

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



Mission Statement

Through a partnership of school staff, students, parents, and community, all Ben Brite students will become effective communicators, responsible citizens, self-directed learners and complex thinkers who:

Master effective communication skills.

- Master the ability to monitor and assess their own performance and be responsible for expanding their physical, emotional and intellectual learning. Demonstrate responsible citizenship through positive social interactions in various environments.
- Use innovative complex thinking strategies to solve problems and make decisions in everyday life.

Vision

Together We Soar! Working collaboratively as a team to work towards the same goal of helping all our students reach their highest potential

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Student Demographics are reviewed by using student enrollment, attendance, and other sources as mentioned below.

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

- Student Enrollment
- Student Attendance
- PEIMS Reports
- Teacher-Student Ratio
- Course-Class Assignment
- Eduphoria/Tango Central
- Texas Primary Reading INventory (TPRI) and Tejas Lee
- CPALLS and Owl Inventory
- ERO Sessions Evaluations
- Classroom Visits
- C&I Surveys
- BISD Monitoring Instrument

The student population at Brite Elementary School is apporximately 658 and serves students in grade pre-kinder through fifth. According to the PEIMS Data Review of our campus profile, the student poplulation includes: Hispanic 97.88%, White 2.12%, African American 0%, Economically Disadvantaged 92.82%, Limited English Proficiency (LEP) 48.12%, At-Risk 65.74%, Migrant 1.14%, Gifted and Talented 5.22%, Special Education 10.60%. Enrollment numbers for Brite Elementary School have shown a decrease . The mobility rate for the campus has increased. A total of 65.74% of students are identified as at-risk with the highest number of at-risk students being identified under the economically disadvanted. Additionally, the retention rate is 5% for all students and at-risk. The attendance rate for the 2017-2018 school was 96.7% for all students and 96.3% for at-risk students.

Demographics Strengths

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

- Highly Qualified Staff
- High Attendance
- Identification of At Risk
- Small class sizes
- Implementation of RTI
- GT Program

Student Achievement

Student Achievement Summary

Ben Brite Elementary reviews data acquired from various sources, including Tango Software. Weekly tests, unit tests, and six weeks assessments are given in order to monitor students. BOY, MOY, and EOY TRPI/Tejas Lee assessments are also used to monitor students progress through-out the year. Students who are struggling are placed in TIER 2 and TIER 3 and are given small group instruction and assessed every 2 weeks with TRPI and Tejas Lee. Struggling students are also placed in tutorial classes. Fluency is tested, monitored, and recored on a weekly basis by being part of daily instruction. Assessment data, progress reports, and report cards are analyzed during grade level meetings and decisions and plans are made based on these data. The RTI Committee also gather student data to determine which students need to be placed in an RTI for possible referral to Special Ed., Dylexia, or Speech services. Teachers plan accordinagly for instruction based on TEKS, District Frameworks, and STAAR assessments. Accelerated Reader scores are also discussed during grade level meetings to ensure students are being encouraged and motivated to read and reach individual and/ or grade level goals.

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

- AEIS Report
- District Benchmarks
- Campus Assessments
- AYP Report
- STAAR Summary Report-Group Performance
- Eduphoria! Aware
- TELPAS/AMOS Reports
- Class Grades
- Student Point Sheets
- Tango Trends Reports

Student data will be analyzed through Aware, Tango-Central, TPRI/Tejas Lee, and TangoTrends, District Benchmarks, Campus Assessments to identify the needs of students and to be able to target instruction.

3rd - 5th Grade All Students STAAR Summary:

	ALL	ECONOMICALLY DISADVANTAGED	LEP	SPED
3RD READING	80%	85%	60%	22%
4TH READING	64%	69%	82%	23%

5TH READING	80%	76%	50%	28%
3RD MATH	85%	85%	63%	33%
4TH MATH	69%	68%	67%	31%
5TH MATH	88%	85%	74%	28%
4TH WRITING	82%	81%	76%	46%
5TH SCIENCE	75%	72%	55%	42%

The trends identified when student performance scores were compared over a period of 2 years demonstrate that students' scores in Science decreased from 2016 - 78% to 2017 - 73% and 4th grade writing decreased from 2016 - 80% to 2017- 73%

Performance variation between all student groups:

Reading: At-Risk 58%, Economic Disadvantaged 74%, Hispanic 75%, White N/A%, Female 80%, Male 69%, Gifted and Talented 100%, LEP 55%, Migrant 75%, Special Education 26%,

Writing: At-Risk 69%, Economic Disadvantaged 81%, Hispanic 82%, White N/A, Female 79%, Male 85%, Gifted and Talented 100%, LEP 76%, Migrant 33%, Special Education 46%.

Math:: At-Risk 30% , Economic Disadvantaged 80%, Hispanic 81%, White 0%, Female 83%, Male 79%, Gifted and Talented 100%, LEP 70%, Migrant 75%, Special Education 32%.

Science: At-Risk 62%, Economic Disadvantaged 71%, Hispanic 73%, White 100%, Female 73%, Male 73%, Gifted and Talented 100%, LEP 54%, Migrant 67%, Special Education 42%,

Student Achievement Strengths

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

- 75% of students mastered Reading STAAR
- 81% of students mastered Math STAAR
- 82% of students mastered Writing STAAR
- 75% of students mastered Science STAAR
- Campus Met AMAOS 1
- Campus Met AMAOS 2

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Special Education and English Language Learner STAAR/EOC 2016 performance was significantly below "all" student performance. **Root Cause:** Leadership and faculty still need to improve the instructional strategies used to address the needs of struggling learners.

Problem Statement 2: Reading, Writing, and English STAAR/EOC student performance was below other content performance for 2016. **Root Cause:** Literacy supports and interventions were not implemented with sufficient frequency and fidelity to close performance gaps and raise overall scores.

School Culture and Climate

School Culture and Climate Summary

Teachers will do survey provided by ARE Department.

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

- Surveys
- Grade Level Meetings
- Parent Meetings
- School and Classroom Walk troughs

School Culture and Climate Strengths

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

- SBDM involved in decision making process
- Regular grade level, teacher planning, data, curriculum, and faculty meetings scheduled.
- School map provided to everyone with evacuation routes
- Promote awareness and notification of Student Code of Conduct (SCC) to students, parents, staff, & community through campus distribution of SCC, District and campus Websites, and campus presentations to ensure all students are afforded due process and their rights.
- Develop and maintain an Emergency Operations Plan
- Implement an identification security system
- Visitors must present an identification at sign-in and all points of entry must be locked and monitored at all times.
- Friendly Environment
- Safe & Clean Environment
- High Expectations of Teachers and Students
- Campus will maintain a safe and disciplined environment conducive to students learning.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Teachers and staff members were surveyed on their certifications.

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

- Teacher Certification and Qualification
- Paraprofessional and Other Staff Qualification
- Staff Effectiveness in Relation to Student Achievement
- PDAS
- Special Programs Qualifications

Staff Quality, Recruitment, and Retention Strengths

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

- Friendly Environment
- Safe & Clean Environment
- High Expectations of Teachers and Students
- Maintain accurate records of CPE hours using Electronic Registrar Online (ERO)On-demand reports using Electronic Registrar Online (ERO)
- Provide staff development training for administrators and new teachers, etc....to include addition to PDAS, SBDM and Project Share
- Assist staff development with district departments
- Turn Around Trainings for teachers and staff in content areas: Reading, ELA, Science, Social Studies, and Math

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Curriculum, Instruction and Assessment are monitored continuously using Grades, Benchmark Scores, and classroom instruction.

The following sources provided valuable data for Curriculum, Instruction and Assessment in regards to the identification of needs:

- *Curriculum Resources and Materials* **Tango-Trends Reports*
- *Tango Trends Reports* **TPRI/Tejas Lee/C-PM Reports*
- *Adopted Class Materials* **Report Cards*
- *Enrichment Materials* **Attendance Reports*
- *RTI Materials* **District Benchmarks*
- *Technology* **Campus Benchmarks*
- *Lesson Plans and Delivery of Instruction*
- *Campus Schedules*
- *Benchmark Assessments*

- *Tutorials for At-Risk students*

Curriculum, Instruction, and Assessment Strengths

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

- Teachers willingness to attend In-Service/Trainings
- A deeper understanding of the TEKS, both Readiness and Supporting Standards (All Content Areas)
- Implementation of 6 weeks assessments to address students' needs based on data.
- Implementation of District Benchmarks to address students' needs based on data.
- Implementation of RTI interventions for students who are struggling
- Provide Research Based Resources for a well rounded TEKS based instruction in all content areas.
- Implementation of after school tutorial for At-Risk Students
- Implementation of K- 3rd TRPI/Tejas Lee and PreK C-PM BOY, MOY, and EOY

Family and Community Involvement

Family and Community Involvement Summary

Family and Community members are invited and encouraged to visit our Campus.

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

- Family & Community Participation
- Parent Volunteer Information
- Parent Activity Evaluation and Feedback
- Parent & Community Partnership Data
- Community Service Agencies & Support Services

Family and Community Involvement Strengths

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

- Provide parents with opportunities to gain information and trainings in the language they understand
- Provide parents with the opportunity to participate in the decision-making process Provide parents with educational strategies and critical information on current topics and events
- Parents feel well informed by the campus
- Provide parents with school written communication in their language to keep them informed of upcoming events and activities.

School Context and Organization

School Context and Organization Summary

Teacher survey.

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

- School Structure or Make Up
- Decision Making Process
- Master Schedule
- Leadership: Formal or Informal
- Supervision Structure
- Support Structure
- Duty Schedules
- School Map & Physical Environment

School Context and Organization Strengths

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

- SBDM involved in decision making process
- Regular grade level and curriculum meeting scheduled
- School map provided to everyone with evacuation routes
- Promote awareness and notification of Student Code of Conduct (SCC) to students, parents, staff, & community through campus distribution of SCC, District Website, and campus presentations to ensure all students are afforded due process and their rights.
- Develop and maintain an Emergency Operations Plan
- Implement an identification security system
- Visitors must present an identification at sign-in and all points of entry must be locked and monitored at all times.
- Provide general custodial supplies to provide a clean and orderly school environment.

Technology

Technology Summary

Technology is a priority at Brite we do our best to keep our Technology up and running at all times..

