

Brownsville Independent School District

Manzano Middle School

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Social Studies

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Board Approval Date: October 4, 2022

Public Presentation Date: September 26, 2022

Mission Statement

Edward Manzano Jr. Middle School is committed to prepare students to meet the challenges of college and career readiness while instilling principles of respect, responsibility, service, and a growth -mindset within an academically rigorous and innovative educational environment.

Vision

We seek to foster the skills, mindsets, and qualities, required for our students to become effective learners and find success in an increasingly unpredictable world.

Core Beliefs

The Manzano Middle School faculty and staff are committed to the following goals:

* Increase academic achievement and extra-curricular opportunities

*Increase student wellness and self-image

*Increase student attendance and decrease tardies

*Provide staff development to all highly qualified teachers and support staff

***Increase Parental/Community involvement**

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Goal 1: Manzano Middle School students will receive academic opportunities that will produce well-rounded students who are prepared for secondary education as well as career and technology readiness. This will result in career-ready, self-sufficient citizens who will become positive contributors to society. Manzano Middle School students will demonstrate exemplary performance in the TEKS-based fine arts programs, co-curricular, athletic programs, and extra-curricular activities. Los estudiantes de la Escuela Intermedia Manzano recibiran oportunidades academicas que produzcan estudiantes integrales que esten preparados para la educacion secundaria, asi como para la preparacion profesional y tecnologica. Esto dara como resultado ciudadanos autosuficientes y preparados para una carrera que se convertiran en contribuyentes positivos para la sociedad. Los estudiantes de la Escuela Intermedia Manzano demostraran un desempeno ejemplar en los programas de bellas artes basados en TEKS, programas cocurriculares, atleticos y actividades extracurriculares.	24
Goal 2: Manzano Middle School Staff will ensure equity in availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students. El personal de la Escuela Intermedia Manzano garantizara la equidad en la disponibilidad de instalaciones apropiadas, bien mantenidas y eficientes energeticamente para un entorno de aprendizaje seguro y ordenado para todos los estudiantes.	47
Goal 3: Manzano Middle School Administration 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 administracion de la Escuela Intermedia Manzano garantizara el uso eficaz y eficiente de todos los fondos disponibles para implementar un presupuesto equilibrado que incluya una mejor compensacion para los maestros y planes para reclutar, retener y apoyar a personal altamente calificado.	49
Goal 4: All Manzano Middle School programs and campuses will work closely and collaboratively with the BISD Public Information Office to expand public relations/ marketing campaigns to further expand student enrollment/recruitment/ and retention efforts. Todos los programas y campus de la Escuela Intermedia Manzano trabajaran de cerca y en colaboracion con la Oficina de Informacion Publica de BISD para expandir las campanas de relaciones publicas/mercadeo para expandir aun mas la inscripcion/ reclutamiento/y los esfuerzos de retencion de estudiantes.	50
Goal 5: Manzano Middle School will maintain a safe and disciplined environment conducive to student learning. La Escuela Intermedia Manzano mantendra un ambiente seguro y disciplinado propicio para el aprendizaje de los estudiantes.	52
Goal 6: Manzano Middle School Staff, Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children. El personal, la administracion, los padres y la comunidad de la Escuela Intermedia Manzano brindaran el apoyo y los recursos necesarios para lograr la excelencia educativa y la equidad. Los padres seran socios plenos de los educadores en la educacion de sus hijos.	60
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 for all student groups including GT/Special Education/Emergent Bilinguals, Section 504, dyslexia, etc. Los educadores se mantendran al dia con el desarrollo de tecnicas creativas e innovadoras en la instruccion y la administracion utilizando esas tecnicas segun corresponda para mejorar el aprendizaje de los estudiantes incluyendo GT/Educacion Especial/bilingues emergentes y Seccion 504, dislexia, etc.	69

Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. La tecnologia se implementara y utilizara para aumentar la eficacia del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion.	78
Goal 9: Through enhanced dropout efforts, Manzano Middle School students will remain in school until they are successfully promoted to the 9th grade. In addition, by improving attendance, students will be encouraged and challenged to meet their full educational potential. A traves de esfuerzos mejorados de abandono escolar, los estudiantes de la Escuela Intermedia Manzano permaneceran en la escuela hasta que sean promovidos con exito al 9.deg grado. Ademas, al mejorar la asistencia, los estudiantes seran alentados y desafiados a alcanzar su maximo potencial educativo.	95
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Comprehensive Needs Assessment

Revised/Approved: May 2, 2022

Needs Assessment Overview

Needs Assessment Overview Summary

Edward Manzano, Jr. Middle School 2021-2022 Campus Narrative

Edward Manzano, Jr. Middle School is located in Brownsville, Texas. Manzano Middle School is one of ten middle schools in Brownsville ISD. The campus was constructed in 2010. The main campus is comprised of 57 classrooms, a cafeteria, a library, a dance hall, band hall, a choir hall and gymnasium.

The student population at Manzano Middle School is approximately 916 students from grades 6th, 7th, and 8th. According to the PEIMS Data Review of our campus profile, 98.5% of the student population is Hispanic, and 1.5% is Non-Hispanic with 81% who are identified as Economically Disadvantaged. Many of our students are first generation Mexican immigrants, 22% 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, the Women, Infant, Children (WIC) nutrition program, and subsidized housing and medical assistance.

The students of Manzano Middle School are recipients of a well-balanced curriculum. Courses are offered in every subject area as well as programs such as Dance, Band, Choir, Art, Technology and Concepts of Engineering. The instructional programs include academic core subjects at various levels, such as the STEM, Gifted and Talented, Honors, and regular classes. All students are required to meet the passing standard of the four assessments which comprise the State of Texas Assessments of Academic Readiness (STAAR) and End of Course exams for high school credit classes.

The current staff at Manzano Middle School is comprised of 58 highly qualified certified teachers, 4 campus administrators, 4 counselors, 7 professional support personnel, and 12 educational aides. The ethnicity of the Manzano Middle School staff is diverse with 92.8% Hispanics and 7.2% White. The teaching staff is also 44.6% male and 55.4% female.

Manzano Middle School's most recent campus initiatives include the following:

1. *Breakfast in a Bag*
2. *After school Tutorials*
3. *Vertical and Horizontal Alignment for every subject and grade level every 6 weeks.*
4. *Use of Common Instructional Framework (CIF) strategies in every classroom.*

Manzano Middle School promotes numerous student clubs and organizations. Students are encouraged to participate in extracurricular activities such as Art, Choir, Band, Athletics, Spartan Book Club, Destination Imagination, FCA, Chess, History Fair, Science Fair, Robotics, UIL, National Junior Honor Society, Dance and Cheerleading to name a few.

School Namesake: Edward Manzano Jr. Middle School

School Colors: Purple & Gold

School Mascot: Spartan

School Song: Manzano Middle

School Alma Mater School Motto: Spartans leading a legacy.

Annual Campus Goals

The Manzano Middle School faculty and staff are committed to the following values and goals:

Increase academic achievement for student success

Increase student wellness and self image

Increase student attendance and decrease tardies Providing staff development to ensure highly qualified teachers/support staff for students

Increase Parental/Community involvement

Our School Values

Develop and utilize innovative methodologies and reinforce individualized learning environments.

Practice the belief that every student can learn.

Expect student ownership of the learning process.

Students are priority.

Go beyond educating to build character

The objectives of public education at Manzano Middle School are:

OBJECTIVE 1: Parents will be full partners with educators in the education of their children.

OBJECTIVE 2: Students will be encouraged and challenged to meet their full educational potential.

OBJECTIVE 3: Through enhanced dropout prevention efforts, all students will remain in school until they complete their credit requirements.

OBJECTIVE 4: A well-balanced and appropriate curriculum will be provided to all students.

OBJECTIVE 5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.

OBJECTIVE 6: Qualified and highly effective personnel will be recruited, developed, and retained.

OBJECTIVE 7: The state's students will demonstrate exemplary performance in comparison to national and international standards.

OBJECTIVE 8: School campuses will maintain a safe and disciplined environment conducive for student learning.

OBJECTIVE 9: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.

OBJECTIVE 10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

ACADEMIC GOALS at Manzano Middle School will be:

GOAL 1: The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.

GOAL 2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.

GOAL 3: The students in the public education system will demonstrate exemplary performance in the understanding of science.

GOAL 4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies

Demographics

Demographics Summary

Comprehensive Needs Assessment

Demographics

Demographics Summary

Edward Manzano, Jr. Middle School first opened its doors in August 2010. It was built at 2580 W. Alton Gloor to better serve the West Side of Brownsville, which is growing at a rapid pace. Additional enrollment growth is also expected as BISD has adopted an open enrollment policy for all middle schools.

The student population at Manzano Middle School is approximately 917 and serves students in grades 6th through 8th. There are 296 sixth grade students, 308 seventh grade students, and 313 eighth grade students. Of the 917 students enrolled at Manzano Middle School, 81 percent of our students are classified as economically disadvantaged. As per our PEIMS data, the majority of our students are Mexican-American and many are Emergent Bilinguals (EBs). The majority, however, speak English and Spanish interchangeably. Therefore, our focus is to ensure that our Emergent Bilingual students will master the English language and perform well on TELPAS as their goal should be to exit the Bilingual Program.

Economically speaking, there are many students whose parents work jobs that pay at the lower end of the spectrum. Many households rely on government assistance such as WIC and SNAP to supplement their earnings. The evidence we have to verify this information comes from the Economically Disadvantage Form completed by students' parents at the beginning of the year. At least 80+ % of our students qualify for free or reduced meals as determined by federal guidelines. Due to those statistics, our students are entitled to Title I funds and free meals during the school year.

The students of Manzano Middle School receive a well-rounded instructional curriculum. Core courses are offered in every subject area and classes such as Dance, Band, Choir, Art, Concepts of Engineering, and Spanish are also taught. Due to added focus to the STEM program, we also offer Robotics to those that meet the pre-requisites. The instructional programs include academic core subjects that vary depending on specialization such as STEM, Gifted and Talented, Honors, High School Credit, regular, and resource classes. All students are required to meet passing standards in the grade level assessments which make up the State of Texas Assessments of Academic Readiness (STAAR). Since our doors opened in 2010, Manzano Students have experienced many successes through academic and extra-curricular events.

The current staff at Manzano Middle School is comprised of 58 highly qualified certified teachers, 4 campus administrators, 4 counselors including the Gear Up counselor, 7 professional support staff members, 6 non-classroom staff, and 13 educational aides. We also have 6 custodial staff members and a full cafeteria staff.

Manzano Middle School Administration operates the campus based on the annual Campus Needs Assessment Survey responses from students, parents, and teachers. We review the data from the Spring survey and make decisions that target the areas of need. Parent representatives and other SBDM Committee members did meet on 05/03/22 to review the School-Parent-Student Compact and the Title I-A forms. Parents and SBDM made recommendations to both forms and accepted the final drafts. SBDM used the results of the 2022 CNAs and Title I-A Survey to address changes to the Campus Improvement Plan. After

reviewing the CNA results, the committee found most survey questions resulted in positive feedback with the exception of a few comments made by parents and staff.

Demographics Strengths

Manzano Middle School provides quality instruction for all boys and girls, grades 6 to 8, from surrounding neighborhoods and throughout the District.

We also serve those students that transfer to our campus as we honor all transfers in an effort to increase enrollment at BISD. Our student population is predominantly Hispanic with a small amount of other races and ethnicities.

The students at Manzano Middle School are taught by certified, highly-qualified teachers in all content and elective classes.

Teachers receive professional development throughout the year to increase their knowledge in their teaching field and to learn research based strategies. In an effort to improve instruction, teachers often participate with district and on-campus curriculum development.

This practice has lead to improved instruction in the classroom during the regular school day and during the afterschool tutorial program. Parents are encouraged to actively participate in their child's education and this results in high parent turnout during Open House in the fall and spring as well as other extra-curricular events.

The Parental Involvement Department, at Manzano Middle School, is also a driving force behind getting parents involved with their children's education. The Parent and Family Engagement Department, at our campus, hosts meetings every Monday at 1:30 and provides valuable information on a variety of high interest topics.

Need Statements Identifying Demographics Needs

Need Statement 1 (Prioritized): There are significant academic gaps between special population groups and those students that do not belong to any special population group. (Emergent Bilinguals and Special Education students) **Data Analysis/Root Cause:** Academic gaps are a result of below grade reading levels and language barriers

Need Statement 2 (Prioritized): Attendance rates are well below the district goal of 97%. **Data Analysis/Root Cause:** Middle School parents are not subjected to the same truancy policies as high school students.

Need Statement 3 (Prioritized): At-Risk and Migrant students often lack the basic supplies they need to increase academic success. **Data Analysis/Root Cause:** Specifically, students are lacking internet services that would allow these particular students to access online resources to complete assignments or do at-home tutorials.

Need Statement 4 (Prioritized): Communication between campus personnel and parents is unreliable and inconsistent. **Data Analysis/Root Cause:** Contact information provided by parents at the beginning of the year is incorrect. Parents fail to update as needed which makes it difficult for school personnel to communicate with parents.

Need Statement 5 (Prioritized): Need to increase supports for student and family access to physical and mental health. **Data Analysis/Root Cause:** Counseling positions are lost by attrition based on new compensation plan and counselors now need to spend a majority of their time providing emotional counseling services to their students. Each counselor has 300 plus students per grade level.

Need Statement 6 (Prioritized): There is a need for parent volunteers, parent participation in meetings and other campus and district events. **Data Analysis/Root Cause:** Lack of parent participation keeps parents from learning about all the resources BISD has to offer. This in turn leads to lost opportunities for their children and possible loss of student enrollment at BISD.

Need Statement 7 (Prioritized): Manzano Middle School teachers and students require content specific resources, supplies, and material to ensure seamless instruction. **Data Analysis/Root Cause:** More than 80% of our students are economically disadvantaged and are unable to acquire some teacher requested supplies.

Student Learning

Student Learning Summary

The students from Manzano Middle School have been on an upward swing since the 2014-2015 school year. While our students have shown growth in all core subjects, our teaching staff and administration is far from complacent. Our teachers are provided with the resources required to ensure that there is no disruption in instruction. Those resources include, but are not limited to, professional development, vertical alignment, curriculum writing opportunities, out of district conferences, etc. The evidence that these strategies are effective reflect in how successful our students are in Science Fair, History Fair, Valley and State-Wide Essay Competitions, All-City Math Competitions, as well as earning high marks on their standardized exams (STAAR). In addition, our students are College Ready as proven in our passing rate of the TSIA2 college entrance exam. Many of our students also took High School Credit Courses and were successful in the EOC Exams in the following area: English I, Algebra I, and Biology I. STAAR 2019, 2021, and 2022 scores are available below:

Student Learning Strengths

Students from Manzano Middle School continuously surpass District and State averages on District Benchmarks and STAAR/EOC. Their talents are rewarded through their participation and recognition in Science Fair, History Fair, and Essay Contests. In the past few years our students have also shown steady academic growth in their STAAR scores. The goals set for our students are often met or surpassed and this is credited to our staff's willingness to deliver instruction in a deliberate and meaningful manner. Our students are also provided with the resources necessary to produce positive results. Those resources vary from highly qualified teachers, tangible curriculum resources, and technology.

As per the Title I-A Survey and the Parent CNA Survey, parents state that our campus provides the course work necessary for students to be successful in high school. Parents also indicate that our students have all the resources required for academic success.

6th Grade ELAR Results (2019, 2021, 2022)

Grade 6 Reading	School Year	State	District	Campus	Sp. Ed.	Eco. Dis	EB
Approaches	2022			71%	44%	69%	55%
	2021	62%	57%	72%	38%	68%	55%

Grade 6 Reading	School Year	State	District	Campus	Sp. Ed.	Eco. Dis	EB
	2019	68%	64%	76%	48%	73%	65%
Meets	2022	34%		44%	4%	39%	25%
	2021	32%	25%	33%	25%	29%	12%
	2019	32%	31%	38%	34%	36%	23%
Masters	2022			28%	2%	24%	11%
	2021	15%	10%	13%	4%	10%	3%
	2019	18%	12%	13%	21%	12%	10%

6th Grade Math Results (2019, 2021, 2022)

Grade 6 Math	School Year	State	District	Campus	Sp. Ed.	Eco. Dis	EB
Approaches	2022			75%	46%	72%	63%
	2021	68%	56%	71%	48%	67%	62%
	2019	81%	81%	90%	72%	89%	85%
Meets	2022			34%	46%	32%	15%
	2021	36%	19%	30%	22%	27%	16%
	2019	47%	44%	57%	41%	56%	46%
Masters	2022			8%	0%	6%	4%
	2021	15%	5%	8%	0%	7%	4%
	2019	21%	21%	21%	10%	19%	16%

7th Grade ELAR Results (2019, 2021, 2022) * The Writing STAAR Exam was no longer administered in 2022*

Grade 7 Reading	School Year	State	District	Campus	Sp. Ed.	Eco. Dis	EB
Approaches	2022			81%	43%	80%	64%
	2021	69%	63%	64%	17%	59%	33%
	2019	76%	73%	73%	44%	72%	59%
Meets	2022			56%	11%	56%	30%
	2021	45%	46%	46%	8%	44%	18%
	2019	49%	50%	50%	21%	47%	34%
Masters	2022			36%	5%	34%	8%
	2021	25%	29%	29%	8%	27%	12%
	2019	29%	26%	26%	8%	22%	13%

7th Grade Math Results (2019, 2021, 2022)

Grade 7 Math	School Year	State	District	Campus	Sp. Ed.	Eco. Dis	EB
Approaches	2022			52%	31%	53%	51%
	2021	55%	28%	34%	31%	32%	23%
	2019	75%	73%	78%	46%	76%	67%
Meets	2022			14%	6%	12%	3%
	2021	27%	6%	8%	15%	8%	7%
	2019	43%	40%	50%	27%	47%	37%
Masters	2022			2%	0%	2%	0%
	2021	12%	2%	0%	0%	0%	0%
	2019	17%	15%	20%	8%	16%	11%

8th Grade Reading (2019, 2021, 2022)

Grade 8 ELAR	School Year	State	District	Campus	Sp. Ed.	Eco. Dis	EB
Approaches	2022			81%	42%	78%	60%
	2021	73%	66%	78%	57%	75%	64%
	2019	86%	86%	88%	59%	87%	77%
Meets	2022			55%	13%	51%	25%
	2021	46%	36%	33%	43%	31%	7%
	2019	55%	53%	60%	31%	57%	39%
Masters	2022			33%	0%	27%	10%
	2021	21%	15%	16%	14%	18%	0%
	2019	28%	23%	28%	8%	25%	11%

8th Grade Math (2019, 2021, 2022)

Grade 8 Math	School Year	State	District	Campus	Sp. Ed.	Eco. Dis	EB
Approaches	2022			75%	25%	74%	46%
	2021	62%	46%	63%	50%	59%	44%
	2019	88%	90%	90%	54%	89%	88%
Meets	2022			46%	8%	44%	17%
	2021	36%	20%	34%	50%	29%	6%

Grade 8 Math	School Year	State	District	Campus	Sp. Ed.	Eco. Dis	EB
	2019	57%	51%	57%	35%	56%	49%
Masters	2022			19%	0%	17%	3%
	2021	11%	5%	8%	17%	8%	0%
	2019	17%	8%	125	16%	11%	5%

8th Grade Science (2019, 2021, 2022)

Grade 8 Science	School Year	State	District	Campus	Sp. Ed.	Eco. Dis	EB
Approaches	2022			78%	25%	77%	63%
	2021	68%	51%	64%	50%	61%	42%
	2019	81%	78%	84%	44%	81%	71%
Meets	2022			42%	8%	38%	20%
	2021	43%	25%	33%	50%	37%	17%
	2019	51%	44%	57%	31%	54%	41%
Masters	2022			16%	0%	14%	14%
	2021	24%	11%	15%	0%	15%	0%
	2019	25%	17%	29%	13%	26%	13%

8th Grade Social Studies (2019, 2021, 2022)

Grade 8 S.S.	School Year	State	District	Campus	Sp. Ed.	Eco. Dis	EB
Approaches	2022			59%	13%	55%	34%
	2021	57%	34%	45%	50%	49%	29%
	2019	69%	71%	74%	33%	69%	63%
Meets	2022			23%	0%	19%	5%
	2021	28%	11%	17%	50%	19%	0%
	2019	37%	34%	38%	23%	33%	20%
Masters	2022			13%	0%	10%	3%
	2021	14%	4%	3%	17%	2%	0%
	2019	21%	17%	21%	8%	20%	8%

Algebra I (2019, 2021, 2022)

Algebra I	School Year	State	District	Campus	Sp. Ed.	Eco. Dis	EB
Approaches	2022			99%		98%	100%
	2021	73%	64%	93%		90%	80%
	2019	85%	94%	100%		100%	100%
Meets	2022			85%		88%	100%
	2021	41%	27%	64%		69%	60%
	2019	50%	82%	96%		96%	94%
Masters	2022			64%		71%	100%
	2021	18%	13%	32%		38%	20%
	2019	24%	62%	79%		76%	71%

English I (2022)

English I	School Year	State	District	Campus	Sp. Ed.	Eco. Dis	EB
Approaches	2022			100		100	100
Meets	2022			100		100	100
Masters	2022			64		73	50

Biology I (2022)

Biology I	School Year	State	District	Campus	Sp. Ed.	Eco. Dis	EB
Approaches	2022			100		100	100
Meets	2022			97		95	67
Masters	2022			72		75	33

Need Statements Identifying Student Learning Needs

Need Statement 1 (Prioritized): There are significant academic gaps between special population groups and those students that do not belong to any special population group. (Emergent Bilinguals and Special Education students) **Data Analysis/Root Cause:** Academic gaps are a result of below grade reading levels and language barriers

Need Statement 2 (Prioritized): There is a need to provide high interest classes to students that have an interest in special programs such as STEM, Honors Courses, and GT courses **Data Analysis/Root Cause:** Loss of enrollment due to high interest courses being taught at competing charter schools or neighboring ISDs.

School Processes & Programs

School Processes & Programs Summary

The entire certified staff at Manzano Middle School is comprised of highly-qualified, certified teachers and administrators. It has become practice to continue to promote best practices that are research based. Such practices include Texas Literacy Initiative (TLI) and I3 (Jobs for Texas) Common Instructional Frameworks. Manzano MS also has a fully staffed Special Education Department that includes a Life Skills Unit and a Structured For Life Unit. We also have two Dyslexia Labs, an ESL Lab, and a Behaviour Intervention Unit. The specialized units provide instruction at a differentiated level that teaches students the skills they need for day to day activities. Some labs teach students learning strategies that allow students to learn strategies to overcome their disabilities. Manzano MS also has an in-house Communities In Schools staff member that assists identified At-Risk students with academic needs and some socio-economic needs. We also have a Migrant Clerk that visits with our migrant students once a week, monitoring their academic progress and their physiological needs.

School Processes & Programs Strengths

Strengths

1. Teachers continue to utilize Texas Literacy Initiative Grant processes and procedures to help increase literacy.
2. Teachers practice Common Instruction Framework (CIF) strategies that encourage collaborative groupwork, which leads to student centered activities thereby increasing student engagement.
3. SIOP strategies are used in place of full immersion with our Emergent Bilinguals (EBs)
4. Differentiated instruction is used in the classrooms for those students that benefit from learning in the least restrictive environment (LRE)
5. Manzano Middle School offers electives in the Fine Arts, Foreign Language, and Technology to provide a well-rounded education.
6. Manzano Middle School has increased it's High School Credit courses by adding English I and Biology I.

Need Statements Identifying School Processes & Programs Needs

Need Statement 1 (Prioritized): Communication between campus personnel and parents is unreliable and inconsistent. **Data Analysis/Root Cause:** Contact information provided by parents at the beginning of the year is incorrect. Parents fail to update as needed which makes it difficult for school personnel to communicate with parents.

Need Statement 2 (Prioritized): Need to increase supports for student and family access to physical and mental health. **Data Analysis/Root Cause:** Counseling positions are lost by attrition based on new compensation plan and counselors now need to spend a majority of their time providing emotional counseling services to their students. Each counselor has 300 plus students per grade level.

Need Statement 3 (Prioritized): At-Risk and Migrant students often lack the basic supplies they need to increase academic success. **Data Analysis/Root Cause:** Specifically, students are lacking internet services that would allow these particular students to access online resources to complete assignments or do at-home tutorials.

Need Statement 4 (Prioritized): Manzano Middle School teachers and students require content specific resources, supplies, and material to ensure seamless instruction. **Data Analysis/Root Cause:** More than 80% of our students are economically disadvantaged and are unable to acquire some teacher requested supplies.

Need Statement 5 (Prioritized): There is a need for parent volunteers, parent participation in meetings and other campus and district events. **Data Analysis/Root Cause:** Lack of parent participation keeps parents from learning about all the resources BISD has to offer. This in turn leads to lost opportunities for their children and possible loss of student enrollment at BISD.

Perceptions

Perceptions Summary

Manzano Middle School works closely with all staff members, parents, and community members in an effort to provide students a quality education. Surveys, such as the Campus Needs Assessment are carefully reviewed annually to ensure that consideration is given to those areas in need of attention. In addition, the Site-Based Decision Making Committee plays an integral role in ensuring that decisions are made with the students' best interest in mind.

Perceptions Strengths

All CNA survey results indicated that stakeholders are satisfied with Manzano Middle School. Manzano Middle School continues to maintain competitive scores in state-wide assessments (STAAR and TELPAS) and district assessments due to the commitment from staff and students. It is for this reason that we maintain our enrollment.

Need Statements Identifying Perceptions Needs

Need Statement 1 (Prioritized): Attendance rates are well below the district goal of 97%. **Data Analysis/Root Cause:** Middle School parents are not subjected to the same truancy policies as high school students.

Need Statement 2 (Prioritized): School safety, in all aspects of our school operations, needs to be regarded as a high priority. **Data Analysis/Root Cause:** There is a heightened sense of urgency due to Covid-19, violence, emotional distress, and other issues.

Need Statement 3 (Prioritized): There is a need for parent volunteers, parent participation in meetings and other campus and district events. **Data Analysis/Root Cause:** Lack of parent participation keeps parents from learning about all the resources BISD has to offer. This in turn leads to lost opportunities for their children and possible loss of student enrollment at BISD.

Priority Need Statements

Need Statement 1: There are significant academic gaps between special population groups and those students that do not belong to any special population group. (Emergent Bilinguals and Special Education students)

Data Analysis/Root Cause 1: Academic gaps are a result of below grade reading levels and language barriers

Need Statement 1 Areas: Demographics - Student Learning

Need Statement 2: Communication between campus personnel and parents is unreliable and inconsistent.

Data Analysis/Root Cause 2: Contact information provided by parents at the beginning of the year is incorrect. Parents fail to update as needed which makes it difficult for school personnel to communicate with parents.

Need Statement 2 Areas: Demographics - School Processes & Programs

Need Statement 3: At-Risk and Migrant students often lack the basic supplies they need to increase academic success.

Data Analysis/Root Cause 3: Specifically, students are lacking internet services that would allow these particular students to access online resources to complete assignments or do at-home tutorials.

Need Statement 3 Areas: Demographics - School Processes & Programs

Need Statement 4: Attendance rates are well below the district goal of 97%.

Data Analysis/Root Cause 4: Middle School parents are not subjected to the same truancy policies as high school students.

Need Statement 4 Areas: Demographics - Perceptions

Need Statement 5: There is a need for parent volunteers, parent participation in meetings and other campus and district events.

Data Analysis/Root Cause 5: Lack of parent participation keeps parents from learning about all the resources BISD has to offer. This in turn leads to lost opportunities for their children and possible loss of student enrollment at BISD.

Need Statement 5 Areas: Demographics - School Processes & Programs - Perceptions

Need Statement 6: There is a need to provide high interest classes to students that have an interest in special programs such as STEM, Honors Courses, and GT courses

Data Analysis/Root Cause 6: Loss of enrollment due to high interest courses being taught at competing charter schools or neighboring ISDs.

Need Statement 6 Areas: Student Learning

Need Statement 7: School safety, in all aspects of our school operations, needs to be regarded as a high priority.

Data Analysis/Root Cause 7: There is a heightened sense of urgency due to Covid-19, violence, emotional distress, and other issues.

Need Statement 7 Areas: Perceptions

Need Statement 8: Need to increase supports for student and family access to physical and mental health.

Data Analysis/Root Cause 8: Counseling positions are lost by attrition based on new compensation plan and counselors now need to spend a majority of their time providing emotional counseling services to their students. Each counselor has 300 plus students per grade level.

Need Statement 8 Areas: Demographics - School Processes & Programs

Need Statement 9: Manzano Middle School teachers and students require content specific resources, supplies, and material to ensure seamless instruction.

Data Analysis/Root Cause 9: More than 80% of our students are economically disadvantaged and are unable to acquire some teacher requested supplies.

Need Statement 9 Areas: Demographics - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- T-TESS data

Parent/Community Data

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

Goals

Revised/Approved: May 2, 2022

Goal 1: Manzano Middle School students will receive academic opportunities that will produce well-rounded students who are prepared for secondary education as well as career and technology readiness. This will result in career-ready, self-sufficient citizens who will become positive contributors to society. Manzano Middle School students will demonstrate exemplary performance in the TEKS-based fine arts programs, co-curricular, athletic programs, and extra-curricular activities.

Los estudiantes de la Escuela Intermedia Manzano recibiran oportunidades academicas que produzcan estudiantes integrales que esten preparados para la educacion secundaria, asi como para la preparacion profesional y tecnologica. Esto dara como resultado ciudadanos autosuficientes y preparados para una carrera que se convertiran en contribuyentes positivos para la sociedad.

Los estudiantes de la Escuela Intermedia Manzano demostraran un desempeno ejemplar en los programas de bellas artes basados en TEKS, programas cocurriculares, atleticos y actividades extracurriculares.





Performance Objective 1: Manzano Middle School student performance , for 2023, will exceed 2022 STAAR Approaches, Meets, and Masters Grade Level scores in Reading, Writing, Mathematics, Science and Social Studies by at least 2 percentage points.

El desempeno de los estudiantes de la Escuela Intermedia Manzano, para 2023, superara los puntajes de 2022 STAAR Approaches, Meets y Master Grade Level en Lectura, Escritura, Matematicas, Ciencias y Estudios Sociales en al menos 2 puntos porcentuales.

Evaluation Data Sources: STAAR/EOC performance reports comparing 2023 to 2022.

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue with the same/similar goals as STAAR results will not be available until after the end of the school year.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide teachers and campus administration with professional development opportunities to enhance implementation of instructional strategies including: Response to Intervention (RtI) and Section 504, sheltered instruction (SIOP/ESL), differentiated instruction, common instructional framework (CIF), reading comprehension cognitive strategy routines, and Texas Literacy Initiative protocols. This includes oral language skills that increase listening/speaking and reading/writing proficiency in all content areas through classroom observations with feedback, co-planning, modeling, workshops, compilation of student data reports, department chair meetings, and weekly department meetings with campus administration. There is an increased focus on the use of Summit K-12 due to not meeting the State Standards on TELPAS during the 21-22 School Year.</p> <p>Additional funding has been provided by the Bilingual Department. These funds will be used for PD aimed at providing instructional strategies to our CORE teachers. Funding is also available for ESL Clerk for travel/mileage and extra duty pay.</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Brindar a los maestros y a la administracion del campus oportunidades de desarrollo profesional para mejorar la implementacion de estrategias educativas que incluyen: Respuesta a la intervencion (RtI) y seccion 504, instruccion contextualizada (SIOP/ESL), instruccion diferenciada, marco de instruccion comun (CIF), rutinas de estrategias cognitivas de comprension de lectura y Texas Protocolos de la Iniciativa de Alfabetizacion. Esto incluye habilidades de lenguaje oral que aumentan el dominio de escuchar/hablar y leer/escribir en todas las areas de contenido a traves de observaciones en el salon de clases con retroalimentacion, planificacion conjunta, modelado, talleres, compilacion de informes de datos de estudiantes, reuniones del jefe de departamento y reuniones semanales del departamento con la administracion del campus. . Hay un mayor enfoque en el uso de Summit K-12 debido a que no cumplio con los Estandares estatales sobre TELPAS durante el ano escolar 21-22.

El Departamento Bilingue ha proporcionado fondos adicionales. Estos fondos se utilizaran para PD con el objetivo de proporcionar estrategias de instruccion a nuestros maestros CORE. La financiacion tambien esta disponible para ESL Clerk para viajes/millas y pago de impuestos adicionales.

Milestone's/Strategy's Expected Results/Impact: Formative: Classroom observation data and BISD Instructional Feedback reports, Benchmark Scores
BOY/MOY/EOY data analysis.

Summative:

District and State academic assessment instruments including: STAAR and EOC, TELPAS, and TSIA results

Staff Responsible for Monitoring: Principals

Deans

ESL/LPAC Campus Administrator

Title I:

2.4

- **ESF Levers:**





Lever 5: Effective Instruction

- **Targeted Support Strategy - Population:** All certified staff members - **Start Date:** June 1, 2022 - **End Date:** May 31, 2023

Need Statements: Demographics 1 - Student Learning 1

Funding Sources: Employee Travel - 211 Title I-A - 211-13-6411-00-055-Y-30-AYP-Y - \$2,000, Teacher Travel for Professional Developement - 211 Title I-A - 211-13-6411-23-055-Y-30-AYP-Y - \$2,000, Professional Extra Duty Pay-Curriculum Writing/Vertical Alignment plus fringe benefits - 211 Title I-A - 211-13-6118-00-055-Y-30-AYP-Y - \$6,000, Substitutes for ESL Staff Development - 163 State Bilingual - 163-11-6112-18-055-Y-25-000-Y - \$500, Salary Wages for Substitute Teachers - 199 Local funds - 199-11-6112-18-055-Y-99-000-Y - \$2,500, Media Services - 199 Local funds - 199-11-6399-16-055-Y-11-000-Y - \$1,000, Miscellaneous Operating Costs--Curriculum Development (refreshments) - 199 Local funds - 199-13-6499-53-055-Y-99-000-Y - \$4,000, Employee Travel (In-district, Administration) - 199 Local funds - 199-23-6411-00-055-Y-99-000-Y - \$3,000, Employee Travel (Out of District-Administration) - 199 Local funds - 199-23-6411-23-055-Y-99-000-Y - \$2,500, Stipends (Sponsors for Student Competition or in-service Pay) - 199 Local funds - 199-36-6117-00-055-Y-99-020-Y - \$2,000, Miscellaneous Operating Costs - 211 Title I-A - 211-13-6497-00-055-Y-30-AYP-Y - \$1,650, Administrative Employee Travel - 211 Title I-A - 211-23-6411-23-055-Y-30-0F2-Y - \$2,700, Fringe Benefits SS/Medicare - 211 Title I-A - 211-13-6141-00-055-Y-30-AYP-Y - \$87, Fringe Benefits TRS Care - 211 Title I-A - 211-13-4146-00-055-Y-30-AYP-Y - \$536, Fringe-Local Benefits - 211 Title I-A - 211-13-6148-00-055-Y-30-AYP-Y - \$14, Emp. Benefits - 211 Title I-A - 211-13-6149-00-055-Y-30-AYP-Y - \$90, Stipends for Curriculum Development - 163 State Bilingual -

163-13-6117-00-055-Y-25-L12-Y - \$600, Stipends for Professional Development - 163 State Bilingual -
 163-11-6117-00-055-Y-25-031-Y - \$9,800, Extra Duty Pay for Para-professional - 163 State Bilingual -
 163-11-6121-00-055-Y-25-031-Y - \$600, Employee Travel - 163 State Bilingual - 163-23-6411-00-055-Y-25-031-Y
 - \$245, Data Processing Services - 282 ESSER III Grant Funds - 282-35-6117-49-055-Y-99-000-1 - \$1,500, General
 Supplies - 282 ESSER III Grant Funds - 282-11-6399-00-055-Y-99-MCG-1 - \$642

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide instructional resources and computer assisted instruction to reinforce implementation of the BISD curriculum and initiatives including professional development based on identified needs. Secondary: STEM; Edgenuity; TLI Cognitive Routines/Strategies; Inclusion (co-teach) Model; Dyslexia Lab; Adaptive Curriculum; Tango Software; Brainpop; Flocabulary; Nearpod; Storyboard; Kuta Software; Scholastic ; Sirius Workbooks; Lowman Consulting; Edgenuity; iReady, Progress Learning; Summit K-12; Quill, and Stemsscopes. Campus will also focus on promoting CTE programs to increase an interest in CTE High School course work. GoGuardian will be used to monitor student online activity from the teacher's desk.</p> <p>In an effort to increase comprehension skills for all core subjects, teachers will be afforded on-going technology training. Most of the training will be based on District and Campus based online resources. The training will be offered at the time the resources become available to our campus.</p> <p>The Library will use designated ESSER funds to purchase additional books for the 2022-2023 school year. This will be used to close the gap due to the Covid-19 Pandemic. Librarian will plan with RLA teachers to determine what reading material will be used during class time.</p> <p>Additional Funding for tutorials will be specifically dedicated to Closing the Gap as prescribed by HB4545. Any students that fails a STAAR exam will have to receive 30 hours of additional instruction in the content area failed. Funding also provided, through ESSER for temporary help during testing. This will allow us to hire substitutes during TELPAS and STAAR testing so that we have all the required group settings needed during testing.</p> <p>Proporcionar recursos de instruccion e instruccion asistida por computadora para reforzar la implementacion del plan de estudios y las iniciativas de BISD, incluido el desarrollo profesional basado en las necesidades identificadas. Secundario: STEM; Edgenuity; Rutinas/Estrategias Cognitivas TLI; Modelo de inclusion (co-ensenanza); laboratorio de dislexia;</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Curriculo Adaptativo; software de tango; Brainpop; Flocabulario; Nearpod; guion grafico; Software Kuta; escolastico; Libros de trabajo de Sirius; Consultoria Lowman; Edgenuity; iReady, Aprendizaje Progresivo; Cumbre K-12; Quill y Stemsscopes. El campus tambien se enfocara en promover los programas CTE para aumentar el interes en los cursos de CTE High School. GoGuardian se utilizara para monitorear la actividad en linea de los estudiantes desde el escritorio del maestro.

En un esfuerzo por aumentar las habilidades de comprension para todas las materias basicas, los maestros recibiran capacitacion tecnologica continua. La mayor parte de la capacitacion se basara en recursos en linea basados en el distrito y el campus. La capacitacion se ofrecera en el momento en que los recursos esten disponibles para nuestro campus.

La biblioteca utilizara los fondos designados de ESSER para comprar libros adicionales para el ano escolar 2022-2023. Esto se utilizara para cerrar la brecha debido a la pandemia de Covid-19. El bibliotecario planificara con los maestros de RLA para determinar que material de lectura se utilizara durante el tiempo de clase.

El financiamiento adicional para tutoriales se dedicara especificamente a Cerrar la brecha segun lo prescrito por HB4545. Cualquier estudiante que repruebe un examen STAAR debera recibir 30 horas de instruccion adicional en el area de contenido reprobado.

Tambien se proporciono financiacion, a traves de ESSER, para ayuda temporal durante las pruebas. Esto nos permitira contratar sustitutos durante las pruebas TELPAS y STAAR para que tengamos todas las configuraciones de grupo necesarias durante las pruebas.

Milestone's/Strategy's Expected Results/Impact: Formative: Classroom observation data and BISD Instructional Feedback reports, Benchmark Scores

BOY/MOY/EOY data analysis.

