

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



Mission Statement

Perez Elementary is committed to provide a nurturing environment to develop self-assured, independently driven, critical thinkers who contribute to society. Students will develop the necessary tools to be life-long learners in order to achieve their maximum potential in all aspects of life.

We believe that:

- **Every student has a love of learning**
- **Every student needs 21st century skills**
- **Every student needs rigorous and varied opportunities for success**
- **Every student needs support to achieve his/her own maximum potential and can be successful in achieving their goals regardless of their academic needs.**
- **All students have value and worth and should be respected and given equal opportunities.**
- **All students have potential to excel in every goal they set for themselves.**

Vision

The faculty and staff at Felipe R. Perez Elementary will produce students who will excel in all areas of development including academic, socio-cultural and emotional growth. Perez Elementary will value all students equally and accommodate teaching to all learning styles. Students will be provided an inviting atmosphere by a unified learning community dedicated to producing critical thinkers and life-long learners.

Perez Elementary School Campus Narrative

Perez Elementary School is located in Brownsville, Texas. Perez Elementary School is one of thirty-eight 38 elementary schools in Brownsville ISD. The campus was constructed in 1974 with 16 classrooms added in the ensuing years. The main campus was originally comprised of 35 classrooms, a cafeteria, and school library. A new building was completed at the beginning of the 2009-2010 school year; the building is comprised of 6 classrooms 1 multipurpose

room, a new library, and restroom/storage facilities.

The student population at Perez Elementary School is approximately 476 *as of June 2017 campus enrollment report* and serves students in grades PPCD, Life Skills, Pre Kinder through 5th grade. According to the School's 2015-2016 TAPR Report, 99.1% of the student population is Hispanic and 94.9% are identified as economically disadvantaged, 52.9% are classified as English Language Learners, 52.2% are enrolled in the district's Bilingual Education Program, 77.4% are at-risk, 7.2% are gifted and talented, and 14.7% are special education students. The 2016 – 2017 TAPR Report is pending from the Texas Education Agency. 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 Perez Elementary School are recipients of a well-balanced curriculum. Courses are offered in every subject area and in visual arts, music, physical education, technology, GT pull-out and a hands-on science lab. The instructional programs include academic core subjects at various levels, such as the Gifted and Talented, and differentiated/scaffold instruction to meet the diverse needs of the student population. All students are required to meet the passing standard of the four assessments which comprise the State of Texas Assessments of Academic Readiness (STAAR).

According to the School's 2015– 2016 TAPR Report, the current staff at Perez Elementary School is comprised of 63.8 staff members, of which, 40.4 are teachers, 3 campus administrators, 5.6 professional support personnel, and 14.8 instructional aides. The ethnicity of the Perez Elementary School staff is 97.6% Hispanic and 2.4% White. The teaching staff is also 92.2% female and 3.1% males.

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

1. Campus for Response To Intervention – RTI Process
2. In-House Tutorial during the school day by the classroom teachers during the teachers rotation period
3. After-School Title 3 and State Compensatory Education Tutorial Programs for K – 5th grade students who are at-risk.

Perez Elementary School promotes numerous student clubs and organizations. Students are encouraged to participate in extracurricular activities such as Drill Team, art contests, UIL, Brainsville, Science Fair, Choir, Chess, Destination Imagination, Basketball and Volleyball.

School Namesake: Felipe R. Perez

School Colors: Royal Blue and Gold

School Mascot: Black Panther

School Motto: *No Excuses Just Do It and Failure is not an Option*

Annual Campus Goals

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

- Maintaining a Met Standard Accountability Rating by maintaining 93% and above in Reading, Math Science and Writing.
- Staff members will commit to the College and Career Readiness Standards for students to attend a college or university.
- Vertical & Horizontal Alignment Planning sessions to increase rigor of instruction in preparation for STAAR
- Support and Maintain highly qualified certified/classified staff supported through the various school district's allotted funding sources such as the Local Maintenance Budget, Bilingual Education Budget, Title 1, and State Compensatory Education Budget.

Table of Contents

Comprehensive Needs Assessment	7
Demographics	7
Student Achievement	9
School Culture and Climate	11
Staff Quality, Recruitment, and Retention	13
Curriculum, Instruction, and Assessment	14
Family and Community Involvement	16
School Context and Organization	18
Technology	19
Comprehensive Needs Assessment Data Documentation	20
Goals	22
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	22
Goal 2: The students in the public education system will demonstrate exemplary performance in the TEKS based fine arts programs, co-curricular, athletic programs, and extra-curricular activities.	41
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.	43
Goal 4: By increasing attendance, the students will be encouraged and challenged to meet their full educational potential.	47
Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning.	52
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.	66
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.	72
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.	78
Goal 9: DRAFT: 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	85
Goal 10: DRAFT: 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]	86

Goal 11: DRAFT: 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]	88
System Safeguard Strategies	89
State Compensatory	90
Budget for Perez Elementary:	90
Personnel for Perez Elementary:	91
Title I	92
Schoolwide Program Plan	92
Ten Schoolwide Components	92
Title I Personnel	97
2017-18 Site Based Decision Making Team	98
Campus Funding Summary	99

Comprehensive Needs Assessment

Demographics

Demographics Summary

1. The attendance rate was 94.9% for all students and 95% for at risk students. Increased six weeks attendance rates in Pre-K-2nd grades. What: Attendance How: Student incentives, perfect attendance recognition certificates Activities: Goal 4, Obj. 1, Strategy # 1
2. Provide Professional Development. What: ELL support in the content area of Reading. How: Target vocabulary through core content areas, comply with ESL program support instruction, and address the ELP's Listening, Speaking, Reading and Writing through TLI Best Practices. Activities: Goal 1, Obj. 1, Strategy # 1 and 2
3. Provide instructional support for Bilingual, Migrant, & At-Risk Students. What: Assist subpopulation of students with instructional materials, strategies and data analysis reports to provide TIER II instructional support. How: Provide funding from various Federal, State, Bilingual, Local, and Grant Departments. Professional Support from campus TLI. Activities: Goal 1, Obj. 1, Strategies 2 and 3, Goal 7, Obj. 1, Strategy 1
4. Ongoing Professional Development. What: Professional development for campus staff and administration. How: Funding allocation for registration fees, travel, meals, and materials for participants. Activities: Goal 1, Obj. 1, Strategy 1, Goal 3, Obj. 1, Strategies 7-15.
5. Provide funding for the various student demographics in the regular classroom and support programs on campus. What: Supplies, various technology needs, up-grade classroom equipment, productivity materials, and hygiene supplies. How: Funding from various Federal, State, Bilingual, Local, and Grant departments for the purpose implementing instructional needs to various student subpopulations. Activities: Goal 3, Obj. 1, Strategy 8, Goal 7, Obj. 1, Strategies 2 and 3, Goal 8, Obj. 1, Strategy 1

Demographics Strengths

*Eduphoria preliminary scores Spring 2017

* Subpopulation STAAR reports

* After school Tutorials from various department funds for the various targeted subgroup population(s).

* Analyze various demographic subpopulations reports, and student performance reports from the various State Assessment, and District Reports.

* Faculty/Staff meetings to address various information from the Federal, State, Local, and District updates, guidelines, policies & procedures.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Attendance is at 94.9% which is below the state requirement of 97%. **Root Cause:** The outdoor campus doesn't help change the culture of not sending children to school during inclement weather.

Student Achievement

Student Achievement Summary

1. Data driven instruction in ALL grades. What: Instructional delivery How: Provide professional development in the Core Content areas, data analysis to address instructional needs, gaps, and provide TIER instruction. Activities: Goal 1, Obj. 1, Strategy 1
2. Implementation of interventions (RTI) for students below grade-level achievement. What: Provide Response to Interventions for student How: Provide differentiated instruction based on various assessment instruments used by the district to progress monitor and assess the students that are in need of various intervention support through TIER II & III; and or through after school tutorials. Activities: Goal 1, Obj. 1, Strategy 7, Goal 5, Obj. 1, Strategy 10
3. The retention rate was 4% for all students and 3% for at-risk students. Tutorials. What: Initiate after school tutorials the first school semester, once a week. How: After school funding sources, computer lab for online programs in reading and math. Purchase specific instructional materials for the after-school tutorial to support student academic and instructional needs of the students and teachers. Activities: Goal 1, Obj. 1, Strategy 3, Goal 3, Obj. 1, Strategy 5
4. Professional development. What: All campus personnel (certified and classified) will have continuous professional development. How: Provide funding sources, professional development documentation, ERO out of district credit for attending session(s), registration fees, and substitutes for classroom teachers. Activities: Goal 1, Obj. 1, Strategies 1 and 2, Goal 5, Obj. 1, Strategy 9, Goal 8, Obj. 2, Strategy 2
5. Purchase of instructional materials. What: Student instructional resources. How: Generate purchase orders based on campus activity needs. Purchase specific instructional materials for the after-school tutorial to support student academic and instructional needs of the students and teachers. Activities: Goal 1, Obj. 1, Strategies 1, 7, 8 and 14, Obj. 2, Strategies 1, 2, 4-6, Goal 2, Obj. 1, Strategy 1, Goal 3, Obj. 1, Strategies 4 and 5, Goal 4, Obj. 2, Strategies 1 and 4, Goal 5, Obj. 1, Strategies 2 and 8, Goal 8, Obj. 1, Strategy 4, Goal 8, Obj. 2, Strategy 3

STAAR Summary All 3rd-5th Grade:

Reading: 3rd Grade (84%), 4th Grade (75%), 5th Grade (83%)

Writing: 4th Grade (84%)

Math: 3rd Grade (88%), 4th Grade (84%), 5th Grade (93%)

Science: 5th Grade (88%)

The trends identified when student performance scores were compared over a period of 3 years demonstrate that students have shown an increase in all areas tested for 2017.

Performance variation between all student groups:

Reading: At-Risk (-), ELL (-), Special Education (-), Gifted and Talented (-)

Math: At-Risk (-), ELL (-), Special Education (-), Gifted and Talented (-)

Writing: At-Risk (-), ELL (-), Special Education (-), Gifted and Talented (-)

Science: At-Risk (-), ELL (-), Special Education (-), Gifted and Talented (-)

The trends identified when all students performance was compared with all student groups indicate that there are some performance gaps between all students and special education students and ELL students. At-Risk students, as well as, special education and ELLs will continue to be supported through after school tutorials targeting the areas of need.

Student Achievement Strengths

***STAAR scores for 3rd-5th grades 81% Reading, 88% Math, 84% Writing, and 88% Science**

***TELPAS & AMAOS data**

***Early students intervention procedures**

***Migrant reports for subpopulation of student needs such as: Migrants**

***Implementation of After School Tutorials**

***Dean of Instruction will provide continuous data analysis reports for increased student achievement and targeted classroom instruction**

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: ELLS, Special Ed, and At-Risk across all grade levels have a lower passing rate on STAAR assessments. **Root Cause:** These populations need more intensive tutorials, resources and strategies to help them be successful.

School Culture and Climate

School Culture and Climate Summary

1. Increased support in discipline procedures for behavior students and parental accountability. What: Behavior and parental support for disruptive students. How: Parental sessions, monitoring of student patterns, through various BISD departments in coordination with the counselor, the Parent Liaison and Campus administration. Activities: Goal 5, Obj. 1, Strategy 14
2. Parental Involvement sessions will be provided by the Parent Liaison with the support of the school Counselor. What: Inform parents of security procedures, policies and updates; and various BISD documents. How: Presentation of the School Compact document, various presenters to address parenting needs, and invite parents to various extra-curricular school activities and programs. Activities: Goal 5, Obj. 1, Strategy 4, Goal 6, Obj. 1, Strategy 8
3. Provisional support for nurse and library to assist with the well being of the student's health & hygiene. What: Hygiene supplies. How: Hygiene products, supplies, services, and wellness presentations for the students will be provided by the nurse. Activities: Goal 7, Obj. 1, Strategy 3
4. Supplemental school supplies and materials for subpopulation of migrant student(s) based on need. What: Migrant student special needs How: Hygiene products to support, migrant student needs, for hygiene and school supplies. Activities: Goal 7, Obj. 1, Strategy 3
5. Maintenance and wellbeing of the campus environment, facilities, and custodial equipment and supplies. What: Campus custodial supplies and equipment; capital outlay; technology; maintenance supplies; instructional supplies; office supplies; hygiene supplies; administration supplies; facilitator professional development supplies. How: Provide the necessary items for custodial, campus, classrooms, labs, clerical, and office administration and staff to operate the facilities of the campus on a daily basis. Activities: Goal 8, Obj. 2, Strategies 1 and 6
6. School Nurse. What: Health and Hygiene services. How: Funding source for a campus nurse. Activities: Goal 1, Obj. 2, Strategy 13

School Culture and Climate Strengths

*Increase safety campus procedures for parents and visitors

*Increased parental participation in school performances

*Provide materials needed for Sub population(s) of students including migrants

*Provide hygiene supplies for Sub population(s) of students including migrants

*Parent Liaison will comply with various parents meeting as mandated by the state and federal policies

*Students are provided opportunities in various extra-curricular activities such as but not limited to: UIL, Science Fair, Community Holiday and Civic events/parades

*The school Librarian provides various year round activities to engage students in reading books, and to motivate and reward students through but not limited to: Library Café, Gift give away, Accelerated Reader, Author's Chair, catalog orders, etc.

The Librarian maintains the use of the library books through proper hygiene care.