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

- STAR Survey
- Technology Committee
- SBMD
- Lesson Plans
- Walk-through observations
- Grade level, faculty, and curriculum meetings

Technology Strengths

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

- Technology Infrastructure
- Technology Leadership
- Instructional Setting for Technology
- Eduphoria, Tango-Central Componenets
- SBDM & Technology Committee participate in decision making
- Study Island/ Brain Pop/Science Lab/computer lab
- Computer access for all students
- Use of website and eSchool Plus among administration and parents to monitor students' progress.

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
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations

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 Released Test Questions
- 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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment 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 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.
- Career and Technical Education (CTE) data, including academic achievement, program growth, 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

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Mobility rate, including longitudinal 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

- Professional learning communities (PLC) 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
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals



Goal 1: 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: A minimum of 90% of students will achieve a Level II Recommended Performance on STAAR Assessments. A minimum of 40% of students will achieve a Level III Advanced Performance.


Evaluation Data Source(s) 1: STAAR scores / TPRI/TJL/CPALLS scores / TELPAS scores



Summative Evaluation 1:





Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June







<p>System Safeguard Strategy</p> <p>PBMAS</p> <p>Critical Success Factors</p> <p>CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) 1) Provide teachers with instructional support (district and campus/classroom based professional development and planning) that reinforces implementation of BISD instructional Programs.</p> <p>General supplies/materials will be purchased for professional development as needed.</p> <p>POPULATION: All students Sp. Ed. ELL At Risk Migrant Special Services BI</p> <p>TIMELINE: August 2017 June 2018</p> <p>CNA: pg. 10,12,15,17,</p>	<p>1, 2, 4, 10</p>	<p>Assistant Superintendents C&I Administrators Curriculum Specialists Program Lead Teachers Principals, Deans, Dept Chairs & Campus Lead Teachers</p>	<p>Professional Development District/campus developed assessments Evidence of TLI sustained initiatives</p> <p>The campus will have a 5% point increase in the number of students who reach Level II Satisfactory Standard (now Approaches Grade Level) and STAAR Advanced Standard (now Masters Grade Level) performance by 5 percentage points.</p> <p>Formative: training evaluations and walk-throughs with constructive feedback</p> <p>Summative: District and State academic assessment instruments</p>				
<p>Funding Sources: 211 Title I-A - \$15,064.00, 199 Local funds - \$9,418.00</p>							

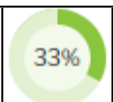
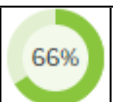


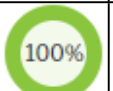

<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Utilize and provide research-based instructional, technology, Supplemental, and general instructional resources (such as printers and laptops), furniture, supplies, books/novels, and magazines subscriptions for classrooms and library to target interventions, and instruction, at the campuses to ensure that all students are prepared to meet the demands of standardized assessments (local, state, national).</p>	<p>1, 2, 9, 10</p>	<p>C&I Administrators, Specialists, District and campus Lead Teachers, Campus administration</p>	<p>The campus will show a 10% increase in the number of students meeting the 2018 passing standard on the campus-developed assessments and the STAAR assessments,</p> <p>Formative: Campus Benchmark data (Fall and Spring) BISD Instructional Feedback Form data (walkthrough data) SOY, BOY and MOY district and state assessments</p> <p>Summative: STAAR scores TPRI/TJL/C-PM Data TELPAS and TERRA NOVA/Supera</p>				
<p>Items will be purchased for the following content areas to help students be successful in mastering the TEKS objectives: Reading, Math, Science, Writing, Social Studies</p> <p>POPULATION: All students Sp. Ed. ELL Female Male At Risk Migrant Special Services BI</p> <p>TIMELINE: August 2017 June 2018</p> <p>CNA: 10, 17</p>		<p>Funding Sources: 211 Title I-A - \$11,755.00, 199 Local funds - \$1,000.00</p>					

<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>3) Support all students by providing teacher professional development opportunities to enhance implementation of strategies including: RtI, sheltered instruction, differentiated instruction, reading comprehension cognitive strategy routines (TLI) in all content areas (oral language skills that increase listening/speaking and reading/writing proficiency) based on student performance data to close the achievement gap and demonstrate progress.</p> <p>Population: TI-A Teachers ,TI-A Para-Professionals (Pre-K, Kinder, 1st-5th, Dyslexia, Computer, and Library), TI-A Students, All students</p>	<p>2</p>	<p>C&I Administrators, Specialists, Lead Teachers, Campus Administration, and campus TOT faculty and staff</p>	<p>The campus will have a 5 percentage point increase in the number of students meeting the passing standard</p> <p>Formative: Classroom observations Session Evaluations Benchmark Scores BOY/MOY/EOY data analysis BISD Instructional Feedback Form Workshop agendas and Sign-in sheets</p> <p>Summative: STAAR scores TPRI/Texas Lee/C-PM scores TELPAS TERRANOVA Supera data Texas Literacy Initiative Sustainability Plan</p>				
<p>Timeline: July 1, 2017 through June 30, 2018</p> <p>CNA PG.6, 10</p>	<p>Funding Sources: 199 Local funds - \$3,400.00</p>						





<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>4) Provide teachers with the necessary support, including appropriate research-based strategies, to implement the district initiatives and computer assisted supports to meet the needs of the students and ensure their success.</p> <p>Write for Success, Writing Portfolios, Tango Software, TLI Routines/Strategies HEB Read 3 Inclusion SIOP / ELPS Bilingual Model Adaptive Curriculum Mind Play Dyslexia Lab Think Through Math Compass Learning Odyssey</p> <p>Population TI, MI, ELL, SE, AR, GT, DYS, All students</p> <p>July 1, 2017 Through June 30, 2018</p> <p>CNA PG.6</p>	<p>4, 5, 10</p>	<p>C&I Administrators, Specialists, District and campus Lead Teachers, Principals, Deans,</p>	<p>Evidence of Implementation: BISD Instructional Feedback Form, 100% of walkthroughs will indicate application of the skills acquired during the professional development, Sign-in sheets, Workshop agendas, TLI strategies</p> <p>Evidence of Impact: Increase in the number of participants at the district, regional, state, and national level.</p> <p>Formative: Classroom observations, Benchmark Scores, BOY/MOY/EOY data analysis meeting PK-3, Fluency checks noted in elementary report card</p> <p>Summative: STAAR scores, TPRI/Tejas Lee/CIRCLE-PM scores, TELPAS, TERRA NOVA</p>				
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<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>5) Provide annual Response to Intervention (RtI) Training of Trainers (TOT) for campus staff to implement intervention through the RtI 3 Tier Model in order to support student academic growth and success.</p> <p>Population: TI, MI, ELL, SE, AR, GT, DYS, CTE, All students</p> <p>Timeline: July 2017 - June 2018</p> <p>CNA PG. 6, 15</p>	1, 4, 9	C&I Administrators, Specialists, District Lead Teachers, Principals, Deans, Dept Chairs & Campus Lead Teachers, PreK -5th Teachers	<p>Workshop agenda Sign-in sheets</p> <p>Decrease number of referrals to Special Education Program by 10% through the use of appropriate interventions.</p> <p>Formative: RtI plans and progress monitoring reports</p> <p>Summative: STAAR scores, TPRI/TJL/CPM data, TELPAS,</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>6) Utilize instructional technology by modeling within the context of instruction in core curriculum areas by using a variety of technology equipment (computer labs, Interactive tablets, Sensors/Interface Technology, interactive whiteboards, document cameras, student response systems, and graphing calculators in order to differentiate instruction and meet accessibilities / modifications.</p> <p>Population: TI, MI, ELL, SE, AR, GT, DYS, CTE, All students</p> <p>Timelines: July 2017 through June 2018</p>	1, 2	C&I Administrators, Specialists, District and CampusLead Teachers, Principals, Deans, Dept Chairs & Campus Lead Teachers, PreK through 12 Teachers, Technology Service Staff	<p>100% of walk-throughs will indicate application of the skills acquired during the professional development, Sign-in sheets, Workshop agenda</p> <p>Evidence of Impact: The district will have a 5 percentage point increase in the number of students meeting the 2018 passing standard.</p> <p>Formative: Classroom observation, PDS Session Evaluations,</p> <p>Summative: STAAR scores, TPRI/Tejas Lee /CIRCLEPM data, TELPAS,</p>				



<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>7) In an effort to promote physically and emotionally healthy students, the campus will implement CATCH (Coordinated Approach to Child Health) program, and a SHAC (School Health Advisory Committee) that will evaluate the implementation of the district initiatives as well as the policies such as sexual abuse of children.</p> <p>Population: TI, MI, ELL, SE, AR, GT, DYS, CTE, All students</p> <p>Timeline: July 2017 to June 2018</p>	1, 4, 6, 9	C&I Administrators, Specialists, District Lead Teachers, Principals, Deans, Dept Chairs & Campus Lead Teachers, PreK to 5 Teachers	<p>Formative: Classroom observation, Professional development evaluations</p> <p>Summative: Fitness Gram results</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>8) In an effort to increase early literacy and student achievement, the following Title I-A personnel and student support services, supplies/ equipment for campuses and department will be funded:</p> <p>PK-3 teachers and Para-Professionals, Research -Based Professional Development, CIRCLE training, Activities to Transition students from Pre-School to Public School;</p> <p>Population: PK-3 grade students</p> <p>Timeline: July 1, 2017 through June 30, 2018</p>	1, 2	TI-A Three-Year-Old Program Principals, Federal Programs Administrator, Supervisor, Deans of Instruction	<p>Personnel Requisitions, Monthly Payroll analysis, Developmental Pre-Test Checklist, Professional Leaves, Purchase Orders, Improvement on Developmental Post-Test Check-list by 10%, Walk-Throughs, Lesson Plans, TERRA NOVA</p> <p>Formative: Teacher Observations, BOY and MOY Test results, PK OWL Student Screening Assessments, PDS Evaluations, Head Starts Campus Visits</p> <p>Summative: TTESS, Job Description/Evaluations, PDS Transcripts, EOY results,</p>				
Funding Sources: 199 Local funds - \$2,300.00							



