

San Benito Consolidated Independent School District



Berta Cabaza Middle School

2025-2026 Campus Improvement Plan

Mission Statement

Greypup P.A.W.S. Mission

BCMS Greypups:

- will **P**repare for life challenges,
- will **A**spire to always be better,
- will be **W**illing to accept change,
- will be **S**upportive of all diversity.

#PAWS

Vision

(It is the vision of BCMS to educate)

Every Student, Every Day!

Value Statement

BCMS Greypups Code:

Behave responsibly

Conduct oneself with pride

Meet expectations

Show respect to self, others, and property

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Comprehensive Needs Assessment

Demographics

Summary

Size & Student/Teacher Ratio

Berta Cabaza Middle School started the 2025-2026 school year with 669 students. 6th Grade makes up 35% of the school population. 7th Grade makes up 30% of the school population and 8th Grade makes up 35% of the school population. The student total population is down by 17 students from the previous year. In the 2024-2025 school year, BCMS had 686 enrolled students. We currently have a 15:1 Student to Teacher ratio.

Grades Offered

Students in Berta Cabaza are offered 6th, 7th, and 8th Grade Core Curriculum and TEKS. Students in 7th and 8th grade are offered the opportunity to begin building and earning high school credits through our qualified Career and Technical Education Program. We offer accelerated instruction in the Areas of Math, Science, and Reading to provide our students with a competitive advantage of completing their 1 Freshman level core classes at the 8th grade level, to allow for our students to take Upper-Level Core Classes when they reach their senior year. Students can earn 1 Algebra I, and up to 5 Credits of Career and Technical Education-qualified classes during the instructional day.

Demographic and Socioeconomic Details

Mostly Students of Hispanic Descent

In the 2024 - 2025 school year, we had 673 students, or 97.11% of the student population at Berta Cabaza Middle who identified as Hispanic, making up the largest segment of the student body. A typical school in San Benito is made up of an estimate 99% Hispanic students, so Berta Cabaza Middle has a very similar ethnic distribution compared to other schools in the city.

Students in the special education program consist of 22% of our population. (144 students). These students are provided education with a set of services provided by our faculty and staff here at Berta Cabaza. This program is governed by federal law (Individuals with Disabilities Education Act, IDEA), special education is defined as: "Specially designed instruction, at no cost to parents, to meet the unique needs of a child with a disability." Students in the Gifted and Talented Program consist of 8.6% (58 students). Our small group of identified GT Students are provided unique instruction that supports their gifted areas. Students within this program participate in the annual Texas Performance Standards Project to maintain their enrollment in this program. Students that are At-Risk of Graduating On time with a standard high school diploma is roughly 62% of our students' population (414 students). We have 9 students in our Migrant Program. These students typically arrive a few weeks after school starts and leave a couple months before school ends. Their enrollment pattern is consistent with the jobs their families accept in the agriculture industry.

San Benito CISD is a Title 1 school due to the socioeconomic status of our families. Berta Cabaza has 78.36% (536 of 669) students that come from families of low economic status. A low socioeconomic status means that a person does not have enough money to live a somehow comfortable life. Usually, individuals under this category do not have nice educational attainments, making it harder for them to find jobs that will pay them well compared to individuals that are categorized higher in the social economic food chain.

Disciplinary Action Rates

Berta Cabaza Middle school continues to refrain from Zero-Tolerance Policy (unless offenses are mandated by state of Texas as safety concerns) to a Positive Behavior Intervention and Support System for Student Behavior Re-Direction. Over the past few years, we can see a fluctuation in all areas across the board for our students being removed from the instructional setting due to discipline.

	ISS	Previous Year Change	OSS	Previous Year Change	Positive Re-Direction Center (PRC/DAEP) PLACEMENT	Previous Year Change

2024-2025	226	+22	167	+80	44	+25
2023-2024	204	-179	87	-7	19	-79
2022-2023	383	+158	94	+16	98	+6
2021-2022	225	+225	78	+70	92	+89
2020-2021	0	-201	8	-77	3	-26
2019-2020	201	-80	85	-17	29	-3
2018-2019	281	+104	102	+52	32	-13
2017-2018	177	-73	50	+6	45	-12
2016-2017	250	-134	44	-35	57	-15
2015-2016	384	- 73	79	-15	72	+22
2014-2015	457		94		50	

Attendance Rate (Pending 22-23 TAPR Report)

We can see we have a consistent attendance rate over the span of 8 years.

TAPR REPORTS	CAMPUS	DISTRICT	STATE
2024-2025	Pending		
2023-2024	Pending		
2022-2023	Pending		
2021-2022	95.2	96	95
2020-2021	No data released		
2019-2020	97.0	97.4	98.3
2018-2019	93.9	94.2	95.4
2017-2018	93.8	94.0	--
2016-2017	94.6	94.8	--
2015-2016	95.3	95.3	95.8
2014-2015	95.3	95.5	95.7
2013-2014	95.8	95.6	95.8
2012-2013	95.4	95.4	95.9

School Staff

School Staff						
Teacher Experience Breakdown						
	# of Teachers	Beginning Teachers	1-5 Years Experience	6-10 Years Experience	11-20 Years Experience	Over 20 Years Experience

2024-2025	TAPR Pending	0	8	10.8	16.1	11.5
2023-2024	TAPR Pending					
2022-2023	TAPR Pending					
2021-2022	50.2	2.1	10	13	15.5	9.5
2020-2021	52.4	0	13.6	12	16.5	9.3
2019-2020	59.2	0	16.3	11.2	18	13.7
2018-2019	57.7	8.1	18	6.3	13.9	11.5
2017-2018	56.3	7.9	13	9.8	13.2	12.4

Student-Counselor Ratio

With our student count fluctuating for the past few years from as high as 856 to as low as 669, our counseling department has been consistent with 2 full time counselors on campus for our students. Both of our counselors are committed to one full grade level and splitting the sixth grade student population for more frequent contact with our students transition from an elementary schedule to an eight period rotational schedule and set of classes.

References

2014-2022 Texas Academic Performance Report

2022-2023 Disaggregated PEIMS Data

2014-2022 School Report Cards

2014-2024 Discipline Reports

Size & Student/Teacher Ratio

Strengths

- Berta Cabaza Middle School has 100% of students under Title one. This allows for our campus to qualify for federal funding to provide students with the same educational playing field as other inner cities with students in a higher economic status community.
- Berta Cabaza Middle School has a 15:1 teacher ratio compared to 14.6:1 state ratio.
- Berta Cabaza Middle School offers freshman level courses that allow students to earn high school credit during Middle School. Courses earning credit start in grade 6.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1★ Student enrollment has decreased at Berta Cabaza Middle School from 826 students in 2022, to 741 in 2023 In the 2024-2025 school year, we have 685 enrolled students. We currently have 669 enrolled students for the 2025-2026 school year.	Students zoned to Berta Cabaza Middle School are enrolling at surrounding school districts and charter schools.

★ = Priority

Student Learning

Summary

Student Achievement Summary

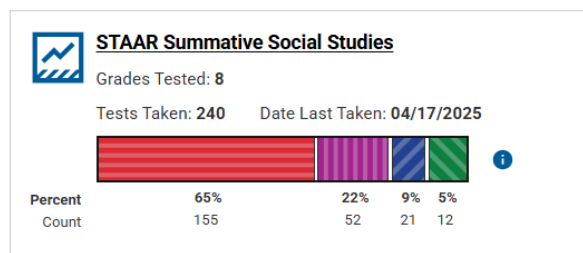
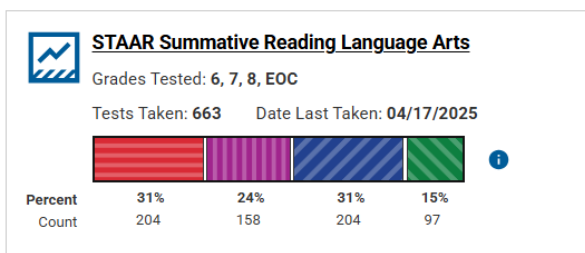
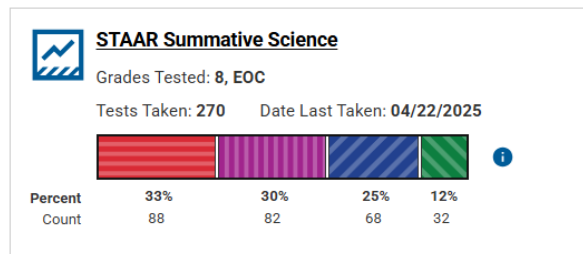
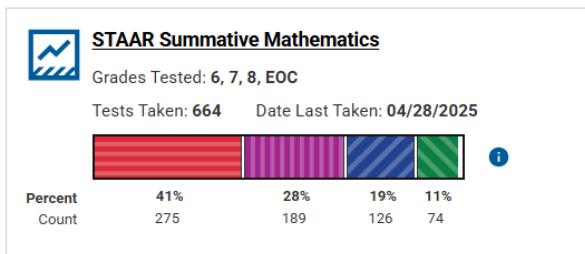
According to district data, Berta Cabaza Middle School received a C rating for the 2024-2025 school year in the Texas Education Agency Accountability System.

Berta Cabaza Middle School was measured in 3 Domains: Student Achievement, School Progress, and Closing the Gaps. Campuses can also earn up to the 7 Distinction Designations, or awards for outstanding performance in the following areas: ELA/Reading, Science, Comparative Academic Growth, Postsecondary Readiness, Mathematics, Social Studies, and Comparative Closing the Gaps.

Image from the TEA provided Accountability ratings for Berta Cabaza Middle School

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		76	C	
Student Achievement		69	D	0%
STAAR Performance	37	69		
College, Career and Military Readiness				
Graduation Rate				
School Progress		75	C	70%
Academic Growth	63	73	C	
Relative Performance (Eco Dis: 80.0%)		75	C	✓
Closing the Gaps	51	77	C	30%

STAAR Score Summary



Strengths

Student Achievement Strengths for the 2025-2026 school year:

- Our ELAR scores increased by 6% to get us to a 70% of students approaching the test.
- 100% of 8th Grade Students in English I Met State Satisfactory Standards in the 2024-2025 STAAR
- 100% of 8th Grade Students in Biology Approached State Satisfactory Standards three years in a row for All Students.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1★ Berta Cabaza Middle School scored below the state average in all Math STAAR grade levels. The campus was at 60% approaches for the 2024-2025 school year.	Teachers inconsistently implement math instructional best practices across all grade levels, resulting in varied quality of instruction and uneven student mastery of mathematical concepts and skills.
2★ Berta Cabaza Middle School scored below the state average in all Reading STAAR grade levels. 30% of our students received 0 points in the extended constructed response section of the 2025 Reading STAAR test.	Students did not effectively use writing extended constructed responses strategy. Teachers put into practice a strategy of extended constructed responses halfway through the year.
3★ Berta Cabaza Middle School scored below the state average in 8th grade Social Studies STAAR grade levels. The campus was at 38% approaches for the 2024-2025 school year.	Berta Cabaza Middle School faces two critical challenges in Social Studies instruction: inconsistent implementation of research-based instructional practices across all grade levels, and an 8th grade teacher vacancy that has resulted in fragmented instruction through long-term substitute coverage, limiting students' ability to develop critical thinking skills and meet state standards.
4★ Berta Cabaza Middle School has multiple identified areas where target goals were not met for consecutive years. Two target groups that did not meet targets include Special Education and Emergent Bilingual Learners.	Lack of specially designed instruction that addresses the unique needs of Special Education & EB students. Inadequate tracking of individual student progress toward IEP goals and language proficiency targets.
5 Despite having established intervention systems and access to instructional technology, student academic performance in reading and mathematics has not shown consistent growth across all grade levels. Current processes do not fully ensure interventions are targeted with fidelity, progress monitoring is consistent, or that differentiated instructional strategies are embedded in every classroom.	The inconsistent use of data to inform instruction and intervention placement, combined with varying levels of teacher implementation of differentiated strategies, limits the effectiveness of academic support programs. Additionally, limited time for collaborative planning and professional development impacts the ability to fully address student needs.

★ = Priority

School Processes & Programs

Summary

Personnel

BCMS employs high-quality teachers who meet the required certifications to teach their specific content area.

Instruction

Curriculum, Instruction, and Assessment at BCMS is centered on the TEKS resource system YAG and district-provided curriculum at a glance. Math is utilizing the TEA-approved Bluebonnet Curriculum, while ELAR is using TIER 1 "My Perspectives" textbook. Some programs and strategies used as interventions are: iReady, Summit K12, IXL, and Branching Minds. Teachers are observed and given feedback through the Eduphoria: Strive systems with an emphasis on the Fundamental 5 strategies.

During PLC's our teachers analyze and break down data to make instructional decisions. Decisions are made regarding the sequence and pacing of pre-teaching, spiraling, and differentiation of lessons according to students' weaknesses and strengths shown in Student Expectations mastered. Data is gathered from different sources including: district diagnostic tests, district benchmarks, STAAR assessments, TELPAS ratings, and teacher-made assessments. Evidence that supports implementation of high impact/high yield interventions include student performance on progress reports, report cards, assessments, class assignments, and state exams. Students in need of interventions are determined through evaluations, classroom observations, progress monitoring and teacher recommendations. Student progress is monitored regularly.

Instructional support programs include differentiated classroom practices, tutorials, and interventions targeting reading and mathematics growth. Students have access to technology-based learning platforms, as well as enrichment opportunities through fine arts, athletics, and extracurricular clubs. Positive behavior systems are in place to reinforce expectations and promote a safe, respectful campus culture. Counseling services, mentoring, and parent engagement activities further support the whole child. These processes and programs work together to ensure that students are provided equitable access to high-quality instruction, interventions, and supports that foster academic achievement and social-emotional growth.

Organizational

Berta Cabaza Middle School provides parents with the district Student Handbook and the district Student Code of Conduct during online registration to ensure that rules, expectations, and consequences are clearly communicated and consistently implemented throughout the school year. Campus information is shared with families through multiple channels, including the school website, social media, letters sent home, phone calls via School Messenger, and the campus marquee. All information is provided in both English and Spanish.

