

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



Mission Statement

Brownsville Independent School District, rich in cultural heritage, will produce well-educated graduates who can pursue higher educational opportunities and who will become responsible citizens in a changing global society by utilizing all resources to provide equitable opportunities for students.

Vision

The mission of Skinner Elementary is to provide each student with the education which best meets his/her individual needs, interests, and potential. This education will enable students to relate classroom learning to problem solving required in life experiences.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Skinner Elementary views demographic data on a daily basis. The campus concerns are: to increase daily attendance rates, high rate of mobility of students, increase Special education passing rate, and the large number of bilingual students. Attendance is monitored on a daily basis. Calls are made either by the teachers or home visits by the parent liaison to make sure absences are excused. Chronic absences will require parent conferences. At risk students are monitored through weekly tracking sheets, new phone system, weekly fluency reports and tutorials. State Compensatory funds are allocated to provide additional tutorials and purchase additional resources so that At-Risk students, have an opportunity to succeed academically. Special education teachers co-plan with classroom teachers every six weeks to discuss progress of students. Bilingual students receive ESL lessons, and teachers are to follow the ELPS in preparing lesson plans. Lesson plans are reviewed by administration. After the first six weeks, new students to Skinner will meet with administration and/ or counselors for a one time orientation. Orientation sessions will be planned for all new students. Procedures for overseeing demographic concerns include daily attendance reports, monitoring assessment tracking sheets and fluency reports, tutorial attendance, co-planning summary reports, lesson plans, and orientation schedules and purchasing additional resources.

The student population at Skinner Elementary School is approximately 512 and serves students in grades pre-kinder through fifth grade. According to the PEIMS Data Review of our campus profile, the student population includes: Hispanics (99.7%), Whites (0.3%), Economically Disadvantaged (99.5%), Limited English Proficient (LEP) (59.3%), At Risk (76.2%), Migrant (0.1%), Gifted and Talented (12.1%), and Special Education (6.5%). The attendance rate was 96.4% for all students and 96.5% for at-risk students. The retention rate was 10.2% for all and at-risk students.

Demographics Strengths

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

- Easy access to reports
- Administrative and Teacher support
- Using state Bilingual Funds for LEP students to target English Language Proficiency
- Teacher monitoring and tracking of student progress
- State Compensatory funding for At Risk Students to fund tutorials that target students' academic needs in the content areas.

DEMOGRAPHICS NEEDS:

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

- Monitor attendance weekly and award students that have perfect attendance every six weeks. To increase attendance home visitor will follow up with students new to the Skinner Zone. 4.3
- Decrease At-Risk, Bilingual, ELL, Non-lep, Special Ed, and Migrant percentages by providing more academic support through by providing research-based interventions for students struggling academically, increase the percentage of English proficiency by providing research-based ESL strategies. 1.1
- Additional State Compensatory Funds and Title I funds for after-school tutorials will be allocated to ensure identified At-Risk students are receiving additional instruction through the extended day program. Instructional content will focus on 90% mastery of the TEKS in the areas of Reading, Writing, Math, and Science. 3.1
- To increase passing rates Special Ed department will work with regular education teachers during co-planning and ARD's to set standards for exit criteria. To increase passing rates dean of instruction and the grade level lead teacher will have co-planning every six weeks and review benchmark scores, agendas, IRJ's and progress reports. 1.10

Problem Statements Identifying Demographics Needs

Problem Statement 1: Increase Writing Scores by 25%. Current 2016 STAAR Writing scores of 53% did not meet safeguards. **Root Cause:** There is a need for professional development targeting Writing across grade levels.

Student Achievement

Student Achievement Summary

3rd-5th Grade ALL student STAAR Summary					
<i>Subject</i>	<i>Grade Level</i>	<i>2015-2016</i>	<i>2016-2017</i>	<i>2017-2018</i>	<i>2018-2019</i>
Reading	3 rd	73%	64%		
Math	3 rd	75%	73%		
Reading	4 th	73%	59%		
Math	4 th	68%	55%		
Writing	4 th	54%	61%		
Reading	5 th	80%	83%		
Math	5 th	93%	95%		
Science	5 th	77%	67%		

3rd- 5th Grade Performance Data Table 2016-2017					
<i>Subject</i>	<i>All students</i>	<i>Hispanic</i>	<i>Econ. Disadv</i>	<i>Special Ed</i>	<i>ELL</i>
Reading	70%	70%	70%	15%	70%
Math	76%	76%	76%	37%	72%
Writing	61%	61%	62%	0%	58%
Science	69%	69%	69%	25%	55%

Student Achievement Strengths

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

- The availability of Reports and benchmark tracking sheets.
- Weekly Meeting that discuss student progress
- All Star Words Millennium
- Increase in Science Fair first place winners
- Teachers understand and know how to analyze student data reports.

- Dialogue between administration, teachers and parents

STUDENT ACHIEVEMENT NEEDS:

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

- To increase STAAR scores we will review unit test results every 6 weeks with teachers through an item analysis to determine strengths and weaknesses. We will also be monitoring Writing journals weekly and give feedback on strengths and weaknesses. Supplemental resources will be provided as teacher's follows scope and sequence. The unit tests will be cumulative so the weaknesses will be used as an intervention block so that the teachers can re-teach skills not mastered.1.3
- To increase TELPAS Advanced High ratings our bilingual lead teacher will train campus staff on ELPS, teachers will attend SIOP trainings and students will participate in TELPAS online tutorials. Teachers will also participate in TELPAS Thursday, when students K-5 generate writing samples. 1.2; 3.2
- To improve comprehension in TPRI and Tejas LEE, TIER II intervention students will focus on "HOTS" comprehension questions and will be monitored through weekly HMH comprehension weekly exams. Teachers will add comprehension questions to fluency passages to improve fluency and improve comprehension component on TPRI/Tejas Lee. Students will have a purpose for reading by having questions added to the passages. Teachers will also use stem higher level questions to transition students to STAAR. Teachers will create "HOTS" for novels being read in class as well as to weekly HMH tests 1.1
- Meet weekly with teachers and administrators to discuss students' academic progress 1.4
- Provide additional tutorials for students not mastering the TEKS and not acquiring English Language Proficiency timely 3.1
- Provide Migrant student's grade appropriate supplies and clothing as needed to meet the academic challenges such as STAAR, CPALLS, TPRI, TELJAS LEE, TELPAS 7.2

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: From 2016 to 2017 Reading scores dropped 7 points. **Root Cause:** There is a high population of SPED and ELL students performing three grade levels below.

School Culture and Climate

School Culture and Climate Summary

School Culture and climate issues are analyzed at SBDM meetings and bi-monthly faculty meetings. Grade level, department, and parental concerns are discussed at SBDM meetings. A Title I partially funded, full time school nurse is always available to provide and assist medical treatment for students and staff. In addition, the SBDM representatives bring issues and concerns to the monthly meetings. Members report back to grade levels/department and receive feedback which is then submitted for review and decision making. End of year surveys are taken into account for improvement and areas of concern. The administration has an open door policy and is always responsive to suggestions and / or new ideas. Parents meet with the Skinner Parent Liaison bi-weekly.

School Culture and Climate Strengths

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

- Staff Survey
- Teachers and Administrators meet on a weekly basis.
- Increase in School Pride due to Fine Arts Achievements
- Open Door Policy with Administration Staff
- Bi-Weekly Parent Meetings

SCHOOL CULTURE AND CLIMATE NEEDS:

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

- Improve student motivation by awarding student of the week awards. 4.3
- Students will receive six weeks awards A/B and good citizenship. 4.3
- Students will receive Never Give Up (NED) presentation during spring semester. 4.3
- Students will receive perfect attendance awards. 4.3

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Skinner Elementary uses a hiring committee composed of administration and faculty members. During interviews each committee members scores the applicants performance. Candidates are rated and decisions are made by the hiring committee. New teachers are assigned a mentor and are allowed time to observe other teachers and campuses. The T-TESS time lines are followed throughout the school year. Teacher T-TESS performance records are kept by the school principal. Administrators also provide observations and evaluations to paraprofessional staff. Novice teachers are provided a grade-level mentor and an administrative mentor so that they have success in their profession.

Staff Quality, Recruitment, and Retention Strengths

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

- Interviews of teacher candidates include teaching a lesson
- Teachers involved in the hiring process
- New teachers are allowed to observe other teachers on campus or at other campuses
- Administration provide the needed support to retain and recruit qualify teachers.
- Grade Level Mentor

STAFF QUALITY, RECRUITMENT, AND RETENTION NEEDS:

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

- Teachers' are to be mentored in areas of classroom management through implementation of RTI 360 provided by the district. 5.3
- Dean with TLI specialist will be responsible for turnaround trainings in different academic areas such as STAAR, Tejas Lee, and TPRI. 3.2
- Dean and TLI specialist model lessons for new teachers in the grade level. TLI strategies and math strategies will also be modeled since they are school wide strategies. 3.2
- Administration team will provide walk through and feedback to teachers. Teachers will also be videotaped to assess teaching best practices. 1.5

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

In order to begin the preparation of college readiness, Skinner Elementary works to provide a state-of-the art, high quality education Curriculum, Instruction and Assessment is TEKS and data driven. Teachers follow BISD curriculum and supplement with state adopted textbooks and STAAR resources. Grade levels plan together and turn in weekly lesson plans, HOTS questions, and tests. Grade levels meet weekly with Principal to review assessments recording strengths and weaknesses. Students performing below grade level are grouped, placed on RTI's, and intervention procedures started. Students are recognized for passing scores, commended scores and for showing growth on six weeks benchmarks. After school tutorials are available for grades PK-5th. In addition, students are provided opportunities to learn through the use of technology in the areas of math, reading, writing, and science (i.e. laptops, math and science software, websites). Skinner Elementary is strives to become a technology rich campus with many technological applications that will support learning.

Curriculum, Instruction, and Assessment Strengths

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

- Knowledge of Curriculum components and TEKS
- “All Star“ sight word lists
- Grade Level planning
- Champion Time (small group instruction daily)
- Weekly Fluency Evaluation
- Computers available to all students
- Supplemental Resources
- Recognition of students for academic performances
- Teacher built assessments and benchmarks

CURRICULUM, INSTRUCTION, AND ASSESSMENT SUMMARY NEEDS:

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

- Development of higher level STAAR formatted questions to follow every weekly assessment. HOT questions will be included in lesson plans. 1.4
- Scheduling of additional Reading time and intervention for Tier II and III. Teacher classroom schedule will include sustained silent reading time as well as read aloud time for students. 1.16
- In order to increase percentage of students passing STAAR we will be unit testing every 6 weeks. Each grade level (1-5) will have a unit test committee and along with Dean of Instruction will create six week benchmarks. Tracking sheets will be used and growth of 15 percent per six weeks

- will be expected. All students that fail tests per six weeks will have a RTI 5 & RTI 7 that will show how teacher is differentiating the instruction. 1.8
- To improve TELPAS scores bilingual students will use ESL Reading Smart program. Students will practice taking assessments online throughout the school year and use TELPAS tutorials. 1.7
 - All grade levels will turn in fluency on a weekly basis and Kinder through 5th grade students will participate in First 1000 words that will place students on reading grade level. 1.1
 - Feedback from classroom observations from administration will be provided to teachers to promote higher order thinking skills in the classroom. 1.5
 - All migrant students will have priority with supplemental support services to ensure that grade level goals are met. Examples include small group, tutorial, and RTI interventions 7.4

Family and Community Involvement

Family and Community Involvement Summary

Family involvement is very important for student success. Teachers are required to keep phone logs and conference dates of all parent communication. The campus follows district open house dates in the fall and spring and in addition parents are invited for various campus activities. The parent liaison has weekly parent meetings and recruits parent volunteers to assist with field trips and other student activities. Community members are invited to be guest readers and Principal for a Day. Skinner works very closely with the University to welcome and place student observers and student in various classrooms throughout the fall and spring semesters. End of year parent survey are sent out results are reviewed by administration and SBDM to determine campus needs.

