# Brownsville Independent School District

# Perkins Middle School

# 2020-2021 Campus Improvement Plan

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

# Mission Statement

As part of a global community, Perkins Middle School is instilling 21st century leadership skills and ethics to all students by promoting self-discipline, motivation, and excellence in a safe learning environment.

# Vision

Empower future global leaders everyday by stimulating learning across all areas and ensure all students reach their maximum potential. We will achieve this by providing teacher support, community partnerships, parental involvement, campus unity, and innovative reasorces.

# Value Statement

## *Theme & Motto*:

**i**Connect, **i**Innovate, **i**Inspire

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# Comprehensive Needs Assessment

**Revised/Approved: May 20, 2020**

## Demographics

### Demographics Summary

Perkins Middle School is located in Brownsville, Texas. Perkins Middle School is one of ten middle schools in Brownsville ISD. The campus was constructed in 1987. The student population at Perkins Middle School is approximately 688 and serves students in grades 6th through 8th (6th Grade Enrollment 207, 7th Grade Enrollment 237, 8th Grade Enrollment 244). According to the PEIMS Data Review of our campus profile, 99.56% of the student population is Hispanic, 0.44% of the student population is White and 98% of our students are identified as Economically Disadvantaged. We have 8 immigrant students, 35 dyslexia students and 3.9% homeless students. Many of our students are first generation Mexican immigrants, 211 are classified as Limited English Proficient and a majority is English/Spanish bilingual. The student population by gender is 359 males and 329 females of which 17.73% are identified as special population subgroups. In addition, many 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 student demographics has decreased over the last 3-5 years by 1.3%. The students that are identified as at-risk are identified as per section 29.081 of the Texas Education Code and comprise 67.30% of the student population.

As per the state criteria, the students are under 26 years of age and are at-risk of dropping out of school. In addition, the state also uses a criteria that has 13 indicators that identifies a student as at-risk. The district/campus uses both state and local indicators. The state criteria that is used is defined in section 29.081 of the Texas Education Code which are listed under the 13 indicators that identify a student as at-risk.

In addition, the local indicator is based on a student's migratory status. The programs that are available for students that are at-risk for dropping out are tutoring, counseling, alternative schools, differentiated instruction, employment training, intervention programs, communities in schools, close follow up procedures on truancy and absenteeism. The students that are targeted to participate fall under the 13 indicators that identify a student as at-risk as per the Texas Education Code. There are 67.30% at-risk students out of the school's total population. The attendance rate is 96.5% for all students and 96.0% for at-risk students. The retention rate is 5.45% for all and at-risk students. Moreover, the dropout rate was 0.0% for all and at-risk students.

### Demographics Strengths

The following strengths were identified after all findings were analyzed by the SBDM Committee:

- At-risk tutorial enrollment
- Students participation in extra-curricular activities

At Perkins MS the number of students/ staff is decreasing. Summer Bridge program was implemented in Summer 2018 to improve 6th grade, incoming students. Also, activities such as hot chocolate with nearby Elementaries were conducted to improve recruitment.

### Need Statements Identifying Demographics Needs

**Need Statement 1 (Prioritized):** Need to expand efforts to recruit and retain students at all grade level. **Data Analysis/Root Cause:** Nearby new schools opening

**Need Statement 2 (Prioritized):** Need to decrease the number of students being sent to ISS, OSS, and DAEP **Data Analysis/Root Cause:** Campus eSchool reports indicate an increasing number of students placed in ISS, OSS, and DAEP

**Need Statement 3 (Prioritized):** Need for expansion of programs and services supporting parental, community and business involvement with students and school **Data Analysis/Root Cause:** Due to low parental involvement, both parents working, and low community involvement

# Student Learning

**Student Learning 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 academic improvement would be founded on the state assessment requirements of the implementation of rigorous and relevant instruction by teaching and improving strategies that will help our students achieve expected standards. The SBDM will also review and revise, as needed, policies that establish monitoring of effective and varied instructional methods focusing on learning styles, multiple intelligences, and student choice. Student achievements are stated as followed: 73% Reading, 83% Math, 7th Writing 65%, 8th grade Social Studies 78%, and 76% Science. Algebra 100%.

A student group that performed less than or equal to the state average is identified as a priority. Based on the review of the data, best practices will be used to address the priority areas of need.

The following information originated from the 2018-2019 STAAR results.

STAAR Summary of 6th- 8th Grades Tested

| | State | District | Campus |
|---|---|---|---|
| **Grade 6** | | | |
| Reading | 68% | 64% | 63% |
| Mathematics | 81% | 81% | 86% |
| **Grade 7** | | | |
| Reading | 76% | 73% | 71% |
| Mathematics | 75% | 73% | 65% |
| Writing | 70% | 74% | 65% |
| **Grade 8** | | | |
| Reading | 86% | 86% | 83% |
| Mathematics | 88% | 90% | 93% |
| Science | 81% | 78% | 76% |
| Social Studies | 69% | 71% | 78% |

Performance Variation Between All Student Groups and ALL Grades

The entire TAPR report is attached as an addendum.

| | All Students | Hispanic | White | Econ Disadv | Special Ed | ELL |
|---|---|---|---|---|---|---|
| **All Subjects** | **76%** | **77%** | **36%** | **76%** | **49%** | **73%** |
| **Reading** | **73%** | **73%** | * | **72%** | **42%** | **68%** |
| **Mathematics** | **83%** | **83%** | * | **82%** | **59%** | **82%** |
| **Writing** | **65%** | **66%** | * | **64%** | **23%** | **57%** |
| **Science** | **76%** | **76%** | * | **76%** | **51%** | **72%** |
| **Social Studies** | **78%** | **78%** | * | **78%** | **56%** | **75%** |

**Student Learning Strengths**

## Findings/Analysis Results:

The following areas of strengths were identified after all findings were analyzed by the SBDM Committee.

- Reading 7th grade
- Math $7^{th}$-$8^{th}$
- Dropout rates
- Algebra STAAR Scores
- Closing the academic gaps across all sub-populations/demographics

**Need Statements Identifying Student Learning Needs**

**Need Statement 1 (Prioritized):** Need to improve ELAR and Math STAAR scores in 6th, 7th, and 8th grade. **Data Analysis/Root Cause:** Campus TAPR indicates low student performance on ELA

**Need Statement 2 (Prioritized):** Need to continue to increase performance for Social Studies and Science to achieve the respective distinctions. **Data Analysis/Root Cause:** Campus TAPR indicates progress in Social Studies and Science but it has not been enough to earn a distinction

**Need Statement 3 (Prioritized):** Need to close achievement gaps between all students and Special Education and ELL student performance. **Data Analysis/Root Cause:** Campus reports indelicate some gaps among student sub-populations

**Need Statement 4 (Prioritized):** Need to provide necessary supplies including nurse supplies across all sub-populations including migrant students to provide a safe and healthy environment. **Data Analysis/Root Cause:** Campus reports indicates that 98% of our student population is economically disadvantage

**Need Statement 5 (Prioritized):** Need for teachers to work collaboratively and focus on preparing all students including Migrant, LEP, and Special Education students for the

following grade level through vertical team meetings. **Data Analysis/Root Cause:** Based on campus reports and summer school attendance teachers need to plan collaboratively

**Need Statement 6 (Prioritized):** Need to close the gap between LEP and non-LEP and increase Reading STAAR across grade level by collaborating with Tech Lab teacher in providing programs to enhance learning. **Data Analysis/Root Cause:** Campus benchmarks and assessment reports indelicate some gaps among student sub-populations

**Need Statement 7 (Prioritized):** Need to meet AMAO's 1, 2 and AYP for LEP students by implementing the following Action Steps **Data Analysis/Root Cause:** Campus reports such as TELPAS indicate low scores for LEP students

**Need Statement 8 (Prioritized):** Need to provide necessary supplies/tools across all sub-populations in order to close achievement gaps and attain individual academic growth. **Data Analysis/Root Cause:** Campus reports indicates that 98% of our student population is economically disadvantage

**Need Statement 9 (Prioritized):** Need for ongoing monitoring of LEP student population through department meetings on a monthly basis. **Data Analysis/Root Cause:** LEP student performance is low according to TELPAS and Reading STAAR.

**Need Statement 10 (Prioritized):** Need to provide instructional classroom supplies, additional instructional materials, and technology. **Data Analysis/Root Cause:** Campus reports indicates that 98% of our student population is economically disadvantage.

**Need Statement 11 (Prioritized):** Need safety precautionary equipment for staff and students in order to provide instruction **Data Analysis/Root Cause:** Due to Covid 19

# 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 Staff Quality, Recruitment and Retention are effectively in practice and are contributing factors to the overall staff solidarity. Administration and Curriculum Specialists work in collaboration to provide professional development for all new and returning professional staff. Extensive and on-going training in Reading, Math & Science, and Social Studies is a well established campus practice. New Teacher Training and Mentorship assist in providing guidance and support and promote the necessary teacher comradeship. All Teachers and Paraprofessionals are highly qualified as per TEA and SBEC background checks and certifications. The SBDM Committee interviews all staff being hired at the school campus. Appropriate questions that fit the job description are asked to help make the most appropriate decision in hiring the best qualified candidate.

**School Processes & Programs Strengths**

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

- T-TESS
- Training to improve the delivery of instruction (DOK's)
- Present staff is supportive and adhere to campus procedures and goals
- Tutorials paid through special programs and advanced academics.

**Need Statements Identifying School Processes & Programs Needs**

**Need Statement 1 (Prioritized):** Need to update the school technology for example number of desktops/ laptops for all students to increase opportunities beyond those available. **Data Analysis/Root Cause:** Our campus lacks updated technology in the classroom.

**Need Statement 2 (Prioritized):** Need for integration of Instructional Technology and provide professional development for teachers to meet student needs. **Data Analysis/Root Cause:** Teachers need PD on integration on technology on the classroom to meet students needs.

# Perceptions

**Perceptions Summary**

After thorough review of multiple data sources, the SBDM Committee assessed the overall school culture and determined that the effective approaches to improving school climate involve collaborative planning, collegial work, and a school atmosphere conducive to experimentation and evaluation and view all school staff (teachers, paraprofessionals, custodians, secretaries) as important contributing members who are engaged in the development of activities that take place over time. Similarly, students, parents, and community members must be included in projects to address school climate. Inviting a parent or student as a token representative will not be enough; to foster an investment in the project, individual contributions and participation must be welcomed, respected, and valued as part of school-wide efforts.

Overall, there were 70 online surveys submitted. Of the seventy surveys submitted, 35% had students in 6th grade, 35% had students in 7th grade, and 44% had students in the 8th grade. The majority of the respondents (parents) visited the school at least once per month and are concerned about their student' safety and school atmosphere. To this end, they are somewhat satisfied with their students' level of academic performance and motivation. In addition to student safety and environment, parents voiced their concerns about improving district wide parent events and educating students/parents on the topics of cyber bullying, dangers of facebook, discipline (runaways), homework skills and counseling kids for drugs/gangs. Many of the respondents were concerned about these issues and also stated that it would be best for parent meetings to be held after school because it would be more convenient with their work schedule.

The purpose of this survey was to determine how well Perkins Middle School provides quality service experiences to parents, students, faculty and staff in three areas: safety, teaching and learning, and relationships. The quantitative and qualitative findings of this study indicate that there are several areas of need. These areas of need span all categories evaluated.

Academic Planning and Professional Development Networks, SBDM committee recommends that we continue to address the academic deficiencies identified. Those deficiencies have been identified as safety, teaching and learning, and relationships. There are four recommendations listed below.

- Student achievement is the greatest priority of all educational needs. It is recommended that all professional staff attend training to address the identified academic/instructional student needs. In addition, it is essential to develop positive relationships among students and teachers. This will also create a common practice among everyone in the building, which establishes consistency in communication and ultimately protocol. Establishing this practice should focus on five major components: self–control, unconditional positive regard, teaching expectations, classroom arrangement, and effective delivery of instruction.
- Secondly, there is a need for strengthening teacher preparation both in content and effective teaching practices. As means of addressing this issue, teachers need to be provided content based professional learning opportunities that will provide them with the instructional skills and best practices needed for preparing, developing, and implementing rigorous lessons.
- Thirdly, it is recommended that Perkins continues to develop professional learning communities (PLC), that established a platform for discipline-based teams to communicate across grade levels as well provides grade level teams to evaluate student performance, behavior, and deficiencies. The PLC platform should also be used to develop pathways of communication among school staff and internal/external administration that provides staff with input in the decision-making process.
- Finally, the continued development of parental involvement programs that provide parents with support for their child's learning at home, information about the instructional program, student performance data and opportunities for shared decision-making as well.

These recommendations should serve as suggestions to guide Perkins Middle School in our efforts to continuously improve and grow as we establish future goals and objectives in our endeavor to ensure that quality services/instruction are being provided to our stakeholders.

**Perceptions Strengths**

- **The following strengths were identified after all findings were analyzed by the SBDM Committee:**
- **Achievement motivation:** Students at the school believe they can learn and are willing to learn.
- **Collaborative decision making:** Parents, students, and staff are actively involved in the decisions affecting the school.
- **Equity and fairness:** Students are treated equally regardless of ethnicity, gender, and disability.
- **General school climate:** There is a positive quality of all interactions and feelings of trust and respect within the school community.
- **Order and discipline:** Students display appropriate behavior in the school setting.
- **Parent involvement:** Parents participate frequently in school activities.
- **School-community relations:** The community is supportive and involved in the life of the school.
- **Dedication to student learning:** Teachers actively motivate students to learn.
- **Staff expectations:** Staff expects that students will succeed in school and in life.
- **Leadership:** The principal effectively guides the direction of the school, including creating a positive climate.
- **School building:** The physical appearance of the school building reflects respect for the school and community.
- **Sharing of resources***:* All students have equal opportunity to participate in school activities, materials, and equipment.
- **Caring and sensitivity:** The principal shows consideration for the students, parents, and school staff.
- **Student interpersonal relations:** There is a high level of caring, respect, and trust among students in the school.
- **Student-teacher relations:** There is a high level of caring, respect and trust between students and teachers in the school

**Need Statements Identifying Perceptions Needs**

**Need Statement 1 (Prioritized):** Need to plan more activities for parents for example Parental Involvement Events such as bingo with students to improve parent/ school/ student communication. **Data Analysis/Root Cause:** Low parental and community involvement

**Need Statement 2 (Prioritized):** Need to provide more information to parents about the Special Education, Bilingual and Migrant programs. **Data Analysis/Root Cause:** Parents not informed about special programs and services on campus.

**Need Statement 3 (Prioritized):** Need to provide parental information/ meetings to explain definition of bullying / cyber bullying and answer their questions. **Data Analysis/Root Cause:** Increase parent involvement and decrease bullying across grade levels.

**Need Statement 4 (Prioritized):** Need to provide general supplies for parent meetings. **Data Analysis/Root Cause:** Increase parent involvement and a sense of community.

# Priority Need Statements

**Need Statement 1**: Need to expand efforts to recruit and retain students at all grade level.
**Data Analysis/Root Cause 1**: Nearby new schools opening
**Need Statement 1 Areas**: Demographics

**Need Statement 5**: Need to improve ELAR and Math STAAR scores in 6th, 7th, and 8th grade.
**Data Analysis/Root Cause 5**: Campus TAPR indicates low student performance on ELA
**Need Statement 5 Areas**: Student Learning

**Need Statement 18**: Need to update the school technology for example number of desktops/ laptops for all students to increase opportunities beyond those available.
**Data Analysis/Root Cause 18**: Our campus lacks updated technology in the classroom.
**Need Statement 18 Areas**: School Processes & Programs

**Need Statement 20**: Need to plan more activities for parents for example Parental Involvement Events such as bingo with students to improve parent/ school/ student communication.
**Data Analysis/Root Cause 20**: Low parental and community involvement
**Need Statement 20 Areas**: Perceptions

**Need Statement 3**: Need to decrease the number of students being sent to ISS, OSS, and DAEP
**Data Analysis/Root Cause 3**: Campus eSchool reports indicate an increasing number of students placed in ISS, OSS, and DAEP
**Need Statement 3 Areas**: Demographics

**Need Statement 6**: Need to continue to increase performance for Social Studies and Science to achieve the respective distinctions.
**Data Analysis/Root Cause 6**: Campus TAPR indicates progress in Social Studies and Science but it has not been enough to earn a distinction
**Need Statement 6 Areas**: Student Learning

**Need Statement 19**: Need for integration of Instructional Technology and provide professional development for teachers to meet student needs.
**Data Analysis/Root Cause 19**: Teachers need PD on integration on technology on the classroom to meet students needs.
**Need Statement 19 Areas**: School Processes & Programs

**Need Statement 21**: Need to provide more information to parents about the Special Education, Bilingual and Migrant programs.
**Data Analysis/Root Cause 21**: Parents not informed about special programs and services on campus.
**Need Statement 21 Areas**: Perceptions

**Need Statement 4**: Need for expansion of programs and services supporting parental, community and business involvement with students and school

**Data Analysis/Root Cause 4**: Due to low parental involvement, both parents working, and low community involvement

**Need Statement 4 Areas**: Demographics

**Need Statement 7**: Need to close achievement gaps between all students and Special Education and ELL student performance.

**Data Analysis/Root Cause 7**: Campus reports indelicate some gaps among student sub-populations

**Need Statement 7 Areas**: Student Learning

**Need Statement 22**: Need to provide parental information/ meetings to explain definition of bullying / cyber bullying and answer their questions.

**Data Analysis/Root Cause 22**: Increase parent involvement and decrease bullying across grade levels.

**Need Statement 22 Areas**: Perceptions

**Need Statement 8**: Need to provide necessary supplies including nurse supplies across all sub-populations including migrant students to provide a safe and healthy environment.

**Data Analysis/Root Cause 8**: Campus reports indicates that 98% of our student population is economically disadvantage

**Need Statement 8 Areas**: Student Learning

**Need Statement 23**: Need to provide general supplies for parent meetings.

**Data Analysis/Root Cause 23**: Increase parent involvement and a sense of community.

**Need Statement 23 Areas**: Perceptions

**Need Statement 12**: Need for teachers to work collaboratively and focus on preparing all students including Migrant, LEP, and Special Education students for the following grade level through vertical team meetings.

**Data Analysis/Root Cause 12**: Based on campus reports and summer school attendance teachers need to plan collaboratively

**Need Statement 12 Areas**: Student Learning

**Need Statement 13**: Need to close the gap between LEP and non-LEP and increase Reading STAAR across grade level by collaborating with Tech Lab teacher in providing programs to enhance learning.

**Data Analysis/Root Cause 13**: Campus benchmarks and assessment reports indelicate some gaps among student sub-populations

**Need Statement 13 Areas**: Student Learning

**Need Statement 14**: Need to meet AMAO's 1, 2 and AYP for LEP students by implementing the following Action Steps

**Data Analysis/Root Cause 14**: Campus reports such as TELPAS indicate low scores for LEP students

**Need Statement 14 Areas**: Student Learning

**Need Statement 15**: Need to provide necessary supplies/tools across all sub-populations in order to close achievement gaps and attain individual academic growth.
**Data Analysis/Root Cause 15**: Campus reports indicates that 98% of our student population is economically disadvantage
**Need Statement 15 Areas**: Student Learning

**Need Statement 16**: Need for ongoing monitoring of LEP student population through department meetings on a monthly basis.
**Data Analysis/Root Cause 16**: LEP student performance is low according to TELPAS and Reading STAAR.
**Need Statement 16 Areas**: Student Learning

**Need Statement 17**: Need to provide instructional classroom supplies, additional instructional materials, and technology.
**Data Analysis/Root Cause 17**: Campus reports indicates that 98% of our student population is economically disadvantage.
**Need Statement 17 Areas**: Student Learning

**Need Statement 24**: Need safety precautionary equipment for staff and students in order to provide instruction
**Data Analysis/Root Cause 24**: Due to Covid 19
**Need Statement 24 Areas**: Student Learning

# Comprehensive Needs Assessment Data Documentation

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

**Improvement Planning Data**

- District goals

**Accountability Data**

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

**Student Data: Assessments**

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data

**Student Data: Student Groups**

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

**Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- School safety data

**Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

**Parent/Community Data**

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

**Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

**Revised/Approved: May 20, 2020**

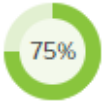
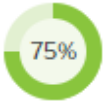
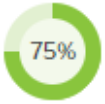
**Goal 1:** Perkins Middle School students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

