

Brownsville Independent School District

Stillman Middle School

2019-2020 Improvement Plan

Accountability Rating: B

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Postsecondary Readiness



Board Approval Date: November 6, 2020

Public Presentation Date: November 6, 2019

Mission Statement

Our mission is to create an environment where parents and teachers develop well-rounded students through rigorous instruction, extra/co-curricular and citizenship activities.

BOARD APPROVED: November 6, 2019

Vision

Our vision is to provide a structured and safe environment that promotes college readiness and inspires overall success for every student.

Core Beliefs

We believe that every single student can and will succeed in secondary as well as post-secondary education in order to be a contributing member of our society.

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	6
Student Academic Achievement	8
School Processes & Programs	11
Perceptions	13
Priority Problem Statements	15
Comprehensive Needs Assessment Data Documentation	16
Goals	18
Goal 1: Stillman Middle School students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).	18
Goal 2: Stillman MS 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)	62
Goal 3: Stillman Middle School will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)	63
Goal 4: Stillman MS will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts. (Board Goal 4)	65
Goal 5: Stillman MS will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)	66
Goal 6: Stillman Middle School 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)	76
Goal 7: Educators at Stillman MS 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)	81
Goal 8: Technology at Stillman Middle School will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (TEA Ch. 4 Obj. 10)	86
Goal 9: Through enhanced dropout prevention efforts, all students at Stillman Middle School will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)	91
2019-2020 Site Based Decision Making Committee	105

Comprehensive Needs Assessment

Revised/Approved: May 22, 2019

Needs Assessment Overview

Charles Stillman Middle School

Campus Narrative

Stillman Middle School is located in Brownsville, Texas. Stillman Middle School is one of eleven middle schools in Brownsville ISD. The campus was constructed in 2004 with one portable classroom added in the ensuing years. The main campus was originally comprised of 60 classrooms, a band and choir hall, a cafeteria, library, and a gymnasium that includes a weight room.

The student population at Stillman Middle School is approximately 1100 and serves students in grades 6th, 7th and 8th. According to the PEIMS Data Review of our campus profile, 97.1 % of the student population is Hispanic, 38.76% are identified as At-Risk, and 84.8% are identified as Economically Disadvantaged. Many of our students are first generation Mexican immigrants, 10.6% are classified as Limited English Proficient and a majority is English/Spanish bilingual. In addition, several of our students come from homes which participate in state and federal assistance programs such as food stamps, welfare, the Women, Infant, Children (WIC) nutrition program, and subsidized housing and medical assistance.

The students of Stillman Middle School are recipients of a well-balanced curriculum. Courses are offered in every core subject area as well as fine arts, technology and Spanish. The instructional programs include academic core subjects at various levels, such as the Gifted and Talented, Pre-Advanced Placement, and College Board with the SpringBoard Curriculum Program. All students are required to meet the passing standard of the four assessments which comprise the State of Texas Assessments of Academic Readiness (STAAR).

The current staff at Stillman Middle School is comprised of 68 teachers, 4 campus administrators, 4 counselors, 4 professional support personnel, 7 non-classroom staff, and 7 educational aides. The ethnicity of the Stillman Middle School staff is diverse with 95% Hispanic and 5% Caucasian. The teaching staff is also 28.5% male and 78.5% female.

For the year of 2018-2019 the school achieved a "B" rating achieving 3 distinctions: Academic Achievement in ELA/Reading; Academic Achievement in Mathematics, and in PostSecondary Readiness.

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

1. Core Area Vertical Alignment
2. Academic Grade Level Teaming
3. TLI Grant Goals (3-5) which include:
 1. Increase the percentage of participating students who meet or exceed proficiency on the state English language arts assessments in grades 3 through 12.
 2. Increase the use of data and data analysis to inform all decision making in participating districts, campuses, classrooms, and early learning settings.
 3. Increase the implementation of effective literacy instruction through Literacy Lines.
 4. TLI Strategies which include: Frayer model, Cornell Notes, Charting, Quick Writes

Stillman Middle School promotes numerous student clubs and organizations. Students are encouraged to participate in extracurricular activities such as 7th and 8th Athletics,

FCA, NJHS, UIL, One-Act Play, Destination Imagination, Dance Team, Cheerleading, Ballroom, band, choir, and chess.

School Namesake:	<u>Charles Stillman</u>
School Colors:	<u>Texas Orange and White</u>
School Mascot:	<u>Longhorn</u>
School Song:	<u>All Hail the Mighty Fighting Longhorns</u>
School Motto:	<u>If You Believe It, You Can Achieve It!</u>

Annual Campus Goals

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

- College Readiness
- Students performing on or above grade level
- Full inclusion of special populations
- Continuous communication with parents
- Support and integrate 21st Century classes and enrichment activities

Demographics

Demographics Summary

1.
 1. After a 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 demographics areas of improvement would be addressed:
 1. Teachers will collaborate, plan, disaggregate and work with all students to improve student STAAR scores.
 2. Dean of Instruction and the counselor will work together to assist At-risk students be academically successful through tutorial and counseling sessions. The retention rate for all students was 1% and 1% for at-risk students. The drop out rate was .1% and .1% for at-risk students.
 3. Special Education students will be encouraged and challenged to read extensively and even participate in AR.
 4. Student attendance will increase through incentives, home visits, and School Messenger for students absent frequently. The attendance rate for all students was 97.66% and 97.29% for at-risk students.
 5. Stillman staff will communicate with community businesses and agencies to actively participate in school activities and support the various programs.
 6. Campus will call parents and advertise on the school marquee to increase parental involvement at meetings, school functions and in assisting with extracurricular functions.
 7. Hold and ensure significant participation at Parental Involvement meetings held in the morning. General supplies, light snacks and refreshments will be purchased as needed for meetings.
 8. Update and maintain accurate student records by ensuring that all students Nurse's Cards and Student Release are kept on file. Information from cards will assist staff to create an email contact distribution list per grade level.
 9. Parent liaison will carry out visits to parents' home soliciting their support for their children and the school in order to improve student academic success.
 10. Migrant parents will be invited and included in two yearly meetings and provided with a light snack as needed.
 11. Increase awareness to campus administrators and teachers about the benefits of a strong parent-school partnership.
 12. Increase parent and community participation in our SBDM

To best support campus efforts and meet the identified needs at the District and Campus level; activities, resources, and implementation timelines related to Demographics are set forth in all sections of the 2018-2019 Campus Improvement Plan.

Demographics Strengths

- - **District Benchmark results indicated Stillman students scoring between 1st-3rd amongst other middle schools**
 - **ELL students met TELPAS passing standards**
 - **Low ELL population less than 12%**
 - **Low Special Education population less than 10%**
 - **Open Door Policy for parents and community members**
 - **Team meetings at designated times for parents to attend Tuesdays & Thursdays**
 - **Communication with parents via telephone, email or letters**
 - **Dress Code Letter sent in the summer**
 - **School Website updated for parents, students and teachers**
 - **Parent Center**
 - **Meet the Teacher Night**

- **Participation in Community and Fundraiser walks**
- **Ceremony for Veterans by NJHS**
- **Open House**

Demographic needs:

1. At-risk students need more assistance academically
2. Special education students need more assistance reading on grade level.
3. Increase attendance rates
4. Increase Parental involvement for At-Risk students.
5. All students raw scores in all testing areas need improvement
6. Improve the parental contact information. Update addresses with accurate information on Nurse's cards, Student Release
7. Provide Parental Involvement meetings in the morning.
8. Increase community donations and participation in activities.
9. Increase the number of parents as volunteers to assist with clerical duties, STAAR goody bag preparation, monitor during
10. Need for parent liaison mileage for home visits and refreshments for meetings.
11. Migrant will provide school supplies and clothing to students as needed.
12. Parents of migrant students will be invited and included in 2 yearly meetings and provided with light snacks as needed.
13. Increase awareness of the benefits of a strong parent-school partnership to our teachers and campus administration.
14. Increase Parental and community involvement in our SBDM Committee.

Problem Statements Identifying Demographics Needs

Problem Statement 1: At-risk students are performing below all student academic performance **Root Cause:** At-risk students need more assistance academically, socially, and emotionally.

Student Academic Achievement

Student Academic Achievement Summary

After a 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 Student Achievement areas of improvement would be addressed:

1. Administration, Teachers, support staff and classified staff will work to improve student scores through collaboration, tutorial, planning, professional development and focus on instructional strategies and assessments that are rigorous.
2. Stillman administration, counselors and the Alg. Teacher will work to select students that have displayed the math background to master the Algebra EOC test and achieve an EOC score above the minimum standard.
3. Teachers will plan accordingly with their departments and teams to plan lessons and activities that are challenging, relevant and incorporate and support the College Readiness TEKS for subject testing areas.
4. Supplemental materials will be purchased to aid teachers and classified staff in implementing curriculum. Calculators will be provided for students in their math classrooms. Digital recorders will be provided for the Spanish AP classes. Migrant students will be provided with school supplies as per need basis and instructional supplies (computers, software and printers in a lab) throughout the school year.
5. Student incentives will be purchased to encourage high grades and attendance for all sub-populations. Incentives will also be purchased to motivate successful completion of expectations at school for Behavior Intervention Unit students. Migrants students will be provided with clothing and hygiene supplies as per need basis.
6. General supplies will be purchased to help nurse assist students with issues that interfere with learning.
7. Stillman faculty and staff will support and participate in co-curricular activities to motivate students and celebrate their achievements. Co-curricular activities include: Destination Imagination, Brainsville, Science Fair, History Fair, Band, Choir, Athletics, Chess, UIL One Act Play, etc.
8. Substitutes needed for Professional Development, LPAC and CAMP activities.
9. Administration and Teachers will travel to receive state and/or national awards.
10. Science and History teachers will support the school-wide effort to have all students reading continuously by providing them with multiple opportunities to read.
11. Teachers need to spend time planning and organizing curriculum for STAAR Blue Prints implementation.
12. Teachers will train on how to disaggregate student test history and identify common missed objectives or identify questions that are possible STAAR questions.
13. Student raw scores will increase dramatically through teacher data disaggregation, teacher planning and emphasis on college readiness. Teachers will encourage students to attend tutorials as well.
14. Teachers will collaborate with one another to focus on preparing students for the following grade level through vertical team meetings.
15. Implementation of ELA strategies (Vocabulary instruction, comprehension instruction, disciplinary reading and engagement of texts) a. Frayer Model b. Research Based Literacy Practices c. cornell Notes d. Charting e. Professional Development on intensive interventions and research based literacy instruction and practices will be provide to teachers.
16. Physical Education teachers assess student fitness annually.
17. Teachers need to attend professional development sessions as needed/offered throughout the school year

To best support campus efforts and meet identified needs at the District and Campus level; activities, resources, and implementation timelines related to Student Achievement are set forth in core-area, At-Risk, and Migrant Education sections of the 2018-2018 Campus Improvement Plan.

6th-8th Grade All Students STAAR Summary:

Reading: 6th grade (78%), 7th grade (79%), 8th grade (91%)

Writing: 7th grade (77%)

Math: 6th grade (89%), 7th grade (79%), 8th grade (96%)

Science: 8th grade (74%)

Social Studies: 8th grade (71%)

Performance variations between all student groups:

Reading: Economic Disadvantage (82%), Hispanic (83%), White (67%), LEP (54%), Special Education (44%)

Writing: Economic Disadvantage (76%), Hispanic (77%), White (83%), LEP (45%), Special Education (24%)

Math: Economic Disadvantage (88%), Hispanic (89%), White (78%), LEP (73%), Special Education (59%)

Science: Economic Disadvantage (72%), Hispanic (73%), White (100%), LEP (51%), Special Education (37%)

Social Studies: Economic Disadvantage (70%), Hispanic (71%), White (100%), LEP (43%), Special Education (49%)

The trends identified when all students performance was compares with all student groups indicate that our At-Risk, LEP and Special Education population are scoring lower than other demographic areas.

Student Academic Achievement Strengths

- **Fine Arts winners, qualifiers, recognitions in Band, Choir & Art, Dance, and Ballroom**
- **District Benchmark results indicated Stillman students scoring between 1-3 amongst other middle schools**
- **State qualifiers in History, Science, and Destination Imagination, Chess, One Act Play, Brainsville, Spelling Bee**
- **National Qualifiers for History Fair**
- **Duke Scholars for the district**
- **100% passing on Algebra EOC**
- **Dyslexia teacher and 4 core teachers (split funded) to improve At-risk achievement**
- **At-Risk Counselor**
- **Dean of Instruction**
- **Teacher Department Planning three times a week: Monday, Wednesday, Friday**
- **Team Planning time two times a week: Tuesday, Thursday**
- **Specialist for ELA, Science, Math & Social Studies**
- **District Curriculum Update Meetings**
- **Eduphoria-Aware**
- **TANGO**
- **District C & I Checkpoints**
- **Inclusion**
- **GT and Pre-AP Ongoing Compliance 100% by December**
- **Representation of at least one teacher at a District or Region One Training**
- **Region 1 Item Bank**
- **STEM Program**

- **Battle of the Books**

Student Achievement Needs:

1. After-school tutorials offered the 3rd week of school to all 8th grade SSI, At-Risk students who did not meet the Reading and Math STAAR performance standards and/or have been retained
2. After school, and Saturday Academies are offered to all 6th-8th grade At-Risk students to increase performance standards on ELA/Reading, math, Science, and Social Studies STAAR assessments and to improve student achievement in content areas
3. 100% of students need to be on grade level; raw scores average below 40% passing at a 70%
4. Provide student incentives and materials to encourage high grades and attendance for all classrooms and sub-populations.
5. Supplemental materials will be purchased to aid teachers in implementing curriculum.
6. A 4 day summer bridge enrichment program for all incoming 6th grade students from feeder elementary schools and students transferring is offered to help reinforce performance standards for Reading and Math STAAR
7. Provide a Migrant Teacher that can provide services during the day and provide extended day tutoring to our Migrant Students
8. Provide a lab where Migrant students may use computers, software, and a printer to complete assignments
9. Provide calculators in the math classrooms
10. Provide digital recorders and funding for the Spanish AP class and exam
11. Increase emphasis on reading in science and history classes
12. Planning time for teachers will be extended to plan and organize emphasis of rigor on STAAR
13. Time and opportunities for teachers to disaggregate student data will be provided
14. Increase raw scores all below 70% with 70% as the passing standard
15. Vertical alignment in all core subject areas will be maintained
16. Increase availability and participation of co-curricular programs.
17. Provide instructional aide to help ELL teachers and LPAC committee with ELL services.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: At-risk Students are not performing at the same level as other sub-populations **Root Cause:** Students feel defeated before they even start in class

School Processes & Programs

School Processes & Programs Summary

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 Curriculum, Instruction and Assessment areas of improvement would be addressed:

1. The Algebra teachers will work to identify students prepared for Algebra Readiness standards in order to ensure that students are well-prepared for the rigor of the EOC Algebra class. Teachers will be ESL certified in the ELA classes in order to be able to meet the needs of ELL learners.
2. Enlist any teachers missing SIOP training to attend SIOP training.
3. Ensure new teachers attend Pre-AP institute over the summer and maintain on-going hours.
4. Stillman Middle School needs more than one COW (Computer on Wheels). The demand computers so that students conduct research, work with a computer program or complete Powerpoints is much greater than the supply of working and conducive computers. Additional desktops will provide accessibility at which computers can be used.
5. Upgrading computers will help alleviate the demand for computer time.
6. Living with Science curriculum requires the use of SRS remotes.
7. Technology demands require that a projector be set-up in the parent center, library, and cafeteria.
8. Desktops will be purchased to support the current number of desktops in the library in order to make the library a working media center.
9. Maintenance of laminating machine is updated as needed so teachers can continue posting student work, completing gallery walks, posting instructional materials and visual aids for ELLS, At-risk, special education and 504 students.
10. Again, additional student desktops will support the current student desktops available to students in their teacher classrooms and library.
11. ELL students will use additional computers to work on programs such as TELPAS online practice test.
12. Students participating in Science and History Fair will continue to have access to colored printers.
13. Projector bulbs are dying out and need to be replaced. Teachers rely 100% on projectors to deliver instruction.
14. Radios are needed to ensure safety of all campus faculty, staff, and students.)
15. Computers and calculators will provide accessibility to instructional programs that would increase student interaction and engagement in the learning process. The level of technology integration into classroom instruction by teachers and students will be increased.
16. New software that is in line with current TEKS will be purchased.
17. Professional Development will be offered by the TST for students and teachers to ensure proper integration of technology in the classroom. Teachers will be encouraged to seek professional development outside of contract hours offered by the Technology Dept.
18. Teachers will integrate the use of computers and will require a technology project from the students on a 6 weeks basis.
19. Computers will be purchased for all special education teachers on campus.
20. Campus will provide a Technology Support Teachers (TST) to support the campus in the area of instructional technology.
21. Printers are needed in each computer lab and in each teachers classroom.

