

Brownsville Independent School District
Victoria Heights Elementary
2018-2019 Campus Improvement Plan



Mission Statement

Victoria Heights recognizes the great importance of parental support, professional development for our staff, and an aligned instructional program that will give our students a fair chance at attending the University of their choice. We also strongly believe that it is our role to provide each student with the tools necessary to succeed.

Vision

VICTORIA HEIGHTS ELEMENTARY WILL GAIN COMMUNITY SUPPORT AND WILL BE ONE OF THE TOP SCHOOLS IN THE DISTRICT.

The school will focus on the following:

High expectation for all – no excuses.

One hundred percent commitment and participation from teachers, staff, students, and parents in the plan to achieve instructional excellence.

A good climate that is conducive to learning and where all staff members feel that their work and commitment is valued and appreciated.

Staff development that will enhance the implementation of aligned strategies in the different subject areas and throughout grade levels in order to help them achieve the expected level of instruction.

Parental involvement programs including ESL classes.

State of the art technology.

A campus beautification plan to motivate our students, by giving them a feeling of pride and a desire to be the best.

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Comprehensive Needs Assessment

Needs Assessment Overview

Victoria Heights Elementary is Title 1, Part A School-wide campus and is located at 2801 East 13th Street in Brownsville, Texas and is one of thirty-seven (37) elementary schools in the Brownsville Independent School District. The campus was constructed in 1921-22a six-room building. The School in the Victoria Addition soon became known as the Victoria Ward School. Victoria Heights is the area in Brownsville in which the school is located.

The student population at Victoria Heights Elementary is 344 and serves students in grades EE through 5th. According to the School's current PEIMS Student Data Campus Profile, 99.14 % of the student population is Hispanic, 97.99% are Economically Disadvantaged, 7.18% are Homeless, 82.76% are At-Risk, 0.29% are Migrant, 59.48% are Bilingual, 60.63% are English Language Learners, 6.90% are Gifted & Talented, 2.30% are Dyslexic, and 10.06% are Special Education Students. Many of our students are first generation Mexican immigrants and most of the students speak both English and Spanish, with Spanish being their dominant language. In addition, several of our students come from homes which participate in state and federal assistance programs such as food stamps, welfare, the Women, Infant, Children (WIC) nutrition program, and subsidized housing and medical assistance.

The students of Victoria Heights Elementary are recipients of a well-balanced curriculum. Services are offered in every academic core subject area, as well as in Music Education, Special Education, Physical Education, Gifted and Talented, Guidance and Counseling, and Migrant Education.

All students are required to meet the passing standard of the four assessments which comprise the State of Texas Assessments of Academic Readiness (STAAR). The Brownsville Independent School District's Assessment, Research, and Evaluation Department's June 13, 2018 STAAR Preliminary Report for 3rd, 4th, and 5th grade percent passing scores are as follows:

- 3rd Grade Reading 69%
- 3rd Grade Math 82%
- 4th Grade Reading 69%
- 4th Grade Math 93%
- 4th Grade Writing 69%
- 5th Grade Reading 90%

- 5th Grade Math 90%
- 5th Grade Science 83%
- Grades 3rd – 5th All Subjects Tested: 81%
- Grades 3rd – 5th Reading 76%
- Grades 3rd – 5th Math 88%

The current staff at Victoria Heights Elementary is comprised of 18 classroom teachers, 9 instructional paraprofessionals, 1 physical education coach, 2 special education teachers, 1 itinerant speech/language pathologist, 1 counselor, 1 itinerant music teacher, 1 itinerant dyslexia teacher, 1 itinerant librarian, 1 campus parent liaison, 1 Licensed Vocational Nurse, 2 administrative secretaries, 1 security officer, 5 food and nutrition employees, 2 custodians, and 3 campus administrators. The ethnicity of the School's faculty and staff is primarily 99% Hispanic and is comprised of 48 employees of which 19% are males and 81% are females.

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

1. Two half day (morning and afternoon session) Pre-kindergarten Program for three (3) year children.
 2. Live Broadcast each morning of the School's Alma Mater Song to promote student pride in their school: *Stand Up Victoria Heights*
 3. Students and teachers are reminded during the morning announcements of the School Mottos to promote student and teacher pride and high academic expectations.
3. Fundraisers to raise monies for Student Motivation
1. Honor Roll and Perfect Attendance Student Ceremonies to acknowledge students that meet these goals every six weeks. Parents are invited to attend their child's ceremony.
 2. Accelerated Reader Six Weeks Celebrations for students meeting the 85% Proficiency Assessment Goal. Top readers participate in board game activities in the school library and in a limousine ride at the end of the school year.
 3. Parents are invited to meet each six weeks with their child's teacher during the Parent-Teacher Academic Conference Day to discuss their child's academic progress.
 4. Campus/College Spirit shirt to impact student-teacher motivation and to promote the importance of a college education to the students.
 5. End of Year Student Awards Assemblies. Parents are invited to attend these assembly celebrations.

Victoria Elementary School promotes numerous student clubs and organizations. Teachers are encouraged to sponsor and students are encouraged to participate in extracurricular activities such as U.I.L., Spelling Bee, Science Fair, Ballroom Dancing, After-School Tutorial Program, Extended Day

Enrichment Program, Accelerated Reader, Chess, and in the school's Dance Team.