**Performance Objective 1:** Perkins 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.

**Targeted or ESF High Priority**

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

**Summative Evaluation:** Met Objective

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 1:** Teachers will meet once a week to align ELA, Math, Science, and Social Studies curriculum & discuss effective teaching strategies for upcoming units of study. Teachers will be assigned different subjects or teach for example to subjects to meet the needs of our students. Teachers will be released every six weeks to plan for upcoming instruction and vertically align. Faculty will be provided with STAAR and TELPAS training/data to help identify struggling learners and prescribe early intervention. Discuss the progress of B, I, A, M1 & M2, PD students. The test will be the same for each grade level after each unit to measure student performance equally. Administration and the Dean of Instruction will meet with the departments as needed to plan and discuss Professional Development training/yearly conferences to ensure that all students meet the STAAR standards.<br>**Milestone's/Strategy's Expected Results/Impact:** Benchmarks, Texas Middle School Fluency Assessment<br><br>S: STAAR, TAPR Report, PBMAS,<br>**Staff Responsible for Monitoring:** Dean of Instruction, and Department Chair(s)<br><br>**Schoolwide and Targeted Assistance Title I Elements:** 2.4 - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** - **Population:** -LEP -PD -GT -HONORS -DYS -SE -MI -AR -TI - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021<br>**Need Statements:** Demographics 2 - Student Learning 1, 2, 3, 4, 5, 6, 7, 8, 9<br>**Funding Sources:** Supplies for planning - 199 Local funds, Subs - 211 Title I-A - $10,116, Subs - 199 Local funds - 211-11-6112-18-046-Y-30-AYP-Y - $5,000, Professional Extra Duty Pay - 162 State Compensatory - 162-11-6118-00-046-Y-30-000-Y - $20,000, Extra Duty Pay - 199 Local funds - $375 |  |  |  | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 2:** Implement Action Plan for ELA including reading novels, Dr. Kay's text structure strategies, reading fluency will be addressed utilizing selected texts having students read orally and silently to increase strength and stamina. Also to increase comprehension<br>utilize Lion testing scores and the A.R. program to increase individualized reading fluency as needed. Enhance vocabulary development by using the Frayer Model; Word of the Day. This will promote a conducive environment for the enhancement of reading and learning. (revised 1-2018)<br>**Milestone's/Strategy's Expected Results/Impact:** F: Diagnostic Test Results, Lion Testing, Texas Middle School Fluency Assessment, Mid Point Checkpoints, Campus<br><br>S: STAAR results<br>**Staff Responsible for Monitoring:** Librarian, Dean of Instruction,<br><br>**Population:** -LEP -PD -GT -HONORS -DYS -SE -MI -AR -TI - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021<br>**Need Statements:** Student Learning 1, 9, 10<br>**Funding Sources:** Subs for Dr. Kay's training - 199 Local funds - 199-11-61-12-18-046-Y-99-0-00, General Supplies - 199 Local funds - 199-11-63-99-62-046-Y-11-0-00 - $2,000, Supplies and Materials - 199 Local funds - 199-23-63-99-45-046-Y-99-0-00 - $1,000 | 20% | 40% | 60% | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 3:** To track reading progress, teachers will administer the diagnostic reading test to all 6th-8th grade students and a reading fluency test to 7th-grade students three times during the school year. To improve student reading results, a plan of action will then be created for at-risk 6-8th grade students.<br>**Milestone's/Strategy's Expected Results/Impact:** F: Diagnostic Test Results, Lion Testing<br><br>S: STAAR, TAPR, PBMAS,<br>**Staff Responsible for Monitoring:** Dean of Instruction, Department Chair<br><br>**TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** - **Population:** -LEP -PD -GT -HONORS -DYS -SE -MI -AR -TI - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021<br>**Need Statements:** Student Learning 9, 10<br>**Funding Sources:** Copy paper - 199 Local funds - 199-11-63-96-00-046-Y-11-0-00 - $2,447, Supplies and Materials - 199 Local funds - $1,000 | 70% | 70% | 70% | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 4:** The implementation of the Accelerated Reader program will enhance and build upon reading skills necessary for academic and STAAR mastery 6-8th grade students.<br>**Milestone's/Strategy's Expected Results/Impact:** F: With the use of the accelerated Reader Program, every six-weeks a print out of points obtained from each reading class will be published for public viewing. AR, however, cannot be used in the grading system.<br>**Staff Responsible for Monitoring:** Dean of Instruction, Department Chair<br><br>**Population:** LEP, PD, GT, HONORS, DYS, SE, MI, AR, TI - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021<br>**Need Statements:** Student Learning 1, 9, 10<br>**Funding Sources:** Reading Materials - 199 Local funds - 199-12-63-29-00-046-Y-99-0-00, Reading Materials - subscription - 199 Local funds - $300 | 0% | 0% | 0% | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 5:** Teachers from the ELA, Math, Science and Social Studies department will have numerous opportunities to attend a conference/training, including virtual(Region One), Martha Morales, including district professional development in GT/Honors and will be prepared to share the information with the rest of the teachers. Faculty members have be provided with STAAR and TELPAS data at the start of the school year to identify struggling learners and prescribe early interventions for academic progress by student category (B, I, A, M1, M2,PD) in ELA.<br>Certified personnel will attend the yearly state assessment conference/professional development in order to stay abreast of the latest state assessment requirements.<br>New/updated information will be presented and implemented in the classroom to increase student progress in STAAR/EOC results.<br>**Milestone's/Strategy's Expected Results/Impact:** F: Agendas, ERO, Student performance in weekly tests, six weeks grade, and benchmark results.<br>S:STAAR Reading Scores, TAPR,<br>PBMAS, AMAOS 1,2,3, SELP, TELPAS<br><br>Campus Administration Walkthroughs, In-formal-Formative Assessments, and District Benchmarks<br>**Staff Responsible for Monitoring:** Librarian, Administration, Dean of Instruction, Department Chair<br><br>**TEA Priorities:** Build a foundation of reading and math - **Population:**<br>At-risk -GT -HONORS -DYS -SE -MI -LEP -PD - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021<br>**Need Statements:** Student Learning 1, 6, 8, 9<br>**Funding Sources:** Travel and Other Operating Costs - 199 Local funds - $1,000, Employee Travel - 211 Title I-A - 211-13-6411-23-046-Y-30-AYP-Y - $3,964, Stipends - 211 Title I-A - 211-13-6117-00-046-Y-30-0F2-Y - $7,559, Consulting Services - 211 Title I-A - 211-13-6291-00-046-Y-30-AYP-Y - $6,000, Employee Travel - 211 Title I-A - 211-23-6411-23-046-Y-30-0F2-Y - $3,500, Travel - 199 Local funds - $3,000 | 10% | 20% | 50% | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 6:** Students that receive failing grades in the Reading, Writing, Math, Science, and Social Studies benchmarks, checkpoints, teacher-made test, unit test, and diagnostic tests will be recommended and motivated to attend tutorial and/or Saturday Academies in order to meet STAAR standards. Tutorials will also help meet AYP requirements. The 21st Century Program will target academic student needs by having classes on a daily basis. The Gear Up Program will be implemented in 8th grade to help the students succeed. Students that receive a 60 or lower in their courses will be monitored throughout the school year by the classroom teacher. Incentives for students to motivate tutorial attendance. Custodial supplies to maintain a healthy campus and repairs as needed.<br>**Milestone's/Strategy's Expected Results/Impact:** :Teacher made tests, benchmark results<br>Campus Administration Walkthroughs, In-formal-Formative Assessments, and District Benchmarks<br><br>S: STAAR Reading Scores, TAPR,<br>PBMAS, AMAOS 1,2,3, SELP, TELPAS<br>**Staff Responsible for Monitoring:** Administration, Dean of Instruction, Department Chair<br>Gear Up Counselor<br>21st Century Coordinator<br><br>**ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** - **Population:**<br>-LEP -GT -HONORS -DYS -SE -MI -AR -TI - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021<br>**Need Statements:** Student Learning 1, 3, 9<br>**Funding Sources:** SSI Tutorials - 162 State Compensatory - 162-11-6118-00-046-Y24-SSI - $7,294, Maintenance and Repair - 162 State Compensatory - 162-11-6249-62-046-Y30-000, Extra Duty Pay - 199 Local funds, Extra Duty Pay - 211 Title I-A - 211-11-6118-00-046-Y-30-0F2-Y - $10,731, General Supplies - 211 Title I-A - 211-33-6399-00-046-Y-30-0F2-Y - $700, Supplies for Maint. - 211 Title I-A, Supplies for Maintenance/ Oper. Cost - 199 Local funds - $1,500, Professional Extra Duty Pay - 211 Title I-A - 211-23-6118-00-046-Y-30-BDG-Y - $461 | | | | |

| Strategy 7 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 7:** ALL core areas, special education, and electives teachers and Librarian will use instructional materials: computers, laptops, printers, computer devices, calculators, Nooks, cameras, Multi-Touch Display Panels and ink necessary to help students achieve academic progress in the required state assessments. They will also provide classroom resources and manipulative activities to assist students in academic success such as the Electric cars for Science STEM activity. Technology training will be provided in all core subject areas for teachers in the areas of PowerPoint, smartboard Weblinks, etc. to develop an ambiance for interactive learning and increase participation for students. Computer aide assistant will help students with computer programs.<br>Population: 6-8th grade students<br>**Milestone's/Strategy's Expected Results/Impact:** F: lesson plans, classroom observations, student progress reports<br><br>S: STAAR Scores<br>**Staff Responsible for Monitoring:** Dean of Instruction, Department Chair<br><br>**Schoolwide and Targeted Assistance Title I Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math - **Population:** -LEP -GT -HONORS -DYS -SE -MI -AR -TI - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021<br>**Need Statements:** Student Learning 1, 3, 8, 9, 11<br>**Funding Sources:** General Supplies for Operations - 199 Local funds - $3,000, Prof. Contracted Services - 199 Local funds, General Supplies - 211 Title I-A - 211-11-6399-00-046-Y-30-0F2-Y - $39,086, Supplies and Materials - Testing Materials - 211 Title I-A - 211-11-6339-00-046-Y-30-0F2-Y - $500, License / Software - 211 Title I-A - 211-11-6395-00-046-Y-30-0F2-Y - $2,000, Supplies and Materials - copy paper - 211 Title I-A - 211-11-6396-00-046-Y-30-0F2-Y - $6,119, Mis. Costs - 199 Local funds - $600, License / Software - 162 State Compensatory, Computers/Replacement of windows 7 - 162 State Compensatory - 162-11-6398-62, General Supplies - 211 Title I-A - 211-11-6399-62-046-Y-30-0F2-Y - $10,000, General Supplies - 211 Title I-A - 211-11-6399-16-046-Y-30-0F2-Y - $2,500, General Supplies - 211 Title I-A - 211-11-6399-00-046-Y-30-STM-Y - $2,000, General Supplies - 211 Title I-A - 211-11-6399-00-046-Y-30-BDG-Y - $600, Equipment Under 5,000 - 211 Title I-A - 211-12-6398-62-046-Y-30-0F2- - $8,000 | 0% | 0% | 0% | |

| Strategy 8 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 8:** Provide reading materials and incentives such as awards in a variety of formats to support the various curricula and leisure reading needs of students and staff.<br>**Milestone's/Strategy's Expected Results/Impact:** F:Classroom grades and hands on projects, mid-point checkpoints<br>S: STAAR Performance,<br>Campus Administration Walkthroughs, In-formal-Formative Assessments, and District Benchmarks<br>**Staff Responsible for Monitoring:** Administration,<br>Dean of Instruction, Department Chair<br><br>**Population:** -LEP -PD -GT -HONORS -DYS -SE -MI -AR -TI - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021<br>**Need Statements:** Demographics 1 - Student Learning 1, 10<br>**Funding Sources:** Reading Materials - 199 Local funds - $800, Copy Paper - 211 Title I-A, Mis. Operating Cost - Awards - 211 Title I-A - 211-11-6498-00-046-Y-30-0F2-Y - $3,000, General Supplies - 211 Title I-A - 211-12-6399-00-046-Y-30-0F2-Y - $762, Mis. Operating Cost - Awards - 199 Local funds - 199-11-64-98-00-046-Y-11-0-00 - $5,000, Mis. Operating Cost - Awards - 199 Local funds - 199-23-64-98-00-046-Y-99-0-00 - $1,500 | 0% | 0% | 0% | |

| Strategy 9 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 9:** Following the BISD transitional bilingual program model, provide instruction that ensures advancement/progress of bilingual categories for each school year with the goal of passing assessments in English after a minimum of three years.<br>**Milestone's/Strategy's Expected Results/Impact:** F:<br>Student grades, Reading/Wag Checklists<br><br>S:TELPAS Scores<br>Campus and District Benchmarks<br>**Staff Responsible for Monitoring:** Dean of Instruction, Department Chair<br><br>**TEA Priorities:** Build a foundation of reading and math - **Population:** LEP - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021<br>**Need Statements:** Student Learning 1, 2, 3, 4, 5, 6, 7, 8, 9, 10<br>**Funding Sources:** General Supplies - 211 Title I-A | 5% | 20% | 35% | |

| Strategy 10 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 10:** Implement intervention through RTI Tier Model in order to support student success: Tier I-120 mins. devoted to ELA instruction, Tier II- 30 Mins. per day in small groups in addition to the core instruction, Tier III- 30 min. per day in an individual or small group in addition to the core instruction.<br>**Milestone's/Strategy's Expected Results/Impact:** F: RTI data, walkthroughs, checkpoints<br><br>S:STAAR, TELPAS, SELP, BENCHMARKS<br>**Staff Responsible for Monitoring:** Administration, Dean of Instruction, Department Chair<br><br>**Schoolwide and Targeted Assistance Title I Elements:** 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Population:** -LEP -PD -GT -HONORS -DYS -SE -MI -AR -TI - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021<br>**Need Statements:** Student Learning 1, 9<br>**Funding Sources:** General Supplies - 211 Title I-A | 0% | 35% | 50% | |

| Strategy 11 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 11:** The Perkins Summer Bridge program is designed to provide extended instructional time for students in need of academic support in Reading, Math, Science, and Social Studies who are transitioning from 5th to 6th grade. Population: 5th going to 6th-grade students<br>**Milestone's/Strategy's Expected Results/Impact:** Reading and math opportunities for these students through real- world, hands-on programs and labs<br>Campus Administration Walkthroughs, In-formal-Formative Assessments, and District Benchmarks<br>F: Student work<br>S: Teacher Reports/ Tango Data<br>**Staff Responsible for Monitoring:** Administration, Dean of Instruction, Department Chair<br><br>**Population:** -LEP -GT -HONORS -DYS -SE -MI -AR - **Start Date:** June 8, 2020 - **End Date:** August 1, 2020<br>**Need Statements:** Student Learning 1, 2<br>**Funding Sources:** Professional Extra Duty Pay - 211 Title I-A - 211-11-6118-00-046-Y-30-BDG-Y - $6,010, General Supplies - 211 Title I-A - 211-23-6399-00-046-Y-30-BDG-Y - $200 | 0% | 0% | 50% | |

| Strategy 12 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 12:** Teachers will utilize reading, math, science, and social studies software for example; STEMScopes, Zingy, PEG writing, as resources to help analyze student weaknesses and strengths in order to plan instruction. Teachers will use district adopted computer-based programs/technology in the classroom and during tutorial/ 21st Century Program in order to enhance and rigorously accent delivery of instruction.<br>**Milestone's/Strategy's Expected Results/Impact:** F: weekly/six weeks exams, Benchmarks District<br><br>S: STAAR, report card<br>**Staff Responsible for Monitoring:** Dean of Instruction, Department Chair<br><br>**TEA Priorities:** Build a foundation of reading and math - **Population:** -LEP -GT -HONORS -DYS -SE -MI -AR -TI - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021<br>**Need Statements:** School Processes & Programs 1, 2 | 0% | 0% | 0% | |

| Strategy 13 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 13:** Administer the MSTAR Universal Screener to 6th-8th grade students in order to monitor the student's algebraic readiness.<br>**Milestone's/Strategy's Expected Results/Impact:** F:Beginning, Middle and End of Year MSTAR results<br>S:Algebra EOC<br>**Staff Responsible for Monitoring:** Dean of Instruction, Teachers, Department Chair, and District Specialist<br><br>**Population:** -LEP-GT-HONORS -DYS-SE-MI-AR-TI - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021 | 0% | 0% | 0% | |

| Strategy 14 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 14:** 6th-8th grade GT and Honors students will be required to complete an original research-based inquiry project.<br>**Milestone's/Strategy's Expected Results/Impact:** F:Science fair journal step by step<br>AP Spanish Language and Culture tutorials<br><br>S:School and District Fair participation<br><br>S: Spanish Language and Culture AP TEST<br>**Staff Responsible for Monitoring:** Dean of Instruction, Teachers, Department Chair,<br><br>**Population:** -GT -HONORS - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021<br>**Need Statements:** Student Learning 8, 10 | 40% | 50% | 60% | |

| Strategy 15 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 15:** We will devote 40% of science instructional time to field & laboratory investigations to ensure ample for descriptive, comparative, & experimental investigations outlined in new TEKS. STEM activities will be provided to students as well.<br>**Milestone's/Strategy's Expected Results/Impact:** F: Teacher lesson plans ,Science Unit test grades.<br><br>S: STAAR<br>**Staff Responsible for Monitoring:** Dean of Instruction, Teachers, Department Chairs<br><br>**TEA Priorities:** Build a foundation of reading and math - **Population:** -LEP -GT -HONORS -DYS -SE -MI -AR -TI - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021<br>**Need Statements:** Student Learning 2<br>**Funding Sources:** PD Extra Duty Pay - 211 Title I-A, General Supplies - 211 Title I-A, PD extra duty pay - 211 Title I-A, General Supplies - 211 Title I-A | 0% | 0% | 0% | → |

0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue

## Performance Objective 1 Need Statements:

### Demographics

**Need Statement 1**: Need to expand efforts to recruit and retain students at all grade level. **Data Analysis/Root Cause**: Nearby new schools opening

**Need Statement 2**: Need to decrease the number of students being sent to ISS, OSS, and DAEP **Data Analysis/Root Cause**: Campus eSchool reports indicate an increasing number of students placed in ISS, OSS, and DAEP

### Student Learning

**Need Statement 1**: Need to improve ELAR and Math STAAR scores in 6th, 7th, and 8th grade. **Data Analysis/Root Cause**: Campus TAPR indicates low student performance on ELA

**Need Statement 2**: Need to continue to increase performance for Social Studies and Science to achieve the respective distinctions. **Data Analysis/Root Cause**: Campus TAPR indicates progress in Social Studies and Science but it has not been enough to earn a distinction

**Need Statement 3**: Need to close achievement gaps between all students and Special Education and ELL student performance. **Data Analysis/Root Cause**: Campus reports indelicate some gaps among student sub-populations

**Need Statement 4**: Need to provide necessary supplies including nurse supplies across all sub-populations including migrant students to provide a safe and healthy environment. **Data Analysis/Root Cause**: Campus reports indicates that 98% of our student population is economically disadvantage

**Need Statement 5**: Need for teachers to work collaboratively and focus on preparing all students including Migrant, LEP, and Special Education students for the following grade level through vertical team meetings. **Data Analysis/Root Cause**: Based on campus reports and summer school attendance teachers need to plan collaboratively

**Need Statement 6**: Need to close the gap between LEP and non-LEP and increase Reading STAAR across grade level by collaborating with Tech Lab teacher in providing programs to enhance learning. **Data Analysis/Root Cause**: Campus benchmarks and assessment reports indelicate some gaps among student sub-populations

## Student Learning

**Need Statement 7**: Need to meet AMAO's 1, 2 and AYP for LEP students by implementing the following Action Steps **Data Analysis/Root Cause**: Campus reports such as TELPAS indicate low scores for LEP students

**Need Statement 8**: Need to provide necessary supplies/tools across all sub-populations in order to close achievement gaps and attain individual academic growth. **Data Analysis/Root Cause**: Campus reports indicates that 98% of our student population is economically disadvantage

**Need Statement 9**: Need for ongoing monitoring of LEP student population through department meetings on a monthly basis. **Data Analysis/Root Cause**: LEP student performance is low according to TELPAS and Reading STAAR.

**Need Statement 10**: Need to provide instructional classroom supplies, additional instructional materials, and technology. **Data Analysis/Root Cause**: Campus reports indicates that 98% of our student population is economically disadvantage.

**Need Statement 11**: Need safety precautionary equipment for staff and students in order to provide instruction **Data Analysis/Root Cause**: Due to Covid 19

## School Processes & Programs

**Need Statement 1**: Need to update the school technology for example number of desktops/ laptops for all students to increase opportunities beyond those available. **Data Analysis/Root Cause**: Our campus lacks updated technology in the classroom.

**Need Statement 2**: Need for integration of Instructional Technology and provide professional development for teachers to meet student needs. **Data Analysis/Root Cause**: Teachers need PD on integration on technology on the classroom to meet students needs.

**Goal 1:** Perkins 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:** Perkins Career and Technical Education student participation will increase by 5 percentage points over 2019 including special population students.

**Evaluation Data Sources:** TSIs reports and AP score reports

**Summative Evaluation:** Met Objective

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 1:** CTE teacher in grade 8 will utilize CTE funds for curriculum supplements and updated technology that will lead to enhanced student learning.<br>**Milestone's/Strategy's Expected Results/Impact:** Students will be engaged in learning as evidenced by walkthroughs.<br>Students will learn the latest software applications using upgraded technology<br>**Staff Responsible for Monitoring:** CTE teacher<br>Dean of Instruction<br><br>**Population:** CTE students - **Start Date:** August 1, 2020 - **End Date:** July 31, 2021<br>**Need Statements:** School Processes & Programs 1, 2 | 30% | 60% | 85% | → |

0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue

**Performance Objective 2 Need Statements:**

| School Processes & Programs |
|---|
| **Need Statement 1**: Need to update the school technology for example number of desktops/ laptops for all students to increase opportunities beyond those available. **Data Analysis/Root Cause**: Our campus lacks updated technology in the classroom. |
| **Need Statement 2**: Need for integration of Instructional Technology and provide professional development for teachers to meet student needs. **Data Analysis/Root Cause**: Teachers need PD on integration on technology on the classroom to meet students needs. |

**Goal 1:** Perkins 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:** Perkins will implement the early college high school model to maintain designation and improve performance as measured by the ECHS Blueprint.

**Evaluation Data Sources:** TSIs reports and AP score reports

**Summative Evaluation:** Met Objective

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 1:** Implement a comprehensive Texas Success Initiative (TSI) prep or remediation plan beginning in the 8th grade with the expectation that all BISD students will graduate college ready.<br>Population: All 8th Grade students<br>Timeline: July 2019 to June 2020<br>CNNA pg.7-9<br>SAA #1,5,12 DEMO #2<br>**Milestone's/Strategy's Expected Results/Impact:** Formative Results:<br>TSI test taking and passing data<br>Summative Impact:<br>Increased percentage of students passing each and all TSI assessments over previous year.<br>**Staff Responsible for Monitoring:** 8th Grade Counselor, Dean of Instruction, Career and Technology Teacher<br><br>**Population:** All 8th Grade students - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021<br>**Need Statements:** Student Learning 10<br>**Funding Sources:** Supplies and Materials - 199 Local funds | 0% | 0% | 0% | → |

0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue

**Performance Objective 3 Need Statements:**

| Student Learning |
|---|
| **Need Statement 10**: Need to provide instructional classroom supplies, additional instructional materials, and technology. **Data Analysis/Root Cause**: Campus reports indicates that 98% of our student population is economically disadvantage. |

**Goal 1:** Perkins 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:** 80% of students will be on grade level within 2 years and 70% will be at Meets Grade Level for all STAAR assessments.

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 1:** 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 classroom and homework assignments; thus extending them the same opportunity for meeting the academic challenges of all students. All PFS migrant students will receive supplemental support services before other migrant students. will have an opportunity to attend a PFS Learning Academy. All migrant students will receive a summer reading pack so that they may continue sharpening their reading skills during the summer months.<br>**Milestone's/Strategy's Expected Results/Impact:** Formative Results: Distribution forms, PFS Learning Academy Reports, Composite of Services Reports.<br>Summative Impact:<br>+Fewer PFS students are identified due to increased performance<br>+On-time promotion and on-time graduation rates increased<br>**Staff Responsible for Monitoring:** Migrant Funded:<br>Teacher<br><br>**Population:** All Migrant Students - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021<br>**Need Statements:** Student Learning 5<br>**Funding Sources:** Supplies/Clothing - 212 Title I-C (Migrant) - 212-11-6399-00-046-Y-24-0F2-Y - $330 | 35% | 35% | 45% | → |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 2:** Migrant 8th graders will have the opportunity to attend a math workshop to learn and reinforce the skills necessary to successfully meet the challenges of the district's rigorous math classes and STAAR exams.<br>**Milestone's/Strategy's Expected Results/Impact:** Formative:<br>Six Weeks grades and PFS Monitoring Tool<br>Summative:<br>+Increased Algebra I<br>**Staff Responsible for Monitoring:** MS Migrant Teachers<br>MS Campus Clerks<br><br>**Population:** 8th grade migrant students - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021<br>**Need Statements:** Student Learning 5 | 0% | 0% | 0% | → |

No Progress | Accomplished | Continue/Modify | Discontinue

## Performance Objective 4 Need Statements:

| Student Learning |
| --- |
| **Need Statement 5**: Need for teachers to work collaboratively and focus on preparing all students including Migrant, LEP, and Special Education students for the following grade level through vertical team meetings. **Data Analysis/Root Cause**: Based on campus reports and summer school attendance teachers need to plan collaboratively |

**Goal 1:** Perkins 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 5:** Increase number of students in co-curricular and extra-curricular advancing in Math, Science, Social Studies, ELA, Fine Arts, and CTE programs by 5% over 2018-2019 participation.

