

Brownsville Independent School District

Resaca Elementary

2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Reading/English Language Arts

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25% Closing Performance Gaps

Postsecondary Readiness



Mission Statement

The mission of Resaca Elementary is to devote, bequeath and focus on academic excellence and have high expectations in order for each student to become college bound, successful and abiding members, citizens, and adults of society.

Vision

The vision of Resaca Elementary is to have each of its students achieve their Greatest Potential and build a solid
Foundation for the Future.

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Achievement	8
School Culture and Climate	11
Staff Quality, Recruitment, and Retention	13
Curriculum, Instruction, and Assessment	15
Family and Community Involvement	17
School Context and Organization	19
Technology	20
Comprehensive Needs Assessment Data Documentation	22
Goals	25
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	25
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.	34
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.	37
Goal 4: The students will be encouraged and challenged to meet their full educational potential.	42
Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning.	45
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.	49
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.	53
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.	56
Goal 9: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will ensure equity in availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students.	59
Goal 10: The District will ensure effective and efficient use of all available funds to assist in implementing a balanced budget, which includes improved compensation for teachers.	60
Goal 11: All BISD programs and campuses will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts. (Board Goal 4) [DEIC added 12-6-2017]	62

State Compensatory 65
 Budget for Resaca Elementary: 65
 Personnel for Resaca Elementary: 66
Title I 67
 Schoolwide Program Plan 67
 Ten Schoolwide Components 67
Title I Personnel 70
Site-Based Decision Making Committee 71
Campus Funding Summary 72

Comprehensive Needs Assessment

Demographics

Demographics Summary

Resaca Elementary School is located at 901 East Filmore Street. It was built in 1931, and it is one of the oldest schools in the BrownsvilleIndependentSchool District. ResacaElementary School, unlike any other school in Brownsville, was not named after a well-known citizen. It was oddly enough named after the bodies of water often associated with Brownsville, Texas. An actual Resaca was located east of the school until 1965. At that time, The Texas Department of Highways filled in the Resaca as part of the construction of U.S. Highway 77/83.

Resaca Elementary School's previous administrators have been: Mr. Brice, Mr. T.J. Keller, Mr. M. C. Del Castillo, Mr. A. C. Mascorro, Mrs. R. Ybarra, Mrs. I. Salinas, Mr. V. Caballero, Mr. Carlos Paredes and Mrs. Villafuerte. Currently serving as administrator is Mrs. Lucinda R. Hernandez. The campus serves approximately 280 students enrolled in grades PK 3 through 5th. The student population is approximately 98.3% economically disadvantaged. The faculty and staff consist of 2 administrators, 1 counselor, 1 nurse, 22 classroom teachers, .5 librarian, 5 support staff, 4 para-professionals, 3 office staff and 2 custodians.

The student population at Resaca Elementary School is approximately 290 and serves students in grades Pre-K 3 through Fifth Grade. As reported on the 2015-2016 TAPR the campus employed 22.4 teachers, 3.9 professional support staff, 2.5 campus administrators, 7.9 educational aides for a total staff count of 36.6. The student population includes Hispanic 100%, Economically Disadvantaged 97.9%, Limited English Proficiency (LEP) 61.3%, At-Risk 72.90%, Migrant 1%, Gifted and Talented 13.1%, Special Education 8.3%, Mobility 23.8%. The attendance rate is 97.78% for all students and 97.3% for At-Risk students. The retention rate for all students is 7% and 7% for At-Risk students. 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 following information originated from the 2015 - 2016% TAPR results.

Texas Accountability Inventory System (TAIS)

Demographics Strengths

The strengths based on our demographics include our student attendance rates, and low student to teacher ration. Our campus has a low total student enrollment, which helps administration keep track of students needs an closely monitor student progress. We have less than 3 teachers per grade level, who work very closely in lesson planing. The staff continuously utilizes the Rtl

model to provide tier interventions to meet the needs of struggling students, thus preventing students to fall behind.

The faculty and staff are not only recognized by their administrators, but also by the district and state for their outstanding work. The following Resaca Elementary staff members were recognized: Juan Salazar was the BISD Teacher of the Year in the 1999-2000 academic year; Alma Salazar was the BISD Teacher of the Year in the 2000-2001 academic year. Additionally, Fidel Esparza was a recipient of the BISD Classified Employee of the Year in 2004 and 2006 respectively. This exemplifies and epitomizes the level of “Highly Qualified” educators that serve the community and students alike.

Resaca Elementary has been a State Recognized School for the years 1995-1996, 1997-1998, 1998-1999, 1999-2000, 2004-2005, 2005-2006, 2006-2007 and 2007-2008. The school has been a State Exemplary School for the years 2000-2001, 2001-2002, and 2002-2003. The school was designated as TEA Triple Distinction Designation Campus and also Progress Reward School 2013-2014.

Demographic Needs

- The Campus will employ the use of Extended day Tutorial, purchase STAAR focused workbooks and will integrate STAAR geared on-line software programs (iReady Math, Achieve 3000, A-Z Learning) to have an increase of 10% of At-Risk, ELL and Special Education students scoring in Level II and Level III on the Reading, Math, Science and Writing STAAR. Migrant students will be provided with literature books to increase the student exposure to novels, improve comprehension and increase the students fluency. Furthermore, student in Pk - 5th grade will have the opportunity to go on school field trips that will build background experiences and increase student vocabulary which are an essential skill needed for reading comprehension. CIP 1.1.1, 1.1.2, 3.1.1, 1.1.33, 3.1.1, 3.1.2, 3.1.3, 7.1.13, 1.1.8
- Tutorial and on-line software programs are needed to increase percent of ELL 1 – 2nd grade students scoring AH on TELPAS Reading. CIP 1.1.1, 3.1.1
- To ensure correct Identification, Monitoring, of Bilingual students through LPAC committee meetings Supplemental Duty for Teachers and Substitute teachers will be required. CIP 1.1.20
- More opportunities for professional development focused on providing instruction to ELL students needs to be offered at the campus. This will provide teachers with tools and strategies that can be implemented in their instruction; thus, help increase the percentage of students exiting the Bilingual Program by 2nd grade. Copy paper and ink will be needed for the handouts used during the Professional Development. CIP 1.1.4, 1.1.6
- Parent Liaison needs to continue communicating with parents or conduct home visits to ensure students are attending students in order to maintain high student attendance Rate for all sub populations. CIP 3.1.6
- Committee concluded that to maintain the high attendance student campus Attendance Rate home visits, calling parents, offering student incentives, and such would continue to ensure a better attendance rate. Also motivational activities such as perfect attendance awards, and Wampum’s will continue to be provided for students with perfect attendance by six weeks. Migrant students will be provided with essential clothing that is necessary during winter or raining weather for students to come comfortable to school; thus, reduce absences. Furthermore, teachers will be prepared to monitor attendance and know which action steps to take when students are not meeting attendance requirements. CIP 3.1.7, 4.1.3, 4.1.4, 4.1.5, 4.1.7, 4.1.10, 7.1.9, 8.1.14
- To decrease 10% of students in Special Education receiving OSS the counselor will speak to the students with discipline issues, lunch and/or in school suspension will be assigned and the students behavior intervention plan will be continuously monitored.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student Enrollment decreased by 3%. **Root Cause:** Many Charter schools close to our area have opened in the past two years and transient student population.

Problem Statement 2: The attendance percentage for At-Risk students decreased. **Root Cause:** High percentage of students traveling to MX during the weekends and absences occur due to illnesses.

Student Achievement

Student Achievement Summary

Resaca Elementary celebrates being recognized as a High Performing and High Progress School and receiving a 2016 Texas Accountability Met Standard Rating. Students worked hard and 2017 STAAR 5th Grade Reading scores are higher than the years before. This year, our campus also earned five Distinctions:

- Academic Achievement in Reading/ELA
- Academic Achievement in Mathematics
- Academic Achievement in Science
- Top 25 Percent Closing Performance Gaps
- Post-secondary Readiness

Resaca Elementary has been a State Recognized School for the years 1995-1996, 1997-1998, 1998-1999, 1999-2000, 2004-2005, 2005-2006, 2006-2007 and 2007-2008. The school has been a State Exemplary School for the years 2000-2001, 2001-2002, and 2002-2003. The school was designated as TEA Triple Distinction Designation Campus and also Progress Reward School 2013-2014.

The students of Resaca Elementary School are recipients of a well-balanced curriculum. Courses are offered in every subject area. The instructional programs include academic core subjects at various levels, such as the Gifted and Talented, Texas Literacy Initiative (TLI), science, Accelerated Reader, and others. All students are required to meet the passing standard of the four assessments, which comprise the State of Texas Assessments of Academic Readiness (STAAR).

Student Achievement Strengths

Our school is one of 22 schools in the United States selected as a finalist for the 2016 National Excellence in Urban Education Award. Among the thousands of urban schools throughout the nation, Resaca Elementary was one of the few able to document that the school met all the rigorous criteria for the National Excellence in Urban Education Award. This year Resaca Elementary was designated as Five Distinction Designation Campus.

School Recognitions:

Texas Monthly Honor School-2000-2001, 2001-2002, 2007-2008, 2015-2016

- Gold Performance Acknowledgements in all areas
- Texas Migrant Education Acknowledge Campus Award-2001-2002
- Title 1 Distinguished School Award-2001-2002
- Texas Business Education Coalition Honor School-2006-2007 & 2007-2008
- T.E.A. Exemplary 2000-2001, 2001-2002 , & 2009-2010
- Triple Distinction Designation Campus 2013-2014
- Five Distinction Designation Campus 2014-2015
- Five Distinction Designation Campus 2015-2016
- Five Distinction Designation Campus 2016-2017
- High Progress and High Performing Reward School 2013-2014.
- UIL District Champions 2010-2011, 2011-2012, 2012-2013, 2014-2015, 2015-2016, 2016-2017

Student Achievement Needs

Student Achievement Needs Teachers at Resaca Elementary campus provide effective, research based instruction, based on best practices and initiatives supported by Brownsville ISD Department of Curriculum & Instruction. The RtI model is employed for struggling students, students are placed in a Tier based on their individual needs. The RtI Core Team meets every 3 week to review and discuss students progress, effectiveness of interventions, and/or the need for Tier III interventions. Even though our campus has many student achievements there continues to be needs. This needs will continue until 100% master of the TEKS for every subject. From our data analysis, we have identified the following as the most current, critical student achievement needs.

- Award Ceromnies will be conected after every six weeks to recognize student academic achievement, improvement and attendance. Students will receive ribbons and or trophies for their accomplishments.
- To Increase the percent of all 3rd to 5th grade students meting the Level II and Level III standard on the STAAR Reading and Math assessment campus will Progress Monitor students every six weeks through the use of minimarks and benchmarks, provide incentive activities for students scoring at a Level III and provide remediation for students with need of extra support. Campus professional development focused on improving student performance in ELA, Math and Science will be provided for PK to 5th grade teachers. Copy paper and ink cartridges will be purchased for the handouts used during the training. CIP 1.1.2, 1.1.11, 1.1.13
- Library book and supplies needed to continue running the AR program will be purchased. CIP 1.1.23
- The Campus will employ the use of Extended day Tutorial, purchase STAAR focused workbooks and will integrate STAAR geared on-line software programs (Pearson-Realize, Think-Central and Compass) to have an increase of 10% of 3rd grade students students scoring in Level II and Level III on the Reading and Math STAAR CIP 1.1.1, 1.1.2, 1.1.33, 3.1.1, 3.1.2
- To increase by 10% students scoring Advanced High on TELPAS Writing and the 4th grade students scoring Level II on STAAR Writing the use of writing rubrics will be implemented in PK – 5th grade and daily writing journals will be created for all students. CIP 1.1.10, 1.1.17

- To maintain a high percentate of 5th grade students meetings the STAAR Science passing criteria and increase by 10% the number of students scoring Level III, the Summit K-12 Online Software Program License will be renewed. CIP 1.1.2, 3.1.2
- Students who reach 100 AR points will be rewarded with a filed trip to the BISD Aquatic Pool. Supplies needed to continue promoting the AR program will be purchased. CIP 1.1.14, 3.1.4, 3.1.7
- Strategies to maintain a high attendance rate include: parent liaison calling parents or making home visits, wampum reward system, bicycle raffle, social scholar every six weeks, and wkly recognition during morning announcements. CIP 3.1.6, 4.1.3, 4.1.10, 4.1.11, 4.1.12
- To increase the percent of 3rd to 5th grade students scoring met standard on the Math STAAR a focus will placed on learning the multiplication and division facts. Students will be given opportunities to practice division and multiplication through folder games and songs. CIP 1.1.19

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: 48% of the 3rd Grade students did not meet the STAAR Reading Standard. **Root Cause:** Lack of quality professional development in fluency, vocabulary and comprehension.

