

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



Mission Statement

The mission of the Administration, Staff, Parents and Community of Reynaldo Longoria Elementary School is to provide quality instruction to ALL STUDENTS enabling them to make "commended" yearly academic progress and to promote responsible citizenship, self-discipline and self-esteem so that each student can reach his or her highest potential.

Vision

Rigor, Relevance, Relationships equals Results.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

At Longoria Elementary School, data accuracy is at 98% with administration, counselors and teachers reviewing student data from ESchools, student PRCs, Eduphoria-and AWARE program generated reports and through Tango Software Reports. Attendance is monitored by teachers, data attendance entry clerk and parent liaison. The attendance rate for all students was 97.5% and 97.4% for at-risk students. Parents of students who are absent are called and conference with. Counselors ensure student coding is correct such as ethnicity, economically disadvantage, CTE, GT, Migrant and At-Risk. Special education department ensures all special education students and Migrant students are also coded correctly and the district's 504/Dyslexia Program ensure student data is updated yearly. Allocated Migrant funds are allocated to provide additional tutorials and purchase additional instructional resources for Migrant students to use to ensure academic success. Services are provided PEIMS administrator oversees that all departments and special program departments verify and check student demographic data. Once students are identified as At-Risk (54.13%), administrators and teachers begin consistent progress monitoring to make sure students are academically successful and to reduce the retention rate. The retention rate was 1.5% for all and at-risk students. Allocated State Compensatory funds are allocated to provide additional tutorials and purchase additional instructional resources for At-Risk students to use to ensure academic success. Procedures for overseeing demographic concerns include verifying daily attendance, verifying after-school and Saturday tutorial attendance, allotting time for teacher and parent conferences, and purchasing additional resources.

Demographics Strengths

Data Accuracy is updated daily by data entry clerk. Daily monitoring by PEIMS administrator and proper identification of students in special programs and monitoring of student attendance is also done daily. Bilingual funds are utilized to target all LEP students' academic needs in Language Proficiency and available State Compensatory Funds for At-Risk Students. Tutorial attendance is also monitored by the campus dean. Consistent communication with parents through parent liaison is also a strength with student phone numbers being updated frequently. Teachers will provide interventions to support increased performance for our ELL population and identify students in need of academic help, dyslexia accommodations, or special education services. Campus staff will encourage on time arrival to school for increased academic performance.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The Life Skills Unit in Grades 1st through 3rd has an average daily attendance of only (80.27%) which is below the district level of (97%). **Root Cause:** There were several students across the grade levels who were absent due to unforeseen circumstances.

Student Achievement

Student Achievement Summary

Administration, teachers desegregate data through the analysis of progress monitoring, student grades, percentages of students on RTI plan, TPRI/Tejas Lee BOY, MOY and EOY, and practice state assessment exams. The Dean, and teachers look at students' scores and break down the test objectives by generating state testing history results in Eduphoria-Aware program and Tango Trends Computer Program to identify strengths and weaknesses. Once weaknesses are identified, teachers plan instruction accordingly to target those weaknesses. Teachers also plan for intervention instruction and tutorials in order to provide support and differentiated instruction for students who are considered at-risk or are in special population groups. The RTI administrator and Dean will monitor students on RTI and look at proper interventions being provided.

A student group that performed less than or equal to the state average is identified as a priority. Based on the review of the data, best practices will be used to address the priority areas of need. Objectives of the Campus Improvement Plan delineate a variety of research-based strategies and are used to address the areas of need.

The following information originated from the 2016- 2017 Texas Academic Performance Report results.

STAAR Summary of 3rd-5th Grades Tested

	State	District	Campus
Grade 3			
Reading	72%	75%	87%
Mathematics	76%	82%	80%
Grade 4			
Reading	70%	74%	89%
Mathematics	75%	79%	85%
Writing	63%	75%	87%
Grade 5			
Reading	87%	85%	93%
Mathematics	*	93%	100%
Science	74%	80%	76%

Performance Variation Between All Student Groups and All Grades

	All Students	Hispanic	White	Econ Disadv	At-Risk	Special Ed	ELL
All Subjects	84%	84%	*	84%	84%	44%	79%
Reading	87%	87%	*	87%	70%	50%	83%
Mathematics	*	*	*	*	*	*	*
Writing	86%	86%	*	85%	86%	*	85%
Science	72%	72%	*	71%	72%	*%	56%

Student Achievement Strengths

According to TEA Longoria students met standards on the 2017 state assessments (STAAR). Longoria earned distinctions for the top 25 percent student progress, academic achievement in Reading/ELA, top 25 percent closing Performance Gaps and Post secondary Readiness.

In March of 2016 Longoria Elementary was named a 2015 Texas Star Honor Roll School and was recognized for having high measures of college readiness, high performance in a higher poverty school and the distinction was for academic achievement and closing achievement gaps.

School Culture and Climate

School Culture and Climate Summary

The campus critically analyzes the school culture and climate to ensure that students are being provided with a safe and disciplined environment conducive to student learning. The SBDM representatives bring issues and concerns to the monthly meetings. Campus long range plans, policies and procedures, and safety issues are communicated to both the parents and community members in order to assist their campus in providing a positive culture and climate. Parents are strongly encouraged to get involved in volunteering opportunities that will assist their child's education.

School Culture and Climate Strengths

Longoria ES offers a positive environment with a campus shared vision and philosophy. There is an active SBDM committee and parent/community support. Overall at Longoria Elementary, high expectations are set in order to service and effectively educate all students.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

In order to acquire highly qualified campus personnel Longoria ES uses a hiring committee composed of administrators and teachers to make hiring determinations. Administration also consults with the district's Human Resources Department and certified, district, personnel specialists. Campus administration will analyze a variety of reports in order to recognize the strengths and weaknesses of our staff make-up. Through the ERO, a campus report listing is generated by the dean in order to analyze the various trainings teachers have attended and is used to refer determining which teachers need a particular training. Overall Longoria ES has maintained high teacher retention.

Staff Quality, Recruitment, and Retention Strengths

Longoria ES staff is 100% highly qualified with most teachers having 15-25 years of teaching experience. All teachers continue to gain much knowledge, experience in the field of education and are continuously updated in the latest educational trends through professional development offered by our campus, district and Region.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Curriculum, Instruction and Assessment are one of the most important aspects of the campus. Longoria ES implements district curriculum initiatives and assessments as required by the state of Texas. Longoria ES bases all of its instruction from the Texas Essential Knowledge and Skills (TEKS) and the districts' mandatory "Frameworks" which administrators and teachers plan lessons consistently from.

Two evaluations (benchmarks) were administered to all 1st- 5th grade students. For the November formative benchmark, set at a 75% passing standard.

The Brownsville ISD Curriculum and Instruction Department district staff (in the areas of ELA, Math, Social Studies, Science, Early Childhood, and PE/Health) along with the campus Dean and administration provide curriculum support throughout the school year. Through the analysis of data, district and campus needs are addressed. The Dean provides teachers with instructional resources and professional development opportunities by sending out a campus professional development calendar on a weekly basis to faculty and staff.

Through the review and analysis of multiple data sources, the Federal Programs Department identified student, staff and District needs. Data sources included such items as STAAR and District Benchmark results, campus CNAs and CIPS, Region One's Three-Year-Old Program pre/post checklists and annual on-site evaluation of the program, as well as other formal and informal sources of information. Strategies to meet those needs through the expenditure of Title I-A funds were developed taking into consideration Federal, State Statutes, Local Policies and Title I-A Program guidelines as well as current researched best practices.

Teacher evaluations are reviewed and discussed by campus administration. STAAR scores will be obtained and posted on the CIP for review with SBDM members to use in the campus decision-making process for teacher assignments and budget. Teacher grade-level agendas and minutes are sent to campus principal for review. Planning for instruction and intervention is done as a whole through vertical and horizontal alignment. Classroom resources used include district adopted resources and content based resources (such as subscriptions) purchased by campus in order to meet each teacher's curricular needs.

Curriculum, Instruction, and Assessment Strengths

Strengths include following curriculum aligned with TEKS and state assessments. Every six weeks teachers are given the opportunity to plan according to the district's frameworks using the district's textbook adoptions and all of district adopted materials. This opportunity of planning given to all teachers is called "Tiger Planning" as they are given time to align curriculum vertically and according to content. Throughout this planning time the dean monitors planning and curriculum specialists are asked to assist and guide teachers. At the end of the year and during the last six weeks of "Tiger Planning," teachers begin to plan for the following school year as they create first semester exams, benchmarks, they organize material, make copies and submit a plan that will be used for next year. Administration reviews all of the teachers' plans submitted and approve their plans.

Effective and continuous monitoring and data analysis is performed by campus administration.

Family and Community Involvement

Family and Community Involvement Summary

Parents and community members at Longoria ES are welcomed with an open door policy. They are invited to monthly meetings coordinated by the campus Parent Liaison and all are educated on various topics from campus and district issues to parenting trainings. An agenda is created and followed as to cover pertinent information on campus issues and policies. Surveys are conducted in order to receive parental and community feedback. The parent liaison compiles data on parental participation attendance and meeting agendas for the SBDM committee. All parents are invited to "Meet the Teacher" at the beginning of every school year and to "Open House" which takes place in the fall and spring.

Family and Community Involvement Strengths

Longoria ES has an active parent center coordinated by the campus parent liaison. Effective communication is provided by campus administration in addressing students' academic needs and success.

Problem Statements Identifying Family and Community Involvement Needs

Problem Statement 1: Increase in Family and Community Partnership is needed based on the responses from the Parent Campus Needs Assessment. **Root Cause:** Provide additional literacy trainings for parents in order to enable them to have an awareness of the various programs that are available on our campus.

