

Brownsville Independent School District

Lucio Middle School

2021-2022 Campus Improvement Plan

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.

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Learning	6
School Processes & Programs	8
Perceptions	11
Priority Need Statements	13
Comprehensive Needs Assessment Data Documentation	15
Goals	16
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 recibirán oportunidades educativas que produzcan graduados completos que están preparados para el futuro, están listos para la universidad / carrera y son ciudadanos responsables e independientes. Los estudiantes podrán demostrar un desempeño ejemplar en los TEKS que involucran bellas artes, co-curriculares, atletismo y programas y actividades extracurriculares en la administración de STAAR 2022. Esto incluye a todos los estudiantes de educación general, dislexia, 504 y educación especial.	17
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.	46
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 asegurará el uso eficaz y eficiente de todos los fondos disponibles en la implementación de un presupuesto equilibrado que incluye una mejor compensación para los maestros y planes para reclutar, retener y apoyar a personal altamente calificado.	49
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.	53
Goal 5: Lucio MS will maintain a safe and disciplined environment conducive to student learning.	55
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 administración, los padres y la comunidad proporcionarán el apoyo y los recursos necesarios para lograr la excelencia y la equidad educativas. Los padres serán socios plenos de los educadores en la educación de sus hijos.	61
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.	69
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)	87
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 través de los esfuerzos mejorados de prevención de la deserción, los estudiantes de la escuela secundaria Lucio permanecerán en la escuela hasta que obtengan una promoción exitosa al noveno grado. Los esfuerzos para mejorar la asistencia de nuestros estudiantes los alentarán y desafiarán a que alcancen su máximo potencial educativo.	101
Comprehensive Support Strategies	116
Targeted Support Strategies	117
Additional Targeted Support Strategies	119
State Compensatory	120

Budget for Lucio Middle School	121
Personnel for Lucio Middle School	121
Schoolwide and Targeted Assisted Title I Elements	121
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	122
1.1: Comprehensive Needs Assessment	122
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	122
2.1: Campus Improvement Plan developed with appropriate stakeholders	122
2.2: Regular monitoring and revision	122
2.3: Available to parents and community in an understandable format and language	123
2.4: Opportunities for all children to meet State standards	123
2.5: Increased learning time and well-rounded education	124
2.6: Address needs of all students, particularly at-risk	124
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	124
3.1: Develop and distribute Parent and Family Engagement Policy	124
3.2: Offer flexible number of parent involvement meetings	124
Title I Personnel	124
Plan Notes	125
2021-2022 Site Based Decision Making Committee	131
Campus Funding Summary	132
Addendums	141

Comprehensive Needs Assessment

Demographics

Demographics Summary

Senator Eddie A. Lucio Jr. Middle School

2020-2021 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 student population at Lucio Middle School is approximately 856 and serves students in grades 6 through 8. According to the PEIMS Data Review of our campus profile, 99.7% of the student population is Hispanic 60.0% are identified as At-Risk and 97.3% are identified as Economically Disadvantaged. Many of our students are first generation Mexican immigrants, 27.8% are classified as Limited English Proficient and a majority is English/Spanish bilingual. In addition, several of our students come from homes which participate in state and federal assistance programs such as food stamps, welfare, 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, 21st century, and Gear Up.

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%

Demographics Strengths

- Strong Math Department
- Algebra I and AP Spanish provides advanced classes for students
- 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
- Highly 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 implementation of STEM math and science curriculum. Students will be challenged with critical thinking 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:

	<u>2021</u>			<u>2020</u>			<u>2019</u>			<u>2018</u>		
	<u>Approaches</u>	<u>Meets</u>	<u>Masters</u>	<u>Approaches</u>	<u>Meets</u>	<u>Masters</u>	<u>Approaches</u>	<u>Meets</u>	<u>Masters</u>	<u>Approaches</u>	<u>Meets</u>	<u>Maste</u>
6th Grade Math	44.09%	10%	1.36%	No Score Declared Disaster			81%	47%	21%	77%	44%	18%
7th Grade Math	27.38%	1.19%	0%	No Score Declared Disaster			75%	43%	17%	72%	40%	18%
8th Grade Math	43.62%	14%	2.06%	No Score Declared Disaster			88%	57%	17%	86%	51%	15%
Algebra I	80%	56.67%	36.67%	No Score Declared Disaster			85%	61%	37%	83%	55%	32%
6th Grade Reading	44.13%	16.43%	4%	No Score Declared Disaster			68%	37%	18%	69%	39%	19%
7th Grade Reading	64.89%	33%	12.89%	No Score Declared Disaster			76%	49%	29%	74%	48%	29%
8th Grade Reading	60.29%	30.62%	12%	No Score Declared Disaster			86%	55%	28%	86%	49%	27%
7th Grade Writing	49.59%	17.36%	2.48%	No Score Declared Disaster			70%	42%	18%	69%	43%	15%
8th Grade Science	46.76%	17.13%	5.09%	No Score Declared Disaster			81%	51%	25%	76%	52%	28%
8th Grade Social Studies	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 AP Spanish

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 that provide rigor, DOK, and text structures. **Data Analysis/Root Cause:** Lack of rigor during delivery of instruction and planning vertically affects student performance on 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 trained 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 facilitate 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 facilitates 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 (Review 360)
- Weekly Academic Strand Meetings and Department Meetings SBDM Committee
- Counselor weekly meetings
- STarChart

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 that 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 sub-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

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Targeted support Identification data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

Goals

Revised/Approved: August 9, 2021

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 recibirán oportunidades educativas que produzcan graduados completos que están preparados para el futuro, están listos para la universidad / carrera y son ciudadanos responsables e independientes. Los estudiantes podrán demostrar un desempeño ejemplar en los TEKS que involucran bellas artes, co-curriculares, atletismo y programas y actividades extracurriculares en la administración de STAAR 2022. Esto incluye a todos los estudiantes de educación general, dislexia, 504 y educación especial.

Performance Objective 1: Lucio M.S. student performance for all students, all grades, all subjects will exceed 2019 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 superará el rendimiento porcentual del STAAR 2019 y el rendimiento del nivel de grado STAAR Masters en lectura, escritura, matemáticas, ciencias y estudios sociales en 5 puntos porcentuales.

Evaluation Data Sources: STAAR/EOC performance reports

Informes de desempeño STAAR / EOC

Strategy 1 Details	Reviews			
<p>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 %.</p> <p>Due to COVID and academic slide, JUMPSTAART was created to support students and closing the academic gap. Program supported students in Math, Reading,</p> <p>Puente de verano: Alineacion de Elem. a MS. Para garantizar una transicion sin problemas del quinto grado a la escuela intermedia, los estudiantes asistirán 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%.</p> <p>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 in Matematicas y Lectura.</p> <p>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</p> <p>Staff Responsible for Monitoring: Dean, Teacher, Principal</p> <p>Start Date: August 16, 2021 - End Date: June 3, 2022</p> <p>Funding Sources: Professional Extra Duty Pay - 211 Title I-A - 211-13-6118-00-051-Y-30-BDG-Y - \$563, Extra Duty Pay for Summer Bridge Teachers - 211 Title I-A - 211-11-6118-00-051-Y-30-BDG-Y - \$6,000, Teacher Retirement/TRS Care - 211 Title I-A - 211-13-6146-00-051-Y-30-BDG-Y - \$50, Employee Benefits - Locally Def - 211 Title I-A - 211-13-6148-00-051-Y-30-BDG-Y - \$1, Employee Benefits - 211 Title I-A - 211-13-6149-00-051-Y-30-BDG-Y - \$8, Bilingual Instructional Materials - 163 State Bilingual - 163-11-6399-00-051-Y-30-0F2 - \$1,075, Jump STAART Program - 282 ESSER III Grant Funds - \$25,786</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>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.</p> <p>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.</p> <p>Milestone's/Strategy's Expected Results/Impact: F: Progress reports, 6 weeks grades, Progress monitoring</p>	Formative			Summative
	Nov	Jan	Mar	June
				

tests, walkthroughs observations, lesson plans, Report

Cards, Benchmarks

S: STAAR Scores, TELPAS, TMSFA

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

Schoolwide and Targeted Assisted Title I Elements: 2.4 - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy - Population:** Emphasis on students in low performing areas: At Risk, LEP, Parental Denial, SPED, Migrant - **Start Date:** August 16, 2021 - **End Date:** June 3, 2022

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 - \$22,857, General materials/supplies instructional - 199 Local funds - 199-11-6399-00-051-Y-11-000-Y, Copy Paper - 211 Title I-A - 211-11-6396-00-051-Y-30-0F2-Y - \$2,150, 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, General Supplies for EL students (supplies for our LEP students) - 263 Title III-A Bilingual - 263-11-6399-00-051-Y-25-000-Y, General supplies/materials for instructional use - 162 State Compensatory - 162-11-6399-00-051-Y-30-000-Y - \$15,000, Copy Paper for instructional use - 162 State Compensatory - 162-11-6396-00-051-Y-30-000-Y - \$4,200, General supplies - 199 Local funds - 199-12-6399-62-051-Y-99-000-Y - \$1,000, Reading Materials subscription - 199 Local funds - 199-12-6329-00-051-99-000-Y - \$1,000, General Supplies - 199 Local funds - 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 - \$0, Supplies and Materials - 211 Title I-A - 211-13-6117-00-051-Y-30-AYP-Y, General Supplies STEM - 211 Title I-A - 211-11-6399-00-051-Y-30-STM-Y - \$5,374, General Supplies - 211 Title I-A - 211-11-6399-62-051-Y-30-0F2-Y - \$9,932, 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 - \$2,000, General Supplies - 211 Title I-A - 211-31-6399-00-051-Y-30-0F2-Y - \$1,000, 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 - \$9,750, General Supplies - 162 State Compensatory - 162-31-6399-00-051-Y-30-000-Y, General Supplies - 162 State Compensatory - 162-11-6399-62-051-Y-30-337-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 - \$2,000, 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 - \$87, TRS Care 211 - 211 Title I-A - 211-11-6146-00-051-Y-30-BDG-Y - \$536, Employee Benefits-Locally Def 211 - 211 Title I-A - 211-11-6148-00-051-Y-BDG-Y - \$14, Employee Benefits 211 - 211 Title I-A - 211-11-6149-00-051-Y-30-BDG-Y - \$87, SS/ Medicare 211 - 211 Title I-A - 211-11-6114-00-051-Y-30-BDG-Y, Student EOY Awards - 199 Local funds - 199-11-6498-00-051-Y-11-000-Y - \$6,000, Buying Books/Library to Close Academic Gaps - 281 ESSER II Grant Funds - 282-126329-00-051-Y-99-0CG-Y - \$18,000, General Supplies - Toner - 166 State

Special Ed. - 166-11-6399-62-051-Y-23-000-Y - \$2,000, General Supplies - Resource & Inclusion - 166 State Special Ed. - 166-11-6399-00-051-Y23-0P4 - \$1,780, General Supplies- LifeSkills - 166 State Special Ed. - 166-11-6399-00-051-Y-23-0P1 - \$3,000, General Supplies-BI Awards - 166 State Special Ed. - 166-11-6399-00-051-Y-23-0P2 - \$1,300, General Supplies - Gloves - 166 State Special Ed. - 166-11-6399-00-051-Y-23-0B0-Y - \$500, General Supplies - ESSER Funds Curriculum - 282 ESSER III Grant Funds - 282-11-6399-00-051 - \$35,881, ESSER- Library Materials Contracted Services - 281 ESSER II Grant Funds - 281-12-6299-00-051-Y-99-0CG-Y - \$787

Strategy 3 Details	Reviews			
<p>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 ELL students.</p> <p>Milestone's/Strategy's Expected Results/Impact: F: Progress Reports, 6 weeks grades, Progress Monitoring tests S: STAAR Scores, TELPAS, Report Cards, Benchmarks, TMSFA</p> <p>Staff Responsible for Monitoring: LPAC Administrator</p> <p>Population: ELL Students - Start Date: August 16, 2021 - End Date: June 3, 2022</p> <p>Funding Sources: Substitute Teachers - 163 State Bilingual - 163-11-6112-00-051-Y25-00-Y - \$1,800, Substitute Teachers - 199 Local funds - 199-11-6112-18-051-Y-99-000-Y - \$500, Substitute Teachers - 199 Local funds - 199-11-6112-18-051-Y-11-000-Y</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>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.</p> <p>-STAAR Enrichment -Saturday Academy -After-school Tutorials -RTI</p> <p>Population:</p> <p>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</p> <p>Staff Responsible for Monitoring: Principal, Assist. Principal, Dean of Instruction, Counselors, Teachers, SpEd Teachers</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Population: All At Risk 6th-8th grade students: LEP, GT, SPED, Migrant, Parental Denials, ESL, 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, 2021 - End Date: June 3, 2022</p> <p>Funding Sources: Professional Extra Duty Pay Tutorial 8th Grade - 162 State Compensatory - 162-11-6118-00-051-Y-24-SSI-Y - \$7,980, Professional Extra Duty Pay Tutorial - 162 State Compensatory - 162-11-6118-00-051-Y-30-000-Y - \$50,000, 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, Transportation-Tutorial - 281 ESSER II Grant Funds - 281-282-11-6118-00-051-Y-99-OCG-Y - \$7,734, Extended Tutorial - 281 ESSER II Grant Funds - 281-11-6494-00-051-Y-24-OCG-Y - \$5,787, Transportation- Tutorial - 282 ESSER III Grant Funds - 282-11-6494-00-051-Y-24-OCG-1 - \$38,350, Extended Tutorial - 282 ESSER III Grant Funds - 282-11-6118-0051-Y24-OCG - \$42,060, Tutorial Fringes - 282 ESSER III Grant Funds - 282-11-6118-0051-Y24 - \$13,298, Tutorial Fringes - 281 ESSER II Grant Funds - 281-11-6118-00-51-Y-24-OCG-Y - \$1,619</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
<p>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:</p> <ul style="list-style-type: none"> -Diagnostic Exam -Six Weeks Benchmarks -Mock Tests <p>So that all students can be at grade level and have successful State exam results</p> <p>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</p> <p>Staff Responsible for Monitoring: Principal, Assist. Principal, Dean of Instruction, and Reading Teacher</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4 - Population: 6th-8th grade students: LEP, Parental Denials, ESL, MI, SE, GT, Pre-AP, DYS, AR, TI - Start Date: August 16, 2021 - End Date: June 3, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<p>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.</p> <p>Milestone's/Strategy's Expected Results/Impact: F: File update S: HQ requirements</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, Teachers</p> <p>Population: All 6th, 7th, 8th grade GT/Pre-AP/STEM students, parents - Start Date: August 16, 2021 - End Date: June 3, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 7 Details	Reviews			
<p>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.</p> <p>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</p> <p>Staff Responsible for Monitoring: Principal, Dean, CCMR, GT/Pre-AP/STEM/AP Teachers</p> <p>Population: All Students in MS GT/Pre-AP/STEM - Start Date: August 16, 2021 - End Date: June 3, 2022</p> <p>Funding Sources: Reclassified transportation Exp/Ex - 199 Local funds - 199-11-6494-00-051-Y-11-000-Y - \$500, Stipends - 199 Local funds - 199-36-6117-00-051-Y-99-020-Y - \$1,400, 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 - \$200, Miscellaneous Fees & Dues not with travel(permits & registration) - 199 Local funds - 199-36-6497-00-051-Y-99-020-Y - \$100, Travel & subsistence students- Meals/entry fees/charter bus - 199 Local funds - 199-36-6412-00-051-Y-99-000-Y - \$200, Reclassified Transportation Exp- School buses - 199 Local funds - 199-36-6494-00-051-Y-99-000-Y - \$250, Employee Travel - 199 Local funds - 199-36-6411-23-051-Y-99-000-Y</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 8 Details	Reviews			
<p>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 2022 test administration.</p> <p>Milestone's/Strategy's Expected Results/Impact: F: Sign in sheets, walk-throughs, DBM scores S: STAAR/TELPAS Scores</p> <p>Staff Responsible for Monitoring: ELA/ESL/SPED/Dyslexia teachers, Dean of Instruction, Principal</p> <p>Population: 6th-8th grade students: LEP, ESL, MI, SE, GT, Pre-AP, DYS, AR, TI - Start Date: August 16, 2021 - End Date: June 3, 2022</p> <p>Funding Sources: Testing Materials - 211 Title I-A - 211-11-6339-00-051-Y-30-0F2-Y - \$2,700, Transportation - 211 Title I-A - 211-11-6494-00-051-Y-30-0F2 - \$20,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 9 Details	Reviews			
<p>Strategy 9: TELPAS Samples: All Core Area Teachers will be require to maintain a writing portfolio by collecting TELPAS formatted samples every 6 weeks.</p> <p>Population: 6th-8th grade Students; LEP, Parental Denials, ESL, MI, SE</p> <p>Timeline: July 2020-April 2021; Every 6 weeks</p> <p>Milestone's/Strategy's Expected Results/Impact: F: Writing portfolios S: Benchmark scores, TELPAS Progress monitoring</p> <p>Staff Responsible for Monitoring: Teachers, Dean of Instruction, Bilingual Admin, Principal</p> <p>ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy - Start Date: August 16, 2021 - End Date: June 3, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 10 Details	Reviews			
<p>Strategy 10: Coordination Day:All teachers will participate Special Programs Coordination Day to discuss areas of concern & review writing portfolios with LPAC.</p> <p>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</p> <p>Staff Responsible for Monitoring: Teachers, Dean of Instruction, Principal, At-Risk Counselor</p> <p>Population: 6th-8th grade Students; LEP, Parental Denials, ESL, MI, SE - Start Date: August 16, 2021 - End Date: June 3, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 11 Details	Reviews			
<p>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....)</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Updated Curriculum Framework Summative: Student Classroom Assessment, Physical Fitness Assessment</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, District Specialists, Teacher Department Chairs, Team lead Teacher, All PE Health Teachers</p> <p>Population: All 6th-8th grade students (Reg. Ed, SpEd, Bilingual, At Risk, Dyslexia, Pre-AP, GT, Migrant and Teachers - Start Date: August 16, 2021 - End Date: June 3, 2022</p> <p>Funding Sources: Supplies for Maint/Operarar-Cust- (Nurse supplies) - 199 Local funds - 199-33-6399-00-051-Y-99-000-Y - \$200</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 12 Details	Reviews			
<p>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 not 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.</p> <p>HB 1041 (Jenna's Law)- Effective 9/1/09</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Distribution of handbooks, Sign-In Sheets Summative: Handbook receipts</p> <p>Staff Responsible for Monitoring: Administration, Department Chair, All PE and Health Teachers, Parent Liaison</p> <p>Population: All 6th-8th grade students (Reg. Ed, SpEd, Bilingual, At Risk, Dyslexia, Pre-AP, GT, Migrant and Teachers - Start Date: August 16, 2021 - End Date: June 3, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 13 Details	Reviews			
<p>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)</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Classroom Observations, PE Student attendance, Lesson Plans Summative: School Health Index, Physical Fitness Assessment</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, District Specialists, Teacher Dept. Chair, Team Lead Teacher, All PE and Health Teachers</p> <p>Population: All 6th-8th grade students (Reg. Ed, SpEd, Bilingual, At Risk, Dyslexia, Pre-AP, GT, Migrant and Teachers - Start Date: August 16, 2021 - End Date: June 3, 2022</p> <p>Funding Sources: Copy/computer paper & notebook paper - 199 Local funds - 199-11-63-96-00-051-Y-11-000-Y - \$0</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 14 Details	Reviews			
<p>Strategy 14: Student Fitness:Assess student fitness annually to promote student health. (CATCH, PAPA) (SB 530-Effective 9/01/2007)</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Lesson Plans Summative: Fitness Results</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, Dept. Chair, All PE and Health Teachers</p> <p>Population: All 6th-8th grade students (Reg. Ed, SpEd, Bilingual, At Risk, Dyslexia, Pre-AP, GT, Migrant and Teachers - Start Date: August 16, 2021 - End Date: June 3, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 15 Details	Reviews			
<p>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.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Safety Evaluation Summative: Review of Campus Developed Safety Action Plan</p> <p>Staff Responsible for Monitoring: Principal, District Specialists, Teacher Department Chair, Team Lead Teacher, All PE Teachers</p> <p>Population: All 6th-8th grade students (Reg. Ed, SpEd, Bilingual, At Risk, Dyslexia, Pre-AP, GT, Migrant and Teachers - Start Date: August 16, 2021 - End Date: June 3, 2022</p> <p>Funding Sources: General Supplies furniture - 199 Local funds - 199-11-6399-45-051-Y-11-000-Y - \$0, General Supplies - 199 Local funds - 199-11-6399-51-51-Y-11-000-Y - \$799</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 16 Details	Reviews			
<p>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.</p> <p>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</p> <p>Staff Responsible for Monitoring: Principal, Dean, Assistant Principal, Counselors</p> <p>Population: All Incoming 5th grade students who currently attend feeder campuses All 8th graders - Start Date: August 16, 2021 - End Date: June 3, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 17 Details	Reviews			
<p>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.</p> <p>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</p> <p>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.</p> <p>S: STAAR and EOC scores, TELPAS and TERRA NOVA/Supera TMSFA</p> <p>Staff Responsible for Monitoring: Principal, Dean, AP's, Department Chairs, Librarian, TST, Teachers, C & I Specialists</p> <p>Population: All teachers and student groups - Start Date: August 16, 2021 - End Date: June 3, 2022 Funding Sources: Software Contracted Services-Bought By district using ESSER Funds - 282 ESSER III Grant Funds - 282-11-6299-00-051-Y - \$120,727</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 18 Details	Reviews			
<p>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 and Trainer of Trainers on required documentation and interventions based on identified needs.</p> <p>Milestone's/Strategy's Expected Results/Impact: F: PDS session agendas and evaluations, RtI plan progress monitoring reports, Classroom observation</p> <p>S: Improved STAAR scores, TELPAS, TMSFA, Tier 2 and 3 changes to lower tiers (increase STAAR scores At-Risk, LEP & SpEd)</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, RTI Coordinator, Dean, Counselors, Teachers</p> <p>Population: All students and teachers for these students in core content areas. - Start Date: August 16, 2021 - End Date: June 3, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 19 Details	Reviews			
<p>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.</p> <p>Milestone's/Strategy's Expected Results/Impact: F: Dept. Meeting agendas, Professional development evaluations, Classroom walkthrough data, campus 6wks assessment, check point assessment, District benchmarks</p> <p>S: STAAR scores, EOC scores, T-TESS data, PDS Transcripts</p> <p>Staff Responsible for Monitoring: Principals, Deans, Dept Chairs and Teachers</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.6 - Population: All sub-population students and teachers for these students in core content areas, Special Education and CTE - Start Date: August 16, 2021 - End Date: June 3, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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 recibirán oportunidades educativas que produzcan graduados completos que están preparados para el futuro, están listos para la universidad / carrera y son ciudadanos responsables e independientes. Los estudiantes podrán demostrar un desempeño ejemplar en los TEKS que involucran bellas artes, co-curriculares, atletismo y programas y actividades extracurriculares en la administración de STAAR 2022. Esto incluye a todos los estudiantes de educación general, dislexia, 504 y educación especial.

Performance Objective 2: Lucio M.S. Career and Technical Education student participation will increase by 3 percentage points over 2021-2022 including special population students and CCMR graduates will improve over prior year graduates.

En Lucio M.S. la participación de los estudiantes de educación técnica y profesional aumentará en 3 puntos porcentuales durante el periodo 2021-2022, incluidos los estudiantes de población especial y los graduados de CCMR mejorarán con respecto a los graduados del año anterior.

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

Informes PBMAS, informes PEIMS de inscripción CTE, informes CCMR

Strategy 1 Details	Reviews			
<p>Strategy 1: College Ready: 100 % of the 8th grade students will take the Kuder inventory</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Kuder Reports Summative: Kuder Reports and evaluation debriefing with counselor</p> <p>Staff Responsible for Monitoring: Campus Administration, Counselors</p> <p>Population: 8th grade students - Start Date: August 16, 2021 - End Date: June 3, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>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.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Kudor Reports Summative: Agenda parent meetings, Debriefing meetings with counselor, HS campus visits lists</p> <p>Staff Responsible for Monitoring: Campus Administration, Counselors</p> <p>Population: 8th grades students, parents - Start Date: August 16, 2021 - End Date: June 3, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: College Ready: Career Day for all Lucio MS students with exposure to 3-4 career professionals. College presentations and TSI information representative.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Presentation Flyers, Career Day Schedule, College Presentaion Schedule Summative: Lists of student participation, Agendas</p> <p>Staff Responsible for Monitoring: Campus Administration Counselors</p> <p>Population: 6th -8th students - Start Date: August 16, 2021 - End Date: June 3, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>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.</p> <p>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</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, Teachers, Counselors, Advance Academics, Curriculum & Instruction</p> <p>Population: 7th grade students who scored 100% on one of their STAAR tests in 2013 All Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students)All 6th-8th grade students; teachers and administration - Start Date: August 16, 2021 - End Date: June 3, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				



No Progress



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 recibirán oportunidades educativas que produzcan graduados completos que están preparados para el futuro, están listos para la universidad / carrera y son ciudadanos responsables e independientes. Los estudiantes podrán demostrar un desempeño ejemplar en los TEKS que involucran bellas artes, co-curriculares, atletismo y programas y actividades extracurriculares en la administración de STAAR 2022. Esto incluye a todos los estudiantes de educación general, dislexia, 504 y educación 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 estarán a nivel de grado dentro de 2 años y el 70% estará 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			
<p>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)</p> <p>Los maestros utilizarán 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)</p> <p>Milestone's/Strategy's Expected Results/Impact: F: Word-wall, objectives, strategies, lesson plans, walk throughs S: T-TESS evaluations, STAAR/TELPAS Scores</p> <p>Staff Responsible for Monitoring: Teachers, Dean of Instruction, Principal, At-Risk Counselor</p> <p>Comprehensive Support Strategy - Population: At-risk 6th-8th grade students: LEP, Parental Denials, ESL, MI, SE, GT, Pre-AP, DYS, AR, TI - Start Date: August 16, 2021 - End Date: June 3, 2022</p> <p>Funding Sources: General Supplies (Toner) - 199 Local funds - 199-11-6399-62-051-Y-11-000-Y - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress

 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 recibirán oportunidades educativas que produzcan graduados completos que están preparados para el futuro, están listos para la universidad / carrera y son ciudadanos responsables e independientes. Los estudiantes podrán demostrar un desempeño ejemplar en los TEKS que involucran bellas artes, co-curriculares, atletismo y programas y actividades extracurriculares en la administración de STAAR 2022. Esto incluye a todos los estudiantes de educación general, dislexia, 504 y educación 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 2020-2021 participation.

La Escuela Intermedia Lucio aumentará el número de estudiantes en el avance cocurricular y extracurricular en Matemáticas, Ciencias, Estudios Sociales, ELA, Bellas Artes y programas CTE en un 3% sobre la participación de 2020-2021.

Evaluation Data Sources: Regional and state competition participation numbers

Strategy 1 Details	Reviews			
<p>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.</p> <p>Banda / Coro: Los estudiantes se preparan y participan en la escuela presentaciones asistiendo a las clases de Banda en el verano y en el año escolar. Rendimiento seccional para que los estudiantes puedan desarrollar confianza y habilidades de desempeño y garantizar el elogio actuaciones. Los departamentos de banda / coro comprarán los suministros y el equipo necesarios. Coro de verano: introducción de orientación musical a las habilidades musicales básicas: escalas de signos, ejercicios de calentamiento, corresponden a los signos de las manos cur win.</p> <p>Milestone's/Strategy's Expected Results/Impact: F: Daily, weekly and monthly evaluation and lesson plans; Adjudicated evaluation of individual and group vocal skills S: Instrumental technique and sound; performance ratings, proper techniques will be established</p> <p>Staff Responsible for Monitoring: Band Directors, Choir Directors</p> <p>Comprehensive Support Strategy - 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</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Fine Arts District Activities: Students will prepare and participate in BISD Fine Arts 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</p> <p>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</p> <p>Staff Responsible for Monitoring: Band Directors</p> <p>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</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Band/Choir All City: All-City Band Clinic and Concert to reward students' year-long efforts. Choir- individual 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.</p> <p>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.</p> <p>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 rehearsal afterschool S: Instrumental techniques and sound; performance ratings; Choir Adjudicated by directors and Administration</p> <p>Staff Responsible for Monitoring: Band Directors, Choir Directors</p> <p>Start Date: August 16, 2021 - End Date: June 3, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>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.</p> <p>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.</p> <p>Milestone's/Strategy's Expected Results/Impact: F: Adjudicated evaluation of individual and group vocal skills. Rehersal afterschool S: Fall Concert participation, Performance evaluation</p> <p>Staff Responsible for Monitoring: Choir Directors</p> <p>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</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Choir Competition: Solo and Ensemble- Individual TMEA competition in which students learn a solo using classical music repertoire.</p> <p>Competencia de coro: Solo y conjunto: competencia TMEA individual en la que los estudiantes aprenden un solo usando el repertorio de musica clasica.</p> <p>Milestone's/Strategy's Expected Results/Impact: F: Daily, weekly and monthly evaluation plus actual performance evaluation S: Region adjudicated judges' rate each student</p> <p>Staff Responsible for Monitoring: Choir Directors</p> <p>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</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 6 Details	Reviews			
<p>Strategy 6: Christmas Concert- Students will perform at least 2 pieces of seasonal music for the public. Choreography is added to most selections.</p> <p>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.</p> <p>Milestone's/Strategy's Expected Results/Impact: F: Rehearsals after school S: Adjudicated by directors and administration Staff Responsible for Monitoring: Choir Directors</p> <p>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</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<p>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).</p> <p>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).</p> <p>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</p> <p>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</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 8 Details	Reviews			
<p>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.</p> <p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Choir Directors</p> <p>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</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 9 Details	Reviews			
<p>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.</p> <p>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.</p> <p>Milestone's/Strategy's Expected Results/Impact: F: Rehearsals after school S: Adjudicated by directors and administration</p> <p>Staff Responsible for Monitoring: Choir Directors</p> <p>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</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 10 Details	Reviews			
<p>Strategy 10: Spring Concert- Each choir learns and performs a minimum of 3-2 part songs. Choreography, costumes, props, etc are usually added.</p> <p>Concierto de primavera: cada coro aprende y realiza una minimo de canciones de 3-2 partes. Coreografia, vestuario, usualmente se agregan accesorios, etc.</p> <p>Milestone's/Strategy's Expected Results/Impact: F: Select grade level appropriate music of distinguished genres or theme-based S: Performance evaluation</p> <p>Staff Responsible for Monitoring: Choir Directors</p> <p>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</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 11 Details	Reviews			
<p>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.</p> <p>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.</p> <p>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</p> <p>Staff Responsible for Monitoring: Choir Directors</p> <p>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</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 12 Details	Reviews			
<p>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.</p> <p>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.</p> <p>Milestone's/Strategy's Expected Results/Impact: F: Purchase of Equipment S: Performance</p> <p>Staff Responsible for Monitoring: Choir Directors</p> <p>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</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 13 Details	Reviews			
<p>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.</p> <p>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.</p> <p>Milestone's/Strategy's Expected Results/Impact: F: Student ideas, collaboration S: Student projects; Successful STAAR results</p> <p>Staff Responsible for Monitoring: Art Teacher, club sponsors</p> <p>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</p> <p>Funding Sources: Awards - 199 Local funds - 199-36-6498-57-051-Y99-000-Y - \$1</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 14 Details	Reviews			
<p>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.</p> <p>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.</p> <p>Milestone's/Strategy's Expected Results/Impact: F: Student ideas, collaboration S: Student projects; successful STAAR results</p> <p>Staff Responsible for Monitoring: Art Teacher, Dean</p> <p>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</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 15 Details	Reviews			
<p>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).</p> <p>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).</p> <p>Milestone's/Strategy's Expected Results/Impact: F: Student projects & Rubric Format S: Successful completion of course objectives Pass the STAAR</p> <p>Staff Responsible for Monitoring: Art Teacher</p> <p>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</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 16 Details	Reviews			
<p>Strategy 16: Art Work: Art critique / Self Evaluation, Portfolios Exhibit student artwork throughout campus.</p> <p>Obra de arte: critica de arte / autoevaluacion, portafolios Exhibir obras de arte de los estudiantes en todo el campus</p> <p>Milestone's/Strategy's Expected Results/Impact: F: On-going portfolio S: Successful completion of course objectives Pass the STAAR</p> <p>Staff Responsible for Monitoring: Art Teacher, Dean</p> <p>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</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 17 Details	Reviews			
<p>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.</p> <p>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.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Coaches Eligibility List Summative: Field Trip Permission Slip</p> <p>Staff Responsible for Monitoring: Coaches, Nurse, Assistant Principals</p> <p>Population: Student Athletes, Coaches, Nurse, Administration - Start Date: August 16, 2021 - End Date: June 3, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 18 Details	Reviews			
<p>Strategy 18: Students have oportunites to partipiate in the followiing activities UIL Competitions/Clinics and clubs:</p> <ul style="list-style-type: none"> -One Act Play -Chess -DI -Brainsville -Poet's Corner -Spelling Bee -Ballroom -Special Olympics -STEM (Robotics) -Academic (AMC) -HESTEC (Electric Car) 	Formative			Summative
	Nov	Jan	Mar	June

- 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; Compeition 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			
<p>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.</p> <p>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.</p> <p>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</p> <p>Staff Responsible for Monitoring: 21st Century Coordinator Administration TSC 21st Century Coordinator</p> <p>Population: All Students - Start Date: August 16, 2021 - End Date: June 3, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 20 Details	Reviews			
<p>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.</p> <p>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.</p> <p>Milestone's/Strategy's Expected Results/Impact: Progress reports, 6 weeks grades, Progress monitoring tests, Gear Up program observations,</p> <p>Staff Responsible for Monitoring: Gear Up Counselor Gear Up Coordinator Principal</p> <p>Start Date: August 16, 2021 - End Date: June 3, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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.

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.

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

Strategy 1 Details	Reviews			
<p>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.</p> <p>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</p> <p>Staff Responsible for Monitoring: Campus Administration Facilities and maintenance staff</p> <p>Population: All department and campus facilities - Start Date: August 16, 2021 - End Date: June 3, 2022 Funding Sources: Building-HVAC Upgrade - 282 ESSER III Grant Funds - \$2,094,657, Building- Air Purifyiners - 282 ESSER III Grant Funds - 282-51-6639-00-051-Y-99-090 - \$15,666</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>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)</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Survey and maintenance requests Summative: Evaluation/analysis of survey data; Completion of maintenance requests</p> <p>Staff Responsible for Monitoring: Campus Administration Facilities and maintenance staff</p> <p>Population: All department and campus facilities - Start Date: August 16, 2021 - End Date: June 3, 2021</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>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.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Walkthrough, schedules to ensure custodial staff is maintaining and meeting demands of the campus.</p> <p>Summative: Maintenance Reports</p> <p>Staff Responsible for Monitoring: Head custodian, Facilities and maintenance StaffCustodial Staff, Principal, Asisstant Principal</p> <p>Population: Custodial staff - Start Date: August 16, 2021 - End Date: June 3, 2022</p> <p>Funding Sources: Custodial supplies - 199 Local funds - 199-51-6319-00-051-Y-99-000-Y - \$5,000, - 199 Local funds - 199-51-6315-00-051-Y-99-000-Y - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Lucio MS will purchase furniture items (bookshelves, desks, chairs, etc.)</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Equipment inventory</p> <p>Summative: Annual Equipment inventory</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Dean, Head Custodian</p> <p>Population: Lucio MS staff and Admin. - Start Date: August 16, 2021 - End Date: June 3, 2022</p> <p>Funding Sources: General Supplies - 199 Local funds - 199-23-6399-45-051-Y-99-000-Y - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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			
<p>Strategy 1: Lucio MS will support programs in the effective and efficient use of 100% of available budgeted funds based on the needs assessments.</p> <p>Lucio MS apoyara los programas en el uso eficaz y eficiente del 100% de los fondos presupuestados disponibles segun las evaluaciones de necesidades.</p> <p>Milestone's/Strategy's Expected Results/Impact: Funding reports will indicate all funds were expended based on prioritized needs.</p> <p>Formative: Monthly expenditures reports compared CIP</p> <p>Summative: End of year expeditive reports</p> <p>Staff Responsible for Monitoring: Campus Administration, SBDM committee</p> <p>Population: Lucio MS Stakeholders - Start Date: August 16, 2021 - End Date: June 3, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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			
<p>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.</p> <p>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.</p> <p>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</p> <p>Population: Teachers 6th-8th grade - Start Date: August 16, 2021 - End Date: June 3, 2022 Funding Sources: August Retention With Fringe - 282 ESSER III Grant Funds - \$62,376</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress
 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			
<p>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]</p> <p>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]</p> <p>Milestone's/Strategy's Expected Results/Impact: Teachers will feel appreciated throughout the school yeal Formative: Teacher campus survey Summative: Data report</p> <p>Staff Responsible for Monitoring: Campus administration</p> <p>Population: high poverty/ high minority/low performing campuses students - Start Date: August 16, 2021 - End Date: June 3, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will receive instructional supplies to accommodate planning, staff development, and daily operational and teaching duties.</p> <p>Los maestros recibirán suministros de instrucción para acomodar la planificación, el desarrollo del personal y las tareas operativas y de enseñanza diarias.</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers - Start Date: August 16, 2021 - End Date: June 3, 2022</p> <p>Funding Sources: - 211 Title I-A - 211-11-6399-69-051-Y-30-0F2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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.

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.

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

Strategy 1 Details	Reviews			
<p>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.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Weekly newsletter, Newspaper clippings, BISD website highlights and Campus website, Facebook Summative: Enrollment Reports</p> <p>Staff Responsible for Monitoring: Campus Administration, PIO, Department/Program Heads, Coaches and Sponsors, TST</p> <p>Population: All staff and students - Start Date: August 16, 2021 - End Date: June 3, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>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).</p> <p>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</p> <p>Staff Responsible for Monitoring: Campus Administration and Campus TST, Librarian</p> <p>Population: All staff and students - Start Date: August 16, 2021 - End Date: June 3, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Lucio MS will promote the history and orgiins along with current accomplishments of the campus weekly thorough website and media venues.</p> <p>Need: Decreasing enrollment/Board approved goal priority (Added 01-12-2019)</p> <p>Milestone's/Strategy's Expected Results/Impact: Weekly news from the campus each week</p> <p>Formative: schedule of weekly activites</p> <p>Summative: listing of all campuses that were presented in weekly articles</p> <p>Staff Responsible for Monitoring: Campus Admin, PIO, District Admin</p> <p>Population: Teacher/Staff - Start Date: August 16, 2021 - End Date: June 3, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Lucio Ms will distribute BISD board approved Student Code of Conduct 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.</p> <p>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</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Parental Involvement, BISD Police and Security Services, Pupil Serviced</p> <p>Population: All students, TI, MI, ELL, SE, AR, GT, DYS, Parents, Staff - Start Date: August 16, 2021 - End Date: June 3, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>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.</p> <p>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</p> <p>Staff Responsible for Monitoring: Principal, Dean, Assistant Principals, Counselors</p> <p>Population: All 6th-8th AR Students Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At Risk students - Start Date: August 16, 2021 - End Date: June 3, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>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.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Schedule of Transitional Hearings, Counseling Logs, BAC Transitional Forms, JJAEP Transitional Forms</p> <p>Summative: E-Schools, STAAR scores</p> <p>Staff Responsible for Monitoring: Principal, Dean, APs, Teachers, Pupil Services, BAC/JJAEP Personnel, Grade Level Counselor, At-Risk Counselor</p> <p>Population: All students - Start Date: August 16, 2021 - End Date: June 3, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>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.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: ISS/OSS placements of SE & other targeted student groups will decrease by 5%</p> <p>Summative: PBMAS (now on DVM Discipline indicators for 2017) discipline indicator performance levels and staging will decrease</p> <p>Staff Responsible for Monitoring: Principal, RTI Admin., SE service Admin, Police & Security Admin. , PEIMS Admin</p> <p>Population: All Students - Start Date: August 16, 2021 - End Date: June 3, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>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.</p>	Formative			Summative
	Nov	Jan	Mar	June

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 Services, Administrator, Security Services Admin., RTI Admin, Counselor

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



No Progress



Accomplished



Continue/Modify



Discontinue

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

Performance Objective 2: Disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 3% for 2020-2021 and will not be disproportionate for any population.

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 Rtl plans and monitoring reports, plans for addressing Bullying, Teen Violence, and others.

Strategy 1 Details	Reviews			
<p>Strategy 1: Student referrals: To decrease the number of discipline incidences ensure that no student receives more than 30 days OSS/ISS.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: PEIMS reports 6 weeks</p> <p>Summative: E-School</p> <p>Staff Responsible for Monitoring: CIS, PEIMS Admin At-Risk Counselor</p> <p>Population: All Students - Start Date: August 16, 2021 - End Date: June 3, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Discretionary or Mandatory removal of Special Education students will occur only by approval of the Special Services Department and BAC administration.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: BAC Removal Checklists approval data, Special Education, Checklist approval data</p> <p>Summative: Decrease in the numbe of SE students removed to BAC by 3%</p> <p>Staff Responsible for Monitoring: Asisstant Principals, SE Personnel, BAC Administration</p> <p>Population: SE - Start Date: August 16, 2021 - End Date: June 3, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

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

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

Strategy 1 Details	Reviews			
<p>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.</p> <p>Provide students, staff and parent training in the areas of school safety and emergency management. Implement and identification security system at Lucio. All staff and visitors must display their IDs while on campus.</p> <p>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</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Faculty & Staff, Safety Coordinator, BISD Police & Security</p> <p>Population: All students, TI, MI, ELL, SE, AR, GT, DYS - Start Date: August 16, 2021 - End Date: June 3, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Two Security Officers will be assigned to monitor the campus daily and during after school extra curricular activities.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Discipline Referrals to the principal's office, eSchoolPlus referrals</p> <p>Summative: Removal from campus or expulsion will decrease by 5% Safety in our Campus</p> <p>Staff Responsible for Monitoring: Principal, Dean, Assistant Principals, Police & Security Services</p> <p>Population: All students - Start Date: August 16, 2021 - End Date: June 3, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>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:</p> <p>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.</p> <p>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)</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Student Sign In Sheets, Counselor logs, Audits</p> <p>Summative: Reduce the number of student referrals by5%</p> <p>Staff Responsible for Monitoring: Principal, Dean, APs, Teachers, Counselors, BISD Police and Security Services</p> <p>Population: All Teachers, All students TI, MI, ELL, SE, AR, GT, DYS - Start Date: August 16, 2021 - End Date: June 3, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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 2019-2020 to 2020-2021.

La Escuela Intermedia Lucio experimentara un aumento del 10% de padres involucrados en las actividades de participacion de los padres del campus / distrito de 2019-2020 a 2020-2021

Evaluation Data Sources: 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			
<p>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.</p> <p>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).</p> <p>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</p> <p>Summative: Parent participation rate increase by 10%, Discipline referrals, STAAR/EOC results, Attendance rate, EOY Survey results</p> <p>Staff Responsible for Monitoring: Parent Liaison District Personnel</p> <p>Schoolwide and Targeted Assisted Title I Elements: 3.1, 3.2 - Population: Parents & Students - Start Date: August 16, 2021 - End Date: June 3, 2022</p> <p>Funding Sources: Parent Liaison materials and supplies - 211 Title I-A - 211-61-6399-00-051-Y-30-0F2-Y - \$900, Employee (Parent Liaison) Travel - 211 Title I-A - 211-61-6411-00-051-Y-30-0F2-Y - \$900, Miscellaneous Operating Costs - 211 Title I-A - 211-61-6499-53-051-Y-30-0F2-Y - \$900</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Parent Info./Training: Provide training sessions to inform parents of:</p> <ul style="list-style-type: none"> -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 <p>Informacion para padres / Capacitacion: Proporcione sesiones de capacitacion para informar a los padres sobre:</p> <ul style="list-style-type: none"> -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 <p>Milestone's/Strategy's Expected Results/Impact: F: Flier, Agenda, Sign-in S: Evaluations and Minutes</p> <p>Staff Responsible for Monitoring: Principal , Parent Liaison, Parent Trainer, Community Leaders, District Personnel</p> <p>Population: All Parents - Start Date: August 16, 2021 - End Date: June 3, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>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.</p> <p>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.</p> <p>Milestone's/Strategy's Expected Results/Impact: F: Flier/Invitation, Sign-in sheets S: Year End Participation Report and Survey</p> <p>Staff Responsible for Monitoring: Principal, Parent Liaison, Teachers, District Personnel</p> <p>Population: All Parents - Start Date: August 16, 2021 - End Date: June 3, 2022</p> <p>Funding Sources: Meetings food & refreshments - 211 Title I-A - 211-61-6399-00-051-Y-30-0F2</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Title I-A annual activities: Conduct the following annual Title I-A required activities;</p> <p>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.</p> <p>Actividades anuales del Titulo I-A: Realice las siguientes actividades anuales requeridas por el Titulo I-A ocupaciones;</p> <p>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</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Signed School-Parent-Student Compact, Parental Involvement policy data, Parent meeting documentation (agenda, sign in sheets)</p> <p>Summative: Year End Parent Participation Report and Surveys, Discipline referrals, Attendance rate, STAAR/EOC results</p> <p>Staff Responsible for Monitoring: Principal, Parent Liaison, Teachers</p> <p>Schoolwide and Targeted Assisted Title I Elements: 3.1, 3.2 - Population: Parents - Start Date: August 16, 2021 - End Date: June 3, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
<p>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.</p> <p>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</p> <p>Milestone's/Strategy's Expected Results/Impact: F: Sign-ins, Authroity to volunteer from S: Parent survey results, certificates</p> <p>Staff Responsible for Monitoring: Principal, Parent Liaison, Community Leaders</p> <p>Schoolwide and Targeted Assisted Title I Elements: 3.2 - Population: Parents, School, Community - Start Date: August 16, 2021 - End Date: June 3, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<p>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:</p> <ul style="list-style-type: none"> -Parental Involvement Policy -School-Parent-Student Compact -Campus Improvement Plan <p>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:</p> <ul style="list-style-type: none"> -Politica de participacion de los padres -Contrato Escuela-Padre-Estudiante -Plan de mejora del campus <p>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</p> <p>Summative: Evaluation & Minutes, STAAR/EOC Results, Attendance Rate, Discipline Referrals and increase parent participation.</p> <p>Staff Responsible for Monitoring: Principal, Parent Liaison, Parent Volunteers, Assistant Principal, Dean, Teachers, SBDM/LPAC Committee members</p> <p>Schoolwide and Targeted Assisted Title I Elements: 3.2 - Population: Parents, School, Community - Start Date: August 16, 2021 - End Date: June 3, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 7 Details	Reviews			
<p>Strategy 7: Parent Orientation of daily procedures: Host a -Parent Orientation- Day to inform parents and community members of daily standard operation procedures.</p> <ul style="list-style-type: none"> -Student Code of Conduct -Student-Parent-School Compact -Parental Involvement Policy -Emergency Operation Procedures -Volunteer Guidelines and Opportunities <p>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.</p> <ul style="list-style-type: none"> -Codigo de Conducta Estudiantil -Contrato estudiante-padre-escuela -Politica de participacion de los padres -Procedimientos de operacion de emergencia -Pautas y oportunidades para voluntarios <p>Milestone's/Strategy's Expected Results/Impact: F:Flier, Agenda, Sign-ins, Parent meeting documentation S: Evaluation & Minutes, STAAR/EOC, Attendance Rate, Discipline Referrals</p> <p>Staff Responsible for Monitoring: Principal, Parent Liaison, District Personnel</p> <p>Schoolwide and Targeted Assisted Title I Elements: 3.2 - Population: Parents, School, Community - Start Date: August 16, 2021 - End Date: June 3, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
<p>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.</p> <p>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.</p> <p>Milestone's/Strategy's Expected Results/Impact: F: Monthly Mileage Log S: Year End participation report</p> <p>Staff Responsible for Monitoring: Principal, ESL/LPAC Aide, LPAC Administrator</p> <p>Population: ESL/LPAC Aide - Start Date: August 16, 2021 - End Date: June 3, 2022</p> <p>Funding Sources: - 163 State Bilingual</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 9 Details	Reviews			
<p>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.</p> <p>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 asistirán a las reuniones de otoño y primavera para obtener informacion adicional y apoyo disponible en el campus y el distrito.</p> <p>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</p> <p>Staff Responsible for Monitoring: Migrant Clerk, Migrant Teacher, District Personnel</p> <p>Population: PFS first and then all migrants - Start Date: August 16, 2021 - End Date: June 3, 2022</p> <p>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</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 10 Details	Reviews			
<p>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.</p> <p>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.</p> <p>Milestone's/Strategy's Expected Results/Impact: F: Flyers for Parents S: Sign- In Sheets</p> <p>Staff Responsible for Monitoring: Migrant Clerk, District Personnel</p> <p>Population: Migrant Clerk, Migrant Parents - Start Date: August 16, 2021 - End Date: June 3, 2022</p> <p>Funding Sources: Migrant food & refreshments - 212 Title I-C (Migrant) - 212-61-6499-53-051-Y-24-0F2-Y</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 11 Details	Reviews			
<p>Strategy 11: Capitalize on district community resources by creating partnership agreements with agencies, organizations, businesses and parent volunteers.</p> <p>*Invite community agencies/organizations to participate and disseminate information about the public services that their agencies offer in order to continue building strong community partnerships.</p> <p>-District- wide parent conferences, cluster meetings- Fairs and seminars</p> <p>*Recognize community partners, and parent volunteers for their efforts in supporting district/campus goals to increase student success(all students, AR, EL, SE, MI).</p> <p>Capitalizar en los recursos de la comunidad del distrito creando acuerdos de asociacion con agencias, organizaciones, empresas y padres voluntarios.</p> <p>* 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.</p> <p>-Conferencias de padres en todo el distrito, reuniones de grupo- Ferias y seminarios</p> <p>* 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).</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: MOU's/Agreements, Authority to Volunteer Clearance Forms, Volunteer Sign In Sheets</p> <p>Summative: Increased Partnerships and Parent Volunteers by 5%</p> <p>Staff Responsible for Monitoring: Parent Involvement Coordinator and Staff Principals</p> <p>Public Information Officer, Human Resource Specialist</p> <p>Population: Parents and Community - Start Date: August 16, 2021 - End Date: June 3, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress

 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.

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.