Problem Statement 2: 22% of the 3rd Grade student did not meet the STAAR Math Standard. **Root Cause:** High percentage of students absent, lack of professional development in math

Problem Statement 3: 24% of 4th Grade students did not meet the STAAR Math Standard. **Root Cause:** High percentage of students absent, lack of professional development in math

Problem Statement 4: 66% of the 3rd grade Special Education students did not meet STAAR Reading Standards **Root Cause:** Lack of Online Resources that Mimick the STAAR Online and more professional development is needed to assist students with high academic needs.

School Culture and Climate

School Culture and Climate Summary

All staff members at Resaca Elementary believe that students learn best in an environment where differences are valued and mistakes are seen as opportunities to learn and grow. With this in mind, the entire campus operates under an Excellence in Personal Management.

Resaca Elementary has a small number of teachers per grade level. Due to the small number of staff members everyone at Resaca Elementary is treated like family, when any member is in need the whole staff stands up to help. Our campus is a neighborhood school that has predominantly Hispanic employees and students. Many of the employees are former students of Resaca Elementary; therefore, they have a better understanding of the limited experiences, hardships and other difficulties our students encounter.

School Culture and Climate Strengths

Resaca Elementary celebrates the following strengths:

- Low Teacher Mobility Rate
- High percentage of Experienced Teachers
- Weekly Parental Involvement Meetings
- Monthly Faculty Meetings
- Weekly Grade Level Meetings
- High percent of teachers involved in extra-curricular activities: chess, UIL, running club, science fair, choir,
- School Climate / Decorating Committee
- Organized Coffee Club
- Six Weeks Luncheons
- Teacher Incentive Program (Prizes for Teachers)
- Faculty & Staff Birthday Recognitions
- Teacher Appreciation Week
- Secret Santa
- Christmas Luncheon
- End-of-Year Luncheon

School Culture and Climate Needs

The campus staff members concluded that in order to improve the school culture and climate we need to increase opportunities for Vertical Alignment Coplanning and conduct more STAAR Reading, Technology, Bullying and Autism Awareness Trainings.

- The committee concluded that extended and more intense teacher planning/preparation time was needed every six weeks in order to properly address and prepare for STAAR and thus would include access to and printing of teacher resources and materials such as HMH and Envision updates and STAAR preparation documents. CIP 1.1.34
- New flags will be purchased to renew old worn out flags. CIP 6.1.14
- In order to foster collaboration and collegiality amongst grade levels, teachers will work to create more opportunities for vertical and horizontal alignment. Teachers will be given three hours of planning after every six weeks to focus on instruction for the upcoming six weeks. CIP 1.1.34
- Technology trainings on PowerPoint, Smart-Board, use of on-line software programs (Think Through Math, Istation, EduSmart, Living w/Science, Odyssey) will be coordinated with technology services and curriculum department to take place Resaca. To complete these task computers, projectors, copy paper, ink, printer and on-line access will be needed. CIP 9.1.5
- To increase bullying awareness counselor will provide presentations on bullying. Flyers against bullying will be displayed at Campus. To further increase bullying awareness students will provide with websites that promote awareness on reporting bullying. CIP 5.1.2, 5.1.7, 5.1.9, 5.1.17
- Staff development in the areas of discipline management, technology and autism training will be provided in order to promote awareness. CIP 5.1.1, 5.1.3

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Review 360 behavior reports increased by 20%. **Root Cause:** The increase is attributed to factors such as bullying, emotional disorders and social media which faculty needs more training in.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Resaca Elementary is committed to providing Highly Qualified teachers and support staff in all four core areas and grade levels.

The current staff at Resaca Elementary School is comprised of seventeen teachers, two campus administrators, one counselor, four professional support personnel, five non-classroom staff, and four educational aides. The ethnicity of the Resaca Elementary School staff is composed of 100 % Hispanic. The teaching staff is also 16% male and 84% female.

Staff Quality, Recruitment, and Retention Strengths

100% of the staff is Highly Qualified. 100% of the certified staff have participated in opportunities to acquire hours/credits towards their continuing professional education. Every general classroom teacher from PK - 5th grade is bilingual certified. All Kinder - 5th grade teachers have GT Core and On-going hours.

Other Strengths Include:

- Dedicated staff-low turn over
- Highly motivated and self driven personnel
- Full time TLI specialist
- High Percentage of teachers participate On-going Professional Development
- High Percentage of Alumni Teachers
- High percentage of Experienced Teachers

- All teachers set High Expectations
- Take Ownership
- Collaborate
- Provide a Strong Support System
- Teachers are Analyze Data Driven
- Differentiated Instruction

The faculty and staff are not only recognized by their administrators, but also by the district and state for their outstanding work. The following Resaca Elementary staff members were recognized: Juan Salazar was the BISD Teacher of the Year in the 1999-2000 academic year; Alma Salazar was the BISD Teacher of the Year in the 2000-2001 academic year. Additionally, Fidel Esparza was a recipient of the BISD Classified Employee of the Year in 2004 and

2006 respectively. This exemplifies and epitomizes the level of “Highly Qualified” educators that serve the community and students alike.

Staff Quality, Recruitment, and Retention Needs

- Increase in the quality and sustainability of professional development include PD addressing the framework and content of the new state assessment, STAAR which would ultimately be integral in sustaining highly-effective teachers. Supplies require for PD include pens, binders, folder, notepads, paper and ink, and assets such as printers, additional equipment such as document cameras, projectors, and printers. CIP 1.1.7, 1.1.8
- The Committee concluded that there was and is a need for increase technological integration in the classroom and thus in an effort to address this need have recommended employing the continued and additional use of more document cameras, projectors, Smart-boards, printers, and the use of software licenses for student software access. Furthermore, technology trainings on PowerPoint, Smart-Board, use of on-line software programs (Think Through Math, Istation, EduSmart, Living w/Science, Odyssey) will be coordinated with technology services and curriculum department to take place Resaca. CIP 9.1.5
- The committee concluded vertical planning is essential to improve classroom instruction; therefore, administration will schedule three hours of vertical alignment planning for PK-5th Grade teachers after every six weeks. CIP 1.1.34

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Insufficient integration of technology. **Root Cause:** Lack of professional development.

Problem Statement 2: Lack of consistent horizontal and vertical instructional alignment. **Root Cause:** Scheduling conflicts.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Resaca Elementary teachers committed in implementing an effective, strong curriculum that addresses all TEKS, prepares students for state assessments, and provides college readiness skills. Teachers are expected to follow the District Frameworks and use its many tools to ensure that all students are taught to the depth and complexity of the standards established by the State of Texas.

Instruction at all grade levels is aligned with the TEKS, and teachers are expected to plan both instruction and common assessments as a team effort during common planning times and during regularly scheduled Professional Learning Community (PLC) meetings. The Principal, Assistant Principals, Dean of Instruction, TLI Teacher Specialist meet weekly with teachers to serve as a resource for ideas, to ensure that daily instruction is aligned with the curriculum, and to assist teachers in planning instruction that is at the rigor necessary for students to successfully master the standards.

Teachers in 1st - 5th grade use six weeks Progress Monitoring Assessments and Benchmark for Reading, Math, and Science to evaluate student progress. Progress Monitoring Assessments and Benchmarks give teachers the opportunity to monitor students while they are learning and then helps them adjust instruction to the specific academic needs of their students. Summative assessments give students the chance to prove what they have learned after instruction has been concluded.

Some of the school's educational programs consist of Language Enrichment/Esperanza, Resource/Inclusion, Accelerated Reader Program, Envision, Think Thru Math, Summit K-12 Science Consistent Management & Classroom Discipline, Edu-Smart, Stride Academy, I-Station, Learning.Com, Qtopia Math, Think Central Reading.

In addition to the school's rigorous scholastic subjects, Resaca Elementary students participate in UIL, Chess, Science Fair, and Spelling BEE, Cheerleading, Running Club, Estudiantina, just to name a few.

Curriculum, Instruction, and Assessment Strengths

The following have been identified as Curriculum, Instruction, and Assessment strengths:

- Strong research-based curriculum strands
- 100% RTI Teacher Implementation in Kinder - 5th grade
- 100% of teachers implementing TLI strategies in Reading
- Frequent opportunities for Vertical /Horizontal alignment
- High Standards for all Student Populations
- Administrative Conferences with Each Student after a Benchmark
- Teacher/Parent/Administrative Conferences with Students

- 100% Research-based Intervention Strategies for Reading and Math
- Monthly trainings focused on Reading, Math, and Science

Curriculum, Instruction, and Assessment Needs

- The Committee concluded that there was and is a need for increased technological integration in the classroom and thus in an effort to address this need have recommended employing the continued and additional use of more document cameras, projectors, printers, and the use of software licenses for student software access. CIP 9.1.2, 9.1.7
- During grade level meetings teachers will desegregate student data from benchmarks and implement in instructional setting. The Committee concluded that teachers will be trained in differentiated instruction for special needs students. Extended and more intense teacher planning/preparation time is needed in order to properly address and prepare for STAAR and thus would require access to, displaying, and printing of teacher and student materials. CIP 1.1.9

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Lack of targeted instruction by student expectation needs. **Root Cause:** Lack of training.

Family and Community Involvement

Family and Community Involvement Summary

The Resaca Elementary staff believes that our students and their families are all part of the larger Resaca family. We intentionally plan events that bring the school staff, our students, their parents, their families, and the surrounding community together to support student success. These events include parenting meetings every Tuesday, Literacy Nights, Christmas and Charro Days Performances, Open House, Fall Carnival, Marathon Runs, District Competitions. By strengthening family and community involvement, we are empowering our students to reach their full potential as learners, community members, and world citizens .

Family and Community Involvement Strengths

Our Family and Community Involvement Strengths Include:

- Resaca Elementary is proud to involve community members by organizing Care Partners Program. Each classroom teacher has selected community member that will motivate and encourage the students succeed.
- 3rd grade students perform and sing Christmas songs to the members of Winter Heaven Group. Students are provided with Christmas stockings and books.
- The Resaca PTO provides Bike Donations for students who have perfect attendance through a raffle.
- Every year a member from the community is invited to be the Principal for a Day
- The University of Texas at Brownsville UTeach Program - students from UTB conduct classroom observations and lessons in various classrooms.
- A CBP Agent conducts a "Just Say No to Drugs" Presentation
- Ashley Furniture Hope To Dream Foundation provided beds for 10 of our Resaca students
- The Brownsville Fire Department conducts yearly presentations
- Gladys Porter Zoo Partnership - Mrs. Hernandez 3rd grade class has monthly presentation conducted by an Zoo employee
- Brownsville Police Department Backpack Donations
- International Christian Church Backpack and Christmas Presents
- Sponsorships: Chick-fil-a, Denny's, and Mr. Gatti's
- School Community Clean Up
- Peter Piper Needy Food Drive
- March of Dimes

Family and Community Involvement Needs

- To increase Participation in Parental Involvement meetings and maintain a high student attendance parent home visits will be conducted by parent liaison; therefore, funds will be allocated for incurred mileage. CIP 7.1.11, 3.1.6

- Parent Liaison will coordinate parent meetings that will provide parents with strategies to help their children improve academically in math, reading, writing, science and social studies and inform parents of the various programs offered by the district and school. Snacks will be purchased to provide for parents during meeting. 6.1.6
- We will increase the # of school activities to involve parents CIP 7.1.1, 7.1.2, 7.1.5 Increase the # community members invited to Read to students CIP 7.1.7
- School messenger and flyers will be used to inform and encourage parents to participate in Parent volunteer Meeting. Supplies required to complete this task are printing supplies such as paper, ink, and printers and projection hardware such as projectors and elmos for presentation. CIP 7.1.14
- The Committee concluded that parents will be provided with access and training in Home Access Center (HAC). CIP 7.1.10

Problem Statements Identifying Family and Community Involvement Needs

Problem Statement 1: Low percentage of parents participating in parental involvement meetings. **Root Cause:** Parents feel intimidated by language barrier and/or find it difficult to attend with their younger children.