School Context and Organization

School Context and Organization Summary

Campus Administration meets in the beginning and at the end of the year to discuss instructional adjustments, reorganization considerations, general areas of improvement and recommendations for processes and procedures that would improve the school climate and organizational structure. SBDM meets monthly to discuss and analyze relevant School Context and Organization data and to set annual goals. Teacher feedback is also taken into consideration.

School Context and Organization Strengths

At Longoria ES there is an exemplary school personnel make-up and an effective SBDM Committee. Longoria meets all School Safety and campus structure district policies with procedures in place and map readily available in case of a campus emergency. Daily monitoring and observations take place by campus administration in order to report to the district, replace items used for health and safety or repair any damaged structures to the campus endangering the safety to anyone on campus.

Technology

Technology Summary

At Longoria ES the Technology Teacher provides input as to the level of implementation and acquisition of the Technology TEKS as observed per grade level. A review of the professional development opportunities for technology is monitored by the campus dean. Dates of last training attended by teachers is monitored in order to ensure that teachers keep up with technology trainings. A computer lab schedule is followed so that all classrooms are allotted time in the computer lab and all students given the opportunity to use all computer software offered by the campus. Two computer labs are made accessible in order to provide student instruction and for learning technology skills and practice by students. A set of three Laptop "cows" are assigned to all three fifth grade teachers for student use and IPADS are also available for lower grades for student use.

Technology Strengths

Campus technology teacher assists with the set up of all technology devices and programs. Two computer labs are accessible for classrooms. Campus and District Technology trainings are continuously offered for teachers. All teachers are equipped with one computer laptop, an elmo and projector. Brownsville ISD has provided Longoria ES provided with data programs in order to view campus and student progress such as Eduphoria, Eschools and Tango Trends.

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
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

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

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

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

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

- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

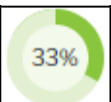
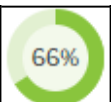
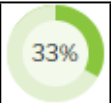
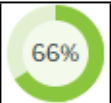
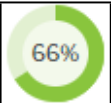
Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens

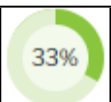
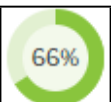


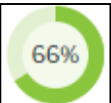
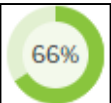
Performance Objective 1: 90% of Longoria ES students will demonstrate mastery in the areas of Math, Reading Science and Writing. A minimum of 40% to masters grade level performance on the state assessments (STAAR).





Evaluation Data Source(s) 1: Longoria ES students will demonstrate mastery in the areas of Math, Reading Science and Writing. EOY TPRI and Tejas LEE, Report Cards, T-TESS, STAAR Results, TELPAS





Summative Evaluation 1:





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



<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>1) Professional Development and Staff Development in the core areas will be provided to teachers in order to for all students to receive instruction successfully. Teachers will also be provided with required resources and supplies. Teachers will be trained to improve the 5 components of reading (phonemic awareness, phonics, fluency, vocabulary and comprehension) in order to support district mandated curriculum in which travel costs will be covered. In addition teachers will be trained in the following: 1. ELAR/SLAR (English/Spanish Language Arts & Reading)TEKS 2. SIOP, ELPS and TELPAS in order to effectively use strategies for ELL and Bilingual students. 3.Math and reading teachers will attend a Gail Fuller training. 4.Writing Teachers will receive training in the area of writing through the district's writing initiative "The Writer's Workshop."</p> <p>Population: 3yr. old-5th Grade All student population Timeline: Aug. 2017-June 2018 CNA page: 5</p>	4	-Administration -Teachers -Counselor -PK-5th Grade Teachers -Dean of Instruction	Formative: BOY TPRI and Tejas LEE, Walkthrough, Lesson Plans, Fluency Monitoring Summative: EOY TPRI and Tejas LEE, Report Cards, PDAS, STAAR Results, TELPAS TLI Sustainability Practice 2 Explicit Instruction TLI Sustainability Practice 3 Academic Vocabulary Routine				
Funding Sources: 211 Title I-A - \$1,885.00, 255 Title II, Part A (TPTR/Class Size) - \$1,000.00, 199 Local funds - \$4,058.00							
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>2) Administration, librarian and teachers will purchase content based subscriptions and resources such as: computer software, STAAR practices, visual materials, novels (fiction/nonfiction),library books and materials, classroom materials (paper, notebooks and student journals) game boards and supplies based on assessed at-risk students, regular students and sub population students' needs in order to improve STAAR results in the areas of reading and writing, math, social studies and science.</p> <p>Population: At-Risk Students, Regular Students and Sub Population students Timeline: Aug. 2017-June 2018 CNA page: 10</p>	1	Administration SBDM Teachers CLC Librarian	Formative: BOY TPRI, Tejas LEE, EOY TPRI, Tejas LEE, STAAR Summative: STAAR, PDAS				
Funding Sources: 211 Title I-A - \$18,455.00, 163 State Bilingual - \$5,675.00, 263 Title III-A Bilingual - \$0.00, 166 State Special Ed. - \$1,927.00, 162 State Compensatory - \$6,748.00, 199 Local funds - \$4,527.00							







<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>3) Teachers will be included in decisions regarding student performance, test administration and in analyze researched based tests aligned to TEKS/ELPS and STAAR as direct instruction to address areas of improvement Also included are: - TPRI-Tejas Lee - STANFORD 10 - Aprenda - TELPAS - SELP/SSLP - CLI Engage - Progress monitor assessments - HMH - LPAC</p> <p>CNA Page 6</p>	8	Administration Teachers	<p>FORMATIVE: Lesson Plans Walk-throughs Pre-Tests Progress Monitor Assessment Progress Reports</p> <p>SUMMATIVE: CLI STAAR TELPAS AYP Results AMAOs Results PBMAS/TPRI</p>				
<p>Funding Sources: 199 Local funds - \$1,000.00</p>							
<p align="center">Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 7</p> <p>4) All GT students will develop and participate in projects that will promote individual interest and research. These projects will reflect differentiated curriculum. -GT field trip -UIL -Science Fair</p> <p>CNA Page 8</p>	1, 2	Administration Counselor Teachers Adv.Academics Personnel LOC (GT) Title I (211)	<p>FORMATIVE: Lesson Plans Walk-throughs Galaxy Showcase Participation Logs</p> <p>SUMMATIVE: Projects</p>				
<p>Funding Sources: 199 Local funds - \$2,864.00</p>							
<p align="center">Critical Success Factors CSF 1</p> <p>5) Longoria Elementary will provide staff and students incentives and motivational activities to promote academic success in all areas including attendance.</p> <p>Population: Bilingual, GT, Regular, Sped. Timeline: Aug. 2017-June 2018 CNA page: 9</p>	1	Administration and Staff	<p>FORMATIVE: Log of Access</p> <p>SUMMATIVE:STAAR & AR Results</p>				
<p>Funding Sources: 211 Title I-A - \$8,000.00, 199 Local funds - \$800.00</p>							


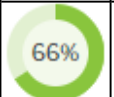
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>6) Longoria Elementary will continue to employ teacher and a para-professional to implement a 3 YR OLD PROGRAM and a Pre-Kinder Program to promote Language development and prepare them for the PK and Kinder Curriculum. The Three Yr. Old Program will purchase materials and technology equipment for classroom instruction, activities and learning centers.</p> <p>Population: Three Year Old Timeline: Aug. Aug. 2017-June 2018 CNA page: 4</p>	7	Administration, EE Teacher and paraprofessional ,Fed. and Lead Teacher and	<p>FORMATIVE: Attendance Record FTE Position control</p> <p>SUMMATIVE: Post Tests Meeting 3YR</p>				
Funding Sources: 211 Title I-A - \$175,298.50							
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>7) Provide teachers with the necessary support, including appropriate research-based strategies, implement the district initiatives to meet the needs of the students and ensure their success.</p> <p>A. Science Fair B. Spelling Bee C. Review 360 D. 6+1 Traits E. Tango Central/ Tango Trends F. Living With Science G. EduSmart H. Brownsville Kids Vote I. Sustain Routines/Strategies J. Inclusion K. SIOP/ELPS L. Bilingual Model M. Empowering Writers N. GT Core & On-going hours</p> <p>Population: Bilingual, GT, Regular, Sped. Timeline: Aug. 2016-June 2017 CNA page: 10</p>	8	Administration Teachers	<p>FORMATIVE: Lesson Plans Walk-throughs Pre-Tests Progress Monitor Assessment Progress Reports</p> <p>SUMMATIVE: CLI Engage STAAR TELPAS AYP Results AMAOs Results PBMAS/TPRI</p>				
Funding Sources: 211 Title I-A - \$3,000.00, 162 State Compensatory - \$0.00							

