

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



Mission Statement

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

Vision

We envision an Vermillion Elementary School which produces responsible and respectful citizens. As a center for innovation, learning and up-to-date technology, Vermillion will be the connecting link between home and community. Vermillion students will realize that learning is a life-long commitment supported by dedicated staff and concerned parents, but only filled to its potential as the learners become responsible for the learning themselves.

Value Statement

Vermillion Elementary School promotes numerous student clubs and organizations. Students are encouraged to participate in extracurricular activities such as U.I.L., Science Fair, Spelling Bee, Art contests, and in the annual Elementary Field Day.

School Namesake: **Vermillion Road Elementary**

School Colors: **Red and Black**

School Mascot: **Red Raider**

School Motto: **Achieve it!! – No Exceptions, No Excuses**

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Academic Achievement	9
School Processes & Programs	11
Perceptions	12
Comprehensive Needs Assessment Data Documentation	14
Goals	17
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).	17
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)	26
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)	27
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)	29
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)	34
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)	38
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)	39
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)	40
State Compensatory	47
Personnel for Vermillion Elementary:	47
Title I Schoolwide Elements	48
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	48
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	48
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	50
Title I Schoolwide Element Personnel	51
Plan Notes	52
2018-2019 Site Based Decision Making Committee	53

Comprehensive Needs Assessment

Demographics

Demographics Summary

Vermillion is committed to supporting the district focus for improved coordination of programs and services for students at risk of dropping out of school. Vermillion is a Title I Schoolwide Program campus and receives State Compensatory Funds (SCE). The attendance rate is 97.7% for all students and 96.42% for At-Risk students. In addition, the retention rate is 4.7% for all students and 4.7% for At-Risk students.

The CIP formative review process was done in conjunction with the SBDM Committee and the budget planning for the current school year. Improvements have been made in the correlation of all campus funds to the goals and objectives of the CIP. Improvements are targeted to correlate and maximize revenue funds to expected CIP goals.

Each SBDM committee member reviews the information and data available with their grade level and/or department and recommends goals, objectivities, and activities as necessary. The SBDM Committee monitors and evaluates the effectiveness of the curriculum in order to ensure campus objectives are met. When appropriate the SBDM Committee jointly identifies new goals based on data and collaboratively designs new activities to be included in the campus improvement plan.

Procedures for Staff Quality, Recruitment and Retention included reviewing with SBDM staff quality, assessing the effect of recruitment and retention strategies on staffing. The following were some data sources reviewed:

- Teacher Certification/Qualification Data
- Paraprofessional and Other staff qualifications
- PDAS and EOY Evaluations

Professional Development Data

Procedures for Family and Community Involvement included reviewing with SBDM the family and community involvement and how they are invested and involved as partners in supporting the school community for the preservation of high expectations and high achievement for all students

The following sources provided valuable data for Family and Community Involvement in regards to the identification of needs:

- Parent Volunteer Information
- Parent Activity Evaluations and Feedback

- Parent and Community Partnership Data
- Parental Survey and Results

Demographics Strengths

Ethnic breakdowns are consistent with the previous year.

At-risk numbers and categories are consistent.

Vermillion Elementary has a strong Hispanic population of students and parents which enrich our learning community through appreciating its customs and culture.

Enrollement, Special Program participation, at-Risk by category are some of the demographics strengths.

Demographic Needs:

1. Coordination of planning for instruction, budgeting expenditures to improve services for AR students and low achieving students.
2. Learning opportunities and supplemental instructional materials to address student achievement data and individual student needs.
3. Attendance for all sub-pops is a need.
 - To improve attendance, we will prosper the importance of school daily attendance to parents. Stating to them that the foundation of one's understanding of education will better prepare all students for College and Career Readiness.
 - To improve attendance, we will conduct home visits on a daily/weekly basis. Students will receive a daily attendance coupon to be put into a daily drawing, a weekly drawing and eventually be considered for the end of the 6 weeks drawing.
 - PFS Migrant students will be provided with supplemental supplies to better improve their attendance.
4. High mobility and low stability and decreasing teacher student ration in PK & 5th grade.
 - To better improve mobility/stability, we will work closely with the community and the district to provide all necessary assets such as Parent Orientation Day to inform parents and community members of daily standard operation procedures and district policy to decrease mobility/stability.
 - To better improve teacher-student ration in 5th grade, daily monitoring of student enrollment will be taken. Once each teacher has more than 25, main office will provide us with a Sub to decrease class size. In PK, teachers will have a paraprofessional to assist with class size.

To better improve mobility/stability, we will work closely with the community and the district to provide all necessary assets such as Parent Orientation Day to inform parents and community members of daily standard operation procedures and district policy to decrease mobility/stability.

- To better improve teacher-student ration in 5th grade, daily monitoring of student enrollment will be taken. Once each teacher has more than 25, main office will provide us with a Sub to decrease class size. In PK, teachers will have a paraprofessional to assist with class size.

Teacher certification and staff quality are strengths as well as TTESS and EOY evaluations.

Family and Community Involvement:

Parent meetings on campus once a week.

District parent meetings once a month.

Cluster parent meeting once a semester.

Parent Activity Evaluations Information

Parent and Community Partnership Data

Parental Survey and Results

HEB READ3- Collaborative partnership with UTRGV.

Texas School Ready- parental involvement professional development.

Student Academic Achievement

Student Academic Achievement Summary

CIP 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.

In 2018, Vermillion Elementary Met Standards on all 4 indexes as well as all Domains. Vermillion received 5 out of 6 Distinctions.

A continued focus of providing engaging activities and building on critical thinking skills for all students with assist is supporting our goal of receiving Distinctions in all 6 areas.

1. The following sources provided valuable data for Student Achievement in regards to the identification of needs:

- TAPR Report
- STAAR Results
- STAAR Summary Report-Group Performance
- TELPAS and AMAO Results
- Eduphoria! Aware
- Tango Trends

Vermillion Elementary teachers meet the needs of all students by differentiating instruction based on need and results. All decisions are data driven which foster rigorous instruction and higher order thinking. Collaborative approaches and best practices are what we do to ensure that we meet the needs of all students.

Student Academic Achievement Strengths

Based upon the STAAR Tests results, as well as other district assessments throughout the school year, the following are areas of strength as identified by the Campus Data Team.

