Brownsville Independent School District

Paredes Elementary

2018-2019 Campus Improvement Plan

Mission Statement

The mission of Dr. Américo Paredes Elementary School is to be an effective school through excellence in education with visionary, progressive, and technological learning opportunities which will prepare each student to function as a responsible member of our multicultural society, to achieve personal fulfillment, and to reach his or her maximum potential. This will be created through a combined effort of personnel, students, and parents, in order to establish an effective line of communication, allowing interaction to take place to maintain a campus where a strong positive attitude will prevail.

Vision

Dr. Américo Paredes Elementary aims to provide, in partnership with the parents, a quality education so that all pupils are able to reach their full potential within a caring, secure environment.

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Comprehensive Needs Assessment

Needs Assessment Overview

The following is an overview of our STAAR SCores

All Subjects: All students

% at approachers GL: 89%

% at meets GL: 69%

% at masters GL   41%

Reading 3rd Grade - At Risk 84.7%, Economically Disadvantaged 86.6%, Hispanic 86.7%, White 86.7 %, Gifted and Talented 100%, LEP 69.2%, Special Education 31.3%.

Reading 4th Grade - At Risk 57.9% , Economically Disadvantaged 82.2%, Hispanic 83.3%, White 83.2%, Gifted and Talented 96.8%, LEP 44%, Special Education 36.8% .

Reading 5th Grade - At Risk 69.4%, Economically Disadvantaged 87.6%, Hispanic 88.9%, White 89%, Gifted and Talented 100%, LEP 75%, Special Education 35.7%.

Math 3rd Grade - At Risk 84.7%, Economically Disadvantaged 86.6% , Hispanic 86.7%, White 86.7%, Gifted and Talented 100%, LEP 73.1% , Special Education 31.3%.

Math 4th Grade - At Risk 72.4%, Economically Disadvantaged 88.2%, Hispanic 89.4%, White 89.3%, Gifted and Talented 96.8% , LEP 80.8%, Special Education 65%.

Math 5th Grade - At Risk 86.5%, Economically Disadvantaged 94.4%, Hispanic 95%, White 95%, Gifted and Talented 100%, LEP 100%, Special Education 66.7%.

 Writing 4th Grade - At Risk 58.6%, Economically Disadvantaged 83.8%, Hispanic 84.8%, White 84.7%, Gifted and Talented 96.8%, LEP 50%, Special

Education 35%.

Science 5th Grade - At Risk74.3%, Economically Disadvantaged, Hispanic 89.8%, White 89.9%, Gifted and Talented 100%, LEP, Special Education 38.5%.

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Demographics

Demographics Summary

Paredes Elementary views demographic data on a daily basis with special focus placed on daily attendance and At- Risk student data. The attendance rate was 96.8% for all students. Paredes goal is to meet or surpass District Attendance Rate. Parent Liaison and Data Entry Clerk work together to inform parents of attendance rules and encourage compliance. The retention rate was 0.93% for all students and 0.93% for At-Risk students. Allocated State Compensatory Funds are utilized to provide additional tutorials and purchase additional instructional resources for At-Risk students to ensure academic success.

Demographics Strengths

6 distinction stars earned - Academic acheivement in ELA/Reading, Mathematics, Science

Top 25% student progress

Top 25% Percent Closing Performance Gaps

Post Secondary Readiness

Extensive administrative support

Special Education at a low 9.74% campus ratio

AT Risk population monitored through RTI's on a 6 week basis

Demographic Needs

- In efforts to improve student STAAR scores in areas reading, math, and science teachers will collaborate, plan and desegregate data to improve student outcomes. We need paraprofessional aides to be provided in the areas of dyslexia, library, and pre-kindergarten to assists teachers in the classroom. Academically struggling, special education and at-risk

students need academic assistance through tutorial sessions and Saturday academies. We need students to be encouraged and challenged to read extensively and encouraged to participate in our Accelerated Reader program. Students placed on RTI's will be assisted through the use research based interventions and tutorial programs.

- Paredes Elementary has struggled with student attendance in the past, in order to decrease the number students absent frequently, home visits will be made more frequently and school wide attendance incentive programs will be held.
- Parental involvement has been at a low at the campus, to increase parental communication and involvement, parents will be invited to meet with the teacher and Parent Liaison to review academic needs of students and options available for assistance.

- An area that Paredes Elementary needs to address is professional development to increase teacher quality. All new and tenured teachers need training on data programs that are available through our district. Continuous staff development needs to be provided regarding the implementation of technology with everyday lessons. In addition, teachers need to be provided with concrete examples of how to differentiate instruction to meet the needs of our special population students (ELL, bilingual, SpEd, At-Risk).

Demographic Needs

1. Attendance

2. The campus is near capacity.

3. Increase parental involvement.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Paredes Elementary struggles to reach our attendance grades in grades PK3, PK4, and Kinder. **Root Cause**: We have not given the parents of our school age children the necessary information about attendance during our parental involvement meetings.

Student Academic Achievement

Student Academic Achievement Summary

Administration, counselors and teachers evaluate student achievement data by generating state testing results reports using our district purchased program, TANGO and/or Eduphoria. Administration analyzes trends in student achievement by evaluating testing data in our special population groups. The campus meets in conjunction with teachers to desegregate student data to identify the strengths and weaknesses of students to determine specific concerns and plan of actions.

Include data for the last three years for comparison.

Student Academic Achievement Strengths

Student Academic Achievement Strengths

Fine Arts qualifiers in areas of Chess and ballroom dancing

Campus received honors at district UIL meet

Strong Achievement Scores- Math, Science, Reading

Met 6 Stars of distinctions

NCUST Award Recipient

The following data is the student achievement profile for ALL students at Paredes Elementary School.

Grade level	Subject	District	State	Campus
3rd Grade	Reading			86%
3rd Grade	Math			86%
4th Grade	Reading			83%
4th Grade	Math			90%

4th Grade	Writing	85%
5th Grade	Reading	91%
5th Grade	Math	97%
5th Grade	Science	89%

Reading 3rd Grade - At Risk 84.7%, Economically Disadvantaged 86.6%, Hispanic 86.7%, White 86.7 %, Gifted and Talented 100%, LEP 69.2%, Special Education 31.3%.

Reading 4th Grade - At Risk 57.9% , Economically Disadvantaged 82.2%, Hispanic 83.3%, White 83.2%, Gifted and Talented 96.8%, LEP 44%, Special Education 36.8% .

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Student Achievement Needs:

At-Risk, Special Education and English Language Learner, and Migrant subpopulation of students, continue to struggle in the areas of Reading and Mathematics. Paredes Elementary School has also had trouble increasing the number of commended scores in all tested areas. In order to raise scores across in all tested subjects, our teachers will need to be provided with professional development that addresses rigor and relevance. We are also in need of research based instructional material in the form of reader subscriptions for students to improve fluency and comprehension. The campus will perform vertical alignment for all core subjects so that skills are scaffolded from onegrade level to the next. TST and Dean of Instruction will provide professional development for technology emphasizing the use of current equipment, software (living with science, istation, TTM, Edusmart), and programs that the district utilizes so that teachers are current with all technology. The Dean of Instruction will provide continuous staff development for academic and discipline RTIs so that our students receive the services they are entitled to receive. Incentive programs that will motivate our students to attend school and perform well academically will be instituted. The parental liaison will actively assist staff in the process of informing, visiting, and recruiting parents; and ensure that migrant and at-risk students are provided the services they require to ensure that they excel academically; students will need to be provided exposure to math and science STEM subjects through real world structured based learning. In efforts to improve the success of Paredes Elementary At-Risk population, the campus is in need of 2-3 FTE positions. Extended day and tutorial enrichment instruction will be implemented during the afterschool program to ensure academic success of our students. Ballroom and choir will be implemented as extended day programs to open the clubs to more students.

Student Achievement Needs

1. Accelerated Instruction

2. Supplemental Materials

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Paredes Elementary's special education population continues to struggle to raise its overall state assessment scores. **Root Cause**: We have identified the lack of communication and focused planning on our part. Special education teachers and general education teachers need to plan with a greater degree of specificity and attention to gaps in student attainment.

School Processes & Programs

School Processes & Programs Summary

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

Our campus administration, in conjuction with our teachers, is constantly disaggregating data from multiple sources. We use TPRI/Tejas Lee and CP-M to monitor our students' literacy skills . We observe this data at three different interval throughout the year (BOY,MOY,EOY). District and campus data is in constant scrutiny so that all of our different student populations receive targeted instruction. The students will be monitored so that they are participating in the Accelerated Reader Program. Students receive incentives as points goals are reached.

The campus uses a hiring committee composed of administrators and teachers to make hiring determinations. A record of how applicants are interviewed and evaluated is maintained. Teacher performance records are kept by the school principal. Novice teachers are provided a grade-level mentor as well as support from administration.

Paredes Elementary analyzes the school context and organization by looking at how school processes, structures, decision-making, and overall leadership positively affect classroom instruction. It is important to have systems in place so that there is not much interference or distractions from classroom instruction. The maintenance of all facilities is of utmost importance to Paredes Elementary. Our custodial staff is in constant monitoring of the upkeep of the campus infrastructure.

School Processes & Programs Strengths

School Processes & Programs Strenghts

We at Paredes Elementary take pride in the following school processes strenghts:

- Support from district specialist in core areas (science, math, ela, social studies)
- Planning time alloted for grade level vertical alignment
- Access to various recent resources; motivation math, GPS, Forde Ferrer, building mathematicians
- Teachers' years of service
- Teachers' education

- Low teacher turnover rate
- SIOP Trained Teachers
- GT Core Trained Teachers
- Bilingual Certified Teachers

School Processes & Programs Needs:

To increase student achievement , it is necessary to continue providing quality vertical alignment sessions and to provide our teachers with much needed supplies and professional development outside of the district. This means providing teachers with professional development that focuses on strategies that increase the level of instruction. Teachers also need resources that are aligned to the STAAR Exam so that students are familiar with test format. Furthermore, teachers need to be provided with professional development in the area of differentiated instruction to meet the need of all the students. As a means to encourage our students to perform well in school in the core subject areas our students will need to be motivated to make appropriate choices. Students level of inquiry will be increased through participation in Brainsville, UIL, Science Fair, and Destination Imagination. Supplemental instructional materials, catalog instructional materials, classroom libraries will be expanded, readily available reading material will increase, and consumable materials such as but not limited to: paper, ink, pencils, paper clips, stapler,pens, crayons, scissors, tape, etc., art materials, science materials, classroom instructional décor, visuals, manipulative, including STAAR instructional materials, organizational boxes, file folders,etc. will be provided to teachers to facilitate the increase of student achievement scores.

