

**Brownsville Independent School District**  
**Southmost Elementary**  
**2017-2018 Campus Improvement Plan**



# Mission Statement

The mission of Southmost Elementary is to nurture a caring, child-centered learning environment that fosters positive relationships with family, school, and community members. Through this partnership, Southmost Elementary promotes life-long learning while supporting high standards and expectations for all.

# Vision

The vision of Southmost Elementary is to foster a learning environment of respect, support, and shared responsibility while maintaining high academic standards, thus equipping students with the necessary tools to become critical thinkers and life-long learners.

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# Comprehensive Needs Assessment

## Needs Assessment Overview

Southmost Elementary School is located in Brownsville, Texas. Southmost Elementary School is one of thirty-seven elementary schools in Brownsville ISD. The campus was constructed in 1988 with 4 classrooms (portables) and a gymnasium added in the ensuing years. The main campus was originally comprised of 39 classrooms, a cafeteria, and a library. New building additions comprised of portable classrooms and a gymnasium were completed in the 1998-1999 school year.

The student population at Southmost Elementary School is approximately 400 and serves students in grades EC through 5<sup>th</sup> grade. According to the 2016-2017 Texas Academic Performance Report (TAPR), 99.7% of the student population is Hispanic, 66.9% are identified as At-Risk and 98.7% is Economically Disadvantaged. Many of our students are first generation Mexican immigrants, 45.4% are classified as English Language Learners (ELLs) and a majority is English/Spanish bilingual. In addition, several of our students come from homes which participate in state and federal assistance programs such as food stamps, welfare, the Women, Infant, Children (WIC) nutrition program, and subsidized housing and medical assistance.

The students of Southmost Elementary School are recipients of a well-balanced curriculum. Courses are offered in every subject area: Reading, Language Arts, Mathematics, Science, Social Studies, Physical Education, Technology and Music. The instructional programs include academic core subjects at various levels, such as the Gifted and Talented, Bilingual, Special Education, and Dyslexia utilizing a variety of differentiated instructional methods to meet the needs of all students.

All students are required to meet the passing standard of the four assessments which comprise the State of Texas Assessments of Academic Readiness (STAAR).

The professional staff at Southmost Elementary School is comprised of 61.4% teachers, 12.4% professional support, 4.0% campus administration/school leaders. The ethnicity of the Southmost Elementary School staff is 89.8% Hispanic, 7.0% White, and 3.3% Pacific Islander. The teaching staff is also 22.4% male and 77.6% female.

## Demographics

### Demographics Summary

Decrease at-risk percentages by providing academic support, research-based interventions, coordinating academic programs and on-going research based professional development facilitated by the Dean of Instruction. The Attendance Rate was 97% for all students and 97% for at-risk students. The Retention rate is 6.9% for all and at-risk students.

Teachers will implement Response to Intervention (RtI) strategies, College and Career Readiness Standards (CCRS), Ensenando la lectura (PK), and State of Texas Essential Knowledge and Skills (TEKS) to ensure effective and timely assistance.

Federal Programs will fund highly qualified teachers, campus nurse and paraprofessionals to supplement allotted campus positions so that the needs of low performing students may be met through individualized and small group instruction. Campus nurse at 40% to assist with the execution of the health program aimed at monitoring and assisting low-performing students at school wide campuses to improve overall student health, attendance and performance.

### Demographics Strengths

Teachers' years of experience

Low teacher-student ratio

Attendance is at 97%

Fund campus nurse, paraprofessionals to improve health, attendance and performance

Fund Dean of Instruction to provide a quality and meaningful instructional program for At-Risk students

Fund Pre-K teachers to provide timely assistance

Fund Dyslexia teacher to provide services for identified dyslexia students

## Student Achievement

### Student Achievement Summary

Southmost Elementary provides data-driven instruction. Teachers and administration are continuously revisiting the data and determining the areas in need of improvement. Teachers utilize the following data: progress monitoring, student grades, weekly fluency scores, percentages of students on an RTI plan, TPRI/TEJAS LEE beginning, middle, and end of year, end of unit benchmarks, and practice state assessment exams. Each week, both teachers and administrators meet to discuss students' progress, curriculum and instruction, and to prescribe individual intervention plans for students not mastering the TEKS. Interventions are noted through the students Response to Intervention (RTI) plan. To help support the instructional program, State Compensatory Funds support one full time Dean of Instruction whose focus on providing support in curriculum and instruction for At-Risk students.

3rd-5th Grade All Students STAAR Summary:

Reading: 3rd Grade 77%, 4th Grade 88%, 5th Grade 100%

Math: 3rd Grade 76%, 4th Grade 86%, 5th Grade 98%

Writing: 4th Grade 62%

Science: 5th Grade 90%

Performance variation between all student groups:

All Subjects: Hispanic 83%, Special Education 66%, Economically Disadvantaged 83%, ELL 76%

Reading: Hispanic 87%, Special Education 73%, Economically Disadvantaged 87%, ELL 82%

Math: Hispanic 85%, Special Education 65%, Economically Disadvantaged 85%, ELL 82%

Writing: Hispanic 62%, Special Education \*, Economically Disadvantaged 62%, ELL 39%

Science: Hispanic 90%, Special Education 100%, Economically Disadvantaged 91%, ELL 85%

### Student Achievement Strengths

5<sup>th</sup> grade STAAR Reading & Math scores

Regular progress monitoring of K-3<sup>rd</sup> grade students (TPRI/Tejas LEE)

**Needs:**

Increase Meets and Masters performance standards on 3<sup>rd</sup>-5<sup>th</sup> grade STAAR assessments including reading, math, writing and science to meet indexes 1-4 by providing after school tutorials for all at-risk students and student sub-populations. Ensure that students are adequately prepared for the next grade through all content area TEKS including reading, language arts, science, math, and social studies.

Meet AMAO 1 Progress & AMAO 2 Attainment in all grades for all student sub-populations by monitoring ELL student progress on a six weeks basis.

Ensure that all students in all student sub-populations demonstrating an academic need are provided an RtI intervention plan, as well as after school and Saturday tutorials.



## School Culture and Climate

### School Culture and Climate Summary

Southmost Elementary faculty and staff collaborate to ensure that students are being provided with a safe, healthy, and disciplined environment conducive to student learning. Administrators and teachers meet on a weekly basis to discuss matters related to providing a positive school culture and climate. All members of the school community are consistently instructed on procedures and operations. 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. Campus long range plans, policies and procedures, and safety issues are communicated to both parents and community members to assist the campus in providing a positive culture and climate. Parents are strongly encouraged to get involved in volunteering opportunities that will assist their child's education. Issues are reviewed and discussed through consistent dialogue and both administrators and teachers create a plan to improve issues that affect School Culture and Climate. Furthermore, administrators, faculty, and staff consistently provide opportunities for professional collegial interaction to mold professional learning communities, positive working relationships, team building, and motivation.

### School Culture and Climate Strengths

Based on the 2016-2017 Campus Needs Assessment (CNA) data:

Positive campus climate

Shared goals and responsibilities

Culture of high expectations

Administrators, teachers, and parents work collaboratively to support campus expectations of good behavior and academic success

Atmosphere of trust and mutual respect between administration and staff

Teachers are involved in the decision-making process of important educational issues at our campus

The various programs at our campus effectively educate all student populations

Campus administrators consistently support teachers

Teachers are content with the professional development they receive, the timely feedback provided during observations, and the evaluation process at the campus.



## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

Southmost Elementary utilizes a hiring committee composed of administrators and teachers to make hiring determinations. A record of interview questions and responses is kept on file for each interviewee. The campus hiring committee recommends highly qualified professionals through the district's hiring criteria. In addition, administrators conduct walk throughs weekly to observe and assess the quality of teaching in each classroom. Administrators provide constructive feedback timely and all information is posted on Eduphoria in which teachers can access. If needed, administrators meet with teachers to provide further feedback in which goals are set and instructional procedures are discussed. The T-TESS timelines 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 meet regularly with the dean of instruction for curricular supports. All teachers are provided with ongoing professional development opportunities.

### **Staff Quality, Recruitment, and Retention Strengths**

All Teachers meet NCLB Highly Qualified Requirements

Teacher/staff stability

Teachers address walkthrough needs

Observations reflect high quality instruction

Special programs teachers are highly qualified and trained to work with subpopulations

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

Southmost Elementary teachers and administration ensure alignment of curriculum, instruction, and assessments. The faculty follows the district curriculum frameworks and scope/sequence to ensure students are adequately prepared. Teachers utilize the Texas Essential Knowledge and Skill (TEKS) as their guide, and supplement the curriculum with resources aligned to the state guidelines and assessments. Administrators provide teachers with instructional resources and professional development. Planning for instruction and intervention occurs through vertical and horizontal alignment. Collaboration is encouraged so that teachers learn from one another.

### **Curriculum, Instruction, and Assessment Strengths**

Teachers implement the district curriculum frameworks/scope & sequence with fidelity

Teachers participate in horizontal planning on a weekly basis

Teachers include comprehensive purpose questions (CPQs) in their weekly lesson plans

Teachers include ELPS and TEKS in their weekly lesson plans

Teachers utilize district-adopted resources and TEKS to provide students with grade appropriate instruction

Frequent opportunities for teachers to meet with dean of instruction to analyze data that guides instructional decisions

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

Southmost Elementary is committed to involving parents and community members to be involved in our students education. Parental involvement is critical to the success of their child's education. Community involvement allows students to be exposed to learning opportunities as well. In order to review needs in family and community involvement, parental and community involvement surveys are passed out yearly and the data is analyzed by administrators, the district, and teachers. This allows the SBDM committee to discuss opportunities to meet the needs in these areas and further improve these areas. Title I funds allow the funding of a parent liaison. The role of the parent liaison is very important as it is the individual who transfers information to and from the campus to parents and communities. The parent liaison is responsible for implementing all Title I parental involvement requirements at the campus level that includes weekly meetings and to provide opportunities for parents to volunteer and participate in campus educational activities. In addition, Title I funds assist in providing mileage reimbursements. The parent liaison compiles data on parental participation attendance and meeting agendas for the SBDM committee. With that information, the SBDM determines campus needs. In order to increase parental involvement attendance rates, parent and community member volunteer opportunities are available throughout the school year.

