporved connectivity of wired/wireless devices
 	
Summative:
Increase Test Scores, EOY grades, Electronic porfolios, StarChart Surveys, Benchmarks
   Staff Responsible for Monitoring: Principals, Campus Administration, Caeer & Tech. Education Admin., Sp. Programs Admin., Tech. Services Admin.,Bilingual Admin, Campus TST
 	
   Population: All Students - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023
   Funding Sources: Library Tech Equipment - 211 Title I-A - 211-12-6398-00-051-Y-30-0F2-Y
		Formative		Summative

	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Acquire the latest computer hardware and software (i.e., ScreenCastify, Nearpod and Pear Deck) to meet system requirements that will enhance communication skills (reading, speaking, and writing), leadership skills, and higher order thinking skills (organizing multimedia presentations, production plans, create storyboards, etc). Students will learn current video editing software, use of digital video, sound and equipment. Purchase technology equipment such as Ipads, laptops, desktops, toner, supplies, printers, , document cameras, projectors, calculators and all necessary wiring and mounts for instructional settings to address technology needs in order to better implement TEKS and level of instruction. Purchase of Live Cam Microsoft Studio HD Web Cam utilized for the replacement of the student ID system. In 2022-2023 Remote Learning due to COVID-19 will be made available opening strategy as per the CDC, TEA and BISD guidelines. To ensure the safety of students face to face and/or virtual learning, supplies will be provided to promote the continuation of a safe learning environment. This includes but not limited to PPE such as gloves, N95 masks, face shields, water bottles, school supplies, safety equipment and an ID machine that will be utilized for health screening purposes as per COVID-19 Standard Operating Campus Procedures. Adquiera el ultimo hardware y software de computadora (es decir, ScreenCastify, Nearpod y Pear Deck) para cumplir con los requisitos del sistema que mejoraran habilidades de comunicacion (leer, hablar y escribir), habilidades de liderazgo y habilidades de pensamiento de orden superior (organizar presentaciones multimedia, planes de produccion, crear guiones graficos, etc.). Los estudiantes aprenderan software de edicion de video actual, uso de video digital, sonido y equipo. Adquirir equipos de tecnologia como Ipads, laptops, desktops, toner, insumos, impresoras, camaras de documentos,		Formative		Summative
	Oct	Jan	Mar	May

proyectores, calculadoras y todo el cableado y soportes necesarios para entornos de instruccion para abordar las necesidades tecnologicas a fin de implementar mejor TEKS y el nivel de instruccion. Compra de Live Cam Microsoft Studio HD Web Cam utilizada para el reemplazo del sistema de identificacion de estudiantes.

En 2022-2023, el aprendizaje remoto debido a COVID-19 estara disponible como estrategia de apertura segun las pautas de CDC, TEA y BISD. Para garantizar la seguridad de los estudiantes en el aprendizaje presencial y/o virtual, se proporcionaran suministros para promover la continuacion de un entorno de aprendizaje seguro. Esto incluye, entre otros, PPE como guantes, mascaras N95, protectores faciales, botellas de agua, utiles escolares, equipo de seguridad y una maquina de identificacion que se utilizara para fines de evaluacion de la salud segun los procedimientos operativos estandar del campus COVID-19.

Milestone's/Strategy's Expected Results/Impact: F:STaR Chart Survey, CNA Survey, Benchmarks, Six weeks grades, projects
S:Fixed Assets inventory Expenditure, EOY grades, promotion/retention rates, STAAR scores
TELPAS Scores, and progress monitoring
Staff Responsible for Monitoring: TST, Librarian,Principal, Dean of
Instruction, Technology
Teacher
Administration
LPAC Chair and Bilingual Lead Teacher

Population: Include subgroups: At risk, EB population, SE, Migrant, 6th-8th Economically Disadvantaged, TI, ESL, SPED, GT, At-Risk students - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023
Funding Sources: Equipment ($5000 below) - 211 Title I-A - 211-11-6398-62-051-Y-30-0F2-Y - $13,000, Computers for testing and instructional labs - 162 State Compensatory - 162-11-6398-62-051-Y-30-000-Y, 1 Desktop Computers (Administration-Attendance) - 211 Title I-A - 211-23-6398-65-051-Y-30-0F2-Y, miscellaneous contracted services - 199 Local funds - 199-23-6299-00-051-Y-99-000-Y, Computer supplies (less than $500) non-instructional - 199 Local funds - 199-23-6398-65-051-Y-99-000-Y, computer supplies/toner- administration - 211 Title I-A - 211-23-6399-65-051-Y-30-0F2-Y, IT general supplies (headphones, ink, Spheros, VGA and HDMI cables) - 211 Title I-A - 211-11-6399-62-051-Y-30-0F2-Y - $9,900 , Supplies & Materials - Software - 162 State Compensatory - 162-11-6395-62-051-Y-30-000-Y, IT Equipment EL Population (i.e., Ipads, Mimio Teach Pads, laptops) - 263 Title III-A Bilingual - 263-11-6398-00-051-Y-25-000-Y, CONTRACTED MAINTENANCE & REPAIR - 211 Title I-A - 211-11-6249-62-051-Y-30-0F2-Y , Software (i.e., ScreenCastify, Nearpod, and Pear Deck..etc) - 263 Title III-A Bilingual - 263-11-6395-62-051-Y-25-031-Y, Misc Contracted Services - 162 State Compensatory - 162-32-6299-00-051-Y-24-CIS-Y, Misc Operating Costs - 162 State Compensatory - 162-61-6499-53-051-Y-30-WTF-Y, General Supplies - 162 State Compensatory - 162-61-6399-051-Y-30-WTF-Y, Equipment (under 5,000) - 211 Title I-A - 211-12-6398-00-051-Y-30-0F2, Equipment under 5000 - 281 ESSER II Grant Funds - 281-11-6398-62-051-Y-24-0CG - $22,658

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

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

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

Performance Objective 8: Conduct the BISD Future Ready Framework Technology Survey annually to assess the level of implementation of each Future Ready gear.
Future Ready Collaborative Leadership

Llevar a cabo la Encuesta de tecnologia del marco Future Ready de BISD anualmente para evaluar el nivel de implementacion de cada equipo Future Ready. Liderazgo colaborativo preparado para el futuro

   Evaluation Data Sources: BISD Future Ready Framework survey results

Strategy 1 Details	Reviews			
Strategy 1: Teachers and administrators will complete an annual School Technology and Readiness Future Ready to assess technology proficiency.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Los maestros y administradores completaran un examen anual School Technology and Readiness Future Ready para evaluar el dominio de la tecnologia. **Milestone's/Strategy's Expected Results/Impact:** F:Completion of Survey STaRchart Survey S: T-TESS ,ERO Summary Report, STAR Chart Survey **Staff Responsible for Monitoring:** Principal, Teachers, Technology Services **Population:** All Faculty - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

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

A traves de los esfuerzos mejorados de prevencion de la desercion, los estudiantes de la escuela secundaria Lucio permaneceran en la escuela hasta que obtengan una promocion exitosa al noveno grado. Los esfuerzos para mejorar la asistencia de nuestros estudiantes los alentaran y desafiaran a que alcancen su maximo potencial educativo.

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

La escuela secundaria Lucio desarrollara e implementara estrategias de prevencion e intervencion para aumentar el rendimiento STAAR de los estudiantes en riesgo en un 5%, aumentar la tasa de asistencia de estudiantes en riesgo en un 5% y mantener la tasa de abandono de la escuela secundaria en un 1% o menos.

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

La escuela secundaria Lucio desarrollara e implementara estrategias de prevencion e intervencion para aumentar el rendimiento STAAR de los estudiantes en riesgo en un 5%, aumentar la tasa de asistencia de estudiantes en riesgo en un 5% y mantener la tasa de abandono de la escuela secundaria en un 1% o menos.

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

Strategy 1 Details		Reviews		
Strategy 1: Migrant recruiters and clerks will attend the annual intensive Identification and Recruitment (ID&R) training in order to be certified as state recruiters.		**Formative**		**Summative**
Migrant Education Program will utilize the comprehensive ID&R / Quality Control Plan of Action/ COE Procedural Flow Chart to systemically and thoroughly identify migrant students and their families and improve their attendance in BISD schools.	**Oct**	**Jan**	**Mar**	**May**

Strategy 1: Migrant recruiters and clerks will attend the annual intensive Identification and Recruitment (ID&R) training in order to be certified as state recruiters.
Migrant Education Program will utilize the comprehensive ID&R / Quality Control Plan of Action/ COE Procedural Flow Chart to systemically and thoroughly identify migrant students and their families and improve their attendance in BISD schools.

Los reclutadores y empleados migrantes asistiran a la capacitacion intensiva anual de Identificacion y Reclutamiento (ID&R) para obtener la certificacion como reclutadores estatales.
El Programa de Educacion Migrante utilizara el ID&R / Plan de Accion de Control de Calidad / Diagrama de Flujo de Procedimientos COE para identificar sistematica y completamente a los estudiantes migrantes y sus familias y mejorar su asistencia en las escuelas de BISD.

Milestone's/Strategy's Expected Results/Impact: Formative:
PDS Transcripts, NGS Maximum Enrollment Report Promotion Continuity of Services, Region One audit

Summative:
Increase in student ID&R numbers Migrant Recruiter & clerks certificate of attendance, increase in migrant student enrollment

Staff Responsible for Monitoring: Principal, Migrant Clerk

Population: Migrant Office Staff - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023
Funding Sources: - 212 Title I-C (Migrant)

Strategy 2 Details		Reviews		
Strategy 2: Lucio MS will recognize students and award incentives to students for maintaining perfect attendance and academic achievement every 6 wks and at the end of the year.		**Formative**		**Summative**
	Oct	**Jan**	**Mar**	**May**

Lucio MS reconocera a los estudiantes y otorgara incentivos a los estudiantes por mantener una asistencia perfecta y un rendimiento academico cada 6 semanas y al final del ano.

Milestone's/Strategy's Expected Results/Impact: Formative:
Progress reports, 6 wks grades, Progress monitoring, Attendance sheets, ceremonies,

Summative:
Annual Rate, EOY attendance rate

Staff Responsible for Monitoring: Parents, PEIMS Administrator, Counselors, Attendance clerk

Population: All 6th-8th students (Economically Disadvantaged, TI MI, EB, SPED, GT, AR) - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023

Funding Sources: Awards/Certificate incentive for attendance/grades - 199 Local funds - 199-11-6498-00-051-Y-11-000-Y, MISCL OPERATING COSTS-AWARDS - 199 Local funds - 199-13-6498-00-051-Y-99-000-Y

0% No Progress	100% Accomplished	➡ Continue/Modify	❌ Discontinue

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

A traves de los esfuerzos mejorados de prevencion de la desercion, los estudiantes de la escuela secundaria Lucio permaneceran en la escuela hasta que obtengan una promocion exitosa al noveno grado. Los esfuerzos para mejorar la asistencia de nuestros estudiantes los alentaran y desafiaran a que alcancen su maximo potencial educativo.

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

Reducir la tasa de abandono de la escuela secundaria a menos del 1%, aumentar la tasa de finalizacion de la escuela secundaria al 95% y aumentar la tasa de graduacion de la escuela secundaria al 91,3%.

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

Strategy 1 Details	Reviews			

Strategy 1: The PEIMS Administrator will work with the home visitor to track truant students and ensure that proper documentation is in place to reduce the number of student that are not in school.
 	
El administrador de PEIMS trabajara con el hogar visitante para rastrear a los estudiantes ausentes y asegurarse de que la documentacion esta en su lugar para reducir el numero de estudiantes que no estan en la escuela.
    Milestone's/Strategy's Expected Results/Impact: Formative: eSchool PLUS student roster with EB and Migrant indicators
 	
Summative: Attendance Rate, Dropout Rate, Retention Rate
    Staff Responsible for Monitoring: PEIMS Administrator, Principal, Home Visitor
 	
    Population: All 6th-8th AR students - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023
	Formative			**Summative**

	Oct	**Jan**	**Mar**	**May**

Strategy 2 Details	Reviews			
Strategy 2: The At Risk Counselor with assist by coordinating intervention programs and monitor the daily activities and progress of all At Risk students and those identified as a priority based on SCE criteria. El Consejero en Riesgo le ayudara coordinando los programas de intervencion y monitoreando el actividades y progreso de todos los estudiantes en riesgo y aquellos identificado como una prioridad en base a los criterios de la SCE. **Milestone's/Strategy's Expected Results/Impact:** Formative: eSchool Plus At-Risk Progress, eSchool Plus Dropout Monitor Report, Benchmark Scores, Student Progress Reports Summative: STAAR, Attendance Rate, Dropout Rate **Staff Responsible for Monitoring:** Principal, Administrator for State Compensatory Education **Population:** All 6th-8th AR Students, TI, MI, EB - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy 3 Details	Reviews			
Strategy 3: Ensure that the campus has a process in place to identify homeless students in order receive the full protections of the McKinney-Vento Act, including the help they need to enroll, attend, and succeed in school. Asegurese de que el campus cuente con un proceso para identificar a los estudiantes sin hogar para recibir el protecciones de la Ley McKinney-Vento, incluida la ayuda necesitan inscribirse, asistir y tener exito en la escuela. **Milestone's/Strategy's Expected Results/Impact:** Formative: Monthly eSchool PLUS At-Risk reports will be generated and the HYP will work with the At-Risk Campus Contact Summative: STAAR, Attendance Rate, Dropout Rate **Staff Responsible for Monitoring:** Principal, Admin for the HYP, Admin for SCE, Admin Special Programs **Population:** 6th-8th AR Students - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy 4 Details		Reviews			
Strategy 4: Ensure that the campus has a process in place to allow students to enroll in school immediately, even if lacking documentation normally required for enrollment once identified as needing assistance from HYP.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**May**
Asegurese de que el campus cuente con un proceso para permitir que los estudiantes se inscriban en la escuela de inmediato, incluso si no documentacion que normalmente se requiere para la inscripcion una vez identificado como necesitado de asistencia de HYP.					
Milestone's/Strategy's Expected Results/Impact: Formative: Monthly eSchool PLUS At-Risk reports will be generated and the HYP will work with the At-Risk Campus Contact					
Summative: STAAR, Attendance Rate, Dropout Rate					
Staff Responsible for Monitoring: Principal, Admin for the HYP, Admin for SCE, Admin Special Programs					
Population: 6th-8th AR Students - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023					

Strategy 5 Details		Reviews			
Strategy 5: Monitor and recover students classified as dropouts/No-Show on a systemic cycle through dropout recovery efforts that include: Walk for the Future, Attend District Dropout Recovery Meetings (Fall) to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**May**
Monitorear y recuperar a los estudiantes clasificados como desertores / No-Show en un ciclo sistemico a traves de esfuerzos de recuperacion de desercion que incluyen: Camine por el futuro, asista Reuniones de recuperacion de desercion escolar del distrito (otono) para mejorar el rendimiento, la asistencia, la tasa de graduacion y la tasa de finalizacion de los estudiantes en riesgo, y reducir la tasa de retencion y la tasa de desercion.					
Milestone's/Strategy's Expected Results/Impact: Formative: PDS Session Attendance and Evaluation Reports, eSchoolPlus At-Risk Progress Report and Dropout Monitor Reports, Progress Monitoring Assessment Scores, Student Progress Reports					
Summative: Increased At-Risk Retention, Graduation, and Completion Rates, Decreased dropout rate					
Staff Responsible for Monitoring: Campus Administration, Attendance and Migrant Clerk, Parent Liaison					
Population: All At-risk Students - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023					

Strategy 6 Details	Reviews			
Strategy 6: A clothes closet will be implemented to provide identified at-risk, homeless, and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate. Se implementara un armario de ropa para proporcionar a los jovenes identificados en riesgo, sin hogar y no acompanados alimentos, productos de higiene, utiles escolares y ropa segun sea necesario para mejorar el rendimiento, la asistencia, la tasa de graduacion, la tasa de finalizacion y la disminucion de los estudiantes en riesgo. la tasa de retencion y la tasa de abandono. **Milestone's/Strategy's Expected Results/Impact:** Formative: Clothes Closet Inventory, Clothes Closet Distribution Log, Progress Monitoring Assessment Scores, Student Progress Reports Summative: Increased At-risk Retention, Graduation, and Completion Rates Decreased dropout rate **Staff Responsible for Monitoring:** Principal **Population:** All At-risk Students - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

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

Generated by Plan4Learning.com

119 of 15

Campus #031901051
September 1, 2022 12:36 PM

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

A traves de los esfuerzos mejorados de prevencion de la desercion, los estudiantes de la escuela secundaria Lucio permaneceran en la escuela hasta que obtengan una promocion exitosa al noveno grado. Los esfuerzos para mejorar la asistencia de nuestros estudiantes los alentaran y desafiaran a que alcancen su maximo potencial educativo.

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

Lucio M.S. Desarrollara estrategias de prevencion e intervencion que aumentaran el rendimiento de los estudiantes en riesgo en STAAR en un 10%.

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

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: Accelerated instruction in the core foundation curriculum will be provided during extended day tutorial programs/Saturday Academies to increase academic achievement and attendance for at-risk students by 10%, and to decrease the dropout rate to less than 1% of the at-risk students. Support regular/accelerated instruction through the purchase of technology equipment (desktops, printers, projectors, cameras, document cameras, calculators and other).	**Oct**	**Jan**	**Mar**	**May**

Se proporcionara instruccion acelerada en el plan de estudios basico basico durante los programas de tutoria de dia extendido / Academias de los sabados para aumentar el rendimiento academico y la asistencia de los estudiantes en riesgo en un 10%, y para disminuir la tasa de desercion a menos del 1% de los estudiantes en riesgo. . Apoyar la instruccion regular / acelerada mediante la compra de equipos tecnologicos (computadoras de escritorio, impresoras, proyectores, camaras,
camaras de documentos, calculadoras y otros).

Milestone's/Strategy's Expected Results/Impact: Formative:
eSchoolPLUS generated Tutorial Schedule, Tutorial Attendance, Tutorial Lesson Plans, Tutorial Classroom Observations, IPR, Benchmark Scores

Summative:
STAAR results , Retention rate, TELPAS

Staff Responsible for Monitoring: Principal, Dean, Assistant Principal, Teachers

State Compensatory Admin.

 - ESF Levers:
Lever 5: Effective Instruction
 - Targeted Support Strategy - Population: AR, TI, MI, EB, DYS **- Start Date:** August 16, 2022 **- End Date:** June 1, 2023
Funding Sources: Reclassified Transportation (Tutorials extended day) - 211 Title I-A - 211-11-6494-00-051-Y-30-0F2-Y

Strategy 2 Details	Reviews			
Strategy 2: The Deans of Instruction will conduct regular scheduled research-based professional development sessions in order to train, support, recruit and retain highly qualified personnel that will positively impact at-risk student.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
El Director de Instruccion llevaran a cabo sesiones de desarrollo profesional programadas regularmente basadas en la investigacion para capacitar, apoyar, reclutar y retener personal altamente calificado que impactara positivamente a los estudiantes en riesgo. **Milestone's/Strategy's Expected Results/Impact:** Formative: Lesson Plans, Classroom Observations, Benchmark scores, IPRs, Professional Development sign in sheets Summative: STAAR scores **Staff Responsible for Monitoring:** Principal, Administrator for State Compensatory Education **ESF Levers:** Lever 1: Strong School Leadership and Planning - **Targeted Support Strategy - Population:** AR, TI, MI, EB, DYS - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023 **Funding Sources:** - 162 State Compensatory - 162-11-6399-00-051-Y-30-000-Y				

Strategy 3 Details	Reviews			
Strategy 3: MIGRANT- Lucio MS Migrant students will receive grade appropriate school supplies on an as needed basis to ensure academic success and to equalize their opportunities for the academic challenges of their grade level. Computers and printers will be provided for students to work on their assignments and projects.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
MIGRANTE- Lucio MS Los estudiantes migrantes recibiran utiles escolares apropiados para el grado segun sea necesario para asegurar el exito academico y para igualar sus oportunidades para los desafios academicos de su nivel de grado. Se proporcionaran computadoras e impresoras para que los estudiantes trabajen en sus tareas y proyectos. **Milestone's/Strategy's Expected Results/Impact:** Formative: 6 Weeks Grades, student sign in sheets for supplies Summative: Successful completion of all courses and master the STAAR **Staff Responsible for Monitoring:** Administration, Counselors, Migrant Clerk, Teachers **Population:** All migrant Students - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023 **Funding Sources:** HP Printer for migrant student lab - 212 Title I-C (Migrant) - 212-11-6649-00-051-Y24-0F2-Y				

Strategy 4 Details	Reviews			
Strategy 4: MIGRANT- Lucio MS migrant clerk/staff member(s) will follow the district required Priority of Services Plan of Action to ensure PFS and migrant students receive supplemental support and are the priority as delineated by NCLB Act of 2001 Section 1301-1309 and NCLB Section 1304(d) are met throughout the current school year	**Formative**			**Summative**
	Oct	Jan	Mar	May
MIGRANTE- El secretario / miembro del personal migrante de Lucio MS seguira el Plan de Accion de Prioridad de Servicios requerido por el distrito para garantizar que PFS y los estudiantes migrantes reciban apoyo suplementario y sean la prioridad segun lo delineado por la Ley NCLB de 2001 Seccion 1301-1309 y la Seccion NCLB 1304 (d) se cumplen durante todo el ano escolar actual **Milestone's/Strategy's Expected Results/Impact:** Formative: Student sign in logs, tutorial attendance sheets, Lesson plans, grades Summative: Successful completion of all courses and master the STAAR, promotion rates, decrease student identified as PFS by 5% **Staff Responsible for Monitoring:** Special Programs , Administration, Migrant Clerk/Teacher, Counselors, District Migrant Personnel/Program **Population:** Migrant Clerk - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023				

Strategy 5 Details	Reviews			
Strategy 5: Supplement the Dyslexia Program to provide language and literacy interventions (as needed) to improve student achievement, attendance, graduation rate, completion rate, and reduce the retention rate and dropout rate.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Complementar el programa de dislexia para proporcionar intervenciones de lenguaje y alfabetizacion (segun sea necesario) para mejorar el rendimiento estudiantil, la asistencia, la tasa de graduacion, la tasa de finalizacion y reducir la tasa de retencion y la tasa de desercion. **Milestone's/Strategy's Expected Results/Impact:** Formative: eSchoolPLUS Master Schedule, Teacher lesson Plans, Classroom Observations, Progress Monitoring, Assessment Scores, Student Progress Reports Summative : Decreased Retention Rate compared to prior year **Staff Responsible for Monitoring:** Campus Administration, Dyslexia teacher and clerk, Curriculum, State Compensatory **Population:** At-risk Students; Dyslexic Students - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023				

Strategy 6 Details	Reviews			
Strategy 6: Provide computer-based instruction in the foundation curriculum and adaptive-assisted devices in order to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Proporcionar instruccion basada en computadora en el plan de estudios basico y dispositivos asistidos por adaptacion para mejorar el rendimiento, la asistencia, la tasa de graduacion y la tasa de finalizacion de los estudiantes en riesgo, y disminuir la tasa de retencion y la tasa de desercion. **Milestone's/Strategy's Expected Results/Impact:** Formative : eSchoolPLUS Master Schedule, Computer Lab Schedule, Software Usage Reports, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports Summative : Improved STAAR/EOC, TELPAS and other state assessments, Attendance Rate, Retention Rate, Dropout Rate, Graduation Rate, and Completion Rate **Staff Responsible for Monitoring:** Principal, Dean, Assistant Principal, Sp. Programs, Admin. State Compensatory **Population:** All At-risk Students (TI, MI, EB, DYS) - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023				

Strategy 7 Details	Reviews			
Strategy 7: MIGRANT- Lucio MS migrant students will have an equal opportunity to attend the school district's summer school programs to ensure promotion if needed or to participate in the migrant enrichment summer program.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
MIGRANTE- Los estudiantes migrantes de Lucio MS tendran la misma oportunidad de asistir a los programas de la escuela de verano del distrito escolar para garantizar la promocion si es necesario o para participar en el programa de verano de enriquecimiento para migrantes. **Milestone's/Strategy's Expected Results/Impact:** Formative: Sixth weeks grades and PFS Monitoring Tool, Summer School attendance logs Summative: On time promotion/graduation and decrease dropout rates and STAAR scores by 10%, EOY Promotion Rates, PBMAS **Staff Responsible for Monitoring:** Principal, Migrant Clerks, Counselors, Teachers **Population:** All Migrant students - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023				

Strategy 8 Details		Reviews			
		Formative			**Summative**
Strategy 8: The At-Risk Counselor will provide assistance to Lucio MS with recovery of drop-outs and to monitor and counsel potential drop-out students to improve academic achievement by 10% increase attendance by 10% and decrease the drop-out rate to less than 1%. Supplies and resources will be purchased to assist At-Risk Counselor with assisting students educational needs.		**Oct**	**Jan**	**Mar**	**May**
El consejero en riesgo brindara asistencia a Lucio MS con la recuperacion de la desercion y supervisara y asesorara a los posibles estudiantes que abandonan la escuela para mejorar el rendimiento academico en un 10%, aumentar la asistencia en un 10% y reducir la tasa de desercion a menos de 1 %. Se compraran suministros y recursos para ayudar al Consejero en Riesgo a ayudar con las necesidades educativas de los estudiantes.					
Milestone's/Strategy's Expected Results/Impact: Formative: eSchoolPlus drop-out monitoring report, eSchoolPlus Special Programs report, benchmark scores, IPRs, TSI					
Summative: STAAR scores, Attendance Rate, Retention Rate, Drop-out Rate **Staff Responsible for Monitoring:** Principal, Dean, Assistant Principal, Administrator for State Compensatory Education					
Population: AR, TI, MI, EB - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023					
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue					

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

A traves de los esfuerzos mejorados de prevencion de la desercion, los estudiantes de la escuela secundaria Lucio permaneceran en la escuela hasta que obtengan una promocion exitosa al noveno grado. Los esfuerzos para mejorar la asistencia de nuestros estudiantes los alentaran y desafiaran a que alcancen su maximo potencial educativo.

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

Lucio M.S. implementara un sistema de salud escolar coordinado y sostenible que proporcione herramientas y recursos de bienestar que promoveran el desarrollo a largo plazo a traves de la asistencia de los estudiantes y el exito de todo el estudiante.

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

Strategy 1 Details	Reviews			
Strategy 1: To promote physically and emotionally healthy students, Lucio M.S. will utilize the	**Formative**			**Summative**
-PAPA (Parenting and Paternity Awareness) curriculum -CATCH (Coordinated Approach to Child Health) program, and	**Oct**	**Jan**	**Mar**	**May**
-SHAC (School Health Advisory Committee) to address areas including Prevention of Dating Violence and sexual abuse of children. Para promover la salud fisica y emocional de los estudiantes, Lucio M.S. utilizara el -Curriculo PAPA (Conciencia sobre la crianza y la paternidad) -CATCH (Enfoque coordinado de la salud infantil), y -SHAC (Comite Asesor de Salud Escolar) para abordar areas que incluyen la Prevencion de la violencia en el noviazgo y el abuso sexual de ninos.				
Milestone's/Strategy's Expected Results/Impact: Formative Results: Classroom observation, Professional development evaluations, Sign-in sheets, Workshop agendas Summative Impact: Fitness Gram results increase CATCH Binder end of year evaluation				
Staff Responsible for Monitoring: Principals, Assistant Principal Deans, Dept Chairs **Population:** All students - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023				

Strategy 2 Details	Reviews			
	Formative			**Summative**
Strategy 2: In an effort to improve overall student health which increases student attendance and academic performance, will be carried out by a full time campus nurse.	**Oct**	**Jan**	**Mar**	**May**
En un esfuerzo por mejorar la salud general de los estudiantes, lo que aumenta la asistencia y el rendimiento academico de los estudiantes, sera llevado a cabo por una enfermera del campus a tiempo completo. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Monthly reports Summative Impact: Nurse time and effort reports will clearly show that the students immediate health concerns are being addressed and will result in improved student attendance and grades **Staff Responsible for Monitoring:** Campus Administration, Nurse and Nurse Assistant **Population:** All students - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023				

Strategy 3 Details	Reviews			
Strategy 3: Counselors will have	**Formative**			**Summative**
-program addressing students/groups with personal issues (emotional distress, family/alchohol problems, etc.) to increase attendance and academic performance	**Oct**	**Jan**	**Mar**	**May**

-parent services dealing with schedules modifications, general counseling to ease parents with students classes and problems facing at school
-promote identifying and awareness of homeless/accompanied youth related services (social, emotional, physical, academic needs) within BISD and community agencies to support to increase student attendance and academic performance.
 	
Counselors, teachers, librarian will provide support along with reinforcement of Social-Emotional curriculum to students who will benefit from the additional SEL support.
 	
Los consejeros tendran
-programa dirigido a estudiantes / grupos con problemas personales (angustia emocional, problemas familiares / de alcohol, etc.) para aumentar la asistencia y el rendimiento academico
-servicios para padres que tratan con modificaciones de horarios, asesoramiento general para facilitar a los padres las clases de los estudiantes y los problemas que enfrentan en la escuela
-Promover la identificacion y conciencia de los servicios relacionados con jovenes sin hogar / acompanados (necesidades sociales, emocionales, fisicas, academicas) dentro de BISD y agencias comunitarias para apoyar el aumento de la asistencia y el rendimiento academico de los estudiantes.
 	
Los consejeros, maestros y bibliotecarios brindaran apoyo junto con el refuerzo del plan de estudios socioemocional a los estudiantes que se beneficiaran del apoyo adicional de SEL.
    Milestone's/Strategy's Expected Results/Impact: Formative Results:
Monthly Counselor's log, Parent contact log, Student progress
 	
Summative Impact: Attendance Rate, Dropout Rate, STAAR
    Staff Responsible for Monitoring: Principal, Counselors, Admin for the HYP, Admin for SCE, Admin Special Programs
 	
Population: All 6th-8th students - **Start Date:** August 16, 2022 - **End Date:** June 1, 2023
Funding Sources: Mental Health- Social-Emotional Learning Reinforcement - 282 ESSER III Grant Funds - 282-13-6118-00-051-99-MH1-1				

0% No Progress 100% Accomplished ➡️ Continue/Modify ❌ Discontinue				

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	2	Resources Per Content: Purchase content specific high quality resource material in order to enhance curriculum in all core areas (ELAR, Math, Science, History)accessible to all students with an emphasis on students in low performing groups. After-school program supplies are need to ensure our English Learners success through the Affective Domain. Other materials including EOY student awards such as trophies, medals, or plaques will be purchased for award ceremonies. Books will also be purchased for students to close academic gaps. Distance Learning for 2020-2021 due to COVID-19 will be the recommended opening strategy as per the CDC, TEA and BISD guidelines. To ensure the safety of students face to face and/or virtual learning, supplies will be provided to promote the continuation of a safe learning environment. This includes but not limited to PPE such as gloves, N95 masks, face shields, hand sanitizer, Clorox wipes, water bottles, school supplies, safety equipment and an ID machine that will be utilized for health screening purposes as per COVID-19 Standard Operating Campus Procedures.
1	1	4	Tutorials: After-School & Saturday tutorials to help those students who are in danger of failing the STAAR, TELPAS tests or their Reading & Math classes so that they can be successful in their State assessment and in their core curriculum. Core area teachers will implement effective intervention strategies including remediation for students diagnosed as performing below established proficiency levels for all students including at-risk to perform at grade level. -STAAR Enrichment -Saturday Academy -After-school Tutorials -RTI Population:
7	1	2	Instruction: Provide time for teachers to vertically and horizontal curriculum plan with each other to maximize their instructional program for all students in which teachers collaborate in reviewing and applying the district's scope and sequence and frameworks. -Bilingual/ESL Middle Academic Literacy Initiative TEKS strategies Vocab. routine, Read with Purpose, Making Connections, Determining Importance and Summary, Making Inferences and Predictions) -CCRS (College ad Career Readiness Standards) -Response to Intervention (RtI) -STAAR (state assessment) -Reading & Writing Across the Curriculum (Content Fluency) -Comprehension Strategies -Effective research-based teaching practices -Discipline Management -TELPAS -ELPS -Sheltered Instruction -Technology Instruccion: Proporcionar tiempo para que los maestros planifiquen el plan de estudios vertical y horizontal entre si para maximizar su programa de instruccion para todos los estudiantes en el que los maestros colaboren en la revision y aplicacion del alcance, la secuencia y los marcos del distrito. -Iniciativa de alfabetizacion academica intermedia bilingue/ESL TEKS Vocabulario de estrategias. rutina, leer con un proposito, hacer conexiones, determinar la importancia y el resumen, hacer inferencias y predicciones) -CCRS (Estandares de preparacion universitaria y profesional) -Respuesta a la Intervencion (RtI) -STAAR (evaluacion estatal) -Lectura y escritura a lo largo del plan de estudios (Fluidez del contenido) -Estrategias de Comprension -Practicas docentes eficaces basadas en la investigacion -Manejo de Disciplina -TELPAS -ELPS -Instruccion protegida -Tecnologia
7	1	6	Dean of Instruction will assist in providing instructional leadership. coordination, consumable instructional supplies for improvement in the middle school instructional programs to improve students performance on STAAR /EOC/ TELPAS. El director de instrucion ayudara a proporcionar liderazgo instructivo. coordinacion, suministros de instruccion consumibles para mejorar los programas de instruccion de la escuela intermedia para mejorar el rendimiento de los estudiantes en STAAR / EOC / TELPAS.

Goal	Objective	Strategy	Description
7	1	7	PD(GT/Honors/STEM) for teachers to enhance teaching skills and integrate vertical aligned curriculum for GT/Honors/STEM courses in the core areas of ELA, math, science, social studies, and Spanish Language to improve critical thinking skills and passing rates on AP exams and STAAR Scores. College Board approval of AP courses approved and compliance/requirements using research on college readiness best practices to insure students are college ready. PD (GT/cursos de honor/STEM) para que los maestros mejoren las habilidades de ensenanza e integren un plan de estudios alineado verticalmente para los cursos (GT/cursos de honor/STEM) en las areas basicas de ELA, matematicas, ciencias y estudios sociales , e idioma espanol para mejorar las habilidades de pensamiento critico y las tasas de aprobacion en los examenes AP y las puntuaciones STAAR. Aprobacion de la Junta Universitaria de los cursos AP aprobados y cumplimiento/requisitos utilizando la investigacion sobre las mejores practicas de preparacion para la universidad para asegurar que los estudiantes esten preparados para la universidad.
9	3	1	Accelerated instruction in the core foundation curriculum will be provided during extended day tutorial programs/Saturday Academies to increase academic achievement and attendance for at-risk students by 10%, and to decrease the dropout rate to less than 1% of the at-risk students. Support regular/accelerated instruction through the purchase of technology equipment (desktops, printers, projectors, cameras, document cameras, calculators and other). Se proporcionara instruccion acelerada en el plan de estudios basico basico durante los programas de tutoria de dia extendido / Academias de los sabados para aumentar el rendimiento academico y la asistencia de los estudiantes en riesgo en un 10%, y para disminuir la tasa de desercion a menos del 1% de los estudiantes en riesgo. . Apoyar la instruccion regular / acelerada mediante la compra de equipos tecnologicos (computadoras de escritorio, impresoras, proyectores, camaras, camaras de documentos, calculadoras y otros).
9	3	2	The Deans of Instruction will conduct regular scheduled research-based professional development sessions in order to train, support, recruit and retain highly qualified personnel that will positively impact at-risk student. El Director de Instruccion llevaran a cabo sesiones de desarrollo profesional programadas regularmente basadas en la investigacion para capacitar, apoyar, reclutar y retener personal altamente calificado que impactara positivamente a los estudiantes en riesgo.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	9	TELPAS Samples: All Core Area Teachers will be require to maintain a writing portfolio by collecting TELPAS formatted samples every 6 weeks. Population: 6th-8th grade Students; Parental Denials, EB, MI, SE Timeline: July 2022-April 2023; Every 6 weeks
7	1	1	Prescribe out of district professional development for content teachers and campus administration (to include travel expenses, mileage, membership and conference fees from approved vendors) that promote student learning and support academic progress with the most current instructional strategies. substitutes will be provided for teachers to attend training(s). Prescribir desarrollo profesional fuera del distrito para maestros de contenido y administracion del campus (para incluir gastos de viaje, millaje, cuotas de membresia y conferencias de proveedores aprobados) que promuevan el aprendizaje de los estudiantes y apoyen el progreso academico con las estrategias educativas mas actuales. se proporcionaran sustitutos para que los maestros asistan a la(s) capacitacion(es).

State Compensatory

Budget for Lucio Middle School

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 6
Brief Description of SCE Services and/or Programs

Personnel for Lucio Middle School

Name	Position	FTE
Anitra Zamora	Teacher	1
At-Risk Counselor	At-Risk Counselor	1
Cynthia Gamboa	Teacher	1
Juan Carlos Vega	Teacher	1
Linda Noell	Teacher	1
Rosie Elizabeth Vega	Teacher	1

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

A comprehensive needs assessment was conducted from April 11 to May4th by the district for our campus and responses shared to SBDM May 18, 2022. Over one year the Site-Based Decision-Making (SBDM) Committee has used the information to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on these needs, the committee decided to concentrate on improving the passing rate of all students equally, including student in sub groups such as: Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on all state assessments. The goal is to have 90 percent of all students and all student sub populations passing all parts of state mandated assessments for the 2022-2023 school year and to increase the Masters performance level in all content areas. The summary of the campus CNA and data sources can be found at the on the addendum of the CIP.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

The CIP is developed with the involvement of parents and other members of the community to be served and individulals who will carry out such a plan, including teachers, principals, other school leaders, paras, and other individuals determined by the school. Our campus SBDM committee meets monthly on the last Thursday of every month in order to review campus needs, activities, accomplishments, initiatives, etc. The campus departments will meet to review and provide input on the campus improvement plan in accordance to the campus needs. Members of the Campus Improvement Plan can be found on the last page of the CIP. Last meeting held on :May 18, 2022 held face to face in library.

2.2: Regular monitoring and revision

Lucio Middle School Teachers meet on a weekly basis (every Monday) with Dean of Instruction in order to monitor and revise lesson delivery using relevant data, receive new PD training to support teaching strategies and adjusting working with students, and review student progress. The departments meet on a weekly basis in order to plan vertically and horizontally to meet the individual needs of our students and to receive any additional information provided to department head from C & I. Department Chairs meet on a monthly basis with District Curriculum Specialist to get updates about curriculum. Teachers deliver the received information through lesson delievery and maintain communication with other teachers at our campus in order to implement strategies and maintain curriculum alignment. The RTI Committee meets ever six weeks in order to monitor student progress. The date that the CIP was revised and or evaluated for 2020-21 school year was May 18, 2022.

SBDM Meeting dates:

Members:

Daniela Gonzalez	Student	daniela1@hotmail.com	Student
Chester Arizmendi	Principal	cjarizmendi@bisd.us	Administrator
Jessica Salinar	English Teacher	jsalinas@bisd.us	Classroom Teacher
Linda Noell (Y2)	Science Teacher	lnoell@bisd.us	Classroom Teacher
Patricia Martinez (Y2)	Parent	Mi_perita@hotmail.com	Parent
Patricia Vela (Y2)	Paraprofessional	prvela@bisd.us	Paraprofessional
Linda Garcia (Y2)	Counselor	malgarcia@bisd.us	Non-classroom Professional
Oscar Cantu Jr (Y1)	Curriculum Specialist	ocantujr@bisd.us	District-level Professional
Anabel Alejandro	Dean	aalejandro@bisd.us	Facilitator
Ricardo Najera (Y2)	Community Representative: Deputy Fire Chief	ricardo.najera@cob.us	Community Representative
Maria Atkinson (Y2)	Math Teacher	maatkinson@bisd.us	Classroom Teacher

Daniela Gonzalez	Student	daniela1@hotmail.com	Student
Priscilla (Y1) Rebollo	Parent	prebollo@gmail.com	Parent
Nydia Gamez (Y1)	Parent	ngamez@gmail.com	Parent
Laura Guzman (Y1)	Parent	lguzman@gmail.com	Parent
Ciria Nieto (Y2)	Community in Schools	cis-cnieto@bisd.us	Non-classroom Professional
Rosalinda Gaona (Y2)	Art Teacher	rgaona@bisd.us	Classroom Teacher
Joel Cruz (Y2)	Choir Teacher	jlcruz2@bisd.us	Classroom Teacher
Maria Fernandez (Y2)	Parent	solfernandez2007@hotmail.com	Parent
Genoveva Marquez (Y1)	Parent	vity_flores_24@yahoo.com	Parent
Ana Bautista (Y2)	Para-Professional	avbautista@bisd.us	Paraprofessional
Laura Martinez (Y2)	Business Representative: Academy Day Care Director	laurakidbridge@yahoo.com	Business Representative
Nora Cuevas (Y2)	Classroom Teacher ELAR Department	cuevasnh@bisd.us	Classroom Teacher
Araceli Zapata (Y2)	Social Studies Teacher	ajzapata@bisd.us	Classroom Teacher
Dulce Avina (Y2)	Special Education Teacher	dlavina@bisd.us	Classroom Teacher

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

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

2.4: Opportunities for all children to meet State standards

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

2.5: Increased learning time and well-rounded education

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

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

Students experiencing difficulty in mastering the TEKS will be provided effective, timely additional assistance. All teachers will closely monitor all students' performance based on daily classroom assignments and assessments. In addition to tutorial, students will have the opportunity to attend Saturday Academies and use computer software (Edgenuity, Apex, etc.).The school will coordinate and integrate federal, state, and local programs and services to maximize the effectiveness of these resources. Several of the strategies being implemented are jointly funded with Special Services and Title I Funds, e.g., migrant and after school tutorial programs. Professional Development activities are also paid for from Title I, Parts A and C, and Local Funds. Title I Funds along with other approved funds are used to purchase supplemental instructional materials, media, and library resources used to improve and enhance the overall instructional program.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

The family engagement policy is developed reviewed and revised by parent liason and parents and presented on April 29, 2021 and approved June 3, 2021. It will dssiminated August- Sept 2021 to all parents at the beginning of the school year. The campus list of individuals and their roles who particpated througout the process, collaborating with the campus leadership team (active parents, particiapting students, SBDM members, etc) to revise and complete the policy can be found in the campus Parent and Family Engagement Policy binder and at the end of the CIP. The policy clearly outlines the expectations of the student and parents, and communicates the expectations of the campus in order to achieve student success for the 2021-2022 school year.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

The family engagement policy is developed reviewed and revised by parent liason and parents and presented on April 29, 2021 and approved June 3, 2021. It will dssiminated August- Sept 2021 to all parents at the beginning of the school year. The campus list of individuals and their roles who particpated througout the process, collaborating with the campus leadership team (active parents, particiapting students, SBDM members, etc) to revise and complete the policy can be found in the campus Parent and Family Engagement Policy binder and at the end of the CIP. The policy clearly outlines the expectations of the student and parents, and communicates the expectations of the campus in order to achieve student success for the 2021-2022 school year.