To support student learning and behavioral needs, the campus has a dedicated Response to Intervention (RtI) teacher. The RtI committee, composed of the RtI teacher, principal, school counselor, and a general education teacher, meets at least once a month. The general education teacher and RtI teacher collect input and progress data from classroom teachers to monitor and address the academic and behavioral needs of students identified for interventions.

Communication

Weekly emails and calendars are shared with teachers to ensure proper communication. We also share important information through social media and use School Messenger to send mass messages to our parents.

Technology Integration

Berta Cabaza Middle School integrates technology into daily instruction to enhance student engagement and support academic growth. Students and teachers have access to digital learning platforms for reading, math, and content-area enrichment, which allow for differentiated instruction and real-time progress monitoring. Classrooms are equipped with interactive technology that supports collaboration, creativity, and critical thinking, while teachers receive ongoing professional development to effectively embed technology into lessons. These practices ensure that students build digital literacy skills necessary for success in future academic and career pathways.

Strengths

Berta Cabaza Middle School benefits from strong communication systems that ensure parents and families receive timely information in both English and Spanish through multiple platforms, including the website, social media, School Messenger, letters, and the campus marquee. The campus has a well-established Response to Intervention (RtI) process, supported by a dedicated RtI teacher and a collaborative committee that meets monthly to monitor student progress and adjust interventions as needed. Teachers consistently provide input and data to support student growth.

Instructional programs are strengthened by the integration of technology-based learning platforms, differentiated instructional practices, and targeted tutorials that address both academic and behavioral needs. Students also have access to a wide range of extracurricular programs, including fine arts, athletics, and clubs, that foster engagement and connection to school. Positive behavior supports, counseling services, and mentoring further contribute to a safe and supportive learning environment. Together, these processes and programs create a structured system that promotes student achievement and social-emotional development.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 Despite having established intervention systems and access to instructional technology, student academic performance in reading and mathematics has not shown consistent growth across all grade levels. Current processes do not fully ensure interventions are targeted with fidelity, progress monitoring is consistent, or that differentiated instructional strategies are embedded in every classroom.	The inconsistent use of data to inform instruction and intervention placement, combined with varying levels of teacher implementation of differentiated strategies, limits the effectiveness of academic support programs. Additionally, limited time for collaborative planning and professional development impacts the ability to fully address student needs.
2★ Based on the results of the recent campus climate survey, a significant number of teachers report feeling unsupported by the administration. This perception has impacted staff morale, collaboration, and overall job satisfaction, potentially affecting teacher retention and the consistency of instructional practices.	The root cause appears to be a lack of consistent, clear communication and visible support from administration regarding instructional guidance, professional development opportunities, and recognition of teacher contributions. Limited structured opportunities for feedback and collaborative decision-making have also contributed to staff feeling disconnected from administrative support.

★ = Priority

Perceptions

Summary

Berta Cabaza Middle School evaluates the effectiveness of its operations through multiple sources of data and stakeholder feedback. Surveys, interviews, and focus groups are conducted with students, staff, and parents to gather input on school culture, climate, values, and beliefs. Parent engagement is monitored through participation levels in school events, volunteer activities, and responses to feedback evaluations. Staff surveys and retention data provide insight into employee satisfaction and organizational effectiveness. Additionally, the campus maintains community partnerships that support student programs and services, tracking volunteer hours and collaborative initiatives. Collectively, this data informs decision-making, identifies areas for improvement, and ensures that school processes align with the campus mission and goals.

Strengths

Parent engagement is strong, as evidenced by high participation in school events, volunteer activities, and campus committees. Community partnerships provide additional resources and enrichment opportunities, further enhancing the school environment.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1★ Based on the results of the recent campus climate survey, a significant number of teachers report feeling unsupported by the administration. This perception has impacted staff morale, collaboration, and overall job satisfaction, potentially affecting teacher retention and the consistency of instructional practices.	The root cause appears to be a lack of consistent, clear communication and visible support from administration regarding instructional guidance, professional development opportunities, and recognition of teacher contributions. Limited structured opportunities for feedback and collaborative decision-making have also contributed to staff feeling disconnected from administrative support.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Berta Cabaza Middle School scored below the state average in all Math STAAR grade levels. The campus was at 60% approaches for the 2024-2025 school year.

Teachers inconsistently implement math instructional best practices across all grade levels, resulting in varied quality of instruction and uneven student mastery of mathematical concepts and skills.

2
★

Berta Cabaza Middle School scored below the state average in all Reading STAAR grade levels. 30% of our students received 0 points in the extended constructed response section of the 2025 Reading STAAR test.

Students did not effectively use writing extended constructed responses strategy. Teachers put into practice a strategy of extended constructed responses halfway through the year.

3
★

Berta Cabaza Middle School scored below the state average in 8th grade Social Studies STAAR grade levels. The campus was at 38% approaches for the 2024-2025 school year.

Berta Cabaza Middle School faces two critical challenges in Social Studies instruction: inconsistent implementation of research-based instructional practices across all grade levels, and an 8th grade teacher vacancy that has resulted in fragmented instruction through long-term substitute coverage, limiting students' ability to develop critical thinking skills and meet state standards.

4
★

Berta Cabaza Middle School has multiple identified areas where target goals were not met for consecutive years. Two target groups that did not meet targets include Special Education and Emergent Bilingual Learners.

Lack of specially designed instruction that addresses the unique needs of Special Education & EB students. Inadequate tracking of individual student progress toward IEP goals and language proficiency targets.

5
★

Student enrollment has decreased at Berta Cabaza Middle School from 826 students in 2022, to 741 in 2023. In the 2024-2025 school year, we have 685 enrolled students. We currently have 669 enrolled students for the 2025-2026 school year.

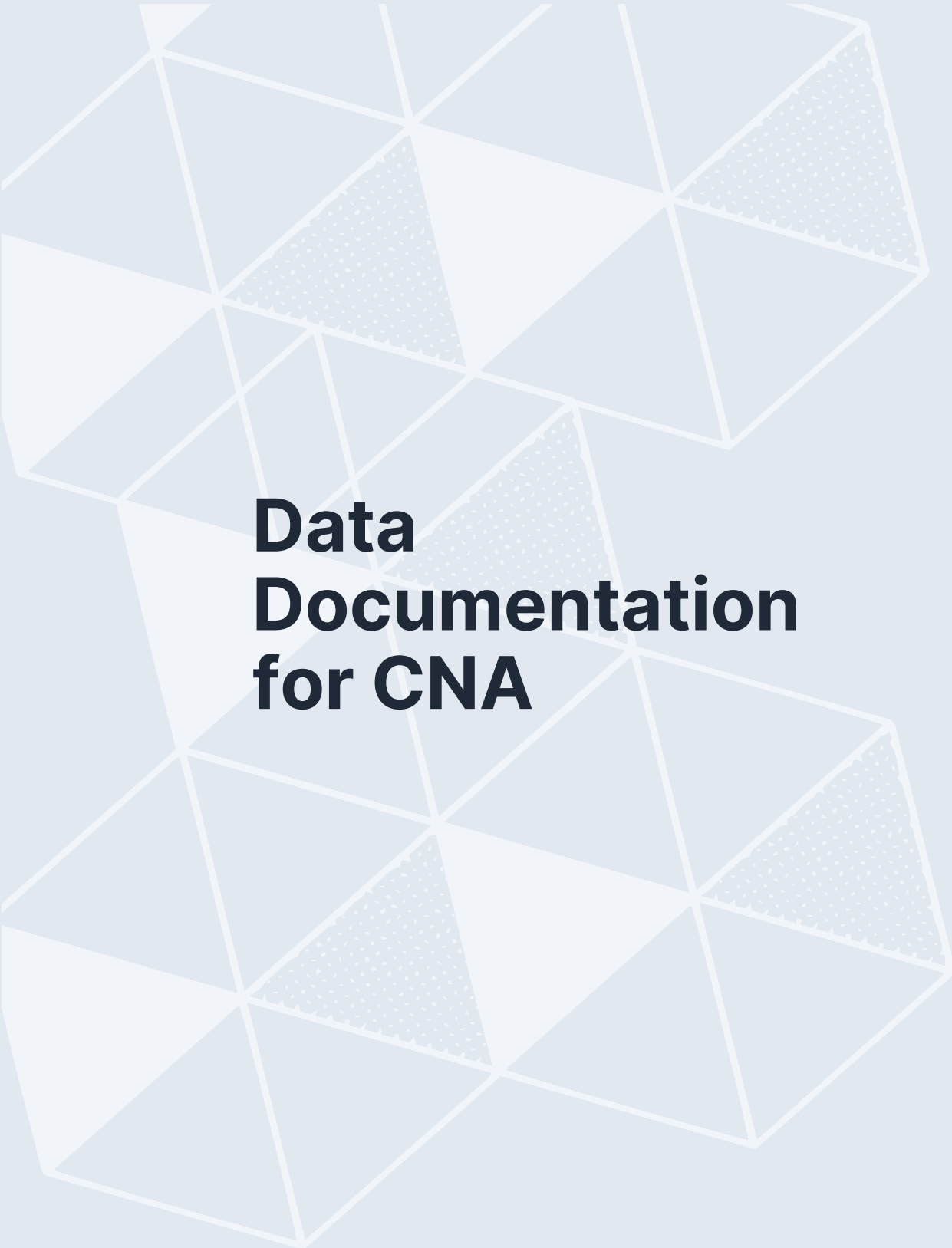
Students zoned to Berta Cabaza Middle School are enrolling at surrounding school districts and charter schools.

6★

Based on the results of the recent campus climate survey, a significant number of teachers report feeling unsupported by the administration. This perception has impacted staff morale, collaboration, and overall job satisfaction, potentially affecting teacher retention and the consistency of instructional practices.

The root cause appears to be a lack of consistent, clear communication and visible support from administration regarding instructional guidance, professional development opportunities, and recognition of teacher contributions. Limited structured opportunities for feedback and collaborative decision-making have also contributed to staff feeling disconnected from administrative support.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☒ State and federal planning requirements

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain

Student Data: Assessments

- ☒ 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 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
- ☒ Special education/non-special education population including discipline, progress and participation data

Student Data: Behavior and Other Indicators

- ☒ Attendance data
- ☒ Discipline records
- ☒ Violence and/or violence prevention records
- ☒ Student surveys and/or other feedback

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback
- ☒ Teacher/Student Ratio

Parent/Community Data

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

Support Systems and Other Data

- ☒ Communications data



Goals

Goal 1

Berta Cabaza Middle School will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 1 High Priority

Berta Cabaza Middle School social studies teachers will increase performance for all students, with a concentrated effort on all special populations, from 38% to 65% Approaches on the Social Studies Assessment for the current school year.

Evaluation Data Source: District Benchmarks; Student Reports Cards; School Report Card; Student Confidential Student Reports

Strategy 1

All Core Area Teachers: Teachers in grades 6-8 will use The District/Campus Timelines (TEKS Resource System Tools), Lead4Ward Resources to build a pacing guide to cover all necessary TEKS and objectives. Eduphoria Reports for Common Formative Assessments, District Benchmarks, and STAAR Scores will be used to adjust the scaffolding of low-performing TEKS throughout the year.

Strategy's Expected Result/Impact: Summative - Campus assessments, three-week progress reports, reports cards, and teacher reports will be used to evaluate progress.

Staff Responsible for Monitoring: Assistant Principal(s), Deans of Instruction, Department Heads, Teacher Assistants, Teacher(s)

Problem Statements: Student Learning 3

Formative Reviews

Some Progress

December

March

May

June

Strategy 2

Social Studies: Incorporate supplemental, scientific, research-based materials including but not limited to Exploros curriculum, Jarrett Publishing student workbooks, CBQ binders, Lowman Strategies, and thinking maps to the Social Studies curriculum that are necessary to increase student performance.

Strategy's Expected Result/Impact: Campus Assessments and grade level testing will be monitored for 90% mastery level.

Staff Responsible for Monitoring: Assistant Principal(s),
Deans of Instruction,
Principal,
Teacher(s)

Problem Statements: Student Learning 3

Formative Reviews

Moderate Progress

December

March

May

June

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
3 Berta Cabaza Middle School scored below the state average in 8th grade Social Studies STAAR grade levels. The campus was at 38% approaches for the 2024-2025 school year.	Berta Cabaza Middle School faces two critical challenges in Social Studies instruction: inconsistent implementation of research-based instructional practices across all grade levels, and an 8th grade teacher vacancy that has resulted in fragmented instruction through long-term substitute coverage, limiting students' ability to develop critical thinking skills and meet state standards.

Performance Objective 2 **High Priority**

Berta Cabaza Middle School reading teachers will increase the ELAR STAAR performance of all students, with a concentrated effort on all special populations, from 70% to 80% Approaches by the end of the current school year on the state reading assessments.

Evaluation Data Source: Confidential Student Reports
Campus Report Card
TAPR: Texas Academic Performance Report
District Benchmarks,
Six Weeks Exams

Strategy 1

Strengthen reading skills with 80% mastery through school tutorials, Access to Campus Library, WIN/RISE classes, Progress Learning,iReady, and Progress Monitoring to enrich student comprehension skills and create independent readers. Students will take the iReady diagnostic at the beginning and end of school year in all ELAR classes.

Strategy's Expected Result/Impact: 80% Approaches in Reading STAAR

Staff Responsible for Monitoring: Assistant Principal(s),
Core Subject Teachers,
Dean of Instruction,
Department Heads,
Principal

Problem Statements: Student Learning 2

Formative Reviews

Some Progress

December

March

May

June

Strategy 2

All Core Area Teachers: Teachers in grade 6-8 will use The District/Campus Timelines (TEKS Resource System Tools), Lead4Ward Resources and the Fundamental Five Framing the Lesson to build a pacing guide to cover all necessary TEKS and objectives. Eduphoria Reports for STAAR Scores will be used to adjust scaffolding of low performing TEKS throughout the year.

Strategy's Expected Result/Impact: Administer campus assessments. Chart and analyze individual results (previous STAAR scores, pre/post test on STAAR Progress Record).

Staff Responsible for Monitoring: Assistant Principal(s), Deans of Instruction, Department Heads, Teacher(s)

Problem Statements: Student Learning 1

Formative Reviews

Some Progress

December

March

May

June

Strategy 3

Reading: Teachers will use and develop units of study to integrate the curriculum with TEKS objectives and incorporate Fundamental Five while incorporating the use of technology such as: Chromebooks and Interactive Projectors.

