

Brownsville Independent School District
Victoria Heights Elementary
2017-2018 Campus Improvement Plan



Mission Statement

Victoria Heights recognizes the great importance of parental support, professional development for our staff, and an aligned instructional program that will give our students a fair chance at attending the University of their choice. We also strongly believe that it is our role to provide each student with the tools necessary to succeed.

Vision

VICTORIA HEIGHTS ELEMENTARY WILL GAIN COMMUNITY SUPPORT AND WILL BE ONE OF THE TOP SCHOOLS IN THE DISTRICT.

The school will focus on the following:

High expectation for all – no excuses.

One hundred percent commitment and participation from teachers, staff, students, and parents in the plan to achieve instructional excellence.

A good climate that is conducive to learning and where all staff members feel that their work and commitment is valued and appreciated.

Staff development that will enhance the implementation of aligned strategies in the different subject areas and throughout grade levels in order to help them achieve the expected level of instruction.

Parental involvement programs including ESL classes.

State of the art technology.

A campus beautification plan to motivate our students, by giving them a feeling of pride and a desire to be the best.

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Comprehensive Needs Assessment

Needs Assessment Overview

On May 2017, our SBDM committee met and reviewed the data from our parent, student, and teacher CNA surveys. Based on feedback and recommendations made by our campus stakeholders, we will be implementing the strategies outlined on our Campus Improvement Plan during the 2017-2017 school year.

Demographics

Demographics Summary

Victoria Heights is home to 360 students. As reported on the 2015-2016 TAPR the campus employed 23.1 teachers, 6.9 professional support staff, 3 campus administrators, and 8.3 educational aides for a total staff count of 40. The turnover rate is 11.9%. The student population includes; Hispanic 99.4%, White 0.6%, Economically Disadvantage 96.7%, Limited English Proficient (LEP) 66.7%, At-Risk 8.3%, Migrant 0%, Gifted and Talented 8.6%, Special Education 8.3%. The attendance rate (2014-2015) is 97.2% for all students and 97.7% for at-risk students. The retention rate is 67% for all and at-risk students.

Demographics Strengths

- Highly Qualified Staff
- Availability State Compensatory Funds for At-Risk Students
- Motivated Students
- Community Support

Problem Statements Identifying Demographics Needs

Problem Statement 1: The current Reading/ELA percentage of students scoring at or above grade level is 83%, but only 43% of our Special Education students met the standard. **Root Cause:** The Special Education students at our campus are at different levels of learning and we only have 1 Special Education teacher to serve them.

Student Achievement

Student Achievement Summary

Primary Grade Level

Grade Levels: K-2

Non-Special Education Rates of Retention Rates of Retention: Kinder (1.6%), Grade 1 (17.9%), Grade 2 (36.4%). Reported grade levels are higher than district percentages specifically of 2nd grade which has a 34% difference.

Special Education Rates of Retention: Kinder (0%), Grade 1 (0%), and Grade 2 (0%). Reported grade levels are lower than district percentages.

STAAR Summary of 3rd -5th Grades Tested (2016-2017)

A student group that performed less than or equal to the state average in a given STAAR tested content area is identified as a priority.

Reading- 3rd grade All students (93%), At-Risk(90%), Economically Disadvantaged (93%), Hispanic (93%), Female (96%), Male (88%), Gifted and Talented (92%), LEP(86%), Migrant(*%), Special Education (*%)

Math-3rd grade All students (85%), At-Risk(83%), Economically Disadvantaged (85%), Hispanic (85%), Female (83%), Male (88%), Gifted and Talented (85%), LEP(82%), Migrant(*%), Special Education (*%)

Reading-4th All students (76%), At-Risk(76%), Economically Disadvantaged (76%), Hispanic (76%), Female (75%), Male (79%), Gifted and Talented (75%), LEP(76%), Migrant(*), Special Education (*%)

Writing-4th All students (76%), At-Risk(72%), Economically Disadvantaged (76%), Hispanic (76%), Female (75%), Male (79%), Gifted and Talented (75%), LEP(67%), Migrant(*), Special Education (*%)

Math-4th All students (87%), At-Risk(90%), Economically Disadvantaged (72%), Hispanic (87%), Female (83%), Male (93%), Gifted and Talented (86%), LEP(95%), Migrant(*), Special Education (*%)

Reading-5th All students (78%), At-Risk(71%), Economically Disadvantaged (78%), Hispanic (78%), Female (77%), Male (79%), Gifted and Talented (76%), LEP(76%), Migrant(*%), Special Education (17%)

th

Math-5 All students (97%), At-Risk(95%), Economically Disadvantaged (97%), Hispanic (97%), Female (100%), Male (96%), Gifted and Talented (97%), LEP(94%), Migrant(*), Special Education (83%)

Science-5th All students (75%), At-Risk(53%), Economically Disadvantaged (75%), Hispanic (75%), Female (67%), Male (80%), Gifted and Talented (72%), LEP(50%), Migrant(*), Special Education (*%)

The trends identified when all students' performance was compared with all student groups indicate that we need to implement RTI strategies with At-Risk, LEP, Migrant, and Special Education students to close the gap in student performance. Teachers, administrators and librarian analyzed Accelerated Reader reports to make sure that students are encouraged to read and become proficient in their literacy goals. Our data indicates that we need to strive for an increase in advanced level performance in all subject areas and this can be attained through an increased participation in Accelerated Reader program, as well as effective implementation of reading interventions.

Student Achievement Strengths

- Highly Qualified Staff
- Availability State Compensatory Funds for At-Risk Students
- Motivated Students
- Community Support

School Culture and Climate

School Culture and Climate Summary

The campus critically analyzes the school culture and climate to ensure that students are being provided with a safe 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. 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.

School Culture and Climate Strengths

- Teachers and Administrators meet on a weekly basis
- High Expectations for all students
- Ability to collaborate
- Teachers a receptive to new teaching techniques and strategies

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Victoria Heights administration empowers teachers by including them in the hiring committee to make hiring determinations. A record of how applicants interviewed and an evaluation instrument is used to document applicant responses and administrators' and teachers' feedback on the applicants. Teacher performance records are kept by the school principal. Novice teachers are provided a grade-level mentor and an administrative mentor so that they have success in their profession. Most of the faculty and staff has remained at Victoria Heights Elementary due to the positive school climate, close knit family environment, and their commitment to make it the best elementary school in Brownsville.

Staff Quality, Recruitment, and Retention Strengths

- Opportunity to evaluate applicants holistically
- Our campus size keeps teachers from moving
- Teachers are attached to our campus

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Curriculum, Instruction, and Assessment are one of most important aspects of the campus. Everyday decisions are made regarding Curriculum, Instruction, and Assessment. Victoria Heights, implements district curriculum initiatives and assessments as required by the state of Texas. Victoria Heights determines all of its instruction according the Texas Essential Knowledge and Skills (TEKS) and prepares students for state assessments. In doing so, Victoria Heights administrators and teachers plan lessons through curriculum alignment. Administrators provide teachers with instructional resources and with the ability to set funds aside for printing booklets from the media center to enrich student learning and help with STAAR scores. Administration also provides for professional development opportunities. Victoria Heights administrators and grade-level lead teachers guide and mentor new teachers. When new curricula are introduced, Victoria Heights allots time for teachers to dissect and explore its contents and plan for instruction. Planning for instruction and intervention is done through vertical and horizontal alignment. Collaboration is encouraged so that teachers learn from one another and become more knowledgeable about all subject areas.

Curriculum, Instruction, and Assessment Strengths

- Differentiate instruction for students
- Good use of class and special program schedules
- Consistent implementation of district curriculum
- Teacher implement curriculum with fidelity

Family and Community Involvement

Family and Community Involvement Summary

Victoria Heights Elementary is committed to encouraging parents and community members to be involved in our students' education. At the end of last school year, a parental involvement survey was administered. The parent liaison compiled the data, parental participation attendance reports, and meeting agendas. SBDM committee analyzed the results and reports to make informed and appropriate decisions to improve the needs of the campus for the new school year. Victoria Heights Elementary will increase parental involvement by providing educational opportunities to parents about topics that will help them raise stronger, healthier and smarter children. Business and community member volunteer opportunities are available throughout the school year to ensure that we work as partners in educating our future leaders.

Family and Community Involvement Strengths

- Campus enjoys positive relationships with community
- Weekly Education Presentations for all parents
- Parents enjoy campus festivals
- Parents enjoy our Literacy Events

School Context and Organization

School Context and Organization Summary

The School Context and Organization committee reviewed the decision making processes, the supervision structures, the schedules for all programs, lunch, and P.E. along with the forms of communication, both formal and informal that are in place at our campus. We analyzed how the campus leadership affected classroom instruction to ensure that we implement successful teaching strategies for the new school year. We focused on using instructional time more efficiently and using campus personnel more effectively to keep our school safe and have administrative procedures running smoothly.

School Context and Organization Strengths

- Able to change and reorganize systems to accommodate students' needs and scores
- Administrators consistently monitor instruction by visiting classrooms
- Administrative decisions are based on student data

Technology

Technology Summary

Victoria Heights is working to become a technology rich campus. The technology committee met several times and looked at the STaR chart, fixed assets report, the results of the staff/student/parent technology survey of needs along with current hardware and software being utilized across grade levels at the campus. The technology teacher/TST was able to provide input as to the level of implementation and acquisition of the Technology TEKS as observed per grade level. A grid was designed to outline the expectations per grade level and a plan was devised to ensure proper mplementation for the following year. A review of the professional development opportunities was made and dates of last training attended by teachers were noted in order to compare with teacher survey results. The SBDM committee reviewed the results and made recommendations to acquire class sets of laptops for testing grades and projectors for each classroom to enable teachers to use new textbook adoption online resources. A request has been made to update the infrastructure to support additional technology on our campus. Teachers will be informed and encouraged to participate in the District's professional development opportunities for technology integration.