An area that Paredes Elementary needs to address is professional development to increase teacher quality. All new and tenured teachers need training on data programs that are available through our district. Continuous staff development needs to be provided regarding the implementation of technology with everyday lessons. In addition, teachers need to be provided with concrete examples of how to differentiate instruction to meet the needs of our special population students (ELL, bilingual, SpEd, At-Risk).

Our teacher population needs guidance in understanding of the the new Texas Teacher Appraisal System- T-TESS and SLO. In order to better guide our teachers, we are in need of quality professional development opportunities.

Our teachers also need professional development in the following areas:

- Implementation of Write for Success District Initiative- Writing journals PK-5th
- Increase opportunities for horizontal and vertical alignment meetings for teachers.
- Increase leadership role opportunities for teachers that have not served in such capacity.

Process and Strenghts Needs

1. Professional Development

2. Vertical Alignment

3. Horizontal Alignment

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: We have not implemented vertical curriculum alignment. This process would be beneficial in achieving camps goals. **Root Cause**: In a campus this size, we struggle to find the personnel needed to plan and implement efficient vertical alignment.

Perceptions

Perceptions Summary

Administrators and teachers meet to discuss matters related to providing a positive school culture and climate. The SBDM representatives bring issues and concerns to the monthly meetings. Campus long range plans, policies and procedures, and safety issues are communicated to both parents and community members to assist the campus in providing a positive culture and climate. A Title I partially funded, full time school nurse is always available to provide and assist medical treatment for students and staff. Parents are strongly encouraged to get involved in volunteering opportunities that will assist their child's education. Issues are reviewed and discussed through consistent dialogue and both administrators and teachers create a plan to improve issues that affect School Culture and Climate. We, at Paredes Elementary, strongly believe in our parents as key stakeholders in our students' esucation. We value our parents' presence and we include them in many parent activities throughout the year.

Perceptions Strengths

Perception Strenghts

We value our parents as key stakeholders in our students' education. We pride ourselves in providing them with the following oportunities to be a part of our school:

Charro Days mini festival

Award ceremonies

Meet the teacher nights

Christmas Programs

College Awareness Day

Family Night at restaurant fundraiser

Active Parental involvement center

Perception Needs:

 Paredes Elementary has a need to expand parental involvement in order to include parents in various school sponsored activities. To achieve this, we will use school informational boards like the school marquee and parent monthly newsletters to list all school activities and upcoming events to keep personnel and parents informed . This will promote unity and collaboration among all school personnel and parents.

To promote a collaborative working environment we will promote teacher modeling, peer coaching, co-planning, grade-level meetings, and teacher observations. All of these iniviatives will be planned, implemented and monitored through the school year for effectiveness. Teacher staff development opportunities need to be provided to ensure that teachers are prepared and successful in the classroom. It is important that opportunities for vertical alignment meetings are carried out throughout the school year to ensure teachers are planning consistently and collaboratively.

 In efforts to promote self esteem among our students, a special certificate will be awarded every six weeks during honor ceremonies for students that have shown the most improvement academically (BUG). This will promote progress among students.

In order ensure quick communication with parents in safety scenarios IP phones will need to be purchased. IP phones will be purchased for the dyslexia lab to ensure success of the dyslexia population.

Our PK 3 yr old program is in need of a playground to promote different types of play that are vital for a child's cognitive, emotional, physical, and social development.

It is also important to maintain our facilities clean and safe for students, parents and staff. We are always in need of funding for products that help maintain the facilities cleans.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Paredes Elementary needs to improve the opportunities for parental involvement. These events have not been of great significance that would change the perceptions of the campus. **Root Cause**: Our parental involvement events often conflict our parents' work schedules.

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 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
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

- 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
- 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: Paredes elementary performance for all students, all grades, all subjects will exceed 2018 STAAR percent Approaches Grade Level and STAAR Masters Grade Level performance in reading, writing, mathematics, science and social studies by 5 percentage points.

Evaluation Data Source(s) 1: STAAR performance reports

Summative Evaluation 1:

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

Comprehensive Support Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 7 1) Provide teachers/campus administration with professional development opportunities to enhance implementation of instructional strategies including: Response to Intervention (RtI), sheltered instruction (SIOP), differentiated instruction, common instructional framework (CIF), reading comprehension cognitive strategy routines, Texas Literacy Initiative protocols including oral language skills that increase listening/speaking and reading/writing proficiency) in all content areas through classroom observations with feedback, co-planning, modeling, workshops, compilation of student data reports, grade level meetings for elementary and strand /department chair meetings for secondary. Population: All teachers teaching core content and special education, dyslexia, pre-AP/AP, CTE, and other academic areas Timeline: July 2017 to June 2018 CNA 7		Assistant Superintendents C&I Administrators Curriculum Specialists Program Lead Teachers Principals Deans Dept Chairs & Campus Lead	Formative: Classroom observation data and BISD Instructional Feedback reports, Workshop Session Evaluations, Benchmark Scores BOY/MOY/EOY data analysis, TLI Sustainability Activity Quarterly Reports Summative: District and State academic assessment instruments including: STAAR and EOC, TELPAS, CIRCLE-PM, AP scores, and TSI results +The campus will have a 5% point increase in the number of students who reach Approaches Grade Level and STAAR Masters Grade Level performance in Spring 2018.				
Comprehensive Support Strategy **Critical Success Factors** CSF 1 2) Ensure that staff and faculty have received proper professional development to implement the PK-5 core language arts program for all students to improve reading proficiency in all areas of reading. CAVI Sheltered Instruction, LE training, Esperanza, Cross curricular alignment, and vertical alignment sessions. Lesson plans will reflect strategies i.e. Sheltered Instruction Pop: TI; MI; LEP; SE; AR; GT; DYS Students August, 2018 - May, 2019 CNA 7		Principal Dean of Instruction	Formative: PDS Session Evaluation lesson plans walk throughs Summative TPRI/NRT STAAR Test/TEJAS LEE/TELPAS Turn Around Trainings Grade Levels T-TESS SLO				

Critical Success Factors		Responsible	Evidence				
Critical Success Factors CSF 1 3) Special Education students will be placed in the least restrictive environment to provide them with a well rounded educational experience inclusion and teachers will have a review of CAP to increase students success. Pop: TI; MI; LEP; SE; AR; GT; DYS Students August, 2018- May, 2019 CNA 9		Principal Dean	Formative Brigance test results Report Card Grades Summative TPRI/Standford 10 STAAR Test/Tejas Lee/TELPAS				
Critical Success Factors CSF 1 4) All Kinder through Third grade students will be given the TPRI during the District Assigned window. This instrument will be used to analyze the five components of reading. Based on this information students will be grouped and specific instruction strategies/interventions will be provided. The goal is to increase student mastery. BOY MOY EOY data meeting held after testing to analyze data. Pop: TI; MI; LEP; SE; AR; GT; DYS August, 2018-May, 2019 CNA 5		Principal Dean Bilingual Administrator	The expected result is to improve at each assessment period compared to the previous year. Formative Progress Monitoring Grouping Mats Summative TPRI results Report cards				
Comprehensive Support Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 2 CSF 7 5) Monitor the implementation of the 3 Tier Response to Intervention Model in PK-5 classrooms for math, reading, and behavior with additional training provided to campus Teachers on required documentation and interventions based on identified needs. Populations: All students and teachers for these students in core content areas. Timeline: July 2018 to June 2019	2.6	School Principal Dean of instruction Teachers Dyslexia Teachers Diagnosticians	Formative Results: PDS session agendas and evaluations, RtI plan progress monitoring reports, Classroom observation reports Summative Impact: Improved STAAR scores, TPRI/TJL/CPM data, TELPAS, TMSFA, Tier 2 and 3 changes to lower tiers +Decrease the number of students identified for Tier 2 and 3 supports from the first semester to the second semester.				

Comprehensive Support Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 2 6) Analyze campus and district assessment data to determine specific instructional intervention needs that will drive planning for conferences, workshops, curriculum framework revisions, and maintenance meetings that address those state standards where the students demonstrated the lowest achievement levels. Populations: All sub-population students and teachers for these students in core content areas, Special Education and CTE Timeline: July 2018 to June 2019	2.4, 2.6	School Principal Dean of instruction Teachers Dyslexia Teachers Diagnosticians	ormative: Training Calendars and agendas, Professional development evaluations, Classroom walkthrough data, campus six weeks assessments, Check-point Assessments, District Benchmarks, Revised frameworks Summative: STAAR scores, EOC scores, TPRI/Tejas LEE, EOY, T-TESS data, PDS Transcripts, EOY CIRCLE-PM and OWL results +The campus will have a 5 percentage point increase in the number of students who attain Approach Grade Level and Master Grade Level performance.				
Comprehensive Support Strategy **PBMAS** **Critical Success Factors** CSF 1 7) Certified teachers and para-professionals will supplement allotted campus positions so that the needs of low performing students may be met through individualized small group instruction. Population: PK-3 - 5th Grade Students Timeline: July 2018 to June 2019 CNA 7	2.6	School Principal Dean of Instruction Assistant Principals	Formative: Classroom grades, campus benchmark scores, teacher observations, student progress reports,Lesson plans, Curriculum Feedback/ walk-through reports, PDS Session Evaluations Summative: T-TESS or Job Description/ Evaluation summative reports +5% improvement on State Assessments including STAAR, TPRI/Tejas Lee, CIRCLE-PM, and TERRA NOVA Test Results				
PBMAS **Critical Success Factors** CSF 1 8) Campus teams will attend out of district professional development to (1) Acquire the latest, most up-to-date Reading, Writing Math, and Science information to include Assessment Conference (2) Acquire the latest phase-in of the new Math TEKS, (3) Acquire effective science strategies and critical reasoning in order for students to understand and apply scientific concepts to improve student performance on STAAR. Population: TI; MI; LEP; SE; AR; GT; DYS Timeline: August, 2017- June 2018 and Summer 2018 CNA 5	2.4, 2.5	Administration, Classroom Teachers	Formative: Walkthroughs, ERO session evaluation, Workshop Agendas, Summative: STAAR Tests scores TPRI /TEJAS LEE test scores				
			Funding Sources: 211 Title I-A - 3300.00				