* Students will be granted opportunities to participate in the 21st Century Program

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: All teachers need to maintain high expectations for all students. **Root Cause:** Not all teachers maintain discipline with their students.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

1. Provide funding, mentoring and ongoing professional development to campus staff. What: Funding/Curricular Support for teachers How: Professional development will be provided to the campus staff on the various curricular needs, state requirements, updates in the core content areas, and maintenance session to improve classroom instruction and student achievement for the various demographic needs of the campus. Activities: Goal 1, Obj. 1, Strategies 1 and 2, Goal 5, Obj. 1, Strategy 9, Goal 8, Obj. 2, Strategy 2
2. Assist with resources such as but not limited to: instructional/consumable resources, supplemental materials, manipulatives, catalog orders, for delivery of curriculum and instruction for classroom staff, special ed. Staff, special programs staff, and support staff. What: Instructional/Consumable supplies and various instructional materials. How: Funds will be distributed to certified personnel for their specific instructional needs. Activities: Goal 1, Obj. 1, Strategies 1, 7, 8 and 14, Obj. 2, Strategies 1, 2, 4-6, Goal 2, Obj. 1, Strategy 1, Goal 3, Obj. 1, Strategies 4 and 5, Goal 4, Obj. 2, Strategies 1 and 4, Goal 5, Obj. 1, Strategies 2 and 8, Goal 8, Obj. 1, Strategy 4

Staff Quality, Recruitment, and Retention Strengths

- *Teacher selection process is highly qualified Applicant's clearance to interview. An applicant's Vita and professional portfolio, board approved and report to duty letter.
- *Teachers are motivated to improve in their delivery of instruction based on test data.
- *Teachers address walkthrough needs
- *Continuous funding for qualified staff is provided by various district departments for Pre Kinder, Dyslexia, Nurse, Dean of Instruction, Parent Liaison, and Paraprofessionals. Other additional certified and classified positions are also funded through various federal, state, and district departments.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teachers need to all be performing at their maximum potential. **Root Cause:** Some teachers don't feel the pressure as those of the STAAR testing areas.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

1. After- School Tutorials. What: Students who are at risk in the various student subpopulations will be provided opportunities to attend afterschool tutorials. How: Students in need of remediation will participate in after school tutorials to provide differentiated instruction in the core content areas. Activities: Goal 1, Obj. 1, Strategy 3, Goal 3, Obj. 1, Strategy 5
2. Instructional materials for teachers and various support and special education staff. What: Instructional materials How: Classroom Instructional funding sources. Activities: Goal 1, Obj. 1, Strategies 1, 7, 8 and 14, Obj. 2, Strategies 1, 2, 4-6, Goal 2, Obj. 1, Strategy 1, Goal 3, Obj. 1, Strategies 4 and 5, Goal 4, Obj. 2, Strategies 1 and 4, Goal 5, Obj. 1, Strategies 2 and 8, Goal 8, Obj. 1, Strategy 4

Curriculum, Instruction, and Assessment Strengths

- *Varied Instructional Resources
- *Continuous walkthroughs in all classrooms
- *PreK-5th grade 90 and above performance student achievement
- *Increased level of commended performance on State assessments.
- *Effective discipline and instructional strategies.
- *On-going Professional Development to address the needs of all subpopulations of students in the various content areas.
- *The Dean of Instruction attends various professional development in the core content areas; and provides turn around trainings to the staff with: printed student data analysis reports, writing resources, math materials, science materials, reading/social studies materials; and sub population student needs.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: ELLS, Special Ed, and At-Risk across all grade levels have a lower passing rate on STAAR assessments. **Root Cause:** The need for instructional materials, and more professional development.

Problem Statement 2: Less than half of the At-risk students are staying for tutorial/extended day. **Root Cause:** Parents are not understanding the need for and effectiveness of these tutorials.

Family and Community Involvement

Family and Community Involvement Summary

1. Increases support services for parents through weekly presentations. What: Communication services will be provided to parents for various community support organizations. How: The school counselor, Parent Liaison, various department presenters, businesses, organizations, staff members and various department presenters will provide awareness sessions on various topics. Activities: Goal 6, Obj. 1 Strategies 1 and 12
2. Parental information from various district departments, district policies, and campus procedures. What: Communication services will be provided to the parents in various district, policies and procedures. How: Parents will receive notices, letters and messages via school messenger informing them of the various topic presentations. Activities: Goal 6, Obj. 1 Strategy 10
3. Parent Liaison presentations. What: Materials, equipment and supplies for parent presentations How: Provide funding resources for the Parent Liaison Activities: Goal 6, Obj. 1 Strategy 1
4. Combined presentations with the Parent Liaison and the School Counselor: What: Awareness of various district required presentations to parents through the Counseling Department. How: The Parent Liaison and the School Counselor will coordinate and schedule presentations on various topics. Activities: Goal 6, Obj. 1 Strategy 12

Family and Community Involvement Strengths

Meetings that address parenting skills

Parent Liaison various sessions on topics of interests. Parents are provided with resources such as but not limited to: refreshments, snacks, supplies, handouts, etc. • Parent Liaison support is available to clarify information for parents

- Decreased early student dismissal from school
- Parental awareness of school safety procedures
- Participation of students and parents in the 21st Century Program.

Problem Statements Identifying Family and Community Involvement Needs

Problem Statement 1: There needs to be an increase in parental involvement in all areas of the campus. **Root Cause:** Some parents are able to volunteer because of the requirement of a social security number for clearance.

Problem Statement 2: The parent liaison is in need of various supplies and equipment to prepare for presentations. **Root Cause:** These materials are used during parental involvement meetings.

School Context and Organization

School Context and Organization Summary

1. Data driven RTI instructional support. What: Create awareness of STAAR accountability and Depth of Knowledge Quadrants for delivery of instruction in the classroom. How: Professional Development and continuous data analysis. Activities: Goal 1, Obj. 1 Strategy 7
2. The school will place various safety procedures to ensure that the staff and students are aware how to respond to emergencies. What: School staff and students will be in need of staying current with social trends that impact the well-being and safety of the school. How: The school Administration will inform the staff, parents and students of various zero tolerance that violate the district policies and procedures, and the student code of conduct. Activities: Goal 5, Obj. 1 Strategies 13 and 20
3. Instructional Technology, operational needs of the campus, and Teachers' Lounge. What: School Maintenance Needs. How: The campus will allocate funds necessary to support the health and hygiene, the operation of the campus safety, and the office and administrative needs. Activities: Goal 8, Obj. 2, Strategies 1 and 8

School Context and Organization Strengths

- * Administration and teachers uphold students to high expectations
- * Teacher collaboration is evident throughout the year
- * Teachers differentiate instruction to the needs of students
- * Teachers are receptive to collaborating during grade-level meetings to address various curriculum, student services and campus initiatives.
- * Faculty/Staff meetings to address various information from the Federal, State, Local, and District updates, guidelines, policies & procedures.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Depth of knowledge questioning is not consistent across all grade levels. **Root Cause:** There is a lack of training and confidence when asking questions.

Technology

Technology Summary

1. Licenses for various systems, programs, bundles, wireless access points. What: Licenses How: The campus will need various funding sources. Activities: Goal 8, Obj. 1 Strategy 7
2. Increase technology trainings for campus staff to maintain current technology practices. What: Professional Development How: Professional Development through the District & Campus Activities: Goal 8, Obj. 1 Strategy 2
3. Technology needs such as but not limited to: equipment hardware, software, licenses, wireless, and capacity of servers. What: Upgrade technology hardware, software, peripheral system, servers, and wireless access. How: Maintenance of equipment, software and other technology services through allocated funds when they become available. Activities: Goal 8, Obj. 1 Strategies 4 and 7
4. Contracted Services. What: Software upgrades, web-based upgrades, wireless upgrades, etc. How: Various funding sources as they are made available. Activities: Goal 8, Obj. 1 Strategies 4 and 7
5. Funds, resources, office supplies and materials, and technology hardware and resources for curriculum, reports, and data analysis reports. What: Instructional Facilitator will require professional development funds for data analysis presentations, handouts, office productivity materials, and technology supplies. How: Generated reports for data analysis of student achievement in the classroom for targeted instruction; and materials for Curriculum updates. Activities: Goal 8, Obj. 1 Strategies 1 and 3

Technology Strengths

- * All classrooms are wireless ready
- * Software for core content areas has rigor of standards
- * Students have access to 2 computer labs

Problem Statements Identifying Technology Needs

Problem Statement 1: Not all teachers are comfortable with implementing the use of technology in their classrooms. **Root Cause:** Teachers are in need of professional development in the use of technology in their classrooms and lessons.

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

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
- Accountability Distinction Designations
- Federal Report Card 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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
- Class size averages by grade and subject

Employee Data

- Highly qualified staff data
- Campus leadership data
- PDAS and/or T-TESS

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: A minimum of 90% of students will achieve a Level 11 Recommended Performance on STAAR/EOC ELAIR, Reading, Math, Science and Social Studies Assessments. A minimum of 40% of students will achieve a Level III Advanced Performance





Evaluation Data Source(s) 1: STAAR Assessments in the areas of Reading, Math, Writing and Science





Summative Evaluation 1:





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





<p align="center">Critical Success Factors CSF 7</p> <p>1) Provide targeted staff development to highly qualified teachers who will carry out the instructional program on effectiveness of math, science & social studies strategies, the "TEXAS Literacy Grant initiative, and implement strategies in the five components of reading in order for students to read and understand literacy and informational text; in the ELPS components of : Listening, Speaking, Reading and Writing</p> <p>Instructional programs such as: LE Neuhaus & Esperanza will provide transitional support students who will demonstrate progress through the TELPAS and TPRI-TEJAS LEE assessment instruments. Teachers will be provided supplies and materials to assist with delivery of instruction.</p> <p>Population: Title I, Migrants, Bilingual Students, Dyslexia, At Risk, G/T, Sp. Ed., Eco Dis.</p> <p>Timeline: Aug. In-service Faculty meetings-Sept-2017- Nov. 2018 Grade-level mtg District Wide in-services 2nd-4th six wks Writing samples collected CNA page:7</p>	4	Principal, Teachers 35 FTEs, Dean of Instruction, Language Arts Specialist, TLI Teacher Specialist	Formative: Eduphoria-Teacher walkthroughs to observe delivery of instruction, and 2nd-4th Six wks. of student writing samples Summative: PDAS EOY passing/retention rates TELPAS annual reports				
<p>Funding Sources: 199 Local funds - \$2,300.00</p>							







<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Provide SIOP & Metacognitive strategies to support ESL instruction to bilingual students daily for 30-45 minutes to support student transition into English through the State Transitional Model supported with the Texas Literacy Initiative Students (K-5) will demonstrate proficiency in reading & writing, math, science and social studies, through the ELPS across the curriculum in order to improve their meta-cognitive skills and produce products based on their ability across all content areas to increase effective communication. The Esperanza program will assist student into progressive transition.</p> <p>All PD students will be monitored for success and receive assistance, as needed.</p> <p>Population: LEP and At-Risk</p> <p>Timeline:Sept 2016-May 2017, Walkthroughs, Grade-level mtgs Faculty mtgs.</p> <p>CNA page: 7</p>	1	Principal, Bilingual Lead Teacher, Language Arts Specialist, Literacy Teacher Leader, Teachers-35 FTE	<p>Formative: Eduphoria-Teacher walkthroughs to observe ESL/ELPS instruction. TELPAS writing samples Student writing benchmark</p> <p>Summative: Teacher-made tests, Bilingual Progress reports Bilingual Blue Card grades products</p>				
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<p align="center">Critical Success Factors CSF 1</p> <p>3) Grades K-5 (including resource students) will participate in In-House Tutorial (IHT) in a small group classroom setting in order to provide additional instruction in Response To Intervention standards for students in need of reading, grammar usage, writing style and math, science & social studies to support increased student achievement in those subject areas.</p> <p>Population: All Students includes Regular, LEP, Special Ed., At-Risk.</p> <p>Timeline: 2nd six wks-Identify RTI students 3rd-4th six wks Provide RTI 5th six wks EOY, STAAR results.</p> <p>CNA page: 9</p>	1, 9	Principal Facilitator Teachers K-Paraprofessionals	<p>Formative: BOY data, progress monitoring for students K-3rd DRA-BOY for 4th & 5th grade Students, Six weeks report cards Teacher six weeks tests. Summative: STAAR Test scores, TELPAS, TPRI/Tejas Lee</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>4) As per state and District guidelines, students identified as Gifted & Talented will attend the pullout program and participate in UIL and other district-wide extra-curricular programs, such as chess and brainsville in order to be provided opportunities to work on spontaneous, creative activities, aligned to literacy in order to support their understanding of various genres. (Math, Science & Social Studies) Population: GT Advanced Academics Lead Teacher</p> <p>Timeline: Sept. 2017-May 2018</p> <p>CNA page: 9</p>	1	Teachers-12 FTEs, G/T Pull-out teacher, G/T Lead teacher	<p>Formative: Student participation in G/T district events. Weekly pull-out in library Summative: Student portfolio end of year projects across disciplines</p>				
<p>Funding Sources: 199 Local funds - \$100.00</p>							



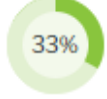
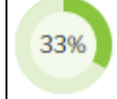
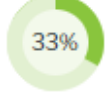
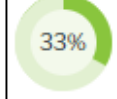
<p>Critical Success Factors CSF 1</p> <p>5) Progress monitoring of students in Pre-K & Kinder who are identified as At-Risk students will be provided support by the PreK & Kinder classroom aides, in order to increase fluency, word attack skills, comprehension & ELPS attainment as per the Literacy Grant Initiative, for students who demonstrate Still Developing at or below the 25% in TPRI/TEJAS LEE</p> <p>Population: All Students includes Regular, LEP, Special Ed., At-Risk T-I</p> <p>Timeline: Sept.-BOY/ Jan-MOY/DBM Mar-EOY/DBM</p> <p>CNA: 7</p>	9	Principal Teachers Facilitator Paraprofessionals TLI Teacher Specialist	Formative: Teacher progress monitoring, Summative: (CPALLS & TPRI) BOY/MOY/EOY				
Funding Sources: 211 Title I-A - \$0.00							
<p>6) Struggling students will receive differentiated instruction and response to Intervention (RTI) on the five components of reading/language arts following the TIER reading model in order to increase reading proficiency and address ELPS support. As per the Texas Literacy Initiative, teachers will be provided supplies and materials to assist with delivery of instruction.</p> <p>Population: All Students includes Regular, LEP, Special Ed., At-Risk T-I, Migrant</p> <p>Timeline: Sept-Initial RTI Oct-Feb-RTI TIER II & III Mar.-May- recommend next RTI level</p> <p>CNA page: 9</p>	1, 9	Principal Teachers	Formative: RTI/DRA progress monitoring data BOY/MOY Teacher weekly assessments, Six wks benchmarks Summative:EOY TPRI/Tejas Lee, STAAR Assessments				