2018 Accountability Report Card

All Grades: **2018 88%**

Domain I: Student Achievement

81% Approaches 49% Meets 22% Masters (51) Vermillion Received a 78
Domain II: School Progress
Part A 85 Part B 88 Best Result 88
Domain III: Part A: Closing the Gaps
Domain Score III 92
Overall Score 87.7

Vermillion received a B as our letter grade.

Student Achievement Needs:

Though Vermillion has had overall improvements, the needs would be to increase the amount of students who Meet, and Master the STAAR Special Education population in all tested areas. Afterschool tutorials will be offered to all students so as to ensure that they r

Summary of Needs:

- Areas of improvement will be addressed with all teachers to implement STAAR interventions and strategies will be reviewed and discussed. In addition, supplemental student and teacher resource books, materials and software will be purchased to practice the rigors of the STAAR test and to support the tutorial program and fully implement remediation strategies in order to decrease retention rate and improve overall student achievement (G1S2,G1S15,G3S2).
- Software will be renewed for classroom use to increase student performance in core academic areas and laptops purchased for the use of interactive and engaging lessons to increase student achievement.

School Processes & Programs

School Processes & Programs Summary

1. The following sources provided valuable data for Curriculum, Instruction and Assessment in regards to the identification of needs:
 - Standards-Based Curriculum Resources and Materials
 - Scope and Sequence and Other Focus Documents
 - Technology
 - Instructional Design and Delivery
 - Collaborative Horizontal and Vertical Alignment
 - Classroom Materials

Vermillion Elementary teachers meet the needs of all students by differentiating instruction based on need and results. All decisions are data driven which foster rigorous instruction and higher order thinking. Collaborative approaches and best practices are what we do to ensure that we meet the needs of all students.

School Processes & Programs Strengths

Consistent monitoring of students progress. Data drives instruction. Collaboration between teachers and administration of desegregating data. Weekly meeting will grade level teachers to review data, assessments, fluency and make changes as needed. Data Wall updated for every major benchmark.

Perceptions

Perceptions Summary

- Procedures for School Culture and Climate included reviewing with SBDM the schools values, beliefs, transitions, and customs that shape our schools personality and climate.

The SBDM Committee includes parents and community members as well as teachers and administrators. The SBDM operates throughout the year in an advisory capacity in addition to the work they do during the Comprehensive Needs Assessment process. This ongoing work includes discussion of culture and climate issues from expectations and values to a safe and disciplined environment for teaching and learning.

- **Procedures for School Context and Organization included reviewing with SBDM the processes, structures, decision-making, and overall leadership of the organization and the impacts they have on teaching and learning.**

The following sources provided valuable data for School Context and Organization in regards to the identification of needs:

- Leadership: Formal and Informal
- Decision-Making Processes
- Schedule for Student Support Services
- Program Support Services, e.g. extracurricular activities.
- Supervision Structure
- Duty Rosters
- School Nurse

Perceptions Strengths

The climate of Vermillion Elementary is that of a safe and welcoming one. The norms, values and expectations that support all students, staff and parents are feeling socially, emotionally and physically safe. Everyone is engaged and respected for who they are. Both students and teachers work together to develop, live and contribute to the shared school vision. All staff members model and nurture attitudes that emphasize the benefits and satisfaction gained from learning. We all contribute to the operations of the school and the care of the physical environment.

Master schedules include mandated 90 min reading block

SBDM meets once every 6 weeks

Counseling on campus to meet individualized student needs

Grade-level meetings every Tuesday to discuss weekly assessment, instruction and performance goals.

Students attend 21st Century community learning Centers at Rivera High school on Saturday's throughout the year.

Formal Leadship

Decision Making processes

Supervision structures

Duty Rosters

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data

- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

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

Performance Objective 1: All Vermillion 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 Results, TPRI and Tejas Lee EOY Results performance reports

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 7</p> <p>1) All teachers will attend STAAR Professional Development in the core content areas to prepare for the rigors of the test and to prepare for the implementation of a comprehensive instructional program. HMH Curriculum-TLI Grant, ELAR/SLAR TEKS- TLI Grant, PK Guidelines: OWL & CIRCLE-TLI Grant, Texas Reading Academies (K-4), RTI CCRS STAAR (3-5) TELPAS Ensenando la Lectura- PK Vocabulary development Fluency & Accuracy Sequencing & Pacing Writing Across the Curriculum Comprehension Strategies Effective Research Bases teaching practices Classroom Management (Review360) Pearson Realize Envision Math Science</p> <p>Population: All students Timeline: August 2018 thru May 2019</p>		<p>Teachers, Assistant Principal, Dean, Bilingual Lead Teachers, C & I Specialists</p>	<p>F: Administrative Walk-throughs, Lesson Plans, Grade Books, student progress reports. S:STAAR/ TELPAS, AMAO 1, 2, & 3, PBMAS, Pre-LAS, LAS</p>				
<p>Funding Sources: 162 State Compensatory - 0.00</p>							
<p>2) Teachers will utilize the district's core curriculum for ELAR, Math, Science, and Social Studies along with other supplemental resources such as Mentoring Minds, STAAR Ready, STAAR Buckledown, STAAR Master, KAMICO, Step up to the TEKS, GPS Math, Forde-Ferrier, Measuring Up, Math Warm-ups, and Region 4 STAAR Resources ,SRA, Empowering Writer's, Software, STAAR Sucess, Lonestar learning, and Dictionaries, and Instructional supplies to better prepare students for the rigors of the STAAR test at the EOY.</p> <p>Population: All students, AR Timeline: August 2018 thru May 2019</p> <p>CNA Pg: 9</p>	<p>2.4</p>	<p>Teachers, Administration, , Administrator for SCE</p>	<p>F: PDS Transcript, Teacher Observations, Lesson Plans, student progress reports, Benchmark scores S: STAAR</p>				
<p>Funding Sources: 211 Title I-A - 15397.00, 199 Local funds - 5072.00</p>							