Family and Community Involvement Strengths

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

- Active Parent Center
- Participation in meetings in and out of campus.
- Participation in community events.
- Bi-Weekly educational presentations

FAMILY AND COMMUNITY INVOLVEMENT NEEDS:

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

- Parent Liaison will provide parents with training and scheduling of parents to help with copies, office work and classroom assistants, also will provide scheduling and preparation for Fall and/or Spring Healthy Fairs to get more volunteers from our parents and community. 6.7
- In order to increase attendance rates for our campus, parent Liaison will conduct home visits for students who have patterns of consistent absences. 6.10
- Flyer will be sent out weekly informing parents on topics for meetings and times to recruit more parents, increase participation of parents and community at weekly meetings and school activities. 6.7
- Parents of migrant students will be provided with awareness sessions in order to illustrate how to academically support their children more effectively. 7.6

School Context and Organization

School Context and Organization Summary

The faculty and staff are notified of all campus activities and professional development through newsletters and emails. Each grade level and department has a lead teacher which is the main contact for the group. The lead teacher is responsible for grade level reports, acts as a voice for the team. The Campus handbook which includes all forms and schedules is reviewed and given to each faculty member at the beginning of the school year through the campus public server. Communication with parents is maintained on a daily basis through weekly folders and Class Dojo. Communication through newsletters, lead teachers, and email is essential in the overall leadership and organization of the campus.

School Context and Organization Strengths

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

- School Context and Organization Strengths
- Weekly grade level planning focusing on TEKS
- Weekly folders

SCHOOL CONTEXT AND ORGANIZATION NEEDS:

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

- Scheduling of Horizontal and Vertical alignment planning. Students will have a day of special programs that include computer lab, library, art, music, and PE as grade levels plan horizontally. In spring semester during faculty meeting teachers will be grouped 1 representative from each grade level and will be given time to vertically plan. Area of focus will be reading. 1.4
- Administration will monitor curriculum instruction, assessments, and school operations to ensure a safe environment conducive to learning 1.5
- Tutorial attendance rosters will be reflective on master schedule for different budget codes. 3.1

Technology

Technology Summary

The campus TST and technology committee review campus needs in the area of computers which include hardware and software. In addition the TST provides technical support for teachers and notifies teachers of professional development. TST assists teachers in the instruction of Technology, TEKS and activities.

Technology Strengths

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

- Teachers and students feel proficient in technology department
- Technology being used in different content areas
- Campus Newsletter and Website
- TST on campus
- School Website
- Computer access for students in all classrooms
- Class Dojo

TECHNOLOGY NEEDS:

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

- Provide technology trainings on new text book adoption, smart boards, eSchoolPLUS, Istation, and Project Share. 8.3
- TST will update Skinner website every six weeks to provide current school information for parents, teachers and staff. 8.9
- Teacher will have computers in every classroom that incorporate into centers. 8.8
- Ipads will be used after school for Tier II and Tier III students as a supplemental for tutorial. 8.5

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: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

- Running Records results
- Observation Survey results

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

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

Support Systems and Other Data

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



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



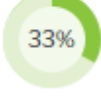

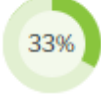

Performance Objective 1: Objective(s): By the end of the school year 2017-2018, the percentage of students passing STAAR will be at minimum of 90% with 40% Scoring Level III Advanced Performance. Ninety Percent of students in grades Pre-k-2 will be developed in TPRI, Tejas Lee and CPM assessments.



Evaluation Data Source(s) 1: STAAR 2017-2018 DATA





Summative Evaluation 1:







Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) In order to implement a comprehensive instructional program all students will be provided with Texas Literacy Initiative strategies.</p> <p>1. Fluency: Students in grades K-5 will practice fluency in school/home and record their 1 minute reading fluency on a daily basis.</p> <p>2. Think, Turn, and Talk</p> <p>3. Making Connections</p> <p>4. Creating Mental Images</p> <p>5. Making Inferences and Predictions</p> <p>6. Determining Importance and Summarizing</p> <p>7. Monitoring and clarifying</p> <p>Population: T1, BIL, ELL, NL, SE, AR, GT, DYS Students</p> <p>Timeline: Daily August 28, 2017- June 8, 2018</p>	2	Classroom Teacher Paraprofessionals Parents Dean of Instruction	<p>Evidence of Implementation: Teacher walk through data</p> <p>Evidence of Impact: The Campus will have a 10% increase in STAAR, TPRI, TJI, CPM.</p> <p>Formative Evaluation: BOY, MOY, school and district benchmarks</p> <p>Summative Evaluation: EOY, STAAR, TELPAS</p>				





<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Provide teachers/administrators professional development using research-based instructional resources and targeted interventions to ensure that all students are prepared to meet the demands of standardized assessments.</p> <p>TLI learning strategies ELPS Sheltered instruction Champion Time (Tier II and Tier III) Accelerated Reading Program Science Fair UIL Brainsville</p> <p>Population: All teachers and special program teachers Timeline: Daily August 28, 2017- June 8, 2018 CNA: page 8</p>	4	Campus Principal Classroom Teacher Dean of Instruction Curriculum Specialist	<p>Evidence of Implementation: Agendas, sign-in sheets, TLI Classroom visuals, Champion Time Lesson Plans Empowering Writer's</p> <p>Evidence of Impact: The Campus will increase 10% on all STAAR Scores</p> <p>Formative Evaluation: Walk-thru's</p> <p>Summative Evaluation: T-Tess</p>			
<p>Funding Sources: 199 Local funds - \$1,800.00, 162 State Compensatory - \$300.00</p>						
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>3) Programs/Strategies/ Activities: Data analysis with staff of all subpopulations performance from STAAR/Stanford, TPRI/Tejas LEE, Aprenda and TELPAS to evaluate student academic Progress and prioritize academic needs such as Writing and Science. General supplies such as Charts and consumables are need. Principal and Dean will determine a course of action to address instructional and academic deficiencies by conducting campus staff trainings and grade/faculty meetings.</p> <p>Population: Teachers, Campus Staff, all students, parents Timeline: Once a week August 2017-June 2018 CNA- page 8</p>	5	Classroom Teacher Dean of Instruction	<p>Evidence of Implementation: Agendas and sign-in sheets</p> <p>Evidence of Impact: The Campus will increase 10% on STAAR scores.</p> <p>Formative: Agendas and Sign in Sheets Summative: STAAR Scores</p>			
<p>Funding Sources: 162 State Compensatory - \$1,000.00</p>						



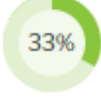


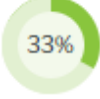


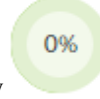

<p align="center">System Safeguard Strategy</p> <p>4) Grade Level Planning: Teachers will participate in Team Planning by grade levels and across grade levels to ensure consistency and alignment in the curriculum in the area of Reading, Math, Writing, Science, and Social Studies.</p> <p>Population: all teachers Timeline: weekly August 2017-June 2018</p>	4	<p>Teachers Dean Principal, TLI Specialist</p>	<p>Formative: Agendas and sign-in sheets</p> <p>Summative: The campus scores will increase by 10% and 100% of walkthroughs will indicate application of the skills acquired during the Grade Level Meetings.</p>			
<p>5) Curriculum Specialists along with the Dean will observe classes in order to give feedback to help teachers deliver better instruction and provide professional development</p> <p>Population: All teachers and special program teachers Timeline: 3 times per week August 2017 -June 2018</p>	4	<p>Curriculum Specialists Dean of Instruction</p>	<p>Formative: Teacher walk through data</p> <p>Summative: The Campus scores will increase by 10% and 100% of walkthroughs will indicate applications of the skills acquired during professional development.</p>			
<p align="center">System Safeguard Strategy Critical Success Factors CSF 1 CSF 3 CSF 4</p> <p>6) Resources: Teachers will be able to check out a variety of classroom resources that include : Math WarmUps, TEKSas Target Practice, GPS, Drops in the Bucket, Motivation Reading, Writing & Math, Science, and Writing Measuring Up Express STAAR Master Along with consumable supplies from a teacher resource room to help improve the delivery of instruction and aid in differentiating instruction through centers and small group instruction. Also print out student center activities from the Florida Centers for Reading Research.</p> <p>Population: All teachers and campus staff Timeline: Daily August 2017 -June 2018</p>	2	<p>Campus Principal Dean Teacher</p>	<p>Formative: sign in sheets</p> <p>Summative: The Campus Scores will increase by 10% on all Standardize Test.</p>			<p>Funding Sources: 163 State Bilingual - \$3,975.00, 263 Title III-A Bilingual - \$276.00</p>

<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 4</p> <p>7) Students will be provided intensive instruction incorporating TELPAS activities and rubric in Reading, Math, Science and Writing centers. Oral Language will be monitored through ELPS and discussion questions. Supplemental instructional resources and site licence software will be purchased to reinforce all ELL students frameworks and to prepare students for state assessments. Consumable resources will be utilized in small groups to enhance learning and to provide support through hands on activities.</p> <p>Professional dev. will be provided for the teachers. In addition, substitutes will be allocated for SSI STAAR testing in the Spring of 2018 to increase the student performance of all ELLs.</p> <p>Population: T1, BIL, ELL, SE, AR, GT, DYS Students Timeline: Daily August 2017- June 2018 CNA: page 8</p>	8	Campus Principal LPAC Bilingual Teachers Dean	<p>Formative: Lesson plans, walk-through, and TELPAS samples</p> <p>Summative AMAO Improvement: 49 % of current LEP students progressing by at least 1 proficiency level a year on TELPAS. Focus will be placed on 2nd grade and 3rd grade 14 % of current LEP students reaching Advanced High on TELPAS (1-4 years) by using TELPAS tutorials online</p>			
<p>Funding Sources: 163 State Bilingual - \$3,975.00, 263 Title III-A Bilingual - \$2,840.00</p>						