Problem Statement 2: Large percentage of our student population do not complete homework, read library books, and/or practice their fluency at home. **Root Cause:** Most of the parents are uneducated and very few attend parental meetings which address homework strategies.

School Context and Organization

School Context and Organization Summary

In order to maximize learning time, and to ensure the appropriate time for interventions and acceleration, all grade levels at Resaca Elementary follow a master schedule. This schedule includes 30 - 45 minutes of intervention time for each grade level, which is used for pull-outs. This allows students to receive interventions without missing the core instruction. It also allows enrichment time for students who are performing at or above grade level. Students are also served during the day by following an inclusion model, which gives additional support to special education.

School Context and Organization Strengths

Resaca Elementary Context and Organization Strengths include;

- Strong school organizational structure
- SBDM Montly Meetings
- Support Services provided

School Context and Organization Needs

Resaca Elementary Context and Organization Needs are Increase participation in the decision-making process by all stakeholders.

- The Committee concluded that the campus must improve in informing and empowering all school stakeholders in their responsibilities in the decisionmaking process and the importance in their input and involvement in the overall process. CIP 1.1.9

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Insufficient opportunities for stakeholders to participate in the decision-making process. **Root Cause:** Limited time due to afterschool programs.

Technology

Technology Summary

The staff at Resaca Elementary realizes that using technology to enhance learning is key to preparing our students to be 21st Century learners. As a result, teachers are encouraged to incorporate technology daily in an effort to support student learning. We have two computer labs on campus that are used by each class at least once a week. There are four desktop computers in each classroom and two laptop mobil carts. The mobil computer carts are used daily by 5th grade students. Web-based initiatives, including Think Through Math, i-Station, Read About, Reading A to Z, Vocabulary A to Z, PearsonRealize, ThinkCentral and Math Mayhem are used at least 3 times per week.

To support teachers, the Technology Support Teacher (TST) and the Dean of Instruction offer regular professional development opportunities for staff members who are responsible for integrating technology into student learning.

Technology Strengths

- We have 42 new laptops for the 5th grade students.
- We have 1 computer lab that has computers less than a year old.
- All 1st - 5th grade teachers have document camera, laptop and projector
- Our campus has and utilizes 3 smartboards.
- Teachers are consistent with using technology in the classroom by integrating videos and interactive lessons to their instruction. They also assign online lessons, quizzes and test to students from the Math, Reading and Science curriculum adoptions.

Technology Needs

Projectors need to be purchased for teachers to use to present lessons and videos from current Reading, Math, Science and ESL adoptions.

- Projectors will be provided to teachers who currently do not have one or who's projector no longer is working. CIP 3.1.4, 9.1.7
- Headphones in computer lab need to be replaced, because 75% of them no longer work. Teachers are consistently having to bring the headphones from their classroom computers to be able to have headphones for all students at the computer lab. CIP 3.1.4
- Computers will provide accessibility to instructional programs that will increase student interaction and engagement in the learning process. Headphones will be purchased for students to use in the new math and science computer lab. The level of technology integration into classroom instruction by teachers and students will be increased. CIP 9.1.5, 9.1.7
- Provide training for teachers on how to setup and use the Smart Board for instruction. CIP 9.1.4

Problem Statements Identifying Technology Needs

Problem Statement 1: Performed low on the STAR Chart survey. **Root Cause:** Most of the technology equipment is old and needs to updated. Also insufficient technology training.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

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

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

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

- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

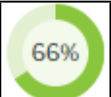
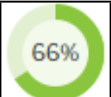


Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens







Performance Objective 1: A minimum of 90% of students will achieve a Level II Recommended Performance on STAAR Assessments. A minimum of 40% of students will achieve a Level III Advanced Performance.







Evaluation Data Source(s) 1: STAAR results for grades 3-5, TPRI for grades K-2, and CPALLS for Pre-K

Summative Evaluation 1:







Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>1) Staff Development opportunities will be provided for core teachers serving bilingual and/or at-risk students. Professional development will provide teachers with specific strategies to meet the academic needs of these populations.</p> <p>Population: Pre-K to 5th Grade Teachers Timeline: Once Every Six Weeks Sept 2017 - March 2018</p>	1, 3	Principal, Dean of Instruction	<p>Formative: Pre-RTI, Progress Monitoring</p> <p>Summative: CPALLS TPRI/Tejas Lee TELPAS, STAAR: Reading, Math, Science, Writing; TELPAS, LAS Links, and Terrenova</p>				
<p>Problem Statements: Student Achievement 1, 2, 3, 4</p>							







<p>Critical Success Factors CSF 1</p> <p>2) Provide Professional Development for new and existing Elementary teachers on designated grade level assessments data analysis in order to monitor/adjust instruction and report student achievement in literacy.</p> <p>PK C-PM TPRI/Tejas Lee-K-3 Diagnostic Assessments 4-5 STAAR-3-5 TELPAS</p> <p>Resources needed to accomplish this task are paper, printer and ink.</p> <p>Population: Pre-K to 5th Grade Teachers Timeline: at least 3x per year Oct. 2017 - May 2018</p>	1, 3	Dean of Instruction Principal	<p>Formative: Pre-RTI, Progress Monitoring</p> <p>Summative: CPALLS, TPRI/Tejas Lee EOY, TELPAS Assessment Results</p>				
<p>Funding Sources: 162 State Compensatory - \$300.00, 163 State Bilingual - \$2,125.00</p>							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>3) Provide professional development on the specifications, format, item analysis and categories of the STAAR so that teachers can provide focused instruction to improve students performance on STAAR.</p> <p>Population: 3rd - 5th Grade Teachers</p> <p>Timeline: Every Six Weeks 1st through 5th Six Weeks 2017-2018</p>	1, 3, 4	Dean of Instruction, Principal	<p>Formative: sign-in sheets, agendas, lesson plans, classroom observations</p> <p>Summative: STAAR results</p>				

<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>4) Grade level meetings are held on a weekly basis to keep teachers informed of district initiatives, analyze/review student assessment data (AWARE), plan/develop action plans that will target individual student weaknesses on core subject TEKS/assessment objectives.</p> <p>Population: PreK-5th grade teachers, SE Teachers and support staff</p> <p>Timeline: Weekly Aug. 2017 to June 2018</p>	3, 8	TLI Teacher Specialist, Dean of Instruction, Assistant Principal and Principal	<p>Formative: RTI and classroom observations</p> <p>Summative: Report Card EOY averages, STAAR, Aprenda/SAT 10, TELPAS,</p>				
<p>Problem Statements: Staff Quality, Recruitment, and Retention 2</p>							
<p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>5) To facilitate student transitions from Pre-K- 5th grade, teachers and support staff will participate in horizontal and vertical grade level meetings at the end of every six weeks period to discuss</p> <ul style="list-style-type: none"> *Areas of strength and weaknesses found in each grade level and content area *RTI packets and interventions *STAAR standards and strategies *ELA Frame work planning *Failure Reports <p>Population: Pre-K thru 5th grade teachers and Special Ed. Teachers</p> <p>Timeline: 1 x Every Six Weeks Aug. 2017 to June 2018</p>	1	Dean of Instruction, Principal,	<p>Formative: Sign-in sheets, agendas, RTI Monitoring Reports,</p> <p>Summative: STAAR</p>				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>6) Provide accelerated instruction during regular school year and extended year for all at risk students.</p> <p>Population: All At-Risk Students, LEP, TI</p> <p>Timeline: Weekly Sept. 2017 to July 2018</p>	9	Dean of Instruction Principal	<p>Formative: Lesson Plans, walkthrough, and benchmarks, Progress Reports</p> <p>Summative: STAAR and Retention Rate</p>				

<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>7) Implement intervention through the Response to Intervention (RtI) 3 Tier Model in order to support student academic growth and success. All interventions should be scientifically researched based. Teacher will document interventions and the student progress. Data will be used to identify the areas of need by student. Teacher will adjust instruction/interventions as needed. Tier I - a minimum of 90 minutes devoted to ELA instruction Tier II - 30 minutes per day in small group in addition to the core instruction Tier III - 30 minutes per day in individual or small group instruction in addition to the core instruction Population: All Students TI MI LEP SE AR GT DYS Timeline: every 3 weeks Aug. 2017 to May 2018</p>	9	Counselor, Teacher, Dean of Instruction,	<p>Formative: Pre/Post Tests Progress Reports, Lesson plans, classroom observations, benchmark scores</p> <p>Summative: STAAR, TELPAS, TPRI EOY</p>				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>8) Field Trips will be conducted to supplement TEKS instruction. Population: All Students TI MI LEP SE AR GT DYS Timeline: Dec. 2017, March 2018 to June 2018 1-3 trips per grade and per year</p>	9	Dean of Instruction, Principal	<p>Formative: Lesson Plans</p> <p>Summative: STAAR/ TELPAS reading & writing results</p>				
Funding Sources: 199 Local funds - \$2,400.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>9) Co-Planning will be scheduled to review progress of SE Students, and review STAAR participation requirements with the regular & special education teacher. Population: K-5th grade and Special Ed. Teachers Timeline: end of every six weeks Sept. 2017 to June 2018</p>	4	Dean of Instruction, Principal	<p>Formative: sign-in sheets; agenda;</p> <p>Summative: STAAR Results, EOY RC grades, EOY TPRI/Tejas Lee Results</p>				

<p>Critical Success Factors CSF 1 CSF 4</p> <p>10) Increase the percentage of students in K- 5th scoring Advanced High on TELPAS writing. (1) PK- 5th grade students will participate in Language Arts activities integrated with the writing for 30 minutes daily, (2) Teachers will utilize the writing process via a variety of genre texts in grades PK-5th and conduct vertical alignment, (3) Students will participate in the Brownsville Herald Kids Speak writing, (4) PK - 3rd teachers will use writing rubrics specific to each grade level to score one writing prompt per six weeks, (5) PK - 5th teachers will collect 5 writing samples on various subjects without teacher corrections. The writing samples will be rated B, I, A, AH and kept inside a writing portfolio provided by the District, (6) A daily writing journals will be printed for all bilingual students in grades 1st - 5th. All Students TI MI LEP SE AR GT DYS Timeline: Every Six Weeks Sept 2017 - June 2018 CNA pg. 10</p>	1, 9	Campus TST, Dean of Instruction, Principal	Formative: progress reports, classroom observations, lesson plans Summative: TELPAS & STAAR Writing results				
Funding Sources: 199 Local funds - \$600.00							
<p>Critical Success Factors CSF 1 CSF 4</p> <p>11) Students in K-5th grade will participate in kids voting to obtain a better understanding of the democratic process Population: K-5th grade students TI MI LEP SE AR GT DYS Timeline: Oct. 2017</p>	1	Teachers, Dean of Instruction, Principal	Formative: participation roster Summative: final tally				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>12) 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, so that everyone will be in compliance with Senate Bill 530 effective 09/01/2007. Population: PK - 5th grade all students TI MI LEP SE AR GT DYS Timeline: Daily August 2017- thru June 2018 CNA pg 10</p>	1	Physical Education Teacher, Dean of Instruction, Principal	Formative-Classroom Observations, student attendance records Summative-School Health Index,				
Funding Sources: 199 Local funds - \$150.00							