<p>3) Support balanced literacy program with relevance to cultural/traditions validation and use of leveled readers, guided reading groups, small group instruction, and incorporating the writing workshop.</p> <p>Population: All students Timeline: August 2018 thru May 2019</p>	2.5	Teachers, Administration	Formative: Benchmarks Summative: STAAR/STAAR TEST, TPRI/Tejas Lee scores, NRT Assessments, TELPAS, AMAO 1, 2, & 3, PBMAS,				
<p>4) RTI Tier Model interventions will be provided to support student success: TIER I-120 minutes ELAR core instruction, TIER II- additional 30 minutes a day in small group instruction, and TIER III- additional 30 minutes or individualized small group instruction per day in addition to TIER I and II.</p> <p>**Universal screening, SBRR interventions, documentation of interventions and progress, use of data to identify areas of need, monitor progress of struggling student, adjust instruction/interventions, review student outcome data to evaluate instruction, Review 360, Tango.</p> <p>Population: All students Timeline: September 2018- June 2019</p>		Teachers, RTI Specialist, RTI Coordinator, Dean	TRPI/TL, CPALLS, Benchmark Results, STAAR, TELPAS, AMAOs, PBMAS				
<p>5) Implement an integrated challenging, standards-based inquiry-centered math curriculum in K-5 as demonstrated through Envision so that students will increase their conceptual knowledge at their appropriate grade level.</p> <p>Population: All students Timeline: August 2018- June 2019</p>		Teachers, Special Programs Teachers, Dean, Principal	Student Assessments, Classroom observations, Lesson Plans, Benchmark Results, PDAS, STAAR				
<p>6) Ensure that eligible students receive Title I, Dyslexia, BIL/ESL/GT/504, Migrant, and Special Education services and/or accommodations so that they are successful in meeting academic goals.</p> <p>Population: All students Timeline: August 2018- June 2019</p>		Administration, General Ed, Special Ed Teachers	PEIMS Snapshot Report				

<p>7) Teachers will administer benchmark assessments (Checkpoints) in ELAR, Math & Science in an effort to diagnose and prescribe academic target areas for student improvement.</p> <p>Population: All students</p> <p>Timeline: August 2018- May 2019</p>		<p>Administration, Teachers, Curriculum Specialists</p>	<p>Formative: Benchmarks, CBA's, DBA's, progress monitoring assessments, student progress reports</p> <p>Summative: eschools, Tango-Trends, Eduphoria, STAAR</p>				
<p>8) Special Education teachers will be provided with supplies needed in their classroom to improve overall student achievement.</p> <p>Population: Special Ed</p> <p>Timeline: Fall 2018</p> <p>CNA Pg: 10</p>		<p>Administration, Special Education teachers</p>	<p>Formative: TPRI results, previous STAAR, TELPAS results. Summative: STAAR, TELPAS</p>				
<p>9) Teachers will be provided with ink, card stock, duplicating paper, and general instructional supplies (Reading Material) for students to print out and access for reports and projects. In addition, composition books, chart tablets for anchor charts and the writing process pocket folders will be purchased to support a well balanced literacy program with the implementation of the Writer's Workshop.</p> <p>Population: All students</p> <p>Timeline: August 2018- May 2019</p> <p>CNA Pg: 14</p>		<p>Classroom Teachers, Principal</p>	<p>Formative: Student work, Lesson Plans</p> <p>Summative: STAAR Test, TPRI/Tejas Lee scores, TELPAS, AMAO 1,2,3, & PBMAS</p>	<p>Funding Sources: 162 State Compensatory - 5000.00</p>			
<p>10) Extended Day Program will be offered for all PK-5th grade students and is designed to assist parents with quality enrichment programs for all students. Classified and Certified personnel will provide academic intervention, tutoring, homework assistance, recreation, art, music, and academic activities.</p> <p>Population: All students</p> <p>Timeline: August 21, 2018 to June 2019</p>		<p>Administration, Teachers</p>	<p>Formative: teacher observation, student work, lesson plans, attendance sheets</p> <p>Summative: CPALLS, TPRI/TL, STAAR, TELPAS, AMAOS</p>	<p>Funding Sources: 211 Title I-A - 41544.00</p>			
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

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

Performance Objective 2: Vermillion 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 CPALLS

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) CPALLS assessment will be used to assess PK students in the areas of Reading, Math, Science and Social cognitive development as well as TPRI/Tejas Lee for students in Kinder through 3rd grade. Population: PK Students Timeline: BOY,MOY, EOY	2.5	Teachers, Administration	CPALLS EOY Data TPRI/TL EOY DATA				
2) School will provide activities to ease transition of student from home, to school, such as early registration with tours of the school, and the coordination with Head Start. Population: All students Timeline: August 2018 to May 2019.		Administration, Teachers	Pre-registration Logs, eSchools, Head Start Roster and enrollment.				

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: Vermillion will 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) 3: Regional and state competition participation numbers

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) NUMBER SENSE, ORAL READING, READY WRITING (UIL). UIL supplies will be purchased to assist students prepare for UIL Competition.</p> <p>Population: All students Timeline: October 2018-December 2018</p>		Administration Teachers	Formative: student progress, sign- in sheets Summative: UIL Competition				
<p>2) Elementary students will compete in UIL Music Memory and Art as a means of developing aural listening skills and expose them to art history.</p> <p>Population: Elementary students Timeline: December 2018</p>		UIL Coordinator, Teachers	Lesson Plans, Performance ratings				
<p>3) Elementary students will participate in the Fifth Grade Honor Choir as a means to introduce them to large ensemble performance experiences.</p> <p>Population: Selected 5th grade students Timeline: April 2018</p>		Supervisor of Choral music, music teacher	lesson plans, audience/ student reaction				
<p>4) Elementary visual arts students will participate in the BISD district art competition/exhibition to promote professional growth,.</p> <p>Population: Elementary Visual arts students Timeline: April 2018- May 2018</p>		Elementary Art teacher	lesson plans, performance ratings				

<p>5) Fine arts teachers will attend professional development opportunities that will ensure student success.</p> <p>Population: Elementary music & art teachers Timeline: August 2018- January 2019</p>		<p>Department of Fine Arts, Fine arts teachers</p>	<p>needs assessments, evaluations</p>				
<p>6) Elementary Music teacher will be provided funds for the purchase of an electric guitar and other musical instruments as necessary to further enhance the overall music experience for all students.</p> <p>Population: All students Timeline: October 2018 - June 2019</p>		<p>Elementary Music Teacehr</p>	<p>overall learning experience for all students, lesson plans.</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: 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) 4: PBMAS Report, STAAR/EOC Assessments for Migrant students, Migrant Program participation reports

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) All migrant students will receive grade appropriate school supplies on an as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus 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 Timeline: August 2018- June 2019</p> <p>CNA Pg: 10</p>		Campus Administrators	<p>Formative: NGS Campus Reports</p> <p>Summative: Completed Request for Supplemental Support Form w/ students NGS Number and Parents / Students signature</p>				
<p>2) In order to secure the data needed to accommodate placement into appropriate supplemental instructional opportunities for Pre-K through 5th grade migrant students pre-test and post-test results will be used by teachers and administrators to determine the migrant students performing below grade level.</p> <p>Population: Migrant Students Timeline: September 2018 through May 2019</p> <p>CNA PG: 16</p>		Campus Principals Elementary Teacher	<p>Formative: Pre-Assessment Results Campus Composites</p> <p>Summative: CPALLS , TPRI, Tejas LEE, Aprenda, SAT-10 Post Assessments</p>				