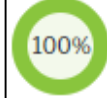

<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>9) Parent Trainers and Parent Liaisons educate parents so that they can better assist their children through the educational process and ultimately increase student achievement and attendance.</p> <p>POPULATION: Parental Involvement Staff</p> <p>TIMELINE: August 2017 - JUNE 2018 CNA: pg. 18</p>	2, 6	Federal Programs Administrator Parental Involvement Coordinator	<p>Formative: Parent Trainer Visitation Reports, Contact Logs, Benchmark Scores</p> <p>Summative: Completed Title I-A Parental Involvement Compliance Checklist, EOY Parent Survey, Parent Attendance Rates, Student Attendance Rates State Assessment Scores</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>10) Certified teachers and para-professionals will supplement allotted campus positions so that the needs of low performing students may be met through individualized small group instruction.</p> <p>Population: PK-3 - 5th Grade Students Population: All students. Timeline: July 1, 2017 through June 30, 2018 CNA: Pg. 16,17</p>	9	Principals, Deans of Instruction, Federal Programs Administrator, Coordinator and Supervisor.	<p>Personnel Requisitions, Monthly Payroll Analysis, Student Progress Reports, 5% Improvement on State Assessments (STAAR, TPRI/Tejas Lee/CIRCLE-PM), Walk-Throughs, Lesson Plans, TERRA NOVA Test Results.</p> <p>Formative: Teacher Observations, Lesson Plans, Student Classroom Grades and Progress Reports, CIRCLE-PM BOY, MOY Test Results.</p> <p>Summative: TTESS, Job Description/Evaluations, PDS Session Evaluations, State Assessment Results (STAAR, TPRI, Tejas Lee, EOY</p>				

<p align="center">Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>11) Class-size reduction teachers will address student academic needs through small group instruction in an effort to increase student academic achievement. (Title II-A)</p> <p>Campus personnel and stakeholders will attend opportunities at the national, state, regional and in-district conferences to engage in research-based professional development opportunities that will support effective transformational reform strategies, best practices and student learning. (Title I-A & Title II-A)</p> <p>Stipends for teachers will be provided in an effort to retain high-quality teachers in high-need schools. (Title I-A & Title II-A)</p> <p>Population: PK-3 - 5th Grade Sp. Ed. ELL Female Male At Risk Migrant Special Services BI students Population: Teachers in Certified Areas of Need Timeline: August 2017 - June 2018 CNA: Pg.17</p>	1, 3, 4, 10	Principals, Deans of Instruction, Special Programs Administrator and Supervisor	<p>Lesson plans, student grades, benchmark test scores, walk-throughs, PDS Session Evaluations. 5% increase in STAAR scores</p> <p>Formative: Classroom grades, campus benchmark scores, teacher observations, student progress reports,</p> <p>Summative: TTESS, Job Description/ Evaluations, State Assessment Scores (STAAR</p>	100%	100%	100%	100%
<p>Funding Sources: 199 Local funds - \$500.00</p>							

<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>12) Teachers will make academic assessment decisions in the following content areas: Reading, Math, Writing, and Science to improve student academic performance.</p> <p>Population: Sp. Ed. ELL Female Male At Risk Migrant Special Services BI students</p> <p>Timeline: July 2017 , June 2018 CNA: pg.10, 20</p>	4, 8, 10	C&I Administrators, Specialists, District Lead Teachers, Principals, Deans, Dept Chairs & Campus Lead Teachers, PreK through 5 Teachers	<p>100% of walkthroughs will indicate application of the skills acquired during the professional development</p> <p>Sign-in sheets Workshop agendas coaching</p> <p>The district will have a 10% increase in the number of students meeting the phase II passing standard</p> <p>Identify exemplar classrooms per campus</p> <p>Formative: Classroom observations P.D. Session Evaluations Benchmark Scores BOY/MOY/EOY data analysis meeting PK-5</p> <p>Summative: STAAR scores TPRI/TJL/C-PM scores TELPAS</p>				
<p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>13) Strategies to attract and keep high quality teachers in our school wide campus include the following: Lead teachers stipends, masters degree stipend, health medical insurance,and incentives for teacher appreciation week</p> <p>August 2017- July 2018</p> <p>Population: Teachers CNA: Pg. 14</p>	5	Principal, Assistant Principal, Dean of Instruction,and Title II Adminstrator	<p>July 1, 2017 Through June 30, 2018 CSR Personnel Requisitions (5th grade) Professional Leaves Class Schedules Monthly Payroll Reports Monthly Position Control Report 5% increase in STAAR scores P.D. Session Evaluations Title I Schoolwide Components</p> <p>Formative: District and Campus Benchmark Scores, Teacher Observations, Student Progress Reports, Training Evaluations Summative: PDAS, Job Description/ Evaluations, State Assessment Scores</p>				

<p align="center">Critical Success Factors CSF 1</p> <p>14) PK through 5th grades and Special Education students will attend fixed schedule library classes weekly, accessing current print and non-print materials to improve reading, research, and technology skills. POPULATION: TI MI ELL SE AR GT DYS TIMELINE: Weekly August 2017- June 2018 CNA pg. 14</p>	1, 2, 9	Librarian Library Clerk Classroom teachers Dean Principal	Formative Evaluation: Walkthroughs, student work, Library Lesson plans, Circulation Log, AR Participation, Reading Report Cards Grads				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6</p> <p>15) Core content area maintenance meetings for grades PK - 5 will be held in order to provide training for classroom teachers on instructional strategies and computer-assisted instructional programs to support student learning throughout the school year. Timeline: August 2017 - June 2018 CNA: PG. 12</p>	1, 4	C & I Administration, Curriculum Specialists, teachers, Administration, Deans of Inst.,	Formative: T.O.T. documentation Sign-in sheets Classroom visitation Coaching documentation PDS documentation Summative: PDS Evaluations				

<p>16) Curriculum specialists will provide teachers with the necessary support and training quarterly during the school year, including appropriate research-based professional development, to implement the district K-5 STEM initiative in order to rigorously challenge the students to continue their education in the areas of science, technology, engineering, and mathematics.</p>	<p>1, 2, 4</p>	<p>C & I administrators, STEM administrator, C & I Specialists, District Stem teachers, principals, and Deans of Instruction</p>	<p>BISD instructional feedback form 100% of walkthroughs will indicate application of skills acquired during the professional development and implementation of developed project-based learning experiences, maintenance training, sign-in sheets, and agendas.</p> <p>Formative: The campus will have a 2 percentage point increase in the middle school STEM program.</p> <p>Classroom observations, PDS session evaluations, benchmark scores</p> <p>Summative: STAAR scores</p>				
<p>17) Support participation of faculty and staff attendance at district and/or regional literacy conferences in order to target areas for improvement and provide turn-around training for explicit instruction, lesson design, classroom organization and delivery overviews of the information during district staff development days.</p> <p>Population: TI, MI, ELL, SE, AR, GT, DYS, CTE, All students</p>	<p>1, 2</p>	<p>Principals, Deans, Curriculum Specialist, Teacher-Language Arts Professional development department staff Sign-in sheets, Workshop agenda, PDS session roster and evaluations TLI routines documented in Instructional Feedback Form data</p>	<p>Sign-in sheets, Workshop agenda, PDS session roster and evaluations TLI routines documented in Instructional Feedback Form data</p> <p>Evidence of Impact: The campus will have a 5 percentage point increase in the number of students meeting the passing standard.</p> <p>Formative: RtI plans and progress monitoring reports</p> <p>Summative: STAAR scores, TPRI/Tejas Lee /CIRLCE-PM scores, TELPAS</p>				
<p>Critical Success Factors CSF 1</p> <p>18) In order to strengthen the foundation of Social Studies content and skills within the elementary grades, a Social studies specialist has been assigned to work solely with elementary campuses, allowing for more continuity and depth of training and classroom support.</p> <p>Timeline: August 2017 - June 2018</p>	<p>1, 2</p>	<p>C & I administrators assigned curriculum specialist Campus administrators</p>	<p>Increased number of formative and summative social studies assessments along with interdisciplinary lessons supporting Social Studies content in other core areas. Social studies benchmarks scores</p>				

<p align="center">Critical Success Factors CSF 1</p> <p>19) Support Early Childhood Education in order to increase early literacy and student school readiness the following options for high quality 3 year old programs will be in place: Title I Half Day (AM or PM) OR Full day sessions for students who qualify under low SES criteria NINOS Head Start Collaborative for students who qualify under the Free Lunch federal criteria Locally funded Full Day OR half-day sessions for ALL students for whom no other criteria applies *Title I-A personnel and student support services, supplies/ equipment for campuses and department will be funded: PK-3 teachers and Para-Professionals will receive Research-Based Professional Development, CIRCLE training, Activities to Transition students from Pre-School to Public School; Frameworks aligned to the PK Guidelines; Positive Beginnings for Classroom Management, etc. (supports Board Goal #1 priority) Population: PK-3-year-old students as of Sept. 1st Timeline: July 2017 - June 2018 CNA: Pg. 8</p>	1	TI-A Three-Year-Old Program Principals, Federal Programs Administrator, Supervisor, Deans of Instruction NINOS Head Start Staff	Formative: Teacher Observations, BOY and MOY C-PM Test results, PK OWL Student Screening Assessments, PDS Evaluations, Head Start Campus Visits, Personnel Requisitions, Monthly Payroll analysis, Professional Leaves, Purchase Orders, Walk-Throughs, Lesson Plans Summative: T-TESS, Job description and Evaluations, PDS Transcripts, EOY C-PM and OWL results +Improvement on CIRCLE-PM BOY to EOY improvement by 10% Note: CLI Engage state platform will track the C-PM data				
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<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>20) Provide district-wide instructional resources and computer assisted instruction that reinforces implementation of the BISD curriculum and initiatives including (but not limited to) professional development based on identified needs.</p> <p>Elementary: Language Enrichment HEB Read 3 Coding Initiative programs STEM</p> <p>K-5: Writing Portfolios Balanced Literacy Model Write for Success TLI Cognitive Routines/Strategies Inclusion (co-teach) Model Rosetta Stone Mind Play Dyslexia Lab Texas Gateways Adaptive Curriculum EduSmart Tango Software Brainpop Achieve 300 Fluency reports A-Z Learning LION TANGO/TRENDS</p> <p>Population: All student groups Timeline: July 2017 through June 2018 CNA pg. 7</p>	1, 2, 4, 8, 9	C&I Administrators, Specialists, Lead Teachers, Principals, Deans	<p>Formative: District Benchmark data (Fall and Spring) BISD Instructional Feedback Form data (walkthrough data) SOY, BOY and MOY district and state assessments Classroom observations, PDS Session Evaluations, Benchmark Scores, BOY/MOY/EOY data analysis meetings PK-5, Fluency checks noted in elementary report card</p> <p>Summative: STAAR scores TPRI/TJL/C-PM Data TELPAS and TERRA NOVA/Supera TMSFA</p>				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 2: The students in the public education system will demonstrate exemplary performance in the TEKS based fine arts programs, co-curricular, 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 with 92% meeting commended performance.