9) In order to provide students with various reading experiences, the Paredes library will provide students with a collection of chapter books and/or AR books, and WEEKLY READERS Pop: TI; MI; LEP; SE; AR; GT; DYS August, 2017-May, 2018 CNA 8	2.6	Principal Dean of Instruction Asst. Principals Librarian	Formative: AR points report Summative TPRI/Standford 10 STAAR/Tejas Lee/Telpas				
Funding Sources: 162 State Compensatory - 4000.00, 199 Local funds - 3300.00							
Critical Success Factors CSF 3 10) The Dean of Instruction will work with teachers EE-5th in all areas of instructional curricula. The Dean of Instruction will help provide professional development and facilitate curricular information to teachers as needed to improve instruction and ensure academic success. Population: AR Timeline: August 2017-June 2018		Principal, Administration for State Compensatory Education	Formative: Lesson Plans, Classroom observations, student progress reports, benchmark scores, ERO Session Evaluation Report, ERO Session Attendance Report Summative: STAAR Attendance Rate Dropout Rate Retention Rate				
Funding Sources: 162 State Compensatory - 55923.00							
11) Utilize media center to print instructional materials for students. i.e. released tests, campus benchmarks Pop: TI; MI; LEP; SE; AR; GT; DYS August, 2017-May, 2018 CNA 10		Principal Asst. Principal Dean of Instruction PK-5th Grade Teachers	Formative benchmark Assessments report card grades Summative State Assessment score increase TPRI/TEJAS LEE results Increase STAAR Scores				
Funding Sources: 199 Local funds - 1594.00							
12) Campus aides will assist students with core academic activities in order to improve student performance throughout the Extended Day Enrichment Program. Pop: TI; MI; LEP; SE; AR; GT; DYS August, 2017-May, 2018 CNA 8	2.5, 2.6	Principal Asst Principal Dean Teachers	Formative Walk-Throughs, Benchmarks Report Cards Summative TPRI/Tejas Lee State Assessment Test Results				
Funding Sources: 211 Title I-A - 7103.00							

PBMAS **Critical Success Factors** CSF 1 13) In our 3 Year Old Program, Pre K through 5th grades an integrated, challenging, standards-based, inquiry-centered Reading curriculum will be implemented to ensure that all students increase their conceptual knowledge at their appropriate grade level. Supplemental and instructional materials, capital outlay, resources and supplies will be purchased to support teachers implementation of instruction. Purchase consumable supplies for classroom use to supplement the core curriculum and provide hands on practice and instruction so that students will master the academic standards. Teachers will use reading, writing, math, and science materials so that students can master and demonstrate improvement on STAAR Standards, TEKS, and Readiness / Supporting Standards. Population: TI; MI; LEP; SE; AR; GT; DYS; BI Timeline: September, 2018- May, 2019 CNA 8	Principal Dean of Instruction Asst. Principals Sp. Ed Staff Bilingual Teachers Librarian	Formative: Classroom observations Sumative: TPRI/Standford 10 STAAR/Tejas Lee/Telpa				

Funding Sources: 162 State Compensatory - 15140.00, 199 Local funds - 14240.00, 163 State Bilingual - 4000.00

14) In order to ensure everyday instruction is facilitated in timely manner, maintenance for xerox machines will be handed by a contractual company. Timeline: Aug 2018- May 2019 Population: Staff CNA 10	Administration parent Liaison	Formative: PDS session Evaluation Student progress reports Student report card BOY/MOY results Summative: STAAR test results TPRI/TEJAS LEE EOY resul				

Funding Sources: 211 Title I-A - 4300.00

Critical Success Factors		Principal	Formative:				
CSF 1 15) The campus will implement tutorials, extended day activities and remediation strategies in core area subjects for low performing students in order to improve student achievement by the state assessment dates. This will assist in reducing the gap in STAAR scores between At Risk students and our general population. Population: AR 3-5th Timeline: September 2018-May 2019 CNA 8		Dean of Instruction Assistant Principals Tutorial Classroom teachers Administrator for State Compensatory Education Bilingual Instructional Aides	Tutorial Schedule Attendance report Tutorial Lesson Plans Benchmark tests teacher observation student progress reports Summative: STAAR Scores Retention Rate				
Funding Sources: 211 Title I-A - 59700.00, 199 Local funds - 3000.00							
Critical Success Factors CSF 1 16) All special education teachers and regular education teachers will review CAP to ensure that the students receive the proper services in order to assure students academic success. Incentives will be given periodically to students based on their compliance with their individual BIP/IEP. Pop: TI; MI; LEP; SE; AR; GT; DYS August, 2017-May, 2018 CNA 5		Principal Dean of Instruction Inclusion Teacher Diagnostician Classroom Teacher	Formative: Special Education teacher walk throughs Report Card Grades Coordination Co-planning information Summative Report Card Grades TPRI/Standford 10 STAAR Test/Tejas Lee/TELPAS				
Funding Sources: 166 State Special Ed. - 2695.00							
Critical Success Factors CSF 1 17) All teachers will have available instructional resources at their disposal. The availability of instructional supplies will be ensured through sufficient funding. Timeline: Aug 2018- May 2019 CNA 8		Principal Dean of instruction Secretary					
Funding Sources: 211 Title I-A - 7000.00, 199 Local funds - 5000.00							

		Principal Dean of instruction	Formative: Tutorial Schedule Attendance report Tutorial Lesson Plans Benchmark tests teacher observation student progress reports Summative: STAAR Scores Retention Rate TELPAS TPRI/Tejas Lee				
18) The campus will implement tutorials, extended day activities and remediation strategies in core area subjects for bilingual, low performing students in order to improve student achievement by the state assessment dates. This will assist in reducing the gap in STAAR scores between At Risk students and our general population. Population: AR,Bil 3-5th grades Timeline: September 2018-May 2019 CNA 8							

Funding Sources: 263 Title III-A Bilingual - 7935.00

100% = Accomplished ➡ = Continue/Modify **0%** = No Progress ✗ = Discontinue

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

Performance Objective 2: Paredes 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, CPALS, LION and CIRCLE PM

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Critical Success Factors CSF 1 1) Attend professional development that supports math frameworks m so that teachers will have all updates of curriculum and be able to implement the activities successfully. In addition, teachers will attend professional development for STAAR specifications, format, and item analysis, in order for the students to be successful on the state assessments. Pop: TI; MI; LEP; SE; AR; GT; DYS August, 2018- May, 2019 CNA 16		Principal Facilitator Asst. Principals Sp. Ed Staff PreK-5 Grade Teachers	Formative: Bemchmark tests, mid/end points, district benchmarks. Summative: TPRI/TEJAS LEE STAAR				
Critical Success Factors CSF 1 2) All identified At Risk students in need of reading, math, science, and writing improvement will be enrolled in tutorials. Pop: TI; MI; LEP; SE; AR; GT; DYS August, 2018- May, 2019 CNA 8		Principal Dean of Instruction 3rd - 5th grade teachers	Formative District Lesson Plans Weekly Assessment Tests Walkthroughs Benchmark Results Report Cards Summative State Assessment Test Scores				
	Funding Sources: 162 State Compensatory - 49462.00						

Comprehensive Support Strategy **Critical Success Factors** CSF 1 3) Provide district-wide instructional resources and computer assisted instruction that reinforces implementation of the BISD curriculum and initiatives including (but not limited to) professional development based 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: July		Principal Dean of Instruction Assistant Principals	Formative Results: District Benchmark data (Fall and Spring), BISD Instructional Feedback Form data (walkthrough data), SOY, BOY and MOY district and state assessments, PDS Session Evaluations, Benchmark Scores, CAI Progress Monitoring Report, BOY/MOY/EOY data analysis meetings, PK-2, Fluency checks noted in elementary report cards Summative Impact: TPRI/TJL/CPALS Data, TELPAS and TERRA NOVA/Supera +The district will show a 5 point increase on summative performance assessments
Critical Success Factors CSF 1 CSF 4 4) BISD will provide locally funded Pre-kindergarten Full Day OR half-day sessions for ALL students for whom no other criteria applies. (supports Board Goal #1 priority) Population: PK-3-year-old students as of Sept. 1st Timeline: July 2018 - June 2019	2.5, 2.6	Principal Dean of Instruction	Formative: Teacher Observations, BOY and MOY C-PM Test results, PK OWL Student Screening Assessments, PDS Evaluations, Head Start Campus Visits, Personnel Requisitions, Monthly Payroll analysis, Professional Leaves, Purchase Orders, Walk-Throughs, Lesson Plans Summative: T-TESS, Job description and Evaluations, PDS Transcripts, EOY C-PM and OWL results +Improvement on CIRCLE-PM BOY to EOY improvement by 10% Note: CLI Engage state platform will track the C-PM data
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. *Three and four year old migrant students not attending school will be invited to participate in home-based migrant program, A Bright Beginning. Population: 3-4 year old Migrant Students Timeline: August 2018 - June 2019 CNA 5		Campus Principal Dean of Instruction District Migrant Coordinator	Formative Results: 6 weeks enrollment reports Summative Impact: +Increase enrollment in the 3-year-old program

