

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



Mission Statement

Russell Elementary School, rich in cultural heritage, will produce well educated graduates who can pursue higher educational opportunities and who will become responsible citizens in a changing global society by utilizing all resources to provide equitable opportunities for students.

Vision

Learners Today, Leaders Tomorrow

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Comprehensive Needs Assessment

Needs Assessment Overview

Emaline B. Russell Elementary, nestled among the trees on the west side of Brownsville, Texas, is a well-known and established elementary school. Originally named West Brownsville Elementary, the school opened its doors in 1916. The school was renamed in honor of Emaline B. Russell, long-time teacher and principal of West Brownsville Elementary. Although the faces, buildings, and surrounding community have changed, the mission of Russell Elementary has remained constant throughout its 102-year history: **ACADEMIC EXCELLENCE.**

The faculty and staff proudly serve approximately 800 students in grades Three-Year-Old through Fifth grades. The shared vision at Russell Elementary is “Learners Today, Leaders Tomorrow.” All of the academic activities center on our beliefs and values regarding the purpose of our school. We strive to determine our areas in need of change and improvement and seek solutions to address those concerns. Collectively, the faculty and staff develop clear mental images of our solutions.

In order to achieve our goal of academic success, we plan for and provide all the necessary resources. Russell Elementary is fortunate to have an experienced and versatile faculty and staff. All teachers are provided with the proper teaching materials, equipment, and the latest technology. The size of the campus provides enough space for the students to freely move about and at the same time feel safe. Funds are readily accessible and utilized effectively to provide a high quality education for our students.

Russell Elementary invests in professional learning. If students are expected to learn at high levels, teachers are expected to teach at high levels. Through carefully-planned professional development, teachers develop new understandings and an eye for doing things in new ways. The best form of professional development is when we model and demonstrate.

To make certain the students are on the path to academic success, the teachers consistently check on progress. Teachers continuously assess and monitor by carefully collecting, analyzing, interpreting, and using data. Afterwards, adjustments are made to the instructional program in order for our students to achieve at the highest level.

In order to achieve academic excellence, Russell Elementary strives to nurture positive relationships among all staff, students, parents, and community. Vince Lombardi once said, “The achievements of an organization are the results of the combined efforts of each individual.” At Russell Elementary each individual is committed to the goal of “Academic Excellence.”

Demographics

Demographics Summary

Demographics refers to the characteristics of the school and helps us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Russell Elementary is home to 761 students. As reported on the 2016-2017 TAPR the school employed 45 teachers, 6 professional support staff, 4 administrators, 17 educational aids for a total staff count of 72. The student population includes; Hispanic 98.9%, Economically Disadvantaged 99.9%, English Language Learner (ELL) 49.8%, At-Risk 68.2%, Gifted and Talented 7.4%, Special Education 9.1%. The attendance rate is 97.3% for all students.

Demographics Strengths

Russell Elementary has maintained its attendance rate.

Demographic Needs

Increase the school's attendance rate above the District goal by providing incentives and through student recognition.

Decrease the number of students retained in a grade level through monitoring and RtI assistance.

Increase the number of students meeting the exit criteria from the Bilingual Program by consistently implementing the District Bilingual Program.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student attendance is below the District goal of 98.5%. **Root Cause:** Positive attendance patterns need to be established with students enrolled in the PK and Kindergarten program in order to improve the overall attendance rate.

Student Academic Achievement

Student Academic Achievement Summary

Student achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. This data provides insights about the degree to which students are acquiring the knowledge and skills expected for each grade level.

	Math	Reading	Science	Writing
3 rd Grade	84%	74%	---	---
4 th Grade	80%	75%	---	77%
5 th Grade	91%	80%	77%	---

Student Academic Achievement Strengths

Increase in 5th grade reading and math scores.

Increase in 5th grade special education reading and math scores.

Student Achievement Needs

Increase the percentage of ELL and Special Education students meeting the passing standard on STAAR by providing support for teachers and students through resources such as professional development, instructional materials and extended day tutorial.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Students in the special education program have scored lower in STAAR than students in other programs. **Root Cause:** There is a high student/teacher ratio in the Special Education program.

School Processes & Programs

School Processes & Programs Summary

Staff Quality, Recruitment, and Retention refers to the school's level of high-quality, highly-effective staff. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns. Russell Elementary has a total staff of 72. The campus has 76.6% Professional Staff and 23.4% Educational Aides. The staff is comprised of 95.5% minorities. The average number of students per teacher is 17.1. The average years of experience is 16.9. The campus has a low turnover rate. Teachers are provided with staff development on the latest research-based strategies. Teachers are also provided with resources such as teaching materials, funds for extended day learning, and technology.

The curriculum collectively describes the teaching, learning, and assessment materials and resources available for a given grade level. These are aligned with the TEKS and incorporate instruction and assessment processes. All classroom teachers follow the district's curriculum frameworks. The teachers utilize research-based instructional strategies as provided through the curriculum department. Assessment in all grade levels is correlated to the student expectations.

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning. The entire learning community hold high expectations for all of its members. The administration, teachers and students are held to the highest level of accountability. Everyone on the campus is expected to work as a team to increase student achievement.

In technology we model and apply digital tools and resources for students and staff to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities. Staff members are equipped with an LCD projector, Elmo, and computers in the classroom. Teachers use programs such as Pearson Realize, Prodigy Math, Think Central, Living With Science, Study Island, and Mind Play to supplement instruction. Teachers are provided with staff development and other resources to increase the use of technology in the classroom.

School Processes & Programs Strengths

The school's average faculty level of experience is higher than the District and State average.

All members of the staff are certified as highly qualified.

Professional development is provided by campus administration and curriculum specialists.

Fluency checks, CBAs, District Benchmark, and other formative tools drive decision making. A data wall is also utilized as a campus-wide tool for monitoring students' growth in core/assessed areas (grades 3-5).

Students feel safe and trust adults at school.

The school meets the needs of the diverse student population.

Teachers are equipped with elmos, projectors and computers in their classroom.

Students are also able to utilize Kindles, Nooks and Laptops.

School Processes and Programs Needs

Build teacher capacity by providing professional development in the assessed curriculum of the content areas.

Conference with teachers regarding data reviews in order to evaluate student progress.

Ensure curriculum, instruction and assessment by consistently conducting horizontal and vertical alignment meetings.

Improve the RtI process and make it more efficient. Assist struggling students through an effective RtI process.

Constantly monitor instruction and student progress by reviewing all collected data for students.

Implement a strong 3 year old program by providing the teacher and paraprofessional with the needed resources.

Provide students with additional learning activities by providing extra curricular activities after school to increase student achievement.

Provide staff development and resources to reach developing level on STaR.

Purchase computers, printers, ink, and replacement bulbsso that teachers can enhance lessons and activities.

Provide student computers/iPads in the classroom to integrate technology in the daily lessons.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Lessons for students need to be enhanced through technology. **Root Cause:** The lack of infrastructure has not allowed our teachers to use technology as they would like in order to enhance student lessons.

Perceptions

Perceptions Summary

School culture refers to the organization's values, beliefs, transitions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff, and students feel about the school and affects how people interact within the system. The results of the survey given in the Spring of 2018 provided feedback regarding improving communication, procedures, and academic supports. Adjustments have been made and implemented based on the input provided by the faculty/staff.

Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school to maintain high expectations and high achievement for all students. Our campus conducts weekly meetings to inform the parents about topics such as community resources, state assessments, and monitoring student progress. Parents are regularly invited to visit the school through various parental involvement activities that include reading to their child, participating in walks, and eating lunch in the cafeteria. Parents are also kept informed of school activities through newsletters, school messenger and campus website.

Perceptions Strengths

The students feel that the teachers are nice and respectful.

The students feel safe at school.

The students feel they are learning important things at school.

The school provides various parental involvement activities throughout the year.

Parents receive a daily Behavior Chart (EC-2) from the teacher.

Perception Needs

Ensure a positive learning environment by consistently applying the Student Code of Conduct.

Assist struggling students by implementing small group instruction in the classroom.

Reduce incidences of bullying by implementing a comprehensive anti-bullying program that includes training and counseling for students.

Provide incentives for A & A/B Honor Roll and Perfect Attendance as to create a culture of high expectations among the learning community.

Increase the usage of the Home Access Center by providing parents access to computers in the parent center.

Keep parents informed of school activities by utilizing different means to communicate with parents.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Although parental involvement has increased, more participation is needed. **Root Cause:** Parents need to be aware/educated on the importance of being involved in their child's education.