<p>3) Elementary migrant students will have an equal opportunity to attend the school districts summer school programs to ensure promotion if needed: or, to participate in the enrichment migrant summer program.</p> <p>Population: Migrant Students Timeline: Summer 2019</p>		<p>Campus Principals Homeroom Teachers MSC</p>	<p>Formative: Eligibility Lists And Attendance Sheets</p> <p>Summative: Participants Surveys Teacher Surveys End-of- Summer School Programs Documentation</p>				
<p>4) Migrant students 3rd through 5th STAAR results will be reviewed to secure accurate placement into the current State Assessment remediation opportunities during regular school year and summer school.</p> <p>Population: Migrant Students Timeline: BOY</p>		<p>Campus Principals Counselors Core Subject Teachers</p>	<p>Formative: STAARS Remediation Enrollment Lists NGS STAARS Report Benchmark Results</p>				
<p>5) 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 Students Timeline: September 2018 through May 2019</p>		<p>Migrant Funded: Parent Liasion Recruiters DMC MSC Principal Teachers</p>	<p>Academic success for all PK-2nd grade students EOY Promotion Rate</p>				
<p>6) 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: Migrant Students Timeline: Spring 2019</p>		<p>Campus Administration Migrant Funded: Migrant Teachers</p>	<p>Increase on time graduation</p>				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Goal 2: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will ensure equity in availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students. (Board Goal 2)

Performance Objective 1: VERMILLION 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) [SBDM 1.12.18]

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) All staff members at Vermillion Elementary will purposely promote energy savings activities on the campus to support implementation of the district's energy plan. Population: All classrooms and campus facilities. Timeline: August 2018 - June 2019		Campus Administration Custodial staff	Implementation of the district energy savings plan will result in decreased energy usage compared to prior year. Formative: monthly comparison 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 campus. Population: All classrooms and campus facilities. Timeline: August 2018 - June 2019		Campus Administration Custodial staff	Survey results from campuses and departments will indicate prioritization of the renovation plans. Formative: Survey Summative: Evaluation/analysis of survey data.				

= Accomplished

= Continue/Modify

= No Progress

= Discontinue


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

Performance Objective 1: Vermillion Elementary will ensure effective and efficient use of 100% of available budgeted funds to be used to meet the needs of all students. (Board Goal 3) [SBDM added 1.12.18]


Evaluation Data Source(s) 1: Fiscal reports for district, internal and external audit reports and FIRST ratings. [SBDM added 1.12.18]

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The campus will support programs in the effect effective and efficient use of 100% of available budgeted funds based on the needs assessment. Timeline: August 2018 - June 2019		Principal, SBDM committee members	Funding reports will indicate all funds were expended based on prioritized needs. Formative: monthly expenditure reports Summative: End of year reports				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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

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

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

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The school will provide Pan Dulce on Fridays to increase with the campus morale/climate.		Campus Principal	Increased school climate and teacher morale.				

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: Vermillion Elementary will provide the BISD Public Information Office with feature articles, student recognition's, co-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) The campus will promote the history and origins along with current accomplishments weekly through the website and media venues. Population: Vermillion students and staff Timeline: August 2018 - June 2019		PIO Campus Administrations	Weekly news articles will indicate new activities each week.				
2) Vermillion will designate a PIO contact to provided feature articles, current students/parents/staff recognitions, co-/extra curricular activities, and parent/community events. Population: Vermillion students, staff, and parents. Timeline: August 2018 - June 2019		PIO Campus Administration	Regular features				

= Accomplished

= Continue/Modify

= No Progress

= Discontinue

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

Performance Objective 1: Discipline referrals (office referrals, OSS) will decrease by 5%.

Evaluation Data Source(s) 1: Attendance Roster, Professional Development Evaluation, PEIMS Discipline Reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Provide training for administrators and 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. Population: Administrators, New Teachers Timeline: August 2018 through June 2019</p>		<p>Principals Assistant Principals Counselors Professional Development</p>	<p>Agenda Sign-in sheets</p>				
<p>2) Provide professional development based on level of expertise and need in the following areas: Bullying Prevention Violence/conflict resolution Recent drug use trends Resiliency/Developmental Assets Dating Violence Signs of Child Abuse Response to Intervention (RtI) Model for behavior research based interventions to allow staff to recognize and address the issue, as a preventive measure. Population: Administrators, Campus Staff and Faculty Timeline: August 2018 through June 2019</p>		<p>Administrators, Principals, Aps, Counselors, Professional Development, Behavioral Specialists RtI Specialist</p>	<p>Attendance Roster, Professional Development Evaluation, PEIMS Discipline Reports</p>				





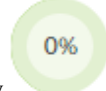

Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

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) Campuses will develop and maintain an Emergency Operations Plan.</p> <p>Plan must be multi-hazard in nature Must be reviewed and updated annually by the campus safety and security committee. The following drills must be practiced accordingly: Lockdown drills (3 times per year), Shelter-in-place, Reverse evacuation, Drop & Cover, Evacuation. In order to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and harm to the environment.</p> <p>Population: Administrators, Campus Staff and Faculty, Guidance and Counseling, Administration, Students and Parents Timeline: August 2018 through June 2019</p>		Administrators, Principals & Assistant Principals, Faculty & Staff, Administration and BISD Police & Security	After Action Reviews, Sign-In Sheets, Evaluations, Audits				