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			
<p>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).</p> <p>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.</p> <p>Staff Responsible for Monitoring: Dean, Dept. Chair, Teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Additional Targeted Support Strategy - Population: Teachers At- risk , LEP, Parental Denials, SPED, Migrant - Start Date: August 16, 2021 - End Date: June 3, 2022</p> <p>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 - \$0, 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 - \$0, 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 - \$4,600, 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 - \$400, 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 - \$6,659, 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</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>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.</p> <ul style="list-style-type: none"> -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 (Rtl) -STAAR (state assessment) -Reading & Writing Across the Curriculum (Content Fluency) -Comprehension Strategies -Effective research-based teaching practices -Discipline Management -TELPAS -ELPS -Sheltered Instruction -Technology <p>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</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, Department Head</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy - Population: LEP, Parental Denials, ESL, MI, SE, GT, Pre-AP, DYS, AR, TI - Start Date: August 16, 2021 - End Date: June 3, 2022</p> <p>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 - \$67, SS/Medicare - 211 Title I-A - 211-11-6141-00-051-Y-30-BDG-Y - \$8, SS/Medicare - 211 Title I-A - 211-13-6141-00-051-Y-30-AYP-Y - \$97, TRS - 211 Title I-A - 211-13-6146-00-051-Y-30-AYP-Y - \$595, Employee Benefits-Locally Def - 211 Title I-A - 211-13-6148-00-051-Y-30-AYP-Y - \$16, Employee Benefits - 211 Title I-A - 211-13-6149-00-051-Y-30-AYP-Y - \$100</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: T PD for ELL 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.</p> <p>Campus Strategies will include:</p> <ul style="list-style-type: none"> -Curriculum mapping -CPQ's -Think Turn Talk -Question Stems -Inferencing -Quick Writes/Exit Tickets -SSR Fluency <p>Milestone's/Strategy's Expected Results/Impact: F: Professional Development Sign Ins, Teacher Transcripts S: T-TESS evaluation, STAAR/TELPAS Scores</p> <p>Staff Responsible for Monitoring: Principal, AP, Dean,</p> <p>ESF Levers: Lever 5: Effective Instruction - Population: LEP, Parental Denials, ESL, MI, SE, GT, Pre-AP, DYS, AR, TI - Start Date: August 16, 2021 - End Date: June 3, 2022</p> <p>Funding Sources: Gen.1 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</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: T 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.</p> <p>Milestone's/Strategy's Expected Results/Impact: F: 6 week benchmarks, Walk-through and T-TESS observations S: Semester & Final exams</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal, Dean of Instruction</p> <p>Population: 6th-8th grade students: LEP, Parental Denials, ESL, MI, SE, GT, Pre-AP, DYS, AR, TI - Start Date: August 16, 2021 - End Date: June 3, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
<p>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.</p> <p>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</p> <p>Staff Responsible for Monitoring: Principal Assist., Principal, Dean of Instruction</p> <p>Population: 6th-8th grade students: LEP, Parental Denials, ESL, MI, SE, GT, Pre-AP, DYS, AR, TI - Start Date: August 16, 2021 - End Date: June 3, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<p>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.</p> <p>Milestone's/Strategy's Expected Results/Impact: F: Meetings/walk throughs, ERO evaluations and attendance S: Sign in sheets, STAAR/TELPAS/AYP scores</p> <p>Staff Responsible for Monitoring: Dean of Instruction, Principal, Dept. Head Teachers</p> <p>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, 2021 - End Date: June 3, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 7 Details	Reviews			
<p>Strategy 7: PD(GT/Pre-AP/AP institutes-Ongoing/STEM) for teachers to enhance teaching skills and integrate vertical aligned curriculum for GT/ Pre-AP/AP/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.</p> <p>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</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, Counselors</p> <p>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, 2021 - End Date: June 3, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 8 Details	Reviews			
<p>Strategy 8: Professional Development will be provided for teachers and paraprofessionals to help At-Risk students that will target:</p> <ul style="list-style-type: none"> -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 LEP 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. <p>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</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instructions</p> <p>Population: All teachers for 6th-8th AR students - Start Date: August 16, 2021 - End Date: June 3, 2022</p> <p>Funding Sources: Employee Travel - 199 Local funds - 199-13-6411-23-051-Y-99-000-Y - \$1,000, Extra Duty Pay/Overtime-Sup PE (Paraprofessional overtime) - 199 Local funds - 199-23-6121-08-051-Y-99-000-Y - \$100, Extra Duty Pay/Overtime-Sup PE - 199 Local funds - 199-51-6121-47-051-Y-99-000-Y - \$100</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 9 Details	Reviews			
<p>Strategy 9: Teachers will attend professional development for opportunities that will ensure student success.</p> <p>Milestone's/Strategy's Expected Results/Impact: F: Daily, weekly and monthly evaluation and lesson plans S: Instrumental techniques and sound; performance ratings</p> <p>Staff Responsible for Monitoring: Band Directors</p> <p>Population: Band Directors - Start Date: August 16, 2021 - End Date: June 3, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 10 Details	Reviews			
<p>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.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Registration Form Summative: Certificate, CPE Hours</p> <p>Staff Responsible for Monitoring: Principal, Department Chair, All PE Teachers</p> <p>Population: All 6th-8th grade students (Reg. Ed, SpEd, Bilingual, At Risk, Dyslexia, Pre-AP, GT, Migrant and Teachers - Start Date: August 16, 2021 - End Date: June 3, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 11 Details	Reviews			
<p>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.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Sign-In Sheets Summative: Evaluations</p> <p>Staff Responsible for Monitoring: CATCH Champions, Department Chairs for PE/Health</p> <p>Population: CATCH Champions, Department Chairs for PE/Health - Start Date: August 16, 2021 - End Date: June 3, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 12 Details	Reviews			
<p>Strategy 12: Implement new legislative/district policies into campus activities and curriculum to be in compliance for students;s awareness and well-being:</p> <ul style="list-style-type: none"> -PAPA (HB 3076) -Dating Policy (HB 121) -Wellness and Nutrition -Sexual Abuse policies and guidelines (HB 1041) -Violence prevention -Abstinence Curriculum <p>Milestone's/Strategy's Expected Results/Impact: Formative: Lesson Plans, Classroom Observation Summative: Student assessment results</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, District Specialists</p> <p>Population: All 6th-8th grade students (Reg. Ed, SpEd, Bilingual, At Risk, Dyslexia, Pre-AP, GT, Migrant and Teachers - Start Date: August 16, 2021 - End Date: June 3, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 13 Details	Reviews			
<p>Strategy 13: Will identify the manner in which the safety of students in physical education classes is maintained by developing a safety plan of action when the teacher students ratio is greater than 45-1. (SB 891-Effective 9/1/09)</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Student Plus Rosters Summative: Review of Campus Developed Safety Action Plan</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction,</p> <p>Population: All 6th-8th grade students (Reg. Ed, SpEd, Bilingual, At Risk, Dyslexia, Pre-AP, GT, Migrant and Teachers - Start Date: August 16, 2021 - End Date: June 3, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 14 Details	Reviews			
<p>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.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Registration Form Summative Certificate, CPE Hours</p> <p>Staff Responsible for Monitoring: Principal, Teacher Department Chair, All PE and Health Teachers</p> <p>Population: PE Teacher, Health Teacher - Start Date: August 16, 2021 - End Date: June 3, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 15 Details	Reviews			
<p>Strategy 15: Provide training for administrators and new teachers: (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; (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.</p> <p>Milestone's/Strategy's Expected Results/Impact: F: Agenda Sign-in sheets, reports completed S: Implementation of Strategies with Students</p> <p>Staff Responsible for Monitoring: Principals, Assistant Principals, RTI Specialist</p> <p>Population: All Campus Administrators and Teachers - Start Date: August 16, 2021 - End Date: June 3, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 16 Details	Reviews			
<p>Strategy 16: Provide scheduled professional development based on level of expertise and need in the following areas:</p> <p>a.) Bullying Prevention b.) Violence/conflict resolution c.) Recent drug use trends d.) Resiliency/Developmental Assets e.) Dating Violence f.) Signs of Child Abuse g.) Response to Intervention (RtI) Model for behavior research based interventions to allow all BISD staff to recognize and address the issue, as a preventive measure. So that faculty and staff can better serve the student population.</p> <p>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)</p> <p>Provide Professional Development for Safe and Supportive Schools Behavioral Threat Assessment Team (Follow DIP # 7.4.2)</p> <p>Milestone's/Strategy's Expected Results/Impact: F: Attendance Roster, Professional Development Evaluation, PEIMS Discipline Reports S: Implementation of Programs Staff Responsible for Monitoring: Principals, AP's,</p> <p>Population: All Campus Administrators and Teachers - Start Date: August 16, 2021 - End Date: June 3, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 17 Details	Reviews			
<p>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.</p> <p>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</p> <p>Population: Administration and office staff - Start Date: August 16, 2021 - End Date: June 3, 2021</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 18 Details	Reviews			
<p>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.</p> <p>Milestone's/Strategy's Expected Results/Impact: F: In-Service Evaluations S: Teacher knowledge of AR student identification</p> <p>Staff Responsible for Monitoring: Professional Development, Campus Principals, At-Risk Counselors,</p> <p>Population: All Teachers - Start Date: August 16, 2021 - End Date: June 3, 2021</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 19 Details	Reviews			
<p>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.</p> <p>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</p> <p>Staff Responsible for Monitoring: Campus Principals, Dean, Assistant Principal,</p> <p>Population: Administration, Counselors, Teachers, Parents, students - Start Date: August 16, 2021 - End Date: June 3, 2022</p> <p>Funding Sources: General supplies-counselor - 199 Local funds - 199-31-6399-00-051-Y-99-000-Y - \$900, Employee travel- out of district - 199 Local funds - 199-23-6411-23-051-Y-99-000-Y - \$1,000, General supplies - 199 Local funds - 199-23-6399-00-051-Y-99-000-Y - \$12,000, 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 - \$1,433</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 20 Details	Reviews			
<p>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.</p> <p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal, Curriculum Specialists, Lead Teachers, Dean, Department Chairs</p> <p>Population: All teachers teaching core content and special education, dyslexia, pre-AP/AP, CTE, and other academic areas - Start Date: August 16, 2021 - End Date: June 3, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 21 Details	Reviews			
<p>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.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: District monitoring instrument, Class rosters, Lead teacher classroom observations, Training agendas and evaluations</p> <p>Summative: Improved STAAR and EOC student scores, improved AP, TSI, and other college readiness assessment scores by 3 percentage points.</p> <p>Staff Responsible for Monitoring: Principal, Dean, Assistant Principals</p> <p>Population: All G/T sub-population students and teachers for these students in core content areas and Special Education - Start Date: August 16, 2021 - End Date: June 3, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 22 Details	Reviews			
<p>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.</p> <p>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</p> <p>Summative: Improve STAAR and EOC student scores, AP tests and other college readiness assessment results by 3 percentage points.</p> <p>Staff Responsible for Monitoring: Pricipal, Dean, Assistant Principals</p> <p>Population: All subpopulation students and teachers for these students in core content areas, Special Education and CTE - Start Date: August 16, 2021 - End Date: June 3, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 23 Details	Reviews			
<p>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.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: PDS session evaluations, benchmark scores, program applications counts</p> <p>Summative: STAAR Scores, BISSD instructional feedback form walthroughs will indicate implementation of developed project-based learning experiences</p> <p>Staff Responsible for Monitoring: Principal, Dean, Assistant Principals, Dept. Chairs</p> <p>Population: STEM Teachers - Start Date: August 16, 2021 - End Date: June 3, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 24 Details	Reviews			
<p>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.</p> <p>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</p> <p>Summative: STAAR scores, TELPAS, TMSFA</p> <p>Staff Responsible for Monitoring: Principal, Dean, Assistant Principal, Dept. Chair, Curriculum Specialist</p> <p>Population: All grade level teachers - Start Date: August 16, 2021 - End Date: June 3, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 25 Details	Reviews			
<p>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)</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Classroom grades, campus benchmark scores, teacher observations, student progress reports, Lesson plans, Curriculum Feedback/ walk-through reports, PDS Session Evaluations</p> <p>Summative: T-TESS or Job Description/ Evaluation summative reports show improvement on State Assessments including STAAR, and TERRA NOVA Test Results</p> <p>Staff Responsible for Monitoring: Principal, Campus Administration</p> <p>Population: All grade levels - Start Date: August 16, 2021 - End Date: June 3, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 26 Details	Reviews			
<p>Strategy 26: Fine arts students and teachers will be provided professional development training annually. Population: all K-12 students and teachers Timeline: August 2020- May 2021</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative:</p> <p>Sign in Sheets, PDS evalutaio, student performance ratings</p> <p>Summative: Increased EOY performance recognition</p> <p>Staff Responsible for Monitoring: Principal, Dean, Fine Arts Director, Teachers</p> <p>Start Date: August 16, 2021 - End Date: June 3, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 27 Details	Reviews			
<p>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.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Sign in sheets, PDS evaluations, student performance ratings</p> <p>Summative: Increased EOY performance on state and local assessments</p> <p>Staff Responsible for Monitoring: Campus Administration, Migrant Clerk</p> <p>Population: Migrant support staff - Start Date: August 16, 2021 - End Date: June 3, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 28 Details	Reviews			
<p>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:</p> <ul style="list-style-type: none"> -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 <p>Budget and Program Compliance</p> <p>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</p> <p>Summative: Increased STAAR/EOC and At-risk Retention</p> <p>Staff Responsible for Monitoring: Principal, Dean, State Compensatory, Homeless Youth</p> <p>Population: All At-risk Students - Start Date: August 16, 2021 - End Date: June 3, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				



No Progress



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.

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

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

Strategy 1 Details	Reviews			
<p>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.</p> <p>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</p> <p>Summative: Teachers lesson plans and walkthroughs will indicate improved implementation after training sessions</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Dean, CTE Teachers, CTE Administration</p> <p>Population: CTE faculty - Start Date: August 16, 2021 - End Date: June 3, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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)

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 2019-2020. (Future Ready Curriculum, Instruction, and Assessment)

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

Strategy 1 Details	Reviews			
<p>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.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Lesson Plans, Walkthroughs</p> <p>Summative: Integration of technology</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, Teachers</p> <p>Population: All Teachers - Start Date: August 16, 2021 - End Date: June 3, 2022</p> <p>Funding Sources: General Supplies - 162 State Compensatory - 162-13-6398-00-051-Y-30-000 - \$3,000, General Supplies - Software Bilingual - 163 State Bilingual - 163-11-6395-00-051-Y-30-0F2-Y - \$5,000, Equipment - Computers & Panels - 211 Title I-A - \$17,968, Equipment - Computers & Panels - 496 Elon Musk Grant Funds - 496-11-6299-00-051-Y-11-000-Y - \$2,000, Equipment - Computers & Panels - 496 Elon Musk Grant Funds - 496-11-6399-00-051-Y-11-000-Y - \$3,062, Equipment - Computers & Panels - 496 Elon Musk Grant Funds - 496-11-6395-62-051-Y-11-000-Y - \$88, Equipment - Computers & Panels - 496 Elon Musk Grant Funds - 496-11-6398-62-051-Y-11-000-Y - \$22,450, Equipment - Computers & Panels - 496 Elon Musk Grant Funds - 496-11-6399-62-051-Y-11-000-Y - \$635, Equipment - Computers & Panels - 496 Elon Musk Grant Funds - 496-11-6639-62-051-Y-23-000-Y - \$16,093</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress
 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)

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

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

Strategy 1 Details	Reviews			
<p>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.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Instructional Observations Progress Monitoring reports Summative Impact: Decreased gaps on benchmarks and state assessments</p> <p>Staff Responsible for Monitoring: Administration IT Personnel Teachers</p> <p>Population: All students and stakeholders - Start Date: August 16, 2021 - End Date: June 3, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Lucio M.S. will maintain students in 1:1 classrooms the opportunity to take a device home to extend learning beyond the classroom.</p> <p>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</p> <p>Staff Responsible for Monitoring: Administration Teachers IT Personnel</p> <p>Population: All students - Start Date: August 16, 2021 - End Date: June 3, 2022 Need Statements: Demographics 1, 3 - Student Learning 1, 2, 3 - School Processes & Programs 1, 3 Funding Sources: Equipment - Computers - 211 Title I-A - \$1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>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</p> <p>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</p> <p>Staff Responsible for Monitoring: Administration IT Personnel Technology Faculty</p> <p>Population: All students - Start Date: August 16, 2021 - End Date: June 3, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Need Statements:

Demographics
<p>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.</p>
<p>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: Remediation for at-risk sup-pops will reduce the number of students needing additional support.</p>

Student Learning

Need Statement 1: 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: 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: 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.

School Processes & Programs

Need Statement 1: 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 3: 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.

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)

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

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

Strategy 1 Details	Reviews			
<p>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.</p> <p>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</p> <p>Staff Responsible for Monitoring: Administration IT Personnel Library Teacher</p> <p>Population: All students - Start Date: August 16, 2021 - End Date: June 3, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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)

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

Evaluation Data Sources: Updated policies, reports of data breaches

Strategy 1 Details	Reviews			
<p>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.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Focus groups Survey Reports Summative Results: Surveys indicate progress</p> <p>Staff Responsible for Monitoring: Administration IT Personnel Technology Services</p> <p>Population: All students and stakeholders - Start Date: August 16, 2021 - End Date: June 3, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>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.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results:</p>	Formative			Summative
	Nov	Jan	Mar	June

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, 2021 - **End Date:** June 3, 2022



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)

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will participate in a minimum of 12 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.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Professional Development System Evaluations, Administrative Walkthroughs, Certificates of completion of training</p> <p>Summative Impact: T-TESS evaluations, Application Management Reports, Future Ready Framework Surveys, Campus Technology Training records from PDS</p> <p>Staff Responsible for Monitoring: Campus Administration, Campus TST, Teachers</p> <p>Population: All Students and teaching faculty - Start Date: August 16, 2021 - End Date: June 3, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Grants will be written in order to upgrade technology acquisition.</p> <p>Milestone's/Strategy's Expected Results/Impact: F:Grant Application S: Technology purchases</p> <p>Staff Responsible for Monitoring: Grants dept., Principal, teachers</p> <p>Population: 6th-8th Economically Disadvantaged, TI, Migrant, LEP, ESL, SPED, GT, At-Risk students - Start Date: August 16, 2021 - End Date: June 3, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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)

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

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

Strategy 1 Details	Reviews			
<p>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.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: TST reported schedules, Application Management reports, Walk-throughs, Software usage reports</p> <p>Summative Impact: EOY TST reported schedules, EOY Application Management reports</p> <p>Staff Responsible for Monitoring: Campus Administrator, Campus TST</p> <p>Population: Campus faculty - Start Date: August 16, 2021 - End Date: June 3, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>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 will include but not be limited to web-based programs (Eduphoria, Aware, eSchoolPlus, Think about it) to increase knowledge/offer classroom solutions.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: PD sign-ins, PD evaluations</p> <p>Summative: T-TESS, STAR Chart Survey, Reports on web-based usage data</p> <p>Staff Responsible for Monitoring: Principal, Dean, Teachers, Technology Services, Professional Development</p> <p>Population: All Teachers - Start Date: August 16, 2021 - End Date: June 3, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: 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. 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.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Walkthrough, Benchmark data, Students' grades & portfolios, Progress reports, 6wks grades, Progress monitoring, Data reports</p> <p>Summative: EOY Student grades, e-portfolios, Presentations, Gradebooks/-Tech. Application TEKS, STAAR scores</p> <p>Staff Responsible for Monitoring: Principal, Teachers, Dean, Dept. Chair, TST, Assist. Principals</p> <p>Population: All students, TI, MI, ELL, SE, AR, GT, DYS - Start Date: August 16, 2021 - End Date: June 3, 2022</p> <p>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, Software and licensing for student instructional support (Game Salad/Edgenuity) - 162 State Compensatory - 162-11-6299-62-051-Y-30-000-Y - \$11,000, 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 - \$5,000, Miscellaneous contracted services - 211 Title I-A - 211-11-6299-62-051-Y-30-0F2-Y - \$34,550</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>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.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Benchmarks, Classroom projects, Student competitions, Improved connectivity of wired/wireless devices</p> <p>Summative: Increase Test Scores, EOY grades, Electronic portfolios, StarChart Surveys, Benchmarks</p> <p>Staff Responsible for Monitoring: Principals, Campus Administration, Career & Tech. Education Admin., Sp. Programs Admin., Tech. Services Admin., Bilingual Admin, Campus TST</p> <p>Population: All Students - Start Date: August 16, 2021 - End Date: June 3, 2022</p> <p>Funding Sources: Library Tech Equipment - 211 Title I-A - 211-12-6398-00-051-Y-30-0F2-Y - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>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.</p> <p>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.</p> <p>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, 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.</p> <p>Milestone's/Strategy's Expected Results/Impact: F:STaR Chart Survey, CNA Survey, Benchmarks, Six weeks grades, projects</p> <p>S:Fixed Assets inventory Expenditure, EOY grades, promotion/retention rates, STAAR scores</p> <p>TELPAS Scores, and progress monitoring</p> <p>Staff Responsible for Monitoring: TST, Librarian, Principal, Dean of Instruction, Technology</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Teacher
Administration
LPAC Chair and Bilingual Lead Teacher

Population: Include subgroups: At risk, EL population, SE, Migrant, 6th-8th Economically Disadvantaged, TI, ESL, SPED, GT, At-Risk students - **Start Date:** August 16, 2021 - **End Date:** June 3, 2022

Funding Sources: Equipment (\$5000 below) - 211 Title I-A - 211-11-6398-62-051-Y-30-0F2-Y - \$7,000, Computers for testing and instructional labs - 162 State Compensatory - 162-11-6398-62-051-Y-30-000-Y - \$58,000, 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 - \$1,000, 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, Supplies & Materials - Software - 162 State Compensatory - 162-11-6395-62-051-Y-30-000-Y, IT Equipment EL Population (i.e., I pads, 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-OCG - \$100,000

 No Progress

 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)

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

Evaluation Data Sources: BISD Future Ready Framework survey results

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers and administrators will complete an annual School Technology and Readiness (STaR) Chart to assess technology proficiency.</p> <p>Milestone's/Strategy's Expected Results/Impact: F:Completion of Survey STaRchart Survey S: T-TESS ,ERO Summary Report, STAR Chart Survey</p> <p>Staff Responsible for Monitoring: Principal, Teachers, Technology Services</p> <p>Population: All Faculty - Start Date: August 16, 2021 - End Date: June 3, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  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 desafiara 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.

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

Strategy 1 Details	Reviews			
<p>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.</p> <p>Los reclutadores y empleados migrantes asistirán a la capacitación intensiva anual de Identificación y Reclutamiento (ID&R) para obtener la certificación como reclutadores estatales. El Programa de Educación Migrante utilizará el ID&R / Plan de Acción de Control de Calidad / Diagrama de Flujo de Procedimientos COE para identificar sistemática y completamente a los estudiantes migrantes y sus familias y mejorar su asistencia en las escuelas de BISD.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: PDS Transcripts, NGS Maximum Enrollment Report Promotion Continuity of Services, Region One audit</p> <p>Summative: Increase in student ID&R numbers Migrant Recruiter & clerks certificate of attendance, increase in migrant student enrollment</p> <p>Staff Responsible for Monitoring: Principal, Migrant Clerk</p> <p>Population: Migrant Office Staff - Start Date: August 16, 2021 - End Date: June 3, 2022</p> <p>Funding Sources: - 212 Title I-C (Migrant)</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>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.</p> <p>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.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Progress reports, 6 wks grades, Progress monitoring, Attendance sheets, ceremonies,</p> <p>Summative: Annual Rate, EOY attendance rate</p> <p>Staff Responsible for Monitoring: Parents, PEIMS Administrator, Counselors, Attendance clerk</p> <p>Population: All 6th-8th students (Economically Disadvantaged, TI MI, ELL, SPED, GT, AR) - Start Date: August 16, 2021 - End Date: June 3, 2022</p> <p>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 - \$4,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress

 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 desafiarian 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			
<p>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.</p> <p>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.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: eSchool PLUS student roster with EB and Migrant indicators</p> <p>Summative: Attendance Rate, Dropout Rate, Retention Rate</p> <p>Staff Responsible for Monitoring: PEIMS Administrator, Principal, Home Visitor</p> <p>Population: All 6th-8th AR students - Start Date: August 16, 2021 - End Date: June 3, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>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.</p> <p>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.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: eSchool Plus At-Risk Progress, eSchool Plus Dropout Monitor Report, Benchmark Scores, Student Progress Reports</p> <p>Summative: STAAR, Attendance Rate, Dropout Rate</p> <p>Staff Responsible for Monitoring: Principal, Administrator for State Compensatory Education</p> <p>Population: All 6th-8th AR Students, TI, MI, EB - Start Date: August 16, 2021 - End Date: June 3, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>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.</p> <p>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.</p> <p>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</p> <p>Summative: STAAR, Attendance Rate, Dropout Rate</p> <p>Staff Responsible for Monitoring: Principal, Admin for the HYP, Admin for SCE, Admin Special Programs</p> <p>Population: 6th-8th AR Students - Start Date: August 16, 2021 - End Date: June 3, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>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.</p> <p>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.</p> <p>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</p> <p>Summative: STAAR, Attendance Rate, Dropout Rate</p> <p>Staff Responsible for Monitoring: Principal, Admin for the HYP, Admin for SCE, Admin Special Programs</p> <p>Population: 6th-8th AR Students - Start Date: August 16, 2021 - End Date: June 3, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>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.</p> <p>Monitorear y recuperar a los estudiantes clasificados como desertores / No-Show en un ciclo sistémico a través de esfuerzos de recuperación de deserción que incluyen: Camine por el futuro, asista Reuniones de recuperación de deserción escolar del distrito (otono) para mejorar el rendimiento, la asistencia, la tasa de graduación y la tasa de finalización de los estudiantes en riesgo, y reducir la tasa de retención y la tasa de deserción.</p> <p>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</p> <p>Summative: Increased At-Risk Retention, Graduation, and Completion Rates, Decreased dropout rate</p> <p>Staff Responsible for Monitoring: Campus Administration, Attendance and Migrant Clerk, Parent Liaison</p> <p>Population: All At-risk Students - Start Date: August 16, 2021 - End Date: June 3, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 6 Details	Reviews			
<p>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.</p> <p>Se implementara un armario de ropa para proporcionar a los jovenes identificados en riesgo, sin hogar y no acompañados 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.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Clothes Closet Inventory, Clothes Closet Distribution Log, Progress Monitoring Assessment Scores, Student Progress Reports</p> <p>Summative: Increased At-risk Retention, Graduation, and Completion Rates Decreased dropout rate</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Population: All At-risk Students - Start Date: August 16, 2021 - End Date: June 3, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				



No Progress



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 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			
<p>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).</p> <p>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).</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: eSchoolPLUS generated Tutorial Schedule, Tutorial Attendance, Tutorial Lesson Plans, Tutorial Classroom Observations, IPR, Benchmark Scores</p> <p>Summative: STAAR results , Retention rate</p> <p>Staff Responsible for Monitoring: Principal, Dean, Assistant Principal, Teachers</p> <p>State Compensatory Admin.</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Population: AR, TI, MI, ELL, DYS - Start Date: August 16, 2021 - End Date: June 3, 2022</p> <p>Funding Sources: Reclassified Transportation (Tutorials extended day) - 211 Title I-A - 211-11-6494-00-051-Y-30-0F2-Y</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>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.</p> <p>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.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Lesson Plans, Classroom Observations, Benchmark scores, IPRs, Professional Development sign in sheets</p> <p>Summative: STAAR scores</p> <p>Staff Responsible for Monitoring: Principal, Administrator for State Compensatory Education</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning - Targeted Support Strategy - Population: AR, TI, MI, ELL, DYS - Start Date: August 16, 2021 - End Date: June 3, 2022</p> <p>Funding Sources: - 162 State Compensatory - 162-11-6399-00-051-Y-30-000-Y</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>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.</p> <p>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.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: 6 Weeks Grades, student sign in sheets for supplies</p> <p>Summative: Successful completion of all courses and master the STAAR</p> <p>Staff Responsible for Monitoring: Administration, Counselors, Migrant Clerk, Teachers</p> <p>Population: All migrant Students - Start Date: August 16, 2021 - End Date: June 3, 2022</p> <p>Funding Sources: HP Printer for migrant student lab - 212 Title I-C (Migrant) - 212-11-6649-00-051-Y24-0F2-Y</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>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</p> <p>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</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Student sign in logs, tutorial attendance sheets, Lesson plans, grades</p> <p>Summative: Successful completion of all courses and master the STAAR, promotion rates, decrease student identified as PFS by 5%</p> <p>Staff Responsible for Monitoring: Special Programs , Administration, Migrant Clerk/Teacher, Counselors, District Migrant Personnel/Program</p> <p>Population: Migrant Clerk - Start Date: August 16, 2021 - End Date: June 3, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>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.</p> <p>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.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: eSchoolPLUS Master Schedule, Teacher lesson Plans, Classroom Observations, Progress Monitoring, Assessment Scores, Student Progress Reports</p> <p>Summative : Decreased Retention Rate compared to prior year</p> <p>Staff Responsible for Monitoring: Campus Administration, Dyslexia teacher and clerk, Curriculum, State Compensatory</p> <p>Population: At-risk Students; Dyslexic Students - Start Date: August 16, 2021 - End Date: June 3, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 6 Details	Reviews			
<p>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.</p> <p>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.</p> <p>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</p> <p>Summative : Improved STAAR/EOC, TELPAS and other state assessments, Attendance Rate, Retention Rate, Dropout Rate, Graduation Rate, and Completion Rate</p> <p>Staff Responsible for Monitoring: Principal, Dean, Assistant Principal, Sp. Programs, Admin. State Compensatory</p> <p>Population: All At-risk Students (TI, MI, EL, DYS) - Start Date: August 16, 2021 - End Date: June 3, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<p>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.</p> <p>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.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Sixth weeks grades and PFS Monitoring Tool, Summer School attendance logs</p> <p>Summative: On time promotion/graduation and decrease dropout rates and STAAR scores by 10%, EOY Promotion Rates, PBMAS</p> <p>Staff Responsible for Monitoring: Principal, Migrant Clerks, Counselors, Teachers</p> <p>Population: All Migrant students - Start Date: August 16, 2021 - End Date: June 3, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 8 Details	Reviews			
<p>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.</p> <p>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.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: eSchoolPlus drop-out monitoring report, eSchoolPlus Special Programs report, benchmark scores, IPRs, TSI</p> <p>Summative: STAAR scores, Attendance Rate, Retention Rate, Drop-out Rate</p> <p>Staff Responsible for Monitoring: Principal, Dean, Assistant Principal, Administrator for State Compensatory Education</p> <p>Population: AR, TI, MI, ELL - Start Date: August 16, 2021 - End Date: June 3, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				



No Progress



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 desafiara 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			
<p>Strategy 1: To promote physically and emotionally healthy students, Lucio M.S. will utilize the</p> <ul style="list-style-type: none"> -PAPA (Parenting and Paternity Awareness) curriculum -CATCH (Coordinated Approach to Child Health) program, and -SHAC (School Health Advisory Committee) <p>to address areas including Prevention of Dating Violence and sexual abuse of children.</p> <p>Para promover la salud fisica y emocional de los estudiantes, Lucio M.S. utilizara el</p> <ul style="list-style-type: none"> -Curriculo PAPA (Conciencia sobre la crianza y la paternidad) -CATCH (Enfoque coordinado de la salud infantil), y -SHAC (Comite Asesor de Salud Escolar) <p>para abordar areas que incluyen la Prevencion de la violencia en el noviazgo y el abuso sexual de ninos.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Classroom observation, Professional development evaluations, Sign-in sheets, Workshop agendas</p> <p>Summative Impact: Fitness Gram results increase CATCH Binder end of year evaluation</p> <p>Staff Responsible for Monitoring: Principals, Assistant Principal Deans, Dept Chairs</p> <p>Population: All students - Start Date: August 16, 2021 - End Date: June 3, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>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.</p> <p>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.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Monthly reports</p> <p>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</p> <p>Staff Responsible for Monitoring: Campus Administration, Nurse and Nurse Assistant</p> <p>Population: All students - Start Date: August 16, 2021 - End Date: June 3, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Counselors will have</p> <ul style="list-style-type: none"> -program addressing students/groups with personal issues (emotional distress, family/alcohol problems, etc.) to increase attendance and academic performance -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. <p>Counselors, teachers, librarian will provide support along with reinforcement of Social-Emotional curriculum to students who will benefit from the additional SEL support.</p> <p>Los consejeros tendran</p> <ul style="list-style-type: none"> -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. <p>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.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Monthly Counselor's log, Parent contact log, Student progress</p> <p>Summative Impact: Attendance Rate, Dropout Rate, STAAR</p> <p>Staff Responsible for Monitoring: Principal, Counselors, Admin for the HYP, Admin for SCE, Admin Special Programs</p> <p>Population: All 6th-8th students - Start Date: August 16, 2021 - End Date: June 3, 2022</p> <p>Need Statements: Perceptions 1, 2</p> <p>Funding Sources: Mental Health- Social-Emotional Learning Reinforcement - 282 ESSER III Grant Funds - 282-13-6118-00-051-99-MH1-1 - \$3,450</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 4 Need Statements:

Perceptions

Need Statement 1: 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: Need to decrease discipline referrals and improve behavior management. **Data Analysis/Root Cause:** Number of discipline referrals is high on our campus.

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	3	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)
1	4	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. 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 desempeo 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.

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
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.
7	1	7	PD(GT/Pre-AP/AP institutes-Ongoing/STEM) for teachers to enhance teaching skills and integrate vertical aligned curriculum for GT/ Pre-AP/AP/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.
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).

Goal	Objective	Strategy	Description
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; LEP, Parental Denials, ESL, MI, SE Timeline: July 2020-April 2021; 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).

State Compensatory

Budget for Lucio Middle School

Total SCE Funds:

Total FTEs Funded by SCE: 4

Brief Description of SCE Services and/or Programs

--

Personnel for Lucio Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Anabel Alejandro	Dean of Instruction	1
At-Risk Counselor-Anduiza	At-Risk Counselor	1
Teachers	Teacher	2

Schoolwide and Targeted Assisted Title I Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

A comprehensive needs assessment was conducted on May 12, 2021 to entire campus and responses shared to SBDM June 3rd 2021. 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 2020-2021 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 of the CIP.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

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 individuals 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 : June 3rd, 2021 via Teams. Meeting was recorded.

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 delivery 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 held June 3, 2021.

Members:

Daniela Gonzalez	Student	daniela1@hotmail.com	Student
Chester Arizmendi	Principal	cjarizmendi@bisd.us	Administrator
Cynthia Crews	English Teacher	clcrews@bisd.us	Classroom Teacher
Linda Noell (Y1)	Science Teacher	lnoell@bisd.us	Classroom Teacher
Sabas Lopez	Business Representative	slopez@gmail.com	Business Representative
Jessica Salinas	Reading Teacher	jsalinas@bisd.us	Classroom Teacher
Patricia Martinez (Y1)	Parent	Mi_perita@hotmail.com	Parent

Daniela Gonzalez	Student	daniela1@hotmail.com	Student
Dora Paz (Y1)	Sp. Ed Teacher	depaz@bisd.us	Classroom Teacher
Analee Rodriguez	Business Representative	Wb0740@wbhq.com	Business Representative
Eddie Lucio	Senator/Representative	Grecia.galvan@senate.texas.gov	Community Representative
Patricia Vela	Paraprofessional	prvela@bisd.us	Paraprofessional
Linda Garcia	Counselor	malgarcia@bisd.us	Non-classroom Professional
Lorena Lozano	Curriculum Specialist	llozano@bisd.us	District-level Professional
Grisel Gonzalez (Y1)	Dean	ggonzalez1@bisd.us	Facilitator
Ricardo Gonzalez (Y1)	Business Owner	rg@yahoo.com	Community Representative
Maria Atkinson (Y1)	Math Teacher	maatkinson@bisd.us	Classroom Teacher
Barbara Lopez (Y1)	Tech Applications Teacher	balopez@bisd.us	Classroom Teacher
Aracely Zapata	Social Studies Teacher	azapata@bisd.us	Classroom Teacher
Priscilla (Y1) Rebollo	Parent	prebollo@gmail.com	Parent
Nydia Gamez (Y1)	Parent	ngamez@gmail.com	Parent
Laura Guzman	Parent	lguzman@gmail.com	Parent
Ciria Nieto	Community in Schools	cis-cnieto@bisd.us	Non-classroom Professional
Dalila Ramirez	Art	dramirez2@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. **Oral translated CIP is also available in Spanish upon request.**

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.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: 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 throughtout the process, collaborating with the campus leadership team (active parents, particiaptng 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.

3.2: 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.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Arredondo, Maria G	TF-CORE Area-Reading	Title I	1
Duran, Erasmo	Parent Liaison	Parental Involvement	1
Forbes, Maria M.	Teacher	Title I	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	Goal-PO-Strategy-NeedNotes or Feedback
Assessment	Demographics, Student Learning, and Perception Needs information, TAPRs as Addendums	11/19/21	D. Lopez	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 EXT 3195	Change all references from LEP, ELL, EL to EB 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) 0 of 28 strategies exclusively target EB students; lumped in with special pops, at risk, gen pop (GOAL 7)
Bilingual	Processes and Programs, Goals 1, 7, and 9 related to BIL/ESL/EB	11/18/21		Programs Goal 1 Goal 7 Goal 9 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)
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		<p>Student Learning: Change ELL to EB, DNA remover AP, DNA remove istation (Unless used at your campus) OK</p> <p>8.7.1 Remove Compass Learning and Mindplay OK</p> <p>7.1.3 Change EL to EB DNA</p> <p>7.1.6 Change LEP to EB DNA</p> <p>7.1.7 Remove AP DNA</p> <p>7.1.14 Update end date OK</p> <p>7.1.15 Remove Review 360 OK</p> <p>7.1.16 Update end date OK</p> <p>Perfomance Objective 1: Remove Writing DNA</p> <p>Objective 1 Update EL and LEP to EB OK</p> <p>1.1.14 Change AYP to TAIS OK</p> <p>1.1.17 Remove AP OK</p> <p>1.4.2 Update activities dates OK</p>
Curriculum-Secondary	Student Learning and Processes and Programs, Goals 1, 7, and 8 for Elementary	11/16/21		Student Learning Objectives: 8,7,1	
Curriculum--Secondary	Student Learning and Processes and Programs, Goals 1, 7, and 8 for Secondary	12/7/521			
DCSI	Plan Setup, Prioritized Needs, Formative Reviews, TIP/RDA/CCMR etc. strategies, SBDM membership, Addendums, Translation, and overall review		Roni Rentfro 547-3590		
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

Program/ Position	Goal or Topic for review	Date of Feedback#	Contact name and	Goal-PO-Strategy-NeedNotes or Feedback
Early Childhood	Student Learning and Goals 1 and 7 Early Childhood			
ESSER Facilities and Maintenance	ESSER funded Strategies with Needs linked and all funds allocate			
Federal Programs (211) Finance and Budget	Goal 2 211 funded Strategies with Needs linked, ESSA T1-A Elements, T1-A Personnel			
Fine Arts	Goal 3 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-NeedNotes or Feedback
				Ensure that a strategy is include for following
			Garza 1468	<ul style="list-style-type: none"> • Campus Counselors will implement a comprehensive counseling program under TAC 11.252 with the support of community/non-profit organizations to address current mental health, safety related trends and conflict resolution through presentations with students, parents campus faculty and staff on the topics to include mental health, inter-personal / intra-personal effectiveness, personal health/ safety and college/career readiness. (DIP 5.2.5)
			Garza 1468	<ul style="list-style-type: none"> • 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) • Goal #7: Include a strategy to include Professional Development for Safe and Supportive Schools Behavioral Threat Assessment Team (DIP #

					7.4.2)
					<ul style="list-style-type: none"> • Suite 360 SEL Curriculum Implementation • High Schools and Middle Schools include strategy for at-risk counselor • High Schools include strategy for Texas A&M Advise TX college and career assistance for students in college planning and college
Guidance and Counseling	Perceptions and Goals 5, 7 and 9	11/19/21			
	Demographics, Processes and Programs, Goals 1 and 9 related to Homeless	12/7/21		DNA - yellow	
Homeless					ok
		11/11/2021	Miguel Molina		
			Miguel Molina		May want to include a strategy that correlates with community/parent involvement
		12/7/2021		PO5	PO5-S1 may wna to change it to PO6
					PO5-S2 may want to change it to PO7
Instructional Technology or ISET8	Processes and Programs, Goal Demographics, Goals 1 and 9 related to Migrant Demographics, Processes and Programs, and Perceptions, Goal 6, ESSA SWP 3.1 and 3.2			PO8	STAR chart is now Future Ready
Migrant					
Parent and Family Engagement					
PEIMS	Demographics and related strategies				
	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.
Professional Development					
Public Information	Perceptions and Goal 4				
Pupil Services	Demographics and Goal 5				

Program/ Position	Goal or Topic for review	Date of Feedback#	Contact name and	Goal-PO-Strategy-NeedNotes or Feedback
Security Services	Demographics and Perceptions, Goals 5 and 7		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
		11/17/2021		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.
Special Education	All Need areas, Goals 1, 5, 7 and 9 related to Special Education	12/7/2021		
	162 funded Strategies with Needs linked, State Comp Personnel, Goal 9 At-Risk related areas	2/3/2022		
State Compensatory Education				

2021-2022 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

No Funds Required					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	General materials/supplies instructional	199-11-6399-00-051-Y-11-000-Y	\$0.00
1	1	2	General supplies	199-12-6399-62-051-Y-99-000-Y	\$1,000.00
1	1	2	Reading Materials subscription	199-12-6329-00-051-99-000-Y	\$1,000.00
1	1	2	General Supplies	199-12-6399-00-051-Y-99-000-Y	\$1,000.00
1	1	2	Supplies/postage	199-23-6399-17-51-Y-99-000-Y	\$0.00
1	1	2	SUPPLIES & MATERIALS -LCL DEFI	199-23-6395-65-051-Y-99-000-Y	\$0.00
1	1	2	Student EOY Awards	199-11-6498-00-051-Y-11-000-Y	\$6,000.00
1	1	3	Substitute Teachers	199-11-6112-18-051-Y-99-000-Y	\$500.00
1	1	3	Substitute Teachers	199-11-6112-18-051-Y-11-000-Y	\$0.00
1	1	7	Reclassified transportation Exp/Ex	199-11-6494-00-051-Y-11-000-Y	\$500.00
1	1	7	Stipends	199-36-6117-00-051-Y-99-020-Y	\$1,400.00
1	1	7	Travel & subsistence student - Meals UIL	199-36-6412-00-051-Y-99-020-Y	\$0.00
1	1	7	Reclassified Transportation Expenses for competition	199-36-6494-00-051-Y-99-020-Y	\$200.00
1	1	7	Miscellaneous Fees & Dues not with travel(permits & registration)	199-36-6497-00-051-Y-99-020-Y	\$100.00
1	1	7	Travel & subsistence students- Meals/entry fees/charter bus	199-36-6412-00-051-Y-99-000-Y	\$200.00
1	1	7	Reclassified Transportation Exp- School buses	199-36-6494-00-051-Y-99-000-Y	\$250.00
1	1	7	Employee Travel	199-36-6411-23-051-Y-99-000-Y	\$0.00
1	1	11	Supplies for Maint/Operarar-Cust- (Nurse supplies)	199-33-6399-00-051-Y-99-000-Y	\$200.00
1	1	13	Copy/computer paper & notebook paper	199-11-63-96-00-051-Y-11-000-Y	\$0.00
1	1	15	General Supplies furniture	199-11-6399-45-051-Y-11-000-Y	\$0.00
1	1	15	General Supplies	199-11-6399-51-51-Y-11-000-Y	\$799.00

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	General Supplies (Toner)	199-11-6399-62-051-Y-11-000-Y	\$1,000.00
1	4	13	Awards	199-36-6498-57-051-Y99-000-Y	\$1.00
2	1	3	Custodial supplies	199-51-6319-00-051-Y-99-000-Y	\$5,000.00
2	1	3		199-51-6315-00-051-Y-99-000-Y	\$10,000.00
2	1	4	General Supplies	199-23-6399-45-051-Y-99-000-Y	\$5,000.00
7	1	1	Sal/Wages for Subs Teacher (Subs)	199-11-6112-18-051-Y-99-000-Y	\$0.00
7	1	1	Miscellaneous Operating Costs (Food & Refreshment)	199-13-6499-53-051-Y-99-000-Y	\$400.00
7	1	8	Employee Travel	199-13-6411-23-051-Y-99-000-Y	\$1,000.00
7	1	8	Extra Duty Pay/Overtime-Sup PE (Paraprofessional overtime)	199-23-6121-08-051-Y-99-000-Y	\$100.00
7	1	8	Extra Duty Pay/Overtime-Sup PE	199-51-6121-47-051-Y-99-000-Y	\$100.00
7	1	19	General supplies-counselor	199-31-6399-00-051-Y-99-000-Y	\$900.00
7	1	19	Employee travel- out of district	199-23-6411-23-051-Y-99-000-Y	\$1,000.00
7	1	19	General supplies	199-23-6399-00-051-Y-99-000-Y	\$12,000.00
7	1	19	General supplies-print media	199-23-6399-16-051-Y-99-000-Y	\$0.00
7	1	19	GENERAL SUPPLIES	199-23-6399-17-051-Y-99-000-Y	\$0.00
7	1	19	Employee travel- In district	199-23-6411-00-051-Y-99-000-Y	\$1,433.00
8	7	3	miscellaneous contracted services	199-23-6299-00-051-Y-99-000-Y	\$1,000.00
8	7	3	Computer supplies (less than \$500) non-instructional	199-23-6398-65-051-Y-99-000-Y	\$0.00
9	1	2	Awards/Certificate incentive for attendance/grades	199-11-6498-00-051-Y-11-000-Y	\$0.00
9	1	2	MISCL OPERATING COSTS-AWARDS	199-13-6498-00-051-Y-99-000-Y	\$4,000.00
Sub-Total					\$56,083.00
Budgeted Fund Source Amount					\$56,083.00
+/- Difference					\$0.00
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	\$15,000.00
1	1	2	Copy Paper for instructional use	162-11-6396-00-051-Y-30-000-Y	\$4,200.00
1	1	2	General Supplies	162-31-6399-00-051-Y-30-000-Y	\$0.00
1	1	2	General Supplies	162-11-6399-62-051-Y-30-337-Y	\$0.00
1	1	2	General Supplies	162-13-6399-00-051-Y-30-000-Y	\$0.00

162 State Compensatory

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
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	\$2,000.00
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	4	Professional Extra Duty Pay Tutorial 8th Grade	162-11-6118-00-051-Y-24-SSI-Y	\$7,980.00
1	1	4	Professional Extra Duty Pay Tutorial	162-11-6118-00-051-Y-30-000-Y	\$50,000.00
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
8	1	1	General Supplies	162-13-6398-00-051-Y-30-000	\$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	\$5,000.00
8	7	3	Computers for testing and instructional labs	162-11-6398-62-051-Y-30-000-Y	\$58,000.00
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

162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
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					\$156,180.00
Budgeted Fund Source Amount					\$156,180.00
+/- 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	\$1,075.00
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	\$0.00
1	1	3	Substitute Teachers	163-11-6112-00-051-Y25-00-Y	\$1,800.00
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	\$5,000.00
Sub-Total					\$7,875.00
Budgeted Fund Source Amount					\$7,875.00
+/- Difference					\$0.00
164 State Career and Technical Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
165 Athletics					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00

165 Athletics					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
+/- 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	\$1,780.00
1	1	2	General Supplies- LifeSkills	166-11-6399-00-051-Y-23-0P1	\$3,000.00
1	1	2	General Supplies - Gloves	166-11-6399-00-051-Y-23-0B0-Y	\$500.00
1	1	2	General Supplies-BI Awards	166-11-6399-00-051-Y-23-0P2	\$1,300.00
1	1	2	General Supplies - Toner	166-11-6399-62-051-Y-23-000-Y	\$2,000.00
Sub-Total					\$8,580.00
Budgeted Fund Source Amount					\$8,580.00
+/- Difference					\$0.00
199 G/T Advanced Academics					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- 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	\$50.00
1	1	1	Employee Benefits	211-13-6149-00-051-Y-30-BDG-Y	\$8.00
1	1	1	Professional Extra Duty Pay	211-13-6118-00-051-Y-30-BDG-Y	\$563.00
1	1	1	Extra Duty Pay for Summer Bridge Teachers	211-11-6118-00-051-Y-30-BDG-Y	\$6,000.00
1	1	1	Employee Benefits - Locally Def	211-13-6148-00-051-Y-30-BDG-Y	\$1.00
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	\$22,857.00
1	1	2	Copy Paper	211-11-6396-00-051-Y-30-0F2-Y	\$2,150.00
1	1	2	Supplies and Materials	211-13-6117-00-051-Y-30-AYP-Y	\$0.00
1	1	2	General Supplies STEM	211-11-6399-00-051-Y-30-STM-Y	\$5,374.00
1	1	2	General Supplies	211-11-6399-62-051-Y-30-0F2-Y	\$9,932.00

211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
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	\$2,000.00
1	1	2	General Supplies	211-31-6399-00-051-Y-30-0F2-Y	\$1,000.00
1	1	2	General Supplies	211-13-6399-00-051-Y-30-AYP-Y	\$9,750.00
1	1	2	SS/Medicare 211	211-11-6141-00-051-Y-30-BDG-Y	\$87.00
1	1	2	TRS Care 211	211-11-6146-00-051-Y-30-BDG-Y	\$536.00
1	1	2	Employee Benefits-Locally Def 211	211-11-6148-00-051-Y-BDG-Y	\$14.00
1	1	2	Employee Benefits 211	211-11-6149-00-051-Y-30-BDG-Y	\$87.00
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	\$2,700.00
1	1	8	Transportation	211-11-6494-00-051-Y-30-0F2	\$20,000.00
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	\$900.00
6	1	1	Employee (Parent Liaison) Travel	211-61-6411-00-051-Y-30-0F2-Y	\$900.00
6	1	1	Miscellaneous Operating Costs	211-61-6499-53-051-Y-30-0F2-Y	\$900.00
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	\$4,600.00
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	\$6,659.00
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	\$595.00

211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
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	\$16.00
7	1	2	SS/Medicare	211-13-6141-00-051-Y-30-AYP-Y	\$97.00
7	1	2	Employee Benefits	211-13-6149-00-051-Y-30-AYP-Y	\$100.00
7	1	2	SS/Medicare	211-11-6141-18-051-Y-30-0F2-Y	\$67.00
7	1	2	SS/Medicare	211-11-6141-00-051-Y-30-BDG-Y	\$8.00
8	1	1	Equipment - Computers & Panels		\$17,968.00
8	2	2	Equipment - Computers		\$1.00
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
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	\$34,550.00
8	7	2	Library Tech Equipment	211-12-6398-00-051-Y-30-0F2-Y	\$1,000.00
8	7	3	Equipment (\$5000 below)	211-11-6398-62-051-Y-30-0F2-Y	\$7,000.00
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	\$0.00
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					\$160,470.00
Budgeted Fund Source Amount					\$160,470.00
+/- Difference					\$0.00
212 Title I-C (Migrant)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	9	Migrant materials & resources	212-11-6399-00-051-Y-24-0F2-Y	\$0.00
6	1	9	Migrant Teacher Salary	212-61-6119-00-051-Y-99-0F2-Y	\$0.00
6	1	10	Migrant food & refreshments	212-61-6499-53-051-Y-24-0F2-Y	\$0.00
9	1	1			\$0.00

212 Title I-C (Migrant)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	3	3	HP Printer for migrant student lab	212-11-6649-00-051-Y24-0F2-Y	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- 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	282-126329-00-051-Y-99-0CG-Y	\$18,000.00
1	1	2	ESSER- Library Materials Contracted Services	281-12-6299-00-051-Y-99-0CG-Y	\$787.00
1	1	4	Extended Tutorial	281-11-6494-00-051-Y-24-0CG-Y	\$5,787.00
1	1	4	Tutorial Fringes	281-11-6118-00-51-Y-24-0CG-Y	\$1,619.00
1	1	4	Transportation-Tutorial	281-282-11-6118-00-051-Y-99-0CG-Y	\$7,734.00
8	7	3	Equipment under 5000	281-11-6398-62-051-Y-24-0CG	\$100,000.00
Sub-Total					\$133,927.00
Budgeted Fund Source Amount					\$133,927.00
+/- Difference					\$0.00
282 ESSER III Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Jump STAART Program		\$25,786.00
1	1	2	General Supplies - ESSER Funds Curriculum	282-11-6399-00-051	\$35,881.00
1	1	4	Transportation- Tutorial	282-11-6494-00-051-Y-24-0CG-1	\$38,350.00
1	1	4	Extended Tutorial	282-11-6118-0051-Y24-0CG	\$42,060.00
1	1	4	Tutorial Fringes	282-11-6118-0051-Y24	\$13,298.00
1	1	17	Software Contracted Services-Bought By district using ESSER Funds	282-11-6299-00-051-Y	\$120,727.00
2	1	1	Building- Air Purifyiners	282-51-6639-00-051-Y-99-090	\$15,666.00
2	1	1	Building-HVAC Upgrade		\$2,094,657.00
3	2	1	August Retention With Fringe		\$62,376.00
9	4	3	Mental Health- Social-Emotional Learning Reinforcement	282-13-6118-00-051-99-MH1-1	\$3,450.00
Sub-Total					\$2,452,251.00
Budgeted Fund Source Amount					\$2,452,251.00
+/- Difference					\$0.00

496 Elon Musk Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	1	Equipment - Computers & Panels	496-11-6639-62-051-Y-23-000-Y	\$16,093.00
8	1	1	Equipment - Computers & Panels	496-11-6398-62-051-Y-11-000-Y	\$22,450.00
8	1	1	Equipment - Computers & Panels	496-11-6399-00-051-Y-11-000-Y	\$3,062.00
8	1	1	Equipment - Computers & Panels	496-11-6395-62-051-Y-11-000-Y	\$88.00
8	1	1	Equipment - Computers & Panels	496-11-6299-00-051-Y-11-000-Y	\$2,000.00
8	1	1	Equipment - Computers & Panels	496-11-6399-62-051-Y-11-000-Y	\$635.00
Sub-Total					\$44,328.00
Budgeted Fund Source Amount					\$44,328.00
+/- Difference					\$0.00
Grand Total Budgeted					\$3,019,694.00
Grand Total Spent					\$3,019,694.00
+/- Difference					\$0.00

Addendums

2019-20 Texas Academic Performance Report

District Name: **BROWNSVILLE ISD**

Campus Name: **LUCIO MIDDLE**

Campus Number: **031901051**

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

This page is intentionally blank.

