

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



Mission Statement

Keller Elementary School Mission Statement

All Keller Grizzly Staff members are committed...to teach the content students MUST learn in order to SUCCEED academically and in life while establishing a caring, loving, and respectful learning environment in which students are expected to ACHIEVE at high levels.

Value Statement

Excellence: The Keller Instinct!

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Comprehensive Needs Assessment

Needs Assessment Overview

Keller Elementary School wide Program Plan

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

Keller 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) over a period of one year to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on the CNA, the committee decided to concentrate on improving the passing rate of all students and student groups including Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on state assessments. The goal is to have 90 percent of all students and all student groups passing all parts of state mandated assessments for the 2014-2015 and to increase the advanced level performance level in all content areas. To accomplish these objectives, the staff will use the budgeted funds to implement after school tutorial program for 1st to 5th grade students that provide opportunities for all children to meet the State's Advanced Level and Progress Measure teachers will use effective methods and instructional strategies that are established on scientifically based research that (1) strengthen the core academic program; (2) increase the amount and quality of learning time, including the funding of an after-school tutorial/ summer school/ enrichment program, for students who are At-Risk and in need of continuity in their instructional program to be successful in the succeeding school year; (3) include strategies for meeting the educational needs of historically underserved populations as identified with assessment and demographics data; (4) include strategies and interventions 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) conduct frequent needs assessments if such needs have been met and (6) are consistent with and are designed to implement the State District and campus and review of implemented strategies to and local improvements plans.

Highly-qualified teachers will carry out the instructional program. Only teachers who are certified and who have met state testing requirements to teach the subjects/grade levels to which they are assigned will be hired by the school. In emergency situations, the school will consider teachers who have alternative certification. In addition to appropriate certification, teachers will be sought who are experienced and have been successful in previous assignments. To attract high-quality teachers to high needs schools Keller will include our school's participation in sponsorship of the Student Teacher Program with The University of Texas at Brownsville, selection of teachers from the District's and Region I's efforts to recruit teachers from out of valley and state, recruiting teachers from Teach for America Programs, paying stipends for attainment of a Master's Degree, and paying stipends for math, science and social studies. And review teacher evaluations, professional work records, references, and recommendations. The school will provide access to high-quality ongoing professional development throughout the school year for all staff including teachers, principals, and paraprofessionals. Professional development activities will be geared to individual teachers' specialties, along with any other identified needs as determined through the staff, student and parent needs assessment surveys, administration classroom observations and evaluations, and/or district identified needs. High Quality professional development focusing best practices and research based instruction and instructional planning with District Specialists, TEKS based professional development, assessment, conflict resolution, special populations, parental involvement curriculum and instruction staff development and other district level professional development trainings as provided will be incorporated.

Title I, Part A Funds will be used to partially finance parental involvement activities at the school including the parent workroom and to purchase special materials used in the parent volunteer program. Parent education will be provided to parents by the campus parent liaison as well as the District's Parental involvement Center. Parent training on how to help their students be successful at home, learning English, discipline management, and parenting skills will be provided to those parents who want to better meet the rigors of parenting. Coordinated parent meetings with our feeder secondary school will take place to coordinate parental involvement meetings and activities continued focus instruction on our FIT parental wellness program, counseling as needed for parents will be provided as well as any issues/items by parents request.

An orientation for preschool children from Head Start to assist with the transition to Keller Elementary will be held annually in the Spring **and** for 5th grade students and their parents to assist with the transition into middle school.

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

Students experiencing difficulty in mastering the TEKS will be given the opportunity to attend after school tutorial. All teachers will closely monitor all students' performance based on daily exercises and periodic tests, utilizing TANGO TRENDS, District and Campus Benchmarks and Formative Assessments. Teachers will take responsibility for the progress of their students by taking advantage supplemental duty opportunities to further the

instructional day for their students. Students not mastering the objectives will be provided additional assistance in the after school tutorial program and/or enrichment courses based on his/her individual needs. Students will also be offered Saturday academies to reinforce the mastery of TEKS and well as given small group instruction during the school day.

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

In addition to those described above, Migrant Funds are used to identify and recruit children of migratory workers for supplemental services designed to reduce the educational disruptions and other problems that result from repeated moves. Non-Instructional support for migrant students include Campus Guidance and Counseling Programs and Student/Family referral to district/community resources to obtain from instructional interruptions.

Bilingual Funds are used to provide supplemental services to help ensure that children who are limited English proficient attain English language proficiency and develop high levels of academic attainment. Bilingual students are given the opportunity to attend tutorial classes in a small group setting. This will help the students receive more individualized instruction to ensure mastery of the TEKS. Bilingual Students also are supplied with materials such as manipulative or dictionaries which they might need to have a better understanding of the lessons being delivered

The campus will also continue to provide the state mandated State Compensatory Education Program through campus as well as District funded initiatives. Teachers are monitoring the students' progress through assessment such as CPALLS, TPRI/Tejas Lee. The students are tiered based on their needs. Students who are in Tier 2 and Tier 3 receive small group instruction during the class day as well as afterschool, tutorial. Teachers also monitor students' progress as they give the students Interventions on the students' areas of need.

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

Dismissal Process. As per the students Individualized Education Program students will receive a variation of services such as inclusion, resource, and one to one. These services are being offered to ensure the students master the objectives set for them by the ARD committee and to ensure the students are ready to meet all state assessment which they might be required to take based.

Demographics

Demographics Summary

Keller Elementary School is located in Brownsville, Texas. Keller Elementary School is one of thirty-six elementary schools in Brownsville ISD. The campus was constructed in 2009 and opened its doors in January of 2010. The main campus was originally comprised of (40) classrooms, a cafeteria, library, and gymnasium.

The student population at Keller Elementary School is approximately 592 and serves students from Pre-kinder through Fifth Grade. According to the PEIMS Data Review of our campus profile, 96.85% of the student population is Hispanic, .70% is White and 0.4% is of the student population is African American. From our student population 93.8% are identified as Economically Disadvantaged. 40.5% are classified as Limited English Proficient with the majority being English/Spanish bilingual. In addition 70.2% of our entire student population is At-risk, 7.8% is enrolled in Special Education Services, and 6.9% is receiving Gifted and Talented Education.

The students of Keller Elementary School are recipients of a well-balanced curriculum. Courses are offered in every subject area as well as in Art, Music, Library and Technology. The instructional programs include academic core subjects at various levels, such as the gifted and talented for our student, special education varying from students in PPCD, SFL, Resource and Inclusion services to Dyslexia and Speech. Our Limited English Proficiency students receive Bilingual Education and general education classes.

Tutorial classes are provided after school and Saturdays for at-risk students and English Language Learners in first through fifth grade through State Compensatory and Title I.

The current staff at Keller Elementary School is comprised of 46 teachers, 3 campus administrators, 1.5 counselors, 4 office support staff and 5 educational aides. The ethnicity of the Keller Elementary School staff is diverse with 93% Hispanic and 2.3% White. The teaching staff is also 20% male and 80% female.

Demographics Strengths

RTI plans are updated as a team. A 3-6 week monitoring cycle is in place to include current assessment/academic data.

Reduced number of At Risk students by category in upper grades.

More Gifted and Talented Students Identified.

High Rate of Bilingually Certified Teachers.

Demographics Needs

Summary of Needs: After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following demographics areas of improvement would be addressed:

In order to ensure that teachers have a math and Science background, Keller teachers will receive professional development opportunities in the area of math and science to reinforce their knowledge in the Math and Science Standards and improve student scores.

In order to help improve the students' attendance rate, the students will receive perfect attendance awards per six weeks. By doing so, they will be motivated to continue having perfect attendance and help increase the student attendance rate.

In order to improve and monitor the TELPAS scores to ensure that students are making one level progress or maintaining the Advanced High rating, all Bilingual students will be monitored every six weeks through out the school year. Writing Samples will be collected every six weeks and the collections, along with the students' proficiency in the Domains will be rated every six weeks.

Student Achievement

Student Achievement Summary

I. CNA Procedures for Student Achievement:

Teachers review the TEKS and District's framework and scope and sequence to determine what areas of student mastery in TEKS learning objectives, depth of knowledge and thought processes, need to be reinforced in order to ensure that student achievement is measured not only in assessment measures but critical thinking areas at all times. Teachers disaggregate data from weekly assessments, scheduled campus assessments and district benchmarks. The campus will use this data and plan for three hours on a scheduled 3 week calendar rotation throughout the school year. As student areas of need are targeted and addressed by both teachers, grade levels, as a campus, administration, with assistance and guidance from district C & I specialist, A.R.E. assessment assistance, and our Assistant Superintendents in close collaboration with use of data item analysis via AWARE and TANGO we are able to see what individual, class, and subpopulation student achievement (including SPED, Bi-lingual, RTi Tiered students, Migrant, G/T) areas of need, strengths and weaknesses fall in order to continuously generate and coordinate plans for student academic improvement and advanced critical thinking skills. Grades are evaluated on a weekly basis with progress reports provided every three weeks and report cards every six weeks with aligned tutorials to provide additional academic reinforcement for students in need of academic improvement or instructional TEKS based skill reinforcements.

Student Achievement Strengths

Low teacher failure percentage rates

Student progress reflected in 6 weeks campus assessments in 3rd - 5th grades

3rd -5th Grade Reading and Math - 4th Writing and 5th Science STAAR Scores

Student Achievement Needs:

Summary of Needs: After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following Student Achievement areas of improvement would be addressed:

1. Language Enrichment implementation in the classroom will be monitored through walkthroughs and progress monitoring. Teachers who are not trained in Language Enrichment will receive professional development.
2. To improve Science scores in 5th grade, students in 5th grade will attend the living with science lab on a weekly basis. This will ensure they are receiving hands on activities which will enhance the activities taking place in the classroom. ELL, ELA, Math & Science Materials and resources, including

purchases of science materials, content area manipulatives, instructional reinforcement supplemental workbooks and materials, dictionaries, and any other additional instructional reinforcement materials to support classroom instruction and curriculum in daily classroom instructional lessons & activities, will be provided for the teachers. All 1st to 5th grade students identified as at risk will attend after school tutorial classes and will receive instruction in the core areas objectives in preparation for the STAAR. LJCreate and STEMScope license will be purchased/renewed for 3rd through 5th grade to be used during tutorial as well as

during class as a supplemental resource for the classroom activities being implemented in the classroom.

3. To improve Writing Advanced Leveled performance in 4th grade, PK through 5th Grade teachers will meet within grade level or faculty meetings to improve writing instruction at Keller Elementary. Teachers will also be given the opportunity to attend professional development and they will share the information with the rest of the faculty. Administration will collect at least 2 writing journals per class in PK-5th Grades to review and provide feedback. Administration will perform periodic checks for all 4th grade writing students and rate the student's performance using a rubric to provide feedback.

To best support campus efforts and meet identified needs at the District and Campus level; activities, resources, and implementation timelines related to Student Achievement are set forth in core-area, At-Risk, and Migrant Education sections of the 2017-2018 Campus Improvement Plan.

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Special Education student performance in the core curricular areas.

Reading Fluency increase in all grade levels.

Journal and Composition writing in all grade levels.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Special education students who are in the general education setting are scoring an overall 49%(RDG) and 25% (Math) compared to the 89% (RDG) and 90% (Math) for general education peers on STAAR assessments. **Root Cause:** Students are spending a significant amount of time out of the general education class to receive resource accommodations.

