

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



Mission Statement

The mission of Southmost Elementary is to nurture a caring, child-centered learning environment that fosters positive relationships with family, school, and community members. Through this partnership, Southmost Elementary promotes life-long learning while supporting high standards and expectations for all.

Vision

The vision of Southmost Elementary is to foster a learning environment of respect, support, and shared responsibility while maintaining high academic standards, thus equipping students with the necessary tools to become critical thinkers and life-long learners.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Academic Achievement	7
School Processes & Programs	9
Perceptions	12
Comprehensive Needs Assessment Data Documentation	14
Goals	15
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).	14
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)	25
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)	26
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)	28
Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)	30
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)	32
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)	35
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)	36
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)	38
State Compensatory	45
Budget for Southmost Elementary :	45
Personnel for Southmost Elementary :	46
Title I Schoolwide Elements	47
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	47
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	47
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	48
Title I Schoolwide Element Personnel	50
2018-2019 Site Based Decision Making Committee	51

Comprehensive Needs Assessment

Demographics

Demographics Summary

Decrease at-risk percentages by providing academic support, research-based interventions, coordinating academic programs and on-going research based professional development facilitated by the Dean of Instruction. The Attendance Rate was 97% for all students and 97% for at-risk students. The Retention rate is 6.9% for all and at-risk students.

Teachers will implement Response to Intervention (RtI) strategies, College and Career Readiness Standards (CCRS), Enseñando la lectura (PK), and State of Texas Essential Knowledge and Skills (TEKS) to ensure effective and timely assistance.

Federal Programs will fund highly qualified teachers, campus nurse and paraprofessionals to supplement allotted campus positions so that the needs of low performing students may be met through individualized and small group instruction. Campus nurse at 40% to assist with the execution of the health program aimed at monitoring and assisting low-performing students at school wide campuses to improve overall student health, attendance and performance.

Demographics Strengths

- Teachers' years of experience
- Low teacher-student ratio Attendance is at 97%
- Early RTI plans are in place and are updated continuously with current academic data
- Early screening for Dyslexia and Special Education Referrals
- TIER II/III Interventions for Migrant, LEP and At-Risk students
- After-school Tutorials for all At-Risk students including Migrant, LEP, 504/DYS, and SPED Ed. students
- Recognition of Perfect Attendance per six weeks and EOY Perfect Attendance trophies... MOY and EOY Perfect Attendance Party

Demographic Needs

- Decrease At-Risk percentages by providing more academic support/interventions for students who are struggling academically
- Increase Reading, Math, Writing, and Science assessment scores for all students through the use of the core curriculum and additional resources and instructional materials
- Increase student attendance
- Provide Migrant students with supplemental supplies to increase their attendance rate

- Additional incentives to increase student attendance

Problem Statements Identifying Demographics Needs

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

Student Academic Achievement

Student Academic Achievement Summary

Southmost Elementary provides data-driven instruction. Teachers and administration are continuously revisiting the data and determining the areas in need of improvement. Teachers utilize the following data: progress monitoring, student grades, weekly fluency scores, percentages of students on an RTI plan, TPRI/TEJAS LEE beginning, middle, and end of year, end of unit benchmarks, and practice state assessment exams. Each week, both teachers and administrators meet to discuss students' progress, curriculum and instruction, and to prescribe individual intervention plans for students not mastering the TEKS. Interventions are noted through the students Response to Intervention (RTI) plan. To help support the instructional program, State Compensatory Funds support one full time Dean of Instruction whose focus on providing support in curriculum and instruction for At-Risk students.

3rd-5th Grade All Students STAAR Summary:

Reading: 3rd Grade 79%, 4th Grade 87%, 5th Grade 99%

Math: 3rd Grade 77%, 4th Grade 87%, 5th Grade 100%

Writing: 4th Grade 75%

Science: 5th Grade 94%

Overall: 87%

Performance variation between all student groups:

All Subjects: Hispanic %, Special Education %, Economically Disadvantaged %, ELL %

Reading: Hispanic %, Special Education %, Economically Disadvantaged %, ELL %

Math: Hispanic %, Special Education %, Economically Disadvantaged %, ELL %

Writing: Hispanic %, Special Education *, Economically Disadvantaged %, ELL %

Student Academic Achievement Strengths

- 5th grade STAAR Reading (99%) & Math (100%) scores
- Met Academic Distinction Designations in ELA/Reading and Science for 2016-2017 school year
- Met Top 25% in Closing Performance Gaps and Postsecondary Readiness Distinction Designation for 2016-2017
- Regular progress monitoring of K-3rd grade students (TPRI/Tejas LEE)
- Providing tutorials and summer school to students that are demonstrating a need to improve in Reading, Math, Writing, and Science
- Providing TIER II/III Interventions to students that are demonstrating a need to improve in Reading and Math
- Recognition materials (certificates per six week and trophies at end-of-year) to recognize students academic achievement

Student Achievement Needs

- Increase Meets and Masters performance standards on 3rd-5th grade STAAR assessments including reading, math, writing and science to meet indexes 1-4 by providing after school tutorials for all students.
- Ensure that students are adequately prepared for the next grade through all content area TEKS including reading, language arts, math, science, and social studies.
- Meet AMAO 1 Progress & AMAO 2 Attainment in all grades for all student sub-populations by monitoring ELL student progress on a six weeks basis
- Ensure that all students in all student sub-populations demonstrating an academic need are provided an RtI intervention plan, as well as after school tutorials.
- Increase Fluency and Comprehension
- Strengthen Early Childhood School Readiness
- Writing across the Curriculum

Problem Statements Identifying Student Academic Achievement Needs

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

School Processes & Programs

School Processes & Programs Summary

Staff Quality, Recruitment, and Retention

Southmost Elementary utilizes a hiring committee composed of administrators and teachers to make hiring determinations. A record of interview questions and responses is kept on file for each interviewee. The campus hiring committee recommends highly qualified professionals through the district's hiring criteria. In addition, administrators conduct walk throughs weekly to observe and assess the quality of teaching in each classroom. Administrators provide constructive feedback timely and all information is posted on Eduphoria in which teachers can access. If needed, administrators meet with teachers to provide further feedback in which goals are set and instructional procedures are discussed. The T-TESS timelines are followed throughout the school year. Teacher T-TESS performance records are kept by the school principal. Administrators also provide observations and evaluations to paraprofessional staff. Novice teachers are provided a grade-level mentor and meet regularly with the dean of instruction for curricular supports. All teachers are provided with ongoing professional development opportunities.