<p>2) Campuses must have an identification security system. All faculty must obtain and display an Identification Card while on school grounds All students must obtain and display an Identification Card while on school grounds Visitors must present an identification at Sign-In and Escorted at all times.</p> <p>Population: Administrators, Campus Staff and Faculty, Guidance and Counseling, Administration, Students and Parents Timeline: August 2018 through June 2019</p>		Administrators, Principals & Assistant Principals, Faculty & Staff, Administration and BISD Police Security	Audits, Evaluation Sheets				
<p>3) Campus based Law Enforcement: Security Officer(s) will be placed and assigned throughout the year at each elementary, middle and high school. In addition, a Police Officer will be stationed at each High School. Campus Officers when possible will address current trends with Students, Parents, Campus Faculty and Staff Gang Awareness Bullying Dating Violence Internet Safety Drug, Alcohol and Tobacco Awareness Gun Safety Teen Community Emergency Response Team (CERT) Truancy Emergency Operations Plan (EOP)-Safety Procedures As a proactive approach to diminish the number of criminal offenses on school grounds and to prevent victimization of students and staff.</p> <p>Population: Administrators, Campus Faculty and Staff, Guidance and Counseling, Administration, Students and parents Timeline: August 2018 - June 2019</p>		Administrators, Principals, Assistant Principals, Counselors, Parental Involvement, BISD Police and Security Services.	Evaluations, Sign-In Sheets, PEIMS Discipline Reports				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>100% = Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>0% = No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

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

Performance Objective 1: There will be a 10% increase of parents involved in campus/district parental involvement activities 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) The Vermillion Elem. Parental Involvement Parent Liaison will: Continue to collaborate with the Parent Trainer for the purpose of educating parents to better assist their children through the educational process and to increase student achievement</p> <p>Population: Parents Timeline: August 2018- June 2019</p>		<p>Parent Liaison Parent Trainer Principal</p>	<p>Formative: District and Campus Benchmark Scores, Parent Trainer Observations, Student Progress Reports Summative: EOY Student Passing Rates,EOY, Assessment Scores, Parent participation, Title I Parental Involvement Compliance Checklist, STAAR Results, Attendance rate, Discipline Referrals</p>				
<p>2) Complete and disseminate a Parental Involvement Policy so as to delineate how parents will be actively involved at the district/campus level with the intention to increase participation.</p> <p>Population: Parents Timeline: September 2018- December 2018 CNA Pg: 16</p>		<p>Principal Parent Liaison</p>	<p>Formative: Campus Parental Involvement Policy Summative: Composite of End of Year survey; Title I Parental Involvement Compliance Checklist, STAAR Results, Attendance rate, Discipline Referrals</p>				
<p>3) Disseminate School-Parent-Student Compacts indicating each group responsibilities to ensure student achievement.</p> <p>Population: Parents, students, school Timeline: September 2018- December 2018 CNA Pg: 16</p>		<p>Principal Parent Liaison</p>	<p>Formative: Agendas Sign-In Sheets Minutes Summative: Composite End of Year Survey; Title I Parental Involvement Compliance Checklist, STAAR Results, Attendance rate, Discipline Referrals</p>				

<p>4) Conduct an Annual Title I Meeting to inform parents of services provided through Title I funds.</p> <p>Population: Parents Timeline: Fall 2018 CNA Pg: 16</p>		Principal, Parent Liaisons	<p>Formative: Survey Results</p> <p>Summative: Composite of survey results; Title I-A Parental Involvement Compliance checklist. Title I Parental Involvement Compliance Checklist, STAAR Results, Attendance rate, Discipline Referrals</p>				
<p>5) Conduct annual Title I Parent Survey to evaluate the effectiveness of Campus Parental Involvement efforts.</p> <p>Population: Parents Timeline: March 1, 2019- April 30, 2019 CNA Pg: 16</p>		Principals Parent Liaisons	<p>Formative: Calendar, agendas, sign-in sheets, minutes, fliers, PI policy, Compact, parent representative list</p> <p>Summative: Composite of meeting minutes; Parental Involvement Compliance checklist. Title I Parental Involvement Compliance Checklist, STAAR Results, Attendance rate, Discipline Referrals</p>				
<p>6) 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: Parental Involvement Policy School-Parent-Student Compact Campus Improvement Plan School Report Card</p> <p>CNA Pg: 16</p>		Campus Administrators Parent Liaison	<p>Formative: Agendas, sign-in sheets, fliers, brochures, handouts, session evaluations.</p> <p>Summative: Parent Participation, Title I Parental Involvement Compliance Checklist, STAAR Results, Attendance rate, Discipline Referrals</p>				
<p>7) Host a Parent Orientation Day to inform parents and community members of daily standard operation procedures and District Policy. Student Code of Conduct Student-Parent-School Compact Parental Involvement Policy Emergency Operation Procedures Volunteer Guidelines and Opportunities</p> <p>Population: All students Timeline: Spring 2019</p>		Principal Parent Liaison	<p>Formative: Agendas, Sign-In sheets MOUs</p> <p>Summative: Increased Partnerships, Title I Parental Involvement Compliance Checklist, STAAR Results, Attendance rate, Discipline Referra</p>				
<p>8) Educate campus administrators and teachers during faculty and grade level meetings as to the academic and non-academic benefits of a strong parent-school partnership.</p>		Teachers Administration	<p>Formative :Emails, newsletters</p> <p>Summative: Composite of EOY survey, Title I Parental Involvement Compliance Checklist, STAAR Results, Attendance rate, Discipline Referrals</p>				

<p>9) Provide ample Parent Education opportunities through parent conferences and parent training sessions at each campus Parent Center to disseminate information, services and/or referrals to agencies that address the needs in the following areas: Early Childhood Reading Strategies Effective teaching strategies Health Education-Families in Training Special Populations (Bilingual, Dyslexia, G.T., Migrant, Special Education) Librarian Presentation & Awareness Building Capacity:</p>		<p>Program Administrators Curriculum and Instruction Specialists Campus Instructional Tech. Teacher Parent Liaisons 21st Century Site Coordinator/Liaisons</p>	<p>Formative: Parent Conference Fliers Sign-In Sheets Conference Agendas Meeting Agendas Conference Evaluations</p> <p>Summative: STAAR, EOC results Composite of evaluation results, Title I Parental Involvement Compliance Checklist, STAAR Results, Attendance rate, Discipline Referrals</p>				
<p>10) Parent liaison will be provided with funds to carry out visits to parents home soliciting their support for their children and the school in order to improve student academic success</p> <p>Population: All students Timeline: August 2018 through June 2019</p> <p>CNA Pg: 16</p>		<p>Principal Parent Liaison</p>	<p>Formative: Sign-in sheets, mileage log, home visit requests.</p> <p>Summative: Increased teacher and student community involvement; contact log, Title I Parental Involvement Compliance Checklist, STAAR Results, Attendance rate, Discipline Referrals</p>				
<p>Funding Sources: 211 Title I-A - 100.00</p>							
<p>11) Parent Liaison will be purchase supplies for the parents to utilize in the schools parent center.</p> <p>Population: All students Timeline: August 2018 through May 2019</p> <p>CNA Pg: 16</p>		<p>Parent Liaison Principal</p>	<p>Formative: Sign-in sheets, inventory supply list Summative: Purchase orders</p>				
<p>Funding Sources: 211 Title I-A - 600.00</p>							
<p>12) Parent Liaison will be purchase Light refreshments for parents when conducting parent meetings</p> <p>Population: all students Timeline: once a week on Wednesdays</p> <p>CNA Pg: 16</p>		<p>Parent Liaison Principal</p>	<p>Formative: Sign-in sheets, agendas Summative: Purchase orders</p>				
<p>Funding Sources: 211 Title I-A - 600.00</p>							


