

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



Mission Statement

Ortiz Elementary Mission

In partnership with parents and the community of Brownsville, the faculty and staff at Ortiz Elementary are committed to producing well-rounded students who can think critically and independently, communicate effectively, and be responsible, productive members in society. Ortiz Elementary believes Education is the Key to Success and is committed to preparing all students for college and their future.

Value Statement

Ortiz Elementary School

Ortiz Elementary School is located in Brownsville, Texas, Ortiz Elementary School is one of thirty-six elementary schools in Brownsville ISD. The campus was constructed in 2004. The campus is comprised of 40 classroom, a cafeteria, library, and gymnasium.

The students population at Ortiz Elementary School is approximately 660 and serves students in grades pre-kinder through 5th. According to the PEIMS Data Review of our campus profile, 98.19% of the student population is Hispanic and 90% are identified as Economically Disadvantaged. Many of our students are first generation Mexican immigrants, 0.9% are classified as Limited English Proficient and a majority is English/Spanish bilingual. In addition, several of our students come from homes which participate in state and Federal assistance programs such as food stamps, welfare, the Women,Infant,Children (WIC) nutrition program, and subsidized housing and medical assistance.

The students of Ortiz Elementary School are recipients of a well-balanced curriculum. Courses are offered in every subject area and numerous activities such as choir, Estudiantina, ballroom dancing, CATCH program, UIL, Accelerated Reader, Spelling Bee and Reading Jamboree. Ortiz Elementary also offers the Running Club, Fitness Club, Jump Rope Club, and Destination Imagination. The instructional programs include academic core subjects at various levels, such as Gifted and Talented, Special Education Content Master Lab, Resource and Inclusion,Behvavior Intervention Unit, Bilingual program, Neuhaus Basic Skills for Dyslexia students, PASS Program, and the Early Bird Reading Program. All students are required to meet the passing standard of the four assessments which comprise the State of Texas Assessments of Academic Readiness (STARR).

The current starff at Ortiz Elementary School is comprised of 39 teachers, 3 campus administrators, 2 counselors, 6 professional support personnel, and 16

educational aides. The ethnicity of the Ortiz Elementary School is diverse with 89% Hispanic, 11% Caucasian, and 0% African American. The teaching staff is also 10% male and 90% female.

Ortiz Elementary School's most recent campus initiatives include the following:

1. Caring Adults Reaching Everyone (CARE)
2. Family Learning Events
3. HEB FIT Campus
4. TBEC 2014

Ortiz Elementary School promotes numerous clubs and organizations. Students are encouraged to participate in extracurricular activities such as chess, running club, Brainsville, and Science fair. Students can also participate in Cheerleading and Drill Team.

School Namesake: United States Congressman Solomon P. Ortiz Elementary

School Colors: Royal Blue and Gold

School Mascot: Cougar

School Motto: Everybody is Somebody at U.S. Congressman Solomom P. Ortiz Elementary

Annual Campus Goals

The Ortiz Elementary School faculty and staff are committed to the following goals:

95% of students at Ortiz Elementary in grades 3-5 will pass the STARR Reading Test

97% of students at Ortiz Elementary in grades 3-5 will pass the STARR Mathematics test

98% of 4th grade students will pass the STARR Writing test

97% of 5th grade students will pass the STARR Science test

All Pre-Kinder-5th grade students will receive integrated math/science instruction utilizing the () and will utilize technology in the classrooms to enhance research and multi-media project development

98.5% daily attendance will be maintained

Office discipline referrals will be reduced by 10%

Parent volunteers will increase by 25%

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Goal 11: All BISD programs and campuses will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts. (Board Goal 4) [DEIC added 12-6-2017] . . .	81
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Ortiz Elementary School is located in Brownsville, Texas, Ortiz and is one of thirty-six elementary schools in Brownsville ISD. The campus was constructed in 2004, and is comprised of 40 classroom, a cafeteria, library, and gymnasium.

The student population of Ortiz Elementary School is approximately 670 and serves students in pre-kinder through 5th. According to the PEIMS Data Review of our campus profile, 98.5% of the student population is Hispanic, 59.7% are identified at-risk, and 96% are identified as Economically Disadvantaged.

The attendance rate was 96.78% for all students and 96.4% for at-risk students. The Retention Rate was 6% for all students and 7% for at-risk students.

Demographics Strengths

- Despite large population of Hispanic & At-Risk students school has been able to meet students' educational needs and reach exemplary status
- Mobility rate is low which indicates satisfaction with school and staff
- Teacher/Student ratio within state guidelines to ensure effective instruction and learning throughout grade levels.

Demographic Needs:

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

- Professional Development in the area of ESL and the core subject areas is needed.
- Attendance rate for the campus will be improved upon through incentives and motivational support.
- Teachers will need to become more involved with technology and software provided by school and district.
- Special Education students will need to be monitored and supported with stronger interventions and support.

Student Achievement

Student Achievement Summary

Ortiz Elementary reviews data from various student assessments using Eduphoria/Aware and TANGO. Weekly tests, unit tests and six week diagnostics are given in order to monitor students. BOY, MOY and EOY TPRI/TEJAS LEE assessments are utilized to monitor student progress throughout the year. Progress monitoring is done for Tier 2 students. Assessments are given in the areas of reading, math, science, and writing are administered. Assessment data is analyzed through an item analysis worksheet every six weeks. Plan of actions are designed to address areas of weakness. Goals are set, shared and communicated consistently.

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

- AEIS Report
- AYP Report
- STAAR Summary Report-Group Performance
- State Assessments (STAAR, TELPAS, TPRI/Tejas Lee).
- TANGO Reports

Those students not meeting appropriate requirements receive interventions such as small group instruction, tutorials, response to intervention plans and differentiated instruction.

The 3rd-5th grade students at Ortiz Elementary scored the following on the 2016 administration of STAAR:

Reading: 3rd Grade 83%, 4th grade 89%, 5th Grade 95%

Writing: 4th Grade 95%

Math: 3rd Grade 89%, 4th Grade 98%, 5th Grade 99%

Science: 5th Grade 93%

The trends identified when student performance scores were compared over a period of 5 years demonstrate that students are improving and excelling as the years progress.

Performance Variation between all student groups:

Reading: At-Risk (61%), Economically Disadvantaged (87%), Hispanic (88%), White(N/A), Female (93%), Male (83%), Gifted and Talented (100%), LEP

(69%), Migrant (N/A), Special Education (42%)

Writing: At-Risk (68%), Economic Disadvantaged (87%), Hispanic (88%), White(N/A), Female (91%), Male(85%), Gifted and Talented (100%), LEP (80%), Migrant (N/A), Special Education (60%)

Math: At-Risk (88%), Economically Disadvantaged (93%), Hispanic (93%), White (N/A), Female (92%), Male (94%), Gifted and Talented (100%), LEP (86%), Migrant (N/A), Special Education (20%)

Science: At-Risk (79%), Economically Disadvantaged (83%), Hispanic (91%), White (N/A), Female (93%), Male (88%), Gifted and Talented (100%), LEP, (83%), Migrant (N/A), Special Education (56%)

Student Achievement Strengths

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

- Analysis of assessment scores/data every six weeks
- Plan of Actions based on areas of identified weaknesses
- RTI (Respose to Intervention) implemented for students who are struggling
- Incorporate Reading Activities for the scheduled Family Learning Events for Pre-K through 2nd grades
- Encouragement of Accelerated Reader in grades 1st-5th.

Student Achievement Needs:

Student Achievement Needs After through review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following Student Achievement areas of improvement would be addressed: 1. Instructional workbooks, materials, teacher resources, and supplies will be purchased to create, print, copy, and display student work. Instructional supplies and ink will be purchased to provide data reports, copies of professional journals, articles, and books for book studies. Highlighters, post-it notes, pens, and folders will also be purchased for staff development(Activity 1.11). Scantrons and ink will be purchased to assess students and generate reports.(Activity 1.12). 2. Prizes will be purchased to motivate and reward student achievement and participation. (Activity 1.5) 3. Tutorials will be provided to students to increase student acheivement in the areas of reading, math, writing, and science. Small group instruction will be given for students not passing first administration of STAAR (Activity 7.1). 4. The Dean of Instruction will attend training on student tracking/data analysis. (Activity 7.1) 5. Provide teachers with professional development in technology and use of educational software. 6. Improve student attendance in order to strengthen academic achievement in the classroom. 7. Special Education teachers need training in various academic areas in order to increase achivement of our special education population

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Reading performance rates for 2017 indicate that performance was significantly below "all" student performance between sub population groups of Special Education and English Language Learners. **Root Cause:** Administration and faculty are continuing to improve classroom strategies to help address the needs of struggling learners.

School Culture and Climate

School Culture and Climate Summary

Committee meets to analyze data from the following sources. Strengths and Needs from several sources were discussed.

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

- Cross Grade Level Meetings
- Parent Conferences
- Counseling Presentations
- Community Involvement
- Extra Curricular Activities

School Culture and Climate Strengths

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

- Student Achievement
- Community Involvement
- Parental Involvement

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

At Ortiz Elementary highly qualified teachers 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. Although teacher turnover is low at Ortiz, when the case arises that a teacher is needed an interview committee is formed composed of administration, and classroom teachers that ask quality questioning in order to ensure effective teachers that will meet the needs of our campus are hired. The school will provide access to high quality, on-going professional development throughout the school year based on the campus needs. This school also assigns a mentor to any incoming new teacher in order to ease transition, guide, and aid the incoming teacher.

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

- Campus Improvement Plan
- Professional Development Data
- Teacher Certification/Qualification Data
- Staff Mobility/Stability
- Paraprofessionals & Support Staff Qualifications
- Staff Effectiveness in relation to student achievement

Staff Quality, Recruitment, and Retention Strengths

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

- Vertical Alignment
- Co-Planning with Special Education Departments
- Professional Development
- Faculty Meetings
- Individual Student Conferences
- Low teacher turnover
- Professional collaboration
- Student achievement reflects staff effectiveness
- Weekly grade level meetings.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Ortiz Elementary follow the District scope and sequence to align and follow the Texas Essential knowledge and Skill (TEKS). Supplemental material is added in order to enhance the lessons and manner the material is executed by teachers. Rigor and endurance are a focus on a daily basis in order to meet and exceed the state standards set forth by the TEA on all state assessments. This year the focus is Depth of Knowledge on weekly exams and end of the six week exams in order close any learning gaps and have all students on a level playing field in accordance to state standards. Teacher will attend professional development and are provided with instructional material that will enable them to provide high quality instruction for our students. Our teachers use data to drive their instruction throughout the year.

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

- DISTRICT CURRICULUM FRAMEWORKS Documents for all content areas
- Texas Essential Knowledge and Skills (TEKS)
- State Adopted Textbooks
- District and Campus wide Assessments
- Additional resources such as Count down, Kamico, Motivation Learning

Curriculum, Instruction, and Assessment Strengths

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

- Aligned to the TEKS
- Analysis of testing/assessment data on a consistent basis
- Cross training with Grade Level/Vertical Alignment
- Staff Development in core areas
- RTI Implementation

Family and Community Involvement

Family and Community Involvement Summary

Ortiz Elementary creates and sustains an inviting and welcoming environment to all parents, community and district staff. Our parent liason works hand in hand with parents and our school community to relay vital information and ensure parents stay abreast of thier childrens needs throughout the school year. Monthly meetings are held covering various topics such as core area accountability, nutrition, health and wellness, behavior, among others. Ortiz parents are strongly encouraged to work as parent volunteers and a room is provided for them to assist in areas needed by the school. A monthly and weekly calendar is made available to parents so that they may stay up to date with all event happening at Ortiz.

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

- Parent center family resources
- Student clubs and associations
- School-wide family activities
- Sign-in sheets for the different events

Family and Community Involvement Strengths

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

- Majority of students are involved in some sort of commuity activity
- All classrooms involved in at least 3 community events during the school year.
- Participation of parents in various school surveys
- Family Literacy Events
- Effective parent volunteers
- Effective communication through calendars sent home

School Context and Organization

School Context and Organization Summary

Ortiz Elementary follows district and campus guidelines in order to comply with district policy. All schedules, school structure, duty rosters, physical environment, and program support services are reviewed and assessed annually or as necessary through the SBDM Committee. As a campus it is of utmost importance to train our students on procedures that they must follow in the event of any unforeseen situation.

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

- Class Rosters
- Master Schedule
- SBDM Minutes
- Parent Surveys
- Ortiz Elementary Handbook
- Profile Cards
- AWARE
- Assessments/Item Analysis

School Context and Organization Strengths

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

- Low Student-teacher ratio
- Rotation/PE schedule
- Heterogenous class grouping
- Tutorial (before,during, and after school)
- SBDM
- Teacher's professional opinion is respected
- High Expectations of achievement and behavior

Technology

Technology Summary

Ortiz Elementary teachers use projectors and smart boards on a daily basis along with computers and printers. Three computer labs are used daily on a rotation schedule in order for all campus and district software programs such as Think Through Math, Istation, Study Island, and Edusmart are used to reinforce skills. Teachers are encouraged to seek professional development technology hours to better implement technology in the classroom. All fifth grade students are assigned a laptop to not only use all above software programs but to also initiate research for higher more rigorous learning. Teachers use the TANGO program for testing and data collection in an effort to analyze scores and drive instruction in a positive manner.

