

Brownsville Independent School District
Breden Elementary
2018-2019 Campus Improvement Plan



Mission Statement

Daniel Breeden Elementary is committed to the development of each child's academic, social and physical skills needed to become a productive citizen in our ever changing technological and global society.

Vision

All Daniel Breeden Elementary students will exceed the minimum academic standards to become college ready.

Value Statement

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

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens.

It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

- GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION CHAPTER 4 OBJECTIVES

Objective #1: Parents will be full partners with educators in the education of their children.

Objective #2: Students will be encouraged and challenged to meet their full educational potential.

Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Objective #4: A well-balanced and appropriate curriculum will be provided to all students. Through that curriculum, students will be prepared to succeed in a variety of postsecondary activities, including employment and enrollment in institutions of higher education. (expanded 2017)

Objective #5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society. (added 2017)

Objective #6: Qualified and highly effective personnel will be recruited, developed, and retained.

Objective #7: The state's students will demonstrate exemplary performance in the comparison to national and international standards.

Objective #8: School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective #9: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student

learning.

Objective #10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Objective #11: The State Board of Education, the agency, and the commissioner shall assist school districts and charter schools in providing career and technology education to students.

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Comprehensive Needs Assessment

Needs Assessment Overview

Breeden Elementary School is named for Daniel Breeden, the longest serving principal of Hanna High School. Breeden's career with Brownsville ISD began in 1957 as a math and social studies teacher at Cummings Intermediate School. He went on to serve as an associate principal at Brownsville High School under the late Dr. Arnulfo Oliveira. In 1974, Breeden became principal of the newly named Hanna High School. He remained at Hanna until his retirement in 1986 after completing 29 years of service to the district. Breeden was known and respected by thousands of former students and colleagues as an outstanding educator as well as a man of patience, understanding and consideration. Currently, Mrs. Mandy Delgado serves as the Principal of Breeden Elementary.

Breeden Elementary School is located in Brownsville, Texas and is one of thirty-seven elementary schools in Brownsville ISD. The campus was opened in 2012 and currently has a student population of approximately 692 students in grades PK through 5. According to the PEIMS Data Review of our campus profile, 98.9% of the student population is Hispanic, 92.4% are identified as Economically Disadvantaged, 63.6 are identified as At-Risk student, and the majority is English/Spanish bilingual.

The students of Breeden Elementary School are the recipients of a well-balanced curriculum. Courses are offered in every subject area (Reading, Language Arts: Spelling, English/ESL & Writing, Mathematics, Science, Social Studies, Physical Education, Health, Art, Music, Theatre Arts, Handwriting & Technology). The instructional programs include academic core subjects at various levels, such as the Gifted and Talented, Special Education, Dyslexia, Bilingual/ESL, Title 1 Part A, and Economically Disadvantaged. All students are required to meet the passing standard of the four assessments which comprise the State of Texas Assessments of Academic Readiness (STAAR).

The current staff at Breeden Elementary School is comprised of 43 faculty members, 3 campus administrators, 1.5 counselors, 16 para-professionals, 1 librarian, 1 nurse, 1 diagnostician, 4 office staff, and 5 custodians with 100% Hispanic. The teaching staff is also 18 % male and 82% female.

Breeden Elementary is committed to the following District Reform Strategies: Sustaining Texas Literacy Initiatives: BOY/MOY/EOY Data Analysis, Explicit Instruction (Routines/Strategies, Fluency, and Comprehension), and Academic Vocabulary, Sheltered English/Esperanza Instruction, CIRCLE/Owl Model, Response to Intervention Model, Accelerated Reader Program, Six Traits of Writing, Language Enrichment, and the Dyslexia Program.

Breeden 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.

The District conducted comprehensive needs assessment surveys at the later part of the 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 SBDM 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 school year 2018-2019 and to increase the "master" performance level in all content areas. After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following areas of improvement will be addressed:

- Attain attendance rates through student motivational activities such as perfect attendance awards and prize drawings through "Believe in BISD". Also, in an effort to increase student attendance, teachers will be prepared to monitor attendance and know which action steps to take when students are not meeting attendance requirements. Migrant, At-Risk and all other student subgroups will be provided with supplemental supplies to increase their attendance rate.
- Provide tutorials to students that are demonstrating a need to improve. Migrant and At-Risk students will be provided with supplemental supplies as needed. Supplemental materials and/or software will be purchased to aid teachers in implementing the curriculum and recognition materials (i.e. trophies, plaques, etc.) will be purchased to recognize students' achievement (attendance or academic).
- Provide "Bullying and Safety" presentations for all students at the beginning of the school year to promote a safe, comfortable and learning environment and provide a school wide discipline behavior plan to decrease discipline issues.
- Allot time to work with teachers displaying weak instructional methods and who are in need of classroom management strategies.
- Provide teachers more Professional Development on explicit instruction and more time for planning intervention instruction to meet STAAR standards for all student populations.
- Promote a more active parental involvement by creating a school climate that support family/school involvement and invite parents to present talks and/or demonstrations about their specialized knowledge or skills .
- Increase formal and informal communication with parents, staff, and students.
- Technology that will support classroom instruction and provide more computer access for students in all classrooms

To accomplish these objectives, Breeden Elementary will provide opportunities for all children in meeting the State's "master" level of academic performance and use effective methods and instructional strategies that are established on scientifically based research that...

- Strengthen the core academic program;
- 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;
- Include strategies for meeting the educational needs of historically under-served populations; and
- Include strategies to address the needs of all children in school, particularly the needs of low-achieving at-risk students who are not meeting the State student academic achievement standards

Demographics

Demographics Summary

The student population at Breeden Elementary School is approximately 698 as of PEIMS Snapshot (October 30, 2017) and serves students in grades Pre Kinder through Fifth Grade. According to the 2016-17 TAPR Report of our campus profile, student population includes: Hispanic 98.6%, White 1.1%, Asian .3%, African American 0%, Economically disadvantaged 92.6%, Limited English Proficient (LEP) 43.1%, At-Risk 61.4%, Migrant <1%, Gifted and Talented 1.0%, Special Education <1%. Enrollment numbers have shown an increase over the past year due to "open enrollment" at the Elementary level. The mobility rate from home campus to neighboring campus or within the district is high. A total of 439 students were identified as at-risk with the highest number being identified under the LEP category. Based on the 2017 Summer School data, the retention rate was high in the 1st grade level (7.5%). Attendance Percentage for the 2016-2017 school year was 98.31% and Breeden was the recipient of several district based attendance incentives. Currently, the average class size is 22:1 for K-4th grade. PK and-5th grade do average size is above 22:1. A class-size reduction teacher supports the 5th grade team. The academic instructional line for students is Garcia, Oliveria, and Vela Middle Schools and Rivera and Hanna Early College High Schools. Procedures for overseeing demographic concerns include verifying daily attendance, allotting time for teacher/parent conferences, and interventions for all at-risk students.

Demographics Strengths

1. Attendance Rate 98.31%
2. Effective and efficient use of budgeted funds
3. Communication procedures between home and school on students attendance
4. ELL student placement into the Bilingual Program within the 20 day period
5. Stage 0 in the PBMAS (Performance Based Monitoring Analysis System) Report of Bilingual Education
6. Early RTI plans are in place and are updated continuously with current academic data
7. Early screening for Dyslexia and Special Education Referrals
8. Immediate identification and enrollment of homeless and unaccompanied youth
9. TIER II Interventions for Migrant, LEP and At-Risk students
10. After-school Tutorials for all At-Risk students including Migrant, LEP/ELL, and SPED Ed. students
11. Recognition of Perfect Attendance per six weeks and EOY Perfect Attendance trophies

Demographic Needs:

1. Decrease At-Risk percentages by providing more academic support/interventions for students who are strugglin academically
2. Increase Reading, Math, Writing, and Science assessment scores amongst LEP and At-Risk students through the use of the core curriculum and additional resources and instrctionl materials
3. Increase student attendance
4. Provide Migrant students with supplementatl supplies to increase their attendance rate

5. Additional incentives to increase student attendance

Problem Statements Identifying Demographics Needs

Problem Statement 1: The growing numbers of At-Risk student in the areas of Dyslexia, SPED ED, and 504 reflects the support needed for teachers on continuing how to identify, develop RTI plans and provide interventions to At-Risk students in need of academic support. **Root Cause:** Provide more academic support and interventions to identified At-Risk, LEP/ELL, SPED ED, and Migrant students who are struggling academically and in need of a timely dyslexia, behavioral or speech RTI plans and SPED Evaluations/504 screenings.

Student Academic Achievement

Student Academic Achievement Summary

Critical to the academic success of Breeden Elementary is the disaggregation of students' assessment data. Data is disaggregated consistently to identify the areas needing improvement such as meeting state's student expectation and TEKS mastery. Data is disaggregated on a weekly basis through the analysis of progress monitoring, student grades, percentages of students on an RTI plan, TPRI/TEJAS LEE beginning, middle, and end of year, end of unit tests, and district/campus progress monitoring assessments. Administrators and teachers look at students' scores and break down the test objectives to identify strengths and weaknesses. Once weaknesses are identified, teachers plan instruction accordingly to target the weaknesses. If needed, teachers plan for intervention instruction. The Data Team (Administration and Grade Level Teachers) meet throughout the year to disaggregate assessment data and discuss campus needs.

2017-2018 STAAR Summary of 3rd -5th Grades Tested (All Students)

STAAR Test	All Students	Economically Disadvantaged	Title I Part A	Migrant	LEP	Bilingual	Special Education	Gifted and Talented	At-Risk
3 rd Reading	92	93	92	---	90	90	88	100	87
3 rd Math	96	97	96	---	95	95	88	94	94
4 th Reading	88	89	88	---	81	81	14	92	80
4 th Math	92	92	92	---	84	84	29	100	80
4 th Writing	78	78	78	---	68	68	0	92	67
5 th Reading	92	92	92	---	89	89	50	100	83
5 th Math	99	99	99	---	100	100	88	100	100
5 th Science	93	93	93	---	94	94	75	100	86

2017-2018 TELPAS Summary (Composite Rating): Pending

Listening, Speaking, Reading, Writing	Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade
Beginning						
Intermediate						
Advanced						
Advanced High						

2017-2018 Pre-Kinder C-PM English Results (BOY/MOY/EOY): BISD Target: 70%

Circle Progress Monitoring (C-PM)	PRE-KINDERGARTEN 3 and4			
	BOY	MOY	EOY	GAP
Phonological Awareness Screen	0/83	48/90	73/ 97	+3/+27
Rapid Letter Naming	7/21	27/69	46/85	-24/+15
Rapid Vocabulary Naming	26/ 33	62/52	68/76	-2/+6

2017-2018 TPRI Data English Results (BOY/MOY/EOY): BISD Target: 70%

TPRI	Kinder				1 st Grade				2 nd Grade				3 rd Grade			
	BOY	MOY	EOY	GAP	BOY	MOY	EOY	GAP	BOY	MOY	EOY	GAP	BOY	MOY	EOY	GAP
Phonological Awareness	3	28	66	-4	35	71	86	+16								
Phonics	60	83	92	+22	38	77	92	+22	9	33	47	-23	4	18	27	-43
Listening Comprehension	48	76	81	+11												
Word Reading					15	45	66	-4	30	57	74	+4	18	48	65	-5
Fluency					30	50	54	-16	45	61	55	-15	55	52	42	-28
Reading Comprehension					10	33	44	-26	36	50	67	-3	59	57	61	-9

Student Academic Achievement Strengths

1. Strong STAAR Reading, Math, Writing, Science Scores (Met Academic Distinction Designations in ELA/Reading, Mathematics, and Science for 2016-2017 school year)
2. Met Top 25% in Closing Performance Gaps and Postsecondary Readiness Distinction Designation for 2016-2017
3. Progress Monitoring Assessments (Campus and District) and State test results (STAAR, TELPAS) are used to improve instruction
4. Vertical and Horizontal Alignment Meetings and Discussion to increase Reading, Math, Writing, and Science scores in all grade levels
5. Provide tutorials and summer school to students that are demonstrating a need to improve in Reading, Math, Writing, and Science
6. Provide TIER II Interventions to students that are demonstrating a need to improve in Reading
7. Teachers consistently hold high academic expectations for all students
8. Strong Progress Monitoring Assessments
9. TELPAS/AMAO Progress and Attainment
10. Recognition materials (certificates per six weeks and trophies at end-of-year) to recognize students' academic achievement

Students Achievement Needs:

1. Provide teachers with additional instructional materials and supplies
2. Provide extended day enrichment, tutorials and summer school to students that are demonstrating a need to improve in Reading
3. Provide TIER II/III interventions to students that are demonstrating a need to improve Reading and Math
4. Increase Fluency and Comprehension
5. Strengthen Early Childhood School Readiness
6. Writing across the Curriculum
7. Increase STEM/STREAM project-based learning integration into instruction
8. Provide interventions to Special Education students in the areas of Reading and Math to meet the state's Performance System Safeguards

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: The TPRI fluency and reading comprehension percentage in 1st, 2nd, and 3rd grades are below the district score of 70%. **Root Cause:** Implementation of fluency and reading comprehension with fidelity.