<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>8) Implement intervention through Response to Intervention (RTI) 3 Tier Model in order to support student achievement growth and success.</p> <ol style="list-style-type: none"> All interventions should be scientifically research based. Documentation of interventions and progress monitoring Use data to identify need Review student outcome data to evaluate REVIEW 360 <p>TIER I a minimum Of 90 min. devoted to ELA Instruction TIER II for 30 min. per day in individual or small group instruction in addition to the core instruction. TIER III- 30 min. per day in the individual or small group instruction in addition to the core instruction. All teachers and administrators will receive training in RTI. CNA Page 5</p>		Administration Teachers Counselor	<p>Formative: BOY, MOY, EOY, AEIS Results, CIRCLE Phonological Awareness Lang. Learning System (CLI), Benchmark</p> <p>Summative: Report Cards, Benchmark Scores, IEP, STAAR Scores</p> <p>TLI Sustainability Practice 1 BOY, MOY, EOY Data Analysis Meetings.</p>				
<p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>9) Hold vertical alignment meetings twice per school year to plan and share identified skills and strategies that would make students more academically successful as they progress. Teachers will meet every six weeks for "Tiger Planning" and preparation to ensure that student needs are met in their grade level in which substitute teachers will be used to cover classes.</p> <p>Population: All teachers Timeline: Aug. 2017-June 2018 (Once a six weeks) CNA page: 10</p>	8	Administration Teachers	<p>FORMATIVE: Staff Training Sign-Ins Progress Monitor assessments Results Progress Reports</p> <p>SUMMATIVE: Post Tests CLI Engage STAAR</p> <p>TLI Sustainability Lesson Planning and Follow Up</p>				
Funding Sources: 211 Title I-A - \$9,000.00, 162 State Compensatory - \$9,644.00							

<p align="center">Critical Success Factors CSF 1</p> <p>10) Physical Education Teacher and PE Aides will Assess student fitness annually in order to improve the health and well being of all students and be in compliance with the requirements of Senate Bill 530 effective 09/01/2007. Fitness Program CNA Page 10</p>		<p>Area Superintendents Assessment Research & Evaluation Campus Administrators Teachers</p>	<p>FORMATIVE -Updated District Policy</p> <p>FORMATIVE -Classroom Observations</p> <p>SUMMATIVE: -TEA required report for Fitness Assessment</p>				
<p>Funding Sources: 199 Local funds - \$400.00</p>							
<p align="center">Critical Success Factors CSF 1</p> <p>11) Update Campus improvement plan to include necessary improvements indicated by the School Health Index Assessment Tool in order to comply with legislative updates as they pertain to health and physical education and Senate Bill 892 effective 09/01/2009. CNA Page 10</p>	<p align="center">2</p>	<p>Area Superintendents Assessment Research & Evaluation Campus Administrators Teachers</p>	<p>S- School Health Index Documentation S-Campus Improvement Plan F- Campus Improvement Plan Review</p>				

<p align="center">Critical Success Factors CSF 1</p> <p>12) 5 Maintain and improve Coordinated Approach to Child Health (CATCH) Teams that implement the Coordinated School Health Program K-12 by developing goals and objectives based on fitness assessment data, academic performance, attendance rates, academic disadvantages and the use of success of any method in order to ensure students are reaching required moderate to vigorous physical activity (MVPA), and any other indicator recommended by School Health Advisory Council (SHAC) in order to comply with Senate Bill 19 and Senate Bill 892 effective 09/01/2009. CNA Page 10</p>	<p align="center">2</p>	<p>Area Superintendents Assessment Research & Evaluation Campus Administrators Teachers</p>	<p>- School Health Index Documentation S-Campus Improvement Plan F- Campus Improvement Plan Review</p>				
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<p align="center">Critical Success Factors CSF 1</p> <p>13) Provide information on the Wellness/Nutrition Policy & Guidelines to parents, teachers & students through parent meetings, teacher staff development, CATCH Teams, and classroom instruction to ensure compliance with respective policies and guidelines and comply with the Texas Public School Nutrition Policy effective 08/01/2004 and revisions 08/01/2007. CNA Page 10</p>	2	Area Superintendents Assessment Research & Evaluation Campus Administrators Teachers	- School Health Index Documentation S-Campus Improvement Plan F- Campus Improvement Plan Review				
<p>14) Provide Middle School Orientation for Elem. 5th Grade students for transition to the next grade level prior to the end of the school year so that they become aware and familiar with the new campus academic and campus procedures. CNA Page 10</p>	1, 2, 9, 10	Campus Administration Counselor	Students will complete and submit their middle school choice slips with counselor.				
<p align="center">Critical Success Factors CSF 1</p> <p>15) Ensure that Longoria provides Applicable Head Start agencies with the Required information to transition students from Head Start into the ED Program. CNA Page 4</p>	1, 7, 10	Administration and Teachers	FORMATIVE: Communication Logs SUMMATIVE: Meeting Head Start Requirements				

<p>Critical Success Factors CSF 1</p> <p>16) Strategies to attract highly qualified teachers the following will be addressed: Bilingual, Lead teacher and Master's Degree Stipends, Extra Duty opportunities and medical benefits.</p> <p>Population: All Teachers</p> <p>Timeline: Aug. 2017-June 2018 Monthly CNA Page 9</p>		<p>Principal Dean Bilingual admin. Principal PEIMS Data Entry Clerk</p>	<p>Formative : eSchools Summative: PDAS</p>				
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  = Continue/Modify
  = No Progress
  = Discontinue

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

Performance Objective 1: Student will be encouraged and challenged to meet their full potential in the area of fine arts; included but not limited to visual, expressive, and all genres in the field of the arts.

Evaluation Data Source(s) 1: A minimum of 90% of fine arts students at Longoria ES will meet performance standards in all fine arts areas with 92% to masters grade level performance.

Summative Evaluation 1:



Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 6</p> <p>1) Pre-K-5th Grade students, including special education, will be able to attend music classes in order to learn fine arts. In addition students in grades 3rd-5th will be able to participate in choir in order to experience music performance. CNA Page 4</p>	2	Teachers Principal	Formative: participation Summative: grades, participation				
Funding Sources: 199 Local funds - \$756.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							






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

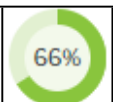
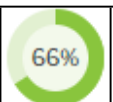
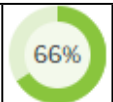
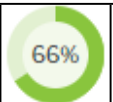






Performance Objective 1: Longoria Elementary will develop early prevention strategies to have 95% of our At-Risk students pass state adopted test (STAAR) and increase the At-Risk attendance rate by 10%.

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

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) The Campus Dean will provide research based professional development and turn around training for faculty and staff in order to improve At-risk student achievement.</p> <p>Population: AR, TI, MI, LEP Timeline: Aug. 2017-June 2018</p> <p>CNA p. 4</p>		<p>Campus Administration Administrator for State Compensatory Education</p>	<p>Formative: District and Campus Progress Monitoring Assessments Classroom Observations Lesson Plans ERO Session Evaluation Reports ERO Session Attendance Reports</p> <p>Summative: STAAR Results</p>				
<p>Funding Sources: 162 State Compensatory - \$63,292.00</p>							

<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Students in 3rd through 5th Grade who are "At Risk" and including students in sub-populations will attend reading, math and science after school tutorials in order to assist in mastering STAAR objectives. After school tutorials will begin in October 2017 and will end in May 2018.</p> <p>SSI 5th Grade Tutorials will be offered for 5th grade students by the fourth week of school.</p> <p>Materials for all core areas for all grade levels include: Motivation, STAAR Master Booklets, Countdown to STAAR and Measuring Up. Other materials will be purchased such as manipulatives, calculators, literature, paper and ink will be purchased and copies will also be made through the media center in order to prepare all students for state assessments.</p> <p>In addition an "Extended Day Program" will be implemented starting the first day of school in August 2017 in order to provide Pre-Kinder through 5th Grade Students with after school enrichment activities. This program will run until May 2018. The campus Dean will set up classrooms and monitor activities.</p> <p>Population: AR, TI, MI, LEP Timeline: Aug. 2017-June 2018 CNA p. 5</p>	8	Campus Administration Teachers Administrator for State Compensatory Education	Formative: eSchoolsPlus Tutorial Schedule, Tutorial Lesson Plans, Classroom Observations, Progress Monitoring Assessments, student progress reports				
<p>Funding Sources: 211 Title I-A - \$0.00, 162 State Compensatory - \$26,052.00, 263 Title III-A Bilingual - \$6,216.00</p>							
<p>Critical Success Factors CSF 1 CSF 4</p> <p>3) The Pre-Kinder Program will be implemented as full day to prepare qualified students academically.</p> <p>Population: AR, LEP, MI, LEP Timleine: Aug. 2017-June 2018 (Daily) CNA Page 4</p>		Administration Teachers Administrator for State Compensatory Education	Formative: Teacher Observations Student Progress Reports Lesson Plans CLI (BOY/MOY)				
<p>Funding Sources: 162 State Compensatory - \$46,944.00</p>							

<p>Critical Success Factors CSF 1 CSF 4</p> <p>4) The Dyslexia Teacher will identify and provide language literacy interventions to improve student achievement.</p> <p>Population: AR, DYS Timeline: Aug. 2017-June 2018 (Daily) CNA Page 4</p>	<p>Administration Teachers</p>	<p>Formative: District and Campus Benchmark Scores Teacher Observations Student Progress Reports</p> <p>Summative: STAAR</p>				
<p>Funding Sources: 199 Local funds - \$0.00</p>						
<p>Critical Success Factors CSF 1</p> <p>5) Ensure that our campus has a process in place to identify homeless students in order to receive the full protections of the McKinney-Vento Act, including the help they need to enroll, attend, and succeed in school.</p> <p>Population: AR Timeline: Aug. 2017-June 2018 CNA Page 4</p>	<p>Administration and Teachers</p>	<p>Formative: Monthly eSchoolPLUS At-Risk reports will be generated and the Homeless Youth Project will work with the At-Risk Campus Contact to ensure support services are provided to students classified as homeless and Student Progress Reports</p> <p>Summative: STAAR Retention Rate Attendance Rate</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p>Critical Success Factors CSF 1</p> <p>6) Implement a food pantry and closet at our campus to provide identified homeless and unaccompanied youth and other students with food items, hygiene products, school supplies, and clothes as needed to meet their academic, social, emotional, and physical needs. Items will be purchased to provide the nurse with these items.</p> <p>Population: AR Timeline: Aug. 2017-June 2018 CNA Page 12</p>	<p>Administration, Counselor and Teachers, Nurse</p>	<p>Formative: Student Progress Reports Benchmark Scores</p> <p>Summative: STAAR Attendance Rate Retention Rate</p>				
<p>Funding Sources: 199 Local funds - \$500.00</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: All students at Longoria ES will be encouraged and challenged to meet their full potential by the time they leave 5th grade.