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

- STAR Chart
- Technology Hardware and Software
- Fixed Asset Report
- Technology TEKS
- Staff/Parent/Student survey on technology needs
- Technology Plan
- Technology Professional Development Opportunities

Technology Strengths

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

- 2 computers in every classroom
- 2 computer labs and 1 Living with Science lab
- TST to keep eSchool Plus and weppage updated
- Study Island software to assist with reinforcement of instruction.
- Laptops for all 5th grade students
- class set of IPADS to be used by first grade students

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Federal Report Card 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.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- 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


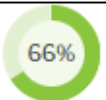
Goals


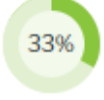
Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens



Performance Objective 1: The students at Ortiz Elementary will demonstrate Masters grade level performance in reading and writing of the English/Spanish language as demonstrated by their Masters grade level performance on the STAAR/STAAR A assessments


Evaluation Data Source(s) 1: Unit/Comprehensive Assessments, TPRI/Tejas Lee Inventory, BOY/MOY results, PDAS Evaluations, STAAR scores, EOY results, Stanford scores, TELPAS results, 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</p> <p>1) Early Intervention through general education one-on-one or small group tutoring will be implemented for all kindergarten, first, and second grade bilingual and general education students who fall behind the norm of the general education reading assessments to ensure effective and timely assistance to ensure student success. Timeline: Weekly basis, August 2017-June 2018 Population: All Kinder-2nd grade students including M1, T1, AR, GT, DYS, LEP, SE Population</p>		Kindergarten-Second grade teachers Counselors Assistant Principal Dean of Instruction	Formative: Increase passing rates on Unit/Comprehensive Assessments TPRI/Tejas Lee Inventory BOY and MOY results Summative: increased TELPAS and EOY performance				
Funding Sources: 162 State Compensatory - \$10,457.00, 211 Title I-A - \$0.00							
<p>Critical Success Factors CSF 7</p> <p>2) Teachers new to the grade level will work with Dean Of Instruction, and Lead Teacher, to receive support and training. Timeline: Weekly basis; August 2017-June 2018 Population: New Teachers</p>		Dean Of Instruction Lead Teachers	Sign-in sheets meeting agendas				




<p>Critical Success Factors CSF 1 CSF 2</p> <p>3) Assessments will be administered to track academic progress. All first-fifth bilingual and general education students will be administered in English and Spanish Benchmarks every six weeks (1st-5th) for assessing reading mastery of TEKS and determining if students are on grade level. All second -fifth grade students will be administered TELPAS on-line benchmarks twice a year beginning fall semester Timeline: September 2017-May 2018 Population:All 1st-5th grade students including T1, M1, DYS, SE, AR, LEP</p>		<p>First-Fifth grade teachers Principal Dean of Instruction</p>	<p>10% increase in benchmarks results every six weeks Unit/Comprehensive Assessments</p>				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>4) A conference will be held every 6 weeks by administration with all first-fifth grade bilingual and general education students who do not show mastery of the TEKS/STAAR objectives in the benchmarks for the six weeks in order to motivate students to be successful. Timeline: September 2017-May 2018 Population: All 3rd-5th grade students including T1, M1, AR, SE, GT, DYS, LEP</p>		<p>Third-Fifth grade teachers Principal Dean of Instruction</p>	<p>10% Increase in benchmark results</p>				


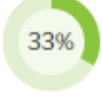
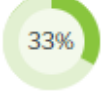
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>5) To encourage reading and increase reading comprehension; * All grade teachers will encourage 1st-fifth grade students to participate in the AR program in the library. * A celebration will be held at the end of the year for students who earn 100 or more points * Students will be given achievement certificates every 6 weeks * First grade students will be required to attain 50 points by the end of the year. * All students will be given the opportunity to participate independently in the Accelerated Reading Program before and after school and AR points will count for one daily grade for the six weeks. * All Kinder through 5th grade teachers will encourage all Kinder-5th grade students to attend the Early Reading Program in the morning monitored by the Library Aide. Timeline: Every six Weeks August 2017-May 2018 Population: All 1st-5th grade Students including T1, M1, GT, SE, DYS, AR, LEP CNA: pg.#10</p>		First-fifth grade teachers Para-professionals Principal Dean of Instruction	Reading Counts Lexile Reports Library STAR results				
<p align="center">Critical Success Factors CSF 1</p> <p>6) To facilitate students' transitions from Pre-Kinder-5th grade teachers and support staff will participate in horizontal and vertical grade level meetings at the end of the 6 weeks period to discuss: * areas of strength and weaknesses found in each grade level and content area * RTI packets and interventions * STAAR standards and strategies Timeline: Every six weeks August 2017-June 2018 Population: Pre-K- 5th grade teachers and support staff</p>	7	Pre-Kinder-5th grade teachers Principal Dean of Instruction Support Staff TLI specialist	Sign in sheets for meetings				



<p align="center">Critical Success Factors CSF 1</p>	8	All Teachers Campus Administration	10% Increase in benchmark results Co-planning sign-in sheets				
<p>7) To ensure Special Education students are receiving the appropriate accommodations and modifications for students to be successful in the classroom and on STAAR/TPRI/Stanford: *The inclusion and general education teachers will meet during their planning time at least once every six weeks to evaluate student progress and review and/or modify teaching strategies. *Inclusion teachers and general education teachers will collaborate and co-plan on a regular basis to develop and implement an appropriate and effective co-teaching strategy. *IEP committees will consider and emphasize the least restrictive environment of inclusion when appropriate, in order to increase the percentage of students served in the general education classroom. *All Pre-K-5th grade teachers will be trained in implementation of modifications for Special Education students and legal updates and Special Education assessment will be reviewed. *Special education teachers will attend training on the writing of PLAAFPS in the development of all IEPs to ensure that all ARDC state assessment decisions are data driven. *All Pre-K-5th grade teachers will be trained in implementation of modifications for Special Education students and legal updates in Special Education assessment will be reviewed.to ensure students with and IEP are receiving appropriate modifications. Timeline: Every six Weeks August 2017-June 2018 Population: Teachers, Special Education Students</p> <p>Funding Sources: 166 State Special Ed. - \$3,410.00</p>							



<p align="center">Critical Success Factors CSF 1</p> <p>8) Teachers will use projectors and video cameras to project instructional assignments, state adopted instructional technology materials, and district approved instructional videos to engage students and enhance instruction. Timeline: Weekly; August 2017-June 2018 Population: All Students including GT, SE, AR, T1, M1, LEP, DYS CNA: pg#23</p>		<p>All Teachers Principal Dean of Instruction</p>	<p>10% increase in benchmarks Progress reports</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>9) Specialists will lead trainings providing strategies and resources to use in order to raise scores on TPRI/Tejas Lee, and STAAR. Timeline: August 2017-January 2018 Population: Teachers, Teacher Specialist</p>	<p align="center">4</p>	<p>Teachers Dean of Instruction</p>	<p>10%increase in benchmarks Progress reports</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>							


<p align="center">Critical Success Factors CSF 7</p> <p>10) To build capacity and learn new teaching strategies: *Certified staff will be given the opportunity to attend conferences/trainings to strengthen the existing reading program. *PreK-5th grade teachers and support staff will participate in professional development in order to implement a comprehensive ELAR/SLAR instructional program using scientifically based reading research strategies. Professional developments will include district curriculum frameworks ELAR/SLAR TEKS CCRS RTI Language Enrichment SIOP REACH DOK *PreK-5th teachers will attend conferences regarding the new STAAR Readiness and Supporting Standards to prepare students for upcoming state tests. Timeline: August 2017-June 2018 Population: All students which includes T1, M1, GT, DYS, LEP, AR, SE</p> <p>CNA: pg 9</p>	<p align="center">4</p>	<p>Certified Staff Members Dean of Instruction</p>	<p>10% increase in benchmarks Progress Reports Session evaluations Lesson Plans Walk-Throughs</p>	 <p align="center">33%</p>			
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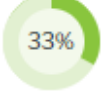
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>11) To ensure students and teachers receive appropriate educational supplies for high quality instruction: *Teachers in Kinder through fifth grade will be provided with the needed paper, ink, supplies, and instructional materials to create necessary reports, lesson plans, and intervention activities to monitor and assist at-risk students. Teachers will use a laminating machine to laminate instructional materials to protect from normal wear and tear. *Student will use instructional workbooks and teacher resources for foundational core classroom instruction and interventions to improve students academic achievement. *Scantrons and ink will be purchased to assess students and generate reports. Timeline: August 2017-June 2018 Population: LEP, AR, GT, T1, DYS, SE CNA: pg#10</p>	1	Principal Dean of Instruction Secretary	10% increase in benchmark results Progress Reports				
<p>Funding Sources: 211 Title I-A - \$8,253.00, 162 State Compensatory - \$5,477.00, 163 State Bilingual - \$2,175.00, 263 Title III-A Bilingual - \$5,376.00</p>							
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>12) Pre-Kinder through 2nd grade teachers will implement learning centers in order to address areas of weakness as identified in the TPRI/Tejas Lee and other assessments by the 1st six weeks for students to utilize. Timeline: Daily; August 2017-October 2018 Population: Pre-Kinder-2nd grade students</p>		Pre-Kinder through 2nd grade Teachers Principal Dean of Instruction	TPRI/Tejas Lee Reults				
<p>Funding Sources: No Funds Required - \$0.00</p>							
<p align="center">Critical Success Factors CSF 2</p> <p>13) All kinder-"third grade bilingual and general education students will be assessed with TPRI/Tejas Lee in order to monitor students reading progress. Testing of BOY, MOY, and EOY will continue. Data Analysis meetings will be conducted in order to monitor and adjust instruction Timeline: First-Sixth 6 weeks Population: All Kinder-3rd grade students including T1, M1, SE, AR, GT, DYS, LEP,</p>	1	Kinder-Third grade teachers Principal Dean of Instruction	TPRI/Tejas Lee				
<p>Funding Sources: No Funds Required - \$0.00</p>							


<p align="center">Critical Success Factors CSF 2</p> <p>14) Administrators and teachers will disaggregate the results of the English and Spanish STAAR in reading, develop a plan of action to set priorities of objectives and use this plan to guide the continued planning for classroom instruction. Timeline: Fall Semester 2017 Population: All students to include T1, M1, LEP, GT, DYS, AR, SE,</p>	8, 9	SBDM All teachers CBLT	10% increase in benchmark results Progress Reports Weekly check of Lesson plans				
Funding Sources: No Funds Required - \$0.00							
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>15) All classroom teachers will model reading aloud using expression and self-monitoring skills from an appropriate grade level text for at least fifteen minutes each day in order to motivate students to read, develop listening comprehension, and build vocabulary. Timeline: Daily August 2017-June 2018 Population: All students which includes GT, DYS, SE, T1, M1, AR, LEP CNA: pg#10</p>		All teachers Principal Dean of Instruction	10% Increase in benchmark results Progress reports Weekly Check of lesson plans				
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>16) In order to raise students academic vocabulary, teachers will *Use interactive word walls *Use Academic Vocabulary for 5th-7th grade ELLS in TX *Students in all grade levels will increase their vocabulary by having a word of the day and then creating and illustrating a vocabulary journal to enhance their English Language Proficiency. Timeline: August 2017-June 2018 Population: All Teachers</p>		Principal Assistant Principal Dean of Instruction Teachers Specialist	Weekly walk throughs Weekly grade level meetings				


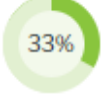




<p align="center">Critical Success Factors CSF 7</p> <p>17) Teachers will utilize intervention kits to provide interventions for students in TIER II and TIER III in the area of Reading to ensure effective and timely assistance. Teachers will maintain intervention lesson plans and logs for all tier 2/3 at-risk students (including ELL students). It will be used to track interventions and have progress checkpoints to monitor effectiveness. Timeline: Daily, from August 2017-June 2018 Population: LEP, AR, SE</p>	9	Teachers	10% increase in benchmark results				
<p align="center">Critical Success Factors CSF 1</p> <p>18) Provide Language Arts Professional Development for all appropriate teachers in order to implement a comprehensive instructional program for English Language Learners. TELPAS ELPS DISTRICT CURRICULUM FRAMEWORKS Sheltered Instruction Esperanza (Grades Pre-K through 2nd) Language Enrichment I & II State of Texas Assessments of Academic Readiness (STAAR) Center for Improving the Readiness of Children for Learning and Education (CIRCLE)-PK Ensenando la lectura-PK-2nd Vocabulary Development Fluency & Accuracy Sequencing & Pacing Writing Across the Curriculum Comprehension Strategies Effective research-based teaching practices Classroom Management (REVIEW360) Timeline: August 2017-June 2018 Population: All students to include AR, SE, DYS, GT, T1, MI,LEP</p>	7	PreKinder-5th Teachers Dean of Instruction Teachers Specialist	10% increase in benchmark results				
<p>Funding Sources: No Funds Required - \$0.00</p>							

<p align="center">Critical Success Factors CSF 1</p> <p>19) To increase students progress in the areas of listening and speaking, students will participate in the following activities: *All PreKinder through 5th grade students will listen to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. *All PreKinder through 5th grade students will be given the opportunity to speak in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. Timeline: August 2017-June 2018 Population: All students to include GT, DYS, LEP, SE, AR, T1, MI</p>		<p>PreKinder-5th Teachers Principal Assistant Principal Dean Of Instruction</p>	<p>10% increase in benchmark results TPRI/tejas Lee Stanford 10/Aprenda</p>				
<p align="center">Critical Success Factors CSF 2</p> <p>20) SBDM members will make decisions that will align campus, district, and state goals by: *incorporate PBMAS data gathered in campus needs assessment and campus improvement plans. * SBDM members will be responsible for reporting campus needs and data to SBDM committee. *SBDM members will monitor for implementation of all CIP activities (including ELL graduation cohorts and rates). *SBDM members will attend an annual meeting to review district goals *SBDM members will meet every other Monday at 3:45 *SBDM will discuss appropriate assessments to monitor students progress. Timeline: August 2017-June 2018 Population: All teachers, SBDM members</p>	<p align="center">8</p>	<p>Pre-K " 5th Grade Teachers Principal Assistant Principal Dean of Instruction</p>	<p>Sign in sheets Walk Throughs SBDM meetings</p>				

<p style="text-align: center;">Critical Success Factors CSF 1</p> <p>21) To improve students performance in writing: *K-5th teachers will participate in training provided by the Bilingual Department on how to utilize the TELPAS Rubrics to raise the English Proficiency Standards of ELLs. Teachers will collect 1 writing sample per week to monitor bilingual students writing. *All Kinder through fifth grade classes will elaborate on a basic sentence (selected by the grade level) stressing the use of adjectives, adverbs, punctuation, and capitalization daily. *All Kinder- 5th grade Bilingual students will write in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. *All Pre-K through 2nd grade teachers will set up a writing center for students to utilize on a daily basis starting on the 1st six weeks. * All first and second grade students will write personal letters to each other and narratives every week. They will write stories, short poems, brief compositions, and letters. *Pre-K through 5th grade students will write a story to be shared with their parents during the Reading Jamboree. *Pre-K-5th grade teachers will turn in writing samples on different writing modes every three weeks (1st- 5th Six Weeks). Kinder-5th grade teachers will follow specific TELPAS writing guidelines when turning in writing samples for LEP students. Timeline: August 2017-June 1018 Population: All students to include AR, LEP, GT, MI, DYS. SE</p>	<p>PreKinder-5th Teachers Dean of Instruction Teachers Specialist</p>	<p>10% increase in benchmark results</p>	 <p>33%</p>			
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<p>Critical Success Factors CSF 1 CSF 2</p> <p>22) To monitor students progress in reading fluency and comprehension: *Active Bilingual students will take the Raps 360/ TELPAS online bilingual assessments. *Students will be administered bench mark tests every six weeks. Teachers will monitor students progress in reading. *Phonemic awareness skills will be developed for all Pre-K-2nd grade students through consistent daily modeling of activities such as nursery rhymes, rhyming games, poetry, etc *Bilingual/ESL students will use dictionaries Timeline: October 2017-June 2018 Population: All students to include GT, DYS, SE, T1, MI, AR</p>	7	Kinder-5th grade teachers Dean of Instruction	RAPS 360 reports AMOA reports				
<p>Critical Success Factors CSF 6</p> <p>23) An SBDM staffing committee will interview prospective teachers to ensure highly qualified professionals are hired. Timeline: August 2017-June 2018 Population: SBDM staffing committee CNA: pg#15</p>	8	Dean of Instruction SBDM committee Assistant Principal Principal	SBDM minutes				