School Processes & Programs

School Processes & Programs Summary

Personnel (recruit/support/retain):

Breeden uses a hiring committee composed of administrators and teachers 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.

All teachers and instructional paraprofessionals are highly qualified. The campus administration, Curriculum/Instruction Specialists and other BISD identities/departments provide professional development to support learning in the classroom. All teachers are Bilingual certified, SIOP trained and have 30 hours of GT training. Every year, teachers are asked to have 6 hours of on-going Bilingual and GT training and 12 hours of on-going technology. PreKinder and Kinder teachers are required 30 hours of staff development as part of the high-quality Pre-Kinder component. Teachers have also received training in the following areas: T-TESS (teacher evaluation), ELPS, Language Enrichment refreshers, Content Area strategies, and STAAR Assessment strategies. All staff members are also provided with a two-day PD requirements (back to school inservice) with topics that include 504 and Dyslexia requirements, Employee Code of Ethics, David's Law, Conflict Resolution, SPED updates, and mandatory Emergency Operations Plan. Throughout the year, a limited amount of teachers are asked to attend Region I training in the areas of Reading, Math, Writing, and Science Administration ensures that high quality instruction is delivered to all of Breeden students and provides support by making appropriate recommendations for successful implementation of instructional strategies along with RTI interventions. After teachers attend professional development, the implementation of new strategies is monitored through Administrative walkthroughs on a weekly basis. Explicit instruction with rigor is expected from all teachers at Breeden Elementary.

Instructional, Curricular:

Curriculum, Instruction, and Assessment are one of most important aspects of the campus. Everyday decisions are made regarding Curriculum, Instruction, and Assessment. Breeden implements district curriculum initiatives and assessments as required by the state of Texas. Breeden bases all of its instruction from the Texas Essential Knowledge and Skill (TEKS) to prepare students for state assessments. In doing this process, Breeden Administrators and teachers plan lessons consistently. Administrators provide teachers with instructional resources and professional development opportunities. Breeden Administrators and grade-level lead teachers guide and mentor new teachers. When new curricula are introduced, Breeden allots time for teachers to dissect and explore its contents and plan for instruction. Planning for instruction and interventions is done as a whole through vertical and horizontal alignment. Collaboration is encouraged so that teachers learn from one another.

With the increase rigor of STAAR, data meetings are scheduled consistently right after District and/or Campus Progress Monitoring Assessments (including CP-M, TPRI/Tejas LEE assessments) to identify student expectations/root problems as to why students are not meeting the standards. results, campus/district benchmark results are use to improve instruction. Reports from TANGO, CP-M, TPRI/TEJAS are utilized to identify students who are struggling and in need of academic needs. Teachers then proceed with RTI plans with recommendations to SPED/504 and Dyslexia testing based on

documented TIER interventions and students needs. Administrators at this campus hold high expectations for all teachers and staff, therefore, teachers hold high academic, behavioral and social expectations for all students.

Curriculum, Instruction and Assessment are supported by various technology programs: Learning A-Z, Living with Science, TANGO, AWARE, and other programs provided to students through our Library rotations.

In the 2017/18 Staff CNA Survey, the teachers noted the following: that students moving into Middle School are well prepared with adequate knowledge and skill to succeed, that the instructional activities used in the classroom allowed students to use critical thinking and problem-solving strategies and encouraged active student participation, students are given opportunities to demonstrate their learning, effectively educate students in the areas of: Language Arts, Math, Science, Fine Arts, Health/PE, Special Education, and Bilingual Education, supported Migrant Education, Gifted/Talented and Compensatory Services, implemented District Instructional Frameworks in the Classroom, provided innovative interesting academic instruction, programs, and projects that motivate students to learn , and received Professional Development that provided the knowledge, skills, and strategies necessary to improve instruction.

Organizational, Administrative, and Technology:

Breeden Elementary analyzes the school context and organization by looking at school processes, structures, decision-making, and overall leadership positively affect classroom instruction. It is important to have systems in place so that there is not much inference or distractions from classroom instruction. School and Rotation schedules are set to maximize the amount of time spend on explicit instruction. Rotation schedule includes Library, Music/Theater Arts, Physical Education, and Planning. District guidelines are then followed when planning the time assigned for each content area. TIER II intervention period is build into the daily schedule to provide additional academic help/assistance to struggling learners. A master schedule is build in e-School by teacher, grade level, etc. so that grades are imported per six weeks. Additional events, staff development, and instructional meetings are documented by the Dean of Instruction and provided as reminders to the school personnel through a weekly letter. Teachers are encouraged to join District curriculum committees and are Point of Contacts at various curriculum core area meetings. Each grade level has an SBCM committee member, a Lead Teacher, and Point of Contact for ELA, Math, Science, and Social Studies. Each member attends meetings, does a turn around session with rest of grade level and documents with an agenda and sign-in sheet that is submitted to Dean of Instruction for documentation. All members are responsible for the monitoring of student progress and performance (District/Campus Benchmarks and Data Analysis Meetings) via RTI process.

Breeden maintains, reviews, and updates an Emergency Oerations Plan in order to prevent, protect against, respond to, recover from the effects of incidents in order to reduce the loss of life and property and harm to the environment. All stakeholders are trained on the emergency operation of the school.

Breeden Elementary as a whole is equipped with wireless internet access where all stakeholders have access to such technology. Our campus maintains the current use of technology in the classrooms, across the campus, and two computer labs. These items include desktop computers, laptops, printers, scanners, digital cameras, ELMOs, projectors, Smart Boards, mimio pads, mobis, and IPADs. Our teachers and students are moving to teaching and learning using a variety of technology items alongside learning all of the vocabulary and concepts as required by the Technology TEKS. Instructional programs such as Accelerated Reader, Learning A-Z, Istation, Prodigy Math, Brain Pop, Living with Science are available to students. Breeden requires all teachers to be proficient in the area of technology that includes Teacher Access Center (TAC), Tango, and Eduphoria Aware/T-TESS. Teachers are also able to integrate technology to support instruction and learning through Pearson Math, Science, and Social Studies, Mentoring Mind Math, Reading, Writing, and Science. Each year, teachers are required to complete the STaR Chart survey that provides valuable information regarding the needs for infrastructure, professional

development and equipment. 3rd and 5th Grade classrooms have been provided with COWs through state compensatory funds. For the 2018-19 school year, all 2nd grade students and teachers will be provided with iPads. All 5th grade students and teachers have access to tablets, a district-wide initiative which started in the year 2017-18. All programs are monitored by the campus TST and Administration for usage.

BISD required all teachers to have a minimum of 12 on-going training hours in the integrations of technology in the classroom. Data from the most current technology survey indicates the need for upgrading computers, printers, and projectors, and on-going professional development for teachers.

School Processes & Programs Strengths

Personnel (recruit/support/retain) Strengths:

1. Teachers involved in the Hiring Process
2. Highly Qualified Teachers
3. Bilingual Certified Teachers with a requirement of 12 on-going hours of Bilingual Education
4. 12 on-going hours of Technology
5. GT Core (30 hours) Trained Teachers/6 on-going hours per year
6. SIOP Trained
7. Language Enrichment trained
8. Strong CSR teacher in 5th grade
9. Highly Qualified Para-Professionals
10. Highly Qualified Administrators
11. Teacher Evaluation Process (T-TESS) helps improve teacher's ability to fulfill their job assignment
12. Teacher Awareness of student needs
13. Teachers are given additional planning days to work on quality lesson plans, literacy centers, routines, targeting skills and developing interventions

Personnel (recruit/support/retain) Needs:

1. In the 2017/2018 Teacher CNA Survey, teachers expressed the need of additional professional development in the area of Language Arts.
2. Allow time to work with teachers displaying weak instructional methods and/or in need of classroom management
3. Additional innovative resources and instructional supplies and materials will be purchased to strengthen the rigor of the curriculum
4. Professional Development targeted to meet the needs of the campus
5. Provide TOT sessions amongst grade levels to strengthen the delivery of instruction
6. Peer Observations amongst grade level teachers to strengthen the delivery of instruction
7. Understanding of the Student Learning Objectives (SLO) and continued support with T-TESS (teacher evaluation system)

Instructional and Curricular Strengths:

1. Knowledge of Curriculum Frameworks
2. Knowledge of TEKS and State Assessment Requirements and Expectations
3. Knowledge of STAAR Blueprints
4. Knowledge of Readiness and Supporting Standards
5. Implement all district and campus goals and objectives
6. Implementation of district instructional frameworks
7. The library maintains an adequate inventory of books and resources that support classroom instruction and provides adequate student services to assist them with academic projects
8. Participate in music and theater arts to introduce students to performance experiences
9. Support interventions through after-school tutorials and summer school
10. Professional Staff Development that provides the knowledge, skills and strategies necessary to improve instruction
11. Attend all district and campus staff development throughout the school year (POC and TOT)
12. Knowledge in monitoring the academic progress of all students (Data Meetings between Administration and teachers)
13. Knowledge of Technology: AWARE, TANGO, I-Pods (TPRI/TEJAS Lee), iStation, Living with Science, Learning A-Z, Accelerated Reader
14. Access to various resources: Motivational Math, Reading, Writing, Science; GPS, STAAR Master, Kamico Reading/Math/Science
15. Teacher Fidelity and Commitment to Campus and District Initiatives

Instructional and Curricular Needs:

1. Additional Professional Development in the area of Language Arts (as per 2017-18 Staff CNA Survey), Math, Writing, Science to increase percentages on all STAAR tests.
2. Increase Fluency, Vocabulary, and Comprehension in all grade levels (Assessments: TPRI/Tejas Lee, LION, STAAR) (Sustainability Goal)
3. Increase interventions through after-school tutorials, extended day enrichment, and summer school
4. Increase English language proficiency for ELL students through the use of ELPS, LE, and additional instructions materials
5. Increase the number of novels in the library for classroom use
6. Early identification of highly at-risk students based on previous year's data to provide timely tutorials and interventions
7. Increase understanding of Student Learning Objectives (SLO) and Texas Teacher Appraisal System (T-TESS)
8. Attend conferences/workshops to become knowledgeable in STAAR requirements and expectations
9. Attend all District and Campus staff development throughout the school year (POC and TOT)
10. Increase TELPAS rating percentages
11. Increase Technology Training and Application
12. Additional instructional resources, materials, and supplies to be purchased as needed for instructional use

Organizational and Administrative Strengths:

1. Consistent Administrative Monitoring
2. Administrator Guided Meetings
3. Able to change and reorganize systems to accommodate students' needs

4. Decision-Making by all Stakeholders
5. An established master schedule that ensures that students receive the appropriate grade level subjects and instruction
6. Vertical Alignment meetings are held once per semester and Horizontal meetings are held every every Thursday to enhance the instructional methods necessary to build the academic rigor for Campus, District and State Assessments
7. On-going student monitoring (RtI's)
8. Lesson Plans due weekly (Wednesdays)
9. Administrative Instructional Rounds (walkthroughs)
10. Grade Level and Faculty Meetings as needed to discuss important issues
11. Hallways separate grade levels (PK/K, 1st /2nd, 3rd -5th Upstairs)
12. Grade level Lead Teacher Assignments, SBDM membership for each grade level
13. Weekly Guidance/Counseling Presentations that include safety-related issues

Organizational and Administrative Needs:

1. Additional Vertical/Horizontal Alignment meetings to enhance the instructional methods necessary to build the academic rigor of instructions
2. Increase planning days for teachers to work on quality lesson plans and develop targeted skills and interventions
3. Increase formal and informal communication with parents, staff, and students
4. Increase students participation on various afterschool activities (tutorials, extended day, extra-curricular activities)
5. Increase collaboration time between SPED/Dyslexia/Speech/Resource/Inclusion teachers to coordinate with general education teachers (currently...once per six weeks)

Technology Strengths:

1. Use of TAC among administration, teachers, and parents to view students' progress
2. Use of eSchool on-line grading for all teachers
3. Two Computer Labs
4. Computer access for students in all classrooms
5. 5th Grade Tables, 2nd Grade iPads, PreKinder Bilingual iPads funded through State Compensatory, Title I, and bilingual funds
6. School Website
7. Mobile/Computers on Wheels (COW)
8. Mimio Pads (teachers)
9. Mimio Vote (student)
10. Mimio Bar to activate white board
11. Web-based software programs: Living with Science, Learning A-Z, Mentoring Minds
12. TST on campus to support campus teachers
13. Computer rotations as needed (45 minutes per week)

Technology Needs:

1. Additional technology to support classroom instruction and curriculum
2. Meet the 12 hour Technology requirement of the District
3. Increase computer accessibility to all students
4. Increase software and on-line website access needs to be used by all students
5. Increase number of student participation in Coding extended day enrichment
6. Upgrade infrastructural technology (light bulbs for projectors)
7. Update teacher laptops or buy new ones
8. Maintain all printers with ink/toner

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Lack of additional professional staff development in the area of Language Arts to strengthen the delivery and rigor of Language Arts explicit instruction. **Root Cause:** 2017-2018 Teacher CNA Survey, teachers expressed the need of additional professional development in the area of Language Arts.