**Evaluation Data Sources:** Regional and state competition participation numbers

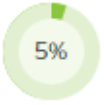
**Summative Evaluation:** Significant progress made toward meeting Objective

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 1:** Perkins Middle School Teachers will be provided with training and materials to promote participation in Robotic Competition at the campus, district, and regional level.<br>**Milestone's/Strategy's Expected Results/Impact:** Formative Results:<br><br>Summative Impact:<br>+Increase number of campus entries<br>+Increase number of students in STEM classes<br>**Staff Responsible for Monitoring:** Curriculum Specialists for Math and Science,<br>Science Fair Coordinators,<br>Math and Science Department Chairs<br><br>**Population:** Grades 6-8 teachers and students - **Start Date:** July 1, 2020 - **End Date:** June 30, 2021<br>**Need Statements:** Demographics 1 - Student Learning 10<br>**Funding Sources:** General Supplies - 199 Local funds - 199-11-63-99-00-046-Y-11-0-00-Y - $2,500, Travel & Subsistence - Students - 199 Local funds - 199-36-64-12-00-046-Y-99-0-00 - $1,000, Mis. Operating Costs - Fees - 199 Local funds - 199-36-64-97-00-046-Y-99-0-00 - $500, Mis. Operation Costs - Fees - 199 Local funds - 199-36-64-97-00-046-Y-99-0-20 - $75, Mis. Operating Costs - 199 Local funds - 199-36-64-99-53-046-Y-99-0-00 - $600 | 0% | 0% | 0% | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 2:** Science Fair Sponsors and Coordinators will be provided with training and materials to promote participation at the campus, district, regional, state, and international levels by increasing student awareness of Science Technology, Engineering, and Mathematics concepts building a pathway for STEM and college/ career readiness.<br>**Milestone's/Strategy's Expected Results/Impact:** Formative Results:<br>Training agendas and flyers, PDS attendance and evaluation reports<br>Summative Impact:<br>+Increase number of campus entries, district entries, Regional and State Entries.<br>+Increase number of students in STEM classes<br>**Staff Responsible for Monitoring:** Curriculum Specialists for Math and Science,<br>Science Fair Coordinators,<br>Math and Science Department Chairs<br><br>**Population:** Grades 6-8th teachers and students - **Start Date:** July 1, 2020 - **End Date:** June 30, 2021<br>**Need Statements:** Student Learning 8, 10 | 0% | 0% | 0% | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 3:** Student's problem-solving skills, originality, and creativity will be encouraged through their participation in district programs. Teachers, sponsors, and coaches will be provided with professional development and materials to promote participation in Brainsville Inventions, Chess, Destination Imagination, Poet's Convention, Stock Market Games.<br>**Milestone's/Strategy's Expected Results/Impact:** Training agendas and flyers, PDS attendance and evaluation reports<br>Summative Impacts:<br>+Brainsville Inventions (6th-8th) 10% increase in student participation at the district level.<br>+Chess (6-8th) 10% increase in student participation at the district, regional, state and national levels.<br>+Destination Imagination (6-8th) 10% increase in student participation at the regional, state and Global levels.<br>+Poet's Convention (6th-8th) 10% increase in student participation at the district level.<br>+Stock Market Games(6-8th) 10% increase in student participation at the district level.<br>**Staff Responsible for Monitoring:** Curriculum Administrators,<br>Advanced Academics Administrator Advanced Academics Lead Teachers<br>Campus Administration<br>Campus Coordinator<br><br>**TEA Priorities:** Build a foundation of reading and math - **Population:** Grades 6-8th teachers and students (especially G/T identified students) - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021<br>**Need Statements:** Demographics 1 - Student Learning 2, 4, 5 - School Processes & Programs 2<br>**Funding Sources:** CL - 199 Local funds | 35% | 40% | 55% | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 4:** Perkins Middle School Teachers will be provided with training and materials to promote participation in American Mathematics Competition (AMC) and Mathcounts at the campus, district, and regional levels.<br>**Milestone's/Strategy's Expected Results/Impact:** Formative Results:<br>Training agendas and flyers, PDS attendance and evaluation reports<br>Summative Impacts:<br>+AMC (6th to 8th) 10% increase in student participation at the district level.<br>**Staff Responsible for Monitoring:** Math Specialists<br>DAAS Lead Teachers<br>Department Chairs<br>Sponsors<br><br>**Population:** Grades 6-8th teachers and students - **Start Date:** July 1, 2020 - **End Date:** June 30, 2021<br>**Need Statements:** Student Learning 10 | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 5:** Perkins Middle School will host the annual Campus Spelling Bee and prepare students for District Competition.<br>**Milestone's/Strategy's Expected Results/Impact:** Formative Results:<br>Spelling Bee results for campus and district level<br>Summative Impact:<br>+participation in Spelling Bee<br>+Increased level of competition success beyond the previous year.<br>**Staff Responsible for Monitoring:** Counselor, ELA Teacher, Dean of Instruction<br><br>**Population:** All 6-8th grade students - **Start Date:** November 1, 2020 - **End Date:** February 28, 2021<br>**Need Statements:** Student Learning 1, 8<br>**Funding Sources:** - 199 Local funds |  | | | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 6:** To increase the number of athletes to be scheduled in the appropriate athletic period each year, so that leadership skills, sport skills, higher-order thinking skills, strengthening and conditions skills, and sportsmanship skills can be mastered by the student in athletics.<br>Population: All Student athletes<br>Timeline: August 2019 to September 2020<br>**Milestone's/Strategy's Expected Results/Impact:** Formative Results:<br>Campus master schedule, P.E. teacher/Coach class rosters and team rosters, choice slips.<br>Summative Impact:<br>increased PEIMS Enrollment Reports,<br>Athletic Coordinator Report<br>**Staff Responsible for Monitoring:** Campus Principal,<br>Campus Counselors,<br>Athletic Coordinator<br><br>**Population:** All Student athletes - **Start Date:** August 1, 2020 - **End Date:** September 30, 2021<br>**Need Statements:** Demographics 1 | 35% | 60% | 90% | |

| Strategy 7 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 7:** Schedule Cluster campus visits with student-athletes and their feeder schools to present athletic programs in order to increase participation in athletic programs at all levels.<br>**Milestone's/Strategy's Expected Results/Impact:** Formative Results:<br>Presentation Schedules, Choice slips for athletic classes.<br>Summative Impact:<br>increased Team and Class rosters on Rank One<br>**Staff Responsible for Monitoring:** Campus Principal,<br>Athletic Coordinator<br><br>**Population:** All Students - **Start Date:** January 1, 2021 - **End Date:** May 31, 2021<br>**Need Statements:** Demographics 1 | 0% | 0% | 0% | |

| Strategy 8 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 8:** Conduct Sports camps at each level and a 6th-grade try-out at the end of the year to increase participation in athletic programs.<br>Population: All secondary students and incoming 6th-grade students<br>Timeline: May 2019<br>**Milestone's/Strategy's Expected Results/Impact:** Formative Results:<br>Sign-in sheets, Try-out reports,<br>choice slips, master schedule<br>Summative Impact:<br>Increased enrollment in Pre-Athletic Programs<br>**Staff Responsible for Monitoring:** Athletic Department Administrator,<br>Campus Principals,<br>Athletic Coordinator<br><br>**Population:** All secondary students and incoming 6th-grade students - **Start Date:** May 1, 2021 - **End Date:** May 31, 2021<br>**Need Statements:** Demographics 1 | 0% | 0% | 75% | |

| Strategy 9 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 9:** Expand the number of teams at the middle school level for tennis (boys and girls) and baseball teams (boys only) for all campuses (pending CFO approval for additional funds for officials, coaching stipends, meals, and transportation).<br>**Milestone's/Strategy's Expected Results/Impact:** Formative Results:<br>Team rosters, Master Schedules<br>Summative Impact:<br>Improved Rank One Sport Information compared to prior year.<br>**Staff Responsible for Monitoring:** Athletic Department Administrator,<br>Campus Principal,<br>Athletic Coordinator<br><br>**Population:** All middle school students - **Start Date:** October 1, 2020 - **End Date:** February 28, 2021<br>**Need Statements:** Demographics 1 | 0% | 0% | 0% | |

| Strategy 10 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **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 to the special needs of migrant students as delineated by NCLB Act of 2001 (Public Law 07-110) Section 1301-1309 and will ensure that the migrant students are actively engaged in the Migrant Club, receive needed homework assistance and socialize with other migrant students throughout the current school year.<br>Population: PFS and Migrant Students<br>Timeline: August 2019- June 2020<br>**Milestone's/Strategy's Expected Results/Impact:** Formative:<br>Attendance roster into Migrant lab, Phone logs, 3 wk progress reports, and Six Weeks grades<br>Summative:<br>+End of year state assessment scores<br>**Staff Responsible for Monitoring:** Campus Principal<br>Migrant Campus Clerks<br>Migrant Teacher<br>DMC<br>MSC<br><br>**Population:** PFS and Migrant Students - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021<br>**Need Statements:** Student Learning 5 | 30% | 50% | 55% | → |

0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue

## Performance Objective 5 Need Statements:

| Demographics |
|---|
| **Need Statement 1**: Need to expand efforts to recruit and retain students at all grade level. **Data Analysis/Root Cause**: Nearby new schools opening |

| Student Learning |
|---|
| **Need Statement 1**: Need to improve ELAR and Math STAAR scores in 6th, 7th, and 8th grade. **Data Analysis/Root Cause**: Campus TAPR indicates low student performance on ELA |
| **Need Statement 2**: Need to continue to increase performance for Social Studies and Science to achieve the respective distinctions. **Data Analysis/Root Cause**: Campus TAPR indicates progress in Social Studies and Science but it has not been enough to earn a distinction |
| **Need Statement 4**: Need to provide necessary supplies including nurse supplies across all sub-populations including migrant students to provide a safe and healthy environment. **Data Analysis/Root Cause**: Campus reports indicates that 98% of our student population is economically disadvantage |
| **Need Statement 5**: Need for teachers to work collaboratively and focus on preparing all students including Migrant, LEP, and Special Education students for the following grade level through vertical team meetings. **Data Analysis/Root Cause**: Based on campus reports and summer school attendance teachers need to plan collaboratively |
| **Need Statement 8**: Need to provide necessary supplies/tools across all sub-populations in order to close achievement gaps and attain individual academic growth. **Data Analysis/Root Cause**: Campus reports indicates that 98% of our student population is economically disadvantage |

| Student Learning |
| --- |
| **Need Statement 10**: Need to provide instructional classroom supplies, additional instructional materials, and technology. **Data Analysis/Root Cause**: Campus reports indicates that 98% of our student population is economically disadvantage. |
| **School Processes & Programs** |
| **Need Statement 2**: Need for integration of Instructional Technology and provide professional development for teachers to meet student needs. **Data Analysis/Root Cause**: Teachers need PD on integration on technology on the classroom to meet students needs. |

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

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

**Summative Evaluation:** Significant progress made toward meeting Objective

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 1:** Our campus will purposely promote energy savings activities on the campus to support the implementation of the district's energy savings plan.<br>**Milestone's/Strategy's Expected Results/Impact:** Complete implementation of the Campus energy savings plan will result in decreased energy usage compared to the prior year.<br>Formative: Monthly comparison of energy usage<br>Summative: Annual comparison of energy usage<br>**Staff Responsible for Monitoring:**<br>Campus Administration<br>Facilities and maintenance staff<br><br>**Population:** campus facilities - **Start Date:** January 1, 2020 - **End Date:** January 1, 2021<br>**Need Statements:** Student Learning 4<br>**Funding Sources:** Supplies for maint/Operations - Cust. - 199 Local funds - 199-51-63-15-00-046-Y-99-0-00 - $9,500, General Supplies - 199 Local funds - 199-51-63-99-00-046-Y-99-0-00 - $2,000 | 20% | 20% | 45% | → |

0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue

**Performance Objective 1 Need Statements:**

| Student Learning |
|---|
| **Need Statement 4**: Need to provide necessary supplies including nurse supplies across all sub-populations including migrant students to provide a safe and healthy environment.<br>**Data Analysis/Root Cause**: Campus reports indicates that 98% of our student population is economically disadvantage |

**Goal 3:** Perkins Middle School will ensure effective and efficient use of all available funds to assist in implementing a balanced budget.

**Performance Objective 1:** Perkins Middle School 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 campus, internal and external audit reports and FIRST ratings.

**Summative Evaluation:** Met Objective

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 1:** Perkins will support programs such as Gear Up and 21st Century in the effect of effective and efficient use of 100% of available budgeted funds based on the needs assessments.<br>**Milestone's/Strategy's Expected Results/Impact:** Funding reports will indicate all funds were expended based on prioritized needs.<br>Formative: monthly expenditure reports compared DIP/CIP<br>Summative: end of year expenditure reports<br>**Staff Responsible for Monitoring:** Campus Administration<br>DEIC/SBDM Committees<br><br>**Schoolwide and Targeted Assistance Title I Elements:** 2.5 - **Population:** Stakeholders - **Start Date:** July 1, 2020 - **End Date:** June 30, 2021<br>**Need Statements:** Demographics 1 | 30% | 50% | 50% | 100% |

No Progress | Accomplished | Continue/Modify | Discontinue

**Performance Objective 1 Need Statements:**

| Demographics |
|---|
| **Need Statement 1**: Need to expand efforts to recruit and retain students at all grade level. **Data Analysis/Root Cause**: Nearby new schools opening |

**Goal 3:** Perkins Middle School will ensure effective and efficient use of all available funds to assist in implementing a balanced budget.

**Performance Objective 2:** The campus will create and provide faculty and staff recognition and activities to improve campus morale/climate and support retention of teachers.

**Evaluation Data Sources:** Campus needs assessment surveys, campus climate surveys

**Summative Evaluation:** Met Objective

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 1:** Perkins will provide a positive school culture by greeting teachers every day with a smile, giving them incentives such as raffles with prices at least once a year. Also providing breakfast, snacks periodically.<br>**Milestone's/Strategy's Expected Results/Impact:** Positive school culture by rewarding teachers periodically<br>**Staff Responsible for Monitoring:** Campus Administration<br><br>**Targeted Support Strategy - Population:** All Stockholders - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021<br>**Need Statements:** Demographics 1<br>**Funding Sources:** Miscellaneous operating costs - 199 Local funds | 85% | 85% | 90% | 100% |

No Progress | Accomplished | Continue/Modify | Discontinue

**Performance Objective 2 Need Statements:**

| Demographics |
|---|
| **Need Statement 1**: Need to expand efforts to recruit and retain students at all grade level. **Data Analysis/Root Cause**: Nearby new schools opening |

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

**Performance Objective 1:** Perkins Middle School 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 | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 1:** Perkins will promote the history and origins along with the current accomplishments of each campus weekly through the website and media venues.<br>**Milestone's/Strategy's Expected Results/Impact:** .<br>Formative: schedule of monthly activities<br>Summative: listing of all activities that were presented in the year<br>**Staff Responsible for Monitoring:** Campus Administration<br><br>**Population:** SBDM Members - **Start Date:** June 1, 2020 - **End Date:** June 30, 2021<br>**Need Statements:** Demographics 1 | 15% | 35% | 50% | 100% |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 2:** Campus will designate a PIO contact to provide features articles, current and prior students/ parents/ staff recognition, co-/extra-curricular activities, and parent/community events.<br>**Milestone's/Strategy's Expected Results/Impact:** Regular features in media showcasing current accomplishments of faculty, staff, students, and alumni and major events.<br>Formative: Submissions of information for articles and showcases<br>Summative: annual compilation of articles and presentation/showcases<br>**Staff Responsible for Monitoring:** Campus Administration<br>PIO<br><br>**Population:** Campus Stakeholders - **Start Date:** June 1, 2020 - **End Date:** June 30, 2021<br>**Need Statements:** Demographics 1 | 5% | 45% | 55% | 100% |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 3:** Perkins will update websites at least monthly including showcasing student and community activities.<br>**Milestone's/Strategy's Expected Results/Impact:** Campus website will be up-to-date on a monthly basis with all compliance postings and showcasing campus/program activities and successes.<br>Formative: checklist of websites indicating are current<br>Summative: report at end of year for monthly checklist results<br>**Staff Responsible for Monitoring:**<br>Campus TST<br>Dean of Instruction<br>Counselors<br><br>**Population:** Campus Stakeholders - **Start Date:** December 1, 2020 - **End Date:** June 30, 2021<br>**Need Statements:** Demographics 1 - Perceptions 2, 3 | 5% | 35% | 60% | 100% |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 4:** Provide professional development based on the level of expertise and need in the following area:<br>a) Bullying Prevention<br>b) Violence/conflict resolution<br>c) Recent drug use trends<br>d)Resiliency/ Development Assets<br>e)Dating Violence<br>f)Signs of child abuse<br>g) Response to intervention<br>RTI - Supplies needed for the different areas mentioned.<br>**Milestone's/Strategy's Expected Results/Impact:** Formative: Attendance Rosters, PD Evaluation, PEIMS<br><br>Summative: Discipline Reports<br>**Staff Responsible for Monitoring:** Administration- Dean of Instruction, Counselors<br><br>**Comprehensive Support Strategy - Additional Targeted Support Strategy - Population:** Counselors - **Start Date:** June 1, 2020 - **End Date:** June 30, 2021<br>**Need Statements:** Perceptions 2, 3<br>**Funding Sources:** - 199 Local funds, General Supplies - 211 Title I-A - 211-31-6399-00-046-Y-30-0F2-Y - $1,200 | 40% | 40% | 40% | 100% |

0% No Progress  100% Accomplished  Continue/Modify  Discontinue

## Performance Objective 1 Need Statements:

## Demographics

**Need Statement 1**: Need to expand efforts to recruit and retain students at all grade level. **Data Analysis/Root Cause**: Nearby new schools opening

## Perceptions

**Need Statement 2**: Need to provide more information to parents about the Special Education, Bilingual and Migrant programs. **Data Analysis/Root Cause**: Parents not informed about special programs and services on campus.

**Need Statement 3**: Need to provide parental information/ meetings to explain definition of bullying / cyber bullying and answer their questions. **Data Analysis/Root Cause**: Increase parent involvement and decrease bullying across grade levels.

**Goal 5:** Perkins Middle School 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%.

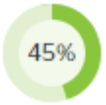
**Evaluation Data Sources:** BAC placement data for 2019-2020 and 2020-2021, PEIMS discipline report data, Review360 report data, Pupil Services, Police and Security Services, Guidance and Counseling Services and Special Services departmental data related to BAC placement

**Summative Evaluation:** Significant progress made toward meeting Objective

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 1:** Teachers will submit required contact documentation after each office referral within 24 hours.<br>The administration will make sure teachers get feedback from the 360 programs within 48 hours. Necessary supplies will be readily available to students across all sub-populations in order to promote and maintain a safe and healthy learning environment.<br>**Milestone's/Strategy's Expected Results/Impact:** Formative: referrals to ISS, BAC, JJAEP Summative: Report cards, transition meeting, review 360 and RT<br>**Staff Responsible for Monitoring:** Administration, Dean of Instruction, Teachers, Department Chair, District Specialist.<br><br>**Population:** -LEP -GT -HONORS -DYS -SE -MI -AR -TI (YS) - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021<br>**Need Statements:** Demographics 2 | 0% | 0% | 0% | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 2:** Distribute student list every six weeks from district hearing officers regarding<br>-Expulsions<br>-Appeals<br>so it can be compared to PEIMS records in Mainframe to assure correct reporting to TEA.<br>**Milestone's/Strategy's Expected Results/Impact:** Admissions & Attendance Discipline List compared to Order of Expulsions and Removals<br>Summative: PEIMS records<br>Formative: Referrals<br>**Staff Responsible for Monitoring:** Administration, Dean of Instruction, Teachers, Department Chair, District Specialist, Admission, attendance Specialist<br><br>**Population:** Administrators New Teachers - **Start Date:** June 1, 2020 - **End Date:** June 1, 2021<br>**Need Statements:** Demographics 2 - Student Learning 2, 3, 4, 5, 6, 7, 8, 9<br>**Funding Sources:** Mis. Cost - 199 Local funds | 0% | 0% | 0% | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 3:** Involve appropriate campus counselor in transitional hearings for students returning from JJAEP to Brownsville Independent School District (BISD) for monitoring purposes and a successful transition to BISD<br>Population:Principals<br>Assistant Superintendents PEIMS<br>Student Accounting<br>Timeline: June 2019- June 2020<br>CNA pg.7 SAA #5<br>**Milestone's/Strategy's Expected Results/Impact:** Formative: Transitional Meeting<br>Sign-in Sheets<br>Summative: RTI and Review 360<br>**Staff Responsible for Monitoring:** Administration, Dean of Instruction, Teachers, Department Chair, District Specialist, Admission, attendance, Guidance Counseling Representative, JJAEP Representative.<br><br>**Population:** Principals, Assistant Superintendents PEIMS, Student Accounting - **Start Date:** June 1, 2020 - **End Date:** June 1, 2021<br>**Funding Sources:** Supplies - 199 Local funds | 0% | 0% | 0% | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 4:** Provide professional development based on the level of expertise and need in the following area:<br>a.) Bullying Prevention<br>b.) Violence/conflict resolution<br>c.) Recent drug use trends<br>d.) Resiliency/Development Assets<br>e.) Dating Violence<br>f.) Signs of Child Abuse<br>g.) Response to Intervention<br>(Rtl) Model for behavior research-based interventions to allow staff to recognize and address the issue, as a preventive measure.<br>**Milestone's/Strategy's Expected Results/Impact:** Formative: Attendance Roster, Professional Development Evaluation, PEIMS<br><br>Summative:<br>Discipline Reports<br>**Staff Responsible for Monitoring:** Administration, Dean of Instruction, Teachers, Department Chair, District Specialist, Counselors, Professional Development, Behavioral Specialists and RTI Specialist<br><br>**Population:** Counseling & Guidance Representative - **Start Date:** June 1, 2020 - **End Date:** June 1, 2021<br>**Need Statements:** Student Learning 5, 6 - School Processes & Programs 2<br>**Funding Sources:** Employee Travel - 199 Local funds - $1,000, Mis. Costs - 199 Local funds - $1,000, Employee Travel - 199 Local funds - 199-23-64-11-23-046-Y-99-0-00 - $900, MIs. Operating Costs - 199 Local funds - $1,600 | |  | | |

 No Progress Accomplished Continue/Modify Discontinue

## Performance Objective 1 Need Statements:

| Demographics |
|---|
| **Need Statement 2**: Need to decrease the number of students being sent to ISS, OSS, and DAEP **Data Analysis/Root Cause**: Campus eSchool reports indicate an increasing number of students placed in ISS, OSS, and DAEP |

| Student Learning |
|---|
| **Need Statement 2**: Need to continue to increase performance for Social Studies and Science to achieve the respective distinctions. **Data Analysis/Root Cause**: Campus TAPR indicates progress in Social Studies and Science but it has not been enough to earn a distinction |
| **Need Statement 3**: Need to close achievement gaps between all students and Special Education and ELL student performance. **Data Analysis/Root Cause**: Campus reports indelicate some gaps among student sub-populations |
| **Need Statement 4**: Need to provide necessary supplies including nurse supplies across all sub-populations including migrant students to provide a safe and healthy environment. **Data Analysis/Root Cause**: Campus reports indicates that 98% of our student population is economically disadvantage |

## Student Learning

**Need Statement 5**: Need for teachers to work collaboratively and focus on preparing all students including Migrant, LEP, and Special Education students for the following grade level through vertical team meetings. **Data Analysis/Root Cause**: Based on campus reports and summer school attendance teachers need to plan collaboratively

**Need Statement 6**: Need to close the gap between LEP and non-LEP and increase Reading STAAR across grade level by collaborating with Tech Lab teacher in providing programs to enhance learning. **Data Analysis/Root Cause**: Campus benchmarks and assessment reports indelicate some gaps among student sub-populations

**Need Statement 7**: Need to meet AMAO's 1, 2 and AYP for LEP students by implementing the following Action Steps **Data Analysis/Root Cause**: Campus reports such as TELPAS indicate low scores for LEP students

**Need Statement 8**: Need to provide necessary supplies/tools across all sub-populations in order to close achievement gaps and attain individual academic growth. **Data Analysis/Root Cause**: Campus reports indicates that 98% of our student population is economically disadvantage

**Need Statement 9**: Need for ongoing monitoring of LEP student population through department meetings on a monthly basis. **Data Analysis/Root Cause**: LEP student performance is low according to TELPAS and Reading STAAR.

