

Brownsville Independent School District

Besteiro Middle School

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

Brownsville Independent School District, rich in cultural heritage, will produce well-educated graduates who can pursue higher educational opportunities and who will become responsible citizens in a changing global society by utilizing all resources to provide equitable opportunities for students.

Our school and community will collaborate to prepare students to face the challenges of the future by providing a college and career ready 21st century learning environment.

Vision

Besteiro Middle School provides academic excellence for all students.

Value Statement

Besteiro Middle School believes
staff are committed to rigorous standards-based curriculum that is student centered, relevant, and integral.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The SBDM committee will meet once every six weeks to review the CIP goals and to amend appropriate strategies to campus needs.

Data Sources Reviewed: The following sources provided valuable data for Demographics in regards to the identification of needs: Enrollment Reports

1. Attendance Reports
2. Ethnicity
3. Mobility/Stability
4. Teacher-Student Ratios
5. Completion, Dropout rates, Failure Rates
6. Course / Class Assignments
7. Pre-AP/ AP Placement Enrollment
8. ESL/XL Enrollment
9. Teacher Attendance
10. Student Attendance Rates
11. Discipline
12. Benchmark Data
13. Campus parent participation records
14. SAT/ACT scores
15. Fitness Gram Data

The student population at Besteiro Middle School is approximately 634 and serves students in grades 6th, 7th, and 8th grade. According to the 2020-21 Texas Academic Performance Report of our campus profile, 99.8% of the student population is Hispanic, and 0.2% is Non-Hispanic. Additionally, 98.3% of the student body is classified as economically disadvantaged. The report also shows that 43.7% of Besteiro's student population are classified as English Learners, which many are first-generation Mexican Immigrants. 19.2% of Besteiro's total population are Special Education students. Additionally, the retention rate was 0.6% for 6th, 0% for 7th and 8th grade for not Special Education students and 0% for Special Education students. The attendance rate was 98.8% for all students. The annual dropout rate was 0.2% for grades 7th-8th.

Any Besteiro student group that did not meet the state standard average is identified as the priority for needs. Based on the disaggregation of the STAAR test data, best practices will be used to address the needs of these groups of students as the priority needs. The following data originated from the 2020-2021 Preliminary Accountability Report.

Performance Variation between all student groups and all grades at the approaches grade level or above.

	All Students	Hispanic	White	Asian	Special Ed	Econ Disadv	EL
All Subjects	48%	48%	*	*	18%	48%	39%
Reading	53%	53%	*	*	19%	53%	44%
Mathematics	43%	44%	*	*	21%	43%	36%
Writing	47%	47%	*	*	13%	46%	33%
Science	62%	62%	*	*	15%	61%	52%

	All Students	Hispanic	White	Asian	Special Ed	Econ Disadv	EL
Social Studies	37%	37%	*	*	15%	35%	23%

Demographics Strengths

All teachers at Besteiro Middle School are highly qualified as defined by the State Board of Education. All teachers are certified to teach students identified as Gifted and Talented in core content areas and the Fine Arts. Besteiro has STEM trained teachers who challenge students in the areas of Math and Science. After school academic tutorials are offered from Monday through Thursday for all core subject areas and Saturday Academies.

1. Teachers offer after school tutorials and Saturday Academies.
2. Campus has School Messenger to communicate with parents.
3. Through data meetings, teachers monitor students' progress and communicate with parents.
4. Students participate in extracurricular activities, such as fine arts, athletics, clubs and organizations.
5. Parent involvement is active through our Parent Center, through monthly meetings and district events.
6. Data driven instruction is accessible through Eduphoria and Tango.
7. Strong department and academic leadership through collaboration and support systems.
8. Availability through different digital platforms such as Google Classroom, Teams, Schoology, Clever, Zoom, are routinely used by all stakeholders.

Need Statements Identifying Demographics Needs

Need Statement 1 (Prioritized): Need to increase the percent passing gap for SE and EB students in Reading, Math, Writing, Science, and Social Studies by scheduling Accelerated Learning Instruction, Monday through Thursday including Saturday academies. **Data Analysis/Root Cause:** Limited vocabulary and reading comprehension for SE and EB students.

Need Statement 2: Need to closely monitor attendance by forming committee to evaluate students' attendance through academic contracts. **Data Analysis/Root Cause:** High student absenteeism.

Need Statement 3: Need WiFi accessible at home for all students in order for them to be successful. **Data Analysis/Root Cause:** WiFi access points must be provided through city in order for students to be successful.

Need Statement 4: Need for highly qualified core subject area teachers depending on enrollment. **Data Analysis/Root Cause:** Enrollment number for the school year.

Need Statement 5: Need to closely monitor students on RTI and tier them according to their needs while providing research-based interventions. **Data Analysis/Root Cause:** High failure rate in marking periods throughout the school year.

Need Statement 6 (Prioritized): Need to expand research based EBs strategies in order to increase the percentage of proficient English Learners. **Data Analysis/Root Cause:** High mobility rate, illiteracy, and below grade level in reading and writing.

Need Statement 7 (Prioritized): Need to provide documentation and interventions by teachers for all retainees in grades 6-8 at the end of the year. **Data Analysis/Root Cause:** High student failure in marking periods throughout the school year.

Student Learning

Student Learning Summary

The following sources provided valuable data for Student Achievement in regards to the identification of needs:

- TAPR Report / TEA School Accountability Report
- STAAR Summary Report-Group Performance
- Eduphoria/Tango data, 6 weeks tests, Semester Exams,Benchmark tests

6th-8th Grade All Students STAAR Summary: 2020-2021

Grade Level	Subject	Score
6 th grade	Reading	45%
7 th grade	Reading	49%
8 th grade	Reading	64%
6 th grade	Math	53%
7 th grade	Math	13%
8 th grade	Math	35%
8 th grade	Science	62%
8 TH grade	Social Studies	37%

The trends identified when student performance scores were compared over a period of two-three years demonstrate that students need additional learning time in Reading and Math as indicated by STAAR scores.

Performance variations between all student groups:

Grade Level	Subject	At-Risk	EcoDis	Hispanic	White	Female	Male	GT	LEP	MIGRANT	SPED
6 th grade	Reading	32%	44%	45%	-	52%	38%		39%	-	29%
7 th grade	Reading	36%	49%	49%	-	59%	37%		38%	-	14%
8 th grade	Reading	50%	63%	64%	-	68%	59%		57%	-	14%
6 th grade	Math	40%	53%	53%	-	65%	42%		46%	-	30%
7 th grade	Math	10%	13%	13%	-	13%	12%		10%	-	13%
8 th grade	Math	29%	35%	35%	-	35%	36%		34%	-	20%
8 th grade	Science	49%	61%	62%	-	60%	63%		52%	-	15%
8 th grade	Social Studies	21%	35%	37%	-	35%	39%		23%	-	15%
8 th grade	Algebra I	74%	74%	76%	-	74%	76%		68%	-	-

Student Learning Strengths

1. 2019 Accountability Summary-Distinction Earned: Science, Social Studies, Post-Secondary Readiness.
2. 2019 Identification of Schools for Improvement: Academic Achievement Indicator in Reading for Economically Disadvantaged population met.
3. 2019 Identification of Schools for Improvement: Academic Achievement Indicator in Reading Special Education population.
4. 2019 Identification of Schools for Improvement: Academic Achievement Indicator in Math for Hispanic population.
5. 2019 Identification of Schools for Improvement: Student Success Indicator for Economically Disadvantaged population met.
6. 2019 Identification of Schools for Improvement: Student Success Indicator for Special Education population met.

Need Statements Identifying Student Learning Needs

Need Statement 1 (Prioritized): Need to decrease performance gaps between Special Education, Bilingual/ESL, and At-Risk students for all content areas at all grade levels by integrating SIOP and differentiated instruction strategies. **Data Analysis/Root Cause:** District assessment data shows gaps between special populations.

Need Statement 2 (Prioritized): Need to improve Reading/literacy skills at all levels and in all content areas by implementing a campus wide book study during the scheduled time as well as Writing across the curriculum. **Data Analysis/Root Cause:** Reading scores reflect a need for new implementation strategies.

Need Statement 3 (Prioritized): Need to improve technology integration and use of effective computer assisted instruction in all classrooms as well as increasing and updating technology resources and LMS integration for flexible learning. **Data Analysis/Root Cause:** Administrative walk throughs reflect a need for more integration of technology into daily lessons.

Need Statement 4 (Prioritized): Need to provide professional development on effective instructional strategies across contents to increase academic performance for all subpopulation indicators (EL, GT, AP, CIF, Text Structures). **Data Analysis/Root Cause:** More rigor and high level questioning is needed to challenge students across grade levels.

Need Statement 5 (Prioritized): Need to provide students with the necessary resources needed for continuous instruction including STEM instruction. **Data Analysis/Root Cause:** Based on prior year's data, our students at Besteiro require basic supplies and/or technologies.

Need Statement 6 (Prioritized): Need to provide transportation for after school and Saturday academy tutorials. **Data Analysis/Root Cause:** Low turnout due to limited after school transportation.

Need Statement 7 (Prioritized): Need to provide a Summer Bridge Program in order to provide an orientation to incoming 6th grade students to assist with the transition from elementary school to middle school. **Data Analysis/Root Cause:** Familiarize incoming 6th graders with student responsibilities and expectations.

School Processes & Programs

School Processes & Programs Summary

CNA Procedures for Staff Quality, Recruitment and Retention:

Besteiro Middle School fosters a positive and safe climate and embraces the culture of the surrounding community. Besteiro Middle School faculty and staff promote high levels of achievement to ensure student success. Besteiro Middle School has conducted campus surveys in each of the components of the Campus Improvement Plan. The survey results were reviewed by department and team meeting members so that stakeholders were made aware of results. The entire faculty along with SBDM members reviewed the results of the survey, STAAR scores, TELPAS scores, SELP/SSLP, and 7th Grade Fluency Test and Algebra I Scores. The faculty was then divided into committees and assigned the 2021-2022 CIP to review the plan and decide what improvements needed to be incorporated. Each committee then submitted a revised CIP to be utilized during 2021-2022 and made recommendations as to what activities, resources and funds needed to be allocated towards the 2021-2022 Campus Improvement Plan.

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

Teacher Certification / Qualification Data

Staff Effectiveness in Relation to Student Achievement TTESS / Walkthroughs

Special Program Qualifications Professional Development Data Department and Team Meetings Peer Coaching

CNA Procedures for School Context and Organization:

Besteiro Middle School has conducted campus surveys in each of the components of the Campus Improvement Plan. The survey results were reviewed during a faculty meeting so that all stakeholders were made aware of results. The entire faculty along with SBDM members reviewed the results of the survey, STAAR scores, TELPAS scores, SELP/SSLP, and 7th Grade Fluency Test and Algebra I Scores. The faculty was then divided into committees and assigned the 2020-2021 CIP to review the plan and decide what improvements needed to be incorporated. Each committee then submitted a revised CIP to be utilized during 2021-2022 and made recommendations as to what activities, resources and funds needed to be allocated towards the 2021-2022 Campus Improvement Plan. Besteiro Middle School will utilize the Raptor program in order to screen all visits in order to maintain security, order and maintain a safe environment conducive to learning.

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

School Structure

Master Schedule

Supervision Structure Duty Rosters

Schedule for Student Support Services: Library, Counseling, Computer Lab School Map

Program Services: Extracurricular Activities, After School Programs Teaming, STEM Activities and competitions such as Electric Car, Science Fair, College 1st (GEAR UP) and 21st Century activities

Implementation of new programs which will serve as support for student learning and teacher teaching as of but not limited to Edgenuity, ESL/Bilingual Programs (Dualingo, Readworks, Edgenuity, Mind Play, FlipGrid, Nearpod, MI Write, Lexia, APEX, NewsELA), Writing Criterion, Science and Math.

Implementation of The 7 Habits of Highly Effective Teen Ageders developed by Franklin Covey which will help students apply personal leadership principles as they face tough choices every day.

School Processes & Programs Strengths

Findings/Analysis Results: The following strengths/area of improvement were identified after all findings were analyzed by the SBDM Committee.

Work closely with HR Department

1. Walkthrough Data
2. Professional Development attendance
3. GT / AP Compliance

Staff Quality, Recruitment, and Retention Needs

Summary of Needs: After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following Staff Quality, Recruitment and Retention areas of improvement would be addressed:

1. Increase teacher and administration's participation in professional development, decreasing discipline referrals and increasing student attendance on campus.
2. The teachers, administration, and counselors require additional training on effective strategies, differentiating instruction based on student needs or/and data throughout the year at weekly meetings through intensive intervention research based literacy instruction, a book study, and practices provided by Campus Administration and Curriculum & Instruction Specialists. Campus will consult with Region One for Professional Development opportunities. The campus will also supply travel money to attend Region One Trainings and Texas Assessment Conference. All AP and Pre-AP teachers will attend professional development opportunities to enhance their individual teaching skills to help students be successful in the classroom. In addition, teachers will be paid to work after school and Saturday sessions to develop action plans, rotation scheduling, curriculum writing, etc. using recent interim assessment data.
3. The teachers will receive additional training on Review 360 in order to reduce ISS, OSS, and student removals.
4. The teachers will be expected to conduct peer coaching
5. Teacher retention will be maintained by providing district stipends for certifications, and for attending various professional development sessions.
6. Special Education teachers will attend regular education trainings provided by the District and Campus in order to improve instruction in inclusion and resource classes and increase Sp.Ed. Students test scores and grades.

To best support Besteiro's campus efforts and meet identified needs at the District and Campus level; Professional development, activities, resources, and implementation timelines related to Staff Quality, Recruitment and Retention are set forth in all sections of the 2021-2022 Campus Improvement Plan.

- 1) Parents are invited to attend open house, team meetings, school performances, weekly meetings, and district events.
- 2) Students receive recognition for honor roll, fine arts, and athletic standings.
- 3) Teacher unity and philosophies align with the school mission.
- 4) Besteiro will implement an incentive and recognition plan for teachers and staff that will increase the percentage of staff that agree on the 2021-2022 CNA that they are supported and valued at the campus.

Findings/Analysis Results: The following strengths/area of improvement were identified after all findings were analyzed by the SBDM Committee.

1. Duty Rosters are available.
2. Administrative team meets with department chairs / lead teachers.
3. Adequate number of classrooms for instruction and labs.
4. No conflict with master schedule.
5. Cafeteria duty roster is in place as well as after school and bus duty.
6. Schedules for student support services are available.
7. Master Schedule includes department and teaming by grade level.
8. Students are encouraged to participate in extracurricular activities.

Need Statements Identifying School Processes & Programs Needs

Need Statement 1 (Prioritized): Need to increase internet speeds, more WiFi points, increase bandwidth in order to maximize instructional time. **Data Analysis/Root Cause:** We must ensure we are providing 21st century opportunities to have students keep up with newer software within their time limits.

Need Statement 2 (Prioritized): Need to address technology needs by increasing the number of computers/tablets/laptops accessible to students as well as replacing old/damaged laptops and desktops, greater utilization of computer-based professional development, increased use of technology-enhanced lessons, and greater use of new innovative software. **Data Analysis/Root Cause:** We must ensure we are providing 21st century opportunities to have students progress with newer technologies. We must also ensure our campus is ready to deal with distant learning to better serve our students in the future.

Need Statement 3 (Prioritized): Need to increase the recruitment of master teachers who are available to work tutorials or Saturday academies in order to increase student achievement. **Data Analysis/Root Cause:** District benchmark data reflects a need for additional tutorials/pullouts.

Need Statement 4 (Prioritized): Need to improve campus efforts in order to meet identified needs at the District and Campus level; activities, resources, and implementation timelines related to School Context and Organization are set forth in the 2021-2022 Campus Improvement Plan. **Data Analysis/Root Cause:** To benefit all stakeholders.

Need Statement 5 (Prioritized): Need to expand efforts to ensure that all teachers conduct peer coaching in order to learn strategies and get ideas from their peers. **Data Analysis/Root Cause:** Peer instructional rounds have been successful in the past.

Need Statement 6 (Prioritized): Need to purchase Newline True Touch HD LED multitouch Display Monitors with Windows software installed (7) in order to supplement available technology on campus to have a more immersive learning experience for the whole class, small groups and individual needs. **Data Analysis/Root Cause:** In order to improve overall academic performance, this newer technology will make learning more engaging and maximize time on task.

Need Statement 7 (Prioritized): Need to increase the number of students who actively participate in Accelerated Reading (only offered to 6th graders) by providing students with

books and library availability in the morning and afterschool and by having incentives for students who reach a certain number of points. **Data Analysis/Root Cause:** To promote reading skills outside the classroom.

Need Statement 8 (Prioritized): Need to implement The 7 Habits of Highly Effective Teen Ageders developed by Franklin Covey which will help students apply personal leadership principles to the tough choices they face every day. **Data Analysis/Root Cause:** Our school would greatly benefit from integrating such habits to minimize behavior problems overall.

Perceptions

Perceptions Summary

CNA Procedures for School Culture and Climate:

Besteiro MS has conducted campus surveys in each of the components of the Campus Improvement Plan. The survey results were reviewed during a faculty meeting so that all stakeholders were made aware of results. The entire faculty along with SBDM members reviewed the results of the survey, STAAR scores, TELPAS scores, SELP/SSLP, and 7th Grade Fluency Test and Algebra I Scores. The faculty was then divided into committees and assigned the 2021-2022 CIP to review the plan and decide what improvements needed to be incorporated. Each committee then submitted a revised CIP to be utilized during 2021-2022 and made recommendations as to what activities, resources and funds needed to be allocated towards the 2021-2022 Campus Improvement Plan.

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

Campus Yearly Performance Report

18-19 TAPR, 19-20 TAPR, 2021 TAPR

CNA Procedures for Family and Community Involvement:

Besteiro M.S. has conducted campus surveys in each of the components of the Campus Improvement Plan. The survey results were reviewed during a faculty meeting so that all stakeholders were made aware of results. The entire faculty along with SBDM members reviewed the results of the survey, STAAR scores, TELPAS scores, SELP/SSLP, and 7th Grade Fluency Test and Algebra I Scores. The faculty was then divided into committees and assigned the 2020-2021 CIP to review the plan and decide what improvements needed to be incorporated. Each committee then submitted a revised CIP to be utilized during 2021-2022 and made recommendations as to what activities, resources and funds needed to be allocated towards the 2021- 2022 Campus Improvement Plan.