<p align="center">Critical Success Factors CSF 4</p> <p>13) Assess student fitness annually in grades 3-5 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. Population: 3rd - 5th grade students all students TI MI LEP SE AR GT DYS Timeline: 1x per year August 2017- thru June 2018</p>	1	Physical Education Teacher Dean of Instruction, and Principal Physical Education Curriculum Specialist	Formative-Updated District Policy, Classroom Observations Summative-TEA required report for Fitness Assessment Results & Student Follow-up				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>14) 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. Population: All Students TI MI LEP SE AR GT DYS Timeline: Weekly Aug. 2017 - June 2018</p>	9	Physical Education Teacher, Dean of Instruction, Principal	Formative: Lesson plans, classroom observations, Frameworks Summative: STAAR Scores				
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>15) 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. Population: All students TI MI LEP SE AR GT DYS, All teachers and Parents Timeline: Every six weeks August 2017 - June 2018</p>	6	Cafeteria Manager, Physical Education Teacher, Parent Liaison, and Dean of Instruction, Campus Catch Team Members	Formative-Campus Visitation Observation, Updated District Policy Summative- Campus Improvement Plan				

<p align="center">Critical Success Factors CSF 4</p> <p>16) Campus will create, implement, and maintain a safety protocol to address a teacher to student ratio of 22 to 1 or greater, as per Senate Bill 891 effective 9/1/09. Population: Pre-K - 4th grade All students TI MI LEP SE AR GT DYS, Timeline: Daily August 2017 - June 2018</p>	2	Dean of Instruction, Principal, PEIMS Data Entry Clerk	<p>Formative: schedules, classroom observation, attendance sheets</p> <p>Summative: Reviews of Campus Safety Action Plan And Emergency Operating Procedures (EOP)</p>				
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>17) Educate students and parents on the district's 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 (Jenna's Law effective 09/01/2009). Population: All students TI MI LEP SE AR GT DYS, and Parents Timeline: Beginning of school year and when needed Aug. 2017 - June 2018</p>	2, 6	Parent Liaison, Counselor Principal	<p>Formative: Counselor Classroom Presentations, Agendas, Sign-In Sheets, Verification of Information Distribution via Signed BISD Parent/Student Handbook receipt form</p> <p>Summative : Incident Reports and Parent Surveys</p>				
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>18) Implement informational sessions to faculty, staff, and parents on specific guidelines on reporting child abuse as well as informing all students through counselor classroom presentations, informational documents, and KBSD on actions they should take to obtain assistance and intervention, if they have been sexually abused in order to comply with House Bill 1041 (Jenna's Law) effective 09/01/2009 Population: All students TI MI LEP SE AR GT DYS, All teachers, Counselor, Administration and Parents Timeline: August 2017 - June 2018</p>	3, 6	Counselor, Parent Liaison, Principal	<p>Formative: Counselor Classroom Presentations, Agendas, Sign-In Sheets, Verification of Information Distribution via Signed BISD Parent/Student Handbook receipt form</p> <p>Summative : Incident Reports and Parent Surveys</p>				

<p align="center">Critical Success Factors CSF 6</p> <p>19) Campus will provide available counseling options for students affected by sexual abuse in order to comply with House Bill1041 (Jenna's Law) effective 09/01/2009. Population: All Students TI MI LEP SE AR GT DYS Timeline: as needed Aug. 2017 - June 2018</p>	2	Counselor, Dean of Instruction, and Principal	<p>Formative: Counselor Classroom Presentations, Agendas, Sign-In Sheets, Verification of Information Distribution via Signed BISD Parent/Student Handbook receipt form</p> <p>Summative: Incident Reports and Parent Surveys</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>20) Identification, Monitoring, of Bilingual students through LPAC committee meetings. *Supplemental Duty for Teachers *Substitute teachers Population: All Students LEP Timeline: Monthly - Aug. 2017 - June 2018 CNA PG</p>	9, 10	LPAC Chair Person Dean of Instruction Principal LPAC Aide Teacher	<p>Formative: LPAC Minutes - Student Plus, student PRC</p> <p>Summative: EOY LPAC Minutes</p>				
Funding Sources: 163 State Bilingual - \$3,000.00							
<p align="center">Critical Success Factors CSF 7</p> <p>21) Strategies to attract high quality teachers to high needs schools will be addressed through the following: Bilingual, Lead Teacher, and Masters Degree Stipends, extra duty opportunities and medical benefits. Population: All teachers Timeline: Aug. 2017 - June 2018 Monthly</p>	5	Principal Dean of Instruction Bilingual Administrator - Assistant Principal PEIMS Data Entry Clerk	<p>Formative: eSchools, Summative: PDAS</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>22) Resaca will increase the percent of students qualifying for GT. by having teachers in grades 1st - 5th nominate at least two students from their class to be tested. Population: All 1st - 5th grade students TI MI LEP SE AR GT DYS Timeline: Kinder - Sept - Nov. 2017 1st - 5th grade - Jan. - May 2018</p>	1	Counselor and Dean of Instruction	<p>Formative: teacher recommendation list</p> <p>Summative: Student Identification Nomination Report</p>				

<p>Critical Success Factors CSF 1 CSF 4</p> <p>23) To increase Reading comprehension 1st - 5th grade students will actively use the Accelerated Reader program. Teachers will monitor student points and test averages and encourage students to continue reading. Students with 100 AR points and an average of 85% of higher will go to the BISD Aquatic Center at the end of the year. Supplies needed to continue running the AR program will be purchased. Population: 1st - 5th Grade students Timeline: Sep. 2017 - May 2018</p>	9	Librarian Dean of Instruction Principal	Formative: Weekly Assessments, AR reports Summative: STAAR, Telpas				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>24) Award ceremonies will be conducted every six weeks to recognize students academic achievement, improvements and attendance. Population: All PK3 - 5th grade students Timeline: September 2017 - June 2018</p>		Teachers, Counselor Principal	Formative: Flyers Assessment: EOY Report Cards				
Funding Sources: 199 Local funds - \$2,700.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Student Achievement	
Problem Statement 1: 48% of the 3rd Grade students did not meet the STAAR Reading Standard.	Root Cause 1: Lack of quality professional development in fluency, vocabulary and comprehension.
Problem Statement 2: 22% of the 3rd Grade student did not meet the STAAR Math Standard.	Root Cause 2: High percentage of students absent, lack of professional development in math
Problem Statement 3: 24% of 4th Grade students did not meet the STAAR Math Standard.	Root Cause 3: High percentage of students absent, lack of professional development in math
Problem Statement 4: 66% of the 3rd grade Special Education students did not meet STAAR Reading Standards	Root Cause 4: Lack of Online Resources that Mimick the STAAR Online and more professional development is needed to assist students with high academic needs.
Staff Quality, Recruitment, and Retention	
Problem Statement 2: Lack of consistent horizontal and vertical instructional alignment. Root Cause 2: Scheduling conflicts.	

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 commended performance.

Evaluation Data Source(s) 1: Eschools schedule and Participation 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 1 CSF 4 CSF 6</p> <p>1) Students in Pre-K - 5th grade will receive music classes every week. Population: All Students TI MI LEP SE AR GT DYS Timeline: 2-3 per week Aug. 2017 - June 2018</p>	9	Dean of Instruction, Principal	Formative: walkthrough observations; lesson plans, eschoolPLUS scheduling Summative: music presentations				
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

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

Performance Objective 2: Participation in Science Extra Curricular activities will increase by 10% for grades 3rd through 5th.

Evaluation Data Source(s) 2: Sign in sheets for Judges, Coordinators, Sponsors, Safety Members, Oracle Online software, Student Entry Forms

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>1) Students in grades 3rd through 5th will compete in the Science Fair. From September to November students will be given the opportunity to research and develop a science experiment in order to assist the students to internalize science concepts and increase their success in the classroom. Students will employ the use of digital cameras to record results, printers to display results and other materials necessary to complete the experiment.</p> <p>Population: 3rd - 5th grade Students TI MI LEP SE AR GT DYS</p> <p>Timeline: Aug. 2017 - Nov. 2018</p>	2	Science Fair Campus Coordinator Dean of Instruction Principal	<p>Formative: student entry documentation, project</p> <p>Summative: Science STAAR Scores</p>				
<p>Funding Sources: 199 Local funds - \$522.00</p>							
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

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

Performance Objective 3: To increase participation in Advanced Academics extra-curricular activities by 10%

Evaluation Data Source(s) 3: Judges, coordinators, and sponsors Sign-In sheets, Student Entry or Participation Forms

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>1) Students will participate in District Chess competitions. Teachers will practice with students Tuesday through Friday in the Mornings. Population: All Students GT Timeline: Aug. 2017 - June 2018 Every Daily</p>	2	Teachers, Dean of Instruction, Principal	<p>Formative: Participation logs,</p> <p>Summative: STAAR</p>				
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>2) Students will compete in U.I.L music memory, Art Memory, and One Act Play. Population: 4th - 5th grade students TI MI LEP SE AR GT DYS Timeline: Sept. 2017 - Dec. 2018</p>	2	UIL Coordinator, UIL Coaches, Dean of Instruction and Principal	<p>Formative: student sign-in documentation for practice sessions</p> <p>Summative: U.I.L. competition</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = Continue/Modify </div> <div style="text-align: center;"> = No Progress </div> <div style="text-align: center;"> = Discontinue </div> </div>							







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









Performance Objective 1: Resaca Elementary School will develop and implement prevention and intervention strategies to support reducing dropout rate, increase at-risk student achievement by 10% on STAAR and increase the At-Risk Student Attendance Rate by 10%







Evaluation Data Source(s) 1: STAAR results for grades 3-5, At-Risk Student Attendance, and the Retention Rate.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) To Increase the percentage of 3rd through 5th grade At-Risk students scoring above Level II and Level III on STAAR after school and Saturday tutorials will be provided to 1st thru 4th grade students and SSI after school and Saturday tutorials for Reading and Math will be provided to 5th grade students. Population: 1st - 5th grade At-Risk Students Timeline: Weekly, Sept. 2017 - May 2018 CNA: pg#6 & pg# 10</p>	9	Dean of Instruction, Principal, and Teachers Administrator for State Compensatory Education	Formative: Tutorial lesson plans, Benchmark results, student progress reports, classroom observations, eschoolPlus Tutorial Schedule, Tutorial Attendance Report				
			Summative: STAAR and Retention Rate				
<p>Problem Statements: Student Achievement 1, 2, 3 Funding Sources: 162 State Compensatory - \$18,379.00</p>							
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Kinder - 5th grade teachers will use daily the Lone STAR -Math STAAR Dynamic digital online program to provide specific, targeted TEK Instruction and spiral review lesson. Population: K-5th grade At-Risk Students Timeline: Weekly, Nov. 2017 - May 2018 CNA: pg#20</p>	9	Teacher, Dean of Instruction, Campus TST, and Principal, Administrator for State Compensatory Education	Formative: Living with Science student progress report, science benchmark results, student progress reports, lesson plans, and classroom observations				
			Summative: Science STAAR results				
<p>Funding Sources: 211 Title I-A - \$1,079.82</p>							