To best support campus efforts and meet identified needs at the District and Campus level; activities, resources, and implementation timelines related to Curriculum, Instruction and Assessment are set forth in all sections of the 2018-2019 Campus Improvement Plan.

School Processes & Programs Strengths

Curriculum, Instruction, and Assessment Strengths

- **Teacher Department Planning three times a week; Mondays, Wednesdays, Fridays.**
- **Team Planning time two times a week; Tuesdays & Thursdays.**
- **District Curriculum Update Meetings**
- **Inclusion Classes Contribute to 15+ points on STAAR tests.**
- **GT and Pre-AP Ongoing Compliance 100% by December**
- **STEM Program**
- **Low teacher turnover rate**
- **100% of teachers receive their GT/Pre-AP ongoing hours by December**
- **One lab is available 90% of the day for teachers to conduct class**
- **3 COWS (Computer on Wheels)**
- **17 classrooms have a SmartBoard**
- **Teacher Newsletter every week**
- **Stillman and Teacher websites**
- **Stillman students are exposed to a variety of technology in the classroom through the use of Smartboards, document cameras and projectors. Students enjoy being able to manipulate their work and answers through use of technology**
- **Computer access for students in all classrooms**
- **Edgenuity / Science Lab**

Needs:

1. Technology needs to be upgraded
2. COW demand is higher than availability, thus an increase in computers is needed
3. Full time TST teacher on campus
4. SRS remotes are needed for more students to be able to actively participate in the curriculum
5. Some classrooms need a document camera to have all students present technology used presentations
6. Student stations in classrooms need upgrading and more classrooms need Smartboards in order to increase technology accessibility
7. ELL students will use additional computers to work on programs such as TELPAS online practice tests
8. All Teachers will be ESL Certified
9. All content area teachers be SIOP Trained
10. New teachers missing Pre-AP Institute will be provided training in their content area
11. Algebra teachers will identify students prepared for Algebra Readiness standards for the rigor of the EOC Algebra course
12. Mounted projectors in the parent center, and cafeteria are needed to improve instruction and communication
13. Students participating in Science and History Fairs will continue to have access to colored printers
14. Maintenance and upgrade of radios to ensure safety of all campus, faculty, staff, and students
15. Increased accessibility to computers for all students
16. New software needed (license renewals)
17. Increase Integration of technology into classroom instruction
18. Instructional and general supplies need to be provided for technology teachers
19. Graphing calculators needed for students
20. Need for school nurse funding

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: More laptops and COWs are required to reach a 1:1 ratio of computers to students **Root Cause:** Lack of updated technology for students.

Perceptions

Perceptions Summary

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 School Culture and Climate areas of improvement would be addressed:

1. Campus staff will remove furniture that is weathered and not usable. Custodial staff will make every effort to repair and request replacement of weathered furniture and materials.
2. All campus personnel will be consistent with reporting students out of dress code.
3. Campus-wide campaign to refrain from bullying and horse playing needs to be continued.
4. Stillman staff will redirect, report and ensure students arrive to school on-time as well as to their classes. Administration will monitor the halls to ensure student safety and that students arrive to class on time.
5. Custodial staff will report all restroom problems to administration who will place work orders as needed.
6. Custodial staff will report and request work orders for water stains on ceilings and the repair of ceiling tiles as needed in order to maintain safety and cleanliness.
7. Custodial staff will monitor and report use of custodial supplies for the tutorial programs.
8. Campus staff will discuss consequences for cyber bullying during student presentations.
9. Custodial staff will paint classrooms, rooms and areas needed in order to maintain beautification goals.
10. Stillman Middle School will be supplied with a police officer, a security guard, a nurse and a nurse's aide.
11. In accordance with SACS results, Stillman Middle School administration and teachers will continue work to improve library resources and the role of the library as a media center.
12. General supplies and materials will be purchased to aid administrators, office staff and school nurse for duties such as, presentations, meetings, and daily office organization and duties.

To best support campus efforts and meet identified needs at the District and Campus level; supplies for school nurse, activities, resources, and implementation timelines related to School Culture and Climate are set forth in all sections of the 2018-2019 Campus Improvement Plan.

Perceptions Strengths

- - **STAAR, Athletic and Just Say No rallies**
 - **Fall and Spring Open House**
 - **Award Ceremonies- school, band, choir, athletics**
 - **Meet the Teacher night & 5th Grade Transition Program**
 - **Dress Code Guidelines**
 - **Charro Days Mini-Fest**
 - **School-Wide Fundraiser and Incentives**
 - **Drive for Thanksgiving can foods and Christmas Toys**
 - **SPI Walk for Women**
 - **St. Jude Children Hospital Fundraising**
 - **Autism Awareness and fundraiser**
 - **End of Year Celebration(s)**

- College Awareness Campus
- Active SBDM and teacher communication
- Teacher Appreciation week, Administrative Assistant's week, Counselors' week, Librarian's Week, Nurse's week, Diagnostician week and the distribution of motivational items
- Provide Custodial Supplies for Tutorial Program
- Supplies for school nurse
- Open Door Policy for parents and community members
- Team meetings at designated times for parents to attend
- Communication with parents via telephone, email or letters
- Dress Code Letter sent in the summer
- School Website updated for parents, students and teachers
- Parent Center
- Meet the Teacher Night
- Participation in Community and Fundraiser walks
- Ceremony for Veterans by NJHS and Library Club
-

School Culture and Climate Needs:

1. Tardy round-up to decrease number of tardies
2. Replacing worn furniture and materials
3. Decrease dress code violations
4. Decrease student bullying and horse playing
5. Maintenance of teacher/student restroom environment
6. New fresh paint/re-touch at the end of school year
7. Library Resource Improvement
8. Remove stains on ceiling tiles
9. Address cyber-bullying as needed
10. Increase Attendance
11. General Supplies and materials will be purchased to aid administrators and office staff duties such as, presentations, meetings, and daily office organization and duties
12. Increase teacher morale

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is an increased amount of tardies on campus **Root Cause:** Students see round-ups as time out of class.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- 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 between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- 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, and gender data
- STEM/STEAM data
- Section 504 data

- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Revised/Approved: May 22, 2019

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

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

Evaluation Data Sources: STAAR/EOC performance reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details

Strategy 1:) In order for teachers to be able to deliver instruction and address supporting and readiness standards that will prepare students for state assessments, instructional supplies, copy paper, software, scantron readers, ink, calculators, digital recorders (AP Class), bulbs and printing services will be provided for teachers in all core areas of instruction and STEM materials such as robots, rockets, etc. will be bought for Science and Math teachers.

POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE,STEM, Summer Bridge, AP Classes

TIMELINE: August 2019-May 2020

CNA SAA #4

Strategy's Expected Result/Impact: Formative:

- District and Campus Benchmark Scores
- Teacher Observations
- Walk-throughs
- Student Report Cards
- lesson plans

Summative:

2020 STAAR results / EOC

(STAAR data not available due to COVID 19. Progress evaluation based on district benchmarks and other assessments.)

AP Spanish Exam

Monitor: Principal

Dean of Instruction

Department Heads

Teachers

Administrator for State Compensatory Education

AP Teacher

Title I Schoolwide Elements: 2.4

Funding Sources: - 163 State Bilingual - 163-11-6399-00-054-Y-25-000-Y - \$4,225, General Supplies - 211 Title I-A - 211-11-6399-00-054-Y-30-0F2-Y - \$14,122, Copy Paper - 211 Title I-A - 211-11-6396-00-054-Y-30-0F2-Y - \$6,000, Testing Materials - 211 Title I-A - 211-11-6339-00-054-Y-30-0F2-Y - \$3,000, Textbooks - 199 Local funds - 199-11-63-2100-054-Y-11-000-Y - \$300, Copy Paper - 199 Local funds - 199-11-6396-00-054-Y-11-000-Y - \$5,000, General Supplies - 199 Local funds - 199-11-6399-00-054-Y-11-000-Y - \$10,283, GENERAL SUPPLIES - 199 Local funds - 199-11-6399-62-054-Y-11-000-Y - \$2,000, GENERAL SUPPLIES - 199 Local funds - 199-11-6399-51-054-Y-11-000-Y - \$2,000, GENERAL SUPPLIES - 199 Local funds - 199-11-6399-16-054-Y-11-000-Y - \$1,000, Copy Paper - 162 State Compensatory - 162-11-6396-00-054-Y-30-000-Y - \$3,970, Supplies - 166 State Special Ed. - 166-11-6399-00-054-Y-23-0P1 - \$1,600, Toner - 166 State Special Ed. - 166-11-6399-62-054-Y-23-0P1-Y - \$400, Supplies - 166 State Special Ed. - 166-11-6399-00-054-Y-23-0P4-Y - \$1,800, Gloves, Velcro, and Vest - 166 State Special Ed. - 166-11-6399-00-054-Y-23-0B0-Y, OHIs - 166 State Special Ed. - 166-31-6219-00-054-Y-23-0N7-Y, General Supplies - 211 Title I-A - 211-11-6399-62-054-Y-30-0F2-Y - \$7,000, General Supplies - 211 Title I-A - 211-11-6399-16-054-Y-30-0F2-Y - \$3,000, STEM- General Supplies - 211 Title I-A - 211-11-6399-00-054-Y-30-STM-Y - \$1,000, Extra Duty Pay/Overtime Sup PE - 211 Title I-A - 211-11-6121-06-054-Y-30-0F2-Y - \$30, Extra Duty Pay/Overtime Sup PE - 211 Title I-A - 211-12-6121-06-054-Y-30-0F2-Y - \$20, Extra Duty Pay/Overtime Sup PE - 211 Title I-A - 211-61-6121-00-054-Y-30-0F2-Y - \$30

Strategy 2 Details

Strategy 2: All 6th - 8th grade Core Area teachers will plan horizontally and vertically by department and grade level to ensure curriculum alignment that will maximize classroom instruction using district curriculum by creating rigorous lessons and assessments that incorporate DOK Levels 2 & 3 questions, which will ultimately increase student success. Instructional materials will be purchased to support these lessons.

POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE

TIMELINE: Aug 2019- June 2020 at least 4 times per six weeks during planning
-One day during 4th & 5th

Strategy's Expected Result/Impact: Formative:

Walkthroughs

Meeting Notes

Meeting Minutes

Lesson Plans Documentation

Summative: T-TESS Evaluations

Monitor: Principal

Dean of Instruction

Dept. Chairs

Teachers

Strategy 3 Details

Strategy 3: Stillman teachers will desegregate data with the use of Tango and Aware from district benchmarks, six weeks tests, mid-point checkpoints, and State Released tests in order to target instruction for subgroups and individual students K-12 and to plan future professional development at the campus and district level to improve student success rates.

POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE

TIMELINE: 3 times a week
Ongoing Aug 2019-May 2020

Strategy's Expected Result/Impact: Formative: Walkthroughs

Teacher Observations

Lesson Plans

Benchmark Scores

Midpoint Checkpoints

Summative:

2020 STAAR results / TELPAS / TMSFA / EOC

(STAAR data not available due to COVID 19. Progress evaluation based on district benchmarks and other assessments.)

Monitor: Principal

Dean of Instruction

Teachers

Strategy 4 Details

Strategy 4: Stillman teachers will integrate the use of technology in order to expose students to various deliveries of instruction. Technology including: online student textbooks, laptops, SRS remotes, LCD projectors, online research, smart boards, tablets

POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE

TIMELINE: Aug. 2019-May 2020

On-going

CNA SP&P #1

Strategy's Expected Result/Impact: Formative:

Lesson Plans

Walkthroughs

Student Assignments

Summative:

2020 STAAR results / TELPAS / TMSFA / EOC

(STAAR data not available due to COVID 19. Progress evaluation based on district benchmarks and other assessments.)

Monitor: Dean of Instruction

Teachers

Funding Sources: Supplies & Materials - Software - 162 State Compensatory - 162-11-6395-62-054-Y-30-000-Y - \$750

Strategy 5 Details

Strategy 5: ESL students will receive support from multiple resources, programs and strategies such as:

TELPAS, ELPS, ESL portfolios, ELAR strategies, Language Enrichment II

POPULATION: All ESL Students

(6-8 grade)

TIMELINE: Aug. 2019-May 2020

Weekly

Strategy's Expected Result/Impact: Formative:

Student Participation Reports

Sign-In Logs

Summative:

2020 STAAR results / TELPAS / TMSFA / EOC

(STAAR data not available due to COVID 19. Progress evaluation based on district benchmarks and other assessments.)

Monitor: Dean of Instruction

All Teachers

Strategy 6 Details

Strategy 6: Stillman teachers will provide opportunities for all students to participate in curricular as well as co-curricular activities in order to develop language usage and improve cognitive skills.

- Announcements
- Visual Representation
- Destination Imagination
- Newspapers
- Magazines
- Spelling Bee
- Advanced Placement
- Science Fair
- History Fair
- Math Meet
- Chess
- UIL One Act Play
- Brainsville
- Battle of the Books
- Passport to Poetry

POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE

TIMELINE: Aug 2019- May 2020

CNA SAA #16

Strategy's Expected Result/Impact: Formative:

Benchmark testing
Schedules & results

Summative:

2020 STAAR results / TELPAS / TMSFA / EOC

(STAAR data not available due to COVID 19. Progress evaluation based on district benchmarks and other assessments.)