4.2: Offer flexible number of parent involvement meetings

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

5. Targeted Assistance Schools Only

5.1: Determine which students will be served by following local policy

n/a

Title I Personnel

Name	Position	Program	FTE
Arredondo, Maria G	Teacher	Reading	1
Duarte, Liliana	Teacher	Math	1
Duran, Erasmo	Parent Liaison	Parental Involvement	1
Maldonado, Gabriela	Librarian	Library	1
Meza, Nereida	Nurse	Health Services	.5
Ortiz, Gladys	Dyslexia Aide	Dyslexia	1
VACANCY	Library Aide	Library/Media Services	1

Plan Notes

Program/ Position	Goal or Topic for review	Date of Feedback	Contact name and # D. Lopez	Goal-PO-Strategy-Need	Notes or Feedback
Assessment	Demographics, Student Learning, and Perception Needs information, TAPRs as Addendums	11/19/21			Demographics: missing Sp. Ed and GT population
Assistant Superintendent	Addendums Added (SMART) Performance Objectives, Local funds allocated and have needs attached, Committees (SBDM)	2/10/22			Task completed on this section :)
Athletics	Processes and Programs and Goals 1 and 2				
			MGC		Change all references from LEP, ELL, EL to EB
			EXT 3195		Change all references to English Learners to Emergent Bilingual
					Change Bilingual program to ESL program (Programs)
					2 of 19 strategies cite EB students exclusively, otherwise lumped in with at-risk, special programs, or general pop (GOAL 1)
				Programs	0 of 28 strategies exclusively target EB students; lumped in with special pops, at risk, gen pop (GOAL 7)
				Goal 1	
				Goal 7	5 of 17 strategies cite EB students as PART of the targeted student pop; otherwise lumped in with at-risk pop; TELPAS is not cited as an evaluation data source (GOAL 9)
Bilingual	Processes and Programs, Goals 1, 7, and 9 related to BIL/ESL/EB	11/18/21		Goal 9	
CCMR/Dual Enrollment	Goal 1 related to ECHS, CCMR, Dual Enrollment				

Program/ Position	Goal or Topic for review	Date of Feedback	Contact name and #	Goal-PO-Strategy-Need	Notes or Feedback
			Ana Peña 698-2094		Student Learning: Change ELL to EB, DNA remover AP,DNA remove istation (Unless used at your campus) OK
					8.7.1 Remove Compass Learning and Mindplay OK
					7.1.3 Change EL to EB DNA
					7.1.6 Change LEP to EB DNA
					7.1.7 Remove AP DNA
					7.1.14 Update end date OK
					7.1.15 Remove Review 360 OK
					7.1.16 Update end date OK
					Perfomance Objective 1: Remove Writing DNA
					Objective 1 Update EL and LEP to EB OK
					1.1.14 Change AYP to TAIS OK
Curriculum-Secondary	Student Learning and Processes and Programs, Goals 1, 7, and 8 for Elementary	11/16/21 12/7/521		Student Learning Objectives: 8,7,1	1.1.17 Remove AP OK
Curriculum--Secondary	Student Learning and Processes and Programs, Goals 1, 7, and 8 for Secondary				1.4.2 Update activities dates OK
			Roni Rentfro 547-3590		fixed Need public presentation date
					fixed need CCNA date
					All funded strategies need needs linked
					6/10: Will check more after these corrections but as 6/14 still not updated
	Plan Setup, Prioritized Needs, Formative Reviews, TIP/RDA/CCMR etc. strategies, SBDM membership, Addendums, Translation, and overall review	6-10-2022 6/14 149p			ESSA Elements:
DCSI					2.2 needs dates

Program/ Position	Goal or Topic for review	Date of Feedback	Contact name and #	Goal-PO-Strategy-Need	Notes or Feedback
Dyslexia/504	Student Learning, Processes and Programs, Goals 1, 7 and 9 for Dyslexia	11/15/2021	Amalia Hinojosa 698-0848	DNA	Need to include PD to staff and parent presentation on dyslexia and 504. Need to include 504 and TMSFA. Need to specify populations by listing all groups
Early Childhood	Student Learning and Goals 1 and 7 Early Childhood				
ESSER	ESSER funded Strategies with Needs linked and all funds allocate				
Facilities and Maintenance	Goal 2				
Federal Programs (211)	211 funded Strategies with Needs linked, ESSA T1-A Elements, T1-A Personnel				
Finance and Budget	Goal 3				
Fine Arts	Student Learning and Processes and Programs, Goals 1 and &		Michael Garcia 2719		1.4.2 the Fine Arts Festival has not taken place in some time.

Program/ Position	Goal or Topic for review	Date of Feedback#	Contact name and Goal-PO-Strategy-Need	Notes or Feedback

Ensure that a strategy is include for following

- Campus Counselors will implement a comprehensive counseling program under TAC 11.252 with the support of community/non-profit organizations to address current mental health, safety related trends and conflict resolution through presentations with students, parents campus faculty and staff on the topics to include mental health, inter-personal / intra-personal effectiveness, personal health/ safety and college/career readiness. (DIP 5.2.5)
- Include strategy to include Professional Development for MTSS to include social-emotional learning (DIP 7.1.12)
- Include strategy to include Professional Development to include trauma-informed care (DIP 7.4.1)
- Goal#7: Include strategy to include Professional Development for child sexual abuse, sex-trafficking and other maltreatment of children. Each campus shall provide a child abuse anti-victimization program that includes presentations to students and campus staff. (DIP 7.4.3)

Garza 1468

- Goal #7: Include a strategy to include Professional Development for Safe and Supportive Schools Behavioral Threat Assessment Team (DIP # 7.4.2)

Garza 1468

- Suite 360 SEL Curriculum Implementation
- High Schools and Middle Schools include strategy for at-risk counselor High Schools include strategy for

11/19/21

Texas A&M Advise TX college and

Guidance and Counseling	**Perceptions and Goals 5, 7 and 9**	12/7/21		**DNA - yellow**	career assistance for students in college planning and college
Homeless	**Demographics, Processes and Programs, Goals 1 and 9 related to Homeless**				
		11/11/2021	**Miguel Molina**		ok
		12/7/2021	**Miguel Molina**	**PO5**	**May want to iinclude a strategy that correlates with community/parent involvment**
					PO5-S1 may wna to change it to PO6
					PO5-S2 may want to change it to PO7
Instructional Technology or ISET	**Processes and Programs, Goal 8**			**PO8**	**STAR chart is now Future Ready**
Migrant	**Demographics, Goals 1 and 9 related to Migrant**				
Parent and Family Engagement	**Demographics, Processes and Programs, and Perceptions, Goal 6, ESSA SWP 3.1 and 3.2**				
PEIMS	**Demographics and related strategies**				
Professional Development	**Perceptions, Processes and Programs, Goal 7 performance objectives and strategies**		**Michael Garcia 2719**		**Fine Arts professional development opportunities such as district staff devleopment, Music, Dance & Art professional association workshops and conventions.**
Public Information	**Perceptions and Goal 4**				
Pupil Services	**Demographics and Goal 5**				
Security Services	**Demographics and Perceptions, Goals 5 and 7**				

Program/ Position	Goal or Topic for review	Date of Feedback	Contact name and #	Goal-PO-Strategy-Need	Notes or Feedback
			John Blackburn		Goal 1, 5, 7, & 9. Special Education is well distributed throughout the goals listed and appropriate strategies. We are reminding campuses that anything provided to Regular Education staff or educational settings should also be provided to Special Education Staff and Students. Special Education "suppliments" with additional supplies and technology. Senate Bill 1196 must be part of this document and mention of the required CORE team and its training. Consider using one designation for Special Education throughout your plan. Examples: SpEd, SPED, SE,
			John Blackburn		
			John Blackburn		Special Education. Senate Bill 1196 requires each campus to have a trained CORE TEAM all CPI Certified to descalate Students in crisis. It is annually trained since 2002. I would recommend that it be included in Goal 5. MECA is also a formal assessment that is used to establish Transition goals and objectives for each student 14 and above. I found no mention of it under Goal 1
Special Education	All Need areas, Goals 1, 5, 7 and 9 related to Special Education	11/17/2021 12/7/2021 2/3/2022			I Found no mention of Senate Bill 1196 and the required CORE TEAM. MECA Formal Assessment is required prior to a Special Education Student turning 14 and is to be done at least once annually.
State Compensatory Education	162 funded Strategies with Needs linked, State Comp Personnel, Goal 9 At-Risk related areas				

2022-2023 Site Based Decision Making Committee

Committee Role	Name	Position
Student	Daniela Gonzalez	Student
Administrator	Chester Arizmendi	Principal
Classroom Teacher	Cynthia Crews	English Teacher
Classroom Teacher	Linda Noell (Y1)	Science Teacher
Parent	Patricia Martinez (Y1)	Parent
Paraprofessional	Patricia Vela	Paraprofessional
Non-classroom Professional	Linda Garcia	Counselor
District-level Professional	Lorena Lozano	Curriculum Specialist
Facilitator	Anabel Alejandro	Dean
Community Representative	Ricardo Najera	Community Representative: Deputy Fire Chief
Classroom Teacher	Maria Atkinson (Y1)	Math Teacher
Parent	Priscilla (Y1) Rebollo	Parent
Parent	Nydia Gamez (Y1)	Parent
Parent	Laura Guzman	Parent
Non-classroom Professional	Ciria Nieto	Community in Schools
Classroom Teacher	Rosalinda Gaona	Art Teacher
Classroom Teacher	Joel Cruz	Choir Teacher
Parent	Maria Fernandez	Parent
Parent	Genoveva Marquez	Parent
Paraprofessional	Grecia Lara	Para-Professional
Paraprofessional	Ana Bautista	Para-Professional
Business Representative	Laura Martinez	Business Representative: Academy Day Care Director
Classroom Teacher	Nora Cuevas	Classroom Teacher ELAR Department
Classroom Teacher	Araceli Zapata	Social Studies Teacher
Classroom Teacher	Dulce Avina	Special Education Teacher

Campus Funding Summary

			162 State Compensatory		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	General supplies/materials for instructional use	162-11-6399-00-051-Y-30-000-Y	$2,425.00
1	1	2	Copy Paper for instructional use	162-11-6396-00-051-Y-30-000-Y	$2,000.00
1	1	2	General Supplies	162-31-6399-00-051-Y-30-000-Y	$0.00
1	1	2	General Supplies	162-13-6399-00-051-Y-30-000-Y	$0.00
1	1	2	Social Security/Medicare	162-13-6141-00-051-Y-30-000-Y	$0.00
1	1	2	Group Health/Life Insurance	162-13-6142-00-051-Y-30-000-Y	$0.00
1	1	2	TRS Care	162-13-6146-00-051-Y-30-000-Y	$0.00
1	1	2	Employee Benefits-Locally Def	162-13-6148-051-Y-30-000-Y	$0.00
1	1	2	Employee Benefits	162-13-6149-00-051-Y-30-000-Y	$0.00
1	1	2	Stipends	162-31-6117-31-051-Y-30-000-Y	$0.00
1	1	2	SS/Medicare	162-31-6141-31-051-Y-30-000-Y	$0.00
1	1	2	TRS Care	162-31-6146-31-051-Y-30-000-Y	$0.00
1	1	2	Employee Benefits	162-31-6149-31-051-y-30-000-Y	$0.00
1	1	2	Professional Salaries/Wages	162-31-6119-00-051-Y-30-000-Y	$0.00
1	1	2	SS/ Medicare	162-31-6141-00-051-Y-30-000-Y	$0.00
1	1	2	Group Health/Life Ins	162-31-6142-00-051-Y-30-000-Y	$0.00
1	1	2	TRS Care	162-31-6146-00-051-Y-30-000-Y	$0.00
1	1	2	Employee Benefits	162-31-6149-00-051-Y-30-Y-30-000-Y	$0.00
1	1	2	General Supplies	162-31-6399-00-051-Y30-000-Y	$500.00
1	1	4	Professional Extra Duty Pay Tutorial 8th Grade	162-11-6118-00-051-Y-24-SSI-Y	$7,770.00
1	1	4	Professional Extra Duty Pay Tutorial	162-11-6118-00-051-Y-30-000-Y	$0.00
1	1	4	Professional Salaries/ Wages	162-11-6119-00-051-Y-30-000-Y	$0.00
1	1	4	Sal/Wages for Support Personnel	162-11-6129-00-051-Y-30-000-Y	$0.00
1	1	4	Social Security/Medicare	162-11-6114-00-051-Y-30-000-Y	$0.00
1	1	4	Group Health Ins & Life Insurance	162-1-6142-00-051-Y-30-000-Y	$0.00
1	1	4	TRS Care	162-11-6146-00-051-Y-30-000-Y	$0.00
1	1	4	Employee Benefits	162-11-6149-00-051-Y-30-000-Y	$0.00

162 State Compensatory

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	General Supplies	162-31-6399-00-0551-Y-30-000-Y	$500.00
8	1	1	General Supplies	162-13-6398-00-051-Y-30-000	$0.00
8	3	1	Equipment under $5000	162-13-6398-00-051-Y-30-000-Y	$3,000.00
8	7	1	Software and licensing for student instructional support (Game Salad/Edgenuity)	162-11-6299-62-051-Y-30-000-Y	$11,000.00
8	7	1	General Supplies (Ink)	162-11-6399-62-051-Y-30-000-Y	$0.00
8	7	3	Computers for testing and instructional labs	162-11-6398-62-051-Y-30-000-Y	$0.00
8	7	3	Supplies & Materials - Software	162-11-6395-62-051-Y-30-000-Y	$0.00
8	7	3	Misc Contracted Services	162-32-6299-00-051-Y-24-CIS-Y	$0.00
8	7	3	Misc Operating Costs	162-61-6499-53-051-Y-30-WTF-Y	$0.00
8	7	3	General Supplies	162-61-6399-051-Y-30-WTF-Y	$0.00
9	3	2		162-11-6399-00-051-Y-30-000-Y	$0.00
				Sub-Total	$27,195.00
				Budgeted Fund Source Amount	$27,195.00
				+/- Difference	$0.00

163 State Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Bilingual Instructional Materials	163-11-6399-00-051-Y-30-0F2	$1,615.00
1	1	2	General Supplies for EL students (Logitech Over the ear headset with microphone, dictionaries)	163-11-6399-00-051-Y-25-000-Y	$1,615.00
1	1	3	Substitute Teachers	163-11-6112-00-051-Y25-00-Y	$0.00
6	1	8			$0.00
7	1	3	Gen.l Supplies for Staff Development on Differentiated Curriculum Practices (chart tablets, tag paper, color paper, post-its, note cards, folders...)	163-13-6399-00-051-Y-25-000-Y	$0.00
7	1	3	General Supplies (Ink, HDMI cables)	163-13-6399-62-051-Y-25-000-Y	$0.00
8	1	1	General Supplies - Software Bilingual	163-11-6395-00-051-Y-30-0F2-Y	$0.00
				Sub-Total	$3,230.00
				Budgeted Fund Source Amount	$3,230.00
				+/- Difference	$0.00

			166 State Special Ed.		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	General Supplies - Resource & Inclusion	166-11-6399-00-051-Y23-0P4	$2,160.00
1	1	2	General Supplies- LifeSkills	166-11-6399-00-051-Y-23-0P1	$2,300.00
1	1	2	General Supplies - Gloves	166-11-6399-00-051-Y-23-0B0-Y	$300.00
1	1	2	General Supplies-BI Awards	166-11-6399-00-051-Y-23-0P2	$500.00
1	1	2	Awards - SPED	166-116498-00-051-Y-23-0P2-Y	$800.00
1	1	2	General Supplies - Toner	166-11-6399-62-051-Y-23-000-Y	$1,500.00
				Sub-Total	$7,560.00
				Budgeted Fund Source Amount	$7,560.00
				+/- Difference	$0.00
			199 G/T Advanced Academics		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Awards	199-13-6498-00-051-Y-99-0-00-Y	$4,000.00
1	1	2	General materials/supplies instructional	199-11-6399-00-051-Y-11-000-Y	$0.00
1	1	2	General Supplies	199-12-6399-00-051-Y-99-000-Y	$1,000.00
1	1	2	General Supplies	199-12-6399-62-051-Y-99-0-00-Y	$1,000.00
1	1	2	Student EOY Awards	199-11-6498-00-051-Y-11-000-Y	$6,000.00
1	1	2	Reading Materials	199-12-6329-00-051-Y-99-0-00-Y	$1,000.00
1	1	2	General supplies	199-12-6399-00-051-Y-99-0-00-Y	$1,000.00
1	1	2	Miscellaneous contracted services	199 23 62 99 00 051 Y 99 0 00 Y	$0.00
1	1	2	General Supplies	199-11-6399-51-051-Y-11-0-00-Y	$800.00
1	1	2	Miscellaneous Operation Costs	199-13-6499-53-051-Y-99-0-00-Y	$5,000.00
1	1	7	Reclassified transportation Exp/Ex	199-11-6494-00-051-Y-11-000-Y	$0.00
1	1	7	Miscellaneous Fees & Dues not with travel(permits & registration)	199-36-6497-00-051-Y-99-020-Y	$198.00
1	1	7	Reclassified Transportation Exp- School buses	199-36-6494-00-051-Y-99-000-Y	$1.00
1	1	7	Employee Travel	199-36-6411-23-051-Y-99-000-Y	$1.00
1	1	17	Contracted Serices	199-23-6299-00-051-Y-99-00-Y	$1,500.00
2	1	3	Custodial supplies	199-51-6319-00-051-Y-99-000-Y	$5,000.00
2	1	3	Supplies for Maint/Oper Cust	199-51-6315-00-051-Y-99-000-Y	$8,000.00
7	1	1	Employee Travel	199-23-6411-23-051-Y-99-0-00-Y	$500.00
7	1	1	Employee Travel	199-23-6411-00-051-Y-99-0-00 -Y	$500.00

199 G/T Advanced Academics

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	2	Sa/wages For Subst Teachers	199-11-6112-18-051-Y-99-0-00-Y	$500.00
7	1	6	Equip,enmt under 5000	199-23-6398-0-051-Y-99-00_Y	$11,343.00
7	1	9	Stipends	199-36-61 17-00-051-Y-99-0-20-Y	$1,400.00
				Sub-Total	$48,743.00
				Budgeted Fund Source Amount	$48,743.00
				+/- Difference	$0.00

211 Title I-A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Teacher Retirement/TRS Care	211-13-6146-00-051-Y-30-BDG-Y	$0.00
1	1	1	Employee Benefits	211-13-6149-00-051-Y-30-BDG-Y	$0.00
1	1	1	Professional Extra Duty Pay	211-13-6118-00-051-Y-30-BDG-Y	$0.00
1	1	1	Extra Duty Pay for Summer Bridge Teachers	211-11-6118-00-051-Y-30-BDG-Y	$0.00
1	1	1	Employee Benefits - Locally Def	211-13-6148-00-051-Y-30-BDG-Y	$0.00
1	1	2	General Supplies (Wkbook resources instructional materials all contents/ calculators, classroom supplies i.e.-colors,markers, memory modules,etc.)	211-11-6399-00-051-Y-30-0F2-Y	$0.00
1	1	2	Copy Paper	211-11-6396-00-051-Y-30-0F2-Y	$3,000.00
1	1	2	Supplies and Materials	211-13-6117-00-051-Y-30-AYP-Y	$5,000.00
1	1	2	General Supplies STEM	211-11-6399-00-051-Y-30-STM-Y	$0.00
1	1	2	General Supplies	211-11-6399-62-051-Y-30-0F2-Y	$10,289.00
1	1	2	Supplies and Materials - LCL DEFI	211-23-6398-65-051-Y-30-0F2-Y	$1,000.00
1	1	2	General Supplies	211-23-6399-00-051-Y-30-0F2-Y	$1,000.00
1	1	2	General Supplies	211-23-6399-65-051-Y-30-0F2-Y	$0.00
1	1	2	General Supplies	211-31-6399-00-051-Y-30-0F2-Y	$0.00
1	1	2	General Supplies	211-13-6399-00-051-Y-30-AYP-Y	$0.00
1	1	2	SS/Medicare 211	211-11-6141-00-051-Y-30-BDG-Y	$0.00
1	1	2	TRS Care 211	211-11-6146-00-051-Y-30-BDG-Y	$0.00
1	1	2	Employee Benefits-Locally Def 211	211-11-6148-00-051-Y-BDG-Y	$0.00
1	1	2	Employee Benefits 211	211-11-6149-00-051-Y-30-BDG-Y	$0.00
1	1	2	SS/ Medicare 211	211-11-6114-00-051-Y-30-BDG-Y	$0.00
1	1	8	Testing Materials	211-11-6339-00-051-Y-30-0F2-Y	$0.00

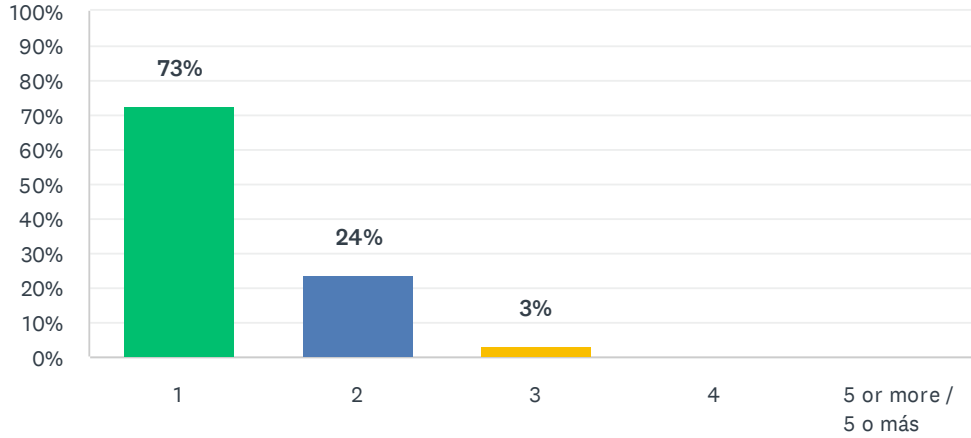|			**211 Title I-A**		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	8	Transportation	211-11-6494-00-051-Y-30-0F2	$0.00
3	3	2		211-11-6399-69-051-Y-30-0F2	$0.00
6	1	1	Parent Liaison materials and supplies	211-61-6399-00-051-Y-30-0F2-Y	$0.00
6	1	1	Employee (Parent Liaison) Travel	211-61-6411-00-051-Y-30-0F2-Y	$0.00
6	1	1	Miscellaneous Operating Costs	211-61-6499-53-051-Y-30-0F2-Y	$0.00
6	1	3	Meetings food & refreshments	211-61-6399-00-051-Y-30-0F2	$0.00
7	1	1	(Stipends)Teachers Read, Eng, Math, Sci, SS vertical/horizontal plan & PD to increase high quality resource material to enhance curriculum for low performing students	211-11-6117-00-051-Y-30-0F2-Y	$0.00
7	1	1	Teachers plan & attend PD (travel) to increase high quality resource material to enhance curriculum for low performing students	211-13-6411-23-051-Y-30-AYP-Y	$0.00
7	1	1	Teachers plan & attend PD (travel) to increase high quality resource material to enhance curriculum for low performing students	211-13-6411-00-051-Y-30-AYP-Y	$0.00
7	1	1	Substitutes resources for teachers attending professional development/teacher planning programs to enhance curriculum/nstruction	211-11-6112-00-051-Y-30-AYP-Y	$0.00
7	1	1	Substitutes for Teacher Training	211-11-6112-18-051-Y-30-0F2-Y	$0.00
7	1	1	Professional Extra Duty Pay	211-13-6118-00-051-Y-30-AYP-Y	$0.00
7	1	1	EMPLOYEE TRAVEL	211-61-6411-00-051-Y-30-0F2-Y	$0.00
7	1	1	MISC OPERATING COSTS	211-61-6499-53-051-Y-30-0F2-Y	$0.00
7	1	2	TRS	211-13-6146-00-051-Y-30-AYP-Y	$0.00
7	1	2	211 Federal Programs	211-13-6118-00-051-Y-30-AYP-Y	$0.00
7	1	2	Employee Benefits-Locally Def	211-13-6148-00-051-Y-30-AYP-Y	$0.00
7	1	2	SS/Medicare	211-13-6141-00-051-Y-30-AYP-Y	$0.00
7	1	2	Employee Benefits	211-13-6149-00-051-Y-30-AYP-Y	$0.00
7	1	2	SS/Medicare	211-11-6141-18-051-Y-30-0F2-Y	$0.00
7	1	2	SS/Medicare	211-11-6141-00-051-Y-30-BDG-Y	$0.00
8	1	1	Equipment - Computers & Panels		$0.00
8	2	2	Equipment - Computers		$0.00
8	7	1	Supplies & Materials:software access: SOFTWARE	211-11-6395-62-051-Y-30-0F2-Y	$0.00
8	7	1	Contracted Maintenance renewal software	211-11-6249-62-051-Y-30-0F2-Y	$0.00
8	7	1	Miscellaneous contracted services and use/access software licenses (STEM)	211-11-6299-62-051-Y-30-STM-Y	$0.00

211 Title I-A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	7	1	General supplies (STEM)	211-11-6399-00-051-Y-30-STM-Y	$0.00
8	7	1	Miscellaneous contracted services	211-11-6299-62-051-Y-30-0F2-Y	$0.00
8	7	2	Library Tech Equipment	211-12-6398-00-051-Y-30-0F2-Y	$0.00
8	7	3	Equipment ($5000 below)	211-11-6398-62-051-Y-30-0F2-Y	$13,000.00
8	7	3	1 Desktop Computers (Administration-Attendance)	211-23-6398-65-051-Y-30-0F2-Y	$0.00
8	7	3	computer supplies/toner- administration	211-23-6399-65-051-Y-30-0F2-Y	$0.00
8	7	3	IT general supplies (headphones, ink, Spheros, VGA and HDMI cables)	211-11-6399-62-051-Y-30-0F2-Y	$9,900.00
8	7	3	CONTRACTED MAINTENANCE & REPAIR	211-11-6249-62-051-Y-30-0F2-Y	$0.00
8	7	3	Equipment (under 5,000)	211-12-6398-00-051-Y-30-0F2	$0.00
9	3	1	Reclassified Transportation (Tutorials extended day)	211-11-6494-00-051-Y-30-0F2-Y	$0.00
				Sub-Total	$43,189.00
				Budgeted Fund Source Amount	$43,189.00
				+/- Difference	$0.00

263 Title III-A Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	General Supplies for EL students (supplies for our LEP students)	263-11-6399-00-051-Y-25-031-Y	$3,230.00
8	7	3	IT Equipment EL Population (i.e., Ipads, Mimio Teach Pads, laptops)	263-11-6398-00-051-Y-25-000-Y	$0.00
8	7	3	Software (i.e., ScreenCastify, Nearpod, and Pear Deck..etc)	263-11-6395-62-051-Y-25-031-Y	$0.00
				Sub-Total	$3,230.00
				Budgeted Fund Source Amount	$3,230.00
				+/- Difference	$0.00

281 ESSER II Grant Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Buying Books/Library to Close Academic Gaps	282-12-6329-00-051-Y-99-0CG-Y	$0.00
1	1	2	General Supplies	281-11-6399-00-051-Y-24-0CG-2	$9,640.85
1	1	2	ESSER- Library Materials Contracted Services	281-12-6299-00-051-Y-99-0CG-Y	$1.00
1	1	4	Extended Tutorial	281-11-6118-0051-Y24-0CG-1	$32,000.00
1	1	4	General Supplies	282-11-6399-00-051-Y-24-JST-1	$0.00
1	1	4	Extended Tutorial	281-11-6494-00-051-Y-24-0CG-Y	$14,000.00
1	1	4	Tutorial Fringes	281-11-6118-00-51-Y-24-0CG-Y	$4,240.00

281 ESSER II Grant Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	17	Contracted services	281-11-6299-00-051-Y-24-0CG-2	$799.35
1	1	19	Sal/Wages for Subs Teachers	281-11-6112-00-051-Y-24-0CG-2	$7,000.00
1	1	19	Medicare/Social Security	281-11-6141-00-051-Y-24-0CG-2	$536.00
5	2	3			$0.00
8	7	3	Equipment under 5000	281-11-6398-62-051-Y-24-0CG	$22,658.00
				Sub-Total	$90,875.20
				Budgeted Fund Source Amount	$90,875.20
				+/- Difference	$0.00

282 ESSER III Grant Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Jump STAART Program		$0.00
1	1	2	General Supplies - ESSER Funds Curriculum	282-11-6399-00-051	$1.00
1	1	4	Transportation- Tutorial	282-11-6494-00-051-Y-24-0CG-1	$0.00
1	1	4	Tutorial Fringes	282-11-6118-0051-Y24	$0.00
1	1	17	Software Contracted Services-Bought By district using ESSER Funds	282-11-6299-00-051-Y	$0.00
2	1	1	Building- Air Purifyiners	282-51-6639-00-051-Y-99-090	$0.00
2	1	1	Building-HVAC Upgrade		$0.00
3	2	1	August Retention With Fringe		$0.00
9	4	3	Mental Health- Social-Emotional Learning Reinforcement	282-13-6118-00-051-99-MH1-1	$0.00
				Sub-Total	$1.00
				Budgeted Fund Source Amount	$1.00
				+/- Difference	$0.00
				Grand Total Budgeted	$224,023.20
				Grand Total Spent	$224,023.20
				+/- Difference	$0.00

Addendums

Q2 ¿Cuantos hijos tiene usted asistiendo a esta escuela? How many children do you have that currently attend this school?

Answered: 92   Skipped: 0

ANSWER CHOICES	RESPONSES	
1	73%	67
2	24%	22
3	3%	3
4	0%	0
5 or more / 5 o más	0%	0
TOTAL		92

LUCIO
2022 Parent CNA Survey Results

05/12/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

1 / 43

Q3 Mis hijo(s) están en el _____ grado.   Seleccione todas las opciones que apliquen.   I have students in _____ grade. Select as many as apply.

Answered: 92   Skipped: 0
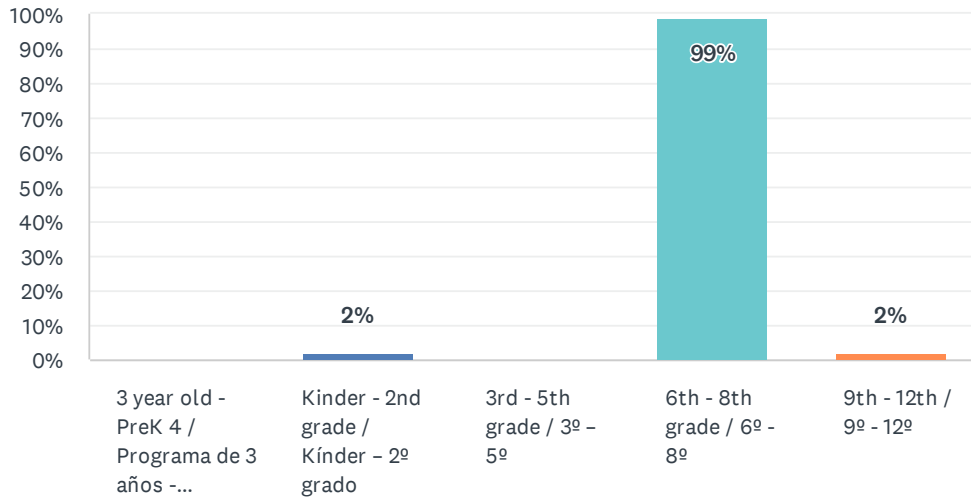
ANSWER CHOICES	RESPONSES	
3 year old - PreK 4 / Programa de 3 años - PreKinder 4	0%	0
Kinder - 2nd grade / Kínder – 2º grado	2%	2
3rd - 5th grade / 3º – 5º	0%	0
6th - 8th grade / 6º - 8º	99%	91
9th - 12th / 9º - 12º	2%	2
Total Respondents: 92		

LUCIO
2022 Parent CNA Survey Results

05/12/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

2 / 43

Q4 La escuela de mi hijo(a) ofrece instrucción en el aula relacionada con las áreas de Ciencias, Tecnología, Ingenieria y Matemáticas (STEM). My child's school provides Science, Technology, Engineering, and Mathematics (STEM) related classroom instruction.

Answered: 87   Skipped: 5

I don't know. / No sé 11% (10)
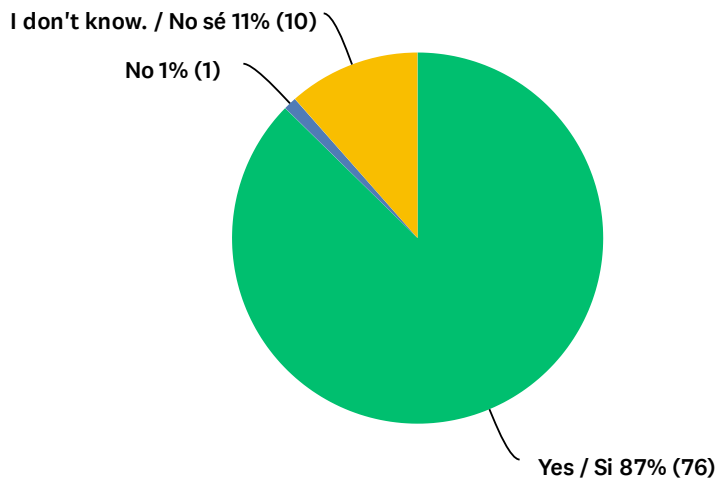
No 1% (1)

Yes / Si 87% (76)

ANSWER CHOICES	RESPONSES	
Yes / Si	87%	76
No	1%	1
I don't know. / No sé	11%	10
TOTAL		87

LUCIO
2022 Parent CNA Survey Results

05/12/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

3 / 43

Q5 ¿Prefiere usted participar en esta encuesta en español o ingles? Do you prefer to take this survey in English or Spanish?

Answered: 90   Skipped: 2

Spanish (español) 51% (46)   English (ingles) 49% (44)
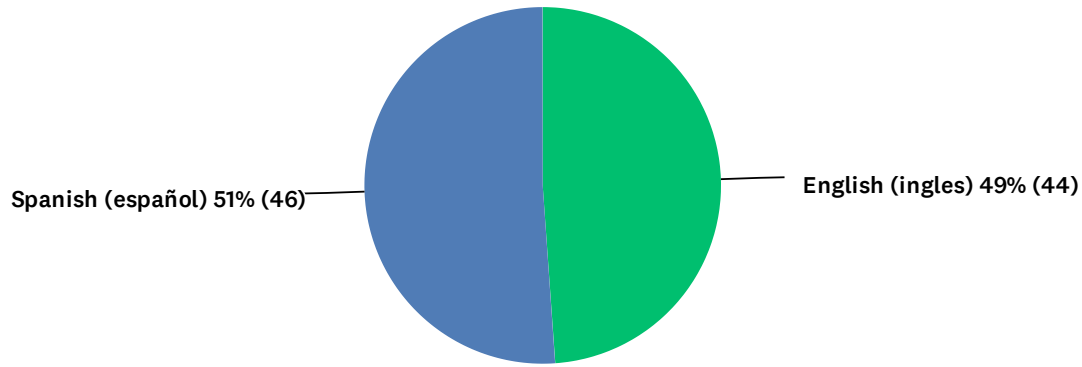
ANSWER CHOICES	RESPONSES	
English (ingles)	49%	44
Spanish (español)	51%	46
TOTAL		90

LUCIO
2022 Parent CNA Survey Results

05/12/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

4 / 43

Q6 Please respond to the following:

Answered: 42   Skipped: 50
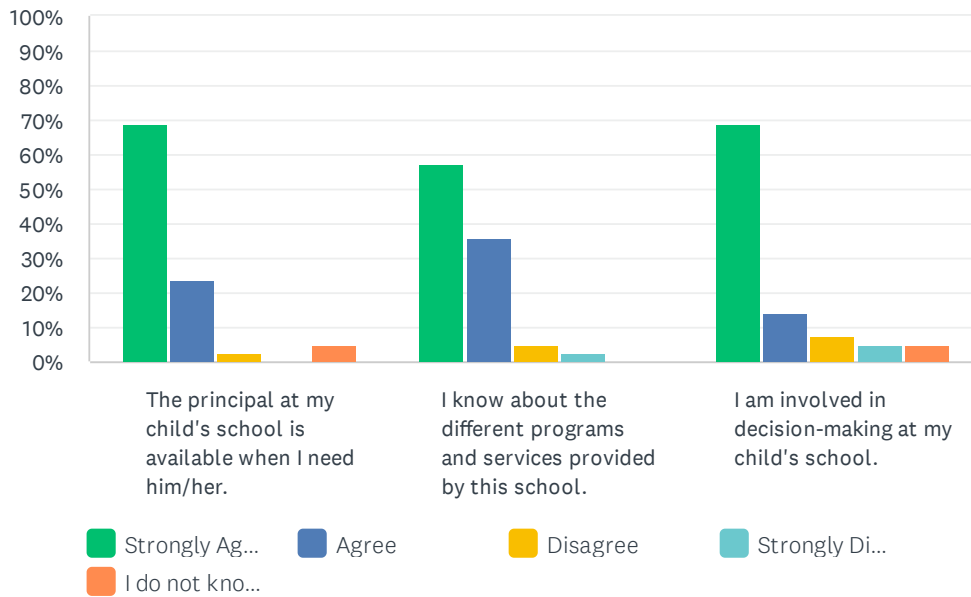
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	I DO NOT KNOW.	TOTAL
The principal at my child's school is available when I need him/her.	69% 29	24% 10	2% 1	0% 0	5% 2	42
I know about the different programs and services provided by this school.	57% 24	36% 15	5% 2	2% 1	0% 0	42
I am involved in decision-making at my child's school.	69% 29	14% 6	7% 3	5% 2	5% 2	42

LUCIO
2022 Parent CNA Survey Results

05/12/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

5 / 43

Q7 Where have your children participated in classes this year?

Answered: 40   Skipped: 52

ANSWER CHOICES	RESPONSES	
At school, face-to-face	93%	37
At home on the computer, virtual	3%	1
A mixture of both in class and at home instruction	5%	2
TOTAL		40

LUCIO
2022 Parent CNA Survey Results

05/12/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

6 / 43

Q8 Indicate which technology device(s) that are available for use your children at home. Choose all that apply.

