

**Brownsville Independent School District**  
**Longoria Elementary**  
**2018-2019 Campus Improvement Plan**



# Mission Statement

The mission of the Administration, Staff, Parents and Community of Reynaldo Longoria Elementary School is to provide quality instruction to ALL STUDENTS enabling them to make "commended" yearly academic progress and to promote responsible citizenship, self-discipline and self-esteem so that each student can reach his or her highest potential.

## Vision

Rigor, Relevance, Relationships equals Results.

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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Longoria Elementary School

#### Campus Narrative

2017-2018

Longoria Elementary School is located in Brownsville, Texas. Longoria Elementary School is one of thirty-six elementary schools in Brownsville ISD. The campus was constructed in 1929 with unknown classrooms added in the ensuing years. The main campus was originally comprised of unknown classrooms, a cafeteria, library, and gymnasium.

The student population at Longoria Elementary School is approximately 345 and serves students in grades EE through 5<sup>th</sup>. According to the PEIMS Data Review of our campus profile, 99.49% of the student population is Hispanic and 98.21% are identified as Economically Disadvantaged. Many of our students are first generation Mexican immigrants, 38.52% are classified as Limited English Proficient and a majority is English/Spanish bilingual. In addition, several of our students come from homes which participate in state and federal assistance programs such as food stamps, welfare, the Women, Infant, Children (WIC) nutrition program, and subsidized housing and medical assistance.

The students of Longoria Elementary School are 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 Longoria Elementary School is comprised of 21 teachers, 3 campus administrators, 1 counselor, 4 professional support personnel, 12

non-classroom staff, and 13 educational aides. The ethnicity of the Longoria Elementary School staff is diverse with 98% Hispanic, 1% Caucasian, and 1% African American. The teaching staff is also 15 % male and 85 % female.

Longoria Elementary School's most recent campus initiatives include the following:

- To demonstrate Level II satisfactory performance and achieve 50% or more Level III Advanced in Reading the English Language.
  - To demonstrate Level II satisfactory performance and achieve 50% or more Level III Advanced in the area of MATHEMATICS.
  - To demonstrate Level II satisfactory performance and achieve 50% or more Level III Advanced in WRITING the English Language.
- 
- Ninety percent of students in third, fourth, and fifth grade will demonstrate mastery of the STAAR objectives .
  - Through the use of SCIENCE state adopted curriculum and achieve 25% or more commended performance.
  - Ninety percent of students in third, fourth, and fifth grade will demonstrate mastery of the STAAR objective through the use of SOCIAL STUDIES state adopted curriculum.
  - To increase technology literacy.
  - Increase the use of technology in the classroom.
  - To decrease the number of discipline referrals to the office (0-5 per grade level).
  - To increase "safety" awareness/procedures.
  - To increase "parental" involvement.
  - To educate and increase "wellness" awareness.
  - To increase Fine Arts participation.
  - To decrease DROP OUT rate.
  - Add extracurricular activities for students to participate.
  - Improve parental participation.

Longoria Elementary School promotes numerous student clubs and organizations. Students are encouraged to participate in extracurricular activities and programs such as,

- Longoria Pre-Kinder-5th Gr. Bilingual Transitional Program
- Parental Involvement: Family Learning Weekly & Event Activities / ESL Classes / Nutritional Classes / CATCH-Wellness Program / Computer Classes / Arts & Crafts
- Chess
- Spelling Bee
- UIL
- Science Fair
- Tiger Planning (every six weeks)
- Vertical Teaming (at the end of the year)
- Accelerated Reader
- Three Year Old program
- Tutorials: (before & afterschool)
- Extended Day After School Program

School Namesake: **Reynaldo Longoria Elementary**

School Colors: **Red & White**

School Mascot: **Tiger**

# Demographics

## Demographics Summary

Data Accuracy is updated daily by data entry clerk. Daily monitoring by PEIMS administrator and proper identification of students in special programs and monitoring of student attendance is also done daily. Bilingual funds are utilized to target all LEP students' academic needs in Language Proficiency and available State Compensatory Funds for At-Risk Students. Tutorial attendance is also monitored by the campus dean. Consistent communication with parents through parent liaison is also a strength with student phone numbers being updated frequently. Teachers will provide interventions to support increased performance for our ELL population and identify students in need of academic help, dyslexia accommodations, or special education services. Campus staff will encourage on time arrival to school for increased academic performance.

## Needs

1. Improve attendance for lower grades
2. Improve attendance for the Life Skills area



# Student Academic Achievement

## Student Academic Achievement Summary

Administration, teachers desegregate data through the analysis of progress monitoring, student grades, percentages of students on RTI plan, TPRI/Tejas Lee BOY, MOY and EOY, and practice state assessment exams. The Dean, and teachers look at students' scores and break down the test objectives by generating state testing history results in Eduphoria-Aware program and Tango Trends Computer Program to identify strengths and weaknesses. Once weaknesses are identified, teachers plan instruction accordingly to target those weaknesses. Teachers also plan for intervention instruction and tutorials in order to provide support and differentiated instruction for students who are considered at-risk or are in special population groups. The RTI administrator and Dean will monitor students on RTI and look at proper interventions being provided.

A student group that performed less than or equal to the state average is identified as a priority. Based on the review of the data, best practices will be used to address the priority areas of need. Objectives of the Campus Improvement Plan delineate a variety of research-based strategies and are used to address the areas of need.

The following information originated from the 2016- 2017 Texas Academic Performance Report results.

### STAAR Summary of 3rd-5th Grades Tested

#### State District Campus

##### Grade 3

Reading	72%	75%	87%
Mathematics	76%	82%	80%

##### Grade 4

Reading	70%	74%	89%
Mathematics	75%	79%	85%
Writing	63%	75%	87%

##### Grade 5

Reading	87%	85%	93%
Mathematics *	93%	100%	
Science	74%	80%	76%

### Performance Variation Between All Student Groups and All Grades

	All Students	Hispanic	White	Econ Disadv	At-Risk	Special Ed	ELL
<b>All Subjects</b>	84%	84%	*	84%	84%	44%	79%
<b>Reading</b>	87%	87%	*	87%	70%	50%	83%
<b>Mathematics</b>	*	*	*	*	*	*	*
<b>Writing</b>	86%	86%	*	85%	86%	*	85%
<b>Science</b>	72%	72%	*	71%	72%	*%	56%

### Student Academic Achievement Strengths

According to TEA Longoria students met standards on the 2017 state assessments (STAAR). Longoria earned distinctions for the top 25 percent student progress, academic achievement in Reading/ELA, top 25 percent closing Performance Gaps and Post secondary Readiness.

In March of 2016 Longoria Elementary was named a 2015 Texas Star Honor Roll School and was recognized for having high measures of college readiness, high performance in a higher poverty school and the distinction was for academic achievement and closing achievement gaps.

Needs:

- English Language Learners and Special Needs students will need additional support in order to close the gap within the subgroups.

## School Processes & Programs

### School Processes & Programs Summary

#### Curriculum, Instruction, & Assessment

Curriculum, Instruction and Assessment are one of the most important aspects of the campus. Longoria ES implements district curriculum initiatives and assessments as required by the state of Texas. Longoria ES bases all of its instruction from the Texas Essential Knowledge and Skills (TEKS) and the districts' mandatory "Frameworks" which administrators and teachers plan lessons consistently from.

Two evaluations (benchmarks) were administered to all 1st- 5th grade students. For the November formative benchmark, set at a 75% passing standard.

The Brownsville ISD Curriculum and Instruction Department district staff (in the areas of ELA, Math, Social Studies, Science, Early Childhood, and PE/Health) along with the campus Dean and administration provide curriculum support throughout the school year. Through the analysis of data, district and campus needs are addressed. The Dean provides teachers with instructional resources and professional development opportunities by sending out a campus professional development calendar on a weekly basis to faculty and staff.

Through the review and analysis of multiple data sources, the Federal Programs Department identified student, staff and District needs. Data sources included such items as STAAR and District Benchmark results, campus CNAs and CIPS, Region One's Three-Year-Old Program pre/post checklists and annual on-site evaluation of the program, as well as other formal and informal sources of information. Strategies to meet those needs through the expenditure of Title I-A funds were developed taking into consideration Federal, State Statutes, Local Policies and Title I-A Program guidelines as well as current researched best practices.

Teacher evaluations are reviewed and discussed by campus administration. STAAR scores will be obtained and posted on the CIP for review with SBDM members to use in the campus decision-making process for teacher assignments and budget. Teacher grade-level agendas and minutes are sent to campus principal for review. Planning for instruction and intervention is done as a whole through vertical and horizontal alignment. Classroom resources used include district adopted resources and content based resources (such as subscriptions) purchased by campus in order to meet each teacher's curricular needs.

#### Staff Recruitment & Retention:

In order to acquire highly qualified campus personnel Longoria ES uses a hiring committee composed of administrators and teachers to make hiring determinations. Administration also consults with the district's Human Resources Department and certified, district, personnel specialists. Campus administration will analyze a variety of reports in order to recognize the strengths and weaknesses of our staff make-up. Through the ERO, a campus report listing is generated by the dean in order to analyze the various trainings teachers have attended and is used to refer determining which teachers need a particular training. Overall Longoria ES has maintained high teacher retention.

## School Organization:

Campus Administration meets in the beginning and at the end of the year to discuss instructional adjustments, reorganization considerations, general areas of improvement and recommendations for processes and procedures that would improve the school climate and organizational structure. SBDM meets monthly to discuss and analyze relevant School Context and Organization data and to set annual goals. Teacher feedback is also taken into consideration.

## Technology:

At Longoria ES the Technology Teacher provides input as to the level of implementation and acquisition of the Technology TEKS as observed per grade level. A review of the professional development opportunities for technology is monitored by the campus dean. Dates of last training attended by teachers is monitored in order to ensure that teachers keep up with technology trainings. A computer lab schedule is followed so that all classrooms are allotted time in the computer lab and all students given the opportunity to use all computer software offered by the campus. Two computer labs are made accessible in order to provide student instruction and for learning technology skills and practice by students. A set of three Laptop "cows" are assigned to all three fifth grade teachers for student use and IPADS are also available for lower grades for student use.

## School Processes & Programs Strengths

### Curriculum, Instruction, & Assessment:

#### Needs:

- Provide teachers the opportunity to have Vertical Planning at least once per semester to align the curriculum school wide.

### Staff Recruitment & Retention:

#### Needs:

- The campus is currently estimating that there are 2 more teachers on staff than are needed due to reducing enrollment numbers. The campus is reassigning teachers where there is the greatest need in order to meet enrollment levels.

School Organization:

Needs:

- Longoria Elementary will provide continuous training in order to ensure safety throughout the campus.

Technology:

Needs:

- Longoria Elementary needs to upgrade it's current infrastructure in order to accommodate all of the future programs and devices in order to achieve student success.

# Perceptions

## Perceptions Summary

Longoria Elementary follows the core beliefs of Brownsville ISD which are: everyone in our community has inherent values, talents and strengths; high expectations, perseverance, and a strong work ethic are essential in fostering higher achievement and success; students are our number one resource; academic success nurtures lifelong learning, everyone flourishes in a safe and healthy educational environment; the success of each student, educator and family is vital for future growth and sustainability of our community; and the community and families share responsibility for the development and mentoring of our students.