School Namesake: **Victoria Heights Elementary**

School Colors: **Red and White**

School Mascot: **Tigers**

School Song: **Stand Up Victoria Heights**

School Mottos: **No Excuses Just Do It**

Failure Is Not an Option

Positive Thinking and Positive Thoughts Leads to Positive Energy, Positive Energy Leads to Positive Results

Annual Campus Performance Objectives: The Victoria Heights Elementary School faculty and staff are committed to the following objectives:

- **Performance Objective 1.1:** A minimum of 90% of the students will achieve the Approaches and/or Meets Grade Level Performance on their STAAR Assessment. A minimum of 40% will achieve the Masters Grade Level Performance.
- **Performance Objective 2.1:** A minimum of 90% of our fine arts students will meet the performance standards in all fine arts areas with 90% meeting the Meets Grade Level and/or Masters Grade Level Performance.
- **Performance Objective 3.1:** The School will develop prevention and intervention strategies that increase At-Risk Student achievement on STAAR by 5% and increase the At-Risk Student attendance by 10%.
- **Performance Objective 4.1:** The School will increase and maintain the student overall attendance rate to 97.5%.
- **Performance Objective 5.1:** By the end of the 2017 – 2018 school year, discipline referrals reported to PEIMS will be decreased by 1%.
- **Performance Objective 6.1:** There will be a minimum of 10% increase in parental involvement in campus and District activities during the school year.
- **Performance Objective 7.1:** 90% of Victoria Heights Elementary migrant students will participate in the supplemental and support services as required by the Title 1 Migrant Education Program. Migrant students will meet campus passing standards.
- **Performance Objective 8.1:** All Victoria Heights Elementary students will have access to technology to broaden their understanding of the world's impact and dependability it has on each student.
- **Performance Objective 9.1:** Victoria Heights Elementary facilities will implement energy saving plans, maintain/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 (School Board Goal 2).

- Performance Objective 10.1: Victoria Heights Elementary will ensure effective and efficient use of 100% of available budgeted funds to meet the academic needs of all students (School Board Goal 3).
- Performance Objective 11.1: Victoria Heights Elementary will provide the BISD Public Information Office with featured articles and pictures of student recognitions, co/extra-curricular activities, and parent/community events (School Board Goal 4).

Demographics

Demographics Summary

Victoria Heights is home to 335 students. As reported on the 2016-2017 TAPR the campus employed 21.6 teachers, 4 professional support staff, 3 campus administrators, and 8.5 educational aides for a total staff count of 37.1. The student population includes; Hispanic 99.4%, White 0.6%, Economically Disadvantage 98.5%, English Language Learners (ELLs) 67.2%, At-Risk 82.4%, Migrant 0%, Gifted and Special Education 9.3%. The attendance rate (2016-2017) is 97.2% for all students and 97.7% for at-risk students. Our school's Mobility Rate is 23.3%.

Demographics Strengths

- Highly Qualified Staff
- Availability State Compensatory Funds for At-Risk Students
- Motivated Students
- Community Support

Demographic Needs:

1. Increase Attendance Percentage
2. Increase LEP, At-Risk, SPED, Migrant and Economically disadvantage assessment scores
3. Increase our Reading STAAR Scores
4. Provide migrant students with appropriate school supplies on an as needed basis

Problem Statements Identifying Demographics Needs

Problem Statement 1: Many students in the lower grades are unable to read at grade level. **Root Cause:** The students lack time and support in improving their literacy skills.

Student Academic Achievement

Student Academic Achievement Summary

Primary Grade Level

Grade Levels: K-2

Non-Special Education Rates of Retention: Kinder (7.5%), Grade 1 (29.5%), Grade 2 (23.0%). Reported grade levels are higher than district percentages specifically in 1st grade which has a 17% difference.

Special Education Rates of Retention: Kinder (0%), Grade 1 (25%), and Grade 2 (25%). Reported grade levels are lower than district percentages.

STAAR Summary of 3rd -5th Grades Tested (2017-2018)

A student group that performed less than or equal to the state average in a given STAAR tested content area is identified as a priority.

Reading- 3rd grade All students (67%), At-Risk(60%), Economically Disadvantaged (67%), Hispanic (93%), Female (68%), Male (67%), Gifted and Talented (100%), LEP(52%), Migrant(*%), Special Education (20%)

Math-3rd grade All students (81%), At-Risk(77%), Economically Disadvantaged (81%), Hispanic (85%), Female (76%), Male (85%), Gifted and Talented (100%), LEP(76%), Migrant(*%), Special Education (60%)

Reading-4th All students (74%), At-Risk(67%), Economically Disadvantaged (74%), Hispanic (76%), Female (63%), Male (83%), Gifted and Talented (*%), LEP(58%), Migrant(*), Special Education (*%)

Writing-4th All students (74%), At-Risk(58%), Economically Disadvantaged (72%), Hispanic (72%), Female (74%), Male (69%), Gifted and Talented (*%), LEP(42%), Migrant(*), Special Education (*%)

Math-4th All students (97%), At-Risk(96%), Economically Disadvantaged (97%), Hispanic (97%), Female (94%), Male (100%), Gifted and Talented (*%), LEP(92%), Migrant(*), Special Education (*%)

Reading-5th All students (90%), At-Risk(85%), Economically Disadvantaged (90%), Hispanic (90%), Female (77%), Male (79%), Gifted and Talented (100%), LEP(78%), Migrant(*%), Special Education (60%)

th

Math-5 All students (90%), At-Risk(85%), Economically Disadvantaged (90%), Hispanic (90%), Female (100%), Male (96%), Gifted and Talented (100%), LEP(83%), Migrant(*), Special Education (80%)

Science-5th All students (78%), At-Risk(67%), Economically Disadvantaged (78%), Hispanic (78%), Female (76%), Male (79%), Gifted and Talented (*%), LEP(50%), Migrant(*), Special Education (*%)

The trends identified when all students' performance was compared with all student groups indicate that we need to implement RTI strategies with At-Risk, LEP, Migrant, and Special Education students to close the gap in student performance. Teachers, administrators and librarian analyzed Accelerated Reader reports to make sure that students are encouraged to read and become proficient in their literacy goals. Our data indicates that we need to strive for an increase in advanced level performance in all subject areas and this can be attained through an increased participation in Accelerated Reader program, as well as effective implementation of reading interventions.