Answered: 40   Skipped: 52
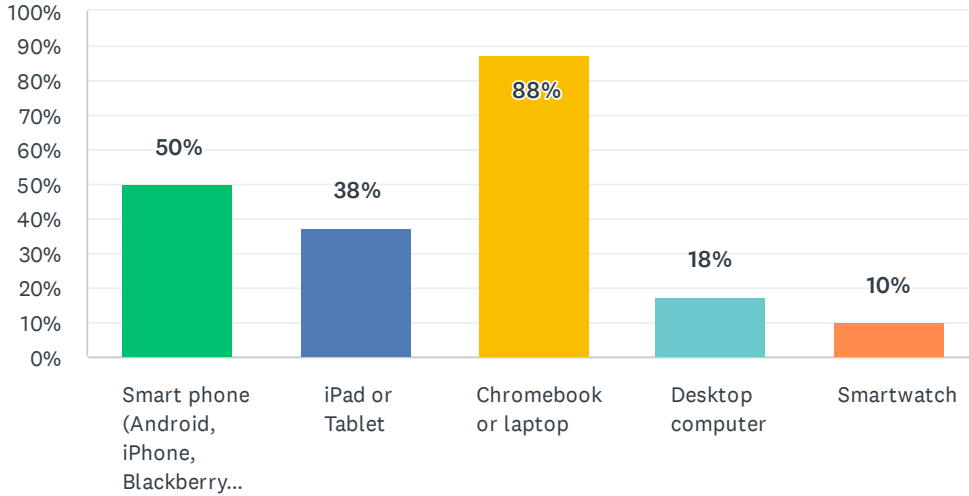
ANSWER CHOICES	RESPONSES	
Smart phone (Android, iPhone, Blackberry, etc.)	50%	20
iPad or Tablet	38%	15
Chromebook or laptop	88%	35
Desktop computer	18%	7
Smartwatch	10%	4
Total Respondents: 40		
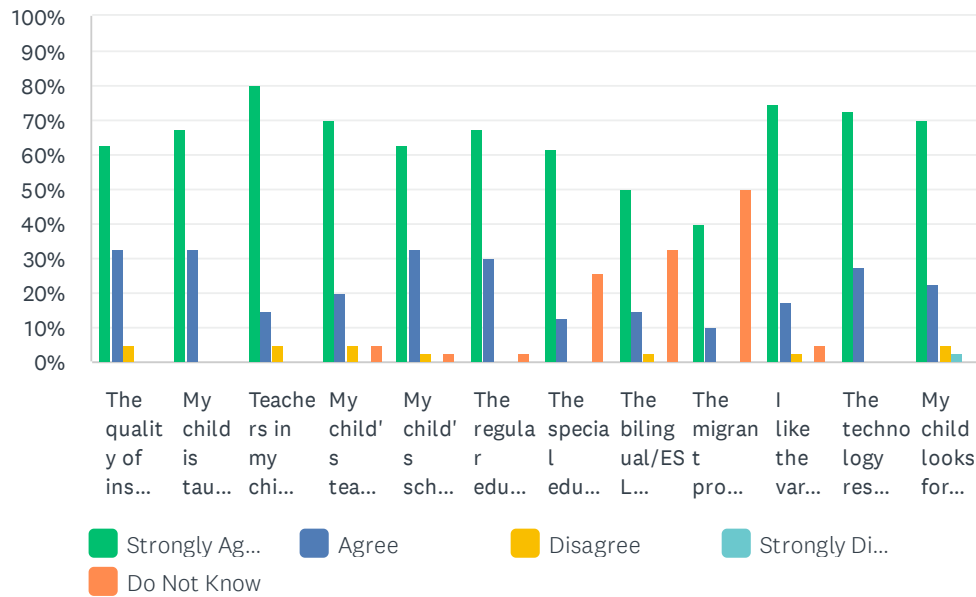
LUCIO
2022 Parent CNA Survey Results

05/12/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

7 / 43

Q9 Please respond to the following:

Answered: 40   Skipped: 52

Legend: Strongly Ag… (green), Agree (blue), Disagree (yellow), Strongly Di… (teal), Do Not Know (orange)

LUCIO
2022 Parent CNA Survey Results

05/12/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

8 / 43

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DO NOT KNOW	TOTAL
The quality of instruction in my child's school and online is good.	63% 25	33% 13	5% 2	0% 0	0% 0	40
My child is taught the appropriate subjects at school and online.	68% 27	33% 13	0% 0	0% 0	0% 0	40
Teachers in my child's school expect my child to do his/her very best.	80% 32	15% 6	5% 2	0% 0	0% 0	40
My child's teacher works with me to improve the educational experience of my child.	70% 28	20% 8	5% 2	0% 0	5% 2	40
My child's school has the materials and supplies he/she needs to learn.	63% 25	33% 13	3% 1	0% 0	3% 1	40
The regular education program at my child's school and online does a good job of educating students.	68% 27	30% 12	0% 0	0% 0	3% 1	40
The special education program at my child's school and online does a good job of educating students.	62% 24	13% 5	0% 0	0% 0	26% 10	39
The bilingual/ESL program at my child's school and online does a good job educating students.	50% 20	15% 6	3% 1	0% 0	33% 13	40
The migrant program does a good job of educating students.	40% 16	10% 4	0% 0	0% 0	50% 20	40
I like the variety of Fine Arts activities available at my school and online (choir, art, ballroom dancing, etc.)	75% 30	18% 7	3% 1	0% 0	5% 2	40
The technology resources (computer labs, online library resources, mobile devices, etc.) available to my child are very helpful for their school work.	73% 29	28% 11	0% 0	0% 0	0% 0	40
My child looks forward to coming to or logging in to school each day.	70% 28	23% 9	5% 2	3% 1	0% 0	40

LUCIO
2022 Parent CNA Survey Results

05/12/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

9 / 43

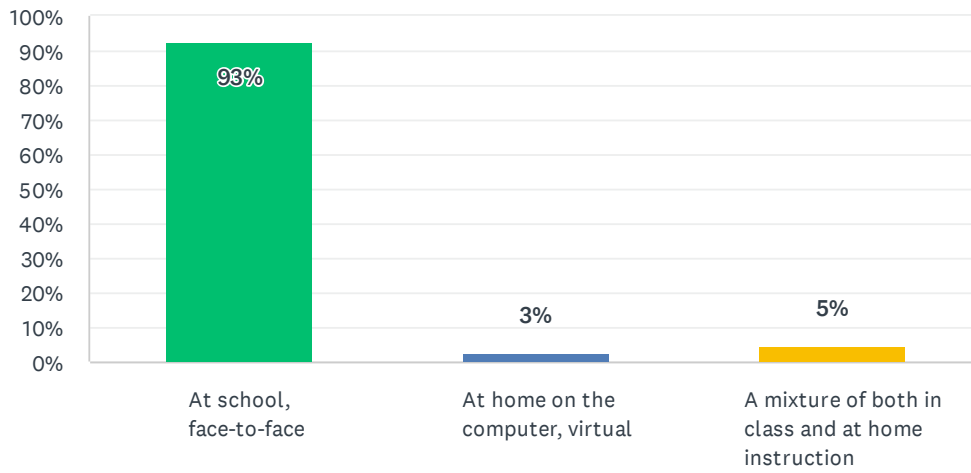# Q10 Please respond to the following:I am aware that my child has opportunities to --

Answered: 40   Skipped: 52
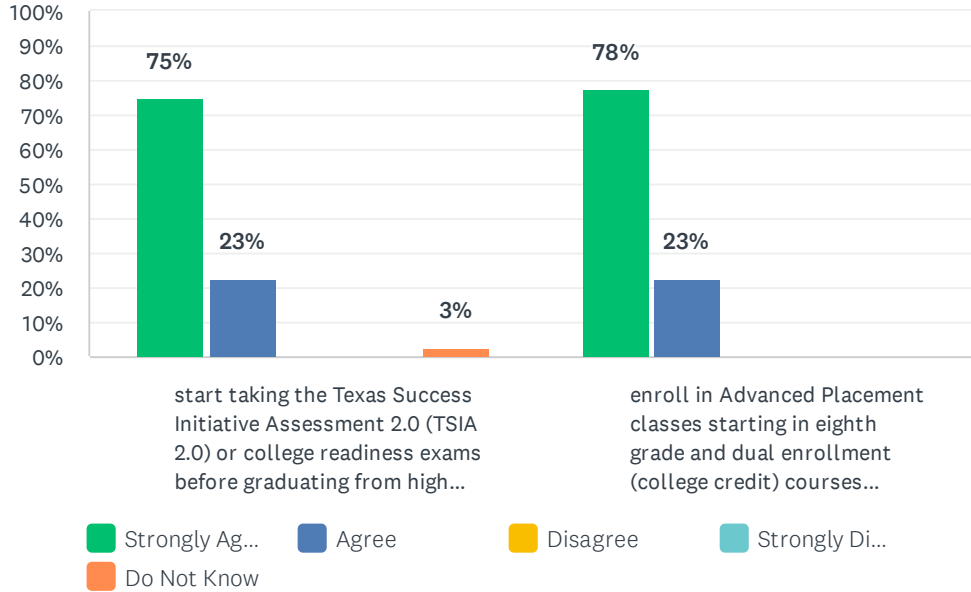
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DO NOT KNOW	TOTAL
start taking the Texas Success Initiative Assessment 2.0 (TSIA 2.0) or college readiness exams before graduating from high school so he/she can take dual enrollment courses in high school and earn college credits.	75% 30	23% 9	0% 0	0% 0	3% 1	40
enroll in Advanced Placement classes starting in eighth grade and dual enrollment (college credit) courses starting in high school so he/she can graduate from high school with up to 60 hours of college credits.	78% 31	23% 9	0% 0	0% 0	0% 0	40

LUCIO
2022 Parent CNA Survey Results

05/12/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

10 / 43

Q11 What select what type of activity would most benefit your child's desire to increase physical activity? Choose all that apply.

Answered: 39   Skipped: 53
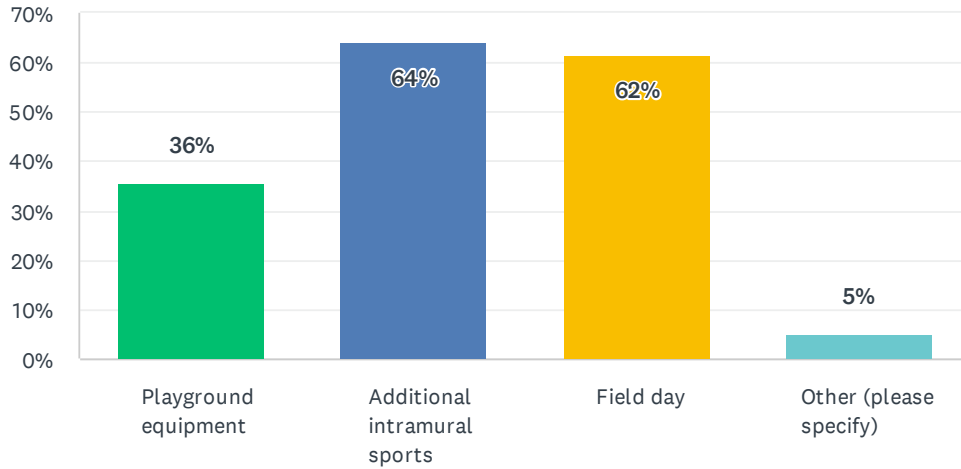
ANSWER CHOICES	RESPONSES	
Playground equipment	36%	14
Additional intramural sports	64%	25
Field day	62%	24
Other (please specify)	5%	2
Total Respondents: 39		

#	OTHER (PLEASE SPECIFY)	DATE
1	Dancing lessons	5/3/2022 9:18 PM
2	Upgraded athletic equipment	4/25/2022 1:28 PM

LUCIO
2022 Parent CNA Survey Results

05/12/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

11 / 43

Q12 Please respond to the following:

Answered: 40   Skipped: 52
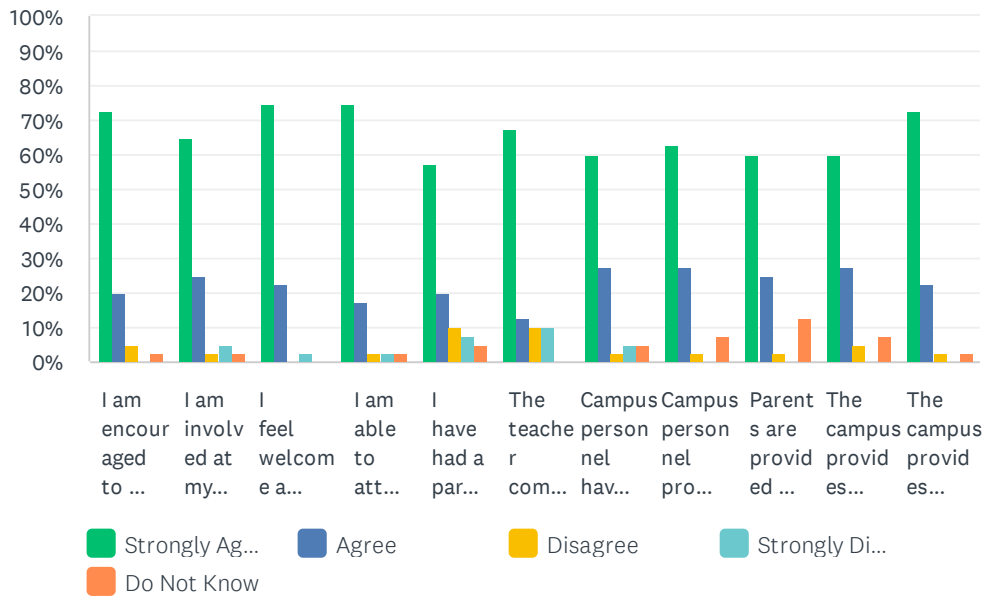
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DO NOT KNOW	TOTAL
I am encouraged to be involved at my child's school.	73% 29	20% 8	5% 2	0% 0	3% 1	40
I am involved at my child's school.	65% 26	25% 10	3% 1	5% 2	3% 1	40
I feel welcome at my child's school.	75% 30	23% 9	0% 0	3% 1	0% 0	40
I am able to attend (online or in person) school activities such as parent meetings, open house, and student performances.	75% 30	18% 7	3% 1	3% 1	3% 1	40
I have had a parent-teacher conference (online or in person) regarding the S-P-S Compact, as it relates to student achievement.	57% 23	20% 8	10% 4	8% 3	5% 2	40
The teacher communicates with me regarding my child's academic progress.	68% 27	13% 5	10% 4	10% 4	0% 0	40
Campus personnel have reached out to by home visit, phone call, or video call.	60% 24	28% 11	3% 1	5% 2	5% 2	40
Campus personnel provides meaningful two-way communication.	63% 25	28% 11	3% 1	0% 0	8% 3	40
Parents are provided the opportunity to volunteer.	60% 24	25% 10	3% 1	0% 0	13% 5	40
The campus provides flexible parent meeting times.	60% 24	28% 11	5% 2	0% 0	8% 3	40
The campus provides information that is important to me.	73% 29	23% 9	3% 1	0% 0	3% 1	40

LUCIO
2022 Parent CNA Survey Results

05/12/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

12 / 43

Q13 When is the time that you are most likely to attend a school meeting? Please rate the following from best to worst for your schedule.

Answered: 40   Skipped: 52
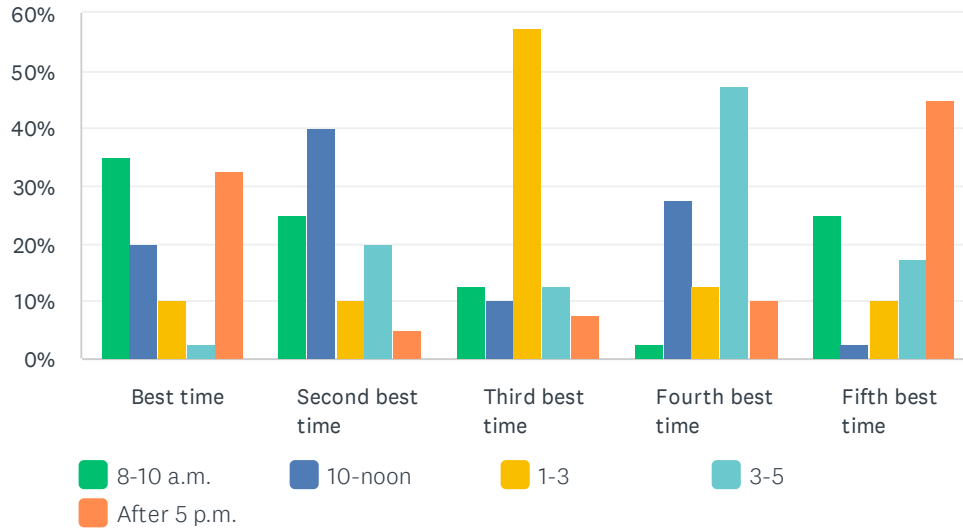
	8-10 A.M.	10-NOON	1-3	3-5	AFTER 5 P.M.	TOTAL
Best time	35% 14	20% 8	10% 4	3% 1	33% 13	40
Second best time	25% 10	40% 16	10% 4	20% 8	5% 2	40
Third best time	13% 5	10% 4	57% 23	13% 5	8% 3	40
Fourth best time	3% 1	28% 11	13% 5	48% 19	10% 4	40
Fifth best time	25% 10	3% 1	10% 4	18% 7	45% 18	40

LUCIO
2022 Parent CNA Survey Results

05/12/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

13 / 43

Q14 The PreK Program is available for all students.

Answered: 40   Skipped: 52

I do not know. 48% (19)
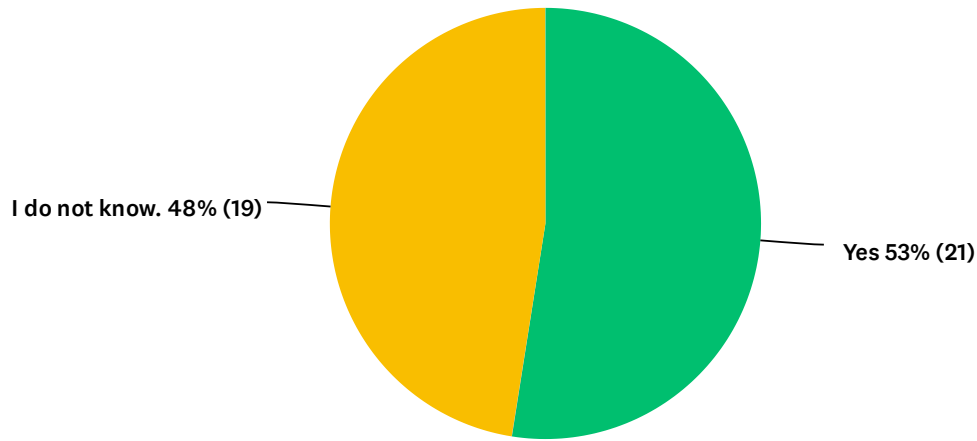
Yes 53% (21)

ANSWER CHOICES	RESPONSES	
Yes	53%	21
No	0%	0
I do not know.	48%	19
TOTAL		40

LUCIO
2022 Parent CNA Survey Results

05/12/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

14 / 43

Q15 The PreK Program addresses early childhood literacy.

Answered: 40   Skipped: 52
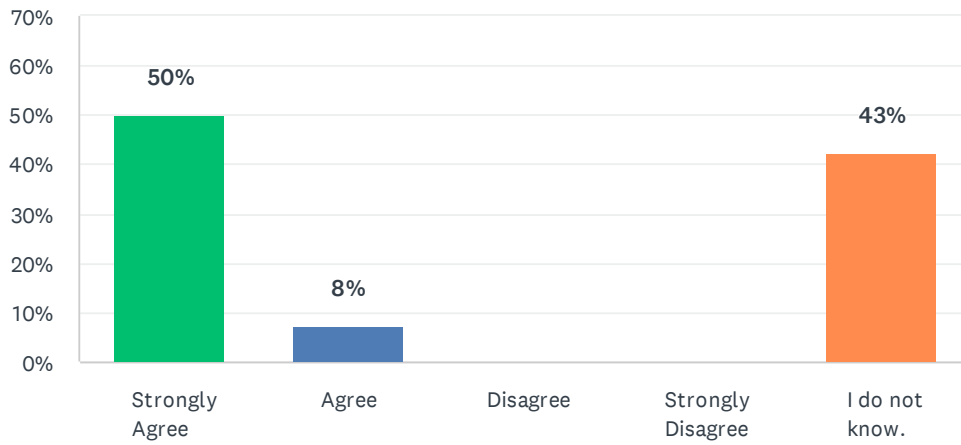
ANSWER CHOICES	RESPONSES	
Strongly Agree	50%	20
Agree	8%	3
Disagree	0%	0
Strongly Disagree	0%	0
I do not know.	43%	17
TOTAL		40

LUCIO
2022 Parent CNA Survey Results

05/12/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

15 / 43

Q16 Please respond to the following:

Answered: 40   Skipped: 52
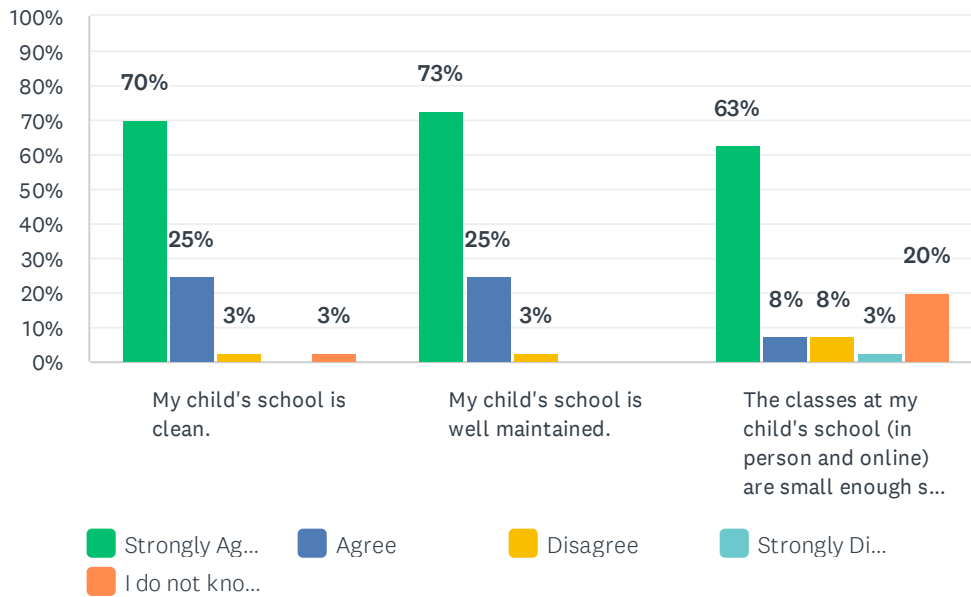
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	I DO NOT KNOW.	TOTAL
My child's school is clean.	70% 28	25% 10	3% 1	0% 0	3% 1	40
My child's school is well maintained.	73% 29	25% 10	3% 1	0% 0	0% 0	40
The classes at my child's school (in person and online) are small enough so that each child receives individual attention from the teacher.	63% 25	8% 3	8% 3	3% 1	20% 8	40

LUCIO
2022 Parent CNA Survey Results

05/12/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

16 / 43

Q17 Please respond to the following:

Answered: 40   Skipped: 52
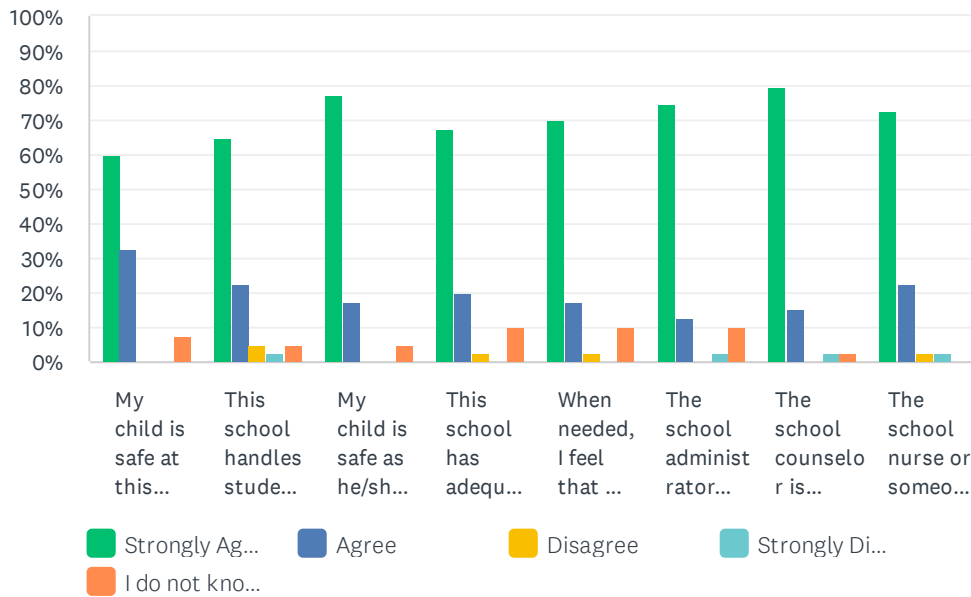
|	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	I DO NOT KNOW.	TOTAL
My child is safe at this school.	60% 24	33% 13	0% 0	0% 0	8% 3	40
This school handles student misbehavior well.	65% 26	23% 9	5% 2	3% 1	5% 2	40
My child is safe as he/she travels to and from school.	78% 31	18% 7	0% 0	0% 0	5% 2	40
This school has adequate security personnel to maintain a safe school environment.	68% 27	20% 8	3% 1	0% 0	10% 4	40
When needed, I feel that I can share my concerns with school personnel.	70% 28	18% 7	3% 1	0% 0	10% 4	40
The school administrators and/or teachers take my concerns seriously.	75% 30	13% 5	0% 0	3% 1	10% 4	40
The school counselor is available to assist my child.	79% 31	15% 6	0% 0	3% 1	3% 1	39
The school nurse or someone else is available to care for my child if he/she is ill or injured.	73% 29	23% 9	3% 1	3% 1	0% 0	40

LUCIO
2022 Parent CNA Survey Results

05/12/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

17 / 43

Q18 What do you think would make this a better school?

Answered: 11   Skipped: 81

#	RESPONSES	DATE
1	I do not know.	5/4/2022 9:31 PM
2	Special needs programs for History and Science	5/3/2022 9:30 PM
3	Everything is good	5/3/2022 1:40 PM
4	Improve the strategy of loading and unloading students infront.of school.	5/3/2022 1:28 PM
5	Have better security all around school...and inside	5/3/2022 10:45 AM
6	For coaches to give every child a chance to play sports and not only letting their favorites play. Lucios female coach were unfair and did not let all girls play or practice them because the child was new to the sport. Then why do the have a sports program if these coaches are gonna bench and not teach them?	5/3/2022 10:20 AM
7	Less troublemakers	4/27/2022 7:04 PM
8	More communication from the teachers to inform about the student's academic progress.could be monthly.	4/26/2022 11:39 PM
9	Some teachers need to take a course & accountability of how they speak down to students and in some cases yell at others; it can affect kids behavior and demeanor especially antisocial kids, autistic, or those with anxiety, add, or adhd.	4/21/2022 7:53 PM
10	poner mas seguridad en la escuela	4/18/2022 11:34 AM
11	To pay more attencion on the students in the cafeteria	4/18/2022 11:20 AM

LUCIO
2022 Parent CNA Survey Results

05/12/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

18 / 43

Q19 Do you support using Federal funds to pay for recruitment and retention of teachers serving Title I, Part A students (stipends)?

Answered: 40   Skipped: 52
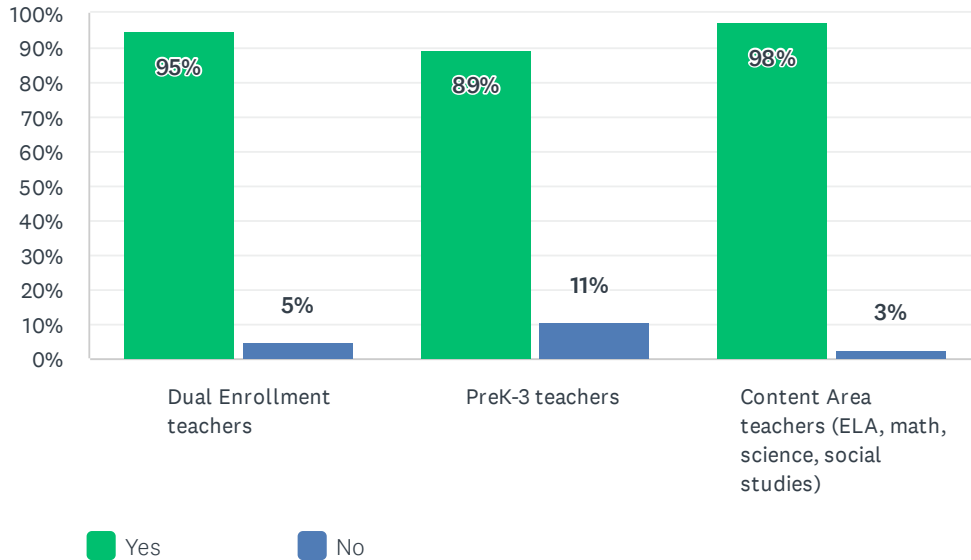
	YES	NO	TOTAL
Dual Enrollment teachers	95% 38	5% 2	40
PreK-3 teachers	89% 34	11% 4	38
Content Area teachers (ELA, math, science, social studies)	98% 39	3% 1	40

LUCIO
2022 Parent CNA Survey Results

05/12/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

19 / 43

Q20 Do you support using Federal funds to pay for extended day/year programs for Title I, Part A students to close the learning gap?

Answered: 40   Skipped: 52
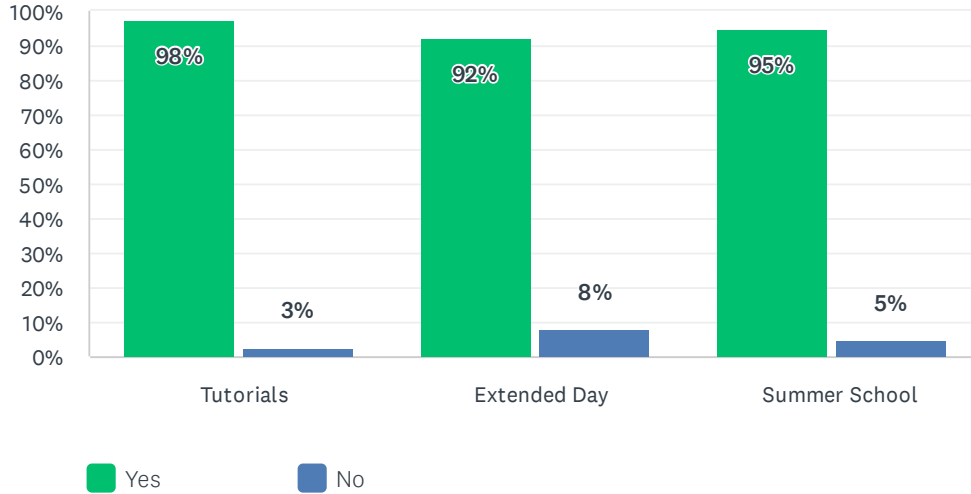
	YES	NO	TOTAL
Tutorials	98% 39	3% 1	40
Extended Day	92% 35	8% 3	38
Summer School	95% 38	5% 2	40
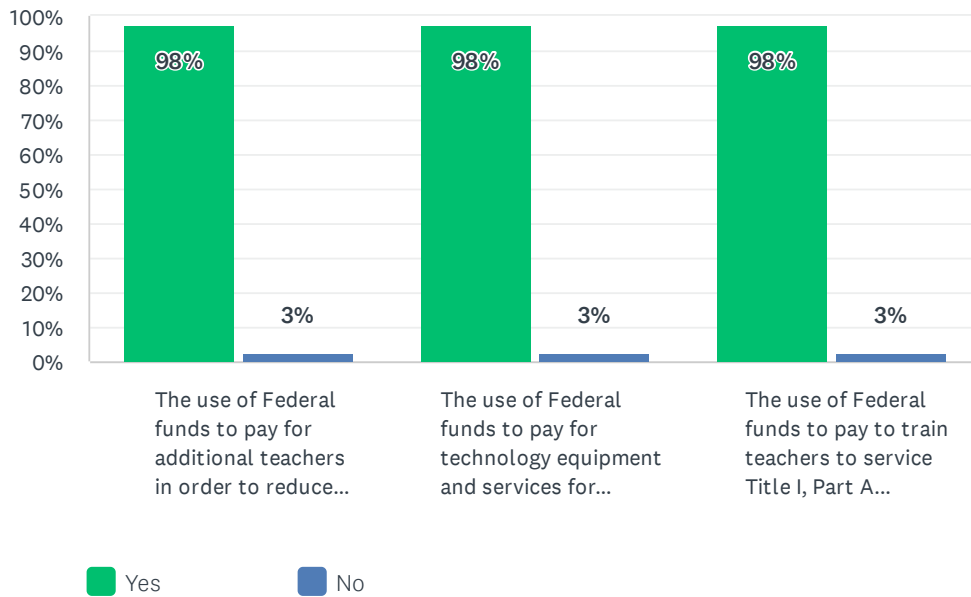
LUCIO
2022 Parent CNA Survey Results

05/12/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

20 / 43

Q21 Do you support the following?

Answered: 40   Skipped: 52

	YES	NO	TOTAL
The use of Federal funds to pay for additional teachers in order to reduce class-size.	98% 39	3% 1	40
The use of Federal funds to pay for technology equipment and services for teachers and students to help close the educational gap.	98% 39	3% 1	40
The use of Federal funds to pay to train teachers to service Title I, Part A students.	98% 39	3% 1	40

LUCIO
2022 Parent CNA Survey Results

05/12/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

21 / 43

Q22 Are there any other areas you feel that Federal funds could be used to better serve our Title I, Part A students?

Answered: 5   Skipped: 87

#	RESPONSES	DATE
1	No	5/4/2022 9:31 PM
2	In.school supplies	5/3/2022 1:31 PM
3	To train teachers to teach and not only follow a curriculum book.	5/3/2022 10:24 AM
4	No	4/26/2022 11:40 PM
5	Art class	4/18/2022 11:22 AM

LUCIO
2022 Parent CNA Survey Results

05/12/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

22 / 43

Q23 Please indicate if you are willing to attend ESSA 2022-2023 Committee meetings.

Answered: 40   Skipped: 52
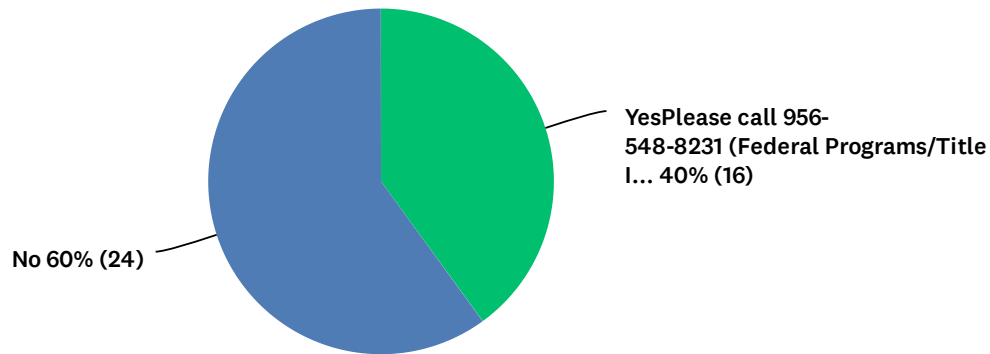
YesPlease call 956-548-8231 (Federal Programs/Title I... 40% (16)

No 60% (24)

ANSWER CHOICES	RESPONSES	
YesPlease call 956-548-8231 (Federal Programs/Title I Department) or tell your campus principal that you would to participate on this committee and he/she can pass your information on to the department.	40%	16
No	60%	24
TOTAL		40

LUCIO
2022 Parent CNA Survey Results

05/12/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

23 / 43

Q24 Por favor responda a las siguientes lo que mejor corresponda:

Answered: 43   Skipped: 49
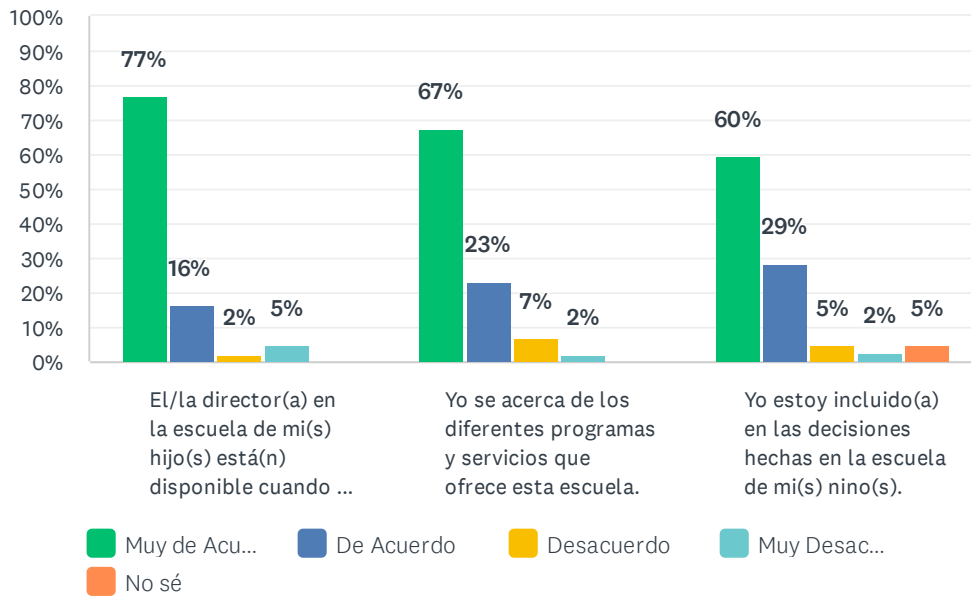
	MUY DE ACUERDO	DE ACUERDO	DESACUERDO	MUY DESACUERDO	NO SÉ	TOTAL
El/la director(a) en la escuela de mi(s) hijo(s) está(n) disponible cuando yo lo/la necesito.	77% 33	16% 7	2% 1	5% 2	0% 0	43
Yo se acerca de los diferentes programas y servicios que ofrece esta escuela.	67% 29	23% 10	7% 3	2% 1	0% 0	43
Yo estoy incluido(a) en las decisiones hechas en la escuela de mi(s) nino(s).	60% 25	29% 12	5% 2	2% 1	5% 2	42

LUCIO
2022 Parent CNA Survey Results

05/12/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

24 / 43

Q25 ¿Dónde han participado sus hijos en las clases este año?

Answered: 42   Skipped: 50

ANSWER CHOICES	RESPONSES	
En la escuela – presencial	95%	40
En la casa desde mi computadora-manera virtual	2%	1
Una combinación de ambas-en la escuela y en la casa	2%	1
TOTAL		42

LUCIO
2022 Parent CNA Survey Results

05/12/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

25 / 43

Q26 Favor de indicar qué dispositivos tecnológicos estan disponibles para que los usen sus hijos en casa. Elija todo lo que aplique:

Answered: 40   Skipped: 52
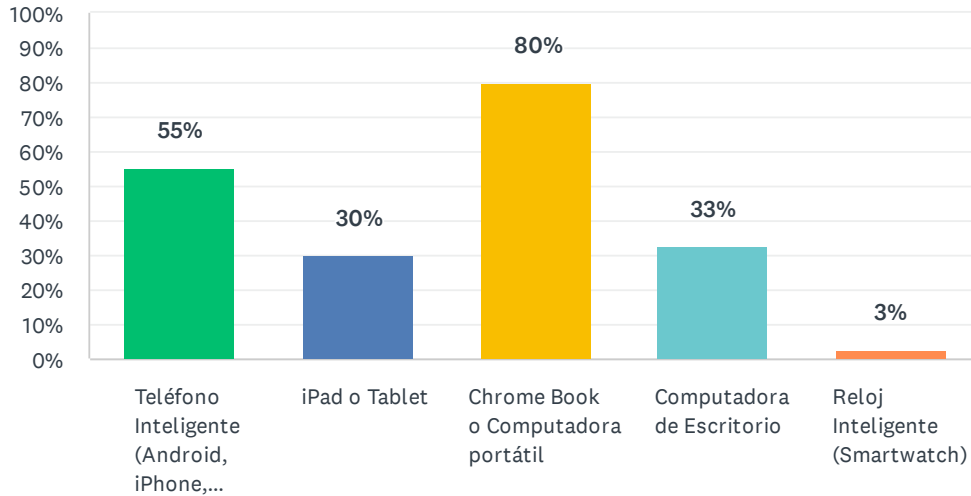
ANSWER CHOICES	RESPONSES	
Teléfono Inteligente (Android, iPhone, Blackberry, etc.)	55%	22
iPad o Tablet	30%	12
Chrome Book o Computadora portátil	80%	32
Computadora de Escritorio	33%	13
Reloj Inteligente (Smartwatch)	3%	1
Total Respondents: 40		

LUCIO
2022 Parent CNA Survey Results

05/12/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

26 / 43

Q27 Por favor responda a lo siguiente lo que mejor corresponda:

Answered: 42   Skipped: 50

LUCIO
2022 Parent CNA Survey Results

05/12/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

27 / 43
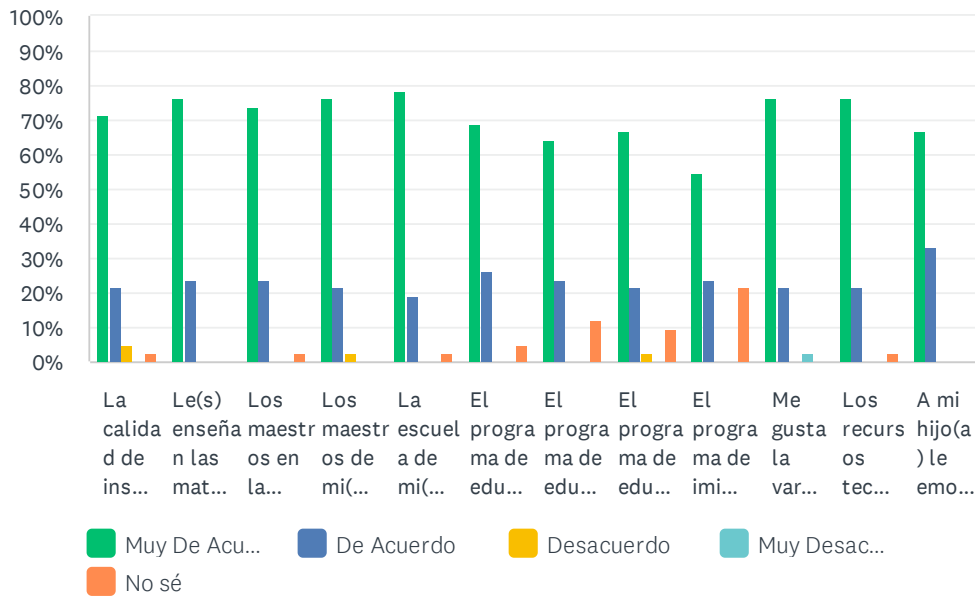
2021 - 2022 Parent Campus Needs Assessment (CNA) Survey
LUCIO

	MUY DE ACUERDO	DE ACUERDO	DESACUERDO	MUY DESACUERDO	NO SÉ	TOTAL
La calidad de instrucción en la escuela de mi(s) niño(s) y virtual es buena.	71% 30	21% 9	5% 2	0% 0	2% 1	42
Le(s) enseñan las materias apropiadas a mi(s) hijo(s) en la escuela y en línea.	76% 32	24% 10	0% 0	0% 0	0% 0	42
Los maestros en la escuela de mi(s) hijo(s) esperan que mi(s) hijo(s) haga(n) lo mejor que pueda(n).	74% 31	24% 10	0% 0	0% 0	2% 1	42
Los maestros de mi(s) hijo(s) colaboran conmigo para mejorar la educación de mi(s) hijo(s).	76% 32	21% 9	2% 1	0% 0	0% 0	42
La escuela de mi(s) hijo(s) tiene(n) los materiales y utiles necesarios para aprender.	79% 33	19% 8	0% 0	0% 0	2% 1	42
El programa de educación regular en la escuela de mi(s) hijo(s) y en línea educa bien a los estudiantes.	69% 29	26% 11	0% 0	0% 0	5% 2	42
El programa de educación especial en la escuela de mi(s) hijo(s) y en línea educa bien a los estudiantes.	64% 27	24% 10	0% 0	0% 0	12% 5	42
El programa de educación bilingüe/ESL en la escuela de mi(s) hijo(s) y en línea educa bién a los estudiantes.	67% 28	21% 9	2% 1	0% 0	10% 4	42
El programa de imigrantes en la escuela de mi(s) hijo(s) y en línea educa bien a los estudiantes.	55% 23	24% 10	0% 0	0% 0	21% 9	42
Me gusta la variedad de actividades de bellas artes en mi escuela y en línea (corro, arte, baile de salón, etc.)	76% 32	21% 9	0% 0	2% 1	0% 0	42
Los recursos tecnológicos (laboratorios de computación, recursos de la biblioteca en línea, dispositivos móviles, etc.) disponibles para mi hijo son muy ùtiles para su trabajo escolar.	76% 32	21% 9	0% 0	0% 0	2% 1	42
A mi hijo(a) le emociona la idea de iniciar su session de clase en línea o asistir a clase todos los días.	67% 28	33% 14	0% 0	0% 0	0% 0	42

