

Brownsville Independent School District
Breden Elementary
2017-2018 Campus Improvement Plan



Mission Statement

Daniel Breeden Elementary is committed to the development of each child's academic, social and physical skills needed to become a productive citizen in our ever changing technological and global society.

Vision

All Daniel Breeden Elementary students will exceed the minimum academic standards to become college ready.

Value Statement

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

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens.

It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

- GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- Objective #1: Parents will be full partners with educators in the education of their children.
- Objective #2: Students will be encouraged and challenged to meet their full educational potential.
- Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
- Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
- Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
- Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

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Comprehensive Needs Assessment

Needs Assessment Overview

Breeden Elementary School is named for Daniel Breeden, the longest serving principal of Hanna High School. Breeden's career with Brownsville ISD began in 1957 as a math and social studies teacher at Cummings Intermediate School. He went on to serve as an associate principal at Brownsville High School under the late Dr. Arnulfo Oliveira. In 1974, Breeden became principal of the newly named Hanna High School. He remained at Hanna until his retirement in 1986 after completing 29 years of service to the district. Breeden was known and respected by thousands of former students and colleagues as an outstanding educator as well as a man of patience, understanding and consideration. Currently, Mrs. Mandy Delgado serves as the Principal of Breeden Elementary.

Breeden Elementary School is located in Brownsville, Texas and is one of thirty-seven elementary schools in Brownsville ISD. The campus was opened in 2012 and currently has a student population of approximately 732 students in grades PK through 5. According to the PEIMS Data Review of our campus profile, 98.6% of the student population is Hispanic, 92.6% are identified as Economically Disadvantaged, 61.4 are identified as At-Risk student, and the majority is English/Spanish bilingual.

The students of Breeden Elementary School are the recipients of a well-balanced curriculum. Courses are offered in every subject area (Reading, Language Arts: Spelling, English/ESL & Writing, Mathematics, Science, Social Studies, Physical Education, Health, Art, Music, Theatre Arts, Handwriting & Technology). The instructional programs include academic core subjects at various levels, such as the Gifted and Talented, Special Education, Dyslexia, Bilingual/ESL, Title 1 Part A, and Economically Disadvantaged. All students are required to meet the passing standard of the four assessments which comprise the State of Texas Assessments of Academic Readiness (STAAR).

The current staff at Breeden Elementary School is comprised of 43 faculty members, 3 campus administrators, 1.5 counselors, 16 para-professionals, 1 librarian, 1 nurse, 1 diagnostician, 4 office staff, and 5 custodians with 98% Hispanic, and 2 % Caucasian. The teaching staff is also 18 % male and 82% female.

Breeden Elementary is committed to the following District Reform Strategies: Sustaining Texas Literacy Initiatives: BOY/MOY/EOY Data Analysis, Explicit Instruction (Routines/Strategies, Fluency, and Comprehension), and Academic Vocabulary, Sheltered English/Esperanza Instruction, CIRCLE/Owl Model, Response to Intervention Model, Accelerated Reader Program, Six Traits of Writing, Language Enrichment, and the Dyslexia Program.

Breeden Elementary School uses its Title I, State Compensatory and other funds to upgrade the entire instructional program by implementing school-wide programs as authorized under the provisions of Public Law 107-110, Section 1114.

The District conducted comprehensive needs assessment surveys at the later part of the year to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on the CNA, the SBDM

committee decided to concentrate on improving the passing rate of all students and student groups including Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on state assessments. The goal is to have 90+ percent of all students and all student groups passing all parts of state mandated assessments for school year 2017-2018 and to increase the "master" performance level in all content areas. 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 areas of improvement will be addressed:

- Attain attendance rates through student motivational activities such as perfect attendance awards and prize drawings through "Believe in BISD". Also, in an effort to increase student attendance, teachers will be prepared to monitor attendance and know which action steps to take when students are not meeting attendance requirements. Migrant, At-Risk and all other student subgroups will be provided with supplemental supplies to increase their attendance rate.
- Provide tutorials to students that are demonstrating a need to improve. Migrant and At-Risk students will be provided with supplemental supplies as needed. Supplemental materials and/or software will be purchased to aid teachers in implementing the curriculum and recognition materials (i.e. trophies, plaques, etc.) will be purchased to recognize students' achievement (attendance or academic).
- Provide "Bullying and Safety" presentations for all students at the beginning of the school year to promote a safe, comfortable and learning environment and provide a school wide discipline behavior plan to decrease discipline issues.
- Allot time to work with teachers displaying weak instructional methods and who are in need of classroom management strategies.
- Provide teachers more Professional Development on explicit instruction and more time for planning intervention instruction to meet STAAR standards for all student populations.
- Promote a more active parental involvement by creating a school climate that support family/school involvement and invite parents to present talks and/or demonstrations about their specialized knowledge or skills .
- Increase formal and informal communication with parents, staff, and students.
- Technology that will support classroom instruction and provide more computer access for students in all classrooms

To accomplish these objectives, Breeden Elementary will provide opportunities for all children in meeting the State's "master" level of academic performance and use effective methods and instructional strategies that are established on scientifically based research that...

- Strengthen the core academic program;
- Increase the amount and quality of learning time, including the funding of an after-school tutorial/ summer school/ enrichment program, for students who are At-Risk and in need of continuity in their instructional program to be successful in the succeeding school year;
- Include strategies for meeting the educational needs of historically under-served populations; and
- Include strategies to address the needs of all children in school, particularly the needs of low-achieving at-risk students who are not meeting the State student academic achievement standards;

Demographics

Demographics Summary

The student population at Breeden Elementary School is approximately 732 as of PEIMS Snapshot (October 30, 2016) and serves students in grades Pre Kinder through Fifth Grade. According to the 2015-16 TAPR Report of our campus profile, student population includes: Hispanic 98.6%, White 1.1%, Asian .3%, African American 0%, Economically disadvantaged 92.6%, Limited English Proficient (LEP) 43.1%, At-Risk 61.4%, Migrant <1%, Gifted and Talented 1.0%, Special Education <1%. Enrollment numbers have shown an increase over the past year due to "open enrollment" at the Elementary level. The mobility rate from home campus to neighboring campus or within the district is high. A total of 439 students were identified as at-risk with the highest number being identified under the LEP category. Based on the 2016 Summer School data, the retention rate was high in the 1st grade level (7.5%). Attendance Percentage for the 2015-2016 school year was 98.31% and Breeden was the recipient of several district based attendance incentives. Currently, the average class size is 22:1 for K-4th grade. PK and-5th grade do average size is above 22:1. A class-size reduction teacher supports the 5th grade team. The academic instructional line for students is Garcia, Oliveria, and Vela Middle Schools and Rivera and Hanna Early College High Schools. Procedures for overseeing demographic concerns include verifying daily attendance, allotting time for teacher/parent conferences, and interventions for all at-risk students.

Demographics Strengths

- Attendance Rate 98.31%
- Communication procedures between home and school on students attendance
- ELL student placement into the Bilingual Program within the 20 day period
- Stage 0 in the PBMAS (Performance Based Monitoring Analysis System) Report of Bilingual Education
- Early RTI plans are in place and are updated continuously with current academic data
- Early screening for Dyslexia and Special Education Referrals
- TIER II Interventions for Migrant, LEP and At-Risk students
- After-school Tutorials for all At-Risk students including Migrant, LEP/ELL, and SPED Ed. students
- Recognition of Perfect Attendance per six weeks and EOY Perfect Attendance trophies
- Reports are readily available

Demographic Needs:

- Decrease At-Risk percentages by providing more academic support/interventions for students who are strugglin academically
- Increase Reading, math, Writing, and Science assessment scores amongst LEP and At-Risk students through the use of the core curriculum and additional resources and instrunctionl materials
- Increase student attendance
- Provide Migrant students with supplementatl supplies to increase their attendance rate
- Conduct home visits and monitor student absences on a daily basis

Problem Statements Identifying Demographics Needs

Problem Statement 1: The growing numbers of At-Risk student in the areas of Dyslexia, SPED ED, and 504 reflects the support needed for teachers on continuing how to identify, develop RTI plans and provide interventions to At-Risk students in need of academic support. **Root Cause:** Provide more academic support and interventions to identified At-Risk, LEP/ELL, SPED ED, and Migrant students who are struggling academically and in need of a timely dyslexia, behavioral or speech RTI plans and SPED Evaluations/504 screenings.

Student Achievement

Student Achievement Summary

Critical to the academic success of Breeden Elementary is the disaggregation of students' assessment data. Data is disaggregated consistently to identify the areas needing improvement such as meeting state's student expectation and TEKS mastery. Data is disaggregated on a weekly basis through the analysis of progress monitoring, student grades, percentages of students on an RTI plan, TPRI/TEJAS LEE beginning, middle, and end of year, end of unit tests, and district/campus progress monitoring assessments. Administrators and teachers look at students' scores and break down the test objectives to identify strengths and weaknesses. Once weaknesses are identified, teachers plan instruction accordingly to target the weaknesses. If needed, teachers plan for intervention instruction. The Data Team (Administration and Grade Level Teachers) meet throughout the year to disaggregate assessment data and discuss campus needs.

2016-2017 STAAR Summary of 3rd -5th Grades Tested (All Students)

STAAR Test	All Students	Economically Disadvantaged	Title I Part A	Migrant	LEP	Bilingual	Special Education	Gifted and Talented	At-Risk
3 rd Reading	90%	91%	90%	---	85%	85%	38%	100%	81%
3 rd Math	92%	92%	92%	---	88%	88%	38%	100%	86%
4 th Reading	84%	84%	84%	---	58%	58%	29%	100	61%
4 th Math	83%	81%	83%	---	74%	74%	43%	100	61%
4 th Writing	82%	82%	82%	---	50%	50%	25%	100	52%
5 th Reading	88%	88%	88%	---	75%	75%	50%	100	76%
5 th Math	95%	95%	95%	---	91%	91%	90%	100	90%
5 th Science	84%	84%	84%	---	85%	85%	20%	95%	72%

2016-2017 TELPAS Summary (Composite Rating):

Listening, Speaking, Reading, Writing	Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade
Beginning	48%	16%	0%	0%	0%	6%
Intermediate	41%	31%	20%	10%	14%	6%
Advanced	11%	38%	58%	41%	48%	16%
Advanced High	0%	15%	22%	49%	38%	71%

2016-2017 Pre-Kinder C-PM English Results (BOY/MOY/EOY): BISD Target: 70%

Circle Progress Monitoring (C-PM)	PRE-KINDERGARTEN			
	BOY	MOY	EOY	GAP
Phonological Awareness Screen	94%	92%	91%	+21%
Rapid Letter Naming	29%	75%	84%	+14%
Rapid Vocabulary Naming	31%	56%	63%	-7%

2016-2017 TPRI Data English Results (BOY/MOY/EOY): BISD Target: 70%

TPRI	Kinder				1 st Grade				2 nd Grade				3 rd Grade			
	BOY	MOY	EOY	GAP	BOY	MOY	EOY	GAP	BOY	MOY	EOY	GAP	BOY	MOY	EOY	GAP
Phonological Awareness	3%	39%	54%	-16%	39%	75%	83%	+13%								
Phonics	58%	89%	96%	+26%	46%	79%	85%	+15%	10%	31%	54%	-16%	3%	n/a	5%	-65%
Listening Comprehension	44%	83%	90%	+20%												
Word Reading					18%	45%	63%	-7%	28%	57%	74%	+4%	14%	n/a	26%	-44%
Fluency					32%	55%	52%	-18%	56%	72%	57%	-13%	59%	n/a	10%	-60%
Reading Comprehension					13%	38%	31%	-39%	33%	48%	72%	+2%	59%	n/a	43%	-27%

***Note: 3rd Grade tested all students at BOY, none at MOY, and only TIER 2 at EOY**

Student Achievement Strengths

- Strong STAAR Reading, Math, Writing, Science Scores (Met Academic Distinction Designations in ELA/Reading, Mathematics, and Science for 2016-2017 school year)
- Met Top 25% in Closing Performance Gaps and Postsecondary Readiness Distinction Designation for 2016-2017
- Progress Monitoring Assessments (Campus and District) and State test results (STAAR, TELPAS) are used to improve instruction
- Vertical and Horizontal Alignment Meetings and Discussion to increase Reading, Math, Writing, and Science scores in all grade levels
- Provide tutorials and summer school to students that are demonstrating a need to improve in Reading, Math, Writing, and Science
- Provide TIER II Interventions to students that are demonstrating a need to improve in Reading
- Teachers consistently hold high academic expectations for all students
- Met AYP Status

- Strong Progress Monitoring Assessments
- TELPAS/AMAO Progress and Attainment
- Recognition materials (certificates per six week and trophies at end-of-year) to recognize students academic achievement

Students Achievement Needs:

- Vertical and Horizontal Alighment Meetings and Discussions to increase Reading, Math, Writing, and Science Scores in all grade levels
- Provide teachers with additional instructional materials and supplies
- Provide tutorials and summer school to students that are demonstrating a need to improve in Reading
- Provide TIER II/III interventions to students that are demonstrating a need to improve Reading
- Promote higher academic standards for all students
- Provide interventions to Special Education students in the areas of Reading and Math to meet the state's Performance System Safeguards

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: The TPRI fluency percentage in 1st and 2nd grades are below the district score of 70%. **Root Cause:** Implementation of fluency procedures with fidelity.

