

# Brownsville Independent School District

## Del Castillo Elementary

### 2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard



# Mission Statement

## Mission Statement

**The mission of R. E. Del Castillo Elementary is to prepare the students with whom it has been entrusted to become lifelong learners and productive citizens in a progressive community by providing a personalized, diversified, quality education through a variety of learning experiences designed to meet today's and tomorrow's challenges.**

# Vision

## Vision Statement

**Our vision at R. E. Del Castillo is to provide all students with the opportunities to inspire college readiness through a rigorous and relevant curriculum by embracing all stakeholder shared interests and accountability.**

## **THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS**

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

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

### **State of Texas Goals and Objectives**

**Public Education Academic Goals** [Texas Education Code, §4.002] To serve as a foundation for a well-balanced and appropriate education:

GOAL 1: The students in the public education system will demonstrate exemplary performance in Reading and Writing of the English language.

GOAL 2: The students in the public education system will demonstrate exemplary performance in the understanding of Mathematics.

GOAL 3: The students in the public education system will demonstrate exemplary performance in the understanding of Science.

GOAL 4: The students in the public education system will demonstrate exemplary performance in the understanding of Social Studies.

**Public Education Objectives** [Texas Education Code, §4.001(b)] The objectives of public education are:

OBJECTIVE 1: Parents will be full partners with educators in the education of their children.

OBJECTIVE 2: Students will be encouraged and challenged to meet their full educational potential.

OBJECTIVE 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

OBJECTIVE 4: A well-balanced and appropriate curriculum will be provided to all students.

OBJECTIVE 5: Qualitative and highly effective personnel will be recruited, developed, and retained.

OBJECTIVE 6: The state's students will demonstrate exemplary performance in comparison to national and international standards.

OBJECTIVE 7: School campuses will maintain a safe and disciplined environment conducive to student learning.

OBJECTIVE 8: Educators will keep abreast of the development of creative and innovative techniques in instructional and administration using those techniques as appropriate to improve student learning.

OBJECTIVE 9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

## Value Statement

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Demographic Data is viewed on a daily basis. Daily attendance and At-Risk student data is analyzed to proceed with the campus' goals and objectives. Once attendance is taken on a daily basis, the teacher makes contact with the parent and inptust the conference on the parent log. In addition, eSchools Messenger calls the home of the student that is absent. A report from eSchools is collected for any students with disconnected phone numbers. The Parent Liaison updates the phone numbers regularly and the Data Entry Clerk enters the correct information in the system. Also the Parent Liaison collects a "Missing in Action", form by 8:15 a.m. from each teacher. The " Missing in Action" form is used to call students that have not arrived at school by 8:15 a.m. If a student accumulates 3 absences, then a "Home Visit" is requested to find out the reason for their absences. At-Risk students are closely monitored to make sure that they are academically successful. State compensatory funds are allocated to provide additional instruction through afterschool tutorial. Demographic concerns are addressed through daily attendance verification, afterschool tutorial attendance, teacher/ parent /administrator conferences, and the purchase of additonal resources. We monitor benchmark scores and progress reports to ensure LEP, At-Risk and Economically Disadvantages students meet reading and math assessment scores.

### Demographics Strengths

GT students continue to meet standard and participate in extra-curricular activities. ( Goal 4- Objective 1: Strategy 9).

5th Grade Economically Disadvantaged Students showed substantial improvement in Math. It was evident on the Math STAAR Assessments where 90% of the students met Level II.

Tier II Interventions continue to take place for Special Education, Dyslexia, Migrant, LEP, At-Risk, and Economically Disadvantaged Students.

## Student Achievement

### Student Achievement Summary

Data is disaggregated consistently to identify the areas needing improvement. Data is disaggregated on a weekly basis through the analysis of progress monitoring, student grades, fluency checks, TPRI/ Tejas Lee results and STAAR results from the previous year. Administrators and teachers look at student scores and break down the test categories and objectives to identify strength and weaknesses. Once weaknesses are identified teachers plan instruction accordingly to target the areas of weakness. If needed teachers plan for intervention instruction. The SBDM meets to disaggregate assessment data and discuss campus needs.

### Student Achievement Strengths

#### Based on the preliminary STAAR data from 2016-2017 School Year:

There was an increase in performance for all student groups in Level II Phase I for Reading, Math, and Science as compared to 2015-2016 TAPR Data.

The campus Met District Standard in Kinder Phonological Awareness, Phonics, and Listening Comprehension in TPRI EOY Results.

The campus Met District Standard in 1st Grade Phonological Awareness, Phonics, and Listening Comprehension in TPRI EOY Results.

The campus Met District Standard in 2nd Grade Word Reading and Phonics in TPRI EOY Results.

The campus Met Standard in the Accountability Rating for the STAAR Test.

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Del Castillo will increase All students Level III Advanced Performance by 6% in (Reading, Math, Writing, Science). (Goal 1-Strategy7: Local-General Supplies: \$3,500, State Comp \$ 10,703.00). **Root Cause:** The campus will need to purchase additional to support scientifically based research resources that are tightly aligned to the TEKS.

**Problem Statement 2:** Del Castillo will close the achievement gap between "All " students groups, English Language Learners and Special Education groups. **Root Cause:** The campus will continue with its Quarter 4 implementation and usage of quality data to drive instruction and strengthen the school's

effectiveness in redesigning the delivery and content of instruction.

**Problem Statement 3:** Del Castillo will continue to increase the Reading, Math, Writing and Science scores by using data driven instruction to provide targeted, individual instruction through remediation and tutorials. **Root Cause:** Teacher will need additional instructional resources and consumable supplies to ensure that all students are successful. ( Goal 1-Strategy 7: State Comp: \$17,714.00. State Comp. \$ 1,850.00).

**Problem Statement 4:** Del Castillo noticed that the lower grades need additional resources in Phonological Awareness, Phonics, Listening Comprehension, Fluency and Reading Comprehension. **Root Cause:** Del Castillo will purchase additional resources for students to increase the overall reading performances and comprehension. (Goal 1- Strategy 5-Local: \$300.00, Local \$3,228.00 ).

## School Culture and Climate

### School Culture and Climate Summary

The campus analyzes the school culture and climate to ensure that the students are being provided with a safe and disciplined environment conducive to student learning. Administrators and teachers meet to discuss matters related to providing a positive school culture and climate. The SBDM committee discusses issues and concerns at the SBDM Meetings. Del Castillo's plans, policies and procedures and safety issues are communicated to both parents and community members to assist the campus in providing a positive school culture and climate. Parents are strongly encouraged to get involved in volunteering opportunities that will assist their child's education. Administrators and teachers create a plan to improve issues that affect School Culture and Climate.

### School Culture and Climate Strengths

Del Castillo offers Supper Meals Monday-Friday for all children (18 and younger, and up to 19 if the student's birthday was during the school year).

The campus has a Teacher Appreciation Week which will be held in May 2018 to celebrate the hard work and dedication of our teachers.

Incentives will be provided throughout the school year to maintain motivation and campus morale. (Goal 5, Objective1, Strategy 4 - Local \$ 2,000.00).

Extracurricular Activities will be held on campus such as: Safety Rangers, UIL, Destination Imagination, Brainsville, Running Club, Science Fair Participants, Chess, Club Code, Cheerleading, and Spelling Bee.

Students will attend music and art classes every other week.

HEB Read 3 Program will be held for 3 year olds in the community.

All stakeholders will take part in decision-making via SBDM Meetings held on campus.

### Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Del Castillo needs additional resources for the P.E. program to provide the most adequate curriculum and instruction for all students . ( Goal 1- Strategy 11 : Local- P.E Equipment \$1,500.00). **Root Cause:** Del Castillo needs to purchase additonal P.E. equipment.

**Problem Statement 2:** Presentations are needed to bring awareness of the issues associated with Bullying and Safety. **Root Cause:** Del Castillo will ensure that Bullying and Safety Presentations will take place for all students to promote a safe, comfortable, learning environment. (Goal 3- Strategy 3: Local-

Counselor General Supplies \$ 300.00).

## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Summary

The campus promotes applied learning and development for all faculty and staff by providing professional development opportunities. In addition, the campus holds the following meetings: Grade Level Meetings with the Dean of Instruction, Grade Level Meetings with the Lead Teacher of the Department, Lead Teacher Meetings with the Principal, Faculty Meeting for the Certified Personnel, Staff Meetings with the Classified Personnel, SBDM Meetings, LPAC Meetings, RTI Meetings, Special Education/ Dyslexia Meetings. Furthermore, conferences are held with teachers on an as needed basis in order to create the best plan of actions and deliver the best instruction. New teachers receive extra support in order to feel more comfortable with the task at hand. Extra-curricular activities and campus programs take place in order to instill pride and honor in our school.

### Staff Quality, Recruitment, and Retention Strengths

Del Castillo has highly qualified teachers.

Del Castillo has most of its teachers Bilingually Certified.

Del Castillo's teachers who service GT students are all GT Trained. Also, GT Teachers receive additional training throughout the year

### Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** The campus will need professional development opportunities to meet the needs of the campus. Administrators and teachers will need to attend professional development opportunities in academic areas and meet to strengthen the delivery and quality of instruction. **Root Cause:** Staff Development and turn around trainings via Vertical Alignment Meetings held once every six weeks and Horizontal Meetings held weekly to enhance upon the rigor and instructional methods necessary to build upon the essential skills for the STAAR Assessment. (Goal 1-Strategy 1:Local:Staff Development-Local \$ 950.00, Local \$50.00, Title I-A-\$900.00, Title I-A \$300.00, Local- \$300.00).

**Problem Statement 2:** The campus lead teachers need printers and toner to promote the curriculum in meeting the needs of low-performing students. Teachers and students will be able to utilize the internet, websites, AR, Think Through Math, and I station to enhance their computer literacy skills. ( Goal 1-Strategy 8 Objective 1, Printers, \$5,000.00 and Toner \$2,000.00 ). **Root Cause:** The lack of funding is needed to address the identified needs and the strategies to address the students areas of weakness via the Campus Improvement Plan.

## Curriculum, Instruction, and Assessment

### Curriculum, Instruction, and Assessment Summary

Del Castillo will align all classroom instruction and assessments with our state and district curriculum. In addition, Del Castillo Elementary will utilize the frameworks provided by the district for all subject areas. According to the 2017-2018 School Year results of the CNA Teacher Survey, all teachers agreed or strongly agreed that the campus does a good job of implementing the district instructional frameworks in the classroom. Del Castillo Elementary is a data driven campus and uses different sources of information to tightly align the written and taught instruction. The campus incorporates technology: websites and software, multiple questioning strategies, and a variety of modes instructional strategies to meet the unique learning needs of the students.

### Curriculum, Instruction, and Assessment Strengths

Teachers at Del Castillo Elementary have knowledge of the curriculum components, TEKS, standards, data and test blue prints.

Teachers collaborate with campus administrators and curriculum specialist in order to provide the most appropriate curriculum and instruction to each student.

### Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** The 5th Grade students will increase their STAAR Science Assessments results by 10%. Stemscope software license will need to be updated for the 5th graders. **Root Cause:** The campus will need to maintain its usage of Living with Science Software as an instructional tool for Pre K-5th along with Stemscope software for the 5th Graders. ( Goal1-Strategy 3:State Comp.: \$ 1,400.00, State Comp.: \$351.75).

**Problem Statement 2:** The Edusmart Software will need to be used as a supplemental instructional tool for improvement in Science scores and essential knowledge. **Root Cause:** There is no cost associated or funding needed for its usage due to the fact: (The District provided the Edusmart Science CD's).