Technology Strengths

- Three computer Labs
- Computers within the classrooms
- Science Lab (Living With Science)
- Elmos and Projectors for upper grade levels
- More of our teachers have lap tops in their classrooms

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

- Observation Survey results

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

- Community surveys and/or other feedback

Support Systems and Other Data

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

Goals

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

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





Evaluation Data Source(s) 1: * STAAR 2017 scores



* TPRI/TJL/Circle PM scores



* TELPAS Scores





Summative Evaluation 1:





Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Provide instructional support to teachers on the BISD District Frameworks on research-based strategies and best practices, presented and/or addressed through professional development (i.e. adoption of new math and science textbooks and Math TEKS), campus monitoring, walk-throughs, and feedback. Specialist will continue to refine and adjust the district frameworks by conducting data analysis of formative and summative assessments to identify curriculum gaps and employ curriculum writers to develop materials to close those gaps.</p> <p>Population: All Teachers Timeline: August 2017 to June 2018 Through Weekly Grade Level Meetings, Weekly District Trainings, Monthly Faculty Meetings CNA pg.9,10</p>	1, 4	Principal Dean of Instruction Teachers PreK-5 Specialists	<p>* The campus will have a 10% increase in the number of students meeting the phase II passing standard * 100% of walkthroughs will indicate application of the skills acquired during the professional development</p> <p>Formative Evaluation: Classroom Observations, Specialist Visitations, Lesson Plans, Benchmarks</p> <p>Summative Evaluation: Improvement on CPALLS, TPRI, Tejas Lee, TELPAS, STAAR, PBMAS</p>				
Funding Sources: 199 Local funds - \$3,604.00							

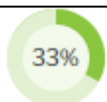
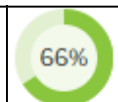
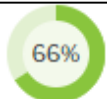
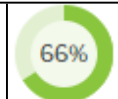
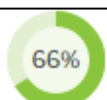
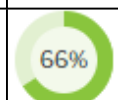
<p>2) Victoria Heights Students will attend scheduled library classes on a weekly basis. They will access current print and non-print materials to improve their reading, research and technology skills. Population: TitleI, Migrant, LEP, Special Education, At-Risk, GT, and Dyslexia Students. Timeline: August 2017 to June 2018</p>		<p>Librarian Library Clerk Classroom Teachers Dean of Instruction</p>	<p>Formative Evaluation: Walkthroughs, Student work, Library lesson plans, Circulation Log, AR Participation Reports, Reading Report Card Grades</p>			
<p>Funding Sources: 199 Local funds - \$198.00</p>						
<p>Critical Success Factors CSF 1 CSF 2</p> <p>3) Utilize research-based instructional resources and targeted interventions to ensure that all students are prepared to meet the demands of standardized assessments (local, state, national) * Supplies and materials * Copy Paper * STAAR resource materials (i.e. STAAR Brite, COACH, Motivational, GPS Math, etc.) * District/Campus approved software * Living with Science/Edu smart * Tango Central/Tango Trends * Review 360 * 6+1 Traits * Bilingual Resources * Special Education Resources: SRA Reading, News to Use, Unique Learning, MECA * Esperanza/LEI & II * Early childhood resources & CIRCLE * RTI 3 Tier Model TLI Routines/Strategies Population: TitleI, Migrant, LEP, Special Education, At-Risk, GT, and Dyslexia Students Timeline: August 2017 to June 2018 On a Daily Basis through Tier Groups and Tutorials CNA pg. 7</p>	<p>1, 9</p>	<p>Principal Teachers PreK-5 Specialists Dean of Instruction</p>	<p>The campus will show a 10% increase in the number of students meeting the phase II passing standard on the district-developed assessments and the STAAR assessments.</p> <p>Formative Evaluations: Classroom Observations, Lesson Plans, Benchmarks, RTI's, Tutorial Lesson plans</p> <p>Summative Evaluations: Improvement on CPALLS, TPRI, Tejas Lee, TELPAS, STAAR, PBMAS</p>			
<p>Funding Sources: 211 Title I-A - \$12,447.00, 163 State Bilingual - \$0.00, 199 Local funds - \$6,703.00</p>						

<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>4) Improve instruction for all students including ELL, special education, at-risk, and economically disadvantaged students by providing teacher focused learning opportunities such as collaborative strategy-based meetings, TLI research anchored professional development that supports reading comprehension (oral language skills that increase listening/speaking and reading/writing proficiency) and intervention strategies based on student performance data to close the achievement gap and demonstrate progress. Population: TitleI, Migrant, LEP, Special Education, At-Risk, GT, and Dyslexia Students Timeline: August 2017 to June 2018 Through weekly meetings with TLI, Weekly Grade Level meetings, Weekly District trainings, monthly collaborative meetings with Special Education Department and ELL Department CNA pg.11</p>	1, 9	Principal Specialist Teacher PreK-5th Dean of Instruction	<p>The campus will have 10% increase in the number of students meeting the phase II passing standard</p> <p>Identify exemplar classrooms within the campus.</p> <p>Formative Evaluation: Classroom Observations, Specialists Visitations, Lesson Plans</p> <p>Summative Evaluation: Improvement on CPALLS, TPRI, Tejas Lee, TELPAS, STAAR, PBMAS</p>			
<p>Funding Sources: 163 State Bilingual - \$5,000.00, 263 Title III-A Bilingual - \$9,440.00</p>						

<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>5) Provide teachers with the necessary support, including appropriate TLI research-based strategies, to implement the district/campus initiatives to meet the needs of the students and ensure their success.</p> <ul style="list-style-type: none"> * Science Fair * Spelling Bee * Review 360 * Balanced Literacy Model * Tango Central/Tango Trends * Living with Science/Edu Smart * STARLAB * Brownsville Kids Vote * TLI Routines/Strategies/ Lesson Plans * HEB Read 3 * ELA Summit * Inclusion * Special Olympics * SIOP/ELPS * Bilingual Model * ELL Portfolios * Adaptive Curriculum <p>Population: All Teachers Timeline: August 2017 to June 2018 at least 3 times per week. CNA pg.9,10</p>	<p>1, 4</p>	<p>Principals Specialist Teachers PreK-5th Dean of Instruction</p>	<p>The campus will increase in the number of participants at the district, regional, state, and nation level.</p> <p>Formative Evaluation: Classroom Observations, Lesson Plans</p> <p>Summative Evaluation: Student Participation in Math Meet, Science Fair, Spelling Bee, Kids Voting, HEB Read 3 and Implementation of SIOP, ELL Portfolios, TLI, and ELA Summit strategies will lead to improved scores on District Benchmarks, TPRI, Tejas Lee, STAAR, TELPAS and PBMAS</p>			
<p>Funding Sources: 163 State Bilingual - \$0.00</p>						

<p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>6) Build instructional capacity through the use of cohort groups of team leaders and provide these participants with job-embedded staff development.</p> <ul style="list-style-type: none"> * Principal * Facilitator * Grade Level Lead Teachers * PreK-5th Grade Teachers * ELPS * GT/AP * Dyslexia * SIOP * TLI Routines/Strategies Data Informed Plan <p>Population: All Teachers Timeline: August 2017 to June 2018 on a weekly basis through CBLT meetings CNA pg.9</p>	1, 4, 8	Principals Specialist Teachers PreK-5 Dean of Instruction	<p>The campus will have a 10% increase in the number of students meeting the phase II passing standard.</p> <p>Formative Evaluation: Classroom Observations, Implementation of Strategies</p> <p>Summative Evaluation: Program evaluations, surveys and data</p>			
<p>Funding Sources: 199 Local funds - \$450.00, 211 Title I-A - \$5,150.00</p>						
<p>Critical Success Factors CSF 1 CSF 4</p> <p>7) Provide annual Response to Intervention (RTI) Training of Trainers (TOT) for campus staff to implement intervention through the RTI 3 Tier Model in order to support student academic growth and success.</p> <p>Population: All Teachers Timeline: August 2017 to June 2018 on a monthly basis as needed CNA pg. 9</p>		Principals, Specialists, Teachers Prek-5, Dean of Instruction	<p>The campus will have a 10% increase in the number of students meeting the phase II passing standard</p> <p>Decrease number of referrals to Special Education Program by 10%</p> <p>Formative Evaluation: RTI folders, Diagnostic tests for CPALLs, TPRI, Tejas Lee, Progress Monitoring Assessments, Benchmarks</p> <p>Summative Evaluation: Completed RTI folders, EOY data for CPALLs, TPRI, Tejas Lee, STAAR, TELPAS exams</p>			

<p align="center">Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>8) Receive Professional Development in the area of Reading through attendance of selected teachers, and administrators at Texas TLI Institute in order to target areas for improvement and provide turn around training. Participants will attend the Spring 2017 Institute that focused on explicit instruction, lesson design, classroom organization and delivery. RTI as an effective instructional framework for quality implementation was also a focus. Campus teacher representative and Dean will provide overviews of the information during grade level meetings to the rest of the faculty and staff. Population: All Teachers Timeline: January - March, 2018 CNA pg. 9</p>		<p>Principal Dean of Instruction Teachers Curriculum Specialist</p>	<p>The district will have a 10% increase in the number of students meeting the phase II passing standard</p> <p>Formative Evaluation: Attendance and Sign-In sheets</p> <p>Summative Evaluation: Program Evaluations, surveys, and data</p>			
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>9) Utilize instructional technology by modeling within the context of instruction in core curriculum areas by using a variety of technology equipment (computer labs, Interactive tablets, Sensors/Interface Technology, interactive whiteboards, document cameras, tablets, clickers, graphing calculators, hardware and software, etc.) in order to differentiate instruction and meet student accommodations. Project Share TSLP courses and portfolios, will further develop the professional learning communities through campus based leadership teams (CBLT). Population: All Teachers Timeline: August 2017 to June 2018 on a daily basis CNA pg. 13</p>		<p>Principals Specialists Dean of Instruction Teachers Prek-5th TLI Teacher specialist</p>	<p>The campus will have a 10% increase in the number of students meeting the phase II passing standard.</p> <p>Formative Evaluation: Classroom Observations, Lesson Plans</p> <p>Summative Evaluations: STAAR Chart Reports, Campus Needs Assessment Surveys</p>			