### **Family and Community Involvement Strengths**

Teachers meet with parents regularly to discuss student progress

Grade levels that are departmentalized meet with parents as a group to ensure horizontal alignment and shared goals

Parent conferences, meetings, and trainings held in a language they understand

Parents given an opportunity to volunteer at the campus

Information sent home in English/Spanish

## **School Context and Organization**

### **School Context and Organization Summary**

Southmost Elementary analyzes the school context and organization by looking at how school processes, structures, decision-making, and overall leadership positively affect classroom instruction. It is important to have systems in place so that there is not much inference or distractions from classroom instruction.

### **School Context and Organization Strengths**

Grade level meetings held regularly

Administration and para-professionals supervise students during morning duty to ensure student safety

Teachers, para-professionals and administrators monitor students during dismissal to ensure student safety at pick-up and bus areas

Students attend special program areas at least once a week for a 45 minute period: library, music, counseling, art, and computer lab

Students have daily Physical Education (PE) class for 45 minutes

Students receive breakfast in the classroom on a daily basis

# Technology

## Technology Summary

Technology improves student performance when the application directly supports the curriculum objectives and goals being assessed. Technology is most effective when it is integrated with the core curriculum content. Technology improves student performance when the function supports student ability and prior experience, and provides feedback to the student and teacher about student performance or progress with the application and when the application is incorporated into the instructional day. In addition, the use of technology provides opportunities for students to design and implement projects that extend the core curriculum being assessed by the State of Texas Assessment of Academic Readiness (STAAR). Our campus needs more capital outlay items in order to keep up with the ever expanding educational technology components and in order for our students to reach Level III Advanced Performance status. These items include video document cameras, projectors, iPads, iPods, Google Cardboard goggles, and laptops. Our teachers and students are moving to teaching and learning using a variety of technology items alongside learning all of the vocabulary and concepts as required by the Technology TEKS and will need

the above resources to do so. In addition, students need to be provided additional learning opportunities to learn rigorous math and science content through the use of computers, software, and websites.

## Technology Strengths

All classrooms have access to wireless connectivity

Students have access to software and web-based programs: STEMScopes, EduSmart, Learning A-Z, Smarty Ants, KidBiz (Achieve 3000), Hatch

Pre-Kinder - 2nd grade students have access to a computer lab (Rm. F-2)

Pre-Kinder - Kinder students have access to the i-Pad lab (B-1)

Pre-Kinder classrooms have Hatch computers

3rd-5th grade have access to the science lab (Rm. M-1)

3rd grade classrooms received Computers on Wheels (COWs) (J-Hall)

5th grade students recieved tablets

All teachers have access to a desktop computer

All classrooms have computers available for student use

Teachers integrate technology into their daily lessons

E-mail is used regularly to communicate with faculty and staff



# 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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Community and student engagement rating data

## Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates

## Student Data: Student Groups

- Economically Disadvantaged / Non-economically disadvantaged 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
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

## Employee Data

- Staff surveys and/or other feedback

## Parent/Community Data

- Parent surveys and/or other feedback

# 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:** Student performance for all students, all grades, all subjects will exceed 2017 STAAR percent Approaches Grade Level and STAAR Master Grade Level performance by 5 percentage points.



**Evaluation Data Source(s) 1:** STAAR scores





**Summative Evaluation 1:**







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

<p align="center"><b>System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 1 CSF 2</p> <p>1) Teachers will follow the BISD District Frameworks on research-based strategies and best practices presented and/or addressed through professional development trainings, feedback from C &amp; I (Math, ELA, Science, SS, PE, Fine Arts, Technology) specialists, data analysis of formative and summative assessments to improve students' academic achievement with the use of these resources:</p> <p>-4th grade teachers will attend literacy conference, Empowering Writers workshops and ELA maintenance trainings</p> <p>-3rd grade math teacher will attend math maintenance trainings.</p> <p>-3rd grade reading teacher will attend maintenance meetings and Neuhaus training.</p> <p>SIOP  ELPS strategies  Circle Components &amp; OWL  Math &amp; Science Pearson  Math TEKS  Technology  Science Fair  Spelling Bee  Review 360  EduSmart  STARLAB  Brownsville Kids Vote  Units of Study</p> <p>Population: All student groups</p> <p>Timeline: Daily from Aug. 2017-June 2018</p>	Principal Dean of Instruction Campus lead teachers PK-5th grade teachers C & I specialists Special Ed and Dyslexia teachers	Formative: BISD developed assessments Instructional feedback forms  Eduphoria classroom documented observations Weekly tests and 6 weeks unit test results, Campus test results  Summative: TPRI and TEJAS LEE TELPAS STAAR			
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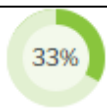
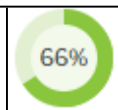
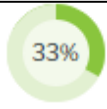
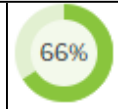
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>2) Instructional/Supplemental Resources and research-based targeted interventions are utilized to ensure all Southmost students are prepared to meet the demands of standardized assessments (local, state, and national).</p> <p>HMH practice books supported by district curriculum. Media Center Resources: Esperanza LEI &amp; II workbooks, SIOP activities Target Reading and 6+1 writing traits copies STAAR resource materials District approved software Living with Science/EduSmart STEMscopes Tango Central/Tango Trends 6 + 1 Traits Bilingual resources Early childhood resources &amp; CIRCLE Fry Word (K-3rd) word recognition lists Fluency passages RtI 3 Tier Model TLI strategies Special Education Resources: SRA Reading, Unique Learning Units of Study</p> <p>Population: All student groups</p> <p>Timeline: Daily from Aug. 2017-June 2018</p>	<p>PK-5th grade teachers Special Ed. teachers Dyslexia teacher Bilingual teachers Administration</p>	<p>Formative: BISD developed assessments Instructional feedback forms Weekly test 6 weeks Unit tests 6 weeks mid and end checkpoints Campus Mini Marks District Benchmarks</p> <p>Summative: TPRI and TEJAS LEE TELPAS STAAR</p>			
<p>Funding Sources: 211 Title I-A - \$2,534.35, 163 State Bilingual - \$0.00, 166 State Special Ed. - \$1,640.00, 199 Local funds - \$400.00</p>					







<p><b>System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) Ensure that ELA/Reading comprehension and Math instruction for all subpopulations focuses on student performance data, closing the achievement gap and demonstrating progress for all students including ELL, Special education, AT-Risk, and economically disadvantaged students to improve student performance.</p> <p>*Sustainability</p> <ul style="list-style-type: none"> <li>-LPAC will meet to review TEPAS lang. components identification of ELLS</li> <li>-Review testing options and update campus minutes</li> <li>-Collaborative strategy-based meetings (CBLT)</li> <li>-Vertical/Horizontal lesson planning</li> <li>-Research anchored support from TLI</li> <li>-TELPAS Activities</li> <li>-Oral Language skills that increase listening/speaking, reading and writing proficiencies</li> <li>-New Math TEKS and financial literacy components</li> <li>-Reflective reasoning and conceptual understanding of math problem solving hands-on strategies specifically targeting sub populations</li> <li>-Second language learning acquisition</li> </ul> <p>Population: All student groups</p> <p>Timeline: Weekly from Aug. 28, 2017 - June 8, 2018</p>	<p>Principal Dean of Instruction Campus lead teachers PK-5th grade teachers C &amp; I specialists Special Ed and Dyslexia teacher</p>	<p>Formative: Walkthroughs Lesson plans</p> <p>Summative: STAAR Test results TELPAS results CPALLS, TPRI and Tejas LEE EOY Results</p>			
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<p align="center"><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 3 CSF 7</p> <p>4) Build Instructional Capacity through the use of grade level lead teacher and provide teachers with job-embedded staff development. TOT trainings TLI Routines/Strategies Data Informed Plan Vertical/Horizontal Alignment Provide additional opportunities to observe colleagues and adopt best practices for instruction to improve student achievement in the areas of ELA/Reading, Math, Science and Social Studies</p> <p>*Sustainability</p> <p>Population: Teachers</p> <p>Timeline: Weekly from Aug. 28, 2017 - June 8, 2018</p>		<p>Principal Dean of Instruction Campus lead teachers PK-5th grade teachers C &amp; I specialists Special Ed and Dyslexia teachers</p>	<p>Formative: BISD instructional feedback form Walkthroughs TOT documentation PDS session evaluations</p> <p>Summative: STAAR Results increase meets and masters levels in STAAR for 3rd-5th grade</p>			
<p align="center"><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>5) Response to Intervention (RtI) annual training on the RtI 3 Model for campus staff and tri-weekly meetings with RtI Core team to monitor student academic progress and support teaching personnel with all documentation required for early intervention success. Additional learning time to meet standards and additional assistance that is tailored to each child.</p> <p>*Sustainability</p> <p>Population: General Ed. Teachers</p> <p>Timeline: Annual RTI Meeting-Aug. 2016; Tri-Weekly Meetings from Sep. 4, 2017 - June 1, 2018</p>		<p>Principal Dean of Instruction Campus lead teachers PK-5th grade teachers C &amp; I specialists Special Ed and Dyslexia teachers</p>	<p>Formative: BISD instructional feedback form Walkthroughs ERO session evaluations RtI core Team meetings Tango progress monitoring</p> <p>Summative: PDS evaluations, transcripts and feedback</p>			