Problem Statement 2: All Bilingual Students in STAAR testing areas are scoring at an overall 82%(RDG) and 87% (Math) compared to the 89%(RDG) and 91% (Math) to the overall general education population on STAAR assessments. **Root Cause:** Individualized interventions supports are necessary for all ELL students to succeed on STAAR assessments.

School Culture and Climate

School Culture and Climate Summary

I. CNA Procedures for School Culture and Climate:

Keller Elementary School ensures that a positive, safe, and appropriate learning environment and climate is ensured for all campus and community stakeholders that have a direct vested involvement in the holistic social, emotional, academic, physical and intellectual development of the students at Keller Elementary School. This is ensured via relational capacity with the notion that ALL means ALL in involving and providing each and every student the opportunity to learn and be involved in their own personal development with the support of the campus and all stakeholders. Doing so, Keller Elementary ensures that we focus on closing not just the academic gaps evident via our student achievement and demographic analysis, but the opportunity gaps that students experience in their educational lifecycle. Semester perfect attendance celebrations, Student of the Week - Promoted on the marquee, special event, , individual student incentives for morning announcements, birthday recognitions - through announcements and individual birthday cards, classroom counselor presentations, motivational rallies, promote a harmonious and well involved campus climate for all students. Students are encouraged to participate in all extracurricular activities such as: Honors Choir, Destination Imagination, UIL, Library Book Club, Chess, Drill Team, Sugar Bears, Flag Football, Girls Volleyball, Running Club, Local and State Art Competitions,

Teachers will meet for collaboration sessions every 3 weeks for ELA and Social Studies Planning. Weekly planning sessions within the gradelevel are scheduled twice a week to focus on Math and Science. Teachers will also meet weekly by grade level, faculty and administrative grade level meetings, parent meetings, as well as campus committee meetings, special called faculty and staff meetings, RTI trainings, curricular support trainings (campus and district level), monthly SBDM, CSH CATCH, paraprofessional meetings, DEIC, district level safety meetings, assessment and parent involvement meetings as determined and guided by a campus wide CNA survey conducted annually, allows all individuals at Keller Elementary to ensure proper and appropriate communication, collaboration, information and implementation of support and procedures positively influencing campus culture and climate is ensured at all times, Immediate and effective instructional and job performance feedback, open door policies and positivity in our interactions on a daily basis reinforce our school's culture and climate.

School Culture and Climate Strengths

Promote college awareness year round. Each grade level representing a college or university of their choosing and incorporate it within their decor and instruction.

Promote and collaborate with the University of Texas - UT-Health program in creating awareness and participation in family health education

RTI and Review 360 plans implemented

Parent Teacher Meetings

Accessiblity of Teachers

Parent/Teacher Communication

Grade Level Collaboration Meetings for ELA and Social Studies / 3rd Six Weeks

Assigned weekly collaboration days for Math and Science

Classroom Schedules Shared and Displayed

Administration/Teacher collaboration

School Culture Needs:

Showcase student work and identifying skills on a timely basis.

Consistency with core curriculum structures in daily routines.

Classrooms and grounds are to be kept clean and well-maintained.

Staff is trained to prevent and resolve conflicts.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

I. CNA Procedures for Staff Quality, Recruitment and Retention:

Staff quality and improvement is vital when evaluating current Keller staff members. Formative and summative employee evaluations are conducted at Keller Elementary annually ongoing throughout the school year. A campus based interview committee consisting of grade level representatives, paraprofessional staff representation and administration are all involved in the interviewing process for new candidates interested in any professional vacancies that arise at Keller Elementary. Via a series of standards based established interview questions, as determined by the interview committee, and respective rubric and ranking system, as well as a mock lesson presentation to the interview committee in an actual student classroom setting as selected by the committee for teacher candidates, the best qualified and most appropriate individuals that make the best fit for our campus are recommended for vacancies. New teachers are guided and mentored by all grade level teachers via collaboration and lead by a highly qualified lead teacher and instructional dean. Teacher performance records and TTESS evaluations and components are documented and kept by campus administration, assistant principal and principal. Scheduled SBDM, Faculty, and grade level meetings are conducted biweekly and monthly to address campus issues that ensure appropriate interventions are initiated to focus on continued improvement on campus needs and issues as well as to ensure the staff is highly qualified in their teaching areas

Staff Quality, Recruitment, and Retention Strengths

Increase teacher professional development opportunities.

Increase leadership roles for teachers with the grade levels and committees.

Allow teachers more opportunities to train within our own campus and cluster.

Staff Quality Needs:

Bilingually certified teachers

Smaller student to teacher ratios

Retain teachers who share the core values of the campus

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

CNA Procedures for Curriculum, Instruction and Assessment:

Scheduled SBDM, Faculty, and grade level meetings are conducted biweekly and monthly to address campus issues that ensure appropriate interventions are initiated to focus on the strengths and needs of the campus in assessment delivery of instruction and curriculum. Grade level teacher collaboration takes place every 3 weeks to plan for rigorous instruction including the District supported FASCT program based from the University of Texas A&M. Keller bases a majority of its instructional base on the TEKS with support from our district curriculum Frameworks and Scope and Sequence. This is also infused with additional instructional resources provided to the teachers as reviewed and approved by SBDM and campus based leadership teams. Our technology component rests within our curriculum instruction utilizing technology applications and materials to enhance the instruction and learning processes of instruction as equipped to meet the needs of our students.

Curriculum, Instruction, and Assessment Strengths

KENTRO/Tangosoftware/Eduphoria campus created assessments

Six Weeks Campus Assessments 3rd-5th Grades

Best Practices Professional Development

Standards Based Curriculum Resources

Grade Level / Faculty Meetings

District Frameworks and Scope and Sequence

C&I Needs:

Adequate cons

Summary of Needs: After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following Curriculum, Instruction and Assessment areas of improvement would be addressed:

Campus assessments in every grade level to monitor student progress will be created and used to receive student data on the students progress through STAAR content instructional alignment, horizontal and vertical alignment, benchmark results, use and assessment of supplemental resources which focus on TEKS and STAAR standards. Students will also participate in off campus learning opportunities in the form of field trips to enhance academic learning, be involved with the community and be able to see additional opportunities provided by student field trips (this will include funding for field trip student meals). Administration and teachers will analyze assessment data from TANGO, Eduphoria and Lead4ward to disaggregate results and target the areas of need and provide adequate and appropriate STAAR instructional resource procurement. Teachers will be given the opportunity to vertically and horizontally plan and align to meet the needs of the students based on data results.

Professional and staff development will be offered for teachers to gain and improve the knowledge and skills important to their positions and job performance.

Technology equipment such as ink cartridges for printers in the classrooms, elmos and projectors for teachers who do not have them, bulbs for replacements due to wear and tear, and laptops for the Computers on Wheels (COW) to complete a class set of laptops will be purchased to assist the teachers with curriculum and instruction.

Technology software, desktop computers, laptops and updates for Math, Reading, Writing, and Science will be purchased to enhance the lessons taking place in the classrooms and computer labs. The purchase of these items including the STAR Renaissance program will help with the vertical alignment necessary in our campus to help improve student achievement.

Supplemental resources and educational material that are TEKS based and focus on reinforcing STAAR standards will be purchased or reproduced at media services to reinforce the daily activities that are taught in the classrooms. Teachers will be given the opportunity to select resources which will benefit their own students' needs and the campus will purchase supplemental resources and duplicating paper for student work, for the entire grade levels as well to reinforce the skills the grade level and the campus needs improvement which including Health/PE equipment. PFS students will also exclusively receive clothing and instructional materials to positively enhance these student's academic performance and school experiences.

Family and Community Involvement

Family and Community Involvement Summary

I. **CNA Procedures for Family and Community Involvement:**

A strong family and community based program exists at Keller Elementary with weekly meeting conducted on a variety of topics focusing primarily on informative based meeting regarding information parents must know about campus, local and state educational issues and policies. Open house, meet the teacher and individualized parent meetings are held as well to ensure open lines of communication. Keller adheres to all local, district and state parental involvement guidelines and ensures that parents are an active part of campus initiatives.

Scheduled SBDM, Faculty, and grade level meetings are conducted biweekly and monthly to address campus issues that ensure appropriate interventions are initiated, as well as weekly parent meetings are conducted to keep the parents informed on the events taking place in school.

1. **Summary of Needs:** After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following Family and Community areas of improvement would be addressed:
2. Parent Orientation will be held to inform the parents on daily standard operations and District Policy during the month of September. CIP 6.3
3. Parent Training in curriculum updates- Reading First, RTI, Section 504, STAAR will be conducted during the weekly parent meetings to keep them informed of the school curriculum- Community involvement is cultivated by having informative monthly meetings for the parents as well as activities such as Zumba classes and nutrition classes through out the school year. CIP 6.6 / 6.7

To best support campus efforts and meet identified needs at the District and Campus level; activities, resources, and implementation timelines related to Family and Community Involvement are set forth in the Parent and Community section of the 2014-2015 Campus Improvement Plan.

CNA Procedures for School Context and Organization:

The school conducts periodic evaluations of campus performance in all aspects of the working components of the campus. The CAN surveys provide the SBDM and various campus based committees, administration and grade levels with input as to what and how the operations of our campus are conducted, thus providing feedback on all programs that our campus operates under.

Scheduled SBDM, Faculty, and grade level meetings are conducted biweekly and monthly to address campus issues that ensure the organization of the school is appropriate to the needs of the campus.

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

Master Schedules
Supervision Structure
Duty Rosters
School Map and Physical Environment
Program Support Services

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

Family and Community Involvement Strengths

Parents desire to help

Parent Participation in Wellness FIT program

Reading/Library Assistance and Involvement

Meet the teacher night

Open House

Family and Community Needs:

Varied Oppurtunities to invite parents to actively participate in classroom learning activities

Increase in parent volunteers

School Context and Organization

School Context and Organization Summary

CNA Procedures for School Context and Organization:

The school conducts periodic evaluations of campus performance in all aspects of the working components of the campus. The CNA surveys provide the SBDM and various campus based committees, administration and grade levels with input as to what and how the operations of our campus are conducted, thus providing feedback on all programs that our campus operates under.

Scheduled SBDM, Faculty, and grade level meetings are conducted biweekly and monthly to address campus issues that ensure the organization of the school is appropriate to the needs of the campus.

School Context and Organization Strengths

Teams working in unity for various campus duties.

Schedules for support services.

Campus Meeting Agenda items are 70% C&I related.

Emergency Operation Plan

Campus Safety

Campus Designated Committees in Place.

Summary of Needs:

The SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following School Context and Organization areas of improvement would be addressed: The decision Making process will be followed through an active SBDM committee who will meet on a monthly basis to address and make decision on various campus issues. More communication will take place between the campus administration and school faculty through grade level and faculty meetings as well as through weekly newsletters Continued collaboration with STAAR classroom and instructional support will be given to the teachers through trainings and meetings throughout the school year. To best support campus efforts and meet identified needs at the District and Campus level; activities, resources, and implementation timelines related to School Context and Organization are set forth in all sections of the 2016-2017 Campus Improvement Plan.

Technology

Technology Summary

CNA Procedures for Technology

Reviewing Fixed Assets Reports, the results of the Staff/Student/Parent Technology Survey of needs along with the current hardware and software being utilized across grade levels at the campus, Administration, Campus Technology Support Teacher and Campus Teachers were able to provide input as to the level of implementation and acquisition of the Technology currently available on campus. Technology is needed in every classroom. Desktops, laptops, Notebooks, Headphones, projectors, printers, digital cameras, video cameras, sound systems, Elmos and ink cartridges for printers, upkeep replacement parts for hardware are needed and will be purchased to enhance teaching and learning in all subject areas. Programs and equipment which assist with providing student support with TEKS Standards are to be given priority. These items will increase interest and enhance learning opportunities in every classroom.