<p>Critical Success Factors CSF 1 CSF 4</p> <p>3) To increase the percentage of 3rd through 5th grade students scoring above Level II and Level III on the Math, Reading, Writing and Science STAAR, supplemental instructional materials will be provided to students in grades 1st - 5th. Population: 1st - 5th grade students TI, MI, LEP, AR,DYS Timeline: Weekly, Oct. 2017-April 2018 CNA: pg #10</p>	9	Dean of Instruction, Principal	<p>Formative: lesson plans, classroom observations, benchmark results, student progress reports</p> <p>Summative: STAAR</p>			
<p>Problem Statements: Student Achievement 1, 2, 3 Funding Sources: 211 Title I-A - \$1,250.00</p>						
<p>Critical Success Factors CSF 1 CSF 4</p> <p>4) To increase the percentage of 3rd through 5th grade students scoring above Level II and Level III on the Math, Reading, Writing and Science STAAR, Minimark/Benchmarks will be administered every six weeks to 1st - 5th grade students. Copy paper, materials and supplies will be purchased to make copies of the Minimark/Benchmark assessments. Population: 1st - 5th grade students TI, MI, LEP, AR,DYS Timeline: Every six weeks Sep. 2017-April 2018 CNA p. 8-10</p> <p>CNA p.</p>	9	Dean of Instruction, Principal,	<p>Formative: Minimark/Benchmark Reports - Tango Trends</p> <p>Summative: STAAR Scores</p>			
<p>Problem Statements: Student Achievement 1, 2 Funding Sources: 211 Title I-A - \$1,229.13</p>						
<p>Critical Success Factors CSF 1</p> <p>5) Resaca Elementary will provide professional development to PK - 5th grade teachers targeting the identification and implementation of effective intervention and prevention strategies geared for At-Risk student populations. Population: AR Timeline: Sept. 2017 - May 2018 CNA p.11</p>	1, 3, 4, 10	Dean of Instruction, Principal Counselor, I	<p>Formative: Sign-in sheets, agendas, ERO session evaluation report</p> <p>Summative: STAAR scores and retention rate</p>			
<p>Funding Sources: 162 State Compensatory - \$2,135.00, 211 Title I-A - \$250.00</p>						

<p>Critical Success Factors CSF 1</p> <p>6) The Parent liaison will conduct home visits to ensure At-Risk student population is attending school and thus ensuring the process for identification of homeless student is followed.</p> <p>Population: Pre-K to 5th grade At-Risk students Timeline: Daily, Aug. 2017 to June 2018 CNA: pg#4</p>	1	Data Entry Clerk, Parent Liaison, Dean of Instruction, and Principal	Formative: Parent Liaison logs Summative: Attendance Rate			
<p>Problem Statements: Demographics 2 Funding Sources: 211 Title I-A - \$100.00</p>						
<p>Critical Success Factors CSF 1 CSF 3</p> <p>7) The Dean of Instruction will provide research-based professional development opportunities to assist campus staff/faculty to ensure improved At-Risk student performance in the core academic areas.</p> <p>Population: PK-5th grade At-Risk students Timeline: Continuously as needed Aug. 2017 to June 2018</p>	1	Principal Administrator for State Compensatory Education	Formative: progress monitoring, lesson plans, ERO Session Evaluation, ERO Session Attendance Report, lesson plans, classroom observations, student progress reports, and benchmark scores Summative: STAAR			
<p>Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: 162 State Compensatory - \$58,685.00</p>						
<p>Critical Success Factors CSF 1</p> <p>8) Promote awareness throughout the campus regarding the availability of homeless related services within BISD and community agencies to meet the academic, social, emotional, and physical needs of identified homeless unaccompanied youth.</p> <p>Population: Pre-K to 5th grade At-Risk students and parents Timeline: August 2017 to June 2018 At minimum 1 x month</p>	10	Campus Administration Administrator for the Homeless Youth Project Administrator for State Compensatory Education Administrator for Special Programs	Formative: Student Progress Report Summative: STAAR, Attendance Rate, and Retention Rate			
<p>Problem Statements: School Culture and Climate 1</p>						
<p>Critical Success Factors CSF 1</p> <p>9) Implement a food pantry and closet at our campus to provide identified homeless and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to meet their academic, social, emotional, and physical needs.</p> <p>Population: Pre-K to 5th grade At-Risk students and parents Timeline: August 2017 to June 2018 Daily</p>	10	Campus Administration Administrator for the Homeless Youth Project Administrator for State Compensatory Education Administrator for Special Programs	Formative: Student Progress Report Summative: STAAR, Attendance Rate and Retention Rate			

<p align="center">Critical Success Factors CSF 4</p> <p>10) Ensure that the campus has a process in place to allow students to enroll in school immediately, even if lacking documentation normally required for enrollment; such as previous school records, medical or immunization records, proof of residency, birth certificate, proof of guardianship, or other documents. (The terms "enroll" and "enrollment" includes attending classes and participating fully in school activities.) Population: Pre-K to 5th grade At-Risk students and parents Timeline: August 2017 to June 2018 Daily</p>	10	Administrator for the Homeless Youth Project, Administrator for State Compensatory Education, Administrator for Special Programs, Data Entry Clerk, Principal	Formative: Monthly eSchoolPLUS At-Risk reports will be generated and the Homeless Youth Project will work with the At-Risk Campus Contact to ensure support services are provided to students classified as homeless and Student Progress Reports Summative: STAAR, Attendance rate, Retention Rate			
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>11) The Pre-K 3 program will be provided the 1/2 day and PK 4 program the full day in order to better prepare qualified students academically. Population: Pre-K 3 to 5th grade At-Risk, TI, LEP students Timeline: Daily August 2017 to May 2018 CNA pg#10</p>	1	Dean of Instruction, Principal, Administrator for State Compensatory Education	Formative: CPALLS (BOY & MOY), teacher observation, student progress reports Summative: CPALLS (EOY)			Funding Sources: 162 State Compensatory - \$51,675.00
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>12) The Dyslexia Teacher will work with 1st - 5th grade dyslexic students in the area of Reading to increase student fluency and comprehension. Population: 1st - 5th grade students - DYS, AR Time Line: Daily August 2017 - June 2018 CNA pg10</p>	9	Principal Assistant Principal Dean of Instruction Administrator for State Compensatory Education	Formative: Benchmarks, student progress reports, lesson plans, classroom observations Summative: STAAR			Funding Sources: 162 State Compensatory - \$26,974.00

Critical Success Factors CSF 1 CSF 4 13) In order to increase students' academic performance in Math, Reading, Writing and Science Extended Day Enrichment classes will be offered to all PK - 5th grade students. Certified and classified staff will assist students with homework, provide STEM lessons/activities, and provide enrichment lessons focused on Math, Reading, Writing and Science. Population: PK - 5th grade students Timeline: August 29, 2017 - June 7, 2018 CNA PG 6	1, 9	Dean of Instruction Principal	Formative: attendance sheets, lesson plans, classroom observations Summative: State Assessment Scores				
	Funding Sources: 162 State Compensatory - \$20,254.00, 211 Title I-A - \$20,133.00						
<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>							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: The attendance percentage for At-Risk students decreased. Root Cause 2: High percentage of students traveling to MX during the weekends and absences occur due to illnesses.
Student Achievement
Problem Statement 1: 48% of the 3rd Grade students did not meet the STAAR Reading Standard. Root Cause 1: Lack of quality professional development in fluency, vocabulary and comprehension.
Problem Statement 2: 22% of the 3rd Grade student did not meet the STAAR Math Standard. Root Cause 2: High percentage of students absent, lack of professional development in math
Problem Statement 3: 24% of 4th Grade students did not meet the STAAR Math Standard. Root Cause 3: High percentage of students absent, lack of professional development in math
School Culture and Climate
Problem Statement 1: Review 360 behavior reports increased by 20%. Root Cause 1: The increase is attributed to factors such as bullying, emotional disorders and social media which faculty needs more training in.
Curriculum, Instruction, and Assessment
Problem Statement 1: Lack of targeted instruction by student expectation needs. Root Cause 1: Lack of training.











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

Performance Objective 1: Resaca Elementary will maintain a 97.6% student attendance rate.

Evaluation Data Source(s) 1: Eschool Attendance 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 4</p> <p>1) Resaca Elementary will implement campus attendance goals that address procedures, roles, and responsibilities and a formal written plan for monitoring. Population: All Students TI MI LEP SE AR GT DYS Timeline: Aug. 2017-June 2018 Daily</p>	1	Principal, PEIMS Administrator, Data Entry Clerk, Parent Liaison, and Dean of Instruction	Formative: daily student attendance percentage Summative: end of six-weeks & end-of-the-year attendance report				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) The Home Visitor will conduct telephone calls/home visits for students who are absent on a daily basis. Population: All Students TI MI LEP SE AR GT DYS Timeline: August 2016 - May 2017 Daily</p>	1	Principal, PEIMS Administrator, Data Entry Clerk, Parent Liaison, and Dean of Instruction	Formative: communication log Summative: improved yearly attendance				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>3) We will have 100% student attendance during STAAR testing days. Population: All Students TI MI LEP SE AR GT DYS Timeline: April - May 2018</p>	1	Principal, PEIMS Administrator, Data Entry Clerk, and Parent Liaison	Formative: student attendance Summative: STAAR assessment				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>4) Parent Liaison will keep monthly logs of students and parents notified of excessive absences. Population: All Students TI MI LEP SE AR GT DYS Timeline: Aug. 2017 - June 2018 Monthly</p>	1, 6	Principal, PEIMS Administrator, Data Entry Clerk, Parent Liaison, and Dean of Instruction	Formative: parent communication logs Summative: monthly communication logs; improved student attendance				

<p>Critical Success Factors CSF 1 CSF 4</p> <p>5) The school messenger system will be set up on a daily basis to call those parents whose children are absent. Parent conferences will be conducted for students with 3 or more unexcused absences. Population: All Students TI MI LEP SE AR GT DYS Timeline: Aug. 2017 - June 2018 Daily</p>	1, 6	Parent Liaison, Principal,	Formative: Phone Master system logs Parent Conferences Summative: Attendance Rate				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>6) The percent of students receiving perfect attendance will increase by having students who receive perfect attendance per six weeks attend a Social Scholar event. In the social scholar students will create bracelets, play dance Wii games, outdoor games, and have their face painted. Population: All Students TI MI LEP SE AR GT DYS Timeline: Aug. 2017 - June 2018 Every Six Weeks</p>	1	Counselor, Dean of Instruction, Principal, PEIMS Data Entry Clerk	Formative: schoolsPlus attendance reports Summative: Attendance Rate				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>7) To increase student daily attendance students will be awarded daily and every six weeks with Wampums (play money) which they will be able to use at the schools Sitting Bull Store to purchase toys, books, sport items, and jewelry making kits. Population: All Students TI MI LEP SE AR GT DYS Timeline: Aug. 2017 - June 2018 Every Six Weeks</p>	1	Counselor, Dean of Instruction, Principal, PEIMS Data Entry Clerk	Formative: schoolsPlus attendance reports Summative: Attendance Rate				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

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

Performance Objective 2: The percent of Resaca Elementary students scoring level III in the STAAR assessment will increase by 2%.

Evaluation Data Source(s) 2: STAAR results for students in grades 3rd - 5th, TRPI/Tejas LEE for K-2nd and CPALLS for Pre-K

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>1) Resaca Elementary will have a Parent Meeting for a College Awareness session. Population: Parents Timeline: March - May 2018</p>	1, 6	Parent Liaison, and Campus Administration	<p>Formative: sign-in sheets; agenda</p> <p>Summative: session evaluation</p>				
<p>Critical Success Factors CSF 1</p> <p>2) Campus will display bulletins, posters, flyers, literature that promote College & Career Readiness. Population: All Students TI MI LEP SE AR GT DYS Timeline: Aug. 2017 - June 2018 Monthly</p>	1	Counselor, Dean of Instruction and Teachers	<p>Formative: lesson plans; classroom walkthroughs</p> <p>Summative: completed posters, flyers, etc</p>				
<p> = 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: The percent of student discipline referrals will decrease by 5%.