<p><b>System Safeguard Strategy</b></p> <p>6) Increase early literacy and students school readiness through a high quality 3 year old program.</p> <p>Half Day (AM and PM) sessions for students who qualify.</p> <p>PK-3 teachers and Para Professionals will receive Research -Based Professional Development, CIRCLE training, Activities to Transition students from Pre-School to Public School; Frameworks aligned to the PK Guidelines; Positive Beginnings for Classroom Management</p> <p>Timeline: Aug. 2017 - June 2018</p>		<p>Principal Assistant Principal Dean of Instruction</p>	<p>Formative: BISD instructional feedback form Walkthroughs Professional development BOY and MOY C-PM Test results, PK OWL Student Screening Assessments</p> <p>Summative: T-TESS, Job Description/Evaluations, PDS Transcripts, EOY C-PM and OWL results Improvement on CIRCLE-PM BOY to EOY improvement</p>			
<p><b>System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 5</p> <p>7) Promote Physically and Emotional Healthy Students the campus will implement the CATCH (Coordinated Approach to Child Health) program.</p> <p>Population: All student groups</p> <p>Timeline: Aug. 28, 2017 - June 8, 2018</p>		<p>Administration Campus lead teachers PK-5 grade teachers CATCH representatives PE specialist Parent Liaison</p>	<p>Formative: BISD Instructional Feedback Form Parent Meeting Sign-in Sheets Faculty Sign-In Sheets</p> <p>Summative: CATCH Binder Points</p>			
<p><b>System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>8) Federal Programs will fund campus nurse and paraprofessionals to supplement allotted campus positions so that the needs of low performing students may be met through individualized and small group instruction. Campus nurse at 40% to assist with the execution of the health program aimed at monitoring and assisting low-performing students at Southmost Elementary to improve overall student health, attendance and performance.</p> <p>Population: All student groups</p> <p>Timeline: Daily from Aug. 28, 2017 - June 8, 2018</p>		<p>TI-A Para-professionals Campus Nurse Principal Assistant Principal</p>	<p>Evidence of Implementation: Personnel Requisitions Student Progress Reports Lesson plans Classroom observations Nurse referrals</p> <p>Evidence of Impact: PK CPALLS test results STAAR/TPRI/Tejas LEE/CPALLS Attendance reports Nurse reports</p>			<p>Funding Sources: 211 Title I-A - \$0.00</p>



<p><b>System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>9) All classrooms will provide students with daily instructional opportunities through the use of the district curriculum frameworks/scope &amp; sequence, HMH Journeys/Senderos, and Texas Write Source to develop students' writing abilities across all content areas and ensure that students develop a strong, conceptual foundation, master grade level TEKS and perform well on assessments. K-5th grade students will participate in daily journaling, reading fluency, word walls, learning centers, classroom libraries, academic word of the day, and KidSpeak to provide students with ample opportunities to master grade level language arts and reading TEKS and perform well on assessments including TELPAS and STAAR.</p> <p>The teachers will meet to align curriculum, instruction and assessment. As a result, teachers will be involved in academic assessment decisions.</p> <p>Population: All student groups</p> <p>Timeline: Daily from Aug. 28, 2017 - June 8, 2018</p>	<p>Principal Dean of Instruction Campus lead teachers PK-5th grade teachers</p>	<p>Formative: Weekly tests, 6 weeks tests, campus mini marks, benchmarks</p> <p>Summative: TELPAS STAAR TPRI/Tejas Lee</p>			
<p>Funding Sources: 162 State Compensatory - \$6,600.00</p>					
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>10) Implement an integrated challenging, standards-based, inquiry-centered math curriculum (K-12) as demonstrated through the district curriculum frameworks/scope &amp; sequence so that students will increase their conceptual knowledge at their appropriate grade level.</p> <p>Population: All student groups</p> <p>Timeline: Daily from Aug. 28, 2017 - June 8, 2018</p>	<p>Principal Dean of Instruction Campus lead teachers PK-5th grade teachers</p>	<p>Formative: Weekly tests, 6 weeks tests, campus mini marks, benchmarks</p> <p>Summative: TELPAS STAAR TPRI/Tejas LEE</p>			



<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 7</p> <p>11) Strategies to attract high-quality teachers to our high needs school will include: offering stipends for supplemental duties such as tutorials, UIL, lead teachers, free health insurance, etc. Non-monetary incentives will also be provided to teachers.</p> <p>In addition, teachers will receive ongoing professional development, and mentoring and coaching will be provided by the Dean of Instruction as needed.</p> <p>Population: Teachers</p> <p>Timeline: Aug. 2017 - June 2018 (monthly)</p>		Principal Assistant Principal Dean	Formative: Schedules, E-mails, Supplemental Duty Forms, Walkthroughs  Summative: PDS transcripts, T-TESS			
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						



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

**Performance Objective 1:** A minimum of 90% of our fine arts students will meet performance standards in all fine arts areas with 92% meeting advanced performance.

**Evaluation Data Source(s) 1:** performance ratings, audience, student and community reaction or response

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p><b>System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>1) Elementary fine arts students will develop critical thinking and multi-tasking skills, and creativity, teamwork and character by participating in UIL contests, non UIL contests, exhibitions district/community events, and public performances.</p> <p>Choir Guitar Music Memory Art</p> <p>Population: All student groups</p> <p>Timeline: UIL District Comp. in Dec. 2017; Performances at various events from Aug. 28, 2017 - June 8, 2018</p>		<p>Music teacher Art teacher Principal</p>	<p>Formative: Performance ratings, sign-in sheets, campus performance programs, recruitment letters</p> <p>Summative: Performance ratings, attendance, participation numbers</p>				

<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 7</p> <p>2) Music and art teacher will be provided professional development training annually.</p> <p>Population: Music and Art teacher</p> <p>Timeline: Aug. 2017</p>		<p>Music Teacher Art Teacher Principal</p>	<p>Formative: Performance ratings, sign-in sheets, campus performance programs, recruitment letters</p> <p>Summative: Performance ratings, attendance, participation numbers</p>			
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 = Accomplished    
 = Continue/Modify    
 = No Progress    
 = Discontinue



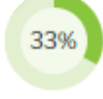

**Goal 3: Through enhanced dropout efforts, all students will remain in school until they obtain a high school diploma and/or pursue a post-secondary education.**





**Performance Objective 1:** A minimum of 80% of At Risk Students at Southmost Elementary will achieve Approaches Performance on STAAR Reading, Writing, Math and Science assessments. A minimum of 40% of At Risk Students at Southmost Elementary will achieve a Masters Performance on STAAR Reading, Writing, Math and Science assessments. A minimum of 97.5% of At-Risk students will attend school.




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

**Summative Evaluation 1:**









Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p><b>System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>1) As per BISD policy, Southmost Elementary will implement remediation instructional strategies during their daily instruction, small group instruction, after school tutorials and Saturday academies in Reading, Math, and Science for 3rd-5th grade students in order to decrease the retention rate and improve student achievement Index I and increase Meets and Masters performance standards on STAAR assessments to meet indexes 2-4.</p> <p>*Sustainability</p> <p>Teachers will utilize general supplies, media center booklets, district-adopted curriculum, books, novels and other resources as needed.</p> <p>Population: AR, TI, MI, LEP Students</p> <p>Timeline: After school tutorials from Oct. 2017 - April/May 2018 (2x/wk); Saturday tutorials in March &amp; April 2018</p>		<p>Campus Principal Dean of Instruction Classroom teachers Administrator for SCE</p>	<p>Formative: tutorial lesson plans, tutorial attendance report, tutorial master schedule, students progress reports, and benchmark scores</p> <p>Summative: STAAR and the retention rate</p>				
<p>Funding Sources: 162 State Compensatory - \$33,581.00, 211 Title I-A - \$0.00</p>							

<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3</p> <p>2) The Dean of Instruction will assist in providing leadership, coordination, and improvement in elementary school instructional programs, utilizing available expertise and leadership necessary for a well-rounded academic program to improve academic achievement on state-mandated assessments in a manner consistent with board policy and with statutes of regulatory agencies. In addition, the Dean of Instruction will assist teachers in providing a quality and meaningful instructional program for At-Risk students by providing targeted and ongoing researched-based professional development.</p> <p>*Sustainability</p> <p>Population: AR, TI, MI, LEP Students Teachers</p> <p>Timeline: Daily from Aug. 28, 2017 - June 8, 2018</p>		<p>Campus Principal Administrator for SCE</p>	<p>Formative: Classroom observations, PDS Session Evaluation Report, PDS Session Attendance Report, student progress reports, benchmark scores lesson plans</p> <p>Summative: STAAR</p>			
<p>Funding Sources: 162 State Compensatory - \$50,482.00</p>						
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>3) Pre-K full day program teachers will meet the needs of PK at-risk students can be met by providing phonological and language development skills using hands-on approaches in order to meet PK guidelines and CIRCLE components.</p> <p>*Sustainability</p> <p>Population: AR, LEP, TI, MI Students</p> <p>Timeline: Aug. 28, 2017 - June 8, 2018</p>		<p>PK Teachers Early childhood specialist Principal Dean of Instruction Administrator for SCE</p>	<p>Formative: C-PM (BOY &amp; MOY), lesson plans, classroom observations</p> <p>Summative: C-PM (EOY)</p>			
<p>Funding Sources: 162 State Compensatory - \$54,222.00</p>						

<p align="center"><b>System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 5</p> <p>4) Assisting preschool children in the transition from early childhood programs to local elementary school-wide program hosting PK-K child sessions twice a year (Fall and Spring) for parents, students and head start community to learn strategies from campus early childhood certified teachers.</p> <p>5th grade students attend a full day orientation at Lucio MS to help ease the transition to middle school.</p> <p>Population: AR, TI Students</p> <p>Timeline: Head Start- Nov. 2017;Lucio MS - May 2018</p>		Parent liaison District parent Coordinator PK/K Teachers Counselor	Formative: Participants' roster  Summative: PK/K enrollment roster Choice slips			
<p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 1 CSF 4 CSF 5 CSF 6</p> <p>5) A food pantry and clothes closet will be implemented at every campus to provide identified at-risk, homeless, and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate.</p> <p>Population: AR, TI, LEP, MI Students</p> <p>Timeline: Aug. 2017 - June 2018 as needed</p>		Principal Assistant Principal Counselor Nurse Parent Liaison	Formative: Pantry and Closet Inventory Pantry and Closet Distribution Log  Summative: STAAR, Attendance Rate, and the Retention Rate			