Curriculum, Instruction, and Assessment

Southmost Elementary teachers and administration ensure alignment of curriculum, instruction, and assessments. The faculty follows the district curriculum frameworks and scope/sequence to ensure students are adequately prepared. Teachers utilize the Texas Essential Knowledge and Skill (TEKS) as their guide, and supplement the curriculum with resources aligned to the state guidelines and assessments. Administrators provide teachers with instructional resources and professional development. Planning for instruction and intervention occurs through vertical and horizontal alignment. Collaboration is encouraged so that teachers learn from one another.

At Southmost Elementary School all teachers and instructional paraprofessionals are highly qualified. The campus administration, C&I Specialists and other BISD identities/departments provide PD to support learning in the classroom. Teachers are Bilingual certified, SIOP trained and have the GT Core hours. Every year, teachers are asked to have 6 hours of on-going Bilingual/SIOP and GT training and 12 hours of on-going technology. PreKinder and Kinder teachers are required a minimum of 30 hours of staff development as part of the high-quality Pre-Kinder component. All staff members are also provided with a two-day PD requirements (back to school inservice) with topics that include RtI, 504 and Dyslexia requirements, Employee Code of Ethics, David's Law, Conflict Resolution, SPED updates, and mandatory Emergency Operations Plan. The District RTI Support Team focuses on sustainability of the RTI Process. Southmost administration ensures that high quality instruction is delivered to all students and provides support by making appropriate recommendations for successful implementations of strategies & RTI interventions.

Technology

Technology improves student performance when the application directly supports the curriculum objectives and goals being assessed. Technology is most

effective when it is integrated with the core curriculum content. Technology improves student performance when the function supports student ability and prior experience, and provides feedback to the student and teacher about student performance or progress with the application and when the application is incorporated into the instructional day. In addition, the use of technology provides opportunities for students to design and implement projects that extend the core curriculum being assessed by the State of Texas Assessment of Academic Readiness (STAAR). Our campus needs more capital outlay items in order to keep up with the ever expanding educational technology components and in order for our students to reach Masters Performance status. These items include video document cameras, projectors, iPads, iPods, Google Cardboard goggles, and laptops. Our teachers and students are moving to teaching and learning using a variety of technology items alongside learning all of the vocabulary and concepts as required by the Technology TEKS and will need the above resources to do so. In addition, students need to be provided additional learning opportunities to learn rigorous math and science content through the use of computers, software, and websites.

School Processes & Programs Strengths

- Highly Qualified Teachers
- Bilingual Certified Teachers with a requirement of 6 on-going hours of Bilingual Education
- 12 on-going hours of Technology
- GT Core (30 hours) Trained Teachers/6 on-going hours per year
- SIOP Trained
- Highly Qualified Para-Professionals
- Highly Qualified Administrators
- Teacher Evaluation Process (T-TESS) helps improve teacher's ability to fulfill their job assignment
- Teacher Awareness of student needs'

School Processes & Program Needs

- Professional Development targeted to meet the needs of the campus. Based on the 2017-2018 CNA Survey our teachers expressed a need for additional training in: technology, classroom management, and improving student behavior.
- Additional innovative resources and materials to strengthen the rigor of the curriculum
- Peer Observations among grade level teachers to strengthen the delivery of instruction

Technology Strengths

- All classrooms have access to wireless connectivity
- Students have access to software and web-based programs: STEMScopes, EduSmart, Hatch
- Pre-Kinder - 2nd grade students have access to a computer lab (Rm. F-2)

- Pre-Kinder classrooms have Hatch computers
- 2nd grade classrooms received iPads
- 3rd-5th grade have access to the science lab (Rm. M-1)
- 3rd grade classrooms received (two) Computers on Wheels (COWs) (J-Hall)
- 4th grade classrooms have Computers on Wheels (COWs) (I-Hall)
- 5th grade has two Computers on Wheels (COWs) (L-Hall)
- All teachers have access to a desktop computer
- All classrooms have computers available for student use
- Teachers integrate technology into their daily lessons
- E-mail is used regularly to communicate with faculty and staff

Technology Needs

- One more COW (Computers on Wheels) in 5th grade
- One more COW (Computers on Wheels) in 3rd grade
- iPads for Kinder-3rd grade for TPRI/Tejas LEE administration
- Additional technology to support classroom instruction and curriculum
- Increase computer accessibility to all students
- Purchase software and/or web based programs access needs to be used by all students
- Upgrade technology infrastructure
- Upgrade classroom printers and projectors

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Increase Reading, Math, Writing, and Science assessment scores among all student populations through the use of additional supplemental supplies, resources, and instructional materials **Root Cause:** Access to various instructional resources, materials, and supplies.

Perceptions

Perceptions Summary

School Culture and Climate

Southmost Elementary faculty and staff collaborate to ensure that students are being provided with a safe, healthy, and disciplined environment conducive to student learning. Administrators and teachers meet on a weekly basis to discuss matters related to providing a positive school culture and climate. All members of the school community are consistently instructed on procedures and operations. A Title I partially funded, full time school nurse is always available to provide and assist medical treatment for students and staff. In addition, 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. 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. Furthermore, administrators, faculty, and staff consistently provide opportunities for professional collegial interaction to mold professional learning communities, positive working relationships, team building, and motivation.

Family and Community Involvement

Southmost Elementary is committed to involving parents and community members to be involved in our students education. Parental involvement is critical to the success of their child's education. Community involvement allows students to be exposed to learning opportunities as well. In order to review needs in family and community involvement, parental and community involvement surveys are passed out yearly and the data is analyzed by administrators, the district, and teachers. This allows the SBDM committee to discuss opportunities to meet the needs in these areas and further improve these areas. Title I funds allow the funding of a parent liaison. The role of the parent liaison is very important as it is the individual who transfers information to and from the campus to parents and communities. The parent liaison is responsible for implementing all Title I parental involvement requirements at the campus level that includes weekly meetings and to provide opportunities for parents to volunteer and participate in campus educational activities. In addition, Title I funds assist in providing mileage reimbursements. The parent liaison compiles data on parental participation attendance and meeting agendas for the SBDM committee. With that information, the SBDM determines campus needs. In order to increase parental involvement attendance rates, parent and community member volunteer opportunities are available throughout the school year.