Student Academic Achievement Strengths

- Highly Qualified Staff
- Availability State Compensatory Funds for At-Risk Students
- Motivated Students
- Community Support

Student Academic Achievement Needs:

1. Accelerated instruction for students struggling academically
2. Materials and supplies to differentiate and provide accommodations according to student needs to increase GT, LEP, At-Risk,SPED, Migrant, and Economically disadvantaged students' assessment scores
3. Increase fluency and vocabulary for all grade levels
4. Increase our Reading, Writing, Math and Science STAAR Scores
5. Provide teachers with supplemental instructional materials
6. Provide teachers with general supplies such as ink and paper for benchmarks
7. Provide teachers with instructional supplies such as projectors, document cameras, and lamps to integrate technology in the classroom.
8. Provide teachers with Professional Development in the areas of Math, Reading, and Science

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: The current 5th Grade Reading/ELA percentage of students scoring at or above grade level is 90%, but only 60% of our Special Education students met the standard. **Root Cause:** The Special Education students at our campus are at different levels of learning and we only have 1 Special Education teacher to serve them.

Problem Statement 2: Students were frustrated and tired by the time STAAR testing came around. **Root Cause:** There were too many mid six weeks and end points in addition to regular weekly tests which caused students to become frustrated and tired. This in turn, reduces the amount of time that teachers have for instruction.

School Processes & Programs

School Processes & Programs Summary

Curriculum, Instruction, and Assessment are one of most important aspects of the campus. Everyday decisions are made regarding Curriculum, Instruction, and Assessment. Victoria Heights, implements district curriculum initiatives and assessments as required by the state of Texas. Victoria Heights determines all of its instruction according the Texas Essential Knowledge and Skills (TEKS) and prepares students for state assessments. In doing so, Victoria Heights administrators and teachers plan lessons through curriculum alignment. Administrators provide teachers with instructional resources and with the ability to set funds aside for printing booklets from the media center to enrich student learning and help with STAAR scores. Administration also provides for professional development opportunities. Victoria Heights administrators and grade-level lead teachers guide and mentor new teachers. When new curricula are introduced, Victoria Heights allots time for teachers to dissect and explore its contents and plan for instruction. Planning for instruction and intervention is done through vertical and horizontal alignment. Collaboration is encouraged so that teachers learn from one another and become more knowledgeable about all subject areas.

Victoria Heights administration empowers teachers by including them in the hiring committee to make hiring determinations. A record of how applicants interviewed and an evaluation instrument is used to document applicant responses and administrators' and teachers' feedback on the applicants. Teacher performance records are kept by the school principal. Novice teachers are provided a grade-level mentor and an administrative mentor so that they have success in their profession. Most of the faculty and staff has remained at Victoria Heights Elementary due to the positive school climate, close knit family environment, and their commitment to make it the best elementary school in Brownsville.

The School Context and Organization committee reviewed the decision making processes, the supervision structures, the schedules for all programs, lunch, and P.E. along with the forms of communication, both formal and informal that are in place at our campus. We analyzed how the campus leadership affected classroom instruction to ensure that we implement successful teaching strategies for the new school year. We focused on using instructional time more efficiently and using campus personnel more effectively to keep our school safe and have administrative procedures running smoothly.

School Processes & Programs Strengths

- Opportunity to evaluate applicants holistically
- Our campus size keeps teachers from moving
- Teachers are attached to our campus
- Differentiate instruction for students
- Good use of class and special program schedules
- Consistent implementation of district curriculum
- Teacher implement curriculum with fidelity
- Able to change and reorganize systems to accommodate students' needs and scores
- Administrators consistently monitor instruction by visiting classrooms

- Administrative decisions are based on student data

School Processes & Programs Needs:

1. Provide Professional Development that targets specific academic areas: Language Arts, Math, and STAAR
2. Provide substitute teachers for vertical/horizontal professional development and teacher planning
3. Provide paraprofessionals in the classrooms to assist teachers with instruction
4. Maintain a quality PPCD Program for our special needs students
5. Update outdated resources and supplies
6. Increase more comprehension and fluency for our LEP students
7. Provide paper supplies to create teacher materials and resources for students
8. Provide funds for mileage and instructional supplies for Dyslexia teacher
9. Provide materials and training for teachers to utilize TLI strategies in the classroom to improve fluency and comprehension
10. Provide more extracurricular activities for all students: chess clubs, library club, beautification, club, etc.
11. Provide appropriate supervision to maintain student safety
12. We need more two way radios to improve campus communication

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Our campus continues to receive low funding to better meet GT, AT Risk and Bilingual student learning needs. Our students continue to be at a disadvantage in learning materials, supplies and educational tutorials. **Root Cause:** Decreasing budget

Problem Statement 2: Our campus continues to receive low funding to have a full time Librarian. Having a full time Librarian would promote literacy by giving students ample time to check out books, read and test for comprehension and, nonetheless; improving fluency. Our campus does not have an art teacher that help with our students' enrichment programs. **Root Cause:** Decreasing student enrollment and low funding

Perceptions

Perceptions Summary

Victoria Heights Elementary is committed to encouraging parents and community members to be involved in our students' education. At the end of this school year, a parental involvement survey was administered. The parent liaison compiled the data, parental participation attendance reports, and meeting agendas. SBDM committee analyzed the results and reports to make informed and appropriate decisions to improve the needs of the campus for the new school year. Victoria Heights Elementary will increase parental involvement by providing educational opportunities to parents about topics that will help them raise stronger, healthier and smarter children. Business and community member volunteer opportunities are available throughout the school year to ensure that we work as partners in educating our future leaders.

The campus critically analyzes the school culture and climate to ensure that students are being provided with a safe 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. 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.

Perceptions Strengths

- Teachers and Administrators meet on a weekly basis
- High Expectations for all students
- Ability to collaborate
- Teachers are receptive to new teaching techniques and strategies
- Campus enjoys positive relationships with community
- Weekly Education Presentations for all parents
- Parents enjoy campus festivals
- Parents enjoy our Literacy Events
- After school Parent/Teacher Meeting Conferences

Perceptions Needs

1. Implement a behavior/discipline school wide program to decrease discipline referral
2. Increase positive recognition for good behavior

3. Increase positive recognition to increase attendance
4. Purchase more student resources and supplies to increase student attendance
5. Purchase maintenance and general supplies to ensure a safe and welcoming school environment
6. Increase parent involvement at our curriculum meetings
7. Provide funds for parent liaison to do home visits to increase student attendance and invite parents to increase parental attendance in weekly meetings
8. Provide supplies needed in order to run a more effective parental involvement program

Problem Statements Identifying Perceptions Needs

Problem Statement 1: We have very few parents involved in our campus. **Root Cause:** Parents need transportation or they work during the school day.