<p>13) Various activities such as HebRead3, ESL Classes, Girl Scouts, weekly parent meetings, bi-weekly parent newsletters, academic dissemination, Pre-K parent-student activities in class, Istation parent portals, Think Through Math parent-student-teacher collaboration assist in promoting a positive relationship amongst parents and the school. Timeline: Ongoing throughout the 2018-2019 school year Population: Parents, students</p>		<p>Parent Liaison Principal</p>	<p>Sign-in sheets, increased teacher-student-parent involvement, STAAR Scores, TELPAS, TPRI/TL, CPALLS</p>				
<p>14) Vermillion Elementary will participate in National School Lunch Week and parents will be invited to have lunch with their child during the school day in the school's cafeteria. Population: all students Timeline: Fall 2019</p>		<p>Principal FNS Cafeteria Manager FNS Cafeteria Clerk</p>	<p>Increased parent-school-student involvement</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

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) Teachers will attend all Professional development the District has to offer. Population: All students Timeline: July 2018-June 2019		Campus Administration	Teacher effectiveness				
2) 4th grade teachers will attend a Writer's Workshop to expand their knowledge of the Writing process to increase our Writing STAAR Scores. Population: 4th grade students Timeline: August 2018		Campus Administration	Increase STAAR Writing scores				
3) At least one grade level representative will attend the content area Maintenance trainings that the Curriculum and Instruction department schedules throughout the school year. Population: All students Timeline: August 2018- June 2019							
							

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

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Parents will have access to the eSchool Home Access Center to check on students academic progress. Population: All parents Timeline: August 2018 through May 2019		Teachers Administration Parent Liaison	F: Application requests S: Parental access, parent conferences				
2) Classroom computer stations and campus Computer Labs will be available for students in PK-5th grade to use as a tool for developing skills in the content areas through instructional software and other internet resource sites.		Principal, Teachers, TST, Lab managers	F: Computer Lab Reports, usage S: STAAR, TELPAS, PBMAS				

= Accomplished

= Continue/Modify

= No Progress

= Discontinue

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

Performance Objective 1: Vermillion will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR by 10%.

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

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, we will implement tutorials and remediation strategies in core area subjects for low-performing students in order to decrease the retention rate and improve student achievement.</p> <p>Population: At-Risk Students Timeline: October 2018- May 2019</p> <p>CNA Pg: 10</p>		Principal, Dean, Assistant Area Superintendent, Administrator for Special Programs, Administrator for SCE	F: eSchool plus generated tutorial schedule, attendance report, tutorial lesson plans, tutorial teacher observations, benchmark scores, and student progress reports. S: STAAR, Retention rate				
Funding Sources: 162 State Compensatory - 45900.00							
<p>2) Identify homeless students and ensure support services are provided to students classified as homeless are done by the following process:</p> <ol style="list-style-type: none"> If students do not have a proof of address or verbally state they do not have a permanent home: Get referred to Homeless Youth Department, and: Are coded as being "Homeless" in PEIMS; A form is then sent form the Homeless Youth Department stating they are homeless, and: The form is placed in the students PRC. <p>Population: Homeless Students Timeline: August 2018 through June 2019</p>		Registrar, Data Entry, Homeless Liaison, Principal	F: Monthly eSchoolPlus At-Risk reports will be generated and the Homeless Youth Project will work with the At-Risk campus contact to ensure support services are provided to students classified as homeless and Student Progress Reports. S: STAAR, Attendance Rate, and Retention Rate				

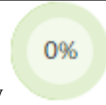
<p>3) The Dean of Instruction will provide research-based professional development opportunities and support for all teachers to assist in closing the gap of At-Risk students.</p> <p>Population: At-Risk Timeline: August 2018 through June 2019 (Daily)</p>		Principal, Administrator for SCE	F: ERO Session Evaluation Report, Walkthroughs, student progress reports, benchmark scores S: STAAR				
<p>4) Supplement the Pre-K Program to provide foundational learning experiences in order to better prepare at-risk students academically.</p> <p>Population: Elementary AR and LEP students who meet the Pre-K criteria Timeline: August 2018 - June 2019 (Daily)</p>		Campus Administration, Administrator for SCE, Administrator for Special Programs	F: eSchoolPLUS Master schedule, teacher lesson plans, classroom observations, benchmark scores, student progress reports, CPALLS (BOY & MOY) S: CPALLS (EOY)				
<p>5) A food pantry and clothes closet will be implemented 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. Population: Elementary AR Students Timeline: August 2018 - June 2019 (As needed)</p>		Campus Administration, Homeless Youth Coordinator, Administrator for State Compensatory Education, Administrator for Special Programs	Formative: Pantry and Clothes Closet Inventory, Pantry and Clothes Closet Distribution Log, Progress Monitoring Assessment Scores, Student Progress Reports Summative: STAAR, Attendance Rate, Retention Rate, Dropout Rate, Graduation Rate, Completion Rate				
<p>6) Ipads/tablets, projector/elmos, and desk top computers and software will be purchased for the use of online web based programs to better serve the needs of students and to close the achievement gap between at risk and non-at risk students.</p> <p>Population: Elementary AR Students Timeline: September 2018 -June 2019 CNA: 20</p>	Funding Sources: 162 State Compensatory - 18000.00						
<p>7) Certified & experienced substitute teacher will assist students with small group interventions based on the data to meet their needs and close the learning gap between at-risk students and non-at risk students, decrease retention rate on STAAR and improve overall student achievement.</p> <p>Population: AR Students Timeline: September 2018- April 2019 CNA: 20</p>		Campus Administration	Formative: web based reports, TANGO reports, data analysis, Missed SEs, Summative: STAAR, Retention rate				Funding Sources: 162 State Compensatory - 5000.00



= 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: Raise attendance rate to 97% by increasing student awareness of career paths (CCRS) and the importance of education.