**Problem Statement 3:** The All-Inclusive Student Package for New Science and Math Adoption for Pre-Kinder/ Pre-Kinder 3 year old program - 5th Grade. **Root Cause:** (Funding-None needed : The District and the Company will provide the necessary resources and materials).

**Problem Statement 4:** Paper will be needed to run copies for activities, daily work and assessments. **Root Cause:** (Funding: Goal 1-Strategy 7: State Comp.: Paper- \$2,400.00).

**Problem Statement 5:** Migrant students will be provided with school supplies and additional academic resources on an as needed basis. **Root Cause:** (Funding: Goal - Strategy :



## Family and Community Involvement

### Family and Community Involvement Summary

Del Castillo Elementary continues to show an increase in Parental Involvement Activities and Meetings. Parent Meetings are held every Tuesday. In addition, parents help our teachers at the parent center by laminating materials, making copies, cutting paper, etc. on a weekly basis. In November, the students in Prek and Kinder invite their parents for a Thanksgiving feast at our school. In April, the parents are invited to a Dia De Los Ninos/ Dia De Los Libros Activity. These are just some of the examples of the activities offered for our parent to participate in at Del Castillo Elementary. Every year, Del Castillo participates in the HEB Read3 Program which includes parent and community involvement. Our school participates in the Adopt a School Program, so the community and businesses are involved in our program. Presenters are continuously being invited for Career Day, STAAR Rally, demonstrations, etc. Every year, our campus hosts a Veteran's Day Ceremony to honor the Veterans in our community.

### Family and Community Involvement Strengths

Del Castillo has a strong Parent Center. Parent Meetings are held on a weekly basis. Parents also assist on a weekly basis to prepare instructional materials for the teachers.

Del Castillo participates in the HEB Read3 Program and Adopt a School Program.

### Problem Statements Identifying Family and Community Involvement Needs

**Problem Statement 1:** Del Castillo requires resources to participate in the the Parental Programs. **Root Cause:** (Funding : Local -Goal 4-Strategy 5 \$100.00, Local Goal 4-Strategy 5: \$212.00).

**Problem Statement 2:** Del Castillo needs to continue to fund a Parent Liaison to assist with the execution of the parental involvement program. **Root Cause:** (Funding: Title I- 1 FTE: Goal 6- Strategy 9: \$ 22,849.00).

## School Context and Organization

### School Context and Organization Summary

Del Castillo Elementary requires a Daily Schedule to be posted in order to maximize instructional time. Additional writing will be allotted throughout the week. Grade Level Meetings are held on a weekly basis in order to plan and discuss the different content areas along with its curriculum and instruction. Topics of discussion are as follows: curriculum and instruction for all content areas, interventions through Tier II or tutorials, assessments (weekly, consistent benchmarks, state assessments), TEKS, reporting categories, readiness and supporting standards, STAAR blueprints, etc. In addition, faculty meetings are held on a monthly basis. Topics of discussion are as follows: safety, procedures, curriculum, professional development, etc., Content and language objectives need to be clearly posted. SBDM Meetings will take place on a six weeks basis to address matters such as: expenditure of funds, campus improvement plan, schedules, climate/ culture of the school, and parental involvement.

### School Context and Organization Strengths

The Campus will ensure that daily schedules, content and language objectives are posted.

Teachers understand the purpose of Grade Level Meetings. and the meetings are focused on the agenda items.

### Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** Del Castillo Elementary offers a safe and clean environment for our students. **Root Cause:** (Funding- Goal 1: Objective1-Strategy 7- Local \$400.00).

**Problem Statement 2:** Teachers will need to be involved in the decision making process of important educational issues at our campus. **Root Cause:** (Funding Source- None needed)

**Problem Statement 3:** Del Castillo Elementary will need to continue improving upon parental communication. **Root Cause:** (Funding Source - None needed).

# Technology

## Technology Summary

Technology integration will continue growing at Del Castillo Elementary. The campus has 2 fully equipped computer labs. It has 4 mobile cart with laptops. It has 1 mobile cart with Ipads. Each teacher has a laptop. Most teachers have a SmartBoard and a projector. Each classroom has student desktops. In addition, the new Math and Science adoption has a technology resource component. Intervention programs are available on all computers used by students and each student has numerous opportunities to interact with technology.

## Technology Strengths

Each teacher has a laptop. Each 5th grade student has access to a laptop. Each 5th grade student has a student account that allows them to utilize softwares such as: Living with Science, Stemsopes, Prodigy, AR, TTM, Istation. Each bilingual student in PreK, and Kinder has access to an Ipad Edusmart, Pearson, Realize AR, TTM and Istation as computer programs that are available to students.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Technology will need to be integrated into the classroom instruction by teachers and students by providing accessibility to computers for all students. **Root Cause:** (Funding Source- None needed).

**Problem Statement 2:** Software or online website access needs to be utilized by students on the campus. **Root Cause:** (Funding Source- Goal 3- Strategy 10: State Comp. Migrant funds for Software- \$ 200.00, Goal 1-Strategy 3: State Comp. \$1,400.00).

**Problem Statement 3:** Computer Catalogs will be offered to students in the library. **Root Cause:** AR Programs will be utilized to ensure reading comprehension (Funding Source -Goal 1-Strategy 5: State Comp.- \$ 5,000.00).

**Problem Statement 4:** Projectors, smartboards and /or cameras will need to be purchased for those teachers having difficulty with or lacking equipment. **Root Cause:** The projectors, cameras, smart boards or technology equipment needed will be purchased. (Funding Source - Goal 8-Strategy 5: State Comp. \$8,520.00).

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- 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
- 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)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data

- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

### **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- 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
- Teacher/Student Ratio
- 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
- Other additional data



# Goals



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

**Performance Objective 1:** Del Castillo Elementary will excel in having their students in 3rd -5th Grades increase their 2016-2017 STAAR results percent Level II Satisfactory Standard (now Approaches Grade Level) and STAAR Advanced Level (now Master Grade Level) performance from Reading 65% to 80%, 56% to 80% and 70% to 80% percentage points. Writing: 62% to 80%, Math: 71% to 80%, 75% to 80% and 90% to 100%, Science 74% to 84%.



**Evaluation Data Source(s) 1:** STAAR Assessment Data scores



## Summative Evaluation 1:



Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p><b>System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>1) Teachers and administrators will attend professional development opportunities to improve their level of rigor in the classroom and to monitor success in the classroom. Vertical and horizontal alignment meetings will be held to share information and teaching practices and strategies in order to facilitate students's transition from Pre-Kinder -5th grade as well as increase the level of rigor in lessons and instruction. (R) Population: TI MI ELL SE AR GT DYS Timeline: At the end of the 1st Six Weeks, Second Six Weeks, and Spring STAAR Assessments CNA, p. - 16</p>	2, 8	Administrators All Teachers and Support Staff	<p>Percentage increase in the following assessments in comparison to data obtain through the STAAR Assessment given in 2016-2017:</p> <p>CPALLS TPRI/ Tejas Lee 1st and 2nd Grade Six Weeks Assessments TELPAS 3RD-5TH Grade STAAR Assessments</p> <p>Formative Walk-Throughs, Lesson Plans Progress Reports</p> <p>Summative Data:  Teacher Evaluations (T-Tess), TAPR 2016-2017 TANGO TRENDS Data EOY Reports</p>				
Funding Sources: 211 Title I-A - \$1,600.00, 199 Local funds - \$1,300.00							



<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1</p> <p>2) Develop oral language skills and increase listening, speaking, reading and writing proficiency through REACH, ELPS, CCRS, AND ELAR strategies in the classroom in order for students to systematically transition in English. In addition purchase supplies and resources as needed for student academic success. The LPAC Committee will meet to assess the language proficiency and assessment of the English Language Learners.</p>	9	Administrators Bilingual Teachers and Bilingual Lead Teachers LPAC Members	<p>Increase in Level II Performance of ELL Students in the following assessments as compared to the 2016-2017 School Year: LPAC Minutes Formative: Lesson Plans Language Progress Reports</p> <p>Summative Data: CPALLS TPRI/ Tejas Lee 1st and 2nd Grade Six Weeks Assessments TELPAS 3RD-5TH Grade STAAR Assessments</p>			
<p>(R, ELA, M, S, S.S.)</p> <p>Population:</p> <p>ELL Students Timeline: Curriculum Daily</p> <p>LPAC - Once per six weeks</p> <p>CNA - P. 10.</p> <p>Population:</p> <p>TI MI ELL SE AR GT DYS</p> <p>Timeline: At the end of the 1st Six Weeks, Second Six Weeks, and Spring STAAR Assessments</p> <p>CNA, p. -</p>		<p>Funding Sources: 199 Local funds - \$4,000.00, 263 Title III-A Bilingual - \$5,475.00, 163 State Bilingual - \$3,600.00</p>				

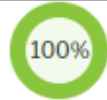


<p>3) The teachers will use Reading, Writing, Math and Science materials to master STAAR Standards, TEKS, Readiness and Supporting Standards. The students will demonstrate improvement in state assessments in Level II and Level III performance ( R, ELA, M, S, S.S.) Instructional materials, capital outlay, resources and supplies as needed will be provided to students or instructional use. Additionally, consumable supplies such as composition books for classroom use will be available to supplement the core curriculum and provide hands on practice and instruction, so that students will master the standards. Maintenance of classrooms for students will also be performed on a daily basis.</p>	2, 8	Administrators All Teachers and Support Staff Administrator for State Compensatory Education	<p>Increase in Performance Level II in the following STAAR assessments as compared to the 2016-2017 School Year:</p> <p>Benchmark, Assessments 3RD-5TH Grade Formative Walk-Throughs, Lesson Plans Progress Reports</p> <p>Summative Data:</p> <p>2017-2018 STAAR Results TPRI/ Tejas Lee EOY Data Evaluations+</p>			
<p>Population:</p> <p>TI MI ELL SE AR GT DYS</p> <p>Timeline: Fall 2017 and Spring 2018</p> <p>CNA, p. - 10, 11, 12.</p>	<p>Funding Sources: 211 Title I-A - \$9,598.00</p>					

<p>4) Provide Professional Development opportunities in the area of Reading through turn-around trainings by selected teachers and Administrators who guide planning for student improvement (R, ELA)</p> <p>Population:</p> <p>TI MI ELL SE AR GT DYS</p> <p>Timeline:</p> <p>Fall 2017 - Spring 2018</p> <p>CNA, p. -</p>	<p>4, 5</p>	<p>Administrator Selected Teachers and Support Staff</p>	<p>Increase Level II Performance in the following 2017-2018 STAAR assessments as compared to the 2016-2017 School Year:</p> <p>Formative Walk-Throughs, Lesson Plans Progress Reports</p> <p>Summative Data:</p> <p>CPALLS Pre-K Results K- 3rd TPRI/ Tejas Lee Six Weeks Assessments TELPAS 3RD-5TH Grade STAAR Assessments</p>			
<p>Funding Sources: 199 Local funds - \$2,000.00</p>						