Strategy's Expected Result/Impact: Teachers will submit weekly lesson plans. Chart and analyze individual results(previous STAAR scores, pre/post test on STAAR Progress Record).

Staff Responsible for Monitoring: Assistant Principal(s), Deans of Instruction, Department Heads, Principal, Teacher(s)

Problem Statements: Student Learning 1, 2, 3, 4

Formative Reviews

Some Progress

December

March

May

June

Strategy 4

Incorporate supplemental, scientific, research-based materials to the Reading Curriculum and availability of the BCMS library that are necessary to increase student performance and success.

Strategy's Expected Result/Impact: Analyze usage reports and review campus assessment results, as needed.

Staff Responsible for Monitoring: Assistant Principal(s), Deans of Instruction, Librarians, Principal, Teacher Assistants, Teacher(s)

Problem Statements: Student Learning 2, 4

Formative Reviews

Some Progress

December

March

May

June

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Berta Cabaza Middle School scored below the state average in all Math STAAR grade levels. The campus was at 60% approaches for the 2024-2025 school year.	Teachers inconsistently implement math instructional best practices across all grade levels, resulting in varied quality of instruction and uneven student mastery of mathematical concepts and skills.
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4 Berta Cabaza Middle School has multiple identified areas where target goals were not met for consecutive years. Two target groups that did not meet targets include Special Education and Emergent Bilingual Learners.	Lack of specially designed instruction that addresses the unique needs of Special Education & EB students. Inadequate tracking of individual student progress toward IEP goals and language proficiency targets.

Performance Objective 3 High Priority

Berta Cabaza Middle School math teachers will increase the Math STAAR performance of all students, with a concentrated effort on all special populations, from 60% to 85% Approaches by the end of the current school year on state math assessments.

Evaluation Data Source: Confidential Student Reports
Campus Report Card
TAPR: Texas Academic Performance Report
District Benchmarks,
Six Weeks Exams

Strategy 1

MATH: Utilize instructional warm up and/or exit ticket activities to emphasize and/or apply problem solving skills for low performing TEKS.

Strategy's Expected Result/Impact: District Assessment
Campus Assessments
Grade Level Tests
LESSON PLANS
TTESS

Staff Responsible for Monitoring: Assistant Principal(s),
Core Subject Teachers,
Dean of Instruction,
Department Heads,
Math Department Chair,
Principal,
Teachers

Problem Statements: Student Learning 1

Formative Reviews

Some Progress

December

March

May

June

Strategy 2

Implement Response to Intervention strategies to increase student performance in the area of Math. Provide instructional material and technology to support RTI students through pull-out groups with our RTI teacher.

Strategy's Expected Result/Impact: RTI REFERRALS-RTI Training Agendas, Teachers Sign-In Sheets, Teacher Logs.

Staff Responsible for Monitoring: Assistant Principal(s),
Core Subject Teachers,
Dean of Instruction,
Department Heads,
Math Department Chair,
Principal,
Teachers
RTI TEACHER

Problem Statements: Student Learning 1, 4

Formative Reviews

Some Progress

December

March

May

June

Strategy 3

Create groups to target low performing SE's and provide small group targeted interventions based off of Unit test data.

Strategy's Expected Result/Impact: Lesson Plans
Teacher Assessments

Staff Responsible for Monitoring: Assistant Principal(s), Dean of Instruction, Teacher(s)

Problem Statements: Student Learning 1, 4

Formative Reviews

Some Progress

December

March

May

June

Strategy 4

BCMS Math teachers will utilize the bluebonnet curriculum with fidelity and use assessments to make instructional decisions in spiraling, monitoring/adjusting instruction.

Strategy's Expected Result/Impact: Increase in academic growth from Math Students.

Staff Responsible for Monitoring: Dean, Assistant Principals, Math teachers, Principal

Problem Statements: Student Learning 1, 4

Formative Reviews

Some Progress

December

March

May

June

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Berta Cabaza Middle School scored below the state average in all Math STAAR grade levels. The campus was at 60% approaches for the 2024-2025 school year.

Teachers inconsistently implement math instructional best practices across all grade levels, resulting in varied quality of instruction and uneven student mastery of mathematical concepts and skills.

4

Berta Cabaza Middle School has multiple identified areas where target goals were not met for consecutive years. Two target groups that did not meet targets include Special Education and Emergent Bilingual Learners.

Lack of specially designed instruction that addresses the unique needs of Special Education & EB students. Inadequate tracking of individual student progress toward IEP goals and language proficiency targets.

Goal 2

Berta Cabaza Middle School will build a high-performing, compliant, and supportive workforce.

Performance Objective 1

Berta Cabaza Middle School will create procedures and protocols to measure the effectiveness of all quality professional development provided to all instructional staff integrated into the classrooms to promote student success.

Evaluation Data Source: Staff development attendance, surveys, and feedback

Strategy 1

Provide professional development in areas relevant to subject area, area of need, and in special populations such as At-Risk, Dyslexia, GT, SpEd, Migrant & EB's. Provide in Depth training as well as sheltered time for modifying assignments to meet IEPs through after-school hours Training's, and PLC Training's.

Strategy's Expected Result/Impact: Teachers, administration and staff will be monitored to check for implementation of new information acquired at professional development workshops and training.

Staff Responsible for Monitoring: Assistant Principal(s), Dean of Instruction, Principal, Teacher(s)

Problem Statements: Student Learning 4

Formative Reviews

Some Progress

December

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Strategy 2

Administrators and counselors at Berta Cabaza Middle School who have authority for program decisions related to Gifted/Talented students will receive six or more hours of professional development that includes the nature and needs of gifted/talented students and program options. All teachers supporting Gifted and Talented students will have on record 30 original hours of GT Orientation.

Strategy's Expected Result/Impact: Expense reports for fees&travel. Certificate(s) of participation.

Staff Responsible for Monitoring: Assistant Principal(s), Counselor(s), Dean of Instruction, Principal

Problem Statements: Student Learning 4

Formative Reviews

Some Progress

December

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Strategy 3

Provide/attend training in areas such as:

1. Eduphoria training to analyze data and identify student/campus needs.
2. Skyward Training TxELS Gradebook and Attendance and Master Schedule.
3. School Messenger Training.
4. Edgenuity and Online Textbook Trainings.

Strategy's Expected Result/Impact: Agenda, Eduphoria, Sign in Sheets

Staff Responsible for Monitoring: Assistant Principal(s), Counselor(s), Dean of Instruction, Principal, Teacher(s)

Problem Statements: Student Learning 4

Formative Reviews

Some Progress

December

March

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June

Strategy 4

Provide training specific to the STAAR for all staff members on campus with specific roles and responsibilities pertaining to their position on campus.

Strategy's Expected Result/Impact: Sign In Sheets & ERO

Staff Responsible for Monitoring: Principal, Campus Testing Coordinator, Assistant Principals.

Problem Statements: Student Learning 1, 2, 3, 4

Formative Reviews

Some Progress

December

March

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Strategy 5

Attend Special Education trainings such as ARD Committee Decision Making Process as it Relates to Assessment; Accommodations Manual Training; Program Monitoring; Student Assistance Program; Rtl (SpEd)

Strategy's Expected Result/Impact: Training Certificate

Staff Responsible for Monitoring: Special Education Director, Teachers, Special Education Teachers, Assistant Principals, Principal

Problem Statements: Student Learning 4

Formative Reviews

Some Progress

December

March

May

June

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
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Performance Objective 2

100% of all teachers will be "State Certified" and all paraprofessionals will be "Highly Qualified" according to state requirements for certification in area being taught.

Evaluation Data Source: SBEC Certification Records

Strategy 1

Berta Cabaza MS employs only para professional teachers who meet the criteria of being "highly qualified" and only teachers that meet the criteria of being "state certified."

Strategy's Expected Result/Impact: Summative- personnel Records showing 100% HQ Personnel.

Staff Responsible for Monitoring: District Directors, Principal

Problem Statements: Student Learning 4

Formative Reviews



Strategy 2

Berta Cabaza MS follows district-level guidelines and employs only applicants who have satisfied the district-level requirements for meeting the state certified teacher and highly qualified para professional guidelines.

Strategy's Expected Result/Impact: Summative- District personnel records showing 100% HQ Personnel.

Staff Responsible for Monitoring: District Directors, Principal

Problem Statements: Student Learning 1, 2, 3, 4

Formative Reviews



Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Berta Cabaza Middle School scored below the state average in all Math STAAR grade levels. The campus was at 60% approaches for the 2024-2025 school year.	Teachers inconsistently implement math instructional best practices across all grade levels, resulting in varied quality of instruction and uneven student mastery of mathematical concepts and skills.
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Performance Objective 3

Berta Cabaza Middle School will provide all state certified teachers and highly qualified paraprofessionals with a variety of relevant building opportunities to enhance best practices for teachers to improve student achievement.

Evaluation Data Source: T-TESS, Instructional walkthroughs

Strategy 1

Administer, disaggregate and analyze district based assessments, formative assessments, interim assessments, STAAR Scores by grade level, content area, and by teacher to provide prescriptive interventions during 7th period WIN, Math and Reading Intervention Classes, and

Afterschool Tutorials with Instructional Tutors.

Strategy's Expected Result/Impact: Teachers will turn in student charting reports for analysis utilizing Eduphoria. Department heads will conference with Administrative staff.

Staff Responsible for Monitoring: Dean of Instruction, Department Heads, Principal, Teacher(s), Assistant Principals

Problem Statements: Student Learning 1, 2, 3, 4

Formative Reviews

Some Progress

December

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Strategy 2

Teachers will provide tutorial list to administration and follow up with tutorials and reinforcement of skills. The tutorial list will be built based on District Based Assessments, Formative Assessment Data, Benchmark Data, STAAR Scores, and Teacher Observations in the classroom.

Strategy's Expected Result/Impact: Analysis of campus results and of STAAR results in May.

Staff Responsible for Monitoring: Assistant Principal(s), Dean of Instruction, Department Heads, Principal, Teacher(s)

Problem Statements: Student Learning 1, 2, 3, 4

Formative Reviews

Some Progress

December

March

May

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Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
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Goal 3

Berta Cabaza Middle School will improve public relations, communications, and community engagement skills

Performance Objective 1

Berta Cabaza Middle School Parent Center will communicate with parents on a weekly basis to assist students and parents.

Evaluation Data Source: Increased percentage of membership in our Parental Involvement program.

Strategy 1

Review student academic progress during Parent/Teacher Conferences

Strategy's Expected Result/Impact: Summative- Parent/Teacher conference log

Staff Responsible for Monitoring: Teacher(s)

Problem Statements: Demographics 1 - Student Learning 1, 2, 3, 4

Formative Reviews

Some Progress

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Strategy 2

Hold a meeting to notify parents of their school's participation in the Title I program, to explain program requirements, and to inform parents of their right to be involved.

Strategy's Expected Result/Impact: Summative-Agenda and meeting minutes
Copy of Public Notice

Staff Responsible for Monitoring: Principal
Site Based Committee

Problem Statements: Demographics 1

Formative Reviews

Some Progress

December

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Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 Student enrollment has decreased at Berta Cabaza Middle School from 826 students in 2022, to 741 in 2023 In the 2024-2025 school year, we have 685 enrolled students. We currently have 669 enrolled students for the 2025-2026 school year.	Students zoned to Berta Cabaza Middle School are enrolling at surrounding school districts and charter schools.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
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Performance Objective 2

Berta Cabaza Middle School will increase their engagement on social media platforms every 6 weeks as a form of communication to students, staff, and the community.

Evaluation Data Source: Facebook Likes, Re-Tweets, Friends on Facebook, Website Logs, Website Calendar of Events, Website News Feed

Strategy 1

Berta Cabaza will maintain the Campus Website, Calendar, and Facebook accounts to keep parents informed of all school functions

Strategy's Expected Result/Impact: Up to Date Social Media Accounts

Staff Responsible for Monitoring: Campus Technologist, Social Media Specialist, Assistant Principals, Principal

Problem Statements: Demographics 1 - School Processes & Programs 2 - Perceptions 1

Formative Reviews

Some Progress

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Strategy 2

Post important announcements on social media and promote events that will motivate students to come to school

Strategy's Expected Result/Impact: Increased student attendance and enrollment

Staff Responsible for Monitoring: Librarian, Administration

Problem Statements: Demographics 1 - School Processes & Programs 2 - Perceptions 1

Formative Reviews

Some Progress

December

March

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Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement	Root Cause
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Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
2 Based on the results of the recent campus climate survey, a significant number of teachers report feeling unsupported by the administration. This perception has impacted staff morale, collaboration, and overall job satisfaction, potentially affecting teacher retention and the consistency of instructional practices.	The root cause appears to be a lack of consistent, clear communication and visible support from administration regarding instructional guidance, professional development opportunities, and recognition of teacher contributions. Limited structured opportunities for feedback and collaborative decision-making have also contributed to staff feeling disconnected from administrative support.

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
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Performance Objective 3

Berta Cabaza Middle School will collaborate across all school programs (After School Program, Communities in Schools, Migrant Program, etc) to ensure the efficiency and delivery of necessary documentation of important and accurate information regarding state/local policies and student academic progress of Berta Cabaza Middle School in ensure distribution of materials is completed within a timely and effective manner.

Strategy 1

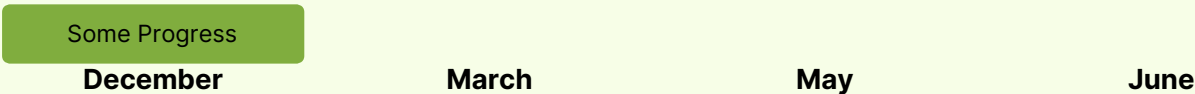
The campus will post the School Report Card, Texas Assessment Performance Report and System Safeguards Report on Campus Website.

Strategy's Expected Result/Impact: Material Readily Available on Campus Website.