School Culture and Climate

School Culture and Climate Summary

The campus critically analyzes the school culture and climate to ensure that students are being provided with a safe and disciplined environment conducive to student learning. Through grade level meeting, Administrators and teachers meet to discuss matters related to providing a positive school culture and climate for everyone. Grade level SBDM representatives bring issues and concerns to the grade level meetings. Campus long range plans, policies and procedures, and safety issues are communicated to all students, parents and community members. Parents are strongly encouraged to get involved in volunteering opportunities that will assist their child's education.

No drug and alcohol use among students has been reported. Anti-drug, anti-violence, and anti-bullying presentations are offered through our Guidance Department (counselors) and continued monitoring empower students to report bullying. All visitors must report to the front office and sign in and one security officer is assigned to our campus to monitor suspicious behavior and conducts routine checks for campus security.

Students are encourage to participate in clubs such as the choir, after school sports, UIL, Science Fair, Destination Imagination, and Chess. Students are aware of the academic and behavioral expectations at Breeden Elementary.

According to the 2016-17 Surveys:

Student CNA Survey:

- 98% of the students feel that they are learning important things in school and 86% look forward to coming to school each day
- 94% of the students attested that the principal goes into classrooms to see what they are learning
- 91% of the students stated they they can go to the counselor if they need to
- 97% of students feel that if they get sick or hurt at school, the school nurse or someone else is readily available to help
- 92% of students feel safe at school
- 92% of students stated that discipline rules and consequences are fair
- 93% of students indicated that the campus is kept clean
- Weakness: 51% of the students do not like the food served in the cafeteria
- Weakness: 22% of the students still feel that there are bullies in our campus and 17% feel that there are gang members in our campus

STAFF CNA Survey:

- 100% of teachers feel that the campus is safe and secure
- 100% of teachers indicated that drugs, tobacco and weapons have no place and not a problem in our campus
- 97 % of teachers indicated that maintaining students discipline is not a problem in our campus
- Staff indicated that they are satisfied with the way counselors address students needs in the following areas: Planning classes for students (94%),

- Counseling students with personal problems (97%), Providing teachers with help on how to deal with students academic or personal problems (91%), and providing students with career/vocational orientation through workshops, presentations, or speakers (97%)
- 94% of teachers feel that there is an atmosphere of trust and mutual respect between administration and staff at our campus
- 94 % of teachers feel that teachers are involved in the decision making process of important educational issues at our campus
- 100% of staff indicated that our campus is kept clean and well maintained
- 100% of staff responded "yes" to "during teacher preparation days, time is pent strictly for classroom/instructional preparation purposes
- 97% of the staff indicated that the student code of conduct is applied consistently and fairly among students
- 97% of the staff agreed that the anti-violence, anti-drug, and anti-bullying programs are effective

School Culture and Climate Strengths

- Grade Level, Faculty, and SBDM Meetings with School Administration (Principal, Dean of Instruction, and Assistant-Principal)
- Parental Involvement Meetings
- Administrative support to teachers
- An atmosphere of trust and mutual respect between administration/staff, student/staff, students/administration is evident
- Campus facilities are well maintained, kept clean, and are adequate for the size of our student population
- During teacher preparation days, time is spent strictly for classroom/instructional preparation purposes
- Campus Teacher Appreciation Week, Administrative Assistants, Counselors, Nurse, and Diagnostician
- Counselors address students needs in the following areas: academic or personal problems, career day, classroom presentations, and speakers
- Bullying, Safety, and Drug/Alcohol Prevention presentations to promote a safe, comfortable and learning environment
- Nurse involvement on Health Presentations to students
- Student participation in UIL, Extended Day, and extra-curricular after-school activities (Choir, DI, Chess, UIL, Science Fair, Coding)
- "STAR" Student (per classroom) of the Six Weeks
- Six Weeks Award Ceremonies
- Meet the Teacher Night
- Review 360 for Behavior Plans and Documentation
- College Awareness Day (every Thursday)to emphasize Higher Education
- Charro Days Mini Festival, Christmas Program
- Family Night at Restaurant Fundraiser

School Culture and Climate Needs:

- Bullying, Safety, and Drug/Alcohol Prevention presentations for all students will take place at the beginning of the school year to promote a safe, comfortable and learning environment
- Decrease discipline issues through the use of a school-wide discipline behavior plan (Review 360) and Emergency Operation Plan
- Additional instructional resources, materials, and supplies will be purchased as needed for instructional use
- Promote school uniforms

- Promote extra-curricular activities

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Lack of teacher volunteering to serve in extra-curricular activities. **Root Cause:** All teachers are involved in extended day tutorials through a rotation schedule and cannot provide additional extra-curricular activities due to other responsibilities.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Breeden uses a hiring committee composed of administrators and teachers to make hiring determinations. A record of how applicants interviewed and an evaluation instrument is used to document applicant responses and administrators' and teachers' feedback on the applicants. Teacher performance records are kept by the school principal. Novice teachers are provided a grade-level mentor and an administrative mentor so that they have success in their profession.

All teachers and instructional paraprofessionals are highly qualified. The campus Dean of Instruction, Curriculum/Instruction Specialists and campus Administration provide professional development to support learning in the classroom. All teachers are Bilingual certified, SIOP trained and have 30 hours of GT training. Every year, teachers are asked to have 6 hours of on-going Bilingual and GT training. Teachers have also received training in the following areas: T-TESS (teacher evaluation), ELPS, Language Enrichment refreshers, Content Area strategies, and STAAR Assessment strategies. Throughout the year, a limited amount of teachers are asked to attend Region I training in the areas of Reading, Math, Writing, and Science. Administration ensures that high quality instruction is delivered to all of Breeden students and provides support by making appropriate recommendations for successful implementation of instructional strategies along with RTI interventions. After teachers attend professional development, the implementation of new strategies is monitored through Administrative walkthroughs on a weekly basis. Explicit instruction with rigor is expected from all teachers at Breeden Elementary.

According to the 2016/2017 Teacher CNA Survey, 59% of the teachers expressed that additional professional development is needed in the area of Math (62%) and Language Arts (54%).

Staff Quality, Recruitment, and Retention Strengths

- Teachers involved in the Hiring Process
- Highly Qualified Teachers
- Bilingual Certified Teachers
- GT Core (30 hours) Trained Teachers
- SIOP Trained
- Language Enrichment trained
- Strong CSR teacher in 5th grade
- Highly Qualified Para-Professionals
- Highly Qualified Administrators
- Teacher Evaluation Process helps improve teacher's ability to fulfill their job assignment
- Teacher Awareness of student needs

Staff Quality, Recruitment, and Retention Needs:

- Allow time to work with teachers displaying weak instructional methods and/or in need of classroom management
- Additional innovative resources and instructional supplies and materials will be purchased to strengthen the rigor of the curriculum
- Professional Development will be targeted to meet the needs of the campus
- Provide TOT sessions amongst grade levels to strengthen the delivery of instruction
- Peer Observations amongst grade level teachers to strengthen the delivery of instruction

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Lack of additional professional staff development in the areas of Language Arts and Math to strengthen the delivery and rigor of explicit instruction. **Root Cause:** According to the 2016/2017 Teacher CNA Survey, 59% of the teachers expressed that additional professional development is needed in the area of Math (62%) and Language Arts (54%).

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Curriculum, Instruction, and Assessment are one of most important aspects of the campus. Everyday decisions are made regarding Curriculum, Instruction, and Assessment. Breeden implements district curriculum initiatives and assessments as required by the state of Texas. Breeden bases all of its instruction from the Texas Essential Knowledge and Skill (TEKS) to prepare students for state assessments. In doing this process, Breeden Administrators and teachers plan lessons consistently. Administrators provide teachers with instructional resources and professional development opportunities. Breeden Administrators and grade-level lead teachers guide and mentor new teachers. When new curricula are introduced, Breeden allots time for teachers to dissect and explore its contents and plan for instruction. Planning for instruction and interventions is done as a whole through vertical and horizontal alignment. Collaboration is encouraged so that teachers learn from one another.

With the increase rigor of STAAR, data meetings are scheduled consistently right after District and/or Campus Progress Monitoring Assessments (including CP-M, TPRI/Tejas LEE assessments) to identify student expectations/root problems as to why students are not meeting the standards. State results, campus/district benchmark results are use to improve instruction. Reports from TANGO, CP-M, TPRI/TEJAS are utilized to identify students who are struggling and in need of academic needs. Teachers then proceed with RTI plans with recommendations to SPED/504 and Dyslexia testing based on documented TIER interventions and students needs. Administrators at this campus hold high expectations for all teachers and staff, therefore, teachers hold high academic, behavioral and social expectations for all students.

Curriculum, Instruction and Assessment are supported by various technology programs: iStaion, Think-Through Math, Living with Science, TANGO, AWARE, and other programs provided to students through our Library rotations.

According to the 2016/17 Staff CNA Survey.... teachers noted the following....

- Students moving into Middle School are well prepared with adequate knowledge and skill to succeed
- Utilize instructional activities in the classroom in which students need to use critical thinking and problem-solving strategies
- Structure instructional activities to encourage active student participation and promote learning
- Students are given opportunities to demonstrate their learning
- Effectively educate students in the following areas: Language Arts (97%), Math (100%), Science (100%), Fine Arts (94%),Health/PE (100%),Special Education (94%), Bilingual Education (94%)
- Support of Migrant Education (72%), Gifted/Talented (97%), Compensatory Services (86%)
- Implementation of District Instructional Frameworks in the Classroom (100%)
- Meeting the academic needs of diverse student populations (100%)
- Providing innovative interesting academic instruction, programs, and projects that motivate students to learn (100%)
- Receive adequate and timely professional feedback to improve teaching skills (100%)
- Professional Development received provides the knowledge, skills, and strategies necessary to improve instruction (100%)

However, 59% of the staff indicated that they would like additional professional development in the areas of Language Arts (54%), Math (62%), and Science (38%).

Curriculum, Instruction, and Assessment Strengths

- Knowledge of Curriculum Frameworks
- Knowledge of TEKS and State Assessment Requirements and Expectations
- Knowledge of STAAR Blueprints
- Knowledge of Readiness and Supporting Standards
- Reached "Met Standard" status by implementing all district and campus goals and objectives
- Implementation of district instructional frameworks
- The library maintains an adequate inventory of books and resources that support classroom instruction and provides adequate student services to assist them with academic projects
- Support interventions through after-school tutorials and summer school
- Staff Development that provides the knowledge, skills and strategies necessary to improve instruction
- Attend all district and campus staff development throughout the school year (POC and TOT)
- Knowledge in monitoring the academic progress of all students (Data Meetings between Administration and teachers)
- Knowledge of Technology: AWARE, TANGO, I-Pods (TPRI/TEJAS Lee), iStation, Think-Through Math
- Access to various resources: Motivational Math, Reading, Writing, Science; GPS, STAAR Master, Kamico Reading/Math/Science
- Teacher Fidelity and Commitment to Campus and District Initiatives

Curriculum, Instruction, and Assessment Strengths:

- Professional Development in the areas of Reading, Math, Writing, and Science to increase percentages on all STAAR tests.
- Increase interventions through after-school tutorials, extended day enrichment, and summer school
- Reach "Met Standard" status by implementing all campus, district, and state goals and objectives
- Increase English language proficiency for ELL students through the use of ELPS, LE, and additional instructions materials
- Attend conferences/workshops to become knowledgeable in STAAR requirements and expectations
- Attend all District and Campus staff development throughout the school year (POC and TOT)
- Increase TELPAS rating percentages
- Increase Technology Training and Application

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Increase Reading, Math, Writing, and Science assessment scores amongst At-Risk, LEP/ELL, SPED ED and Migrant students through the use of additional supplemental supplies, resources, and instructional materials. **Root Cause:** Access to various instructional resources, materials,

and supplies

Family and Community Involvement

Family and Community Involvement Summary

Breeden Elementary is committed to involving parents and community members to be involved in students' education. The parent liaison compiles data on parental participation attendance and meeting agendas from the parent bi-weekly meetings. With that information, the SBDM determines campus needs. In order to increase parental involvement attendance rates, parent and community member volunteer opportunities are available throughout the school year.