<p>5) The campus will implement intervention through the Response to Intervention (RTI) 3 Tier Model in order to support student academic growth and success.</p> <ul style="list-style-type: none"> <li>* Universal Screening</li> <li>* All interventions should be scientifically research based.</li> <li>* Documentation of interventions and progress monitoring</li> <li>* Use data to identify areas of need.</li> <li>* Monitor progress of struggling students</li> <li>* Adjust instruction / interventions</li> <li>* Review student outcome data to evaluate instruction</li> <li>* REVIEW 360</li> </ul> <p>Tier I - A minimum of 90 minutes devoted to ELAR instruction.</p> <p>Tier II- 30 minutes per day in small group in addition to the core instruction.</p> <p>Tier III - 30 minutes per day in individual or small group instruction in addition to the core curriculum.</p> <p>(R, ELA, M)</p> <p>Population:</p> <p>TI MI ELL SE AR GT DYS</p> <p>Timeline: Daily</p> <p>CNA, p. -</p>	<p>2, 9</p>	<p>Administrators All Teachers and Support Staff</p>	<p>Decrease by 5% in the number of Tier II and Tier III students compared to the 2016-2017 School Year: RTI Forms</p> <p>Summative: CPALLS TPRI/ Tejas Lee 1st and 2nd Grade Six Weeks Assessments TELPAS 3RD-5TH Grade STAAR Assessments</p> <p>Report Cards</p>			
<p>Funding Sources: No Funds Required - \$0.00</p>						

<p>6) PreK-5th Grade students will use an A-Z Word Wall to learn academic vocabulary. The word wall will be interactive and utilized throughout the content areas.</p> <p>Population:</p> <p>TI MI ELL SE AR GT DYS</p> <p>Timeline: Daily</p> <p>CNA, p. -</p>	2	Administrators All Teachers and Support Staff	<p>Increase by 5% in Level III Advanced Performance in the following assessments:</p> <p>Word Wall</p> <p>Formative: Benchmark Results CPALLS TPRI/ Tejas Lee 1st and 2nd Grade Six Weeks Assessments TELPAS Report Card Grades</p>				
<p>Funding Sources: 162 State Compensatory - \$1,600.00</p>							



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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

**Performance Objective 2:** The campus will become data driven via utilizing a coordinated systematic assessment plan.

**Evaluation Data Source(s) 2:** CPALLS

- TPRI/ Tejas Lee
- 1st and 2nd Grade Six Weeks Assessments TELPAS
- 3RD-5TH Grade STAAR Assessments





- Formative Walk-Throughs,
- Lesson Plans
- Progress Reports





Summative Data:





- Teacher Evaluations (T-Tess),
- TAPR 2016-2017
- TANGO TRENDS Data
- EOY Reports

**Summative Evaluation 2:**







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

<p>1) The campus will implement a coordinated systematic plan at the campus and classroom level that includes the use of CIRCLE/ CPALLS, TPRI/ TEJAS LEE, STAAR Progress Monitoring Assessments, Benchmarks, TELPAS and Language Progress Reports to provide reinforcement of reading skills to all students (R) Population: TI, MI, ELL, SE, AR, GT, DYS Timeline: Once a Month CNA page:</p>	2, 8	Administrators All Teachers and Support Staff	<p>Percentage increase in the following assessments in comparison to data obtain through the STAAR Assessment given in 2016-2017:</p> <p>CPALLS TPRI/ Tejas Lee 1st and 2nd Grade Six Weeks Assessments TELPAS 3RD-5TH Grade STAAR Assessments</p> <p>Formative: Campus Benchmarks, PMA Results, TPRI/ Tejas Lee, Progress Monitoring, Progress Reports, Grades</p> <p>Summative: STAAR Results, Report Cards TELPAS, TPRI/ Tejas Lee CPALLS</p>			
<p>2) Computer Software Programs will be used by students in Grades 1-5 to improve student achievement. This includes the Renaissance Learning Accelerated Reader Software Program, Think Through Math, Istation, Living with Science, Learning A-Z, Stemscoopes and supplemental computer software will be used for Kinder-5th Grade student achievement (Reading, Writing, Math, Science) Population: TI, MI, ELL, SE, AR, GT, DYS Timeline: sessions 1 time per week CNA, p. 16.</p>	9	Administrators Kinder -5th Grade Teachers TST Curriculum Specialists	<p>Increase in Level III Advanced Performance Usage Reports</p> <p>Formative: Lesson Plans Walk Throughs AR Reports</p> <p>Summative: STAAR Results TPRI /TEJAS LEE Results TELPAS Results CPALL Results</p>			
Funding Sources: 162 State Compensatory - \$0.00						

<p>3) To promote and ensure physical fitness, students in Grades K-5th will be provided with moderated to vigorous physical activity each day in physical education for at least 30 minutes a day or a minimum of 135 minutes a week so that everyone will be in compliance with Senate Bill 530 effective 09/01/2007.</p> <p>Population:</p> <p>TI MI ELL SE AR GT DYS</p> <p>Timeline: Daily</p> <p>CNA, p. - 13.</p>	<p>3, 10</p>	<p>Administrators P.E. Teacher</p>	<p>100% Fitness Assessment Data Catch Binder Schedules Formative: Classroom Observations Student Attendance Updated District Policy</p> <p>Summative:  School Health Index Physical Fitness Assessment</p>			
<p>Funding Sources: 199 Local funds - \$1,500.00</p>						
<p>4) Assess student fitness in Grades 3rd-5th to improve the health and well being of all students and be in compliance with the requirements of Senate Bill 530 effective 09/01/2007.</p> <p>Population:</p> <p>TI MI ELL SE AR GT DYS</p> <p>Timeline: Spring 2018</p>	<p>3, 10</p>	<p>Administrators P.E. Teacher</p>	<p>100% Fitness Assessment Data Fitness Gram Schedules Formative: Classroom Observations Student Attendance Summative: School Health Index Physical Fitness Assessment</p>			
<p>Funding Sources: No Funds Required - \$0.00</p>						

<p>5) Maintain and improve Coordinated Approach to Child Health ( CATCH) Teams that implement the Coordinated School Health Program K-5TH by developing goals and objectives based on fitness assessment data, academic performance, attendance rates, academic disadvantages and the use of success of any method in order to ensure students are reaching required moderate to vigorous physical activity (MVPA)&lt; and any other indicator recommded by School Health Advisory Council (SHAC) in order to comply with Senate Bill 19 and Senate Bill 892 effective 09/01/2009.</p> <p>Population:</p> <p>CATCH TEAAMS</p> <p>Timeline: May 2018</p>	<p>3, 10</p>	<p>Principal Catch Team Members</p>	<p>Increase CATCH Binder by 5 points School Health Index Assessment</p> <p>Formative:</p> <p>CATCH Binder School Health Index</p>			
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p>6) The campus will establish teams of parents that will participate in physical activity and nutrition education throughout the year which will be known as Families in Training (FIT) in order to comply with Senate Bill 530 effective 09/01/2007. Parent Exercise Classes will be held in the Cafeteria during the a.m. hours, Fitness Room accessibility.</p> <p>Population:</p> <p>Volunteer Parents</p> <p>Timeline: Once per week minimum August 2017 - June 2018</p>	<p>2, 6</p>	<p>Administrators Parent Liaison Nurse</p>	<p>Weighted decrease by 5 lbs. School Health Index Assessment</p> <p>Formative:</p> <p>Sign-In Sheets</p> <p>Summative:</p> <p>Participant Screening Reports and Evaluations.</p>			
<p>Funding Sources: No Funds Required - \$0.00</p>						





<p>7) Federal Programs will continue to fund campus nurse at 40% to assist with the execution of the health program aimed at monitoring and assisting low-performing students at school-wide campuses to improve overall health in order to improve student attendance performance. Will also provide monies to purchase nurse supplies to assist student needs as they arise.</p> <p>Population:</p> <p>TI MI ELL SE AR GT DYS</p> <p>Timeline: August 2017- June 2018</p> <p>CNA p. -9.</p>	<p>1, 2</p>	<p>Administration Nurse</p>	<p>Student Health and Attendance Increase by 4%</p> <p>Nurse Log</p> <p>Formative:</p> <p>Time and Effort Logs Nurse and Health Student Referrals</p> <p>Summative:</p> <p>EOY Attendance Reports STAAR Results</p>			
<p>Funding Sources: 211 Title I-A - \$26,301.00, 199 Local funds - \$300.00</p>						
<p>  = Accomplished          = Continue/Modify          = No Progress          = Discontinue       </p>						







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

**Performance Objective 3:** Provide Professional Development opportunities in the areas of Reading through turn around trainings by selected teachers and Administrators who guide planning by selected teachers and Administrators who guide planning for student improvement.

**Evaluation Data Source(s) 3:** Sign In sheets, Professional Development System Agendas, Formative: Pre-K, CPALLS Results, K-3rd: TPRI, Tejas Lee. 3rd -5th Grade Benchmark results Summative: CPALLS, TPRI/ Tejas Lee, STAAR, TELPAS Results

**Summative Evaluation 3:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>1) Highly qualified paraprofessionals will assist the needs of low performing students through individualized and small group instruction in order to enhance their skills.</p> <p>Population:</p> <p>TI MI ELL SE AR GT DYS</p> <p>Timeline: Daily</p> <p>CNA p. 10. CNA, p. -</p>	2, 9	Paraprofessionals Teachers Administrators	<p>6% Increase in TPRI, LION, Tejas Lee Assessments</p> <p>Observations and Conferences:</p> <p>Formative:</p> <p>Walk-throughs</p> <p>Summative:</p> <p>TPRI/ TEJAS LEE/ LION</p>				
<p>Funding Sources: 211 Title I-A - \$95,131.00, 163 State Bilingual - \$22,872.00</p>							

<p>2) Highly qualified professionals will assist the needs of low performing students through individualized and small group instruction in order to enhance their skills.</p> <p>Population:</p> <p>TI MI ELL SE AR GT DYS</p> <p>Timeline: Daily</p>	3	Teachers Administrators	6% Increase in TPRI, LION, Tejas Lee Assessments				
			<p>Observations and Conferences:</p> <p>Formative:</p> <p>Walk-throughs</p> <p>Summative: CPALLS Benchmark Results STAAR Results TPRI/ TEJAS LEE/ LION</p>				
		Funding Sources: 162 State Compensatory - \$9,373.00					
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

**Performance Objective 4:** The Librarian will provide instruction about library skills, research skills on a weekly basis to increase skills needed to enhance their comprehension skills in reading.

**Evaluation Data Source(s) 4:** Reading: Word Reading Assessments , Fluency Assessments and AR Results

**Summative Evaluation 4:**



Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p><b>PBMAS</b></p> <p>1) The librarian will provide instruction about other Library skills and research skills to student on a weekly basis to increase reading skills in all grade level and increase student achievement. Books will be purchased to supplement our current inventory in the library. Instructional classroom book sets will also be purchased to supplement our reading materials and to increase our reading skills (R, ELA)</p> <p>Population:</p> <p>TI MI ELL SE AR GT DYS</p> <p>Timeline: Once a Week</p> <p>CNA, p. - 13 and 18.</p>	9	Librarian, Teachers Administrators	<p>Reading Fluency will increase by 15 words every six weeks</p> <p>Schedules</p> <p>Formative: Walk throughs</p> <p>Summative:</p> <p>2017-2018 STAAR Results TELPAS TPRI Results</p>				
<p>Funding Sources: 199 Local funds - \$8,528.00</p>							
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							



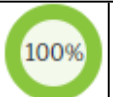




**Goal 2: The students in the public education system will demonstrate exemplary performance in the TEKS based fine arts programs, co-curricular, athletic programs, and extra-curricular activities.**

**Performance Objective 1:** Students of all groups will be able to display their work in at least 3 different locations and compete in at least 2 different competitions.