The campus motto "It is not where you start but it is where you finish." Longoria Elementary instill this philosophy to ensure that all students are treated with dignity and respect, are taught skills and behaviors needed for success, and motivate and encourage our students through positive interactions. The Faculty and Staff at Longoria Elementary strives to build positive and meaningful relationships that promote healthy decisions making which leads to students success.

According to the Parent Campus Needs Assessment conducted by the district, parents strong agreed that the quality of instruction is good on our campus. Parents also rated that the teacher at Longoria Elementary collaboratively work with them 100% to meet their child's educational needs.

Longoria Elementary has created a welcoming and safe school environment for students, faculty, staff, and parents. It is our goal to continue to include parents and the community in the decision making of the students we serve. Our current parent liaison works diligently to ensure that there are several opportunities for parents to participate in activities on campus as well as provide feedback on ways to improve. Longoria Elementary provides translations for printed in both English and Spanish to ensure all community members are informed.

The existing evidence that families and community members are an integral part of the success of the school can be found through sign-in sheets, agendas, and flyers advertising school events. As a result, we have seen an increase in parent and community involvement through completion of surveys, and school compacts. Services to support families include: Community Blood Drive, Counseling Services, Drug Awareness Week, and Parent Conferences.

## Perceptions Strengths

Strengths:

Campus Needs Assessment (CNA) Survey

- 100% of parents strongly agreed that the quality of instruction at their child's school is good.
- 100% of parents strongly agreed their children are being taught the appropriate subjects at school.
- 100% of parents strongly agreed that the teachers expect their child to do his/her very best.

- 100% of parents strongly agreed that their child's teachers works with them to improve the educational experience of their child.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** According to the Parent Campus Needs Response, only 50% of the parents feel welcomed at their child's school. **Root Cause:** Provide professional development training to ensure community members are welcome to our school environment.

# 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 End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- 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
- Postsecondary college, career or military-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- 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)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)



- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Local diagnostic math assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

### **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.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, 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**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

## **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
- Action research results
- Other additional 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:** 40% of Longoria ES students will meet grade level standard in the areas of Math, Reading Science and Writing. A minimum of 90% will approach grade level performance on the state assessments (STAAR).

**Evaluation Data Source(s) 1:** Longoria ES students will demonstrate mastery in the areas of Math, Reading Science and Writing. EOY TPRI and Tejas LEE, Report Cards, T-TESS, STAAR Results, TELPAS

**Summative Evaluation 1:**

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

<p>1) Professional Development and Staff Development in the core areas will be provided to teachers in order for all students to receive instruction successfully. Teachers will also be provided with required resources and supplies. Teachers will be trained to improve the 5 components of reading (phonemic awareness, phonics, fluency, <b>vocabulary and comprehension</b>) in order to support district mandated curriculum in which travel costs will be covered. In addition teachers will be trained in the following:</p> <ol style="list-style-type: none"> <li>1. ELAR/SLAR (English/Spanish Language Arts &amp; Reading)TEKS</li> <li>2. SIOP, ELPS and TELPAS in order to effectively use strategies for ELL and Bilingual students.</li> <li>3.Math and reading teachers will attend a Gail Fuller training.</li> <li>4.Writing Teachers will receive training in the area of writing through the district's writing initiative "The Writer's Workshop."</li> </ol> <p>Population: 3yr. old-5th Grade All student population Timeline: August 2018-June 2019 CNA page: 6</p>		<ul style="list-style-type: none"> <li>-Administration</li> <li>-Teachers</li> <li>-Counselor</li> <li>-PK-5th Grade Teachers</li> <li>-Dean of Instruction</li> </ul>	<p>Formative: BOY TPRI and Tejas LEE, Walkthrough, Lesson Plans, Fluency Monitoring</p> <p>Summative: EOY TPRI and Tejas LEE, Report Cards, PDAS, STAAR Results, TELPAS</p> <p><b>TLI Sustainability Practice 2 Explicit Instruction</b></p> <p><b>TLI Sustainability Practice 3 Academic Vocabulary Routine</b></p>				
<p style="text-align: center;"><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>2) Administration, librarian and teachers will purchase content based subscriptions and resources such as: computer software, STAAR practices, visual materials, novels (fiction/nonfiction),library books and materials, classroom materials (paper, notebooks and student journals) game boards and supplies based on assessed at-risk students, regular students and sub population students' needs in order to improve STAAR results in the areas of reading and writing, math, social studies and science.</p> <p>Population: At-Risk Students, Regular Students and Sub Population students Timeline: Aug. 2018-June 2019 CNA page: 7</p>	2.4	<ul style="list-style-type: none"> <li>Administration</li> <li>SBDM</li> <li>Teachers</li> <li>CLC</li> <li>Librarian</li> </ul>	<p>Formative: BOY, TPRI, TEJAS LEE, EOY TPRI, TEJAS LEE, STAAR</p> <p>Summative: STAAR, PDAS</p>				
<p>Funding Sources: 211 Title I-A - 1885.00, 255 Title II, Part A (TPTR/Class Size) - 1000.00, 199 Local funds - 1500.00</p> <p>Funding Sources: 211 Title I-A - 18455.00, 163 State Bilingual - 2758.00, 263 Title III-A Bilingual - 0.00, 166 State Special Ed. - 1927.00, 162 State Compensatory - 5060.00, 199 Local funds - 4527.00</p>							

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>3) Teachers will be included in decisions regarding student performance, test administration and in analyze researched based tests aligned to TEKS/ELPS and STAAR as direct instruction to address areas of improvement Also included are: - TPRI-Tejas Lee - STANFORD 10 - Aprenda - TELPAS - SELP/SSLP - CLI Engage - Progress monitor assessments - HMH - LPAC</p> <p>CNA Page 6</p>	2.6	Administration Teachers	<p>FORMATIVE: Lesson Plans Walk-throughs Pre-Tests Progress Monitor Assessment Progress Reports</p> <p>SUMMATIVE: CLI STAAR TELPAS AYP Results AMAOs Results PBMAS/TPRI</p>				
Funding Sources: 199 Local funds - 1000.00							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 7</p> <p>4) All GT students will develop and participate in projects that will promote individual interest and research. These projects will reflect differentiated curriculum. -GT field trip -UIL -Science Fair</p> <p>Timeline August 2018 - June 2019</p> <p>CNA Page 5</p>	2.4, 2.5	Administration Counselor Teachers Adv. Academics Personnel LOC (GT) Title I (211)	<p>FORMATIVE: Lesson Plans Walk-throughs Galaxy Showcase Participation Logs</p> <p>SUMMATIVE: Projects</p>				
Funding Sources: 199 Local funds - 6739.00							
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>5) Longoria Elementary will provide staff and students incentives and motivational activities to promote academic success in all areas including attendance.</p> <p>Population: Bilingual, GT, Regular, Sped. Timeline: Aug. 2018-June 2019 CNA page: 7</p>	2.5	Administration and Staff	<p>FORMATIVE: Log of Access</p> <p>SUMMATIVE: STAAR and AR Results</p>				
Funding Sources: 211 Title I-A - 8000.00, 199 Local funds - 800.00							

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7</p> <p>6) Longoria Elementary will continue to employ teacher and a para-professional to implement a 3 YR OLD PROGRAM and a Pre-Kinder Program to promote Language development and prepare them for the PK and Kinder Curriculum. The Three Yr. Old Program will purchase materials and technology equipment for classroom instruction, activities and learning centers.</p> <p>Population: Three Year Old Timeline: Aug. Aug. 2018-June 2019 CNA page: 6</p>	2.5	Administration, EE Teacher and paraprofessional ,Fed. and Lead Teacher and	<p>FORMATIVE: Attendance Record FTE Position Control</p> <p>SUMMATIVE: Post Tests Meeting 3YR</p>				
Funding Sources: 211 Title I-A - 175298.50							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>7) Provide teachers with the necessary support, including appropriate research-based strategies, implement the district initiatives to meet the needs of the students and ensure their success. A. Science Fair B. Spelling Bee C. Review 360 D. 6+1 Traits E. Tango Central/ Tango Trends F. Living With Science G. EduSmart H. Brownsville Kids Vote I. Sustain Routines/Strategies J. Inclusion K. SIOP/ELPS L. Bilingual Model M. Empowering Writers N. GT Core &amp; On-going hours</p> <p>Population: Bilingual, GT, Regular, Sped. Timeline: Aug. 2018-June 2019</p> <p>CNA page: 7</p>	2.5	Administration Teachers	<p>FORMATIVE: Lesson Plans Walk-Throughs Pre-Tests Progress Monitor Assessment Progress Reports</p> <p>SUMMATIVE: CLI Engage STAAR</p>				
Funding Sources: 211 Title I-A - 3120.00, 162 State Compensatory - 0.00							





<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7</p> <p>8) Implement intervention through Response to Intervention (RTI) 3 Tier Model in order to support student achievement growth and success.</p> <ol style="list-style-type: none"> <li>All interventions should be scientifically research based.</li> <li>Documentation of interventions and progress monitoring</li> <li>Use data to identify need</li> <li>Review student outcome data to evaluate</li> <li>REVIEW 360</li> </ol> <p>TIER I a minimum Of 90 min. devoted to ELA Instruction TIER II for 30 min. per day in individual or small group instruction in addition to the core instruction. TIER III- 30 min. per day in the individual or small group instruction in addition to the core instruction. All teachers and administrators will receive training in RTI.</p> <p>Timeline: August 2018 - June 2019</p> <p>CNA Page 4</p>		Administration Teachers Counselor	<p>Formative: BOY, MOY, EOY, AEIS Results, CIRCLE Phonological Awareness Lang. Learning System (CLI), Benchmark</p> <p>Summative: Report Cards, Benchmark Scores, IEP, STAAR Scores</p> <p>TLI Sustainability Practice 1 BOY, MOY, EOY Data Analysis Meetings.</p>				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 7</p> <p>9) Hold vertical alignment meetings twice per school year to plan and share identified skills and strategies that would make students more academically successful as they progress.</p> <p>Teachers will meet every six weeks for "Tiger Planning" and preparation to ensure that student needs are met in their grade level in which substitute teachers will be used to cover classes.</p> <p>Population: All teachers Timeline: Aug. 2018-June 2019 (Once a six weeks)</p> <p>CNA page: 6</p>	2.5	Administration Teachers	<p>FORMATIVE: Staff Training Sign-Ins Progress Monitor assessments Results Progress Reports</p> <p>SUMMATIVE: Post Tests CLI Engage STAAR</p> <p>TLI Sustainability Lesson Planning and Follow Up</p>				
Funding Sources: 211 Title I-A - 9000.00, 162 State Compensatory - 9500.00							