<p><b>System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1</p> <p>6) Provide a complete comprehensive dyslexia program for identified students to ensure effective and timely assistance and meet their academic needs by implementing individualized accommodation plans.</p> <p>A Dyslexia teacher will monitor the academic progress, attendance and provide support services for students, staff, and parents.</p> <p>Dyslexia lab services will be provided for identified students as determined through evaluation. Instructional approaches will include explicit, individualized, and multisensory instruction in small group setting to enhance students' ability to comprehend and decode to make the language meaningful in reading.</p> <p>Population: AR, DYS Students</p> <p>Timeline: As noted on students' IAP from Aug. 28, 2017 - June 8, 2018</p>	<p>Principal Assistant Principal Dean of Instruction Administrator for SCE</p>	<p>Formative: Observations Lesson Plans Sign-in sheets Agendas</p> <p>Summative: STAAR TPRI/Tejas LEE, TELPAS Aprenda/Stanford 10 PBMAS AMAOS</p>			
<p>Funding Sources: 162 State Compensatory - \$45,851.00</p>					
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>7) Provide 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.</p> <p>*Sustainability</p> <p>Population: AR, TI, MI, LEP Students</p> <p>Timeline: Aug. 28, 2017 - June 8, 2018 as noted on campus lab schedule for K-5th</p>	<p>Principal Assistant Principal Dean of Instruction Administrator for SCE Administrator for Special Programs</p>	<p>Formative: eschool Plus Master Schedule, Computer Lab Schedule, lesson plans, classroom observations, benchmark scores, student progress reports</p> <p>Summative: STAAR</p>			







<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 5</p> <p>8) 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</p> <p>Timeline: weekly from Aug. 28, 2017 - June 8, 2018</p>	<p>Campus Principal Assistant Principal Dean of Instruction Teacher Data Entry Clerk</p>	<p>Formative: Listing of identified Homeless students, District letter on file in PRC, Homeless coding</p> <p>Summative: STAAR, Attendance Rate, Retention Rate</p>			
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>9) Professional development opportunities will be provided to the Southmost Elem. personnel to enhance the provision of services for at-risk students in order to improve academic achievement, graduation rate, completion rate, and decrease the retention rate.</p> <ul style="list-style-type: none"> <li>-Identification of at-risk students via state and local criteria</li> <li>-Identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act</li> <li>-Budget and Program Compliance</li> </ul> <p>Population: Homeless Students</p> <p>Timeline: Aug. 28, 2017 - June 8, 2018</p>	<p>Teachers Counselors Principal Assistant Principal Dean of Instruction</p>	<p>Formative: Benchmark scores, student progress reports</p> <p>Summative: STAAR scores, Retention rates</p>			<p>Funding Sources: 162 State Compensatory - \$1,400.00</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 to 97.5%.

**Evaluation Data Source(s) 1:** Attendance Percentage Rate Reports  
PEIMS Reports

**Summative Evaluation 1:**

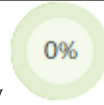
Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p><b>System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 5</p> <p>1) Monitoring and maintaining of the district attendance rate goals, including parent truancy notices and community outreach to address procedures, roles, and responsibilities on a daily basis.</p> <p>Population: All student groups</p> <p>Timeline: Daily from Aug. 28, 2017 - June 8, 2018</p>		Parent Liaison Teachers Administration	Formative: PEIMS Reports Parent Truancy Court Notice Letters  Summative: Campus Attendance Percentage Rate Reports				
<p><b>System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6</p> <p>2) Provide incentives to students with perfect attendance at the end of each six weeks period and at the end of the year to improve student learning and increase the attendance rate at the campus.</p> <p>Population: All student groups</p> <p>Timeline: End of six weeks from Aug. 28, 2017 - June 8, 2018</p>		Counselors Teachers Principal Assistant Principal Dean of Instruction	Formative: Attendance Reports Parent Invitations to Award Ceremonies  Summative: Campus Attendance Percentage Rate Reports				
Funding Sources: 211 Title I-A - \$0.00, 199 Local funds - \$2,200.00							



= Accomplished



= Continue/Modify



= No Progress




= Discontinue









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

**Performance Objective 1:** Discipline referrals (office referrals, removals and expulsions, to Brownsville Academic Center TAP/PTP and JJAEP) will decrease by 5%.

**Evaluation Data Source(s) 1:** Discipline referrals  
 Counseling logs  
 PEIMS Report  
 TAPR

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p><b>System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b>                      CSF 5 CSF 6</p> <p>1) Promote awareness and notification of Student Code of Conduct (SCC) to students, parents, staff &amp; community through campus distribution of SCC ensuring parent awareness of disciplinary procedures.</p> <p>Population: All student groups &amp; Parents</p> <p>Timeline: Aug. 2017</p>		Principal Assistant Principal Teachers Parent Liaison	Formative: Training Sign-In Sheets Signed SCC Acknowledgement Form Completed Referral Forms Summative: Discipline Referrals				

<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 6</p> <p>2) Develop and maintain an Emergency Operations Plan at Southmost Elem.</p> <p>Plan must be multi-hazard in nature</p> <p>Must be reviewed and updated annually by the campus safety and security committee.</p> <p>Safety drills must be practiced as per BISD Police Dept.</p> <p>Provide student, staff, and parent training in the areas of school safety and emergency management.</p> <p>Implement an identification security system.</p> <p>All staff and visitors must display their identification while on Southmost Elem. campus grounds.</p> <p>Population: Students, Parents, Teachers</p> <p>Timeline: Daily from Aug. 28, 2017 - June 8, 2018</p>		<p>Assistant Principal Faculty Staff Security Officer</p>	<p>Formative: Safety Report Form, Campus Administration Badges, Campus Faculty and Staff Badges, Visitors Passes Summative: Office Log-in Binders Security Checks</p>			
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>3) Implement a Guidance and Counseling program as per Texas Comprehensive Development Guidance and Counseling Model at Southmost Elem.</p> <p>Population: All student groups &amp; Counselor</p> <p>Timeline: Weekly as noted on schedule from Aug. 28, 2017 -June 8, 2018</p>		<p>Principal Assistant Principal Counselors</p>	<p>Formative: Implement a Guidance and Counseling program as per Texas Comprehensive Development Guidance and Counseling Model</p> <p>Summative: Student academic progress Discipline referrals</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:** Southmost Elementary will increase a 10% parent participation in monthly meetings and school wide activities.

- Evaluation Data Source(s) 1:** Survey Results  
 Parent Evaluation  
 (District Form)  
 EOY Feedback  
 Title I-A Parent Involvement compliance checklist  
 STAAR results  
 Discipline referrals  
 Attendance Rate





**Summative Evaluation 1:**







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

<p align="center"><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 5</p> <p>1) A Parent Liaison will continue to be funded for the purpose of educating parents to better assist their children through the educational process and to increase student achievement at Southmost Elementary.</p> <p>Conduct an annual Title I Parent Survey to evaluate the effectiveness of Southmost Elementary parental involvement efforts</p>		<p>Campus Administration, district personnel, Federal programs SBDM committee Parent trainer</p>	<p>Formative: Parent meetings Workshop agendas Attendance Survey results will be reviewed at the May 2017 SBDM meeting</p> <p>Summative: Parent participation increase Attendance at state % or higher sign in sheets Title I Parent Survey results</p>			
<p>Complete and disseminate a Parental Involvement Policy so as to delineate how parents will be actively involved at the district/campus level with the intention to increase participation</p> <p>Parent newsletter (monthly)</p> <p>School-Parent Student Compacts indicating each group's responsibilities to ensure student achievement.</p> <p>Population: Teachers, Students, Parents</p> <p>Timeline: Daily from Aug. 28, 2017 - June 8, 2018</p>	<p>Funding Sources: 211 Title I-A - \$0.00</p>					

<p style="text-align: center;"><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 5</p> <p>2) Conduct the following annual Title I-A required activities:</p> <p>Complete and disseminate a Parental Involvement Policy that delineates how parents will be actively involved at the district/campus level Timeline: Aug. 2017</p> <p>Complete and disseminate a School-Parent-Student Compact indicating each group's responsibility in order to ensure student achievement, specifically in the content areas. Timeline: Aug. 2017</p> <p>Title I-A Meeting to inform parents of the services provided through Title I funds Timeline: Sep. 2017</p> <p>Title I-A Parent Survey to evaluate the effectiveness of the District Parental Involvement Program Timeline: Apr. 2018</p> <p>Population: Parents</p> <p>*View timeline per activity (above)</p>		<p>Parent Liaison Principal Assistant Principal</p>	<p>Formative: Completed Parental Involvement Policies Campuses S-P-S Compacts Campus Visitation Reports Campus Website Fliers Meeting Agendas</p> <p>Summative: Completed Title I-A Parental Involvement Compliance Checklist Signed S-P-S Compact Training Session Evaluations</p>			
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<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 5</p> <p>3) Funds will be allocated to provide payment for mileage occurred while conducting attendance and Parental Involvement responsibilities i.e.; home visits and parental involvement meetings and trainings.</p> <p>Home visits</p> <p>Attendance</p> <p>Population: Parents &amp; Students</p> <p>Timeline: Aug. 28, 2017 - June 8, 2018 as needed</p>	<p>Parent Liaison Principal Assistant Principal Dean of Instruction</p>	<p>Formative: Parent meetings Workshop agendas Attendance Survey results will be reviewed at the May 2017 SBDM meeting Home visit logs</p> <p>Summative: Parent participation increase Attendance at state % or higher sign in sheets Title I Parent Survey results</p>			
<p>Funding Sources: 211 Title I-A - \$0.00</p>					
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 5</p> <p>4) Ensure representation of community and parent involvement in the decision-making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met:</p> <p>Parental Involvement Policy</p> <p>School-Parent-Student Compact</p> <p>District Improvement Plan</p> <p>Population: Parents</p> <p>Timeline: Aug. 28, 2017 - June 8, 2018 as needed</p> <p>Revision of documents-Apr. 2018</p>	<p>Parent Liaison Principal Assistant Principal</p>	<p>Formative: Parent Rep. Sign-in Sheets Completed Parental Involvement Policies Campuses S-P-S Compacts Calendars Meeting Agendas</p> <p>Summative: Training Session Evaluations LPAC SBDM Meeting minutes</p>			

<p><b>Critical Success Factors</b> CSF 5</p> <p>5) Provide opportunities for students to learn more about the Home Access Center (HAC) to keep parents abreast of students' progress and assist them in monitoring their children's grades.</p> <p>Timeline: Aug. 28, 2017 - June 6, 2018 as needed</p>	<p>Parent Liaison Principal Assistant Principal</p>	<p>Formative: Parent request forms for access to the HAC</p> <p>Summative: Listing of parents with access to HAC throughout the year</p>			
<p>  = Accomplished    = Continue/Modify    = No Progress    = Discontinue </p>					



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



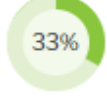



**Performance Objective 1:** All migrant students will show 90% mastery in all subject areas. 3rd-5th grade migrant students will meet approaches and meets performances in Math, Reading, Writing, and Science STAAR.



