

# **Brownsville Independent School District**

## **Keller Elementary**

### **2018-2019 Campus Improvement Plan**

**Accountability Rating: Met Standard**



# Mission Statement

## Keller Elementary School Mission Statement

All Keller Grizzly Staff members are committed...to teach the content students **MUST** learn in order to **SUCCEED** academically and in life while establishing a caring, loving, and respectful learning environment in which students are expected to **ACHIEVE** at high levels.

## Vision

Keller Elementary - Going for the ...

**G**ive and Earn Respect

**O**wn Your Actions

**L**ead by Example

**D**emonstrate Cooperation

## Value Statement

*Excellence: The Keller Instinct!*

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Keller Elementary School is located in Brownsville, Texas. Keller Elementary School is one of thirty-six elementary schools in Brownsville ISD. The campus was constructed in 2009 and opened its doors in January of 2010. The main campus was originally comprised of (40) classrooms, a cafeteria, library, and gymnasium.

The student population at Keller Elementary School is approximately 586 and serves students from Pre-kinder-4 through Fifth Grade. According to the PEIMS Data Review of our campus profile, 96.85 % of the student population is Hispanic, .70% is White and 0.4% is of the student population is African American. From our student population 93.8% are identified as Economically Disadvantaged. 40.5% are classified as Limited English Proficient with the majority being English/Spanish bilingual. In addition 70.2% of our entire student population is At-risk, 7.8% is enrolled in Special Education Services, and 6.9% is receiving Gifted and Talented Education.

The students of Keller Elementary School are recipients of a well-balanced curriculum. Courses are offered in every subject area as well as in Art, Music, Library and Technology. The instructional programs include academic core subjects at various levels, such as the gifted and talented for our students, special education varying from students in PPCD, SFL, resource and inclusion services to dyslexia and speech. Our limited english proficiency students receive bilingual education and general education classes.

Tutorial classes are provided after school and Saturdays for at-risk students and English Language Learners in 3rd through fifth grade through State Compensatory and Title I. Extended day is an academically focused afterschool program for all grade level students.

The current staff at Keller Elementary School is comprised of 32 teachers, 3 campus administrators, 1.5 counselors, 4 office support staff and 5 educational aides. The ethnicity of the Keller Elementary School staff is diverse with 93% Hispanic and 2.3% White. The teaching staff is also 20 % male and 80 % female.

### Demographics Strengths

RTI plans are updated as a team. A 3-6 week monitoring cycle is in place to include current assessment/academic data.

Reduced number of At Risk students by category in upper grades.

More Gifted and Talented Students Identified.

High Rate of Bilingually Certified Teachers.

### **Demographics Needs**

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

In order to ensure that teachers have a math and Science background, Keller teachers will receive professional development opportunities in the area of math and science to reinforce their knowledge in the Math and Science Standards and improve student scores.

In order to help improve the students' attendance rate, the students will receive perfect attendance awards per six weeks. By doing so, they will be motivated to continue having perfect attendance and help increase the student attendance rate.

In order to improve and monitor the TELPAS scores to ensure that students are making one level progress or maintaining the Advanced High rating, all Bilingual students will be monitored every six weeks throughout the school year. Writing Samples will be collected every six weeks and the collections, along with the students' proficiency in the Domains will be rated every six weeks. CIP 9.1

# Student Academic Achievement

## Student Academic Achievement Summary

### By Grade Level & Content with 2017 to 2018 Change

	Reading	Writing	Math	Science
<b>3<sup>rd</sup> Grade</b>	<b>82%</b> <b>(+6)</b>		<b>91%</b> <b>(+5)</b>	
<b>4<sup>th</sup> Grade</b>	<b>92%</b> <b>(+11)</b>	<b>87%</b> <b>(+14)</b>	<b>88%</b> <b>(+10)</b>	
<b>5<sup>th</sup> Grade</b>	<b>87%</b> <b>(+6)</b>		<b>89%</b> <b>(+3)</b>	<b>83%</b> <b>(+7)</b>

### Percentages of Content and All Subjects (3-Year Change)

	2014	2015	2016	2017	Change
<b>3<sup>rd</sup> – 5<sup>th</sup> Reading</b>	76%	76%	79%	87%	<b>+8</b>
<b>3<sup>rd</sup> – 5<sup>th</sup> Math</b>	81%	77%	87%	89%	<b>+2</b>
<b>3<sup>rd</sup> – 5<sup>th</sup> All Subjects</b>	78%	76%	79%	79%	<b>+3</b>
<b>District</b>	79%	76%	79%	87%	<b>+8</b>

### Summary – All Subjects (Comparison to District)

	Reading	Math	Writing	Science	<b>ALL SUBJECTS</b>
<b>Keller Elementary</b>	<b>87%</b>	<b>90%</b>	<b>87%</b>	83%	<b>87%</b>
<b>District</b>	<b>78%</b>	<b>85%</b>	<b>75%</b>	<b>80%</b>	<b>80%</b>

Campus assessment data is accumulated and reviewed for student progress on STAAR formatted assessments weekly by highly qualified teachers and the data is assessed in order to determine what areas of student mastery in TEKS learning objectives, depth of knowledge and thought processes, need to be reinforced in order to ensure that student achievement is measured not only in assessment measures but critical thinking areas at all times. As student areas of need are targeted and addressed by both teachers, grade levels, as a campus, by teachers, administration, with assistance and guidance from district C & I specialist, A.R.E. assessment assistance, and our Assistant Superintendents in close collaboration with use of data item analysis via Trends and AWARE, we are able to see what individual, class, and subpopulation student achievement (including SPED, Bi-lingual, RTi Tiered students, Migrant, G/T) areas of need, strengths and weaknesses fall in order to continuously generate and coordinate plans for student academic improvement and advanced critical thinking skills. Grades are evaluated on a weekly basis with progress reports provided every three weeks and report cards every six weeks with aligned tutorials to provide additional academic reinforcement for students in need of academic improvement or instructional TEKS based skill reinforcements.

## **Student Academic Achievement Strengths**

### Student Academic Strengths

The campus 2017-2018 STAAR results reflect 5th grade campus achievement goals in the areas of Reading and Math.