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

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																
Grade 6 Reading																
At Approaches Grade Level or Above	2019	68%	64%	61%	-	61%	*	-	-	-	30%	*	62%	52%	60%	52%
	2018	69%	65%	63%	-	63%	*	-	-	-	35%	*	63%	57%	63%	52%
At Meets Grade Level or Above	2019	37%	31%	25%	-	25%	*	-	-	-	18%	*	26%	14%	24%	13%
	2018	39%	32%	24%	-	25%	*	-	-	-	9%	*	24%	27%	24%	14%
At Masters Grade Level	2019	18%	12%	9%	-	9%	*	-	-	-	10%	*	9%	10%	8%	3%
	2018	19%	14%	10%	-	10%	*	-	-	-	0%	*	9%	20%	10%	5%
Grade 6 Mathematics																
At Approaches Grade Level or Above	2019	81%	81%	76%	-	76%	*	-	-	-	45%	*	78%	62%	76%	72%
	2018	77%	77%	68%	-	68%	*	-	-	-	43%	*	68%	70%	68%	63%
At Meets Grade Level or Above	2019	47%	44%	28%	-	28%	*	-	-	-	18%	*	29%	19%	27%	21%
	2018	44%	39%	35%	-	35%	*	-	-	-	17%	*	34%	40%	35%	28%
At Masters Grade Level	2019	21%	17%	11%	-	11%	*	-	-	-	18%	*	11%	14%	11%	8%
	2018	18%	14%	9%	-	9%	*	-	-	-	3%	*	8%	17%	9%	3%
Grade 7 Reading																
At Approaches Grade Level or Above	2019	76%	73%	69%	-	68%	*	-	-	-	35%	43%	68%	71%	68%	62%
	2018	74%	72%	68%	-	68%	*	-	-	-	10%	83%	68%	59%	68%	61%
At Meets Grade Level or Above	2019	49%	46%	41%	-	41%	*	-	-	-	12%	14%	40%	48%	40%	32%
	2018	48%	42%	33%	-	33%	*	-	-	-	7%	33%	33%	36%	34%	26%
At Masters Grade Level	2019	29%	24%	15%	-	16%	*	-	-	-	9%	14%	15%	16%	15%	7%
	2018	29%	24%	15%	-	15%	*	-	-	-	7%	17%	14%	23%	15%	8%
Grade 7 Mathematics																
At Approaches Grade Level or Above	2019	75%	73%	69%	-	69%	*	-	-	-	32%	100%	70%	68%	68%	67%
	2018	72%	70%	71%	-	71%	*	-	-	-	29%	67%	70%	77%	71%	69%
At Meets Grade Level or Above	2019	43%	40%	36%	-	36%	*	-	-	-	18%	29%	36%	42%	35%	30%
	2018	40%	36%	36%	-	36%	*	-	-	-	16%	17%	35%	50%	36%	29%
At Masters Grade Level	2019	17%	15%	11%	-	11%	*	-	-	-	12%	29%	11%	13%	11%	4%
	2018	18%	15%	10%	-	10%	*	-	-	-	6%	17%	10%	5%	10%	5%
Grade 7 Writing																
At Approaches Grade Level or Above	2019	70%	74%	76%	-	75%	*	-	-	-	41%	71%	75%	77%	74%	70%
	2018	69%	68%	68%	-	68%	*	-	-	-	23%	67%	69%	50%	67%	60%
At Meets Grade Level or Above	2019	42%	44%	40%	-	40%	*	-	-	-	18%	14%	40%	42%	38%	30%
	2018	43%	41%	37%	-	37%	*	-	-	-	10%	33%	37%	32%	37%	24%
At Masters Grade Level	2019	18%	16%	11%	-	11%	*	-	-	-	9%	0%	11%	13%	11%	8%
	2018	15%	12%	8%	-	8%	*	-	-	-	6%	0%	8%	9%	8%	2%

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

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 8 Reading^																	
At Approaches Grade Level or Above	2019	86%	86%	85%	-	85%	*	-	-	-	-	35%	*	85%	78%	84%	82%
	2018	86%	85%	85%	-	85%	-	-	-	-	-	44%	100%	86%	78%	85%	77%
At Meets Grade Level or Above	2019	55%	53%	48%	-	48%	*	-	-	-	-	13%	*	50%	33%	47%	36%
	2018	49%	46%	45%	-	45%	-	-	-	-	-	21%	83%	47%	33%	45%	27%
At Masters Grade Level	2019	28%	23%	20%	-	19%	*	-	-	-	-	3%	*	20%	19%	20%	9%
	2018	27%	23%	19%	-	19%	-	-	-	-	-	9%	50%	19%	14%	19%	8%
Grade 8 Mathematics^																	
At Approaches Grade Level or Above	2019	88%	90%	89%	-	89%	*	-	-	-	-	53%	*	89%	87%	88%	87%
	2018	86%	88%	89%	-	89%	-	-	-	-	-	63%	*	89%	87%	89%	91%
At Meets Grade Level or Above	2019	57%	51%	48%	-	48%	*	-	-	-	-	13%	*	48%	48%	47%	40%
	2018	51%	47%	49%	-	49%	-	-	-	-	-	28%	*	50%	43%	50%	48%
At Masters Grade Level	2019	17%	8%	5%	-	5%	*	-	-	-	-	3%	*	5%	4%	6%	5%
	2018	15%	8%	7%	-	7%	-	-	-	-	-	12%	*	7%	7%	6%	4%
Grade 8 Science																	
At Approaches Grade Level or Above	2019	81%	78%	82%	-	82%	*	-	-	-	-	42%	*	81%	84%	81%	72%
	2018	76%	72%	81%	-	81%	-	-	-	-	-	49%	83%	82%	71%	81%	74%
At Meets Grade Level or Above	2019	51%	44%	40%	-	40%	*	-	-	-	-	6%	*	40%	48%	39%	29%
	2018	52%	46%	50%	-	50%	-	-	-	-	-	22%	67%	50%	49%	50%	39%
At Masters Grade Level	2019	25%	17%	17%	-	17%	*	-	-	-	-	3%	*	18%	12%	16%	10%
	2018	28%	22%	19%	-	19%	-	-	-	-	-	12%	33%	20%	14%	19%	10%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	71%	61%	-	61%	*	-	-	-	-	23%	*	63%	48%	59%	48%
	2018	65%	65%	54%	-	54%	-	-	-	-	-	29%	100%	55%	46%	53%	44%
At Meets Grade Level or Above	2019	37%	34%	17%	-	17%	*	-	-	-	-	3%	*	17%	20%	16%	12%
	2018	36%	33%	19%	-	19%	-	-	-	-	-	20%	50%	20%	11%	20%	8%
At Masters Grade Level	2019	21%	17%	5%	-	5%	*	-	-	-	-	3%	*	5%	4%	4%	3%
	2018	21%	18%	8%	-	8%	-	-	-	-	-	10%	33%	8%	9%	8%	3%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	94%	100%	-	100%	-	-	-	-	-	-	*	100%	*	100%	100%
	2018	83%	90%	100%	-	100%	-	-	-	-	-	-	100%	100%	100%	100%	100%
At Meets Grade Level or Above	2019	61%	82%	100%	-	100%	-	-	-	-	-	-	*	100%	*	100%	100%
	2018	55%	71%	100%	-	100%	-	-	-	-	-	-	100%	100%	100%	100%	100%
At Masters Grade Level	2019	37%	62%	96%	-	96%	-	-	-	-	-	-	*	96%	*	96%	97%
	2018	32%	48%	92%	-	92%	-	-	-	-	-	-	80%	92%	100%	92%	88%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	81%	74%	-	74%	86%	-	-	-	-	38%	73%	75%	71%	73%	68%
	2018	77%	78%	72%	-	72%	67%	-	-	-	-	38%	83%	73%	67%	72%	65%
At Meets Grade Level or Above	2019	50%	52%	38%	-	38%	71%	-	-	-	-	13%	29%	38%	37%	36%	28%

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

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2018	48%	49%	39%	-	39%	22%	-	-	-	-	17%	52%	39%	36%	39%	27%
	2019	24%	23%	15%	-	15%	21%	-	-	-	-	8%	18%	15%	13%	14%	9%
	2018	22%	21%	15%	-	15%	0%	-	-	-	-	8%	31%	15%	15%	15%	6%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	76%	71%	-	71%	80%	-	-	-	-	33%	53%	72%	68%	70%	64%
	2018	74%	74%	72%	-	73%	*	-	-	-	-	32%	80%	73%	66%	73%	63%
At Meets Grade Level or Above	2019	48%	47%	38%	-	38%	60%	-	-	-	-	14%	20%	38%	34%	36%	26%
	2018	46%	44%	35%	-	35%	*	-	-	-	-	13%	53%	35%	32%	35%	22%
At Masters Grade Level	2019	21%	18%	15%	-	15%	40%	-	-	-	-	8%	13%	15%	15%	14%	9%
	2018	19%	17%	15%	-	15%	*	-	-	-	-	6%	33%	14%	18%	15%	7%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	86%	79%	-	79%	80%	-	-	-	-	43%	87%	80%	73%	78%	76%
	2018	81%	85%	78%	-	78%	*	-	-	-	-	47%	87%	78%	79%	78%	74%
At Meets Grade Level or Above	2019	52%	57%	43%	-	42%	60%	-	-	-	-	16%	33%	43%	41%	41%	34%
	2018	50%	55%	46%	-	46%	*	-	-	-	-	21%	53%	46%	47%	46%	36%
At Masters Grade Level	2019	26%	31%	19%	-	19%	20%	-	-	-	-	11%	33%	19%	15%	18%	13%
	2018	24%	28%	18%	-	18%	*	-	-	-	-	7%	40%	18%	15%	18%	7%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	76%	76%	-	75%	*	-	-	-	-	41%	71%	75%	77%	74%	70%
	2018	66%	71%	68%	-	68%	*	-	-	-	-	23%	67%	69%	50%	67%	60%
At Meets Grade Level or Above	2019	38%	44%	40%	-	40%	*	-	-	-	-	18%	14%	40%	42%	38%	30%
	2018	41%	45%	37%	-	37%	*	-	-	-	-	10%	33%	37%	32%	37%	24%
At Masters Grade Level	2019	14%	15%	11%	-	11%	*	-	-	-	-	9%	0%	11%	13%	11%	8%
	2018	13%	13%	8%	-	8%	*	-	-	-	-	6%	0%	8%	9%	8%	2%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	84%	82%	-	82%	*	-	-	-	-	42%	*	81%	84%	81%	72%
	2018	80%	82%	81%	-	81%	-	-	-	-	-	49%	83%	82%	71%	81%	74%
At Meets Grade Level or Above	2019	54%	55%	40%	-	40%	*	-	-	-	-	6%	*	40%	48%	39%	29%
	2018	51%	51%	50%	-	50%	-	-	-	-	-	22%	67%	50%	49%	50%	39%
At Masters Grade Level	2019	25%	21%	17%	-	17%	*	-	-	-	-	3%	*	18%	12%	16%	10%
	2018	23%	19%	19%	-	19%	-	-	-	-	-	12%	33%	20%	14%	19%	10%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	83%	61%	-	61%	*	-	-	-	-	23%	*	63%	48%	59%	48%
	2018	78%	80%	54%	-	54%	-	-	-	-	-	29%	100%	55%	46%	53%	44%
At Meets Grade Level or Above	2019	55%	54%	17%	-	17%	*	-	-	-	-	3%	*	17%	20%	16%	12%
	2018	53%	51%	19%	-	19%	-	-	-	-	-	20%	50%	20%	11%	20%	8%
At Masters Grade Level	2019	33%	29%	5%	-	5%	*	-	-	-	-	3%	*	5%	4%	4%	3%
	2018	31%	26%	8%	-	8%	-	-	-	-	-	10%	33%	8%	9%	8%	3%

District Name: BROWNSVILLE ISD
 Campus Name: LUCIO MIDDLE
 Campus Number: 031901051

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

Total Students: 847
 Grade Span: 06 - 08
 School Type: Middle

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 6 ELA/Reading	2019	42	30	34	-	34	*	-	-	-	-	37	*	33	40	34	30
	2018	47	38	37	-	37	-	-	-	-	-	32	*	37	33	36	37
Grade 6 Mathematics	2019	54	35	31	-	30	*	-	-	-	-	29	*	30	40	31	27
	2018	56	41	36	-	36	*	-	-	-	-	35	*	35	40	36	33
Grade 7 ELA/Reading	2019	77	77	74	-	74	*	-	-	-	-	62	43	74	75	73	70
	2018	76	79	73	-	73	*	-	-	-	-	61	83	74	63	74	74
Grade 7 Mathematics	2019	62	59	60	-	60	*	-	-	-	-	42	64	62	50	59	60
	2018	67	65	63	-	63	*	-	-	-	-	45	50	63	65	63	61
Grade 8 ELA/Reading	2019	77	77	83	-	83	*	-	-	-	-	80	*	83	84	84	81
	2018	79	81	84	-	84	-	-	-	-	-	77	75	84	82	85	82
Grade 8 Mathematics	2019	82	91	91	-	91	*	-	-	-	-	74	*	91	93	91	87
	2018	81	92	94	-	94	-	-	-	-	-	86	*	95	88	94	96
End of Course Algebra I	2019	75	91	100	-	100	-	-	-	-	-	-	*	100	*	100	100
	2018	72	85	100	-	100	-	-	-	-	-	-	100	100	100	100	100
All Grades Both Subjects	2019	69	69	62	-	62	75	-	-	-	-	52	52	62	65	62	59
	2018	69	71	67	-	67	*	-	-	-	-	58	74	67	66	67	63
All Grades ELA/Reading	2019	68	67	63	-	63	80	-	-	-	-	58	43	63	68	63	60
	2018	69	69	66	-	66	*	-	-	-	-	58	75	67	64	67	64
All Grades Mathematics	2019	70	71	61	-	61	70	-	-	-	-	47	61	61	63	60	58
	2018	70	72	67	-	67	*	-	-	-	-	58	73	67	68	67	62

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

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	48%	42%	-	42%	*	-	-	-	-	22%	41%	44%
	2018	38%	44%	40%	-	40%	-	-	-	-	-	12%	41%	36%
Mathematics	2019	45%	57%	50%	-	50%	*	-	-	-	-	19%	49%	54%
	2018	47%	57%	61%	-	60%	*	-	-	-	-	29%	62%	56%
Student Success Initiative														
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	77%	72%	-	72%	*	-	-	-	-	13%	71%	54%
Students Requiring Accelerated Instruction														
	2019	22%	23%	28%	-	28%	*	-	-	-	-	87%	29%	46%
STAAR Cumulative Met Standard														
	2019	85%	84%	83%	-	83%	*	-	-	-	-	33%	82%	75%
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	82%	80%	79%	-	79%	*	-	-	-	-	23%	78%	76%
Students Requiring Accelerated Instruction														
	2019	18%	20%	21%	-	21%	*	-	-	-	-	77%	22%	24%
STAAR Cumulative Met Standard														
	2019	88%	88%	88%	-	88%	*	-	-	-	-	52%	88%	89%

District Name: BROWNSVILLE ISD
 Campus Name: LUCIO MIDDLE
 Campus Number: 031901051

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

Total Students: 847
 Grade Span: 06 - 08
 (Current EL Students)

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

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	81%	74%	-	-	-	-	-	63%	-	63%	75%	63%	63%
	2018	77%	78%	72%	-	-	-	-	-	52%	52%	-	*	52%	52%
At Meets Grade Level or Above	2019	50%	52%	38%	-	-	-	-	-	22%	-	22%	13%	22%	22%
	2018	48%	49%	39%	-	-	-	-	-	15%	15%	-	*	15%	15%
At Masters Grade Level	2019	24%	23%	15%	-	-	-	-	-	6%	-	6%	0%	6%	6%
	2018	22%	21%	15%	-	-	-	-	-	2%	2%	-	*	2%	2%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	76%	71%	-	-	-	-	-	58%	-	58%	*	58%	58%
	2018	74%	74%	72%	-	-	-	-	-	48%	48%	-	*	48%	48%
At Meets Grade Level or Above	2019	48%	47%	38%	-	-	-	-	-	18%	-	18%	*	18%	18%
	2018	46%	44%	35%	-	-	-	-	-	10%	10%	-	*	10%	10%
At Masters Grade Level	2019	21%	18%	15%	-	-	-	-	-	3%	-	3%	*	3%	3%
	2018	19%	17%	15%	-	-	-	-	-	2%	2%	-	*	2%	2%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	86%	79%	-	-	-	-	-	73%	-	73%	*	73%	73%
	2018	81%	85%	78%	-	-	-	-	-	63%	63%	-	*	63%	63%
At Meets Grade Level or Above	2019	52%	57%	43%	-	-	-	-	-	28%	-	28%	*	28%	28%
	2018	50%	55%	46%	-	-	-	-	-	23%	23%	-	*	23%	22%
At Masters Grade Level	2019	26%	31%	19%	-	-	-	-	-	9%	-	9%	*	9%	9%
	2018	24%	28%	18%	-	-	-	-	-	1%	1%	-	*	1%	1%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	76%	76%	-	-	-	-	-	63%	-	63%	-	63%	63%
	2018	66%	71%	68%	-	-	-	-	-	47%	47%	-	*	47%	47%
At Meets Grade Level or Above	2019	38%	44%	40%	-	-	-	-	-	24%	-	24%	-	24%	24%
	2018	41%	45%	37%	-	-	-	-	-	13%	13%	-	*	13%	13%
At Masters Grade Level	2019	14%	15%	11%	-	-	-	-	-	8%	-	8%	-	8%	8%
	2018	13%	13%	8%	-	-	-	-	-	1%	1%	-	*	1%	1%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	84%	82%	-	-	-	-	-	66%	-	66%	*	66%	67%
	2018	80%	82%	81%	-	-	-	-	-	57%	57%	-	-	57%	57%
At Meets Grade Level or Above	2019	54%	55%	40%	-	-	-	-	-	24%	-	24%	*	24%	24%
	2018	51%	51%	50%	-	-	-	-	-	25%	25%	-	-	25%	25%
At Masters Grade Level	2019	25%	21%	17%	-	-	-	-	-	7%	-	7%	*	7%	7%
	2018	23%	19%	19%	-	-	-	-	-	2%	2%	-	-	2%	2%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	83%	61%	-	-	-	-	-	39%	-	39%	*	39%	39%
	2018	78%	80%	54%	-	-	-	-	-	23%	23%	-	-	23%	23%
At Meets Grade Level or Above	2019	55%	54%	17%	-	-	-	-	-	9%	-	9%	*	9%	9%
	2018	53%	51%	19%	-	-	-	-	-	2%	2%	-	-	2%	2%
At Masters Grade Level	2019	33%	29%	5%	-	-	-	-	-	1%	-	1%	*	1%	1%
	2018	31%	26%	8%	-	-	-	-	-	0%	0%	-	-	0%	0%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	62%	-	-	-	-	-	59%	-	59%	50%	59%	58%
	2018	69%	71%	67%	-	-	-	-	-	62%	62%	-	*	62%	62%
All Grades ELA/Reading	2019	68%	67%	63%	-	-	-	-	-	59%	-	59%	*	59%	59%
	2018	69%	69%	66%	-	-	-	-	-	66%	66%	-	*	66%	67%
All Grades Mathematics	2019	70%	71%	61%	-	-	-	-	-	58%	-	58%	*	58%	58%

District Name: BROWNSVILLE ISD
 Campus Name: LUCIO MIDDLE
 Campus Number: 031901051

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

Total Students: 847
 Grade Span: 06 - 08
 (Current EL Students)

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

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
	2018	70%	72%	67%	-	-	-	-	-	58%	58%	-	*	58%	57%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	48%	42%	-	-	-	-	-	43%	-	43%	*	43%	44%
	2018	38%	44%	40%	-	-	-	-	-	36%	36%	-	*	36%	36%
Mathematics	2019	45%	57%	50%	-	-	-	-	-	53%	-	53%	*	53%	54%
	2018	47%	57%	61%	-	-	-	-	-	56%	56%	-	-	56%	56%

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

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	-	100%	100%	-	-	-	-	100%	100%	100%
Included in Accountability	94%	95%	91%	-	92%	78%	-	-	-	-	89%	91%	85%
Not Included in Accountability													
Mobile	4%	2%	6%	-	6%	22%	-	-	-	-	10%	6%	9%
Other Exclusions	1%	2%	2%	-	2%	0%	-	-	-	-	1%	2%	7%
Not Tested	1%	0%	0%	-	0%	0%	-	-	-	-	0%	0%	0%
Absent	1%	0%	0%	-	0%	0%	-	-	-	-	0%	0%	0%
Other	0%	0%	0%	-	0%	0%	-	-	-	-	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	-	100%	100%	-	-	-	-	99%	100%	100%
Included in Accountability	94%	95%	92%	-	92%	75%	-	-	-	-	88%	93%	88%
Not Included in Accountability													
Mobile	4%	3%	6%	-	6%	25%	-	-	-	-	10%	6%	8%
Other Exclusions	1%	2%	1%	-	1%	0%	-	-	-	-	1%	1%	4%
Not Tested	1%	0%	0%	-	0%	0%	-	-	-	-	1%	0%	0%
Absent	1%	0%	0%	-	0%	0%	-	-	-	-	1%	0%	0%
Other	0%	0%	0%	-	0%	0%	-	-	-	-	1%	0%	0%

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

District Name: BROWNSVILLE ISD
 Campus Name: LUCIO MIDDLE
 Campus Number: 031901051

Total Students: 847
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	95.0%	97.0%	-	97.0%	97.0%	-	-	-	-	95.5%	96.9%	97.1%
2017-18	95.4%	95.4%	97.8%	-	97.8%	*	-	-	-	-	97.1%	97.9%	97.9%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.3%	0.2%	-	0.2%	*	-	-	-	-	0.0%	0.2%	0.0%
2017-18	0.4%	0.5%	0.0%	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	1.1%	*	-	*	-	-	-	-	-	-	*	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	93.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	3.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	93.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	92.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	3.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	96.1%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	96.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	95.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.2%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	95.7%	-	-	-	-	-	-	-	-	-	-	-

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

Total Students: 847
 Grade Span: 06 - 08
 School Type: Middle

District Name: BROWNSVILLE ISD
 Campus Name: LUCIO MIDDLE
 Campus Number: 031901051

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	95.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	4.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	95.8%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	92.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	91.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	85.7%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	17.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	3.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	79.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	93.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	97.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	96.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	32.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	58.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	16.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	3.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	79.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	94.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	94.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	96.1%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

District Name: BROWNSVILLE ISD
 Campus Name: LUCIO MIDDLE
 Campus Number: 031901051

Total Students: 847
 Grade Span: 06 - 08
 School Type: Middle

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 847
 Grade Span: 06 - 08
 School Type: Middle

District Name: BROWNSVILLE ISD
 Campus Name: LUCIO MIDDLE
 Campus Number: 031901051

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	79.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	67.4%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	50.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	51.9%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	58.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	61.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	46.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	49.9%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	41.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	44.9%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	23.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	20.1%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	18.6%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	61.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	36.1%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	25.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	4.4%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: BROWNSVILLE ISD
 Campus Name: LUCIO MIDDLE
 Campus Number: 031901051

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 847
 Grade Span: 06 - 08
 School Type: Middle

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 847
 Grade Span: 06 - 08
 School Type: Middle

District Name: BROWNSVILLE ISD
 Campus Name: LUCIO MIDDLE
 Campus Number: 031901051

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	52.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	54.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	43.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	44.4%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	36.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	39.1%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	84.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	82.3%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	2.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	27.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	24.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	16.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	15.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	3.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	2.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	8.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	5.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	16.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	13.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	23.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	27.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	9.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	14.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 847
 Grade Span: 06 - 08
 School Type: Middle

District Name: BROWNSVILLE ISD
 Campus Name: LUCIO MIDDLE
 Campus Number: 031901051

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

District Name: BROWNSVILLE ISD
 Campus Name: LUCIO MIDDLE
 Campus Number: 031901051

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

Total Students: 847
 Grade Span: 06 - 08
 School Type: Middle

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

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

Total Students: 847
Grade Span: 06 - 08
School Type: Middle

District Name: BROWNSVILLE ISD
Campus Name: LUCIO MIDDLE
Campus Number: 031901051

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Total Students	847	100.0%	42,989	5,479,173	847	100.0%	43,028	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.1%	0.3%	0	0.0%	0.2%	0.5%
Pre-Kindergarten	0	0.0%	8.3%	4.5%	0	0.0%	8.3%	4.5%
Kindergarten	0	0.0%	5.9%	7.0%	0	0.0%	5.9%	7.0%
Grade 1	0	0.0%	6.5%	7.1%	0	0.0%	6.5%	7.1%
Grade 2	0	0.0%	6.5%	7.1%	0	0.0%	6.4%	7.1%
Grade 3	0	0.0%	6.7%	7.1%	0	0.0%	6.7%	7.1%
Grade 4	0	0.0%	6.6%	7.3%	0	0.0%	6.6%	7.3%
Grade 5	0	0.0%	7.1%	7.6%	0	0.0%	7.1%	7.6%
Grade 6	274	32.3%	7.0%	7.7%	274	32.3%	7.0%	7.7%
Grade 7	297	35.1%	6.9%	7.7%	297	35.1%	6.9%	7.7%
Grade 8	276	32.6%	7.2%	7.5%	276	32.6%	7.2%	7.5%
Grade 9	0	0.0%	8.5%	8.2%	0	0.0%	8.5%	8.2%
Grade 10	0	0.0%	8.0%	7.4%	0	0.0%	8.0%	7.4%
Grade 11	0	0.0%	7.5%	6.9%	0	0.0%	7.5%	6.9%
Grade 12	0	0.0%	7.2%	6.4%	0	0.0%	7.2%	6.4%
Ethnic Distribution:								
African American	0	0.0%	0.1%	12.6%	0	0.0%	0.1%	12.6%
Hispanic	843	99.5%	98.3%	52.8%	843	99.5%	98.3%	52.8%
White	4	0.5%	1.3%	27.0%	4	0.5%	1.3%	27.0%
American Indian	0	0.0%	0.0%	0.4%	0	0.0%	0.0%	0.4%
Asian	0	0.0%	0.2%	4.6%	0	0.0%	0.2%	4.6%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.0%	2.5%	0	0.0%	0.0%	2.5%
Sex:								
Female	416	49.1%	49.1%	48.8%	416	49.1%	49.1%	48.8%
Male	431	50.9%	50.9%	51.2%	431	50.9%	50.9%	51.2%
Economically Disadvantaged	806	95.2%	89.5%	60.3%	806	95.2%	89.5%	60.2%
Non-Educationally Disadvantaged	41	4.8%	10.5%	39.7%	41	4.8%	10.5%	39.8%
Section 504 Students	129	15.2%	8.6%	6.9%	129	15.2%	8.6%	6.9%
English Learners (EL)	290	34.2%	36.1%	20.3%	290	34.2%	36.1%	20.3%
Students w/ Disciplinary Placements (2018-19)	34	3.5%	0.9%	1.5%				
Students w/ Dyslexia	83	9.8%	5.9%	4.1%	83	9.8%	5.9%	4.1%
Foster Care	5	0.6%	0.4%	0.3%	5	0.6%	0.4%	0.3%
Homeless	31	3.7%	3.4%	1.4%	31	3.7%	3.4%	1.4%
Immigrant	4	0.5%	1.1%	2.3%	4	0.5%	1.1%	2.3%
Migrant	15	1.8%	1.4%	0.3%	15	1.8%	1.4%	0.3%
Title I	839	99.1%	98.5%	65.1%	839	99.1%	98.5%	65.1%
Military Connected	7	0.8%	0.5%	1.9%	7	0.8%	0.5%	1.9%
At-Risk	551	65.1%	67.8%	50.6%	551	65.1%	67.7%	50.5%

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

District Name: BROWNSVILLE ISD
Campus Name: LUCIO MIDDLE
Campus Number: 031901051

Total Students: 847
Grade Span: 06 - 08
School Type: Middle

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	286	33.8%	35.6%	20.6%	286	33.8%	35.6%	20.6%
Career & Technical Education	143	16.9%	33.0%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	81.9%	50.8%	0	-	81.9%	50.8%
Gifted & Talented Education	110	13.0%	11.6%	8.1%	110	13.0%	11.6%	8.1%
Special Education	120	14.2%	13.3%	10.5%	120	14.2%	13.4%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	120							
By Type of Primary Disability								
Students with Intellectual Disabilities	82	68.3%	54.6%	42.4%				
Students with Physical Disabilities	7	5.8%	11.7%	21.4%				
Students with Autism	7	5.8%	12.1%	13.8%				
Students with Behavioral Disabilities	24	20.0%	19.4%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	2.2%	1.5%				
Mobility (2018-19):								
Total Mobile Students	165	17.2%	14.1%	15.3%				
By Ethnicity:								
African American	0	0.0%						
Hispanic	163	17.0%						
White	2	0.2%						
American Indian	0	0.0%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	0	0.0%						
Student Attrition (2018-19):								
Total Student Attrition	84	14.6%						

Student Information	Non-Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	1.2%	1.6%	-	3.3%	5.5%
Grade 1	-	7.6%	2.9%	-	15.7%	4.9%
Grade 2	-	4.1%	1.6%	-	4.6%	2.0%
Grade 3	-	2.9%	0.9%	-	2.2%	0.8%
Grade 4	-	1.0%	0.5%	-	0.6%	0.4%
Grade 5	-	0.4%	0.4%	-	0.2%	0.5%
Grade 6	4.1%	2.7%	0.4%	0.0%	0.9%	0.5%
Grade 7	8.3%	3.2%	0.5%	0.0%	1.4%	0.6%
Grade 8	1.7%	2.1%	0.4%	2.9%	1.3%	0.6%
Grade 9	-	9.1%	7.8%	-	19.1%	13.1%

District Name: BROWNSVILLE ISD
 Campus Name: LUCIO MIDDLE
 Campus Number: 031901051

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

Total Students: 847
 Grade Span: 06 - 08
 School Type: Middle

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	19.0	19.0
Grade 1	-	16.9	18.9
Grade 2	-	17.9	18.8
Grade 3	-	22.2	19.0
Grade 4	-	23.3	19.2
Grade 5	-	24.1	20.9
Grade 6	22.6	22.9	20.4
Secondary:			
English/Language Arts	21.9	16.3	16.4
Foreign Languages	25.5	17.8	18.7
Mathematics	22.7	19.5	17.8
Science	22.7	19.3	18.8
Social Studies	22.7	19.0	19.3

District Name: BROWNSVILLE ISD
 Campus Name: LUCIO MIDDLE
 Campus Number: 031901051

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

Total Students: 847
 Grade Span: 06 - 08
 School Type: Middle

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	82.0	100.0%	100.0%	100.0%
Professional Staff:	72.4	88.3%	56.7%	63.7%
Teachers	59.2	72.3%	44.1%	49.4%
Professional Support	8.6	10.5%	9.7%	10.2%
Campus Administration (School Leadership)	4.5	5.5%	2.8%	3.0%
Educational Aides:	9.6	11.7%	11.9%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	58.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	4.0	n/a	155.0	12,901.0
Part-time	2.0	n/a	8.0	1,103.0
Total Minority Staff:	80.8	98.6%	94.1%	51.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.2%	10.8%
Hispanic	58.1	98.0%	89.8%	28.1%
White	0.2	0.3%	8.4%	57.7%
American Indian	0.0	0.0%	0.1%	0.3%
Asian	0.0	0.0%	0.1%	1.8%
Pacific Islander	1.0	1.7%	1.4%	0.2%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	20.4	34.4%	31.5%	23.8%
Females	38.9	65.6%	68.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.3%	1.3%
Bachelors	48.9	82.6%	79.4%	73.4%
Masters	10.3	17.4%	18.9%	24.5%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.9	4.9%	2.3%	7.4%
1-5 Years Experience	11.3	19.1%	13.3%	27.9%
6-10 Years Experience	7.1	12.0%	17.3%	19.4%
11-20 Years Experience	28.8	48.6%	40.1%	29.4%
Over 20 Years Experience	9.1	15.4%	27.1%	15.9%
Number of Students per Teacher	14.3	n/a	15.0	15.1

District Name: BROWNSVILLE ISD
 Campus Name: LUCIO MIDDLE
 Campus Number: 031901051

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

Total Students: 847
 Grade Span: 06 - 08
 School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	3.0	9.6	6.2
Average Years Experience of Principals with District	3.0	9.1	5.3
Average Years Experience of Assistant Principals	6.3	9.1	5.3
Average Years Experience of Assistant Principals with District	6.3	8.9	4.7
Average Years Experience of Teachers:			
Average Years Experience of Teachers:	13.6	15.4	11.1
Average Years Experience of Teachers with District:	12.9	14.6	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$51,898	\$50,807	\$49,868
1-5 Years Experience	\$48,756	\$51,636	\$52,823
6-10 Years Experience	\$52,313	\$53,468	\$55,756
11-20 Years Experience	\$61,620	\$58,689	\$59,308
Over 20 Years Experience	\$72,901	\$67,128	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$59,305	\$58,957	\$57,091
Professional Support	\$65,267	\$73,071	\$67,352
Campus Administration (School Leadership)	\$104,744	\$95,913	\$82,512
Instructional Staff Percent:	n/a	58.9%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	3,598.0	6,309.0

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

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.7	1.2%	2.7%	6.5%
Career & Technical Education	1.0	1.7%	5.7%	5.0%
Compensatory Education	0.0	0.0%	0.6%	2.8%
Gifted & Talented Education	0.0	0.1%	0.4%	1.9%
Regular Education	48.8	82.3%	78.7%	70.9%
Special Education	8.7	14.7%	11.7%	9.3%
Other	0.0	0.0%	0.2%	3.6%

- '^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '-' Indicates there are no students in the group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report](#)

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)]

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

	<p>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.</p>
<p>Criminal Investigation</p>	<p>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.</p>
<p>Concluding the Investigation</p>	<p>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.</p> <p>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.</p>
<p><i>Notification of Outcome</i></p>	<p>Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.</p>
<p>District Action Prohibited Conduct</p>	<p>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.</p>
<p><i>Corrective Action</i></p>	<p>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.</p>
<p>Bullying</p>	<p>If the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate</p>

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

Improper Conduct

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

Confidentiality

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.

Appeal

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

Records Retention

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

Access to Policy and Procedures

Information regarding this policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and readily available at each campus and the District's administrative offices.

**Planning and
Decision-Making
Process**

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.

PLANNING AND DECISION-MAKING PROCESS

BQ
(LEGAL)

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

Education Code 11.252(a)

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

Education Code 37.0831 [See FFH]

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.

PLANNING AND DECISION-MAKING PROCESS

BQ
(LEGAL)

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)

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]

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	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.
Student Report	
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	<p>Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.</p> <p>The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.</p>
Notice to Parents	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.
District Action	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.
<i>Discipline</i>	A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

	<p>The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.</p>
<i>Corrective Action</i>	<p>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.</p>
<i>Transfers</i>	<p>The principal or designee shall refer to FDB for transfer provisions.</p>
<i>Counseling</i>	<p>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.</p>
Improper Conduct	<p>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.</p>
Confidentiality	<p>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.</p>
Appeal	<p>A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.</p>
Records Retention	<p>Retention of records shall be in accordance with CPC(LOCAL).</p>
Access to Policy and Procedures	<p>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.</p>

4 Year Data Tracking

	2021			2020			2019			2018		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
6th Grade Math	44.09%	10%	1.36%	No Score Declared Disaster			81%	47%	21%	77%	44%	18%
7th Grade Math	27.38%	1.19%	0%	No Score Declared Disaster			75%	43%	17%	72%	40%	18%
8th Grade Math	43.62%	14%	2.06%	No Score Declared Disaster			88%	57%	17%	86%	51%	15%
Algebra I	80%	56.67%	36.67%	No Score Declared Disaster			85%	61%	37%	83%	55%	32%
6th Grade Reading	44.13%	16.43%	4%	No Score Declared Disaster			68%	37%	18%	69%	39%	19%
7th Grade Reading	64.89%	33%	12.89%	No Score Declared Disaster			76%	49%	29%	74%	48%	29%
8th Grade Reading	60.29%	30.62%	12%	No Score Declared Disaster			86%	55%	28%	86%	49%	27%
7th Grade Writing	49.59%	17.36%	2.48%	No Score Declared Disaster			70%	42%	18%	69%	43%	15%
8th Grade Science	46.76%	17.13%	5.09%	No Score Declared Disaster			81%	51%	25%	76%	52%	28%
8th Grade Social Studies	22.90%	4.67%	1.87%	No Score Declared Disaster			69%	37%	21%	65%	36%	21%

Texas Education Agency
2020-21 STAAR Performance
LUCIO MIDDLE (031901051) - BROWNSVILLE ISD

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 6 Reading																	
At Approaches Grade Level or Above	2021	62%	57%	46%	-	46%	-	-	-	-	-	21%	*	49%	24%	46%	42%
	2019	68%	64%	61%	-	61%	*	-	-	-	-	30%	*	62%	52%	60%	52%
At Meets Grade Level or Above	2021	32%	25%	18%	-	18%	-	-	-	-	-	10%	*	20%	4%	18%	16%
	2019	37%	31%	25%	-	25%	*	-	-	-	-	18%	*	26%	14%	24%	13%
At Masters Grade Level	2021	15%	10%	4%	-	4%	-	-	-	-	-	2%	*	4%	4%	4%	3%
	2019	18%	12%	9%	-	9%	*	-	-	-	-	10%	*	9%	10%	8%	3%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2021	68%	56%	45%	-	45%	-	-	-	-	-	25%	*	46%	36%	45%	39%
	2019	81%	81%	76%	-	76%	*	-	-	-	-	45%	*	78%	62%	76%	72%
At Meets Grade Level or Above	2021	36%	19%	11%	-	11%	-	-	-	-	-	8%	*	12%	4%	11%	11%
	2019	47%	44%	28%	-	28%	*	-	-	-	-	18%	*	29%	19%	27%	21%
At Masters Grade Level	2021	15%	5%	1%	-	1%	-	-	-	-	-	0%	*	2%	0%	1%	2%
	2019	21%	17%	11%	-	11%	*	-	-	-	-	18%	*	11%	14%	11%	8%
Grade 7 Reading																	
At Approaches Grade Level or Above	2021	69%	63%	65%	-	65%	-	-	-	-	-	21%	*	68%	42%	66%	53%
	2019	76%	73%	69%	-	68%	*	-	-	-	-	35%	43%	68%	71%	68%	62%
At Meets Grade Level or Above	2021	45%	38%	34%	-	34%	-	-	-	-	-	9%	*	35%	25%	34%	16%
	2019	49%	46%	41%	-	41%	*	-	-	-	-	12%	14%	40%	48%	40%	32%
At Masters Grade Level	2021	25%	19%	14%	-	14%	-	-	-	-	-	3%	*	14%	13%	14%	5%
	2019	29%	24%	15%	-	16%	*	-	-	-	-	9%	14%	15%	16%	15%	7%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2021	55%	28%	28%	-	28%	-	-	-	-	-	15%	*	26%	41%	28%	23%
	2019	75%	73%	69%	-	69%	*	-	-	-	-	32%	100%	70%	68%	68%	67%
At Meets Grade Level or Above	2021	27%	6%	2%	-	2%	-	-	-	-	-	3%	*	1%	6%	2%	1%
	2019	43%	40%	36%	-	36%	*	-	-	-	-	18%	29%	36%	42%	35%	30%
At Masters Grade Level	2021	12%	2%	1%	-	1%	-	-	-	-	-	3%	*	1%	0%	1%	0%
	2019	17%	15%	11%	-	11%	*	-	-	-	-	12%	29%	11%	13%	11%	4%
Grade 7 Writing																	

Texas Education Agency
2020-21 STAAR Performance
LUCIO MIDDLE (031901051) - BROWNSVILLE ISD

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
At Approaches Grade Level or Above	2021	63%	59%	50%	-	50%	-	-	-	-	-	11%	*	52%	31%	50%	28%
	2019	70%	74%	76%	-	75%	*	-	-	-	-	41%	71%	75%	77%	74%	70%
At Meets Grade Level or Above	2021	33%	27%	18%	-	18%	-	-	-	-	-	3%	*	19%	12%	18%	5%
	2019	42%	44%	40%	-	40%	*	-	-	-	-	18%	14%	40%	42%	38%	30%
At Masters Grade Level	2021	10%	7%	3%	-	3%	-	-	-	-	-	3%	*	3%	4%	3%	0%
	2019	18%	16%	11%	-	11%	*	-	-	-	-	9%	0%	11%	13%	11%	8%
Grade 8 Reading+																	
At Approaches Grade Level or Above	2021	73%	66%	64%	-	64%	*	-	-	-	-	28%	*	66%	50%	64%	55%
	2019	86%	86%	85%	-	85%	*	-	-	-	-	35%	*	85%	78%	84%	82%
At Meets Grade Level or Above	2021	46%	36%	34%	-	34%	*	-	-	-	-	24%	*	36%	23%	34%	20%
	2019	55%	53%	48%	-	48%	*	-	-	-	-	13%	*	50%	33%	47%	36%
At Masters Grade Level	2021	21%	15%	13%	-	13%	*	-	-	-	-	4%	*	14%	8%	13%	6%
	2019	28%	23%	20%	-	19%	*	-	-	-	-	3%	*	20%	19%	20%	9%
Grade 8 Mathematics+																	
At Approaches Grade Level or Above	2021	62%	46%	48%	-	48%	-	-	-	-	-	22%	*	47%	52%	48%	39%
	2019	88%	90%	89%	-	89%	*	-	-	-	-	53%	*	89%	87%	88%	87%
At Meets Grade Level or Above	2021	36%	20%	16%	-	16%	-	-	-	-	-	19%	*	16%	20%	16%	8%
	2019	57%	51%	48%	-	48%	*	-	-	-	-	13%	*	48%	48%	47%	40%
At Masters Grade Level	2021	11%	5%	4%	-	4%	-	-	-	-	-	19%	*	4%	8%	4%	3%
	2019	17%	8%	5%	-	5%	*	-	-	-	-	3%	*	5%	4%	6%	5%
Grade 8 Science																	
At Approaches Grade Level or Above	2021	68%	51%	52%	-	51%	*	-	-	-	-	26%	*	53%	44%	52%	39%
	2019	81%	78%	82%	-	82%	*	-	-	-	-	42%	*	81%	84%	81%	72%
At Meets Grade Level or Above	2021	43%	25%	20%	-	20%	*	-	-	-	-	22%	*	21%	11%	20%	9%
	2019	51%	44%	40%	-	40%	*	-	-	-	-	6%	*	40%	48%	39%	29%
At Masters Grade Level	2021	24%	11%	7%	-	7%	*	-	-	-	-	15%	*	8%	4%	7%	2%
	2019	25%	17%	17%	-	17%	*	-	-	-	-	3%	*	18%	12%	16%	10%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2021	57%	34%	26%	-	25%	*	-	-	-	-	25%	*	28%	12%	26%	15%
	2019	69%	71%	61%	-	61%	*	-	-	-	-	23%	*	63%	48%	59%	48%

Texas Education Agency
2020-21 STAAR Performance
LUCIO MIDDLE (031901051) - BROWNSVILLE ISD

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
At Meets Grade Level or Above	2021	28%	11%	7%	-	7%	*	-	-	-	-	18%	*	7%	8%	7%	1%
	2019	37%	34%	17%	-	17%	*	-	-	-	-	3%	*	17%	20%	16%	12%
At Masters Grade Level	2021	14%	4%	4%	-	4%	*	-	-	-	-	18%	*	4%	4%	4%	1%
	2019	21%	17%	5%	-	5%	*	-	-	-	-	3%	*	5%	4%	4%	3%
End of Course Algebra I																	
At Approaches Grade Level or Above	2021	73%	64%	80%	-	79%	*	-	-	-	-	-	-	81%	*	80%	80%
	2019	85%	94%	100%	-	100%	-	-	-	-	-	-	*	100%	*	100%	100%
At Meets Grade Level or Above	2021	41%	27%	57%	-	55%	*	-	-	-	-	-	-	56%	*	57%	80%
	2019	61%	82%	100%	-	100%	-	-	-	-	-	-	*	100%	*	100%	100%
At Masters Grade Level	2021	23%	13%	37%	-	34%	*	-	-	-	-	-	-	41%	*	37%	20%
	2019	37%	62%	96%	-	96%	-	-	-	-	-	-	*	96%	*	96%	97%
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	59%	48%	-	48%	*	-	-	-	-	21%	41%	50%	37%	48%	38%
	2019	78%	81%	74%	-	74%	86%	-	-	-	-	38%	73%	75%	71%	73%	68%
At Meets Grade Level or Above	2021	41%	31%	19%	-	19%	*	-	-	-	-	12%	5%	19%	13%	19%	10%
	2019	50%	52%	38%	-	38%	71%	-	-	-	-	13%	29%	38%	37%	36%	28%
At Masters Grade Level	2021	18%	11%	6%	-	6%	*	-	-	-	-	6%	0%	7%	5%	6%	3%
	2019	24%	23%	15%	-	15%	21%	-	-	-	-	8%	18%	15%	13%	14%	9%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	63%	59%	-	59%	*	-	-	-	-	23%	43%	62%	39%	59%	49%
	2019	75%	76%	71%	-	71%	80%	-	-	-	-	33%	53%	72%	68%	70%	64%
At Meets Grade Level or Above	2021	45%	38%	29%	-	29%	*	-	-	-	-	13%	14%	30%	17%	29%	17%
	2019	48%	47%	38%	-	38%	60%	-	-	-	-	14%	20%	38%	34%	36%	26%
At Masters Grade Level	2021	18%	12%	10%	-	10%	*	-	-	-	-	3%	0%	11%	8%	11%	4%
	2019	21%	18%	15%	-	15%	40%	-	-	-	-	8%	13%	15%	15%	14%	6%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	51%	43%	-	43%	*	-	-	-	-	21%	57%	43%	44%	43%	35%
	2019	82%	86%	79%	-	79%	80%	-	-	-	-	43%	87%	80%	73%	78%	76%
At Meets Grade Level or Above	2021	37%	21%	13%	-	13%	*	-	-	-	-	9%	0%	13%	13%	13%	8%
	2019	52%	57%	43%	-	42%	60%	-	-	-	-	16%	33%	43%	41%	41%	34%

Texas Education Agency
2020-21 STAAR Performance
LUCIO MIDDLE (031901051) - BROWNSVILLE ISD

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2021	18%	7%	4%	-	4%	*	-	-	-	-	6%	0%	4%	3%	4%	2%
	2019	26%	31%	19%	-	19%	20%	-	-	-	-	11%	33%	19%	15%	18%	13%
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	51%	50%	-	50%	-	-	-	-	-	11%	*	52%	31%	50%	28%
	2019	68%	76%	76%	-	75%	*	-	-	-	-	41%	71%	75%	77%	74%	70%
At Meets Grade Level or Above	2021	30%	23%	18%	-	18%	-	-	-	-	-	3%	*	19%	12%	18%	5%
	2019	38%	44%	40%	-	40%	*	-	-	-	-	18%	14%	40%	42%	38%	30%
At Masters Grade Level	2021	9%	5%	3%	-	3%	-	-	-	-	-	3%	*	3%	4%	3%	0%
	2019	14%	15%	11%	-	11%	*	-	-	-	-	9%	0%	11%	13%	11%	8%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	62%	52%	-	51%	*	-	-	-	-	26%	*	53%	44%	52%	39%
	2019	81%	84%	82%	-	82%	*	-	-	-	-	42%	*	81%	84%	81%	72%
At Meets Grade Level or Above	2021	44%	31%	20%	-	20%	*	-	-	-	-	22%	*	21%	11%	20%	9%
	2019	54%	55%	40%	-	40%	*	-	-	-	-	6%	*	40%	48%	39%	29%
At Masters Grade Level	2021	20%	10%	7%	-	7%	*	-	-	-	-	15%	*	8%	4%	7%	2%
	2019	25%	21%	17%	-	17%	*	-	-	-	-	3%	*	18%	12%	16%	10%
All Grades Social Studies																	
At Approaches Grade Level or Above	2021	73%	68%	26%	-	25%	*	-	-	-	-	25%	*	28%	12%	26%	15%
	2019	81%	83%	61%	-	61%	*	-	-	-	-	23%	*	63%	48%	59%	48%
At Meets Grade Level or Above	2021	49%	44%	7%	-	7%	*	-	-	-	-	18%	*	7%	8%	7%	1%
	2019	55%	54%	17%	-	17%	*	-	-	-	-	3%	*	17%	20%	16%	12%
At Masters Grade Level	2021	29%	21%	4%	-	4%	*	-	-	-	-	18%	*	4%	4%	4%	1%
	2019	33%	29%	5%	-	5%	*	-	-	-	-	3%	*	5%	4%	4%	3%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
6th Graders																	
Reading and Mathematics	2021	24%	14%	7%	-	7%	-	-	-	-	-	6%	*	8%	4%	7%	8%
	2019	31%	25%	16%	-	16%	*	-	-	-	-	18%	*	16%	14%	15%	7%
Reading and Mathematics Including EOC	2021	24%	14%	7%	-	7%	-	-	-	-	-	6%	*	8%	4%	7%	8%
	2019	31%	25%	16%	-	16%	*	-	-	-	-	18%	*	16%	14%	15%	7%
Reading Including EOC	2021	32%	25%	18%	-	18%	-	-	-	-	-	10%	*	20%	4%	18%	16%
	2019	37%	31%	25%	-	25%	*	-	-	-	-	18%	*	26%	14%	24%	13%

Texas Education Agency
2020-21 STAAR Performance
LUCIO MIDDLE (031901051) - BROWNSVILLE ISD

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Math Including EOC	2021	36%	19%	11%	-	11%	-	-	-	-	-	8%	*	12%	4%	11%	11%
	2019	48%	44%	28%	-	28%	*	-	-	-	-	18%	*	29%	19%	27%	21%
7th Graders																	
Reading and Mathematics	2021	26%	14%	9%	-	9%	-	-	-	-	-	3%	*	8%	10%	9%	2%
	2019	36%	31%	27%	-	27%	*	-	-	-	-	12%	14%	26%	35%	27%	20%
Reading and Mathematics Including EOC	2021	27%	14%	9%	-	9%	-	-	-	-	-	3%	*	8%	10%	9%	2%
	2019	37%	31%	27%	-	27%	*	-	-	-	-	12%	14%	26%	35%	27%	20%
Reading Including EOC	2021	45%	38%	34%	-	34%	-	-	-	-	-	9%	*	35%	25%	34%	16%
	2019	49%	46%	41%	-	41%	*	-	-	-	-	12%	14%	40%	48%	40%	32%
Math Including EOC	2021	32%	15%	9%	-	9%	-	-	-	-	-	3%	*	8%	10%	9%	2%
	2019	48%	40%	36%	-	36%	*	-	-	-	-	18%	29%	36%	42%	35%	30%
8th Graders																	
Reading and Mathematics	2021	21%	9%	10%	-	10%	-	-	-	-	-	20%	*	9%	14%	10%	5%
	2019	34%	27%	26%	-	26%	*	-	-	-	-	3%	*	28%	18%	25%	16%
Reading and Mathematics Including EOC	2021	33%	18%	16%	-	15%	*	-	-	-	-	20%	*	16%	17%	16%	7%
	2019	47%	45%	43%	-	43%	*	-	-	-	-	3%	*	45%	31%	42%	30%
Reading Including EOC	2021	47%	36%	34%	-	34%	*	-	-	-	-	24%	*	36%	23%	34%	20%
	2019	55%	52%	48%	-	48%	*	-	-	-	-	13%	*	50%	33%	47%	36%
Math Including EOC	2021	43%	24%	19%	-	18%	*	-	-	-	-	19%	*	18%	24%	19%	12%
	2019	62%	66%	64%	-	64%	*	-	-	-	-	13%	*	65%	56%	62%	55%
3rd - 8th Graders																	
Reading and Mathematics	2021	26%	14%	9%	-	9%	-	-	-	-	-	9%	0%	8%	9%	9%	5%
	2019	36%	35%	23%	-	23%	60%	-	-	-	-	11%	8%	23%	24%	22%	14%
Reading and Mathematics Including EOC	2021	28%	15%	10%	-	10%	*	-	-	-	-	9%	0%	10%	10%	10%	6%
	2019	38%	38%	29%	-	29%	60%	-	-	-	-	11%	20%	29%	28%	27%	19%
Reading Including EOC	2021	41%	31%	29%	-	29%	*	-	-	-	-	13%	14%	30%	17%	29%	17%
	2019	47%	47%	38%	-	38%	60%	-	-	-	-	14%	20%	38%	34%	36%	26%
Math Including EOC	2021	37%	20%	13%	-	13%	*	-	-	-	-	9%	0%	13%	13%	13%	8%
	2019	52%	55%	43%	-	42%	60%	-	-	-	-	16%	33%	43%	41%	41%	34%

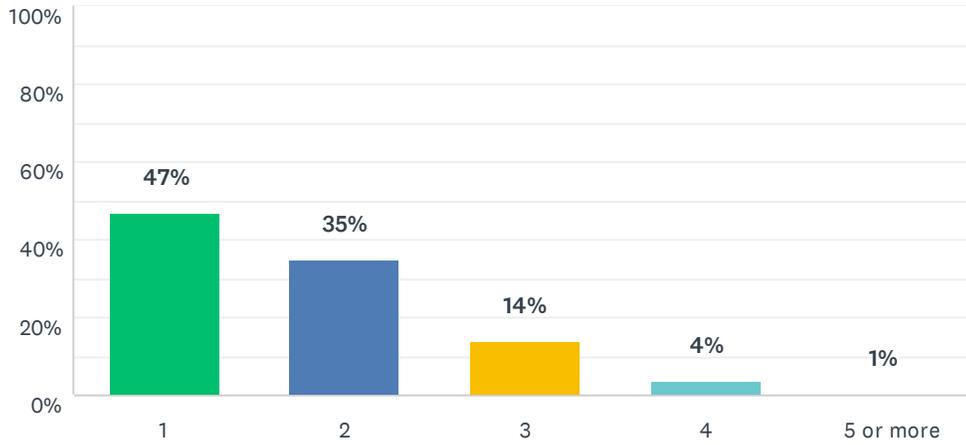
* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR in 2018-19 school year. Only first administration is available starting from 2020-21 school year.