Perceptions Strengths

School Culture and Climate

Based on the 2017-2018 Campus Needs Assessment (CNA) survey data:

- Positive campus climate Shared goals and responsibilities
- Culture of high expectations Administrators, teachers, and parents work collaboratively to support campus expectations of good behavior and academic success
- Atmosphere of trust and mutual respect between administration and staff

- Teachers are involved in the decision-making process of important educational issues at our campus
- The various programs at our campus effectively educate all student populations
- Campus administrators consistently support teachers
- Teachers are content with the professional development they receive, the timely feedback provided during observations, and the evaluation process at the campus.

School Culture and Climate Needs

- Increase number of teachers and staff volunteering to serve as extracurricular events such as Destination Imagination, Brainsville, Chess, etc.
- Align instruction and assessments to meet District Plan of Action for Language Arts Display
- Student of the Month Photos in the campus website.

Family and Community Involvement Strengths

- Teachers meet with parents regularly to discuss student progress
- Grade levels that are departmentalized meet with parents as a group to ensure horizontal alignment and shared goals
- Parent conferences, meetings, and trainings held in a language they understand
- Parents given an opportunity to volunteer at the campus Information sent home in English/Spanish

Family and Community Involvement Needs

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Limited participation in extra curricular activities that can benefit the students, campus and community. **Root Cause:** Lack of sponsors in extra curricular activities.

Comprehensive Needs Assessment Data Documentation

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

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: Southmost 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>1) Teachers will follow the BISD District Frameworks on research-based strategies and best practices presented and/or addressed through professional development trainings, feedback from C & I (Math, ELA, Science, SS, PE, Fine Arts, Technology) specialists, data analysis of formative and summative assessments to improve students' academic achievement with the use of these resources:</p> <p>SIOP ELPS strategies Circle Components & OWL Math & Science Pearson Math TEKS Technology Science Fair Spelling Bee Review 360 EduSmart STARLAB Brownsville Kids Vote Units of Study</p> <p>-3rd grade math teacher will attend math maintenance trainings.</p> <p>-3rd grade reading teacher will attend maintenance meetings and Neuhaus training.</p> <p>-4th grade teachers will attend literacy conference, and ELA maintenance trainings</p> <p>Population: All student groups</p> <p>Timeline: Daily from Aug. 2017-June 2018</p> <p>CNA p.8</p>	<p>2.5</p>	<p>Principal Dean of Instruction Campus lead teachers PK-5th grade teachers C & I specialists Special Ed and Dyslexia teachers</p>	<p>Formative: BISD developed assessments Instructional feedback forms</p> <p>Eduphoria classroom documented observations Weekly tests and 6 weeks unit test results, Campus test results</p> <p>Summative: TPRI and TEJAS LEE TELPAS STAAR</p>				
<p>Funding Sources: 211 Title I-A - 500.00</p>							

<p>2) Ensure that ELA/Reading comprehension and Math instruction for all subpopulations focuses on student performance data, closing the achievement gap and demonstrating progress for all students including ELL, Special education, AT-Risk, and economically disadvantaged students to improve student performance.</p> <p>-LPAC will meet to review TELPAS lang. components identification of ELLS</p>		<p>Principal Dean of Instruction Campus lead teachers PK-5th grade teachers C & I specialists Special Ed and Dyslexia teacher</p>	<p>Formative: Walkthroughs Lesson plans</p> <p>Summative: STAAR Test results TELPAS results CPALLS, TPRI and Tejas LEE EOY Results</p>				
<p>-Review testing options and update campus minutes</p> <p>-Collaborative strategy-based meetings (CBLT)</p> <p>-Vertical/Horizontal lesson planning</p> <p>-TELPAS Activities</p> <p>-Oral Language skills that increase listening/speaking, reading and writing proficiencies</p> <p>-Reflective reasoning and conceptual understanding of math problem solving hands-on strategies specifically targeting sub populations</p> <p>-Second language learning acquisition</p> <p>Population: All student groups</p> <p>Timeline: Weekly from Aug. 20, 2018 - May 30, 2019</p> <p>CNA p.6</p>	<p>Problem Statements: Student Academic Achievement 1</p>						

<p>3) Build Instructional Capacity through the use of grade level lead teacher and provide teachers with job-embedded staff development. TOT trainings TLI Routines/Strategies Data Informed Plan Vertical/Horizontal Alignment Provide additional opportunities to observe colleagues and adopt best practices for instruction to improve student achievement in the areas of ELA/Reading, Math, Science and Social Studies</p> <p>Population: Teachers</p> <p>Timeline: Weekly from Aug. 20, 2018 - May 30, 2019</p>		Principal Dean of Instruction Campus lead teachers PK-5th grade teachers C & I specialists Special Ed and Dyslexia teachers	Formative: BISD instructional feedback form Walkthroughs TOT documentation PDS session evaluations Summative: STAAR Results increase meets and masters levels in STAAR for 3rd-5th grade				
<p>4) Supplemental research-based instructional materials, resources, toner, and supplies will be purchased to support Campus Leadership, Counselors, Librarian, and Teacher implementation of instruction and in-house staff development. Purchase consumable supplies, Reading, Writing, Math, and Science materials for classroom use to supplement the core curriculum so that students can master and demonstrate improvement on STAAR, TEKS, Readiness and Supporting Standards.</p> <p>Population: All Students</p> <p>Timeline: Aug. 20, 2018 - May 30, 2019</p> <p>CNA p. 9</p>		Principal; Dean of Instruction; School Secretary; Classroom Teachers	Formative: Walkthroughs, Use of instructional materials (hand-on practice) Summative: STAAR, TELPAS, TPRI/Tejas LEE, and CPM Results, Campus PMAs, Progress Reports, Report Card Grade				Problem Statements: School Processes & Programs 1 Funding Sources: 199 Local funds - 6000.00

<p>5) ELAR/Writing: 1st -5th Grade students will write weekly compositions across the curriculum in order to improve writing skills, produce products based on their ability to increase effective written communication, analyze passages and edit for grammar and conventions, keep a writing portfolio of their compositions and submit one monthly sample to Administration for review. PK and Kinder students will write in whole group.</p> <p>Population: All Students</p> <p>Timeline: Aug. 20, 2018 - May 30, 2019</p> <p>CNA p. 9</p>		<p>Principal; Assistant Principal; Dean of Instruction; Classroom Teachers</p>	<p>Formative: Evidence of effective ELA curriculum and writing strategies, Writing Progress Monitoring; Lesson Plans, Walk-throughs; Writing Portfolios, District Framework, ELAR Plan of Action</p> <p>Summative: Writing STAAR Results, Show a 3% increase in the number of students meeting Meets passing standard in Writing, Report Card Grades</p>				
<p>Funding Sources: 211 Title I-A - 2600.00</p>							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Performance Objective 1 Problem Statements:


Student Academic Achievement	
Problem Statement 1: The TPRI fluency and reading comprehension percentage in 1st and 2nd grades are below the district score of 70%	Root Cause 1: Implementation of fluency and reading comprehension with fidelity.
School Processes & Programs	
Problem Statement 1: Increase Reading, Math, Writing, and Science assessment scores among all student populations through the use of additional supplemental supplies, resources, and instructional materials	
Root Cause 1: Access to various instructional resources, materials, and supplies.	