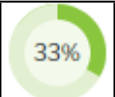
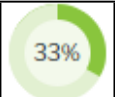
<p>7) Students identified by special education program will be supported by providing co-planning between regular and special education teachers in order to determine student progress, testing options, updated modifications, and response to instruction plans. Teachers will be provided supplies and materials to assist with delivery of instruction.</p> <p>Population: All Students includes Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Timeline: Sept-Initial RTI Oct-Feb-RTI TIER II & III Mar.-May- recommend next RTI level</p> <p>CNA page: 7</p>	1	Principal, Teachers, Sp. Ed., Resource & CMC	Formative: Six wks classroom teachers/sp ed coo planning, Weekly teacher benchmarks Summative: State Assessments				
Funding Sources: 166 State Special Ed. - \$2,732.00							
<p>8) Perez Elementary Special Education teachers and diagnostician will be trained in IEP/IDEA/PLAFS based standards, to improve student IEP instructional goals and objectives for special education students to improve student performance on the state mandated assessments.</p> <p>Population: Special Education Students</p> <p>Timeline: 1st Semester 2017</p> <p>CNA page: 7</p>	1, 4	Administration Special Ed teachers Diagnostician Special Ed. Dept.	Formative: Training implementation. lesson plans Summative: Teacher PDAS, State assessments				







<p align="center">Critical Success Factors CSF 1</p> <p>9) The Spring TELPAS data will be used to address the academic needs and delivery of instruction of bilingual students, through rigorous ELPS, SIOP, and metacognitive instructional strategies to improve student achievement and address AMAOS criteria; in the areas of Listening, Speaking, Reading and Writing.</p> <p>Population: Bilingual Students</p> <p>Timeline: Aug. 2017 and May 2018</p> <p>CNA Page: 7</p>	1, 8, 9	Principal Teachers	<p>Formative: Analysis of data, and classroom walkthroughs</p> <p>Summative: TELPAS 2014 spring report</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>10) The Librarian and classroom teachers will provide TEKS Based instruction, to support classroom curriculum through the schools school-wide reading program (Accelerated Reading Program, Read-A-Thon, STAR), STEMScopes and provide books, reading materials and rewards to motivate students to read.</p> <p>Population: All Students, Regular, LEP, Special Ed., At-Risk, T-I,</p> <p>Timeline: August 2017, May 2018</p> <p>CNA page: 9</p>	1, 10	Principal, Librarian	<p>Formative: Daily Hygiene clean environment of facility.</p> <p>Summative: AR reports</p>				<p>Funding Sources: 199 Local funds - \$1,513.00, 211 Title I-A - \$1,600.00</p>

<p align="center">Critical Success Factors CSF 7</p> <p>11) Teachers will be provided professional development training in the TELPAS Educational Guide, to address the needs of the bilingual subpopulation of students in order to close achievement gaps.</p> <p>Population: Bilingual Students</p> <p>Timeline: Sept. 2017 and Feb. 2018</p> <p>CNA page: 7</p>	4	Administration Teachers	<p>Formative: Sign in sheets and agendas</p> <p>Summative: Fall, Winter, & Spring TELPAS implementation</p>				
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>12) The school will organize civic activities such as but not limited to assemblies, classroom patriotic celebrations and projects students will build in order to be introduced to community, state, and national heritage.</p> <p>Population: All Students, includes Regular, LEP, Special Ed., At-Risk, Eco. Dis.</p> <p>Timeline: Aug 2017-May 2018</p> <p>CNA page: 17</p>	6	Classroom Teachers	<p>Formative: Walkthroughs Display of Student Work</p> <p>Summative: Teacher PDAS domains</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>13) Teachers will generate student instructional workbooks to assist, support, and sustain delivery of instruction in the implementation of the TEKS. Students will be provided printed work books with instructional material</p> <p>Population: All Students, Regular, LEP, Special Ed., At-Risk, T-I,</p> <p>Timeline: August 2017, June 2018</p> <p>CNA page: 9</p>	1	Administration Teachers Media Center	<p>Formative: Media Center printed student workbooks</p> <p>Summative: Student cumulative grades.</p>				

<p>14) The campus will hire a 5th Grade Class Size Reduction teacher to maintain a 22/1 student teacher ratio in order to close the achievement gap in science.</p> <p>Population: All 5th grade students Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Timeline: August 2017-June 2018</p> <p>CNA page: 13</p>	3	Administration	Class sizes do not exceed the 22/1 ratio.				
<p>Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>15) Administration and Mentor Teacher will meet with New Teachers to assist with their professional development through mentoring of teaching strategies, classroom management lesson planning, campus and assessment procedures, disaggregation of data etc. In addition to these and due to the high need, stipends are provided for lead teachers, supplemental duty, and bilingual all teachers receive free health insurance, free extensive and secured parking. Teachers also receive non-monetary incentives.</p> <p>Population: GT, Bilingual, Sp. Ed., General Ed. Teachers</p> <p>Timeline: August 2017-June 2018</p>	5	Principal, Campus Administration	<p>Formative: ERO session evaluation, Lesson Plans</p> <p>Summative: ERO transcripts, PDAS</p>				
<p>Critical Success Factors CSF 6</p> <p>16) Perez Elementary will collaborate with the feeder Middle school to provide 5th grade students the opportunity to visit the middle school to ease the transition from elementary to middle school.</p> <p>Population: 5th grade students</p> <p>Timeline: Spring 2018</p> <p>CNA: page 9</p>	7	5th Grade Teachers Principal Parent Liaison Middle School Principal	<p>Formative: Scheduled dates on school newsletter</p> <p>Summative: Middle School campus visit surveys, Campus teacher surveys, Campus pre-registration to 6th grade</p>				<p>Funding Sources: 199 Local funds - \$300.00</p>

<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>17) Teachers will analyze student assessment data to make informed academic assessment decisions. They will meet once a six weeks period for instructional planning workshops to help close the gaps between sub-populations and increase achievement on state mandated assessments.</p> <p>Population: GT, Bilingual, Sp. Ed, General Ed. Teachers</p> <p>Timeline: Sept. 2017-June 2018</p> <p>CNA: page 9</p>	8	Administration Dean of Instruction Teachers	<p>Formative: lesson plans, vertical alignment planning sessions, walkthroughs</p> <p>Summative: student state assessments scores, PDAS</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>18) K-5th grade ELL students will participate in after school tutorial sessions to improve their oral language development.</p> <p>Population: Binlingual Students</p> <p>Timeline: Jan. 2017-May 2018</p> <p>CNA: page 15</p>	1	Administration, Classroom Teachers Administrator for Bilingual Ed.	<p>Formative: Tutorial walkthroughs, student progress reports, benchmark scores, tutorial lesson plans, attendance reports, eSchools Plus, tutorial schedule</p> <p>Summative: STAAR and Retention Rate</p>				
<p>Funding Sources: 263 Title III-A Bilingual - \$8,372.00</p>							
<p align="center">Critical Success Factors CSF 1</p> <p>19) LPAC committee will meet as needed to reveiw and update ELL Special Program Folders.</p> <p>Population: Bilingual</p> <p>Timeline: Sept.2017-June 2018</p> <p>CNA: page 16</p>	1	Administration, LPAC committee Administrator for Bilingual E.	<p>Formative: LPAC meeting report deadlines</p> <p>Summative: students LPACed in a timely manner</p>				
<p>Funding Sources: 163 State Bilingual - \$6,000.00</p>							

<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>20) System for Sustainability of TLI Strategies: PK students will be assessed with the CLI-Engage during BOY, MOY and EOY. PK Teachers will use the OWL assessment to progress monitor students. K-3rd students will be assessed with TPRI/Tejas LEE at BOY, MOY, and EOY). They will be progress monitored every 2 weeks. Data analysis will be done after the assessment to drive instruction and track student performance.</p> <p>We will focus on explicit instruction, using TLI routines/strategies and fluency, and develop academic vocabulary. Pre-K-5th grade teachers will use a fluency tracker every week to document fluency for their students and they will provide the Principal, Assistant Principal and Dean of Instruction with a copy of the fluency tracker for review. Walk-throughs will be conducted to ensure the implementation of routines and strategies.</p> <p>Population: Title I, Migrants, Bilingual Students, Dyslexia, At Risk, G/T, Sp. Ed., Eco Dis.</p> <p>Timeline: September 2017- June 2018</p> <p>CNA page:7</p>	<p>1, 3, 9</p>	<p>Administration, Dean of Instruction, Curriculum Specialists, PK-5th grade teachers</p>	<p>Formative: BOY and MOY CLI-Engage assessments, TPRI/Tejas LEE assessments, campus assessments and district benchmarks, walk-throughs</p> <p>Summative: EOY, CLI-Engage and TPRI/Tejas LEE assessments, TELPAS Reading, STAAR Reading, Math and Science</p>				
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<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>21) Teachers will submit weekly writing journals and science journals for each of their students to the Dean's Office for review by the Principal and Dean.</p> <p>Population: GT, Bilingual, Sp. Ed, General Ed. Teachers</p> <p>Timeline: Sept. 2017-June 2018</p> <p>CNA: page 9</p>	2	Administration Dean of Instruction Teachers	<p>Formative: lesson plans, vertical alignment planning sessions, walkthroughs</p> <p>Summative: student writing assessment scores</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: Improve in the overall wellness of the students, staff, as well as community members, by promoting awareness of healthy lifestyles.





Students will be encouraged and challenged to meet their full physical educational potential, in order to improve health and quality of well-being.

Evaluation Data Source(s) 2: Fitness Gram assessments.





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 6</p> <p>1) To promote and ensure physical fitness, students in grades Pre-K-5 will be provided with moderate to vigorous physical activity each day in physical education for at least 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. Teachers will be provided supplies and materials to assist with delivery of instruction, safety of students, or maintain facilities. The school will also purchase playground equipment.</p> <p>Population: All students, Pre-Kinder- 5th grade, Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Timeline: Aug. 2017-June 2018</p> <p>CNA page: 9</p>	1	PE Instructional Equipment Playground Equipment	Formative: Walkthroughs PE student rosters Playground activities Summative: School Health Index Physical Fitness Assessment Increase overall wellness				
Funding Sources: 199 Local funds - \$800.00							







<p align="center">Critical Success Factors CSF 2</p> <p>2) Assess student fitness annually in grades 3rd-5th to improve the health and well being of all students and be in compliance with the requirements of Senate Bill 530 effective 09/01/2007. Physical Education teachers will be provided the appropriate equipment, supplies and materials.</p> <p>Population: Students 3rd-5th grade Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Timeline: Aug. 2017-June 2018</p> <p>CNA page: 9</p>	2	PE Instructional Staff	<p>Formative: Walkthroughs, PE class grades</p> <p>Summative: Fitness Assessment report</p>				
<p align="center">Critical Success Factors CSF 1</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.</p> <p>Population: Students Pre-K-5th grade Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Timeline: Annual Monthly Meetings and May 2018 Health Index Plan</p> <p>CNA page: 9</p>	1	PE Instructional, CATCH Health Index online	<p>Formative: Campus CATCH Lesson plans, Campus CATCH meetings</p> <p>Summative: School Health Index Campus Plan</p>				

<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.</p> <p>Population: All Students, Pre-K-5th grade Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Timeline: August 2017, June 2018</p> <p>CNA page: 9</p>	<p>8, 9</p>	<p>content area, Scope & Sequence TAHPERD Activity Resource Guide</p>	<p>Formative: Curriculum Frameworks Walkthroughs Summative: PE Lesson Plans</p>			
<p>Critical Success Factors CSF 1</p> <p>5) Maintain and improve Coordinated Approach to Child Health (CATCH) Teams that implement the Coordinated School Health Program K-12 by developing goals and objectives based on fitness assessment data, academic performance, attendance rates, academic disadvantages and the use of success of any method in order to ensure students are reaching required moderate to vigorous physical activity (MVPA), and any other indicator recommended by School Health Advisory Council (SHAC) in order to comply with Senate Bill 19 and Senate Bill 892 effective 09/01/2009. Teachers will be provided supplies and materials to assist with delivery of instruction.</p> <p>Population: All Students, Pre-K-5th grade, Regular, LEP, Special Ed., At-Risk, T-I, Parents</p> <p>Timeline: August 2017-June 2018</p> <p>CNA page: 9</p>	<p>8, 9</p>	<p>CATCH Curriculum</p>	<p>Formative: CATCH Lesson Plans Walkthroughs CATCH Activities CATCH Reports Student Grades Summative: School Health Index Improvement Plan</p>			

<p align="center">Critical Success Factors CSF 5</p> <p>6) Implement a Parenting and Paternity Awareness (PAPA) program at Perez Elementary to provide knowledge and awareness of the legal aspects of parenting in compliance with House Bill 3076 effective 9/1/09.</p> <p>Population: Population: All Students, Pre-K-5th grade, Regular, LEP, Special Ed., At-Risk, T-I, Parents</p> <p>Timeline: Parental Involvement Meetings</p> <p>CNA page: 17</p>	6	Parent meeting date Community presenter Handouts, sign-in sheets	Formative: Guest speaker presentations Summative: Parental Sign-in Sheets	→	→	
<p align="center">Critical Success Factors CSF 5</p> <p>7) Adopt and educate students/parents on the District Dating Violence Policy that provides content specificity in order to promote awareness and intervention strategies and comply with House Bill 121 effective 5/18/07.</p> <p>Population:Population: All Students, Pre-K-5th grade, Regular, LEP, Special Ed., At-Risk, T-I, Parents</p> <p>Timeline: August 2017 June 2018</p> <p>CNA page: 17</p>	6	Health Education Curriculum Puberty Presentation materials	Formative: Classroom presentations Summative: District Policy Document	→	→	

<p align="center">Critical Success Factors CSF 5 CSF 7</p> <p>8) 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.</p> <p>Populations: Population: All Students, Pre-K-5th grade, Regular, LEP, Special Ed., At-Risk, T-I, Parents</p> <p>Timeline: August 2017 June 2018</p> <p>CNA page: 17</p>	6	Administration, PE Teachers-2 FTEs, Counselor-1 FTE, Nurse-1 FTE, Parent Liaison	Formative: Campus Presentations Summative: CATCH compliance report			
<p align="center">Critical Success Factors CSF 6</p> <p>9) Perez Elementary 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.</p> <p>Population: Population: All Students, Pre-K-5th grade, Regular, LEP, Special Ed., At-Risk, T-I,</p> <p>Timeline: August 2017, June 2018</p> <p>CNA page: 19</p>	10	Administration Safety District Coordinator Campus Safety Coordinator PE Teachers-2 FTEs Nurse Counselor	Formative: Monthly Safety Supervision Summative: Annual position control Student Enrollment Report			