The campus goals for the 2017-2018 STAAR results did not meet campus achievement goals in the areas of 3rd grade reading and math and 4th grade reading, math and writing.

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

**1.** Accelerated instruction through tutorial and academic extended day is necessary for student achievement in all core areas throughout the school year. Areas of focus should include language enrichment strategies including (RTI, SIOP, TLI, FASCT).

**2.** To improve Science scores in 5th grade, students in 5th grade will incorporate StemScopes online and text curriculum daily. This will ensure they are receiving TEKS based and STAAR assessed instruction. ELL, ELA, Math & Science Materials and resources, including purchases of science materials, content area manipulatives, instructional reinforcement supplemental workbooks and materials, dictionaries, and any other additional instructional reinforcement materials to support classroom instruction and curriculum in daily classroom instructional lessons & activities, will be provided to teachers and/or students.

areas objectives in preparation for the STAAR. LJCreate and STEMScope license will be purchased/renewed for 3rd through 5th grade to be used during tutorial as well as during class as a supplemental resource for the classroom activities being implemented in the classroom.

**3.** To improve Writing Advanced Leveled performance in 4th grade, PK through 5th Grade teachers will meet within grade level or faculty meetings to improve writing instruction at Keller Elementary. Teachers will also be given the opportunity to attend professional development and they will share the information with the rest of the faculty. Administration will collect at least 2 writing journals per class in PK-5th Grades to review and provide feedback.

Administration will perform periodic checks for all 4th grade writing students and rate the student's performance using a rubric to provide feedback. Administration, faculty and staggs will support campus efforts and meet identified needs at the District and Campus level; activities, resources, and

implementation timelines related to student achievement are set forth in core-area, At-Risk, and Migrant Education sections of the 2018-2019 Campus Improvement Plan.

Keller

### **Strengths:**

Special Education student performance in the core curricular areas. Special education teachers will co-teach with teachers to assist students with core-curriculum strategies.

Reading fluency increase in all grade levels. Fluency is monitored every 3 weeks and progress is tracked.

STAR Lexile Score Assessments

Higher number of teachers for academic tutorials in the testing areas.

Journal and Composition writing in all grade levels.

Increase registration and recruitment of student in the Pre-K3 and Pre-K4 programs.

Increase health and nutrition awareness through the Nurse's Office.

Academic focus on 5th grade SSI students within the first 3 weeks of start of year.

Higher rate of students meeting the Approaches goal for 3rd and 4th grade STAAR.

Higher rate of progress for students in 4th grade math and reading, assessed and monitored through end of six weeks checkpoints.

### **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** Student performance goals were not met for 2017-2018 STAAR Assessment. **Root Cause:** Lack of tutorial calendar days focusing on targeted academic skills.



## School Processes & Programs

### School Processes & Programs Summary

Keller Elementary School ensures that a positive, safe, and appropriate learning environment and climate is ensured for all campus and community stakeholders that have a direct vested involvement in the holistic social, emotional, academic, physical and intellectual development of the students at Keller Elementary School. This is ensured via relational capacity with the notion that ALL means ALL in involving and providing each and every student the opportunity to learn and be involved in their own personal development with the support of the campus and all stakeholders. Doing so, Keller Elementary ensures that we focus on closing not just the academic gaps evident via our student achievement and demographic analysis, but the opportunity gaps that students experience in their educational lifecycle. Semester perfect attendance celebrations, Student of the Week - Promoted on the marquee, special event, , individual student incentives for morning announcements, birthday recognitions - through announcements and individual birthday cards, classroom counselor presentations, motivational rallies, promote a harmonious and well involved campus climate for all students. Students are encouraged to participate in all extracurricular activities such as: Honors Choir, Destination Imagination, UIL, Library Book Club, Chess, Drill Team, Sugar Bears, Flag Football, Girls Volleyball, Running Club, Local and State Art Competitions,

Teachers will meet for collaboration sessions every 3 weeks for ELA and Social Studies Planning. Weekly planning sessions within the grade level are scheduled twice a week to focus on Math and Science. Teachers will also meet weekly by grade level, faculty and administrative grade level meetings, parent meetings, as well as campus committee meetings, special called faculty and staff meetings, RTI trainings, curricular support trainings (campus and district level), monthly SBDM, CSH CATCH, paraprofessional meetings, DEIC, district level safety meetings, assessment and parent involvement meetings as determined and guided by a campus wide CNA survey conducted annually, allows all individuals at Keller Elementary to ensure proper and appropriate communication, collaboration, information and implementation of support and procedures positively influencing campus culture and climate is ensured at all times, Immediate and effective instructional and job performance feedback, open door policies and positivity in our interactions on a daily basis reinforce our school's culture and climate.

Staff quality and improvement is vital when evaluating current Keller staff members. Formative and summative employee evaluations are conducted at Keller Elementary annually ongoing throughout the school year. A campus based interview committee consisting of grade level representatives, paraprofessional staff representation and administration are all involved in the interviewing process for new candidates interested in any professional vacancies that arise at Keller Elementary. Via a series of standards based established interview questions, as determined by the interview committee, and respective rubric and ranking system, as well as a mock lesson presentation to the interview committee in an actual student classroom setting as selected by the committee for teacher candidates, the best qualified and most appropriate individuals that make the best fit for our campus are recommended for vacancies. New teachers are guided and mentored by all grade level teachers via collaboration and lead by a highly qualified lead teacher and instructional dean. Teacher performance records and TTESS evaluations and components are documented and kept by campus administration, assistant principal and principal. Scheduled SBDM, Faculty, and grade level meetings are conducted biweekly and monthly to address campus issues that ensure appropriate interventions are initiated to focus on continued improvement on campus needs and issues as well as to ensure the staff is highly qualified in their teaching areas.

A strong family and community based program exists at Keller Elementary with weekly meeting conducted on a variety of topics focusing primarily on informative based meeting regarding information parents must know about campus, local and state educational issues and policies. Open house, meet the

teacher and individualized parent meetings are held as well to ensure open lines of communication. Keller adheres to all local, district and state parental involvement guidelines and ensures that parents are an active part of campus initiatives.