Only 54 parents completed the 2016/17 parent CNA survey which indicated the following:

- 98% "the quality of instruction in my child's school is good" and that the "regular education program at my child's school does a good job of educating students"
- 100% "my child is taught the appropriate subject at school" and the teachers in my child's school expect my child to do his/her very best"
- Parents indicated that they are very satisfied with how teachers work with them to improve the educational experience of each child (96%), the availability of materials/supplies (94%) and technology resources (91%) and the variety of Fine Arts activities available at school (87%)...Several indicated that they did not know if the special education, bilingual/ESL and migrant programs did a good job of educating students
- 100% of the parents feel welcome at our campus, 93% stated that they are encouraged to be involved at school and 91% were able to attend school activities
- 100% stated that the school is cleaned, well maintained, and a safe place for their children
- School Administration, school counselor, teachers, and school nurse are readily available to take concerns, assist, and care for their children
- Parents stated that they would like for the school to offer more extra-curriculum activities and more parental involvement

Family and Community Involvement Strengths

- Parent Center/Parent Liaison;
- Parent participation in school events, field trips, and "Meet the Teacher" orientation
- Parents invited to six week/EOY award ceremonies
- Parents work on instructional materials for teachers
- Feedback given from parents regarding school needs through surveys
- Administration and teacher readily available to parents (parent conferences)
- Most of the Parent are knowledgeable of the different programs and services provided by this campus
- Regular communication with parents through weekly folders of student work/homework and worksheets containing activities students and families can do together.
- School participation in different community functions throughout the school year
- Parent monthly calendar and School website update continuously with information for parents and families

Family and Community Involvement Needs:

- More active parent participation in students' academic needs through parent contact logs (Parent/School Communication)
- Increase parent attendance at campus bi-weekly meetings and Title I Parent meeting by providing more invitations via flyers and School Messenger
- Make parents aware of educational programs and school activities through monthly parent calendar
- Increase the number of Parent Volunteers
- Make supplies available for parents to use in the Parent Center
- Decrease percent of home visits due to student attendance
- Increase student functions (performances @ Christmas, Charro Days, special events, etc) for parents to attend
- Increase school participation in different community functions throughout the school year

Problem Statements Identifying Family and Community Involvement Needs

Problem Statement 1: Lack of parent participation during bi-weekly and open house meetings. **Root Cause:** Increase parent communication via school messenger and notices and provide more opportunities for parents to become involved in campus events to increase parent involvement in student learning.

School Context and Organization

School Context and Organization Summary

Breeden Elementary analyzes the school context and organization by looking at school processes, structures, decision-making, and overall leadership positively affect classroom instruction. It is important to have systems in place so that there is not much inference or distractions from classroom instruction. School and Rotation schedules are set to maximize the amount of time spend on explicit instruction. Rotation schedule includes Library, Music/Theater Arts, Physical Education, and Planning. District guidelines are then followed when planning the time assigned for each content area. TIER II intervention period is build into the daily schedule to provide additional academic help/assistance to struggling learners. A master schedule is build in e-School by teacher, grade level, etc. so that grades are imported per six weeks. Additional events, staff development, and instructional meetings are documented by the Dean of Instruction and provided as reminders to the school personnel through a weekly letter. Teachers are encouraged to join District curriculum committees and are Point of Contacts at various curriculum core area meetings. Each grade level has an SBCM committee member, a Lead Teacher, and Point of Contact for ELA, Math, Science, and Social Studies. Each member attends meetings, does a turn around session with rest of grade level and documents with an agenda and sign-in sheet that is submitted to Dean of Instruction for documentation. All members are responsible for the monitoring of student progress and performance (District/Campus Benchmarks and Data Analysis Meetings) via RTI process.

School Context and Organization Strengths

- Consistent Administrative Monitoring
- Administrator Guided Meetings
- Able to change and reorganize systems to accommodate students' needs
- Decision-Making by all Stakeholders
- An established master schedule that ensures that students receive the appropriate grade level subjects and instruction
- Vertical Alignment meetings are held once per semester and Horizontal meetings are held every two weeks to enhance the instructional methods necessary to build the academic rigor for the STAAR Assessments
- Lesson Plans due every two weeks
- Administrative Instructional Rounds (walkthroughs)
- Grade Level Meetings on Tuesday (Administration) and Thursday (Grade Level team members)
- Hallways separate grade levels (PK/K, 1st /2nd, 3rd -5th Upstairs)

School Context and Organization Needs:

- Vertical Alignment meetings to be held once per semester
- Horizontal meetings to be held every two weeks to enhance the instrucional methods necessary to build the academic rigor of the STAAR assessments
- Increase formal and informal communication with parents, staff, and students
- Increase students participation on various afterschool activites (tutorials, extendad day, extra-curricular activities)

Technology

Technology Summary

Breeden Elementary as a whole is equipped with wireless internet access where all stakeholders have access to such technology. Our campus maintains the current use of technology in the classrooms and across the campus. These items include desktop computers, laptops, printers, scanners, digital cameras, ELMOs, projectors, Smart Boards, mimio pads, mobis, and IPADS. Our teachers and students are moving to teaching and learning using a variety of technology items alongside learning all of the vocabulary and concepts as required by the Technology TEKS. Instructional programs such as Istation, Think-through-math, Brain Pop, Study Island are available to all students. Breeden requires all teachers to be proficient in the area of technology that includes Teacher Access Center (TAC), Tango, and Eduphoria Aware/T-TESS. Teachers are also able to integrate technology to support instruction and learning through Pearson Math, Science, and Social Studies. Each year, teachers are required to complete the STaR Chart survey that provides valuable information regarding the needs for infrastructure, professional development and equipment. 3rd and 5th Grade classrooms have been provided with COWs through state compensatory funds. For the 2017-18 school year, all 5th grade students and teachers will be provided with tablets.

Data from the most current technology survey indicates the need for upgrading computers, printers, and projectors, and on-going professional development for teachers.

Technology Strengths

- Use of TAC among administration, teachers, and parents to view students' progress
- Use of eSchool on-line grading for all teachers
- Two Computer Labs
- Computer access for students in all classrooms
- School Website
- Mobile laptops (COW)
- Mimio Pads (teachers)
- Mimio Vote (student)
- Mimio Bar to activate white board
- Web-based software programs: Think-through-Math, Istation, Living with Science
- TST on campus to support campus teachers

Technology Needs:

- Technology to support classrom instruction and curriculum
- Meet the 12 hour Technology requirement of the District
- Increase computer accessibility to all students

- Increase software and on-line website access needs to be used by all students
- eSchool on-line grading training for new teachers
- Increase number of student participation in Coding extended day enrichment

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

- Student failure and/or retention rates
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- 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
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

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

Support Systems and Other Data

- Organizational structure data
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data


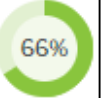
Goals

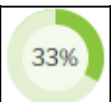
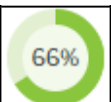
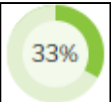
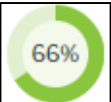
Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens





Performance Objective 1: Breeden students will demonstrate exemplary performance in the reading and writing of the English language and the understanding of Mathematics, Science, and Social Studies.





Evaluation Data Source(s) 1: Breeden students will score a minimum of 90% in the Reading, Writing, Mathematics, and Science STAAR assessments and minimum of 40% of students will demonstrate "Masters Grade Level" Performance. Students will perform above the 40th percentile on the Stanford and TELPAS Assessments. BOY/MOY/EOY TPRI/Tejas LEE and C-Pm results.




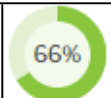
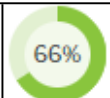
Summative Evaluation 1:








Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1</p> <p>1) ELAR Plan of Action: Focus on strategies for literacy: Fluency, Comprehension and Academic Vocabulary instructional routines through the use of Reading Readiness (PK/K), Esperanza (1st /2nd) and Language enrichment (1st -3rd) so that PK-3rd grade students are developed and successful at EOY as measured by the C-PM and TPRI/Tejas Lee. Also, increase comprehension of 3rd -5th grade students so that 50% master Figure 19 items on the 2018 STAAR assessment. This will ensure that students meet the Indexes and System Safeguards according to TEA standards</p> <p>Population: TI; MI; ELL, LEP; SE; AR; GT; DYS Timeline: August, 2017-May, 2018 CNA p. 6</p>	1, 2, 3, 9	Principal; Assistant Principal, Dean of Instruction, ELA Curriculum Specialists, Special Ed. Teacher, Classroom Teachers	<p>Formative: Classroom Walkthroughs, Evidence of an effective curriculum, Reading Fluency Charts, District Frameworks, Lesson Plans, and use of strategies for literacy: bi-monthly novel reading and content area journals, ELAR Plan of Action</p> <p>Summative: 70% of our students will be successful at EOY as measured by the BOY/MOY/EOY C-PM and TPRI/TJL progress monitoring and results, TELPAS and STAAR results, Literacy Conference Attendance</p>	 33%	 66%		



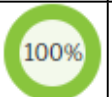
<p>Critical Success Factors CSF 1</p> <p>2) ELAR Plan of Action: Provide reading strategies through ESL instruction and the Esperanza program to bilingual students daily for 30-45 minutes to support student transition into English reading. All PK-5th grade bilingual/ESL students will increase oral language skills to develop listening, listening, speaking, reading and writing proficiency in English through the use of the REACH, ELPS Sheltered Instruction and ELAR strategies in order for students to systematically transition to English Literacy and improve student achievement. The LPAC Committee will meet to assess the language proficiency and assessment of the English Language Learners.</p> <p>Population: Bilingual/ESL Students Timeline: August, 2017-May, 2018 CNA/page 17</p>	<p>3, 9</p>	<p>Principal; Dean of Instruction; Bilingual Lead Teacher; Classroom Teachers</p>	<p>Formative: 100% of walkthroughs will indicate application of the skills acquired during professional development, SIOP Training, 6-hours of on-going Bilingual Training, ELAR Plan of Action</p> <p>Summative: LPAC EOY Documentation, STAAR, TELPAS, BOY/MOY/EOY TPRI/Tejas Lee, CPALLS, Campus PMAs , Progress Reports, and Report Card Grades</p>				
<p>Funding Sources: 163 State Bilingual - \$1,500.00</p>							
<p>Critical Success Factors CSF 1</p> <p>3) ELAR Plan of Action: 1st -5th Grade students will write weekly compositions across the curriculum in order to improve writing writing skills, produce products based on their ability to increase effective written communication, analyze passages and edit for grammar and conventions, keep a writing portfolio of their compositions and submit one monthly sample to Administration for review. PK and Kinder students will write in whole group</p> <p>Population: TI; MI; LEP; SE; AR; GT; DYS Timeline: August, 2017-March, 2018 CNA/page 17</p>	<p>1, 2, 3, 9</p>	<p>Principal; Assistant Principal; Dean of Instruction; Classroom Teachers.</p>	<p>Formative: Evidence of effective ELA curriculum and writing strategies, Writing Progress Monitoring; Lesson Plans, Walk-throughs; Writing Portfolios, District Framework, ELAR Plan of Action</p> <p>Summative: Writing STAAR Results, Show a 3% increase in the number of students meeting phase II passing standard in Writing, Report Card Grades</p>				