Evaluation Data Source(s) 1: Students at Longoria Elementary will be taught through college preparedness activities to encourage higher learning participation.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 6</p> <p>1) Promote awareness throughout the campus on College Awareness, in an effort to promote higher education for all students and Career Awareness. CNA Page 8</p>	1, 2	Administration Teachers and counselor	Formative: Notice Letter Summative: Student Participation in Activities				
<p>Critical Success Factors CSF 1</p> <p>2) Through Career Day students will be informed and educated on different careers and pathways thus enabling students to make decisions about their future course of study. CNA Page 8</p>	1, 2	Administration Teachers and counselor	Formative: Sign in sheet Summative: Completed Tasks				
<p>Critical Success Factors CSF 1</p> <p>3) Implement campus attendance goals that address procedures, roles, responsibilities and a formal written plan for Monitoring / management Included in campus Improvement Plan. Ensure that campus student attendance meets District and State mandates so that students meet their full educational potential. CNA Page 4</p>	1, 2, 3	Principal, Asst. Principals, PEIMS Supervisor, Attendance Clerks, Attendance, Liaisons, Attendance Office and Data Entry Clerk	Weekly review of campus attendance rates Monitor campus Attendance Management plans as needed by campus visitations by attendance office				

<p>Critical Success Factors CSF 1</p> <p>4) Teachers or Parent Liaison will contact and visit the home when a student is absent and document on phone log, in order to communicate with parents on student attendance. CNA Page 11</p>	1, 2, 6	Administration Teachers Home Visitor	Formative: Home visitor attendance sheet Summative: ADA reports				
<p>Critical Success Factors CSF 1</p> <p>5) Recognize and award incentives to students with perfect attendance every six weeks and at the end of the year. Campus recognition of students for Perfect Attendance Achievement that increase learning performance. End of Year Celebrations Teacher incentives daily announcements presentations CNA Page 4</p>	2, 8, 9	Administration Teachers Home Visitor	FORMATIVE: Attendance Reports SUMMATIVE: Attendance rate AYP				



= Accomplished



= Continue/Modify



= No Progress





= Discontinue





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







Performance Objective 1: Discipline referrals will be reduced at Longoria Elementary School.

Evaluation Data Source(s) 1: Longoria ES will reduce discipline referrals by 10% from 2016-2017-2017-2018.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 6</p> <p>1) Safety Training: Provide training for administrators and teachers: (a) In order 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. CNA Page 12</p>	1, 4	Administration and Counselor	Agenda Sign-in sheets				

<p>Critical Success Factors CSF 1 CSF 6</p> <p>2) Security Officer(s) will be placed and assigned at campus throughout the year. Campus Officers when possible in order to address current trends with Students, Parents, Campus Faculty and Staff Gang Awareness Bullying Internet Safety Gun Safety Team (CERT) Truancy Emergency Operations Plan-Safety Procedures As a proactive approach to diminish The number of criminal offenses on school grounds and to prevent victimization of students and staff. CNA Page 12</p>	2	Administration and Counselor	Evaluations, Sign-In Sheets, PEIMS Discipline Reports			
<p>Critical Success Factors CSF 6</p> <p>3) Provide motivational speakers to address the staff and students on the importance of health and safety at schools including but not limited to: School Bus Safety, Fire Prevention Safety, etc. CNA Page 12</p>	1, 2	Administration and Counselor	Formative: Agendas, Sign-in sheets Summative: Evaluations Better classroom management and safety for students			

<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>4) Provide professional development based on level of expertise and need in the following areas: 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. CNA Page 12</p>	2	Administration and Counselor	<p>FORMATIVE: Agendas Professional Dev. Training Sign-Ins.</p> <p>SUMMATIVE: Eval. Forms Discipline Reports</p>			
<p>Funding Sources: 199 Local funds - \$300.00</p>						
<p align="center">Critical Success Factors CSF 6</p> <p>5) 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. The following drills must be practiced accordingly: Lock down drills (3 times per year), Shelter-in-place, Reverse evacuation, Drop & Cover, Evacuation. 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. CNA Page 12</p>	2	Administration and Counselor	<p>FORMATIVE: Agendas Sign in</p> <p>SUMMATIVE:. Eval. Forms Audits</p>			
<p align="center">Critical Success Factors CSF 6</p> <p>6) Administration will ensure that campus counselors provide individual and group counseling sessions on a weekly basis in order to ensure that student needs are addressed. CNA Page 12</p>	2	Administration and Counselor	<p>FORMATIVE: Agendas Sign in</p> <p>SUMMATIVE: Eval. Forms</p>			

<p>Critical Success Factors CSF 6</p> <p>7) Longoria Elem. will practice fire drills, Lock Downs and evacuations to ensure safety. CNA Page 12</p>	2	Administration and Counselor	<p>FORMATIVE Fire Drills / Lock Downs / Evacuations</p> <p>SUMMATIVE: Logs and reports</p>				
<p>Critical Success Factors CSF 6</p> <p>8) Longoria Elementary will provide a clean and safe campus environment for all students, staff and parents in which materials (nurse supplies) and items will be purchased to maintain campus. In addition a school nurse will be available at campus in order to service students and attend to medical emergencies on campus throughout the day. CNA pg. 12</p>	1	Administration	<p>FORMATIVE: Walk-Throughs</p> <p>SUMMATIVE: Meeting BISD Requirements</p>				
<p>Funding Sources: 211 Title I-A - \$22,936.00, 199 Local funds - \$400.00</p>							
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Goal 6: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children.

Performance Objective 1: There will be a 10% increase of parents involved in campus/district parental involvement activities during each school year.





Evaluation Data Source(s) 1: Parents will be full partners with educators in the education of their children.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 5 CSF 6</p> <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.</p> <p>Population: Parents Timeline: Aug. 2017-June 2018 CNA p. 11</p>		Principal and Parent Liaison	Formative: District and Campus Parental Involvement Policy Summative: Composite Title I-A of End of Year Survey Parent Participation Involvement Compliance Checklist STAAR Results Attendance Rates Discipline Referrals				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Principal will allocate federal funds appropriately to ensure that the campus Parent Center operates efficiently. Funds will also be used to purchase items needed and used for monthly Parent Meetings.</p> <p>Population: Parent Center Timeline: Aug. 2017-June 2018 CNA p. 12</p>	6	Principal and Parent Liaison	Formative: Budget Sheet Summative: Composite Title I-A of End of Year Survey Parent Participation Title I-A Parental Involvement Compliance				
Funding Sources: 211 Title I-A - \$1,900.00							

<p>Critical Success Factors CSF 5</p> <p>3) All students utilizing the Internet will have on file, the Acceptable Use Policy signed by their teachers and parents.</p> <p>Population: Parents Timeline: Aug. 2017-June 2018 CNA p. 11</p>	Principal and Parent Liaison	Formative: Budget Sheet Summative: Composite Title I-A of End of Year Survey Parent Participation Title I-A Parental Involvement Compliance				
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>4) Disseminate School-Parent-Student Compacts indicating each group responsibilities to ensure student achievement.</p> <p>Population: Parents Timeline: Aug. 2017-June 2018 CNA p. 11</p>	Principal and Parent Liaison	Formative: District and Campus Parental Involvement Policy Summative: Composite Title I-A of End of Year Survey Parent Participation Involvement Compliance Checklist STAAR Results Attendance Rates Discipline Referrals				
<p>Critical Success Factors CSF 5</p> <p>5) Conduct an Annual Title I meeting to inform parents of services provided through Title I funds.</p> <p>Population: Parents Timeline: Aug. 2017-June 2018 CNA p. 11</p>	Principal and Parent Liaison	Formative: District and Campus Parental Involvement Policy Title I-A Summative: Composite Title I-A of End of Year Survey Parent Participation Involvement Compliance Checklist STAAR Results Attendance Rates Discipline Referrals				
<p>Critical Success Factors CSF 1 CSF 5</p> <p>6) All Teachers will participate in a Fall and Spring Open House in order to communicate and discuss with parents of various classroom issues and topics.</p> <p>Population: Parents Timeline: Aug. 2017-June 2018 CNA p. 11</p>	Principal ,Teachers, and Parent Liaison	Formative: Agendas, Sign-in Sheets, Meeting Minutes Summative: Composite Title I-A of End of Year Survey Parent Participation Involvement Compliance Checklist STAAR Results Attendance Rates Discipline Referrals				