Evaluation Data Source(s) 1: Review 360 Discipline reports, Parent Surveys, and Safety Drill 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 4 CSF 6</p> <p>1) The percentage of students in Special Education receiving OSS will decrease 10% by having the counselor speak to the students with discipline issues, assigning lunch and/or in school suspension and continuously monitoring the students behavior intervention plan. Population: PK - 5th SE Students Timeline: Aug. 2017 - June 2018 CNA: pg6</p>	1	Principal Counselor Dean of Instruction Data Entry Clerk	<p>Formative: Counselor student conference log, Student Behavior Plans, Summative: eSchools OSS Report</p>				
<p>Critical Success Factors CSF 6</p> <p>2) Provide training for administrators and new teachers to effectively handle classroom discipline so that out of school suspensions and discretionary removals are used as a last resort; and to assure students rights and due process are afforded in order to have a safe and disciplined environment conducive to student learning. "School Wide Discipline Plan" Population: Administrators, New Teachers Timeline: Aug. 2017 - Sept. 2018</p>	3, 4	Technology Support Teacher, and Principal	<p>Formative: Agenda, Sign-in Sheets 6 weeks Referral Report. Summative: Decreased student suspensions and/or removals</p>				

<p>Critical Success Factors CSF 6</p> <p>3) Provide professional development based on the need in the following areas as a preventative measure: bullying prevention, conflict resolution, signs of child abuse, behavior RTIs, drug use trends. Population: Administrators Faculty & Staff Timeline: Aug. 2017 - May 2018</p>	3, 4	Counselor, and Principal	<p>Formative: Agenda, Sign-in Sheets</p> <p>Summative: Decreased student suspensions and/or removals</p>			
<p>Critical Success Factors CSF 6</p> <p>4) Provide training for administrators and new teachers: 1. To effectively utilize RTI modules (Review 360) to handle classroom discipline so that out of school suspensions and discretionary removals are used as a last resort; 2. Assure students rights and due process are afforded in order to have a safe and disciplined environment conducive to student learning. Population: Administrators and Teachers Timeline: Aug. 2017 - June 2018 1x per year or as needed</p>	3, 4	Counselor, and Principal	<p>Formative: Agenda ,Sign-in sheets</p> <p>Summative: Review 360 report</p>			
<p>Critical Success Factors CSF 6</p> <p>5) The campus will develop and maintain an Emergency Operations Plan that is to include Lock Down drills, Reverse evacuation, Drop & Cover, and Evacuation. Population: All students - TI MI LEP SE AR GT DYS, Faculty and Staff Timeline: Aug. 2017 - June 2018 Every Six Weeks</p>	2	Dean of Instruction, Counselor, and Principal	<p>Formative: Drills</p> <p>Summative: Schedule of Emergency Operations Drills</p>			
<p>Critical Success Factors CSF 6</p> <p>6) Campus will use an identification security system to ensure safety for Faculty, Staff, and Students. Population: All students - TI MI LEP SE AR GT DYS, Faculty and Staff Timeline: Aug. 2017 - June 2018 Every Six Weeks</p>	2	Dean of Instruction, Counselor, and Principal	<p>Formative: Security system identification cards</p> <p>Summative: Security System audit; report of security-related incidents</p>			

<p>Critical Success Factors CSF 6</p> <p>7) Maintain the districts standard for students assigned to a Disciplinary Alternative Education Program (DAEP) will maintain the Districts standard in: Attendance rates, Pre-post assessment results, Drop- out rates, Sub groups representation and, Recidivism rates in order to comply with Districts goal. Population: All students - TI MI LEP SE AR GT DYS, Timeline: Aug. 2017 - June 2018 Every Six Weeks</p>	2	Assistant Principal, Dean of Instruction, Counselor, and Principal	Formative: PEIMS Data Summative :AEIS Data			
<p>Critical Success Factors CSF 6</p> <p>8) Parent Presentations will be made periodically at campus addressing the following: gang awareness; bullying; internet safety; drug & alcohol awareness; gun safety; truancy; and emergency operations plan. Population: All Parents Timeline: Aug. 2017 - June 2018 3x per year</p>	6	Dean of Instruction, Counselor, and Principal	Formative: Agenda, Sign-in Sheets, Session evaluations Summative: Decreased student incidents; PEIMS Discipline Reports			
<p>Critical Success Factors CSF 6</p> <p>9) Teachers will integrate conflict resolution lessons once a week. Population: All students TI MI LEP SE AR GT DYS Timeline: Aug. 2017 - June 2018 Weekly</p>	3	Dean of Instruction, Counselor, and Principal	Formative: Lesson plans, classroom observations. 360 reports Summative: reduced number of incidents and/or referrals			
<p>Critical Success Factors CSF 6</p> <p>10) Campus will conduct Monthly Fire Drills. Population: All students and Faculty and Staff members Timeline: Aug. 2017 - June 2018 Monthly</p>	2	Dean of Instruction Principal	Formative: campus drill documentation; safety checklist/data Summative: reduced number of incidents			
<p>Critical Success Factors CSF 6</p> <p>11) We will conduct Six-Weeks Lock Downs. Population: All students and Faculty and Staff members Population: Administration, Teachers, All Students TI MI LEP SE AR GT DYS Timeline: Aug. 2017 - June 2018 Every Six Weeks</p>	2	Principal	Formative: campus drill documentation; safety checklist/data Summative: reduced number of incidents			

<p>Critical Success Factors CSF 6</p> <p>12) Students will receive counseling presentations on the effects of bullying; suicide prevention; violence prevention; and discipline management. Counseling books will be purchased to enhance presentations. Population: All Students TI MI LEP SE AR GT DYS Timeline: Aug. 2017 - June 2018 Every Six Weeks</p>	2	Counselor	<p>Formative: lesson plans; counselor logs</p> <p>Summative: reduced number of behavioral/ bullying incidents</p>			
Funding Sources: 199 Local funds - \$0.00						
<p>Critical Success Factors CSF 6</p> <p>13) To decrease the percent of students with discipline referrals students will be awarded daily with Wampums (play money) for their good behavior in the classroom, hallway, cafeteria, library, gym and music. Students will be able to use at the schools Sitting Bull Store to purchase toys, books, sport items, and jewelry making kits. Population: All Students TI MI LEP SE AR GT DYS Timeline: Aug. 2017 - June 2018 Every Six Weeks</p>	1	Dean of Instruction, Counselor, and Principal	Improved student behavior in all areas of school			
<p>Critical Success Factors CSF 4 CSF 6</p> <p>14) Nurse general supplies will be purchased and a budget for the media center will be assigner to make copies of essential forms that ensure medical needs are addressed.</p>	2	Secretary Principal				
Funding Sources: 199 Local funds - \$100.00						
<p style="text-align: center;"> = Accomplished = Continue/Modify = No Progress = Discontinue </p>						

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

Performance Objective 1: Resaca Elementary will have a 10% increase in parental involvement activities.










Evaluation Data Source(s) 1: Attendance at parent/family events, volunteer logs, and parent conference logs.

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) Share a Parental Involvement Policy to make parents aware of the importance of being involved to increase parental participation. Population: Parents Timeline: Sept 2017-Dec. 2018</p>	1, 6	Principal Counselor Parent Liaison	<p>Formative: District and Campus Parental Involvement Policy</p> <p>Summative: Composite of End of Year survey Title I A Parental Involvement Compliance Checklist</p>				
<p>Critical Success Factors CSF 5</p> <p>2) Resaca Elementary will disseminate School-Parent-Student Compacts indicating each group's responsibilities to ensure student achievement. Population: Parents Timeline: Sept. 2017</p>	6	Principal, Parent Liaison	<p>Formative: documentation of dissemination Parent Compacts</p> <p>Summative: actual number of Parent Compacts; Title I - A Parental Involvement Compliance Checklist</p>				
<p>Critical Success Factors CSF 5</p> <p>3) Resaca Elementary will conduct an Annual Title I Meeting to inform parents of services provided through Title I funds. Population: Parents Timeline: August 2017- Sept 2018</p>	1, 6	Principal, Parent Liaison	<p>Formative: Agenda, Sign-in Sheets, Minutes</p> <p>Summative: Title I - A Parental Involvement Compliance Checklist</p>				

<p>Critical Success Factors CSF 5</p> <p>4) Resaca Elementary will conduct an annual Title I parent survey to evaluate the effectiveness of the Campus Parental Involvement efforts. Population: Parents Timeline: April 2018 - May 2018</p>	6	Principal, Parent Liaison	<p>Formative: Surveys</p> <p>Summative: Survey Results; Title I - A Parental Involvement Compliance Checklist</p>				
<p>Critical Success Factors CSF 5</p> <p>5) Resaca Elementary will promote Community and Parent Involvement representation in the decision-making process and participation will be ensured in the following: Parental Involvement Policy; School-parent-Student Compact, & Campus Improvement Plan Population: Parents Timeline: Monthly Aug. 2017 - May 2018</p>	1, 6	Parent Liaison, Principal, SBDM Committee, Dean of Instruction	<p>Formative: Agendas; Sign-in Sheets; Minutes</p> <p>Summative: CIP, Title I - A Parental Involvement Compliance Checklist</p>				
<p>Critical Success Factors CSF 5</p> <p>6) Resaca Elementary will conduct a "Parent Orientation" meeting, to inform parents and community members of daily standard operation procedures and District Policy in regards to the following: Student Code of Conduct, Student-Parent-School Compact, Parental Involvement Policy, Emergency Operation Procedures, & Volunteer Guidelines and Opportunities. Population: Parents and Community Timeline: August 2017 - May 2017</p>	6	Principal, Parental Involvement Staff, Parent Liaison, Campus Administrators	<p>Formative: Fliers, Agenda, Sign-in Sheets, Minutes</p> <p>Summative: increased parental involvement; Discipline referrals; Attendance rate; and STAAR Results</p>			<p>Funding Sources: 211 Title I-A - \$250.00</p>	
<p>Critical Success Factors CSF 5</p> <p>7) Community volunteers will be invited to our campus to read to our students to continue building strong community partners. One community member will be asked to adopt a class, and the school will have a working relationship with them. Population: Parents, Community and Business Agencies Timeline: Every Six Weeks Sept. 2017 - May 2018</p>	1	Counselor, Principal, Dean of Instruction, Librarian	<p>Formative: Agendas, Sign-in sheets</p> <p>Summative: increased partnerships, authority to volunteer clearance forms</p>				

<p>Critical Success Factors CSF 5</p> <p>8) Resaca Elementary will educate Faculty and Staff on the academic and non-academic benefits of a strong parent-school partnership. Population: all campus staff members Timeline: August 2017 - Oct. 2018</p>	1, 3	Counselor, Principal, Dean of Instruction	Formative: Agenda, Sign-in Sheets Summative: Increased Parent participation; Title I - A Parental Involvement Compliance Checklist				
<p>Critical Success Factors CSF 5</p> <p>9) Provide ample Parent Education opportunities through parent conferences and parent training sessions at each campus Parent Center to disseminate information, services and/or referrals to agencies that address the needs in the following areas: Early Childhood Reading Strategies Effective teaching strategies Health Education-Families in * GT Program Population: Parents Timeline: Every Six weeks Aug. 2017 - May 2018</p>	6	Counselor, Principal, Dean of Instruction	Formative: Sign-in Sheets Meeting Agendas Evaluations Summative: STAAR results 21st Century Evaluations; STAAR Results				
<p>Critical Success Factors CSF 5</p> <p>10) Provide Training for Parents on how to access and navigate through the Home Access Center (HAC). Population: Parents Timeline: Aug. 2017 - Sept. 2017 and when needed</p>	6	Parent Liaison, Teacher Specialist Technician	Formative: Sign in Sheets Agendas Summative: Composite of evaluation results; STAAR Results, Attendance Rate				
<p>Critical Success Factors CSF 5</p> <p>11) Weekly parent workshops will be held to address parent needs. Population: Parents Timeline: Weekly - Tuesday Aug. 2017 - May 2018</p>	8	Parent Liaison, Principal	Formative: Sign-in; agendas Summative: Parent participation				
<p>Critical Success Factors CSF 5</p> <p>12) In an effort to ease transition from Head Start to Elementary new PK students will be invited to visit the campus and become familiar with teachers and setting. Population: Head Start Students Timeline: April - May 2018</p>	7	Dean of Instruction, Principal	Formative: Sign-in sheet, schedule Summative: Parent Survey				





<p>Critical Success Factors CSF 5</p> <p>13) In an effort to have increased communication with parents School messenger and flyers will be used to inform and encourage parents to participate in Parent volunteer Meeting, and upcoming events. Population: Parents Timeline: Monthly Aug. 2017 - June 2018</p>	6	Principal	Formative: Sign-in logs Summative: Parent Survey				
<p>Critical Success Factors CSF 6</p> <p>14) New flags will purchased to replace the old worn out flags. Timeline: October 2017-November 2017</p>		Secretary Principal	Flags displayed				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							









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







Performance Objective 1: All eligible and identified students will participate in supplemental instructional activities. 90% of at-risk migrant students will meet expectations in STAAR.