Evaluation Data Source(s) 1: Pre and Post skills tests, practice and performances.

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>1) Fine arts students will develop critical thinking and multi-tasking skills, and creativity, teamwork and character by participating in UIL contests, non-UIL contests, exhibitions, district/community events, and public performances.</p> <p>POPULATION: All students TIMELINE: August 2017- June 2018</p> <p>CNA: pg. 6,</p>	1, 2, 4, 9, 10	Fine Arts Teacher	F: Lesson plans S: Performance ratings, audience/student reaction				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>2) Fine arts teachers will be provided professional development annually</p> <p>Theater Arts curriculum will be implemented in the classroom.</p> <p>POPULATION: Sp. Ed., ELL, Female, Male, At Risk, Migrant ,Special Services, BI</p> <p>TIMELINE:August 2017- June 2018 CNA: pg. 7</p>	1, 2, 4	Music teacher UIL Coordinator and Coach Campus Administration PreK-5th teachers	Sign in sheets, evaluations, student performance ratings F: Lesson plans S: Performance ratings, audience/student reaction, evaluations				
Funding Sources: No Funds Required - \$0.00							



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

Performance Objective 2: GT students will be provided opportunities to demonstrate their diverse talents and abilities.

Evaluation Data Source(s) 2: Sign in sheets for Judges, Coordinators, Sponsors, Safety Members, Oracle Online software, Student Entry Forms.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) Science Fair Sponsors and Coordinators will be provided with training to promote participation at the campus and district level.</p> <p>POPULATION: GT STUDENTS</p> <p>TIMELINE: August 2017- June 2018</p> <p>CNA: PG. 16</p>	1, 2, 4	Science Fair Sponsors, Science Fair Coordinators, Administrators, Science Specialists, Department Chairs, STEM Teachers, Science Teachers	Number of campus entries, district entries, Regional and State Entries. Number of students in STEM classes.				
<p>Critical Success Factors CSF 1 CSF 3 CSF 4</p> <p>2) Campus will implement the GALAXY (GT) Program Campus will create a college going culture GT students will be encouraged and challenged to meet their full educational potential.</p> <p>POPULATION: GT students</p> <p>TIMELINE: August 2017 -June 2018</p> <p>CNA: pg. 16</p>	1, 2, 10	Campus Admin; Curr & Instr; Adv Acad; GT Teachers; Area Admi	: Master schedule; GT Student Rosters; S: State Assessment;				

<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>3) GT students will be encouraged and challenged to meet their full educational potential. Develop student leadership GT students will be provided opportunities to demonstrate their diverse talents and abilities.</p> <p>POPULATION: GT students</p> <p>TIMELINE: August 2017-June 2018 CNA: PG. 16</p>	1, 2, 10	Guid & Couns; Admin; Counselors; teachers	:Master schedule; GT Student Rosters s: State Assessment				
<p>Funding Sources: 199 G/T Advanced Academics - \$792.00</p>							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>4) GT Students will be served by a Certified Teachers who have completed all District/State required trainings and hours.</p> <p>POPULATION: GT students</p> <p>TIMELINE: August 2017- June 2018 CNA: PG. 16</p>	1, 2, 3, 4	Area Curr & Instr; Adv. Academis Couns; Campus Adm; Testing Coor GT Teachers	GT students will be provided opportunities to demonstrate their diverse talents and abilities.				
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

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:



Ben Brite Elementary School will develop prevention and intervention strategies that increase at-risk student achievement on STAAR by 10% and increase the at-risk student attendance rate by 10%.

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

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Accelerated instruction in the foundation curriculum will be provided during extended day and week tutorial programs in order to improve at-risk student achievement and reduce the retention rate. Population: AR, TI, MI, LEP Timeline: September 2017-May 2018 pg. 6, 10</p>	10	Campus Administration Administrator for State Compensatory Education	Formative: eSchoolPLUS Tutorial Schedule, Tutorial Lesson Plans, Classroom Observations, Student Progress Reports, Benchmark Scores Summative: STAAR, Retention Rate				
Funding Sources: 162 State Compensatory - \$31,049.00							
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>2) The Dean of Instruction will provide foundational learning experiences in order to better prepare at-risk student academically. Will conduct regular research-based professional development sessions in order to train and retain highly qualified personnel that will positively impact at-risk student achievement. Population: AR, TI, MI, LEP Timeline: August 2017- June 2018 pg. 10</p>	4	Principal Administrator for State Compensatory Education	Formative: ERO Session Evaluation Report, ERO Session Attendance Report, Lesson Plans, Classroom Observations, Student Progress Reports, Benchmark Scores Summative: STAAR, Retention Rate				
Funding Sources: 162 State Compensatory - \$57,264.00							

<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Supplement the Pre-Kinder Program to provide foundational learning experiences in order to better prepare at-risk student academically.</p> <p>An orientation for preschool children from Head Start to assist with the transition to Brite Elementary will be held annual in the spring and for 5th grade students and their parents to assist with the transition into middle school.</p> <p>Professional Salaries/wages</p> <p>Population: AR, LEP, TI, MI Timeline: August 2017- June 2018 pg. 10</p>	7	Campus Administration Administrator for State Compensatory Education	Formative: Lesson Plans, Classroom Observations, Student Progress Reports, C-PM(BOY and MOY) Summative: C-PM (EOY)			
<p>Funding Sources: 162 State Compensatory - \$95,204.00</p>						
<p>4) Provide computer-based instruction in the foundation curriculum in order to improve at-risk student achievement.</p> <p>Population: AR, TI, MI, LEP Timeline: August 2017- June 2018 Pg. 10</p>	4	Campus Administration Administrator for State Compensatory Education	Formative: Lesson Plans, Classroom Observations, Student Progress Reports, Benchmark Scores, Software Usage Report Summative: STAAR, Retention Rate			

<p style="text-align: center;">System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>5) Professional development and curriculum writing opportunities will be provided to campus personnel to enhance the provision of services for at-risk students in order to improve academic achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate.</p> <ul style="list-style-type: none"> -identification of at-risk students via state and local criteria -identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act -Budget and Program Compliance -Annual 504 Training to staff and parents <p>Staff Development Supplies will be provided to implement professional development for staff.</p> <p>POPULATION: AT-RISK, SP. ED., BILINGUAL TIMELINE: AUGUST 2017 - JUNE 2018</p> <p>CNA. PG. 10</p>	4	Campus Homeless Youth Coordinator Administrator for State Comp. Administrator for Special Programs	eSchoolPlus Special Programs Report eSchoolPLUS At-Risk Progress Report Verified Homeless and/or Unaccompanied Youth Enrollment Letter			
Funding Sources: 163 State Bilingual - \$2,000.00						

<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>6) Provide instructional support to campus staff and students by funding the following: additional researched based instructional resources, supplies, ink, paper, and copies for the media center to ensure that all at-risk students are prepared to meet the demands of standardized assessments (local, state, national) and state curriculum.</p> <p>POPULATION: AT-RISK, SP. ED., BILINGUAL TIMELINE: AUGUST 2017 - JUNE 2018</p> <p>CNA. PG. 10</p>	4, 9	Principal Ass. Principal Dean of Instruction Specialists	F: Student assessments Walkthroughs Lesson Plans S STAAR Results, report cards, AEIS repo			
<p>Funding Sources: 162 State Compensatory - \$18,449.00, 166 State Special Ed. - \$1,775.00, 163 State Bilingual - \$5,150.00, 263 Title III-A Bilingual - \$8,316.00</p>						
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>						



Goal 4: The students will be encouraged and challenged to meet their full educational potential.







Performance Objective 1: Ensuring that parents and community are provided information about the district attendance goals is encourages when reviewing campus strategies.

Evaluation Data Source(s) 1: increase the student attendance rates to 97.5% for elementary schools.

Summative Evaluation 1: Some progress made toward meeting Performance Objective

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 CSF 6</p> <p>1) Provide students with extra curricular activities, field trips, trophies, awards, and incentives to promote student achievement and attendance. unexcused absences and maximize instruction.</p> <p>POPULATION: Sp. Ed. ELL Female Male At Risk Migrant Special Services BI</p> <p>TIMELINE: August 2017- JUNE 2018</p> <p>CNA: pg. 10,</p>	1	Principal Assit. Principal Specialists Facilitator PreK-5th Teachers Special Programs Teachers	F: PEIMS Campus Attendance Percentage S: Rates each Six Weeks				
Funding Sources: 199 Local funds - \$2,400.00, 166 State Special Ed. - \$500.00							

<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>2) Accelerated Reader Program: Students will use the AR program on a weekly basis to promote and encourage the love of Reading. Rewards will be provided to students with the highest scores. Computers and Printers will be accessible to students for testing and will be part of the campus reading activities in K-5th grades.</p> <p>POPULATION: Sp. Ed. ELL Female Male At Risk Migrant Special Services BI</p> <p>TIMELINE: August 2017- JUNE 2018</p> <p>CNA: pg. 6</p>	<p>2, 9</p>	<p>Principal Assit. Principal C&I Specialists Dean of Instruction PreK-5th Teachers Special Programs Teachers Librarian</p>	<p>F: -Benchmark Scores - Student Progress Reports, Unit Tests, Progress Monitoring AR reports</p> <p>S: - STAAR, TELPAS, TPRI/Tejas Lee</p>			
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<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>3) Ensure that campus student attendance meets district and state rates so that students meet their full educational potential.</p> <p>PIEMS supervisor and attendance liaison will attend trainings to consistently monitor and communicate students daily absences and tardiness to parents and staff.</p> <p>Provide training as needed to effectively implement School Messenger Notification System procedures for effective monitoring of student attendance and maximize instruction.</p> <p>Recognize and award incentives to students with perfect attendance every six weeks and at the end of the year.</p> <p>All teachers will submit to the office the names of the students that are not present by 8:30 a.m. so that attendance clerk monitors attendance and call to parents is made.</p> <p>POPULATION: Sp. Ed., ELL, Female, Male, At Risk, Migrant, Special Services, BI TIMELINE: August 2017- JUNE 2018 CNA: pg. 6</p>	9	Principal Assit. Principal Dean of Instruction All teachers and staff PEIMS supervisor Attendance Clerk Attendance Liaison Pupil Services	F: *ERO Session Evaluation Report, *School Messenger and eSchool Reports, S:*Student Cases sent to Cameron County Truancy Court			
<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 5: School campuses will maintain a safe and disciplined environment conducive to student learning.