Summative: District and State academic assessment instruments including: STAAR and EOC, TELPAS, AP scores, and TSIA results

Staff Responsible for Monitoring: Principals; Deans; Teachers

Title I:









2.6









- - **Targeted Support Strategy - Population:** All students 6-8 - **Start Date:** August 16, 2022 - **End Date:** June 2, 2023









Need Statements: Demographics 1, 7 - Student Learning 1 - School Processes & Programs 4





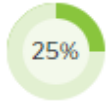



Funding Sources: Copy Paper - 162 State Compensatory - 162-11-6396-00-055-Y-30-000-Y - \$3,000, General Supplies (Publication and Printing Costs) - 162 State Compensatory - 162-11-6399-00-055-Y-30-000-Y - \$2,835, Copy Paper - 211 Title I-A - 211-11-6396-00-055-Y-30-0F2-y - \$3,000, General Supplies - 211 Title I-A - 211-11-6399-00-055-Y-30-0F2-Y - \$33,849, Miscellaneous Operating Costs-Awards - 211 Title I-A - 211-11-6498-00-055-Y-30-0F2 - \$3,200, Publication and Printing Costs/Media Services - 211 Title I-A - 211-11-6399-16-055-Y-30-0F2-Y - \$2,000, Library General Supplies - 211 Title I-A - 211-12-6399-00-055-Y-30-0F2-Y - \$1,500, General Supplies for ESL - 163 State Bilingual - 163-11-6399-00-055-Y-25-000-Y - \$1,490, Extra Duty Pay--ESL Tutorials - 263 Title III-A Bilingual - 263-11-6118-00-055-Y-25-000-Y - \$1,990, Professional Extra Duty Pay (Professionals) - 199 Local funds - 199-11-6118-00-055-Y-11-000-Y - \$580, Copy Paper - 199 Local funds - 199-11-6396-00-055-Y-11-000-Y - \$1,500, General Supplies for PE - 199 Local funds - 199-11-6399-51-055-Y-11-000-Y - \$2,000, Reclassified Transportation Expense - 199 Local funds - 199-11-6494-00-055-Y-11-000-Y - \$1,000, Miscellaneous Operating Costs-Awards - 199 Local funds - 199-11-6498-00-055-Y-11-000-Y - \$2,000, Library Reading Material/Subscriptions - 199 Local funds - 199-12-6325-00-055-Y-99-000-Y - \$1,000, Library-Books - 199 Local funds - 199-12-6329-00-055-Y-99-000-Y -





<p>\$1,000, Library General Supplies - 199 Local funds - 199-12-6399-00-055-Y-99-000-Y - \$1,000, Miscellaneous Operating Costs-Awards - 199 Local funds - 199-23-6498-00-055-Y-99-000-Y - \$3,000, Travel and Subsistence-Students - 199 Local funds - 199-36-6412-00-055-Y-99-020-Y - \$3,000, Travel and Subsistence-Students - 199 Local funds - 199-36-6412-00-055-Y-99-000-Y - \$3,000, Reclassified Transportation - 199 Local funds - 199-36-6494-00-055-Y-99-020-Y - \$1,000, Contracted Maintenance and Repair (Machines, etc.) - 199 Local funds - 199-51-6249-00-055-Y-99-000-Y - \$1,500, General Supplies - 199 Local funds - 199-51-6399-00-055-Y-99-000-Y - \$2,500, Substitute Teachers when Teachers attend content PD - 211 Title I-A - 211-11-6112-18-055-Y-30-AYP-Y - \$1,000, Reclassified Transportation Exp/Ex - 199 Local funds - 199-36-6494-00-055-Y-99-000-Y - \$800, Toner - 211 Title I-A - 211-11-6399-62-055-Y-30-0F2-Y - \$8,000, SS/MEDICARE - 211 Title I-A - 211-11-6141-18-055-Y-30-AYP-Y - \$14, UNEMPLOYMENT COMPENSATION - 211 Title I-A - 211-11-6145-18-055-Y-30-AYP-Y - \$1, Supplies for Maintenance/Operating-Custodial - 282 ESSER III Grant Funds - 282-51-6315-00-055-Y-99-JST-1 - \$600, General Supplies - 282 ESSER III Grant Funds - 282-11-6399-00-055-Y-11-0CG-1 - \$248</p>				
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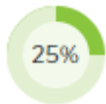







Strategy 3 Details		Reviews			
<p>Strategy 3: Campus Administrators will promote Professional Learning Communities that are based on content and pedagogy. This formal collaboration among colleagues will serve to build instructional capacity starting at the individual classroom level. Teachers will have vertical alignment sessions and they will be allotted time to plan at least once a week during their department planning period.</p> <p>Los administradores del campus promoveran comunidades de aprendizaje profesional basadas en contenido y pedagogia. Esta colaboracion formal entre colegas servira para desarrollar la capacidad de instruccion a partir del nivel del salon de clases individual. Los maestros tendran sesiones de alineacion vertical y se les asignara tiempo para planificar al menos una vez por semana durante el periodo de planificacion de su departamento.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Department/Team Meeting Sign-in sheets, PDS session rosters and evaluations, BISD Instructional Feedback reports, BOY/MOY/EOY data analysis reports Summative: Summary observation reports, STAAR scores, TELPAS, CPA Scores through TANGO and DBM Scores through Eduphoria.</p> <p>Staff Responsible for Monitoring: Principal, Dean, Department Chairpersons</p> <p>Targeted Support Strategy - Results Driven Accountability - Population: Campus Personnel - Start Date: August 10, 2022 - End Date: June 2, 2023</p>		Formative			Summative
		Oct	Jan	Mar	May
					
Strategy 4 Details		Reviews			
<p>Strategy 4: Monitor the implementation of the 3 Tier Response to Intervention Model in grades 6-8 classrooms for math, reading, and behavior with additional training provided to campus RTI Administrator on required documentation and interventions based on identified needs. Teachers will meet with the RTI Administrator the week following the reporting period and discuss improvement or lack of improvement for students being monitored.</p> <p>Supervisar la implementacion del modelo de respuesta a la intervencion de 3 niveles en las aulas de los grados 6-8 para matematicas, lectura y comportamiento con capacitacion adicional brindada al administrador de RTI del campus sobre la documentacion requerida y las intervenciones basadas en las necesidades identificadas. Los maestros se reuniran con el administrador de RTI la semana siguiente al periodo de informe y discutiran la mejora o falta de mejora de los estudiantes que estan siendo monitoreados.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: PDS session agendas and evaluations, RtI plan progress monitoring reports, Classroom observation reports . Summative: STAAR scores, TELPAS, TMSFA, Tier 2 and 3 changes to lower tiers. Decrease the number of students identified for Tier 2 and 3 supports from the first semester to the second semester. Decrease the number of referrals to Special Education Program by 10% through the use of appropriate interventions.</p> <p>Staff Responsible for Monitoring: Principal; AP in charge of RTI; Dean</p> <p>ESF Levers: Lever 5: Effective Instruction - Population: All sub-population student groups and teachers - Start Date: August 16, 2022 - End Date: June 1, 2023</p>		Formative			Summative
		Oct	Jan	Mar	May
					

Strategy 5 Details	Reviews			
<p>Strategy 5: Strengthen the efficiency and effectiveness of the Gifted and Talented Program through the required Core and Ongoing training as well as specific professional development sessions on differentiated curriculum and assessment relative to the annual goals of the program.</p> <p>Fortalecer la eficiencia y eficacia del Programa para Dotados y Talentosos a traves de la capacitacion basica y continua requerida, asi como sesiones especificas de desarrollo profesional sobre curriculo diferenciado y evaluacion en relacion con las metas anuales del programa.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: District monitoring instrument, Class rosters, Lead teacher classroom observations, Training agendas, and evaluations Summative: improved STAAR and EOC student scores, improved TSIA scores and participation</p> <p>Staff Responsible for Monitoring: Dean, Counselors, and Teachers</p> <p>Population: GT Students and teachers - Start Date: August 16, 2022 - End Date: June 2, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Increase the rigor of the comprehensive Honors/GT program of instruction at Manzano Middle School based on a progression of aligned courses through annual training. All teachers must have completed the Core GT Requirements and the 6 hours of maintenance (annually). Ensure that all GT students partake in their annual project that showcases their academic abilities.</p> <p>Aumentar el rigor del programa integral de instruccion de Honores/GT en la Escuela Intermedia Manzano basado en una progresion de cursos alineados a traves de capacitacion anual. Todos los maestros deben haber completado los Requisitos Core GT y las 6 horas de mantenimiento (anualmente). Asegurese de que todos los estudiantes GT participen en su proyecto anual que muestre sus habilidades academicas.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: District monitoring instrument, Class rosters, Lead teacher classroom observations, Honors Student Applications Summative: STAAR and EOC student scores and TSI scores/passing rate</p> <p>Staff Responsible for Monitoring: Principal and Dean-Campus Level Lead Teacher-District Level</p> <p>Population: Sub-population groups and teachers - Start Date: June 6, 2022 - End Date: December 22, 2022</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 7 Details	Reviews			
<p>Strategy 7: Model and Support the integration of instructional technology in the delivery of instruction for reinforcement, differentiation, assessment, and meeting the accessibility / modification needs of students. We are a 1:1 device campus. All students have access to all online resources on campus and off campus. Modelar y apoyar la integracion de la tecnologia educativa en la entrega de instruccion para reforzar, diferenciar, evaluar y satisfacer las necesidades de accesibilidad/modificacion de los estudiantes. Somos un campus de dispositivos 1:1. Todos los estudiantes tienen acceso a todos los recursos en linea dentro y fuera del campus.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Workshop agendas and sign-ins, PDS Session Evaluations, BISD Instructional Feedback Form. 100% of walk-throughs will indicate usage of TLI and CIF strategies. Summative: STAAR scores, TELPAS, and TMSFA,</p> <p>Staff Responsible for Monitoring: Principal, Dean, and Teachers</p> <p>Population: All students - Start Date: August 10, 2022 - End Date: June 2, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 8 Details	Reviews			
<p>Strategy 8: Analyze campus assessment data to determine specific instructional intervention needs that will drive planning for conferences, workshops, curriculum framework revisions, and maintenance meetings that address those state standards where the students demonstrated the lowest achievement levels. Specifically, Data Wall information obtained through Tango Trends, is used to monitor student performance from one assessment to the next. Analizar los datos de evaluacion del campus para determinar las necesidades especificas de intervencion educativa que impulsaran la planificacion de conferencias, talleres, revisiones del marco del plan de estudios y reuniones de mantenimiento que aborden los estandares estatales en los que los estudiantes demostraron los niveles de rendimiento mas bajos. Especificamente, la informacion de Data Wall obtenida a traves de Tango Trends se usa para monitorear el desempeno de los estudiantes de una evaluacion a la siguiente.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Training Calendars and agendas, Classroom walk-through data, Check-point Assessments, District Benchmarks, Revised frameworks Summative: STAAR scores, EOC scores, T-TESS data, PDS Transcripts, Manzano MS will have a 5 % point increase in the number of students who attain Approaches , Meets, and Masters STAAR performance.</p> <p>Staff Responsible for Monitoring: Principal, Dean, Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Population: All sub-population groups and teachers - Start Date: August 10, 2022 - End Date: June 2, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 9 Details	Reviews			
<p>Strategy 9: Provide respective teachers with training and resources to adequately implement the district 6-8 Science, Technology, Engineering, and Mathematics initiative (STEM) Proporcionar a los maestros respectivos capacitacion y recursos para implementar adecuadamente la iniciativa de ciencia, tecnologia, ingenieria y matematicas del distrito 6-8 (STEM)</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: benchmark scores, program applications counts Summative: STAAR scores; +90% of BISD instructional feedback form walkthroughs will indicate implementation of developed project-based learning experiences; The district will have a 2 percentage point increase in the middle school STEM program student enrollment.</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, Dept. Chairpersons (Math and Science)</p> <p>Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction - Population: MS STEM Teachers - Start Date: June 13, 2022 - End Date: June 2, 2023</p> <p>Need Statements: Student Learning 2</p> <p>Funding Sources: STEM Resources - 211 Title I-A - 211-11-6399-00-055-Y-30-STM-Y - \$3,000</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 10 Details	Reviews			
<p>Strategy 10: 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. Teachers will also be encouraged to sponsor extra- and co-curricular activities such as Destination Imagination, One-Act Play, Poet's Corner, Do the Write Thing, etc. Apoyar la participacion de la facultad y el personal que asisten a las conferencias de alfabetizacion regionales y/o distritales con el fin de enfocarse en las areas de mejora y brindar capacitacion de respuesta para instruccion explicita, diseno de lecciones, organizacion del salon de clases y resúmenes de entrega de la informacion durante los días de desarrollo del personal del distrito. También se alentará a los maestros a patrocinar actividades extracurriculares y cocurriculares como Destination Imagination, One-Act Play, Poet's Corner, Do the Write Thing, etc.</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. Summative: STAAR scores, CIRLCE-PM scores, TELPAS, TMSFA; +A 2 % point increase in the number of students approaching, mastering, and meeting the standard on state assessments</p> <p>Staff Responsible for Monitoring: Principal, Dean, ELAR Teachers</p> <p>Population: All 6-8 Teachers - Start Date: June 6, 2022 - End Date: June 2, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 11 Details	Reviews			
<p>Strategy 11: Certified teachers and para-professionals will supplement allotted campus positions so that the needs of low performing students may be met through individualized small group instruction as per IEPs.</p> <p>Los maestros y paraprofesionales certificados complementaran los puestos asignados en el campus para que las necesidades de los estudiantes de bajo rendimiento puedan satisfacerse a traves de la instruccion individualizada en grupos pequenos segun los IEP.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Teacher Observations, Lesson Plans, Student Classroom Grades and Progress Reports, BOY, MOY Test Results, Personnel Requisitions, Monthly Payroll Analysis, Walk-Throughs Summative: T-TESS summative evaluation data; Job Description/ Evaluations, 2% Improvement on State Assessments including STAAR, DBMs, and CPAs. Staff Responsible for Monitoring: Principal, Dean of Instruction, Teachers</p> <p>Title I: 2.5 - ESF Levers: Lever 5: Effective Instruction - Population: All 6-8 Students - Start Date: August 16, 2022 - End Date: June 2, 2023 Need Statements: Demographics 1 - Student Learning 1 Funding Sources: Supplies - 166 State Special Ed. - 166-11-6399-00-055-Y-23-0P0-Y - \$945, Supplies - 166 State Special Ed. - 166-11-6399-00-055-Y-23-0P4-Y - \$2,580, Supplies - 166 State Special Ed. - 166-11-6399-00-055-Y-23-0P1-Y - \$945, Supplies - 166 State Special Ed. - 166-11-6399-00-055-Y-23-0P2-Y - \$945, Awards (SE) - 166 State Special Ed. - 166-11-6498-00-055-Y-23-0P2-Y - \$500, Gloves - 166 State Special Ed. - 166-11-6399-00-055-Y-23-0B0-Y - \$707</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 12 Details		Reviews			
Strategy 12: *Class-size reduction teachers will address student academic needs through small group instruction in an effort to increase student academic achievement. (Title II-A) *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) *Stipends for teachers will be provided in an effort to retain high-quality teachers in high-need schools. (Title I-A & Title II-A) *Los maestros de reduccion del tamano de la clase abordaran las necesidades academicas de los estudiantes a traves de la instruccion en grupos pequenos en un esfuerzo por aumentar el rendimiento academico de los estudiantes. (Titulo II-A) *El personal del campus y las partes interesadas asistiran a las oportunidades en las conferencias nacionales, estatales, regionales y del distrito para participar en oportunidades de desarrollo profesional basadas en la investigacion que respaldaran las estrategias de reforma transformacional efectivas, las mejores practicas y el aprendizaje de los estudiantes. (Titulo I-A y Titulo II-A) *Se proporcionaran estipendios para maestros en un esfuerzo por retener a maestros de alta calidad en escuelas de alta necesidad. (Titulo I-A y Titulo II-A) Milestone's/Strategy's Expected Results/Impact: Formative: Classroom grades, District benchmark scores, teacher observations, student progress reports, Lesson plans, walk-through reports Summative: T-TESS or Job Description/Evaluation summative reports 2% improvement on State Assessments including STAAR, EOC, TSIA, and TELPAS Staff Responsible for Monitoring: Principal, Dean of Instruction, Teachers Title I: 2.6 - TEA Priorities: Improve low-performing schools - Population: All 6-8 Students - Start Date: August 15, 2022 - End Date: June 2, 2023 Need Statements: Demographics 1 - Student Learning 1 Funding Sources: Extra Duty Pay/OT/Sup. PE - 199 Local funds - 199-23-6121-08-055-Y-99-000-Y - \$200		Formative			Summative
		Oct	Jan	Mar	May
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Need Statements:

Demographics
Need Statement 1: There are significant academic gaps between special population groups and those students that do not belong to any special population group. (Emergent Bilinguals and Special Education students) Data Analysis/Root Cause: Academic gaps are a result of below grade reading levels and language barriers Need Statement 7: Manzano Middle School teachers and students require content specific resources, supplies, and material to ensure seamless instruction. Data Analysis/Root Cause: More than 80% of our students are economically disadvantaged and are unable to acquire some teacher requested supplies.

Student Learning

Need Statement 1: There are significant academic gaps between special population groups and those students that do not belong to any special population group. (Emergent Bilinguals and Special Education students) **Data Analysis/Root Cause:** Academic gaps are a result of below grade reading levels and language barriers

Need Statement 2: There is a need to provide high interest classes to students that have an interest in special programs such as STEM, Honors Courses, and GT courses **Data Analysis/Root Cause:** Loss of enrollment due to high interest courses being taught at competing charter schools or neighboring ISDs.

School Processes & Programs

Need Statement 4: Manzano Middle School teachers and students require content specific resources, supplies, and material to ensure seamless instruction. **Data Analysis/Root Cause:** More than 80% of our students are economically disadvantaged and are unable to acquire some teacher requested supplies.

Goal 1: Manzano Middle School students will receive academic opportunities that will produce well-rounded students who are prepared for secondary education as well as career and technology readiness. This will result in career-ready, self-sufficient citizens who will become positive contributors to society. Manzano Middle School students will demonstrate exemplary performance in the TEKS-based fine arts programs, co-curricular, athletic programs, and extra-curricular activities.

Los estudiantes de la Escuela Intermedia Manzano recibiran oportunidades academicas que produzcan estudiantes integrales que esten preparados para la educacion secundaria, asi como para la preparacion profesional y tecnologica. Esto dara como resultado ciudadanos autosuficientes y preparados para una carrera que se convertiran en contribuyentes positivos para la sociedad.

Los estudiantes de la Escuela Intermedia Manzano demostraran un desempeno ejemplar en los programas de bellas artes basados en TEKS, programas cocurriculares, atleticos y actividades extracurriculares.





Performance Objective 2: A minimum of 90% of our Career and Technical Education students will meet academic performance standards.

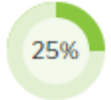







Un minimo del 90% de nuestros estudiantes de Educacion Tecnica y Profesional cumpliran con los estandares de rendimiento academico.

Evaluation Data Sources: Final Semester grades

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue with same objective as these vary minimally year to year.

Strategy 1 Details	Reviews			
Strategy 1: CTE teachers in grades 6-8 will utilize CTE funds for curriculum supplements and updated technology that will lead to enhanced student learning. Los maestros de CTE en los grados 6-8 utilizaran los fondos de CTE para complementar el plan de estudios y tecnologia actualizada que conducira a un mejor aprendizaje de los estudiantes. Milestone's/Strategy's Expected Results/Impact: Students will be engaged in learning as evidenced by walkthroughs. Students will learn the latest software applications using upgraded technology. Staff Responsible for Monitoring: Campus Principal and CTE Teachers Population: CTE Students - Start Date: August 16, 2022 - End Date: June 2, 2023	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details	Reviews			
<p>Strategy 2: The Career and Technical Education Department will continue to support ongoing professional development for its teachers so that students may learn the latest technology skills and be able to compete in college and the workforce. CTE Teacher will attend Local and State conferences at the District's expense in an effort to stay current with the latest innovations.</p> <p>El Departamento de Educacion Tecnica y Profesional continuara apoyando el desarrollo profesional continuo de sus maestros para que los estudiantes puedan aprender las ultimas habilidades tecnologicas y poder competir en la universidad y en la fuerza laboral. El maestro de CTE asistira a las conferencias locales y estatales a expensas del Distrito en un esfuerzo por mantenerse al dia con las ultimas innovaciones.</p> <p>Milestone's/Strategy's Expected Results/Impact: Teachers will return to their classrooms and be able to share the newest technologies with their students. Teachers will be able to train their campus colleagues based on what they learned at their professional development</p> <p>Staff Responsible for Monitoring: Principal, CTE Teachers</p> <p>Population: CTE Students - Start Date: June 13, 2022 - End Date: June 2, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				
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Goal 1: Manzano Middle School students will receive academic opportunities that will produce well-rounded students who are prepared for secondary education as well as career and technology readiness. This will result in career-ready, self-sufficient citizens who will become positive contributors to society. Manzano Middle School students will demonstrate exemplary performance in the TEKS-based fine arts programs, co-curricular, athletic programs, and extra-curricular activities.

Los estudiantes de la Escuela Intermedia Manzano recibiran oportunidades academicas que produzcan estudiantes integrales que esten preparados para la educacion secundaria, asi como para la preparacion profesional y tecnologica. Esto dara como resultado ciudadanos autosuficientes y preparados para una carrera que se convertiran en contribuyentes positivos para la sociedad.

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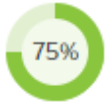


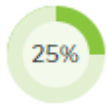
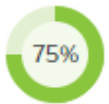


Performance Objective 3: 80% of migrant students will earn "Approaches" on STAAR within 2 years and 70% will be at Meets Grade Level for all STAAR assessments.









El 80% de los estudiantes migrantes obtendran "Aproximaciones" en STAAR dentro de 2 anos y el 70% estara en Cumple con el nivel de grado para todas las evaluaciones STAAR.









Evaluation Data Sources: Results Driven Accountability Report, STAAR/EOC, TSIA, and TELPAS Assessments for Migrant students, Migrant Program participation reports

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue to monitor migrant student performance and offer after school tutorials for those that have a need.

Strategy 1 Details	Reviews			
<p>Strategy 1: All migrant students will receive grade appropriate school supplies, hygiene products, and clothing on an as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus extending them the same opportunity for meeting the academic challenges of all students. All PFS migrant students will receive supplemental supports services and will have an opportunity to attend a PFS Learning Academy. All migrant students will receive a summer reading pack so that they may continue sharpening their reading skill during the summer months.</p> <p>Todos los estudiantes migrantes recibiran utiles escolares, productos de higiene y ropa apropiados para su grado segun sea necesario para brindarles las herramientas necesarias para completar sus tareas escolares y escolares; extendiendoles asi la misma oportunidad de enfrentar los desafios academicos de todos los estudiantes. Todos los estudiantes migrantes de PFS recibiran servicios de apoyo complementarios y tendran la oportunidad de asistir a una Academia de aprendizaje de PFS. Todos los estudiantes migrantes recibiran un paquete de lectura de verano para que puedan continuar mejorando sus habilidades de lectura durante los meses de verano.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Distribution forms, PFS Learning Academy Reports, Composite of Services Reports. Summative Impact: +Fewer PFS students are identified due to increased performance +On-time promotion and on-time graduation rates increase.</p> <p>Staff Responsible for Monitoring: Migrant Teachers and Counselors</p> <p>Population: All migrant students - Start Date: August 16, 2022 - End Date: June 2, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Migrant 8th graders will have the opportunity to attend a math workshop to learn and reinforce the skills necessary to successfully meet the challenges of the district's rigorous math classes and STAAR exams. These workshops are provided by the District Migrant Department</p> <p>Los estudiantes migrantes de octavo grado tendran la oportunidad de asistir a un taller de matematicas para aprender y reforzar las habilidades necesarias para enfrentar con exito los desafios de las rigurosas clases de matematicas del distrito y los exámenes STAAR. Estos talleres son brindados por el Departamento Distrital de Migrantes</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Six Weeks grades and PFS Monitoring Tool; Summative: Increased passing rates on STAAR Math 6-8</p> <p>Staff Responsible for Monitoring: Migrant Teachers and Migrant Clerks</p> <p>Population: 8th Grade Migrant Students - Start Date: August 16, 2022 - End Date: June 2, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 3 Details	Reviews			
<p>Strategy 3: The campus migrant clerks will provide supplemental support to the PFS and migrant students only, in order to enhance the advocacy, encouragement, and support to the special needs of migrant students as delineated by ESSA (Public Law 07-110) Section 1301-1309 and will ensure that the migrant students are actively engaged in the Migrant Club, receive needed homework assistance and socialize with other migrant students throughout the current school year. Manzano MS does not have a Migrant Clerk at this time.</p> <p>The campus migrant clerks will provide supplemental support to the PFS and migrant students only, in order to enhance the advocacy, encouragement, and support to the special needs of migrant students as delineated by ESSA (Public Law 07-110) Section 1301-1309 and will ensure that the migrant students are actively engaged in the Migrant Club, receive needed homework assistance and socialize with other migrant students throughout the current school year. Manzano MS does not have a Migrant Clerk at this time.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: 3 week progress reports, and Six Weeks grades Summative: End of year state assessment scores</p> <p>Staff Responsible for Monitoring: Principal Dean</p> <p>Population: PFS and Migrant Students - Start Date: August 16, 2022 - End Date: June 2, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Middle School 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>Los estudiantes migrantes de la escuela intermedia tendran la misma oportunidad de asistir a los programas de 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 Summative: +Increased promotion rates and State test performance</p> <p>Staff Responsible for Monitoring: Principal Dean</p> <p>Population: All Migrant students - Start Date: August 16, 2022 - End Date: June 2, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 5 Details	Reviews			
<p>Strategy 5: In order to increase awareness of migrant student needs, BISD campus faculty and staff, through the monthly distribution of the PFS Monitoring Tool and through scheduled meetings, will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students.</p> <p>Con el fin de aumentar la conciencia sobre las necesidades de los estudiantes migrantes, el personal docente y administrativo del campus de BISD, a traves de la distribucion mensual de la Herramienta de monitoreo de PFS y mediante reuniones programadas, recibira informacion adecuada sobre migrantes para que se brinden intervenciones oportunas y apropiadas a los estudiantes migrantes.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: PFS Monitoring Tools, Assessment Results, Placement into Interventions Summative: Improved EOY Assessment Results forTMSFA, STAAR, RDA Report.</p> <p>Staff Responsible for Monitoring: Principal Dean</p> <p>Population: All Campus Staff Members - Start Date: August 16, 2022 - End Date: June 2, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Manzano Middle School students will receive academic opportunities that will produce well-rounded students who are prepared for secondary education as well as career and technology readiness. This will result in career-ready, self-sufficient citizens who will become positive contributors to society. Manzano Middle School students will demonstrate exemplary performance in the TEKS-based fine arts programs, co-curricular, athletic programs, and extra-curricular activities.

Los estudiantes de la Escuela Intermedia Manzano recibiran oportunidades academicas que produzcan estudiantes integrales que esten preparados para la educacion secundaria, asi como para la preparacion profesional y tecnologica. Esto dara como resultado ciudadanos autosuficientes y preparados para una carrera que se convertiran en contribuyentes positivos para la sociedad.

Los estudiantes de la Escuela Intermedia Manzano demostraran un desempeno ejemplar en los programas de bellas artes basados en TEKS, programas cocurriculares, atleticos y actividades extracurriculares.





Performance Objective 4: Increase number of students in co-curricular and extra-curricular advancing in Math, Science, Social Studies, ELA, Fine Arts, and CTE programs by 5% over 2021-2022 participation.









Aumentar el numero de estudiantes en programas cocurriculares y extracurriculares que avanzan en Matematicas, Ciencias, Estudios Sociales, ELA, Bellas Artes y CTE en un 5 % sobre la participacion de 2021-2022.









Evaluation Data Sources: Regional and state competition participation numbers

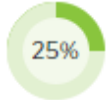











Summative Evaluation: Met Objective

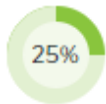



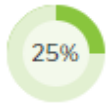
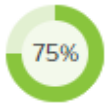


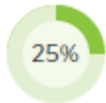



Next Year's Recommendation: Increase participation in Science and History Fair as well as participate in CTE events.

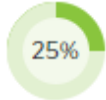







Strategy 1 Details	Reviews			
<p>Strategy 1: Middle School Teachers will be provided with training and materials to promote participation in Robotic Competition at the campus, district, and regional level. Students will be encouraged to participate in any extra-curricular program actively sponsored by Manzano Middle School</p> <p>Los maestros de escuela intermedia recibiran capacitacion y materiales para promover la participacion en la competencia robotica a nivel de campus, distrito y region. Se alentara a los estudiantes a participar en cualquier programa extracurricular patrocinado activamente por la Escuela Intermedia Manzano.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Training agendas and flyers, PDS attendance and evaluation reports Summative Impact: +Increase number of campus entries, Increase number of students in STEM classes. Staff Responsible for Monitoring: Principal, Dean, Teachers/Sponsors</p> <p>Population: All teachers and students - Start Date: June 13, 2022 - End Date: June 2, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Science Fair Sponsors and Coordinators will be provided with training and materials to promote participation at the campus, district, regional, state, and international level by increasing student awareness of Science Technology, Engineering and Mathematics concepts building a pathway for STEM and college/ career readiness.</p> <p>Los patrocinadores y coordinadores de la feria de ciencias recibirán capacitación y materiales para promover la participación en el campus, el distrito, la región, el estado y el nivel internacional al aumentar la conciencia de los estudiantes sobre los conceptos de Ciencia, Tecnología, Ingeniería y Matemáticas, creando un camino para STEM y preparación universitaria/ profesional.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Training agendas and flyers, PDS attendance and evaluation reports Summative Impact: +Increase number of campus entries, district entries, Regional and State Entries. +Increase number of students in STEM classes</p> <p>Staff Responsible for Monitoring: Dean of Instruction, Math/Science Teachers</p> <p>Population: 6-8 Students - Start Date: June 13, 2022 - End Date: June 2, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Student's problem solving skills, originality and creativity will be encouraged through their participation in district programs. Teachers, sponsors and coaches will be provided with professional development and materials to promote participation in Brainsville Inventions, Chess, Destination Imagination, Poet's Corner, etc.</p> <p>Las habilidades para resolver problemas, la originalidad y la creatividad de los estudiantes se fomentarán a través de su participación en los programas del distrito. Los maestros, patrocinadores y entrenadores recibirán desarrollo profesional y materiales para promover la participación en Brainsville Inventions, Chess, Destination Imagination, Poet's Corner, etc.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Training agendas and flyers, PDS attendance and evaluation reports Summative Impacts: Brainsville Inventions 10% increase in student participation at the campus level. +Chess 10% increase in student participation at the district, regional, state and national levels. +Destination Imagination 10% increase in student participation at the regional, state and Global levels. +Poet's Corner student participation</p> <p>Staff Responsible for Monitoring: Principal, Dean, Sponsor</p> <p>Population: 6-8 Teachers and Students - Start Date: August 16, 2022 - End Date: June 2, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Middle School teachers will be provided with professional development and materials to promote the participation in Brownsville Kids Voting activities. History Day Sponsors, Mock Trial sponsors and department chairs will be provided with training throughout the year in order to increase participation in competition at the district, regional, state and national level.</p> <p>Los maestros de la escuela intermedia recibiran desarrollo profesional y materiales para promover la participacion en las actividades de votacion de los ninos de Brownsville. Los patrocinadores del Dia de la Historia, los patrocinadores de juicios simulados y los jefes de departamento recibiran capacitacion durante todo el ano para aumentar la participacion en la competencia a nivel distrital, regional, estatal y nacional.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Training agendas and flyers; PDS attendance and evaluation reports Summative Impact: +10% increase in campus entries for History Day at the district, regional, and state level. +10% increase in campus entries for Mock Trial at the regional level. Maintain campus participation in Brownsville Kids Voting at the district level.</p> <p>Staff Responsible for Monitoring: SS Department Chairperson; Dean</p> <p>Population: Students 6-8 - Start Date: August 16, 2022 - End Date: June 2, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Middle School Teachers will be provided with training and materials to promote participation in American Mathematics Competition (AMC) and Mathcounts at the campus, district, and regional level.</p> <p>Los maestros de escuela intermedia recibiran capacitacion y materiales para promover la participacion en la Competencia Americana de Matematicas (AMC) y Mathcounts a nivel de campus, distrito y region.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Training agendas and flyers, PDS attendance and evaluation reports Summative Impacts: +AMC (8th to 12th) at least 4 middle school campuses will participate in Mathcounts competition in 2022-2023</p> <p>Staff Responsible for Monitoring: Math Department Chair, Dean</p> <p>Population: 6-8 Teachers and Students - Start Date: August 16, 2022 - End Date: June 2, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 6 Details	Reviews			
Strategy 6: The Curriculum and Instruction Department will host the annual District Spelling Bee in which all elementary and middle schools will participate. El Departamento de Curriculo e Instruccion organizara el Concurso de Ortografia del Distrito anual en el que participaran todas las escuelas primarias y secundarias. Milestone's/Strategy's Expected Results/Impact: Formative Results: Spelling Bee results for district, regional and state levels Summative Impact: +participation in Spelling Bee by all Elementary and Middle School Campuses +Increased level of competition success beyond district and regional levels Staff Responsible for Monitoring: Dean, Spelling Bee Sponsor, C&I Specialists Population: 6-8 Students - Start Date: November 1, 2022 - End Date: March 10, 2023	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 7 Details	Reviews			
Strategy 7: Secondary fine arts students will develop critical thinking and multi-tasking skills, and creativity, teamwork and character by participating in UIL contests, TMEA contests, non-UIL contests, exhibitions, district/community events, and public performances. Fine Arts teachers will be provided opportunities to attend local and other types of professional development. Los estudiantes de bellas artes de secundaria desarrollaran habilidades de pensamiento critico y tareas multiples, y creatividad, trabajo en equipo y caracter al participar en concursos de UIL, concursos de TMEA, concursos que no son de UIL, exhibiciones, eventos del distrito/comunidad y actuaciones publicas. A los maestros de bellas artes se les brindaran oportunidades para asistir a desarrollo profesional local y de otro tipo. Milestone's/Strategy's Expected Results/Impact: Formative: Performance ratings, attendance, audience/student reaction Summative: EOY performance recognition, Student program enrollment increases Staff Responsible for Monitoring: Principal, Campus Directors/Teachers Population: All 6-8 students - Start Date: August 16, 2022 - End Date: June 2, 2023	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 8 Details	Reviews			
Strategy 8: Increase enrollment in fine arts programs by conducting recruitment concerts and visits. Aumentar la inscripcion en los programas de bellas artes mediante la realizacion de visitas y conciertos de reclutamiento. Milestone's/Strategy's Expected Results/Impact: Formative Results: PEIMS enrollment numbers, class rosters Summative Impact: improved enrollments from prior year Staff Responsible for Monitoring: Principal, Campus Directors/Teachers Population: All 6-8 students and teachers - Start Date: August 16, 2022 - End Date: June 2, 2023	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 9 Details		Reviews			
Strategy 9: To increase the number of athletes to be scheduled in the appropriate athletic period each year, so that leadership skills, sport skills, higher-order thinking skills, strengthening and conditions skills, and sportsmanship skills can be mastered by the student in athletics. Aumentar el numero de atletas que se programaran en el periodo atletico apropiado cada ano, de modo que el estudiante pueda dominar las habilidades de liderazgo, las habilidades deportivas, las habilidades de pensamiento de orden superior, las habilidades de fortalecimiento y acondicionamiento y las habilidades deportivas. Milestone's/Strategy's Expected Results/Impact: Increased enrollment in Athletics and in each sport offered at Manzano MS Staff Responsible for Monitoring: Campus Principal, Campus AC Population: All athletes 7-8 - Start Date: August 16, 2022 - End Date: June 2, 2023		Formative			Summative
		Oct	Jan	Mar	May
					
Strategy 10 Details		Reviews			
Strategy 10: Schedule Cluster campus visits with student-athletes and their feeder schools to present athletic programs in order to increase participation in athletic programs at all levels. Programe visitas a los campus de Cluster con estudiantes-atletas y sus escuelas secundarias para presentar programas atleticos a fin de aumentar la participacion en programas atleticos en todos los niveles. Milestone's/Strategy's Expected Results/Impact: Formative Results: Presentation Schedules, Choice slips for athletic classes. Summative Impact: increased Team and Class rosters on Rank One Staff Responsible for Monitoring: Campus Principal, Athletic Coordinator Population: All students - Start Date: January 3, 2023 - End Date: May 26, 2023		Formative			Summative
		Oct	Jan	Mar	May
					
Strategy 11 Details		Reviews			
Strategy 11: Conduct Sports camps at each level and a 6th grade try-out at the end of the year to increase participation in athletic programs. Llevar a cabo campamentos deportivos en cada nivel y una prueba de sexto grado al final del ano para aumentar la participacion en los programas deportivos. Milestone's/Strategy's Expected Results/Impact: Formative Results: Sign-in sheets, Try-out reports, choice slips, master schedule Summative Impact: Increased enrollment in Pre-Athletic Programs Staff Responsible for Monitoring: Campus Principal, Athletic Coordinator Population: Incoming 6th Graders - Start Date: May 1, 2023 - End Date: May 31, 2023		Formative			Summative
		Oct	Jan	Mar	May
					

Strategy 12 Details		Reviews			
Strategy 12: Expand the number of teams at the middle school level for tennis (boys and girls) and baseball teams (boys only) for all campuses . Ampliar la cantidad de equipos en el nivel de escuela intermedia para equipos de tenis (ninos y ninas) y beisbol (solo ninos) para todos los campus. Milestone's/Strategy's Expected Results/Impact: Formative Results: Team rosters, Master Schedules Summative Impact: Improved Rank One Sport Information compared to prior year. Staff Responsible for Monitoring: Campus Principal and Campus Athletic Coordinator Population: 6-8 Students - Start Date: August 16, 2022 - End Date: May 12, 2023		Formative			Summative
		Oct	Jan	Mar	May
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Goal 2: Manzano Middle School Staff will ensure equity in availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students.

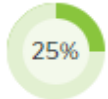



El personal de la Escuela Intermedia Manzano garantizara la equidad en la disponibilidad de instalaciones apropiadas, bien mantenidas y eficientes energeticamente para un entorno de aprendizaje seguro y ordenado para todos los estudiantes.

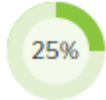







Performance Objective 1: Manzano Middle School will implement energy savings plans; maintain and upgrade current facilities to provide a healthy and positive learning environment by scheduling renovation/upgrade/improvement of at least 20% of instructional facilities annually over the next 5 years. La Escuela Intermedia Manzano implementara planes de ahorro de energia; mantener y actualizar las instalaciones actuales para brindar un ambiente de aprendizaje saludable y positivo al programar la renovacion/actualizacion/mejora de al menos el 20 % de las instalaciones educativas anualmente durante los proximos 5 anos.

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

Summative Evaluation: Met Objective

Next Year's Recommendation: This is an ongoing initiative and campus personnel will do their part to be energy efficient.

Strategy 1 Details	Reviews			
<p>Strategy 1: Manzano Middle School will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan. Population: All department and campus facilities Timeline: December 2022- June 2023</p> <p>Manzano Middle School promovera deliberadamente actividades de ahorro de energia en el campus para apoyar la implementacion del plan de ahorro de energia del distrito. Poblacion: Todas las instalaciones del departamento y del campus. Cronograma: Diciembre 2022- Junio 2023</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. Staff Responsible for Monitoring: All campus staff members</p> <p>Population: All department and campus facilities - Start Date: July 1, 2022 - End Date: June 30, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details		Reviews			
Strategy 2: Create and implement a systematic approach to the renovation/ upgrade/ improvement of facilities to include prioritizing based on safety and needs of the district. Crear e implementar un enfoque sistematico para la renovacion/actualizacion/mejora de las instalaciones para incluir la priorizacion basada en la seguridad y las necesidades del distrito. Milestone's/Strategy's Expected Results/Impact: Survey results from campuses and departments will indicate prioritization of the renovation plans. Formative: Survey; Summative: Evaluation/analysis of survey data Staff Responsible for Monitoring: Campus Administration ESF Levers: Lever 3: Positive School Culture - Population: All department and campus facilities - Start Date: July 1, 2022 - End Date: June 30, 2023 Need Statements: Perceptions 2 Funding Sources: Extra Duty Pay (Custodians) - 199 Local funds - 199-51-6121-47-055-Y-99-000-Y - \$200, Custodial Supplies for Maintenance - 199 Local funds - 199-51-6315-00-055-Y-99-000-Y - \$11,000, Contracted Maintenance and Repair (machines, software, etc) - 199 Local funds - 199-23-6249-00-055-Y-99-000-Y - \$1,200, Extra Duty Pay/OT-Sup PE - 199 Local funds - 199-51-6121-00-055-Y-99-000-Y - \$120, Building Improvement - 282 ESSER III Grant Funds - 282-81-6629-00-055-Y-99-090-1 - \$1,372,281		Formative			Summative
		Oct	Jan	Mar	May
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Need Statements:

Perceptions
Need Statement 2: School safety, in all aspects of our school operations, needs to be regarded as a high priority. Data Analysis/Root Cause: There is a heightened sense of urgency due to Covid-19, violence, emotional distress, and other issues.


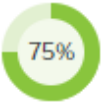






Goal 3: Manzano Middle School Administration will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel.
 La administracion de la Escuela Intermedia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

Performance Objective 1: Manzano 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 Manzano garantizara el uso eficaz y eficiente de todos los fondos disponibles para implementar un presupuesto equilibrado que incluya una mejor compensacion para los maestros y planes para reclutar, retener y apoyar a personal altamente calificado.

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

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue to utilize teacher input regarding resource purchases.

Strategy 1 Details	Reviews			
Strategy 1: Manzano Middle School will effectively and efficiently use 100% of its allotted funds based on evaluations and needs. La Escuela Intermedia Manzano utilizara de manera efectiva y eficiente el 100% de sus fondos asignados en base a las evaluaciones y necesidades. Milestone's/Strategy's Expected Results/Impact: Funding reports will indicate all funds were expended based on prioritized needs. Formative: monthly expenditure reports compared DIP/CIP Summative: end of year expenditure reports Staff Responsible for Monitoring: Campus Administration Population: BISD Stakeholders - Start Date: July 1, 2022 - End Date: June 30, 2023	Formative			Summative
	Oct	Jan	Mar	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Todos los programas y campus de la Escuela Intermedia Manzano trabajaran de cerca y en colaboracion con la Oficina de Informacion Publica de BISD para expandir las campanas de relaciones publicas/mercadeo para expandir aun mas la inscripcion/reclutamiento/y los esfuerzos de retencion de estudiantes.

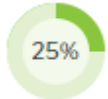



Performance Objective 1: All Manzano Middle School program areas and campuses will provide the BISD Public Information Office with features articles, student recognitions, co-/extra-curricular activities, and parent/community events.

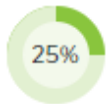



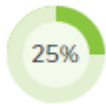
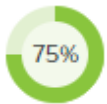






Todas las areas del programa y los campus de la Escuela Intermedia Manzano proporcionaran a la Oficina de Informacion Publica de BISD articulos destacados, reconocimientos de estudiantes, actividades cocurriculares/extracurriculares y eventos para padres/comunidad.

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

Summative Evaluation: Met Objective

Next Year's Recommendation: Manzano will continue to share it's accomplishments through the District Web Site as well as Manzano Social Media Sources.

Strategy 1 Details	Reviews			
Strategy 1: Promote the history and origins along with current accomplishments of our campus weekly through the website and media venues. Promueva la historia y los origenes junto con los logros actuales de nuestro campus semanalmente a traves del sitio web y los medios de comunicacion. Milestone's/Strategy's Expected Results/Impact: Formative: schedule of weekly articles Summative: Look for articles that highlight Manzano Middle School. Staff Responsible for Monitoring: Principal Population: BISD Stakeholders - Start Date: July 1, 2022 - End Date: June 30, 2023	Formative			Summative
	Oct	Jan	Mar	May
	 25%	 75%	 90%	

Strategy 2 Details	Reviews			
Strategy 2: Designate a PIO contact to provide feature articles, current and prior students/ parents/ staff recognitions, co-/ extra-curricular activities, and parent/community events. Designe un contacto de PIO para proporcionar articulos destacados, reconocimientos de estudiantes/padres/personal actuales y anteriores, actividades cocurriculares/extracurriculares y eventos para padres/comunidad. Milestone's/Strategy's Expected Results/Impact: Regular features in media showcasing current accomplishments of faculty, staff, students, and alumni and major events. Formative: Submissions of information for articles and showcases Summative: annual compilation of articles and presentation/showcases Staff Responsible for Monitoring: Principal Population: Manzano MS Stakeholders - Start Date: July 1, 2022 - End Date: June 30, 2023	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 3 Details	Reviews			
Strategy 3: Manzano MS will update websites at least monthly including showcasing student and community activities. Manzano MS actualizara los sitios web al menos una vez al mes, incluida la exhibicion de actividades estudiantiles y comunitarias. Milestone's/Strategy's Expected Results/Impact: Campus and district websites will be up-to-date on a monthly basis with all compliance postings and showcasing campus/program activities and successes. Formative: checklist of websites indicating are current; Summative: report at end of year for monthly checklist results Staff Responsible for Monitoring: Principal Population: Manzano MS Stakeholders - Start Date: July 1, 2022 - End Date: June 30, 2023	Formative			Summative
	Oct	Jan	Mar	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 5: Manzano Middle School will maintain a safe and disciplined environment conducive to student learning.
La Escuela Intermedia Manzano mantendra un ambiente seguro y disciplinado propicio para el aprendizaje de los estudiantes.









Performance Objective 1: Discipline referrals for removals or placements to the Brownsville Academic Center (BAC) will decrease by 10%.
Las remisiones disciplinarias por remociones o colocaciones al Centro Academico de Brownsville (BAC) disminuiran en un 10%.





Evaluation Data Sources: The following departments (Pupil Services, Police and Security Services, Guidance and Counseling Services and Special Services will determine the success of each strategy as per recommended documentation.
Los siguientes departamentos (Servicios Estudiantiles, Policia y Servicios de Seguridad, Servicios de Orientacion y Asesoramiento y Servicios Especiales determinaran el exito de cada estrategia segun la documentacion recomendada.

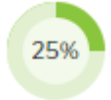



Summative Evaluation: No progress made toward meeting Objective

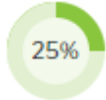







Next Year's Recommendation: Changes to campus student code of conduct will be implemented in grades 6 to 8 in an effort to curb discipline issues.