Scheduled SBDM, Faculty, and grade level meetings are conducted biweekly and monthly to address campus issues that ensure appropriate interventions are initiated, as well as weekly parent meetings are conducted to keep the parents informed on the events taking place in school

To best support campus efforts and meet identified needs at the District and Campus level; activities, resources, and implementation timelines related to Family and Community Involvement are set forth in the Parent and Community section of the 2018-2019 Campus Improvement Plan.

The school conducts periodic evaluations of campus performance in all aspects of the working components of the campus. The CAN surveys provide the SBDM and various campus based committees, administration and grade levels with input as to what and how the operations of our campus are conducted, thus providing feedback on all programs that our campus operates under.

Scheduled SBDM, Faculty, and grade level meetings are conducted biweekly and monthly to address campus issues that ensure the organization of the school is appropriate to the needs of the campus.

### **School Processes & Programs Strengths**

Promote college awareness year round. Each grade level representing a college or university of their choosing and incorporate it within their decor and instruction.

Promote and collaborate with the University of Texas - UT-Health program in creating awareness and participation in family health education

RTI and Review 360 plans implemented

Parent Teacher Meetings

Accessibility of Teachers

Parent/Teacher Communication

Grade Level Collaboration Meetings for ELA and Social Studies / 3rd Six Weeks

Assigned weekly collaboration days for Math and Science

Classroom Schedules Shared and Displayed

Administration/Teacher collaboration

Computer Access for students in all classrooms

Two student computer labs

Use of website and ESchool HAC to view student Progress

Digital Access to Campus and District Assessments

Parents desire to help

Parent Participation in Wellness FIT program

Reading/Library Assistance and Involvement

Meet the teacher night

Open House

**School Processes and Programs Needs:**

Showcase student work and identifying skills on a timely basis.

Consistency with core curriculum structures in daily routines.

Classrooms and grounds are to be kept clean and well-maintained.

Staff is trained to prevent and resolve conflicts.

Bilingually certified teachers

Smaller student to teacher ratios

Retain teachers who share the core values of the campus

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

Campus assessments in every grade level to monitor student progress will be created and used to receive student data on the students progress through STAAR content instructional alignment, horizontal and vertical alignment, benchmark results, use and assessment of supplemental resources which focus on TEKS and STAAR standards. Students will also participate in off campus learning opportunities in the form of field trips to enhance academic learning, be involved with the community and be able to see additional opportunities provided by student field trips (this will include funding for field trip student meals). Administration and teachers will analyze assessment data from TANGO, Eduphoria and Lead4ward to disaggregate results and target the areas of need and provide adequate and appropriate STAAR instructional resource procurement. Teachers will be given the opportunity to vertically and horizontally plan and align to meet the needs of the students based on data results.

Professional and staff development will be offered for teachers to gain and improve the knowledge and skills important to their positions and job performance.

Technology equipment such as ink cartridges for printers in the classrooms, elmos and projectors for teachers who do not have them, bulbs for replacements due to wear and tear, and laptops for the Computers on Wheels (COW) to complete a class set of laptops will be purchased to assist the teachers with curriculum and instruction.

Technology software, desktop computers, laptops and updates for Math, Reading, Writing, and Science will be purchased to enhance the lessons taking place in the classrooms and computer labs. The purchase of these items including the STAR Renaissance program will help with the vertical alignment necessary in our campus to help improve student achievement.

Supplemental resources and educational material that are TEKS based and focus on reinforcing STAAR standards will be purchased or reproduced at media services to reinforce the daily activities that are taught in the classrooms. Teachers will be given the opportunity to select resources which will benefit their own students' needs and the campus will purchase supplemental resources and duplicating paper for student work, for the entire grade levels as well to reinforce the skills the grade level and the campus needs improvement which including Health/PE equipment. PFS students will also exclusively receive clothing and instructional materials to positively enhance these student's academic performance and school experiences.

## **Perceptions**

### **Perceptions Summary**

Keller strives to provide many positive core aspects to our climate and culture. A strong focus and concentration is towards high instructional expectations and student achievement. These expectations are developed through continuous improvement in instructional practices. Our campus continuously involves its stakeholders in the reviewing and decision making processes to achieve high level expectations for work and students. This involvement helps create the strengths of the campus' culture and climate.

### **Perceptions Strengths**

Current and Relevant Professional Development for Teachers

Positive Teacher - Student interactions

Instructional partnerships with local universities

Teachers and sponsors introducing community involvement to students

Strong commitment to provide an open communication forum with parents

Needs:

Openness to technology

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- 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 Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results

## 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**

- Staff surveys and/or other feedback
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

### **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

# 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:** Keller 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. by 5 percentage points.

**Evaluation Data Source(s) 1:** Students will increase Performance Standards status within Campus Six Weeks Trends Assessment Scores, Six Weeks Fluency Rates, District Benchmark Scores and State Assessments including STAAR, Circle, TPRI/Tejas Lee, SELP/SSLP. Summative Evaluation 1: College Readiness Skills and Preparation will be evaluated by data derived from Campus Six Weeks Trends Assessment Scores, Six Weeks Fluency Rates, District Benchmark Scores and State Assessments including STAAR, Circle, TPRI/Tejas Lee.