Data Sources Reviewed: The following sources provided valuable data for Family and Community Involvement in regards to the identification of needs:

Family and Community participation Parent Volunteer Information

Parent and Community Partnership Data Mobility / Stability

Demographic Data

Parent Evaluations and feedback

Award for having the most parental involvement participation

Perceptions Strengths

Findings/Analysis Results: The following strengths were identified after all findings were analyzed by the SBDM Committee.

1. Positive School Climate (Plan for several committee events at the beginning of the school year)
2. Students / Parents feel campus is safe and encouraging place
3. High turn out during Open House
4. Improvements to facilities
5. WSI (Wildcat Success Initiative)- Academic advising team

Need Statements Identifying Perceptions Needs

Need Statement 1 (Prioritized): Need to promote more parent participation in Parent Meetings by sending out Parent Meeting flyers with students, social media platforms, calling parents at home, sending school messenger notifications, and making home visits. This is inclusive of the migrant population. **Data Analysis/Root Cause:** Campus surveys show a decrease in parental involvement.

Need Statement 2 (Prioritized): Need to provide more opportunities for Parent/Teacher collaboration meetings by providing parents with teacher conference times via school website and newsletter and increasing the number of parents who sign up to get access to their child's grades. This is inclusive of the migrant population. **Data Analysis/Root Cause:** Information is being relayed properly regarding student achievement.

Need Statement 3 (Prioritized): Need to provide parents with "Academic Night" in order to communicate with parents regarding their child's academic grades in order to increase parental involvement and communication. Offer to give points to students as incentive for attending meetings. This is inclusive of the migrant population. (Supplies) **Data Analysis/Root Cause:** Improve parental involvement by offering numerous opportunities year round.

Need Statement 4 (Prioritized): Need to provide students with essentials needed to improve their academic achievement such as school supplies, clothing (as available), shoes, hygienic supplies etc. **Data Analysis/Root Cause:** Our school demographics reflect a need for such necessities.

Need Statement 5 (Prioritized): Need to provide a health school environment to assist in meeting the needs of the general school population and those with health conditions. Initiate and maintain effective procedures for materials, supplies and student records. This is inclusive of the migrant population. **Data Analysis/Root Cause:** Make learning accessible for all students.

Need Statement 6 (Prioritized): Need to increase the number of parents with Home Access Center by providing training during parent meetings and offering assistance when parents stop by the campus office. This is inclusive of the migrant population. **Data Analysis/Root Cause:** Improve communication and accessibility for parents.

Need Statement 7 (Prioritized): Need to increase the number of participation in parent meetings by sending parent notification flyers, calling parents and making home visits to notify them of upcoming meetings/attendance concerns. By having parent night during the school year for additional parental involvement opportunities and providing light snacks and supplies/materials. This is inclusive of the migrant population. **Data Analysis/Root Cause:** Improve parental involvement.

Need Statement 8 (Prioritized): Need to encourage active parent participation in students' academics and discipline by sending parent meeting flyers home and calling parents to encourage attendance and by coordinating parent conferences and field trips to enhance participation. This is inclusive of the migrant population. **Data Analysis/Root Cause:** Parental involvement is low due to factors involving language barriers, work schedules, and having a means of communication and transportation. We must work in partnership to attain greater student achievement results.

Priority Need Statements

Need Statement 2: Need to increase the percent passing gap for SE and EB students in Reading, Math, Writing, Science, and Social Studies by scheduling Accelerated Learning Instruction, Monday through Thursday including Saturday academies.

Data Analysis/Root Cause 2: Limited vocabulary and reading comprehension for SE and EB students.

Need Statement 2 Areas: Demographics

Need Statement 4: Need to decrease performance gaps between Special Education, Bilingual/ESL, and At-Risk students for all content areas at all grade levels by integrating SIOP and differentiated instruction strategies.

Data Analysis/Root Cause 4: District assessment data shows gaps between special populations.

Need Statement 4 Areas: Student Learning

Need Statement 17: Need to increase internet speeds, more WiFi points, increase bandwidth in order to maximize instructional time.

Data Analysis/Root Cause 17: We must ensure we are providing 21st century opportunities to have students keep up with newer software within their time limits.

Need Statement 17 Areas: School Processes & Programs

Need Statement 19: Need to promote more parent participation in Parent Meetings by sending out Parent Meeting flyers with students, social media platforms, calling parents at home, sending school messenger notifications, and making home visits. This is inclusive of the migrant population.

Data Analysis/Root Cause 19: Campus surveys show a decrease in parental involvement.

Need Statement 19 Areas: Perceptions

Need Statement 5: Need to improve Reading/literacy skills at all levels and in all content areas by implementing a campus wide book study during the scheduled time as well as Writing across the curriculum.

Data Analysis/Root Cause 5: Reading scores reflect a need for new implementation strategies.

Need Statement 5 Areas: Student Learning

Need Statement 16: Need to address technology needs by increasing the number of computers/tablets/laptops accessible to students as well as replacing old/damaged laptops and desktops, greater utilization of computer-based professional development, increased use of technology-enhanced lessons, and greater use of new innovative software.

Data Analysis/Root Cause 16: We must ensure we are providing 21st century opportunities to have students progress with newer technologies. We must also ensure our campus is ready to deal with distant learning to better serve our students in the future.

Need Statement 16 Areas: School Processes & Programs

Need Statement 20: Need to provide more opportunities for Parent/Teacher collaboration meetings by providing parents with teacher conference times via school website and newsletter and increasing the number of parents who sign up to get access to their child's grades. This is inclusive of the migrant population.

Data Analysis/Root Cause 20: Information is being relayed properly regarding student achievement.

Need Statement 20 Areas: Perceptions

Need Statement 6: Need to improve technology integration and use of effective computer assisted instruction in all classrooms as well as increasing and updating technology resources and LMS integration for flexible learning.

Data Analysis/Root Cause 6: Administrative walk throughs reflect a need for more integration of technology into daily lessons.

Need Statement 6 Areas: Student Learning

Need Statement 11: Need to increase the recruitment of master teachers who are available to work tutorials or Saturday academies in order to increase student achievement.

Data Analysis/Root Cause 11: District benchmark data reflects a need for additional tutorials/pullouts.

Need Statement 11 Areas: School Processes & Programs

Need Statement 22: Need to provide parents with "Academic Night" in order to communicate with parents regarding their child's academic grades in order to increase parental involvement and communication. Offer to give points to students as incentive for attending meetings. This is inclusive of the migrant population. (Supplies)

Data Analysis/Root Cause 22: Improve parental involvement by offering numerous opportunities year round.

Need Statement 22 Areas: Perceptions

Need Statement 7: Need to provide professional development on effective instructional strategies across contents to increase academic performance for all subpopulation indicators (EL, GT, AP, CIF, Text Structures).

Data Analysis/Root Cause 7: More rigor and high level questioning is needed to challenge students across grade levels.

Need Statement 7 Areas: Student Learning

Need Statement 15: Need to improve campus efforts in order to meet identified needs at the District and Campus level; activities, resources, and implementation timelines related to School Context and Organization are set forth in the 2021-2022 Campus Improvement Plan.

Data Analysis/Root Cause 15: To benefit all stakeholders.

Need Statement 15 Areas: School Processes & Programs

Need Statement 21: Need to provide students with essentials needed to improve their academic achievement such as school supplies, clothing (as available), shoes, hygienic supplies etc.

Data Analysis/Root Cause 21: Our school demographics reflect a need for such necessities.

Need Statement 21 Areas: Perceptions

Need Statement 10: Need to provide students with the necessary resources needed for continuous instruction including STEM instruction.

Data Analysis/Root Cause 10: Based on prior year's data, our students at Besteiro require basic supplies and/or technologies.

Need Statement 10 Areas: Student Learning

Need Statement 13: Need to expand efforts to ensure that all teachers conduct peer coaching in order to learn strategies and get ideas from their peers.

Data Analysis/Root Cause 13: Peer instructional rounds have been successful in the past.

Need Statement 13 Areas: School Processes & Programs

Need Statement 23: Need to provide a health school environment to assist in meeting the needs of the general school population and those with health conditions. Initiate and maintain effective procedures for materials, supplies and student records. This is inclusive of the migrant population.

Data Analysis/Root Cause 23: Make learning accessible for all students.

Need Statement 23 Areas: Perceptions

Need Statement 1: Need to expand research based EBs strategies in order to increase the percentage of proficient English Learners.

Data Analysis/Root Cause 1: High mobility rate, illiteracy, and below grade level in reading and writing.

Need Statement 1 Areas: Demographics

Need Statement 8: Need to provide transportation for after school and Saturday academy tutorials.

Data Analysis/Root Cause 8: Low turnout due to limited after school transportation.

Need Statement 8 Areas: Student Learning

Need Statement 18: Need to purchase Newline True Touch HD LED multitouch Display Monitors with Windows software installed (7) in order to supplement available technology on campus to have a more immersive learning experience for the whole class, small groups and individual needs.

Data Analysis/Root Cause 18: In order to improve overall academic performance, this newer technology will make learning more engaging and maximize time on task.

Need Statement 18 Areas: School Processes & Programs

Need Statement 24: Need to increase the number of parents with Home Access Center by providing training during parent meetings and offering assistance when parents stop by the campus office. This is inclusive of the migrant population.

Data Analysis/Root Cause 24: Improve communication and accessibility for parents.

Need Statement 24 Areas: Perceptions

Need Statement 3: Need to provide documentation and interventions by teachers for all retainees in grades 6-8 at the end of the year.

Data Analysis/Root Cause 3: High student failure in marking periods throughout the school year.

Need Statement 3 Areas: Demographics

Need Statement 9: Need to provide a Summer Bridge Program in order to provide an orientation to incoming 6th grade students to assist with the transition from elementary school to middle school.

Data Analysis/Root Cause 9: Familiarize incoming 6th graders with student responsibilities and expectations.

Need Statement 9 Areas: Student Learning

Need Statement 12: Need to increase the number of students who actively participate in Accelerated Reading (only offered to 6th graders) by providing students with books and library availability in the morning and afterschool and by having incentives for students who reach a certain number of points.

Data Analysis/Root Cause 12: To promote reading skills outside the classroom.

Need Statement 12 Areas: School Processes & Programs

Need Statement 25: Need to increase the number of participation in parent meetings by sending parent notification flyers, calling parents and making home visits to notify them of upcoming meetings/attendance concerns. By having parent night during the school year for additional parental involvement opportunities and providing light snacks and supplies/materials. This is inclusive of the migrant population.

Data Analysis/Root Cause 25: Improve parental involvement.

Need Statement 25 Areas: Perceptions

Need Statement 14: Need to implement The 7 Habits of Highly Effective Teen Ageders developed by Franklin Covey which will help students apply personal leadership principles to the tough choices they face every day.

Data Analysis/Root Cause 14: Our school would greatly benefit from integrating such habits to minimize behavior problems overall.

Need Statement 14 Areas: School Processes & Programs

Need Statement 26: Need to encourage active parent participation in students' academics and discipline by sending parent meeting flyers home and calling parents to encourage attendance and by coordinating parent conferences and field trips to enhance participation. This is inclusive of the migrant population.

Data Analysis/Root Cause 26: Parental involvement is low due to factors involving language barriers, work schedules, and having a means of communication and transportation. We must work in partnership to attain greater student achievement results.

Need Statement 26 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Federal Report Card Data

Student Data: Assessments

- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Student failure and/or retention rates
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- TTESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Study of best practices

Goals


Goal 1: Besteiro students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7 and 11)

Los estudiantes recibirán oportunidades educativas que produzcan graduados preparados para el futuro, listos para la universidad / carrera y sean ciudadanos responsables e independientes. (Meta # 1 de la Mesa Directiva y Objetivos 2, 4, 5, 7 y 11 de TEA Cap. 4).

Performance Objective 1: Besteiro student performance for all students, all grades, all subjects will exceed 2019 STAAR percent Approaches Grade Level and STAAR Masters Grade Level performance in reading, writing, mathematics, science and social studies by 5 percentage points to 77%.

El desempeño estudiantil de todos los estudiantes, todos los grados, y todas las materias de Besteiro superará el rendimiento porcentual de STAAR de 2019 y el rendimiento de nivel de grado de STAAR Masters en lectura, escritura, matemáticas, ciencias y estudios sociales por 5 puntos porcentuales.

Evaluation Data Sources: STAAR/EOC performance reports not available due to COVID-19. Benchmark data was used to determine progress.


Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Besteiro will provide campus wide instructional resources to all teachers and students to ensure delivery and learning of rigorous instruction based on District Curriculum and District Initiatives in order to prepare all students. Instructional web-based programs focus on various aspects among others to be included as necessary throughout the school year to address student need, such as STEMscopes, Imagine Reading, Imagine Math, APEX, Edgenuity. New innovative software will be used to facilitate instruction, such as Screencastify, Nearpod, etc In addition to, MECA, TEACH TOWN, Unique Learning, and News2you for Special Education. .</p> <p>Besteiro proporcionará recursos educativos en toda la escuela a todos los maestros y estudiantes para garantizar la entrega y el aprendizaje de una instrucción rigurosa basada en el plan de estudios del distrito y las iniciativas del distrito para preparar a todos los estudiantes; así como el desarrollo profesional y del personal en función de las necesidades identificadas (el PD puede incluir pago por servicio adicional o estipendios, así como horas de CPE según corresponda).</p> <p>Variedad de libros de trabajo / consumibles que se enfocan en varios aspectos, entre otros, que se incluirán según sea necesario durante el año escolar para abordar las necesidades de los estudiantes, como STEMscopes, etc. Se utilizará un nuevo software innovador durante la fase de aprendizaje remoto para facilitar la instrucción, como Screencastify, Nearpod, etc.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: District Benchmark data (Fall and Spring), BISD Instructional Feedback From data (walk through from curriculum specialists), lead teachers, BOY, MOY, EOY, PD session evaluations, Report Cards.</p> <p>Summative Results: STAAR, EOC scores, TELPAS, the increase in the number of students meeting the 2019-2020 passing standards on the district-developed assessments and the State Assessments</p> <p>Staff Responsible for Monitoring: Principal Dean of Instruction Assistant Principals Department Chairs</p>				

Curriculum Specialists

Title I Schoolwide Elements: 2.4 - **Population:** All Students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022

Need Statements: Student Learning 5

Funding Sources: Screencastify SHI Government Solutions - 162 State Compensatory - 162-11-6299-62-048-Y-30-000-Y, Math GPS - 162 State Compensatory - 162-11-6399-00-048-Y-30-000-Y, General Supplies - 162 State Compensatory - 162-11-6399-00-048-Y-30-000-Y - \$39,725, Measurement Incorporated - 162 State Compensatory - 162-11-6299-62-048-Y-30-000-Y, Projector Screen - 211 Title I-A, Supplemental Instructional Software - 282 ESSER III Grant Funds - 282 11 6299 62 048 Y 99 MCG 1 - \$106,619, Software licenses - 162 State Compensatory - 162-11-6299-62-048-Y-30-000-Y - \$27,935, Copy Paper - 199 Local funds - 199-11-6396-00-048-Y-0-00-Y, General supplies - 211 Title I-A - 211-11-6399-00-048-Y-30-0F2-Y - \$16,632, Copy Paper - 211 Title I-A - 211-11-6396-00-048-Y-30-0F2-Y - \$2,000, Media Services - 162 State Compensatory - 162-11-6399-16-048-Y-30-000-Y - \$2,000, Science Fair Planning Day - 211 Title I-A - 211-13-6117-00-048-Y-30-AYP-Y, After school and Saturday Planning - 211 Title I-A - 211-13-6117-00-048-Y-30-AYP-Y, General Supplies for Accelerated Learning - 282 ESSER III Grant Funds - \$35,881, Copy Paper - 162 State Compensatory - 162-11-6396-00-048-Y-30-000-Y - \$3,000, General Supplies - 162 State Compensatory - 162-11-6399-62-048-Y-30-000-Y, General Supplies - 199 Local funds - 199-11-6399-00-048-Y-11-000-Y - \$12,300, Reading Materials - 281 ESSER II Grant Funds - \$18,787, Jump Start - 282 ESSER III Grant Funds - \$27,169, Site Licenses for Supplemental Software - 282 ESSER III Grant Funds - \$12,851, Spiral Ed Solutions - 162 State Compensatory - 162-11-6399-62-048-Y-30-000-Y, Site licenses - 211 Title I-A - 211-11-6395-62-048-Y-30-0F2-Y - \$6,000, Nearpod/Flocabulary - 162 State Compensatory - 162-11-6299-62-048-Y-30-000-Y, Toner - 162 State Compensatory - 162-11-6399-62-048-Y-30-000-Y - \$12,500, Staff Development/ Virtual Training - 162 State Compensatory - 162-13-6497-00-048-Y-30-000-Y - \$10,000