<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>10) Physical Education Teacher and PE Aides will Assess student fitness annually in order to improve the health and well being of all students and be in compliance with the requirements of Senate Bill 530 effective 09/01/2007. Fitness Program</p> <p>Timeline: August 2018 - June 2019</p> <p>CNA Page 7</p>		<p>Area Superintendents Assessment Research &amp; Evaluation Campus Administrators Teachers</p>	<p>S- School Health Index Documentation S-Campus Improvement Plan F- Campus Improvement Plan Review</p>				
<p>Funding Sources: 199 Local funds - 400.00</p>							
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>11) Update Campus improvement plan to include necessary improvements indicated by the School Health Index Assessment Tool in order to comply with legislative updates as they pertain to health and physical education and Senate Bill 892 effective 09/01/2009.</p> <p>Timeline: August 2018 - June 2019</p> <p>CNA Page 7</p>	<p align="center">2.4</p>	<p>Area Superintendents Assessment Research &amp; Evaluation Campus Administrators Teachers</p>	<p>S- School Health Index Documentation S-Campus Improvement Plan F- Campus Improvement Plan Review</p>				



<p style="text-align: center;"><b>Critical Success Factors</b> CSF 1</p> <p>12) Maintain and improve Coordinated Approach to Child Health (CATCH) Teams that implement the Coordinated School Health Program K-12 by developing goals and objectives based on fitness assessment data, academic performance, attendance rates, academic disadvantages and the use of success of any method in order to ensure students are reaching required moderate to vigorous physical activity (MVPA), and any other indicator recommended by School Health Advisory Council (SHAC) in order to comply with Senate Bill 19 and Senate Bill 892 effective 09/01/2009.</p> <p>Timeline: August 2018 - June 2019.</p> <p>CNA Page 7</p>	<p style="text-align: center;">2.4</p>	<p>Area Superintendents- Assessment Research &amp; Evaluation Campus Administrators Teachers</p>	<p>School Health Index Documentation S-Campus Improvement Plan F- Campus Improvement Plan Review</p>				
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<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>13) Provide information on the Wellness/Nutrition Policy &amp; Guidelines to parents, teachers &amp; students through parent meetings, teacher staff development, CATCH Teams, and classroom instruction to ensure compliance with respective policies and guidelines and comply with the Texas Public School Nutrition Policy effective 08/01/2004 and revisions 08/01/2007.</p> <p>Timeline: August 2018 - June 2019</p> <p>CNA Page 7</p>	2.4	Area Superintendents- Assessment Research & Evaluation Campus Administrators Teachers	School Health Index Documentation S-Campus Improvement Plan F- Campus Improvement Plan Review				
<p>14) Provide Middle School Orientation for Elem. 5th Grade students for transition to the next grade level prior to the end of the school year so that they become aware and familiar with the new campus academic and campus procedures.</p> <p>Timeline: August 2018 - June 2019</p> <p>CNA Page 6</p>	2.4, 2.5, 2.6	Campus Administration Counselor	Students will complete and submit their middle school choice slips with counselor.				
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>15) Ensure that Longoria provides Applicable Head Start agencies with the Required information to transition students from Head Start into the ED Program.</p> <p>Timeline: August 2018 - June 2019</p> <p>CNA Page 6</p>	2.4, 2.6	Administration and Teachers	FORMATIVE: Communication Logs SUMMATIVE: Meeting Head Start Requirements				

<p><b>Critical Success Factors</b> CSF 1</p> <p>16) Strategies to attract highly qualified teachers the following will be addressed: Bilingual, Lead teacher and Master's Degree Stipends, Extra Duty opportunities and medical benefits.</p> <p>Population: All Teachers</p> <p>Timeline: Aug. 2018-June 2019 Monthly CNA Page 6</p>		<p>Principal Dean Bilingual admin. Principal PEIMS Data Entry Clerk</p>	<p>Formative : eSchools Summative: PDAS</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>17) 1) Pre-K-5th Grade students, including special education, will be able to attend music classes in order to learn fine arts. In addition students in grades 3rd-5th will be able to participate in choir in order to experience music performance.</p> <p>Timeline: August 2018 - June 2019</p> <p>CNA Page 3</p>	<p>2.5</p>	<p>Teachers Principal</p>	<p>Formative: participation Summative: grades, participation</p>				<p>Funding Sources: 199 Local funds - 756.00</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:** Longoria Elementary early childhood performance will increase by 5 percentage points over end-of-year 2018 results.

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

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>1) Longoria Elementary will support Early Childhood Education in order to increase early literacy and student school readiness for the High Quality 3 year old program for students who qualify under low SES criteria.</p> <p>Population: PK-3-year-old students as of Sept. 1st</p> <p>Timeline: July 2018 - June 2019</p> <p>CNA Page 6</p>	2.4	<p>Campus Administration</p> <p>Dean of Instruction</p>	<p>Formative: Teacher Observations, BOY and MOY C-PM Test Results, PK OWL Student Screening Assessments.</p> <p>Summative: EOY C-PM and OWL Results</p>				
<p>2) Provide Faculty Members with instructional resources and computer assisted instruction that reinforces implementation of the BISD curriculum and initiatives on identified needs for early childhood.</p> <p>Language Enrichment (Niehaus)</p> <p>HEB Read3</p> <p>Learning A-Z</p> <p>Hatch</p> <p>Balanced Literacy Model</p> <p>TLI Cognitive Routines/Strategies</p> <p>Inclusion (co-teach) Model</p> <p>Tango Software</p> <p>Population: All student groups</p> <p>Timeline: August 2018 - June 2019</p> <p>CNA Page</p>							

<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>3) Provide Faculty Members with instructional resources and computer assisted instruction that reinforces implementation of the BISD curriculum and initiatives on identified needs for early childhood. Language Enrichment (Niehaus) HEB Read3 Learning A-Z Hatch Balanced Literacy Model TLI Cognitive Routines/Strategies Inclusion (co-teach) Model Tango Software Population: All student groups Timeline: August 2018 - June 2019</p> <p>CNA Page 6</p>	2.6	<p>Campus Administrators</p> <p>Dean of Instruction</p>	<p>Formative: Teacher Observations, Walk-Throughs, BOY and MOY C-PM Test Results, PK OWL Student Screening Assessments.</p> <p>Summative: EOY C-PM and OWL Results</p>				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>4) Longoria Elementary will provide Pre-kindergarten Full Day for ALL students for whom no other criteria applies. Population: PK-3-year-old students as of Sept. 1st</p> <p>Timeline: August 2018 - June 2019</p> <p>CNA Page 6</p>	2.5	<p>Campus Administration</p> <p>Dean of Instruction</p>	<p>Formative: Teacher Observation, BOY, and MOY C-PM Test Results, PK OWL Student Screening Assessments, Walk-Throughs, Lesson Plans</p> <p>Summative: T-TESS, Job Description and Evaluations, EOY C-PM and OWL Results</p>				
<p>5) Identified migrant three year old children will have the opportunity to enroll into the Title I, Part A Three Year- Old Program (PK-3) so they can receive the same educational experience as non-migrant students.</p> <p>Population: 3-4 year old Migrant Students Timeline: August 2018 - June 2019</p> <p>CNA Page 6</p>		<p>Campus Administrators</p>	<p>Formative Results: 6 weeks enrollment reports</p> <p>Summative: Increase enrollment in the 3 year old program.</p>				

<p>6) Support Early Childhood Education in order to increase early literacy and student school readiness with a 22:1 student:teacher ratio with a paraprofessional for PK3-4 classrooms with support teachers for small group instruction as needed.</p> <p>Population: PK-3-year-old students as of Sept. 1st</p> <p>Timeline: August 2018 - June 2019</p> <p>CNA Page 6</p>		<p>Campus Administrators</p> <p>Dean of Instruction</p>	<p>Formative: Teacher Observation, BOY, and MOY C-PM Test Results, PK OWL Student Screening Assessments, Walk-Throughs, Lesson Plans</p> <p>Summative: T-TESS, Job Description and Evaluations, EOY C-PM and OWL Results</p>				
<p>7) Supplement the Pre-K Program to provide foundation learning experiences in order to better prepare at-risk students academically.</p> <p>Population: Elementary PK-K students</p> <p>Timeline: August 2018- June 2019</p> <p>CNA Page 6</p>		<p>Campus Administration</p>	<p>Formative: Teacher Observation, BOY, and MOY C-PM Test Results, PK OWL Student Screening Assessments, Walk-Throughs, Lesson Plans</p> <p>Summative: T-TESS, Job Description and Evaluations, EOY C-PM and OWL Results</p>				
<p>Funding Sources: 162 State Compensatory - 0.00</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 3:** Improve the overall performance of migrant students by providing necessary resources in order for all students to exceed expected performance standards and meet their full education potential.

**Evaluation Data Source(s) 3:** Migrant students at Longoria ES will meet 90% mastery in all subject areas in state assessments (STAAR).

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>1) Teachers will assess migrant students at the beginning and at the end of the school year in order to create a student profile.</p> <p>Population: Migrant Students Timeline: August 2018-June 2019 CNA Page 3</p>		Administration and Teachers	<p>Formative: Lesson Plans</p> <p>Summative: Assessment results</p>				
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) All migrant students will receive age appropriate clothing, hygiene supplies and educational supplies/resources in order to provide them with the necessary tools to complete their classroom and homework assignments; thus facilitating them the same opportunity to meet the academic challenges of all students.</p> <p>Population: Migrant Students Timeline: August 2018-June 2019 CNA Page 3</p>		Administration and Teachers	<p>Formative: Lesson Plans, Walkthroughs</p> <p>Summative: Class Rosters/Attendance for Tutorials</p>				
<p>Funding Sources: 212 Title I-C (Migrant) - 105.00</p>							

<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>3) PFS students will be provided with clothing, hygiene supplies and educational supplies/resources such as dictionaries, thesauruses, and STAAR materials in the core content areas in order to enhance their academic achievement.</p> <p>Population: Migrant Students Timeline: August 2018-June 2019 CNA Page 3</p>		Administration and Teachers	Formative: Lesson Plans, Walkthroughs Summative: Class Rosters Attendance for Tutorials Retention Rate STAAR				
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>4) PFS migrant students will receive supplemental support services before other migrant students to endure that the requirements delineated by NCLB Section 1304 (d) are addressed.</p> <p>Population: Migrant Students Timeline: August 2018-June 2019 CNA Page 3</p>		Administration and Teachers	Formative: Lesson Plans, Walkthroughs Summative: Class Rosters/Attendance for Tutorials				
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>5) Migrant students will benefit from the use of updated technology learning support programs that will be provided in the classroom and computer labs.</p> <ol style="list-style-type: none"> <li>1. Technology access before &amp; after school for students STAAR &amp; AR (time)</li> <li>2. Technology access in the classrooms</li> </ol> <p>Population: Migrant Students Timeline: August 2018-June 2019 CNA Page 3</p>		Campus Admin. Migrant Services	<p>FORMATIVE: Lesson Plans Walk-throughs Pre-Tests Progress Monitor Assessment Progress Reports</p> <p>SUMMATIVE: Access Logs Post Tests STAAR Scores TELPAS AYP Results AMAOs Report PBMAS</p>				