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

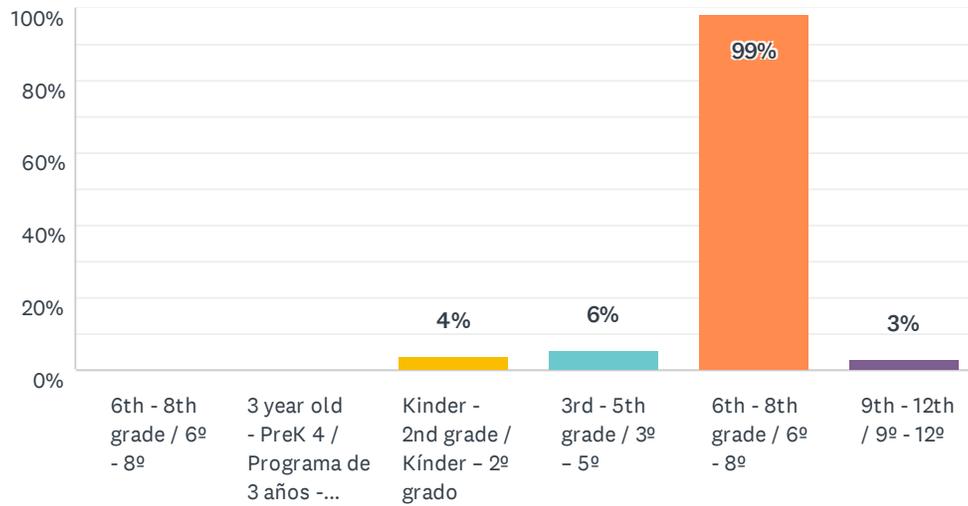
Answered: 158 Skipped: 0



ANSWER CHOICES	RESPONSES	
1	47%	74
2	35%	55
3	14%	22
4	4%	6
5 or more	1%	1
TOTAL		158

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

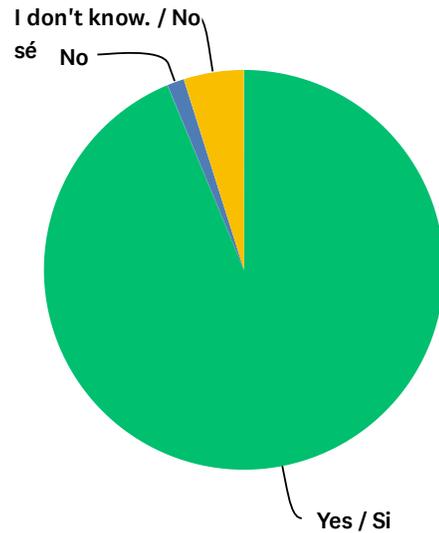
Answered: 158 Skipped: 0



ANSWER CHOICES	RESPONSES	
6th - 8th grade / 6º - 8º	0%	0
3 year old - PreK 4 / Programa de 3 años - PreKinder 4	0%	0
Kinder - 2nd grade / kínder - 2º grado	4%	6
3rd - 5th grade / 3º - 5º	6%	9
6th - 8th grade / 6º - 8º	99%	156
9th - 12th / 9º - 12º	3%	5
Total Respondents: 158		

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

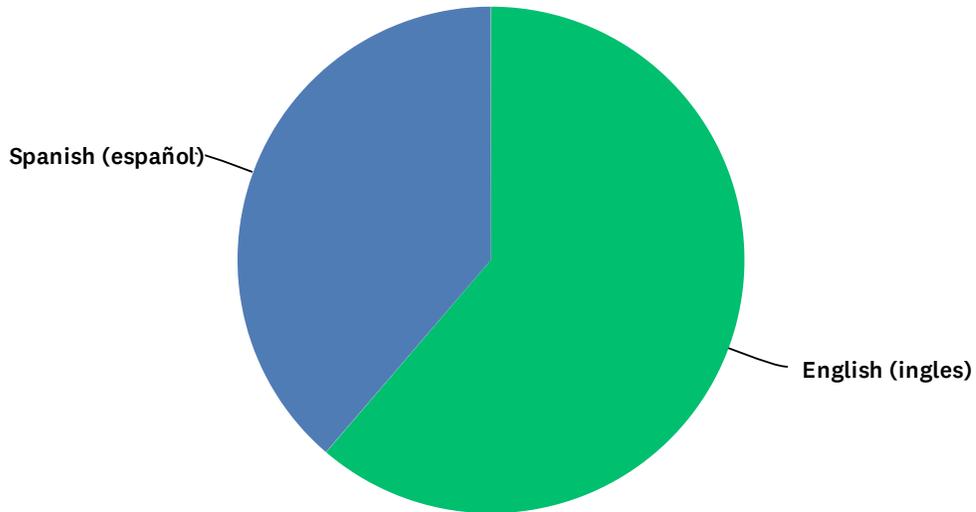
Answered: 144 Skipped: 14



ANSWER CHOICES	RESPONSES	
Yes / Si	94%	135
No	1%	2
I don't know. / No sé	5%	7
TOTAL		144

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

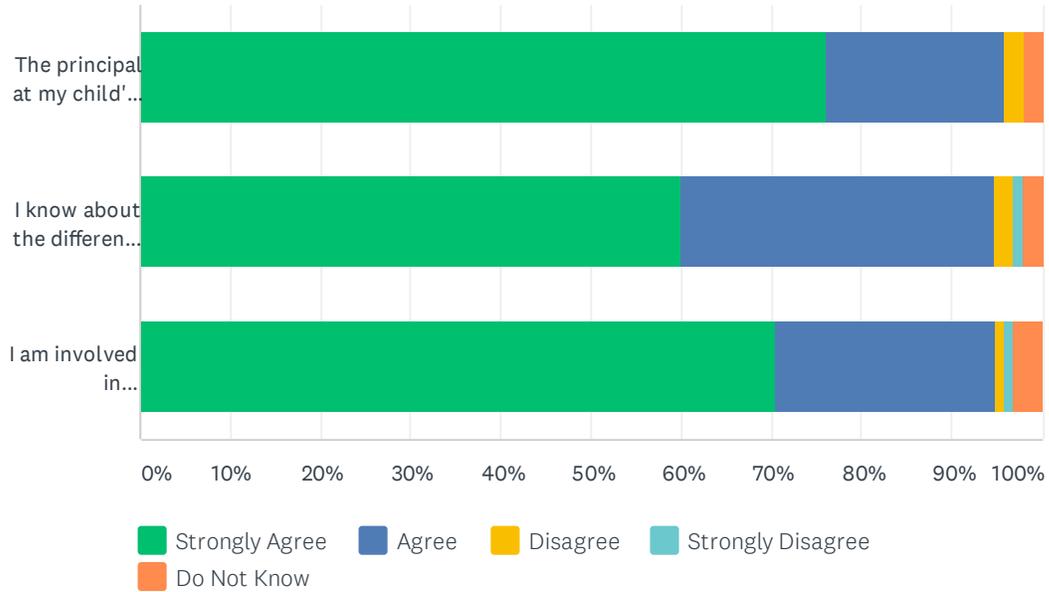
Answered: 155 Skipped: 3



ANSWER CHOICES	RESPONSES	
English (ingles)	61%	95
Spanish (español)	39%	60
TOTAL		155

Q6 Please respond to the following:

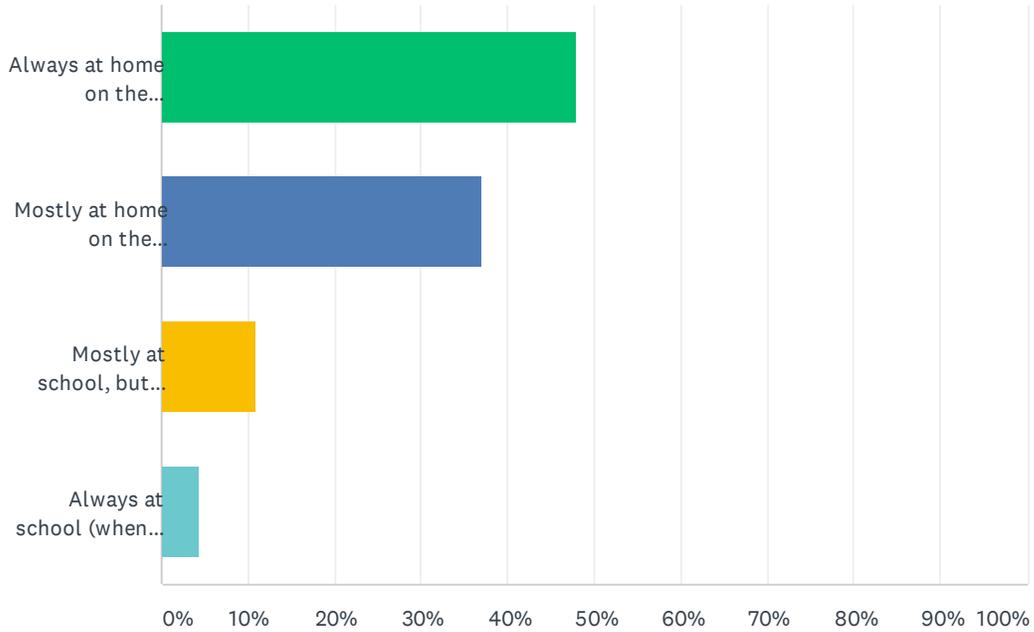
Answered: 96 Skipped: 62



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DO NOT KNOW	TOTAL
The principal at my child's school is available when I need him/her.	76% 73	20% 19	2% 2	0% 0	2% 2	96
I know about the different programs and services provided by this school.	60% 57	35% 33	2% 2	1% 1	2% 2	95
I am involved in decision-making at my child's school.	71% 67	24% 23	1% 1	1% 1	3% 3	95

Q7 Where have your children participated in classes this year?

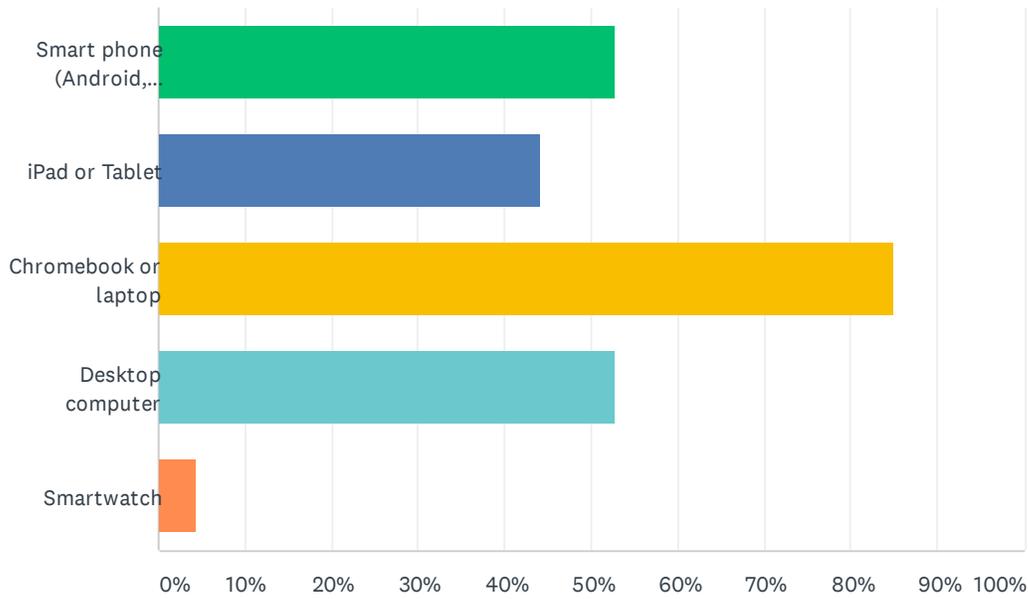
Answered: 92 Skipped: 66



ANSWER CHOICES	RESPONSES	
Always at home on the computer.	48%	44
Mostly at home on the computer.	37%	34
Mostly at school, but some days at home.	11%	10
Always at school (when school is open to students).	4%	4
TOTAL		92

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

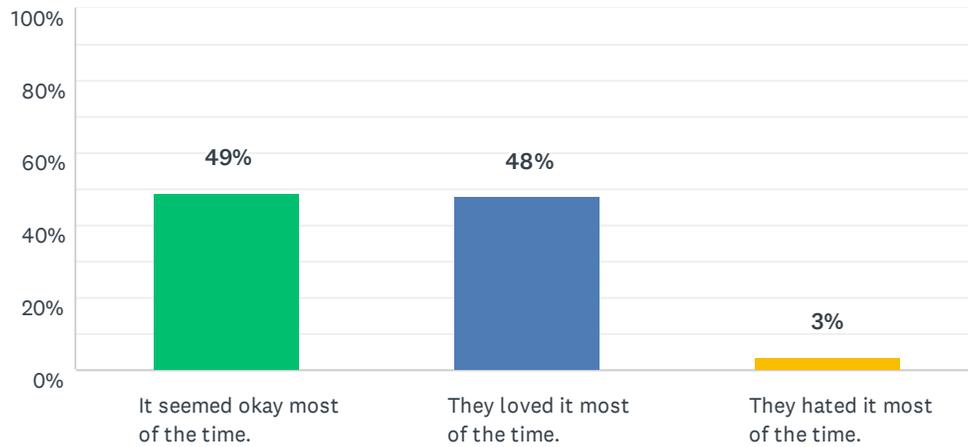
Answered: 93 Skipped: 65



ANSWER CHOICES	RESPONSES	
Smart phone (Android, iPhone, Blackberry, etc.)	53%	49
iPad or Tablet	44%	41
Chromebook or laptop	85%	79
Desktop computer	53%	49
Smartwatch	4%	4
Total Respondents: 93		

Q9 How would you describe your perception of your child's online experience (virtual learning at home)?

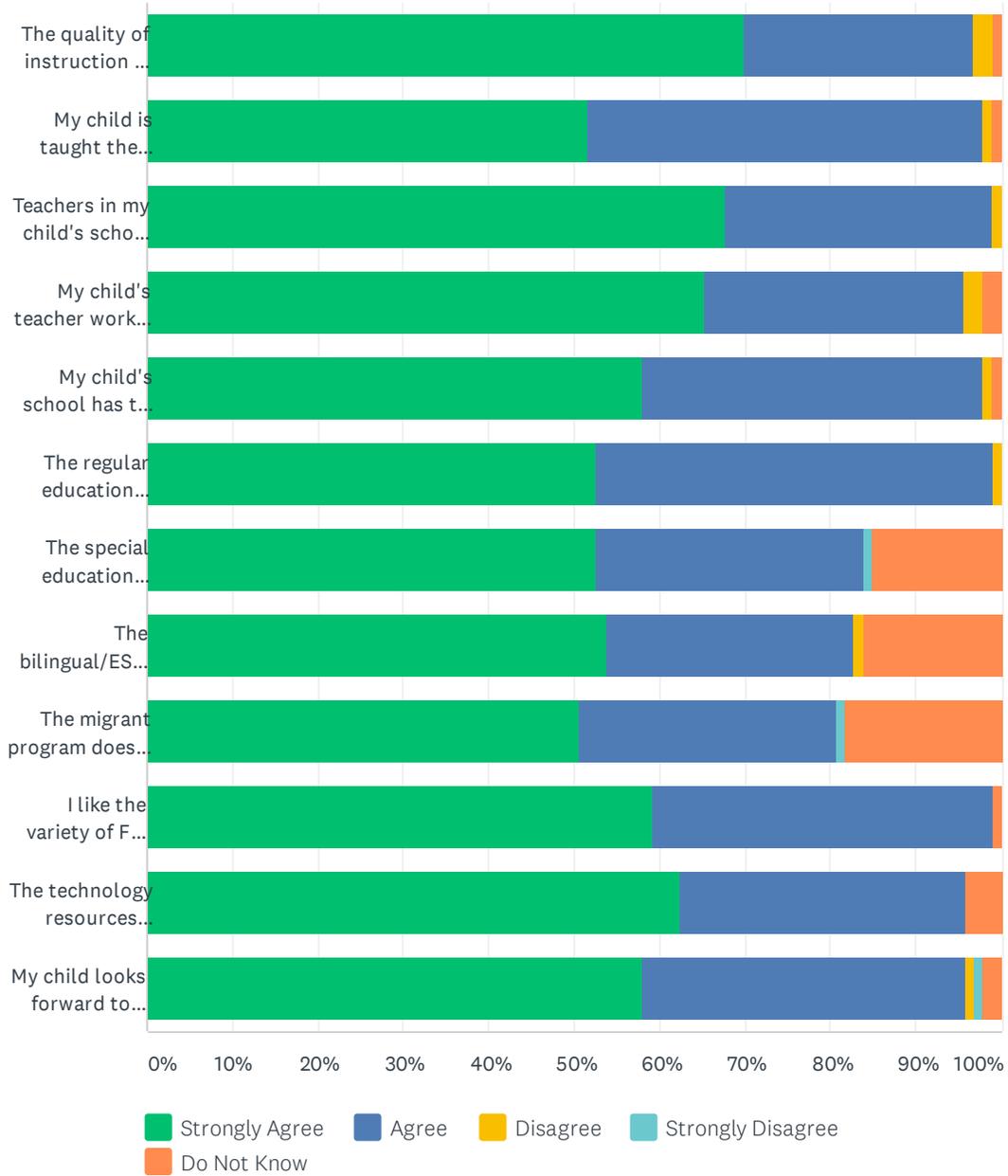
Answered: 92 Skipped: 66



ANSWER CHOICES	RESPONSES	
It seemed okay most of the time.	49%	45
They loved it most of the time.	48%	44
They hated it most of the time.	3%	3
TOTAL		92

Q10 Please respond to the following:

Answered: 93 Skipped: 65

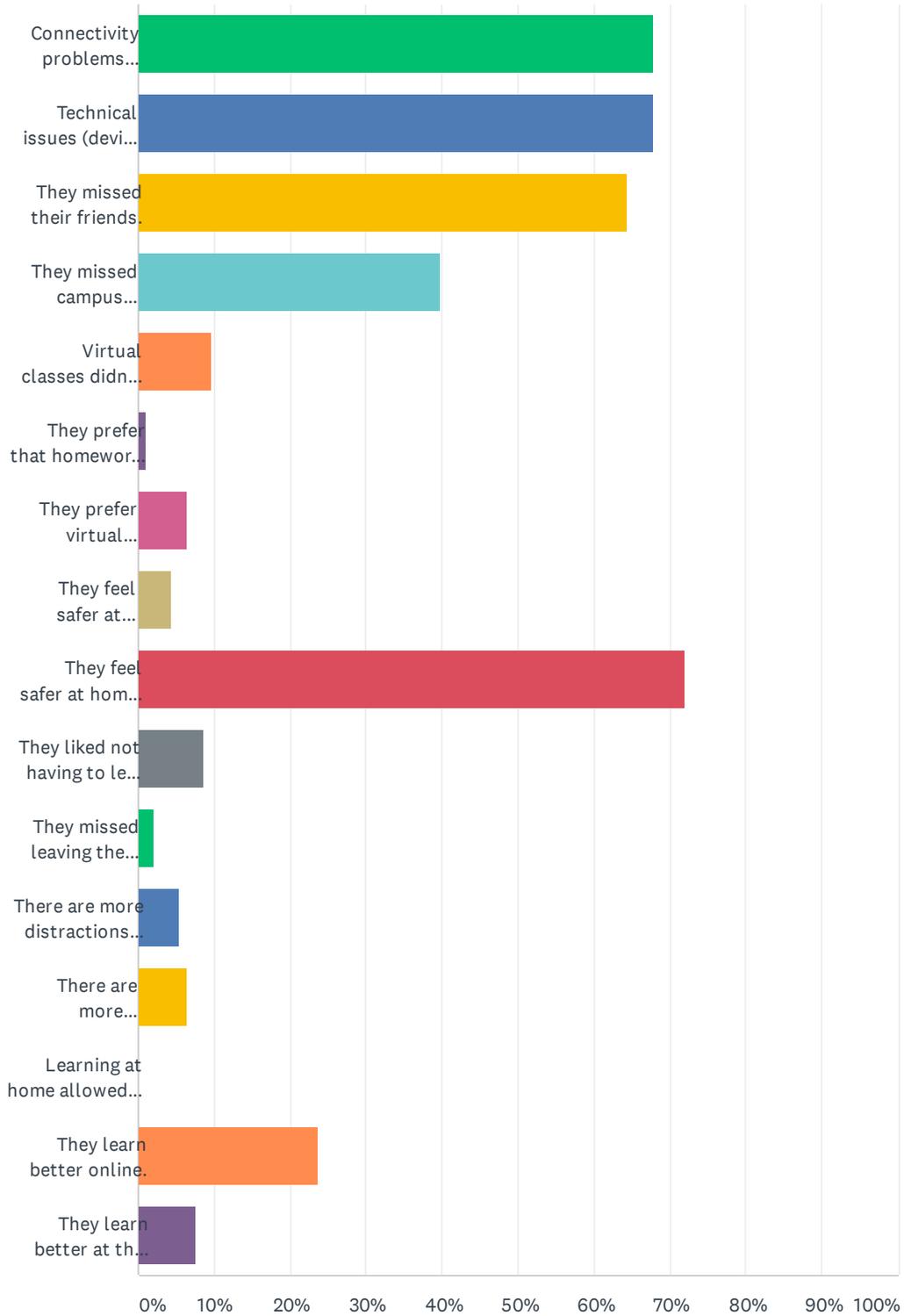


2020 - 2021 Parent Campus Needs Assessment (CNA) Survey

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DO NOT KNOW	TOTAL
The quality of instruction in my child's school and online is good.	70% 65	27% 25	2% 2	0% 0	1% 1	93
My child is taught the appropriate subjects at school and online.	52% 48	46% 43	1% 1	0% 0	1% 1	93
Teachers in my child's school expect my child to do his/her very best.	68% 63	31% 29	1% 1	0% 0	0% 0	93
My child's teacher works with me to improve the educational experience of my child.	65% 60	30% 28	2% 2	0% 0	2% 2	92
My child's school has the materials and supplies he/she needs to learn.	58% 54	40% 37	1% 1	0% 0	1% 1	93
The regular education program at my child's school and online does a good job of educating students.	53% 49	46% 43	1% 1	0% 0	0% 0	93
The special education program at my child's school and online does a good job of educating students.	53% 49	31% 29	0% 0	1% 1	15% 14	93
The bilingual/ESL program at my child's school and online does a good job educating students.	54% 50	29% 27	1% 1	0% 0	16% 15	93
The migrant program does a good job of educating students.	51% 47	30% 28	0% 0	1% 1	18% 17	93
I like the variety of Fine Arts activities available at my school and online (choir, art, ballroom dancing, etc.)	59% 55	40% 37	0% 0	0% 0	1% 1	93
The technology resources (computer labs, online library resources, mobile devices, etc.) available to my child are very helpful for their school work.	62% 58	33% 31	0% 0	0% 0	4% 4	93
My child looks forward to coming to or logging in to school each day.	58% 54	38% 35	1% 1	1% 1	2% 2	93

Q11 Why do you think they felt this way about online instruction?

Answered: 93 Skipped: 65



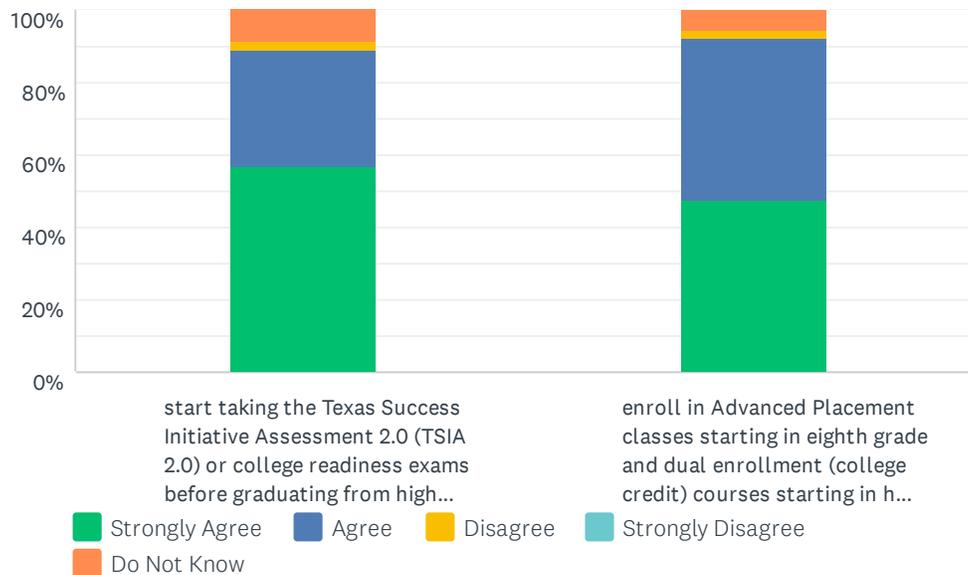
2020 - 2021 Parent Campus Needs Assessment (CNA) Survey

ANSWER CHOICES	RESPONSES	
Connectivity problems (Internet didn't/doesn't always work)	68%	63
Technical issues (device didn't/doesn't always work)	68%	63
They missed their friends.	65%	60
They missed campus activities.	40%	37
Virtual classes didn't feel like school.	10%	9
They prefer that homework given inside the school building.	1%	1
They prefer virtual homework.	6%	6
They feel safer at school.	4%	4
They feel safer at home (because of COVID-19).	72%	67
They liked not having to leave the house.	9%	8
They missed leaving the house.	2%	2
There are more distractions at home.	5%	5
There are more distractions at school.	6%	6
Learning at home allowed your child the flexibility to get a job.	0%	0
They learn better online.	24%	22
They learn better at the campus.	8%	7
Total Respondents: 93		

#	OTHER (PLEASE SPECIFY)	DATE
1	There are no other kids trying to bother my kid at home unlike the bullying that happens at school.	5/5/2021 2:53 PM
2	They liked being able to communicate with their teachers in person instead of through email.	4/28/2021 2:20 PM

Q12 Please respond to the following: I am aware that my child has opportunities to --

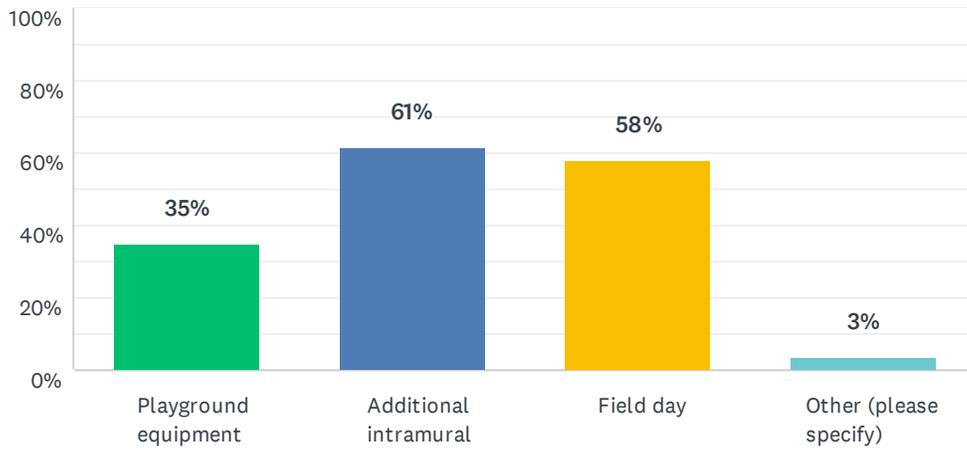
Answered: 93 Skipped: 65



	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.	57% 53	32% 30	2% 2	0% 0	9% 8	93
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.	47% 44	45% 42	2% 2	0% 0	5% 5	93

Q13 What select what type of activity would most benefit your child's desire to increase physical activity? Choose all that apply.

Answered: 88 Skipped: 70

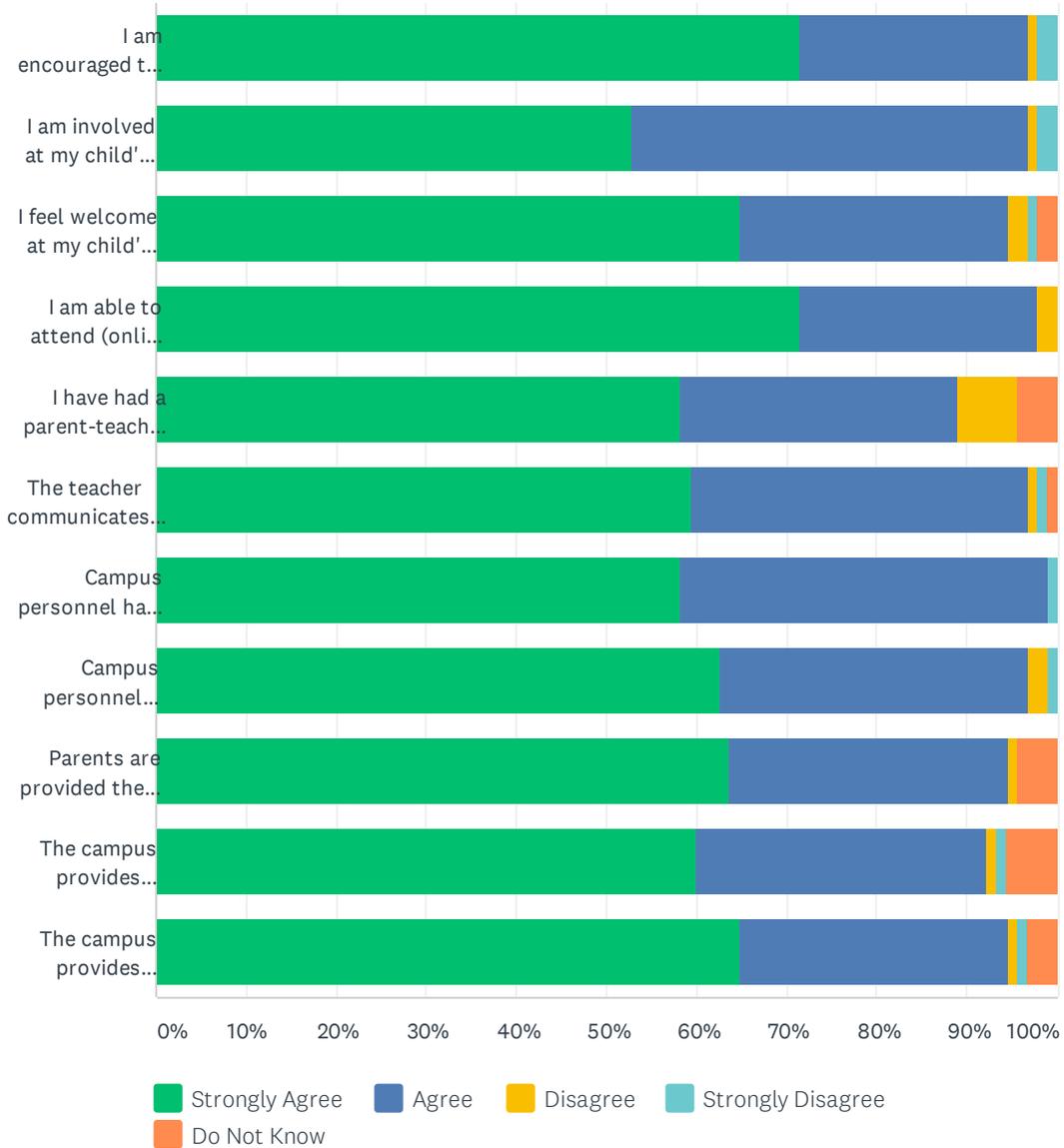


ANSWER CHOICES	RESPONSES	
Playground equipment	35%	31
Additional intramural sports	61%	54
Field day	58%	51
Other (please specify)	3%	3
Total Respondents: 88		

#	OTHER (PLEASE SPECIFY)	DATE
1	Athelics	5/7/2021 2:36 PM
2	Home gym	5/5/2021 2:53 PM
3	School Sports	4/28/2021 11:14 AM

Q14 Please respond to the following:

Answered: 91 Skipped: 67

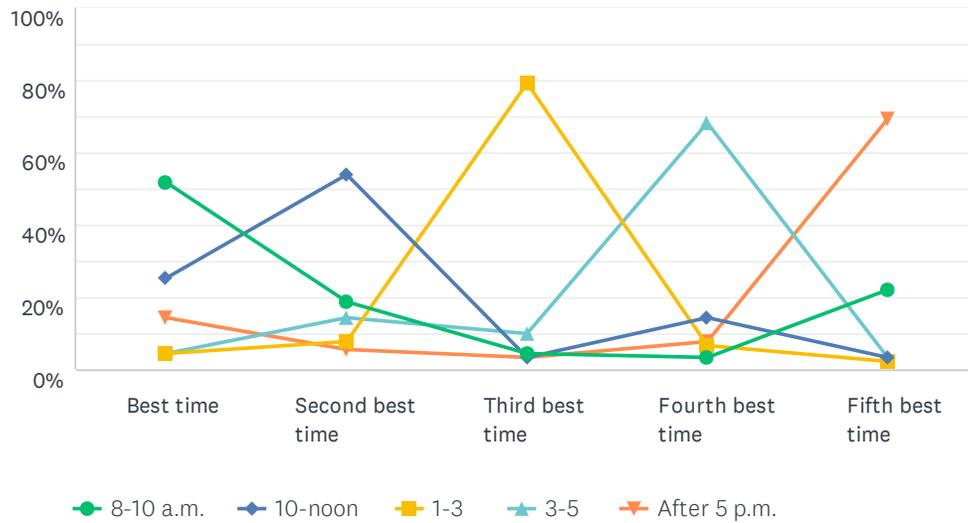


2020 - 2021 Parent Campus Needs Assessment (CNA) Survey

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DO NOT KNOW	TOTAL
I am encouraged to be involved at my child's school.	71% 65	25% 23	1% 1	2% 2	0% 0	91
I am involved at my child's school.	53% 48	44% 40	1% 1	2% 2	0% 0	91
I feel welcome at my child's school.	65% 59	30% 27	2% 2	1% 1	2% 2	91
I am able to attend (online or in person) school activities such as parent meetings, open house, and student performances.	71% 65	26% 24	2% 2	0% 0	0% 0	91
I have had a parent-teacher conference (online or in person) regarding the S-P-S Compact, as it relates to student achievement.	58% 53	31% 28	7% 6	0% 0	4% 4	91
The teacher communicates with me regarding my child's academic progress.	59% 54	37% 34	1% 1	1% 1	1% 1	91
Campus personnel have reached out to by home visit, phone call, or video call.	58% 53	41% 37	0% 0	1% 1	0% 0	91
Campus personnel provides meaningful two-way communication.	63% 57	34% 31	2% 2	1% 1	0% 0	91
Parents are provided the opportunity to volunteer.	64% 58	31% 28	1% 1	0% 0	4% 4	91
The campus provides flexible parent meeting times.	60% 54	32% 29	1% 1	1% 1	6% 5	90
The campus provides information that is important to me.	65% 59	30% 27	1% 1	1% 1	3% 3	91

Q15 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.

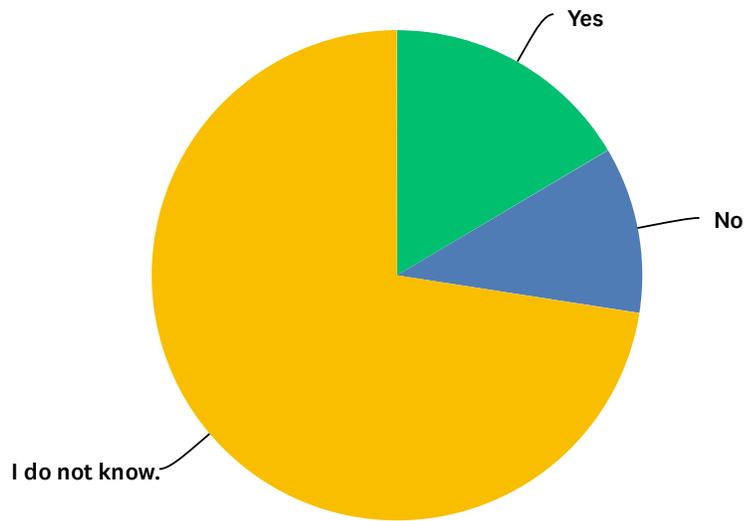
Answered: 91 Skipped: 67



	8-10 A.M.	10-NOON	1-3	3-5	AFTER 5 P.M.	TOTAL
Best time	52% 47	25% 23	4% 4	4% 4	14% 13	91
Second best time	19% 17	54% 49	8% 7	14% 13	5% 5	91
Third best time	4% 4	3% 3	79% 72	10% 9	3% 3	91
Fourth best time	3% 3	14% 13	7% 6	68% 62	8% 7	91
Fifth best time	22% 20	3% 3	2% 2	3% 3	69% 63	91

Q16 The PreK Program is available for all students.

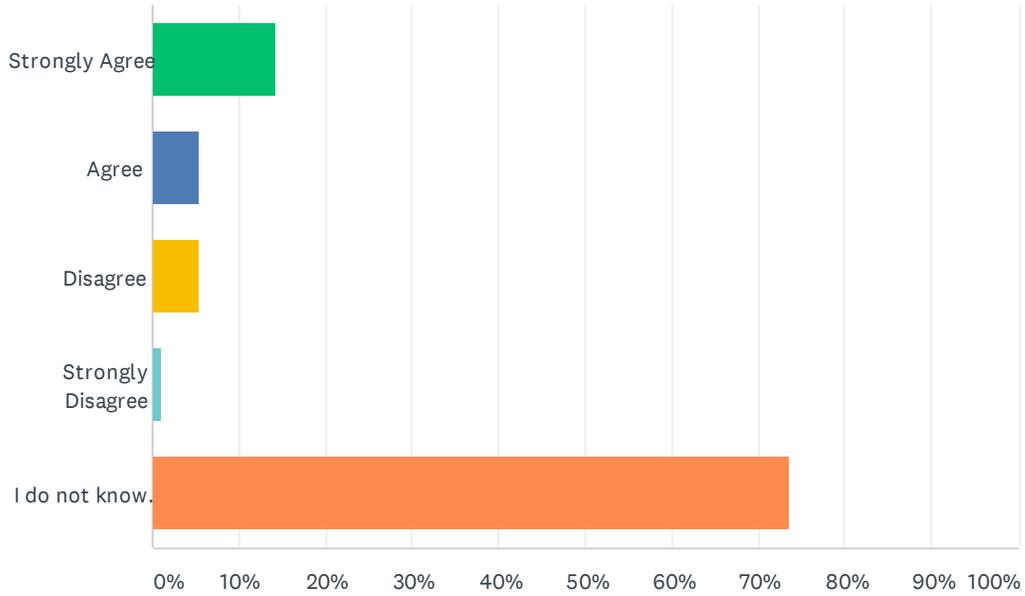
Answered: 91 Skipped: 67



ANSWER CHOICES	RESPONSES	
Yes	16%	15
No	11%	10
I do not know.	73%	66
TOTAL		91

Q17 The PreK Program addresses early childhood literacy.

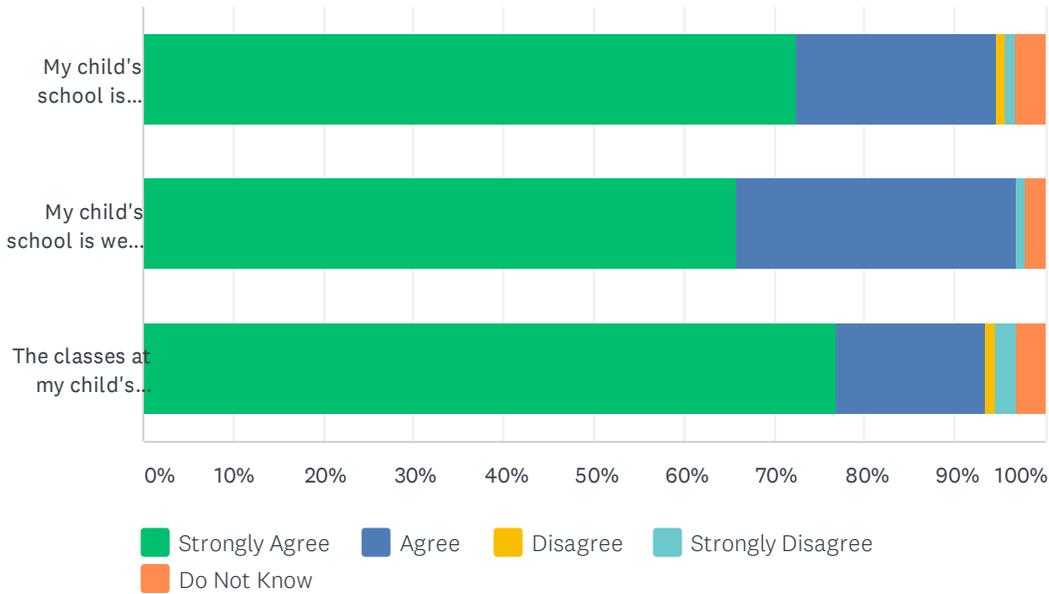
Answered: 91 Skipped: 67



ANSWER CHOICES	RESPONSES	
Strongly Agree	14%	13
Agree	5%	5
Disagree	5%	5
Strongly Disagree	1%	1
I do not know.	74%	67
TOTAL		91

Q18 Please respond to the following:

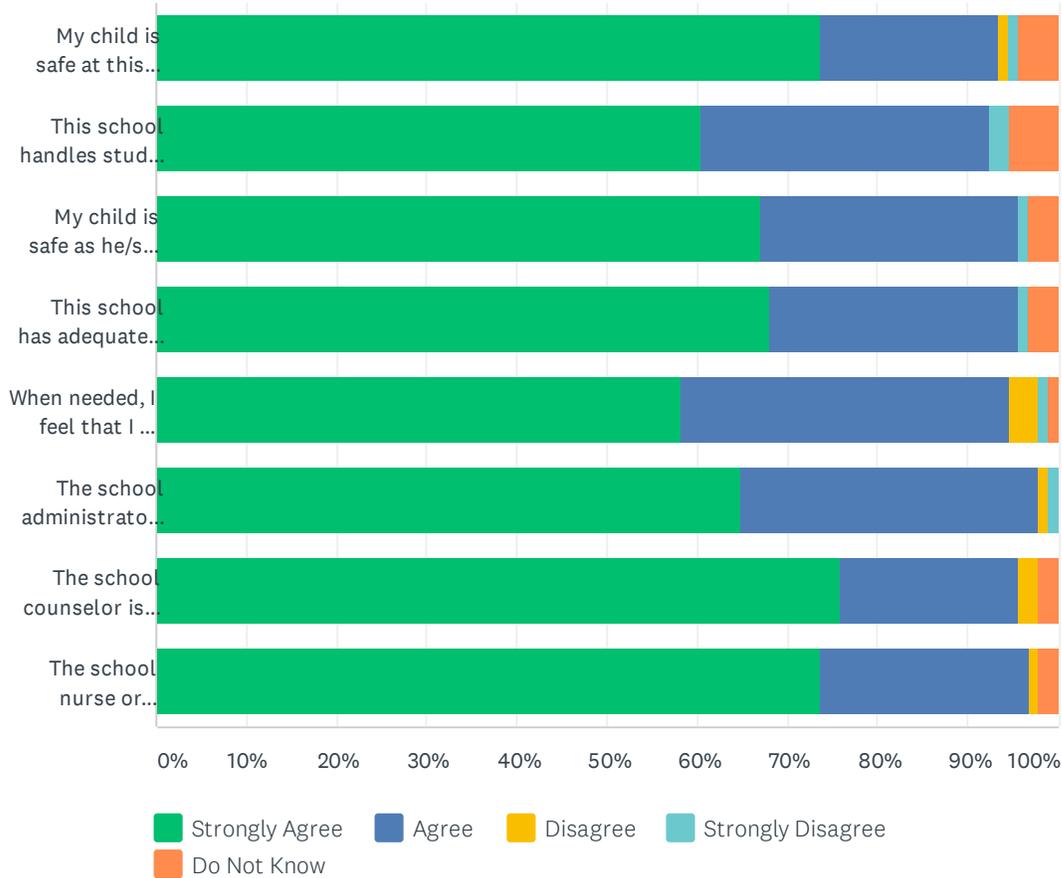
Answered: 91 Skipped: 67



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DO NOT KNOW	TOTAL
My child's school is clean.	73% 66	22% 20	1% 1	1% 1	3% 3	91
My child's school is well maintained.	66% 60	31% 28	0% 0	1% 1	2% 2	91
The classes at my child's school (in person and online) are small enough so that each child receives individual attention from the teacher.	77% 70	16% 15	1% 1	2% 2	3% 3	91

Q19 Please respond to the following:

Answered: 91 Skipped: 67



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DO NOT KNOW	TOTAL
My child is safe at this school.	74% 67	20% 18	1% 1	1% 1	4% 4	91
This school handles student misbehavior well.	60% 55	32% 29	0% 0	2% 2	5% 5	91
My child is safe as he/she travels to and from school.	67% 61	29% 26	0% 0	1% 1	3% 3	91
This school has adequate security personnel to maintain a safe school environment.	68% 62	27% 25	0% 0	1% 1	3% 3	91
When needed, I feel that I can share my concerns with school personnel.	58% 53	36% 33	3% 3	1% 1	1% 1	91
The school administrators and/or teachers take my concerns seriously.	65% 59	33% 30	1% 1	1% 1	0% 0	91
The school counselor is available to assist my child.	76% 69	20% 18	2% 2	0% 0	2% 2	91
The school nurse or someone else is available to care for my child if he/she is ill or injured.	74% 67	23% 21	1% 1	0% 0	2% 2	91

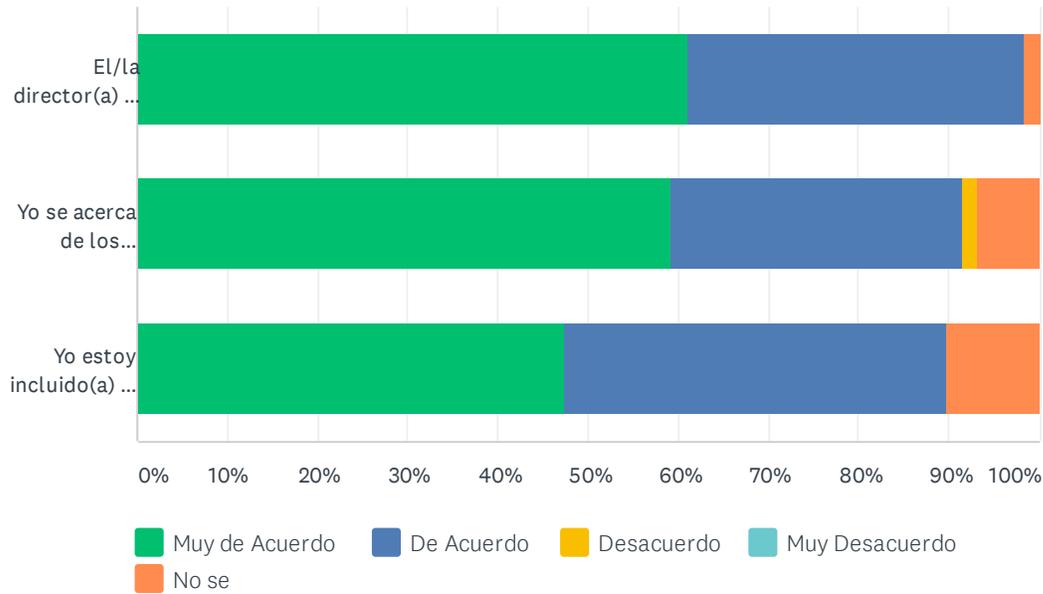
Q20 What do you think would make this a better school?

Answered: 9 Skipped: 149

#	RESPONSES	DATE
1	I think that being more involved of who the child is and what he/she brings to school would definitely change the challenging behaviors and improve academically	5/7/2021 6:03 PM
2	Make it permanently online.	5/5/2021 3:00 PM
3	More classes of technology.	5/5/2021 2:32 PM
4	New principles	4/28/2021 3:36 PM
5	More tutorial sessions made available to help prep for STAR exams.	4/28/2021 2:23 PM
6	Don't know	4/28/2021 12:22 PM
7	I understand the pandemic situation but sometimes it is hard to call the office it takes a couple of times to call and be answered	4/28/2021 12:02 PM
8	In person teaching and sports! Return to normal!	4/28/2021 11:17 AM
9	They are already doing great!	4/15/2021 2:51 PM

Q21 Por favor responda a las siguientes lo que mejor corresponda:

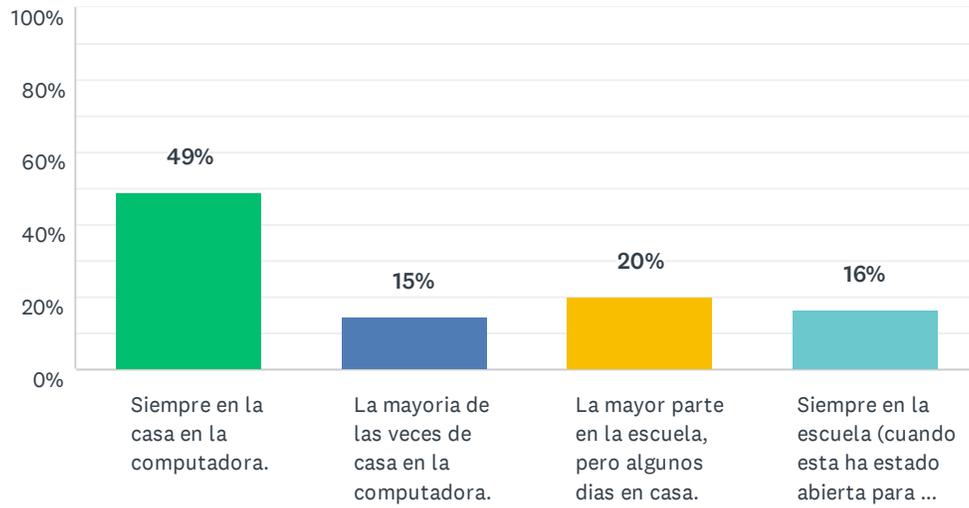
Answered: 59 Skipped: 99



	MUY DE ACUERDO	DE ACUERDO	DESACUERDO	MUY DESACUERDO	NO SE	TOTAL
El/la director(a) en la escuela de mi(s) hijo(s) está(n) disponible cuando yo lo/la necesito.	61% 36	37% 22	0% 0	0% 0	2% 1	59
Yo se acerca de los diferentes programas y servicios que ofrece esta escuela.	59% 35	32% 19	2% 1	0% 0	7% 4	59
Yo estoy incluido(a) en las decisiones hechas en la escuela de mi(s) niño(s).	47% 28	42% 25	0% 0	0% 0	10% 6	59

Q22 ¿Dónde han participado sus hijos en las clases este año?

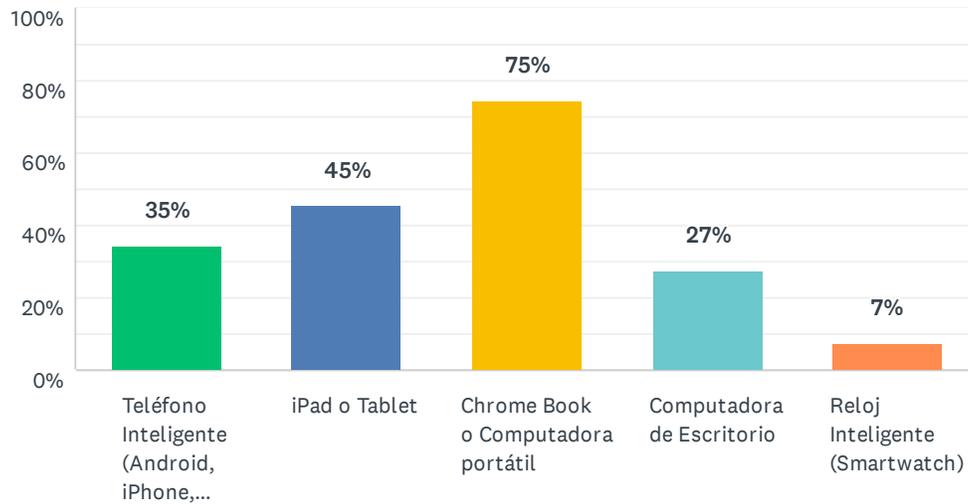
Answered: 55 Skipped: 103



ANSWER CHOICES	RESPONSES	
Siempre en la casa en la computadora.	49%	27
La mayoría de las veces de casa en la computadora.	15%	8
La mayor parte en la escuela, pero algunos días en casa.	20%	11
Siempre en la escuela (cuando esta ha estado abierta para los estudiantes).	16%	9
TOTAL		55

Q23 Favor de indicar qué dispositivos tecnológicos están disponibles para que los usen sus hijos en casa. Elija todo lo que aplique:

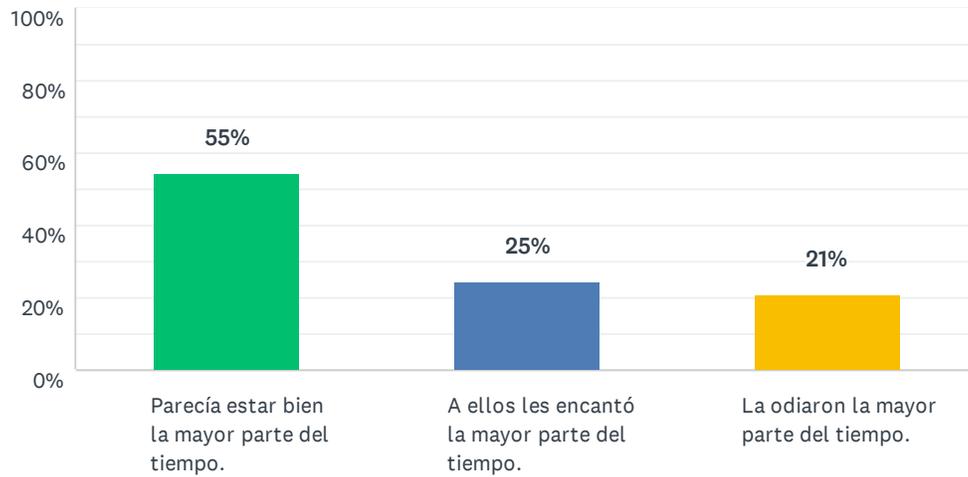
Answered: 55 Skipped: 103



ANSWER CHOICES	RESPONSES	
Teléfono Inteligente (Android, iPhone, Blackberry, etc.)	35%	19
iPad o Tablet	45%	25
Chrome Book o Computadora portátil	75%	41
Computadora de Escritorio	27%	15
Reloj Inteligente (Smartwatch)	7%	4
Total Respondents: 55		

Q24 ¿Cómo describiría su percepción de la experiencia en línea de su hijo (en la casa)?