Strategy 2 Details	Reviews			
<p>Strategy 2: Emergent Bilingual students will be provided with Summit K-12 practice to enhance and reinforce TELPAS activities in all subject areas throughout the school year. Oral language will be monitored through ELPS as noted in Forethought Lesson Plans. Professional development will be provided for teachers. In addition, substitutes will be utilized for finalizing the LPAC process during mid-year and end-of-year. Lexia Learning Systems will also be utilized to assist in bridging the gap with EBs.</p> <p>Los estudiantes recibirán practica de Summit K-12 para mejorar y reforzar las actividades de TELPAS en todas las areas tematicas durante el ano escolar. El lenguaje oral sera monitoreado a traves de ELPS como se indica en los planes de lecciones de prevision. Se proporcionara desarrollo profesional a los maestros. Ademas, se utilizaran sustitutos para finalizar el proceso LPAC durante la mitad y el final del ano. Los sistemas de aprendizaje Lexia tambien se utilizaran para ayudar a cerrar la brecha con los estudiantes EL.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Lesson Plans, walk-throughs, and TELPAS samples</p> <p>Summative: Current LEP students reaching AH on TELPAS by using online tutorials</p> <p>Staff Responsible for Monitoring: Principal/ Assistant Principal LPAC Bilingual teachers ESL Clerk</p> <p>Title I Schoolwide Elements: 2.6 - Population: Bilingual students - Start Date: August 17, 2021 - End Date: June 2, 2022</p> <p>Funding Sources: Lexia Learning Systems - 162 State Compensatory - 162-11-6299-62-048-Y-30-000-Y</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Besteiro Middle School will monitor the implementation of the RTI model in its 3 tiers for math, reading and behavior with additional training, documentation and interventions are based on identified needs. Edgenuity will be used for credit recovery (21-22).</p> <p>La Escuela Intermedia Besteiro monitoreara la implementacion del modelo RTI en sus 3 niveles para matematicas, lectura y comportamiento con capacitacion adicional, documentacion e intervenciones basadas en las necesidades identificadas. Se utilizara Edgenuity para la recuperacion de creditos en 21-22.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative-sessions of Professional Development, agendas and evaluations as well as RTI plan progress monitoring reports, Classroom observation, reports . Summative-Improved STAAR scores, data, TELPAS, Tier decrease, increase the support from the first semester to the second semester.</p> <p>Staff Responsible for Monitoring: Administrators, (Principal, Assistant Principals, Dean), Dyslexia/504 Department Lead teachers, C&I</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Population: All students and teachers for these students in core content areas. - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details		Reviews			
<p>Strategy 4: Besteiro will analyze campus assessment data to determine specific instructional intervention needs that will drive planning for PDs providing teachers or lead teachers with an after school or Saturday stipend in order to perform framework revisions, lesson plans, rotation scheduling and maintenance/ committee meetings.</p> <p>Besteiro analizara los datos de evaluacion de la escuela para determinar las necesidades especificas de intervencion educativa que impulsaran la planificacion de los PD proporcionando a los maestros o maestros lideres un estipendio despues de la escuela o los sabados para realizar revisiones del marco, planes de lecciones, programacion de rotacion y reuniones de mantenimiento / comite.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative-Training Calendars, Agendas, professional development evaluations, classroom walk throughs, data from campus, six weeks assessments, check points assessments, district benchmarks.</p> <p>Summative-STAAR, EOC scores, T-TESS data, PDS transcripts</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Dean, Department Chairs</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Population: All students and sub-populations, and teachers for those students in core areas, Special Education and CTE - Start Date: August 17, 2021 - End Date: June 2, 2022</p> <p>Funding Sources: Stipends for planning - 211 Title I-A - 211-13-6117-00-048-Y-30-AYP-Y - \$3,150, Stipends for planning - 162 State Compensatory - 162-13-6117-00-048-Y-30-000-Y - \$12,500, Supplies - 162 State Compensatory - 162-11-6399-00-048-Y-30-000-Y</p>		Formative			Summative
		Nov	Jan	Mar	June
Strategy 5 Details		Reviews			
<p>Strategy 5: Teachers will work in collaboration with specialists in content areas, CTE, Special Education, Bilingual / EBs Departments in order to provide support in the classroom while making sure curriculum alignment is up to par with the district.</p> <p>Los maestros trabajaran en colaboracion con especialistas en areas de contenido, CTE, Educacion Especial, Departamentos Bilingues / ESL para brindar apoyo en el salon de clases mientras se aseguran de que la alineacion del plan de estudios este a la altura del distrito.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative -Walk throughs, Progress reports, report cards. Summative STAAR, District Benchmark exams, EOC scores.</p> <p>Staff Responsible for Monitoring: Principal, Dean, Assistant Principal, Department Chairs and Teachers</p> <p>Population: All students - Start Date: August 17, 2021 - End Date: June 2, 2022</p>		Formative			Summative
		Nov	Jan	Mar	June

Strategy 6 Details		Reviews			
<p>Strategy 6: Besteiro will provide tutorials, pull-outs, and Saturday Academies for students based on assessment data. Tutorials and Saturday Academies will be provided for identified low-performing students and at risk students to prepare for state assessments, district assessments and to succeed on their daily academic needs.</p> <p>Besteiro proporcionara tutorias, clases extraibles y academias de los sabados para los estudiantes segun los datos de las evaluaciones. Se proporcionaran tutorias y academias los sabados para los estudiantes identificados de bajo rendimiento y los estudiantes en riesgo para prepararse para las evaluaciones estatales, evaluaciones del distrito y para tener exito en sus necesidades academicas diarias.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative six weeks passing / failing reports, benchmarks, attendance. Summative STAAR scores, TELPAS, PBMAS</p> <p>Staff Responsible for Monitoring: Principal, Dean, Assistant Principals, Department Chairs and Teachers</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Improve low-performing schools - Population: All students - Start Date: August 17, 2021 - End Date: June 2, 2022</p> <p>Funding Sources: Stipends - 199 Local funds - 199-13-6117-00-048-Y-99-000-Y, Professional Extra Duty Pay - 162 State Compensatory - 162-11-6118-00-048-Y-30-000-Y, Professional Extra Duty Pay - 211 Title I-A - 211-13-6118-00-048-Y-30-AYP-Y - \$15,849</p>		Formative			Summative
		Nov	Jan	Mar	June
Strategy 7 Details		Reviews			
<p>Strategy 7: Teachers will incorporate a Literacy initiative/ curriculum to apply literary elements and reinforce reading comprehension, and skills; not limited to AR (Accelerated Reading Program, Apex)</p> <p>Los maestros incorporaran una iniciativa / plan de estudios de alfabetizacion para aplicar elementos literarios y reforzar la comprension y las habilidades de lectura; no limitado a AR (Programa de lectura acelerada, Apex)</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative, AR Points, Six weeks Exams, Semester Exams, Benchmarks, report cards, program reports. Summative STAAR scores</p> <p>Staff Responsible for Monitoring: Principal, Dean, Assistant Principals, Department Chairs, Teachers, Librarian</p> <p>Title I Schoolwide Elements: 2.4 - Population: All students - Start Date: August 17, 2021 - End Date: June 2, 2022</p>		Formative			Summative
		Nov	Jan	Mar	June

Strategy 8 Details		Reviews			
<p>Strategy 8: Dyslexia teacher and Aide will support identified students in order to increase student achievement. Activities will include, computer Lab, students in the inclusion setting, small group intensive instruction, ALI planning and preparation, etc.</p> <p>El maestro y asistente de dislexia apoyaran a los estudiantes identificados con el fin de aumentar el rendimiento estudiantil. Las actividades incluiran laboratorio de computacion, estudiantes en el entorno de inclusion, instruccion intensiva en grupos pequenos, planificacion y preparacion de ALI, etc.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Student report card grades, Parent phone Log, Student Summative: STAAR Scores</p> <p>Staff Responsible for Monitoring: Principal, Dean, Assistant Principals</p> <p>Population: All students, TI, ESL, EL, AR, GT, SE, Migrant, DYS, AP - Start Date: August 17, 2021 - End Date: June 2, 2022</p>		Formative			Summative
		Nov	Jan	Mar	June
Strategy 9 Details		Reviews			
<p>Strategy 9: Campus instructional aides will provide classroom support and monitor implementation of appropriate instructional strategies and will assist At-Risk students with core academic activities in order to improve student performance and attend professional development in the latest strategies.</p> <p>Los auxiliares de instruccion del campus brindaran apoyo en el salon de clases y supervisaran la implementacion de las estrategias de instruccion apropiadas y ayudaran a los estudiantes en riesgo con las actividades academicas basicas para mejorar el rendimiento de los estudiantes y asistir al desarrollo profesional en las ultimas estrategias.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative -Benchmark , Student progress, report cards and classroom observation-work. Summative STAAR Scores</p> <p>Staff Responsible for Monitoring: Principal, Dean, Assistant Principal, Teachers</p> <p>Title I Schoolwide Elements: 2.6 - Population: All students - Start Date: August 17, 2021 - End Date: June 2, 2022</p> <p>Funding Sources: Extra duty overtime - Paras - 199 Local funds - 199-23-6121-08-048-Y-99-000-Y - \$100, Transportation for Accelerated Instruction - 281 ESSER II Grant Funds - \$29,884, Extra-Duty for Accelerated Instruction - 281 ESSER II Grant Funds - \$61,301</p>		Formative			Summative
		Nov	Jan	Mar	June

Strategy 10 Details	Reviews			
<p>Strategy 10: GT Student success will increase when teachers continue identifying GT students in their teams to assure correct placement and instruction of these students. Gifted and Talented (GT) learners will be clustered and serviced through the GALAXY (GT) /Honors classes program to develop their critical and creative thinking, problem solving and decision making skills appropriate for gifted learning. Instructional strategies that add depth and complexity through Differentiation Model must accommodate the unique needs of the gifted and talented learner. GT teachers must have professional development that includes 30 GT Core hours prior to their GT class assignment and a minimum of 6 GT ongoing hours annually. GT Teachers will encourage student originality and creativity through the participation of district programs such as Brainsville Inventions, Destination Imagination, and UIL Academics.</p> <p>El éxito de los estudiantes aumentará cuando los maestros continúen identificando a los estudiantes de GT en sus equipos para asegurar la colocación e instrucción correctas de estos estudiantes. Los estudiantes dotados y talentosos (GT) serán agrupados y atendidos a través del programa de clases de Honores / GALAXY (GT) para desarrollar su pensamiento crítico y creativo, resolución de problemas y habilidades de toma de decisiones apropiadas para el aprendizaje de superdotados. Las estrategias de instrucción que agregan profundidad y complejidad a través del Modelo de Diferenciación deben adaptarse a las necesidades únicas del alumno superdotado y talentoso. Los maestros de GT deben tener un desarrollo profesional que incluya 30 horas GT Core antes de su asignación de clase GT y un mínimo de 6 horas GT continuas al año. Los maestros de GT fomentarán la originalidad y la creatividad de los estudiantes a través de la participación de programas del distrito como Brainsville Inventions, Destination Imagination y UIL Academics.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative- Student assessments Classroom observations Walkthroughs Lesson Plans Summative- Increase % of Commended on STAAR; School Benchmarks and Six Weeks Grades, GT Compliance report, Student Performance Report, eschool Plus generated Master Schedule</p> <p>Staff Responsible for Monitoring: Dean Of instruction, Principal, Counselors, Teachers, Advanced Academics</p> <p>Population: 6-8 grade students, ESL, Migrant, SE, EL, TI, GT, DYS, PreAP - Start Date: August 17, 2021 - End Date: June 2, 2022</p> <p>Funding Sources: General Supplies - 199 Local funds - 199-11-6399-00-048-Y-21-000-Y</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 11 Details		Reviews			
Strategy 11: STEM 6th-8th grade students participate in STEM/ program instructed by Stem trained teachers. They will also provide classroom resources and manipulative activities to assist students in academic success such as the Electric Car for Science STEM activity. Training will be provided to STEM teachers. Define STEM will be implemented. Los estudiantes de sexto a octavo grado participan en STEM / programa instruidos por maestros capacitados de STEM. Tambien proporcionaran recursos para el salon de clases y actividades de manipulacion para ayudar a los estudiantes a lograr el exito academico, como la actividad STEM de Coche electrico para ciencias. Se proporcionara capacitacion a los maestros STEM. Definir STEM se implementara. Milestone's/Strategy's Expected Results/Impact: Formative STAAR scores from previous year Benchmark results Summative Report card Grades STAAR Scores Staff Responsible for Monitoring: Principal, Assistant Principals, STEM Teachers, Dean of Instruction Population: 6-8 grade students, ESL, Migrant, SE, EL, TI, GT, DYS, PreAP - Start Date: August 17, 2021 - End Date: June 2, 2022 Funding Sources: Travel and subsistence for students - 211 Title I-A - 211-36-6412-00-048-Y-30-STM-Y - \$1,000, Electric Cars - 211 Title I-A - 211-11-6399-00-048-Y-30-STM-Y, Consulting Services - 199 Local funds - 199-11-6291-00-048-Y-21-000-Y		Formative			Summative
		Nov	Jan	Mar	June
Strategy 12 Details		Reviews			
Strategy 12: ALI Students in need of ALI intensive accelerated instruction will be provided learning opportunities during and after school tutorials instructed by highly qualified reading and math teachers. Los estudiantes que necesiten instruccion intensiva acelerada de ALI recibiran oportunidades de aprendizaje durante y despues de las tutorias escolares impartidas por maestros de lectura y matematicas altamente calificados. Milestone's/Strategy's Expected Results/Impact: F: Walkthroughs Progress reports S: STAAR Exam Staff Responsible for Monitoring: ALI Tutorial teachers, Dean of instruction, Principal Title I Schoolwide Elements: 2.5 - Population: 8th grade students - Start Date: January 5, 2022 - End Date: June 2, 2022 Funding Sources: Professional Extra Duty Pay - 162 State Compensatory - 162-11-6118-00-048-Y-30-SSI-Y - \$6,314		Formative			Summative
		Nov	Jan	Mar	June

Strategy 13 Details	Reviews			
<p>Strategy 13: Summer Bridge</p> <p>Besteiro Middle School will implement a transitional program for feeder elementary campuses in which students are informed of middle school expectations. The transitional plan will not be limited to offering core classes in reading and math. Two teachers will be assigned to plan accordingly using the District's scope and sequence. The program will provide necessary supplies and materials as needed.</p> <p>La Escuela Intermedia Besteiro implementara un programa de transicion para las escuelas primarias remitentes en el que se informa a los estudiantes sobre las expectativas de la escuela intermedia. El plan de transicion no se limitara a ofrecer clases basicas en lectura y matematicas. Se asignaran dos maestros para planificar en consecuencia utilizando el alcance y la secuencia del Distrito. El programa proporcionara los suministros y materiales necesarios segun sea necesario.</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction</p> <p>Population: 6th grade students - Start Date: July 18, 2022 - End Date: July 29, 2022</p> <p>Funding Sources: Summer Bridge - 211 Title I-A - 211-11-6118-00-048-Y-30-BDG-Y - \$1,200</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 14 Details	Reviews			
<p>Strategy 14: Special Education-Moved to Goal 7, Performance Objective 1, Strategy 8 SE teachers will attend regular education trainings provided by the district and campus in order to improve instruction in inclusion and resource classes and increase SE students' scores and grades. Improve performance of students receiving SE services by providing opportunities for Special Education and Regular Education teachers to attend staff development and conferences on SE. Topics such as Resource Reading, English, Math; Redirection; Life Skills; Inclusion; Learning Disabilities; Behavioral Disabilities; Co-Teaching; Modifications; STAAR and STAAR ALT2. SE teachers will have the opportunities to attend Regular Education Staff development. SE Personnel Strategies and resources utilized to effectively instruct and assess students with SE services will include: Direct Inclusion in 6th, 7th and 8th grade for Reading and Math. Some SE students will be getting services in English, Science and Social Studies through a paraprofessional or SE teacher. Regular and SE teachers will collaborate every three weeks to discuss SE students' progress on Coordination Days. SE Departments' Action Plan to improve STAAR scores. SE students will be provided with a study guide to take home for Reading and Math that includes vocabulary, calculator (for those that qualify for it) and strategies targeted towards the STAAR assessment.</p> <p>Los maestros de SE asistirán a entrenamientos de educación regular proporcionados por el distrito y el campus para mejorar la instrucción en las clases de inclusión y recursos y aumentar las calificaciones y calificaciones de los estudiantes de SE. Mejorar el desempeño de los estudiantes que reciben servicios de SE al proporcionando oportunidades para que los maestros de educación especial y educación regular asistan a conferencias y desarrollo de personal sobre SP. Ed. Temas como lectura de recursos, inglés, matemáticas; Redirección; Habilidades para la vida; Inclusión; Dificultades de aprendizaje; Discapacidades del comportamiento; Co-enseñanza; Modificaciones; STAAR y STAAR ALT2. Los maestros de educación especial tendrán la oportunidad de asistir al desarrollo del personal de educación regular. Las estrategias y los recursos de personal de SE utilizados para instruir y evaluar de manera efectiva a los estudiantes con servicios de educación especial incluirán: Inclusión directa en los grados 6, 7 y 8 para lectura y matemáticas. Algunos estudiantes de SE recibirán servicios en inglés, ciencias y estudios sociales a través de un paraprofesional o maestro de SE. Los maestros regulares y de SE colaborarán cada tres semanas para discutir el progreso de los estudiantes de SE en los Días de Coordinación. Plan de acción de los departamentos de SE para mejorar los puntajes STAAR. Los estudiantes de SE recibirán una guía de estudio para llevar a casa para Lectura y Matemáticas que incluye vocabulario, calculadora (para aquellos que califiquen) y estrategias dirigidas a la evaluación STAAR.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative : Student report card grades, Parent phone Log, Student Summative STAAR Scores</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Dean of Instruction Special Education Personnel General Education Teachers</p> <p>Population: SE students - Start Date: August 17, 2021 - End Date: June 2, 2022</p> <p>Funding Sources: Employee Travel - 199 Local funds - 199-23-6411-23-23-048-Y-99-000Y, General Supplies - 199 Local funds - 199-23-6399-00-048-Y-99-000-Y, Employee Travel - 199 Local funds - 199-23-6411-00-048-Y-99-000-Y</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 15 Details		Reviews			
Strategy 15: Counselors will offer classroom presentations to cope with issues that teenagers and middle school students may be presented with in their lives. They will also have general supplies readily available for students. Las consejeras ofreceran presentaciones en el salon de clases para hacer frente a los problemas que pueden presentar en sus vidas los adolescentes y los estudiantes de secundaria. Tambien tendran utiles generales disponibles para los estudiantes. Milestone's/Strategy's Expected Results/Impact: Formative Curriculum documents Summative School climate, Scores, Tests. Staff Responsible for Monitoring: Administration- Principal, Assistant Principal, Dean, Counselors, At-Risk counselor, Gear Up counselor, Counseling Department Population: All students - Start Date: August 17, 2021 - End Date: June 2, 2022 Funding Sources: General Supplies - 211 Title I-A - 211-31-6399-00-048-Y-30-0F2-Y		Formative			Summative
		Nov	Jan	Mar	June
Strategy 16 Details		Reviews			
Strategy 16: Administration will ensure that campus needs are met. Instructional materials, supplies and furniture will be ordered based on needs. Machinery and supplies will be maintained to ensure that teachers focus on instruction. Administracion se asegurara de que se satisfagan las necesidades de la escuela. Los materiales de instruccion, los suministros y el mobiliario se pedirán según las necesidades. Se mantendra la maquinaria y los suministros para asegurar que los maestros se concentren en la instruccion. Milestone's/Strategy's Expected Results/Impact: Formative: walkthroughs, observations and surveys Summative: teacher feedback/surveys Staff Responsible for Monitoring: Administration Population: Faculty - Start Date: August 17, 2021 - End Date: June 2, 2022 Funding Sources: Equipment - 199 Local funds - 199-23-6398-00-048-Y-99-000-Y - \$1,000, Employee travel - 199 Local funds - 199-23-6411-00-048-Y-99-000-Y - \$600, Maintenance & Operation - Custodial - 199 Local funds - 199-51-6315-00-048-Y-99-000-Y - \$3,500, Misc. Operating Costs - 199 Local funds - 199-23-6498-00-048-Y-99-000-Y - \$3,000, General supplies - Custodial use - 199 Local funds - 199-51-6399-00-048-Y-99-000-Y - \$1,000, Contracted maintenance and repair - 211 Title I-A - 211-11-6249-62-048-Y-30-0F2-Y, General Supplies - 211 Title I-A - 211-12-6399-00-048-Y-30-BDG-Y, Misc. Contracted Services - 199 Local funds - 199-51-6299-00-048-Y-99-000-Y - \$5,263, Supplies - 199 Local funds - 199-23-6399-00-048-Y-99-000-Y - \$111, Furniture - 199 Local funds - 199-23-6399-45-048-Y-99-000-Y - \$1,200, Extra duty overtime - Custodians - 199 Local funds - 199-51-6121-47-048-Y-99-000-Y - \$100		Formative			Summative
		Nov	Jan	Mar	June