Critical Success Factors CSF 1 CSF 4 6) Title I-A personnel and student support services, supplies/ equipment for campuses and department will be funded. (supports Board Goal #1 priority) Population: PK-3-year-old students as of Sept. 1st Timeline: July 2018 - June 2019		TI-A Three-Year-Old Program Staff, Federal Programs Administrator, Federal Programs Supervisors, Principal, Dean of Instruction	Formative: Teacher Observations, BOY and MOY C-PM Test results, PK OWL Student Screening Assessments, PDS Evaluations, Head Start Campus Visits, Personnel Requisitions, Monthly Payroll analysis, Professional Leaves, Purchase Orders, Walk-Throughs, Lesson Plans Summative: T-TESS, Job description and Evaluations, PDS Transcripts, EOY C-PM and OWL results +Improvement on CIRCLE-PM BOY to EOY improvement by 10% Note: CLI Engage state platform will track the C-PM data				
7) 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. (supports Board Goal #1 priority) Population: PK-3-year-old students as of Sept. 1st Timeline: July 2018 - June 2019		TI-A Three-Year-Old Program Staff, Federal Programs Administrator, Federal Programs Supervisors, Principal, Dean of Instruction	Formative: Teacher Observations, BOY and MOY C-PM Test results, PK OWL Student Screening Assessments, PDS Evaluations, Head Start Campus Visits, Personnel Requisitions, Monthly Payroll analysis, Professional Leaves, Purchase Orders, Walk-Throughs, Lesson Plans Summative: T-TESS, Job description and Evaluations, PDS Transcripts, EOY C-PM and OWL results +Improvement on CIRCLE-PM BOY to EOY improvement by 10% Note: CLI Engage state platform will track the C-PM data				
Critical Success Factors CSF 1 8) All identified At Risk students in need of reading, math, science, and writing improvement will be enrolled in tutorials. Pop: TI; MI; LEP; SE; AR; GT; DYS August, 2018- May, 2019 CNA 8		Principal Dean of Instruction	Formative District Lesson Plans Weekly Assessment Tests Walkthroughs Benchmark Results Report Cards Summative State Assessment Test Scores				
	Funding Sources: 163 State Bilingual - 3000.00						

9) Students in Pre-kinder through first grades will have access to field trips to various locations to maximize educational potentioal i.e. awards banquets, museums, etc.	Administration Classroom Teachers Grade Level Chairs	Formative: ERO session Evlauation student progress reports student report card BOY MOY results Summative: STAAR test results TPRI EOY results				
Pop: TI; MI; LEP; SE; AR; GT; DYS Students August, 2018- May, 2019 CNA 5		Funding Sources: 211 Title I-A - 3000.00, 199 Local funds - 5000.00				

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).
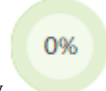
Performance Objective 3: 80% of migrant students will be on grade level within 2 years and 70% will be at Approaches Grade Level for all STAAR assessments.

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

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Comprehensive Support Strategy **Critical Success Factors** CSF 1 1) Migrant students will receive the opportunity to attend after school tutorial session in order to bridge any gaps created by high mobility. The teachers will monitor their progress and plan accordingly in order to differentiate the instruction to meet the needs of migrant students. Population: Migrant Students Timeline: Aug 2018-May 2019 CNA 5							

Critical Success Factors		Responsible	Evidence that Demonstrates Success				
Critical Success Factors CSF 1 CSF 4 2) All migrant students will receive grade appropriate school supplies on an as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus extending them the same opportunity for meeting the academic challenges of all students. All PFS migrant students will receive supplemental supports services before other migrant students. will have an opportunity to attend a PFS Learning Academy. All migrant students will receive a summer reading pack so that they may continue sharpening their reading skill during the summer months. Population: All Migrant Students Timeline: August 2018-June 2019 CNA 5		District Migrant coordinator Migrant Teacher Principal Dean of Instruction	Formative Results: Distribution forms, PFS Learning Academy Reports, Composite of Services Reports. Summative Impact: +Fewer PFS students are identified due to increased performance +On-time promotion and on-time graduation rates increased				
Critical Success Factors CSF 1 3) In order to secure the data needed to accommodate placement into appropriate supplemental instructional opportunities for Pre-K, Kinder, 1st and 2nd grade migrant students pre-test and post-test results will be used by teachers and administrators to determine the migrant students performing below grade level. Student scoring in the Tier II will be enrolled in tutorial classes and an RTI will be implemented. Population: PFS/Migrant students Timeline: August 2018 - June 2019 CNA 5		Classroom Teacher Campus Administrator RTI Committee Counselors	Formative: Pre-Assesment TPRI RTI Committee Post Assesment Summative: 6 weeks progress reports STAAR				
Critical Success Factors CSF 1 4) The academic progress of 1st grade migrant Students will be monitored to ensure successful grade level completion and ultimately secure promotion to 2nd grade. Population: PFS/Migrant students Parent Liaison counselor Timeline: August 2018 - June 2019 CNA 5		Dean of Instruction Campus Teachers	Formative- Eligibilty lists and attendance sheets Summative - Particpant surveys teacher surveys End of year (summer) program documentation				
	Funding Sources: 162 State Compensatory - 0.00						

Critical Success Factors CSF 1 5) Migrant students 3rd through 5th STAAR results will be reviewed to secure accurate placement into the current State Assessment remediation opportunities during regular school year and summer school Population: PFS/Migrant students Parent Liaison Timeline: August 2018 - June 2019		Special Programs Administrator Campus Principals Counselors Teachers	Formative: STAAR Remediation Enrollment Lists NGS STAAR Report Benchmark Results Summative: Current State Assessment Test Results				
6) 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: PFS/Migrant Timeline: August 25, 2018 -June 30, 2019		Administrators Dean of Instruction Teachers	Formative: tutorial attendance Summative: increased STAAR scores report card grades, attendance				
Critical Success Factors CSF 1 7) Learning Academy targeting the core areas of Reading, Writing, Math, Social Studies and Science will be held for all PFS students in order to sharpen their skills and prepare them academically for the STAARS assessment. Population: PFS/Migrant Students Timeline: March 21, 2018		Administrators Dean of Instruction Teachers	Formative: report card grades benchmark scores Summative: increased STAAR scores increase TPRI scores				
8) Award Ceremonies will be held at the end of each six week period to honor those students that achieved A, AB or made the most academic improvement. All students will be given the opportunity to participate including migrant, At Risk and Special Education students Pop: TI; MI; LEP; SE; AR; GT; DYS August, 2018-May, 2018 CNA 8		Principal Counselors Teachers Support Staff	Formative Report Card Summative TPRI/Standford 10 STAARTest/Tejas Lee StAAR results				
	Funding Sources: 211 Title I-A - 4000.00, 199 Local funds - 1500.00						

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

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

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

Evaluation Data Source(s) 4: District, Regional, National and State competition participation numbers

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	Feb	Apr	June
1) Teachers will be provided with training and materials to promote participation in Robotics training at the campus, district, and regional level. Population: Grades 1-5 teachers and students Timeline: July 2018 - June 2019		Dean of Instruction Campus TST Curriculum Specialist	Formative Results: Training agendas and flyers, PDS attendance and evaluation reports Summative Impact: +Increased participation of students in robotics, +Increase number of students electing STEM classes in middle school.				
2) Student's problem solving skills, originality and creativity will be encouraged through their participation in district programs. Teachers, sponsors and coaches will be provided with professional development and materials to promote participation in Brainsville Inventions, Chess, Destination Imagination, Poet's Convention, Stock Market Games, UIL Academics, Night of DI, and a Commercial for DI. Population: Grades K-12 teachers and students (especially G/T identified students) Timeline: August 2018 - May 2019		Dean of InstructionCurriculum Administrators, Advanced Academics Administrator Advanced Academics Lead Teachers	Formative Results: Training agendas and flyers, PDS attendance and evaluation reports Summative Impacts: +Brainsville Inventions (3rd-5th) 10% increase in student participation at the district level. +Chess (K-5th) 10% increase in student participation at the district, regional, state and national levels. +Destination Imagination (K-5th) 10% increase in student participation at the regional, state and Global levels. +UIL Academics (3th-5th) 10% increase in student participation at the district level.				
3) Paredes Elementary teachers will be provided with professional development and materials to promote the participation in Brownsville Kids Voting activities. Population: Grades 3-5 teachers Timeline: August 2018 - May 2019		Dean of instruction Campus Lead Teachers	Formative Results: Training agendas and flyers PDS attendance and evaluation reports Summative Impact: Maintain campus participation in Brownsville Kids Voting at the district level.				

4) Paredes elementary will increase the participation by 10% annual District Spelling Bee. Population: All 3-5th grade students Timeline: November 2018 - February 2019		Dean of Instruction Lead Teachers	Formative Results: Spelling Bee results for district. Summative Impact: +10% participation in Spelling Bee +Increased level of competition success beyond district level.				
5) Paredes Elementary students will participate in in-school opportunities and after school clubs to learn coding for fourth to fifth grade students. The focus of this initiative will be on the lasting benefits of building the following skill sets: Logical Thinking, Problem Solving, Persistence, Collaboration, and Communication. Population: all grade 4-5 students Timeline: August 2018 - June 2019		Campus Coding Teacher TST Dean of Instruction	Formative Results: 1. Club rosters 2. Payroll forms 3. Classroom projects 4. Student competitions 5. Test scores Summative Impact: +EOY data for student competition participation and performance				
6) Paredes Elementary students Participating in arts activitieswill develop critical thinking and multi-tasking skills, and creativity, teamwork and character by participating in UIL contests, , non-UIL contests, exhibitions, district/community events, and public performances. Population: all students K-5 Timeline: August 2018 - June 2019		Dean of Instruction Campus Art Teacher	Formative: Performance ratings, attendance, audience/student reaction Summative: EOY performance recognition Student program enrollment increases				
7) Paredes Elementary students will continue to be encouraged to participate in BISD ballroom dancing program. This is in efforts to promote team work, motivation and creativity throughout the student population. Population: 4-5 grade students Timeline: August 2018-May 2019.		Campus Fine Arts supervisors Campus Ballroom Dancing teachers	Formative: Performance ratings, attendance, audience/student reaction Summative: EOY performance recognition Student program.				