**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June



<p>1) All PK-5 classrooms will specifically target the Texas Essential Knowledge and Skills (TEKS) to improve test scores utilizing the following strategies, programs and materials including collaborative planning, FASCT, RTI, TLI strategies, language enrichment, phonological awareness math manipulatives, scientific interactive journals, multisensory grammar.</p> <p>Materials include: LJC Create replenishables, StemScopes, Science and Writing, STAAR Success Reading and Writing, HMH Materials, STAAR Master, Rise and Shine, Reading Books, Student Remedial resources, classroom readers, picture books, manipulatives and general supplies.</p> <p>Duplicating paper will be purchased to duplicate supplemental resource materials for students. Media Services will be utilized for other duplicating services.</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS CIP 1.1. CNA 6</p> <p>Timeline: Aug 2018-June 2019</p>	2.4	Principal, Assistant Principal Instructional Facilitator Teachers	Six Weeks Report Cards, Standardized Scores, TELPAS, TPRI/TEJAS Lee, Campus Six Weeks Trends Assessment Scores, Six Weeks Fluency Rates, District Benchmark Scores and State Assessments including STAAR.				
<p>Funding Sources: 211 Title I-A - 1604.00, 162 State Compensatory - 6000.00, 199 Local funds - 2000.00</p>							
<p>2) PK-5 teachers will collect student writing samples throughout the school year. Writing samples will be compiled to monitor the students progress for TELPAS, student progress and grade level alignment in all core areas.</p> <p>Administration participates in review of writing journals to randomly review student progress.</p> <p>CIP 1.2 CNA 6 Population: GE, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: Aug 2018-June 2019</p>	2.4	Principal Assistant Principal Instructional Dean Teachers	CPM TELPAS TPRI/Tejas Lee STAAR				
<p>Funding Sources: 199 Local funds - 200.00</p>							

<p>3) Implementation of RTI strategies through small group tutoring of TIER II and TIER III Students in K-5 will be conducted to support academic growth and success in core areas of TIER II and TIER III students. RTI routines will also be incorporated within the teacher's daily lessons. Academic Vocabulary and Tango -FCRR's will be act as curricular supports. Professional Development in interventions and time for collaboration will be provided.</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Aug 2018-June 2019</p>	2.6	Principal, Assistant Principal Instructional Dean Teachers	BOY, MOY, EOY, Progress Monitoring, campus assessments, district benchmarks, STAAR				
<p>4) New and Existing Teachers and paraprofessionals will have the opportunity to grow professionally through a 3 hour campus collaboration planning every 3 weeks in the area of reading and social studies. and designated math and science planning twice a week. Teachers will also be afforded opportunities to attend and/or participate in local/state conferences, peer mentoring, workshops, maintenance meetings, etc. Materials and supplies will be provided as needed</p> <p>ELAR/SLAR TEKS Pre-Kindergarten Guidelines Center for Improving the Readiness of Children for Learning and Education (CIRCLE) PK TLI (Sustainability) Response to Intervention (RTI) CCRS (College and Career Readiness Standards) TPRI/Tejas Lee SIOP</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Aug 2018-June 2019 CIP 1.4 CNA 7</p>	2.5	Principal, Assistant Principal Instructional Dean Teachers	Campus Six Weeks Trends Assessment Scores, Six Weeks Fluency Rates, District Benchmark Scores and State Assessments including STAAR, TPRI/Tejas Lee				

<p>5) PK-5 teachers will collect student writing samples throughout the school year. Writing samples will be compiled to monitor the students progress for TELPAS, student progress and grade level alignment in all core areas. Administration participates in review of writing journals to randomly review student progress.</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: Aug 2018-June 2019 CIP 1.5 CNA 7</p>	2.4, 2.5	Principal Assistant Principal Instructional Dean Teachers	CPM, TPRI/Tejas Lee TELPAS STAAR				
<p>6) Supplemental Resource Materials will be reproduced at the media center so each student will have their own copy of various resources to enhance the daily classroom activities and raise students test scores. Extended Day Students will have essential resources to support the academic focus of the daily instructional strategies and campus will provide extra duty pay for employees.</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: Aug 2018-June 2019 CIP 1.8 CNA 7</p>	2.6	Principal Assistant Principal Instructional Dean Teachers	Campus Six Weeks Trends Assessment Scores, Six Weeks Fluency Rates, District Benchmark Scores and State Assessments including STAAR, TPRI/Tejas Lee				
<p>Funding Sources: 199 Local funds - 200.00</p>							
<p style="text-align: center;">  = Accomplished      = Continue/Modify      = No Progress      = Discontinue </p>							

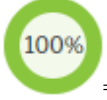



**Goal 1:** BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

**Performance Objective 2:** Keller early childhood performance 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
1) Pre-K3-Kinder students will utilize the districts curriculum framework to integrate a cross-curricular program to focus on social emotional, language and communication, emergent literacy, math, science, social studies, arts, and technology (OWL)(HMH). June 2018-Aug 2019 CIP 1-2.1 CNA 7	2.5, 2.6	Principal Assistant Principal Instructional Dean Early Childhood Teachers	CPM/TPRI Assessments Writing Samples TELPAS				
2) The early childhood program including PK 3 will be provided the full day in order to better prepare qualified students academically. The Pre-K program will target oral language and readiness skills. The program will utilize manipulatives such as counters, flash cards, board games, clay, crayons, paints, center activities and printables to facilitate the learning process.  Population: GE, TI, MI, LEP, SE, AR, GT, DYS  Timeline: Aug 2018-June 2019 CIP 1-2.2 CNA 7	2.5, 2.6	Principal Assistant Principal Instructional Dean Early Childhood Teachers	CPM/TPRI Assessments Writing Samples TELPAS				
3) PK-3 - Kinder teachers will vertically align the curriculum to ensure a high quality early childhood education program. Alignment focus will include: oral vocabulary, phonological awareness, alphabet knowledge and mathematics.	2.5, 2.6	Principal Assistant Principal Instructional Dean Early Childhood Teachers	CPM/TPRI Assessments Writing Samples TELPAS				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue





**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 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>1) Language Arts, Math and Science Supplemental Materials which target the state adopted TEKS and supplement the district curriculum will be purchased to support our campus hands on science initiative for PK-5th grades every Tuesday. These materials will also enhance the general education and sup-pop classroom instruction : including special education, ELL, and Migrant. Purchase will improve STAAR, TELPAS and TPRI, CPALLS, and other tests. Materials include:LJCreate replenishables, Measuring Up Reading and Math, Science and Writing, STAAR Success Reading and Writing, HMH materials, STAAR Master, Rise and Shine, reading books, student remedial resources, classroom readers, picture books, manipulatives,FASCT program focused materials and general supplies. Duplicating paper will be purchased to duplicate supplemental resource materials for students. Media Services will be utilized for other duplicating services.</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: Aug 2018-June 2019 CIP 1-3.1- CNA 7</p>	2.4	Campus Principal Assistant Principal Instructional Dean Classroom Teacher	Campus Six Weeks Trends Assessment Scores, Six Weeks Fluency Rates, District Benchmark Scores and State Assessments including STAAR, TPRI/Tejas Lee				