Monitor: Regular Classroom Teachers

Sp. Ed. Teachers

Dyslexia Teacher

Content Area Teachers

Principal

Language Arts Specialist

Dean of Instruction

Superintendents

Asst. Superintendent

For Curriculum & Instruction

Funding Sources: Travel & Subsistence - Students - 199 Local funds - 199-36-6412-054-Y-99-000-Y - \$6,000, Reclassified Transportation Exp. - 199 Local funds - 199-36-6494-00-054-Y-11-000-Y - \$1,300, UIL - 199 Local funds - 199-36-6117-00-054-Y-99-020-Y - \$1,800, Reclassified Transportation Exp. - 199 Local funds - 199-11-6494-00-054-Y-11-000-Y - \$1,000, Employee Travel - 199 Local funds - 199-23-6411-00-054-Y-99-000-Y, Employee Travel - 199 Local funds -

199-23-6411-23-054-Y-99-000-Y - \$2,000, Employee Travel - 211 Title I-A - 211-23-6411-23-054-Y-30-0F2-Y - \$500, Reclassified Transport EXP/EX - 199 Local funds - 199-36-6494-00-054-Y-99-000-Y - \$1,000, - 211 Title I-A - 211-23-6399-00-054-Y-30-0F2-Y - \$2,776

Strategy 7 Details

Strategy 7: The Librarian, teachers and students will participate in revitalizing the library updating old and unused books. New books will be purchased and placed on the library shelves for checkout. School staff has determined that by cleaning and adding new books to the library and advising students of this initiative, students will be more likely to check out books for outside of class reading and actively participate in Accelerated reader. These efforts will then result in an increase in student's level of reading comprehension and vocabulary.

POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE

TIMELINE: Oct 2019

CNA P #7

Strategy's Expected Result/Impact: Formative:

STAAR Results

AR Reports

Summative:

2020STAAR results / TELPAS / TMSFA / EOC

(STAAR data not available due to COVID 19. Progress evaluation based on district benchmarks and other assessments.)

Monitor: Media Admin

Principal

Dean of Instruction

Librarian

Dept. Heads

Funding Sources: Reading Materials Subscriptions - 199 Local funds - 199-12-6325-00-054-Y-99-0-00 - \$550, Supplies and Materials - LCL DEFI - 199 Local funds - 199-12-6398-00-054-Y-99-0-00 - \$400, General Supplies - 199 Local funds - 199-12-6399-00-054-Y-99-0-00 - \$1,000, MISCELLANEOUS CONTRACTED SERVICES - 199 Local funds - 199-12-6299-00-054-Y-99-000-Y - \$500

Strategy 8 Details

Strategy 8: Implement intervention through the Response to Intervention (RtI) 3 Tier Model in order to support student academic growth and success.

- Universal Screening
- All interventions should be scientifically researched based.
- Documentation of interventions and progress monitoring
- Use data to identify areas of need
- Monitor progress of struggling student
- Adjust instruction/interventions
- Review student outcome data to evaluate instruction
- ESchoolPlus

Tier I -a minimum of 90 minutes devoted to ELA instruction

Tier II -30 minutes per day in small group in addition to the core instruction

Tier III -30 minutes per day in individual or small group instruction in addition to the core instruction

POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE

TIMELINE: August 2019 - May 2020

Strategy's Expected Result/Impact: Pre/Post Tests

Texas Primary Reading Inventory (TPRI) and Tejas LEE

Eduphoria Aware

Texas Middle School Fluency Assessment (TMSFA)

Progress Monitoring, Benchmark Results

Summative:

2020 STAAR results / TELPAS / TMSFA / EOC

(STAAR data not available due to COVID 19. Progress evaluation based on district benchmarks and other assessments.)

Monitor: Classroom Teachers

-Special Education Teachers

-Dyslexia Teachers

-Bilingual Education Department

-Special Education Department

-Deans of Instruction

-Elementary and Secondary

Curriculum Specialists

-Counselors

Strategy 9 Details

Strategy 9: Teachers will be able to disaggregate data and evaluate student growth and performance during LPAC EOY coordination of student folders. Teachers will be pulled out in order to update ELL student folders. Substitutes will cover teacher classrooms.

POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE

TIMELINE: May 2020

CNA SAA #13

Strategy's Expected Result/Impact: Formative:

STAAR Results

Special Programs folder

Substitute Sign-in sheet

Summative:

2020 STAAR results / TELPAS / TMSFA / EOC

(STAAR data not available due to COVID 19. Progress evaluation based on district benchmarks and other assessments.)

Monitor: Principal

LPAC Administrator

Bilingual Lead Teacher

Dean of Instruction

Funding Sources: Substitutes - 263 Title III-A Bilingual - 263-11-6112-00-054-Y-25-000-Y - \$5,000, Substitutes - 199 Local funds - 199-11-6112-18-054-Y-99-000-Y - \$5,000

Strategy 10 Details

Strategy 10: An instructional aide will assist ESL teachers and the LPAC committee with testing ELL students, providing instructional assistance, filing ELL student records, update ELL student data into Student plus and all other duties that assist in coding and serving ELL students appropriately.

POPULATION: ELL Students (6th-8th grade)

CNA SAA #17

TIMELINE: Aug. 2019-May 2020

Strategy's Expected Result/Impact: Formative:

Special Programs folder

Student Plus ELL reports

Evaluation

Summative:

20120 STAAR results / TELPAS / TMSFA / EOC

(STAAR data not available due to COVID 19. Progress evaluation based on district benchmarks and other assessments.)

Monitor: Human Resource Office-Classified

Principal

LPAC Administrator

Bilingual Lead Teacher

Dean of Instruction

Funding Sources: Extra Duty pay/Overtime-SUP PE - 199 Local funds - 199-23-6121-08-054-y-99-000-Y - \$450, Extra Duty pay/Overtime-SUP PE - 199 Local funds - 199-23-6121-08-054-Y-99-001-Y - \$50

Strategy 11 Details

Strategy 11: A library aide will assist the librarian with preparing books for shelving, checking in books and instructional materials, accounting for books, cleaning and maintaining the library equipment, assisting teachers with their classes and all other duties that would assist students with accessing library materials in order for them to utilize a variety of instructional Materials.

POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE

TIMELINE: Aug 2019- May -2020

CNA pg. 9

Strategy's Expected Result/Impact: Formative:

Walk-throughs

Evaluations

Summative:

2020 STAAR results / TELPAS / TMSFA / EOC

(STAAR data not available due to COVID 19. Progress evaluation based on district benchmarks and other assessments.)

Monitor: Principal

Librarian

Dean of Instruction

Funding Sources: Library Aide - 211 Title I-A - 211-12-6129-06-054-Y-30-0F2-Y

Strategy 12 Details

Strategy 12: Federal Programs will continue to fund highly qualified teachers and para professionals to supplement allotted campus position so that the needs of low performing students can be met through more individualized and small group instruction.

POPULATION: Title I personnel
(6th, 7th, 8th)

TIMELINE: July 1, 2019- June 28, 2020

CNA SAA #3

Strategy's Expected Result/Impact: Formative: District and Campus Benchmark Scores, Teacher Observations, Student Progress Reports

Summative:

2020 STAAR results / TELPAS / TMSFA / EOC

(STAAR data not available due to COVID 19. Progress evaluation based on district benchmarks and other assessments.)

Monitor: Special Programs Administrator

Federal Programs
Administrator

Principals

Funding Sources: Support Personnel - 211 Title I-A - 211-11-6129-06-054-Y-30-0F2-Y, Support Personnel - 211 Title I-A - 211-11-6129-06-054-Y-30-054-Y,
Professional Salaries/Wages - 211 Title I-A - 211-11-6119-00-054-Y-30-0F2-Y

Strategy 13 Details

Strategy 13: Federal Programs will continue to provide supplemental stipends for secondary teachers certified in areas of need, in order to increase student performance and student success.

POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE

TIMELINE: Aug. 2019-May 2020

CNA SSA #3

Strategy's Expected Result/Impact: Formative:
Stipend Paperwork

Summative:

2020 STAAR results / TELPAS / TMSFA / EOC

(STAAR data not available due to COVID 19. Progress evaluation based on district benchmarks and other assessments.)

Monitor: Federal Programs

Bilingual

Principal

Funding Sources: Professional Extra Duty Pay - 211 Title I-A - 211-11-6118-00-054-Y-30-0F2-Y - \$5,086

Strategy 14 Details

Strategy 14: Federal Programs Dept. will conduct:

CIP Training

PEER Review Audits

Instructional Assistant Observations to ensure improved communication and efficacy of program implementation through continuous support for campuses, administrators, and other personnel.

POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE

TIMELINE: Aug 2019-May 2020

Strategy's Expected Result/Impact: Formative:
Benchmark /STAAR Results

Summative:

2020 STAAR results / TELPAS / TMSFA / EOC

(STAAR data not available due to COVID 19. Progress evaluation based on district benchmarks and other assessments.)

Monitor: Federal Program
Principal

Strategy 15 Details

Strategy 15: All CTE teachers will receive their class rosters by period indicating their students who are served by Bilingual/ESL or Special Education Programs so that they may attend appropriate trainings and implement researched based strategies to improve the student's academic performance.

POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE

TIMELINE: August 2019 - January 2020

CNA SSA #3

Strategy's Expected Result/Impact: Formative:

Verification signatures from CTE teachers, per campus, documenting receipt of state assessment results and objectives not mastered by class period.

Summative:

2020 STAAR results / TELPAS / TMSFA / EOC

(STAAR data not available due to COVID 19. Progress evaluation based on district benchmarks and other assessments.)

Monitor: Principals

CPOs

Deans of Instruction

Bilingual/ESL and Special Education Departmental and Campus staff

Student Rosters

Strategy 16 Details

Strategy 16: Implement coordination and collaboration meetings once every six weeks between Special Education, Bilingual/ESL teachers and CTE teachers of record to plan instructional strategies and support systems for Bilingual and Special Education students in CTE classroom instruction.

POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE

TIMELINE: Every six weeks

August 2019 - May 2020

Strategy's Expected Result/Impact: Formative:
Coordination/ collaboration meeting schedules and
attendance sign-in sheets

Summative:
2020 STAAR results / TELPAS / TMSFA / EOC
(STAAR data not available due to COVID 19. Progress evaluation based on district benchmarks and other assessments.)

Monitor: Principals
CPOs
Deans of Instruction
Bilingual/ESL and Special Education Departmental and Campus staff
Student Rosters

Strategy 17 Details

Strategy 17: Students identified through teacher observation, EOY performance, and mid range STAAR raw scores will be enrolled in an enrichment course that will take the place of an elective in order to obtain a passing rate on the STAAR.

POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE

TIMELINE: Aug 2019-June 2020 Daily

Strategy's Expected Result/Impact: Formative:
Student Schedules
Lesson Plans
Walkthroughs

Summative:
20120 STAAR results / TELPAS / TMSFA / EOC
(STAAR data not available due to COVID 19. Progress evaluation based on district benchmarks and other assessments.)

Monitor: Principal
Dean of Instruction
Counselors
Teachers

Strategy 18 Details

Strategy 18: Maintain student enrollment and successful completion rates of high school mathematics courses by continuing to offer Algebra I at the middle school by selecting students using specific criteria based on the course listing guide. Alg. Teachers will be trained periodically to reinforce rigor.

POPULATION:
8th grade students

TIMELINE: Aug. 2019-May 2020

Strategy's Expected Result/Impact: Formative:
Course enrollment Data
Successful completion data at Middle School

Summative:
2020 STAAR results / TELPAS / TMSFA / EOC
(STAAR data not available due to COVID 19. Progress evaluation based on district benchmarks and other assessments.)

Monitor: Asst. Superintendents
Asst. Superintendents & Administration for
Curriculum and Instruction
Principal/Asst. Principals/Dean/Counselors
Math Specialists and Teachers, Inclusion Teachers

Strategy 19 Details

Strategy 19: Develop and implement a district plan for training each campus principal, assistant principal, counselor and dean of instruction on standards-based curriculum and instruction, STAAR, awareness of STAAR as a multi-grade assessment, technology integration, hand-held technology, TMSDS, AWARE, TANGO

POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE

TIMELINE: Aug. 2019-April 2020

CNA pg. 9

Strategy's Expected Result/Impact: Formative:
Professional Development Evaluations

Summative:
2020 STAAR results / TELPAS / TMSFA / EOC
(STAAR data not available due to COVID 19. Progress evaluation based on district benchmarks and other assessments.)

Monitor: Math Specialists
Professional Development
Administrator

Strategy 20 Details

Strategy 20: Stillman will support and participate with Advanced Academic Services Department in Dual Enrollment, GT, an AP science courses:

- Support teachers in GT, and AP classes to improve the rigor and differentiation of instruction
- Support programs for students, such as Brainsville and Destination Imagination
- Align science curricula to improve differentiation and rigor of science programs for these students
- Chess

POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE

TIMELINE: Aug. 2019-July 2020

CNA. pg. 9

Strategy's Expected Result/Impact: Formative:
Professional Development
Surveys

Summative:
2020 STAAR results / TELPAS / TMSFA / EOC
(STAAR data not available due to COVID 19. Progress evaluation based on district benchmarks and other assessments.)

Monitor: Science Specialists
Principal
Assistant Principals
Dean of Instruction
Adm. for Advanced Academics
Science Teachers

Strategy 21 Details

Strategy 21: Assess student fitness annually in grade 6th-8th to improve the health and well-being of all students and be in compliance with requirements of Senate Bill 530 effective 09/01/2007.

POPULATION: All students (6th, 7th, 8th[8th grade labeled as elective status, if student has class.]) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE

TIMELINE: Aug.2019- May 2020

Strategy's Expected Result/Impact: Formative:

Updated District Policy
Classroom Observations

Summative:

2020 STAAR results / TELPAS / TMSFA / EOC

(STAAR data not available due to COVID 19. Progress evaluation based on district benchmarks and other assessments.)

Monitor: Area Superintendent

Assessment Research & Evaluation Administrator

Curriculum & Instruction Administrators

Health Services Administrators

Physical Ed. Specialist

Campus Administration

Physical Ed. Teachers

School Nurse

CATCH Team Members

ARD & 504 Teachers

Strategy 22 Details

Strategy 22: Stillman will incorporate suggestions and recommendation from School Health Index Assessment Tool in order to comply with legislative updates as they pertain to health and physical education and Senate Bill 892 effective 09/01/2009.

POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE

TIMELINE: Aug 2019-June 2020

Strategy's Expected Result/Impact: Formative:

Campus Improvement Plan Review

Summative:

2020 STAAR results / TELPAS / TMSFA / EOC

(STAAR data not available due to COVID 19. Progress evaluation based on district benchmarks and other assessments.)

Monitor: Dean of Instruction

CATCH Team Members

Strategy 23 Details

Strategy 23: Monitor and emphasize the integrated math, reading, and writing academic concepts inherent in the Health and Physical Education curriculum programs in order to enhance students' skills and prepare them for testing.

POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE

TIMELINE: Aug.2019 -June 2020

Strategy's Expected Result/Impact: Formative:

Curriculum Frameworks

Staff Development Agendas

Lesson Plans

Summative:

2020 STAAR results / TELPAS / TMSFA / EOC

(STAAR data not available due to COVID 19. Progress evaluation based on district benchmarks and other assessments.)