Comprehensive Needs Assessment Data Documentation

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

Goals

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

Evaluation Data Source(s) 1: STAAR/EOC performance reports

Summative Evaluation 1:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1</p> <p>1) Practice reading fluency on a daily basis in order to increase reading comprehension.</p> <p>Assess fluency at the end of every six weeks</p> <p>Population: 1st-5th grade students: Regular TI MI ELL SE AR GT DYS</p> <p>Timeline: Daily</p> <p>CNA p. 5</p>	2.4	1st-5th Grade Teachers Dean	<p>Formative: Weekly Fluency Tracker</p> <p>Summative: End-of-Six Weeks Fluency Rate in Report Cards</p>				
<p>Funding Sources: 199 Local funds - 2700.00</p>							

<p>Critical Success Factors CSF 1 CSF 2 CSF 5</p> <p>2) Pre-Kinder - 5th grade students will utilize the Accelerated Reader program to increase reading fluency and comprehension.</p> <p>Population: Pre-Kinder-5th grade students</p> <p>Timeline: Daily use of program</p> <p>CNA p. 5</p>	<p>2.4, 2.5, 2.6</p>	<p>Librarian</p>	<p>Formative: Weekly AR Reports Lesson Plans Walk-throughs Progress Monitoring</p> <p>Summative: TPRI/Tejas Lee Results</p>				
<p>Funding Sources: 199 Local funds - 3280.00</p>							
<p>Critical Success Factors CSF 1 CSF 4</p> <p>3) Utilize small group instruction such as pair-share and group-share to increase collaboration among students and increase achievement in the content areas.</p> <p>Population: PK-5th grade students Regular TI MI ELL SE AR GT DYS</p> <p>Timeline: According to lesson plan</p> <p>CNA p. 5</p>	<p>2.4, 2.5, 2.6</p>	<p>Classroom Teachers</p>	<p>Formative: Lesson Plans Walk-throughs</p> <p>Summative: STAAR Scores</p>				

<p align="center">Critical Success Factors CSF 1</p> <p>4) Library Aide will provide assistance to students in the library in order to increase student achievement in reading.</p> <p>Population: PreK-5th grade students: ELL MI SE GT DYS AR TI</p> <p>Timeline: Monday to Friday August 2018-June 2019</p> <p>CNA p. 5</p>	<p>2.4, 2.5, 2.6</p>	<p>Principal</p>	<p>Formative: Administrative Observations</p> <p>Summative: End-of-Year Evaluation</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>5) Utilize dictionaries for ELL students to increase student achievement.</p> <p>Population: 3rd-5th grade ELL students</p> <p>Timeline: Daily September 2018-May 2019</p> <p>CNA p.5</p>	<p>2.4, 2.5, 2.6</p>	<p>Dean</p>	<p>Formative: Lesson Plans</p> <p>Summative: STAAR Scores</p>				

<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>6) Support the integration of communication skills into the PreK-5th science program through science journals.</p> <p>*Staff development on journaling *Integration of language arts curriculum with the science curriculum *Implementation of journaling in science PreK-5th to improve science literacy in students.</p> <p>Population: Pre-K-5th grade students: Regular TI MI LEP SE AR GT DYS</p> <p>Timeline: During grade level meetings and faculty meetings.</p> <p>CNA p. 5</p>	2.4, 2.5, 2.6	Dean	<p>Formative: Student Journals</p> <p>Summative: STAAR Scores</p>				
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<p>7) Utilize the Living with Science Technology Lab for science problem solving to increase student achievement.</p> <p>Population: 4th& 5th grade students:</p> <p>Regular TI MI LEP SE AR GT DYS</p> <p>Timeline: Weekly as per Science schedule September 2018-May 2019</p> <p>CNA p. 5</p>	<p>2.4, 2.5, 2.6</p>	<p>Dean</p>	<p>Formative: Living with Science Assessments</p> <p>Summative: STAAR Scores</p>				
<p style="text-align: center;">Critical Success Factors CSF 1</p> <p>8) Students in third- fifth grade will utilize the EduSmart digital program in order to increase student achievement in science.</p> <p>Population: 3rd-5th grade students: Regular TI MI LEP SE AR GT DYS</p> <p>Timeline: Daily September 2018-May 2019</p> <p>CNA p. 5</p>	<p>2.4, 2.5, 2.6</p>	<p>Dean</p>	<p>Formative: Edusmart Evaluations Lesson Plans Student Progress Reports Benchmark Scores Walkt-hroughs</p> <p>Summative: End of Program Test</p>				



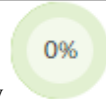

<p align="center">Critical Success Factors CSF 1</p> <p>9) The Study Island computer program will be used in order to increase time on task and increase student achievement.</p> <p>Population: 3rd-5th grade students: Regular TI MI ELL AR DYS</p> <p>Timeline: September 2018-May 2019</p> <p>CNA p. 5</p>	2.4, 2.5, 2.6	<p>*3rd-5th Grade Teachers *Campus Administration *Admin. for SCE</p>	<p>Formative: Study Island Reports Lesson Plans Classroom Observations Benchmark Scores</p> <p>Summative: STAAR Scores</p>				
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>10) The LPAC committee will monitor the progress of ELL students in order to increase the acquisition of the English language. In addition, PDs will be a focus in that we will continue to reduce numbers and monitor performance of students via informational sessions/meetings with parents/guardians.</p> <p>Population: ELL students</p> <p>Timeline: Monthly and EOY LPAC</p> <p>CNA p.5</p>	2.4, 2.5, 2.6	LPAC Administrator LPAC Chairperson	<p>Formative: Monthly LPAC Reports</p> <p>Summative: EOY LPAC Report TELPAS Scores PD Reports (focusing on reduction)</p>				
<p align="center">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Goal 1: 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: BISD 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
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Employ a highly qualified teacher and paraprofessional to implement the program for Three-Year-Old students in order to promote early literacy and improve foundational language skills.</p> <p>Population: TI-A Three-Year-Old Program Teacher and Paraprofessional</p> <p>Timeline: August 2018-June 2019</p> <p>CNA p. 5</p>	2.4, 2.5, 2.6	Principal	<p>Formative: Teacher Observations Student Pre-Test Results</p> <p>Summative: Post-Test Results EOY Teacher Survey</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Goal 1: 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
<p>Critical Success Factors CSF 1</p> <p>1) All migrant students will receive grade appropriate school supplies in order to provide them with the necessary tools to complete their classroom and homework assignments; thus facilitating them the same opportunity to meeting the academic challenges of all students. PFS students will receive supplemental support services before other migrant students.</p> <p>Population: PFS and Migrant Students.</p> <p>Timeline: August 2018-June 2019</p> <p>CNA p.5</p>	2.4, 2.5, 2.6	Assistant Principal Parent Liaison Migrant Teacher	<p>Formative: NGS Campus Reports</p> <p>Summative: Completed Request for Supplemental Support Form</p>				

<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>2) The academic progress of 1st grade migrant students will be monitored to ensure successful grade level completion and ultimately secure promotion to 2nd grade.</p> <p>Population: 1st grade PFS/Migrant students</p> <p>Timeline: September 2018-May 2019</p> <p>CNA p.5</p>	2.4, 2.5, 2.6	Dean First Grade Teachers Migrant Teachers	<p>Formative: Three Week Progress Reports</p> <p>Summative: Six Week Report Cards</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>3) The academic progress of all Migrant students will be reviewed at the end of each six weeks to ensure student achievement.</p> <p>Population: 1st-5th Grade PFS/Migrant Students</p> <p>Timeline: End of Every Six Weeks 2018-2019</p> <p>CNA p.5</p>	2.4, 2.5, 2.6	Counselors	<p>Formative: Six Weeks Report Cards</p> <p>Summative: End of Year Report Card</p>				
<p>4) PFS migrant students will receive supplemental support services before other migrant students to ensure that the requirements delineated by NCLB Section 1304(d) are addressed.</p> <p>Population: PFS and Non-PFS Migrant Students</p> <p>Timeline: August 2018-June 2019</p> <p>CNA p. 5</p>	2.4, 2.5, 2.6	Special Programs Administrator Principal Migrant Teacher	<p>Formative: NGS Campus Reports Delivery Page with Signature</p> <p>Summative: Completed PFS Monitoring Tool</p>				

<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>5) Identified Migrant three-year-old children will have the opportunity to enroll into the Title I, Part A Three-Year-Old Program (PK-3) so they can receive the same educational experience as non-migrant students.</p> <p>Population: Migrant students</p> <p>Timeline: August 2018-June 2019</p> <p>CNA p. 5</p>	<p>2.4, 2.5, 2.6</p>	<p>Special Programs Administrator Principal</p>	<p>Formative: Attendance sheets NGS Currently Enrolled Report</p> <p>Summative: Three-Year-Old Program Completion Certificate</p>				
<p>6) In order to secure the data needed to accommodate placement into appropriate supplemental instructional opportunities for PK-5th grade migrant students, pre-test and post-test results will be used by teachers and administrators to identify the migrant students performing below grade level. NOTE: At sites being served by a migrant teacher, teacher will provide additional supplemental opportunities and ensure participation.</p> <p>Population: PFS/Migrant students</p> <p>Timeline: October 2018-April 2019</p> <p>CNA p.5</p>	<p>2.4, 2.5, 2.6</p>	<p>Principal Special Programs Administrator Teachers</p>	<p>Formative: Pretest and Posttest Results</p> <p>Summative: EOY Report Card</p>				