Strategy 17 Details		Reviews			
<p>Strategy 17: Besteiro Middle School students will have access on a regular basis to the library and all their equipment to supplement teachers' instruction as well as to do research, homework help and reference materials. Librarian and library aide may utilize funds to have school's library well equipped to provide for student needs. Librarian will plan school activities in sync with the calendar activities that will involve not only students, but staff, faculty and parents.</p> <p>Los estudiantes de la Escuela Intermedia Besteiro tendran acceso de manera regular a la biblioteca y todo su equipo para complementar la instruccion de los maestros, asi como para investigar, ayudar con las tareas y materiales de referencia. El bibliotecario y la ayuda de la biblioteca pueden utilizar fondos para tener la biblioteca de la escuela bien equipada para satisfacer las necesidades de los estudiantes. El bibliotecario planificara las actividades escolares en sincronia con las actividades del calendario que involucraran no solo a los estudiantes, sino al personal, la facultad y los padres.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: student participation in library time, checking out books, events, field trips and symposiums as well as the participation in literacy activities Summative: Higher rates of students participate in higher ed activities, camps, STAAR and passing rates Staff Responsible for Monitoring: Principal, Dean, Assistant Principal, Librarian and proper supervisor</p> <p>Title I Schoolwide Elements: 2.4 - Additional Targeted Support Strategy - Population: All students - Start Date: August 17, 2021 - End Date: June 2, 2022 Funding Sources: Reading Materials - 199 Local funds - 199-12-6325-00-048-Y-99-000-Y - \$3,500</p>		Formative			Summative
		Nov	Jan	Mar	June

0% No Progress

100% Accomplished

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Discontinue

Performance Objective 1 Need Statements:

Student Learning
<p>Need Statement 5: Need to provide students with the necessary resources needed for continuous instruction including STEM instruction. Data Analysis/Root Cause: Based on prior year's data, our students at Besteiro require basic supplies and/or technologies.</p>

Goal 1: Besteiro students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7 and 11)
 Los estudiantes recibirán oportunidades educativas que produzcan graduados preparados para el futuro, listos para la universidad / carrera y sean ciudadanos responsables e independientes. (Meta # 1 de la Mesa Directiva y Objetivos 2, 4, 5, 7 y 11 de TEA Cap. 4).

Performance Objective 2: Besteiro Career and Technical Education student participation will increase by 5 percentage points over 2019 including special population students.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will be provided with instructional resources and computer assisted instruction that reinforces implementation of BISD based on identified areas of need. Also students will be taught the necessary skills to develop a personal career portfolio that can be updated as they advance their education.</p> <p>Los estudiantes recibirán recursos educativos e instrucción asistida por computadora que refuerza la implementación de BISD según las áreas identificadas de necesidad. También se les enseñará a los estudiantes las habilidades necesarias para desarrollar un portafolio de carrera personal que se puede actualizar a medida que avanzan en su educación.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative District Benchmark data (Fall and Spring), Instructional feedback (walk through data), PDS surveys; lesson plans and student's work Summative campus will show and increase on performance assessments.</p> <p>Staff Responsible for Monitoring: Principal, Dean, Assistant Principal, District Lead Teachers, C&I personnel Technology Teachers TST</p> <p>Population: All student groups - Start Date: August 17, 2021 - End Date: June 2, 2022 Funding Sources: Screencastify - 162 State Compensatory - 16211629962048Y30000Y</p>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 1: Besteiro students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7 and 11)
 Los estudiantes recibirán oportunidades educativas que produzcan graduados preparados para el futuro, listos para la universidad / carrera y sean ciudadanos responsables e independientes. (Meta # 1 de la Mesa Directiva y Objetivos 2, 4, 5, 7 y 11 de TEA Cap. 4).

Performance Objective 3: Besteiro will implement the early college high school model to maintain designation and improve performance as measured by the ECHS Blueprint.

Besteiro implementará el modelo de escuela secundaria universitaria temprana para mantener la designación y mejorar el desempeño según lo medido por el plan de ECHS.

Evaluation Data Sources: TSIs reports, AP score reports, career exploration enrollment

Strategy 1 Details	Reviews			
Strategy 1: Counselors will present information on BISD magnet school programs and Magnet Career Night to students and parents. Students will be advised on Career Pathways available in HS. Las consejeras presentarán información sobre los programas de las escuelas magnet de BISD y la Noche de carreras magnet a los estudiantes y padres. Se informará a los estudiantes sobre las trayectorias profesionales disponibles en la escuela secundaria. Milestone's/Strategy's Expected Results/Impact: Formative: Monthly logs, sign in sheets. Summative: Number of student accepted into a magnet school, choice slips. Staff Responsible for Monitoring: Administration, Counselors, AT-Risk Counselor Population: Students and parents - Start Date: October 4, 2021 - End Date: June 2, 2022	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Besteiro will implement a plan to prep for TSI.2 and math beginning with 8th graders. The expectation is that all BISD students graduate and are college ready. Besteiro implementara un plan para prepararse para TSI.2 y matematicas comenzando con los estudiantes de octavo grado. La expectativa es que todos los estudiantes de BISD se graduen y esten listos para la universidad. Milestone's/Strategy's Expected Results/Impact: Formative: TSI test taking and passing data by campus and grade Summative: Increased percentage of students passing each and all TSI assessments over previous attempts. Staff Responsible for Monitoring: Principal, Dean, Assistant Principals, 8th grade Counselor, Advanced Academics Population: All secondary students - Start Date: August 17, 2021 - End Date: June 2, 2022 Need Statements: Student Learning 5 Funding Sources: GT Student Resources - 199 G/T Advanced Academics - \$2,774	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Besteiro will increase meetings to vertically align courses with feeder elementary schools and HS to ensure equitable access for all students on all campuses. Besteiro aumentara las reuniones para alinear verticalmente los cursos con las escuelas primarias y la preparatoria secundaria para garantizar un acceso equitativo para todos los estudiantes en todas las escuelas. Milestone's/Strategy's Expected Results/Impact: Formative Results in performance ratings, evaluations, Summative improved assessment scores. Staff Responsible for Monitoring: Elementary Principals, Elementary Deans, Elementary 5th grade Teachers, MS Principal, MS Dean, MS Teachers, HS Principal, HS Dean, HS Teachers, Population: Cluster teachers - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: 21st Century The program provides activities that provide students with access to academic enrichment and other activities that are specifically designed to reinforce and complement the regular academic program to help students meet the challenging state	Formative			Summative
	Nov	Jan	Mar	June

academic standards.

El programa ofrece actividades que brindan a los estudiantes acceso al enriquecimiento academico y otras actividades que estan disenadas especificamente para reforzar y complementar el programa academico regular para ayudar a los estudiantes a cumplir con los estandares academicos estatales.

Milestone's/Strategy's Expected Results/Impact: Summative: Improved assessment scores

Staff Responsible for Monitoring: 21st Century campus coordinator, administration

Population: All students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Need Statements:

Student Learning

Need Statement 5: Need to provide students with the necessary resources needed for continuous instruction including STEM instruction. **Data Analysis/Root Cause:** Based on prior year's data, our students at Besteiro require basic supplies and/or technologies.

Goal 1: Besteiro students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7 and 11)
 Los estudiantes recibirán oportunidades educativas que produzcan graduados preparados para el futuro, listos para la universidad / carrera y sean ciudadanos responsables e independientes. (Meta # 1 de la Mesa Directiva y Objetivos 2, 4, 5, 7 y 11 de TEA Cap. 4).

Performance Objective 4: 80% of Migrant students will be on grade level within 2 years and 70% will be at Approaches Grade Level for all STAAR assessments.





El 80% de los estudiantes migrantes estarán al nivel de grado dentro de 2 años y el 70% estará en el nivel de grado aproximado para todas las evaluaciones STAAR.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Besteiro Migrant students will be properly identified and will receive grade appropriate school supplies, clothing, shoes and hygiene items as needed in order to provide them with the necessary tools to meet academic expectations while completing their work in the classroom and at home.</p> <p>Los estudiantes migrantes de Besteiro serán identificados adecuadamente y recibirán útiles escolares, ropa, zapatos y artículos de higiene apropiados para su grado según sea necesario para proporcionarles las herramientas necesarias para cumplir con las expectativas académicas mientras completan su trabajo en el aula y en el hogar.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Distribution forms, PFS , reports, composite of services Summative: Increased on-time promotion and on-time graduation rates</p> <p>Staff Responsible for Monitoring: Migrant Funded Personnel, District Migrant Coordinator</p> <p>Population: All Besteiro Migrant students - Start Date: August 17, 2021 - End Date: June 2, 2022</p> <p>Funding Sources: - 212 Title I-C (Migrant)</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Migrant clerk will carryout annual identification and recruitment IDR training in order to secure the most current information needed to appropriately assist with the campus identification and recruitment initiative and assist with the annual IDR residency verification initiative.</p> <p>La secretaria migrante llevara a cabo una capacitacion IDR de identificacion y reclutamiento anual para asegurar la informacion mas actualizada necesaria para ayudar adecuadamente con la iniciativa de identificacion y reclutamiento del campus y ayudar con la iniciativa anual de verificacion de residencia IDR.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative IDR Training, NGS Mass enrollment report Eschool Solutions Summative Texas Education Agency IDR Certificates Residency Verification reports.</p> <p>Staff Responsible for Monitoring: Campus Administration, Migrant Teacher, Migrant Clerk</p> <p>Population: Migrant students - Start Date: September 1, 2021 - End Date: October 29, 2021</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Migrant Clerk will distribute migrant information and currently enrolled listing to all teachers and administrators in order to facilitate pertinent information in a timely manner throughout the year.</p> <p>El secretario migrante distribuira la informacion de los migrantes y la lista de inscritos actualmente a todos los maestros y administradores para facilitar la informacion pertinente de manera oportuna durante todo el ano.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative NGS Reports Summative Completed surveys, documentation of services, monitoring tools, migrant clerk evaluation.</p> <p>Staff Responsible for Monitoring: Campus Administration, Migrant Teacher, Migrant Clerk</p> <p>Population: All PFS migrant students - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Migrant Campus funded staff will attend Migrant Education Region One workshops, local, regional and state migrant conferences in order to secure the most current information impacting migrant students, migrant parents and the migrant program through the current school year.</p> <p>El personal financiado por Migrant asistira a talleres de Educacion Migrante Region Uno, conferencias locales, regionales y estatales para inmigrantes a fin de asegurar la informacion mas actual que impacta a los estudiantes inmigrantes, padres inmigrantes y el programa migrante durante el ano escolar actual.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Region one workshop information, flyer or workshop #, forms, BISD professional leave form with approved signatures. Summative workshop certificate, agendas and or handouts.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Migrant Teacher and Migrant clerk</p> <p>Population: All PFS students - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: All Migrant students will have the opportunity to attend the district's summer school programs to ensure timely promotion or as an enrichment.</p> <p>Todos los estudiantes migrantes tendran la oportunidad de asistir a los programas de la escuela de verano del distrito para asegurar una promocion oportuna o como un enriquecimiento.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Eligibility forms, Attendance rosters, Participation Surveys. Summative Completion reports, EOY program assessment results. Staff Responsible for Monitoring: Campus Administration, Migrant Teacher and Migrant Clerk</p> <p>Population: All PSF students - Start Date: June 6, 2022 - End Date: July 29, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: The migrant clerk will attend the required New Generation System NGS state required training in order to secure the needed skills to accurately and appropriately input the data for migrant students into the migrant state database. NGS and BISD eSchool Plus entries will be monitored daily to ensure the IDR data and information has been appropriately coded in a timely manner.</p> <p>La secretaria migrante asistira a la capacitacion requerida por el estado New Generation System NGS para asegurar las habilidades necesarias para ingresar de manera precisa y apropiada los datos de los estudiantes migrantes en la base de datos del estado migrante. Las entradas de NGS y BISD eSchool Plus seran monitoreadas diariamente para asegurar que los datos y la informacion del IDR se hayan codificado adecuadamente de manera oportuna.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative NGS Annual Training Summative NGS Certificates PBMA Report correctly coded migrant on NGS Staff Responsible for Monitoring: Campus Administration Migrant Teacher Migrant Clerk Migrant funded recruiters data PEIMS Data Clerk</p> <p>Population: PFS migrant students - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: Migrant survey will be utilized at the end of the school year to evaluate the effectiveness of the Migrant Education Program so that pertinent and appropriate adjustments can be made to better serve migrant students. La encuesta para migrantes se utilizara al final del ano escolar para evaluar la eficacia del programa de educacion para migrantes, de modo que se puedan hacer los ajustes pertinentes y apropiados para brindar un mejor servicio a los estudiantes migrantes. Milestone's/Strategy's Expected Results/Impact: Increase on-time graduation Staff Responsible for Monitoring: Campus Administration, Migrant funded personnel Population: PFS Migrant students - Start Date: April 1, 2022 - End Date: June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Besteiro students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7 and 11)
 Los estudiantes recibirán oportunidades educativas que produzcan graduados preparados para el futuro, listos para la universidad / carrera y sean ciudadanos responsables e independientes. (Meta # 1 de la Mesa Directiva y Objetivos 2, 4, 5, 7 y 11 de TEA Cap. 4).

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





Aumentar el número de estudiantes en programas cocurriculares y extracurriculares que avanzan en matemáticas, ciencias, estudios sociales, ELA, bellas artes y programas CTE en un 5% durante la participación de 2021-2022.

Evaluation Data Sources: Regional and state competition participation numbers

Strategy 1 Details	Reviews			
Strategy 1: Students will travel throughout the year to various events that will enhance their curricular and co-curricular experiences to provide a well-rounded education to each student. A Honor Roll students will be rewarded with a field trip per semester. Los estudiantes viajarán durante todo el año a varios eventos que mejoren sus experiencias curriculares y co-curriculares para brindar una educación integral a cada estudiante. Los estudiantes de honores serán recompensados con una excursión por semestre. Milestone's/Strategy's Expected Results/Impact: Travel Logs Staff Responsible for Monitoring: Administration and Sponsors Population: All students - Start Date: August 17, 2021 - End Date: June 2, 2022 Funding Sources: Meals - 199 Local funds - 199-11-6499-53-048-Y-11-000-Y - \$500, Transportation - 199 Local funds - 199-11-6494-00-048-Y-11-000-Y - \$1,200	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Besteiro Band students will participate in UIL Band, Solo and Ensemble, UIL concert and sight reading comprehension, TMEA All-Region, Honor Band competition and all-city band clinic and concert. Los estudiantes de Besteiro Band participarán en UIL Band, Solo y Ensamble, concierto de UIL y comprensión de lectura a primera vista, TMEA All-Region, competencia de Banda de Honor y clínica y concierto de banda en toda la ciudad. Milestone's/Strategy's Expected Results/Impact: Formative: Performances / # of students participating Summative: Gradebooks, performance results Staff Responsible for Monitoring: Administration, Teachers, Band Directors, Competition Judges Population: All performing band students - Start Date: August 17, 2021 - End Date: June 2, 2022 Funding Sources: General Supplies - 199 Local funds - 199-11-6399-Y-11-000-Y	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Besteiro Choir Students will participate in All City Choir Clinic / Concert and compete in TMEA Region, Choir Solo and Ensemble including UIL Choir concert and Sight-Reading Competition. Choir students will attend summer choir camps.</p> <p>Los estudiantes del Coro Besteiro participaran en la Clinica / Concierto del Coro de la Ciudad y competiran en la Region TMEA, Coro Solo y Ensamble, incluido el concierto del Coro UIL y la Competencia de Lectura a la Vista. Los estudiantes de coro asistiran a los campamentos de coro de verano.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Performances / # of students participating Summative: Gradebooks, performance results</p> <p>Staff Responsible for Monitoring: Administration, Teachers, Choir Directors, Competition Judges</p> <p>Population: Choir students - Start Date: August 12, 2020 - End Date: June 30, 2021</p> <p>Funding Sources: General Supplies - 199 Local funds - 199-11-6399-57-048-Y-11-000-Y</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Art students will participate in activities and compete in district, community and/or valley art competitions/exhibitions such as the Student International Art Show and the regional Jr. VASE Visual Arts Scholastic Event.</p> <p>Los estudiantes de arte participaran en actividades y competiran en competencias / exhibiciones de arte del distrito, la comunidad y / o el valle, tales como la Exposicion Internacional de Arte para Estudiantes y el Evento Escolar Regional de Artes Visuales Jr. VASE.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Performances / # of students participating Summative: Gradebooks, performance results</p> <p>Staff Responsible for Monitoring: Administration, Teachers, Art Teacher, Competition Judges</p> <p>Population: Art students - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Besteiro students practice different techniques and media to use different materials to create a variety of art and will be provided with appropriate material to enhance the GT program.</p> <p>Los estudiantes de Besteiro practican diferentes tecnicas y medios para usar diferentes materiales para crear una variedad de arte y se les proporcionara el material apropiado para mejorar el programa GT.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Performances / # of students participating Summative: Gradebooks, performance results</p> <p>Staff Responsible for Monitoring: Administration, Teachers, Technology and or career exploration Teacher, Competition Judges</p> <p>Population: Art, GT students - Start Date: August 17, 2021 - End Date: June 2, 2022</p> <p>Need Statements: Student Learning 5</p> <p>Funding Sources: GT Co-curricular Supplies - 199 G/T Advanced Academics - \$350</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: UIL One Act Play students will participate in a middle school clinic and competition. Los estudiantes de UIL One Act Play participaran en una competencia y una clinica de la escuela intermedia. Milestone's/Strategy's Expected Results/Impact: Formative: Lesson Plans, Student Portfolios Summative: Performance Ratings Staff Responsible for Monitoring: Administration, UIL One Act Play teacher Population: UIL One Act Play students - Start Date: September 1, 2021 - End Date: May 20, 2022 Funding Sources: Royalty fees and playbooks - 199 Local funds - 199-36-6399-00-048-Y-99-020-Y - \$100, Stipends - 199 Local funds - 199-36-6117-00-048-Y-99-020-Y - \$700, Meals and transportation - 199 Local funds - 199-36-6412-00-048-Y-99-000-Y - \$980	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Destination Imagination teacher sponsors and students will participate in D.I. workshops and and competitions. Los maestros patrocinadores y estudiantes de Destination Imagination participaran en D.I. talleres y concursos. Milestone's/Strategy's Expected Results/Impact: Formative: Monthly Logs, Sign In Sheets Summative: Competition Results Staff Responsible for Monitoring: Administration, DI Sponsors Population: 6-8 DI students - Start Date: September 1, 2021 - End Date: June 2, 2022	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: SE teachers will support Special Olympics and its students throughout the school year. Los maestros de SE apoyaran a Olimpiadas Especiales y sus estudiantes durante todo el ano escolar. Milestone's/Strategy's Expected Results/Impact: Special Olympics Results Staff Responsible for Monitoring: Administration, Special Ed Teachers, Adaptive PE Teachers Population: SE students - Start Date: November 1, 2021 - End Date: March 31, 2022	Formative			Summative
	Nov	Jan	Mar	June

Strategy 9 Details		Reviews			
Strategy 9: Besteiro students will be recognized at the end of year for academic accomplishments to showcase their hard work. Los estudiantes de Besteiro seran reconocidos al final del ano por sus logros academicos para mostrar su arduo trabajo. Milestone's/Strategy's Expected Results/Impact: Formative: Student performance / # of students participating Summative: Gradebooks, performance results Staff Responsible for Monitoring: Counselors, administration Population: All students - Start Date: April 1, 2022 - End Date: May 31, 2022 Funding Sources: Awards - 211 Title I-A - 211-11-6498-00-048-Y-30-0F2-Y, Awards - 199 Local funds - 199-31-6498-00-048-Y-99-000-Y - \$1,500		Formative			Summative
		Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>					





Performance Objective 5 Need Statements:

Student Learning
Need Statement 5: Need to provide students with the necessary resources needed for continuous instruction including STEM instruction. Data Analysis/Root Cause: Based on prior year's data, our students at Besteiro require basic supplies and/or technologies.