Strategy 1 Details	Reviews			
<p>Strategy 1: In order to prevent discipline incidents and/or referrals to BAC all students and parents will have access to a copy of the Student Code of Conduct to communicate the district's discipline policy and behavior consequences. Para prevenir incidentes de disciplina y / o referencias a BAC, todos los estudiantes y padres tendran acceso a una copia del Codigo de Conducta del Estudiante para comunicar la politica de disciplina del distrito y las consecuencias de la conducta.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Campus SCOC Receipt form, Signed SCC Acknowledgement Forms, posting of SCOC on District and campus websites. Signed Student Code of Conduct; Orientation for all Parents during the current instructional school year Summative: ESchool Plus Disciplinary Action Report; PEIMS Discipline data BAC enrollments by campus and district-wide Formativo: formulario de recibo de SCOC del campus, formularios de reconocimiento de SCC firmados, publicacion de SCOC en los sitios web del distrito y del campus. Codigo de conducta estudiantil firmado; Orientacion para todos los padres durante el ano escolar actual. Resumen: Informe de accion disciplinaria ESchool Plus; Datos de disciplina de PEIMS Inscripciones en BAC por campus y en todo el distrito</p> <p>Staff Responsible for Monitoring: Campus Administrators, Counselors, and Teachers Administradoras, consejeras y maestras del campus</p> <p>Population: All students, parents, and personnel - Start Date: August 16, 2022 - End Date: June 2, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Decrease the number of repeated referrals to BAC by implementing RtI behavior interventions upon transitioning to Manzano MS, Academic Counselor monitoring of behavior and grades every progress period. ESchools Plus is utilized to track disciplinary actions.</p> <p>Disminuir el numero de referencias repetidas a BAC mediante la implementacion de intervenciones de comportamiento RtI al hacer la transicion a Manzano MS, el consejero (academico) supervisa el comportamiento y las calificaciones en cada periodo de progreso. ESchools Plus se utiliza para realizar un seguimiento de las acciones disciplinarias.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: RTI documentation, ESchools Plus, Counselor meeting logs Summative: Documentation on ESchools Plus regarding disciplinary actions taken on campus per student. Formativo: documentacion de RTI, ESchools Plus, registros de reuniones de consejeros Sumativo: Documentacion en ESchools Plus con respecto a las acciones disciplinarias tomadas en el campus por estudiante.</p> <p>Staff Responsible for Monitoring: Campus Administrators and Counselors Administradores y consejeros del campus</p> <p>Population: All students - Start Date: August 16, 2022 - End Date: June 2, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Review of all proposed discretionary and mandatory removals/placements including documented interventions of all special education students will be done by Special Services and BAC administration.</p> <p>Los servicios especiales y la administracion de BAC revisaran todas las remociones / colocaciones discrecionales y obligatorias propuestas, incluidas las intervenciones documentadas de todos los estudiantes de educacion especial.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: BAC packet checklist forms and documented interventions showing approval from both BAC and Special Services Summative: +Decrease in the number of special education students removed to BAC compared to previous school year. Formativo: formularios de listas de verificacion de paquetes de BAC e intervenciones documentadas que muestren la aprobacion tanto de BAC como de Servicios Especiales Sumativo: + Disminucion en la cantidad de estudiantes de educacion especial removidos a BAC en comparacion con el ano escolar anterior.</p> <p>Staff Responsible for Monitoring: Campus Administration and Counselors Consejeros y administracion del campus</p> <p>Population: All Special Education Students - Start Date: August 16, 2022 - End Date: June 2, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Reduce placement assignments to a DAEP setting by providing early behavior intervention strategies and de-escalation techniques through the implementation of Guidance and Counseling program as per Texas Comprehensive Development Guidance and Counseling Model at each campus.</p> <p>Reducir las asignaciones de colocacion en un entorno DAEP al proporcionar estrategias de intervencion de comportamiento temprano y tecnicas de reduccion a traves de la implementacion del programa de Orientacion y Consejeria segun el Modelo de Orientacion y Consejeria de Desarrollo Integral de Texas en cada campus.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Student sign-in sheets, Counselor's logs, Audits, Evaluation sheets, Training sign-in sheets Summative: +Discipline report Data reflecting a reduction in placements to a DAEP per campus. Formativo: hojas de registro de estudiantes, registros del consejero, auditorias, hojas de evaluacion, hojas de registro de capacitacion Sumativo: + Informe de disciplina Datos que reflejan una reduccion en las colocaciones a un DAEP por campus.</p> <p>Staff Responsible for Monitoring: Campus Administrators and Counselors Administradores y consejeros del campus</p> <p>Population: All Students - Start Date: August 16, 2022 - End Date: June 2, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 5 Details	Reviews			
<p>Strategy 5: Provide training and support to classroom teachers and campus administration in discipline management and safe environments. Campus Counselors will implement a comprehensive counseling program under TAC11.252 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. Topics will include mental health, inter-personal intra-personal effectiveness, personal health/safety and college/career readiness. Campus will also implement Suite 360 Social Emotional Learning Curriculum Implementation.</p> <p>Brindar capacitacion y apoyo a los maestros de aula y la administracion del campus en el manejo de la disciplina y entornos seguros. Los consejeros del campus implementaran un programa integral de asesamiento bajo TAC11.252 con el apoyo de organizaciones comunitarias/sin fines de lucro para abordar las tendencias actuales relacionadas con la salud mental, la seguridad y la resolucion de conflictos a traves de presentaciones con estudiantes, padres, profesores del campus y personal. Los temas incluiran salud mental, efectividad intrapersonal interpersonal, salud/seguridad personal y preparacion universitaria/profesional. El campus tambien implementara la implementacion del plan de estudios de aprendizaje socioemocional Suite 360.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Training Sign In Sheets and Six weeks discipline reports Summative: discipline report data reflecting decrease in the number of discipline incidents compared to previous school year. (ESchools Plus) Formative: hojas de registro de capacitacion e informes de disciplina de seis semanas Sumativo: datos del informe de disciplina que reflejan una disminucion en el numero de incidentes de disciplina en comparacion con el ano escolar anterior. (ESchools Plus)</p> <p>Staff Responsible for Monitoring: Campus Administrators and Counselors Administradores y consejeros del campus</p> <p>Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture - Population: All students - Start Date: August 16, 2022 - End Date: June 2, 2023 Need Statements: Demographics 5 - School Processes & Programs 2 Funding Sources: Extra duty pay for counseling - 282 ESSER III Grant Funds - 282-31-6118-00-055-Y-99-MH1-1 - \$2,310</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 6 Details		Reviews			
Strategy 6: Positive behavior interventions and supports (PBIS) and the behavioral RtI tiering will be implemented with greater fidelity to improve the behavior of students with close monitoring of the ISS/OSS placements for special populations. Las intervenciones y apoyos de comportamiento positivo (PBIS) y la clasificacion por niveles de comportamiento RtI se implementaran con mayor fidelidad para mejorar el comportamiento de los estudiantes con un seguimiento de cerca de las ubicaciones de ISS / OSS para poblaciones especiales. Milestone's/Strategy's Expected Results/Impact: Formative: ITS/OSS placements of special education and other targeted student groups will decrease by 10% at the district level Summative: PBMAS discipline indicator performance levels and staging will decrease Formativo: las colocaciones de ITS / OSS de educacion especial y otros grupos de estudiantes especificos disminuiran en un 10% a nivel del distrito Sumativo: Los niveles de desempeno y la puesta en escena del indicador de disciplina PBMAS disminuiran Staff Responsible for Monitoring: Campus Administrators, Counselors, and Teachers Administradoras, consejeras y maestras del campus Population: All students - Start Date: August 16, 2022 - End Date: June 2, 2023		Formative			Summative
		Oct	Jan	Mar	May
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Need Statements:

Demographics
Need Statement 5: Need to increase supports for student and family access to physical and mental health. Data Analysis/Root Cause: Counseling positions are lost by attrition based on new compensation plan and counselors now need to spend a majority of their time providing emotional counseling services to their students. Each counselor has 300 plus students per grade level.
School Processes & Programs
Need Statement 2: Need to increase supports for student and family access to physical and mental health. Data Analysis/Root Cause: Counseling positions are lost by attrition based on new compensation plan and counselors now need to spend a majority of their time providing emotional counseling services to their students. Each counselor has 300 plus students per grade level.

Goal 5: Manzano Middle School will maintain a safe and disciplined environment conducive to student learning.
La Escuela Intermedia Manzano mantendra un ambiente seguro y disciplinado propicio para el aprendizaje de los estudiantes.

Performance Objective 2: Establish and refine safety plans according to District requirements and adjusted to specifically meet the needs of Manzano Middle School to ensure student safety in the event of a crisis.

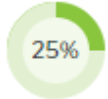



Establecer y perfeccionar los planes de seguridad de acuerdo con los requisitos del Distrito y ajustarlos para satisfacer especificamente las necesidades de la Escuela Intermedia Manzano para garantizar la seguridad de los estudiantes en caso de una crisis.

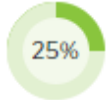



Evaluation Data Sources: The Police and Security Services, District Safety Administrator, Campus Administration, Pupil Services, Guidance and Counseling Services and Special Services will determine the success of each strategy as per recommended documentation.

La policia y los servicios de seguridad, el administrador de seguridad del distrito, la administracion del campus, los servicios para alumnos, los servicios de orientacion y asesoramiento y los servicios especiales determinaran el exito de cada estrategia segun la documentacion recomendada.

Summative Evaluation: Met Objective

Next Year's Recommendation: These are continuous measures that need to be taken every school year.

Strategy 1 Details	Reviews			
Strategy 1: Ensure the implementation and annual review of a comprehensive district and campus Emergency Operations plan. Asegurar la implementacion y revision anual de un plan integral de operaciones de emergencia del distrito y del campus. Milestone's/Strategy's Expected Results/Impact: Formative: Safety Meeting Sign-In Sheets, Summative: +100% completed District and Campus Emergency Operations Plans. Formativo: Hojas de registro de reuniones de seguridad, Sumativo: + 100% de planes de operaciones de emergencia del distrito y del campus completados. Staff Responsible for Monitoring: Campus Administrators Administradores del campus Population: All Students - Start Date: July 1, 2022 - End Date: June 30, 2023	Formative			Summative
	Oct	Jan	Mar	May
	 25%	 75%	 90%	

Strategy 2 Details	Reviews			
Strategy 2: Place and assign a police officer and security officers throughout the year at middle school. Colocar y asignar un oficial de policia y oficiales de seguridad durante el ano en la escuela secundaria. Milestone's/Strategy's Expected Results/Impact: Formative: Security Officers and Police Officers work schedule assignments Summative: +end of year assignments indicating all campuses have officer and or security officer in place Formativo: asignaciones de horarios de trabajo para oficiales de seguridad y oficiales de policia Sumativo: + asignaciones de fin de ano que indiquen que todos los campus tienen oficiales o oficiales de seguridad en su lugar Staff Responsible for Monitoring: Campus Principal Campus Police and Security Officers Director del campus Oficiales de seguridad y policia del campus Population: All Students - Start Date: July 1, 2022 - End Date: June 30, 2023	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 3 Details	Reviews			
Strategy 3: Campus Officers and Counselors, and community/non-profit organizations, will address current safety-related trends and conflict resolution through presentations with students, parents, campus faculty and staff on: Gang Awareness, Bullying/harassment, Dating Violence, Unwanted physical/verbal aggression, Sexual Harassment, Guardian Internet Safety,	Formative			Summative
	Oct	Jan	Mar	May

Drug, Alcohol and Tobacco Awareness, Gun Safety, Teen Community Emergency Response Team (CERT), Truancy, Emergency Operations Plan (EOP)-Safety Procedures
 Los oficiales y consejeros del campus, y las organizaciones comunitarias / sin fines de lucro, abordaran las tendencias actuales relacionadas con la seguridad y la resolucion de conflictos a traves de presentaciones con estudiantes, padres, profesores y personal del campus sobre: Conciencia de pandillas, Intimidacion / acoso, Violencia en el noviazgo, Fisica / verbal no deseada. agresion, acoso sexual, seguridad del tutor en Internet, conciencia sobre las drogas, el alcohol y el tabaco, seguridad con las armas de fuego, equipo de respuesta ante emergencias de la comunidad de adolescentes (CERT), absentismo escolar, plan de operaciones de emergencia (EOP) - procedimientos de seguridad

Milestone's/Strategy's Expected Results/Impact: Formative: copies of Presentations, Sign-In sheets and Agendas
 Summative: +Decrease in the number of students discipline incidents compared to prior school year
 Formativo: copias de presentaciones, hojas de registro y agendas
 Sumativo: + Disminucion en el numero de incidentes de disciplina de los estudiantes en comparacion con el ano escolar anterior

Staff Responsible for Monitoring: Campus Administration and Counseling Department
 Departamento de Administracion y Asesoramiento del Campus

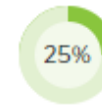
ESF Levers:

Lever 3: Positive School Culture

- **Population:** All Students and parents/guardians - **Start Date:** August 10, 2022 - **End Date:** June 2, 2023

Need Statements: Perceptions 2

Funding Sources: General Supplies for Counseling Department - 211 Title I-A - 211-31-6399-00-055-Y-30-0F2-Y - \$600, General Supplies for Counseling Department - 199 Local funds - 199-31-6399-00-055-Y-99-000-Y - \$600



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Need Statements:

Perceptions

Need Statement 2: School safety, in all aspects of our school operations, needs to be regarded as a high priority. **Data Analysis/Root Cause:** There is a heightened sense of urgency due to Covid-19, violence, emotional distress, and other issues.

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





El personal, la administracion, los padres y la comunidad de la Escuela Intermedia Manzano brindaran el apoyo y los recursos necesarios para lograr la excelencia educativa y la equidad. Los padres seran socios plenos de los educadores en la educacion de sus hijos.

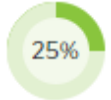



Performance Objective 1: There will be a 10% increase of parents involved in campus parental involvement activities from 2020-2021 to 2021-2022
Habra un aumento del 10% de padres involucrados en actividades de participacion de padres en el campus de 2020-2021 a 2021-2022









Evaluation Data Sources: Completed Title I-A Parental Involvement Compliance Checklist, Campus CNA and Title I Parent Survey, Parent Attendance Rates, Student Attendance Rates, State Assessment Scores.

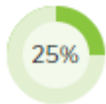



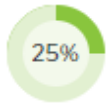
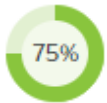


Summative Evaluation: Some progress made toward meeting Objective





Next Year's Recommendation: Find ways to recruit more participants/volunteers for Manzano Middle School





Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
<p>Strategy 1: Federal Programs and State Compensatory will continue to fund Parent Trainers and Parent Liaisons for the purpose of educating parents so that they can better assist their children through the educational process and ultimately increase student achievement. In addition, parents will learn of the importance of student daily attendance so Manzano MS will meet the attendance goal of 97 %. Meetings will be held Monday afternoons with some meetings held in the evenings to meet the needs of parents. Specifically, meetings held in the evenings will be to address students moving on to high school. PACE ECHS will host informational meetings to let parents know about different programs offered at their campus.</p> <p>Los Programas Federales y el Compensatorio Estatal continuaran financiando Entrenadores de Padres y Enlaces de Padres con el fin de educar a los padres para que puedan ayudar mejor a sus hijos a traves del proceso educativo y, en ultima instancia, aumentar el rendimiento de los estudiantes. Ademas, los padres aprenderan sobre la importancia de la asistencia diaria de los estudiantes para que Manzano MS alcance la meta de asistencia del 97 %. Las reuniones se llevaran a cabo los lunes por la tarde con algunas reuniones por la noche para satisfacer las necesidades de los padres. Especificamente, las reuniones que se llevaran a cabo en las noches seran para abordar a los estudiantes que pasan a la escuela secundaria. PACE ECHS organizara reuniones informativas para informar a los padres sobre los diferentes programas que se ofrecen en su campus.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Parent Trainer Documentation including Campus Visitation Reports, Weekly Reports, Contact Logs, Monthly Calendar, Peer Review Audits Summative: Training Session Evaluations +Parent Participation Rates will increase by 10%</p> <p>Staff Responsible for Monitoring: Principal, Dean</p> <p>Title I: 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Population: Parent Involvement Staff - Start Date: August 16, 2022 - End Date: June 2, 2023</p> <p>Need Statements: Demographics 2, 4, 5, 7 - School Processes & Programs 1, 2, 4 - Perceptions 1</p> <p>Funding Sources: General Supplies for the Parental Involvement Dept. at Manzano - 282 ESSER III Grant Funds - 282-61-6399-00-055-Y-99-PFS-1 - \$1,500, Misc. operating costs for PPE - 282 ESSER III Grant Funds - 282-61-6499-53-055-Y-99-PFS-1 - \$1,500</p>				

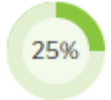







Strategy 2 Details	Reviews			
<p>Strategy 2: Conduct the following annual Title I-A required activities: *Complete and disseminate a Parental Involvement Policy that delineates how parents will be actively involved at the district/ campus level *Complete and disseminate a School-Parent-Student Compact indicating each group's responsibility in order to ensure student achievement, specifically in the content areas. *Title I-A Meeting to inform parents of the services provided through Title I funds. Meeting for the review and revision was held May 03, 2021. Final corrections for SPS and TI-A was held May 17th via ZOOM. Parents in attendance were Mireya Perez, Nieves Cervantes, and Cris Puig.</p> <p>*Title I-A Parent Survey to evaluate the effectiveness of the District Parental Involvement Program</p> <p>Llevar a cabo las siguientes actividades anuales requeridas por el Titulo I-A: *Completar y difundir una Politica de participacion de los padres que delimite como los padres participaran activamente a nivel del distrito/escuela *Completar y difundir un Acuerdo entre la escuela, los padres y el estudiante que indique la responsabilidad de cada grupo para garantizar rendimiento estudiantil, especificamente en las areas de contenido. *Reunion de Titulo I-A para informar a los padres sobre los servicios proporcionados a traves de los fondos de Titulo I. La reunion para la revision y revision se realizo el 03 de mayo de 2021. Las correcciones finales para SPS y TI-A se realizaron el 17 de mayo a traves de ZOOM. Los padres que asistieron fueron Mireya Perez, Nieves Cervantes y Cris Puig.</p> <p>*Encuesta de Padres del Titulo I-A para evaluar la efectividad del Programa de Participacion de los Padres del Distrito</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Completed Parental Involvement Policies, Campuses S-P-S Compacts Campus Visitation Reports, Campus Websites, Fliers, Meeting Agendas Summative: Completed Title I-A Parental Involvement Compliance Checklist, Signed S-P-S Compact Training Session Evaluations</p> <p>Staff Responsible for Monitoring: Principal, Dean, Parent Liaison</p> <p>Title I: 4.1 - Population: Parents - Start Date: August 16, 2022 - End Date: June 2, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Ensure representation of community and parent involvement in the decision-making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met: *Parental Involvement Policy; School-Parent-Student Compact; District Improvement Plan</p> <p>Asegurar la representacion de la comunidad y la participacion de los padres en el proceso de toma de decisiones. Los padres participaran en la revision y/o revision de lo siguiente para garantizar que se cumplan los requisitos del programa: *Politica de participacion de los padres; Pacto de escuela-padre-estudiante; Plan de Mejoramiento del Distrito</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Parent Rep. Sign-in Sheets, Completed Parental Involvement Policies, Campuses S-P-S Compacts, DIP, Calendars, Meeting Agendas Summative: Training Session Evaluations, DPAC, LPAC and SBDM Meeting minutes</p> <p>Staff Responsible for Monitoring: Dean, Parent Liaison, SBDM</p> <p>Title I: 4.1 - Population: Parents - Start Date: August 16, 2022 - End Date: June 2, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 4 Details	Reviews			
<p>Strategy 4: 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. -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.</p> <p>Aproveche los recursos de la comunidad del distrito mediante la creacion de 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 asociaciones comunitarias solidas. -Conferencias de padres de todo el distrito, reuniones de grupos, ferias y seminarios.</p> <p>*Reconocer a los socios de la comunidad y padres voluntarios por sus esfuerzos para apoyar las metas del distrito/campus para aumentar el exito de los estudiantes.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: MOU's/Agreements, Authority to Volunteer Clearance Forms, Volunteer Sign-in Sheets Summative: +Increased Partnerships and Parent Volunteers by 5%</p> <p>Staff Responsible for Monitoring: Principal and Parent Liaison</p> <p>Population: Parents and Community - Start Date: August 16, 2022 - End Date: June 2, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 5 Details		Reviews			
Strategy 5: Meet with the District Parent Advisory Committee twice a year to address activities and supplemental services for all eligible students from all sub-population groups. Reunirse con el Comité Asesor de Padres del Distrito dos veces al año para abordar actividades y servicios complementarios para todos los estudiantes elegibles de todos los subgrupos de población. Milestone's/Strategy's Expected Results/Impact: Formative: Invitation, Agenda, Sign-in Sheets, Parent Representative Sign-in Sheets, Meeting Minutes Summative: Session Evaluations Staff Responsible for Monitoring: Campus Administration and Parent Liaison Population: Parents - Start Date: October 3, 2022 - End Date: March 31, 2023		Formative			Summative
		Oct	Jan	Mar	May
					
Strategy 6 Details		Reviews			
Strategy 6: Conduct an annual survey of Campus Administration and Staff to evaluate the support services provided by the Parental Involvement Department. Llevar a cabo una encuesta anual de la administración y el personal del campus para evaluar los servicios de apoyo proporcionados por el Departamento de Participación de los Padres. Milestone's/Strategy's Expected Results/Impact: Formative: Completed Surveys; Summative: EOY Survey Results Staff Responsible for Monitoring: Principals, Parent Liaison, Dean Population: Campus Personnel - Start Date: April 1, 2023 - End Date: April 30, 2023		Formative			Summative
		Oct	Jan	Mar	May
					

Strategy 7 Details	Reviews			
<p>Strategy 7: Provide ample Parent Education opportunities through parent conferences, district support group meetings and parent training sessions at each campus Parent Center as well as the Special Services Family Center and the Transition designee to disseminate information, services and/or referrals to agencies that address the needs and concerns in the following areas: -Early Childhood Literacy Strategies; -College Readiness;-Effective teaching strategies; -Health and Wellness Education, -Special Populations; -Drop-out and Violence Prevention; -Community agencies and organizations. Building Capacity: -Technology; -Special Education processes, procedures as well as services, procedural safeguards and Transition to post-secondary life.</p> <p>Brindar amplias oportunidades de educacion para padres a traves de conferencias para padres, reuniones de grupos de apoyo del distrito y sesiones de capacitacion para padres en cada centro de padres del campus, asi como en el centro familiar de servicios especiales y el designado de transicion para difundir informacion, servicios y/o referencias a agencias que abordan las necesidades y preocupaciones en las siguientes areas: -Estrategias de Alfabetizacion en la Primera Infancia; -Preparacion para la universidad; -Estrategias de ensenanza efectivas; -Educacion en Salud y Bienestar, -Poblaciones Especiales; -Desercion y Prevencion de la Violencia; -Agencias y organizaciones comunitarias. Creacion de capacidad: -Tecnologia; -Procesos, procedimientos y servicios de Educacion Especial, garantias procesales y Transicion a la vida postsecundaria.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Parent Trainer Monthly Calendar, Special Services Monthly Calendar, Public Service Providers Lists, Fliers, Agendas, Sign-in Sheets, Meeting Minutes</p> <p>Summative: Training Session Evaluations, Increased Parent Attendance, Sp. Services Dept. Analysis of parental concerns by campus-The Family Center Screening Tool</p> <p>Staff Responsible for Monitoring: Campus Administrators and Parent Liaison</p> <p>Population: Parents - Start Date: August 10, 2022 - End Date: May 12, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 8 Details	Reviews			
<p>Strategy 8: *Title I-A Parental Involvement staff will attend professional development trainings and conferences to keep abreast of the latest scientific, research-based instructional strategies to better support instruction and improve student achievement in the classroom.</p> <p>*The Parental Involvement department will identify data pertinent to each campus' needs through reports and documentation generated on the computer using upgraded dept. computers to provide support and monitoring of Title-A compliance requirements.</p> <p>*El personal de Participacion de los Padres del Titulo I-A asistira a capacitaciones y conferencias de desarrollo profesional para mantenerse al tanto de las ultimas estrategias de instruccion cientificas basadas en la investigacion para apoyar mejor la instruccion y mejorar el rendimiento de los estudiantes en el salon de clases.</p> <p>*El departamento de Participacion de los Padres identificara los datos pertinentes a las necesidades de cada campus a traves de informes y documentacion generados en la computadora usando el departamento actualizado. computadoras para brindar soporte y monitoreo de los requisitos de cumplimiento del Titulo-A.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Title I-A Parental Involvement, Compliance Checklist/Binder, Conference/Training agendas, Conference Certificate of Participation Summative: +Improved student grades; +Increased Parent Attendance; +Increased Student Attendance Rates</p> <p>Staff Responsible for Monitoring: Campus Administration and Parent Liaison</p> <p>Population: Parental Involvement Staff - Start Date: August 10, 2022 - End Date: May 12, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
	 25%	 75%	 90%	

Strategy 9 Details	Reviews			
<p>Strategy 9: Provide Parental training to build relationships among family, community members, and school staff that foster increase at risk student achievement, and improve attendance. Parent Liaison will make home visits as required; conduct weekly parent meetings and provide light refreshments for attendees. Parent Liaison also has need for an additional hard-drive storage unit for all pertinent information. Due to Covid-19, Parent Liaison will be assisting with beginning of the year activities that include, but are not limited to distribution of technology and updating student/parent information.</p> <p>Funding provided for Parent Liaison to host meetings or classes outside of the regular work day. Additional funds have also been provided for certified members to participate in Parental Involvement activities that may take place after the regular work day.</p> <p>Brindar capacitacion a los padres para construir relaciones entre la familia, los miembros de la comunidad y el personal escolar que fomenten el aumento del rendimiento de los estudiantes en riesgo y mejoren la asistencia. El enlace de padres hara visitas al hogar segun sea necesario; llevar a cabo reuniones de padres semanales y proporcionar refrigerios ligeros para los asistentes. El enlace de padres tambien necesita una unidad de almacenamiento de disco duro adicional para toda la informacion pertinente. Debido a Covid-19, el enlace de padres ayudara con las actividades de comienzo de ano que incluyen, entre otras, la distribucion de tecnologia y la actualizacion de la informacion de padres y estudiantes.</p> <p>Financiamiento proporcionado para que el Enlace de Padres organice reuniones o clases fuera del dia laboral regular. Tambien se han proporcionado fondos adicionales para que los miembros certificados participen en actividades de participacion de los padres que pueden tener lugar despues del dia laboral habitual.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Session Evaluations, Meeting Minutes, MOUs, EXIT Tickets Summative: EOY Parental Survey Results, External Evaluator Results, Student Attendance Rates, Final Yearly Report; +Increased Graduation Rates and; State Assessment Scores; +Increased parental participation +Increased Promotion Rates and EOY Grades; +Decreased Discipline Referrals</p> <p>Staff Responsible for Monitoring: Campus Administration and Parental Involvement Staff</p> <p>Title I: 4.1 - ESF Levers: Lever 3: Positive School Culture - Population: Parents - Start Date: August 10, 2022 - End Date: May 12, 2023 Need Statements: Demographics 4, 6 - School Processes & Programs 1, 5 - Perceptions 3 Funding Sources: Parent Liaison Travel - 211 Title I-A - 211-61-6411-00-055-Y-30-0F2-Y - \$900, Parent Center (Food Costs) - 211 Title I-A - 211-61-6499-53-Y-30-0F2-Y - \$900, Parent Liaison (Toner) - 211 Title I-A - 211-61-6399-65-055-Y-30-0F2-Y - \$900, Parent Liaison Extra Duty Pay - 282 ESSER III Grant Funds - 282-61-6121-00-055-Y-99-PFS-1 - \$1,296, Teacher Extra Duty for Assisting with Family Engagement - 282 ESSER III Grant Funds - 282-61-6118-00-055-Y-99-PFS-1 - \$2,520</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Need Statements:

Demographics

Need Statement 2: Attendance rates are well below the district goal of 97%. **Data Analysis/Root Cause:** Middle School parents are not subjected to the same truancy policies as high school students.

Need Statement 4: Communication between campus personnel and parents is unreliable and inconsistent. **Data Analysis/Root Cause:** Contact information provided by parents at the beginning of the year is incorrect. Parents fail to update as needed which makes it difficult for school personnel to communicate with parents.

Need Statement 5: Need to increase supports for student and family access to physical and mental health. **Data Analysis/Root Cause:** Counseling positions are lost by attrition based on new compensation plan and counselors now need to spend a majority of their time providing emotional counseling services to their students. Each counselor has 300 plus students per grade level.

Need Statement 6: There is a need for parent volunteers, parent participation in meetings and other campus and district events. **Data Analysis/Root Cause:** Lack of parent participation keeps parents from learning about all the resources BISD has to offer. This in turn leads to lost opportunities for their children and possible loss of student enrollment at BISD.

Need Statement 7: Manzano Middle School teachers and students require content specific resources, supplies, and material to ensure seamless instruction. **Data Analysis/Root Cause:** More than 80% of our students are economically disadvantaged and are unable to acquire some teacher requested supplies.

School Processes & Programs

Need Statement 1: Communication between campus personnel and parents is unreliable and inconsistent. **Data Analysis/Root Cause:** Contact information provided by parents at the beginning of the year is incorrect. Parents fail to update as needed which makes it difficult for school personnel to communicate with parents.

Need Statement 2: Need to increase supports for student and family access to physical and mental health. **Data Analysis/Root Cause:** Counseling positions are lost by attrition based on new compensation plan and counselors now need to spend a majority of their time providing emotional counseling services to their students. Each counselor has 300 plus students per grade level.

Need Statement 4: Manzano Middle School teachers and students require content specific resources, supplies, and material to ensure seamless instruction. **Data Analysis/Root Cause:** More than 80% of our students are economically disadvantaged and are unable to acquire some teacher requested supplies.

Need Statement 5: There is a need for parent volunteers, parent participation in meetings and other campus and district events. **Data Analysis/Root Cause:** Lack of parent participation keeps parents from learning about all the resources BISD has to offer. This in turn leads to lost opportunities for their children and possible loss of student enrollment at BISD.

Perceptions

Need Statement 1: Attendance rates are well below the district goal of 97%. **Data Analysis/Root Cause:** Middle School parents are not subjected to the same truancy policies as high school students.

Need Statement 3: There is a need for parent volunteers, parent participation in meetings and other campus and district events. **Data Analysis/Root Cause:** Lack of parent participation keeps parents from learning about all the resources BISD has to offer. This in turn leads to lost opportunities for their children and possible loss of student enrollment at BISD.

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 for all student groups including GT/Special Education/Emergent Bilinguals, Section 504, dyslexia, etc.
 Los educadores se mantendran al dia con el desarrollo de tecnicas creativas e innovadoras en la instruccion y la administracion utilizando esas tecnicas segun corresponda para mejorar el aprendizaje de los estudiantes incluyendo GT/Educacion Especial/bilingues emergentes y Seccion 504, dislexia, etc.





Performance Objective 1: Academic related professional development will improve teacher effectiveness in providing student centered instruction to meet the needs of all students, including those receiving special education, dyslexia, Section 504 Emergent Bilinguals, and At-Risk supports to improve academic performance and engagement as evidenced by classroom observations.









El desarrollo profesional relacionado con lo academico mejorara la eficacia de los maestros al brindar instruccion centrada en el estudiante para satisfacer las necesidades de todos los estudiantes, incluidos aquellos que reciben educacion especial, dislexia, seccion 504 bilingues emergentes y apoyos en riesgo para mejorar el rendimiento academico y la participacion, como lo demuestran las observaciones en el aula.









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









Summative Evaluation: Met Objective





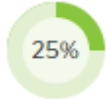



Next Year's Recommendation: Focus on other areas other than just English as a Second Language.









Strategy 1 Details	Reviews			
<p>Strategy 1: Provide teachers and 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. Brindar a los maestros y a la administracion del campus oportunidades de desarrollo profesional para mejorar la implementacion de estrategias educativas que incluyen: Respuesta a la intervencion (RtI), instruccion protegida (SIOP), instruccion diferenciada, marco de instruccion comun (CIF), rutinas de estrategias cognitivas de comprension de lectura, protocolos de la Iniciativa de alfabetizacion de Texas incluyendo habilidades de lenguaje oral que aumentan el dominio de escuchar/hablar y leer/escribir en todas las areas de contenido.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: BISD Instructional Feedback Form District Monitoring Instrument data will indicate X percentage point increase in Domain 2 proficient and higher ratings. Summative Impact: The district will have a 5 point increase in the number of students who reach Approaches, Meets, and Masters Grade Level performance on STAAR/EOC exams. Staff Responsible for Monitoring: Principals, Deans, and Teachers</p> <p>Population: All teachers - Start Date: August 11, 2022 - End Date: June 2, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Assist with the development of traditional and online Professional Learning Communities that are based both on content and pedagogy. This formal collaboration among colleagues will serve to build instructional capacity starting at the individual classroom level.</p> <p>Ayudar con el desarrollo de comunidades de aprendizaje profesional tradicionales y en linea que se basan tanto en el contenido como en la pedagogia. Esta colaboracion formal entre colegas servira para desarrollar la capacidad de instruccion a partir del nivel del salon de clases individual.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: PLC meeting agendas, Sign-in sheets, PDS session rosters and evaluations, BISD Instructional Feedback reports, PDS Session Evaluations, BOY/MOY/EOY data analysis reports Summative Impact: Improved Summary observation reports, STAAR scores, TMSFA scores, and TELPAS Staff Responsible for Monitoring: Campus Administrator</p> <p>Population: All Stakeholders - Start Date: August 10, 2022 - End Date: June 2, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: 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>Fortalecer la eficiencia y eficacia del Programa para Dotados y Talentosos a traves de la capacitacion basica y continua requerida, asi como sesiones especificas de desarrollo profesional sobre curriculo diferenciado y evaluacion en relacion con las metas anuales del programa.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: District monitoring instrument, Class rosters, Lead teacher classroom observations, Training agendas and evaluations Summative Impact: Improved STAAR and EOC student scores, TSIA, and other college readiness assessment scores by 5 percentage points. Staff Responsible for Monitoring: Dean and Counselors</p> <p>Population: All GT Students and their teachers - Start Date: August 16, 2022 - End Date: June 1, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 4 Details		Reviews			
Strategy 4: Increase the rigor of the comprehensive Honors program of instruction at the middle and high school levels based on a progression of aligned courses through annual training. Aumentar el rigor del programa integral de instruccion de honores en los niveles de escuela intermedia y secundaria en base a una progresion de cursos alineados a traves de capacitacion anual. Milestone's/Strategy's Expected Results/Impact: Formative Results: District monitoring instrument, Class rosters, Lead teacher classroom observations, Honors Commitment/Contract Training agendas and evaluations Summative Impact: Improve STAAR and EOC student scores, Staff Responsible for Monitoring: Campus Administration and Teachers Population: All Sub-population students and their teachers - Start Date: June 1, 2022 - End Date: May 31, 2023		Formative			Summative
		Oct	Jan	Mar	May
					
Strategy 5 Details		Reviews			
Strategy 5: Provide respective teachers with training for selected resources to adequately implement the district K-8 Science, Technology, Engineering, and Mathematics initiative and Middle School STEM program. Proporcionar a los maestros respectivos capacitacion para recursos seleccionados para implementar adecuadamente la iniciativa de ciencia, tecnologia, ingenieria y matematicas K-8 del distrito y el programa STEM de la escuela intermedia. Milestone's/Strategy's Expected Results/Impact: Formative: PDS session evaluations, benchmark scores, program applications counts Summative: STAAR scores, high school STEM endorsements data +90% of BISD instructional feedback form walkthroughs will indicate implementation of developed project-based learning experiences. +The district will have a 2 percentage point increase in the middle school STEM program student enrollment, a 5 percentage point increase in the number of students seeking the HS STEM endorsement, and a 5 percentage point increase in enrollment in the STAMP or SPACE Academy cohorts at all ECHS campuses. Staff Responsible for Monitoring: Principal and Dean, STEM Teachers Population: MS STEM Teachers - Start Date: June 1, 2022 - End Date: May 31, 2023		Formative			Summative
		Oct	Jan	Mar	May
					

Strategy 6 Details	Reviews			
<p>Strategy 6: 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>Apoyar la participacion de la facultad y el personal que asisten a las conferencias de alfabetizacion regionales y/o distritales con el fin de enfocarse en las areas de mejora y brindar capacitacion de respuesta para instruccion explicita, diseno de lecciones, organizacion del salon de clases y resúmenes de entrega de la informacion durante los días de desarrollo del personal del distrito.</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, +A 5 percentage point increase in the number of students meeting the passing standards on state assessments</p> <p>Staff Responsible for Monitoring: Campus Administration and ELAR Teachers</p> <p>Population: All teachers - Start Date: June 1, 2022 - End Date: May 31, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 7 Details	Reviews			
<p>Strategy 7: District, 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>El distrito, el personal del campus y las partes interesadas asistirán a las oportunidades en las conferencias nacionales, estatales, regionales y del distrito para participar en oportunidades de desarrollo profesional basadas en la investigación que respaldarán las estrategias de reforma transformadora efectivas, las mejores prácticas y el aprendizaje de los estudiantes. (Título I-A y Título 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</p> <p>+5% improvement on State Assessments including STAAR, TMSFA and TERRA NOVA Test Results</p> <p>Staff Responsible for Monitoring: Principals, Deans of Instruction</p> <p>Population: All teachers - Start Date: June 1, 2022 - End Date: May 31, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 8 Details	Reviews			
Strategy 8: Fine arts students and teachers will be provided professional development training annually. Los estudiantes y maestros de bellas artes recibirán capacitación de desarrollo profesional anualmente. Milestone's/Strategy's Expected Results/Impact: Formative Results: Sign in sheets, PDS evaluations, student performance ratings Summative Results: Increased EOY performance recognitions. Staff Responsible for Monitoring: Campus directors and teachers Population: Fine Arts Teachers and students - Start Date: June 1, 2022 - End Date: May 31, 2023	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 9 Details	Reviews			
Strategy 9: 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. El personal de instrucción del programa de Educación Migrante recibirá desarrollo profesional para mejorar las habilidades de lectura y matemáticas de los estudiantes migrantes y apoyos específicos para estudiantes migrantes secundarios y OSY. Milestone's/Strategy's Expected Results/Impact: Formative Results: Sign in sheets, PDS evaluations, student performance ratings Summative Results: Increased EOY performance on state and local assessments Staff Responsible for Monitoring: Campus Administration Population: Migrant Support Staff - Start Date: August 16, 2022 - End Date: June 1, 2023	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 10 Details	Reviews			
<p>Strategy 10: 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: -Identification of at-risk students via state and local criteria, -Graduation Rate, Completion Rate, and Graduation Cohorts,; -Identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act, and Budget and Program Compliance</p> <p>Se brindaran oportunidades de desarrollo profesional al personal del campus y del distrito para mejorar la provision de servicios para estudiantes en riesgo a fin de mejorar el rendimiento academico, la tasa de graduacion, la tasa de finalizacion y disminuir la tasa de retencion y la tasa de desercion. Las oportunidades de desarrollo profesional incluyen: -Identificacion de estudiantes en riesgo a traves de criterios estatales y locales, -Tasa de graduacion, tasa de finalizacion y cohortes de graduacion; -Identificacion e inscripcion inmediata de ninios sin hogar y jovenes no acompanados a traves de la Ley McKinney-Vento, y Cumplimiento del Programa y Presupuesto</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: PDS Session attendance and Evaluation Reports, Verified Homeless and/or Unaccompanied Youth Enrollment Letter, eSchoolPLUS Special Programs Report, eSchoolPLUS At-Risk Progress Report, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: increased STAAR/EOC and At-risk Retention</p> <p>Staff Responsible for Monitoring: Campus Administration and counselors</p> <p>Population: MS At-Risk students - Start Date: August 16, 2022 - End Date: June 1, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				
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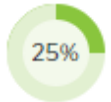



Goal 7: Educators will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning for all student groups including GT/Special Education/Emergent Bilinguals, Section 504, dyslexia, etc.
 Los educadores se mantendran al dia con el desarrollo de tecnicas creativas e innovadoras en la instruccion y la administracion utilizando esas tecnicas segun corresponda para mejorar el aprendizaje de los estudiantes incluyendo GT/Educacion Especial/bilingues emergentes y Seccion 504, dislexia, etc.









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






Todo el personal del distrito y del campus participara en las capacitaciones continuas requeridas relacionadas con la atencion informada del trauma y las escuelas seguras y de apoyo.

Evaluation Data Sources: Training records for campus staff and implementation documentation

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: All teachers, principals and counselors will complete trauma-informed care training from a state approved program to increase awareness and implement best practices to support students' well-being and apply interventions for academic and emotional support.</p> <p>Todos los maestros, directores y consejeros completaran una capacitacion de atencion informada sobre traumas de un programa aprobado por el estado para aumentar la conciencia e implementar las mejores practicas para apoyar el bienestar de los estudiantes y aplicar intervenciones para el apoyo academico y emocional.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Training records, six week reporting from staff. Summative: end of year reports.</p> <p>Staff Responsible for Monitoring: Campus Threat Assessment Team</p> <p>Population: All Faculty and Staff - Start Date: November 14, 2022 - End Date: June 1, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Each campus will have a trained Threat Assessment Team that will develop a safe and supportive school program in compliance with TEA. The team will provide guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community school. or individual and support the district in implementing the district's multi-hazard emergency operations plan.</p> <p>Cada campus tendra un Equipo de Evaluacion de Amenazas capacitado que desarrollara un programa escolar seguro y de apoyo en cumplimiento con TEA. El equipo brindara orientacion a los estudiantes y empleados de la escuela sobre el reconocimiento de comportamientos daninos, amenazantes o violentos que pueden representar una amenaza para la escuela de la comunidad. o individuo y apoyar al distrito en la implementacion del plan de operaciones de emergencia de riesgos multiples del distrito.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Training records, six week reporting from staff Summative: End of year reports</p> <p>Staff Responsible for Monitoring: Counselors, police, and Campus Threat Assessment Team Leaders</p> <p>Population: All Staff - Start Date: November 14, 2022 - End Date: June 1, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Each campus will train designated staff on 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.</p> <p>Cada campus capacitara al personal designado sobre el abuso sexual infantil, el trafico sexual y otros malos tratos a los ninos. Cada campus debera proporcionar un programa contra la victimizacion por abuso infantil que incluya presentaciones para los estudiantes y el personal del campus.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Training records, six week reporting of presentations Summative: end of year report training</p> <p>Staff Responsible for Monitoring: Guidance administration, police, Campus Threat Assessment Team Leaders</p> <p>Population: All faculty and staff - Start Date: November 14, 2022 - End Date: June 1, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide training and support to classroom teachers and campus administration in discipline management and safe environments. Campus Counselors will implement a comprehensive counseling program under TAC11.252 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. Topics will include mental health, inter-personal intra-personal effectiveness, personal health/safety and college/career readiness. Campus will also implement Suite 360 Social Emotional Learning Curriculum Implementation.</p> <p>Brindar capacitacion y apoyo a los maestros de aula y la administracion del campus en el manejo de la disciplina y entornos seguros. Los consejeros del campus implementaran un programa integral de asesamiento bajo TAC11.252 con el apoyo de organizaciones comunitarias/sin fines de lucro para abordar las tendencias actuales relacionadas con la salud mental, la seguridad y la resolucion de conflictos a traves de presentaciones con estudiantes, padres, profesores del campus y personal. Los temas incluiran salud mental, efectividad intrapersonal interpersonal, salud/seguridad personal y preparacion universitaria/profesional. El campus tambien implementara la implementacion del plan de estudios de aprendizaje socioemocional Suite 360.</p> <p>Milestone's/Strategy's Expected Results/Impact: There will be 10% less incidences of self-harming, bullying, or other types of outcries.</p> <p>Staff Responsible for Monitoring: Campus Counselors</p> <p>ESF Levers: Lever 3: Positive School Culture - Population: All students - Start Date: August 16, 2022 - End Date: June 1, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
	N/A	N/A	N/A	
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Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

La tecnología se implementara y utilizara para aumentar la eficacia del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion.


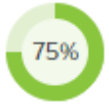


Performance Objective 1: Technology-based instruction using hardware and software to address the gaps in students at risk of dropping out, as well as gaps in teachers skills, through adaptive, personalized, flexible and supplemental learning will increase when compared to comparable data for 2019-2020.













La instruccion basada en tecnologia que utiliza hardware y software para abordar las brechas en los estudiantes en riesgo de abandonar la escuela, asi como las brechas en las habilidades de los maestros, a traves de un aprendizaje adaptable, personalizado, flexible y complementario aumentara en comparacion con datos comparables para 2019-2020.

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

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue with this same objective to supplement teacher instruction.

Strategy 1 Details	Reviews			
<p>Strategy 1: Manzano Middle School will increase the accessibility for all students in technology based instruction across all subject areas by providing new software and platforms including Microsoft, Google and Apple, and hardware at the campuses for computer/ technology enhanced instruction. The students will also develop projects or products that foster creativity, innovation, communication, collaboration, information fluency and digital citizenship in all content areas. Manzano Middle School aumentara la accesibilidad para todos los estudiantes en la instruccion basada en la tecnologia en todas las materias al proporcionar nuevos software y plataformas, incluidos Microsoft, Google y Apple, y hardware en los campus para la instruccion mejorada de tecnologia/computacion. Los estudiantes tambien desarrollaran proyectos o productos que fomenten la creatividad, la innovacion, la comunicacion, la colaboracion, la fluidez de la informacion y la ciudadania digital en todas las areas de contenido.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Improved connectivity of wired and wireless devices. Improved fidelity of software use Summative Impact: Electronic portfolios LMS progress reports</p> <p>Staff Responsible for Monitoring: Principal Dean</p> <p>Title I: 2.4 - - Population: All Students - Start Date: July 1, 2022 - End Date: June 30, 2023</p> <p>Need Statements: Demographics 1, 3 - Student Learning 1 - School Processes & Programs 3</p> <p>Funding Sources: Toner (SE) - 166 State Special Ed. - 166-11-6399-62-055-Y-23-000-Y - \$1,100, Supplies and Materials (Software) - 211 Title I-A - 211-11-6299-62-055-Y-30-0F2-Y - \$5,500, Computer Equipment Under \$5000 - 199 Local funds - 199-23-6398-65-055-Y-23-000-Y - \$5,018, EQUIPMENT UNDER \$5000 - 211 Title I-A - 211-23-6398-23-055-Y-30-0F2-Y - \$1,400, Software for MCG/OCG/OES (all programs) - 282 ESSER III Grant Funds - 282-11-6299-62-055-Y-99- - \$92,834, Equipment under \$5000 - 282 ESSER III Grant Funds - 282-11-6398-62-055-Y-23-0P5-1 - \$10,004</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Manzano Middle School will determine what skills both students and educators need to participate successfully in personalized learning. Consider student skills related to self-direction and learning strategies; and educator skills related to pedagogy and individualization of content. Use survey instruments and Learning Management/Classroom Management System software to assess students' and educator's skills and identify gaps between current skills and the level of skill necessary to participate in flexible, personalized learning.</p> <p>Manzano Middle School determinara que habilidades necesitan tanto los estudiantes como los educadores para participar con exito en el aprendizaje personalizado. Considere las habilidades de los estudiantes relacionadas con la autodireccion y las estrategias de aprendizaje; y habilidades del educador relacionadas con la pedagogia y la individualizacion del contenido. Utilice instrumentos de encuesta y el software del sistema de gestion del aprendizaje/gestion del aula para evaluar las habilidades de los estudiantes y educadores e identificar las brechas entre las habilidades actuales y el nivel de habilidad necesario para participar en un aprendizaje flexible y personalizado.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Surveys of parents, students and teachers Walkthroughs and Feedback Summative Impact: EOY Survey data shows positive increases EOY Progress monitoring shows increases/improvement</p> <p>Staff Responsible for Monitoring: Principal Dean</p> <p>Population: All students and staff - Start Date: July 1, 2022 - End Date: June 30, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Manzano Middle School will determine what gaps students at risk of dropping out have and will provide adaptive, personalized supplemental learning devices with software in foundational content areas (ELA, Math, Science, Social Studies consisting of Texas, United States, and world history, government, and geography).</p> <p>Manzano Middle School determinara que brechas tienen los estudiantes en riesgo de abandonar la escuela y proporcionara dispositivos de aprendizaje complementarios personalizados y adaptables con software en areas de contenido fundamental (ELA, Matematicas, Ciencias, Estudios Sociales que consisten en Texas, Estados Unidos e historia mundial, gobierno, y geografia).</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: Principal Dean</p> <p>Population: All students at-risk of dropping out - Start Date: July 1, 2022 - End Date: June 30, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Need Statements:

Demographics
Need Statement 1: There are significant academic gaps between special population groups and those students that do not belong to any special population group. (Emergent Bilinguals and Special Education students) Data Analysis/Root Cause: Academic gaps are a result of below grade reading levels and language barriers
Need Statement 3: At-Risk and Migrant students often lack the basic supplies they need to increase academic success. Data Analysis/Root Cause: Specifically, students are lacking internet services that would allow these particular students to access online resources to complete assignments or do at-home tutorials.
Student Learning
Need Statement 1: There are significant academic gaps between special population groups and those students that do not belong to any special population group. (Emergent Bilinguals and Special Education students) Data Analysis/Root Cause: Academic gaps are a result of below grade reading levels and language barriers
School Processes & Programs
Need Statement 3: At-Risk and Migrant students often lack the basic supplies they need to increase academic success. Data Analysis/Root Cause: Specifically, students are lacking internet services that would allow these particular students to access online resources to complete assignments or do at-home tutorials.