## School Processes & Programs

**Need Statement 2**: Need for integration of Instructional Technology and provide professional development for teachers to meet student needs. **Data Analysis/Root Cause**: Teachers need PD on integration on technology on the classroom to meet students needs.

**Goal 5:** Perkins Middle School 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.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 1:** In order to reduce the number of Special Ed. Students referred to ISS and/or OSS, alternative disciplinary procedures will be implemented. Such as counselor referrals, BIP updates, redirection, etc.<br>**Milestone's/Strategy's Expected Results/Impact:** Formative: students placed in ISS/OSS<br>S: Review 360<br>**Staff Responsible for Monitoring:** Administration, Dean of Instruction, Teachers, Department Chair, District Specialist, Counselors<br><br>**Population:** Elementary, Middle School, and High School At-Risk students - **Start Date:** August 1, 2020 - **End Date:** June 1, 2021<br>**Need Statements:** Demographics 2 | 0% | 0% | 0% | → |

0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue

**Performance Objective 2 Need Statements:**

| Demographics |
|---|
| **Need Statement 2**: Need to decrease the number of students being sent to ISS, OSS, and DAEP **Data Analysis/Root Cause**: Campus eSchool reports indicate an increasing number of students placed in ISS, OSS, and DAEP |

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

**Performance Objective 3:** Refine and implement safety plan to ensure students are safe in the event of a crisis.

**Evaluation Data Sources:** Updated safety plan checklist, published campus safety plans, Unsafe School PEIMS report.

**Summative Evaluation:** Met Objective

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 1:** Campuses will develop and maintain an Emergency Operation Plan.<br>The plan must be multi-hazard in nature<br>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, Reverse evacuation, Drop & Cover, Evacuation.<br>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.<br>**Milestone's/Strategy's Expected Results/Impact:** Formative; After Action Reviews, Sign-In Sheets<br>Summative: Evaluations, Audits<br>**Staff Responsible for Monitoring:** Administration, Dean of Instruction, Teachers, Department Chair, District Specialist, Faculty/Staff, BISD Police/Security<br><br>**Population:** Administrators, Campus Staff & Faculty - **Start Date:** June 1, 2020 - **End Date:** June 1, 2021 | 60% | 80% | 90% | → |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 2:** The campus will conduct Active Shooter or other hazardous lockdown drills at least twice per semester.<br>**Milestone's/Strategy's Expected Results/Impact:** Formative Results:<br>Practice drill reports<br>Summative Impact:<br>100% of campuses have conducted at least two practice drills.<br>**Staff Responsible for Monitoring:** Security Services<br>Campus Administration<br><br>**Population:** all students - **Start Date:** August 1, 2020 - **End Date:** June 1, 2021 | 0% | 0% | 40% | → |

0% No Progress  100% Accomplished  → Continue/Modify  ✕ Discontinue

**Goal 6:** Perkins 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/district parental involvement activities from 2018-2019 to 2019-2020.

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

**Summative Evaluation:** Significant progress made toward meeting Objective

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 1:** Complete and disseminate a parental involvement policy so as to delineate how parents will actively be involved at the district/campus level with the intention to increase the population. Disseminate School-Parent Student Compacts indicating each group's responsibilities to ensure student achievement. It will be included in the registration packet.<br>**Milestone's/Strategy's Expected Results/Impact:** Formative: School Parent-Student compacts, Campus Website<br><br>Summative: Composite EOY Survey<br>Title I-A Parental Involvement<br>Compliance check STAAR Results, Attendance Rates and Discipline Referrals<br>**Staff Responsible for Monitoring:** Administration, Dean of Instruction, Teachers, Department Chair, District Specialist, Parent Liaison<br><br>**Schoolwide and Targeted Assistance Title I Elements:** 3.1 - **Population:** Parents Students School - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021<br>**Need Statements:** Perceptions 1, 2 | 0% | 0% | 0% | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 2:** Conduct an annual TITLE I meeting to inform parents of services provided through TITLE I funds.<br>**Milestone's/Strategy's Expected Results/Impact:** Formative: Agenda, sign in sheet, minutes, flyers.<br>Summative:<br>Composite EOY Survey, Title I-A Parental Involvement Compliance checklist, EOC/STAAR Results, Attendance Rates Discipline<br>**Staff Responsible for Monitoring:** Administration, Dean of Instruction, Teachers, Department Chair, District Specialist, Parent Liaison<br><br>**Schoolwide and Targeted Assistance Title I Elements:** 3.2 - **Population:** Parents Students - **Start Date:** March 1, 2021 - **End Date:** March 31, 2021<br>**Need Statements:** Perceptions 2, 4 | 45% | 65% | 85% | |

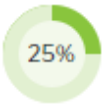
| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 3:** Parent Meetings will be held at the campus Parent Center Thursdays at 9:30 am and Fridays at 5:00 pm with the assistance of the campus Parent Liaison. Conduct a campus need assessment and TI Parent Survey to evaluate the effectiveness of district and/or Campus Parental Involvement efforts.<br>**Milestone's/Strategy's Expected Results/Impact:** Formative: Survey Results<br>Summative: Composite of Survey Results, Title I-A Parental Involvement Compliance checklist, EOC/STAAR Results, Attendance Rates Discipline Referrals<br>**Staff Responsible for Monitoring:** Administration, Dean of Instruction, Teachers, Department Chair, District Specialist, Parent Liaison<br><br>**Population:** Parents - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021<br>**Need Statements:** Perceptions 1, 4 | 0% | 0% | 0% | 100% |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 4:** 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.<br>*Parental Involvement Policy<br>*School Parent-Student compacts<br>*Campus Improvement Plan<br>**Milestone's/Strategy's Expected Results/Impact:** Formative: Calendar, agendas, sign in sheets, minutes, flyers, P.I. Policy, Compact, Parent Rep. List<br>Summative: Composite of meeting minutes, Session Evaluations Title I-A Parental Involvement Compliance checklist, EOC/STAAR Results, Attendance Rates Discipline Referrals<br>**Staff Responsible for Monitoring:** Administration, Dean of Instruction, Teachers, Department Chair, District Specialist, Parent Liaison, SBDM Committee<br><br>**Schoolwide and Targeted Assistance Title I Elements:** 3.1 - **Population:** Parents - **Start Date:** January 1, 2020 - **End Date:** May 31, 2021<br>**Need Statements:** Perceptions 1, 4 | 40% | 50% | 60% | 100% |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 5:** Host a Parent Orientation day to inform parents, students and community members of daily standard operation procedures and District Policy<br>*Student code of conduct<br>*Student-parent school compact<br>*Emergency Operation Procedures<br>*Volunteer Guidelines and Opportunities<br>**Milestone's/Strategy's Expected Results/Impact:** Formative: agendas, sign in sheets, flyers, brochures, handouts, session evaluations<br>Summative: Discipline referrals, Session Evaluations Title I-A Parental Involvement Compliance checklist, STAAR Results, Attendance Rates Discipline Referrals<br>**Staff Responsible for Monitoring:** Administration, Dean of Instruction, Department Chair, Parent Liaison<br><br>**Schoolwide and Targeted Assistance Title I Elements:** 3.1, 3.2 - **Population:** Students, Parents, and community - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021<br>**Need Statements:** Perceptions 1, 2, 3, 4<br>**Funding Sources:** Mis. Operating Cost - 199 Local funds - 199-61-64-99-53-046-Y-99-0-00 - $200 | 0% | 0% | 0% | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 6:** 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. Gear Up Program will incorporate activities inviting community members.<br>**Milestone's/Strategy's Expected Results/Impact:** Formative: Agendas sign in sheets MOU's<br>Summative: Increased partnerships<br>**Staff Responsible for Monitoring:** Administration, Dean of Instruction, Teachers, Department Chair, District Specialist, Parent Liaison, Counselors<br>Gear Up Counselors<br><br>**Population:** Parents and community - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021<br>**Need Statements:** Perceptions 1, 3, 4 | 0% | 0% | 0% | |

| Strategy 7 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 7:** 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.<br>**Milestone's/Strategy's Expected Results/Impact:** Formative: Agendas, sign in sheets session evaluations<br>Summative: increased parent participation, Title I-A Parental Involvement Compliance checklist, EOC/STAAR Results, Attendance Rates Discipline Referrals<br>**Staff Responsible for Monitoring:** Administration, Dean of Instruction, Parent Liaison<br><br>**Population:** Parents - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021<br>**Need Statements:** Perceptions 1, 4 | | | | |

| Strategy 8 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 8:** Provide ample parent education opportunities through parent conferences and parent training sessions at each campus parent center to disseminate information, services and/or referrals to agencies that address the needs in the following areas<br>*Effective Teaching Strategies<br>*Health Education-Families in Training<br>*Special Populations (Bilingual, Dyslexia, G.T. Migrant, Special Ed.)<br>*Building Capacity<br>College readiness<br>*Drop out and violence prevention-New Horizons<br>*community agencies/organizations<br>**Milestone's/Strategy's Expected Results/Impact:** Formative: parent conference flyers sign in sheets conference agendas, meeting agendas, conference evaluations<br>Summative: Title I-A Parental Involvement Compliance checklist, EOC/STAAR Results,<br>Attendance Rates Discipline Referrals<br>**Staff Responsible for Monitoring:** Administration, Dean of Instruction, Teachers, Department Chair, District Specialist, Curriculum and Inst. Specialist, Campus Instructional Tech Teacher, 21st Century Site Coordinator<br><br>**Schoolwide and Targeted Assistance Title I Elements:** 3.2 - **Population:** Parents and community - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021<br>**Need Statements:** Perceptions 2, 3, 4<br>**Funding Sources:** General Supplies - 211 Title I-A - 211-61-6399-00-046-Y-30-0F2-Y - $900, Mis. Operating Costs - 211 Title I-A - 211-61-6499-53-046-Y-30-0F2-Y - $900 | |  | | |

| Strategy 9 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 9:** Parent Liaison funds will be allocated to provide payment for mileage incurred while conducting Attendance and Parental Involvement responsibilities i.e.; home visits and parental involvement meetings & trainings. Parent Liaison will conduct home visits and inform parents with information concerning the At-Risk student in order to help provide opportunities for student academic success such as the 21st Century Program.<br>**Milestone's/Strategy's Expected Results/Impact:** Formative: Monthly contact log, composite report<br>Summative: Monthly mileage log, Title I-A Parental Involvement Compliance checklist,<br>STAAR Results, Attendance Rates Discipline Referrals<br>**Staff Responsible for Monitoring:** Dean of Instruction, Campus Parent Liaison<br>21st Century Coordinator<br><br>**Population:** Parent Liaison - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021<br>**Need Statements:** Demographics 1 - Perceptions 1, 4<br>**Funding Sources:** Contracted Services - 199 Local funds - $400, Mis. Cost - 199 Local funds - $800, Employee Travel - 211 Title I-A - 211-61-6411-00-046-Y-30-0F2-Y - $900 | 35% | 35% | 30% | 100% |

No Progress | Accomplished | Continue/Modify | Discontinue

## Performance Objective 1 Need Statements:

| Demographics |
|---|
| **Need Statement 1**: Need to expand efforts to recruit and retain students at all grade level. **Data Analysis/Root Cause**: Nearby new schools opening |

| Perceptions |
|---|
| **Need Statement 1**: Need to plan more activities for parents for example Parental Involvement Events such as bingo with students to improve parent/ school/ student communication. **Data Analysis/Root Cause**: Low parental and community involvement |
| **Need Statement 2**: Need to provide more information to parents about the Special Education, Bilingual and Migrant programs. **Data Analysis/Root Cause**: Parents not informed about special programs and services on campus. |
| **Need Statement 3**: Need to provide parental information/ meetings to explain definition of bullying / cyber bullying and answer their questions. **Data Analysis/Root Cause**: Increase parent involvement and decrease bullying across grade levels. |
| **Need Statement 4**: Need to provide general supplies for parent meetings. **Data Analysis/Root Cause**: Increase parent involvement and a sense of community. |

**Goal 7:** Educators will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. (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

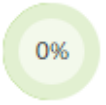
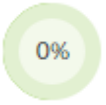
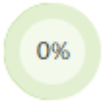
**Summative Evaluation:** Met Objective

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 1:** Provide teachers/campus administration with professional development opportunities to enhance implementation of instructional strategies including: Response to Intervention (RtI), sheltered instruction (SIOP), differentiated instruction, common instructional framework (CIF), reading comprehension cognitive strategy routines, Texas Literacy Initiative protocols including oral language skills that increase listening/ speaking and reading/ writing proficiency in all content areas.<br>**Milestone's/Strategy's Expected Results/Impact:** Formative Results:<br>BISD Instructional Feedback Form District Monitoring Instrument data will indicate X percentage point increase in Domain 2 proficient and higher ratings.<br><br>Summative Impact:<br>The district will have a 5 point increase in the number of students who reach Meets Grade Level and STAAR Masters Grade Level performance on STAAR exams.<br>**Staff Responsible for Monitoring:** Principal,Dean, Dept Chairs & Campus Lead Teachers<br><br>**Population:** All teachers teaching core content and special education, dyslexia, Honors, CTE, and other academic areas - **Start Date:** July 1, 2020 - **End Date:** June 30, 2021<br>**Need Statements:** Student Learning 2, 3, 4, 5, 6, 7, 8, 9<br>**Funding Sources:** General Supplies - 211 Title I-A | 40% | 50% | 70% | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 2:** Perkins will receive assistance from district with the development of traditional and online Professional Learning Communities that are based both on content and pedagogy. This formal collaboration among colleagues will serve to build instructional capacity starting at the individual classroom level.<br>**Milestone's/Strategy's Expected Results/Impact:** Formative Results:<br>PLC meeting agendas, Sign-in sheets, PDS session rosters and evaluations,PDS Session Evaluations, BOY/MOY/EOY data analysis reports<br>Summative Impact:<br>Improved Summary observation reports, STAAR scores, TPRI/TJL/CPALS scores, TELPAS, TERRANOVA<br>**Staff Responsible for Monitoring:** Principal/ Dean<br>Dept. Chairs & Campus Lead<br>Teachers or<br>Trainer of Trainers<br><br>**Population:** All stakeholders - **Start Date:** August 1, 2020 - **End Date:** June 30, 2021<br>**Need Statements:** Student Learning 2, 3, 4, 5, 6, 7, 8, 9<br>**Funding Sources:** General Supplies - 199 Local funds - $300 | 50% | 65% | 75% | → |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 3:** Strengthen the efficiency and effectiveness of the Gifted and Talented Program through the required Core and On-going training as well as specific professional development sessions on differentiated curriculum and assessment relative to the annual goals of the program.<br>**Milestone's/Strategy's Expected Results/Impact:** Formative Results:<br>District monitoring instrument, Class rosters, Lead teacher classroom observations, Training agendas and evaluations<br>Summative Impact:<br>Improved STAAR and EOC student scores, improved AP, TSI, and other college readiness assessment scores by 5 percentage points.<br>**Staff Responsible for Monitoring:** Principal/ Dean<br>DAAS Lead Teachers<br><br>**Population:** All G/T sub-population students and teachers for these students in core content areas and Special Education - **Start Date:** July 1, 2020 - **End Date:** June 30, 2021<br>**Need Statements:** Student Learning 8, 10 | 40% | 50% | 60% | → |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 4:** Provide respective teachers with training for selected resources to adequately implement the district K-8 Science, Technology, Engineering, and Mathematics initiative and Middle School STEM program.<br>**Milestone's/Strategy's Expected Results/Impact:** Formative:<br>PDS session evaluations, benchmark scores, program applications counts<br>Summative:<br>STAAR scores,<br>+90% of Campus instructional feedback form walkthroughs will indicate implementation of developed project-based learning experiences.<br>+Campus will have a 2 percentage point increase in the middle school STEM program student enrollment<br>**Staff Responsible for Monitoring:** Principal/Dean, Dept Chairs & Campus Lead Teachers<br><br>**Population:** MS STEM Teachers - **Start Date:** July 1, 2020 - **End Date:** June 30, 2021<br>**Need Statements:** Student Learning 8, 10 - School Processes & Programs 2 | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 5:** Support participation of faculty and staff attendance at district and/or regional literacy conferences in order to target areas for improvement and provide turn-around training for explicit instruction, lesson design, classroom organization and delivery overviews of the information during district staff development days.<br>**Milestone's/Strategy's Expected Results/Impact:** Formative:<br>RtI plans and progress monitoring reports, Sign-in sheets, Workshop agenda, PDS session roster and evaluations, TLI routines documented in Instructional Feedback Form data<br>Summative:<br>STAAR scores, TELPAS, TMSFA<br>+A 5 percentage point increase in the number of students meeting the passing standards on state assessments<br>**Staff Responsible for Monitoring:** Principal and Dean<br>Curriculum Specialist,<br>Professional development<br>department staff<br><br>**Population:** All grade level teachers - **Start Date:** June 1, 2020 - **End Date:** July 31, 2021<br>**Funding Sources:** Stipends - 199 Local funds |  |  |  | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 6:** Campus personnel and stakeholders will attend opportunities at the national, state, regional and in-district conferences to engage in research-based professional development opportunities that will support effective transformation reform strategies, best practices and student learning. (Title I-A & Title II-A)<br>**Milestone's/Strategy's Expected Results/Impact:** Formative:<br>Classroom grades, campus benchmark scores, teacher observations, student progress reports,Lesson plans, Curriculum Feedback/ walk-through reports, PDS Session Evaluations<br>Summative:<br>T-TESS or Job Description/ Evaluation summative reports<br>+5% improvement on State Assessments including STAAR<br>**Staff Responsible for Monitoring:** Principal and Dean of Instruction<br><br>**Population:** 6-8th grade teachers - **Start Date:** August 1, 2020 - **End Date:** June 30, 2021 | 0% | 0% | 0% | → |

| Strategy 7 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 7:** Fine arts students and teachers will be provided professional development training annually.<br>**Milestone's/Strategy's Expected Results/Impact:** Formative Results:<br>Sign in sheets, PDS evaluations, student performance ratings<br>Summative Results:<br>Increased EOY performance recognitions<br>**Staff Responsible for Monitoring:** Campus director and teachers<br><br>**Population:** all 6-8 students and teachers - **Start Date:** August 1, 2020 - **End Date:** June 30, 2021 | 35% | 50% | 65% | → |

| Strategy 8 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 8:** Migrant Education program instructional staff will be provided professional development to improve migrant students' reading and math skills and specific supports for secondary migrant students and OSY. PFS and Non PFS migrant students will receive age appropriate clothing, school supplies in order to support daily school attendance thus addressing the district attendance policy for the middle school students.<br>**Milestone's/Strategy's Expected Results/Impact:** Formative Results:<br>Sign in sheets, PDS evaluations, student performance ratings<br>Summative Results:<br>Increased EOY performance on state and local assessments<br>**Staff Responsible for Monitoring:** Migrant Coordinator<br>Campus Administration<br><br>**Population:** Migrant support staff - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021<br>**Need Statements:** Student Learning 5<br>**Funding Sources:** - 212 Title I-C (Migrant) | 0% | 0% | 0% | → |

| Strategy 9 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 9:** Professional development opportunities will be provided to campus personnel to enhance the provision of services for at-risk students in order to improve academic achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. Professional development opportunities include:<br>-Identification of at-risk students via state and local criteria, -Graduation Rate, Completion Rate, and Graduation Cohorts, -Identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act, and Budget and Program Compliance<br>**Milestone's/Strategy's Expected Results/Impact:** Formative Results:<br>PDS Session attendance and Evaluation Reports, Verified Homeless and/or Unaccompanied Youth Enrollment Letter, eSchoolPLUS Special Programs Report, eSchoolPLUS At-Risk Progress Report, Progress Monitoring Assessment Scores, Student Progress Reports<br>Summative Impact:<br>increased STAAR and At-risk Retention<br>**Staff Responsible for Monitoring:** Principal,<br>Dean of Instruction<br>State Compensatory Education and Homeless Youth<br><br>**Population:** Middle School At-risk Students - **Start Date:** August 1, 2020 - **End Date:** May 31, 2021<br>**Need Statements:** Student Learning 2, 3, 4, 5, 6, 7, 8, 9<br>**Funding Sources:** General Supplies - 211 Title I-A, General Supplies - 211 Title I-A, Employee Travel - 211 Title I-A, Miscellaneous Operations - 211 Title I-A | 0% | 0% | 0% | → |

0% No Progress | 100% Accomplished | → Continue/Modify | ✗ Discontinue

## Performance Objective 1 Need Statements:

| Student Learning |
|---|
| **Need Statement 2**: Need to continue to increase performance for Social Studies and Science to achieve the respective distinctions. **Data Analysis/Root Cause**: Campus TAPR indicates progress in Social Studies and Science but it has not been enough to earn a distinction |
| **Need Statement 3**: Need to close achievement gaps between all students and Special Education and ELL student performance. **Data Analysis/Root Cause**: Campus reports indelicate some gaps among student sub-populations |
| **Need Statement 4**: Need to provide necessary supplies including nurse supplies across all sub-populations including migrant students to provide a safe and healthy environment. **Data Analysis/Root Cause**: Campus reports indicates that 98% of our student population is economically disadvantage |
| **Need Statement 5**: Need for teachers to work collaboratively and focus on preparing all students including Migrant, LEP, and Special Education students for the following grade level through vertical team meetings. **Data Analysis/Root Cause**: Based on campus reports and summer school attendance teachers need to plan collaboratively |
| **Need Statement 6**: Need to close the gap between LEP and non-LEP and increase Reading STAAR across grade level by collaborating with Tech Lab teacher in providing programs to enhance learning. **Data Analysis/Root Cause**: Campus benchmarks and assessment reports indelicate some gaps among student sub-populations |
| **Need Statement 7**: Need to meet AMAO's 1, 2 and AYP for LEP students by implementing the following Action Steps **Data Analysis/Root Cause**: Campus reports such as TELPAS indicate low scores for LEP students |

## Student Learning

**Need Statement 8**: Need to provide necessary supplies/tools across all sub-populations in order to close achievement gaps and attain individual academic growth. **Data Analysis/Root Cause**: Campus reports indicates that 98% of our student population is economically disadvantage

**Need Statement 9**: Need for ongoing monitoring of LEP student population through department meetings on a monthly basis. **Data Analysis/Root Cause**: LEP student performance is low according to TELPAS and Reading STAAR.