<p>7) Elementary migrant students will have an equal opportunity to attend the school district's summer school programs to ensure promotion, if needed, or to participate in the enrichment migrant summer program. The migrant students will be provided with additional supplemental support by the respective campus in order to address academic, attendance need and promote positive social engagement.</p> <p>Population: Migrants and PFS PK-5 grade students</p> <p>Timeline: June 2019</p> <p>CNA p. 5</p>	2.4, 2.5, 2.6	<p>Special Programs Administrator Principal Teachers Migrant Teachers Migrant Clerks DMC MSC</p>	<p>Increased promotion rates and test performance.</p> <p>Formative: Eligibility Lists Attendance Sheets Progress Reports</p> <p>Summative: SS Promotion Report Teacher/Student Surveys</p>				
<p>8) In order to increase awareness of migrant student needs, BISD campus faculty and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students.</p> <p>Population: PFS/Migrant students</p> <p>Timeline: August 2018-May 2019</p> <p>CNA p. 5</p>	2.4, 2.5, 2.6	<p>Special Programs Administrator Migrant funded: Teachers Campus clerks DMC MSC</p>	<p>Timely placement into interventions</p> <p>Formative: STAAR/EOC Remediation Enrollment Lists Attendance Reports Participants' Survey</p> <p>Summative: Session Evaluations Report Cards</p>				
<p>9) A survey will be used to evaluate the effectiveness of the migrant education program so that pertinent and appropriate adjustments can be made to better serve migrant students.</p> <p>Population: PFS/Migrant students</p> <p>Timeline: April 2019</p> <p>CNA p. 5</p>	2.4, 2.5, 2.6	<p>Campus administration</p> <p>Migrant funded: Migrant teachers HS Migrant Campus Clerks MEP Secretary DMC MSC</p>	<p>Increase on-time graduation</p> <p>Formative: Parent Meeting Evaluations Student Session Evaluations</p> <p>Summative: Survey Results Implementation of Survey Suggestions</p>				



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

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





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

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 6</p> <p>1) Selected fifth grade students will participate in the Celebration of Song Fifth Grade Honor Choir as a means to introduce them to large ensemble performance experiences.</p> <p>Population: Selected fifth grade students Tryout Music</p> <p>Timeline: March 2019</p> <p>CNA p. 9</p>	2.5	Music Teacher	<p>Formative: List of Selected Students</p> <p>Summative: Audience/Student Reaction</p>				

<p align="center">Critical Success Factors CSF 1</p> <p>2) Participate in the Red Hot Ballroom dance program to promote the cultural awareness of the importance of dance and social skills.</p> <p>Population: Selected 5th grade students</p> <p>Timeline: October 2018-May 2019</p> <p>CNA p.9</p>	<p align="center">2.5</p>	<p>Ballroom Dance Instructors</p>	<p>Formative: Weekly Practice Schedule</p> <p>Summative: Performance Ratings</p>				
<p align="center">Critical Success Factors CSF 6</p> <p>3) Choir will conduct a Christmas Tour to sing at local businesses and Adult Day Cares in order to promote community awareness of our fine arts program.</p> <p>Population: 5th Grade Choir Students</p> <p>Timeline: December 2018</p> <p>CNA p.9</p>	<p align="center">2.5</p>	<p>Music Teacher</p>	<p>Formative: Weekly Practice Schedule</p> <p>Summative: Choir Performance</p>				
<p>Funding Sources: 199 Local funds - 2000.00</p>							

<p align="center">Critical Success Factors CSF 1</p> <p>4) Participate in Destination Imagination in order to develop students problem solving and higher order thinking skills.</p> <p>Population: Kinder-5th grade students 2 teams-7 students on each team</p> <p>Timeline: September to February Monday thru Thursday</p> <p>Regional Tournament in February 2019</p> <p>CNA p.4,9</p>	2.5	DI Coaches	<p>Formative: Attendance at Daily Practice Sessions</p> <p>Summative: Results of Regional Tournament</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>5) Students will participate in Brainsville competition in order to promote problem solving and higher order thinking skills.</p> <p>Population: GT Students</p> <p>Timeline: November 2018</p> <p>CNA p.4,9</p>	2.5	Dean	<p>Formative: Project Proposal</p> <p>Summative: Results of Competition</p>				
<p>6) Students in Saturday Science Adventures will utilize the inquiry/Socratic approach to learning in order to promote critical thinking and problem solving skills.</p> <p>Population: All 5th grade students</p> <p>Timeline: September 2018-May 2019</p> <p>CNA p.5</p>	2.4, 2.5, 2.6	Principal	<p>Formative: Lesson Plans</p> <p>Summative: STAAR scores</p>				

<p align="center">Critical Success Factors CSF 1</p> <p>7) Students will participate in the Extended Day Enrichment Program in order to promote critical thinking and higher order thinking skills.</p> <p>Population: PK-5th grade students</p> <p>Timeline: August 2018-June 2019</p> <p>CNA p. 5</p>	2.4, 2.5, 2.6	Principal Assistant Principals Dean	Formative: Lesson Plans Summative: Student Participation				
Funding Sources: 211 Title I-A - 35272.00							
<p>8) Tutorial sessions may be held for migrant students at elementary campuses where there is a documented need for supplemental academic support in the core subjects in order to ensure that migrant students have the same opportunity to meet academic challenges as non-migrant students. NOTE: At sites being served by a migrant teacher, teacher will provide and ensure participation into supplemental opportunities.</p> <p>Population: PFS/Migrant Students</p> <p>Timeline: August 2018-June 2019</p> <p>CNA p. 5</p>	2.4, 2.5, 2.6	Campus Administration Classroom Teacher Migrant Funded: Teacher Tutorial Teacher MSC	Increase promotion rates and test performance. Formative: Benchmark Scores Three-Week Progress Reports Summative: Migrant Promotion Rate EOY Student Grades EOY Migrant State Assessment Scores				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

Goal 2: The campus, 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: The campus will implement an energy savings plans; maintain current facilities to provide a healthy and positive learning environment. (Board Goal 2)

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

Summative Evaluation 1:

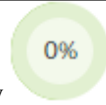
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) The campus will promote energy savings activities to support implementation of the district's energy savings plan.</p> <p>Population: All Parents All Students All School Personnel</p> <p>Timeline: August 2018 - June 201 98</p> <p>CNA: p.9</p>		Principal Head Custodian	<p>Formative: Monthly Comparison of Energy Usage</p> <p>Summative: Annual Comparison ofEenergy Usage</p>				
<p>2) Create and implement a systematic approach to maintaining current facilities based on safety and needs of the campus.</p> <p>Population: All School Personnel</p> <p>Timeline: August 2018- June 2019</p> <p>CNA p.9</p>		Principal Head Custodian	<p>Formative: Survey Results Provided by District</p> <p>Summative: Evaluation/Analysis of Survey Data</p>				
<p>Funding Sources: 199 Local funds - 7500.00</p>							



= Accomplished



= Continue/Modify



= No Progress



= Discontinue





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

Performance Objective 1: The campus 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
<p>Critical Success Factors CSF 1</p> <p>1) Support campus and its programs in the effective and efficient use of 100% of available budgeted funds based on the needs assessments.</p> <p>Population: All School Personnel</p> <p>Timeline: August 2018- June 2019</p> <p>CNA p.5</p>	2.4, 2.5, 2.6	Principal Assistant Principal Dean Secretary	<p>Formative: Budget Expenditure Reports</p> <p>Summative: End of Year Expenditure Reports</p>				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>2) Purchase consumable supplies for teachers to utilize during instruction so as to make the lessons engaging.</p> <p>Population: PK-5th grade students</p> <p>Timeline: August 2018-March 2019</p> <p>CNA p. 5</p>	2.4, 2.5, 2.6	Principal	<p>Formative: Lesson Plans Formative Assessments Six Weeks Monitoring Folders</p> <p>Summative: STAAR Scores TELPAS Scores TPRI/Tejas Lee Results</p>				
<p>Funding Sources: 199 Local funds - 11412.00, 162 State Compensatory - 0.00, 211 Title I-A - 0.00, 166 State Special Ed. - 960.00</p>							