<p align="center">Critical Success Factors CSF 1</p> <p>4) Teachers will continue to implement an integrated challenging, standard-based, inquiry centered math curriculum in order to increase students conceptual knowledge at their appropriate grade level and to address critical thinking skills.</p> <p>Population: TI; MI; LEP; SE; AR; GT; DYS Timeline: August, 2017-May, 2018 CNA/page 17</p>	1, 3, 9	Principal; Dean of Instruction; Classroom Teachers; SE Teachers; Special Program Teachers	<p>Formative: Walkthroughs, Lesson Plans, District Framework, TTM Usage</p> <p>Summative: Math STAAR Results, 3% increase in numbers of students "mastering grade level" passing standard. Progress Reports, Report Card Grades, PMAs</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>5) PK-5th grade students will integrate science skills such as safety, inferences, tools and scientific methods during science instruction. Students in 3rd -5th grade will learn the scientific process through the creation of science fair projects. 5th grade students will attend the Living with Science Lab on a weekly basis for instruction in the areas of Life, Physical, Earth, and Nature of Science objectives. Devote 45 minutes per day to standards-based, inquiry-centered science instruction (K-5), (80% of instructional time to classroom/field investigations in K-1st), (60% of instructional time to classroom/field investigations in 2nd -3rd), (50% of instructional time to classroom/field investigations in 4th -5th) to ensure ample opportunity for descriptive, comparative, and experimental investigations outlined in the Science TEKS.</p> <p>Population: TI; MI; LEP; SE; AR; GT; DYS Timeline: August, 2017- May, 2018 CNA/page 17</p>	1, 3, 9	Dean of Instruction; Classroom Teachers	<p>Formative: Walkthroughs, District Framework, Lesson Plans, Progress Reports ,Report Card Grades, Science Fair Projects</p> <p>Summative: 3% increase in numbers of students "mastering grade level" passing standard, PMAs, Science Progress Monitoring, and Science STAAR results</p>				

<p align="center">Critical Success Factors CSF 5</p> <p>6) The campus will organize civic activities such as but not limited to: (1) School assemblies, classroom patriotic celebrations and projects that students will build in order to be introduces to community, state, and national heritage, (2) Celebrate El Dia del Nino to increase self-awareness (PK-1st), (3) Participate in Kids Voting USA to learn about being an active citizen by exercising their right and privilege to vote, (4) Participate in the District Initiative: Take Your Child to Work Day, (5) Celebrate National Hispanic Heritage Month to increase awareness of the Hispanic culture and heritage.</p> <p>Population: TI; MI; LEP; SE; AR; GT; DYS Timeline: August, 2017- June, 2018 CNA/page 17</p>	1, 3, 9	Principal; Assistant Principal; Dean of Instruction; Classroom Teachers	<p>Formative: District Framework, Lesson Plans, Walkthroughs</p> <p>Summative: Assemblies, Celebrations, Projects, Kids Voting USA, Career Day Presenters, College Awareness Presentations, Parade Participation</p>				
<p align="center">Critical Success Factors CSF 1 CSF 3</p> <p>7) Campus teams will attend conferences and professional staff development to acquire the latest, most up-to-date Reading, Writing Math, and Science information to apply strategies into their daily teaching routines to improve student academic performance.</p> <p>Population: TI; MI; LEP; SE; AR; GT; DYS Timeline: August, 2017-May , 2018 CNA/page 16</p>	1, 4, 10	Administration; Classroom Teachers	<p>Formative: Walkthroughs, Sign-Sheets, Workshop/Conference, attend Dr. Kay Wijekimar workshops, Agendas, Evaluations, TOT</p> <p>Summative: Show a 3% increase in the number of students meeting the passing standard in the STAAR Tests</p>				
<p>Funding Sources: 199 Local funds - \$5,000.00, 211 Title I-A - \$7,000.00</p>							

<p align="center">Critical Success Factors CSF 1</p> <p>8) Supplemental research-based instructional materials, resources, toner, and supplies will be purchased to support Campus Leadership, Counselors, Librarian, and Teacher implementation of instruction and in-house staff development. Purchase consumable supplies, Reading, Writing, Math, and Science materials for classroom use to supplement the core curriculum so that students can master and demonstrate improvement on STAAR, TEKS, Readiness and Supporting Standards.</p> <p>Population: TI; MI; LEP; SE; AR; GT; DYS Timeline: September, 2017- May, 2018 CNA/page 17</p>	1, 8, 10	Principal; Dean of Instruction; School Secretary; Classroom Teachers	Formative: Walkthroughs, Use of instructional materials (hand-on practice) Summative: STAAR, TELPAS, TPRI/Tejas LEE, and C-PM Results, Campus PMAs, Progress Reports, Report Card Grade				
<p>Funding Sources: 163 State Bilingual - \$4,500.00, 263 Title III-A Bilingual - \$8,596.00, 199 Local funds - \$19,483.00, 166 State Special Ed. - \$4,090.00, 162 State Compensatory - \$14,412.00, 211 Title I-A - \$14,000.00</p>							
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>9) Hold vertical and horizontal alignment meetings to (1) Share teaching practices and strategies in order to facilitate students transition from PK-5th grade (2) Increase the level of rigor in lessons and instruction (3) Plan and align high quality instruction, and (4) Analyze Progress Monitoring Assessment Data to plan curriculum that pertains to the TEKS, Reporting Categories, Readiness and Supporting Standards</p> <p>Population: TI; MI; LEP; SE; AR; GT; DYS Timeline: Once per semester and/or end of BOY/MOY/EOY Progress Monitoring Assessment results CNA/page 20</p>	1, 9	Principal; Assistant Principal; Dean of Instruction; Classroom Teachers	Formative: Sign-in Sheets, Agendas Summative: Walkthroughs, STAAR, TELPAS, TPRI/Tejas LEE, CPALLS Results, Lesson Plans, PMAs, Progress Reports				
<p>Funding Sources: 163 State Bilingual - \$1,800.00</p>							

<p>System Safeguard Strategy Critical Success Factors CSF 2</p> <p>10) Utilized Tango and Aware data from District, Campus, and State Progress Monitoring Assessments to monitor and target interventions to decrease the performance level gap between ALL students versus Special Education students identified as not meeting the System Safeguards.</p> <p>Population: TI; MI; LEP; SE; AR; GT; DYS Timeline: Spring, 2017-Fall, 2018 CNA/ page 18, 21</p>	1, 8	Principal; Assistant Principal; Dean of Instruction; Classroom Teachers; C/I Department Specialists	Formative: BOY/MOY/EOY Progress Monitoring Assessments Summative: District and Campus Progress Monitoring Assessment Results, STAAR Results, TAPR Report, System Safeguard Report, TAIS Report				
<p>Critical Success Factors CSF 7</p> <p>11) Attract highly qualified professionals who will assist in the needs of all students through individualized and small group instruction in order to enhance all core areas of learning, and provide a Class-size Reduction Teacher (CSR) in 5th Grade to improve at-risk achievement, attendance, and decrease the retention and drop-out rates.</p> <p>Population: At-Risk students Timeline: August, 2017-June, 2018 CNA/page 14-15</p>	1, 3, 5, 9	Principal, Assistant Principal, Dean of Instruction	Formative: Class Schedule, Walkthroughs, and Student Progress Reports Summative: T-TESS, Job Description, STAAR Results				
<p>12) Remain pro-active in keeping parental denials at a minimum.</p> <p>Population: Bilingual/ESL Students Timeline: August, 2017-June, 2018 CNA/pages 6-8</p>	6	Principal LPAC Chairperson Assistant Principal Dean of Instruction Data-Entry Clerk	Formative: Data-Entry Clerk checks on every new registrant, inform parents of the benefits of staying in the Bilingual Program, monthly reviews of data Summative: 2018 PBMAS Report				

<p>13) Continue to expand the Pre-Kinder program to better prepare qualified students academically.</p> <p>Population: At-Risk students who meet the Pre-K criteria</p> <p>Timeline: August 2017-June 2018 (daily)</p> <p>CNA/page 12</p>		<p>Principal, Assistant Principal, Dean of Instruction Teachers</p>	<p>Formative: Implementation of the PK curriculum, Lesson Plans, Classroom Observations, Student Progress Reports, C-PM (BOY/MOY)</p> <p>Summative: C-PM (EOY)</p>				
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 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue





Goal 1: BISD 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

Performance Objective 2: Breeden Elementary will provide a well-rounded rigorous curriculum to prepare students for higher education.

Evaluation Data Source(s) 2: Meet Accountability Rating Index IV: Post-Secondary Readiness (College Readiness)

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 6</p> <p>1) Administration, faculty and staff will: (1) Participate in college awareness activities throughout the school year (2) Implement College and Career Readiness standards (3) Promote college awareness through University decorations (4) Invite University presenters as motivational speakers for our students and parents so that our students are well verse on higher education.</p> <p>Population: TI; MI; LEP; SE; AR; GT; DYS Timeline: September, 2017-May, 2018 CNA/page 13</p>	1	Administration Classroom Teachers, Para-Professionals, Counselors, Librarian, PE Staff, Special Program Staff	<p>Formative: College Shirt on Thursdays, Classroom College Decorations, Hallway College Banners, Counselor Presentations on Collage Awareness, Career Day</p> <p>Summative: Meet Accountability Rating Index IV: Postsecondary Readiness (College Readiness)</p>				
Funding Sources: No Funds Required - \$0.00							
<p>Critical Success Factors CSF 1</p> <p>2) Identified Gifted & Talented students will be provided opportunities to work on spontaneous, creative activities, aligned to literacy in order to support their understanding of various genres and will be encourage to participate in Destination Imagination, Chess, and Stock Market Games extra-curricular activities.</p> <p>Population: GT Students Timeline: August, 2017-May, 2018 CNA/page 6, 16</p>	1, 3	GT Classroom Teachers; GT Lead Teacher	<p>Formative: Participation of GT Sponsored Events</p> <p>Summative: Student Report Card Grades, Students Work, Report Card Grades, GT Projects, DI competition, Chess competitions</p>				
Funding Sources: 199 G/T Advanced Academics - \$2,700.00							

<p>Critical Success Factors CSF 1</p> <p>3) Teachers are required to obtain 30 GT Core hours of Professional Development and GT Teachers and additional 6 on-going hours per year to better prepare students in meeting their full educational potential.</p> <p>Population: GT Teachers Timeline: June, 2017-April, 2018 CNA/page 14</p>	1, 4	GT Teachers, Dean of Instruction, DI Sponsors	Formative: Lesson Plans, SPR Forms Summative: End of Year GT Compliance Report	100%	100%	100%	100%
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							



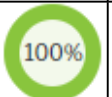
Goal 2: The students in the public education system will demonstrate exemplary performance in the TEKS based fine arts programs, co-curricular, athletic programs, and extra-curricular activities.

Performance Objective 1: A minimum of 90% of our fine arts students will meet performance standards in all fine arts areas.

Evaluation Data Source(s) 1: 90% of students "meeting grade level" performance and 5% "mastering grade level" performance on all areas of the STAAR assessments.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>1) Classroom teachers will enhance art across the content areas based on monthly and/or seasonal themes. Students will be exposed to appropriate grade level art theory, fundamentals, and techniques to improve art appreciation.</p> <p>Population: TI; MI; LEP; SE; AR; GT; DYS Timeline: August, 2017-May, 2018</p> <p>CNA: p. 6</p>	3	Principal Dean of Instruction Classroom Teachers	<p>Formative: Bulletin Boards, Monthly Arts and Crafts, Lesson Plans</p> <p>Summative: Six Weeks Art Grades</p>				
<p>2) PK-5th grade students will attend music/theater arts class one a week to build a foundation in music and theater arts. 5th grade students will participate in the "Celebration of Song" Honor Choir and ukulele guitars as a means to introduce them to large ensemble performance experience.</p> <p>Population: TI; MI; LEP; SE; AR; GT; DYS Timeline: August, 2017-June, 2018</p> <p>CNA: p 6, 13</p>	3, 10	Dean of Instruction Music Teacher	<p>Formative: Music/Theater Arts Rotation Schedule, Lesson Plans, Classroom Observations</p> <p>Summative: Music/Theater Arts Grades, 5th grade participation in Honor's Choir</p>				

<p>3) 4th and 5th grade students will compete in UIL Music memory as a means of developing aural listening skills and in UIL Art to expose them to art history.</p> <p>Population: 4th/5th grade students:TI; MI; LEP; SE; AR; GT; DYS Timeline: August-December, 2017</p> <p>CNA: p. 13</p>	3	UIL Coodinator UIL Music Memory Coach UIL Art Coach	Formative: Practice Schedule and Participation List Summative: UIL Music Memory/Art performance ratings				
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 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue







Goal 3: Through enhanced dropout efforts, all students will remain in school until they obtain a high school diploma and/or pursue a post-secondary education.