<p align="center">Critical Success Factors CSF 5</p> <p>10) Educate students and parents on the districts 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 (Jennas Law effective 09/01/2009).</p> <p>Population: All Students, Pre-K-5th grade, Regular, LEP, Special Ed., At-Risk, T-I, Parents</p> <p>Timeline: August 2017-June 2018</p> <p>CNA page: 17</p>	6	District Counseling Dept. District Safety Dept. Health Dept. Administration Counselor-1 FTE CPS	Formative: Classroom Presentations Summative: Sing-in sheets BISD Parent/Student receipt form.			
<p align="center">Critical Success Factors CSF 6</p> <p>11) Funding for support personnel such as the school nurse will be provided for students to be assisted with health, hygiene, and wellness services and materials.</p> <p>Population: All Students, Pre-K-5th grade, Regular, LEP, Special Ed., At-Risk, T-I,</p> <p>Timeline: Aug. 2017-June 2018</p> <p>CNA page: 11</p>	10	Principal, School Nurse- 1FTE-TI at 40%	Formative Monthly school nurse logs List of hygiene supplies Summative Bi-Tec purchase orders Yearly Evaluation/Contract			Funding Sources: 199 Local funds - \$200.00, 211 Title I-A - \$200.00



<p>Critical Success Factors CSF 5</p> <p>12) The campus Nurse will provide various screenings to students who are lacking medical support. Parents and students will be provided referrals to various medical facilities for the health and well-being of the child to attend school. The Librarian will maintain an atmosphere for the wellness of the students, the use of appropriate hygiene materials will be used to maintain clean books and a clean library.</p> <p>Population: All Students, Pre-K-5th grade, Regular, LEP, Special Ed., At-Risk, T-I,</p> <p>Timeline: August 2017-June 2018</p> <p>CNA page: 11</p>	6	Administration Counselor Teachers Parent Liaison Attendance Clerk Nurse	Formative: Nurse presentations Parent liaison parent meetings agendas & sign in sheets Summative: District listings of wellness centers			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

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

Performance Objective 1: A minimum of 90% of our fine arts students will meet performance standards in all fine arts areas with 92% meeting the Advanced Academic Performance

Evaluation Data Source(s) 1: Students meeting standard on any assessments.

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) Classroom teachers and the Fine Arts teachers will enhance art and music across the content areas based on monthly and/or seasonal themes. Students will be exposed to appropriate grade level art and music theory, fundamentals, and techniques to improve art and music appreciation. The Art and Music Teacher will be provided supplies and materials to assist with delivery of instruction.</p> <p>Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Timeline: August 2017-June 2018</p> <p>CNA page: 9</p>	3	Art Teacher-1 FTE Music Teacher- 1 FTE	Formative: Display of Student Products Walkthroughs Summative: PDAS Evaluation				
Funding Sources: 199 Local funds - \$956.00							

<p>Critical Success Factors CSF 7</p> <p>2) The art and music Teacher will attend local, regional, state, and/or national conferences for professional development. Students will be provided updates on current art trends.</p> <p>Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Timeline: August 2017-June 2017</p> <p>CNA page: 9</p>	4	Administration Art Teacher	Formative: Professional Leave registration Summative: ERO Certificate of completion			
<p>Critical Success Factors CSF 1 CSF 6</p> <p>3) The Art and Music Teacher will provide a pull-out session for G/T students. Students will be provided opportunities to explore, create, and develop an appreciation for art and music.</p> <p>Population:G/T Identified students</p> <p>Timeline: September 2017-June 2018</p> <p>CNA page: 9</p>	3	Art Teacher	Formative: Walkthroughs, SPR semester Summative: End of Year Talent Show Display of art pieces.			
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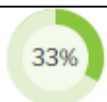
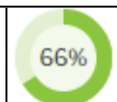
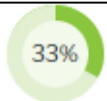
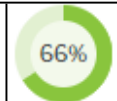
Goal 3: Through enhanced dropout efforts, all students will remain in school until they obtain a high school diploma and/or pursue a post-secondary education.


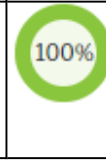
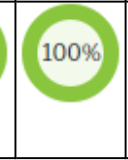


Performance Objective 1: Perez Elementary School will develop prevention and intervention strategies that increase at-risk student achievement on STAAR by 10% and increase the At-Risk Student Attendance Rate by 10%.

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

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1</p> <p>1) As per BISD policy, Perez Elementary School will implement after school tutorials and remediation strategies that will provide specific instruction in the core content areas to improve student achievement. Instructional materials will be purchased to support the specific academic and instructional needs of the students.</p> <p>Population: MI, AR, DYS, LEP, TI</p> <p>Timeline: Sept. 2017-June 2018</p> <p>CNA page: 15</p>	2, 3, 9	Administration, Classroom Teachers, Administrator for State Compensatory Education	<p>Formative: Tutorial walkthroughs, student progress reports, benchmark scores, tutorial lesson plans, attendance reports, eSchools Plus, tutorial schedule</p> <p>Summative: STAAR and Retention Rate</p>				
<p>Funding Sources: 162 State Compensatory - \$64,868.00</p>							

<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>2) The Instructional Dean will provide professional development support to the staff, horizontal and vertical alignment planning sessions for classroom teachers, data analysis across core content areas, in order to make informed academic assessment decisions to support progress monitoring students identified At-Risk, and close the achievement gap of At-Risk populations through TIER instruction. Teachers will be provided supplies and materials to assist with delivery of instruction and substitutes will be provided so that teachers may write curriculum.</p> <p>Population: MI, AR, DYS, LEP, TI</p> <p>Timeline: August 2017-June 2018</p> <p>CNA page: 9</p>	4, 8, 10	Administration Administrator for State Compensatory Education	<p>Formative: Classroom walkthroughs compiled through Eduphoria-PDAS, lesson plans, Teacher benchmark data, Progress monitoring of students, ERO Session Evaluation Report, ERO Session Attendance Report Summative: STAAR</p>				
<p>Funding Sources: 211 Title I-A - \$1,000.00, 162 State Compensatory - \$64,126.00, 199 Local funds - \$1,000.00</p>							
<p>Critical Success Factors CSF 5</p> <p>3) Upon campus registration procedures, registrant parents of homeless students will complete the Student Residency Questionnaire and identified homeless students will be referred to the District Home Youth Project Department. Homeless letters will be filed in the student(s) PRCs.</p> <p>Population: Elementary AR</p> <p>Timeline: August 2017-June 2018</p> <p>CNA page: 9</p>	6	Administration Teacher(s) Counselor Nurse	<p>Formative: Classroom/Office/Parent Liaison referrals, student progress reports, benchmark scores Summative: STAAR, Attendance Rate, Retention Rate</p>				

<p>Critical Success Factors CSF 1</p> <p>4) The Pre-K full day program will be implemented in order to better prepare qualified students academically.</p> <p>Population: AR, LEP, TI, MI</p> <p>Timeline: August 2017-June 2018</p> <p>CNA page: 9</p>	<p>10</p>	<p>Principal Dean of Instruction Administrator for State Compensatory Education</p>	<p>Formative: Classroom walkthroughs, student progress reports, CPALLS (BOY and MOY) Summative: CPALLS (EOY)</p>				
<p>Funding Sources: 162 State Compensatory - \$86,646.00</p>							
<p>Critical Success Factors CSF 6</p> <p>5) Perez Elementary will collaborate with the Head Start Centers (as per the Texas Literacy Initiative), to provide students an opportunity to visit with the PreKinder teachers and observe the PreKinder program.</p> <p>Population: Head Start Students</p> <p>Timeline: Spring 2018</p> <p>CNA page: 9</p>	<p>7</p>	<p>Pre-Kinder teachers Principal Parent Liaison Head Start Director(s)</p>	<p>Formative: Scheduled dates on school newsletter Summative: Head Start campus visit surveys, Campus teacher surveys, Campus pre-registration to PreK, EC District TLI student performance reports</p>				


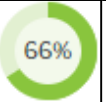
<p align="center">Critical Success Factors CSF 1</p> <p>6) The campus will retain highly qualified certified and classified personnel to provide the services needed for the daily operation of the institution to service the students in various programs. A Library Aide will be funded to assist the Librarian with the daily operation procedures of the use of the library's book data base, check-in/out procedures, and inventory of the library resources.</p> <p>Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Timeline: August 2017-June 2018</p> <p>CNA page: 13</p>	3	Principal, 1 FTE Library Aide	Formative: Daily library maintenance procedures Summative Library Paraprofessional District/Campus Evaluation				
<p>Funding Sources: 211 Title I-A - \$0.00</p>							
<p align="center">Critical Success Factors CSF 6</p> <p>7) A food pantry and clothes closet will be implemented at Perez Elementary School 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.</p> <p>Population: Elementary AR Students</p> <p>Timeline: July 1, 2017- June 30, 2018 (As needed)</p> <p>CNA page: 9</p>	9	Campus Administration, Homeless Youth Coordinator, Administrator for State Compensatory Education, Administrator for Special Programs	Pantry and Clothes Closet Inventory, Pantry and Clothes Closet Distribution Log, Benchmark Scores, Student Progress Reports				
<p>Funding Sources: No Funds Required - \$0.00</p>							
<p align="center"> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							






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









Performance Objective 1: To sustain and increase yearly student attendance by 98.5% as per district attendance policy at Perez Elementary School.

Evaluation Data Source(s) 1: Six Weeks Attendance Reports

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) The School will recognize the students each six weeks and at the end of the school year for perfect attendance and honor roll with certificates/trophies/incentives during parent/student assemblies. In order to motivate students to improve their school attendance rate and academic success. To obtain perfect attendance, student(s) must be present the entire instructional day for the reporting attendance period, and be able to obtain and be rewarded with an end of year incentive for perfect attendance for the school year. Population: All Students Pre-K/5th grade</p> <p>Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Timeline: August 2017-June 2018 Six Weeks Timeline implementation</p> <p>CNA page: 7</p>	1, 2	Administration,Counselor, Teachers-40 FTEs, Data Entry Clerk	<p>Formative: Daily teacher attendance documentation(s)</p> <p>Summative: Six weeks attendance reports</p>				
<p>Funding Sources: 199 Local funds - \$2,687.00</p>							

<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) A documentation log form binder will be kept in the office for tardiness, early releases, medical excuses and absences for each child in order to communicate/conference with parents about attendance and student academic performance.</p> <p>Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Timeline: August 2017-June 2018</p> <p>CNA page: 7</p>	2, 6	Parent Liaison Office Staff Administration	Formative: Daily teacher attendance documentation(s) Summative: Six weeks attendance reports				
<p>Critical Success Factors CSF 3 CSF 5 CSF 6 CSF 7</p> <p>3) Office personnel and Campus Administration will be provided training in the implementation of School Messenger Notification System procedures to effectively monitor campus/student attendance.</p> <p>Population: All Students, All Parents, Campus Staff, Campus Administration, Pupil Services Dept.</p> <p>Timeline: August 2017-June 2018</p> <p>CNA page: 7</p>	4	Principal PEIMS Administrator PEIMS clerk PIEMS Department Parent Liaison	Formative: Daily student attendance teacher classroom rosters Daily (9:40 a.m.) log in attendance on-line Tardiness slips Summative: Six weeks attendance verification reports AEIS attendance %				



<p>Critical Success Factors CSF 5</p> <p>4) Parents will be facilitated opportunities to monitor their childrens attendance via School Messenger Notification System. Parents will be aware of the impact and importance of attendance for their children through school messages delivered to their listed phones numbers on file.</p> <p>Population: All Students, Campus Attendance, Parent Liaison, Parents</p> <p>Timeline: August 2017-June 2018</p> <p>CNA page: 7</p>	6	<p>Campus PEIMS clerk Computer services PEIMS Supervisor Principal Parent Liaison Parents</p>	<p>Formative: School Messenger Daily student attendance teacher classroom rosters Daily (9:40 a.m..) log in attendance on-line Tardiness slips</p> <p>Summative: Six weeks attendance verification reports AEIS attendance %</p>				
<p>Critical Success Factors CSF 3</p> <p>5) Perez Elementary Administration will conduct an evaluation on out of school suspensions, in the school year 2016-2017 in order to monitor the students and supervise their attendance in school. The students will be encouraged with positive discipline management and recognition.</p> <p>Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Timeline: August 2017-June 2018</p> <p>CNA page: 11</p>	2	<p>Administration PEIMS data clerk Parents Parent Liaison Teachers</p>	<p>Formative: School Messenger Daily student attendance teacher classroom rosters Daily (9:40 a.m..) log in attendance on-line Tardiness slips</p> <p>Summative: Six weeks attendance verification reports AEIS attendance %</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							









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

Performance Objective 2: The campus will prepare the students towards a post-secondary education.

Evaluation Data Source(s) 2: State Assessments

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 7</p> <p>1) Teachers will be provided continuous professional development on College and Career Readiness Standards-Figure 19, to address the support to align curriculum and best instructional practices; so that students may improve their passing performance rate in their state assessments. Teachers will be provided supplies and materials to assist with delivery of instruction such as but not limited to catalog/STAAR, etc</p> <p>Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Timeline: August 2017-June 2018</p> <p>CNA page: 9</p>	4	Administration Teachers Facilitator	<p>Formative: Grade-level meetings, classroom walkthroughs six wks benchmark tests</p> <p>Summative: 90% Student mastery across core content areas, and commended performance % passing in State & District assessments</p>				



<p>Critical Success Factors CSF 6</p> <p>2) The school counselor will implement classroom sessions to increase student awareness for college and career opportunities in order for student to seek a post secondary education</p> <p>Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Timeline: August 2017-June 2018</p> <p>CNA page: 11</p>	3	Administration Counselor Teachers	Formative: Classroom presentations Summative: Community involvement for career day				
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>3) The Dean of Instruction will provide professional development in the various core content areas and data analysis of student achievement/performance in the different subpopulation of students. The Deann of Instruction will purchase necessary supplies such as: ink toner, organizational data, storage material, and data storage media to assist teachers with generating various report for the purpose of doing data analysis, in the areas that are in most need of targeted instruction</p> <p>Population: Perez Elementary Staff</p> <p>Timeline: August 2017-June 2018</p> <p>CNA page: 9</p>	4	Dean of Instruction	Formative: Professional Development Sign in record k16mobile Summative: Data reports from AWARE and EOY				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							



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

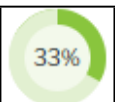
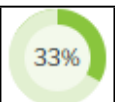
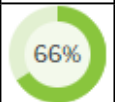
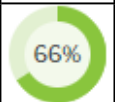
Performance Objective 1: Perez Elementary School will maintain a safe and disciplined environment conducive to student learning.