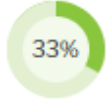

**Evaluation Data Source(s) 1:** PFS Migrant Reports









- NGS Reports
- STAAR Results
- C-PM/TPRI/Tejas LEE Results

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p><b>System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>1) All migrant students will receive grade appropriate school supplies on an as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus facilitating them the same opportunity to meet the academic challenges of all students.</p> <p>PFS migrants students will receive supplemental services before other migrant students</p> <p>Academic progress monitored and strategies shared with parents every six weeks</p> <p>Population: MI Students</p> <p>Timeline: Migrant funds will be used when other funds are depleted, Spring 2018</p>		<p>Campus Principal Dean of Instruction Teachers</p>	<p>Formative: Parent signatures of items received Pictures Pre and post tests</p> <p>Summative: State, local and campus assessment increase 10% or greater for migrant students Pk-2nd grade test results increase</p>				
<p>Funding Sources: 212 Title I-C (Migrant) - \$0.00</p>							

<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>2) PFS migrant students will receive supplemental support services before other migrant students to ensure that the requirements delineated by NCLB Section 1304(d) are addressed.</p> <p>Population: MI Students</p> <p>Timeline: 2-3x/week from Aug. 28, 2017 - June 8, 2018</p>	<p>Principal Dean of Instruction Teachers Migrant Teacher</p>	<p>Formative: PFS Monthly Monitoring Tool</p> <p>Summative: Fewer PFS students are identified due to increased performance</p>			
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>3) Classroom teachers will monitor the academic progress of 1st grade students. Students will be monitored to ensure success grade level completion and ultimately secure promotion to 2nd grade.</p> <p>Population: MI Students</p> <p>Timeline: On a six weeks basis from Aug. 28, 2017 - June 8, 2018</p>	<p>Teachers Dean of Instruction Principal</p>	<p>Formative: Monthly Monitoring Tool</p> <p>Summative: No 1st grade retained</p>			
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>4) Elementary migrant students will have an equal opportunity to attend the BISD summer school programs to ensure promotion if needed or to participate in the enrichment migrant summer program. The migrant students will be provided with additional supplemental support in order to address academic, attendance needs and promote positive social engagement.</p> <p>Population: MI Students</p> <p>Timeline: June 2018</p>	<p>Teachers Summer School Teachers Dean of Instruction Principal</p>	<p>Formative: SS Enrollment Roster</p> <p>Summative: Increased promotion rates &amp; test performance</p>			

<p align="center"><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>5) 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.</p> <p>At Southmost Elementary, the migrant teacher will provide additional supplemental opportunities and ensure participation.</p> <p>Population: MI Students</p> <p>Timeline: Aug. 28, 2017 - June 8, 2018</p>	<p>Teachers Data Entry Clerk Dean of Instruction Principal</p>	<p>Formative: Migrant Dept. Monthly Reports Pre/Post Tests</p> <p>Summative: Increased academic performance PBMAS</p>			
<p align="center"><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 5</p> <p>6) Extended Day tutorial session may be held for migrant students at elementary campuses where there is a documented need for supplemental academic support in the core subjects in order to ensure that migrant students have the same opportunity to meet academic challenges as non-migrant students.</p> <p>*Sustainability</p> <p>At Southmost Elementary, the migrant teacher will provide additional supplemental opportunities and ensure participation.</p> <p>Population: MI Students</p> <p>Timeline: 2x/week from Sep. 2018 - Apr./May 2018 &amp; Saturdays from Mar.-Apr. 2018</p>	<p>Migrant Teacher Parent Liaison</p>	<p>Formative: Lesson Plans Tutorial Rosters Tutorial Attendance Sheets</p> <p>Summative: Increase promotion rates and test performance</p>			

<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>7) In order to increase awareness of migrant student needs, BISD campus faculty and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students.</p> <p>Population: MI Students</p> <p>Timeline: Aug. 2017</p>		<p>Teachers Migrant Teacher Dean of Instruction Principal</p>	<p>Formative: Migrant Dept. Reports Informal discussions between migrant teacher and general ed. teachers</p> <p>Summative: Timely placement into Interventions</p>				
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>8) A survey will be used to evaluate the effectiveness of the Migrant Education Program so that pertinent and appropriate adjustments can be made to better serve migrant students.</p> <p>Population: MI</p> <p>Timeline: Spring 2017</p>	1	<p>Teachers Migrant Teacher Dean of Instruction Principal</p>	<p>Formative: Survey</p> <p>Summative: Increase promotion rates and test performance</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 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:** Southmost Elementary will be at Advanced Tech level in all four key areas of the Star Chart:

- 1. Teaching & Learning
- 2. Educator Preparation & Development
- 3. Leadership, Administration & Instructional Support
- 4. Infrastructure for Technology







**Evaluation Data Source(s) 1:** Tech. Application TEKS  
 Texas STaR Chart Survey Results  
 Fixed Assets Inventory

**Summative Evaluation 1:**

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

<p align="center"><b>System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 1 CSF 4</p> <p>1) Instructional Technology is utilized by modeling within the context of instruction in core curriculum areas using a variety of technology equipment (computer labs, laptops, interactive whiteboards, document cameras, projectors, Google Cardboard goggles, iPads, hardware and software, etc.) to support technology TEKS in the classroom, promote critical thinking skills and develop projects that foster creativity, innovation, communication, collaboration, information, fluency, and digital citizenship.</p> <p>Population:  TI  MI  LEP  SE  AR  GT  DYS Students</p> <p>Timeline: Aug. 28, 2017 - June 8, 2018 (Daily)</p>	Principal Dean of instruction Campus lead teachers PK-5th grade teachers C & I specialists Special Ed and Dyslexia teachers	Formative: BISD instructional feedback form Walkthroughs Project Share uploads by CBLT  Summative: STAAR			
<p>Funding Sources: 162 State Compensatory - \$0.00, 211 Title I-A - \$0.00, 199 Local funds - \$0.00</p>					



<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>2) Teachers will participate in a minimum of 12 hours of technology professional development annually to better prepare and assist teachers with the integration of technology into the subject areas.</p> <p>Population: TI MI LEP SE AR GT DYS Students</p> <p>Teachers</p> <p>Timeline: Monthly from Aug. 28, 2017 - June 8, 2018</p>		<p>Principal Dean of Instruction Teachers</p>	<p>Formative: Sign-In Sheets Agendas PDS Transcript</p> <p>Summative: STAR Chart PDS Transcripts</p>			
<p>  = Accomplished          = Continue/Modify          = No Progress          = Discontinue       </p>						

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

**Performance Objective 1:** Southmost Elementary will implement an energy savings plan; maintain and upgrade current facilities to provide a healthy and positive learning environment. (Board Goal 2)

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

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Southmost Elementary will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan.  Timeline: December 2017- June 2018		Campus Administration Facilities and maintenance staff	Complete implementation of the district energy savings plan will result in decreased energy usage compared to prior year.  Formative: Monthly comparison of energy usage Summative: Annual comparison of energy usage				
2) Create and implement a systematic approach to the renovation/ upgrade/ improvement of facilities to include prioritizing based on safety and needs of the school.  Timeline: December 2017- June 2018		Campus Administration Facilities and maintenance staff	Survey results will indicate prioritization of the renovation plans.  Formative: Survey Summative: Evaluation/analysis of survey data				
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Goal 10: The District will ensure effective and efficient use of all available funds to assist in implementing a balanced budget, which includes improved compensation for teachers. (Board Goal 3)**

**Performance Objective 1:** Southmost Elementary will ensure effective and efficient use of 100% of available budgeted funds to be used to meet the needs of all students. (Board Goal 3)

**Evaluation Data Source(s) 1:** Fiscal reports for district, internal and external audit reports and FIRST ratings

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Southmost Elementary will effectively and efficiently use 100% of available budgeted funds based on the needs assessments.  Timeline: December 2017- June 2018		Campus Administration	Funding reports will indicate all funds were expended based on prioritized needs.  Formative: monthly expenditure reports compared DIP/CIP Summative: end of year expenditure reports				
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Goal 11: All BISD programs and campuses will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts. (Board Goal 4)**

**Performance Objective 1:** Southmost Elementary will provide the BISD Public Information Office with features articles, student recognitions, co-/extra-curricular activities, and parent/community events. (Board Goal 4)

**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) Southmost Elementary will promote the history and origins along with current accomplishments the campus weekly through the website and media venues.  Timeline: December 2017- June 2018		Campus Administration	Formative: schedule of weekly activities  Summative: listing of all activities presented on the website				
2) Southmost will designate a PIO contact to provide features articles, current and prior students/ parents/ staff recognitions, co-/extra-curricular activities, and parent/community events.  Timeline: December 2017- June 2018		Campus Administration	Regular features in media showcasing current accomplishments of faculty, staff, students, and alumni and major events.  Formative: Submissions of information for articles and showcases Summative: annual compilation of articles and presentation/showcases				
3) Southmost Elementary will update websites at least monthly including showcasing student and community activities.  Timeline: December 2017- June 2017		Campus Administration	Website will be up-to-date on a monthly basis with all compliance postings and showcasing campus/program activities and successes.  Formative: checklist of website indicating its current Summative: report at end of year for monthly checklist results				
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