Monitor: Physical Ed. Specialist

Health Ed. Lead Teacher

Curriculum Writers

Health Ed. Teachers

Physical Ed. Teachers

Math, Reading & Writing Dept. Chairs

Staff Development

(district and campus personnel)

Strategy 24 Details

Strategy 24: Meet at the District level with Coordinated Approach to Child Health (CATCH) Champions and Physical Education Department Chairs to provide updated information and training strategies in order to maintain and improve Coordinated Approach to Child Health (CATCH) Teams that implement the Coordinated School Health Program 6th-8th by developing goals and objectives based on fitness assessment data, academic performance, attendance rates, academic disadvantages and the use of success of any method in order to ensure students are reaching required moderate to vigorous physical activity (MVPA), and any other indicator recommended by School Health Advisory Council (SHAC) in order to comply with Senate Bill 19 and Senate Bill 892 effective 09/01/2009.

POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE

TIMELINE: Aug.2019- June 2020

Strategy's Expected Result/Impact: Formative:

Implementation Documentation

Lesson Plans

Fitness Assessment Observation

Student Grades

Attendance Rates

Summative:

2020 STAAR results / TELPAS / TMSFA / EOC

(STAAR data not available due to COVID 19. Progress evaluation based on district benchmarks and other assessments.)

Monitor: SHAC

District CATCH Team

CATCH Champions

CATCH Member Teams

Strategy 25 Details

Strategy 25: Implement a Parenting and Paternity Awareness (PAPA) program to provide knowledge and awareness of the legal aspects of parenting in compliance with House Bill 3076 effective 09/01/2009.

POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE

TIMELINE: Aug.2019-June 2020

Strategy's Expected Result/Impact: Formative:

Lesson Plans

Classroom Observation

Documentation

Summative:

2020 STAAR results / TELPAS / TMSFA / EOC

(STAAR data not available due to COVID 19. Progress evaluation based on district benchmarks and other assessments.)

Monitor: Curriculum Administrators

Health Ed. Lead Teacher

Campus Administration

Health Ed. Teachers

Strategy 26 Details

Strategy 26: Adopt and educate students and parents on the District Dating Violence Policy that provides content specificity in order to promote awareness and intervention strategies and comply with House Bill 121 effective 05/18/2007.

POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE

Strategy's Expected Result/Impact: Formative:

Curriculum Frameworks
Lesson Plans
Updated District Policy
Updated Code of Conduct
Updated District/Campus
Safety Plan
Classroom Observation Documentation

Summative:

2020 STAAR results / TELPAS / TMSFA / EOC

(STAAR data not available due to COVID 19. Progress evaluation based on district benchmarks and other assessments.)

Monitor: Curriculum Administrators

Guidance & Counseling Administrator

Health Ed. Lead Teacher

Campus Administration

Counselors

Health Teachers

Teachers

Strategy 27 Details

Strategy 27: All schools must identify the manner in which the safety of students in physical education classes is maintained by developing a safety plan of action when the teacher-student ratio is greater than 45-1 in compliance with Senate Bill 891 effective 09/01/2009.

POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE

TIMELINE: Aug.2019-June 2020

Strategy's Expected Result/Impact: Summative:

2020 STAAR results / TELPAS / TMSFA / EOC

(STAAR data not available due to COVID 19. Progress evaluation based on district benchmarks and other assessments.)

Monitor: PE Teachers

District/Campus Safety Coordinator

District Emergency Operations Coordinator

PE Specialist

Health Lead Teacher

Campus Administration

Strategy 28 Details

Strategy 28: Educate students and parents on the district's sexual abuse of children policies/guidelines through awareness and information, including but not limited to, knowledge of likely warning sign indicating that a child may be a victim of sexual abuse, using resources developed by the Texas Education Code (TEC) under Section 38.004, to conduct classroom presentations and distribute information, via the BISD Parent/Student Handbook in order to comply with House Bill 1041 (Jenna's Law effective 09/01/2009).

POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE

Strategy's Expected Result/Impact: Formative:

Counselor Classroom

Presentations

Classroom

Presentation Agendas

Classroom Presentation Sign-In Sheets

Verification of Information

Distribution via signed BISD Parent/Student Handbook receipt form

Summative:

2020 STAAR results / TELPAS / TMSFA / EOC

(STAAR data not available due to COVID 19. Progress evaluation based on district benchmarks and other assessments.)

Monitor: Counseling Dept. & Administration

Campus Counselors

SAFE Counselors

At-risk Administrator/

Supervisor/Counselors

Parental Involvement

Campus Personnel

Campus Administration

Health Science Technical Teachers

Campus Health Teachers

Area Asst. Superintendents

Child Protective Services

Strategy 29 Details

Strategy 29: Federal Programs will continue to fund campus nurse 40% to assist with the execution of the health program aimed at monitoring and assisting low-performing students at school wide campuses improve overall health in order to improve student attendance/performance. Supplies to aid in the delivery of services will be provided.

POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE

CNA SP&P #20

Strategy's Expected Result/Impact: Formative:
Time and Effort Logs Referrals

Summative:

2020 STAAR results / TELPAS / TMSFA / EOC

(STAAR data not available due to COVID 19. Progress evaluation based on district benchmarks and other assessments.)

Monitor: Health Services Administrator
Special Programs Administrator
Federal Programs Administrator

Funding Sources: Professional Salaries/Wages - 211 Title I-A - 211-33-6119-00-054-Y-30-0F2-Y, General Supplies - 211 Title I-A - 211-33-6399-00-054-Y-30-0F2-Y - \$1,500

Strategy 30 Details

Strategy 30: Administration in collaboration with teacher feedback will ensure that custodians maintain a clean and safe facility, paint and maintain all the classrooms, repair and replace as needed furniture and fixtures

POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE

TIMELINE: August 2019 - June 2020

CNA P #5

Strategy's Expected Result/Impact: Formative:
Maintenance Work Orders
CNA Survey

Summative:

2020 STAAR results / TELPAS / TMSFA / EOC

(STAAR data not available due to COVID 19. Progress evaluation based on district benchmarks and other assessments.)

Monitor: Administration
Maintenance Dept.

Funding Sources: Supplies for MAINT/OPERAR-Custodians - 199 Local funds - 199-51-6315-00-054-Y-99-000-Y - \$7,000, General Supplies - 199 Local funds - 199-51-6399-00-054-Y-99-000-Y - \$2,000, Extra Duty Pay/Overtime-SUP. PE - 199 Local funds - 199-51-6121-47-054-Y-99-000-Y, Extra Duty Pay/Overtime-SUP. PE - 199 Local funds - 199-51-6121-00-054-Y-99-000-Y - \$450

Strategy 31 Details

Strategy 31: Stillman prep courses and tutorials will be offered throughout the school year to prepare students for ACT/PSAT/SAT tests as early as the 7th grade (i.e. Duke Program)

POPULATION:

7th/8th Students TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE

TIMELINE: August 2019 - June 2020

CNA SAA #2

Strategy's Expected Result/Impact: Formative:

Class Rosters

Master Schedule

Tutorials

Summative:

Student STAAR Scores

(STAAR data not available due to COVID 19. Progress evaluation based on district benchmarks and other assessments.)

Monitor: Advanced Academics

Administration

Principal

Dean of Instruction

Counselors

Teachers

Funding Sources: Professional Extra Duty pay - 199 Local funds - 199-11-6118-00-054-Y-11-000-Y - \$800, SAT Testing - 199 Local funds - 199-31-6497-0-054-Y-99-00-Y - \$350

Strategy 32 Details

Strategy 32: Implement the Stillman AP Plan.

POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE

TIMELINE:

June 2019 - May 2020

Strategy's Expected Result/Impact: Formative:

- Plan's check off list
- Registration Forms for training
- AP Central website where approved syllabi are posted
- Class Rosters
- Lesson Plans
- List of Pre-AP/AP students
- List of Teachers log-ins

Summative:

Students' AP Scores

Monitor: Advanced Academics Administration

Principal

Dean of Instruction

Teachers

Strategy 33 Details

Strategy 33: Stillman Spanish teacher will be allowed extra hours of additional tutorial time to work with their AP students outside of the regular classroom setting in order to increase the number of students achieving passing scores on the Spanish AP exams.

POPULATION:

Pre-AP Students

6th,7th,8th

TIMELINE:

May 2020

Strategy's Expected Result/Impact: Formative:

Teacher tutorial sign-in sheets

Summative:

Student AP Scores

Monitor: Principal

Dean of Instruction

AP Spanish Teacher

Strategy 34 Details

Strategy 34: Stillman Counselors will provide information and support for students who qualify for "The Duke Talent Search" to increase the number of student participants.

POPULATION:

All 7th grade Students

TIMELINE:

Spring 2020

Strategy's Expected Result/Impact: Formative:

Sign-in Sheets

Agendas

Summative:

Student participation

Monitor: Counselors

Principal

Dean of Instruction

Administrator for

Guidance & Counseling

Strategy 35 Details

Strategy 35: Stillman will participate in the "College T-Shirt" day will be sponsored by the Department of Guidance and Counseling at all grade levels where teachers will be encouraged to wear a t-shirt from the college they attended and students will wear a t-shirt from a college they are interested in attending.

POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE

TIMELINE: as per BISD throughout the school year.

Strategy's Expected Result/Impact: Formative:

Advertisement for event

Pictures from event

Summative:

Increased student participation

Monitor: Counselors

Principal

Guidance & Counseling Dept.

Strategy 36 Details

Strategy 36: All students will have the opportunity to earn awards for A-Honor Roll, Academic Achievements in Science, Math Meet, History, Accelerated Reader, Chess, Fine Arts and UIL in order to motivate and reward them for excellence in school.
Students will be encouraged to earn these rewards and continue performing above average.

POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE

TIMELINE:

Aug 2019 - June 2020

CNA SAA #16

Strategy's Expected Result/Impact: Formative:

Number of students receiving awards

Summative:

Increased student motivation

Six Weeks results

Monitor: Administration

Teachers

Counselors

Funding Sources: MISCEL OPERATING COSTS - Awards - 211 Title I-A - 211-11-6498-00-054-Y-30-0F2-Y - \$4,000, MISCEL OPERATING COSTS - Awards - 199 Local funds - 199-11-6498-00-054-Y-11-000-Y - \$3,000, Awards - 166 State Special Ed. - 166-11-6498-00-054-Y-23-0P2 - \$1,400

Strategy 37 Details

Strategy 37: Hire substitutes for professional development, LPAC and Saturday Academies.

TIMELINE: May 2020

CNA SAA #2

Strategy's Expected Result/Impact: Formative:

Summative: Sign In sheets

STAAR Results

(STAAR data not available due to COVID 19. Progress evaluation based on district benchmarks and other assessments.)

Monitor: Administration

LPAC Committee

Funding Sources: Sal/Wages for Subst Teachers - 162 State Compensatory - 162-11-6112-18-054-Y-30-000-Y - \$690

Strategy 38 Details

Strategy 38: Apply for state/national awards. Administration and/or teachers will be able to travel to receive state and/or national awards.

Strategy's Expected Result/Impact: Formative:
Application Process

Summative:
Awarded Award

Monitor: Administration

Strategy 39 Details

Strategy 39: Stillman will support and participate in the expansion and implementation of our CTE programs including, but not limited to Coding, Robotics, and Principles of Engineering.

Strategy's Expected Result/Impact: Formative:
Student Participation
Allocated Funds

Monitor: CTE Teachers
Administration

Strategy 40 Details

Strategy 40: Stillman Middle School will provide highly qualified State Compensatory funded teachers, counselors, and administration to increase student academic performance and reduce student dropout rate.

Population: At-Risk Students

Timeline: August 2019-May 2020

CNA SAA #1&2; SAA Strength #1

Strategy's Expected Result/Impact: Reduce dropout rate by 5%

Monitor: Principal
Dean of Instruction
At-risk Counselor

Funding Sources: State Compensatory Teacher Salary - 162 State Compensatory - 162-11-6119-00-054-Y-30-000-Y - \$206,795, At-risk Counselor Salary - 162 State Compensatory - 162-31-6119-00-054-Y-30-000-Y - \$72,959, Dean of Instruction Salary - 162 State Compensatory - 162-13-6119-00-054-Y-30-000-Y - \$73,853

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

Performance Objective 2: Stillman Career and Technical Education student participation will increase by 5 percentage points over 2019 including special population students and CCMR graduates will improve over prior year graduates.

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

Summative Evaluation: Met Objective

Strategy 1 Details
<p>Strategy 1: 1) CTE teachers in 8th Grade will utilize CTE funds for curriculum supplements and updated technology that will lead to enhanced student learning.</p> <p>Population: CTE students Timeline: August 2019 - July 2020</p> <p>Strategy's Expected Result/Impact: Students will be engaged in learning as evidenced by walkthroughs. Students will learn the latest software applications using upgraded technology.</p> <p>Monitor: CTE MS Teachers CTE Administrative Staff Career Placement Officers Campus Assistant Principals</p> <p>Title I Schoolwide Elements: 2.5</p>
Strategy 2 Details
<p>Strategy 2: The Career and Technical Education Department will continue to support ongoing professional development for its teachers so that students may learn the latest technology skills and be able to compete in college and the workforce.</p> <p>Population: CTE students Timeline: August 2019 - July 2020</p> <p>Strategy's Expected Result/Impact: Teachers will return to their classrooms and be able to share the newest technologies with their students. Teachers will be able to train their campus colleagues based on what they learned at their professional development (i.e., Word, Excel, Photoshop etc.)</p> <p>Monitor: CTE Administrative Career Placement Officers MS Administrators MS CTE Teachers</p>

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

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

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

Summative Evaluation: Met Objective

Strategy 1 Details
<p>Strategy 1: Migrant clerk will attend the annual Identification and Recruitment (ID &R) training in order to be certified as state recruiters.</p> <p>POPULATION: Migrant Clerk</p> <p>TIMELINE: Fall 2019</p> <p>Strategy's Expected Result/Impact: Formative: ID & R Training</p> <p>Summative: Texas Education Agency (TEA) ID & R Certificates</p> <p>Monitor: Migrant Service Coordinator Migrant Clerk Principal</p>

Strategy 2 Details

Strategy 2: The Migrant campus clerk will attend the required NEW Generation System (NGS) state required training in order to secure the need skills to accurately and appropriately input the data for migrant students into the migrant state data base.

POPULATION: Migrant & PFS Students 6th,7th,8th, Migrant Clerk

TIMELINE: Fall 2019

Strategy's Expected Result/Impact: Formative:
NGS Annual Training

Summative:
NGS Certificates

Monitor: MSC
Principal
Migrant Clerk

Strategy 3 Details

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 2019-2020 school year.

POPULATION: Migrant & PFS Students 6th,7th,8th, Campus Staff

TIMELINE: Sept 2019-May 2020

Strategy's Expected Result/Impact: Formative:
NGS Reports

Summative:
Monitoring Tool
Migrant Clerk Evaluation

Monitor: Migrant Clerk

Strategy 4 Details

Strategy 4: The migrant funded staff will have the opportunity to attend local, regional, and state migrant conferences in order to expand their knowledge of the Migrant Program; thus providing a more comprehensive supplemental support to migrant students and their families.