<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>7) Provide evaluations for parents (at all parent meetings) in order to receive meeting parental feedback.</p> <p>Population: Parents Timeline: Aug. 2017-June 2018 CNA p. 11</p>		Principal Teachers, and Parent Liaison	<p>Formative: District and Campus Parental Involvement Policy</p> <p>Summative: Composite Title I-A of End of Year Survey Parent Participation Involvement Compliance Checklist STAAR Results Attendance Rates Discipline Referrals</p>				
<p>Critical Success Factors CSF 1 CSF 5 CSF 6 CSF 7</p> <p>8) A campus employed Parent Liaison will conduct home visits in order to ensure correct student address and address attendance issues with parents. Funds will be allocated to provide payment for mileage incurred while conducting Attendance and Parental Involvement responsibilities i.e.; home visits and parental involvement meetings training.</p> <p>Population: Parents Timeline: Aug. 2017-June 2018 CNA p. 11</p>	6	Principal Teachers, and Parent Liaison	<p>Formative: Monthly Contact Log, Job Description Composite Report</p> <p>Summative: Composite Title I-A of End of Year Survey Parent Participation Involvement Compliance Checklist STAAR Results Attendance Rates Discipline Referrals Monthly Mileage Log</p>				
Funding Sources: 211 Title I-A - \$23,760.00							
<p>Critical Success Factors CSF 1 CSF 5 CSF 6 CSF 7</p> <p>9) Provide ample parent education opportunities through parent conferences, Literacy Nights and parent training sessions in order to disseminate information, services and/or referrals to agencies that address the needs in the following areas:</p> <ol style="list-style-type: none"> 1. Early Childhood Reading Strategies 2. Effective teaching strategies 3. Health Education-Families in Training 4. Special Populations (Bilingual, Dyslexia, G.T., Migrant, Special Ed.) 5. Building Capacity 6. Drop-Out and Violence Prevention-New Horizons 7. Community agencies/organizations <p>In which materials and parent refreshments will be purchased.</p> <p>Population: Parent Center Timeline: Aug. 2017-June 2018 CNA p. 11</p>		Principal Teachers, and Parent Liaison	<p>Formative: Agendas, Sign-in Sheets, Minutes, Conference Evaluations</p> <p>Summative: Composite of End of Year Survey, Title I-A Summative: Composite Title I-A of End of Year Survey Parent Participation Involvement Compliance Checklist STAAR Results Attendance Rates Discipline Referrals</p>				

<p>Critical Success Factors CSF 1 CSF 5 CSF 6 CSF 7</p> <p>10) Through the use of the School Messenger Program, communication with parents in a timely and effective manner on any emergency situation, communication between campus and parents will take place.</p> <p>Population: Parents Timeline: Aug. 2017-June 2018 CNA p. 11</p>		Principal Teachers, and Parent Liaison	Formative: Parent Surveys Summative: Composite Title I-A of End of Year Survey Parent Participation Involvement Compliance Checklist STAAR Results Attendance Rates Discipline Referrals EOY Reports				
<p>Critical Success Factors CSF 1 CSF 5 CSF 6 CSF 7</p> <p>11) Conduct an Annual Title I Parent Survey to evaluate the effectiveness of District and/or campus Parental Involvement efforts.</p> <p>Population: Parents Timeline: August 2017-June 2018 CNA p. 11</p>		Principal Teachers, and Parent Liaison	Formative: Monthly Contact Log Composite Report Summative: Composite Title I-A of End of Year Survey Parent Participation Involvement Compliance Checklist STAAR Results Attendance Rates Discipline Referrals Monthly Mileage Log				
<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>							

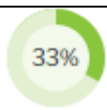
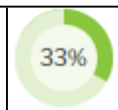
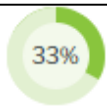
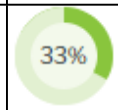
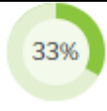
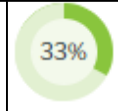
Goal 7: Migrant students will be challenged and encouraged to meet state content standards and assessments that are necessary to graduate on time and enroll in post secondary education while receiving additional supplemental support in order to overcome the obstacles encountered due to their migrant lifestyle.







Performance Objective 1: Improve the overall performance of migrant students by providing necessary resources in order for all students to exceed expected performance standards and meet their full education potential.







Evaluation Data Source(s) 1: Migrant students at Longoria ES will meet 90% mastery in all subject areas in state assessments (STAAR).











Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Teachers will assess migrant students at the beginning and at the end of the school year in order to create a student profile.</p> <p>Population: Migrant Students Timeline: August 2017-June 2018 CNA Page 4</p>		Administration and Teachers	<p>Formative: Lesson Plans</p> <p>Summative: Assessment results</p>				
<p>Critical Success Factors CSF 1</p> <p>2) All migrant students will receive age appropriate clothing, hygiene supplies and educational supplies/resources in order to provide them with the necessary tools to complete their classroom and homework assignments; thus facilitating them the same opportunity to meet the academic challenges of all students.</p> <p>Population: Migrant Students Timeline: August 2017-June 2018 CNA Page 5</p>		Administration and Teachers	<p>Formative: Lesson Plans, Walkthroughs</p> <p>Summative: Class Rosters/Attendance for Tutorials</p>				
<p>Funding Sources: 212 Title I-C (Migrant) - \$105.00</p>							

<p align="center">Critical Success Factors CSF 1</p> <p>3) PFS students will be provided with clothing, hygiene supplies and educational supplies/resources such as dictionaries, thesauruses, and STAAR materials in the core content areas in order to enhance their academic achievement.</p> <p>Population: Migrant Students Timeline: August 2017-June 2018 CNA Page 4</p>		Administration and Teachers	Formative: Lesson Plans, Walkthroughs Summative: Class Rosters Attendance for Tutorials Retention Rate STAAR			
<p align="center">Critical Success Factors CSF 1</p> <p>4) PFS migrant students will receive supplemental support services before other migrant students to endure that the requirements delineated by NCLB Section 1304 (d) are addressed.</p> <p>Population: Migrant Students Timeline: August 2017-June 2018 CNA Page 4</p>		Administration and Teachers	Formative: Lesson Plans, Walkthroughs Summative: Class Rosters/Attendance for Tutorials			
<p align="center">Critical Success Factors CSF 1</p> <p>5) Migrant students will benefit from the use of updated technology learning support programs that will be provided in the classroom and computer labs.</p> <ol style="list-style-type: none"> 1. Technology access before & after school for students STAAR & AR (time) 2. Technology access in the classrooms <p>Population: Migrant Students Timeline: August 2017-June 2018 CNA Page 4</p>		Campus Admin. Migrant Services	<p>FORMATIVE: Lesson Plans Walk-throughs Pre-Tests Progress Monitor Assessment Progress Reports</p> <p>SUMMATIVE: Access Logs Post Tests STAAR Scores TELPAS AYP Results AMAOs Report PBMAS</p>			

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>6) Identified migrant three year old children will have the opportunity to enroll into the Title I, Part A Three Year-Old Program (PK-3) so they can receive the same educational experience as non- migrant students. Population: Migrant Students Timeline: July 1, 2017 - June 30, 2018 CNA Page 4</p>	<p>Special Programs Administrator Campus Principals</p>	<p>Increase enrollment into 3-year-old program</p>			
<p>Funding Sources: 212 Title I-C (Migrant) - \$0.00</p>					
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 6</p> <p>7) 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. Population: Migrant Students Timeline: August 28, 2017 - June 8, 2018 CNA Page 4</p>	<p>Sp. Programs Administrator Campus Principals Elementary Teachers Migrant Funded: Teachers 3FTEs</p>	<p>Increased academic performance in State Exams PBMAS</p>			
<p>Funding Sources: 212 Title I-C (Migrant) - \$0.00</p>					
<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>8) 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. Population: Migrant Funded: Parent Liaison, Recruiters, DMC , MSC Timeline: August 28, 2017-June 29, 2018 CNA Page 11</p>	<p>Migrant Funded: Parent Liaison</p>	<p>Academic success for all PK-2nd grade students EOY Promotion Rate</p>			
<p>Funding Sources: 212 Title I-C (Migrant) - \$0.00</p>					

<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>9) The academic progress of Pre-Kinder through 5th grade students will be monitored to ensure success grade level completion and ultimately secure promotion.</p> <p>Population: Migrant Students Timeline: August 28, 2016 - June 8, 2018 CNA Page 4</p>	<p>Sp. Programs Administrator Campus Principals Teachers Migrant Funded: Teacher DM Counselor</p>	<p>No Migrant Students retained</p>			
<p>Funding Sources: 212 Title I-C (Migrant) - \$0.00</p>					
<p>Critical Success Factors CSF 1 CSF 2 CSF 6</p> <p>10) Elementary migrant students will have an equal opportunity to attend the school district's summer school programs to ensure promotion if needed or to participate in the enrichment migrant summer program. The migrant students will be provided with additional supplemental support by the respective campus in order to address academic, attendance needs and promote positive social engagement.</p> <p>Population: Migrant and PFS PK-5 grade students Timeline: June 2018 CNA Page 4</p>	<p>Special Programs Administrator Campus Principals Campus Teachers Migrant Funded: Migrant Teachers</p>	<p>Increased promotion rates & test performance</p>			
<p>Funding Sources: 212 Title I-C (Migrant) - \$0.00</p>					
<p>Critical Success Factors CSF 1 CSF 2</p> <p>11) Extended Day tutorial session may be held for migrant students at elementary campuses where there is a documented need for supplemental academic support in the core subjects in order to ensure that migrant students have the same opportunity to meet academic challenges as non-migrant students. NOTE: At sites being served by a migrant teacher, teacher will provide and ensure participation into supplemental opportunities.</p> <p>Population: Migrant and PFS students Timeline: October 2, 2016- May 31, 2018 CNA Page 4</p>	<p>Campus Admin Classroom Teacher Migrant Funded: Teacher Tutorial Teacher</p>	<p>Increase promotion rates & test performance</p>			
<p>Funding Sources: 212 Title I-C (Migrant) - \$1,891.00</p>					

<p>12) In order to increase awareness of migrant student needs, BISD campus faculty and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students. Population: Campus Administration, Faculty and Staff Timeline: September 1, 2017 - May 31, 2018</p> <p>CNA Page 4</p>	<p>Sp. Programs Administrator Migrant Funded: Teachers</p>	<p>Timely placement into Interventions</p>			
<p>Funding Sources: 212 Title I-C (Migrant) - \$0.00</p>					
<p>13) A survey will be used to evaluate the effectiveness of the Migrant Education Program so that pertinent and appropriate adjustments can be made to better serve migrant students Population: Migrant Students Timeline: April 2018</p>	<p>Campus Administration Migrant Funded: Migrant Teachers</p>	<p>Increase on- time promotion</p>			
<p>Funding Sources: 212 Title I-C (Migrant) - \$0.00</p>					
<p>14) Learning Academy targeting the core areas of Reading, Writing, Math, Social Studies and Science will be held for all PFS students in order to sharpen their skills and prepare them academically for the STAAR assessments. Population: Elementary Migrant Students Timeline: March 23, 2018</p> <p>CNA Page 4</p>	<p>Teachers</p>	<p>Increased STAARS Scores for PFS students</p>			
<p>Funding Sources: 212 Title I-C (Migrant) - \$0.00</p>					
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>					

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

Performance Objective 1: Students at Longoria Elementary will demonstrate exemplary performance mastering skills in the core area subjects by using computer technology and receiving one to one tutorial assistance.