<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>6) Identified migrant three year old children will have the opportunity to enroll into the Title I, Part A Three Year-Old Program (PK-3) so they can receive the same educational experience as non- migrant students. Population: Migrant Students Timeline: July 1, 2018 - June 30, 2019 CNA Page 3</p>		<p>Special Programs Administrator Campus Principals</p>	<p>Increase enrollment into 3-year-old program</p>				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5</p> <p>7) In order to secure the data needed to accommodate placement into appropriate supplemental instructional opportunities for Pre-K- 5th grade migrant students pre-test and post test results will be used by teachers and administrators to identify the migrant students performing below grade level. NOTE: At sites being served by a migrant teacher, teacher will provide additional supplemental opportunities and ensure participation. Population: Migrant Students Timeline: August 28, 2018 - June 8, 2019 CNA Page 3</p>		<p>Sp. Programs Administrator Campus Principals Elementary Teachers Migrant Funded: Teachers 3FTEs</p>	<p>Increased academic performance in State Exams PBMAS</p>				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5</p> <p>8) Parents of migrant PK, Kinder, 1st and 2nd grades students will be provided with awareness sessions in order to illustrate how to academically support their children more effectively. Population: Migrant Funded: Parent Liaison, Recruiters, DMC , MSC Timeline: August 28, 2018-June 29, 2019  CNA Page 6</p>		<p>Migrant Funded: Parent Liaison</p>	<p>Academic success for all PK-2nd grade students EOY Promotion Rate</p>				

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7</p> <p>9) The academic progress of Pre-Kinder through 5th grade students will be monitored to ensure success grade level completion and ultimately secure promotion.</p> <p>Population: Migrant Students Timeline: August 28, 2018 - June 8, 2019 CNA Page 6</p>		<p>Sp. Programs Administrator Campus Principals Teachers Migrant Funded: Teacher DM Counselor</p>	<p>No Migrant Students retained</p>				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 6</p> <p>10) Elementary migrant students will have an equal opportunity to attend the school district's summer school programs to ensure promotion if needed or to participate in the enrichment migrant summer program. The migrant students will be provided with additional supplemental support by the respective campus in order to address academic, attendance needs and promote positive social engagement.</p> <p>Population: Migrant and PFS PK-5 grade students Timeline: June 2019 CNA Page 3</p>		<p>Special Programs Administrator Campus Principals Campus Teachers Migrant Funded: Migrant Teachers</p>	<p>Increased promotion rates &amp; test performance</p>				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>11) Extended Day tutorial session may be held for migrant students at elementary campuses where there is a documented need for supplemental academic support in the core subjects in order to ensure that migrant students have the same opportunity to meet academic challenges as non-migrant students. NOTE: At sites being served by a migrant teacher, teacher will provide and ensure participation into supplemental opportunities.</p> <p>Population: Migrant and PFS students Timeline: October 2, 2018- May 31, 2019 CNA Page 3</p>		<p>Campus Admin Classroom Teacher Migrant Funded: Teacher Tutorial Teacher</p>	<p>Increase promotion rates &amp; test performance</p>				
<p>Funding Sources: 212 Title I-C (Migrant) - 1891.00</p>							

<p>12) In order to increase awareness of migrant student needs, BISD campus faculty and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students. Population: Campus Administration, Faculty and Staff Timeline: September 1, 2018 - May 31, 2019</p>		<p>Sp. Programs Administrator Migrant Funded: Teachers</p>	<p>Timely placement into Interventions</p>				
<p>13) A survey will be used to evaluate the effectiveness of the Migrant Education Program so that pertinent and appropriate adjustments can be made to better serve migrant students Population: Migrant Students Timeline: April 2019</p>		<p>Campus Administration Migrant Funded: Migrant Teachers</p>	<p>Increase on- time promotion</p>				
<p>14) Learning Academy targeting the core areas of Reading, Writing, Math, Social Studies and Science will be held for all PFS students in order to sharpen their skills and prepare them academically for the STAAR assessments. Population: Elementary Migrant Students Timeline: March 23, 2019 CNA Page 4</p>		<p>Teachers</p>	<p>Increased STAARS Scores for PFS students</p>				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue


**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:** Longoria Elementary facilities will implement energy savings plans; maintain and upgrade current facilities to provide a healthy and safe learning environment.


**Evaluation Data Source(s) 1:** Monthly and Yearly Inspections

**Summative Evaluation 1:**

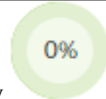
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Campus will conduct a monthly inspection to ensure energy efficiency tips are followed.  Timeline: August 2018 - June 2019  CNA 15	2.5	Principal  Assistant Principal	Teacher Feedback				
2) 2) Improve staff parking lot and walkways throughout the campus. Improve campus infrastructure on a yearly basis.  Timeline: August 2018 - June 2019  CNA Page 15	2.5	Principal  Assistant Principal	Yearly campus wide inspections to address deficiencies.				




= Accomplished



= Continue/Modify



= No Progress







= Discontinue

**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:** The Campus 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 and spending guidelines.

**Summative Evaluation 1:**

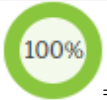

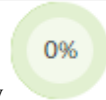

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) The campus will support programs in an effective and efficient manner and will use 100% of available budgeted funds based on the needs assessments. Population: Longoria Stakeholders Timeline: August 2018- June 2019</p> <p>CNA Page 7</p>	2.5	Principal Dean Assistant Principal Principal PEIMS Data Entry Clerk	<p>Formative: eSchools</p> <p>Summative: T-TESS</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 2:** Campus will commit to retain and support all teachers and staff to promote school morale and culture.

**Evaluation Data Source(s) 2:** Recruit, support, retain teachers and principals

**Summative Evaluation 2:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The campus will support new teachers by providing a mentor/protege connection to provide guidance through various methods such as co-planning and class observations.  Population: New Teachers on campus  Timeline: August 2018 - June 2019  CNA 6		Campus Administration  Lead Teachers	Focus Discussion with Mentor/Protege and administration  New Teacher Survey				
<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:** Longoria Elementary will provide the BISD Public Information Office with featured articles, student recognition, co-/extra-curricular activities, and parent/community events.

**Evaluation Data Source(s) 1:** Media Records

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The campus will designate a PIO contact to provide feature articles, current and prior students, parents, staff recognition, co-extra-curricular activities, and parent/community events.  Population: All Campus Stakeholders  Timeline: August 2018 - June 2019		Campus Administration  Counselors  Classroom teachers	Weekly news articles and media will showcase activities happening on campus.  Formative: schedule of weekly events  Summative: listing of all campus events that were presented in the media.				
2) The campus will update campus website at least on a monthly basis showcasing student and community activities  Population: All Campus Stakeholders  Timeline: August 2018 - June 20189		Campus Administration  PIO	Campus website will be updated on a monthly basis.  Formative: checklist of dates website was updated  Summative: report at end of year monthly checklist results.				
3) The campus will update campus website at least on a monthly basis showcasing student and community activities  Population: All Campus Stakeholders  Timeline: August 2018 - June 2019		Campus Administration  PIO	Campus website will be updated on a monthly basis.  Formative: checklist of dates website was updated  Summative: report at end of year monthly checklist results.				
							

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

**Performance Objective 1:** Discipline referrals will be reduced at Longoria Elementary School.

**Evaluation Data Source(s) 1:** Longoria ES will reduce discipline referrals by 10% from 2017-2018/2018-2019.





**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) Safety Training: Provide training for administrators and teachers: (a) In order 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.</p> <p>Timeline: August 2018 - June 2019</p> <p>CNA Page 7</p>	2.5	Administration and Counselor	Agenda Sign-in sheets				



<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>2) Security Officer(s) will be placed and assigned at campus throughout the year. Campus Officers when possible in order to address current trends with Students, Parents, Campus Faculty and Staff Gang Awareness Bullying Internet Safety Gun Safety Team (CERT) Truancy Emergency Operations Plan-Safety Procedures As a proactive approach to diminish The number of criminal offenses on school grounds and to prevent victimization of students and staff.</p> <p>Timeline: August 2018 - June 2019</p> <p>CNA Page 7</p>	3.2	Administration and Counselor	Evaluations, Sign-In Sheets, PEIMS Discipline Reports				
<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>3) Provide motivational speakers to address the staff and students on the importance of health and safety at schools including but not limited to: School Bus Safety, Fire Prevention Safety, etc.</p> <p>Timeline: August 2018 - June 2019</p> <p>CNA Page 7</p>	2.5	Administration and Counselor	Formative: Agendas, Sign-in sheets Summative: Evaluations Better classroom management and safety for students				

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>4) Provide professional development based on level of expertise and need in the following areas:</p> <ul style="list-style-type: none"> <li>a.) Bullying Prevention</li> <li>b.) Violence/conflict resolution</li> <li>c.) Recent drug use trends</li> <li>d.) Resiliency/Developmental Assets</li> <li>e.) Dating Violence</li> <li>f.) Signs of Child Abuse</li> <li>g.) Response to Intervention (RtI) Model for behavior research based interventions to allow staff to recognize and address the issue, as a preventive measure.</li> </ul> <p>Timeline: August 2018 - June 2019 CNA Page 7</p>	<p align="center">2.5</p>	<p>Administration and Counselor</p>	<p>FORMATIVE: Agendas Professional Dev. Training Sign-Ins.</p> <p>SUMMATIVE: Eval. Forms Discipline Reports</p>				
<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>5) 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: Lock down 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>Timeline: August 2018 - June 2019 CNA Page 7</p>	<p align="center">2.5</p>	<p>Administration and Counselor</p>	<p>FORMATIVE: Agendas Sign in</p> <p>SUMMATIVE:. Eval. Forms Audits</p>				

<p><b>Critical Success Factors</b> CSF 6</p> <p>6) Administration will ensure that campus counselors provide individual and group counseling sessions on a weekly basis in order to ensure that student needs are addressed.</p> <p>Timeline: August 2018 - June 2019</p> <p>CNA Page 7</p>	2.5	Administration and Counselor	<p>FORMATIVE Fire Drills / Lock Downs / Evacuations</p> <p>SUMMATIVE: Logs and reports</p>				
<p><b>Critical Success Factors</b> CSF 6</p> <p>7) Longoria Elem. will practice fire drills, Lock Downs and evacuations to ensure safety.</p> <p>Timeline: August 2018 - June 2019</p> <p>CNA Page 7</p>	2.5	Administration and Counselor	<p>FORMATIVE Fire Drills / Lock Downs / Evacuations</p> <p>SUMMATIVE: Logs and reports</p>				
<p><b>Critical Success Factors</b> CSF 6</p> <p>8) Longoria Elementary will provide a clean and safe campus environment for all students, staff and parents in which materials (nurse supplies) and items will be purchased to maintain campus. In addition a school nurse will be available at campus in order to service students and attend to medical emergencies on campus throughout the day.</p> <p>Timeline: August 2018 - June 2019</p> <p>CNA pg. 7</p>	2.6	Administration	<p>FORMATIVE: Walk-Throughs</p> <p>SUMMATIVE: Meeting BISD Requirements</p>				<p>Funding Sources: 211 Title I-A - 22936.00, 199 Local funds - 400.00</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 2:** 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) 2:** 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 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Campuses will provide all new teachers training and refreshers for all faculty on the use of district software at the beginning of the school year to document discipline and how to prepare and monitor behavior RtI plans. Population: all Timeline: August 2018 to March 2019</p> <p>CNA Page 7</p>		Campus Administrators	<p>Formative Results: eSchool discipline reports and RtI plans Summative Impact: Reduced number/ percentage of population of students referrals to ISS and/or OSS compared to previous school year.</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. Population: all students Timeline: August 2018 to June 2019</p> <p>CNA Page 7</p>		RTI Administrator, Special Educational Service Administrator, Police and Security Administrator, PEIMS Administrator, and Campus Administration	<p>Formative Results: ISS/OSS placements of special education and other targeted student groups will decrease by 5% at the district level Summative Impact: PBMAS (now on DVM Discipline indicators for 2017) discipline indicator performance levels and staging will decrease</p>				





<p>3) Campus Officers and 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  Population: All Students and parents/guardians  Timeline: August 2018 to June 2019</p>		<p>Counselor</p>	<p>Formative Results:  copies of Presentations, Sign-In sheets and Agendas  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;">  <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 5:** School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

**Performance Objective 3:** Refine and implement all safety plans across the campus to ensure students are safe in the event of a crisis.