**Evaluation Data Source(s) 1:** Art and Music Displays and Competition Results

**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
1) Students from Pre-Kindergarten to Fifth grade will attend art and music class every other week.  Population:  TI MI ELL SE AR GT DYS  Timeline: August 2017 -June 2018	3	Administration Music and Art Teachers	Increase Art and Music activities participation by 5 % Rotation Schedule  Formative:  Lesson Plans  Summative:  Art and Music Displays Report Card Grades				
Funding Sources: 199 Local funds - \$840.00							

<p>2) Elementary 4th -5th Grade students will compete in UIL Art and Music to expose them to art history and to develop listening skills in music.</p> <p>Population:</p> <p>TI MI ELL SE AR GT DYS</p> <p>Timeline:</p> <p>December 2017</p>	<p>3</p>	<p>Principal Music Teacher Art Teacher UIL Coaches</p>	<p>At least 1 student places in the Top 3</p> <p>Formative:</p> <p>Practice Schedule</p> <p>Summative:</p> <p>Performance Ratings</p>				
<p>Funding Sources: 199 Local funds - \$100.00</p>							
<p>  = Accomplished          = Continue/Modify          = No Progress          = Discontinue       </p>							

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

**Performance Objective 2:** To increase participation in athletic programs by 5%.

**Evaluation Data Source(s) 2:** Rank one student rosters will be evaluated.

**Summative Evaluation 2:**

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

**Performance Objective 3:** Participation in Science competitions and extra Curricular activities will increase by 10% for grades 3rd through 5th.

**Evaluation Data Source(s) 3:** Sign in sheets for Judges, Coordinators, Sponsors, Safety Members, Online software, Student Entry Forms

**Summative Evaluation 3:**








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

**Performance Objective 4:** Participation in Social Studies co/extra-curricular activities will increase by 10% at all grade levels.

**Evaluation Data Source(s) 4:** Sponsor and Judges Sign-in Sheets, Student Entry Forms, Double Click Democracy Software

**Summative Evaluation 4:**

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

<p>1) All PreK-5th Grade students will participate in Kids Voting USA.</p> <p>Population: Kinder -5th Grade</p> <p>Timeline: October 2017</p>	<p>2</p>	<p>Kinder -5th Grade Teachers Librarians Counselor Administrators Librarian</p>	<p>Formative: Student logs</p> <p>Summative: Percent of Student Voting</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>							
<p>  = Accomplished      = Continue/Modify      = No Progress      = Discontinue </p>							



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

**Performance Objective 5:** To increase participation in Advanced Academics co- and extra-curricular activities by 10% over 2016 participation.

**Evaluation Data Source(s) 5:** Judges, coordinators, and sponsors Sign-In sheets, Student Entry or Participation Forms

**Summative Evaluation 5:**

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

**Performance Objective 6:** Every campus will send a Spelling Bee representative to the BISD Annual Spelling Bee held in February.

**Evaluation Data Source(s) 6:** Spelling Bee video recording, # of students advancing to Regional Spelling Bee and beyond.

**Summative Evaluation 6:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Every campus will send a Spelling Bee representative to the BISD Annual Spelling Bee  Timeline: February 2018	3	Spelling Bee Sponsor Principal Dean of Instruction	Formative:  The number of spelling be partiipants.  Summative:  Spelling Bee Competition				
Funding Sources: No Funds Required - \$0.00							
= Accomplished                 = Continue/Modify                 = No Progress                 = Discontinue							





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





**Performance Objective 1:** All campuses will develop prevention and intervention strategies that increase at-risk student achievement on STAAR by 10%, increase the At-Risk Student Attendance Rate by 10%, reduce the Middle School Dropout Rate to less than 1%, increase the High School Completion Rate to 95%, and increase the High School Graduation Rate to 91.3%.







**Evaluation Data Source(s) 1:** STAAR, At-Risk Student Attendance Rate, Retention Rate, Recidivism Rate, Middle School Dropout Rate, High School Completion Rate, and High School Graduation Rate

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>1) Del Castillo will implement tutorials and remediation strategies in Reading, Math, and Science for low performing students by the 4th Six Weeks of School in order to decrease failing rates and improve student achievement. These tutorials will be conducted during the school year either through Tier II time (K-5th) morning Tutorial ( 1st -5th) and afterschool Tutorial (3rd -5th) Research based interventions will be provided to increase student achievement. Supper meals will be provided for the students.</p> <p>Population:</p> <p>AR TI MI LEP</p> <p>Timeline:</p> <p>September 2017 to May 2018</p>	2, 3, 9	Principal Dean of Instruction Tutorial Teachers Administrator for State Compensatory Education	<p>5 % increase in Level II Performance</p> <p>Tutorial Timesheets Attendance Sheets Permission Slips</p> <p>Formative:</p> <p>Eschools Plus generated Tutorial Schedule Attendance Sheets Tutorial Lesson Plans Tutorial Observation Benchmark Scores Student Progress Reports</p> <p>Summative:</p> <p>STAAR Results TAPR TPRI / Tejas Lee</p>				
Funding Sources: 162 State Compensatory - \$55,074.00							

<p>2) Provide training to campus personnel on the identification of homeless children and unaccompanied youth to ensure identified students are provided services through the McKinney-Vento Act, Title I, IDEA, Child Nutrition, Head Start, and other supplemental programs and during the enrollment process to ensure that sensitivity techniques are utilized, enrollment procedures do not create barriers, and that students and families are directed to Homeless Youth project for future intake.</p> <p>Population:</p> <p>AR TI MI LEP</p> <p>Timeline:</p> <p>Fall 2017 - June 2018</p>	<p>1, 2, 10</p>	<p>Administrators on Campus and at Homeless Youth Project</p>	<p>Formative:</p> <p>Benchmark Scores and Student Progress Reports</p> <p>Summative: STAAR Results, Attendance Rate and Retention Rate</p>				
<p>3) Ensure that the campus has a process in place to identify homeless students in order to receive the full protections of the McKinney-Vento Act, including the help they need to enroll , attend, and succeed in school.</p>	<p>1, 2, 10</p>	<p>Administrators on Campus and at Homeless Youth Project</p>	<p>Formative:</p> <p>Benchmark Scores and Student Progress Reports</p> <p>Summative: STAAR Results, Attendance Rate and Retention Rate</p>				

<p>4) Implement a Food Pantry and closet at the campus to provide identified homeless and unaccompanied you with food items, hygiene products, school supplies, and clothes as needed to meet their academic, social, emotional and physical needs.</p> <p>Population: AR TI LEP MI</p> <p>Timeline: August 2017 - June 2018</p>	1, 2, 10	Administrators on Campus and at Homeless Youth Project	<p>Formative: Clothes and pantry inventory</p> <p>Summative:  STAAR Results, Attendance Rate, Retention Rate</p>			
<p>Funding Sources: 199 Local funds - \$2,000.00</p>						
<p>5) The Dyslexia Teacher will implement the Dyslexia Language Skill Reading Program to assist identify students become proficient readersby providing them with intensive, multisensory, phonetic skills,</p> <p>Population: Dyslexia AR</p> <p>Timeline: Daily</p>	3, 10	Campus Administration Dyslexia Department Administrator for State Compensatory Education	<p>Formative: Walkthroughs, Lesson Plans, Student Progress Reports, Benchmark Scores</p> <p>Summative:  STAAR Results</p>			
<p>Funding Sources: 162 State Compensatory - \$45,852.00</p>						

<p>6) The Dean of Instruction will provide information on professional development opportunities to enhance the instructional program and provide teacher support to meet the educational needs of At-Risk Students.</p> <p>Population:</p> <p>AR TI MI LEP</p> <p>Timeline:</p> <p>August 2017 -June 2018</p>	<p>4, 10</p>	<p>Principal Administrator for State Compensatory Education</p>	<p>Formative:</p> <p>Walk Throughs Lesso Plans Student Progress Reports Benchmark Scores Professiona Development System Transcripts / Attendance Reports</p>				
<p>Funding Sources: 162 State Compensatory - \$54,851.00</p>							
<p style="text-align: center;">  = Accomplished    = Continue/Modify    = No Progress    = Discontinue </p>							



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





**Performance Objective 1:** Del Castillo will increase the student attendance rate to 98% for all student groups and provide college awareness with a rigorous curriculum to prepare students for college.

**Evaluation Data Source(s) 1:** Yearly ADA Reports and STAAR Results



**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
1) Del Castillo will conduct home visits and monitor absence codes to find out the reasons for students being out of school  Population:  TI MI ELL SE AR GT DYS  Timeline:  Daily	1, 2	Principal Assistant Principal Parent Liaison Data Entry Cler,	Increase student attendance to 98%  Formative:  Daily Attendance Rate				
Funding Sources: 199 Local funds - \$1,000.00							

<p>2) Recognize and award incentives to students with perfect attendance per week with popcorn or snow cones. Invite students to become a member of the 80's Club per semester and at the end of the year take part in the awards ceremony.</p> <p>Population:</p> <p>TI MI ELL SE AR GT DYS</p> <p>Timeline:</p> <p>Daily</p>	<p>1, 2</p>	<p>Administrators Classroom Teachers Counselors Parent Liaison Data Entry Clerk</p>	<p>Increase student attendance to 98%</p> <p>Formative:</p> <p>Daily and Weekly Attendance Reports</p> <p>Summative:</p> <p>Yearly ADA Reports TAPR</p>			
<p>Funding Sources: 199 Local funds - \$930.00</p>						

<p>3) Phone calls will be made on a daily basis commencing at 8:15 a.m. by the parent liaison, and a home visit will be conducted after the second student absence. This includes teacher responsibility to make parent contact on a daily basis during planning periods or after school).</p> <p>Population:</p> <p>TI MI ELL SE AR GT DYS</p> <p>Timeline:</p> <p>Daily</p>	1, 2	Administration Classroom Teachers Parent Liaison	<p>Increase student attendance to 98%</p> <p>Formative: Teacher Referrals to Parent Liaison and Communication Logs</p> <p>Summative:</p> <p>Weekly Attendance Log</p>			
<p>4) Train attendance clerk and parent attendance liaison to consistently monitor and communicate student's daily absences and tardiness to parents and staff to promote and ensure rapid system of communication to reduce student absences and tardiness and increase instructional opportunities for students. Parent liaison will also communicate the importance of attendance to parents through parent meetings.</p> <p>Population:</p> <p>Data Entry Clerk Parent Liaison</p> <p>Timeline:</p> <p>Fall 2017-Spring 2018</p>	1, 2	Principal Campus PEIMS Supervisor Data Entry Clerk Parent Liaison	<p>Increase student attendance to 98%</p> <p>Formative</p> <p>Professional Development System Report Six Weeks Attendance Report School Messenger Notification System Report Summative Yearly ADA Report</p>			<p>Funding Sources: 199 Local funds - \$312.00</p>



<p>5) Provide training as needed to effectively implement School Messenger Notification System procedures for effective monitoring of student attendance and maximize instruction.</p> <p>Population:</p> <p>PEIMS Administrator Data Entry Clerk</p> <p>Timeline:</p> <p>Fall 2017 -Spring 2018</p>	<p>2</p>	<p>Principal PEIMS Administrator Data Entry Clerk</p>	<p>Increase student attendance to 98 %</p> <p>Formative:</p> <p>Professional Development System Report</p> <p>Summative:</p> <p>Yearly ADA Reports</p>			
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 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

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

**Performance Objective 2:** Implement a sustainable coordinated school health system that provides wellness tools and resources which promote the long-term development through student attendance and success of the whole student.

**Evaluation Data Source(s) 2:** Nurse time and effort reports show students immediate health concerns are addressed along with improved report card grades and increased student attendance rates.