Evaluation Data Source(s) 1: All students at Longoria ES will be technologically literate.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>1) Support and Training will be provided for all teachers in Microsoft, Grade Speed, lesson plans, Envision Math, Pearson Program, Eduphoria, Think Through Math, Living With Science, and Project Share in order to provide students with an opportunity to learn content objectives through technology.</p> <p>CNA Page 9</p>	1, 2, 4	Administration and Teachers	<p>Formative: Trainings, Agendas, six weeks grades, student lab progress</p> <p>Summative: Sign in sheets, usage reports EOY grades</p>				
<p>Critical Success Factors CSF 1</p> <p>2) Pre-Kinder through 5th grade students, including special education, will attend Computer Assisted Instruction through the Computer Lab so that students will increase their conceptual knowledge at their appropriate grade level.</p>	1, 2, 10	Administration and Teachers	<p>Formative: Lesson Plans Lab Schedule</p> <p>Summative: STAAR Results</p>				

<p>Critical Success Factors CSF 1 CSF 7</p> <p>3) Technology resources and materials such as ink for printers and Computer equipment will be purchased in order to support curriculum implementation. Kinder-5th grades students, including special ed., will be instructed using basic math facts and problem solving strategies in daily math lessons (using projectors and elmos) in order to reinforce strategies being taught and lessons. CNA Page 6</p>	1, 2	Administration and Teachers	Formative: Six Weeks Grades, Diagnostic Tests, Walk-throughs Summative: STAAR			
<p>Funding Sources: 162 State Compensatory - \$8,500.00</p>						
<p> = 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.

Performance Objective 1: Campus facilities will implement energy savings plans; maintain and upgrade current facilities to provide a healthy and positive learning environment by scheduling renovation/upgrade/improvement on a yearly basis.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Campus will conduct a monthly inspection to ensure energy efficiency tips are followed. CNA Page 15	2	Principal Assistant Principal	Teacher Feedback.				
2) Improve staff parking lot and walkways throughout the campus. Improve campus infrastructure on a yearly basis. CNA Page 15	2	Principal Assistant Principal	Yearly campus wide inspections to address deficiencies.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 10: The campus and SBDM will ensure effective and efficient use of 100% of available budgeted funds in implementing a balance budget.

Performance Objective 1: The Campus ensure effective and efficient use of 100% of available budgeted funds to be used to meet the needs of all students.

Evaluation Data Source(s) 1: Fiscal reports and spending guidelines.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1</p> <p>1) The campus will support programs in an effective and efficient manner and will use 100% of available budgeted funds based on the needs assessments. Population: Longoria Stakeholders Timeline: December 2017- June 2018</p>	5	Principal Dean Assistant Principal Principal PEIMS Data Entry Clerk	<p>Formative: eSchools</p> <p>Summative: T-TESS</p>				
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

Goal 10: The campus and SBDM will ensure effective and efficient use of 100% of available budgeted funds in implementing a balance budget.

Performance Objective 2: Campus will commit to retain and support all teachers and staff to promote school morale and culture.

Evaluation Data Source(s) 2: 1. Recruit, support, retain teachers and principals

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) The campus will support new teachers by providing a mentor/protege connection to provide guidance through various methods such as co-planning and class observations. Population: New Teachers on campus Timeline: January 2017 - June 2018		Campus Administration	Focus Discussion with Mentor/Protege and administration				
		Lead Teachers	New Teacher Survey				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = Continue/Modify </div> <div style="text-align: center;"> = No Progress </div> <div style="text-align: center;"> = Discontinue </div> </div>							

Goal 11: Longoria Elementary will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/and retention efforts.

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

Evaluation Data Source(s) 1: Media Records

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) The campus will designate a PIO contact to provide feature articles, current and prior students, parents, staff recognition, co-extra-curricular activities, and parent/community events. Population: All Campus Stakeholders Timeline: January 2018 - June 2018		Campus Administration	Weekly news articles and media will showcase activities happening on campus.				
		Counselors	Formative: schedule of weekly events				
		Classroom teachers	Summative: listing of all campus events that were presented in the media.				
2) The campus will update campus website at least on a monthly basis showcasing student and community activities Population: All Campus Stakeholders Timeline: December 2017 - June 2018		Campus Administration	Campus website will be updated on a monthly basis.				
		PIO	Formative: checklist of dates website was updated				
			Summative: report at end of year monthly checklist results.				
<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>							

State Compensatory

Budget for Longoria Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
162-11-6118-00-103-Y-24-SSI-Y	6118 Extra Duty Stipend - Locally Defined	\$2,905.00
162-11-6118-00-103-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	\$9,644.00
162-11-6118-00-103-Y-30-ASP-Y	6118 Extra Duty Stipend - Locally Defined	\$23,147.00
162-11-6119-00-103-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$68,769.00
162-11-6119-00-103-Y-34-PKK-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$46,944.00
6100 Subtotal:		\$151,409.00
6300 Supplies and Services		
162-11-6395-62-103-Y30-TEC-Y	6395 Supplies, DP Operations - Locally Defined	\$550.00
162-11-6396-00-103-Y-30-000-Y	6396 Supplies and Materials - Locally Defined	\$1,604.00
162-11-6399-00-103-Y-30-000-Y	6399 General Supplies	\$5,144.00
6300 Subtotal:		\$7,298.00
6600 Capital Outlay Accounts		
162-11-6649-62-103-Y30-TEC-Y	6649 Capital Assets - Locally Defined	\$7,950.00
6600 Subtotal:		\$7,950.00

Personnel for Longoria Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Adrian Dansby	Dean of Instruction	State Compensatory	1.0
Gabriela Mascorro	Pre-Kinder Teacher	State Compensatory	.5
Jose Oziel Chapa, Jr.	Pre-Kinder Teacher	State Compensatory	.5

Title I

Schoolwide Program Plan

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

Ten Schoolwide Components

1: Comprehensive Needs Assessment

The Site-Based Decision-Making (SBDM) Committee conducted a comprehensive needs assessment (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 2013-2014 and to increase the commended performance level in all content areas. In addition, it is our goal to have 100% of our students on grade level in order to master the college readiness standards. To accomplish these objectives, the staff will use the budgeted funds to implement school-wide reform strategies that provide opportunities for all children to meet the state's proficient and advanced levels of academic performance, use effective methods of 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 and Saturday Tutorials enrichment program, for students who are At-Risk and in need of continuity in their instructional program to be successful in the succeeding school year; (3) include strategies for meeting the educational needs of historically underserved populations; (4) include strategies to address the needs of all children in school, particularly the needs of low-achieving students, At-Risk, or not meeting the State student academic achievement standards; (5) address how the school will determine if such needs have been met and (6) are consistent with and are designed to implement the State and local improvement plans. State Comp. allocations will be used toward After school and Saturday Tutorial to improve student achievement. Tier instruction will be used during daily instruction will pull out of small group being used for Tier II and Tier III instruction.

2: Schoolwide Reform Strategies

Start by teaching the Texas Essential Knowledge Skills, teachers will prepare all students to master the knowledge and skills in College Readiness on the STAAR. The students at Longoria Elementary School have diverse strengths and needs. Therefore, we must ensure that our teaching methodologies and approaches are able to successfully meet the needs of our diverse population. It is for this reason we continue to carefully evaluate the strengths that enhance this process and the need that detract from it. In addition, based on the committee's observation, all academic areas of concern in order to achieve 90% mastery and expand the commended performance levels. The goal of the school is to increase the percentage of combined commended performance of all students in the areas of reading, math writing, and science.

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 trained and experienced and have been successful in previous assignments.

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

Strategies to attract high-qualified teachers to high needs will include the selection of teachers from the District's and Region's I's efforts to recruit teachers from out of the valley and state, paying stipends of a Master's Degree and paying stipends for math, science and social studies. The school wide program access to high qualified ongoing professional development throughout the 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 trainings and workshops, and the education service center. Professional development in the areas of the core content curriculum, classroom management and discipline management along with STAAR updates, will be priority.

5: Strategies to attract highly qualified teachers

Strategies to attract high-qualified teachers to high needs will include the selection of teachers from the District's and Region's I's efforts to recruit teachers from out of the valley and state, paying stipends of a Master's Degree and paying stipends for math, science and social studies. The school wide program access to high qualified ongoing professional development throughout the 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 trainings and workshops, and the education service center. Professional development in the areas of the core content curriculum, classroom management and discipline management along with STAAR updates, will be priority.