<p>Critical Success Factors CSF 1 CSF 2</p> <p>3) Supplemental instructional materials will be provided in ELA, Math, and Science in order to increase student achievement on the STAAR assessment.</p> <p>Population: PK-5th grade students: Regular TI MI ELL AR DYS</p> <p>Timeline: August 2018-March 2019</p> <p>CNA p. 5</p>	2.4, 2.5, 2.6	Principal Dean Administrator for State Compensatory Education	Formative: Lesson Plans Benchmark Scores Student Progress Reports Walk-throughs Summative: STAAR Scores				
Funding Sources: 211 Title I-A - 21076.00, 162 State Compensatory - 15850.00, 166 State Special Ed. - 0.00							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

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

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

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 6 CSF 7</p> <p>1) The campus will encourage teachers to participate in the Master of Education cohorts, establish Master Teacher Leaders, and collaborate with the District's exploration of financial incentives.</p> <p>Population: High poverty/high minority/ low performing students.</p> <p>Timeline: August 2018 - June 2019</p> <p>CNA p.9</p>		District's CFO HR Administration Principal	<p>Formative: District's Draft of Revised Compensation Plan</p> <p>Summative: District's Approved Revised Compensation Plan</p>				

<p>Critical Success Factors CSF 6 CSF 7</p> <p>2) The campus will support teachers by developing Campus Student Learning Objectives (SLOs) and encourage them to participate in campus and district level professional development opportunities.</p> <p>Population: All Teachers</p> <p>Timeline: August 2018 - June 2019</p> <p>CNA p. 9</p>		<p>Principal Assistant Principal Dean</p>	<p>Formative: Grade Level Meetings Classroom Observations Teacher Conferences</p> <p>Summative: T-TESS Evaluation</p>				
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= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 4: The campus 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: The campus 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
<p>Critical Success Factors CSF 6</p> <p>1) The campus will promote current accomplishments of the campus through the website and media venues.</p> <p>Population: Russell Stakeholders</p> <p>Timeline: August 2018 - June 2019</p> <p>CNA p. 9</p>		Principal Assistant principal Dean	<p>Formative: Weekly/Monthly Website Showcasing</p> <p>Summative: Website Photo Gallery</p>				
<p>Critical Success Factors CSF 6</p> <p>2) The campus will designate a PIO contact to provide features articles, current and prior students/parents/staff recognitions, co-/extra-curricular activities, and parent/community events.</p> <p>Population: Campus Stakeholders</p> <p>Timeline: August 2018- June 2019</p> <p>CNA p.9</p>		Principal Assistant principal Dean	<p>Formative: Weekly/Monthly WebsiteSshowcasing</p> <p>Summative: Website Photo Gallery for the School Year</p>				

<p align="center">Critical Success Factors CSF 6</p> <p>3) Update website at least once a month to include showcasing of student and community activities.</p> <p>Population: Campus Stakeholders</p> <p>Timeline: August 2018- June 2019</p> <p>CNA p.9</p>		Principal	<p>Formative: Current website</p> <p>Summative: Website Photo Gallery for the School Year</p>				
<p align="center">Critical Success Factors CSF 6</p> <p>4) The campus will hold student/community activities such as Meet the Teacher Night, Award Ceremonies, and Student Presentations in order to build a positive school-community relationship and recruit and retain our students.</p> <p>Population: Campus Stakeholders</p> <p>Timeline: December 2018 - June 2019</p> <p>CNA p.9</p>		Principal Assistant Principal Dean Counselors	<p>Formative: Website Postings Pictures Parent Invitations/Flyers</p> <p>Summative: Attendance Records Sign-In Sheets</p>				
<p align="center">Critical Success Factors CSF 6</p> <p>5) Campus will participate in "Round-Up" activities in order to recruit new students.</p> <p>Population: Campus Stakeholders</p> <p>Timeline: August 2018</p> <p>CNA p.9</p>		Principal Assistant Principal Dean Counselors	<p>Formative: Website Postings Newspaper Advertisements Flyers</p> <p>Summative: Participant Sign-In Sheets</p>				



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

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

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 6 CSF 7</p> <p>1) Provide training for new teachers: (a) to effectively handle classroom discipline so that out of school suspensions and discretionary removals are used as a last resort; (b) assure students' rights and due process are afforded in order to have a safe and disciplined environment conducive to student learning.</p> <p>Population: Administrators New Teachers</p> <p>Timeline: August 2018</p> <p>CNA p.9</p>	2.5, 2.6	Assistant Principal	<p>Formative: Agenda Sign-in Sheets</p> <p>Summative: Review 360 Reports</p>				

<p align="center">Critical Success Factors CSF 6 CSF 7</p> <p>2) Counselors will attend and provide professional development on the following areas: a.) Bullying Prevention b.) Violence/conflict resolution c.) Recent drug use trends d.) Resiliency/Developmental Assets e.) Signs of Child Abuse g.) Response to Intervention (RtI) Model research based interventions to allow staff to recognize and address the issue, as a preventive measure.</p> <p>Population: Administrators, Campus Staff & Faculty</p> <p>Timeline: August 2018-January 2019</p> <p>CNA p.9</p>	<p>2.5, 2.6</p>	<p>Administrators Campus Faculty and Staff</p>	<p>Formative: Professional Development Evaluation</p> <p>Summative: Review 360 Reports</p>				
<p>Funding Sources: 199 Local funds - 350.00</p>							
<p align="center">Critical Success Factors CSF 5</p> <p>3) Parent Presentations will be made periodically on the following: *Gang Awareness *Bullying *Internet Safety *Drug, Alcohol and Tobacco Awareness *Gun Safety *Teen CERT *Truancy *EOP-Safety Procedures to educate parents to be able to recognize the signs and symptoms related to certain offenses.</p> <p>Population: Parents</p> <p>Timeline: August 2018-May 2019</p> <p>CNA p.9</p>	<p>2.5, 2.6, 3.2</p>	<p>Administration Parent Liaison Counselors</p>	<p>Formative: Sign-In Sheets Agendas</p> <p>Summative: Evaluations</p>				

<p align="center">Critical Success Factors CSF 1</p> <p>4) Assist students with issues interfering with learning, such as but not limited to, emotional distress, family problems, or alcohol problems.</p> <p>Population: Students who are failing and highly At Risk</p> <p>Timeline: August 2018-May 2019</p> <p>CNA p.9</p>	2.5, 2.6	Counselors Homeroom Teachers	<p>Formative: Counselor Logs</p> <p>Summative: Report Card</p>				
<p align="center">Critical Success Factors CSF 6</p> <p>5) Conduct presentations for students on how to effectively handle bullying to ensure students feel safe at school.</p> <p>Population: PreK-5th grade students Regular TI MI LEP SE AR GT DYS</p> <p>Timeline: October 2018-February 2019</p> <p>CNA p.9</p>	2.5, 2.6	Counselors	<p>Formative: Review 360 reports</p> <p>Summative: End of year Survey</p>				

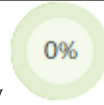
<p align="center">Critical Success Factors CSF 6</p> <p>6) Purchase classroom furniture for students to utilize during instruction and ensure a safe and orderly classroom.</p> <p>Population: 3yr old - 5th grade students Regular TI MI LEP SE AR GT DYS</p> <p>Timeline: August 2018 - June 2019</p> <p>CNA p. 9</p>	2.5, 2.6	Principal	<p>Formative: Safety Inspection Report</p> <p>Summative: Safety Inspection Reports</p>				
<p align="center">Critical Success Factors CSF 6</p> <p>7) Purchase safety systems to ensure a safe learning environment for students.</p> <p>Population: 3yr old - 5th grade students Regular TI MI LEP SE AR GT DYS</p> <p>Timeline: August 2018 - June 2019</p> <p>CNA p. 9</p>		Principal	<p>Formative: Safety Inspection Report</p> <p>Summative: Safety Inspection Reports</p>				<p>Funding Sources: 199 Local funds - 2000.00</p>



= Accomplished



= Continue/Modify



= 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 parental involvement activities from 2017-2018 to 2018-2019.