Problem Statement 2: Students do not understand the concept of bullying. **Root Cause:** There are not enough examples or lessons taught about bullying.

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
- System Safeguards and Texas Accountability Intervention System (TAIS) 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 English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

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

Employee 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

Parent/Community Data

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

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: BISD student performance for all students, all grades, all subjects will exceed 2018 STAAR Approaches Grade Level, Meets Grade Level and and Masters Grade Level performance by 5 percentage points. (Board Goal #1)





Evaluation Data Source(s) 1: STAAR/EOC scores

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Provide instructional support to teachers on the BISD District Frameworks on research-based strategies and best practices, presented and/or addressed through professional development (i.e. adoption of new math and science textbooks and Math TEKS), campus monitoring, walk-throughs, and feedback. Specialist will continue to refine and adjust the district frameworks by conducting data analysis of formative and summative assessments to identify curriculum gaps and employ curriculum writers to develop materials to close those gaps.</p> <p>Population: All Teachers Timeline: August 2018 to June 2019 Through Weekly Grade Level Meetings, Weekly District Trainings, Monthly Faculty Meetings CNA SA: 7</p>	2.4, 2.6	Principal Dean of Instruction Teachers PreK-5 Specialists	<p>* The campus will have a 5% point increase in the number of students who reach Approaches Grade Level and STAAR Masters Grade Level performance in Spring 2018.</p> <p>* 100% of walkthroughs will indicate application of the skills acquired during the professional development</p> <p>Formative Evaluation: Classroom Observations, Specialist Visitations, Lesson Plans, Benchmarks</p> <p>Summative Evaluation: Improvement on Circle PM, TPRI, Tejas Lee, TELPAS, STAAR, PBMAS</p>				
<p>Problem Statements: Demographics 1 Funding Sources: 199 Local funds - 2100.00</p>							

<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>2) Victoria Heights Students will attend scheduled library classes on a weekly basis. They will access current print and non-print materials to improve their reading, research and technology skills. Population: TitleI, Migrant, LEP, Special Education, At-Risk, GT, and Dyslexia Students. Timeline: August 2018 to June 2019 CNA SA: 3</p>	2.4, 2.5, 2.6	Librarian Library Clerk Classroom Teachers Dean of Instruction	Formative Evaluation: Walkthroughs, Student work, Library lesson plans, Circulation Log Summative: AR Participation Reports, Reading Report Card Grades				
Problem Statements: Demographics 1 Funding Sources: 211 Title I-A - 202.00, 199 Local funds - 500.00							
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Utilize research-based instructional resources and targeted interventions to ensure that all students are prepared to meet the demands of standardized assessments (local, state, national) * Supplies and materials * Copy Paper * STAAR resource materials (i.e. STAAR Brite, COACH, Motivational, GPS Math, etc.) * District/Campus approved software * Living with Science/Edu smart * Tango Central/Tango Trends * Review 360 * 6+1 Traits * Bilingual Resources * Special Education Resources: SRA Reading, News to Use, Unique Learning, MECA * Esperanza/LEI & II * Early childhood resources & CIRCLE * RTI 3 Tier Model TLI Routines/Strategies Population: TitleI, Migrant, LEP, Special Education, At-Risk, GT, and Dyslexia Students Timeline: August 2018 to June 2019 On a Daily Basis through Tier Groups and Tutorials CNA SA: 2</p>	2.4, 2.5, 2.6	Principal Teachers PreK-5 Specialists Dean of Instruction	The campus will have a 5% point increase in the number of students who reach Approaches Grade Level and STAAR Masters Grade Level performance in Spring 2018. Formative Evaluations: Classroom Observations, Lesson Plans, Benchmarks, RTT's, Tutorial Lesson plans Summative Evaluations: Improvement on Circle-PM, TPRI, Tejas Lee, TELPAS, STAAR, PBMAS				Funding Sources: 211 Title I-A - 19066.00, 166 State Special Ed. - 537.00, 163 State Bilingual - 572.00, 199 Local funds - 4257.00

<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>4) Federal Programs will fund highly qualified teachers and paraprofessionals to supplement allotted positions so that the needs of low performing students may be met through individualized and small group instruction. Population: Title I, Migrant, LEP, Special Education, At-Risk, GT, and Dyslexia Students Timeline: August 2018 to June 2019 CNA SA: 4</p>	2.4, 2.5, 2.6	Principals TI-A Teachers TI-A Para-Professionals (Pre-K, Kinder, 1st-5th, Dyslexia, Computer, and Library) TI-A Students	5% increase in STAAR scores ERO Session Evaluations Formative Evaluation: Classroom Observations, Lesson Plans Summative Evaluation: T-TESS Evaluation				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>5) Special Programs will fund the following activities and personnel under Title II-A: * Class-size reduction teachers (CSR) * Professional Development * Stipends for teachers in certified areas of need Population: TitleI, Migrant, LEP, Special Education, At-Risk, GT, and Dyslexia Students Timeline: August 2018 to June 2019 CNA SA: 4</p>	2.4, 2.5, 2.6	Principals Specialists Dean of Instruction Teachers Prek-5th	The campus will have a 5% point increase in the number of students who reach Approaches Grade Level and STAAR Masters Grade Level performance in Spring 2018. Decrease number of referrals to Special Education Program by 10% Formative Evaluation: Classroom Observations, Lesson Plans Summative Evaluation: T-TESS Evaluation				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>6) Victoria Heights students will develop critical thinking and multi-tasking skills, creativity, teamwork, and character by participating in UIL contests, non-UIL contests, exhibitions, district/community events, and public performances. Population: TitleI, Migrant, LEP, Special Education, At-Risk, GT, and Dyslexia Students Timeline: August 2018 to June 2019 through practice on a weekly basis CNA SA: 4</p>	2.4, 2.5, 2.6	Fine arts teachers Principal	Formative Evaluation: Classroom Observations during practices, Summative Evaluation: Student Participation Counts and Awards Obtained, Performance rating, attendance audience/student reaction				
Funding Sources: 199 Local funds - 3150.00							