Problem Statement 2: Increase Reading, Math, Writing, and Science assessment scores among At-Risk, LEP/ELL, SPED ED and Migrant students through the use of additional supplemental supplies, resources, and instructional materials. **Root Cause:** Access to various instructional resources, materials, and supplies.

Problem Statement 3: Close the achievement gap between regular education students and special population students. **Root Cause:** TEA System Safeguards and Index 1-4 reflect from 1-5 points gap between regular education and special population students.

Problem Statement 4: Increase Fluency and Reading Comprehension in the BOY/MOY/EOY TPRI/TEJAS LEE Assessments in 1st and 2nd Grade. Percentages were below the district score of 70% **Root Cause:** Implementation of Fluency and Reading Comprehension with fidelity.

Problem Statement 5: Increase planning days for teacher to work on quality lessons/lesson plans to develop targeted skills and interventions. **Root Cause:** Lack of additional funding (for substitutes) for teacher planning time/days.

Problem Statement 6: Need more collaboration time between SPED/Dyslexia/Speech/Resource/Inclusion teachers to coordinate with general education teachers. **Root Cause:** SPED students not performing at the percentage rate required by TEA System Safeguards.

Problem Statement 7: Upgrade computers, printers, and projectors along with on-going professional development for teachers. **Root Cause:** Data from the most current technology survey indicates the need for upgrading computers, printers, and projectors, and on-going professional development for teachers on how to incorporate technology into the daily schedule and instruction.

Perceptions

Perceptions Summary

Culture and Climate:

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. Through grade level meeting, Administrators and teachers meet to discuss matters related to providing a positive school culture and climate for everyone. Grade level SBDM representatives bring issues and concerns to the grade level meetings. Campus long range plans, policies and procedures, and safety issues are communicated to all students, parents and community members. Parents are strongly encouraged to get involved in volunteering opportunities that will assist their child's education.

No drug and alcohol use among students has been reported. Anti-drug, anti-violence, and anti-bullying presentations are offered through our Guidance Department (counselors) and continued monitoring empower students to report bullying. All visitors must report to the front office and sign in and one security officer is assigned to our campus to monitor suspicious behavior and conducts routine checks for campus security. Discipline and classroom management is recorded on eSchool TAC Discipline Referral data management program to enhance classroom learning and document discipline and monitor student behavior. Students are aware of the academic and behavioral expectations at Breeden Elementary.

Students are encourage to participate in clubs such as choir, after school sports, UIL, Science Fair, Destination Imagination, Chess, Spelling Bee, and Coding. Breeden's school website features students, parents, and staff recognition accomplishments, events, and activities.

In the 2017-18 Student CNA Survey, the students noted the following:(1) feel that they are learning important things in school and look forward to coming to school each day, (2) attested that the Principal, Dean of Instruction and Assistant Principal go into classrooms to see what they are learning, (3) stated they they can go to the counselor if they need to, (4) feel that if they get sick or hurt at school, the school nurse or someone else is readily available to help (5) feel safe at school, (6) stated that discipline rules and consequences are fair, and (7) indicated that the campus is kept clean.

The STAFF CNA Survey indicated that (1) teachers feel that the campus is safe and secure, (2) that drugs, tobacco and weapons have no place and not a problem in our campus, (3) that maintaining students discipline is not a problem in our campus, (4) Teachers indicated that they are satisfied with the way counselors address students needs in the following areas: Planning classes for students, Counseling students with personal problems, Providing teachers with help on how to deal with students academic or personal problems, and providing students with career/vocational orientation through workshops, presentations, or speakers, (5) feel that there is an atmosphere of trust and mutual respect between administration and staff at our campus, (6) feel that teachers are involved in the decision making process of important educational issues at our campus, (7) that our campus is kept clean and well maintained, (8) resspoded "yes" to "during teacher preparation days, time is spent strictly for classroom/instructional preparation purposes, (9) that the student code of conduct is applied consistently and fairly among students, and (10) agreed that the anti-violence, anti-drug, and anti-bullying programs are effective.

Values and Beliefs:

Breeden Elementary is committed to involving parents and community members to be involved in students' education. The parent liaison compiles data on parental participation attendance and meeting agendas from the parent bi-weekly meetings. With that information, the SBDM determines campus needs. In order to increase parental involvement attendance rates, parent and community member volunteer opportunities are available throughout the school year.

The Site Based Decision making Committee (SBDM) has two parent representatives, two business representative and two community members that are nominated by the school administration and parent liaison. Parents are also given the opportunity to become "parent volunteers" at our school. Bi-weekly meetings are set up by campus parent liaison where parents obtain information and strategies that impact student learning. A campus calendar of family engagement events and activities was followed by each grade level, giving the opportunity for parents to attend different activities throughout the year.

Communication to parents is made via school messenger, school website, flyers and on-going parent conferences. Teachers also use Class Dojo to communicate to parents of important events, student behavior, class projects, and activities. Every teacher counselor are required to keep a parent communication log to document all contact with parents.

Only 30 parents completed the 2017/18 parent CNA survey which indicated the following: (1) "The quality of instruction in my child's school is good" and that the "regular education program at my child's school does a good job of educating students", (2) "My child is taught the appropriate subject at school" and the teachers in my child's school expect my child to do his/her very best", (3) Parents indicated that they are very satisfied with how teachers work with them to improve the educational experience of each child, the availability of materials/supplies, technology resources, and the variety of Fine Arts activities available at school...Several indicated that they did not know if the special education, bilingual/ESL and migrant programs did a good job of educating students, (4) They feel welcome at our campus, stated that they are encouraged to be involved at school and that they were able to attend school activities, (5) Parents stated that the school is cleaned, well maintained, and a safe place for their children, (6) School Administration, school counselor, teachers, and school nurse are readily available to take concerns, assist, and care for their children, and (7) Parents stated that they would like for the school to offer more extra-curriculum activities and more parental involvement.

Perceptions Strengths

School Culture and Climate Strengths:

1. Grade Level, Faculty, and SBDM Meetings with School Administration (Principal, Dean of Instruction, and Assistant-Principal)
2. Parental Involvement Meetings
3. Administrative support to teachers
4. An atmosphere of trust and mutual respect between administration/staff, student/staff, students/administration is evident
5. Campus facilities are well maintained, kept clean, and are adequate for the size of our student population
6. During teacher preparation days, time is spent strictly for classroom/instructional preparation purposes
7. Campus Teacher Appreciation Week, Administrative Assistants, Counselors, Nurse, and Diagnostician
8. Counselors address students needs in the following areas: academic or personal problems, career day, classroom presentations, and speakers
9. Bullying, Safety, and Drug/Alcohol Prevention presentations to promote a safe, comfortable and learning environment
10. Nurse involvement on Health Presentations to students

11. Promote healthy, physically, and emotionally students with physical fitness and nutrition activities and participation in the CATCH program
12. Student participation in UIL, Extended Day, and extra-curricular after-school activities (Choir, DI, Chess, UIL, Science Fair, Spelling Bee, Sports, and Coding)
13. "STAR" Student (per classroom) of the Six Weeks
14. Six Weeks Award Ceremonies
15. Meet the Teacher Night
16. eSchools TAC Discipline Referral Process Plans and Documentation
17. College Awareness Day (every Thursday)to emphasize Higher Education
18. Charro Days Mini Festival, Christmas Program
19. Family Night at Restaurant Fundraiser

School Culture and Climate Needs:

1. Continue educating parents and students on bullying and how it is defined in the educational setting
2. Provide training to students, parents, and teachers on appropriate use of internet (2nd grade iPads)
3. Promote extra-curricular activities and increase the number of staff volunteers to help out with extra-curricular activities
4. Incentives to improve and promote school climate
5. Maintain, review, and update Emergency Operation Plan

Values and Beliefs: Family and Community Involvement Strengths:

1. Parent Center/Parent Liaison
2. Bi-Weekly Meetings with Parents
3. Parent representation on the following committees: LPAC, SBDM, CIP, Parent/Family Engagement Policy, School/Parent/Student Compact, Title I Policy
4. Parent participation in school events, field trips, and "Meet the Teacher" orientation
5. Parents invited to six week/EOY award ceremonies
6. Parents work on instructional materials for teachers
7. Feedback given from parents regarding school needs through surveys
8. Administration and teacher readily available to parents (parent conferences)
9. Most of the Parent are knowledgeable of the different programs and services provided by this campus
10. Regular communication with parents through weekly folders of student work/homework and worksheets containing activities students and families can do together, Class Dojo, parent communication log
11. School participation in different community functions throughout the school year
12. Parent monthly calendar and School website update continuously with information for parents and families

Values and Beliefs: Family and Community Involvement Needs:

1. More active parent participation in students' academic needs through parent contact logs (Parent/School Communication)
2. Increase parent attendance at campus bi-weekly meetings and Title I Parent meeting by providing more invitations via flyers and School Messenger
3. Make parents aware of educational programs and school activities through monthly parent calendar
4. Increase the number of Parent Volunteers
5. Decrease percent of home visits due to student attendance
6. Increase student functions (performances @ Christmas, Charro Days, special events, etc) for parents to attend
7. Increase school participation in different community functions throughout the school year
8. Increase number of parents taking the Parent Survey

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Lack of teacher volunteering to serve in extra-curricular activities. **Root Cause:** All teachers are involved in extended day tutorials through a rotation schedule and cannot provide additional extra-curricular activities due to other responsibilities.

Problem Statement 2: Lack of parent participation during bi-weekly, open house meetings and campus events. **Root Cause:** Increase family engagement by providing more campus event opportunities that promote student learning.

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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS 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 EL 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
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement 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
- State certified and high quality staff data
- Teacher/Student Ratio
- 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
- 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

Goals

Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 1: Breeden student performance for all students, all grades, all subjects will exceed 2018 STAAR percent Approaches Grade Level and STAAR Masters Grade Level performance in reading, writing, mathematics, science and social studies by 5 percentage points.

Evaluation Data Source(s) 1: STAAR Performance Reports





Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1</p> <p>1) ELAR: Focus on strategies for literacy: Fluency, Comprehension and Academic Vocabulary instructional routines through the use of Reading Readiness (PK/K), Esperanza and Language Enrichment (1st/2nd) so that students are developed and successful at EOY as measured by C-PM, TPRI/Tejas Lee, and STAAR ensuring that students meet the Indexes and System Safeguards according to TEA standards.</p> <p>Population: All Students Timeline: August, 2018-May, 2019 CNA: SA#3,4</p>	2.4, 2.6	Principal; Assistant Principal, Dean of Instruction, Classroom Teachers	<p>Formative: Classroom Walkthroughs, Evidence usage of BISD curriculum and initiatives, Reading Fluency Charts, District Frameworks, Lesson Plans, and use of strategies for literacy: bi-monthly novel reading and content area journals, ELAR Plan of Action</p> <p>Summative: 70% of our students will be successful at EOY as measured by the BOY/MOY/EOY C-PM and TPRI/TJL progress monitoring and results, TELPAS and STAAR results, Literacy Conference Attendance</p>				

<p align="center">Critical Success Factors CSF 1</p> <p>2) ELAR: (1) Provide Bilingual students daily reading strategies through ESL instruction to support student transition into English by increasing oral language skills to develop listening, speaking, reading and writing proficiency in English to improve student achievement. (2) Remain pro-active in keeping parental denials at a minimum. (3) The LPAC Committee will meet to assess the language proficiency and assessment of the English Learners.</p>	<p>2.4, 2.5, 2.6</p>	<p>Principal; Assistant Principal Dean of Instruction; LPAC Chairperson; Bilingual Teachers Classroom Teachers; Data-Entry Clerk</p>	<p>Formative: 100% of walkthroughs will indicate application of the skills acquired during professional development, SIOP Training, 6-hours of on-going Bilingual Training, ELAR Plan of Action, Data-Entry Clerk checks on every new registrant, informs parents of the benefits of staying in the Bilingual Program, monthly reviews of data</p> <p>Summative: LPAC EOY Documentation, STAAR, TELPAS, BOY/MOY/EOY TPRI/Tejas Lee, CPALLS, Campus PMAs , Progress Reports, and Report Card Grades, 2019 PBMAS Report</p>				
<p>Population: Bilingual/ESL Students Timeline: August, 2018-May, 2019 CNA: D#3, SA#3,4</p>	<p>Funding Sources: 163 State Bilingual - 2000.00</p>						
<p align="center">Critical Success Factors CSF 1</p> <p>3) ELAR/Writing: 1st -5th Grade students will write weekly compositions across the curriculum in order to improve writing skills, produce products based on their ability to increase effective written communication, analyze passages and edit for grammar and conventions, keep a writing portfolio of their compositions and submit one monthly sample to Administration for review. PK and Kinder students will write in whole group.</p> <p>Population: All Students Timeline: August, 2018-March, 2019 CNA: SA#6</p>	<p>2.4, 2.6</p>	<p>Principal; Assistant Principal; Dean of Instruction; Classroom Teachers</p>	<p>Formative: Evidence of effective ELA curriculum and writing strategies, Writing Progress Monitoring; Lesson Plans, Walk-throughs; Writing Portfolios, District Framework, ELAR Plan of Action</p> <p>Summative: Writing STAAR Results, Show a 3% increase in the number of students meeting phase II passing standard in Writing, Report Card Grades</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>4) Math: Continue to implement an integrated challenging, standard-based, inquiry centered math curriculum in order to increase students conceptual knowledge at their appropriate grade level and to address critical thinking skills.</p> <p>Population: All Students</p> <p>Timeline: August, 2018-May, 2019 CNA:SA Strenth #1</p>	<p>2.4, 2.6</p>	<p>Principal; Assistant Principal Dean of Instruction; Classroom Teachers</p>	<p>Formative: Walkthroughs, Lesson Plans, District Framework</p> <p>Summative: Math STAAR Results, 3% increase in numbers of students "mastering grade level" passing standard. Progress Reports, Report Card Grades, PMAs</p>				