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: Southmost 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>1) Continue to expand the Pre-Kinder and Kinder program to provide foundation learning experiences in order to better prepare at-risk students academically.</p> <p>Population: AR, LEP, TI, MI Students</p> <p>Timeline: Aug. 20, 2018 - May 30, 2019</p>		Principal Dean of Instruction Administrator for SCE PK Teachers Early childhood specialist	<p>Formative: C-PM (BOY & MOY), lesson plans, classroom observations</p> <p>Summative: C-PM (EOY)</p>				
<p>2) Increase early literacy and students school readiness through a high quality 3 year old program. The PK program will meet the needs of PK at-risk students by providing phonological and language development skills using hands-on approaches in order to meet PK guidelines and CIRCLE components.</p> <p>Half Day (AM and PM) sessions for students who qualify.</p> <p>PK-3 teachers and Para Professionals will receive Research -Based Professional Development, CIRCLE training, Frameworks aligned to the PK Guidelines; Positive Beginnings for Classroom Management</p> <p>Timeline: Aug. 20, 2018 - May 30, 2019</p>		Principal Dean of Instruction PK 3 Teacher	<p>Formative: BISD instructional feedback form Walkthroughs Professional development BOY and MOY C-PM Test results, PK OWL Student Screening Assessments</p> <p>Summative: T-TESS, Job Description/Evaluations, PDS Transcripts, EOY C-PM and OWL results Improvement on CIRCLE-PM BOY to EOY improvement</p>				
							

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

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

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

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) All classrooms will provide students with daily instructional opportunities through the use of the district curriculum frameworks/scope & sequence, HMH Journeys/Senderos, and Texas Write Source to develop students' writing abilities across all content areas and ensure that students develop a strong, conceptual foundation, master grade level TEKS and perform well on assessments. K-5th grade students will participate in daily journaling, reading fluency, word walls, learning centers, classroom libraries, academic word of the day, and KidSpeak to provide students with ample opportunities to master grade level language arts and reading TEKS and perform well on assessments including TELPAS and STAAR.</p> <p>The teachers will meet to align curriculum, instruction and assessment. As a result, teachers will be involved in academic assessment decisions.</p> <p>Population: All student groups</p> <p>Timeline: Daily Aug. 20, 2018 - May 30, 2019</p>		<p>Principal Dean of Instruction Campus lead teachers PK-5th grade teachers</p>	<p>Formative: Weekly tests, 6 weeks tests, campus mini marks, benchmarks</p> <p>Summative: TELPAS STAAR TPRI/Tejas Lee</p>				

<p>2) Implement an integrated challenging, standards-based, inquiry-centered math curriculum (K-12) as demonstrated through the district curriculum frameworks/scope & sequence so that students will increase their conceptual knowledge at their appropriate grade level.</p> <p>Population: All student groups</p> <p>Timeline: Daily Aug. 20, 2018 - May 30, 2019</p>		<p>Principal Dean of Instruction Campus lead teachers PK-5th grade teachers</p>	<p>Formative: Weekly tests, 6 weeks tests, campus mini marks, benchmarks</p> <p>Summative: TELPAS STAAR TPRI/Tejas LEE</p>				
---	--	---	--	--	--	--	--



= Accomplished



= Continue/Modify



= No Progress



= Discontinue





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

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

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

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Elementary fine arts students will 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.</p> <p>Choir Guitar Music Memory Art</p> <p>Population: All student groups</p> <p>Timeline: UIL District Comp. in Dec. 2018; Performances at various events from Aug. 20, 2018 - May 30, 2019</p> <p>CNA p. 11</p>		<p>Music teacher Art teacher Principal</p>	<p>Formative: Performance ratings, sign-in sheets, campus performance programs, recruitment letters</p> <p>Summative: Performance ratings, attendance, participation numbers</p>				
<p>Problem Statements: Perceptions 1</p>							
<p>2) PK-5th grade students will attend music/theater arts class one a week to build a foundation in music and theater arts.</p> <p>Population: all students</p> <p>Timeline: Aug. 20, 2018 - May 30, 2019</p>		<p>Principal Dean of Instruction Music Teacher</p>	<p>Formative: Music/Theater Arts Rotation Schedule, Lesson Plans, Classroom Observations Summative: Music/Theater Arts Grades, 5th grade participation in Honor's Choir</p>				

<p>3) Southmost will participate in the annual District Spelling Bee competition.</p> <p>Population: 3rd-5th grade student participants</p> <p>Timeline: October 2018 - February 2019</p>		<p>ELA Specialists, Campus Spelling Bee Sponsor Dean of Instruction</p>	<p>Formative Results: Spelling Bee results for campus, district, regional and state levels</p> <p>Summative Impact: Participation in Spelling Bee event, Increased level of competition success beyond district and regional levels</p>				
<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>							

Performance Objective 4 Problem Statements:


Perceptions
Problem Statement 1: Limited participation in extra curricular activities that can benefit the students, campus and community. Root Cause 1: Lack of sponsors in extra curricular activities.