Upgraded technology is an essential part of our core curriculum due to our newly adopted Math, Science and Social Studies textbooks which incorporate a ETEXT feature along with digital activities and assessments. The core curriculum enhanced with essential technology support will allow students to successfully complete the District's scope and sequence, preparing them for State Assessments. A technology lab is available to all grade levels to help strengthen student TEKS skills. Teachers are afforded the opportunity to attend many District provided technology in services throughout the year.

Technology Strengths

Computer Access for students in all classrooms

Two student computer labs

Use of website and ESchool HAC to view student Progress

Digital Access to Campus and District Assessments

Technology Needs:

Summary of Needs: Purchase of new computers to replace the obsolete models will continue to provide accessibility to instructional programs that would increase student interaction and engagement in the learning process. The level of technology integration into classroom instruction by teachers and students will be increased.

Software purchases or renewal of licenses will be used to supplement instructional programs that would increase student interaction and engagement in the learning process.

Teachers will use TANGO resources for RTI interventions, KENTRO teacher made assessments and TANGO library supplementals to reinforce TEKS standards.

Projectors and Elmos will be purchased for every classroom. The projectors will be used to project unlimited activities and interactive lessons to be used in daily ETEXT instruction from Pearson Realize.

Apple Ipads are needed for RTI/SmallGroup instruction in all grade levels. Interactive programs and tools are an essential part of 21st century education.
Keller

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

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
- Critical Success Factor(s) data
- PBMAS 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 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)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility

- Migrant population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Professional development needs assessment data
- PDAS and/or T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

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


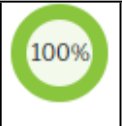
Performance Objective 1: 90% of Keller students tested with STAAR will meet the State standard. All students will be encouraged and challenged to meet their full educational potential by giving them opportunities to be successful and become aware of the opportunities they can obtain in all academic areas including Pre-Kinder 3 and Pre-Kinder 4, extended day, tutorial classes and extra curricular activities.





Evaluation Data Source(s) 1: Students will increase Performance Standards status within Campus Six Weeks Trends Assessment Scores, Six Weeks Fluency Rates, District Benchmark Scores and State Assessments including STAAR, Stanford 10, Circle, TPRI/Tejas Lee, SELP/SSLP. Summative Evaluation 1: College Readiness Skills and Preparation will be evaluated by data derived from Campus Six Weeks Trends Assessment Scores, Six Weeks Fluency Rates, District Benchmark Scores and State Assessments including STAAR, Stanford 10, Circle, TPRI/Tejas Lee, SELP/SSL.







Summative Evaluation 1:

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





<p>1) All PK-5 classrooms will schedule 90 minutes daily of standardized reading instruction. Segments of time within the daily block must specifically target all the components of the reading process and include center activities, LE, Esperanza to improve test scores including RTI, TPRI/TEJAS Lee TELPAS, STAAR, SAT 10, Circle, and TLI.</p> <p>ELL Dictionaries instructional materials and supplies will be provided as needed for Language enrichment, phonological awareness manipulatives, Scientific Interactive Journals, multisensory grammar. General classroom supplies will be utilized improve to instruction in targeted areas.</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: Aug 2017-June 2018</p> <p>CIP 1.1 CNA 31</p>	<p>Principal, Assistant Principal Instructional Facilitator Teachers</p>	<p>IEP, Report Cards, Standardized Scores, TELPAS, TPRI/TEJAS Lee</p>			
<p>Funding Sources: 211 Title I-A - \$0.00</p>					
<p>2) Implementation of RTI strategies through small group tutoring of TIER II and TIER III Students in K-5 will be conducted to support academic growth and success in core areas of TIER II and TIER III students. RTI routines will also be incorporated within the teacher's daily lessons. Academic Vocabulary and Tango -FCRR's will be act as curricular supports. Professional Development in interventions and time for collaboration will be provided.</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: Aug 2017-June 2018</p> <p>CIP 1.2 CNA 27</p>	<p>Principal, Assistant Principal Instructional Dean Teachers</p>	<p>BOY, MOY, EOY, Progress Monitoring</p>			
<p>Funding Sources: 199 Local funds - \$0.00</p>					





<p>3) New and Existing Teachers and paraprofessionals will have the opportunity to grow professionally through a 3 hour campus collaboration planning every 3 weeks in the area of reading and social studies. and designated math and science planning twice a week. Teachers will also be afforded opportunities to attend and/or participate in local/state conferences, peer mentoring, workshops, maintenance meetings, etc. Materials and supplies will be provided as needed</p> <p>ELAR/SLAR TEKS Pre-Kindergarten Guidelines Center for Improving the Readiness of Children for Learning and Education (CIRCLE) PK TLI (Sustainability) Response to Intervention (RTI) CCRS (College and Career Readiness Standards) TPRI/Tejas Lee SIOP Esperanza, Language Enrichment</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: Aug 2017-June 2018</p> <p>CIP 1.3 CNA 32</p>	Principal, Assistant Principal Instructional Dean Teachers	Campus Six Weeks Trends Assessment Scores, Six Weeks Fluency Rates, District Benchmark Scores and State Assessments including STAAR, Stanford 10, TPRI/Tejas Lee, SELP/SSLP			
<p>Funding Sources: 263 Title III-A Bilingual - \$0.00, 211 Title I-A - \$0.00</p>					









<p align="center">Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>4) Language Arts, Math and Science Supplemental Materials which target the state adopted TEKS and supplement the district curriculum will be purchased to support our campus hands on science initiative for PK- 5th grades every Tuesday. These materials will also enhance the general education and sup-pop classroom instruction : including special education, ELL, and Migrant. Purchase will improve STAAR, TELPAS and TPRI, CPALLS, and other tests. Materials include:LJCreate replenishables, Measuring Up Reading and Math, Science and Writing, STAAR Success Reading and Writing, HMH Materials, STAAR Master, Rise and Shine, Reading Books, Student Remedial resources, classroom readers, picture books, manipulatives and general supplies. Duplicating paper will be purchased to duplicate supplemental resource materials for students. Media Services will be utilized for other duplicating services.</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: Aug 2017-June 2018</p> <p>CIP 1.4 CNA pg</p>	Principal, Assistant Principal Instructional Dean Teachers	Campus Six Weeks Trends Assessment Scores, Six Weeks Fluency Rates, District Benchmark Scores and State Assessments including STAAR, Stanford 10, Circle, TPRI/Tejas Lee, SELP/SSLP				
<p>Funding Sources: 211 Title I-A - \$3,000.00, 162 State Compensatory - \$0.00</p>						
<p>5) All PK-5th Grade and Special Population Teachers and librarian will provide students time to read for enjoyment, fluency and comprehension to gain appreciation for literature through, AR, Read Aloud, SSR, Incentives and Class discussions. Fluency monitoring is performed on a daily basis with teacher reports submitted to administration every 3 weeks. The librarian will assess 1st - 5th grade students using the Renaissance STAR program to set the student's Reading AR Levels.</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: Aug 2017-June 2018</p> <p>CIP 1.5</p>	Principal, Assistant Principal Instructional Dean Teachers	Campus Six Weeks Trends Assessment Scores, Six Weeks Fluency Rates, District Benchmark Scores and State Assessments including Stanford 10, Circle, TPRI/Tejas Lee, SELP/SSLP.				
<p>Funding Sources: 162 State Compensatory - \$2,000.00</p>						











<p>6) PK-5 teachers will collect student writing samples throughout the school year. Writing samples will be compiled to monitor the students progress for TELPAS, student progress and grade level alignment in all core areas. Administration participates in review of writing journals to randomly review student progress.</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: Aug 2017-June 2018</p> <p>CIP 1.6</p>	<p>Principal Assistant Principal Instructional Dean Teachers</p>	<p>CPM TELPAS STAAR TPRI/Tejas Lee</p>				
<p>7) Professional development will be provided in the area of Reading and other core subjects including assessment trainings through attendance of selected teachers, and administrators in order to target areas of improvement and testing policy updates.</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: Aug 2017-June 2018</p> <p>CIP 1.8</p>	<p>Principal Assistant Principal Instructional Dean Teachers</p>	<p>Campus Six Weeks Trends Assessment Scores, Six Weeks Fluency Rates, District Benchmark Scores and State Assessments including STAAR, Stanford 10, Circle, TPRI/Tejas Lee, SELP/SSLP</p>				
<p>Funding Sources: 211 Title I-A - \$3,000.00</p>						
<p>8) 1st through 5th grade teachers will create and/or conduct ELA, Math and Science benchmarks/six weeks campus assessments, to monitor students mastery of TEKS taught. Data turn around and review after every campus assessment. Paper and other materials will be provided as needed.</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: Aug 2017-June 2018</p> <p>CIP 1.9 CNA 21</p>	<p>Principal Assistant Principal Instructional Dean Teachers</p>	<p>Campus Six Weeks Trends Assessment Scores, Six Weeks Fluency Rates, District Benchmark Scores and State Assessments including STAAR, Stanford 10, TPRI/Tejas Lee, SELP/SSLP</p>				
<p>Funding Sources: 162 State Compensatory - \$0.00, 211 Title I-A - \$1,000.00</p>						

<p>9) Teachers and paraprofessionals in the special education and general education department will be given the opportunity to attend staff development through in-services, conferences and consultants to improve teaching strategies in the core areas through innovative techniques in order to modify and/or accommodate for students better understanding of academic curriculum, increase the content and pedagogical level of the teachers, improve student behavior and organization skills.</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: Aug 2017-June 2018</p> <p>CIP 1.10 CNA 35</p>	<p>Principal Assistant Principal Instructional Dean Teachers TLI Specialist</p>	<p>Campus Six Weeks Trends Assessment Scores, Six Weeks Fluency Rates, District Benchmark Scores and State Assessments including STAAR, Stanford 10, Circle, TPRI/Tejas Lee, SELP/SSLP</p>				
<p>Funding Sources: 162 State Compensatory - \$0.00, 211 Title I-A - \$4,932.00</p>						
<p>10) Supplemental Resource Materials will be reproduced at the media center so each student will have their own copy of various resources to enhance the daily classroom activities and raise students test scores.</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: Aug 2017-June 2018</p> <p>CIP 1.11 CNA 21</p>	<p>Principal Assistant Principal Instructional Dean Teachers TLI Specialist</p>	<p>Campus Six Weeks Trends Assessment Scores, Six Weeks Fluency Rates, District Benchmark Scores and State Assessments including STAAR, Stanford 10, Circle, TPRI/Tejas Lee, SELP/SSLP</p>				
<p>Funding Sources: 199 Local funds - \$0.00, 162 State Compensatory - \$0.00</p>						
<p>11) Teachers will provide instruction that ensures advancement/progress of bilingual category and TELPAS rating each year of school attendance of ELL students beginning with Kindergarten students with the goal of taking assessments in English after a minimum of three years following BISD transitional model. Substitutes will be afforded for LPAC decision making committees during the school year.</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: Aug 2017-June 2018</p> <p>CIP 1.13</p>	<p>Principal Assistant Principal Instructional Dean Teachers LPAC Administrator and Committee</p>	<p>TELPAS Scores</p>				