<p align="center">System Safeguard Strategy Critical Success Factors CSF 1 CSF 4</p> <p>8) Students in grades 1-5 will be taking unit tests every six weeks and will work on daily Writing activities in journals (ink/ toner, paper, journals needed) to monitor academic growth in areas of: Math Reading, Writing Science Social Studies Unit tests will either be provided by campus dean or provided by the district. An item analysis will be conducted and we will focus on weaknesses by providing an intervention block during the day to reteach concepts that haven't been mastered. Journals will be reviewed by administrators weekly.</p> <p>Population: T1, BIL, NL, ELL, SE, AR, GT, DYS Students Timeline: Once a Six Weeks August 2017- June 2018 CNA: pg. 8</p>	8	Principal Assistant Principal Dean of Instruction Teachers	<p>Evidence of Implementation: Purchase orders CIP</p> <p>Evidence of Impact: The Campus Scores will increase by 10% on all Standardize Test. Weekly monitoring of student Writing Journals</p> <p>Formative Evaluation: BOY/MOY/ school and district benchmarks Summative Evaluation: STAAR/ Telpas/ Aprenda/ EOY</p>			
<p>Funding Sources: 211 Title I-A - \$800.00, 199 Local funds - \$2,740.00, 162 State Compensatory - \$4,000.00, 166 State Special Ed. - \$180.00</p>						
<p align="center">System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>9) To prepare for the creation of ELA, Math, Science, and Physical Education (Catch) lessons and for STAAR preparation, consumable supplies will be purchased to assist in lesson creation, teacher made resources, copy paper, bulletin board displays, teacher-parent communication, and prepare student progress report. CNA p. 12-13</p> <p>Population: All teachers Timeline: August 2017-June 2018</p>	9	Classroom Teachers Dean of Instruction Principal	<p>Formative: Walk Through CIP</p> <p>Summative: Lesson Plans, benchmark scores, Fluency scores, and the Campus Scores will increase by 10% on all Standardize Test.</p>			
<p>Funding Sources: 211 Title I-A - \$2,315.00, 199 Local funds - \$1,800.00, 162 State Compensatory - \$10,346.00, 166 State Special Ed. - \$300.00</p>						

<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>10) Co-Planning for content mastery and inclusion will provide support and resources in order to meet the student goals and objectives. The students IEP will have at least one goal in the qualifying with Dean/teacher leader to ensure consistency and alignment</p> <p>Population: All teachers and campus staff Timeline: Once a Six Weeks August 2017-June 2018</p>	4	Special Ed Teachers Special Ed Adm. Principal Diagnostician	<p>Evidence of Implementation: ARD Meetings, Sign-in Sheets, walk through</p> <p>Evidence of Impact: The Campus Scores will increase by 10% on all Standardize Test.</p>			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>11) A librarian aide will be used so that the needs of low performing students can be met through more individualized and small group instruction.</p> <p>Population: T1, BIL, SE, AR, Students Timeline: 3 times per week August 2017-June 2018 CNA: pg. 8</p>	4	Principal and Librarian	<p>Evidence of Implementation: Library schedule, AR student logs, Library website, Library lesson plans</p> <p>Evidence of Impact: Students AR points and the Campus Scores will increase by 10% on all Standardize Test.</p> <p>Formative: biweekly testing/ TPRI/ school and district benchmarks</p> <p>Summative: STAAR/ EOY/ TELPAS/ APRENDA</p>			
Funding Sources: 211 Title I-A - \$24,624.00						
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>12) A Prek and Kinder instructional aides will help transition students. The instructional aide will provide assistance to differentiate instruction in the classroom.</p> <p>Population: T1, BIL, ELL, NL, SE, AR, GT, DYS Students Timeline: Daily August 2017- June 2018 CNA: pg. 8</p>	7	Principal Dean Assistant Principals Teachers	<p>Evidence of Implementation: PK and Kinder Instructional aide schedules, classroom schedules, classroom observations:</p> <p>Evidence of Impact: PK CPM progress monitoring and BOY, MOY, EOY, benchmark results, Kinder TPRI/Tejas Lee BOY, MOY, and EOY benchmark results, Report Cards goals, Kinder TELPAS scores, RTI plans.</p> <p>Formative: TPRI/ CPM/ weekly tests</p> <p>Summative: BOY/MOY/EOY</p>			
Funding Sources: 211 Title I-A - \$40,482.00						

<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 4</p> <p>13) The campus library will provide cross curriculum education to all students which include Accelerated Reading program/Awards and supplementing the regular classroom curriculum. - Benchmark Education Anchor Comprehension bookroom will supply 500 titles of level reading books to aide small group intervention.</p> <p>Population: T1, BIL, ELL, NL, SE, AR, GT, DYS Students Timeline: Once a week August 2017-June 2018</p>	2	Principal Dean of Instruction Classroom Teachers Librarian Librarian Aide	<p>Formative: Library Schedule AR student logs Library Website</p> <p>Summative: Students AR log information and scores Students' reading grades Campus benchmarks and STAAR scores</p>			
Funding Sources: 199 Local funds - \$234.00						
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 4</p> <p>14) Implement an integrated challenging standard-based inquiry centered math curriculum using Pearson Math, Math the TEKS Way, Circle, and Owl in order to improve math instruction.</p> <p>Population: T1, BIL, ELL, NL, SE, AR, GT, DYS Students Timeline: Daily August 2017-June 2018</p>	2	Campus Principal Dean of Instruction Assistant Principal Teacher	<p>Formative: Lesson Plans Walk-through</p> <p>Summative: Benchmark scores Weekly test STAAR scores</p>			
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>15) Analyze and formulate an intervention plan based on benchmark scores, weekly test, STAAR test results, TPRI and RTI results.</p> <p>Population: All teachers and special program teachers Timeline: Daily August 2017-June 2018</p>	8	Campus Principal Dean of Instruction Assistant Principal Teacher	<p>Formative: Lesson Plans Walk-through</p> <p>Summative: Benchmark scores Weekly test STAAR scores</p>			
<p>16) LPAC BOY, MOY and EOY meetings require a substitute to complete Bilingual requirements. Population: LPAC committee teachers Timeline: August, January, & May 2017-2018</p>	8	Assistant Principal LPAC Committee	<p>Formative: Meeting minutes</p> <p>Summative: Number of students transitioning/ exiting the Bilingual program</p>			

17) LPAC aide delivers reports from LPAC administrator and chair to main office.	4	Assistant Principal LPAC Chair	Formative: Daily Schedules Summative: Number of students transitioning/exiting the Bilingual programs			
Funding Sources: 163 State Bilingual - \$100.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>18) The campus will implement the BISD 2017-2018 Action Plan for ELAR activities to support ELAR instruction and improve instruction and student achievement.</p> <p>Population: Teachers, administrators Timeline: August 2017-June 2018</p>	2, 4, 9	Principal Assistant Principal Dean of Instruction SBDM Committee	Follow the components described on the Plan of Action for English Language Arts and Reading for 2017-2018 to improve instruction and student achievement. Formative: Mid and End Check Points Summative: STAAR Results			
19) Support Early Childhood Education PK 4 in order to increase early literacy and student school readiness. Full day sessions for students who qualify under low SES BISD.	2, 4	Principal Assistant Principal Dean of Instruction	PK-4 increases early literacy and student readiness. Formative: Student enrollment at the beginning of school year Cumulative: Student enrollment at the end of school year			
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 2: The students in the public education system will demonstrate exemplary performance in the TEKS based fine arts programs, instrumental music, choral music, visual arts, theatre arts, and dance.

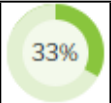
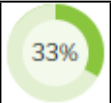




Performance Objective 1: By the end of the school year 2017-2018, the percentage of students participating in Fine Arts will be increased by 99%.

Evaluation Data Source(s) 1: STAAR 2017- 2018 Data

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>1) Art students will participate in BISD district art competition/exhibition.</p> <p>Population: T1, BIL, ELL, NL, SE, AR, GT, DYS Students Timeline: Monthly September 2017-May 2018</p>	3, 6	Art Teacher Campus Principal Dean of Instruction Assistant Principal	<p>Formative: Lesson Plans Walk-through monthly projects</p> <p>Summative: Art contest results</p>				
<p>2) All elementary campuses will implement a structured theatre arts curriculum</p> <p>Population: T1, BIL, ELL, NL, SE, AR, GT, DYS Students Timeline: Every other Six Weeks August 2017-June 2018</p>	1, 3	Art Teacher Campus Principal Dean of Instruction Assistant Principal	<p>Formative: Lesson Plans Walk-through</p> <p>Summative: Benchmark scores Weekly test STAAR scores</p>				
<p>Critical Success Factors CSF 1</p> <p>3) Skinner students and G.T. students will participate and compete in Destination Imagination.</p> <p>GT students will have novel sets to improve reading scores and enhance the curriculum.</p> <p>Population: T1, BIL, ELL, NL, SE, AR, GT, DYS Students Timeline: February 20, 2018</p>	9	Teacher Campus Principal Dean of Instruction Assistant Principal	<p>Formative: Lesson Plans Walk-through</p> <p>Summative: Benchmark scores Weekly test STAAR scores</p>				
<p>Funding Sources: 199 G/T Advanced Academics - \$1,096.00, 199 Local funds - \$74.00</p>							

<p>4) Art teacher and students will attend 2018 TEAM in May. 2018. Membership is required to attend.</p> <p>Population: T1, BIL, ELL, NL, SE, AR, GT, DYS Students Timeline: May 2018</p>	4	Principal Art Teacher	<p>Formative: Lesson Plans Sign In</p> <p>Summative :Lesson Plans Certificate of Attendance</p>				
Funding Sources: 199 Local funds - \$1,200.00							
<p>5) 4th and 5th grade students will compete in UIL Music Memory as a means of developing aural listening skills</p> <p>Population: T1, BIL, ELL, NL, SE, AR, GT, DYS Students Timeline: December 2016</p>	6, 9	Art Teacher Music Teacher Regular Ed Teacher Campus Principal Dean of Instruction Assistant Principal	<p>Formative: Lesson plans</p> <p>Summative: Performance ratings</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>6) Students identified as Gifted and Talented will participate in: Destination Imagination Art Competition UIL Spelling Bee Brainsville Science Fair Art Contests Population: All GT Students Timeline: throughout the year between August 2017-2018</p>	1, 2, 9, 10	Principal Dean Teacher	<p>Formative: Identification procedures for GT students, nomination forms, and GT lesson plans</p> <p>Summative: GT students scores</p>				
<p>7) Gifted and Talented students will participate in College Awareness activities throughout the school year. Population: All GT Students Timeline: Every Six Weeks from August 2017 - June 2018</p>	1, 2, 9	All Students	<p>Formative: Student participation Summative: Student projects</p>				
<p>8) Furniture will be purchased to complement the fine arts dance/art studio.</p> <p>Population: All Students PK-5th Timeline: September 2017</p>	2, 3, 7	Principal Assistant Principal Dean	<p>Formative: List of furniture supplies for studios Summative: fully equipped dance/art studio</p>				
Funding Sources: 199 Local funds - \$500.00							

<p>9) Skinner Students will participate in</p> <ul style="list-style-type: none"> -College awareness -Music Tour -Art Tour -Jump Rope for Heart - PK Field trip -End of year student incentive <p>Bus transportation will be required to assist to events.</p> <p>Population: All Students PK-5th Timeline: August 2017- June 2018</p>	4, 6, 7	Principal Assistant Principal	Formative: office referrals Summative: Behavioral documentation 360				
<p>Funding Sources: 199 Local funds - \$1,300.00</p>							
<p>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

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: Skinner Elementary School will develop prevention and intervention strategies that increase at-risk student achievement on STAAR by 10% and increase the At-Risk student attendance rate by 10%.