<p>Critical Success Factors CSF 5 CSF 6</p> <p>10) In an effort to promote physically and emotionally healthy students, the campus will implement the CATCH (Coordinated Approach to Child Health) program, and a SHAC (School Health Advisory Committee) that will evaluate the implementation of the district initiatives as well as the policies such as those on Dating Violence and sexual abuse of children. Population: TitleI, Migrant, LEP, Special Education, At-Risk, GT,and Dyslexia Students Timeline: August 2017 to June 2018 meetings on a monthly basis CNA pg.6 and pg.11</p>	1, 10	Principals Specialists Dean of Instruction Teachers Prek-5th	<p>The campus will have a 100% effective implementation.</p> <p>Formative Evaluation:Sign-in sheets, agendas, minutes,BOY Fitness Grams</p> <p>Summative Evaluation: EOY Fitness Grams, School Health Index</p>			
<p>Funding Sources: 199 Local funds - \$715.00</p>						
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>11) Federal Programs will fund the following personnel, activities, and educational tools under Title I-A to implement the Three-Year-Old Program (PK-3) in an effort to promote early literacy: * Highly Qualified Teachers and Paraprofessionals * Research-Based Professional Development * Teacher Stipends * Supplies/Materials/ Equipment Population: TitleI, Migrant, LEP, Special Education, At-Risk, GT, and Dyslexia Students Timeline: August 2017 to June 2018 CNA pg.9</p>	3, 5, 7	Principals Specialists Dean of Instruction Teachers Prek-5th Paraprofessionals	<p>The campus will have a 10% increase in the number of students meeting the phase II passing standard</p> <p>Decrease number of referrals to Special Education Program by 10%</p> <p>Formative Evaluation: Classroom Observations, Lesson Plans</p> <p>Summative Evaluation: PDAS Evaluation</p>			
<p>Critical Success Factors CSF 1 CSF 3</p> <p>12) Federal Programs will fund highly qualified teachers and paraprofessionals to supplement allotted positions so that the needs of low performing students may be met through individualized and small group instruction. Population: Title I, Migrant, LEP, Special Education, At-Risk, GT, and Dyslexia Students Timeline: August 2017 to June 2018 CNA pg.9</p>		Principals TI-A Teachers TI-A Para-Professionals (Pre-K, Kinder, 1st-5th, Dyslexia, Computer, and Library) TI-A Students	<p>5% increase in STAAR scores</p> <p>ERO Session Evaluations</p> <p>Formative Evaluation: Classroom Observations, Lesson Plans</p> <p>Summative Evaluation: PDAS Evaluation</p>			

<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>13) Special Programs will fund the following activities and personnel under Title II-A: * Class-size reduction teachers (CSR) * Professional Development * Stipends for teachers in certified areas of need Population: TitleI, Migrant, LEP, Special Education, At-Risk, GT, and Dyslexia Students Timeline: August 2017 to June 2018 CNA pg.9,10</p>	4, 5	Principals Specialists Dean of Instruction Teachers Prek-5th	<p>The campus will have a 10% increase in the number of students meeting the phase II passing standard</p> <p>Decrease number of referrals to Special Education Program by 10%</p> <p>Formative Evaluation: Classroom Observations, Lesson Plans</p> <p>Summative Evaluation: PDAS Evaluation</p>			
Funding Sources: 211 Title I-A - \$65,914.00						
<p>Critical Success Factors CSF 1</p> <p>14) Dyslexia Teacher will get paid for mileage for traveling between campuses to service the needs of students with dyslexia. Population: TitleI, Migrant, LEP, Special Education, At-Risk, GT, and Dyslexia Students Timeline: August 2017 to June 2018 CNA pg.9,10</p>	1, 9	Principal Dean of Instruction	<p>Dyslexia students' performance will increase by 10% on state exams.</p> <p>Formative Evaluation: Classroom Observations, Lesson Plans Summative Evaluation: PDAS Evaluation</p>			
Funding Sources: 199 Local funds - \$100.00						
<p>Critical Success Factors CSF 1</p> <p>15) Victoria Heights will acquire Pre-School Program for Children with Disabilities. Highly qualified teacher will follow District Curriculum to teach Pre-School students with disabilities at their functional ability. Population: TitleI, Migrant, LEP, Special Education, At-Risk, GT, and Dyslexia Students Timeline: August 2017 to June 2018 CNA pg.9,10</p>	1, 5	Principal Dean of Instruction	<p>Pre-school children with disabilities will increase their performance rate by 2%.</p> <p>Formative Evaluation: Classroom Observations, Lesson Plans Summative Evaluation: PDAS Evaluation</p>			
Funding Sources: 166 State Special Ed. - \$1,225.00						
<p style="text-align: center;"> = Accomplished = Continue/Modify = No Progress = Discontinue </p>						







Goal 2: The students at Victoria Heights Elementary will demonstrate exemplary performance TEKS-based fine arts programs, co-curricular, athletic programs, and extra-curricular activities.

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

Evaluation Data Source(s) 1: Review 360 School Rankings Event Programs

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>1) Victoria Heights 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. Population: TitleI, Migrant, LEP, Special Education, At-Risk, GT, and Dyslexia Students Timeline: August 2017 to June 2018 through practice on a weekly basis CNA pg.6</p>	1	Fine arts teachers Principal	<p>Formative Evaluation: Classroom Observations during practices,</p> <p>Summative Evaluation: Student Participation Counts and Awards Obtained, Performance rating, attendance audience/student reaction</p>				
				Funding Sources: 199 Local funds - \$600.00			
<p>Critical Success Factors CSF 7</p> <p>2) Fine Arts teachers will be provided professional development training annually. Population: Fine Arts Teachers Timeline: August 2017 to June 2018 on a monthly basis CNA pg.9</p>	1	Materials, Transportation, adjudicators, clinicians, consultants	<p>Formative Evaluation: Attendance and Sign-In sheets,</p> <p>Summative Evaluation: Program Evaluations, surveys, and data, performance rating, attendance audience/student reaction</p>				
				Funding Sources: 199 Local funds - \$325.00			

<p>Critical Success Factors CSF 1 CSF 4</p> <p>3) Increase vertically aligned course offerings in grades K-5 and all instructional materials needed to ensure equitable access for all students ensure college readiness.</p> <p>Population: TitleI, Migrant, LEP, Special Education, At-Risk, GT, and Dyslexia Students</p> <p>Timeline: August 2017 to June 2018</p> <p>CNA pg. 6</p>		<p>All fine arts teachers and directors</p>	<p>Formative Evaluation: Classroom Observations, Lesson Plans, Benchmarks, RTI's, Tutorial Lesson plans</p> <p>Summative Evaluation: Improvement on CPALLS, TPRI, Tejas Lee, TELPAS, STAAR, PBMAS</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 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: Victoria Heights Elementary School will develop prevention and intervention strategies that increase at-risk student achievement on STAAR by 5% and increase the At-Risk student attendance rate by 10%.

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

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Victoria Heights will implement tutorials and remediation strategies in core- area subjects for low-performing students in order to decrease the retention rate and improve student achievement. Population: TitleI, Migrant, LEP, At-Risk, and Dyslexia Students Timeline: August 2017 to June 2018 2 times per week for lower grade levels; 3 times per week for upper grade levels CNA pg.6</p>	2, 3, 9	Principal Dean of Instruction Teachers Administrator for State Compensatory Education	<p>Formative Evaluation: eSchoolPlus generated Tutorial schedule, Tutorial Lesson plans, Tutorial attendance reports, Tutorial Classroom Observations, Benchmarks, RTI's, Student progress reports</p> <p>Summative Evaluation: TPRI, Tejas Lee, STAAR, and Retention Rates</p>				
Funding Sources: 162 State Compensatory - \$47,258.00, 211 Title I-A - \$26,659.00							
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>2) The Homeless Department will ensure support services for the students in need: * Identify students by the Homeless Youth Project Department * Code students on PEIMS demographics * Make sure students are provided transportation * Send surveys to parents Population: TitleI, Migrant, LEP, At-Risk, and Dyslexia Students Timeline: August 2017 to June 2018 monitor on a monthly basis CNA pg.6 and 11</p>		Principal Counselor Homeless Youth Coordinator	<p>Formative Evaluation: Homeless Youth Roster, Student Progress Reports, Benchmark Scores</p> <p>Summative Evaluation: STAAR, Attendance Rate, Retention Rate</p>				