Performance Objective 1: Discipline referrals (office referrals, removals and expulsions, to Brownsville Academic Center TAP/PTP and JJAEP) will decrease by 5%.

Evaluation Data Source(s) 1: Maintain a safe and disciplined environment.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>1) Counselor will provide programs, social skills development, conflict resolutions to serve all student groups.</p> <ul style="list-style-type: none"> -gang awareness -bullying/harassment -unwanted physical/verbal aggression -sexual harassment -internet safety -drug, alcohol, and tobacco awareness <p>Principal will ensure that our campus counselors provide individual and group counseling sessions on a weekly basis in order to ensure that students' needs are addressed. POPULATION: Sp. Ed., ELL, Female, Male, At Risk, Migrant, Special Services, BI TIMELINE: August 2017- JUNE 2018 CNA: pg. 7</p>	9	Principal Assit. Principal Dean of Instruction All teachers and staff Counselor	F:Counselor logs, S: Audits				
Funding Sources: 199 Local funds - \$250.00							

<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>2) Campus Officers and Counselors, when possible, will address current trends and conflict resolution through presentations with students, parents, campus faculty and staff on:</p> <ul style="list-style-type: none"> Gang Awareness Bullying/harassment Dating Violence unwanted physical/verbal aggression Sexual Harassment Internet Safety Drug, Alcohol and Tobacco Awareness Gun Safety teen Community Emergency Response Team (CERT) Truancy Emergency Operations Plan (EOP)- Safety Procedures <p>POPULATION: Sp. Ed., ELL, Female, Male , At Risk, Migrant, Special Services, BI TIMELINE: August 2017- JUNE 2018 CNA: pg. 12</p>	9	Faculty and Staff Guidance and Counseling, Parental Involvement	F: Counselor Logs, PEIMS Disciplinary Reports, S: Evaluations				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>3) Notify parents of any discipline referral outlined in the Student Code of conduct so that parents are informed of situations.</p> <p>Provide training for administrators and new teachers through Review 360.</p> <p>POPULATION: Sp. Ed., ELL, Female, Male, At Risk, Migrant, Special Services, BI, TIMELINE: August 2017- JUNE 2018 CNA: pg. 7, 12</p>	9	Campus administration Counselor Custodial staff PreK -5th teaches Faculty and Staff	Formative: Student Referrals, Classroom Grades and Benchmark Scores. Summative: Attendance Rates, State Assessment Scores				

<p>Critical Success Factors CSF 1 CSF 4</p> <p>4) Develop and maintain an Emergency Operations Plan at each campus. Plan must be multi-hazard in nature. Must be reviewed and updated annually by the campus safety and security committee. Safety drills must be practiced as per BISD Police Dept. Provide student, staff, and Parent training in the areas of school safety and emergency management. Implement an identification security system at all campuses. All staff and visitors must display their identification while on campus.</p> <p>POPULATION: Sp. Ed., ELL, Female, Male, At Risk, Migrant, Special Services, BI</p> <p>TIMELINE: August 2017- JUNE 2018 CNA: pg. 7, 12</p>	1, 9	Campus Faculty and Staff, BISD Police and Security, Parental Involvement	F:Office Log-in Binders, Security Checks, S:Log of Sex Offenders Searches, Evaluation Sheets				
Funding Sources: No Funds Required - \$0.00							
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>5) Place and assign security officers throughout the year and keep an orderly and clean school climate.</p> <p>POPULATION: Sp. Ed., ELL, Female, Male, At Risk, Migrant, Special Services, BI</p> <p>TIMELINE: August 2017-JUNE 2018 CNA: pg. 11, 20</p>	9	Campus Administration, Campus Counselors, BISD Police and Security	F:Counselor Logs, PEIMS Disciplinary Reports, S:Evaluations				
Funding Sources: 199 Local funds - \$0.00							



<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>6) Assistance in the planning and execution of the overall health program l in an effort to improve overall student health and increase student academic performance will be carried out by Health Services (nurses) . In addition, the safety and discipline of the student will also be addressed.</p> <p>POPULATION: Title I-A Special Projects Nurse Campus Nurses</p> <p>TIMELINE: August 2017- JUNE 2018 CNA: pg. 11, 20</p>	1, 2	Health Services Administrator, Special Programs Administrator, and Federal Programs Administrator	F: Student Referrals, Classroom Grades and Benchmark Scores. S: Attendance Rates, State Assessment Scores.				
	Funding Sources: 199 Local funds - \$400.00						
<p>7) Provide and maintain a clean and safe environment for all students, faculty, and staff.</p> <p>POPULATION: Sp. Ed., ELL, Female, Male, At Risk, Migrant, Special Services, BI</p> <p>TIMELINE: August 2017-JUNE 2018 CNA: pg. 11, 20</p>	1, 2	Administrators Teachers Counselors Custodians	F. Walk throughs S. Evaluations				
	Funding Sources: 199 Local funds - \$6,300.00						
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </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: Annual performance objective will be a 10% increase of parents involved in ccampus/district parental involvement activities during each school year.







Evaluation Data Source(s) 1: Increase parental involvement by 10%

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

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 CSF 5 CSF 6</p> <p>1) Parent Trainers and Parent Liaisons educate parents so that they can better assist their children through the educational process and ultimately increase student achievement and attendance.</p> <p>POPULATION: Parental Involvement Staff</p> <p>TIMELINE: August 2017 - JUNE 2018 CNA: pg. 18 & 19</p>	6	-Parent Liaison -Principal	<p>Formative: Parent Trainer Visitation Reports, Contact Logs, Benchmark Scores</p> <p>Summative: Completed Title I-A Parental Involvement Compliance Checklist, EOY Parent Survey, Parent Attendance Rates, Student Attendance Rates State Assessment Scores</p>				
Funding Sources: 211 Title I-A - \$250.00							

<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>2) Conduct the following annual Title I-A required activities; Complete and disseminate a Parental Involvement Policy that delineates how parents will be actively involved at the district/campus level. Complete and disseminate a SchoolParent-Student Compact indicating each groups responsibility in order to ensure student achievement, specifically in the content areas. Title I-A Meeting to inform parents of the services provided through Title I funds Title I-A Parent Survey to evaluate the effectiveness of the District Parental Involvement Program</p> <p>POPULATION: Parental Involvement Staff TIMELINE: Sept. 2017 - Nov. 2018 CNA: pg. 18 & 19</p>	6	Parental Involvement Coordinator and Staff Principals Parent Liaisons	Formative: Meeting Minutes Peer Review Audits Signed S-P-S Compacts Summative: Title I-A Parental Involvement Compliance Checklist Parent Attendance rate Student Attendance rate EOY Parental Survey Results State Assessment Scores				
Funding Sources: No Funds Required - \$0.00							
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</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: - Parental Involvement Policy - School-Parent-Student Compact - District Improvement Plan -Eschool</p> <p>POPULATION:Parents and Community TIMELINE: Sept. 2017 - Nov. 2018 CNA: pg. 18 & 19</p>	2, 6	Parental Involvement Coordinator and Staff Principals Parent Liaisons SBDM/LPAC Committees	Formative: DPAC, LPAC and SBDM Meeting minutes Summative: Composite of Meeting Minutes, Completed Title I-A Parental Involvement Compliance Checklist				
Funding Sources: No Funds Required - \$0.00							

<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>4) Conduct an annual survey of Campus Administration and Staff to evaluate the support services provided by the Parental Involvement Department.</p> <p>POPULATION: BISD Employees TIMELINE: May 2018 CNA: pg. 18</p>	1, 6	Parental Involvement Coordinator and Staff ARE (Assessment, Research and Evaluation) Principals Parent Liaisons	Formative: Informal Survey Summative: EOY Survey results				
Funding Sources: No Funds Required - \$0.00							



<p>Critical Success Factors CSF 1 CSF 2 CSF 5 CSF 6</p> <p>5) Provide ample Parent Education opportunities through parent conferences, district support group meetings and parent training sessions at each campus Parent Center as well as the Special Services Family Center to disseminate information, services and/or referrals to agencies that address the needs and concerns in the following areas:</p> <ul style="list-style-type: none"> -Early Childhood Reading Strategies - Effective teaching strategies - Health Education-Families in Training - Special Populations (Bilingual, Dyslexia, G.T., Migrant, Special Education, 504) - Building Capacity: College Readiness, Technology - Drop-out and Violence Prevention -New Horizons - Community agencies / organizations - Special Education processes and procedures as well as services and procedural safeguards -Library Night will be held to promote family reading and literacy. -A Family Engagement Plan will be implemented in which PreK teachers and Librarian will provide reading activities to parents to help promote parent involvement and support for students. <p>POPULATION: Parents TIMELINE: AUGUST 2017- JUNE 2018 CNA: pg. 10, 18 & 19</p>	2, 6	Parental Involvement Coordinator and Staff Program Administrators Curriculum and Instruction Specialists Parent Liaisons Special Services Administrator, Family Center Staff and Department Staff	Formative: Meeting Minutes Training Session Evaluations Summative: EOY Parental Surveys Completed Title I-A Parental Involvement Compliance Checklist, Parent Attendance rates, Student Attendance rates, State Assessment Scores, Special Education Parental Evaluation Forms Sp. Services Dept. Analysis of parental concerns by campus-The Family				
Funding Sources: 211 Title I-A - \$0.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							





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 while receiving additional supplemental support in order to overcome the obstacles encountered due to their migrant lifestyle.

Performance Objective 1: 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 while receiving additional supplemental support in order to overcome the obstacles encountered due to their migrant lifestyle.