**Summative Evaluation 2:**



Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) To promote physically and emotionally healthy students, the district will utilize the -PAPA (Parenting and Paternity Awareness) curriculum -CATCH (Coordinated Approach to Child Health) program, and -SHAC (School Health Advisory Committee) to address areas including Prevention of Dating Violence and sexual abuse of children. Population: All students Timeline: July 2017 to June 2018							
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							





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





**Performance Objective 3:** Increase the overall district attendance rate to 96.8% with a target of 97.5% for elementary schools, 97% for middle schools and 96% for high schools.







**Evaluation Data Source(s) 3:** Attendance Rates through use of District Attendance Monitoring form, PEIMS attendance data and Campus Visits by Pupil Services.

**Summative Evaluation 3:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) The campus will design a comprehensive, developmental, Guidance and Counseling Program, designed to serve all students and all student groups  Populations:  TI MI ELL SE AR GT DYS Timeline: Fall 2017  CNA p.- 13	1, 2	Principal Counselor	Formative:  Review 360 Reports  Summative:  PEIMS Discipline Reports				
Funding Sources: 199 Local funds - \$300.00							

<p>2) School Counselors ensure that support services for students identified as homeless are provided. Homeless students are immediately registered and provided with a free and appropriate education.</p> <p>Population:</p> <p>HOM AR</p> <p>Timeline:</p> <p>August 2017 - June 2018</p>	<p>10</p>	<p>Counselor</p>	<p>Formative:</p> <p>Monthly eSchools Plus At Risk reports will be generated and the Homeless Dept. will work with the At-Risk Campus contact to ensure support services are provided to students classified as homeless.</p> <p>Summative:</p> <p>STAAR, Attendance Rate, Retention Rate</p>			
<p>Funding Sources: 199 Local funds - \$1,300.00</p>						
<p>3) The Pre-K Program will be provided the full day in order to prepare qualified students academically.</p> <p>Population:</p> <p>AR TI MI LEP</p> <p>Timeline:</p> <p>August 2017 - June 2018 (Daily)</p>	<p>3, 7, 10</p>	<p>Campus Administration Administrator for State Compensatory Education</p>	<p>Formative:</p> <p>Walk throughs, Student Progress Reports, Lesson Plans, CPalls</p> <p>( BOY - MOY )</p> <p>Summative:</p> <p>CPALLS ( EOY )</p>			
<p>Funding Sources: 162 State Compensatory - \$0.00</p>						

<p>4) Each classroom will be assigned a university which they will research and highlight during announcements at the end of each week.</p> <p>Population:</p> <p>TI MI ELL SE AR GT DYS</p> <p>Timeline:</p> <p>Weekly</p>	2	<p>Administrators Counselors Classroom Teachers</p>	<p>Increase Level II Advanced Performance by 6%</p> <p>Formative:</p> <p>Weekly Announcements and Newsletter</p> <p>Summative:</p> <p>STAAR Results</p>			
<p>5) Presenters from the University will be invited to be motivational speakers for our students and parents.</p> <p>Population:</p> <p>TI MI ELL SE AR GT DYS</p> <p>Timeline:</p> <p>Fall 2017</p>	2	<p>Administrators Counselor</p>	<p>Increase Level II Advanced Performance by 6%</p> <p>Formative:</p> <p>Sign In Sheets</p> <p>Summative:</p> <p>STAAR Results</p>			

<p>6) GT Teachers are required to obtain 30 GT Core Hours of Professional Development and 6 On-Going hours. Teachers will implement GT Curriculum and service GT students through out the school year through lessons and hands on field trips. Supplies will be purchased to meet the needs of the GT population.</p> <p>Population: GT Students</p> <p>Timeline: Fall 2017 - Spring 2018</p> <p>CNA p. - 10</p>	<p>3</p>	<p>Dean of Instruction GT Teachers</p>	<p>Increase Level III Advanced Performance by 6%</p> <p>Formative: Professional Development System Transcript</p> <p>Summative: T-Tess</p>				
<p>Funding Sources: 199 Local funds - \$700.00</p>							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							





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

**Performance Objective 1:** Discipline referrals for removals or placements to the Brownsville Academic Center (BAC) will decrease by 10%.









**Evaluation Data Source(s) 1:** The following departments ( Pupil Services, Police and Security Services, Guidance and Counseling Services and Special Services will determine the success of each strategy as per recommended documentation.

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) The campus will reduce its yearly rate of out of school suspensions to less than 5% by researching and evaluating the 2017-2018 number of days students wer absent due to O.S.S.  Population:  TI MI ELL SE AR GT DYS  Timeline: 1st -6 Weeks Period	1, 2, 10	Principal PEIMS Supervisor Attendance Clerk	Increase student attendance to 98%  Formative:  Six Weeks Attendance Rate  Summative:  Yearly ADA Reports				

<p>2) Parents will be notified as soon as possible of any discipline concerns.</p> <p>Population:</p> <p>TI MI ELL SE AR GT DYS</p> <p>Timeline: Daily</p>	<p>1, 2</p>	<p>Principal Assistant Principal Teachers Counselor</p>	<p>PEIMS Discipline Reports Review 360</p> <p>Formative:</p> <p>Communication Logs Parent Liaison Logs Teacher Notes</p> <p>Summative:</p> <p>PEIMS Discipline Reports and Discipline Referral Forms</p>			
<p>3) An assembly will be held to provide Conflict Resolution Management Training to all faculty and staff.</p> <p>Population:</p> <p>Faculty and Staff</p> <p>Timeline:</p> <p>August 2017</p>	<p>4</p>	<p>Administrators Counselor</p>	<p>Safe School Environment</p> <p>Formative:</p> <p>Monthly Counselor Log Signature Sheets Professional Development System Evaluations</p> <p>Summative:</p> <p>PEIMS Discipline Reports and Discipline Referral Logs</p>			





<p>4) Professional Development and assistance including district mandated "Discipline" will be provided for all teachers needing classroom management in order to promote a safe environment. Students will be provided with a "Bullying and Safety" Presentation.</p> <p>Population:</p> <p>TI MI ELL SE AR GT DYS</p> <p>Timeline:</p> <p>Daily</p>	4	Administators Teachers Counselors Nurse	Safe School Environment  Formative:  Teacher Observation Professional Development System Transcript  Summative:  PEIMS Discipline Reports			
<p>5) Teachers will utilize Review 360 to report and document behavior incidents or concerns.</p> <p>Population:</p> <p>All Teachers</p> <p>Timeline:</p> <p>Daily</p>	2	Principal Assistant Principal All Teachers	Safe School Environment  Formative:  Review 360 Discipline Referrals  Summative:  PEIMS Discipline Reports			
<div style="display: flex; align-items: center; justify-content: center; gap: 20px;"> <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 2:** Establish and refine safety plans across the district to ensure students are safe in the event of a crisis.

**Evaluation Data Source(s) 2:** The Police and Security Services, District Safety Administrator, Campus Administration, Pupil Services, Guidance and Counseling Services and Special Services will determine the success of each strategy as per recommended documentation.

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) An Emergency Operations Planning Team will continue to be enforced to maintain safety of everyone on campus. All stakeholders will be trained on the emergency operation of the school.	2	Teachers, P.E. Teacher Counselor Nurse Administrators	Safe School Environment  Formative:  Agendas Sign In Sheets Emergency Drills  Summative:  Practice Drills Real-Life Situations.				



<p>2) Provide motivational speakers to address the staff and students on the importance of health and safety at schools including but not limited to: School Bus Safety, Fire Prevention, etc. Incentives will be provided for teachers during presentations to motivate and maintain campus morale.</p> <p>Population:</p> <p>TI MI ELL SE AR GT DYS</p> <p>Timeline:</p> <p>August 2017 - May 2018</p>	2					
<p>Funding Sources: 199 Local funds - \$2,000.00</p>						
<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:** There will be a 10% increase of parents involved in campus/district parental involvement activities from 2016-2017 to 2017-2018.






**Evaluation Data Source(s) 1:** Completed Title I-A Parental Involvement Compliance Checklist, Campus CNA and Title I Parent Survey, Parent Attendance Rates, Student Attendance Rates, State Assessment Scores









**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Complete and disseminate a Parental Involvement Policy so as to delineate how parents will be actively involved at the district / campus level with the intention to increase participation.  Population: Parents and Students  Timeline: August 2017 - November 2017	6	Principal Parent Liaison	Formative:  Sign In sheets Parental Involvement Policy  Summative:  STAAR Results, Attendance Rate Discipline Referrals Parent Participation Composite of EOY Survey				



<p>2) Disseminate School -Parent Student Compacts indicating each group's responsibilities to ensure student achievement.</p> <p>Population: Parents and students</p> <p>Timeline: August 2017 - October 2017</p>	6	Principal Parent Liaison	<p>Formative: School - Parent Student Compact</p> <p>Summative: Composite of EOY Survey, Title I-A Compliance STAAR Results, Attendance Rate Discipline Referrals</p>				
<p>3) Conduct an Annual Title I Meeting to inform parents of services provided through Title I Funds.</p> <p>Population: Parents and students</p> <p>Timelines: September 2017 - November 2017</p>	6	Principal Parent Liaison	<p>Formative: Agendas Sign-In Sheets</p> <p>Summative: Composite of EOY Survey Title I-A Compliance STAAR Results Attendance Rate Discipline Referral</p>				
<p>4) Conduct an Annual Title I Parent Survey to evaluate the effectiveness of District and / or Campus Parental Involvement efforts.</p> <p>Population: Parents</p> <p>Timeline: March 2018- April 2018</p>	6	Principal Parent Liaison	<p>Formative: Parent Meetings</p> <p>Summative: Composite of Survey Results STAAR Results Attendance Rate, Discipline Referrals</p>				

<p>5) Ensure representation of community and parent involvement in the decision making process. Parents will participate in the review and/ or revision of the following to ensure program requirements are met:</p> <ul style="list-style-type: none"> <li>* Parental Involvement Policy</li> <li>* School Parent Student Compact</li> <li>* Campus Improvement Plan</li> </ul> <p>Population: Parents</p> <p>Timeline: August 2017 - June 2018</p>	5	Principal Parent Liaison	<p>Formative: Agendas Sign In Sheets</p> <p>Summative: Compositie of Meeting Agendas STAAR Results</p> <p>Attendance Rate Discipline Referrals</p>				
<p>6) Host a "Parent Orientation Day" to inform parents and community members of dailly standard operations procedures and District Policy.</p> <ul style="list-style-type: none"> <li>* Student Code of Conduct</li> <li>* Student / Parent Compact</li> <li>* Emergency Operations Procedure</li> <li>* Volunteer Guidelines and Opportunities</li> </ul> <p>Population: Parents and the Community</p> <p>Timeline: September 2017</p>	6	Principal Parent Liaison					Funding Sources: 211 Title I-A - \$0.00

<p><b>System Safeguard Strategy</b></p> <p>7) Capitalize on District community resources by creating partnership agreements with agencies and organizations. Invite community agencies / organizations to participate and disseminate information about the public services that their agencies offer in order to continue building strong community partnerships.</p> <p>Population: Parents</p> <p>Timeline: November 2017</p>	6	Principal Parent Liaison	<p>Formative:</p> <p>Sign In Sheets</p> <p>Summative:</p> <p>Increased Partnerships STAAR Results Attendance Rate Discipline Referrals</p>				
<p>8) Educate staff during faculty meetings as to the benefits of a strong parent-school partnerships that includes: making copies, laminating, sorting materials, cutting, and placing materials in order to increase academic success.</p> <p>Population: Faculty and Staff</p> <p>Timeline: Once a Week</p>	6	Principal Parent Liaison	<p>Formative:</p> <p>Agendas Sign In Sheets</p> <p>Summative:</p> <p>CNA Parent Survey STAAR Results Attendance Rate Discipline Referrals</p>				