<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>3) Victoria Heights will ensure that the campus has a process in place to allow students to enroll in school immediately, even if lacking documentation normally required for enrollment; such as previous school records, medical or immunization records, proof of residency, birth certificate, proof of guardianship, or other documents. Population: TitleI, Migrant, LEP, At-Risk, and Dyslexia Students Timeline: August 2017 to June 2018 CNA pg.6 and 11</p>		<p>Campus Administration Homeless Youth Coordinator</p>	<p>Formative Evaluation: Homeless Youth Roster, Student Progress Reports, Benchmark Scores</p> <p>Summative Evaluation: STAAR, Attendance Rate, Retention Rate</p>			
<p>Critical Success Factors CSF 1 CSF 6</p> <p>4) Victoria Heights will implement a food pantry and closet to provide identified homeless and unaccompanied youth with food items, hygiene products, school supplies, and clothes needed to meet their academic, social, emotional, and physical needs. Population: TitleI, Migrant, LEP, At-Risk, and Dyslexia Students Timeline: August 2017 to June 2018 as needed CNA pg. 6 and 11</p>		<p>Campus Administration Homeless Youth Coordinator</p>	<p>Formative Evaluation: Homeless Youth Roster, Student Progress Reports, Benchmark Scores</p> <p>Summative Evaluation: STAAR, Attendance Rate, Retention Rate</p>			
<p>5) The Dean of Instruction will conduct regular research-based professional development sessions in order to train and retain highly qualified personnel that will positively impact at-risk student achievement, attendance, and decrease the retention rate. Population: TitleI, Migrant, LEP, At-Risk, and Dyslexia Students Timeline: August 2017 to June 2018 on a weekly basis CNA pg. 9 and 10</p>	4	<p>Campus Administration Administrator for State Compensatory Education Administrator for Special Programs</p>	<p>Formative Evaluation: ERO Session Evaluation Report, ERO Session Attendance Report, Teacher Lesson Plans, Classroom Observations, Benchmark Scores, Student Progress Reports</p> <p>Summative Evaluation: STAAR, Attendance Rate, Retention Rate</p>			
Funding Sources: 162 State Compensatory - \$71,041.00						
<p>6) Supplement the Dyslexia Program to provide language and literacy interventions to improve student achievement, attendance, and reduce the retention rate. Population: TitleI, Migrant, LEP, Special Education, At-Risk, GT, and Dyslexia Students Timeline: August 2017 to June 2018 on a daily basis CNA pg. 6</p>	10	<p>Campus Administration Administrator for Dyslexia Administrator for State Compensatory Education Administrator for Special Programs</p>	<p>Formative Evaluation: ERO Session Evaluation Report, ERO Session Attendance Report, Teacher Lesson Plans, Classroom Observations, Benchmark Scores, Student Progress Reports</p> <p>Summative Evaluation: STAAR, Attendance Rate, Retention Rate</p>			
Funding Sources: 162 State Compensatory - \$0.00						

<p>Critical Success Factors CSF 1 CSF 4</p> <p>7) Supplement the Pre-K Program to provide foundational learning experiences in order to better prepare at-risk students academically. Population: Elementary AR and LEP students who meet the Pre-K Criteria Timeline: August 2017 to June 2018 on a daily basis CNA pg. 6</p>	3, 10	<p>Campus Administration Administrator for State Compensatory Education Administrator for Special Programs</p>	<p>Formative Evaluation: eSchoolPLUS Master Schedule, Teacher Lesson Plans, Classroom Observations, Benchmark Scores, Student Progress Reports, BOY and MOY CPALLS</p> <p>Summative Evaluation: EOY CPALLS</p>				
	Funding Sources: 162 State Compensatory - \$49,127.00						
<p>8) 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. Population: TitleI, Migrant, LEP, At-Risk, GT, and Dyslexia Students Timeline: August 2017 to June 2018 on a daily basis CNA pg. 10,13</p>	2, 9	<p>Campus Administration Administrator for State Compensatory Education Administrator for Special Programs</p>	<p>Formative Evaluation: Computer Lab Schedule, Teacher Lesson Plans, Software Usage Reports, Classroom Observations, Benchmark Scores, Student Progress Reports</p> <p>Summative Evaluation: STAAR</p>				
	Funding Sources: 162 State Compensatory - \$6,500.00						
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

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

Performance Objective 1: Victoria Heights will Increase the student attendance rates for all district schools 97.5% for elementary

Evaluation Data Source(s) 1: End of Year Attendance Report

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>1) Ensure that campus student attendance meets District and State rates so that students meet their full educational potential. Population: TitleI, Migrant, LEP, Special Education, At-Risk, GT, and Dyslexia Students Timeline: August 2017 to June 2018 monitored on a daily basis CNA pg. 6 and 10</p>		Campus Staff Attendance Personnel	<p>Formative Evaluation: Daily, Weekly Attendance report</p> <p>Summative Evaluation: Data entry reports, phone call logs, home visitor forms</p>				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>2) Recognize and award incentives to students with perfect attendance every six weeks and at the end of the year. * Campus recognition of students for Perfect Attendance Achievement that increase learning performance * To obtain perfect attendance, student must be present the entire instructional day for that attendance reporting period. Population: TitleI, Migrant, LEP, Special Education, At-Risk, GT, and Dyslexia Students Timeline: August 2017 to June 2018 once every Six Weeks CNA pg.5 and 8</p>	1	Principal Counselor Data Entry Clerk	<p>Formative Evaluation: Daily, Weekly Attendance report</p> <p>Summative Evaluation: Data entry reports, phone call logs, home visitor forms</p>				
<p>Funding Sources: 199 Local funds - \$2,500.00</p>							

<p>Critical Success Factors CSF 1 CSF 6</p> <p>3) Career on Wheels and Community Workers will be invited to the school to expose students to different options and careers that they can chose for their future course of study.</p> <p>Population: TitleI, Migrant, LEP, Special Education, At-Risk, GT,and Dyslexia Students Timeline: August 2017 to June 2018 CNA pg. 8 and 11</p>	1	Principal Fliers Community Counselor Pre-K through 5th grade teachers	Formative Evaluation: Attendance and Sign-In sheets Summative Evaluation: Program Evaluations, surveys, and data				
Funding Sources: 199 Local funds - \$200.00							
<p>Critical Success Factors CSF 6</p> <p>4) In order to encourage and motivate students to encourage continuing a higher education Victoria Heights will implement a University Day once a week where faculty, staff, and students wear University Shirts.</p> <p>Population: TitleI, Migrant, LEP, Special Education, At-Risk, GT,and Dyslexia Students Timeline: August 2017 to June 2018 on a weekly basis CNA pg.8</p>		Principal Fliers Community Counselor Pre-K through 5th grade teachers	Formative Evaluation: Classroom Observations Summative Evaluation: Student surveys on higher education				
= Accomplished = Continue/Modify = No Progress = Discontinue							





Goal 5: Victoria Heights Elementary will maintain a safe and disciplined environment conducive to student learning.







Performance Objective 1: By the end of 2017-2018 school years, discipline referrals reported to PEIMS will be decreased by 1%.

Evaluation Data Source(s) 1: End of Year PEIMS report

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 6</p> <p>1) Promote awareness and notification of Student Code of Conduct (SCC) to students, parents, staff & community through campus distribution of SCC, District Web site, and campus presentations to ensure all students are afforded due process and their rights. Population: Parents, Students, Staff, and community Timeline: August 2017 to June 2018 as students are registered on campus CNA pg.8 and 12</p>		Campus Administration Office Personnel	<p>Formative Evaluation: Signed Student Codes of Conduct, Acknowledgement forms</p> <p>Summative Evaluation: Review 360 Forms and Reports</p>				
<p>Critical Success Factors CSF 6</p> <p>2) Parents will be notified of any discipline referral outlined in the student code of conduct as mandated by policy. Population: TitleI, Migrant, LEP, Special Education, At-Risk, GT, and Dyslexia Students, Parents Timeline: August 2017 to June 2018 as needed on a case by case basis CNA pg.8 and 12</p>		Principal Assistant Principal	<p>Evaluation: Signed Student Codes of Conduct, Acknowledgement forms</p> <p>Summative Evaluation: Review 360 Forms and Reports</p>				

<p align="center">Critical Success Factors CSF 6</p> <p>3) Provide Training and professional development for administrators and new teacher: * To effectively utilize RTI modules (Review 360) to handle classroom discipline so that out of school suspensions and discretionary removals are used as a last resort: * Assure students' rights and due process is afforded in order to have a safe and disciplined environment conducive to student learning. * Bullying Prevention, Violence/conflict resolution, Recent drug use trends, Resiliency/Developmental Assets, Signs of Child Abuse Population: TitleI, Migrant, LEP, Special Education, At-Risk, GT,and Dyslexia Students Timeline: August 2017 to June 2018 at the beginning of each fall and spring semesters CNA pg.8, 9, and 12</p>		Principal Assistant principal counselors, RTI Specialist	Formative Evaluation: Attendance and Sign-In sheets Summative Evaluation: Program Evaluations, surveys, and data			
<p align="center">Critical Success Factors CSF 6</p> <p>4) Campus will develop and maintain an Emergency Operations Plan. Plan must be multi-hazard in nature. Must be reviewed and updated annually by the campus safety and security committee. The following drills must be practiced accordingly: Lockdown drills (3 times per year), Shelter-in-place, Reverse evacuation, Drop & Cover, evacuation. In order to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and harm to the environment. Population: TitleI, Migrant, LEP, Special Education, At-Risk, GT,and Dyslexia Students Timeline: August 2017 to June 2018 drills conducted on a monthly basis CNA pg.8 and 12</p>		Administrator Counselor Faculty & Staff Students	Formative Evaluation: Monthly Drills conducted Summative Evaluation: Program Documentation of drills performed and surveys			







<p>5) Victoria Heights Elementary shall provide clean, well-maintained facilities, and a safe, positive learning environment that is conducive to learning for all teachers, students, parents, and community members. Population: Title I, Migrant, LEP, Special Education, At-Risk, GT, and Dyslexia Students Timeline: August 2017 to June 2018 CNA pg.8</p>	Administrators, District Personnel, Custodians, Faculty & Staff,	Formative Evaluation: Daily Walkthroughs, Incident Reports Summative Evaluation: Surveys and Evaluations			
Funding Sources: 199 Local funds - \$3,199.00, 211 Title I-A - \$234.00					
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>					

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

Performance Objective 1: There will be a minimum of 10% increase of parents at Victoria Heights Elementary, involved in campus and district parental involvement activities during each school year.