## System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers will follow the BISD District Frameworks on research-based strategies and best practices presented and/or addressed through professional development trainings, feedback from C & I (Math, ELA, Science, SS, PE, Fine Arts, Technology) specialists, data analysis of formative and summative assessments to improve students' academic achievement with the use of these resources: -4th grade teachers will attend literacy conference, Empowering Writers workshops and ELA maintenance trainings -3rd grade math teacher will attend math maintenance trainings. -3rd grade reading teacher will attend maintenance meetings and Neuhaus training. SIOP ELPS strategies Circle Components & OWL Math & Science Pearson Math TEKS Technology Science Fair Spelling Bee Review 360 EduSmart STARLAB Brownsville Kids Vote Units of Study Population: All student groups Timeline: Daily from Aug. 2017-June 2018
1	1	2	Instructional/Supplemental Resources and research-based targeted interventions are utilized to ensure all Southmost students are prepared to meet the demands of standardized assessments (local, state, and national). HMH practice books supported by district curriculum. Media Center Resources: Esperanza LEI & II workbooks, SIOP activities Target Reading and 6+1 writing traits copies STAAR resource materials District approved software Living with Science/EduSmart STEMscopes Tango Central/Tango Trends 6 + 1 Traits Bilingual resources Early childhood resources & CIRCLE Fry Word (K-3rd) word recognition lists Fluency passages RtI 3 Tier Model TLI strategies Special Education Resources: SRA Reading, Unique Learning Units of Study Population: All student groups Timeline: Daily from Aug. 2017-June 2018
1	1	3	Ensure that ELA/Reading comprehension and Math instruction for all subpopulations focuses on student performance data, closing the achievement gap and demonstrating progress for all students including ELL, Special education, AT-Risk, and economically disadvantaged students to improve student performance. *Sustainability -LPAC will meet to review TELPAS lang. components identification of ELLS -Review testing options and update campus minutes -Collaborative strategy-based meetings (CBLT) -Vertical/Horizontal lesson planning -Research anchored support from TLI -TELPAS Activities -Oral Language skills that increase listening/speaking, reading and writing proficiencies -New Math TEKS and financial literacy components -Reflective reasoning and conceptual understanding of math problem solving hands-on strategies specifically targeting sub populations -Second language learning acquisition Population: All student groups Timeline: Weekly from Aug. 28, 2017 - June 8, 2018
1	1	4	Build Instructional Capacity through the use of grade level lead teacher and provide teachers with job-embedded staff development. TOT trainings TLI Routines/Strategies Data Informed Plan Vertical/Horizontal Alignment Provide additional opportunities to observe colleagues and adopt best practices for instruction to improve student achievement in the areas of ELA/Reading, Math, Science and Social Studies *Sustainability Population: Teachers Timeline: Weekly from Aug. 28, 2017 - June 8, 2018

Goal	Objective	Strategy	Description
1	1	5	Response to Intervention (RtI) annual training on the RtI 3 Model for campus staff and tri-weekly meetings with RtI Core team to monitor student academic progress and support teaching personnel with all documentation required for early intervention success. Additional learning time to meet standards and additional assistance that is tailored to each child. *Sustainability Population: General Ed. Teachers Timeline: Annual RTI Meeting-Aug. 2016; Tri-Weekly Meetings from Sep. 4, 2017 - June 1, 2018
1	1	6	Increase early literacy and students school readiness through a high quality 3 year old program. Half Day (AM and PM) sessions for students who qualify. PK-3 teachers and Para Professionals will receive Research -Based Professional Development, CIRCLE training, Activities to Transition students from Pre-School to Public School; Frameworks aligned to the PK Guidelines; Positive Beginnings for Classroom Management Timeline: Aug. 2017 - June 2018
1	1	7	Promote Physically and Emotional Healthy Students the campus will implement the CATCH (Coordinated Approach to Child Health) program. Population: All student groups Timeline: Aug. 28, 2017 - June 8, 2018
1	1	8	Federal Programs will fund campus nurse and paraprofessionals to supplement allotted campus positions so that the needs of low performing students may be met through individualized and small group instruction. Campus nurse at 40% to assist with the execution of the health program aimed at monitoring and assisting low-performing students at Southmost Elementary to improve overall student health, attendance and performance. Population: All student groups Timeline: Daily from Aug. 28, 2017 - June 8, 2018
1	1	9	All classrooms will provide students with daily instructional opportunities through the use of the district curriculum frameworks/scope & sequence, HMH Journeys/Senderos, and Texas Write Source to develop students' writing abilities across all content areas and ensure that students develop a strong, conceptual foundation, master grade level TEKS and perform well on assessments. K-5th grade students will participate in daily journaling, reading fluency, word walls, learning centers, classroom libraries, academic word of the day, and KidSpeak to provide students with ample opportunities to master grade level language arts and reading TEKS and perform well on assessments including TELPAS and STAAR. The teachers will meet to align curriculum, instruction and assessment. As a result, teachers will be involved in academic assessment decisions. Population: All student groups Timeline: Daily from Aug. 28, 2017 - June 8, 2018
1	1	11	Strategies to attract high-quality teachers to our high needs school will include: offering stipends for supplemental duties such as tutorials, UIL, lead teachers, free health insurance, etc. Non-monetary incentives will also be provided to teachers. In addition, teachers will receive ongoing professional development, and mentoring and coaching will be provided by the Dean of Instruction as needed. Population: Teachers Timeline: Aug. 2017 - June 2018 (monthly)
2	1	1	Elementary fine arts students will develop critical thinking and multi-tasking skills, and creativity, teamwork and character by participating in UIL contests, non UIL contests, exhibitions district/community events, and public performances. Choir Guitar Music Memory Art Population: All student groups Timeline: UIL District Comp. in Dec. 2017; Performances at various events from Aug. 28, 2017 - June 8, 2018
2	1	2	Music and art teacher will be provided professional development training annually. Population: Music and Art teacher Timeline: Aug. 2017

Goal	Objective	Strategy	Description
3	1	1	As per BISD policy, Southmost Elementary will implement remediation instructional strategies during their daily instruction, small group instruction, after school tutorials and Saturday academies in Reading, Math, and Science for 3rd-5th grade students in order to decrease the retention rate and improve student achievement Index I and increase Meets and Masters performance standards on STAAR assessments to meet indexes 2-4. *Sustainability Teachers will utilize general supplies, media center booklets, district-adopted curriculum, books, novels and other resources as needed. Population: AR, TI, MI, LEP Students Timeline: After school tutorials from Oct. 2017 - April/May 2018 (2x/wk); Saturday tutorials in March & April 2018
3	1	2	The Dean of Instruction will assist in providing leadership, coordination, and improvement in elementary school instructional programs, utilizing available expertise and leadership necessary for a well-rounded academic program to improve academic achievement on state-mandated assessments in a manner consistent with board policy and with statutes of regulatory agencies. In addition, the Dean of Instruction will assist teachers in providing a quality and meaningful instructional program for At-Risk students by providing targeted and ongoing researched-based professional development. *Sustainability Population: AR, TI, MI, LEP Students Teachers Timeline: Daily from Aug. 28, 2017 - June 8, 2018
3	1	3	Pre-K full day program teachers will meet the needs of PK at-risk students can be met by providing phonological and language development skills using hands-on approaches in order to meet PK guidelines and CIRCLE components. *Sustainability Population: AR, LEP, TI, MI Students Timeline: Aug. 28, 2017 - June 8, 2018
3	1	4	Assisting preschool children in the transition from early childhood programs to local elementary school-wide program hosting PK-K child sessions twice a year (Fall and Spring) for parents, students and head start community to learn strategies from campus early childhood certified teachers. 5th grade students attend a full day orientation at Lucio MS to help ease the transition to middle school. Population: AR, TI Students Timeline: Head Start- Nov. 2017; Lucio MS - May 2018
3	1	6	Provide a complete comprehensive dyslexia program for identified students to ensure effective and timely assistance and meet their academic needs by implementing individualized accommodation plans. A Dyslexia teacher will monitor the academic progress, attendance and provide support services for students, staff, and parents. Dyslexia lab services will be provided for identified students as determined through evaluation. Instructional approaches will include explicit, individualized, and multisensory instruction in small group setting to enhance students' ability to comprehend and decode to make the language meaningful in reading. Population: AR, DYS Students Timeline: As noted on students' IAP from Aug. 28, 2017 - June 8, 2018
3	1	8	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. Population: AR, Homeless, and unaccompanied youth Timeline: weekly from Aug. 28, 2017 - June 8, 2018
3	1	9	Professional development opportunities will be provided to the Southmost Elem. personnel to enhance the provision of services for at-risk students in order to improve academic achievement, graduation rate, completion rate, and decrease the retention rate. -Identification of at-risk students via state and local criteria -Identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act -Budget and Program Compliance Population: Homeless Students Timeline: Aug. 28, 2017 - June 8, 2018