Staff Responsible for Monitoring: Dean of Instruction, Campus Technologist

Problem Statements: Demographics 1

Formative Reviews



Strategy 2

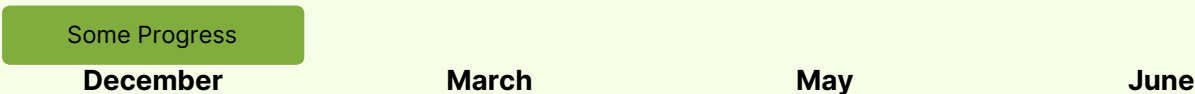
The campus will train all professional staff members on adding behavior and academic progress comments on Reports Cards for Individual Students.

Strategy's Expected Result/Impact: Report Card Comments for Individual students as needed.

Staff Responsible for Monitoring: Dean of Instruction, Assistant Principal, PEIMS Clerk, Principal

Problem Statements: Demographics 1 - School Processes & Programs 2 - Perceptions 1

Formative Reviews



Strategy 3

Parents will be given the opportunity to monitor their childs grades and attendance via Parent Portal. PEIMS Clerk, Parent Liaison, and Administration will assist with promoting online gradebook monitoring.

Strategy's Expected Result/Impact: Parents records of logging into Parent Portal.

Staff Responsible for Monitoring: Parent Liaison, Assistant Principals, Principal, PEIMS Clerk

Problem Statements: Demographics 1 - Student Learning 1, 2, 3, 4

Formative Reviews

Some Progress

December

March

May

June

Strategy 4

Student BOY Scores Notice for Fall and Spring Semester will be sent out to parents with Report Cards.

Strategy's Expected Result/Impact: Notice of Benchmark Results sent via Report Card.

Staff Responsible for Monitoring: Dean of Instruction, PEIMS Clerk, Assistant Principals, Principal

Problem Statements: Demographics 1 - Student Learning 1, 2, 3, 4

Formative Reviews

Some Progress

December

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Strategy 5

Parents will be given notices of all programs on campus students can participate in via Social Media, Campus Web Page, Email and School Messenger.

Strategy's Expected Result/Impact: Sign In Sheets, Brochures readily available in Parent Center and Front office.

Staff Responsible for Monitoring: Teachers, Migrant Teacher, ASP Coordinator, Assistant Principal, Principal

Problem Statements: Demographics 1

Formative Reviews

Some Progress

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Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement		Root Cause
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Performance Objective 3 Problem Statements Identifying Student Learning

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Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
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practices.

making have also contributed to staff feeling disconnected from administrative support.

Performance Objective 3 Problem Statements Identifying Perceptions

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Goal 4

Berta Cabaza Middle School will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

Performance Objective 1 High Priority

Ensure all budget allocations are clearly documented and communicated to stakeholders by the start of each semester.

Evaluation Data Source: Skyward Business

Strategy 1

Conduct meetings at the beginning of each semester for staff and relevant stakeholders to explain budget allocations, priorities, and processes, allowing for questions and clarifications.

Strategy's Expected Result/Impact: Consistent funding focusing on students' best interest.

Staff Responsible for Monitoring: Dean, Principal, Principal's Secretary

Problem Statements: Student Learning 1, 2, 3

Formative Reviews

Some Progress

December

March

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Strategy 2

Hold meetings with stakeholders to ensure all budget allocations and purchases are student-centered and focused on academic goals.

Strategy's Expected Result/Impact: Increased STAAR scores

Staff Responsible for Monitoring: Dean, Principal, Assistant Principals

Problem Statements: Student Learning 1, 2, 3, 4

Formative Reviews

Some Progress

December

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Performance Objective 1 Problem Statements Identifying Student Learning

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Performance Objective 2

By the end of the school year, reduce non-instructional operational costs by 10% without impacting student services.

Evaluation Data Source: Skyward Business

Strategy 1

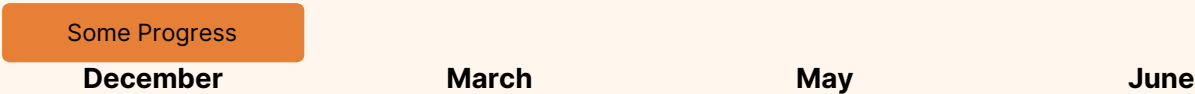
Digitize any organizational and administrative processes to reduce paper and printing costs.

Strategy's Expected Result/Impact: Reduced spending on paper and ink.

Staff Responsible for Monitoring: Dean, Principal, Principal's Secretary.

Problem Statements: School Processes & Programs 2 - Perceptions 1

Formative Reviews



Strategy 2

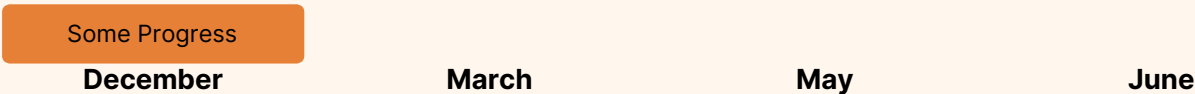
Collaborate with the district to participate in bulk purchasing and shared service agreements to lower costs on supplies and services.

Strategy's Expected Result/Impact: Reduced costs on instructional and non-instructional materials

Staff Responsible for Monitoring: Dean, Principal, Principal's secretary

Problem Statements: School Processes & Programs 2 - Perceptions 1

Formative Reviews



Performance Objective 2 Problem Statements Identifying School Processes & Programs

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Title I Summary

Title I Personnel

Name	Position	Program	FTE
ACOSTA, GABRIELA	TEACHER, ENGLISH	TITLE 1	1
AGUILAR, JUAN	TEACHER, CONJUNTO	TITLE 1	1
AGUIRRE, JUAN JOSE	MAINT. CUSTODIAN	TITTLE 1	1
CABALLERO, NATALIE	TEACHER, LIBRARIAN	TITLE 1	1
CANDANOZA, CHRISTINA	TEACHER, ENGLISH	TITLE 1	1
CANTU, BEATRICE	CLERK, ATTENDANCE	TITTLE 1	1
CARVAJAL, OMAR	TEACHER, SPECIAL ED	TITLE 1	1
CASTILLO, MARIELY	TEACHER, BAND ASST. DIRECTOR	TITLE 1	1
CAVAZOS, MIRIAM	TEACHER, ART	TITLE 1	1
CERVANTES, CHRISTIN	TEACHER, SOCIAL STUDIES	TITLE 1	1
DAVILA, JUAN CARLOS	TEACHER, SOCIAL STUDIES	TITLE 1	1
DE LA FUENTE, VICTOR	MAINT. CUSTODIAN	TITTLE 1	1
DE LOS REYES, JESUS	DEAN OF INSTRUCTION	TITLE 1	1
DEL ANGEL, FRANCISCO	TEACHER, SPECIAL ED	TITLE 1	1
GARCIA, BEATRICE	TEACHER, SCIENCE	TITLE 1	1
GARCIA, ELIZA	TEACHER, COLLEGE AND CAREER READINESS	TITLE 1	1
GARCIA, JOE	TEACHER, SOCIAL STUDIES	TITLE 1	1
GARZA, JESUS	TEACHER, ESL	TITLE 1	1
GARZA, LUIS	INSTRUCTIONAL AIDE, ISS	TITLE 1	1
GOMEZPLATA, ALEXANDRA	TEACHER, SCIENCE	TITLE 1	1
GONZALEZ, FRANCISCA	PARENTAL INVOLVEMENT	TITLE 1	1
GONZALEZ, LYDIA	SECRETARY, PRINCIPAL	TITTLE 1	1
GUERRA, JOSE	CIS	TITLE 1	1
GUERRA, RICARDO	TEACHER, MATH	TITLE 1	1
GUERRA, SARAH	TEACHER, MUSIC	TITLE 1	1
GUEVARRA, ERICK	TEACHER, MATH	TITLE 1	1
GUZMAN, THERESA A	CLERK, PEIMS M/S	TITTLE 1	1
HERNANDEZ, AARON	TEACHER, SCIENCE	TITLE 1	1
HERNANDEZ, JOSEPH	TEACHER, MUSIC	TITLE 1	1
HERNANDEZ, MARIO	TEACHER, PE	TITLE 1	1
HERNANDEZ, SCARLETT	TEACHER, LEADWORTHY	TITLE 1	1
HUERTA, JOSE	INSTRUCTIONAL AIDE, SPECIAL EDUCATION	TITLE 1	1

IBARRA, SAUL	PRINICPAL, MIDDLE SCHOOL	TITTLE 1	1
INFANTE, ALFREDO R.	TEACHER, MATH	TITLE 1	1
ISQUIERDO, JASON	TEACHER, THEATRE	TITLE 1	1
JALOMO, NORA	COUNSELOR, SECONDARY	TITLE 1	1
JIMENEZ, DAVID	TEACHER, BAND	TITLE 1	1
LEAL, JENNIFER	ASST. PRINCIPAL M/S	TITTLE I	1
LEANOS, IDALIA	ASST. PRINCIPAL M/S	TITTLE 1	1
LONGORIA, ERIKA	TEACHER, READING	TITLE 1	1
MAGANA, JULISSA	INSTRUCTIONAL AIDE, LIBRARY	TITLE 1	1
MARTINEZ, MICHELLE	TEACHER, ENGLISH	TITLE 1	1
MEDRANO, AMANDA	TEACHER, SPECIAL ED	TITLE 1	1
MEJIA-MAXWELL, ANA	TEACHER, SPANISH	TITLE 1	1
MENDEZ, CYNTHIA	TEACHER, ENGLISH	TITLE 1	1
MENDOZA, JAIME	MAINTENANCE, CUSTODIAN	TITLE 1	1
MILLS, ROXANNE	TEACHER, PE	TITLE 1	1
MOLVE, OLGA	MAINTENANCE, CUSTODIAN	TITLE 1	1
MONTALVO, FELIPE	TEACHER, SOCIAL STUDIES	TITLE 1	1
MORADO, SANDRA	SECRETARY, ASSISTANT PRINCIPAL	TITTLE 1	1
MORALES, JAYNEE	TEACHER, HEALTH	TITLE 1	1
MORAN, VERONICA	TEACHER, SCIENCE	TITLE 1	1
MORENO, DEBORAH	TEACHER, MATH	TITLE 1	1
NARANJO, BRENDA	TEACHER, MATH	TITLE 1	1
NUNEZ, BLANCA	TEACHER, SPECIAL EDUCATION	TITLE 1	1
OLIVARES, SANDRA	TEACHER, ART	TITLE 1	1
OROZCO, JUAN	TEACHER, SOCIAL STUDIES	TITLE 1	1
PEREZ, JUAN VILLARREAL	MAINT. CUSTODIAN	TITTLE 1	1
PESINA, ROSA	TEACHER, MATH	TITLE 1	1
RAMOS, LINDA	COUNSELOR, SECONDARY	TITTLE 1	1
RAMOS, ELOY	INSTRUCTIONAL AIDE, SPED	TITLE 1	1
RAMOS, JESSICA LEE	8801 - NURSE, LVN	TITTLE 1	1
RECIO, JUAN	TEACHER, MATH	TITLE 1	1
RECIO, VIRGINIA	TEACHER, PLTW	TITLE 1	1
REYES, EDNA	INSTRUCTIONAL AIDE, SPECIAL EDUCATION	TITLE 1	1
REYES, RUTH	TEACHER, SPECIAL ED	TITLE 1	1
REYES, STEPHANIE	TEACHER, SPECIAL ED	TITLE 1	1
RODRIGUEZ, ADRIAN	TEACHER, ENGLISH	TITLE 1	1

RODRIGUEZ, CORINA	TEACHER, SCIENCE	TITLE 1	1
SANCHEZ, ANGELICA	INSTRUCTIONAL AIDE, SPECIAL EDUCATION	TITLE 1	1
SANCHEZ, PABLO	TEACHER, PHYSICAL EDUCATION	TITLE 1	1
SMITH, ERNEST	TEACHER, SOCIAL STUDIES	TITLE 1	1
SPENCE, JAMES	TEACHER, MUSIC	TITLE 1	1
STAPLES, DEBORAH	INSTRUCTIONAL AIDE, SPECIAL EDUCATION	TITLE 1	1
TAMEZ, JAVIER	TEACHER, GUITAR	TITLE 1	0.25
TORIZ, ELIZABETH	TEACHER, ESL	TITLE 1	1
TORRES, JOSE	MAINTENANCE, CUSTODIAN	TITLE 1	1
TORRES, REBECCA	TEACHER, RESPONSE TO INTERVENTION	TITLE 1	1
VALLE, BENJAMIN	TEACHER, SCIENCE	TITLE 1	1
VELA, KARINA	TEACHER, ORCHESTRA	TITLE 1	1
VELA, ROSALVA	TEACHER, ENGLISH	TITLE 1	1
WISE, JOANN	TEACHER, SCIENCE	TITLE 1	1
ZUNIGA, JESSIKA	SECRETARY	TITLE 1	1



Addendums

2015-16 Texas Academic Performance Report

District Name: **SAN BENITO CISD**

Campus Name: **BERTA CABAZA MIDDLE**

Campus Number: **031912041**

2016 Accountability Rating: **Met Standard**

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District Name: SAN BENITO CISD
 Campus Name: BERTA CABAZA MIDDLE
 Campus Number: 031912041

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Performance

Total Students: 949
 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	ELL^
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 6														
Reading	2016	69%	58%	65%	-	65%	-	-	-	-	*	38%	60%	26%
Mathematics	2016	72%	57%	62%	-	62%	-	-	-	-	*	46%	57%	29%
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 7														
Reading	2016	71%	60%	57%	*	58%	*	-	-	-	*	32%	50%	23%
Mathematics	2016	69%	54%	53%	*	54%	*	-	-	-	*	32%	46%	*
Writing	2016	69%	63%	65%	*	65%	*	-	-	-	*	28%	59%	23%
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 8 **														
Reading	2016	87%	81%	82%	-	82%	*	-	-	-	*	*	80%	39%
Mathematics	2016	82%	77%	72%	-	71%	*	-	-	-	*	*	69%	33%
Science	2016	75%	67%	64%	-	64%	*	-	-	-	*	*	61%	27%
Social Studies	2016	63%	46%	47%	-	46%	*	-	-	-	*	*	42%	*
STAAR Percent at Level II Satisfactory Standard or Above														
End of Course														
Algebra I	2016	78%	74%	100%	-	100%	-	-	-	-	-	-	100%	-
STAAR Percent at Level II Satisfactory Standard or Above														
All Grades														
All Subjects	2016	75%	67%	63%	*	63%	73%	-	-	-	56%	28%	59%	24%
Reading	2016	73%	64%	68%	*	68%	*	-	-	-	*	30%	64%	29%
Mathematics	2016	76%	68%	63%	*	63%	*	-	-	-	*	32%	58%	23%
Writing	2016	69%	66%	65%	*	65%	*	-	-	-	*	28%	59%	23%
Science	2016	79%	72%	64%	-	64%	*	-	-	-	*	*	61%	27%