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

La tecnologia se implementara y utilizara para aumentar la eficacia del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion.

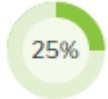



Performance Objective 2: Increase opportunities for student learning to any time of day, from home, school, and/or community, as well as provide authentic job-embedded student internships in aerospace, robotics, coding and technology compared to 2019 or 2021 (due to COVID-19), leveraging human capital in personalized learning.

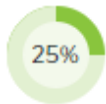



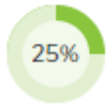







Aumentar las oportunidades para que los estudiantes aprendan en cualquier momento del dia, desde el hogar, la escuela y/o la comunidad, asi como proporcionar pasantias para estudiantes autenticas integradas en el trabajo en aeroespacial, robotica, codificacion y tecnologia en comparacion con 2019 o 2021 (debido a COVID-19), potenciando el capital humano en el aprendizaje personalizado.

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

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue with this objective as the 23-24 year will be year 2 of post pandemic and will offer new opportunities for our students.

Strategy 1 Details	Reviews			
<p>Strategy 1: Manzano Middle School will encourage innovators and early adopters among administrators, staff, and students to implement personalized learning that will foster and strengthen student-centered learning, digital learning environments, and learning management systems. This will offer options to learn at any time of the day from any location. La Escuela Intermedia Manzano alentara a los innovadores y los primeros usuarios entre los administradores, el personal y los estudiantes a implementar un aprendizaje personalizado que fomente y fortalezca el aprendizaje centrado en el estudiante, los entornos de aprendizaje digital y los sistemas de gestion del aprendizaje. Esto ofrecera opciones para aprender en cualquier momento del dia desde cualquier lugar.</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: Principal Dean</p> <p>Population: All students and stakeholders - Start Date: August 1, 2022 - End Date: June 16, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details	Reviews			
Strategy 2: Manzano Middle School will provide students in 1:1 classrooms the opportunity to take a device home to extend learning beyond the classroom. Manzano Middle School brindara a los estudiantes en aulas 1:1 la oportunidad de llevarse un dispositivo a casa para ampliar el aprendizaje mas alla del aula. Milestone's/Strategy's Expected Results/Impact: Formative Results: Instructional Observations Progress Monitoring reports Summative Impact: Decreased gaps on benchmarks and state assessments LMS participation data Staff Responsible for Monitoring: Principal Dean Population: All students - Start Date: July 1, 2022 - End Date: June 30, 2023	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 3 Details	Reviews			
Strategy 3: Manzano Middle School will provide internship opportunities in the areas of Aerospace Engineering, Entrepreneurship, Robotics, and Coding through foundational skills such as computational thinking, systems thinking, and design thinking. Manzano Middle School brindara oportunidades de pasantias en las areas de Ingenieria Aeroespacial, Emprendimiento, Robotica y Codificacion a traves de habilidades fundamentales como el pensamiento computacional, el pensamiento sistemico y el pensamiento de diseno. Milestone's/Strategy's Expected Results/Impact: Formative Results: Internship reports CTE CTSO reports Summative Impact: Increased CTSO participation Increased enrollment in related courses Staff Responsible for Monitoring: Principal Dean Population: All students - Start Date: July 1, 2022 - End Date: June 30, 2023	Formative			Summative
	Oct	Jan	Mar	May
				
 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.

La tecnologia se implementara y utilizara para aumentar la eficacia del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion.









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.

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

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

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue with this objective due to increased use of online resources.

Strategy 1 Details	Reviews			
Strategy 1: In order to ensure appropriate WIFI connectivity for all stakeholders, speed tests will be conducted, at Manzano Middle School, in the early fall, mid-year and spring. Para garantizar la conectividad WIFI adecuada para todas las partes interesadas, se realizaran pruebas de velocidad en la Escuela Intermedia Manzano a principios del otono, a mediados del ano y en la primavera. Milestone's/Strategy's Expected Results/Impact: Formative Results: Score Card for appropriate connectivity of wired and wireless networks Summative Results: Score Card for appropriate connectivity of wired and wireless networks Staff Responsible for Monitoring: Principal TST Population: Campus-wide - Start Date: July 6, 2022 - End Date: June 30, 2023	Formative			Summative
	Oct	Jan	Mar	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

La tecnología se implementará y utilizará para aumentar la eficacia del aprendizaje de los estudiantes, la gestión de la instrucción, el desarrollo del personal y la administración.

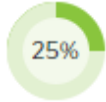



Performance Objective 4: Review update, and implement policies that guide students, staff, parents and community members that ensure safety, privacy and security within our data systems.

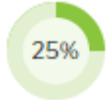







Revisar, actualizar e implementar políticas que guíen a los estudiantes, el personal, los padres y los miembros de la comunidad para garantizar la seguridad, la privacidad y la seguridad dentro de nuestros sistemas de datos.

Evaluation Data Sources: Updated policies, reports of data breaches

Summative Evaluation: Met Objective

Next Year's Recommendation: All stakeholders need to continue to be vigilant and ensure students are not using their devices inappropriately.

Strategy 1 Details	Reviews			
<p>Strategy 1: Manzano Middle School 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>Manzano Middle School identificará las fuentes de datos actuales, revisará los planes de mejoramiento escolar existentes y determinará los lugares donde un mayor uso de los datos puede ayudar a respaldar las metas existentes y la mejora continua, asignándolos a las preguntas clave que se responderán con estos datos.</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: Principal Dean</p> <p>Population: All students and programs - Start Date: July 1, 2022 - End Date: June 30, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details		Reviews			
Strategy 2: Manzano Middle School will review and update policies and procedures to guide students, staff, parents, and community to ensure safety, privacy, and security. Manzano Middle School revisara y actualizara las politicas y los procedimientos para guiar a los estudiantes, el personal, los padres y la comunidad para garantizar la seguridad, la privacidad y la seguridad. Milestone's/Strategy's Expected Results/Impact: Formative Results: Focus groups reports Proposed policy and guideline revisions Survey reports Summative Results: Security reports Updated Policies Staff Responsible for Monitoring: Principal Dean Population: All students and programs - Start Date: July 1, 2022 - End Date: June 30, 2023		Formative			Summative
		Oct	Jan	Mar	May
					
		 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.

La tecnologia se implementara y utilizara para aumentar la eficacia del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion.

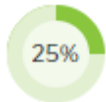



Performance Objective 5: Increase community and business-oriented partnerships, and create a database of leaders with expertise in Educational Technology that will facilitate planning, classroom level partnerships, and access to skills to support students as they prepare to enter the workforce.









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

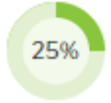







Evaluation Data Sources: Numbers of partnerships, Database of leaders in Ed. Tech, campus partnership listing

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue to build partnerships with local stakeholders.

Strategy 1 Details		Reviews			
Strategy 1: Manzano Middle School will increase community partnership, focusing on entrepreneurship, innovation, and strategic planning that will facilitate educational technology. Manzano Middle School aumentara la asociacion comunitaria, centrandose en el espiritu empresarial, la innovacion y la planificacion estrategica que facilitaran la tecnologia educativa. Milestone's/Strategy's Expected Results/Impact: Formative Results: Committee reports Summative Results: Increased list of partners for educational technology and access Staff Responsible for Monitoring: Principal Dean Population: BISD Stakeholders - Start Date: July 1, 2022 - End Date: June 30, 2023		Formative			Summative
		Oct	Jan	Mar	May
					

Strategy 2 Details	Reviews			
<p>Strategy 2: Manzano Middle School will collaborate with the local chamber of commerce to network with local businesses to provide students with presentations entrepreneurship and soft/advanced skills needed in the workforce. Manzano Middle School colaborara con la camara de comercio local para establecer contactos con empresas locales para brindarles a los estudiantes presentaciones sobre el espiritu empresarial y las habilidades blandas/avanzadas necesarias en la fuerza laboral.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Committee agendas and reports Summative Results: Increased list of partners for educational technology and access</p> <p>Staff Responsible for Monitoring: Principal Dean</p> <p>Population: BISD Stakeholders - Start Date: July 1, 2022 - End Date: June 30, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Manzano Middle School will create a database of leaders with expertise in technology integration to provide classroom level partnerships. Manzano Middle School creara una base de datos de lideres con experiencia en integracion de tecnologia para brindar asociaciones a nivel de aula.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Instructional Observations Professional development sessions Summative Impact: Database of leaders Professional Development records</p> <p>Staff Responsible for Monitoring: Principal Dean</p> <p>Population: All students and staff - Start Date: July 1, 2022 - End Date: June 30, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 4 Details	Reviews			
Strategy 4: Manzano Middle School will train parents on the use of district Learning Management System and Classroom Management Systems to monitor the instructional use of instructional software and devices. Manzano Middle School capacitara a los padres sobre el uso del sistema de gestion del aprendizaje del distrito y los sistemas de gestion del salon de clases para monitorear el uso educativo del software y los dispositivos educativos. Milestone's/Strategy's Expected Results/Impact: Formative Results: Professional Development Records Summative Results: Software usage reports Staff Responsible for Monitoring: Principal Dean Population: Manzano MS Parents - Start Date: July 1, 2022 - End Date: June 30, 2023	Formative			Summative
	Oct	Jan	Mar	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

La tecnologia se implementara y utilizara para aumentar la eficacia del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion.





Performance Objective 6: Provide competency and research-based professional development, leverage Media Specialists, Deans, Tech Administrators Technology Support Teachers at Manzano Middle School, develop Professional Learning Communities (PLCs), offer information about 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.

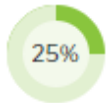



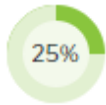



Brindar desarrollo profesional basado en la investigacion y la competencia, aprovechar a los especialistas en medios, decanos, administradores de tecnologia y maestros de apoyo tecnologico en la escuela secundaria Manzano, desarrollar comunidades de aprendizaje profesional (PLC), ofrecer informacion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













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

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue and modify based on TEKS and other curriculum needs.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers and school leaders will participate in a minimum of 12 hours of face to face and/or virtual technology professional development and/or 6 credits of competency-based micro-credentials annually to better prepare and assist with the integration of technology.</p> <p>*Cohort teachers will participate in a minimum of 12 hours of face to face and/or virtual technology professional development and 12 credits of competency-based micro-credentials annually to better prepare and assist with the integration of technology.</p> <p>Los maestros Y lideres escolares participaran en un minimo de 12 horas de desarrollo profesional de tecnologia presencial y/o virtual y/o 6 creditos de microcredenciales basadas en competencias anualmente para prepararse mejor y ayudar con la integracion de la tecnologia. .</p> <p>*Los maestros de la cohorte participaran anualmente en un minimo de 12 horas de desarrollo profesional de tecnologia presencial y/o virtual y 12 creditos de microcredenciales basadas en competencias para prepararse mejor y ayudar con la integracion de la tecnologia.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Professional Development Session reports Summative Results: Aggregate Professional Development Records for staff hours completed</p> <p>Staff Responsible for Monitoring: Dean of Instruction</p> <p>Population: All Manzano MS Staff - Start Date: June 1, 2022 - End Date: May 31, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details		Reviews			
<p>Strategy 2: Manzano Middle School will allow the Media Specialists, Deans, Technology Administrators, and Technology Support Teacher (TST) adequate time daily to support their campus in the integration of technology into instruction.</p> <p>Manzano Middle School permitira que los especialistas en medios, los decanos, los administradores de tecnologia y el maestro de apoyo tecnologico (TST) tengan el tiempo adecuado todos los dias para apoyar a su campus en la integracion de la tecnologia en la instruccion.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Survey of staff Summative Results: Survey EOY report</p> <p>Staff Responsible for Monitoring: Principal Dean of Instruction</p> <p>Population: Technology Integration Support staff - Start Date: June 1, 2022 - End Date: May 31, 2023</p>		Formative			Summative
		Oct	Jan	Mar	May
					
Strategy 3 Details		Reviews			
<p>Strategy 3: Manzano Middle School will encourage staff members to attend a technology conference, a teacher-led conference, and a student-led conference at least once a year in order to promote and assist with the integration of technology in the classroom, school, and district and better prepare students and leaders for adopting innovation.</p> <p>La Escuela Intermedia Manzano alentara a los miembros del personal a asistir a una conferencia de tecnologia, una conferencia dirigida por maestros y una conferencia dirigida por estudiantes al menos una vez al ano para promover y ayudar con la integracion de tecnologia en el salon de clases, la escuela y el distrito y preparar mejor a los estudiantes y lideres para adoptar la innovacion.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Conference agendas and proposals Summative Results: Conference session attendance data Survey of participants</p> <p>Staff Responsible for Monitoring: Principal Dean of Instruction</p> <p>Population: all students, parents, teachers, and school leaders - Start Date: June 1, 2022 - End Date: May 31, 2023</p>		Formative			Summative
		Oct	Jan	Mar	May
					

Strategy 4 Details	Reviews			
<p>Strategy 4: Manzano Middle School will encourage teachers to pursue a Microsoft Innovative Educator (MIE) partnership with Microsoft, a Apple Certified/ Distinguished teacher program, and a Google Certified Teacher/Trainer/Innovator program. Through this training, the teachers will be discovering, highlighting and enabling innovation and achievement among students, teachers, and all school members.</p> <p>La Escuela Intermedia Manzano alentara a los maestros a buscar una asociacion de Microsoft Innovative Educator (MIE) con Microsoft, un programa de maestro certificado/distinguido de Apple y un programa de maestro/entrenador/innovador certificado por Google. A traves de esta capacitacion, los docentes estaran descubriendo, destacando y posibilitando la innovacion y el logro entre estudiantes, docentes y todos los miembros de la escuela.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Professional Development reports Summative Results: Aggregate Professional Development Records for Certificates attained</p> <p>Staff Responsible for Monitoring: Principal Dean of Instruction</p> <p>Population: Teachers, School Leaders - Start Date: July 1, 2022 - End Date: June 30, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Manzano Middle School Staff will be offered technology resources and professional development activities to support personalized, flexible, blended learning across all content areas.</p> <p>Al personal de la Escuela Intermedia Manzano se le ofreceran recursos tecnologicos y actividades de desarrollo profesional para apoyar el aprendizaje combinado, flexible y personalizado en todas las areas de contenido.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Professional Development Session reports Summative Results: Aggregate Professional Development Records for staff hours completed</p> <p>Staff Responsible for Monitoring: Principal Dean</p> <p>Population: Teachers, School Leaders - Start Date: July 1, 2022 - End Date: June 30, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

La tecnologia se implementara y utilizara para aumentar la eficacia del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion.

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

Permita la accesibilidad al software y las plataformas, y defina metricas de responsabilidad que respalden un proceso de planificacion eficiente en multiples presupuestos.

- Evaluation Data Sources:** Listing of available software and platforms with usage reports, District budgets for licenses and software.
- Summative Evaluation:** Met Objective
- Next Year's Recommendation:** Only purchase what is needed and will compliment in person instruction.

Strategy 1 Details	Reviews			
Strategy 1: Manzano Middle School will increase the accessibility for all students in technology based instruction across all subject areas by providing new software and platforms including Microsoft, Google and Apple, and hardware at the campus for computer/ technology enhanced instruction. Manzano Middle School will utilize platforms such as GOGUARDIAN,	Formative			Summative
	Oct	Jan	Mar	May

CLEVER, and PAPERBASKET to analyze the return of investment for all software purchased by campuses and the district. It will analyze student usage, academic impact, student performance, etc.

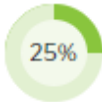
La Escuela Intermedia Manzano aumentara la accesibilidad para todos los estudiantes en la instruccion basada en la tecnologia en todas las materias al proporcionar nuevos software y plataformas, incluidos Microsoft, Google y Apple, y hardware en el campus para la instruccion mejorada de tecnologia/computacion. La Escuela Intermedia Manzano utilizara plataformas como GOGUARDIAN, CLEVER y PAPERBASKET para analizar el retorno de la inversion de todo el software comprado por las escuelas y el distrito. Analizara el uso de los estudiantes, el impacto academico, el rendimiento de los estudiantes, etc.

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

- Software Usage Reports
- Software Monitoring Reports
- Summative Results:
- Software Usage Reports
- Software Monitoring Reports

Staff Responsible for Monitoring: Principal
Dean

Population: All students - **Start Date:** July 1, 2022 - **End Date:** June 30, 2023



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 9: Through enhanced dropout efforts, Manzano Middle School students will remain in school until they are successfully promoted to the 9th grade. In addition, by improving attendance, students will be encouraged and challenged to meet their full educational potential.

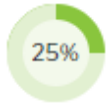



A traves de esfuerzos mejorados de abandono escolar, los estudiantes de la Escuela Intermedia Manzano permaneceran en la escuela hasta que sean promovidos con exito al 9.deg grado. Ademas, al mejorar la asistencia, los estudiantes seran alentados y desafiados a alcanzar su maximo potencial educativo.









Performance Objective 1: Manzano Middle School will develop prevention and intervention strategies that increase at-risk student achievement on STAAR by 5%, increase the At-Risk Student Attendance Rate by 5%, and maintain the Middle School Dropout Rate at less than 1%.
La Escuela Intermedia Manzano desarrollara estrategias de prevencion e intervencion que aumenten el rendimiento de los estudiantes en riesgo en STAAR en un 5 %, aumente la tasa de asistencia de los estudiantes en riesgo en un 5 % y mantenga la tasa de desercion escolar en la escuela intermedia en menos del 1 %.









Evaluation Data Sources: STAAR/EOC, At-Risk Student Attendance Rate, Retention Rate, Recidivism Rate, and Middle School Dropout Rate.

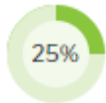



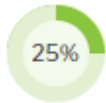
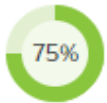


Summative Evaluation: Significant progress made toward meeting Objective

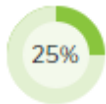







Next Year's Recommendation: Continue to offer Afterschool tutorials and ALI courses for our students (tested area courses only)

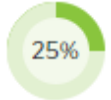



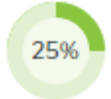



Strategy 1 Details	Reviews			
<p>Strategy 1: Accelerated instruction in the foundation curriculum will be provided during extended day at least twice a week.</p> <p>*Regular/extended tutorial programs will assist to improve at-risk student achievement, decrease the retention and dropout rate.</p> <p>Additional Federal Funds have been awarded for Accelerated Learning Instruction in the form of Afterschool Tutorials (ESSER Funds) These funds will be used to pay teachers that provide ALI/10th Period classes. Offer Jump Staart to those students that did not pass one or some of their STAAR exams.</p> <p>Se proporcionara instruccion acelerada en el plan de estudios basico durante la jornada extendida al menos dos veces por semana.</p> <p>*Los programas de tutoria regulares/extendidos ayudaran a mejorar el rendimiento de los estudiantes en riesgo, disminuir la tasa de retencion y desercion.</p> <p>Se han otorgado fondos federales adicionales para la instruccion de aprendizaje acelerado en forma de tutorias despues de la escuela (Fondos ESSER). Estos fondos se utilizaran para pagar a los maestros que brindan clases de ALI/decimo periodo.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: eSchoolPLUS generated Tutorial Schedule, Tutorial Attendance Report, Tutorial Lesson Plans, Tutorial Classroom Observations, SchoolPLUS At-Risk Progress Report, Progress Monitoring Assessment Scores, Student Progress Reports</p> <p>Summative: STAAR/EOC, At-risk Retention Dropout and Completion Rates</p> <p>Staff Responsible for Monitoring: Dean, Counselors, Teachers</p> <p>Title I: 2.6</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability -</p> <p>Population: All At-Risk students (Middle School) - Start Date: September 5, 2023 - End Date: May 12, 2023</p> <p>Need Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: Professional Extra Duty Pay (Tutorials) Regular - 162 State Compensatory - 162-11-6118-00-055-Y-30-000-Y - \$14,000, Professional Extra Duty Pay (Tutorials) SSI - 162 State Compensatory - 162-11-6118-00-055-Y-24-SSI-Y - \$8,134, Professional Extra Duty Pay (Tutorials) ESSER - 281 ESSER II Grant Funds - 281-11-6118-00-055-Y-OCG-Y - \$52,884, Teacher stipends for HB4545 or Jump Staart Program - 282 ESSER III Grant Funds - 282-11-6117-49-055-Y-11-000-1 - \$9,600, PD for HB4545 and or Jump Staart - 282 ESSER III Grant Funds - 282-13-6117-00-055-Y-23-JST/OP7-1 - \$1,300, ESSER Extra Duty Pay MH!/JST - 282 ESSER III Grant Funds - 282-11-6118-00-055-Y-23-JST-1 - \$5,000, Extra Duty for Jump Staart (Teachers and Admin) - 282 ESSER III Grant Funds - 282-11/13-6121-00-055-Y-23-JST-1 - \$5,000, Fringe Benefits for Object Codes (6141/6145/6149) - 282 ESSER III Grant Funds - 282-(11,31, 33, 61,51) - \$1,237, Reclassified transportation - 282 ESSER III Grant Funds - 282-61-6494-00-055-Y-99-PFS-1 - \$1,200, Supplies for closing the learning gap - 282 ESSER III Grant Funds - 282-11-6399-00-055-Y-24-OCG-1 - \$7,000, general supplies for Jump Staart - 282 ESSER III Grant Funds - 282-11-6399-00-055-Y-23-JST-1 - \$113, General Supplies for Jump Staart - 282 ESSER III Grant Funds - 282-11-6399-00-055-Y-24-JST-1 - \$10,445</p>	Formative			Summative
	Oct	Jan	Mar	May
				

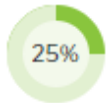







Strategy 2 Details	Reviews			
<p>Strategy 2: Professional development opportunities will be provided to campus and district personnel to enhance the provision of services for at-risk students in order to improve academic achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. Professional development opportunities include: -Identification of at-risk students via state and local criteria, Completion Rate; -Identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act, and Budget and Program Compliance</p> <p>Se brindaran oportunidades de desarrollo profesional al personal del campus y del distrito para mejorar la provision de servicios para estudiantes en riesgo a fin de mejorar el rendimiento academico, la tasa de graduacion, la tasa de finalizacion y disminuir la tasa de retencion y la tasa de desercion. Las oportunidades de desarrollo profesional incluyen: -Identificacion de estudiantes en riesgo a traves de criterios estatales y locales, tasa de finalizacion; -Identificacion e inscripcion inmediata de ninos sin hogar y jovenes no acompanados a traves de la Ley McKinney-Vento, y Cumplimiento del Programa y Presupuesto</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 Summative: increased STAAR/EOC, At-risk Retention, Graduation, and Completion Rates, decreased dropout rate Staff Responsible for Monitoring: Principal, At-Risk Counselor, Parent Liaison</p> <p>Population: Identified Homeless Students/MS At-Risk Pop. - Start Date: August 16, 2022 - End Date: June 2, 2023 Need Statements: Demographics 7 - School Processes & Programs 4 Funding Sources: PD from Region One - 282 ESSER III Grant Funds - 282-13-6239-00-055-Y-11-MCG-1 - \$230, PD Independent Sources - 282 ESSER III Grant Funds - 282-13-6291-00-055-Y-11-OCG-1 - \$1,015, PD Independent Sources - 282 ESSER III Grant Funds - 282-13-6291-00-055-Y-99-MCG-1 - \$525, Contracted services for online resource - 282 ESSER III Grant Funds - 282-11-6298-62-055-Y-24-MCG-1 - \$2,059</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: A food pantry and clothes closet may be implemented at campuses 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 puede implementar una despensa de alimentos y un armario de ropa en los campus para proporcionar a los jovenes identificados en riesgo, sin hogar y no acompanados alimentos, productos de higiene, utiles escolares y ropa segun sea necesario para mejorar el rendimiento de los estudiantes en riesgo, la asistencia, la tasa de graduacion, tasa de finalizacion y disminuir la tasa de retencion y la tasa de abandono.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Pantry and Clothes Closet Inventory, Pantry and Clothes Closet Distribution Log, Progress Monitoring Assessment Scores, Student Progress Reports Summative: +Increased STAAR/EOC, At-risk Retention and Completion Rates; +Decreased dropout rate Staff Responsible for Monitoring: Principal, At-Risk Counselor, Communities in Schools Personnel, Parent Liaison</p> <p>Population: At-Risk and Homeless Students/MS At-Risk Pop. - Start Date: August 16, 2022 - End Date: June 2, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Monitor and recover students classified as dropouts/No-Show on a systemic cycle through dropout recovery efforts that include: Walk for the Future, District Dropout Recovery Meetings (Fall) and district personnel campus visits in order to improve at-risk student achievement, attendance, completion rate, and decrease the retention rate and dropout rate. Supervisar y recuperar a los estudiantes clasificados como desertores/ausentes en un ciclo sistémico a través de esfuerzos de recuperación que incluyen: Caminata por el futuro, Reuniones de recuperación de desertores del distrito (otoño) y visitas del personal del distrito al campus para mejorar el rendimiento y la asistencia de los estudiantes en riesgo, tasa de finalización y disminuir la tasa de retención y la tasa de abandono.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: PDS Session Attendance and Evaluation Reports, eSchoolPLUS At-Risk Progress Report and Dropout Monitor Report, Progress Monitoring Assessment Scores, Student Progress Reports Summative: increased STAAR/EOC, At-risk Retention, Graduation, and Completion Rates, +Decreased dropout rate</p> <p>Staff Responsible for Monitoring: Principal, At-Risk Counselor, Parent Liaison, Attendance Clerk</p> <p>Title I: 2.6 - Population: At-Risk Students - Start Date: August 16, 2022 - End Date: June 2, 2023</p> <p>Need Statements: Demographics 3 - School Processes & Programs 3</p> <p>Funding Sources: General Supplies-Walk for the Future - 162 State Compensatory - 162-61-6499-53-055-Y-30-WTF-Y - \$500</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide At-Risk/ Supplemental Transitional Counselors at all middle schools to monitor and coordinate intervention programs to improve at-risk student achievement, attendance, completion rate, and reduce the retention rate and dropout rate. Proporcionar consejeros de transición complementarios/en riesgo en todas las escuelas intermedias para monitorear y coordinar los programas de intervención para mejorar el rendimiento, la asistencia, la tasa de finalización de los estudiantes en riesgo y reducir la tasa de retención y la tasa de abandono escolar.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: eSchoolPLUS At-Risk Progress Report, eSchoolPLUS Dropout Monitor Report, eSchoolPLUS Special Programs Report, Student Logs, Progress Monitoring Assessment Scores including TSI, Student Progress Reports Summative: +Increased STAAR/EOC, At-risk Retention, and Completion Rates; +Decreased dropout rate</p> <p>Staff Responsible for Monitoring: Principal and Counseling Staff</p> <p>Population: All At-Risk students - Start Date: August 17, 2022 - End Date: June 2, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 6 Details	Reviews			
Strategy 6: Provide campuses with additional core area Teachers that will offer supplemental instruction to at-risk students in order to improve student achievement, attendance, completion rate, and reduce the retention rate and dropout rate. Proporcionar a los planteles Maestros de areas basicas adicionales que ofreceran instruccion suplementaria a los estudiantes en riesgo para mejorar el rendimiento de los estudiantes, la asistencia, la tasa de finalizacion y reducir la tasa de retencion y la tasa de abandono escolar. Milestone's/Strategy's Expected Results/Impact: Formative: eSchoolPLUS Master Schedule, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports Summative: +Increased STAAR/EOC, At-risk Retention, and Completion Rates; +Decreased dropout rate Staff Responsible for Monitoring: Administration; Dean; Teachers Population: At-Risk students - Start Date: August 17, 2022 - End Date: June 2, 2023	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 7 Details	Reviews			
Strategy 7: Allow Deans of Instruction to conduct regular research-based professional development sessions in order to train and retain highly qualified personnel that will positively impact at-risk student achievement, attendance, completion rate, and decrease the retention rates and dropout rate. Permitir que los decanos de instruccion lleven a cabo sesiones periodicas de desarrollo profesional basadas en la investigacion para capacitar y retener personal altamente calificado que impactara positivamente el rendimiento, la asistencia, la tasa de finalizacion de los estudiantes en riesgo y disminuira las tasas de retencion y la tasa de desercion. Milestone's/Strategy's Expected Results/Impact: Formative: PDS Session Attendance and Evaluation Reports, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports Summative: +Increased STAAR/EOC, At-risk Retention, and Completion Rates; +Decreased dropout rate Staff Responsible for Monitoring: Principal and Dean of Instruction Population: All certified staff - Start Date: June 1, 2022 - End Date: May 31, 2023	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 8 Details	Reviews			
<p>Strategy 8: Supplement the Dyslexia Program to provide language and literacy interventions (as needed) to improve student achievement, attendance, 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 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, C-PM (BOY and MOY) Summative: CIRCLE-PM (EOY), Attendance Rate, Retention Rate Staff Responsible for Monitoring: Campus 504 Administrator and Dyslexia Teachers</p> <p>Population: Dyslexia Students/MS At-Risk Pop. - Start Date: August 17, 2022 - End Date: June 2, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 9 Details	Reviews			
<p>Strategy 9: Provide out-of-cohort students at the Brownsville Learning Academy Middle School and High School accelerated instruction, adequate space, supplies, and staff to increase the number of middle school students served and offered extended day services to improve student achievement, attendance, completion rates, and decrease the retention rate and dropout rate.</p> <p>Proporcionar a los estudiantes fuera de la cohorte en la escuela secundaria y preparatoria de la Academia de Aprendizaje de Brownsville instruccion acelerada, espacio adecuado, suministros y personal para aumentar la cantidad de estudiantes de escuela intermedia atendidos y servicios de día extendido para mejorar el rendimiento estudiantil, la asistencia y las tasas de finalizacion. y disminuir la tasa de retencion y la tasa de abandono.</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 Summative: +Improved EOC/STAAR, Attendance Rate, Recidivism Rate, Retention Rate, Dropout Rate, Graduation Rate, and Completion Rate Staff Responsible for Monitoring: Campus Administrators and Counseling Staff</p> <p>Population: MS At-Risk - Start Date: August 17, 2022 - End Date: June 2, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 10 Details	Reviews			
<p>Strategy 10: Provide a disciplinary alternative education program at the Brownsville Academic Center that will offer meaningful educational experiences for identified secondary students in a well disciplined environment that provides structure, accelerated instruction, and support services that will improve student achievement, attendance,, completion rates, and decrease the retention rate, recidivism rate, and dropout rate.</p> <p>Proporcionar un programa de educacion alternativa disciplinaria en el Centro Academico de Brownsville que ofrecera experiencias educativas significativas para estudiantes secundarios identificados en un ambiente bien disciplinado que brinde estructura, instruccion acelerada y servicios de apoyo que mejoraran el rendimiento estudiantil, la asistencia, las tasas de finalizacion y disminuiran la tasa de retencion, la tasa de reincidencia y la tasa de abandono.</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 Summative: +Improved EOC/STAAR, Attendance Rate, Recidivism Rate, Retention Rate, Dropout Rate, and Completion Rate Staff Responsible for Monitoring: Campus Administration and Counseling Staff</p> <p>Population: At-Risk Students - Start Date: August 17, 2022 - End Date: June 2, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 11 Details	Reviews			
<p>Strategy 11: Provide pregnant and teen parents Pregnancy Related Services (PRS), Compensatory Education Home Instruction (CEHI), and day care facilities as available at Lincoln Park in order to improve student achievement, attendance, completion rates, and decrease the retention rate and dropout rate.</p> <p>Proporcionar a las madres embarazadas y adolescentes Servicios Relacionados con el Embarazo (PRS), Instruccion en el Hogar de Educacion Compensatoria (CEHI) y guarderias disponibles en Lincoln Park para mejorar el rendimiento de los estudiantes, la asistencia, las tasas de finalizacion y disminuir 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 Summative: +Improved EOC/STAAR, Attendance Rate, Recidivism Rate, Retention Rate, Dropout Rate, and Completion Rate Staff Responsible for Monitoring: Campus Administration and Counseling Staff</p> <p>Population: Pregnant and Parent Teens/At-Risk Students - Start Date: August 16, 2022 - End Date: June 2, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 12 Details		Reviews			
Strategy 12: Provide computer-based instruction in the foundation curriculum and adaptive-assisted devices in order to improve at-risk student achievement, attendance, completion rate, and decrease the retention rate and dropout rate. Brindar instruccion basada en computadora en el plan de estudios basico y dispositivos asistidos por adaptacion para mejorar el rendimiento, la asistencia, la tasa de finalizacion de los estudiantes en riesgo y disminuir la tasa de retencion y la tasa de abandono escolar. Milestone's/Strategy's Expected Results/Impact: Formative: eSchoolPLUS Master Schedule, Computer Lab Schedule, Software Usage Reports, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports Summative: +Improved STAAR/EOC, TELPAS and other state assessments, Attendance Rate, Retention Rate, Dropout Rate, and Completion Rate Staff Responsible for Monitoring: Campus Administration and Counseling Staff Population: At-Risk Students - Start Date: August 16, 2022 - End Date: June 2, 2023		Formative			Summative
		Oct	Jan	Mar	May
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Need Statements:

Demographics
Need Statement 1: There are significant academic gaps between special population groups and those students that do not belong to any special population group. (Emergent Bilinguals and Special Education students) Data Analysis/Root Cause: Academic gaps are a result of below grade reading levels and language barriers Need Statement 3: At-Risk and Migrant students often lack the basic supplies they need to increase academic success. Data Analysis/Root Cause: Specifically, students are lacking internet services that would allow these particular students to access online resources to complete assignments or do at-home tutorials. Need Statement 7: Manzano Middle School teachers and students require content specific resources, supplies, and material to ensure seamless instruction. Data Analysis/Root Cause: More than 80% of our students are economically disadvantaged and are unable to acquire some teacher requested supplies.
Student Learning
Need Statement 1: There are significant academic gaps between special population groups and those students that do not belong to any special population group. (Emergent Bilinguals and Special Education students) Data Analysis/Root Cause: Academic gaps are a result of below grade reading levels and language barriers
School Processes & Programs
Need Statement 3: At-Risk and Migrant students often lack the basic supplies they need to increase academic success. Data Analysis/Root Cause: Specifically, students are lacking internet services that would allow these particular students to access online resources to complete assignments or do at-home tutorials. Need Statement 4: Manzano Middle School teachers and students require content specific resources, supplies, and material to ensure seamless instruction. Data Analysis/Root Cause: More than 80% of our students are economically disadvantaged and are unable to acquire some teacher requested supplies.

Goal 9: Through enhanced dropout efforts, Manzano Middle School students will remain in school until they are successfully promoted to the 9th grade. In addition, by improving attendance, students will be encouraged and challenged to meet their full educational potential.

A traves de esfuerzos mejorados de abandono escolar, los estudiantes de la Escuela Intermedia Manzano permaneceran en la escuela hasta que sean promovidos con exito al 9.deg grado. Ademas, al mejorar la asistencia, los estudiantes seran alentados y desafiados a alcanzar su maximo potencial educativo.





Performance Objective 2: Increase Manzano Middle School student attendance to 97%.

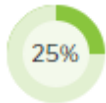



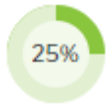



Aumentar la asistencia de los estudiantes de la Escuela Intermedia Manzano al 97%.









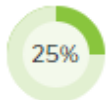



Evaluation Data Sources: Attendance Rates through use of District Attendance Monitoring form, PEIMS attendance data and Campus Visits by Pupil Services.













Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Post pandemic attendance needs to increase by 5% during the 23-24 SY.

Strategy 1 Details	Reviews			
<p>Strategy 1: Campuses will address the district attendance rate goals in the Campus Improvement Plan by providing a plan including procedures, roles and responsibilities of staff involved in working with campus attendance and ensure daily updates of attendance.</p> <p>Los campus abordaran las metas de indice de asistencia del distrito en el Plan de mejora del campus al proporcionar un plan que incluya procedimientos, roles y responsabilidades del personal involucrado en trabajar con la asistencia del campus y garantizar actualizaciones diarias de asistencia.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Pupil Services District Attendance Monitoring Visits, PEIMS Reports of Attendance Weekly Rates, Parent Truancy Court Notice Letters, and Student Attendance Plans Summative: PEIMS Districts and Campus Attendance Percentage Rate Reports</p> <p>Staff Responsible for Monitoring: Campus Administration, Attendance clerk, and Parent Liaison</p> <p>Population: All students - Start Date: August 16, 2022 - End Date: June 2, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details		Reviews			
<p>Strategy 2: To better support student achievement and improve student attendance, campus attendance liaisons will be proactive by monitoring student attendance through daily, weekly and six weeks attendance reports. Parents of students with excessive absences as per district policy will be issued warning notices and/or court notifications daily (as needed). Para apoyar mejor el rendimiento de los estudiantes y mejorar la asistencia de los estudiantes, los enlaces de asistencia del campus seran proactivos al monitorear la asistencia de los estudiantes a traves de informes de asistencia diarios, semanales y semestrales. Los padres de estudiantes con ausencias excesivas segun la politica del distrito recibiran avisos de advertencia y/o notificaciones judiciales diariamente (segun sea necesario).</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: School Messenger Notification System Reports, eSchool Attendance Reports, District Attendance Monitoring forms, Truancy Court Sworn Affidavits filed Summative: PEIMS Districts and Campus Attendance Percentage Rate Reports</p> <p>Staff Responsible for Monitoring: Campus Peims administrator, attendance clerk, Counseling staff including parent liaison</p> <p>Population: All middle school students - Start Date: August 16, 2022 - End Date: June 2, 2023</p>		Formative			Summative
		Oct	Jan	Mar	May
					
Strategy 3 Details		Reviews			
<p>Strategy 3: Distribution of Campus Incentives at the end of every semester to all campuses who meet the District Student Attendance Goals (if BISD budget approved funds).</p> <p>Distribucion de Incentivos de Campus al final de cada semestre a todos los campus que cumplen con las Metas de Asistencia Estudiantil del Distrito (si los fondos son aprobados por el presupuesto de BISD).</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Published list of campuses receiving incentives found on BISD website, KBSD, and in the Brownsville Herald Awarding of donated funds and BISD Budget Approved funds (if available) after each semester to successful campuses. Summative: PEIMS District Attendance Percentage Rate</p> <p>Staff Responsible for Monitoring: Principal and Campus Peims Administrator</p> <p>Population: All middle school students - Start Date: August 16, 2022 - End Date: June 2, 2023</p>		Formative			Summative
		Oct	Jan	Mar	May
					

Strategy 4 Details	Reviews			
Strategy 4: Contacting parents of students with excessive unexcused absences and providing Truancy Court Warning Letters will be done during District Truancy Sweeps for selected Middle Schools twice per semester to assist campuses in improving attendance rates. Se contactara a los padres de los estudiantes con un exceso de ausencias injustificadas y se proporcionaran Cartas de Advertencia de la Corte de Absentismo Escolar durante los Barridos de Absentismo Escolar del Distrito para Escuelas Intermedias seleccionadas dos veces por semestre para ayudar a las escuelas a mejorar las tasas de asistencia. Milestone's/Strategy's Expected Results/Impact: Formative: Pupil Services Sign-In Sheet, Chart of Results from Truancy Sweep Summative: +Increased attendance rate Staff Responsible for Monitoring: Campus Peims Administrator, Attendance Clerk, Parent Liaison Population: All Middle School Students - Start Date: August 16, 2022 - End Date: June 2, 2023	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 5 Details	Reviews			
Strategy 5: Increase Parent and Community awareness of Distribution of District Wide Attendance Initiatives held at the end of the school year by Pupil Services Department. Aumentar la conciencia de los padres y la comunidad sobre la distribucion de las iniciativas de asistencia en todo el distrito que se lleva a cabo al final del ano escolar por el Departamento de Servicios Estudiantiles. Milestone's/Strategy's Expected Results/Impact: Formative: Published list of students receiving awards, Awarding of donated funds and district provided prizes (if available) Summative: +Increased PEIMS District and Attendance Percentage rates. Staff Responsible for Monitoring: Campus Peims Administrator, Attendance clerk, Parent Liaison Population: All middle school students - Start Date: August 16, 2022 - End Date: June 2, 2023	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 6 Details	Reviews			
Strategy 6: PEIMS Training on the implementation of new TSDS statewide system for Student Accounting will be provided to District staff. PEIMS Capacitacion sobre la implementacion del nuevo sistema estatal TSDS para Contabilidad Estudiantil se proporcionara al personal del Distrito. Milestone's/Strategy's Expected Results/Impact: Formative: PEIMS Sign-In Sheets, PEIMS Reports Professional development Session Evaluation Report Summative: PEIMS Reports with zero PID errors Staff Responsible for Monitoring: PEIMS Campus Administrator Population: Attendance Personnel - Start Date: August 16, 2022 - End Date: December 22, 2022	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 7 Details	Reviews			
<p>Strategy 7: To reduce student absenteeism, all campus staff will be proactive by monitoring students attendance and after the 3rd student absence, begin Truancy Preventative Measures (TPM), which includes issuing a "Student Attendance Plan" to the parent and student during parent conferences held at school to prevent further student absences.</p> <p>Para reducir el ausentismo de los estudiantes, todo el personal del campus sera proactivo al monitorear la asistencia de los estudiantes y despues de la tercera ausencia del estudiante, comenzara las Medidas preventivas de ausentismo (TPM), que incluye emitir un "Plan de asistencia del estudiante" para los padres y el estudiante durante las conferencias con los padres que se llevan a cabo en la escuela. para evitar mas ausencias de los estudiantes.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: BISD Student Plan for Truancy Prevention Measures (TPM), School Attendance reports, School Messenger System Reports, Distribution of Student Attendance Plans to parents and students (TPM) Summative: +PEIMS attendance data shows increase</p> <p>Staff Responsible for Monitoring: Campus Administration; Attendance Clerk; Parent Liaison</p> <p>Population: Students with low attendance - Start Date: August 16, 2022 - End Date: June 2, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 8 Details	Reviews			
<p>Strategy 8: Assisting other BISD departments in contacting parents of high school students that are "No Shows", by conducting home visits at the beginning of the year. Population: all high school "no show" students</p> <p>Ayudar a otros departamentos de BISD a comunicarse con los padres de los estudiantes de secundaria que "no se presentan", realizando visitas domiciliarias al comienzo del ano. Poblacion: todos los estudiantes de secundaria que "no se presentan"</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Pupil Services Sign-In Sheet and Truancy Sweep Chart Results, Summative: Campus enrollment of "No Shows" recovered</p> <p>Staff Responsible for Monitoring: Campus PEIMS Administrator; Campus Administration</p> <p>Population: HS No Shows - Start Date: August 16, 2022 - End Date: December 22, 2022</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 9: Through enhanced dropout efforts, Manzano Middle School students will remain in school until they are successfully promoted to the 9th grade. In addition, by improving attendance, students will be encouraged and challenged to meet their full educational potential.

A traves de esfuerzos mejorados de abandono escolar, los estudiantes de la Escuela Intermedia Manzano permaneceran en la escuela hasta que sean promovidos con exito al 9.deg grado. Ademas, al mejorar la asistencia, los estudiantes seran alentados y desafiados a alcanzar su maximo potencial educativo.





Performance Objective 3: Implement a sustainable coordinated school health system that provides wellness tools and resources which promote the long-term development through student attendance and success of the whole student.

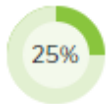











Implementar un sistema de salud escolar coordinado sostenible que proporcione herramientas y recursos de bienestar que promuevan el desarrollo a largo plazo a traves de la asistencia y el exito del estudiante en su totalidad.

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.

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Ensure we have a full time nurse to assist students with their health needs.