LUCIO
2022 Parent CNA Survey Results

05/12/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

28 / 43

Q28 Por favor responda a lo siguiente lo que mejor corresponda:Conozco y entiendo que a mi hijo(a) se le brindan oportunidades para que - -
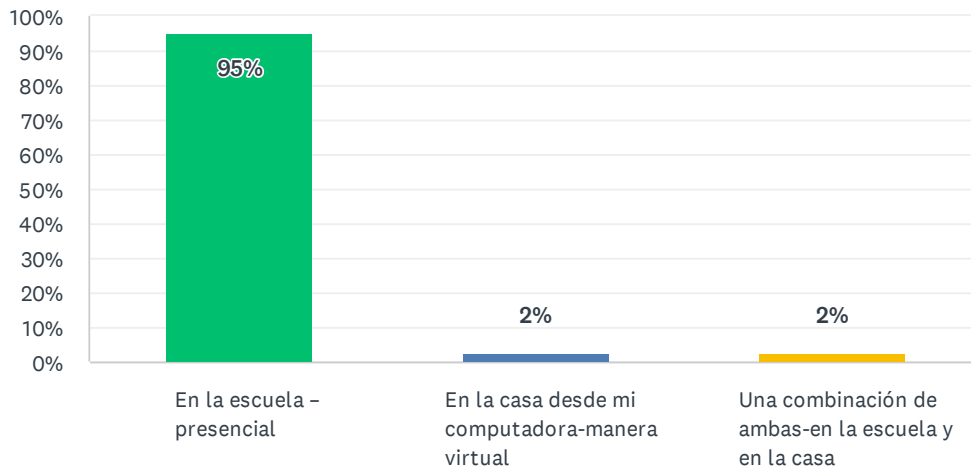
Answered: 42   Skipped: 50

	MUY DE ACUERDO	DE ACUERDO	DESACUERDO	MUY DESACUERDO	NO SÉ	TOTAL
Tome el Evaluación de la iniciativa de éxito de Texas 2.0 (TSIA 2.0) o exámenes de preparación para la universidad antes de que se reciba de la preparatoria con el propósito de que el/ella se inscriba en cursos de matrícula doble en la preparatoria y que pueda recaudar créditos universitarios.	71% 30	19% 8	0% 0	2% 1	7% 3	42
De inscribirse en clases de colocación avanzada a partir del octavo año escolar y, durante la preparatoria, en cursos de matrícula dual para que el/ella pueda recibirse de la preparatoria con hasta 60 horas de créditos universitarios.	67% 28	21% 9	2% 1	0% 0	10% 4	42

LUCIO
2022 Parent CNA Survey Results

05/12/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

29 / 43

Q29 Seleccione el tipo de actividad la cual favorecerá que su hijo(a) incremente su actividad física. Elija todo lo que aplique:

Answered: 42   Skipped: 50
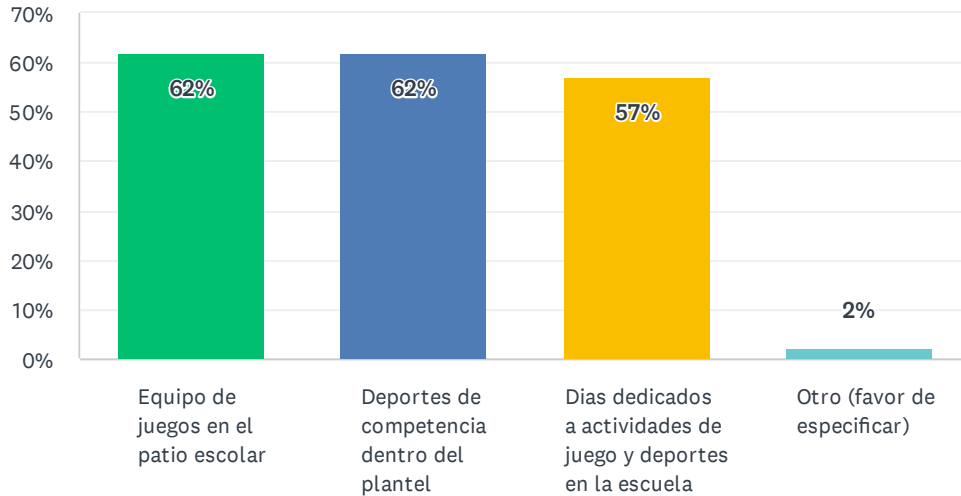
ANSWER CHOICES	RESPONSES	
Equipo de juegos en el patio escolar	62%	26
Deportes de competencia dentro del plantel	62%	26
Dias dedicados a actividades de juego y deportes en la escuela	57%	24
Otro (favor de especificar)	2%	1
Total Respondents: 42		

#	OTRO (FAVOR DE ESPECIFICAR)	DATE
1	Nada no motivan a los estudiantes a participar en actividades físicas es más hasta los premian dejándolos sentados en las clase de educación fisca	4/26/2022 6:32 AM

LUCIO
2022 Parent CNA Survey Results

05/12/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

30 / 43

Q30 Por favor responda a lo siguiente lo que mejor corresponda:

Answered: 40   Skipped: 52

LUCIO
2022 Parent CNA Survey Results

05/12/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments
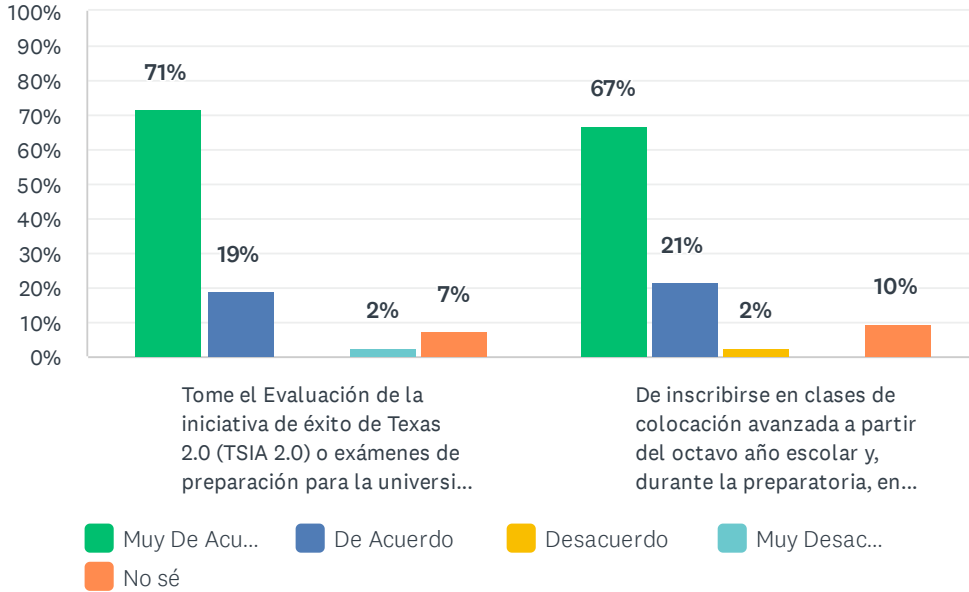
31 / 43

2021 - 2022 Parent Campus Needs Assessment (CNA) Survey
LUCIO

LUCIO	MUY DE ACUERDO	DE ACUERDO	DESACUERDO	MUY DESACUERDO	NO SÉ	TOTAL
Me invitan a participar en la escuela de mi(s) hijo(s).	73% 29	20% 8	8% 3	0% 0	0% 0	40
Yo estoy participando en la escuela de mis(s) hijo(s).	65% 26	28% 11	8% 3	0% 0	0% 0	40
Me siento bienvenida en la escuela de mis(s) hijo(s).	73% 29	28% 11	0% 0	0% 0	0% 0	40
Asisto (virtual o en persona) con regularidad a eventos escolares (virtual o en persona) tales como juntas de padres de familia, noche de padres y festivales.	70% 28	23% 9	8% 3	0% 0	0% 0	40
He participado en conferencias de padres y maestros (virtual o en persona) tocante a el Convenio Entre Escuela, Padre y Estudiante (S-P-S Compact), ya que se relaciona con logros académicos estudiantiles.	70% 28	23% 9	5% 2	0% 0	3% 1	40
El/La Maestro(a) se comunica conmigo tocante el progreso académico de mi hijo(a).	68% 27	23% 9	3% 1	8% 3	0% 0	40
El personal de la escuela a visitado mi casa, llamada telefónica, o video llamada.	65% 26	28% 11	3% 1	5% 2	0% 0	40
El personal de la escuela ofrece comunicación bi-direccional (entre escuela y padres de familia).	70% 28	28% 11	0% 0	0% 0	3% 1	40
A los padres de familia se les facilitan las oportunidades para ser voluntarios en los planteles educativos.	75% 30	20% 8	3% 1	0% 0	3% 1	40
La escuela proporciona horas flexibles para asistir a las juntas de padres de familia.	75% 30	20% 8	0% 0	3% 1	3% 1	40
La escuela facilita información de gran importancia para mí.	74% 29	21% 8	3% 1	0% 0	3% 1	39

LUCIO
2022 Parent CNA Survey Results

05/12/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

32 / 43

Q31 ¿Cuándo es más probable que asista a una reunion escolar? Favor de indicar lo siguiente de major a peor para su horario?

Answered: 40   Skipped: 52
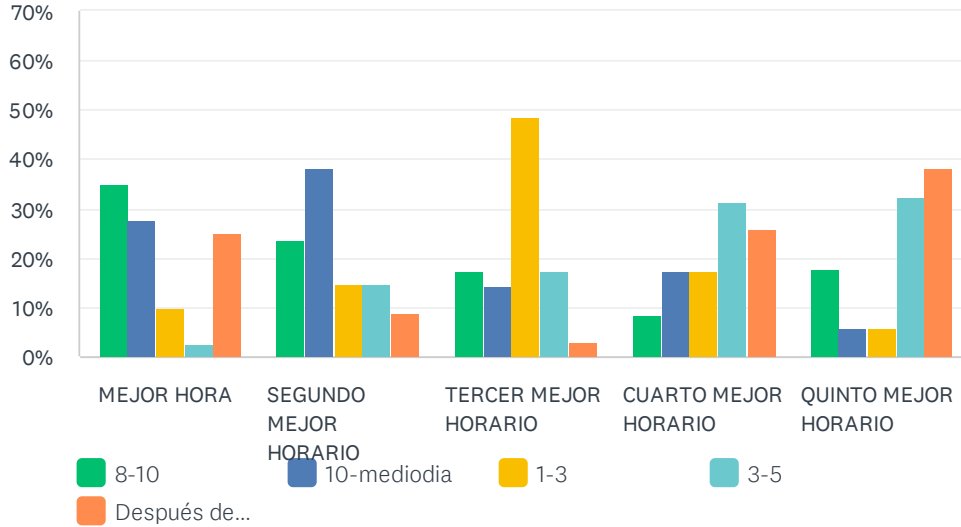
	8-10	10-MEDIODIA	1-3	3-5	DESPUÉS DE LAS 5:00PM	TOTAL
MEJOR HORA	35% 14	28% 11	10% 4	3% 1	25% 10	40
SEGUNDO MEJOR HORARIO	24% 8	38% 13	15% 5	15% 5	9% 3	34
TERCER MEJOR HORARIO	17% 6	14% 5	49% 17	17% 6	3% 1	35
CUARTO MEJOR HORARIO	9% 3	17% 6	17% 6	31% 11	26% 9	35
QUINTO MEJOR HORARIO	18% 6	6% 2	6% 2	32% 11	38% 13	34

LUCIO
2022 Parent CNA Survey Results

05/12/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

33 / 43

Q32 Los programas de pre-kínder (día completo y medio día) están disponibles para todos estudiantes.

Answered: 40   Skipped: 52
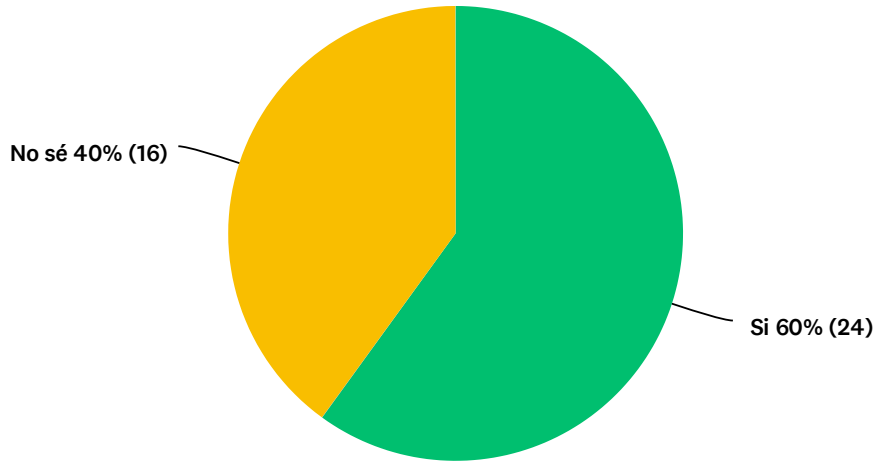
No sé 40% (16)

Si 60% (24)

ANSWER CHOICES	RESPONSES	
Si	60%	24
No	0%	0
No sé	40%	16
TOTAL		40

LUCIO
2022 Parent CNA Survey Results

05/12/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

34 / 43

Q33 El programa de pre-kínder proporciona instrucción que favorece la alfabetización infantil.

Answered: 40   Skipped: 52
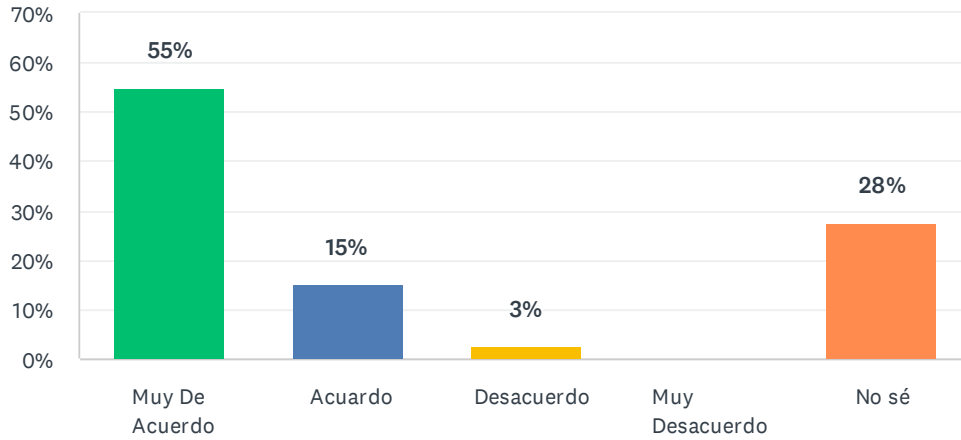
ANSWER CHOICES	RESPONSES	
Muy De Acuerdo	55%	22
Acuardo	15%	6
Desacuerdo	3%	1
Muy Desacuerdo	0%	0
No sé	28%	11
TOTAL		40

LUCIO
2022 Parent CNA Survey Results

05/12/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

35 / 43

Q34 Por favor responda a las siguientes lo que mejor corresponda:

Answered: 40   Skipped: 52
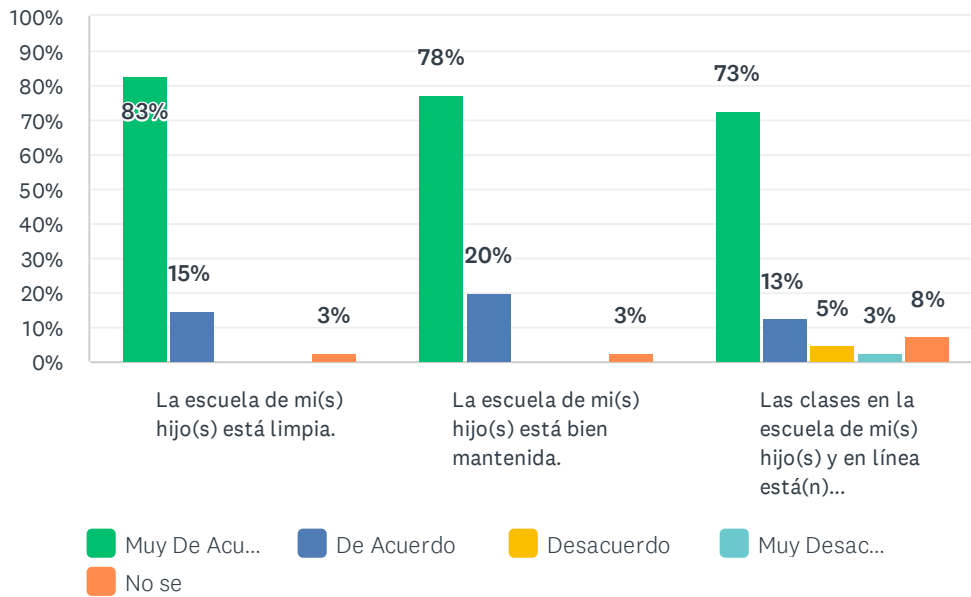
	MUY DE ACUERDO	DE ACUERDO	DESACUERDO	MUY DESACUERDO	NO SE	TOTAL
La escuela de mi(s) hijo(s) está limpia.	83% 33	15% 6	0% 0	0% 0	3% 1	40
La escuela de mi(s) hijo(s) está bien mantenida.	78% 31	20% 8	0% 0	0% 0	3% 1	40
Las clases en la escuela de mi(s) hijo(s) y en línea está(n) suficientemente pequeñas para que cada estudiante pueda recibir la atención individual de la maestra(o).	73% 29	13% 5	5% 2	3% 1	8% 3	40

LUCIO
2022 Parent CNA Survey Results

05/12/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

36 / 43

Q35 Por favor responda a lo siguiente lo que mejor corresponda:

Answered: 40   Skipped: 52
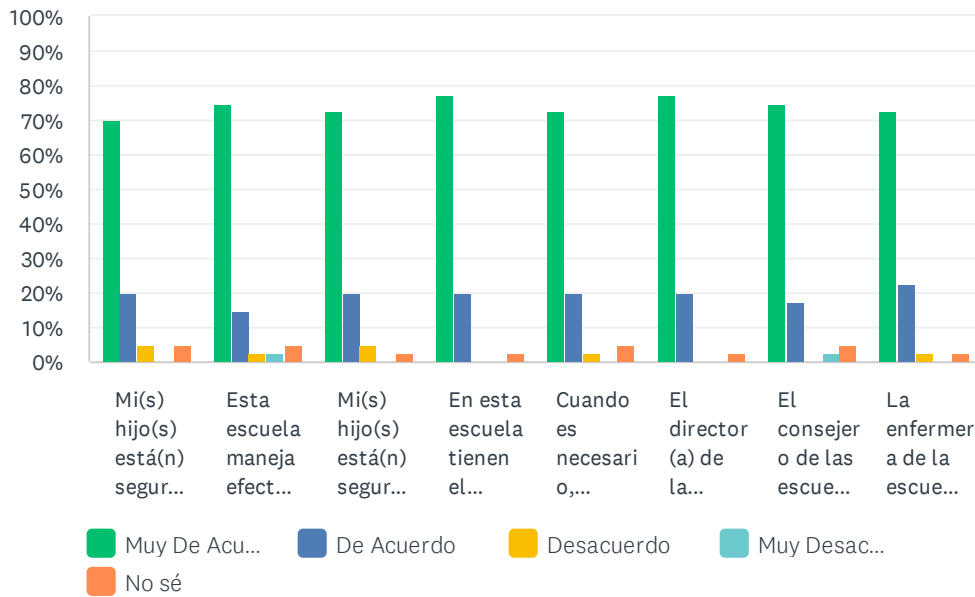
	MUY DE ACUERDO	DE ACUERDO	DESACUERDO	MUY DESACUERDO	NO SÉ	TOTAL
Mi(s) hijo(s) está(n) seguro(s) en la escuela.	70% 28	20% 8	5% 2	0% 0	5% 2	40
Esta escuela maneja efectivamente la mala conducta de los estudiantes.	75% 30	15% 6	3% 1	3% 1	5% 2	40
Mi(s) hijo(s) está(n) seguro(s) cuando es (son) transportado(s) a la escuela y de la escuela.	73% 29	20% 8	5% 2	0% 0	3% 1	40
En esta escuela tienen el personal de seguridad adecuado para mantener un ambiente seguro en la escuela.	78% 31	20% 8	0% 0	0% 0	3% 1	40
Cuando es necesario, siento que puedo expresar mi opiníon con respecto al personal de la escuela.	73% 29	20% 8	3% 1	0% 0	5% 2	40
El director(a) de la escuela y/o los maestros toman en serio mis preocupaciones.	78% 31	20% 8	0% 0	0% 0	3% 1	40
El consejero de las escuela está disponible para atender/asistar a mi hijo(a).	75% 30	18% 7	0% 0	3% 1	5% 2	40
La enfermera de la escuela o alguien está disponible en dado caso que mi hijo(a) se lastime o se enferme.	73% 29	23% 9	3% 1	0% 0	3% 1	40

LUCIO
2022 Parent CNA Survey Results

05/12/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

37 / 43

Q36 ¿Usted que piensa que mejoraría esta escuela?

Answered: 7   Skipped: 85

#	RESPONSES	DATE
1	Mas seguridades	5/4/2022 3:16 PM
2	Solo el tráfico en horario de salida pero de ahí en fuera todo esta muy bien !!!	5/3/2022 9:45 AM
3	Mayor disponían de los maestros y consejeros porque es muy difícil comunicarse con algunos	4/26/2022 6:37 AM
4	Más platicas presenciales entre alumnos maestros y padres	4/25/2022 3:17 PM
5	Si	4/25/2022 11:12 AM
6	Hasta ahorita todo esta bien	4/25/2022 10:54 AM
7	Implementar la seguridad en los estudiantes	4/25/2022 10:54 AM

LUCIO
2022 Parent CNA Survey Results

05/12/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

38 / 43

Q37 Apoya el uso de fondos federales para pagar el reclutamiento y la retención de maestros que prestan servicios bajo el Título I, Parte A estudiantes (estimulos)?

Answered: 37   Skipped: 55
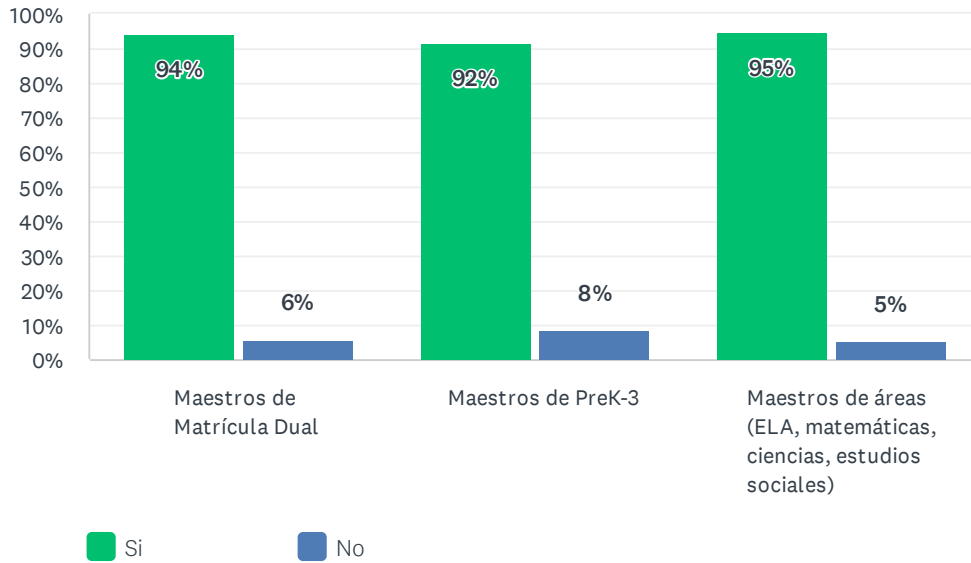
	SI	NO	TOTAL
Maestros de Matrícula Dual	94% 34	6% 2	36
Maestros de PreK-3	92% 33	8% 3	36
Maestros de áreas (ELA, matemáticas, ciencias, estudios sociales)	95% 35	5% 2	37

LUCIO
2022 Parent CNA Survey Results

05/12/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

39 / 43

Q38 ¿Apoya el uso de fondos federales para pagar programas de día/año extendido para estudiantes de Título I, Parte A para cerrar la brecha de aprendizaje?

Answered: 38   Skipped: 54
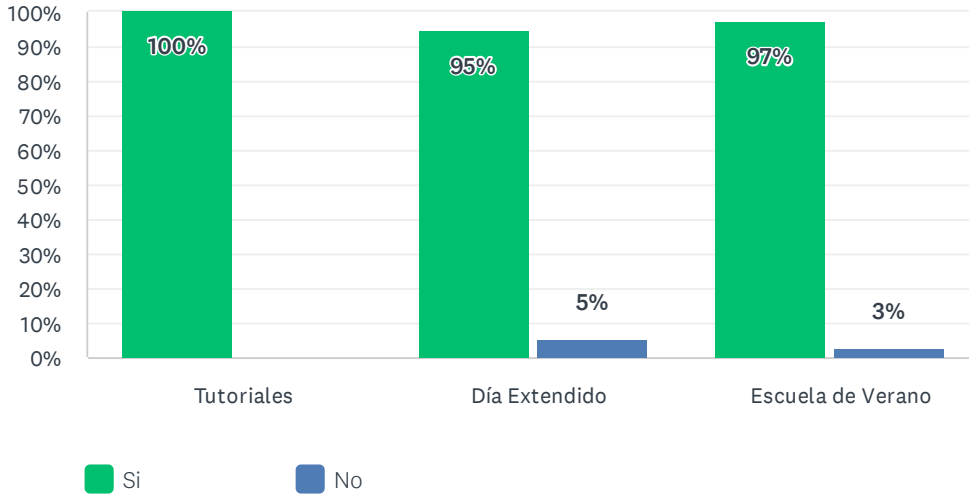
	SI	NO	TOTAL
Tutoriales	100% 38	0% 0	38
Día Extendido	95% 36	5% 2	38
Escuela de Verano	97% 37	3% 1	38

LUCIO
2022 Parent CNA Survey Results

05/12/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

40 / 43

Q39 ¿Apoyas lo siguiente?

Answered: 38   Skipped: 54
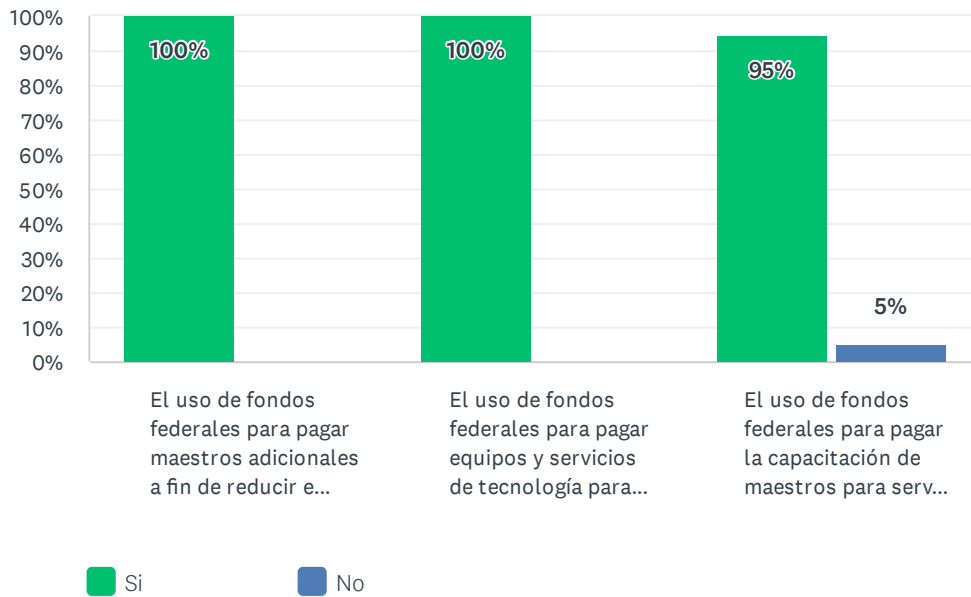
	SI	NO	TOTAL
El uso de fondos federales para pagar maestros adicionales a fin de reducir el tamaño de las clases.	100% 37	0% 0	37
El uso de fondos federales para pagar equipos y servicios de tecnología para maestros y estudiantes para ayudar a cerrar la brecha educativa.	100% 38	0% 0	38
El uso de fondos federales para pagar la capacitación de maestros para servir a los estudiantes del Título I, Parte A.	95% 35	5% 2	37

LUCIO
2022 Parent CNA Survey Results

05/12/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

41 / 43

Q40 ¿Hay otras áreas en las que cree que los fondos federales podrían usarse para servir mejor a nuestros estudiantes de Título I, Parte A?

Answered: 3   Skipped: 89

#	RESPONSES	DATE
1	mas programas para estudiantes migrantes	5/4/2022 3:17 PM
2	Poner más programas donde los estudiantes se puedan desarrollar más mentalmente	5/3/2022 10:17 AM
3	No	4/25/2022 10:56 AM

LUCIO
2022 Parent CNA Survey Results

05/12/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

42 / 43

Q41 Indique si está dispuesto a asistir a las reuniones del Comité ESSA 2022-2023.

Answered: 39   Skipped: 53

Si. Por favor llame al
956-548-8231 (Programas...
38% (15)

No 62% (24)
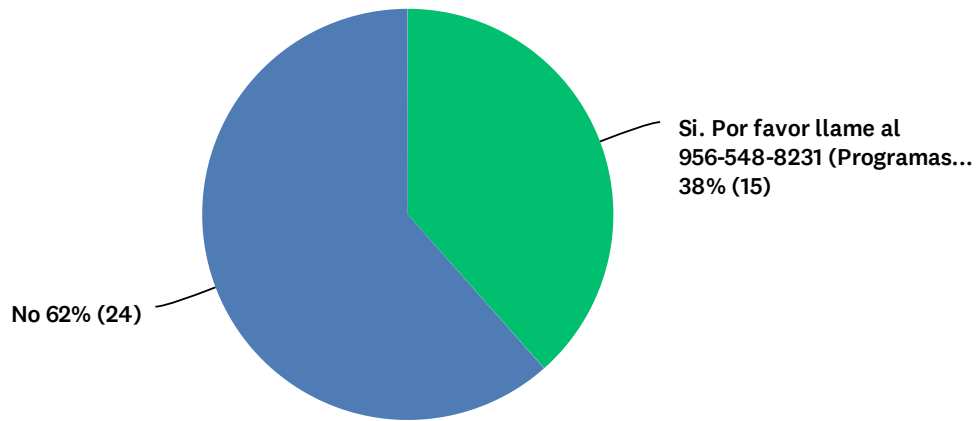
ANSWER CHOICES	RESPONSES	
Si. Por favor llame al 956-548-8231 (Programas Federales/Departamento de Título I) o dígale al director de su campus que le gustaría participar en este comité y él/ella puede pasar su información al departamento.	38%	15
No	62%	24
TOTAL		39

LUCIO
2022 Parent CNA Survey Results

05/12/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

43 / 43

Q2 Please indicate the number of years of experience.

Answered: 61   Skipped: 0

LUCIO
2022 Staff CNA Survey Results

05/06/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

1 / 50
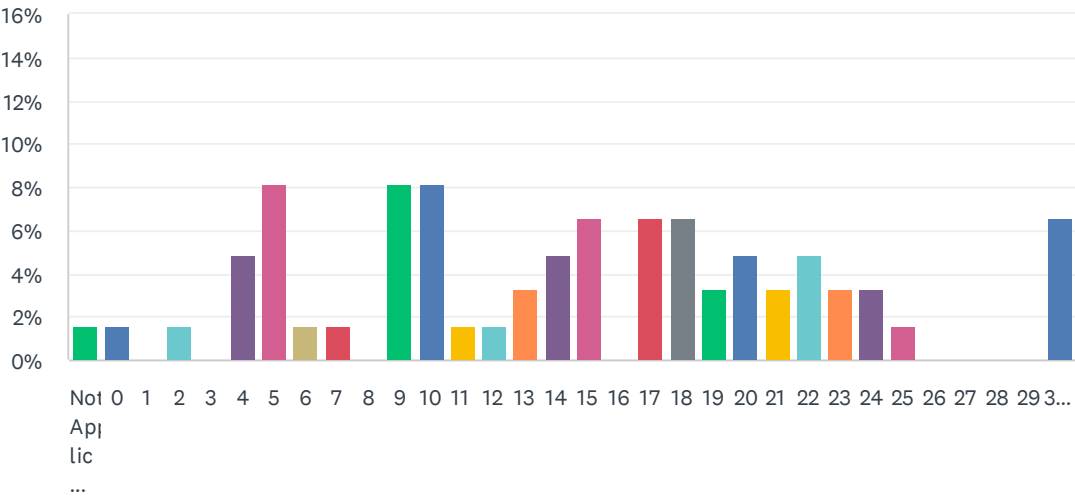
ANSWER CHOICES	RESPONSES	
Not Applicable	2%	1
0	2%	1
1	0%	0
2	2%	1
3	0%	0
4	5%	3
5	8%	5
6	2%	1
7	2%	1
8	0%	0
9	8%	5
10	8%	5
11	2%	1
12	2%	1
13	3%	2
14	5%	3
15	7%	4
16	0%	0
17	7%	4
18	7%	4
19	3%	2
20	5%	3
21	3%	2
22	5%	3
23	3%	2
24	3%	2
25	2%	1
26	0%	0
27	0%	0
28	0%	0
29	0%	0
30+	7%	4
TOTAL		61

LUCIO
2022 Staff CNA Survey Results

05/06/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

2 / 50

Q3 Please indicate the number of years you have worked at your CURRENT middle school campus.

Answered: 61   Skipped: 0

LUCIO
2022 Staff CNA Survey Results

05/06/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

4 / 50
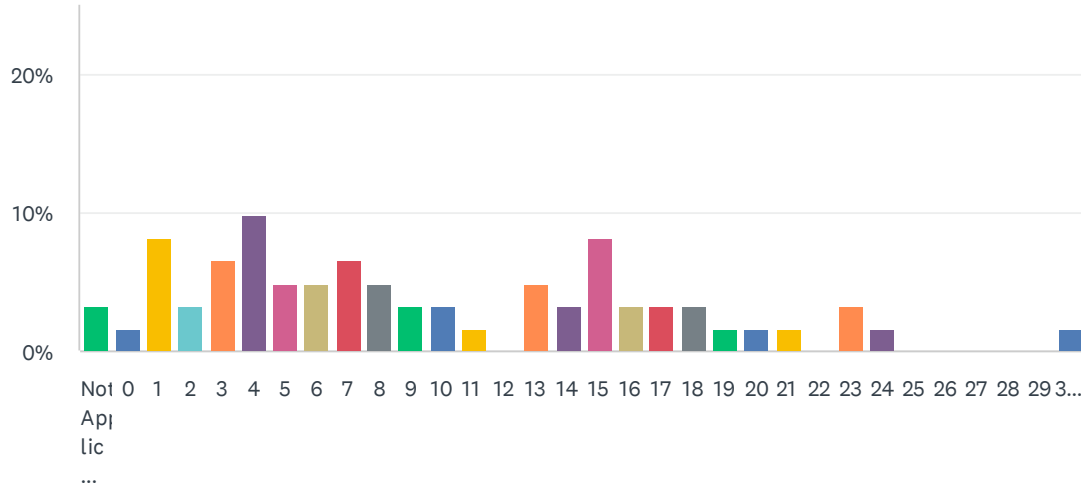
ANSWER CHOICES	RESPONSES	
Not Applicable	3%	2
0	2%	1
1	8%	5
2	3%	2
3	7%	4
4	10%	6
5	5%	3
6	5%	3
7	7%	4
8	5%	3
9	3%	2
10	3%	2
11	2%	1
12	0%	0
13	5%	3
14	3%	2
15	8%	5
16	3%	2
17	3%	2
18	3%	2
19	2%	1
20	2%	1
21	2%	1
22	0%	0
23	3%	2
24	2%	1
25	0%	0
26	0%	0
27	0%	0
28	0%	0
29	0%	0
30+	2%	1
TOTAL		61

LUCIO
2022 Staff CNA Survey Results
05/06/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

5 / 50

LUCIO
2022 Staff CNA Survey Results

05/06/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

6 / 50

Q4 Please complete the following:

Answered: 58   Skipped: 3
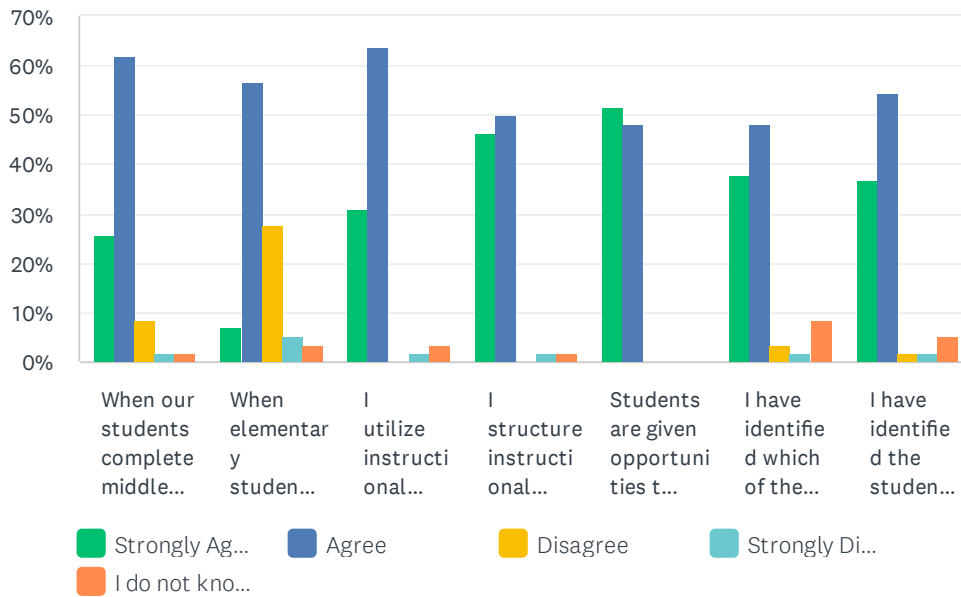
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	I DO NOT KNOW.	TOTAL
When our students complete middle school, they go to high school prepared with adequate knowledge and skills to succeed.	26% 15	62% 36	9% 5	2% 1	2% 1	58
When elementary students move up to middle school, they are prepared with adequate knowledge and skill to succeed.	7% 4	57% 33	28% 16	5% 3	3% 2	58
I utilize instructional activities in the classroom and online in which students need to use critical thinking and problem-solving strategies.	31% 18	64% 37	0% 0	2% 1	3% 2	58
I structure instructional activities to encourage active student participation and promote learning.	47% 27	50% 29	0% 0	2% 1	2% 1	58
Students are given opportunities to demonstrate their learning.	52% 30	48% 28	0% 0	0% 0	0% 0	58
I have identified which of the students I work with did not master or take STAAR in spring 2021.	38% 22	48% 28	3% 2	2% 1	9% 5	58
I have identified the students who are eligible for growth in spring 2022.	37% 21	54% 31	2% 1	2% 1	5% 3	57

LUCIO
2022 Staff CNA Survey Results

05/06/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

7 / 50

Q5 Our campus effectively educates students in the following educational areas:

Answered: 57   Skipped: 4
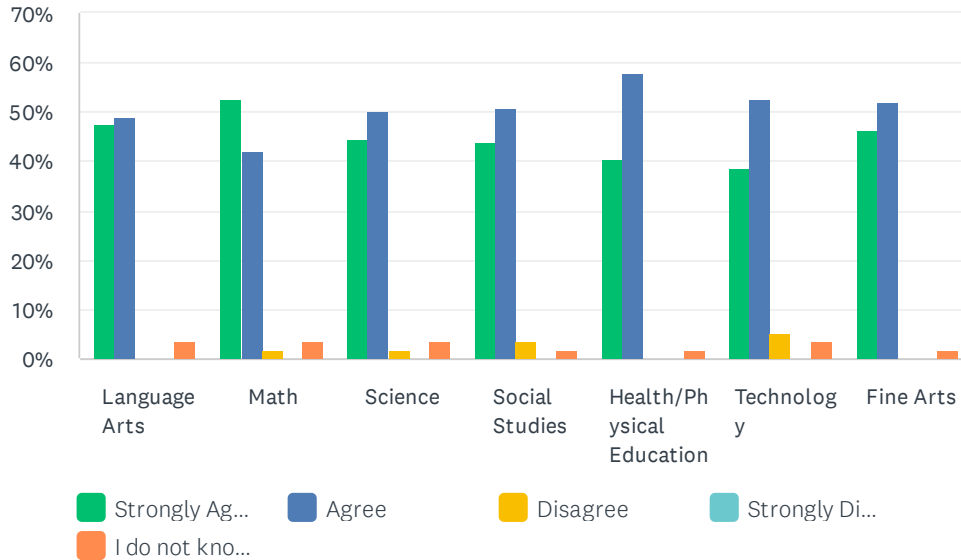
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	I DO NOT KNOW.	TOTAL
Language Arts	47% 27	49% 28	0% 0	0% 0	4% 2	57
Math	53% 30	42% 24	2% 1	0% 0	4% 2	57
Science	45% 25	50% 28	2% 1	0% 0	4% 2	56
Social Studies	44% 25	51% 29	4% 2	0% 0	2% 1	57
Health/Physical Education	40% 23	58% 33	0% 0	0% 0	2% 1	57
Technology	39% 22	53% 30	5% 3	0% 0	4% 2	57
Fine Arts	46% 26	52% 29	0% 0	0% 0	2% 1	56

LUCIO
2022 Staff CNA Survey Results

05/06/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

8 / 50

Q6 Our campus does a good job of meeting the academic needs of diverse student populations.