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

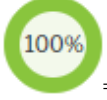



Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 5</p> <p>1) Conduct the following annual Title I-A required activities: *Complete and disseminate a Parental Involvement Policy that delineates how parents will be actively involved at the district/campus level *Complete and disseminate a School-Parent-Student Compact indicating the responsibility of each group in order to ensure student achievement, specifically in the content areas. *Title I-A Meeting to inform parents of the services provided through Title I funds *Title I-A Parent Survey to evaluate the effectiveness of the District Parental Involvement Program</p> <p>Population: All Parents All Students All School Personnel</p> <p>Timeline: September 2018</p> <p>CNA p.9</p>	3.1, 3.2	Parent Liaison Assistant Principal	<p>Formative: Signed SPS Compact</p> <p>Summative: Completed Title I-A Parental Involvement Compliance Checklist Parent Meeting Documentation STAAR Scores Parent & Student Attendance Rate Discipline Referrals Parent Survey Results</p>				

<p>2) Educate all learning community members as to the academic and non-academic benefits of a strong parent-school partnership.</p> <p>Population: All Staff</p> <p>Timeline: Grade level meetings September 2018</p> <p>CNA p.9</p>	3.2	Administration Parent Liaison	<p>Formative: Agendas Sign in Sheet Session Evaluations Teacher Log</p> <p>Summative: Parent Attendance at School Activities State Assessment Results Attendance Rate Discipline Referrals</p>				
<p style="text-align: center;">Critical Success Factors CSF 5</p> <p>3) Provide ample parent education opportunities through parent conferences and parent training sessions to disseminate information and/or services regarding:</p> <ul style="list-style-type: none"> *Health Education *Special Populations (Bilingual, Dyslexia, G.T., Migrant, Special Education) *Building Capacity *Community agencies/organizations *Families in Training *CIP *Programs & services to increase parental participation *STAAR <p>Population: All Parents</p> <p>Timeline: Parent Meetings every Thursday</p> <p>CNA p.9</p>	3.2	Principal Parent Liaison	<p>Formative: Flyers Sign-In Sheets Conference Agendas Meeting Agendas</p> <p>Summative: Meeting Evaluations State Assessment Results Attendance Rate Discipline Referrals</p>				

<p align="center">Critical Success Factors CSF 5</p> <p>4) Invite parents to school activities such as: *Meet the Teacher Night *Open House *Award ceremonies *Library reading days</p> <p>in order to get them involved in their child's education and build a working relationship between teachers and parent.</p> <p>Population: All Parents</p> <p>Timeline: August 2018-June 2019</p> <p>CNA p.9</p>	3.2	<p>CATCH Champion Cafeteria Manager Librarian Parent Liaison Campus Administration</p>	<p>Formative: Visitor Log</p> <p>Summative: End of Year Survey</p>				
<p align="center">Critical Success Factors CSF 5</p> <p>5) Each parent will receive a behavior chart on a daily basis in order to maintain communication with parent regarding student academic and behavioral progress.</p> <p>Population: EC-2nd</p> <p>Timeline: August 2018-June 2019 Mon. to Fri.</p> <p>CNA p.9</p>	3.2	All Classroom Teachers	<p>Formative: Daily Behavior Charts</p> <p>Summative: Discipline Referrals State Assessment Results Attendance Rate</p>				

<p align="center">Critical Success Factors CSF 5</p> <p>6) Computers in the Parent Center will be available for parent use for the BISD Home Access Center or other online applications in order for parents to monitor the progress of their children.</p> <p>Population: All Parents</p> <p>Timeline: September 2018-June 2019</p> <p>CNA p.19</p>	3.2	Parent Liaison Administration	<p>Formative: Sign-in Sheet HAC Reports</p> <p>Summative: Report Cards</p>				
<p align="center">Critical Success Factors CSF 5</p> <p>7) Volunteers will be provided with the necessary tools for tasks conducted in the parent center including making copies of fliers to be sent home to maintain communication with parents.</p> <p>Population: Parent Volunteers</p> <p>Timeline: August 2018-June 2019</p> <p>CNA p.9</p>	3.2	Principal Parent Liaison	<p>Formative: Volunteer Sign-In Log</p> <p>Summative: Parent Survey State Assessment Results Attendance Rate Discipline Referral</p>				
Funding Sources: 211 Title I-A - 600.00							
<p align="center">Critical Success Factors CSF 5</p> <p>8) Fund Parent Liaison and provide payment for mileage incurred while conducting attendance and parental involvement responsibilities such as home visits and parental involvement meetings and trainings.</p> <p>Population: Parent Liaison</p> <p>Timeline: August 2018-June 2019</p> <p>CNA p.9</p>	3.2	Principal	<p>Formative: Monthly Contact Log Job Description</p> <p>Summative: Attendance Rate State Assessment Results Attendance Rate Discipline Referrals</p>				
Funding Sources: 211 Title I-A - 200.00							

<p>9) Parents of migrant PK, Kinder, 1st and 2nd grade students will be provided with awareness sessions in order to illustrate how to academically support their children more effectively.</p> <p>Population: Migrant parents of PK-2nd grade students</p> <p>Timeline: August 2018-June 2019</p> <p>CNA p. 9</p>	<p>3.2</p>	<p>Migrant Funded: Parent Liaison Recruiters DMC MSC</p>	<p>Academic success for all PK-2nd grade students EOY Promotion Rate</p> <p>Formative: Visitation Logs Parent Meeting Evaluations</p> <p>Summative: Session Evaluations Participation Surveys</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

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

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

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

Summative Evaluation 1:

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

<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>1) Provide/Attend Language Arts Professional Development in order to implement a comprehensive ELAR/SLAR instructional program and increase student achievement in reading and writing. *ELAR/SLAR (English/Spanish Language Arts & Reading) TEKS *Pre-Kindergarten Guidelines *Center for Improving the Readiness of Children for Learning and Education (CIRCLE)-PK *Ensenando la Lectura-PK *State Adopted Texts *Vocabulary building</p> <p>Population: PreK-5th grade students: Regular TI MI ELL SE AR GT DYS</p> <p>Timeline: September 2017-March 2018</p> <p>CNA p. 9</p>		Dean	<p>Formative: Sign-In Sheets Agendas Walk-throughs Session Evaluations</p> <p>Summative: TELPAS Scores STAAR Scores APRENDA Scores SAT 10 Scores</p>				
<p>Funding Sources: 199 Local funds - 769.00</p>							

<p align="center">Critical Success Factors CSF 1</p> <p>2) Develop oral language skills and increase listening/speaking and reading/writing proficiency through the use of ELPS and ELAR strategies in the classroom in order to increase the number of students scoring Advanced High on TELPAS .</p> <p>Population: PreK-5th grade ELL students</p> <p>Timeline: Daily August 2017-June 2018</p> <p>CNA p. 5</p>		<p>PK-5th Bilingual Teachers Dean</p>	<p>Formative: Benchmark Testing Reading Fluency Teacher Observations Progress Reports</p> <p>Summative: TELPAS Scores SELP Scores</p>				
<p align="center">Critical Success Factors CSF 7</p> <p>3) Conduct campus Vertical and Horizontal Alignment meetings to share teaching practices and strategies in order to align instruction and increase student achievement.</p> <p>Population: PreK-5th grade students: Regular TI MI ELL SE AR GT</p> <p>Timeline: Horizontal meetings every Tuesday with Administration</p> <p>Vertical meetings once every six weeks.</p> <p>CNA p. 9</p>		<p>Dean</p>	<p>Formative: Sign-In Sheets Teacher Evaluations Agendas</p> <p>Summative: STAAR Scores TELPAS Scores EOY-TPRI/Tejas Lee Results</p>				

<p style="text-align: center;">Critical Success Factors CSF 2</p> <p>4) Implement a coordinated systematic assessment plan in order to facilitate data for planning and curriculum purposes to increase student achievement.</p> <p>Population: PreK-5th grade students: Regular TI MI ELL SE AR GT DYS</p> <p>Timeline: As per District Assessment Calendar</p> <p>CNA p. 11</p>		Dean	<p>Formative: Classroom Formative Assessment Results LION Scores</p> <p>Summative: STAAR Scores SAT 10/ Aprenda Scores TPRI/Tejas Lee Results TELPAS Scores</p>				
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<p style="text-align: center;">Critical Success Factors CSF 1 CSF 7</p> <p>5) Provide/Attend Language Arts Professional Development in order to implement a comprehensive ELAR/SLAR instructional program and increase student achievement in reading and writing. *ELAR/SLAR (English/Spanish Language Arts & Reading) TEKS *Pre-Kindergarten Guidelines *Center for Improving the Readiness of Children for Learning and Education (CIRCLE)-PK *Ensenando la Lectura-PK *State Adopted Texts *Vocabulary building</p> <p>Population: PreK-5th grade students: Regular TI MI ELL SE AR GT DYS</p> <p>Timeline: September 2017-March 2018</p> <p>CNA p. 9</p>		Dean	<p>Formative: Sign-in Sheets Agendas Walk-throughs Session Evaluations</p> <p>Summative: TELPAS Scores STAAR Scores APRENDA Scores SAT 10 Scores</p>				
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<p align="center">Critical Success Factors CSF 1</p> <p>6) Develop oral language skills and increase listening/speaking and reading/writing proficiency through the use of ELPS and ELAR strategies in the classroom in order to increase the number of students scoring Advanced High on TELPAS .</p> <p>Population: PreK-5th grade ELL students</p> <p>Timeline: Daily August 2017-June 2018</p> <p>CNA p. 5</p>		<p>PK-5th Bilingual Teachers Dean</p>	<p>Formative: Benchmark Testing Reading Fluency Teacher Observations Progress Reports</p> <p>Summative: TELPAS Scores SELP Scores</p>				
<p align="center">Critical Success Factors CSF 2</p> <p>7) Implement a coordinated systematic assessment plan in order to facilitate data for planning and curriculum purposes to increase student achievement.</p> <p>Population: PreK-5th grade students: Regular TI MI ELL SE AR GT DYS</p> <p>Timeline: As per District Assessment Calendar</p> <p>CNA p. 11</p>		<p>Dean</p>	<p>Formative: Classroom Formative Assessment Results LION Scores</p> <p>Summative: STAAR Scores SAT 10/ Aprenda Scores TPRI/Tejas Lee Results TELPAS Scores</p>				