6: Strategies to increase parental involvement

Title I, Part A Funds will be used to partially finance strategies to increase parental involvement at the school including the parent workroom and to purchase special materials used in the parent volunteer program. Parent education will be provided to parents by the campus parent liaison as well as the District's Parental Involvement Center. Parent training on how to help their students be successful at home, learning English, discipline management, and parenting skills will be provided to those parents who want to better meet the rigors of parenting. Parental Involvement and number of parent volunteer will increase with new program and trainings available to parents.

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 Longoria Elementary will be held annually in the spring and for 5th grade students and their parents to assist with the transition into middle school. In addition, a tour will be scheduled in the spring at Cummings Middle school for 5th grade students to become familiar and experience the middle school.

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

Teachers will be included in decisions regarding the use and selection of academic assessments 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.

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

Students experiencing difficulty in mastering the TEKS will be provided effective, timely additional assistance.

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

The school will coordinate and integrate federal, state, and local programs and services to maximize the effectiveness of these resources. Several of the strategies being implemented are jointly funded with Special Services and Title I Funds, e.g., after school tutorial programs. Professional Development activities are also paid for from Title I, Parts A and C, and Local Funds. Title I 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. In order to better utilize the 212 Migrant funds, a Migrant Student Survey was conducted to assess the supplemental support most needed by the migrant student of our campus. PFS Migrant Students will be provided with additional school supplies such as dictionaries, thesauruses, and STAAR materials in the core content areas in order to enhance their academic achievement. All Migrant Students will receive grade appropriate school supplies.

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 Funds are also used to provide after school tutorials for bilingual students. Teachers will monitor all ELL students through Aware. All teachers will have received SIOP Training and implement ELL strategies in the classroom. TELPAS results with AMAO will be shared with teachers at the start of the school year in order to identify areas of weaknesses of ELL students. All bilingual education students are provided with a strong English as a Second Language instructional program during the school day with the intent to provide early transition into the English language and to promote transition from one bilingual education coding to the next at the end of the school as per the Language Proficiency Advisory Committee recommendation. The ultimate goal is to exit all English Language Learners from the bilingual education program.

The campus will also continue to provide the state mandated State Compensatory Education Program through campus as well as District funded initiatives. It is the goal of the campus to identify At-Risk students who are not at grade level. The campus Dean of Instruction will closely monitor At-Risk students using the TAPR Report and Aware. In order to reach student success, the Dean of Instruction will increase the amount of learning time, including after-school

tutorial, summer school and or enrichment programs. Campus, district and state assessments will be analyzed by campus administration and reviewed in order to provide an effective setting and curriculum for At-Risk students that will enable them to be successful. State Compensatory Education funds are primarily utilized to fund the after-school program for K-5th grade at-risk students and instructional supplies. Longoria Elementary Response to Intervention (RTI) process enables the teachers to provide their at-risk students with the necessary instructional interventions to monitor their academic progress during the school year.

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. Teachers and administrators will work closely together in planning and modifying instruction, assignments and assessments for special education students. The special education administrator will develop an inclusion schedule for each special education student based on student need. In addition, teachers and special education personnel will receive necessary training being offered by the district and region.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ana Laura Davila	3yr Old Teacher Aide	Special Programs	1
Aurora Julia Castillo	Pre-K 3yo Teacher	Special Programs	1
Maria Luisa Gaspar	Parent Liaison	Special Programs	1
Maria Martinez	FP Computer Aide	Special Programs	1
Rolando Flores	Title I_A Pre-K Aide	Special Programs	1
Ruth Rodriguez	Nurse	Special Programs	.4

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Myrta I. Garza	Principal
Facilitator	Cynthia Cardenas	Assistant Principal
Meeting Facilitator	Adrian Dansby	Dean of Instruction
Classroom Teacher	Aurora Castillo	ECE Lead Teacher
Classroom Teacher	Jose Chapa	Pre-K Lead Teacher
Classroom Teacher	Dorina Lopez	Kindergarten Lead Teacher
Classroom Teacher	Ana Becerra	1st Grade Lead Teacher
Classroom Teacher	Magdalena Elizondo	2nd Grade Lead Teacher
Classroom Teacher	Norma Velasquez	3rd Grade Lead Teacher
Classroom Teacher	Celina Cisneros	4th Grade Lead Teacher
Classroom Teacher	Marilyn Martinez	5th Grade Lead Teacher
Classroom Teacher	Bruce Morrison	Physical Education Teacher
Non-classroom Professional	Ruth Rodriguez	School Nurse
Non-classroom Professional	Natividad Leal	Counselor
Parent	Yolanda Mungia	Parent
Business Representative	Luke Fruia	Business Representative
Parent	Esmeralda Baez	Parent
District-level Professional	Sandra Garcia	ELA Specialist
Community Representative	Berta Guerra	Community Representative
Community Representative	Carmen Guerra	Community Representative

Campus Instructional Leadership Team

Committee Role	Name	Position
Administrator	Adrian Dansby	Dean of Instruction
Administrator	Cynthia Cardenas	Assistant Principal
Administrator	Myrta I. Garza	Principal

Campus Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General Supplies - Office	199-13-6399-00-103-Y-99-000-Y	\$1,000.00
1	1	1	Miscellaneous Operating Cost - Food (Staff Development)	199-13-6499-53-103-Y-99-000-Y	\$800.00
1	1	1	Employee Travel	199-23-6411-00-103-Y-99-000-Y	\$500.00
1	1	1	Supplies for Maintenance/Operations-Custodial - Warehouse	199-51-6315-00-103-Y-99-000-Y	\$1,358.00
1	1	1	General Supplies - Custodial	199-51-6399-00-103-Y-99-000-Y	\$400.00
1	1	2	General Supplies - Ink	199-11-6399-62-103-Y-11-000-Y	\$1,500.00
1	1	2	General Supplies	199-11-6399-00-103-Y-11-000-Y	\$1,500.00
1	1	2	Reading Materials	199-12-6329-00-103-Y-99-021-Y	\$127.00
1	1	2	General Supplies	199-12-6399-00-103-Y-99-000-Y	\$400.00
1	1	2	General Supplies - Ink	199-23-6399-65-103-Y-99-000-Y	\$1,000.00
1	1	3	Copy Paper	199-11-6396-00-103-Y-11-000-Y	\$1,000.00
1	1	4	General Supplies	199-11-6399-00-103-Y-21-000-Y	\$864.00
1	1	4	Reclassified Transportation EXP -Transportation	199-11-6494-00-103-Y-11-000-Y	\$1,500.00
1	1	4	Miscellaneous Operating Cost - Student's UIL Science	199-36-6499-53-103-Y-99-000-Y	\$500.00
1	1	5	Miscellaneous Operating Costs - Awards	199-11-6498-00-103-Y-11-000-Y	\$800.00
1	1	10	General Supplies - Physical Education	199-11-6399-51-103-Y-11-000-Y	\$400.00
2	1	1	Supplies & Materials-Music	199-11-6398-57-103-Y-11-000-Y	\$200.00
2	1	1	General Supplies - Music	199-11-6399-57-103-Y-11-000-Y	\$178.00
2	1	1	General Supplies - Art	199-11-6399-50-103-Y-11-000-Y	\$378.00
3	1	4			\$0.00
3	1	6			\$500.00
5	1	4	General Supplies - Counselor	199-31-6399-00-103-Y-99-000-Y	\$300.00
5	1	8	General Supplies - Nurse	199-33-6399-00-103-Y-99-000-Y	\$400.00
Sub-Total					\$15,605.00

Budgeted Fund Source Amount					\$15,870.00
+/- Difference					\$265.00

162 State Compensatory

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Copy Paper	162-11-6396-00-103-Y-30-000-Y	\$1,604.00
1	1	2	General Supplies	162-11-6399-00-103-Y-30-000-Y	\$5,144.00
1	1	7		162-11-6249-00-103-Y-30-LWS-Y	\$0.00
1	1	9	Professional Extra Duty Pay (Tiger Tracking)	162-11-6118-00-103-Y-30-000-Y	\$9,644.00
3	1	1	1 FTE	162-13-6119-31-103-Y-30-000-Y	\$63,292.00
3	1	2	Professional Extra Duty Pay (SSI)	162-11-6118-00-103-Y-24-SSI-Y	\$2,905.00
3	1	2	Professional Extra Duty Pay	162-11-6118-00-103-Y-30-ASP	\$23,147.00
3	1	3	Professional Salaries/Wages	162-11-6119-00-103-Y-34-PKK-Y	\$46,944.00
8	1	3	Maintenance and repair for ditto machines, computer and software upgrades.	162-11-6249-62-103-Y-30-000-Y	\$0.00
8	1	3	Ink	162-11-6399-65-103-Y-30-000-Y	\$0.00
8	1	3	Computer Upgrades	162-11-6649-62-103-Y30-TEC-Y	\$7,950.00
8	1	3	Software Upgrades	162-11-6395-62-103-Y30-TEC-Y	\$550.00
Sub-Total					\$161,180.00
Budgeted Fund Source Amount					\$161,180.00
+/- Difference					\$0

163 State Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2		163-11-6396-00-103-Y-25-000-Y	\$0.00
1	1	2	Other Supplies and Materials	163-11-6399-00-103-Y-25-000-Y	\$3,175.00
1	1	2	LPAC	163-11-6117-00-103-Y-25-000-Y	\$1,500.00
1	1	2	Substitute - Testing	163-11-6112-00-103-Y-25-000-Y	\$1,000.00
Sub-Total					\$5,675.00
Budgeted Fund Source Amount					\$4,675.00