<p align="center">Critical Success Factors CSF 1</p> <p>24) Provide Language Arts Professional Development for new and existing Reading, English, ESL, Special Education, Dyslexia and appropriate CTE teachers in order to implement a comprehensive ELAR/SLAR instructional program.</p> <ul style="list-style-type: none"> * District curriculum frameworks-TLI Grant * ELAR/SLAR (English/Spanish Language Arts & Reading) TEKS-TLI Grant * Pre Kindergarten Guidelines TLI Grant * Center for Improving the Readiness of Children for Learning and Education (CIRCLE)-PK * Texas Reading Academies (Grades K-4) * English Language Arts (ELA) and Spanish Language Arts (SLA) Textbook adoption (Proclamation 2011) English as a Second Language (ESL) Textbook Adoption (Proclamation 2011) * Pre-Kindergarten Systems Adoption (Proclamation 2011) * Response to Intervention (RtI) * State of Texas Assessment of Academic Readiness (STAAR)-Grades 3-8 * Enseñando la lectura-PK * Vocabulary Development * Fluency & Accuracy * Sequencing & Pacing * Writing Across the Curriculum * Comprehension Strategies * Effective research-based teaching practices * Classroom Management"(REVIEW360) <p>Timeline: August 2017-February 2018 Population: Pre-K-5th grade students to include GT, DYS, SE, AR, T1, MI, LEP</p>	4	PK-12 teachers Special Ed. Dyslexia Principal Dean of Instruction Bilingual Lead Teachers Language Arts Specialists	CIRCLE Phonological Awareness, Language and Literacy System (C-PALLS) TPRI/ Tejas Lee Classroom observations for implementation Progress reports, Walkthroughs,				
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<p>Critical Success Factors CSF 1</p> <p>25) Implement intervention through the Response to Intervention (RtI) 3 Tier Model in order to support student academic growth and success.</p> <ul style="list-style-type: none"> * Universal Screening * All interventions should be scientifically researched based. * Documentation of interventions and progress monitoring * Use data to identify areas of need * Monitor progress of struggling student * Adjust instruction/interventions * Review student outcome data to evaluate instruction * REVIEW360 *Tier I " a minimum of 90 minutes devoted to ELA instruction Tier II 30 minutes per day in small group in addition to the core instruction Tier III *" 30 minutes per day in individual or small group instruction in addition to the core instruction <p>Timeline: August 2017-June 2018 Population: Pre-Kinder 5th grade students to include GT, DYS, SE, LEP, MI, T1, AR</p>	9	<ul style="list-style-type: none"> -Classroom Teachers -Counselors -Dyslexia Teacher -Dean of Instruction 	<p>Pre/Post Tests</p> <p>Texas Primary Reading Inventory (TPRI) and Tejas LEE</p> <p>CIRCLE Phonological Awareness Language Learning System (C-PALLS)</p> <p>Progress Monitoring, Benchmark Results</p>				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>26) Teachers will test students on fluency every week beginning with a cold read and ending with an assessment at the end of the week. Fluency results will be monitored by administration on a weekly basis to track progress.</p> <p>Timeline: August 2017-June 2018 Population: Kinder-5th grade students to include GT, DYS,SE,LEP,M1, T1, AR</p>	9	<ul style="list-style-type: none"> Dean of Instruction Principal Teacher Classroom teacher 	<p>Fluency tracking chart</p>				
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Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens








Performance Objective 2: The students at Ortiz Elementary will demonstrate Masters grade level performance in the understanding of Mathematics as demonstrated on STAAR tests.

Evaluation Data Source(s) 2: STAAR scores, Stanford scores

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 2 CSF 3</p> <p>1) Administrators and teachers will disaggregate the results of the English and Spanish STAAR in Math to develop a plan of action to set priorities of objectives and use this plan to guide the continued planning for classroom instruction. Timeline: August 2017 Population: All Staff</p>	8	SBDM Campus teachers Dean of Instruction	10% increase in benchmark results				
Funding Sources: No Funds Required - \$0.00							
<p>Critical Success Factors CSF 2</p> <p>2) All First-Fifth grade bilingual and general education students will be administered English or Spanish District Benchmarks for assessing Math mastery of TEKS/ STAAR/STAAR A standards and determining if students are on grade level. Timeline: November 2017-April 2018 Population: All students to include GT, DYS, LEP, AR, SE, T1, MI</p>		First-fifth grade teachers Dean of Instruction	10% increase in benchmark results Progress Reports				
Funding Sources: No Funds Required - \$0.00							

<p align="center">Critical Success Factors CSF 7</p> <p>3) *Provide professional development that increases the content and pedagogical level of teachers in order to support the District Curriculum Frameworks. *Provide professional development in questioning strategies to enhance students* reflective reasoning and conceptual understanding. *Provide professional development on the specifications, format, item analysis and categories of the STAAR so that teachers can provide focused instruction to improve students performance on STAAR. *Provide training to teachers to build teacher understanding of second language learning acquisition so that students are successful in the mathematics classroom. *Provide professional development that supports District Curriculum Frameworks, so that teachers will have all updates of the District curriculum frameworks as requested. Timeline: August 2017-June 2018 Population: All teachers</p>	4	All campus teachers Dean of Instruction	10% increase in benchmark scores Progress Reports Walkthroughs Weekly check of lesson plans Observation strategies/interventions				
<p>Funding Sources: 163 State Bilingual - \$1,500.00</p>							
<p align="center">Critical Success Factors CSF 1</p> <p>4) Students will demonstrate mastery of basic facts (1st Grade: Facts 1-10; 2nd Grade: Facts 11-18). Students will be given basic facts on a daily basis and a timed assessment every two weeks to monitor progress of the math facts. Timeline: August 2017-June 2018 Population: First-Second Grade Students to include GT, DYS, LEP, SE, AR, T1, MI</p>		Dean of Instruction 1st-2nd grade teachers	10% increase in benchmark results Progress Reports				
<p>Funding Sources: No Funds Required - \$0.00</p>							
<p align="center">Critical Success Factors CSF 7</p> <p>5) Teachers in Kinder-5th Grade will plan every six weeks to enhance the Math district curriculum frameworks. Timeline: August 2017-June 2018 Population: Kinder-5th grade students to include GT, DYS, MI, T1, SE, AR, LEP</p>	8	Certified Staff Curriculum Department Dean of Instruction	10% increase in benchmark results Progress Reports				




<p>Critical Success Factors CSF 1</p> <p>6) All first-fifth grade students will maintain a problem solving journal. Teachers will present at least one unfamiliar, real-life mathematical problem each week and encourage students to collaborate in solving it. Students will verbalize steps as they solve problems in order to use processing skills tested on STAAR and 6 week diagnostics</p> <p>Timeline: August 2017-June 2018</p> <p>Population: 1st-5th grade students to include GT, DYS, LEP, SE, AR, T1, MI,</p>	Certified Teachers Dean of Instruction	10% increase in benchmark results Progress Reports				
	Funding Sources: No Funds Required - \$0.00					
<p>Critical Success Factors CSF 1 CSF 4</p> <p>7) 1st through 5th grade students needing additional instruction will use supplemental math workbooks in order to prepare and master math TEKS tested on STAAR. Teacher resources in the area of Math will be purchased to provide strategies to enhance Math instruction based on specific areas of concern.</p> <p>Timeline: August 2017-June 2018</p> <p>Population: T1, MI, AR, SE, DYS, LEP,</p>	1st-5th grade teachers Dean of Instruction	10% increase in benchmark results Progress Reports				
	Funding Sources: No Funds Required - \$0.00					
<p>Critical Success Factors CSF 1</p> <p>8) Implement an integrated challenging, standards-based, inquiry-centered math curriculum (K-12) as demonstrated through district curriculum frameworks so that students will increase their conceptual knowledge at their appropriate grade level.</p> <p>Timeline: Every Six Weeks 2017-2018</p> <p>Population: All Students to include, GT, DYS, SE, AR, LEP, T1, MI</p>	Principal Assistant Principal Dean of Instruction Math Teachers Counselors	Student assessments Classroom Observations Walkthroughs Lesson Plans				
	Funding Sources: No Funds Required - \$0.00					
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

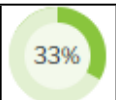
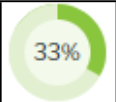

Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens






Performance Objective 3: The students at Ortiz Elementary will demonstrate Masters grade level performance in the understanding of Science as demonstrated by their Masters grade level performance on the STAAR test

Evaluation Data Source(s) 3: STAAR scores, Stanford scores

Summative Evaluation 3:

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) All students will participate in Science vocabulary development through daily hands-on activities Teachers will ensure that all content vocabulary is integrated into all subject areas. Timeline: August 2017-June 2018 Population: All students to include: GT, DYS, MI, LEP, AR, SE, T1</p>		Kinder-fifth grade teachers Dean of Instruction	10% increase in benchmark results Science Notebooks				
Funding Sources: No Funds Required - \$0.00							
<p>Critical Success Factors CSF 1</p> <p>2) Students will watch Science films/videos to learn more about Science concepts and the world around them. Timeline: August 2017-June 2018 Population: All students to include: GT, DYS, SE, AR., LEP, T1, MI</p>		Librarian Kinder-fifth grade teachers Dean of Instruction	10% increase in benchmark results Science Notebooks				
Funding Sources: No Funds Required - \$0.00							
<p>Critical Success Factors CSF 1 CSF 6</p> <p>3) Teachers will maintain a Science bulletin board located near the computer labs to inform students and motivate students to learn science vocabulary. Timeline: August 2017-June 2018 Population: All Students to include: GT, DYS, LEP, SE, AR, MI, T1</p>		Campus Teachers Dean Instruction	10% increase in benchmark results Progress Reports				
Funding Sources: No Funds Required - \$0.00							

<p>Critical Success Factors CSF 1</p> <p>4) All teachers will incorporate safety procedures for handling materials during and around class in all lessons. Timeline: August 2017-June 2018 Population: All Students T1, LEP, MI, GT, DYS, SE, AR, All staff</p>		Campus Teachers	10% increase in benchmark results Progress Reports				
<p>Funding Sources: 199 Local funds - \$0.00</p>							
<p>Critical Success Factors CSF 7</p> <p>5) All certified staff will be encouraged to attend conferences/trainings to enhance the existing Science curriculum. Timeline: August 2017-April 2018 Population: All Staff</p>	4	Campus certified staff Dean of Instruction	10% increase in benchmark scores Progress Reports Attendance Sheets				
<p>Critical Success Factors CSF 7</p> <p>6) All teachers will integrate communication skills into the PK-5th science program by attending staff development on *journaling *Integration of language arts curriculum with science curriculum *Implementation of journaling in science Pk-12 literacy *Sheltered Instruction Strategies *ESL courses to improve science literacy in students Timeline: August 2017-June 2018 Population: All Teachers</p>	4	Campus Teachers Dean of Instruction	10% increase in benchmark scores Science Journal Walkthroughs Sign-in sheets				
<p>Funding Sources: 199 Local funds - \$0.00</p>							

<p>Critical Success Factors CSF 7</p> <p>7) Provide professional development for Pre K -5 teachers in:</p> <ul style="list-style-type: none"> * District Curriculum Frameworks K-5 review new units and lessons * In depth study of science TEKS * Science Supplemental Adoptions, software, and technology integration (Such as Edusmart, Living with Science, calculators and data collection devices) * Response to Intervention * Maintenance Training for classroom teachers * New Teacher In-Service Training to teachers new to the district or new to the grade level / *Notebooks, Journaling, Word Walls, Vocabulary Development, Graphic Organizers *Assessments including TMSDS and AWARE *STARLAB *Questioning techniques *STAAR <p>To improve the delivery of science instruction and increase student achievement.</p> <p>Timeline: August 2017-January 2018</p> <p>Population: All students to include: T1, MI, LEP, AR, SE, DYS, GT</p>	4	Principal Dean of Instruction Science Specialists	Session Evaluations Specialist feedback				
<p>Funding Sources: No Funds Required - \$0.00</p>							
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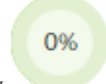

Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens

Performance Objective 4: The students at Ortiz Elementary will demonstrate Masters grade level performance in the understanding of social studies as demonstrated by their Masters grade level performance on their progress reports and school assessments.

Evaluation Data Source(s) 4: Final evaluation through student surveys, final conference, 100% participation, End of the year grades.

Summative Evaluation 4:

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) Pre-K through 5th grade students will participate in Kids Voting USA Timeline: November 2017 Population: All students to include: GT, DYS, MI, T1, LEP, SE, AR</p>		<p>Campus Teachers Sponsors Dean of Instruction</p>	<p>Student Discussions Student voting results</p>				
Funding Sources: No Funds Required - \$0.00							
<p>Critical Success Factors CSF 1</p> <p>2) Transportation will be provided for students to and from community visits that are aligned to classroom instruction. Special buses with lifts will be provided for students in need of these accommodations. Timeline: August 2017/June 2018 Population: All students to include: T1, MI, DYS, GT, SE, AR, LEP</p>		<p>Principal Campus Teaches</p>	<p>Attendance Sheets</p>				
<p>Critical Success Factors CSF 7</p> <p>3) Provide support for technology training for Social Studies teachers in the areas of : Powerpoint, SmartBoard, Weblinks, and Distant Learning that will assist, create, and develop an ambience for interactive learning and increase participation for students. Timeline: August 2017/June 2018 Population: All teachers</p>	4	<p>Campus teachers Dean of Instruction Technology Lead Teacher Assistant Principal Principal</p>	<p>Conference Evaluation</p>				
Funding Sources: No Funds Required - \$0.00							








<p>Critical Success Factors CSF 1</p> <p>4) Provide support for the Sheltered Instruction Observation Protocol/ELPS Professional development for all Social Studies content areas to ensure that students develop a strong conceptual foundation and mastery of SS TEKS and perform well on the STAAR assessments. Timeline: August 2017-June 2018 Population: All teachers</p>	<p>All teachers Dean of Instruction Assistant Principal Principal</p>	<p>Conference Evaluation</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p>Critical Success Factors CSF 1</p> <p>5) Implement and support reading and writing strategies in Social Studies instruction, such as, prediction, inference, summarizing, paraphrasing, and researching in order to increase and support student success in assessments. Timeline: August 2017-June 2018 Population: All students to include: SE, AR, LEP, T1, MI, GT, DYS</p>	<p>PreK-5th teachers Dean Of Instruction Assistant Principal Principal</p>	<p>Weekly Tests</p>				
<p>Funding Sources: 199 Local funds - \$0.00</p>						
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>						


Goal 2: The students in the public education system will demonstrate exemplary performance in instrumental music,choral music, visual arts, theater arts, and dance.