<p style="text-align: center;">Critical Success Factors CSF 1</p> <p>5) Science: PK-5th grade students will integrate science skills such as safety, inferences, tools and scientific methods during science instruction. Students in 3rd -5th grade will learn the scientific process through the creation of science fair projects. 5th grade students will attend the Living with Science Lab on a weekly basis for instruction in the areas of Life, Physical, Earth, and Nature of Science objectives. Devote 45 minutes per day to standards-based, inquiry-centered science instruction (K-5), (80% of instructional time to classroom/field investigations in K-1st), (60% of instructional time to classroom/field investigations in 2nd -3rd), (50% of instructional time to classroom/field investigations in 4th -5th) to ensure ample opportunity for descriptive, comparative, and experimental investigations outlined in the Science TEKS. 3rd-5th Grade students will participate in the campus and district's Annual Science Fair to increase student awareness of Science Technology, Engineering and Mathematics Concepts building a pathway for STEM and college/career readiness.</p> <p>Population: All Students (3rd-5th grade student participants in Science Fair) Timeline: August, 2018- May, 2019 (Science Fair-November 2018) CNA:SA/S#1, SA/N#7</p>	<p>2.4, 2.6</p>	<p>Principal; Assistant Principal; Dean of Instruction; Classroom Teachers</p>	<p>Formative: Walkthroughs, District Framework, Lesson Plans, Progress Reports ,Report Card Grades, Science Fair Projects</p> <p>Summative: 3% increase in numbers of students "mastering grade level" passing standard, PMAs, Science Progress Monitoring, and Science STAAR results</p>				
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<p align="center">Critical Success Factors CSF 5</p> <p>6) Social Studies: The campus will organize civic activities such as but not limited to: (1) School assemblies, classroom patriotic celebrations and projects that students will build in order to be introduces to community, state, and national heritage, (2) Celebrate El Dia del Nino to increase self-awareness (PK-1st), (3) Participate in Kids Voting USA to learn about being an active citizen by exercising their right and privilege to vote, (4) Celebrate National Hispanic Heritage Month to increase awareness of the Hispanic culture and heritage.</p> <p>Population: All Students Timeline: August, 2018- June, 2019</p>	<p>2.4, 2.5</p>	<p>Principal; Assistant Principal; Dean of Instruction; Classroom Teachers</p>	<p>Formative: District Framework, Lesson Plans, Walkthroughs</p> <p>Summative: Assemblies, Celebrations, Projects, Kids Voting USA, Career Day Presenters, College Awareness Presentations, Parade Participation</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>7) Supplemental research-based instructional materials, resources, toner, and supplies will be purchased to support Campus Leadership, Counselors, Librarian, and Teacher implementation of instruction and in-house staff development. Purchase consumable supplies, Reading, Writing, Math, and Science materials for classroom use to supplement the core curriculum so that students can master and demonstrate improvement on STAAR, TEKS, Readiness and Supporting Standards.</p> <p>Population: All Students</p> <p>Timeline: August, 2018- December, 2019 CNA:D/N #2, PP/ICN#12</p>	<p>2.4, 2.6</p>	<p>Principal; Dean of Instruction; School Secretary; Classroom Teachers</p>	<p>Formative: Walkthroughs, Use of instructional materials (hand-on practice)</p> <p>Summative: STAAR, TELPAS, TPRI/Tejas LEE, and C-PM Results, Campus PMAs, Progress Reports, Report Card Grade</p>				<p>Funding Sources: 211 Title I-A - 20366.00, 199 Local funds - 9473.00, 162 State Compensatory - 25335.00, 163 State Bilingual - 4808.00, 263 Title III-A Bilingual - 8596.00, 166 State Special Ed. - 4160.00</p>

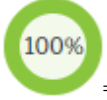



<p>Critical Success Factors CSF 2</p> <p>8) Utilized Tango and Aware data from District, Campus, and State Progress Monitoring Assessments to monitor and target interventions to decrease the performance level gap between ALL students versus Sub-population students identified as not meeting the System Safeguards.</p> <p>Population: All Students</p> <p>Timeline: Spring, 2018-Fall, 2019 CNA: PP/ICS #12</p>	2.4	Principal; Assistant Principal; Dean of Instruction; Classroom Teachers; C/I Department Specialists	<p>Formative: BOY/MOY/EOY Progress Monitoring Assessments</p> <p>Summative: District and Campus Progress Monitoring Assessment Results, STAAR Results, TAPR Report, System Safeguard Report, TAIS Report</p>				
<p>Critical Success Factors CSF 7</p> <p>9) Attract highly qualified professionals who will assist in the needs of all students through individualized and small group instruction in order to enhance all core areas of learning, and provide a Class-size Reduction Teacher (CSR) in 5th Grade to improve at-risk achievement, attendance, and decrease the retention and drop-out rates.</p> <p>Population: At-Risk Students Timeline: August, 2017-May, 2019 CNA:PP/PS #2</p>	2.6	Principal, Assistant Principal, Dean of Instruction	<p>Formative: Class Schedule, Walkthroughs, and Student Progress Reports</p> <p>Summative: T-TESS, Job Description, STAAR Results</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 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 2: Breeden early childhood will increase by 5 percentage points over end-of-year 2018 results.

Evaluation Data Source(s) 2: TPRI, Tejas Lee, OWL, CPALS, LION and CIRCLE PM

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Support Early Childhood Education in order to increase early literacy and student school readiness for high quality 3 year old program. PK-3 para-professional will support teacher with small group instruction as needed.</p> <p>Population: PK3-year-old students as of September 1st Timeline: July 2018-May 2019</p>	2.4	Principal Dean of Instruction PK-3 Teacher PK-3 Paraprofessional	<p>Formative: Teacher Observations, BOY and MOY C-PM Test results, PK OWL Student Screening Assessments, PDS Evaluations, Professional Staff Development Leaves, Purchase Orders, Walk-Throughs, Lesson Plans</p> <p>Summative: T-TESS, Job description and Evaluations, PDS Transcripts, EOY C-PM and OWL results, Improvement by 10% on CIRCLE-PM BOY to EOY</p>				
<p>Critical Success Factors CSF 1</p> <p>2) Continue to expand the Pre-Kinder and Kinder program to provide foundation learning experiences in order to better prepare at-risk students academically.</p> <p>Population: PK/K students Timeline: august 2018-May 2019</p>	2.5	Campus Administration PK/K Teachers PK/K Paraprofessionals	<p>Formative Results: eSchoolPLUS Master Schedule, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports, C-PM (BOY and MOY)</p> <p>Summative Impact: Improved CIRCLE-PM (EOY), TPRI/Tejas LEE, Attendance Rate and Retention Rate</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 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 3: 80% of Breeden students will be on grade level within 2 years and 70% will be at Approaches Grade Level for all STAAR assessments.

Evaluation Data Source(s) 3: PBMAS Report, STAAR/EOC Assessments for Migrant students, Migrant Program participation reports

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Progress Monitoring Assessment results and academic progress will be used to secure data needed to accommodate placement into appropriate supplemental instructional intervention opportunities for students who are performing below grade level to ensure successful grade level completion and ultimately secure promotion from grade level to grade level.</p> <p>Population: All Students Timeline: September, 2018-May, 2019 CNA: SA/S #3</p>	2.4	Campus Administration Classroom Teachers	<p>Formative: Pre-Assessment BOY, MOY Progress Monitoring Assessments (C-PM, TPRI/Tejas Lee, and TELPAS results)</p> <p>Summative: Pre/Post Assessment and STAAR results</p>				

<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>2) Priority for Service (PFS) migrant students will (1) Receive supplemental support services before other migrant students to ensure that the requirements delineated by NCLB Section 1304(d) are addressed; (2) Receive interventions as needed in order to comply with their academic success; (3) Receive grade appropriate school supplies to provide them with the necessary tools to complete their classroom and homework; (4) Have an equal opportunity to attend Extended Day tutorial sessions and District summer school program to ensure promotion if needed or, to participate in the enrichment migrant summer program.</p> <p>Population: PFS/Migrant Students Timeline: August, 2018-May, 2019 CNA: D/S #9, D/N #4,</p>	2.6	Assistant Principal, Dean of Instruction Classroom Teachers who have the migrant students	<p>Formative: NGS Campus Report, Supplemental Support Services to PFS migrant students (priority) and Completed PFS Reports on a Six Weeks basis, Eligibility List, Migrant survey</p> <p>Summative: Completed PFS Monitoring Tool. Requisitions, Sign-in sheets from students receiving school supplies, Increased Promotion Rates, Summer School Project Smart Student List and participation, on-time graduation rates</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).





Performance Objective 4: Breeden will increase number of students in co-curricular and extra-curricular advancing in Math, Science, Social Studies, ELA, and Fine Arts programs by 5% over 2017-2018 participation.

Evaluation Data Source(s) 4: Regional and state competition participation numbers

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1</p> <p>1) Students will be provided opportunities to work on spontaneous, creative activities/art, aligned to literacy in order to support their understanding of various genres, develop critical thinking, multi-tasking skills, teamwork by participating in Destination Imagination, Chess, and Stock Market Games extra-curricular activities. Teacher sponsors and coaches will be provided with professional development and materials to promote participation in DI, Chess, Stock Market Games, and UIL Academics.</p> <p>Population: K-5th Teachers and Students (especially identified GT students) Timeline: August, 2018-May, 2019 CNA: PERC/S #12</p>	2.5	Advanced Academic Lead Teacher Campus Administration Classroom Teachers (especially GT Teachers) UIL Coordinator	<p>Formative: Participation of GT Sponsored Events, Training agendas and flyers, PDS attendance and evaluation reports</p> <p>Summative: Student Report Card Grades, Students Work, Report Card Grades, GT Projects, increase participation in DI , Chess, UIL and Stock market Games activities</p>				

<p align="center">Critical Success Factors CSF 1</p> <p>2) PK-5th grade students will attend music/theater arts class one a week to build a foundation in music and theater arts. 5th grade students will participate in the "Celebration of Song" Honor Choir and ukulele guitars as a means to introduce them to large ensemble performance experience.</p> <p>Population: All students (5th grade Honor Choir participants and 3rd grade ukulele guitar participants) Timeline: August, 2018-June, 2019 CNA: PP/ICS #8</p>	2.5	Dean of Instruction Music Teacher	<p>Formative: Music/Theater Arts Rotation Schedule, Lesson Plans, Classroom Observations</p> <p>Summative: Music/Theater Arts Grades, 5th grade participation in Honor's Choir</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>3) 4th and 5th grade students will compete in UIL Music memory as a means of developing aural listening skills and in UIL Art to expose them to art history.</p> <p>Population: 4th/5th grade students Timeline: August-December, 2018 CNA:PERC/SCCS #12</p>	2.5	UIL Coodinator UIL Music Memory Coach UIL Art Coach	<p>Formative: Practice Schedule and Participation List</p> <p>Summative: UIL Music Memory/Art performance ratings</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>4) Breeden will participate in the annual District Spelling Bee competition.</p> <p>Population: 3rd-5th grade student participants Timeline: November 2018 - February 2019 CNA: PERC/SCCS #12</p>	2.5	ELA Specialists, Campus Spelling Bee Sponsor	<p>Formative Results: Spelling Bee results for campus, district, regional and state levels</p> <p>Summative Impact: Participation in Spelling Bee event, Increased level of competition success beyond district and regional levels</p>				

<p>Critical Success Factors CSF 1</p> <p>5) Students will participate in in-school opportunities and after school coding club and coding instruction to learn coding and focus on the following skill sets: Logical Thinking, Problem Solving, Persistence, Collaboration, and Communication.</p> <p>Population: All Students Timeline: August 2018 - June 2019</p> <p>CNA: PERC/SCCS #12</p>	2.5	Campus Administration, Coding Club Sponsor Coding After-School Teachers	<p>Formative Results:</p> <ol style="list-style-type: none"> 1. Club/after school rosters 2. Payroll forms 3. Classroom projects 4. Student competitions 5. Test scores <p>Summative Impact: EOY data for student competition participation and performance, number of students participating in after-school coding</p>				
<p>6) Increase the number of students participating in after-school sports, so that leadership skills, sport skills, higher-order thinking skills, strengthening and conditions skills, and sportsmanship skills can be mastered.</p> <p>Population: Sport Student Participants Timeline: August 2018 to May 2019</p> <p>CNA: PERC/SCCS #12</p>		Campus Administration, PE Coaching Staff	<p>Formative Results: P.E. teacher/Coach team rosters</p> <p>Summative Impact: Number of student participants in after-school sports</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>							



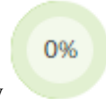

Goal 2: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will ensure equity in availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students. (Board Goal 2)

Performance Objective 1: Breeden Elementary will implement an energy savings plan; maintain and upgrade current facilities to provide a healthy and positive learning environment by scheduling maintenance and/or improvement work orders for at least 20% of the instructional facility annually over the next 5 years.