**Evaluation Data Source(s) 3:** Updated safety plan checklist, published district safety plans, Unsafe Schools PEIMS report.

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Ensure the implementation and annual review of a comprehensive campus Emergency Operations plan. Population: All Students Timeline: August 2018 to June 2019  CNA page 7		Campus Administration	Formative Results: Security Officers and Police Officers work schedule assignments Summative Impact: +end of year assignments indicating all campuses have officer and or security officer in place				
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.  Timeline: August 2018 - June 2019  CNA Page 7		Campus Administration, Counselor	Formative Results: copies of Presentations, Sign-In sheets and Agendas Summative Impact: +Decrease in the number of students discipline incidents compared to prior school year				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

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

**Performance Objective 1:** There will be a 10% increase of parents involved in campus/district parental involvement activities during each school year.

**Evaluation Data Source(s) 1:** Parents will be full partners with educators in the education of their children.





**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <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.</p> <p>Population: Parents Timeline: Aug. 2018-June 2019 CNA p. 12</p>		Principal and Parent Liaison	<p>Formative: District and Campus Parental Involvement Policy</p> <p>Summative: Composite Title I-A of End of Year Survey</p> <p>Parent Participation Involvement Compliance Checklist</p> <p>STAAR Results</p> <p>Attendance Rates</p> <p>Discipline Referrals</p>				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>2) Principal will allocate federal funds appropriately to ensure that the campus Parent Center operates efficiently. Funds will also be used to purchase items needed and used for monthly Parent Meetings.</p> <p>Population: Parent Center Timeline: Aug. 2018-June 2019 CNA p. 12</p>	3.1	Principal and Parent Liaison	<p>Formative: Budget Sheet</p> <p>Summative: Composite Title I-A of End of Year Survey</p> <p>Parent Participation</p> <p>Title I-A Parental Involvement Compliance</p>				
<p>Funding Sources: 211 Title I-A - 1900.00</p>							

<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>3) All students utilizing the Internet will have on file, the Acceptable Use Policy signed by their teachers and parents.</p> <p>Population: Parents Timeline: Aug. 2018-June 2019 CNA p. 12</p>		Principal and Parent Liaison	Formative: Budget Sheet Summative: Composite Title I-A of End of Year Survey Parent Participation Title I-A Parental Involvement Compliance				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>4) Disseminate School-Parent-Student Compacts indicating each group responsibilities to ensure student achievement.</p> <p>Population: Parents Timeline: Aug. 2018-June 2019 CNA p. 12</p>		Principal and Parent Liaison	Formative: District and Campus Parental Involvement Policy Summative: Composite Title I-A of End of Year Survey Parent Participation Involvement Compliance Checklist STAAR Results Attendance Rates Discipline Referrals				
<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>5) Conduct an Annual Title I meeting to inform parents of services provided through Title I funds.</p> <p>Population: Parents Timeline: Aug. 2018-June 2019 CNA p. 12</p>		Principal and Parent Liaison	Formative: District and Campus Parental Involvement Policy Title I-A Summative: Composite Title I-A of End of Year Survey Parent Participation Involvement Compliance Checklist STAAR Results Attendance Rates Discipline Referrals				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>6) All Teachers will participate in a Fall and Spring Open House in order to communicate and discuss with parents of various classroom issues and topics.</p> <p>Population: Parents Timeline: Aug. 2018-June 2019 CNA p. 12</p>		Principal, Teachers, and Parent Liaison	Formative: Agendas, Sign-in Sheets, Meeting Minutes Summative: Composite Title I-A of End of Year Survey Parent Participation Involvement Compliance Checklist STAAR Results Attendance Rates Discipline Referrals				



<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>7) Provide evaluations for parents (at all parent meetings) in order to receive meeting parental feedback.</p> <p>Population: Parents Timeline: Aug. 2017-June 2018 CNA p. 12</p>		Principal Teachers, and Parent Liaison	<p>Formative: District and Campus Parental Involvement Policy Summative: Composite Title I-A of End of Year Survey Parent Participation Involvement Compliance Checklist STAAR Results Attendance Rates Discipline Referrals</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6 CSF 7</p> <p>8) A campus employed Parent Liaison will conduct home visits in order to ensure correct student address and address attendance issues with parents. Funds will be allocated to provide payment for mileage incurred while conducting Attendance and Parental Involvement responsibilities i.e.; home visits and parental involvement meetings training.</p> <p>Population: Parents Timeline: Aug. 2018-June 2019 CNA p. 12</p>		Principal Teachers, and Parent Liaison	<p>Formative: Monthly Contact Log, Job Description Composite Report Summative: Composite Title I-A of End of Year Survey Parent Participation Involvement Compliance Checklist STAAR Results Attendance Rates Discipline Referrals Monthly Mileage Log</p>				
<p>Funding Sources: 211 Title I-A - 23760.00</p>							
<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6 CSF 7</p> <p>9) Provide ample parent education opportunities through parent conferences, Literacy Nights and parent training sessions in order to disseminate information, services and/or referrals to agencies that address the needs in the following areas:</p> <ol style="list-style-type: none"> <li>1. Early Childhood Reading Strategies</li> <li>2. Effective teaching strategies</li> <li>3. Health Education-Families in Training</li> <li>4. Special Populations (Bilingual, Dyslexia, G.T., Migrant, Special Ed.)</li> <li>5. Building Capacity</li> <li>6. Drop-Out and Violence Prevention-New Horizons</li> <li>7. Community agencies/organizations</li> </ol> <p>In which materials and parent refreshments will be purchased.</p> <p>Population: Parent Center Timeline: Aug. 2018-June 2019 CNA p. 12</p>		Principal Teachers, and Parent Liaison	<p>Formative: Agendas, Sign-in Sheets, Minutes, Conference Evaluations Summative: Composite of End of Year Survey, Title I-A Summative: Composite Title I-A of End of Year Survey Parent Participation Involvement Compliance Checklist STAAR Results Attendance Rates Discipline Referrals</p>				

<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6 CSF 7</p> <p>10) Through the use of the School Messenger Program, communication with parents in a timely and effective manner on any emergency situation, communication between campus and parents will take place.</p> <p>Population: Parents Timeline: Aug. 2018-June 2019 CNA p. 12</p>		Principal Teachers, and Parent Liaison	<p>Formative: Parent Surveys Summative: Composite Title I-A of End of Year Survey Parent Participation Involvement Compliance Checklist STAAR Results Attendance Rates Discipline Referrals EOY Reports</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6 CSF 7</p> <p>11) Conduct an Annual Title I Parent Survey to evaluate the effectiveness of District and/or campus Parental Involvement efforts.</p> <p>Population: Parents Timeline: August 2018-June 2019 CNA p. 12</p>		Principal Teachers, and Parent Liaison	<p>Formative: Monthly Contact Log Composite Report Summative: Composite Title I-A of End of Year Survey Parent Participation Involvement Compliance Checklist STAAR Results Attendance Rates Discipline Referrals Monthly Mileage Log</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 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:** Sign-In Sheets, Workshop Evaluations, and Walk-Throughs

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Professional Development and Staff Development in the core areas will be provided to teachers in order to for all students to receive instruction successfully.</p> <p>Timeline: August 2018 - June 2019</p> <p>CNA page 6</p>		Principal and Dean	<p>Formative: Sign-In Sheets, Evaluations</p> <p>Summative: Walk-Throughs</p>				
<p>2) Hold vertical alignment meetings twice per school year to plan and share identified skills and strategies that would make students more academically successful as they progress.</p> <p>Teachers will meet every six weeks for "Tiger Planning" and preparation to ensure that student needs are met in their grade level in which substitute teachers will be used to cover classes.</p> <p>Population: All teachers</p> <p>Timeline: Aug. 2018-June 2019</p> <p>(Once a six weeks)</p> <p>CNA Page 6</p>		Principal and Dean	<p>Formative: Sign-In Sheets, Evaluation</p>				

**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:** Students at Longoria Elementary will demonstrate exemplary performance mastering skills in the core area subjects by using computer technology and receiving one to one tutorial assistance.

**Evaluation Data Source(s) 1:** All students at Longoria ES will be technologically literate.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>1) Support and Training will be provided for all teachers in Microsoft, Grade Speed, lesson plans, Envision Math, Pearson Program, Eduphoria, Think Through Math, Living With Science, and Project Share in order to provide students with an opportunity to learn content objectives through technology.</p> <p>Timeline: August 2018 - June 2019</p> <p>CNA Page 7</p>	2.4, 2.5, 2.6	Administration and Teachers	<p>Formative: Trainings, Agendas, six weeks grades, student lab progress</p> <p>Summative: Sign in sheets, usage reports EOY grades</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>2) Support and Training will be provided for all teachers in Microsoft, Grade Speed, lesson plans, Envision Math, Pearson Program, Eduphoria, Think Through Math, Living With Science, and Project Share in order to provide students with an opportunity to learn content objectives through technology.</p> <p>Timeline: August 2018 - June 2019</p> <p>CNA Page 7</p>	2.4, 2.5, 2.6	Administration and Teachers	<p>Formative: Trainings, Agendas, six weeks grades, student lab progress</p> <p>Summative: Sign in sheets, usage reports EOY grades</p>				