District Name: SAN BENITO CISD
 Campus Name: BERTA CABAZA MIDDLE
 Campus Number: 031912041

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Performance

Total Students: 949
 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	ELL^
STAAR Percent at Level II Satisfactory Standard or Above														
All Grades														
Social Studies	2016	77%	66%	47%	-	46%	*	-	-	-	*	*	42%	*
STAAR Percent at Postsecondary Readiness Standard														
All Grades														
Two or More Subjects	2016	45%	33%	27%	*	27%	*	-	-	-	*	*	22%	*
Reading	2016	46%	34%	35%	*	35%	*	-	-	-	*	*	29%	*
Mathematics	2016	43%	30%	25%	*	25%	*	-	-	-	*	*	21%	*
Writing	2016	41%	37%	38%	*	38%	*	-	-	-	*	*	32%	*
Science	2016	47%	35%	26%	-	26%	*	-	-	-	*	*	24%	*
Social Studies	2016	47%	33%	16%	-	15%	*	-	-	-	*	*	13%	*
STAAR Percent at Advanced Standard														
All Grades														
All Subjects	2016	18%	10%	10%	*	10%	*	-	-	-	*	2%	7%	2%
Reading	2016	17%	10%	13%	*	13%	*	-	-	-	*	*	11%	*
Mathematics	2016	19%	10%	7%	*	7%	*	-	-	-	*	*	5%	*
Writing	2016	15%	11%	10%	*	11%	*	-	-	-	*	*	7%	*
Science	2016	16%	8%	5%	-	5%	*	-	-	-	*	*	4%	*
Social Studies	2016	22%	12%	8%	-	8%	*	-	-	-	*	*	7%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2016	62%	57%	54%	*	54%	*	-	-	-	*	47%	53%	49%
Reading	2016	60%	57%	55%	*	55%	*	-	-	-	*	46%	55%	52%
Mathematics	2016	63%	57%	52%	*	52%	*	-	-	-	*	*	52%	45%

District Name: SAN BENITO CISD
 Campus Name: BERTA CABAZA MIDDLE
 Campus Number: 031912041

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Performance

Total Students: 949
 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	ELL^
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2016	17%	14%	12%	*	12%	*	-	-	-	*	7%	11%	14%
Reading	2016	16%	15%	18%	*	18%	*	-	-	-	*	13%	17%	21%
Mathematics	2016	17%	13%	6%	*	6%	*	-	-	-	*	*	6%	7%
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2016	35%	32%	32%	*	32%	*	-	-	-	-	13%	30%	24%

District Name: SAN BENITO CISD
Campus Name: BERTA CABAZA MIDDLE
Campus Number: 031912041

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Performance

Total Students: 949
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	ELL
Student Success Initiative													
Grade 5 Reading													
STAAR Met Standard (Non-Proficient in Previous Year)													
Promoted to Grade 6													
2016	11%	14%	24%	-	24%	-	-	-	-	-	*	23%	*

District Name: SAN BENITO CISD
 Campus Name: BERTA CABAZA MIDDLE
 Campus Number: 031912041

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Performance

Total Students: 949
 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	ELL
Student Success Initiative													
Grade 8 Reading													
Students Meeting Level II Standard on First STAAR Administration													
2016	80%	74%	76%	-	75%	*	-	-	-	*	*	74%	24%
Students Requiring Accelerated Instruction													
2016	20%	26%	24%	-	25%	*	-	-	-	*	94%	26%	76%
STAAR Cumulative Met Standard													
2016	86%	81%	82%	-	82%	*	-	-	-	*	*	80%	38%
STAAR Non-Proficient Students Promoted by Grade Placement Committee													
2015	97%	100%	100%	-	100%	-	-	-	-	-	-	100%	100%
Grade 8 Mathematics													
Students Meeting Level II Standard on First STAAR Administration													
2016	71%	62%	54%	-	53%	*	-	-	-	*	*	50%	21%
Students Requiring Accelerated Instruction													
2016	29%	38%	46%	-	47%	*	-	-	-	*	94%	50%	79%
STAAR Cumulative Met Standard													
2016	81%	77%	71%	-	71%	*	-	-	-	*	*	68%	32%

District Name: SAN BENITO CISD
 Campus Name: BERTA CABAZA MIDDLE
 Campus Number: 031912041

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Performance
 Bilingual Education/English as a Second Language

Total Students: 949
 Grade Span: 06 - 08
 (Current Year ELL 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 ELL
STAAR Percent at Level II Satisfactory Standard or Above															
All Grades															
All Subjects	2016	75%	67%	63%	-	-	-	-	-	25%	*	25%	*	25%	24%
Reading	2016	73%	64%	68%	-	-	-	-	-	31%	*	32%	*	31%	29%
Mathematics	2016	76%	68%	63%	-	-	-	-	-	23%	*	24%	*	23%	23%
Writing	2016	69%	66%	65%	-	-	-	-	-	26%	*	27%	*	26%	23%
Science	2016	79%	72%	64%	-	-	-	-	-	28%	*	29%	*	28%	27%
Social Studies	2016	77%	66%	47%	-	-	-	-	-	*	*	*	*	*	*
STAAR Percent at Postsecondary Readiness Standard															
All Grades															
Two or More Subjects	2016	45%	33%	27%	-	-	-	-	-	*	-	*	*	*	*
Reading	2016	46%	34%	35%	-	-	-	-	-	*	-	*	*	*	*
Mathematics	2016	43%	30%	25%	-	-	-	-	-	*	-	*	*	*	*
Writing	2016	41%	37%	38%	-	-	-	-	-	*	-	*	*	*	*
Science	2016	47%	35%	26%	-	-	-	-	-	*	-	*	*	*	*
Social Studies	2016	47%	33%	16%	-	-	-	-	-	*	-	*	*	*	*
STAAR Percent at Advanced Standard															
All Grades															
All Subjects	2016	18%	10%	10%	-	-	-	-	-	2%	*	2%	*	2%	2%
Reading	2016	17%	10%	13%	-	-	-	-	-	*	*	*	*	*	*
Mathematics	2016	19%	10%	7%	-	-	-	-	-	*	*	*	*	*	*
Writing	2016	15%	11%	10%	-	-	-	-	-	*	*	*	*	*	*
Science	2016	16%	8%	5%	-	-	-	-	-	*	-	*	*	*	*

District Name: SAN BENITO CISD
 Campus Name: BERTA CABAZA MIDDLE
 Campus Number: 031912041

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Performance
 Bilingual Education/English as a Second Language

Total Students: 949
 Grade Span: 06 - 08
 (Current Year ELL 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 ELL
STAAR Percent at Advanced Standard															
All Grades															
Social Studies	2016	22%	12%	8%	-	-	-	-	-	*	-	*	*	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2016	62%	57%	54%	-	-	-	-	-	49%	*	52%	*	49%	49%
Reading	2016	60%	57%	55%	-	-	-	-	-	54%	*	57%	*	54%	54%
Mathematics	2016	63%	57%	52%	-	-	-	-	-	44%	*	46%	*	44%	43%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2016	17%	14%	12%	-	-	-	-	-	19%	*	21%	*	19%	18%
Reading	2016	16%	15%	18%	-	-	-	-	-	31%	*	33%	*	31%	30%
Mathematics	2016	17%	13%	6%	-	-	-	-	-	8%	*	8%	*	8%	7%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2016	35%	32%	32%	-	-	-	-	-	27%	*	27%	*	27%	24%

District Name: SAN BENITO CISD
 Campus Name: BERTA CABAZA MIDDLE
 Campus Number: 031912041

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Participation

Total Students: 949
 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	ELL
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	99%	*	99%	100%	-	-	-	100%	99%	99%	100%
Included in Accountability	94%	94%	95%	*	95%	100%	-	-	-	100%	91%	94%	91%
Not Included in Accountability													
Mobile	4%	4%	4%	*	4%	0%	-	-	-	0%	8%	4%	4%
Other Exclusions	1%	1%	1%	*	1%	0%	-	-	-	0%	0%	1%	5%
Not Tested	1%	1%	1%	*	1%	0%	-	-	-	0%	1%	1%	0%
Absent	1%	1%	1%	*	1%	0%	-	-	-	0%	1%	1%	0%
Other	0%	0%	0%	*	0%	0%	-	-	-	0%	0%	0%	0%

District Name: SAN BENITO CISD
 Campus Name: BERTA CABAZA MIDDLE
 Campus Number: 031912041

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Attendance and Postsecondary Readiness

Total Students: 949
 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	ELL
Attendance Rate													
2014-15	95.7%	95.5%	95.3%	*	95.3%	94.2%	-	-	-	*	93.2%	94.6%	93.8%
2013-14	95.9%	95.4%	95.4%	*	95.4%	96.4%	-	-	-	*	93.3%	95.2%	94.3%
Annual Dropout Rate (Gr 7-8)													
2014-15	0.3%	0.2%	0.3%	-	0.3%	*	-	-	-	*	2.2%	0.4%	0.0%
2013-14	0.5%	0.8%	1.3%	*	1.3%	0.0%	-	-	-	*	0.0%	1.1%	1.5%

District Name: SAN BENITO CISD
 Campus Name: BERTA CABAZA MIDDLE
 Campus Number: 031912041

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Profile

Total Students: 949
 Grade Span: 06 - 08
 School Type: Middle

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students:	949	100.0%	10,885	5,284,252
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.2%
Pre-Kindergarten	0	0.0%	5.7%	4.2%
Kindergarten	0	0.0%	6.6%	7.1%
Grade 1	0	0.0%	7.5%	7.8%
Grade 2	0	0.0%	7.3%	7.8%
Grade 3	0	0.0%	7.1%	7.7%
Grade 4	0	0.0%	6.9%	7.5%
Grade 5	0	0.0%	7.8%	7.5%
Grade 6	309	32.6%	7.3%	7.4%
Grade 7	321	33.8%	7.5%	7.4%
Grade 8	319	33.6%	7.8%	7.3%
Grade 9	0	0.0%	8.6%	8.1%
Grade 10	0	0.0%	7.7%	7.3%
Grade 11	0	0.0%	6.5%	6.7%
Grade 12	0	0.0%	5.6%	6.1%
Ethnic Distribution:				
African American	1	0.1%	0.1%	12.6%
Hispanic	940	99.1%	99.0%	52.2%
White	5	0.5%	0.8%	28.5%
American Indian	0	0.0%	0.0%	0.4%
Asian	0	0.0%	0.0%	4.0%
Pacific Islander	0	0.0%	0.0%	0.1%
Two or More Races	3	0.3%	0.1%	2.1%
Economically Disadvantaged	738	77.8%	81.3%	59.0%
Non-Educationally Disadvantaged	211	22.2%	18.7%	41.0%
English Language Learners (ELL)	115	12.1%	23.4%	18.5%
Students w/ Disciplinary Placements (2014-2015)	42	3.9%	2.1%	1.4%
At-Risk	519	54.7%	57.7%	50.1%
Mobility (2014-2015)	140	13.1%	21.4%	16.5%

District Name: SAN BENITO CISD
 Campus Name: BERTA CABAZA MIDDLE
 Campus Number: 031912041

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Profile

Total Students: 949
 Grade Span: 06 - 08
 School Type: Middle

Student Information	----- Non-Special Education Rates -----			----- Special Education Rates -----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	1.0%	1.9%	-	0.0%	8.2%
Grade 1	-	4.9%	4.1%	-	20.0%	7.4%
Grade 2	-	3.3%	2.7%	-	6.2%	3.4%
Grade 3	-	2.2%	2.0%	-	3.2%	1.6%
Grade 4	-	1.7%	1.0%	-	0.0%	0.8%
Grade 5	-	1.4%	0.9%	-	0.0%	1.0%
Grade 6	0.0%	0.3%	0.6%	0.0%	0.0%	0.8%
Grade 7	1.0%	1.4%	0.8%	0.0%	0.0%	0.9%
Grade 8	0.6%	1.7%	0.8%	9.5%	4.2%	1.3%

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	-	21.1	19.1
Grade 2	-	20.4	19.1
Grade 3	-	20.3	19.1
Grade 4	-	19.6	19.0
Grade 5	-	22.7	20.8
Grade 6	14.5	17.2	20.4
Secondary:			
English/Language Arts	11.3	15.5	17.1
Foreign Languages	27.5	25.0	19.1
Mathematics	12.3	15.3	18.1
Science	12.6	15.9	19.1
Social Studies	15.4	17.8	19.5

District Name: SAN BENITO CISD
 Campus Name: BERTA CABAZA MIDDLE
 Campus Number: 031912041

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Profile

Total Students: 949
 Grade Span: 06 - 08
 School Type: Middle

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	82.3	100.0%	100.0%	100.0%
Professional Staff:	71.3	86.6%	56.2%	64.3%
Teachers	61.9	75.2%	42.9%	50.5%
Professional Support	5.4	6.5%	10.2%	9.8%
Campus Administration (School Leadership)	4.0	4.9%	2.7%	2.9%
Educational Aides:	11.0	13.4%	11.7%	9.6%
Total Minority Staff:	76.3	92.7%	93.2%	48.2%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.6%	10.1%
Hispanic	54.9	88.7%	88.4%	26.0%
White	6.0	9.7%	10.0%	60.8%
American Indian	0.0	0.0%	0.1%	0.4%
Asian	1.0	1.6%	0.3%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.6%	1.1%
Males	19.7	31.8%	31.0%	23.5%
Females	42.2	68.2%	69.0%	76.5%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.3%	1.0%
Bachelors	51.0	82.4%	83.7%	74.7%
Masters	10.9	17.6%	15.0%	23.6%
Doctorate	0.0	0.0%	0.0%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	6.6%	8.1%
1-5 Years Experience	12.3	19.9%	27.7%	27.3%
6-10 Years Experience	11.3	18.2%	23.7%	21.7%
11-20 Years Experience	21.4	34.6%	22.4%	27.3%
Over 20 Years Experience	16.9	27.3%	19.5%	15.7%
Number of Students per Teacher	15.3	n/a	15.9	15.2