Answered: 58   Skipped: 3
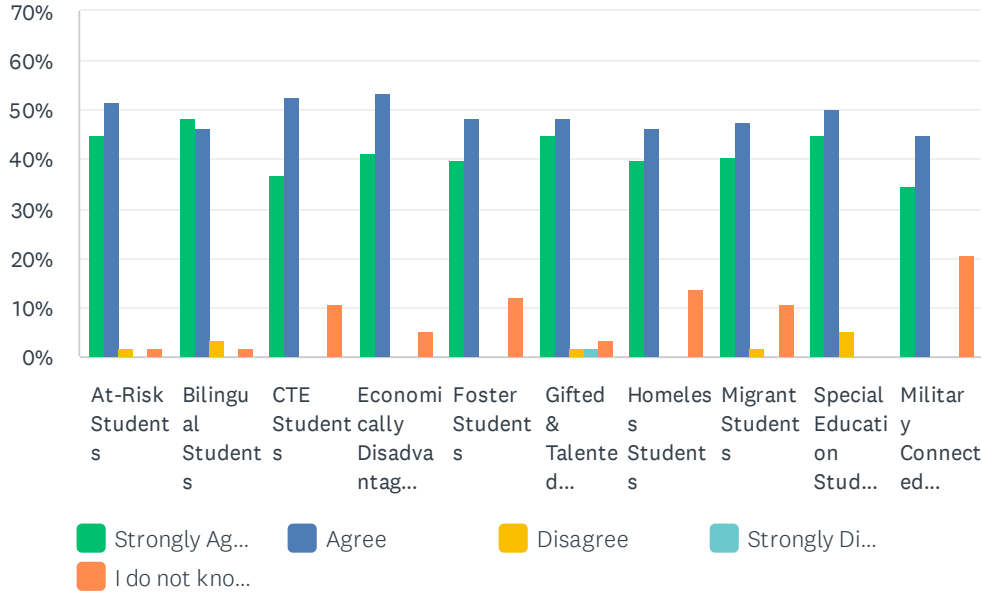
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	I DO NOT KNOW.	TOTAL
At-Risk Students	45% 26	52% 30	2% 1	0% 0	2% 1	58
Bilingual Students	48% 28	47% 27	3% 2	0% 0	2% 1	58
CTE Students	37% 21	53% 30	0% 0	0% 0	11% 6	57
Economically Disadvantaged Students	41% 24	53% 31	0% 0	0% 0	5% 3	58
Foster Students	40% 23	48% 28	0% 0	0% 0	12% 7	58
Gifted & Talented Students	45% 26	48% 28	2% 1	2% 1	3% 2	58
Homeless Students	40% 23	47% 27	0% 0	0% 0	14% 8	58
Migrant Students	40% 23	47% 27	2% 1	0% 0	11% 6	57
Special Education Students	45% 26	50% 29	5% 3	0% 0	0% 0	58
Military Connected Students	34% 20	45% 26	0% 0	0% 0	21% 12	58

LUCIO
2022 Staff CNA Survey Results

05/06/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

9 / 50

Q7 Our campus does a good job of implementing the district instructional frameworks in the classrooms and online.

Answered: 58   Skipped: 3
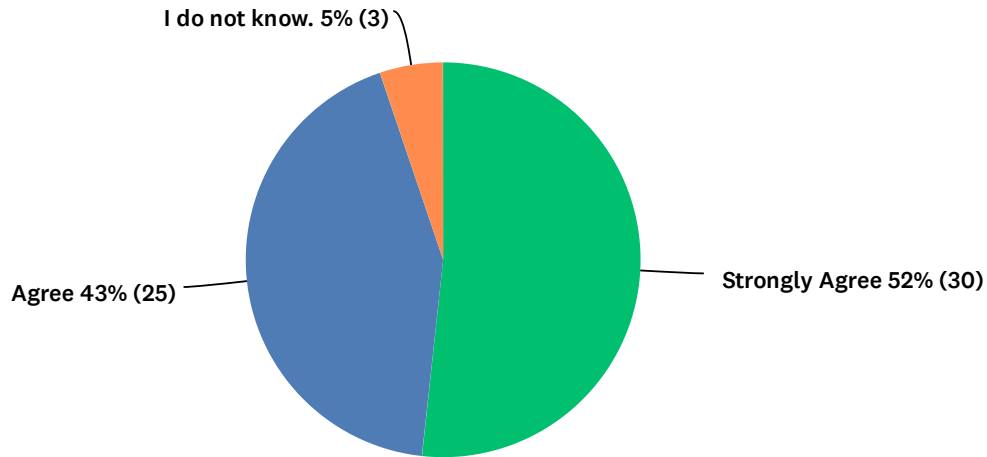
ANSWER CHOICES	RESPONSES	
Strongly Agree	52%	30
Agree	43%	25
Disagree	0%	0
Strongly Disagree	0%	0
I do not know.	5%	3
TOTAL		58

LUCIO
2022 Staff CNA Survey Results

05/06/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

10 / 50

Q8 Our campus provides innovative and interesting academic instruction, programs, and projects that motivate students to learn.

Answered: 58   Skipped: 3

I do not know. 3% (2)

Disagree 5% (3)

Strongly Agree 40% (23)

Agree 52% (30)

ANSWER CHOICES	RESPONSES	
Strongly Agree	40%	23
Agree	52%	30
Disagree	5%	3
Strongly Disagree	0%	0
I do not know.	3%	2
TOTAL		58

LUCIO
2022 Staff CNA Survey Results

05/06/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

11 / 50

Q9 I would like additional professional development.

Answered: 58   Skipped: 3

No 34% (20)

Yes 66% (38)

ANSWER CHOICES	RESPONSES	
Yes	66%	38
No	34%	20
TOTAL		58

LUCIO
2022 Staff CNA Survey Results

05/06/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

12 / 50

Q10 I would like professional development in the following areas. Check as many as apply.

Answered: 38   Skipped: 23
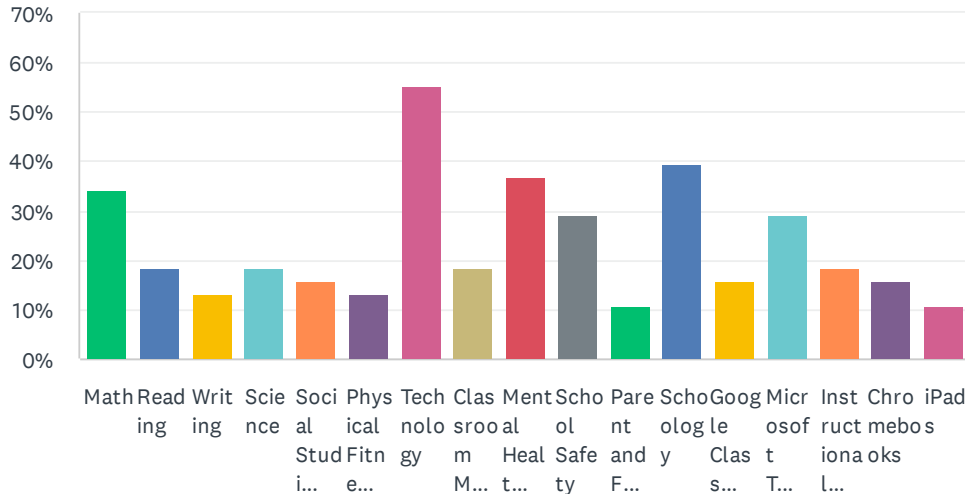
ANSWER CHOICES	RESPONSES	
Math	34%	13
Reading	18%	7
Writing	13%	5
Science	18%	7
Social Studies / History	16%	6
Physical Fitness / Health / P.E.	13%	5
Technology	55%	21
Classroom Management	18%	7
Mental Health and Wellness / Social Emotional Learning	37%	14
School Safety	29%	11
Parent and Family Engagement Topics	11%	4
Schoology	39%	15
Google Classroom	16%	6
Microsoft Teams	29%	11
Instructional Learning	18%	7
Chromebooks	16%	6
iPads	11%	4
Total Respondents: 38		

LUCIO
2022 Staff CNA Survey Results

05/06/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

13 / 50

#	OTHER (PLEASE SPECIFY).	DATE
1	Training on filling out all parts of the SLO.	4/8/2022 11:58 AM

LUCIO
2022 Staff CNA Survey Results

05/06/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

14 / 50

Q11 The following campus administrators consistently support teachers:

Answered: 58   Skipped: 3
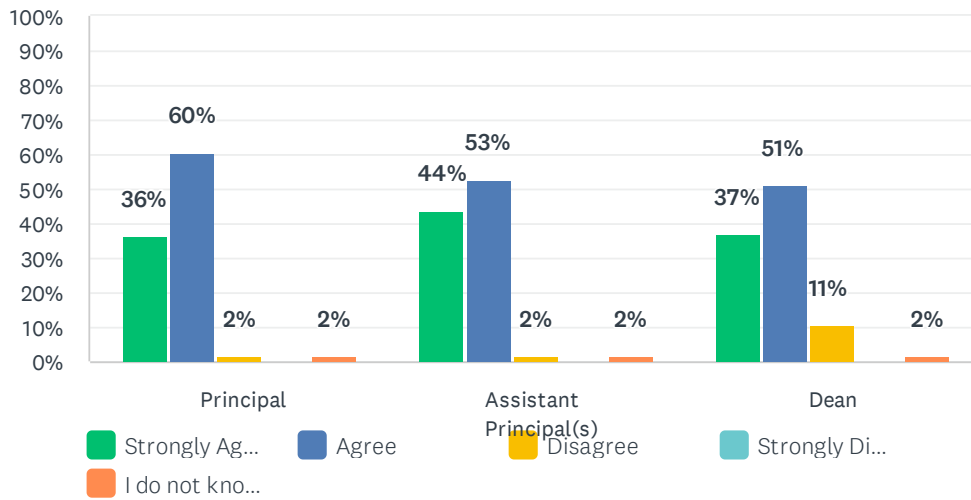
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	I DO NOT KNOW.	TOTAL
Principal	36% 21	60% 35	2% 1	0% 0	2% 1	58
Assistant Principal(s)	44% 25	53% 30	2% 1	0% 0	2% 1	57
Dean	37% 21	51% 29	11% 6	0% 0	2% 1	57

LUCIO
2022 Staff CNA Survey Results

05/06/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

15 / 50

Q12 There is an atmosphere of trust and mutual respect between administration and staff at our campus.

Answered: 58   Skipped: 3

Disagree 14% (8)

Strongly Agree 22% (13)

Agree 64% (37)

ANSWER CHOICES	RESPONSES	
Strongly Agree	22%	13
Agree	64%	37
Disagree	14%	8
Strongly Disagree	0%	0
I do not know.	0%	0
TOTAL		58

LUCIO
2022 Staff CNA Survey Results

05/06/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

16 / 50

Q13 Teachers are involved in the decision making process of important educational issues at our campus.

Answered: 58   Skipped: 3

ANSWER CHOICES	RESPONSES	
Strongly Agree	28%	16
Agree	43%	25
Disagree	19%	11
Strongly Disagree	0%	0
I do not know.	10%	6
TOTAL		58

LUCIO
2022 Staff CNA Survey Results

05/06/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

17 / 50

Q14 During teacher preparation days, time is spent strictly for classroom/instructional preparation purposes (e.g. setting up classroom, aligning curriculum, lesson planning, completing grades, end of year clearance).

Answered: 58   Skipped: 3

I do not know. 2% (1)

Disagree 14% (8)

Strongly Agree 34% (20)
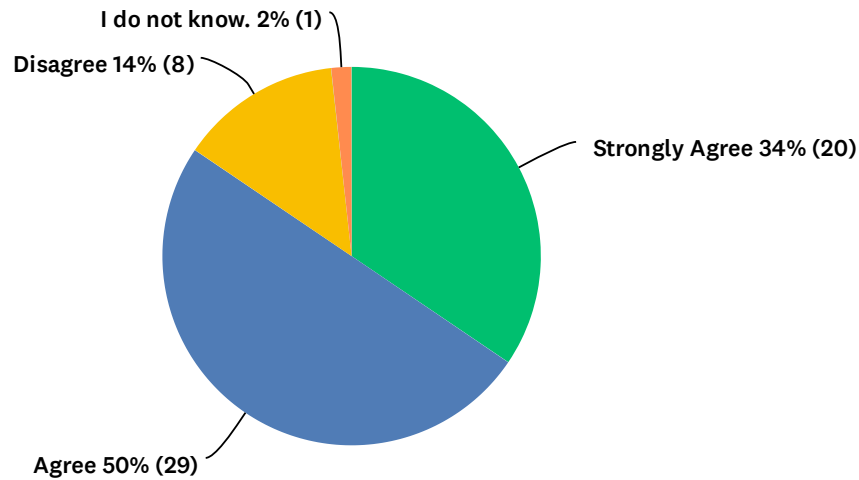
Agree 50% (29)

ANSWER CHOICES	RESPONSES	
Strongly Agree	34%	20
Agree	50%	29
Disagree	14%	8
Strongly Disagree	0%	0
I do not know.	2%	1
TOTAL		58

LUCIO
2022 Staff CNA Survey Results

05/06/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

18 / 50

Q15 How familiar are you with the Site-Based Decision-Making (SBDM) Committee?

Answered: 58   Skipped: 3

Not at all familiar 5% (3)

Not so familiar 16% (9)

Very familiar 28% (16)

Somewhat familiar 52% (30)
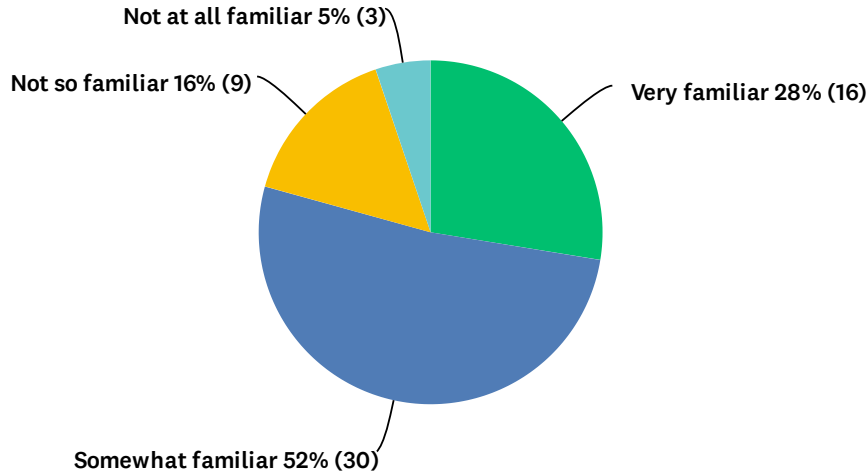
ANSWER CHOICES	RESPONSES	
Very familiar	28%	16
Somewhat familiar	52%	30
Not so familiar	16%	9
Not at all familiar	5%	3
TOTAL		58

LUCIO
2022 Staff CNA Survey Results

05/06/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

19 / 50

Q16 Our campus is kept clean.

Answered: 58   Skipped: 3

Strongly Disagree 3% (2)

Disagree 7% (4)

Strongly Agree 33% (19)
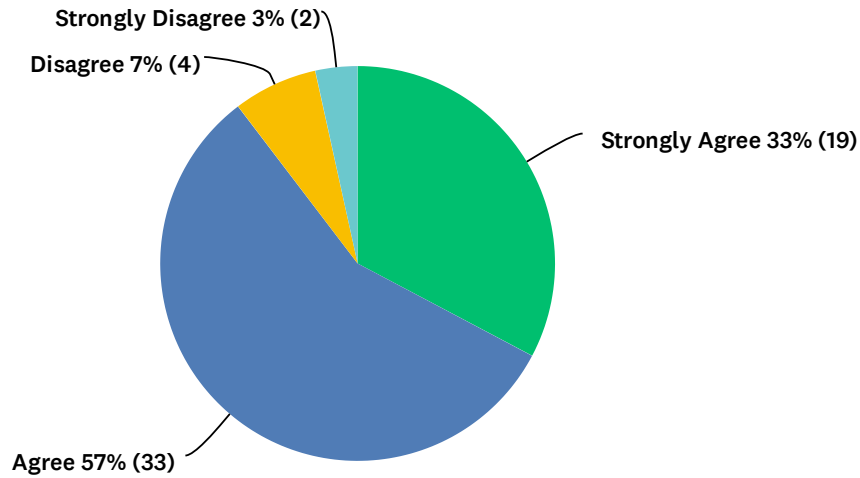
Agree 57% (33)

ANSWER CHOICES	RESPONSES	
Strongly Agree	33%	19
Agree	57%	33
Disagree	7%	4
Strongly Disagree	3%	2
TOTAL		58

LUCIO
2022 Staff CNA Survey Results

05/06/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

20 / 50

Q17 Our campus follows the COVID-19 cleaning protocols.

Answered: 58   Skipped: 3

I do not know. 7% (4)
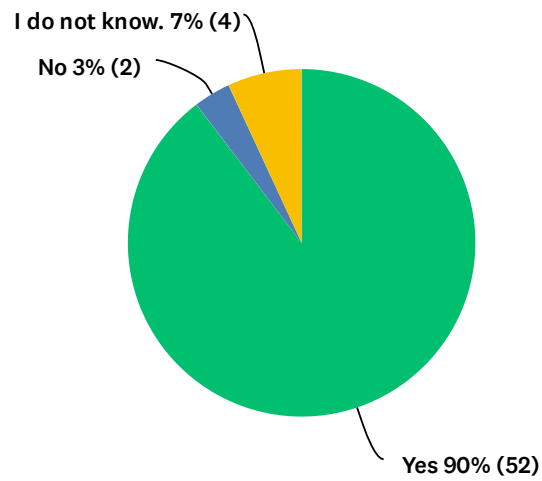
No 3% (2)

Yes 90% (52)

ANSWER CHOICES	RESPONSES	
Yes	90%	52
No	3%	2
I do not know.	7%	4
TOTAL		58

LUCIO
2022 Staff CNA Survey Results

05/06/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

21 / 50

Q18 Our campus facilities are well maintained.
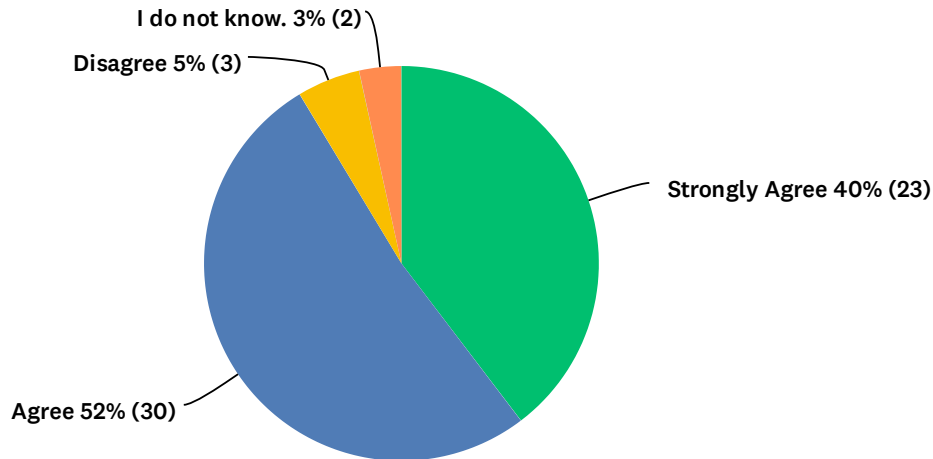
Answered: 58   Skipped: 3
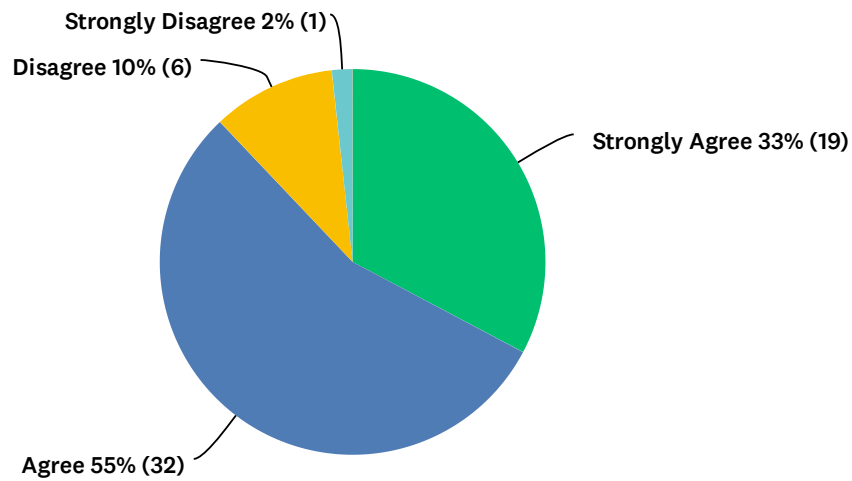
ANSWER CHOICES	RESPONSES	
Strongly Agree	33%	19
Agree	55%	32
Disagree	10%	6
Strongly Disagree	2%	1
I do not know.	0%	0
TOTAL		58

LUCIO
2022 Staff CNA Survey Results

05/06/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

22 / 50

Q19 Our campus facilities are adequate for the size of our student population.
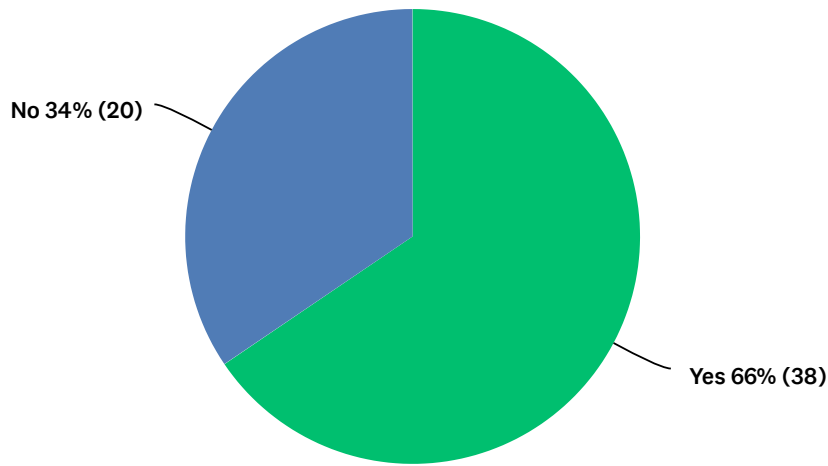
Answered: 58   Skipped: 3
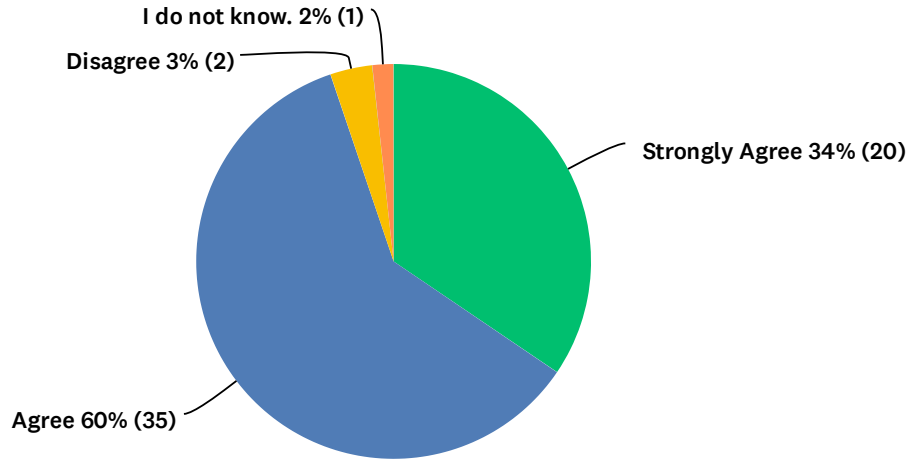
ANSWER CHOICES	RESPONSES	
Strongly Agree	34%	20
Agree	60%	35
Disagree	3%	2
Strongly Disagree	0%	0
I do not know.	2%	1
TOTAL		58

LUCIO
2022 Staff CNA Survey Results

05/06/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

23 / 50

Q20 The district/campus provides the necessary cleaning supplies and personal protective equipment (PPE) for me to feel safe in my classroom

Answered: 58   Skipped: 3

No. I need additional
_____ to feel safe in
my work space. 5%
(3)
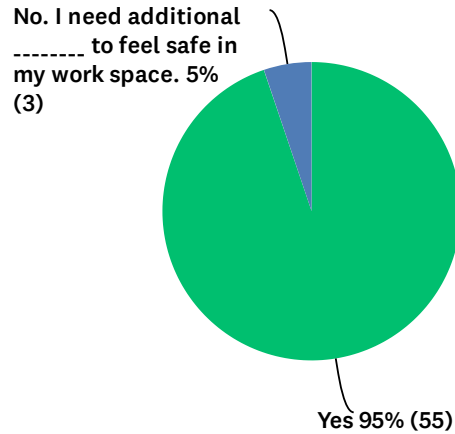
Yes 95% (55)

ANSWER CHOICES	RESPONSES	
Yes	95%	55
No. I need additional _____ to feel safe in my work space.	5%	3
TOTAL		58

#	NO. I NEED ADDITIONAL _____ TO FEEL SAFE IN MY WORK SPACE.	DATE
1	Masks, Wipes, and Sprays	4/19/2022 9:44 AM
2	cleaning wipes	4/11/2022 2:03 PM
3	sanitize the classrooms and provide sanitizer products	4/7/2022 8:56 AM

LUCIO
2022 Staff CNA Survey Results

05/06/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

24 / 50

Q21 I am satisfied with the way counselors address student needs in the following areas:

Answered: 58   Skipped: 3
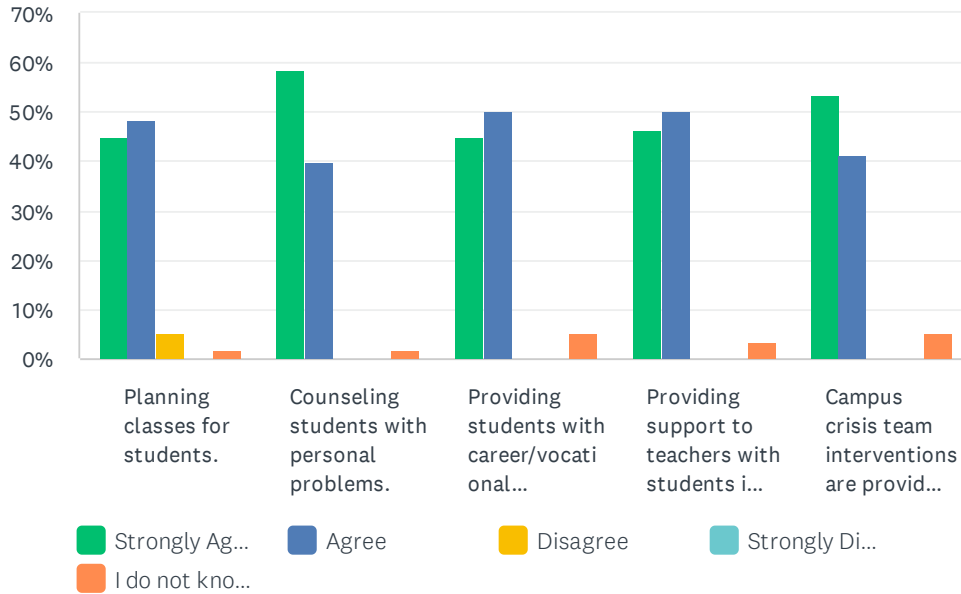
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	I DO NOT KNOW.	TOTAL
Planning classes for students.	45% 26	48% 28	5% 3	0% 0	2% 1	58
Counseling students with personal problems.	59% 34	40% 23	0% 0	0% 0	2% 1	58
Providing students with career/vocational orientation through online or face-to-face workshops, presentations, or speakers.	45% 26	50% 29	0% 0	0% 0	5% 3	58
Providing support to teachers with students in need of academic interventions or personal counseling	47% 27	50% 29	0% 0	0% 0	3% 2	58
Campus crisis team interventions are provided for students at risk of self-harm	53% 31	41% 24	0% 0	0% 0	5% 3	58

LUCIO
2022 Staff CNA Survey Results

05/06/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

25 / 50

Q22 Please respond to the following:
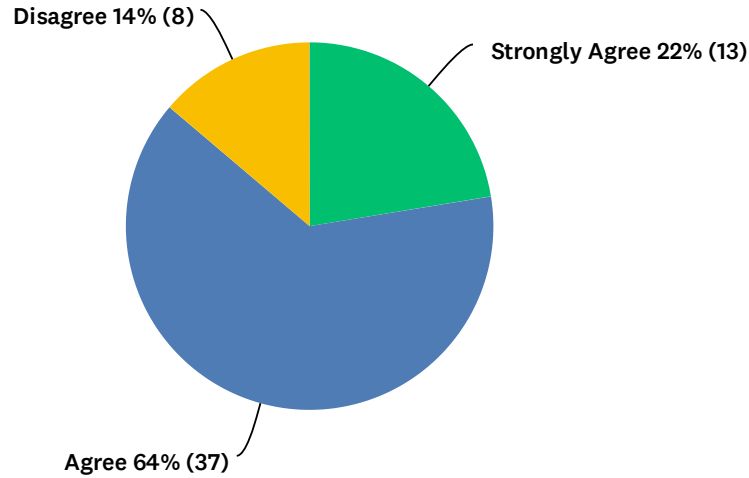
Answered: 58   Skipped: 3

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	I DO NOT KNOW.	TOTAL
Our campus is safe and secure.	34% 20	59% 34	5% 3	0% 0	2% 1	58
Drugs are a problem at our campus.	3% 2	28% 16	40% 23	12% 7	17% 10	58
Tobacco is a problem at our campus.	3% 2	9% 5	47% 27	17% 10	24% 14	58
Vaping is a problem at our campus.	5% 3	21% 12	41% 24	16% 9	17% 10	58
Alcohol is a problem at our campus.	3% 2	9% 5	45% 26	17% 10	26% 15	58
Weapons are a problem at our campus.	3% 2	5% 3	43% 25	24% 14	24% 14	58
Maintaining student discipline is a problem at our campus.	17% 10	14% 8	47% 27	17% 10	5% 3	58

LUCIO
2022 Staff CNA Survey Results

05/06/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

26 / 50

Q23 The student code of conduct is applied consistently and fairly among students.

Answered: 58   Skipped: 3

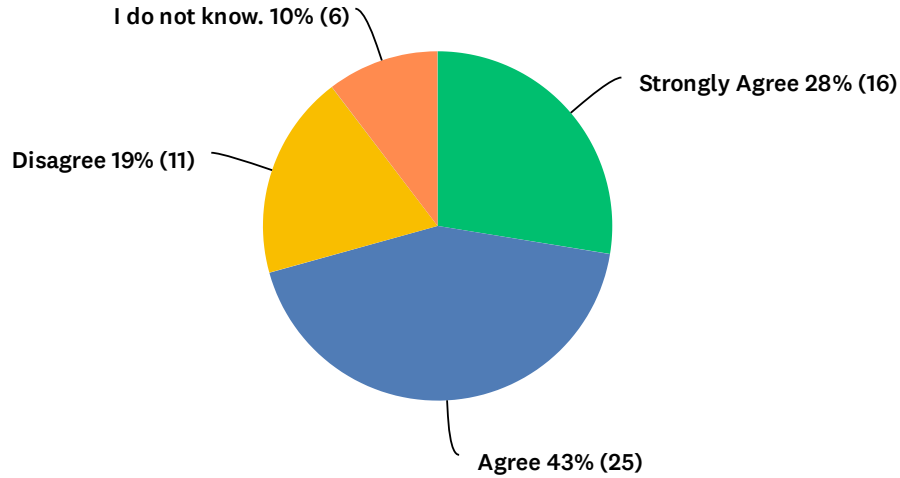
Strongly Disagree 5% (3)

Disagree 7% (4)

Strongly Agree 26% (15)
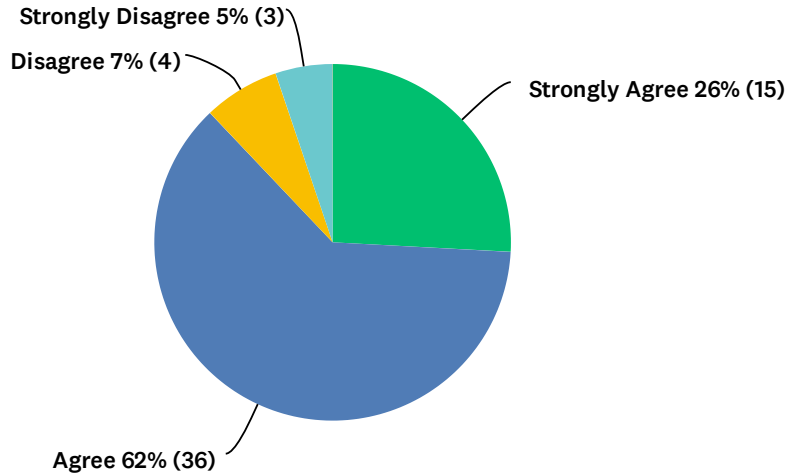
Agree 62% (36)

ANSWER CHOICES	RESPONSES	
Strongly Agree	26%	15
Agree	62%	36
Disagree	7%	4
Strongly Disagree	5%	3
I do not know.	0%	0
TOTAL		58

LUCIO
2022 Staff CNA Survey Results

05/06/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

27 / 50

Q24 Why do you feel the code of conduct is not applied consistently?

Answered: 6   Skipped: 55

#	RESPONSES	DATE
1	there is a bias on who gets dress coded or not	4/19/2022 9:46 AM
2	Depend on who the student is that gets in trouble	4/14/2022 8:30 AM
3	Students are given, for example, dress-down days when they are allowed to wear whatever they want regardless of code of conduct dress code policies.	4/11/2022 12:22 PM
4	Students are given too much leniency with campus rules and expectations. Corrective measures are not taken swiftly enough or not at all	4/8/2022 9:13 AM
5	Students return to classroom or campus after a behavior issue that should've been a suspension or removal from classroom.	4/7/2022 11:16 AM
6	Certain students that are labeld usually get away with many disruptive behaviors then the general pops.	4/7/2022 8:36 AM

LUCIO
2022 Staff CNA Survey Results

05/06/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

28 / 50

Q25 Please respond to the following:

Answered: 57   Skipped: 4
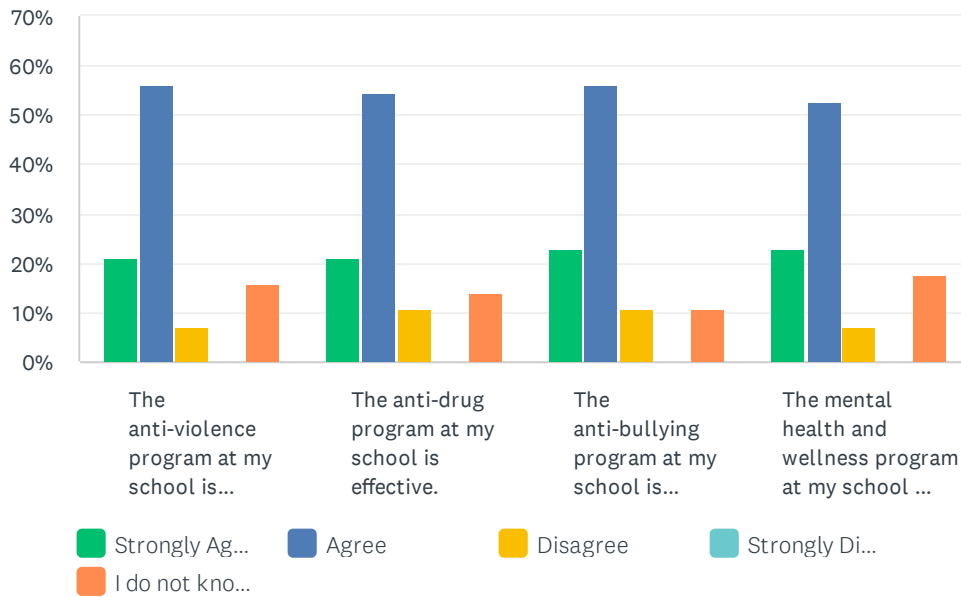
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	I DO NOT KNOW.	TOTAL
The anti-violence program at my school is effective.	21% 12	56% 32	7% 4	0% 0	16% 9	57
The anti-drug program at my school is effective.	21% 12	54% 31	11% 6	0% 0	14% 8	57
The anti-bullying program at my school is effective.	23% 13	56% 32	11% 6	0% 0	11% 6	57
The mental health and wellness program at my school is effective.	23% 13	53% 30	7% 4	0% 0	18% 10	57

LUCIO
2022 Staff CNA Survey Results

05/06/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

29 / 50

Q26 Please add any comments on our student safety, staff safety, or the safety programs listed above.

Answered: 4   Skipped: 57

#	RESPONSES	DATE
1	I feel safe and the students are always cared for every minute of school.	4/13/2022 8:18 PM
2	Any additional materials are welcomed	4/11/2022 2:04 PM
3	Our school feels safe.	4/9/2022 1:41 PM
4	N/A	4/7/2022 8:58 AM

LUCIO
2022 Staff CNA Survey Results

05/06/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

30 / 50

Q27 Please respond to the following:

Answered: 57   Skipped: 4
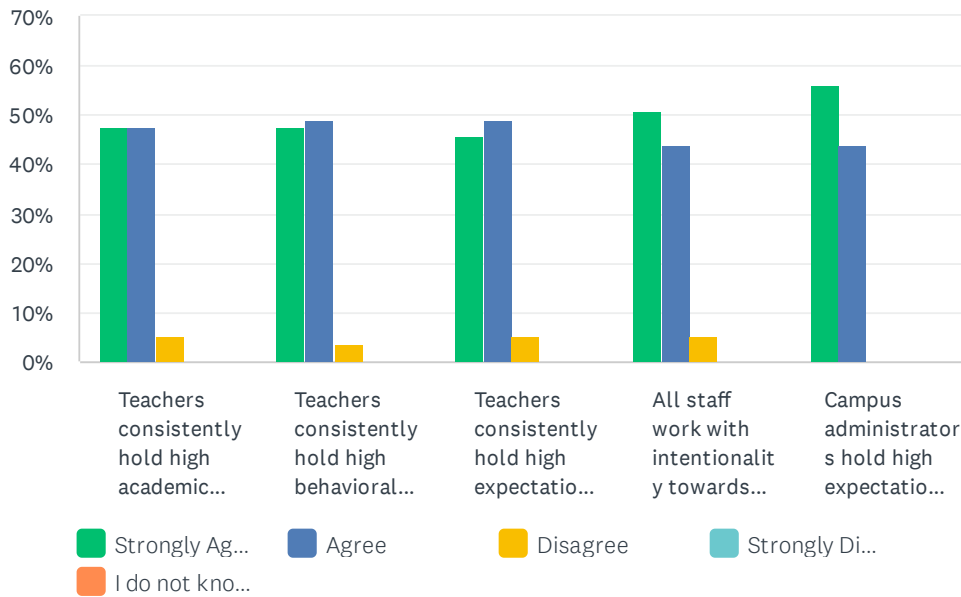
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	I DO NOT KNOW.	TOTAL
Teachers consistently hold high academic expectations for all students.	47% 27	47% 27	5% 3	0% 0	0% 0	57
Teachers consistently hold high behavioral and social expectations for all students.	47% 27	49% 28	4% 2	0% 0	0% 0	57
Teachers consistently hold high expectations for all student attendance and personally communicate with parents.	46% 26	49% 28	5% 3	0% 0	0% 0	57
All staff work with intentionality towards student growth for each student (STAAR performance hoppers).	51% 29	44% 25	5% 3	0% 0	0% 0	57
Campus administrators hold high expectations for all teachers and staff.	56% 32	44% 25	0% 0	0% 0	0% 0	57

LUCIO
2022 Staff CNA Survey Results

05/06/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments
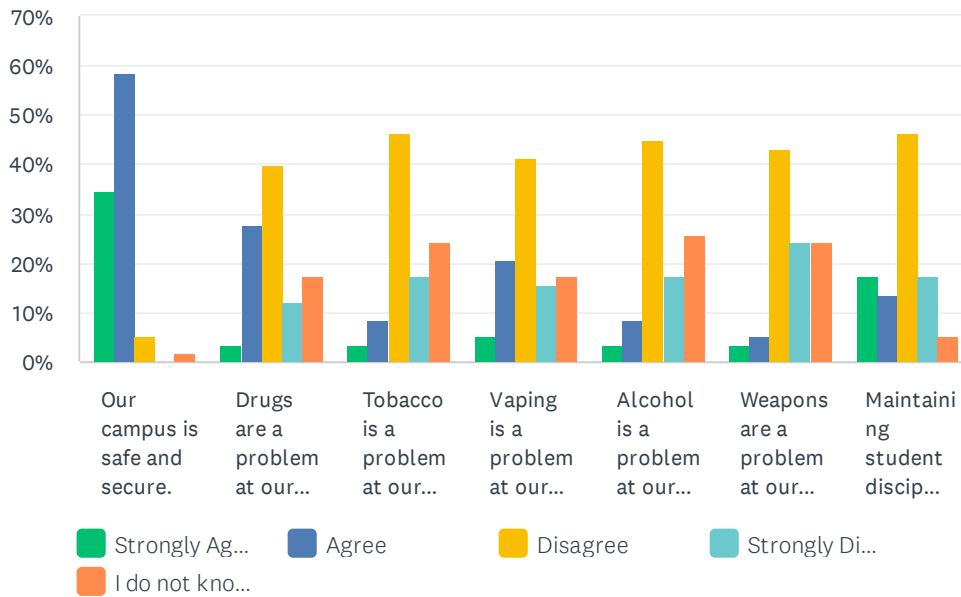
31 / 50

Q28 Please respond to the following:

Answered: 57   Skipped: 4
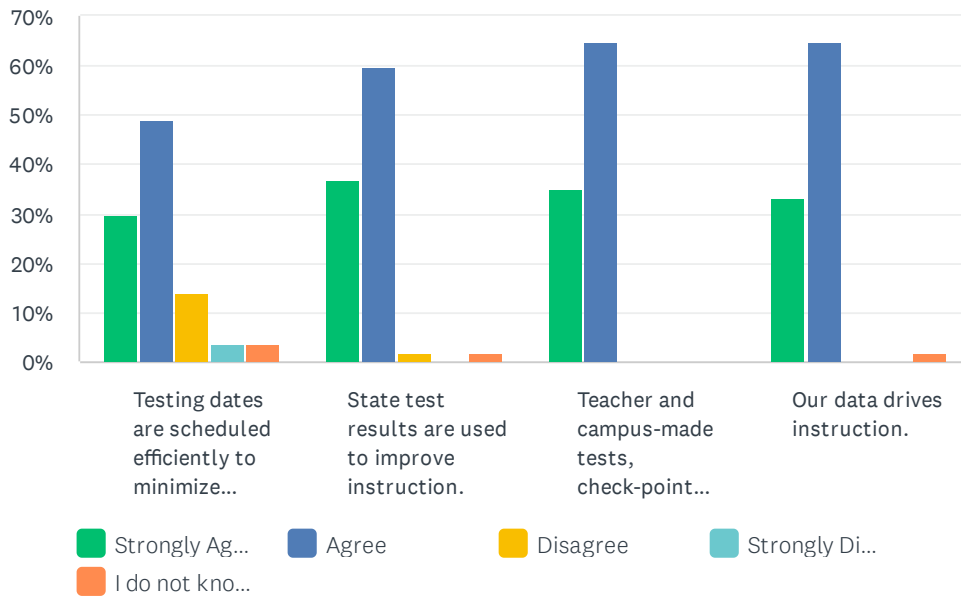
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	I DO NOT KNOW.	TOTAL
Testing dates are scheduled efficiently to minimize disruption to classroom instruction.	30% 17	49% 28	14% 8	4% 2	4% 2	57
State test results are used to improve instruction.	37% 21	60% 34	2% 1	0% 0	2% 1	57
Teacher and campus-made tests, check-point assessments (CPAs), the TELPAS benchmarks, and district benchmark (DBM) results are used to improve instruction.	35% 20	65% 37	0% 0	0% 0	0% 0	57
Our data drives instruction.	33% 19	65% 37	0% 0	0% 0	2% 1	57

LUCIO
2022 Staff CNA Survey Results

05/06/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

32 / 50

Q29 Please respond to the following:

Answered: 57   Skipped: 4
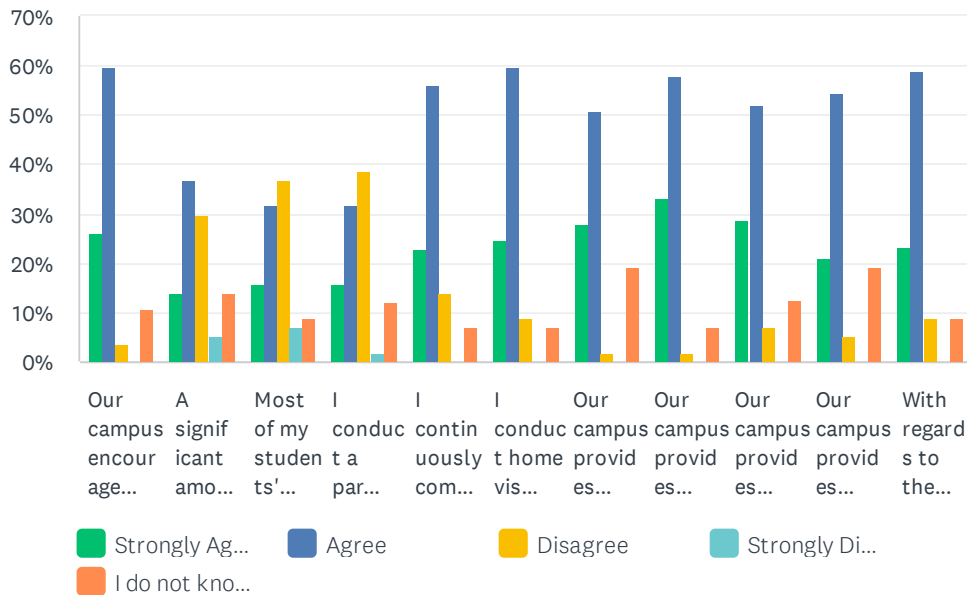
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	I DO NOT KNOW.	TOTAL
Our campus encourages parents to be involved.	26% 15	60% 34	4% 2	0% 0	11% 6	57
A significant amount of parents are actively involved in our campus.	14% 8	37% 21	30% 17	5% 3	14% 8	57
Most of my students' parents met with me face-to-face and/or online during Open House.	16% 9	32% 18	37% 21	7% 4	9% 5	57
I conduct a parent conference with every parent to discuss the Student-Parent-School (S-P-S) Compact as it relates to student achievement.	16% 9	32% 18	39% 22	2% 1	12% 7	57
I continuously communicate with all parents/guardians regarding student progress.	23% 13	56% 32	14% 8	0% 0	7% 4	57
I conduct home visits, phone calls, or online meetings with hard to reach parents.	25% 14	60% 34	9% 5	0% 0	7% 4	57
Our campus provides parents with the opportunity to volunteer (when they are allowed on campus).	28% 16	51% 29	2% 1	0% 0	19% 11	57
Our campus provides regular two-way communication between parents/guardians and school staff.	33% 19	58% 33	2% 1	0% 0	7% 4	57
Our campus provides flexible parent meeting times.	29% 16	52% 29	7% 4	0% 0	13% 7	56
Our campus provides parents/guardians meaningful training.	21% 12	54% 31	5% 3	0% 0	19% 11	57
With regards to their children, parents are provided meaningful opportunities to participate in the decision-making process.	23% 13	59% 33	9% 5	0% 0	9% 5	56

LUCIO
2022 Staff CNA Survey Results

05/06/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

33 / 50

Q30 How can we more actively involve parents & guardians at our campus? Please provide recommendations.