Performance Objective 1: Ortiz Elementary students will meet performance standards in all fine arts ares with 92% meeting advanced performance

Evaluation Data Source(s) 1: Formative: Lesson Plans, Performance Ratings

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) Students will participate in the "Celebration of Song" 5th Grade Honor Choir as a means to introduce them to large ensemble performance experiences. Timeline: March 2018</p> <p>Population: 5th grade students</p>	10	Music Teacher	Student participation and success in ensemble performance.				
Funding Sources: No Funds Required - \$0.00							
<p>Critical Success Factors CSF 6</p> <p>2) Students will compete in UIL Music Memory as a means of developing aural listening skills. Timeline: August-December 2017 Population: Music Memory Participants</p>	10	UIL Coordinator, Music Memory Coach	Students participation and placement in UIL competition				
Funding Sources: No Funds Required - \$0.00							
<p>Critical Success Factors CSF 6</p> <p>3) Students will compete in UIL Art to expose them to Art History Timeline: August-December 2017 Population: UIL Art participants</p>	10	UIL Coordinator UIL Art Coach Dean of Instruction	Successful participation in UIL and placement in UIL contest				
Funding Sources: No Funds Required - \$0.00							

<p>Critical Success Factors CSF 6</p> <p>4) Teachers will implement a structured theater arts curriculum to build a foundation in theater arts. Students will participate in Theatre Arts activities through extended day program. Timeline: August 2017June 2018 Populations T1, TIM, BIL,GT, Dyslexia, LEP/ELL, At-Risk, SPED, All Staff</p>	10	Teachers Dean of Instruction	Successful participation in 21st Century Theater Arts program				
<p>Funding Sources: No Funds Required - \$0.00</p>							
<p>Critical Success Factors CSF 6</p> <p>5) Students will participate in the Red Hot Ballroom dance program to promote the cultural awareness of the importance of dance and social skills. Timeline: August 2017June 2018 Population: 5th grade ballroom students</p>		Music Teacher Principal	Successful Participation in Red Hot Ballroom competition and placement in contest				
<p>Funding Sources: No Funds Required - \$0.00</p>							
<p>Critical Success Factors CSF 6</p> <p>6) Music Teacher will attend trainings and staff development provided by the district that will ensure student success Teacher will be given monies for music supplies that will ensure student success Timeline: August 2017June 2018 Population: Music Teacher</p>	4	District Fine Arts Department Music Teacher	Student success in music classroom				
<p>Critical Success Factors CSF 6</p> <p>7) Students will participate in singing and moving games. Timeline: August 2017-June 2018 Population: Pre-K-5th grade students</p>	1, 10	Music Teacher 21st Century Grant Teachers	Student participation and success in music class while singing and partaking in games				
<p>Funding Sources: No Funds Required - \$0.00</p>							
<p>System Safeguard Strategy Critical Success Factors CSF 6</p> <p>8) Third through fifth grade students will study music skills such as rhythm reading, music symbol identification and reading notes from the music staff Timeline: August 2017June 2018 Population: 3rd-5th grade students</p>	1	Music Teacher Dean of Instruction	Student participation in music class.				



Critical Success Factors CSF 6 9) Third through fifth grade students will learn how to play basic songs on the recorder. Timeline: August 2017-June 2018 Population: 3rd-5th grade students M1, T1, GT, LEP, AR, DYS,	1	Music Teacher Dean of Instruction	Successful student participation in Music class. Recognized learning in playing of recorder.				
	Funding Sources: No Funds Required - \$0.00						
Critical Success Factors CSF 6 10) Students will be given the opportunity to participate in extracurricular music activities such as Estudiantina, choir, and ballroom dancing to help establish an understanding of the role and significance of music in various cultures and historical periods. Timeline: August 2017-June 2018 Population: All students: GT, ELL/LEP, SE, AR, T1, M1, DYS	1	Music Teachers	Successful Student participation in all extracurricular activities being provided by school. Student excellence and performance in activities.				
	Funding Sources: No Funds Required - \$0.00						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

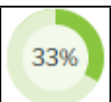


Goal 3: Through enhanced dropout efforts, all students will remain in school until they obtain a high school diploma and/or pursue a post-secondary education.




Performance Objective 1: A-Risk students at Ortiz Elementary will demonstrate exemplary performance scoring 92% or higher on the STAAR in the areas of the foundational curriculum and 95% will meet the attendance goal.









Evaluation Data Source(s) 1: STAAR scores, 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 4</p> <p>1) All 1st-5th grade at-risk students who are not meeting standards on the reading assessment, math, writing, or science assessments will be provided after school interventions to ensure effective and timely assistance.</p> <p>*Teachers will enhance instructional opportunities for LEP and immigrant students by targeting specific needs in reading through tutorial with technology integration based on CNA results.</p> <p>* Tier II/III student will be identified and monitored. Students not passing the 1st STAAR administration will have additional small group instruction during the school day for teachers to retest and prepare students for the 2nd administration of STAAR.</p> <p>Timeline: October 2017-April 2018(2/3 times a week)</p> <p>Population AR, T1, LEP, MI</p> <p>CNA;pg#10</p>	2, 3, 9	First-fifth grade teachers Campus Administration Administrator for State Compensatory Education	<p>Formative: eschool plus tutorial schedule, tutorial attendance report, tutorial lesson plans, student progress reports, classroom observations, benchmark scores.</p> <p>Summative: STAAR, Retention Rate</p>				
Funding Sources: 211 Title I-A - \$4,145.00, 162 State Compensatory - \$29,123.00							
<p>Critical Success Factors CSF 1</p> <p>2) The counselors and data entry clerk will work to classify At-Risk students by criteria in order to provide appropriate intervention strategies.</p> <p>Timeline: August 2017-October 2017</p> <p>Population: AR</p>	9, 10	Counselors Data Entry Clerk Assistant Principal Principal	<p>Formative: eschool Plus, Special Programs Report, Student Progress Report</p> <p>Summative: STAAR, Attendance Rate, Retention Rate</p>				
Funding Sources: No Funds Required - \$0.00							

<p align="center">Critical Success Factors CSF 1</p> <p>3) At-Risk students will be monitored by the counselors to ensure that students are academically successful. Timeline: August 2017June 2018(Daily) Population AR, T1, MI, LEP CNA: pg#20</p>	9, 10	Campus Administrators Administrator for State Compensatroy Education	Formative: student progress reports, benchmark scores, counselor logs Summative: STAAR, Retention Rate				
<p align="center">Critical Success Factors CSF 1</p> <p>4) Faculty and staff will attend trainings on the RTI process to provide effective intervention and prevention instructional strategies to enhance the existing programs specifically addressing areas of weakness based on TPRI/Tejas Lee, Aprenda, and STAAR 2017sults. Timeline: August 2017November 2017 Population: AR</p>	9	Campus teachers Dean Of Instruction Counselors Assistant Principal Principal	Formative: ERO Session Evaluation Report, Student Progress Reports, benchmark scores Summative: STAAR, Retention Rate				
Funding Sources: No Funds Required - \$0.00							
<p>5) When students enroll as homeless and the campus receives notification from the district that students are homeless, counselors will meet with individual students to ensure they are adjusting to the new environment, have adequate school supplies, and have transportation arrangements to and from school. Counselors will meet with the students' teachers to ensure homeless students are being successful in the classroom and receiving appropriate interventions if necessary. Timeline: August 2017June 2018 Population: AR students</p>	10	Counselors Campus Administration	Formative: student progress reports, benchmark scores Summative: STAAR, Retention Rate, Attendance Rate				
Funding Sources: No Funds Required - \$0.00							

<p>Critical Success Factors CSF 2</p> <p>6) SIOP and ESL training will enhance the ability to understand and use the curricula, assessment and effective instructional strategies for LEP students; planning and delivering lessons that incorporate strategies consistently that will maximize the use of effective teaching strategies to provide support for Limited English Proficient students in improving English Proficiency; annually demonstrate and obtain measurable progress in oral, reading, and written English proficiency measures and thereby meets adequate yearly progress (AYP). Timeline: August 2017December 2017 Population: LEP, AR</p>	4	Bilingual Department Bilingual/ESL Lead teachers Classroom Teachers	Formative: ERO Session Evaluation Report, student progress reports, lesson plans, classroom observations, benchmark scores Summative: STAAR				
Funding Sources: No Funds Required - \$0.00							
<p>Critical Success Factors CSF 1</p> <p>7) To assist students with issues interfering with learning, such as but not limited to emotional distress or family problems intervention strategies will be created for At-Risk students who meet state criteria. Timeline: Weekly August 2017June 2018 Population: AR</p>	10	Principal Counselors Classroom teachers Nurse	Formative: At-Risk Counselor Logs, benchmark scores, student progress reports Summative: STAAR				
Funding Sources: No Funds Required - \$0.00							
<p>Critical Success Factors CSF 5</p> <p>8) In order to increase parental involvements our parent liaison will * conduct home visits and monitor attendance on a daily basis. *Use supplies to conduct parent meetings *Use printer to generate reports, newsletter, and informational flyers encouraging parental involvement. Timeline: August 2017June 2018 Population: All students to include AR, SE, DYS, LEP, GT,MI, T1 CNA: pg#18</p>	6	Campus Administration Parent Liaison	Formative: Eschool Plus Rosters, Home Visit logs, Parent Meeting Agendas, Parent Sign-in sheets Summative: Attendance Rate				

<p align="center">Critical Success Factors CSF 1</p> <p>9) Ortiz Elementary will implement Pre-K full day program in order to better prepare students academically.</p> <p>Timeline: August 2017June 2018 Population: AR, T1, MI, LEP CNA: pg#20</p>	3, 10	Campus Administration Administrator for State Compensatory Education	Formative: Lesson Plans, classroom observations, student progress reports, CPALLS (BOY and MOY results) Summative: CPALLS (EOY)				
Funding Sources: 162 State Compensatory - \$64,126.00							
<p align="center">Critical Success Factors CSF 2</p> <p>10) The Dean of Instruction , and teachers will attend conferences/trainings to learn about the STAAR assessment, tracking student progress, and how to raise student performance. The principal and assistant principal will attend conferences/trainings to learn about the STAAR assesment and how to raise student scores.</p> <p>Timeline: August 2017June 2018 Population: AR, TI, MI, LEP CNA pg#20</p>	4	Dean of Instruction Assistant Principal Principal	Formative: ERO Session Evaluation Report, student progress reports, lesson plans, benchmark scores Summative: STAAR				
Funding Sources: 211 Title I-A - \$1,000.00							
<p align="center">Critical Success Factors CSF 1</p> <p>11) Classified and Certified instructional personnel will be paid a salary to assist teachers who will work with at-risk students academic activities in the computer lab, library, Kinder classrooms, and Pre-K classrooms in order to improve student performance.</p> <p>Timeline: August 2017June 2018 Population: T1, MI, AR CNA: pg#20</p>	7	Principal Assistant Principal	Formative: Lesson plans, classrrom observations, Benchmark scores, Progress Reports, CPALLS (BOY and MOY) Summative: STAAR, CPALLS (EOY)				
<p align="center">Critical Success Factors CSF 1</p> <p>12) The Dean of Instruction wil provide researched based professional development opportunities to assist at-risk students meet content expectations.</p> <p>Timeline: August 2017June 2018 Population: AR, T1, MI, LEP CNA:pg#20</p>	4	Principal Administrator for State Compensatory Education	Formative: Lesson Plans, classroom observations, ERO Session Evaluation reports, ERO Session Attendance Report, Student Progress Reports, classroom observations Summative: STAAR				
Funding Sources: 211 Title I-A - \$1,000.00, 162 State Compensatory - \$72,054.00							


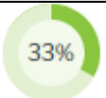
Critical Success Factors CSF 1 13) The dyslexia teacher will provide an overview of identifying possible reading problems encountered by dyslexia students with an emphasis on reading strategies to ensure all students who qualify as dyslexic will receive the support they need. Timeline: August 2017June 2018(Daily) Population: DYS, AR	3, 9	Administration Counselors Administrator for State Compensatory Education	Formative: Lesson Plans, classroom observations, student progress reports, benchmark scores Summative: STAAR				
	Funding Sources: 162 State Compensatory - \$45,124.00						
14) Provide training to campus personnel on the identification of homeless and unaccompanied youth during the enrollment process to ensure that sensitivity techniques are utilized, enrollment procedures do not create barriers, and that students and families are directed to the Homeless Youth Project for further intake. Timeline: August 2017 Population: AR	10	Administraton At-risk Counselors	Formative: ERO Session evaluation Report, student progress reports, benchmark scores Summative: STAAR, Attendance Rates, Retention Rates				
	Funding Sources: No Funds Required - \$0.00						
15) Ensure that the campus has a process in place to allow students to enroll in school immediately, even if lacking documentation normally required for enrollment; such as previous school records, medical or immunization records, proof of residency etc... Timeline: August 2017June 2018 Population: AR	2	Administration At-Risk Counselors	Formative: Student Progress Reports, benchamrk scores Summative: STAAR, Retention Rate, and Attendance Rate				
	Funding Sources: No Funds Required - \$0.00						
Critical Success Factors CSF 1 CSF 4 16) In order to increase reading levels through active reading lessons in the library and promote library attendance, a library aide will be utilized to enhance library efforts. Timeline: August 2017June 2018Population: AR, GT, MIG, SPED, BIL	2	Campus Administration School Librarian	Meet AR Goals Increase reading scores				
	= Accomplished = Continue/Modify = No Progress = Discontinue						





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








Performance Objective 1: The percent of students taking the SAT/Act will increase by 10% and the percent of students at or above the criterion will increase by 10%.