District Name: SAN BENITO CISD
 Campus Name: BERTA CABAZA MIDDLE
 Campus Number: 031912041

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Profile

Total Students: 949
 Grade Span: 06 - 08
 School Type: Middle

Staff Information	Campus	District	State
Average Years Experience of Teachers:	16.0	12.0	10.9
Average Years Experience of Teachers with District:	12.0	9.8	7.3
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$43,024	\$45,507
1-5 Years Experience	\$44,808	\$45,052	\$47,996
6-10 Years Experience	\$46,215	\$46,822	\$50,459
11-20 Years Experience	\$49,432	\$49,518	\$53,794
Over 20 Years Experience	\$60,359	\$59,485	\$60,613
Average Actual Salaries (regular duties only):			
Teachers	\$50,910	\$49,157	\$51,891
Professional Support	\$54,756	\$55,653	\$61,145
Campus Administration (School Leadership)	\$76,796	\$71,217	\$75,654
Instructional Staff Percent:	n/a	56.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.1	3.6	1,914.4

District Name: SAN BENITO CISD
 Campus Name: BERTA CABAZA MIDDLE
 Campus Number: 031912041

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Profile

Total Students: 949
 Grade Span: 06 - 08
 School Type: Middle

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	103	10.9%	20.3%	18.3%
Career & Technical Education	257	27.1%	31.9%	24.3%
Gifted & Talented Education	50	5.3%	2.7%	7.7%
Special Education	75	7.9%	7.9%	8.6%
Teachers by Program (population served):				
Bilingual/ESL Education	1.4	2.2%	14.2%	5.9%
Career & Technical Education	1.7	2.7%	6.7%	4.4%
Compensatory Education	0.0	0.0%	1.5%	2.9%
Gifted & Talented Education	0.0	0.0%	3.0%	1.9%
Regular Education	52.8	85.4%	62.9%	72.6%
Special Education	5.0	8.1%	10.8%	8.8%
Other	1.0	1.6%	1.0%	3.4%

Link to:
[PEIMS Financial Standard Reports/](#)
[2014-2015 Financial Actual Report](#)

^{1A} Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.

^{1B} Indicates results are masked due to small numbers to protect student confidentiality.

¹ Indicates zero observations reported for this group.

^{n/a} Indicates data reporting is not applicable for this group.

^{1B*1} Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.

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

^{###} Indicates that PID Error rate information cannot be reported in 2015-16 due to the transition from PEIMS Edit+ to TSDS.

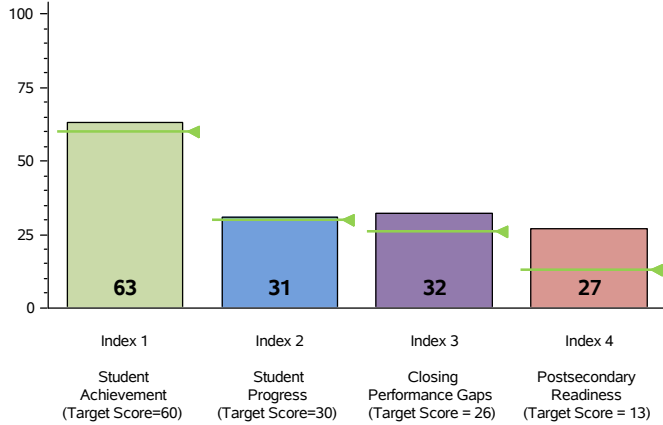
**Texas Education Agency
2015-16 School Report Card
BERTA CABAZA MIDDLE (031912041)**

District Name: **SAN BENITO CISD**
Campus Type: **Middle School**

Total Students: **949**
Grade Span: **06 - 08**

2016 Performance Index

State accountability ratings are based on four performance indices: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. The bar graph below illustrates the index scores for this campus. The score required to meet each index's target is indicated below the index description and as a line on each bar. In 2016, to receive the Met Standard or Met Alternative Standard accountability rating, districts and campuses must meet targets on three indices: Index 1 **or** Index 2 **and** Index 3 **and** Index 4.



2016 Accountability Rating

Met Standard

For 2016 state accountability, campuses are rated as **Met Standard**, **Improvement Required**, or **Not Rated**. The rating, **Met Alternative Standard**, is assigned to charters and alternative education campuses evaluated under alternative education accountability (AEA) provisions.

School and Student Information

This section provides demographic information about the campus, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2014-15)	95.3%	95.5%	95.7%
Enrollment by Race/Ethnicity			
African American	0.1%	0.1%	12.6%
Hispanic	99.1%	99.0%	52.2%
White	0.5%	0.8%	28.5%
American Indian	0.0%	0.0%	0.4%
Asian	0.0%	0.0%	4.0%
Pacific Islander	0.0%	0.0%	0.1%
Two or More Races	0.3%	0.1%	2.1%
Enrollment by Student Group			
Economically Disadvantaged	77.8%	81.3%	59.0%
English Language Learners	12.1%	23.4%	18.5%
Special Education	7.9%	7.9%	8.6%
Mobility Rate (2014-15)	13.1%	21.4%	16.5%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Grade 6	14.5	17.2	20.4
Secondary			
English/Language Arts	11.3	15.5	17.1
Foreign Languages	27.5	25.0	19.1
Mathematics	12.3	15.3	18.1
Science	12.6	15.9	19.1
Social Studies	15.4	17.8	19.5

School Financial Information (2014-15)

Various financial indicators are reported for the campus, district, and state, where applicable, based on actual data from the prior year. For more information, see <http://tea.texas.gov/financialstandardreports/>.

	Campus	District	State		Campus	District	State
Instructional Staff Percent	n/a	56.7%	64.5%	Expenditures per Student			
Instructional Expenditure Ratio	n/a	58.8%	63.8%	Total Operating Expenditures	\$8,360	\$10,223	\$9,065
				Instruction	\$5,144	\$5,284	\$5,158
				Instructional Leadership	\$187	\$354	\$138
				School Leadership	\$586	\$540	\$522

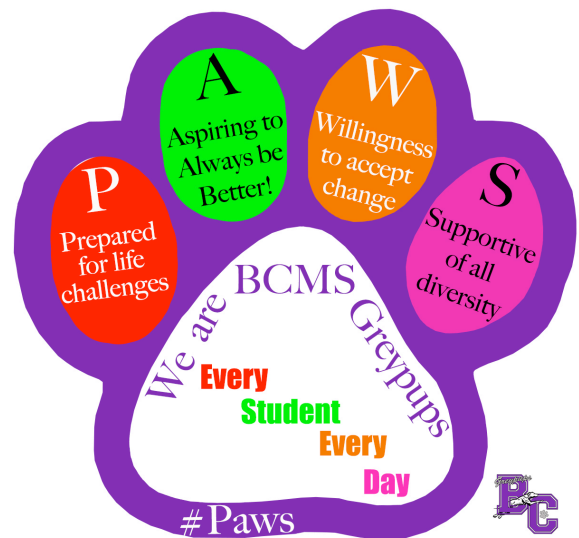
For more information about this campus, please see the Texas Academic Performance Report at <https://rptsr1.tea.texas.gov/perfreport/tapr/2016/index.html>.

		State	District	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Percent at Level II Satisfactory Standard or Above (Sum of All Grades Tested)												
All Subjects	2016	75%	67%	63%	*	63%	73%	-	-	-	56%	59%
Reading	2016	73%	64%	68%	*	68%	*	-	-	-	*	64%
Mathematics	2016	76%	68%	63%	*	63%	*	-	-	-	*	58%
Writing	2016	69%	66%	65%	*	65%	*	-	-	-	*	59%
Science	2016	79%	72%	64%	-	64%	*	-	-	-	*	61%
Social Studies	2016	77%	66%	47%	-	46%	*	-	-	-	*	42%
STAAR Percent at Postsecondary Readiness Standard (Sum of All Grades Tested)												
Two or More Subjects	2016	45%	33%	27%	*	27%	*	-	-	-	*	22%
Reading	2016	46%	34%	35%	*	35%	*	-	-	-	*	29%
Mathematics	2016	43%	30%	25%	*	25%	*	-	-	-	*	21%
Writing	2016	41%	37%	38%	*	38%	*	-	-	-	*	32%
Science	2016	47%	35%	26%	-	26%	*	-	-	-	*	24%
Social Studies	2016	47%	33%	16%	-	15%	*	-	-	-	*	13%
STAAR Percent at Advanced Standard (Sum of All Grades Tested)												
All Subjects	2016	18%	10%	10%	*	10%	*	-	-	-	*	7%
Reading	2016	17%	10%	13%	*	13%	*	-	-	-	*	11%
Mathematics	2016	19%	10%	7%	*	7%	*	-	-	-	*	5%
Writing	2016	15%	11%	10%	*	11%	*	-	-	-	*	7%
Science	2016	16%	8%	5%	-	5%	*	-	-	-	*	4%
Social Studies	2016	22%	12%	8%	-	8%	*	-	-	-	*	7%
STAAR Percent Met or Exceeded Progress												
All Subjects	2016	62%	57%	54%	*	54%	*	-	-	-	*	53%
Reading	2016	60%	57%	55%	*	55%	*	-	-	-	*	55%
Mathematics	2016	63%	57%	52%	*	52%	*	-	-	-	*	52%
STAAR Percent Exceeded Progress												
All Subjects	2016	17%	14%	12%	*	12%	*	-	-	-	*	11%
Reading	2016	16%	15%	18%	*	18%	*	-	-	-	*	17%
Mathematics	2016	17%	13%	6%	*	6%	*	-	-	-	*	6%
Progress of Prior-Year Non-Proficient Students: Percent of Non-Proficient Students Passing STAAR (Sum of Grades 4-8)												
Reading	2016	35%	32%	32%	*	32%	*	-	-	-	-	30%

		State	District	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Students Success Initiative												
Grade 5												
STAAR Met Standard (Non-Proficient in Previous Year) Promoted to Grade 6												
Reading	2016	11%	14%	24%	-	24%	-	-	-	-	-	23%
Grade 8												
Students Meeting Level II Standard on First STAAR Administration												
Reading	2016	80%	74%	76%	-	75%	*	-	-	-	*	74%
Mathematics	2016	71%	62%	54%	-	53%	*	-	-	-	*	50%
Students Requiring Accelerated Instruction												
Reading	2016	20%	26%	24%	-	25%	*	-	-	-	*	26%
Mathematics	2016	29%	38%	46%	-	47%	*	-	-	-	*	50%
STAAR Cumulative Met Standard												
Reading	2016	86%	81%	82%	-	82%	*	-	-	-	*	80%
Mathematics	2016	81%	77%	71%	-	71%	*	-	-	-	*	68%
STAAR Non-Proficient Students Promoted by Grade Placement Committee												
Reading	2015	97%	100%	100%	-	100%	-	-	-	-	-	100%

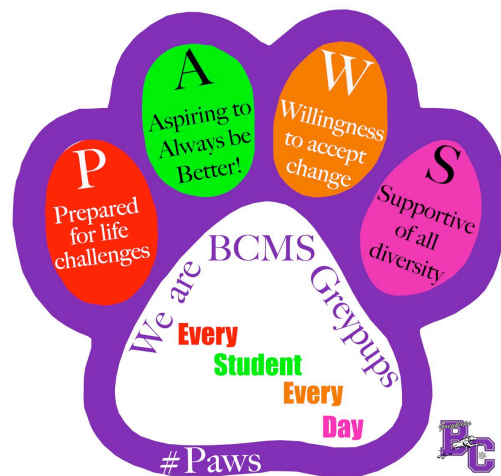
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Positive Behavior Intervention Support



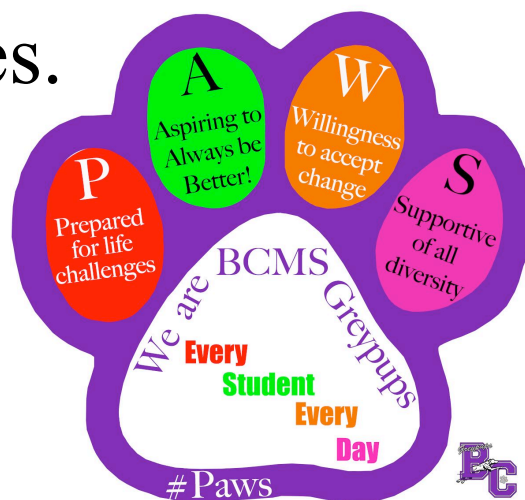
Section 1:

- **Behavior Expectations**
- **BCMS BEHAVIOR EXPECTATIONS MATRIX**
- **Teacher's Pledge**
- **P.A.W.S. Pledge**
- **School – wide Rules**



BEHAVIOR EXPECTATIONS

1. Students and staff will demonstrate self-respect, respect for others, and respect for all things in their environment.
2. Students will be responsible to attend all classes on time. Two or more tardies will result in After School Detention.
3. Students and staff will use appropriate language in class, at school and at all school-related activities.