<p>2) All PK-5th Grade teachers and support staff will strengthen student reading performance, critical thinking skills, fluency, appreciation for literature through, AR, Read Aloud, SSR and web platforms . Fluency monitoring is performed on a daily basis with teacher reports submitted to administration every 3 weeks. The librarian will assess 1st - 5th grade students using the Renaissance STAR program to set the student's Reading AR Levels.</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: Aug 2018-June 2019 CIP 1-3.2 CNA 7</p>	2.4	Campus Principal Assistant Principal Instructional Dean Classroom Teacher	Campus Six Weeks Trends Assessment Scores, Six Weeks Fluency Rates, District Benchmark Scores and State Assessments including STAAR, TPRI/Tejas Lee				
<p>Funding Sources: 199 Local funds - 500.00</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 4:** Increase number of students in co-curricular and extra-curricular advancing in Math, Science, Social Studies, ELA, Fine Arts, and CTE 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>1) The art and music teacher will integrate the art/music curriculum with activities that incorporate all areas of STAAR objectives including Reading, Math, Writing and Science through the use of technology including the use of reinforcement of the STAAR-Math objectives and experiment with patterns/numbers/proportions of designs to create an original aesthetic artwork or musical composition piece. STAAR-and TEKS objectives will be enhanced with different art activities incorporating reflections/atmosphere/ /color theory and usage of materials, vocabulary and art/music history to be able to implement hands on activities, and develop quality artwork and musical performance pieces.</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: Aug 2018-June 2019 CIP 1-4.1 CNA 6</p>	2.5	Principal Assistant Principal Instructional Dean Art Teacher Music Teacher	Student Yearly Average, Submittal and Placement of Competition Pieces, STAAR Assessments				

<p>2) Students will be encouraged to participate in UIL Art, Music and Ballroom Dancing. Students will participate at the local, district and state level (placement). Materials, resources for competition will be purchased to enhance competition opportunities.</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: Aug 2018-June 2019 CIP 1-4.2 CNA 6</p>	2.5	Teachers, Assistant Principal, Counselors, Principal, Instructional Dean Extracurricular Sponsor	Student Yearly Average, STAAR Assessments, Competition Acolades				
<p>3) Teachers and students will have an opportunity to fund raise and attend various out of school field trip opportunities to further enhance classroom learning objectives, make worldly connections with outside community entities, while celebrating efforts well deserved by students with educationally based field trips. Timeline: August 2017-June 2018</p>	2.5	Teachers, Assistant Principal, Counselors, Principal, Instructional Dean Extracurricular Sponsor	Campus Six Weeks Trends Assessment Scores, Six Weeks Fluency Rates, District Benchmark Scores and State Assessments including, CPM, TPRI/Tejas Lee, SELP/SSLP and STAAR.				
<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:** Keller will implement energy savings plans; maintain and upgrade current facilities to provide a healthy and positive learning environment by scheduling renovation/upgrade/improvement of at least 20% of instructional facilities annually over the next 5 years. (Board Goal 2)

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

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Keller will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan.</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: Aug 2018-June 2019</p>		<p>Administration Teachers Staff Custodians</p>	<p>Complete implementation of the district energy savings plan will result in decreased energy usage compared to prior year.</p>				
<p>2) In order to promote energy savings and recycling, the campus will implement various activities such as designating a recycling day, lessons on conserving energy, and having a Green Day (no paper use).</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: Aug 2018-June 2019</p>	2.5	<p>Administration Teachers Staff Custodians</p>	<p>Lesson Plans Parent Meetings Recycling Pickup Calendar</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

**Goal 3: 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:** Keller will ensure effective and efficient use of 100% of available budgeted funds to be used to meet the needs of all students.

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

**Summative Evaluation 1:**

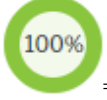



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The campus will utilize available budgeted funds based on the Campus Needs Assessment. The campus will purchase based on needs addressed in the Campus Improvement Plans. Distribution of funds will be follow the financial purchasing policies.  CIP 3.1 Aug 2018-June 2019		Administration SBDM	Budget will be utilized fully based on the calendar for each funding source. All items, programs and learning supports will be purchased to address campus needs.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished                 </div> <div style="text-align: center;">  = Continue/Modify                 </div> <div style="text-align: center;">  = No Progress                 </div> <div style="text-align: center;">  = Discontinue                 </div> </div>							

**Goal 3:** 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:** Keller will create and provide faculty and staff recognitions and activities to improve campus morale/climate and support retention of teachers and principals.

**Evaluation Data Source(s) 2:** Campus needs assessment surveys, district/campus climate surveys

**Summative Evaluation 2:**



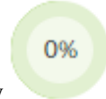

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Grizzly Award-VIP Teachers - award based on academic performance. Fluency Banner-every six weeks the top fluency classroom in each grade level sports the Fluency Banner. Team Gold Award-All faculty and staff are recognized for academic efforts throughout the year.  Aug-2018-June 2019 CIP 2-1.1		Principal Assistant Principal Dean of Instruction Counselor Librarian	Faculty and Staff retention. Higher percentage scores on CNA				
Funding Sources: 199 Local funds - 200.00							
2) The campus will participate in collaborative gatherings to strive to create a sense of community and enhance a positive culture and climate within the administration, faculty and staff.  Aug-2018 - June 2019		Principal Assistant Principal Dean of Instruction Counselor Lead Teachers	Faculty and Staff retention. Higher percentage scores on CNA				
<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 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:** Keller will provide Public Information Office with features articles, recognition of students, co-/extra-curricular activities, and parent/community events.