Evaluation Data Source(s) 1: Decrease in Review 360 Referrals.





Summative Evaluation 1:





Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) All campus staff members will participate in professional development for: Conflict Resolution Discipline strategies Emotional Distress Family problems Alcohol problems, In order to assist students with issues that interferes with their learning. Interventions will be provided to the staff in order to assist the student to defer at-risk placement in the academic area.</p> <p>Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Timeline: August 2017-June 2018</p> <p>CNA page: 9</p>	4	Administration Counselor CPI core response teams	<p>Formative: Teacher(s) professional development agendas & Sign in sheets.</p> <p>Summative: Referral document log</p>				





<p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>2) The school counselor will conduct classroom presentations, appropriate to each grade level, and the staff and students will receive professional development and specific presentations on specific topics:</p> <ul style="list-style-type: none"> a) Bullying Prevention b) Violence/Conflict Resolution c) Recent drug use trends d) Resiliency/Developmental Assets e) Dating Violence f) Signs of Child Abuse g) RTI for behavior to recognize and use preventive measures h) Gang Awareness i) prevention/ and intervention <p>Counselor assistance will provide interventions for students classified as At-Risk. The counselor will be provided supplies and materials to assist with delivery of instruction.</p> <p>Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Timeline: August 2017-June 2018</p> <p>CNA page: 9</p>	4, 10	Administration 1 FTE-LOC CPI core response teams Teachers	Formative: Counselor classroom log presentations Crisis prevention trainings				
<p>Funding Sources: 199 Local funds - \$100.00</p>							



<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>3) The school counselor will conduct appropriate intervention procedures for students at-risk in behavior. Teachers will provide the counselor the 360 documentation & RTI behavior documents. The counselor will coordinate individual counseling support based on documentation in order to assist the student(s) with coordinated institutions that will provide program support for at-risk students</p> <p>Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Timeline: August 2017-June 2018</p> <p>CNA page: 11</p>	<p align="center">10</p>	<p>Administration Counselor CPI core response teams Teachers</p>	<p>Formative:360 documentation procedure from teacher Counselor sessions Discipline referrals. Summative: RTI Behavior Log</p>				
<p align="center">Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>4) The school administration will conduct student orientation meetings of the students code of conduct for 3rd - 5th grade students, parents, and staff. Students, parents, and staff will be informed of the procedures that will be followed to enforce discipline, and address attendance & dropout rate.</p> <p>Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Timeline: August 2017-June 2018</p> <p>CNA page: 11</p>	<p align="center">6</p>	<p>Administration 3rd-5th grade students & teachers</p>	<p>Formative: Beginning of year code of conduct session presentations Summative: Parent/Student receipt filed in PRC</p>				



<p align="center">Critical Success Factors CSF 6</p> <p>5) Administration, Teachers, Counselor, Home Liaison & PEIMS clerk will monitor attendance, absences, withdrawal and early school pickup of the students. The campus will defuse such patterns by conducting home visits & parent orientation sessions</p> <p>Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Timeline: August 2017-June 2018</p> <p>CNA page: 7</p>	2	Administration Counselor Attendance Liaison PEIMS clerk	Formative: Daily attendance PEIMS reports. Summative: Six wks attendance reports, and student release log				
Funding Sources: 199 Local funds - \$150.00							
<p align="center">Critical Success Factors CSF 6</p> <p>6) The school counselor in collaboration with BISD Police Department will provide the campus spot checks with K-Nine services in order to prevent controlled substance items on school grounds. Students will receive orientations sessions on various substances that are hazardous to their health, and will be provided with prevention strategies.</p> <p>Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Timeline: August 2017-June 2018</p> <p>CNA page: 11</p>	2	Administration Counselor Teachers BISD Police Dept.	Formative: Grade session presentations through-out the school year. Summative: BISD Police campus log visits.				





<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>7) The administration will assist parents/students with homebound services due to a severe: illness, surgery, or immediate hospitalization, in order for students to maintain their academic grade-level performance.</p> <p>Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Timeline: August 2017-June 2018</p> <p>CNA page: 9</p>	2, 9	Administration Counselor Teachers Parent Liaison	Formative: Homebound/campus documentation services. Summative: Homebound student portfolio				
<p align="center">Critical Success Factors CSF 1</p> <p>8) The school Counselor will promote career awareness orientation sessions as an early intervention for grades Pre-K-5th grade. Students will be informed of the various workforce career programs that will allow the student to pursue a post-secondary education. The counselor will be provided supplies and materials to assist with delivery of instruction.</p> <p>Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Timeline: August 2017-June 2018</p> <p>CNA page: 11</p>	2	Administration Counselor Teachers Community members	Formative: Counselor classroom presentations Community business presentations Summative: Career Day portfolio				






<p align="center">Critical Success Factors CSF 7</p> <p>9) The school Counselor will attend various professional Development sessions/conferences to maintain current state license requirements and best classroom practices, in order to improve the student(s) well being.</p> <p>Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Timeline: Annual Spring Conference</p> <p>CNA page: 13</p>	4	Administration Counselor	Formative: Conference registration documentation Out of District Travel Documents Summative: Reimbursement documents.				
<p align="center">Critical Success Factors CSF 1</p> <p>10) The Counselor, Teachers, and Administration will be provided professional development in the Behavior RTI (Review 360) to address students in need of behavior interventions. Out of school suspensions and removals are to be used as a last resort. Students will be notified as to rights on the student code of conduct.</p> <p>Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Timeline: August 2017</p> <p>CNA page: 11</p>	4	Administration Teachers Counselors Support Staff	Formative: Agenda Sign in sheets Summative: 360 Summative Student Referral Reports				






<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>11) The counselor will assist students with issues interfering with learning, emotional distress, family problems, alcohol, etc. Students will be provided prevention and intervention skills, necessary to avoid suicide, violence and gang association.</p> <p>Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Timeline: August 2017-June 2018</p> <p>CNA page: 11</p>	9	Administration Counselor Nurse Teachers	Formative: Counselor lesson presentations, walkthroughs Summative: PDAS summative report				
<p align="center">Critical Success Factors CSF 6</p> <p>12) Perez Elementary will maintain the districts standard for students assigned to an Alternative Disciplinary Education Program in the following areas: a)Attendance rates b)Truancy c)Lack of compliance with School and District Disciplinary procedures In order to comply with ensuring the safety, educational, and well being of the student(s).</p> <p>Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Timeline: August 2017-June 2018</p> <p>CNA page: 11</p>	10	Administration	Formative: PEIMS Data Summative: AEIS data				







<p align="center">Critical Success Factors CSF 6</p> <p>13) Perez Elementary will continuously update their annual Emergency Operations Plan to include various drills that are multi-hazard in nature such as: a)Lock downs (3 times a year) b)Shelter in place c)Reverse Evacuation d)Drop & Cover Evacuation etc, In order to prevent, protect, recover and respond to various incidents regardless of cause, size, location, or complexity, in order to protect life, property, and the campus environment. The Emergency Operations Plan will be reviewed annually.</p> <p>Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Timeline: Annually</p> <p>CNA page: 19</p>	10	Administration Staff BISD Police	<p>Formative: Practice Drills Monthly Safety meetings</p> <p>Summative: Completion Reports of implemented practice drills.</p>				
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<p>14) The school counselor and the Parent Liaison will conduct parent presentations, on specific topics:</p> <ul style="list-style-type: none"> a) Bullying Prevention b) Violence/Conflict Resolution c) Recent drug use trends d) Resiliency/Developmental Assets e) Dating Violence f) Signs of Child Abuse g) RTI for behavior to recognize and use preventive measures h) Gang Awareness i) prevention/ and intervention k) Internet Safety l) Drugs, Alcohol and Tobacco Awareness m) Gun Safety n) Truancy o) EOP Safety Procedures <p>The Counselor and the Parent Liaison will guide the parents in recognizing the importance of the impact of the offenses.</p> <p>Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Timeline: August 2017-June 2018</p> <p>CNA page: 11</p>	8	Administration Counselor CPI core response teams Teachers Parent Liaison	Formative: Counselor classroom log presentations Crisis prevention trainings Summative: Counselor Lesson Plans Parent Liaison Binder				
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<p align="center">Critical Success Factors CSF 6</p> <p>15) The school counselor will provide conflict resolution skills for students in: Gang Awareness Bullying/Harassment Dating Violence Internet Safety Drug, Tobacco and Alcohol problems, In order to assist students with issues that interferes with their learning. Interventions will be provided in order to assist the student and to defer discipline referrals that can place the students at-risk in the academic area.</p> <p>Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Timeline: August 2017-June 2018</p> <p>CNA page: 11</p>	10	Administration Counselor CPI core response teams	<p>Formative: Student Contact Log & Sign in sheets.</p> <p>Summative: Referral document log</p>				
<p align="center">Critical Success Factors CSF 6</p> <p>16) The counselor will assist students with individual and group counseling sessions on a weekly basis. Students will be provided prevention and intervention skills, necessary to avoid suicide, violence and gang association, and address other needs.</p> <p>Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Timeline: August 2017-June 2018</p> <p>CNA page: 11</p>	10	Administration Counselor Nurse Teachers	<p>Formative: Counselor lesson presentations, walkthroughs</p> <p>Summative: PDAS summative report</p>				

<p align="center">Critical Success Factors CSF 6</p> <p>17) Perez Elementary will implement an identification security system by: Requiring staff members to display an identification card while in school grounds Visitors must report to the office to identify, sign and wear a visitors pass And monitor all visitors on the campus for the safety of the students Parents will need to present and identification for late pick up of their children. Day Cares will need to present identification and a list of names of the students that will be picked up. The identification system will be monitored by all campus staff members for the safety of the students.</p> <p>Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Timeline: August 2017-June 2018</p> <p>CNA page: 19</p>	10	Administration Campus Staff Parents Students Office Staff Staff on duty	Formative: Visitors sign in log Summative: Sign-out logs				
<p align="center">Critical Success Factors CSF 6</p> <p>18) The Office Staff, Campus staff, and Administration will be provided information on identification of sex offenders. This will assist in minimizing sex intruders on campus for the safety and well-being of the students.</p> <p>Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Timeline: August 2017-June 2018</p> <p>CNA page: 19</p>	2	Administration Campus & Office Staff Parents Students Staff on duty	Formative: Visitors log Staff IDs Summative: Sign-out logs				

<p align="center">Critical Success Factors CSF 6</p> <p>19) A security officer will be assigned to the campus for the whole year in order to safe guard the campus of possible intruders, vandalism, and security alerts in the areas of: Gang Awareness Bullying Violence Drug, Alcohol and Tobacco Awareness Gun Safety The campus staff will be prepared to have a Campus Response Team, and the Emergency Operations Plan to ensure the safety of the students and staff members on campus. The campus will also provide security during school sponsored Carnival Activities.</p> <p>Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Timeline: August 2017-June 2018</p> <p>CNA page: 19</p>	10	Administration Campus Employees BISD police Security Officer	Formative: Visitors log Staff IDs Crisis Response Team Summative: Sign-out logs Emergency Operation Plan				
<p>Funding Sources: 199 Local funds - \$240.00</p>							
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>20) Administration will inform parents of any campus disciplinary action(s) for the student(s) as outlined in the Student Code of Conduct. Parents will be provided a Student Code of Conduct Booklet receipt for the purpose of consent, acknowledgement and documentation</p> <p>Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Timeline: August 2017-June 2018</p> <p>CNA page: 11</p>	6	Administration Teachers Office Staff	Formative: Parent Receipt of Student Code of Conduct Summative: Filed in Student PRC folder				

<p align="center">Critical Success Factors CSF 5 CSF 6 CSF 7</p> <p>21) Campus Staff, Teachers, and Support Programs will be provided professional development in the areas of: Classroom & Discipline Management Principles of Effective Classroom Instruction Discipline strategies & Student Code of Conduct To ensure the staff maintains current and effective instructional and disciplinary pedagogy.</p> <p>Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Timeline: August 2017-June 2018</p> <p>CNA page: 13</p>	4	Administration Facilitator Curriculum Specialists Department Specialists	Formative: Sign-in Sheets, Agendas Walkthroughs Summative: ERO professional development individual running records.				
<p align="center">Critical Success Factors CSF 7</p> <p>22) Professional development will be provided to the Campus Professional Staff in the area of: T-TESS In order for new and current certified and classified staff to maintain highly effective instructional and disciplinary pedagogy.</p> <p>Population: Campus Staff and Personnel</p> <p>Timeline: August 2017 Professional Development days and during Grade Level Meetings</p> <p>CNA page: 13</p>	4	Administration Dean of Instruction	Formative: Sign-in Sheets, Agendas Walkthroughs, Formative PDAS evaluations Summative: ERO professional development individual running records. Certified & Classified annual evaluations PDAS summative Evaluations				

<p>Critical Success Factors CSF 6</p> <p>23) Campus Certified, Classified, and Support Staff will receive the School Campus Handbook with current and continuous updates relevant to various Federal, State, Local, District and School Policies and Procedure Standards.</p> <p>Population: Campus Staff</p> <p>Timeline: August 2017 Professional Development days</p> <p>CNA page: 13</p>	10	Administration	<p>Formative: Sign-in Sheets, Agendas Walkthroughs, Formative PDAS evaluations</p> <p>Summative: ERO professional development individual running records.</p>				
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= Accomplished



= Continue/Modify



= No Progress



= Discontinue

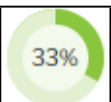
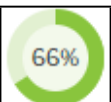
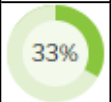
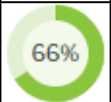
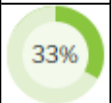
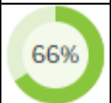
Goal 6: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children.

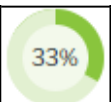
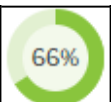
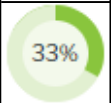
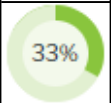
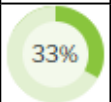
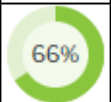
Performance Objective 1: There will be a 5% increase that the school campus will provide opportunities for parents to get involved and support their childrens academic environment, conducive to high student achievement.