<p>Critical Success Factors CSF 1 CSF 2</p> <p>7) Increase vertically aligned course offerings in grades K-5 and all instructional materials needed to ensure equitable access for all students ensure college readiness.</p> <p>Population: TitleI, Migrant, LEP, Special Education, At-Risk, GT, and Dyslexia Students</p> <p>Timeline: August 2018 to June 2019</p> <p>CNA SA: 4</p>	2.4, 2.5, 2.6	All fine arts teachers and directors	<p>Formative Evaluation: Classroom Observations, Lesson Plans, Benchmarks, RTI's, Tutorial Lesson plans</p> <p>Summative Evaluation: Improvement on Circle-PM, TPRI, Tejas Lee, TELPAS, STAAR, PBMAS</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:


Demographics
Problem Statement 1: Many students in the lower grades are unable to read at grade level. Root Cause 1: The students lack time and support in improving their literacy skills.

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: BISD early childhood performance will increase by 5 percentage points over end-of-year 2018 results.

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

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Federal Programs will fund the following personnel, activities, and educational tools under Title I-A to implement the Three-Year-Old Program (PK-3) in an effort to promote early literacy: * Highly Qualified Teachers and Paraprofessionals * Research-Based Professional Development * Teacher Stipends * Supplies/Materials/ Equipment Population: TitleI, Migrant, LEP, Special Education, At-Risk, GT, and Dyslexia Students Timeline: August 2018 to June 2019 CNA SA: 3		Principals Specialists Dean of Instruction Teachers Prek-5th Paraprofessionals	The campus will have a 5% point increase in the number of students who reach Approaches Grade Level and STAAR Masters Grade Level performance in Spring 2018. Decrease number of referrals to Special Education Program by 10% Formative Evaluation: Classroom Observations, Lesson Plans Summative Evaluation: T-TESS Evaluation				
2) Victoria Heights will acquire Pre-School Program for Children with Disabilities. Highly qualified teacher will follow District Curriculum to teach Pre-School students with disabilities at their functional ability. Population: TitleI, Migrant, LEP, Special Education, At-Risk, GT, and Dyslexia Students Timeline: August 2018 to June 2019 CNA SA: 3		Principal Dean of Instruction	Pre-school children with disabilities will increase their performance rate by 2%. Formative Evaluation: Classroom Observations, Lesson Plans Summative Evaluation: T-TESS Evaluation				
Funding Sources: 166 State Special Ed. - 463.00							
							

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: At Victoria Heights, 80% of migrant students will be on grade level within 2 years and 70% will be at Approaches Grade Level for all STAAR assessments.

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

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>1) Victoria Heights PFS migrant students will receive supplemental support services before other migrant students to ensure that the requirements delineated by NCLB Section 1304(d) are addressed. Population: PFS Migrant Students Timeline: August 2018-May 2019 CNA SA: 2</p>	2.4, 2.5, 2.6, 3.1, 3.2	Campus Administration Teachers Migrant Teacher Dean	<p>Formative: NGS Campus Reports</p> <p>Summative: Complete PFS Monitoring Tool, Increased on-grade level promotion rates</p>				
<p>Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>2) Victoria Heights migrant students will receive grade appropriate school supplies on an as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus extending them the same opportunity for meeting the academic challenges of all students. PFS students will receive supplemental support services before other migrant students. Population: PFS Migrant Students Timeline: August 2018-May 2019 CNA SA: 2</p>	2.4, 2.5, 2.6	Campus Administration Teachers Migrant Teacher	<p>Formative: NGS Campus Reports</p> <p>Summative: Completed Request for Supplemental Support Form, Increased on-grade level promotion rates</p>				

<p>Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>3) In order to secure the data needed to accommodate placement into appropriate supplemental instructional opportunities for Pre-K - 5th grade migrant students pre-test and post test results will be used by teachers and administrators to identify the migrant students performing below grade level. NOTE: At sites being served by a migrant teacher, teacher will provide additional supplemental opportunities and ensure participation. Population: Migrant Students Timeline: August 2018-May 2019 monitored twice every Six Weeks CNA SA: 1</p>	2.4, 2.5, 2.6, 3.2	Campus Administration Teachers Migrant Teacher	Formative: Pre-Assessment Results, Campus Composites Summative: Circle-PM , TPRI, Tejas LEE Post Assessments, STAAR, TELPAS				
<p>Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>4) Parents of migrant PK, Kinder, 1st and 2nd grades students will be provided with awareness sessions in order to illustrate how to academically support their children more effectively. Population: Migrant Parents Timeline: August 2018-May 2019 CNA SA: 3</p>	2.4, 2.5, 2.6, 3.2	Principal Parent Liaison Teachers	Formative: Agendas, Sign-In Sheets, Minutes Summative: Migrant Program Compliance Checklist, Program Evaluations, Parent surveys				
<p>Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>5) The academic progress of 1st grade students will be monitored to ensure success grade level completion and ultimately secure promotion to 2nd grade. NOTE: At sites being served by a migrant teacher, teacher will provide additional monitoring support and ensure participation into supplemental opportunities. Population: PFS Migrant Students Timeline: August 2018-May 2019 monitored twice every Six Weeks CNA SA: 3</p>	2.4, 2.5, 2.6, 3.2	Principal Parent Liaison Teachers	Formative: Agendas, Sign-In Sheets, Minutes Summative: Migrant Program Compliance Checklist, Program Evaluations, Parent surveys				