Strategy 1 Details	Reviews			
<p>Strategy 1: Assistance in the planning and execution of the overall health program at the District and campus level, in an effort to improve overall student health which increases student attendance and academic performance, will be carried out by Health Services (nurses) as mandated by HB5.</p> <p>Los Servicios de Salud (enfermeras) llevaran a cabo la asistencia en la planificacion y ejecucion del programa de salud general a nivel del Distrito y del campus, en un esfuerzo por mejorar la salud general de los estudiantes que aumente la asistencia y el rendimiento academico de los estudiantes, segun lo dispuesto por HB5.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Six weeks reports Summative: +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 Nurse and Principal</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Population: Campus Nurse - Start Date: August 16, 2022 - End Date: June 2, 2023</p> <p>Need Statements: Perceptions 2</p> <p>Funding Sources: General Supplies for Nurse's Office - 199 Local funds - 199-33-6399-00-055-Y-99-000-Y - \$600, Nurse Supplies - 211 Title I-A - 211-33-6399-00-055-Y-30-0F2-Y - \$3,000</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details	Reviews			
<p>Strategy 2: To promote physically and emotionally healthy students, the district will utilize the -PAPA (Parenting and Paternity Awareness) curriculum; -CATCH (Coordinated Approach to Child Health) program; and -SHAC (School Health Advisory Committee) 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, el distrito utilizara el plan de estudios -PAPA (Concienciacion sobre crianza y paternidad); -Programa CATCH (Enfoque coordinado para la salud infantil); y -SHAC (Comite Asesor de Salud Escolar) para abordar areas que incluyen la Prevencion de la Violencia entre Parejas y el abuso sexual de ninios.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Classroom observation, Professional development evaluations, Sign-in sheets, Workshop agendas Summative: Fitness Gram results increase CATCH Binder end of year evaluation</p> <p>Staff Responsible for Monitoring: Campus Administration, Counselors, and Nurse</p> <p>Population: All students - Start Date: August 16, 2022 - End Date: June 2, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Students' emotional needs will be addressed through Social Emotional Learning programs. These opportunities will address different socio-emotional concerns students have due to the Covid-19 Pandemic and other personal concerns. ESSER funds will be used for afterschool social emotional classes where students can socialize and develop positive social skills.</p> <p>Las necesidades emocionales de los estudiantes se abordaran a traves de programas de aprendizaje socioemocional. Estas oportunidades abordaran diferentes preocupaciones socioemocionales que tienen los estudiantes debido a la pandemia de Covid-19 y otras preocupaciones personales. Los fondos de ESSER se utilizaran para clases socioemocionales despues de la escuela donde los estudiantes pueden socializar y desarrollar habilidades sociales positivas.</p> <p>Milestone's/Strategy's Expected Results/Impact: Students will be able to focus on classroom activities as their social-emotional anxieties will be diminished due to participation in the SEL class.</p> <p>Staff Responsible for Monitoring: Counselors and SEL Teacher.</p> <p>Population: Open to all students 6-8 - Start Date: November 1, 2022 - End Date: May 31, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Need Statements:

Perceptions
<p>Need Statement 2: School safety, in all aspects of our school operations, needs to be regarded as a high priority. Data Analysis/Root Cause: There is a heightened sense of urgency due to Covid-19, violence, emotional distress, and other issues.</p>

RDA Strategies

Goal	Objective	Strategy	Description
1	1	3	Campus Administrators will promote Professional Learning Communities that are based on content and pedagogy. This formal collaboration among colleagues will serve to build instructional capacity starting at the individual classroom level. Teachers will have vertical alignment sessions and they will be allotted time to plan at least once a week during their department planning period. Los administradores del campus promoveran comunidades de aprendizaje profesional basadas en contenido y pedagogia. Esta colaboracion formal entre colegas servira para desarrollar la capacidad de instruccion a partir del nivel del salon de clases individual. Los maestros tendran sesiones de alineacion vertical y se les asignara tiempo para planificar al menos una vez por semana durante el periodo de planificacion de su departamento.
9	1	1	Accelerated instruction in the foundation curriculum will be provided during extended day at least twice a week. *Regular/extended tutorial programs will assist to improve at-risk student achievement, decrease the retention and dropout rate. Additional Federal Funds have been awarded for Accelerated Learning Instruction in the form of Afterschool Tutorials (ESSER Funds) These funds will be used to pay teachers that provide ALI/10th Period classes. Offer Jump Staart to those students that did not pass one or some of their STAAR exams. Se proporcionara instruccion acelerada en el plan de estudios basico durante la jornada extendida al menos dos veces por semana. *Los programas de tutoria regulares/extendidos ayudaran a mejorar el rendimiento de los estudiantes en riesgo, disminuir la tasa de retencion y desercion. Se han otorgado fondos federales adicionales para la instruccion de aprendizaje acelerado en forma de tutorias despues de la escuela (Fondos ESSER). Estos fondos se utilizaran para pagar a los maestros que brindan clases de ALI/decimo periodo.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	<p>Provide teachers and campus administration with professional development opportunities to enhance implementation of instructional strategies including: Response to Intervention (RtI) and Section 504, sheltered instruction (SIOP/ESL), differentiated instruction, common instructional framework (CIF), reading comprehension cognitive strategy routines, and Texas Literacy Initiative protocols. This includes oral language skills that increase listening/speaking and reading/writing proficiency in all content areas through classroom observations with feedback, co-planning, modeling, workshops, compilation of student data reports, department chair meetings, and weekly department meetings with campus administration. There is an increased focus on the use of Summit K-12 due to not meeting the State Standards on TELPAS during the 21-22 School Year. Additional funding has been provided by the Bilingual Department. These funds will be used for PD aimed at providing instructional strategies to our CORE teachers. Funding is also available for ESL Clerk for travel/mileage and extra duty pay. Brindar a los maestros y a la administracion del campus oportunidades de desarrollo profesional para mejorar la implementacion de estrategias educativas que incluyen: Respuesta a la intervencion (RtI) y seccion 504, instruccion contextualizada (SIOP/ESL), instruccion diferenciada, marco de instruccion comun (CIF), rutinas de estrategias cognitivas de comprension de lectura y Texas Protocolos de la Iniciativa de Alfabetizacion. Esto incluye habilidades de lenguaje oral que aumentan el dominio de escuchar/hablar y leer/escribir en todas las areas de contenido a traves de observaciones en el salon de clases con retroalimentacion, planificacion conjunta, modelado, talleres, compilacion de informes de datos de estudiantes, reuniones del jefe de departamento y reuniones semanales del departamento con la administracion del campus. . Hay un mayor enfoque en el uso de Summit K-12 debido a que no cumplio con los Estandares estatales sobre TELPAS durante el ano escolar 21-22. El Departamento Bilingue ha proporcionado fondos adicionales. Estos fondos se utilizaran para PD con el objetivo de proporcionar estrategias de instruccion a nuestros maestros CORE. La financiacion tambien esta disponible para ESL Clerk para viajes/millas y pago de impuestos adicionales.</p>

Goal	Objective	Strategy	Description
1	1	2	<p>Provide instructional resources and computer assisted instruction to reinforce implementation of the BISD curriculum and initiatives including professional development based on identified needs. Secondary: STEM; Edgenuity; TLI Cognitive Routines/Strategies; Inclusion (co-teach) Model; Dyslexia Lab; Adaptive Curriculum; Tango Software; Brainpop; Flocabulary; Nearpod; Storyboard; Kuta Software; Scholastic ; Sirius Workbooks; Lowman Consulting; Edgenuity; iReady, Progress Learning; Summit K-12; Quill, and Stemsscopes. Campus will also focus on promoting CTE programs to increase an interest in CTE High School course work. GoGuardian will be used to monitor student online activity from the teacher's desk. In an effort to increase comprehension skills for all core subjects, teachers will be afforded on-going technology training. Most of the training will be based on District and Campus based online resources. The training will be offered at the time the resources become available to our campus. The Library will use designated ESSER funds to purchase additional books for the 2022-2023 school year. This will be used to close the gap due to the Covid-19 Pandemic. Librarian will plan with RLA teachers to determine what reading material will be used during class time. Additional Funding for tutorials will be specifically dedicated to Closing the Gap as prescribed by HB4545. Any students that fails a STAAR exam will have to receive 30 hours of additional instruction in the content area failed. Funding also provided, through ESSER for temporary help during testing. This will allow us to hire substitutes during TELPAS and STAAR testing so that we have all the required group settings needed during testing. Proporcionar recursos de instruccion e instruccion asistida por computadora para reforzar la implementacion del plan de estudios y las iniciativas de BISD, incluido el desarrollo profesional basado en las necesidades identificadas. Secundario: STEM; Edgenuity; Rutinas/Estrategias Cognitivas TLI; Modelo de inclusion (co-enseñanza); laboratorio de dislexia; Currículo Adaptativo; software de tango; Brainpop; Flocabulario; Nearpod; guion grafico; Software Kuta; escolastico; Libros de trabajo de Sirius; Consultoria Lowman; Edgenuity; iReady, Aprendizaje Progresivo; Cumbre K-12; Quill y Stemsscopes. El campus tambien se enfocara en promover los programas CTE para aumentar el interes en los cursos de CTE High School. GoGuardian se utilizara para monitorear la actividad en linea de los estudiantes desde el escritorio del maestro. En un esfuerzo por aumentar las habilidades de comprension para todas las materias basicas, los maestros recibiran capacitacion tecnologica continua. La mayor parte de la capacitacion se basara en recursos en linea basados en el distrito y el campus. La capacitacion se ofrecera en el momento en que los recursos esten disponibles para nuestro campus. La biblioteca utilizara los fondos designados de ESSER para comprar libros adicionales para el ano escolar 2022-2023. Esto se utilizara para cerrar la brecha debido a la pandemia de Covid-19. El bibliotecario planificara con los maestros de RLA para determinar que material de lectura se utilizara durante el tiempo de clase. El financiamiento adicional para tutoriales se dedicara especificamente a Cerrar la brecha segun lo prescrito por HB4545. Cualquier estudiante que repruebe un examen STAAR debera recibir 30 horas de instruccion adicional en el area de contenido reprobado. Tambien se proporciono financiacion, a traves de ESSER, para ayuda temporal durante las pruebas. Esto nos permitira contratar sustitutos durante las pruebas TELPAS y STAAR para que tengamos todas las configuraciones de grupo necesarias durante las pruebas.</p>
1	1	3	<p>Campus Administrators will promote Professional Learning Communities that are based on content and pedagogy. This formal collaboration among colleagues will serve to build instructional capacity starting at the individual classroom level. Teachers will have vertical alignment sessions and they will be allotted time to plan at least once a week during their department planning period. Los administradores del campus promoveran comunidades de aprendizaje profesional basadas en contenido y pedagogia. Esta colaboracion formal entre colegas servira para desarrollar la capacidad de instruccion a partir del nivel del salon de clases individual. Los maestros tendran sesiones de alineacion vertical y se les asignara tiempo para planificar al menos una vez por semana durante el periodo de planificacion de su departamento.</p>

Goal	Objective	Strategy	Description
9	1	1	<p>Accelerated instruction in the foundation curriculum will be provided during extended day at least twice a week. *Regular/extended tutorial programs will assist to improve at-risk student achievement, decrease the retention and dropout rate. Additional Federal Funds have been awarded for Accelerated Learning Instruction in the form of Afterschool Tutorials (ESSER Funds) These funds will be used to pay teachers that provide ALI/10th Period classes. Offer Jump Staart to those students that did not pass one or some of their STAAR exams. Se proporcionara instruccion acelerada en el plan de estudios basico durante la jornada extendida al menos dos veces por semana. *Los programas de tutoria regulares/extendidos ayudaran a mejorar el rendimiento de los estudiantes en riesgo, disminuir la tasa de retencion y desercion. Se han otorgado fondos federales adicionales para la instruccion de aprendizaje acelerado en forma de tutorias despues de la escuela (Fondos ESSER). Estos fondos se utilizaran para pagar a los maestros que brindan clases de ALI/decimo periodo.</p>

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
9	1	1	<p>Accelerated instruction in the foundation curriculum will be provided during extended day at least twice a week. *Regular/extended tutorial programs will assist to improve at-risk student achievement, decrease the retention and dropout rate. Additional Federal Funds have been awarded for Accelerated Learning Instruction in the form of Afterschool Tutorials (ESSER Funds) These funds will be used to pay teachers that provide ALI/10th Period classes. Offer Jump Staart to those students that did not pass one or some of their STAAR exams. Se proporcionara instruccion acelerada en el plan de estudios basico durante la jornada extendida al menos dos veces por semana. *Los programas de tutoria regulares/extendidos ayudaran a mejorar el rendimiento de los estudiantes en riesgo, disminuir la tasa de retencion y desercion. Se han otorgado fondos federales adicionales para la instruccion de aprendizaje acelerado en forma de tutorias despues de la escuela (Fondos ESSER). Estos fondos se utilizaran para pagar a los maestros que brindan clases de ALI/decimo periodo.</p>

State Compensatory

Budget for Manzano Middle School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 8

Brief Description of SCE Services and/or Programs

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Personnel for Manzano Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alejandro Martinez	Math Teacher	1
Antonio Balboa	Science Teacher	1
Beatriz Medrano	Science Teacher	1
Jacquelyn Salazar	Science Teacher	1
Leandro Alvarez	Social Studies Teacher	1
Maribel Suarez	Math Teacher	1
Raquel Wright Cornejo	Science Teacher	1
Sonia Velez	Communities in Schools	1

Title I

1.1: Comprehensive Needs Assessment

May 3, 2021 SBDM Agenda:

I. Welcome

II. Title I-A Parent and Family Engagement Policy (Revisions for 21-22 SY)

III. School-Parent-Student Compact (Revisions 21-22)

IV. Current School Mission Statement: “Edward Manzano Jr. Middle School empowers students to become lifelong learners and critical thinkers by providing an enthusiastic academic experience. Administration, teachers, parents, and the community collaborate and encourage students to embrace their diverse learning abilities to succeed globally.”

V. Current School Vision: “Our students will become graduates and successful contributors to society.”

VI. Current School Motto: “With knowledge comes great power!”

VII. Departments will be asked to submit ideas on Mission Statement, School Vision, and School Motto

VIII. SBDM will reconvene to vote on new Mission Statement, School Vision, and School Motto

IX. Final presentation of CIP SY 2020-2021 will be made at the next SBDM Meeting, May 17th .

X. Adjournment

May 17, 2021

I. Welcome

II. Title I-A Parent and Family Engagement Policy Final Review

III. School-Parent-Student Compact Final Review

IV. Final CIP Review that will be submitted for final school year clearance.

V. Advise SBDM Committee that CNA Results (Parents, Students, Staff) will be reviewed by administration. Top needs will be shared with SBDM. Those needs will be added to the Campus Improvement Plan for 2021-2022.

VI. Plan to meet on Tuesday, June 1st at 2:15 to vote on new Mission Statement, Vision, and Motto.

VII. Adjournment

June 9, 2021

I. Welcome

II. New School Mission: Edward Manzano Jr. Middle School is committed to prepare students to meet the challenges of college and career readiness while instilling principles of respect, responsibility, service, and a growth - mindset within an academically rigorous and innovative educational environment.

III. New School Vision: We seek to foster the skills, mindsets, and qualities, required for our students to become effective learners and find success in an increasingly unpredictable world.

IV. New Motto: Spartans Leading a Legacy!

V. Brief review of the Campus Needs Assessment in the Campus Improvement Plan

VI. Comments and Concerns VII. Adjournment

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan is adjusted to meet District and Campus needs. See the SBDM list under the Committees section in the plan. Changes are made periodically on an as needed basis. Throughout the year, teachers are asked to provide a "wish list" of material that will help them provide better instruction for our students. If within our budget and if approved by the funding administrators, those items are purchased and the details are entered under the specific goals where funding documented.

Administrators:

Marisol Ayala-Trevino, Principal

Esmeralda Salazar, Dean

Daniel Yaacobi, AP

Rosie Martinez, AP

Christina Velazquez, Secretary

Campus Department Chairpersons: Maribel Suarez, Jennifer Trevino, Vanessa Espinoza-Bradley, Rebecca Robles, George Saldana, and Andy Najera

2.2: Regular monitoring and revision

The Campus Improvement Plan is monitored for formative and summative reviews. (

Reviews document progress with spending and we also review our goals after Checkpoint Assessments (9/26, 11/7, 1/10, 2/27--All other CPAs were optional)

District Benchmarks (12/12 & 3/27)

We also review data for 8th grade TSIA Testers (ELAR 11/30; Alg. 5/23)

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

The Campus Improvement Plan is found on the Manzan Middle School Website. It is located under the Resources tab (Required Documents). Most recently, all Goals and Objectives were translated to Spanish. Translation to other language is available upon request. Final approved version will be placed on the campus website.

2.4: Opportunities for all children to meet State standards

Manzano Middle School students have the opportunity to decrease learning gaps by attending Afterschool tutorials, which begin in September for 8th grade students and in October for other grade levels.

Tutorials are offered for all students, special population students included.

Teachers ensure they follow IEPs for Special Education Students and 504 Students

RTIs are initiated if teachers identify students that may have a learning deficit (accommodations are established at different tier levels)

This year students identified as Emergent Bilinguals will focus on Reading, Writing, Listening, and Speaking as our students did not meet the State threshold.

Accelerated Learning Instruction will be offered in the areas of ELAR and Math for those students that did not pass STAAR in either or both areas.

Summit K-12 and Flipgrid will be used to improve EBs speaking skills so that Advanced students may attain the Advanced High score required to exit the EB program.

2.5: Increased learning time and well-rounded education

Online resources will be used to supplement direct teacher instruction in the areas of ELAR and Math. Diagnostic tests are available to personalize student instruction. These resources are also used for Math ALI and to supplement teacher instruction for ELAR ALI classes.

Manzano Middle School addressed HB4545, for those students that did not pass their STAAR exams, in the following manner:

- Students are placed in an ELAR ALI class if they did not pass their ELAR exam (grades 6-8, during the regular school day)
- Students in 6th and 7th grade, that did not pass their math test, are placed in a Math ALI class in place of an elective
- Those students not enrolled in an ALI class for Math or Science are offered after school tutorial in the subject they failed STAAR
- Students are also offered tutorial classes for tested core subjects (Monday through Thursday)
- There are 10 Fun Friday sessions (3 to 6) to prepare students for STAAR/EOC exams. Focus can be on Bubble Students or those seeking Masters scores.
- Tutorial sessions can be counted to reach the 30 ALI hours if in the failed STAAR subject.

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

Summit K-12 will be used throughout all ELAR RLA and ALI courses to improve Emergent Bilinguals' odds of passing all TELPAS tested areas.

Flipgrid will be used through all core areas as a means of increased practice for speaking skills.

3.1: Annually evaluate the schoolwide plan

Once the CNA results are sent to our campus, the Dean of Instruction highlights those areas that are rated poorly by students, parents, and staff members. Those results are presented to the SBDM Committee. The Dean of Instruction advises Committee that these are "needs" that have been identified through the CNA Surveys and those needs need to be included in the Campus Improvement Plan. This meeting takes place in May as this is when the results are distributed to campuses.

4.1: Develop and distribute Parent and Family Engagement Policy

Parents provide input regarding changes to the Title I-A Parent and Family Engagement Policy. This usually occurs in late March or April. (5/3/22)

Their proposed changes are presented to the SBDM, reviewed, and adopted for the next school year. (5/17/22)

The final draft is then distributed to all students along with the SPS, Student Code of Conduct, Dress Code, and other documents at the beginning of the school year. (5/17/22)

4.2: Offer flexible number of parent involvement meetings

Most Parent Involvement Meetings are held weekly on Mondays at 1:30 as per Parent Trainer. Other times our Parent Liaison meets with parents are during Meet the Teacher Night (08/21) and Fall (10/21) and Spring Open House (03/22). Our Parent Liaison also makes herself available to meetings held at neighboring campuses, especially high schools that host meetings for incoming freshmen (02/22). We also utilize meeting time to review the PCS Compact and Title I Policy. There were no other flexible hours for meetings this school year. Better efforts will be made in planning a more convenient schedule for next school year.

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

Not Applicable.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jacqueline M. Torres	Librarian	211-12-6119-00-055-Y300K9	1
Jennifer Trevino	Science Teacher	211-11-6119-00-055-Y-Y300K0	1
Karla Saavedra	ELAR Teacher	211-11-6119-00-055-Y300K0	1
Katia A. Vasquez	Dyslexia Aide	211-11-6129-06-055-Y30054	1
Lalitha Narasimhan	Nurse	211-33-6119-00-055-Y300F2	.4
Martha Viramontes	Library Aide	211-61-6129-06055-Y300K9	1
Paris Hernandez-Noriega	Parent Liaison	211-61-6129-00-055-Y300F2	1

Plan Notes

Program/ Position	Goal or Topic for review	Date of Feedback	Contact name and #	Goal-PO-Strategy-Need	Notes or Feedback
Assessment	Demographics, Student Learning, and Perception Needs information, TAPRs as Addendums 2019-2020 TAPR may be deleted. Please, add 2020-2021 TAPR and keep 2018-2019 TAPR.	5/16/2023	D. Jenney		Missing TAPR for 2018-19, 2020-21, and 2021-22 I have that information under Student Learning
Assistant Superintendent	(SMART) Performance Objectives, Local funds allocated and have needs attached, Committees (SBDM)				
Athletics	Processes and Programs and Goals 1 and 2				
Bilingual	Processes and Programs, Goals 1, 7, and 9 related to BIL/ESL/EB	11/2/22	SCG ext:0081	Programs Goal 1 Goal 7 Goal 9	TELPAS is not used as a data evaluation source (Programs) I have TELPAS listed as a summative resource not as a program. No specific mentions of EB students in goals See 1.1 and 7.11. Terms were changed to indicate Emergent bilinguals as opposed to language learners.
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
Curriculum-Secondary	Student Learning and Processes and Programs, Goals 1, 7, and 8 for Elementary	11/12/21 12/06/2021 10/7/22	Ana Peña 698-2094 R. Gomez	1.1.1 8.1.3-9 <ul style="list-style-type: none"> • G1/PO1/S2 • G7/PO1/S3-S10 • G7/PO2/S1-S3 • G8/PO6/S1-S3 	1.1.1 Remove Writing OK 8.1.3-9 Add strategies DNA Not removing Writing as it is embedded in the ELAR and other exams not sure about adding strategies for 8.1.3 as this correction was requested 2 years ago. <ul style="list-style-type: none"> • Remove APEX, add EduSmart • Correct Dates • Correct Dates • Correct Dates Dates corrected

Program/ Position	Goal or Topic for review	Date of Feedback	Contact name and #	Goal-PO-Strategy-Need	Notes or Feedback
DCSI	Plan Setup, Prioritized Needs, Formative Reviews, TIP/RDA/ CCMR etc. strategies, SBDM membership, Addendums, Translation, and overall review	5-26-2022 6/16 129p	Roni Rentfro 547-3590	All Goals Goal 8 (Goal 10)	<p>Make sure if any \$\$ then have at least one attached need</p> <p>Make sure move the Goal 10 strategies to the appropriate perf. objs.up to goal 8 and delete the old Goal 8</p> <p>ok Move campus narrative information from demographics to Needs Summary optional overview section</p> <p>fixed Have at least 2 funded strategies still missing link to needs</p> <p>fixed Still have few strategies with 2020-2021 in strategy box</p> <p>partially fixed--see email about missing content. ALL ESSA Element descriptions are missing</p> <p>Element 2.4 should not have Goal 3 strategy linked and need to have link that actually covers all student education 2.6 must have at least on at-risk strategy linked 3.2 must have linked strategy addressing same information shared on multiple dates and times</p>

Program/ Position	Goal or Topic for review	Date of Feedback	Contact name and #	Goal-PO-Strategy-Need	Notes or Feedback
Dyslexia/504	Student Learning, Processes and Programs, Goals 1, 7 and 9 for Dyslexia	10/10/22 01/09/23 5/19/23	Amalia Hinojosa 698-0848		Need to include 504 Goal 1, 7, 9 and Goal 9 Rtl. See 1.1.1, 7.1, and 9.1.8 for corrections
Early Childhood	Student Learning and Goals 1 and 7 Early Childhood				
ESSER	ESSER funded Strategies with Needs linked and all funds allocate				
Facilities and Maintenance	Goal 2				
Federal Programs (211)	211 funded Strategies with Needs linked, ESSA T1-A Elements, T1-A Personnel				
Finance and Budget	Goal 3				
Fine Arts	Student Learning and Processes and Programs, Goals 1 and &		Michael Garcia 698-2719		1.4.7 1.4.8 7.1.8

Program/ Position	Goal or Topic for review	Date of Feedback	Contact name and #	Goal-PO-Strategy-Need	Notes or Feedback
Guidance and Counseling	Perceptions and Goals 5, 7 and 9	11/19/21 12/7/21 1/23/23	Garza 1468 Garza 1468 Garza 1468	DNA - yellow	<p>Update Perception Strengths with CNA data sring 2021</p> <ul style="list-style-type: none"> • Include strategy to include Professional Development for MTSS to include social-emotional learning (DIP 7.1.12) • 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) • <ul style="list-style-type: none"> ◦ Suite 360 SEL Curriculum Implementation <p>See 5.1.5 and 7.2.4 for corrections</p>
Homeless	Demographics, Processes and Programs, Goals 1 and 9 related to Homeless				

Program/ Position	Goal or Topic for review	Date of Feedback	Contact name and #	Goal-PO-Strategy-Need	Notes or Feedback
Instructional Technology or ISET	Processes and Programs, Goal 8	11/11/2021 12/7/2021 12/09/2022	Miguel Molina Miguel Molina Miguel Molina		<p>Include Strategies under each of the Performance objectives</p> <p>Performance objective 9 (old version) is the same as Performance Objective 8 (new version)</p> <p>Include at least 1 strategy under each performance objective</p> <p>There are only 8 performance objectives in the new Future Ready Model. Please delete Performance objective 9</p> <p>ok</p> <p>Corrections were addressed with last year's roll over and changes as requested by Dr. Rentfro</p>
Migrant	Demographics, Goals 1 and 9 related to Migrant				
Parent and Family Engagement	Demographics, Processes and Programs, and Perceptions, Goal 6, ESSA SWP 3.1 and 3.2				
PEIMS	Demographics and related strategies				
Professional Development	Perceptions, Processes and Programs, Goal 7 performance objectives and strategies	12/19/2022	Michael Garcia 2719 Cynthia Castro		<p>Fine Arts professional development opportunities such as district staff development, Music, Dance & Art professional association workshops and conventions.</p> <p>See 1.4.7 for corrections</p>

Program/ Position	Goal or Topic for review	Date of Feedback	Contact name and #	Goal-PO-Strategy-Need	Notes or Feedback
Public Information	Perceptions and Goal 4				
Pupil Services	Demographics and Goal 5				
Security Services	Demographics and Perceptions, Goals 5 and 7				
Special Education	All Need areas, Goals 1, 5, 7 and 9 related to Special Education	10/27/22	Michael Benavides MB		<p>Goal 1: ensure Lexia is used by Resource teachers with fidelity and TeachTown for units OK</p> <p>Goal 5: ok</p> <p>Goal 7: Ensure Units have current CPI certification OK In progress</p> <p>Goal 9: Ok</p> <p>OK, LEXIA and CPI addressed OK</p>
State Compensatory Education	162 funded Strategies with Needs linked, State Comp Personnel, Goal 9 At-Risk related areas				

2022-2023 Site Based Decision Making Committee

Committee Role	Name	Position
Administrator	Marisol Trevino	Campus Principal
Business Representative	Sylvia Murphy	Not-For Profit Organization Director
Non-classroom Professional	Jacqueline Torres (Y2)	Librarian
District-level Professional	JJ De Leon (Y2)	State Compensatory Coordinator
Classroom Teacher	David Castro (Y2)	Art Teacher
Classroom Teacher	Rosa Salinas (Y2)	ESL Teacher
Business Representative	Michael Murphy	TSTC Professor
Administrator	Rosie Martinez (Y1)	Assistant Principal
Classroom Teacher	Michelle Alaniz (Y1)	S.E. Teacher
Classroom Teacher	Xavier Alonzo (Y1)	Choir Teacher
Classroom Teacher	Adriana Sepulveda (Y1)	S.E. Teacher
Classroom Teacher	Erica Elizondo (Y1)	ELAR Teacher
Classroom Teacher	Miguel Magana (Y1)	ELAR Teacher
Facilitator	Esmeralda Salazar	Dean of Instruction
Parent	Myra Perez (Y2)	Parent
Parent	Chris Puig (Y1)	Parent
Community Representative	Lynda Rodriguez (Y1)	Community Member
Community Representative	Sylvia Murphy (Y1)	Community Member

Campus Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Stipends (Sponsors for Student Competition or in-service Pay)	199-36-6117-00-055-Y-99-020-Y	\$2,000.00
1	1	1	Media Services	199-11-6399-16-055-Y-11-000-Y	\$1,000.00
1	1	1	Employee Travel (Out of District-Administration)	199-23-6411-23-055-Y-99-000-Y	\$2,500.00
1	1	1	Salary Wages for Substitute Teachers	199-11-6112-18-055-Y-99-000-Y	\$2,500.00
1	1	1	Miscellaneous Operating Costs--Curriculum Development (refreshments)	199-13-6499-53-055-Y-99-000-Y	\$4,000.00
1	1	1	Employee Travel (In-district, Administration)	199-23-6411-00-055-Y-99-000-Y	\$3,000.00
1	1	2	Library-Books	199-12-6329-00-055-Y-99-000-Y	\$1,000.00
1	1	2	Contracted Maintenance and Repair (Machines, etc.)	199-51-6249-00-055-Y-99-000-Y	\$1,500.00
1	1	2	Copy Paper	199-11-6396-00-055-Y-11-000-Y	\$1,500.00
1	1	2	Library General Supplies	199-12-6399-00-055-Y-99-000-Y	\$1,000.00
1	1	2	Miscellaneous Operating Costs-Awards	199-11-6498-00-055-Y-11-000-Y	\$2,000.00
1	1	2	Travel and Subsistence-Students	199-36-6412-00-055-Y-99-000-Y	\$3,000.00
1	1	2	Reclassified Transportation	199-36-6494-00-055-Y-99-020-Y	\$1,000.00
1	1	2	Professional Extra Duty Pay (Professionals)	199-11-6118-00-055-Y-11-000-Y	\$580.00
1	1	2	General Supplies	199-51-6399-00-055-Y-99-000-Y	\$2,500.00
1	1	2	Travel and Subsistence-Students	199-36-6412-00-055-Y-99-020-Y	\$3,000.00
1	1	2	General Supplies for PE	199-11-6399-51-055-Y-11-000-Y	\$2,000.00
1	1	2	Reclassified Transportation Expense	199-11-6494-00-055-Y-11-000-Y	\$1,000.00
1	1	2	Miscellaneous Operating Costs-Awards	199-23-6498-00-055-Y-99-000-Y	\$3,000.00
1	1	2	Library Reading Material/Subscriptions	199-12-6325-00-055-Y-99-000-Y	\$1,000.00
1	1	2	Reclassified Transportation Exp/Ex	199-36-6494-00-055-Y-99-000-Y	\$800.00
1	1	12	Extra Duty Pay/OT/Sup. PE	199-23-6121-08-055-Y-99-000-Y	\$200.00
2	1	2	Custodial Supplies for Maintenance	199-51-6315-00-055-Y-99-000-Y	\$11,000.00
2	1	2	Extra Duty Pay (Custodians)	199-51-6121-47-055-Y-99-000-Y	\$200.00
2	1	2	Contracted Maintenance and Repair (machines, software, etc)	199-23-6249-00-055-Y-99-000-Y	\$1,200.00
2	1	2	Extra Duty Pay/OT-Sup PE	199-51-6121-00-055-Y-99-000-Y	\$120.00
5	2	3	General Supplies for Counseling Department	199-31-6399-00-055-Y-99-000-Y	\$600.00

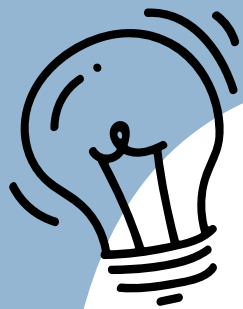
199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	1	Computer Equipment Under \$5000	199-23-6398-65-055-Y-23-000-Y	\$5,018.00
9	3	1	General Supplies for Nurse's Office	199-33-6399-00-055-Y-99-000-Y	\$600.00
Sub-Total					\$58,818.00
Budgeted Fund Source Amount					\$58,818.00
+/- Difference					\$0.00
162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Copy Paper	162-11-6396-00-055-Y-30-000-Y	\$3,000.00
1	1	2	General Supplies (Publication and Printing Costs)	162-11-6399-00-055-Y-30-000-Y	\$2,835.00
9	1	1	Professional Extra Duty Pay (Tutorials) Regular	162-11-6118-00-055-Y-30-000-Y	\$14,000.00
9	1	1	Professional Extra Duty Pay (Tutorials) SSI	162-11-6118-00-055-Y-24-SSI-Y	\$8,134.00
9	1	4	General Supplies-Walk for the Future	162-61-6499-53-055-Y-30-WTF-Y	\$500.00
Sub-Total					\$28,469.00
Budgeted Fund Source Amount					\$28,469.00
+/- Difference					\$0.00
163 State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Extra Duty Pay for Para-professional	163-11-6121-00-055-Y-25-031-Y	\$600.00
1	1	1	Employee Travel	163-23-6411-00-055-Y-25-031-Y	\$245.00
1	1	1	Stipends for Professional Development	163-11-6117-00-055-Y-25-031-Y	\$9,800.00
1	1	1	Stipends for Curriculum Development	163-13-6117-00-055-Y-25-L12-Y	\$600.00
1	1	1	Substitutes for ESL Staff Development	163-11-6112-18-055-Y-25-000-Y	\$500.00
1	1	2	General Supplies for ESL	163-11-6399-00-055-Y-25-000-Y	\$1,490.00
Sub-Total					\$13,235.00
Budgeted Fund Source Amount					\$13,235.00
+/- Difference					\$0.00
166 State Special Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	11	Supplies	166-11-6399-00-055-Y-23-0P1-Y	\$945.00
1	1	11	Awards (SE)	166-11-6498-00-055-Y-23-0P2-Y	\$500.00

166 State Special Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	11	Gloves	166-11-6399-00-055-Y-23-0B0-Y	\$707.00
1	1	11	Supplies	166-11-6399-00-055-Y-23-0P2-Y	\$945.00
1	1	11	Supplies	166-11-6399-00-055-Y-23-0P4-Y	\$2,580.00
1	1	11	Supplies	166-11-6399-00-055-Y-23-0P0-Y	\$945.00
8	1	1	Toner (SE)	166-11-6399-62-055-Y-23-000-Y	\$1,100.00
Sub-Total					\$7,722.00
Budgeted Fund Source Amount					\$7,722.00
+/- Difference					\$0.00
211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Fringe Benefits TRS Care	211-13-4146-00-055-Y-30-AYP-Y	\$536.00
1	1	1	Miscellaneous Operating Costs	211-13-6497-00-055-Y-30-AYP-Y	\$1,650.00
1	1	1	Professional Extra Duty Pay-Curriculum Writing/Vertical Alignment plus fringe benefits	211-13-6118-00-055-Y-30-AYP-Y	\$6,000.00
1	1	1	Administrative Employee Travel	211-23-6411-23-055-Y-30-0F2-Y	\$2,700.00
1	1	1	Teacher Travel for Professional Development	211-13-6411-23-055-Y-30-AYP-Y	\$2,000.00
1	1	1	Fringe-Local Benefits	211-13-6148-00-055-Y-30-AYP-Y	\$14.00
1	1	1	Emp. Benefits	211-13-6149-00-055-Y-30-AYP-Y	\$90.00
1	1	1	Employee Travel	211-13-6411-00-055-Y-30-AYP-Y	\$2,000.00
1	1	1	Fringe Benefits SS/Medicare	211-13-6141-00-055-Y-30-AYP-Y	\$87.00
1	1	2	Library General Supplies	211-12-6399-00-055-Y-30-0F2-Y	\$1,500.00
1	1	2	Miscellaneous Operating Costs-Awards	211-11-6498-00-055-Y-30-0F2	\$3,200.00
1	1	2	Substitute Teachers when Teachers attend content PD	211-11-6112-18-055-Y-30-AYP-Y	\$1,000.00
1	1	2	General Supplies	211-11-6399-00-055-Y-30-0F2-Y	\$33,849.00
1	1	2	Toner	211-11-6399-62-055-Y-30-0F2-Y	\$8,000.00
1	1	2	SS/MEDICARE	211-11-6141-18-055-Y-30-AYP-Y	\$14.00
1	1	2	Publication and Printing Costs/Media Services	211-11-6399-16-055-Y-30-0F2-Y	\$2,000.00
1	1	2	UNEMPLOYMENT COMPENSATION	211-11-6145-18-055-Y-30-AYP-Y	\$1.00
1	1	2	Copy Paper	211-11-6396-00-055-Y-30-0F2-y	\$3,000.00
1	1	9	STEM Resources	211-11-6399-00-055-Y-30-STM-Y	\$3,000.00

211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	3	General Supplies for Counseling Department	211-31-6399-00-055-Y-30-0F2-Y	\$600.00
6	1	9	Parent Center (Food Costs)	211-61-6499-53-Y-30-0F2-Y	\$900.00
6	1	9	Parent Liaison Travel	211-61-6411-00-055-Y-30-0F2-Y	\$900.00
6	1	9	Parent Liaison (Toner)	211-61-6399-65-055-Y-30-0F2-Y	\$900.00
8	1	1	EQUIPMENT UNDER \$5000	211-23-6398-23-055-Y-30-0F2-Y	\$1,400.00
8	1	1	Supplies and Materials (Software)	211-11-6299-62-055-Y-30-0F2-Y	\$5,500.00
9	3	1	Nurse Supplies	211-33-6399-00-055-Y-30-0F2-Y	\$3,000.00
Sub-Total					\$83,841.00
Budgeted Fund Source Amount					\$83,841.00
+/- Difference					\$0.00
263 Title III-A Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Extra Duty Pay--ESL Tutorials	263-11-6118-00-055-Y-25-000-Y	\$1,990.00
Sub-Total					\$1,990.00
Budgeted Fund Source Amount					\$1,990.00
+/- Difference					\$0.00
281 ESSER II Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	1	1	Professional Extra Duty Pay (Tutorials) ESSER	281-11-6118-00-055-Y-OCG-Y	\$52,884.00
Sub-Total					\$52,884.00
Budgeted Fund Source Amount					\$52,884.00
+/- Difference					\$0.00
282 ESSER III Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General Supplies	282-11-6399-00-055-Y-99-MCG-1	\$642.00
1	1	1	Data Processing Services	282-35-6117-49-055-Y-99-000-1	\$1,500.00
1	1	2	General Supplies	282-11-6399-00-055-Y-11-OCG-1	\$248.00
1	1	2	Supplies for Maintenance/Operating-Custodial	282-51-6315-00-055-Y-99-JST-1	\$600.00
2	1	2	Building Improvement	282-81-6629-00-055-Y-99-090-1	\$1,372,281.00
5	1	5	Extra duty pay for counseling	282-31-6118-00-055-Y-99-MH1-1	\$2,310.00

282 ESSER III Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	1	Misc. operating costs for PPE	282-61-6499-53-055-Y-99-PFS-1	\$1,500.00
6	1	1	General Supplies for the Parental Involvement Dept. at Manzano	282-61-6399-00-055-Y-99-PFS-1	\$1,500.00
6	1	9	Teacher Extra Duty for Assisting with Family Engagement	282-61-6118-00-055-Y-99-PFS-1	\$2,520.00
6	1	9	Parent Liaison Extra Duty Pay	282-61-6121-00-055-Y-99-PFS-1	\$1,296.00
8	1	1	Software for MCG/OCG/OES (all programs)	282-11-6299-62-055-Y-99-	\$92,834.00
8	1	1	Equipment under \$5000	282-11-6398-62-055-Y-23-0P5-1	\$10,004.00
9	1	1	PD for HB4545 and or Jump Staart	282-13-6117-00-055-Y-23-JST/OP7-1	\$1,300.00
9	1	1	Extra Duty for Jump Staart (Teachers and Admin)	282-11/13-6121-00-055-Y-23-JST-1	\$5,000.00
9	1	1	Supplies for closing the learning gap	282-11-6399-00-055-Y-24-OCG-1	\$7,000.00
9	1	1	ESSER Extra Duty Pay MH!/JST	282-11-6118-00-055-Y-23-JST-1	\$5,000.00
9	1	1	Teacher stipends for HB4545 or Jump Staart Program	282-11-6117-49-055-Y-11-000-1	\$9,600.00
9	1	1	Fringe Benefits for Object Codes (6141/6145/6149)	282-(11,31, 33, 61,51)	\$1,237.00
9	1	1	Reclassified transportation	282-61-6494-00-055-Y-99-PFS-1	\$1,200.00
9	1	1	General Supplies for Jump Staart	282-11-6399-00-055-Y-24-JST-1	\$10,445.00
9	1	1	general supplies for Jump Staart	282-11-6399-00-055-Y-23-JST-1	\$113.00
9	1	2	PD from Region One	282-13-6239-00-055-Y-11-MCG-1	\$230.00
9	1	2	PD Independent Sources	282-13-6291-00-055-Y-99-MCG-1	\$525.00
9	1	2	Contracted services for online resource	282-11-6298-62-055-Y-24-MCG-1	\$2,059.00
9	1	2	PD Independent Sources	282-13-6291-00-055-Y-11-OCG-1	\$1,015.00
Sub-Total					\$1,531,959.00
Budgeted Fund Source Amount					\$1,531,959.00
+/- Difference					\$0.00
Grand Total Budgeted					\$1,778,918.00
Grand Total Spent					\$1,778,918.00
+/- Difference					\$0.00

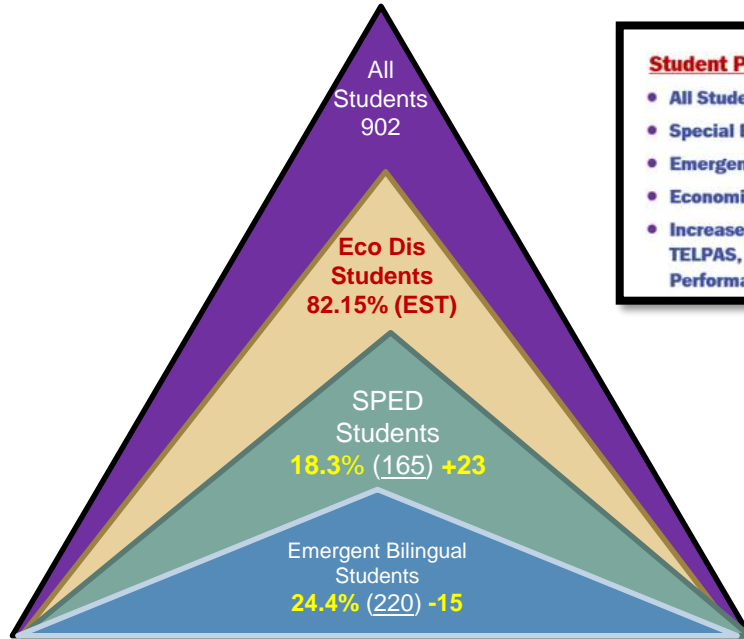
Addendums



MANZANO MIDDLE SCHOOL ACTION PLAN: WHAT IS THE FOCUS?