Evaluation Data Source(s) 1: Monthly and annual comparison of energy usage and EOY number of work orders completed.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 6</p> <p>1) Breeden will be kept clean and well maintained to ensure that students are being provided with a safe and disciplined environment conducive to student learning.</p> <p>Population: Custodial Staff, All Students and Staff at Breeden Elementary</p> <p>Timeline: Year Round CNA: PERC #5, 7</p>		<p>Campus Administration Students All Teachers/Staff Custodial Staff</p>	<p>Formative: Daily maintenance of Campus, Administrative inspections</p> <p>Summative: Well-maintained campus, Head Custodian reports</p>				
<p>Funding Sources: 211 Title I-A - 1000.00, 199 Local funds - 12150.00</p>							
<p>Critical Success Factors CSF 6</p> <p>2) Breeden Elementary will purposely promote energy savings activities on the campus to support implementation of the district's energy saving plan.</p> <p>Population: Campus Facility Timeline: December 2018-June 2019</p>		<p>Campus Administration Facilities and Maintenance Staff Campus Head Custodian</p>	<p>Savings energy will result in decreased energy usage compared to prior year.</p> <p>Formative: Monthly comparison of energy usage Summative: Annual comparison of energy usage</p>				





<p>Critical Success Factors CSF 6</p> <p>3) Breeden Elementary will create and implement a systematic approach to the upgrade and/or improvement of facilities to include prioritizing based on safety and needs of the district.</p> <p>Population: Campus Facility Timeline: December 2018-June 2019 CNA: PERC #5</p>		<p>Campus Administration Facilities and Maintenance Staff Campus Head Custodian</p>	<p>Formative: Prioritization of upgrade and/or improvement of facility, work order submitted to Facilities and Maintenance Department Summative: EOY number of work orders submitted and completed</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Goal 3: The District will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)

Performance Objective 1: Breeden Elementary will ensure effective and efficient use of 100% of available budgeted funds to be used to meet the needs of all its stakeholders.

Evaluation Data Source(s) 1: Monthly expenditure reports.

Summative Evaluation 1:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Breeden Elementary will effectively and efficiently use 100% of its available budgeted funds to meet the needs of all its state holders. Population: Breeden Stakeholders Timeline: December 2018- June 2019 CNA: D#2		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				
<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: The District will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)

Performance Objective 2: Breeden Elementary will create and provide faculty and staff recognition and activities to improve campus morale/climate and support retention of teachers and principals.

Evaluation Data Source(s) 2: Campus Needs Assessment Survey.

Summative Evaluation 2:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 6</p> <p>1) Create employee incentives and recognition to improve campus morale and climate. Promote teachers to enroll in Master of Education cohorts/programs.</p> <p>Population: Highly Qualified Teachers Timeline: August 2018-May, 2019 CNA:PERC/SCCN #4</p>		HR Administration Campus Administration	<p>Formative: Teacher Appreciation Week activities, Teacher of the Month, Thanksgiving and Christmas Luncheons, Bimonthly Breakfasts, Mid/End Planning Days</p> <p>Summative: Retaining 100% of Breeden Teachers, Number of Teachers with Master degrees</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

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

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

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

Summative Evaluation 1:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 6</p> <p>1) Breeden Elementary will... Promote its history and origins along with current weekly accomplishments such as feature articles, students, parents, and staff recognition and accomplishments , co-/extra-curricular activities, and parent/community events and activities through its continuously updated school website. Population: Students, Parents, and Staff Stakeholders Timeline: August 2018- July 2019 CNA: PERC/Summary</p>		<p>Campus Administration Campus PIO Counselors Teachers Parent Liaison</p>	<p>Formative: Weekly and Monthly articles, Parent Engagement Activities, Guidance/Counseling Activities and Presentations, Student, Parent, and Staff Accomplishments and Events, Campus Student Programs</p> <p>Summative: Continuously updating campus website, annual compilation of articles, presentations, and showcases</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

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

Performance Objective 2: The District will continue the District of Innovation for the purpose of adjusting the school calendar to begin earlier in August to support opportunities for more learning time prior to assessments.

Evaluation Data Source(s) 2: School calendar showing earlier start date.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 6</p> <p>1) Breeden Elementary will promote our District of Innovation through our school website by featuring students, parents, and staff recognitions, accomplishments, events, and activities.</p> <p>Population: Students, Parents, and Staff Stakeholders Timeline: August 2018- July 2019 CNA: PERC Summary</p>		<p>Campus Administration Campus PIO Counselors Teachers Parent Liaison</p>	<p>Formative: Weekly and Monthly articles, Parent Engagement Activities, Guidance/Counseling Activities and Presentations, Student, Parent, and Staff Accomplishments and Events, Campus Student Programs, Parent Monthly Newsletter</p> <p>Summative Impact: Continuously updating campus website, annual compilation of articles, presentations, and showcases</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							





Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

Performance Objective 1: Disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 5% for 2018-2019 and will not be disproportionate for any population.

Evaluation Data Source(s) 1: ISS/OSS reports for district and campus disaggregated by special served populations including ESL, Special Education, At-Risk and economically disadvantaged, Review360 or eSchool behavior RtI plans and monitoring reports, plans for addressing Bullying, Teen Violence, and others.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 6</p> <p>1) All staff will be provided professional development on discipline and classroom management to enhance classroom learning and document discipline and monitor behavior RtI plans.</p> <p>Population: Administration Faculty/Staff, Counselors, and Para-Professionals Timeline: August, 2018 CNA: PERC/SCCS#16</p>	2.6	Principal, Assistant Principal	<p>Formative: Sign-in Sheets, Agenda, ERO documentation and evaluations, decrease in the number of students with discipline issues, A safe and disciplined school environment conducive to student learning</p> <p>Summative: Review 360 Behavior of Concerns Completion, PEIMS Discipline Reports</p>				
<p>Critical Success Factors CSF 3 CSF 6 CSF 7</p> <p>2) Positive behavior interventions and supports (PBIS) and the behavioral RtI tiering will be implemented with greater fidelity to improve the behavior of students with close monitoring of the ISS/OSS placements for special populations.</p> <p>Population: all students Timeline: August 2018 to May 2019 CNA: PERC/SCCS#16</p>	2.6	Campus RtI Administrator, Campus PEIMS Administrator,	<p>Formative Results: ISS/OSS placements of special education and other targeted student groups will decrease by 5% at the district level, immediate parent notification of discipline concerns</p> <p>Summative Impact: PBMAS (now on DVM Discipline indicators for 2017) discipline indicator performance levels and staging will decrease, Communication Logs</p>				

<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) Counselors, and community/non-profit organizations, will address current safety-related trends and conflict resolution through presentations with students, parents, campus faculty and staff on: Gang Awareness, Bullying/harassment, Dating Violence, Unwanted physical/verbal aggression, Sexual Harassment, Guardian Internet Safety, Drug, Alcohol and Tobacco Awareness, Gun Safety, Pre-Teen Community Emergency Response Team (CERT), Truancy, Emergency Operations Plan (EOP)-Safety Procedures Population: All Students and parents/guardians Timeline: August 2018 to June 2019 CNA: PERC/SCCS#8</p>	2.6	Counselors	<p>Formative Results: copies of Presentations, Sign-In sheets and Agendas</p> <p>Summative Impact: Decrease in the number of students discipline incidents compared to prior school year</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							





Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

Performance Objective 2: Refine and implement all safety plans across the district to ensure students are safe in the event of a crisis.

Evaluation Data Source(s) 2: Updated safety plan checklist, published district safety plans, Unsafe Schools PEIMS report.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Maintain, review and update an Emergency Operations Plan in order to prevent, protect against, respond to, recover from, and mitigate the effects of incidents in order to reduce the loss of life and property and harm to the environment. An EOP team will maintain safety of everyone on campus. All stake holders will be trained on the emergency operation of the school.</p> <p>Population: All Students, Campus Staff and Faculty, Counselors, Administration, and Parents Timeline: August, 2018-May, 2019 CNA: PERC/SCCN#5</p>		Assistant Principal, All Faculty and Staff	<p>Formative: Six Weeks Practice Drills, Training on the Emergency Operation of the school by Safety Coordinator, Security Guard on Campus, Staff ID Cards, Visitors must show ID and Sign-in when visiting, Safe School, Sign-in Sheets, Agendas, Office Visitor Sign-in Sheets</p> <p>Summative: Practice Drills and Real-Life Situations</p>				

<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Campus Administration, Security Staff, Counselors, and community/non-profit organizations, will address current safety-related trends and conflict resolution through presentations with students, parents, campus faculty and staff on: Gang Awareness, Bullying/harassment, Dating Violence, Unwanted physical/verbal aggression, Sexual Harassment, Guardian Internet Safety, Drug, Alcohol and Tobacco Awareness, Gun Safety, Teen Community Emergency Response Team (CERT), Truancy, Emergency Operations Plan (EOP)-Safety Procedures</p> <p>Population: All Students and Parents/Guardians Timeline: August 2018 to May 2019 CNA: PERC/SCCS #8, 9</p>		<p>Security Services Administration, Counselors, Campus Administration</p>	<p>Formative Results: Copies of Presentations, Sign-In sheets and Agendas</p> <p>Summative Impact: Decrease in the number of students discipline incidents compared to prior school year</p>				
<p>Critical Success Factors CSF 6</p> <p>3) Breeden will conduct Active Shooter or other hazardous lock down drills at least twice per semester.</p> <p>Population: all students Timeline: August 2018 to May 2019</p>		<p>Security Services Principal Assistant Principal</p>	<p>Formative Results: Practice drill reports</p> <p>Summative Impact: 100% of campuses have conducted at least two practice drills.</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Goal 6: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children. (TEA Ch. 4, Obj. 1)

Performance Objective 1: There will be a 10% increase of parents involved in campus/district parental involvement activities from 2017-2018 to 2018-2019.





Evaluation Data Source(s) 1: Completed Title I-A Parental Involvement Compliance Checklist, Campus CNA and Title I Parent Survey, Parent Meeting Attendance Rates

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 5</p> <p>1) Parent Liaison will provide bi-weekly meetings and home visits for the purpose of educating parents with current information that address issues and expectations that will impact their children's academic and attendance needs .</p> <p>Population: Parents and Family Engagement Timeline: August 2018-May 2019 CNA: PERC/FCIS #1</p>	2.4, 3.2	Parent Liaison Parents District Parental Involvement Campus Monitor	<p>Formative: Job Description, Contact Log, Mileage Log and Bi-weekly Meetings, Sign-in Sheets, Agendas</p> <p>Summative: Title I-A Compliance Checklist, Attendance Rates, Binder Documentation, increased Parent participation by 10%</p>				
Funding Sources: 211 Title I-A - 549.00							

<p align="center">Critical Success Factors CSF 5</p> <p>2) Conduct the following annual Title I-A required activities:</p> <p>Complete and disseminate a Parental Involvement Policy that delineate how parents will be actively involved at the district/campus level.</p> <p>Complete and disseminate a School-Parent-Student Compact indicating group responsibilities to ensure student achievement.</p> <p>Conduct an Annual Title I Meeting to inform parents of services provided through Title I funds.</p> <p>Conduct an annual Title I Parent Survey to evaluate the effectiveness of the District/Campus Parental Involvement Programs.</p> <p>Population: Parents and Family Engagement Timeline: September-December, 2018 CNA: PERC/FCIS#2</p>	<p align="center">3.1</p>	<p>Parent Liaison</p>	<p>Formative: Parent Meeting, Sign-in Sheets, Agendas, Campus/District Parental Involvement Policy, School-Parent-Student Compact Forms, Title I Survey , Campus Website</p> <p>Summative: Title I-A Compliance Checklist, Parental Involvement Policy, Returned signed compact forms to be place in student PRC folders, Composite of EOY Survey</p>				
<p align="center">Critical Success Factors CSF 5</p> <p>3) Ensure representation of community and parent involvement in the decision-making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met:</p> <p>(1) Campus Improvement Plan (2) Parent/Family Engagement Policy (3) School-Parent-Student Compact (4) LPAC (5) SBDM</p> <p>Population: Parents Timeline: November, 2018, February, 2019 and May, 2019 CNA: PERC/FCIS #3</p>	<p align="center">3.1</p>	<p>Principal, Assistant Principal, Dean of Instruction, Parent Liaison</p>	<p>Formative: Sign-in Sheets, Agendas, Minutes of Meetings, PI Policy, SPS Compact</p> <p>Summative: Parent Participation, Composite of Meeting Minutes, Title I-A Compliance Checklist</p>				