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>6) Victoria Heights Elementary migrant students will have an equal opportunity to attend the school district's summer school programs to ensure promotion if needed or to participate in the enrichment migrant summer program. The migrant students will be provided with additional supplemental support by the respective campus in order to address academic, attendance needs and promote positive social engagement. Population: PFS Migrant Students Timeline: June -July 2019 CNA SA: 1</p>	<p>2.4, 2.5, 2.6, 3.2</p>	<p>Campus Administration Teachers Migrant Teacher</p>	<p>Formative: Pre-Assessment Results, Campus Composites, Three Week Progress Reports</p> <p>Summative: Six Week Report Cards TPRI, Tejas LEE, STAAR, TELPAS</p>				
<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>7) Extended Day tutorial session may be held for migrant students at elementary campuses where there is a documented need for supplemental academic support in the core subjects in order to ensure that migrant students have the same opportunity to meet academic challenges as non-migrant students. NOTE: At sites being served by a migrant teacher, teacher will provide and ensure participation into supplemental opportunities. Population: Migrant Students Timeline: August 2018- May 2019 at least twice a week CNA SA:1</p>	<p>2.4, 2.5, 2.6, 3.2</p>	<p>Campus Administration Teachers Migrant Teacher</p>	<p>Formative: Three Week Progress Reports, RTI's</p> <p>Summative: Six Week Report Cards TPRI and Tejas LEE Assessments, STAAR, TELPAS</p>				

<p>Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>8) In order to increase awareness of migrant student needs, BISD campus faculty and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students. Population: PFS Migrant Students Timeline: August 2018-May 2019 monitored twice every Six Weeks CNA SA: 1</p>	2.4, 2.5, 2.6, 3.2	Campus Administration Teachers Migrant Teacher	Formative: Student Information Summative: Completed NGS Student Transfer Document				
<p>Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>9) A survey will be used to evaluate the effectiveness of the Migrant Education Program so that pertinent and appropriate adjustments can be made to better serve migrant students. Population: Migrant Students Timeline May 2019 CNA SA: 7</p>	2.4, 2.5, 2.6, 3.2	Campus Administration Teachers Migrant Teacher	Formative: NGS Campus Reports Summative: Complete PFS Monitoring Tool, Surveys				
<p>Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>10) Learning Academy targeting the core areas of Reading, Writing, Math, Social Studies and Science will be held for all PFS students in order to sharpen their skills and prepare them academically for the STAARS assessment. Population: Elementary PFS Migrant Students Timeline: February 20, 2019 CNA SA: 4</p>	2.4, 2.5, 2.6, 3.2	MSC Migrant Counselor Migrant Clerks Migrant Teachers	Formative: PBMAS Report Summative: Increased STAARS Scores for PFS students				





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

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Victoria Heights Elementary will purposely promote energy savings activities on the campus to support implementation of district's energy savings plan. Administration will remind faculty and staff to turn off the lights and technology at the end of the day in order to conserve energy. Population: Victoria Heights Elementary Stakeholders Timeline: August 2018- June 2019 CNA Perceptions pg. 15		Campus Administration Facilities and Maintenance Staff	Plan to be used to move forward with the design and funding of a multi-purpose center. Formative: Committee Agendas and Minutes Summative: Plan of design for use to establish funding				
<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 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)



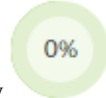

Performance Objective 2: Victoria Heights Elementary will create and implement a systematic approach to the renovation/ upgrade/ improvement of facilities to include prioritizing based on safety and needs of our campus.

Evaluation Data Source(s) 2: Survey results from campuses and departments will indicate prioritization of the renovation plans.

Formative: Survey

Summative: Evaluation/analysis of survey data

Summative Evaluation 2:



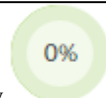

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Victoria Heights will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan. Population: All department and campus facilities Timeline: August - June 2018 Need: Board approved goal priority [SBDM added 1-10-2018] CNA Perceptions pg. 15		District Administration Campus Administration Facilities and maintenance staff	Complete implementation of the district energy savings plan will result in decreased energy usage in our campus as compared to last year. Formative: Monthly comparison of energy usage Summative: Annual comparison of energy usage				
<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 3: Victoria Heights Elementary 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: Victoria Heights 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 campus, 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) Victoria Heights Elementary will support all programs in the effective and efficient use of 100% of available budgeted funds based on needs assessments. Population: Victoria Heights Elementary Stakeholders Timeline: August 2018-June 2019 Need: Board approved goal priority [SBDM added 1-10-2018] CNA SA: 1-7		Campus Administration SBDM committee	Funding reports will indicate all funds were expended based on prioritized needs. Formative: Monthly expenditure reports 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: Victoria Heights Elementary 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: Victoria Heights Elementary will create and provide faculty and staff recognition and activities to improve campus morale/climate and support retention of teachers.

Evaluation Data Source(s) 2: Campus needs assessment surveys, district/campus climate surveys
Teacher Rosters, Needs Assessment Surveys, TAPR Reports

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 6</p> <p>1) Victoria Heights teachers will receive non-monetary incentives such as gifts, certificates, etc. in order to show our appreciation for their contributions to our campus. Population: Victoria Heights Elementary Teachers Timeline: August 2018- June 2019 Need: Equity Plan need and Board approved goal priority [SBDM added 1-10-2018] CNA SA: 4</p>	2.5	School Administration	<p>Formative: Teacher's perceptions based on surveys.</p> <p>Summative: Plan will reflect in better teacher performance.</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							





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

Performance Objective 1: Victoria Heights 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
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Victoria Heights Elementary will promote the history and origins along with current accomplishments of each campus weekly through the website and media venues. Population: Victoria Heights Elementary Stakeholders Timeline: August 2018- June 2019 Need: Decreasing enrollment/ Board approved goal priority [SBDM added 1-10-2018] CNA Perceptions p.15</p>		Public Information Office Campus Administration	<p>Weekly news articles will indicate a new campus each week.</p> <p>Formative: schedule of weekly articles</p> <p>Sumative: listing of all campuses that were presented in weekly articles</p>				
<p>Critical Success Factors CSF 5</p> <p>2) Victoria Heights Elementary will designate a Public Information Office contact to provide features articles, current and prior students/ parents/staff recognitions, co-/extra-curricular activities, and parent/community events. Population: Victoria Heights Elementary Stakeholders Timeline: August 2018- June 2019 Need: Need: Decreasing enrollment/ Board approved goal priority [SBDM added 1-10-2018] CNA Perceptions p.15</p>		Public Information Office Campus Administration	<p>Regular features in media showcasing current accomplishments of faculty, staff, students, and alumni and major events.</p> <p>Formative: Submissions of information for articles and showcases</p> <p>Summative: annual compilation of articles and presentation/showcases</p>				
<p>Problem Statements: School Processes & Programs 1</p>							