Evaluation Data Source(s) 1: Final Attendance, student discussions, Final displays, Final evaluation of % of community participation and student discussions. Final Attendance through student surveys, and evaluation of student presentations.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 5</p> <p>1) Counselors will provide a "University Day" where Ortiz 5th grade students will meet representatives of UTB to heighten students' awareness of college career plans. Students will be encouraged to complete high school and increase district graduation rates. Timeline: March 2018 Population: All students to include RA, SE, DYS, GT, T1, MI, LEP</p>		Counselors 5th grade teachers	Attendance Student Discussions				
<p>Critical Success Factors CSF 5</p> <p>2) Adopt-A- School and community members will participate in the C.A.R.E Program (Caring Adults Reaching Everyone) for Pre-K-Fifth grade students. Students will be encouraged to complete high school and increase district graduation rates. Timeline: October 2017-June 2018 Population: All students to include AR, SE, MI, T1, DYS, LEP, GT</p>		Counselors Faculty	Final Evaluation of % of Community participation Student Discussions				
Funding Sources: No Funds Required - \$0.00							

<p align="center">Critical Success Factors CSF 5</p> <p>3) Career on Wheels will be held in the Fall or Spring for Pre-K through fourth grade students. Career Awareness will be integrated through 21st Century Program. Students will be encouraged to complete high school and increase district graduation rates. Timeline: December 2017 Population: All students to include AR, SE, DYS, LEP, GT, MI, T1</p>	10	Pre-K - fourth grade teachers Counselors	Final Attendance Evaluation of participants Student discussion				
<p>Funding Sources: No Funds Required - \$0.00</p>							
<p align="center">Critical Success Factors CSF 5</p> <p>4) Third- Fifth Grade students will attend Career Day Presentations set up by the counseling department. Career Awareness will be integrated throughout the year. Students will be encouraged to complete high school and increase district graduation rates. Timeline: November 2017 Population: All 5th grade students to include SE, AR, MI, LEP, DYS, GT,T1</p>		Fifth grade teachers Counselors	Student Discussions				
<p>Funding Sources: No Funds Required - \$0.00</p>							
<p align="center">Critical Success Factors CSF 5</p> <p>5) Teachers in 2nd-5th grades will require students to research a profession of their choice. Students will be encouraged to complete high school and increase district graduation rates. Timeline Spring 2017 Population: All-2nd-5th grade students to include AR, SE, GT, DYS, LEP, T1, MI</p>		2nd-5th grade teachers Dean of Instruction	Student presentations				
<p>Funding Sources: No Funds Required - \$0.00</p>							
<p align="center">Critical Success Factors CSF 7</p> <p>6) Ortiz Elementary will continue to provide instruction by recruiting highly qualified teachers who meet District and State standards. Provide new teacher orientation at the beginning of the school year, and on-going teacher support through various professional development trainings and teacher mentor provided by the campus. Timeline: Fall 2017 Population: New teachers to campus</p>	5	Dean of Instruction	Formative: Walkthroughs, teacher mentor notes. Summative: Formal PDAS				




<p>7) Provide curriculum support to teachers through grade level meetings in order to effectively plan for core area subjects. Timeline: August 2017-June 2018 Population: All Teachers</p>	5	Dean of Instruction Principal	Formative: Grade level sign in sheets Summative: Increase in assessment results STAAR and School Assessments				
<p>8) Welcoming students from teaching education programs to visit and gain expertise through observations, practicums, and student teaching. Timeline: August 2017-May 2018 Population: Teachers</p>	5	Dean of Instruction Veteran teachers	Formative: Sign in sheets, Teacher assignment logs Summative: Mentor teacher notes				
<p>Critical Success Factors CSF 1</p> <p>9) A food pantry and clothes closet will be implemented at every campus to provide identified at-risk, homeless and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate. Timeline: July 1, 2017-June 30, 2018 Population: Elementary AR students</p>	10	Campus homeless youth coordinator Administrator for State Comp	Formative: Pantry, Clothes Closet, Log for distributing items Summative 10% increase in at-risk student achievement 5% increase in at-risk student attendance				
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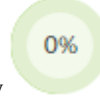

Goal 4: By improving attendance, students will be encouraged and challenged to meet their full educational potential.

Performance Objective 2: The student attendance rates for Ortiz Elementary will 98.5% for the campus

Evaluation Data Source(s) 2: End of the Year Attendance Percentage, District Attendance Reports,

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Implement campus attendance goals that address procedures, roles, responsibilities and a formal written plan for monitoring and managing in the campus improvement plan. Ensure that campus student attendance meets District and State rates so that students meet their full educational potential Timeline: 2018Spring Semester Population: All students to include AR, SE, DYS, GT, T1, MI, LEP,</p>	2	Campus Administration Attendance Clerks Attendance Liaisons Attendance Office Data Entry Clerk	Weekly review of campus attendance rates. Monitor campus attendance Management plans as needed by campus visitations by attendance office.				
Funding Sources: No Funds Required - \$0.00							
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Reduce by 5% yearly the out of school suspensions on every campus by researching and evaluating 2017-2018 number of days students were absent due to OSS. *To increase campus student attendance rates and improve student instructional levels. Timeline: August 2017-June 2018 Population: AR</p>	2	Principal PEIMS Supervisor Attendance Clerk Discipline Clerk	Principal will analyze OSS report at the end of each 6 weeks to determine the need to increase/decrease OSS				
Funding Sources: No Funds Required - \$0.00							
<p>Critical Success Factors CSF 1 CSF 4</p> <p>3) 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. Timeline: Every 6 weeks September 2017-June 2018 Population: AR, DYS, MI, SE, GT, T1, LEP</p>	2	Principal PEIMS Supervisor Data Entry Clerk Student Accounting	Campus documentation				

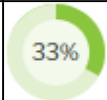
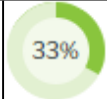
<p>Critical Success Factors CSF 1 CSF 4</p> <p>4) To encourage attendance</p> <p>* The teacher whose classroom has the highest attendance at the six weeks will be given a trophy. *At the end of the year, students in all grade levels that have perfect attendance for the year will be treated to a pizza party. Classes with the highest average of attendance will attend a school sponsored field trip Timeline: Every 6 Weeks.. September 2017-June 2018 Population: All Students to include AR, SE, DYS, GT, LEP, MI, T1</p>	2	Classroom teachers Parent Liaison Principal	Six Weeks Attendance reports				
<p>Critical Success Factors CSF 6</p> <p>5) Awards will be given to encourage perfect attendance and academics *Students having "A" Honor Roll for the year will receive a trophy. * awards assemblies will be held to recognize and give certificates to students with perfect attendance. Excellence in Reading, Most Improved, A/B Honor Roll, and A Honor Roll Timeline: Every 6 weeks September 2017-June 2018 Population: All students to include AR, SE, MI, T1, LEP, DYS, GT</p>	2	Classroom teachers Attendance Clerk Parent Liaison	Six weeks attendance reports				<p>Funding Sources: No Funds Required - \$0.00, 166 State Special Ed. - \$750.00</p>
<p>Critical Success Factors CSF 4</p> <p>6) Office Staff will use supplies to admit tardy students and inform parents of district attendance policies Timeline: August 2017-June 2018 Population: Office Staff</p>	2	Principal	Six weeks attendance reports				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

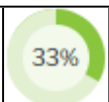
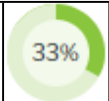
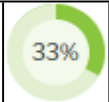
Goal 4: By improving attendance, students will be encouraged and challenged to meet their full educational potential.



Performance Objective 3: Improve in the overall wellness of the students, staff as well as community members by promoting awareness of healthy lifestyles





Evaluation Data Source(s) 3: School health Index, Physical Fitness Assessment, TEA required report for Fitness assessment results, CIP, Curriculum frameworks, Monthly campus visitation, CATCH Activities and reports, Standardized test results, Safety Evaluation, Maintenance documentation, Sign-in sheets, Emergency Operating Procedures, Student counseling documentation, End of the Year Assessment, BISD parent-student handbook receipt, lesson plans.






Summative Evaluation 3:





Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>1) To promote and ensure physical fitness, students in grades PreK-5 will be provided with moderate to vigorous physical activity each day in physical education for at least 30 minutes a day or a minimum of 135 minutes a week and middle school students in grades 6-8 for at least 4 total semesters, so that everyone will be in compliance with Senate Bill 530 effective 09/01/2007. Timeline: August 2017-June 2018 Population: T1, MI, LEP, SE, AR, GT, DYS, all students</p>	1	<p>Campus Administrators Dean of Instruction -Physical Ed. Teachers</p>	<p>Classroom Observations PE student attendance records Updated District Policy</p>				
	Funding Sources: No Funds Required - \$0.00						
<p>Critical Success Factors CSF 1</p> <p>2) Assess student fitness annually in grades 3-12 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. Timeline: November 2017-June 2018 Population: All students to include AR, SE, T!, MI, DYS, MI, LEP</p>	10	<p>Campus Administration Physical education teachers Physical education specialist School Nurse CATCH team</p>	<p>Updated District policy Classroom observations</p>				
	Funding Sources: No Funds Required - \$0.00						

<p>Critical Success Factors CSF 3</p> <p>3) 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. Timeline: August 2017-June2018 Population: CATCH Team SBDM</p>	1	Dean of Instruction Campus CATCH team	Campus Improvement Plan review				
Funding Sources: No Funds Required - \$0.00							
<p>Critical Success Factors CSF 1</p> <p>4) Monitor and emphasize the integrated math, reading, and writing academic concepts inherent in the Health and Physical Education curriculum programs in order to enhance students skills and prepare them for testing. Timeline: August 2017-June2018 Population: All students to include AR, SE, MI, T1, DYS, LEP</p>		Physical Ed. Specialist -Health Ed. Lead Teacher -Curriculum Writers -Health Ed. Teachers -Physical Ed. Teachers -Math, Reading & Writing Department Chairs -Staff Development (district & campus personnel)	District curriculum frameworks Staff Development Agendas Lesson Plans				
Funding Sources: No Funds Required - \$0.00							
<p>5) Evaluate and recommend necessary upgrades for instructional facilities and equipment to ensure an appropriate instructional environment and student safety. Timeline: August 2017-June 2018 Population CATCH Staff Campus Administration CNA:pg#21</p>	8	-Principals -Safety Coordinators -District CATCH Team -Campus CATCH Team	Safety Evaluation Campus Visitation Documentation Proper Maintenance Documentation				

<p>Critical Success Factors CSF 5</p> <p>6) 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. Timeline: August 2017-June 2018 Population: All students to include AR, SE, T1, MI, DYS,LEP</p>	6	<ul style="list-style-type: none"> -Food & Nutrition Services Administrator -Curriculum Administrator -Area Administrators District CATCH Team 	<p>Campus Visitation Observation Updated District Policy</p>				
	<p>Funding Sources: No Funds Required - \$0.00</p>						
<p>7) All schools must identify the manner in which the safety of students in physical education classes is maintained by developing a safety plan of action when the teacher student ratio is greater than 45-1 in compliance with Senate Bill 891 effective 9/1/09. Timeline: August 2017-June 2018 Population: All students to include RA, SE, T!, MI, LEP, DYS</p>	8	<ul style="list-style-type: none"> -PE Teachers -Campus Safety Coordinator -District Safety Coordinator -District Emergency Operations Coordinator -PE Specialist -Health Lead Teacher -Campus Administration 	<p>Reviews of Campus Safety Action Plan -PE Teachers</p>				
	<p>Funding Sources: No Funds Required - \$0.00</p>						

<p>Critical Success Factors CSF 5</p> <p>8) Educate students and parents on the district sexual abuse of children policies/guidelines through awareness and information, including but not limited to, knowledge of likely warning signs indicating that a child may be a victim of sexual abuse, using resources developed by the Texas Education Code (TEC) under Section 38.004, to conduct classroom presentations and distribute information via the BISD Parent/Student Handbook in order to comply with House Bill 1041 Law effective 09/01/2009. Timeline: August 2017-June 2018 Population All Students to include SE, AR, LEP, T!, DYS, GT</p>	10	<ul style="list-style-type: none"> -Counseling Dept. & Administration -Campus Counselors -SAFE Counselors -At-risk Administrator/Supervisor/Counselors -Parental Involvement -Campus Personnel -Campus Administration -Health Science Technical teachers -Campus Health Teachers -Area Asst. Superintendents -Child Protective Services 	<ul style="list-style-type: none"> -Counselor Classroom Presentations - Classroom Presentation Agendas - Classroom Presentation Sign-In Sheets - Verification of Information Distribution via Signed BISD Parent/Student Handbook receipt Form 				
<p>Funding Sources: No Funds Required - \$0.00</p>							
<p>9) Implement informational sessions to faculty, staff, and parents on specific guidelines on reporting child abuse as well as informing all students through counselor classroom presentations, informational documents, and KBSD on actions they should take to obtain assistance and intervention, if they have been sexually abused in order to comply with House Bill 1041 (Jenna Law) effective 09/01/2009. Timeline: August 2017-June 2018 Population: Counselors, Parents, Faculty and Staff</p>	10	<ul style="list-style-type: none"> -Counseling Dept. & Administration -Counselors -At-risk Administrator-Coordinator -Parental Involvement -Campus Personnel -Campus Administration -Health Science Technical -Health Teachers -Area Asst. Superintendents 	<ul style="list-style-type: none"> -Health Science Technical -Health Teachers -Area Asst. Superintendents - Classroom Presentation Agendas - Classroom Presentation Sign-In Sheets - Verification of Information Distribution via Signed BISD Parent/Student Handbook receipt Form 				
<p>Funding Sources: No Funds Required - \$0.00</p>							

<p>Critical Success Factors CSF 5</p> <p>10) The District will provide available counseling options for students affected by sexual abuse in order to comply with House Bill1041 (Jennas Law) effective 09/01/2009. Timeline: August 2017-June 2018 Population: All students to include AR, SE, DYS, GT, MI, T1, LEP</p>	10	<ul style="list-style-type: none"> -Counseling Dept. & Administration -Campus Counselors -SAFE Counselors -Parental Involvement -Campus Personnel -Health Science Technical Teachers -Health Teachers -Campus Administration -Area Asst. Superintendents 	<ul style="list-style-type: none"> -Counselor/Teacher verification of class presentation(s) -Agendas -Sign-in Sheets -Presentation and Student Documentation 				
Funding Sources: No Funds Required - \$0.00							
<p>Critical Success Factors CSF 1</p> <p>11) Students will participate in MVPA at least four times a week for 45 minutes during P.E while participating in Fitness Club, Jump Club, and Running Club throughout the week to promote and ensure physical fitness. Timeline: August 2017-June 2018 Population: All students to include AR, SE, T1, LEP, DYS, GT</p>		<ul style="list-style-type: none"> -All Teachers -Coaches Dean of Instruction 	<ul style="list-style-type: none"> -All Teachers -Coaches -Facilitator 				
Funding Sources: No Funds Required - \$0.00							
<p>12) Students will participate in CATCH/PE activities at least once a week to promote and ensure physical fitness. Timeline: August 2017-June 2018 Population: All students to include RA, SE, DYS, GT, LEP, MI, T1</p>		Campus Teachers	Weekly evaluation of lesson plans				
Funding Sources: No Funds Required - \$0.00							
<p>Critical Success Factors CSF 5</p> <p>13) Parents will be informed of their children's fitness level through the Fitness Gram Activity Report Timeline: May 2018 Population: PE Teachers</p>	6	Campus Teachers	Progress Reports				
Funding Sources: No Funds Required - \$0.00							
<p>14) Fourth grade students will receive human sexuality training in the spring by P.E. coaches. Male students will receive training from a male coach and female students will receive training from a female coach and the school nurse. Timeline: January 2018-May 2018 Population: All 4th grade students</p>		<ul style="list-style-type: none"> -Coaches -School Nurse -Teachers -Other Trained Staff 	<ul style="list-style-type: none"> -Weekly evaluation of Lesson Plans 				

<p>15) CATCH Champion will attend a district meeting as required throughout the year for updates and dissemination of information. CATCH champion will meet with campus CATCH committee to inform the committee of any health updates that need to be implemented or concerns that need to be addressed Timeline: August 2017-June 2018 Population: CATCH Team</p>		<p>CATCH Champion</p>	<p>Lesson Plans</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>							
<p>16) School Health Index must be completed by the Campus CATCH Committee at the end of the year to evaluate the Campus CATCH/ HEALTH Program. Timeline: April 2018-June 2018 Population: CATCH Campus Committee</p>	<p>8</p>	<p>-Coaches -School Nurse -Teachers</p>	<p>-Weekly evaluation of Lesson Plans</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>							
<p>Critical Success Factors CSF 7 17) The P.E. Coaches will attend staff development on updated scope and sequence health education and the delivery of curriculum in accordance with grade level instruction. Timeline: August 2017-June 2018 Population: PE Caches</p>	<p>4</p>	<p>-Coaches -CATCH Team -P.E. Specialist -Health Lead Teacher</p>	<p>Sign in sheets</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>							
<p>Critical Success Factors CSF 6 18) The cafeteria staff will conduct cafeteria tours and presentations on nutrition. Presentations will utilize technology applications to effectively meet the goals of the activities. Timeline: August 2017-June 2018 Population All students to include AR, SE, LEP, DYS, GT, T1, MI</p>	<p>10</p>	<p>Cafeteria Manager CATCH team</p>	<p>Student Participation sign in sheets</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>							

Critical Success Factors CSF 5 19) Parents will participate in nutrition education and participate in physical activity classes during the school year to promote our FIT and CATCH program in order to comply with Senate Bill 530 Timeline: August 2017-June 2018 Population: Parent Community	6, 10	Parent Liaison Parental Involvement Office CATCH team	Parent participation				
	Funding Sources: No Funds Required - \$0.00						
Critical Success Factors CSF 5 20) Parents and child(ren) will participate together in planning and preparing a healthy snack to promote CATCH Program. Parents will be provided with information on the Wellness/Nutrition Policy & Guidelines to ensure compliance with respective policies and guidelines and comply with Texas Public School Nutrition Policy. Timeline: October 2017-May 2018 Population: All students to include MI, T!, DYS, LEP, GT, SE, AR	6	-Parent Liaison -Parental Involvement Office -CATCH Team -Cafeteria Manager	-Parent Participation in CATCH-A-Healthy-Snack CATCH Presentation				
	Funding Sources: No Funds Required - \$0.00						
= Accomplished = Continue/Modify = No Progress = Discontinue							



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




Performance Objective 1: Ortiz Elementary will maintain a safe and discipline environment conducive to student learning. Discipline referrals will decrease by 20% for the campus.