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: All BISD facilities 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) Southmost Elementary will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan. Timeline: Aug. 20, 2018 - May 30, 2019		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 the school. Timeline: Aug. 20, 2018 - May 30, 2019		Campus Administration Facilities and maintenance staff	Survey results will indicate prioritization of the renovation plans. Formative: Survey Summative: Evaluation/analysis of survey data				
Funding Sources: 199 Local funds - 4500.00							
							

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: Southmost 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) Southmost Elementary will effectively and efficiently use 100% of available budgeted funds based on the needs assessments. Timeline: Aug. 20, 2018 - May 30, 2019		Campus Administration	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				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

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

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

Evaluation Data Source(s) 2: Campus needs assessment 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) Create employee incentives and recognition to improve campus morale and climate. Timeline: Aug. 20, 2018 - May 30, 2019		HR Administration Campus Administration	Formative: Teacher Appreciation Week activities, Teacher of the Month, Thanksgiving and Christmas Luncheons Summative: Retaining 100% of Southmost Teachers,				

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: Southmost 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) Southmost Elementary will promote the history and origins along with current accomplishments such as articles, students/ parents/ staff recognition, co-/extra-curricular activities, and parent/community events through the school website. Population: Students, Parents, and Staff Stakeholders Timeline: Aug. 2018 - May 2019		Campus Administration Campus PIO Counselors Teachers Parent Liaison	Formative: Weekly and Monthly articles, Parent Engagement Activities, Guidance/Counseling Activities and Presentations, Student, Parent, and Staff Accomplishments and Events, Campus Student Programs Summative: Continuously updating campus website, annual compilation of articles, presentations, and showcases				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

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

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

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

Summative Evaluation 2:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Southmost will participate in the opportunity of decision making of the District of Innovation for the purpose of adjusting the school calendar to begin earlier in August to support opportunities for more learning time prior to assessments. Timeline: Aug. 20, 2018 - May 30, 2019		Campus Administration Campus PIO Counselors Teachers Parent Liaison	School calendar showing earlier start date.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

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

Performance Objective 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
1) Promote awareness and notification of Student Code of Conduct (SCC) to students, parents, staff & community through campus distribution of SCC ensuring parent awareness of disciplinary procedures. Population: All student groups & Parents Timeline: Aug. 2018		Principal Assistant Principal Teachers Parent Liaison	Formative: Training Sign-In Sheets Signed SCC Acknowledgement Form Completed Referral Forms Summative: Discipline Referrals				
2) Implement a Guidance and Counseling program as per Texas Comprehensive Development Guidance and Counseling Model at Southmost Elem. Population: All student groups & Counselor Timeline: Weekly as noted on schedule from Aug. 28, 2017 -June 8, 2018		Principal Assistant Principal Counselors	Formative: Implement a Guidance and Counseling program as per Texas Comprehensive Development Guidance and Counseling Model Summative: Student academic progress Discipline referrals				
							

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

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

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

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Develop and maintain an Emergency Operations Plan at Southmost Elem.</p> <p>Plan must be multi-hazard in nature</p> <p>Must be reviewed and updated annually by the campus safety and security committee.</p> <p>Safety drills must be practiced as per BISSD Police Dept.</p> <p>Provide student, staff, and parent training in the areas of school safety and emergency management.</p> <p>Implement an identification security system.</p> <p>All staff and visitors must display their identification while on Southmost Elem. campus grounds.</p> <p>Population: Students, Parents, Teachers</p> <p>Timeline: Daily from Aug. 20, 2018 - May 30, 2019</p>		<p>Assistant Principal Faculty Staff Security Officer</p>	<p>Formative: Safety Report Form, Campus Administration Badges, Campus Faculty and Staff Badges, Visitors Passes Summative: Office Log-in Binders Security Check</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

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





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

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) A Parent Liaison will continue to be funded for the purpose of educating parents to better assist their children through the educational process and to increase student achievement at Southmost Elementary.</p> <p>Conduct an annual Title I Parent Survey to evaluate the effectiveness of Southmost Elementary parental involvement efforts</p> <p>Complete and disseminate a Parental Involvement Policy so as to delineate how parents will be actively involved at the district/campus level with the intention to increase participation</p> <p>Parent newsletter (monthly)</p> <p>School-Parent Student Compacts indicating each group's responsibilities to ensure student achievement.</p> <p>Population: Teachers, Students, Parents</p> <p>Timeline: Aug. 20, 2018 - May 30, 2019</p>		<p>Campus Administration, district personnel, Federal programs SBDM committee Parent trainer</p>	<p>Formative: Parent meetings Workshop agendas Attendance Survey results will be reviewed at the May 2017 SBDM meeting</p> <p>Summative: Parent participation increase Attendance at state % or higher sign in sheets Title I Parent Survey results</p>				

<p>2) Conduct the following annual Title I-A required activities:</p> <p>Complete and disseminate a Parental Involvement Policy that delineates how parents will be actively involved at the district/campus level Timeline: Aug. 2018</p> <p>Complete and disseminate a School-Parent-Student Compact indicating each group's responsibility in order to ensure student achievement, specifically in the content areas. Timeline: Aug. 2018</p> <p>Title I-A Meeting to inform parents of the services provided through Title I funds Timeline: Sep. 2018</p> <p>Title I-A Parent Survey to evaluate the effectiveness of the District Parental Involvement Program Timeline: Apr. 2019</p> <p>Population: Parents</p> <p>*View timeline per activity (above)</p>		<p>Parent Liaison Principal Assistant Principal</p>	<p>Formative: Completed Parental Involvement Policies Campuses S-P-S Compacts Campus Visitation Reports Campus Website Fliers Meeting Agendas</p> <p>Summative: Completed Title I-A Parental Involvement Compliance Checklist Signed S-P-S Compact Training Session Evaluations</p>				
<p>3) Funds will be allocated to provide payment for mileage occurred while conducting attendance and Parental Involvement responsibilities i.e.; home visits and parental involvement meetings and trainings.</p> <p>Home visits</p> <p>Attendance</p> <p>Population: Parents & Students</p> <p>Timeline: Aug. 20, 2018 - May 30, 2019 as needed</p>		<p>Parent Liaison Principal Assistant Principal Dean of Instruction</p>	<p>Formative: Parent meetings Workshop agendas Attendance Survey results will be reviewed at the May 2017 SBDM meeting Home visit logs</p> <p>Summative: Parent participation increase Attendance at state % or higher sign in sheets Title I Parent Survey results</p>				