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✕ = Discontinue

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Campus #137
September 21, 2018 12:16 pm

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: Paredes Elementary will implement energy savings plans; maintain and upgrade current facilities to provide a healthy and positive learning environment by scheduling renovation/upgrade/improvement of at least 20% of instructional facilities annually over the next 5 years. (Board Goal 2)

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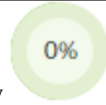
Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Paredes Elementary will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan. Population: All department and campus facilities Timeline: July 2018 - June 2019 Need: Board approved goal priority		District Administration Campus Administration Facilities and maintenance staff	Complete implementation of the district energy savings plan will result in decreased energy usage compared to prior year. Formative: Monthly comparison of energy usage Summative: Annual comparison of energy usage				
2) Create and implement a systematic approach to the renovation/ upgrade/ improvement of facilities to include prioritizing based on safety and needs of . Population: All department and campus facilities Timeline: July 2018 - June 2019 Need: Board approved goal priority CNA 13		District Administration Campus Administration Facilities and maintenance staff	Survey results from campuses and departments will indicate prioritization of the renovation plans. Formative: Survey Summative: Evaluation/analysis of survey data				
	Funding Sources: 211 Title I-A - 15598.00						
3) Paredes elementary will allocate the necessary funding to maintain our facilities clean and safe. Population: all students and staff Timeline: August 2018 to June 2019 CNA 13		Campus Administration Head Custodian Secretary	Formative results: beautification/garden event showcases and perception campuses and office areas are clean and green Summative impact: +improved campus survey data about facilities				
	Funding Sources: 199 Local funds - 2947.00						
4) In order to maintain a safe, secure campus for all students the custodial staff, along with all campus staff, faculty and students, will keep the school as clean and sanitary as possible. Time Line: Quaterly		Principal Administration Custodial Staff	Formative: Cleaning schedule Summative: Audit by District				
	Funding Sources: 199 Local funds - 10000.00, 211 Title I-A - 13531.00						

100% = Accomplished   → = Continue/Modify   0% = 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: Paredes Elementary will ensure effective and efficient use of 100% of available budgeted funds to be used to meet the needs of all students.

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The District will support programs and campuses in the effective and efficient use of 100% of available budgeted funds based on the needs assessments. Population: BISD Stakeholders Timeline: July 2018- June 2019 Need:		District Administration, Campus Administration, DEIC/SBDM Committees	Funding reports will indicate all funds were expended based on prioritized needs. Formative: monthly expenditure reports compared DIP/CIP Summative: end of year expenditure reports				
100% = Accomplished	→ = Continue/Modify	0% = 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 2: The district and campuses will create and provide faculty and staff recognitions and activities to improve campus morale/climate and support retention of teachers and principals.

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

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The campus will support its SBDM committees in creating and participating in employee incentives and recognitions to improve employee and district and campus morale and climate. Population: all BISD faculty and staff Timeline: July 2018 to June 2019		School Administration Dean of Instruction SBDM members	Formative result: Campus CNA survey and district/campus climate survey data related to support and retention Summative impact: PEIMS and TAPR report showing increased years of experience and decreased turn over rates				

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

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: Paredes elementary will provide the BISD Public Information Office with features articles, recognition of students, co-/extra-curricular activities, and parent/community events.

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Paredes Elementary will participate in the District's efforts promote the history and origins along with current accomplishments of each campus weekly through the website and media venues. Population: BISD Stakeholders Timeline: July 2018 - June 2019 Need: Decreasing enrollment/ Board approved goal priority		Campus Administration	Weekly news articles will indicate a new campus each week. Formative: schedule of weekly articles Summative: listing of all campuses that were presented in weekly articles				
2) Paredes Elementary will designate a PIO contact to provide features articles, current and prior students/ parents/ staff recognitions, co-/extra-curricular activities, and parent/community events. Population: BISD Stakeholders Timeline: July 2018 - June 2019 Need: Decreasing enrollment/ Board approved goal priority		Campus PIO contact Dean of Instruction	Regular features in media showcasing current accomplishments of faculty, staff, students, and alumni and major events. Formative: Submissions of information for articles and showcases Summative: annual compilation of articles and presentation/ showcases				
3) Paredes Elementarywill update websites at least monthly including showcasing student and community activities. Population: BISD Stakeholders Timeline: July 2018- June 2019 Need: Decreasing enrollment/ Board approved goal priority		Dean of Instruction TST	Paredes Elementary website will be up-to-date on a monthly basis with all compliance postings and showcasing campus/program activities and successes. Formative: checklist of websites indicating are current Summative: report at end of year for monthly checklist results				

4) Paredes Elementary wil increase parent and community awareness of attendance initiatives through the school's weekly and monthly newsletter and calendars.		Campus Administrators TST	Formative Results: List of the school's students who are receiving recognition for perfect attendance. Summative impact: Increased daily attendance rate.				
	100% = Accomplished	= Continue/Modify	0% = No Progress	= Discontinue			

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

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

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Critical Success Factors CSF 6 1) Paredes will provide all new teachers with 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 teachers Timeline: August 2018 to March 2019		Campus RTI Coordinator Campus Administration Teachers	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.				
Critical Success Factors CSF 3 CSF 6 CSF 7 2) Paredes Elementary will provide training and support to classroom teachers and campus administration in discipline management and safe environments. Population: All Students Timeline: August 2018 to June 2019		Campus Administration	Formative Results: Training Sign In Sheets and Six weeks discipline reports Summative Impact: +Review360 and discipline report data reflecting decrease in the number of discipline incidents compared to previous school year.				
Critical Success Factors CSF 3 CSF 6 CSF 7 3) 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		Campus RTI coordinator Campus Administrators Lead Teachers	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.				

Critical Success Factors		Police Department Counselors	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				
CSF 5 CSF 6 4) 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							
5) The school nurse will be allocated funds in order to purchase medical supplies that are needed for the well being of the student population. Population: Students PK-5 Timeline: Aug 2017		Administrators Nurse Nurse Assistant	Formative: Nurse Log Summative: E-schools nurse reports				
	Funding Sources: 199 Local funds - 700.00						

100% = Accomplished   = Continue/Modify   0% = No Progress   = Discontinue

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

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

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

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Ensure the implementation and annual review of a comprehensive campus Emergency Operations plan. Population: All Students Timeline: August 2018 to June 2019		Campus Administration Campus Safety Coordinator	Formative Results: Safety Meeting Sign-In Sheets, Summative Impact: +100% completed District and Campus Emergency Operations Plans cleared in June 2019				
Critical Success Factors CSF 5 CSF 6 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, Unwanted physical/verbal aggression, Sexual Harassment, Guardian Internet Safety, Drug, Alcohol and Tobacco Awareness, Gun Safety, Truancy, Emergency Operations Plan (EOP)-Safety Procedures Population: All Students and parents/guardians Timeline: August 2018 to June 2019		Security Services Administration, Guidance and Counseling Administration, and Campus Administration	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				
3) Paredes will conduct Active Shooter or other hazardous lock down drills at least twice per semester. Population: all students Timeline: August 2018 to June 2019		Campus Administration Campus Safety Coordinator	Formative Results: Practice drill reports Summative Impact: 100% of campuses have conducted at least two practice drills.				

4) Paredes elementary will have a designated representative at the districts' TOT' for teaching campus faculty and staff appropriate procedures for all hazards (including active shooter procedures).Population: Campus faculty and staff Timeline: August 2018 to June 2019		Campus Administration Campus Safety Coordinator/committee	Formative results: PDS train the trainer session agendas, sign-in documentation, session evaluations Summative impact: PDS documentation of turn around of training at campuses within one month of TOT				

100% = Accomplished	→ = Continue/Modify	**0%** = No Progress	✗ = Discontinue

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

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

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Critical Success Factors CSF 5 1) Paredes Elementary will continue to allocate Federal Programs, Migrant Department and State Compensatory funds for Parent Trainers and Parent Liaisons for the purpose of assisting campuses and educating parents with current information during weekly/monthly meetings that address issues and expectations that will impact their children's academic and attendance needs. Population: Parent & Family Engagement, Migrant and State Compensatory Staff Timeline: August 2018 -June 2019 CNA 10	2.4, 3.2	Campus Administrators Parent Liaisons	Formative results: Parent Trainer Documentation including Campus Visitation Reports, Weekly Reports, Contact Logs, Monthly Calendar, Peer Review Audits Summative Impact: Training Session Evaluations average scores Parent Participation Rates will increase by 10% Increase 3% participation in PAC Mtgs.				
		Funding Sources: 211 Title I-A - 2000.00					

Critical Success Factors CSF 5 2) Conduct the following annual Title I-A required activities: *Develop and disseminate a Parent and Family Engagement Policy that delineates how parents will be actively involved at the district/ campus level *Develop and disseminate a School-Parent-Student Compact indicating each group's responsibility in order to ensure student achievement, specifically in the content areas. *Conduct Title I-A Meeting to inform parents of the services provided through Title I funds *Conduct Title I-A Parent Survey to evaluate the effectiveness of the District Parent and Family Engagement Program Population: Parents Timeline: August 2018-June 2019 CNA 10	3.1	Campus Administrators Parent Liaisons	Formative results: Completed Parental Involvement Policies, Campuses S-P-S Compacts Campus Visitation Reports, Campus Websites, Fliers, Meeting Agendas Summative Impact: 100% Completed Title I-A Parental Involvement Compliance Checklist 100% Signed S-P-S Compact Training Session Evaluations				
Critical Success Factors CSF 5 3) Ensure representation of community and parent involvement in the decision-making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met: *Parent and Family Engagement Policy School-Parent-Student Compact District Improvement Plan Population: Parents Timeline: August 2018-June 2019 CNA 10	3.1	Campus Administrators Parent liaisons	Formative results: Parent Rep. Sign-in Sheets, Completed Parental Involvement Policies, Campuses S-P-S Compacts, CIP, Calendars, Meeting Agendas Summative impact: +Training Session Evaluations, 100% DPAC, LPAC and SBDM Meeting minutes reflecting input from parents and community members.				