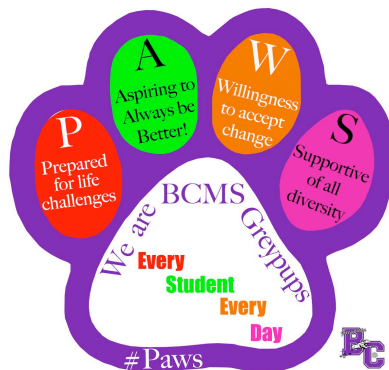


BCMS BEHAVIOR EXPECTATIONS MATRIX

	Greypups' AREA Expectations, Procedures, Rules, and Processes			
	OFFICE	RESTROOM	BUS	HALLWAY
RESPECTFUL	You must have a pass (be courteous and polite, wait your turn)	Use restroom passes for restroom only and respect others' privacy	Speak in a soft voice to all (respect Bus Driver)	Use appropriate language, behavior, and respect hallway displays, at all times (keep hands and feet to self)
RESPONSIBLE	Communicate absences Use (landline) phone appropriately	Use restroom between classes and be prompt	Walk orderly to buses and be on time at your bus stop	Be committed to being in class from bell to bell by walking on right side of hallway at all times.
READY	Must have student ID	Keep restroom clean at all times	Observe the safety procedures for riding an SBCISD bus (form single line, stay in designated area)	Be timely and efficient in getting to class before the tardy bell
	LIBRARY	CAFETERIA	CLASSROOM	EMERGENCY EVACUATION
RESPECTFUL	Respect rules, materials, and equipment	Wait patiently in line, speak in a soft voice, and respect others tray/food items	Please be thankful for your teachers as well as substitutes	Treat drills as the real thing and leave the building immediately
RESPONSIBLE	Return or check books before the bell rings	Practice good table manners (clean up)	Daily attendance is our number one priority in obtaining a quality education	Follow teachers instructions and exit the building in an orderly manner
READY	Use appropriate voice volume	Assist the janitorial staff in keeping the cafeteria neat	My grades reflect that I am ready for my future and it looks bright	Stay with your class at all times

The Teacher's Pledge

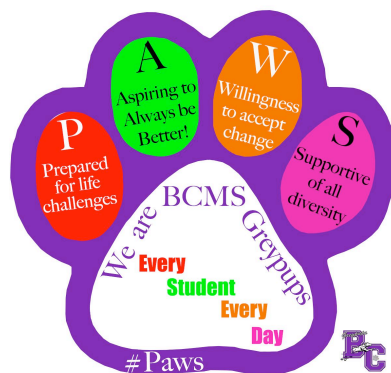
As a Berta Cabaza Middle School teacher, I am a member of this community. I promise to be positively contagious and share more smiles, laughter, encouragement and joy with those around me. When I want to be bitter, I will choose to get better. I will give respect and expect it in return. I believe I am here for a reason and my purpose is greater than my challenges.



P.A.W.S. Pledge

As a BCMS Greypup, I will
always be **P**repared for
life's challenges. I will
always **A**spire to be
better. I will be **W**illing to
accept change and be
Supportive of all diversity.

#PAWS



P.A.W.S. Rules

Students with P.A.W.S. will...

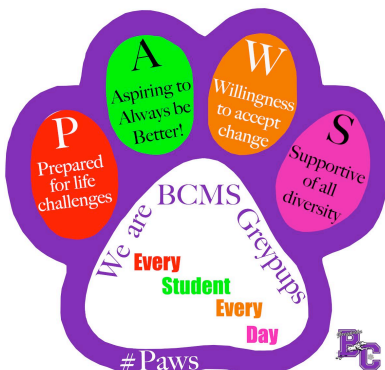
- come to class on time.
- bring required materials to class.
- keep hands, feet, objects, negative comments, and gestures to themselves.
- not be allowed to bring food, drinks, candy, gum, sunflower seeds, or any edible items into the classroom.
- not be allowed to use any type of grooming products within the classroom.
- not disrupt the learning environment.
- receive and wear lanyard with ID card at all times.
- adhere to the district and school policies.

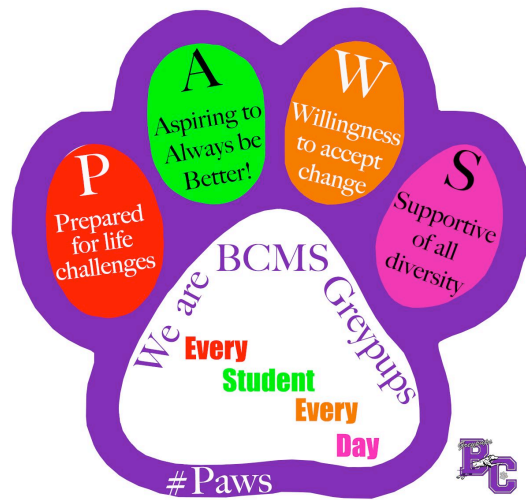
POSITIVES:

- **School-wide Recognition**
 - Teacher of the Month (certificate, Reserved Parking Spot)
 - Student of the Month (certificate)
 - Broadcast recipients via TV's hallways.
 - Free Ice Cream/Bolis/Freeze Pops (students)
 - PAWS Bracelet
 - Early Dismissal Lunch Pass (2 minutes)
 - Classroom Preferential Seating
 - Mechanical Pencils
 - Stickers

CONSEQUENCES:

1. Warning
2. Student Management Form/Parent Contact
3. Student/Teacher Conference or Guidance/Counseling Conference (phone call, signed, etc.)
4. Parent Conference
5. Discipline Referral





Cool tools

SECTION 2

Routines and Protocols

- **Routines to be taught**
- **Berta Cabaza Middle School's Protocol**

Routines to be taught

School-wide-----August

1) Classroom Routines – Instructional

- a) The Hand Raising Skill (Attention Grabber)
- b) Participating in Classroom Discussions
- c) Answering questions during lessons
- d) Working in Cooperative Groups
- e) Completion of a classroom paper or assignment

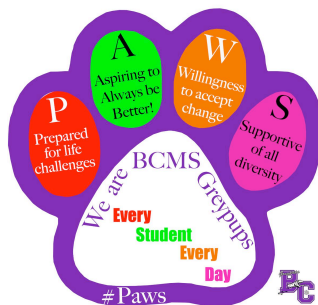
2) Classroom Routines – Procedural

- a) Entering a classroom
- b) Use of technology in classroom
- c) Lining up to exit the Classroom (during school day & fire drill)
- d) The Dismissal Skill
- e) Bell does not dismiss the students.

(Students will be dismissed when everyone is at their seat and quiet)

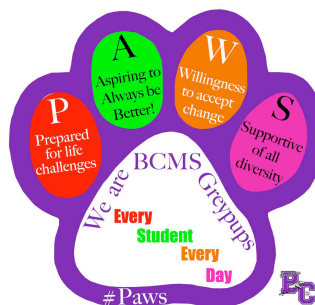
3) Building Routines – Procedural

- a) Walk no running inside the building
- b) Hallway Walking- walk on the right side
- c) Cafeteria Behavior
 - i) Behavior in Line (no pushing/shoving/cutting line)
 - ii) Getting food/movement within cafeteria
 - iii) No food/drinks outside of Cafeteria
 - iv) Clean – up after yourself
- d) Bathroom Behavior (take care of personal needs)



P.A.W.S. Good Manners

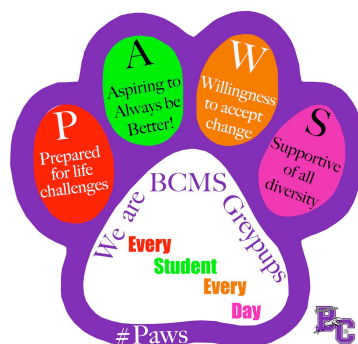
- 1) When a classmate or teacher does something nice for you, say “thank you” and “you’re welcome”, “please”, “yes ma’am / sir”, “no ma’am/sir”.
- 2) Be respectful and polite.
- 3) Be helpful to others.
- 4) Be friendly.
- 5) Always say “good morning/afternoon” to people you meet.



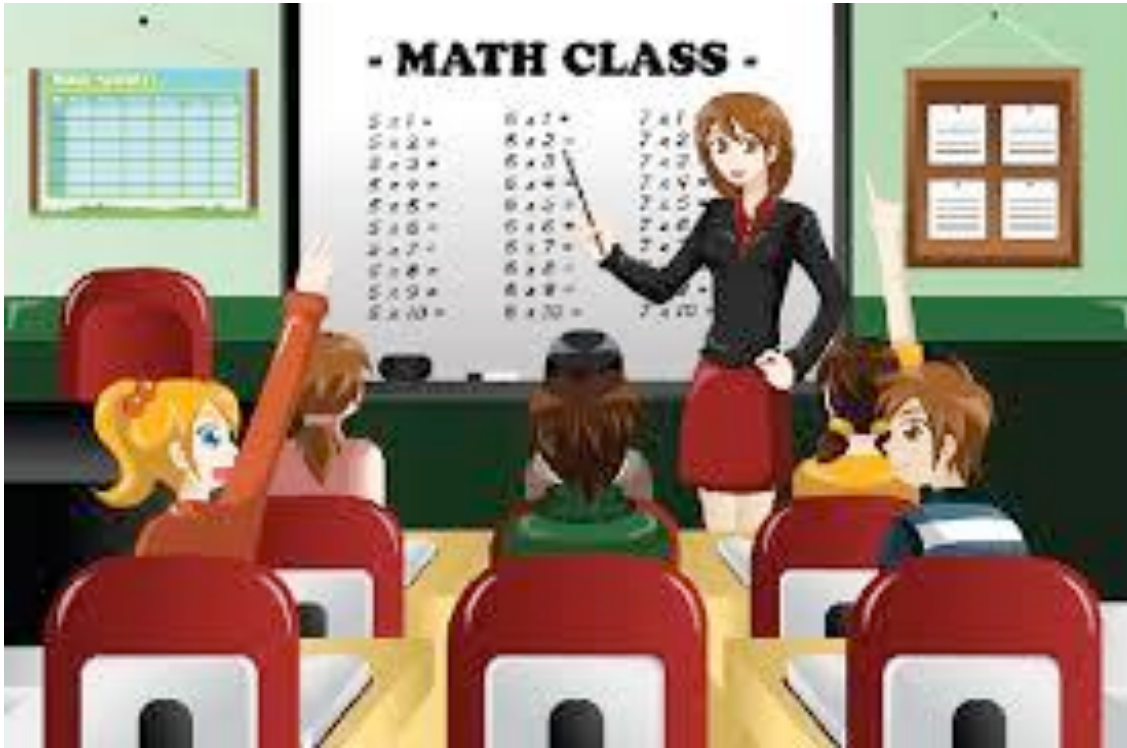
Hallway Protocol



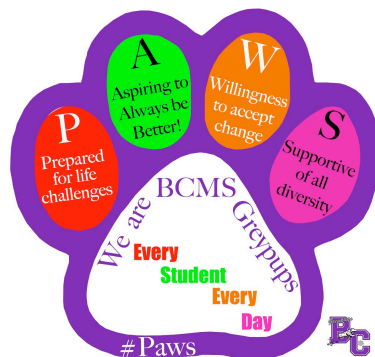
1. Always walk down the **RIGHT** side of the hall.
2. **WALK QUIETLY** through the halls.
3. **Public Display of Affection (PDA)** not allowed.



Classroom Protocol



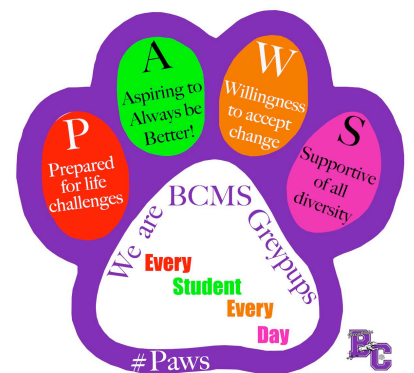
1. Report to your assigned seat.
2. Have all materials/supplies ready for learning, i.e.:
 - a. Sharpened pencil
 - b. Homework ready for submission
 - c. **STUDENT PLANNER**/notebook/journal ready
3. Place backpack in assigned area (teacher specific).
4. Check Board for assignments/objectives/warm ups.
5. Student work area should be kept clean and trash should be placed in appropriate bin.



Bus Protocol

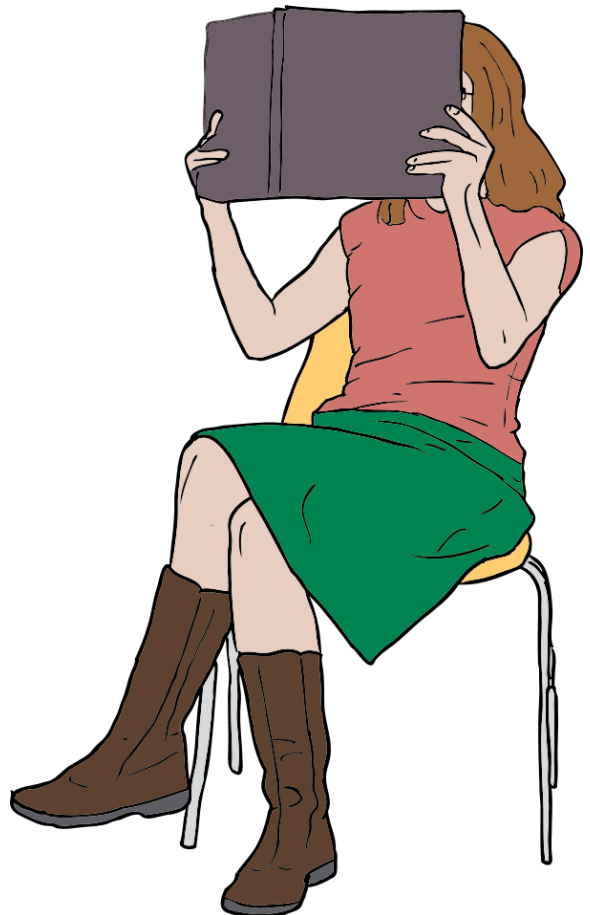
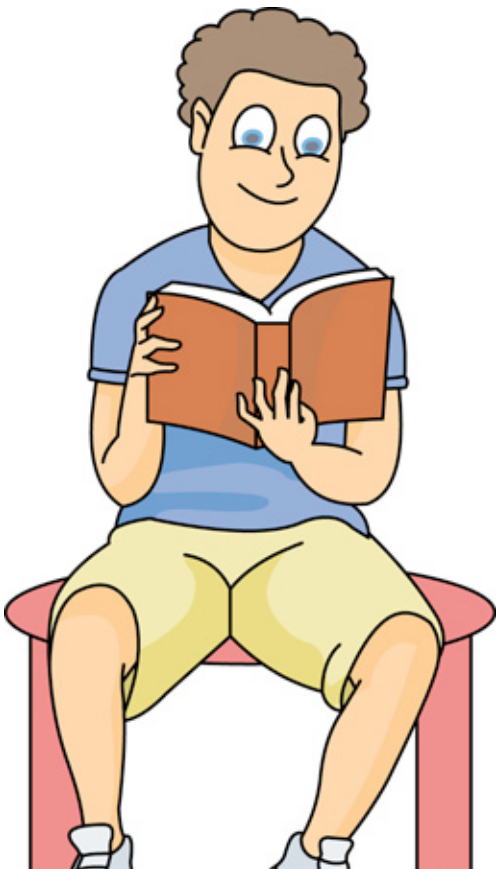


1. **Walk orderly to buses and be on time at your bus stop.**
2. **Form SINGLE LINE for bus loading.**
3. **Stay in designated area.**
4. **Observe the safety and policy procedures for riding an SBCISD bus.**
5. **Speak in soft voice to all--no yelling.**
6. **Respect and follow instructions from bus driver at all times.**



When You Finish Early

1. **Finish any incomplete assignments.**
2. **Read a book. (AR points).**
3. **Work on homework.**
4. **Begin preparing for your next class.**
5. **Do not disturb the class.**



When You Are Absent

1. Check for missed assignments with teacher.
2. Make certain you submit the missed assignments by the due date.
3. This is your responsibility, not the teacher's.
4. Assignments missed due to off-campus suspension will receive an automatic ZERO (0).