Population: Migrant funded staff : MSC, MDC, Migrant Teachers, Campus Clerks, Computer Operator

Timeline: August 1, 2019-June 30, 2020 CNA SAA #7

Strategy's Expected Result/Impact: Improved student performance Documented ERO- Cross training of staff not attending events to ensure complete program training

Monitor: Sp. Programs Administrator Migrant Service Coordinator (MSC)

Funding Sources: Support. Personnel - 212 Title I-C (Migrant) - 212-61-6129-08-054-Y-24-0F2-Y

Strategy 5 Details

Strategy 5: PFS migrant students will receive supplemental support services before other migrant students to ensure that the requirements delineated by NCLB Section 1304(d) are addressed.

POPULATION: PFS & Migrant Students 6th,7th,8th

TIMELINE: Aug. 2019-May 2020

Strategy's Expected Result/Impact: Formative:
NGS Campus Reports

Summative:
Completed PFS Monitoring Tool

Monitor: Administration
Migrant Clerk

Strategy 6 Details

Strategy 6: All migrant students will receive grade appropriate school supplies on an as needed basis in order to provide them with the necessary tools to complete their assignments and to comply with school dress code guideline; thus facilitating them the same opportunity to meeting the academic challenges of all students. Migrant students will also have available a computer, software and printer to complete special projects as needed throughout the year. In addition migrant students will receive clothing and hygiene products. PFS students will receive supplemental support services before other migrant students.

POPULATION: PFS and Migrant Students 6th,7th,8th

TIMELINE: Aug. 2019-July 2020

CNA SAA #8

Strategy's Expected Result/Impact: Formative:
NGS Campus Reports

Summative:
Completed Request for Supplemental Support Form w/student
Number and Parents
Students signature

Monitor: Administration
Migrant Clerk

Funding Sources: General Supplies - 212 Title I-C (Migrant) - 212-11-6399-00-054-Y-24-0F2-Y

Strategy 7 Details

Strategy 7: Migrant students 6th - 8th STAAR results will be reviewed to secure accurate placement into the current State Assessment remediation opportunities during regular school year and summer school.

POPULATION: PFS & Migrant Students 6th,7th,8th

TIMELINE: Oct. 2019- June 2020

CNA pg. 17

Strategy's Expected Result/Impact: Formative:

TAKS Remediation

Enrollment Lists

NGS TAKS Report

Benchmark Results

Summative:

Current State Assessment Test Results

(STAAR data not available due to COVID 19. Progress evaluation based on district benchmarks and other assessments.)

Monitor: Administration

Counselors

Teachers

Strategy 8 Details

Strategy 8: The migrant students and their parents will attend the Middle School Leadership Conference in order to expand their leadership skills.

POPULATION: PFS & Migrant Students 6th,7th,8th

TIMELINE: February 2020

Strategy's Expected Result/Impact: Formative:

Sign-In Sheets

Agenda and

Participants Survey

Summative:

Conference Evaluations

Monitor: Campus Migrant Clerk

Strategy 9 Details

Strategy 9: Middle school migrant students will have the opportunity to attend the school district's summer school programs to ensure promotion if needed or to participate in the enrichment migrant summer program. Migrant students will be provided with additional supplemental support by the migrant funded CIS site coordinator in order to address academic, attendance needs and promote positive social engagement.

POPULATION: PFS & Migrant Students 6th,7th,8th

TIMELINE: June-July 2020

Strategy's Expected Result/Impact: Formative:

Eligibility Forms

Attendance Sheets

Weekly Assessments

Participants Survey

Summative:

Completion Reports

End of Program Assessment Results

Monitor: Migrant Campus Clerks

Strategy 10 Details

Strategy 10: The campus migrant clerks will provide supplemental support to the PFS and migrant students only, in order to enhance the advocacy, encouragement, and support the special needs of migrant students as delineated by NCLB Act of 2001 (Public Law 107-110) Section 1301-1309.

POPULATION: PFS & Migrant Students 6th,7th,8th

TIMELINE: Aug.2019-June 2020

CNA D #11

Strategy's Expected Result/Impact: Formative:

Job Description

Position Control Forms

Summative:

Completed

Personnel Assurance

Monitor: Campus Principals

Migrant Campus Clerk

DMC

MSC

Funding Sources: Consulting Services - 212 Title I-C (Migrant) - 212-11-6291-00-054-Y-24-0F2-Y

Strategy 11 Details

Strategy 11: In order to secure academic information from the NGS data base migrant students, parents and school districts (nationwide) will have access to an NGS district contact person throughout summer to ensure accurate enrollment into educational programs.

POPULATION: PFS & Migrant Students 6th,7th,8th

TIMELINE: June 2019-Aug. 2020

Strategy's Expected Result/Impact: Formative:
Student Information

Summative:
Completed NGS
Student Transfer
Document

Monitor: DMC
MSC
SS NGS Clerk

Strategy 12 Details

Strategy 12: Campus Migrant Clerk will conduct two migrant cluster meetings throughout the school year in order to foster parental involvement and provide current information regarding the academic progress of their children.

POPULATION: PFS & Migrant Students 6th,7th,8th

TIMELINE: Oct. 2019 - Apr. 2020

CNA pg. 16

Strategy's Expected Result/Impact: Formative:

Fliers

Parent Phone Calls

Sign-in sheets,

Agendas and Meeting

Minutes

Summative:

Parent

Recommendations

Meeting Evaluations

Increased parental participation

Increased student achievement

Monitor: Migrant Clerk

Teacher

Principal

Strategy 13 Details

Strategy 13: The migrant funded staff will attend Migrant Education Region One workshops in order to secure the most current information impacting migrant students, migrant parents and the migrant program through the current school year.

POPULATION: Migrant Clerk / Migrant Teacher

TIMELINE: August 2019-May 2020

CNA SAA #7

Strategy's Expected Result/Impact: Formative:

Region One Workshop Advisement Registration Forms BISD Professional Leave Form w/approval signatures

Summative:

Workshop Certificate

Agendas

Handouts

Monitor: Migrant Service

Coordinator (MSC)

Migrant Clerk

Principal

Funding Sources: Reclassified Transportation Exp/Ex - 212 Title I-C (Migrant) - 212-11-6494-00-054-Y-24-0F2-Y

Strategy 14 Details

Strategy 14: Migrant students will be given opportunities to participate in tutorials and remediation strategies to improve student achievement.

POPULATION:PFS & Migrant Students 6th,7th,8th

TIMELINE: August 2019-May 2020

Strategy's Expected Result/Impact: Formative:

Tutorial Schedule

Tutorial Teachers

Lesson Plans

Student Sign-In Sheets

Teacher Observation

Benchmark Scores

Student Progress Reports

Summative:

STAAR Results

(STAAR data not available due to COVID 19. Progress evaluation based on district benchmarks and other assessments.)

Monitor: Migrant Clerk

Teacher

Strategy 15 Details

Strategy 15: The migrant campus clerk will adhere to the NGS timeline to ensure that migrant student data is entered in a timely and accurate manner into the NGS database.

POPULATION: Migrant Campus Clerk

TIMELINE: August 28, 2019 -June 8, 2020

Strategy's Expected Result/Impact: Formative:
NGS and Student Plus Reports

Summative:
PBMAS
ICR Reports
NGS Reports

Monitor: Campus Administration
MSC
Migrant Campus Clerk

Strategy 16 Details

Strategy 16: The migrant clerk will provide hygiene products and clothing as needed including PSF Migrant students

POPULATION:PSF & Migrant Students

TIMELINE: August 28, 2019 -June 8, 2020

Strategy's Expected Result/Impact: Formative:
NGS
Campus Reports

Summative:
Complete PFS Monitoring Too

Monitor: Campus Administration
Migrant Campus Clerk

Strategy 17 Details

Strategy 17: The annual Residency Verification of migrant students with a current Certificate of Eligibility (COE) on file will be conducted as required by the State of Texas Migrant Program thus ensuring the accuracy of the count of migrant students in the school district.

Population: Migrant Students

Timeline: September 1, 2019- November 1, 2020

Strategy's Expected Result/Impact: NGS Maximum Enrollment Report Continuation of Services On-time promotion/ graduation Complete family files showing annual residency verification

Monitor: Migrant Ed Staff: Recruiters Secretary Data Entry Clerk NGS Clerks Computer Operator Campus Clerks PEIMS Data Entry Clerks Migrant Teachers District Migrant Counselor (DMC) MSC

Strategy 18 Details

Strategy 18: The New Generation System (NGS) and BISD eSchool Plus entries will be monitored daily to ensure that the ID&R data and information has been appropriately coded in a timely manner.

Population: Migrant Office Staff

Timeline: August 2019-June 2020

Strategy's Expected Result/Impact: PBMAS Report Correctly coded migrants on NGS

Monitor: Migrant Funded: Recruiters Data Entry Clerk NGS Clerks Campus Migrant Clerks Computer Operator PEIMS Data Clerk MSC

Strategy 19 Details

Strategy 19: A Priority for Services (PFS) Plan of Action will be developed and included into the District's Improvement Plan as a separate section labeled "Migrant PFS Action Plan Section as required by the Texas Migrant Program.

Population: PFS & Migrant Students

Timeline: August 2019

Strategy's Expected Result/Impact: Increased positive outcomes on all activities on PFS Action Plan

Monitor: MSC DMC

Strategy 20 Details

Strategy 20: In order to secure the data needed to accommodate placement into appropriate supplemental instructional opportunities for MS migrant students pre and post test results will be used by teachers and administrators to identify the migrant students performing below grade level. NOTE: At sites being served by a migrant teacher, teacher will provide additional support and ensure participation into supplemental opportunities.

Population: Migrant Students

Timeline: August 25, 2019-June 5, 2020

Strategy's Expected Result/Impact: Increased academic performance

Monitor: Sp. Programs Administrator Campus Principals MS Teachers

Strategy 21 Details

Strategy 21: In order to increase awareness of migrant student needs, BISD campus faculty and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students.

Population: Campus Administration, Faculty and Staff

Timeline: September 1, 2019 - May 29, 2020

Strategy's Expected Result/Impact: Timely placement into Interventions

Monitor: Sp. Programs Administrator Clerks DMC MSC

Strategy 22 Details

Strategy 22: Each middle and high school clerk will conduct a minimum of two migrant parent meeting- one per semester in order to provide migrant parents with current information regarding the academic progress of students.

Population: Middle School students and parents

Timeline: October 2019 and Feb. 2020

Strategy's Expected Result/Impact: Increased participation in PAC Mtg. Increased student participation in supplemental activities

Monitor: Migrant Campus Clerks- 12 FTEs- Migrant Parent Liaison DMC MSC

Strategy 23 Details

Strategy 23: A survey will be used to evaluate the effectiveness of the Migrant Education Program so that pertinent and appropriate adjustments can be made to better serve migrant students

Population: Migrant Students

Timeline: April 2020

Strategy's Expected Result/Impact: Increase on- time graduation

Monitor: Campus Administration HS Migrant Campus Clerks MEP Secretary DMC MSC

Strategy 24 Details

Strategy 24: The District Migrant Counselor (DMC) will provide supplemental support services to migrant students in the following areas:

- Graduation plans
- Development of Individual Migrant Student Action Plans
- Coordination for leadership opportunities
- Monitoring of course completion for PFS students
- Monitoring of late entry/early withdrawals
- Credit accrual opportunities
- Provide timely information and assistance to migrant students and parents regarding on-time

Graduation and post-secondary education

- Conduct district initiatives for migrant students
- Coordination Inter-state and intra-state (TMIP) activities
- Coordination with UT Austin

Migrant Graduation Enhancement Program

- Assist with OSY Initiative
- Assist with the monitoring of campus migrant staff

Population: Migrant Students
Migrant Parents

Timeline: August 26, 2019- June 19, 2020

CNA SAA #7

Strategy's Expected Result/Impact: Increase on- time graduation and on-time promotion and decrease dropout rate
PBMAS

Monitor: Sp. Programs
Administrator
MSC
DMC

Funding Sources: EDUCAT SERVICE CENTER SERVICES - 212 Title I-C (Migrant) - 212-11-6239-00-054-Y-24-0F2-Y

Strategy 25 Details

Strategy 25: High School 9th graders and MS 8th graders will have the opportunity to attend a math workshop that will teach them the skills necessary to fully participate in the high school math classes. This workshop will furnish the migrant students with an opportunity to reinforce the skills necessary to successfully meet the challenges of the district's rigorous math classes.

Population: 9th Grade PFS & Migrant Students; 8th Grade PFS

Timeline: February, 2020

Strategy's Expected Result/Impact: Increased Algebra and EOC passing rates

Monitor: HS/ MS Migrant

Teachers

HS / MS Campus

Clerks

DMC

MSC

Strategy 26 Details

Strategy 26: Graduating Juniors and Seniors will have the opportunity to attend the BISD annual Migrant College CAMP Symposium in order to visit with representatives and apply to the Texas Universities that offer the College Assistance Migrant Program (CAMP). Select group of Middle School students will attend as well

Population: HS Migrant Students- 11th & 12th grade
PFS MS students

Timeline: January, 2020

Strategy's Expected Result/Impact: Increased applications and acceptance into CAMP

Increased interest in colleges by MS students

Monitor: HS Migrant Teachers

HS Migrant Campus

Clerks

DMC

MSC

Strategy 27 Details

Strategy 27: Learning Academy targeting the core areas of Reading, Writing, Math, Social Studies and Science will be held for all PFS students in order to sharpen their skills and prepare them academically for the STAAR assessment.

Population: Elementary, MS and HS PFS Migrant Students

Timeline: March 2020

Strategy's Expected Result/Impact: Increased STAAR Scores for PFS students
(STAAR data not available due to COVID 19. Progress evaluation based on district benchmarks and other assessments.)

Monitor: MSC
Migrant Counselor
Migrant Clerks

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

Performance Objective 4: Increase number of students in co-curricular and extra-curricular advancing in Math, Science, Social Studies, ELA, Fine Arts, and CTE programs by 5% over 2019-2020 participation.

Evaluation Data Sources: Regional and state competition participation numbers

Summative Evaluation: Met Objective

Strategy 1 Details
<p>Strategy 1: Stillman students will participate in:</p> <p>BAND:</p> <p>FIRST SEMESTER:</p> <ul style="list-style-type: none"> -Band Night -Christmas Concert -Christmas Recruitment Caroling -TMEA Region Jazz Competition - TMEA All-Region Band Competition - TMEA Convention - TMEA Region Choir Competition <p>SECOND SEMESTER:</p> <ul style="list-style-type: none"> - All-City Band Clinic & Concert - Charro Day Parade - UIL Concert and Sight Reading - Band Solo and Ensemble Competition. - Spring Band Festival - Spring Concert - Summer Band Camp <p>EVERY OTHER YEAR</p> <ul style="list-style-type: none"> - Brownsville Christmas Parade <p>CHOIR:</p> <ul style="list-style-type: none"> - Choir Solo and Ensemble Competition. - Choir evaluation - All-city Choir Clinic & Concert - Summer Choir Camp. <p>VISUAL ARTS:</p> <ul style="list-style-type: none"> - Community and Valley Art Competition. - Student International Art Show - Region VASE and Jr. VASE Event - YAM (Youth Art Month) - BISD District Art Comp.