Evaluation Data Source(s) 1: Migrant students will show a mastery of 90% of all core subject areas.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

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 CSF 6</p> <p>1) All Migrant students will be provided with school/general supplies as needed. PFS migrant students will receive supplemental support services before other migrant students to ensure that the requirements delineated by NCLB Section 1304(d) are addressed.</p> <p>POPULATION: PFS/Migrant Students</p> <p>TIMELINE: August 2017- June 2018</p> <p>CNA: pg.6 & 10</p>	1, 10	<p>Special Program Administrator</p> <p>Campus Principals</p> <p>Migrant Funded: Teachers</p> <p>Campus Clerks</p>	<p>F: NGS</p> <p>Campus Reports</p> <p>Delivery Page w/ Signature</p> <p>S: Completed PFS Monitoring Tool</p>				
<p>Funding Sources: 212 Title I-C (Migrant) - \$400.00</p>							

<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>2) In order to secure the data needed to accommodate placement into appropriate supplemental instructional opportunities for PreK- 5 th grade migrant students pretest and post test results will be used by teachers and administrators to identify the migrant students performing below grade level. NOTE: At sites being served by a migrant teacher, teacher will provide additional supplemental opportunities and ensure participation.</p> <p>POPULATION: Migrant Students TIMELINE: August 2017- June 2018 CNA: pg. 7,12</p>	8	Sp. Programs Administrator Campus Principals Elementary Teachers	S: Benchmarks Tango Trends Reports EOY Assessment TPRI/Tejas LEE/ STAAR Results EOY Migrant Promotion Rates				
Funding Sources: No Funds Required - \$0.00							
<p>Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>3) Parents of migrant PK, Kinder, 1st and 2nd grades students will be provided with awareness sessions in order to illustrate how to academically support their children more effectively.</p> <p>POPULATION: Migrant Parents of PK-2nd grade students</p> <p>TIMELINE: August 2017- June 2018 CNA: pg. 7,12</p>	1, 2, 6, 10	Migrant Funded: Parent Liaison Recruiters	F: Visitation Logs Parent Meeting Evaluations S: Session Evaluations Participation Surveys				
Funding Sources: No Funds Required - \$0.00							

<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>4) Elementary migrant students will have an equal opportunity to attend the school district summer school programs to ensure promotion if needed or to participate in the enrichment migrant summer program. The migrant students will be provided with additional supplemental support by the respective campus in order to address academic, attendance needs and promote positive social engagement.</p> <p>POPULATION:Migrant and PFS PK-5 grade students</p> <p>TIMELINE: August 2017- June 2018 CNA: pg. 7,12</p>	10	Sp. Programs Administrator Campus Principals Campus Teachers Migrant Funded: Migrant Teachers Migrant Clerks	Formative: Eligibility Lists Attendance Sheets Progress Reports Summative: SS Promotion Report Teacher/Student Surveys				
Funding Sources: No Funds Required - \$0.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>5) Extended Day tutorial session may be held for migrant students at elementary campuses where there is a documented need for supplemental academic support in the core subjects in order to ensure that migrant students have the same opportunity to meet academic challenges as non-migrant students. NOTE: At sites being served by a migrant teacher, teacher will provide and ensure participation into supplemental opportunities</p> <p>POPULATION:Migrant and PFS PK-5 grade students</p> <p>TIMELINE: August 2017- June 2018 CNA: pg. 7,12</p>	10	Campus Admin Classroom Teacher Migrant Funded: Teacher Tutorial Teacher MSC	Formative: Benchmark Results Three-Week Progress Reports Summative: Migrant Promotion Rate EOY Student Grades EOY Migrant Sate assessment Results				
Funding Sources: No Funds Required - \$0.00							
<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 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.

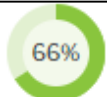
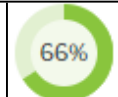
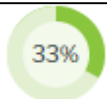
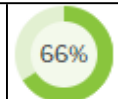
Performance Objective 1: Our vision for technology is to have all district stakeholders involved in the teaching and learning process seamlessly integrate technology to make informed decisions and advance student achievement and technology literacy to encourage and support creative, innovative, lifelong learning.







Evaluation Data Source(s) 1: All schools will be at Advanced Tech level in all four key areas of the Star Chart:

- 1. Teaching and Learning
- 2. Educator Preparation and Development
- 3. Leadership, Administration and Instructional Support
- 4. Infrastructure for Technology

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 2 CSF 3 CSF 4</p> <p>1) Utilize instructional technology by modeling within the context of instruction in core curriculum areas by using a variety of technology equipment (computer labs, Interface Technology, document cameras, tablets, clickers, hardware and software, etc) in order to differentiate instruction and meet accommodations. Project Share TSLP courses and e-portfolios will further develop the professional learning communities through campus based leadership teams (CBLT).</p> <p>POPULATION: Sp. Ed., ELL, Female, Male, At Risk, Migrant, Special Services, BI TIMELINE: August 2017- June 2018 CNA: pg. 22, 23</p>	1, 2	Principal Assit. Principal &I Specialists Dean of Instruction PreK- 5th Teachers Special Programs Teachers	<p>Formative: Lesson Plans Student grades Rubrics Electronic portfolios Walk-throughs</p> <p>Summative: EOY Student grades Rubric Electronic portfolios Presentations, Gradebooks/-Tech. Application TEKS STAR Chart</p>				
Funding Sources: 162 State Compensatory - \$16,150.00, 199 Local funds - \$0.00, 211 Title I-A - \$0.00							

<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) The Campus will increase the accessibility for all students in technology based instruction across all subject areas and students will be taught the technology TEKS in order to complete classroom assignments and promote critical thinking skills. The students will also develop projects that foster creativity, innovation, communication, collaboration, information fluency and digital citizenship in all content areas.</p> <p>POPULATION: All teachers TIMELINE: August 2017-June 2018 CNA: pg. 22</p>	10	<p>Career & Technology Education Adm. Special Programs Adm. Tech Services Adm. Principals Teachers</p>	<p>Formative: Lesson Plans Student grades Rubrics Electronic portfolios Walk-throughs Summative: EOY Student grades Rubric Electronic portfolios Presentations, Gradebooks/-Tech. Application TEKS STAR Chart</p>			
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>3) Teachers will participate in a minimum of 12 hours of technology professional development annually to better prepare and assist teachers with the integration of technology into the subject areas and the Technology Teacher Trainers will provide training and support for all teachers and students on etiquette training, the prevention of Cyber Bullying and the integration of technology in the classroom.</p> <p>POPULATION: All teachers TIMELINE: August 2017-June 2018</p> <p>CNA: pg. 22</p>	4	<p>Tech Services Technology Teacher Trainers Professional Development Adm. Principals Teachers</p>	<p>Formative: Professional Development Records ERO Walk throughs Summative: STaRchart Survey Results PDAS</p>			
<p>Funding Sources: No Funds Required - \$0.00</p>						

<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>4) Campuses will also allow the Technology Support Teacher (TST) adequate time weekly to support their campus in the integration of technology. Campuses will also hold a technology share fair annually in order to promote and assist with the integration of technology in the classroom and better prepare students for taking assessments and making presentations.</p> <p>POPULATION: All teachers TIMELINE: August 2017-June 2018</p> <p>CNA: pg. 22</p>	4	<p>Campus Technology Committee TST Tech. Services teachers Principals Campus TST Tech Services Specialists</p>	<p>Formative: ERO registration and evaluations Walkthroughs Summative: ERO Summary Report PDAS STAR Chart Survey Formative: Previous yr. Texas STaR Chart online ERO Reports Summative: Texas STaR Chart Survey Results</p>			
Funding Sources: No Funds Required - \$0.00						
<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 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) [added 12-6-2018]

Performance Objective 1: All BISD facilities will implement energy savings plans; maintain and upgrade current facilities to provide a healthy and positive learning environment by scheduling renovation/upgrade/improvement of at least 20% of instructional facilities annually over the next 5 years. (Board Goal 2) [added 01-12-2018]

Evaluation Data Source(s) 1: New Energy Plan adopted by district, updated Five-year facilities renovation plan

Summative Evaluation 1: Met Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) All campus program areas will purposely promote energy savings activities to support implementation of the district's energy savings plan. Population: All department and campus facilities Timeline: December 2017- June 2018 Need: Board approved goal priority	1	District Administration Campus Administration Facilities and maintenance staff	Complete implementation of the campus energy savings plan will result in decreased energy usage compared to prior year. Formative: Monthly comparison of energy usage Summative: Annual comparison of energy usage				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 10: The Campus 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) [added 12-6-2018]

Performance Objective 1: The Campus will ensure effective and efficient use of 100% of available budgeted funds to be used to meet the needs of all students. (Board Goal 3) [added 01-12-2018]

Evaluation Data Source(s) 1: Fiscal reports for campus, internal and external audit reports and FIRST ratings. [added 01-12-2018]

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) The Campus will support programs in the effect effective and efficient use of 100% of available budgeted funds based on the needs assessments. Population: Campus Stakeholders Timeline: December 2017- June 2018 Need: Board approved goal priority [added 01-12-2018]</p>	1	Campus Administration SBDM Committees	<p>Funding reports will indicate all funds were expended based on prioritized needs. Formative: monthly expenditure reports compared CIP Summative: end of year expenditure report</p>				
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

Goal 10: The Campus 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) [added 12-6-2018]

Performance Objective 2: The Campus will commit to a balanced budget which includes improved compensation for 100% of teachers. (Board Goal 3) [added 01-12-2018]

Evaluation Data Source(s) 2: Teacher and Staff CNA survey results.

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 1 CSF 2 CSF 3 CSF 7</p> <p>1) Give priority to teachers from high poverty/ high minority/ low performing campuses to participate in the Master of Education cohorts, establish Master Teacher Leaders, and explore financial incentives. Population: high poverty/ high minority/ low performing campuses students Timeline: December 2017- June 2018 Need: Equity Plan need and Board approved goal priority [added 01-12-2018]</p>	1	Campus administration HR Administration	<p>Compensation plan will reflect incentives available for teachers at high poverty/ high minority/ low performing campuses. Formative: draft of revised compensation plan Summative: approved revised compensation plan</p>				
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

Goal 11: All Campus programs 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) [added 01-12-2018]

Performance Objective 1: All Campus program areas will provide the BISD Public Information Office with features articles, student recognitions, co-extra-curricular activities, and parent/community events. (Board Goal 4) [added 01-12-2018]