Evaluation Data Source(s) 1: End of Year Parental Involvement surveys and documentation

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 5</p> <p>1) Victoria Heights will complete, disseminate, and distribute a Parental Involvement Policy and load in to the website so as to delineate how parents will be actively involved at the district/campus level with the intention to increase participation. Population: Parents Timeline: August to December 2017 as students register CNA pg.12</p>		Community Members	<p>Formative: Parental Involvement Policy Parental Involvement Compliance Checklist</p> <p>Summative: STAAR Results, Attendance Rates, Review 360 referrals</p>				
<p>2) Victoria Heights disseminate School-Parent-Student Compacts indicating each group's responsibilities to ensure student achievement. Population: Parents Timeline: August to September 2017 CNA pg.12</p>		Campus Administrators Parent Liaison	<p>Formative:</p> <p>Formative: School-Parent- Student Compacts Summative: Parental Involvement Compliance Checklist, STAAR Results, Attendance Rates, Review 360 referrals</p>				
<p>Critical Success Factors CSF 5</p> <p>3) Victoria Heights Elementary will conduct an annual Title I Meeting and Survey to inform parents of services provided through Title I funds and to evaluate the effectiveness of District and/or Campus Parental Involvement efforts. Documentation will be submitted when complete. Population: Parents Timeline: August to September 2017 CNA pg.12</p>		Administrator Parent Liaison	<p>Formative: Agendas, Sign-In Sheets, Minutes</p> <p>Summative: Summative: Parental Involvement Compliance Checklist, STAAR Results, Attendance Rates</p>				

<p>Critical Success Factors 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> <ul style="list-style-type: none"> * Parental Involvement Policy * School-Parent-Student Compact * Campus Improvement Plan * Site Based Decision Committee <p>Population: Parents Timeline: August 2017 to June 2018 at least one time per semester CNA pg.8 and 12</p>		<p>Administrator Parent Liaison</p>	<p>Formative: Agendas, Sign-In Sheets, Minutes Summative: Parental Involvement Compliance Checklist, STAAR Results, Attendance Rates, Review 360 referrals</p>			
<p>Critical Success Factors CSF 5</p> <p>5) Victoria Heights will host a Parent Orientation Day to inform parents and community members of daily standard operation procedures and District Policy.</p> <ul style="list-style-type: none"> * Student Code of Conduct * Student-Parent-School Compact * Parental Involvement Policy * Emergency Operation Procedures * Volunteer Guidelines and Opportunities <p>Population: Parents Timeline: August to September 2017 CNA pg.8 and 12</p>		<p>Administrator Parent Liaison</p>	<p>Formative: Agendas, Sign-In Sheets, Minutes Summative: Parental Involvement Compliance Checklist, STAAR Results, Attendance Rates, Review 360 referrals</p>			
<p>Critical Success Factors CSF 5</p> <p>6) Provide ample Parent Education opportunities through parent conferences and parent training sessions at each campus Parent Center to disseminate information, services and/or referrals to agencies that address the needs in the following areas:</p> <ul style="list-style-type: none"> * Health and Nutrition * Counseling Agencies * HEB 3 Reading Initiative * Content Specific Training <p>Population: Parents Timeline: August 2017 to June 2018 on a weekly basis CNA pg.12</p>		<p>Parents and Community Administrators TLI Specialist</p>	<p>Formative: Agendas, Sign-In Sheets, Minutes Summative: Parental Involvement Compliance Checklist, STAAR Results, Attendance Rates, Review 360 referrals</p>			

Critical Success Factors CSF 5 7) Federal Programs will continue to fund Parent Liaison for the purpose of helping with attendance and parental involvement to increase student achievement. Population: TitleI, Migrant, LEP, Special Education, At-Risk, GT, and Dyslexia Students Timeline: August 2017 to June 2018 CNA pg. 12	1, 6	Campus Administration	Formative: Home visit requests, Agendas, Sign-In Sheets, Minutes Summative: Parental Involvement Compliance Checklist, Parent surveys				
				Funding Sources: 211 Title I-A - \$50.00, 199 Local funds - \$0.00			
Critical Success Factors CSF 5 8) Funds will be allocated for mileage to conduct home visits. Population: TitleI, Migrant, LEP, Special Education, At-Risk, GT, and Dyslexia Students Timeline: August 2017 to June 2018 CNA pg. 12	1, 6	Administrator Parent Liaison	Formative: Home visit requests Summative: Student Attendance, Parent Conference Logs, Parental Involvement Compliance Checklist, STAAR Results, Attendance Rates, Review 360 referrals				
				Funding Sources: 199 Local funds - \$350.00			
Critical Success Factors CSF 5 9) The Parent Liaison will purchase necessary supplies to manage an efficient parent center. Population: Parents Timeline: August 2017 to June 2018 CNA pg. 12	1, 6	Parent Liaison All Parents	Formative: Agendas, Sign-In Sheets, Minutes Summative: Parental Involvement Compliance Checklist, Parent surveys				
				Funding Sources: 211 Title I-A - \$250.00			
= Accomplished = Continue/Modify = No Progress = Discontinue							





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





Performance Objective 1: 90% of Victoria Heights migrant students will participate in the supplemental instructional activities and support services as required by the Title I, Migrant Education Program (MEP). Migrant students will meet passing standards.







Evaluation Data Source(s) 1: STAAR 2017 Scores



Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Victoria Heights PFS migrant students will receive supplemental support services before other migrant students to ensure that the requirements delineated by NCLB Section 1304(d) are addressed. Population: PFS Migrant Students Timeline: August 2017-May 2018 CNA pg. 5</p>		<p>Campus Administration Teachers Migrant Teacher Dean</p>	<p>Formative: NGS Campus Reports Summative: Complete PFS Monitoring Tool, Increased on-grade level promotion rates</p>				
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>2) Victoria Heights migrant students will receive grade appropriate school supplies on an as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus extending them the same opportunity for meeting the academic challenges of all students. PFS students will receive supplemental support services before other migrant students. Population: PFS Migrant Students Timeline: August 2017-May 2018 CNA pg.: 5</p>		<p>Campus Administration Teachers Migrant Teacher</p>	<p>Formative: NGS Campus Reports Summative: Completed Request for Supplemental Support Form, Increased on-grade level promotion rates</p>				

<p>Critical Success Factors CSF 1</p> <p>3) In order to secure the data needed to accommodate placement into appropriate supplemental instructional opportunities for Pre-K - 5th grade migrant students pre-test and post test results will be used by teachers and administrators to identify the migrant students performing below grade level. NOTE: At sites being served by a migrant teacher, teacher will provide additional supplemental opportunities and ensure participation. Population: Migrant Students Timeline: August 2017-May 2018 monitored twice every Six Weeks CNA pg.5 and 7</p>		<p>Campus Administration Teachers Migrant Teacher</p>	<p>Formative: Pre-Assessment Results, Campus Composites Summative: CPALLS , TPRI, Tejas LEE Post Assessments, STAAR, TELPAS</p>				
<p>Critical Success Factors CSF 1 CSF 5</p> <p>4) Parents of migrant PK, Kinder, 1st and 2nd grades students will be provided with awareness sessions in order to illustrate how to academically support their children more effectively. Population: Migrant Parents Timeline: August 2017-May 2018 CNA pg.11</p>		<p>Principal Parent Liaison Teachers</p>	<p>Formative: Agendas, Sign-In Sheets, Minutes Summative: Migrant Program Compliance Checklist, Program Evaluations, Parent surveys</p>				

<p align="center">Critical Success Factors CSF 1</p> <p>5) The academic progress of 1st grade students will be monitored to ensure success grade level completion and ultimately secure promotion to 2nd grade. NOTE: At sites being served by a migrant teacher, teacher will provide additional monitoring support and ensure participation into supplemental opportunities. Population: PFS Migrant Students Timeline: August 2017-May 2018 monitored twice every Six Weeks CNA pg. 7</p>		<p>Campus Administration Teachers Migrant Teacher Dean of Instruction</p>	<p>Formative: Pre-Assessment Results, Campus Composites Summative: TPRI, Tejas LEE Post Assessments</p>			
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>6) Elementary migrant students will have an equal opportunity to attend the school district's summer school programs to ensure promotion if needed or to participate in the enrichment migrant summer program. The migrant students will be provided with additional supplemental support by the respective campus in order to address academic, attendance needs and promote positive social engagement. Population: PFS Migrant Students Timeline: June -July 2018 CNA pg.7</p>		<p>Campus Administration Teachers Migrant Teacher</p>	<p>Formative: Pre-Assessment Results, Campus Composites, Three Week Progress Reports Summative: Six Week Report Cards TPRI, Tejas LEE, STAAR, TELPAS</p>			

<p>Critical Success Factors CSF 1 CSF 4</p> <p>7) Extended Day tutorial session may be held for migrant students at elementary campuses where there is a documented need for supplemental academic support in the core subjects in order to ensure that migrant students have the same opportunity to meet academic challenges as non-migrant students. NOTE: At sites being served by a migrant teacher, teacher will provide and ensure participation into supplemental opportunities. Population: Migrant Students Timeline: August 2017- May 2018 at least twice a week CNA pg.7</p>		<p>Campus Administration Teachers Migrant Teacher</p>	<p>Formative: Three Week Progress Reports, RTI's Summative: Six Week Report Cards TPRI and Tejas LEE Assessments, STAAR, TELPAS</p>			
<p>Critical Success Factors CSF 1</p> <p>8) 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: PFS Migrant Students Timeline: August 2017-May 2018 monitored twice every Six Weeks CNA pg. 7</p>		<p>Campus Administration Teachers Migrant Teacher</p>	<p>Formative: Student Information Summative: Completed NGS Student Transfer Document</p>			
<p>Critical Success Factors CSF 5 CSF 7</p> <p>9) A survey will be used to evaluate the effectiveness of the Migrant Education Program so that pertinent and appropriate adjustments can be made to better serve migrant students. Population: Migrant Students Timeline May 2018 CNA pg.11</p>		<p>Campus Administration Teachers Migrant Teacher</p>	<p>Formative: NGS Campus Reports Summative: Complete PFS Monitoring Tool, Surveys</p>			

<p>10) Learning Academy targeting the core areas of Reading, Writing, Math, Social Studies and Science will be held for all PFS students in order to sharpen their skills and prepare them academically for the STAARS assessment. Population: Elementary PFS Migrant Students Timeline: February 20, 2018</p>		<p>MSC Migrant Counselor Migrant Clerks Migrant Teachers</p>	<p>PBMAS Report Increased STAARS Scores for PFS students</p>			
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 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue












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

Performance Objective 1: All students at Victoria Heights Elementary will have access to technology to broaden their understanding of the world's impact and dependability it has on each individual.