<p>4) Ensure representation of community and parent involvement in the decision-making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met:</p> <p>Parental Involvement Policy</p> <p>School-Parent-Student Compact</p> <p>District Improvement Plan</p> <p>Population: Parents</p> <p>Timeline: Aug. 20, 2018 - May 30, 2019 as needed</p> <p>Revision of documents-Apr. 2019</p>		<p>Principal Assistant Principal</p>	<p>Formative: Parent Rep. Sign-in Sheets Completed Parental Involvement Policies Campuses S-P-S Compacts Calendars Meeting Agendas Summative: Training Session Evaluations LPAC SBDM Meeting minutes</p>				
<p>5) Provide opportunities for students to learn more about the Home Access Center (HAC) to keep parents abreast of students' progress and assist them in monitoring their children's grades.</p> <p>Timeline: Aug. 20, 2018 - May 30, 2019 as needed</p>		<p>Parent Liaison Principal Assistant Principal</p>	<p>Formative: Parent request forms for access to the HAC Summative: Listing of parents with access to HAC throughout the year</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 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
1) Professional development opportunities will be provided to the Southmost Elem. 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. -Identification of at-risk students via state and local criteria -Identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act -Budget and Program Compliance Population: Homeless Students Timeline: Aug. 28, 2017 - June 8, 2018		Teachers Counselors Principal Assistant Principal Dean of Instruction	Formative: Benchmark scores, student progress reports Summative: STAAR scores, Retention rates				
<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 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
<p>1) Instructional Technology is utilized by modeling within the context of instruction in core curriculum areas using a variety of technology equipment (computer labs, laptops, interactive whiteboards, document cameras, projectors, Google Cardboard goggles, iPads, hardware and software, etc.) to support technology TEKS in the classroom, promote critical thinking skills and develop projects that foster creativity, innovation, communication, collaboration, information, fluency, and digital citizenship.</p> <p>Population: TI MI LEP SE AR GT DYS Students</p> <p>Timeline: Daily from Aug. 20, 2018 - May 30, 2019</p> <p>CNA p.9</p>		Principal Dean of instruction Campus lead teachers PK-5th grade teachers C & I specialists Special Ed and Dyslexia teachers	Formative: BISD instructional feedback form Walkthroughs Project Share uploads by CBLT Summative: STAAR				
Funding Sources: 162 State Compensatory - 17917.00							

<p>2) Teachers will participate in a minimum of 12 hours of technology professional development annually to better prepare and assist teachers with the integration of technology into the subject areas.</p> <p>Population: TI MI LEP SE AR GT DYS Students</p> <p>Teachers</p> <p>Timeline: Monthly from Aug. 20, 2018 - May 30, 2019</p>		Principal Dean of Instruction Teachers	Formative: Sign-In Sheets Agendas PDS Transcript Summative: STAR Chart PDS Transcripts				
<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 1: Increase Southmost attendance rate to 98% with a target of 97.5% and improve At-Risk Student Attendance Rate by 10% over prior year attendance.

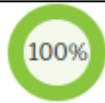
Evaluation Data Source(s) 1: Campus attendance rates, At-Risk Student Attendance.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) As per BISD policy, Southmost Elementary will implement remediation instructional strategies during their daily instruction, small group instruction, after school tutorials and Saturday academies in Reading, Math, and Science for 3rd-5th grade students in order to decrease the retention rate and improve student achievement Index I and increase Meets and Masters performance standards on STAAR assessments to meet indexes 2-4.</p> <p>Teachers will utilize general supplies, media center booklets, district-adopted curriculum, books, novels and other resources as needed.</p> <p>Population: AR, TI, MI, LEP Students</p> <p>Timeline: After school tutorials from Oct. 2018 - April/May 2019</p> <p>CNA p.3</p>		<p>Campus Principal Dean of Instruction Classroom teachers Administrator for State Compensatory Education (SCE)</p>	<p>Formative: tutorial lesson plans, tutorial attendance report, tutorial master schedule, students progress reports, and benchmark scores</p> <p>Summative: STAAR and the retention rate</p>				
<p>Funding Sources: 162 State Compensatory - 2200.00</p>							

<p>2) 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, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate.</p> <p>Population: AR, TI, LEP, MI Students</p> <p>Timeline: Aug. 2018 - May 2019 as needed</p>		<p>Principal Assistant Principal Counselor Nurse Parent Liaison</p>	<p>Formative: Pantry and Closet Inventory Pantry and Closet Distribution Log</p> <p>Summative: STAAR, Attendance Rate, and the Retention Rate</p>				
<p>3) Ensure that the campus has a process in place to identify homeless students in order receive the full protections of the McKinney-Vento Act. Including the help they need to enroll, attend, and succeed in school.</p> <p>Population: AR, Homeless, and unaccompanied youth</p> <p>Timeline: Weekly from Aug. 20, 2018 - May 30, 2019</p>		<p>Campus Principal Assistant Principal Dean of Instruction Teacher Data Entry Clerk</p>	<p>Formative: Listing of identified Homeless students, District letter on file in PRC, Homeless coding</p> <p>Summative: STAAR, Attendance Rate, Retention Rate</p>				
<p>4) Monitoring and maintaining of the district attendance rate goals, including parent truancy notices and community outreach to address procedures, roles, and responsibilities on a daily basis.</p> <p>Population: All student groups</p> <p>Timeline: Daily from Aug. 20, 2018 - May 30, 2019</p>		<p>Parent Liaison Teachers Administration</p>	<p>Formative: PEIMS Reports Parent Truancy Court Notice Letters</p> <p>Summative: Campus Attendance Percentage Rate Reports</p>				

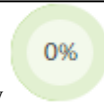
<p>5) Provide incentives to students with perfect attendance at the end of each six weeks period, at the middle of year and end of the year to improve student learning and increase the attendance rate at the campus.</p> <p>Population: All student groups</p> <p>Timeline: End of six weeks from Aug. 28, 2017 - June 8, 2018</p> <p>CNA p. 3</p>		<p>Counselors Teachers Principal Assistant Principal Dean of Instruction</p>	<p>Formative: Attendance Reports Parent Invitations to Award Ceremonies, EOY Perfect Attendance Certificates and Trophies, MOY and EOY Perfect Attendance Party, Parent Truancy court Notice Letters, No Credit process, and Student Attendance Plan</p> <p>Summative: Campus Attendance Percentage Rate</p>				
<p>Funding Sources: 199 Local funds - 900.00</p>							