Goal	Objective	Strategy	Description
4	1	1	Monitoring and maintaining of the district attendance rate goals, including parent truancy notices and community outreach to address procedures, roles, and responsibilities on a daily basis. Population: All student groups Timeline: Daily from Aug. 28, 2017 - June 8, 2018
4	1	2	Provide incentives to students with perfect attendance at the end of each six weeks period and at the end of the year to improve student learning and increase the attendance rate at the campus. Population: All student groups Timeline: End of six weeks from Aug. 28, 2017 - June 8, 2018
5	1	1	Promote awareness and notification of Student Code of Conduct (SCC) to students, parents, staff & community through campus distribution of SCC ensuring parent awareness of disciplinary procedures. Population: All student groups & Parents Timeline: Aug. 2017
5	1	2	Develop and maintain an Emergency Operations Plan at Southmost Elem. Plan must be multi-hazard in nature Must be reviewed and updated annually by the campus safety and security committee. Safety drills must be practiced as per BISD Police Dept. Provide student, staff, and parent training in the areas of school safety and emergency management. Implement an identification security system. All staff and visitors must display their identification while on Southmost Elem. campus grounds. Population: Students, Parents, Teachers Timeline: Daily from Aug. 28, 2017 - June 8, 2018
5	1	3	Implement a Guidance and Counseling program as per Texas Comprehensive Development Guidance and Counseling Model at Southmost Elem. Population: All student groups & Counselor Timeline: Weekly as noted on schedule from Aug. 28, 2017 -June 8, 2018
6	1	1	A Parent Liaison will continue to be funded for the purpose of educating parents to better assist their children through the educational process and to increase student achievement at Southmost Elementary. Conduct an annual Title I Parent Survey to evaluate the effectiveness of Southmost Elementary parental involvement efforts Complete and disseminate a Parental Involvement Policy so as to delineate how parents will be actively involved at the district/campus level with the intention to increase participation Parent newsletter (monthly) School-Parent Student Compacts indicating each group's responsibilities to ensure student achievement. Population: Teachers, Students, Parents Timeline: Daily from Aug. 28, 2017 - June 8, 2018
6	1	2	Conduct the following annual Title I-A required activities: Complete and disseminate a Parental Involvement Policy that delineates how parents will be actively involved at the district/campus level Timeline: Aug. 2017 Complete and disseminate a School-Parent-Student Compact indicating each group's responsibility in order to ensure student achievement, specifically in the content areas. Timeline: Aug. 2017 Title I-A Meeting to inform parents of the services provided through Title I funds Timeline: Sep. 2017 Title I-A Parent Survey to evaluate the effectiveness of the District Parental Involvement Program Timeline: Apr. 2018 Population: Parents *View timeline per activity (above)
6	1	3	Funds will be allocated to provide payment for mileage occurred while conducting attendance and Parental Involvement responsibilities i.e.; home visits and parental involvement meetings and trainings. Home visits Attendance Population: Parents & Students Timeline: Aug. 28, 2017 - June 8, 2018 as needed



Goal	Objective	Strategy	Description
6	1	4	Ensure representation of community and parent involvement in the decision-making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met: Parental Involvement Policy School-Parent-Student Compact District Improvement Plan Population: Parents Timeline: Aug. 28, 2017 - June 8, 2018 as needed Revision of documents-Apr. 2018
7	1	1	All migrant students will receive grade appropriate school supplies on an as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus facilitating them the same opportunity to meet the academic challenges of all students. PFS migrants students will receive supplemental services before other migrant students Academic progress monitored and strategies shared with parents every six weeks Population: MI Students Timeline: Migrant funds will be used when other funds are depleted, Spring 2018
7	1	2	PFS migrant students will receive supplemental support services before other migrant students to ensure that the requirements delineated by NCLB Section 1304(d) are addressed. Population: MI Students Timeline: 2-3x/week from Aug. 28, 2017 - June 8, 2018
7	1	3	Classroom teachers will monitor the academic progress of 1st grade students. Students will be monitored to ensure success grade level completion and ultimately secure promotion to 2nd grade. Population: MI Students Timeline: On a six weeks basis from Aug. 28, 2017 - June 8, 2018
7	1	4	Elementary migrant students will have an equal opportunity to attend the BISD summer school programs to ensure promotion if needed or to participate in the enrichment migrant summer program. The migrant students will be provided with additional supplemental support in order to address academic, attendance needs and promote positive social engagement. Population: MI Students Timeline: June 2018
7	1	5	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. At Southmost Elementary, the migrant teacher will provide additional supplemental opportunities and ensure participation. Population: MI Students Timeline: Aug. 28, 2017 - June 8, 2018
7	1	6	Extended Day tutorial session may be held for migrant students at elementary campuses where there is a documented need for supplemental academic support in the core subjects in order to ensure that migrant students have the same opportunity to meet academic challenges as non-migrant students. *Sustainability At Southmost Elementary, the migrant teacher will provide additional supplemental opportunities and ensure participation. Population: MI Students Timeline: 2x/week from Sep. 2018 - Apr./May 2018 & Saturdays from Mar.-Apr. 2018
7	1	7	In order to increase awareness of migrant student needs, BISD campus faculty and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students. Population: MI Students Timeline: Aug. 2017
7	1	8	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: MI Timeline: Spring 2017

Goal	Objective	Strategy	Description
8	1	1	Instructional Technology is utilized by modeling within the context of instruction in core curriculum areas using a variety of technology equipment (computer labs, laptops, interactive whiteboards, document cameras, projectors, Google Cardboard goggles, iPads, hardware and software, etc.) to support technology TEKS in the classroom, promote critical thinking skills and develop projects that foster creativity, innovation, communication, collaboration, information, fluency, and digital citizenship. Population: TI MI LEP SE AR GT DYS Students Timeline: Aug. 28, 2017 - June 8, 2018 (Daily)
8	1	2	Teachers will participate in a minimum of 12 hours of technology professional development annually to better prepare and assist teachers with the integration of technology into the subject areas. Population: TI MI LEP SE AR GT DYS Students Teachers Timeline: Monthly from Aug. 28, 2017 - June 8, 2018

# State Compensatory

## Budget for Southmost Elementary :

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
162-11-6118-00-131-Y-24-SSI-Y	6118 Extra Duty Stipend - Locally Defined	\$3,662.00
162-11-6118-00-131-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	\$9,083.00
162-11-6118-00-131-Y-30-ASP	6118 Extra Duty Stipend - Locally Defined	\$16,836.00
162-11-6119-00-131-Y-30-054-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$45,851.00
162-11-6119-00-131-Y-34-PKK-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$54,222.00
162-13-6119-31-131-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$50,482.00
<b>6100 Subtotal:</b>		<b>\$180,136.00</b>
<b>6300 Supplies and Services</b>		
162-11-6396-00-131-Y-30-000-Y	6394 General Supplies - Locally Defined	\$2,000.00
162-11-6399-00-131-Y-30-000-Y	6394 General Supplies - Locally Defined	\$4,000.00
162-11-6399-62-131-Y-30-000-Y	6394 General Supplies - Locally Defined	\$2,000.00
162-11-6399-16-131-Y-30-000-Y	6399 General Supplies	\$2,000.00
162-13-6399-00-131-Y-30-000-Y	6399 General Supplies	\$600.00
<b>6300 Subtotal:</b>		<b>\$10,600.00</b>
<b>6400 Other Operating Costs</b>		
162-13-6411-23-131-Y-30-000-Y	6411 Employee Travel	\$1,400.00
<b>6400 Subtotal:</b>		<b>\$1,400.00</b>
<b>6600 Capital Outlay Accounts</b>		
162-11-6649-62-131-Y-30-000-Y	6649 Capital Assets - Locally Defined	\$2,000.00

	<b>6600 Subtotal:</b> <b>\$2,000.00</b>
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**Personnel for Southmost Elementary :**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Brandi Ruelas	Dyslexia Teacher	State Compensatory	1.0
Sonia Fernandez	Pre-Kindergarten Teacher	State Compensatory	0.5
Virginia Guzman	Dean of Instruction	State Compensatory	1.0

# Title I

## Schoolwide Program Plan

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

## Ten Schoolwide Components

### 1: Comprehensive Needs Assessment

The Site-Based Decision-Making (SBDM) Committee conducted a comprehensive needs assessment (pp. 5-17) 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, and to increase the advanced performance level in all content areas.

Southmost Elementary is located in a low socio-economic area and serves students with diverse strengths and needs. Therefore, we must ensure our teaching methodologies and approaches are able to successfully meet the needs of all our students. Our SBDM continues to evaluate the various strengths and needs and provides recommendations for campus improvement. The committee determined that all academic areas are essential for school improvement. It is our goal to attain and maintain a minimum of 90% mastery across all subject areas. Our campus goals include increasing the percentage of combined commended performance of all students in the areas of reading, mathematics, writing, and science.

### 2: Schoolwide Reform Strategies

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

The following activities will target this component: 1.1.1, 1.1.2, 1.1.8, 2.1.1, 3.1.1, 3.1.2, 3.1.3, 3.1.7, 4.1.1, 4.1.2, 6.1.1, 8.1.3, 8.1.4, 9.1.1, 9.1.2

### **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 experienced and have been successful in previous assignments.

The following strategies will target this component: 2.1.2, 3.1.1, 3.1.3, 5.1.3, 8.1.5, 8.1.9, 8.1.10, 8.1.11, 9.1.1, 9.1.2

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

The school will provide access to high-quality ongoing professional development throughout the school year for all staff including teachers, principals, and paraprofessionals. Professional development activities will be geared to individual teachers' 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. Southmost Elementary identifies the campus' professional development needs through the use of STAAR data, Texas Academic Performance Reports (TAPR), and with the feedback from stakeholders such as district curriculum specialists and faculty/staff members. The dean of instruction monitors the professional development plan for the campus and selects high-quality, research-based staff development sessions for faculty and staff. The expectation at Southmost Elementary is that all faculty members will turn-around staff development and share their new knowledge, strategies and resources with others through grade level and faculty meetings. Staff development needs are assessed on a regular basis through informal and formal classroom observations conducted by the principal, assistant principal, dean of instruction and Texas Literacy Initiative (TLI) teacher specialist.

The following strategies will target this component: 1.1.3, 1.1.6, 2.1.2, 3.1.2, 8.1.11, 9.1.12.

### **5: Strategies to attract highly qualified teachers**

Strategies to attract high-quality teachers to our campus include using a rigorous teacher selection process including the implementation of an SBDM interview committee to ensure that the best teacher candidates are recommended for employment at our campus. Southmost Elementary will affiliate with The University of Texas at Brownsville to allow student observers and student teachers to our campus to support our academic endeavors.

The following strategy will target the following component: 1.1.11.