**Need Statement 10**: Need to provide instructional classroom supplies, additional instructional materials, and technology. **Data Analysis/Root Cause**: Campus reports indicates that 98% of our student population is economically disadvantage.

## School Processes & Programs

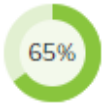
**Need Statement 2**: Need for integration of Instructional Technology and provide professional development for teachers to meet student needs. **Data Analysis/Root Cause**: Teachers need PD on integration on technology on the classroom to meet students needs.

**Goal 8:** Technology 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:** StarChart Survey Results, T-TESS, Professional Development System Summary Reports, Fixed Assets inventory Expenditure reports

**Summative Evaluation:** Met Objective

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 1:** Perkins Middle School will increase the accessibility for all students in technology based instruction across all subject areas by providing new software, such as Office 365, and hardware at the campuses for computer/ technology enhanced instruction. The students will also develop projects that foster creativity, innovation, communication, collaboration, information fluency and digital citizenship in all content areas. Additionally, a Bring Your Own Device Initiative will be maintained throughout the district. Video (document cameras), projectors, sound system will be necessary for instruction.<br>**Milestone's/Strategy's Expected Results/Impact:** Formative Results:<br>1. Benchmarks<br>2. Classroom projects<br>3. Student competitions<br>4. Improved connectivity of wired and wireless devices.<br>Summative Impact:<br>1. +Test scores<br>2. +StarChart Surveys<br>3. +Benchmarks<br>**Staff Responsible for Monitoring:** TST,<br>Campus Administration<br><br>**TEA Priorities:** Build a foundation of reading and math - **Population:** All Students - **Start Date:** August 1, 2020 - **End Date:** June 30, 2021<br>**Need Statements:** School Processes & Programs 1, 2<br>**Funding Sources:** Equipment Under 5,000 - 276 Targeted Improvement School Fund - $6,700, Equipment Under 5,000 - 211 Title I-A - 211-11-6398-62-046-Y-30-0F2-Y - $47,524 | | |  | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 2:** Teachers will participate in a minimum of 12 hours of technology professional development annually to better prepare and assist with the integration of technology into the subject areas. Training and support will be provided for all teachers and students on Netiquette training, the prevention of Cyber Bullying and the integration of technology in the classroom.<br>Need: District policy<br>**Milestone's/Strategy's Expected Results/Impact:** Formative Results:<br>1.Professional Development System evaluations<br>2. Administrative walkthroughs<br>3. Certificates of completion of training<br>Summative Impact:<br>1. +T-TESS evaluations<br>2. +Application Management Reports<br>3. +StarChart Surveys<br>4. +Campus Technology Training records from PDS<br>**Staff Responsible for Monitoring:** Dean,<br>Professional Development Adm.<br><br>**TEA Priorities:** Recruit, support, retain teachers and principals - **Population:** All Students and teaching faculty - **Start Date:** August 1, 2020 - **End Date:** June 30, 2021<br>**Need Statements:** School Processes & Programs 2 | 20% | 50% | 65% | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 3:** Campus will allow the Technology Support Teacher (TST) adequate time daily to support their campus in the integration of technology into instruction.<br>**Milestone's/Strategy's Expected Results/Impact:** Formative Results:<br>1. Annual operating budget for technology<br>2. Purchase requests for technology equipment<br>3. Walk-thrus<br>Summative Impact:<br>1. +Fixed Assets campus inventory<br>2. +Starchart Survey<br>3. +Increased teacher and student technology usage<br>**Staff Responsible for Monitoring:** Technology Services Admin.<br>Chief Financial Officer<br><br>**Population:** Campus faculty - **Start Date:** August 1, 2020 - **End Date:** June 30, 2021<br>**Need Statements:** School Processes & Programs 2 | 25% | 50% | 70% | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 4:** Model and Support the integration of instructional technology in the delivery of instruction for reinforcement, differentiation, assessment, and meeting the accessibility / modifications needs of students.<br>Specific settings include but are not limited to:<br>Computer labs<br>Interactive tablets<br>Sensors/Interface Technology<br>Interactive whiteboards<br>Document cameras<br>Student response systems<br>Graphing calculators<br>**Milestone's/Strategy's Expected Results/Impact:** Formative Results:<br>Workshop agendas and sign-ins, PDS Session Evaluations, BISD Instructional Feedback Form 100% of walkthroughs will indicate application of the skills acquired during the professional development.<br>Summative Impact:<br>Improved STAAR scores<br>**Staff Responsible for Monitoring:** Principal/Dean,<br>Dept Chairs & Campus Lead<br>Teachers,<br>Technology Service Staff<br><br>**Population:** all students grades 6-8th - **Start Date:** July 1, 2020 - **End Date:** June 30, 2021<br>**Need Statements:** School Processes & Programs 1, 2<br>**Funding Sources:** Supplies and Materials - 211 Title I-A, Supples and Materials - 162 State Compensatory | 80% | 90% | 95% | → |

0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue

## Performance Objective 1 Need Statements:

| School Processes & Programs |
|---|
| **Need Statement 1**: Need to update the school technology for example number of desktops/ laptops for all students to increase opportunities beyond those available. **Data Analysis/Root Cause**: Our campus lacks updated technology in the classroom. |
| **Need Statement 2**: Need for integration of Instructional Technology and provide professional development for teachers to meet student needs. **Data Analysis/Root Cause**: Teachers need PD on integration on technology on the classroom to meet students needs. |

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

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

**Evaluation Data Sources:** Campus attendance rates, At-Risk Student Attendance

**Summative Evaluation:** Met Objective

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 1:** Campus will address the district attendance rate goals in the Campus Improvement Plan by providing a plan including procedures, roles and responsibilities of staff involved in working with campus attendance and ensure daily updates of attendance.<br>**Milestone's/Strategy's Expected Results/Impact:** Formative Results:<br>Pupil Services District Attendance Monitoring Visits, PEIMS Reports of Attendance Weekly Rates, Parent Truancy Court Notice Letters, No Credit process, and Student Attendance Plans<br>Summative Impact:<br>+PEIMS Districts and Campus Attendance Percentage Rates<br>**Staff Responsible for Monitoring:** Pupil Services Administrator and Staff,<br>PEIMS Staff,<br>Campus Administration<br>Parent Liaisons<br><br>**Population:** All BISD students - **Start Date:** August 1, 2020 - **End Date:** June 30, 2021<br>**Need Statements:** Demographics 1 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 2:** To better support student achievement and improve student attendance, campus Parent liaisons will be proactive by monitoring student attendance through daily, weekly and six weeks attendance reports. Parents of students with excessive absences as per district policy will be issued warning notices, no credit letters, and/or court notifications as needed.<br>Population: all BISD students 6 to 8th grade<br>Timeline: September 2019 to May 2020<br>**Milestone's/Strategy's Expected Results/Impact:** Formative Results:<br>School Messenger Notification System Reports, eSchool Attendance Reports, District Attendance Monitoring forms, Truancy Court Sworn Affidavits filed, No Credit Letters<br>Summative Impact:<br>+PEIMS Districts and Campus Attendance Percentage Rates<br>**Staff Responsible for Monitoring:** PEIMS Administrator and Staff,<br>Campus Administration<br>Campus Attendance Personnel<br><br>**Population:** all BISD students 6 to 8th grade - **Start Date:** September 1, 2020 - **End Date:** May 31, 2021 | 30% | 60% | 70% | → |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 3:** To reduce student absenteeism, campus staff will be proactive by monitoring students attendance and after the 3rd student absence, begin Truancy Preventative Measures (TPM), which includes issuing a "Student Attendance Plan" to the parent and student during parent conferences held at school to prevent further student absences.<br>Population: all Student with absenteeism<br>Timeline: 2019 Fall Semester and 2020 Spring Semester<br>**Milestone's/Strategy's Expected Results/Impact:** Formative Results:<br>BISD Student Plan for Truancy Prevention Measures (TPM), School Attendance reports, School Messenger System Reports, Distribution of Student Attendance Plans to parents and students (TPM)<br>Summative Impact:<br>+PEIMS attendance data shows increase<br>**Staff Responsible for Monitoring:** Campus Administration,<br>Campus Staff<br>Nurses,<br>Counselors<br><br>**Population:** all Student with absenteeism - **Start Date:** September 1, 2020 - **End Date:** May 31, 2021<br>**Need Statements:** Student Learning 4<br>**Funding Sources:** Health Services - 199 Local funds - $200 | 35% | 45% | 55% | → |

0% No Progress  100% Accomplished  → Continue/Modify  ✕ Discontinue

## Performance Objective 1 Need Statements:

| Demographics |
| --- |
| **Need Statement 1**: Need to expand efforts to recruit and retain students at all grade level. **Data Analysis/Root Cause**: Nearby new schools opening |
| **Student Learning** |
| **Need Statement 4**: Need to provide necessary supplies including nurse supplies across all sub-populations including migrant students to provide a safe and healthy environment. **Data Analysis/Root Cause**: Campus reports indicates that 98% of our student population is economically disadvantage |

**Goal 9:** Through enhanced dropout prevention efforts, all students 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%,

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 1:** Migrant recruiters and clerks will attend the annual intensive Identification and Recruitment (ID&R) training in order to be certified as state recruiters.<br>Migrant Education Program will utilize the comprehensive ID&R / Quality Control Plan of Action/ COE Procedural Flow Chart to systemically and thoroughly identify migrant students and their families and improve their attendance in BISD schools.<br>**Milestone's/Strategy's Expected Results/Impact:** Formative:<br>PDS Transcripts, NGS Maximum Enrollment Report Promotion Continuity of Services, Region One audit<br>Summative:<br>+Increase in student ID&R numbers Migrant Recruiter & clerks certificate of attendance, +increase in migrant student enrollment<br>**Staff Responsible for Monitoring:** District Migrant Coordinator<br>MEP Staff-Clerks and Recruiters<br><br>**Population:** Migrant Office Staff - **Start Date:** August 1, 2020 - **End Date:** January 31, 2021<br>**Need Statements:** Student Learning 5 | 0% | 0% | 0% | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 2:** Monitor and recover students classified as dropouts/No-Show on a systemic cycle through dropout recovery efforts that include:<br>Walk for the Future in order to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate.<br>**Milestone's/Strategy's Expected Results/Impact:** Formative Results:<br>PDS Session Attendance and Evaluation Reports, eSchoolPLUS At-Risk Progress Report and Dropout Monitor Report, Progress Monitoring Assessment Scores, Student Progress Reports<br>Summative Impact:<br>increased At-risk Retention, Graduation, and Completion Rates<br>+Decreased dropout rate<br>**Staff Responsible for Monitoring:** State Compensatory Education administration<br>Campus Administration<br><br>**Population:** Middle School At-risk Students - **Start Date:** August 1, 2020 - **End Date:** June 30, 2021<br>**Need Statements:** Demographics 1<br>**Funding Sources:** General Supplies walk for the future - 162 State Compensatory - $100 | 0% | 0% | 0% | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 3:** Provide out-of-cohort students at the Brownsville Learning Academy Middle School adequate space, supplies, and staff to increase the number of middle school students served and offered extended day services to improve student achievement, attendance, graduation rates, completion rates, and decrease the retention rate and dropout rate.<br>**Milestone's/Strategy's Expected Results/Impact:** Formative Results:<br>eSchoolPLUS Master Schedule, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports<br>Summative Impact:<br>+Improved EOC/STAAR, Attendance Rate, Recidivism Rate, Retention Rate, Dropout Rate, Graduation Rate, and Completion Rate<br>**Staff Responsible for Monitoring:** State Compensatory Education administration<br>Campus Administration<br><br>**Population:** Middle School at risk Students - **Start Date:** August 1, 2020 - **End Date:** June 30, 2021 | 0% | 0% | 0% | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 4:** Provide At-Risk/ Supplemental Transitional Counselors (as needed and per adopted compensation plan) at Perkins Middle school to monitor and coordinate intervention programs to improve at-risk student achievement, attendance, completion rate, and reduce the retention rate and dropout rate.<br>**Milestone's/Strategy's Expected Results/Impact:** Formative Results:<br>eSchoolPLUS At-Risk Progress Report, eSchoolPLUS Dropout Monitor Report, eSchoolPLUS Special Programs Report, Student Logs, Progress Monitoring Assessment Scores including TSI, Student Progress Reports<br>Summative Impact:<br>+Increased STAAR/EOC, At-risk Retention, and Completion Rates<br>+Decreased dropout rate<br>**Staff Responsible for Monitoring:** State Compensatory Education administration<br>Campus Administration<br><br>**Population:** Middle School At-risk Students - **Start Date:** August 1, 2020 - **End Date:** June 30, 2021<br>**Need Statements:** Student Learning 8, 10<br>**Funding Sources:** General Supplies - 199 Local funds - $200 | 35% | 50% | 65% | → |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 5:** A leadership conference for middle school migrant students will be held to assist the participants with improved leadership, learning and study skills and share pertinent information for a successful academic experience.<br>**Milestone's/Strategy's Expected Results/Impact:** Formative:<br>Assessment scores and Six Weeks grades<br>Summative:<br>EOY Assessment results and EOY promotion rates<br>**Staff Responsible for Monitoring:** Migrant Parent Liaison<br>Migrant campus clerks<br><br>**Population:** Middle School PFS and Migrant students - **Start Date:** August 1, 2020 - **End Date:** March 31, 2021 | 0% | 0% | 0% | → |

0% No Progress  100% Accomplished  → Continue/Modify  ✕ Discontinue

## Performance Objective 2 Need Statements:

| Demographics |
|---|
| **Need Statement 1**: Need to expand efforts to recruit and retain students at all grade level. **Data Analysis/Root Cause**: Nearby new schools opening |

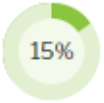
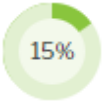
| Student Learning |
|---|
| **Need Statement 5**: Need for teachers to work collaboratively and focus on preparing all students including Migrant, LEP, and Special Education students for the following grade level through vertical team meetings. **Data Analysis/Root Cause**: Based on campus reports and summer school attendance teachers need to plan collaboratively |

| Student Learning |
| --- |
| **Need Statement 8**: Need to provide necessary supplies/tools across all sub-populations in order to close achievement gaps and attain individual academic growth. **Data Analysis/Root Cause**: Campus reports indicates that 98% of our student population is economically disadvantage |
| **Need Statement 10**: Need to provide instructional classroom supplies, additional instructional materials, and technology. **Data Analysis/Root Cause**: Campus reports indicates that 98% of our student population is economically disadvantage. |

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

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

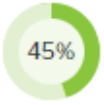
**Evaluation Data Sources:** STAAR reports disaggregated for At-Risk students.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 1:** Regular/extended tutorial programs will assist to improve at-risk student achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate.<br>**Milestone's/Strategy's Expected Results/Impact:** Formative Results:<br>eSchoolPLUS generated Tutorial Schedule, Tutorial Attendance Report,<br>Tutorial Lesson Plans, Tutorial Classroom Observations, SchoolPLUS At-Risk Progress Report, Progress Monitoring Assessment Scores,<br>Student Progress Reports<br>Summative Impact:<br>Increased STAAR performance compared to prior year, especially for at-risk and special population served students<br>**Staff Responsible for Monitoring:** Principal,<br>Dean of Instruction,<br><br>**Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Population:** Middle School at-risk Students - **Start Date:** September 1, 2020 - **End Date:** June 30, 2021<br>**Need Statements:** Student Learning 2, 3, 4, 5, 6, 7, 8, 9<br>**Funding Sources:** Copy Paper - 162 State Compensatory - 162-11-6396-00-046-Y-30-000 - $20,000, General Supplies - 162 State Compensatory - 162-11-6399-00-046-Y2-30-000 - $101,990, General Supplies - 199 Local funds - 199-36-63-99-00-046-Y-99-0-20 - $300 |  |  | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 2:** Dean of Instruction will conduct regular research-based professional development sessions in order to train and retain highly qualified personnel that will positively impact at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rates and dropout rate.<br>**Milestone's/Strategy's Expected Results/Impact:** Formative Results:<br>PDS Session Attendance and Evaluation Reports, Teacher Lesson Plans, Classroom Observations,<br><br>Summative Impact:<br>+Increased STAAR results and At-risk Retention,<br>+Decreased dropout rate<br>**Staff Responsible for Monitoring:** Campus Administration<br><br>**Population:** Middle School At-risk Students - **Start Date:** July 1, 2020 - **End Date:** June 30, 2021<br>**Need Statements:** Student Learning 8<br>**Funding Sources:** STIPENDS - 199 Local funds - 199-36-61-17-00-046-Y-99-0-20 - $700 | 35% | 70% | 85% | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 3:** Supplement the Dyslexia Program to provide language and literacy interventions (as needed) to improve student achievement, attendance, graduation rate, completion rate, and reduce the retention rate and dropout rate.<br>**Milestone's/Strategy's Expected Results/Impact:** Formative Results:<br>eSchoolPLUS Master Schedule, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports<br>Summative Impact:<br><br>+ decreased Retention Rate compared to prior year<br>**Staff Responsible for Monitoring:** Curriculum, Dyslexia and State Compensatory Education administration Campus Administration<br><br>**Population:** Elementary, Middle, and High School At-risk Students; Dyslexic Students - **Start Date:** August 1, 2020 - **End Date:** June 30, 2021 | 50% | 70% | 85% | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 4:** Provide computer-based instruction in the foundation curriculum and adaptive-assisted devices in order to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate.<br>**Milestone's/Strategy's Expected Results/Impact:** Formative Results:<br>eSchoolPLUS Master Schedule, Computer Lab Schedule, Software Usage Reports<br><br>Summative Impact:<br>+Improved STAAR<br>Attendance Rate, Retention Rate,<br>**Staff Responsible for Monitoring:** Campus Administration<br><br>**Population:** all grades At-risk Students - **Start Date:** August 1, 2020 - **End Date:** June 30, 2021<br>**Need Statements:** School Processes & Programs 1, 2<br>**Funding Sources:** Miscellaneous Contracted Services (Edgenuity) - 162 State Compensatory - $9,000 | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 5:** Middle School migrant students will have an equal opportunity to attend the school district's summer school programs to ensure promotion if needed or to participate in the migrant enrichment summer program.<br>**Milestone's/Strategy's Expected Results/Impact:** Formative:<br>Sixth weeks grades and PFS Monitoring Tool<br>Summative:<br>+Increased promotion rates and State test performance<br>**Staff Responsible for Monitoring:** District Migrant Coordinator<br>Campus Principal<br>Migrant Teacher<br>Migrant Clerk<br>MSC<br><br>**Population:** All Migrant students - **Start Date:** August 8, 2020 - **End Date:** June 30, 2021<br>**Need Statements:** Student Learning 5 |  | | | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 6:** In order to increase awareness of migrant student needs, BISD campus faculty and staff, through the monthly distribution of the PFS Monitoring Tool and through scheduled meetings, will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students.<br>**Milestone's/Strategy's Expected Results/Impact:** Formative:<br>PFS Monitoring Tools, Assessment Results, Placement into Interventions<br>Summative: STAAR, PBMAS Report Performance and Staging<br>**Staff Responsible for Monitoring:** District Migrant Coordinator<br>Campus Principal<br>Migrant Funded Teacher<br>MSC<br><br>**Population:** Campus Administration, Faculty and Staff - **Start Date:** September 1, 2020 - **End Date:** May 31, 2021 | 55% | 65% | 80% | |

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

## Performance Objective 3 Need Statements:

### Student Learning

**Need Statement 2**: Need to continue to increase performance for Social Studies and Science to achieve the respective distinctions. **Data Analysis/Root Cause**: Campus TAPR indicates progress in Social Studies and Science but it has not been enough to earn a distinction

**Need Statement 3**: Need to close achievement gaps between all students and Special Education and ELL student performance. **Data Analysis/Root Cause**: Campus reports indelicate some gaps among student sub-populations

**Need Statement 4**: Need to provide necessary supplies including nurse supplies across all sub-populations including migrant students to provide a safe and healthy environment. **Data Analysis/Root Cause**: Campus reports indicates that 98% of our student population is economically disadvantage

**Need Statement 5**: Need for teachers to work collaboratively and focus on preparing all students including Migrant, LEP, and Special Education students for the following grade level through vertical team meetings. **Data Analysis/Root Cause**: Based on campus reports and summer school attendance teachers need to plan collaboratively

**Need Statement 6**: Need to close the gap between LEP and non-LEP and increase Reading STAAR across grade level by collaborating with Tech Lab teacher in providing programs to enhance learning. **Data Analysis/Root Cause**: Campus benchmarks and assessment reports indelicate some gaps among student sub-populations

**Need Statement 7**: Need to meet AMAO's 1, 2 and AYP for LEP students by implementing the following Action Steps **Data Analysis/Root Cause**: Campus reports such as TELPAS indicate low scores for LEP students

**Need Statement 8**: Need to provide necessary supplies/tools across all sub-populations in order to close achievement gaps and attain individual academic growth. **Data Analysis/Root Cause**: Campus reports indicates that 98% of our student population is economically disadvantage

**Need Statement 9**: Need for ongoing monitoring of LEP student population through department meetings on a monthly basis. **Data Analysis/Root Cause**: LEP student performance is low according to TELPAS and Reading STAAR.