Evaluation Data Source(s) 1: STAAR, At-Risk student attendance rate and retention rate

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Skinner Elementary will implement tutorials and extended day tutorials to implement remediation strategies in core-area subjects for At-risk LEP sub-populations in the areas of Reading, Math, Writing, and Science by October 2016. Supplies will be provided for At Risk students for classroom instruction. -Library Media Services will print out Fluency booklets to help At Risk students Reading comprehension. Supplies will be used to differentiate instruction through listening centers, writing centers, KWL charts and to create graphic organizers.</p> <p>Population: T1, AR, LEP, MI, DYS, Special Ed. Students Timeline: Twice a week from September 2017- May 2018 CNA: pg. 8</p>	2, 3, 9	Principal Dean of Instruction Assistant Principal Administrator for State Compensatory Education	<p>Formative: At-Risk student Tutorial Rosters Tutorial Attendance Sheets Tutorial Lesson Plans Benchmark Scores Student Progress Reports Tutorial classroom observations Fluency Weekly Report</p> <p>Summative: STAAR Scores</p>				
<p>Funding Sources: 162 State Compensatory - \$54,598.00, 199 Local funds - \$60.00, 211 Title I-A - \$41,959.00</p>							

<p>2) The Dean of Instruction will provide professional development and turn around trainings for faculty and staff.</p> <p>Population: AR, TI, MI, LEP Timeline: Weekly from August 2017-June 2018</p>	4, 10	Principal Administrator for State Compensatory Education	<p>Formative: ERO session evaluation report, ERO session attendance report, lesson plans, classroom observations, benchmark scores, student progress reports</p> <p>Summative: STAAR, Retention Rate</p>				
Funding Sources: 162 State Compensatory - \$54,911.00							
<p>3) The Pre-K program will be provided the full day in order to better prepare qualified students academically.</p> <p>Population: TI, LEP, AR, MI Timeline: Daily from August 2017-June 2018 Daily</p>	3, 10	Principal Dean of Instruction Assistant Principal Administrator for State Compensatory Education	<p>Formative: Classroom observations, BOY and MOY CPM, Student Progress Reports</p> <p>Summative: EOY CPM</p>				
Funding Sources: 162 State Compensatory - \$53,131.00							
<p>4) The Dyslexia Teacher will identify and provide language and literacy interventions to improve student achievement.</p> <p>Population: Dyslexia students, At- Risk Timeline: Daily from August 2017-June 2018</p>	3, 10	504 Administrator Dyslexia Teacher Principal Dean of Instruction Assistant Principal Administrator for State Compensatory Education	<p>Formative: Student Progress reports Benchmark Scores Classroom Observations Dyslexia Schedule Dyslexia Lesson Plans IAP student Documentation</p> <p>Summative: STAAR</p>				
Funding Sources: 162 State Compensatory - \$56,041.00							
<p>5) Ensure that the campus has a process in place to identify homeless students in order receive the full protections of the McKinney-Vento Act. Including the help they need to enroll, attend , and succeed in school.</p> <p>Population:AR, Homeless, and unaccompanied youth Timeline: weekly from August 2017-June 2018</p>	10	Campus Principal Assistant Principal Dean Teacher Data Entry Clerk	<p>Formative: Listing of identified Homeless students, District letter on file in PRC, Homeless code</p> <p>Summative: STAAR, Attendance Rate, Retention Rate</p>				

<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>6) At-risk, LEP, and sub-populations students in grades 3rd-5th will be taking unit tests every six weeks (ink/ toner and paper needed) to monitor academic growth in areas of: Math Reading, Writing Science Teachers will be analyzing data using Tango Trends and providing copies of remediation to work with students during tutorial.</p> <p>Population: T1, BIL, ELL, NL, SE, AR, GT, DYS Students Timeline: Once every Six Weeks from August 2017- June 2018 CNA: pg. 8</p>	1, 2, 3, 8, 9	Principal Dean of Instruction Assistant Principal Teacher	<p>Formative: Walk-through Data from Tango Trends, BOY, MOY, Benchmarks</p> <p>Summative: STAAR Scores EOY</p>				
<p>7) Provide students Mini I-Pads/laptops to use computer-based instruction in the foundation curriculum and adaptive-assisted devices in order to improve at-risk student achievement, attendance, and decrease the retention rate. Population: AR, TI, MI, LEP Timeline: August 2017- June 2018 CNA: pg. 8</p>	2, 9	Principal Assistant Principal Dean of Instruction Administrator for State Compensatory Education Administrator for Special Programs	<p>Formative: eSchoolPLUS Master schedule, computer lab schedule, teacher lesson plans, classroom observation, benchmark scores, student progress reports</p> <p>Summative: STAAR, attendance rate, and retention rate</p>				
<p>8) A food pantry and clothes closet will be implemented at Skinner Elementary to provide identified at-risk, homeless, and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to improve at-risk student achievement, attendance, and decrease the retention rate. Population: AR, Homeless, unaccompanied youth Timeline: August 25, 2017- June 5, 2018 as needed</p>	10	Principal Assistant Principal Parent Liaison Counselor Administrator for State Compensatory Education Administrator for Special Programs	<p>Formative: Pantry cloths closet inventory Pantry and cloth distribution log</p> <p>Summative: benchmark scores student progress reports</p>				
<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 1: Increase the student attendance rates for all district schools 98.5% for elementary Schools, 96% for middle schools, and 95% for high schools.

Evaluation Data Source(s) 1: Skinner Elementary will increase students attendance rates to 98.5% by 2018

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>1) Implement campus attendance goals that address procedures, roles, responsibilities and a formal written plan for Monitoring / management Included in campus Improvement Plan.</p> <p>Population: Parent Liaison, and all teachers Timeline: Daily August 2017 -June 2018</p>	1, 2, 9	Principal Asst. Principals PEIMS Supervisor Attendance Clerks Attendance Liaisons Attendance Office Data Entry Clerk	<p>Formative: -Weekly review of campus attendance rates -Monitor campus Attendance Management plans -visitations by parent liaison</p> <p>Summative: Attendance Rates</p>				
<p>2) Recognize annual school attendance achievement banner for meeting BISD attendance goal. District recognition of campus meeting district and state attendance rates and increasing students educational potential.</p> <p>Population: T1, BIL, ELL, NL, SE, AR, GT, DYS Students Timeline: Once a six weeks from August 2017 -June 2018</p>	1, 2	Campus Principals PEIMS Supervisor	<p>Formative: Weekly review of campus attendance rates Monitor campus Attendance Management plans as needed by campus visitations by parent liaison</p> <p>Summative: Attendance Rates</p>				

<p>3) Recognize students with perfect attendance, academic improvement and behavior every six weeks by awarding incentives. Parent Liaison will monitor attendance. Campus recognition of students for perfect attendance achievement that increases learning performance. To obtain perfect attendance, student must be present the entire instructional day for that attendance reporting period.</p> <p>Population: T1, BIL, ELL, NL, SE, AR, GT, DYS Students Timeline: Once every Six weeks August 2017 -June 2018 CNA p. 9</p>	1, 6	Principal PEIMS Supervisor Data Entry Clerk Student Accounting Counselors	Formative: Weekly review of campus attendance rates Monitor campus Attendance Management plans as needed by campus visitations by attendance office Summative: Attendance Rates				
	Funding Sources: 211 Title I-A - \$600.00, 199 Local funds - \$2,250.00, 166 State Special Ed. - \$1,025.00						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							









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

Performance Objective 1: By the end of the school year 2017-2018, the percentage of student referrals will be decreased by 10%.

Evaluation Data Source(s) 1: The Review 360 student referrals will decrease by 10%.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>1) Promote awareness and notification of Student Code of Conduct to students, parents, staff and community through campus distribution of SCC, District Web site, and campus presentations to ensure all students are afforded due process and their rights.</p> <p>Population: T1, BIL, ELL, NL, SE, AR, GT, DYS Students, all teachers, and campus staff Timeline: August 2017</p>	1, 6	<p>Attendance Clerk Principal Assistant Principals Campus Staff Public information Parental involvement</p>	<p>Formative: Signed SCC Forms Agendas and Sign in Sheets Summative: Review 360 behavior report</p>				
<p>2) Notify parents of any discipline referral as outlined in the Student Code of Conduct as mandated by policy</p> <p>Population: T1, BIL, ELL, NL, SE, AR, GT, DYS students Timeline: August 2017- June 2018</p>	1, 2, 6	<p>Principal Assistant Principal</p>	<p>Formative: Complete Referral Forms Summative: Review 360</p>				
<p>3) Provide training for administrators and new teachers: 1. to effectively utilize RTI modules (RTI 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.</p> <p>Population: teachers, and new teachers Timeline: August 2017</p>	1	<p>Principals Assistant Principals Counselors Professional Development</p>	<p>Formative: Agenda Sign-in sheets Summative: PDAS; Review 360</p>				

<p>4) Implement an identification security system at all campuses. All faculty must obtain and display an identification card while on school grounds All students must obtain and display an identification card while on school grounds Visitors must present an identification at sign-in Monitored at all times Population: All teachers, faculty, staff, teacher aides, all students Timeline: Daily August 2017- June 2018</p>	2	Administrators Principals and Assistant Principals BISD Police Security	Formative: sign in sheets Summative: Audits and Evaluation Sheets				
<p>5) Campus Based Law Enforcement: Security Officer will monitor all school grounds throughout the school day as assigned. Population: Security Guard Timeline: Daily August 2017- June 2018</p>	2	Administrators, Principals, Assistant Principals, Principals, Counselors, parental involvement, BISD Police and Security Services	Formative: Sign in Sheets Summative: Evaluations, PEIMS Discipline Reports				
<p>6) Ensure that campus counselors provide individual and group counseling sessions on a weekly basis in order to ensure that students needs are addressed. Also, to decrease PBMAS to 0%. Population: T1, BIL, ELL, NL, SE, AR, GT, DYS students Timeline: Daily August 2017- June 2018</p>	1, 2	Principals and Counselors	Formative: counselor schedules Summative: Student Sign in Sheets and Counselor Logs				
<p>7) Campuses will develop and maintain an Emergency Operations Plan. Plan must be multi-hazard in nature Must be reviewed and updated annually by the campus safety and security committee. The following drills must be practiced accordingly: LOCKDOWN drills (3 times per year), Shelter-in-place, Reverse evacuation, Drop & Cover, Evacuation. In order to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and harm to the environment. Population: Assistant Principal Timeline: 3 times per year between August 2017- June 2018</p>	2	Administrators, Principals & Assistant Principals, Faculty & Staff, Administration and BISD Police & Security	Formative: Sign in Sheets Summative: After Action Reviews, Evaluations, Audits				

<p>8) Campuses must have an identification security system. All faculty must obtain and display an Identification Card while on school grounds Visitors must present an identification at Sign-In and Escorted at all times. Population: Office personnel, administration, teachers, custodians, security guard Timeline: Daily August 2017- June 2018</p>	1, 2	Administrators, Principals & Assistant Principals, Faculty & Staff, Administration and BISD Police Security	Formative: sign in sheets Summative: Audits, Evaluation Sheets				
<p>9) A full time nurse will be employed to provide health related services to students and staff. Will purchase supplies and materials for nurse to use with students, such as band aids, sanitary napkins and first aid assistance.</p> <p>CNA p. 9</p> <p>Population: nurse Timeline: Daily August 2017- June 2018</p>	1, 2	Principals Nurse	Formative: nurse slips Summative:Nurse Documentation of Services				
<p>Funding Sources: 211 Title I-A - \$200.00, 199 Local funds - \$500.00</p>							
<p>10) Teachers and Aides during Appreciation Week will receive an incentive to recognize student improvement,hard work, scores, and dedication to Skinner students.</p> <p>Population: All teachers Timeline: May 2018</p>	3, 5	Principal	Formative: Walk-throughs Summative: Summative T-Tess Evaluation				
<p>Funding Sources: 199 Local funds - \$1,200.00</p>							
<p style="text-align: center;"> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							











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

Performance Objective 1: There will be a 10% increase in parental involvement.