<p>9) Del Castillo Elementary will continue to fund Parent Liaison to assist with the execution of the parent involvement program aimed at increasing parent participation and monitor attendance in the education of students.</p> <p>Population: Parent Liaison</p> <p>Timeline: August 2017 - June 2018</p> <p>CNA p. -16.</p>	6	Principal Parent Liaison					
Funding Sources: 211 Title I-A - \$22,849.00, 199 Local funds - \$350.00							
<p>10) Students in Pre-Kinder and Kinder will be accompanied by their parents for a Thanksgiving feast to promote parental involvement.</p> <p>Population: Pre-Kinder and Kinder students</p> <p>Timeline: November 2017</p>	6, 7	Principal Parent Liaison Pre-Kinder and Kinder Teachers	<p>Formative: Lesson Plans</p> <p>Summative: Report Card STAAR Results Attendance Rate Discipline Referrals</p>				
<p>11) HEB Read3 will be hosted at our campus to promote literacy and an easier transition to Pre-Kinder.</p> <p>Population: 3 year old children Parents and Community</p> <p>Timeline: November 2017</p>	6	Principal Parent Liaison	<p>Formative: Lesson Plans Sign-In Sheets</p> <p>Summative: CPALLS Results for following year</p>				



<p>12) An orientation for preschool children from Head Start to assist wit the transition to Del Castillo Elementary will be held annually in the Spring.</p> <p>Population:</p> <p>Teachers Head Start Personnel Counselors</p> <p>Timeline:</p> <p>April 2018</p>	6	Principal Parent Liaison	<p>Formative:</p> <p>Agendas Sign In Sheets Fliers</p> <p>Summative:</p> <p>State mandated assessment results</p>				
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= 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.**







**Performance Objective 1:** 90% of BISD Migrant students will participate in the supplemental instructional activities and support services as required by the Title I, Part C Migrant Education Program (MEP).









**Evaluation Data Source(s) 1:** PBMAS Report

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) PFS Migrant Students will receive supplemental support services before other migrant students to ensure that the requirements delineated by NCLB Section 1304 (d) are addressed.  Population:  PFS Migrant Students  Timeline:  August 2017- June 2018	1, 2, 9, 10	Administrators	Increase Level II Performance of Migrant Students by 10%  Formative: NGS Campus Reports  Summative:  Complete PFS Monitoring Tool				

<p>2) All migrant students will receive grade appropriate school supplies on an as need basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus facilitating them the same opportunity to meeting the academic challenges of all students. PFS students will receive supplemental support services before other migrant students.</p> <p>Population: Migrant Students</p> <p>Timeline: August 2017 - June 2018</p>	<p>1, 2, 10</p>	<p>Administration Classroom Teachers</p>	<p>Increase Level II Performance of Migrant Students by 10%</p> <p>Formative: NGS Campus Reports</p> <p>Summative: Completed Request for Supplemental Support Form</p>			
<p>Funding Sources: 212 Title I-C (Migrant) - \$16,643.00</p>						
<p>3) In order to secure the data needed to accommodate placement into appropriate Supplemental Instruction opportunities for Pre-Kinder-5th Grade Placement migrant students pre-test and post-test results will be used by teachers and administrators to determine the migrant students performing below grade level. Note: At sites being served by a migrant teacher, the teacher will provide additional supplemental opportunities and ensure participation.</p> <p>Population: Migrant / PFS Students</p> <p>Timeline: Fall 2017- Spring 2018</p> <p>CNA p -- 10.</p>	<p>1, 2, 9, 10</p>	<p>Principal Classroom Teacher Migrant Teacher</p>	<p>Increase Level II Performance of Migrant Students by 10%</p> <p>Formative: Pre-Assessment Reports</p> <p>Summative: CPALLS, TPRI, Tejas Lee, Post Assessment Results</p>			

<p>4) Elementary Migrant Students will have an equal opportunity to attend the school district's summer school programs to ensure promotion if needed or to participate in th enrichment migrant summer program.</p> <p>Population: Migrant / PFS Students</p> <p>Timeline: Summer 2018</p>	4	Principal Teachers	<p>Increase Level II Performance of Migrant Students by 10%</p> <p>Formative: Attendance Sheets</p> <p>Summative: Summer School Documentation</p>			
<p>5) The academic progress of 1st grade students will be monitored to ensure success at grade level completion and utlimatley secure promotion to 2nd grade. Note: Classroom teachers will provide additional monitoring support and ensure participation into supplemental opportunities.</p> <p>Population: Migrant /PFS Students</p> <p>Timeline: Fall 2017 -Spring 2018</p>	3	Administrators Migrant Teacher	<p>Academic Success for all Pre-Kinder -2nd Grade students EOY Promotion Rate</p> <p>Formative: Visitation Logs Parent Meeting Evaluations</p> <p>Summative: Session Evaluations Partiipation Surveys</p>			
<p>6) Extended Day migrant tutorial sessions 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 meed academic challengess as non-migrant students. Note: At sites being served bya migrant teacher, the teacher will provide and ensure participation in the supplemental opportunities.</p> <p>Population: Migrant / PFS Student</p> <p>Timeline: October 2017- April 2018</p>	3	Administration Migrant Teacher	<p>Increase Promotion rates and test performance</p> <p>Formative: Benchmark results Three-Week Progress Reports</p> <p>Summative: Migrant Promotion Rate EOY Student Grades EOY Migrant State Assessment Results</p>			

<p>7) Parents of Migrant Pre-K, Kinder, 1st, 2nd grade students will be provided with awareness sessions in order to illustrate how to academically support their children more.</p> <p>Population: Parents of Migrant Students</p> <p>Timeline: August 28, 2017 - June 6, 2018</p>	3	Migrant Funded Parent Liaison Recruiters	<p>Academic success for all Pre-K - 2nd Grade students</p> <p>Summative: EOY Promotion Rate</p>				
<p>8) In order to increase awareness of migrant students' needs the campus faculty and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students.</p> <p>Population: Campus Administration, Faculty and Staff</p> <p>Timeline: September 1, 2017 -June 6, 2018</p>	3	Sp. Programs Administrator Migrant Funded: Teachers	Timely placement into interventions.				
<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 7:** Migrant students will be challenged and encouraged to meet state content standards and assessments that are necessary to graduate on time and enroll in post secondary education.

**Performance Objective 2:** 90% of BISD Migrant students will participate in the supplemental support services as required by the Title I, Part C Migrant Education Program. (MEP).

**Evaluation Data Source(s) 2:** PFS Monitoring Tool

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>1) A survey will be used to evaluate the effectiveness of the Migrant Education Program so that pertinent and appropriate alignments can be made to better serve migrant students.</p> <p>Population: Migrant Students</p> <p>Timeline: April 2018</p>	3	Campus Administration Migrant Funded Migrant Teachers	Increase on-time graduation				
<p>2) Learning Academy targeting the core areas of Reading, Writing, Math, Social Studies, Science will held for all PFS Students in order to sharpen their skills and prepare them academically for the STAARS Assessment.</p> <p>Population: Elementary PFS Migrant Students</p> <p>Timeline: February and March 2018</p>	3	Migrant Teacher	Increased STAAR Scores for PFS Students				





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





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

**Evaluation Data Source(s) 1:** 1)EOY Student grades, Rubric, Electronic portfolios, Presentations, Gradebooks, Tech Application TEKS, Star Chart 2)Star Chart Survey Results, TTESS, Professional Development System Summary Report 3)Professional Development System Summary Report, TTESS, STAR Chart Survey 4)Texas STaR Chart Survey results 5)Fixed Assets Inventory Expenditure reports

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) All teachers will complete all surveys requested by the district including the Texas Star Chart required by the state.  Population: All Teachers  Timeline: February 2018	1, 10	Principal Librarian TST Teachers	Formative:  Trainings Agendas  Summative:  Survey Results				



<p>2) Teachers and students will be able to utilize the internet, websites, AR, Think Through Math, and I station to enhance their computer literacy skills.</p> <p>Population:</p> <p>TI MI ELL SE AR GT DYS</p> <p>Timeline:</p> <p>Daily</p>	<p>2</p>	<p>Administrators. Teachers Support Staff</p>	<p>Increase Level III Advanced Performance by 5%</p> <p>Formative:</p> <p>Lesson Plans Observations Agendas</p> <p>Summative:</p> <p>AR Reports</p>			
<p>Funding Sources: 211 Title I-A - \$7,663.00</p>						
<p>3) Teachers will implent the use of eSchools for grades and attendance. Technology suh as: Excel, Microsoft, Word Power point presentations, Publisher, Eduphoria, Aware, Outlook will be implemented by teachers as per B.I.S.D.</p> <p>Population:</p> <p>All Teachers</p> <p>Timeline:</p> <p>Daily</p>	<p>2, 3, 4</p>	<p>Teachers Administration</p>	<p>Increase in Level III Advanced Peformance by 5 %</p> <p>Formative:</p> <p>Agendas</p> <p>Summative:</p> <p>Progress Reports</p>			

<p>4) Provide Computer based instruction in the foundation curriculum in order to improve at-risk student achievement, attendance and decrease the retention rate.</p> <p>Populations: AR TI MIT LEP</p> <p>Timeline:  August 2017 - June 6, 2018</p>	2, 9	<p>Campus Administration Administrator for State Compensatory Education Administrator for Special Programs</p>	<p>Formative: Eschools Plus Master Schedule Computer Lab Schedules Teacher Lesson Plans Benchmark Scores Software Usage Reports Student Progress Reports</p> <p>Summative:  STAAR Results Attendance Rate Retention Rate</p>			
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>5) Students will be provided access to computer lab that will support literacy, writing activities and homework assignments. Additional areas of focus may be supported as deemed necessary by the teacher, campus or district.</p> <p>Population: all students Timeline: August 2017 to June 2018 CNA:</p>	9	<p>Principal Assistant Principal Dean Campus TST Campus Teachers</p>				
<p>Funding Sources: 162 State Compensatory - \$10,200.00</p>						
<p style="text-align: center;">  = Accomplished      = Continue/Modify      = No Progress      = Discontinue </p>						

**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)**

**Performance Objective 1:** Del Castillo 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) [draft 1-16-2018]

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Del Castillo will purposely promote energy savings activities on the campus 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 Draft 1-16-2018		Principal Asst. Principal handling facilities Head Custodian	Formative: draft energy plan  Summative: comparison of energy usage for 2017 to 2018 indicating decreased usage				
2) Create and implement a systematic approach to the renovation/ upgrade/ improvement of facilities to include prioritizing based on safety and needs of the campus. Population: All departments and campus facilities Timeline: December 2017- June 2018 Need: Board approved goal priority Draft 1-16-2018		Principal Asst. Principal handling facilities Head Custodian	Formative: draft facilities plan  Summative: 5-year maintenance and upgrade plan				
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Goal 10: The District will ensure effective and efficient use of all available funds to assist in implementing a balanced budget, which includes improved compensation for teachers. (Board Goal 3)**

**Performance Objective 1:** Del Castillo Elementary staff 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)

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Del Castillo will support programs in the effect effective and efficient use of 100% of available budgeted funds based on the needs assessments. Population: BISD Stakeholders Timeline: December 2017- June 2018 Need: Board approved goal priority	8, 10	Principal Asst. Principal Dean					
= Accomplished                 = Continue/Modify                 = No Progress                 = Discontinue							

**Goal 10:** The District will ensure effective and efficient use of all available funds to assist in implementing a balanced budget, which includes improved compensation for teachers. (Board Goal 3)