THEATRE ARTS:

- One Act Play Clinic
- One Act Play Competition
- Red Hot Ballroom Program

POPULATION: All Fine Arts Students

TIMELINE: Aug 2019 - June 2020

Strategy's Expected Result/Impact: Formative:
Lesson Plans

Summative:
Audience/Student reaction
Performance Ratings

Monitor: Band Director
Choir Director
Fine Arts Department
Art Teachers
One Act Play Sponsors/teachers
Ballroom Instructors
Principal

Goal 2: Stillman MS 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: Stillman Middle School will implement energy savings plans; maintain and upgrade current facilities to provide a healthy and positive learning environment by scheduling renovation/upgrade/improvement of at least 20% of instructional facilities annually over the next 5 years. (Board Goal 2)

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

Summative Evaluation: Met Objective

Strategy 1 Details
<p>Strategy 1: Our Campus will promote energy savings activities on the campus to support implementation of the district's energy savings plan. Population: All departments Timeline: December 2019 - June 2020</p> <p>Strategy's Expected Result/Impact: Complete implementation of the district energy savings plan will result in decreased energy usage compared to prior year. Formative: Monthly comparison of energy usage Summative: Annual comparison of energy usage</p> <p>Monitor: Campus Administration Facilities and Maintenance Staff</p>
Strategy 2 Details
<p>Strategy 2: Our campus will create and implement a systematic approach to the renovation/ upgrade/ improvement of facilities to include prioritizing based on safety and needs of the campus. Population: All department and campus facilities Timeline: December 2019- June 2020 CNA P #5</p> <p>Strategy's Expected Result/Impact: Survey Results from campus and departments will indicate prioritization of the renovation plans Formative: Survey Summative: Evaluation/analysis of survey data.</p> <p>Monitor: Campus Administration Facilities and Maintenance Staff</p> <p>Funding Sources: CAPITAL ASSETS - OTHER-L DEF GRP - 199 Local funds - 199-23-6649-65-054-Y-99-000-Y</p>

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

Performance Objective 1: Stillman MS 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, internal and external audit reports and FIRST ratings.

Summative Evaluation: Met Objective

Strategy 1 Details
<p>Strategy 1: our campus will support programs in the effective and efficient use of 100% of available budgeted funds based on the needs assessments.</p> <p>Population: BISD Stakeholders</p> <p>Timeline: December 2019- June 2020</p> <p>Strategy's Expected Result/Impact: Funding reports indicate all funds were expended based on prioritized needs.</p> <p>Formative: monthly expenditure reports compared DIP/CIP</p> <p>Summative: end of year expenditure reports.</p> <p>Monitor: Campus Administration</p> <p>DEIC/SBDM Committees</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Funding Sources: General Supplies - 211 Title I-A - 211-31-6399-00-054-Y-30-0F2-Y - \$100</p>

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

Performance Objective 2: Stillman MS will create and provide faculty and staff recognitions 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

Summative Evaluation: Met Objective

Strategy 1 Details
<p>Strategy 1: Our campus will improve teacher morale and Teacher Retention Rates through Teacher appreciation Activities, Luncheons, snacks during department meetings, Raffles, and Mentoring and support programs.</p> <p>CNA P # 12</p> <p>Strategy's Expected Result/Impact: Improved teacher morale retention rates.</p> <p>Monitor: Campus Administration Counselors</p> <p>Funding Sources: MISC. OPERATING COSTS - Awards - 199 Local funds - 199-23-6498-00-054-Y-99-000-Y - \$4,000</p>

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

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

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

Summative Evaluation: Met Objective

Strategy 1 Details
<p>Strategy 1: Our campus will promote the history and origins along with current accomplishments of each campus weekly through the website and media venues. Population: Campus Stakeholders Timeline: December 2019- June 2020</p> <p>Strategy's Expected Result/Impact: Weekly news articles will indicate a new campus each week. Formative: Listing of all campuses that were presented in weekly articles. Monitor: PIO Campus Administration</p>
Strategy 2 Details
<p>Strategy 2: campus will designate a PIO contact to provide features articles, current and prior students/ parents/ staff recognitions, co-/extra-curricular activities, and parent/community events. Population: Campus Stakeholders Timeline: December 2019- June 2020</p> <p>Strategy's Expected Result/Impact: Regular features in media showcasing current accomplishments of faculty, staff, students, and alumni and major events. Formative: Annual compilation of articles and presentation/showcases Monitor: PIO Campus Administration</p>
Strategy 3 Details
<p>Strategy 3: Campuses will update websites at least monthly including showcasing student and community activities. Population: Campus Stakeholders Timeline: December 2019- June 2020</p> <p>Strategy's Expected Result/Impact: Campus website will be up to date on a monthly bases with all compliance postings and showcasing campus/program activities and successes. Formative: checklist of websites indicating are current Summative: report at end of year for monthly checklist results. Monitor: PIO Campus Administration</p>

Goal 5: Stillman MS 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 and 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

Summative Evaluation: Met Objective

Strategy 1 Details
<p>Strategy 1: Promote awareness and notification of Student Code of Conduct (SCC) to students, parents, staff & community through campus distribution of SCC. District website, and campus presentations to ensure all students are afforded due process and their rights.</p> <p>POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE</p> <p>TIMELINE August 2019 - August 2020</p> <p>Strategy's Expected Result/Impact: Formative: Signed SCC Acknowledgement Form Agendas and Sign-in forms</p> <p>Monitor: Principals Asst Principals Campus Staff Public Information Parental Involvement</p>

Goal 5: Stillman MS 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 2019-2020 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.

Summative Evaluation: Met Objective

Strategy 1 Details
<p>Strategy 1: Provide training for administrators and new teachers:</p> <p>a) to effectively utilize RTI modules to handle classroom discipline so that out of school suspension and discretionary removals are used as a last resort;</p> <p>b) assure students' rights and due process are afforded in order to have a safe and disciplined environment conducive to student learning.</p> <p>POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE</p> <p>TIMELINE: Aug. 1, 2019 - June 1, 2020</p> <p>Strategy's Expected Result/Impact: Formative: Agenda Sign-In Sheets Summative: OSS Reports</p> <p>Monitor: Counselors Professional Development</p>
Strategy 2 Details
<p>Strategy 2: Principals will ensure that campus counselors provide individual and group counseling sessions on a weekly basis in order to ensure that students' needs are addressed.</p> <p>POPULATION: All AR Students 6th, 7th, 8th</p> <p>TIMELINE: August 2019-June 2020</p> <p>Strategy's Expected Result/Impact: Formative: Student Sign-In Sheets Summative:Counselor Logs</p> <p>Monitor: Principal Counselors</p>

Strategy 3 Details

Strategy 3: Assist students with issues interfering with learning, such as but not limited to emotional distress, family problems, or alcohol problems. Intervention strategies will be created for students who meet State criteria which are addressed in the PGP (Personal Graduation Plans) at the secondary level to increase students' graduation rate.

POPULATION: At-Risk Students

TIMELINE: August 2019-June 2020

Strategy's Expected Result/Impact: Formative:

Counselor Logs

Summative: 10% decrease in dropout rate

Monitor: Principals

Counselors

Teachers

Nurses

Guidance & Counseling Administration

Dyslexia Administration

At-Risk Counselors

SAFE Counselors

Title I Schoolwide Elements: 2.6

Strategy 4 Details

Strategy 4: Maintain the district standard for students assigned to a Disciplinary Alternative Education Program (DAEP) will maintain the district standard in:

-Attendance rates

-Pre-post assessment results

-Drop-out rates

Subgroups representation and recidivism rates in order to comply with District goal.

POPULATION: DAEP Students

TIMELINE: August 2017-Ju

Strategy's Expected Result/Impact: Formative:

PEIMS Data

AEIS Data

Summative:

PEIMS Data

AEIS Data

Monitor: Home Campus

Administration/Staff

DAEP

Administration/Staff

Goal 5: Stillman MS 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.

Summative Evaluation: Met Objective

Strategy 1 Details
<p>Strategy 1: Provide professional development based on level of expertise and need in the following areas:</p> <ul style="list-style-type: none">a) Bullying Preventionb) Violence/conflict resolutionc) Recent drug use trendsd) Resiliency/Developmental Assetse) Dating Violencef) Signs of Child Abuseg) Response to Intervention RTI <p>Model for behavior research based interventions to allow all BISD staff to recognize and address the issue, as a preventive measure.</p> <p>POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE</p> <p>TIMELINE: August 2019-June 2020</p> <p>Strategy's Expected Result/Impact: Formative: Attendance Roster, Professional Development Evaluation, PEIMS Discipline Report</p> <p>Monitor: Principals Asst. Principals Counselors Professional Development Behavioral Specialist RTI Specialist BISD PD</p>

Strategy 2 Details

Strategy 2: 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-Lockdown, Drop & Cover, 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.

POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE

TIMELINE: August 2019-June 2020

Strategy's Expected Result/Impact: Formative:

After Action Reviews

Sign-In Sheets

Summative: Evaluation Audits

Monitor: Principal

Asst. Principals

Faculty & Staff

Administration

BISD Police & Security

Strategy 3 Details

Strategy 3: Campuses must implement an Identification security system.

-All faculty must obtain and display an Identification Card while on school grounds

-Visitors must present an identification at Sign-In and

-Monitored at all times.

POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE

TIMELINE: August 2019-June 2020

Strategy's Expected Result/Impact: Formative:

Audit

Summative: Evaluation Sheets

Monitor: Principal

Asst. Principals

Faculty & Staff

Administration

BISD Police

Security

Strategy 4 Details

Strategy 4: Provide training to office staff conducting a sex offender search on all visitors in order to minimize the number of intruders on campus as well as registered sex offenders.

POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE

TIMELINE: August 2019-June 2020

Strategy's Expected Result/Impact: Formative:

Training Sign-up sheets Log of Sex Offender Searches

Summative: Office Staff Training Sign-in sheets

Log of Sex offender searches

Monitor: BISD Security Services

Strategy 5 Details

Strategy 5: Campus based Law Enforcement:

Police and Security Officer(s) will be placed and assigned Security throughout the year at middle school. 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.

POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE

TIMELINE: August 2019-June 2020

Strategy's Expected Result/Impact: Formative:

Evaluations
Sign-In Sheets
PEIMS
Discipline Reports
Summative:
Training Sign-in sheets

Monitor: Principals
Asst. Principals
Counselors
Parental Involvement
BISD Police
Security Services

Title I Schoolwide Elements: 3.1

Strategy 6 Details

Strategy 6: Parent Presentations will be made periodically at campuses:

- Gang Awareness
- Bullying
- Dating Violence
- Internet Safety
- Drug, Alcohol and Tobacco awareness
- Gun Safety
- Teen community (CERT)
- Truancy
- EOP-Safety Procedures

to educate parents to be able to recognize the signs and symptoms related to certain offenses.

POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE

TIMELINE: August 2019-June 2020

Strategy's Expected Result/Impact: Formative:

Evaluations

Summative: Sign-In Sheets

Monitor: Principals

Asst. Principals

Counselors

Parental Involvement

BISD Police

Security Services

Title I Schoolwide Elements: 3.2

Strategy 7 Details

Strategy 7: Implement Dating Violence Policy to:

Maintain a written safety plan developed by the campus safety committee:

- Meet annually with parents for awareness education
- Provide training for administrators, counselors, and teachers
- Provide counseling for students involved in offenses
- Implement enforcement of protective orders and school based alternatives to protective orders designed to empower victims of dating violence to report dating violence.

POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE

Strategy's Expected Result/Impact: Formative:

Evaluations

Audits

Summative: Sign-In Sheets

PEIMS Discipline Reports

Monitor: Principals

Asst. Principals

Counselors

Professional Development

Parental Involvement

BISD Police

Security Services

Strategy 8 Details

Strategy 8: General supplies and materials will be purchased to aid administrators, nurse, counselors and office staff duties such as presentations, meetings, and daily office organization and duties.

POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE

TIMELINE: August 2019-June 2020

CNA P #11

Strategy's Expected Result/Impact: Formative:

Sign-in Sheets

Summative: Reports (Assessment, Discipline, Absence, School Nurse, etc)

Monitor: Principal

Assistant Principal

Dean of Instructional

Office Staff

School Nurse

Counselors

Funding Sources: General Supplies - 199 Local funds - 199-23-6399-00-054-Y-99-000-Y - \$2,000, GENERAL SUPPLIES - 199 Local funds - 199-33-6399-00-054-Y-99-000-Y - \$1,000, Supplies and Materials-LCL DEFI - 199 Local funds - 199-23-6398-00-054-Y-99-000-Y - \$2,500, Supplies and Materials-LCL DEFI - 199 Local funds - 199-23-6398-65-054-Y-99-000-Y - \$3,000

Goal 6: Stillman Middle School 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)

Performance Objective 1: There will be a 10% increase of parents involved in campus parental involvement activities from 2019-2020 to 2020-2021.

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

Summative Evaluation: Met Objective

Strategy 1 Details
<p>Strategy 1: Complete and disseminate a Parental Involvement Policy so as to delineate how parents will be actively involved at the district / campus level with the intention to increase participation. General supplies will be purchased as needed.</p> <p>POPULATION: Parents</p> <p>TIMELINE: Oct.2019- Mar. 2020</p> <p>CNA pg. 17</p> <p>Strategy's Expected Result/Impact: 100% of parents receive parental involvement policy.</p> <p>Monitor: Parent Liaison</p> <p>Title I Schoolwide Elements: 3.1</p>
Strategy 2 Details
<p>Strategy 2: Disseminate School-Parent-Student Compacts indicating each group's responsibilities to ensure student achievement.</p> <p>POPULATION: Parents, Students, & Teachers</p> <p>TIMELINE: Aug.2019- Sept. 2020</p> <p>Strategy's Expected Result/Impact: 100% of parents receive School-Parent-Student Compact</p> <p>Monitor: Parent Liaison</p> <p>Title I Schoolwide Elements: 3.1</p>

Strategy 3 Details

Strategy 3: Conduct the Annual Title I Meetings to inform parents of services provided through Title I funds. Meetings will be offered in the afternoon for parents that cannot make the meetings in the morning.

POPULATION: Parents

TIMELINE: Sept. 2019

CNA D #14

Strategy's Expected Result/Impact: Increased awareness of Title I fund usage to parents measured by a 5% increase in parent attendance compared to previous year.

Monitor: Parent Liaison

Title I Schoolwide Elements: 3.1, 3.2

Funding Sources: General Supplies - 211 Title I-A - 211-61-6399-00-054-Y-30-0F2-Y - \$900

Strategy 4 Details

Strategy 4: Conduct an annual Campus Title I Parent Survey to evaluate the effectiveness of District and/or Campus Parental Involvement efforts.

POPULATION: Parents

TIMELINE: March 2020

Strategy's Expected Result/Impact: Increase of effectiveness of District/Campus Parental Involvement efforts from survey.