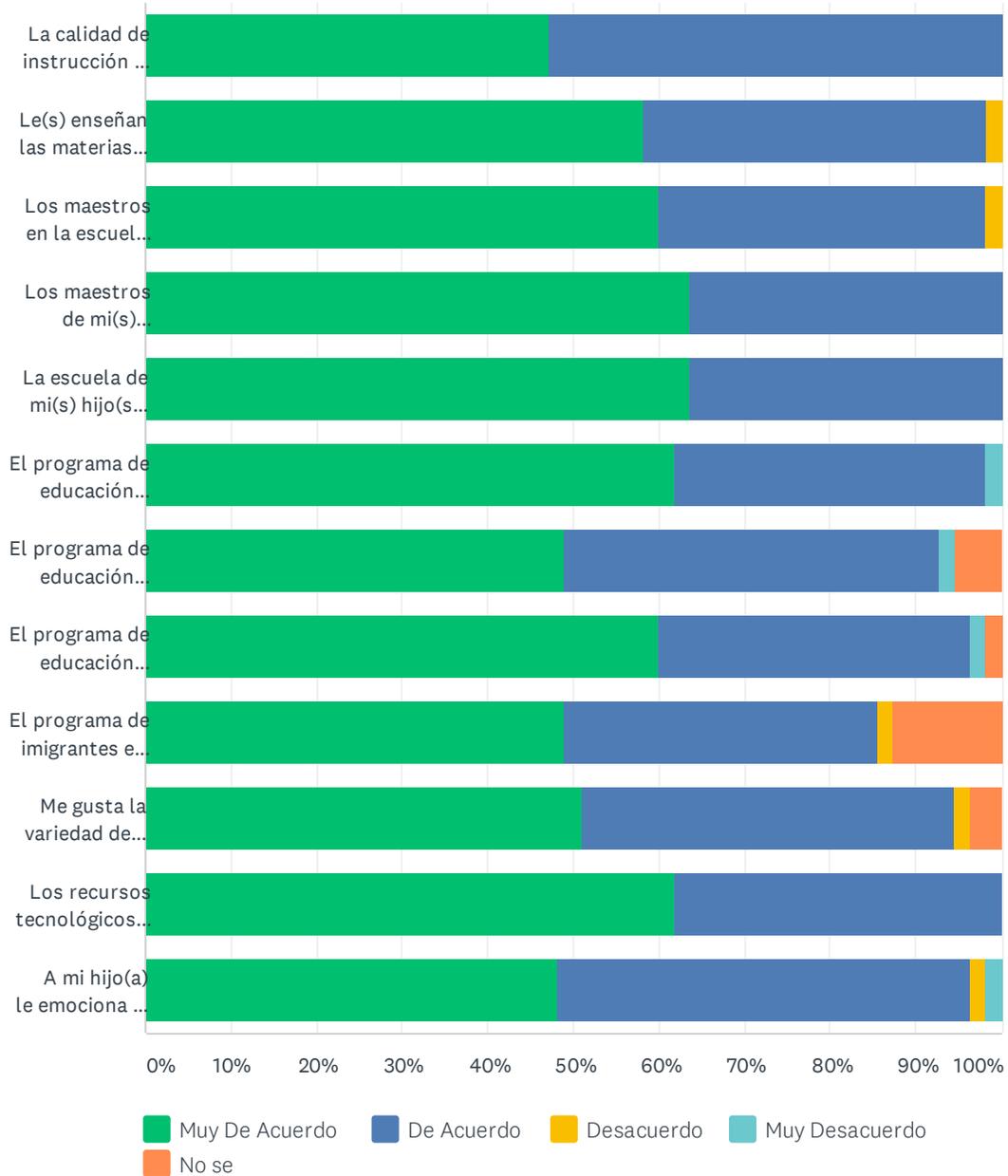
Answered: 53 Skipped: 105



ANSWER CHOICES	RESPONSES	
Parecía estar bien la mayor parte del tiempo.	55%	29
A ellos les encantó la mayor parte del tiempo.	25%	13
La odiaron la mayor parte del tiempo.	21%	11
TOTAL		53

Q25 Por favor responda a lo siguiente lo que mejor corresponda:

Answered: 55 Skipped: 103

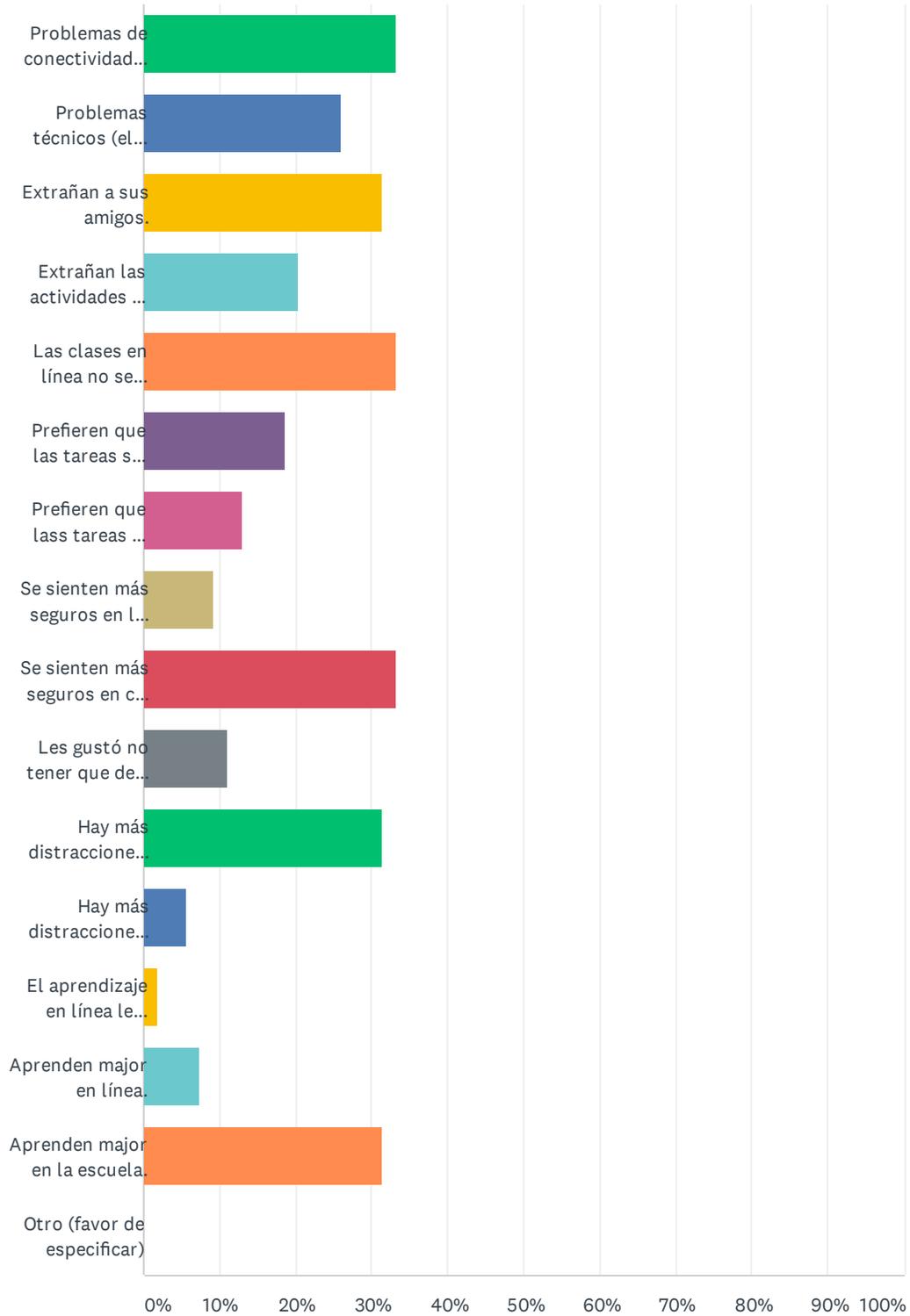


2020 - 2021 Parent Campus Needs Assessment (CNA) Survey

	MUY DE ACUERDO	DE ACUERDO	DESACUERDO	MUY DESACUERDO	NO SE	TOTAL
La calidad de instrucción en la escuela de mi(s) niño(s) y virtual es buena.	47% 26	53% 29	0% 0	0% 0	0% 0	55
Le(s) enseñan las materias apropiadas a mi(s) hijo(s) en la escuela y en línea.	58% 32	40% 22	2% 1	0% 0	0% 0	55
Los maestros en la escuela de mi(s) hijo(s) esperan que mi(s) hijo(s) haga(n) lo mejor que pueda(n).	60% 33	38% 21	2% 1	0% 0	0% 0	55
Los maestros de mi(s) hijo(s) colaboran conmigo para mejorar la educación de mi(s) hijo(s).	64% 35	36% 20	0% 0	0% 0	0% 0	55
La escuela de mi(s) hijo(s) tiene(n) los materiales y útiles necesarios para aprender.	64% 35	36% 20	0% 0	0% 0	0% 0	55
El programa de educación regular en la escuela de mi(s) hijo(s) y en línea educa bien a los estudiantes.	62% 34	36% 20	0% 0	2% 1	0% 0	55
El programa de educación especial en la escuela de mi(s) hijo(s) y en línea educa bien a los estudiantes.	49% 27	44% 24	0% 0	2% 1	5% 3	55
El programa de educación bilingüe/ESL en la escuela de mi(s) hijo(s) y en línea educa bien a los estudiantes.	60% 33	36% 20	0% 0	2% 1	2% 1	55
El programa de inmigrantes en la escuela de mi(s) hijo(s) y en línea educa bien a los estudiantes.	49% 27	36% 20	2% 1	0% 0	13% 7	55
Me gusta la variedad de actividades de bellas artes en mi escuela y en línea (corro, arte, baile de salón, etc.)	51% 28	44% 24	2% 1	0% 0	4% 2	55
Los recursos tecnológicos (laboratorios de computación, recursos de la biblioteca en línea, dispositivos móviles, etc.) disponibles para mi hijo son muy útiles para su trabajo escolar.	62% 34	38% 21	0% 0	0% 0	0% 0	55
A mi hijo(a) le emociona la idea de iniciar su sesión de clase en línea o asistir a clase todos los días.	48% 26	48% 26	2% 1	2% 1	0% 0	54

Q26 Porqué consideras que se sintieron así con la instrucción en línea?

Answered: 54 Skipped: 104



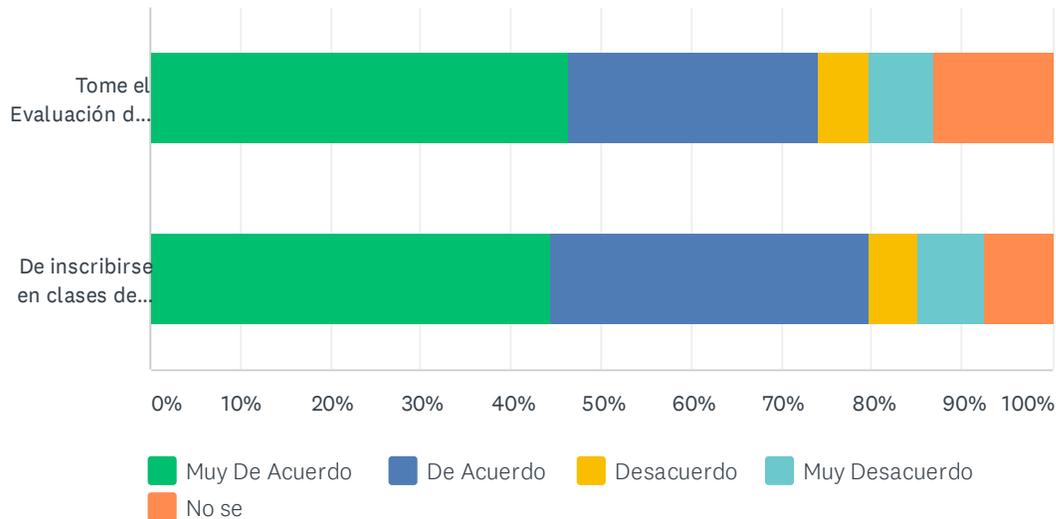
2020 - 2021 Parent Campus Needs Assessment (CNA) Survey

ANSWER CHOICES	RESPONSES	
Problemas de conectividad (el internet nunca/ o casi nunca funcionó)	33%	18
Problemas técnicos (el dispositivo nunca/ o casi nunca funcionó)	26%	14
Extrañan a sus amigos.	31%	17
Extrañan las actividades de la escuela.	20%	11
Las clases en línea no se sentía como estar en la escuela.	33%	18
Prefieren que las tareas se proporcionen dentro del edificio escolar.	19%	10
Prefieren que las tareas se proporcionen de forma virtual.	13%	7
Se sienten más seguros en la escuela.	9%	5
Se sienten más seguros en casa (por el miedo a COVID-19).	33%	18
Les gustó no tener que dejar la casa.	11%	6
Hay más distracciones en casa.	31%	17
Hay más distracciones en la escuela.	6%	3
El aprendizaje en línea le permitió a su hijo(a) la flexibilidad de conseguir un empleo.	2%	1
Aprenden mejor en línea.	7%	4
Aprenden mejor en la escuela.	31%	17
Otro (favor de especificar)	0%	0
Total Respondents: 54		

#	OTRO (FAVOR DE ESPECIFICAR)	DATE
	There are no responses.	

Q27 Por favor responda a lo siguiente lo que mejor corresponda: Conozco y entiendo que a mi hijo(a) se le brindan oportunidades para que - -

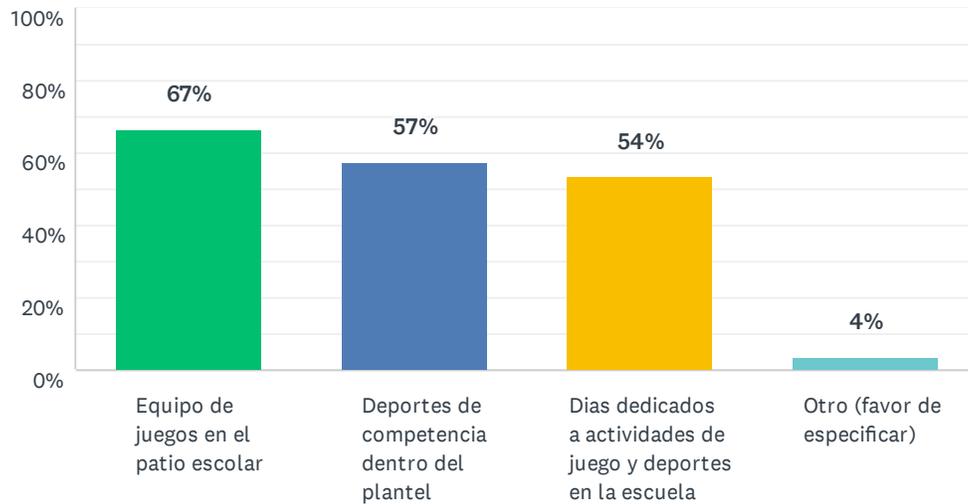
Answered: 54 Skipped: 104



	MUY DE ACUERDO	DE ACUERDO	DESACUERDO	MUY DESACUERDO	NO SE	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.	46% 25	28% 15	6% 3	7% 4	13% 7	54
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.	44% 24	35% 19	6% 3	7% 4	7% 4	54

Q28 Seleccione el tipo de actividad la cual favorecerá que su hijo(a) incremente su actividad física. Elija todo lo que aplique:

Answered: 54 Skipped: 104

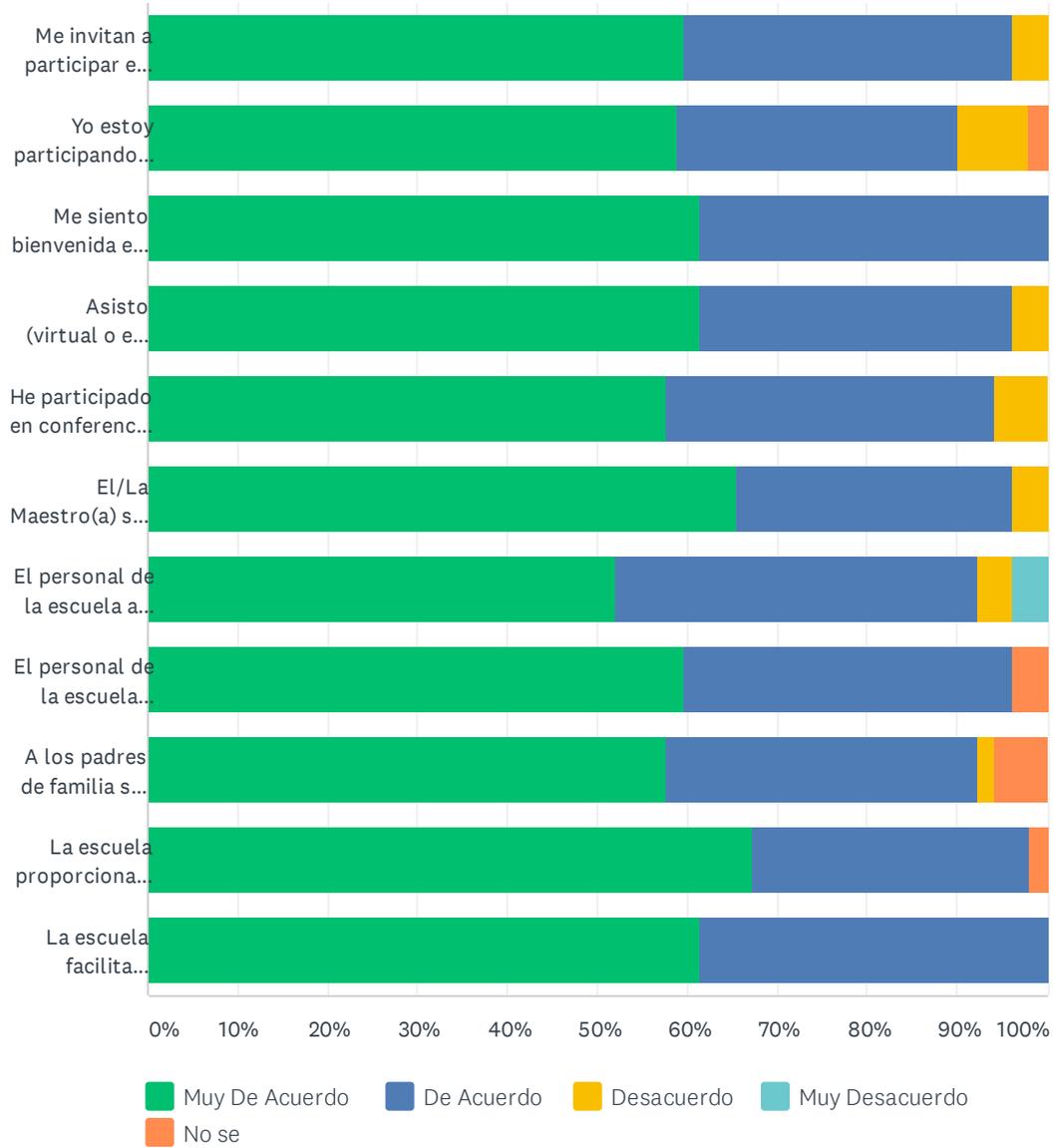


ANSWER CHOICES	RESPONSES	
Equipo de juegos en el patio escolar	67%	36
Deportes de competencia dentro del plantel	57%	31
Dias dedicados a actividades de juego y deportes en la escuela	54%	29
Otro (favor de especificar)	4%	2
Total Respondents: 54		

#	OTRO (FAVOR DE ESPECIFICAR)	DATE
1	clases de educacion fisica por internet	5/7/2021 11:36 AM
2	Nunca los sacan a ninguna actividad	5/5/2021 2:44 PM

Q29 Por favor responda a lo siguiente lo que mejor corresponda:

Answered: 52 Skipped: 106

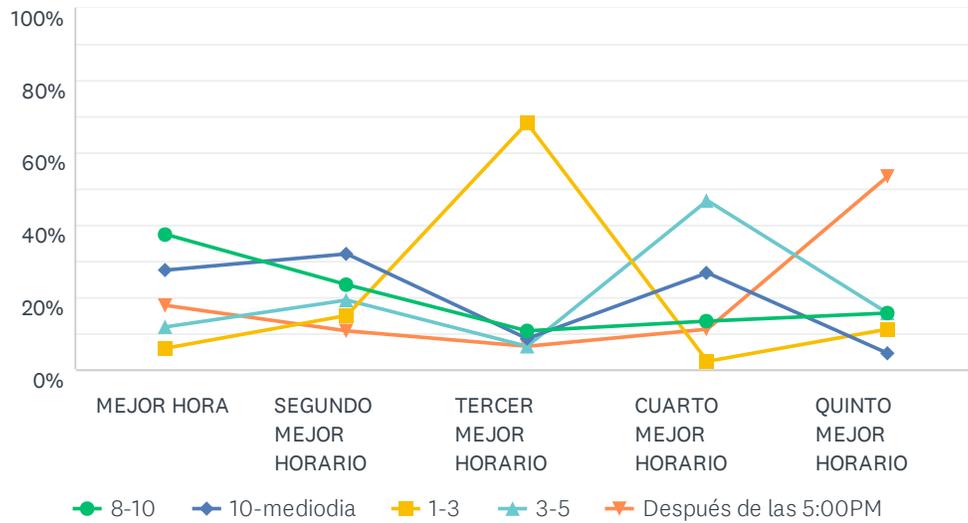


2020 - 2021 Parent Campus Needs Assessment (CNA) Survey

	MUY DE ACUERDO	DE ACUERDO	DESACUERDO	MUY DESACUERDO	NO SE	TOTAL
Me invitan a participar en la escuela de mi(s) hijo(s).	60% 31	37% 19	4% 2	0% 0	0% 0	52
Yo estoy participando en la escuela de mis(s) hijo(s).	59% 30	31% 16	8% 4	0% 0	2% 1	51
Me siento bienvenida en la escuela de mis(s) hijo(s).	62% 32	38% 20	0% 0	0% 0	0% 0	52
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.	62% 32	35% 18	4% 2	0% 0	0% 0	52
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.	58% 30	37% 19	6% 3	0% 0	0% 0	52
El/La Maestro(a) se comunica conmigo tocante el progreso académico de mi hijo(a).	65% 34	31% 16	4% 2	0% 0	0% 0	52
El personal de la escuela a visitado mi casa, llamada telefónica, o video llamada.	52% 27	40% 21	4% 2	4% 2	0% 0	52
El personal de la escuela ofrece comunicación bi-direccional (entre escuela y padres de familia).	60% 31	37% 19	0% 0	0% 0	4% 2	52
A los padres de familia se les facilitan las oportunidades para ser voluntarios en los planteles educativos.	58% 30	35% 18	2% 1	0% 0	6% 3	52
La escuela proporciona horas flexibles para asistir a las juntas de padres de familia.	67% 35	31% 16	0% 0	0% 0	2% 1	52
La escuela facilita información de gran importancia para mí.	62% 32	38% 20	0% 0	0% 0	0% 0	52

Q30 ¿Cuándo es más probable que asista a una reunion escolar? Favor de indicar lo siguiente de mejor a peor para su horario?

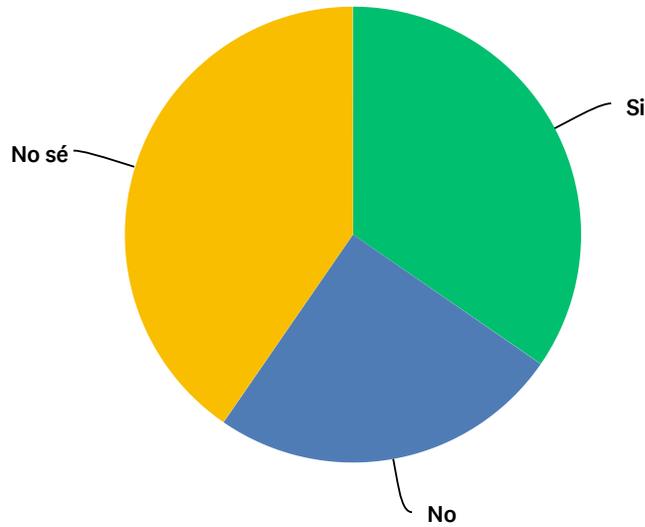
Answered: 52 Skipped: 106



	8-10	10-MIÉRDIA	1-3	3-5	DESPUÉS DE LAS 5:00PM	TOTAL
MEJOR HORA	37% 19	27% 14	6% 3	12% 6	18% 9	51
SEGUNDO MEJOR HORARIO	23% 11	32% 15	15% 7	19% 9	11% 5	47
TERCER MEJOR HORARIO	11% 5	9% 4	68% 32	6% 3	6% 3	47
CUARTO MEJOR HORARIO	13% 6	27% 12	2% 1	47% 21	11% 5	45
QUINTO MEJOR HORARIO	16% 7	4% 2	11% 5	16% 7	53% 24	45

Q31 Los programas de pre-kínder (día completo y medio día) están disponibles para todos estudiantes.

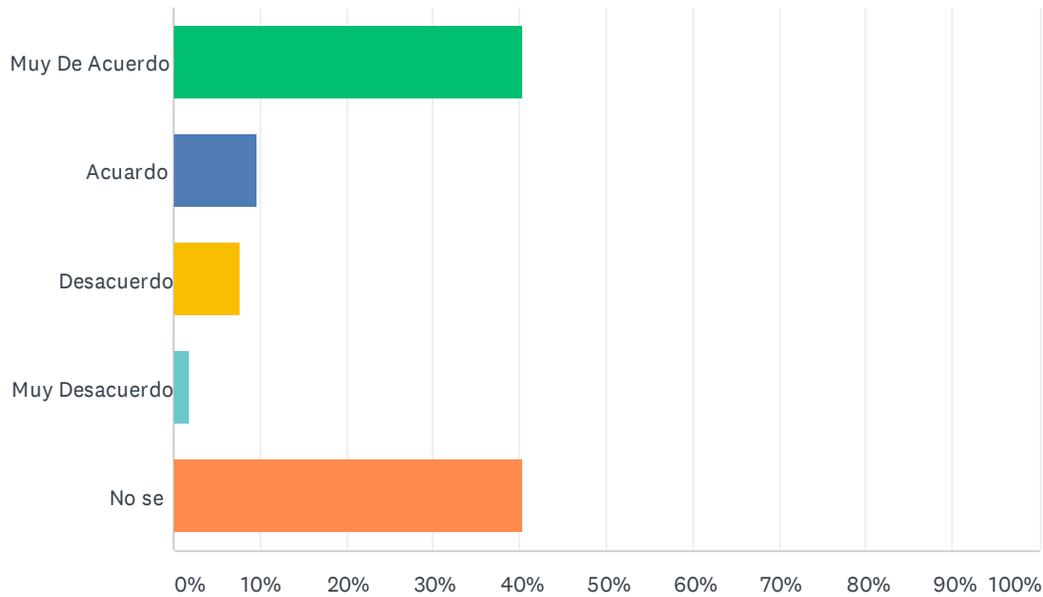
Answered: 52 Skipped: 106



ANSWER CHOICES	RESPONSES	
Si	35%	18
No	25%	13
No sé	40%	21
TOTAL		52

Q32 El programa de pre-kínder proporciona instrucción que favorece la alfabetización infantil.

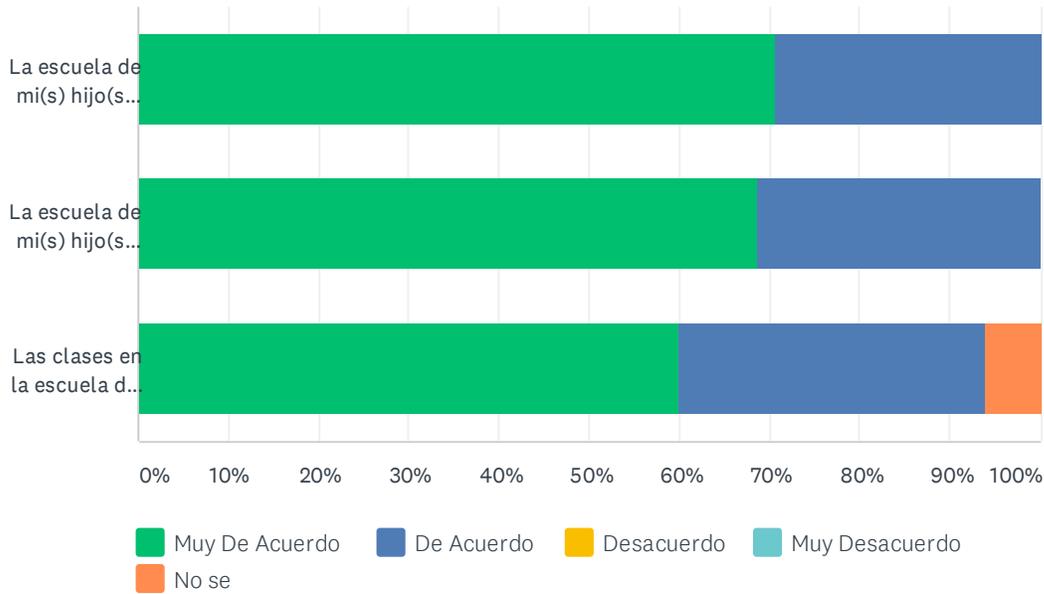
Answered: 52 Skipped: 106



ANSWER CHOICES	RESPONSES
Muy De Acuerdo	40% 21
Acuerdo	10% 5
Desacuerdo	8% 4
Muy Desacuerdo	2% 1
No se	40% 21
TOTAL	52

Q33 Por favor responda a las siguientes lo que mejor corresponda:

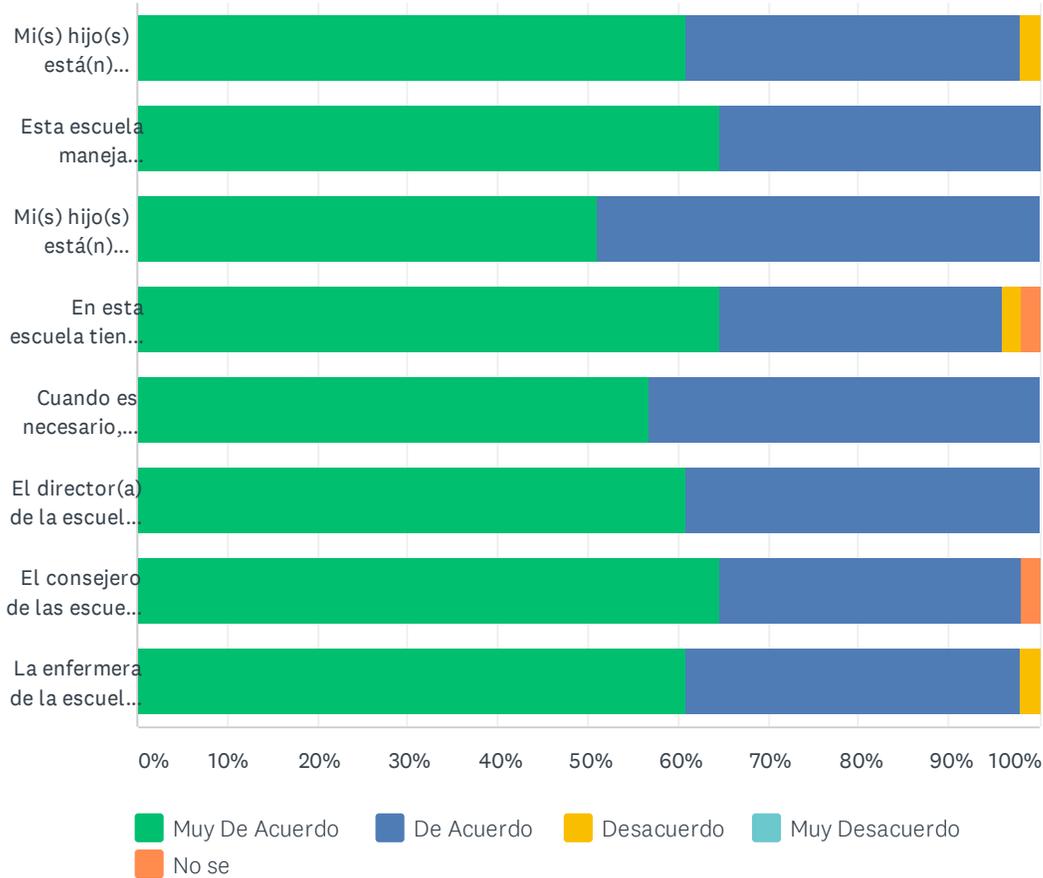
Answered: 51 Skipped: 107



	MUY DE ACUERDO	DE ACUERDO	DESACUERDO	MUY DESACUERDO	NO SE	TOTAL
La escuela de mi(s) hijo(s) está limpia.	71% 36	29% 15	0% 0	0% 0	0% 0	51
La escuela de mi(s) hijo(s) está bien mantenida.	69% 35	31% 16	0% 0	0% 0	0% 0	51
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).	60% 30	34% 17	0% 0	0% 0	6% 3	50

Q34 Por favor responda a lo siguiente lo que mejor corresponda:

Answered: 51 Skipped: 107



	MUY DE ACUERDO	DE ACUERDO	DESACUERDO	MUY DESACUERDO	NO SE	TOTAL
Mi(s) hijo(s) está(n) seguro(s) en la escuela.	61% 31	37% 19	2% 1	0% 0	0% 0	51
Esta escuela maneja efectivamente la mala conducta de los estudiantes.	65% 33	35% 18	0% 0	0% 0	0% 0	51
Mi(s) hijo(s) está(n) seguro(s) cuando es (son) transportado(s) a la escuela y de la escuela.	51% 26	49% 25	0% 0	0% 0	0% 0	51
En esta escuela tienen el personal de seguridad adecuado para mantener un ambiente seguro en la escuela.	65% 33	31% 16	2% 1	0% 0	2% 1	51
Cuando es necesario, siento que puedo expresar mi opinión con respecto al personal de la escuela.	57% 29	43% 22	0% 0	0% 0	0% 0	51
El director(a) de la escuela y/o los maestros toman en serio mis preocupaciones.	61% 31	39% 20	0% 0	0% 0	0% 0	51
El consejero de las escuela está disponible para atender/asistir a mi hijo(a).	65% 33	33% 17	0% 0	0% 0	2% 1	51
La enfermera de la escuela o alguien está disponible en dado caso que mi hijo(a) se lastime o se enferme.	61% 31	37% 19	2% 1	0% 0	0% 0	51

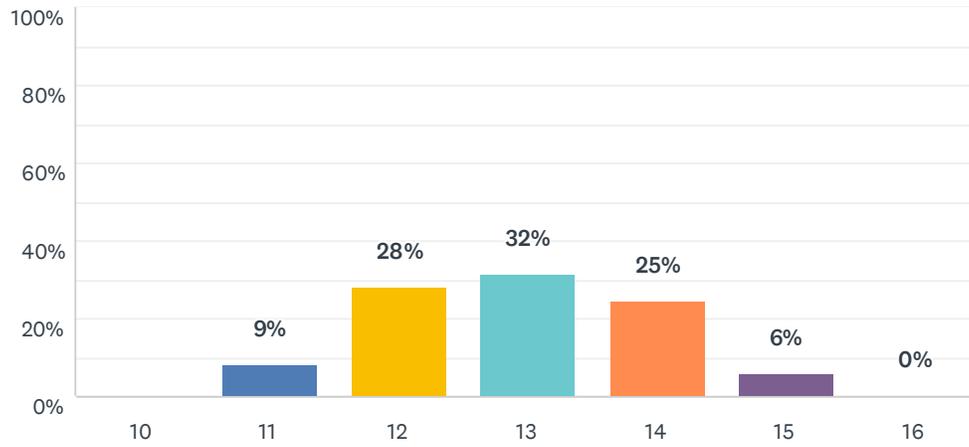
Q35 ¿Usted que piensa que mejoraría esta escuela?

Answered: 5 Skipped: 153

#	RESPONSES	DATE
1	Más control en la disciplina	5/7/2021 12:16 PM
2	que mi hijo asista a la escuela presentable	5/7/2021 11:50 AM
3	nada	5/6/2021 5:20 PM
4	Todo me parece bien	4/28/2021 11:35 AM
5	Nada	4/18/2021 11:19 PM

Q1 Please indicate your age:

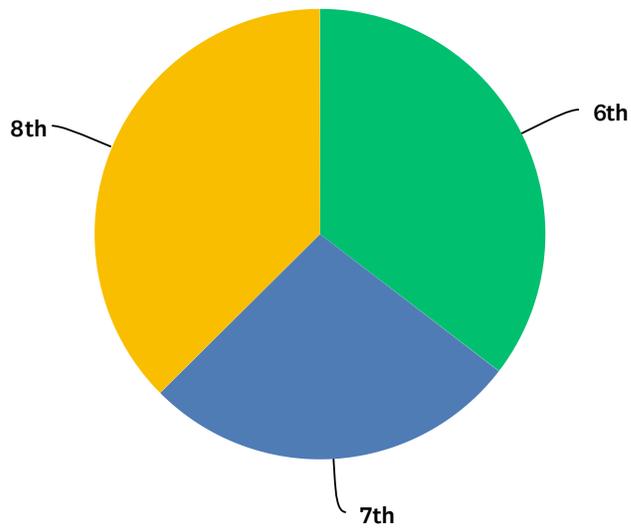
Answered: 641 Skipped: 0



ANSWER CHOICES	RESPONSES	
10	0%	0
11	9%	55
12	28%	182
13	32%	204
14	25%	159
15	6%	39
16	0%	2
TOTAL		641

Q2 What is your grade level?

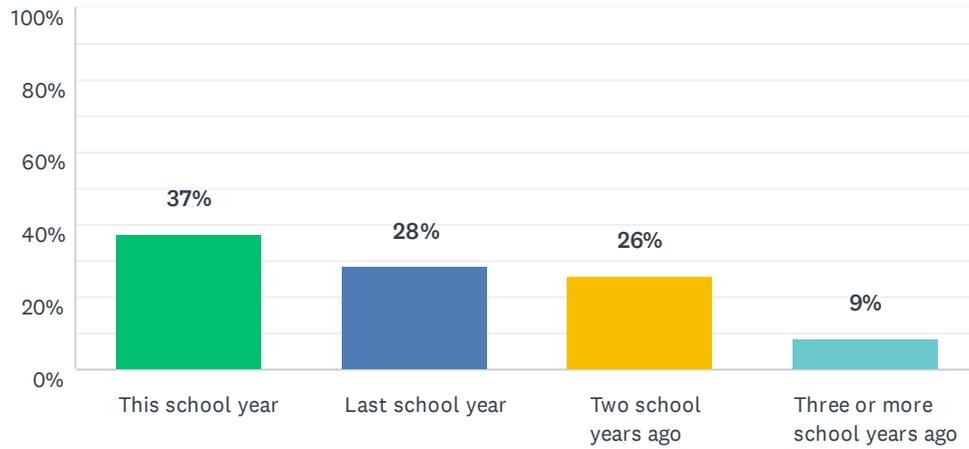
Answered: 641 Skipped: 0



ANSWER CHOICES	RESPONSES	
6th	35%	227
7th	27%	174
8th	37%	240
TOTAL		641

Q4 When did you start as a student at this school (in person or virtually)?

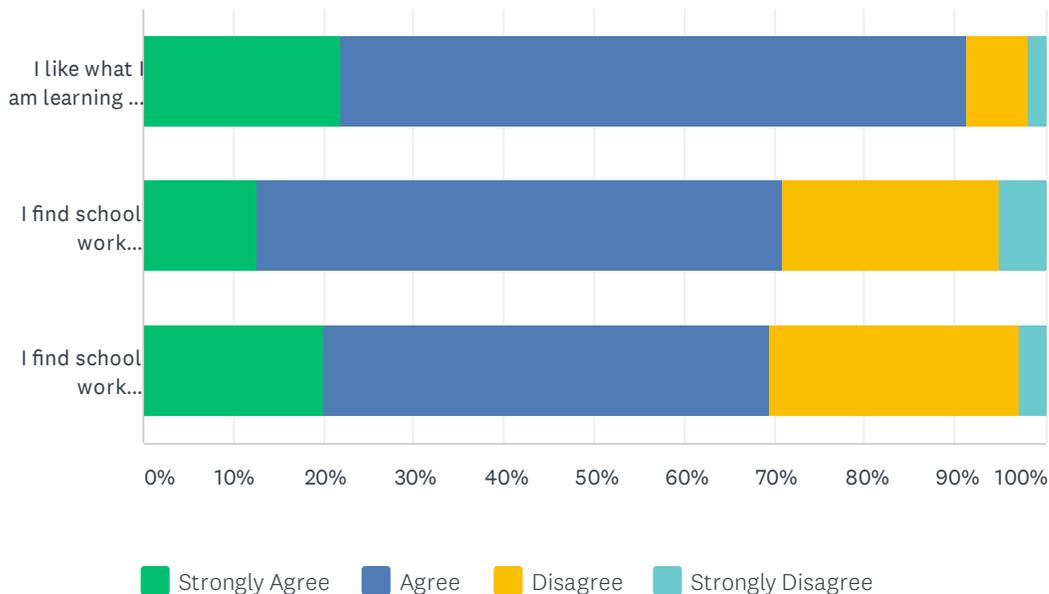
Answered: 640 Skipped: 1



ANSWER CHOICES	RESPONSES	
This school year	37%	239
Last school year	28%	181
Two school years ago	26%	165
Three or more school years ago	9%	55
TOTAL		640

Q5 Please answer the following:

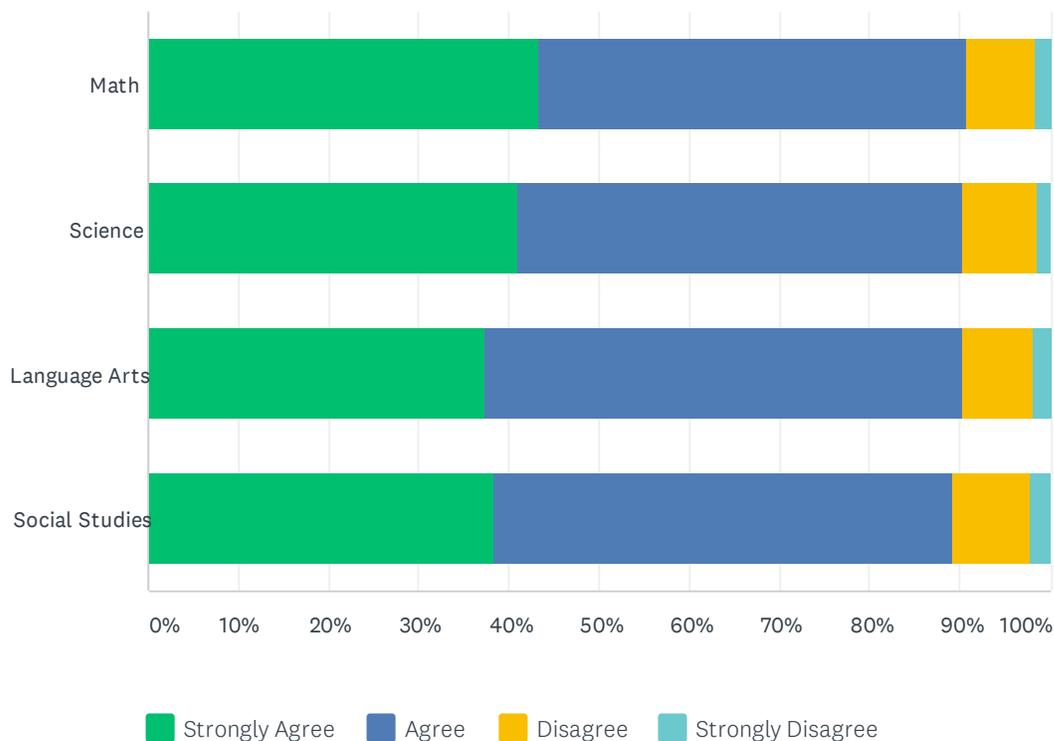
Answered: 622 Skipped: 19



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
I like what I am learning in my classes.	22% 136	69% 430	7% 42	2% 11	619
I find school work interesting.	13% 78	58% 360	24% 149	5% 31	618
I find school work challenging.	20% 123	49% 304	28% 171	3% 17	615

Q6 The classes in the following academic areas provide me with IMPORTANT knowledge and skills:

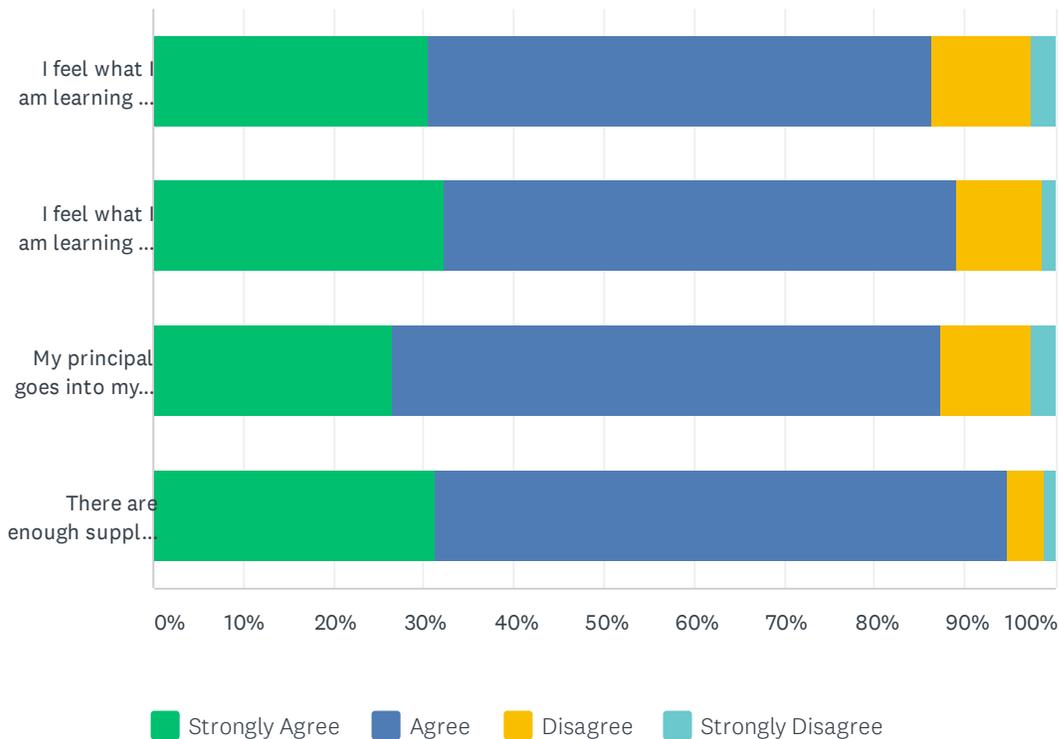
Answered: 621 Skipped: 20



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
Math	43% 268	47% 293	8% 47	2% 10	618
Science	41% 252	49% 304	8% 50	1% 9	615
Language Arts	37% 226	53% 322	8% 47	2% 11	606
Social Studies	38% 236	51% 312	8% 52	2% 14	614

Q7 Please indicate if you agree or disagree with these statements.

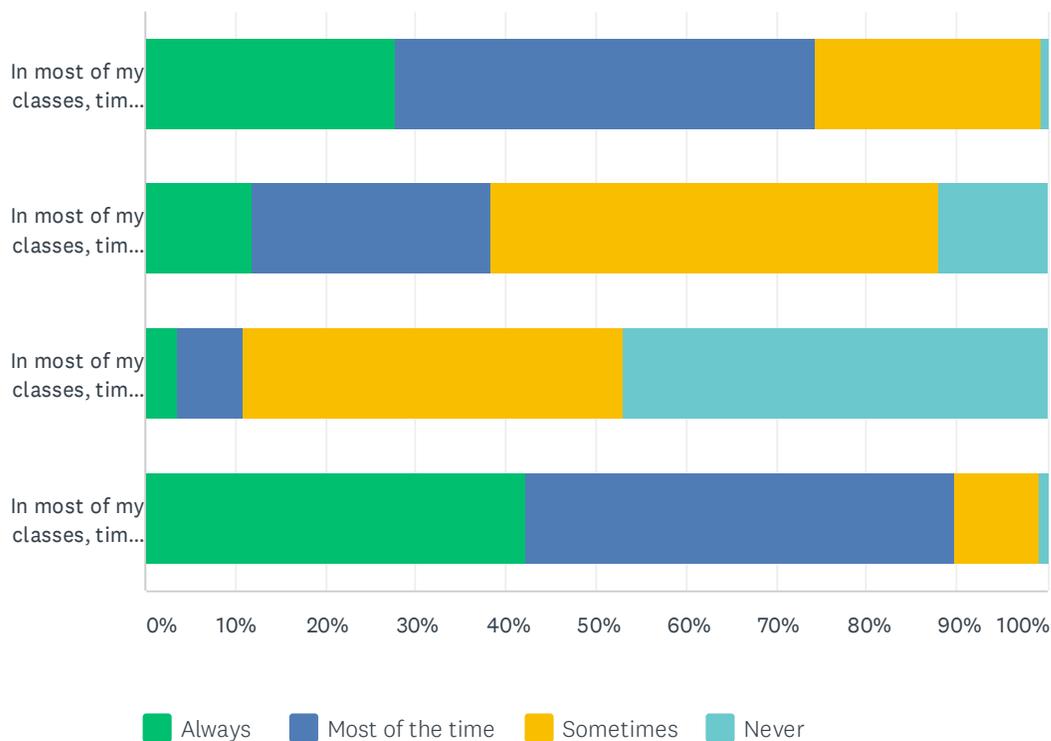
Answered: 622 Skipped: 19



	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).	31% 190	56% 347	11% 69	3% 16	622
I feel what I am learning in school or online is preparing me to succeed in high school.	32% 200	57% 353	9% 58	1% 9	620
My principal goes into my classroom or joins our online classroom to see what I am learning.	27% 165	61% 378	10% 62	3% 16	621
There are enough supplies in the classroom to complete my school work.	31% 194	63% 394	4% 25	1% 8	621

Q8 Please indicate how often you do the following activities in your classes:

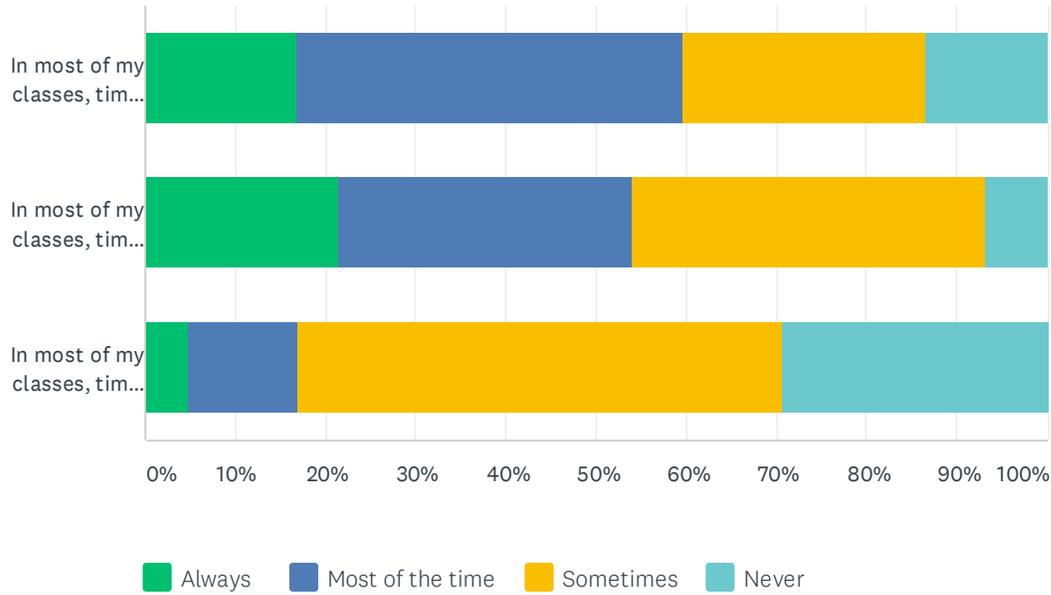
Answered: 598 Skipped: 43



	ALWAYS	MOST OF THE TIME	SOMETIMES	NEVER	TOTAL
In most of my classes, time is spent listening to teacher presentations.	28% 165	47% 279	25% 149	1% 4	597
In most of my classes, time is spent in whole class discussion.	12% 70	27% 158	50% 295	12% 71	594
In most of my classes, time is spent working in small groups.	4% 21	7% 43	42% 249	47% 277	590
In most of my classes, time is spent working individually.	42% 251	48% 283	9% 56	1% 5	595

Q9 Please indicate how often you do the following activities in your classes:

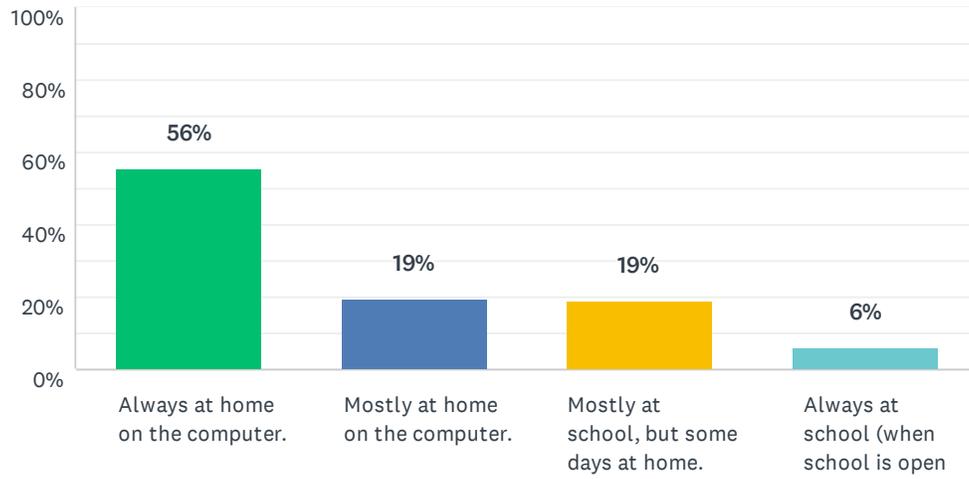
Answered: 598 Skipped: 43



	ALWAYS	MOST OF THE TIME	SOMETIMES	NEVER	TOTAL
In most of my classes, time is spent doing worksheets or handouts.	17% 100	43% 255	27% 161	13% 80	596
In most of my classes, time is spent learning things that I find interesting.	21% 127	33% 193	39% 231	7% 41	592
In most of my classes, time is spent working on class projects.	5% 29	12% 71	54% 319	29% 174	593

Q10 Where have you participated in classes this year?