Evaluation Data Source(s) 1: Parent Participation rates will be compared from 2017-2018 and 2017-2018

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Complete and disseminate a Parental Involvement Policy so as to delineate how parents will be actively involved at the campus level with the intention to increase participation. Population: Parent Liaison Timeline: August 2017	1, 6	Principals Parent Liaisons	Formative: Campus Parental Involvement Policy Summative: Composite of End of Year, Title I Parental Involvement Compliance Checklist, Website				
2) Disseminate School-Parent-Student Compacts indicating each groups responsibilities to ensure student achievement. Population: T1, BIL, ELL, NL, SE, AR, GT, DYS students Timeline: August 2017	6	Principals Parent Liaisons	Formative: School-Parent-Student Compacts Summative: Composite of End of Year , Title I Parental Involvement Compliance Checklist, Website				
3) Conduct an Annual Title I Meeting on September to inform parents of services provided through Title I funds. Home visitor will then follow up with families new to Skinner Zone by conducting home visits, parent meetings and recruitment to be a parent volunteer on our campus. Population: Parent Liaison an parents Timeline: September 2017 CNA: pg. 8	6	Principals Parent Liaisons	Formative: Agendas Sign- in sheets Minutes Summative: Composite end of year Survey				
4) Conduct an annual Title I Parent Survey to evaluate the effectiveness Campus Parental Involvement efforts. Population: T1, BIL, ELL, NL, SE, AR, GT, DYS students Timeline: Once a year in April 2018	1, 6	Principals Parent Liaisons	Formative: Survey Results Summative: Composite of survey Title I Parental Involvement Compliance Checklist				

<p>5) Ensure representation of community and parent involvement in the decision-review and/or revision of the following to ensure program requirements are met:</p> <ul style="list-style-type: none"> - Parental Involvement Policy - School-Parent-Student Compact - Campus Improvement Plan - LPAC - SBDM <p>Population: Parent Liaison Timeline: Once a month August 2017- June 2018</p>	1, 6	Principals Parent Liaisons	<p>Formative: Calendar Agendas Sign Ins Sheets Minutes Fliers PI Policy Compact Parent Representative List</p> <p>Summative: Composite of meeting minutes</p>				
<p>6) Host a Meet the Teacher night so parents can communicate with teachers early in the school year. Population: Teachers, administrators, parents Timeline: August 2017</p>	1, 6	Principal Dean Parent Liaison	<p>Formative: Parent Flyers Summative: Sign in Sheets</p>				
<p>7) Hold Bi-monthly parent meetings to educate parents on different topics that include health, safety, bullying as well as curriculum and instruction. Flyer will be sent out to notify parents of the meeting. Parent Liaison will also train parents in making copies, laminating, sewing, crafts and cooking. Population: parent liaison Timeline: Bi-monthly from August 2017- June 2018</p>	6	Principals Parent Liaisons	<p>Formative: Agendas Sign-in sheets Session Evaluations Summative: Increased parent participation</p>				
Funding Sources: 211 Title I-A - \$50.00							
<p>8) Increase participation of parents volunteers through our Christmas Recitals, Spring Charro Days Festivals. Volunteers will be invited to help in preparation and set up for school festival. Population: parent volunteers Timeline: December 2017- May 2018</p>	6	Principal Parent Liaisons	<p>Formative: Parent Meeting Sign in Sheets Summative: Volunteer Clearance From</p>				
<p>9) Campus report card information will be shared with parents to share information in regards to attendance, STAAR raw scores, TPRI/Tejas Lee scores, CPM and parent survey results. Population: parents Timeline: Once a Six Weeks from August 2017- June 2018</p>	8	Principal Parent Liaison Teachers	<p>Formative: Parent Meeting Sign in Sheets Summative: Increased parent participation, STAAR Results</p>				

System Safeguard Strategy 10) Skinner will be provided with a parent liaison that will assist the campus by monitoring attendance, making home visits, Walk for the Future recruitment, and recruit parents and community to be involved in the campus and campus meetings. Population: Parent Liaison Timeline: Daily from August 2017- June 2018 CNA: pg. 8	6	Principal	Formative: Daily Sign In Summative: Increase in parent participation logs And increase in attendance rate				
	Funding Sources: 211 Title I-A - \$300.00						
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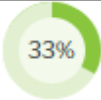



Goal 7: Migrant students will be challenged and encouraged to meet state content standards and assessments that are necessary to graduate on time and enroll in post secondary education while receiving additional supplemental support in order to overcome the obstacles encountered due to their migrant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

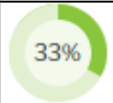
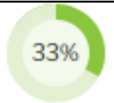


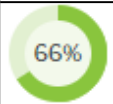
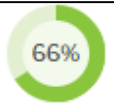




Performance Objective 1: By the end of school year 2017-2018, the percentage of migrant students passing STAAR will increase by 5%.



Evaluation Data Source(s) 1: 2016 student data compared to 2018

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6</p> <p>1) Elementary migrant students will have an equal opportunity to attend the school district summer school programs to ensure promotion if needed: or, to participate in the enrichment migrant summer Program. Population: PFS/ migrant students Kinder- 5th grade Timeline: June 2017-July 2018</p>	1, 2, 3, 10	Principals Teachers Migrant Teachers	<p>Formative: Eligibility Lists And Attendance Sheets</p> <p>Summative: Participants Surveys Teacher Surveys End-of- summer School Programs Documentation</p>				
<p>2) Migrant students 3rd-5th STAAR results will be reviewed to secure accurate placement into the current State Assessment remediation opportunities during regular school year and summer school. Population: PFS/migrant students Timeline: October 1, 2017- June 6, 2018</p>	1, 2	Campus Principals Counselors Teacher	<p>Formative: STAAR Remediation Enrollment Lists NGS STAAR Report Benchmark Results</p> <p>Summative: Current State Assessment Test Results</p>				

<p>3) All migrant students will receive grade appropriate school supplies on an as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus extending them the same opportunity for meeting the academic challenges of all students. The purchase of jackets, polo-shirts, and etc.. for migrant students will help migrant students with the assimilation into the campus. Population: PFS/Migrant Students Timeline: August 28, 2017- June 8, 2018 CNA pg: 8</p>	1, 7, 9	Dean Principal Teacher Counselor	<p>Evidence of Implemenation: STAAR Remediation Enrollment Lists NGS TAKS Report Benchmark Results</p> <p>Evidence of Impact: Current State Assessment Test Results</p> <p>Formative: TPRI/ weekly tests/ benchmarks</p> <p>Summative: BOY/MOY/EOY/ STAAR/ TELPAS/ APRENDA</p>				
Funding Sources: 212 Title I-C (Migrant) - \$315.00							
<p>4) All migrant students will have priority with supplemental support services to ensure that grade level goals are met. Examples include small group, tutorial, and RTI interventions. Population: PFS/Migrant students timeline: Daily August 28, 2017- June 8, 2018</p>	1, 8, 9	Dean Principal Homeroom Teacher	<p>Formative: Lesson Plans Walkthroughs CPM, TPRI, TEJAS LEE EOY Reports</p> <p>Summative: State assessment increase by 10%</p>				
<p>5) PFS migrant students will receive supplemental support services before other migrant students to ensure that the requirements delineated by NCLB Section1304 (d) are addressed. Population: PFS Migrant Students Timeline: August 2017</p>	1, 7, 8	Dean of Instruction Principal Teacher	<p>Formative: Lesson Plans, Walkthroughs, CPALLS, TPRI, TEJAS LEE, progress reports Summative: EOY, STAAR scores</p>				
<p>6) In order to secure the data needed to accommodate placement into appropriate supplemental instructional opportunities for Pre-k -5th grade migrant students pre-test and post test results will be used by teachers and administrators to identify the migrant students performing below grade level. The migrant teacher will provide additional supplemental opportunities and ensure participation. Population: PFS/Migrant Students Timeline: August 28, 2017- June 8, 2018</p>	1, 8	Principal Dean of Instruction Migrant Teacher Homeroom Teacher	<p>Formative: Lesson Plans, Walkthroughs, CPALLS, TPRI, TEJAS LEE, progress reports Summative: EOY, STAAR scores</p>				

7) Parents of migrant PK, Kinder, 1st, and 2nd grades students will be provided with awareness sessions in order to illustrate how to academically support their children more effectively. Population: PK-2nd grade PFS/Migrant students Timeline: August 28, 2017- June 8, 2018	1, 6	Principal Assistant Principal Dean of Instruction Migrant Teacher Parent Liaison	Formative: Lesson Plans, Walkthroughs, CPALLS, TPRI, TEJAS LEE, progress reports Summative: EOY reports				
8) The academic progress of 1st grade students will be monitored to ensure success grade level completion and ultimately secure promotion to 2nd grade. Migrant teacher will provide additional monitoring support and ensure participation into supplemental opportunities. Population: 1st grade PFS/migrant students Timeline: August 28, 2017-June 8, 2018	1, 8, 9	Principal Dean of Instruction Migrant teacher	Formative: Number 1st grade retained Summative: EOY reports that show improvement				
9) Extended Day tutorial session may be held for migrant students at Skinner Elementary where there is a documented need for supplemental academic support in the core subjects in order to ensure that migrant students have the same opportunity to meet academic challenges as non-migrant students. Migrant teacher will provide and ensure participation into supplemental opportunities. Population: Migrant Students Timeline: September 1, 2017 -June 8, 2018	1, 8, 9	Principal Dean of Instruction Migrant Teacher	Formative: Lesson plans, walkthroughs Summative: Increase of percentage passing STAAR and CPM and TPRI EOY reports				
10) In order to increase awareness of migrant student needs, Skinner elementary faculty and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students. Population: Campus Administration, Faculty and Staff Timeline: September 1, 2017- May 29, 2018	1, 4	Principal Assistant Principal Dean of Instruction Migrant teacher	Formative: Timely placement into interventions Summative: Formative: EOY, STAAR scores				
11) 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	1, 4	Principal Assistant Principal Dean of Instruction Migrant Teacher	Formative: surveys Summative: student performance on CPALLS, TPRI, and STAAR scores				

<p>12) 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: PFS/Migrant Students Timeline: February 2018</p>	<p>1, 6</p>	<p>Migrant Teacher Counselor</p>	<p>Formative: benchmarks, progress monitor Summative: STAAR scores for PFS students</p>			
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= Accomplished



= Continue/Modify



= No Progress



= Discontinue








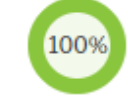






Goal 8: Our vision for technology is to have all district stakeholders involved in the teaching and learning process seamlessly integrate technology to make informed decisions and advance student achievement and technology literacy to encourage and support creative, innovative, lifelong learning.









Performance Objective 1: By the end of the school year 2017-2018 students will be proficient in the use of computers and have knowledge to navigate educational software.