**Performance Objective 2:** Del Castillo will improve the Recruitment, support, and retention of teachers and administrators as evidenced by the Staff CNA. draft 1-16-2018

**Evaluation Data Source(s) 2:** Campus staff needs assessment surveys

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 1 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</p>	5	Principal Assistant Principal Dean					
<p style="text-align: center;">  = Accomplished                = Continue/Modify                = No Progress                = Discontinue         </p>							

**Goal 11: All BISD programs and campuses will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts. (Board Goal 4)**

**Performance Objective 1:** All District program areas and campuses will provide the BISD Public Information Office with features articles, student recognitions, co-/extra-curricular activities, and parent/community events. (Board Goal 4)

**Evaluation Data Source(s) 1:** Publications

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<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</p>	6	Principal Librarian Lead Teachers					
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>2) Del Castillo will designate a PIO contact to provide features articles, current and prior students/ parents/ staff recognitions, co-/extra-curricular activities, and parent/community events. Population: BISD Stakeholders Timeline: December 2017- June 2018 Need: Decreasing enrollment/ Board approved goal priority</p>	5, 6	Principal Assistant Principal Dean Librarian Lead Teachers					
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>3) Del Castillo will update website at least monthly including showcasing student and community activities. Population: BISD Stakeholders Timeline: December 2017- June 2017 Need: Decreasing enrollment/ Board approved goal priority</p>	6	Principal Librarian TST					



## System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers and administrators will attend professional development opportunities to improve their level of rigor in the classroom and to monitor success in the classroom. Vertical and horizontal alignment meetings will be held to share information and teaching practices and strategies in order to facilitate students's transition from Pre-Kinder -5th grade as well as increase the level of rigor in lessons and instruction. (R) Population: TI MI ELL SE AR GT DYS Timeline: At the end of the 1st Six Weeks, Second Six Weeks, and Spring STAAR Assessments CNA, p. - 16
1	1	2	Develop oral language skills and increase listening, speaking, reading and writing prfoiciency through REACH, ELPS, CCRS, AND ELAR strategies in the classroom in order for students to systematically transition in English. In addition purchase supplies and resources as needed for student academic success. The LPAC Committee will meet to asses the language proficiency and assessment of the English Language Learners. (R,ELA, M, S, S.S.) Population: ELL Students Timeline: Curriculum Daily LPAC - Once per six weeks CNA - P. 10. Population: TI MI ELL SE AR GT DYS Timeline: At the end of the 1st Six Weeks, Second Six Weeks, and Spring STAAR Assessments CNA, p. -
6	1	7	Capitalize on District community resources by creating partnership agreements with agencies and organizations. Invite community agencies / organizations to participate and disseminate information about the public services that their agencies offer in order to continue building strong community partnerships. Population: Parents Timeline: November 2017



# State Compensatory

## Budget for Del Castillo Elementary :

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
162-11-6118-00-120-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	\$8,767.00
162-11-6118-00120-Y-24-SSI-Y	6118 Extra Duty Stipend - Locally Defined	\$3,617.00
162-11-6119-00-120-Y-30-054-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$21,908.00
162-11-6119-00-120-Y-34-PKK-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$45,852.00
162-13-6119-31-120-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$54,851.00
<b>6100 Subtotal:</b>		<b>\$134,995.00</b>
<b>6300 Supplies and Services</b>		
162-13-6395-62-120-Y-30-000-Y	6395 Supplies, DP Operations - Locally Defined	\$1,600.00
162-13-6396-62-120-Y-30-000-Y	6396 Supplies and Materials - Locally Defined	\$1,125.00
162-13-6399-00-120-Y-30-000-Y	6399 General Supplies	\$9,373.00
<b>6300 Subtotal:</b>		<b>\$12,098.00</b>

**Personnel for Del Castillo Elementary :**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Gila Cortina	Dyslexia Teacher		0.5
Graciela Garcia	Pre-Kinder	State Compensatory	0.5
Maribel Salinas	Dean of Instruction	State Compensatory	1.0

# Title I

## Schoolwide Program Plan

### Del Castillo Elementary

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 with the campus improvement plan and its activities.

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

The Site-Based Decision Making (SBDM) Committee conducted a comprehensive needs assessment (CNA, P. 4-18) over a period of one year to determine the strengths and needs of students, staff, parental and 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. In addition, TELPAS scores must be increased, LEP, students will demonstrate academic progress through the focus of CCRS and ELPS (Goal 1-Strategy 4). In order to accomplish these objectives the staff will use the budgeted funds to implement school-wide reform strategies 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. The goal is to show a 10% increase of all students and all student groups passing all parts of state mandated assessments for the 2017-2018 school year, and to increase Level III in all content areas. To accomplish these objectives the staff will use the budgeted funds to implement school-wide reform strategies 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 program to be successful in the succeeding school year; (3) include strategies for meeting the educational needs of historically underserved populations; (4) 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 ( Goal 1-Strategies: 1,3,8).

**Highly-qualified teachers:** (Goal 1- Strategy 16 and Goal 3-Strategy 6) will carry out the instructional program. Only teachers who are certified and who have met state requirements to teach the subjects/ grade levels to which they are assigned will be hired by the school. All of Del Castillo's core subject teachers will be bilingually certified to meet the needs of the students of our high bilingual student enrollment population. In addition Del Castillo's teachers will continue to apply knowledge to the academic needs of our students through appropriate professional development that will increase the rigor of their instructional methods. (Goal 1-Strategy 1,8). In an emergency situation the school will consider teachers who have alternative certifications. In addition, to appropriate certifications, teachers will be sought who are experienced and have been successful in previous assignments. There will be change of teacher

assignments each year to most adequately meet the needs of our students. Part of the strategies to attract high-quality teachers at Del Castillo Elementary include the medical insurance free of cost, and also the District's teacher's high paying salaries as compared to other districts in the valley. In addition stipends are offered for certain academic areas of need. Del Castillo will affiliate with the University of Texas Rio Grande Valley to invite college student observers and student teachers to be part of our academic endeavor. The school will provide access to high-quality on-going professional development throughout the school year for all staff including teachers, principals, and paraprofessionals, including job-embedded opportunities and partnerships for teachers that are novice or in need of assistance. Professional development opportunities will be geared to individual teacher's 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. Response to Intervention is part of Professional Development. Del Castillo will continuously adhere to the 3-Tiered Model which will provide any research-based interventions that will promote student academic success (Goal 1-Strategy 9).

Title I, Part A Funds will be used to partially finance strategies to increase parental involvement (Goal 4-Strategy1 and Goal 7-Strategy 6) at the school including the parent workroom and to purchase the special materials used in the parent volunteer program. Del Castillo will hold Parent Meetings once a week with the campus parent liaison to inform them of the newest and latest topics being covered on the campus. Parent notices will be sent home to inform the parents of the Parent Meeting schedule for the month. Parent education will be provided to the parents by the campus parent liaison, campus administration, campus personnel and district personnel. (Goal 7-Strategy 9). Parent training on how to help their children 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. STAAR Trainings will continue to be held every year to involve parents as part of the campus STAAR strategies so that they can help their children at home.

Del Castillo will hold an orientation in Spring 2018 for preschool children who attend Head Start. This will assist with their transition to Del Castillo Elementary. Notices will be sent out to the Head Start Programs and placed on the campus marquee for stakeholders to be informed. (Goal 7-Strategy 12).

Teachers will be included in all decisions regarding the used and selection of academic assessments. ( Goal 1- Strategy 2) to measure student performance. Teachers will use data obtained from state assessments as well as other instruments including but not limited to TELPAS and benchmark tests to implement new instructional strategies, modify existing instructional strategies and / or discontinue existing strategies to better address student needs as determined by use of these instruments. (Goal1 -Strategy 2).

## **Ten Schoolwide Components**

### **1: Comprehensive Needs Assessment**

#### 1. Comprehensive Needs Assessment

The Site-Based Decision Make Committee will meet to discuss the needs of the Campus based on feedback from all stakeholders and the comprehensive needs assessment. It will be decided upon through review of the CNA that the committee will decide how to concentrate on improving the passing rate of all students. Bilingual, E.S.L., Special Education, At-Risk, GT etc. The goal is to have 80% of all students and all student groups pass all part of the state mandated assessments for the 2017-2018 School Year.

## **2: Schoolwide Reform Strategies**

### 2. School Wide Reform Strategies

The campus will utilize the allocated budget funds to implement school-wide reform strategies that provide meaningful opportunities for all children to meet the State's proficient and advanced levels of academic performance, use effective methods and instructional strategies that are based on scientifically based research that (1) strengthen the core academic area (2) increase the amount and quality of learning time (3) include strategies for meeting the educational needs of our underserved populations (4) include the strategies to address all the needs of the children in our school (5) determine the areas of weakness and come up with a solution to address those needs.

## **3: Instruction by highly qualified professional teachers**

### 3. High Quality Teachers

Del Castillo will have high quality teachers provide the instruction on the campus. Only teachers who are certified and who met state requirements to teach the subjects/grade levels to which they are assigned will be hired by the school. In emergency situations the school may consider teachers who have alternative certifications. The campus may take into consideration the appropriate certifications, teachers will need in order to be successful educators in the particular job assignment.

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

4. The school will provide high-quality ongoing professional development throughout the year, the staff including administrators, teachers, paraprofessionals. Professional development opportunities will be aimed at individual teacher's specialties, areas of need for the campus, staff, parent and student needs surveys. The professional development will be held at both the school and at the education service center via district conferences and /or workshops. Professional development will include STAAR Training, SIOP Training, Living with Science, Stemsopes, Quizzizz, Quizlet, Think Through Math, Prodigy, Club Code, Istation, ELPS, Technology Training, GT Training and the differentiation of special programs.

## **5: Strategies to attract highly qualified teachers**

### 5. Strategies to attract high quality educators

The campus will explore strategies to attract high qualified teachers would be to work with the District's and Region One's efforts to recruit the best candidates by providing higher stipends for the attainment of a Master's Degree and paying stipends for the core areas such as: Math, Science, English Language Arts, Social Studies, Bilingual and paid health insurance.

## **6: Strategies to increase parental involvement**

## 6. Strategies to increase parental involvement

The Title I Part A funds will be used to partially finance strategies to increase parental involvement. The school will include a parent work room and will purchase special materials to be used in the parent volunteer program. Parent education will be provided to parents and the campus parent liaison as well as the District's Parental Involvement Center. Parent training will be extremely beneficial in aiding their children to be successful at home, learn English, discipline management, parenting skills.

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

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

The campus will hold an orientation with the Head Start Program in Spring 2018 to help the preschool children with their transition from home or day care program to Del Castillo Elementary.

## **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**

### 8. Measures to include teachers in the decision making process:

Teachers will be included in the decision making process regarding the use and selection of academic assessments to measure and attain feedback on the areas of need for the campus. Teachers will utilize the obtained data from state assessments, benchmarks, as well as other instruments, including but not limited to ELPS, TELPAS. District created benchmarks by Curriculum and Instruction to implement new instructional strategies, modify existing strategies and perhaps discontinue the usage of older/ out dated scientifically based research.

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

### 9. The usage of high affective strategies to ensure proficiency and /or advanced level of academic achievement standards

The learning environment will include activities that ensure effective timely assistance for students who are experiencing difficulty in mastering the proficient and/or advanced level of academic achievement on stated mandated assessments.

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

### 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 Title I funds along with Local, State Compensatory Education, State Bilingual, State Special Education are used to provide supplemental instruction, "Tutorials" for students with academic needs. They are also used to provide additional resources to our

students in order to improve their academic success.