Monitor: Parent Liaison

Strategy 5 Details

Strategy 5: Ensure representation of community and parent involvement in the decision-making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met:

- Parental Involvement Policy
- School-Parent-Student Compact
- Campus Improvement Plan
- School Performance

POPULATION: Parents

TIMELINE: Aug.2019 - May 2020

Strategy's Expected Result/Impact: 5% increase in parent participation at parent meetings.

Monitor: Parent Liaison

Title I Schoolwide Elements: 3.2

Strategy 6 Details

Strategy 6: Host a "Parent Orientation" Day to inform parents and community members of daily standard operation procedures and District Policy.

- Student Code of Conduct
- Student-Parent-School Compact
- Parental Involvement Policy
- Emergency Operation Procedures
- Volunteer Guidelines and Opportunities
- Meet the Teacher Night

POPULATION: Parents

TIMELINE: Aug.2019- September 2020

Strategy's Expected Result/Impact: Use Meet the Teacher Night participation and sign-in sheets to measure parent awareness.

Monitor: Parent Liaison

Title I Schoolwide Elements: 3.2

Strategy 7 Details

Strategy 7: Capitalize on District community resources by creating partnership agreements with agencies and organizations.

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.

POPULATION: Parents

TIMELINE: Apr.2019-May 2020

Strategy's Expected Result/Impact: Increase community partnership by agency or organization.

Monitor: Parent Liaison

Strategy 8 Details

Strategy 8: Educate campus administrators and teachers during faculty and grade level meetings as to the academic and non-academic benefits of a strong parent-school partnership.

POPULATION: Parents

TIMELINE: Aug.2019- May 2020

Strategy's Expected Result/Impact: Parent-Community Presentation will be held to express importance of teacher-student-parent-community relationship

Monitor: Parent Liaison

Strategy 9 Details

Strategy 9: Stillman Middle School will schedule its SBDM meetings, which include discussions about budget, master schedule, student programs and initiatives, in August in order to ensure all stakeholders participate actively in the decision-making process. The process will ensure that student needs are represented and considered when determining the allocation of resources.

POPULATION: Parents

TIMELINE: Aug.2019- May 2020

Strategy's Expected Result/Impact: Increase SBDM participation by 10%

Monitor: Dean of Instruction

Title I Schoolwide Elements: 3.2

Strategy 10 Details

Strategy 10: Stillman faculty, staff and the parent liaison will make every effort to increase parental involvement by but not limited to the following activities:

- Email announcements to parents
- Dean Presentation
- School Messenger
- Website announcements
- Team invitation to parents of upcoming parent meetings

Stillman faculty and staff recognize the importance of parents in their children's education in order to increase student preparedness, motivation and cooperation with the school on a daily basis.

General Supplies/refreshments will be ordered.

POPULATION: Parents

TIMELINE: Aug.2019- May 2020

CNA D #10

Strategy's Expected Result/Impact: 5% increase in parent participation at parent meetings.

Monitor: Parent Liaison

Title I Schoolwide Elements: 3.2

Strategy 11 Details

Strategy 11: Parent liaison will be provided with funds to carry out visits to parents home soliciting their support for their children and the school in order to improved student academic success.

POPULATION: Parents

TIMELINE: Aug.2019- May 2020

CNA D #10

Strategy's Expected Result/Impact: Effective usage of allocated funds to create inviting climate at parent meetings and increase in home visitations by parent liaison

Monitor: Parent Liaison

Funding Sources: Employee Travel - 211 Title I-A - 211-61-6411-00-054-Y-30-0F2-Y - \$900, Employee Travel - 199 Local funds - 199-61-6411-00-054-Y-99-000-Y - \$600

Strategy 12 Details

Strategy 12: Stillman staff will update all relevant official student documents (Nurse's Card, Student Release forms, Student Code of Conduct receipts etc.) in order to keep accurate records to contact parents immediately as needed and also to create an email contact list by grade level.

POPULATION: Parents & Students

TIMELINE: Aug.2019- May 2020

Strategy's Expected Result/Impact: Documentation of all relevant student documents in Nurse's office.

Monitor: Nurse

Strategy 13 Details

Strategy 13: A Summer Bridge Camp program will be conducted before the beginning of the school year in order to facilitate the transition of incoming 5th Graders to middle school. The camp will be facilitated by the 6th grade teachers.

TIMELINE: August 2019

CNA SAA #6

Strategy's Expected Result/Impact: Students will attend summer bridge to ease elementary school-middle school transition.

Monitor: Dean of Instruction

Department Chairs

Funding Sources: Summer Bridge - 211 Title I-A - 211-11-6118-00-054-Y-30-BDG-Y

Goal 7: Educators at Stillman MS 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, second language 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

Summative Evaluation: Met Objective

Strategy 1 Details
<p>Strategy 1: All 6th-8th grade teachers will participate in Professional Development activities that will impact student performance to meet the minimum passing standards of state assessments. Supplies will be purchased for teacher training/staff development. Substitutes will be provided if needed. Teacher participation in:</p> <ul style="list-style-type: none"> - Reading - English - ESL - Special Education - Dyslexia - ELAR/SLAR - SIOP Training - ExCELL - TELPAS - ELPS - STAAR - Dyslexia - TLI Cognitive Strategies Making Connections Making Inferences and predictions Determining Importance and Summarizing Language Enrichment II Vocabulary Development - Assessment - questioning strategies - STEM - TEKS - RtI - maintenance trainings

- new teacher in-service
 - technology integration
 - journaling
 - word walls
 - vocabulary development
 - graphic organizers
 - Aware
 - Star Lab
 - Exit level review
- strategies
- Brainsville coaching
 - STEM Scopes
 - New textbooks
 - CCRS
 - EOC
 - eschoolPLUS
 - Odyssey Learning

POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE

TIMELINE: Aug.2019-June 2020

As Needed

CNA SAA #1

Strategy's Expected Result/Impact: Formative:

Dissemination of materials acquired through training

Lesson Plans

Sign-in sheets

Walkthroughs

Summative:

2020 STAAR results / TELPAS / TMSFA / EOC

(Staar data not available due to COVID 19. Progress evaluation based on district benchmarks and other assessments.)

Monitor: ELA Specialist

Principal

Dean of Instruction

Dept. Head

Teachers

Title I Schoolwide Elements: 2.5

Funding Sources: Sal/Wages for Subst. Teachers - 199 Local funds - 199-13-6112-18-054-Y-99-000-Y - \$3,000, ALOC-GENERAL SUPPLIES (Prof. Dev.) - 211 Title I-A - 211-13-6399-00-054-Y-30-0F2-Y - \$7,638, Substitutes - 163 State Bilingual - 163-13-6399-00-054-Y-25-000-Y, Sal/Wages for Subst. teachers - 199 Local funds - 199-13-6112-18-054-Y-11-000-Y, Miscellaneous Operating Costs (Prof. Dev. Food) - 199 Local funds - 199-13-6499-53-054-Y-99-000-Y - \$2,000, Miscellaneous Operating Costs - 211 Title I-A - 211-61-6499-53-Y-30-0F2-Y - \$900

Strategy 2 Details

Strategy 2: Stillman Dyslexia Teacher will attend Professional Development which utilizes intensive, multisensory, phonetic methods, as well as writing and spelling components in order to implement a complete comprehensive Dyslexia Program:

- All new Dyslexia teachers will complete a two year training in Basic Language Skills Dyslexia Reading Program.
- Provide training for all Dyslexia teachers in Multisensory Reading and Spelling.
- Continue training for all Dyslexia teacher in areas that support and expand their current knowledge in Orton-Gillingham approaches and current trends.
- Continue to provide professional development for general education campus teachers and dyslexia teachers in areas of Dyslexia characteristics, Dyslexia student identification and implementation of accommodations.
- Dyslexia teachers will be committed to achieve the level of expertise in completing the Dyslexia Practitioner Preparation Program.
- Dyslexia teachers will be committed to revise or Update the newly developed Dyslexia Handbook on a yearly basis.

POPULATION: Dyslexia students (6-8grade)

TIMELINE: Aug 2019 - Dec 2020

Strategy's Expected Result/Impact: Formative:
Professional Development Evaluations
Teacher Transcripts
Benchmarks

Summative:
2019 STAAR results / TELPAS / TMSFA / EOC

Monitor: Principal
Dyslexia teacher

Goal 7: Educators at Stillman MS 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

Summative Evaluation: Met Objective

Strategy 1 Details
<p>Strategy 1: Stillman will maintain a campus-based Technology Support Teachers (TST) that will be given adequate time weekly to support their campus in the area of instructional technology and provide professional development annually in order to improve the integration of technology, including attending conferences.</p> <p>POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE</p> <p>TIMELINE: Aug.2019-June 2020</p> <p>CNA pg. 21</p> <p>Strategy's Expected Result/Impact: Formative: STAAR Chart</p> <p>Summative: STAAR Chart (Staar data not available due to COVID 19. Progress evaluation based on district benchmarks and other assessments.)</p> <p>Monitor: TST Administration Teachers Administrators for Technology/Sp. Prog.</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p>

Strategy 2 Details

Strategy 2: Students will be taught technology TEKS in order to complete classroom assignments and promote critical thinking skills, and develop projects that foster creativity, innovation, communication, collaboration, information fluency and digital citizenship in all content areas.

POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE

TIMELINE: Aug.2019-June 2020

Strategy's Expected Result/Impact: Formative:

Student grades

Rubrics and portfolios

Summative:

Student grades

Rubrics and portfolios

Presentations

Lesson Plans

Documentations showing TA/TEKS

Monitor: Principals

Teachers

TST

Librarian

Title I Schoolwide Elements: 2.5

Goal 8: Technology at Stillman Middle School will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (TEA Ch. 4 Obj. 10)

Performance Objective 1: All schools will show a 5% increase in all four key areas of the Star Chart: 1. Teaching and Learning 2. Educator Preparation and Development 3. Leadership, Administration and Instructional Support 4. Infrastructure for Technology

Evaluation Data Sources: EOY Student grades, electronic portfolios, StarChart Survey Results, T-TESS, Professional Development System Summary Reports, Fixed Assets inventory Expenditure reports

Summative Evaluation: Met Objective

Strategy 1 Details
<p>Strategy 1: In order to integrate technology and computer usage, instructional and general supplies will be provided for technology teachers.</p> <p>POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE</p> <p>TIMELINE: Oct.2019 -May 2020</p> <p>Strategy's Expected Result/Impact: Formative: Texas STaR Chart On-line Administrative Tool</p> <p>Summative: Texas STaR Chart On-line Administrative Tool</p> <p>Monitor: Principal Technology Teachers</p>

Strategy 2 Details

Strategy 2: Teachers will support the use of technology currently on campus to assist students in acquiring research, working on online programs, completing web pages, power point presentations and or using Microsoft office programs for assignments. Stillman

Middle school will purchase technology equipment necessary for an appropriate 21st century education. This year we will purchase 300 desktops/laptops, 20 printers for labs/classrooms, 10 document cameras (Lady Bugs) and 20 projectors and any additional hardware necessary for said technology to function appropriately. Will also purchase toner/ink cartridges for printers.

POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE

TIMELINE: Aug.2019-June 2020

CNA SPP # 15

Strategy's Expected Result/Impact: Formative:

STaR Chart

Student CNA Survey Results

Report Cards

Benchmark Results

Summative:

STaR Results

Monitor: TST

Administration

Teachers

Title I Schoolwide Elements: 2.5

Funding Sources: ALLOC-SUPPLIES & MATERIALS -LCL DEFI - computers - 211 Title I-A - 211-11-6398-62-054-Y-30-0F2-Y - \$92,228, Supplies & Materials - LCL DEFI - 162 State Compensatory - 162-11-6398-62-054-Y-30-000-Y - \$11,008, Contracted Maintenance & Repair - 211 Title I-A - 211-11-6249-62-54-Y-30-0F2-Y - \$4,500, Capital Outlay - 162 State Compensatory - 162-11-6398-62-054-y-30-337-y - \$73,100, Supplies - 211 Title I-A - 211-11-6399-00-054-Y-30-0F2-Y - \$417

Strategy 3 Details

Strategy 3: Radios will be upgraded and maintained to ensure the safety of all campus faculty, staff, and students.

POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE

TIMELINE: Aug.2019-June 2020

Strategy's Expected Result/Impact: Formative:

Benchmark Scores

Student Progress Reports

Lesson Plans

Classroom Observations

Summative:

STaR

Monitor: Principal

Dean of Instruction

Asst Principal

Teachers

Administrator for State Compensatory Education

Strategy 4 Details

Strategy 4: Students will work at computer stations on programs that will increase their math, science, ELA and social studies skills to help increase their level of academic performance and increase their ability to produce computer generated projects. Will purchase site licenses for compass learning and science.

POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE

TIMELINE: Daily

Sept. 2019 Through June 2020

CNA SP&P #1

Strategy's Expected Result/Impact: Formative:

Benchmark Scores

Student Progress Reports

Lesson Plans

Classroom Observations

Summative:

STAAR

(STAAR data not available due to COVID 19. Progress evaluation based on district benchmarks and other assessments.)

Monitor: Principal

Dean of Instruction

Asst Principal

Teachers

Administrator for State Compensatory Education

Funding Sources: Supplies and Materials - Software - 211 Title I-A - 211-11-6395-62-054-Y-30-0F2-Y, Supplies and Materials - Software - 199 Local funds - 199-23-6395-00-054-Y-99-000-Y - \$110, Miscellaneous Contracted Services - 162 State Compensatory - 162-11-6299-62-054-Y-30-000-Y - \$8,757, Supplies and Materials- Software - 211 Title I-A - 211-11-6398-00-054-Y-30-0F2-Y - \$6,000

Strategy 5 Details

Strategy 5: TST will provide instruction to students and teachers, as needed, on computer programs and software in order to increase the integration of technology in classroom instruction.

POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE

TIMELINE: Aug.2019-June 2020

Strategy's Expected Result/Impact: Formative:

Walk-throughs

Teacher surveys

Summative:

EOY Grades

STaR Chart

PDAS

Monitor: Principal

Facilitator

Classroom Teachers

Librarian

Support Staff

Strategy 6 Details

Strategy 6: All 6th through 8th grade students will be scheduled for computer lab to increase their knowledge and use of technology skills.

POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE

TIMELINE: Sept.2019-June 2020

Strategy's Expected Result/Impact: Formative:

Technology 6 wk grades

Student Lab Progress Report

Summative:

EOY grades

STAAR

(STAAR data not available due to COVID 19. Progress evaluation based on district benchmarks and other assessments.)

Monitor: Principal

Facilitator

Technology Lab Teacher

Classroom Teachers

Title I Schoolwide Elements: 2.4

Goal 9: Through enhanced dropout prevention efforts, all students at Stillman Middle School will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

Performance Objective 1: Increase the overall district attendance rate to 96.8% with a target of 97.5% for elementary schools, 97% for middle schools and 96% for high schools and improve At-Risk Student Attendance Rate by 10% over prior year attendance.

Evaluation Data Sources: District and campus attendance rates, At-Risk Student Attendance.