Evaluation Data Source(s) 1: End of Year STAR Chart

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1</p> <p>1) Provide the following technology equipment:</p> <ul style="list-style-type: none"> -desktop & laptop/mini-laptops computers -Computer licenses -video document cameras -projectors and lamps -scanners -printers -ink -software (Living with Science) <p>These materials will be used to enhance instruction and enable administration and staff to provide an environment that is conducive for learning for all students and personnel. Students will be able to have access to up to date technology equipment. An inventory scanner will be used to keep an accurate count of instructional materials.</p> <p>Population: TitleI, Migrant, LEP, Special Education, At-Risk, GT, and Dyslexia Students</p> <p>Timeline: August 2017 to June 2018 monitored on a weekly basis</p> <p>CNA pg.13</p>	1, 9	Principal -Title I Technology Support Teacher -Classroom Teachers Federal Program Coordinator	Formative-Hardware Inventory Report, Software Program Usage Reports, Benchmark Scores Summative: Increase STAAR scores				
Funding Sources: 199 Local funds - \$0.00, 211 Title I-A - \$6,078.00, 162 State Compensatory - \$11,050.00							

<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Teachers and staff will utilize instructional technology in all subject areas to differentiate instruction for all students. Population: TitleI, Migrant, LEP, Special Education, At-Risk, GT, and Dyslexia Students Timeline: August 2017 to June 2018 on a daily basis CNA pg.13</p>		<p>Principal -Teachers -Title I Technology Support Teacher Federal Program Coordinator</p>	<p>Formative: Lesson Plans, Student projects and presentations, Benchmark Scores Summative: Report Cards, Increase in STAAR and TELPAS scores</p>				
<p>3) The Accelerated Reading Program will be an instructional component of the campus reading activities in Kinder through 5th grade. Computers and printers will be available in the library for students to take the AR tests and for teachers to print out reports. Population: TitleI, Migrant, LEP, Special Education, At-Risk, GT, and Dyslexia Students. Timeline: August 2017 to June 2018</p>		<p>Teachers Librarian Dean of Instruction</p>	<p>Formative Evaluation: Computer Reports, Fluency Logs Summative Evaluation: STAAR Results, Student Report Cards</p>				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>4) 21st Century Program: This program is for student to develop computer literacy skills that will enable them to improve academically. They will participate in computer literacy activities at Hanna High School at 8:00-12:00. Population: TitleI, Migrant, LEP, Special Education, At-Risk, GT, and Dyslexia Students Timeline: August 2017 to June 2018 CNA pg.13</p>		<p>Administration -3rd grade teacher Federal Program Coordinator</p>	<p>Formative: Lesson Plans, Student projects and presentations, Benchmark Scores Summative: Report Cards, Increase in STAAR and TELPAS scores</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Goal 9: Draft: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will ensure equity in availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students. (Board Goal 2) [SBDM added 1-10-2018]

Performance Objective 1: Victoria Heights Elementary facilities will implement energy savings plans; maintain and upgrade current facilities to provide a healthy and positive learning environment by scheduling renovation/upgrade/improvement of at least 20% of instructional facilities annually over the next 5 years. (Board Goal 2) [SBDM added 1-10-2018]

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) Victoria Heights Elementary will purposely promote energy savings activities on the campus to support implementation of district's energy savings plan. Administration will remind faculty and staff to turn off the lights and technology at the end of the day in order to conserve energy. Population: Victoria Heights Elementary Stakeholders Timeline: December 2017- June 2018		Campus Administration Facilities and Maintenance Staff	Plan to be used to move forward with the design and funding of a multi-purpose center. Formative: Committee Agendas and Minutes Summative: Plan of design for use to establish funding				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 10: Draft: Victoria Heights Elementary 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) [SBDM added 1-10-2018]

Performance Objective 1: Victoria Heights 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) [SBDM added 1-10-2018]

Edit Remove
New Strategy

Evaluation Data Source(s) 1: Fiscal reports for campus, internal and external audit reports and FIRST ratings. [SBDM added 1-10-2018]

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Victoria Heights Elementary will support all programs in the effective and efficient use of 100% of available budgeted funds based on needs assessments. Population: Victoria Heights Elementary Stakeholders Timeline: December 2017- June 2018 Need: Board approved goal priority [SBDM added 1-10-2018]		Campus Administration SBDM committee	Funding reports will indicate all funds were expended based on prioritized needs. Formative: Monthly expenditure reports Summative: End of Year expenditure reports				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 10: Draft: Victoria Heights Elementary 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) [SBDM added 1-10-2018]

Performance Objective 2: Victoria Heights Elementary will commit to continue activities that retain highly qualified teachers and improve teacher morale for teachers. (Board Goal 3) [SBDM added 1-10-2018]

Evaluation Data Source(s) 2: Teacher Rosters, Needs Assessment Surveys, TAPR Reports

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Victoria Heights teachers will receive non-monetary incentives such as gifts, certificates, etc. in order to show our appreciation for their contributions to our campus. Population: Victoria Heights Elementary Teachers Timeline: December 2017- June 2018 Need: Equity Plan need and Board approved goal priority [SBDM added 1-10-2018]		School Administration	Plan will reflect in better teacher performance.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = Continue/Modify </div> <div style="text-align: center;"> = No Progress </div> <div style="text-align: center;"> = Discontinue </div> </div>							



Goal 11: Draft: Victoria Heights Elementary 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) [SBDM added 1-10-2018]

Performance Objective 1: Victoria Heights Elementary will provide the BISD Public Information Office with features articles, student recognitions, co-/extra-curricular activities, and parent/community events. (Board Goal 4) [SBDM added 1-10-2018]

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

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>1) Victoria Heights Elementary will promote the history and origins along with current accomplishments of each campus weekly through the website and media venues. Population: Victoria Heights Elementary Stakeholders Timeline: December 2017- June 2018 Need: Decreasing enrollment/ Board approved goal priority [SBDM added 1-10-2018]</p>		Public Information Office Campus Administration	<p>Weekly news articles will indicate a new campus each week. Formative: schedule of weekly articles Summative: listing of all campuses that were presented in weekly articles</p>				
<p>2) Victoria Heights Elementary will designate a Public Information Office contact to provide features articles, current and prior students/ parents/staff recognitions, co-/extra-curricular activities, and parent/community events. Population: Victoria Heights Elementary Stakeholders Timeline: December 2017- June 2018 Need: Need: Decreasing enrollment/ Board approved goal priority [SBDM added 1-10-2018]</p>		Public Information Office Campus Administration	<p>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</p>				

<p>3) Victoria Heights Elementary will update websites at least monthly including showcasing student and community activities. Population: Victoria Heights Elementary Stakeholders Timeline: December 2017- June 2018 Need: Decreasing enrollment/ Board approved goal priority [SBDM added 1-10-2018]</p>		<p>Public Information Office Campus Administration</p>	<p>Victoria Elementary website will be up-to-date on a monthly basis with all compliance postings and showcasing campus activities and successes. Formative: checklist of websites indicating are current Summative: report at end of year for monthly checklist results</p>			
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State Compensatory

Budget for Victoria Heights Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
162-11-6118-00-113-Y-24-SSI-Y	6118 Extra Duty Stipend - Locally Defined	\$3,972.00
162-11-6118-00-113-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	\$10,958.00
162-11-6118-00-113-Y-30-ASP-Y	6118 Extra Duty Stipend - Locally Defined	\$27,358.00
162-11-6119-00-113-Y-30-054-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$25,154.00
162-11-6119-00-113-Y-34-PKK-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$49,128.50
162-13-6119-31-113-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$65,383.00
6100 Subtotal:		\$181,953.50
6200 Professional and Contracted Services		
162-11-6395-62-113-Y-30-000-Y	6249 Contracted Maintenance & Repair	\$6,500.00
6200 Subtotal:		\$6,500.00
6300 Supplies and Services		
162-11-6395-62-113-Y-30-TEC-Y	6395 Supplies, DP Operations - Locally Defined	\$715.00
162-11-6399-00-113-Y-30-000-Y	6399 General Supplies	\$5,273.00
6300 Subtotal:		\$5,988.00
6400 Other Operating Costs		
162-13-6497-00-113-Y-30-000-Y	6497 Fees - Locally Defined	\$150.00
6400 Subtotal:		\$150.00

6600 Capital Outlay Accounts		
162-11-6649-62-113-Y-30-TEC-Y	6649 Capital Assets - Locally Defined	\$10,335.00
		6600 Subtotal: \$10,335.00

Personnel for Victoria Heights Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alma Trevino	Pre-K Teacher	State Compensatory	0.50
Evangelina Guillen	Dean of Instruction	State Compensatory	1.00
Guadalupe Nelson	Pre-K Teacher	State Compensatory	0.50
Olivia Cantu	Dyslexia Teacher	State Compensatory	0.50
Rosalinda Garza	Pre-K Teacher	State Compensatory	0.50

Title I

Schoolwide Program Plan

Victoria Heights 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

1. Comprehensive Needs Assessment The Site-Based Decision-Making (SBDM) Committee conducted a comprehensive needs assessment (CNA) (CIP Pgs. 19-32) over a period of one year to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on the CNA, the committee decided to concentrate on improving the passing rate of all students and student groups including Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on state assessments. The goal is to have 90 percent of all students and all student groups passing all parts of state mandated assessments for the 2017-2018 and to increase the commended performance level in all content areas. In addition, attendance, mobility/stability, AMAO's and STAAR, feedback data, professional development data, collaborative horizontal and vertical alignment, parent volunteer information, informal leadership, and schedule of services.