Evaluation Data Source(s) 1: STAAR results for students in grades 3rd - 5th

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) Resaca Elementary will ensure Priority-for-Services migrant students receive supplemental support services before other migrant students by way of extended day services.</p> <p>Population: Pre-K - 5th Grade Migrant Students Timeline: Aug. 2017 - June 2018 Every 3 weeks</p>	10	Dean of Instruction, Data Entry Clerk, Principal	<p>Formative: student progress reports</p> <p>Summative: PFS monitoring tool</p>				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Resaca Elementary will ensure that migrant students 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 school program. Migrant students will be provided with additional supplemental support by the campus in order to address academic, attendance needs and promote positive social engagement.</p> <p>Population: Pre-K - 5th grade Migrant students Timeline: April 2018 - June 2018</p>	10	Teacher, Dean of Instruction, Principal	<p>Formative: Eligibility lists; attendance sheets</p> <p>Summative: End-of-Summer School</p>				

<p>Critical Success Factors CSF 1 CSF 4</p> <p>3) Resaca Elementary will review current State Assessment results for 3rd through 5th grade migrant students to ensure placement in additional support services rendered by the school during the year and for services during summer school. Population: 3rd - 5th grade Migrant students Timeline: Aug. 2017 - June 2018 Every Six Weeks</p>	10	Teacher, Dean of Instruction, Principal	Formative: Tutorial attendance sheets; Benchmark results Summative: Current State Assessment results				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</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 if the migrant students are performing below grade level. Population: Migrant Students Timeline: Every three weeks Aug. 2017 - June 2018</p>	10	Teachers, Dean of Instruction, Principal	Increased academic performance PBMAS				
<p>Critical Success Factors CSF 1</p> <p>5) All migrant students will receive grade appropriate school supplies on an as needed basis in order to provide them with the necessary tool to complete their classroom and homework assignments; thus extending them the same opportunity for meeting the academic challenges of all students. PFS students will receive supplemental support services before other migrant students. Tablet will be purchased to s Population: PFS and Non-PFS Migrant students Timeline: Aug. 2017 - June 2018</p>	10	Campus Administrators General Ed. Teachers	On-time promotion				
Funding Sources: 212 Title I-C (Migrant) - \$105.00							
<p>Critical Success Factors CSF 1 CSF 5</p> <p>6) Parents of migrant students will be provided with awareness sessions in order to illustrate how to academically support their children more effectively. Population: PK-5th grade students - Parents Timeline: Aug. 2017 - June 2018</p>	6, 10	Migrant Funded: Parent Liaison Recruiters DMC MSC	Academic success for all PK-2nd grade students EOY Promotion Rate				

<p>Critical Success Factors CSF 1</p> <p>7) In order to increase awareness of migrant student needs, Resaca Elementary faculty and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students. Population: All teacher and Staff Timeline: Aug. 2017 - December 2018</p>	10	Campus Administrators Counselor	Timely placement into interventions			
<p>Critical Success Factors CSF 1 CSF 4</p> <p>8) Learning Academy targeting the core areas of Reading, Writing, Math, Social Studies and Science will be held for all PFS students in order to sharpen their skills and prepare them academically for the STAARS assessment. Population: Elementary, MS and HS PFS Migrant Students Timeline: March 2018</p>	9, 10	MSC Migrant Counselor Migrant Clerks Migrant Teachers	Increased STAARS Scores for PFS students			
<p>Critical Success Factors CSF 2</p> <p>9) A survey will be used to evaluate the effectiveness of the Migrant Education Program so that pertinent and appropriate adjustments can be made to better serve migrant students Population: Migrant Students Timeline: April 2018</p>	8, 10	Campus Administration Migrant Funded: Migrant Teachers HS Migrant Campus Clerks MEP Secretary DMC MSC	Increase on- time graduation			
<p>Critical Success Factors CSF 1 CSF 4</p> <p>10) PFS migrant students will receive supplemental support services before other migrant students to ensure that the requirements delineated by NCLB Section 1304(d) are addressed. Population: PFS and Non-PFS Migrant Students Timeline: August 24, 2017- June 3, 2018 CNA pg. 11</p>	10	Campus Principal, Dean of Instruction TLI Specialist,	Formative: Attendance Sheets, lesson plans, Summative: STAAR Results; EOY Report Card			



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: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. Resaca Elementary will meet the Advanced Technology criteria on all the four key areas of the Star Chart.

Evaluation Data Source(s) 1: Increased student achievement and technology literacy to encourage and support creative, innovative, lifelong learning.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>1) Students will participate in developing computer-based multimedia projects for Science Fair so that projects help increase students level of competency with technology. Population: All students TI SE MI LEP AR DYS GT Timeline: Sept. - Nov. 2017</p>	3	Teachers	<p>Formative: project data, student participation, project grades</p> <p>Summative: completed projects,</p>				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Students will access technology support materials through online programs: Accelerated Reader and curriculum guidelines, fulfilling student technology access and improving academics. Population: All students TI SE MI LEP AR DYS GT Timeline: Aug. 2017 - June 2018 Weekly</p>	3, 9	Teachers	<p>Formative: software test/unit scores</p> <p>Summative: STAAR/ TELPAS/ TPRI scores</p>				

<p>Critical Success Factors CSF 1 CSF 4</p> <p>3) Teachers will utilize curriculum framework (online) to ensure timely and adequate oral language proficiency instruction is provided for the students. Population: Pre-K - 5th Grade, Dyslexia and Special Ed. Teachers Timeline: Aug. 2017 - June 2018 Daily</p>	3, 4, 9	Dean of Instruction,	<p>Formative: lesson plans, classroom walkthroughs</p> <p>Summative: STAAR/TELPAS/TPRI scores</p>				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>4) Teachers will be trained by the TST and/or administration in eschool online grading, Compass, and Mechanic basic skills and on the use of a SmartBoard using elmos and projectors. Instruction to teachers and students will be provided as needed on computer programs and software that can affect and improve classroom instruction. Population: Pre-K - 5th grade, Dyslexia, Fine Arts and Special Ed. Teachers Timeline: August - September 2017</p>	3, 4	TST Teacher Specialist, Dean of Instruction and Principal	<p>Formative: Progress Reports</p> <p>Summative: Report Cards</p>				
<p>5) Laptops, Projectors and Documents cameras will be purchased to support and facilitate the classroom instruction and increase student exposure to technology. Timeline: Aug. - Nov. 2017</p>	3	Dean of Instruction Principal	<p>Formative: Lesson Plans</p> <p>Summative: Report Cards, STAAR Scores, EOY TPRI/Tejas Lee Scores</p>				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>6) Desktop Computers, software licenses and Headphones, will be purchased to replace non-working computers and old headphones. Computers will be used by students to access reading materials, conduct research, test on the Accelerated Reader programs and work on math/reading online software programs. CNA pg 20 Timeline: February 2018</p>	3, 9	Librarian Dean of Instruction Principal	<p>Formative: Purchase Orders, Fixed asset inventory report</p> <p>Summative: STAAR, Tejas Lee/TPRI and TELPAS Scores</p>				
<p>Funding Sources: 211 Title I-A - \$3,000.00, 162 State Compensatory - \$9,350.00</p>							
<p> = Accomplished = Continue/Modify = No Progress = Discontinue</p>							

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

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

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

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Our Campus will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan. Population: Campus Facilities Timeline: December 2017 - June 2018 Need: Board approved goal priority	2	Campus Administration Facilities and maintenance	Complete implementation of the district 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 district. Population: Campus all departments Timeline: December 2017 - January 2018 Need: SBDM approval goal priority	2	Campus Administration Facilities and Maintenance Staff	Survey results from campuses and departments will indicate prioritization of the renovation plan. Formative: Survey Summative: Evaluation/analysis of survey data				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

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.

Evaluation Data Source(s) 1: Fiscal reports for 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
<p>Critical Success Factors CSF 1 CSF 6</p> <p>1) SBDM will meet monthly to ensure effective and efficient use of 100% of available budgeted funds to be used to meet the needs of all students. Population: Campus stakeholders Timeline: December 2017 - June 2018 Need: SBDM approved goal priority</p>	1, 8	Campus Administration SBDM Committee Members	Funding Reports will indicate all funds were expended based on prioritize needs Formative: monthly expenditure reports compare CIP Summative: end of year expenditure				
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

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

Performance Objective 2: Resaca Elementary will commit to a balanced budget which includes the faculty motivation fund.

Evaluation Data Source(s) 2: Faculty Motivation Fund

Summative Evaluation 2: Met Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 7</p> <p>1) To demonstrate our appreciation for teachers hard work and effort, teachers will be rewarded with treats and a gift during teacher appreciation week. Snacks will be provided during faculty meetings. Also teachers will be given 1/2 day of planning every six weeks. Population: high poverty/high minority/low performing students Timeline: December 2017 - June 2018 Need: SBDM approved goal priority</p>	3	Campus Administration Counselor	<p>Compensation plan will reflect incentives available for teachers at high poverty/high minority/low performing campuses. Formative: Draft of revised compensation plan Summative: Approved revised compensation plan</p>				
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							







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

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

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

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 6</p> <p>1) Resaca Elementary will promote the history and origins along with current accomplishments of the campus on a weekly vase through the website or other media venues. Population: Campus Stakeholders Timeline: December 2017-2018 Need: Decreasing enrollmen/SBDM approved goal priority.</p>	2	Campus Administration Secretary Teachers Campus TST	Formative: weekly newsletter Summative: yearbook				
<p>Critical Success Factors CSF 6</p> <p>2) The Campus will designate a PIO contact to provide feature articles, current and prior students,parents, staff recognitions, co-extracurricular activities, and parent/community events. Population: Campus Stakeholders Timeline: December 2017-June 2018 Need: Decreasing Enrollment/ SBDM approved goal priority</p>	2	Campus Administration	Regular features in media showcasing current accomplishments of faculty, staff, students and alumni and major events. Formative: submission of information for articles and showcases Summative: annual compilation of articles and presentation/showcases				

<p>Critical Success Factors CSF 6</p> <p>3) The campus will update the school website on monthly with school and community events, and showcasing student accomplishments. Population: Campus Stakeholders Timeline: December 2017-June 2018 Need: Decreasing Enrollment/SBDM approved goal priority</p>	2	Campus Administrations Campus TST Librarian	Campus website will be up to date on a monthly basis with all compliance postings and showcasing campus program 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;">  <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: 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 2: Resaca Elementary will pursue the District of Innovation for the purpose of adjusting the school calendar to begin earlier in August to support opportunities for more learning time prior to assessments.