Performance Objective 1: Breeden Elementary School will implement prevention and intervention strategies that will support increasing at-risk student achievement on STAAR by 5% and increasing at-risk student attendance by 10%.

Evaluation Data Source(s) 1: STAARS, At-Risk Student Attendance Rate, and Retention Rate

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Breeden Elementary will provide research-based intervention tutorials and remediation strategies to students not meeting reading, writing, math, and science standards by the 2nd Six Weeks of school in order to decrease failing rates and improve student achievement.</p> <p>Population: At-Risk Students, TI, MI, LEP Timeline: September 2017-April 2018 CNA/page 8, 17</p>	1, 2, 3, 9, 10	Principal, Dean of Instruction, Classroom Teachers, Administrator for State Compensatory Education	Formative: eSchool Plus generated Tutorial Schedule, Walkthroughs, Tutorial Lesson Plans, Tutorial Attendance Report, Student Progress Reports, PMA Scores				
			Summative: STAAR Results, Retention Rates				
Funding Sources: 162 State Compensatory - \$76,032.00, 211 Title I-A - \$78,015.00							
<p>2) The Dean of Instruction will ensure that teachers receive staff development to enhance the instructional program and provide teacher support to positively impact at-risk student achievement, attendance, and decrease the retention/dropout rates.</p> <p>Population: At-Risk Students Timeline: August 2017-June 2018 CNA/page 16</p>	1, 10	Principal, Administrator for State Compensatory Education	Formative: ERO Sessions Evaluations/Attendance Reports, Lesson Plans, Walkthroughs, Student Progress Reports, PMA Scores				
			Summative: STAAR Results, Attendance/Retention/Dropout Rates				
Funding Sources: 162 State Compensatory - \$83,728.00							

<p>Critical Success Factors CSF 1</p> <p>3) The Pre-K full day program will provided foundation learning experiences with the support of instructional aides in order to better prepare students academically.</p> <p>Population: At-Risk students who meet the Pre-K criteria, TI, LEP, MI Timeline: Daily CNA/page 8</p>	1, 3, 7, 10	Bilingual Department; Principal, Dean of Instruction, PK Teachers, Administrator for State Compensatory Education	<p>Formative: eSchool Plus Master Schedule, Lesson Plans, Classroom Observations, Student Progress Reports, C-PM(BOY and MOY)</p> <p>Summative: EOY C-PM</p>			
Funding Sources: 162 State Compensatory - \$68,638.00						
<p>4) Immediate identification and enrollment of homeless and unaccompanied youth and promote awareness throughout our campus regarding the availability of homeless related services within BISD and community agencies to meet the academic, social, emotional, and physical needs of identified homeless and unaccompanied youth. (Full protection of the McKinney-Vento Act)</p> <p>Population: At-Risk Homeless students Timeline: Timeline: August 2017-June 2018 CNA/ page 6-7</p>	1, 10	Principal, Assistant Principal, Office Personnel, Data-Entry Clerk	<p>Formative: Homeless and Unaccompanied Youth Identification Criteria as defined by the McKinney-Vento Act, Campus Registration Packet, Homeless List provided by the Homeless Youth Project Office, Parent Conference Logs at the Homeless Youth Project Office. Student Progress Reports</p> <p>Summative: STAAR Results, Attendance/Retention Rates</p>			
Funding Sources: No Funds Required - \$0.00						
<p>5) Provide computer-based instruction in the foundation curriculum and adaptive-assisted devices in order to improve at-risk student achievement, attendance, and decrease the retention and dropout rates.</p> <p>Population: At-Risk Students Timeline: August, 2017-May, 2018 CNA/page 7, 21</p>	1, 9	Principal Dean of Instruction Campus TST Teachers	<p>Formative: Computer Lab Schedule, Software Usage Reports, Teacher Lesson Plans, PMA's, and Student Progress Reports</p> <p>Summative: Assessment Results, Attendance/Retention/Dropout Rates</p>			

<p>System Safeguard Strategy</p> <p>6) Implement Reading instructional strategies and interventions that impacts instruction during the day and supports the after-school tutorial program of Special Education students to improve the academic performance in the area of Reading. Appropriately monitor Reading performance through district and campus benchmarks.</p> <p>Population: Special Education Students</p> <p>Timeline: September, 2017-June, 2018</p> <p>CNA/page 13</p>	3, 9	Principal Assistant Principal Dean of Instruction Classroom Teachers Special Education Teachers	<p>Formative: Inclusion, resource, and after school tutorial schedules and walkthroughs, student attendance, Review 360, SE/Reg ED Co-Planning, District and Campus benchmarks and Progress Monitoring Assessments, six weeks report card grades, weekly grades</p> <p>Summative: TAPR and System Safeguards Reports and meet the 3rd-5th grade 60% state target in Reading System Safeguards within the Special Education population</p>			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Goal 4: By improving attendance, students will be encouraged and challenged to meet their full educational potential.

Performance Objective 1: Breeden Elementary students will meet the attendance rate of 98%.

Evaluation Data Source(s) 1: Daily Attendance Reports at 98%, Six Weeks and EOY Perfect Attendance Certificates for Students

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1</p> <p>1) Breeden will continue to implement district and state attendance goals that address procedures, roles, and responsibilities so that all students meet their full educational potential.</p> <p>Population: Campus Staff, Attendance Personnel Timeline: Daily CNA/ page 8</p>	1	Principal, PEIM Supervisor (Asst. Principal), Parent Liaison, Office Personnel, Data-Entry Clerk	<p>Formative: Daily Attendance Reports, Six Weeks and EOY Perfect Attendance Certificates and Trophies, Believe in BISD awards to Campus</p> <p>Summative: TAPR Report, Campus Percent Weekly Reports, and EOY "Believe in BISD" attendance combo incentives</p>				
				Funding Sources: No Funds Required - \$0.00			
<p>2) Student daily attendance and tardiness will be communicated daily to all faculty and parents by parent liaison and office personnel to promote and increase student attendance. The parent liaison will then conduct home visits to find out the reasons for students being absent.</p> <p>Population: Faculty, Staff and Parents Timeline: Daily CNA/page 8</p>	1	Principal, PEIM Supervisor (Asst. Principal), Parent Liaison, Office Personnel, Data-Entry Clerk	<p>Formative: School Messenger, Daily Attendance Reports, Six Weeks and EOY Perfect Attendance Certificates and Trophies, Believe in BISD awards to Campus, Parent-Teacher Communication Logs, Parent Liaison and Office Staff Phone Call Logs, Parent Liaison Visitation Logs, Truancy Court Warning Letters</p> <p>Summative: EOY Campus/TEA Attendance Reports</p>				
				Funding Sources: No Funds Required - \$0.00			

<p>3) At the end of every six weeks, students will be rewarded with a perfect attendance certificate and restaurant coupons for their perfect attendance. At the end of the year, students will be recognized for their overall attendance achievement.</p> <p>Population: TI; MI; LEP; SE; AR; GT; DYS Timeline: End of every Six Weeks and EOY Award Ceremonies CNA/page 8, 11</p>	1	Principal, Assistant Principal, Dean of Instruction, Classroom Teachers, Counselors, Parents	<p>Formative: Six Weeks Perfect Attendance Reports, ADA Report, Report Card Attendance Record, Perfect Attendance Lists</p> <p>Summative: EOY Award Ceremonies, TAPR Report, Yearly ADA Report</p>				
	Funding Sources: 211 Title I-A - \$7,000.00						

= Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue









Goal 4: By improving attendance, students will be encouraged and challenged to meet their full educational potential.

Performance Objective 2: The students in the public education system will be provided with educational opportunities that address safety, health, nutrition, substance abuse, and violence prevention.

Evaluation Data Source(s) 2: Improve in the overall wellness of the students, staff as well as community members by promoting awareness of healthy lifestyles.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 6</p> <p>1) To promote and ensure physical fitness: students in grades Pre K-5 will be provided with moderate to vigorous physical activity each day in physical education for at least 30 minutes a day or a minimum of 135 minutes a week so that everyone will be in compliance with Senate Bill 530.</p> <p>Population: TI; MI; LEP; SE; AR; GT; DYS Timeline: Daily CNA/page 12</p>	1, 3, 10	Principal, Dean of Instruction, Physical Education Teachers	<p>Formative: Physical Activities, Classroom Observations, PE student attendance records, District Policy</p> <p>Summative: Fitness Assessment Data, Health School Index</p>				
Funding Sources: 199 Local funds - \$500.00							
<p>Critical Success Factors CSF 5</p> <p>2) Assess student fitness annually in grades 3-5 to improve the health and well-being of all students and be in compliance with the requirements of Senate Bill 530. Students will participate in the Jump Rope for Heart, BISD Field Day and Community Physical Fitness activities and related educational field trips.</p> <p>Population: TI; MI; LEP; SE; AR; GT; DYS Timeline: January-May, 2018 CNA/page 12-13</p>	1	PE District Specialist, PE Teachers, CATCH Team	<p>Formative: PE Classroom Observations, PE attendance records, District Policy, TEA required report for Fitness Assessment Results and Student Follow-up</p> <p>Summative: Annual Fitness Gram, Fitness Assessment Data, Health School Index,</p>				
Funding Sources: 199 Local funds - \$3,000.00							

<p>3) The School Health Index Assessment Tool will be done yearly in order to comply with legislative updates and Senate Bill 892.</p> <p>Population: CATCH Teams Timeline: May, 2018</p>		<p>PE District Specialist CATCH Team Members, PE Teachers,</p>	<p>Formative: School Health Index Documentation Summative: School Health Index Assessment Results, Fitness Assessment Data</p>			
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p>Critical Success Factors CSF 4</p> <p>4) Campus nurse will monitor daily health issues, notify parents of any emergencies and co-plan with coaching staff on puberty, dental and CATCH presentations.</p> <p>Population: TI; MI; LEP; SE; AR; GT; DYS Timeline: Daily CNA page 12</p>	<p>1</p>	<p>PE Teachers, Campus Safety Coordinator, Nurse</p>	<p>Formative: Co-Presentations, CATCH Activities Summative: Healthy Students, Nurse Logs</p>			
<p>Funding Sources: 199 Local funds - \$500.00</p>						
<p>Critical Success Factors CSF 1 CSF 6</p> <p>5) Maintain and improve Coordinated Approach to Child Health (CATCH) Teams that implement the Coordinated School Health Program K-5 by developing goals and objectives based on fitness assessment data, academic performance, attendance rates, academic disadvantages and the use of success of any method in order to ensure students are reaching required moderate to vigorous physical activity (MVPA), and any other indicator recommended by School Health Advisory Council (SHAC) in order to comply with Senate Bill 19 and Senate Bill 892.</p> <p>Population: TI; MI; LEP; SE; AR; GT; DYS Timeline: Monthly CNA/page 12</p>	<p>1</p>	<p>CATCH Team Members, PE Teachers, PE Specialist,</p>	<p>Formative: CATCH Team Activities, CATCH Team Documentation of Activities, Health School Index Summative: Fitness Assessment Data, CATCH Binder of Activities</p>			
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p>Critical Success Factors CSF 6</p> <p>6) To ensure the safety of all students and staff, school facilities will be well maintained, operated, kept clean and adequate for the size of our student population.</p> <p>Population: All students. staff, and custodians Timeline: All year round/On-going CNA/page 12</p>	<p>1</p>					
<p>Funding Sources: 199 Local funds - \$10,250.00</p>						



= Accomplished



= Continue/Modify



= No Progress



= Discontinue








Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning.

Performance Objective 1: Breeden Elementary will maintain a safe and disciplined environment conducive to student learning, following all federal, state and district mandates regarding student safety.