2: Schoolwide Reform Strategies

Scientifically based school wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of academic performance, use effective methods and instructional strategies that are established on scientifically based research that

(1) strengthen the core academic program (CIP 1.1,1.4,1.5,,1.8,1.12)

(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 (CIP 1.15)

(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; (CIP 1.1,1.4,1.5,,1.8,1.12)

(5) address how the school will determine if such needs have been met; (CIP 1.14) and (6) are consistent with and are designed to implement the State and

local improvements plans.

3: Instruction by highly qualified professional teachers

Highly-qualified teachers will carry out the instructional program. (CIP 1.26). Only teachers who are certified and who have met state testing requirements to teach the subjects/grade levels to which they are assigned will be hired by the school. In emergency situations, the school will consider teachers who have alternative certification. In addition to appropriate certification, teachers will be sought who are experienced and have been successful in previous assignments

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

The school will provide access to high-quality ongoing professional development throughout the school year for all staff including teachers, principals, and paraprofessionals. (CIP 1.27, 2.14, 2.18.) 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. All teachers will receive professional development based on identified needs for the campus or individual.

High-Quality Professional development activities will include: subject/grade level training; behavior management; technology integration; desegregation of test scores; harassment/ bullying prevention; emergency procedures; CPI; BIL/ESL; instructional strategies for special populations with use of district curriculum and state adopted textbooks/materials and resources.

(CIP 1.7) A Teacher Specialist will be hired in order to improve Literacy Skills from Pre-Kinder thru Fifth Grade students. (CIP 1.30)

5: Strategies to attract highly qualified teachers

Strategies to attract teachers to high need schools will include our school's participation in the selection of teachers from the District's highly qualified application pool and Region I's efforts to recruit teachers from out of state. The District also offers stipends for attainment of a Master's Degree, and stipends for Math, Science, and Social Studies content area certification. (CIP 1.11, 1.12)

6: Strategies to increase parental involvement

Title I, Part A Funds will be used to partially finance **strategies to increase parental involvement** at the school including the parent workroom and to purchase special materials used in the parent volunteer program. (CIP 11.3, 11.9, 11.13, 11.15, 11.16, 11.17). 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.

1. At Victoria Heights Elementary we work with parents to ensure their child's success. We invite them to attend meetings in an effort to familiarize

them with school procedures and they're invited to attend meeting having to do with STAAR, TELPAS, Tejas Lee/TPRI, grading procedures, and Aprenda/SAT-10. (CIP 11.1, 11.3, 11.5, 11.9, 11.10, 11.11, 11.12, 11.14).

2. Teachers and parents meet at the beginning of the school year to review assessment issues, attendance, discipline management strategies, Title Me, NCLB and school wide information. Given the high level of parental involvement, few needs were identified by the members of the site-based decision-making committee. (CIP 11.13).
3. One need mentioned was parent training for the parents of pre-kindergarten students. Many of these parents are parents for the first time and have had little experience in parenting. By providing appropriate training, the learning curve could be reduced thus making them more effective in the art of parenting and providing a life-long desire for learning for their young children. (CIP 11.3, 11.12, 11.14)
4. Other needs include a computer to run reports; a binding machine so parents can help with teacher resources; a new laminating machine for parents to assist teachers with classroom activities, and a poster machine so that parents can help the school make poster size announcements of activities or meeting that will take place within the school. (CIP 12.2)
5. The committee suggested that parents should be provided with involvement opportunities, with input from parents, so that parents may participate in school-sponsored activities. Parents should have the opportunity to prepare food plates to sell as a fundraiser for the students and provide parental involvement activities that are planned by parents in order to increase participation. Teachers also stated that parental involvement is needed with student attendance in achieving school attendance goals. *Parents will have the opportunity to prepare food plates, snacks and etc for teachers and students. Parents will also have nutritional classes throughout the year in order to acquire a healthy lifestyle for our students. Items need for weekly meeting and classes will be purchased at HEB and Wal-Mart.(CIP 11.10, 11.11, 11.12, 11.14)

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 *Victoria Heights Elementary*** will be held annually in the spring and for 5th grade students and their parents to assist with the transition into middle school. (CIP 1.20)

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

Teachers will be included in decisions regarding the use and selection of academic assessments to measure student performance. Teachers will use data obtained from state assessments as well as other instruments, including but not limited to the SELP, TELPAS, and benchmark tests, to implement new instructional strategies, modify existing strategies and/or discontinue existing strategies to better address student needs as determined by use of these instruments. (CIP 1.14)

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

achievement standards

Students experiencing difficulty in mastering the TEKS will be provided effective, timely additional assistance (CIP 7.1) 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. (CIP 7.1). Pull out assistance programs will be implemented throughout the year.

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. More coordination between funding sources and programs is needed. Several of the strategies being implemented are jointly funded with Special Services and Title I Funds, e.g., after school tutorial programs. Professional Development activities are also paid for from Title I, Parts A, and Local Funds. Title I Funds along with **199, 162, 163, 166, 211, 212, 255, 263** funds are used to purchase supplemental instructional materials, printing, technology, and library resources used to improve and enhance the overall instructional program. (CIP 1.2, 2.4)

Victoria Heights Elementary School will provide the state mandated State Compensatory Education Program through funded initiatives including after school tutorials starting in September 2014. Tutorials will be held twice a week for lower grade levels and three times a week for upper grade levels.

Students will be provided accelerated instruction by implementing remediation strategies and computer assisted learning. Victoria Heights Elementary will also utilize State Compensatory Education funds to purchase instructional supplies and software to be implemented during tutorials.

In addition to those described above, ***Migrant Funds*** are used for supplemental resources for migrant students in order for them to meet academic expectation. Migrant students' program of instruction will consist of core instruction in the general education classroom. Migrant students receive additional funds to close the achievement gap and it has a direct impact on our PFSs. PFS and Regular Migrant students are provided with extended day instruction and intervention throughout the day in order to provide them with the opportunity to catch up with their counterparts. They will be provided with Tier II and Tier III interventions and migrant services that will be based on service priority. . The district will also provide Migrant Summer School Program called Project Smart for migrant students K-5th.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alma Garza	Parent Liaison	Title I	1.00
Angelita Reyes	Pre-K Aide	Title I	1.00
Aurelio Lozano	Computer Lab Aide	Title I	1.00
Nancy Hernandez	Nurse	Title I	0.40

2017-18 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Ruben Martinez	Principal
Meeting Facilitator	Evangelina Guillen	Dean of Instruction
Classroom Teacher	Alma Trevino	Pre-Kinder Teacher
Classroom Teacher	Maggie Espinoza	Kinder Teacher
Classroom Teacher	Amelia Soto	1st Grade Teacher
Classroom Teacher	Patricia Young	2nd Grade Teacher
Classroom Teacher	Raquel Alanis	3rd Grade Teacher
Classroom Teacher	Gisela Gil	4th Grade Teacher
Classroom Teacher	Rosa Nelly Garcia	5th Grade Teacher
Classroom Teacher	Melissa Buitureida	Special Education Teacher
Non-classroom Professional	Dora Alamo	Counselor
Parent	Olga Ramirez	Parent
Business Representative	Arturo Juarez	Sales Manager
Business Representative	Irma Silva	Office Manager
Community Representative	Letty Roerig	Community Representative
Community Representative	Jeff Roerig	Community Member
District-level Professional	Dahlia Castro	Math Specialist

Campus Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional supplies	199-13-6399-00-113-Y-11-000-Y	\$0.00
1	1	1	Professional Development Conferences	199-13-6411-23-113-Y-99-000-Y	\$0.00
1	1	1	Food and Refreshments for Staff Development	199-13-6499-53-113-Y-99-000-Y	\$400.00
1	1	1	Office Supplies	199-23-6399-00-113-Y-11-000-Y	\$300.00
1	1	1	General Supplies	199-11-6399-00-113-Y-11-000-Y	\$1,904.00
1	1	1	Toner and Ink for Printers	199-23-6399-65-113-Y-11-000-Y	\$1,000.00
1	1	1	Staff Development Toner and Ink for Printer	199-13-6399-65-113-Y-11-000-Y	\$0.00
1	1	2	Library Supplies	199-12-6399-65-113-Y-99-000-Y	\$99.00
1	1	2	Library Awards and Incentives	199-12-6498-00-113-Y-99-000-Y	\$0.00
1	1	2	Library Ink and Toner	199-12-6399-62-113-Y-99-000-Y	\$99.00
1	1	3	Supplies	197-12-6398-62-113-Y-99-000-Y	\$1,400.00
1	1	3	Printing Media Center	199-11-6399-16-113-Y-11-000-Y	\$300.00
1	1	3	Overtime	199-11-6121-00-113-Y-30-000-Y	\$0.00
1	1	3	Site License Lone Star Software	199-11-6395-62-113-Y-30-000-Y	\$0.00
1	1	3	Copier Paper	199-11-6396-00-113-Y-30-000-Y	\$1,175.00
1	1	3	Printer Ink	199-11-6399-65-113-Y-30-000-Y	\$0.00
1	1	3	Reading Materials (subscriptions)	197-12-6325-00-113-Y-99-000-Y	\$350.00
1	1	3	Reading Materials	197-12-6329-00-113-Y-99-000-Y	\$3,228.00
1	1	3	General Supplies	199-12-6399-62-113-Y-99-000-Y	\$99.00
1	1	3	Supplies and Materials	199-12-6398-00-113-Y-99-000-Y	\$151.00
1	1	6	Supplies	199-31-6399-23-113-Y-99-000-Y	\$250.00
1	1	6	Stipend for Teacher Training	199-13-6117-00-113-Y-11-000-Y	\$200.00
1	1	10	P.E. Supplies	199-11-6399-51-113-Y-11-000-Y	\$575.00
1	1	10	Medical Supplies/Equipment	199-33-6399-00-113-Y-99-000-Y	\$140.00