Del Castillo Elementary will provide the state mandated, "State Compensatory Education Program" through funded initiatives including the afterschool tutorials starting the 4th Week of School in order to decrease failing rates and improve student achievement. Tutorials will be afterschool for students in Grades 3rd -5th. In addition 2 Saturday tutorials will be offered during the 1st Semester and 4 Saturday Tutorials will be offered during the 2nd Semester. Students will be provided accelerated instruction through hands-on activities and additional resources such as: Tango companion questions, Motivation Booklets, GPS Booklets, STEMscopes, etc.

Del Castillo Elementary will also utilize State Compensatory Education funds to purchase paper to make copies of the companion questions. In addition, computer based software and workbooks will be purchased as an additional resource. Furthermore, personnel will be funded through State Compensatory Education funds.

## Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Juanita Silva	Title I Pre-Kinder Aide		1.0
Laura Campos	Nurse		0.4
Maria Rios	Title I Pre-Kinder Aide		1.0
Maria Sonia Rivera	Parent Liaison		1.0
Mariana Hernandez	Library Aide		1.0



# Plan Notes

Del Castillo Elementary

June 7, 2017

## SBDM Meeting

### Agenda

1. Welcome
2. SBDM Members will discuss the Case Components for the Campus Selection of Community and Student Engagement for the next 3 years for accountability.
3. The Case Components are the following:
  - a. Fine Arts
  - b. Wellness and Physical Education
  - c. Community and Parental Involvement
  - d. 21st Century Workforce Development Program
  - e. Second Language Acquisition Program
  - f. Digital Learning Environment
  - g. Drop out Prevention Strategies
  - h. Educational Programs for Gifted and Talented Students

## **SBDM Meeting Notes**

### **I. Welcome**

**Principal Petra Torres welcomed all representatives that were present in Mrs. Corona's Room # 307.**

### **II. Members in attendance were: Petra Torres, (Principal), Sonja Corona-Ramirez, (Dean of Instruction),**

**Ruby Martinez, (5th Grade), Maria Rosario Garza, (1st Grade), Aimee Romero, (3rd Grade), Alma Garza-Gracia, (4th Grade), Graciela Garcia, (Kinder).**

### **III. Overview of the Case Components for the Campus Selection of Community and Student Engagement.**

### **IV. Mrs. Corona-Ramirez presented the data on the key components involved with the Case Components in**

**which the school has been successful with in the past.**

**V. Members went over the data and noticed the distinction between the different case component levels.**

**It was evident among the members to see which ones were the most attainable.**

**VI. It was decided upon by the members in attendance that the 3 Case Components that the campus was going to held accountable for the next 3 years would be:**

**a. Wellness and Physical Education**

**b. Community and Parental Involvement**

**c. Educational Programs for Gifted and Talented Students**

**VII. Questions / Concerns**

**VIII. Meeting was adjourned.**

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**SC-R\_**



## 16-17 Campus BLT

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Petra Torres	Principal
Administrator	Sonja Corona-Ramirez	Dean of Instruction
Administrator	Diana Gonzalez	Assistant Principal
Classified Personnel	Sylvia Atkinson	Secretary V
District-level Professional	Arturo Gracia	Federal Programs Supervisor
Classroom Teacher	Ruby Martinez	5th Grade Teacher
Classroom Teacher	Alma Gracia-Garza	Teacher
Classroom Teacher	Susana Carlos	5th Grade Teacher
Classroom Teacher	Graciela Garcia	Kinder Teacher
Classroom Teacher	Maria Rosario Garza	1st Grade Teacher
Classroom Teacher	Lillian Gonzalez	2nd Grade Teacher
Classroom Teacher	Aime Romero	3rd Grade Teacher
Community Representative	Manuel Charles	Police Officer

## 2017-18 Site Based Decision Making Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Meeting Facilitator	Maribel Salinas	Dean of Instruction
Administrator	Petra Torres	Principal
Classroom Teacher	Melissa Solis	3rd Grade Teacher
Classroom Teacher	Evelyn Cantu	Classroom Teacher
Classroom Teacher	Lillian Gonzalez	1st Grade Teacher

## Campus Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional Development	199-13-6497-00-120-Y-99-000-Y	\$50.00
1	1	1	Professional Development Travel	199-23-6411-23-120-Y-99-000-Y	\$300.00
1	1	1	ERO, TEKS Readiness and Supporting Standards, Staff Development	199-13-6499-53-120-Y-11-000-Y	\$950.00
1	1	2	General Supplies		\$2,000.00
1	1	2	LPAC Sessions	199-13-6499-53-120-Y-11-000-Y	\$2,000.00
1	1	4	Teacher Motivation / Incentives	199-23-6498-00-120-Y-99-000-Y	\$2,000.00
1	2	3	P.E. Equipment	199-11-6399-51-120-Y-11-000-Y	\$1,500.00
1	2	7	Nurse Supplies	1--33-6399-00-120-Y-99-000-Y	\$300.00
1	4	1	Library Supplies and Materials	199-12-6399-00-120-Y99-000-Y	\$300.00
1	4	1	Reading Material for Library	199-12-6329-00-120-Y-99-000-Y	\$3,228.00
1	4	1	Computer Catalog	199-12-6399-00-120-Y-99-000-Y	\$5,000.00
2	1	1	Supplies - Fine Arts	199-11-6399-57-120-Y-11-000-Y	\$370.00
2	1	1	Supplies - Music	199-11-6399-50-120-Y-11-000-Y	\$370.00
2	1	1	Music / Art Membership and Dues	199-11-6495-57-120-Y-11-000-Y	\$100.00
2	1	2	Funding Source:		\$100.00
3	1	4	School Supplies/ Clothes / Hygiene Products	199-11-6499-53-120-y-11-000-y	\$2,000.00
4	1	1	Car Allowance/ Gas Mileage		\$1,000.00
4	1	2	Funding Source		\$930.00
4	1	4	Funding Source		\$312.00
4	3	1	Funding Source:		\$300.00
4	3	2	Counseling Supplies	199-31-6399-00-120-Y-99-000-Y	\$300.00
4	3	2	Snacks / Refreshments ( Food Pantry)	199-11-6499-53-120-Y-11-000-Y	\$1,000.00
4	3	6	GT Supplies	199-11-6399-00-120-Y-21-000-Y	\$700.00

5	2	2	Funding Source:		\$2,000.00
6	1	9	Parent Center Refreshments	199-61-6499-00-120-Y-99-000-Y	\$250.00
6	1	9	Parent Center Resources and Supplies	199-61-6399-00-120-Y-99-000-Y	\$100.00
<b>Sub-Total</b>					\$27,460.00
<b>Budgeted Fund Source Amount</b>					\$14,879.00
<b>+/- Difference</b>					<b>\$-12,581.00</b>
<b>199 G/T Advanced Academics</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$2,898.00
<b>+/- Difference</b>					<b>\$2,898.00</b>
<b>162 State Compensatory</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	6	Funding Source:	162-11-6395-62-120-Y-30-000-Y	\$1,600.00
1	2	2	Instructional Supplies and Resources	263-11-6399-00-120-Y-25-000-y	\$0.00
1	2	2	Instructional Resources	162-11-6399-62-120-Y-30-000-Y	\$0.00
1	3	6	Resources and Supplies	162-11-6399-00-120-Y-30-000-Y	\$9,373.00
3	1	1	Extra Duty Pay (SSI)	162-11-6118-00-120-y-24-SSI-Y	\$3,617.00
3	1	1	Extra Duty Pay	162-11-6118-00-120-Y-30-000-Y	\$8,767.00
3	1	1	Supplies and Material / Paper	162-11-6396-00-120-Y-30-000-Y	\$1,125.00
3	1	1		162-11-6118-00-120-Y-30-ASP-Y	\$41,565.00
3	1	5	Funding Source:	162-11-6119-00-131-Y-30-054-Y	\$45,852.00
3	1	6	1 FTE	162-13-6119-31-120-Y30-000-Y	\$54,851.00
4	3	3	Three 0.5 FTE ( PRE-K Teachers)	162-11-6119-00-120-Y-34-PKK-Y	\$0.00
8	1	5			\$9,540.00
8	1	5			\$660.00
<b>Sub-Total</b>					\$176,950.00



<b>Budgeted Fund Source Amount</b>					\$166,750.00
<b>+/- Difference</b>					<b>\$-10,200.00</b>
<b>163 State Bilingual</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Supplemental Supplies		\$3,600.00
1	3	5	1 FTE ( CLASSIFIED )	163-11-6129-06-120-Y-250-00-Y	\$19,272.00
1	3	5	LPAC Substitutes	163-11-6112-00-120-Y-25-000-Y	\$3,600.00
<b>Sub-Total</b>					\$26,472.00
<b>Budgeted Fund Source Amount</b>					\$10.00
<b>+/- Difference</b>					<b>\$-26,462.00</b>
<b>164 State Career and Technical Education</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$10.00
<b>+/- Difference</b>					<b>\$10.00</b>
<b>166 State Special Ed.</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$1,540.00
<b>+/- Difference</b>					<b>\$1,540.00</b>
<b>211 Title I-A</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional Development	211-11-6497-00-120-Y-30-OF2-Y	\$1,300.00
1	1	1	Professional Development/ Substitutes	211-11-6112-00-120-Y30-OF2-Y	\$300.00
1	1	3			\$9,598.00
1	2	7	40% Nurse Salary		\$26,051.00

1	2	7	Nurse Supplies	211-33-6399-00-120-Y-30-)F2-Y	\$250.00
1	3	5	2 FTE ( TITLE I-A PRE-K AIDES)	211-11-6129-06-120-Y-32-OF2-Y	\$56,463.00
1	3	5	1 FTE LIBRARIAN AIDE	211-12-6129-06-120-Y-30-OF2-Y	\$27,192.00
1	3	5	Supplies	211-11-6399-00-120-Y-30-OF2-Y	\$11,476.00
6	1	6	Funding Source:		\$0.00
6	1	9	1 FTE ( Classified Parent Liaison )	211-61-6129-00-120-Y-30-OF2-Y	\$22,849.00
8	1	2	Printers	211-11-6398-62-120-Y-30-OF2-Y	\$5,663.00
8	1	2	Toners	211-11-6399-62-120-Y-30-OF2-Y	\$2,000.00
<b>Sub-Total</b>					\$163,142.00
<b>Budgeted Fund Source Amount</b>					\$27,498.00
<b>+/- Difference</b>					<b>\$-135,644.00</b>
<b>212 Title I-C (Migrant)</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
7	1	2	Supplies for Migrant Students	212-11-6399-00-120-Y-24-OF2-Y	\$710.00
7	1	2	.25 FTE		\$15,933.00
<b>Sub-Total</b>					\$16,643.00
<b>Budgeted Fund Source Amount</b>					\$10.00
<b>+/- Difference</b>					<b>\$-16,633.00</b>
<b>224 Federal Special Ed.</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$10.00
<b>+/- Difference</b>					<b>\$10.00</b>
<b>255 Title II, Part A (TPTR/Class Size)</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
					\$0.00
<b>Sub-Total</b>					\$0.00

				<b>Budgeted Fund Source Amount</b>	\$10.00
				<b>+/- Difference</b>	\$10.00
<b>263 Title III-A Bilingual</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	2	Supplemental Supplies		\$5,475.00
				<b>Sub-Total</b>	\$5,475.00
				<b>Budgeted Fund Source Amount</b>	\$10.00
				<b>+/- Difference</b>	\$-5,465.00
				<b>Grand Total</b>	\$416,142.00