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

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

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) The district will promote the history and origins along with current accomplishments of each campus weekly through the website and media venues. Population: BISD Stakeholders Timeline: December 2017- June 2018 Need: Decreasing enrollment/ Board approved goal priority [added 01-12-2018]</p>	1	District Administration Campus Administration	Weekly news articles will indicate a new campus each week. Formative: schedule of weekly articles Summative: listing of all campuses that were presented in weekly articles				
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	1) Provide teachers with instructional support (district and campus/classroom based professional development and planning) that reinforces implementation of BISD instructional Programs. General supplies/materials will be purchased for professional development as needed. POPULATION: All students Sp. Ed. ELL At Risk Migrant Special Services BI TIMELINE: August 2017 June 2018 CNA: pg. 10,12,15,17,
1	1	2	Utilize and provide research-based instructional, technology, Supplemental, and general instructional resources (such as printers and laptops), furniture, supplies, books/novels, and magazines subscriptions for classrooms and library to target interventions, and instruction, at the campuses to ensure that all students are prepared to meet the demands of standardized assessments (local, state, national). Items will be purchased for the following content areas to help students be successful in mastering the TEKS objectives: Reading, Math, Science, Writing, Social Studies POPULATION: All students Sp. Ed. ELL Female Male At Risk Migrant Special Services BI TIMELINE: August 2017 June 2018 CNA: 10, 17
1	1	3	Support all students by providing teacher professional development opportunities to enhance implementation of strategies including: RtI, sheltered instruction, differentiated instruction, reading comprehension cognitive strategy routines (TLI) in all content areas (oral language skills that increase listening/speaking and reading/writing proficiency) based on student performance data to close the achievement gap and demonstrate progress. Population: TI-A Teachers ,TI-A Para-Professionals (Pre-K, Kinder, 1st-5th, Dyslexia, Computer, and Library), TI-A Students, All students Timeline: July 1, 2017 through June 30, 2018 CNA PG.6, 10
1	1	4	Provide teachers with the necessary support, including appropriate research-based strategies, to implement the district initiatives and computer assisted supports to meet the needs of the students and ensure their success. Write for Success, Writing Portfolios, Tango Software, TLI Routines/Strategies HEB Read 3 Inclusion SIOP / ELPS Bilingual Model Adaptive Curriculum Mind Play Dyslexia Lab Think Through Math Compass Learning Odyssey Population TI, MI, ELL, SE, AR, GT, DYS, All students July 1, 2017 Through June 30, 2018 CNA PG.6
1	1	12	Teachers will make academic assessment decisions in the following content areas: Reading, Math, Writing, and Science to improve student academic performance. Population: Sp. Ed. ELL Female Male At Risk Migrant Special Services BI students Timeline: July 2017 , June 2018 CNA: pg.10, 20
1	1	20	Provide district-wide instructional resources and computer assisted instruction that reinforces implementation of the BISD curriculum and initiatives including (but not limited to) professional development based on identified needs. Elementary: Language Enrichment HEB Read 3 Coding Initiative programs STEM K-5: Writing Portfolios Balanced Literacy Model Write for Success TLI Cognitive Routines/Strategies Inclusion (co-teach) Model Rosetta Stone Mind Play Dyslexia Lab Texas Gateways Adaptive Curriculum EduSmart Tango Software Brainpop Achieve 300 Fluency reports A-Z Learning LION TANGO/TRENDS Population: All student groups Timeline: July 2017 through June 2018 CNA pg. 7

Goal	Objective	Strategy	Description
3	1	1	Accelerated instruction in the foundation curriculum will be provided during extended day and week tutorial programs in order to improve at-risk student achievement and reduce the retention rate. Population: AR, TI, MI, LEP Timeline: September 2017- May 2018 pg. 6, 10
3	1	5	Professional development and curriculum writing opportunities will be provided to campus personnel to enhance the provision of services for at-risk students in order to improve academic achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. -identification of at-risk students via state and local criteria -identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act -Budget and Program Compliance - Annual 504 Training to staff and parents Staff Development Supplies will be provided to implement professional development for staff. POPULATION: AT-RISK, SP. ED., BILINGUAL TIMELINE: AUGUST 2017 - JUNE 2018 CNA. PG. 10
4	1	3	Ensure that campus student attendance meets district and state rates so that students meet their full educational potential. PIEMS supervisor and attendance liaison will attend trainings to consistently monitor and communicate students daily absences and tardiness to parents and staff. Provide training as needed to effectively implement School Messenger Notification System procedures for effective monitoring of student attendance and maximize instruction. Recognize and award incentives to students with perfect attendance every six weeks and at the end of the year. All teachers will submit to the office the names of the students that are not present by 8:30 a.m. so that attendance clerk monitors attendance and call to parents is made. POPULATION: Sp. Ed., ELL, Female, Male, At Risk, Migrant, Special Services, BI TIMELINE: August 2017- JUNE 2018 CNA: pg. 6

State Compensatory

Budget for Brite Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
162-11-6118-00-140-Y-24-SSI-Y	6118 Extra Duty Stipend - Locally Defined	\$4,658.00
162-11-6118-00-140-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	\$8,767.00
162-11-6118-16-140-Y-30-ASP-Y	6118 Extra Duty Stipend - Locally Defined	\$17,624.00
162-11-6119-00-140-Y-34-PKK-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$95,204.00
162-13-6119-31-140-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$57,264.00
6100 Subtotal:		\$183,517.00
6300 Supplies and Services		
162-11-6395-62-140-Y30-TEC-Y	6395 Supplies, DP Operations - Locally Defined	\$1,045.00
162-11-6396-00-140-Y-30-000-Y	6396 Supplies and Materials - Locally Defined	\$1,000.00
162-11-6399-00-140-Y-30-000-Y	6399 General Supplies	\$11,449.00
162-11-6399-16-140-Y-30-000-Y	6399 General Supplies	\$3,000.00
162-11-6399-62-140-Y-30-000-Y	6399 General Supplies	\$3,000.00
6300 Subtotal:		\$19,494.00
6600 Capital Outlay Accounts		
162-11-6649-62-140-Y30-TEC-Y	6649 Capital Assets - Locally Defined	\$15,105.00
6600 Subtotal:		\$15,105.00

Personnel for Brite Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Anabel Salazar	Pre-Kinder Teacher	State Compensatory	.50
Delia Battista	Pre-Kinder Teacher	State Sompensatory	.50
Perla Gomez	Pre-Kinder Teacher	State Compensatory	.50
Rosa M. Cervantes	Dean of Instruction	State Compensatory	1

Title I

Schoolwide Program Plan

Brite Elementary School wide Program Plan

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

Brite 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.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

The Site-Based Decision-Making (SBDM) Committee conducted a comprehensive needs assessment, 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 state mandated assessments for the **2016-2017** school year and to increase the commended performance level in all content areas. In addition, TELPAS scores and the AMAO's must be increased as well. To accomplish these objectives, the staff will use the budgeted funds to implement school-wide reform that provide opportunities for all children to meet 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; (3) include strategies for meeting the educational needs of historically underserved populations; (4) RTI - include strategies to 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 standards; (5) address how the school will determine if such needs have been met; and (6) are consistent with and are designed to implement the State and local improvements plans. **(strategies 1.1, 1.2, 1.5, 1.6, 1.7, 1.11, 2.1, 2.1.1, 2.2.1, 2.2.2, 2.2.1, 2.2.4, 3.2, 3.4, 3.5, 4.1, 5.4, 5.6, 6.4)**

2: Schoolwide Reform Strategies

Implementation of Schoolwide Reform Strategies

Brite's comprehensive reading program provides a coherent instructional program that includes coordinated instructional sequences, ample opportunities

for teacher-directed application, guided practice, and independent practice. This occurs during a 90-minute block of uninterrupted reading instruction in each classroom. Activities and strategies targeted by the State incorporate all of the five essential components of reading instruction within our program . We understand that instruction for younger students involves a combination of reading and writing experiences that help them learn the purposes of literacy, as well as how written language functions. Children learn the pleasure of reading and writing and become familiar with the text structure and vocabulary through hearing texts read aloud. Children learn lettersound relationships in several different ways, including direct lessons; active, “hands-on” guided practice; and application of this basic information in reading and writing. Instruction in writing contributes substantially to children’s understanding about words. In each classroom, for example, a systematic and explicit word-study system has been established to help children learn spelling principles. **(strategies 1.1, 1.2, 1.3, 1.6, 2.1.1, 2.2.2, 2.2.3, 2.2.4, 4.1)**

3: Instruction by highly qualified professional teachers

Highly-qualified teachers will carry out the instructional program. 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. **(strategies 1.10,1.11, 2.24)**

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 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. Professional development will be in the areas of Reading, Math, Writing and Science for the STAAR assessment, TELPAS requirements and interventions, RTI interventions, and Differentiated Instruction for all students in need. **(CNA pages 27,30, 37, 38,) (Strategies 1.1, 1.5, 2.2, 2.2.1, 3.2, 3.4, 3.5, 8.3, 8.4)**

5: Strategies to attract highly qualified teachers

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. Therefore, the schoolwide plan must describe the strategies it will use to attract and retain highly qualified teachers. **(CNA pages 33) (Strategies 1.4,1.13)**

6: Strategies to increase parental involvement

Title I, Part A Funds will be used to partially finance strategies to increase parental involvement 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. **(CNA pages 32, 46-48) (strategies 1.9, 6.1, 6.2, 6.3, 6.4, 6.5)**

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

An orientation for preschool children from Head Start to assist with the transition to PK program will be held annually in the spring and for 5th grade students and their parents to assist with the transition into middle school **(CNA pages 31, 38)(strategies 1.8, 3.3)**

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 to measure student performance. Teachers will use data obtained from state assessments as well as other instruments, including but not limited to the SELP, TELPAS, and benchmark test, 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. **(CNA pages 33) (strategies 1.12)**

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. 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. RTI's will be reviewed and updated to maintain growth. Remediation will be on a weekly basis dependent on fluency and progress monitoring scores. Brite Elementary School will continue to provide the state mandated State Compensatory Education Program through campus as well as District funded initiatives. Teachers will work with at-risk students using a 30 minute remediation period three times a week. State Compensatory Education funds will be used to provide supplemental instructional materials and direct instructional services via categorical funded personnel. **(CNA pages 30) (strategies 1.5,3.1,4.1, 5.2,)**

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. Several of the strategies being implemented are jointly funded with Special Services and Title I Funds, e.g., after school tutorial programs. Professional Development activities are also paid for from Title I, Parts A and Local Funds. Title I Funds along with Title III, State Comp (162), Bilingual (263), SSI (404) funds are used to purchase supplemental instructional materials, and media **(CNA pages 27, 29, 30, 31) (strategies 1.1,1.8)**

In addition to those described above, MI Funds are used to identify and recruit children of migratory workers for supplemental services designed to reduce the educational disruptions and other problems that result from repeated moves. 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 while receiving additional supplemental support in order to overcome the obstacles encountered due to their migrant lifestyle. PFS Migrant students will be provided with clothing to help them overcome obstacles due to their migrant lifestyle and all migrant students will be provided with school supplies to help them be successful in their academics. **Migrant**

students are invited with other students to participate in tutorials. They are also offered remediation courses twice a week during Special Programs classes. TIII are 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. **Bilingual students participate in after school tutorials and Saturday Academics as needed .** (CNA pages 27, 37, 38, 49, 51, 52) (strategies 1.1, 3.1, 3.5, 7.1, 7.5, 7.6)