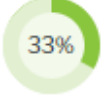
Evaluation Data Source(s) 1: Sign-in sheets, Professional Development evaluations, End of the Year Referral Report, Evaluation of Training, End of the Year Fire Drill Safety Report, Safety Inspections, End of the Year Surveys












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 3 CSF 4</p> <p>1) Provide training for administrators and new teachers: (a) 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.</p> <p>In order to have a safe and disciplined environment conducive to student learning. Timeline: August 2017-November 2018 Population: All school personnel</p>	4	Administration Counselors Professional Development	Sign-in sheets Referral Reports	100%	100%	100%	

<p>System Safeguard Strategy Critical Success Factors CSF 3</p> <p>2) Provide professional development based on level of expertise and need in the following areas: (a)bullying (b) Violence/conflict resolution (c) Recent drug use trends (d) Resiliency/Development Assets (e) Dating Violence (f) Signs of Child Abuse (g) Response to Intervention (h) Review 360 to allow staff to recognize and address the issue as a preventive measure. Timeline: August 2017-June 2018 Population: Administration, Campus Staff</p>	4	Principal Assistant Principals Counselors Professional Development Behavioral Specialists RTI Specialists	Sign-in sheets Referral Reports RTI Reports				
<p>Critical Success Factors CSF 6</p> <p>3) Campus 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: lockdown drills (3/year), shelter in place, Reverse evacuation, Drop & Cover, Evacuation In order to prevent, protect against, respond to, recover from, and mitigate the effects of the incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life, property, and harm to the environment. Timeline: August 2017-June 2018 Population: Administration, Guidance and Counseling, Campus community</p>	2	Campus Administration Faculty & Staff BISD police and security	After action reviews Sign-in sheets Evaluations Audits				

<p align="center">Critical Success Factors CSF 6</p> <p>4) Campuses must have an identification security system. *All faculty must obtain and display identification card while on school grounds. * Visitors must present identification at sign-in *Visitors must be escorted at all times. Timeline: August 2017-June 2018 Population: Administration, Front office staff</p>	2	Campus Administration Faculty & Staff BISD police and Securityq	Audits Evaluations				
<p align="center">Critical Success Factors CSF 5</p> <p>5) Campus based law enforcement: Security officers will be placed and assigned throughout the year at each elementary. Campus officers when possible will address current trends with students, parents, and campus personnel on *gang awareness, bullying, dating violence, internet safety, drug alcohol and tobacco awareness, gun safety, teen community emergency response team, truancy, emergency operations plan, as a proactive approach to diminish the number of criminal offenses on school grounds and to prevent victimization of students and staff. Timeline: August 2017-June 2018 Population: Campus Administration, Campus Community</p>	2	Campus Administration Counselors Parental Involvement BISD Security Services	Evaluations Sign-in sheets PEIMS Discipline Reports				
<p align="center">Critical Success Factors CSF 5</p> <p>6) Dating Violence Policy *Maintain a written safety plan developed by the campus safety committee *meet annually with parents for awareness education *provide training for administrators, counselors, and teachers *Implement enforcement of protective orders and school based alternatives to protective orders. Timeline: August 2017-June 2018 Population: Campus administration, Guidance and Counseling, Staff</p>	2	Campus Administration Counselors Professional Development Parental Involvement BISD Security Services	Evaluations Audits Sign-in sheets PEIMS Discipline reports				

<p>Critical Success Factors CSF 1</p> <p>7) Assist students with issues interfering with learning, such as but not limited to emotional distress, family problems, or alcohol problems. Intervention strategies will be created for students who met State criteria which are addressed in the Personal Graduation Plans. Timeline: August 2017- June 2018 Population: AR</p>	1	<p>Campus Administration Counselors Nurse Administrator for Guidance</p>	<p>Counselor logs 10% decrease in drop out rate</p>				
<p>Critical Success Factors CSF 1</p> <p>8) After school and lunch detention will be implemented as needed. A log will be maintained at the detention site for documentary purposes. Review 360 will be utilized for documentation of incidents. Parents will be notified of any discipline referral as outlined in the Student Code of Conduct as mandated by policy. Timeline: August2017-June 2018 Population: All students to include AR, SE, T1, MI, GT, DYS, LEP</p>	2	<p>Campus Administration Classroom teachers</p>	<p>Six weeks referral reports six weeks log reports</p>				
<p>Critical Success Factors CSF 1</p> <p>9) In School suspension will be implemented as needed and classroom teachers will monitor as scheduled by the administration. Students who commit serious infractions will be placed in a classroom at the same grade level. A log will be maintained in the office for documentation purposes. Timeline: August 2017-June 2018 Population: All students to include GT, DYS, SE, T1, AR, LEP,</p>	2	<p>Campus Administration Classroom teachers</p>	<p>Six Week discipline referrals reports Six weeks log report</p>				
<p>Critical Success Factors CSF 1</p> <p>10) Counselors will conduct presentations on violence prevention, suicide prevention, dropout reduction, drugs, conflict resolution, and character education through role-playing, and other activities in order to improve at-risk. Timeline: August 2017-June 2018 Population: All students to include AR, SE, MI, T1, GT, DYS, LEP</p>	2	<p>Campus Administration Counselors</p>	<p>Six week discipline logs referral reports six week log reports</p>				

<p>Critical Success Factors CSF 1</p> <p>11) Staff will be trained on conflict resolution, Senate Bill 1196. Texas Behavior Support Initiative, Sexual Harrasment, and discipline management Timeline: August 2017 Population: Campus Staff</p>	4	Counselors Campus Administration	Conflict resolution handouts sign-in sheets				
<p>Critical Success Factors CSF 6</p> <p>12) A safety committee will be formed to develop and update the Prevention Response Plan and address safety issues. Timeline: August 2017-June 2018</p>	2, 8	Assistant Principal Safety Coordinator	Safety Plan six week sign-in sheets				
<p>Critical Success Factors CSF 6</p> <p>13) Class motivational bulletin boards will be maintained in the cafeteria to reinforce student behavior while in lunch. Classes maintaining the best behavior will be announced weekly. Timeline: August 2017-June 2018 Population: All students to include GT, DYS, LEP, SE, AR, T!, M1</p>	2	Campus Administration Para-professionals	Six weeks discipline referral reports six weeks logs				
<p>Critical Success Factors CSF 6</p> <p>14) All teachers will be ready at their classroom door at 8:00am to greet students as they arrive to class. Teachers will also be present during dismissal to ensure proper safety before and after school. Timeline: August 2017-June 2018 Population Campus Staff</p>	2	Classroom teachers Campus administration	six week discipline reports six week log reports				
<p>Critical Success Factors CSF 6</p> <p>15) Administration will in-service all staff on the school-wide discipline plan. Timeline: August 2017-June 2018 Population: Campus staff</p>	2	Campus administration Campus personnel	six week discipline reports six week log reports				

<p>Critical Success Factors CSF 6</p> <p>16) The school nurse will provide professional development on asthma management, bloodborne pathogens, HINI, and influenza type illnesses, as well diabetes awareness. Timeline: November 2017 Population: Campus staff</p>	4	Nurse	sign-in sheets				
<p>17) Fire Drills and Lock down procedures will be conducted once a month. Timeline: August 2017-May 2018 Population: Campus community</p>	2	Campus Staff Safety coordinator	Student participation Monthly report				
<p>Critical Success Factors CSF 6</p> <p>18) Custodial Supplies will provide and maintain a clean and hygienic learning environment for all students and personnel. Timeline: August 2017-June 2018 Population: Campus Community</p>	1	Campus administration head custodian	Safety inspections				
<p>Critical Success Factors CSF 5</p> <p>19) Promote awareness and notification of student code of conduct to students, parents, staff, and community through campus distribution of SCC, district web site, and campus presentations to ensure all students are afforded due process and their rights. Timeline: August 2017-June 2018 Population: All students to include T1, MI, DYS, GT, AR, SE, LEP</p>	2	All Teachers Campus administration	Signed SCC acknowledgement forms agendas sign-in sheets				



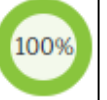

 = Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue






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 an increase of parents involved in campus/district parental involvement activities during each school year.

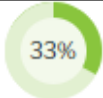

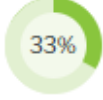

Evaluation Data Source(s) 1: Composite of End of Year Survey, Parental Involvement Compliance Checklist, Discipline referrals, Increased Partnerships, Sign in sheets, EOY Results, STAAR Results







Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 5</p> <p>1) Disseminate School-Parent-Student Compacts indicating each group's responsibilities to ensure student achievement. Timeline: August 2017-September 2018 Population: Ortiz Campus Community</p>	6	Principals Parent Liason	<p>Formative: School-Parent Student Compacts</p> <p>Summative: Parent Signatures on compact page Increase in STAAR results, Increase in Attendance results, Decrease in Discipline Referrals, Increased Parent participation</p>				
Funding Sources: No Funds Required - \$0.00							
<p>Critical Success Factors CSF 5</p> <p>2) Conduct an annual Title I Parent Survey to evaluate the effectiveness of District and/or Campus Parental Involvement efforts. Documentation will be submitted when completed. Timeline: Spring 2018 Population: Ortiz Community parents</p>	6	Principals Parent Liason	<p>Formative: Parent Surveys</p> <p>Summative: Completed Parent Surveys, Increased parent participation</p>				
Funding Sources: No Funds Required - \$0.00							

<p align="center">Critical Success Factors CSF 5</p> <p>3) Host a "Parent Orientation" Day to inform parents and community members of daily standard operation procedures and District Policy. * Student Code Conduct * Student-Parent-School Compact * Parental Involvement Policy * Emergency Operations Procedures * Volunteer Guidelines and Opportunities Timeline: August 2017-September 2018 Population: Ortiz Campus community and parents</p>	6	Campus Administrators Parent Liason	<p>Formative: Agendas, Sign in sheets, Hand outs, Session Evaluations, Authority to Volunteer, Clearance form</p> <p>Summative: Increase STAAR results, attendance rates, Decrease Discipline referrals, Increased Parent participation.</p>				
Funding Sources: No Funds Required - \$0.00							
<p align="center">Critical Success Factors CSF 5</p> <p>4) Capitalize on District community resources by creating partnership agreements with agencies and organizations. * Invite community agencies/organizations to participate and disseminate information about the public services that their agencies offer in order to continue building strong community partnerships. * Teachers and staff will host a Meet the Teacher Night to develop a relationship between the parents and the school community. * Parents will be invited to the end of the year student recognition assemblies. * Parents will be invited to participate in a Health and Safety Fair. Timeline: August 2017-April 2018 Population: Parents and Ortiz Community</p>	6	Principals Parent Liason	<p>Formative: Agendas Sign-in sheets</p> <p>Summative: Increase STAAR results, attendance rates, Decrease Discipline referrals, Increased Parent participation.</p>				
Funding Sources: No Funds Required - \$0.00							
<p align="center">Critical Success Factors CSF 5</p> <p>5) During Parent Orientation each grade level representative will present an overview of their reading program. The librarian will present to an overview of the Accelerated reading Program and view the performance and needs at the end of the second and fifth six weeks. Evaluations will be turned in to school parent liason who will report results to administration. Timeline: October 2017 & April 2018 Population: Ortiz parents</p>	6	All Faculty Parent Liason	<p>Formative: Parent Evaluation Parent Survey Parent Participation</p> <p>Summative: Increase STAAR results, attendance rates, Decrease Discipline referrals, Increased Parent participation.</p>				
Funding Sources: No Funds Required - \$0.00							

<p>Critical Success Factors CSF 5</p> <p>6) Parents will receive a weekly progress report from all classroom teachers to inform parents of students' progress. Timeline: Weekly; August 2017-June 2018 Population: Ortiz Elementary Parents</p>	6	All Faculty Parent Liaison Principal	<p>Formative: Weekly Progress Reports</p> <p>Summative: Increase STAAR results, attendance rates, Decrease Discipline referrals, Increased Parent participation.</p>				
Funding Sources: No Funds Required - \$0.00							
<p>Critical Success Factors CSF 5</p> <p>7) Parents will receive monthly calendar informing them of important campus events and emphasizing attendance and instructional tips. Timeline: Monthly; August 2017-June 2018 Population: Ortiz Campus Community</p>	6	All Faculty Parent Liaison Principal	<p>Formative:Monthly Calendar</p> <p>Summative: Increase STAAR results, attendance rates, Decrease Discipline referrals, Increased Parent participation.</p>				
Funding Sources: No Funds Required - \$0.00							
<p>Critical Success Factors CSF 5</p> <p>8) Family Learning Events encouraging literacy will be scheduled for parents to make and take activities to encourage literacy in the home. Timeline:September 2017-November 2017 Population: Ortiz Campus Community</p>	6	Parent Liaison Principal TLI Specialist	<p>Formative:School-Parent-Student Compacts Agendas Fliers</p> <p>Summative: Increase STAAR results, attendance rates, Decrease Discipline referrals, Increased Parent participation.</p>				
Funding Sources: No Funds Required - \$0.00							
<p>Critical Success Factors CSF 5</p> <p>9) A parent meeting will be conducted to present Title I goals and services. Timeline: September 2017-November 2017 Population: Ortiz Elementary Parents</p>	6	All Faculty Parent Liaison Principal Dean Of Instruction	<p>Formative:Parent Notices Parent Participation Hand-outs Sign-in sheets</p> <p>Summative: Increase STAAR results, attendance rates, Decrease Discipline referrals, Increased Parent participation.</p>				
Funding Sources: No Funds Required - \$0.00							
<p>Critical Success Factors CSF 5</p> <p>10) Parents will be offered productive classes (ESL, computer, and craftsmanship) during the school year to increase parental involvement. These will include classes offered through the 21st Century program. Timeline: August 2017-June 2018 Population: Ortiz Elementary Parents</p>	6	All Faculty Parent Liaison	<p>Formative: Parent Notices Parent participation Sign-in sheets</p> <p>Summative: Increase STAAR results, attendance rates, Decrease Discipline referrals, Increased Parent participation.</p>				
Funding Sources: No Funds Required - \$0.00							