Evaluation Data Source(s) 1: A safe and disciplined school environment conducive to student learning where students will show improvement in Indexes 1-4 of the Accountability Assessments.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>1) Parents will be notified immediately of any discipline concerns.</p> <p>Population: TI; MI; LEP; SE; AR; GT; DYS Timeline: Daily CNA/page 7, 12</p>	6	Principal, Assistant Principal, Classroom Teachers, Counselors	<p>Formative: Communication Logs, Parent Liaison Log, Teacher Notes, Counselor Logs</p> <p>Summative: PEIMS Discipline Reports, Review 360 Documentation</p>				
Funding Sources: No Funds Required - \$0.00							
<p>2) Maintain, review and update an Emergency Operations Plan in order to prevent, protect against, respond to, recover from, and mitigate the effects of incidents in order to reduce the loss of life and property and harm to the environment. An EOP team will maintain safety of everyone on campus. All stake holders will be trained on the emergency operation of the school.</p> <p>Population: TI; MI; LEP; SE; AR; GT; DYS , Campus Staff and Faculty, Counselors, Administration, and Parents Timeline: August, 2017-June, 2018</p>	1	Assistant Principal, All Faculty and Staff	<p>Formative: Six Weeks Practice Drills, Training on the Emergency Operation of the school by Safety Coordinator, Security Guard on Campus, Staff ID Cards, Visitors must show ID and Sign-in when visiting, Safe School, Sign-in Sheets, Agendas, Office Visitor Sign-in Sheets</p> <p>Summative: Practice Drills and Real-Life Situations</p>				
Funding Sources: No Funds Required - \$0.00							

<p>3) All staff will be provided professional development on discipline and classroom management (Review 360 online Behavior of Concerns) to enhance classroom learning.</p> <p>Population: Administration Faculty/Staff, Counselors, and Para-Professionals Timeline: August, 2017 CNA/page 13</p>	1, 4	Principal, Assistant Principal	<p>Formative: Sign-in Sheets, Agenda, ERO documentation and evaluations, decrease in the number of students with discipline issues, A safe and disciplined school environment conducive to student learning</p> <p>Summative: Review 360 Behavior of Concerns Completion, PEIMS Discipline Reports</p>				
<p>4) Teachers will utilize Review 360 to report and document behavior incidents or concerns. When necessary, the ARD committee will reconvene to address serious discipline problems concerning special education students and implement RTI behavior interventions to decrease the number of repeated referrals,</p> <p>Population: All Classroom Teachers Timeline: Daily, As Needed CNA/ page 13</p>	1	Principal, Assistant Principal, Classroom Teachers	<p>Formative: Review 360 Reports/Referrals, RTI interventions</p> <p>Summative: A safe and disciplined school environment conducive to student learning, PEIMS Discipline Reports</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>							
<p>5) School Faculty/Staff, Parents and Students will be provided with the following presentations to promote and ensure a healthy and safe environment conducive to learning:</p> <p>(1) Bullying/Cyber Bullying (2) Conflict Resolution (3) School Bus Safety (4) Fire Prevention Safety (5) Drug, Alcohol and Tobacco Awareness (6) Internet Safety (7) Gun Safety (8) Gang Awareness (9) Truancy</p> <p>Population: TI; MI; LEP; SE; AR; GT; DYS (all students), Campus Staff and Faculty, Parents Timeline: September, 2017-May, 2018 CNA/page 13</p>	4	Principal, Assistant Principal, Dean of Instruction, Counselors, Parent Liaison, BISD Police and Security Services	<p>Formative: Guidance Presentations, Counselor Presentation Rosters</p> <p>Summative: A safe and disciplined school environment conducive to student learning, PEIMS Discipline Reports</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>							







Goal 6: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children.

Performance Objective 1: Parents and community members will participate in parental meetings to support Breeden’s educational program

Evaluation Data Source(s) 1: There will be a 10% increase of parents involved in campus/district parental involvement activities during the school year.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 5</p> <p>1) Parent Liaison will provide parent education bi-weekly meetings and conduct home visits to increase parent participation to impact student achievement.</p> <p>Population: Parent Liaison, Parents Timeline: August, 2017-June, 2018 CNA/page 18</p>	6	Parent Liaison Parents District Parental Involvement Campus Monitor	<p>Formative: Job Description, Contact Log, Mileage Log and Bi-weekly Meetings, Sign-in Sheets, Agendas</p> <p>Summative: Title I-A Compliance Checklist, Attendance Rates, Binder Documentation, increased Parent participation</p>				
Funding Sources: 211 Title I-A - \$500.00							

<p align="center">Critical Success Factors CSF 5</p> <p>2) Conduct the following annual Title I-A required activities:</p> <p>Complete and disseminate a Parental Involvement Policy that delineate how parents will be actively involved at the district/campus level.</p> <p>Complete and disseminate a School-Parent-Student Compact indicating group responsibilities to ensure student achievement.</p> <p>Conduct an Annual Title I Meeting to inform parents of services provided through Title I funds.</p> <p>Conduct an annual Title I Parent Survey to evaluate the effectiveness of the District/Campus Parental Involvement Programs.</p> <p>Population: Parents Timeline: September-December, 2017 CNA/page 18</p>	6	Principal, Parent Liaison	<p>Formative: Parent Meeting, Sign-in Sheets, Agenda, Campus/District Parental Involvement Policy, School-Parent-Student Compact Forms, Title I Survey</p> <p>Summative: Title I-A Compliance Checklist, Parental Involvement Policy, Returned signed compact forms to be place in student PRC folders, Composite of EOY Survey,</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>							
<p align="center">Critical Success Factors CSF 5</p> <p>3) Ensure representation of community and parent involvement in the decision-making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met:</p> <p>(1) Campus Improvement Plan (2) LPAC (3) SBDM</p> <p>Population: Parents Timeline: November, 2017, February, 2018 and May, 2018 CNA/page 18</p>	6	Principal, Assistant Principal, Dean of Instruction, Parent Liaison	<p>Formative: Sign-in Sheets, Agendas, Minutes of Meetings, PI Policy</p> <p>Summative: Parent Participation, Composite of Meeting Minutes, Title I-A Compliance Checklist</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>							



<p>Critical Success Factors CSF 5</p> <p>4) Capitalize on District community resources by creating partnership agreements with agencies and organizations by inviting community agencies and organizations to participate and disseminate information about the public services and their agencies offer in order to continue building strong community partnerships.</p> <p>Population: Parents and Community Timeline: September, 2017-May, 2018 CNA/page 18</p>	6	Principal, Parent Liaison	<p>Formative: Parental Involvement Bi-weekly Meetings, Sign-in Sheets, Agendas, Roster of Community Agencies and organizations</p> <p>Summative: Increase % of parental involvement, Increase Partnerships</p>				
	<p>Funding Sources: No Funds Required - \$0.00</p>						
<p>5) Breeden will host an orientation during Meet the Teacher Day for preschool children from Head Start to assist parents and students in the transition into public school.</p> <p>Population: Parents Timeline: August, 2016 CNA/page 18</p>	6, 7	Pre-Kinder Teachers	<p>Formative: Meet the Teacher Day, School Messenger Announcement, Sign-in-Sheets, Agenda</p> <p>Summative: Increase parent participation and C-PM results</p>				
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

Goal 7: Migrant students will be challenged and encouraged to meet state content standards and assessments that are necessary to graduate on time and enroll in post secondary education.

Performance Objective 1: 100% of Breeden migrant students will participate in the supplemental instructional activities and support services as required by the Title I, Part C Migrant Education Program (MEP) and will perform at exemplary performance in all content areas.

Evaluation Data Source(s) 1: TPRI/Tejas Lee, TELPAS, STAAR Results.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1</p> <p>1) Priority for Service (PFS) migrant students will (1) Receive supplemental support services before other migrant students to ensure that the requirements delineated by NCLB Section 1304(d) are addressed; (2) Receive interventions as needed in order to comply with their academic success; (3) Receive grade appropriate school supplies to provide them with the necessary tools to complete their classroom and homework; (4) Have an equal opportunity to attend Extended Day tutorial sessions and District summer school program to ensure promotion if needed or, to participate in the enrichment migrant summer program.</p> <p>Population: PFS/Migrant Students Timeline: August, 2017-May, 2018 CNA page 8</p>	1, 9	Assistant Principal, Dean of Instruction Classroom Teachers who have the migrant students	<p>Formative: NGS Campus Report, Supplemental Support Services to PFS migrant students (priority) and Completed PFS Reports on a Six Weeks basis, Eligibility List</p> <p>Summative: Completed PFS Monitoring Tool. Requisitions, Sign-in sheets from students receiving school supplies, Increased Promotion Rates, Summer School Project Smart Student List and participation</p>				

<p>2) Progress Monitoring Assessment results and academic progress will be used to secure data needed to accommodate placement into appropriate supplemental instructional intervention opportunities for migrant students who are performing below grade level to ensure successful grade level completion and ultimately secure promotion from grade level to grade level.</p> <p>Population: PFS/Migrant Students Timeline: September, 2017-May, 2018 CNA page 8</p>	3, 9	Classroom Teachers who have migrant students	<p>Formative: Pre-Assessment BOY, MOY Progress Monitoring Assessments (C-PM, TPRI/Tejas Lee, and TELPAS results)</p> <p>Summative: Pre/Post Assessment and STAAR results</p>			
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p>Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>3) Parents of migrant students will be provided with awareness sessions in order to illustrate how to academically support their children more effectively.</p> <p>Population: Parents Timeline: October, 2018 CNA page 18</p>	6	Parent Liaison and Recruiter	<p>Formative: Academic success for all PK-5th grade students</p> <p>Summative: EOY Promotion Rate</p>			
<p>4) A survey will be used to evaluate the effectiveness of the Migrant Education Program so that pertinent and appropriate adjustments can be made to better serve migrant students</p> <p>Population: Migrant Students Timeline: April 2018 CNA page 18</p>	1, 6	Campus Administration Teachers who teach Migrant students	<p>Formative: Migrant Survey</p> <p>Summative: Increase on- time graduation, Survey Results</p>			
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>						











Goal 8: Our vision for technology is to have all district stakeholders involved in the teaching and learning process seamlessly integrate technology to make informed decisions and advance student achievement and technology literacy to encourage and support creative, innovative, lifelong learning.

Performance Objective 1: Breeden Elementary will incorporate technology into all core content areas. Technology instruction will assist students to increase standardized testing scores in reading, math, science, and writing and increase English proficiency among Limited English Proficient students.

Evaluation Data Source(s) 1: Breeden Elementary will be at Advanced Technology level in all four key areas of the Star Chart. Technology instruction will assist students in the Accountability Performance of the STAAR Test by 5%.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>1) Kinder to 5th grade students will have access to technology during Library and Computer weekly rotations to address technology skills in order to complete classroom assignments that promote critical thinking skills, and develop projects that foster creativity, innovation, communication, fluency, and digital citizenship. In addition technology instruction will support students to increase standardized testing scores in reading, math, science, and writing and increase English proficiency among LEP students.</p> <p>Population: TI; MI; LEP; SE; AR; GT; DYS Timeline: Once per week CNA/page 7, 21</p>	1, 2	Principal, Dean of Instruction, Classroom Teacher, TST	<p>Formative: Lesson Plans, Walkthroughs, Library/Computer Rotation Schedules,</p> <p>Summative: Students will be able to apply computer literacy strategies and skills that will help them with online assessments, science fair projects, classroom projects, use of internet, Accelerated Reader</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>							
<p>2) Educational programs, software, and technology supplies will be used to help our student be academically successful in meeting the rigor of the state assessments in reading, writing, math, and science.</p> <p>Population: TI; MI; LEP; AR; DYS Timeline: September 2017-June 2018 CNA/page 7, 21</p>	9, 10	Principal, Dean of Instruction, Classroom Teacher, TST, Administrator for State Compensatory Education	<p>Formative: Lesson Plans, Classroom Observations, Usage Reports, Student Progress Reports, PMA Scores</p> <p>Summative: STAAR Results</p>				
<p>Funding Sources: 162 State Compensatory - \$2,800.00</p>							

<p>3) As per BISD, teachers will participate in a minimum of 12 hours of technology professional development to better prepare and assist with the integration of technology into the subject areas. A TST (Technology Support Teacher) will support the campus in the integration of technology.</p> <p>Population: All Teachers Timeline: Daily CNA/page 7, 21</p>	4	Classroom Teacher, TST	<p>Formative: Daily use of Technology, Daily Report, eSchool for on-line grading and attendance, technology such as Excel, Microsoft Word, PowerPoint, Publisher, Eduphoria, Aware, and Outlook</p> <p>Summative: eSchool Program Reports</p>			
Funding Sources: No Funds Required - \$0.00						
<p>4) All teachers will complete all surveys requested by the district including the Texas Star Chart required by the state.</p> <p>Population: All Teachers Timeline: As surveys are send to campus, February, 2018 (TX Star Chart) CNA/page 21</p>	1	Classroom Teacher, TST	<p>Formative: Texas Star Chart Survey</p> <p>Summative: Completed Survey Results</p>			
Funding Sources: No Funds Required - \$0.00						
<p>5) 3rd, 4th and 5th grade students will participate in an after-school club to learn coding. The focus of this initiative will be on the lasting benefits of building the following skills sets: Logical Thinking, Problem Solving, Persistence, Collaboration, and Communication.</p> <p>Population: Coding Students Timeline: September, 2017-May, 2018 CNA/page 13</p>	3, 9	Curriculum/Technology Services Administrators Campus Principal Campus TST Coding Teachers	<p>Formative: Club Rosters, Payroll Forms</p> <p>Summative: Coding Projects, Students Competitions, Test Scores</p>			
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 9: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will ensure equity in availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students. (Board Goal 2) DEIC added 12-6-2017

Performance Objective 1: Breeden Elementary will implement an energy savings plan; maintain and upgrade current facilities to provide a healthy and positive learning environment by scheduling maintenance and/or improvement work orders for at least 20% of the instructional facility annually over the next 5 years.