Summative Evaluation: Met Objective

Strategy 1 Details
<p>Strategy 1: Ensure that the campus has a process in place to allow students to enroll in school immediately, even if lacking documentation normally required for enrollment; such as previous school records, medical or immunization records, proof of residency, birth certificate, proof of guardianship, or other documents. (The terms enroll and enrollment includes attending classes and participating fully in school activities.)</p> <p>POPULATION: At-Risk Students</p> <p>TIMELINE: Aug. 28, 2019-June 6, 2020</p> <p>Strategy's Expected Result/Impact: Formative: Monthly eSchoolPLUS At-Risk reports will be generated and the Homeless Youth Project will work with the At-Risk Campus Contact to ensure support services are provided to students classified as homeless and Student Progress Reports</p> <p>Summative: STAAR, Attendance rate, retention rate, dropout rate</p> <p>Monitor: Campus Administration Administrator for the Homeless Youth Project Administrator for State Compensatory Education Administrator for Special Programs</p>

Strategy 2 Details

Strategy 2: Implement a Campus Improvement Plan with attendance goals that address procedures, roles, responsibilities and a formal written plan for Monitoring and managing attendance

- Ensure that campus student attendance meets District and State rates so that students meet their full educational potential.
- Implement campus improvement plan's attendance goals daily

POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE

TIMELINE: 2019 Fall

Strategy's Expected Result/Impact: Formative:

Weekly review of campus attendance rates

Monitor campus Attendance Management plans via campus visitations by Pupil Services

Summative:

Semester attendance rates

Monitor: Principal

Asst. Principals

PEIMS Supervisor

Attendance Clerks

Attendance Liaisons

Pupil Services

Data Entry Clerk

Title I Schoolwide Elements: 2.6

Strategy 3 Details

Strategy 3: Recognize and award incentives to students with perfect attendance every six weeks and at the end of the year.

- To obtain perfect attendance, student must be present the entire instructional day for that attendance reporting period.

POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE

TIMELINE:

Aug. 2019 - June 2020

Strategy's Expected Result/Impact: Formative:

Campus documentation

Monitor: Principal

PEIMS Supervisor

Data Entry Clerk

Student Accounting

Strategy 4 Details

Strategy 4: Provide training as needed to effectively implement School Messenger Notification System procedures for effective monitoring of student attendance and maximize instruction. Provide parents with notifications through School Messenger with reference to their child's attendance.

POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE

TIMELINE: Aug. 2019 - June 2020

Strategy's Expected Result/Impact: Formative:

Agenda

Summative: Sign-in Sheets

Daily computerized telephone log of calls generated by School Messenger Notification System

Monitor: School Messenger Notification System Trainer

Computer Services

PEIMS Supervisor

Pupil Services

Data Entry Clerk

Goal 9: Through enhanced dropout prevention efforts, all students at Stillman Middle School will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

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

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

Summative Evaluation: Met Objective

Strategy 1 Details
<p>Strategy 1: Provide training to campus personnel on the identification of homeless and unaccompanied youth during the enrollment process to ensure that sensitivity techniques are utilized, enrollment procedures do not create barriers, and that students and families are directed to the Homeless Youth Project for further intake.</p> <p>The Homeless Department will ensure support services for students identified as homeless when Stillman counselors and/or office staff advises a student is in need of such services.</p> <p>POPULATION: Homeless Students</p> <p>Strategy's Expected Result/Impact: Formative:</p> <ul style="list-style-type: none">Campus Registration PacketERO Session Evaluation ReportMonthly, eSchoolPLUS At-Risk reports will be generated and the Homeless Dept. will work with the At-Risk Campus Contact to ensure support services are provided to students classified as homeless. <p>Summative:</p> <ul style="list-style-type: none">STAAR Results <p>Monitor: Parent Liaison</p> <ul style="list-style-type: none">CounselorsPrincipalsDean of InstructionNurseTeachersRecords Clerk

Strategy 2 Details

Strategy 2: Campuses will conduct home visits and monitor withdrawal leaver codes to recover non-returning students.

POPULATION: At-Risk Students

TIMELINE: Aug. 28, 2019-June 4, 2020

Weekly

CNA D #10

Strategy's Expected Result/Impact: Formative:

eSchoolPLUS Rosters

Home Visit Logs

Weekly Dropout Monitor Logs

Walk for the Future Campaign

Summative:

STAAR Results

Dropout Rate

(STAAR data not available due to COVID 19. Progress evaluation based on district benchmarks and other assessments.)

Monitor: Area Superintendents

Administration

Home Visitor

Attendance Office

Title I Schoolwide Elements: 2.6

Funding Sources: Walk for the Future - 162 State Compensatory - 162-61-6499-53-054-Y-30-WTF-Y - \$250, Walk for the Future Supplies - 162 State Compensatory - 162-61-6399-00-054-Y-30-000-Y - \$150

Strategy 3 Details

Strategy 3: Stillman staff will monitor the number of students who are classified as dropouts on a systemic cycle throughout the school year. This cycle will provide information needed to recover students.

POPULATION: At-Risk Students

TIMELINE: Aug. 2019 - May 2020 (Specific Dates As specified by District Admin)

Strategy's Expected Result/Impact: Formative:
eSchoolPLUS Dropout Monitor Report

Summative:

STAAR Results, Dropout Rates

(STAAR data not available due to COVID 19. Progress evaluation based on district benchmarks and other assessments.)

Monitor: State Compensatory Education Department

Principal

Asst. Principal

Dean of Instruction

Counselors

Title I Schoolwide Elements: 2.6

Strategy 4 Details

Strategy 4: Stillman Middle School will provide contracted services through Communities in Schools (CIS) to At-risk students to improve academic success and reduce dropout rate.

Population: At-risk Students

Timeline: August 2019 - May 2020

CNA SAA Needs #1&2 SAA Strength #1

Strategy's Expected Result/Impact: Increase attendance rate for At-risk students by 5% and decrease dropout rates by 5%.
(STAAR data not available due to COVID 19. Progress evaluation based on district benchmarks and other assessments.)

Monitor: Principal

Dean of Instruction

Title I Schoolwide Elements: 2.6

Funding Sources: Communities in Schools - 162 State Compensatory - 162-32-6299-00-054-Y-24-CIS-Y - \$12,500

Goal 9: Through enhanced dropout prevention efforts, all students at Stillman Middle School will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

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

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

Summative Evaluation: Met Objective

Strategy 1 Details
<p>Strategy 1: Stillman Middle School will implement tutorials and remediation strategies in core-area subjects for low-performing students by the 4th week of school in order to decrease the retention rate and improve student achievement. Tutorials to be given during the week and on Saturdays will focus on STAAR standards, and TEKS in all core areas. Tutorials will target incoming 5th graders through Summer Bridge and 6,7,and 8 students.</p> <p>POPULATION: At-Risk Students</p> <p>TIMELINE: Aug. 28, 2019-June 4, 2020</p> <p>CNA SAA #2</p> <p>Strategy's Expected Result/Impact: Formative: Tutorial Schedule Attendance Report Lesson Plans Student Sign-In Sheets Teacher Observation Benchmark Scores Student Progress Reports Summative: STAAR Results (STAAR data not available due to COVID 19. Progress evaluation based on district benchmarks and other assessments.)</p> <p>Monitor: Principal Dean of Instruction Area Asst. Superintendent Special Programs Administration Administrator for State Compensatory Education</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Funding Sources: Professional Extra Duty Pay - Reg. Tutorial - 162 State Compensatory - 162-11-6118-00-054-Y-30-000-Y - \$9,000, Professional Extra Duty Pay - SSI - 162 State Compensatory - 162-11-6118-00-054-Y-24-SSI-Y - \$6,398</p>

Strategy 2 Details

Strategy 2: Stillman Middle School will unite in bringing resources and services to students and their parents to improve student achievement and attendance.

POPULATION: At-Risk Students

TIMELINE: Aug. 28, 2019-June 4, 2020 Daily

Strategy's Expected Result/Impact: Formative:

Student Progress Reports
eSchool PLUS At-Risk Progress Report
Benchmark Scores

Summative:

STAAR, Attendance rate, retention rate, dropout rate
(STAAR data not available due to COVID 19. Progress evaluation based on district benchmarks and other assessments.)

Monitor: Principal

Dean of Instruction
Administrator for State Compensatory Education

Strategy 3 Details

Strategy 3: The Dean of Instruction will facilitate the monitoring of At-risk students by ensuring teachers receive regular research-based professional development trainings, provide benchmark opportunities in order to monitor student progress, organize after-school tutorials, train teachers on assessment updates and accommodations as well as support teachers by providing information regarding curriculum and instruction in order to ensure student success on state assessments.

POPULATION: All students (6th, 7th, 8th) TI, DYS, LEP, MI, AR, ELL, CTE

TIMELINE: Aug. 28, 2019-June 4, 2020

Strategy's Expected Result/Impact: Formative:

ERO Session Evaluation Report
ERO Session Attendance Report
Lesson Plans
Classroom Observations
Benchmark Results
Student Progress Reports

Summative:

STAAR
(STAAR data not available due to COVID 19. Progress evaluation based on district benchmarks and other assessments.)

Monitor: Principal

Administrator for State Compensatory Education

Strategy 4 Details

Strategy 4: Teachers will receive training on the RTI process, requirements and intervention. Teachers will also complete the RTI Behavior Model Modules. Student data will be documented as needed.

POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE

TIMELINE: Aug. 2019-2020

Strategy's Expected Result/Impact: Formative:

Sign-in sheets

ERO Transcripts

ERO Session Evaluation Report

Walk-throughs

Student Discipline

Referrals

Report Cards

STAAR Results

Summative:

STAAR Results

(STAAR data not available due to COVID 19. Progress evaluation based on district benchmarks and other assessments.)

Monitor: Principal

Dean of Instruction

Counselors

Teachers

Strategy 5 Details

Strategy 5: Stillman teachers will implement intervention through the Response to Intervention (RTI) 3 Tier Model in order to support student academic growth and success.

POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE

TIMELINE: Aug. 28, 2019-June 4, 2020

Strategy's Expected Result/Impact: Formative:

Texas Middle School Fluency Assessment (TMSFA)

Progress Monitoring

Benchmark Results

STAAR

Texas English Language Proficiency Assessment System (TELPAS)

Summative:

STAAR Results

(STAAR data not available due to COVID 19. Progress evaluation based on district benchmarks and other assessments.)

Monitor: All teachers

Bilingual dept.

Sp. Ed Dept

Principal

Dean of Instruction

Curriculum specialist

Literacy coaches

PEIMS dept

Strategy 6 Details

Strategy 6: Core-area teachers will provide accelerated instruction to improve at risk student achievement and attendance.

POPULATION: At-Risk Students

TIMELINE: Aug. 28, 2019-June 2020

Strategy's Expected Result/Impact: Formative:

Student Progress Reports, Benchmark results, Classroom Observations

Lesson Plans

eSchoolPLUS Master Schedule

Summative:

STAAR Results

(STAAR data not available due to COVID 19. Progress evaluation based on district benchmarks and other assessments.)

Monitor: Principals

Administrator for State Compensatory Education

Strategy 7 Details

Strategy 7: The Dyslexia Teacher will identify and provide language and literacy interventions to improve at-risk and dyslexic student achievement.

POPULATION: At-Risk Students, Dyslexic Students

TIMELINE: Aug. 28, 2019-June 2020

Strategy's Expected Result/Impact: Formative:
Student Progress Reports, Benchmark Results, Classroom Observations
Teacher Lesson Plans

Summative:
STAAR Results
(STAAR data not available due to COVID 19. Progress evaluation based on district benchmarks and other assessments.)

Monitor: Dyslexia Department
Campus Administration
Principals
Administrator for State Compensatory Education

Strategy 8 Details

Strategy 8: The At-Risk Counselor will monitor and coordinate intervention programs and activities for at-risk students to meet their instructional needs.

POPULATION: At-Risk Students

TIMELINE: Aug. 28, 2019-June 2020

CNA pg. 8

Strategy's Expected Result/Impact: Formative:
eSchoolPLUS At-Risk Progress Report
Student Logs
Student Progress Reports
Benchmark Scores

Summative:
STAAR
Attendance Rate
Retention Rate
Dropout Rate
(STAAR data not available due to COVID 19. Progress evaluation based on district benchmarks and other assessments.)

Monitor: Campus Administration
Administrator for State Compensatory Education

Strategy 9 Details

Strategy 9: Reduce by 5% yearly the out-of-school suspensions on every campus by researching and evaluating 2019-2020 number of days students were absent due to OSS in order to increase campus student attendance rates and improve student instructional levels.

POPULATION: All students (6th, 7th, 8th) TI, SE, DYS, GT, LEP, MI, AR, ELL, CTE

TIMELINE:

Aug. 2019 - June 2020

Strategy's Expected Result/Impact: Formative:

Principal will analyze OSS report at end of each 6 wks to determine increase or decrease in OSS

Summative:

6th Weeks Reports

Monitor: Principal

PEIMS Supervisor

Attendance Clerk

Discipline Clerk

Computer Services

Goal 9: Through enhanced dropout prevention efforts, all students at Stillman Middle School will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

Performance Objective 4: 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.

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.

Summative Evaluation: Met Objective

Strategy 1 Details
<p>Strategy 1: Implement a food pantry and closet at the campus to provide identified homeless and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to meet their academic, social, emotional, and physical needs.</p> <p>POPULATION: At-Risk Students</p> <p>TIMELINE: Aug. 2019-June 2020</p> <p>Strategy's Expected Result/Impact: Formative: Student Progress Reports</p> <p>Summative: STAAR, Attendance rate, retention rate, dropout rate (STAAR data not available due to COVID 19. Progress evaluation based on district benchmarks and other assessments.)</p> <p>Monitor: Campus Administration Administrator for the Homeless Youth Project Administrator for State Compensatory Education Administrator for Special Programs At-Risk Counselor</p>

Strategy 2 Details

Strategy 2: Increase coordination between the campus ESL clerk, migrant clerk, special education clerk and home visitors to determine the whereabouts of non-returning students and to ensure appropriate documentation is in place to recover and document non-returning students.

POPULATION: At-Risk Students

TIMELINE: Aug. 2019-Sept. 2020

Strategy's Expected Result/Impact: Formative:
eSchoolPLUS generated student roster with ESL, ELL and Migrant indicators

Summative:

STAAR Results, Dropout Rate

(STAAR data not available due to COVID 19. Progress evaluation based on district benchmarks and other assessments.)

Monitor: Administration

Faculty & Staff

Records Clerk

2019-2020 Site Based Decision Making Committee

Committee Role	Name	Position
Administrator	E.J. Martinez	Principal
Classroom Teacher	Penie Purcell	Teacher Y2
Classroom Teacher	Irene Avila	Teacher Y2
Classroom Teacher	Erick Guerra	Teacher Y1
Non-classroom Professional	Patricia Abete	Counselor Y2
Classroom Teacher	Otilia Bolivar	Teacher Y1
Classroom Teacher	Francisco Gomez	Teacher Y1
Classroom Teacher	Eustolia Lucio	Teacher Y2
Parent	Juana Gonzalez	Parent
Parent	Laura Benavidez	Parent
Community Representative	Alfredo Mendez	Community Representative
Community Representative	Chris Harwood	Community Representative
District-level Professional	Felipe Barrera	Human Resource Specialist
Meeting Facilitator	Irving Martinez	Dean of Instruction