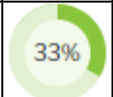
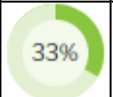




Evaluation Data Source(s) 1: STAAR and TELPAS scores increase by 10%.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Students will be taught technology TEKS. Students will be taught in four general areas of TEKS: Foundation, Information Acquisition, Problem Solving, and Communication in order to become technology literate. Population: T1, BIL, ELL, NL, SE, AR, GT, DYS students Timeline: Daily August 2017- June 2018	1, 2, 3	Campus Principal Dean of Instruction Assistant Principal Technology Support Teacher Classroom Teacher	Formative: Computer lab Schedule Technology reports Summative: Standardized test scores campus benchmarks				
2) Teachers will be required to document classroom technology integration in their lesson plans using the technology TEKS to insure lessons are planned and followed. Population: teachers Timeline: Weekly August 2017- June 2018	1, 2	Campus Principal Dean of Instruction Assistant Principal Technology Support Teacher Classroom Teacher	Formative: Computer lab Schedule Technology reports Summative: Standardized test scores campus benchmarks				
3) Teachers will implement the use of eSchoolPLUS to monitor student progress and attendance. Population: teachers Timeline: Once a Six Weeks August 2017- June 2018	1, 2, 8	Campus Principal Dean of Instruction Assistant Principal Technology Support Teacher Classroom Teacher	Formative: Computer lab Schedule Technology reports Summative: Standardized test scores campus benchmarks				

<p>4) Teachers/administration will use computers, printers, ink and fax machine to develop lesson plans, district report and submit them to the school via e-mail. Following this process will save on paper, ease the submission, and save on filing. Population: all teachers, staff, office personnel, administrators Timeline: Daily August 2017- June 2018</p>		<p>Campus Principal Dean of Instruction Assistant Principal Technology Support Teacher Classroom Teacher</p>	<p>Formative: Computer lab Schedule Technology reports</p> <p>Summative: Standardized test scores campus benchmarks</p>				
<p>Funding Sources: 199 Local funds - \$1,900.00</p>							
<p>5) I-Pads, computers and VGA adapters to project information on screen will be purchased and used to assist all at risk students to supplement after school tutorial in math and reading in order to achieve 95% mastery and 60% level III performance. Population: T1, BIL, ELL, NL, SE, AR, GT, DYS students Timeline: September 2017- May 2018 CNA pg. 8</p>	<p>1, 2</p>	<p>Campus Principal Dean of Instruction Assistant Principal Technology Support Teacher Classroom Teacher</p>	<p>Formative: math and reading lesson plans</p> <p>Summative: Standardized test scores campus benchmarks</p>				
<p>Funding Sources: 163 State Bilingual - \$4,057.00, 162 State Compensatory - \$19,500.00, 263 Title III-A Bilingual - \$6,376.00</p>							
<p>6) Students and teachers will have access to internet-based reference through the use of Britannica Online, United Streaming, Google Search Engines, Wikipedia, BrainPop, EduSmart, and etc. Population: teachers, all students including T1, BIL, ELL, NL, SE, AR, GT, DYS students, office personnel, administration Timeline: Daily August 2017- July 2018</p>	<p>1, 2, 3, 9</p>	<p>Campus Principal Dean of Instruction Assistant Principal Technology Support Teacher Classroom Teacher</p>	<p>Formative: Computer lab Schedule Technology reports</p> <p>Summative: Standardized test scores campus benchmarks</p>				
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>7) Technology Support Teacher will provide technology training opportunities using PowerPoint, Outlook, Publisher, United Streaming, Photo Story, and Smart Board. Instruction using any or all of the above tools will be beneficial for students of all intelligences. Population: TST, teachers, administration, all students including: T1, BIL, ELL, NL, SE, AR, GT, DYS students Timeline: Daily August 2017- June 2018</p>	<p>1, 2</p>	<p>Campus Principal Dean of Instruction Assistant Principal Technology Support Teacher Classroom Teacher</p>	<p>Formative: Computer lab Schedule Technology reports</p> <p>Summative: Standardized test scores campus benchmarks</p>				
<p>Funding Sources: 211 Title I-A - \$21,438.00</p>							

<p>8) The campus will ensure accessibility to instructional technology devices in order to improve student achievement. Technology Teacher will check-out laptops, Computers, Elmo's, Smart board, Digital Cameras, printers, classroom amplification system (Redcat), projectors, and projector bulbs for teachers for everyday instruction. Population: teachers, all stuT1, BIL, ELL, NL, SE, AR, GT, DYS students Timeline: Daily August 2017- June 2018</p>	1, 2, 10	<p>Campus Principal Dean of Instruction Assistant Principal Technology Support Teacher Classroom Teacher</p>	<p>Formative: Computer lab Schedule Technology reports</p> <p>Summative: Standardized test scores campus benchmarks</p>				
<p>9) TST will update Skinner website online every six weeks with up to date information. Skinner website will provide information for parents, students as well as community members. TST will be receiving district TST stipend for providing additional assistance on campus. Population: TST Timeline: Once every Six Weeks from August 2017- June 2018</p>	1, 2	<p>Campus Principal Dean of Instruction Assistant Principal Technology Support Teacher Classroom Teacher</p>	<p>Formative: Computer lab Schedule Technology reports</p> <p>Summative: Standardized test scores campus benchmarks</p>				
<p>10) Students will work at computer stations on programs that will increase their reading, math and science skills to help increase their level of academic performance, plus increase their ability to produce computer generated projects. Population: all students includingT1, BIL, ELL, NL, SE, AR, GT, DYS students Timeline: 3 times per week from August 2017- June 2018</p>	1, 2	<p>Campus Principal Dean of Instruction Assistant Principal Technology Support Teacher Classroom Teacher</p>	<p>Formative: Computer lab Schedule Technology reports</p> <p>Summative: Standardized test scores campus benchmarks</p>				
<p>11) All kinder through 5th grade students will be scheduled for computer lab to increase their knowledge and use of technology skills. Population: All students including T1, BIL, ELL, NL, SE, AR, GT, DYS students Timeline: once per week from August 2017- June 2018</p>	1, 2, 9	<p>Campus Principal Dean of Instruction Assistant Principal Technology Support Teacher Classroom Teacher</p>	<p>Formative: Computer lab Schedule Technology reports</p> <p>Summative: Standardized test scores campus benchmarks</p>				

<p>12) Projector bulbs will be purchased and used to assist teachers and students to supplement lessons in order to achieve 95% mastery and 60% level III performance in all testing areas in staar test. population: teachers, all students including T1, BIL, ELL, NL, SE, AR, GT, DYS students Timeline: Daily from August 2017- June 2018</p>	<p>1, 2, 3, 9</p>	<p>Campus Principal Dean of Instruction Assistant Principal Technology Support Teacher Classroom Teacher</p>	<p>Formative: Projector bulbs purchase Order</p> <p>Summative: Standardized test scores campus benchmarks</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 9: Campus 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: Skinner Elementary will implement energy saving 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: Follow the new Energy Plan adopted by the district, five- year facility renovation plan.

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) Skinner Elementary will purposely promote energy saving activities on the campus to support implementation of the district's energy saving plan.</p> <p>Population: All campus personnel Timeline: December 2017-June 2018</p>	2	Principal Assistant Principal Custodians Maintenance Staff	Complete implementation of the districts energy saving plan will result in decreased energy usage compared to prior years. Formative: Monthly comparison of energy usage Summative: Annual comparison of energy usage				
<p>Critical Success Factors CSF 6</p> <p>2) Create and implement a systematic approach to the renovation/upgrade/improvement of facilities to include prioritizing based on safety and needs of the campus.</p> <p>Population: All campus personnel Timeline: December 2017- June 2018</p>	2	Principal Assistant Principal Custodians Maintenance Staff	Survey results from the campus will indicate prioritization of the renovation plans. Formative: Survey Summative: Evaluation/analysis/of survey data				
<p style="text-align: center;"> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

Goal 10: Skinner Elementary 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 and teachers.

Evaluation Data Source(s) 1: Campus budget/expenditure 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 6</p> <p>1) The campus will use 100% of available budgeted funds based on the needs assessments.</p> <p>Population: All students and teachers Timeline: December 2017-January 2018</p>	4, 5	Principal Assistant Principal SBDM Committee	<p>Funding report will indicate funds were allocated for campus needs.</p> <p>Formative: PO's Summative: expenditure report</p>				
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

Goal 10: Skinner Elementary 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: Skinner Elementary will commit to a balanced budget which includes improved compensation for 100% of teachers.

Evaluation Data Source(s) 2: Compensation plan including improved funding for teachers.

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 CSF 7</p> <p>1) Teachers will be given incentives during teacher appreciation week to recognize their hard work and dedication and to recruit, support, and retain teachers and principals.</p> <p>Population: All teachers and teacher aides Timeline: May 2018</p>	5, 6, 10	Principal SBDM committee	<p>Funding report will indicate funds were allocated for teacher appreciation.</p> <p>Formative: PO's Summative: expenditure report</p>				
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

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

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

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

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) The campus will promote the history and origins along with current accomplishments of each campus weekly through the website and media venues. Population: Staff, teachers and administrators Timeline: December 2017-June 2018	6	Principal Assistant Principal Staff Teachers	Formative: Schedule monthly articles Summative: listing of all articles presented				
Critical Success Factors CSF 5 2) Skinner will designate a Public Information Office (PIO) contact to provide features articles, current and prior students/parents/staff recognition, co-extra curricular activities, and parent/community events. Population: Principal Timeline: December 2017-June 2018	6	Principal	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 presentations/showcases				
Critical Success Factors CSF 5 CSF 6 3) The campus will update the school website monthly showcasing student and community activities. Population: All campus Timeline: December 2017-June 2018	5, 6	Principal Assistant Principal TST	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 monthly updates Summative: annual compilation of presentations being showcased				
= Accomplished = Continue/Modify = No Progress = Discontinue							

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	In order to implement a comprehensive instructional program all students will be provided with Texas Literacy Initiative strategies. 1. Fluency: Students in grades K-5 will practice fluency in school/home and record their 1 minute reading fluency on a daily basis. 2. Think, Turn, and Talk 3. Making Connections 4. Creating Mental Images 5. Making Inferences and Predictions 6. Determining Importance and Summarizing 7. Monitoring and clarifying Population: T1, BIL, ELL, NL, SE, AR, GT, DYS Students Timeline: Daily August 28, 2017- June 8, 2018
1	1	2	Provide teachers/administrators professional development using research-based instructional resources and targeted interventions to ensure that all students are prepared to meet the demands of standardized assessments. TLI learning strategies ELPS Sheltered instruction Champion Time (Tier II and Tier III) Accelerated Reading Program Science Fair UIL Brainsville Population: All teachers and special program teachers Timeline: Daily August 28, 2017- June 8, 2018 CNA: page 8
1	1	3	Programs/Strategies/ Activities: Data analysis with staff of all subpopulations performance from STAAR/Stanford, TPRI/Tejas LEE, Aprenda and TELPAS to evaluate student academic Progress and prioritize academic needs such as Writing and Science. General supplies such as Charts and consumables are need. Principal and Dean will determine a course of action to address instructional and academic deficiencies by conducting campus staff trainings and grade/faculty meetings. Population: Teachers, Campus Staff, all students, parents Timeline: Once a week August 2017-June 2018 CNA- page 8
1	1	4	Grade Level Planning: Teachers will participate in Team Planning by grade levels and across grade levels to ensure consistency and alignment in the curriculum in the area of Reading, Math, Writing, Science, and Social Studies. Population: all teachers Timeline: weekly August 2017-June 2018
1	1	6	Resources: Teachers will be able to check out a variety of classroom resources that include : Math WarmUps, TEKSas Target Practice, GPS, Drops in the Bucket, Motivation Reading, Writing & Math, Science, and Writing Measuring Up Express STAAR Master Along with consumable supplies from a teacher resource room to help improve the delivery of instruction and aid in differentiating instruction through centers and small group instruction. Also print out student center activities from the Florida Centers for Reading Research. Population: All teachers and campus staff Timeline: Daily August 2017 -June 2018
1	1	7	Students will be provided intensive instruction incorporating TELPAS activities and rubric in Reading, Math, Science and Writing centers. Oral Language will be monitored through ELPS and discussion questions. Supplemental instructional resources and site licence software will be purchased to reinforce all ELL students frameworks and to prepare students for state assessments. Consumable resources will be utilized in small groups to enhance learning and to provide support through hands on activities. Professional dev. will be provided for the teachers. In addition, substitutes will be allocated for SSI STAAR testing in the Spring of 2018 to increase the student performance of all ELLs. Population: T1, BIL, ELL, SE, AR, GT, DYS Students Timeline: Daily August 2017- June 2018 CNA: page 8