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

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Keller will promote the history and origins along with current accomplishments weekly through the website and media venues. The campus will recognize students and campus activities utilizing the District's and Campus' Social Media platform as a way to reach out to our community and parents.  Population: GE, TI, MI, LEP, SE, AR, GT, DYS  Timeline: Aug 2018-June 2019		Administration Counselors Parent Liason	Weekly social media postings Brownsville Herald submissions and publications				
2) Keller will focus on training and maintaining a welcoming reception for parents and community. The focus being on soft skills to encourage student recruitment and registration.  Aug 2018 - June 2019		Principal Assistant Principal Office Staff Faculty and Staff	Higher recruitment and retainment of student enrollment.				
<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 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
1) Teachers will hold a Meet the Teacher Night prior to early school start date. The campus will utilize the marquee to advertise and inform parents of earlier August Start date.  Aug 2018		Principal Assistant Principal	Higher registration percentage.				

**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:**

**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 for the campus 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
1) Provide training for administrators and teachers: (a) to effectively handle classroom discipline so that out of school suspensions and discretionary removals are used as a last resort; (b) assure students' rights and due process are afforded in order to have a safe and disciplined environment conducive to student learning.  Population: GE, TI, MI, LEP, SE, AR, GT, DYS  Timeline: Aug 2018-June 2019 CIP 5-1.1		Administrators Teachers	Administrative walkthroughs, TTESS				

<p>2) Provide professional development based on level of expertise and need in the following areas:  a.)Bullying Prevention  b.)Violence/conflict resolution  c.)Recent drug use trends  d.)Resiliency/Developmental Assets  e.)Dating Violence  f.)Signs of Child Abuse  g.)Response to Intervention (RtI) Model for behavior research based interventions  to allow staff to recognize and address the issue, as a preventive measure.</p> <p>Population:  GE, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: Aug 2018-June 2019  CIP 5-1.2</p>		Administrators, Faculty and Staff	Office Discipline Referrals, Parent-Teacher conferences, Behavior RTI referrals, PEIMS Discipline Data.				
<p>3) Campuses will develop and maintain an Emergency Operations Plan. Plan must be multi-hazard in nature. Must be reviewed and updated annually by the campus safety and security committee.  The following drills must be practiced accordingly:  Lockdown drills (3 times per year), Shelter-in-place, Reverse evacuation, Drop &amp; Cover, Evacuation.  In order to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and harm to the environment.</p> <p>Population:  GE, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: Aug 2018-June 2019  CIP 5-2.3</p>		Principals Assistant Principals Faculty and Staff Campus Counselors District Security BISD Police	District Security Evaluations, District Safety Audits				

<p>4) Parent Presentations will be made periodically at campuses  Gang Awareness  Bullying  Dating Violence  Internet Safety  Drug, Alcohol and Tobacco Awareness  Gun Safety  Teen CERT  Truancy  EOP-Safety Procedures  to educate parents to be able to recognize the signs and symptoms related to certain offenses.</p> <p>Population:  GE, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: Aug 2018-June 2019  CIP 5-2.4</p>		Principals, Assistant Principals, Parent Clerk, Counselors, BISD Police and Security Services	District Security Evaluations, District Safety Audits, RTI Behavior Referrals, PEIMS Discipline Reports.				
<p>5) Administration will ensure that campus counselors provide individual and group counseling sessions on a weekly basis in order to ensure that students needs are addressed.</p> <p>Population:  GE, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: Aug 2018-June 2019  CIP 5-2.4</p>		Principal Assistant Principal Counselors	RTI Behavior Referrals, Office Discipline Referrals, Nurse Referrals, PEIMS Discipline Reports.				

 = Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue



**Goal 6: The Board of Trustees, in collaboration with District Staff, Administration, Parents, 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>1) Complete and disseminate a Parental Involvement Policy so as to delineate how parents will be actively involved at the district/campus level with the intention to increase participation. Disseminate School-Parent-Student Compacts indicating each group;s responsibilities to ensure student achievement.</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: Aug 2018-Sept 2018 CIP 6.1 CNA 10</p>	3.1	Principal Parent Liaisons	<p>Formative: Parental Meeting documentation.</p> <p>Summative: STAAR Results, Attendance Rate, Discipline Referrals and Parent Participation.</p>				
<p>2) Conduct an Annual Title I Meeting to inform parents of services provided through Title I funds. Meetings will be followed by an annual Title I Parent Survey to evaluate the effectiveness of District and/or Campus Parental Involvement efforts.</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: Aug 2018-Sept 2018 CIP 6.2 CNA 10</p>	3.1	Principal Parent Liaisons	<p>Formative: Parental Meeting documentation.</p> <p>Summative: STAAR Results, Attendance Rate, Discipline Referrals and Parent Participation.</p>				
<p>Funding Sources: 211 Title I-A - 200.00</p>							

<p>3) Host a Parent Orientation Day to inform parents and community members of daily standard operation procedures and District Policy.  Student Code of Conduct  Student-Parent-School Compact  Parental Involvement Policy  Emergency Operation Procedures  Volunteer Guidelines and Opportunities.</p> <p>Population:  GE, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: Aug 2018-June 2018  CIP 6.3 CNA 10</p>	3.2	Campus Administrators. Parent Liaisons	<p>Formative: Parental Involvement Policy, Parental Compact. Weekly Meeting Documentation.</p> <p>Summative: STAAR Results, Attendance Rate, Discipline Referrals and Parent Participation, RTI Behavior Referrals, Nurse Referrals, PEIMS Discipline Reports.</p>				
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 = Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue

**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:**

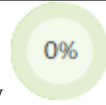
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) New and Existing Teachers and paraprofessionals will have the opportunity to grow professionally through a 3 hour campus collaboration planning every 3 weeks in the area of reading and social studies. and designated math and science planning twice a week. Teachers will also be afforded opportunities to attend and/or participate in local/state conferences, peer mentoring, workshops, maintenance meetings, etc. Materials and supplies will be provided as needed</p> <p>ELAR/SLAR TEKS                      Pre-Kindergarten Guidelines                      Center for Improving the Readiness of Children for Learning and Education (CIRCLE) PK                      TLI (Sustainability)                      Response to Intervention (RTI)                      CCRS (College and Career Readiness Standards)                      TPRI/Tejas Lee                      SIOP                      Esperanza, Language Enrichment</p> <p>Population:                      GE, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: Aug 2018-June 2019                      CIP 7.1 CNA 8</p>	2.6	Principal, Assistant Principal Instructional Dean Teachers	Campus Six Weeks Trends Assessment Scores, Six Weeks Fluency Rates, District Benchmark Scores and State Assessments including STAAR, TPRI/Tejas Lee, SELP/SSLP				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