<p>12) The Library program will provide instructional support materials such as magazines, data bases, internet supported programs, software and student incentives to support the TEKS based instruction, classroom curriculum and school-wide reading program including AR, STEAMS activities that engage and reward, and motivate students to read. In addition, the librarian will submit lesson plans that support the Pr- K-5 curriculum.</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: Aug 2017-June 2018</p> <p>CIP 1.14</p>	<p>Principal, Assistant Principal, Instructional Dean and Librarian.</p>	<p>AR Reports, Six Weeks Fluency Rates and Reading Scores.</p>				
<p>Funding Sources: 211 Title I-A - \$0.00</p>						
<p>13) School Nurse will provide health services and education for all students. Presentations will be provided throughout the school year, focusing on general health, hygiene and oral health care. Health care supplies are essential to providing adequate care for students on a daily basis.</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: Aug 2017-June 2018</p> <p>CIP 1.15 CNA 26</p>	<p>Principal, Assistant Principal, School Nurse</p>	<p>Higher Rates on Campus, District and State Assessments.</p>				

<p>14) To promote and ensure physical fitness, students in grades Pre K-5 will be provided with moderate to vigorous physical activity each day in physical education for at least 45 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: GE, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: Aug 2017-June 2018</p> <p>CIP 1.6</p>	<p>Principal, Assistant Principal, Physical Education Teachers</p>	<p>Physical Fitness Assessment - Fitness Gram</p>				
<p>Funding Sources: 199 Local funds - \$0.00</p>						
<p>15) Special Education Teachers will attend professional development and schedule Special Services Reviews to create appropriate IPI's and IEP's which follow Campus, District and State Law procedures. Special Education Teachers will allow for the less restrictive environment for all students. Sped Ed teachers will maximize instructional time by co-teaching in State Assessed grade levels to allow students opportunities to participate in lessons among their peers with Sped Ed guidance.</p> <p>Aug 2017-June 2018</p> <p>CIP 1.16</p>	<p>Principal Assistant Principal Special Education Teachers</p>	<p>Campus Six Weeks Trends Assessment Scores, Six Weeks Fluency Rates, District Benchmark Scores and State Assessments including STAAR, Stanford 10, TPRI/Tejas Lee, SELP/SSLP</p>				

<p>16) Professional development opportunities will be provided to campus and district personnel to enhance the provision of services for at-risk students in order to improve academic achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. Professional development opportunities include: Identification of at-risk students via state and local criteria, Graduation Rate, Completion Rate, and Dropout Rate Survivor Manual, Graduation Cohorts, Identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act, and Budget and Program Compliance Population: Elementary, Middle and High School AR Students Timeline: August 1, 2017 - June 5, 2018 (As needed)</p>	<p>Campus Administration, Homeless Youth Coordinator, Administrator for State Compensatory Education, Administrator for Special Programs</p>	<p>Pantry and Clothes Closet Inventory, Pantry and Clothes Closet Distribution Log, Benchmark Scores, Student Progress Reports</p>			
<p>Critical Success Factors CSF 4 CSF 5 CSF 6</p> <p>17) Students will have an opportunity to fund raise and attend various out of school field trip opportunities to further enhance classroom learning objectives, make worldly connections with outside community entities, while celebrating efforts well deserved by students with educationally based field trips. Timeline: August 2017-June 2018. CNA pg 21, CIP 1-21</p>	<p>Campus Administration, Administrator for State Compensatory Education, Administrator for Special Programs, campus teachers</p>	<p>Students will demonstrate the purpose and importance of said field trips via classroom discussions, writing assignments, and participation in field trip activities</p>			
<p>Funding Sources: 162 State Compensatory - \$0.00</p>					
<p>18) 1) Students will have an opportunity to participate in the National Education Honor Society. NEHS recognizes students in both public and nonpublic elementary schools for their outstanding academic achievement and demonstrated personal responsibility. CIP 6.1 CNA: p. 16</p> <p>Aug 2017 - June 2018</p>	<p>Campus Principal Assistant Principal Instructional Dean Counselor</p>	<p>Campus Six Weeks Trends Assessment Scores, Six Weeks Fluency Rates, District Benchmark Scores and State Assessments including STAAR, Stanford 10, Circle, TPRI/Tejas Lee, SELP/SS</p>			
<p>19) Counselors will promote university attendance and awareness with updated bulletin boards visible throughout the campus, featuring careers obtainable through various universities and colleges. University Guests to promote the importance of High School Graduation along with attendance in an institute of higher learning. CIP 6.3 CNA: p. 16</p> <p>Aug 2017 - June 2018</p>	<p>Campus Principal Assistant Principal Instructional Dean, Counselors</p>	<p>Campus Six Weeks Trends Assessment Scores, Six Weeks Fluency Rates, District Benchmark Scores and State Assessments including STAAR, Stanford 10, Circle, TPRI/Tejas Lee, SELP/SSL</p> <p>Funding Sources: N/A</p>			



<p>20) Emphasis will be placed on the nomination, testing and identification of Gifted and Talented Students. Recommendations for students to be homogeneously grouped in each grade level. Kinder teachers are responsible for submitting for those kinder students who are newly identified for the GT program:</p> <ol style="list-style-type: none"> 1) SPR - Teacher Observation 2) Art Project or picture/copy of project 3) Do Your Part for Art Rubric <p>1st - 5th grade teachers are responsible for submitting</p> <ol style="list-style-type: none"> 1) SPR Teacher Observation 2) Research Proposal 3) Research Paper 4) Picture of Product or Presentation 3) Rubric CIP 6.4 CNA: p. 16 <p>Aug 2017 - June 2018</p>	<p>Principal Assistant Principal Instructional Facilitator Counselors Teachers</p>	<p>Increase of G.T. population. Funding Sources: N/A</p>				
<p>21) Provide information and support for 5th grade students who qualify for the Duke University Talent search to increase the number of student participants. CIP 6.5 CNA: p. 16</p> <p>Aug 2017-June 2018</p>	<p>Principal Assistant Principal Instructional Dean, Counselors Teachers</p>	<p>Duke University Talent Search District Wide Report. Funding Sources: N/A</p>				
<p>22) Student will participate in Chess competitions throughout the school year. Practices will include basic strategies used in District programs. Students will also participate in Coding Competitions. Purchased materials will include chess mats, board, accessories. Competition fees and dues. Student meals and accomodations. CIP 6.6 CNA: p. 16</p> <p>Aug 2017-June 2018 Funding Sources: Local -, Local -</p>	<p>Chess Coaches Principal, Assistant Principal</p>	<p>Local and State Placement and Recognitions Funding Sources: 199 Local funds - \$0.00</p>				
<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 2: The students in the public education system will demonstrate exemplary performance in instrumental music, choral music, visual arts, theater arts, and dance. Students will also demonstrate exemplary performance within our public school system in c-curricular, athletic & extra curricular activities

Performance Objective 1: Thomas W. Keller Elementary Art Program will support and incorporate STAAR/TEKS objectives for all students. Students will participate in campus, district, state and national competitions.

Evaluation Data Source(s) 1: All faculty will participate in coordinating programs to enhance the campus Fine Arts Program results will be reflected in State Assessment Scores and HB 5 Assessment Results.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
<p>1) The art and music teacher will integrate the art/music curriculum with activities that incorporate all areas of STAAR objectives including Reading, Math, Writing and Science through the use of technology including the use of reinforcement of the STAAR-Math objectives and experiment with patterns/numbers/proportions of designs to create an original aesthetic artwork or musical composition piece. STAAR-and TEKS objectives will be enhanced with different art activities incorporating reflections/atmosphere/ /color theory and usage of materials, vocabulary and art/music history to be able to implement hands on activities, and develop quality artwork and musical performance pieces.</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: Aug 2017-June 2018</p> <p>CIP 2.1 CNA: 14-15</p>	<p>Principal Assistant Principal Instructional Dean Art Teacher</p>	<p>Student Yearly Average, Submittal and Placement of Competition Pieces, STAAR Assessments</p>				
<p>Funding Sources: 199 Local funds - \$0.00</p>						



<p>2) The art and music teacher will motivate students through STAAR objectives to participate in both the BISD and Community art and music competitions being held throughout the year. Competition regulated materials will enable students to compete in local, State and National Contests.</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: Aug 2017-June 2018</p> <p>CIP 2.2 CNA:</p>	<p>Principal Assistant Principal Instructional Dean Art Teacher</p>	<p>Student Yearly Average, STAAR Assessments, Competition Acolades</p>			
<p>Funding Sources: 199 Local funds - \$0.00</p>					
<p>3) Students will be encouraged to participate in UIL Art, Music and Ballroom Dancing. Students will participate at the local, district and state level (placement). Materials, resources for competition will be purchased to enhance competition opportunities.</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: Aug 2017-June 2018</p> <p>CIP 2.3</p>	<p>Teachers, Assistant Principal, Counselors, Principal, Instructional Dean</p>				
<p>Funding Sources: 199 Local funds - \$0.00</p>					
<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 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.





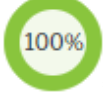



Performance Objective 1: Thomas W. Keller Elementary School will reduce the academic gap between At-Risk students and all other students by increasing at-risk student achievement by 20% and increase the at-risk student attendance rate by 10%.

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

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
<p>System Safeguard Strategy</p> <p>1) Keller Elementary will implement tutorials and remediation strategies in core-area subjects for at-risk of failing students in order to decrease the retention rate and improve student achievement in 3rd and 4th grades. SSI tutorials will be implemented for 5th grade students to close achievement gap within the TEKS objectives and STAAR performance. The subject Areas include: Reading, Writing, Math and Science. General supplies will be purchased to operate extended day programs.</p> <p>Population: TI,MI, LEP, AR, DYS</p> <p>Timeline: Aug 2017-June 2018(2 X week)</p> <p>CIP 3.1 CNA: p. 11</p>	<p>Campus Principal Instructional Dean Administrator for State Compensatory Education</p>	<p>Formative: Tutorial Schedule, Tutorial Lesson Plans, Classroom Observations, Student Progress Reports, Benchmark Scores Summative: STAAR, Retention Rate</p>				
<p>Funding Sources: 162 State Compensatory - \$0.00, 211 Title I-A - \$8,700.00</p>						

<p>2) The Pre-K program including PK 3 will be provided the full day in order to better prepare qualified students academically.</p> <p>Population: TI, MI, LEP, AR</p> <p>Timeline: Aug 2017-June 2018(Daily)</p> <p>CIP 3.2 CNA: p. 11</p>	<p>Campus Principal Instructional Dean Administrator for State Compensatory Education</p>	<p>Formative: Lesson Plans, Classroom Observations, Student Progress Reports, CPM (BOY and MOY) Summative:(EOY)</p>			
<p>Funding Sources: 211 Title I-A - \$0.00</p>					
<p>System Safeguard Strategy</p> <p>3) The Dean of Instruction will work with teachers to help At Risk students improve student assessment performance, monitor all curriculum and supplemental programs, and will provide training and support as required or needed by campus or district.</p> <p>Population: TI, MI, LEP, AR</p> <p>Timeline: Aug 2017-June 2018</p> <p>CIP 3.3 CNA: p. 11</p>	<p>Campus Principal Administrator for State Compensatory Education</p>	<p>Formative: Professional Development System (PDS). Session Evaluation Session Attendance Report, Lesson Plans, Classroom Observations, Student Progress Reports, Benchmark Scores Summative: STAAR</p>			
<p>Funding Sources: 162 State Compensatory - \$0.00</p>					
<p>4) A Dyslexia teacher will monitor the academic progress, attendance, and provide support services for identified students, staff, and parents.</p> <p>Population: DYS, AR</p> <p>Timeline: Aug 2017-June 2018</p> <p>CIP 3.4 CNA: p. 11</p>	<p>Campus Administration Dyslexia teacher Administrator for State Compensatory Education Instructional Dean</p>	<p>Formative: Lesson Plans, Classroom Observations, Student Progress Reports, Benchmark Scores Summative: STAAR</p>			
<p>Funding Sources: 162 State Compensatory - \$0.00</p>					





<p>5) Campus data entry clerk and office personnel will be provided training on the identification of homeless and unaccompanied youth during registration to ensure registration of students/families on a timely manner. Referrals to District At-Risk programs will be directed for students/families in need.</p> <p>Population: TI, MI, LEP, AR, GT, DYS</p> <p>Timeline: Aug 2017-June 2018</p> <p>CIP 3.5 CNA:</p>	<p>PEIMS Administrator, PEIMS Data Entry, Principal, Counselor</p>	<p>Formative: Referrals to District At-Risk Programs, Rate Report from Homeless Program Summative: STAAR</p>			
<p>6) Extended Day Program will be offered to Pre-K - 5th grade students. The campus will implement academic as well as physical fitness afterschool programs. Students will use composition books as interactive journals. The journals will be utilized as an assessment tool for the extended day programs.</p>	<p>Campus Administration Counselors Teachers Support Staff</p>	<p>Formative: Interactive Journals Summative: STAAR</p>			
<p>Funding Sources: 211 Title I-A - \$11,000.00</p>					
<p>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>					


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











Performance Objective 1: The Campus will maintain at or above a 97.5% daily attendance rate.