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>8) Provide/Attend staff development for teachers in the STAAR content areas according to the 2018 STAAR results in order to increase achievement.</p> <p>Population: PreK-5th grade students: ELL MI SE GT DYS AR TI</p> <p>Timeline: September and October 2017 Follow-up during grade level meetings.</p> <p>CNA p. 9</p>		Dean	<p>Formative: Walk-through Documents Formative Assessments (TPRI/Tejas Lee/LION)</p> <p>Summative: STAAR Scores</p>				
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>9) Provide/Attend professional development in questioning strategies to enhance students reflective reasoning and conceptual understanding and increase student achievement.</p> <p>Population: Pre-K-5th grade students: Regular TI MI LEP SE AR GT DYS</p> <p>Timeline: September 2017</p> <p>CNA p. 9</p>		Dean	<p>Formative: Classroom Assessments Classroom Observations Lesson Plans</p> <p>Summative: STAAR Scores</p>				<p>Funding Sources: 199 Local funds - 150.00</p>

<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>10) Provide professional development on the specifications, format, item analysis and objectives of the STAAR so that teachers can provide focused instruction to improve students performance on STAAR.</p> <p>Population: K-5th grade students: Regular TI MI LEP SE AR GT DYS</p> <p>Timeline: August 2017</p> <p>CNA p. 9</p>		Dean	<p>Formative: Student Assessments Classroom Observations Lesson Plans</p> <p>Summative: STAAR Scores</p>				
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<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>11) Provide professional development for Pre-K-5th grade teachers in: In depth study of TEKS, assessment, notebooks, technology integration, journaling, word walls, vocabulary development, graphic organizers and questioning techniques to improve the delivery of instruction and increase student achievement.</p> <p>Population: K-5th grade students: Regular TI MI LEP SE AR GT DYS</p> <p>Timeline: During grade level meetings and faculty meetings. POC meeting schedule</p> <p>CNA p. 8</p>		Dean	<p>Formative: Session Evaluations</p> <p>Summative: STAAR Scores</p>				
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<p>Critical Success Factors CSF 1 CSF 7</p> <p>12) Provide Staff Development for teachers in Social Studies content, vocabulary and strategies in order to meet the needs of the students and ensure their comprehension of Social Studies TEKS and increase student achievement.</p> <p>Population: Pre-K-5th grade students:</p> <p>Regular TI MI LEP SE AR GT DYS</p> <p>Timeline: Grade level meetings and faculty meetings. September 2017-May 2019</p> <p>CNA p. 5</p>	2.4, 2.5, 2.6	Dean	<p>Formative: Classroom Assessments Benchmark Tests Classroom Observations Lesson Plans</p> <p>Summative: STAAR Scores</p>				
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 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

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

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


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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Teachers will participate in a minimum of 6 hours of technology professional development to integrate technology into the content areas.</p> <p>Population: PK-5th students: Regular TI MI LEP SE AR GT DYS</p> <p>Timeline: June 2018- May 2019</p> <p>CNA p.7</p>	2.4, 2.5, 2.6	Dean TST	Formative; PDS Summative: STaR Chart				

<p align="center">Critical Success Factors CSF 1</p> <p>2) Purchase projector bulbs and toner for classroom teachers in order to enhance the use of technology during the lesson presentation.</p> <p>Population: Pre-Kinder-5th grade teachers</p> <p>Timeline: February 2019</p> <p>CNA p.7</p>	2.4, 2.5, 2.6	TST Principal	Formative: Teacher Observations Summative: STAAR Results				
Funding Sources: 199 Local funds - 0.00							
<p align="center">Critical Success Factors CSF 1</p> <p>3) Print additional resources from electronic sources for teachers to utilize as part of their instruction to increase student achievement.</p> <p>Population PK-5th students Regular TI MI LEP SE AR GT DYS</p> <p>Timeline: September 2018-June 2019</p> <p>CNA p.7</p>	2.4, 2.5, 2.6	Dean	Formative: Lesson plans Teacher Observations Summative: STAAR Scores				
Funding Sources: 199 Local funds - 0.00, 162 State Compensatory - 1000.00							

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>4) Students will attend the reading and math computer labs to utilize online academic programs such as Pearson Realize, Think Central, and Prodigy Math in order to increase student achievement.</p> <p>Population: PK-5th Grade students</p> <p>Timeline: Weekly</p> <p>CNA p. 7</p>	<p>2.4, 2.5, 2.6</p>	<p>Dean Computer Lab Paraprofessional</p>	<p>Formative: Weekly Program Reports</p> <p>Summative: STAAR Scores</p>				
<p align="center">Critical Success Factors CSF 4</p> <p>5) Students will utilize computers in the classroom for integration of technology in order to increase student achievement.</p> <p>Population: PK-5th grade students</p> <p>Timeline: August 2018-June 2019</p> <p>CNA p.7</p>	<p>2.4, 2.5, 2.6</p>	<p>Administration Classroom Teachers TST</p>	<p>Formative: Weekly Program Reports</p> <p>Summative: STAAR Scores</p>				

<p>Critical Success Factors CSF 1 CSF 3</p> <p>6) Purchase computers, laminating machine, projectors, elmos, document cameras, iPads, headphones, microphones, speakers, cables, chargers, power supplies, printers and licenses for administration, classroom teachers, support staff and students in order to analyze data and enhance the use of technology during lessons.</p> <p>Population: Pre-Kinder-5th grade teachers</p> <p>Timeline: February 2019</p> <p>CNA p.7</p>	2.4, 2.5, 2.6	TST Principal	Formative: Teacher Observations Summative: STAAR Scores				
Funding Sources: 199 Local funds - 1860.00, 163 State Bilingual - 0.00							
<p>Critical Success Factors CSF 1 CSF 4</p> <p>7) Purchase iPads and licenses for students in order to integrate technology, enhance lessons and increase student achievement.</p> <p>Population: 2nd grade students</p> <p>Timeline: May 2019</p> <p>CNA p. 7</p>	2.4, 2.5, 2.6	TST Administration Classroom Teachers	Formative: Classroom Observations Summative: TPRI/Tejas Lee Results				
							

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

Performance Objective 1: Increase the overall campus attendance rate to 98.5% and improve At-Risk Student Attendance Rate by 10% over prior year attendance.





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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 4 CSF 6</p> <p>1) Announce perfect attendance daily over the intercom at the end of the day to promote perfect attendance.</p> <p>Population: PreK-5th grade students Regular TI MI LEP SE AR GT DYS</p> <p>Timeline: Daily at the end of the day</p> <p>CNA p.4,7</p>	2.4, 2.5, 2.6	Assistant Principal Data Entry Clerk	<p>Formative: Daily List of Classrooms with Perfect Attendance</p> <p>Summative: End of Year ADA</p>				

<p align="center">Critical Success Factors CSF 4 CSF 5</p> <p>2) Monitor student attendance on a daily basis using the Notebook System to identify students not in school before 9:40 am.</p> <p>Population: PreK-5th grade students Regular TI MI LEP SE AR GT DYS</p> <p>Timeline: Daily before 9:40 am</p> <p>CNA p.4,7</p>	<p>2.4, 2.5, 2.6</p>	<p>Data Entry Clerk Parent Liaison</p>	<p>Formative: Daily ADA</p> <p>Summative: End of Year ADA</p>				
<p align="center">Critical Success Factors CSF 4</p> <p>3) Monitor the attendance of students on intra-district transfers in order to increase attendance rate.</p> <p>Population: PreK-5th grade students on intra-district transfers</p> <p>Timeline: End of every 3 weeks</p> <p>CNA p.4,7</p>	<p>2.4, 2.5, 2.6</p>	<p>Data Entry Clerk Parent Liaison Assistant Principal</p>	<p>Formative: ADA of Students on Intra-District Transfers</p> <p>Summative: End of Year ADA</p>				

<p align="center">Critical Success Factors CSF 4</p> <p>4) Students with perfect attendance/good behavior for the week will receive an incentive.</p> <p>Population: PreK-5th grade students Regular TI MI LEP SE AR GT DYS</p> <p>Timeline: Every Friday</p> <p>CNA p.4,7</p>	2.4, 2.5, 2.6	Classroom Teachers	Formative: Weekly List of Classrooms with Perfect Attendance Summative: End of Year ADA				
Funding Sources: 166 State Special Ed. - 770.00							
<p align="center">Critical Success Factors CSF 4</p> <p>5) Monitor the attendance of students in Special Education and Migrant programs on a daily basis in order to increase the campus attendance rate.</p> <p>Population: PreK-5th grade students SE MI</p> <p>Timeline: Daily</p> <p>CNA p.5,7</p>		Parent Liaison Assistant Principal in charge of Student Accounting	Formative: Daily ADA Report Summative: End of Year ADA				

<p>Critical Success Factors CSF 6</p> <p>6) Provide incentives for A and A/B Honor Roll and Perfect Attendance for the end of the school year in order to promote a culture of high expectations.</p> <p>Population: Pk-5th Grade Students Reg, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: May 2018</p> <p>CNA p. 4,5,7</p>	2.4, 2.5, 2.6	Counselors	Formative: List of Students Eligible for Awards Summative: STAAR Scores Attendance Rate				
Funding Sources: 211 Title I-A - 3850.00							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 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: The campus will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR by 10%.