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

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

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Instructional/Supplemental Resources and research-based targeted interventions are utilized to ensure all Southmost students are prepared to meet the demands of standardized assessments (local, state, and national).</p> <p>HMH practice books supported by district curriculum. Media Center Resources: Esperanza LEI & II workbooks, SIOP activities Target Reading and 6+1 writing traits copies STAAR resource materials District approved software Living with Science/EduSmart STEMscopes Tango Central/Tango Trends 6 + 1 Traits Bilingual resources Early childhood resources & CIRCLE Fry Word (K-3rd) word recognition lists Fluency passages RtI 3 Tier Model TLI strategies Special Education Resources: SRA Reading, Unique Learning Units of Study</p> <p>Population: All student groups</p> <p>Timeline: Aug. 2018 - May 2019</p> <p>CNA p.4</p>		<p>PK-5th grade teachers Special Ed. teachers Dyslexia teacher Bilingual teachers Administration</p>	<p>Formative: BISD developed assessments Instructional feedback forms Weekly test 6 weeks Unit tests 6 weeks mid and end checkpoints Campus Mini Marks District Benchmarks</p> <p>Summative: TPRI and TEJAS LEE TELPAS STAAR</p>				
<p>Problem Statements: Demographics 1 Funding Sources: 211 Title I-A - 1040.00</p>							

<p>2) Response to Intervention (RtI) annual training on the RtI 3 Model for campus staff and tri-weekly meetings with RtI Core team to monitor student academic progress and support teaching personnel with all documentation required for early intervention success. Additional learning time to meet standards and additional assistance that is tailored to each child.</p> <p>Population: General Ed. Teachers</p> <p>Timeline: Annual RTI training - Aug. 2018; Review meetings every 6 weeks from Sep. 2018 - May 2019</p> <p>CNA p.4</p>		<p>Principal Dean of Instruction Campus lead teachers PK-5th grade teachers C & I specialists Special Ed and Dyslexia teachers</p>	<p>Formative: BISD instructional feedback form Walkthroughs PDS session evaluations RtI core Team meetings Tango progress monitoring</p> <p>Summative: PDS evaluations, transcripts and feedback</p>				
<p>Problem Statements: Demographics 1</p>							
<p>3) The Dean of Instruction will ensure that teachers receive staff development to enhance the instructional program and provide teacher support to positively impact at-risk student achievement, attendance, and decrease the retention/dropout rates.</p> <p>Timeline: Aug. 20, 2018 - May 30, 2019</p>		<p>Campus Principal Administrator for SCE</p>	<p>Formative: Classroom observations, PDS Session Evaluation Report, PDS Session Attendance Report, student progress reports, benchmark scores lesson plans</p> <p>Summative: STAAR and Attendance/Retention Rates</p>				

<p>4) Provide a complete comprehensive dyslexia program for identified students to ensure effective and timely assistance and meet their academic needs by implementing individualized accommodation plans.</p> <p>A Dyslexia teacher will monitor the academic progress, attendance and provide support services for students, staff, and parents.</p> <p>Dyslexia lab services will be provided for identified students as determined through evaluation. Instructional approaches will include explicit, individualized, and multisensory instruction in small group setting to enhance students' ability to comprehend and decode to make the language meaningful in reading.</p> <p>Population: AR, DYS Students</p> <p>Timeline: As noted on students' IAP from Aug. 20, 2018 - May 30, 2019</p>		<p>Principal Assistant Principal Dean of Instruction Administrator for SCE</p>	<p>Formative: Observations Lesson Plans Sign-in sheets Agendas</p> <p>Summative: STAAR TPRI/Tejas LEE, TELPAS Aprenda/Stanford 10 PBMAS AMAOS</p>				
<p>5) Provide computer-based instruction in the foundation curriculum and adaptive-assisted devices in order to improve at-risk student achievement, attendance and decrease the retention rate.</p> <p>*Sustainability</p> <p>Population: AR, TI, MI, LEP Students</p> <p>Timeline: Aug. 20, 2018 - May 30, 2019 as noted on campus lab schedule for K-5th</p>		<p>Principal Assistant Principal Dean of Instruction Administrator for SCE Administrator for Special Programs</p>	<p>Formative: eschool Plus Master Schedule, Computer Lab Schedule, lesson plans, classroom observations, benchmark scores, student progress reports</p> <p>Summative: STAAR</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Performance Objective 2 Problem Statements:

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

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

Performance Objective 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>1) Federal Programs will fund campus nurse and paraprofessionals to supplement allotted campus positions so that the needs of low performing students may be met through individualized and small group instruction. Campus nurse at 40% to assist with the execution of the health program aimed at monitoring and assisting low-performing students at Southmost Elementary to improve overall student health, attendance and performance.</p> <p>Population: All student groups</p> <p>Timeline: Daily from Aug. 20, 2018 - May 30, 2019</p>		<p>TI-A Para-professionals Campus Nurse Principal Assistant Principal</p>	<p>Evidence of Implementation: Personnel Requisitions Student Progress Reports Lesson plans Classroom observations Nurse referrals</p> <p>Evidence of Impact: PK CPALLS test results STAAR/TPRI/Tejas LEE/CPALLS Attendance reports Nurse reports</p>				
<p>2) Promote Physically and Emotional Healthy Students the campus will implement the CATCH (Coordinated Approach to Child Health) program.</p> <p>Population: All student groups</p> <p>Timeline: Aug. 20, 2018 - May 30, 2019</p>		<p>Administration Campus lead teachers PK-5 grade teachers CATCH representatives PE specialist Parent Liaison</p>	<p>Formative: BISD Instructional Feedback Form Parent Meeting Sign-in Sheets Faculty Sign-In Sheets</p> <p>Summative: CATCH Binder Points</p>				

State Compensatory

Budget for Southmost Elementary :

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
162-11-6118-00-131-Y-24-SSI-Y	6118 Extra Duty Stipend - Locally Defined	\$6,809.00
162-11-6118-00-131-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	\$4,490.00
162-11-6118-00-131-Y-30-ASP-Y	6118 Extra Duty Stipend - Locally Defined	\$22,200.00
6100 Subtotal:		\$33,499.00
6300 Supplies and Services		
162-11-6395-62-131-Y-30-TEC-Y	6395 Supplies, DP Operations - Locally Defined	\$4,503.00
162-11-6396-00-131-Y-30-000-Y	6396 Supplies and Materials - Locally Defined	\$2,500.00
162-11-6398-62-131-Y-30-TEC-Y	6398 Computer Supplies/Software - Locally Defined	\$13,414.00
162-11-6399-00-131-Y-30-000-Y	6399 General Supplies	\$5,000.00
162-11-6399-16-131-Y-30-000-Y	6399 General Supplies	\$2,000.00
162-11-6399-62-131-Y-30-000-Y	6399 General Supplies	\$2,000.00
6300 Subtotal:		\$29,417.00

Personnel for Southmost Elementary :

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Brandi Ruelas	Dyslexia Teacher	State Compensatory	1.0
Sonia Fernandez	Pre-Kindergarten Teacher	State Compensatory	0.5
Virginia Guzman	Dean of Instruction	State Compensatory	1.0

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Students, staff and parents completed a end of year needs assessment survey during the month of April of the school year. The campus leadership team met as a committee to discuss the purpose of the committee. The committee reviewed the available survey results students, staff and parents. The CLT then returned to their teams and reviewed the information discussed along with the EOY Assessment Results and Retention data for each grade level. Multiple measure areas were reviewed a a grade leve and strengths and challenges were identified for each measure. Fifth grade STAAR 1st & 2nd Administration results reviewed. STAAR 3rd & 4th Grade results pending from the state.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Site-Based Decision-Making (SBDM) Committee conducted a comprehensive needs assessment (pp. 5-17) 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, and to increase the advanced performance level in all content areas.