Critical Success Factors CSF 1 CSF 5 CSF 6 4) Provide ample Parent Education opportunities through parent conferences, and parent training sessions through the Parent Center to disseminate information, services and/or referrals to agencies that address the needs and concerns in the following areas: -Early Childhood Literacy Strategies -Effective teaching strategies -Special Populations (Bilingual, Dyslexia, G.T., Migrant, Special Education) College Readiness -Drop-out and Violence Prevention -Health and Wellness Education -Community agencies and organizations Building Capacity: -Technology -Special Education processes, procedures as well as services, procedural safeguards and Transition to post-secondary life. Population: Parents Timeline: August 2018-June 2019 CNA 10	3.2	Dean of Instruction Parent liaison Parent Center Volunteers RTI Coordinator	Formative results: Parent Trainer Monthly Calendar, Special Services Monthly Calendar, Public Service Providers Lists, Fliers, Agendas, Sign-in Sheets, Meeting Minutes Summative impact: +Training Session Evaluations, Increased Parent Attendance, decreased Special Services Dept. parental concerns by campus using the Family Center Screening Tool				
Critical Success Factors CSF 5 5) The Parent and Family Engagement, Migrant staff and parents will have the opportunity attend local, regional and state professional development trainings and conferences to expand their knowledge of the latest scientific, research-based instructional strategies to better support instruction, improve understanding thus providing a more comprehensive supplemental support to students and families. Population: Parent and Family Engagement and Migrant funded Staff and Parents Timeline: August 2018-June 2019 CNA 10		Dean of Instruction Parent Liaison	Formative: Conference/Training agendas, Conference Certificate of Participation Documented Cross training of staff not attending events to ensure program training completion Summative: +Improved student grades +Increased Parent Attendance +Increased Student Attendance Rates Improved student performance on district and state assessments				
	Funding Sources: 211 Title I-A - 500.00						

6) Paredes Elementary will implement C.A.R.E. program. The school will make these volunteers available for instructional purposes in the classrooms. Time Line: August 2018 - May 2019. CNA 9		Principal Counselors Parent Liaison	Formative: - C.A.R.E. parents visit logs - Students' report cards - Teacher Surveys Summative -Improved Students' grades - Increase community involvement - Improved student permanence on state assessment.					
Funding Sources: 211 Title I-A - 500.00								
7) Paredes Elementary will implement a parental volunteer program. Parent volunteers will help with the implementation of educational activities and support teachers and staff with clerical aid.		Parent Liaison Administration	Formative: - Parent volunteers visit logs - Teacher surveys Summative: - Improved parent - teacher involvement - Improved school culture					
Funding Sources: 211 Title I-A - 400.00								

100% = Accomplished   = Continue/Modify   0% = No Progress   = Discontinue

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

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

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Comprehensive Support Strategy **PBMAS** **Critical Success Factors** CSF 3 CSF 7 1) Provide teachers with professional development opportunities to enhance implementation of instructional strategies including: Response to Intervention (RtI), sheltered instruction (SIOP), differentiated instruction, common instructional framework (CIF), reading comprehension cognitive strategy routines, Texas Literacy Initiative protocols including oral language skills that increase listening/ speaking and reading/ writing proficiency in all content areas. Population: All teachers teaching core content and special education, dyslexia, pre-AP/AP, CTE, and other academic areas Timeline: July 2017 to June 2018 CNA 5		Administrators Dean of Instruction Lead Teachers	Formative Results: BISD Instructional Feedback Form District Monitoring Instrument data will indicate X percentage point increase in Domain 2 proficient and higher ratings. Summative Impact: The district will have a 5 point increase in the number of students who reach Approaches Grade Level and STAAR Masters Grade Level performance on STAAR/EOC exams.				

			Formative Results:
2) Strengthen the efficiency and effectiveness of the Gifted and Talented Program through the required Core and On-going training as well as specific professional development sessions on differentiated curriculum and assessment relative to the annual goals of the program. Populations: All G/T sub-population students and teachers for these students in core content areas and Special Education Timeline: July 2018 to June 2019		Campus Administration Dean of Instruction	Formative Results: District monitoring instrument, Class rosters, Lead teacher classroom observations, Training agendas and evaluations Summative Impact: Improved STAAR and EOC student scores, improved AP, TSI, and other college readiness assessment scores by 5 percentage points.				
Critical Success Factors CSF 7 3) Provide 3rd-5th teachers with training for selected resources to adequately implement the district K-8 Science, Technology, Engineering, and Mathematics initiative and Middle School STEM program. Population: Pilot STEAM Teachers for elementary and MS STEM Teachers Timeline: July 2018 to June 2019		Campus Administration Dean of Instruction Grade level lead teachers	Formative: PDS session evaluations, benchmark scores, program applications counts Summative: STAAR scores, high school STEM endorsements data +90% of BISD instructional feedback form walkthroughs will indicate implementation of developed project-based learning experiences. +The campus will have a 2 percentage point increase in the middle school STEM program student enrollment, a				
4) Support participation of faculty and staff attendance at district and/or regional literacy conferences in order to target areas for improvement and provide turn-around training for explicit instruction, lesson design, classroom organization and delivery overviews of the information during district staff development days. Population: All grade level teachers Timeline: July 2018 to June 2019		Dean of Instruction	Formative: RtI plans and progress monitoring reports, Sign-in sheets, Workshop agenda, PDS session roster and evaluations, TLI routines documented in Instructional Feedback Form data Summative: STAAR scores, TPRI/Tejas Lee, CIRLCE-PM scores, TELPAS, TMSFA +A 5 percentage point increase in the number of students meeting the passing standards on state assessments.				
Critical Success Factors CSF 7 5) PK-3 teachers and Para-Professionals will receive Research-Based Professional Development, CIRCLE training, Activities to Transition students from Pre-School to Public School; Frameworks aligned to the PK Guidelines; Positive Beginnings for Classroom Management, etc. Population: PK-3 to 4 faculty and staff Timeline: August 2018 to June 2019		Dean of Instruction	Formative Results: Teacher Observations, PDS Evaluations, Head Start Campus Visits, Professional Leaves, Purchase Orders, Walk-Throughs, Lesson Plans Summative Impact: Improved T-TESS evaluations and walkthrough reports, increased participation in PK-3 and 4 professional development activities.				

Critical Success Factors CSF 7 6) Fine arts students and teachers will be provided professional development training annually. Population: all K-5 students and teachers Timeline: August 2018 - June 2019		Dean of Instruction Fine Arts Teacher	Formative Results: Sign in sheets, PDS evaluations, student performance ratings Summative Results: Increased EOY performance recognitions				
7) Professional development opportunities will be provided to campus and district personnel to enhance the provision of services for at-risk students in order to improve academic achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. Professional development opportunities include: -Identification of at-risk students via state and local criteria, -Graduation Rate, Completion Rate, and Graduation Cohorts, -Identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act, and Budget and Program Compliance Population: Elementary, Middle and High School At-risk Students Timeline: August 2018- June 2019 (As needed) CNA 5		Principal Dean of Instruction	Formative Results: PDS Session attendance and Evaluation Reports, Verified Homeless and/or Unaccompanied Youth Enrollment Letter, eSchoolPLUS Special Programs Report, eSchoolPLUS At-Risk Progress Report, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: increased STAAR/EOC and At-risk Retention				

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✕ = Discontinue

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

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

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Critical Success Factors CSF 1 1) Paredes will increase the accessibility for all students in technology based instruction across all subject areas by providing new software, such as Office 365, and hardware at the campuses for computer/ technology enhanced instruction. The students will also develop projects that foster creativity, innovation, communication, collaboration, information fluency and digital citizenship in all content areas. Additionally, a Bring Your Own Device Initiative will be maintained throughout the district. Population: All Students Timeline: August 2018- June 2019 CNA 9		Principal Dean of Instruction TST	Formative Results: 1. Benchmarks 2. Classroom projects 3. Student competitions 4. Improved connectivity of wired and wireless devices. Summative Impact: 1. +Test scores 2. +End of Year grades 3. +Electronic portfolios 4. +StarChart Surveys 5. +Benchmarks				

Critical Success Factors		Principal Dean of Instruction TST	Formative Results: 1.Professional Development System evaluations 2. Administrative walkthroughs 3. Certificates of completion of training Summative Impact: 1. +T-TESS evaluations 2. +Application Management Reports 3. +StarChart Surveys 4. +Campus Technology Training records from PDS				
Critical Success Factors CSF 7 2) Teachers will participate in a minimum of 12 hours of technology professional development annually to better prepare and assist with the integration of technology into the subject areas. Training and support will be provided for all teachers and students on Netiquette training, the prevention of Cyber Bullying and the integration of technology in the classroom. Population: All Students and teaching faculty Timeline: August 2018 to June 2019 Need: District policy CNA 9							
Critical Success Factors CSF 7 3) Parades Elementary will allow the Technology Support Teacher (TST) adequate time daily to support their campus in the integration of technology into instruction. Population: Campus faculty Timeline: August 2018 - June 2019 CNA 9		Dean TST	Formative Results: 1. TST reported schedules 2. Application Management reports 3. Walk-throughs 4. Software usage reports Summative Impact: 1. +EOY TST reported schedules 2. +EOY Application Management reports 3. +Payroll report				
Critical Success Factors CSF 1 CSF 4 4) Fifth grade students will be provided with electronic tablets that will support literacy, writing activities and homework assignments. Additional areas of focus may be supported as deemed necessary by the teacher, campus or district. Population: all BISD 5th grade students Timeline: August 2018 to June 2019 CNA 8		Dean TST Lead teacher	Formative Results: 1. Classroom Projects 2. Completed homework assignments 3. Increased six weeks grades 4. Increased benchmark test scores Summative Impact: +Improved State assessment(s) scores				
5) Model and Support the integration of instructional technology in the delivery of instruction for reinforcement, differentiation, assessment, and meeting the accessibility / modifications needs of students. Specific settings include but are not limited to: Computer labs Interactive tablets Interactive whiteboards Document cameras Population: all students grades PK-5 Timeline: July 2018 through June 2019		Dean TST	ormative Results: Workshop agendas and sign-ins, PDS Session Evaluations, BISD Instructional Feedback Form 100% of walkthroughs will indicate application of the skills acquired during the professional development. Summative Impact: Improved STAAR scores, TPRI/Tejas Lee /CIRCLEPM data, TELPAS, and TMSFA +Paredes will have a 5 percentage point increase in the number of students meeting the 2018 state assessment passing standards				