**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:** Keller 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
1) Students in PK-5th grade will attend the Technology lab and utilize technology lab as well as software and internet based programs which will reinforce core curriculum TEKS, STAAR Reading, Math, Science, and Writing objectives into the technology curriculum. Fourth grade will participate in using the FASCT computer software to compliment text feature skills in the classroom.  Population: GE, TI, MI, LEP, SE, AR, GT, DYS  Aug 2018 - June 2019 CIP 8.1 CNA 37	2.6	Principal Assistant Principal Instructional Dean Teachers/SPED	Student Yearly Average, C&I Internet Based Programs- Teacher Reports STAAR Assessments				
				Funding Sources: 162 State Compensatory - 2800.00			
2) Technological Infrastructure and computers for support services and administration are needed to prepare, review and monitor instructional programs at the campus and district level. Equipment will also assist with Professional development for teachers and staff. Technology hardware should include Ipads, desktops, laptops, monitors, projector, printers, printer supplies and cameras.  Aug 2018 - June 2019 CIP 8.2 CNA 37	2.6	Principal, Assistant Principal, Instructional Dean	Formative: Student Progress Reports, Attendance Reports, Lesson Plans, Software Usage Reports, Testing Monitoring Reports: STAAR,				
				Funding Sources: 162 State Compensatory - 850.00			

<p>3) Our campus will implement a Blended Learning Curriculum in all 2nd grade classrooms. Each student will obtain an IPAD for performance based technological learning. This supplemental instruction device will be used to enhance the core curriculum. Learning and instructional apps will be utilized to correlate instruction with the State standards. Each device will include an IPAD cover and keyboard for better accessibility.</p> <p>August 2018- June 2018</p> <p>CIP 8.3</p>		<p>Principal Assistant Principal Instructional Dean Librarian 2nd Grade Teachers</p>	<p>Formative: Student Progress Reports, Attendance Reports, Lesson Plans, Software Usage Reports, Testing Monitoring Reports: TPRI, TELPAS</p>				
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 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

**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 the overall campus attendance rate to 96.8% with a target of 97.5% for elementary schools and improve At-Risk Student Attendance Rate by 10% over prior year attendance.

**Evaluation Data Source(s) 1:** District and 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
1) 1) Implement campus attendance goals that addresses procedures, roles responsibilities and a formal written plant for Monitoring/management included in campus Improvement Plan Ensure that campus student attendance meets District and State rates so that students meet their full educational potential.  Population: GE, TI, MI, LEP, SE, AR, GT, DYS  Timeline: Aug 2018-June 2019 CIP 9.1 CNA 5		Principal Asst. Principals PEIMS Supervisor Attendance Clerks Attendance Liaisons Attendance Office Data Entry Clerk	Attendance rates by six weeks, Attendance Management plans as needed by campus visitations by attendance office.				
<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 2:** All campuses will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR by 10%

**Evaluation Data Source(s) 2:** STAAR/EOC 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>1) 1) Keller Elementary will implement tutorials and remediation strategies in core-area subjects for at-risk of failing students in order to decrease the retention rate and improve student achievement in 3rd and 4th grades. SSI tutorials will be implemented for 5th grade students to close achievement gap within the TEKS objectives and STAAR performance. The subject Areas include: Reading, Writing, Math and Science. General supplies will be purchased to operate extended day programs.</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: Aug 2018-June 2019 CIP 9-2.1 CNA7</p>		<p>Principal Assistant Principal Instructional Dean Counselors Classroom Teacher</p>	<p>Campus Six Weeks Trends Assessment Scores, Six Weeks Fluency Rates, District Benchmark Scores and State Assessments including STAAR, TPRI/Tejas Lee, SELP/SSLP</p>				
<p>Funding Sources: 162 State Compensatory - 44200.00, 211 Title I-A - 30700.00</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:** STAAR/EOC reports disaggregated for At-Risk students.

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) School Nurse will provide health services and education for all students. Presentations will be provided throughout the school year, focusing on general health, hygiene and oral health care. Health care supplies are essential to providing adequate care for students on a daily basis.</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: Aug 2018-June 2019 CIP 9-3.1 CNA 7</p>		Principal Assistant Principal School Nurse	Higher Attendance Rate, Campus, District and State Assessments				
<p>2) To promote and ensure physical fitness, students in grades Pre K-5 will be provided with moderate to vigorous physical activity each day in physical education for at least 45 minutes a day or a minimum of 135 minutes a week so that everyone will be in compliance with Senate Bill 530 effective 09/01/2007.</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: Aug 2018-June 2019</p>		Principal Assistant Principal Physical Education Teachers	Higher Attendance Rate, Campus, District and State Assessments				

# State Compensatory

## Personnel for Keller Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Angela Vela	Dyslexia Teacher	State Compestory	1.0
Delma Perez	Dean of Instruction	State Compestory	1.0
Elizabeth Martinez	Pre-Kinder Teacher	State Compensatory	.50
Maria Gonzalez	Pre-Kinder Teacher	State Compensatory	.50
Melissa DeLeon	Pre-Kinder Teacher	State Compensatory	.50

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

**Keller services a diverse population of students including economically disadvantaged and at risk students. Student achievement has been continuous due to high expectations of instructional rigor in the classroom and a strong team approach incorporating collaborative planning and refining delivery of instruction. Our campus use research based instructional models within our daily instruction, with a focus on intervention strategies to address any gaps in academic progress.**

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

Our SBDM is made up of a core team of stakeholders. Stakeholders include principal, assistant principal, dean of instruction, general education teachers, special education teachers, Title I teachers, special population teachers, paraprofessionals, parents, buisnnes members and community members. This allows for all parties to have input and come to conclusions on effective decision making for our campus.