### **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's parent center and the purchase of special materials used in the parent volunteer program. Parent education will be provided to parents by the campus parent liaison as well as the District's Parental involvement Center. Parent training on how to help their students be successful at home, learning English, discipline management, and parenting skills will be provided to those parents who want to better meet the rigors of parenting. Campus Parent Liaison will conduct parent meeting/trainings to promote

parental involvement and a positive school climate.

The following strategies will target the following component: 1.1.7, 5.1.1, 7.1.1., 7.1.2, 7.1.3, 7.1.4, 8.1.3, 8.1.10.

### **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 Southmost Elementary will be held annually in the Spring and for 5<sup>th</sup> grade students and their parents to assist with the transition into middle school. Fifth graders at Southmost Elementary attend an orientation at the feeder school, Lucio Middle School toward the latter part of the school year.

The following strategy will target this Title I component: 3.1.4.

### **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 during grade level and horizontal planning sessions to measure student performance. Teachers will use data obtained from campus, district, and state assessments as well as other instruments, including but not limited to the SELP, TELPAS, STAAR, C-PM, TPRI and Tejas LEE 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.

The following strategies will target this Title I component: 1.1.9

### **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. The district curriculum frameworks/scope & sequence is implemented with fidelity. 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. Additional instructional resources are purchased to provide supplemental support. Southmost Elementary will also be implementing the district's Response to Intervention (RtI) program to effectively and efficiently provide support to students in need.

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



particularly the needs of low-achieving students, At-Risk, or not meeting the State student academic achievement standards; (5) address how the school will determine if such needs have been met; and (6) are consistent with and are designed to implement the State and local improvements plans.

The following strategies will target this Title I component: 1.1.1, 1.1.2, 1.1.3, 1.1.5, 1.1.9, 1.1.10, 3.1.1, 3.1.6, 3.1.7, 8.1.2, 8.1.3, 8.1.4, 8.1.5, 8.1.9, 8.1.10, 8.1.11, 9.1.1, 9.1.2.

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

The school will coordinate and integrate federal, state, and local programs and services to maximize the effectiveness of these resources. Several of the strategies being implemented are jointly funded with Special Services and Title I Funds, e.g., after school tutorial programs. Professional Development activities are also paid for from Title I, Parts A and C, and Local Funds. Title I Funds along with State Compensatory Education (SCE) and Federal Bilingual (TIII) and State Bilingual (BIL) 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. Migrant students will receive grade appropriate school supplies on a needed basis to complete classroom and homework assignments, thus facilitating them the same opportunity to meet the academic challenges of all students. PFS students will receive additional supplemental services.

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.

The campus will also continue to provide the state mandated State Compensatory Education Program through campus as well as District funded initiatives. Students who are identified as "At-Risk" will receive supplemental instruction to meet their academic needs using a three tier model. The first tier will include the entire student population. Then, students in the second and third tier will receive additional, intensive instructional interventions to ensure effective, timely assistance. The evaluation of the special funded programs and services indicated a pressing need and concern for at-risk students. The SBDM committee agreed that the school should continue to implement differentiated instruction within the classroom setting, provide additional tutorial services in the content areas of reading, math, writing and science, and supplemental instructional materials funded through SCE funds. Teachers will also attend grade level meetings, faculty meetings, and other professional development activities to support the identification of students who are at-risk of dropping out when they reach high school. Teachers will acquire effective intervention and prevention instructional strategies to improve student outcomes.

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

The following strategies will target this Title I component: 1.1.2, 3.1.2, 3.1.3, 3.1.5, 3.1.6, 3.1.7, 3.1.8, 3.1.9, 4.1.2, 6.1.1, 7.1.1, 7.1.3, 8.1.1, 8.1.2, 8.1.3,

8.1.4, 8.1.5, 8.1.6, 8.1.7, 8.1.9, 8.1.10, 8.1.11, 9.1.1.

## Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amalia Tovar	Nurse	Health Services	0.40
Elsa Castro	Title I-A Pre-K Aide	Pre-K	1.0
Jaime Benitez	Parent Liaison	Parental Involvement	1.0
Nailea Rivas	Title I-A Teacher Aide	Computer Aide	1.0
Sulema Avila	Title I-A Pre-K Aide	Pre-K	1.0

## Site-Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Acacia Ameel	Principal
Classroom Teacher	Laura Pena	Teacher
Classroom Teacher	Delia Aldape	Teacher
Business Representative	Cory Brian	Cupcakes by Cory Owner
Business Representative	Fransisco Zapata	Health Insurance

# Campus Funding Summary

199 Local funds						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	1	2		199-11-63-99-00-131-Y-11-000-Y	\$400.00	
4	1	2	Awards	199-11-64-98-00-131-Y-11-000-Y	\$2,200.00	
8	1	1	Supplies and materials-Software	199-23-63-95-00-131-Y-99-000-Y	\$0.00	
<b>Sub-Total</b>					\$2,600.00	
<b>Budgeted Fund Source Amount</b>					\$16,103.00	
<b>+/- Difference</b>					<b>\$13,503.00</b>	
199 G/T Advanced Academics						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
					\$0.00	
<b>Sub-Total</b>					\$0.00	
<b>Budgeted Fund Source Amount</b>					\$1,170.00	
<b>+/- Difference</b>					<b>\$1,170.00</b>	
162 State Compensatory						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	1	9	Supplies	162-11-6399-00-131-Y-30-000-Y	\$4,000.00	
1	1	9	General supplies	162-11-6399-62-131-Y-30-000-Y	\$2,000.00	
1	1	9	General supplies	162-13-6399-00-131-Y-30-000-Y	\$600.00	
3	1	1	Extra Duty Pay	162-11-6118-00-131-Y-30-000-Y	\$9,083.00	
3	1	1	General Supplies: School supplies, instructional supplies, consumable supplies	162-11-6399-00-131-Y-30-000-Y	\$2,000.00	
3	1	1	Extra Duty Pay (SSI)	162-11-6118-00-131-Y-24-SSI-Y	\$3,662.00	
3	1	1	Copy Paper	162-11-6396-00-131-Y-30-000-Y	\$2,000.00	
3	1	1	General Supplies: Media center booklets for district-adopted instructional resources	162-11-6399-16-131-Y-30-000-Y	\$0.00	

3	1	1	Extra Duty Pay	162-11-6118-00-131-Y-30-ASP-Y	\$16,836.00
3	1	2	1 FTE	162-13-6119-31-131-Y-30-000-Y	\$50,482.00
3	1	3	Certified Instructional	162-11-6119-00-131-Y-34-PKK-Y	\$54,222.00
3	1	6	1.00 FTE	162-11-6119-00-131-Y-30-054-Y	\$45,851.00
3	1	9	Supplies & Materials: Fixed Assets \$499 or less	162-13-6398-62-131-Y-30-000-Y	\$0.00
3	1	9	General Supplies	162-13-6399-00-131-Y-30-000-Y	\$0.00
3	1	9	Supplied & Materials: Fixed Assets \$499 or More	162-13-6649-62-131-Y30-000-Y	\$0.00
3	1	9	Employee Travel	162-13-6411-23-131-Y-30-00-Y	\$1,400.00
8	1	1	Capital Outlay	162-11-6649-62-131-Y-30-000-Y	\$0.00
<b>Sub-Total</b>					\$192,136.00
<b>Budgeted Fund Source Amount</b>					\$192,136.00
<b>+/- Difference</b>					\$0
<b>163 State Bilingual</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	2	Ink/toner	163-11-6399-65-131-Y25-000-Y	\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$4,056.00
<b>+/- Difference</b>					\$4,056.00
<b>166 State Special Ed.</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	2	Supplies	166-11-6399-00-131-Y-23-0P1-Y	\$200.00
1	1	2	Toner	166-11-6399-62-131-Y-23-0PI-Y	\$495.00
1	1	2	Supplies	166-11-6399-00-131-Y-23-0P4-Y	\$0.00
1	1	2	Toner	166-11-6399-62-131-Y-23-0P4-Y	\$495.00
1	1	2	General Supplies	166-11-6399-00-131-Y-25-0P3-Y	\$200.00
1	1	2	General Supplies	166-11-3699-62-131-Y-23-0P3-Y	\$250.00
<b>Sub-Total</b>					\$1,640.00
<b>Budgeted Fund Source Amount</b>					\$3,740.00

					<b>+/- Difference</b>	<b>\$2,100.00</b>
<b>211 Title I-A</b>						
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>		<b>Amount</b>
1	1	2	School supplies, instructional supplies, consumable supplies	211-11-6399-00-131-Y-30-0F2-Y		\$2,534.35
1	1	8	Nurse: FTE=0.40	211-33-6119-00-131-Y-30-0F2-Y		\$0.00
1	1	8	Classified Instructional Personnel: FTE=3.0	211-11-6129-00-131-Y-30-0F2-Y		\$0.00
3	1	1	Tutorial Transportation	211-11-6494-00-131-Y-30-0F2-Y		\$0.00
3	1	1	Para Professional Overtime (Extended Day)	211-11-6121-00-131-Y-24-ASP-Y		\$0.00
4	1	2	Awards	211-11-6498-00-131-Y-30-0F2-Y		\$0.00
6	1	1	Parent Liaison	211-61-6129-00-131-Y-30-0F2-Y		\$0.00
6	1	3	Employee Travel Mileage	211-61-6411-00-131-Y-30-0F2-Y		\$0.00
8	1	1	Supplies	211-11-6398-62-131-Y30-0F2-Y		\$0.00
8	1	1	Supplies	211-11-6399-62-131-Y30-0F2-Y		\$0.00
					<b>Sub-Total</b>	<b>\$2,534.35</b>
					<b>Budgeted Fund Source Amount</b>	<b>\$8,494.00</b>
					<b>+/- Difference</b>	<b>\$5,959.65</b>
<b>263 Title III-A Bilingual</b>						
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>		<b>Amount</b>
						\$0.00
					<b>Sub-Total</b>	<b>\$0.00</b>
					<b>Budgeted Fund Source Amount</b>	<b>\$6,608.00</b>
					<b>+/- Difference</b>	<b>\$6,608.00</b>
					<b>Grand Total</b>	<b>\$198,910.35</b>