Answered: 10   Skipped: 51

#	RESPONSES	DATE
1	I don't know how it works with covid now	4/25/2022 8:06 AM
2	just an idea. have 10 parents a month- come in and share what they do- whether its professionally or a craft/specialty or having festivals, having their kids perform and food always brings parents in. not band/choir concert but where the school gets involved and everyone participates	4/18/2022 12:39 PM
3	With activities at school for parents, like how schools sometimes have activities for students	4/13/2022 8:27 PM
4	Have classes that parents need like cooking, sewing, etc.	4/11/2022 2:05 PM
5	IDEA and other charter schools mandate parents to volunteer an x amount of hours per school year, if parents can't or don't want to, they must pay a fee. This money is used for school needs.	4/11/2022 9:04 AM
6	Invite parents more often.	4/9/2022 1:44 PM
7	Lucio has done an exceptional job of providing opportunities for parents and guardians to become active members of our campus community. The campus culture and climate is inviting and welcoming for parents, faculty, and staff to be active stakeholders in the academic success of the students.	4/8/2022 12:03 PM
8	motivation and incentives	4/7/2022 3:34 PM
9	N/A-covid restrictions	4/7/2022 9:02 AM
10	Parents have been scarce the last couple of years. I think the school needs to host more community events for our families, and be in constant communication with a strong group of parents for assistance on our campus. They are always willing to help.	4/7/2022 8:37 AM

LUCIO
2022 Staff CNA Survey Results

05/06/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

34 / 50

Q31 Please respond to the following:

Answered: 56   Skipped: 5
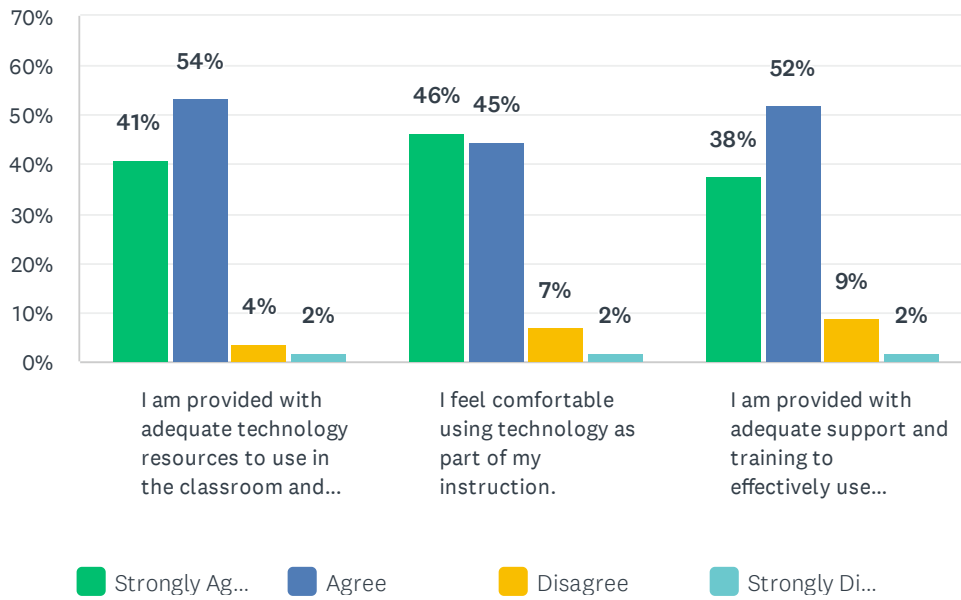
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
I am provided with adequate technology resources to use in the classroom and online for instructional purposes.	41% 23	54% 30	4% 2	2% 1	56
I feel comfortable using technology as part of my instruction.	46% 26	45% 25	7% 4	2% 1	56
I am provided with adequate support and training to effectively use technology in the classroom or online.	38% 21	52% 29	9% 5	2% 1	56

LUCIO
2022 Staff CNA Survey Results

05/06/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

35 / 50

Q32 What type of professional development have you attended in the area of technology?

Answered: 20   Skipped: 41

#	RESPONSES	DATE
1	mostly on new software	4/25/2022 8:07 AM
2	programs, lights and sound	4/19/2022 12:23 PM
3	technology related to software or items in the classroom Majority of what I learn is from other teachers and youtube, not PDs	4/19/2022 11:18 AM
4	schoology, google classroom,	4/18/2022 12:46 PM
5	Clear touch training,	4/18/2022 10:51 AM
6	snowflake, schoology, and teams	4/18/2022 8:27 AM
7	schoology	4/14/2022 8:59 AM
8	Schoology	4/13/2022 8:30 PM
9	Edusmart	4/9/2022 1:45 PM
10	Google Docs, Nearpod, Schoology	4/8/2022 12:05 PM
11	Schoology/Google Classroom	4/8/2022 12:05 PM
12	smart board training	4/8/2022 10:07 AM
13	none	4/7/2022 3:35 PM
14	It is documented on PDS, but mostly on incorporting online platforms that replace paper assignments and emulate STAAR formated responses	4/7/2022 12:52 PM
15	Only what was provided at the beginning of the year.	4/7/2022 10:48 AM
16	APEX, I Ready	4/7/2022 9:14 AM
17	Schoology, google classroom, program trainings such as Edusmart, Education Galaxy etc	4/7/2022 9:06 AM
18	Nearpod	4/7/2022 9:04 AM
19	I have attended the following trainings on technology: I-Ready, Imagine Reading, Schoology, Nearpod, Flocabulary.	4/7/2022 8:41 AM
20	schoology platform	4/7/2022 8:38 AM

LUCIO
2022 Staff CNA Survey Results

05/06/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

36 / 50

Q33 How is the technology training implementation monitored?

Answered: 18   Skipped: 43

#	RESPONSES	DATE
1	We can use more of it	4/25/2022 8:07 AM
2	utilized in class and in performance	4/19/2022 12:23 PM
3	walkthroughs	4/19/2022 11:18 AM
4	self monitored	4/18/2022 12:46 PM
5	In the use of the clear touch monitor	4/18/2022 10:51 AM
6	With the use of the programs	4/18/2022 8:27 AM
7	We are always monitored and offered more trainings ahead of time of the scheduled date	4/13/2022 8:30 PM
8	It is not.	4/9/2022 1:45 PM
9	The technology implementation is monitored through walk through observations.	4/8/2022 12:05 PM
10	unknown	4/8/2022 10:07 AM
11	n/a	4/7/2022 3:35 PM
12	through PD and observations and PLCs	4/7/2022 12:52 PM
13	I do not know.	4/7/2022 10:48 AM
14	Walk Throughs and Observations	4/7/2022 9:14 AM
15	Updates and follow up training are offered	4/7/2022 9:06 AM
16	Student data performance and achievements	4/7/2022 9:04 AM
17	It is monitored through walk-throughs.	4/7/2022 8:41 AM
18	n/a	4/7/2022 8:38 AM

LUCIO
2022 Staff CNA Survey Results

05/06/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

37 / 50

Q34 What impact does teacher training in technology have on student achievement?

Answered: 20   Skipped: 41

#	RESPONSES	DATE
1	I pretty much learn on my own and then share with my department	4/25/2022 8:07 AM
2	helpful	4/19/2022 12:23 PM
3	I use tech and it allows students to be more comfortable.	4/19/2022 11:18 AM
4	new methods of student peer interaction through colloboration in PBL	4/19/2022 9:33 AM
5	very much, technology is their thing and it makes it interactive.	4/18/2022 12:46 PM
6	student engagement	4/18/2022 10:51 AM
7	Better instruction to students with the use of technology programs in class.	4/18/2022 8:27 AM
8	if a teacher is well prepared in technolgy is going to help the students in their academic growth because the teacher will be train in order to help the students	4/14/2022 9:20 AM
9	If I am trained and proficient in an technology I would be more able to assist my students with ay questions of concrns	4/14/2022 8:59 AM
10	It allows us instruct at our fullest and show students a clear picture of examples and pictures for those that are visual learners	4/13/2022 8:30 PM
11	Students like technology.	4/9/2022 1:45 PM
12	Teacher training in technology impacts student achievement by engaging students through online lessons.	4/8/2022 12:05 PM
13	Technology is a vital component of student learning and success. It is imperative to incorporate technology tools to support and supplement student learning.	4/8/2022 12:05 PM
14	unknown	4/8/2022 10:07 AM
15	n/a	4/7/2022 3:35 PM
16	It provides significant if implemented with blended learning	4/7/2022 12:52 PM
17	Higher student achievement	4/7/2022 9:14 AM
18	The different programs help meet the need on different areas of the student learning	4/7/2022 9:06 AM
19	higher instructional delivering and student performance	4/7/2022 9:04 AM
20	The more knowledgeable you are in technology, the smoother, more engaging the lesson, and it becomes beneficial for students.	4/7/2022 8:41 AM

LUCIO
2022 Staff CNA Survey Results

05/06/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

38 / 50

Q35 Do you support using Federal funds to pay for recruitment and retention of teachers serving Title I, Part A students (stipends)?

Answered: 57   Skipped: 4
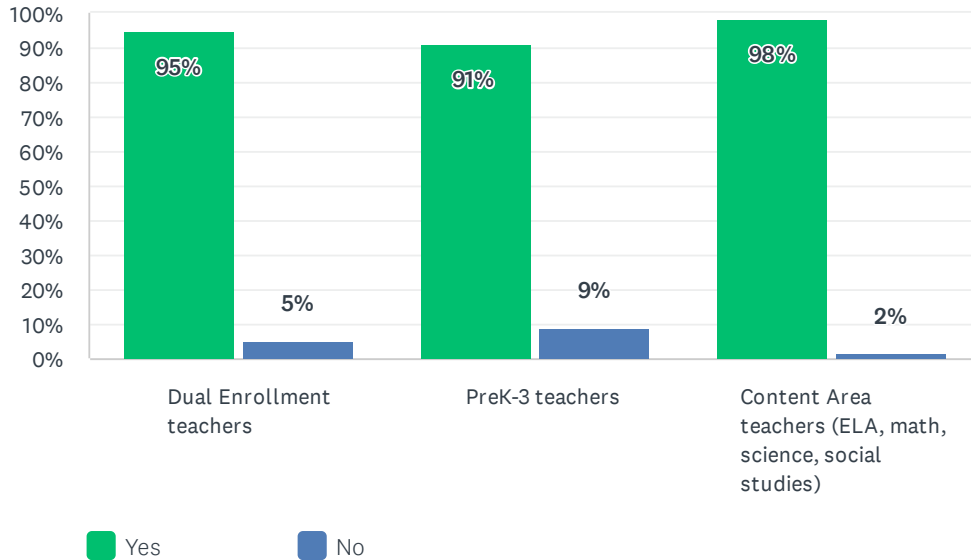
	YES	NO	TOTAL
Dual Enrollment teachers	95% 53	5% 3	56
PreK-3 teachers	91% 51	9% 5	56
Content Area teachers (ELA, math, science, social studies)	98% 56	2% 1	57

LUCIO
2022 Staff CNA Survey Results

05/06/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

39 / 50

Q36 Do you support using Federal funds to pay for extended day/year programs for Title I, Part A students to close the learning gap?

Answered: 57   Skipped: 4
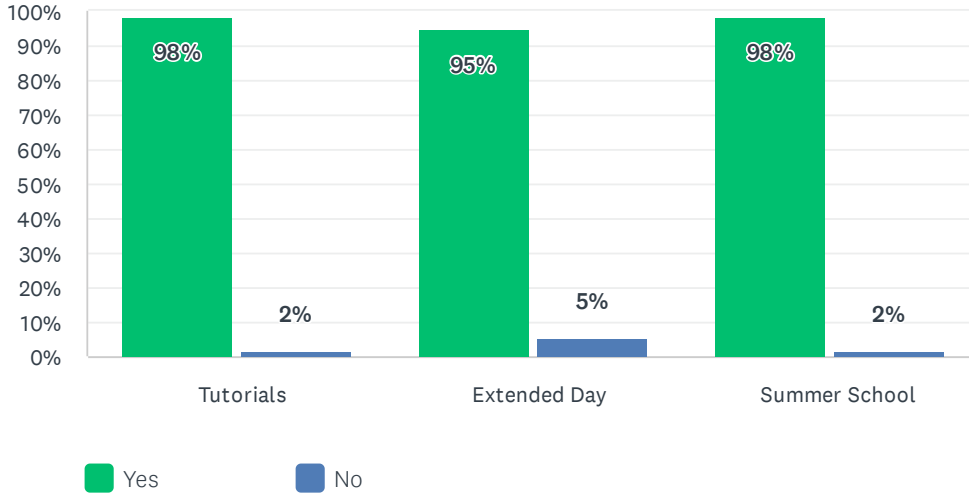
	YES	NO	TOTAL
Tutorials	98% 56	2% 1	57
Extended Day	95% 54	5% 3	57
Summer School	98% 56	2% 1	57
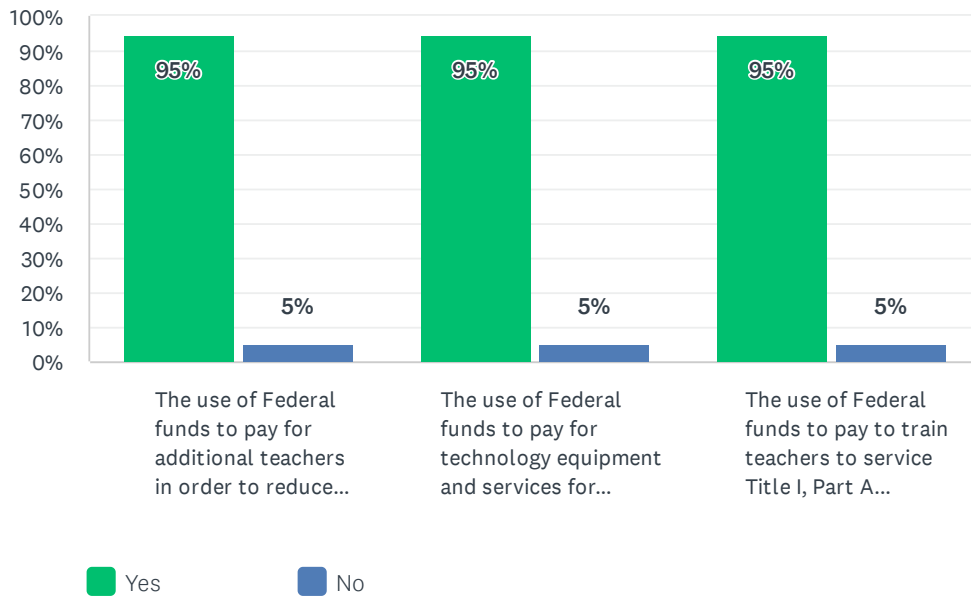
LUCIO
2022 Staff CNA Survey Results

05/06/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

40 / 50

Q37 Do you support the following?

Answered: 57   Skipped: 4

	YES	NO	TOTAL
The use of Federal funds to pay for additional teachers in order to reduce class-size.	95% 54	5% 3	57
The use of Federal funds to pay for technology equipment and services for teachers and students to help close the educational gap.	95% 54	5% 3	57
The use of Federal funds to pay to train teachers to service Title I, Part A students.	95% 54	5% 3	57

LUCIO
2022 Staff CNA Survey Results

05/06/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

41 / 50

Q38 Are there any other areas you feel that Federal funds could be used to better serve our Title I, Part A students?

Answered: 15   Skipped: 46

#	RESPONSES	DATE
1	update the student furniture the desks are falling apart and classrooms look uninviting. It would be good to give the principal money for classroom furniture	4/25/2022 8:08 AM
2	n/a	4/19/2022 12:25 PM
3	More teachers, more help in secondary classrooms (aides, volunteers that will help monitor the classrooms)	4/19/2022 11:20 AM
4	have a barber day or a spa day or cool incentives like winning expensive tennis shoes, a gas card, a family meal of choice taken by uber eats-- something that is going to make the students want to perform.	4/18/2022 12:54 PM
5	Classroom updated furniture	4/14/2022 3:50 PM
6	teaching the students to take care of themselves maybe by including a personal hygene class and a cooking class	4/14/2022 9:22 AM
7	I believe there should be more incentives for students due to there being such a demand for them to succeed in all the do with high scores. The amount of pressure should have a balance to create a less stressful environment with gaining the same amount of success.	4/13/2022 8:38 PM
8	PE	4/11/2022 12:16 PM
9	Special Education	4/8/2022 12:05 PM
10	unknown	4/8/2022 10:09 AM
11	extra Periods	4/7/2022 3:36 PM
12	The classroom are in desperate need of classroom furniture for students	4/7/2022 12:53 PM
13	N/A	4/7/2022 9:08 AM
14	Teachers need raises...we are working ourselves to the bone without proper compensation. Every year, we are asked to do more, yet our pay hardly changes. The district has so many phenomenal educators who truly love educating our students, but the district/state is making it so difficult for us to continue in a profession where we are so undervalued. Your veteran teachers are losing their patience and passion in a field that they loved and cherished. Most of your new teachers don't have the resilience or work ethic to survive as educators. The district needs to try everything in their power to retain the teachers they have or the ramifications of teacher shortages will be detrimental to the future of our students.	4/7/2022 8:52 AM
15	Pull out classes	4/7/2022 8:40 AM

LUCIO
2022 Staff CNA Survey Results

05/06/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

42 / 50

Q39 Please indicate if you are willing to attend ESSA 2022-2023 Committee meetings.

Answered: 51   Skipped: 10

ANSWER CHOICES	RESPONSES	
YesPlease call 956-548-8231 (Federal Programs/Title I Department) or tell your campus principal that you would to participate on this committee and he/she can pass your information on to the department.	18%	9
No	82%	42
TOTAL		51

LUCIO
2022 Staff CNA Survey Results

05/06/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

43 / 50

Q40 Please respond to the following:

Answered: 57   Skipped: 4
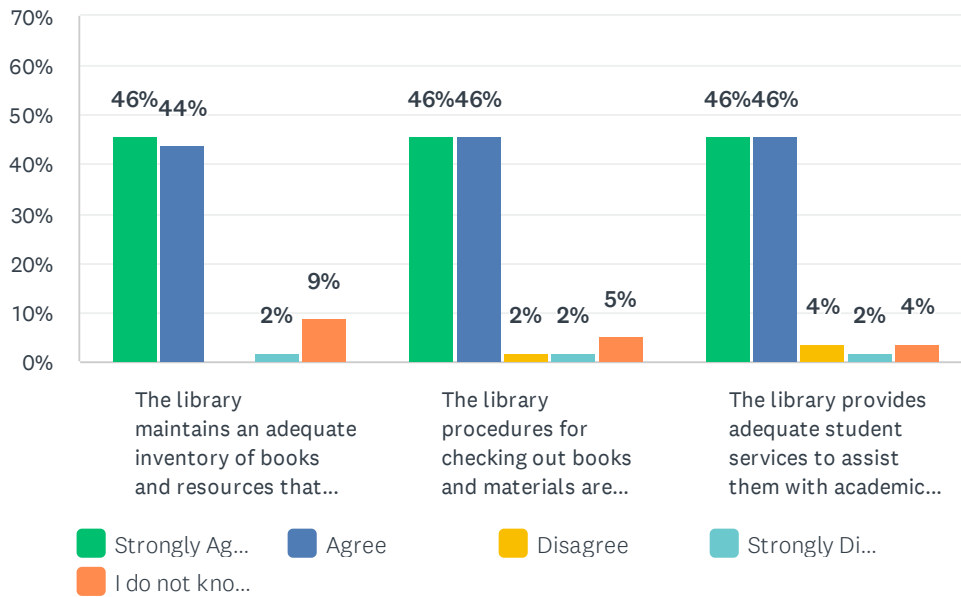
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	I DO NOT KNOW.	TOTAL
The library maintains an adequate inventory of books and resources that support classroom instruction.	46% 26	44% 25	0% 0	2% 1	9% 5	57
The library procedures for checking out books and materials are efficient.	46% 26	46% 26	2% 1	2% 1	5% 3	57
The library provides adequate student services to assist them with academic projects.	46% 26	46% 26	4% 2	2% 1	4% 2	57

LUCIO
2022 Staff CNA Survey Results

05/06/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

44 / 50

Q41 Please respond to the following:

Answered: 57   Skipped: 4

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
The professional development I receive provides me with the knowledge, skills, and strategies necessary to improve class instruction.	32% 18	61% 35	5% 3	2% 1	57
I receive adequate and timely professional feedback to help me improve my face-to-face teaching skills.	30% 17	61% 35	7% 4	2% 1	57
I receive adequate and timely professional feedback to help me improve my virtual teaching skills.	30% 17	60% 34	9% 5	2% 1	57
The teacher evaluation process has helped me improve my ability to do my job.	33% 19	58% 33	7% 4	2% 1	57
The campus administration does a good job of recognizing strengths and areas of improvement.	35% 20	58% 33	7% 4	0% 0	57

LUCIO
2022 Staff CNA Survey Results

05/06/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

45 / 50

Q42 Please respond to the following:

Answered: 57   Skipped: 4
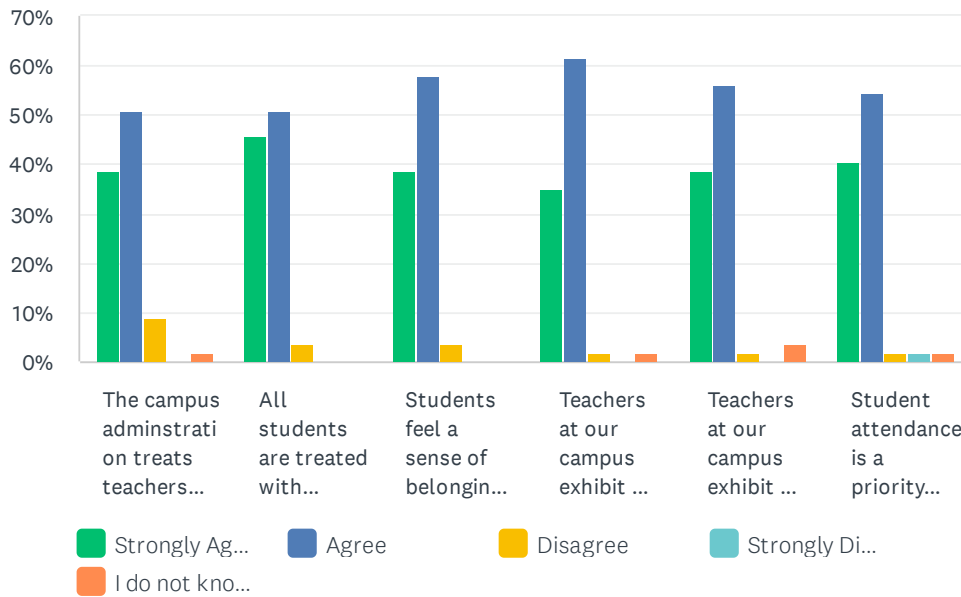
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	I DO NOT KNOW.	TOTAL
The campus adminstration treats teachers with respect.	39% 22	51% 29	9% 5	0% 0	2% 1	57
All students are treated with respect.	46% 26	51% 29	4% 2	0% 0	0% 0	57
Students feel a sense of belonging at our campus or their virtual classroom.	39% 22	58% 33	4% 2	0% 0	0% 0	57
Teachers at our campus exhibit a commitment to CAMPUS initiatives.	35% 20	61% 35	2% 1	0% 0	2% 1	57
Teachers at our campus exhibit a commitment to DISTRICT initiatives.	39% 22	56% 32	2% 1	0% 0	4% 2	57
Student attendance is a priority at my campus and is effectively addressed by administrators, teachers, and staff.	40% 23	54% 31	2% 1	2% 1	2% 1	57

LUCIO
2022 Staff CNA Survey Results

05/06/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

46 / 50

Q43 Please respond to the following:

Answered: 57   Skipped: 4
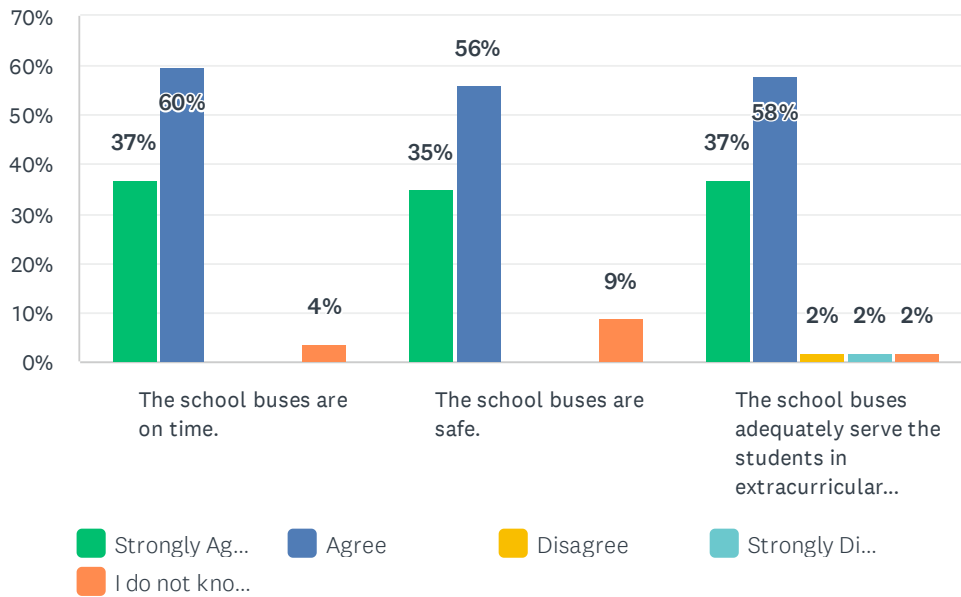
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	I DO NOT KNOW.	TOTAL
The school buses are on time.	37% 21	60% 34	0% 0	0% 0	4% 2	57
The school buses are safe.	35% 20	56% 32	0% 0	0% 0	9% 5	57
The school buses adequately serve the students in extracurricular activities.	37% 21	58% 33	2% 1	2% 1	2% 1	57

LUCIO
2022 Staff CNA Survey Results

05/06/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

47 / 50

Q44 Please respond to the following:

Answered: 57   Skipped: 4
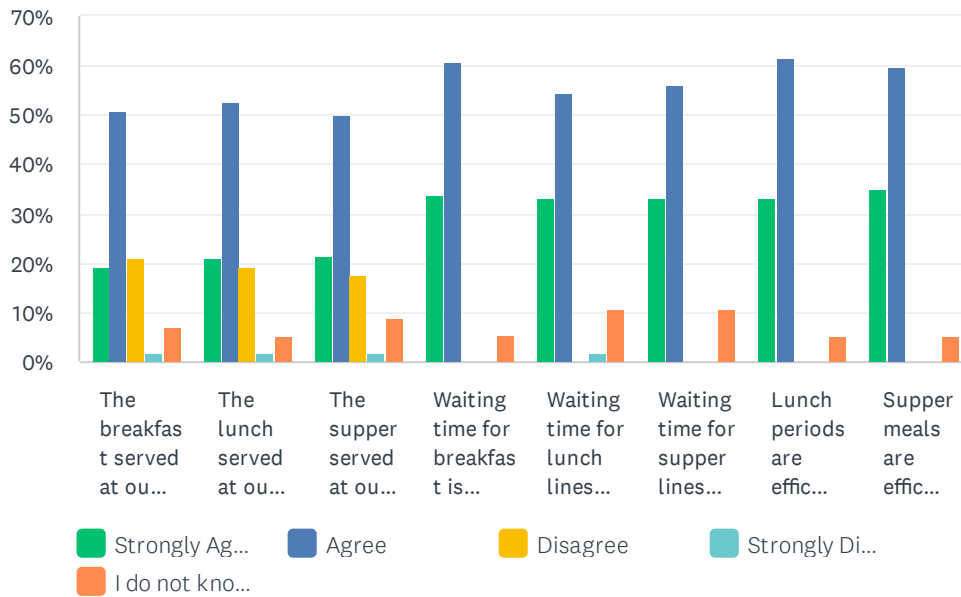
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	I DO NOT KNOW.	TOTAL
The breakfast served at our campus is of high quality.	19% 11	51% 29	21% 12	2% 1	7% 4	57
The lunch served at our campus is of high quality.	21% 12	53% 30	19% 11	2% 1	5% 3	57
The supper served at our campus is of high quality.	21% 12	50% 28	18% 10	2% 1	9% 5	56
Waiting time for breakfast is kept to a minimum.	34% 19	61% 34	0% 0	0% 0	5% 3	56
Waiting time for lunch lines is kept to a minimum.	33% 19	54% 31	0% 0	2% 1	11% 6	57
Waiting time for supper lines is kept to a minimum.	33% 19	56% 32	0% 0	0% 0	11% 6	57
Lunch periods are efficiently scheduled at our campus.	33% 19	61% 35	0% 0	0% 0	5% 3	57
Supper meals are efficiently scheduled at our campus.	35% 20	60% 34	0% 0	0% 0	5% 3	57

LUCIO
2022 Staff CNA Survey Results

05/06/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

48 / 50

Q45 Please respond to the following:
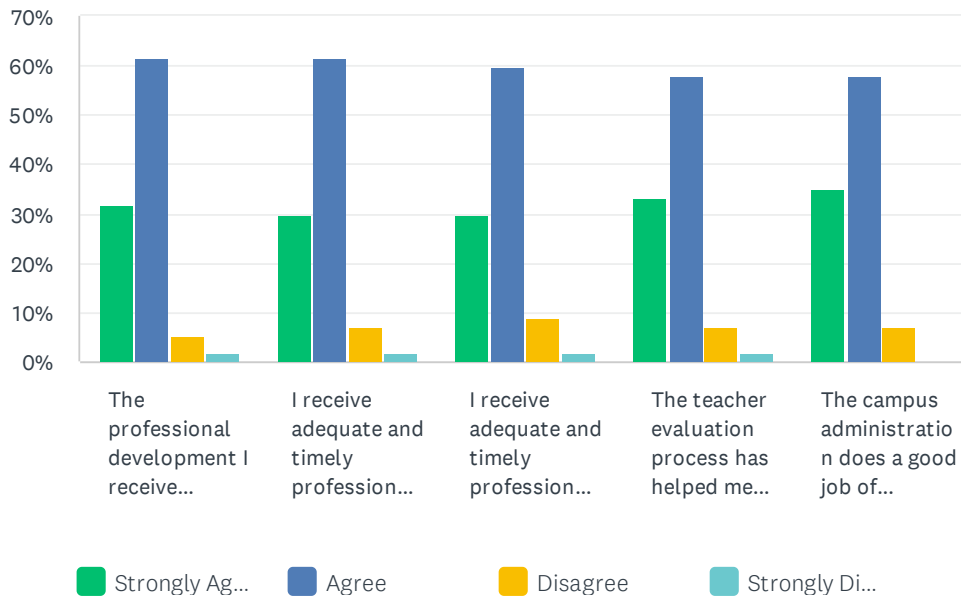
Answered: 57   Skipped: 4
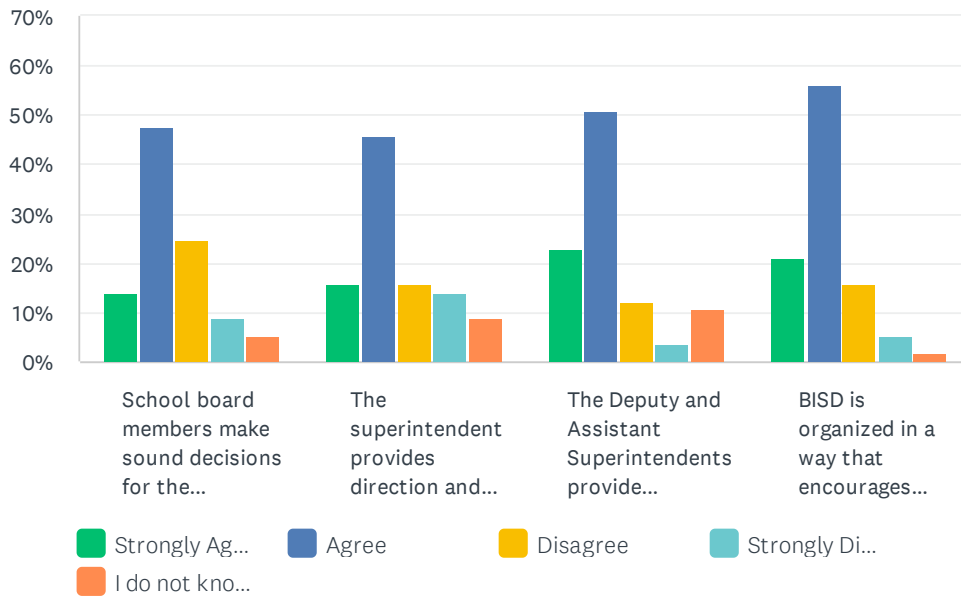
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	I DO NOT KNOW.	TOTAL
School board members make sound decisions for the district.	14% 8	47% 27	25% 14	9% 5	5% 3	57
The superintendent provides direction and leadership to our campus.	16% 9	46% 26	16% 9	14% 8	9% 5	57
The Deputy and Assistant Superintendents provide direction and leadership to our campus.	23% 13	51% 29	12% 7	4% 2	11% 6	57
BISD is organized in a way that encourages student performance.	21% 12	56% 32	16% 9	5% 3	2% 1	57

LUCIO
2022 Staff CNA Survey Results

05/06/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

49 / 50

Q46 Please add any additional items that you would like to see addressed in your Campus Improvement Plan:

Answered: 5   Skipped: 56

#	RESPONSES	DATE
1	n/a	4/19/2022 12:28 PM
2	n/a	4/18/2022 1:32 PM
3	None at the moment	4/8/2022 12:07 PM
4	none	4/8/2022 10:10 AM
5	N/A	4/7/2022 9:12 AM

LUCIO
2022 Staff CNA Survey Results

05/06/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

50 / 50

Q1 Please indicate your age:

Answered: 626   Skipped: 0
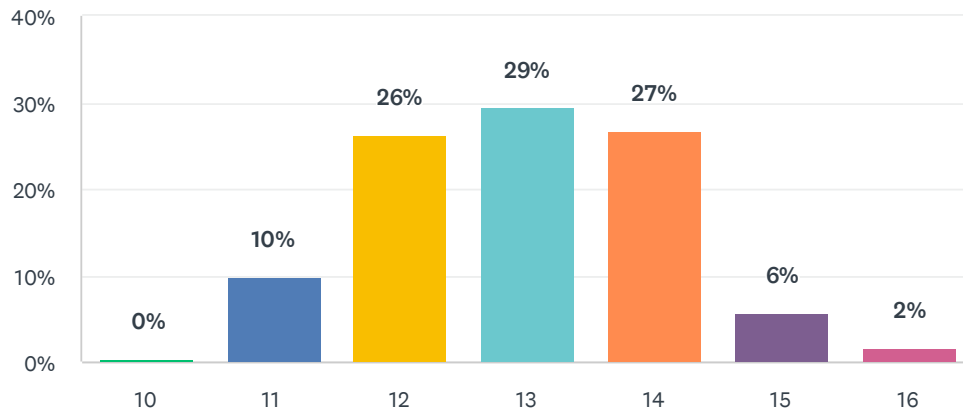
ANSWER CHOICES	RESPONSES	
10	0%	2
11	10%	62
12	26%	165
13	29%	184
14	27%	167
15	6%	35
16	2%	11
TOTAL		626

LUCIO
2022 Student CNA Survey Results

05/03/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

1 / 35

Q2 What is your grade level?

Answered: 626   Skipped: 0

8th 41% (255)
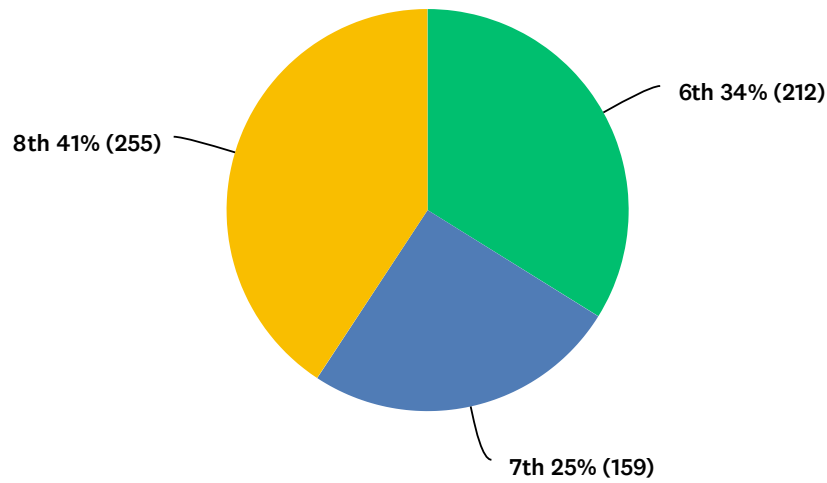
6th 34% (212)

7th 25% (159)

ANSWER CHOICES	RESPONSES	
6th	34%	212
7th	25%	159
8th	41%	255
TOTAL		626

LUCIO
2022 Student CNA Survey Results

05/03/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

2 / 35

Q4 When did you start coming to this school or attending this school virtually?