### **2.2: Regular monitoring and revision**

The Campus Improvement Plan is revised as needed and reviewed at a minimum of quartely dates with a school year.

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

The campus improvement plan is available to the public. A hardcopy is available at our front office. It is also available our our campus and district webpage.

### **2.4: Opportunities for all children to meet State standards**

Pre-Kindergarten to Fifth grades will implement programs and curriculum that will focus on the Texas Essential Knowledge and Skills (TEKS) which will outline what students are to learn in each grade.

### **2.5: Increased learning time and well-rounded education**

Keller will provide challenging instructional components in each grade level including the expansion of Pre-Kindergarten programs.

All campus programs will help provide an enriched and accelerated curriculum.

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

Keller will utilize strategies, activities, programs and curriculum which will target the needs of our students. Keller will provide multiple opportunities for students who are At Risk to develop the skills necessary to close the achievement gap. Intervention strategies will be monitored and assessed to ensure student success.

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

Keller works with the BISD Parental Involvement program staff to support our campus and district personnel in ensuring that all appropriate parental involvement activities and policies are implemented.

### **3.2: Offer flexible number of parent involvement meetings**

Keller provides parent liaison services at the campus and at the district level. Our campus holds multiple sessions at regular scheduled times and offer periodic meetings to provide additional opportunities. We also provide parent and community opportunities to gain information and provide feedback at campus and district events including Open House, student performances, and recognition events. Our campus also welcome parents/ guardians and community members to come to meet with campus and district staff at any appropriate opportunity. District and campus committees encourage active parent, business, and community participation.

## Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cathy Sierra	Title I Pre K Aide	Title I	1.0
Christina Garcia	Title I Pre K Aide	Title I	1.0
Frances Ibarra	Nurse	Title I	4.0
Juana Garcia	Library Aide	Title I	1.0
Pamela Gomez	Parent Liaison	Parent Volunteer	1.0
Sandra Hernandez	Title I Pre K Aide	Title I	1.0

## 2018-2019 Site Based Decision Making Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Paraprofessional	Liliana Cantu	Principal Secretary
Non-classroom Professional	Gabriel Gutierrez	Counselor
Classroom Teacher	Danae Gallegos	1st Grade Teacher
Classroom Teacher	Dionicia Gonzalez	2nd Grade Teacher
Classroom Teacher	Sandra Hotcaveg	3rd Grade Teacher
Classroom Teacher	Maria Sierra	4th Grade Teacher
Classroom Teacher	Claudia Gonzalez	5th Grade Teacher
Classroom Teacher	Elizabeth Martinez	Pre-Kinder Teacher
Classroom Teacher	Elizabeth Guerrero	Kinder Teacher
Classroom Teacher	Alvino Olvera	Sped Ed Teacher
Business Representative	Abelardo Castro	Whataburger Manager
Business Representative	Rolando Rios	Dr. Rios - Opthamologist
Community Representative	Fernando Perez	TCM Team Member
Community Representative	Vanessa Garza	Pediatric Nurse
District-level Professional	Sandra Garcia	Curriculum Specialist
Parent	Cristina Morales	Parent
Parent	Jacklyn Guzman	Parent
Student	Rebecca Villarreal	Student
Non-classroom Professional	Delma Perez	Meeting Facilitator
Administrator	Javier Garza	Administrator

# Campus Funding Summary

<b>199 Local funds</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Duplicating Paper	199-11-6396-00-143-Y-11-000-Y	\$1,500.00
1	1	1	General Supplies	11-6399-00-143-Y-11-000-Y	\$500.00
1	1	2	Writing Journals	11-6399-00-143-Y-11-000-Y	\$200.00
1	1	6	Media Services	199-11-6399-16-143-Y-11-000-Y	\$200.00
1	3	2	Library Supplies	199-12-6399-00-143-Y-99-000-Y	\$500.00
3	2	1	Awards	199-11-6498-00-143-Y-11-000-Y	\$200.00
<b>Sub-Total</b>					<b>\$3,100.00</b>
<b>Budgeted Fund Source Amount</b>					<b>\$4,500.00</b>
<b>+/- Difference</b>					<b>\$1,400.00</b>
<b>162 State Compensatory</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Duplicating Paper	11-6396-00-143-Y-30-000-Y	\$1,000.00
1	1	1	General Supplies	162-11-6399-00-143-Y-30-000-Y	\$5,000.00
8	1	1	Software and licenses	162-11-6299-62-143-Y-30-000-Y	\$2,800.00
8	1	2		162-13-6398-65-143-Y-30-000-Y	\$850.00
9	2	1	Tutorial	162-11-6118-00-143-Y-30-000-Y	\$10,000.00
9	2	1	Extended Day	162-11-6118-00-143-Y-30-ASP-Y	\$34,200.00
<b>Sub-Total</b>					<b>\$53,850.00</b>
<b>Budgeted Fund Source Amount</b>					<b>\$67,100.00</b>
<b>+/- Difference</b>					<b>\$13,250.00</b>
<b>163 State Bilingual</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>

<b>Budgeted Fund Source Amount</b>					\$3,970.00
<b>+/- Difference</b>					\$3,970.00
<b>166 State Special Ed.</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$1,715.00
<b>+/- Difference</b>					\$1,715.00
<b>211 Title I-A</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	Duplicating Paper	199-11-6396-00-143-Y-30-0F2-Y	\$600.00
1	1	1	General Supplies	11-6399-00-143-y-30-0f2-y	\$1,004.00
6	1	2	Operating Costs	211-61-6499-53-143-Y-30-0F2-Y	\$200.00
9	2	1	Extended Day	211-11-6118-00-143-Y-24-ASP-Y	\$23,000.00
9	2	1		211-11-6121-00-143-Y-24-ASP-Y	\$7,700.00
<b>Sub-Total</b>					\$32,504.00
<b>Budgeted Fund Source Amount</b>					\$57,000.00
<b>+/- Difference</b>					\$24,496.00
<b>199 G/T Advanced Academics</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$1,000.00
<b>+/- Difference</b>					\$1,000.00
<b>Grand Total</b>					\$89,454.00