Southmost Elementary is located in a low socio-economic area and serves students with diverse strengths and needs. Therefore, we must ensure our teaching methodologies and approaches are able to successfully meet the needs of all our students. Our SBDM continues to evaluate the various strengths and needs and provides recommendations for campus improvement. The committee determined that all academic areas are essential for school improvement. It is our goal to attain and maintain a minimum of 90% mastery across all subject areas. Our campus goals include increasing the percentage of combined commended performance of all students in the areas of reading, mathematics, writing, and science.

2.2: Regular monitoring and revision

Teachers will be included in decisions regarding the use and selection of academic assessments to measure student performance. Teachers will use data obtained from state assessments as well as other instruments, including but not limited to the LION Testing, TERRANOVA, SUPERA, TELPAS, TPRI/Tejas Lee, CIRCLE CPM, OWL Monitoring, previous STAAR scores, REACH test results, and benchmark tests, to make program decisions that directly impact the implementation of new instructional strategies, modify existing strategies and/or discontinue existing strategies to better address student needs as determined by use of these instruments.

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

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

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 Tier II class schedule and/or extended day enrichment courses based on his/her individual needs in the content areas. In addition, Pena Elementary will collaborate with in-district and out of district campuses to expedite the transfer of current RTI plans to continue supporting students experiencing difficulty in a timely manner. An RTI plan will be requested or forwarded for students receiving Tier II and Tier III interventions. Students having Dyslexia characteristics will be screened and RTI documentation will be submitted to District Dyslexia Office for review and approval to proceed with Dyslexia 504 referral.

2.5: Increased learning time and well-rounded education

Southmost Elementary will use the budgeted funds to implement school-wide reform strategies to provide opportunities for all children to meet the State's proficient and advanced levels of academic performance, use effective methods and instructional strategies that are established on scientifically based research that (1) strengthen the core academic program; (2) increase the amount and quality of learning time, including the funding of an after-school extended day program, for students who are At-Risk and in need of continuity in their instructional program to be successful in the succeeding school year; (3) include strategies for meeting the educational needs of historically underserved populations; (4) include strategies to address the needs of all children in school, particularly the needs of low-achieving students, At-Risk, or not meeting the State student academic achievement standards; (5) address how the school will determine if such needs have been met; and (6) are consistent with and are designed to implement the State and local improvements plans.

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

Southmost Elementary offers programs that assist students with remediation strategies in core-area subjects. Identified students are provided support services in Reading/Math/Writing/Science in order to improve their performance and overall success in the state assessment.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Title I, Part A Funds will be used to partially finance strategies to increase parental involvement at the school including the parent workroom and to purchase

special materials used in the parent volunteer program. Parent education will be provided to parents by the campus parent liaison as well as the District's Parental involvement Center.

3.2: Offer flexible number of parent involvement meetings

Parent training on how to help their students be successful at home, learning English, discipline management, and parenting skills will be provided to those par and increasing parental involvement participation. Flexible number of parental involvement meetings will be offered to parents.

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amalia Tovar	Nurse	Health Services	.40
Elsa Castro	Title I-A Pre-K Aide	Pre-K	1.0
Jaime Benitez	Parent Liaison	Parental Involvement	1.0
Nailea Rivas	Title I-A Teacher Aide	Computer Aide	1.0
Sulema Avila	Title I-A Pre-K Aide	Pre-K	1.0

2018-2019 Site Based Decision Making Committee

Committee Role	Name	Position
Administrator	Anabela Almanza	Principal
Meeting Facilitator	Virginia Guzman	Dean
Classroom Teacher	Cristal Suarez	Special Education Teacher
Classroom Teacher	Brenda Ramirez	Classroom Teacher
Parent	Crystal Lopez	Parent
Parent	Laura Guzman	Parent
District-level Professional	Melissa Garza	ELAR Specialist
Community Representative	Abby Rosas	Community Rep.
Business Representative	Cory Brian	Cupcakes by Cory Owner
Business Representative	Fransisco Zapata	Health Insurance
Community Representative	Ramiro Escobedo	Community Rep
Non-classroom Professional	Evaristo Lerma	Assistant Principal
Non-classroom Professional	Elva Lopez	Counselor

Campus Funding Summary

199 Local funds						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	1	4			\$6,000.00	
2	1	2		199-51-63-15-00-131-Y-99-0-00-Y	\$4,500.00	
9	1	5	Awards	199-11-64-98-00-131-Y-11-0-00-Y	\$900.00	
Sub-Total					\$11,400.00	
Budgeted Fund Source Amount					\$18,633.00	
+/- Difference					\$7,233.00	
162 State Compensatory						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
8	1	1	iPads, iPad Covers, and iPad Cart	162-11-6398-62-131-Y-30-TEC-Y	\$13,414.00	
8	1	1	iPads, iPad Covers, and iPad Cart	162-11-6395-62-131-Y-30-TEC-Y	\$4,503.00	
9	1	1	Tutorials		\$2,200.00	
Sub-Total					\$20,117.00	
Budgeted Fund Source Amount					\$62,916.00	
+/- Difference					\$42,799.00	
166 State Special Ed.						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
					\$0.00	
Sub-Total					\$0.00	
Budgeted Fund Source Amount					\$2,030.00	
+/- Difference					\$2,030.00	
211 Title I-A						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	1	1			\$500.00	
1	1	5	Supplies (500 journals, pocket folders)		\$2,600.00	

9	2	1			\$1,040.00
Sub-Total					\$4,140.00
Budgeted Fund Source Amount					\$4,140.00
+/- Difference					\$0
Grand Total					\$35,657.00