Goal 2: Besteiro, the Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will ensure equity in availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students. (Board Goal 2)

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

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

Strategy 1 Details	Reviews			
Strategy 1: All staff members will turn off the lights to their assigned rooms whenever not in use. Milestone's/Strategy's Expected Results/Impact: Complete implementation of the district energy savings plan will result in decreased energy usage compared to prior year. Formative: Monthly Energy Use Report Summative: Yearly Energy Use Report Staff Responsible for Monitoring: Administration, Non- Teaching Professionals, Teachers, and all Classified Personnel Population: All staff - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Evaluate and recommend necessary upgrades for instructional facilities and equipment to ensure an appropriate instructional environment and student safety. Milestone's/Strategy's Expected Results/Impact: Formative: Safety evaluation, campus visitation documentation, proper maintenance documentation. Summative: SHAC recommendations Staff Responsible for Monitoring: Administration, Safety coordinators, maintenance personnel Population: All students - Start Date: August 17, 2021 - End Date: June 2, 2022 Funding Sources: Air Purifiers to address COVID-19 - 282 ESSER III Grant Funds - \$15,666, Contracted Services - 162 State Compensatory - 16211629900048Y30000Y	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Besteiro will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)

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





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

Strategy 1 Details	Reviews			
Strategy 1: The campus will meet all encumbrance and percentage spent fund deadlines as expected by all district departments. Milestone's/Strategy's Expected Results/Impact: Formative: Reports generated through the BI-TECH online system. Summative: End of Year reports generated through the BI-TECH online system. Staff Responsible for Monitoring: Principal, Principal's Secretary, Dean, Program Leaders, and any other teacher and/or program that received monies from local, state, or federal programs Population: All students and staff - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 3: Besteiro will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)

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






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

Strategy 1 Details	Reviews			
Strategy 1: Purchasing procurement policies will be followed with fidelity to ensure that there is not a budget shortfall/ deficit at the end of the year. Milestone's/Strategy's Expected Results/Impact: Formative: Reports generated through the BI-TECH online system. Summative: End of Year reports generated through the BI-TECH online system Staff Responsible for Monitoring: Principal, Principal's Secretary, Dean, Program Leaders, and any other teacher and/or program that received monies from local, state, or federal programs. Population: All students and staff - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: A system will be in place to keep track of all funds that are encumbered or processed in the BI-TECH system to ensure that all monies are spent. Milestone's/Strategy's Expected Results/Impact: Formative: Reports generated through the BI-TECH online system. Summative: End of Year reports generated through the BI-TECH online system. Staff Responsible for Monitoring: Principal, Principal's Secretary, Dean, Program Leaders, and any other teacher and/or program that received monies from local, state, or federal programs. Population: All students and staff - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Besteiro will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)

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

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

Strategy 1 Details	Reviews			
Strategy 1: Faculty and Staff will be recognized for their professional development and accomplishments throughout their teaching career both with the campus and district in order to improve campus morale and climate by the same token support retention. Milestone's/Strategy's Expected Results/Impact: Formative recognition at the end of each six weeks and annually Summative Teacher turnover and campus retention campus morale and climate Staff Responsible for Monitoring: District Administrators, Principal, Dean and Assistant Principals Population: Faculty and staff - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide retention stipends to faculty and staff in addressing the COVID-19 learning gap per board guidance. Milestone's/Strategy's Expected Results/Impact: Formative: they have budgeted and paid retention stipend. Summative: paid out retention stipend Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers - Population: Faculty and Staff - Start Date: July 1, 2021 - End Date: August 31, 2021 Need Statements: School Processes & Programs 3 Funding Sources: August Retention Stipends - 282 ESSER III Grant Funds - \$65,266	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Need Statements:

School Processes & Programs
Need Statement 3: Need to increase the recruitment of master teachers who are available to work tutorials or Saturday academies in order to increase student achievement. Data Analysis/Root Cause: District benchmark data reflects a need for additional tutorials/pullouts.

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

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





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

Strategy 1 Details	Reviews			
Strategy 1: The campus will supply the BISD Public Information dept. with news, student and staff accomplishments throughout the school year to ensure maximum positive school publicity. Milestone's/Strategy's Expected Results/Impact: Formative: Newspaper Clippings, BISD Website Highlight, and Besteiro Website. Summative: Enrollment Reports Staff Responsible for Monitoring: Administration, Department/Program Heads, and Sponsors. Population: All students and staff - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The campus will responsibly create and maintain a social media page to highlight student achievements. Milestone's/Strategy's Expected Results/Impact: Formative Besteiro Webpage Staff Responsible for Monitoring: Administration and Campus TST Population: All students and staff - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 5: Besteiro will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

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

Evaluation Data Sources: BAC placement data for 2019-2020, PEIMS discipline report data, Review360 report data, Pupil Services, Police and Security Services, Guidance and Counseling Services and Special Services departmental data related to BAC placements





Strategy 1 Details	Reviews			
Strategy 1: Maintain the district's standard for students assigned to a Disciplinary Alternative Education Program (DAEP). Besteiro will maintain the district's standard in attendance rates, pre/post assessment results, drop-out rates, sub groups representation in order to comply with district's goal. Milestone's/Strategy's Expected Results/Impact: Formative: Attendance, Benchmark data Summative: PEIMS Data AEIS Data Staff Responsible for Monitoring: Administration, Counselors, Teachers Title I Schoolwide Elements: 2.6 - Population: All students - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Besteiro will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

Performance Objective 2: Disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 5% for 2021-2022 and will not be disproportionate for any population.

Evaluation Data Sources: ISS/OSS reports for district and campus disaggregated by special served populations including ESL, Special Education, At-Risk and economically disadvantaged, Review360 or eSchool behavior RtI plans and monitoring reports, plans for addressing Bullying, Teen Violence, and others.

Strategy 1 Details	Reviews			
Strategy 1: Parents will be notified of any discipline referral outlined in the Student Code of Conduct as mandated by policy. As per District Policy, students are allowed to bring their own electronic device to school ONLY to use it for instructional and academic purposes when directed by teacher and previously stated in the lesson plan and daily activity. Teachers will be provided with supplies to voluntarily store electronic devices. Milestone's/Strategy's Expected Results/Impact: Formative: Completed Referral Forms Summative: Discipline Referrals / Reports Staff Responsible for Monitoring: Administration, Counselors, Teachers Population: All students - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide training for administrators and new teachers/ current staff in district and out of district: (a) to effectively handle classroom discipline so that out of school suspensions and discretionary removals are used as a last resort; (b) assure students' rights and due process are afforded in order to have a safe and disciplined environment conducive to student learning. District adopted Eschools for discipline management and campus wide initiative to implement Review 360. As stated in House Bill 1196, the campus CORE team will obtain training and refreshers on proper restraint and time-outs of our Special Education population. Milestone's/Strategy's Expected Results/Impact: Formative: Agenda Sign-in sheets Summative: Discipline Referrals, Discipline Reports Staff Responsible for Monitoring: Administration, Counselors, Teachers Population: Administration, counselors and teachers - Start Date: August 17, 2021 - End Date: June 2, 2022 Funding Sources: Admin. travel - 211 Title I-A - 211-23-6411-23-048-Y-30-0F2-Y, Review 360 - 162 State Compensatory - 162-11-6395-62-048-Y-30-000-Y - \$7,100	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Provide conflict resolution skills through presentations for students in order to reduce the number of office referrals. Milestone's/Strategy's Expected Results/Impact: Formative: Student academic progress, number of discipline referrals, Counselor student log Summative: PEIMS Discipline Reports Staff Responsible for Monitoring: Administration, Counselors, Teachers Population: All students - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Counselors will provide individual and/or group counseling sessions as needed in order to ensure that students needs are addressed. Milestone's/Strategy's Expected Results/Impact: Formative: Student sign in sheets, Counselor logs Summative: PEIMS Discipline Reports Staff Responsible for Monitoring: Administration, Counseling, Teachers Population: All students - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Besteiro will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

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

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

Strategy 1 Details	Reviews			
Strategy 1: Provide professional development based on level of expertise and need in the following areas: a.) Bullying Prevention b.) Violence/conflict resolution c.) Recent drug use trends d.) Resiliency/ Developmental Assets e.) Dating Violence f.) Signs of Child Abuse g.) Response to Intervention (RtI) Model for behavior research based interventions to allow staff to recognize and address the issue as a preventive measure. Milestone's/Strategy's Expected Results/Impact: Formative: Attendance Roster, Professional Development Evaluation Summative: PEIMS Discipline Report Staff Responsible for Monitoring: Administration, Counselors, Teachers Population: All students - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Campuses must have an identification security system. All faculty must obtain and display an Identification Card while on school grounds. All students must obtain an identification card while on school grounds. Visitors must present an identification at sign-in and escorted at all times. Milestone's/Strategy's Expected Results/Impact: Formative: Training Sign-up sheets Summative: Safety reports Staff Responsible for Monitoring: Administration, Counselors, Teachers Population: All students, staff and visitors - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Campuses will develop and maintain an Emergency Operations Plan. Plan must be multi-hazard in nature, must be reviewed and updated annually by the campus safety and security committee. The following drills must be practiced accordingly: Lockdown drills (3 times per year), Shelter-in-place, Soft Lock Down, Severe Weather, Evacuation. In order to prevent, protect against, respond to, recover from, and mitigate the effects of incidents regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and harm to the environment. Milestone's/Strategy's Expected Results/Impact: Formative: After Action Reviews, Sign-In Sheets, Evaluations, Audits Summative: Safety reports, Fire Drill documentation Staff Responsible for Monitoring: Administration, Counselors, Teachers, Crisis Intervention Team Population: All students and staff - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Office staff will receive training to conduct a sex offender search on all visitors in order to minimize the number of intruders on campus as well as registered sex offenders using Raptor ID Check System. Raptor Technologies will be renewed. Milestone's/Strategy's Expected Results/Impact: Formative: Training Sign-up sheets Log of Sex Offender Searches Summative: Safety Staff Responsible for Monitoring: Administration and Office Staff Population: All students - Start Date: August 17, 2021 - End Date: June 2, 2022 Funding Sources: Raptor ID System - 162 State Compensatory - 162-11-6399-62-048-Y-30-000-Y, Raptor scanner - 162 State Compensatory - 162-11-6399-00-048-Y-30-000-Y	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Campus based Law Enforcement: Security Officer(s) will be placed and assigned throughout the year. In addition, a Police Officer will be stationed on campus. Campus Officers, when possible, will address current trends with students, parents, campus faculty and staff, Gang Awareness, Bullying, Dating Violence, Internet Safety, Drug, Alcohol and Tobacco Awareness, Gun Safety, Teen Community Emergency Response Team (CERT), Truancy, Emergency Operations Plan(EOP), Safety Procedures as a proactive approach to diminish the number of criminal offenses on school grounds and to prevent victimization of students and staff. Milestone's/Strategy's Expected Results/Impact: Formative: Evaluations, Sign-In Sheets, Summative: PEIMS Discipline Reports Staff Responsible for Monitoring: Administration, BISD Security Services Population: All students - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: In order to provide a safe environment conducive to learning, PPE supplies will be provided to ensure that all CDC, TEA and BISD guidelines are enforced accordingly. This includes but not limited to water bottles, school supplies, safety equipment, etc. Milestone's/Strategy's Expected Results/Impact: Implementation of district's reopening plan will allow for a safer environment for all students, faculty, and staff. Formative: Monthly supply usage Summative: Annual supply usage Staff Responsible for Monitoring: Campus Safety Coordinator, AP Principal Dean Population: All students and staff - Start Date: August 17, 2021 - End Date: June 2, 2022 Need Statements: Perceptions 5	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				





Performance Objective 3 Need Statements:

Perceptions
Need Statement 5: Need to provide a health school environment to assist in meeting the needs of the general school population and those with health conditions. Initiate and maintain effective procedures for materials, supplies and student records. This is inclusive of the migrant population. Data Analysis/Root Cause: Make learning accessible for all students.

Goal 5: Besteiro will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

Performance Objective 4: Besteiro will implement throughout the school year 2021-2022 The 7 habits for Effective Teen Agers by Franklin Covey which helps students apply personal leadership principles to the tough choices they face every day. All Stakeholders at Besteiro Middle School will be part of this Campus wide implementation.

Evaluation Data Sources: Students will acquire personal and academic principles which will lead them to take better decisions not only in school yet in their personal life and will be reflected in the environment at school, less referrals and apply it also in studying and academic habits.

Strategy 1 Details	Reviews			
Strategy 1: Implementation of The 7 Habits for Effective Teens program developed by Franklin Covey. Milestone's/Strategy's Expected Results/Impact: Formative Increase learning time and climate throughout the entire learning community (school) and life at home. Summative six weeks report of referrals will decrease significantly as students take ownership of their actions. Staff Responsible for Monitoring: Counselors, Dean, Principal, Assistant Principal, Teachers and Students Population: All students - Start Date: August 17, 2021 - End Date: June 2, 2022 Need Statements: Student Learning 5 - School Processes & Programs 8 Funding Sources: Consulting Services - 211 Title I-A - 211-13-6291-00-048-Y-30-0F2-Y - \$15,000, Membership - 211 Title I-A - 211-13-6291-00-048-Y-30-0F2-Y	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 4 Need Statements:

Student Learning
Need Statement 5: Need to provide students with the necessary resources needed for continuous instruction including STEM instruction. Data Analysis/Root Cause: Based on prior year's data, our students at Besteiro require basic supplies and/or technologies.
School Processes & Programs
Need Statement 8: Need to implement The 7 Habits of Highly Effective Teen Agers developed by Franklin Covey which will help students apply personal leadership principles to the tough choices they face every day. Data Analysis/Root Cause: Our school would greatly benefit from integrating such habits to minimize behavior problems overall.

Goal 6: Besteiro staff, in collaboration with District Staff, Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children. (TEA Ch. 4, Obj. 1)
La Junta de Sindicos, en colaboracion con el personal del distrito, la administracion, los padres y la comunidad, proporcionara el apoyo y los recursos necesarios para lograr la excelencia y la equidad educativas. Los padres seran socios plenos de los educadores en la educacion de sus hijos. (TEA Capitulo 4, Obj. 1)

Performance Objective 1: There will be a 5% increase of parents involved in campus/district parent and family engagement activities from 2020-2021 to 2021-2022.

Habra un aumento del 5% de padres involucrados en actividades de participacion de padres y familias de la escuela / distrito desde 2020-2021 hasta 2021-2022.