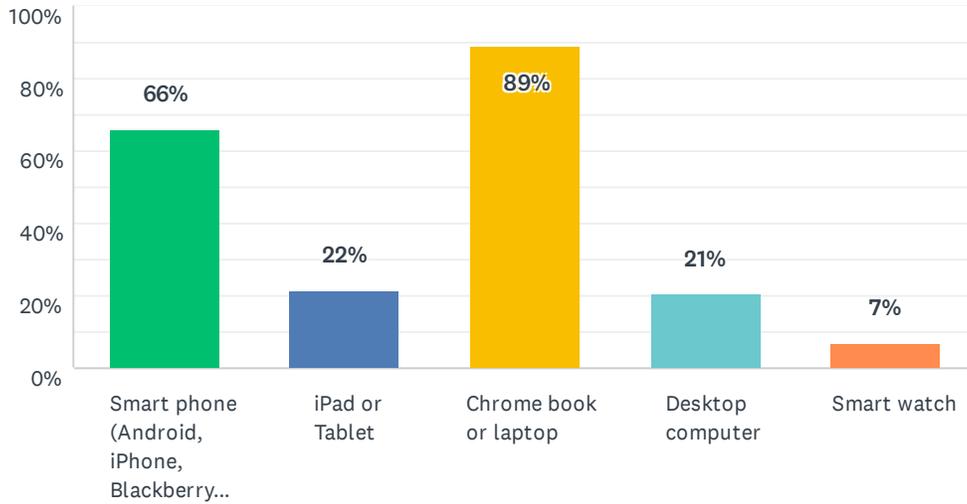
Answered: 598 Skipped: 43



ANSWER CHOICES	RESPONSES	
Always at home on the computer.	56%	333
Mostly at home on the computer.	19%	116
Mostly at school, but some days at home.	19%	113
Always at school (when school is open to students)	6%	36
TOTAL		598

Q11 Indicate which technology device(s) you have available for use at home? Choose all that apply.

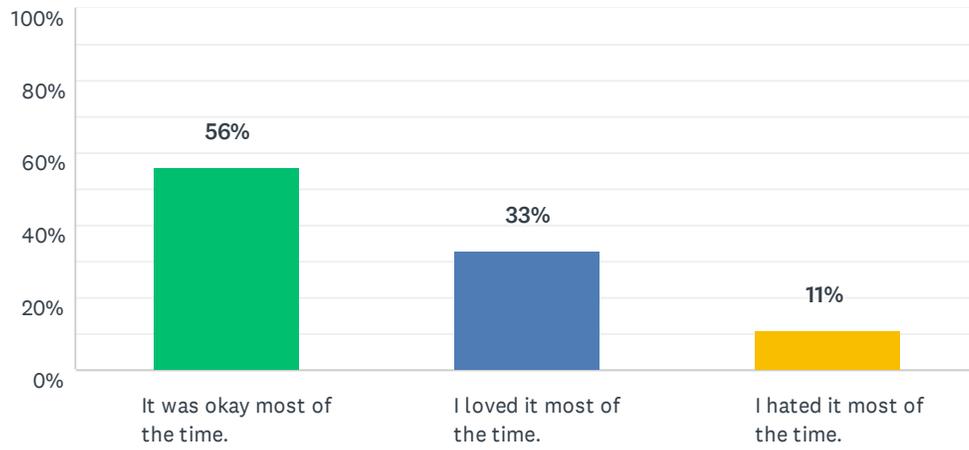
Answered: 599 Skipped: 42



ANSWER CHOICES	RESPONSES	
Smart phone (Android, iPhone, Blackberry, etc.)	66%	394
iPad or Tablet	22%	130
Chrome book or laptop	89%	534
Desktop computer	21%	123
Smart watch	7%	42
Total Respondents: 599		

Q12 How would you describe your online experience (virtual learning at home) this school year?

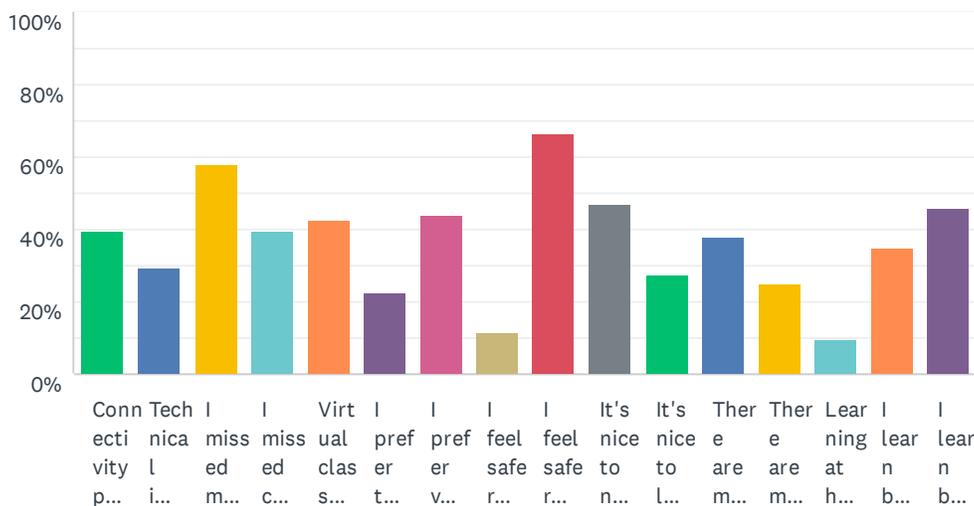
Answered: 595 Skipped: 46



ANSWER CHOICES	RESPONSES	
It was okay most of the time.	56%	334
I loved it most of the time.	33%	196
I hated it most of the time.	11%	65
TOTAL		595

Q13 Why do/did you feel this way about online instruction? Choose all that apply.

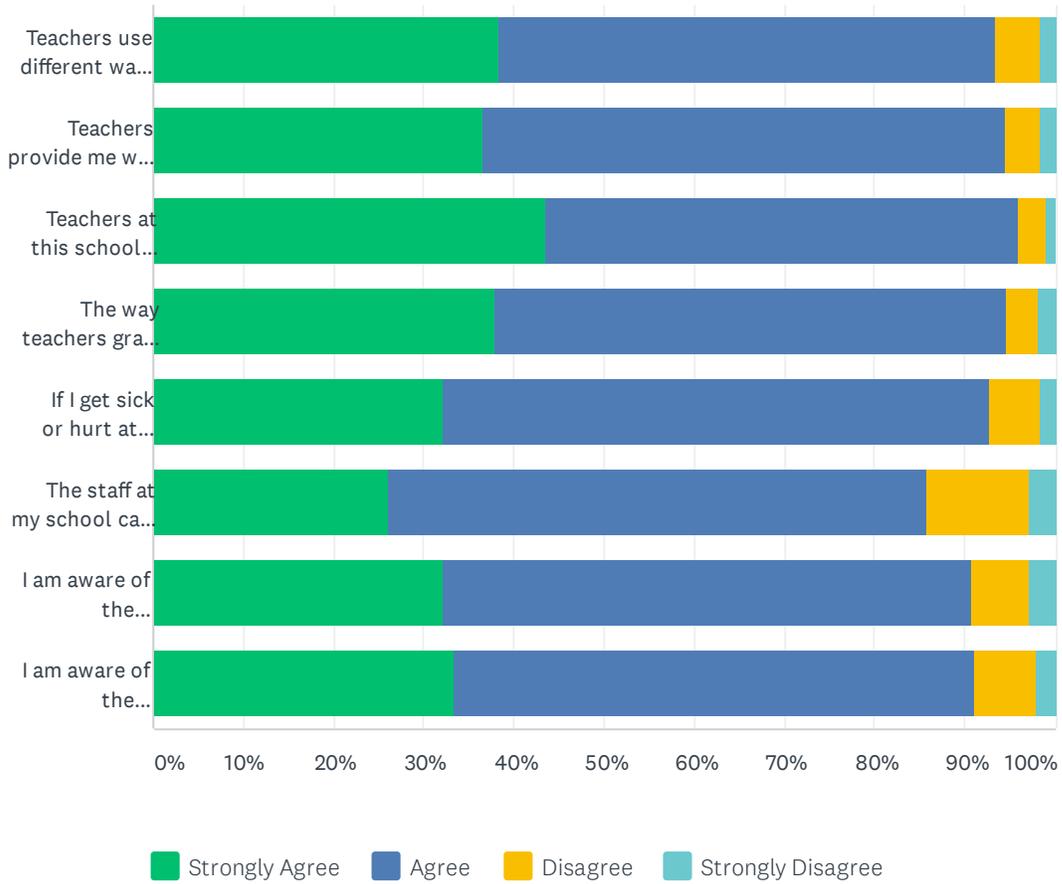
Answered: 595 Skipped: 46



ANSWER CHOICES	RESPONSES	
Connectivity problems (Internet didn't doesn't work consistently)	39%	235
Technical issues (device didn't/doesn't always work)	29%	175
I missed my friends.	58%	345
I missed campus activities.	40%	236
Virtual classes don't feel like school.	43%	254
I prefer the homework given inside the school building.	23%	134
I prefer virtual homework.	44%	262
I feel safer at school.	11%	68
I feel safer at home, not having anything to do with COVID-19.	67%	396
It's nice to not have to leave the house.	47%	281
It's nice to leave the house.	27%	163
There are more distractions at home.	38%	227
There are more distractions at school.	25%	150
Learning at home allowed me the flexibility to get a job.	10%	57
I learn better online.	35%	207
I learn better at the campus.	46%	274
Total Respondents: 595		

Q14 Please indicate if you agree or disagree with these statements.

Answered: 580 Skipped: 61

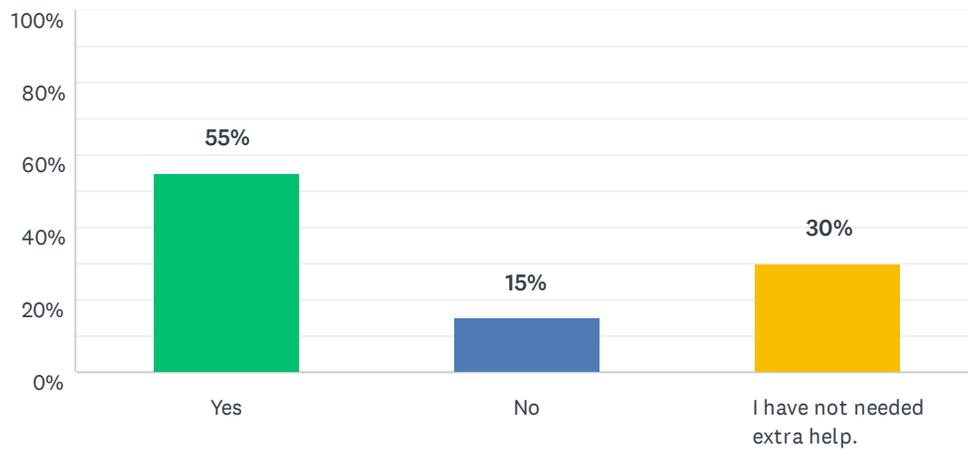


2020 - 2021 Middle School Student Survey

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
Teachers use different ways to help me understand class.	38% 222	55% 319	5% 30	2% 9	580
Teachers provide me with the help I need to complete class assignments.	37% 212	58% 336	4% 22	2% 9	579
Teachers at this school help me to succeed in school.	44% 252	52% 302	3% 17	1% 6	577
The way teachers grade my assignments and tests is fair.	38% 219	57% 328	4% 21	2% 10	578
If I get sick or hurt at school, the school nurse or someone else helps me.	32% 184	61% 348	6% 32	2% 9	573
The staff at my school care about me and listen to what I have to say.	26% 151	60% 344	11% 66	3% 16	577
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.	32% 186	59% 339	6% 37	3% 16	578
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.	33% 191	58% 331	7% 40	2% 11	573

Q15 Do you talk to your teachers in person or online when you need extra help with school work?

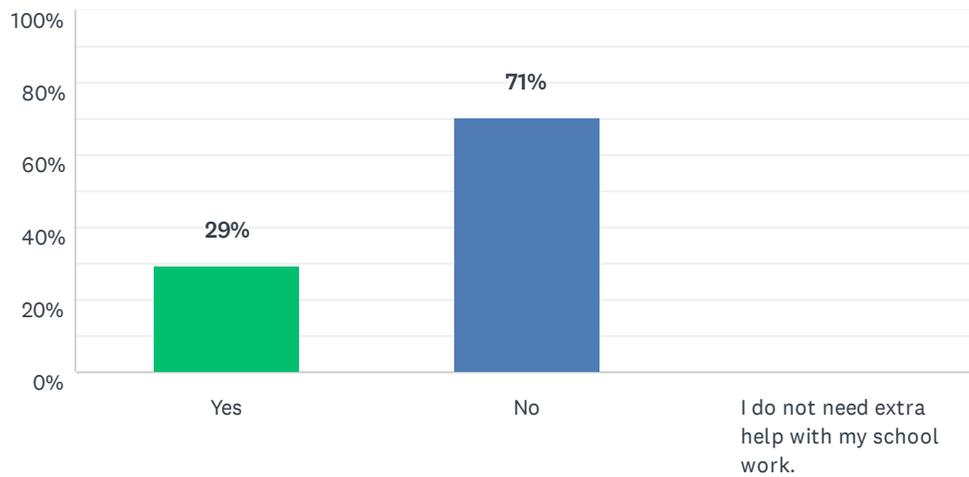
Answered: 578 Skipped: 63



ANSWER CHOICES	RESPONSES	
Yes	55%	318
No	15%	87
I have not needed extra help.	30%	173
TOTAL		578

Q16 Do you go to tutorial or accelerated instruction when you need extra help with school work?

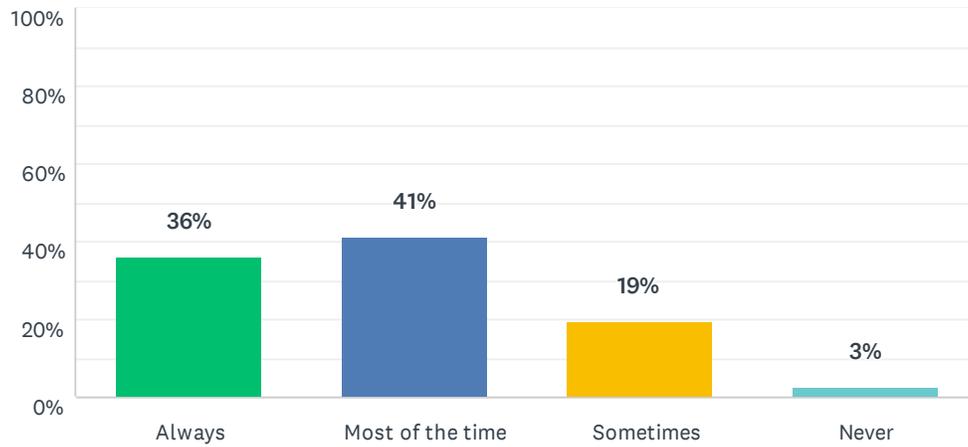
Answered: 581 Skipped: 60



ANSWER CHOICES	RESPONSES	
Yes	29%	170
No	71%	411
I do not need extra help with my school work.	0%	0
TOTAL		581

Q17 Does tutorial / accelerated instruction help you learn the class material better?

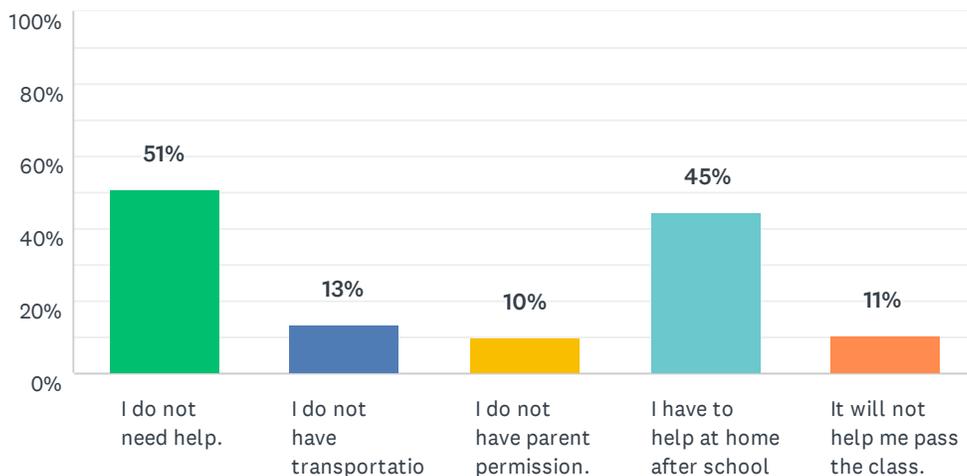
Answered: 170 Skipped: 471



ANSWER CHOICES	RESPONSES	
Always	36%	62
Most of the time	41%	70
Sometimes	19%	33
Never	3%	5
TOTAL		170

Q18 Why do you not stay or log on for tutorial / accelerated instruction?

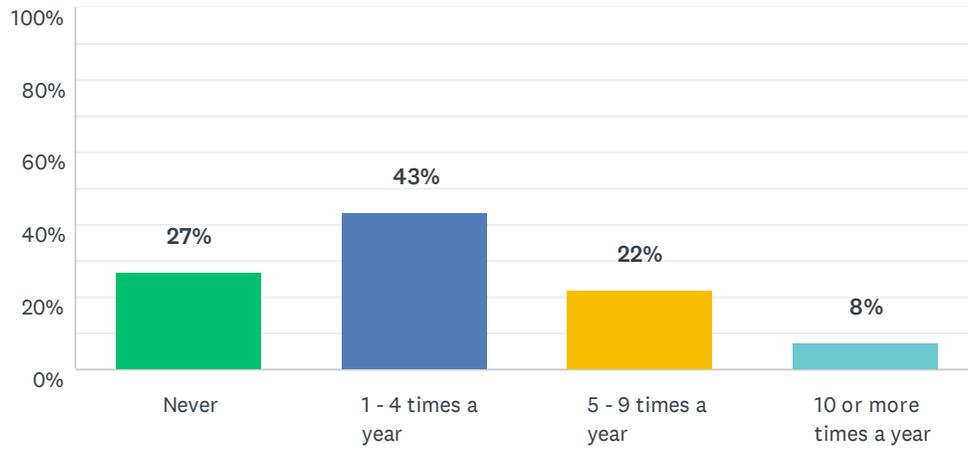
Answered: 141 Skipped: 500



ANSWER CHOICES	RESPONSES	
I do not need help.	51%	72
I do not have transportation.	13%	19
I do not have parent permission.	10%	14
I have to help at home after school	45%	63
It will not help me pass the class.	11%	15
Total Respondents: 141		

Q19 I am absent from school or don't log in to class -

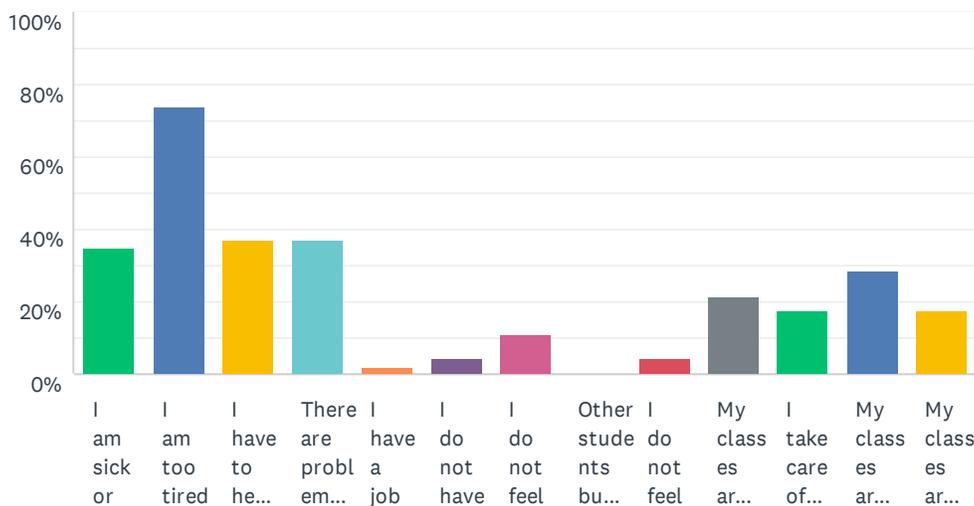
Answered: 578 Skipped: 63



ANSWER CHOICES	RESPONSES	
Never	27%	157
1 - 4 times a year	43%	250
5 - 9 times a year	22%	127
10 or more times a year	8%	44
TOTAL		578

Q20 Why are you absent or don't log in more than 10 days a year? Choose all that apply.

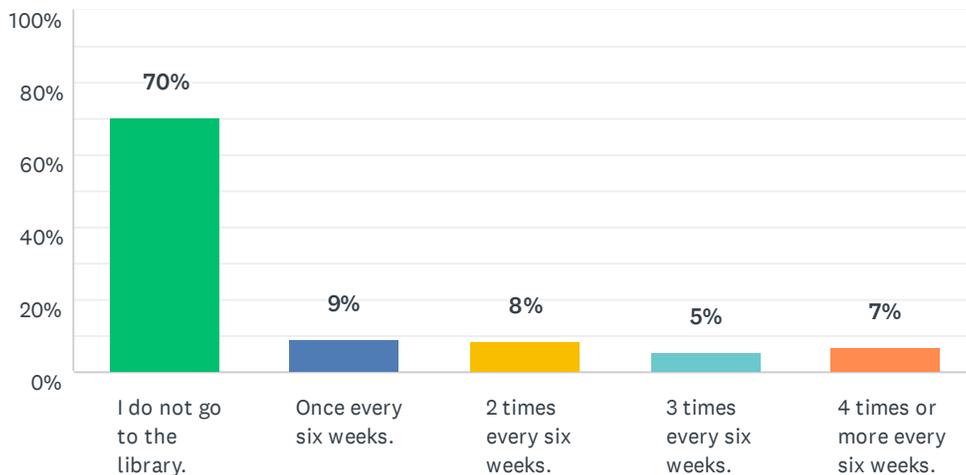
Answered: 46 Skipped: 595



ANSWER CHOICES	RESPONSES	
I am sick or don't feel well	35%	16
I am too tired or oversleep	74%	34
I have to help at home	37%	17
There are problems at home	37%	17
I have a job	2%	1
I do not have transportation	4%	2
I do not feel safe at school	11%	5
Other students bully or make fun of me	0%	0
I do not feel welcome	4%	2
My classes are too hard for me	22%	10
I take care of my siblings or other family members	17%	8
My classes are not interesting	28%	13
My classes are not preparing me for the work I want to do	17%	8
Total Respondents: 46		

Q21 How often do you go to the library or do online research for your classes?

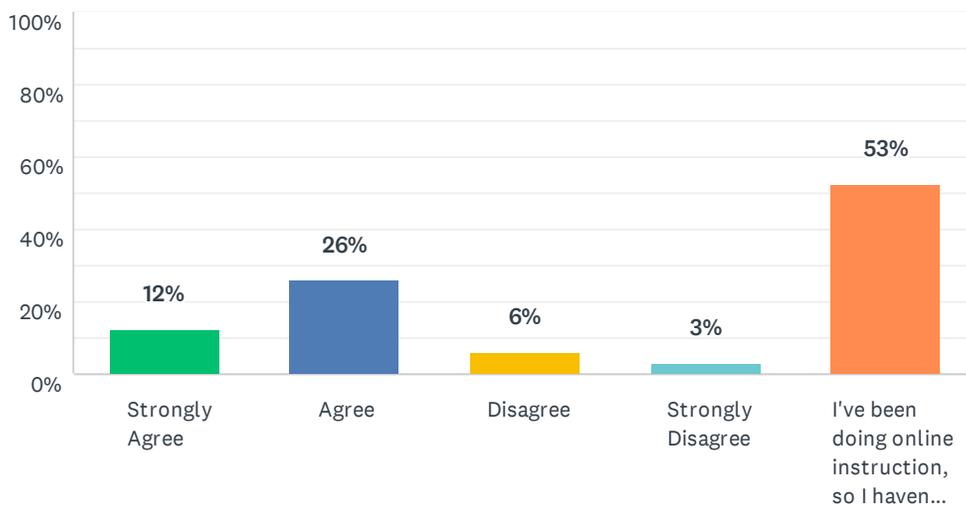
Answered: 569 Skipped: 72



ANSWER CHOICES	RESPONSES	
I do not go to the library.	70%	400
Once every six weeks.	9%	51
2 times every six weeks.	8%	48
3 times every six weeks.	5%	31
4 times or more every six weeks.	7%	39
TOTAL		569

Q22 The library offers books and resources that help me with my class work.

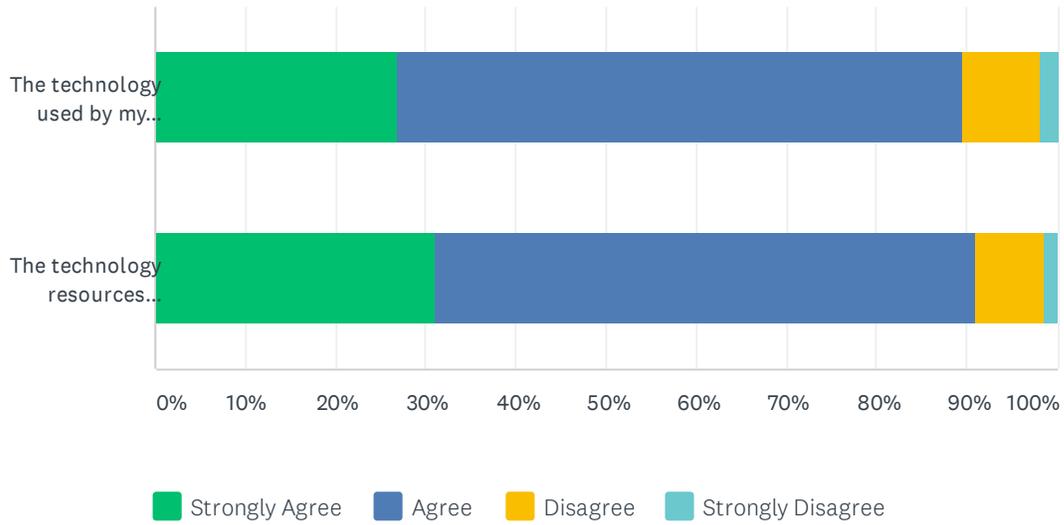
Answered: 570 Skipped: 71



ANSWER CHOICES	RESPONSES	
Strongly Agree	12%	70
Agree	26%	149
Disagree	6%	33
Strongly Disagree	3%	18
I've been doing online instruction, so I haven't had the opportunity to go to the school library.	53%	300
TOTAL		570

Q23 Please answer the following:

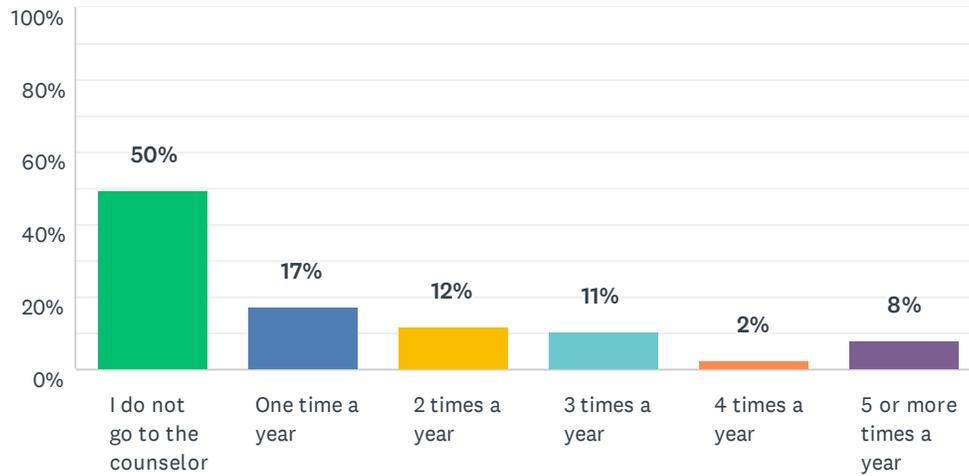
Answered: 572 Skipped: 69



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
The technology used by my teachers during class helps me learn better.	27% 153	63% 356	9% 49	2% 10	568
The technology resources (computer labs, online library resources, etc.) available to me are very helpful for my school work.	31% 177	60% 341	8% 44	1% 8	570

Q24 How often do you go or contact to the counselor?

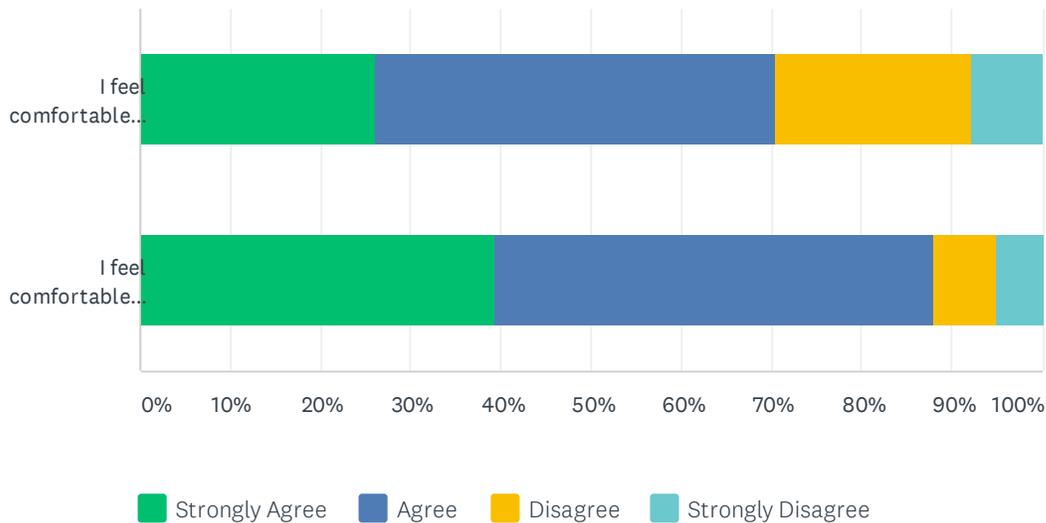
Answered: 563 Skipped: 78



ANSWER CHOICES	RESPONSES	
I do not go to the counselor	50%	279
One time a year	17%	98
2 times a year	12%	67
3 times a year	11%	60
4 times a year	2%	14
5 or more times a year	8%	45
TOTAL		563

Q25 Please indicate if you agree or disagree with these statements.

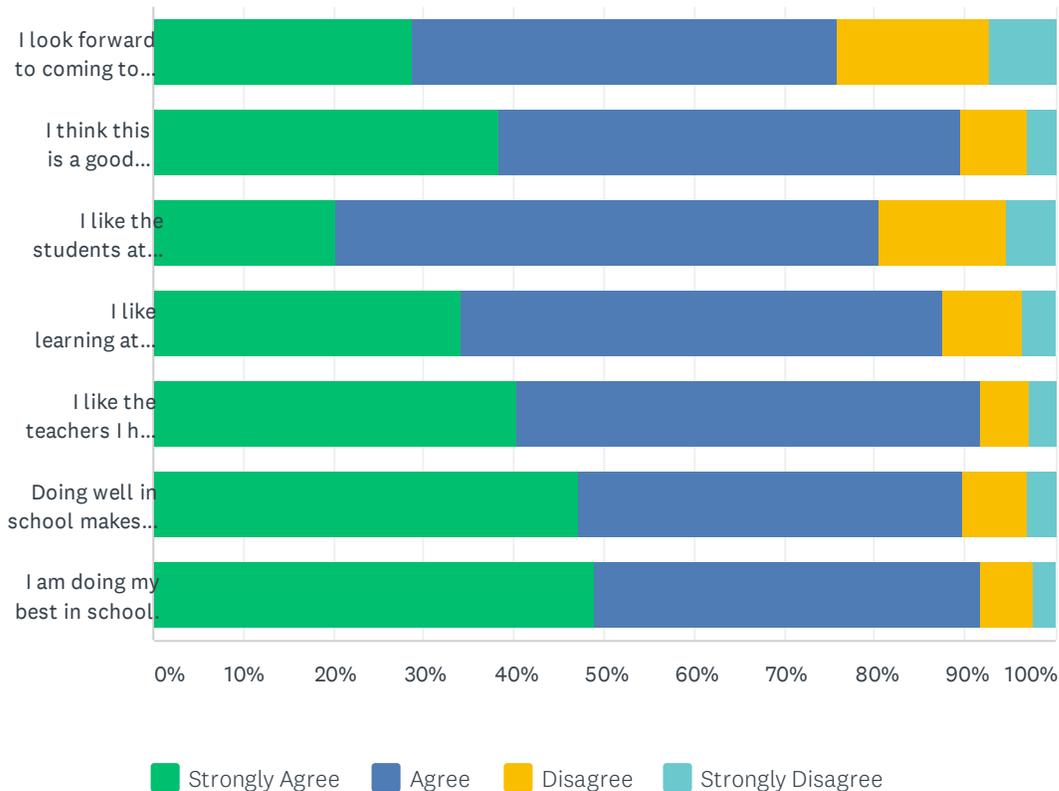
Answered: 563 Skipped: 78



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
I feel comfortable going to or contacting the school counselor if I need help with personal problems.	26% 147	44% 248	22% 122	8% 44	561
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.)	39% 220	49% 273	7% 39	5% 28	560

Q26 Please respond to the following:

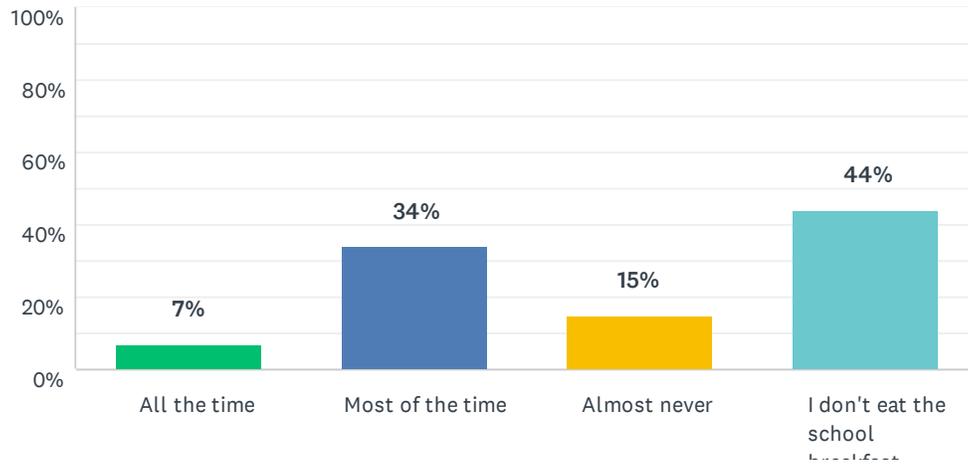
Answered: 560 Skipped: 81



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
I look forward to coming to or logging in to school each day.	29% 161	47% 264	17% 94	7% 41	560
I think this is a good school.	38% 215	51% 286	8% 42	3% 17	560
I like the students at this school.	20% 111	60% 329	14% 76	5% 30	546
I like learning at school or online.	34% 188	53% 295	9% 49	4% 20	552
I like the teachers I have for my classes.	40% 225	51% 287	5% 30	3% 16	558
Doing well in school makes me feel good about myself.	47% 264	43% 239	7% 40	3% 17	560
I am doing my best in school.	49% 273	43% 238	6% 33	2% 13	557

Q27 I like the school breakfast.

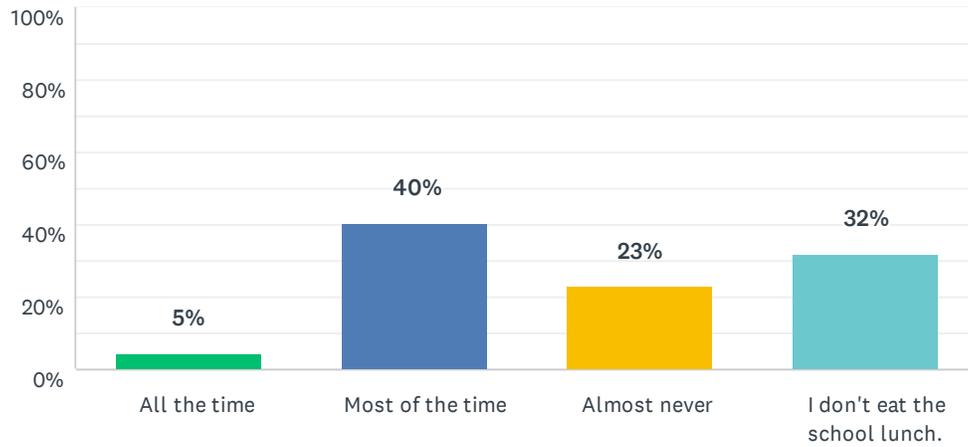
Answered: 558 Skipped: 83



ANSWER CHOICES	RESPONSES	
All the time	7%	38
Most of the time	34%	190
Almost never	15%	84
I don't eat the school breakfast.	44%	246
TOTAL		558

Q28 I like the school lunch.

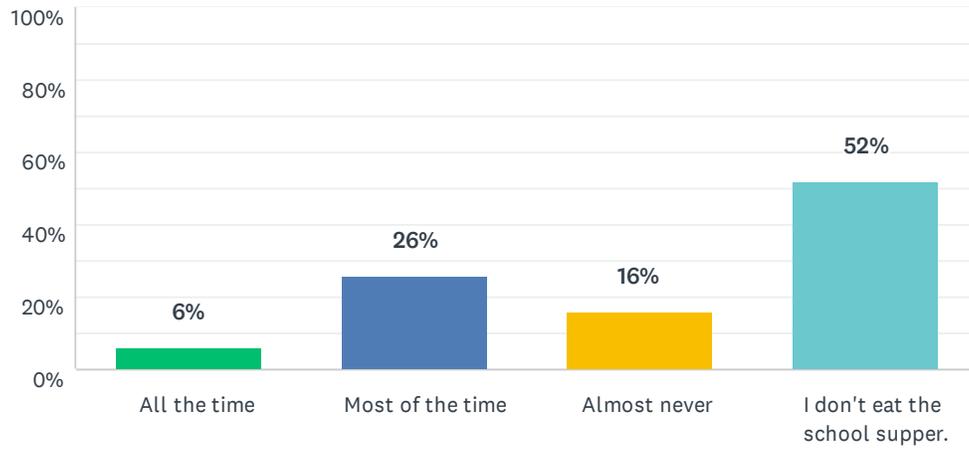
Answered: 558 Skipped: 83



ANSWER CHOICES	RESPONSES	
All the time	5%	26
Most of the time	40%	225
Almost never	23%	129
I don't eat the school lunch.	32%	178
TOTAL		558

Q29 I like the school supper.

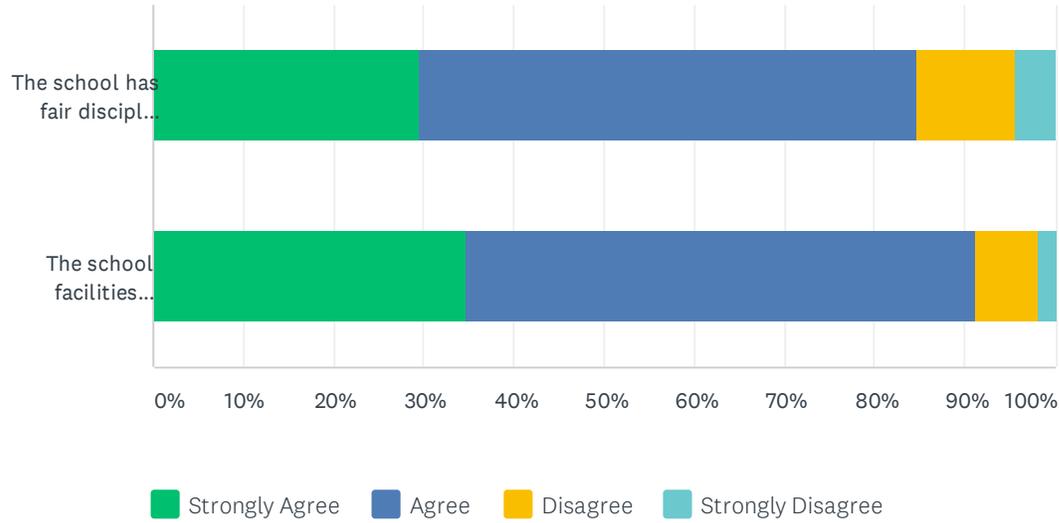
Answered: 558 Skipped: 83



ANSWER CHOICES	RESPONSES	
All the time	6%	34
Most of the time	26%	145
Almost never	16%	90
I don't eat the school supper.	52%	289
TOTAL		558

Q30 Please indicate if you agree or disagree with these statements.

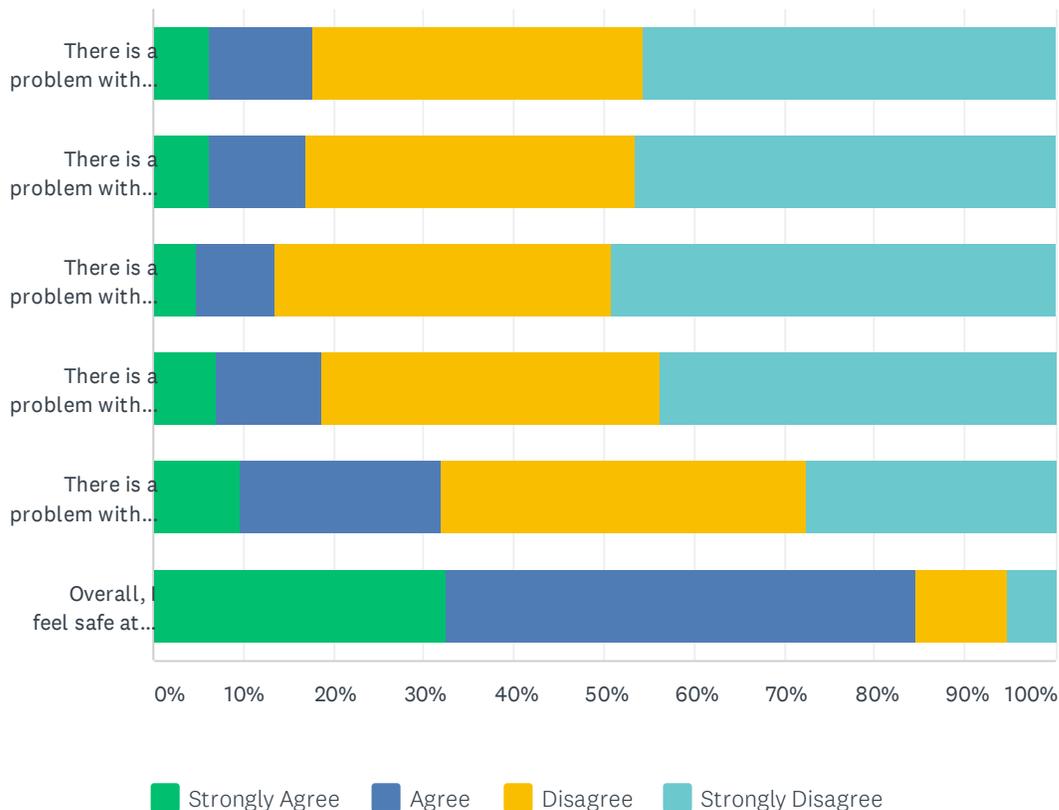
Answered: 552 Skipped: 89



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
The school has fair discipline rules and consequences.	30% 163	55% 304	11% 60	4% 24	551
The school facilities (cafeteria, bathrooms, halls) are kept clean.	35% 191	56% 310	7% 39	2% 10	550

Q31 Please indicate if you agree or disagree with these statements.

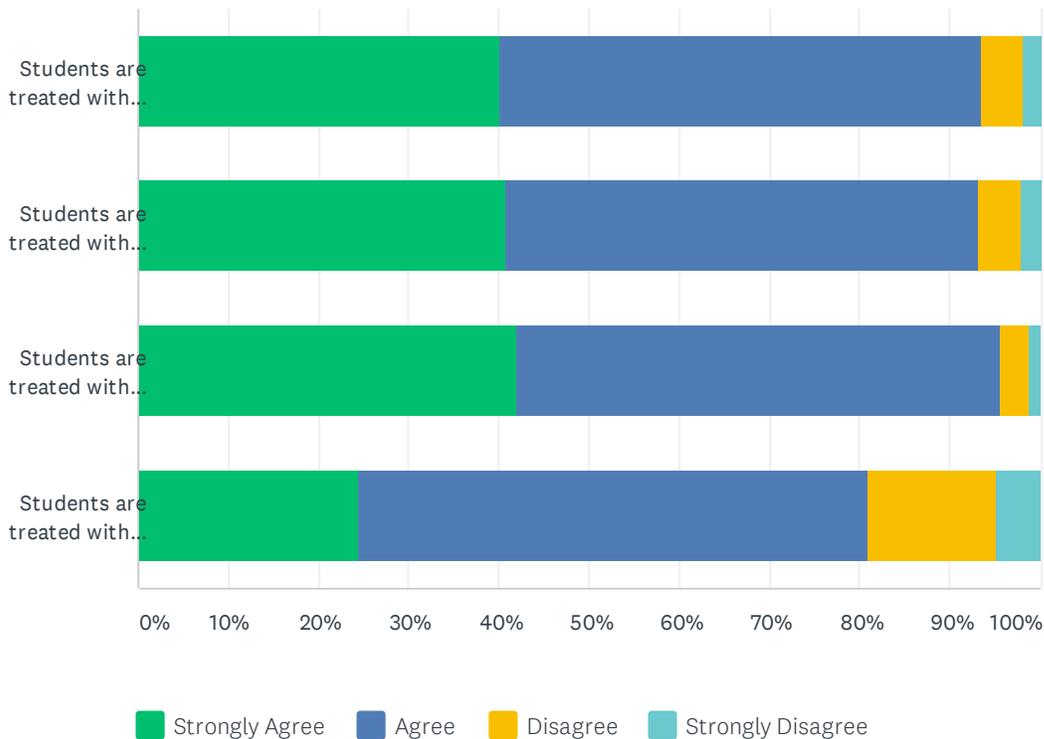
Answered: 554 Skipped: 87



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
There is a problem with drugs at this school.	6% 34	12% 64	37% 202	46% 252	552
There is a problem with vaping at this school.	6% 34	11% 59	36% 201	47% 257	551
There is a problem with alcohol at this school.	5% 27	9% 47	37% 206	49% 271	551
There is a problem with gangs at this school.	7% 39	12% 64	38% 207	44% 242	552
There is a problem with bullies at this school.	10% 53	22% 123	41% 223	27% 151	550
Overall, I feel safe at this school.	33% 180	52% 288	10% 56	5% 29	553

Q32 Please respond to the following:

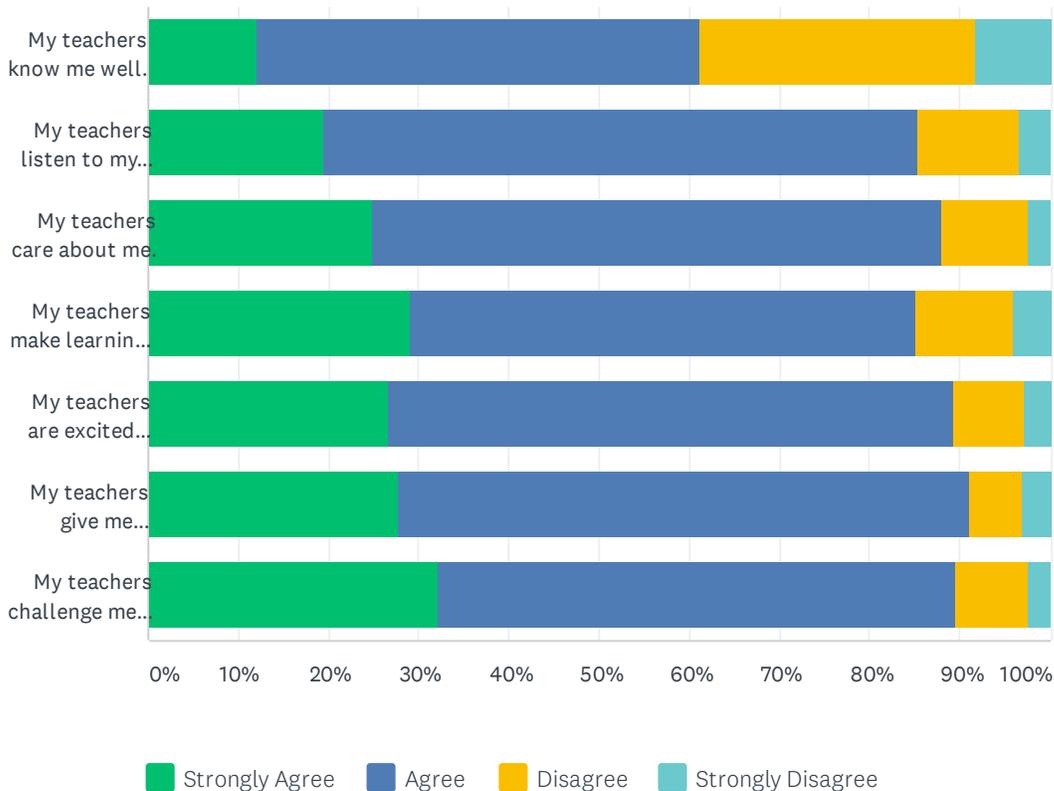
Answered: 555 Skipped: 86



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
Students are treated with respect by the principal and assistant principals.	40% 223	53% 295	5% 26	2% 10	554
Students are treated with respect by the school teachers.	41% 226	52% 290	5% 27	2% 11	554
Students are treated with respect by the staff in the school office.	42% 232	54% 297	3% 18	1% 7	554
Students are treated with respect by other students at this school.	25% 136	56% 312	14% 78	5% 27	553

Q33 Please respond to the following:

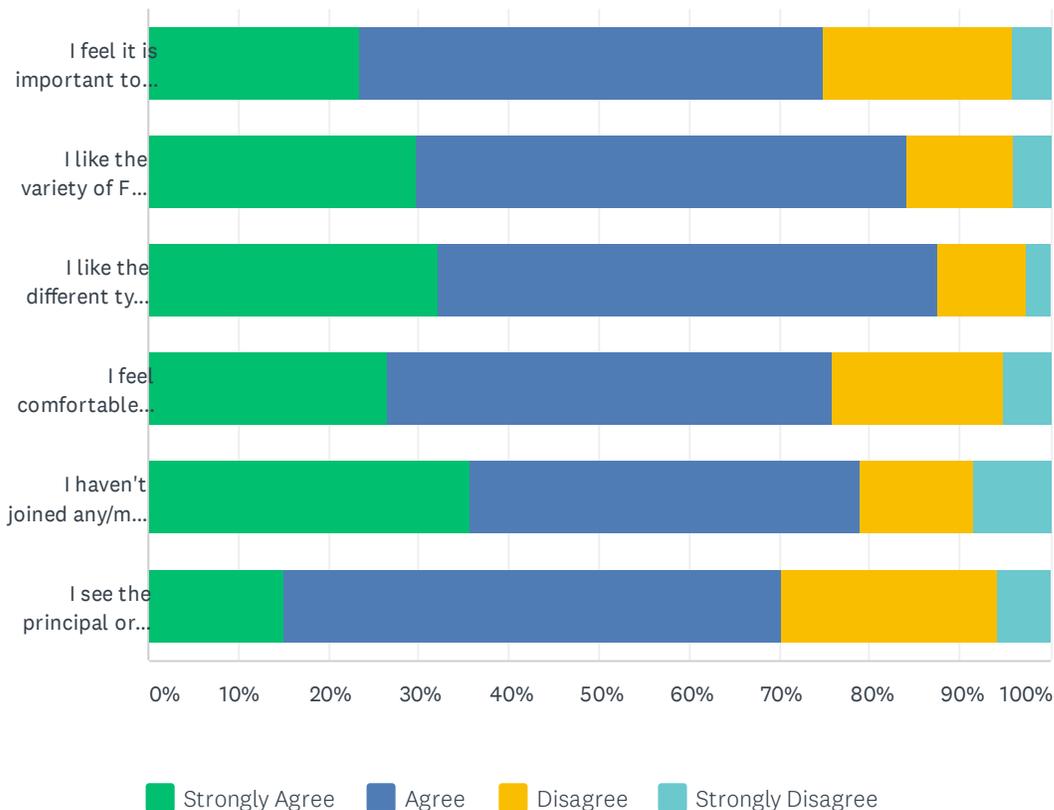
Answered: 556 Skipped: 85



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
My teachers know me well.	12% 67	49% 272	31% 169	8% 45	553
My teachers listen to my ideas.	19% 108	66% 366	11% 63	3% 19	556
My teachers care about me.	25% 134	63% 341	10% 52	2% 13	540
My teachers make learning interesting and fun.	29% 162	56% 311	11% 61	4% 22	556
My teachers are excited about what they teach.	27% 149	63% 348	8% 43	3% 16	556
My teachers give me individual help when I need it.	28% 152	63% 349	6% 32	3% 17	550
My teachers challenge me to do better.	32% 177	57% 316	8% 45	2% 13	551

Q34 Please indicate if you agree or disagree with these statements.