Answered: 625   Skipped: 1

Three or more school years ago 17% (107)

This school year 39% (244)

Two school years ago 17% (107)

Last school year 27% (167)
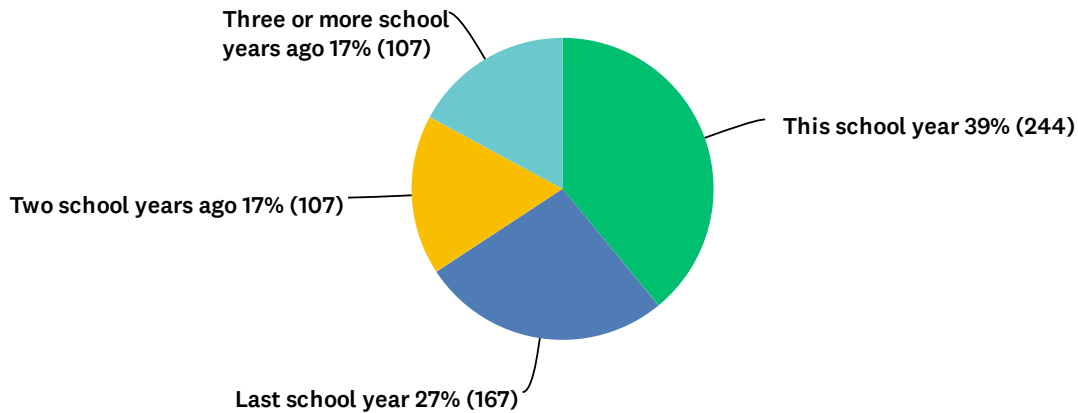
ANSWER CHOICES	RESPONSES	
This school year	39%	244
Last school year	27%	167
Two school years ago	17%	107
Three or more school years ago	17%	107
TOTAL		625

LUCIO
2022 Student CNA Survey Results

05/03/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

3 / 35

Q5 Please answer the following:

Answered: 587   Skipped: 39
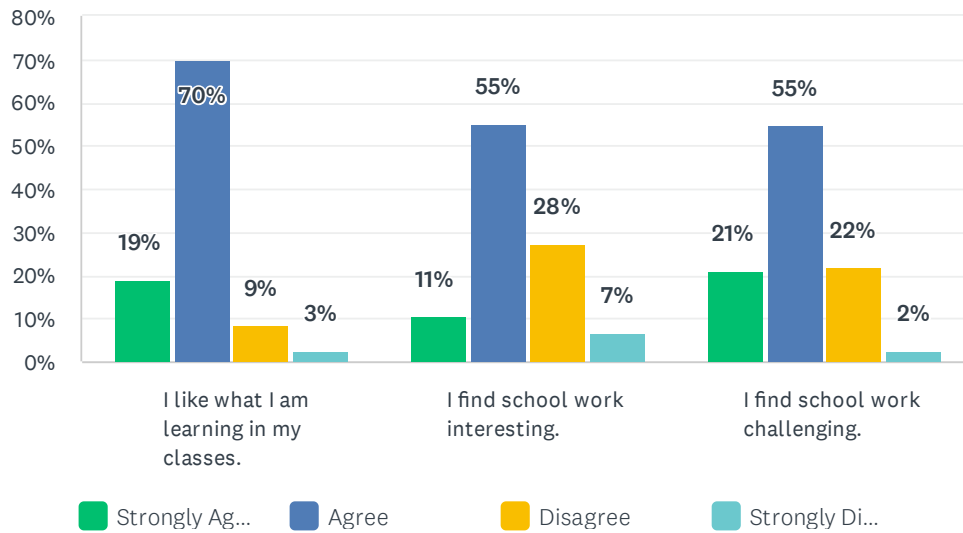
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
I like what I am learning in my classes.	19% 110	70% 411	9% 50	3% 16	587
I find school work interesting.	11% 62	55% 323	28% 161	7% 39	585
I find school work challenging.	21% 122	55% 315	22% 125	2% 14	576

LUCIO
2022 Student CNA Survey Results

05/03/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

4 / 35

Q6 The classes in the following academic areas provide me with IMPORTANT knowledge and skills:

Answered: 588   Skipped: 38
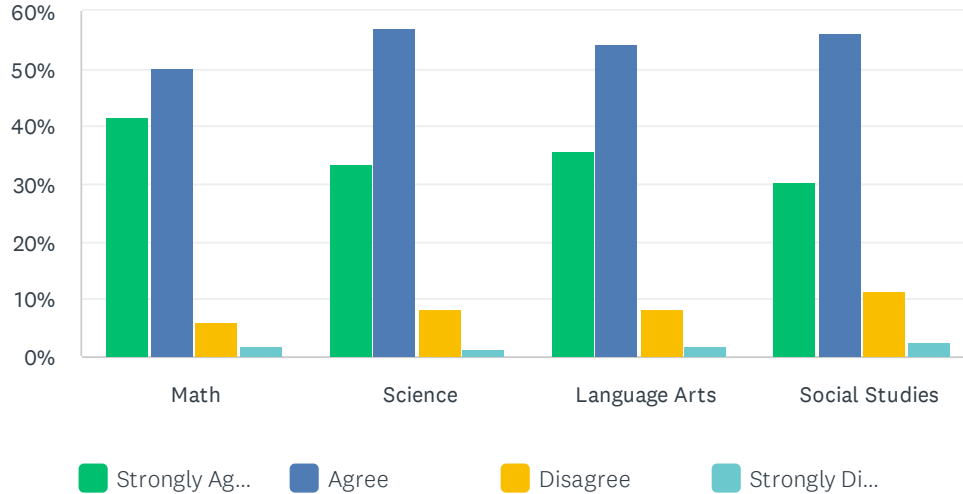
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
Math	42% 244	50% 295	6% 36	2% 11	586
Science	34% 196	57% 333	8% 47	1% 7	583
Language Arts	36% 207	54% 315	8% 47	2% 11	580
Social Studies	30% 175	56% 325	11% 65	2% 14	579

LUCIO
2022 Student CNA Survey Results

05/03/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

5 / 35

Q7 Please indicate if you agree or disagree with these statements.

Answered: 590   Skipped: 36
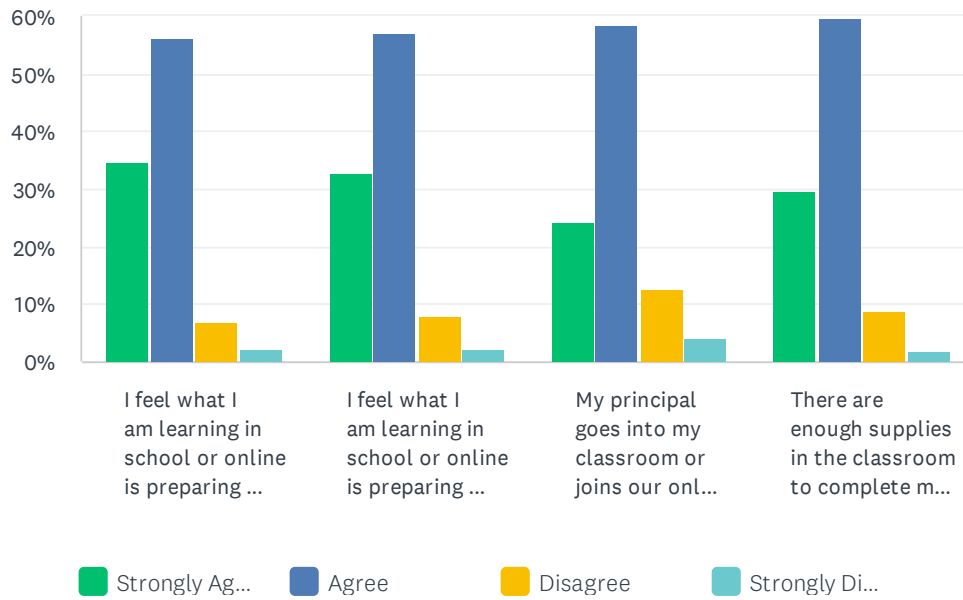
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
I feel what I am learning in school or online is preparing me to take state exams (STAAR).	35% 205	56% 331	7% 40	2% 13	589
I feel what I am learning in school or online is preparing me to succeed in high school.	33% 193	57% 336	8% 47	2% 13	589
My principal goes into my classroom or joins our online classroom to see what I am learning.	24% 144	59% 345	13% 75	4% 25	589
There are enough supplies in the classroom to complete my school work.	30% 175	60% 352	9% 52	2% 11	590

LUCIO
2022 Student CNA Survey Results

05/03/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

6 / 35

Q8 Please indicate how often you do the following activities in your classes:

Answered: 562   Skipped: 64
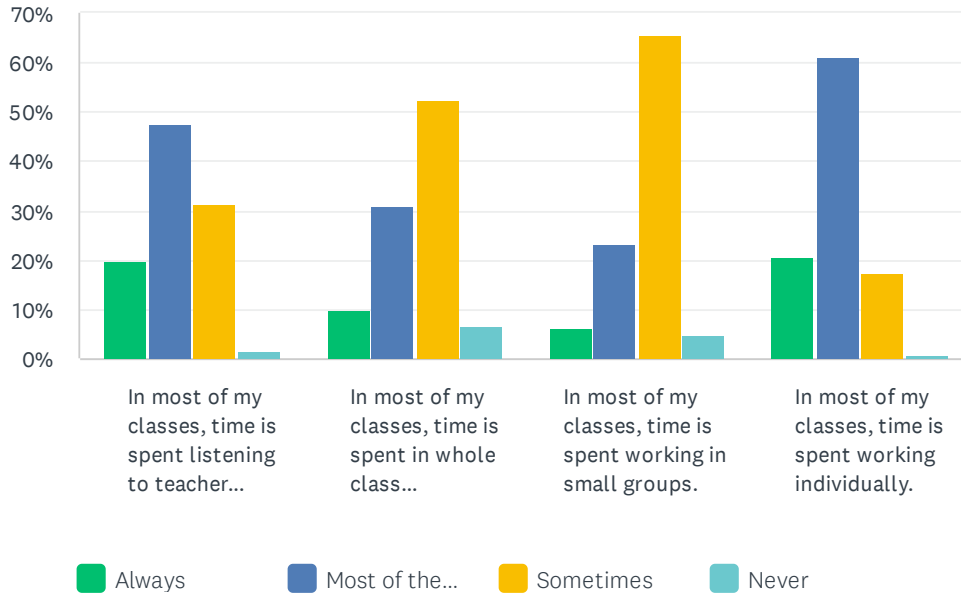
	ALWAYS	MOST OF THE TIME	SOMETIMES	NEVER	TOTAL
In most of my classes, time is spent listening to teacher presentations.	20% 111	48% 267	31% 175	2% 9	562
In most of my classes, time is spent in whole class discussion.	10% 55	31% 174	52% 293	7% 38	560
In most of my classes, time is spent working in small groups.	6% 35	23% 130	66% 367	5% 27	559
In most of my classes, time is spent working individually.	21% 115	61% 342	17% 97	1% 4	558

LUCIO
2022 Student CNA Survey Results

05/03/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

7 / 35

Q9 Please indicate how often you do the following activities in your classes:

Answered: 561   Skipped: 65
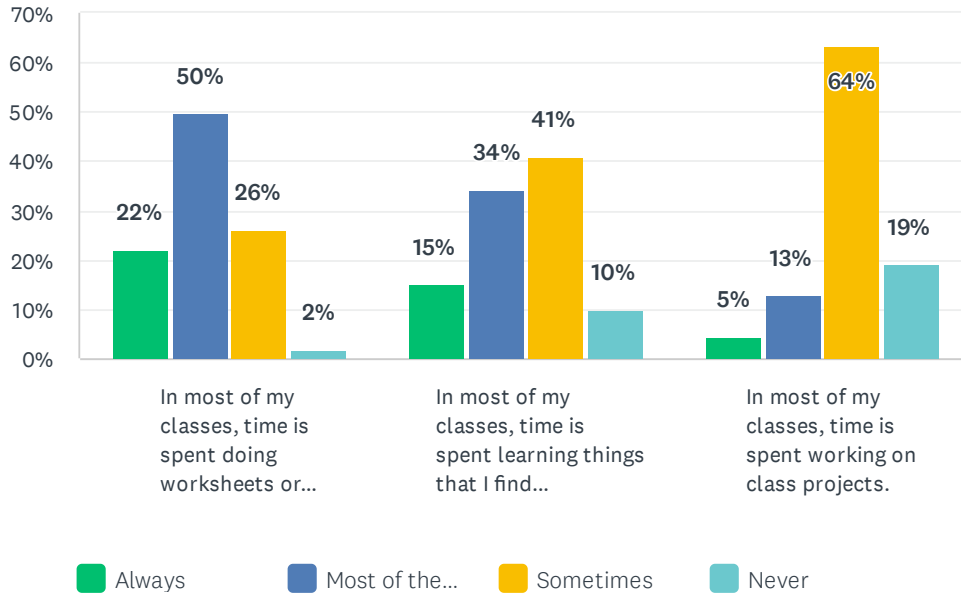
	ALWAYS	MOST OF THE TIME	SOMETIMES	NEVER	TOTAL
In most of my classes, time is spent doing worksheets or handouts.	22% 123	50% 279	26% 146	2% 11	559
In most of my classes, time is spent learning things that I find interesting.	15% 84	34% 191	41% 230	10% 55	560
In most of my classes, time is spent working on class projects.	5% 25	13% 71	64% 352	19% 106	554

LUCIO
2022 Student CNA Survey Results

05/03/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

8 / 35

Q10 Where have you participated in classes this year?

Answered: 560   Skipped: 66

A mixture of both in class and at home instruction 6% (33)

At home on the computer, virtual 2% (10)

At school, face-to-face 92% (517)
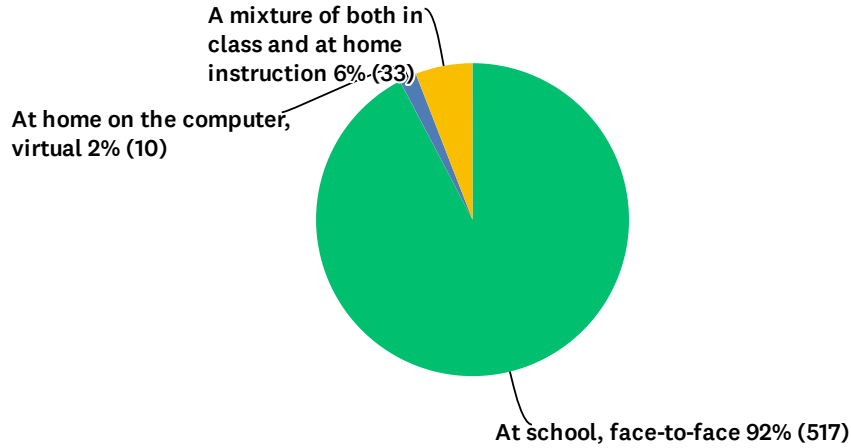
ANSWER CHOICES	RESPONSES	
At school, face-to-face	92%	517
At home on the computer, virtual	2%	10
A mixture of both in class and at home instruction	6%	33
TOTAL		560

LUCIO
2022 Student CNA Survey Results

05/03/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

9 / 35

Q11 Indicate which technology device(s) you have available for use at home? Choose all that apply.

Answered: 556   Skipped: 70
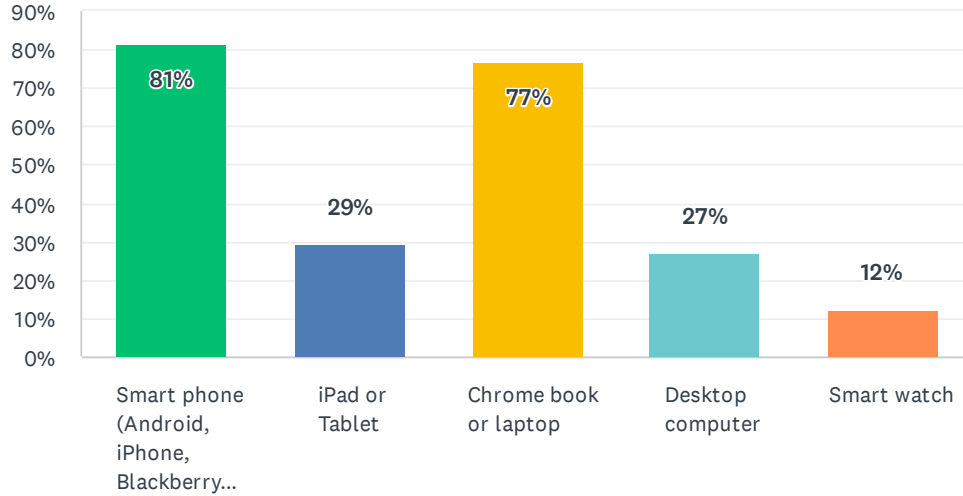
ANSWER CHOICES	RESPONSES	
Smart phone (Android, iPhone, Blackberry, etc.)	81%	453
iPad or Tablet	29%	164
Chrome book or laptop	77%	426
Desktop computer	27%	149
Smart watch	12%	68
Total Respondents: 556		

LUCIO
2022 Student CNA Survey Results

05/03/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

10 / 35

Q12 Please indicate if you agree or disagree with these statements.

Answered: 533   Skipped: 93
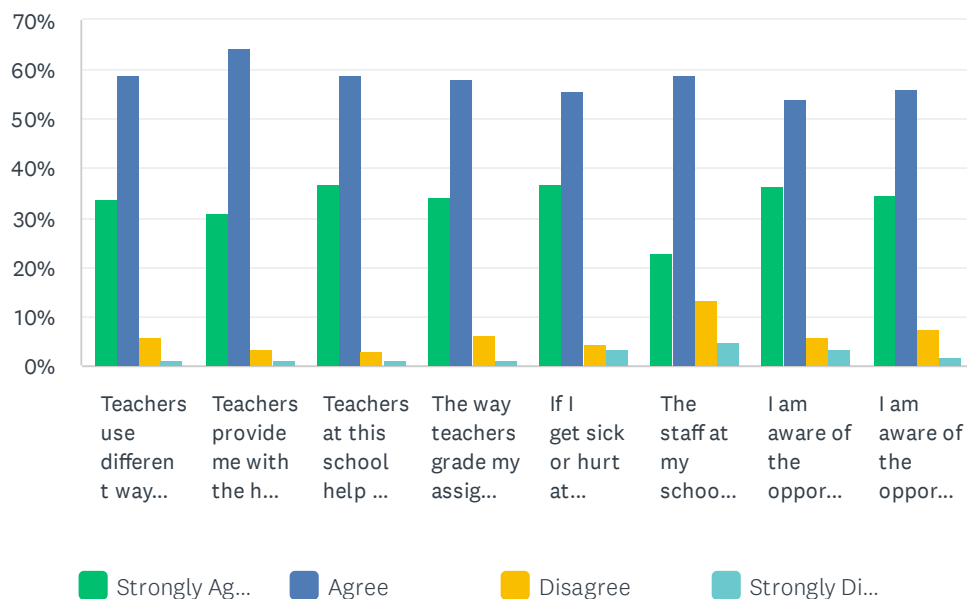
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
Teachers use different ways to help me understand class.	34% 181	59% 315	6% 32	1% 5	533
Teachers provide me with the help I need to complete class assignments.	31% 165	65% 343	3% 18	1% 5	531
Teachers at this school help me to succeed in school.	37% 196	59% 312	3% 16	1% 6	530
The way teachers grade my assignments and tests is fair.	34% 182	58% 310	6% 34	1% 5	531
If I get sick or hurt at school, the school nurse or someone else helps me.	37% 195	56% 295	5% 24	3% 17	531
The staff at my school care about me and listen to what I have to say.	23% 122	59% 313	13% 71	5% 25	531
I am aware of the opportunities to start taking the Texas Success Initiative Assessment 2.0 (TSIA 2.0) before I graduate from high school so I can take dual enrollment courses in high school and earn college credits.	37% 195	54% 288	6% 31	3% 18	532
I am aware of the opportunities to enroll in Advanced Placement classes starting in eighth grade and dual enrollment (college credit) courses starting in high school so I can graduate from high school with up to 60 hours of college credits.	35% 183	56% 295	7% 38	2% 10	526

LUCIO
2022 Student CNA Survey Results

05/03/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

11 / 35

Q13 Do you talk to your teachers in person or online when you need extra help with school work?

Answered: 530   Skipped: 96

I have not needed extra help. 12% (65)
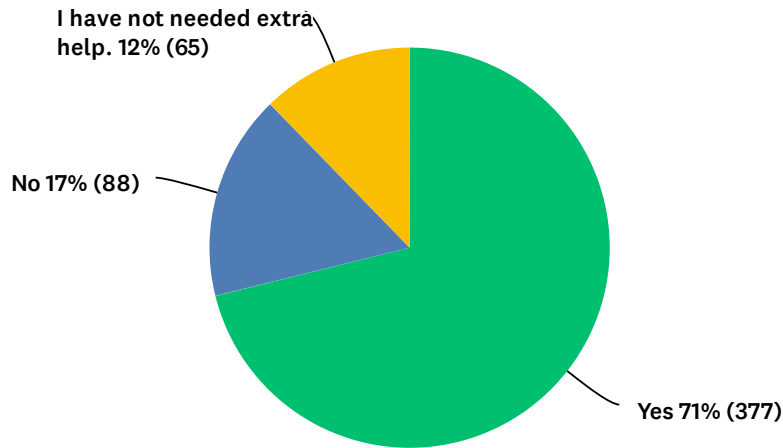
No 17% (88)

Yes 71% (377)

ANSWER CHOICES	RESPONSES	
Yes	71%	377
No	17%	88
I have not needed extra help.	12%	65
TOTAL		530

LUCIO
2022 Student CNA Survey Results

05/03/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

12 / 35

Q14 Do you go to tutorial or accelerated instruction when you need extra help with school work?

Answered: 533   Skipped: 93
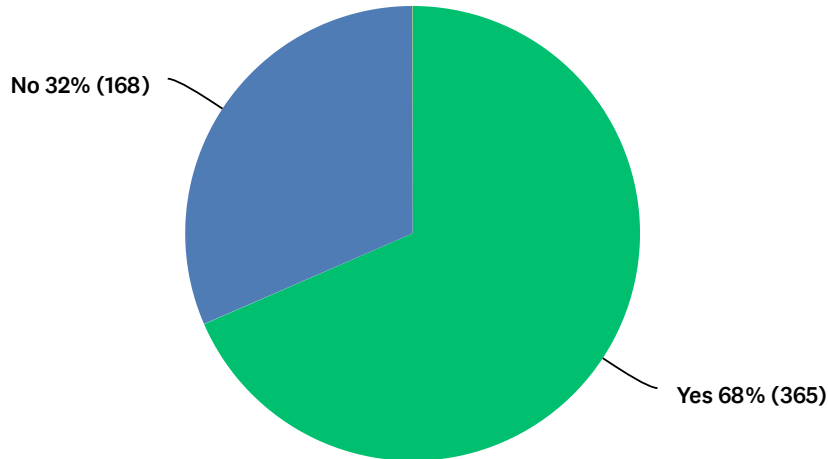
No 32% (168)

Yes 68% (365)

ANSWER CHOICES	RESPONSES	
Yes	68%	365
No	32%	168
I do not need extra help with my school work.	0%	0
TOTAL		533

LUCIO
2022 Student CNA Survey Results

05/03/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

13 / 35

Q15 Does tutorial / accelerated instruction help you learn the class material better?

Answered: 360   Skipped: 266

Never 1% (2)

Sometimes 18% (64)

Always 35% (127)

Most of the time 46% (167)
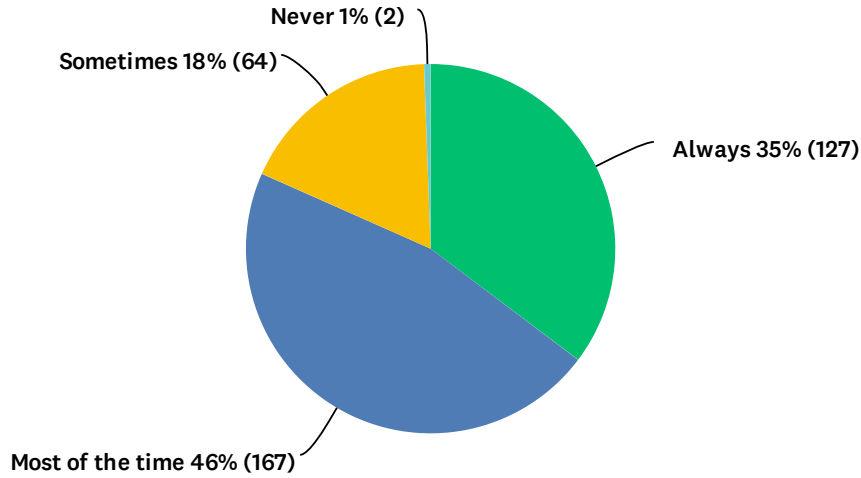
ANSWER CHOICES	RESPONSES	
Always	35%	127
Most of the time	46%	167
Sometimes	18%	64
Never	1%	2
TOTAL		360

LUCIO
2022 Student CNA Survey Results

05/03/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

14 / 35

Q16 Why do you not stay or log on for tutorial / accelerated instruction?

Answered: 251   Skipped: 375
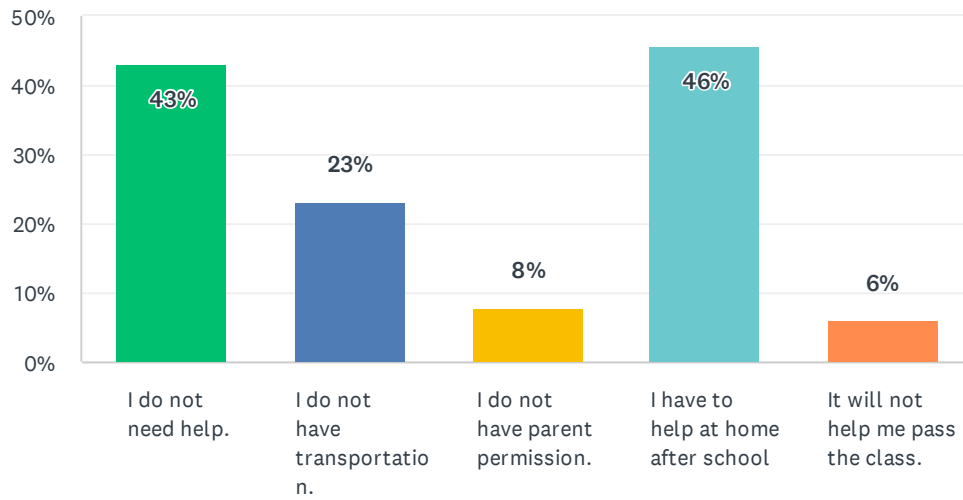
ANSWER CHOICES	RESPONSES	
I do not need help.	43%	108
I do not have transportation.	23%	58
I do not have parent permission.	8%	20
I have to help at home after school	46%	115
It will not help me pass the class.	6%	15
Total Respondents: 251		

LUCIO
2022 Student CNA Survey Results

05/03/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

15 / 35

Q17 I am absent from school or don't log in to class -

Answered: 525   Skipped: 101

10 or more times a year 13% (69)

Never 19% (100)

5 - 9 times a year 25% (129)

1 - 4 times a year 43% (227)
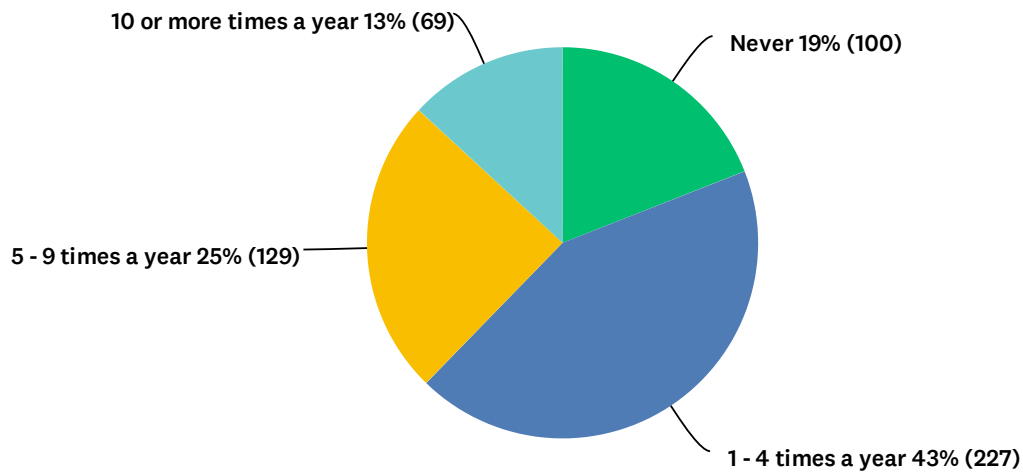
ANSWER CHOICES	RESPONSES	
Never	19%	100
1 - 4 times a year	43%	227
5 - 9 times a year	25%	129
10 or more times a year	13%	69
TOTAL		525

LUCIO
2022 Student CNA Survey Results

05/03/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

16 / 35

Q18 Why are you absent or don't log in more than 10 days a year?Choose all that apply.

Answered: 69   Skipped: 557
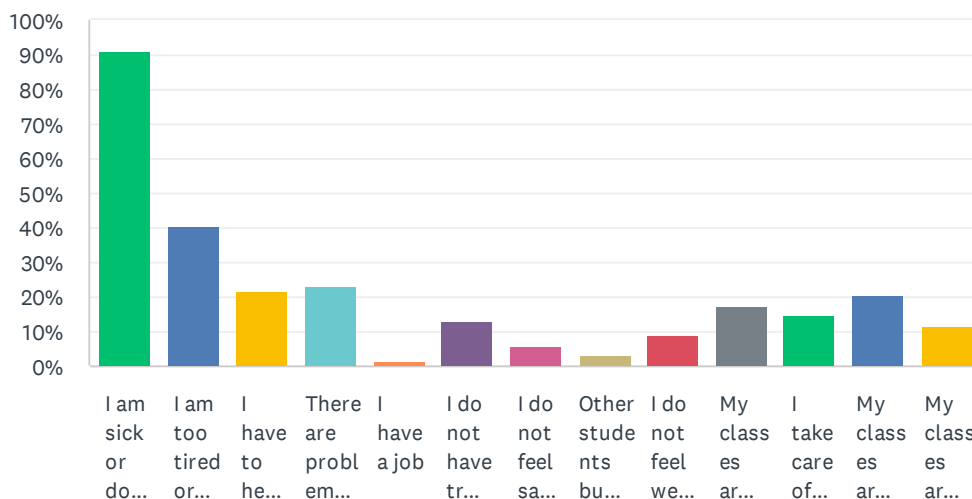
ANSWER CHOICES	RESPONSES	
I am sick or don't feel well	91%	63
I am too tired or oversleep	41%	28
I have to help at home	22%	15
There are problems at home	23%	16
I have a job	1%	1
I do not have transportation	13%	9
I do not feel safe at school	6%	4
Other students bully or make fun of me	3%	2
I do not feel welcome	9%	6
My classes are too hard for me	17%	12
I take care of my siblings or other family members	14%	10
My classes are not interesting	20%	14
My classes are not preparing me for the work I want to do	12%	8
Total Respondents: 69		

LUCIO
2022 Student CNA Survey Results

05/03/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

17 / 35

Q19 How often do you go to the library or do online research for your classes?

Answered: 513   Skipped: 113
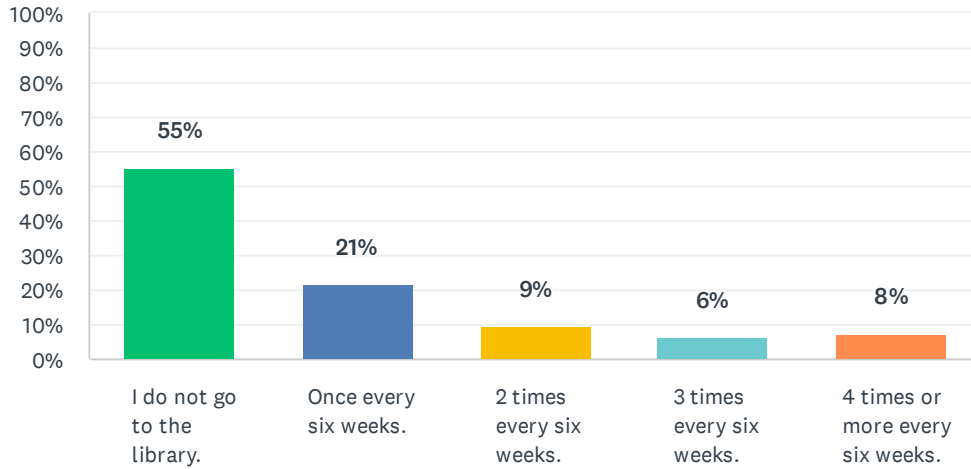
ANSWER CHOICES	RESPONSES	
I do not go to the library.	55%	284
Once every six weeks.	21%	110
2 times every six weeks.	9%	48
3 times every six weeks.	6%	32
4 times or more every six weeks.	8%	39
TOTAL		513

LUCIO
2022 Student CNA Survey Results

05/03/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

18 / 35

Q20 The library offers books and resources that help me with my class work.

Answered: 513   Skipped: 113
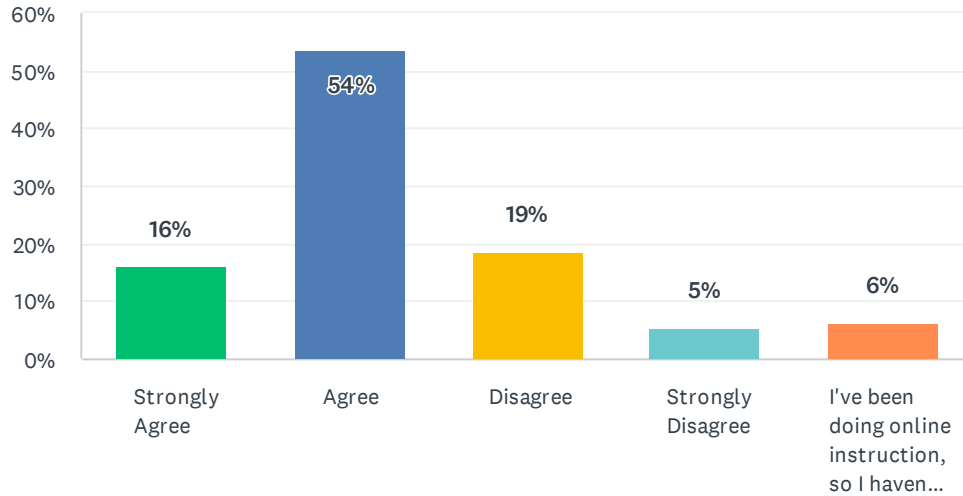
ANSWER CHOICES	RESPONSES	
Strongly Agree	16%	83
Agree	54%	275
Disagree	19%	96
Strongly Disagree	5%	27
I've been doing online instruction, so I haven't had the opportunity to go to the school library.	6%	32
TOTAL		513

LUCIO
2022 Student CNA Survey Results

05/03/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

19 / 35

Q21 Please answer the following:

Answered: 514   Skipped: 112
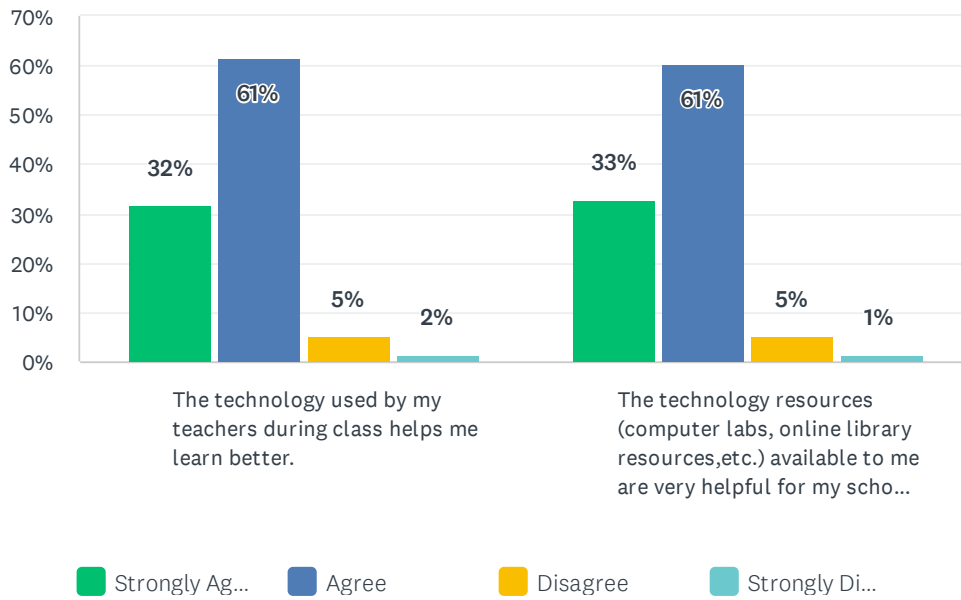
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
The technology used by my teachers during class helps me learn better.	32% 163	61% 315	5% 27	2% 8	513
The technology resources (computer labs, online library resources,etc.) available to me are very helpful for my school work.	33% 169	61% 311	5% 27	1% 7	514

LUCIO
2022 Student CNA Survey Results

05/03/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

20 / 35

Q22 How often do you go or contact to the counselor?

Answered: 507   Skipped: 119
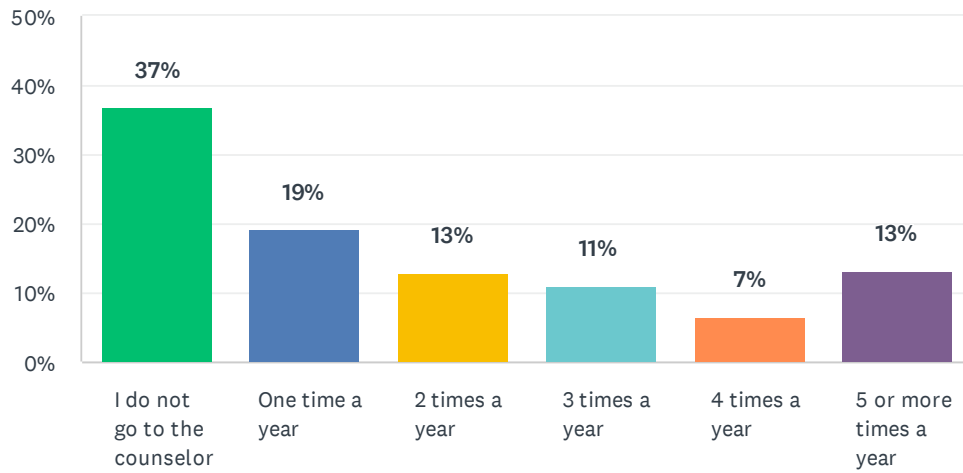
ANSWER CHOICES	RESPONSES	
I do not go to the counselor	37%	187
One time a year	19%	98
2 times a year	13%	65
3 times a year	11%	56
4 times a year	7%	34
5 or more times a year	13%	67
TOTAL		507

LUCIO
2022 Student CNA Survey Results

05/03/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

21 / 35

Q23 Please indicate if you agree or disagree with these statements.

Answered: 509   Skipped: 117
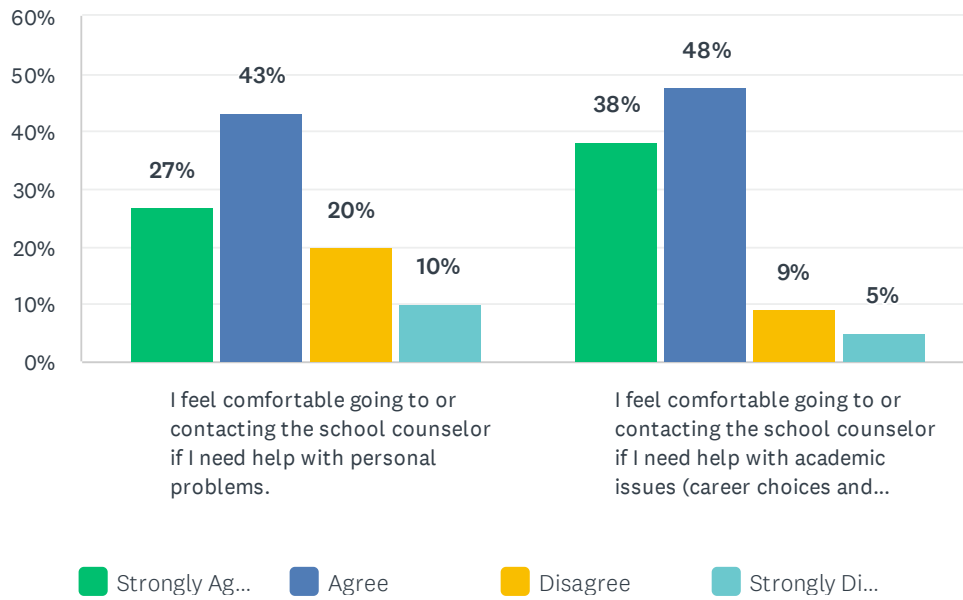
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
I feel comfortable going to or contacting the school counselor if I need help with personal problems.	27% 135	43% 218	20% 101	10% 51	505
I feel comfortable going to or contacting the school counselor if I need help with academic issues (career choices and endorsements, choice slips, grades, and course sequence, etc.)	38% 194	48% 242	9% 47	5% 25	508

LUCIO
2022 Student CNA Survey Results

05/03/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

22 / 35

Q24 Please respond to the following:

Answered: 504   Skipped: 122
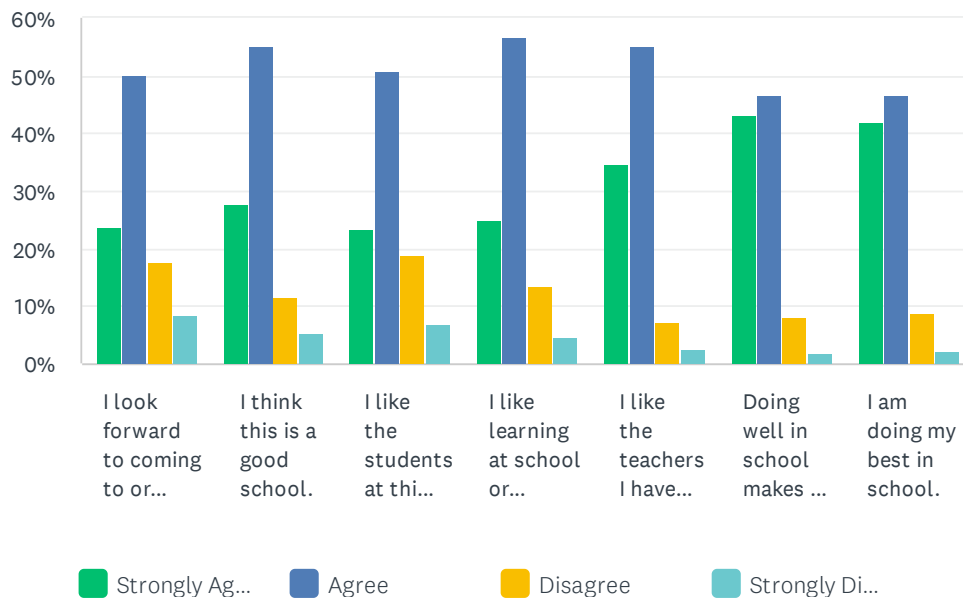
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
I look forward to coming to or logging in to school each day.	24% 119	50% 253	18% 89	9% 43	504
I think this is a good school.	28% 140	55% 278	12% 58	5% 27	503
I like the students at this school.	23% 114	51% 247	19% 92	7% 34	487
I like learning at school or online.	25% 124	57% 284	14% 68	5% 24	500
I like the teachers I have for my classes.	35% 175	55% 279	7% 37	3% 13	504
Doing well in school makes me feel good about myself.	43% 217	47% 235	8% 41	2% 10	503
I am doing my best in school.	42% 211	47% 235	9% 45	2% 11	502

LUCIO
2022 Student CNA Survey Results

05/03/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

23 / 35

Q25 I like the school breakfast.