<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>3) Pre-Kinder through 5th grade students, including special education, will attend Computer Assisted Instruction through the Computer Lab so that students will increase their conceptual knowledge at their appropriate grade level.</p> <p>Timeline: August 2018 - June 2019</p> <p>CNA Page 7</p>	2.4, 2.5, 2.6	Administration and Teachers	Formative: Lesson Plans Lab Schedule Summative: STAAR Results				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>4) Technology resources and materials such as ink for printers and Computer equipment will be purchased in order to support curriculum implementation. Kinder-5th grades students, including special ed., will be instructed using basic math facts and problem solving strategies in daily math lessons (using projectors and elmos) in order to reinforce strategies being taught and lessons.</p> <p>Timeline: August 2018 - June 2019</p> <p>CNA Page 7</p>	2.4, 2.5	Administration and Teachers	Formative: Six Weeks Grades, Diagnostic Tests, Walk-throughs Summative: STAAR				
Funding Sources: 162 State Compensatory - 8500.00							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>5) Technology resources and materials such as ink for printers and Computer equipment will be purchased in order to support curriculum implementation. Kinder-5th grades students, including special ed., will be instructed using basic math facts and problem solving strategies in daily math lessons (using projectors and elmos) in order to reinforce strategies being taught and lessons.</p> <p>Timeline: August 2018 - June 2019</p> <p>CNA Page 6</p>	2.4, 2.5	Administration and Teachers	Formative: Six Weeks Grades, Diagnostic Tests, Walk-throughs Summative: STAAR				
Funding Sources: 162 State Compensatory - 8500.00							

<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>6) Technology resources and materials such as ink for printers and Computer equipment will be purchased in order to support curriculum implementation. Kinder-5th grades students, including special ed., will be instructed using basic math facts and problem solving strategies in daily math lessons (using projectors and elmos) in order to reinforce strategies being taught and lessons.</p> <p>Timeline: August 2018 - June 2019</p> <p>CNA Page 7</p>	2.4, 2.5	Administration and Teachers	Formative: Six Weeks Grades, Diagnostic Tests, Walk-throughs Summative: STAAR				
<p>Funding Sources: 162 State Compensatory - 8500.00</p>							

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**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:** Longoria Elementary will develop early prevention strategies to have 95% of our At-Risk students pass state adopted test (STAAR) and increase the At-Risk attendance rate by 10%.

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



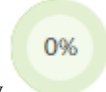

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) The Campus Dean will provide research based professional development and turn around training for faculty and staff in order to improve At-risk student achievement.</p> <p>Population: AR, TI, MI, LEP Timeline: Aug. 2018-June 2019</p> <p>CNA p. 4</p>		<p>Campus Administration Administrator for State Compensatory Education</p>	<p>Formative: District and Campus Progress Monitoring Assessments Classroom Observations Lesson Plans ERO Session Evaluation Reports ERO Session Attendance Reports</p> <p>Summative: STAAR Results</p>				
<p>Funding Sources: 162 State Compensatory - 63292.00</p>							

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>2) Students in 3rd through 5th Grade who are "At Risk" and including students in sub-populations will attend reading, math and science after school tutorials in order to assist in mastering STAAR objectives. After school tutorials will begin in October 2017 and will end in May 2018.</p> <p>SSI 5th Grade Tutorials will be offered for 5th grade students by the fourth week of school.</p> <p>Materials for all core areas for all grade levels include: Motivation, STAAR Master Booklets, Countdown to STAAR and Measuring Up. Other materials will be purchased such as manipulatives, calculators, literature, paper and ink will be purchased and copies will also be made through the media center in order to prepare all students for state assessments.</p> <p>In addition an "Extended Day Program" will be implemented starting the first day of school in August 2017 in order to provide Pre-Kinder through 5th Grade Students with after school enrichment activities. This program will run until May 2018. The campus Dean will set up classrooms and monitor activities.</p> <p>Population: AR, TI, MI, LEP Timeline: Aug. 2018-June 2019 CNA p. 5</p>	2.4	Campus Administration Teachers Administrator for State Compensatory Education	Formative: eSchoolsPlus Tutorial Schedule, Tutorial Lesson Plans, Classroom Observations, Progress Monitoring Assessments, student progress reports  Summative: STAAR Results				
Funding Sources: 211 Title I-A - 0.00, 162 State Compensatory - 26200.00, 263 Title III-A Bilingual - 4278.00							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>3) The Pre-Kinder Program will be implemented as full day to prepare qualified students academically.</p> <p>Population: AR, LEP, MI, LEP Timleine: Aug. 2018-June 2019 (Daily) CNA Page 4</p>		Administration Teachers Administrator for State Compensatory Education	Formative: Teacher Observations Student Progress Reports Lesson Plans CLI (BOY/MOY) Summative: CLI (EOY)				
Funding Sources: 162 State Compensatory - 46944.00							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>4) The Pre-Kinder Program will be implemented as full day to prepare qualified students academically.</p> <p>Population: AR, LEP, MI, LEP Timleine: Aug. 2018-June 2019 (Daily) CNA Page 4</p>		Administration Teachers Administrator for State Compensatory Education	Formative: Teacher Observations Student Progress Reports Lesson Plans CLI (BOY/MOY) Summative: CLI (EOY)				
Funding Sources: 162 State Compensatory - 46944.00							



<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>5) The Dyslexia Teacher will identify and provide language literacy interventions to improve student achievement.</p> <p>Population: AR, DYS Timeline: Aug. 2018-June 2019 (Daily) CNA Page 4</p>		Administration Teachers	<p>Formative: District and Campus Benchmark Scores Teacher Observations Student Progress Reports</p> <p>Summative: STAAR</p>				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>6) The Dyslexia Teacher will identify and provide language literacy interventions to improve student achievement.</p> <p>Population: AR, DYS Timeline: Aug. 2018-June 2019 (Daily) CNA Page 4</p>		Administration Teachers	<p>Formative: District and Campus Benchmark Scores Teacher Observations Student Progress Reports</p> <p>Summative: STAAR</p>				
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>7) Ensure that our campus has a process in place to identify homeless students in order to receive the full protections of the McKinney-Vento Act, including the help they need to enroll, attend, and succeed in school.</p> <p>Population: AR Timeline: Aug. 2018-June 2019 CNA Page 4</p>		Administration and Teachers	<p>Formative: Monthly eSchoolPLUS At-Risk reports will be generated and the Homeless Youth Project will work with the At-Risk Campus Contact to ensure support services are provided to students classified as homeless and Student Progress Reports</p> <p>Summative: STAAR Retention Rate Attendance Rate</p>				
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>8) Ensure that our campus has a process in place to identify homeless students in order to receive the full protections of the McKinney-Vento Act, including the help they need to enroll, attend, and succeed in school.</p> <p>Population: AR Timeline: Aug. 2018-June 2019 CNA Page 4</p>		Administration and Teachers	<p>Formative: Monthly eSchoolPLUS At-Risk reports will be generated and the Homeless Youth Project will work with the At-Risk Campus Contact to ensure support services are provided to students classified as homeless and Student Progress Reports</p> <p>Summative: STAAR Retention Rate Attendance Rate</p>				

<p><b>Critical Success Factors</b> CSF 1</p> <p>9) Implement a food pantry and closet at our campus to provide identified homeless and unaccompanied youth and other students with food items, hygiene products, school supplies, and clothes as needed to meet their academic, social, emotional, and physical needs. Items will be purchased to provide the nurse with these items. Population: AR Timeline: Aug. 2018-June 2019 CNA Page 7</p>		<p>Administration, Counselor and Teachers, Nurse</p>	<p>Formative: Student Progress Reports Benchmark Scores</p> <p>Summative: STAAR Attendance Rate Retention Rate</p>				
<p>Funding Sources: 199 Local funds - 500.00</p>							
<p><b>Critical Success Factors</b> CSF 1</p> <p>10) Implement a food pantry and closet at our campus to provide identified homeless and unaccompanied youth and other students with food items, hygiene products, school supplies, and clothes as needed to meet their academic, social, emotional, and physical needs. Items will be purchased to provide the nurse with these items. Population: AR Timeline: Aug. 2018-June 2019 CNA Page 7</p>		<p>Administration, Counselor and Teachers, Nurse</p>	<p>Formative: Student Progress Reports Benchmark Scores</p> <p>Summative: STAAR Attendance Rate Retention Rate</p>				
<p>Funding Sources: 199 Local funds - 500.00</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:** Longoria Elementary 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><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>1) Accelerated instruction in the foundation curriculum will be provided during extended day, week, and/or year at least twice a week. *Regular/extended tutorial programs will assist to improve at-risk student achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. Population: Elementary at-risk Students Timeline: September 2018- June 2019</p> <p>CNA Page 3</p>	2.5	Principals, Deans of Instruction	<p>Formative Results: eSchoolPLUS generated Tutorial Schedule, Tutorial Attendance Report, Tutorial Lesson Plans, Tutorial Classroom Observations, SchoolPLUS At-Risk Progress Report, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: Increased STAAR/EOC performance compared to prior year, especially for at-risk and special population served students</p>				
Funding Sources: 162 State Compensatory - 0.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>2) Provide Deans of Instruction to conduct regular research-based professional development sessions in order to train and retain highly qualified personnel that will positively impact at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rates and dropout rate. Population: Elementary At-risk Students Timeline: July 2018- June 2019</p> <p>CNA page 6</p>	2.4	Campus Administration	<p>Formative Results: PDS Session Attendance and Evaluation Reports, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: +Increased STAAR, At-risk Retention</p>				
Funding Sources: 162 State Compensatory - 0.00							

<p>3) Elementary migrant students will have an equal opportunity to attend the school district's summer school programs to ensure promotion if needed. Population: All Migrant students Timeline: June 2019</p> <p>CNA page 6</p>		<p>Campus Principals Migrant Teachers</p>	<p>Formative: Sixth weeks grades and PFS Monitoring Tool Summative: +Increased promotion rates and State test performance</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 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><b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>1) Assistance 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, will be carried out by school nurse. Population: Campus RN</p> <p>CNA page 7</p>		School Nurse	<p>Formative Results: Monthly reports</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>				
<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>							

# State Compensatory

## Budget for Longoria Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
162-11-118-00-103-Y-30-ASP-Y	6118 Extra Duty Stipend - Locally Defined	\$20,100.00
162-11-6118-00-103-Y-24-SSI	6118 Extra Duty Stipend - Locally Defined	\$6,200.00
162-11-6118-00-103-Y-30-000	6118 Extra Duty Stipend - Locally Defined	\$9,500.00
<b>6100 Subtotal:</b>		<b>\$35,800.00</b>

**Personnel for Longoria Elementary:**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Adrian Dansby	Dean of Instruction	State Compensatory	1.0
Gabriella Mascorro	Pre-Kinder Teacher	State Compensatory	.5
Jose Oziel Chapa Jr.	Pre-Kinder Teacher	State Compensatory	.5

# **Title I Schoolwide Elements**

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

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

The Site-Based Decision-Making (SBDM) Committee conducted a comprehensive needs assessment (CNA) over a period of one year to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on the CNA, the committee decided to concentrate on improving the passing rate of all students and student groups including Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on state assessments. The goal is to have 90 percent of all students and all student groups passing all parts of state mandated assessments for the 2013-2014 and to increase the commended performance level in all content areas. In addition, it is our goal to have 100% of our students on grade level in order to master the college readiness standards. To accomplish these objectives, the staff will use the budgeted funds to implement school-wide reform strategies that provide opportunities for all children to meet the state's proficient and advanced levels of academic performance, use effective methods of instructional strategies that are established on scientifically based research that (1) strengthen the core academic program; (2) increase the amount and quality of learning time, including the funding of an after-school tutorial and Saturday Tutorials enrichment program, for students who are At-Risk and in need of continuity in their instructional program to be successful in the succeeding school year; (3) include strategies for meeting the educational needs of historically under served populations; (4) include strategies to address the needs of all children in school, particularly the needs of low-achieving students, At-Risk, or not meeting the State student academic achievement standards; (5) address how the school will determine if such needs have been met and (6) are consistent with and are designed to implement the State and local improvement plans. State Comp. allocations will be used toward After school and Saturday Tutorial to improve student achievement. Tier instruction will be used during daily instruction will pull out of small group being used for Tier II and Tier III instruction.