Evaluation Data Source(s) 1: Students with good attendance rates will reflect Met Expectation Scores on Campus Six Weeks Trends Assessment Scores, Six Weeks Fluency Rates, District Benchmark Scores and State Assessments including STAAR, Stanford 10, Circle, TPRI/Tejas Lee, SELP/SSLP.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
<p>1) Implement campus attendance goals that addresses procedures, roles responsibilities and a formal written plant for Monitoring/management included in campus Improvement Plan Ensure that campus student attendance meets District and State rates so that students meet their full educational potential.</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: Aug 2017-June 2018</p> <p>CIP 4.1</p>	<p>Principal Asst. Principals PEIMS Supervisor Attendance Clerks Attendance Liaisons Attendance Office Data Entry Clerk</p>	<p>Attendance rates by six weeks, Attendance Management plans as needed by campus visitations by attendance office.</p>				
<p>2) Reduce by 5% yearly the out of-school suspensions on every campus by researching and evaluating 2013-2014 number of days students were absent due to OSS. To increase campus student attendance rates and improve student scores.</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: Aug 2017-June 2018</p> <p>CIP 4.2</p>	<p>Principal Asst. Principals PEIMS Supervisor Attendance Clerks Attendance Liaisons Attendance Office Data Entry Clerk</p>	<p>Attendance rates by six weeks, PEIMS data, Attendance Management plans as needed by campus visitations by attendance office.</p>				

<p>3) Recognize and award incentives to students with perfect attendance every semester and at the end of the year. Campus recognition of students for Perfect Attendance Achievement that increase learning performance. To Obtain perfect attendance, students must be present the entire instructional day for that attendance reporting period.</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: Aug 2017-June 2018</p> <p>CIP 4.3</p>	<p>Principal Asst. Principals PEIMS Supervisor Attendance Clerks Attendance Liaisons Attendance Office Data Entry Clerk</p>	<p>Attendance rates by six weeks, PEIMS data, Attendance Management plans as needed by campus visitations by attendance office.</p>			
<p>Funding Sources: 211 Title I-A - \$0.00</p>					
<p>4) Inform students and parents of mandatory State/District/Campus attendance policies and consequences.</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: Aug 2017-June 2018</p> <p>CIP 4.4</p>	<p>Principal Asst. Principals PEIMS Supervisor Attendance Clerks Attendance Liaisons Attendance Office Data Entry Clerk</p>	<p>Attendance rates by six weeks, PEIMS data, Attendance Management plans as needed by campus visitations by attendance office.</p>			
<p>Funding Sources: 211 Title I-A - \$0.00</p>					
<p>5) Require teachers to keep accurate records by checking attendance on a daily basis and submitting required attendance documents on a timely basis.</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: Aug 2017-June 2018</p> <p>CIP 4.5</p>	<p>Principal Asst. Principals PEIMS Supervisor Attendance Clerks Attendance Liaisons Attendance Office Data Entry Clerk</p>	<p>Attendance rates by six weeks, PEIMS data, Attendance Management plans as needed by campus visitations by attendance office.</p>			
<p>6) Utilize the Campus Student Head Count Form to assist in communication and courtesy calls between the campus and parents.</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: Aug 2017-June 2018</p> <p>CIP 4.6</p>	<p>PEIMS Supervisor Parent Liaison Attendance Clerk</p>	<p>Attendance rates by six weeks, PEIMS data, Attendance Management plans as needed by campus visitations by attendance office.</p>			



<p>7) Execute required State Compensatory forms for court appearances for students with less than 90% attendance rates.</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: Aug 2017-June 2018</p> <p>CIP 4.7</p>	<p>PEIMS Supervisor Attendance Clerk Parent Liaison</p>	<p>Attendance rates by six weeks, PEIMS data.</p>				
<p>8) Refer students with extenuating circumstances to the PEIMS supervisor for referral to District resources; such as, Transportation Department, Homeless Youth Project, Campus/District counseling.</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: Aug 2017-June 2018</p> <p>CIP 4.8</p>	<p>PEIMS Supervisor Attendance Clerk Parent Liaison</p>	<p>Attendance rates by six weeks, PEIMS data</p>				
<p>9) Train attendance clerks and parent /attendance liaisons 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.</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: Aug 2017-June 2018</p> <p>CIP 4.9 CNA 22</p>	<p>PEIMS Supervisor Attendance Clerk Grade Counselor All Teachers</p>	<p>Attendance rates by six weeks, PEIMS data</p>				
<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 5: School campuses will maintain a safe and disciplined environment conducive to student learning.





Performance Objective 1: Keller Elementary will maintain a safe and discipline environment conducive to students. All discipline referrals will decrease by 5%.





Evaluation Data Source(s) 1: Keller Elementary Teachers and Administration will decrease need for Office Discipline Referrals by 5%. RTi Behavior/Discipline usage will increase by 50% to process referrals for discipline issues.







Summative Evaluation 1:







Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
1) Provide training for administrators and new teachers: (a) to effectively handle classroom discipline so that out of school suspensions and discretionary removals are used as a last resort; (b) assure students' rights and due process are afforded in order to have a safe and disciplined environment conducive to student learning. Population: GE, TI, MI, LEP, SE, AR, GT, DYS Timeline: Aug 2017-June 2018 CIP 5.1 CNA: p. 38	Administrators New Teachers	Administrative walkthroughs, PDAS evaluations,				

<p>2) Provide professional development based on level of expertise and need in the following areas:</p> <ul style="list-style-type: none"> a.) Bullying Prevention b.) Violence/conflict resolution c.) Recent drug use trends d.) Resiliency/Developmental Assets e.) Dating Violence f.) Signs of Child Abuse g.) Response to Intervention (RtI) Model for behavior research based interventions to allow staff to recognize and address the issue, as a preventive measure. <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: Aug 2017-June 2018</p> <p>CIP 5.2 CNA: p. 38</p>	<p>Administrators, Campus Staff & Faculty</p>	<p>Office Discipline Referrals, Parent-Teacher conferences, Behavior RTI referrals, PEIMS Discipline Data.</p>			
<p>3) Campuses will develop and maintain an Emergency Operations Plan. Plan must be multi-hazard in nature Must be reviewed and updated annually by the campus safety and security committee.</p> <p>The following drills must be practiced accordingly: Lockdown drills (3 times per year), Shelter-in-place, Reverse evacuation, Drop & Cover, Evacuation.</p> <p>In order to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and harm to the environment.</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: Aug 2017-June 2018</p> <p>CIP 5.3</p>	<p>Principals, Assistant Principals, Faculty and Staff, Campus Counselors, Safety and BISD Police</p>	<p>District Security Evaluations, District Safety Audits</p>			

<p>4) Campuses must have an identification security system. All faculty must obtain and display an Identification Card while on school grounds All students must obtain and display an Identification Card while on school grounds Visitors must present an identification at Sign-In and Escorted at all times.</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: Aug 2017-June 2018</p> <p>CIP 5.4</p>	<p>Principals, Assistant Principals, Faculty and Staff, Campus Counselors, Safety and BISD Police</p>	<p>District Security Evaluations, District Safety Audits</p>			
<p>5) Campus based Law Enforcement: Security Officer(s) will be placed and assigned throughout the year at each elementary, middle and high school. In addition, a Police Officer will be stationed at each High School. Campus Officers when possible will address current trends with Students, Parents, Campus Faculty and Staff Gang Awareness Bullying Dating Violence Internet Safety Drug, Alcohol and Tobacco Awareness Gun Safety Teen Community Emergency Response Team (CERT) Truancy Emergency Operations Plan (EOP)-Safety Procedures As a proactive approach to diminish the number of criminal offenses on school grounds and to prevent victimization of students and staff.</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: Aug 2017-June 2018</p> <p>CIP 5.5</p>	<p>Administrators, Principals, Assistant Principals, BISD Police and Security Services.</p>	<p>District Security Evaluations, District Safety Audits, RTI Behavior Referrals, PEIMS Discipline Reports.</p>			

<p>6) Parent Presentations will be made periodically at campuses Gang Awareness Bullying Dating Violence Internet Safety Drug, Alcohol and Tobacco Awareness Gun Safety Teen CERT Truancy EOP-Safety Procedures to educate parents to be able to recognize the signs and symptoms related to certain offenses.</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: Aug 2017-June 2018 CIP 5.6</p>	Administrators, Principals, Assistant Principals, Parent Clerk, Counselors, BISD Police and Security Services.	District Security Evaluations, District Safety Audits, RTI Behavior Referrals, PEIMS Discipline Reports.			
<p>7) Dating Violence Policy Maintain a written safety plan developed by the campus safety committee Meet annually with parents for awareness education Provide training for administrators, counselors and teachers Provide counseling for students involved in offenses Implement enforcement of protective orders and school based alternatives to protective orders</p> <p>Designed to empower victims of dating violence to report dating violence.</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: Aug 2017-June 2018</p> <p>CIP 5.7</p>	Administrators, Principals, Assistant Principals, Parent Clerk, Counselors, BISD Police and Security Services.	District Security Evaluations, District Safety Audits, RTI Behavior Referrals, PEIMS Discipline Reports.			

<p>8) Principals will ensure that campus counselors provide individual and group counseling sessions on a weekly basis in order to ensure that students needs are addressed.</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: Aug 2017-June 2018</p> <p>CIP 5.8</p>	<p>Principals Counselors</p>	<p>RTI Behavior Referrals, Office Discipline Referrals, Nurse Referrals, PEIMS Discipline Reports.</p>				
<p>9) Assist students with issues interfering with learning, such as but not limited to emotional distress, family problems, or alcohol problems. Intervention strategies will be created for students who meet State criteria which are addressed in the PGP (Personal Graduation Plans) at the secondary level to increase students graduation rate.</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: Aug 2017-June 2018</p> <p>CIP 5.9</p>	<p>Principals Counselors Nurse</p>	<p>RTI Behavior Referrals, Office Discipline Referrals, Nurse Referrals, PEIMS Discipline Reports.</p>				
<p>10) Provide training for administrators and new teachers: to effectively utilize RtI modules (Review 360) to handle classroom discipline so that out of school suspensions and discretionary removals are used as a last resort; assure students' rights and due process are afforded in order to have a safe and disciplined environment conducive to student learning.</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: Aug 2017-June 2018</p> <p>CIP 5.9</p>	<p>Principals Assistant Principals Counselors</p>	<p>RTI Behavior Referrals, Office Discipline Referrals, PEIMS Discipline Reports.</p>				





<p>11) The school will provide and maintain the school radios to communicate within the school emergencies and safety issues which may occur.</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: Aug 2017-June 2018</p> <p>CIP 5.9</p>	<p>Principal, Assistant Principal, Security Services.</p>	<p>District Security Evaluations, District Safety Audits</p>			
<p>Funding Sources: 199 Local funds - \$0.00</p>					
<p style="text-align: center;">  = 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: Keller Elementary will have a 10% increase of parental involvement in campus/district involvement during 2016-2017 school year.