Evaluation Data Source(s) 2: Weekly review of campus attendance rates

Monitor campus Attendance Management plans as needed by campus visitations by attendance office

Summative Evaluation 2:

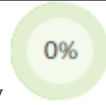
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Implement campus attendance goals that address procedures, roles, responsibilities and a formal written plan for Monitoring / management Included in campus Improvement Plan. Ensure that campus student attendance meets District and State rates so that students meet their full educational potential.</p> <p>Population: Campus Staff Attendance Personnel Timeline: 2018 Fall Semester</p>		Principal Asst. Principals PEIMS Supervisor Attendance Clerks Attendance Liaisons Attendance Office Data Entry Clerk	Weekly review of campus attendance rates Monitor campus Attendance Management plans as needed by campus visitations by attendance office				
<p>2) Recognize and award incentives to students with perfect attendance every six weeks and at the end of the year utilizing the KUMBA tickets. Campus recognition of students for Perfect Attendance Achievement that increase learning performance.</p> <p>Population: PK-5th grade students Timeline: At the end of every 6 weeks</p>		Principal PEIMS Supervisor Data Entry Clerk Student Accounting	Campus Documentation				
<p>3) Attendance goals will be enforced to show that attendance is key to better prepare all students for college and career readiness (CCRS).</p> <p>Population: PK-5th grade students Timeline: Daily</p>		Principal PEIMS Supervisor Data Entry Clerk Student Accounting	Campus documentation				



= 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)

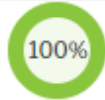
Performance Objective 3: Implement a sustainable coordinated school health system that provides wellness tools and resources which promote the long-term development through student attendance and success of the whole student.

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
1) To promote and ensure physical fitness, students in grade PK-5 will be provided with moderate to vigorous physical activity 3 times a week in physical education for at least 30 minutes a day or a minimum of 135 minutes a week, so that everyone will be in compliance with Senate Bill 530. Population: All students Timeline: August 2018 through June 2019		Administration, PE Teachers	Formative: Classroom observations, PE student attendance, updated district policy Summative: School Health Index, Physical Fitness assessment				
2) Assess student fitness annually in grades 3-5 to improve the health and well being of all students and be in compliance with the requirements of Senate Bill 530. Population: All students Timeline: August 2018 through June 2019		PE teacher, campus administrators, school nurse, CATCH team members	Formative: Updated district policy, classroom observations Summative: TEA required report for Fitness assessment results & student follow-up				
3) Update CIP to include necessary improvements indicated by the School Health Index Assessment Tool in order to comply with legislative updates as they pertain to the Health and Physical education and Senate Bill 892 Population: All students Timeline: August 2018 through June 2019		Dean, Campus CATCH Members	Formative: CIP Review Summative: School Health Index Documentation, CIP				

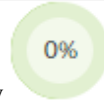
<p>4) Maintain and improve Coordinated Approach to Child Health (CATCH) Teams that implement the Coordinated School Health Program K-5 by developing goals and objectives based on fitness assessment data, academic performance, attendance rates, academic disadvantages and the use of success of any method in order to ensure students are reaching required moderate to vigorous physical activity (MVPA), and any other indicator recommended by the School Health Advisory Council (SHAC) in order to comply with Senate Bill 19 and Senate Bill 892</p> <p>Population: All students Timeline: August 2018 through June 2019</p>		<p>CATCH TEAMS, MEMBERS, CHAMPIONS, SHAC</p>	<p>Implementation documentation, lesson plans, fitness assessment observation, student grades, attendance rates, SHAC Recommendations, CATCH activities, CATCH visitation reports, School Health Index</p>				
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= Accomplished



= Continue/Modify



= No Progress



= Discontinue

State Compensatory

Personnel for Vermillion Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Flores, Patricia	PK Teacher	PRE-KINDER	.5
Quezada, Martha	PK Teacher	PRE-KINDER	.5
Quezada, Nora	PK Teacher	PRE-KINDER	.5
Saldana, Cynthia	Dean of Instruction	SCE	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 (pg. 20-29) (I) 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 I, the committee decided to concentrate on improving the passing rate of all students and student groups including, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on state assessments. The goal is to have 50 percent of all students and all student groups passing all parts of state mandated assessments for the 2014-2015 and to increase the Advanced Level III in all content areas. G1/S1-18

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The school will coordinate and integrate federal, state, and local programs and services to maximize the effectiveness of these resources. Several of the strategies being implemented are jointly funded with Special Services and Title I Funds, e.g., after school tutorial programs. Professional Development activities are also paid for from Title I, Parts A and C, and Local Funds. Title I Funds along with 199, 162, 163, 166, 211, 212, 255, 263 funds are used to purchase supplemental instructional materials, media, and library resources used to improve and enhance the overall instructional program.

In addition to those described above, ***Migrant Funds*** are used to identify and recruit children of migratory workers for supplemental services designed to reduce the educational disruptions and other problems that result from repeated moves. Migrant (PFS) students' program of instruction will consist of core instruction in the general education classroom. They will be provided with tier 2 interventions and migrant services that will be based on service priority. The migrant PFS Students will receive additional supplemental instruction and/or services. Extended day educational opportunities (Tutorials) will also be provided for migrant students to increase their probability of academic success. The district will also provide Migrant Summer School Program called Project Smart for migrant students K-5th . G8S1-10

Bilingual Funds are used to provide supplemental services to help ensure that children who are limited English proficient attain English language proficiency and develop high levels of academic attainment. Campus strategies for the Bilingual program are that all LEP students will be provided with an intensive program to develop proficiency in the comprehension, listening, speaking, reading, and writing of the English language. ***Teachers will incorporate the ELPS instruction in all content areas as per TEA. The campus will use state-adopted instructional materials in the bilingual education program. In 3rd grade, because of failure to meet AMAO 1 Progress, parents will be notified in writing. Intensive interventions will be provided for these students due to failure of meeting progress .***

The campus will also continue to provide the state mandated ***State Compensatory Education Program*** through campus as well as District funded initiatives. We have the 3 tier approach. At-risk interventions at our campus include counselors meeting with students in order to fully develop their academic, career,

personal and social abilities, tutorials are provided when they are not meeting content performance expectations; supplemental resources such as Software, Mentoring Minds, STAAR Ready, STAAR Buckledown, STAAR Master, Kamico, and Step up to TEKS; at risk students with four to nine unexcused absences are visited by the school attendance liaisons, they are also called on a daily basis when they are absent to find out the reason why; and the Homeless youth project provides academic, medical, legal, and financial support if they are identified as homeless in order to maximize instruction . G1S2, G3S2