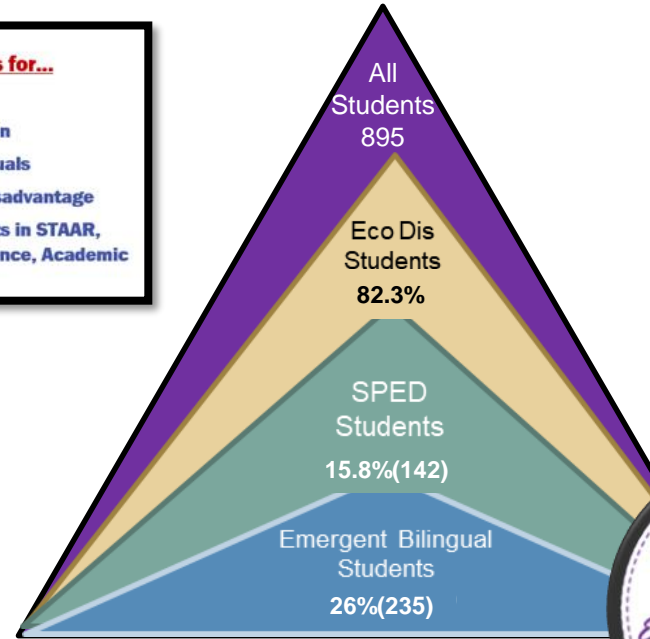


MANZANO MIDDLE SCHOOL - DEMOGRAPHICS



2022-2023

- Student Progress for...**
- All Students
 - Special Education
 - Emergent Bilinguals
 - Economically Disadvantage
 - Increased Results in STAAR, TELPAS, Attendance, Academic Performance



2021-2022



MANZANO MS - OVERALL SUMMARY

Texas Education Agency 2019 Accountability Ratings Overall Summary MANZANO MIDDLE (031901055) - BROWNSVILLE ISD

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		86	B
Student Achievement		83	B
STAAR Performance	52	83	
College, Career and Military Readiness			
Graduation Rate			
School Progress		91	A
Academic Growth	64	66	D
Relative Performance (Eco Dis: 81.9%)	52	91	A
Closing the Gaps	41	73	C

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

ELA/Reading	Not Earned
Mathematics	Not Earned
Science	Earned
Social Studies	Earned
Comparative Academic Growth	Not Earned
Postsecondary Readiness	Earned
Comparative Closing the Gaps	Not Earned

2022 Accountability Ratings Overall Summary MANZANO MIDDLE (031901055) - BROWNSVILLE ISD - CAMERON COUNTY

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		88	B
Student Achievement		80	B
STAAR Performance	49	80	
College, Career and Military Readiness			
Graduation Rate			
School Progress		90	A
Academic Growth	75	84	B
Relative Performance (Eco Dis: 82.3%)	49	90	A
Closing the Gaps	72	82	B

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

✓ ELA/Reading

✓ Mathematics

X Science

✓ Social Studies

✓ Comparative Academic Growth

✓ Postsecondary Readiness

✓ Comparative Closing the Gaps



2022

Manzano Middle School Data Wall

2023

Domain I - Student Achievement

Distinction Designations

	2021	2022	Goal 2023		2021	2022	Goal 2023		2021	2022	Goal 2023		2022	Q1 Min.Score			
	Approaches	Approaches	Approaches		Meets	Meets	Meets		Masters	Masters	Masters		Top 25% Academic Growth	75 (Q1)	74	★	
													Top 25% Closing the Gaps	72 (Q1)	61	★	
All Subjects	66	76 +10	80		34	46 +12	50		13	24 +11	30						
													% STAAR Meets or Above (All Subj) Subjects	46 % (Q1)	42	Post Secondary Readiness	★
Reading	70	81 +11	85		38	56 +18	60		20	34 +14	35		% Gr3-8 Meets or Above BOTH (R/M)	30% (Q1)	27.5		
Math	64	73 +9	80		30	40 +10	50		9	18 +9	30						
Science	64	83 +19	85		33	51 +18	55		15	24 +9	30		Attendance Rate	99.0% (Q1)	97.1	Science Distinction	
													Grade 8 Science (Masters)	18% (Q2)	22.5		
Social Studies	45	61 +16	70		16	26 +10	40		4	15 +11	30		EOC Biology (Masters)	N/A (72 Q1)	N/A (71)		
	2021				2022				2023 - GOAL								
	STAAR Performance (40%)	38	Not Calculated		STAAR Performance (40%)	80	B		STAAR Performance (40%)	85	B		Attendance Rate	99.0% (Q1)	97.1	Soc. Studies Distinction	★
	CCMR (40%)	N/A			CCMR (40%) Raw 63%	N/A			CCMR (40%) RAW 90	N/A			Grade 8 Soc. Studies (Masters)	15% (Q1)	14		
	Graduation Rate (20%)	N/A			Graduation Rate (20%)	N/A			Graduation Rate (20%)	N/A							
	Overall				Overall	80	B		Overall	85	B						

Post Secondary
ReadinessScience
DistinctionSoc. Studies
Distinction

Domain II - School Progress

2021			2022			2023 - GOAL		
Academic Growth	N/A		Academic Growth	84		Academic Growth	85	
Relative Performance	38		Relative Performance	90	100%	Relative Performance	90	A
(80.4 Eco Dis%)			(82.3 Eco Dis%)		49	(82% Eco Dis%)		
Overall	NR	NR	Overall	90	A	Overall	90	A

Attendance Rate	99.0% (Q1)	97.1
Accel. Student Progress in MATH	23% (Q1)	21
Grade 6 Math (Masters)	11% (Q2)	14
Grade 7 Math (Masters)	3% (Q4)	11
Grade 8 Math (Masters)	21% (Q1)	12
ALG I (8) Participation	28% (Q2)	30
ALG I (Meets)	24%(Q1)	23.5
ALG I (Masters)	70% (Q2)	81

Mathematics Distinction



Domain III - Closing The Gaps

2021			2022			2023 - GOAL		
Overall	NOT	RATED	Overall	82	B	Overall	100	A
Academic Achievement	36%	30%	Academic Achievement	10 of 14	30%	Academic Achievement	14 of 14	30%
Growth Status	N/A	50%	Growth Status	12 of 14	50%	Growth Status	5 of 5	50%
ELP Status	100%	10%	ELP Status	0	10%	ELP Status	1 of 1	10%
Student Success Status	0	10%	Student Success Status	6 of 8	10%	Student Success Status	7 of 7	10%

Attendance Rate	99.0% (Q1)	97.1
Accel. Student Progress in ELAR	39% (Q1)	39
Grade 6 Reading (Masters)	28% (Q1)	21
Grade 7 Reading (Masters)	36% (Q1)	32.5
Grade 8 Reading (Masters)	34% (Q2)	34.5
English I (Masters)	N/A (64 Q1)	N/A (44.0)

ELA / READING Distinction



Overall - 86 B (2019) / 88 (2022)

2023 Goal - (Domain IIB and Domain 3) Overall - 90 A

CLOSING THE GAPS : TARGETS MET ?

indicator	Total Met	Total Evaluated	% Met	Weight	Score
Academic Achievement	10	14	71%	30%	21.3
Growth Status	12	14	86%	50%	43.0
ELP Status	0	1	0%	10%	0.0
Student Success Status	6	8	75%	10%	7.5
Closing the Gaps Score					72

2023

	All students	EL (C & M)
ELA/Reading Target	44%	29%
Target Met	Y	Y
% at Meets GL Standard or Above	44%	29%
# at Meets GL Standard or Above	397	64
Total Tests	902	220
Mathematics Target	46%	40%
Target Met	Y	Y
% at Meets GL Standard or Above	46%	40%
# at Meets GL Standard or Above	414	88
Total Tests	902	220

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Academic Achievement Status																
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
Target Met	Yes		Yes						Yes	Yes	Yes		Yes			
% at Meets GL Standard or Above	56%	-	56%	*	*	*	-	-	53%	33%	29%	50%	57%	47%		
# at Meets GL Standard or Above	483	-	479	*	*	*	-	-	375	68	39	6	447	36		
Total Tests (Adjusted)	864	-	856	*	*	*	-	-	711	209	135	12	787	77		
Mathematics Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
Target Met	No		Yes						Yes	No	Yes		No	No		
% at Meets GL Standard or Above	40%	-	40%	*	*	*	-	-	36%	20%	27%	25%	41%	32%		
# at Meets GL Standard or Above	350	-	345	*	*	*	-	-	260	42	37	3	325	25		
Total Tests (Adjusted)	867	-	859	*	*	*	-	-	714	210	135	12	790	77	10	14
Total Indicators																
Growth Status																
ELA/Reading Target	66%	62%	65%	69%	67%	77%	67%	68%	64%	64%	59%	65%	66%	67%		
Target Met	Yes		Yes						Yes	Yes	Yes		Yes	Yes		
Academic Growth Score	79%	-	79%	*	-	*	-	-	78%	67%	70%	100%	79%	79%		
Growth Points	397.5	-	395.0	*	-	*	-	-	325.0	79.5	44.5	5.0	365.0	32.5		
Total Tests	501	-	497	*	-	*	-	-	415	119	64	5	460	41		
Mathematics Target	71%	67%	69%	74%	71%	86%	74%	73%	68%	68%	61%	70%	71%	70%		
Target Met	Yes		Yes						Yes	No	Yes		Yes	No		
Academic Growth Score	72%	-	72%	*	-	*	-	-	71%	61%	63%	60%	72%	65%		
Growth Points	372.0	-	368.5	*	-	*	-	-	304.5	72.0	39.0	3.0	345.5	26.5		
Total Tests	519	-	514	*	-	*	-	-	426	118	62	5	478	41	12	14
Total Indicators																
English Language Proficiency Status																
Target										36%						
Target Met									No							
TELPAS Progress Rate										27%						
TELPAS Progress										48						
TELPAS Total										176						
Total Indicators															0	1
Student Success Status																
Target	47	36	41	58	46	73	48	55	38	37	23	43	48	45		
Target Met	Yes		Yes						Yes	No	Yes	Yes	Yes	No		
STAAR Component Score	49	-	49	63	*	70	-	-	45	33	31	43	50	39		
% at Approaches GL Standard or Above	76%	-	76%	75%	*	100%	-	-	73%	62%	51%	79%	77%	64%		
% at Meets GL Standard or Above	46%	-	46%	63%	*	70%	-	-	42%	25%	30%	38%	47%	37%		
% at Masters GL Standard	24%	-	24%	50%	*	40%	-	-	21%	11%	13%	12%	25%	16%		
Total Tests	2,337	-	2,317	**	*	10	-	-	1,915	549	344	34	2,137	200	6	8
Total Indicators																

CLOSING THE GAPS : TARGETS MET – TELPAS?

indicator	Total Met	Total Evaluated	% Met	Weight	Score
Academic Achievement	10	14	71%	30%	21.3
Growth Status	12	14	86%	50%	43.0
ELP Status	0	1	0%	10%	0.0
Student Success Status	6	8	75%	10%	7.5
Closing the Gaps Score					72

English Language Proficiency Status									
Target								36%	
Target Met								No	
TELPAS Progress Rate								27%	
TELPAS Progress								48	
TELPAS Total								176	
Total Indicators								0	1

	8 th	7 th	6 th
1 Level Higher	19	15	25
Lower/Same Level	30	34	25
No Score Previous year (2021)	22	22	25
	61	71	87

Interventions/Support

- Teacher set goals for EB students
- Periodic monitoring of EB students
- PD with support from Bilingual Dept.
- Use of Summit K-12 (Classroom/Lab Pullout)



HB4545 INFO:

- ALI courses for students that did not pass Reading / Math
- ALI hours accumulated thru Jump Staart
- ALI hours during afterschool / Saturday tutorials

<u>Regular</u>	Reading	Math	Both	Total
ALC+2	10	11	22	43 complete
ALC (1)	8	6	8	22 pending
<u>SPED</u>	Reading	Math	Both	Total
ALC+2	10	5	18	33 complete
ALC(1)	7	3	10	20 pending

118

TSI PLAN OF ACTION:

- 8th graders (308) will test PAA week of Oct. 11th. Those passing, will be eligible to test TSI.
- TSI ELAR for qualifying 8th graders will test Nov. 14-18, 2022. Two sessions per day (AM/PM – use of computer labs on campus)
- TSIA2 Math – 2nd semester (May 2023)



INTERVENTIONS – SUBPOPULATIONS

Emergent Bilinguals

- EB students have an extra enrichment with ESL teacher if STAAR assessment was not met the year before
- Software – Summit K-12 (Classroom/Lab)
- Project Based learning for ESL I / II – opportunities for Reading, Writing, Listening Speaking
- Use of Flipgrid (All core subjects)
- Use of word walls
- Attend AM / 10th period / Friday Academy/Sat. Academy
- Staff is supportive of students in their classrooms / Ellevation as a resource



Special Education

- Weekly Dept. Meetings (Fridays)
- Mentoring Fridays assist with organization skills / re-teaching moments to catch up
- Inclusion Assistance (min 2x week)
- Resource Math/ELAR class will join a mainstream class (phased in throughout the year)
- Checkpoints/ Data driven to work on their weaknesses (AM / 10th period / Friday Academy / Saturday Academy)
- ELAR resource working on Language power, SRA, Fluency, Imagine Learning, Flocabulary
- Use of Accommodations / staff supportive of students in the classroom
- Co-Planning: Corrective action plans every progress report to bridge learning gaps (SPED/Regular Teacher collaboration)





DATA ANALYSIS / SET GOALS (CAMPUS/TEACHER)

BOY Data

- Previous STAAR / BOY Data
- Spec. Pop. Data for progress by teacher

Progress Monitoring

- Digital Data Walls
- Benchmarks / Checkpoint Assessments/ Software Usage
- Walkthroughs
 - Consistent
 - Non-negotiables
 - Showcase good examples (Instructional Rounds/ Newsletters)
 - Board Requirements (Do Now, SWBAT, CIF Strategy, Essential Question, etc.)

Targeted Planning

- Professional Development
- Vertical/Horizontal Alignment
- Dept. Meetings / Agendas to address Data
- Accelerated Learning Instruction Courses (Math/Reading)
- Time for Interventions (AM 10th period/ Friday & Saturday Academy)
- Writing Across the Curriculum (STAAR 2.0)



STAAR Data

Grade MATH/ READ	Teacher		Student Achievement Assessment Analysis																																																																																																			
	#	%	TEA Performance Standards																																																																																																			
DNM			GSM Reading ORB Y100 / 3/17/2020																																																																																																			
Approaches			<table> <tr> <th>Did Not Meet</th><th colspan="3">Approaches</th><th colspan="3">Meets</th><th colspan="3">Masters</th></tr> <tr> <th>0 - 54.5%</th><th>54.5% - 72.7%</th><th>72.7% - 84.1%</th><th>84.1% - 96.4%</th><th>96.4% - 100%</th><th></th><th></th><th></th><th></th><th></th></tr> <tr> <td>USAR</td><td>Subtle</td><td>Subtle</td><td>SAR</td><td>SAR</td><td>SAR</td><td>ADV</td><td>ADV</td><td>ADV</td><td>ADV</td></tr> <tr> <td>0 - 25</td><td>25 - 24</td><td>25 - 28</td><td>29 - 32</td><td>33 - 35</td><td>36 - 37</td><td>38 - 40</td><td>41 - 44</td><td>45 - 46</td><td>47 - 48</td></tr> <tr> <td>26</td><td>27</td><td>27</td><td>22</td><td>20</td><td>14</td><td>12</td><td>13</td><td></td><td></td></tr> <tr> <td>25.0</td><td>6.0</td><td>11.0</td><td>15.0</td><td>13.0</td><td>9.7</td><td>9.3</td><td>9.0</td><td></td><td></td></tr> <tr> <td colspan="3">35 31.9%</td><td colspan="3">20 17.1%</td><td colspan="3">26 22.6%</td><td>20 17.4%</td></tr> <tr> <td colspan="3"></td><td colspan="3"></td><td colspan="3">10 8.6%</td><td></td></tr> <tr> <td colspan="3">Tested 114 99.3%</td><td colspan="3">Average 28 43.6</td><td colspan="3" rowspan="2">Pending 1 0.7%</td><td></td></tr> </table>										Did Not Meet	Approaches			Meets			Masters			0 - 54.5%	54.5% - 72.7%	72.7% - 84.1%	84.1% - 96.4%	96.4% - 100%						USAR	Subtle	Subtle	SAR	SAR	SAR	ADV	ADV	ADV	ADV	0 - 25	25 - 24	25 - 28	29 - 32	33 - 35	36 - 37	38 - 40	41 - 44	45 - 46	47 - 48	26	27	27	22	20	14	12	13			25.0	6.0	11.0	15.0	13.0	9.7	9.3	9.0			35 31.9%			20 17.1%			26 22.6%			20 17.4%							10 8.6%				Tested 114 99.3%			Average 28 43.6			Pending 1 0.7%			
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	Points	126	Score	42	Scale Score	74	Rating	C																																																																																														



POWER OF MANZANO MS FOCUSED GOALS:

Students

- Improve on Overall Student Achievement – Domain I (Approaches 90%/ Meets 60%/ Masters 30%)
- Increase Academic Growth – DOMAIN II (100% progress in Reading & Math)
- Meet Subpopulation Targets – DOMAIN III (Reading & Math): (EB, SPED, EcoDis, etc.)
- Attend as many extra interventions as possible +30 hrs. (AM/10th period/ Friday & Saturday Academy)
- Practice Writing across the curriculum (core/electives) – STAAR 2.0

Teachers

- Goal Setting for students (All and Subpopulations); Goal Setting for TEACHER
- Targeted Interventions (AM/ 10th period/ Friday & Saturday Academy/ALI course/Math Enrichment)
- Horizontal/Vertical Alignment Planning
- Monitoring of Subpops (EB, SPED, Dyslexia/504) / Use of Software programs (Summit K-12, Education Galaxy, Mentoring)
- Data Monitoring / Digital Student Tracker
- Weekly Implementation of SEL through ELAR

Administration

- Monitor Goal Setting for teachers/students
- Monitor Campus Attendance Goals (97%)
- Weekly walkthroughs according to developed schedule
- Work with C & I specialist to monitor classroom instruction
- Monitor Interventions for students (software programs) for EB & SPED students
- Consistent – Phone calls, home visits, attendance efforts, tutorials, etc.



2018-19 Texas Academic Performance Report

District Name: **BROWNSVILLE ISD**

Campus Name: **MANZANO MIDDLE**

Campus Number: **031901055**

2019 Accountability Rating: **B**

Distinction Designations:

Academic Achievement in Science

Academic Achievement in Social Studies

Postsecondary Readiness

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District Name: BROWNSVILLE ISD
Campus Name: MANZANO MIDDLE
Campus Number: 031901055

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

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

				African			American		Pacific	Two or	Special	Special	Continu-	Non-	Econ	EL	
				State	District	Campus	Hispanic	White	Indian	Asian	Islander	Races	(Current)	(Former)	Enrolled	Enrolled	(Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	64%	76%	-	75%	*	-	*	-	-	48%	*	76%	70%	73%	65%
	2018	69%	65%	67%	-	67%	*	-	-	*	-	40%	*	69%	50%	66%	55%
At Meets Grade Level or Above	2019	37%	31%	38%	-	38%	*	-	*	-	-	34%	*	38%	35%	36%	23%
	2018	39%	32%	36%	-	37%	*	-	-	*	-	24%	*	37%	31%	36%	28%
At Masters Grade Level	2019	18%	12%	13%	-	13%	*	-	*	-	-	21%	*	14%	0%	12%	10%
	2018	19%	14%	14%	-	14%	*	-	-	*	-	8%	*	15%	6%	13%	10%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	81%	90%	-	90%	*	-	*	-	-	72%	*	91%	83%	89%	85%
	2018	77%	77%	84%	-	84%	*	-	-	*	-	60%	*	84%	84%	84%	78%
At Meets Grade Level or Above	2019	47%	44%	57%	-	57%	*	-	*	-	-	41%	*	56%	70%	56%	46%
	2018	44%	39%	46%	-	46%	*	-	-	*	-	26%	*	47%	34%	45%	33%
At Masters Grade Level	2019	21%	17%	21%	-	20%	*	-	*	-	-	10%	*	22%	13%	19%	16%
	2018	18%	14%	15%	-	15%	*	-	-	*	-	2%	*	17%	0%	15%	10%
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	73%	73%	-	74%	*	-	-	*	-	44%	*	76%	58%	72%	59%
	2018	74%	72%	76%	-	76%	*	-	*	-	-	39%	60%	78%	67%	76%	67%
At Meets Grade Level or Above	2019	49%	46%	50%	-	49%	*	-	-	*	-	21%	*	52%	36%	47%	34%
	2018	48%	42%	53%	-	53%	*	-	*	-	-	25%	20%	54%	47%	52%	37%
At Masters Grade Level	2019	29%	24%	26%	-	26%	*	-	-	*	-	8%	*	28%	14%	22%	13%
	2018	29%	24%	32%	-	31%	*	-	*	-	-	3%	0%	32%	29%	31%	13%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	73%	78%	-	78%	*	-	-	*	-	46%	*	79%	67%	76%	67%
	2018	72%	70%	79%	-	79%	*	-	*	-	-	39%	60%	79%	78%	79%	72%
At Meets Grade Level or Above	2019	43%	40%	50%	-	49%	*	-	-	*	-	27%	*	52%	31%	47%	37%
	2018	40%	36%	42%	-	42%	*	-	*	-	-	25%	40%	45%	29%	41%	25%
At Masters Grade Level	2019	17%	15%	20%	-	20%	*	-	-	*	-	8%	*	21%	11%	16%	11%
	2018	18%	15%	19%	-	19%	*	-	*	-	-	6%	20%	19%	20%	18%	8%
Grade 7 Writing																	
At Approaches Grade Level or Above	2019	70%	74%	74%	-	74%	*	-	-	*	-	37%	*	76%	64%	72%	62%
	2018	69%	68%	69%	-	68%	*	-	*	-	-	31%	40%	71%	56%	68%	54%
At Meets Grade Level or Above	2019	42%	44%	50%	-	50%	*	-	-	*	-	23%	*	52%	33%	47%	37%
	2018	43%	41%	44%	-	44%	*	-	*	-	-	22%	20%	45%	36%	43%	21%
At Masters Grade Level	2019	18%	16%	20%	-	20%	*	-	-	*	-	4%	*	21%	17%	19%	13%
	2018	15%	12%	12%	-	12%	*	-	*	-	-	8%	0%	12%	9%	10%	2%
Grade 8 Reading^																	
At Approaches Grade Level or Above	2019	86%	86%	88%	-	89%	*	-	*	-	-	59%	*	89%	85%	87%	77%
	2018	86%	85%	88%	-	88%	*	-	-	-	-	59%	88%	90%	70%	88%	76%
At Meets Grade Level or Above	2019	55%	53%	60%	-	60%	*	-	*	-	-	31%	*	62%	50%	57%	39%
	2018	49%	46%	52%	-	52%	*	-	-	-	-	33%	63%	55%	27%	51%	29%

District Name: BROWNSVILLE ISD
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	28%	23%	28%	-	28%	*	-	*	-	-	8%	*	29%	23%	25%	11%
	2018	27%	23%	27%	-	27%	*	-	-	-	-	7%	38%	29%	15%	27%	13%
Grade 8 Mathematics^																	
At Approaches Grade Level or Above	2019	88%	90%	90%	-	90%	*	-	*	-	-	54%	*	90%	87%	89%	88%
	2018	86%	88%	92%	-	92%	-	-	-	-	-	69%	*	92%	92%	92%	92%
At Meets Grade Level or Above	2019	57%	51%	57%	-	57%	*	-	*	-	-	35%	*	57%	55%	56%	49%
	2018	51%	47%	58%	-	58%	-	-	-	-	-	35%	*	59%	50%	58%	51%
At Masters Grade Level	2019	17%	8%	12%	-	12%	*	-	*	-	-	16%	*	12%	13%	11%	5%
	2018	15%	8%	7%	-	7%	-	-	-	-	-	12%	*	6%	12%	7%	5%
Grade 8 Science																	
At Approaches Grade Level or Above	2019	81%	78%	84%	-	84%	*	-	*	-	-	44%	*	85%	78%	81%	71%
	2018	76%	72%	84%	-	84%	*	-	-	-	-	56%	100%	85%	72%	84%	70%
At Meets Grade Level or Above	2019	51%	44%	57%	-	57%	*	-	*	-	-	31%	*	58%	53%	54%	41%
	2018	52%	46%	60%	-	60%	*	-	-	-	-	33%	100%	63%	38%	59%	43%
At Masters Grade Level	2019	25%	17%	29%	-	29%	*	-	*	-	-	13%	*	28%	30%	26%	13%
	2018	28%	22%	27%	-	27%	*	-	-	-	-	15%	29%	28%	16%	26%	11%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	71%	74%	-	74%	*	-	*	-	-	33%	*	74%	70%	69%	63%
	2018	65%	65%	67%	-	67%	*	-	-	-	-	44%	86%	69%	48%	65%	51%
At Meets Grade Level or Above	2019	37%	34%	38%	-	38%	*	-	*	-	-	23%	*	40%	28%	33%	20%
	2018	36%	33%	36%	-	36%	*	-	-	-	-	22%	71%	38%	21%	34%	16%
At Masters Grade Level	2019	21%	17%	21%	-	21%	*	-	*	-	-	8%	*	21%	23%	20%	8%
	2018	21%	18%	21%	-	21%	*	-	-	-	-	19%	57%	23%	12%	20%	9%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	94%	100%	-	100%	-	-	-	-	-	*	*	100%	100%	100%	100%
	2018	83%	90%	100%	-	100%	-	-	-	-	-	*	*	100%	100%	100%	100%
At Meets Grade Level or Above	2019	61%	82%	96%	-	96%	-	-	-	-	-	*	*	96%	100%	96%	94%
	2018	55%	71%	93%	-	93%	-	-	-	-	-	*	*	92%	100%	92%	90%
At Masters Grade Level	2019	37%	62%	79%	-	79%	-	-	-	-	-	*	*	79%	78%	76%	71%
	2018	32%	48%	60%	-	60%	-	-	-	-	-	*	*	59%	71%	59%	45%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	81%	81%	-	81%	78%	-	100%	*	-	48%	88%	82%	74%	79%	71%
	2018	77%	78%	78%	-	78%	81%	-	*	*	-	48%	80%	80%	68%	78%	68%
At Meets Grade Level or Above	2019	50%	52%	52%	-	52%	78%	-	75%	*	-	29%	56%	54%	44%	50%	37%
	2018	48%	49%	49%	-	49%	50%	-	*	*	-	27%	64%	50%	36%	48%	32%
At Masters Grade Level	2019	24%	23%	24%	-	24%	44%	-	13%	*	-	10%	32%	24%	19%	21%	12%
	2018	22%	21%	21%	-	21%	31%	-	*	*	-	8%	30%	22%	15%	20%	10%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	76%	80%	-	80%	83%	-	*	*	-	50%	89%	81%	72%	78%	67%
	2018	74%	74%	77%	-	77%	83%	-	*	*	-	44%	75%	79%	63%	77%	66%
At Meets Grade Level or Above	2019	48%	47%	50%	-	50%	83%	-	*	*	-	28%	44%	51%	41%	47%	32%
	2018	46%	44%	47%	-	47%	33%	-	*	*	-	27%	50%	49%	36%	47%	32%
At Masters Grade Level	2019	21%	18%	23%	-	23%	33%	-	*	*	-	11%	22%	24%	14%	20%	11%
	2018	19%	17%	25%	-	25%	33%	-	*	*	-	6%	31%	26%	18%	24%	12%

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

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

District Name: BROWNSVILLE ISD
Campus Name: MANZANO MIDDLE
Campus Number: 031901055

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	86%	87%	-	87%	83%	-	*	*	-	56%	89%	88%	80%	86%	80%
	2018	81%	85%	86%	-	85%	100%	-	*	*	-	56%	87%	86%	85%	85%	80%
At Meets Grade Level or Above	2019	52%	57%	59%	-	59%	83%	-	*	*	-	34%	67%	60%	54%	58%	46%
	2018	50%	55%	52%	-	52%	80%	-	*	*	-	28%	73%	54%	40%	51%	37%
At Masters Grade Level	2019	26%	31%	25%	-	25%	67%	-	*	*	-	13%	44%	26%	18%	22%	15%
	2018	24%	28%	20%	-	20%	60%	-	*	*	-	5%	27%	20%	15%	19%	10%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	76%	74%	-	74%	*	-	-	*	-	37%	*	76%	64%	72%	62%
	2018	66%	71%	69%	-	68%	*	-	*	-	-	31%	40%	71%	56%	68%	54%
At Meets Grade Level or Above	2019	38%	44%	50%	-	50%	*	-	-	*	-	23%	*	52%	33%	47%	37%
	2018	41%	45%	44%	-	44%	*	-	-	-	-	22%	20%	45%	36%	43%	21%
At Masters Grade Level	2019	14%	15%	20%	-	20%	*	-	-	*	-	4%	*	21%	17%	19%	13%
	2018	13%	13%	12%	-	12%	*	-	*	-	-	8%	0%	12%	9%	10%	2%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	84%	84%	-	84%	*	-	*	-	-	44%	*	85%	78%	81%	71%
	2018	80%	82%	84%	-	84%	*	-	-	-	-	56%	100%	85%	72%	84%	70%
At Meets Grade Level or Above	2019	54%	55%	57%	-	57%	*	-	*	-	-	31%	*	58%	53%	54%	41%
	2018	51%	51%	60%	-	60%	*	-	-	-	-	33%	100%	63%	38%	59%	43%
At Masters Grade Level	2019	25%	21%	29%	-	29%	*	-	*	-	-	13%	*	28%	30%	26%	13%
	2018	23%	19%	27%	-	27%	*	-	-	-	-	15%	29%	28%	16%	26%	11%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	83%	74%	-	74%	*	-	*	-	-	33%	*	74%	70%	69%	63%
	2018	78%	80%	67%	-	67%	*	-	-	-	-	44%	86%	69%	48%	65%	51%
At Meets Grade Level or Above	2019	55%	54%	38%	-	38%	*	-	*	-	-	23%	*	40%	28%	33%	20%
	2018	53%	51%	36%	-	36%	*	-	-	-	-	22%	71%	38%	21%	34%	16%
At Masters Grade Level	2019	33%	29%	21%	-	21%	*	-	*	-	-	8%	*	21%	23%	20%	8%
	2018	31%	26%	21%	-	21%	*	-	-	-	-	19%	57%	23%	12%	20%	9%

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

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

District Name: BROWNSVILLE ISD
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		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	30	-	29	*	-	*	-	-	41	*	30	26	29	29
	2018	47	38	34	-	34	*	-	-	*	-	31	*	33	36	33	29
Grade 6 Mathematics	2019	54	35	35	-	35	*	-	*	-	-	30	*	36	20	32	31
	2018	56	41	44	-	44	*	-	-	*	-	51	*	44	37	43	40
Grade 7 ELA/Reading	2019	77	77	78	-	78	*	-	-	*	-	66	*	79	67	76	69
	2018	76	79	81	-	81	*	-	*	-	-	60	80	80	84	80	77
Grade 7 Mathematics	2019	62	59	63	-	63	*	-	-	*	-	42	*	65	44	63	56
	2018	67	65	67	-	67	*	-	*	-	-	54	70	66	75	67	66
Grade 8 ELA/Reading	2019	77	77	78	-	78	*	-	*	-	-	86	*	78	78	78	80
	2018	79	81	82	-	82	*	-	-	-	-	80	88	82	79	82	82
Grade 8 Mathematics	2019	82	91	89	-	89	*	-	*	-	-	81	*	89	87	89	86
	2018	81	92	91	-	91	-	-	-	-	-	81	*	91	92	91	93
End of Course Algebra I	2019	75	91	94	-	94	-	-	-	-	-	*	*	94	100	93	100
	2018	72	85	87	-	87	-	-	-	-	-	*	*	87	86	86	85
All Grades Both Subjects	2019	69	69	64	-	64	79	-	42	*	-	60	58	65	59	63	58
	2018	69	71	67	-	67	73	-	*	*	-	55	77	66	70	66	64
All Grades ELA/Reading	2019	68	67	64	-	64	92	-	*	*	-	67	61	64	61	63	59
	2018	69	69	67	-	67	67	-	*	*	-	52	81	66	72	66	63
All Grades Mathematics	2019	70	71	65	-	65	67	-	*	*	-	53	56	66	57	64	57
	2018	70	72	67	-	67	80	-	*	*	-	58	73	66	69	66	64

District Name: BROWNSVILLE ISD
 Campus Name: MANZANO MIDDLE
 Campus Number: 031901055

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

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	48%	41%	-	42%	*	-	-	*	-	19%	41%	34%
	2018	38%	44%	39%	-	40%	*	-	-	-	-	19%	39%	34%
Mathematics	2019	45%	57%	52%	-	52%	-	-	-	-	-	27%	51%	52%
	2018	47%	57%	55%	-	55%	*	-	-	-	-	21%	56%	67%
Student Success Initiative														
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	77%	84%	-	84%	*	-	*	-	-	42%	82%	51%
Students Requiring Accelerated Instruction														
	2019	22%	23%	16%	-	16%	*	-	*	-	-	58%	18%	49%
STAAR Cumulative Met Standard														
	2019	85%	84%	87%	-	87%	*	-	*	-	-	52%	86%	60%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	99%	95%	93%	-	93%	-	-	-	-	-	*	93%	100%
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	82%	80%	84%	-	84%	*	-	*	-	-	31%	83%	80%
Students Requiring Accelerated Instruction														
	2019	18%	20%	16%	-	16%	*	-	*	-	-	69%	17%	20%
STAAR Cumulative Met Standard														
	2019	88%	88%	89%	-	89%	*	-	*	-	-	45%	88%	89%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	98%	90%	100%	-	100%	-	-	-	-	-	-	100%	*

District Name: BROWNSVILLE ISD
 Campus Name: MANZANO MIDDLE
 Campus Number: 031901055

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

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

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	81%	81%	-	-	-	-	-	65%	-	65%	65%	65%	65%
	2018	77%	78%	78%	-	-	-	-	-	51%	51%	-	58%	51%	51%
At Meets Grade Level or Above	2019	50%	52%	52%	-	-	-	-	-	28%	-	28%	30%	28%	28%
	2018	48%	49%	49%	-	-	-	-	-	16%	16%	-	19%	16%	16%
At Masters Grade Level	2019	24%	23%	24%	-	-	-	-	-	7%	-	7%	10%	7%	7%
	2018	22%	21%	21%	-	-	-	-	-	3%	3%	-	4%	3%	3%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	76%	80%	-	-	-	-	-	57%	-	57%	67%	57%	57%
	2018	74%	74%	77%	-	-	-	-	-	43%	43%	-	22%	43%	41%
At Meets Grade Level or Above	2019	48%	47%	50%	-	-	-	-	-	19%	-	19%	33%	19%	20%
	2018	46%	44%	47%	-	-	-	-	-	13%	13%	-	11%	13%	13%
At Masters Grade Level	2019	21%	18%	23%	-	-	-	-	-	4%	-	4%	0%	4%	4%
	2018	19%	17%	25%	-	-	-	-	-	4%	4%	-	11%	4%	5%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	86%	87%	-	-	-	-	-	77%	-	77%	83%	77%	77%
	2018	81%	85%	86%	-	-	-	-	-	78%	78%	-	89%	78%	78%
At Meets Grade Level or Above	2019	52%	57%	59%	-	-	-	-	-	42%	-	42%	33%	42%	41%
	2018	50%	55%	52%	-	-	-	-	-	22%	22%	-	33%	22%	22%
At Masters Grade Level	2019	26%	31%	25%	-	-	-	-	-	9%	-	9%	0%	9%	9%
	2018	24%	28%	20%	-	-	-	-	-	3%	3%	-	0%	3%	2%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	76%	74%	-	-	-	-	-	57%	-	57%	*	57%	55%
	2018	66%	71%	69%	-	-	-	-	-	28%	28%	-	*	28%	32%
At Meets Grade Level or Above	2019	38%	44%	50%	-	-	-	-	-	28%	-	28%	*	28%	27%
	2018	41%	45%	44%	-	-	-	-	-	10%	10%	-	*	10%	10%
At Masters Grade Level	2019	14%	15%	20%	-	-	-	-	-	9%	-	9%	*	9%	10%
	2018	13%	13%	12%	-	-	-	-	-	0%	0%	-	*	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	84%	84%	-	-	-	-	-	64%	-	64%	*	64%	66%
	2018	80%	82%	84%	-	-	-	-	-	48%	48%	-	*	48%	49%
At Meets Grade Level or Above	2019	54%	55%	57%	-	-	-	-	-	29%	-	29%	*	29%	30%
	2018	51%	51%	60%	-	-	-	-	-	21%	21%	-	*	21%	22%
At Masters Grade Level	2019	25%	21%	29%	-	-	-	-	-	7%	-	7%	*	7%	9%
	2018	23%	19%	27%	-	-	-	-	-	5%	5%	-	*	5%	4%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	83%	74%	-	-	-	-	-	60%	-	60%	*	60%	59%
	2018	78%	80%	67%	-	-	-	-	-	24%	24%	-	*	24%	24%
At Meets Grade Level or Above	2019	55%	54%	38%	-	-	-	-	-	12%	-	12%	*	12%	11%
	2018	53%	51%	36%	-	-	-	-	-	5%	5%	-	*	5%	4%
At Masters Grade Level	2019	33%	29%	21%	-	-	-	-	-	5%	-	5%	*	5%	5%
	2018	31%	26%	21%	-	-	-	-	-	2%	2%	-	*	2%	2%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	64%	-	-	-	-	-	62%	-	62%	67%	62%	62%
	2018	69%	71%	67%	-	-	-	-	-	66%	66%	-	72%	66%	66%
All Grades ELA/Reading	2019	68%	67%	64%	-	-	-	-	-	62%	-	62%	67%	62%	62%
	2018	69%	69%	67%	-	-	-	-	-	68%	68%	-	50%	68%	66%
All Grades Mathematics	2019	70%	71%	65%	-	-	-	-	-	62%	-	62%	67%	62%	62%
	2018	70%	72%	67%	-	-	-	-	-	64%	64%	-	94%	64%	67%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	48%	41%	-	-	-	-	-	32%	-	32%	60%	32%	34%

District Name: BROWNSVILLE ISD
 Campus Name: MANZANO MIDDLE
 Campus Number: 031901055

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

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

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
Mathematics	2018	38%	44%	39%	-	-	-	-	-	36%	36%	-	*	36%	34%
	2019	45%	57%	52%	-	-	-	-	-	54%	-	54%	*	54%	52%
	2018	47%	57%	55%	-	-	-	-	-	68%	68%	-	*	68%	67%

District Name: BROWNSVILLE ISD
 Campus Name: MANZANO MIDDLE
 Campus Number: 031901055

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

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	-	100%	100%	-	100%	*	-	100%	100%	100%
Included in Accountability	94%	95%	95%	-	95%	86%	-	100%	*	-	97%	94%	90%
Not Included in Accountability													
Mobile	4%	2%	4%	-	4%	14%	-	0%	*	-	2%	4%	5%
Other Exclusions	1%	2%	1%	-	1%	0%	-	0%	*	-	1%	1%	6%
Not Tested	1%	0%	0%	-	0%	0%	-	0%	*	-	0%	0%	0%
Absent	1%	0%	0%	-	0%	0%	-	0%	*	-	0%	0%	0%
Other	0%	0%	0%	-	0%	0%	-	0%	*	-	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	-	100%	100%	-	*	*	-	100%	100%	100%
Included in Accountability	94%	95%	97%	-	97%	100%	-	*	*	-	95%	97%	90%
Not Included in Accountability													
Mobile	4%	3%	2%	-	2%	0%	-	*	*	-	4%	2%	4%
Other Exclusions	1%	2%	1%	-	1%	0%	-	*	*	-	1%	1%	6%
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%

District Name: BROWNSVILLE ISD
 Campus Name: MANZANO MIDDLE
 Campus Number: 031901055

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

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2017-18	95.4%	95.4%	95.4%	*	95.4%	97.1%	-	*	*	-	93.0%	95.4%	95.5%
2016-17	95.7%	95.8%	96.3%	*	96.3%	96.2%	-	*	*	-	94.3%	96.2%	96.2%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.5%	0.1%	*	0.2%	*	-	*	-	-	0.0%	0.2%	0.0%
2016-17	0.3%	0.2%	0.0%	*	0.0%	0.0%	-	*	*	-	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	1.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	1.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	92.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	3.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	91.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	4.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	3.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	96.6%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	95.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	4.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	94.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	95.7%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	95.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD
Campus Name: MANZANO MIDDLE
Campus Number: 031901055

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

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

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

District Name: BROWNSVILLE ISD
 Campus Name: MANZANO MIDDLE
 Campus Number: 031901055

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

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

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

District Name: BROWNSVILLE ISD
 Campus Name: MANZANO MIDDLE
 Campus Number: 031901055

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

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

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

District Name: BROWNSVILLE ISD
 Campus Name: MANZANO MIDDLE
 Campus Number: 031901055

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

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

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

District Name: BROWNSVILLE ISD
Campus Name: MANZANO MIDDLE
Campus Number: 031901055

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

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	54.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	53.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	44.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	45.4%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	39.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	39.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	82.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	81.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	2.5%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	4.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	2.3%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	24.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	31.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	15.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	23.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	2.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	3.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	5.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	8.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	13.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	22.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	27.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	23.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	14.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	8.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	14.8%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: BROWNSVILLE ISD
 Campus Name: MANZANO MIDDLE
 Campus Number: 031901055

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

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

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

District Name: BROWNSVILLE ISD
 Campus Name: MANZANO MIDDLE
 Campus Number: 031901055

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

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

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

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

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

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	906	100.0%	44,356	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.2%	0.3%
Pre-Kindergarten	0	0.0%	8.0%	4.4%
Kindergarten	0	0.0%	5.9%	6.9%
Grade 1	0	0.0%	6.8%	7.1%
Grade 2	0	0.0%	6.6%	7.2%
Grade 3	0	0.0%	6.5%	7.3%
Grade 4	0	0.0%	6.9%	7.6%
Grade 5	0	0.0%	7.3%	7.7%
Grade 6	272	30.0%	6.8%	7.7%
Grade 7	305	33.7%	7.1%	7.5%
Grade 8	329	36.3%	7.2%	7.5%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.6%	7.4%
Grade 11	0	0.0%	7.6%	6.9%
Grade 12	0	0.0%	7.3%	6.5%
Ethnic Distribution:				
African American	0	0.0%	0.1%	12.6%
Hispanic	893	98.6%	98.3%	52.6%
White	8	0.9%	1.4%	27.4%
American Indian	1	0.1%	0.0%	0.4%
Asian	3	0.3%	0.2%	4.5%
Pacific Islander	1	0.1%	0.0%	0.2%
Two or More Races	0	0.0%	0.0%	2.4%
Economically Disadvantaged	742	81.9%	88.5%	60.6%
Non-Educationally Disadvantaged	164	18.1%	11.5%	39.4%
Section 504 Students	130	14.3%	8.7%	6.5%
English Learners (EL)	150	16.6%	34.6%	19.5%
Students w/ Disciplinary Placements (2017-18)	6	0.6%	1.0%	1.4%
Students w/ Dyslexia	94	10.4%	5.4%	3.6%
At-Risk	431	47.6%	67.3%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	121			
By Type of Primary Disability				
Students with Intellectual Disabilities	54	44.6%	55.3%	42.4%
Students with Physical Disabilities	5	4.1%	11.5%	21.9%
Students with Autism	33	27.3%	12.2%	13.7%
Students with Behavioral Disabilities	29	24.0%	18.9%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	2.1%	1.4%
Mobility (2017-18):				
Total Mobile Students	80	8.2%	15.0%	15.4%

District Name: BROWNSVILLE ISD
 Campus Name: MANZANO MIDDLE
 Campus Number: 031901055

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

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

Student Information	----- Campus -----		District	State
	Count	Percent		
By Ethnicity:				
African American	2	0.2%		
Hispanic	75	7.7%		
White	2	0.2%		
American Indian	0	0.0%		
Asian	1	0.1%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	1.8%	1.7%	-	4.3%	6.2%
Grade 1	-	10.7%	3.1%	-	16.2%	5.5%
Grade 2	-	5.9%	1.8%	-	3.0%	2.3%
Grade 3	-	3.0%	1.1%	-	1.1%	0.9%
Grade 4	-	1.6%	0.5%	-	1.0%	0.5%
Grade 5	-	0.7%	0.5%	-	0.0%	0.6%
Grade 6	0.4%	2.6%	0.4%	0.0%	1.6%	0.5%
Grade 7	1.0%	3.8%	0.6%	0.0%	2.2%	0.6%
Grade 8	0.4%	1.6%	0.4%	0.0%	3.2%	0.7%
Grade 9	-	6.5%	7.2%	-	22.4%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	19.2	18.9
Grade 1	-	17.8	18.8
Grade 2	-	17.8	18.7
Grade 3	-	19.2	18.9
Grade 4	-	21.6	19.2
Grade 5	-	21.1	21.2
Grade 6	21.9	21.9	20.4
Secondary:			
English/Language Arts	25.0	17.0	16.6
Foreign Languages	21.9	20.8	18.9
Mathematics	20.3	19.9	17.8
Science	25.7	20.1	18.9
Social Studies	25.8	19.8	19.3

District Name: BROWNSVILLE ISD
 Campus Name: MANZANO MIDDLE
 Campus Number: 031901055

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

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

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	87.3	100.0%	100.0%	100.0%
Professional Staff:	72.3	82.8%	56.5%	64.1%
Teachers	61.0	69.8%	44.0%	49.8%
Professional Support	8.4	9.6%	9.5%	10.1%
Campus Administration (School Leadership)	3.0	3.5%	2.9%	3.0%
Educational Aides:	15.0	17.2%	11.7%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	58.0	4,414.0
Part-time	0.0	n/a	2.0	572.0
Counselors				
Full-time	3.0	n/a	149.0	12,433.0
Part-time	2.0	n/a	11.0	1,097.0
Total Minority Staff:	80.1	91.7%	94.0%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.3%	10.6%
Hispanic	53.8	88.3%	90.3%	27.7%
White	7.1	11.7%	8.9%	58.4%
American Indian	0.0	0.0%	0.1%	0.3%
Asian	0.0	0.0%	0.1%	1.7%
Pacific Islander	0.0	0.0%	0.3%	0.2%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	25.0	41.0%	32.0%	23.8%
Females	36.0	59.0%	68.0%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.2%	1.4%
Bachelors	53.8	88.3%	79.4%	73.6%
Masters	7.1	11.7%	19.0%	24.3%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.0	3.3%	2.7%	7.0%
1-5 Years Experience	7.0	11.5%	14.3%	28.9%
6-10 Years Experience	14.9	24.5%	17.6%	19.0%
11-20 Years Experience	18.8	30.9%	39.3%	29.3%
Over 20 Years Experience	18.2	29.8%	26.0%	15.7%
Number of Students per Teacher	14.9	n/a	15.2	15.1

District Name: BROWNSVILLE ISD
 Campus Name: MANZANO MIDDLE
 Campus Number: 031901055