### School Processes & Programs

**Need Statement 1**: Need to update the school technology for example number of desktops/ laptops for all students to increase opportunities beyond those available. **Data Analysis/Root Cause**: Our campus lacks updated technology in the classroom.

| School Processes & Programs |
| --- |
| **Need Statement 2**: Need for integration of Instructional Technology and provide professional development for teachers to meet student needs. **Data Analysis/Root Cause**: Teachers need PD on integration on technology on the classroom to meet students needs. |

**Goal 9:** Through enhanced dropout prevention efforts, all students 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.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 1:** To promote physically and emotionally healthy students, the district will utilize the<br>-PAPA (Parenting and Paternity Awareness) curriculum<br>-CATCH (Coordinated Approach to Child Health) program, and<br>-SHAC (School Health Advisory Committee)<br>to address areas including Prevention of Dating Violence and sexual abuse of children.<br>**Milestone's/Strategy's Expected Results/Impact:** Formative Results:<br>Classroom observation, Professional development evaluations, Sign-in sheets, Workshop agendas<br>Summative Impact:<br>Fitness Gram results increase<br>CATCH Binder end of year evaluation<br>**Staff Responsible for Monitoring:** Principal,<br>Dean,<br>Dept Chairs<br><br>**Population:** All students - **Start Date:** July 1, 2020 - **End Date:** June 30, 2021 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 2:** Assistance in the planning and execution of the overall health program at the campus level, in an effort to improve overall student health which increases student attendance and academic performance, will be carried out by Health Services (nurse).<br>Population: Campus Nurse (licensed medical professional RN and LVN).<br>Timeline: August 2019 - June 2020<br>CNA-SAA #4<br>**Milestone's/Strategy's Expected Results/Impact:** Formative Results:<br>Monthly reports<br>Summative Impact:<br>+Nurse time and effort reports will clearly show that the students immediate health concerns are being addressed and will result in improved student attendance and grades.<br>**Staff Responsible for Monitoring:** Nurse<br><br>**Population:** Campus Nurse (licensed medical professional RN and LVN). - **Start Date:** August 1, 2020 - **End Date:** June 30, 2021<br>**Need Statements:** Student Learning 4 | | | | |

 No Progress Accomplished Continue/Modify Discontinue

## Performance Objective 4 Need Statements:

| Student Learning |
|---|
| **Need Statement 4**: Need to provide necessary supplies including nurse supplies across all sub-populations including migrant students to provide a safe and healthy environment.<br>**Data Analysis/Root Cause**: Campus reports indicates that 98% of our student population is economically disadvantage |

# Comprehensive Support Strategies

| Goal | Objective | Strategy | Description |
|---|---|---|---|
| 4 | 1 | 4 | Provide professional development based on the level of expertise and need in the following area: a) Bullying Prevention b) Violence/conflict resolution c) Recent drug use trends d)Resiliency/ Development Assets e)Dating Violence f)Signs of child abuse g) Response to intervention RTI - Supplies needed for the different areas mentioned. |

# Targeted Support Strategies

| Goal | Objective | Strategy | Description |
|---|---|---|---|
| 1 | 1 | 1 | Teachers will meet once a week to align ELA, Math, Science, and Social Studies curriculum & discuss effective teaching strategies for upcoming units of study. Teachers will be assigned different subjects or teach for example to subjects to meet the needs of our students. Teachers will be released every six weeks to plan for upcoming instruction and vertically align. Faculty will be provided with STAAR and TELPAS training/data to help identify struggling learners and prescribe early intervention. Discuss the progress of B, I, A, M1 & M2, PD students. The test will be the same for each grade level after each unit to measure student performance equally. Administration and the Dean of Instruction will meet with the departments as needed to plan and discuss Professional Development training/yearly conferences to ensure that all students meet the STAAR standards. |
| 1 | 1 | 3 | To track reading progress, teachers will administer the diagnostic reading test to all 6th-8th grade students and a reading fluency test to 7th-grade students three times during the school year. To improve student reading results, a plan of action will then be created for at-risk 6-8th grade students. |
| 1 | 1 | 6 | Students that receive failing grades in the Reading, Writing, Math, Science, and Social Studies benchmarks, checkpoints, teacher-made test, unit test, and diagnostic tests will be recommended and motivated to attend tutorial and/or Saturday Academies in order to meet STAAR standards. Tutorials will also help meet AYP requirements. The 21st Century Program will target academic student needs by having classes on a daily basis. The Gear Up Program will be implemented in 8th grade to help the students succeed. Students that receive a 60 or lower in their courses will be monitored throughout the school year by the classroom teacher. Incentives for students to motivate tutorial attendance. Custodial supplies to maintain a healthy campus and repairs as needed. |
| 3 | 2 | 1 | Perkins will provide a positive school culture by greeting teachers every day with a smile, giving them incentives such as raffles with prices at least once a year. Also providing breakfast, snacks periodically. |

# Additional Targeted Support Strategies

| Goal | Objective | Strategy | Description |
|---|---|---|---|
| 4 | 1 | 4 | Provide professional development based on the level of expertise and need in the following area: a) Bullying Prevention b) Violence/conflict resolution c) Recent drug use trends d)Resiliency/ Development Assets e)Dating Violence f)Signs of child abuse g) Response to intervention RTI - Supplies needed for the different areas mentioned. |

# State Compensatory

## Personnel for Perkins Middle School

| Name | Position | Program | FTE |
|---|---|---|---|
| Baleria Magana | Dean of Instruction | State Comp | 1 |
| Laura Samaniego | At-Risk Counselor | State Comp | 1 |
| Teachers | At-Risk Teachers/Support Teacher | State Comp | 2 |

# Schoolwide and Targeted Assistance Title I Elements

## ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

### 1.1: Comprehensive Needs Assessment

SBDM members (see list attached on CIP-Committees) met on May 20, 2020 to conduct a Campus Needs Assessment based on student data such as student academic achievement, student academic needs, campus needs, campus goals, and campus achievements. Stakeholders would like to keep addressing some of the same needs even though significant progress has been made. The needs and strength will be described and summarized in pages 7-15.

## ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

### 2.1: Campus Improvement Plan developed with appropriate stakeholders

School-wide Plan Development

SBDM Members (see list attached on CIP-Committees) met during April and May to check needs and revise CIP.

In order to successfully implement the School-wide Plan Development, Perkins M.S. will be dedicated to increase the amount of learning time, provide an enriched and accelerated curriculum, provide computerize resources, book resources, and counseling and guidance.

| Name | Position | Email | Role |
|---|---|---|---|
| Beatriz Hernandez | Principal | bahernandez@bisd.us | Administrator |
| Gisela Delgado | Left the District | gidelgado@bisd.us | Meeting Facilitator |
| Laura Vela-Samaniego | At Risk Counselor | lvela-samaniego@bisd.us | Non-classroom |
| Martha Barrios | Librarian | mabarrios@bisd.us | Non-classroom |
| Edgar Chong | Classroom Teacher | eochong@bisd.us | Classroom Teacher |
| Joseph Clements | Business Representative | joseph.clements09@gmail.com | Business Representative |
| Alfonso Delgado | Business Representative | alfonsosja@gmail.com | Business Representative |
| Michelle Saucedo | District Level Admin | mlsaucedo@bisd.us | District-level Administrator |
| Vanesa Clements | Community Representative | vanew@hotmail.com | Community Representative |
| Patricia Montoya | Classroom Teacher | pmontoya-cantu@bisd.us | Classroom Teacher |
| Erika Ortiz | Classroom Teacher | eortiz@bisd.us | Classroom Teacher |
| Ricardo Guerra | Classroom Teacher | rguerra@bsid.us | Classroom Teacher |
| Bhavana Wadhwani | Classroom Teacher | bmwadhwani@bisd.us | Classroom Teacher |
| Sandra Rodriguez | Classroom Teacher | sprodriguez@bisd.us | Classroom Teacher |

| Name | Position | Email | Role |
|---|---|---|---|
| Hugo Sanchez | Classroom Teacher | hasanchez@bisd.us | Classroom Teacher |
| Edna Garza | Classroom Teacher | elgarza@bisd.us | Classroom Teacher |
| Olga Perez | Parent | operez@yahoo.com | Parent |
| Yadira Hernandez | Parent | hyadira58@yahoo.com | Parent |
| Yadira Lopez | Community representative | mrsyadi@gmail.com | Community Representative |
| Freddy Martinez | Dean of Instruction | fremartinez@bisd.us | Meeting Facilitator |

## 2.2: Regular monitoring and revision

The SBDM Committee (see list attached on CIP-Committees) met to review, evaluate, and revise the Campus Improvement plan on Nov. 11, 2019, Jan. 10, 2020, and May 20, 2020.

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

Campus Improvement Plan is available in the Dean's Office Room 108 at Perkins Middle School in English.

Campus Improvement Plan is also available on website, at Parent Meetings, Open House-library. It was provided in Spanish upon parent request.

## 2.4: Opportunities for all children to meet State standards

Teachers will meet every 6 weeks to align ELA, Math, Science and Social Studies curriculum & discuss effective teaching strategies for upcoming units of study. Teachers will be assigned different subjects or teach two subjects to meet the needs of our students.

Perkins will receive assistance from district with the development of traditional and online Professional Learning Communities that are based both on content and pedagogy. Due to COVID-19 remote learning opportunities were made available to students for continuation of their daily instruction.

Refer to selected strategies that are being implemented to address of all learning needs at Perkins Middle School.

## 2.5: Increased learning time and well-rounded education

Through the use of programs and activities such as AR, STEM, 21st Century, Edgenuity, and before/after school tutorials students will be receiving enrichment, accelerated, and extend time for instruction to promote student academic achievement. Due to COVID-19 remote learning opportunities were made available to students for continuation of their daily instruction and constatnt communiation with their teachers thoughout the day.

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

Some strategies use to address needs of all students particularly at-risk include: regular/extended tutorial, Saturday academies, computer-based programs

(Edgenuity) to improve at-risk student academic achievement.

# ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

## 3.1: Develop and distribute Parent and Family Engagement Policy

Our campus Parent Liaison along with our Dean of Instruction assisted SBDM members and parent volunteers to review and develop the Parent and Family Engagement Policy. Individuals and roles are available on parent liaison records.

Parent and Family Engagement Policy was distributed at the beginning of the year along with the student compact. It was also provided to parents during regular parental involvement meetings and was posted on the campus website both in English and Spanish.

The Parent and Family Engagement Policy was distributed in both English and Spanish.

## 3.2: Offer flexible number of parent involvement meetings

Perkins Middle School will offer a number of flexible meetings by offering meetings at 5:00pm once a month or upon parents request in addition to regular meetings every Thursday at 9:30 am and Friday at 5:00 pm at the campus community and parent center.

# Title I Personnel

| Name | Position | Program | FTE |
|---|---|---|---|
| Aide | Aide | Title 1-A | 1.0 |
| Library Aide | Library Aide | Title 1-A | 1.0 |
| Nurse | Nurse | Title 1-A | .4 |
| Parent Liason | Parent Liason | Title 1-A | 1.0 |

# 2020-2021 Site Based Decision Making Committee

| Committee Role | Name | Position |
|---|---|---|
| Administrator | Beatriz Hernandez | Principal |
| Non-classroom Professional | Laura Vela-Samaniego | At Risk Counselor |
| Non-classroom Professional | Martha Barrios | Librarian |
| Classroom Teacher | Jorge Rivera | Classroom Teacher |
| Business Representative | Joseph Clements | Business Representative |
| Business Representative | Alfonso Delgado | Business Representative |
| District-level Administrator | Michelle Saucedo | District Level Admin |
| Community Representative | Vanesa Clements | Community Representative |
| Classroom Teacher | Christina Altamirano | Classroom Teacher |
| Classroom Teacher | Victor Ramirez | Classroom Teacher |
| Classroom Teacher | Elizabeth Arellano | Classroom Teacher |
| Classroom Teacher | Joe Martinez | Classroom Teacher |
| Classroom Teacher | Obed Gallegos | Classroom Teacher |
| Classroom Teacher | Jamie Martinez | Classroom Teacher |
| Parent | Olga Perez | Parent |
| Parent | Yadira Hernandez | Parent |
| Community Representative | Yadira Lopez | Community Representative |
| Meeting Facilitator | Freddy Martinez--moved to Veterans ECHS | Dean of Instruction |
| Meeting Facilitator | Baleria Magana | Dean of Instruction |

# Campus Funding Summary

| 199 Local funds | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 1 | 1 | Supplies for planning | | $0.00 |
| 1 | 1 | 1 | Subs | 211-11-6112-18-046-Y-30-AYP-Y | $5,000.00 |
| 1 | 1 | 1 | Extra Duty Pay | | $375.00 |
| 1 | 1 | 2 | Subs for Dr. Kay's training | 199-11-61-12-18-046-Y-99-0-00 | $0.00 |
| 1 | 1 | 2 | General Supplies | 199-11-63-99-62-046-Y-11-0-00 | $2,000.00 |
| 1 | 1 | 2 | Supplies and Materials | 199-23-63-99-45-046-Y-99-0-00 | $1,000.00 |
| 1 | 1 | 3 | Copy paper | 199-11-63-96-00-046-Y-11-0-00 | $2,447.00 |
| 1 | 1 | 3 | Supplies and Materials | | $1,000.00 |
| 1 | 1 | 4 | Reading Materials - subscription | | $300.00 |
| 1 | 1 | 4 | Reading Materials | 199-12-63-29-00-046-Y-99-0-00 | $0.00 |
| 1 | 1 | 5 | Travel and Other Operating Costs | | $1,000.00 |
| 1 | 1 | 5 | Travel | | $3,000.00 |
| 1 | 1 | 6 | Extra Duty Pay | | $0.00 |
| 1 | 1 | 6 | Supplies for Maintenance/ Oper. Cost | | $1,500.00 |
| 1 | 1 | 7 | General Supplies for Operations | | $3,000.00 |
| 1 | 1 | 7 | Prof. Contracted Services | | $0.00 |
| 1 | 1 | 7 | Mis. Costs | | $600.00 |
| 1 | 1 | 8 | Mis. Operating Cost - Awards | 199-11-64-98-00-046-Y-11-0-00 | $5,000.00 |
| 1 | 1 | 8 | Reading Materials | | $800.00 |
| 1 | 1 | 8 | Mis. Operating Cost - Awards | 199-23-64-98-00-046-Y-99-0-00 | $1,500.00 |
| 1 | 3 | 1 | Supplies and Materials | | $0.00 |
| 1 | 5 | 1 | Travel & Subsistence - Students | 199-36-64-12-00-046-Y-99-0-00 | $1,000.00 |
| 1 | 5 | 1 | Mis. Operating Costs - Fees | 199-36-64-97-00-046-Y-99-0-00 | $500.00 |
| 1 | 5 | 1 | General Supplies | 199-11-63-99-00-046-Y-11-0-00-Y | $2,500.00 |
| 1 | 5 | 1 | Mis. Operating Costs | 199-36-64-99-53-046-Y-99-0-00 | $600.00 |
| 1 | 5 | 1 | Mis. Operation Costs - Fees | 199-36-64-97-00-046-Y-99-0-20 | $75.00 |
| 1 | 5 | 3 | CL | | $0.00 |

| 199 Local funds | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 5 | 5 | | | $0.00 |
| 2 | 1 | 1 | Supplies for maint/Operations - Cust. | 199-51-63-15-00-046-Y-99-0-00 | $9,500.00 |
| 2 | 1 | 1 | General Supplies | 199-51-63-99-00-046-Y-99-0-00 | $2,000.00 |
| 3 | 2 | 1 | Miscellaneous operating costs | | $0.00 |
| 4 | 1 | 4 | | | $0.00 |
| 5 | 1 | 2 | Mis. Cost | | $0.00 |
| 5 | 1 | 3 | Supplies | | $0.00 |
| 5 | 1 | 4 | MIs. Operating Costs | | $1,600.00 |
| 5 | 1 | 4 | Employee Travel | | $1,000.00 |
| 5 | 1 | 4 | Mis. Costs | | $1,000.00 |
| 5 | 1 | 4 | Employee Travel | 199-23-64-11-23-046-Y-99-0-00 | $900.00 |
| 6 | 1 | 5 | Mis. Operating Cost | 199-61-64-99-53-046-Y-99-0-00 | $200.00 |
| 6 | 1 | 9 | Contracted Services | | $400.00 |
| 6 | 1 | 9 | Mis. Cost | | $800.00 |
| 7 | 1 | 2 | General Supplies | | $300.00 |
| 7 | 1 | 5 | Stipends | | $0.00 |
| 9 | 1 | 3 | Health Services | | $200.00 |
| 9 | 2 | 4 | General Supplies | | $200.00 |
| 9 | 3 | 1 | General Supplies | 199-36-63-99-00-046-Y-99-0-20 | $300.00 |
| 9 | 3 | 2 | STIPENDS | 199-36-61-17-00-046-Y-99-0-20 | $700.00 |
| | | | | **Sub-Total** | $52,297.00 |
| | | | | **Budgeted Fund Source Amount** | $52,297.00 |
| | | | | **+/- Difference** | $0.00 |

| 162 State Compensatory | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 1 | 1 | Professional Extra Duty Pay | 162-11-6118-00-046-Y-30-000-Y | $20,000.00 |
| 1 | 1 | 6 | SSI Tutorials | 162-11-6118-00-046-Y24-SSI | $7,294.00 |
| 1 | 1 | 6 | Maintenance and Repair | 162-11-6249-62-046-Y30-000 | $0.00 |
| 1 | 1 | 7 | License / Software | | $0.00 |
| 1 | 1 | 7 | Computers/Replacement of windows 7 | 162-11-6398-62 | $0.00 |

| 162 State Compensatory | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 8 | 1 | 4 | Supples and Materials | | $0.00 |
| 9 | 2 | 2 | General Supplies walk for the future | | $100.00 |
| 9 | 3 | 1 | Copy Paper | 162-11-6396-00-046-Y-30-000 | $20,000.00 |
| 9 | 3 | 1 | General Supplies | 162-11-6399-00-046-Y2-30-000 | $101,990.00 |
| 9 | 3 | 4 | Miscellaneous Contracted Services (Edgenuity) | | $9,000.00 |
| | | | | **Sub-Total** | $158,384.00 |
| | | | | **Budgeted Fund Source Amount** | $158,384.00 |
| | | | | **+/- Difference** | $0.00 |

| 211 Title I-A | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 1 | 1 | Subs | | $10,116.00 |
| 1 | 1 | 5 | Employee Travel | 211-13-6411-23-046-Y-30-AYP-Y | $3,964.00 |
| 1 | 1 | 5 | Stipends | 211-13-6117-00-046-Y-30-0F2-Y | $7,559.00 |
| 1 | 1 | 5 | Consulting Services | 211-13-6291-00-046-Y-30-AYP-Y | $6,000.00 |
| 1 | 1 | 5 | Employee Travel | 211-23-6411-23-046-Y-30-0F2-Y | $3,500.00 |
| 1 | 1 | 6 | Professional Extra Duty Pay | 211-23-6118-00-046-Y-30-BDG-Y | $461.00 |
| 1 | 1 | 6 | Extra Duty Pay | 211-11-6118-00-046-Y-30-0F2-Y | $10,731.00 |
| 1 | 1 | 6 | General Supplies | 211-33-6399-00-046-Y-30-0F2-Y | $700.00 |
| 1 | 1 | 6 | Supplies for Maint. | | $0.00 |
| 1 | 1 | 7 | General Supplies | 211-11-6399-00-046-Y-30-BDG-Y | $600.00 |
| 1 | 1 | 7 | General Supplies | 211-11-6399-00-046-Y-30-STM-Y | $2,000.00 |
| 1 | 1 | 7 | Equipment Under 5,000 | 211-12-6398-62-046-Y-30-0F2- | $8,000.00 |
| 1 | 1 | 7 | General Supplies | 211-11-6399-00-046-Y-30-0F2-Y | $39,086.00 |
| 1 | 1 | 7 | Supplies and Materials - Testing Materials | 211-11-6339-00-046-Y-30-0F2-Y | $500.00 |
| 1 | 1 | 7 | License / Software | 211-11-6395-00-046-Y-30-0F2-Y | $2,000.00 |
| 1 | 1 | 7 | Supplies and Materials - copy paper | 211-11-6396-00-046-Y-30-0F2-Y | $6,119.00 |
| 1 | 1 | 7 | General Supplies | 211-11-6399-16-046-Y-30-0F2-Y | $2,500.00 |
| 1 | 1 | 7 | General Supplies | 211-11-6399-62-046-Y-30-0F2-Y | $10,000.00 |
| 1 | 1 | 8 | Copy Paper | | $0.00 |
| 1 | 1 | 8 | Mis. Operating Cost - Awards | 211-11-6498-00-046-Y-30-0F2-Y | $3,000.00 |

| 211 Title I-A | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 1 | 8 | General Supplies | 211-12-6399-00-046-Y-30-0F2-Y | $762.00 |
| 1 | 1 | 9 | General Supplies | | $0.00 |
| 1 | 1 | 10 | General Supplies | | $0.00 |
| 1 | 1 | 11 | General Supplies | 211-23-6399-00-046-Y-30-BDG-Y | $200.00 |
| 1 | 1 | 11 | Professional Extra Duty Pay | 211-11-6118-00-046-Y-30-BDG-Y | $6,010.00 |
| 1 | 1 | 15 | PD Extra Duty Pay | | $0.00 |
| 1 | 1 | 15 | General Supplies | | $0.00 |
| 1 | 1 | 15 | PD extra duty pay | | $0.00 |
| 1 | 1 | 15 | General Supplies | | $0.00 |
| 4 | 1 | 4 | General Supplies | 211-31-6399-00-046-Y-30-0F2-Y | $1,200.00 |
| 6 | 1 | 8 | General Supplies | 211-61-6399-00-046-Y-30-0F2-Y | $900.00 |
| 6 | 1 | 8 | Mis. Operating Costs | 211-61-6499-53-046-Y-30-0F2-Y | $900.00 |
| 6 | 1 | 9 | Employee Travel | 211-61-6411-00-046-Y-30-0F2-Y | $900.00 |
| 7 | 1 | 1 | General Supplies | | $0.00 |
| 7 | 1 | 9 | General Supplies | | $0.00 |
| 7 | 1 | 9 | General Supplies | | $0.00 |
| 7 | 1 | 9 | Employee Travel | | $0.00 |
| 7 | 1 | 9 | Miscellaneous Operations | | $0.00 |
| 8 | 1 | 1 | Equipment Under 5,000 | 211-11-6398-62-046-Y-30-0F2-Y | $47,524.00 |
| 8 | 1 | 4 | Supplies and Materials | | $0.00 |
| | | | | **Sub-Total** | $175,232.00 |
| | | | | **Budgeted Fund Source Amount** | $175,232.00 |
| | | | | **+/- Difference** | $0.00 |

| 212 Title I-C (Migrant) | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 4 | 1 | Supplies/Clothing | 212-11-6399-00-046-Y-24-0F2-Y | $330.00 |
| 7 | 1 | 8 | | | $0.00 |
| | | | | **Sub-Total** | $330.00 |
| | | | | **Budgeted Fund Source Amount** | $330.00 |
| | | | | **+/- Difference** | $0.00 |

| 276 Targeted Improvement School Fund | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 8 | 1 | 1 | Equipment Under 5,000 | | $6,700.00 |
| | | | | **Sub-Total** | $6,700.00 |
| | | | | **Budgeted Fund Source Amount** | $6,700.00 |
| | | | | **+/- Difference** | $0.00 |
| | | | | **Grand Total Budgeted** | $392,943.00 |
| | | | | **Grand Total Spent** | $392,943.00 |
| | | | | **+/- Difference** | $0.00 |

# Addendums

**Definitions**

"Bullying":

Bullying

1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:

    a. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;

    b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;

    c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or

    d. Infringes on the rights of the victim at school; and

2. Includes cyberbullying.

Cyberbullying

"Cyberbullying" means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

**Applicability**

These provisions apply to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;

2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and

3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:

    a. Interferes with a student's educational opportunities; or

b. Substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

**Policy**

The board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;
2. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
3. Establishes a procedure for providing notice of an incident of bullying to:
   a. A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and
   b. A parent or guardian of the alleged bully within a reasonable amount of time after the incident;
4. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
5. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
6. Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
7. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying; and
8. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the district improvement plan under Education Code 11.252. [See BQ]

**Internet Posting**

The procedure for reporting bullying must be posted on a district's Internet Web site to the extent practicable.