Evaluation Data Sources: Formative: Weekly reports, contact logs, composite report, monthly calendar, eSchoolPlus
Summative: Increase 5% parent participation, increase % student attendance, increase student STAAR scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Besteiro will continue to fund a Parent Liaison for the purpose of educating parents with current information during weekly/monthly meetings that address issues and expectations that will impact their children's academic and attendance needs.</p> <p>* Conduct parent contacts via home visits, phone calls and/or obtain signatures, document history of parent contact for attendance purposes and parent contacts in eSchoolPlus.</p> <p>* Parent Liaisons will set up a parent station with an easily identifiable canopy to obtain parent signatures on district forms, parent conferences and curbside activities related to parent and family engagement and or attendance.</p> <p>* Upload and store Title I-A Compliance Requirements documentation and of other parent activities into the Title I Crate.</p> <p>Besteiro continuara financiando un enlace con los padres con el proposito de educar a los padres con informacion actualizada durante las reuniones semanales / mensuales que abordan problemas y expectativas que afectaran las necesidades academicas y de asistencia de sus hijos.</p> <p>* Realizar contactos con los padres a traves de visitas domiciliarias, llamadas telefonicas y / u obtener firmas, documentar el historial del contacto con los padres para fines de asistencia y contactos con los padres en eSchoolPlus.</p> <p>* Los enlaces de padres estableceran una estacion para padres con un toldo facilmente identificable para obtener las firmas de los padres en los formularios del distrito, conferencias de padres y actividades en la acera relacionadas con la participacion o asistencia de los padres y la familia.</p> <p>* Cargar y almacenar la documentacion de los requisitos de cumplimiento del Titulo I-A y de otras actividades de los padres en la caja del Titulo I.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Weekly reports, contact logs, composite report, monthly calendar, eSchoolPlus Summative: Increase 5% parent participation, increase % student attendance, increase student STAAR scores</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - Population: Parent Liaison - Start Date: August 17, 2021 - End Date: June 2, 2022</p> <p>Need Statements: Perceptions 7</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Besteiro will develop and disseminate the Parent and Family Engagement Policy and the S-P-S Compact to parents of participating Title I-A students and post on campus website in English and Spanish.</p> <p>Besteiro desarrollara y difundira la Polisa de Participacion de los Padres y la Familia y el Pacto S-P-S a los padres de los estudiantes participantes del Titulo I-A y lo publicara en el sitio web del campus en ingles y espanol.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Weekly reports, contact logs, composite report, monthly calendar, eSchoolPlus Summative: Increase 5% parent participation, increase % student attendance, increase student STAAR scores</p> <p>Staff Responsible for Monitoring: Administration, Counselors, Teachers, Parent Liaison</p> <p>Population: All parents - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Besteiro will ensure representation of community and parent involvement in the decision-making process on campus; DPAC, SBDM and other school committees. Parents will participate in the annual review and/or revision of the following to ensure program requirements are met:</p> <ul style="list-style-type: none"> *Parent and Family Engagement Policy *School-Parent-Student Compact *Campus Improvement Plan (Goal 6) <p>Besteiro asegurara la representacion de la comunidad y la participacion de los padres en el proceso de toma de decisiones en la escuela; DPAC, SBDM y otros comites escolares. Los padres participaran en la revision anual y / o revision de lo siguiente para garantizar que se cumplan los requisitos del programa:</p> <ul style="list-style-type: none"> * Polisa de participacion de los padres y la familia * Acuerdo entre la escuela, los padres y los estudiantes * Plan de mejora de la escuela (meta 6) <p>Milestone's/Strategy's Expected Results/Impact: Formative: Weekly reports, contact logs, composite report, monthly calendar, eSchoolPlus Summative: Increase 5% parent participation, increase % student attendance, increase student STAAR scores</p> <p>Staff Responsible for Monitoring: Administration, Counselors, Teachers, Parent Liaison</p> <p>Population: All parents - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Besteiro will invite community agencies/organizations to participate and disseminate information about the public services that their agencies offer in order to continue building strong community partnerships, create partnerships through a campus volunteer program, and recognize community partners and parent volunteers for their efforts in supporting district/campus goals to increase student success.</p> <p>Besteiro invitara a las agencias / organizaciones comunitarias a participar y difundir informacion sobre los servicios publicos que ofrecen sus agencias para continuar construyendo asociaciones comunitarias solidas, crear asociaciones a traves de un programa de voluntariado en el campus y reconocer a los socios comunitarios y padres voluntarios por sus esfuerzos para apoyar al distrito / metas del campus para aumentar el exito de los estudiantes.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Flyers and sign-in sheets</p> <p>Summative: Composite of End of Year survey</p> <p>Staff Responsible for Monitoring: Administration, Counselors, Teachers, Parent Liaison</p> <p>Population: All parents - Start Date: August 17, 2021 - End Date: June 2, 2022</p> <p>Funding Sources: Miscellaneous Operating Costs - 211 Title I-A - 211-61-6499-53-048-Y-30-0F2-Y - \$900, Supplies/Materials - 211 Title I-A - 211-61-6399-00-048-Y-30-0F2-Y - \$900</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Besteiro will provide Provide flexible meeting times for Parent Education opportunities through parent conferences and parent training sessions to address the needs and/or concerns, but not limited to the following areas:</p> <ul style="list-style-type: none"> * Building Capacity through training using appropriate equipment and materials for parent and community access to resources * College Readiness * Community agencies and organizations resources * Drop-out and Violence Prevention * Early Childhood Literacy Strategies * Effective teaching strategies in content areas * Health and Wellness Education * Special Education processes, procedures as well as services, procedural safeguards and transition to post-secondary life * Special Population resources and supports for Bilingual, Dyslexia, G.T., Migrant, and At-Risk students, etc. <p>Besteiro proporcionara horarios de reunion flexibles para oportunidades de educacion para padres a traves de conferencias para padres y sesiones de capacitacion para padres para abordar las necesidades y / o inquietudes, pero no se limita a las siguientes areas:</p> <ul style="list-style-type: none"> * Desarrollar la capacidad a traves de la capacitacion utilizando equipos y materiales adecuados para el acceso de los padres y la comunidad a los recursos. *Preparacion para la universidad * Recursos de agencias y organizaciones comunitarias * Prevencion de la desercion y la violencia * Estrategias de alfabetizacion en la primera infancia * Estrategias de ensenanza efectivas en areas de contenido * Educacion sobre salud y bienestar * Procesos, procedimientos y servicios de educacion especial, garantias procesales y transicion a la vida postsecundaria. * Recursos y apoyos de poblacion especial para estudiantes bilingues, con dislexia, G.T., migrantes y en riesgo, etc. <p>Milestone's/Strategy's Expected Results/Impact: Formative: Parent Invitations, Sign-in sheets, Parent Evaluations</p> <p>Summative: Composite of End of Year survey, Title I-A Parental Involvement Compliance Checklist STAAR/EOC Results, Parent & Student Attendance Rate, Discipline Referrals</p> <p>Staff Responsible for Monitoring: Administration, Counselors, Teachers, Parent Liaison</p> <p>Population: All parents - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Besteiro's parent liaison and/or parents will have the opportunity to participate in local, regional and state professional development trainings and conferences to expand their knowledge of the latest scientific, research-based best practices to better support instruction, improve understanding thus providing a more comprehensive supplemental support to students and families.</p> <p>El enlace de padres de Besteiro y / o los padres tendran la oportunidad de participar en capacitaciones y conferencias de desarrollo profesional locales, regionales y estatales para expandir su conocimiento de las ultimas mejores practicas cientificas basadas en la investigacion para apoyar mejor la instruccion, mejorar la comprension y proporcionar asi un conocimiento mas completo apoyo complementario a estudiantes y familias.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Sign-in sheet, Parent Evaluations</p> <p>Summative: Composite of End of Year survey, Title I-A Parental Involvement Compliance Checklist STAAR/EOC Results, Parent & Student Attendance Rate, Discipline Referrals</p> <p>Staff Responsible for Monitoring: Administration, Counselors, Teachers, Parent Liaison</p> <p>Population: All students and parents - Start Date: August 17, 2021 - End Date: June 2, 2022</p> <p>Funding Sources: Parent Liaison travel - 211 Title I-A - 211-61-6411-00-048-Y-30-0F2-Y - \$900, Walk for the future - 162 State Compensatory - 162-61-6499-53-048-Y-30-WTF-Y, Walk for the future - 162 State Compensatory - 162-61-6499-00-048-Y-30-WTF-Y</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Solicit community partners for each academic team to promote academic excellence via business and community ventures. Activities include breakfast clubs, evening sessions, etc.</p> <p>Solicitaremos socios comunitarios para cada equipo academico para promover la excelencia academica a traves de empresas comerciales y comunitarias. Las actividades incluyen clubes de desayuno, sesiones nocturnas, etc.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Parent Invitations, Sign-in sheet, Parent Evaluations.</p> <p>Summative: Parent Evaluations, Composite of End of Year survey, Title I-A Parental Involvement Compliance Checklist STAAR/EOC Results, Parent & Student Attendance Rate, Discipline Referrals.</p> <p>Staff Responsible for Monitoring: Administration, Counselors, Teachers, Parent Liaison</p> <p>Population: Community partners and parents - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 1 Need Statements:

Perceptions
<p>Need Statement 7: Need to increase the number of participation in parent meetings by sending parent notification flyers, calling parents and making home visits to notify them of upcoming meetings/attendance concerns. By having parent night during the school year for additional parental involvement opportunities and providing light snacks and supplies/materials. This is inclusive of the migrant population. Data Analysis/Root Cause: Improve parental involvement.</p>

Goal 7: Besteiro educators will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. (TEA Ch. 4 Obj. 9)

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide teachers with professional development opportunities to enhance implementation of instructional strategies including, yet not limited to RTI, SIOP, ELLevation strategies, Differentiated Instruction, CIF (Common Instructional Frameworks), Texas Literacy, fluency, reading comprehension skills, Google, Microsoft, S3 Strategies. as well as professional and staff development based on identified needs (PD may include extra duty pay and or stipends as well as or CPE hours accordingly).</p> <p>Milestone's/Strategy's Expected Results/Impact: Curriculum Frameworks Instructional Feedback Form District developed assessments Campus developed assessments Evidence of TLI sustained initiatives</p> <p>Formative: Training evaluations and walk-throughs with constructive feedback, lesson plans,</p> <p>Summative: District, Campus, and State assessment instruments</p> <p>Besteiro MS will show a 5 percentage point increase in the number of students meeting the 2020 passing standard on the State assessments.</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, Advanced Academics, Department Chairs</p> <p>Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 5: Effective Instruction - Population: All teachers - Start Date: August 17, 2021 - End Date: June 2, 2022</p> <p>Need Statements: Student Learning 1, 2</p> <p>Funding Sources: Training - 162 State Compensatory - \$1,500</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Strengthen the efficiency and effectiveness of the Gifted and Talented Program through the required core and on-going trainings, as well as specific professional development sessions on differentiated curriculum and assessment relative to the annual goals of the program. Milestone's/Strategy's Expected Results/Impact: Curriculum Frameworks Instructional Feedback Form District developed assessments Campus developed assessments Evidence of TLI sustained initiatives Formative: Training evaluations and walk-throughs with constructive feedback, lesson plans, Summative: District, Campus, and State assessment instruments Besteiro MS will show a 5 percentage point increase in the number of students meeting the 2022 passing standard on the State assessments. Staff Responsible for Monitoring: Principal, Dean of Instruction, Advanced Academics, Department Chairs Population: All GT/and sub pops, as well as teachers in core content areas and Special Education - Start Date: August 17, 2021 - End Date: June 2, 2021	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Increase the rigor of the comprehensive Advance and Honors program and placement program of instruction at the middle school level based on a progression of aligned courses through annual training. Milestone's/Strategy's Expected Results/Impact: Formative results: District monitoring instrument, class rosters, Honors, contract training agendas and evaluations. Summative results: improve STAAR and EOC student scores, and other college readiness assessments. Staff Responsible for Monitoring: Principals, Dean of Instruction, and Department Chairs and campus administrators Population: All sub populations of students and teachers for these students in core content areas, SE and CTE - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Support participation of faculty and staff attendance at district and or regional literacy conferences in order to target areas for improvement and provide turn-around training. Milestone's/Strategy's Expected Results/Impact: Formative RTI plans and progress monitoring reports, sign in sheets, workshop agendas, PD's session roster and evaluations. Summative STAAR Scores, TELPAS and TMSFA Staff Responsible for Monitoring: Campus Administration and department chairs Population: All grade level teachers - Start Date: July 1, 2021 - End Date: June 2, 2022	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Fine Arts Teachers will be provided with professional development training opportunities. Milestone's/Strategy's Expected Results/Impact: Formative sing in sheets, PD's evaluations, student performance ratings Summative Increased EOY recognition. Staff Responsible for Monitoring: Campus Administration Fine art department Population: All Fine Arts teachers - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Migrant Education program instructional staff will be provided with professional development to improve migrant students' reading and math skills. Milestone's/Strategy's Expected Results/Impact: Formative results sign in sheets for professional development, PD evaluations, student performing rating Summative increased EOY performance on state and local assessments. Staff Responsible for Monitoring: Campus Administration Migrant Clerk Migrant department Population: Migrant support staff - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Professional development and curriculum writing opportunities will be provided to support campus personnel to enhance the provision of services for At-Risk students in order to improve academic achievement, improve attendance and decrease the drop-out rate to less than 1%. Professional Development will include: ID of At-Risk students through state and local criteria, graduation rates, completion and drop-out rates, and immediate enrollment of homeless & unaccompanied youth per the McKinney-Vento Act and the Budget and Program Compliance. Milestone's/Strategy's Expected Results/Impact: Formative PD evaluation reports, verified homeless and or unaccompanied youth enrollment letters, eSchool Plus special programs report, eSchool Plus at risk program report, progress monitorin assessment scores, student progress reports. Summative increased STAAR and lower at-risk dropout rate Staff Responsible for Monitoring: Principal, Dean, Assistant Principals, Teachers, CIS Personnel, At-Risk Counselor Title I Schoolwide Elements: 2.6 - Population: All At-Risk Students - Start Date: August 17, 2021 - End Date: June 2, 2022 Funding Sources: Misc. contracted services - 162 State Compensatory - 16232629900048Y24CISY, Staff tuition and related fees - 199 Local funds - 199-13-6221-00-048-Y-99-925-Y	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
Strategy 8: Special Education SE teachers will attend regular education trainings provided by the district and campus in order to improve instruction in inclusion and resource classes and increase SE students' scores and grades. Improve performance of students receiving SE	Formative			Summative
	Nov	Jan	Mar	June

services by providing opportunities for Special Education and Regular Education teachers to attend staff development and conferences on SE. Topics such as Resource Reading, English, Math; Redirection; Life Skills; Inclusion; Learning Disabilities; Behavioral Disabilities; Co-Teaching; Modifications; STAAR and STAAR ALT2. SE teachers will have the opportunities to attend Regular Education Staff development. SE Personnel Strategies and resources utilized to effectively instruct and assess students with SE services will include: Direct Inclusion in 6th, 7th and 8th grade for Reading and Math. Some SE students will be getting services in English, Science and Social Studies through a paraprofessional or SE teacher. Regular and SE teachers will collaborate every three weeks to discuss SE students' progress on Coordination Days. SE Departments' Action Plan to improve STAAR scores. SE students will be provided with a study guide to take home for Reading and Math that includes vocabulary, calculator (for those that qualify for it) and strategies targeted towards the STAAR assessment.

Los maestros de SE asistirán a entrenamientos de educación regular proporcionados por el distrito y el campus para mejorar la instrucción en las clases de inclusión y recursos y aumentar las calificaciones y calificaciones de los estudiantes de SE. Mejorar el desempeño de los estudiantes que reciben servicios de SE al proporcionando oportunidades para que los maestros de educación especial y educación regular asistan a conferencias y desarrollo de personal sobre SP. Ed. Temas como lectura de recursos, inglés, matemáticas; Redirección; Habilidades para la vida; Inclusión; Dificultades de aprendizaje; Discapacidades del comportamiento; Co-enseñanza; Modificaciones; STAAR y STAAR ALT2. Los maestros de educación especial tendrán la oportunidad de asistir al desarrollo del personal de educación regular. Las estrategias y los recursos de personal de SE utilizados para instruir y evaluar de manera efectiva a los estudiantes con servicios de educación especial incluirán: Inclusión directa en los grados 6, 7 y 8 para lectura y matemáticas. Algunos estudiantes de SE recibirán servicios en inglés, ciencias y estudios sociales a través de un paraprofesional o maestro de SE. Los maestros regulares y de SE colaborarán cada tres semanas para discutir el progreso de los estudiantes de SE en los Días de Coordinación. Plan de acción de los departamentos de SE para mejorar los puntajes STAAR. Los estudiantes de SE recibirán una guía de estudio para llevar a casa para Lectura y Matemáticas que incluye vocabulario, calculadora (para aquellos que califiquen) y estrategias dirigidas a la evaluación STAAR.

Milestone's/Strategy's Expected Results/Impact: Formative : Student report card grades, Parent phone Log, Student Summative STAAR Scores

Staff Responsible for Monitoring: Principal
Assistant Principals
Dean of Instruction
Special Education
Personnel
General Education
Teachers

Population: SE students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022

Funding Sources: Employee Travel - 199 Local funds - 199-23-6411-23-23-048-Y-99-000Y, General Supplies - 199 Local funds - 199-23-6399-00-048-Y-99-000-Y, Employee Travel - 199 Local funds - 199-23-6411-00-048-Y-99-000-Y



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Need Statements:

Student Learning





Need Statement 1: Need to decrease performance gaps between Special Education, Bilingual/ESL, and At-Risk students for all content areas at all grade levels by integrating SIOP and differentiated instruction strategies. **Data Analysis/Root Cause:** District assessment data shows gaps between special populations.

Need Statement 2: Need to improve Reading/literacy skills at all levels and in all content areas by implementing a campus wide book study during the scheduled time as well as Writing across the curriculum. **Data Analysis/Root Cause:** Reading scores reflect a need for new implementation strategies.

Goal 7: Besteiro educators will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. (TEA Ch. 4 Obj. 9)

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

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

Strategy 1 Details	Reviews			
Strategy 1: Provide respective teachers with training for selected resources to adequately implement the district K-8 Science, Technology, Engineering, and Mathematics initiative in the middle school STEM program. Milestone's/Strategy's Expected Results/Impact: Formative PD session evaluations, benchmark scores, program application counts. Summative STAAR scores, BISD instructional feedback from walkthroughs which will indicate implementation of developed project-based learning experiences. Staff Responsible for Monitoring: Campus administration and department chairs Population: STEM teachers - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Campus personnel and stakeholders will attend opportunities at the national, state and regional level; as well as in-district conferences to engage in research based professional development opportunities that will support effective transformation reform strategies, best practices and student learning. Milestone's/Strategy's Expected Results/Impact: Formative classroom grades campus benchmark scores, teacher observations, student progress reports, lesson plans, curriculum feedback, walkthroughs, PD evaluations. Summative T-TESS or Job description/evaluation summative reports show improvement on State assessment including STAAR, and TERRA NOVA test results Staff Responsible for Monitoring: Campus administration Population: All teachers - Start Date: July 1, 2021 - End Date: June 2, 2022 Funding Sources: Membership dues for Admin. - 199 Local funds - 199-13-6495-048-Y-99-000-Y - \$1,000, Employee Travel - 199 Local funds - 199-23-6411-23-048-Y-99-000-Y - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 7: Besteiro educators will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. (TEA Ch. 4 Obj. 9)

Performance Objective 3: All district and campus staff will participate in required on-going trainings related to trauma informed care and safe and supportive schools.