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

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 6</p> <p>1) The dyslexia teacher and teacher aide will work with students to meet content performance expectations and improve academic achievement on assessment instruments.</p> <p>Population: Dyslexic students, At-Risk students</p> <p>Timeline: August 2018-June 2019</p> <p>CNA p.5</p>	2.4, 2.5, 2.6	Principal Administrator for State Compensatory Education	<p>Formative: Lesson Plans Student Progress Reports Benchmark Scores Classroom Observations</p> <p>Summative TPRI/Tejas Lee Results STAAR Scores Stanford 10/Aprenda Scores</p>				

<p align="center">Critical Success Factors CSF 1</p> <p>2) The Dean of Instruction will conduct professional development sessions on instructional strategies and provide teacher support to meet the educational needs of At-Risk students.</p> <p>Population: PK-5th Grade students</p> <p>TI MI LEP AR DYS</p> <p>Timeline: Weekly</p> <p>CNA p.5</p>	<p>2.4, 2.5, 2.6</p>	<p>Principal Administrator for State Compensatory Education</p>	<p>Formative: PDS Evaluation & Attendance Reports Lesson Plans Student Progress Reports Benchmark Scores Classroom Observations</p> <p>Summative TPRI/Tejas Lee Results STAAR Scores Stanford 10/Aprenda Scores</p>				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>3) Provide an accelerated instruction (tutorial) program in order to increase student achievement.</p> <p>Population: 3rd-5th Grade At-risk students, TI, MI, LEP</p> <p>Timeline: October 2017-April 2019 Twice a week</p> <p>CNA p.5</p>	<p>2.4, 2.5, 2.6</p>	<p>Dean Administrator for State Compensatory Education</p>	<p>Formative: Master Schedule Lesson Plans Walk-throughs Student Progress Reports Benchmark Scores</p> <p>Summative: TPRI/Tejas Lee Results STAAR Scores Stanford 10/Aprenda Scores</p>				

<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>4) Counselors will meet with At-risk students who were retained or promoted through the Grade Placement Committee in individual or small group as per student needs.</p> <p>Population: At-Risk students who were retained or promoted through GPC List of students</p> <p>Timeline: September 2087-May 2019</p> <p>CNA p.5</p>	<p>2.4, 2.5, 2.6</p>	<p>Counselors</p>	<p>Formative: Six Weeks Report Card Grades</p> <p>Summative: STAAR Scores End of Year Report Card</p>				
<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>5) Staff development activities will target the identification of students who are at-risk of dropping out. Teachers will acquire effective intervention and prevention instructional strategies.</p> <p>Population: AR students</p> <p>Timeline: August 2087-May 2019</p> <p>CNA p.7</p>	<p>2.4, 2.5, 2.6</p>	<p>Dean</p>	<p>Formative: PDS Session Evaluation Report</p> <p>Summative: STAAR Scores</p>				

<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>6) Provide academic and non-academic services for students identified as Homeless including counseling, monitoring of academic progress and attendance in order to increase student achievement.</p> <p>Population: Pk-5th Grade Homeless students At Risk Students</p> <p>Timeline: September 2018-May 2019</p> <p>CNA p.5</p>	2.4, 2.5, 2.6	Assistant Principal Counselors Parent Liaison	<p>Formative: Six Weeks Report Card Grades</p> <p>Summative: STAAR Scores</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>7) The Pre-K program will be provided for the full day in order to better prepare students academically.</p> <p>Population: Pre-K AR, TI, MI, LEP students</p> <p>Timeline: August 2018-June 2019</p> <p>CNA p.5</p>	2.4, 2.5, 2.6	Principal Administrator for State Compensatory Education	<p>Formative: Lesson Plans Walk-throughs Student Progress Reports BOY & MOY CPALLS</p> <p>Summative: CPALLS EOY Reports</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>8) Administration will meet with teachers who have more than a 10% failure rate at the end of every six weeks and develop an action plan in order to provide early intervention for at-risk students.</p> <p>Population: 1st-5th grade At-Risk students</p> <p>Timeline: End of Every Six Weeks</p> <p>CNA p.5</p>	2.4, 2.5, 2.6	Administration	<p>Formative: End of Six Weeks Grades</p> <p>Summative: STAAR Scores</p>				

<p align="center">Critical Success Factors CSF 1</p> <p>9) Highly qualified paraprofessionals will supplement allotted campus position so that the needs of low performing students can be met through more individualized and small group instruction.</p> <p>Population: 1-T1 Computer Aide</p> <p>Timeline: August 2018-June 2019</p> <p>CNA p.5,7</p>	<p>2.4, 2.5, 2.6</p>	<p>Principal</p>	<p>Formative: Observations Student Progress Reports</p> <p>Summative: CPALLS Results</p>				
<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>10) Assist with the identification of homeless youth through the use of:</p> <ul style="list-style-type: none"> *Student Residency Questionnaire (SRQ) *Posters displayed throughout campus *Referral forms to the Homeless Youth Project *Trainings provided by Homeless Youth Dept *Community resources <p>Population: PreK-5th grade students: Homeless students</p> <p>Timeline: August 2018-June 2019</p> <p>CNA p.4,7</p>	<p>2.4, 2.5, 2.6</p>	<p>Registrars Assistant Principal</p>	<p>Formative: Initial Referral</p> <p>Summative: List of Referral to Homeless Youth Department STAAR Scores</p>				

<p align="center">Critical Success Factors CSF 6</p> <p>11) A food pantry and clothes closet will be implemented at every campus to provide identified at-risk, homeless, and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to improve at-risk student achievement and attendance and decrease the retention rate.</p> <p>Population: At-Risk students</p> <p>Timeline: July 2018-June 2019</p> <p>CNA p. 4,7</p>	2.4, 2.5, 2.6	Parent Liaison Administrator for State Compensatory Education Administrator for Special Programs	Formative: Benchmark Scores Student Progress Reports Summative: STAAR Scores Attendance Rate				
<p align="center">Critical Success Factors CSF 1</p> <p>12) Teachers will utilize the RtI process to monitor student progress and monitor any student that may qualify for special education.</p> <p>Population: PK-5th Grade students</p> <p>Timeline: August 2018-June 2019</p> <p>CNA p. 5</p>	2.4, 2.5	Teachers RtI Coordinator	Formative: Benchmark Scores Report Card Grades Summative: STAAR Scores TPRI/Tejas LEE Results				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue





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

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

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

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 6</p> <p>1) The school nurse will assist students in need of medical attention and reduce the number of students sent home by the nurse.</p> <p>Population: PK-5th Grade Students</p> <p>Regular TI MI LEP SE AR GT DYS</p> <p>Timeline: September 2018-June 2019</p> <p>CNA p.9</p>	2.6	Nurse	<p>Formative: List of Supplies</p> <p>Summative: Reduction in Number of Students Sent Home by Nurse</p>				
<p>Funding Sources: 199 Local funds - 500.00</p>							

<p>Critical Success Factors CSF 4 CSF 5 CSF 6</p> <p>2) In an effort to promote physically and emotionally healthy students, the district will utilize the -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.</p> <p>Population: All students</p> <p>Timeline: August 2018 - June 2019</p> <p>CNA p.9</p>	2.6	Principal School Nurse Parent Liaison P.E. Coaches	<p>Formative: Classroom Observations CATCH Binder</p> <p>Summative: Fitness Gram Results CATCH Binder</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

State Compensatory

Budget for Russell Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
162-11-6118-00-110-Y-24-SSI-Y	6118 Extra Duty Stipend - Locally Defined	\$12,814.00
162-11-6118-00-110-Y-30-ASP-Y	6118 Extra Duty Stipend - Locally Defined	\$39,000.00
6100 Subtotal:		\$51,814.00
6300 Supplies and Services		
162-11-6395-62-110-Y-30-TEC-Y	6395 Supplies, DP Operations - Locally Defined	\$9,257.00
162-11-6398-62-110-Y-30-TEC-Y	6398 Computer Supplies/Software - Locally Defined	\$30,005.00
6300 Subtotal:		\$39,262.00

Personnel for Russell Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alexandra Neeley-Solis	PK Teacher		0.5
Gerardo Ruiz	PK Teacher		0.5
Gloria Saldana	Dyslexia Teacher		1.0
Sayra Esquivel	Dean of Instruction		1.0

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 at the end of the school 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 school year and to increase the Masters Performance level in all content areas. Also, it is our intention to meet all state and federal accountability goals. In addition, the following goals are also expected to be achieved: Attendance Rate 98.5%; 90% of Kinder-2nd grade students will perform at “Developed” level on the TPRI/Tejas Lee Reading Readiness tests; decrease the incidences of bullying; and include vertical and horizontal planning in order to increase the instructional communication between staff members.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Site Based Decision Committee will be included in developing the Campus Improvement Plan. These stakeholders will actively participate in determining campus/student needs, actions needed to address these needs, and the evaluation of the measures taken.