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

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

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	5.0	8.8	6.3
Average Years Experience of Principals with District	5.0	8.4	5.4
Average Years Experience of Assistant Principals	5.7	8.4	5.3
Average Years Experience of Assistant Principals with District	5.7	8.2	4.7
Average Years Experience of Teachers:	15.8	15.1	11.1
Average Years Experience of Teachers with District:	14.7	14.3	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$44,207	\$49,007	\$47,218
1-5 Years Experience	\$46,739	\$49,170	\$50,408
6-10 Years Experience	\$47,886	\$50,423	\$52,786
11-20 Years Experience	\$55,891	\$55,575	\$56,041
Over 20 Years Experience	\$66,510	\$64,161	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$55,663	\$55,810	\$54,122
Professional Support	\$63,225	\$67,073	\$64,069
Campus Administration (School Leadership)	\$74,087	\$84,030	\$78,947
Instructional Staff Percent:	n/a	58.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	3,598.0	6,043.6

District Name: BROWNSVILLE ISD
 Campus Name: MANZANO MIDDLE
 Campus Number: 031901055

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

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

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	144	15.9%	34.1%	19.7%
Career & Technical Education	205	22.6%	31.3%	26.3%
Gifted & Talented Education	182	20.1%	12.0%	8.1%
Special Education	121	13.4%	12.1%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.7	1.2%	2.7%	6.4%
Career & Technical Education	1.2	1.9%	5.6%	4.9%
Compensatory Education	0.0	0.0%	0.9%	2.7%
Gifted & Talented Education	0.0	0.0%	0.5%	2.0%
Regular Education	50.2	82.3%	78.8%	71.4%
Special Education	8.9	14.7%	11.4%	9.1%
Other	0.0	0.0%	0.2%	3.6%

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

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

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

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

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

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

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

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

2020-21 Texas Academic Performance Report (TAPR)

District Name: BROWNSVILLE ISD

Campus Name: MANZANO MIDDLE

Campus Number: 031901055

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
MANZANO MIDDLE (031901055) - BROWNSVILLE ISD - CAMERON COUNTY

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	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	EB/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%	72%	-	72%	*	-	-	-	-	38%	*	72%	67%	68%	55%
	2019	68%	64%	76%	-	75%	*	-	*	-	-	48%	*	76%	70%	73%	65%
At Meets Grade Level or Above	2021	32%	25%	33%	-	33%	*	-	-	-	-	25%	*	33%	33%	29%	12%
	2019	37%	31%	38%	-	38%	*	-	*	-	-	34%	*	38%	35%	36%	23%
At Masters Grade Level	2021	15%	10%	13%	-	13%	*	-	-	-	-	4%	*	14%	4%	10%	3%
	2019	18%	12%	13%	-	13%	*	-	*	-	-	21%	*	14%	0%	12%	10%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2021	68%	56%	71%	-	71%	*	-	-	-	-	48%	*	71%	68%	67%	62%
	2019	81%	81%	90%	-	90%	*	-	*	-	-	72%	*	91%	83%	89%	85%
At Meets Grade Level or Above	2021	36%	19%	30%	-	29%	*	-	-	-	-	22%	*	32%	18%	27%	16%
	2019	47%	44%	57%	-	57%	*	-	*	-	-	41%	*	56%	70%	56%	46%
At Masters Grade Level	2021	15%	5%	8%	-	8%	*	-	-	-	-	0%	*	9%	4%	7%	4%
	2019	21%	17%	21%	-	20%	*	-	*	-	-	10%	*	22%	13%	19%	16%
Grade 7 Reading																	
At Approaches Grade Level or Above	2021	69%	63%	64%	-	63%	-	-	*	-	-	17%	-	62%	76%	59%	33%
	2019	76%	73%	73%	-	74%	*	-	-	*	-	44%	*	76%	58%	72%	59%
At Meets Grade Level or Above	2021	45%	38%	46%	-	47%	-	-	*	-	-	8%	-	44%	65%	44%	18%
	2019	49%	46%	50%	-	49%	*	-	-	*	-	21%	*	52%	36%	47%	34%
At Masters Grade Level	2021	25%	19%	29%	-	30%	-	-	*	-	-	8%	-	27%	53%	27%	12%
	2019	29%	24%	26%	-	26%	*	-	-	*	-	8%	*	28%	14%	22%	13%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2021	55%	28%	34%	-	33%	-	-	*	-	-	31%	-	34%	36%	32%	23%
	2019	75%	73%	78%	-	78%	*	-	-	*	-	46%	*	79%	67%	76%	67%
At Meets Grade Level or Above	2021	27%	6%	8%	-	7%	-	-	*	-	-	15%	-	7%	18%	8%	7%
	2019	43%	40%	50%	-	49%	*	-	-	*	-	27%	*	52%	31%	47%	37%

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At Masters Grade Level	2021	12%	2%	0%	-	0%	-	-	*	-	-	0%	-	0%	0%	0%	0%
	2019	17%	15%	20%	-	20%	*	-	-	*	-	8%	*	21%	11%	16%	11%
Grade 7 Writing																	
At Approaches Grade Level or Above	2021	63%	59%	67%	-	67%	*	-	*	-	-	18%	*	67%	65%	63%	38%
	2019	70%	74%	74%	-	74%	*	-	-	*	-	37%	*	76%	64%	72%	62%
At Meets Grade Level or Above	2021	33%	27%	36%	-	36%	*	-	*	-	-	12%	*	35%	45%	32%	11%
	2019	42%	44%	50%	-	50%	*	-	-	*	-	23%	*	52%	33%	47%	37%
At Masters Grade Level	2021	10%	7%	11%	-	11%	*	-	*	-	-	0%	*	11%	10%	11%	2%
	2019	18%	16%	20%	-	20%	*	-	-	*	-	4%	*	21%	17%	19%	13%
Grade 8 Reading+																	
At Approaches Grade Level or Above	2021	73%	66%	78%	-	77%	-	-	*	-	-	57%	*	78%	*	75%	64%
	2019	86%	86%	88%	-	89%	*	-	*	-	-	59%	*	89%	85%	87%	77%
At Meets Grade Level or Above	2021	46%	36%	33%	-	32%	-	-	*	-	-	43%	*	33%	*	31%	7%
	2019	55%	53%	60%	-	60%	*	-	*	-	-	31%	*	62%	50%	57%	39%
At Masters Grade Level	2021	21%	15%	16%	-	15%	-	-	*	-	-	14%	*	15%	*	18%	0%
	2019	28%	23%	28%	-	28%	*	-	*	-	-	8%	*	29%	23%	25%	11%
Grade 8 Mathematics+																	
At Approaches Grade Level or Above	2021	62%	46%	63%	-	63%	-	-	*	-	-	50%	*	63%	70%	59%	44%
	2019	88%	90%	90%	-	90%	*	-	*	-	-	54%	*	90%	87%	89%	88%
At Meets Grade Level or Above	2021	36%	20%	34%	-	34%	-	-	*	-	-	50%	*	34%	30%	29%	6%
	2019	57%	51%	57%	-	57%	*	-	*	-	-	35%	*	57%	55%	56%	49%
At Masters Grade Level	2021	11%	5%	8%	-	8%	-	-	*	-	-	17%	*	8%	10%	8%	0%
	2019	17%	8%	12%	-	12%	*	-	*	-	-	16%	*	12%	13%	11%	5%
Grade 8 Science																	
At Approaches Grade Level or Above	2021	68%	51%	64%	-	63%	-	-	*	-	-	50%	*	63%	80%	61%	42%
	2019	81%	78%	84%	-	84%	*	-	*	-	-	44%	*	85%	78%	81%	71%
At Meets Grade Level or Above	2021	43%	25%	33%	-	31%	-	-	*	-	-	50%	*	30%	60%	37%	17%
	2019	51%	44%	57%	-	57%	*	-	*	-	-	31%	*	58%	53%	54%	41%

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At Masters Grade Level	2021	24%	11%	15%	-	14%	-	-	*	-	-	0%	*	13%	40%	15%	0%
	2019	25%	17%	29%	-	29%	*	-	*	-	-	13%	*	28%	30%	26%	13%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2021	57%	34%	45%	-	43%	-	-	*	-	-	50%	*	43%	60%	49%	29%
	2019	69%	71%	74%	-	74%	*	-	*	-	-	33%	*	74%	70%	69%	63%
At Meets Grade Level or Above	2021	28%	11%	17%	-	16%	-	-	*	-	-	50%	*	15%	40%	19%	0%
	2019	37%	34%	38%	-	38%	*	-	*	-	-	23%	*	40%	28%	33%	20%
At Masters Grade Level	2021	14%	4%	3%	-	4%	-	-	*	-	-	17%	*	4%	0%	2%	0%
	2019	21%	17%	21%	-	21%	*	-	*	-	-	8%	*	21%	23%	20%	8%
End of Course Algebra I																	
At Approaches Grade Level or Above	2021	73%	64%	93%	-	92%	-	-	*	-	-	*	-	92%	*	90%	80%
	2019	85%	94%	100%	-	100%	-	-	-	-	-	*	*	100%	100%	100%	100%
At Meets Grade Level or Above	2021	41%	27%	65%	-	64%	-	-	*	-	-	*	-	65%	*	69%	60%
	2019	61%	82%	96%	-	96%	-	-	-	-	-	*	*	96%	100%	96%	94%
At Masters Grade Level	2021	23%	13%	35%	-	32%	-	-	*	-	-	*	-	33%	*	38%	20%
	2019	37%	62%	79%	-	79%	-	-	-	-	-	*	*	79%	78%	76%	71%
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	59%	66%	-	65%	70%	-	100%	-	-	37%	58%	65%	67%	62%	47%
	2019	78%	81%	81%	-	81%	78%	-	100%	*	-	48%	88%	82%	74%	79%	71%
At Meets Grade Level or Above	2021	41%	31%	34%	-	33%	50%	-	50%	-	-	24%	17%	33%	37%	31%	13%
	2019	50%	52%	52%	-	52%	78%	-	75%	*	-	29%	56%	54%	44%	50%	37%
At Masters Grade Level	2021	18%	11%	13%	-	13%	20%	-	29%	-	-	4%	0%	13%	15%	12%	4%
	2019	24%	23%	24%	-	24%	44%	-	13%	*	-	10%	32%	24%	19%	21%	12%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	63%	70%	-	69%	*	-	*	-	-	35%	*	69%	71%	66%	50%
	2019	75%	76%	80%	-	80%	83%	-	*	*	-	50%	89%	81%	72%	78%	67%
At Meets Grade Level or Above	2021	45%	38%	38%	-	38%	*	-	*	-	-	23%	*	38%	44%	35%	13%
	2019	48%	47%	50%	-	50%	83%	-	*	*	-	28%	44%	51%	41%	47%	32%

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At Masters Grade Level	2021	18%	12%	20%	-	19%	*	-	*	-	-	7%	*	19%	23%	17%	5%
	2019	21%	18%	23%	-	23%	33%	-	*	*	-	11%	22%	24%	14%	20%	11%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	51%	64%	-	64%	*	-	*	-	-	44%	*	64%	64%	60%	50%
	2019	82%	86%	87%	-	87%	83%	-	*	*	-	56%	89%	88%	80%	86%	80%
At Meets Grade Level or Above	2021	37%	21%	30%	-	30%	*	-	*	-	-	23%	*	31%	25%	28%	14%
	2019	52%	57%	59%	-	59%	83%	-	*	*	-	34%	67%	60%	54%	58%	46%
At Masters Grade Level	2021	18%	7%	9%	-	9%	*	-	*	-	-	2%	*	10%	8%	9%	3%
	2019	26%	31%	25%	-	25%	67%	-	*	*	-	13%	44%	26%	18%	22%	15%
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	51%	67%	-	67%	*	-	*	-	-	18%	*	67%	65%	63%	38%
	2019	68%	76%	74%	-	74%	*	-	-	*	-	37%	*	76%	64%	72%	62%
At Meets Grade Level or Above	2021	30%	23%	36%	-	36%	*	-	*	-	-	12%	*	35%	45%	32%	11%
	2019	38%	44%	50%	-	50%	*	-	-	*	-	23%	*	52%	33%	47%	37%
At Masters Grade Level	2021	9%	5%	11%	-	11%	*	-	*	-	-	0%	*	11%	10%	11%	2%
	2019	14%	15%	20%	-	20%	*	-	-	*	-	4%	*	21%	17%	19%	13%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	62%	64%	-	63%	-	-	*	-	-	50%	*	63%	80%	61%	42%
	2019	81%	84%	84%	-	84%	*	-	*	-	-	44%	*	85%	78%	81%	71%
At Meets Grade Level or Above	2021	44%	31%	33%	-	31%	-	-	*	-	-	50%	*	30%	60%	37%	17%
	2019	54%	55%	57%	-	57%	*	-	*	-	-	31%	*	58%	53%	54%	41%
At Masters Grade Level	2021	20%	10%	15%	-	14%	-	-	*	-	-	0%	*	13%	40%	15%	0%
	2019	25%	21%	29%	-	29%	*	-	*	-	-	13%	*	28%	30%	26%	13%
All Grades Social Studies																	
At Approaches Grade Level or Above	2021	73%	68%	45%	-	43%	-	-	*	-	-	50%	*	43%	60%	49%	29%
	2019	81%	83%	74%	-	74%	*	-	*	-	-	33%	*	74%	70%	69%	63%
At Meets Grade Level or Above	2021	49%	44%	17%	-	16%	-	-	*	-	-	50%	*	15%	40%	19%	0%
	2019	55%	54%	38%	-	38%	*	-	*	-	-	23%	*	40%	28%	33%	20%

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At Masters Grade Level	2021	29%	21%	3%	-	4%	-	-	*	-	-	17%	*	4%	0%	2%	0%
	2019	33%	29%	21%	-	21%	*	-	*	-	-	8%	*	21%	23%	20%	8%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
6th Graders																	
Reading and Mathematics	2021	24%	14%	24%	-	23%	*	-	-	-	-	22%	*	25%	15%	21%	9%
	2019	31%	25%	34%	-	33%	*	-	*	-	-	34%	*	34%	35%	32%	19%
Reading and Mathematics Including EOC	2021	24%	14%	24%	-	23%	*	-	-	-	-	22%	*	25%	15%	21%	9%
	2019	31%	25%	34%	-	33%	*	-	*	-	-	34%	*	34%	35%	32%	19%
Reading Including EOC	2021	32%	25%	33%	-	33%	*	-	-	-	-	25%	*	33%	33%	29%	12%
	2019	37%	31%	38%	-	38%	*	-	*	-	-	34%	*	38%	35%	36%	23%
Math Including EOC	2021	36%	19%	30%	-	29%	*	-	-	-	-	22%	*	32%	18%	27%	16%
	2019	48%	44%	57%	-	57%	*	-	*	-	-	41%	*	56%	70%	56%	46%
7th Graders																	
Reading and Mathematics	2021	26%	14%	24%	-	25%	-	-	*	-	-	9%	-	23%	31%	19%	7%
	2019	36%	31%	39%	-	39%	*	-	-	*	-	19%	*	42%	19%	36%	26%
Reading and Mathematics Including EOC	2021	27%	14%	24%	-	25%	-	-	*	-	-	9%	-	23%	31%	19%	7%
	2019	37%	31%	39%	-	39%	*	-	-	*	-	19%	*	42%	19%	36%	26%
Reading Including EOC	2021	45%	38%	46%	-	47%	-	-	*	-	-	8%	-	44%	65%	44%	18%
	2019	49%	46%	50%	-	49%	*	-	-	*	-	21%	*	52%	36%	47%	34%
Math Including EOC	2021	32%	15%	25%	-	25%	-	-	*	-	-	15%	-	25%	29%	20%	9%
	2019	48%	40%	50%	-	49%	*	-	-	*	-	27%	*	52%	31%	47%	37%
8th Graders																	
Reading and Mathematics	2021	21%	9%	9%	-	9%	-	-	-	-	-	50%	*	10%	*	12%	0%
	2019	34%	27%	40%	-	39%	*	-	*	-	-	22%	*	40%	39%	38%	26%
Reading and Mathematics Including EOC	2021	33%	18%	21%	-	20%	-	-	*	-	-	50%	*	21%	*	23%	0%
	2019	47%	45%	54%	-	54%	*	-	*	-	-	26%	*	55%	50%	51%	33%
Reading Including EOC	2021	47%	36%	33%	-	32%	-	-	*	-	-	43%	*	33%	*	31%	7%
	2019	55%	52%	60%	-	60%	*	-	*	-	-	31%	*	62%	50%	57%	39%
Math Including EOC	2021	43%	24%	38%	-	37%	-	-	*	-	-	43%	*	38%	38%	41%	16%
	2019	62%	66%	70%	-	70%	*	-	*	-	-	38%	*	70%	65%	68%	57%
3rd - 8th Graders																	

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Reading and Mathematics	2021	26%	14%	22%	-	22%	*	-	*	-	-	23%	*	23%	20%	19%	8%
	2019	36%	35%	38%	-	37%	83%	-	*	*	-	24%	25%	39%	30%	35%	23%
Reading and Mathematics Including EOC	2021	28%	15%	24%	-	23%	*	-	*	-	-	23%	*	24%	22%	21%	8%
	2019	38%	38%	43%	-	43%	83%	-	*	*	-	25%	33%	44%	35%	40%	26%
Reading Including EOC	2021	41%	31%	38%	-	38%	*	-	*	-	-	23%	*	38%	44%	35%	13%
	2019	47%	47%	50%	-	50%	83%	-	*	*	-	28%	44%	51%	41%	47%	32%
Math Including EOC	2021	37%	20%	30%	-	30%	*	-	*	-	-	23%	*	31%	25%	28%	14%
	2019	52%	55%	59%	-	59%	83%	-	*	*	-	34%	67%	60%	54%	58%	46%

* 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.

Texas Education Agency
2018-19 Progress (TAPR)
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	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	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 6 ELA/Reading	2019	42	30	30	-	29	*	-	*	-	-	41	*	30	26	29	29
	2018	47	38	34	-	34	*	-	-	*	-	31	*	33	36	33	29
Grade 6 Mathematics	2019	54	35	35	-	35	*	-	*	-	-	30	*	36	20	32	31
	2018	56	41	44	-	44	*	-	-	*	-	51	*	44	37	43	40
Grade 7 ELA/Reading	2019	77	77	78	-	78	*	-	-	*	-	66	*	79	67	76	69
	2018	76	79	81	-	81	*	-	*	-	-	60	80	80	84	80	77
Grade 7 Mathematics	2019	62	59	63	-	63	*	-	-	*	-	42	*	65	44	63	56
	2018	67	65	67	-	67	*	-	*	-	-	54	70	66	75	67	66
Grade 8 ELA/Reading	2019	77	77	78	-	78	*	-	*	-	-	86	*	78	78	78	80
	2018	79	81	82	-	82	*	-	-	-	-	80	88	82	79	82	82
Grade 8 Mathematics	2019	82	91	89	-	89	*	-	*	-	-	81	*	89	87	89	86
	2018	81	92	91	-	91	-	-	-	-	-	81	*	91	92	91	93
End of Course Algebra I	2019	75	91	94	-	94	-	-	-	-	-	*	*	94	100	93	100
	2018	72	85	87	-	87	-	-	-	-	-	*	*	87	86	86	85
All Grades Both Subjects	2019	69	69	64	-	64	79	-	42	*	-	60	58	65	59	63	58
	2018	69	71	67	-	67	73	-	*	*	-	55	77	66	70	66	64
All Grades ELA/Reading	2019	68	67	64	-	64	92	-	*	*	-	67	61	64	61	63	59
	2018	69	69	67	-	67	67	-	*	*	-	52	81	66	72	66	63
All Grades Mathematics	2019	70	71	65	-	65	67	-	*	*	-	53	56	66	57	64	57
	2018	70	72	67	-	67	80	-	*	*	-	58	73	66	69	66	64

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

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
MANZANO MIDDLE (031901055) - BROWNSVILLE ISD - CAMERON COUNTY

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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	59%	66%	-	-	-	-	-	-	38%	-	45%	19%	67%	73%	38%	66%
	2019	78%	81%	81%	-	-	-	-	-	-	65%	-	65%		65%		65%	
At Meets Grade Level or Above	2021	41%	31%	34%	-	-	-	-	-	-	7%	-	9%	2%	0%	42%	7%	32%
	2019	50%	52%	52%	-	-	-	-	-	-	28%	-	28%		30%		28%	
At Masters Grade Level	2021	18%	11%	13%	-	-	-	-	-	-	2%	-	3%	0%	0%	17%	2%	11%
	2019	24%	23%	24%	-	-	-	-	-	-	7%	-	7%		10%		7%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	63%	70%	-	-	-	-	-	-	38%	-	46%	7%	*	76%	39%	76%
	2019	75%	76%	80%	-	-	-	-	-	-	57%	-	57%		67%		57%	
At Meets Grade Level or Above	2021	45%	38%	38%	-	-	-	-	-	-	7%	-	9%	0%	*	48%	7%	37%
	2019	48%	47%	50%	-	-	-	-	-	-	19%	-	19%		33%		20%	
At Masters Grade Level	2021	18%	12%	20%	-	-	-	-	-	-	4%	-	5%	0%	*	25%	4%	18%
	2019	21%	18%	23%	-	-	-	-	-	-	4%	-	4%		0%		4%	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	51%	64%	-	-	-	-	-	-	42%	-	48%	19%	*	72%	43%	59%
	2019	82%	86%	87%	-	-	-	-	-	-	77%	-	77%		83%		77%	
At Meets Grade Level or Above	2021	37%	21%	30%	-	-	-	-	-	-	8%	-	8%	6%	*	38%	8%	28%
	2019	52%	57%	59%	-	-	-	-	-	-	42%	-	42%		33%		41%	
At Masters Grade Level	2021	18%	7%	9%	-	-	-	-	-	-	1%	-	2%	0%	*	13%	1%	6%
	2019	26%	31%	25%	-	-	-	-	-	-	9%	-	9%		0%		9%	
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	51%	67%	-	-	-	-	-	-	36%	-	54%	26%	-	75%	36%	70%
	2019	68%	76%	74%	-	-	-	-	-	-	57%	-	57%		*		55%	
At Meets Grade Level or Above	2021	30%	23%	36%	-	-	-	-	-	-	6%	-	15%	0%	-	47%	6%	36%
	2019	38%	44%	50%	-	-	-	-	-	-	28%	-	28%		*		27%	
At Masters Grade Level	2021	9%	5%	11%	-	-	-	-	-	-	3%	-	8%	0%	-	14%	3%	10%
	2019	14%	15%	20%	-	-	-	-	-	-	9%	-	9%		*		10%	
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	62%	64%	-	-	-	-	-	-	25%	-	25%	-	-	76%	25%	45%
	2019	81%	84%	84%	-	-	-	-	-	-	64%	-	64%		*		66%	

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
MANZANO MIDDLE (031901055) - BROWNSVILLE ISD - CAMERON COUNTY

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	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Meets Grade Level or Above	2021	44%	31%	33%	-	-	-	-	-	-	13%	-	13%	-	-	40%	13%	18%
	2019	54%	55%	57%	-	-	-	-	-	-	29%	-	29%	-	*		30%	
At Masters Grade Level	2021	20%	10%	15%	-	-	-	-	-	-	0%	-	0%	-	-	21%	0%	0%
	2019	25%	21%	29%	-	-	-	-	-	-	7%	-	7%	-	*		9%	
All Grades Social Studies																		
At Approaches Grade Level or Above	2021	73%	68%	45%	-	-	-	-	-	-	20%	-	20%	-	-	57%	20%	27%
	2019	81%	83%	74%	-	-	-	-	-	-	60%	-	60%	-	*		59%	
At Meets Grade Level or Above	2021	49%	44%	17%	-	-	-	-	-	-	0%	-	0%	-	-	27%	0%	0%
	2019	55%	54%	38%	-	-	-	-	-	-	12%	-	12%	-	*		11%	
At Masters Grade Level	2021	29%	21%	3%	-	-	-	-	-	-	0%	-	0%	-	-	5%	0%	0%
	2019	33%	29%	21%	-	-	-	-	-	-	5%	-	5%	-	*		5%	

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

- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

Texas Education Agency
2020-21 STAAR Participation (TAPR)
MANZANO MIDDLE (031901055) - BROWNSVILLE ISD - CAMERON COUNTY

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

	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	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	71%	51%	-	51%	50%	*	100%	-	-	43%	63%	51%	50%	51%	53%
Included in Accountability	83%	67%	48%	-	48%	50%	*	100%	-	-	38%	63%	49%	44%	47%	45%
Not Included in Accountability: Mobile	3%	1%	1%	-	1%	0%	*	0%	-	-	2%	0%	1%	2%	1%	1%
Not Included in Accountability: Other Exclusions	1%	3%	2%	-	2%	0%	*	0%	-	-	2%	0%	1%	4%	2%	6%
Not Tested	12%	29%	49%	-	49%	50%	*	0%	-	-	57%	37%	49%	50%	49%	47%
Absent	2%	0%	0%	-	0%	0%	*	0%	-	-	0%	0%	0%	0%	0%	0%
Other	10%	29%	49%	-	49%	50%	*	0%	-	-	57%	37%	49%	50%	49%	47%
Reading																
Assessment Participant	89%	76%	56%	-	56%	50%	*	*	-	-	49%	57%	56%	60%	57%	66%
Included in Accountability	83%	68%	50%	-	50%	50%	*	*	-	-	41%	57%	51%	47%	50%	47%
Not Included in Accountability: Mobile	3%	1%	1%	-	1%	0%	*	*	-	-	3%	0%	1%	3%	1%	1%
Not Included in Accountability: Other Exclusions	3%	7%	5%	-	5%	0%	*	*	-	-	6%	0%	4%	10%	6%	18%
Not Tested	11%	24%	44%	-	44%	50%	*	*	-	-	51%	43%	44%	40%	43%	34%
Absent	2%	1%	0%	-	0%	0%	*	*	-	-	0%	0%	0%	0%	0%	0%
Other	10%	24%	44%	-	44%	50%	*	*	-	-	51%	43%	44%	40%	43%	34%
Mathematics																
Assessment Participant	88%	67%	56%	-	56%	50%	*	*	-	-	43%	57%	56%	55%	55%	53%
Included in Accountability	84%	65%	55%	-	55%	50%	*	*	-	-	41%	57%	55%	52%	54%	51%
Not Included in Accountability: Mobile	4%	1%	1%	-	1%	0%	*	*	-	-	3%	0%	1%	2%	1%	1%
Not Included in Accountability: Other Exclusions	0%	0%	0%	-	0%	0%	*	*	-	-	0%	0%	0%	1%	0%	0%
Not Tested	12%	33%	44%	-	44%	50%	*	*	-	-	57%	43%	44%	45%	45%	47%
Absent	2%	0%	0%	-	0%	0%	*	*	-	-	0%	0%	0%	0%	0%	0%
Other	10%	33%	44%	-	44%	50%	*	*	-	-	57%	43%	44%	45%	45%	47%
Writing																
Assessment Participant	87%	69%	69%	-	69%	*	-	*	-	-	44%	*	70%	64%	68%	64%
Included in Accountability	83%	67%	67%	-	67%	*	-	*	-	-	41%	*	68%	61%	66%	60%
Not Included in Accountability: Mobile	3%	2%	2%	-	2%	*	-	*	-	-	2%	*	1%	3%	2%	4%
Not Included in Accountability: Other Exclusions	0%	1%	0%	-	0%	*	-	*	-	-	0%	*	0%	0%	0%	0%

Texas Education Agency
2020-21 STAAR Participation (TAPR)
MANZANO MIDDLE (031901055) - BROWNSVILLE ISD - CAMERON COUNTY

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Not Tested	13%	31%	31%	-	31%	*	-	*	-	-	56%	*	30%	36%	32%	36%
Absent	1%	0%	0%	-	0%	*	-	*	-	-	0%	*	0%	0%	0%	0%
Other	12%	31%	31%	-	31%	*	-	*	-	-	56%	*	30%	36%	32%	36%
Science																
Assessment Participant	87%	68%	24%	-	23%	*	-	*	-	-	26%	*	25%	17%	23%	19%
Included in Accountability	84%	66%	23%	-	23%	*	-	*	-	-	26%	*	24%	17%	22%	19%
Not Included in Accountability: Mobile	3%	1%	1%	-	1%	*	-	*	-	-	0%	*	1%	0%	1%	0%
Not Included in Accountability: Other Exclusions	0%	0%	0%	-	0%	*	-	*	-	-	0%	*	0%	0%	0%	0%
Not Tested	13%	32%	76%	-	77%	*	-	*	-	-	74%	*	75%	83%	77%	81%
Absent	2%	0%	0%	-	0%	*	-	*	-	-	0%	*	0%	0%	0%	0%
Other	10%	32%	76%	-	77%	*	-	*	-	-	74%	*	75%	83%	77%	81%
Social Studies																
Assessment Participant	87%	73%	23%	-	22%	*	-	*	-	-	26%	*	23%	17%	22%	22%
Included in Accountability	84%	72%	22%	-	21%	*	-	*	-	-	26%	*	23%	17%	21%	22%
Not Included in Accountability: Mobile	3%	1%	1%	-	1%	*	-	*	-	-	0%	*	1%	0%	1%	0%
Not Included in Accountability: Other Exclusions	0%	0%	0%	-	0%	*	-	*	-	-	0%	*	0%	0%	0%	0%
Not Tested	13%	27%	77%	-	78%	*	-	*	-	-	74%	*	77%	83%	78%	78%
Absent	3%	0%	0%	-	0%	*	-	*	-	-	0%	*	0%	0%	0%	0%
Other	10%	27%	77%	-	78%	*	-	*	-	-	74%	*	77%	83%	78%	78%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	100%	-	100%	100%	-	100%	*	-	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	95%	95%	-	95%	86%	-	100%	*	-	97%	100%	98%	80%	94%	93%
Not Included in Accountability: Mobile	4%	2%	4%	-	4%	14%	-	0%	*	-	2%	0%	2%	13%	4%	4%
Not Included in Accountability: Other Exclusions	1%	2%	1%	-	1%	0%	-	0%	*	-	1%	0%	0%	7%	1%	3%
Not Tested	1%	0%	0%	-	0%	0%	-	0%	*	-	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	-	0%	0%	-	0%	*	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	-	0%	0%	-	0%	*	-	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	100%	-	100%	100%	-	*	*	-	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	94%	95%	-	95%	86%	-	*	*	-	98%	100%	98%	79%	94%	93%

Texas Education Agency
2020-21 STAAR Participation (TAPR)
MANZANO MIDDLE (031901055) - BROWNSVILLE ISD - CAMERON COUNTY

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Not Included in Accountability: Mobile	4%	2%	4%	-	4%	14%	-	*	*	-	2%	0%	2%	14%	4%	4%
Not Included in Accountability: Other Exclusions	2%	3%	1%	-	1%	0%	-	*	*	-	1%	0%	0%	7%	1%	3%
Not Tested	1%	0%	0%	-	0%	0%	-	*	*	-	0%	0%	0%	0%	0%	0%
Absent	0%	0%	0%	-	0%	0%	-	*	*	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	-	0%	0%	-	*	*	-	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	100%	100%	100%	-	100%	100%	-	*	*	-	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	95%	95%	-	95%	86%	-	*	*	-	98%	100%	98%	79%	94%	93%
Not Included in Accountability: Mobile	4%	3%	4%	-	4%	14%	-	*	*	-	2%	0%	2%	14%	4%	4%
Not Included in Accountability: Other Exclusions	1%	2%	1%	-	1%	0%	-	*	*	-	1%	0%	0%	6%	1%	2%
Not Tested	0%	0%	0%	-	0%	0%	-	*	*	-	0%	0%	0%	0%	0%	0%
Absent	0%	0%	0%	-	0%	0%	-	*	*	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	-	0%	0%	-	*	*	-	0%	0%	0%	0%	0%	0%
Writing																
Assessment Participant	100%	100%	100%	-	100%	*	-	-	*	-	100%	*	100%	100%	100%	100%
Included in Accountability	95%	95%	95%	-	96%	*	-	-	*	-	100%	*	99%	77%	95%	95%
Not Included in Accountability: Mobile	4%	3%	3%	-	3%	*	-	-	*	-	0%	*	1%	13%	3%	1%
Not Included in Accountability: Other Exclusions	1%	2%	2%	-	2%	*	-	-	*	-	0%	*	0%	11%	2%	4%
Not Tested	0%	0%	0%	-	0%	*	-	-	*	-	0%	*	0%	0%	0%	0%
Absent	0%	0%	0%	-	0%	*	-	-	*	-	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	-	0%	*	-	-	*	-	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	99%	100%	100%	-	100%	*	-	*	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	94%	96%	95%	-	95%	*	-	*	-	-	95%	*	97%	85%	95%	92%
Not Included in Accountability: Mobile	4%	2%	4%	-	4%	*	-	*	-	-	2%	*	2%	11%	4%	6%
Not Included in Accountability: Other Exclusions	1%	1%	1%	-	1%	*	-	*	-	-	2%	*	0%	4%	1%	2%
Not Tested	1%	0%	0%	-	0%	*	-	*	-	-	0%	*	0%	0%	0%	0%
Absent	1%	0%	0%	-	0%	*	-	*	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	-	0%	*	-	*	-	-	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	99%	100%	-	100%	*	-	*	-	-	100%	*	100%	100%	100%	100%

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Included in Accountability	94%	96%	95%	-	95%	*	-	*	-	-	95%	*	97%	85%	95%	92%
Not Included in Accountability: Mobile	3%	2%	4%	-	4%	*	-	*	-	-	2%	*	2%	11%	4%	6%
Not Included in Accountability: Other Exclusions	1%	1%	1%	-	1%	*	-	*	-	-	2%	*	0%	4%	1%	2%
Not Tested	2%	1%	0%	-	0%	*	-	*	-	-	0%	*	0%	0%	0%	0%
Absent	1%	1%	0%	-	0%	*	-	*	-	-	0%	*	0%	0%	0%	0%
Other	1%	0%	0%	-	0%	*	-	*	-	-	0%	*	0%	0%	0%	0%

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
 MANZANO MIDDLE (031901055) - BROWNSVILLE ISD - CAMERON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	98.4%	98.8%	-	98.8%	98.3%	-	*	*	-	98.3%	98.7%	98.6%
2018-19	95.4%	95.0%	95.3%	-	95.3%	96.8%	*	*	*	-	93.5%	94.9%	95.1%
Chronic Absenteeism													
2019-20	6.7%	7.6%	5.0%	-	5.0%	11.1%	-	*	*	-	11.5%	5.7%	6.0%
2018-19	11.4%	13.8%	12.3%	-	12.4%	0.0%	*	*	*	-	21.9%	14.4%	11.5%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.1%	0.0%	-	0.0%	0.0%	-	*	*	-	0.0%	0.0%	0.0%
2018-19	0.4%	0.3%	0.0%	-	0.0%	0.0%	-	*	*	-	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2018-19	1.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	3.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	97.2%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	96.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	96.5%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
 MANZANO MIDDLE (031901055) - BROWNSVILLE ISD - CAMERON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.9%	96.9%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	96.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.4%	95.7%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	92.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	92.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	17.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
 MANZANO MIDDLE (031901055) - BROWNSVILLE ISD - CAMERON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	94.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	79.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	97.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	8.7%	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	32.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	1.8%	-	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	16.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	94.3%	-	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	79.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	95.4%	-	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	94.6%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Graduation Profile (TAPR)
 MANZANO MIDDLE (031901055) - BROWNSVILLE ISD - CAMERON COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	2,626	360,220
By Ethnicity:				
African American	-	-	2	44,729
Hispanic	-	-	2,610	184,060
White	-	-	9	105,215
American Indian	-	-	0	1,226
Asian	-	-	4	17,126
Pacific Islander	-	-	1	557
Two or More Races	-	-	0	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	21	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	2	952
Foundation H.S. Program (No Endorsement)	-	-	100	49,535
Foundation H.S. Program (Endorsement)	-	-	48	15,689
Foundation H.S. Program (DLA)	-	-	2,455	292,532
Special Education Graduates	-	-	277	29,018
Economically Disadvantaged Graduates	-	-	2,241	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	366	29,639
At-Risk Graduates	-	-	1,525	148,836

There is no data for this campus.

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
MANZANO MIDDLE (031901055) - BROWNSVILLE ISD - CAMERON COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
 MANZANO MIDDLE (031901055) - BROWNSVILLE ISD - CAMERON COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	895	100.0%	40,737	5,359,040	895	100.0%	40,765	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.0%	0.3%	0	0.0%	0.1%	0.4%
Pre-Kindergarten	0	0.0%	6.6%	3.7%	0	0.0%	6.6%	3.7%
Pre-Kindergarten: 3-year Old	0	0.0%	2.0%	0.5%				
Pre-Kindergarten: 4-year Old	0	0.0%	4.6%	3.2%				
Kindergarten	0	0.0%	6.1%	6.7%	0	0.0%	6.1%	6.7%
Grade 1	0	0.0%	6.3%	7.1%	0	0.0%	6.3%	7.1%
Grade 2	0	0.0%	6.4%	7.1%	0	0.0%	6.4%	7.1%
Grade 3	0	0.0%	6.6%	7.1%	0	0.0%	6.6%	7.1%
Grade 4	0	0.0%	6.9%	7.2%	0	0.0%	6.9%	7.2%
Grade 5	0	0.0%	6.9%	7.4%	0	0.0%	6.9%	7.4%
Grade 6	315	35.2%	7.0%	7.7%	315	35.2%	7.0%	7.7%
Grade 7	316	35.3%	7.4%	7.9%	316	35.3%	7.4%	7.8%
Grade 8	264	29.5%	7.3%	7.9%	264	29.5%	7.3%	7.9%
Grade 9	0	0.0%	8.3%	8.1%	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	8.2%	7.8%	0	0.0%	8.2%	7.8%
Grade 11	0	0.0%	8.4%	7.2%	0	0.0%	8.4%	7.2%
Grade 12	0	0.0%	7.7%	6.8%	0	0.0%	7.7%	6.8%
Ethnic Distribution:								
African American	0	0.0%	0.1%	12.7%	0	0.0%	0.1%	12.7%
Hispanic	882	98.5%	98.5%	52.9%	882	98.5%	98.5%	52.9%
White	8	0.9%	1.1%	26.5%	8	0.9%	1.1%	26.5%
American Indian	1	0.1%	0.0%	0.3%	1	0.1%	0.0%	0.3%
Asian	4	0.4%	0.2%	4.7%	4	0.4%	0.2%	4.7%
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%	2.7%	0	0.0%	0.0%	2.7%
Sex:								
Female	419	46.8%	49.0%	48.9%	419	46.8%	49.0%	48.9%
Male	476	53.2%	51.0%	51.1%	476	53.2%	51.0%	51.1%
Economically Disadvantaged	720	80.4%	89.2%	60.3%	720	80.4%	89.2%	60.2%
Non-Educationally Disadvantaged	175	19.6%	10.8%	39.7%	175	19.6%	10.8%	39.8%
Section 504 Students	152	17.0%	9.2%	7.2%	152	17.0%	9.1%	7.2%
EB Students/EL	173	19.3%	35.7%	20.7%	173	19.3%	35.6%	20.6%
Students w/ Disciplinary Placements (2019-20)	8	0.8%	0.8%	1.2%				

Texas Education Agency
2020-21 Student Information (TAPR)
 MANZANO MIDDLE (031901055) - BROWNSVILLE ISD - CAMERON COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Dyslexia	129	14.4%	6.5%	4.5%	129	14.4%	6.5%	4.5%
Foster Care	0	0.0%	0.3%	0.3%	0	0.0%	0.3%	0.3%
Homeless	7	0.8%	1.5%	1.1%	7	0.8%	1.5%	1.1%
Immigrant	3	0.3%	1.0%	2.0%	3	0.3%	1.0%	2.0%
Migrant	5	0.6%	1.1%	0.3%	5	0.6%	1.1%	0.3%
Title I	895	100.0%	99.0%	64.5%	895	100.0%	99.0%	64.5%
Military Connected	3	0.3%	0.5%	2.7%	3	0.3%	0.5%	2.7%
At-Risk	339	37.9%	69.9%	49.2%	339	37.9%	69.9%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	167	18.7%	35.2%	21.0%	167	18.7%	35.2%	20.9%
Gifted and Talented Education	176	19.7%	11.4%	8.3%	176	19.7%	11.4%	8.3%
Special Education	103	11.5%	14.4%	11.1%	103	11.5%	14.5%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	103							
By Type of Primary Disability								
Students with Intellectual Disabilities	50	48.5%	54.6%	42.5%				
Students with Physical Disabilities	9	8.7%	12.0%	21.3%				
Students with Autism	24	23.3%	11.7%	14.1%				
Students with Behavioral Disabilities	20	19.4%	19.9%	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	1.8%	1.5%				
Mobility (2019-20):								
Total Mobile Students	81	8.5%	12.0%	13.8%				
By Ethnicity:								
African American	0	0.0%	0.0%	2.8%				
Hispanic	80	8.4%	11.7%	7.1%				
White	1	0.1%	0.2%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.0%	0.4%				
Count and Percent of Special Ed Students who are Mobile	17	12.9%	15.5%	16.5%				
Count and Percent of EB Students/EL who are Mobile	30	16.2%	15.7%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	69	9.0%	12.3%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	50	8.3%	11.3%	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
 MANZANO MIDDLE (031901055) - BROWNSVILLE ISD - CAMERON COUNTY

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	1.2%	1.4%	-	1.4%	4.8%
Grade 1	-	3.7%	1.9%	-	4.7%	3.2%
Grade 2	-	1.2%	1.0%	-	1.4%	1.4%
Grade 3	-	0.6%	0.5%	-	0.0%	0.6%
Grade 4	-	0.4%	0.3%	-	0.4%	0.4%
Grade 5	-	0.2%	0.2%	-	0.2%	0.3%
Grade 6	0.4%	0.8%	0.2%	0.0%	0.2%	0.3%
Grade 7	0.8%	1.2%	0.3%	0.0%	0.5%	0.3%
Grade 8	0.4%	1.0%	0.2%	0.0%	0.5%	0.4%
Grade 9	-	3.4%	4.7%	-	8.5%	7.8%

Class Size Averages by Grade and Subject
 (Derived from teacher responsibility records):

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	18.4	17.7
Grade 1	-	16.3	18.0
Grade 2	-	18.0	18.0
Grade 3	-	18.7	18.2
Grade 4	-	20.8	18.3
Grade 5	-	21.1	19.8
Grade 6	27.7	23.3	19.4
Secondary:			
English/Language Arts	22.0	17.0	15.7
Foreign Languages	26.1	19.8	17.8
Mathematics	21.3	19.5	16.9
Science	23.2	20.4	17.9
Social Studies	23.4	20.1	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
 MANZANO MIDDLE (031901055) - BROWNSVILLE ISD - CAMERON COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	82.2	100.0%	100.0%	100.0%
Professional Staff:	70.1	85.2%	56.9%	64.3%
Teachers	57.8	70.3%	43.9%	49.6%
Professional Support	8.3	10.1%	9.9%	10.6%
Campus Administration (School Leadership)	4.0	4.9%	2.8%	3.0%
Educational Aides:	12.1	14.8%	11.9%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	58.0	4,290.0
Part-time Librarians	0.0	n/a	0.0	582.0
Full-time Counselors	3.0	n/a	148.0	13,211.0
Part-time Counselors	2.0	n/a	8.0	1,126.0
Total Minority Staff:	76.0	92.4%	94.5%	51.5%
Teachers by Ethnicity:				
African American	0.0	0.0%	0.3%	11.1%
Hispanic	53.6	92.8%	91.4%	28.4%
White	4.1	7.2%	7.9%	56.9%
American Indian	0.0	0.0%	0.1%	0.3%
Asian	0.0	0.0%	0.1%	1.8%
Pacific Islander	0.0	0.0%	0.3%	0.2%
Two or More Races	0.0	0.0%	0.0%	1.2%
Teachers by Sex:				
Males	25.8	44.6%	31.1%	23.8%
Females	32.0	55.4%	68.9%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.5%	1.2%
Bachelors	49.7	86.0%	79.9%	73.0%
Masters	8.1	14.0%	18.2%	25.0%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.0	3.4%	1.9%	6.7%
1-5 Years Experience	7.9	13.6%	11.7%	27.8%
6-10 Years Experience	13.9	24.1%	17.5%	20.3%
11-20 Years Experience	20.0	34.6%	41.6%	29.1%
21-30 Years Experience	9.9	17.1%	21.9%	13.0%
Over 30 Years Experience	4.1	7.2%	5.5%	3.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
MANZANO MIDDLE (031901055) - BROWNSVILLE ISD - CAMERON COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	15.5	n/a	14.8	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	7.0	10.2	6.4
Average Years Experience of Principals with District	7.0	9.6	5.5
Average Years Experience of Assistant Principals	7.7	9.9	5.5
Average Years Experience of Assistant Principals with District	7.7	9.8	4.8
Average Years Experience of Teachers:	14.1	15.5	11.2
Average Years Experience of Teachers with District:	13.8	14.8	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$59,011	\$50,963	\$50,849
1-5 Years Experience	\$49,812	\$52,972	\$53,288
6-10 Years Experience	\$52,421	\$54,209	\$56,282
11-20 Years Experience	\$56,308	\$59,076	\$59,900
21-30 Years Experience	\$63,693	\$66,110	\$64,637
Over 30 Years Experience	\$68,078	\$72,850	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$56,685	\$59,653	\$57,641
Professional Support	\$77,834	\$74,973	\$68,030
Campus Administration (School Leadership)	\$84,952	\$96,265	\$83,424
Instructional Staff Percent:	n/a	58.9%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	3,598.0	5,731.4