<p>Critical Success Factors CSF 5</p> <p>11) Parents will be invited to monthly parent training sessions that will include discipline management, parent-child communication and New Horizon sponsored by the Parental Involvement Office. Timeline: Monthly; September 2017-June 2018 Population: Ortiz Campus Community</p>	6	Parent Liaison Nurse Counselors Parent Involvement Office	Formative: Parent Notices Parent Participation Agendas Fliers Sign-in sheets Summative: Increase STAAR results, attendance rates, Decrease Discipline referrals, Increased Parent participation.				
Funding Sources: No Funds Required - \$0.00							
<p>Critical Success Factors CSF 5</p> <p>12) Parents will participate in nutrition education and physical activity classes during the school year to promote our FIT (Families IN Training) and CATCH program in order to comply with Senate Bill 530. Parents and children will participate together in planning and preparing a healthy snack to promote CATCH program. Parent will be provided with information on the Wellness/Nutrition Policy & Guidelines to ensure compliance with respective policies and guidelines and comply with Texas Public School Nutrition Policy. Timeline: August 2017-June 2018 Population: Parents and Ortiz Campus Community</p>	6	Parent Liaison CATCH Team Cafeteria Manager	Formative: Parent Participation in CATCH-A-Healthy Snack/CATCH Presentation Agenda Fliers Summative: Increase STAAR results, attendance rates, Decrease Discipline referrals, Increased Parent participation.				
Funding Sources: No Funds Required - \$0.00							
<p>Critical Success Factors CSF 5</p> <p>13) Invite community agencies and organizations to participate and disseminate information about the public service that their agencies offer in order to continue building strong community partnerships. Timeline: August 2017-June 2018 Population: Parents and Community</p>	6	Parent Liaison Principal CARE Partners	Formative: Invitations Sign-In sheets Agendas Fliers Summative: Increase STAAR results, attendance rates, Decrease Discipline referrals, Increased Parent participation.				
Funding Sources: No Funds Required - \$0.00							
<p>Critical Success Factors CSF 5</p> <p>14) Recognize parent volunteers and businesses for supporting a variety of campus activities in order to increase participation. Timeline: May 2018 Population: Parents</p>	6	Parent Liaison Principal CARE Partners	Formative: Invitation Sign-in sheets Summative: Increase STAAR results, attendance rates, Decrease Discipline referrals, Increased Parent participation.				
Funding Sources: No Funds Required - \$0.00							

<p align="center">Critical Success Factors CSF 5</p> <p>15) The Parent Liaison will purchase necessary office supplies to manage an efficient parent center. In an effort to disseminate information to the community in a timely manner. Timeline: August 2017-November 2017 Population: Parents CNA page #18-19</p>	6	Parent Liaison Principal	<p>Formative: Receipts</p> <p>Summative: Increase STAAR results, attendance rates, Decrease Discipline referrals, Increased Parent participation.</p>				
<p>16) The Parent Liason will work in collaboration with the school community to effectively assist in the communication with parents as well as coordinate parental involvement activities and home visits. Timeline: August 2017-June 2018 Population: Ortiz School Community CNA pg 18-19</p>		Principal	<p>Formative: Meeting/training Agendas Sign in sheets</p> <p>Summative: Increase STAAR results, attendance rates, Decrease Discipline referrals, Increased Parent participation.</p>				
<p align="center">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							





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




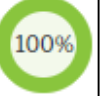


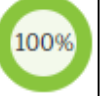




Performance Objective 1: 90% of Ortiz Elementary migrant students will participate in the supplemental instructional activities and support services as required by the Title I, Part C Migrant Education Program (MEP)

Evaluation Data Source(s) 1: Completed PFS Monitoring Tool, Completed request for Supplemental support form with student's NGS Number and Parent's Student's Signature, CPALLS, TPRI, Tejas Lee, Aprenda, SAT 10, Post Assessments, Report Cards, Participant surveys, Teacher surveys, End of summer school program documentation, Completed NGS Student Transfer Document, DMC and MSC Documentation

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) Ortiz PFS migrant students will receive supplemental support services before other migrant students to ensure that the requirements delineated by NCLB Section 1304(d) are addressed. Timeline: September 2017-May 2018 Population: MI</p>	10	Campus Administrators	NGS Campus Reports				
Funding Sources: No Funds Required - \$0.00							
<p>Critical Success Factors CSF 1</p> <p>2) Ortiz Migrant students will receive grade appropriate school supplies and clothing on an as needed basis in order to provide them with necessary tools to complete their classroom and homework assignments; thus facilitating them the same opportunity to meeting the academic challenges of all students. Timeline: October 2017-June 2018 Population: MI CNA Pg #10</p>	1	Campus Administrators	NGS Campus Reports				

<p>Critical Success Factors CSF 1</p> <p>3) In order to secure data needed to accommodate placement into appropriate supplemental instructional opportunities for Pre-K, Kinder, 1st, and 2nd grade migrant students pre-test and post-test results will be used by teachers and administrators to determine the migrant students performing below grade level. Timeline: September 2017- June 2018 Population: MI</p>	9	Special program Administrator Campus Principal Elementary Teachers	Pre-Assessment results campus composites				
	Funding Sources: No Funds Required - \$0.00						
<p>Critical Success Factors CSF 1</p> <p>4) The academic progress of migrant students (especially 1st grade) will be monitored to ensure successful grade level completion and ultimately secure promotion to the following grade. Small group interventions, and computerized support will be used in the reinforcement of learning for these students. After school tutorial will be provided for migrant students. Timeline: January 2018-March 2018 Population: MI CNA pg.10</p>	10	Campus Principals Campus Teachers	3 week Progress Reports 6 week grades Increase promotion rates				
	Funding Sources: No Funds Required - \$0.00						
<p>Critical Success Factors CSF 1</p> <p>5) 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 programs Timeline: June 2018-July 2018</p>	10	Campus Principals Homeroom Teachers	Eligibility Lists Attendance Sheets				
	Funding Sources: No Funds Required - \$0.00						
<p>Critical Success Factors CSF 1</p> <p>6) Migrant Students 3rd-5th STAAR results will be reviewed to secure accurate placement into the current State Assessment remediation opportunities during regular school year and summer school Timeline: August 2017-June 2018 Population: MI</p>	1	Campus Principals Counselors Core Subject Teachers	STAAR Remediation Enrollment Lists NGS STAAR Report Benchmark Results				
	Funding Sources: No Funds Required - \$0.00						



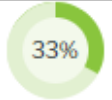
Critical Success Factors CSF 5 7) All parents of Migrant students will be given surveys in order to assess the migrant program at Ortiz Elementary and make the appropriate adjustments so that appropriate supplemental support may be made available. Timeline: April 2018 Population MI Parents	6	Assistant Principal	Student Information				
	Funding Sources: No Funds Required - \$0.00						
8) Parents of migrant PK, Kinder, 1st, and 2nd grade students will be provided with awareness sessions in order to illustrate how to academically support their children move effectively. Population: MI, parent liason, Recruiters, DMC, MSC Timeline: August 25 2017- June 30, 2018		Special Programs Administrator, Campus Principal, Teachers, Migrant Funded	Formative: Session Agendas Summative: Academic Success for all Pre-Kinder-2nd grade students EOY promotion rates				
	Funding Sources: No Funds Required - \$0.00						
9) 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: MI Timeline: September 1, 2017 - May 29, 2018		Sp. Programs Administrator Migrant Funded: Teachers Campus Clerk DMC, MSC	Timely placement into Interventions				
	Funding Sources: No Funds Required - \$0.00						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							



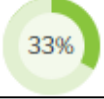
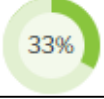

Goal 8: Our vision for technology is to have all district stakeholders involved in the teaching and learning process seamlessly integrate technology to make informed decisions and advance student achievement and technology literacy to encourage and support creative, innovative, lifelong learning.









Performance Objective 1: Our vision at Ortiz Elementary is to advance student achievement and Technology literacy for all students through integration of Technology in the learning process.

Evaluation Data Source(s) 1: End of the year Assessment, Sign-in Composites, Stanford 10/Aprenda results, STAAR/STAAR M Results, CIP Monitoring tool, TEC Minutes, 10% increase in STAAR Scores, EOY grades, PDAS

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) Students will utilize appropriate technology and software programs to improve academic achievement in the foundation curriculum. Timeline: August 2017-June 2018 Population: All students to include DYS, MI, T1, L;EP, AR</p>	2, 9	Teachers Campus Administration Administrator for State Compensatory Education	Formative: lesson plans, classroom observations, student progress reports, benchmark scores, usage reports Summative: STAAR				
				Funding Sources: 162 State Compensatory - \$4,628.00			
<p>Critical Success Factors CSF 1</p> <p>2) Students will use research skills and electronic communication with appropriate supervision, to create new knowledge. Students will participate in technology application activities. Timeline: August 2017-June 2018 Population: All students to include AR, SE, DYS, GT, LEP, MI, T1</p>		All Teachers	End of the year assessments				
				Funding Sources: No Funds Required - \$0.00			
<p>Critical Success Factors CSF 7</p> <p>3) All certified staff will be encouraged to attend technology conferences or trainings to promote ideas for classroom technology use and integration. Timeline: August 2017-June 2018 Population: All Staff</p>	4	All Certified Staff Campus TST Intel Master Teacher	Sign-In sheets				
				Funding Sources: No Funds Required - \$0.00			

<p align="center">Critical Success Factors CSF 1</p> <p>4) All students will participate in classroom activities that incorporate Technology into the curriculum Timeline: August 2017-June 2018 Population: All students to include GT, DYS, LEP, SE, AR, T1, MI</p>	2	All Teachers in Pre-K-5th grade	10% increase in Benchmark results Progress Reports Sign-in sheets				
Funding Sources: No Funds Required - \$0.00							
<p align="center">Critical Success Factors CSF 1</p> <p>5) Teachers will complete an annual School Technology and Readiness (STAR) Chart. Timeline: December 2017 Population: All staff</p>	3	Campus TST IT Dept.	10% increase in Benchmark results Progress Reports Sign-in sheets				
Funding Sources: No Funds Required - \$0.00							
<p align="center">Critical Success Factors CSF 1</p> <p>6) Individual Student Achievement Improvement Plan and/or campus Technology committees will be responsible for determining the goals, software, and technology needs. Timeline: August 2017-June 2018 Population: All students to include GT, DYS, MI, LEP, SE, AR, T1</p>		SBDM Campus Technology Committee	CIP Monitoring Tool TEC Minutes				
Funding Sources: 244 Perkins Grant (Fed. CTE) - \$0.00							
<p align="center">Critical Success Factors CSF 1</p> <p>7) Students and teacher will have access to Internet based reference materials for supporting the classroom curriculum. Timeline: Daily; August 2017-June 2018 Population: All students to include GT, DYS, LEP, MI, T1, AR, SE</p>	2	All Teachers Campus TST Intel Master Teacher	10% increase in Benchmarks Progress Reports weekly check of Lesson Plans				
Funding Sources: No Funds Required - \$0.00							
<p align="center">Critical Success Factors CSF 7</p> <p>8) Teachers will be provided with support of Technology training in the areas of power point, smart board, Office 360 and web links that will assist, create, and develop an ambiance for interactive learning and participation for students Timeline: August 2017-June 2018 Population: All students to include BIL, LEP, GT, DYS, MI, T1,</p>	4	TST Dean Of Instruction	Agendas Sign-in sheets Staff Development Forms				
Funding Sources: No Funds Required - \$0.00							

<p>Critical Success Factors CSF 1</p> <p>9) All 2nd, 3rd, 4th, 5th students will use power point to present research projects utilizing a variety of topics as assigned by teachers. Teachers will evaluate projects through the use of rubrics. Timeline: January 2017-June 2018 Population: All 3rd-4th, 5th grade students to include T1, MI, LEP, AR, SE, DYS, GT,</p>		<p>All Teachers Campus TST Intel Master Teacher</p>	<p>10% increase of Benchmark results Progress Reports</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>							
<p>Critical Success Factors CSF 1</p> <p>10) Students will work at computer stations on programs that will increase their reading, math, science skills to help increase their level of academic performance, plus increase their ability to produce computer generated projects. Timeline: August 2017-June 2018 Population: All students to include GT, DYS, MI, AR, SE, LEP, T1</p>	2	<p>Principal Dean Of Instruction Assistant Principal Teachers Support Staff</p>	<p>5% Increase in benchmarks Student progress reports</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>							
<p>Critical Success Factors CSF 5</p> <p>11) TST will provide instruction to students and teachers, as needed, on computer programs and software in order to increase the integration of technology in classroom instruction. Timeline: August 2017-June 2018 Population: All teachers</p>	2	<p>Principal Dean of Instruction Classroom Teachers Librarian Support Staff</p>	<p>Walk-throughs Teacher Surveys</p>				
<p>12) Students will utilize computers, tablets and ipad technology to improve academic achievement in the foundation curriculum. Timeline: August 2017-June 2018 Population: All students to include DYS, MI, T1, L;EP, AR</p>		<p>Teachers Campus Administration Administrator for State Compensatory Education</p>	<p>Formative: lesson plans, classroom observations, student progress reports, benchmark scores, usage reports Summative: STAAR</p>				
<p>Funding Sources: 162 State Compensatory - \$16,087.00</p>							
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

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

Performance Objective 1: All Ortiz Elem facilities will implement energy savings plans; maintain and upgrade current facilities to provide a healthy and positive learning environment by scheduling renovation/upgrade/improvement of at least 20% of instructional facilities annually over the next 5 years.

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

Summative Evaluation 1:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) 1) Ortiz Elem will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan. Population: All department and campus facilities Timeline: December 2017- June 2018		Principal Assistant Principal	formative assessment - draft plan summative - implemented plan will be out in place by the end of the year	➔	➔		

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

Performance Objective 1: Ortiz Elem will 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 for district, internal and external audit reports and FIRST ratings.

Summative Evaluation 1:






Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Ortiz Elem will support programs and campuses in the effect effective and efficient use of 100% of available budgeted funds based on the needs assessments. Timeline: December 2017- June 2018		Principal Dean of Instruction SBDM Committee	Funding reports will indicate all funds were expended based on prioritized needs. Formative: monthly expenditure reports compared CIP Summative: end of year expenditure reports	➔	➔		
							

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

Performance Objective 2: Ortiz Elem will ensure that teacher satisfaction and job performance is high.