**Prevention and Mediation**

A district may establish a district-wide policy to assist in the prevention and mediation of bullying incidents between students that:

1. Interfere with a student's educational opportunities; or
2. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity.

*Education Code 37.0832*

***Note:*** This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

**Bullying Prohibited**

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

**Retaliation**

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

**False Claim**

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

**Timely Reporting**

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

**Reporting Procedures**

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

Report Format — A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.

**Notice of Report** — When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.

**Prohibited Conduct** — The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.

**Investigation of Report** — The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.

**Concluding the Investigation** — Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.

The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

**Notice to Parents** — If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

**District Action**

Bullying — If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.

*Discipline* — A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

| | |
|---|---|
| | The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct. |
| *Corrective Action* | Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying. |
| *Transfers* | The principal or designee shall refer to FDB for transfer provisions. |
| *Counseling* | The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options. |
| Improper Conduct | If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action. |
| **Confidentiality** | To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation. |
| **Appeal** | A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. |
| **Records Retention** | Retention of records shall be in accordance with CPC(LOCAL). |
| **Access to Policy and Procedures** | This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices. |

# 2018-19 Texas Academic Performance Report

District Name: **BROWNSVILLE ISD**

Campus Name: **PERKINS MIDDLE**

Campus Number: **031901046**

2019 Accountability Rating: **B**

Distinction Designations:

**Academic Achievement in ELA/Reading**

**Academic Achievement in Mathematics**

**Postsecondary Readiness**

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

District Name: BROWNSVILLE ISD
Campus Name: PERKINS MIDDLE
Campus Number: 031901046

Total Students: 710
Grade Span: 06 - 08
School Type: Middle

| | | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EL (Current & Monitored) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **STAAR Performance Rates by Tested Grade, Subject, and Performance Level** | | | | | | | | | | | | | | | | | |
| Grade 6 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 68% | 64% | **63%** | - | 63% | * | - | - | - | - | 31% | * | 64% | 53% | 62% | 60% |
| | 2018 | 69% | 65% | **56%** | - | 56% | * | - | - | - | - | 26% | 40% | 57% | 48% | 56% | 52% |
| At Meets Grade Level or Above | 2019 | 37% | 31% | **27%** | - | 27% | * | - | - | - | - | 8% | * | 29% | 17% | 27% | 22% |
| | 2018 | 39% | 32% | **26%** | - | 26% | * | - | - | - | - | 17% | 40% | 27% | 22% | 26% | 21% |
| At Masters Grade Level | 2019 | 18% | 12% | **10%** | - | 10% | * | - | - | - | - | 3% | * | 11% | 3% | 9% | 6% |
| | 2018 | 19% | 14% | **10%** | - | 10% | * | - | - | - | - | 9% | 20% | 10% | 11% | 10% | 6% |
| Grade 6 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 81% | 81% | **86%** | - | 86% | * | - | - | - | - | 61% | * | 87% | 80% | 85% | 86% |
| | 2018 | 77% | 77% | **79%** | - | 80% | * | - | - | - | - | 42% | 80% | 82% | 63% | 79% | 80% |
| At Meets Grade Level or Above | 2019 | 47% | 44% | **47%** | - | 48% | * | - | - | - | - | 22% | * | 49% | 40% | 47% | 43% |
| | 2018 | 44% | 39% | **33%** | - | 33% | * | - | - | - | - | 19% | 20% | 36% | 17% | 33% | 30% |
| At Masters Grade Level | 2019 | 21% | 17% | **17%** | - | 17% | * | - | - | - | - | 8% | * | 18% | 10% | 16% | 11% |
| | 2018 | 18% | 14% | **8%** | - | 8% | * | - | - | - | - | 11% | 20% | 8% | 7% | 8% | 6% |
| Grade 7 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 76% | 73% | **71%** | - | 71% | * | - | - | - | - | 43% | 60% | 76% | 47% | 70% | 64% |
| | 2018 | 74% | 72% | **75%** | * | 75% | - | - | - | - | - | 37% | - | 75% | 75% | 75% | 71% |
| At Meets Grade Level or Above | 2019 | 49% | 46% | **40%** | - | 41% | * | - | - | - | - | 23% | 40% | 46% | 16% | 40% | 32% |
| | 2018 | 48% | 42% | **42%** | * | 41% | - | - | - | - | - | 29% | - | 42% | 42% | 42% | 33% |
| At Masters Grade Level | 2019 | 29% | 24% | **20%** | - | 21% | * | - | - | - | - | 13% | 40% | 23% | 6% | 20% | 15% |
| | 2018 | 29% | 24% | **18%** | * | 17% | - | - | - | - | - | 16% | - | 18% | 13% | 18% | 11% |
| Grade 7 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 75% | 73% | **65%** | - | 66% | * | - | - | - | - | 43% | 80% | 71% | 41% | 65% | 63% |
| | 2018 | 72% | 70% | **71%** | * | 70% | - | - | - | - | - | 47% | - | 72% | 58% | 71% | 67% |
| At Meets Grade Level or Above | 2019 | 43% | 40% | **30%** | - | 30% | * | - | - | - | - | 27% | 20% | 33% | 16% | 30% | 25% |
| | 2018 | 40% | 36% | **34%** | * | 34% | - | - | - | - | - | 32% | - | 37% | 17% | 35% | 26% |
| At Masters Grade Level | 2019 | 17% | 15% | **7%** | - | 8% | * | - | - | - | - | 13% | 0% | 8% | 6% | 7% | 3% |
| | 2018 | 18% | 15% | **9%** | * | 9% | - | - | - | - | - | 16% | - | 10% | 4% | 9% | 7% |
| Grade 7 Writing | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 70% | 74% | **65%** | - | 66% | * | - | - | - | - | 23% | 80% | 70% | 41% | 64% | 57% |
| | 2018 | 69% | 68% | **67%** | * | 67% | - | - | - | - | - | 39% | - | 69% | 54% | 66% | 59% |
| At Meets Grade Level or Above | 2019 | 42% | 44% | **37%** | - | 37% | * | - | - | - | - | 17% | 20% | 42% | 13% | 36% | 28% |
| | 2018 | 43% | 41% | **33%** | * | 33% | - | - | - | - | - | 32% | - | 36% | 17% | 34% | 24% |
| At Masters Grade Level | 2019 | 18% | 16% | **8%** | - | 8% | * | - | - | - | - | 10% | 0% | 8% | 6% | 8% | 3% |
| | 2018 | 15% | 12% | **8%** | * | 8% | - | - | - | - | - | 21% | - | 9% | 0% | 8% | 3% |
| Grade 8 Reading^ | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 86% | 86% | **83%** | - | 83% | - | - | - | - | - | 51% | * | 86% | 69% | 83% | 79% |
| | 2018 | 86% | 85% | **80%** | * | 81% | * | - | - | - | - | 50% | * | 83% | 63% | 80% | 69% |
| At Meets Grade Level or Above | 2019 | 55% | 53% | **53%** | - | 53% | - | - | - | - | - | 36% | * | 55% | 38% | 52% | 38% |
| | 2018 | 49% | 46% | **36%** | * | 36% | * | - | - | - | - | 29% | * | 39% | 17% | 36% | 25% |

District Name: BROWNSVILLE ISD
Campus Name: PERKINS MIDDLE
Campus Number: 031901046

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

Total Students: 710
Grade Span: 06 - 08
School Type: Middle

| | | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu-ously Enrolled | Non-Continu-ously Enrolled | Econ Disadv | EL (Current & Monitored) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| At Masters Grade Level | 2019 | 28% | 23% | **23%** | - | 23% | - | - | - | - | - | 15% | * | 23% | 19% | 23% | 12% |
| | 2018 | 27% | 23% | **17%** | * | 17% | * | - | - | - | - | 5% | * | 18% | 10% | 17% | 7% |
| Grade 8 Mathematics^ | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 88% | 90% | **93%** | - | 93% | - | - | - | - | - | 69% | * | 92% | 97% | 93% | 96% |
| | 2018 | 86% | 88% | **90%** | - | 90% | * | - | - | - | - | 68% | * | 90% | 93% | 90% | 88% |
| At Meets Grade Level or Above | 2019 | 57% | 51% | **61%** | - | 61% | - | - | - | - | - | 44% | * | 61% | 63% | 61% | 58% |
| | 2018 | 51% | 47% | **49%** | - | 50% | * | - | - | - | - | 40% | * | 50% | 43% | 49% | 42% |
| At Masters Grade Level | 2019 | 17% | 8% | **15%** | - | 15% | - | - | - | - | - | 23% | * | 15% | 13% | 15% | 10% |
| | 2018 | 15% | 8% | **10%** | - | 10% | * | - | - | - | - | 18% | * | 11% | 7% | 10% | 5% |
| Grade 8 Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 81% | 78% | **76%** | - | 76% | - | - | - | - | - | 51% | * | 77% | 68% | 76% | 72% |
| | 2018 | 76% | 72% | **67%** | * | 67% | * | - | - | - | - | 43% | * | 68% | 63% | 67% | 59% |
| At Meets Grade Level or Above | 2019 | 51% | 44% | **36%** | - | 36% | - | - | - | - | - | 38% | * | 38% | 26% | 36% | 25% |
| | 2018 | 52% | 46% | **37%** | * | 36% | * | - | - | - | - | 35% | * | 38% | 28% | 36% | 25% |
| At Masters Grade Level | 2019 | 25% | 17% | **10%** | - | 10% | - | - | - | - | - | 18% | * | 10% | 6% | 10% | 4% |
| | 2018 | 28% | 22% | **15%** | * | 15% | * | - | - | - | - | 15% | * | 16% | 9% | 14% | 4% |
| Grade 8 Social Studies | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 69% | 71% | **78%** | - | 78% | - | - | - | - | - | 56% | * | 79% | 74% | 78% | 75% |
| | 2018 | 65% | 65% | **68%** | * | 68% | * | - | - | - | - | 48% | * | 70% | 56% | 68% | 55% |
| At Meets Grade Level or Above | 2019 | 37% | 34% | **26%** | - | 26% | - | - | - | - | - | 38% | * | 27% | 19% | 26% | 15% |
| | 2018 | 36% | 33% | **29%** | * | 29% | * | - | - | - | - | 25% | * | 31% | 16% | 29% | 22% |
| At Masters Grade Level | 2019 | 21% | 17% | **10%** | - | 10% | - | - | - | - | - | 18% | * | 11% | 6% | 10% | 5% |
| | 2018 | 21% | 18% | **11%** | * | 11% | * | - | - | - | - | 13% | * | 13% | 3% | 11% | 7% |
| End of Course Algebra I | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 85% | 94% | **100%** | - | 100% | - | - | - | - | - | - | * | 100% | * | 100% | 100% |
| | 2018 | 83% | 90% | **100%** | * | 100% | - | - | - | - | - | - | - | 100% | * | 100% | 100% |
| At Meets Grade Level or Above | 2019 | 61% | 82% | **100%** | - | 100% | - | - | - | - | - | - | * | 100% | * | 100% | 100% |
| | 2018 | 55% | 71% | **100%** | * | 100% | - | - | - | - | - | - | - | 100% | * | 100% | 100% |
| At Masters Grade Level | 2019 | 37% | 62% | **100%** | - | 100% | - | - | - | - | - | - | * | 100% | * | 100% | 100% |
| | 2018 | 32% | 48% | **91%** | * | 90% | - | - | - | - | - | - | - | 90% | * | 90% | 92% |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 78% | 81% | **76%** | - | 77% | 36% | - | - | - | - | 49% | 86% | 79% | 63% | 76% | 73% |
| | 2018 | 77% | 78% | **73%** | 100% | 73% | 70% | - | - | - | - | 45% | 61% | 74% | 64% | 73% | 67% |
| At Meets Grade Level or Above | 2019 | 50% | 52% | **41%** | - | 41% | 9% | - | - | - | - | 29% | 34% | 43% | 28% | 41% | 33% |
| | 2018 | 48% | 49% | **37%** | 100% | 37% | 10% | - | - | - | - | 29% | 28% | 39% | 25% | 37% | 28% |
| At Masters Grade Level | 2019 | 24% | 23% | **15%** | - | 15% | 0% | - | - | - | - | 14% | 10% | 16% | 9% | 15% | 9% |
| | 2018 | 22% | 21% | **14%** | 57% | 14% | 0% | - | - | - | - | 14% | 17% | 14% | 9% | 14% | 7% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 75% | 76% | **73%** | - | 73% | * | - | - | - | - | 42% | 78% | 76% | 56% | 72% | 68% |
| | 2018 | 74% | 74% | **71%** | * | 71% | * | - | - | - | - | 38% | 43% | 73% | 62% | 71% | 64% |
| At Meets Grade Level or Above | 2019 | 48% | 47% | **41%** | - | 41% | * | - | - | - | - | 23% | 44% | 44% | 23% | 40% | 31% |
| | 2018 | 46% | 44% | **35%** | * | 35% | * | - | - | - | - | 25% | 29% | 36% | 26% | 35% | 27% |
| At Masters Grade Level | 2019 | 21% | 18% | **18%** | - | 18% | * | - | - | - | - | 10% | 22% | 19% | 10% | 18% | 11% |
| | 2018 | 19% | 17% | **15%** | * | 15% | * | - | - | - | - | 10% | 14% | 16% | 11% | 15% | 8% |

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

District Name: BROWNSVILLE ISD
Campus Name: PERKINS MIDDLE
Campus Number: 031901046

Total Students: 710
Grade Span: 06 - 08
School Type: Middle

| | | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu-ously Enrolled | Non-Continu-ously Enrolled | Econ Disadv | EL (Current & Monitored) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 82% | 86% | **83%** | - | 83% | * | - | - | - | - | 59% | 89% | 85% | 72% | 82% | 82% |
| | 2018 | 81% | 85% | **81%** | * | 81% | * | - | - | - | - | 53% | 86% | 82% | 73% | 81% | 78% |
| At Meets Grade Level or Above | 2019 | 52% | 57% | **50%** | - | 50% | * | - | - | - | - | 31% | 56% | 52% | 40% | 50% | 45% |
| | 2018 | 50% | 55% | **43%** | * | 43% | * | - | - | - | - | 31% | 29% | 45% | 29% | 43% | 34% |
| At Masters Grade Level | 2019 | 26% | 31% | **19%** | - | 19% | * | - | - | - | - | 15% | 11% | 20% | 12% | 19% | 13% |
| | 2018 | 24% | 28% | **15%** | * | 14% | * | - | - | - | - | 15% | 14% | 15% | 10% | 15% | 9% |
| All Grades Writing | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 68% | 76% | **65%** | - | 66% | * | - | - | - | - | 23% | 80% | 70% | 41% | 64% | 57% |
| | 2018 | 66% | 71% | **67%** | * | 67% | - | - | - | - | - | 39% | - | 69% | 54% | 66% | 59% |
| At Meets Grade Level or Above | 2019 | 38% | 44% | **37%** | - | 37% | * | - | - | - | - | 17% | 20% | 42% | 13% | 36% | 28% |
| | 2018 | 41% | 45% | **33%** | * | 33% | - | - | - | - | - | 32% | - | 36% | 17% | 34% | 24% |
| At Masters Grade Level | 2019 | 14% | 15% | **8%** | - | 8% | * | - | - | - | - | 10% | 0% | 8% | 6% | 8% | 3% |
| | 2018 | 13% | 13% | **8%** | * | 8% | - | - | - | - | - | 21% | - | 9% | 0% | 8% | 3% |
| All Grades Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 81% | 84% | **76%** | - | 76% | - | - | - | - | - | 51% | * | 77% | 68% | 76% | 72% |
| | 2018 | 80% | 82% | **67%** | * | 67% | * | - | - | - | - | 43% | * | 68% | 63% | 67% | 59% |
| At Meets Grade Level or Above | 2019 | 54% | 55% | **36%** | - | 36% | - | - | - | - | - | 38% | * | 38% | 26% | 36% | 25% |
| | 2018 | 51% | 51% | **37%** | * | 36% | * | - | - | - | - | 35% | * | 38% | 28% | 36% | 25% |
| At Masters Grade Level | 2019 | 25% | 21% | **10%** | - | 10% | - | - | - | - | - | 18% | * | 10% | 6% | 10% | 4% |
| | 2018 | 23% | 19% | **15%** | * | 15% | * | - | - | - | - | 15% | * | 16% | 9% | 14% | 4% |
| All Grades Social Studies | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 81% | 83% | **78%** | - | 78% | - | - | - | - | - | 56% | * | 79% | 74% | 78% | 75% |
| | 2018 | 78% | 80% | **68%** | * | 68% | * | - | - | - | - | 48% | * | 70% | 56% | 68% | 55% |
| At Meets Grade Level or Above | 2019 | 55% | 54% | **26%** | - | 26% | - | - | - | - | - | 38% | * | 27% | 19% | 26% | 15% |
| | 2018 | 53% | 51% | **29%** | * | 29% | * | - | - | - | - | 25% | * | 31% | 16% | 29% | 22% |
| At Masters Grade Level | 2019 | 33% | 29% | **10%** | - | 10% | - | - | - | - | - | 18% | * | 11% | 6% | 10% | 5% |
| | 2018 | 31% | 26% | **11%** | * | 11% | * | - | - | - | - | 13% | * | 13% | 3% | 11% | 7% |

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

District Name: BROWNSVILLE ISD
Campus Name: PERKINS MIDDLE
Campus Number: 031901046

Total Students: 710
Grade Span: 06 - 08
School Type: Middle

| | | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu-ously Enrolled | Non-Continu-ously Enrolled | Econ Disadv | EL (Current & Monitored) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **School Progress Domain - Academic Growth Score by Grade and Subject** | | | | | | | | | | | | | | | | | |
| Grade 6 ELA/Reading | 2019 | 42 | 30 | **26** | - | 26 | * | - | - | - | - | 14 | * | 27 | 24 | 26 | 25 |
| | 2018 | 47 | 38 | **29** | - | 28 | * | - | - | - | - | 17 | 60 | 30 | 22 | 28 | 27 |
| Grade 6 Mathematics | 2019 | 54 | 35 | **45** | - | 44 | * | - | - | - | - | 31 | * | 44 | 48 | 44 | 40 |
| | 2018 | 56 | 41 | **36** | - | 36 | * | - | - | - | - | 34 | 70 | 38 | 24 | 36 | 32 |
| Grade 7 ELA/Reading | 2019 | 77 | 77 | **79** | - | 79 | * | - | - | - | - | 75 | 80 | 79 | 76 | 79 | 79 |
| | 2018 | 76 | 79 | **79** | * | 79 | - | - | - | - | - | 78 | - | 78 | 81 | 79 | 81 |
| Grade 7 Mathematics | 2019 | 63 | 59 | **49** | - | 49 | * | - | - | - | - | 43 | 30 | 49 | 48 | 48 | 44 |
| | 2018 | 67 | 65 | **61** | * | 61 | - | - | - | - | - | 58 | - | 61 | 57 | 61 | 63 |
| Grade 8 ELA/Reading | 2019 | 77 | 77 | **76** | - | 76 | - | - | - | - | - | 60 | * | 76 | 72 | 76 | 71 |
| | 2018 | 79 | 81 | **79** | * | 78 | * | - | - | - | - | 77 | * | 78 | 81 | 79 | 78 |
| Grade 8 Mathematics | 2019 | 84 | 92 | **93** | - | 93 | - | - | - | - | - | 76 | * | 93 | 92 | 93 | 94 |
| | 2018 | 81 | 92 | **96** | - | 96 | * | - | - | - | - | 93 | * | 96 | 95 | 96 | 98 |
| End of Course Algebra I | 2019 | 75 | 91 | **100** | - | 100 | - | - | - | - | - | - | * | 100 | * | 100 | 100 |
| | 2018 | 72 | 85 | **100** | * | 100 | - | - | - | - | - | - | - | 100 | * | 100 | 100 |
| All Grades Both Subjects | 2019 | 69 | 69 | **62** | - | 62 | 75 | - | - | - | - | 50 | 56 | 63 | 61 | 62 | 59 |
| | 2018 | 69 | 71 | **66** | * | 66 | 100 | - | - | - | - | 61 | 71 | 66 | 64 | 66 | 64 |
| All Grades ELA/Reading | 2019 | 68 | 67 | **61** | - | 61 | * | - | - | - | - | 49 | 61 | 61 | 61 | 61 | 58 |
| | 2018 | 69 | 69 | **65** | * | 65 | * | - | - | - | - | 59 | 64 | 65 | 66 | 65 | 64 |
| All Grades Mathematics | 2019 | 70 | 71 | **64** | - | 64 | * | - | - | - | - | 51 | 50 | 64 | 62 | 64 | 60 |
| | 2018 | 70 | 72 | **67** | * | 67 | * | - | - | - | - | 63 | 79 | 68 | 62 | 67 | 64 |

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



| | | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Progress of Prior-Year Non-Proficient Students** | | | | | | | | | | | | | | |
| **Sum of Grades 4-8** | | | | | | | | | | | | | | |
| Reading | 2019 | 41% | 48% | **34%** | - | 35% | * | - | - | - | - | 16% | 34% | 31% |
| | 2018 | 38% | 44% | **36%** | - | 37% | * | - | - | - | - | 10% | 36% | 35% |
| Mathematics | 2019 | 45% | 57% | **58%** | - | 59% | * | - | - | - | - | 31% | 58% | 61% |
| | 2018 | 47% | 57% | **60%** | - | 60% | * | - | - | - | - | 31% | 60% | 50% |
| **Student Success Initiative** | | | | | | | | | | | | | | |
| **Grade 8 Reading** | | | | | | | | | | | | | | |
| Students Meeting Approaches Grade Level on First STAAR Administration | 2019 | 78% | 77% | **75%** | - | 75% | - | - | - | - | - | 20% | 75% | 54% |
| Students Requiring Accelerated Instruction | 2019 | 22% | 23% | **25%** | - | 25% | - | - | - | - | - | 80% | 25% | 46% |
| STAAR Cumulative Met Standard | 2019 | 85% | 84% | **81%** | - | 81% | - | - | - | - | - | 27% | 81% | 66% |
| **Grade 8 Mathematics** | | | | | | | | | | | | | | |
| Students Meeting Approaches Grade Level on First STAAR Administration | 2019 | 82% | 80% | **85%** | - | 85% | - | - | - | - | - | 44% | 86% | 86% |
| Students Requiring Accelerated Instruction | 2019 | 18% | 20% | **15%** | - | 15% | - | - | - | - | - | 56% | 14% | 14% |
| STAAR Cumulative Met Standard | 2019 | 88% | 88% | **91%** | - | 91% | - | - | - | - | - | 54% | 91% | 93% |