Evaluation Data Source(s) 1: Keller Elementary will show an increase rating in TEKS standards as a result of sharing all Campus, District and State initiatives to parents, community and all educational share holders.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
<p>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. Disseminate School-Parent-Student Compacts indicating each group;s responsibilities to ensure student achievement.</p> <p>Population: Parents</p> <p>Timeline: Aug 2017-May 2018</p> <p>CNA 22</p>	Principals Parent Liaisons	<p>Formative: Parental Involvement Policy, Parental Compact.</p> <p>Summative: STAAR Results, Attendance Rate, Discipline Referrals and Parent Participation.</p>				
<p>2) Conduct an Annual Title I Meeting to inform parents of services provided through Title I funds. Meetings will be followed by 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: Aug 2017-April 2018</p> <p>CNA 22</p>	Principals Parent Liaisons	<p>Formative: Parental Meeting documentation.</p> <p>Summative: STAAR Results, Attendance Rate, Discipline Referrals and Parent Participation.</p>				
<p>Funding Sources: 211 Title I-A - \$0.00</p>						

<p>3) Annual orientation to present and inform parents of district policies and to ensure representation of community and parent involvement in the decision-making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met: Parental Involvement Policy School-Parent-Student Compact Campus Improvement Plan.</p> <p>Population: Parents</p> <p>Timeline: Aug 2017-June 2018</p> <p>CIP 6.4</p>	<p>Principals. Parent Liaisons</p>	<p>Formative: Parental Involvement Policy, Parental Compact.</p> <p>Summative: STAAR Results, Attendance Rate, Discipline Referrals and Parent Participation, SBDM Meeting documentation.</p>				
<p>4) Host a Parent Orientation Day to inform parents and community members of daily standard operation procedures and District Policy. Student Code of Conduct Student-Parent-School Compact Parental Involvement Policy Emergency Operation Procedures Volunteer Guidelines and Opportunities.</p> <p>Population: Parents</p> <p>Timeline: Aug 2017-May 2018</p> <p>CNA 22</p>	<p>Campus Administrators. Parent Liaisons</p>	<p>Formative: Parental Involvement Policy, Parental Compact. Weekly Meeting Documentation.</p> <p>Summative: STAAR Results, Attendance Rate, Discipline Referrals and Parent Participation, RTI Behavior Referrals, Nurse Referrals, PEIMS Discipline Reports.</p>				<p>Funding Sources: 211 Title I-A - \$0.00</p>
<p>5) Educate campus administrators and staff during faculty and grade level meetings as to the academic and non-academic benefits of a strong parent-school partnership by participating in committees such as SBDM, LPAC, CIP, and CATCH.</p> <p>Population: Parents</p> <p>Timeline: Aug 2017-June 2018</p>	<p>Campus Administrators. Parent Liaisons</p>	<p>Formative: Parental Involvement Policy, Parental Compact. Meeting Documentation.</p> <p>Summative: STAAR Results, Attendance Rate, Discipline Referrals and Parent Participation. Membership Parent Surveys Minutes Session Evaluations</p>				

<p>6) Parent volunteers will be encouraged to join the parent center and parental involvement activities. Active volunteers and community members will be acknowledged for their contributions to at weekly meetings at Keller. The recognition will be extended by to District acknowledgement.</p> <p>Population: Parents</p> <p>Timeline: Aug 2017-June 2018</p> <p>CNA 22</p>	<p>Principal Assistant Principal Counselor Parent Liaison All teachers Sped. Teachers Parental Involvement Coordinator</p>	<p>Formative: Parental Involvement Policy, Parental Compact. Meeting Documentation</p> <p>Summative: STAAR Results, Attendance Rate, Discipline Referrals and Parent Participation Volunteer Documentation, Increase parent participation.</p>				
<p>Funding Sources: 211 Title I-A - \$293.00</p>						
<p>7) Weekly parent meetings will be held to inform parents on various campus issues and bring presenters from the district and community to present to parents.</p> <p>Population: Parents</p> <p>Timeline: Aug 2017-June 2018</p> <p>CNA 53</p>	<p>Principal Parent liaison</p>	<p>Formative: Parental Involvement Policy, Parental Compact. Parent Meeting Documentation.</p> <p>Summative: STAAR Results, Attendance Rate, Discipline Referrals and Parent Participation.</p>				
<p>Funding Sources: 211 Title I-A - \$0.00</p>						
<p>8) Parents will be encouraged to join Families in Training and be involved in the Wellness Events - UTB-Family Oriented "MEND" program.</p> <p>Population: Parents and Community Members</p> <p>Timeline: Aug 2017-June 2018</p>	<p>Principal, Assistant Principal, Counselors and Parental Liaison, University MEND coordinators, Health Ambassador.</p>	<p>Formative: Parental Involvement Policy, Parental Compact. Increased Family Involvement Family participation logs</p> <p>Summative: STAAR Results, Attendance Rate, Discipline Referrals and Parent Participation.</p>				



<p>9) Keller Elementary will continue to fund Parent Liaison for the purpose of educating parents to better assist their children through the educational process, monitor/contact parents to address students absences and tardies, and to increase student achievement.</p> <p>Population: Parents</p> <p>Timeline: Sept. 2017-June 2018</p> <p>CNA 20</p>	<p>Principal Parent Liaison</p>	<p>Formative: Job Description</p> <p>Summative: Monthly Contact/Mileage Log Composite Report</p>				
<p>Funding Sources: 211 Title I-A - \$200.00</p>						
<p>10) Use of school website, Facebook and/or School Messenger to share information with community about school activities</p> <p>Population: Parents</p> <p>Timeline: Aug 2017-June 2018</p>	<p>Principal, Assistant Principal, Counselors and Parental Liaison</p>	<p>Formative: Campus website, District School Messenger</p> <p>Summative: Parental Participation Evaluations</p>				
<p>11) Parents will be encourage at actively participate and become involved in committees such as SBDM, LPAC, CATCH, DPAC, CIP, and Health Ambassador.</p> <p>Aug 2017-June 2018</p>	<p>Principal, Assistant Principal, Parent Liaison SBDM chair, LPAC Admin.</p>	<p>Formative: Parental Involvement Policy, Parental Compact. Increased Family Involvement Family participation logs</p> <p>Summative: STAAR Results, Attendance Rate, Discipline Referrals and Parent Participation</p>				
<p>12) An orientation for preschool children from Head Start to assist with the transition to Keller Elementary will be held annually in the Spring. Parental informational meetings and trainings are held throughout the school year to inform parents of community based programs such as H.E.B's READ 3, Campus parent workshops are provided by Pre-K, Kinder to teach parents on reading developmental skills for parental instruction.</p> <p>Timeline: Aug 2017-June 2018</p>	<p>Principal, Assistant Principal, Counselors and Parental Liaison</p>	<p>Formative: Campus website, District School Messenger</p> <p>Summative: Parental Participation Evaluations</p>				
<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 while receiving additional supplemental support in order to overcome the obstacles encountered due to their migrant lifestyle.









Performance Objective 1: Keller Elementary will have 100% of the students participate in supplemental instructional activity support services as required by Title I-C Migrant Education Program.

Evaluation Data Source(s) 1: Students will increase Performance Standards status within Campus Six Weeks Trends Assessment Scores, Six Weeks Fluency Rates, District Benchmark Scores and State Assessments including STAAR, Stanford 10, CPALLS, TPRI/Tejas Lee, SELP/SSLP.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
<p>1) All migrant students will receive grade appropriate school supplies on an as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus 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: MI</p> <p>Timeline: Aug 2017-June 2018</p> <p>CIP 8.1 CNA 21</p>	<p>Special Programs Administrator Campus Administrators Migrant Funded: Teachers Campus Clerks DMC MSC Recruiters</p>	<p>On-time promotion and on-time graduation</p>				
<p>Funding Sources: 212 Title I-C (Migrant) - \$0.00</p>						

<p>2) Parents of migrant PK, Kinder, 1st and 2nd grades students will be provided with awareness sessions in order to illustrate how to academically support their children more effectively.</p> <p>Population: MI</p> <p>Timeline: Aug 2017-June 2018</p> <p>CIP 8.1 CNA 21</p>	<p>Special Program Administrator Campus Principals Elementary Teachers MSC</p>	<p>Circle , TPRI, Tejas LEE, EOY Promotion Rate</p>			
<p>Funding Sources: 212 Title I-C (Migrant) - \$0.00</p>					
<p>3) Elementary migrant students will have an equal opportunity to attend the school district summer school programs to ensure promotion if needed: or, to participate in the enrichment migrant summer program.</p> <p>Population: MI</p> <p>Timeline: Aug 2017-June 2018</p> <p>CIP 8.4 CNA 21</p>	<p>Migrant Parent Liaison Recruiters DMC MSC</p>	<p>SS NGS attendance report</p>			
<p>4) Migrant students 3rd-5th STAAR results will be reviewed to secure accurate placement into the current State Assessment remediation opportunities during regular school year and summer school.</p> <p>Population: MI</p> <p>Timeline: Aug 2017-June 2018</p> <p>CIP 8.4</p>	<p>Administration, Grade Level Teacher, Migrant Parent Liaison, Recruiters DMC MSC</p>	<p>Six Week Report Cards TPRI and Tejas LEE Assessment Results</p>			



<p>5) In order to secure the data needed to accommodate placement into appropriate supplemental instructional opportunities for Pre-K- 5th grade migrant students pre-test and post test results will be used by teachers and administrators to identify the migrant students performing below grade level. NOTE: At sites being served by a migrant teacher, teacher will provide additional supplemental opportunities and ensure participation. Aug 2017-June 2018</p> <p>CIP 8.10</p>	<p>Sp. Programs Administrator Campus Principals Elementary Teachers Migrant Funded: Teachers 3FTEs MSC</p>	<p>Increased academic performance PBMAS</p>				
<p>Funding Sources: 212 Title I-C (Migrant) - \$0.00</p>						
<p>6) The academic progress of 1st grade students will be monitored to ensure success grade level completion and ultimately secure promotion to 2nd grade. NOTE: At sites being served by a migrant teacher, teacher will provide additional monitoring support and ensure participation into supplemental opportunities. CIP 8.11 Aug 2017-June 2018</p>	<p>Sp. Programs Administrator Campus Principals Teachers Migrant Funded: Teacher DM Counselor MSC</p>	<p>20% lower rate of retention in 1st grade.</p>				
<p>Funding Sources: 212 Title I-C (Migrant) - \$0.00</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 8: Our vision for technology is to have all district stakeholders involved in the teaching and learning process seamlessly integrate technology to make informed decisions and advance student achievement and technology literacy to encourage and support creative, innovative, lifelong learning.

Performance Objective 1: Keller Elementary will have 90% of the school be at the advanced Tech level in all areas of the STAAR Chart.