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





Strategy 1 Details	Reviews			
Strategy 1: All teachers, principals and counselors will complete trauma-informed care training from a state approved program to increase awareness and implement best practices to support students' well-being and apply interventions for academic and emotional support. (Policy FFBA) Milestone's/Strategy's Expected Results/Impact: Formative: Training records, six week reporting from staff Summative: EOY reports Staff Responsible for Monitoring: Guidance administration Police and security service administrators Campus Threat Assessment Team Leaders Population: All faculty and staff - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Each campus will have a trained Threat Assessment Team that will develop a safe and supportive school program in compliance with TEA. The team will provide guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community school, or individual and support the district in implementing the district's multihazard emergency operations plan. (Policy FFB) Milestone's/Strategy's Expected Results/Impact: Formative: Training records, six week reporting from staff Summative: EOY reports Staff Responsible for Monitoring: Guidance administration Police and security service administrators Campus Threat Assessment Team Leaders Population: All staff - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Each campus will train designated staff on child sexual abuse, sex-trafficking, and other maltreatment of children. Each campus shall provide a child abuse anti-victimization program that includes presentations to students and campus staff. (Policy FFG) Milestone's/Strategy's Expected Results/Impact: Formative: Training records, six week reporting of presentations Summative: EOY reports Staff Responsible for Monitoring: Guidance administration Police and security service administrators Campus Threat Assessment Team Leaders Population: All faculty and staff - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Besteiro Middle School will increase the accessibility for all students in technology based instruction across all subject areas by providing new software, such as Office 365, and hardware at the campuses for desktop computers and laptops, new TruTouch monitors for the use of teachers' and students' technology enhanced instruction. The students will also develop projects that foster creativity, innovation, communication, collaboration, information fluency and digital citizenship in all content areas.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results:</p> <ol style="list-style-type: none"> 1. Benchmarks 2. Classroom projects 3. Student competitions 4. Improved connectivity of wired and wireless devices. <p>Summative Impact:</p> <ol style="list-style-type: none"> 1. +Test scores 2. +End of Year grades 3. +Electronic portfolios 4. +Benchmarks <p>Staff Responsible for Monitoring: Career & Technology Education Adm. Special Programs Adm. Tech Services Adm. Campus Administration</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Improve low-performing schools - Population: All students - Start Date: August 17, 2021 - End Date: June 2, 2022</p> <p>Need Statements: Student Learning 3, 5 - School Processes & Programs 2, 6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Need Statements:

Student Learning

Need Statement 3: Need to improve technology integration and use of effective computer assisted instruction in all classrooms as well as increasing and updating technology resources and LMS integration for flexible learning. **Data Analysis/Root Cause:** Administrative walk throughs reflect a need for more integration of technology into daily lessons.

Need Statement 5: Need to provide students with the necessary resources needed for continuous instruction including STEM instruction. **Data Analysis/Root Cause:** Based on prior year's data, our students at Besteiro require basic supplies and/or technologies.

School Processes & Programs





Need Statement 2: Need to address technology needs by increasing the number of computers/tablets/laptops accessible to students as well as replacing old/damaged laptops and desktops, greater utilization of computer-based professional development, increased use of technology-enhanced lessons, and greater use of new innovative software. **Data Analysis/Root Cause:** We must ensure we are providing 21st century opportunities to have students progress with newer technologies. We must also ensure our campus is ready to deal with distant learning to better serve our students in the future.

Need Statement 6: Need to purchase Newline True Touch HD LED multitouch Display Monitors with Windows software installed (7) in order to supplement available technology on campus to have a more immersive learning experience for the whole class, small groups and individual needs. **Data Analysis/Root Cause:** In order to improve overall academic performance, this newer technology will make learning more engaging and maximize time on task.

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

Performance Objective 2: Increase opportunities for student learning to any time of day, from home, school, and/or community, as well as provide authentic job-embedded student internships in aerospace, robotics, coding and technology compared to 2019-2020, leveraging human capital in personalized learning. Future Ready Use of Space and Time

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





Strategy 1 Details	Reviews			
Strategy 1: Campus will allow the Technology Support Teacher (TST) adequate daily time to support with the integration of technology within the classroom. Milestone's/Strategy's Expected Results/Impact: Formative Results: 1. Annual operating budget for technology 2. Purchase requests for technology equipment 3. Walk-throughs Summative Impact: 1. +Fixed Assets campus inventory 2. +Increased teacher and student technology usage Staff Responsible for Monitoring: Technology Services Admin. Chief Financial Officer Population: All students and staff - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

Future Ready Robust Infrastructure

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

Strategy 1 Details	Reviews			
Strategy 1: In order to ensure appropriate WIFI connectivity for all stakeholders, Besteiro will follow all speed tests conducted across the district in the early fall, mid-year and spring. Milestone's/Strategy's Expected Results/Impact: Formative Results: Score card for appropriate connectivity of wired and wireless networks Summative Results: Score card for appropriate connectivity of wired and wireless networks Staff Responsible for Monitoring: Principal Assistant Principal TST ESF Levers: Lever 5: Effective Instruction - Population: Faculty, staff and students - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

Future Ready Data and Privacy

Evaluation Data Sources: Updated policies, reports of data breaches

Strategy 1 Details	Reviews			
Strategy 1: Besteiro will review and update campus internet security procedures to guide students, staff, parents, and community to ensure safety, privacy, and security. Milestone's/Strategy's Expected Results/Impact: Formative Results: Focus groups reports, proposed policy and guideline revisions, survey reports Summative Results: Security reports, updated policies Staff Responsible for Monitoring: Administration TST Population: Faculty, staff and students - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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

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

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





Strategy 1 Details	Reviews			
Strategy 1: Besteiro will create a database of leaders with expertise in technology integration to provide classroom level partnerships. Milestone's/Strategy's Expected Results/Impact: Formative Results: Instructional observations, professional development sessions Summative Results: Database of leaders, professional development records Staff Responsible for Monitoring: Principal Dean Population: Faculty and staff - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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

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

Future Ready Personalized Professional Learning

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

Strategy 1 Details	Reviews			
Strategy 1: All certified personnel will obtain a minimum of 12 technology hours of face-to-face and/ or virtual technology professional development annually to better prepare and assist with the integration of technology. Milestone's/Strategy's Expected Results/Impact: Formative Results: Professional Development Session reports Summative Results: Aggregate Professional Development Records for staff hours completed Staff Responsible for Monitoring: Principal Dean Population: All teachers - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Model and support the integration of technology by providing administration with the proper equipment in order to monitor and implement usage within the classroom across all content areas. Milestone's/Strategy's Expected Results/Impact: More efficient resources to complete work load and achieve intended goals and tasks. Staff Responsible for Monitoring: Principal and funding source Population: Administration - Start Date: August 17, 2021 - End Date: June 2, 2022 Need Statements: Student Learning 3	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 6 Need Statements:





Student Learning
Need Statement 3: Need to improve technology integration and use of effective computer assisted instruction in all classrooms as well as increasing and updating technology resources and LMS integration for flexible learning. Data Analysis/Root Cause: Administrative walk throughs reflect a need for more integration of technology into daily lessons.

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

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

Future Ready: Budget and Resources

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Technology hardware, software, supplies and materials will be ordered for instructional integration in the content areas and to increase the accessibility to technology for all students, teachers, and administrators and support staff. Purchases may include such items as computers, laptops, tablets, document cameras, projectors, televisions, interactive panels, and video equipment, as well as other equipment and peripherals needed to maintain and upgrade campus technology infrastructure.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Computer usage reports, diagnostic tests, computer program usage reports, fixed assets reports</p> <p>Summative Impact: Improved STAAR scores, campus will have a 5 percentage point increase in the number of students meeting the 2022 state assessment passing standards</p> <p>Staff Responsible for Monitoring: Principal Dean</p> <p>Title I Schoolwide Elements: 2.4 - Population: All students grades 6-8 - Start Date: August 17, 2021 - End Date: June 2, 2022</p> <p>Need Statements: Student Learning 3, 5 - School Processes & Programs 2, 6</p> <p>Funding Sources: Equipment - 211 Title I-A - 211-23-6398-65-048-Y-30-0F2-Y - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 7 Need Statements:

Student Learning
<p>Need Statement 3: Need to improve technology integration and use of effective computer assisted instruction in all classrooms as well as increasing and updating technology resources and LMS integration for flexible learning. Data Analysis/Root Cause: Administrative walk throughs reflect a need for more integration of technology into daily lessons.</p> <p>Need Statement 5: Need to provide students with the necessary resources needed for continuous instruction including STEM instruction. Data Analysis/Root Cause: Based on prior year's data, our students at Besteiro require basic supplies and/or technologies.</p>

School Processes & Programs

Need Statement 2: Need to address technology needs by increasing the number of computers/tablets/laptops accessible to students as well as replacing old/damaged laptops and desktops, greater utilization of computer-based professional development, increased use of technology-enhanced lessons, and greater use of new innovative software. **Data Analysis/Root Cause:** We must ensure we are providing 21st century opportunities to have students progress with newer technologies. We must also ensure our campus is ready to deal with distant learning to better serve our students in the future.





Need Statement 6: Need to purchase Newline True Touch HD LED multitouch Display Monitors with Windows software installed (7) in order to supplement available technology on campus to have a more immersive learning experience for the whole class, small groups and individual needs. **Data Analysis/Root Cause:** In order to improve overall academic performance, this newer technology will make learning more engaging and maximize time on task.

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

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

Evaluation Data Sources: BISD Future Ready Framework survey results

Strategy 1 Details	Reviews			
Strategy 1: Identify who the agents of change at the school level. Kotter (1995) suggests that one of the key errors organizations make is not recruiting the right people to lead and facilitate change. Rogers (1983) identifies categories of individuals in terms of their response to innovations, suggesting that those who are both respected by others and open to trying new things should be included in the planning process, as their support is essential to the success of change efforts in an organization. Begin conversations, individual and collaborative, with these individuals, in order to establish a common set of issues to address and a sense of urgency for making changes to address them. Milestone's/Strategy's Expected Results/Impact: Formative Results: Selection of change leaders, committee agendas and minutes Summative Results: Agendas, presentation to stakeholders Staff Responsible for Monitoring: Administration Population: All staff - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Goal 9: At Besteiro through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

A traves de esfuerzos mejorados de prevencion de la desercion, todos los estudiantes permaneceran en la escuela hasta que obtengan un diploma de escuela secundaria. (TEA Capitulo 4 Obj. 3)





Performance Objective 1: Reduce the Middle School Dropout Rate to less than 1%.

Reducir la tasa de abandono de la escuela secundaria a menos del 1%.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Campuses will address the district attendance rate goals in the Campus Improvement Plan by requiring that teachers to make contact with parents and maintain a call log (IP Phones for Dept Heads to enhance parent/teacher communication, phone logs, home visit logs). with parents. Teachers will also contact parents of students who are failing or in danger of failing and At Risk students. Parent liaison will make home visits if needed in order to ensure daily updates of attendance. Parent liaison and counselor will assist in working with At-Risk population with different reports and documentation. Office supplies will be purchased to support this initiative.</p> <p>Las escuelas abordaran las metas de tasa de asistencia del distrito en el Plan de mejora del campus al exigir que los maestros se pongan en contacto con los padres y mantengan un registro de llamadas (telefonos IP para jefes de departamento para mejorar la comunicacion entre padres y maestros, registros telefonicos, registros de visitas domiciliarias) con padres. Los maestros tambien se comunicaran con los padres de los estudiantes que estan reprobando o en peligro de reprobado y los estudiantes en riesgo. El enlace de padres hara visitas domiciliarias si es necesario para asegurar actualizaciones diarias de asistencia. El consejero y el enlace de padres ayudaran a trabajar con la poblacion en riesgo con diferentes informes y documentacion. Se compraran suministros de oficina para apoyar esta iniciativa.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative results PEIMS reports for attendance, weekly rate of attendance, parent truancy court notice letters, no credit process, and student attendance plans, progress reports. Summative PEIMS increase campus attendance percentage rate. and drop on the regaining of credit and failure rate due to absences.</p> <p>Staff Responsible for Monitoring: Teachers, attendance clerk, parent liaison, counselors, PEIMS administrator and campus administrators</p> <p>Population: All grade level students - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
<p>Strategy 2: To better support student achievement and improve student attendance, campus parent liaison will be proactive by monitoring student attendance through daily, weekly and six weeks attendance reports. As per district policy, parents of students with excessive absences will be issued warning notices, no credit letters, and/ or court notification as needed.</p> <p>Para apoyar mejor el rendimiento estudiantil y mejorar la asistencia de los estudiantes, el enlace de padres del campus sera proactivo al monitorear la asistencia de los estudiantes a traves de informes de asistencia diarios, semanales y de seis semanas. De acuerdo con la politica del distrito, los padres de estudiantes con ausencias excesivas recibiran avisos de advertencia, cartas con creditos pendientes y / o notificacion de la corte segun sea necesario.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative School messenger notification system reports eSchool attendance reports, district attendance monitoring forms, truancy court sworn affidavits filed, no credit letters. Summative impact Increase PEIMS campus attendance percentage rates</p> <p>Staff Responsible for Monitoring: Campus Administration, Parent Liaison, attendance clerk</p> <p>Population: All grade level students - Start Date: August 17, 2021 - End Date: June 2, 2022</p>		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
<p>Strategy 3: To reduce student absenteeism, campus staff will be proactive by monitoring students' attendance. After the 3rd absence, student will be monitored and will begin the truancy preventive measures in which students and parents will be called to a conference to prevent further student absenteeism.</p> <p>Para reducir el ausentismo de los estudiantes, el personal de Besteiro sera proactivo al monitorear la asistencia de los estudiantes. Despues de la tercera ausencia, el estudiante sera monitoreado y comenzara las medidas preventivas de absentismo escolar en las que los estudiantes y los padres seran llamados a una conferencia para evitar mas ausentismo estudiantil.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative results BISD Student plan for truancy prevention measures, school attendance reports, School messenger Distribution of student attendance plans to parents and students. Summative impact: Increase PEIMS attendance rates.</p> <p>Staff Responsible for Monitoring: Campus administration, parent liaison, attendance clerk and teachers</p> <p>Population: All students identified - Start Date: August 17, 2021 - End Date: June 2, 2022</p>		Formative			Summative
		Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Migrant clerk will attend the annual incentive identification and recruitment training in order to be certified as state recruiter. Migrant Education Program will utilize the comprehensive ID&R /Quality Control Plan of Action/COE Procedural Flow Chart to systematically and thoroughly identify Migrant students and their families and improve their attendance in school.</p> <p>La secretaria migrante asistira a la capacitacion anual de identificacion y reclutamiento de incentivos para obtener la certificacion como reclutador estatal. El Programa de Educacion Migrante utilizara el Plan de Accion Integral de ID&R / Control de Calidad / Diagrama de Flujo de Procedimientos COE para identificar sistematica a los estudiantes migrantes y sus familias y mejorar su asistencia a la escuela.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Professional development transcripts, maximum enrollment reports, continuous promotion of services Summative increase in the migrant report (students), Migrant clerk certificate of attendance, increase the student enrollment.</p> <p>Staff Responsible for Monitoring: Principal and Migrant clerks</p> <p>Population: Migrant clerk - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: In order to create a community of caring students, Communities in Schools (CIS) will assist with school wide events such as Feast of sharing, National School Choice Week, Red Ribbon Week, support groups, hygiene drives, food drives, serve non-accompanied youth and homeless youth, and assist students and their families with community resources.</p> <p>Con el fin de crear una comunidad de estudiantes comprensivos, Communities in Schools (CIS) ayudara con eventos escolares como la Fiesta de Compartir, la Semana Nacional de Eleccion de Escuela, la Semana del Liston Rojo, grupos de apoyo, campanas de higiene, campanas de alimentos, servir sin acompanamiento jovenes y jovenes sin hogar, y ayudar a los estudiantes y sus familias con recursos comunitarios.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: eSchool Plus At-Risk progress reports, benchmark scores, student progress reports.</p> <p>Summative: STAAR, attendance rates, retention rates, completion rates, dropout rates</p> <p>Staff Responsible for Monitoring: Principal, Administrator for State Compensatory Education</p> <p>Title I Schoolwide Elements: 2.6 - Population: At-Risk students, TI students - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 9: At Besteiro through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

A traves de esfuerzos mejorados de prevencion de la desercion, todos los estudiantes permaneceran en la escuela hasta que obtengan un diploma de escuela secundaria. (TEA Capitulo 4 Obj. 3)

Performance Objective 2: All campuses will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR by 10%.

Todas la escuelas desarrollaran estrategias de prevencion e intervencion que aumentaran el rendimiento de los estudiantes en riesgo en STAAR por un 10%.