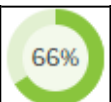
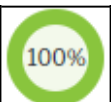
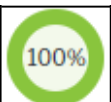
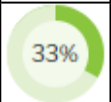
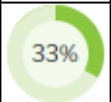
Evaluation Data Source(s) 1: Parental Involvement Meeting Agendas and dates.




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) The School will host parent-training meetings on various topics that will assist in improving student achievement in school and at home, in order for students to implement in their social and academic skills. In addition, parents will be invited to special presentations; such as, assemblies, Charro Days, etc. The parents will be communicated with through campus letters based on school and district happenings. Parent Liaison will be provided funds for supplies, materials, and refreshments.</p> <p>Population: Parents</p> <p>Timeline: Sept. 2017-May 2018</p> <p>CNA page: 17</p>	6, 10	Parental Inv. Dept., Parent Liaison, Teachers , Administration	<p>Formative: Parent attendance sheets, fliers, and agendas.</p> <p>Summative: Cumulative parent Liaison binder Title I-A Parental Involvement Compliance Checklist, STAAR Results, Attendance rate and Discipline referrals</p>				
<p>Funding Sources: 199 Local funds - \$350.00, 211 Title I-A - \$500.00</p>							

<p>Critical Success Factors CSF 5</p> <p>2) The School will make available the STAAR Index Results and CASAIP to parents via the campus web site in order to promote parental involvement and increase student achievement.</p> <p>Population: All Parents</p> <p>Timeline: Sept. 2017-May 2018</p> <p>CNA page: 17</p>	6	Administration Parent Liaison Title 1 Teacher	<p>Formative: six wks progress instrument Online documents Campus website</p> <p>Summative: End of year Parent Survey Title I-A Parental Involvement Compliance Checklist, STAAR Results, Attendance rate and Discipline referrals</p>				
<p>Critical Success Factors CSF 5</p> <p>3) Parents will be participating in Families in Training Exercises, Health Fair in order to promote and enhance student health & physical wellness, and provide students with balanced nutritional meals at home.</p> <p>Population: All Parents</p> <p>Timeline: Sept. 2017-May 2018</p> <p>CNA page: 17</p>	6	Parent Liaison, Administration	<p>Formative: Parent attendance sheets</p> <p>Summative: Cumulative Liaison binder Fitness Gram student results Title I-A Parental Involvement Compliance Checklist, STAAR Results, Attendance rate and Discipline referrals</p>				
<p>Critical Success Factors CSF 5</p> <p>4) Parents will learn arts & crafts skills to share with their children in order to enhance student school projects.</p> <p>Population: All Parents</p> <p>Timeline: Sept. 2017-May 2018</p> <p>CNA page: 17</p>	6	Parent Liason	<p>Formative: Sign in sheets</p> <p>Summative: Cumulative campus binder</p>				

<p align="center">Critical Success Factors CSF 5</p> <p>5) The campus parental involvement policy document will be provided to the parents to increase awareness in the process of various parent/student campus programs for improvement of student outcome performance and extracurricular campus events and presentations.</p> <p>Population: All Parents</p> <p>Timeline: August 2017-June 2018</p> <p>CNA page: 17</p>	6	Administration Parent Liaison	<p>Formative: Distribution of policy document Parent notices Campus website</p> <p>Summative: Cumulative campus binder with participants sign-in sheet, and Title I-A Parental Involvement Compliance Checklist, STAAR Results, Attendance rate and Discipline referrals</p>				
<p align="center">Critical Success Factors CSF 5</p> <p>6) DPAC: Bilingual, Migrant, G/T, and Sp Ed. Parent committee members will attend district meetings per school semester and present to the campus parents to provide awareness in the process of school review and improvement for student performance.</p> <p>Population: Parents</p> <p>Timeline: October 2017and March 2018</p> <p>CNA page: 17</p>	6	Parent Liaison, Parent Reps	<p>Formative: Parent sign in sheets</p> <p>Summative: Meeting minutes Cumulative parent-liaison Title I-A Parental Involvement Compliance Checklist, STAAR Results, Attendance rate and Discipline referrals</p>				
<p align="center">Critical Success Factors CSF 5</p> <p>7) Title I annual parent meeting will provide an awareness of federal funds for economically and academically disadvantaged students to increase student achievement, and provide a high quality education for students for future world requirements.</p> <p>Population: Parents</p> <p>Timeline: September 2017</p> <p>CNA page: 17</p>	6, 10	Administration, Parent Liaison	<p>Formative: Parent Sign in sheets</p> <p>Summative: Meeting minutes Title I-A Parental Involvement Compliance Checklist, STAAR Results, Attendance rate and Discipline referrals</p>				

<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>8) The School/Parent/Student Compact document will be provided to all parents and students, to inform parents and students of the responsibilities for: High student achievement, student attendance, parent/teacher responsibilities, to encourage student academic achievement as per state standards.</p> <p>Population: Parents and All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Timeline: August 2017-June 2018</p> <p>CNA page: 17</p>	6	Administration, Parent Liaison	<p>Formative: Parent Sign in sheets, signed compacts, campus website</p> <p>Summative: Title I-A Parental Involvement Compliance Checklist, STAAR Results, Attendance rate and Discipline referrals.</p>				
<p align="center">Critical Success Factors CSF 5</p> <p>9) A campus parent evaluation survey will be issued to the parents. Results of survey will evaluate the effectiveness of the Campus Parental Involvement Program.</p> <p>Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Timeline: April 2018</p> <p>CNA page: 17</p>	6	Administration, Parent Liaison	<p>Formative: Random distribution of survey</p> <p>Summative: Survey results Title I-A Parental Involvement Compliance Checklist, STAAR Results, Attendance rate and Discipline referrals</p>				

<p align="center">Critical Success Factors CSF 5</p> <p>10) The school will provide a Parent Liaison in order to assist, support, encourage and monitor the teachers, parents and students educational needs. Parent Liaison will conduct home visits, monitor student attendance and coordinate parent educational meetings.</p>	6	Administration, Parent Liaison	Formative Monthly activity log Job description Summative Campus Summative Evaluation Yearly Contract Title I-A Parental Involvement Compliance Checklist, STAAR Results, Attendance rate and Discipline referrals				
<p>Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Timeline: August 2017-June 2018</p> <p>CNA page: 17</p>	<p>Funding Sources: 211 Title I-A - \$0.00</p>						



<p>Critical Success Factors CSF 5</p> <p>11) The school counselor and the Parent Liaison will conduct parent presentations, on specific topics:</p> <ul style="list-style-type: none"> a) Bullying Prevention b) Violence/Conflict Resolution c) Recent drug use trends d) Resiliency/Developmental Assets e) Dating Violence f) Signs of Child Abuse g) RTI for behavior to recognize and use preventive measures h) Gang Awareness i) prevention/ and intervention k) Internet Safety l) Drugs, Alcohol and Tobacco Awareness m) Gun Safety n) Truancy o) EOP Safety Procedures <p>The Counselor and the Parent Liaison will guide the parents in recognizing the importance of the impact of the offenses.</p> <p>Population: All Parents</p> <p>Timeline: September 2017-June 2018</p> <p>CNA page: 17</p>	6	<p>Administration Counselor CPI core response teams Teachers Parent Liaison</p>	<p>Formative: Counselor classroom log presentations Crisis prevention trainings Sign in Sheets. Summative: Counselor Lesson Plans Session evaluations, discipline referrals, attendance rate and truancy reports. Title I-A Parental Involvement Compliance Checklist, STAAR Results, Attendance rate and Discipline referrals Meeting minutes</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							





Goal 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 Perez 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: PBMAS Report





Summative Evaluation 1:







Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 6</p> <p>1) All migrant students will receive grade appropriate school supplies on an as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus facilitating them the same opportunity to meeting the academic challenges of all students. PFS students will receive supplemental support services before other migrant students.</p> <p>Population: PFS Migrant students</p> <p>Timeline: August 2017-June 2018</p> <p>CNA page: 7</p>	2, 9, 10	Administrators, Parent Liaison	<p>Formative: School POs, Student motivational Fund Balance checks</p> <p>Summative: Distribution of student supplies</p>				
<p>Funding Sources: 212 Title I-C (Migrant) - \$330.00</p>							

<p align="center">Critical Success Factors CSF 1</p> <p>2) Migrant students will be provided with hygiene products. The school nurse will conduct hygiene classroom lessons for all students including the migrant students, in order for students to implement and apply healthy hygiene habits.</p> <p>Population:PFS Migrant Students</p> <p>Timeline: August 2017-June 2018</p> <p>CNA page: 7</p>	10	Administrators, Parent Liaison	Formative: NGS List of Migrant Students. Summative: Receipts of hygiene supplies. Documentation log with students NGS numbers & signatures.			
Funding Sources: No Funds Required - \$0.00						
<p align="center">Critical Success Factors CSF 1</p> <p>3) Priority for Service migrant students will be provided supplemental support services before other migrant students to ensure that the requirements delineated by NCLB (d) Section 1304 are addressed.</p> <p>Population: PFS Migrant Students</p> <p>Timeline: August 2017-June 2018</p> <p>CNA page: 7</p>	10	Principal, MSC	Formative: Campus Reports Summative: PFS Monitoring Tool			

<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>4) In order to secure the data needed to accommodate placement into appropriate supplemental instructional opportunities for Pre-K- 5th grade migrant students; pre-test and post-test results will be used by teachers and administrators to identify the migrant students performing below grade level. NOTE: At sites being served by a migrant teacher, teacher will provide additional supplemental opportunities and ensure participation.</p> <p>Population: PFS Migrant Students</p> <p>Timeline: August 2017-June 2018</p> <p>CNA page: 7</p>	8	Administration, PEIMS clerk, Teachers	Formative: Progress monitoring instruments Summative: BOY, MOY, EOY State & Norm Assessments				
<p align="center">Critical Success Factors CSF 1</p> <p>5) The academic progress of 1st grade migrant students will be monitored to ensure successful grade level completion and ultimately secure promotion to 2nd grade. NOTE: At sites being served by a migrant teacher, teacher will provide additional monitoring support and ensure participation into supplemental opportunities.</p> <p>Population: 1st Grade PFS Migrant Students</p> <p>Timeline: August 2017-June 2018</p> <p>CNA page: 7</p>	8	Administration, 1st grade Teachers	Formative: Progress Reports Summative: EOY data results, report cards				

<p align="center">Critical Success Factors CSF 1</p> <p>6) Elementary migrant students will have an equal opportunity to attend the school districts summer school programs to ensure promotion if needed: or, to participate in the enrichment migrant summer program. The migrant students will be provided with additional supplemental support by the respective campus in order to address academic, attendance needs and promote positive social engagement.</p> <p>Population: PFS Migrant Students</p> <p>Timeline: August 2017-June 2018</p> <p>CNA page: 7</p>	10	Administration, Teachers	Formative: Participants Summer lists Summative: End of Summer School documentation				
<p align="center">Critical Success Factors CSF 1</p> <p>7) 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 more effectively.</p> <p>Population: PFS Migrant Parents of Pre-Kinder through 2nd Grade students</p> <p>Timeline: August 2017-June 2018</p> <p>CNA page: 7</p>	2, 9	Administration, Migrant NGS cluster clerk, MSC	Academic success for all PK-2nd grade students EOY Promotion Rate				

<p>Critical Success Factors CSF 1 CSF 5</p> <p>8) Extended Day tutorial session may be held for migrant students at elementary campuses where there is a documented need for supplemental academic support in the core subjects in order to ensure that migrant students have the same opportunity to meet academic challenges as non-migrant students. NOTE: At sites being served by a migrant teacher, teacher will provide and ensure participation into supplemental opportunities.</p> <p>Population: PFS Migrant Students</p> <p>Timeline: August 2017-June 2018</p> <p>CNA page: 7</p>	2, 10	Administration, Classroom Teacher, Migrant Funded: Teacher, Tutorial Teacher, MSC	Increase promotion rates and test performance.				
<p>Critical Success Factors CSF 7</p> <p>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.</p> <p>Population: Campus Faculty and Staff</p> <p>Timeline: August 2017-June 2018</p> <p>CNA page: 7</p>	2, 10	Special Programs, Administrator, Migrant Funded: Teachers, Campus Clerks, DMC, MSC	Timely placement into Interventions				



<p>Critical Success Factors CSF 6</p> <p>10) A survey will be used to evaluate the effectiveness of the Migrant Education Program so that pertinent and appropriate adjustments can be made to better serve migrant students.</p> <p>Population: PFS Migrant Personnel</p> <p>Timeline: August 2017-June 2018</p> <p>CNA page: 7</p>	8, 10	Administration, Migrant Funded: Migrant Teachers, Clerks, MEP Secretary, DMC, MSC	Increase on-time graduation				
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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: To provide teachers and students the opportunities to stay current with technological advancement.

Evaluation Data Source(s) 1: To score a the Advanced Tech Level in all four areas of the Star Chart.