<p align="center">Critical Success Factors CSF 5</p> <p>4) Capitalize on District community resources by creating partnership agreements with agencies and organizations by inviting community agencies and organizations to participate and disseminate information about the public services and their agencies offer in order to continue building strong community partnerships (parent conferences, fairs, seminars, cluster meetings)</p> <p>Population: Parents and Community Timeline: September, 2018-May, 2019 CNA: PERC/FCIS#4</p>	3.2	Principal, Parent Liaison PIO Parent District Coordinator	<p>Formative: Parental Involvement Bi-weekly Meetings, Sign-in Sheets, Agendas, Roster of Community Agencies and organizations</p> <p>Summative: Increase % of parental involvement, Increase Partnerships</p>				
<p align="center">Critical Success Factors CSF 1 CSF 5</p> <p>5) Provide ample Parent Education opportunities through parent conferences, district support group meetings and parent training sessions at each campus Parent Center to disseminate information, services and/or referrals to agencies that address the needs and concerns in the following areas:</p> <ul style="list-style-type: none"> -Early Childhood Literacy Strategies -Effective teaching strategies -Special Populations (Bilingual, Dyslexia, G.T., Migrant, Special Education) -College Readiness -Drop-out and Violence Prevention -Health and Wellness Education -Community agencies and organizations <p>Building Capacity:</p> <ul style="list-style-type: none"> -Technology -Special Education processes, procedures as well as services, procedural safeguards and Transition to post-secondary life. <p>Population: Parents Timeline: August 2018-May 2019 CNA: PERC/FCIS#2</p>	3.2	Presentations from: Parent and Family Engagement Staff, Special Services Staff, Family Center Staff Technology Services Staff C&I Specialist Dyslexia Department Staff Parent Liaison	<p>Formative results: Parent Trainer Monthly Calendar, Special Services Monthly Calendar, Public Service Providers Lists, Fliers, Agendas, Sign-in Sheets, Meeting Minutes</p> <p>Summative impact: Training Session Evaluations, Increased Parent Attendance, decreased Special Services Dept. parental concerns by campus using the Family Center Screening Tool</p>				

<p>Critical Success Factors CSF 5</p> <p>6) Breeden will follow the BISD Early Childhood Family Engagement Plan to better prepare PK-3, PK-4 students academically.</p> <p>Population: Pre-kindergarten Staff and Parents Timeline: July 2018 to June 2019 CNA: PERC/FCIS#9</p>	2.6	Curriculum Early Childhood Staff; Campus Principal; Parent Liaison; Pre-Kinder Staff & Parents	Formative results: parent meeting agendas, sign-ins and minutes Summative Impact: improved implementation and engagement of parents with BISD Pre-K program				
<p>Critical Success Factors CSF 5</p> <p>7) Parents of migrant students will be provided information on how to access resources and strategies in the areas of reading and math to academically support their children more effectively, especially for literacy.</p> <p>Population: PFS and Migrant Student and Parents Timeline: August 2018-June 2019 CNA: PERC/FCIS#2</p>	2.4, 2.6	District Migrant Coordinator Parent Liaison	Formative: Pre- and Post-Parent Surveys Summative: EOY Assessment Results Increased Promotion Rate				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 7: Educators will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. (TEA Ch. 4 Obj. 9)





Performance Objective 1: Academic related professional development will improve teacher effectiveness in providing student centered instruction to meet the needs of all students, including those receiving special education, dyslexia, second language and At-Risk supports to improve academic performance and engagement as evidenced by classroom observations.

Evaluation Data Source(s) 1: Professional development system (PDS) session attendance and evaluation reports, Feedback/Walkthrough report data, T-TESS evaluations

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 3</p> <p>1) Professional Development: Teachers will attend in-district and out-district conferences and professional development to acquire the latest, most up-to-date Reading, Writing Math, Science, and Technology research-based reform strategies and best practices that supports explicit instruction, lesson design, and classroom organization to improve student learning and academic performance.</p> <p>Population: Teachers and Administration</p> <p>Timeline: August, 2018-May , 2019 CNA: PP/IC Strength#10, Need#1,8,9</p>	2.6	Administration; Classroom Teachers	<p>Formative: Walkthroughs, Sign-Sheets, Workshop/Conference, attend Dr. Kay Wijekimar workshops, Agendas, Evaluations, TOT</p> <p>Summative: Show a 3% increase in the number of students meeting the passing standard in the STAAR Tests</p>				
Funding Sources: 211 Title I-A - 4000.00							

<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>2) Professional Development, Alignment and Planning Meetings: Hold vertical and horizontal alignment meetings to (1) Share teaching practices and strategies in order to facilitate students transition from PK-5th grade (2) Increase the level of rigor in lessons and instruction (3) Plan and align high quality instruction, and (4) Analyze Progress Monitoring Assessment Data to plan curriculum that pertains to the TEKS, Reporting Categories, Readiness and Supporting Standards and (5) Attend conferences.</p> <p>Population: Teachers</p> <p>Timeline: Once per semester and/or end of BOY/MOY/EOY Progress Monitoring Assessment results</p> <p>CNA: PP/IC Strength#10, Need#1,8,9</p>	<p align="center">2.6</p>	<p>Principal; Assistant Principal; Dean of Instruction; Classroom Teachers</p>	<p>Formative: Sign-in Sheets, Agendas</p> <p>Summative: Walkthroughs, STAAR, TELPAS, TPRI/Tejas LEE, CPALLS Results, Lesson Plans, PMAs, Progress Reports</p>				
<p>Funding Sources: 211 Title I-A - 3500.00, 199 Local funds - 9200.00</p>							
<p align="center">Critical Success Factors CSF 3 CSF 7</p> <p>3) Professional Development: Enhance implementation of instructional strategies including: Response to Intervention (RtI), sheltered instruction (SIOP), differentiated instruction, common instructional framework (CIF), reading comprehension cognitive strategy routines, Texas Literacy Initiative protocols including oral language skills that increase listening/ speaking and reading/ writing proficiency in all content areas.</p> <p>Population: All teachers teaching core content, Special Education, and Dyslexia Timeline: August-December 2018</p> <p>CNA: PP/IC Strength #10, Need #1,8,9</p>		<p>Dean of Instruction; Campus Lead Teachers</p>	<p>Formative Results: BISD Instructional Feedback Form, Data will indicate X percentage point increase in Domain 2 proficient and higher ratings, Walkthroughs, Lesson Plans</p> <p>Summative Impact: 3 point increase in the number of students who reach Approaches Grade Level and STAAR Masters Grade Level performance on STAAR</p>				

<p>Critical Success Factors CSF 7</p> <p>4) PK-3 teachers and Para-Professionals will receive Research-Based Professional Development, CIRCLE training, Activities to Transition students from Pre-School to Public School; Frameworks aligned to the PK Guidelines; Positive Beginnings for Classroom Management, etc.</p> <p>Population: PK-3 to 4 faculty and staff Timeline: August 2018-June 2019 CNA:PP/IC Strength#10, Need#1,8,9</p>	2.4	Special Programs Administrator and Supervisors, Principals, Deans of Instruction	<p>Formative Results: Teacher Observations, PDS Evaluations, Head Start Campus Visits, Professional Leaves, Purchase Orders, Walk-Throughs, Lesson Plans</p> <p>Summative Impact: Improved T-TESS evaluations and walkthrough reports, increased participation in PK-3 and 4 professional development activities.</p>				
<p>Critical Success Factors CSF 2 CSF 7</p> <p>5) Enhance the knowledge to teachers on the provision of services of at-risk students in order to improve academic achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate on: (1) Identification of at-risk students via state and local criteria, (2) Identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act, and (3) Budget and Program Compliance</p> <p>Population: At-Risk Students Timeline: August 2018- June 2019 (As needed) CNA:PP/IC Need #6</p>	2.6	Principals, Deans of Instruction State Compensatory Education and Homeless Youth	<p>Formative Results: PDS Session attendance and Evaluation Reports, Verified Homeless and/or Unaccompanied Youth Enrollment Letter, eSchoolPLUS Special Programs Report, eSchoolPLUS At-Risk Progress Report, Progress Monitoring Assessment Scores, Student Progress Reports</p> <p>Summative Impact: increased STAAR results and At-risk Retention</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (TEA Ch. 4 Obj. 10)



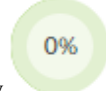

Performance Objective 1: Breeden will show a 5% increase in all four key areas of the Star Chart: 1. Teaching and Learning 2. Educator Preparation and Development 3. Leadership, Administration and Instructional Support 4. Infrastructure for Technology.

Evaluation Data Source(s) 1: EOY Student grades, electronic portfolios, StarChart Survey Results, T-TESS, Professional Development System Summary Reports, Fixed Assets inventory Expenditure reports.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1</p> <p>1) Kinder to 5th grade students will have access to technology during Library and Computer weekly rotations to address technology skills in order to complete classroom assignments that promote critical thinking skills, and develop projects that foster creativity, innovation, communication, fluency, and digital citizenship. In addition technology instruction will support students to increase standardized testing scores in reading, math, science, and writing and increase English proficiency among LEP students.</p> <p>Population: All Students Timeline: Once per week CNA: PP/Tech Strength #4, 13</p>	2.5	Principal, Dean of Instruction, Classroom Teacher, TST	<p>Formative: Lesson Plans, Walkthroughs, Library/Computer Rotation Schedules, Benchmarks, Classroom Projects, Student Competitions</p> <p>Summative: Students will be able to apply computer literacy strategies and skills that will help them with online assessments, science fair projects, classroom projects, use of internet, Accelerated Reader, Test scores, EOY Grades, StarChart Survey</p>				

<p align="center">Critical Success Factors CSF 1</p> <p>2) Educational programs, software, and technology supplies will be used to help our student be academically successful in meeting the rigor of the state assessments in reading, writing, math, and science.</p> <p>Population: All Students Timeline: September 2018-June 2019 CNA: PP/Tech Strengths #3,11 and Need #3,4</p>	2.4	Principal, Dean of Instruction, Classroom Teacher, TST, Administrator for State Compensatory Education	<p>Formative: Lesson Plans, Classroom Observations, Usage Reports, Student Progress Reports, PMA Scores</p> <p>Summative: STAAR Results</p>				
<p>Funding Sources: 162 State Compensatory - 15800.00</p>							
<p align="center">Critical Success Factors CSF 7</p> <p>3) As per BISD, teachers will participate in a minimum of 12 hours of technology professional development to better prepare and assist with the integration of technology into the subject areas. A TST (Technology Support Teacher) will support the campus in the integration of technology into instruction.</p> <p>Population: All Teachers Timeline: Daily CNA: PP/Technology Need #2</p>		Classroom Teacher, TST	<p>Formative: Daily use of Technology, eSchool for on-line grading and attendance, technology such as Excel, Microsoft Word, PowerPoint, Publisher, Eduphoria, Aware, and Outlook, Professional Development System evaluations, Administrative Walkthroughs, Certificates of Completion of Training, TST schedule, Software usage reports</p> <p>Summative: eSchool Program Reports, T-TESS evaluations, StarChart Survey, Campus Technology Training records from PDS, EOY application Management reports</p>				
<p align="center">Critical Success Factors CSF 4</p> <p>4) 1st-4th grade students will participate in an after-school club to learn coding. The focus of this initiative will be on the lasting benefits of building the following skills sets: Logical Thinking, Problem Solving, Persistence, Collaboration, and Communication.</p> <p>Population: Coding Students Timeline: September, 2018-May, 2019 CNA: PP/Need #5</p>		Curriculum/Technology Services Administrators Dean of Instruction Campus TST Coding Teachers	<p>Formative: Club Rosters, Payroll Forms</p> <p>Summative: Coding Projects, Students Competitions, Test Scores</p>				

<p>Critical Success Factors CSF 1</p> <p>5) Second and fifth grade students will be provided with electronic iPads/tablets that will support literacy, writing activities and homework assignments. Additional areas of focus may be supported as deemed necessary by the teacher and campus.</p> <p>Population: all BISS 5th grade students Timeline: August 2018 to June 2019 CNA: PP/Strength #5</p>	2.4	<p>Special/Federal Programs and Technology Services Administration, Technology Lead Teachers, Dean of Instruction, Campus TST, 2nd/5th Grade Teachers</p>	<p>Formative Results:</p> <ol style="list-style-type: none"> 1. Classroom Projects 2. Completed homework assignments 3. Increased six weeks grades 4. Increased benchmark test scores <p>Summative Impact: Improved State assessment(s) scores</p>				
<p>Critical Success Factors CSF 7</p> <p>6) Model and Support the integration of instructional technology in the delivery of instruction for reinforcement, differentiation, assessment, and meeting the accessibility / modifications needs of students. Specific settings include but are not limited to:</p> <ol style="list-style-type: none"> (1) Computer labs (2) Interactive tablets (3) Sensors/Interface Technology (4) Interactive whiteboards (5) Document cameras (6) Student response systems <p>Population: All Students Timeline: August 2018-May 2019 CNA: PP/Strength #7-10,12 and Need #6-8</p>		<p>Campus Administration, Campus Lead Teachers, Classroom Teachers, TST, Technology Service Staff</p>	<p>Formative Results: Workshop agendas and sign-ins, PDS Session Evaluations, BISS Instructional Feedback Form 100% of walkthroughs will indicate application of the skills acquired during the professional development.</p> <p>Summative Impact: Improved STAAR scores, TPRI/Tejas Lee /CIRCLEPM data, TELPAS, and TMSFA +The district will have a 5 percentage point increase in the number of students meeting the 2018 state assessment passing standards</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							





Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

Performance Objective 1: Increase Breeden's attendance rate to 98% and improve At-Risk Student Attendance Rate by 10% over prior year attendance.