<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) Victoria Heights Elementary will update websites at least monthly including showcasing student and community activities.</p> <p>Population: Victoria Heights Elementary Stakeholders Timeline: August 2018- June 2019 Need: Decreasing enrollment/ Board approved goal priority [SBDM added 1-10-2018] CNA Perceptions p. 15</p>		<p>Public Information Office Campus Administration</p>	<p>Victoria Elementary website will be up-to-date on a monthly basis with all compliance postings and showcasing campus activities and successes.</p> <p>Formative: checklist of websites indicating are current</p> <p>Sumative: report at end of year for monthly checklist results</p>				
<p>Problem Statements: Perceptions 1</p>							
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Performance Objective 1 Problem Statements:





<p>School Processes & Programs</p>
<p>Problem Statement 1: Our campus continues to receive low funding to better meet GT, AT Risk and Bilingual student learning needs. Our students continue to be at a disadvantage in learning materials, supplies and educational tutorials. Root Cause 1: Decreasing budget</p>
<p>Perceptions</p>
<p>Problem Statement 1: We have very few parents involved in our campus. Root Cause 1: Parents need transportation or they work during the school day.</p>

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: Victoria Heights Elementary will pursue the District of Innovation Plan for the purpose of adjusting the school calendar to begin earlier in August to support opportunities for more learning time prior to assessments. (Board Goal 4)

Evaluation Data Source(s) 2: Campus and district surveys
EOY STAAR assessments

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Victoria Heights will provide information through various media such as school marquis, school website, school messenger on the District of Innovation Plan. Population: BISD Stakeholders Timeline: August 2018- June 2019 Need: Decreasing enrollment/ Board approved goal CNA Perceptions p.15		Campus Administration Public Information Office	Media coverage/presentations on District of Innovation that results in fewer concerns expressed at public and district meetings. Formative: list of media distribution of information and questions asked at presentations/public venues Summative: passing of DOI by Board and approval of revised district calendar				
<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 5: School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)



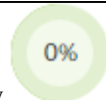

Performance Objective 1: Refine and implement all safety plans across the district to ensure students are safe in the event of a crisis.

Evaluation Data Source(s) 1: Updated safety plan checklist, published district safety plans, Unsafe Schools PEIMS report.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>1) Promote awareness and notification of Student Code of Conduct (SCC) to students, parents, staff & community through campus distribution of SCC, District Web site, and campus presentations to ensure all students are afforded due process and their rights. Population: Parents, Students, Staff, and community Timeline: August 2018 to June 2019 as students are registered on campus CNA Perceptions pg. 15</p>	3.1	Campus Administration Office Personnel	<p>Formative Evaluation: Signed Student Codes of Conduct, Acknowledgement forms</p> <p>Summative Evaluation: Review 360 Forms and Reports</p>				
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>2) Parents will be notified of any discipline referral outlined in the student code of conduct as mandated by policy. Population: TitleI, Migrant, LEP, Special Education, At-Risk, GT, and Dyslexia Students, Parents Timeline: August 2018 to June 2019 as needed on a case by case basis CNA Perceptions pg. 15</p>	3.1	Principal Assistant Principal	<p>Evaluation: Signed Student Codes of Conduct, Acknowledgement forms</p> <p>Summative Evaluation: Review 360 Forms and Reports</p>				

<p align="center">Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>3) Provide Training and professional development for administrators and new teacher: * To effectively utilize RTI modules (Review 360) to handle classroom discipline so that out of school suspensions and discretionary removals are used as a last resort: * Assure students' rights and due process is afforded in order to have a safe and disciplined environment conducive to student learning. * Bullying Prevention, Violence/conflict resolution, Recent drug use trends, Resiliency/Developmental Assets, Signs of Child Abuse Population: TitleI, Migrant, LEP, Special Education, At-Risk, GT,and Dyslexia Students Timeline: August 2018 to June 2019 at the beginning of each fall and spring semesters CNA Perceptions pg. 15</p>	2.4, 2.5, 2.6	Principal Assistant principal counselors, RTI Specialist	Formative Evaluation: Attendance and Sign-In sheets Summative Evaluation: Program Evaluations, surveys, and data				
<p align="center">Critical Success Factors CSF 6</p> <p>4) Campus will develop and maintain an Emergency Operations Plan. Plan must be multi-hazard in nature. Must be reviewed and updated annually by the campus safety and security committee. The following drills must be practiced accordingly: 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. Population: TitleI, Migrant, LEP, Special Education, At-Risk, GT,and Dyslexia Students Timeline: August 2018 to June 2019 drills conducted on a monthly basis CNA Perceptions pg.15</p>		Administrator Counselor Faculty & Staff Students	Formative Evaluation: Monthly Drills conducted Summative Evaluation: Program Documentation of drills performed and surveys				