Evaluation Data Source(s) 1: Students will increase Performance Standards status within Campus Six Weeks Trends Assessment Scores, Six Weeks Fluency Rates, District Benchmark Scores and State Assessments including STAAR, Stanford 10, CPALLS, TPRI/Tejas Lee, SELP/SSLP.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
<p>1) Students in PK-5th grade will attend the Technology lab and utilize technology lab as well as software and internet based programs which will reinforce core curriculum TEKS, STAAR Reading, Math, Science, and Writing objectives into the technology curriculum. Fourth grade will participate in using the FASCT computer software to compliment text feature skills in the classroom.</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: Aug 2017-June 2018</p> <p>CIP 9.1</p>	<p>Principal Assistant Principal Instructional Facilitator Technology Teacher Teachers/SPED</p>	<p>Student Yearly Average, C&I Internet based Programs Teacher Reports STAAR Assessments</p>				

<p>2) Technology is needed in every classroom. Desktops, laptops, Notebooks, Headphones, projectors, printers, digital cameras, video camera, sound system, Elmos and ink cartridges for printers, upkeep replacement parts for hardware are needed and will be purchased to enhance teaching and learning in all subject areas.</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: Aug 2017-June 2018</p> <p>CIP 8.2 CNA 28</p>	<p>Principal Assistant Principal Instructional Facilitator Technology Teacher Teachers Special Ed. Teachers</p>	<p>Student Yearly Average STAAR Assessments Computer Assessment Data</p>			
<p>Funding Sources: 162 State Compensatory - \$0.00, 211 Title I-A - \$4,000.00</p>					
<p>3) Instructional Software will be utilized for the K- 5th graders to increase their knowledge of the TEKS and prepare them for the STAAR Exams- Think Through Math, ILX Math, IStation, Living with Science, Digital Platforms of Envision Texts and Library Digital Resources.</p> <p>Population: TI, MI, LEP, AR</p> <p>Timeline: Aug 2017-June 2018</p> <p>CIP 9.3 CNA 21</p>	<p>Principal Assistant Principal Instructional Facilitator Technology Teacher Teachers Librarian Special Ed. Teachers Administrator for State Compensatory Education</p>	<p>Formative: Student Progress Reports, Lesson Plans, Software Usage Reports, Benchmark Scores Summative: STAAR</p>			
<p>Funding Sources: 162 State Compensatory - \$0.00</p>					
<p>4) Technological Infrastructure and computers for support services and administration are needed to prepare, review and monitor instructional programs at the campus and district level. Equipment will also assist with Professional development for teachers and staff. Technology hardware should include Ipads, desktops, laptops, monitors, projector, printers, printer supplies and cameras. Aug 2017-June 2018</p>	<p>Principal, Assistant Principal, Instructional Dean</p>	<p>Formative: Student Progress Reports, Attendance Reports, Lesson Plans, Software Usage Reports, Testing Monitoring Reports: STAAR,</p>			
<p>Funding Sources: 211 Title I-A - \$0.00</p>					
<p>5) School website will be used as a bridge of information for teachers, parents, students and the community. Useful web links and resources will be made available and updated on a timely basis.</p> <p>Aug 2017 - June 2018</p>	<p>Principal, Assistant Principal, Instructional Dean.</p>	<p>Informed Community and Parent audience. Compliance with district, and state mandates.</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) DEIC added 12-6-2017

Performance Objective 1: Keller Elementary will promote and maintain an energy saving program to allow students to learn in a safe, healthy and energy conscious environment.

Evaluation Data Source(s) 1: Keller Elementary energy savings program will be part of the District's 5 year plan.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
1) Keller will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan.	Administration Teachers Staff Custodians	Complete implementation of the district energy savings plan will result in decreased energy usage compared to prior year.				
2) In order to promote energy savings and recycling, the campus will implement various activities such as designating a recycling day, lessons on conserving energy, and having a Green Day (no paper use).	Administration Teachers Staff Custodians	Lesson Plans Parent Meetings BISD/Keller Facebook Photos				

= Accomplished

= Continue/Modify

= No Progress

= Discontinue

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

Performance Objective 1: Keller 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) [DEIC added 12-6-2017]

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
1) The campus will utilize available budgeted funds based on the Campus Needs Assessment. The campus will purchase based on needs addressed in the Campus Improvement Plans. Distribution of funds will be follow the financial purchasing policies.	Administratiønn SBDM	Budget will be utilized fully based on the calendar for each funding source. All items, programs and learning supports will be purchased to address campus needs.				


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

Performance Objective 1: Keller will provide the BISD Public Information Office with features articles, student recognitions, co-/extra-curricular activities, and parent/community events. (Board Goal 4) [DEIC added 12-6-2017]


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

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
1) Keller will promote the history and origins along with current accomplishments of each campus weekly through the website and media venues. The campus will recognize students and campus activities utilizing the District's and Campus' Social Media platform as a way to reach out to our community and parents.	Administration Parent Liason	Weekly social media postings Brownsville Herald submissions and publications				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

System Safeguard Strategies

Goal	Objective	Strategy	Description
3	1	1	<p>Keller Elementary will implement tutorials and remediation strategies in core-area subjects for at-risk of failing students in order to decrease the retention rate and improve student achievement in 3rd and 4th grades. SSI tutorials will be implemented for 5th grade students to close achievement gap within the TEKS objectives and STAAR performance. The subject Areas include: Reading, Writing, Math and Science. General supplies will be purchased to operate extended day programs.</p> <p>Population: TI,MI, LEP, AR, DYS Timeline: Aug 2017-June 2018(2 X week) CIP 3.1 CNA: p. 11</p>
3	1	3	<p>The Dean of Instruction will work with teachers to help At Risk students improve student assessment performance, monitor all curriculum and supplemental programs, and will provide training and support as required or needed by campus or district.</p> <p>Population: TI, MI, LEP, AR Timeline: Aug 2017-June 2018 CIP 3.3 CNA: p. 11</p>

State Compensatory

Personnel for Keller Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Angelica Vela	Dyslexia Teacher	State Compensatory	1
Cassandra Trevino	Pre-Kinder Teacher	State Compensatory	.50
Delma Perez	Dean of Instruction	State Compensatory	1
Elizabeth Martinez	Pre-Kinder Teacher	State Compensatory	.50
Irene Gutierrez	Pre-Kinder Teacher	State Compensatory	.50

Title I

Schoolwide Program Plan

Keller Elementary School wide Program Plan

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

Keller 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) over a period of one year to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on the CNA, the committee decided to concentrate on improving the passing rate of all students and student groups including Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on state assessments. The goal is to have 90 percent of all students and all student groups passing all parts of state mandated assessments for the 2012-2013 and to increase the commended performance level in all content areas. To accomplish these objectives, the staff will use the budgeted funds to implement after school tutorial program for 2nd to 5th grade students that provide opportunities for all children to meet the State's proficient and advanced levels of academic performance, use effective methods and instructional strategies that are established on scientifically based research that (1) strengthen the core academic program; (2) increase the amount and quality of learning time, including the funding of an after-school tutorial/ summer school/ enrichment program, for students who are At-Risk and in need of continuity in their instructional program to be successful in the succeeding school year; (3) include strategies for meeting the educational needs of historically underserved populations as identified with assessment and demographics data; (4) include strategies and interventions 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) conduct frequent needs assessments if such needs have been met and (6) are consistent with and are designed to implement the State District and campus and review of implemented strategies to and local improvements plans.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

CNA Procedures for Student Achievement:

Campus assessment data is accumulated and reviewed for student progress on STAAR formatted assessments weekly by highly qualified teachers and the data is assessed in order to determine what areas of student mastery in TEKS learning objectives, depth of knowledge and thought processes, need to be reinforced in order to ensure that student achievement is measured not only in assessment measures but critical thinking areas at all times. As student areas of need are targeted and addressed by both teachers, grade levels, as a campus, by teachers, administration, with assistance and guidance from district C & I specialist, A.R.E. assessment assistance, and our Assistant Superintendents in close collaboration with use of data item analysis via AWARE, we are able to see what individual, class, and subpopulation student achievement (including SPED, Bi-lingual, RTi Tiered students, Migrant, G/T) areas of need, strengths and weaknesses fall in order to continuously generate and coordinate plans for student academic improvement and advanced critical thinking skills. Grades are evaluated on a weekly basis with progress reports provided every three weeks and report cards every six weeks with aligned tutorials to provide additional academic reinforcement for students in need of academic improvement or instructional TEKS based skill reinforcements. 1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 2.4, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10. 9.2,9.3

2: Schoolwide Reform Strategies

In order to increase scores in campus, district and state assessments, Keller will provide opportunities for all children to meet the State's proficient and advanced levels of academic performance, use effective methods and instructional strategies that are established on scientifically based research that (1) strengthen the core academic program; (2) increase the amount and quality of learning time, including the funding of an after-school tutorial/ summer school/ enrichment program, for students who are At-Risk and in need of continuity in their instructional program to be successful in the succeeding school year; (3) include strategies for meeting the educational needs of historically underserved populations as identified with assessment and demographics data; (4) include strategies and interventions 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) conduct frequent needs assessments if such needs have been met and (6) are consistent with and are designed to implement the State District and campus and review of implemented strategies to and local improvements plans. CIP: 1.2, 1.3, 1.4, 1.5, 1.7, 1.9, 1.10, 1.11, 1.12, 1.13, 3.1,

3: Instruction by highly qualified professional teachers

Highly-qualified teachers will carry out the instructional program. Only teachers who are certified and who have met state testing requirements to teach the subjects/grade levels to which they are assigned will be hired by the school. In emergency situations, the school will consider teachers who have alternative certification. In addition to appropriate certification, teachers will be sought who are experienced and have been successful in previous assignments. Once hired, teachers will commit to ongoing professional development to refine teaching strategies in core-area subjects. CIP- 1.13, 3.1, 3.2, 3.4

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

The school will provide access to high-quality ongoing professional development throughout the school year for all staff including teachers, principals, and paraprofessionals. Professional development activities will be geared to individual teachers' specialties, along with any other identified needs as determined through the staff, student and parent needs assessment surveys, administration classroom observations and evaluations, and/or district identified needs. High

Quality professional development focusing but not limited to STAAR Strategies instructional planning instructional support, technology, TEKS based professional development, assessment, conflict resolution, special populations, parental involvement curriculum and instruction staff development and other district level professional development trainings as provided will be incorporated. CIP, 1.3, 1.10, 3.3, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.6, 5.8, 5.9, 5.10, 7.2.

5: Strategies to attract highly qualified teachers

To attract high-quality teachers to high needs schools Keller will include our sponsoring student teachers from local universities, selection of teachers from the District's and Region I's efforts to recruit teachers from out of valley and state, recruiting teachers from Teach for America Programs, paying stipends for attainment of a Master's Degree, and paying stipends for math, science and social studies. And review teacher evaluations, professional work records, references, and recommendations. CIP- 1.13, 3.1, 3.2, 3.4

6: Strategies to increase parental involvement

Parent education will be provided to parents by the campus parent liaison as well as the District's Parental involvement Center. Parent training on how to help their students be successful at home, learning English, discipline management, and parenting skills will be provided to those parents who want to better meet the rigors of parenting. Coordinated parent meetings with our feeder secondary school will take place to coordinate parental involvement meetings and activities continued focus instruction on our FIT parental wellness program, counseling as needed for parents will be provided as well as any issues/items by parents request. CIP: 4.1, 4.2, 4.3, 4.4, 4.6, 4.7, 4.8, 4.9, 4.10, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7.