Critical Success Factors CSF 1 CSF 7 6) Paredes staff will be provided with professional training on campus computer software programs and integration of technology with curriculum in order to incorporate technology. CNA Population: Teachers Timeline: August 2018-December 2018 CNA 5		Campus TST Dean of Instruction Administration	Formative: Agendas Sign in Sheets Summative: TTESS Documentation TTESS WAIVER Software usage report				
Funding Sources: 162 State Compensatory - 2365.00							
Critical Success Factors CSF 1 7) Students in Prekinder through fifth grade will use technology to develop reading and math skills. Technology will include Elmo, SmartBoards, Bluetooth tablets, televisions, Ipads, Computers-desktop and laptops, grade cams, document cameras, printers, ink, media carts, speakers, compact mixer, laminators, scanners, and mounted projectors. Population: PK-5th Timeline: Aug 2018- May 2019 CNA 10		Dean of Instruction	Formative: Benchmarks, weekly tests, technology progress reports Summative: TPRI BOY MOY EOY results STAAR Scores 6 week Report Cards				
		Funding Sources: 211 Title I-A - 7000.00					

100% = Accomplished   = Continue/Modify   0% = No Progress   = Discontinue

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

Performance Objective 1: Increase the overall attendance rate to 96.8% with a target of 97.5% and improve At-Risk Student Attendance Rate by 10% over prior year attendance.

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) To better support student achievement and improve student attendance, campus Parent liaisons will be proactive by monitoring student attendance through daily, weekly and six weeks attendance reports. Parents of students with excessive absences as per district policy will be issued warning notices, no credit letters, and/or court notifications as needed. The Parent Liaison will make home visits to ensure attendance is prioritized. Population: all BISD students PK to 5th grade Timeline: September 2018 to May 2019		Parent Liaison Data Entry Clerk PEIMSAdministrator					
		Funding Sources: 211 Title I-A - 100.00					
2) To reduce student absenteeism, campus staff will be proactive by monitoring students attendance and after the 3rd student absence, begin Truancy Preventative Measures (TPM), which includes issuing a "Student Attendance Plan" to the parent and student during parent conferences held at school to prevent further student absences. Population: all Student with absenteeism Timeline: 2018 Fall Semester and 2019 Spring Semester		Campus Administration Counselors Parent Liaison	Formative Results: BISD Student Plan for Truancy Prevention Measures (TPM), School Attendance reports, School Messenger System Reports, Distribution of Student Attendance Plans to parents and students (TPM) Summative Impact: +PEIMS attendance data shows increase				
100% = Accomplished	→ = Continue/Modify	0% = 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 2: Paredes Elementary will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR by 10%.

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

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Comprehensive Support Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 2 CSF 4 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, Middle and High School at-risk Students Timeline: September 2018- June 2019 CNA 7	2.5	Principal Dean of Instruction	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 performance compared to prior year, especially for at-risk and special population served students.				
Comprehensive Support Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 7 2) Deans of Instruction will conduct regular research-based professional development sessions in order to train and retain highly qualified personnel that will positively impact at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rates and dropout rate. Population: Elementary At-risk Students Timeline: July 2018- June 2019 CNA 5	2.4	Campus Administration Dean of Instruction	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, Graduation, and Completion Rates				

Comprehensive Support Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 4 3) Supplement the Dyslexia Program to provide language and literacy interventions (as needed) to improve student achievement, attendance, graduation rate, completion rate, and reduce the retention rate. Population: At-risk Students; Dyslexic Students Timeline: August 2018- June 2019 CNA 5	2.4	Campus Administration Dean of Instruction	Formative Results: eSchoolPLUS Master Schedule, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports, C-PM (BOY and MOY) Summative Impact: +CIRCLE-PM (EOY) compared to BOY and MOY, + decreased Retention Rate compared to prior year	
Comprehensive Support Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 4 4) Provide computer-based instruction in the foundation curriculum and adaptive-assisted devices in order to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate. Population: all grades At-risk Students Timeline: August 2018 - June 2019 CNA 5	2.6	Principal Dean of Instruction	Formative Results: eSchoolPLUS Master Schedule, Computer Lab Schedule, Software Usage Reports, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: +Improved STAAR/EOC, TELPAS and other state assessments, Attendance Rate, Retention Rate, Dropout Rate, Graduation Rate, and Completion Rate	

100% = Accomplished   = Continue/Modify   0% = 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
Critical Success Factors CSF 1 CSF 5 1) To promote physically and emotionally healthy students, Paredes elementary will utilize the -PAPA (Parenting and Paternity Awareness) curriculum -CATCH (Coordinated Approach to Child Health) program, and -SHAC (School Health Advisory Committee) to address areas including Prevention of Dating Violence and sexual abuse of children. Population: All students Timeline: July 2018 to June 2019	2.6	Principal Dean Lead Teachers	Formative Results: Classroom observation, Professional development evaluations, Sign-in sheets, Workshop agendas Summative Impact: Fitness Gram results increase CATCH Binder end of year evaluation				
Critical Success Factors CSF 1 CSF 5 2) Assistance in the planning and execution of the overall health program at the District and campus level, in an effort to improve overall student health which increases student attendance and academic performance, will be carried out by Health Services (nurses). Population: District Health Services and Campus Nurses (licensed medical professional RN and LVN). Timeline: August 2018 - June 2019		Nurse	Formative Results: Monthly reports 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.				
100% = Accomplished		→ = Continue/Modify		0% = No Progress		✕ = Discontinue	

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Provide teachers/campus administration with professional development opportunities to enhance implementation of instructional strategies including: Response to Intervention (RtI), sheltered instruction (SIOP), differentiated instruction, common instructional framework (CIF), reading comprehension cognitive strategy routines, Texas Literacy Initiative protocols including oral language skills that increase listening/speaking and reading/writing proficiency) in all content areas through classroom observations with feedback, co-planning, modeling, workshops, compilation of student data reports, grade level meetings for elementary and strand /department chair meetings for secondary. Population: All teachers teaching core content and special education, dyslexia, pre-AP/AP, CTE, and other academic areas Timeline: July 2017 to June 2018 CNA 7
1	1	2	Ensure that staff and faculty have received proper professional development to implement the PK-5 core language arts program for all students to improve reading proficiency in all areas of reading. CAVI Sheltered Instruction, LE training, Esperanza, Cross curricular alignment, and vertical alignment sessions. Lesson plans will reflect strategies i.e. Sheltered Instruction Pop: TI; MI; LEP; SE; AR; GT; DYS Students August, 2018 - May, 2019 CNA 7
1	1	5	Monitor the implementation of the 3 Tier Response to Intervention Model in PK-5 classrooms for math, reading, and behavior with additional training provided to campus Teachers on required documentation and interventions based on identified needs. Populations: All students and teachers for these students in core content areas. Timeline: July 2018 to June 2019
1	1	6	Analyze campus and district assessment data to determine specific instructional intervention needs that will drive planning for conferences, workshops, curriculum framework revisions, and maintenance meetings that address those state standards where the students demonstrated the lowest achievement levels. Populations: All sub-population students and teachers for these students in core content areas, Special Education and CTE Timeline: July 2018 to June 2019
1	1	7	Certified teachers and para-professionals will supplement allotted campus positions so that the needs of low performing students may be met through individualized small group instruction. Population: PK-3 - 5th Grade Students Timeline: July 2018 to June 2019 CNA 7
1	2	3	Provide district-wide instructional resources and computer assisted instruction that reinforces implementation of the BISD curriculum and initiatives including (but not limited to) professional development based 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: July
1	3	1	Migrant students will receive the opportunity to attend after school tutorial session in order to bridge any gaps created by high mobility. The teachers will monitor their progress and plan accordingly in order to differentiate the instruction to meet the needs of migrant students. Population: Migrant Students Timeline: Aug 2018-May 2019 CNA 5

Goal	Objective	Strategy	Description
7	1	1	Provide teachers with professional development opportunities to enhance implementation of instructional strategies including: Response to Intervention (RtI), sheltered instruction (SIOP), differentiated instruction, common instructional framework (CIF), reading comprehension cognitive strategy routines, Texas Literacy Initiative protocols including oral language skills that increase listening/ speaking and reading/ writing proficiency in all content areas. Population: All teachers teaching core content and special education, dyslexia, pre-AP/AP, CTE, and other academic areas Timeline: July 2017 to June 2018 CNA 5
9	2	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, Middle and High School at-risk Students Timeline: September 2018- June 2019 CNA 7
9	2	2	Deans of Instruction will conduct regular research-based professional development sessions in order to train and retain highly qualified personnel that will positively impact at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rates and dropout rate. Population: Elementary At-risk Students Timeline: July 2018- June 2019 CNA 5
9	2	3	Supplement the Dyslexia Program to provide language and literacy interventions (as needed) to improve student achievement, attendance, graduation rate, completion rate, and reduce the retention rate. Population: At-risk Students; Dyslexic Students Timeline: August 2018- June 2019 CNA 5
9	2	4	Provide computer-based instruction in the foundation curriculum and adaptive-assisted devices in order to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate. Population: all grades At-risk Students Timeline: August 2018 - June 2019 CNA 5

State Compensatory

Budget for Paredes Elementary:

Account Code	Account Title	Budget
6100 Payroll Costs		
162-11-6112-18-137-Y-30-000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	$4,840.00
162-11-6112-18-137-Y-24-SSI	6118 Extra Duty Stipend - Locally Defined	$20,065.00
162-11-6112-18-137-Y-30-000	6118 Extra Duty Stipend - Locally Defined	$4,379.00
162-11-6112-18-137-Y-30-ASP	6118 Extra Duty Stipend - Locally Defined	$59,700.00
162-11-6119-00-137-Y-34-PKK-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	$143,408.00
	6100 Subtotal:	**$232,392.00**
6200 Professional and Contracted Services		
162-11-6249-62-137-Y-30-000	6249 Contracted Maintenance & Repair	$715.00
162-11-6396-00-137-Y-30-000	6249 Contracted Maintenance & Repair	$4,000.00
162-11-6399-00-137-Y-30-000	6249 Contracted Maintenance & Repair	$12,856.00
162-11-6399-62-137-Y-30-000	6249 Contracted Maintenance & Repair	$1,220.00
162-11-6649-62-137-Y-30-000	6249 Contracted Maintenance & Repair	$9,505.00
162-61-6499-53-137-Y-30-000	6249 Contracted Maintenance & Repair	$200.00
	6200 Subtotal:	**$28,496.00**

Personnel for Paredes Elementary:

Name	Position	Program	FTE
Blanca Guajardo	PK Teacher	State Compensatory	.50
Juan Garcia	PK Teacher	State Compensatory	.50
Monique Keller	PK Teacher	State Compensatory	.50
Oscar Rivera	Dean of Instruction	State Compensatory	1.0
Yvette Villalobos	PK Teacher	State Compensatory	.50

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 5-24) for the Paredes Elementary campus. This survey was conducted 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 2018-2019 and to increase the commended performance level in all content areas. In addition, address the needs of the changing population including the new immigrants from Mexico.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Bi-monthly SBDM meetings have been scheduled in order to offer all of our stake holders, which include parents and community representatives, an opportunity to have an impact on campus decisions. Meetings will be posted on our website calendar.

2.2: Regular monitoring and revision

The SBDM will monitor strategies that have made an impact to our student population. We will pay special attention to those strategies that involve large sums of funds to be allocated. The effectiveness and educational impact will be scrutinized. Strategies that are not successful will be modified or discontinued. The Dean of Instruction will also complete the formative reviews quarterly to monitor the effectiveness of all strategies.

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

Our 2018-2019 CIP will be made available to parents in our school website. Close attention will be paid to keep the CIP free of jargon so that parents can understand the purpose of all the strategies.

2.4: Opportunities for all children to meet State standards

Students experiencing difficulty in mastering the TEKS will be provided effective, timely additional assistance. All teachers will closely monitor all students' performance based on daily exercises and periodic tests. Students not mastering the objectives will be provided additional assistance in the after

school tutorial program and/or enrichment courses based on his/her individual needs. (1.2.4)

2.5: Increased learning time and well-rounded education

Increased learning time strategies include our tutorial and extended day program. Great attention has been paid to after school program funding. Our goal is to be able to fund all of the necessary after shcool programs. It is of utmost importance to our campus to use all available instructional funds in effective educational strategies.

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

Strategies have been devised in order to target the attendance and academic success of our at risk students. The parent liaison will continue to monitor attendance and make necessary home visits in order to maximize the instructional time of at-risk students.

At-risk students that are not progressing adequately will follow the three tier educational model. Particular attention will be provided to those students needing Tier II and Tier III instruction. The dean of instruction will work with our diagnostician and dyslexia professionals to identify students with needs in a timely fashion.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

 Paredes Elementary SBDM members review and developed the campus Family Engagement Policy. Great attention was paid in order to adapt BISD's PFE policy to fit the needs of our school. Paredes Elementary will set up an annual review session for the Family Engagement Policy to update and /or change policy. It is important for us to recruit parent volunteers of children served in the Title I programs. The Family Engagement Policy will be posted on the campus website.

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. A flexible number of parent involvement meetings will be scheduled for 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. (6.1.3)

Title I Schoolwide Element Personnel

Name	Position	Program	FTE
Blanco, Shirley	Nurse		0.40
Garza, Irasema	PK3 Teacher Aid		1.0
Garza, Maria	Title I-A PK Aid		1.0
Guajardo, Maria	Title I-A PK Aid		1.0
Gutierrez, Elenita	Library Aid		1.0
Ortega, Amanda	Parent Liaison		1.0
Rey, Rubina	TitleI-A PK Aid		1.0
Sanchez, Lily	Dyslexia Aid		1.0
Velasco, Noehmi	Title I-A Teacher Aid		1.0

Plan Notes

Include drafts, reminders and notes.

2018-2019 Site Based Decision Making Committee

Committee Role	Name	Position
Meeting Facilitator	Oscar Rivera	Dean of Instruction
Meeting Facilitator	Graciela L.	Assistant Principal
Meeting Facilitator	Rebecca Castillo-Trejo	Assistant Principal
Classroom Teacher	Dolores Solis	K Teacher
Classroom Teacher	Sylvia Flores	1st. Grade Teacher
Classroom Teacher	Patricia Valdez	2nd Grade Teacher
Classroom Teacher	Myra Cortez	3rd grade Teacher
Classroom Teacher	Loraine Garcia	4th Grade Teacher
Classroom Teacher	Mayra Ramirez	5th Grade Teacher
Parent	Cecilia Farias	Parent
Classroom Teacher	Monique Keller	Pre-Kinder
Non-classroom Professional	Jacqueline Torres	Librarian
Non-classroom Professional	Sylvia Miranda	Counselor
Non-classroom Professional	Eliza Bellamy	Counselor
Parent	Vanessa Rivera	Parent
Community Representative	Elizabeth Castillo	U.S. Probation Officer
Community Representative	Cynthia Santos	Retired Teacher
Student	Camila Trejo	Student
Business Representative	Maegan Rasco	Dentist
Business Representative	Aida Montanaro-Flores	Attorney

Campus Funding Summary

199 Local funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9	Subscriptions/Reading Material	199-11-6325-42-137-Y-99-000-Y	$3,300.00
1	1	11	Media Services	199-11-6399-16-137-Y-11-000-Y	$1,594.00
1	1	13	General Supplies	199-11-6399-00-137-Y-11-000-Y	$14,240.00
1	1	15	Extra Duty Pay	199-11-6118-00-137-Y-11-000-Y	$3,000.00
1	1	17	Copy Paper	199-11-6396-00-137-Y-11-000-Y	$5,000.00
1	2	9	Transportation	199-11-6494-00-137-Y-11-000-Y	$5,000.00
1	3	8	Supplies	199-11-6498-137-Y11-000-Y	$1,500.00
2	1	3	Custodial Supplies	199-51-6315-00-137-Y-99-000-Y	$2,947.00
2	1	4	Supplies	199-51-6315-00-137-Y-99-000-Y	$10,000.00
5	1	5	199-33-6399-00-137-Y-99-000-Y	199-33-6399-00-137-Y-99-000-Y	$700.00
				Sub-Total	$47,281.00
				Budgeted Fund Source Amount	$47,281.00
				+/- Difference	$0

162 State Compensatory

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9	Subscriptions/ Reading Materials	162-11-6325-42-137-Y-99-000-Y	$4,000.00
1	1	10	1 FTE	162-13-6119-31-137-Y-30-000-Y	$55,923.00
1	1	13	General Supplies	162-11-6399-00-137-Y-30-000-Y	$15,140.00
1	2	2	Tutorial teacher Pay	162-11-6118-00-137-Y-30-000-Y	$49,462.00
1	3	4			$0.00
8	1	6	Software	162-11-6395-62-137-Y-30-TEC-Y	$2,365.00
				Sub-Total	$126,890.00
				Budgeted Fund Source Amount	$126,890.00
				+/- Difference	$0

163 State Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	13	General Supplies	163-11-6399-00-137-Y-25-000-Y	$4,000.00
1	2	8	Extra Duty Pay	163-11-6118-00-137-Y-25-000-Y	$3,000.00
				Sub-Total	$7,000.00
				Budgeted Fund Source Amount	$7,935.00
				+/- Difference	$935.00

166 State Special Ed.

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	16	General Supplies	166-11-6399-62-137-Y-23-000	$2,695.00
				Sub-Total	$2,695.00
				Budgeted Fund Source Amount	$2,695.00
				+/- Difference	$0

211 Title I-A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	Travel	211-13-6411-23-137-Y-30-0F2	$3,300.00
1	1	12	Extended Day	211-11-6118-00-137-Y-24-ASP-Y	$7,103.00
1	1	14	Xerox	211-11-6249-62-137-Y-30-0F2	$4,300.00
1	1	15	Extra Duty Pay	211-11-6118-00-137-Y-ASP-Y	$59,700.00
1	1	17	Copy Paper	211-11-6396-00-137-Y-0F2-Y	$7,000.00
1	2	9	Transportation	211-11-6412-00-137-Y-30-0F2	$3,000.00
1	3	8	Trophies and medals	211-11-6498-00-137-Y-30-0F2-Y	$4,000.00
2	1	2	General Supplies	211-11-6399-00-137-Y-30-0F2-Y	$15,598.00
2	1	4		211-11-6121-00-137-Y-99-000-Y	$11,000.00
2	1	4	General Supplies	211-51-6399-00-137-Y30-0F2-Y	$2,531.00
6	1	1	Parent Center Supplies	211-61-6499-53-137-Y-30-0F2-Y-	$500.00
6	1	1		211-13-6499-53-137-Y-30-0F2-Y	$1,500.00
6	1	5	Refreshments	211-61-6499-53-137-Y-30-0F2-Y	$500.00

6	1	6	Misc. operating expenses	211-61-6499-53-137-Y-30-0F2-Y	$500.00
6	1	7	Office supplies	211-61-6399-00-137-Y-30-0F2-Y	$400.00
8	1	7	Supplies/Electronics	211-11-6398-62-137-Y-30-0F2-Y	$7,000.00
9	1	1	Parent Liaison mileage reimbursement.	211-61-6411-00-137-Y-30-0F2-Y	$100.00
				Sub-Total	$128,032.00
				Budgeted Fund Source Amount	$126,632.00
				+/- Difference	$-1,400.00

263 Title III-A Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	18	Tutorials/General Supllies	263-11-6399-00-137-Y-25-000-Y	$7,935.00
				Sub-Total	$7,935.00
				Budgeted Fund Source Amount	$7,935.00
				+/- Difference	$0
				Grand Total	$319,833.00