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 be taught technology TEKS using a computer and/or internet as appropriate to grade level throughout the year. Students will apply computer literacy strategies to assist with online testing. The classroom teacher will be provided supplies and materials to assist with delivery of instruction such as but not limited to: e.g. Study Island, ink, etc.</p> <p>Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Timeline: August 2017-June 2018</p> <p>CNA page: 21</p>	3, 9	Principal, Instructional Tech. Dept, Teachers-40 FTE	Formative: Student technology projects Summative: Student presentation projects				

<p align="center">Critical Success Factors CSF 7</p> <p>2) The district and the campus will offer professional development technology opportunities. Teachers will provide students with instructional technology modules to enrich visual and audio content based comprehension.</p> <p>Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Timeline: August 2017-June 2018</p> <p>CNA page: 21</p>	4	Technology Dept., Administration	<p>Formative: Sign in sheets for trainings</p> <p>Summative: Performance teacher portfolios</p>				
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>3) Teachers will integrate technology into their curriculum. Students will be exposed to instructional modules to increase comprehension in various content areas. Teachers will be provided supplies and materials to assist with delivery of instruction.</p> <p>Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Timeline: August 2017-June 2018</p> <p>CNA page: 21</p>	3	Principal, Teachers- 40 FTE	<p>Formative: Walkthroughs</p> <p>Summative: Summative generated computer reports</p>				



<p>Critical Success Factors CSF 4 CSF 6</p> <p>4) The campus technology needs will be addressed through the purchase of necessary components such as but not limited to: supplies, contractual services (Study Island, Living with Science, Renaissance Learning AR & STAR, library service, computer lab programs, etc.) Classroom computers, Smart Boards, printers, projectors, scanners, cameras, laptops, net books, light bulbs, software, ELMO/projectors (EduSmart), TVs and hardware as needed (pen/external drives, ink cartridges, etc.), laminator, poster maker, for the classrooms, support staff programs and campus leadership office supplies E.g.</p> <p>Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Timeline: August 2017-June 2018</p> <p>CNA page: 21</p>	9	Administration, Teachers-40-FTEs	Formative: Campus Needs Assessment survey Summative: Student performance technology portfolios			
<p>Funding Sources: 199 Local funds - \$2,255.00, 211 Title I-A - \$1,920.00</p>						
<p>Critical Success Factors CSF 6</p> <p>5) Perez Elementary Staff & students will complete the annual School Technology and Readiness (STaR) Chart to assess technology proficiency.</p> <p>Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I and Staff</p> <p>Timeline: Spring 2018</p> <p>CNA page: 21</p>	10	Administration, Campus Staff	Formative: Sign in sheets Application of technology training in the classroom Walkthroughs Summative: Completion of the survey online.			
<p> = Accomplished = Continue/Modify = No Progress = Discontinue</p>						





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





Performance Objective 2: To provide the campus employees the resources that are needed for the daily operation needs of the school.









Evaluation Data Source(s) 2: Needs of the school are met.

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 6</p> <p>1) Office personnel will perform their responsibilities to assist the campus administration, teachers, students and parents, through the use of various supplies and materials that are required for the daily operation of the campus/office.</p> <p>Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Timeline: August 2017-June 2018</p> <p>CNA page: 19</p>	1, 10	Principal, Office staff	<p>Formative: Generated POs</p> <p>Summative: Budget expenditure report of utility resources</p>				
<p>Funding Sources: 199 Local funds - \$800.00, 211 Title I-A - \$1,500.00</p>							

<p align="center">Critical Success Factors CSF 3 CSF 7</p> <p>2) Professional development will be provided to the campus principal, assistant principal, dean, and teachers, certified support staff and classified staff to support their daily professional responsibilities in their certifications, to address the campus needs; through local, state and national sessions/conferences for the purpose of staying current with curriculum and state assessment trends that will impact student achievement and instructional performance with the classroom teachers.</p> <p>Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Timeline: August 2017-June 2018</p> <p>CNA page: 13</p>	4	Principal, Assistant Principal, Dean of Instruction	Formative: Professional leaves Summative: Annual performance evaluations			
<p align="center">Critical Success Factors CSF 1</p> <p>3) The campus will purchase supplies and materials for the various instructional needs of the students, staff, school classrooms, support programs, special educational programs, technology programs, and office productivity. This will facilitate the daily needs that are required for the operation of the campus.</p> <p>Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Timeline: August 2017-June 2018</p> <p>CNA page: 9</p>	1	Principal, Secretary, Teachers, Support staff	Formative: Work order requests Summative: Bi-Tech Purchase orders,			
<p>Funding Sources: 211 Title I-A - \$19,079.00, 199 Local funds - \$1,200.00</p>						

<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>4) Students will be provided opportunities to correlate and make connections from classroom instruction in the various content areas, to real world experiences through the participation of grade specific field trips and extra-curricular events, such as but not limited to: UIL, Science Fair, Drill Team, Special Community events, parades, etc. Students will have adequate adult(s) supervision. (Ratio: 10:1)</p> <p>Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Timeline: August 2017-June 2018</p> <p>CNA page: 9</p>	1, 10	Principal, Secretary, Teachers, Support staff	Formative: Transportation requests Correlation of lesson to field trip Summative: Field trip participation on scheduled date.			
Funding Sources: 199 Local funds - \$2,400.00						
<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>5) Custodial supplies such as but not limited to: hygiene, equipment, tools, protective safety items, indoor-outdoor supplies, fixed assets, and additional materials for the performance, operation maintenance, and daily function of the campus will be purchased. To address the well-being of a safe and healthy environment.</p> <p>Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Timeline: August 2017-June 2018</p> <p>CNA page: 11</p>	10	Principal, Head Custodian, Custodial staff, Secretary, Maintenance Dept.	Formative: P.O. requests maintenance requests Daily operation and performance of custodial staff. Summative: Custodial Staff evaluations Maintenance completion work orders.			
Funding Sources: 199 Local funds - \$4,400.00						

<p>Critical Success Factors CSF 1</p> <p>6) The campus will purchase equipment/fixed assets that are necessary for the various instructional needs of the sub populations of students, staff, and school classrooms, microwave ovens for the Teachers Lounge, support programs, special educational programs, technology programs, and office productivity. This will facilitate the daily needs that are required for the operation of the campus.</p> <p>Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Timeline: August 2017-June 2018</p> <p>CNA page: 21</p>	10	Principal, Secretary, Teachers, Support staff, Special Ed Teachers, Special Program Teachers	Formative: Purchase orders, Work order requests Summative: Implementation, use, and consumption of equipment.				
<p>Critical Success Factors CSF 7</p> <p>7) The campus administration will provide Faculty/Staff meetings to address information from the Federal, State, Local, District, and Department updates, guidelines, policies & procedures, to maintain the campus personnel current on information in relations to their employment responsibilities.</p> <p>Population: All Campus Employees</p> <p>Timeline: August 2017-June 2018</p> <p>CNA page: 13</p>	4, 10	School Administration, Office Staff	Formative: Scheduled meetings Sign in/Agendas Summative: ERO Employee Transcript				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 9: DRAFT: 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 Perez facilities will implement energy savings plans; maintain and upgrade current facilities to provide a healthy and positive learning environment by scheduling renovation/upgrade/improvement of at least 20% of instructional facilities annually over the next 5 years. (Board Goal 2) [DEIC added 12-6-2017]

Evaluation Data Source(s) 1: New Energy Plan adopted by campus, 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) Campuses will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan. Population: All campus facilities Timeline: December 2017- June 2018 Need: Board approved goal priority [DEIC added 12-6-2017]		Campus Administration Facilities and Maintenance staff	Complete implementation of the plan will result in decreased energy usage compared to prior year. Formative: Monthly comparison of energy usage Summative: Annual comparison of energy usage				
2) Create and implement a systematic approach to the renovation/ upgrade/ improvement of facilities to include prioritizing based on safety and needs of the campus. Population: All campus facilities Timeline: December 2017- June 2018 Need: Board approved goal priority [DEIC added 12-6-2017]		Campus Administration Facilities and maintenance staff	Survey results from the campus will indicate prioritization of the renovation plans. Formative: Survey Summative: Evaluation/analysis of survey data				






= Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue

Goal 10: DRAFT: 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: The Campus will ensure effective and efficient use of 100% of available budgeted funds to be used to meet the needs of all students. (Board Goal 3) [DEIC added 12-6-2017]

Evaluation Data Source(s) 1: Fiscal reports for the campus, 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) The Camus will support programs in the effective and efficient use of 100% of available budgeted funds based on the needs assessments. Population: Campus Stakeholders Timeline: December 2017- June 2018 Need: Board approved goal priority [DEIC added 12-6-2017]		Campus Administration SBDM committee	Funding reports will indicate all funds were expended based on prioritized needs. Formative: monthly expenditure reports compared DIP/CIP Summative: end of year expenditure reports				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 10: DRAFT: 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: The Campus will commit to a balanced budget which includes improved non-monetary compensation for 100% of teachers. (Board Goal 3) [DEIC added 12-6-2017]

Evaluation Data Source(s) 2: Allow teachers to complete the campus climate survey.

Summative Evaluation 2:







Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Recognize teachers during Teacher appreciation week and on other occasions. Provide recognition to teachers during school assemblies. Population: campus students Timeline: December 2017- June 2018 Need: Equity Plan need and Board approved goal priority [DEIC added 12-6-2017]		Campus Administration	Teacher Appreciation Week will be planned for recognition of teachers. Formative: draft or revised Teacher Appreciation Week Plan Summative: SBDM approved plan		 33%		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 11: DRAFT: 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: Perez Elementary will provide the BISD Public Information Office with features articles, student recognitions, co-/extra-curricular activities, and parent/community events. (Board Goal 4) [DEIC added 12-6-2017]

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

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Perez Elementary will designate a PIO contact to provide features articles, current and prior students/ parents/ staff recognition's, co-/extra-curricular activities, and parent/community events. Population: BISD Stakeholders Timeline: December 2017- June 2018 Need: Need: Decreasing enrollment/ Board approved goal priority [DEIC added 12-6-2017]		Campus Administration	Regular features in media showcasing current accomplishments of faculty, staff, students and alumni and major events. Formative: Submissions of information for articles and showcases Summative: annual compilation of articles and presentation/showcases				
2) Perez Elementary will update its website at least monthly including showcasing student and community activities. Population:Perez Stakeholders Timeline: December 2017- June 2017 Need: Decreasing enrollment/ Board approved goal priority [DEIC added 12-6-2017]		Campus Administration Campus TST	Campus website will be up-to-date on a monthly basis with all compliance postings and showcasing campus activities and successes. Formative: checklist of website indicating current Summative: report at end of year for monthly checklist results				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	21	Teachers will submit weekly writing journals and science journals for each of their students to the Dean's Office for review by the Principal and Dean. Population: GT, Bilingual, Sp. Ed, General Ed. Teachers Timeline: Sept. 2017-June 2018 CNA: page 9

State Compensatory

Budget for Perez Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
162-11-6118-00-121-Y-24-SSI-Y	6118 Extra Duty Stipend - Locally Defined	\$5,054.00
162-11-6118-00-121-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	\$13,150.00
162-11-6118-00-121-Y-30-ASP-Y	6118 Extra Duty Stipend - Locally Defined	\$30,779.00
162-11-6119-00-121-Y-34-PKK-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$86,646.00
162-13-6119-31-121-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$64,126.00
6100 Subtotal:		\$199,755.00
6300 Supplies and Services		
162-11-6399-00-121-Y-30-000-Y	6399 General Supplies	\$15,885.00
6300 Subtotal:		\$15,885.00
6400 Other Operating Costs		
162-13-6497-00-121-Y-30-000-Y	6497 Fees - Locally Defined	\$150.00
6400 Subtotal:		\$150.00

Personnel for Perez Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Celina Garza	Pre-K Teacher	State Compensatory	.50
Julie Pena	Dean of Instruction	State Compensatory	1
Patricia Ramirez	Pre-K Teacher	State Compensatory	.50

Title I

Schoolwide Program Plan

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

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

Ten Schoolwide Components

1: Comprehensive Needs Assessment

The Site-Based Decision-Making (SBDM) Committee conducted a comprehensive needs assessment (CNA pages 7-25) over a period of one year to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations.

Based on the CNA, the committee decided to concentrate on improving the passing rate of all students and student groups including Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on state assessments. The goal is to have 93 percent of all students and all student groups passing all parts of state mandated assessments for the ***2015 – 2016 school year*** and to increase the academic performance level in all content areas. In addition, *to improve the performance and passing rate of test grades 3rd-5th, ELL's, to increase TELPAS attainment in 4th grade, and to raise the rigor of the early transitional bilingual program for students in grades Pre-Kinder-2nd grade.*

2: Schoolwide Reform Strategies

To accomplish these objectives, the staff will use the budgeted funds to implement school-wide reform strategies 1.1.6 and 1.1.7 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; by assisting the classroom teachers with various supplies, materials, technology, and equipment, necessary to; (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 3.1.2 and 3.1.4 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; by implementing RTI in the core content areas to; (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; by providing various supplies, materials, technology, and equipment, vertical and horizontal alignment meetings; (5) address how the school will determine if such needs have been met through various instruments for data analysis, district/campus benchmarks, six weeks report cards, RTI student folders; and (6) are consistent with and are designed to implement the State and local improvements plans. **Goals and strategies: 1.1.1-1.2.3, 3.1.1-3.1.14, 4.1.1-4.2.3, 5.1.1-5.1.23, 6.1.1-6.1.11 and 8.1.1-8.2.9.**

3: Instruction by highly qualified professional teachers

Highly-qualified teachers will carry out the instructional program, (strategy 1.1.1) Only teachers who are certified and who have met state testing requirements to teach the subjects/grade levels to which they are assigned will be hired by the School. In emergency situations, the School will consider teachers who have alternative certification. In addition to appropriate certification, teachers will be sought who are experienced and have been successful in previous assignments.

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 (Strategy 1.1.1) throughout the school year for all staff including teachers, principals, and paraprofessionals. Professional development activities will be geared to individual teachers' specialties, along with any other identified needs as determined through the staff, student and parent needs assessment surveys, administration classroom observations and evaluations, and/or district identified needs. Professional development will be conducted both at the school and the education service center as well as district conferences and workshops which will be intensive and sustained. *Identified professional development needs for Perez Elementary are: RTI TIER II and III, improve in AMAOS 1 and 2 percent passing of ELL's, improve the performance passing rate of students in 3rd-5th grades, address the early transitional progress of the bilingual student population, address the four index areas of the STAAR, and maintain Advanced Academic Performance for the State Assessment STARR test.* **Goals 1-8.**

5: Strategies to attract highly qualified teachers

Strategies to attract high-quality teachers to high needs schools, (strategy 1.1.15), will include our school's participation in the selection of teachers from the District's and Region I's efforts to paying stipends for attainment of a Master's Degree, and paying stipends for math, science and social studies by the District including the insurance benefits that the School District offers.

6: Strategies to increase parental involvement

Title I, Part A Funds will be used to partially finance strategies to increase parental involvement (strategies 6.1.1-6.1.11) at the school including the Parent Center 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 children be successful at home, learning English, discipline management, and parenting skills will be provided to those parents who want to better meet the rigors of parenting. *Maintain parental monthly meetings with topics of importance for parents, provide opportunities for parents to assist the classroom teachers as homeroom parents, and provide information on health, hygiene, and proper nutrition for the wellbeing of their children in school.* **Goal 6**

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

An orientation for preschool children from Head Start to assist with the transition to *Perez Elementary* will be held annually in the spring and for 5th grade students and their parents to assist with the transition into middle school. **Goal and strategy 3.1.5 and 1.1.16.**

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. (strategy 1.1.17) Teachers will use data obtained from state assessments as well as other instruments, including but not limited to the Standard English Language Proficiency, TELPAS, TEJAS LEE and TPRI Inventories for reading, campus and district benchmark tests, to implement new instructional strategies, modify existing strategies and/or discontinue existing strategies to better address student needs as determined by use of these instruments. Teachers will use this data to address their delivery of instruction and target professional development needs.