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

An orientation for preschool children from Head Start to assist with the transition to Keller Elementary will be held annually in the Spring. Parental informational meetings and trainings are held throughout the school year to inform parents of community based programs such as H.E.B's READ 3, Campus parent workshops are provided by Pre-K, Kinder and TLI Specialist to teach parents on reading developmental skills for parental instruction. CIP 7.12

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

Teachers will be included in decisions regarding the use and selection of academic assessments to measure student performance. Teachers will use data obtained from campus assessments (TANGO/ETAZO), district benchmarks and state assessments as well as other instruments, including but not limited to the SELP, TELPAS/ Tejas LEE to implement new instructional strategies, modify existing strategies and/or discontinue existing strategies to better address student needs as determined by use of these instruments. CIP: 1.9, 1.11, 9.1, 9.3,

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

Students experiencing difficulty in mastering the TEKS will be given the opportunity to attend after school tutorial. All teachers will closely monitor all students' performance based on daily exercises and periodic tests. Students not mastering the objectives will be provided additional assistance in the after school tutorial program and/or enrichment courses based on his/her individual needs. Students will also be offered Saturday academies to reinforce the

mastery of TEKS and well as given small group instruction (RTI) during the school day. The school will coordinate and integrate federal, state, and local programs and services to maximize the effectiveness of these resources. Several of the strategies being implemented are jointly funded with Special Services and Title I Funds, e.g., after school tutorial programs. Professional Development activities are also paid for from Title I, Parts A and C, and Local Funds. Title I Funds along with Title III and SCE funds are used to purchase supplemental instructional materials, media, and library resources used to improve and enhance the overall instructional program. CIP: 1.4, 1.14, 3.1, 8.1, 8.2, 8.3, 8.4, 8.5, 9.3.

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

The school will coordinate and integrate federal, state, and local programs and services to maximize the effectiveness of these resources. Several of the strategies being implemented are jointly funded with Special Services, State Compensatory Educationm, and Title I Funds, e.g., after school tutorial programs. Professional Development activities are also paid for from Title I, Parts A and C, and Local Funds. Title I Funds along with Title III funds are used to purchase supplemental instructional materials, media, and library resources used to improve and enhance the overall instructional program. CIP: 3.2, 3.3, 3.4, 3.5, 4.6, 4.7, 4.8, 4.9, 4.10, 5.1, 5.2.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cathy Sierra	Library Aide	Title I	1.00
Christina Garcia	Title I Pre K Aide	Title I	1.00
Frances Ibarra	School Nurse	Title I	4.0
Juana Garcia	Title I Pre K Aide	Title I	1.00
Nora De Los Reyes	FED Program Aide	Title I	1.00
Pamela Gomez	Parent Liaison	Parent Volunteer	1.0
Sandra Hernandez	Title I Pre K Aide	Title I	1.00

2017-18 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Javier Garza	Principal
Administrator	Jorge Diaz	Assistant Principal
Paraprofessional	Liliana Cantu	Secretary
Non-classroom Professional	Gabriel Gutierrez	Counselor
Parent	Cristina Morales	Parent
Business Representative	Rolando Rios	Business
Parent	Carolina Garza	Parent
Classroom Teacher	Dane Gallegos	1st Grade
Classroom Teacher	Patricia Zamora	2nd Grade Teacher
Classroom Teacher	Sandra Hotcaveg	3rd Grade
Classroom Teacher	Maria Sierra	4th Grade
Classroom Teacher	claudia gonzalez	5th Grade
Classroom Teacher	Elizabeth Guerrero	Kinder Teacher
Classroom Teacher	Elizabeth Martinez	Pre-Kinder Teacher
Student	Kristan Morales	Student
Classroom Teacher	Alvino Olvera	Sped Ed. Teacher
Business Representative	Abelardo Castro	Business Representative
District-level Professional	Sandra Garcia	Specialist
Community Representative	Vanessa Garza	Pediatric Nurse
Community Representative	Fernando Perez	TCM Team Member

Campus Funding Summary

No Funds Required						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
						\$0.00
					Sub-Total	\$0.00
					Budgeted Fund Source Amount	\$10.00
					+/- Difference	\$10.00
199 Local funds						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	1	2	duplicating paper, LA manipulatives			\$0.00
1	1	10		199-11-6399-16-143-Y-11-000-Y		\$0.00
1	1	14	Physical Fitness Equipment			\$0.00
1	1	22	Supplies/meals/materials			\$0.00
2	1	1		199-11-6399-57-143-Y-11-000-Y		\$0.00
2	1	2				\$0.00
2	1	3				\$0.00
5	1	11	2 WAY RADIOS AND ACCESSORRIES	199-11-6399-00-143-Y-11-000-Y		\$0.00
					Sub-Total	\$0.00
					Budgeted Fund Source Amount	\$31,295.00
					+/- Difference	\$31,295.00
199 G/T Advanced Academics						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
						\$0.00
					Sub-Total	\$0.00
					Budgeted Fund Source Amount	\$700.00
					+/- Difference	\$700.00
162 State Compensatory						

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	General Supplies	263-11-6399-00-143-Y-25-000-Y	\$0.00
1	1	4	General Supplies, supplemental resources	162-11-6399-00-143-Y-000-Y	\$0.00
1	1	4	General Supplies,	162-11-6399-00-143-Y-30-000-Y	\$0.00
1	1	4	Duplicating Paper	162-11-6396-00-143-Y-30-000-Y	\$0.00
1	1	4		162-11-6399-00-143-Y-30-121-Y	\$0.00
1	1	5	Renaissance STAR	162-11-6299-00-143-Y-30-000-Y	\$0.00
1	1	5		162-11-6399-00-143-Y-30-121-Y	\$2,000.00
1	1	8	duplicating paper	199-11-6396-00-143-Y-11-000	\$0.00
1	1	8	general supplies	162-11-6399-00-143-Y-30-121-Y	\$0.00
1	1	9	Staff Development Substiute	162-13-6112-00-143-Y-30-000-Y	\$0.00
1	1	9	Staff Development Supplies	162-13-6399-00-143-Y-30-000-Y	\$0.00
1	1	10		162-11-6399-00-143-Y-30-000-Y	\$0.00
1	1	17	Community Field Trip Student Transportation	162-11-6494-00-143-Y-30-000-Y	\$0.00
1	1	17	Community Student Field Trips Student Meals	162-11-6412-00-143-Y-30-000-Y	\$0.00
3	1	1	Extra Duty Pay (SSI)	162-11-6118-00-143-Y-24-SSI-Y	\$0.00
3	1	1	Extra Duty Pay	162-11-6118-00-143-Y-30-000-Y	\$0.00
3	1	1	Supplies	162-11-6399-00-143-Y-30-0K2-Y	\$0.00
3	1	3	1 FTE	162-13-6119-31-143-Y-30-000-Y	\$0.00
3	1	4	1 FTE	162-11-6119-00-143-Y-30-054-Y	\$0.00
8	1	2	162-11-6649-62-143-Y-30-000-Y		\$0.00
8	1	3	Living With Science Software	162-11-6249-00-143-Y-30-0K2-Y	\$0.00
Sub-Total					\$2,000.00
Budgeted Fund Source Amount					\$29,317.77
+/- Difference					\$27,317.77
163 State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00

Sub-Total					\$0.00
Budgeted Fund Source Amount					\$4,056.00
+/- Difference					\$4,056.00

166 State Special Ed.

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$10.00

211 Title I-A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	dictionaries, card stock, supplemental resources	211-11-6399-00-143-Y-30-0F2-Y	\$0.00
1	1	3	substitutes	211-11-6112-00-143-Y-30-0F2-Y	\$0.00
1	1	4	duplicating paper	211-11-6396-00-143-Y-30-0F2-Y	\$2,000.00
1	1	4	Media Services	211-11-6399--16-143-Y-30-0F2-Y	\$0.00
1	1	4	General Supplies	211-11-6399-00-143-Y-30-0F2-Y	\$1,000.00
1	1	7		211-23-6411-23-143-Y-30-AYP-Y	\$3,000.00
1	1	8	duplicating paper	211-11-6396-00-143-Y-30-0F2-Y	\$0.00
1	1	8	Capitol Assesst	211-11-6649-62-143-Y-30-0F2-Y	\$1,000.00
1	1	9	Staff Development Supplies	211-13-6399-00-143-Y-30-AYP-Y	\$0.00
1	1	9	Out District Travel/Professional Development	211-13-6411-23-143-Y-30-AYP-Y	\$2,466.00
1	1	9	211-13-6411-00-143-Y-30-AYP-Y		\$2,466.00
1	1	12		211-12-6399-00-143-Y-24-0F2-Y	\$0.00
1	1	12	FTE Librarian Aide	211-12-6129-06-143-Y300F2	\$0.00
3	1	1	Extended Day and Coding	211-11-6118-00-143-Y-24-ASP	\$8,700.00
3	1	2			\$0.00
3	1	6	Extended Day Program - Certified	211-11-6118-00-143-Y24-ASP-Y	\$6,000.00
3	1	6	Extended Day Program - Classified	211-11-6121-00-143-Y-24-ASP-Y	\$5,000.00

4	1	3	awards	211-11-6399-00-143-Y-24-0F2-Y	\$0.00
4	1	4	Parent Letters, Brochures, Workshops.	211-11-6399-00-143-Y-24-F2-Y	\$0.00
6	3	2	Parent Letters and Meetings	211-11-6399-00-143-Y-24-0F2-Y	\$0.00
6	3	4	misc operating costs	211-61-6499-53-143-Y-30-0F2-4	\$0.00
6	3	6	Food Purchases	211-61-6499-53-143-Y-30-0F2-Y	\$0.00
6	3	6	General Supplies	211-61-6399-00-143-Y-30-0F2-Y	\$293.00
6	3	6	Awards	211-61-6498-00-143-Y-30-0F2-Y	\$0.00
6	3	7	Reading Material	211-61-6325-00-143-Y-30-0F2-Y	\$0.00
6	3	9	Travel Expenses	211-61-6411-00-143-Y-30-0F2-4	\$200.00
8	1	2	desktops, laptops,projectors, printers	211-11-6398-62-143-Y-30-0f2-Y	\$4,000.00
8	1	4	Title I \$6,000.00		\$0.00
Sub-Total					\$36,125.00
Budgeted Fund Source Amount					\$40,249.00
+/- Difference					\$4,124.00
212 Title I-C (Migrant)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	1			\$0.00
7	1	2			\$0.00
7	1	5			\$0.00
7	1	6			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$10.00
224 Federal Special Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10.00

					+/- Difference	\$10.00
244 Perkins Grant (Fed. CTE)						
Goal	Objective	Strategy	Resources Needed		Account Code	Amount
						\$0.00
					Sub-Total	\$0.00
					Budgeted Fund Source Amount	\$10.00
					+/- Difference	\$10.00
255 Title II, Part A (TPTR/Class Size)						
Goal	Objective	Strategy	Resources Needed		Account Code	Amount
						\$0.00
					Sub-Total	\$0.00
					Budgeted Fund Source Amount	\$10.00
					+/- Difference	\$10.00
263 Title III-A Bilingual						
Goal	Objective	Strategy	Resources Needed		Account Code	Amount
1	1	3	supplemental Resources,general supplies for professional development, substitutes		163-11-6399-00-143-Y-25-000-Y	\$0.00
					Sub-Total	\$0.00
					Budgeted Fund Source Amount	\$4,056.00
					+/- Difference	\$4,056.00
					Grand Total	\$38,125.00