Answered: 501   Skipped: 125
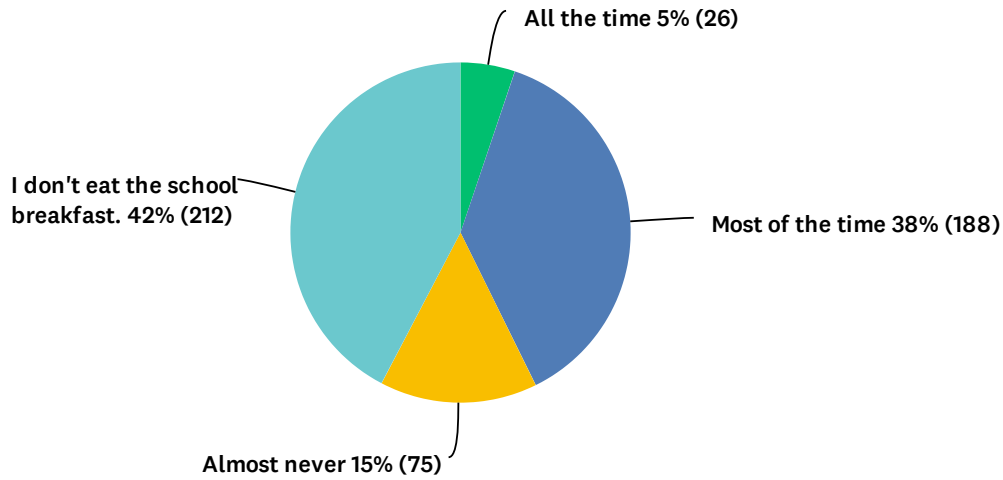
ANSWER CHOICES	RESPONSES	
All the time	5%	26
Most of the time	38%	188
Almost never	15%	75
I don't eat the school breakfast.	42%	212
TOTAL		501

LUCIO
2022 Student CNA Survey Results

05/03/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

24 / 35

Q26 I like the school lunch.

Answered: 500   Skipped: 126

All the time 6% (31)

I don't eat the school lunch. 22% (112)

Most of the time 48% (240)
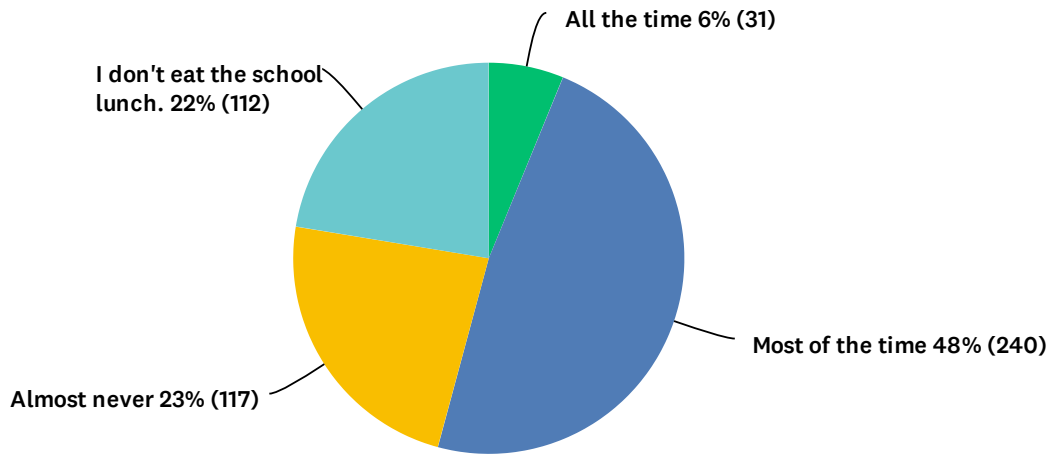
Almost never 23% (117)

ANSWER CHOICES	RESPONSES	
All the time	6%	31
Most of the time	48%	240
Almost never	23%	117
I don't eat the school lunch.	22%	112
TOTAL		500

LUCIO
2022 Student CNA Survey Results

05/03/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

25 / 35

Q27 I like the school supper.

Answered: 500   Skipped: 126

All the time 5% (27)

Most of the time 29% (144)

I don't eat the school
supper. 51% (257)
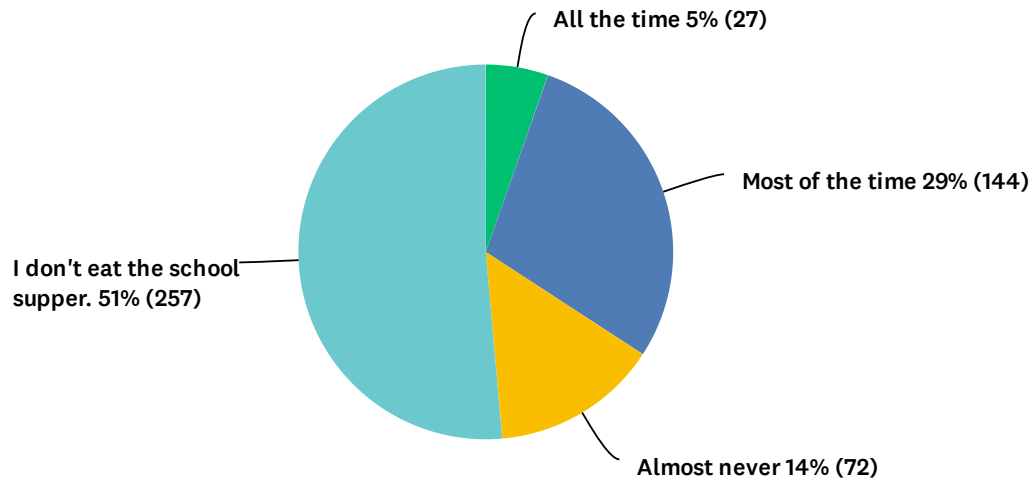
Almost never 14% (72)

ANSWER CHOICES	RESPONSES	
All the time	5%	27
Most of the time	29%	144
Almost never	14%	72
I don't eat the school supper.	51%	257
TOTAL		500

LUCIO
2022 Student CNA Survey Results

05/03/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

26 / 35

Q28 Please indicate if you agree or disagree with these statements.

Answered: 481   Skipped: 145
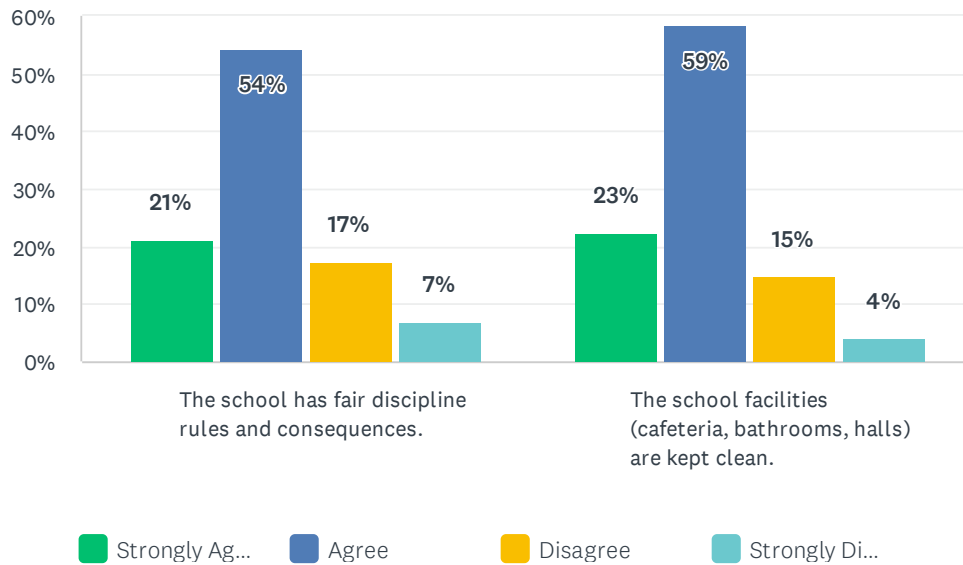
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
The school has fair discipline rules and consequences.	21% 102	54% 262	17% 83	7% 34	481
The school facilities (cafeteria, bathrooms, halls) are kept clean.	23% 108	59% 281	15% 72	4% 19	480

LUCIO
2022 Student CNA Survey Results

05/03/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

27 / 35

Q29 Please indicate if you agree or disagree with these statements.

Answered: 482   Skipped: 144
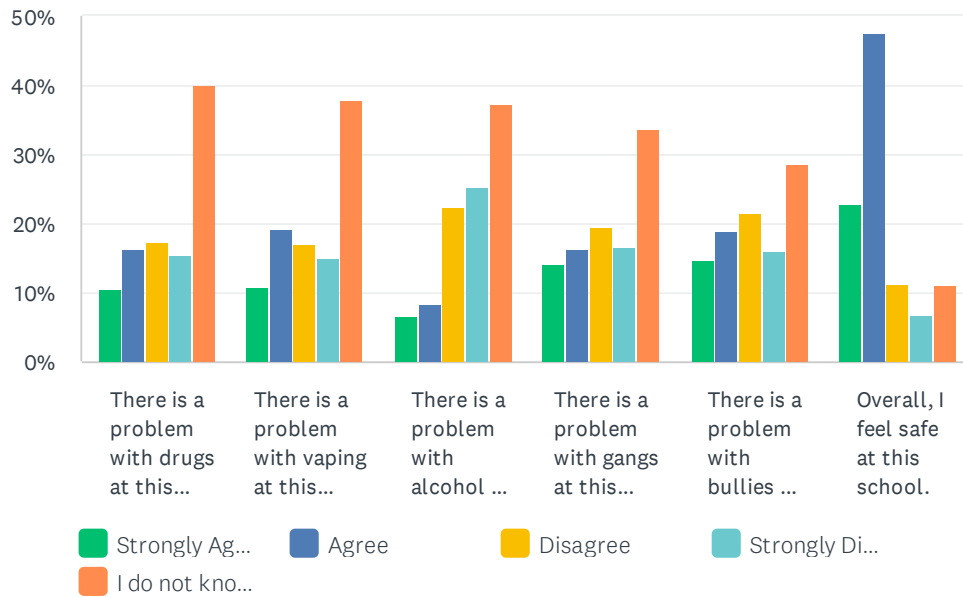
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	I DO NOT KNOW.	TOTAL
There is a problem with drugs at this school.	11% 51	16% 79	17% 84	16% 75	40% 193	482
There is a problem with vaping at this school	11% 52	19% 93	17% 82	15% 72	38% 182	481
There is a problem with alcohol at this school.	6% 31	8% 40	23% 108	25% 121	38% 180	480
There is a problem with gangs at this school.	14% 68	16% 78	19% 93	16% 79	34% 161	479
There is a problem with bullies at this school.	15% 70	19% 91	22% 103	16% 77	29% 137	478
Overall, I feel safe at this school.	23% 110	48% 228	11% 54	7% 33	11% 53	478

LUCIO
2022 Student CNA Survey Results

05/03/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

28 / 35

Q30 Please respond to the following:

Answered: 478   Skipped: 148
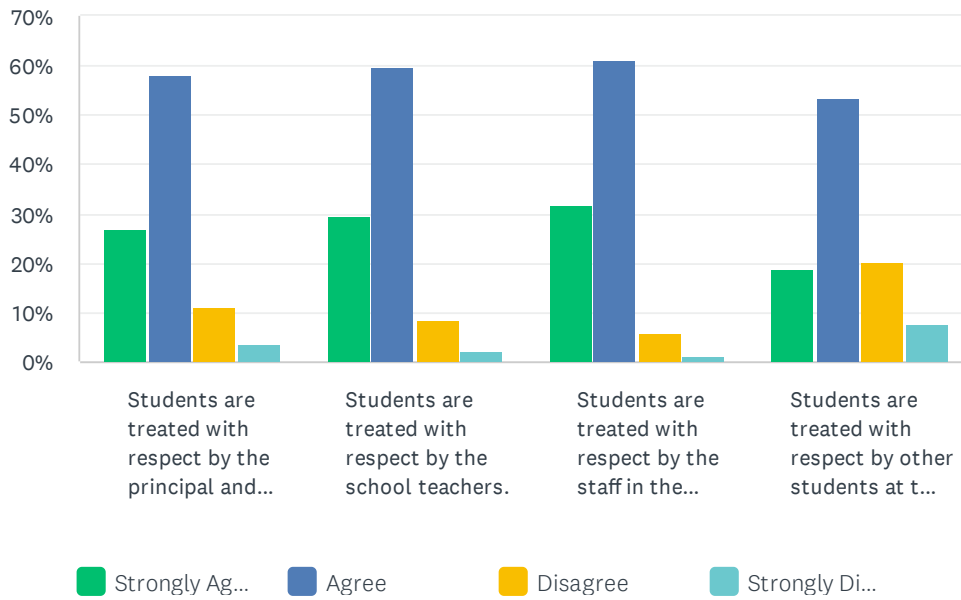
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
Students are treated with respect by the principal and assistant principals.	27% 129	58% 279	11% 53	4% 17	478
Students are treated with respect by the school teachers.	30% 141	60% 285	8% 40	2% 11	477
Students are treated with respect by the staff in the school office.	32% 152	61% 291	6% 28	1% 6	477
Students are treated with respect by other students at this school.	19% 90	53% 253	20% 96	8% 36	475

LUCIO
2022 Student CNA Survey Results

05/03/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

29 / 35

Q31 Please respond to the following:

Answered: 482   Skipped: 144

Legend: ● Strongly Ag... ● Agree ● Disagree ● Strongly Di...
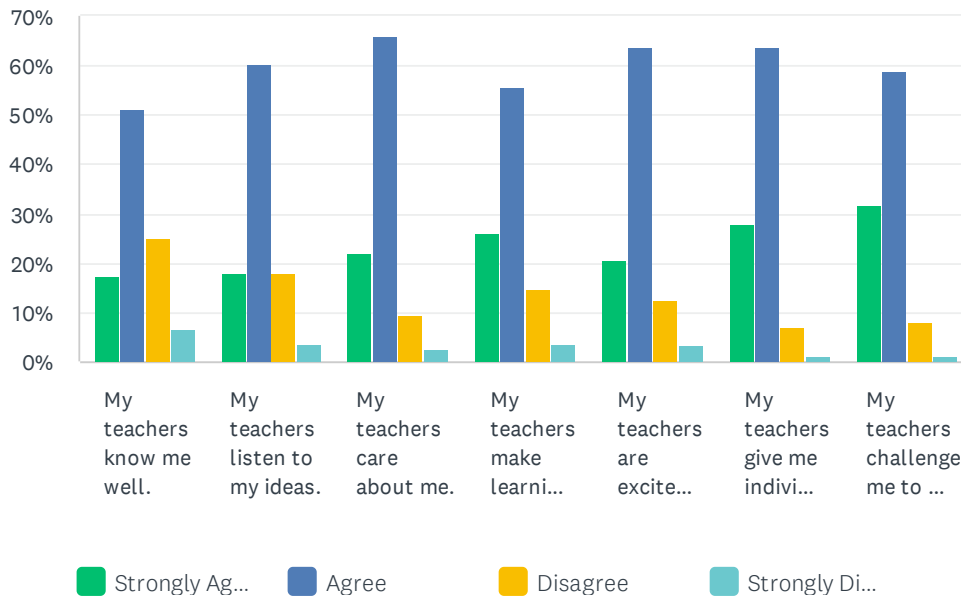
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
My teachers know me well.	17% 84	51% 246	25% 120	7% 32	482
My teachers listen to my ideas.	18% 86	60% 291	18% 86	4% 18	481
My teachers care about me.	22% 105	66% 314	9% 45	3% 12	476
My teachers make learning interesting and fun.	26% 126	56% 267	15% 71	4% 17	481
My teachers are excited about what they teach.	21% 99	64% 307	12% 60	3% 16	482
My teachers give me individual help when I need it.	28% 134	64% 305	7% 34	1% 6	479
My teachers challenge me to do better.	32% 153	59% 283	8% 39	1% 6	481

LUCIO
2022 Student CNA Survey Results

05/03/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

30 / 35

Q32 Please indicate if you agree or disagree with these statements.

Answered: 469   Skipped: 157
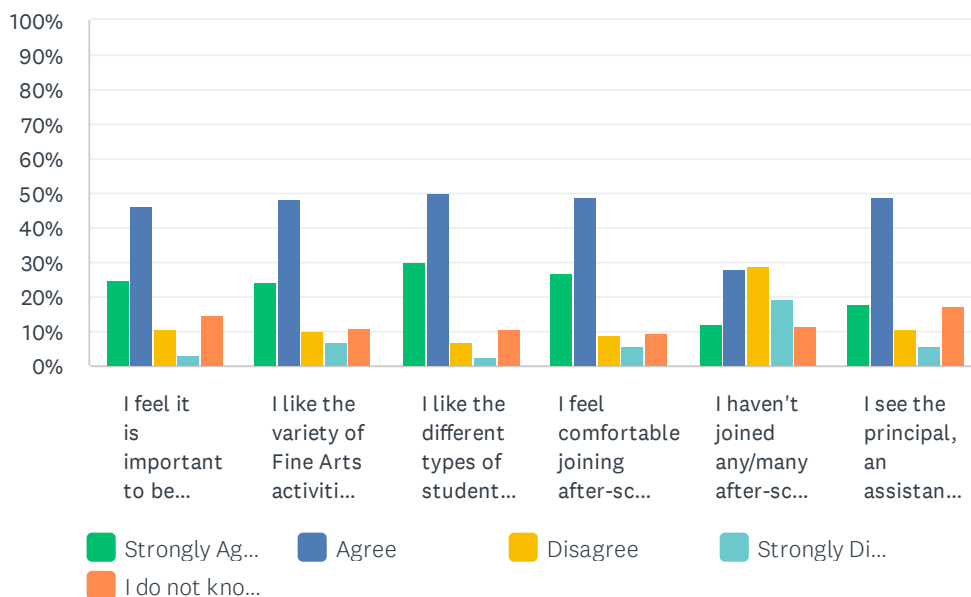
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	I DO NOT KNOW.	TOTAL
I feel it is important to be involved in after-school activities (clubs or sports).	25% 116	46% 217	11% 50	3% 16	15% 69	468
I like the variety of Fine Arts activities at my school (choir, art, ballroom dancing, etc.)	24% 113	48% 227	10% 46	7% 32	11% 51	469
I like the different types of student activities offered after-school (clubs or sports).	30% 140	50% 235	7% 32	3% 13	10% 49	469
I feel comfortable joining after-school activities (clubs or sports).	27% 125	49% 229	9% 42	6% 27	9% 43	466
I haven't joined any/many after-school activities this year because of COVID-19.	12% 57	28% 130	29% 135	20% 92	12% 54	468
I see the principal, an assistant principal, or my teachers at school activities.	18% 84	49% 228	10% 49	6% 26	17% 81	468

LUCIO
2022 Student CNA Survey Results

05/03/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

31 / 35

Q33 I participate in the following after-school activities (check all that apply):

Answered: 465   Skipped: 161
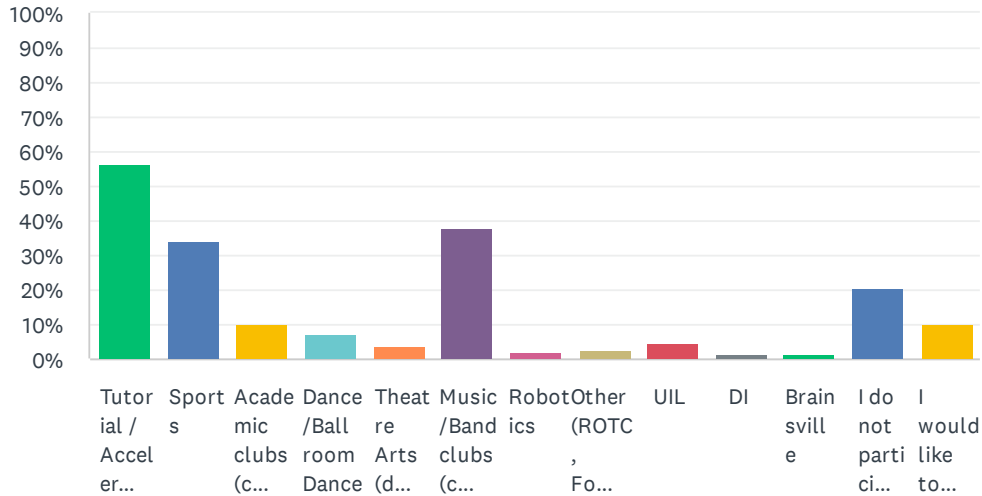
ANSWER CHOICES	RESPONSES	
Tutorial / Accelerated instruction	56%	261
Sports	34%	159
Academic clubs (chess, math, speech, science, etc.)	10%	47
Dance/Ballroom Dance	7%	34
Theatre Arts (drama, plays, musicals, etc.)	4%	18
Music/Band clubs (choir, orchestra, mariachi, rondalla, band, etc.)	38%	177
Robotics	2%	9
Other (ROTC, Foreign Languages, etc.)	3%	13
UIL	5%	23
DI	2%	7
Brainsville	2%	7
I do not participate in any school club or activity	20%	95
I would like to participate in a school club or activity, but haven't this year due to COVID-19.	10%	46
Total Respondents: 465		

LUCIO
2022 Student CNA Survey Results

05/03/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

32 / 35

Q34 Do you ride the bus to school to school?

Answered: 467   Skipped: 159
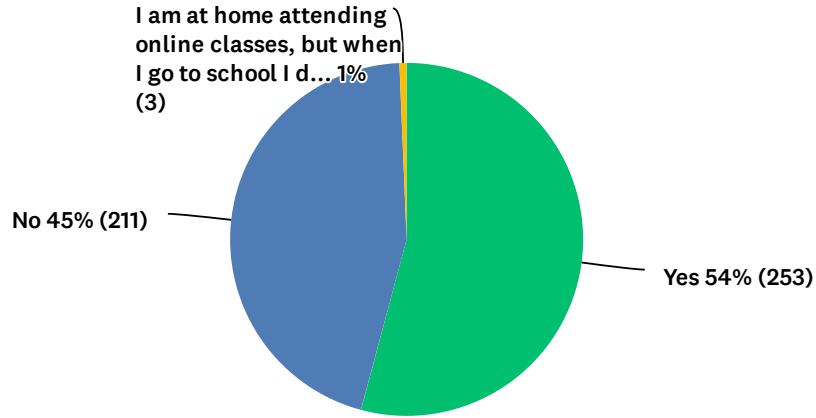
ANSWER CHOICES	RESPONSES	
Yes	54%	253
No	45%	211
I am at home attending online classes, but when I go to school I do ride the school bus.	1%	3
TOTAL		467

LUCIO
2022 Student CNA Survey Results

05/03/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

33 / 35

Q35 The school bus is on time for school in the morning.

Answered: 252   Skipped: 374
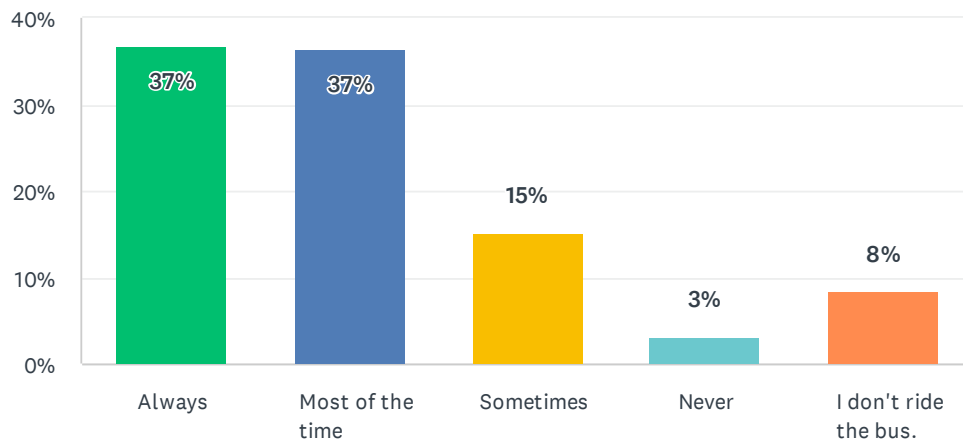
ANSWER CHOICES	RESPONSES	
Always	37%	93
Most of the time	37%	92
Sometimes	15%	38
Never	3%	8
I don't ride the bus.	8%	21
TOTAL		252

LUCIO   *05/03/2022*   *Prepared by Assessment, Research, and Evaluation*
2022 Student CNA Survey Results   *CNA Questions Collaborative Effort by Several BISD Departments*

34 / 35

Q36 The school bus is on time to drop me off at home after school.

Answered: 252   Skipped: 374
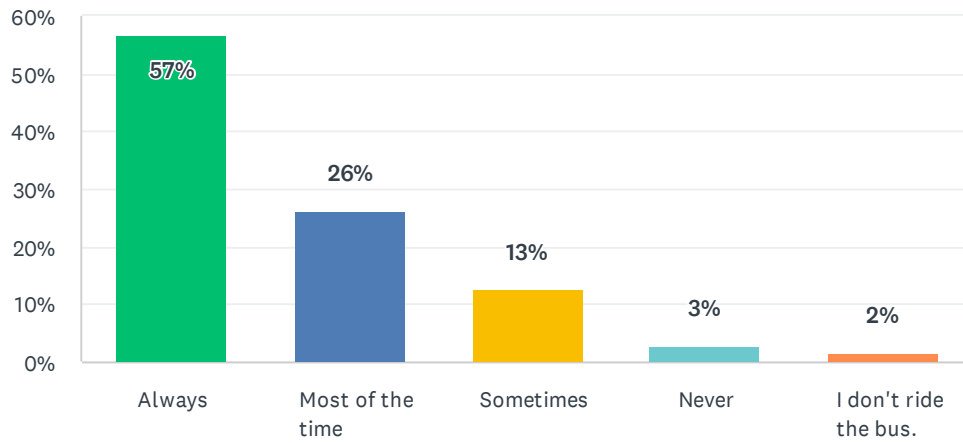
ANSWER CHOICES	RESPONSES	
Always	57%	143
Most of the time	26%	66
Sometimes	13%	32
Never	3%	7
I don't ride the bus.	2%	4
TOTAL		252

LUCIO
2022 Student CNA Survey Results

05/03/2022

Prepared by Assessment, Research, and Evaluation
CNA Questions Collaborative Effort by Several BISD Departments

35 / 35

NEW TEA REGULATIONS RELATED TO THE PHYSICAL RESTRAINT OF STUDENTS

1. TEA has proposed a set of regulations related to time-out, restraint and seclusion of students which are set to be adopted this month and which must be implemented by April 1, 2003.

2. These regulations are in response to a new state law passed by the legislature in 2001 (Senate Bill 1196).

3. Definitions of terms under these regulations include:
   - *__EMERGENCY__* – situation in which student's behavior poses a threat of imminent and serious physical harm to self or to others or imminent and serious property destruction.
   - *__RESTRAINT__* – Use of physical force or a mechanical device to restrict the movement of any part of a student's body.
   - *__TIME-OUT__*- Behavior management technique in which student is separated from other students for a limited period of time in a non-locked setting and from which the student is not physically prevented from leaving.

4. Use of Restraint
   - Restraint may only be used in an emergency situation
   - Restraint must be discontinued when the emergency no longer exists.
   - Health and safety of the student must be protected during restraint.

5. Training on Restraint
   - By April 1, 2003 a **CORE TEAM** must be trained on each campus in use of restraint. Team must include a campus administrator or designee and any regular or special education staff who are likely to be involved in use of restraint.
   - After April 1, 2003, any staff who uses restraint in an emergency who is not trained must receive training within 30 school days following the incident.

- Training on restraint must include prevention and des-escalation techniques and alternative to the use of restraint.
- Personnel trained in restraint must have current knowledge of professionally accepted practices and standards regarding behavior management and the use of restraint.

6. Documentation related to restraint
   - Campus administrator or designee must be verbally notified on the day that restraint is used.
   - On the day that restraint is used an attempt must be made to verbally notify the parents.
   - Parents must be provided written notification of the restraint within one school day of the event. Notification must include:
     1. Name of student and name of staff restraining student
     2. Date and time restraint began and ended
     3. Location of the restraint and nature of the restraint
     4. Description of the activity which preceded the use of restraint
     5. Behavior which prompted restraint
     6. Efforts made to de-escalate the situation and alternatives to restraint that were attempted
     7. Information documenting parent contact and notification
   - Written documentation of the restraint must be placed in student's SPED eligibility folder within one school day of the event.

7. Use of Time-Out (defined in the law may be used with the following limitations:
   1. Physical force or threat of physical force may not be used to place a student in time-out
   2. If time-out is used on a recurrent basis, it must be identified in the student's IEP and or BIP
   3. Time-out must be used only in conjunction with a variety of positive behavior intervention strategies

4. Time-out may not prevent student from being involved in and making progress in the general curriculum

8. Training on Time-Out
   - Not later than April 1, 2003, any personnel who implement time-out must be trained in the use of the technique
   - After April 1, 2003, any personnel using time-out who have not been trained must be trained within 30 school days
   - Training on the use of time-out must address the following:
     1. May not be done as separate and distinct training
     2. Must include training on a range of positive behavior interventions and strategies
     3. Must address impact of time-out on student's ability to progress in the general curriculum and IEP goals and objectives
     4. All personnel trained in time-out on student's ability to knowledge of professionally accepted practices and standards regarding behavior management and the use of time-out

9. Documentation of time-out
   - Data collection on time-out will be addressed in the IEP and/or BIP
   - ARD committee must use the data collected to judge the effectiveness of time-out and for determining if continued use is appropriate for the student

10. No discipline management practice may be done to inflict injury, cause harm, demean, or deprive the student of basic human necessities

11. Beginning in 2003-2004, cumulative data regarding the Restraint must be reported to TEA through PEIMS

Senate Bill 1196

Campus Requirements

Under

Texas Behavior Support Initiative
www.txbsi,org/training/html

Each campus is required to train:

One (1) Core Team comprised of **four** (4) people per team

Plus

All personnel likely to use restraint or timeout

Campus administration will maintain a file that lists the CORE Team Members and when they completed all **seven** (7) modules successfully.

Support staff must successfully complete **four** (4) modules as designated by campus administration.

Note:	This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyber-bullying.
	For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

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

Examples

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

Retaliation

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

Examples

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

False Claim

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

Timely Reporting

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

Reporting Procedures

Student Report

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

Employee Report

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

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

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

Corrective Action

Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.

Transfers

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

Counseling

The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

Improper Conduct

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

Confidentiality

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

Appeal

A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.

Records Retention

Retention of records shall be in accordance with CPC(LOCAL).

Access to Policy and Procedures

This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

Assignments

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

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

Multiple Birth Siblings

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

"Parent" includes a person standing in parental relation.

Placement

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

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

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

These provisions do not affect:

1. A right or obligation regarding the individual placement decisions of the admission, review, and dismissal (ARD) committee with respect to students receiving special education services [see EHBAB]; or

2. The right of a district or teacher to remove a student from a classroom under Chapter 37 [see FOA].

Reassignment by Principal

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

Appeal

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

Education Code 25.043

Placement of Older Students

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

Petitions and Objections

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

1.   Request the assignment or transfer of the student to a designated school or to a school to be designated by the board; or

2.   File objections to the assignment of the student to the school to which the student has been assigned.

Education Code 25.033, 26.003(a)(1)

Procedure

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

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

2.   If a hearing is requested, designate a time and place for holding a hearing not later than the 30th day after the petition is submitted.

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

1.   The petitioner may present evidence relevant to the student.

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

Board's Decision

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

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

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

Education Code 25.034

Students Who Are Victims of Bullying

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

1.   Another classroom at the campus to which the victim was assigned at the time the bullying occurred; or

2.   A campus in the district other than the campus to which the victim was assigned at the time the bullying occurred.

Students Who Engage in Bullying

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

1.   Another classroom at the campus to which the victim was assigned at the time the bullying occurred; or

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

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

Definition

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

Verification

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

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

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

Education Code 25.0342

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

Others in Special Education Student's Household

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

1. The other student is entitled to attend school in the district [see FD]; and

2. The appropriate grade level for the other student is offered at the campus.

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

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

Transportation

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

Education Code 25.0343

Students in Unacceptable Schools

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

1. The student achievement domain under Education Code 39.053(c)(1); and

2. The school progress domain under Education Code 39.053(c)(2). [See AIA]

Education Code 29.202(a) [See FDAA]

Students in Schools Identified for Support and Improvement

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

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

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

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

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

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

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

Planning and Decision-Making Process

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

The planning and decision-making requirements do not:

1. Prohibit a board from conducting meetings with teachers or groups of teachers other than the district-level committee meetings.

2. Prohibit a board from establishing policies providing avenues for input from others, including students or paraprofessional staff, in district- or campus-level planning and decision making.

3. Limit or affect the power of a board to govern the public schools.

4. Create a new cause of action or require collective bargaining.

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

Evaluation

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

Administrative Procedure

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

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

Education Code 11.251(d)

Federal Requirements

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

Required Plans

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

1. Are mutually supportive to accomplish the identified objectives; and

2. At a minimum, support the state goals and objectives under Education Code Chapter 4.

Education Code 11.251(a)

Shared Services Arrangement for DAEP Services

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

1. Student groups served, including overrepresentation of students from economically disadvantaged families, with ethnic and racial representations, and with a disability who receive special education and limited English proficiency services;

2. Attendance rates;

3. Pre- and post-assessment results;

4. Dropout rates;

5. Graduation rates; and

6. Recidivism rates.

19 TAC 103.1201(b)

District Improvement Plan

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

The district improvement plan must include provisions for:

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

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

2. Measurable district performance objectives for all appropriate achievement indicators for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, and other measures of student performance that may be identified through the comprehensive needs assessment.

3. Strategies for improvement of student performance that include:

   a. Instructional methods for addressing the needs of student groups not achieving their full potential.

   b. Methods for addressing the needs of students for special programs, including:

      (1) Suicide prevention programs, in accordance with Health and Safety Code Chapter 161, Subchapter O-1, which includes a parental or guardian notification procedure [see FFB];

      (2) Conflict resolution programs;

      (3) Violence prevention programs; and

      (4) Dyslexia treatment programs.

   c. Dropout reduction.

   d. Integration of technology in instructional and administrative programs.

   e. Discipline management.

   f. Staff development for professional staff of a district.

   g. Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities.

   h. Accelerated education.

4. Strategies for providing to middle school, junior high school, and high school students, those students' teachers and school counselors, and those students' parents information about:

   a. Higher education admissions and financial aid opportunities.

b.   The TEXAS grant program and the Teach for Texas grant program.

c.   The need for students to make informed curriculum choices to be prepared for success beyond high school.

d.   Sources of information on higher education admissions and financial aid.

5.   Resources needed to implement identified strategies.

6.   Staff responsible for ensuring the accomplishment of each strategy.

7.   Timelines for ongoing monitoring of the implementation of each improvement strategy.

8.   Formative evaluation criteria for determining periodically whether strategies are resulting in intended improvement of student performance.

9.   The trauma-informed care policy required under Education Code 38.036. [See FFBA]

Education Code 11.252(a)

10. The law enforcement duties of peace officers, school re-source officers, and security personnel. *Education Code 37.081(d)(1)* [See CKE]

11. A discipline management program providing for prevention of and education concerning unwanted physical or verbal aggression, sexual harassment, and other forms of bullying in schools, on school grounds, and in school vehicles. *Education Code 37.083(a)*

12. A dating violence policy that must:

a.   Include a definition of dating violence that includes the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship, as defined by Family Code 71.0021; and

b.   Address safety planning, enforcement of protective orders, school-based alternatives to protective orders, training for teachers and administrators, counseling for affected students, and awareness education for students and parents.

Education Code 37.0831 [See FFH]

13. A policy addressing sexual abuse, sex trafficking, and other maltreatment of children that must include:

  a. Methods for increasing staff, student, and parent awareness of issues regarding sexual abuse, sex trafficking, and other maltreatment of children, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim of sexual abuse, sex trafficking, or other maltreatment, using resources developed by the Texas Education Agency (TEA) or the commissioner regarding those issues, including resources developed by TEA under Education Code 38.004 (regarding child abuse reporting and programs). These methods must include the staff training described at Education Code 38.0041(c) [see DMA];

  b. Actions that a child who is a victim of sexual abuse, sex trafficking, or other maltreatment should take to obtain assistance and intervention; and

  c. Available counseling options for students affected by sexual abuse, sex trafficking, or other maltreatment.

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

  Education Code 11.252(a)(9), 38.0041

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

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

Each campus improvement plan must:

1. Assess the academic achievement for each student in the school using the achievement indicator system.

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

3. Identify how the campus goals will be met for each student.

4. Determine the resources needed to implement the plan.

5. Identify staff needed to implement the plan.

6. Set time lines for reaching the goals.

7. Measure progress toward the performance objectives periodically to ensure that the plan is resulting in academic improvement.

8. Provide for a program to encourage parental involvement at the campus.

9. Include goals and methods for violence prevention and intervention on campus.

10. If the campus is an elementary, middle, or junior high school, set goals and objectives for the coordinated health program at the campus based on:

   a. Student fitness assessment data, including any data from research-based assessments such as the school health index assessment and planning tool created by the federal Centers for Disease Control and Prevention;

   b. Student academic performance data;

   c. Student attendance rates;

   d. The percentage of students who are educationally disadvantaged;

   e. The use and success of any method to ensure that students participate in moderate to vigorous physical activity; and

   f. Any other indicator recommended by the local school health advisory council.

Education Code 11.253(d)

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

Statement of Nondiscrimination

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

Discrimination

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

Prohibited Harassment

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

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;

2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or

3. Otherwise adversely affects the student's educational opportunities.

Prohibited harassment includes dating violence as defined by this policy.

Examples

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

Sexual Harassment

By an Employee

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

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or

2. The conduct is so severe, persistent, or pervasive that it:

   a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or

   b. Creates an intimidating, threatening, hostile, or abusive educational environment.

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

By Others

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

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;

2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or

3. Otherwise adversely affects the student's educational opportunities.

Examples

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

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

Gender-Based Harassment

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

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;

2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or

3. Otherwise adversely affects the student's educational opportunities.

Examples

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

Dating Violence

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

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

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;

2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or

3. Otherwise adversely affects the student's educational opportunities.

Examples

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

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

Retaliation

The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, serves as a witness, or participates in an investigation.

Examples

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

False Claim

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

Prohibited Conduct

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

Reporting Procedures

Student Report

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

Employee Report

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

Definition of District Officials

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

Title IX Coordinator

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

ADA / Section 504 Coordinator

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

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

	The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.
Criminal Investigation	If a law enforcement or regulatory agency notifies the District that a criminal or regulatory investigation has been initiated, the District shall confer with the agency to determine if the District investigation would impede the criminal or regulatory investigation. The District shall proceed with its investigation only to the extent that it does not impede the ongoing criminal or regulatory investigation. After the law enforcement or regulatory agency has finished gathering its evidence, the District shall promptly resume its investigation.
Concluding the Investigation	Absent extenuating circumstances, such as a request by a law enforcement or regulatory agency for the District to delay its investigation, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.
	The investigator shall prepare a written report of the investigation. The report shall include a determination of whether prohibited conduct or bullying occurred. The report shall be filed with the District official overseeing the investigation.
Notification of Outcome	Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.
District Action Prohibited Conduct	If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.
Corrective Action	Examples of corrective action may include a training program for those involved in the complaint, a comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where prohibited conduct has occurred, and reaffirming the District's policy against discrimination and harassment.
Bullying	If the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate

	notice to parents and District action. The District official shall refer to FDB for transfer provisions.
Improper Conduct	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the conduct.
Confidentiality	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.
Appeal	A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student or parent shall be informed of his or her right to file a complaint with the United States Department of Education Office for Civil Rights.
Records Retention	The District shall retain copies of allegations, investigation reports, and related records regarding any prohibited conduct in accordance with the District's records retention schedules, but for no less than the minimum amount of time required by law. [See CPC]
Access to Policy and Procedures	Information regarding this policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and readily available at each campus and the District's administrative offices.

Brownsville Independent School District

Lucio Middle School

2021-2022 Priority Need Statements

Accountability Rating: Not Rated: Declared State of Disaster

Board Approval Date: December 14, 2021

Mission Statement

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

Vision

Each Student will:

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

Value Statement

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

Priority Need Statements

Need Statement 6: Increase parental involvement for at-risk and sub-pops.

Data Analysis/Root Cause 6: Working parents, and language barriers affect our parental involvement.

Need Statement 6 Areas: Demographics

Need Statement 1: Minimize performance gaps in all students in particular SPED and ELL populations.

Data Analysis/Root Cause 1: Domain 3 data shows academic performance gaps between special population groups with all students.

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

Need Statement 7: Need to increase number of parent communication and participation between home and school.

Data Analysis/Root Cause 7: Campus surveys show a decrease in parental involvement.

Need Statement 7 Areas: Perceptions

Need Statement 2: Need to increase content vertical alignment planning with teachers (Fall & Spring), focusing on instructional strategies the provide rigor, DOK, and text structures.

Data Analysis/Root Cause 2: Lack of rigor during delivery of instruction and planning vertically affects student permanence of standardized assessments.

Need Statement 2 Areas: Student Learning

Need Statement 4: Instructional technology equipment in all areas in order to be able to meet remote learning and in-class demands.

Data Analysis/Root Cause 4: Survey indicates a high percentage of outdated technology equipment such as laptops, makes learning through technology difficult.

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

Need Statement 8: Need to decrease discipline referrals and improve behavior management.

Data Analysis/Root Cause 8: Number of discipline referrals is high on our campus.

Need Statement 8 Areas: Perceptions

Need Statement 3: Increase attendance of students that require additional tutorials/enrichment, academic monitoring support to stay up to date educational requirements or resources for their children.

Data Analysis/Root Cause 3: Remediation for at-risk sup-pops will reduce the number of students needing additional support.

Need Statement 3 Areas: Demographics

Need Statement 5: Teachers need to improve strategies and integration of technology to close academic gaps between our special population groups (SE, Migrant, ELL) and the rest

5/18 Agree to keep

of our student body.

Data Analysis/Root Cause 5: Survey indicates a need for PD training refreshers in order to continue using them during instruction and be able to support the large population of ELL students on our campus.

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

Need Statement 9: A full-time TST teacher on campus is needed in order to dedicate all their time and duties to the infrastructure and teacher need on a full-day basis.

Data Analysis/Root Cause 9: TST is not available full-time.

Need Statement 9 Areas: School Processes & Programs