Evaluation Data Source(s) 1: Campus attendance rates, At-Risk Student Attendance.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1</p> <p>1) Breeden will implement district and state attendance goals by providing a plan that address procedures, roles, and responsibilities of staff involved in working with campus attendance and ensure daily updates of attendance.</p> <p>Population: Campus Staff, Parent Liaison, Attendance Personnel Timeline: Daily CNA: D/Strength#1, D/Need#3</p>		Principal, PEIM Supervisor (Asst. Principal), Parent Liaison, Office Personnel, Data-Entry Clerk	<p>Formative: Daily Attendance Reports, Six Weeks and EOY Perfect Attendance Certificates and Trophies, Parent Truancy court Notice Letters, No Credit process, and Student Attendance Plan</p> <p>Summative: TAPR Report, Campus Percent Weekly Reports, PEIMS Attendance Percentage Rates</p>				
<p>Critical Success Factors CSF 1</p> <p>2) To better support student achievement and improve student attendance, campus Parent Liaison will be proactive by monitoring student attendance through daily, weekly and six weeks attendance reports. Parents of students with excessive absences as per district policy will be issued warning notices, no credit letters, and/or court notifications as needed.</p> <p>Population: All Students Timeline: August 2018- May 2019 CNA: D/Strength#1, D/Need#3</p>		PEIMS Administrator and Staff, Campus Administration, Campus Attendance Personnel, Parent Liaison	<p>Formative Results: School Messenger Notification System Reports, eSchool Attendance Reports, District Attendance Monitoring forms, Truancy Court Sworn Affidavits filed, No Credit Letters</p> <p>Summative Impact: PEIMS Districts and Campus Attendance Percentage Rates</p>				

<p>Critical Success Factors CSF 1</p> <p>3) At the end of every six weeks, students will be rewarded with a perfect attendance certificate and restaurant coupons for their perfect attendance. At the end of the year, students will be recognized for their overall attendance achievement.</p> <p>Population: All Students Timeline: End of every Six Weeks and EOY Award Ceremonies CNA: D/Strength#10</p>	2.6	Principal, Assistant Principal, Dean of Instruction, Classroom Teachers, Counselors, Parents	<p>Formative: Six Weeks Perfect Attendance Reports, ADA Report, Report Card Attendance Record, Perfect Attendance Lists, District Incentives</p> <p>Summative: EOY Award Ceremonies, TAPR Report, Yearly ADA Report</p>				
<p>Funding Sources: 211 Title I-A - 8500.00, 199 Local funds - 4015.00</p>							
<p>Critical Success Factors CSF 5</p> <p>4) To reduce student absenteeism, campus staff will be proactive by monitoring students attendance and after the 3rd student absence, begin Truancy Preventative Measures (TPM), which includes issuing a "Student Attendance Plan" to the parent and student during parent conferences held at school to prevent further student absences.</p> <p>Population: all Student with absenteeism Timeline: 2018 Fall Semester and 2019 Spring Semester CNA: D/Need#5</p>	3.1	Campus Administration, Campus Staff Nurses, Counselors, Parent Liaisons	<p>Formative Results: BISD Student Plan for Truancy Prevention Measures (TPM), School Attendance reports, School Messenger System Reports, Distribution of Student Attendance Plans to parents and students (TPM)</p> <p>Summative Impact: PEIMS attendance data shows increase</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)





Performance Objective 2: Breeden will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR by 10%.

Evaluation Data Source(s) 2: STAAR reports disaggregated for At-Risk students.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Accelerated Instruction: Research-based intervention tutorials and remediation strategies will be provided to students in the foundation curriculum during extended day and/or week at least twice a week in order to decrease retention rates and improve student achievement.</p> <p>Population: At-Risk Students Timeline: September 2018-May 2019 CNA: D/Strengths #8,9 and D/Need #1 and SA/Need #2-4</p>	2.4, 2.5, 2.6	Dean of Instruction, Classroom Teachers	<p>Formative: eSchool Plus generated Tutorial Schedule, Walkthroughs, Tutorial Lesson Plans, Tutorial Attendance Report, Student Progress Reports, PMA Scores</p> <p>Summative: STAAR Results, Retention Rates</p>				
Funding Sources: 211 Title I-A - 54729.00, 162 State Compensatory - 52743.00							
<p>2) The Dean of Instruction will ensure that teachers receive staff development to enhance the instructional program and provide teacher support to positively impact at-risk student achievement, attendance, and decrease the retention/dropout rates.</p> <p>Population: At-Risk Students Timeline: August 2018-May 2019 CNA: PP/ICNeed#1</p>	2.6	Principal, Administrator for State Compensatory Education	<p>Formative: PDS Sessions Evaluations/Attendance Reports, Lesson Plans, Walkthroughs, Student Progress Reports, PMA Scores</p> <p>Summative: STAAR Results, Attendance/Retention/Dropout Rates</p>				

<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) 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 and dropout rates.</p> <p>Population: At-Risk Students Timeline: August, 2018-May, 2019 CNA: PP/Tech Strengths #3,4,7</p>	2.6	Principal Dean of Instruction Campus TST Teachers	<p>Formative: Computer Lab Schedule, Software Usage Reports, Teacher Lesson Plans, PMA's, and Student Progress Reports</p> <p>Summative: Assessment Results, Attendance/Retention/Dropout Rates</p>				
<p>Critical Success Factors CSF 1</p> <p>4) Migrant students will have equal opportunity to attend extended day tutorials, summer school and migrant enrichment programs so that timely interventions are provided to ensure promotion and on-time graduation. First grade migrant students will be monitored by migrant staff to ensure successful grade level completion and ultimately secure promotion to Second grade.</p> <p>Population: Migrant Students Timeline: August, 2018-June, 2019 CNA: D/Strength #8,9 and SA/Need #2-3</p>	2.6	District Migrant Coordinator; Dean of Instruction Assistant Principal	<p>Formative Results: BOY/MOY/EOY Assessment Results, Report Card Grades, PFS Monitoring Tool</p> <p>Summative Impact: Increase Promotion Rates, STAAR Performance</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>5) Supplement the Dyslexia Program to provide language and literacy interventions (as needed) to improve student achievement, attendance, graduation rate, completion rate, and reduce the retention rate and dropout rate.</p> <p>Population: At-Risk Dyslexic Students Timeline: August 2018- June 2019 CNA: D/Strength #6</p>	2.4	Curriculum, Dyslexia and State Compensatory Education Administration, Campus Administration	<p>Formative Results: eSchoolPLUS Master Schedule, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports, C-PM (BOY and MOY)</p> <p>Summative Impact: CIRCLE-PM (EOY) compared to BOY and MOY, decreased Retention Rate compared to prior year</p>				

<p>Critical Success Factors CSF 1</p> <p>6) Immediate identification and enrollment of homeless and unaccompanied youth and promote awareness throughout our campus regarding the availability of homeless related services within BISD and community agencies to meet the academic, social, emotional, and physical needs of identified homeless and unaccompanied youth. (Full protection of the McKinney-Vento Act)</p> <p>Population: At-Risk Homeless students Timeline: Timeline: August 2018-June 2019 CNA: D/Strengths #7</p>		<p>campus Administration, Office Personnel, Data-Entry Clerk</p>	<p>Formative: Homeless and Unaccompanied Youth Identification Criteria as defined by the McKinney-Vento Act, Campus Registration Packet, Homeless List provided by the Homeless Youth Project Office, Parent Conference Logs at the Homeless Youth Project Office. Student Progress Reports</p> <p>Summative: STAAR Results, Attendance/Retention Rates</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

Performance Objective 3: Implement a sustainable coordinated school health system that provides wellness tools and resources which promote the long-term development through student attendance and success of the whole student.

Evaluation Data Source(s) 3: Nurse time and effort reports show students immediate health concerns are addressed along with improved report card grades and increased student attendance rates. PAPA, CATCH, and SHAC meetings and reports.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 5</p> <p>1) To promote physically and emotionally healthy students and ensure physical fitness: students in grades Pre K-5 will be provided with moderate to vigorous physical activity each day in physical education for at least 30 minutes a day or a minimum of 135 minutes a week. Campus will use the Parenting and Paternity Awareness curriculum (PAPA), Coordinated Approach to Child Health (CATCH) and other indicators recommended by the School Health Advisory Committee (SHAC). (Compliance: Senate Bill 530)</p> <p>Population: All Students Timeline: Daily CNA: PERC/SCC Strength #11</p>	2.6	Campus Administration, Physical Education Teachers	<p>Formative: Physical Activities, Classroom Observations, PD evaluations, Workshop Agendas/Sign-in sheets</p> <p>Summative: Fitness Assessment Data, Health School Index Assessment Tool results, Jump Rope for Heart Participation rosters, Field Day participation, Community Physical Fitness Activity participation</p>				

<p>Critical Success Factors CSF 1 CSF 5</p> <p>2) Campus School Nurse will assist in the planning and execution of the overall health program at the campus level, in an effort to improve overall student health which increases student attendance and academic performance. Nurse will also monitor daily health issues, notify parents of any emergencies and co-plan with coaching staff on puberty, dental and CATCH presentations.</p> <p>Population: Campus Nurse Timeline: August 2018 - June 2019 CNA: PERC/SCC Strength #10-11,</p>		<p>Nurse, PE Teachers, Campus Safety Coordinator</p>	<p>Formative Results: Monthly reports, UTRGV Mobile Unit providing clinical services to students</p> <p>Summative Impact: Nurse time and effort reports will clearly show that the students immediate health concerns are being addressed and will result in improved student attendance and grades.</p>				
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 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	3	2	<p>Priority for Service (PFS) migrant students will (1) Receive supplemental support services before other migrant students to ensure that the requirements delineated by NCLB Section 1304(d) are addressed; (2) Receive interventions as needed in order to comply with their academic success; (3) Receive grade appropriate school supplies to provide them with the necessary tools to complete their classroom and homework; (4) Have an equal opportunity to attend Extended Day tutorial sessions and District summer school program to ensure promotion if needed or, to participate in the enrichment migrant summer program.</p> <p>Population: PFS/Migrant Students Timeline: August, 2018-May, 2019 CNA: D/S #9, D/N #4,</p>

State Compensatory

Budget for Breeden Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
162-11-6118-00-144-Y-24-SSI-Y	6118 Extra Duty Stipend - Locally Defined	\$11,043.00
162-11-6118-00-144-Y-30-ASP-Y	6118 Extra Duty Stipend - Locally Defined	\$41,700.00
6100 Subtotal:		\$52,743.00
6200 Professional and Contracted Services		
162-11-6299-62-144-Y-30-000-Y	6299 Miscellaneous Contracted Services	\$600.00
6200 Subtotal:		\$600.00
6300 Supplies and Services		
162-11-6399-00-144-Y-30-000-Y	6399 General Supplies	\$21,335.00
162-13-6399-65-144-Y-30-000-Y	6399 General Supplies	\$4,000.00
6300 Subtotal:		\$25,335.00

Personnel for Breeden Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alice Garcia	Pre-Kinder Teacher	State Compensatory	.50
Bertha Esparza	Pre-Kinder Teacher	State Compensatory	.50
Eleazar Rivas	Pre-Kinder Teacher	State Compensatory	.50
Loyda Poy	Dean of Instruction	State Compensatory	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment (CNA) was developed, reviewed, and revised after thorough review of multiple data sources and meetings with teachers/staff members and parents...