Goal	Objective	Strategy	Description
1	1	8	Students in grades 1-5 will be taking unit tests every six weeks and will work on daily Writing activities in journals (ink/ toner, paper, journals needed) to monitor academic growth in areas of: Math Reading, Writing Science Social Studies Unit tests will either be provided by campus dean or provided by the district. An item analysis will be conducted and we will focus on weaknesses by providing an intervention block during the day to reteach concepts that haven't been mastered. Journals will be reviewed by administrators weekly. Population: T1, BIL, NL, ELL, SE, AR, GT, DYS Students Timeline: Once a Six Weeks August 2017- June 2018 CNA: pg. 8
1	1	9	To prepare for the creation of ELA, Math, Science, and Physical Education (Catch) lessons and for STAAR preparation, consumable supplies will be purchased to assist in lesson creation, teacher made resources, copy paper, bulletin board displays, teacher-parent communication, and prepare student progress report. CNA p. 12-13 Population: All teachers Timeline: August 2017-June 2018
1	1	10	Co-Planning for content mastery and inclusion will provide support and resources in order to meet the student goals and objectives. The students IEP will have at least one goal in the qualifying with Dean/teacher leader to ensure consistency and alignment Population: All teachers and campus staff Timeline: Once a Six Weeks August 2017-June 2018
1	1	12	A Prek and Kinder instructional aides will help transition students. The instructional aide will provide assistance to differentiate instruction in the classroom. Population: T1, BIL, ELL, NL, SE, AR, GT, DYS Students Timeline: Daily August 2017- June 2018 CNA: pg. 8
1	1	13	The campus library will provide cross curriculum education to all students which include Accelerated Reading program/Awards and supplementing the regular classroom curriculum. - Benchmark Education Anchor Comprehension bookroom will supply 500 titles of level reading books to aide small group intervention. Population: T1, BIL, ELL, NL, SE, AR, GT, DYS Students Timeline: Once a week August 2017-June 2018
1	1	14	Implement an integrated challenging standard-based inquiry centered math curriculum using Pearson Math, Math the TEKS Way, Circle, and Owl in order to improve math instruction. Population: T1, BIL, ELL, NL, SE, AR, GT, DYS Students Timeline: Daily August 2017-June 2018
1	1	15	Analyze and formulate an intervention plan based on benchmark scores, weekly test, STAAR test results, TPRI and RTI results. Population: All teachers and special program teachers Timeline: Daily August 2017-June 2018
3	1	1	Skinner Elementary will implement tutorials and extended day tutorials to implement remediation strategies in core-area subjects for At-risk LEP sub-populations in the areas of Reading, Math, Writing, and Science by October 2016. Supplies will be provided for At Risk students for classroom instruction. -Library Media Services will print out Fluency booklets to help At Risk students Reading comprehension. Supplies will be used to differentiate instruction through listening centers, writing centers, KWL charts and to create graphic organizers. Population: T1, AR, LEP, MI, DYS, Special Ed. Students Timeline: Twice a week from September 2017- May 2018 CNA: pg. 8

Goal	Objective	Strategy	Description
6	1	10	Skinner will be provided with a parent liaison that will assist the campus by monitoring attendance, making home visits, Walk for the Future recruitment, and recruit parents and community to be involved in the campus and campus meetings. Population: Parent Liaison Timeline: Daily from August 2017- June 2018 CNA: pg. 8
7	1	1	Elementary migrant students will have an equal opportunity to attend the school district summer school programs to ensure promotion if needed: or, to participate in the enrichment migrant summer Program. Population: PFS/ migrant students Kinder-5th grade Timeline: June 2017-July 2018
8	1	7	Technology Support Teacher will provide technology training opportunities using PowerPoint, Outlook, Publisher, United Streaming, Photo Story, and Smart Board. Instruction using any or all of the above tools will be beneficial for students of all intelligences. Population: TST, teachers, administration, all students including: T1, BIL, ELL, NL, SE, AR, GT, DYS students Timeline: Daily August 2017- June 2018

State Compensatory

Budget for Skinner Elementary :

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
162-11-6118-00-112-Y-24-SSI-Y	6118 Extra Duty Stipend - Locally Defined	\$4,959.00
162-11-6118-00-112-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	\$7,651.00
162-11-6118-00-112-Y-30-ASP-Y	6118 Extra Duty Stipend - Locally Defined	\$39,988.00
162-11-6119-00-112-Y-30-054-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$56,041.00
162-11-6119-00-112-Y-34-PPK-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$53,131.00
162-13-6119-31-112-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$54,911.00
6100 Subtotal:		\$216,681.00
6300 Supplies and Services		
162-11-6395-62-XXX-Y30-TEC-Y	6395 Supplies, DP Operations - Locally Defined	\$990.00
162-11-6396-00-112-Y-30-000-Y	6396 Supplies and Materials - Locally Defined	\$4,000.00
162-11-6398-62-112-Y-30-000-Y	6398 Computer Supplies/Software - Locally Defined	\$4,200.00
162-11-6399-00-112-Y-30-000-Y	6399 General Supplies	\$10,346.00
162-11-6399-16-112-Y-30-000-Y	6399 General Supplies	\$2,000.00
162-13-6399-00-112-Y-30-000-Y	6399 General Supplies	\$1,000.00
6300 Subtotal:		\$22,536.00
6400 Other Operating Costs		
162-13-6497-00-112-Y-30-000-Y	6497 Fees - Locally Defined	\$300.00
6400 Subtotal:		\$300.00
6600 Capital Outlay Accounts		

162-11-6649-62-XXX-Y30-TEC-Y	6649 Capital Assets - Locally Defined	\$14,310.00
	6600 Subtotal:	\$14,310.00

Personnel for Skinner Elementary :

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Aldrete, Alejandra	Dean of Instruction	State Compensatory	1.00
Cortinas, Sonia	Pre-Kinder Teacher	State Compensatory	.50
Lua, Claudia	Pre-Kinder Teacher	State Compensatory	.50
Vacancy	Dyslexia teacher	State Compensatory	.50

Title I

Schoolwide Program Plan

The Site-Based Decision-Making (SBDM) Committee conducted a comprehensive needs assessment (CNA pg. 5-8) over a period of one year to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on the CNA, the committee decided to concentrate on improving the passing rate of all students and student groups including Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on state assessments. The goal is to have 90 percent of all students and all student groups passing all parts of state mandated assessments for the 2016-20167 and to increase the commended performance level in all content areas. In addition, teachers work with children on daily basis-preparing lessons, providing instruction, and evaluating student progress. Students' individual strengths and weaknesses are met through differentiating instruction in centers and small group settings. Through the RTI model, teachers monitor and adjust instruction for Tier I, II, and III students. Using a variety of assessment methods closely linked to the standards and what is happening in the classroom is an important aspect of good instruction. Unit tests are the most frequently thought of method for determining student progress at the classroom level; however, tests are not the only way. Homework assignments and quizzes are often used to evaluate progress. Projects, performances, speeches, oral reports, classroom participation, and displays demonstrate achievement in ways that cannot be captured by paper and pencil tasks and provides valuable information regarding how well students are applying the knowledge and skills that they are learning. In addition, teacher observation serves as a valuable tool in measuring accomplishment of the standards. Students will be rewarded for academic growth during "Salute to Scholar" Socials. Additional resources will be budgeted including classroom amplification system, laptops, Smart boards, computers, projectors and video cameras, printers, scanners, laminating machine, sound system, and poster maker. Students will be able to enhance performance by utilizing this equipment into projects and assignments as well the use of "IStation and Think Through Math" and computer software and consumable STAAR practice workbooks. Electric pencil sharpeners, and consumable supplies such as: three ring binders, duplicating paper, laminating film, journals, scissors, crayons, highlighters, hole puncher, pencils and pens and material for copied student booklets are all supplies that will be essential tools used by students individually, or in centers for classroom assignments. In addition, booklets will be made for individualize, differentiated instruction for bilingual students, at risk students and Tier 2 and 3 students in the areas of Phonics awareness, vocabulary, fluency, comprehension and spelling and Math. These bound booklets will target skills needed for intervention and remediation.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

The Site Based Decision Making Committee (SBDM) at Skinner Elementary conducted a comprehensive needs assessment (CNA) pg. 5-8, to determine the strengths and needs of students, staff, parents and community involvement and facilities before deciding how to use available local, state and federal budget allocations. At-Risk, Dyslexia, GT, Title I and Special Education on state assessments. The goal is to have 90%

if all students and all student groups passing all of state mandated assessments for the 2015-2016 school year and to increase the advanced performance level in all content areas. In addition, TELPAS will be monitored effectively to ensure higher levels of advanced high attainability. 1.1; 1.7; 3.7;

2: Schoolwide Reform Strategies

The staff will use the budgeted funds to implement school-wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of academic performance, use effective methods and instructional strategies that are established on scientifically based research that (1) strengthen the core academic program; (2) increase the amount and quality of learning time, including the funding of an after-school tutorial/summer school/ enrichment program, for students who are At-Risk and in need of continuity in their instructional program to be successful in the succeeding school year; (3) include STAAR strategies and Empowering Writers 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; (4) are consistent with and are designed to implement the State and local improvement plans. 1.1

3: Instruction by highly qualified professional teachers

Highly- qualified teachers will carry out the instructional program. Only teachers who are certified and who have met state testing requirements to teach the subjects/grade levels to which they are assigned will be hired by the school. In emergency situations, the school will consider teachers who have alternative certification. In addition to appropriate certification, teachers will be sought who are experience and have been successful in previous assignments. 1.2

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

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. Professional development will include STAAR training and Classroom Management Skills. Campus staff development will include vertical and horizontal alignment, increasing use and assessments to include higher level questioning skills. 1.2; 1.3; 1.4;1.10

5: Strategies to attract highly qualified teachers

Strategies to attract high-quality teachers to high needs schools will include paying stipends for attainment of a Master's Degree, paying stipends for lead teachers, bilingual education, and technology (TST). The school will provide access to high-quality ongoing professional development throughout the school year for all staff including teachers, principals, and paraprofessionals.