When You Are Tardy

1. Walk into the classroom quietly.
2. Turn in tardy slip or pass as appropriate.
Go to your seat and prepare for instructions.
Be quiet.

1st tardy – Warning

2nd tardy – Detention (30 minutes after school)

**6th tardy – Written referral/
Administrative action**



1. Be in your seat
with all necessary
supplies when the
bell rings.

10/10 rule



Students will not be permitted to leave class the first and last 10 minutes of the class period.

Exception: Medical and medically related emergencies

Working Cooperatively

1. Work as a team
2. Value, respect, and listen to each person's responses.
3. Compromise
4. Take turns
5. Equally share the responsibility.



“Give Me Five”

Teacher will hold up hand and say one time,

“Give me 5.”

You have 5 seconds to:

- a. Be quiet**
- b. Eyes on speaker**
- c. Be still**
- d. Hands free “put things down”**
- e. Listen**



Keeping Your Binder/Folder

- 1. All work should be kept in a binder/folder**
- 2. File the assignment in its appropriate place inside the binder when returned.**
- 3. Make certain your binder is neat.**
- 4. Check for extra paper on a regular basis.**



BCMS Code Mission Vision

BCMS Code:

The BCMS Greypups Code:

- **B**ehave responsibly
- **C**onduct oneself with pride
- **M**eet expectations
- **S**how respect to self, others, and property
(Respect Agreements)

Greypup P.A.W.S. Mission

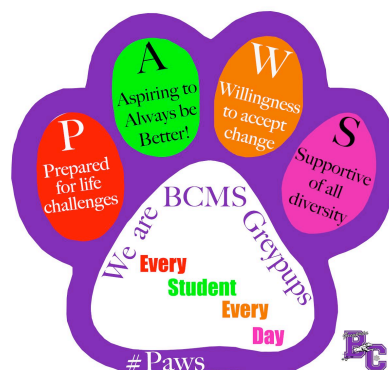
BCMS Greypups.....

- *will **P**repare for life challenges,
 - *will **A**spire to always be better,
 - *will be **W**illing to accept change,
 - *will be **S**upportive of all diversity
- #PAWS**

Vision

(It is the vision of BCMS to educate....)

Every Student, Every Day!



Berta Cabaza Middle School

Discipline Matrix

Classroom Management / NON-I.S.S.		Campus Behavior Coordinator Action	
- Teacher Led Detention (Morning, lunch, after school) - Parent Contact (Email, phone, home visit, notice sent home)		- I.S.S. / O.S.S. (>3 days per incident) - DAEP PLACEMENT (discretionary/mandatory) - EXPULSION (discretionary/mandatory)	
Level 1 – Incident Violations (non-referral/non-recorded) warning/teachable moment/ correction	Level 2 – Incident Violations (non-referral/ recorded)	Level 3 – Incident Violations (referral/ recorded)	Level 4 – Incident Violations (referral/ recorded)
-Running -Walking on wrong side of hallway -Off task behavior	-Lying	Direct, inappropriate language/profanity	Drug selling, giving, delivering, use, possession, under the influence (tobacco/alcohol)
-Noise Making -Out of Seat/Area	Cheating	Direct, inappropriate gestures	Firearm use / possession (knife dependent on size)
-Missing Homework -Disruptive -Breaking cafeteria rules	Indirect, inappropriate language (verbal abuse)	Fighting / physical aggression	Arson
-Breaking courtyard rules Inappropriate behavior in bathroom (destructive)	Indirect, inappropriate gestures	Harassment / Bullying	Bomb threat
-Dress code violation -Hair code violation	Spitting	Property misuse / destruction	Extreme property damage/vandalism
-Chewing gum or eating candy / except by teacher	Using Cell Phone functions (calls, text, internet)	Theft	Combustibles
-Unprepared to learn -talking back to teacher	Walking out of class without permission	Internet misuse / cyberbullying	Assault/threats (aggravated / sexual)
-Uncooperative		Skiping class	
-Not following directions		Pantsing	
-Cell phone in side (not in use) -Late to class -Insubordination / Non-Compliance / Defiance		Reference in conversation, writing or pictures to weapons or acts of violence	
-Disrespectful to teacher		Taking pictures/video	
		Tardies (6+)	
		Walking out of class (slamming door, using profanity)	

Every Student, Every Day!

Berta Cabaza Middle School

Discipline Matrix

	Level 1 – Incidental Violations	Level 2 – Minor Violations	Level 3 – Major Violations REFERRALS ARE CONSIDERED LEGAL DOCUMENTS	Level 4 – Illegal Violations REFERRALS ARE CONSIDERED LEGAL DOCUMENTS
Addressing the Behavior	Teacher handled The teacher addresses the behavior using classroom management strategies	Teacher handled The teacher addresses the behavior using logical consequences (apology of action, take a break, or loss of privilege, focus room)	Office-managed Send the student to the office where the principal will address the behavior	Office-managed Send the student to the office where the principal will address the behavior.
Forms	No form – A GOOGLE form is available to informally track behavior, or to communicate with other staff.	Yellow form – Fill out a yellow form and send it home with the students to be signed by parents. Turn it into the office after it gets signed.	Regular Referral Form- Send a referral form with as much factual information as possible to the office with the student. The principal will finish filling out the form and send it home.	Regular Referral Form – Send a referral form with as much factual information as possible to the office with the student. The principal will finish filling out the form and send it home.

Every Student, Every Day!



BEHAVIOR CONTRACT



Date: _____

I promise to work on these behavior expectations: _____

Choose 3 of the following or create your own.

- | | | |
|---|---|---|
| ☐ I will go to my seat when asked | ☐ I will pick up after myself | ☐ I will use good manners |
| ☐ I will not interrupt | ☐ I will keep good hygiene | ☐ I will treat others with respect |
| ☐ I will respect the property and privacy of others | ☐ I will be sensitive to the feelings of others | ☐ I will avoid behaviors that are aggressive, destructive or dangerous |
| ☐ I will not give in to peer pressure | ☐ I will avoid places and objects that are unsafe or dangerous | ☐ I will take responsibility for my actions and not blame others |
| ☐ I will present a positive attitude instead of being negative, pessimistic or rude | ☐ I will complete my homework on time | ☐ I will avoid _____ |
| ☐ I will get ready for school on time | ☐ I will listen and be attentive when spoken to | ☐ I will _____ |
| ☐ I will not use technology (cell phone, computer, video games, etc) in class or hallway | ☐ I will turn in my homework on time | ☐ I will _____ |
| | ☐ I will _____ | ☐ I will _____ |

Reward for meeting these expectations: _____

Consequence for not meeting these expectations: _____



Student Signature _____ Date _____

Parent Signature _____ Date _____

Teacher Signature _____ Date _____

Level 2 Incident Form

Student Name: _____		Date: _____
Student ID: _____		
Teacher: _____		Grade: _____
Concern(s):	☐ Lying ☐ Cheating ☐ Indirect, inappropriate language (verbal abuse) ☐ Indirect, inappropriate gestures ☐ Spitting ☐ Using Cell Phone functions (calls, text, internet) ☐ Walking out of class without permission ☐ Other: _____ ☐ Other: _____ ☐ Other: _____	
Intervention(s):	☐ Preferential Seating ☐ "Calm-Down" Break ☐ Behavior Contract Established ☐ Physical/Verbal Reminders Established ☐ Reflective Essay ☐ Conference with student ☐ Parent Conference ☐ Morning/Lunch/After school Detention ☐ Time: _____ Date: _____ ☐ Other: _____ ☐ Other: _____ ☐ Other: _____	
Parent / Guardian Contact:	☐ Notified Via Email ☐ Notified Via Phone Call / School Messenger ☐ Notified Via Home Visit ☐ Notified Via U.S. Mail	
_____ Teacher Signature		_____ Parent Signature
_____ Teacher Email		_____ Parent Email
Teacher Phone Number: 956-361-6600		Parent Phone Number: _____
Teacher Conference Period: _____ TO _____ MON-FRI		_____ Student Signature

1 copy signed by Parent and submitted to office

1 copy kept by teacher



BERTA CABAZA MIDDLE SCHOOL
2901 Shafer Road San Benito, Texas 78586 (956) 361-6600 FAX (956) 361-6608

Student: _____		_____	_____	_____
Last Name	First Name	Student Id	Grade	Phone Number
_____		_____	_____	_____
Class Period / Location		Teacher (Print Name)		Date
_____		_____		_____

Reason(s) for Referral:	Level III	Level IV
☐ Direct, inappropriate language/profanity	☐ Reference in conversation, writing or pictures to weapons or acts of violence	☐ Firearm use / possession (knife dependent on size)
☐ Direct, inappropriate gestures	☐ Taking pictures/videos	☐ Arson
☐ Fighting / physical aggression	☐ Tardies (6+)	☐ Bomb threat
☐ Harassment / Bullying	☐ Walking out of class (slamming door, using profanity)	☐ Extreme property
☐ Property Misuse / Destruction	☐ Drug selling, giving delivering, use, possession, under the influence (tobacco/alcohol)	☐ Combustibles
☐ Theft		☐ Assault/threat (aggravated / sexual)
☐ Internet Misuse / Cyberbullying		
☐ Skipping Class		
☐ Pantsing		

Briefly Describe Incident: _____

TEACHER ACTION TAKEN PRIOR TO REFERRAL (Attach all documentation):

- | | | |
|---|---|--|
| ☐ Parent contact documentation via <ul style="list-style-type: none">o Telephoneo Emailo Home visito Notice sent home | ☐ Teacher led detention documentation <ul style="list-style-type: none">o Morning detentiono Lunch detentiono After school detention | ☐ Behavior Contract documentation |
| ☐ Student conference/s documentation | ☐ Copy of referral to counselor | ☐ Documentation of conference with RTL/Sp. Ed/ or Counselors |
| ☐ Parent/ student conference/s documentation | ☐ Documentation of 504/Sp. Ed. accommodation/s | ☐ Documentation of medical issues which might be attributed to behavior |
| | ☐ Documentation of interventions | ☐ Documentation of conference with campus nurse |
| | ☐ Documentation of IEPs/ BIPs/IAPs used in classroom | |

CLASS ACTIVITY AT TIME OF INCIDENT:

- | | | |
|---------------------------------------|--|---|
| ☐ Audio/visual | ☐ Test | ☐ Group assignment |
| ☐ Field trip | ☐ Lecture | ☐ Library assignment |
| ☐ Silent study | ☐ Guest speaker | ☐ Other _____ |

OFFICE USE ONLY

ADMINISTRATIVE ACTION TAKEN AND/OR RECOMMENDATIONS:

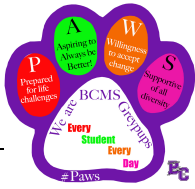
- | | |
|---|--|
| ☐ Referral level assigned back to ____ Level I ____ Level II with recommendations to teacher | ☐ Lunch detention from _____ to _____ |
| ☐ Reprimand | ☐ In School Suspension No. of Days: _____ |
| ☐ Student accepts responsibility and desires to cooperate | ☐ Out of School Suspension No. of Days: _____ |
| ☐ Parents informed | ☐ Schedule Disciplinary Hearing |
| ☐ Parent conference requested | Date: _____ |
| ☐ Assigned after school time | Recommendation: ____ Site 2 ____ Site 3 |
| | No. of Days: _____ |

Teacher's Signature: _____ Principal's Signature: _____

White copy- Office

Yellow copy – teacher

Pink Copy- pare



Berta Cabaza Middle School PROTOCOLS



Week 1	WEEK 2	Week 3 (beginning or end of period)	Week 4 Public Announcements Review a daily Protocol
Monday, August 22: *Read Student Handbook 1 st Page 9-13 2 nd Pages 14-18 3 rd Pages 19-23 4 th Pages 24-28 5 th Pages 29-33 6 th Pages 34-38 7 th Pages 39-40 8 th Period PBIS Protocols (signature pages)	Monday, August 29, *Review Protocols during 5 th Period	Monday, September 5 8 th Review Classroom & Hallway Protocols	BCMS Code: The BCMS Greypups Code: • Behave responsibly • Conduct oneself with pride • Meeet expectations • Show respect to self, others, and property (Respect Agreements) Greypup P.A.W.S. Mission BCMS Greypups..... *will Prepare for life challenges, *will Aspire to always be better, *will be Willing to accept change, *will be Supportive of all diversity #PAWS Vision <i>(It is the vision of BCMS to educate.)</i> EVERY STUDENT, EVERY DAY!
Tuesday, August 23: *Review Classroom Syllabus *Review Protocols during 1 st Period *8 th Period Review Bus Protocols	Tuesday, August 30 *Review Protocols during 6 th Period	Tuesday, September 6 7 th Review Finish Early & P.A.W.S. Good Manners	
Wednesday, August 24: *Review Protocols during 2 nd Period	Wednesday, August 31 *Review Protocols during 7 th Period Include Assembly Behaviors	Wednesday, September 7 6 th Review When You Are Absent & Work Cooperatively	
Thursday, August 25: *Review Protocols during 3 rd Period	Thursday, September 1 Grade Level PBIS Assemblies (administration)	Thursday, September 8 5 th Attention Grabbers & Keeping Binder/Folder	
Friday, August 26: *Review Protocols during 4 th Period		Friday, September 9 4 th Review When you are tardy, 10/10 Rule Bus Protocol	