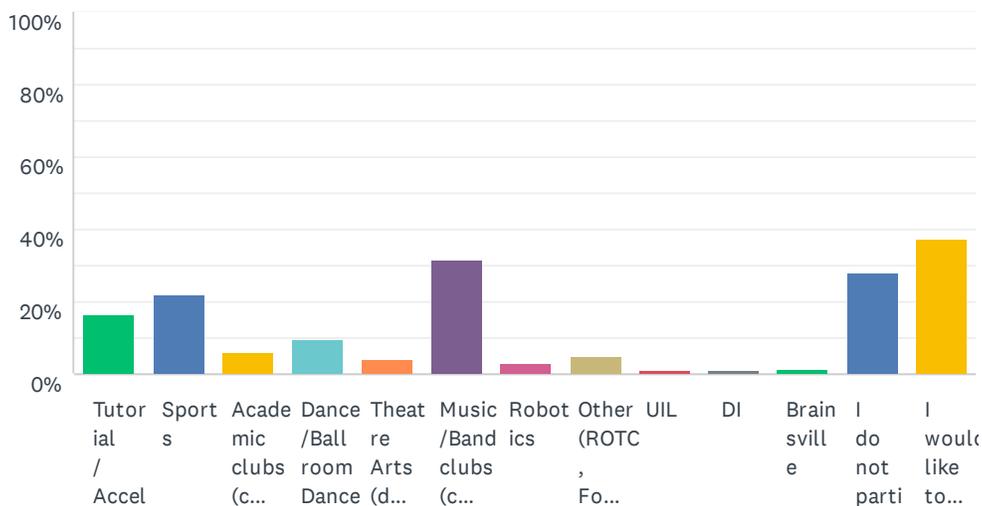
Answered: 551 Skipped: 90



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
I feel it is important to be involved in after-school activities (clubs or sports).	24% 130	51% 283	21% 115	4% 23	551
I like the variety of Fine Arts activities at my school (choir, art, ballroom dancing, etc.)	30% 164	54% 300	12% 65	4% 22	551
I like the different types of student activities offered after-school (clubs or sports).	32% 176	55% 304	10% 54	3% 14	548
I feel comfortable joining after-school activities (clubs or sports).	26% 145	49% 271	19% 103	5% 29	548
I haven't joined any/many after-school activities this year because of COVID-19.	36% 197	43% 237	13% 70	8% 46	550
I see the principal or an assistant principal at school activities.	15% 82	55% 300	24% 130	6% 32	544

Q35 I participate in the following after-school activities (check all that apply):

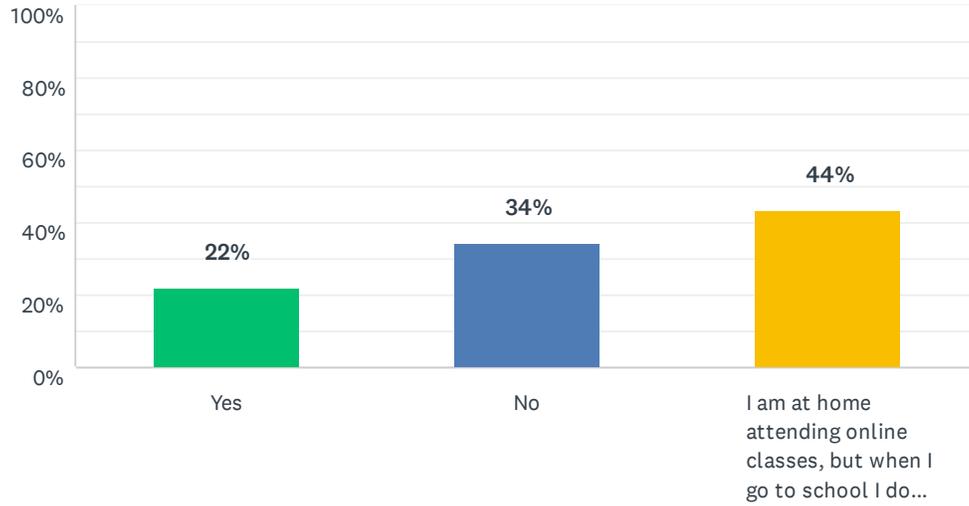
Answered: 544 Skipped: 97



ANSWER CHOICES	RESPONSES	
Tutorial / Accelerated instruction	17%	91
Sports	22%	121
Academic clubs (chess, math, speech, science, etc.)	6%	33
Dance/Ballroom Dance	10%	53
Theatre Arts (drama, plays, musicals, etc.)	4%	21
Music/Band clubs (choir, orchestra, mariachi, rondalla, band, etc.)	31%	171
Robotics	3%	15
Other (ROTC, Foreign Languages, etc.)	5%	26
UIL	1%	6
DI	1%	6
Brainsville	2%	9
I do not participate in any school club or activity	28%	151
I would like to participate in a school club or activity, but haven't this year due to COVID-19.	37%	203
Total Respondents: 544		

Q36 Do you ride the bus to school to school?

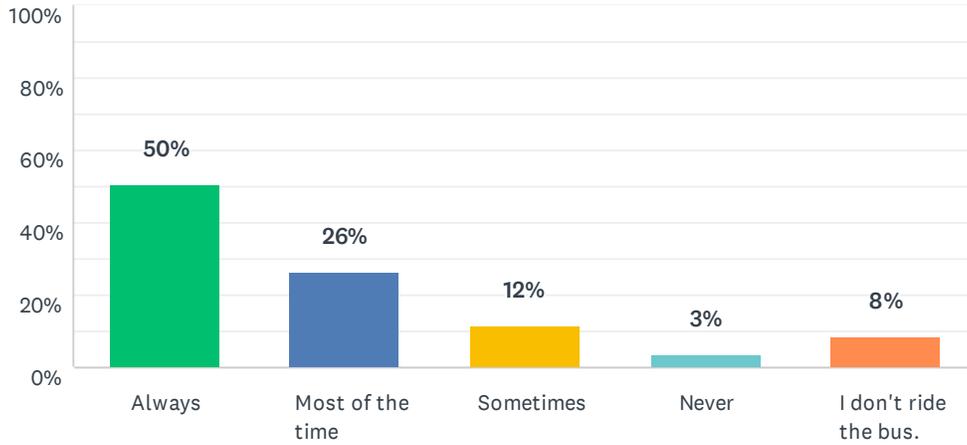
Answered: 552 Skipped: 89



ANSWER CHOICES	RESPONSES	
Yes	22%	121
No	34%	190
I am at home attending online classes, but when I go to school I do ride the school bus.	44%	241
TOTAL		552

Q37 The school bus is on time for school in the morning.

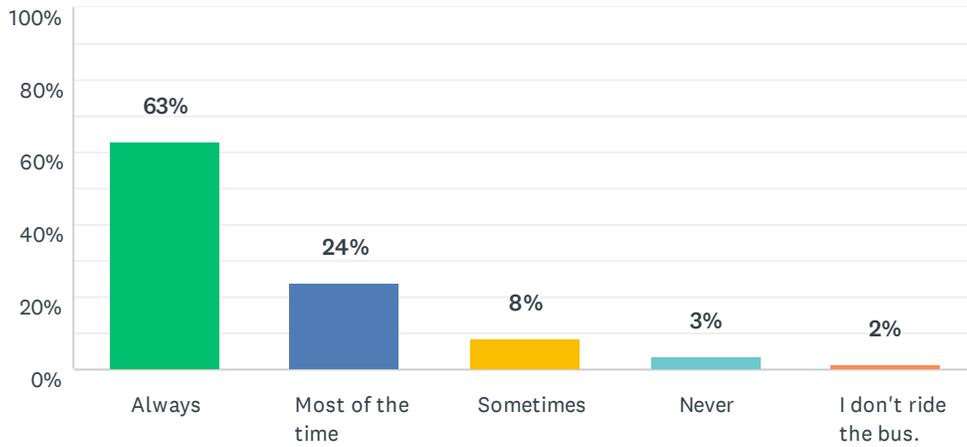
Answered: 121 Skipped: 520



ANSWER CHOICES	RESPONSES	
Always	50%	61
Most of the time	26%	32
Sometimes	12%	14
Never	3%	4
I don't ride the bus.	8%	10
TOTAL		121

Q38 The school bus is on time to drop me off at home after school.

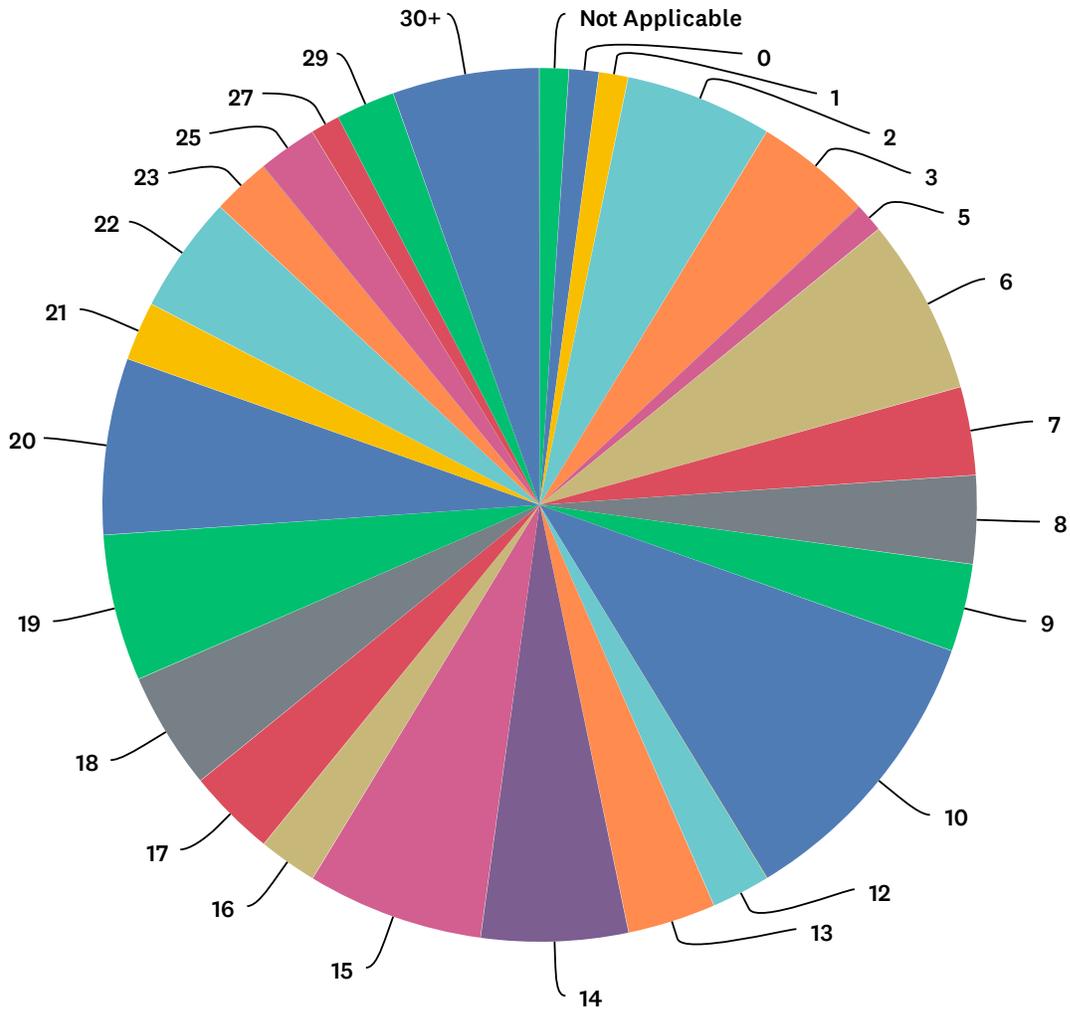
Answered: 121 Skipped: 520



ANSWER CHOICES	RESPONSES	
Always	63%	76
Most of the time	24%	29
Sometimes	8%	10
Never	3%	4
I don't ride the bus.	2%	2
TOTAL		121

Q2 Please indicate the number of years of experience.

Answered: 92 Skipped: 0

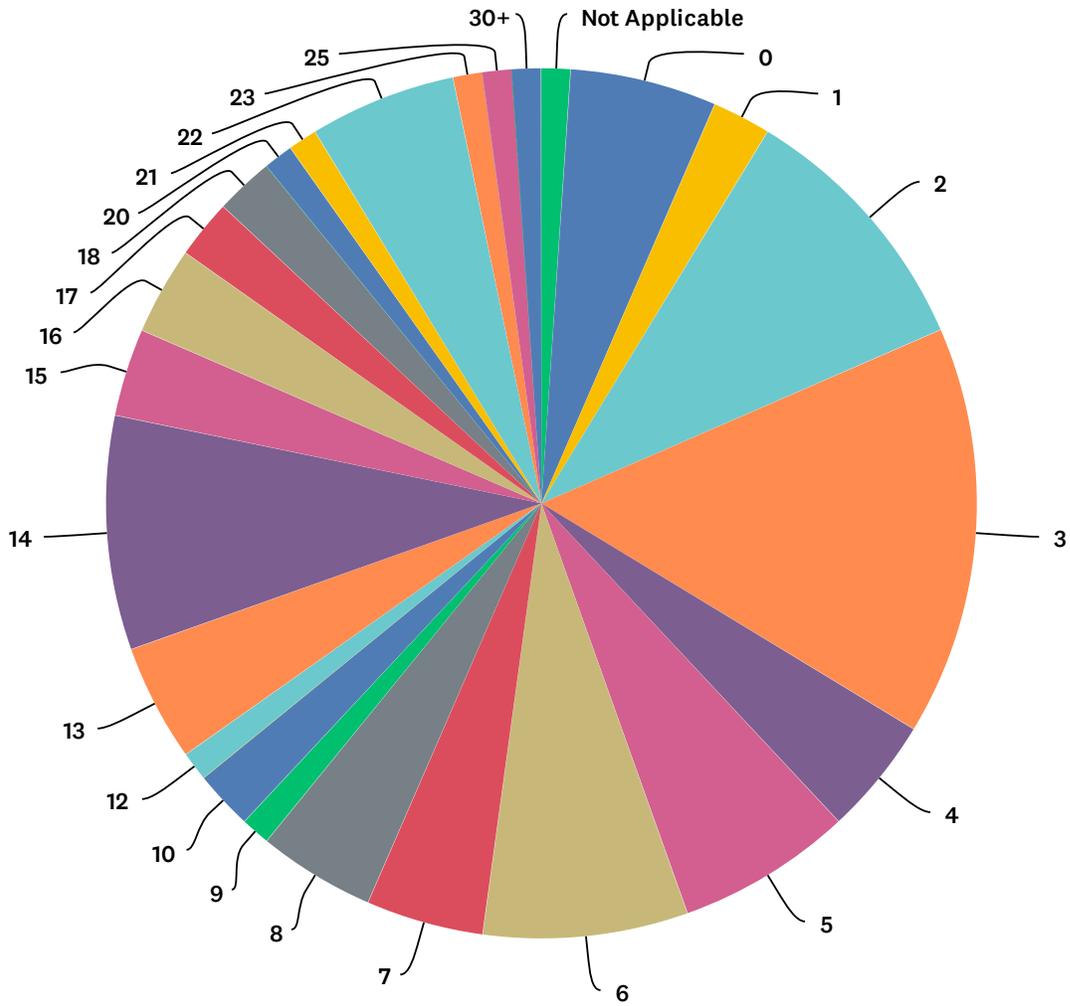


2020 - 2021 Middle School Staff CNA Survey

ANSWER CHOICES	RESPONSES	
Not Applicable	1%	1
0	1%	1
1	1%	1
2	5%	5
3	4%	4
4	0%	0
5	1%	1
6	7%	6
7	3%	3
8	3%	3
9	3%	3
10	11%	10
11	0%	0
12	2%	2
13	3%	3
14	5%	5
15	7%	6
16	2%	2
17	3%	3
18	4%	4
19	5%	5
20	7%	6
21	2%	2
22	4%	4
23	2%	2
24	0%	0
25	2%	2
26	0%	0
27	1%	1
28	0%	0
29	2%	2
30+	5%	5
TOTAL		92

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

Answered: 92 Skipped: 0

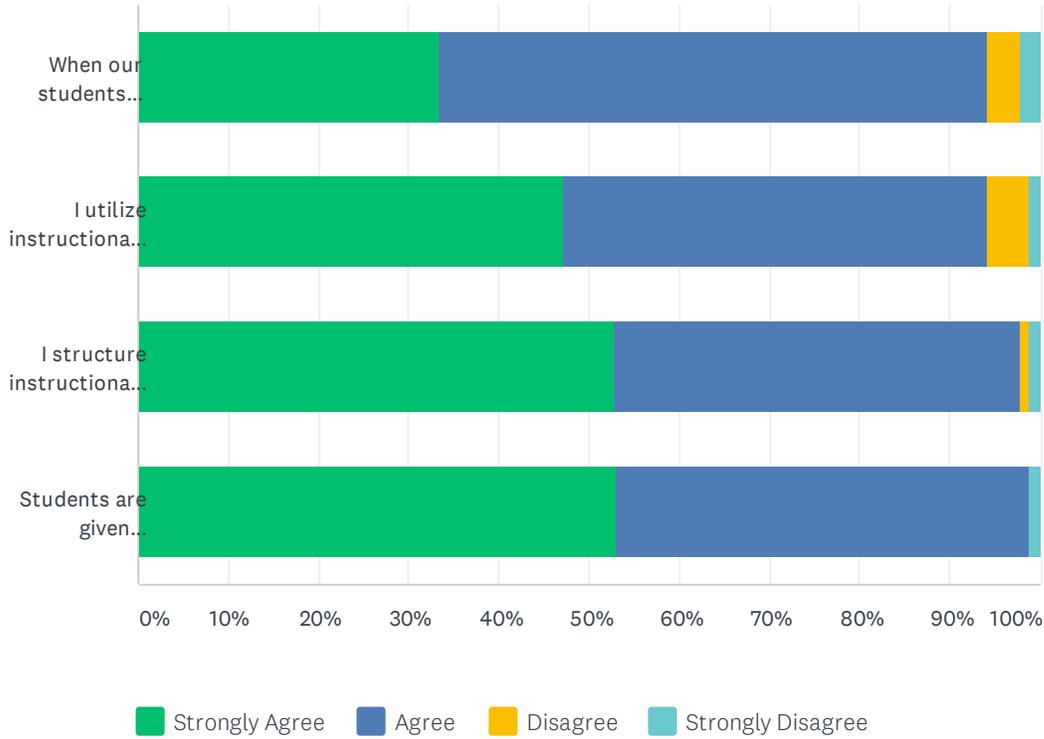


2020 - 2021 Middle School Staff CNA Survey

ANSWER CHOICES	RESPONSES	
Not Applicable	1%	1
0	5%	5
1	2%	2
2	10%	9
3	15%	14
4	4%	4
5	7%	6
6	8%	7
7	4%	4
8	4%	4
9	1%	1
10	2%	2
11	0%	0
12	1%	1
13	4%	4
14	9%	8
15	3%	3
16	3%	3
17	2%	2
18	2%	2
19	0%	0
20	1%	1
21	1%	1
22	5%	5
23	1%	1
24	0%	0
25	1%	1
26	0%	0
27	0%	0
28	0%	0
29	0%	0
30+	1%	1
TOTAL		92

Q4 Please complete the following:

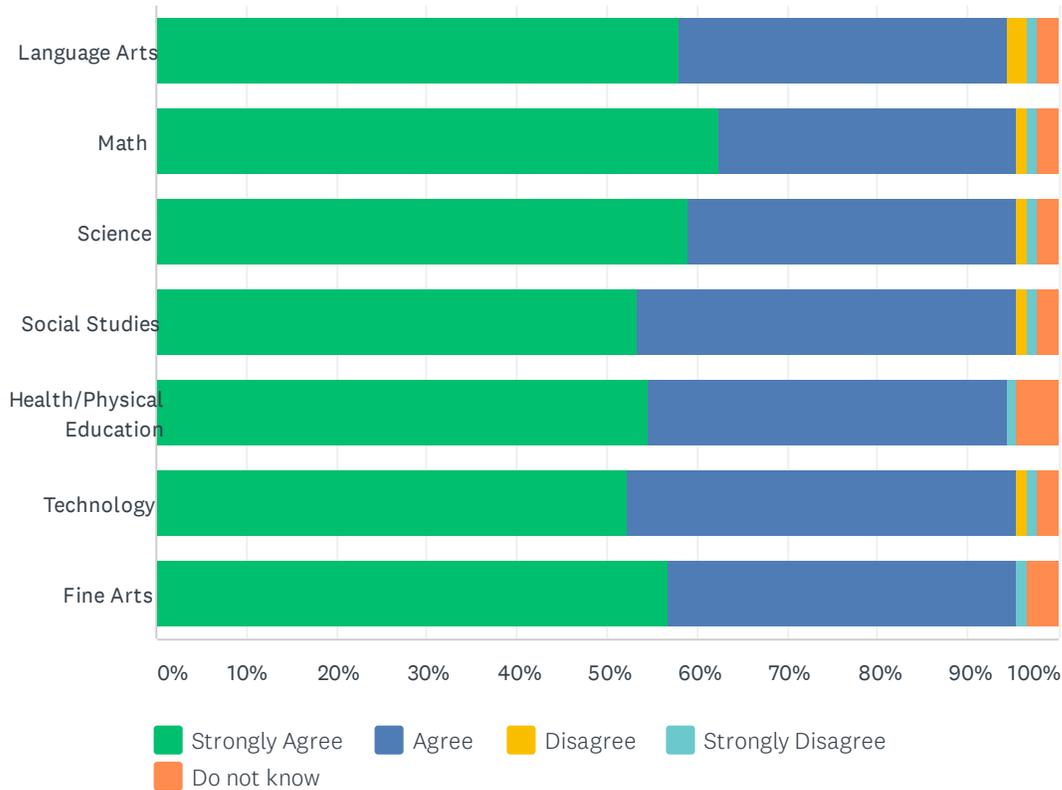
Answered: 87 Skipped: 5



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
When our students complete middle school, they go to high school prepared with adequate knowledge and skills to succeed.	33% 29	61% 53	3% 3	2% 2	87
I utilize instructional activities in the classroom and online in which students need to use critical thinking and problem-solving strategies.	47% 41	47% 41	5% 4	1% 1	87
I structure instructional activities to encourage active student participation and promote learning.	53% 46	45% 39	1% 1	1% 1	87
Students are given opportunities to demonstrate their learning.	53% 45	46% 39	0% 0	1% 1	85

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

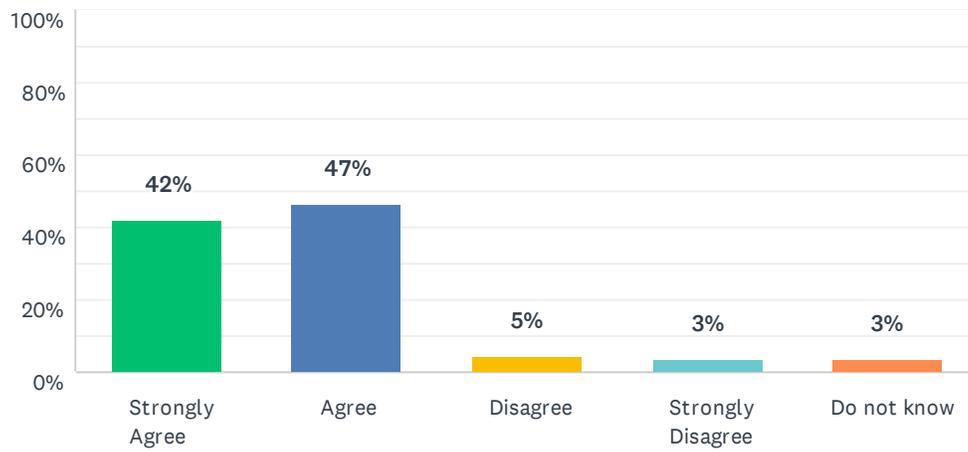
Answered: 88 Skipped: 4



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DO NOT KNOW	TOTAL
Language Arts	58% 51	36% 32	2% 2	1% 1	2% 2	88
Math	63% 55	33% 29	1% 1	1% 1	2% 2	88
Science	59% 52	36% 32	1% 1	1% 1	2% 2	88
Social Studies	53% 47	42% 37	1% 1	1% 1	2% 2	88
Health/Physical Education	55% 48	40% 35	0% 0	1% 1	5% 4	88
Technology	52% 46	43% 38	1% 1	1% 1	2% 2	88
Fine Arts	57% 50	39% 34	0% 0	1% 1	3% 3	88

Q6 The special education program at our campus effectively educates students.

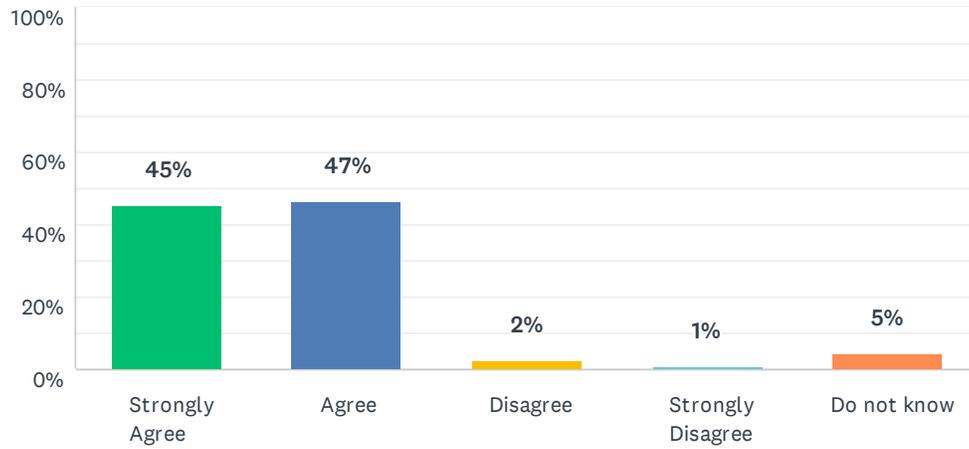
Answered: 88 Skipped: 4



ANSWER CHOICES	RESPONSES	
Strongly Agree	42%	37
Agree	47%	41
Disagree	5%	4
Strongly Disagree	3%	3
Do not know	3%	3
TOTAL		88

Q7 The bilingual program at our campus effectively educates students.

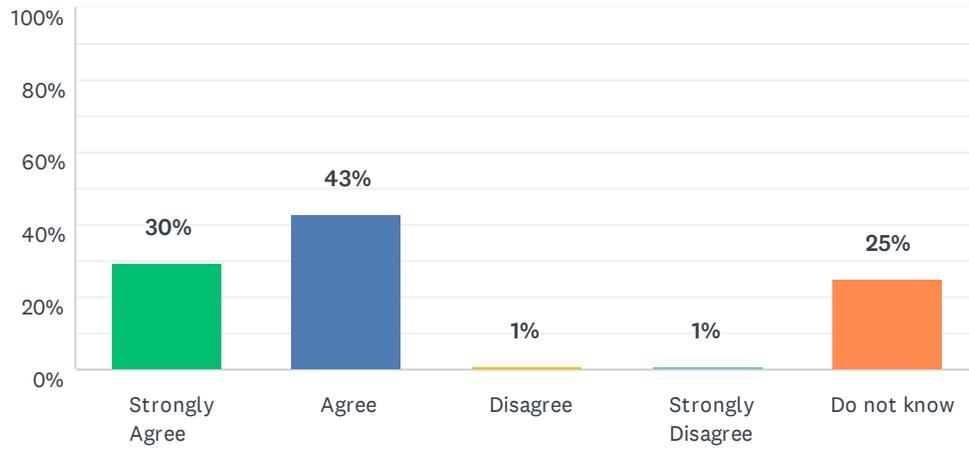
Answered: 88 Skipped: 4



ANSWER CHOICES	RESPONSES	
Strongly Agree	45%	40
Agree	47%	41
Disagree	2%	2
Strongly Disagree	1%	1
Do not know	5%	4
TOTAL		88

Q8 The migrant services effectively support migrant student education.

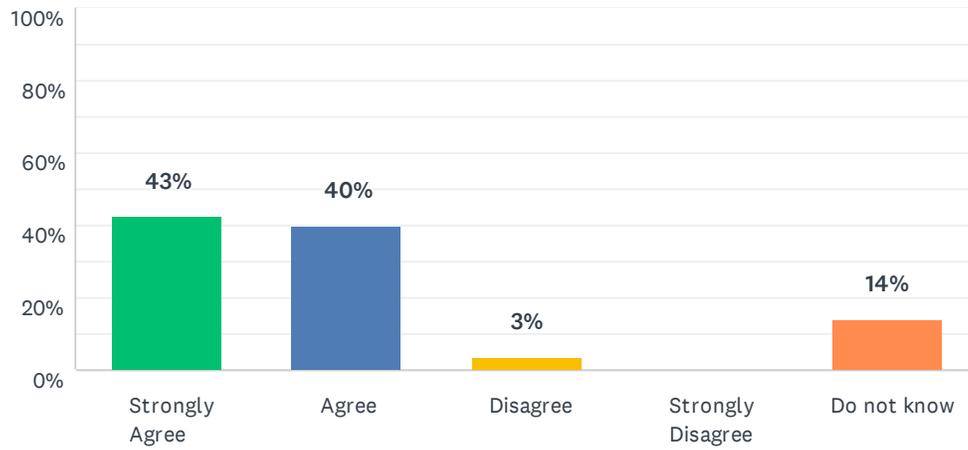
Answered: 88 Skipped: 4



ANSWER CHOICES	RESPONSES	
Strongly Agree	30%	26
Agree	43%	38
Disagree	1%	1
Strongly Disagree	1%	1
Do not know	25%	22
TOTAL		88

Q9 The gifted and talented program at our campus effectively educates students.

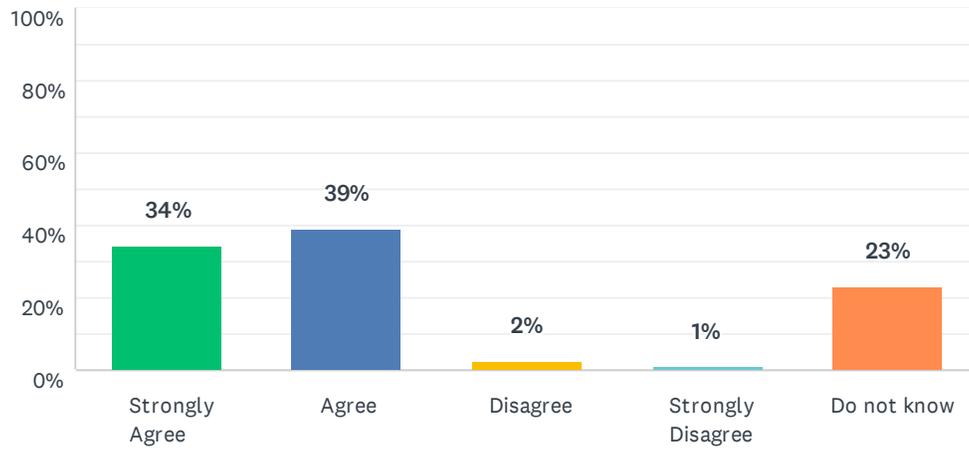
Answered: 87 Skipped: 5



ANSWER CHOICES	RESPONSES	
Strongly Agree	43%	37
Agree	40%	35
Disagree	3%	3
Strongly Disagree	0%	0
Do not know	14%	12
TOTAL		87

Q10 The compensatory funded services at our campus effectively educate students at risk.

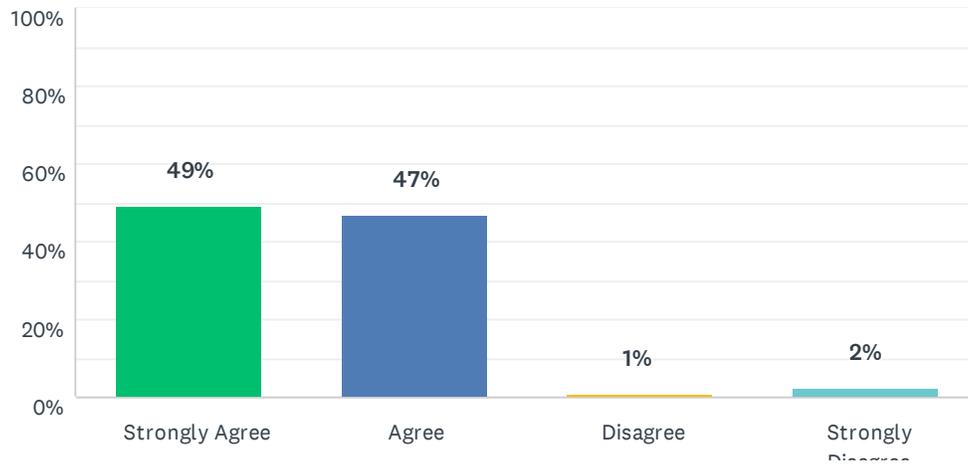
Answered: 87 Skipped: 5



ANSWER CHOICES	RESPONSES	
Strongly Agree	34%	30
Agree	39%	34
Disagree	2%	2
Strongly Disagree	1%	1
Do not know	23%	20
TOTAL		87

Q11 Our campus does a good job of implementing the district instructional frameworks in the classrooms and online.

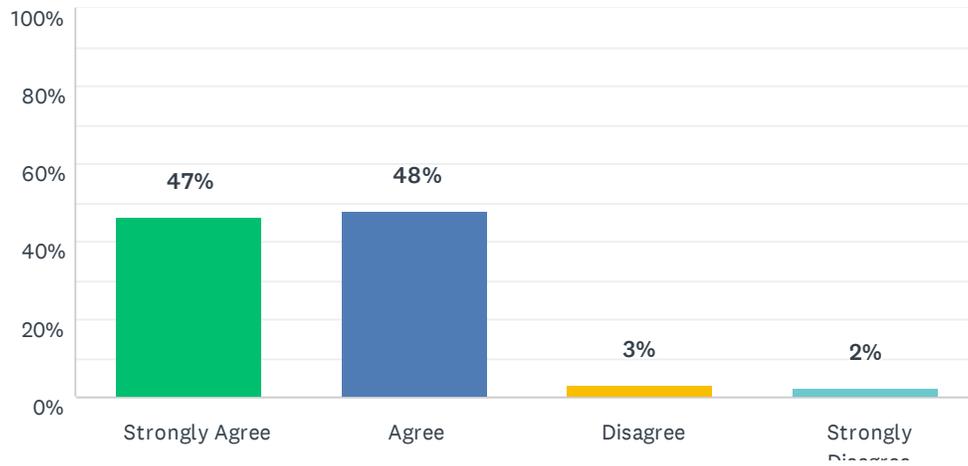
Answered: 87 Skipped: 5



ANSWER CHOICES	RESPONSES	
Strongly Agree	49%	43
Agree	47%	41
Disagree	1%	1
Strongly Disagree	2%	2
TOTAL		87

Q12 Our campus does a good job of meeting the academic needs of diverse student populations.

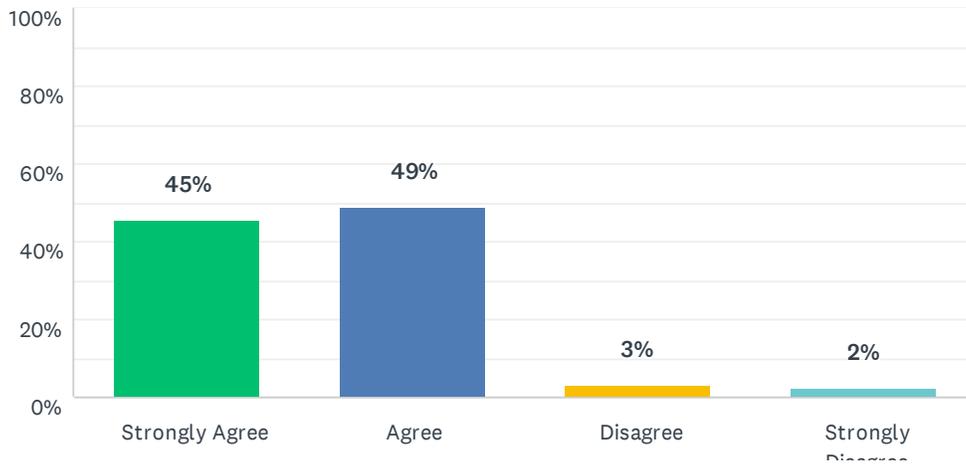
Answered: 88 Skipped: 4



ANSWER CHOICES	RESPONSES	
Strongly Agree	47%	41
Agree	48%	42
Disagree	3%	3
Strongly Disagree	2%	2
TOTAL		88

Q13 Our campus provides innovative and interesting academic instruction, programs, and projects that motivate students to learn.

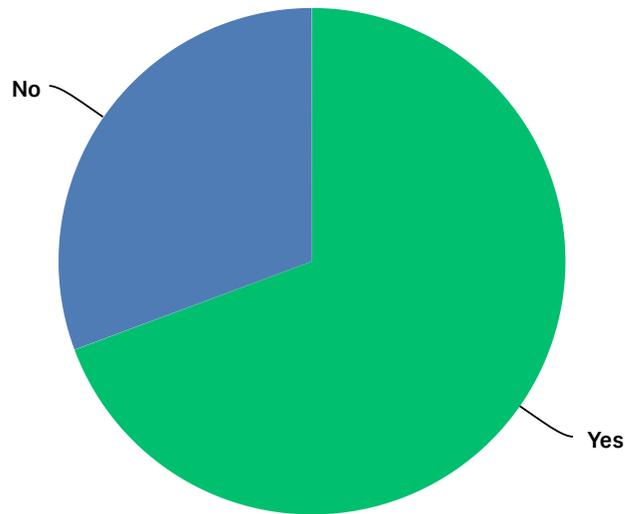
Answered: 88 Skipped: 4



ANSWER CHOICES	RESPONSES	
Strongly Agree	45%	40
Agree	49%	43
Disagree	3%	3
Strongly Disagree	2%	2
TOTAL		88

Q14 I would like additional professional development.

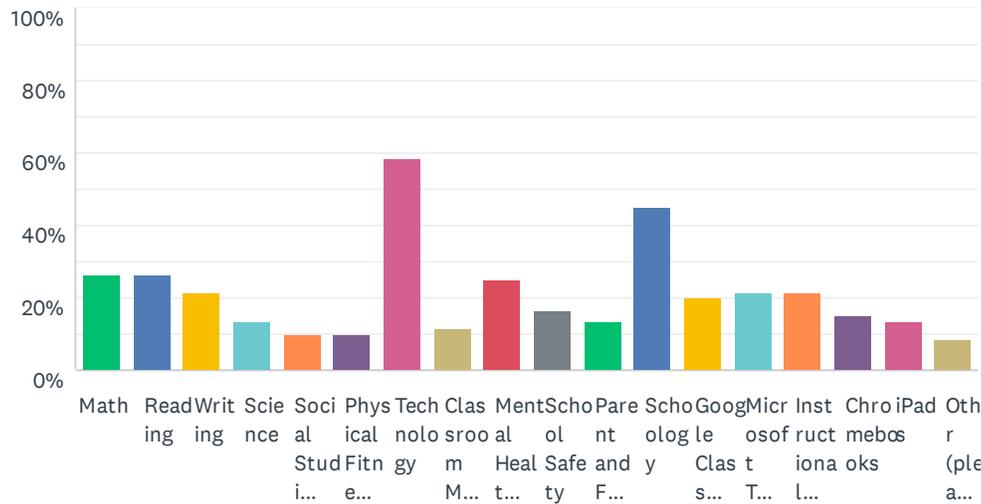
Answered: 88 Skipped: 4



ANSWER CHOICES	RESPONSES	
Yes	69%	61
No	31%	27
TOTAL		88

Q15 I would like professional development in the following areas. Check as many as apply.

Answered: 60 Skipped: 32



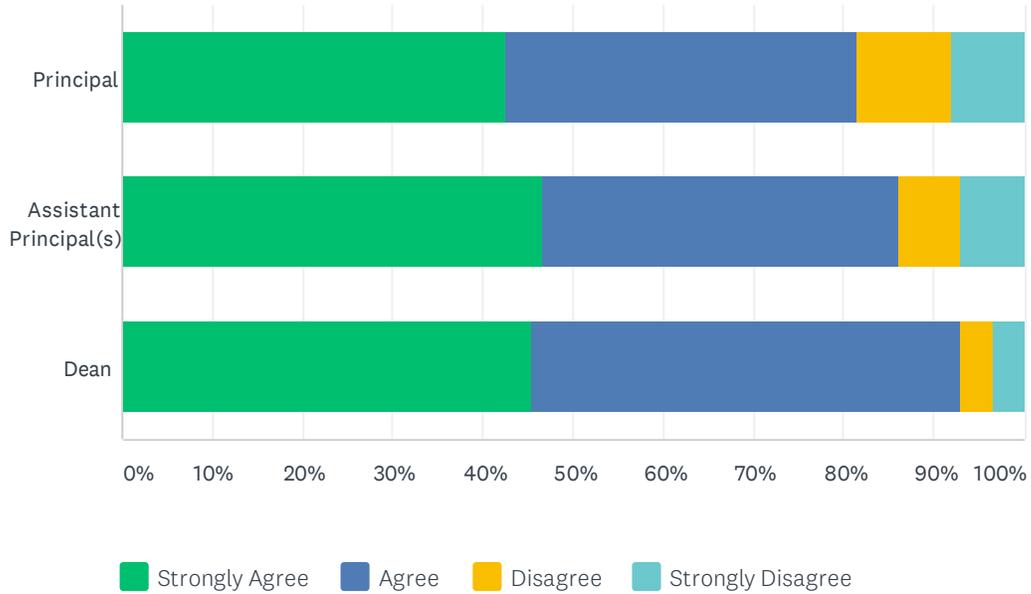
ANSWER CHOICES	RESPONSES	
Math	27%	16
Reading	27%	16
Writing	22%	13
Science	13%	8
Social Studies / History	10%	6
Physical Fitness / Health / P.E.	10%	6
Technology	58%	35
Classroom Management	12%	7
Mental Health and Wellness / Social Emotional Learning	25%	15
School Safety	17%	10
Parent and Family Engagement Topics	13%	8
Schoology	45%	27
Google Classroom	20%	12
Microsoft Teams	22%	13
Instructional Learning	22%	13
Chromebooks	15%	9
iPads	13%	8
Other (please specify).	8%	5
Total Respondents: 60		

2020 - 2021 Middle School Staff CNA Survey

#	OTHER (PLEASE SPECIFY).	DATE
1	Fine arts	5/3/2021 11:57 AM
2	Fine Arts - Instrumental Music	4/28/2021 8:29 AM
3	Cleartouch Panel	4/26/2021 10:28 AM
4	Hybrid Teaching	4/26/2021 10:15 AM
5	forethought	4/26/2021 7:38 AM

Q16 The following campus administrators consistently support teachers:

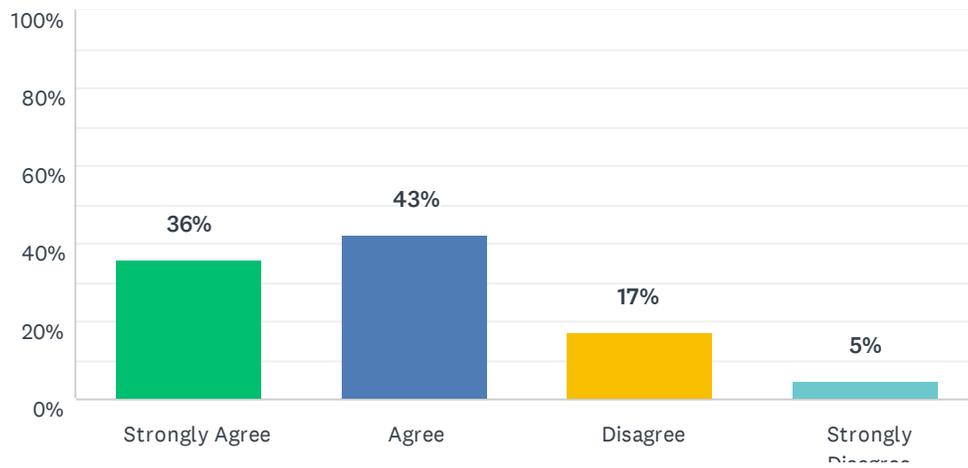
Answered: 87 Skipped: 5



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
Principal	43% 37	39% 34	10% 9	8% 7	87
Assistant Principal(s)	47% 40	40% 34	7% 6	7% 6	86
Dean	45% 39	48% 41	3% 3	3% 3	86

Q17 There is an atmosphere of trust and mutual respect between administration and staff at our campus.

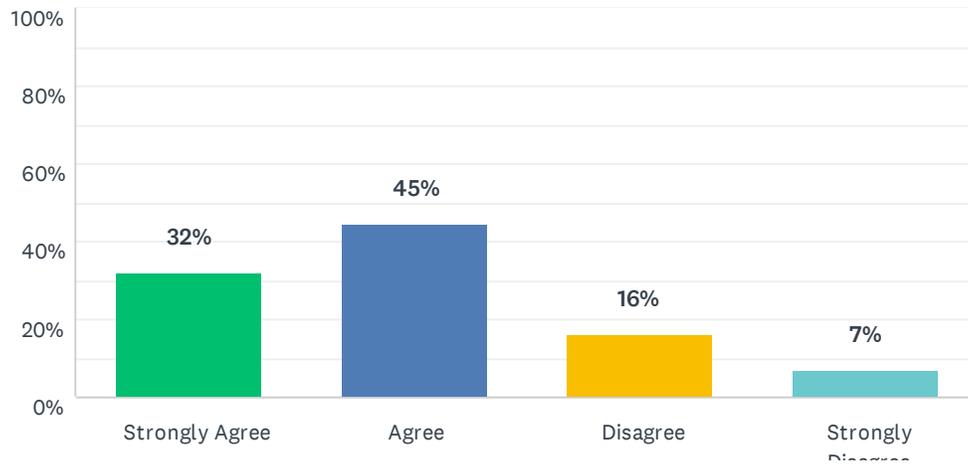
Answered: 87 Skipped: 5



ANSWER CHOICES	RESPONSES	
Strongly Agree	36%	31
Agree	43%	37
Disagree	17%	15
Strongly Disagree	5%	4
TOTAL		87

Q18 Teachers are involved in the decision making process of important educational issues at our campus.

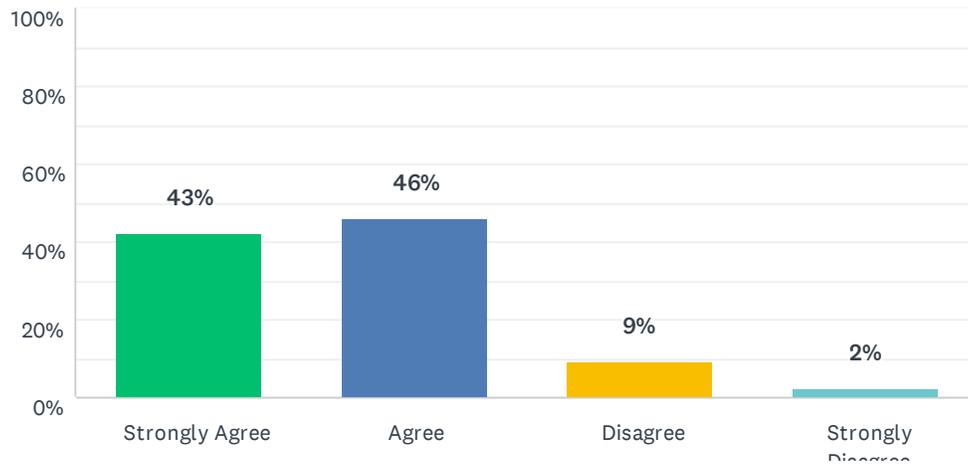
Answered: 87 Skipped: 5



ANSWER CHOICES	RESPONSES	
Strongly Agree	32%	28
Agree	45%	39
Disagree	16%	14
Strongly Disagree	7%	6
TOTAL		87

Q19 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).

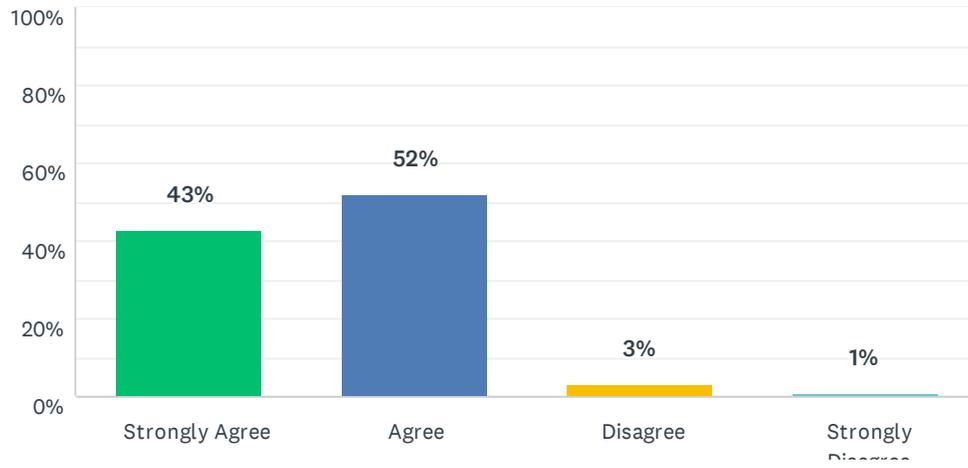
Answered: 87 Skipped: 5



ANSWER CHOICES	RESPONSES	
Strongly Agree	43%	37
Agree	46%	40
Disagree	9%	8
Strongly Disagree	2%	2
TOTAL		87

Q20 Our campus is kept clean.

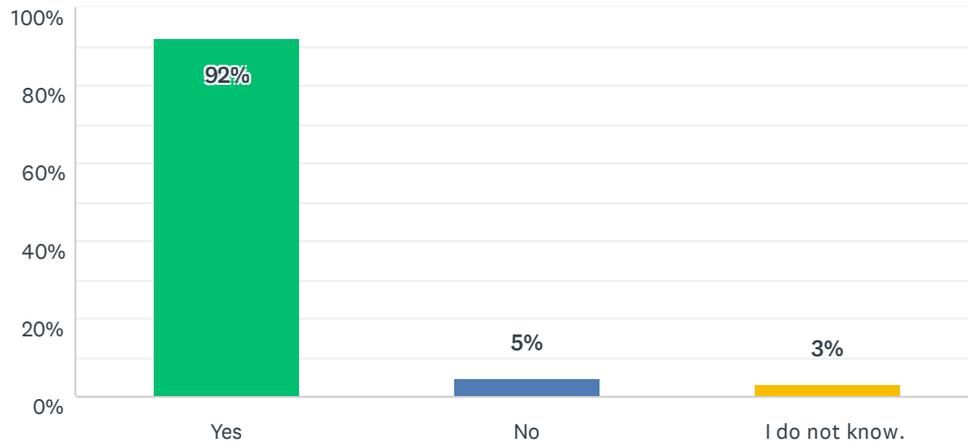
Answered: 86 Skipped: 6



ANSWER CHOICES	RESPONSES	
Strongly Agree	43%	37
Agree	52%	45
Disagree	3%	3
Strongly Disagree	1%	1
TOTAL		86

Q21 Our campus follows the COVID-19 cleaning protocols.

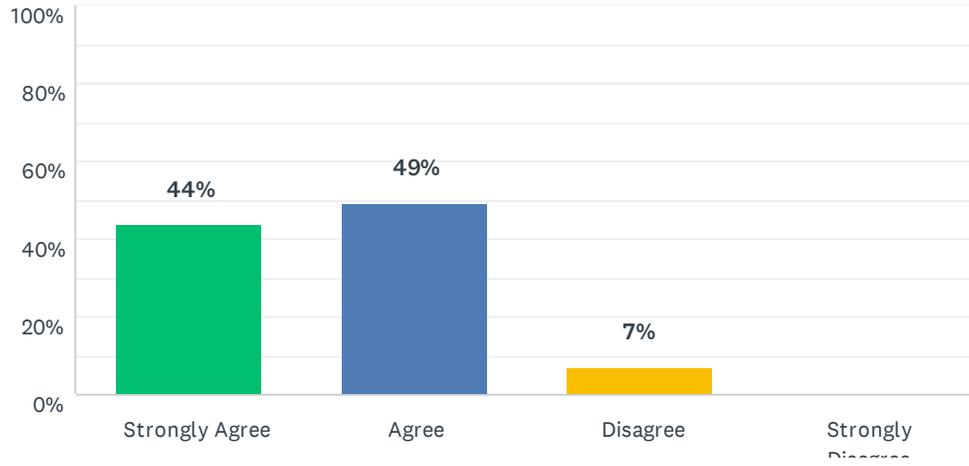
Answered: 87 Skipped: 5



ANSWER CHOICES	RESPONSES	
Yes	92%	80
No	5%	4
I do not know.	3%	3
TOTAL		87

Q22 Our campus facilities are well maintained.

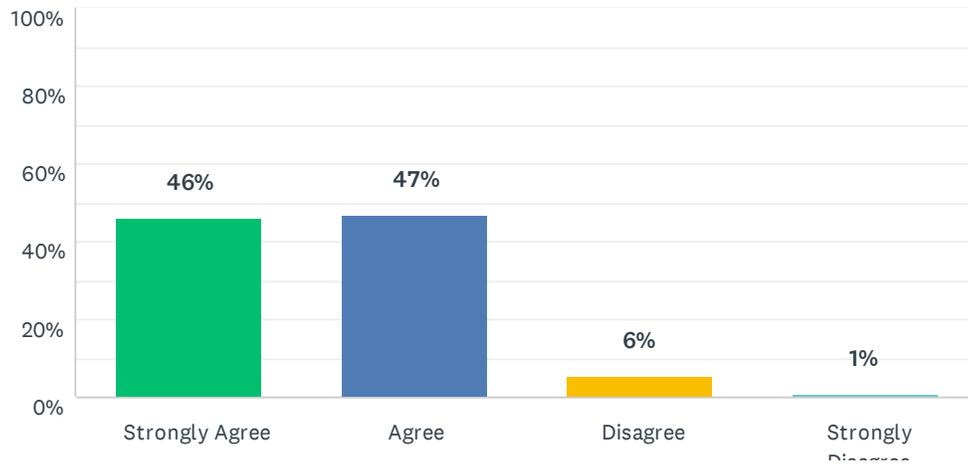
Answered: 87 Skipped: 5



ANSWER CHOICES	RESPONSES	
Strongly Agree	44%	38
Agree	49%	43
Disagree	7%	6
Strongly Disagree	0%	0
TOTAL		87

Q23 Our campus facilities are adequate for the size of our student population.