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

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

Strategies to attract high-qualified teachers to high needs will include the selection of teachers from the District's and Region's I's efforts to recruit teachers from out of the valley and state, paying stipends of a Master's Degree and paying stipends for math, science and social studies. The school wide program access to high qualified ongoing professional development throughout the development activities will be geared to individual teachers' specialties, along with any other identified needs as determined through the staff, student and parent needs assessment surveys, administration classroom observations and evaluations, and/or district identified trainings and workshops, and the education service center. Professional development in the areas of the core content curriculum, classroom management and discipline management along with STAAR updates, will be priority.

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

The school will coordinate and integrate federal, state, and local programs and services to maximize the effectiveness of these resources. Several of the strategies being implemented are jointly funded with Special Services and Title I Funds, e.g., after school tutorial programs. Professional Development



activities are also paid for from Title I, Parts A and C, and Local Funds. Title I Funds are used to purchase supplemental instructional materials, media, and library resources used to improve and enhance the overall instructional program.

In addition to those described above, Migrant Funds are used to identify and recruit children of migratory workers for supplemental services designed to reduce the educational disruptions and other problems that result from repeated moves. In order to better utilize the 212 Migrant funds, a Migrant Student Survey was conducted to assess the supplemental support most needed by the migrant student of our campus. PFS Migrant Students will be provided with additional school supplies such as dictionaries, thesauruses, and STAAR materials in the core content areas in order to enhance their academic achievement. All Migrant Students will receive grade appropriate school supplies.

Bilingual Funds are used to provide supplemental services to help ensure that children who are limited English proficient attain English language proficiency and develop high levels of academic attainment. Bilingual Funds are also used to provide after school tutorials for bilingual students. Teachers will monitor all ELL students through Aware. All teachers will have received SIOP Training and implement ELL strategies in the classroom. TELPAS results with AMAO will be shared with teaches at the start of the school year in order to identify areas of weaknesses of ELL students. All bilingual education students are provided with a strong English as a Second Language instructional program during the school day with the intent to provide early transition into the English language and to promote transition from one bilingual education coding to the next at the end of the school as per the Language Proficiency Advisory Committee recommendation. The ultimate goal is to exit all English Language Learners from the bilingual education program.

The campus will also continue to provide the state mandated State Compensatory Education Program through campus as well as District funded initiatives. It is the goal of the campus to identify At-Risk students who are not at grade level. The campus Dean of Instruction will closely monitor At-Risk students using the TAPR Report and Aware. In order to reach student success, the Dean of Instruction will increase the amount of learning time, including after-school tutorial, summer school and or enrichment programs. Campus, district and state assessments will be analyzed by campus administration and reviewed in order to provide an effective setting and curriculum for At-Risk students that will enable them to be successful. State Compensatory Education funds are primarily utilized to fund the after-school program for K-5<sup>th</sup> grade at-risk students and instructional supplies. Longoria Elementary Response to Intervention (RTI) process enables the teachers to provide their at-risk students with the necessary instructional interventions to monitor their academic progress during the school year.

Special education funding provides supplemental services to eligible students as per Individuals with Disabilities Education Act (IDEA) identification requirements. In order to ensure a free and appropriate public education (FAPE) in a least restrictive environment (LRE), children who qualify for special education must receive services in accordance with a properly developed Individualized Education Program (IEP) as per federal and state special education guidelines. In addition, all Admission, Review, and Dismissal (ARD) committees will adhere to the policies and procedures outlined by the Texas Education Agency (TEA) in the ARD Committee Decision-Making Process for the Texas Assessment Program Manual and A Guide to the Admission, Review and Dismissal Process. Teachers and administrators will work closely together in planning and modifying instruction, assignments and assessments for special education students. The special education administrator will develop an inclusion schedule for each special education student based on student need. In addition, teachers and special education personnel will receive necessary training being offered by the district and region.

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

Provide ample parent education opportunities through parent conferences, Literacy Nights and parent training sessions in order to disseminate information,

services and/or referrals to agencies that address various needs.

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

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

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

Students experiencing difficulty in mastering the TEKS will be provided effective, timely additional assistance.

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

Start by teaching the Texas Essential Knowledge Skills, teachers will prepare all students to master the knowledge and skills in College Readiness on the STAAR. The students at Longoria Elementary School have diverse strengths and needs. Therefore, we must ensure that our teaching methodologies and approaches are able to successfully meet the needs of our diverse population. It is for this reason we continue to carefully evaluate the strengths that enhance this process and the need that detract from it. In addition, based the committee's observation, all academic areas of concern in order to achieve 90% mastery and expand the commended performance levels. The goal of the school is to increase the percentage of combined commended performance of all students in the areas of reading, math writing, and science.

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

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

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.

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

Title I, Part A Funds will be used to partially finance strategies to increase parental involvement at the school including the parent workroom and to purchase special materials used in the parent volunteer program. Parent education will be provided to parents by the campus parent liaison as well as the District's Parental Involvement Center. Parent training on how to help their students be successful at home, learning English, discipline management, and parenting skills will be provided to those parents who want to better meet the rigors of parenting. Parental Involvement and number of parent volunteer will increase with new program and trainings available to parents.

## Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ana Laura Davila	3yr Old Teacher Aid	Special Program	1
Aurora Julia Castillo	Pre-K 3yo Teacher	Special Programs	1
Maria Luisa Gaspar	Parent Liason	Special Program	1
Maria Martinez	FP Computer Aid	Special Program	1
Rolando Flores	Title I A Pre-K Aide	Special Program	1
Ruth Rodriguez	Nurse	Special Program	.4

## 2018-2019 Site Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Myrta I. Garza	Principal
Administrator	Cynthia Cardenas	Assistant Principal
Classroom Teacher	Dorina Lopez	Kindergarten Lead Teacher
Counselor	Natividad Leal	Counselor
Classroom Teacher	Velasquez Norma	Pre-K 4 Teacher
Classroom Teacher	Beatriz Ebel	1st Grade Teacher
Classroom Teacher	Ana Becerra	2nd Grade Teacher
Classroom Teacher	Maria Crystal Martinez	3rd Grade Teacher
Classroom Teacher	Delfina Cisneros	4th Grade Teacher
Classroom Teacher	Elizabeth Cobos	5th Grade Teacher
Parent	Yolanda Mungia	Parent Representative
Parent	Lourdes Rocha	Parent Representative
Business Representative	Luke Fruia	Business Representative

# Campus Funding Summary

No Funds Required					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$10.00
<b>+/- Difference</b>					<b>\$10.00</b>
199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Gneral Supplies - Office	199-13-6399-00-103-Y-99-000-Y	\$1,000.00
1	1	1	Miscellaneous Operating Cost - Food (Staff Development)	199-13-6499-53-103-Y-99-000-Y	\$500.00
1	1	2	General Supplies - Ink	199-11-6399-62-103-Y-11-000-Y	\$1,500.00
1	1	2	General Supplies	199-11-6399-00-103-Y-11-000-Y	\$1,500.00
1	1	2	Reading Materials	199-12-6329-00-103-Y-99-021-Y	\$127.00
1	1	2	General Supplies	199-12-6399-00-103-Y-99-000-Y	\$400.00
1	1	2	General Supplies - Ink	199-23-6399-65-103-Y-99-000-Y	\$1,000.00
1	1	3	Copy Paper	199-11-6396-00-103-Y-11-000-Y	\$1,000.00
1	1	4	General Supplies	199-11-6399-00-103-Y-21-000-Y	\$864.00
1	1	4	Reclassified Transportation EXP - Transportation	199-11-6494-00-103-Y-11-000-Y	\$1,500.00
1	1	4	Miscellaneous Operating Cost - Student's UIL Science	199-36-6499-53-103-Y-99-000-Y	\$500.00
1	1	4	Membership Fee	199-36-6497-24-103-Y-99-021-Y	\$875.00
1	1	4	Consultant--Chess	199-36-6299-24-103-Y-99-021-Y	\$3,000.00
1	1	5	Miscellaneous Operating Costs - Awards	199-11-6498-00-103-Y-11-000-Y	\$800.00
1	1	10	General Supplies - Physical Education	199-11-6399-51-103-Y-11-000-Y	\$400.00
1	1	17	Supplies & Materials - Music	199-11-6398-57-103-Y-11-000-Y	\$200.00
1	1	17	General Supplies - Music	199-11-6399-57-103-Y-11-000-Y	\$178.00
1	1	17	General Supplies - Art	199-11-6399-50-103-Y-11-000-Y	\$378.00

5	1	8	General Supplies - Nurse	199-33-6399-00-103-Y-99-000-Y	\$400.00
9	1	9	Supplies		\$500.00
9	1	10	Supplies		\$500.00
<b>Sub-Total</b>					\$17,122.00
<b>Budgeted Fund Source Amount</b>					\$16,563.00
<b>+/- Difference</b>					<b>\$-559.00</b>
<b>162 State Compensatory</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Copy Paper	162-11-6396-00-103-Y-30-000-Y	\$1,500.00
1	1	2	General Supplies	162-11-6399-00-103-Y-30-000-Y	\$3,560.00
1	1	7	General Supplies	162-11-6249-00-103-Y-30-LWS-Y	\$0.00
1	1	9	Professional Extra Duty Pay (Tiger Tracking)	162-11-6118-00-103-Y-30-000-Y	\$9,500.00
1	2	7			\$0.00
8	1	4	Maintenance and repair for ditto machines, computer and software upgrades.	162-11-6249-62-103-Y-30-000-Y	\$0.00
8	1	4	Ink	162-11-6399-65-103-Y-30-000-Y	\$0.00
8	1	4	Computer Upgrades	162-11-6649-62-103-Y30-TEC-Y	\$7,950.00
8	1	4	Software Upgrades	162-11-6395-62-103-Y30-TEC-Y	\$550.00
8	1	5	Maintenance and repair for ditto machines, computer and software upgrades.	162-11-6249-62-103-Y-30-000-Y	\$0.00
8	1	5	Ink	162-11-6399-65-103-Y-30-000-Y	\$0.00
8	1	5	Computer Upgrades	162-11-6649-62-103-Y30-TEC-Y	\$7,950.00
8	1	5	Software Upgrades	162-11-6395-62-103-Y30-TEC-Y	\$550.00
8	1	6	Maintenance and repair for ditto machines, computer and software upgrades.	162-11-6249-62-103-Y-30-000-Y	\$0.00
8	1	6	Ink	162-11-6399-65-103-Y-30-000-Y	\$0.00
8	1	6	Computer Upgrades	162-11-6649-62-103-Y30-TEC-Y	\$7,950.00
8	1	6	Software Upgrades	162-11-6395-62-103-Y30-TEC-Y	\$550.00
9	1	1	1 FTE	162-13-6119-31-103-Y-30-000-Y	\$63,292.00