- (1) Student/Parent/Staff Surveys (BISD ARE Department provided results to campus)
- (2) Use of data from academic assessments
- (3) Data Analysis Meetings (BOY/MOY/EOY TPRI/TEJAS LEE, LION, Benchmark Results)...record of dates, agendas, sign-in sheets with Dean of Instruction
- (4) 5th Grade 1st and 2nd administration of the Reading and Math STAAR results
- (5) Number of students failing per six weeks and ultimately attending summer school based on report card grade (six weeks failing reports)
- (6) Number of students on Rtl's
- (7) Formal and informal communication with parents (conferences via Class Dojo and communication logs)

The above allowed to strengthen the core academic program by constantly planning targeted skills, routines and developing quality interventions to meet the educational needs of all students.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The following stakeholders addressed the needs of the Campus Improvement Plan:

- Mandy Delgado, Principal
- Nohemi Garza, Assistant Principal
- Loyda Poy, Dean of Instruction
- Karina Zambrano, Parent Liaison

- SBDM Parents (2)
- SBDM Business Representative (2)
- PK-5th Grade Lead Teachers
- Campus Special Program Personnel
- Curriculum and Instruction District Personnel (Maria Gonzalez, Language Arts Specialist, Dolores Emerson, Administrator of C&I)

All agreed that the CIP goals would include strategies that addressed the following:

- opportunities for all students to meet the challenging State academic standards
- strengthen the academic program
- increase the amount and quality of learning time
- provide an enrichment and accelerated curriculum (extended day program/tutorials)
- address the needs of all students, especially the At-Risk child

2.2: Regular monitoring and revision

The CNA/CIP will be monitored and revised quarterly throughout the year by the SBDM Committee, Grade Level teachers, and parents.

2.3: Available to parents and community in an understandable format and language

The CIP will be available to the parents and the community via the schools' website and discussions during bi-weekly parent meetings. Upon request, campus Parent Liaison will also make the CIP (hard copy) available to parents and community members.

2.4: Opportunities for all children to meet State standards

Multiple opportunities will be given to all students to meet the State standards through...

- Early Childhood Education to increase early literacy and school readiness
- Focused critical thinking skill and strategies for Literacy: fluency, academic vocabulary, and comprehension through the use of Reading Readiness, Esperanza, Language Enrichment, and TLI routines
- Writing skills to increase effective written communication
- Provide Bilingual students with oral language skills to develop listening, speaking, reading, and writing proficiency in English
- Tools and scientific methods during Science instruction that includes field and experimental investigations
- STEM concept pathway to career readiness
- Supplemental research-based instructional materials available to all student
- Research-based accelerated instruction to decrease retention rates and improve student achievement
- Language and literacy interventions for all Dyslexia students
- Use of technology for all students (projects, research, intervention programs)
- Provide migrant students and their parents with information on how to access resources and strategies

2.5: Increased learning time and well-rounded education

The Campus Improvement Plan contains instructional strategies in English Language Arts/Writing, Mathematics, Social Studies and Science that strengthen the academic program. Music, Theater Arts, Arts, and extra-curricular activities (UIL, Destination Imagination, Chess, Stock market Games, Coding, Spelling BEE) provide opportunities to work on spontaneous, creative, logical thinking, problem solving, persistence, collaboration, and communication activities aligned to literacy to support understanding of various genres, develop critical thinking, multi-tasking skills and teamwork. Accelerated Instruction: Research-based intervention tutorials and remediation strategies will be provided to students in the foundation curriculum during extended day and/or week at least twice a week in order to decrease retention rates and improve student achievement. The goal is to increase learning time and a well-rounded education through an enriched and accelerated curriculum for all students.

2.6: Address needs of all students, particularly at-risk

The CIP addresses the needs of all student in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards by providing them with research-based intervention tutorials and remediation strategies in the foundation curriculum during daily TIER II time, extended day and/or week at least twice a week in order to decrease retention rates and improve student achievement.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The campus will develop and distribute to parents and family members of participating students a written parent and family engagement policy, agreed on jointly by parents. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. An Annual Title I-A meeting will be convene at a convenient time to inform parents of services and activities provided through Title I funds. Continuesly invovle parents in the planning, review, and improvement of programs under Title I-A, including the Parent and Family Engagement Policy

3.2: Offer flexible number of parent involvement meetings

Parents will be offered flexible number of meetings to provide them information on...

- (1) Title IA required activities and funding,
- (2) Parental Invovlement Policy that delineates how parents can actively be involved at the district/campus level,
- (3) School-Parent-Student Compact indicating group responsibility to ensure student schievement,
- (4) An Annual Title I meeting to inform parents of services provided through Title I funds,
- (5) Description and explanation of the curriculum used at school, the forms of academic assessments use to measure student progress and achievement levels

of the challenging State academic standards

(6) Literacy and Technology training to help parents work with their children to improve their children's achievement

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Beatriz Moreno	Teacher Aide	Title IA	1
Blanca Gracia	Teacher Aide	Title IA	1
Elizabeth Salazar	Nurse	Title IA	.40
Joanna Garcia	Teacher Aide	Title IA	1
Karina Zambrano	Parent Liaison	Title IA	1
Kayce Maldona	Teacher Aide	Title IA	1
Nereida Avila	Library Aide	Title IA	1
Sandra Luz Castillo	Dyslexia Aide	Title IA	1

2018-2019 Site Based Decision Making Committee

Committee Role	Name	Position
Administrator	Mandy Delgado	Principal
Meeting Facilitator	Nohemi Garza	Assistant Principal
Meeting Facilitator	Loyda Poy	Dean of Instrucion
Non-classroom Professional	Leslie P. Castanon	Counselor
Parent	Jessica Longoria	Parent
Parent	Blanca Pena	Parent
Business Representative	Jorge Aboytes	Business Representative
Business Representative	Beth Salinas	Business Representative
Community Representative	Roberto Castanon	Community Representative
Community Representative	Laura Carpio	Community Representative
District-level Professional	Dahlia Castro	Math Specialist
Classroom Teacher	Alicia DelosReyes-Garcia	Pre-Kinder Teacher
Classroom Teacher	Amy Najera	Kinder Teacher
Classroom Teacher	Laura I. Vasquez	1st Grade Teacher
Classroom Teacher	Gloria Gonzalez	2nd Grade Teacher
Classroom Teacher	Norma I. Chavez	3rd Grade Teacher
Classroom Teacher	Betty E. Filizola	5th Grade Teacher
Dyslexia Teacher	Ada Cabrera	Dyslexia Teacher
Special Ed Teacher	Aide Castro	Special Education Teacher
Paraprofessional	Nereida Avila	Paraprofesional
Non-classroom Professional	Elisa Ramirez	Librarian
Classroom Teacher	Mary H. Munguia	4th Grade Teacher

Campus Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Copy Paper	199-11-6396-00-144-Y-11-000-Y	\$150.00
1	1	7	General Supplies	199-11-6399-00-144-Y-11-000-Y	\$2,073.00
1	1	7	General Supplies-PE	199-11-6399-51-144-Y-11-000-Y	\$500.00
1	1	7	General Supplies-Toner	199-11-6399-62-144-Y-11-000-Y	\$2,000.00
1	1	7	General Supplies-Media Center	199-11-6399-16-144-Y-11-000-Y	\$3,000.00
1	1	7	General Supplies-Library	199-12-6399-00-144-Y-99-000-Y	\$250.00
1	1	7	General Supplies-Guidance and Counseling	199-31-6399-00-144-Y-99-000-Y	\$1,000.00
1	1	7	General Supplies-Health Services	199-33-6399-16-144-Y-99-000-Y	\$500.00
2	1	1	Custodial Supplies/Maintenance	199-51-6315-00-144-Y-99-000-Y	\$10,000.00
2	1	1	Custodial Maintenance/Operations	199-51-6319-00-144-Y-99-000-Y	\$1,000.00
2	1	1	Custodial Overtime-Head Custodian	199-51-6121-47-144-Y-99-000-Y	\$50.00
2	1	1	Custodial Overtime-Custodians	199-51-6121-00-144-Y-99-000-Y	\$50.00
2	1	1	Capital Outlay-Radios/Speaker	199-23-6398-00-144-Y-99-000-Y	\$1,000.00
2	1	1	Overtime-Paraprofessionals	199-23-6121-08-144-Y-99-000-Y	\$50.00
7	1	2	Professional Development/Substitutes	199-13-6112-00-144-Y-99-000-Y	\$9,200.00
9	1	3	EOY Award Ceremony for 5th Grade	199-11-6269-00-144-Y-00-000-Y	\$1,015.00
9	1	3	Transportation for Field Trips, Jump Rope for Heart, District Field Day	199-11-6494-00-144-Y-11-000-Y	\$3,000.00
Sub-Total					\$34,838.00
Budgeted Fund Source Amount					\$1.00
+/- Difference					\$-34,837.00
162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount

1	1	7	General Supplies-Instructional Materials/Supplies and STAAR Materials	162-11-6399-00-144-Y-30-000-Y	\$21,335.00
1	1	7	General Supplies-Teachers	162-13-6399-65-144-Y-30-000-Y	\$4,000.00
8	1	2	Living with Science and Edusmart	162-11-6299-62-144-Y-30-000-Y	\$15,800.00
9	2	1	Professional Extra Duty Pay-SSI	162-11-6118-00-144-Y-24-SSI-Y	\$11,043.00
9	2	1	Professional Extra Duty Pay	162-11-6118-00-144-Y-30-ASP-Y	\$41,700.00
Sub-Total					\$93,878.00
Budgeted Fund Source Amount					\$1.00
+/- Difference					\$-93,877.00
163 State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	LPAC	163-11-6112-00-144-Y-25-000-Y	\$2,000.00
1	1	7	Instructional Materials and Supplies	163-11-6399-00-144-Y-25-000-Y	\$4,808.00
Sub-Total					\$6,808.00
Budgeted Fund Source Amount					\$1.00
+/- Difference					\$-6,807.00
166 State Special Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	General Supplies-SPED Toner (PPCD/Life Skills/Resource)	166-11-6399-62-144-Y-23-000-Y	\$2,000.00
1	1	7	General Supplies-SPED Life Skills	166-11-6399-00-144-Y-23-OPI-Y	\$410.00
1	1	7	General Supplies-SPED PPCD	166-11-6399-00-144-Y-23-OP3-Y	\$250.00
1	1	7	Gloves, Velcro, and Vest	166-11-6399-00-144-Y-23-OBO-Y	\$500.00
1	1	7	OHI's	166-11-6399-00-144-Y-23-0N7-Y	\$1,000.00
Sub-Total					\$4,160.00
Budgeted Fund Source Amount					\$1.00
+/- Difference					\$-4,159.00
211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount

1	1	7	General Supplies	211-11-6300-00-144-Y-30-0F2-Y	\$12,366.00
1	1	7	Toner	211-11-6399-62-144-Y-30-0F2-Y	\$3,000.00
1	1	7	Media Center Supplies	211-11-6399-16-144-Y-30-0F2-Y	\$1,000.00
1	1	7	Reading Novels	211-12-6329-00-144-Y-30-0F2-Y	\$4,000.00
2	1	1	Custodial Supplies	211-51-6315-00-144-Y-30-0F2-Y	\$1,000.00
6	1	1	Mileage for Parent Liaison/Home Visits	211-61-6411-00-144-Y-30-Of2-Y	\$100.00
6	1	1	Miscellaneous Operations/Parents	211-61-6499-53-144-Y-30-0F2-Y	\$449.00
7	1	1	Employee Travel: Professional Development/Teachers	211-13-6411-00-144-Y-30-AYP-Y	\$1,000.00
7	1	1	Employee Travel: Professional Development/Teachers	211-13-6411-23-144-Y-30-AYP-Y	\$1,000.00
7	1	1	Employee Travel: Professional Development/Administration	211-23-6411-23-144-Y-30-AYP-Y	\$2,000.00
7	1	2	Professional Development/Substitutes	211-11-6112-00-144-Y-30-AYP-Y	\$3,500.00
9	1	3	Awards, Trophies, Ribbons, Certificates	211-11-6498-00-144-Y-30-0F2-Y	\$8,500.00
9	2	1	Professional Extra Duty Pay	211-11-6118-00-144-Y-30-0F2-Y	\$10,000.00
9	2	1	Paraprofessional Overtime	211-11-6118-00-144-Y-30-0F2-Y	\$7,000.00
9	2	1	Professional Extra Duty Pay-ASP	211-11-6118-00-144-Y-24-ASP-Y	\$27,729.00
9	2	1	Paraprofessional Overtime-ASP	211-11-6121-00-144-Y-24-ASP-Y	\$10,000.00
Sub-Total					\$92,644.00
Budgeted Fund Source Amount					\$1.00
+/- Difference					\$-92,643.00
199 G/T Advanced Academics					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1.00
+/- Difference					\$1.00
263 Title III-A Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount

1	1	7	Supplemental Materials/Supplies to Support Reading, Math, Writing, and Science Instruction	263-11-6399-00-144-Y-25-000-Y	\$8,596.00
Sub-Total					\$8,596.00
Budgeted Fund Source Amount					\$1.00
+/- Difference					\$-8,595.00
Grand Total					\$240,924.00