1	1	10	Nurse Toner Ink	199-33-6399-65-113-Y-99-000-Y	\$0.00
1	1	14	Funds for mileage	199-11-6411-00-113-Y-11-054-Y	\$100.00
1	1	14	Instructional supplies	199-11-6399-00-113-Y-11-054-Y	\$0.00
2	1	1	GT Supplies	199-11-6399-00-113-Y-21-000-Y	\$450.00
2	1	1	UIL Supplies	199-36-6399	\$150.00
2	1	2	Music Supplies	199-11-6399-57-113-Y-11-000-Y	\$325.00
4	1	2	Perfect Attendance Incentives	820-11-6498-00-113-Y-11-000-Y	\$500.00
4	1	2	Transportation	199-11-6494-00-113-Y-11-000-Y	\$1,100.00
4	1	2	Food and Refreshments/Travel & Sustenance for Students	199-11-6412-00-113-Y-11-000-Y	\$900.00
4	1	3	Employee Travel for Counselor	199-31-6411-23-113-Y-99-032-Y	\$200.00
4	1	3	General Supplies for Counselor	199-31-6399-23-113-Y-99-032-Y	\$0.00
4	1	3	General Supplies for Counselor	199-31-6399-23-113-Y-99-000-Y	\$0.00
5	1	5	Custodial Supplies	199-51-6399-00-113-Y-99-000-Y	\$1,300.00
5	1	5	Custodial Supplies Vendor	199-51-6315-00-113-Y-99-000-Y	\$1,889.00
5	1	5	Custodial Supplies (Wax)	197-51-6315-01-113-Y-99-121-Y	\$0.00
5	1	5	Custodial Overtime	199-51-6121-47-113-Y-99-000-Y	\$10.00
6	1	7	Overtime	199-61-6121-00-113-Y-99-000-Y	\$0.00
6	1	8	Parent Liaison Compensation for mileage	199-61-6411-00-113-Y-99-000-Y	\$250.00
6	1	8	Travel Mileage	199-61-6121-00-113-Y-99-000-Y	\$100.00
8	1	1	General Supplies: Toner	199-13-6399-62-113-Y-11-000-Y	\$0.00
8	1	1	General Supplies: Ink	199-11-6399-16-113-Y-11-000-Y	\$0.00
Sub-Total					\$18,944.00
Budgeted Fund Source Amount					\$13,554.00
+/- Difference					\$-5,390.00
162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	At Risk Tutorials	162-11-6118-00-113-Y-30-000-Y	\$10,958.00
3	1	1	Instructional Resources: Paper	162-11-6396-00-113-Y-30-000-Y	\$0.00

3	1	1	State Compensatory Extended Day Tutorials Certified	162-11-6118-00-113-Y-30-ASP-Y	\$27,358.00
3	1	1	General Supplies	162-11-6399-00-113-Y-30-000-Y	\$4,970.00
3	1	1	Instructional Staff Development Supplies	162-13-6399-00-113-Y-30-000-Y	\$0.00
3	1	1	Printing Supplies	162-13-6399-16-113-Y-30-000-Y	\$0.00
3	1	1	At Risk Tutorials SSI	162-11-6118-00-113-Y-24-SSI-Y	\$3,972.00
3	1	5	1 FTE Evangelina Guillen	162-13-6119-31-113-Y-30-000-Y	\$71,041.00
3	1	6	.50 FTE Dyslexia Teacher Pending	162-11-6119-00-113-Y-30-054-Y	\$0.00
3	1	7	0.5 FTE Rosalinda Garza	162-11-6119-00-113-Y-30-PKK-Y	\$23,654.00
3	1	7	0.5 FTE Alma Trevino	162-11-6119-00-113-Y-30-PKK-Y	\$25,473.00
3	1	8	Living With Science/SciTEX Renewal of License	162-11-6249-00-113-Y-30-0K2-Y	\$0.00
3	1	8	Reading Plus	162-11-6395-62-113-Y-30-000-Y	\$6,500.00
8	1	1	Desktops Spring 2018	162-11-6649-62-113-Y-30-TEC-Y	\$10,335.00
8	1	1	Software Spring 2018	162-11-6395-62-113-Y-30-TEC-Y	\$715.00
Sub-Total					\$184,976.00
Budgeted Fund Source Amount					\$193,726.00
+/- Difference					\$8,750.00
163 State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Copy Paper	163-11-6396-00-113-Y-25-000-Y	\$0.00
1	1	4	Bilingual Substitutes for LPAC	163-13-6112-00-113-Y25-000-Y	\$4,000.00
1	1	4	Instructional Supplies	163-13-6399-00-113-Y25-000-Y	\$1,000.00
1	1	5	Substitute for LPAC Chairperson	163-11-6112-00-113-Y-25-000-Y	\$0.00
Sub-Total					\$5,000.00
Budgeted Fund Source Amount					\$5,600.00
+/- Difference					\$600.00
166 State Special Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	15	PPCD Instructional Materials	166-11-6399-00-113-Y-23-0P3-Y	\$40.00

1	1	15	Resource Instructional Materials	166-11-6399-00-113-Y-23-0P4-Y	\$131.00
1	1	15	PPCD Gloves and Velcrom	166-11-6398-62-113-Y-23-0P4-Y	\$477.00
1	1	15	Toner	166-11-6399-62-113-Y-23-000-Y	\$577.00
Sub-Total					\$1,225.00
Budgeted Fund Source Amount					\$1,225.00
+/- Difference					\$0
211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Copy Paper	211-11-6396-00-113-Y-30-0F2-Y	\$4,000.00
1	1	3	Instructional Materials	211-11-6399-00-113-Y-30-0F2-Y	\$6,078.00
1	1	3	Printing Supplies	211-11-6399-62-113-Y-30-0F2-Y	\$0.00
1	1	3	Instructional Software Licenses	211-11-6395-62-113-Y-30-0F2-Y	\$0.00
1	1	3	General Supplies	211-11-6399-51-113-Y-30-0F2-Y	\$200.00
1	1	3	General Supplies	211-12-6399-00-113-Y-30-0F2-Y	\$100.00
1	1	3	General Supplies & Materials	211-12-6399-62-113-Y-30-0F2-Y	\$100.00
1	1	3	General Supplies	211-13-6399-00-113-Y-30-0F2-Y	\$1,285.00
1	1	3	General Supplies	211-23-6399-00-113-Y-30-0F2-Y	\$200.00
1	1	3	General Supplies	211-31-6399-00-113-Y-30-0F2-Y	\$100.00
1	1	3	General Supplies & Materials	211-33-6399-65-113-Y-30-0F2-Y	\$110.00
1	1	3	General Supplies	211-33-6399-00-113-Y-30-0F2-Y	\$40.00
1	1	3	Custodial Supplies	211-51-6399-00-113-Y-30-0F2-Y	\$234.00
1	1	6	Wages for Substitute Teachers	211-11-6112-00-113-Y-30-0F2-Y	\$5,150.00
1	1	13	1 FTE FP Computer Aide	211-11-6129-06-113-Y-30-0F2-Y	\$22,620.00
1	1	13	1 FTE Title IA Pre-K Aide	211-11-6129-06-113-Y-32-0F2-Y	\$23,637.00
1	1	13	Parent Liaison	211-61-6129-00-113-Y-30-0F2-Y	\$19,657.00
1	1	13	.40 FTE Nurse	211-33-6119-00-113-Y-30-0F2	\$0.00
3	1	1	TitleI Federal Programs Tutorials	211-11-6118-00-113-Y-30-0F2-Y	\$0.00
3	1	1	TitleI Federal Program Extended Day Tutorials Classified	211-11-6121-00-113-Y-24-ASP-Y	\$26,659.00

5	1	5	Custodial Supplies	211-51-6399-00-113-Y-30-0F2-Y	\$234.00
6	1	7	Overtime	211-61-6121-00-113-Y-30-0F2-Y	\$50.00
6	1	9	Items for Parent Center	211-61-6399-00-113-Y-30-0F2-Y	\$100.00
6	1	9	Food & Refreshments	211-61-6499-53-113-Y-30-0F2-Y	\$150.00
8	1	1	Technology	211-11-6399-00-113-Y-30-0F2-Y	\$6,078.00
Sub-Total					\$116,782.00
Budgeted Fund Source Amount					\$122,807.50
+/- Difference					\$6,025.50
263 Title III-A Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Duplicating Paper	163-11-6396-00-113-Y25-000-Y	\$0.00
1	1	4	Substitutes for TELPAS	263-13-6112-00-113-Y25-000-Y	\$0.00
1	1	4	Duplicating Paper	263-11-6396-00-113-Y25-000-Y	\$4,720.00
1	1	4	General Supplies	263-11-6399-00-113-Y25-000-Y	\$4,720.00
Sub-Total					\$9,440.00
Budgeted Fund Source Amount					\$9,440.00
+/- Difference					\$0
Grand Total					\$336,367.00