6: Strategies to increase parental involvement

Title I, Part A Funds will be used to partially finance strategies to increase parental involvement at the school including the parent workroom and to purchase special materials used in the parent volunteer program. Parent education will be provided to parents by the campus parent liaison as well as the District's Parental Involvement Center. Parent training on how to help their students be successful at home, learning English, cooking, crafts, discipline management, and parental skills will be provided to those parents who want to better meet the rigors of parenting. Other strategies to include community and parent participation in exercise programs and fundraising activities as well as training to use the copier, laminating machine, poster making machines, and computers.

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 Skinner Elementary will be held annually in the spring. An orientation will also be provided to 5th grade students and their parents to assist with the transition to middle school. 1.12

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

Teachers will be included in decisions regarding the use and selection of academic assessments to measure student performance. Teachers will use data obtained from state assessments as well as other instruments, including but not limited to the Terranova, 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. 1.3; 1.4; 1.10

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

Students experiencing difficulty in mastering the TEKS will be provided effective, timely additional assistance. All teachers will closely monitor all students' performance based on daily exercises and periodic tests. Students not mastering the objectives will be provided additional assistance in the after school tutorial program and/or enrichment courses based on his/her individual needs. Teachers will generate lists of

students' strength and weaknesses and will schedule intervention time during the day and possible regrouping. Additional assistance will be provided by support staff and monitored in Reading lab and/or Computer lab. 3.1; 8.11

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

Skinner Elementary will coordinate and integrate federal, state, and local programs and services to maximize the effectiveness of these resources (CIP Act. 1.8, 7.1). 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 State Compensatory, local funds and Bilingual funds are used to purchase supplemental instructional materials, media, and library resources used to improve and enhance the overall instructional program.

In addition to those described above, Migrant Funds are used to identify and recruit children of migratory workers for supplemental services designed to reduce the educational disruptions and other problems that result from repeated moves. Supplemental supplies and items purchased will be provided and used during and after school to increase classroom participation and help facilitate instruction in all grade levels. Progress monitoring of migrant students closely monitored and recorded.

Bilingual Funds are used to provide supplemental services to help ensure that children who are limited English proficient attain English language proficiency and develop high levels of academic attainment. Teachers follow the ELPS standards in the classrooms in order for students to achieve higher levels on TELPAS. Teachers differentiate the curriculum in the classroom to address all levels of bilingual students.

The campus will also continue to provide the state mandated State Compensatory Education Program through campus as well as District funded initiatives. Skinner Elementary addresses At Risk students through the 3-Tier model and through differentiating the curriculum in classroom instruction. We will implement tutorials and remediation strategies in core-area subjects for low-performing students starting September 15, 2015 through May 25, 2016 for 3rd- 5th grade in order to decrease the retention rate and improve student achievement. STAAR scale scores of Non At-Risk and At-Risk students will close in a positive direction. State Compensatory Education funds are also utilized to provide direct instructional services via personnel, computer-based instruction, supplies and materials to identified at-risk students.

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. Co-planning with regular education teachers occurs every six weeks. Classroom teachers modify instruction and assessments to address I.E.P.s.

The 21st Century Community Learning Centers serves as a supplementary program that can enhance state and local reform efforts to improve student academic achievement and support overall student development. It assists students during outside school hours or when school is not on session. CCLC funds are to be used to provide opportunities for academic assistance, enrichment, college and workforce attendance, behavior, promotion rates and graduation rates. Saturday tutorials provide additional assistance in the area of core subjects, fine arts and technology. 1.1; 1.7; 3.1; 6.1; 8.1;

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jaramillo, Maria Teresa	Parent Liaison	Title I	1.00
Jimenez, Marta	Nurse	Title I	0.40
Lopez, Diana	PK Teacher Aide	Title I	1.00
Martinez, Sylvia	Library Aide	Title I	1.00
Sandoval, Maria	Computer Aide	Federal Programs	1.00

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Mary Ellen Rodriguez	Principal
Administrator	Santos Delgado	Asistant Principal
Classroom Teacher	Sonia Cortinas	PK teacher
Classroom Teacher	Adriana Garcia	Kinder teacher
Classroom Teacher	Maria Perez	1st grade teacher
Classroom Teacher	Esmeralda Herrera	2nd grade teacher
Classroom Teacher	Rogelio Lozano	3rd grade teacher
Classroom Teacher	Adriana Lerma	4th grade teacher
Classroom Teacher	Yolanda Salazar	5th grade teacher
Paraprofessional	Olga Torres	PE paraprofessional
Student	Denise Navarez	5th grade student
District-level Professional	Dahlia Castro	District Level Rep
Business Representative	George Vela	HEB Manager
Community Representative	Father Oscar	Father of St. Joseph's Catholic Church
Parent	Ana Isabel Ramos	House Wife
Non-classroom Professional	Sylvia Chavez	Counselor
Meeting Facilitator	Alejandra Aldrete	Dean of Instruction
Classroom Teacher	Emiliano Gonzalez	PE Coach
Classroom Teacher	Mary Brooks	Special Education teacher
Business Representative	Antonio Vasquez	Optometrist
Community Representative	Estela Chavez Vasquez	Judge
Parent	Magdalena Longoria	House Wife

Campus Funding Summary

199 G/T Advanced Academics					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	novels & supplies for GT students	199-11-6399-00-112-y21-000-y	\$840.00
2	1	3	transportation for destination imagination	199-36-6494-00-112-y21-000-y	\$200.00
2	1	3	destination imagination- meals	199-36-6412-00-112-y21-000y	\$56.00
Sub-Total					\$1,096.00
Budgeted Fund Source Amount					\$600.00
+/- Difference					-\$496.00
162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	1718 Fees	162-13-6497-00-112-Y-30-000-Y	\$300.00
1	1	3	1718 General Supplies	162-13-6399-00-112-Y30-000-Y	\$1,000.00
1	1	8	1718 COPY PAPER	162-11-6396-00-112-Y30-000-Y	\$4,000.00
1	1	9	1718 General Supplies	162-11-6399-00-112-Y30-000-Y	\$10,346.00
3	1	1	1718 MEDIA SERVICES	162-11-6399-16-112-Y30-000-Y	\$2,000.00
3	1	1	1718 EXTENDED DAY	162-11-6118-00-112-Y30-ASP-Y	\$39,988.00
3	1	1	1718 SSI Tutorials	162-11-6118-00-112-Y24-SSI-Y	\$4,959.00
3	1	1	1718 REGULAR TUTORIAL	162-11-6118-00-112-Y30-000-Y	\$7,651.00
3	1	2	1718 1 FTE- Dean of Instruction	162-13-6119-31-112-Y-30-000-Y	\$54,911.00
3	1	3	1718 FTE	162-11-6119-00-112-Y-34-PKK-Y	\$53,131.00
3	1	4	1718 Dyslexia FTE	162-11-6119-00-112-Y-30-054-Y	\$56,041.00
8	1	5	1718 Items between \$150-\$500- technology equipment	163-11-6398-62-112-Y-30-000-Y	\$4,200.00
8	1	5	1718 computers/desktops	162-11-6649-62-112-Y30-TEC-Y	\$14,310.00
8	1	5	1718 software	162-11-6395-62-112-Y30-TEC-Y	\$990.00
Sub-Total					\$253,827.00
Budgeted Fund Source Amount					\$253,827.00

					+/- Difference	\$0
163 State Bilingual						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	1	6	1617 State Bilingual	163-13-6399-00-112-Y-25-000-Y	\$3,975.00	
1	1	7	1718 General Supplies	163-11-6399-000-112-Y25-000-Y	\$3,975.00	
1	1	17		163-23-6411-00-112-Y25-000-Y	\$100.00	
8	1	5	1718 Items between \$150-\$500	163-11-6398-00-112-Y-25-031-Y	\$4,057.00	
					Sub-Total	\$12,107.00
					Budgeted Fund Source Amount	\$55,507.00
					+/- Difference	\$43,400.00
166 State Special Ed.						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	1	8	1718 Toner	166-11-6399-62-112-Y23-0P2-Y	\$180.00	
1	1	9	1718 General Supplies	166-11-6399-00-112-Y23-0P2-Y	\$300.00	
4	1	3	1718 Incentive Awards BI Unit	166-11-6498-00-112-Y23-0P2-Y	\$1,025.00	
					Sub-Total	\$1,505.00
					Budgeted Fund Source Amount	\$170,291.01
					+/- Difference	\$168,786.01
211 Title I-A						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	1	8	1718 Copy paper and Ink	211-11-6396-00-112-Y30-0F2-Y	\$800.00	
1	1	9	1718 General Supplies	211-11-6399-00-112-Y30-0F2-Y	\$1,915.00	
1	1	9	1718 Office Supplies	211-23-6399-00-112-Y30-0F2-Y	\$400.00	
1	1	11	1718 Library Aide	211-12-6129-06-112-Y-30-0F2-Y	\$24,624.00	
1	1	12	1718 Pre-Kinder Aide	211-11-6129-06-112-Y-32-0F2-Y	\$40,482.00	
3	1	1	1718 Extra duty pay Para's	211-11-6121-00-112-Y24-ASP-Y	\$21,374.00	
3	1	1	1718 Extended Day	211-11-6118-00-112-Y24-ASP-Y	\$20,585.00	
4	1	3	1718 Awards	211-11-6498-00-112-Y30-0F2-Y	\$600.00	

5	1	9	1718 Nurse	211-33-6399-00-112-Y-30-0F2-Y	\$200.00
6	1	7	1718 Parent Liaison Food	211-61-6499-53-112-Y30-0F2-Y	\$50.00
6	1	10	1718 Parent Liaison meals	211-61-6411-00-112-Y30-0F2-Y	\$300.00
8	1	7	1718 Computer Aide	211-11-6129-06-112-Y-30-0F2-Y	\$21,438.00
Sub-Total					\$132,768.00
Budgeted Fund Source Amount					\$344,429.00
+/- Difference					\$211,661.00
212 Title I-C (Migrant)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	3	1718 Migrant Supplies	212-11-6399-00-112-Y-24-0F2-Y	\$315.00
Sub-Total					\$315.00
Budgeted Fund Source Amount					\$1,320.00
+/- Difference					\$1,005.00
224 Federal Special Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$146,923.00
+/- Difference					\$146,923.00
255 Title II, Part A (TPTR/Class Size)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$251.00
+/- Difference					\$251.00
263 Title III-A Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	general supplies	263-11-6399-00-112-y25-031-y	\$276.00

1	1	7	site licences for capital outlay	263-13-6395-62-112-y25-031-y	\$220.00
1	1	7	site licences for capital outlay	263-11-6395-62-112-y25-031-y	\$220.00
1	1	7	SSI substitutes	263-11-6112-00-112-y25-031-y	\$1,200.00
1	1	7	Professional Development	263-11-6117-00-112-y25-031-y	\$1,200.00
8	1	5	capital outlay instruction	263-11-6649-00-112-Y25-031-Y	\$2,900.00
8	1	5	capital outlay instruction	263-13-6649-00-112-y25-031-y	\$3,476.00
Sub-Total					\$9,492.00
Budgeted Fund Source Amount					\$9,526.00
+/- Difference					\$34.00
Grand Total					\$411,110.00