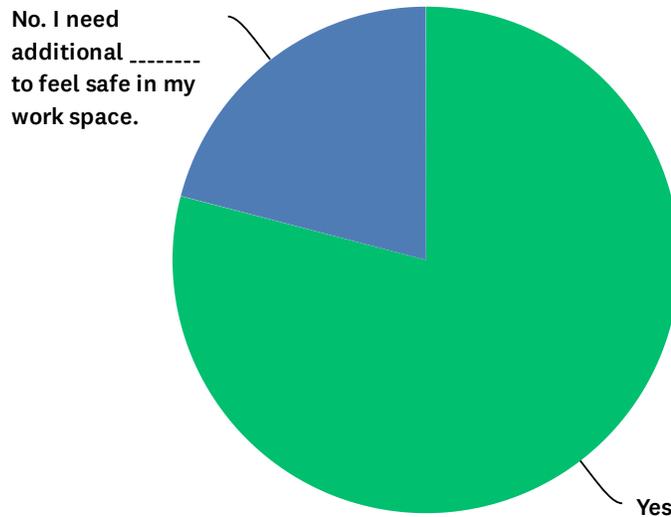
Answered: 87 Skipped: 5



ANSWER CHOICES	RESPONSES	
Strongly Agree	46%	40
Agree	47%	41
Disagree	6%	5
Strongly Disagree	1%	1
TOTAL		87

Q24 The district/campus provides the necessary cleaning supplies and personal protective equipment (PPE) for me to feel safe in my classroom

Answered: 86 Skipped: 6



ANSWER CHOICES	RESPONSES	
Yes	79%	68
No. I need additional _____ to feel safe in my work space.	21%	18
TOTAL		86

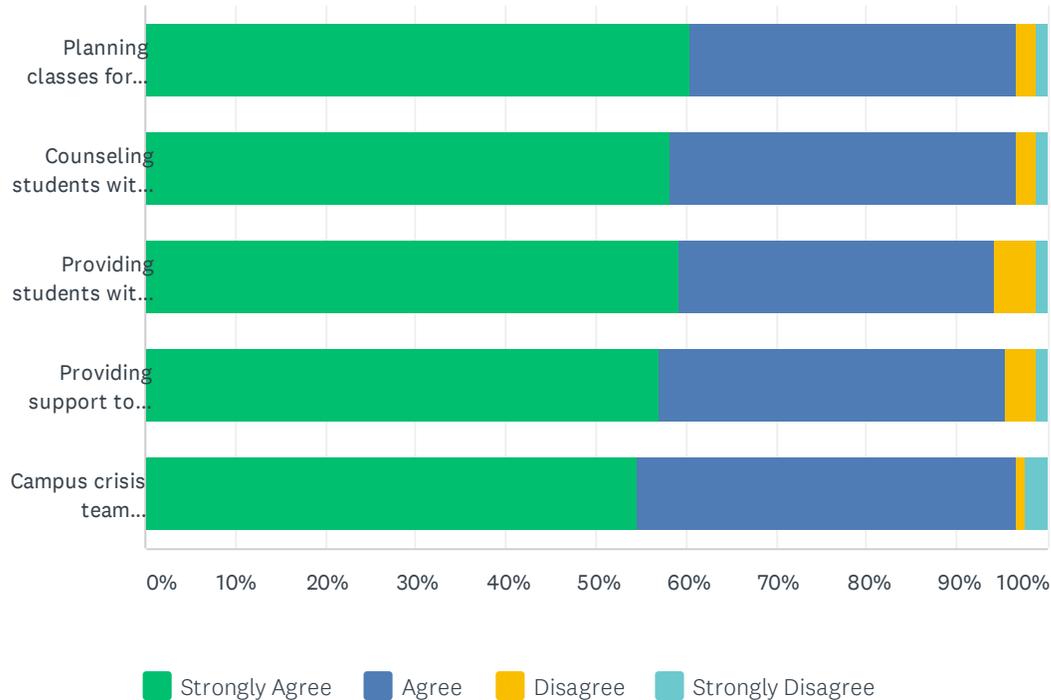
#	NO. I NEED ADDITIONAL _____ TO FEEL SAFE IN MY WORK SPACE.	DATE
1	face masks	5/3/2021 11:58 AM
2	,kbjkh.	5/3/2021 9:05 AM
3	we run out of supplies quick since our number are increasing fast.	4/28/2021 4:50 PM
4	disinfectant spray and wipes	4/28/2021 9:36 AM
5	disinfectant, cleaning wipes	4/28/2021 9:33 AM
6	disinfectant sprays, cleaning wipes, and individual desks with shields for students	4/28/2021 9:04 AM
7	wipes, lysol	4/28/2021 8:34 AM
8	masks	4/28/2021 8:21 AM
9	Acrylic dividers for teachers desk' and better ventilation for the classroom	4/28/2021 8:21 AM
10	disinfecting wipes and spray	4/27/2021 8:22 PM
11	Wipes	4/27/2021 8:23 AM
12	cleaning supplies	4/27/2021 8:22 AM
13	Disinfectant and wipes	4/26/2021 10:52 AM
14	Wipes	4/26/2021 8:06 AM
15	cleaning supplies	4/26/2021 7:25 AM

2020 - 2021 Middle School Staff CNA Survey

16	My classroom needs to be cleaned and/or disinfected daily for me to feel safe in my work space.	4/25/2021 9:52 PM
17	sanitizing wipes	4/22/2021 9:20 AM
18	supplies	4/21/2021 1:45 PM

Q25 I am satisfied with the way counselors address student needs in the following areas:

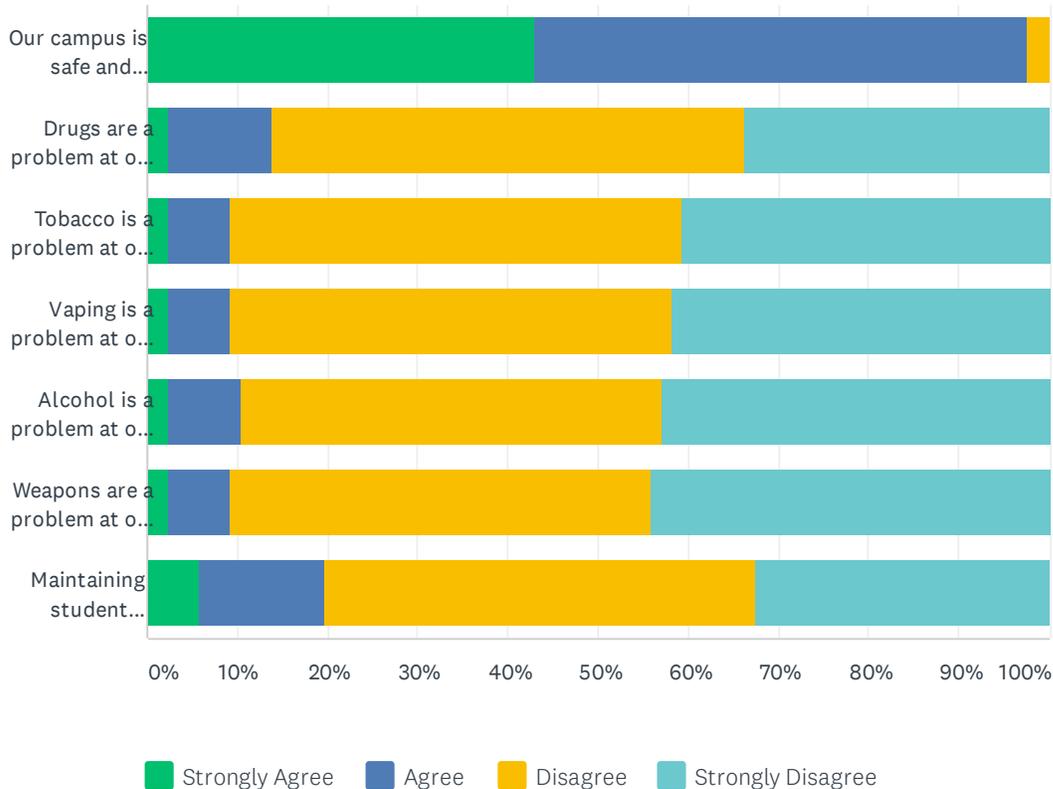
Answered: 86 Skipped: 6



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
Planning classes for students.	60% 52	36% 31	2% 2	1% 1	86
Counseling students with personal problems.	58% 50	38% 33	2% 2	1% 1	86
Providing students with career/vocational orientation through online or face-to-face workshops, presentations, or speakers.	59% 51	35% 30	5% 4	1% 1	86
Providing support to teachers with students in need of academic interventions or personal counseling	57% 49	38% 33	3% 3	1% 1	86
Campus crisis team interventions are provided for students at risk of self-harm	55% 47	42% 36	1% 1	2% 2	86

Q26 Please respond to the following:

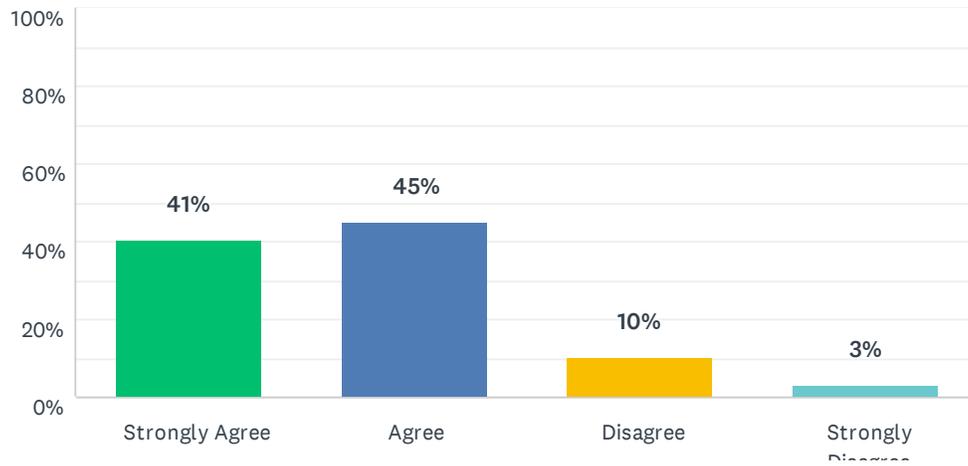
Answered: 86 Skipped: 6



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
Our campus is safe and secure.	43% 37	55% 47	2% 2	0% 0	86
Drugs are a problem at our campus.	2% 2	12% 10	52% 45	34% 29	86
Tobacco is a problem at our campus.	2% 2	7% 6	50% 43	41% 35	86
Vaping is a problem at our campus.	2% 2	7% 6	49% 42	42% 36	86
Alcohol is a problem at our campus.	2% 2	8% 7	47% 40	43% 37	86
Weapons are a problem at our campus.	2% 2	7% 6	47% 40	44% 38	86
Maintaining student discipline is a problem at our campus.	6% 5	14% 12	48% 41	33% 28	86

Q27 The student code of conduct is applied consistently and fairly among students.

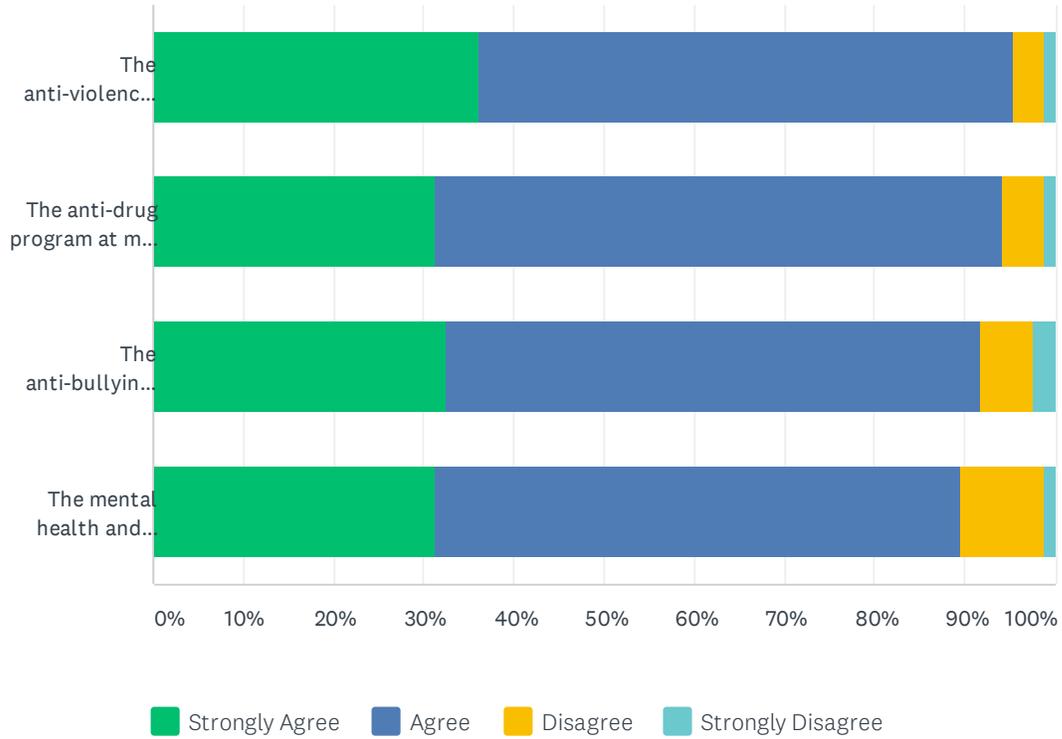
Answered: 86 Skipped: 6



ANSWER CHOICES	RESPONSES	
Strongly Agree	41%	35
Agree	45%	39
Disagree	10%	9
Strongly Disagree	3%	3
TOTAL		86

Q28 Please respond to the following:

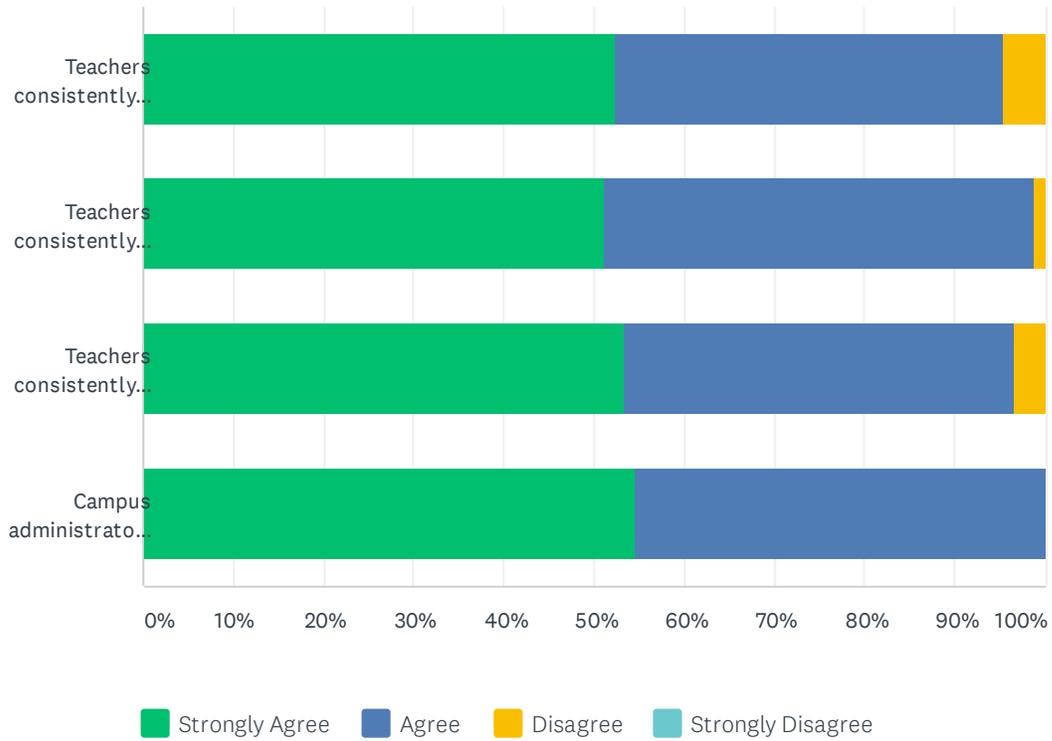
Answered: 86 Skipped: 6



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
The anti-violence program at my school is effective.	36% 31	59% 51	3% 3	1% 1	86
The anti-drug program at my school is effective.	31% 27	63% 54	5% 4	1% 1	86
The anti-bullying program at my school is effective.	33% 28	59% 51	6% 5	2% 2	86
The mental health and wellness program at my school is effective.	31% 27	58% 50	9% 8	1% 1	86

Q29 Please respond to the following:

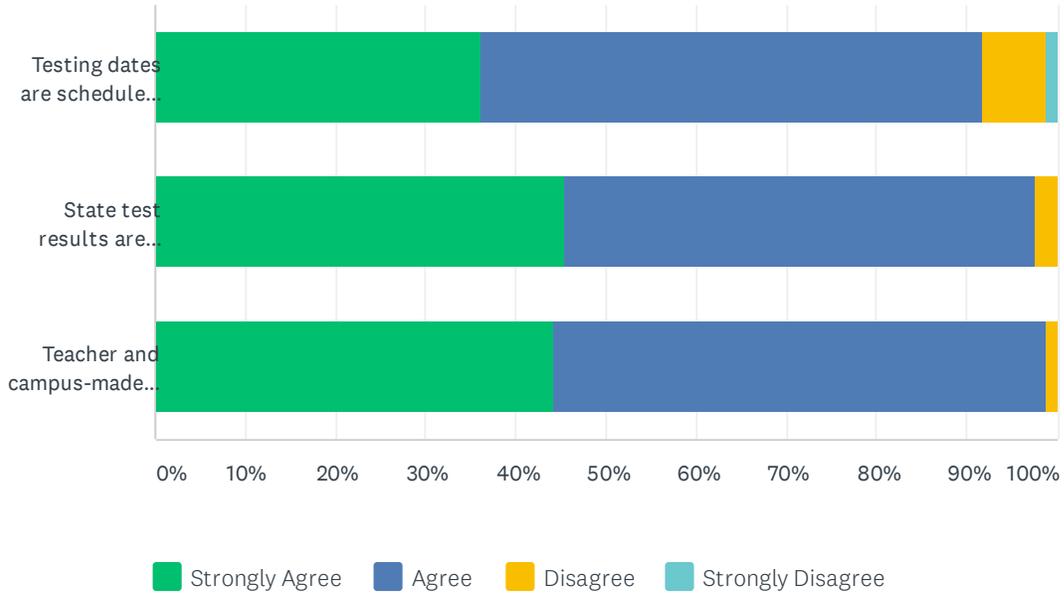
Answered: 86 Skipped: 6



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
Teachers consistently hold high academic expectations for all students.	52% 45	43% 37	5% 4	0% 0	86
Teachers consistently hold high behavioral and social expectations for all students.	51% 44	48% 41	1% 1	0% 0	86
Teachers consistently hold high expectations for all student attendance and personally communicate with parents.	53% 46	43% 37	3% 3	0% 0	86
Campus administrators hold high expectations for all teachers and staff.	55% 47	45% 39	0% 0	0% 0	86

Q30 Please respond to the following:

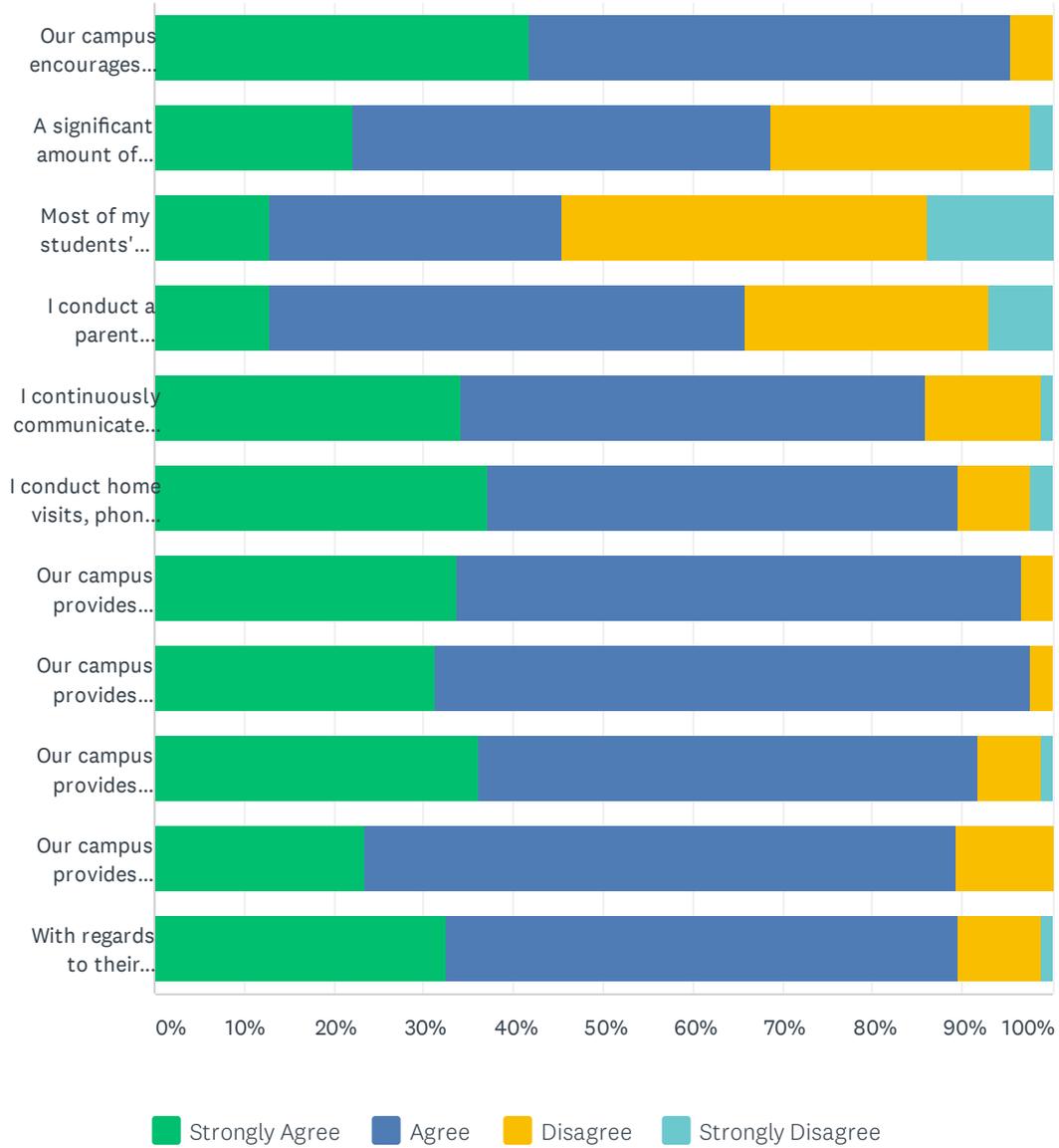
Answered: 86 Skipped: 6



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
Testing dates are scheduled efficiently to minimize disruption to classroom instruction.	36% 31	56% 48	7% 6	1% 1	86
State test results are used to improve instruction.	45% 39	52% 45	2% 2	0% 0	86
Teacher and campus-made tests, check-point assessments (CPAs), and district benchmark (DBM) results are used to improve instruction.	44% 38	55% 47	1% 1	0% 0	86

Q31 Please respond to the following:

Answered: 86 Skipped: 6

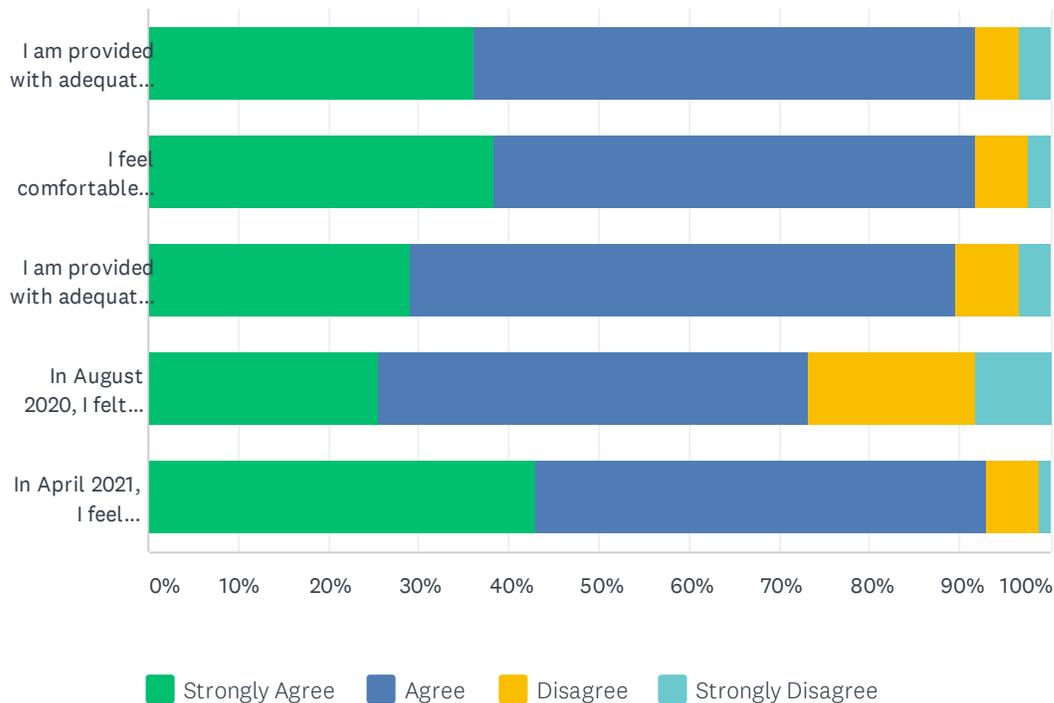


2020 - 2021 Middle School Staff CNA Survey

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
Our campus encourages parents to be involved.	42% 36	53% 46	5% 4	0% 0	86
A significant amount of parents are actively involved in our campus.	22% 19	47% 40	29% 25	2% 2	86
Most of my students' parents met with me during Open House.	13% 11	33% 28	41% 35	14% 12	86
I conduct a parent conference with every parent to discuss the S-P-S Compact as it relates to student achievement.	13% 11	53% 45	27% 23	7% 6	85
I continuously communicate with all parents/guardians regarding student progress.	34% 29	52% 44	13% 11	1% 1	85
I conduct home visits, phone calls, or online meetings with hard to reach parents.	37% 32	52% 45	8% 7	2% 2	86
Our campus provides parents with the opportunity to volunteer (when they are allowed on campus).	34% 29	63% 54	3% 3	0% 0	86
Our campus provides regular two-way communication between parents/guardians and school staff.	31% 27	66% 57	2% 2	0% 0	86
Our campus provides flexible parent meeting times.	36% 31	56% 48	7% 6	1% 1	86
Our campus provides parents/guardians meaningful training.	24% 20	66% 56	11% 9	0% 0	85
With regards to their children, parents are provided meaningful opportunities to participate in the decision-making process.	33% 28	57% 49	9% 8	1% 1	86

Q32 Please respond to the following:

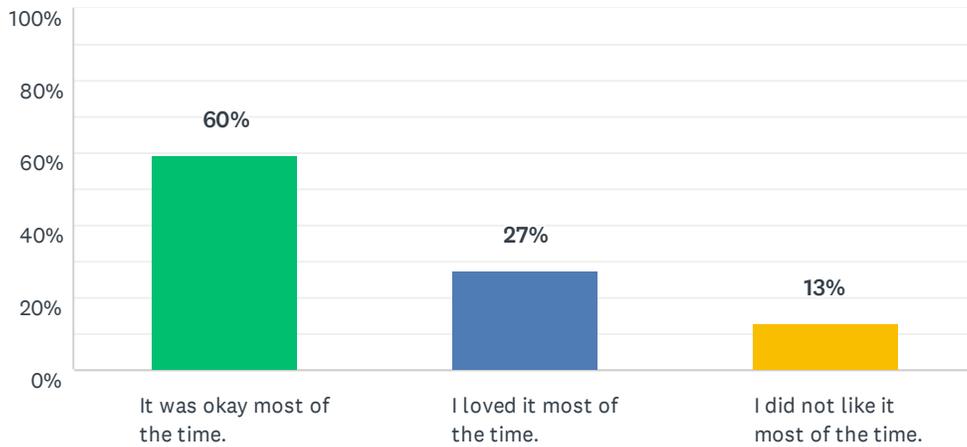
Answered: 86 Skipped: 6



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
I am provided with adequate technology resources to use in the classroom and online for instructional purposes.	36% 31	56% 48	5% 4	3% 3	86
I feel comfortable using technology as part of my instruction.	38% 33	53% 46	6% 5	2% 2	86
I am provided with adequate support and training to effectively use technology in the classroom or online.	29% 25	60% 52	7% 6	3% 3	86
In August 2020, I felt comfortable setting up my virtual classroom, teaching online, and assigning relevant student work/projects.	26% 22	48% 41	19% 16	8% 7	86
In April 2021, I feel comfortable in my virtual classroom, teaching online, and assigning relevant student work/projects.	43% 37	50% 43	6% 5	1% 1	86

Q33 Overall, how would you describe your virtual instruction experience (teaching from home or from campus) in the 2020-2021 school year.

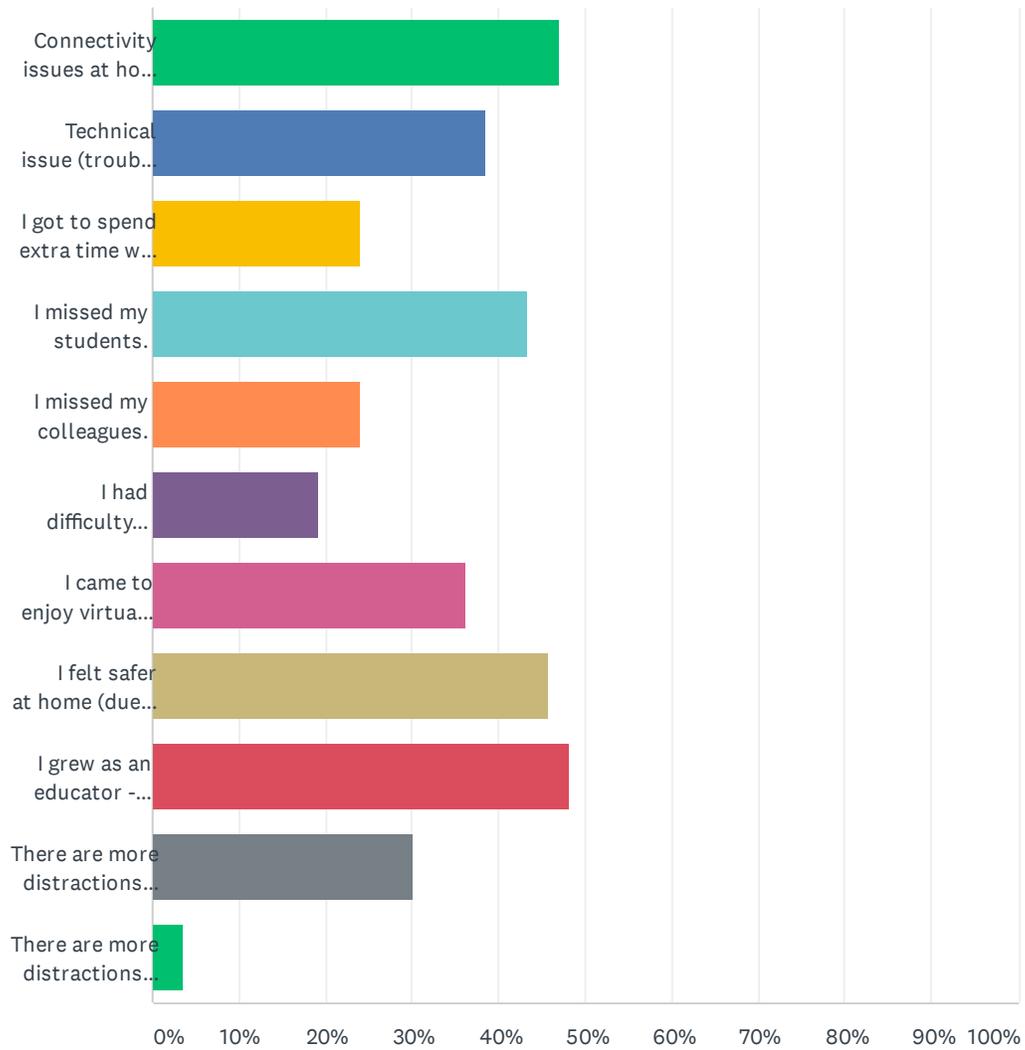
Answered: 84 Skipped: 8



ANSWER CHOICES	RESPONSES	
It was okay most of the time.	60%	50
I loved it most of the time.	27%	23
I did not like it most of the time.	13%	11
TOTAL		84

Q34 Why do you feel this way about your virtual teaching experience? Choose all that apply.

Answered: 83 Skipped: 9



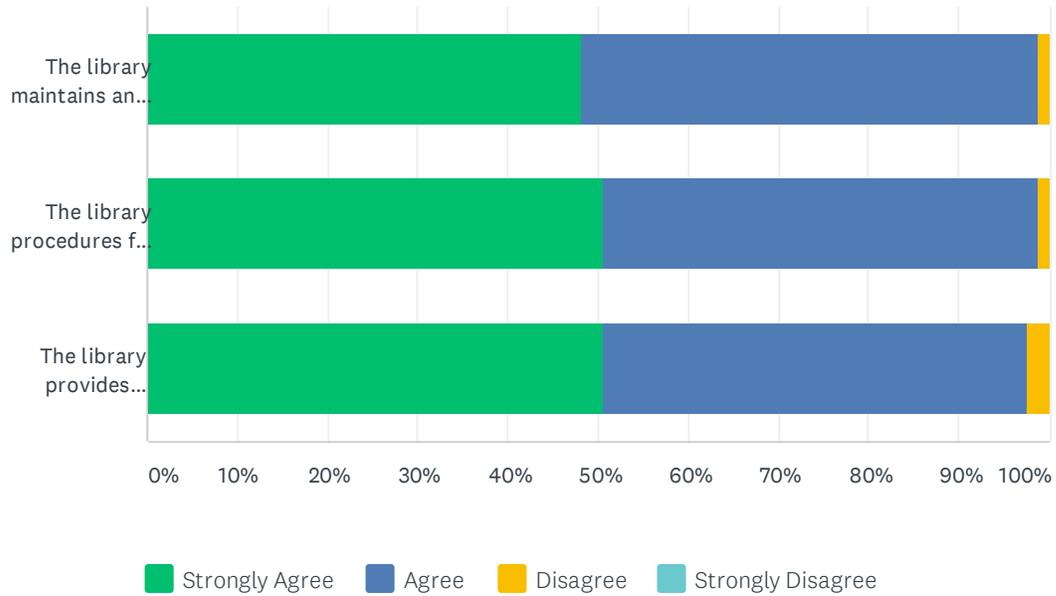
2020 - 2021 Middle School Staff CNA Survey

ANSWER CHOICES	RESPONSES	
Connectivity issues at home or campus	47%	39
Technical issue (trouble with device)	39%	32
I got to spend extra time with my family and pets.	24%	20
I missed my students.	43%	36
I missed my colleagues.	24%	20
I had difficulty within my virtual classroom.	19%	16
I came to enjoy virtual instruction.	36%	30
I felt safer at home (due to isolation).	46%	38
I grew as an educator - honing my virtual teaching skills.	48%	40
There are more distractions at home.	30%	25
There are more distractions at school.	4%	3
Total Respondents: 83		

#	OTHER (PLEASE SPECIFY)	DATE
1	I grew as a teacher and learned to be creative and actually got to know my colleagues better as well as my students.	5/5/2021 4:11 PM
2	I am not a teacher	4/28/2021 5:06 PM
3	Students lacking of materials and knowledge to performed to their grade level	4/28/2021 8:35 AM
4	I felt safer working from home, especially because I had not received my vaccine yet.	4/25/2021 10:02 PM
5	I am not a teacher	4/21/2021 2:40 PM

Q35 Please respond to the following:

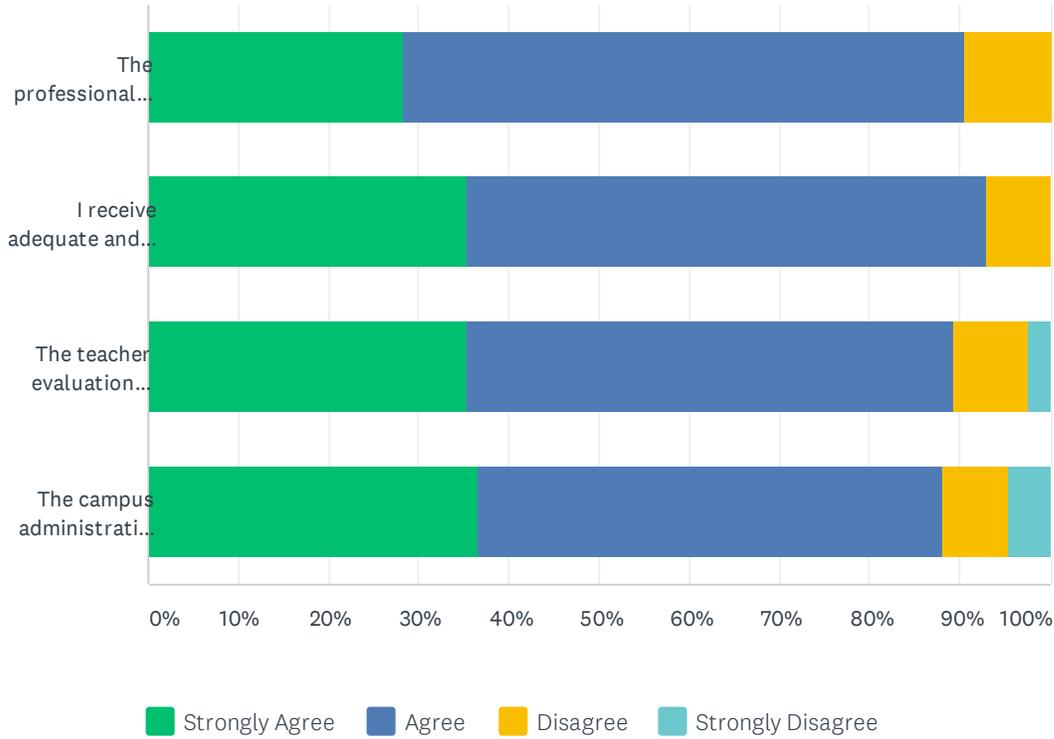
Answered: 85 Skipped: 7



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
The library maintains an adequate inventory of books and resources that support classroom instruction.	48% 41	51% 43	1% 1	0% 0	85
The library procedures for checking out books and materials are efficient.	51% 43	48% 41	1% 1	0% 0	85
The library provides adequate student services to assist them with academic projects.	51% 43	47% 40	2% 2	0% 0	85

Q36 Please respond to the following:

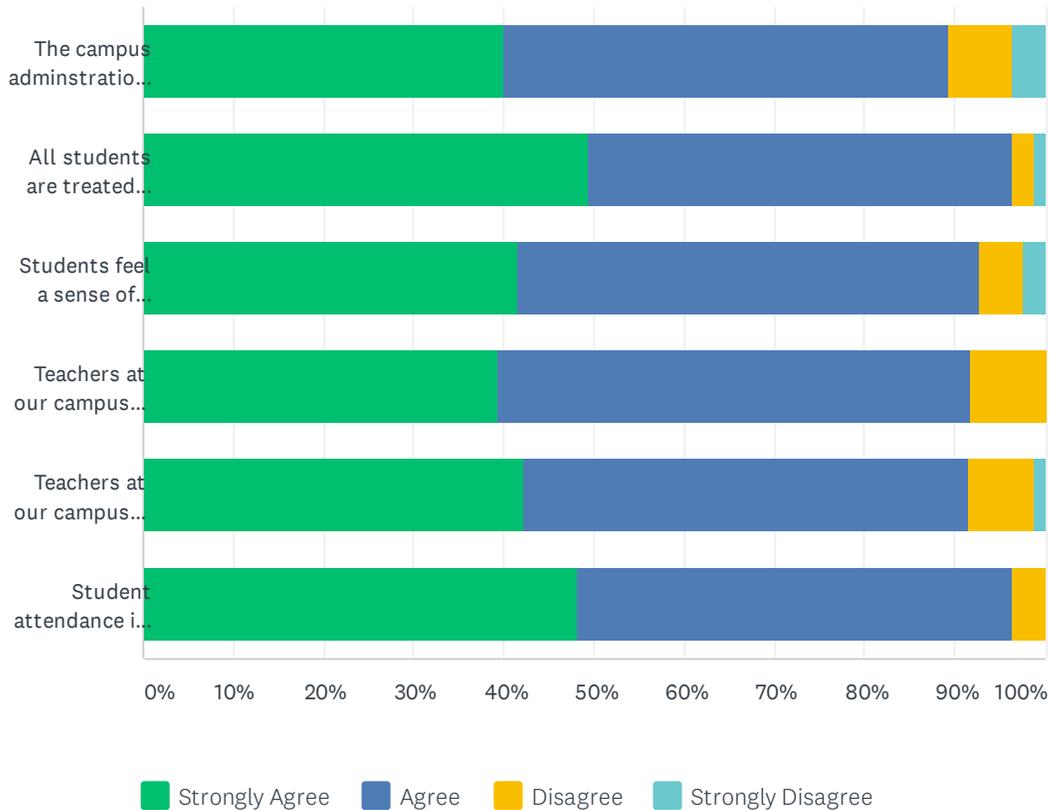
Answered: 85 Skipped: 7



	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.	28% 24	62% 53	9% 8	0% 0	85
I receive adequate and timely professional feedback to help me improve my teaching skills.	35% 30	58% 49	7% 6	0% 0	85
The teacher evaluation process has helped me improve my ability to do my job.	35% 30	54% 46	8% 7	2% 2	85
The campus administration does a good job of recognizing strengths and areas of improvement.	36% 31	52% 44	7% 6	5% 4	85

Q37 Please respond to the following:

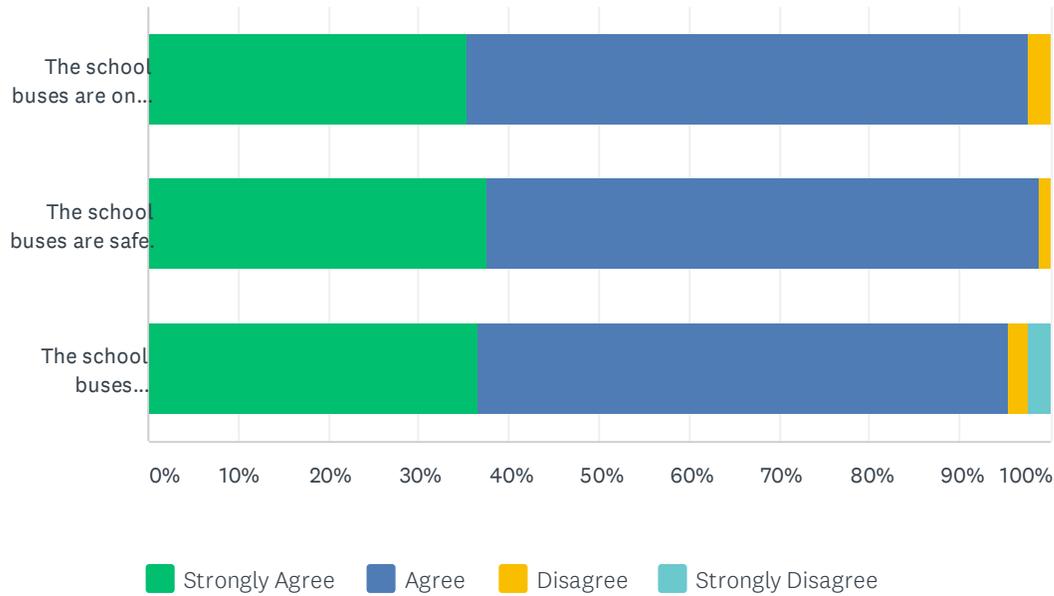
Answered: 85 Skipped: 7



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
The campus administration treats teachers with respect.	40% 34	49% 42	7% 6	4% 3	85
All students are treated with respect.	49% 42	47% 40	2% 2	1% 1	85
Students feel a sense of belonging at our campus or their virtual classroom.	42% 35	51% 43	5% 4	2% 2	84
Teachers at our campus exhibit a commitment to CAMPUS initiatives.	39% 33	52% 44	8% 7	0% 0	84
Teachers at our campus exhibit a commitment to DISTRICT initiatives.	42% 35	49% 41	7% 6	1% 1	83
Student attendance is a priority at my campus and is effectively addressed by administrators, teachers, and staff.	48% 41	48% 41	4% 3	0% 0	85

Q38 Please respond to the following:

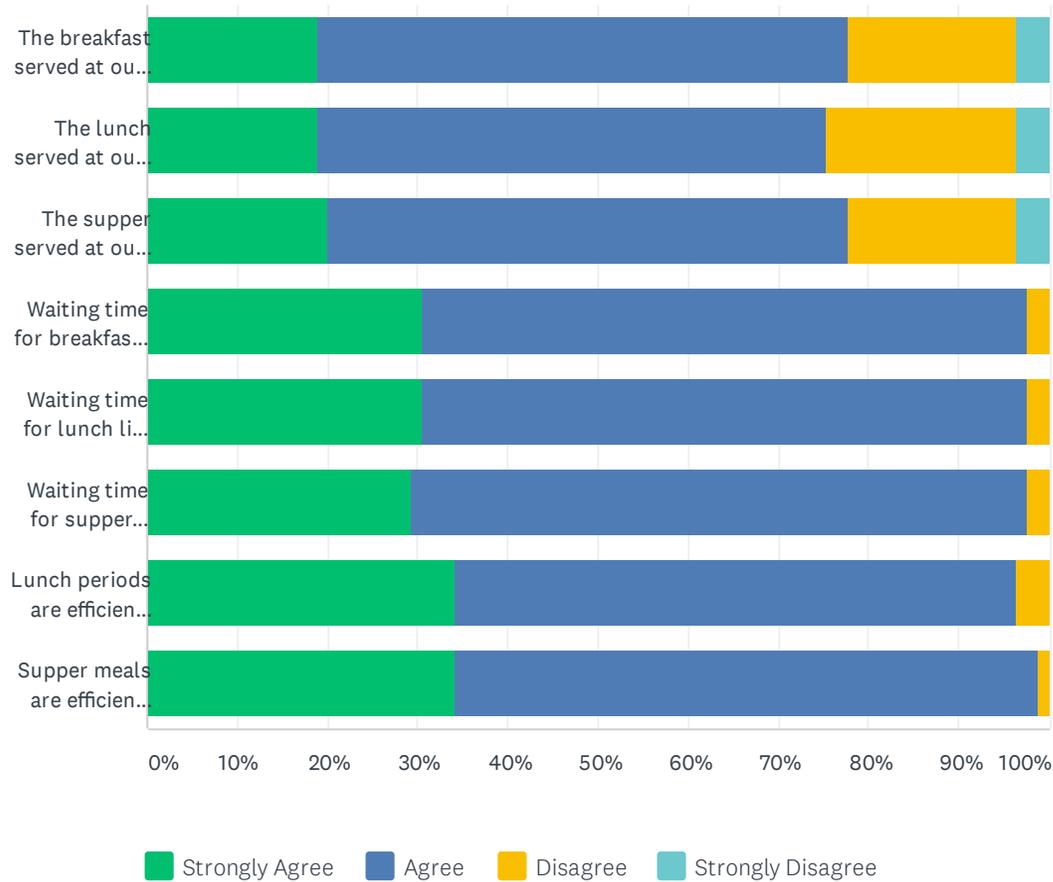
Answered: 85 Skipped: 7



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
The school buses are on time.	35% 30	62% 53	2% 2	0% 0	85
The school buses are safe.	38% 32	61% 52	1% 1	0% 0	85
The school buses adequately serve the students in extracurricular activities.	36% 31	59% 50	2% 2	2% 2	85

Q39 Please respond to the following:

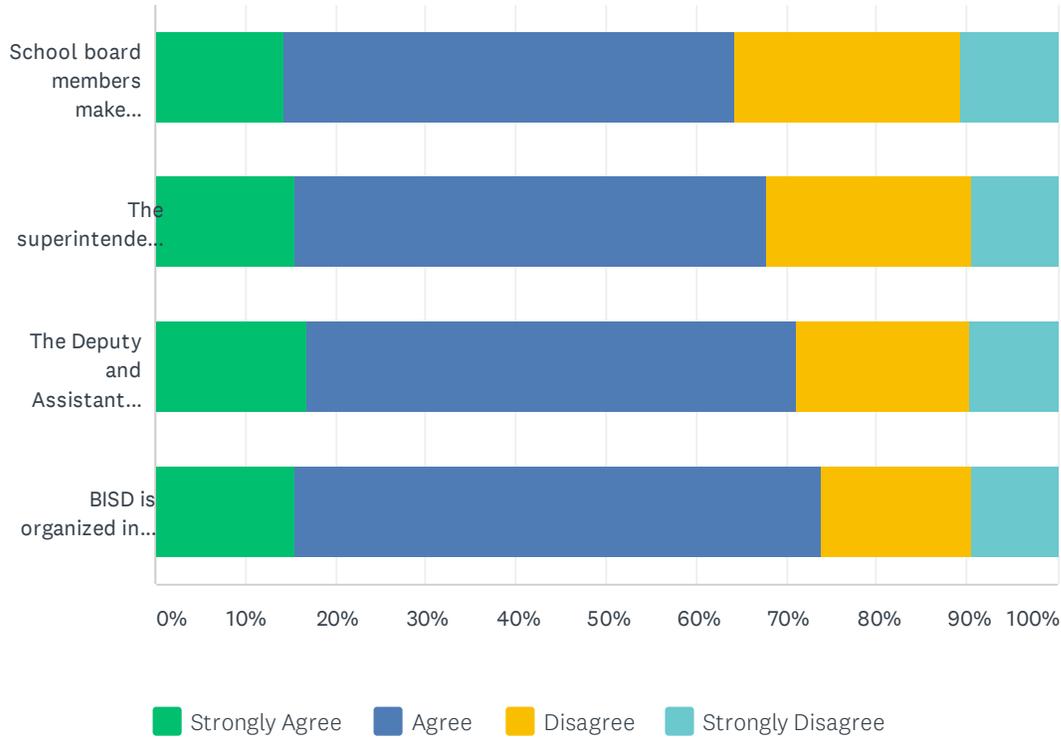
Answered: 85 Skipped: 7



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
The breakfast served at our campus is of high quality.	19% 16	59% 50	19% 16	4% 3	85
The lunch served at our campus is of high quality.	19% 16	56% 48	21% 18	4% 3	85
The supper served at our campus is of high quality.	20% 17	58% 49	19% 16	4% 3	85
Waiting time for breakfast is kept to a minimum.	31% 26	67% 57	2% 2	0% 0	85
Waiting time for lunch lines is kept to a minimum.	31% 26	67% 57	2% 2	0% 0	85
Waiting time for supper lines is kept to a minimum.	29% 25	68% 58	2% 2	0% 0	85
Lunch periods are efficiently scheduled at our campus.	34% 29	62% 53	4% 3	0% 0	85
Supper meals are efficiently scheduled at our campus.	34% 29	65% 55	1% 1	0% 0	85

Q40 Please respond to the following:

Answered: 84 Skipped: 8



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
School board members make sound decisions for the district.	14% 12	50% 42	25% 21	11% 9	84
The superintendent provides direction and leadership to our campus.	15% 13	52% 44	23% 19	10% 8	84
The Deputy and Assistant Superintendents provide direction and leadership to our campus.	17% 14	54% 45	19% 16	10% 8	83
BISD is organized in a way that encourages student performance.	15% 13	58% 49	17% 14	10% 8	84

Q41 Please add any additional items that you would like to see addressed in your Campus Improvement Plan:

Answered: 9 Skipped: 83

#	RESPONSES	DATE
1	COVID-19 restrictions reduce multiple areas of the educational development.	4/28/2021 1:53 PM
2	School Board needs to start putting teachers and students first.	4/28/2021 8:45 AM
3	Our Campus Culture is not what I envisioned as an educator. Admin will do anything to make themselves look good , at the expense of their teachers.	4/28/2021 8:16 AM
4	Virtual and Face to Face should remain optional for teachers and parents. There is no cure for the virus and vaccinations don't protect from variants. There should be no face to face teacher meetings of any kind because of the size of faculty. We risk our health everyday.	4/27/2021 8:30 AM
5	It is my opinion that many of the decisions that are made by the school board are not in the best interests of the students and teachers. Many important decisions are made without taking into account teachers' input.	4/26/2021 10:10 AM
6	It is my opinion that many of the decisions that are made by the school board are not in the best interests of the students and teachers. Many important decisions are made without taking into account teachers' input.	4/26/2021 10:01 AM
7	na	4/26/2021 8:47 AM
8	More support for Fine Arts and other electives	4/26/2021 7:45 AM
9	Changes need to be made within the District. Technological Advances should have been implemented prior to the pandemic. Faculty and Staff should receive higher pay, Paraprofessionals work equally hard just like teachers. Most of the time Paraprofessionals do more and than certified teachers.	4/21/2021 1:14 PM

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.**

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 de-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