Evaluation Data Source(s) 2: Teacher CNA results will be evaluated.

Summative Evaluation 2:






Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Ortiz Elem will support teachers by implementing teacher appreciation week activities and providing tangible intangible rewards for performance. Timeline: December 2017- June 2018		Administration Counselor	Teacher CNA results that indicate overall job satisfaction.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

Performance Objective 1: Ortiz Elem 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 with Public Information Office, enrollment data

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Ortiz Elem will promote the history and origins along with current accomplishments of the campus weekly through the website and media venues. Timeline: December 2017- June 2018		campus IT Administration	Campus accomplishments will be displayed in platforms throughout the school year. Formative: weekly accomplishments will be submitted to district media personal Summative: listing of all accomplishments for the school year				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

System Safeguard Strategies

Goal	Objective	Strategy	Description
2	1	8	Third through fifth grade students will study music skills such as rhythm reading, music symbol identification and reading notes from the music staff Timeline: August 2017-June 2018 Population: 3rd-5th grade students
5	1	2	Provide professional development based on level of expertise and need in the following areas: (a)bullying (b) Violence/conflict resolution (c) Recent drug use trends (d) Resiliency/Development Assets (e) Dating Violence (f) Signs of Child Abuse (g) Response to Intervention (h) Review 360 to allow staff to recognize and address the issue as a preventive measure. Timeline: August 2017-June 2018 Population: Administration, Campus Staff

State Compensatory

Budget for Ortiz Elementary :

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
162-11-6118-00-139-Y-24-SSI-Y	6118 Extra Duty Stipend - Locally Defined	\$5,185.00
162-11-6118-00-139-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	\$10,457.00
162-11-6118-00-139-Y-30-ASP-Y	6118 Extra Duty Stipend - Locally Defined	\$23,938.00
162-11-6119-00-139-Y-34-PKK-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$72,054.00
162-13-6119-31-139-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$64,126.00
162-31-6119-00-139-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$45,124.00
6100 Subtotal:		\$220,884.00
6300 Supplies and Services		
162-11-6396-00-139-Y-30-000-Y	6396 Supplies and Materials - Locally Defined	\$2,062.00
162-11-6395-62-139-Y30-TEC-Y	6398 Computer Supplies/Software - Locally Defined	\$935.00
162-11-6398-62-139-Y-30-000-Y	6398 Computer Supplies/Software - Locally Defined	\$1,637.00
162-11-6649-62-139-Y30-TEC-Y	6398 Computer Supplies/Software - Locally Defined	\$13,515.00
162-11-6399-00-139-Y-30-000-Y	6399 General Supplies	\$3,415.00
6300 Subtotal:		\$21,564.00
6400 Other Operating Costs		
162-13-6497-00-139-Y-30-000-Y	6497 Fees - Locally Defined	\$150.00
6400 Subtotal:		\$150.00
6600 Capital Outlay Accounts		
162-11-6349-62-139-Y-30-000-Y	6649 Capital Assets - Locally Defined	\$4,628.00

6600 Subtotal:	\$4,628.00
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Personnel for Ortiz Elementary :

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cynthia Cisneros	Dyslexia Teacher	State Compensatroy	1.000
Elena Fischer	Counselor	State Compensatroy	0.500
Gerardo Rodriguez	PreKinder Teacher	State Compensatory	0.500
Jessica Todd	Dean of Instruction	State Compensatory	1.000
Mayra Rodriguez	PreKinder Teacher	State Compensatory	0.500
Nadia Banda	Pre-Kinder Teacher	State Compensatory	0.500

Title I

Schoolwide Program Plan

Ortiz Elementary Schoolwide Program Plan

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

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

The campus will also continue to provide the state mandated State Compensatory Education Program through campus as well as District funded initiatives. Ortiz Elementary will hold after school tutorials for 3rd-5th grades two days out of the week to focus on reading, math, writing, and science. The state funded dean of instruction will attend training on current state and district research based strategies in order to train teachers and monitor implementation of these strategies to ensure at-risk students are attaining academic achievement. Additionally, students will be provided computer-based instruction to supplement the instructional program.

Special Education funding provides supplemental services to eligible students as per Individuals with Disabilities 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. Ortiz Elementary services special education students through the Least Restrictive Environment with programs such as Content Mastery Lab, Resource and/or Inclusion.

The 21st Century Community Learning Centers (CCLC) serves as a supplementary program that can enhance state or local reform efforts to improve student academic achievement and support overall student development. It assists students during outside school hours or when school is not in session. CCLC funds are to be used to provide opportunities for academic assistance, enrichment, college, and workforce readiness and family and parental support services. Program objective is to increase and improve student's academic performance, attendance, behavior, promotion rates, and graduation rates.

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 strength and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and Federal budget allocations. Based on the CNA, the committee decided to concentrate on improving the passing rate of all students and student groups including Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on state assessments. The goal is to have 90 percent of all students and all student groups passing all parts of the state mandated assessment for the 2014-2015 school year, and to increase the advanced performance level in all content areas.

2: Schoolwide Reform Strategies

To accomplish the objectives in the CNA, the staff will use the budgeted funds to implement school-wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of academic performance, use effective methods and instructional strategies that are established on scientifically based research that (1) strengthen the core academic program; (2) increase the amount and quality of learning time, including the funding of an after-school tutorial/summer school/ enrichment program, for students who are At-Risk and in need of continuity in their instructional program to be successful in the succeeding school year; (3) include strategies for meeting the educational needs of historically underserved populations; (4) 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. (CIP Activity 1.11)

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. (CIP Activity 1.28) In emergency situations, the school will consider teachers who have alternative certification. In addition to appropriate certification, teachers will be sought who are experienced and have been in successful previous assignments.

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

The school will provide access to high-quality ongoing professional development throughout the school year for all staff including teachers, principals, and paraprofessionals. Professional development activities will be geared to individual teachers' specialities, along with any other identified needs as determined

through the staff, students, and parent needs, assessment surveys, administration classroom observations and evaluations, and/or district identified needs. Professional development will be conducted both at the school and the education service center as well as district conferences and workshops which will be intensive and sustained. Professional development will focus on ESL strategies, scientifically based interventions, 360 Review, implementation of the RTI, vocabulary development and STAAR Standards. (CIP Activity 1.24)

5: Strategies to attract highly qualified teachers

Strategies to attract high-quality teachers to high needs schools will include our school's participation in the District's sponsored annual Teacher Fair, selection of teachers from the District's and Region I's efforts to recruit teachers from out of valley and state, recruiting teachers from Teach for America Programs, paying stipends for attainment of a Master's Degree, and paying stipends for lead teachers, bilingual and technology teachers. (CIP Activity 1.29)

6: Strategies to increase parental involvement

Title I, Part A Funds will be used to partially finance strategies to increase parental involvement at that 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 their rigors of parenting. Each class will have a room parent to assist in calling parent, plan events, and assist teacher. Parents will be encouraged and reminded to attend PTA meetings and other school events. (CIP Activity 11.7)

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

An orientation for pre-school children from Head Start to assist with the transition to Ortiz Elementary will be held annually in the Spring and for 5th grade students and their parents to assist with the transition into Middle School. (CIP Activity 11.19, 1.6)

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 six week assessments, to implement new instructional strategies, modify existing strategies and/or discontinue existing strategies to better address student needs as determined by use of these instruments. (CIP 1.25)

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

Students experiencing difficulty in mastering the TEKS will be provided effective, timely, additional assistance. All teachers will closely monitor all students' performance based on daily exercises and periodic tests. Students not mastering the objectives will be provided additional assistance in the after school tutorial program and/or enrichment courses based on his/her individual needs. Teachers will also identify students needing one to one assistance. A staff member will be recruited to work with children on specific areas of weakness. Students will also be required to attend the computer lab to work on specific skills. (CIP Activity 1.1)

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 Activities are also paid for from Title I, parts A and C, Local Funds. Title I funds along with local funds are used to purchase supplemental instructional materials, media, and library resources used to improve and enhance the overall instructional program (CIP Activity 1.12)

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. Teachers and support staff will receive training in ESL methodology and strategies to increase the English Language Proficiency standards for the English Language Learners. Teachers will also receive a refresher on the ELPS and TELPAS. Supplemental software will be purchased with Bilingual funds in order to enhance bilingual students' learning (CIP Activity 1.25)

Special Education funding provides supplemental services to eligible students as per Individuals with Disabilities 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. Ortiz Elementary services special education students through the Least Restrictive Environment with programs such as Content Mastery Lab, Resource and/or Inclusion.

The 21st Century Community Learning Centers (CCLC) serves as a supplementary program that can enhance state or local reform efforts to improve student academic achievement and support overall student development. It assists students during outside school hours or when school is not in session. CCLC funds are to be used to provide opportunities for academic assistance, enrichment, college, and workforce readiness and family and parental support services. Program objective is to increase and improve student's academic performance, attendance, behavior, promotion rates, and graduation rates.

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. Migrant students will have the opportunity to participate in before, during, and after school tutorials. In addition, tutorials are provided and available to only migrant and PFS students throughout the regular school year on Mondays. A Migrant Professional Development activities are also paid for from Title I, Parts A and C, and Local Funds. Title I funds along with Local Funds are used to purchase supplemental instructional materials, media, and library resources used to improve and enhance the overall instructional program (CIP Activity 1.12)

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Clara Sanchez	Nurse	Esea Title I	.4
David Garcia	Parent Liason	ESEA Title I	1.000
David Reyes	Kinder Aide	ESEA Title I	1.000
Emma Martinez	Pre-Kinder Aide	Esea Title I	1.000
Guadalupe Gonzalez	Library Aide	ESEA Title I	1.000
Mary Ortiz	Kinder Aide	Esea Title I	1.000
Patricia Hernandez	PreKinderAide	Esea Title I	1.000

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Patricia Garza	Principal
meeting facilitator	Jessica Todd	Dean of Instruction
Classroom Teacher	Nadia Banda	PK teacher
Classroom Teacher	Judith Al-Haddad	3rd grade teacher
Classroom Teacher	Irma De leon	5th grade teacher
Classroom Teacher	Mayra Rodriguez	kinder teacher
Classroom Teacher	Connie Chavez	1st grade teacher
Classroom Teacher	Yvonne Weaver	2nd grade teacher
Classroom Teacher	Maria Cavazos	4th grade teacher
District-level Professional	Berta Pena	Assistant Superintendent
Parent	Patricia Valenzuela	Parent
Business Representative	Rusty Brechot	Business Representative
Non-classroom Professional	Patricia Rodriguez	Assistant Principal
Non-classroom Professional	Sonia Padilla	counselor
Non-classroom Professional	Nita Luna	librarian

Campus Funding Summary

162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Extended Day Enrichment	162-11-6118-00-139-Y-30-ASP-Y	\$10,457.00
1	1	11	Copy Paper	162-11-6396-00-139-Y-30-000-Y	\$2,062.00
1	1	11	General Supplies	162-11-6399-00-139-Y-30-000-Y	\$3,415.00
3	1	1	Tutorials	162-11-6118-00-139-Y-30-000-Y	\$23,938.00
3	1	1	SSI Tutorials	162-11-6118-00-139-Y-24-SSI-Y	\$5,185.00
3	1	9	Pre-k salary	162-13-6119-31-139-y-30-000	\$64,126.00
3	1	12	Dean Salary	162-11*6119-00-139-Y-34-PKK	\$72,054.00
3	1	13	Dyslexia teacher	162-1-6119-00-139-Y-30-054	\$45,124.00
8	1	1	Study Island Software/Edusmart	162-11-6249-00-139-Y30-000-Y	\$3,500.00
8	1	1	Living with Science Software	162-11-6249-00-139-Y-30-LWS-Y	\$500.00
8	1	1	additionsl computer software	162-11-6649-62-139-y-30-000	\$628.00
8	1	12	technology - ipads, computers, tablets	162-11-6398-62-139-y-30-000	\$1,637.00
8	1	12	technology computers	162-11-6649-62-139-Y30-TEC-Y	\$13,515.00
8	1	12	technology software	162-11-6395-62-139-Y30-TEC-Y	\$935.00
Sub-Total					\$247,076.00
Budgeted Fund Source Amount					\$247,076.00
+/- Difference					\$0
163 State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	11	Paper	163-11-6396-00-139-Y25-000-Y	\$500.00
1	1	11	Supplies	163-11-6399-00-139-Y25-000-Y	\$1,675.00
1	2	3	LPAC Substitutes	163-13-6112-00-139-Y25-000-Y	\$1,500.00
Sub-Total					\$3,675.00
Budgeted Fund Source Amount					\$3,675.00

					+/- Difference	\$0
166 State Special Ed.						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	1	7	SPED Supplies (Castillo)	166-11-6399/OP3	\$198.00	
1	1	7	SPED Supplies (Toner)	166-11-6399	\$975.00	
1	1	7	SPED Supplies (Garcia/Valdez)	166-11-6399	\$160.00	
1	1	7	SPED Supplies	166-11-6399	\$500.00	
1	1	7	Electronic Devices	166-11-6398/OP2	\$345.00	
1	1	7	Professional services	166-31-6219	\$1,000.00	
1	1	7	SPED SUPPLIES		\$232.00	
4	2	5	Awards Garcia/Valdez	166-11-6498	\$244.00	
4	2	5	Awards Castillo	166-11-6498	\$156.00	
4	2	5	Awards Losoya/Salinas	166-11-6498	\$350.00	
					Sub-Total	\$4,160.00
					Budgeted Fund Source Amount	\$4,160.00
					+/- Difference	\$0
211 Title I-A						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	1	1	Extended Day Enrichment?		\$0.00	
1	1	11	Supplies	211-11-6399-00-139-Y-30-OF2-Y	\$2,053.00	
1	1	11	Duplicating Paper	211-11-6396-00-139-Y30-OF2-Y	\$1,900.00	
1	1	11	Student Workbooks	211-11-6399-00-139-Y30-OF2-Y	\$4,000.00	
1	1	11	Media Services	211-11-6498-00-139-Y-30-OF2-Y	\$300.00	
3	1	1	Tutorials	211-11-6118-00-139-Y-30-OF2-Y	\$4,145.00	
3	1	10	Assessment Data,Federal Funds	211-61-6411-00-139-Y-30-OF2-Y	\$1,000.00	
3	1	12	Substitutes to cover classrooms during trainings	211-13-6112-00-139-Y-30-AYP-Y	\$1,000.00	
					Sub-Total	\$14,398.00
					Budgeted Fund Source Amount	\$14,398.00

					+/- Difference	\$0
263 Title III-A Bilingual						
Goal	Objective	Strategy	Resources Needed	Account Code		Amount
1	1	11	Supplies	263-11-6399-00-139-Y-25-000-Y		\$5,376.00
					Sub-Total	\$5,376.00
					Budgeted Fund Source Amount	\$5,376.00
					+/- Difference	\$0
					Grand Total	\$274,685.00