Special education funding provides supplemental services to eligible students as per Individuals with Disabilities Education Act (IDEA) identification requirements. In order to ensure a free and appropriate public education (FAPE) in a least restrictive environment (LRE), children who qualify for special education must receive services in accordance with a properly developed Individualized Education Program (IEP) as per federal and state special education guidelines. In addition, all Admission, Review, and Dismissal (ARD) committees will adhere to the policies and procedures outlined by the Texas Education Agency (TEA) in the ARD Committee Decision-Making Process for the Texas Assessment Program Manual and A Guide to the Admission, Review and Dismissal Process. Special Education students at Vermillion Elementary are provided with Behavior Intervention (BI) support through self-contained units as well as mainstream support. Other support services that are offered are Resource and Inclusion. In addition to the above, all special education students are provided after school and Saturday tutorials. G5S9

2.2: Regular monitoring and revision

The school will provide access to high-quality ongoing professional development throughout the school year for all staff including teachers, principals, and paraprofessionals. Professional development activities will be geared to individual teachers' specialties, along with any other identified needs as determined through the staff, student and parent needs assessment surveys, administration classroom observations and evaluations, and/or district identified needs. Professional development will be conducted both at the school and the education service center as well as district conferences and workshops which will be intensive and sustained. All teachers and paraprofessionals will meet state and federal guidelines for certification. All teachers will receive professional development based on identified needs for the campus or individual. Professional development activities will include: subject/grade level training; behavior management; technology integration; disaggregation of test scores; harassment/ bullying prevention; emergency procedures; CPI; BIL/ESL; and instructional strategies for special populations with use of state adopted textbooks/materials and resources. G1S7, G1S9

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

All newsletters and flyers sent home are available in both English and Spanish for our Vermillion parents. Teachers use apps such as Class Dojo, Remind and Whatsapp to further communicate with parents on the daily.

2.4: Opportunities for all children to meet State standards

To accomplish these objectives, the staff will use the budgeted funds to implement school-wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of academic performance, use effective methods 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 tutorial/ summer school/ enrichment program, for students who are At-Risk and in need of continuity in their instructional program to be successful in the succeeding school year; (3) include strategies for meeting the educational needs of historically 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. G1S2, G1S7, G3S1, G3S3

2.5: Increased learning time and well-rounded education

All students will have multiple opportunities for increased learning time through targeted tutorials and extended day. Various extra curricular and co-curricular activities will be provided so that students have the opportunity to be successful in the academic area as well as the non-academic area thus providing a well rounded education for all.

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

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

Students experiencing difficulty in mastering the TEKS will be provided effective, timely additional assistance such as Tutorials, and pull outs with Support Staff during the instructional day. All teachers will closely monitor all students' performance based on daily exercises and periodic tests. Students not mastering the objectives will be provided additional assistance in the after school tutorial program and/or enrichment courses based on his/her individual needs. Pull out assistance programs will be implemented throughout the year. G3S1

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. 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. G7S1-15

3.2: Offer flexible number of parent involvement meetings

The Parent Liaison will conduct Weekly Parent meetings so that parents have the opportunity to be informed on various topics.

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alegria, Venancia	Title 1-A PK Aide	FEDERAL PROGRAMS	1.0
Araiza, Judith	3yo Aide	FEDERAL PROGRAMS	1.0
Castillo, Maria V	Dyslexia Aide	FEDERAL PROGRAMS	1.0
Castro, Janet	3yo Aide	FEDERAL PROGRAMS	1.0
Culver, Alma	Title 1-A PK Aide	FEDERAL PROGRAMS	1.0
De la Huerta, Josefa	211 Computer Aide	Federal Programs	1.0
Deven, Esmeraldo	NURSE	NURSE	.40
Jenks, Diana	Title 1-A PK Aide	FEDERAL PROGRAMS	1.0
Romo, Maribel	Parent Liaison	FEDERAL PROGRAMS	1.0
Rubalcava, Minerva	211 AIDE	FEDERAL PROGRAMS	1.0
Vargas, Imelda	Library Aide	FEDERAL PROGRAMS	1.0

Plan Notes

TABLES CAN GO HERE. DATA CAN GO HERE.

2018-2019 Site Based Decision Making Committee

Committee Role	Name	Position
Dean	Cynthia Saldana	Dean
Classroom Teacher	Maria Zavala	PK Teacher
Classroom Teacher	Ana Pomar	Kinder Teacher
Classroom Teacher	Margarita Flores	1st grade Teacher
Classroom Teacher	Elsa Valerio	2nd Grade Teacher
Classroom Teacher	Eulalia Garcia	3rd Grade Teacher
Classroom Teacher	Azyade Iglesias	4th Grade Teacher
Classroom Teacher	Jaime Solis	5th Grade Teacher
Non-classroom Professional	Maricela Mejia	Librarian
Community Representative	Emilia Guerra	PUB HR Administrator
Administrator	Socorro Houghtaling	Principal
Non-classroom Professional	Rico Machietto	Coach
Classroom Teacher	Rachel Guerrero	Special Ed Teacher
District-level Professional	Julie Salinas	504 Administrator
Business Representative	Ronald Humphreys	Real Estate
Community Representative	Alex Aviles	CHICK-FIL-A
Parent	Sayri Hernandez	Parent
Parent	Cecilia Trevino	Parent
Business Representative	Dean Owens	KornerMarket Owner

Campus Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$5,072.00
Sub-Total					\$5,072.00
Budgeted Fund Source Amount					\$5,072.00
+/- Difference					\$0
162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	9			\$5,000.00
9	1	1			\$45,900.00
9	1	6			\$18,000.00
9	1	7			\$5,000.00
Sub-Total					\$73,900.00
Budgeted Fund Source Amount					\$73,900.00
+/- Difference					\$0
163 State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$10.00
166 State Special Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00

Budgeted Fund Source Amount					\$10.00
+/- Difference					\$10.00
211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$15,397.00
1	1	10			\$41,544.00
6	1	10			\$100.00
6	1	11			\$600.00
6	1	12			\$600.00
Sub-Total					\$58,241.00
Budgeted Fund Source Amount					\$58,241.00
+/- Difference					\$0
212 Title I-C (Migrant)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$10.00
263 Title III-A Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$10.00
Grand Total					\$137,213.00