9	1	2	Professional Extra Duty Pay (SSI)	162-11-6118-00-103-Y-24-SSI-Y	\$6,200.00
9	1	2	Professional Extra Duty Pay	162-11-6118-00-103-Y-30-ASP	\$20,000.00
9	1	3	Professional Salaries/Wages	162-11-6119-00-103-Y-34-PKK-Y	\$46,944.00
9	1	4	Professional Salaries/Wages	162-11-6119-00-103-Y-34-PKK-Y	\$46,944.00
9	2	1			\$0.00
9	2	2			\$0.00
<b>Sub-Total</b>					\$223,440.00
<b>Budgeted Fund Source Amount</b>					\$223,440.00
<b>+/- Difference</b>					\$0
<b>163 State Bilingual</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	2	State Bilingual	163-11-6396-00-103-Y-25-000-Y	\$0.00
1	1	2	Other Supplies and Materials	163-11-6399-00-103-Y-25-000-Y	\$0.00
1	1	2	LPAC	163-13-6117-00-103-Y-25-000-Y	\$1,758.00
1	1	2	Substitute - Testing	163-11-6112-00-103-Y-25-000-Y	\$1,000.00
<b>Sub-Total</b>					\$2,758.00
<b>Budgeted Fund Source Amount</b>					\$5,675.00
<b>+/- Difference</b>					\$2,917.00
<b>166 State Special Ed.</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	2	Other Supplies and Materials	166-11-6399-00-103-Y-23-OP4-Y	\$1,240.00
1	1	2	Ink	166-11-6399-62-103-Y-23-OP4-Y	\$187.00
1	1	2	Gloves	166-11-6315-00-103-Y-23-OB0-Y	\$500.00
<b>Sub-Total</b>					\$1,927.00
<b>Budgeted Fund Source Amount</b>					\$1,927.00
<b>+/- Difference</b>					\$0
<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	Copy Paper	211-11-6396-00-103-Y-30-OF2-Y	\$1,885.00
1	1	2	General Supplies	211-11-6399-00-103-Y-30-OF2-Y	\$12,773.00
1	1	2	General Supplies	211-11-6399-00-103-Y-24-OF2-7	\$5,682.00
1	1	5	Awards	211-11-6498-00-103-Y-30-OF2-Y	\$8,000.00
1	1	6	Community Services	211-61-6129-00-103-Y-30-OF2-Y	\$16,441.00
1	1	6	Wages	211-11-6399-00-103-Y-24-STM-4	\$20,450.00
1	1	6	Capital Out Lay	211-11-6649-62-103-Y-32-3YR-Y	\$0.00
1	1	6	Wages	211-11-6129-06-103-Y-30	\$20,046.00
1	1	6	Stipends	211-11-6117-00-103-Y-24-3YR-Y	\$1,200.00
1	1	6	Pre-K Social Security and Medicare	211-11-6141-06-103-Y-32-OF2-Y	\$297.00
1	1	6	Pre-K Group Health & Life Insurance	211-11-6142-06-103-Y-32-OF2-Y	\$5,424.00
1	1	6	Pre-K Teachers Retirement and TRS Care	211-11-6146-06-103-Y32-OF2-Y	\$1,708.00
1	1	6	Pre-K Employee Benefits-Locally DEF	211-11-6148-06-103-Y-32-OF2-Y	\$48.00
1	1	6	Pre-K Employee Benefits	211-11-6149-06-103-Y-32-OF2-Y	\$307.00
1	1	6	Pre-K Teacher Retirement/TRS Care	211-11-6146-06-103-32-OF0-Y	\$1,729.00
1	1	6	Pre-K Employee Benefits-Locally DEF	211-11-6148-06-103-Y-32-OF0-Y	\$48.00
1	1	6	Pre-K Employee Benefits	211-11-6149-06-103-Y-32-OF0-Y	\$311.00
1	1	6	Extra Duty Pay/Overtime-SUP PE	211-11-6121-06-103-Y-30-OF2-Y	\$0.00
1	1	6	Salary/Wages for Support Personnel	211-11-6129-06-103-Y-30-OF2-Y	\$20,046.00
1	1	6	Social Security/Medicare	211-11-6141-06-103-Y-30-OF2-Y	\$291.00
1	1	6	Group Health & Life Insurance	211-11-6142-06-103-Y-30-OF2-Y	\$5,424.00
1	1	6	Teachers Retirement/TRS Care	211-11- 146-06-103-Y-30-OF2-Y	\$1,673.00
1	1	6	Employee Benefits-Locally DEF	211-11-6148-06-103-Y-30-OF2-Y	\$47.00
1	1	6	Employee Benefits	211-11-6149-06-103-Y-30-OF2-Y	\$301.00
1	1	6	Pre-K Stipends	211-11-6117-00-103-Y-24-3YR-Y	\$1,200.00
1	1	6	Professional Salaries/Wages	211-11-6119-00-103-Y-32-OF0-Y	\$38,407.50
1	1	6	Group Health & Life Insurance	211-11-6142-00-103-Y-32-OF0-Y	\$0.00
1	1	6	Teacher Retirement/TRS Care	211-11-6146-00-103-Y-32-OF0-Y	\$0.00



1	1	6	Employee Benefits	211-11-6148-00-103-Y-32-OF0-Y	\$0.00
1	1	6	Employee Benefits	211-11-6149-00-103-Y-32-OF0-Y	\$0.00
1	1	6	Pre-K Professional Extra Duty Pay	211-11-6118-00-103-Y-24-ASP-Y	\$22,558.00
1	1	6	Pre-K Extra Duty Pay	211-11-6121-00-103-Y-24-ASP-Y	\$0.00
1	1	6	Pre-K Social Security/Medicare	211-11-6141-00-103-Y-24-ASP-Y	\$327.00
1	1	6	Pre-K Group Health & Life Insurance	211-11-6142-00-103-Y-24-ASP-Y	\$1,579.00
1	1	6	Pre-K Teacher Retirement/TRS Care	211-11-6146-00-103-Y-24-ASP-Y	\$1,884.00
1	1	6	Longoria Pre-K Employee Benefits-Locally DEF	211-11-6148-00-103-Y-24-ASP-Y	\$52.00
1	1	6	Pre-K Employee Benefits	211-11-6149-00-108-Y-24-ASP-Y	\$0.00
1	1	6	Salary/Wages for Substitute Teachers	211-116112-00-103-Y-30-AYP-Y	\$9,000.00
1	1	6		211-11-6112-18-103-Y-24-STM-Y	\$100.00
1	1	6	General Supplies	211-11-6399-00-103-Y-24-STM-Y	\$4,400.00
1	1	7	General Supplies	211-13-6399-00-103-Y-30-AYP-Y	\$3,120.00
1	1	9	Wages for Substitute Teachers	211-13-6112-00-103-Y-30-AYP-Y	\$9,000.00
5	1	8	Nurses Supplies - General Supplies	211-33-6399-103-Y-30-BDG-Y	\$500.00
5	1	8	Contracted Maintenance Repair	211-11-6249-00-103-Y-30-OF2-Y	\$0.00
5	1	8	Nurse	211-33-6119-00-103-Y-30-OF2-Y	\$18,203.00
5	1	8	CMP ALLO-Social Security/Medicare	211-33-6141-00-103-Y-30-OF2-Y	\$264.00
5	1	8	CMP-ALLO-Group Health & Life Insurance	211-33-6142-00-103-Y-30-OF2-Y	\$2,170.00
5	1	8	Teachers Retirement/TRS Care	211-33-6146-00-103-Y-30-OF2-Y	\$1,520.00
5	1	8	Employee Benefits-Locally DEF	211-33-6148-00-103-Y-30-OF2-Y	\$42.00
5	1	8	Employee Benefits	211-33-6149-00-103-Y-30-OF2-Y	\$237.00
6	1	2	Miscellaneous Operating Cost	211-61-6499-53-103-Y-30-OF2-Y	\$1,400.00
6	1	2	Supplies - Home Visitor	211-61-6399-00-103-Y-30-OF2-Y	\$500.00
6	1	8	Parent Liaison	211-61-6129-00-103-Y-30-OF2-Y	\$16,441.00
6	1	8	Social Security	211-61-6141-00-103-Y-30-OF2-Y	\$238.00
6	1	8	Group Health & Life Insurance	211-61-6142-00-103-Y-30-OF2-Y	\$5,424.00
6	1	8	Teacher Retirement/TRS Care	211-61-6146-00-103-Y-30-OF2-Y	\$1,372.00

6	1	8	Employee Benefits - Locally DEF	211-61-6148-00-103-Y-30-0F2-Y	\$38.00
6	1	8	Employee Benefits	211-61-6149-00-103-Y-30-0F2-Y	\$247.00
9	1	2	Professional Extra Duty Pay	211-11-6118-00-103-Y-24-ASP-Y	\$0.00
9	1	2	Para Professional Extra Duty Pay	211-11-6121-00-103-Y-24-ASP-Y	\$0.00
<b>Sub-Total</b>					\$264,354.50
<b>Budgeted Fund Source Amount</b>					\$264,354.50
<b>+/- Difference</b>					\$0

### 212 Title I-C (Migrant)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Migrant Supplies and Resources	212-11-6399-00-103-Y-24-0F2-Y	\$105.00
1	3	11	Tutorials	212-11-6118-00-130-Y-24-0F2-Y	\$1,710.00
1	3	11	Teachers Retirement/TRS Care	212-11-6146-00-103-Y-24-0F2-Y	\$143.00
1	3	11	Employee Benefits	212-11-6148-00-103-Y-24-0F2-7	\$5.00
1	3	11	Employee Benefits	212-11-6149-00-103-Y-24-0F2-7	\$26.00
1	3	11	Social Security/Medicare	212-11-6141-00-103-Y-24-0F2-7	\$7.00
<b>Sub-Total</b>					\$1,996.00
<b>Budgeted Fund Source Amount</b>					\$1,996.00
<b>+/- Difference</b>					\$0

### 255 Title II, Part A (TPTR/Class Size)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplies	255-13-6399-00-103-Y-24-0D4-Y	\$1,000.00
<b>Sub-Total</b>					\$1,000.00
<b>Budgeted Fund Source Amount</b>					\$1,000.00
<b>+/- Difference</b>					\$0

### 263 Title III-A Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Supplies: Duplicating Paper	263-11-6396-00-103-Y-25-000-Y	\$0.00
1	1	2	Supplies	263-11-6399-00-103-Y-25-000-Y	\$0.00

9	1	2	Tutorials	263-11-6118-00-103-Y-24-000-Y	\$4,278.00
<b>Sub-Total</b>					\$4,278.00
<b>Budgeted Fund Source Amount</b>					\$6,216.00
<b>+/- Difference</b>					<b>\$1,938.00</b>
<b>Grand Total</b>					\$516,875.50