The campus will also continue to provide the state mandated State Compensatory Education Program through campus as well as District funded initiatives. **Teachers will work with all at risk students using a 30 minute remediation period three times a week. We offer school tutorials and supplies for AT-Risk students.** (CNA pages 30) (strategies 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 Guide to the Admission, Review and Dismissal Process. **Special Education students are offered after school tutorials and 30 minute remediation three times per week. Special Ed students also attend the Science and computer labs weekly.** (CNA pages 30, 37, 64) (strategies 1.4, 1.5, 1.6, 1.10, 1.11, 1.12, 2.1, 2.2.2, 2.2.3, 2.2.3, 2.2.4, 3.1, 8.2)

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alicia Martinez	Parent Liaison	Title I-A	1.00
Delia Werbiski	Pre-Kinder Aide	Title I-A Pre K Aide	1.00
Isela Rocha	Pre-Kinder Aide	Title I-A Aide	1.00
Jesus Garza	Aide	Title I-A Aide	1.00
Rosario Gomez	Library Aide	Title I-A Pre-K Aide	1.00

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Nicole Clint	Principal
Administrator	Santos Recio	Assistant Principal
Administrator	Rosa Cervantes	Dean of Instruction
Classroom Teacher	Sandra Barreda	3rd Teacher
Classroom Teacher	Olga Zamora	1st Teacher
Classroom Teacher	Alicia Trevino	Sp. Ed. Teacher
Classroom Teacher	Zorina Marks	5th Teacher
Classroom Teacher	Mariana Ramirez	Kinder Teacher
Classroom Teacher	Anabel Salazar	PreK Teacher
Classroom Teacher	Denise Ramirez	4th Teacher
Sp. Programs	Elma Johnson	Counselor
District-level Professional	Sandra Garcia	Reading Specialist
District-level Professional	Rita Hernandez	Area Asst. Superintendent
Non-classroom Professional	Alicia Martinez	Parent Liasion
Business Representative	Josh Olazaran	Salesperson
Business Representative	Rebecca Sanchez	Business Rep.
Community Representative	Vicente Mendez	Com. Rep.
Community Representative	Joey Tamayo	Com. Rep.
Parent	Miriam Arredondo	parent
Parent	Rosario Velez	parent

Campus Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	GENERAL SUPPLIES	199-11-6399-00-140-Y-11-011-Y	\$800.00
1	1	1	COPY PAPER	199-11-6396-00-140-Y-11-011-Y	\$1,500.00
1	1	1	GENERAL SUPPLIES	199-11-6399-00-140-Y-11-011-Y	\$800.00
1	1	1	GENERAL SUPPLIES	199-11-63-99-00-140-Y-11-011-Y	\$6,318.00
1	1	2	READING MATERIALS	199-12-6399-00-140-Y-99-000-Y	\$500.00
1	1	2	READING MATERIALS	199-12-6399-00-140-Y-99-000-Y	\$500.00
1	1	3	FOOD AND DRINKS	199-11-6499-53-140-Y-11-000-Y	\$1,000.00
1	1	3	TRANSPORTATION COSTS	199-11-6494-00-140-Y-11-000-Y	\$2,400.00
1	1	8	PARA-PROFESSIONAL OVERTIME	199-23-6121-00-140-Y-99-000-Y	\$350.00
1	1	8	GENERAL SUPPLIES	199-23-6399-00-140-Y-99-000-Y	\$1,950.00
1	1	11	MISCELLANEOUS OPERATING COSTS	199-23-6499-53-140-Y-99-000-Y	\$500.00
4	1	1	AWARDS	199-11-6498-00-140-Y-11-000-Y	\$900.00
4	1	1	AWARDS	199-23-6498-00-140-Y-99-000-Y	\$1,500.00
5	1	1	SUPPLIES/MATERIALS/TONER Counselor	199-31-6399-00-140-Y-99-000-Y	\$250.00
5	1	5	General Supplies Custodial	199-51-6315-00-140-Y-99-000-Y	\$0.00
5	1	6	Nurse-GENERAL SUPPLIES	199-33-6399-00-140-Y-99-000-Y	\$300.00
5	1	6	Nurse-GENERAL SUPPLIES	199-33-6399-00-140-Y-99-000-Y	\$100.00
5	1	7	EMPLOYEE OVERTIME-PARA PROFESSIONAL	199-51-6121-00-140-Y-99-000-Y	\$300.00
5	1	7	PLANT MAINTENANCE AND OPERATIONS	199-51-6121-00-140-Y-99-000-Y	\$6,000.00
8	1	1	Software	199-12-6299-00-140-Y-99-000-Y	\$0.00
8	1	1	Capital assests	197-12-6649-65-140-Y-99-000-Y	\$0.00
8	1	1	Software	199-12-6395-65-140-Y-99-000-Y	\$0.00
Sub-Total					\$25,968.00
Budgeted Fund Source Amount					\$25,968.00

					+/- Difference	\$0
199 G/T Advanced Academics						
Goal	Objective	Strategy	Resources Needed	Account Code		Amount
2	2	3	GENERAL SUPPLIES	199-11-6399-00-140-Y-21-000-Y		\$792.00
					Sub-Total	\$792.00
					Budgeted Fund Source Amount	\$792.00
					+/- Difference	\$0
162 State Compensatory						
Goal	Objective	Strategy	Resources Needed	Account Code		Amount
3	1	1	SSI Tutorial	162-11-6118-00-140-Y-24-SSI-Y		\$4,658.00
3	1	1	Regular Tutorials	162-11-6118-00-140-Y-30-000-Y		\$8,767.00
3	1	1	Extra duty pay	162-11-611-00-140-Y-30-ASP-Y		\$17,624.00
3	1	2	Dean of Instruction	162-13-6119-31-140-Y-30-000-Y		\$57,264.00
3	1	3	PROFESSIONAL SALARIES/WAGES	162-13-6119-31-140-Y-30-000-Y		\$95,204.00
3	1	6	COPY PAPER	162-11-6396-00-140-Y-30-000-Y		\$1,000.00
3	1	6	GENERAL SUPPLIES	162-11-6399-00-140-Y-30-000-Y		\$11,449.00
3	1	6	GENERAL SUPPLIES	162-11-6399-16-140-Y-30-000-Y		\$3,000.00
3	1	6	GENERAL SUPPLIES	162-11-6399-00-140-Y-30-000-Y		\$3,000.00
8	1	1	Software	162-11-6299-62-140-Y-30-000-Y		\$0.00
8	1	1	Instructional Desktops	162-11-6649-62-140-Y30-TEC-Y		\$15,105.00
8	1	1	Software	162-11-6396-62-140-Y30-TEC-Y		\$1,045.00
					Sub-Total	\$218,116.00
					Budgeted Fund Source Amount	\$218,116.00
					+/- Difference	\$0
163 State Bilingual						
Goal	Objective	Strategy	Resources Needed	Account Code		Amount
3	1	5	STAFF DEV. SUBS.	163-11-6396-00-140-Y-25-000-Y		\$2,000.00
3	1	6	K-5TH INSTRUCTIONAL RESOURCES	163-11-6396-00-140-Y-25-000-Y		\$5,150.00

Sub-Total	\$7,150.00
Budgeted Fund Source Amount	\$7,150.00
+/- Difference	\$0

166 State Special Ed.

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	6	GENERAL SUPPLIES	166-11-6399-00-140-Y-23-0P2-Y	\$787.00
3	1	6	GENERAL SUPPLIES	166-11-6399-00-140-Y-23-0P4-Y	\$788.00
3	1	6	TONER	166-11-6399-62-140-Y-23-0P2-Y	\$100.00
3	1	6	TONER	166-11-6399-62-140-Y-23-0P4-Y	\$100.00
4	1	1	AWARDS	166-11-6498-00-140-Y-23-0P2-Y	\$500.00
Sub-Total					\$2,275.00
Budgeted Fund Source Amount					\$2,275.00
+/- Difference					\$0

211 Title I-A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	EXTRA DUTY PAY	211-13-6118-00-140-Y-24-ASP-Y	\$12,175.00
1	1	1	EMPLOYEE TRAVEL	211-23-6411-23-140-Y-30-0F2-Y	\$1,400.00
1	1	1	SUBSTITUTES	211-13-6112-00-140-Y-30-0F2-Y	\$1,489.00
1	1	2	READING MATERIALS	211-11-6325-00-140-Y-30-0F2-Y	\$2,300.00
1	1	2	GENERAL SUPPLIES	211-11-6399-00-140-Y-30-0F2-Y	\$7,255.00
1	1	2	MISCELLANEOUS OPERATING COSTS	211-11-6299-00-140-Y-30-0F2-Y	\$2,200.00
6	1	1	Parent Liaison Travel	211-61-6411-00-140-Y-30-0F2-Y	\$250.00
6	1	1	Classified Parent Liaison	211-61-6129-00-140-Y-30-0F2-Y	\$0.00
6	1	5	Parent Center Food	211-61-6499-53-140-Y-30-0F2-Y	\$0.00
6	1	5	Parental Involvement Supplies	211-61-6399-00-140-Y-30-0F2-Y	\$0.00
8	1	1	Software	211-11-6118-00-140-Y-ASP-Y	\$0.00
Sub-Total					\$27,069.00
Budgeted Fund Source Amount					\$27,069.00

					+/- Difference	\$0
212 Title I-C (Migrant)						
Goal	Objective	Strategy	Resources Needed	Account Code		Amount
7	1	1	General Supplies	212-11-6399-00-140-Y-24-0F2-Y		\$400.00
					Sub-Total	\$400.00
					Budgeted Fund Source Amount	\$400.00
					+/- Difference	\$0
263 Title III-A Bilingual						
Goal	Objective	Strategy	Resources Needed	Account Code		Amount
3	1	6	GENERAL SUPPLIES/RESOURCES	263-11-6396-00-140-Y-25-000-Y		\$4,316.00
3	1	6	SUPPLEMENTAL AND INSTRUCTIONAL RESOURCES/SUPPLIES	263-11-6396-00-140-Y-25-000-Y		\$4,000.00
					Sub-Total	\$8,316.00
					Budgeted Fund Source Amount	\$8,316.00
					+/- Difference	\$0
					Grand Total	\$290,086.00