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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Accelerated instruction in the foundation curriculum will be provided during the extended day, at least twice a week. Regular/extended accelerated instruction programs will assist to improve At-Risk student achievement, graduation rate, completion rate and decrease the retention and dropout rate. Saturday tutorials will also be in place.</p> <p>Se proporcionara instruccion acelerada en el plan de estudios basico durante el dia extendido, dos veces por semana. Los programas de instruccion acelerada regulares / extendidos ayudaran a mejorar el rendimiento de los estudiantes en riesgo, la tasa de graduacion, la tasa de finalizacion y disminuir la tasa de retencion y desercion. Tambien habra tutorias los sabados.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: eSchoolPlus generated accelerated Instruction Schedule, Accelerated Instruction Attendance Report, Accelerated Instruction Lesson Plans, Accelerated Instruction Classroom Observations, School IPlus At-Risk Progress Report, Progress Monitoring Assessment Scores, Student Progress Reports. Summative Impact: Increased STAAR/EOC performance compared to prior year, especially for at-risk and special population served students.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Dean of Instruction, department chairs and teachers</p> <p>Title I Schoolwide Elements: 2.5 - Population: All students - Start Date: October 4, 2021 - End Date: May 6, 2022</p> <p>Need Statements: Student Learning 1, 6</p> <p>Funding Sources: Accelerated Learning Transportation - 282 ESSER III Grant Funds - \$38,350, Extra Duty Pay for Accelerated Learning - 282 ESSER III Grant Funds - \$33,506</p>				

Strategy 2 Details	Reviews			
Strategy 2: Supplement the Dyslexia Program to provide language and literacy interventions as needed in order to improve student achievement, attendance, graduation rate, completion rate and reduce the retention and dropout rate. Complementar el programa de dislexia para proporcionar intervenciones de lenguaje y alfabetizacion segun sea necesario para mejorar el rendimiento estudiantil, la asistencia, la tasa de graduacion, la tasa de finalizacion y reducir la tasa de retencion y desercion. Milestone's/Strategy's Expected Results/Impact: Formative eSchool Plus, master schedule, teacher lesson plans, classroom observations, progress monitoring assessment scores, student progress reports. Summative: decreased retention rate compared to prior year. Staff Responsible for Monitoring: Campus Administrator, Dyslexia teacher and dyslexia clerk Population: Dyslexia students - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide computer-based instruction in the foundation curriculum and adaptive assisted devices in order to improve At-Risk, Emergent Bilingual, Special Education, 504 and RTI student achievement, attendance, graduation rate, completion rate, and decrease the retention and dropout rate. Proporcionar instruccion basada en computadora en el plan de estudios basico y dispositivos asistidos por adaptacion para mejorar el rendimiento, la asistencia, la tasa de graduacion y la tasa de finalizacion de los estudiantes en riesgo, y disminuir la tasa de retencion y desercion. Milestone's/Strategy's Expected Results/Impact: Formative eSchool Plus, master schedule, computer labs schedule, usage report of programs under implementation, teacher lesson plans, classroom observation, progress monitoring assessment scores, student progress reports. Summative Improve STAAR /EOC scores TELPAS and other state assessments. Attendance rate, retention rate, dropout rate, graduation rate and completion rate. Staff Responsible for Monitoring: Campus administration Title I Schoolwide Elements: 2.5 - Population: At-Risk students - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Migrant students will have an equal opportunity to attend the school district's summer school programs to ensure promotion if needed or to participate in the migrant enrichment summer program.</p> <p>Los estudiantes migrantes tendran la misma oportunidad de asistir a los programas de la escuela de verano del distrito escolar para garantizar la promocion si es necesario o para participar en el programa de verano de enriquecimiento para migrantes.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative sixth weeks grades and PFS Monitoring tool. Summative: increase rates in state assessment performance.</p> <p>Staff Responsible for Monitoring: Principal, Migrant clerk, academic counselors.</p> <p>Population: All Migrant students - Start Date: June 1, 2022 - End Date: June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Besteiro's Library and classrooms will display cultural validation. Provide cultural books and subscriptions for reading materials for student motivation, cultural validation and provide a broader vision of the world. Provide students with diverse reading opportunities of current events through subscriptions to magazines and periodicals.</p> <p>La biblioteca y las aulas de Besteiro mostraran validacion cultural. Proporcionar libros culturales y suscripciones para materiales de lectura para la motivacion de los estudiantes, la validacion cultural y proporcionar una vision mas amplia del mundo. Brindar a los estudiantes diversas oportunidades de lectura de eventos actuales a traves de suscripciones a revistas y publicaciones periodicas.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: research cultural role models, in library, classrooms and hallways. Summative Make visual checks to establish displays are up.</p> <p>Staff Responsible for Monitoring: Librarian, classroom teachers, administration.</p> <p>Population: All students - Start Date: August 17, 2021 - End Date: June 2, 2022</p> <p>Funding Sources: Reading materials - subscriptions - 199 Local funds - 199-12-6325-00-048-Y-99-000-Y - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Teachers will comply with PLAAFP's and IEPs; as well as with IDEA requirements to address students' individual needs. Special Education teachers will coordinate with regular education classroom teachers every 6 weeks or as needed.</p> <p>Los maestros cumpliran con PLAAFP y IEP; asi como con los requisitos de IDEA para abordar las necesidades individuales de los estudiantes. Los maestros de educacion especial se coordinaran con los maestros de aula de educacion regular cada 6 semanas o segun sea necesario.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative ARD documentation as per IEP, AEP Summative documented progress of annual goals and objectives as per IEP</p> <p>Staff Responsible for Monitoring: SE Teacher, Assistant Principal in charge of Special Ed., Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - Population: All SE students - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Need Statements:

Student Learning
<p>Need Statement 1: Need to decrease performance gaps between Special Education, Bilingual/ESL, and At-Risk students for all content areas at all grade levels by integrating SIOP and differentiated instruction strategies. Data Analysis/Root Cause: District assessment data shows gaps between special populations.</p> <p>Need Statement 6: Need to provide transportation for after school and Saturday academy tutorials. Data Analysis/Root Cause: Low turnout due to limited after school transportation.</p>

Goal 9: At Besteiro through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

A traves de esfuerzos mejorados de prevencion de la desercion, todos los estudiantes permaneceran en la escuela hasta que obtengan un diploma de escuela secundaria. (TEA Capitulo 4 Obj. 3)

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

Implementar un sistema de salud escolar coordinado y sostenible que proporcione herramientas y recursos de bienestar que promuevan el desarrollo a largo plazo a traves de la asistencia de los estudiantes y el exito de todo el estudiante.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: To promote physically and emotionally healthy students, we will utilize the CATCH (Coordinated Approach to child Health) program, and SHAC (School Health Advisory Committee) to address areas including Prevention of Dating Violence and sexual abuse of children.</p> <p>Para promover la salud fisica y emocional de los estudiantes, utilizaremos el programa CATCH (Enfoque coordinado de la salud infantil) y SHAC (Comite asesor de salud escolar) para abordar areas que incluyen la Prevencion de la violencia en el noviazgo y el abuso sexual de ninos.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative results : classroom observations, professional development evaluations, sing in sheets, workshops and their agendas. Summative fitness gram results increase, CATCH binder end of the year evaluation.</p> <p>Staff Responsible for Monitoring: Administration, department chair, coaches and supervisor</p> <p>Population: All students - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: In an effort to improve overall student health which increases student attendance and academic performance, Besteiro will have a full time nurse on campus with medical supplies for student needs.</p> <p>En un esfuerzo por mejorar la salud general de los estudiantes, lo que aumenta la asistencia y el rendimiento academico de los estudiantes, la escuela Besteiro tendra una enfermera de tiempo completo en el campus con suministros medicos para las necesidades de los estudiantes.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Monthly reports of incidents . Summative nurse time and effort reports will clearly show that the students immediate health concerns are being addressed and will result in improved student attendance and grades</p> <p>Staff Responsible for Monitoring: Campus Administration, Nurse and Nurse assistant</p> <p>Population: All students - Start Date: August 17, 2021 - End Date: June 2, 2022</p> <p>Funding Sources: General supplies - 199 Local funds - 199-33-6399-00-048-Y-99-000-Y - \$300, Nurse equipment - 199 Local funds - 199-33-6399-65-048-Y-99-000-Y - \$150</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Dean of Instruction will conduct research-based professional development sessions (which require substitutes support) on a systematic schedule to train, support and recruit highly qualified teachers that will help At-Risk students.</p> <p>La Decana de Instruccion llevara a cabo sesiones de desarrollo profesional basadas en la investigacion (que requieren el apoyo de sustitutos) en un horario sistematico para capacitar, apoyar y reclutar maestros altamente calificados que ayudaran a los estudiantes en riesgo.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Lesson Plans, Classroom observations, benchmark scores, IPRs, PD sign-in sheets Summative: STAAR scores</p> <p>Staff Responsible for Monitoring: Principal, Administrator for Special Programs, Administrator for State Comp.</p> <p>Population: Teachers - Start Date: August 17, 2021 - End Date: June 2, 2022</p> <p>Funding Sources: Substitute teachers - 199 Local funds - 199-11-6112-18-048-Y-99-000-Y - \$750, Sal/Wages for Substitute teachers - 162 State Compensatory - 162-11-6112-00-048-Y-30-000-Y - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>Continue/Modify</div> <div>Discontinue</div> </div>				

State Compensatory

Budget for Besteiro Middle School

Total SCE Funds:

Total FTEs Funded by SCE: 4

Brief Description of SCE Services and/or Programs

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Personnel for Besteiro Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Ceballos, Ivonne	Counselor At-Risk	1
Cisneros, Maria Guadalupe	Reading Enrichment	1
Gonzalez, Omar	Support Teacher	1
Sauceda De Elizondo, Clarisa	6th Math	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Armando Perez	Nurse	Federal Programs	.40
Maria Diaz	Library Aide	Federal Programs	1.00
Nancy Mireles Schutz	Math Teacher	Federal Programs	1.00
Rosaelia Salinas	Parent Liaison	Federal Programs	1.00

Campus Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Copy Paper	199-11-6396-00-048-Y-0-00-Y	\$0.00
1	1	1	General Supplies	199-11-6399-00-048-Y-11-000-Y	\$12,300.00
1	1	6	Stipends	199-13-6117-00-048-Y-99-000-Y	\$0.00
1	1	9	Extra duty overtime - Paras	199-23-6121-08-048-Y-99-000-Y	\$100.00
1	1	10	General Supplies	199-11-6399-00-048-Y-21-000-Y	\$0.00
1	1	11	Consulting Services	199-11-6291-00-048-Y-21-000-Y	\$0.00
1	1	14	Employee Travel	199-23-6411-23-23-048-Y-99-000Y	\$0.00
1	1	14	General Supplies	199-23-6399-00-048-Y-99-000-Y	\$0.00
1	1	14	Employee Travel	199-23-6411-00-048-Y-99-000-Y	\$0.00
1	1	16	Equipment	199-23-6398-00-048-Y-99-000-Y	\$1,000.00
1	1	16	Employee travel	199-23-6411-00-048-Y-99-000-Y	\$600.00
1	1	16	Maintenance & Operation - Custodial	199-51-6315-00-048-Y-99-000-Y	\$3,500.00
1	1	16	Misc. Operating Costs	199-23-6498-00-048-Y-99-000-Y	\$3,000.00
1	1	16	General supplies - Custodial use	199-51-6399-00-048-Y-99-000-Y	\$1,000.00
1	1	16	Misc. Contracted Services	199-51-6299-00-048-Y-99-000-Y	\$5,263.00
1	1	16	Supplies	199-23-6399-00-048-Y-99-000-Y	\$111.00
1	1	16	Furniture	199-23-6399-45-048-Y-99-000-Y	\$1,200.00
1	1	16	Extra duty overtime - Custodians	199-51-6121-47-048-Y-99-000-Y	\$100.00
1	1	17	Reading Materials	199-12-6325-00-048-Y-99-000-Y	\$3,500.00
1	5	1	Meals	199-11-6499-53-048-Y-11-000-Y	\$500.00
1	5	1	Transportation	199-11-6494-00-048-Y-11-000-Y	\$1,200.00
1	5	2	General Supplies	199-11-6399-Y-11-000-Y	\$0.00
1	5	3	General Supplies	199-11-6399-57-048-Y-11-000-Y	\$0.00
1	5	6	Royalty fees and playbooks	199-36-6399-00-048-Y-99-020-Y	\$100.00
1	5	6	Stipends	199-36-6117-00-048-Y-99-020-Y	\$700.00
1	5	6	Meals and transportation	199-36-6412-00-048-Y-99-000-Y	\$980.00
1	5	9	Awards	199-31-6498-00-048-Y-99-000-Y	\$1,500.00

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	7	Staff tuition and related fees	199-13-6221-00-048-Y-99-925-Y	\$0.00
7	1	8	Employee Travel	199-23-6411-23-23-048-Y-99-000Y	\$0.00
7	1	8	General Supplies	199-23-6399-00-048-Y-99-000-Y	\$0.00
7	1	8	Employee Travel	199-23-6411-00-048-Y-99-000-Y	\$0.00
7	2	2	Membership dues for Admin.	199-13-6495-048-Y-99-000-Y	\$1,000.00
7	2	2	Employee Travel	199-23-6411-23-048-Y-99-000-Y	\$1,000.00
9	2	5	Reading materials - subscriptions	199-12-6325-00-048-Y-99-000-Y	\$500.00
9	3	2	General supplies	199-33-6399-00-048-Y-99-000-Y	\$300.00
9	3	2	Nurse equipment	199-33-6399-65-048-Y-99-000-Y	\$150.00
9	3	3	Substitute teachers	199-11-6112-18-048-Y-99-000-Y	\$750.00
Sub-Total					\$40,354.00
Budgeted Fund Source Amount					\$40,354.00
+/- Difference					\$0.00
162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Screencastify SHI Government Solutions	162-11-6299-62-048-Y-30-000-Y	\$0.00
1	1	1	Math GPS	162-11-6399-00-048-Y-30-000-Y	\$0.00
1	1	1	General Supplies	162-11-6399-00-048-Y-30-000-Y	\$39,725.00
1	1	1	Measurement Incorporated	162-11-6299-62-048-Y-30-000-Y	\$0.00
1	1	1	Software licenses	162-11-6299-62-048-Y-30-000-Y	\$27,935.00
1	1	1	Media Services	162-11-6399-16-048-Y-30-000-Y	\$2,000.00
1	1	1	Copy Paper	162-11-6396-00-048-Y-30-000-Y	\$3,000.00
1	1	1	General Supplies	162-11-6399-62-048-Y-30-000-Y	\$0.00
1	1	1	Spiral Ed Solutions	162-11-6399-62-048-Y-30-000-Y	\$0.00
1	1	1	Nearpod/Flocabulary	162-11-6299-62-048-Y-30-000-Y	\$0.00
1	1	1	Toner	162-11-6399-62-048-Y-30-000-Y	\$12,500.00
1	1	1	Staff Development/ Virtual Training	162-13-6497-00-048-Y-30-000-Y	\$10,000.00
1	1	2	Lexia Learning Systems	162-11-6299-62-048-Y-30-000-Y	\$0.00
1	1	4	Stipends for planning	162-13-6117-00-048-Y-30-000-Y	\$12,500.00
1	1	4	Supplies	162-11-6399-00-048-Y-30-000-Y	\$0.00

162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Professional Extra Duty Pay	162-11-6118-00-048-Y-30-000-Y	\$0.00
1	1	12	Professional Extra Duty Pay	162-11-6118-00-048-Y-30-SSI-Y	\$6,314.00
1	2	1	Screencastify	16211629962048Y30000Y	\$0.00
2	1	2	Contracted Services	16211629900048Y30000Y	\$0.00
5	2	2	Review 360	162-11-6395-62-048-Y-30-000-Y	\$7,100.00
5	3	4	Raptor ID System	162-11-6399-62-048-Y-30-000-Y	\$0.00
5	3	4	Raptor scanner	162-11-6399-00-048-Y-30-000-Y	\$0.00
6	1	6	Walk for the future	162-61-6499-53-048-Y-30-WTF-Y	\$0.00
6	1	6	Walk for the future	162-61-6499-00-048-Y-30-WTF-Y	\$0.00
7	1	1	Training		\$1,500.00
7	1	7	Misc. contracted services	16232629900048Y24CISY	\$0.00
9	3	3	Sal/Wages for Substitute teachers	162-11-6112-00-048-Y-30-000-Y	\$1,000.00
Sub-Total					\$123,574.00
Budgeted Fund Source Amount					\$123,574.00
+/- Difference					\$0.00
199 G/T Advanced Academics					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	GT Student Resources		\$2,774.00
1	5	5	GT Co-curricular Supplies		\$350.00
Sub-Total					\$3,124.00
Budgeted Fund Source Amount					\$3,124.00
+/- Difference					\$0.00
211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Projector Screen		\$0.00
1	1	1	General supplies	211-11-6399-00-048-Y-30-0F2-Y	\$16,632.00
1	1	1	Copy Paper	211-11-6396-00-048-Y-30-0F2-Y	\$2,000.00
1	1	1	Science Fair Planning Day	211-13-6117-00-048-Y-30-AYP-Y	\$0.00
1	1	1	After school and Saturday Planning	211-13-6117-00-048-Y-30-AYP-Y	\$0.00
1	1	1	Site licenses	211-11-6395-62-048-Y-30-0F2-Y	\$6,000.00

211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Stipends for planning	211-13-6117-00-048-Y-30-AYP-Y	\$3,150.00
1	1	6	Professional Extra Duty Pay	211-13-6118-00-048-Y-30-AYP-Y	\$15,849.00
1	1	11	Travel and subsistence for students	211-36-6412-00-048-Y-30-STM-Y	\$1,000.00
1	1	11	Electric Cars	211-11-6399-00-048-Y-30-STM-Y	\$0.00
1	1	13	Summer Bridge	211-11-6118-00-048-Y-30-BDG-Y	\$1,200.00
1	1	15	General Supplies	211-31-6399-00-048-Y-30-0F2-Y	\$0.00
1	1	16	Contracted maintenance and repair	211-11-6249-62-048-Y-30-0F2-Y	\$0.00
1	1	16	General Supplies	211-12-6399-00-048-Y-30-BDG-Y	\$0.00
1	5	9	Awards	211-11-6498-00-048-Y-30-0F2-Y	\$0.00
5	2	2	Admin. travel	211-23-6411-23-048-Y-30-0F2-Y	\$0.00
5	4	1	Consulting Services	211-13-6291-00-048-Y-30-0F2-Y	\$15,000.00
5	4	1	Membership	211-13-6291-00-048-Y-30-0F2-Y	\$0.00
6	1	4	Miscellaneous Operating Costs	211-61-6499-53-048-Y-30-0F2-Y	\$900.00
6	1	4	Supplies/Materials	211-61-6399-00-048-Y-30-0F2-Y	\$900.00
6	1	6	Parent Liaison travel	211-61-6411-00-048-Y-30-0F2-Y	\$900.00
8	7	1	Equipment	211-23-6398-65-048-Y-30-0F2-Y	\$2,000.00
Sub-Total					\$65,531.00
Budgeted Fund Source Amount					\$65,531.00
+/- Difference					\$0.00
281 ESSER II Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Reading Materials		\$18,787.00
1	1	9	Transportation for Accelerated Instruction		\$29,884.00
1	1	9	Extra-Duty for Accelerated Instruction		\$61,301.00
Sub-Total					\$109,972.00
Budgeted Fund Source Amount					\$109,972.00
+/- Difference					\$0.00
282 ESSER III Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplemental Instructional Software	282 11 6299 62 048 Y 99 MCG 1	\$106,619.00

282 ESSER III Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General Supplies for Accelerated Learning		\$35,881.00
1	1	1	Jump Start		\$27,169.00
1	1	1	Site Licenses for Supplemental Software		\$12,851.00
2	1	2	Air Purifiers to address COVID-19		\$15,666.00
3	3	2	August Retention Stipends		\$65,266.00
9	2	1	Accelerated Learning Transportation		\$38,350.00
9	2	1	Extra Duty Pay for Accelerated Learning		\$33,506.00
Sub-Total					\$335,308.00
Budgeted Fund Source Amount					\$335,308.00
+/- Difference					\$0.00
Grand Total					\$677,863.00