Evaluation Data Source(s) 1: Monthly and annual comparison of energy usage and EOY number of work orders completed.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Breeden Elementary will purposely promote energy savings activities on the campus to support implementation of the district's energy saving plan. Population: Campus Facility Timeline: December 2017-June 2018		Campus Administration Facilities and Maintenance Staff Campus Head Custodian	Savings energy will result in decreased energy usage compared to prior year. Formative: Monthly comparison of energy usage Summative: Annual comparison of energy usage				
2) Breeden Elementary will create and implement a systematic approach to the upgrade and/or improvement of facilities to include prioritizing based on safety and needs of the district. Population: Campus Facility Timeline: December 2017-June 2018		Campus Administration Facilities and Maintenance Staff Campus Head Custodian	Formative: Prioritization of upgrade and/or improvement of facility, work order submitted to Facilities and Maintenance Department Summative: EOY number of work orders submitted and completed				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 10: The District will ensure effective and efficient use of all available funds to assist in implementing a balanced budget, which includes improved compensation for teachers. (Board Goal 3) [DEIC added 12-6-2017]

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

Evaluation Data Source(s) 1: Monthly expenditure reports.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Breeden Elementary will effectively and efficiently use 100% of its available budgeted funds to meet the needs of all its state holders. Population: Breeden Stakeholders Timeline: December 2017- June 2018		Campus Administration SBDM Committee	Funding reports will indicate all funds were expended based on prioritized needs. Formative: monthly expenditure reports Summative: end of year expenditure reports				

Goal 10: The District will ensure effective and efficient use of all available funds to assist in implementing a balanced budget, which includes improved compensation for teachers. (Board Goal 3) [DEIC added 12-6-2017]

Performance Objective 2: Breeden Elementary will recruit, support, and retain highly qualified teachers by promoting high moral and teacher yearly activities.

Evaluation Data Source(s) 2: Recruit, support, and retain highly qualified teachers. .

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Attract and retain highly qualified professionals who will assist in the needs of all students through individualized and small group instruction in order to enhance all core areas of learning. Population: Highly Qualified Teachers Timeline: December 2017- June 2018		HR Administration Campus Administration	Formative: Teacher Appreciation Week activities, Teacher of the Month, Thanksgiving and Christmas Luncheons, Bimonthly Breakfasts, Mid/End Planning Days Summative: Retaining 100% of Breeden Teachers				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = Continue/Modify </div> <div style="text-align: center;"> = No Progress </div> <div style="text-align: center;"> = Discontinue </div> </div>							

Goal 11: All BISD programs and campuses will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts. (Board Goal 4) [DEIC added 12-6-2017]

Performance Objective 1: Breeden Elementary will provide the BISD Public Information Office with feature articles, student recognitions, co-/extra-curricular activities, and parent/community events.

Evaluation Data Source(s) 1: Media records with Public Information Office, enrollment data, updated campus website.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Breeden Elementary will... Promote its history and origins along with current weekly accomplishments such as feature articles, students, parents, and staff recognitions, co-/extra-curricular activities, and parent/community events and activities through its continuously updated school website. Population: Students, Parents, and Staff Stakeholders Timeline: December 2017- June 2018		Campus Administration Campus PIO Counselors Teachers Parent Liaison	Formative: Weekly and Monthly articles, Parent Engagement Activities, Guidance/Counseling Activities and Presentations, Student, Parent, and Staff Accomplishments and Events, Campus Student Programs Summative: Continuously updating campus website, annual compilation of articles, presentations, and showcases	➔	66%		
2) Breeden Elementary will promote our District of Innovation through our school website by featuring students, parents, and staff recognitions, accomplishments, events, and activities. Population: Students, Parents, and Staff Stakeholders Timeline: December 2017- June 2018		Campus Administration Campus PIO Counselors Teachers Parent Liaison	Formative: Weekly and Monthly articles, Parent Engagement Activities, Guidance/Counseling Activities and Presentations, Student, Parent, and Staff Accomplishments and Events, Campus Student Programs, Parent Monthly Newsletter Summative: Continuously updating campus website, annual compilation of articles, presentations, and showcases	➔	66%		

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	10	Utilized Tango and Aware data from District, Campus, and State Progress Monitoring Assessments to monitor and target interventions to decrease the performance level gap between ALL students versus Special Education students identified as not meeting the System Safeguards. Population: TI; MI; LEP; SE; AR; GT; DYS Timeline: Spring, 2017-Fall, 2018 CNA/ page 18, 21
3	1	6	Implement Reading instructional strategies and interventions that impacts instruction during the day and supports the after-school tutorial program of Special Education students to improve the academic performance in the area of Reading. Appropriately monitor Reading performance through district and campus benchmarks. Population: Special Education Students Timeline: September, 2017-June, 2018 CNA/page 13

State Compensatory

Budget for Breeden Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
162-11-6118-00-144-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	\$13,590.00
162-11-6118-00-144-Y-30-ASP-Y	6118 Extra Duty Stipend - Locally Defined	\$57,088.00
162-11-6118-00-144-Y-30-SSI-Y	6118 Extra Duty Stipend - Locally Defined	\$5,354.00
6100 Subtotal:		\$76,032.00
6200 Professional and Contracted Services		
162-11-6249-00-144-Y-30-000-Y	6249 Contracted Maintenance & Repair	\$2,800.00
6200 Subtotal:		\$2,800.00
6300 Supplies and Services		
162-11-6399-00-144-Y-30-000-Y	6399 General Supplies	\$12,912.00
162-13-6399-00-144-Y-30-000-Y	6399 General Supplies	\$1,500.00
6300 Subtotal:		\$14,412.00
6400 Other Operating Costs		
162-13-6497-00-144-Y-30-000-Y	6497 Fees - Locally Defined	\$600.00
6400 Subtotal:		\$600.00

Personnel for Breeden Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alice Garcia	PreKinder Teacher	State Compensatory	.50
Eleazar Rivas	PreKinder Teacher	State Compensatory	.50
Leticia Gonzalez	PreKinder Teacher	State Compensatory	.50
Loyda Poy	Dean of Instruction	State Compensatory	1

Title I

Schoolwide Program Plan

Federal requirements for campus planning mandate that schools develop a schoolwide program plan that includes all of the ten required components. The following ten components of a schoolwide program are embedded within the campus improvement plan and its activities.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

The Site-Based Decision-Making (SBDM) Committee conducted a **comprehensive needs assessment (CNA pg.6-24)** over a period of one year to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on the CNA, the committee decided to concentrate on improving the passing rate of all students and student groups including Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on state assessments. The goal is to have 90 percent of all students and all student groups passing all parts of the state mandated assessments for the 2017-2018 and to increase the commended performance level in all content areas. 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 areas of improvement would be addressed:

- Attain attendance rates through student motivational activities such as perfect attendance awards and prize drawings. Also, in an effort to increase student attendance, teachers will be prepared to monitor attendance and know which action steps to take when students are not meeting attendance requirements. Migrant students will be provided with supplemental supplies to increase their attendance rate
- Tutorials will be provided to students that are demonstrating a need to improve. Migrant students will be provided with supplemental supplies as needed. Supplemental materials and/or software will be purchased to aid teachers in implementing the curriculum and recognition materials (i.e. trophies, plaques, etc.) will be purchased to recognize students' achievement (attendance or academic)
- Bullying and Safety Presentations for students will take place at the beginning of the school year to promote a safe, comfortable and learning environment and provide a school wide discipline behavior plan to decrease discipline issues
- Allot time to work with teachers displaying weak instructional methods and classroom management
- Provide teachers with more Professional Development on differentiated instruction, more time for planning intervention instruction to meet STAAR standards for all student populations for the 2017-2018 school year
- Promote a more active parental involvement by creating a school climate that support family/school involvement and invite parents to present talks and/or demonstrations about their specialized knowledge or skills

- Increase formal and informal communication with parents, staff, and students
- Technology will support classroom instruction and curriculum and provide more computer access for students in all classrooms

2: Schoolwide Reform Strategies

Implement school-wide reform strategies (CNA pg.6 and Goal 1.1.1-6) that provide opportunities for all children in meeting the State’s proficient and advanced levels of academic performance, use effective methods and instructional strategies that are established on scientifically based research that (1) strengthen the core academic program; (2) increase the amount and quality of learning time, including the funding of an after-school tutorial/ summer school/ enrichment program, for students who are At-Risk and in need of continuity in their instructional program to be successful in the succeeding school year; and (3) address the needs of all children in school, particularly the needs of low-achieving students, At-Risk, or not meeting the State student academic achievement standard.

3: Instruction by highly qualified professional teachers

Highly-qualified teachers will carry out the instructional program. (CNA pg. 14 and Goal 1.1.1-6) Only teachers who are certified and who have met state testing requirements to teach the subjects/grade levels to which they are assigned will be hired by the school. In emergency situations, the school will consider teachers who have alternative certification. In addition to appropriate certification, teachers will be sought who are experienced and have been successful in previous assignments.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

The school will provide access to high-quality ongoing professional development (CNA pg. 16-17 and Goal 1.1.7) throughout the school year for all staff including teachers, principals, and paraprofessionals. Professional development activities will be geared to individual teachers’ specialties, along with any other identified needs as determined through the staff, student and parent needs assessment surveys, administration classroom observations and evaluations, and/or district identified needs. Professional development will be conducted both at the school and the education service center as well as district conferences and workshops which will be intensive and sustained. The professional development needs for the campus are determined by the following factors: STAAR test results, AEIS Campus Report Card, B.I.S.D. Curriculum Department, their Curriculum Specialists, and through feedback based from the faculty survey. The school principal and campus staff members proceed to implement the district-wide curriculum; with high-quality and research-based staff development. The principal and dean of instruction determine the selection of the participants who will benefit and who will attend the in-service sessions. Teachers attending certain staff development sessions share the information with the rest of the faculty via grade level meetings or during faculty meetings after school. Staff development needs are assessed regularly through official classroom observation summaries, classroom walk-throughs conducted by the school administration and by the instructional facilitator. The classroom program observations conducted by the administration are for the purpose of assisting the teachers improve their teaching skills only and to determine if any staff development needs are warranted.

5: Strategies to attract highly qualified teachers

Strategies to attract high-quality teachers to high needs schools will include (CNA pg. 14 and Goal 1.1.11) selection of teachers from the District's and Region I's efforts to recruit teachers from out of valley and state, recruiting teachers from Teach for America Programs, paying stipends for attainment of a Master's Degree, and paying stipends grade level lead teachers.