Evaluation Data Source(s) 2:

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) Resaca Elementary will provide information to parents and community on the District of Innovation Plan through parent meetings, newsletters and website. Population: All Parents Timeline: December 2017 - June 2018 Need: Decreasing enrollment/SBDM approval goal</p>	2	Campus Administration	<p>Formative: Flyers, Sign-in Sheets, Website and newsletter</p> <p>Summative: passing of DOI by board and approval of revised district calendar</p>				
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

State Compensatory

Budget for Resaca Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
162-11-6118-00-109-Y-24-SSI-Y	6118 Extra Duty Stipend - Locally Defined	\$2,891.00
162-11-6118-00-109-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	\$15,488.00
162-11-6118-00-109-Y-30-ASP-Y	6118 Extra Duty Stipend - Locally Defined	\$20,254.00
162-11-6119-00-109-Y-30-054-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$26,974.00
162-11-6119-00-109-Y-34-PKK-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$51,675.00
162-13-6119-31-109-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$58,685.00
6100 Subtotal:		\$175,967.00
6400 Other Operating Costs		
162-13-6497-00-109-Y-30-000-Y	6497 Fees - Locally Defined	\$300.00
6400 Subtotal:		\$300.00

Personnel for Resaca Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Blanca Martinez	Pre-Kinder Teacher	State Compensatory	.5
Gladys Suarez	Dyslexia Teacher	State Compensatory	.5
Griselda Diaz	Dean of Instruction	State Compensatory	1
Patricia Rios	Pre-Kinder Teacher	State Compensatory	.5

Title I

Schoolwide Program Plan

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

Ten Schoolwide Components

1: Comprehensive Needs Assessment

The Site-Based Decision-Making (SBDM) Committee conducted a comprehensive needs assessment (CNA) pp. 5-21 at the end of the school year to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state and federal budget allocations. Based on the CNA, the committee decided to concentrate on improving the passing rate of all students and student groups including Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on state assessments. The goal is to have 90 percent of all students and student groups passing all parts of state mandated assessments for the 2014-2015 school year and to increase the Advanced Performance level in all content areas. Also, it is our intention to meet all state and federal accountability goals. In addition, the following goals are also expected to be achieved: Attendance Rate 98.5%, 90% of Kinder - 2nd grade students will perform at "Developed" level on the TPRI/Tejas Lee Reading Readiness test; decrease the incidents of bullying; and include vertical and horizontal planning in order to increase the instructional communication between staff members.

2: Schoolwide Reform Strategies

To accomplish these objectives, the staff will use the budgeted funds to implement school-wide reform strategies (CIP 1.1.1, 1.1.2, 1.1.11, 1.1.13, 1.1.14, 1.1.17, 3.1.1, 3.1.2,) that provide opportunities for all children to meet the State's proficient and advanced levels of academic performance, use effective methods and instructional strategies that are established on scientifically based research that (1) strengthen the core academic program; (2) increase the amount and quality of learning time, including the funding of an after-school tutorial/ summer school/ enrichment program, for students who are At-Risk and in need of continuity in their instructional program to be successful in the succeeding school year; (3) include strategies for meeting the educational needs of historically under served populations; (4) include strategies to address the needs of all children in school, particularly the needs of low-achieving students, At-Risk, or not meeting the State student academic achievement standards; (5) address how the school will determine if such needs have been met; and (6) are consistent with and are designed to implement the State and local improvements plans.

3: Instruction by highly qualified professional teachers

Highly-qualified teachers (CIP 1.1.12, 1.1.7, 2.1.1, 3.1.9, 3.1.14, 3.1.15) will carry out the instructional program. Only teachers who are certified and who have met state testing requirements to teach the subjects/grade levels to which they are assigned will be hired by the school. In emergency situations, the school will consider teachers who have alternative certification. In addition to appropriate certification, teachers will be sought who are experienced and have been successful in previous assignments.

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 (CIP 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.1.7, 1.1.8, 3.1.5) 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. Staff identified a need for seamless technology integration into the classroom and more reading and math research-based strategies and interventions as areas for Professional Staff Development.

5: Strategies to attract highly qualified teachers

Strategies to attract high-quality teachers to high needs schools (CIP 1.1.34) will include our school collaborating with human resource to ensure vacancy is posted on Winocular, applicants meet qualifications required by the District and have obtained State Certification.

6: Strategies to increase parental involvement

Title I, Part A Funds will be used to partially finance strategies to increase parental involvement (CIP 7.1.1, 7.1.3, 7.1.4, 7.1.5, 7.1.6, 7.1.9, 7.1.11, 7.1.12) at the school including the parent workroom and to purchase special materials used in the parent volunteer program. Parent education will be provided to parents by the campus parent liaison as well as the District's Parental involvement Center. Parent training on how to help their students be successful at home, learning English, discipline management, and parenting skills will be provided to those parents who want to better meet the rigors of parenting.

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 Resaca Elementary will be held annually in the spring and for 5th grade students and their parents to assist with the transition into middle school. (CIP 7.1.14)

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. (CIP 1.1.9, 3.1.5) Teachers will use data obtained from state assessments as well as other instruments, including but not limited to the LAS, TELPAS, and benchmark tests, to implement new instructional strategies, modify existing strategies and/or discontinue existing strategies to better address student needs as determined by use of these instruments.

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

Students experiencing difficulty in mastering the TEKS will be provided effective, timely additional assistance. (CIP 1.1.4, 1.1.9, 1.1.13, 3.1.7, 3.1.10) All teachers will closely monitor all students' performance based on daily exercises and periodic tests. Students not mastering the objectives will be provided additional assistance in the after school tutorial program and/or enrichment courses based on his/her individual needs. Additionally, the school will employ the use of Brainchild, web-based software, and RTI intervention sessions to address the needs of these students.

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. (CIP 1.1.1, 3.1.1) Several of the strategies being implemented are jointly funded with Special Services and Title I Funds, e.g., after school tutorial programs. Professional Development activities are also paid for from Title I, Parts A and Local Funds. Title I Funds along with Title III funds are used to purchase supplemental instructional materials, media, and library resources used to improve and enhance the overall instructional program.

In addition to those described above, Migrant Funds (CIP 8.1.1, 8.1.2, 8.1.3, 8.1.4, 8.1.5, 8.1.6, 8.1.10) are used to identify and recruit children of migratory workers for supplemental services designed to reduce the educational disruptions and other problems that result from repeated moves. The school will identify these students and provide them with the educational support needed to become productive and successful students. PFS students will be offered extended day services and supplemental supplies to ensure academic success.

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. Such said funds will be used to ensure that supplemental resources are being utilized in achieving English language proficiency by providing extended day tutorials. (CIP 1.1.1, 1.1.4, 1.1.33, 3.1.1, 3.1.9)

The campus will also continue to provide the state mandated State Compensatory Education Program through campus as well as District funded initiatives. State Compensatory funds will be employed for to fund personnel, supplemental instruction by way of extended day tutorial classes, and supplemental instructional materials and resources.

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. (CIP 1.1.16, 1.1.18) School will employ services necessitated by the ARD committee and will also include implementation of the SRA Language Arts curriculum for the special education student population.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Dynalee Medellin	3yrs Old Teacher Aide	Title I	1.00
Enereida Rodriguez	Title I-A Teacher Aide	Title I	1.00
Magda Soyka	Nurse	Title I	.4
Yessica Morales De Leal	Parent Liaison	Title I	1.00

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Lucy Hernandez	Principal
Administrator	Griselda Diaz	Dean of Instruction
Counseling	Iza Nieto	Counselor
Parent	Bertha De La Garza	Parent
Classroom Teacher	Patricia Rios	PK 3 Teacher
Classroom Teacher	Blanca Martinez	PK 4 Teacher
Classroom Teacher	Maria Viramontes	Kinder Teacher
Classroom Teacher	Patricia Ledezma	First Grade Teacher
Classroom Teacher	Julie Meza	Second Grade Teacher
Classroom Teacher	Dr. Susana Arce	Third Grade Teacher
Classroom Teacher	Maria Gracia	Fourth Grade Position
Classroom Teacher	Rebecca Dahan	Fifth Grade Teacher
Classroom Teacher	Michael Padron	Fifth Grade Teacher
Classroom Teacher	Renee Lockett	Music Teacher
Classroom Teacher	Jesus Rosales	Art Teacher
Community Representative	Carolina Campos	Fifth Grade Carepartner
Business Representative	Yolanda Lopez	Business Owner
Paraprofessional	Nereida Rodriguez	PK Paraprofessional
District-level Professional	Jimmy Haynes	Area Superintended
Classroom Teacher	Horacio Martinez	P.E. Coach
Business Representative	Michele Guerrero	Special Education Teacher

Campus Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	bus transportation	199-11-64-94-00-109-Y11-0-00-Y	\$2,400.00
1	1	10	Printer Cartridges	199-23-6399-65-109-Y-99-000-Y	\$600.00
1	1	10	Copy Paper		\$0.00
1	1	12	Sport Balls	199-11-6399-51-00-109-Y-11-000-Y	\$150.00
1	1	24	Ribbons, Trophies, Certificates,	199-11-6398-00-109-Y-11-000-Y	\$2,700.00
2	2	1	SCIENCE FAIR SUPPLIES	199-11-6399-00-109-Y-21-000-Y	\$522.00
5	1	12	Counselor Books	199-31-6399-00-109-Y-99-000-Y	\$0.00
5	1	14	General supplies, Media center budget	199-33-6399-00-109-Y-99-000-Y	\$100.00
Sub-Total					\$6,472.00
Budgeted Fund Source Amount					\$12,741.00
+/- Difference					\$6,269.00
162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Professional Development	162-13-6497-00-109-Y-30-000-Y	\$300.00
3	1	1	Extra Duty Pay	162-11-6118-00-109-Y-30-000-Y	\$15,488.00
3	1	1	Extra Duty Pay	162-11-6118-00-109-Y-24-SSI-Y	\$2,891.00
3	1	5	Substitute	162-13-6112-000-109-Y-30-000-Y	\$2,135.00
3	1	7	1 FTE	162-13-6119-31-109-Y-30-000-Y	\$58,685.00
3	1	11	1 FTE	162-11-6119-00-109-Y-34-PKK-Y	\$51,675.00
3	1	12	.5 FTE	62 11 6119 00 109 Y 30 054 Y	\$26,974.00
3	1	13	Extra Duty Pay	162-11-6118-00-109-Y-30-ASP-Y	\$20,254.00
8	1	6	computer software	162-11-6395-62-109-Y-30-TEC-Y	\$605.00
8	1	6		162-11-6649-62-109-Y-30-TEC-Y	\$8,745.00
Sub-Total					\$187,752.00

Budgeted Fund Source Amount					\$185,617.00
+/- Difference					\$-2,135.00

163 State Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2		163-13-6399-00-109-Y-25-000-Y	\$2,125.00
1	1	20	Substitutes	163-11-6112-00-109-Y-25-000-Y	\$3,000.00
Sub-Total					\$5,125.00
Budgeted Fund Source Amount					\$5,125.00
+/- Difference					\$0

211 Title I-A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	online software program	211-11-6395-62-109-Y-30-0F2-Y	\$1,079.82
3	1	3	Staar Materials	211-11-6399-00-109-Y-30-0F2-Y	\$1,250.00
3	1	4	ink, folders, binders, laminating paper, staples, pencils, paper clips	211-11-6399-00-109-Y-30-0F2	\$529.13
3	1	4	Copy Paper	211-11-6396-00-109-Y-30-0F2-Y	\$700.00
3	1	5	Professional Development	211-13-6411-23-109-Y-30-0F2-Y	\$250.00
3	1	6	Gasoline for Vehicle	211-61-6411-00-109-Y30-0F2-Y	\$100.00
3	1	13			\$20,133.00
6	1	6	snacks for parental involvement meetings	211-61-6499-53-109-Y30-0F2-Y	\$250.00
8	1	6	Desktop Computer	211-11-6399-00-109-Y-30-0F2-Y	\$3,000.00
Sub-Total					\$27,291.95
Budgeted Fund Source Amount					\$61,059.00
+/- Difference					\$33,767.05

212 Title I-C (Migrant)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	5	tablet	212-11-6399-00-109-Y-24-0F2-Y	\$105.00
Sub-Total					\$105.00
Budgeted Fund Source Amount					\$105.00

	+/- Difference	\$0
	Grand Total	\$226,745.95