					+/- Difference	\$-1,000.00
166 State Special Ed.						
Goal	Objective	Strategy	Resources Needed	Account Code		Amount
1	1	2	Other supplies and materials	166-11-6399-00-103-Y-23-0P4-Y		\$1,240.00
1	1	2	Ink	166-11-6399-62-103-Y-23-0P4-Y		\$187.00
1	1	2	Gloves	166-11-6315-00-103-Y-23-OB0-Y		\$500.00
					Sub-Total	\$1,927.00
					Budgeted Fund Source Amount	\$1,927.00
					+/- Difference	\$0
211 Title I-A						
Goal	Objective	Strategy	Resources Needed	Account Code		Amount
1	1	1	Copy Paper	211-11-6396-00-103-Y-30-0F2-Y		\$1,885.00
1	1	2	General Supplies	211-11-6399-00-103-Y-30-0F2-Y		\$12,773.00
1	1	2	General Supplies	211-11-6399-00-103-Y-24-0F2-7		\$5,682.00
1	1	5	Awards	211-11-6498-00-103-Y-30-0F2-Y		\$8,000.00
1	1	6	Community Services	211-61-6129-00-103-Y-30-0F2-Y		\$16,441.00
1	1	6	General Supplies	211-11-6399-00-103-Y-24-STM-Y		\$4,400.00
1	1	6	Wages	211-11-6129-06-103-Y-32-0F2-Y		\$20,450.00
1	1	6	Capital Out Lay	211-11-6649-62-103-Y-32-3YR-Y		\$0.00
1	1	6	Wages	211-11-6129-06-103-Y-30-0F2-Y		\$20,046.00
1	1	6	Stipend	211-11-6117-00-103-Y-24-3YR-Y		\$1,200.00
1	1	6	Pre-K Social Security and Medicare	211-11-6141-06-103-Y-32-0F2		\$297.00
1	1	6	Pre-K-Group Health & Life Insurance	211-11-6142-06-103-Y-32-0F2-Y		\$5,424.00
1	1	6	Pre-K Teachers Retirement and TRS Care	211-11-6146-06-103-Y-32-0F2-Y		\$1,708.00
1	1	6	Pre-K Employee Benefits-Locally DEF	211-11-6148-06-103-Y-32-0F2-Y		\$48.00
1	1	6	Pre-K Employee Benefits	211-11-6149-06-103-Y-32-0F2-Y		\$307.00
1	1	6	Pre-K Teacher Retirement/TRS Care	211-11-6146-06-103-32-0F0-Y		\$1,729.00
1	1	6	Pre-K Employee Benefits-Locally DEF	211-11-6148-06-103-Y-32-0F0-Y		\$48.00

1	1	6	Pre-K Employee Benefits	211-11-6149-06-103-Y-32-0F0-Y	\$311.00
1	1	6	Extra Duty Pay/Overtime-SUP PE	211-11-6121-06-103-Y-30-0F2-Y	\$0.00
1	1	6	Salary/Wages For Support Personnel	211-11-6129-06-103-Y-30-0F2-Y	\$20,046.00
1	1	6	Social Security/Medicare	211-11-6141-06-103-Y-30-0F2-Y	\$291.00
1	1	6	Group Health & Life Insurance	211-11-6142-06-103-Y-30-0F2-Y	\$5,424.00
1	1	6	Teachers Retirement/TRS Care	211-6146-06-103-Y-30-0F2-Y	\$1,673.00
1	1	6	Employee Benefits-Locally DEF	211-11-6148-06-103-Y-30-0F2-Y	\$47.00
1	1	6	Employee Benefits	211-11-6149-06-103-Y-30-0F2-Y	\$301.00
1	1	6	Pre-K Stipends	211-11-6117-00-103-Y-24-3YR-Y	\$1,200.00
1	1	6	Professional Salaries/Wages	211-11-6119-00-103-Y-32-0F0-Y	\$38,407.50
1	1	6	Group Health & Life Insurance	211-11-6142-00-103-Y-32-0F0-Y	\$0.00
1	1	6	Teacher Retirement/TRS Care	211-11-6146-00-103-Y-32-0F0-Y	\$0.00
1	1	6	Employee Benefits	211-11-6148-00-103-Y-32-0F0-Y	\$0.00
1	1	6	Employee Benefits	211-11-6149-00-103-Y-32-0F0-Y	\$0.00
1	1	6	Pre-K Professional Extra Duty Pay	211-11-6118-00-103-Y-24-ASP-Y	\$22,558.00
1	1	6	Pre-K Extra Duty Pay	211-11-6121-00-103-Y-24-ASP-Y	\$0.00
1	1	6	Pre-K Social Security/Medicare	211-11-6141-00-103-Y-24-ASP-Y	\$327.00
1	1	6	Pre-K Group Health & Life Insurance	211-11-6142-00-103-Y-24-ASP-Y	\$1,579.00
1	1	6	Pre-K Teacher Retirement/TRS Care	211-11-6146-00-103-Y-24-ASP-Y	\$1,884.00
1	1	6	Longoria Pre-K Employee Benefits-Locally DEF	211-11-6148-00-103-Y-24-ASP-Y	\$52.00
1	1	6	Pre-K Employee Benefits	211-11-6149-00-108-Y-24-ASP-Y	\$0.00
1	1	6	Salary/Wages For Substitute Teachers	211-11-6112-00-103-Y-30-AYP-Y	\$9,000.00
1	1	6	D-Salary/Wages for Substitute Teachers	211-11-6112-18-103-Y-24-STM-Y	\$100.00
1	1	7	General Supplies	211-13-6399-00-103-Y-30-AYP-Y	\$3,000.00
1	1	9	Wages for Substitute Teachers	211-13-6112-00-103-Y-30-AYP-Y	\$9,000.00
3	1	2	Professional Extra Duty Pay	211-11-6118-00-103-Y-24-ASP-Y	\$0.00
3	1	2	Para Professional Extra Duty Pay	211-11-6121-00-103-Y-24-ASP-Y	\$0.00
5	1	8	Nurses Supplies -General Supplies	211-33-6399-00-103-Y-30-BDG-Y	\$500.00

5	1	8	Contracted Maintenance Repair	211-11-6249-00-103-Y-30-0F2-Y	\$0.00
5	1	8	Nurse	211-33-6119-00-103-Y-30-0F2-Y	\$18,203.00
5	1	8	CMP ALLO-Social Security/Medicare	211-33-6141-00-103-Y-30-0F2-Y	\$264.00
5	1	8	CMP-ALLO-Group Health & Life Insurance	211-33-6142-00-103-Y-30-0F2-Y	\$2,170.00
5	1	8	Teacher Retirement/TRS Care	211-33-6146-00-103-Y-30-0F2-Y	\$1,520.00
5	1	8	Employee Benefits-Locally DEF	211-33-6148-00-103-Y-30-0F2-Y	\$42.00
5	1	8	Employee Benefits	211-33-6149-00-103-Y-30-0F2-Y	\$237.00
6	1	2	Miscellaneous Operating Cost	211-61-6499-53-103-Y-30-0F2Y	\$1,400.00
6	1	2	Supplies-Home Visitor	211-61-6399-00-103-Y-30-0F2-Y	\$500.00
6	1	8	Parent Liaison	211-61-6129-00-103-Y-30-0F2-Y	\$16,441.00
6	1	8	Social Security	211-61-6141-00-103-Y-30-0F2-Y	\$238.00
6	1	8	Group Health & Life Insurance	211-61-6142-00-103-Y-30-0F2-Y	\$5,424.00
6	1	8	Teacher Retirement/TRS Care	211-61-6146-00-103-Y-30-0F2-Y	\$1,372.00
6	1	8	Employee Benefits-Locally DEF	211-61-6148-00-103-Y-30-0F2-Y	\$38.00
6	1	8	Employee Benefits	211-61-6149-00-103-Y-30-0F2-Y	\$247.00
Sub-Total					\$264,234.50
Budgeted Fund Source Amount					\$265,582.00
+/- Difference					\$1,347.50
212 Title I-C (Migrant)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	2	Migrant Supplies and Resources	212-11-6399-00-103-Y-24-0F2-Y	\$105.00
7	1	6			\$0.00
7	1	7			\$0.00
7	1	8			\$0.00
7	1	9			\$0.00
7	1	10			\$0.00
7	1	11	Tutorial	212-11-6118-00-130-Y-24-0F2-Y	\$1,710.00
7	1	11	Teachers Retirement/TRS Care	212-11-6146-00-103-Y-24-0F2-Y	\$143.00

7	1	11	Employee Benefits	212-11-6148-00-103-Y-24-0F2-7	\$5.00
7	1	11	Employee Benefits	212-11-6149-00-103-Y-24-0F2-7	\$26.00
7	1	11	Social Security/Medicare	212-11-6141-00-103-Y-24-0F2-7	\$7.00
7	1	12			\$0.00
7	1	13			\$0.00
7	1	14			\$0.00
Sub-Total					\$1,996.00
Budgeted Fund Source Amount					\$1,996.00
+/- Difference					\$0
255 Title II, Part A (TPTR/Class Size)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplies	255-13-6399-00-103-Y-24-0D4-Y	\$1,000.00
Sub-Total					\$1,000.00
Budgeted Fund Source Amount					\$1,000.00
+/- Difference					\$0
263 Title III-A Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Supplies: Duplicating Paper	263-11-6396-00-103-Y-25-000-Y	\$0.00
1	1	2	Supplies	263-11-6399-00-103-Y-25-000-Y	\$0.00
3	1	2	Tutorials	261-11-6118-00-103-Y-25-000-Y	\$6,216.00
Sub-Total					\$6,216.00
Budgeted Fund Source Amount					\$6,216.00
+/- Difference					\$0
Grand Total					\$457,833.50