6: Strategies to increase parental involvement

Title I, Part A Funds will be used to partially finance **strategies to increase parental involvement (CNA pg. 18 and Goal 6.1.1-8)** at the school including the parent workroom and to purchase special materials used in the parent volunteer program. Parent education will be provided to parents by the campus parent liaison as well as the District's Parental involvement Center. Parent training on how to help their students be successful at home, learning English, discipline management, and parenting skills will be provided to those parents who want to better meet the rigors of parenting. With the high level of parental participation at the district sponsored meetings, more needs to be done to reach parents who are not able to attend school for parent conferences, open house, and other parent meetings. Many parents are employed and are unable to participate as volunteers during the school day. We need to build a system to reach and educate all parents on a continuing basis. While many parents are recruited and approved by the district as volunteers, several of these parent volunteer do not make the commitment to remain as volunteer for the school. By providing appropriate training, the achievement gaps can be reduced thus making them more effective in the art of parenting and providing a life-long desire for learning for their children. The parent liaison will help organize and coordinate classroom support through teacher collaboration.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

An orientation **for preschool children (Goal 6.1.5)** from Head Start to assist with the transition to Breeden Elementary will be held annually in the Spring and for 5th grade students to assist with the transition into middle school.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Teachers will be included in **decisions regarding the use and selection of academic assessments (CNA pg. 9-11 and Goal 1.1.10)** to measure student performance. Teachers will use data obtained from state assessments as well as other instruments, including but not limited to the TELPAS, Terra Nova, Supera and progress monitoring assessments, to implement new instructional strategies, modify existing strategies and/or discontinue existing strategies to better address student needs as determined by use of these instruments.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Students experiencing **difficulty in mastering the TEKS will be provided effective, timely additional assistance. (CNA pg. 8, 9 and Goal 3.1.1)** All teachers will closely monitor all students' performance based on daily exercises and periodic tests. Students not mastering the objectives will be provided additional assistance in the after school tutorial program and/or enrichment courses based on his/her individual needs. Teachers will monitor all students and implement RtI strategies and interventions as needed. **(Goal 1.1.13)**

10: Coordination and integration of federal, state and local services and programs

The school will **coordinate and integrate federal, state, and local programs and services to maximize the effectiveness of these resources.** (CNA pg. 6 and Goals 1.1.8, 3.1.1). Several of the strategies being implemented are jointly funded with Special Services, Title I and State Compensatory Funds, e.g., after school tutorial programs. Professional Development activities are also paid for from Title I, Parts A and C, and Local Funds. Title I and State Compensatory Funds along with Bilingual funds are used to purchase supplemental instructional materials and software, media, and library resources used to improve and enhance the overall instructional program.

In addition to those described above, identified Migrant students will be supported with supplemental services designed to reduce the educational disruptions and other problems that result from repeated moves. To aid the students transition into the school, school supplies and/or personal items will be purchased through Migrant Funds. PFS students will receive additional supplemental support. **(Goal 7.1.1-6)**

Bilingual Funds will be used to provide supplemental services to help ensure that children who are limited English proficient attain English language proficiency and develop high levels of academic attainment. The campus goal is to develop LEP students' listening, speaking, reading, and writing English language development. In order to achieve this goal, the campus will implement the district's early-exit transitional program. Bilingual funds will be used to purchase additional resources, provide professional development, and used for additional tutoring for our bilingual population. **(Goal 1.1.2, 8)**

The campus will also continue to provide the state mandated State Compensatory Education Program through campus as well as District funded initiatives. The counselor will provide training to teachers for the identification of the at risk population. Teachers will monitor these students throughout the year and offer extended day/week tutorials as needed. In addition, SCE funded personnel (Dean of Instruction and Pre-Kinder Teachers) will provide supplemental instructional services to improve at-risk student achievement. Additionally, supplemental instructional materials and computer-based instruction will be offered to identified at-risk students. **(Goal 3.1.1-5)**

Special education funding provides supplemental services to eligible students as per Individuals with Disabilities Education Act (IDEA) identification requirements. In order to ensure a free and appropriate public education (FAPE) in a least restrictive environment (LRE), children who qualify for special education must receive services in accordance with a properly developed Individualized Education Program (IEP) as per federal and state special education guidelines. In addition, all Admission, Review, and Dismissal (ARD) committees will adhere to the policies and procedures outlined by the Texas Education Agency (TEA) in the ARD Committee Decision-Making Process for the Texas Assessment Program Manual and A Guide to the Admission, Review and Dismissal Process. Students with Special needs will have high expectations and will be assisted in helping them achieve these expectations. **(Goal 1.1)**

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Blanca Gracia	Teacher Aide	Title IA	1
Elizabeth Salazar	Nurse	Title I-A	.40
Joanna Garcia	Teacher Aide	Title IA	1
Karina Zambrano	Parent Liaison	Title IA	1
Myriam De La Garza	Teacher Aide	Title IA	1
Neredia Avila	Library Aide	Title IA	1
Sandra Luz Castillo	Teacher Aide	Title IA	1

Site-Based Decision Making Committee

Committee Role	Name	Position
Meeting Facilitator	Loyda Poy	Dean of Instruction
Administrator	Mandy Delgado	Principal
Meeting Facilitator	Nohemi Garza	Assistant Principal
Business Representative	Jorge Aboytes	Business Representative
Community Representative	Roberto Castanon	Community Representative
Community Representative	Laura Carpio	Community Representative
Business Representative	Beth Salinas	Business Representative
Classroom Teacher	Eleazar Rivas	Pre-Kiinder Teacher
Classroom Teacher	Irene Pena	1st Grade Teacher
Classroom Teacher	Arcelia Figueroa	2nd Grade Teacher
Classroom Teacher	Norma I. Chavez	3rd Grade Teacher
Classroom Teacher	Betty E. Filizola	5th Grade Teacher
Classroom Teacher	Aide Castro	Special Education
District-level Professional	Sally Lagualt	Math Specialist
Paraprofessional	Karina Zambrano	Parent Liaison
Parent	Blanca Pena	Parent
Parent	Jessica Longoria	Parent
Paraprofessional	Sandra Castillo	Paraprofessional
Classroom Teacher	Ana Barrera	Kinider Teacher
Classroom Teacher	Mary H. Munguia	4th Grade Teacher
Non-classroom Professional	Leslie P. Castanon	Counselor

Campus Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Assessment Conference/Professional Development for Administration	199-23-6411-23-144-Y-99-000-Y	\$5,000.00
1	1	8	Ink/Toner for Classroom use	199-11-6399-62-144-Y-11-000-Y	\$2,000.00
1	1	8	Teacher Supplies and Materials/Instructional Materials (GPS, STAAR Master, Mentoring Minds)	199-11-6399-00-144-Y-11-000-Y	\$11,133.00
1	1	8	Supplies and Materials for Administration	199-23-6399-00-144-Y-99-000-Y	\$1,000.00
1	1	8	Duplicating/Copy Paper	199-11-6396-00-144-Y-11-000-Y	\$1,000.00
1	1	8	General Supplies/Library	199-12-6399-00-144-Y-11-000-Y	\$250.00
1	1	8	Guidance/Counseling Supplies	199-31-6399-00-144-Y-99-000-Y	\$1,600.00
1	1	8	General Supplies/Media Center	199-11-6399-16-144-Y-11-000-Y	\$2,500.00
4	2	1	PE Equipment/Supplies	199-11-6399-51-144-Y-11-000-Y	\$500.00
4	2	2	Transportation to and from activities	199-11-6494-00-144-Y-11-000-Y	\$3,000.00
4	2	4	Supplies for Nurse	199-33-6399-00-144-Y-99-000	\$500.00
4	2	6	Supplies for maintenance and operation of the school	199-51-6315-00-144-T-99-000-Y	\$9,000.00
4	2	6	Extra Duty Pay-Head Custodian	199-51-6121-47-144-Y-99-000-Y	\$75.00
4	2	6	Extra Duty Pay-Custodians	199-51-6121-00-144-Y-99-000-Y	\$75.00
4	2	6	Contracted Services	199-51-6249-00-144-Y-99-000-Y	\$100.00
4	2	6	Supplies for Maintenance and Operation (power washer)	199-51-6649-00-144-Y-99-000-Y	\$1,000.00
Sub-Total					\$38,733.00
Budgeted Fund Source Amount					\$38,783.00
+/- Difference					\$50.00
199 G/T Advanced Academics					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	DI Supplies, Shirts, and instructional materials.	199-11-6399-00-144-Y-21-000-Y	\$2,700.00

Sub-Total	\$2,700.00
Budgeted Fund Source Amount	\$2,700.00
+/- Difference	\$0

162 State Compensatory

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	General Supplies	162-11-6399-00-144-Y-30-000-Y	\$12,912.00
1	1	8	General Supplies for Teachers	162-13-6399-00-144-Y-30-000-Y	\$1,500.00
3	1	1	Extended Day SSI After-School Tutorials	162-11-6118-00-144-Y-24-SSI-Y	\$5,354.00
3	1	1	Extended Day After-School Tutorials	162-11-6118-00-144-Y-30-000-Y	\$13,590.00
3	1	1	Extended Day Enrichment Program	162-11-6118-00-144-Y-30-ASP-Y	\$57,088.00
3	1	2	Dean of Instruction	162-13-6119-31-144-Y-30-000-Y	\$83,128.00
3	1	2	Staff Development for Literacy	162-13-6497-00-144-Y-30-000-Y	\$600.00
3	1	3	3 FTE's @ .50 % (B. Esparza pending)	162-11-6119-00-144-Y-34-PKK-Y	\$68,638.00
8	1	2	Living with Science Software Renewal	162-11-6249-00-144-Y-30-000-Y	\$2,800.00
Sub-Total					\$245,610.00
Budgeted Fund Source Amount					\$245,610.00
+/- Difference					\$0

163 State Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	LPAC Substitutes	163-13-6112-00-144-Y-25-000-Y	\$1,500.00
1	1	8	Supplemental materials and supplies	163-11-6399-00-144-Y-25-000-Y	\$4,500.00
1	1	9	Teacher Staff Development/Substitutes (in-house)	163-13-6112-00-144-Y-25-000-Y	\$1,800.00
Sub-Total					\$7,800.00
Budgeted Fund Source Amount					\$7,800.00
+/- Difference					\$0

166 State Special Ed.

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	Supplies/Gloves/Professional Services	166-11-6399-00-144-Y-23-0B0-Y	\$3,090.00

1	1	8	Toner/Special Education Department	166-11-6399-62-144-Y-23-OP1-Y	\$1,000.00
Sub-Total					\$4,090.00
Budgeted Fund Source Amount					\$4,090.00
+/- Difference					\$0

211 Title I-A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Professional Development	211-13-6411-00-144-Y-30-AYP-Y	\$2,000.00
1	1	7	Professional Development	211-13-6411-23-144-Y-30-AYP-Y	\$2,000.00
1	1	7	Professional Development for Administration	211-23-6411-23-144-Y-24-AYP-Y	\$1,000.00
1	1	7	Substitutes for Professional Development	211-13-6112-00-144-Y-30-AYP-Y	\$1,000.00
1	1	7	Substitutes for Professional Development	211-13-6112-00-144-Y-30-OF2-Y	\$1,000.00
1	1	8	Ink/Toner	211-11-6399-62-144-Y30-OF2-Y	\$3,000.00
1	1	8	General Supplies	211-11-6399-00-144-Y-30-OF2-Y	\$10,000.00
1	1	8	Supplies/Media Center	211-11-6399-16-144-Y-30-OF2-Y	\$1,000.00
3	1	1	Extended Day Enrichment Program	211-11-6118-00-144-Y-24-ASP-Y	\$45,625.00
3	1	1	Extended Day Enrichment Program-Overtime Pay for classified para-professionals	211-11-6121-00-144-Y-24-ASP-Y	\$10,000.00
3	1	1	Extended Day Enrichment Program-Overtime Pay for classified para-professionals	211-11-6121-00-144-Y-30-OF2-Y	\$10,000.00
3	1	1	Professional Extra Duty Pay (Tutorials)	211-11-6118-00-144-Y-30-OF2-Y	\$12,390.00
4	1	3	Community School-Sponsored Coupons, Recognition Perfect Attendance Certificates, Trophies, Plaques, Ribbons	211-11-6498-00-144-Y-30-OF2-Y	\$7,000.00
6	1	1	Food for Parents	211-61-6499-53-144-Y-30-OF2-Y	\$100.00
6	1	1	Employee Travel (parent liaison)	211-61-6411-00-144-Y-30-OF2-Y	\$400.00
Sub-Total					\$106,515.00
Budgeted Fund Source Amount					\$106,515.00
+/- Difference					\$0

263 Title III-A Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
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1	1	8	General supplies/Duplicating Paper	263-11-6399-00-144-Y-25-000-Y	\$8,596.00
Sub-Total					\$8,596.00
Budgeted Fund Source Amount					\$8,596.00
+/- Difference					\$0
Grand Total					\$414,044.00