	---- Campus ----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.8	1.4%	2.6%	6.2%
Career and Technical Education	1.6	2.8%	5.8%	5.1%
Compensatory Education	0.0	0.0%	0.6%	2.8%
Gifted and Talented Education	0.0	0.0%	0.6%	1.8%
Regular Education	46.0	79.5%	78.3%	71.0%
Special Education	9.4	16.3%	12.0%	9.4%
Other	0.0	0.0%	0.2%	3.6%

Texas Education Agency
2020-21 Staff Information (TAPR)
MANZANO MIDDLE (031901055) - BROWNSVILLE ISD - CAMERON COUNTY

- Indicates there is no data for the item.
- * Indicates results are masked due to small numbers.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- 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 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: BROWNSVILLE ISD

Campus Name: MANZANO MIDDLE

Campus Number: 031901055

2022 Accountability Rating: B

Distinction Designations:

Academic Achievement in ELA/Reading

Academic Achievement in Mathematics

Academic Achievement in Social Studies

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
 MANZANO MIDDLE (031901055) - BROWNSVILLE ISD - CAMERON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 6 Reading																	
At Approaches Grade Level or Above	2022	70%	67%	73%	-	73%	*	-	*	-	-	46%	*	74%	68%	70%	61%
	2021	62%	57%	72%	-	72%	*	-	-	-	-	38%	*	72%	67%	68%	55%
At Meets Grade Level or Above	2022	43%	39%	46%	-	46%	*	-	*	-	-	24%	*	47%	42%	42%	31%
	2021	32%	25%	33%	-	33%	*	-	-	-	-	25%	*	33%	33%	29%	12%
At Masters Grade Level	2022	23%	20%	28%	-	28%	*	-	*	-	-	14%	*	28%	32%	23%	19%
	2021	15%	10%	13%	-	13%	*	-	-	-	-	4%	*	14%	4%	10%	3%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2022	73%	69%	77%	-	77%	*	-	*	-	-	59%	*	78%	68%	73%	65%
	2021	68%	56%	71%	-	71%	*	-	-	-	-	48%	*	71%	68%	67%	62%
At Meets Grade Level or Above	2022	39%	30%	37%	-	37%	*	-	*	-	-	24%	*	38%	26%	32%	20%
	2021	36%	19%	30%	-	29%	*	-	-	-	-	22%	*	32%	18%	27%	16%
At Masters Grade Level	2022	16%	10%	11%	-	11%	*	-	*	-	-	14%	*	11%	6%	9%	5%
	2021	15%	5%	8%	-	8%	*	-	-	-	-	0%	*	9%	4%	7%	4%
Grade 7 Reading																	
At Approaches Grade Level or Above	2022	80%	79%	84%	-	84%	*	*	-	-	-	54%	100%	85%	70%	83%	73%
	2021	69%	63%	64%	-	63%	-	-	*	-	-	17%	-	62%	76%	59%	33%
At Meets Grade Level or Above	2022	56%	52%	60%	-	60%	*	*	-	-	-	26%	40%	60%	52%	57%	32%
	2021	45%	38%	46%	-	47%	-	-	*	-	-	8%	-	44%	65%	44%	18%
At Masters Grade Level	2022	37%	33%	36%	-	36%	*	*	-	-	-	8%	20%	37%	26%	34%	10%
	2021	25%	19%	29%	-	30%	-	-	*	-	-	8%	-	27%	53%	27%	12%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2022	61%	47%	54%	-	55%	*	*	-	-	-	41%	*	56%	35%	55%	54%
	2021	55%	28%	34%	-	33%	-	-	*	-	-	31%	-	34%	36%	32%	23%
At Meets Grade Level or Above	2022	31%	16%	16%	-	16%	*	*	-	-	-	21%	*	16%	10%	15%	4%
	2021	27%	6%	8%	-	7%	-	-	*	-	-	15%	-	7%	18%	8%	7%
At Masters Grade Level	2022	13%	3%	3%	-	2%	*	*	-	-	-	5%	*	3%	0%	3%	0%
	2021	12%	2%	0%	-	0%	-	-	*	-	-	0%	-	0%	0%	0%	0%
Grade 8 Reading																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
MANZANO MIDDLE (031901055) - BROWNSVILLE ISD - CAMERON COUNTY

	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	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2022	83%	79%	82%	-	82%	-	-	*	-	-	59%	80%	84%	59%	81%	66%
	2021	73%	66%	78%	-	77%	-	-	*	-	-	57%	*	78%	*	75%	64%
At Meets Grade Level or Above	2022	58%	52%	58%	-	59%	-	-	*	-	-	41%	60%	59%	45%	56%	32%
	2021	46%	36%	33%	-	32%	-	-	*	-	-	43%	*	33%	*	31%	7%
At Masters Grade Level	2022	37%	31%	34%	-	35%	-	-	*	-	-	16%	20%	35%	27%	30%	15%
	2021	21%	15%	16%	-	15%	-	-	*	-	-	14%	*	15%	*	18%	0%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2022	71%	71%	76%	-	76%	-	-	*	-	-	51%	83%	77%	75%	75%	56%
	2021	62%	46%	63%	-	63%	-	-	*	-	-	50%	*	63%	70%	59%	44%
At Meets Grade Level or Above	2022	40%	39%	50%	-	50%	-	-	*	-	-	41%	33%	49%	54%	47%	27%
	2021	36%	20%	34%	-	34%	-	-	*	-	-	50%	*	34%	30%	29%	6%
At Masters Grade Level	2022	14%	14%	21%	-	20%	-	-	*	-	-	16%	0%	21%	17%	17%	8%
	2021	11%	5%	8%	-	8%	-	-	*	-	-	17%	*	8%	10%	8%	0%
Grade 8 Science																	
At Approaches Grade Level or Above	2022	74%	72%	81%	-	81%	-	-	*	-	-	51%	100%	81%	77%	79%	70%
	2021	68%	51%	64%	-	63%	-	-	*	-	-	50%	*	63%	80%	61%	42%
At Meets Grade Level or Above	2022	45%	36%	46%	-	45%	-	-	*	-	-	38%	60%	46%	41%	40%	26%
	2021	43%	25%	33%	-	31%	-	-	*	-	-	50%	*	30%	60%	37%	17%
At Masters Grade Level	2022	24%	14%	18%	-	17%	-	-	*	-	-	16%	20%	19%	5%	15%	13%
	2021	24%	11%	15%	-	14%	-	-	*	-	-	0%	*	13%	40%	15%	0%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2022	61%	56%	61%	-	61%	-	-	*	-	-	43%	60%	63%	48%	57%	43%
	2021	57%	34%	45%	-	43%	-	-	*	-	-	50%	*	43%	60%	49%	29%
At Meets Grade Level or Above	2022	31%	22%	26%	-	26%	-	-	*	-	-	32%	20%	28%	9%	22%	12%
	2021	28%	11%	17%	-	16%	-	-	*	-	-	50%	*	15%	40%	19%	0%
At Masters Grade Level	2022	18%	12%	15%	-	15%	-	-	*	-	-	16%	0%	15%	4%	12%	8%
	2021	14%	4%	3%	-	4%	-	-	*	-	-	17%	*	4%	0%	2%	0%
End of Course English I																	
At Approaches Grade Level or Above	2022	65%	68%	100%	-	100%	-	-	-	-	-	-	-	100%	*	100%	*
	2021	67%	64%	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 STAAR Performance (TAPR)
 MANZANO MIDDLE (031901055) - BROWNSVILLE ISD - CAMERON COUNTY

	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	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2022	47%	47%	100%	-	100%	-	-	-	-	-	-	-	100%	*	100%	*
	2021	50%	46%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2022	11%	11%	64%	-	64%	-	-	-	-	-	-	-	67%	*	69%	*
	2021	12%	10%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
End of Course Algebra I																	
At Approaches Grade Level or Above	2022	76%	89%	98%	-	98%	-	-	*	-	-	-	-	98%	*	97%	86%
	2021	73%	64%	93%	-	92%	-	-	*	-	-	*	-	92%	*	90%	80%
At Meets Grade Level or Above	2022	43%	58%	84%	-	84%	-	-	*	-	-	-	-	84%	*	86%	86%
	2021	41%	27%	65%	-	64%	-	-	*	-	-	*	-	65%	*	69%	60%
At Masters Grade Level	2022	27%	38%	70%	-	70%	-	-	*	-	-	-	-	70%	*	67%	86%
	2021	23%	13%	35%	-	32%	-	-	*	-	-	*	-	33%	*	38%	20%
End of Course Biology																	
At Approaches Grade Level or Above	2022	83%	84%	100%	-	100%	-	-	-	-	-	-	-	100%	*	100%	*
	2021	82%	77%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2022	55%	49%	97%	-	97%	-	-	-	-	-	-	-	97%	*	95%	*
	2021	55%	43%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2022	21%	14%	72%	-	72%	-	-	-	-	-	-	-	74%	*	71%	*
	2021	22%	12%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	75%	76%	-	76%	75%	*	100%	-	-	51%	79%	77%	64%	73%	62%
	2021	67%	59%	66%	-	65%	70%	-	100%	-	-	37%	58%	65%	67%	62%	47%
At Meets Grade Level or Above	2022	48%	46%	46%	-	46%	63%	*	70%	-	-	30%	38%	47%	37%	42%	25%
	2021	41%	31%	34%	-	33%	50%	-	50%	-	-	24%	17%	33%	37%	31%	13%
At Masters Grade Level	2022	23%	20%	24%	-	24%	50%	*	40%	-	-	13%	12%	25%	16%	21%	11%
	2021	18%	11%	13%	-	13%	20%	-	29%	-	-	4%	0%	13%	15%	12%	4%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	74%	81%	-	80%	*	*	*	-	-	52%	92%	82%	66%	78%	67%
	2021	68%	63%	70%	-	69%	*	-	*	-	-	35%	*	69%	71%	66%	50%
At Meets Grade Level or Above	2022	53%	51%	56%	-	56%	*	*	*	-	-	29%	50%	57%	47%	53%	33%
	2021	45%	38%	38%	-	38%	*	-	*	-	-	23%	*	38%	44%	35%	13%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
 MANZANO MIDDLE (031901055) - BROWNSVILLE ISD - CAMERON COUNTY

	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	EB / EL (Current & Monitored)
At Masters Grade Level	2022	25%	22%	34%	-	34%	*	*	*	-	-	13%	25%	34%	29%	30%	16%
	2021	18%	12%	20%	-	19%	*	-	*	-	-	7%	*	19%	23%	17%	5%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	74%	73%	-	73%	*	*	*	-	-	52%	67%	74%	62%	71%	60%
	2021	66%	51%	64%	-	64%	*	-	*	-	-	44%	*	64%	64%	60%	50%
At Meets Grade Level or Above	2022	42%	42%	40%	-	40%	*	*	*	-	-	27%	25%	41%	32%	36%	20%
	2021	37%	21%	30%	-	30%	*	-	*	-	-	23%	*	31%	25%	28%	14%
At Masters Grade Level	2022	20%	20%	18%	-	18%	*	*	*	-	-	12%	0%	19%	9%	15%	7%
	2021	18%	7%	9%	-	9%	*	-	*	-	-	2%	*	10%	8%	9%	3%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	76%	83%	-	83%	-	-	*	-	-	51%	100%	83%	78%	80%	72%
	2021	71%	62%	64%	-	63%	-	-	*	-	-	50%	*	63%	80%	61%	42%
At Meets Grade Level or Above	2022	47%	42%	51%	-	51%	-	-	*	-	-	38%	60%	52%	43%	44%	29%
	2021	44%	31%	33%	-	31%	-	-	*	-	-	50%	*	30%	60%	37%	17%
At Masters Grade Level	2022	21%	15%	24%	-	23%	-	-	*	-	-	16%	20%	25%	4%	20%	15%
	2021	20%	10%	15%	-	14%	-	-	*	-	-	0%	*	13%	40%	15%	0%
All Grades Social Studies																	
At Approaches Grade Level or Above	2022	75%	75%	61%	-	61%	-	-	*	-	-	43%	60%	63%	48%	57%	43%
	2021	73%	68%	45%	-	43%	-	-	*	-	-	50%	*	43%	60%	49%	29%
At Meets Grade Level or Above	2022	50%	46%	26%	-	26%	-	-	*	-	-	32%	20%	28%	9%	22%	12%
	2021	49%	44%	17%	-	16%	-	-	*	-	-	50%	*	15%	40%	19%	0%
At Masters Grade Level	2022	30%	25%	15%	-	15%	-	-	*	-	-	16%	0%	15%	4%	12%	8%
	2021	29%	21%	3%	-	4%	-	-	*	-	-	17%	*	4%	0%	2%	0%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
6th Graders																	
Reading and Mathematics	2022	31%	22%	31%	-	30%	*	-	*	-	-	22%	*	32%	19%	26%	16%
	2021	24%	14%	24%	-	23%	*	-	-	-	-	22%	*	25%	15%	21%	9%
Reading and Mathematics Including EOC	2022	31%	22%	31%	-	30%	*	-	*	-	-	22%	*	32%	19%	26%	16%
	2021	24%	14%	24%	-	23%	*	-	-	-	-	22%	*	25%	15%	21%	9%
Reading Including EOC	2022	43%	39%	46%	-	46%	*	-	*	-	-	24%	*	47%	42%	42%	31%
	2021	32%	25%	33%	-	33%	*	-	-	-	-	25%	*	33%	33%	29%	12%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
 MANZANO MIDDLE (031901055) - BROWNSVILLE ISD - CAMERON COUNTY

	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	EB/EL (Current & Monitored)
Math Including EOC	2022	40%	30%	37%	-	37%	*	-	*	-	-	24%	*	38%	26%	32%	20%
	2021	36%	19%	30%	-	29%	*	-	-	-	-	22%	*	32%	18%	27%	16%
7th Graders																	
Reading and Mathematics	2022	32%	23%	30%	-	30%	*	*	-	-	-	21%	0%	31%	22%	28%	7%
	2021	26%	14%	24%	-	25%	-	-	*	-	-	9%	-	23%	31%	19%	7%
Reading and Mathematics Including EOC	2022	33%	23%	30%	-	30%	*	*	-	-	-	21%	0%	31%	22%	28%	7%
	2021	27%	14%	24%	-	25%	-	-	*	-	-	9%	-	23%	31%	19%	7%
Reading Including EOC	2022	56%	52%	60%	-	60%	*	*	-	-	-	26%	40%	60%	52%	57%	32%
	2021	45%	38%	46%	-	47%	-	-	*	-	-	8%	-	44%	65%	44%	18%
Math Including EOC	2022	37%	25%	31%	-	31%	*	*	-	-	-	21%	20%	32%	22%	30%	7%
	2021	32%	15%	25%	-	25%	-	-	*	-	-	15%	-	25%	29%	20%	9%
8th Graders																	
Reading and Mathematics	2022	27%	22%	30%	-	30%	-	-	*	-	-	32%	20%	30%	30%	27%	17%
	2021	21%	9%	9%	-	9%	-	-	-	-	-	50%	*	10%	*	12%	0%
Reading and Mathematics Including EOC	2022	41%	37%	42%	-	42%	-	-	*	-	-	32%	20%	42%	39%	38%	22%
	2021	33%	18%	21%	-	20%	-	-	*	-	-	50%	*	21%	*	23%	0%
Reading Including EOC	2022	58%	56%	62%	-	62%	-	-	*	-	-	41%	60%	63%	48%	59%	35%
	2021	47%	36%	33%	-	32%	-	-	*	-	-	43%	*	33%	*	31%	7%
Math Including EOC	2022	48%	46%	52%	-	51%	-	-	*	-	-	41%	20%	52%	52%	47%	32%
	2021	43%	24%	38%	-	37%	-	-	*	-	-	43%	*	38%	38%	41%	16%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	31%	30%	-	30%	*	*	*	-	-	24%	17%	31%	23%	27%	14%
	2021	26%	14%	22%	-	22%	*	-	*	-	-	23%	*	23%	20%	19%	8%
Reading and Mathematics Including EOC	2022	36%	33%	34%	-	34%	*	*	*	-	-	24%	17%	35%	26%	31%	15%
	2021	28%	15%	24%	-	23%	*	-	*	-	-	23%	*	24%	22%	21%	8%
Reading Including EOC	2022	53%	51%	56%	-	56%	*	*	*	-	-	29%	50%	57%	47%	53%	33%
	2021	41%	31%	38%	-	38%	*	-	*	-	-	23%	*	38%	44%	35%	13%
Math Including EOC	2022	43%	41%	40%	-	40%	*	*	*	-	-	27%	25%	41%	32%	36%	20%
	2021	37%	20%	30%	-	30%	*	-	*	-	-	23%	*	31%	25%	28%	14%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
MANZANO MIDDLE (031901055) - BROWNSVILLE ISD - CAMERON COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 progress 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	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 6 ELA/Reading	2022	61	64	64	-	64	*	-	*	-	-	53	*	62	83	60	54
	2019	42	30	30	-	29	*	-	*	-	-	41	*	30	26	29	29
Grade 6 Mathematics	2022	61	67	60	-	61	*	-	*	-	-	70	*	62	50	61	56
	2019	54	35	35	-	35	*	-	*	-	-	30	*	36	20	32	31
Grade 7 ELA/Reading	2022	88	91	90	-	90	-	-	-	-	-	78	*	91	80	89	80
	2019	77	77	78	-	78	*	-	-	*	-	66	*	79	67	76	69
Grade 7 Mathematics	2022	60	63	63	-	62	*	-	-	-	-	59	*	64	50	63	59
	2019	62	59	63	-	63	*	-	-	*	-	42	*	65	44	63	56
Grade 8 ELA/Reading	2022	83	88	82	-	82	-	-	*	-	-	92	-	83	73	82	70
	2019	77	77	78	-	78	*	-	*	-	-	86	*	78	78	78	80
Grade 8 Mathematics	2022	74	85	83	-	83	-	-	*	-	-	54	*	82	92	83	65
	2019	82	91	89	-	89	*	-	*	-	-	81	*	89	87	89	86
End of Course Algebra I	2022	67	88	96	-	96	-	-	*	-	-	-	-	96	*	99	100
	2019	75	91	94	-	94	-	-	-	-	-	*	*	94	100	93	100
All Grades Both Subjects	2022	74	83	75	-	76	*	-	58	-	-	66	80	76	72	75	64
	2019	69	69	64	-	64	79	-	42	*	-	60	58	65	59	63	58
All Grades ELA/Reading	2022	78	83	79	-	79	*	-	*	-	-	70	100	79	79	78	67
	2019	68	67	64	-	64	92	-	*	*	-	67	61	64	61	63	59
All Grades Mathematics	2022	69	82	72	-	72	*	-	*	-	-	63	60	72	65	71	61
	2019	70	71	65	-	65	67	-	*	*	-	53	56	66	57	64	57

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
MANZANO MIDDLE (031901055) - BROWNSVILLE ISD - CAMERON COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2022	74%	75%	76%	33%	33%	-	-	-	-	58%	63%	57%	-	50%	77%	58%	85%
	2021	67%	59%	66%	-	-	-	-	-	-	38%	-	45%	19%	67%	73%	38%	66%
At Meets Grade Level or Above	2022	48%	46%	46%	17%	17%	-	-	-	-	19%	23%	18%	-	17%	51%	18%	56%
	2021	41%	31%	34%	-	-	-	-	-	-	7%	-	9%	2%	0%	42%	7%	32%
At Masters Grade Level	2022	23%	20%	24%	17%	17%	-	-	-	-	7%	8%	7%	-	0%	30%	7%	26%
	2021	18%	11%	13%	-	-	-	-	-	-	2%	-	3%	0%	0%	17%	2%	11%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	74%	81%	*	*	-	-	-	-	62%	63%	62%	-	*	82%	62%	92%
	2021	68%	63%	70%	-	-	-	-	-	-	38%	-	46%	7%	*	76%	39%	76%
At Meets Grade Level or Above	2022	53%	51%	56%	*	*	-	-	-	-	26%	31%	26%	-	*	61%	26%	70%
	2021	45%	38%	38%	-	-	-	-	-	-	7%	-	9%	0%	*	48%	7%	37%
At Masters Grade Level	2022	25%	22%	34%	*	*	-	-	-	-	9%	13%	8%	-	*	41%	9%	39%
	2021	18%	12%	20%	-	-	-	-	-	-	4%	-	5%	0%	*	25%	4%	18%
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	74%	73%	*	*	-	-	-	-	56%	75%	54%	-	*	74%	56%	84%
	2021	66%	51%	64%	-	-	-	-	-	-	42%	-	48%	19%	*	72%	43%	59%
At Meets Grade Level or Above	2022	42%	42%	40%	*	*	-	-	-	-	14%	25%	13%	-	*	46%	14%	50%
	2021	37%	21%	30%	-	-	-	-	-	-	8%	-	8%	6%	*	38%	8%	28%
At Masters Grade Level	2022	20%	20%	18%	*	*	-	-	-	-	5%	6%	5%	-	*	22%	4%	20%
	2021	18%	7%	9%	-	-	-	-	-	-	1%	-	2%	0%	*	13%	1%	6%
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	76%	83%	*	*	-	-	-	-	70%	80%	67%	-	-	85%	69%	88%
	2021	71%	62%	64%	-	-	-	-	-	-	25%	-	25%	-	-	76%	25%	45%
At Meets Grade Level or Above	2022	47%	42%	51%	*	*	-	-	-	-	23%	30%	22%	-	-	58%	22%	59%
	2021	44%	31%	33%	-	-	-	-	-	-	13%	-	13%	-	-	40%	13%	18%
At Masters Grade Level	2022	21%	15%	24%	*	*	-	-	-	-	14%	10%	15%	-	-	27%	14%	24%
	2021	20%	10%	15%	-	-	-	-	-	-	0%	-	0%	-	-	21%	0%	0%
All Grades Social Studies																		
At Approaches Grade Level or Above	2022	75%	75%	61%	*	*	-	-	-	-	38%	30%	39%	-	-	66%	38%	69%
	2021	73%	68%	45%	-	-	-	-	-	-	20%	-	20%	-	-	57%	20%	27%

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
MANZANO MIDDLE (031901055) - BROWNSVILLE ISD - CAMERON COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Meets Grade Level or Above	2022	50%	46%	26%	*	*	-	-	-	-	5%	0%	7%	-	-	32%	5%	31%
	2021	49%	44%	17%	-	-	-	-	-	-	0%	-	0%	-	-	27%	0%	0%
At Masters Grade Level	2022	30%	25%	15%	*	*	-	-	-	-	4%	0%	4%	-	-	19%	3%	14%
	2021	29%	21%	3%	-	-	-	-	-	-	0%	-	0%	-	-	5%	0%	0%
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	83%	75%	-	-	-	-	-	-	63%	61%	63%	-	*	79%	63%	77%
	2019	69%	69%	64%	-	-	-	-	-	-	62%	-	62%	-	67%		62%	
All Grades ELA/Reading	2022	78%	83%	79%	-	-	-	-	-	-	63%	50%	64%	-	*	84%	64%	82%
	2019	68%	67%	64%	-	-	-	-	-	-	62%	-	62%	-	67%		62%	
All Grades Mathematics	2022	69%	82%	72%	-	-	-	-	-	-	63%	71%	62%	-	*	75%	62%	72%
	2019	70%	71%	65%	-	-	-	-	-	-	62%	-	62%	-	67%		62%	

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

- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

Texas Education Agency
2021-22 STAAR Participation (TAPR)
MANZANO MIDDLE (031901055) - BROWNSVILLE ISD - CAMERON COUNTY

	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	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	99%	*	99%	100%	*	100%	-	-	100%	100%	100%	99%	99%	99%
Included in Accountability	93%	93%	95%	*	95%	67%	*	100%	-	-	95%	94%	98%	71%	95%	90%
Not Included in Accountability: Mobile	5%	3%	4%	*	4%	33%	*	0%	-	-	4%	6%	1%	25%	4%	8%
Not Included in Accountability: Other Exclusions	1%	3%	0%	*	0%	0%	*	0%	-	-	1%	0%	0%	2%	0%	1%
Not Tested	1%	1%	1%	*	1%	0%	*	0%	-	-	0%	0%	0%	1%	1%	1%
Absent	1%	1%	1%	*	1%	0%	*	0%	-	-	0%	0%	0%	1%	1%	1%
Other	0%	0%	0%	*	0%	0%	*	0%	-	-	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	99%	*	99%	100%	*	*	-	-	100%	100%	100%	98%	99%	99%
Included in Accountability	92%	91%	94%	*	94%	80%	*	*	-	-	95%	92%	98%	68%	94%	89%
Not Included in Accountability: Mobile	5%	3%	5%	*	5%	20%	*	*	-	-	4%	8%	2%	27%	5%	8%
Not Included in Accountability: Other Exclusions	2%	5%	1%	*	1%	0%	*	*	-	-	1%	0%	0%	4%	1%	2%
Not Tested	1%	1%	1%	*	1%	0%	*	*	-	-	0%	0%	0%	2%	1%	1%
Absent	1%	1%	1%	*	1%	0%	*	*	-	-	0%	0%	0%	2%	1%	1%
Other	0%	0%	0%	*	0%	0%	*	*	-	-	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	100%	*	100%	100%	*	*	-	-	100%	100%	100%	98%	100%	99%
Included in Accountability	93%	95%	94%	*	95%	80%	*	*	-	-	95%	92%	98%	69%	94%	90%
Not Included in Accountability: Mobile	5%	3%	5%	*	5%	20%	*	*	-	-	4%	8%	2%	27%	5%	8%
Not Included in Accountability: Other Exclusions	1%	1%	0%	*	0%	0%	*	*	-	-	1%	0%	0%	3%	0%	1%
Not Tested	1%	1%	0%	*	0%	0%	*	*	-	-	0%	0%	0%	2%	0%	1%
Absent	1%	1%	0%	*	0%	0%	*	*	-	-	0%	0%	0%	2%	0%	1%
Other	0%	1%	0%	*	0%	0%	*	*	-	-	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	99%	99%	-	99%	*	-	*	-	-	100%	100%	99%	100%	99%	97%
Included in Accountability	93%	95%	96%	-	97%	*	-	*	-	-	95%	100%	98%	79%	96%	92%
Not Included in Accountability: Mobile	4%	3%	3%	-	2%	*	-	*	-	-	3%	0%	1%	21%	3%	6%
Not Included in Accountability: Other Exclusions	1%	1%	0%	-	0%	*	-	*	-	-	3%	0%	0%	0%	0%	0%
Not Tested	2%	1%	1%	-	1%	*	-	*	-	-	0%	0%	1%	0%	1%	3%

Texas Education Agency
2021-22 STAAR Participation (TAPR)
 MANZANO MIDDLE (031901055) - BROWNSVILLE ISD - CAMERON COUNTY

	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	EB/EL (Current & Monitored)
Absent	1%	1%	1%	-	1%	*	-	*	-	-	0%	0%	1%	0%	1%	3%
Other	0%	0%	0%	-	0%	*	-	*	-	-	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	99%	99%	-	99%	*	-	*	-	-	100%	100%	99%	100%	99%	97%
Included in Accountability	94%	96%	96%	-	97%	*	-	*	-	-	95%	100%	98%	79%	96%	92%
Not Included in Accountability: Mobile	4%	2%	3%	-	2%	*	-	*	-	-	3%	0%	1%	21%	3%	6%
Not Included in Accountability: Other Exclusions	1%	1%	0%	-	0%	*	-	*	-	-	3%	0%	0%	0%	0%	0%
Not Tested	2%	1%	1%	-	1%	*	-	*	-	-	0%	0%	1%	0%	1%	3%
Absent	1%	1%	1%	-	1%	*	-	*	-	-	0%	0%	1%	0%	1%	3%
Other	0%	0%	0%	-	0%	*	-	*	-	-	0%	0%	0%	0%	0%	0%
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	71%	51%	-	51%	50%	*	100%	-	-	43%	63%	51%	50%	51%	53%
Included in Accountability	83%	67%	48%	-	48%	50%	*	100%	-	-	38%	63%	49%	44%	47%	45%
Not Included in Accountability: Mobile	3%	1%	1%	-	1%	0%	*	0%	-	-	2%	0%	1%	2%	1%	1%
Not Included in Accountability: Other Exclusions	1%	3%	2%	-	2%	0%	*	0%	-	-	2%	0%	1%	4%	2%	6%
Not Tested	12%	29%	49%	-	49%	50%	*	0%	-	-	57%	37%	49%	50%	49%	47%
Absent	2%	0%	0%	-	0%	0%	*	0%	-	-	0%	0%	0%	0%	0%	0%
Other	10%	29%	49%	-	49%	50%	*	0%	-	-	57%	37%	49%	50%	49%	47%
Reading																
Assessment Participant	89%	76%	56%	-	56%	50%	*	*	-	-	49%	57%	56%	60%	57%	66%
Included in Accountability	83%	68%	50%	-	50%	50%	*	*	-	-	41%	57%	51%	47%	50%	47%
Not Included in Accountability: Mobile	3%	1%	1%	-	1%	0%	*	*	-	-	3%	0%	1%	3%	1%	1%
Not Included in Accountability: Other Exclusions	3%	7%	5%	-	5%	0%	*	*	-	-	6%	0%	4%	10%	6%	18%
Not Tested	11%	24%	44%	-	44%	50%	*	*	-	-	51%	43%	44%	40%	43%	34%
Absent	2%	1%	0%	-	0%	0%	*	*	-	-	0%	0%	0%	0%	0%	0%
Other	10%	24%	44%	-	44%	50%	*	*	-	-	51%	43%	44%	40%	43%	34%
Mathematics																
Assessment Participant	88%	67%	56%	-	56%	50%	*	*	-	-	43%	57%	56%	55%	55%	53%
Included in Accountability	84%	65%	55%	-	55%	50%	*	*	-	-	41%	57%	55%	52%	54%	51%
Not Included in Accountability: Mobile	4%	1%	1%	-	1%	0%	*	*	-	-	3%	0%	1%	2%	1%	1%

Texas Education Agency
2021-22 STAAR Participation (TAPR)
 MANZANO MIDDLE (031901055) - BROWNSVILLE ISD - CAMERON COUNTY

	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	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	0%	0%	0%	-	0%	0%	*	*	-	-	0%	0%	0%	1%	0%	0%
Not Tested	12%	33%	44%	-	44%	50%	*	*	-	-	57%	43%	44%	45%	45%	47%
Absent	2%	0%	0%	-	0%	0%	*	*	-	-	0%	0%	0%	0%	0%	0%
Other	10%	33%	44%	-	44%	50%	*	*	-	-	57%	43%	44%	45%	45%	47%
Science																
Assessment Participant	87%	68%	24%	-	23%	*	-	*	-	-	26%	*	25%	17%	23%	19%
Included in Accountability	84%	66%	23%	-	23%	*	-	*	-	-	26%	*	24%	17%	22%	19%
Not Included in Accountability: Mobile	3%	1%	1%	-	1%	*	-	*	-	-	0%	*	1%	0%	1%	0%
Not Included in Accountability: Other Exclusions	0%	0%	0%	-	0%	*	-	*	-	-	0%	*	0%	0%	0%	0%
Not Tested	13%	32%	76%	-	77%	*	-	*	-	-	74%	*	75%	83%	77%	81%
Absent	2%	0%	0%	-	0%	*	-	*	-	-	0%	*	0%	0%	0%	0%
Other	10%	32%	76%	-	77%	*	-	*	-	-	74%	*	75%	83%	77%	81%
Social Studies																
Assessment Participant	87%	73%	23%	-	22%	*	-	*	-	-	26%	*	23%	17%	22%	22%
Included in Accountability	84%	72%	22%	-	21%	*	-	*	-	-	26%	*	23%	17%	21%	22%
Not Included in Accountability: Mobile	3%	1%	1%	-	1%	*	-	*	-	-	0%	*	1%	0%	1%	0%
Not Included in Accountability: Other Exclusions	0%	0%	0%	-	0%	*	-	*	-	-	0%	*	0%	0%	0%	0%
Not Tested	13%	27%	77%	-	78%	*	-	*	-	-	74%	*	77%	83%	78%	78%
Absent	3%	0%	0%	-	0%	*	-	*	-	-	0%	*	0%	0%	0%	0%
Other	10%	27%	77%	-	78%	*	-	*	-	-	74%	*	77%	83%	78%	78%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
 MANZANO MIDDLE (031901055) - BROWNSVILLE ISD - CAMERON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2020-21	95.0%	97.1%	99.0%	-	99.0%	98.8%	*	*	-	-	98.4%	98.8%	99.1%
2019-20	98.3%	98.4%	98.8%	-	98.8%	98.3%	-	*	*	-	98.3%	98.7%	98.6%
Chronic Absenteeism													
2020-21	15.0%	9.2%	2.7%	-	2.8%	0.0%	*	*	-	-	4.5%	3.3%	4.5%
2019-20	6.7%	7.6%	5.0%	-	5.0%	11.1%	-	*	*	-	11.5%	5.7%	6.0%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.6%	0.2%	-	0.2%	*	-	*	-	-	1.5%	0.2%	0.0%
2019-20	0.5%	0.1%	0.0%	-	0.0%	0.0%	-	*	*	-	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	0.9%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	90.3%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	3.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	97.2%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	96.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	96.5%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
 MANZANO MIDDLE (031901055) - BROWNSVILLE ISD - CAMERON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.0%	96.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	96.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	96.9%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	96.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.6%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	96.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	92.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	2.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
 MANZANO MIDDLE (031901055) - BROWNSVILLE ISD - CAMERON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	94.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	97.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	96.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	4.5%	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	8.7%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	1.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	96.1%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	94.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	95.9%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	95.4%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Graduation Profile (TAPR)
 MANZANO MIDDLE (031901055) - BROWNSVILLE ISD - CAMERON COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	3,032	358,842
By Ethnicity:				
African American	-	-	5	44,018
Hispanic	-	-	3,004	183,306
White	-	-	19	103,898
American Indian	-	-	0	1,195
Asian	-	-	2	18,030
Pacific Islander	-	-	1	553
Two or More Races	-	-	1	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	21	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	1	729
Foundation H.S. Program (No Endorsement)	-	-	102	56,281
Foundation H.S. Program (Endorsement)	-	-	15	13,582
Foundation H.S. Program (DLA)	-	-	2,893	287,316
Special Education Graduates	-	-	298	31,028
Economically Disadvantaged Graduates	-	-	2,562	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	435	32,809
At-Risk Graduates	-	-	1,728	155,884
CTE Completers	-	-	1,955	99,076

There is no data for this campus.

There is no data for this campus.

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
MANZANO MIDDLE (031901055) - BROWNSVILLE ISD - CAMERON COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Student Information (TAPR)
 MANZANO MIDDLE (031901055) - BROWNSVILLE ISD - CAMERON COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	903	100.0%	38,412	5,402,928	903	100.0%	38,448	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.4%
Pre-Kindergarten	0	0.0%	6.5%	4.1%	0	0.0%	6.5%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	2.0%	0.6%	0	0.0%	2.0%	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	4.5%	3.5%	0	0.0%	4.5%	3.5%
Kindergarten	0	0.0%	5.6%	6.8%	0	0.0%	5.6%	6.8%
Grade 1	0	0.0%	6.7%	7.1%	0	0.0%	6.7%	7.1%
Grade 2	0	0.0%	6.2%	7.1%	0	0.0%	6.2%	7.1%
Grade 3	0	0.0%	6.6%	7.1%	0	0.0%	6.5%	7.1%
Grade 4	0	0.0%	6.7%	7.1%	0	0.0%	6.7%	7.1%
Grade 5	0	0.0%	7.0%	7.2%	0	0.0%	7.0%	7.2%
Grade 6	289	32.0%	6.8%	7.4%	289	32.0%	6.8%	7.4%
Grade 7	295	32.7%	7.4%	7.7%	295	32.7%	7.4%	7.7%
Grade 8	319	35.3%	7.4%	7.9%	319	35.3%	7.4%	7.8%
Grade 9	0	0.0%	9.1%	8.8%	0	0.0%	9.1%	8.8%
Grade 10	0	0.0%	7.8%	7.6%	0	0.0%	7.8%	7.5%
Grade 11	0	0.0%	8.0%	7.2%	0	0.0%	8.0%	7.2%
Grade 12	0	0.0%	8.1%	6.7%	0	0.0%	8.1%	6.7%
Ethnic Distribution:								
African American	0	0.0%	0.1%	12.8%	0	0.0%	0.1%	12.8%
Hispanic	893	98.9%	98.5%	52.8%	893	98.9%	98.5%	52.7%
White	6	0.7%	1.1%	26.3%	6	0.7%	1.1%	26.3%
American Indian	1	0.1%	0.0%	0.3%	1	0.1%	0.0%	0.3%
Asian	3	0.3%	0.2%	4.8%	3	0.3%	0.2%	4.8%
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%	2.9%	0	0.0%	0.0%	2.9%
Sex:								
Female	403	44.6%	48.7%	48.9%	403	44.6%	48.7%	48.8%
Male	500	55.4%	51.3%	51.1%	500	55.4%	51.3%	51.2%
Economically Disadvantaged	743	82.3%	89.5%	60.7%	743	82.3%	89.5%	60.6%
Non-Educationally Disadvantaged	160	17.7%	10.5%	39.3%	160	17.7%	10.5%	39.4%
Section 504 Students	136	15.1%	9.3%	7.4%	136	15.1%	9.3%	7.4%
EB Students/EL	199	22.0%	38.0%	21.7%	199	22.0%	37.9%	21.7%
Students w/ Disciplinary Placements (2020-21)	0	0.0%	0.0%	0.6%				

Texas Education Agency
2021-22 Student Information (TAPR)
MANZANO MIDDLE (031901055) - BROWNSVILLE ISD - CAMERON COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Dyslexia	124	13.7%	7.0%	5.0%	124	13.7%	7.0%	5.0%
Foster Care	0	0.0%	0.3%	0.3%	0	0.0%	0.3%	0.3%
Homeless	11	1.2%	2.6%	1.1%	11	1.2%	2.6%	1.1%
Immigrant	4	0.4%	1.0%	2.0%	4	0.4%	1.0%	2.0%
Migrant	8	0.9%	1.1%	0.3%	8	0.9%	1.1%	0.3%
Title I	903	100.0%	99.9%	64.3%	903	100.0%	99.9%	64.3%
Military Connected	2	0.2%	0.6%	3.3%	2	0.2%	0.6%	3.3%
At-Risk	589	65.2%	76.1%	53.5%	589	65.2%	76.0%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	188	20.8%	37.5%	21.9%	188	20.8%	37.5%	21.8%
Career and Technical Education	115	12.7%	29.2%	25.8%				
Career and Technical Education (9-12 grades only)	0	0.0%	82.7%	71.0%				
Gifted and Talented Education	168	18.6%	10.6%	8.0%	168	18.6%	10.6%	8.0%
Special Education	143	15.8%	15.0%	11.6%	143	15.8%	15.0%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	143							
By Type of Primary Disability								
Students with Intellectual Disabilities	80	55.9%	56.7%	43.0%				
Students with Physical Disabilities	7	4.9%	11.2%	20.8%				
Students with Autism	24	16.8%	11.8%	14.7%				
Students with Behavioral Disabilities	32	22.4%	18.8%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	1.5%	1.5%				
Mobility (2020-21):								
Total Mobile Students	60	6.5%	12.4%	13.6%				
By Ethnicity:								
African American	0	0.0%	0.0%	2.5%				
Hispanic	60	6.5%	12.0%	6.6%				
White	0	0.0%	0.3%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.0%	0.5%				
Count and Percent of Special Ed Students who are Mobile	9	8.0%	15.3%	15.7%				
Count and Percent of EB Students/EL who are Mobile	15	8.5%	16.0%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	53	7.1%	12.8%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	67	10.5%	17.6%	18.9%				

Texas Education Agency
2021-22 Student Information (TAPR)
 MANZANO MIDDLE (031901055) - BROWNSVILLE ISD - CAMERON COUNTY

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	1.2%	1.9%	-	2.4%	5.2%
Grade 1	-	6.9%	2.9%	-	6.6%	4.2%
Grade 2	-	3.6%	1.7%	-	2.5%	2.2%
Grade 3	-	3.0%	1.0%	-	0.9%	1.0%
Grade 4	-	1.6%	0.7%	-	0.7%	0.7%
Grade 5	-	0.8%	0.5%	-	0.6%	0.7%
Grade 6	1.9%	2.8%	0.6%	2.4%	3.0%	0.6%
Grade 7	1.8%	6.3%	0.7%	0.0%	6.0%	0.7%
Grade 8	3.8%	4.3%	0.6%	0.0%	2.5%	0.8%
Grade 9	-	16.3%	10.5%	-	26.4%	14.1%

Class Size Averages by Grade and Subject
 (Derived from teacher responsibility records):

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	17.5	18.7
Grade 1	-	16.6	18.7
Grade 2	-	15.2	18.6
Grade 3	-	15.0	18.7
Grade 4	-	14.0	18.8
Grade 5	-	15.4	20.2
Grade 6	23.3	18.1	19.2
Secondary:			
English/Language Arts	19.1	16.3	16.3
Foreign Languages	25.9	15.5	18.4
Mathematics	23.5	17.9	17.5
Science	23.8	18.0	18.5
Social Studies	24.1	17.3	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
MANZANO MIDDLE (031901055) - BROWNSVILLE ISD - CAMERON COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	79.6	100.0%	100.0%	100.0%
Professional Staff:	66.5	83.6%	56.3%	64.1%
Teachers	56.3	70.8%	43.4%	49.3%
Professional Support	7.7	9.7%	10.1%	10.7%
Campus Administration (School Leadership)	2.5	3.1%	2.6%	2.9%
Educational Aides:	13.1	16.4%	11.6%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	56.0	4,194.0
Part-time Librarians	0.0	n/a	2.0	607.0
Full-time Counselors	2.0	n/a	143.0	13,550.0
Part-time Counselors	2.0	n/a	7.0	1,176.0
Total Minority Staff:	73.5	92.3%	94.6%	52.1%
Teachers by Ethnicity:				
African American	0.0	0.0%	0.2%	11.2%
Hispanic	51.5	91.4%	91.9%	28.9%
White	4.8	8.6%	7.4%	56.4%
American Indian	0.0	0.0%	0.1%	0.3%
Asian	0.0	0.0%	0.1%	1.9%
Pacific Islander	0.0	0.0%	0.3%	0.1%
Two or More Races	0.0	0.0%	0.0%	1.2%
Teachers by Sex:				
Males	23.1	41.0%	31.5%	24.1%
Females	33.3	59.0%	68.5%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.6%	1.4%
Bachelors	46.0	81.7%	78.9%	72.6%
Masters	10.3	18.3%	19.0%	25.2%
Doctorate	0.0	0.0%	0.5%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	1.0	1.8%	3.5%	7.9%
1-5 Years Experience	8.0	14.2%	11.6%	26.7%
6-10 Years Experience	10.9	19.4%	14.5%	20.6%
11-20 Years Experience	20.1	35.6%	42.6%	28.6%
21-30 Years Experience	12.4	21.9%	22.5%	13.2%
Over 30 Years Experience	4.0	7.1%	5.3%	2.9%

Texas Education Agency
2021-22 Staff Information (TAPR)
 MANZANO MIDDLE (031901055) - BROWNSVILLE ISD - CAMERON COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	16.0	n/a	14.4	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	8.0	10.1	6.3
Average Years Experience of Principals with District	8.0	9.3	5.4
Average Years Experience of Assistant Principals	8.7	9.8	5.5
Average Years Experience of Assistant Principals with District	8.7	9.7	4.8
Average Years Experience of Teachers:	15.2	15.5	11.1
Average Years Experience of Teachers with District:	14.7	14.8	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$48,500	\$56,343	\$51,054
1-5 Years Experience	\$51,289	\$54,759	\$54,577
6-10 Years Experience	\$53,512	\$56,671	\$57,746
11-20 Years Experience	\$61,293	\$61,043	\$61,377
21-30 Years Experience	\$65,911	\$67,995	\$65,949
Over 30 Years Experience	\$69,089	\$74,873	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$59,699	\$61,814	\$58,887
Professional Support	\$69,659	\$76,265	\$69,505
Campus Administration (School Leadership)	\$85,358	\$91,159	\$84,990
Instructional Staff Percent:	n/a	59.1%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	---- Campus ----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.6	1.0%	2.4%	6.2%
Career and Technical Education	1.0	1.8%	5.9%	5.2%
Compensatory Education	0.0	0.0%	0.4%	3.0%
Gifted and Talented Education	0.0	0.0%	2.5%	1.7%
Regular Education	46.9	83.2%	77.2%	70.8%
Special Education	7.9	14.1%	11.3%	9.6%
Other	0.0	0.0%	0.2%	3.5%

Texas Education Agency
2021-22 Staff Information (TAPR)
MANZANO MIDDLE (031901055) - BROWNSVILLE ISD - CAMERON COUNTY

- Indicates there is no data for the item.
- * Indicates results are masked due to small numbers.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- 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 2020-21 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)