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



| | | State | District | Campus | Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ESL | ESL Content | ESL Pull-Out | LEP No Services | LEP with Services | Total EL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **STAAR Performance Rate by Subject and Performance Level** | | | | | | | | | | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 78% | 81% | **76%** | - | - | - | - | - | 65% | - | 65% | 43% | 65% | 64% |
| | 2018 | 77% | 78% | **73%** | - | - | - | - | - | 51% | 51% | - | 17% | 51% | 50% |
| At Meets Grade Level or Above | 2019 | 50% | 52% | **41%** | - | - | - | - | - | 23% | - | 23% | 0% | 23% | 23% |
| | 2018 | 48% | 49% | **37%** | - | - | - | - | - | 13% | 13% | - | 0% | 13% | 13% |
| At Masters Grade Level | 2019 | 24% | 23% | **15%** | - | - | - | - | - | 5% | - | 5% | 0% | 5% | 5% |
| | 2018 | 22% | 21% | **14%** | - | - | - | - | - | 2% | 2% | - | 0% | 2% | 2% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 75% | 76% | **73%** | - | - | - | - | - | 58% | - | 58% | 33% | 58% | 57% |
| | 2018 | 74% | 74% | **71%** | - | - | - | - | - | 46% | 46% | - | * | 46% | 46% |
| At Meets Grade Level or Above | 2019 | 48% | 47% | **41%** | - | - | - | - | - | 19% | - | 19% | 0% | 19% | 19% |
| | 2018 | 46% | 44% | **35%** | - | - | - | - | - | 10% | 10% | - | * | 10% | 10% |
| At Masters Grade Level | 2019 | 21% | 18% | **18%** | - | - | - | - | - | 5% | - | 5% | 0% | 5% | 5% |
| | 2018 | 19% | 17% | **15%** | - | - | - | - | - | 2% | 2% | - | * | 2% | 2% |
| All Grades Mathematics | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 82% | 86% | **83%** | - | - | - | - | - | 78% | - | 78% | 50% | 78% | 77% |
| | 2018 | 81% | 85% | **81%** | - | - | - | - | - | 67% | 67% | - | * | 67% | 66% |
| At Meets Grade Level or Above | 2019 | 52% | 57% | **50%** | - | - | - | - | - | 38% | - | 38% | 0% | 38% | 37% |
| | 2018 | 50% | 55% | **43%** | - | - | - | - | - | 20% | 20% | - | * | 20% | 20% |
| At Masters Grade Level | 2019 | 26% | 31% | **19%** | - | - | - | - | - | 9% | - | 9% | 0% | 9% | 9% |
| | 2018 | 24% | 28% | **15%** | - | - | - | - | - | 3% | 3% | - | * | 3% | 3% |
| All Grades Writing | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 68% | 76% | **65%** | - | - | - | - | - | 44% | - | 44% | * | 44% | 44% |
| | 2018 | 66% | 71% | **67%** | - | - | - | - | - | 42% | 42% | - | * | 42% | 41% |
| At Meets Grade Level or Above | 2019 | 38% | 44% | **37%** | - | - | - | - | - | 14% | - | 14% | * | 14% | 14% |
| | 2018 | 41% | 45% | **33%** | - | - | - | - | - | 9% | 9% | - | * | 9% | 9% |
| At Masters Grade Level | 2019 | 14% | 15% | **8%** | - | - | - | - | - | 1% | - | 1% | * | 1% | 1% |
| | 2018 | 13% | 13% | **8%** | - | - | - | - | - | 0% | 0% | - | * | 0% | 0% |
| All Grades Science | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 81% | 84% | **76%** | - | - | - | - | - | 62% | - | 62% | - | 62% | 62% |
| | 2018 | 80% | 82% | **67%** | - | - | - | - | - | 40% | 40% | - | - | 40% | 40% |
| At Meets Grade Level or Above | 2019 | 54% | 55% | **36%** | - | - | - | - | - | 12% | - | 12% | - | 12% | 12% |
| | 2018 | 51% | 51% | **37%** | - | - | - | - | - | 7% | 7% | - | - | 7% | 7% |
| At Masters Grade Level | 2019 | 25% | 21% | **10%** | - | - | - | - | - | 0% | - | 0% | - | 0% | 0% |
| | 2018 | 23% | 19% | **15%** | - | - | - | - | - | 0% | 0% | - | - | 0% | 0% |
| All Grades Social Studies | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 81% | 83% | **78%** | - | - | - | - | - | 65% | - | 65% | - | 65% | 65% |
| | 2018 | 78% | 80% | **68%** | - | - | - | - | - | 26% | 26% | - | - | 26% | 26% |
| At Meets Grade Level or Above | 2019 | 55% | 54% | **26%** | - | - | - | - | - | 7% | - | 7% | - | 7% | 7% |
| | 2018 | 53% | 51% | **29%** | - | - | - | - | - | 9% | 9% | - | - | 9% | 9% |
| At Masters Grade Level | 2019 | 33% | 29% | **10%** | - | - | - | - | - | 0% | - | 0% | - | 0% | 0% |
| | 2018 | 31% | 26% | **11%** | - | - | - | - | - | 0% | 0% | - | - | 0% | 0% |
| **School Progress Domain - Academic Growth Score** | | | | | | | | | | | | | | | |
| All Grades Both Subjects | 2019 | 69% | 69% | **62%** | - | - | - | - | - | 57% | - | 57% | 42% | 57% | 56% |
| | 2018 | 69% | 71% | **66%** | - | - | - | - | - | 60% | 60% | - | * | 60% | 59% |
| All Grades ELA/Reading | 2019 | 68% | 67% | **61%** | - | - | - | - | - | 56% | - | 56% | 50% | 56% | 56% |
| | 2018 | 69% | 69% | **65%** | - | - | - | - | - | 61% | 61% | - | * | 61% | 61% |
| All Grades Mathematics | 2019 | 70% | 71% | **64%** | - | - | - | - | - | 57% | - | 57% | 33% | 57% | 57% |
| | 2018 | 70% | 72% | **67%** | - | - | - | - | - | 59% | 59% | - | * | 59% | 58% |
| **Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)** | | | | | | | | | | | | | | | |
| Reading | 2019 | 41% | 48% | **34%** | - | - | - | - | - | 32% | - | 32% | * | 32% | 31% |

# TEXAS EDUCATION AGENCY

District Name: BROWNSVILLE ISD
Campus Name: PERKINS MIDDLE
Campus Number: 031901046

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

Total Students: 710
Grade Span: 06 - 08
(Current EL Students)

| | | State | District | Campus | Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ESL | ESL Content | ESL Pull-Out | LEP No Services | LEP with Services | Total EL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Mathematics | 2018 | 38% | 44% | **36%** | - | - | - | - | - | 34% | 34% | - | * | 34% | 35% |
| | 2019 | 45% | 57% | **58%** | - | - | - | - | - | 62% | - | 62% | * | 62% | 61% |
| | 2018 | 47% | 57% | **60%** | - | - | - | - | - | 52% | 52% | - | * | 52% | 50% |

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

District Name: BROWNSVILLE ISD
Campus Name: PERKINS MIDDLE
Campus Number: 031901046

Total Students: 710
Grade Span: 06 - 08
School Type: Middle

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **2019 STAAR Participation (All Grades)** | | | | | | | | | | | | | |
| **All Tests** | | | | | | | | | | | | | |
| Assessment Participant | 99% | 100% | **100%** | - | 100% | 100% | - | - | - | - | 100% | 100% | 100% |
| Included in Accountability | 94% | 95% | **89%** | - | 89% | 100% | - | - | - | - | 91% | 89% | 82% |
| Not Included in Accountability | | | | | | | | | | | | | |
| Mobile | 4% | 2% | **8%** | - | 8% | 0% | - | - | - | - | 8% | 8% | 9% |
| Other Exclusions | 1% | 2% | **4%** | - | 4% | 0% | - | - | - | - | 1% | 4% | 9% |
| Not Tested | 1% | 0% | **0%** | - | 0% | 0% | - | - | - | - | 0% | 0% | 0% |
| Absent | 1% | 0% | **0%** | - | 0% | 0% | - | - | - | - | 0% | 0% | 0% |
| Other | 0% | 0% | **0%** | - | 0% | 0% | - | - | - | - | 0% | 0% | 0% |
| **2018 STAAR Participation (All Grades)** | | | | | | | | | | | | | |
| **All Tests** | | | | | | | | | | | | | |
| Assessment Participant | 99% | 100% | **100%** | 100% | 100% | 100% | - | - | - | - | 100% | 100% | 100% |
| Included in Accountability | 94% | 95% | **92%** | 100% | 91% | 100% | - | - | - | - | 95% | 91% | 82% |
| Not Included in Accountability | | | | | | | | | | | | | |
| Mobile | 4% | 3% | **6%** | 0% | 6% | 0% | - | - | - | - | 4% | 6% | 9% |
| Other Exclusions | 1% | 2% | **3%** | 0% | 3% | 0% | - | - | - | - | 1% | 3% | 9% |
| Not Tested | 1% | 0% | **0%** | 0% | 0% | 0% | - | - | - | - | 0% | 0% | 0% |
| Absent | 1% | 0% | **0%** | 0% | 0% | 0% | - | - | - | - | 0% | 0% | 0% |
| Other | 0% | 0% | **0%** | 0% | 0% | 0% | - | - | - | - | 0% | 0% | 0% |

District Name: BROWNSVILLE ISD
Campus Name: PERKINS MIDDLE
Campus Number: 031901046

Total Students: 710
Grade Span: 06 - 08
School Type: Middle

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Attendance Rate** | | | | | | | | | | | | | |
| 2017-18 | 95.4% | 95.4% | **95.9%** | * | 95.9% | * | - | - | - | - | 93.8% | 95.9% | 95.5% |
| 2016-17 | 95.7% | 95.8% | **96.4%** | * | 96.4% | 97.4% | - | - | - | - | 94.4% | 96.5% | 96.1% |
| **Annual Dropout Rate (Gr 7-8)** | | | | | | | | | | | | | |
| 2017-18 | 0.4% | 0.5% | **0.4%** | * | 0.4% | * | - | - | - | - | 2.1% | 0.4% | 0.0% |
| 2016-17 | 0.3% | 0.2% | **0.2%** | * | 0.2% | 0.0% | - | - | - | - | 0.0% | 0.2% | 0.0% |
| **Annual Dropout Rate (Gr 9-12)** | | | | | | | | | | | | | |
| 2017-18 | 1.9% | 1.1% | - | - | - | - | - | - | - | - | - | - | - |
| 2016-17 | 1.9% | 1.3% | - | - | - | - | - | - | - | - | - | - | - |
| **4-Year Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 90.0% | 92.8% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.4% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.8% | 3.0% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.7% | 3.9% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.4% | 93.1% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.3% | 96.1% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 89.7% | 91.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.4% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 4.0% | 4.8% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.9% | 3.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.1% | 91.9% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.1% | 96.6% | - | - | - | - | - | - | - | - | - | - | - |
| **5-Year Extended Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 92.0% | 95.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.6% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.1% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.3% | 3.8% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.6% | 95.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.7% | 96.2% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | | | | | | | | | | | | | |
| Graduated | 91.6% | 94.7% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.2% | 0.8% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.6% | 4.3% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.2% | 94.9% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.4% | 95.7% | - | - | - | - | - | - | - | - | - | - | - |
| **6-Year Extended Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| Class of 2016 | | | | | | | | | | | | | |
| Graduated | 92.1% | 95.4% | - | - | - | - | - | - | - | - | - | - | - |

District Name: BROWNSVILLE ISD
Campus Name: PERKINS MIDDLE
Campus Number: 031901046

Total Students: 710
Grade Span: 06 - 08
School Type: Middle

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

District Name: BROWNSVILLE ISD
Campus Name: PERKINS MIDDLE
Campus Number: 031901046

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

Total Students: 710
Grade Span: 06 - 08
School Type: Middle

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

District Name: BROWNSVILLE ISD
Campus Name: PERKINS MIDDLE
Campus Number: 031901046

Total Students: 710
Grade Span: 06 - 08
School Type: Middle

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

District Name: BROWNSVILLE ISD
Campus Name: PERKINS MIDDLE
Campus Number: 031901046

Total Students: 710
Grade Span: 06 - 08
School Type: Middle

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

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



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

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



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

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



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

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



| Student Information | Campus Count | Campus Percent | District | State |
|---|---|---|---|---|
| Total Students | 710 | 100.0% | 44,356 | 5,416,400 |
| Students by Grade: | | | | |
| Early Childhood Education | 0 | 0.0% | 0.2% | 0.3% |
| Pre-Kindergarten | 0 | 0.0% | 8.0% | 4.4% |
| Kindergarten | 0 | 0.0% | 5.9% | 6.9% |
| Grade 1 | 0 | 0.0% | 6.8% | 7.1% |
| Grade 2 | 0 | 0.0% | 6.6% | 7.2% |
| Grade 3 | 0 | 0.0% | 6.5% | 7.3% |
| Grade 4 | 0 | 0.0% | 6.9% | 7.6% |
| Grade 5 | 0 | 0.0% | 7.3% | 7.7% |
| Grade 6 | 234 | 33.0% | 6.8% | 7.7% |
| Grade 7 | 217 | 30.6% | 7.1% | 7.5% |
| Grade 8 | 259 | 36.5% | 7.2% | 7.5% |
| Grade 9 | 0 | 0.0% | 8.2% | 8.1% |
| Grade 10 | 0 | 0.0% | 7.6% | 7.4% |
| Grade 11 | 0 | 0.0% | 7.6% | 6.9% |
| Grade 12 | 0 | 0.0% | 7.3% | 6.5% |
| Ethnic Distribution: | | | | |
| African American | 0 | 0.0% | 0.1% | 12.6% |
| Hispanic | 705 | 99.3% | 98.3% | 52.6% |
| White | 5 | 0.7% | 1.4% | 27.4% |
| American Indian | 0 | 0.0% | 0.0% | 0.4% |
| Asian | 0 | 0.0% | 0.2% | 4.5% |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.2% |
| Two or More Races | 0 | 0.0% | 0.0% | 2.4% |
| Economically Disadvantaged | 697 | 98.2% | 88.5% | 60.6% |
| Non-Educationally Disadvantaged | 13 | 1.8% | 11.5% | 39.4% |
| Section 504 Students | 87 | 12.3% | 8.7% | 6.5% |
| English Learners (EL) | 274 | 38.6% | 34.6% | 19.5% |
| Students w/ Disciplinary Placements (2017-18) | 14 | 1.8% | 1.0% | 1.4% |
| Students w/ Dyslexia | 51 | 7.2% | 5.4% | 3.6% |
| At-Risk | 502 | 70.7% | 67.3% | 50.1% |
| Students with Disabilities by Type of Primary Disability: | | | | |
| Total Students with Disabilities | 113 | | | |
| By Type of Primary Disability | | | | |
| Students with Intellectual Disabilities | 76 | 67.3% | 55.3% | 42.4% |
| Students with Physical Disabilities | * | * | 11.5% | 21.9% |
| Students with Autism | ** | ** | 12.2% | 13.7% |
| Students with Behavioral Disabilities | 18 | 15.9% | 18.9% | 20.6% |
| Students with Non-Categorical Early Childhood | 0 | 0.0% | 2.1% | 1.4% |
| Mobility (2017-18): | | | | |
| Total Mobile Students | 131 | 16.8% | 15.0% | 15.4% |

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



| Student Information | Campus Count | Campus Percent | District | State |
|---|---|---|---|---|
| By Ethnicity: | | | | |
| African American | 0 | 0.0% | | |
| Hispanic | 131 | 16.8% | | |
| White | 0 | 0.0% | | |
| American Indian | 0 | 0.0% | | |
| Asian | 0 | 0.0% | | |
| Pacific Islander | 0 | 0.0% | | |
| Two or More Races | 0 | 0.0% | | |

| Student Information | Non-Special Education Rates: Campus | Non-Special Education Rates: District | Non-Special Education Rates: State | Special Education Rates: Campus | Special Education Rates: District | Special Education Rates: State |
|---|---|---|---|---|---|---|
| Retention Rates by Grade: | | | | | | |
| Kindergarten | - | 1.8% | 1.7% | - | 4.3% | 6.2% |
| Grade 1 | - | 10.7% | 3.1% | - | 16.2% | 5.5% |
| Grade 2 | - | 5.9% | 1.8% | - | 3.0% | 2.3% |
| Grade 3 | - | 3.0% | 1.1% | - | 1.1% | 0.9% |
| Grade 4 | - | 1.6% | 0.5% | - | 1.0% | 0.5% |
| Grade 5 | - | 0.7% | 0.5% | - | 0.0% | 0.6% |
| Grade 6 | 3.5% | 2.6% | 0.4% | 0.0% | 1.6% | 0.5% |
| Grade 7 | 1.0% | 3.8% | 0.6% | 0.0% | 2.2% | 0.6% |
| Grade 8 | 1.0% | 1.6% | 0.4% | 2.4% | 3.2% | 0.7% |
| Grade 9 | - | 6.5% | 7.2% | - | 22.4% | 12.7% |

| Class Size Information | Campus | District | State |
|---|---|---|---|
| Class Size Averages by Grade and Subject (Derived from teacher responsibility records): | | | |
| Elementary: | | | |
| Kindergarten | - | 19.2 | 18.9 |
| Grade 1 | - | 17.8 | 18.8 |
| Grade 2 | - | 17.8 | 18.7 |
| Grade 3 | - | 19.2 | 18.9 |
| Grade 4 | - | 21.6 | 19.2 |
| Grade 5 | - | 21.1 | 21.2 |
| Grade 6 | 21.6 | 21.9 | 20.4 |
| Secondary: | | | |
| English/Language Arts | 18.8 | 17.0 | 16.6 |
| Foreign Languages | 28.8 | 20.8 | 18.9 |
| Mathematics | 21.0 | 19.9 | 17.8 |
| Science | 24.0 | 20.1 | 18.9 |
| Social Studies | 26.8 | 19.8 | 19.3 |

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



| Staff Information | Campus Count/Average | Campus Percent | District | State |
|---|---|---|---|---|
| Total Staff | 74.9 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 64.9 | 86.6% | 56.5% | 64.1% |
| Teachers | 52.9 | 70.7% | 44.0% | 49.8% |
| Professional Support | 8.5 | 11.3% | 9.5% | 10.1% |
| Campus Administration (School Leadership) | 3.5 | 4.7% | 2.9% | 3.0% |
| Educational Aides: | 10.0 | 13.4% | 11.7% | 10.3% |
| Librarians & Counselors (Headcount): | | | | |
| Librarians | | | | |
| Full-time | 1.0 | n/a | 58.0 | 4,414.0 |
| Part-time | 0.0 | n/a | 2.0 | 572.0 |
| Counselors | | | | |
| Full-time | 5.0 | n/a | 149.0 | 12,433.0 |
| Part-time | 1.0 | n/a | 11.0 | 1,097.0 |
| Total Minority Staff: | 69.7 | 93.1% | 94.0% | 50.4% |
| Teachers by Ethnicity and Sex: | | | | |
| African American | 0.0 | 0.0% | 0.3% | 10.6% |
| Hispanic | 51.8 | 97.9% | 90.3% | 27.7% |
| White | 0.1 | 0.2% | 8.9% | 58.4% |
| American Indian | 0.0 | 0.0% | 0.1% | 0.3% |
| Asian | 0.0 | 0.0% | 0.1% | 1.7% |
| Pacific Islander | 1.0 | 1.9% | 0.3% | 0.2% |
| Two or More Races | 0.0 | 0.0% | 0.0% | 1.1% |
| Males | 25.1 | 47.4% | 32.0% | 23.8% |
| Females | 27.8 | 52.6% | 68.0% | 76.2% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 1.2% | 1.4% |
| Bachelors | 39.4 | 74.5% | 79.4% | 73.6% |
| Masters | 12.5 | 23.6% | 19.0% | 24.3% |
| Doctorate | 1.0 | 1.9% | 0.4% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 2.0 | 3.8% | 2.7% | 7.0% |
| 1-5 Years Experience | 11.5 | 21.7% | 14.3% | 28.9% |
| 6-10 Years Experience | 8.9 | 16.9% | 17.6% | 19.0% |
| 11-20 Years Experience | 17.0 | 32.2% | 39.3% | 29.3% |
| Over 20 Years Experience | 13.5 | 25.4% | 26.0% | 15.7% |
| Number of Students per Teacher | 13.4 | n/a | 15.2 | 15.1 |

District Name: BROWNSVILLE ISD
Campus Name: PERKINS MIDDLE
Campus Number: 031901046

Total Students: 710
Grade Span: 06 - 08
School Type: Middle

| Staff Information | Campus | District | State |
|---|---|---|---|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 4.0 | 8.8 | 6.3 |
| Average Years Experience of Principals with District | 4.0 | 8.4 | 5.4 |
| Average Years Experience of Assistant Principals | 8.0 | 8.4 | 5.3 |
| Average Years Experience of Assistant Principals with District | 7.0 | 8.2 | 4.7 |
| Average Years Experience of Teachers: | 13.8 | 15.1 | 11.1 |
| Average Years Experience of Teachers with District: | 13.0 | 14.3 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | $45,705 | $49,007 | $47,218 |
| 1-5 Years Experience | $45,809 | $49,170 | $50,408 |
| 6-10 Years Experience | $54,364 | $50,423 | $52,786 |
| 11-20 Years Experience | $52,687 | $55,575 | $56,041 |
| Over 20 Years Experience | $65,805 | $64,161 | $62,039 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | $54,555 | $55,810 | $54,122 |
| Professional Support | $60,607 | $67,073 | $64,069 |
| Campus Administration (School Leadership) | $78,469 | $84,030 | $78,947 |
| Instructional Staff Percent: | n/a | 58.7% | 64.5% |
| Contracted Instructional Staff (not incl. above): | 0.0 | 3,598.0 | 6,043.6 |

District Name: BROWNSVILLE ISD
Campus Name: PERKINS MIDDLE
Campus Number: 031901046

Total Students: 710
Grade Span: 06 - 08
School Type: Middle

| Program Information | Campus Count | Campus Percent | District | State |
|---|---|---|---|---|
| Student Enrollment by Program: | | | | |
| Bilingual/ESL Education | 269 | 37.9% | 34.1% | 19.7% |
| Career & Technical Education | 121 | 17.0% | 31.3% | 26.3% |
| Gifted & Talented Education | 64 | 9.0% | 12.0% | 8.1% |
| Special Education | 113 | 15.9% | 12.1% | 9.6% |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 0.8 | 1.4% | 2.7% | 6.4% |
| Career & Technical Education | 0.0 | 0.0% | 5.6% | 4.9% |
| Compensatory Education | 0.0 | 0.0% | 0.9% | 2.7% |
| Gifted & Talented Education | 0.3 | 0.5% | 0.5% | 2.0% |
| Regular Education | 41.9 | 79.1% | 78.8% | 71.4% |
| Special Education | 10.0 | 19.0% | 11.4% | 9.1% |
| Other | 0.0 | 0.0% | 0.2% | 3.6% |

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'***' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
'-' Indicates there are no students in the group.
'n/a' Indicates data reporting is not applicable for this group.
'?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

**Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report**