2.2: Regular monitoring and revision

All stakeholders will meet quarterly to review and monitor CIP goals and progress measures.

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

The CIP will be linked on the campus and district's website and social media posts. A hard copy will also be available in the school's administration office.

2.4: Opportunities for all children to meet State standards

All Title I students will have an equal opportunity to participate in programs such as Extended Day, Tutorials, and Saturday Academies in order to assist them in meeting State standards.

2.5: Increased learning time and well-rounded education

Students will be given opportunities to participate in Extended Day, Tutorials and Saturday academies in order to increase learning time in providing a well-rounded education.

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

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 based on his/her individual needs. In addition, students will receive Tiered instruction according to reading assessment results. Classroom teachers will offer tutorial in order to maximize the instructional time for struggling students. For each struggling student, the classroom teacher will create a plan and document progress in the RtI folder.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The school will provide the Parent and Family Engagement Policy to all families at the beginning of the school year via a hard copy. In addition, parent meeting are held where this information will also be provided by campus administration. The policy will also be posted in the school's website and social media pages.

3.2: Offer flexible number of parent involvement meetings

Title I, Part A Funds will be used to partially finance parental involvement meetings that will be provided by the campus parent liaison as well as the District's Parental Involvement Center. Parent meetings 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. These meetings will be advertised through parent notices, school website and school messenger system. These will be held during and after school in order to meet our parents' schedules.

2018-2019 Campus Site-Based Committee

Committee Role	Name	Position
Non-classroom Professional	Marbelia Sweeney	
Classroom Teacher	Lucrecia Alanis	
Classroom Teacher	Dinorah Zarate	
Classroom Teacher	Ana Infante	
Classroom Teacher	Guadalupe Pecero	
Classroom Teacher	Tracy Perez	
Classroom Teacher	Mary Garcia	
Classroom Teacher	Gloria Saldana	
Classroom Teacher	Daniel Sanchez	
Classroom Teacher	Nayda Caballero	
Administrator	Oscar Cantu Jr.	
Community Representative	Rosie Flores	
Parent	Christian De La Garza	
Parent	Arely Garza	
Business Representative	Bea Lopez	
Business Representative	Veronica Ochoa	
Community Representative	Stephen Hampton	

Campus Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Reading Materials	199-12-6329-42-110-Y-99-000-Y	\$2,700.00
1	1	2	AR	199-12-6249-42-110-Y-99-000-Y	\$3,280.00
1	4	3	Transportation	199-11-6494-00-110-Y-11-000-Y	\$2,000.00
2	1	2	Supplies for Maintenance	199-51-6315-00-110-Y-99-000-Y	\$7,500.00
3	1	2	General Supplies	199-11-6399-00-110-Y-11-000-Y	\$7,200.00
3	1	2	General Supplies- P.E.	199-11-6399-51-110-Y-11-000-Y	\$1,000.00
3	1	2	General Supplies- Lib.	199-12-6399-42-110-Y-99-000-Y	\$600.00
3	1	2	General Supplies- Off.	199-23-6399-65-110-Y-99-000-Y	\$750.00
3	1	2	General Supplies- Couns.	199-31-6399-00-110-Y-99-000-Y	\$0.00
3	1	2	General Supplies-Art	199-11-6399-50-110-Y-11-000-Y	\$681.00
3	1	2	General Supplies-Music	199-11-6399-57-110-Y-11-000-Y	\$681.00
3	1	2	General Supplies-Nurse	199-33-6399-00-110-Y-99-000-Y	\$500.00
5	1	2	Employee Travel	199-31-6411-23-110-Y-99-032-Y	\$350.00
5	1	7	Office Equip-Supplies & Materials	199-23-6398-65-110-Y-99-000-Y	\$2,000.00
7	1	1	Employee Travel	199-12-6411-23-110-Y-99-000-Y	\$150.00
7	1	1	Employee Travel	199-23-6411-23-110-Y-99-000-Y	\$619.00
7	1	9	Employee Travel	199-12-6411-23-110-Y-99-000-Y	\$150.00
8	1	2	General Supplies	199-11-6399-62-110-Y-11-000-Y	\$0.00
8	1	2	General Supplies	199-23-6399-65-110-Y-99-000-Y	\$0.00
8	1	3	Copy Paper	199-11-6396-00-110-Y-11-000-Y	\$0.00
8	1	3	Media	199-11-6399-16-110-Y-11-002-Y	\$0.00
8	1	3	Toner	199-11-6399-62-110-Y-11-000-Y	\$0.00
8	1	3	Toner	199-23-6399-65-110-Y-99-000-Y	\$0.00
8	1	6	Equipment	199-23-6398-65-110-Y-99-000-Y	\$0.00

8	1	6	Supplies & Materials	199-11-6398-00-110-Y-99-000-Y	\$1,860.00
9	3	1	General Supplies	199-33-6399-00-110-Y-99-000-Y	\$500.00
Sub-Total					\$32,521.00
Budgeted Fund Source Amount					\$32,374.00
+/- Difference					\$-147.00
162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	General Supplies	162-11-6399-00-110-Y-30-000-Y	\$0.00
3	1	3	General Supplies	162-11-6399-00-110-Y-30-000-Y	\$15,850.00
8	1	3	Copy Paper	162-11-6396-00-110-Y-30-000-Y	\$1,000.00
Sub-Total					\$16,850.00
Budgeted Fund Source Amount					\$16,850.00
+/- Difference					\$0
163 State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	6	General Supplies	163-11-6399-00-110-Y-25-000-Y	\$0.00
8	1	6	Supplies & Materials	163-11-6398-00-110-Y-25-000-Y	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$5,567.00
+/- Difference					\$5,567.00
166 State Special Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	General Supplies	166-11-6399-00-110-Y-23-0P4-Y	\$400.00
3	1	2	General Supplies	166-11-6399-00-110-Y-23-0P2-Y	\$560.00
3	1	3	General Supplies	166-11-6399-00-110-Y-23-0P4-Y	\$0.00
3	1	3	General Supplies	166-11-6399-00-110-Y-23-0P2-Y	\$0.00
9	1	4	MISCEL. OPERATING COSTS-AWARDS	166-11-6498-00-110-Y-23-0P2-Y	\$770.00
Sub-Total					\$1,730.00

Budgeted Fund Source Amount					\$2,775.00
+/- Difference					\$1,045.00
211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	7	Extra Duty Pay	211-11-6118-00-110-Y-24-ASP-Y	\$15,720.00
1	4	7	Para Professional Overtime	211-11-6121-00-110-Y-24-ASP-Y	\$19,552.00
3	1	2	General Supplies	211-11-6399-00-110-Y-30-0F2-Y	\$0.00
3	1	3	Copy Paper	211-11-6396-00-110-Y-30-0F2-Y	\$1,620.00
3	1	3	General Supplies	211-11-6399-00-110-Y-30-0F2-Y	\$19,456.00
6	1	7	General Supplies	211-61-6399-00-110-Y-30-0F2-Y	\$300.00
6	1	7	Miscellaneous Operations	211-61-6499-53-110-Y-30-0F2-Y	\$300.00
6	1	8	Employee Travel	211-61-6411-00-110-Y-30-0F2-Y	\$200.00
9	1	6	Awards	211-11-6498-00-110-Y-30-0F2-Y	\$3,850.00
Sub-Total					\$60,998.00
Budgeted Fund Source Amount					\$64,726.00
+/- Difference					\$3,728.00
199 G/T Advanced Academics					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,173.00
+/- Difference					\$1,173.00
212 Title I-C (Migrant)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$355.00
+/- Difference					\$355.00

263 Title III-A Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$7,567.00
+/- Difference					\$7,567.00
Grand Total					\$112,099.00