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 along with district and campus generated assessments'. 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. *Perez Elementary provides afterschool tutorials with State Compensatory Education and Title III funds. In addition, in-house tutorials, and enrichment interventionist support is provided during rotation campus schedule. Students will also be provided RTI support with resources delineated by the Texas Initiative Literacy Grant.* **Goals 1.1.3, 3.1.4, and 7.1.12.**

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 After School Tutorials funded through State Compensatory Education and Title III funds. Professional Development activities are also paid for from Title I, Parts A, and Local Funds. Title I Funds along with *Local Maintenance Funds (199), State Compensatory Education*

*Funds (162), Migrant Education Funds (212) Special Education Funds (166) funds are used to purchase supplemental instructional materials, media, and library resources used to improve and enhance the overall instructional program. **Goal and strategies: 1.1.1, 1.1.10,***

In addition to those described above, Migrant Funds are used to purchase supplies for ALL migrant students of migratory workers for supplemental services designed to reduce the educational disruptions and other problems that result from repeated moves. Migrant Priority for Service funds, are also allotted for their personal needs. PFS Students will be provided TIER instructional support in the classroom. Monitoring of Migrant student performance will be done based on the grade appropriate assessment instruments such as: CPALS, TPRI/TEJAS LEE, Stanford/APRENDA, and STAAR. *The migrant students, especially the Priority for Service Migrant students are given an opportunity to participate in the School's After-School Tutorial Program providing the students are granted parental permission to participate in the program, and are identified At-Risk. ALL Campus Migrant students will receive instructional support via the Migrant Department Communities in School Initiative every (pending day) during the 2013-2014 School Year. **Goal and strategy 7.1.1, 7.1.2, 7.1.3***

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. *All bilingual education students are provided with a strong English as a Second Language (ESL) instructional program during the school day with the intent to provide early transition into the English language and to promote transition from one bilingual education coding to the next at the end of the school as per the Language Proficiency Advisory Committee recommendation. The ultimate goal is to exit all English Language Learners from the bilingual education program. **Goal 1.1.1, 1.1.2, 1.1.10***

The campus will also continue to provide the state mandated State Compensatory Education (SCE) Program through campus as well as District funded initiatives. *SCE funds are primarily utilized to fund the After-School Program for Kindergarten – 5th grade at-risk students and provide supplemental instructional materials. Funds are used for extra duty pay for after-school tutorials for the teachers to work with their at-risk students and to fund salaries for certified and classified personnel. The School's Response to Intervention (RTI) process enables the teachers to provide their at-risk students with the necessary instructional interventions to monitor their academic progress during the school year. **Goal 3.1.4***

Federal funds are used for funding certified and classified personnel for highly qualified retention of the campus employees. In addition, these funds support professional development for teachers, administration, and classified personnel, instructional supplies, office supplies, custodial supplies, hygiene supplies, and parental involvement supplies. **Goal 1.2.11, 3.1.2, 3.1.4, 7.1.2**

Special education funding provides supplemental services to eligible students as per Individuals with Disabilities Education Act (IDEA) identification requirements. In order to ensure a free and appropriate public education (FAPE) in a least restrictive environment (LRE), children who qualify for special education must receive services in accordance with a properly developed Individualized Education Program (IEP) as per federal and state special education guidelines. In addition, all Admission, Review, and Dismissal (ARD) committees will adhere to the policies and procedures outlined by the Texas Education Agency (TEA) in the ARD Committee Decision-Making Process for the Texas Assessment Program Manual and a Guide to the Admission, Review and Dismissal Process. *The School's special education Department is comprised of one (1) Pre-School Program for Children with Disabilities (PPCD)*

*Classroom, two (2) Life Skills Classrooms, one (1) Content Mastery/Resource Teacher, and one (1) Resource Teacher. The PPCD classroom services students with one or more disabilities and educate them at their instructional level. The Life Skills classrooms educate students with one or more disabilities and instruction is focused in the content areas at the students' instructional level in order to prepare them for career, technical, and/or vocational School. The Content Mastery Center (CMC) Program is primarily for those special education students who are more academically independent in their learning, but are provided with CMC services when the student is experiencing some academic difficulty after the teacher's initial instruction. The campus Resource Program services students who are in need of more structure remedial services in the following content areas: reading, math, and writing. The goal of the Resource Program is to transition the students from resource services into In-Class Support Services (Inclusion) and to exit the program. **Goal 1***

The "Texas Literacy Grant Initiative" was awarded to BISD as of April 2012. Perez Elementary School will participate in the Texas Literacy Grant by setting a District and Campus aligned mission statement that will focus on increasing literacy for the students in the areas of fluency, academic vocabulary, and comprehension. The campus will focus on implementing a master schedule, where there will be block periods of 120 minutes of daily uninterrupted Language Arts, Reading and TIER II instruction. Ninety minutes will be for direct whole/small group instruction. Thirty minutes will follow with TIER II differentiated instruction for the students in PreK-5th grade, from Monday through Friday. A Teacher Leader will be funded from the Literacy Grant. The FTE position will be a full time position. Teacher Leader assignments and responsibilities will be provided by the district and campus leadership teams. Teacher Leaders will focus on monitoring, supervision, and data of implementation of literacy and delivery of instruction. The campus TLI teacher and the dean will attend the June Texas Literacy Initiative Conference to provide further implementation process of the grant through the delivery of instruction in the classroom across core content areas. **Goal 1, 2 and 3.**

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Gracia, Roselee	Title I-A Pre-k Aide	Title I-A	1
Infante, Rogelio	Library Aide	Title I-A	1
Little, J'Nice Erica	Nurse	Title I-A	40%
Lopez, Guadalupe G.	FP Teacher Aide	Title I-A	1
Perez, Sandra	Parent Liaison	Title I-A	1
Solis, Nelly A.	Title I-A Pre-k Aide	Title I-A	1

2017-18 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Michael Moreno	Principal
Non-classroom Professional	Hector M.	Asst. Principal
Meeting Facilitator	Julie Pena	Dean of Instruction
Paraprofessional	Norma Serna	School Secretary
Business Representative	William Anderson	The Neighborhood Pharmacy
Business Representative	Enrique Pena	Attorney, Law Office of E. Pena & Associates, P.C.
Classroom Teacher	Mercy Paz	3rd Grade
Classroom Teacher	Marlen Gunnoe	5th Grade
Classroom Teacher	Edith Flores	4th Grade
Classroom Teacher	Elizabeth Lopez	Kinder
Classroom Teacher	Celina Garza	Pre-Kinder
Classroom Teacher	Julizza Hernandez	4th Grade
Classroom Teacher	Gabriela Leal	2nd Grade
Classroom Teacher	Iris San Miguel	1st Grade
Classroom Teacher	Angelica Villarreal	1st Grade
Classroom Teacher	Anna Robledo	Resource Teacher
Community Representative	Dr. Cristina Anderson	Dentist- Dental Worx
Community Representative	Arturo Nelson	Dialectics
District-level Professional	Dr. Norma Ibarra	Curriculum
Non-classroom Professional	Oscar Guajardo	Counselor
Paraprofessional	Sandra Perez	Parent Liaison
Parent	Angel Lopez	Parent
Parent	Flor Escareno	Parent
Student	Liliana Escareno	5th Grade Student

Campus Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	general supplies	199-11-6399-00-121-Y-11-000-Y	\$1,500.00
1	1	1	science supplies	199-11-6399-01-121-Y-11-000-Y	\$800.00
1	1	4	Supplies	199-36-6399-00-121-Y-99-000-Y	\$100.00
1	1	10	Supplies	199-12-6399-00-121-Y-99-000-Y	\$300.00
1	1	10	Other Reading Materials	199-12-6329-00-121-Y-99-021-Y	\$213.00
1	1	10	Subscriptions	199-12-6325-00-121-Y-99-00-Y	\$200.00
1	1	10	printing AR journals	199-11-6399-16-121-Y-11-000-Y	\$800.00
1	1	16	Bus Transportation	199-11-6494-00-121-Y-30-0F2-Y	\$300.00
1	2	1	PE Supplies	199-11-6399-51-121-Y-11-000-Y	\$800.00
1	2	11	1 FTE-Hygiene Supplies, Lysol	199-33-6399-00-121-Y-99-000-Y	\$200.00
2	1	1	Art supplies and materials	199-11-6399-50-121-Y-11-000-Y	\$478.00
2	1	1	Music supplies and materials	199-11-6399-57-121-Y-11-000-Y	\$478.00
3	1	2	supplies and materials to support instruction	199-13-6399-00-121-Y-99-000-Y	\$1,000.00
4	1	1	Awards	199-11-6498-00-121-Y-11-000-Y	\$2,187.00
4	1	1	food and refreshments	199-11-6499-53-121-Y-11-000-Y	\$500.00
5	1	2	Supplies to support instruction	199-31-6399-00-121-Y-99-000-Y	\$100.00
5	1	5	Employee Travel(parent liaison mileage)	199-61-6411-00-121-Y-99-000-Y	\$150.00
5	1	19	Security	199-52-6121-00-121-Y99-000-Y	\$240.00
6	1	1	Funds for supplies, materials and refreshments	199-61-6499-53-121-Y-99-000-Y	\$350.00
8	1	4	Funds for instructional supplies (ink)	199-11-6399-62-121-Y-11-000-Y	\$800.00
8	1	4	Color Printer and TV	197-12-6649-65-121-Y-99-000-Y	\$1,455.00
8	2	1	Supplies and materials for daily operation of the campus/office.	199-23-6399-00-121-Y-99-000-Y	\$800.00
8	2	3	copy paper	199-11-6396-00-121-Y-11-000-Y	\$1,200.00
8	2	4	Bus Transportation	199-11-6494-00-121-Y-11-000-Y	\$2,400.00

8	2	5	Custodial supplies	199-51-6315-00-121-Y-99-000-Y	\$4,100.00
8	2	5	General Supplies (radios)	199-51-6699-00-121-Y-99-000-Y	\$300.00
Sub-Total					\$21,751.00
Budgeted Fund Source Amount					\$21,751.00
+/- Difference					\$0
162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Extra Duty Pay	162-11-6118-00-121-Y-30-000-Y	\$13,150.00
3	1	1	Extra Duty Pay (SSI)	162-11-6118-00-121-Y-24-SSI-Y	\$5,054.00
3	1	1	Supplies	162-11-6399-00-121-Y-30-000-Y	\$15,885.00
3	1	1		162-11-6118-00-121-Y-30-ASP-Y	\$30,779.00
3	1	2	1 FTE	162-13-6119-31-121-Y-30-000-Y	\$64,126.00
3	1	4	2 Pre-K teachers .50 FTEs	162-11-6119-00-121-Y-34-PKK-Y	\$86,646.00
Sub-Total					\$215,640.00
Budgeted Fund Source Amount					\$215,640.00
+/- Difference					\$0
163 State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	19	substitutes for LPAC members	163-13-6112-00-121-Y-25-000-Y	\$6,000.00
Sub-Total					\$6,000.00
Budgeted Fund Source Amount					\$6,000.00
+/- Difference					\$0
166 State Special Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Toner	166-11-6399-62-121-Y-23-000-Y	\$1,300.00
1	1	7	Supplies	166-11-6399-00-121-Y-23-0P1-Y	\$101.00
1	1	7	Supplies	166-11-6399-00-121-Y-23-0P3-Y	\$166.00
1	1	7	Supplies	166-11-6399-00-121-Y-23-0P4-Y	\$665.00

1	1	7	supplies	166-11-6399-00-121-Y-23-0B0-Y	\$500.00
Sub-Total					\$2,732.00
Budgeted Fund Source Amount					\$2,732.00
+/- Difference					\$0

211 Title I-A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Pre-Kinder Paraprofessionals	211-11-6129-06-121-Y-32-0F2-Y	\$0.00
1	1	5	Kinder Paraprofessionals	211-11-6129-06-121-Y-30-0F2-Y	\$0.00
1	1	10	Supplies	211-12-6399-00-121-Y-30-0F2-Y	\$600.00
1	1	10	Other Reading Materials	211-12-6329-00-121-Y-30-0F2-Y	\$1,000.00
1	2	11	40 percent of 1 FTE- school nurse	211-33-6119-00-121-Y300F2	\$0.00
1	2	11	General Supplies	211-33-6315-00-121-Y-30-0F2-Y	\$200.00
3	1	2	Supplies and materials to support instruction	211-13-6399-00-121-Y-30-0F2-Y	\$1,000.00
3	1	6	1 FTE Library Aide	211-12-6129-06-121-Y300F2	\$0.00
6	1	1	Funds for supplies, materials and refreshments	211-61-6499-53-121-Y-30-0F2-Y	\$500.00
6	1	10	TI- 1-FTE Parent Liaison	211-61-6129-00-121-Y-30-0F2-Y	\$0.00
8	1	4	Software Living with Science	211-11-6299-00-121-Y-30-0F2-Y	\$1,920.00
8	2	1	General Supplies	211-23-6399-00-121-Y-30-0F2-Y	\$1,500.00
8	2	3	General supplies	211-11-6399-00-121-Y-30-0F2-Y	\$17,079.00
8	2	3	Copy paper	211-11-6396-00-121-Y-30-0F2-Y	\$2,000.00
Sub-Total					\$25,799.00
Budgeted Fund Source Amount					\$25,799.00
+/- Difference					\$0

212 Title I-C (Migrant)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	1	Funds for school supplies	212-11-6399-00-121-Y-24-0F2-Y	\$330.00
Sub-Total					\$330.00
Budgeted Fund Source Amount					\$330.00

					+/- Difference	\$0
263 Title III-A Bilingual						
Goal	Objective	Strategy	Resources Needed	Account Code		Amount
1	1	18	Fees for tutorials	263-11-6118-00-121-Y-25-000-Y		\$8,372.00
					Sub-Total	\$8,372.00
					Budgeted Fund Source Amount	\$8,372.00
					+/- Difference	\$0
					Grand Total	\$280,624.00