<p>Critical Success Factors CSF 1 CSF 6</p> <p>5) Victoria Heights Elementary shall provide clean, well-maintained facilities, and a safe, positive learning environment that is conducive to learning for all teachers, students, parents, and community members. Population: Title I, Migrant, LEP, Special Education, At-Risk, GT, and Dyslexia Students Timeline: August 2018 to June 2019 CNA Perceptions pg. 15</p>		Administrators, District Personnel, Custodians, Faculty & Staff,	Formative Evaluation: Daily Walkthroughs, Incident Reports Summative Evaluation: Surveys and Evaluations				
<p>Problem Statements: Perceptions 2 Funding Sources: 199 Local funds - 3800.00</p>							
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: We have very few parents involved in our campus. Root Cause 1: Parents need transportation or they work during the school day.</p>
<p>Problem Statement 2: Students do not understand the concept of bullying. Root Cause 2: There are not enough examples or lessons taught about bullying.</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>Critical Success Factors CSF 5 CSF 6</p> <p>1) Victoria Heights will complete, disseminate, and distribute a Parental Involvement Policy and load in to the website so as to delineate how parents will be actively involved at the district/campus level with the intention to increase participation. Population: Parents Timeline: August to December 2018 as students register CNA Perceptions pg.15</p>	3.1, 3.2	Community Members	<p>Formative: Parental Involvement Policy Parental Involvement Compliance Checklist</p> <p>Summative: STAAR Results, Attendance Rates, Review 360 referrals</p>				
				Problem Statements: Perceptions 1			
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>2) Victoria Heights disseminate School-Parent-Student Compacts indicating each group's responsibilities to ensure student achievement. Population: Parents Timeline: August to September 2018 CNA Perceptions pg.15</p>	3.1, 3.2	Campus Administrators Parent Liaison	<p>Formative: School-Parent- Student Compacts</p> <p>Summative: Parental Involvement Compliance Checklist, STAAR Results, Attendance Rates, Review 360 referrals</p>				
				Problem Statements: Perceptions 1			

<p align="center">Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>3) Victoria Heights Elementary will conduct an annual Title I Meeting and Survey to inform parents of services provided through Title I funds and to evaluate the effectiveness of District and/or Campus Parental Involvement efforts. Documentation will be submitted when complete. Population: Parents Timeline: August to September 2018 CNA Perceptions pg.15</p>	3.1, 3.2	Administrator Parent Liaison	Formative: Agendas, Sign-In Sheets, Minutes Summative: Parental Involvement Compliance Checklist, STAAR Results, Attendance Rates				
Problem Statements: Perceptions 1							
<p align="center">Critical Success Factors CSF 5 CSF 6</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 requirement are met: * Parental Involvement Policy * School-Parent-Student Compact * Campus Improvement Plan * Site Based Decision Committee Population: Parents Timeline: August 2018 to June 2019 at least one time per semester CNA Perceptions pg.15</p>	3.1, 3.2	Administrator Parent Liaison	Formative: Agendas, Sign-In Sheets, Minutes Summative: Parental Involvement Compliance Checklist, STAAR Results, Attendance Rates, Review 360 referrals				
Problem Statements: Perceptions 1							
<p align="center">Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>5) Victoria Heights will 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 Population:Parents Timeline: August to September 2018 CNA Perceptions pg.15</p>	3.2	Administrator Parent Liaison	Formative: Agendas, Sign-In Sheets, Minutes Summative: Parental Involvement Compliance Checklist, STAAR Results, Attendance Rates, Review 360 referrals				
Problem Statements: Perceptions 1							

<p>Critical Success Factors CSF 5 CSF 6</p> <p>6) 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: * Health and Nutrition * Counseling Agencies * HEB 3 Reading Initiative * Content Specific Training Population: Parents Timeline: August 2018 to June 2019 on a weekly basis CNA Perceptions pg.15</p>	3.1, 3.2	Parents and Community Administrators TLI Specialist	Formative: Agendas, Sign-In Sheets, Minutes Summative: Parental Involvement Compliance Checklist, STAAR Results, Attendance Rates, Review 360 referrals				
	<p>Problem Statements: Perceptions 1 Funding Sources: 211 Title I-A - 200.00</p>						
<p>Critical Success Factors CSF 5 CSF 6</p> <p>7) Federal Programs will continue to fund Parent Liaison for the purpose of helping with attendance and parental involvement to increase student achievement. Population: TitleI, Migrant, LEP, Special Education, At-Risk, GT,and Dyslexia Students Timeline: August 2018 to June 2019 CNA Perceptions pg.15</p>	3.1, 3.2	Campus Administration	Formative: Home visit requests, Agendas, Sign-In Sheets, Minutes Summative: Parental Involvement Compliance Checklist, Parent surveys				
	<p>Problem Statements: Perceptions 1 Funding Sources: 199 Local funds - 100.00</p>						
<p>Critical Success Factors CSF 5 CSF 6</p> <p>8) Funds will be allocated for mileage to conduct home visits. Population: TitleI, Migrant, LEP, Special Education, At-Risk, GT,and Dyslexia Students Timeline: August 2018 to June 2019 CNA Perceptions pg.15</p>	3.1, 3.2	Administrator Parent Liaison	Formative: Home visit requests Summative: Student Attendance, Parent Conference Logs, Parental Involvement Compliance Checklist, STAAR Results, Attendance Rates, Review 360 referrals				
	<p>Problem Statements: Perceptions 1 Funding Sources: 211 Title I-A - 150.00, 199 Local funds - 350.00</p>						
<p>Critical Success Factors CSF 5 CSF 6</p> <p>9) The Parent Liaison will purchase necessary supplies to manage an efficient parent center. Population: Parents Timeline: August 2018 to June 2019 CNA Perceptions pg.15</p>	3.2	Parent Liaison All Parents	Formative: Agendas, Sign-In Sheets, Minutes Summative: Parental Involvement Compliance Checklist, Parent surveys				
	<p>Problem Statements: Perceptions 1 Funding Sources: 211 Title I-A - 100.00</p>						
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: We have very few parents involved in our campus. Root Cause 1: Parents need transportation or they work during the school day.

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:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>1) The Dean of Instruction will conduct regular research-based professional development sessions in order to train and retain highly qualified personnel that will positively impact at-risk student achievement, attendance, and decrease the retention rate.</p> <p>Population: TitleI, Migrant, LEP, At-Risk, and Dyslexia Students</p> <p>Timeline: August 2018 to June 2019 on a weekly basis</p> <p>CNA School Processes pp.14</p>	2.4, 2.5, 2.6	<p>Campus Administration Administrator for State Compensatory Education Administrator for Special Programs</p>	<p>Formative Evaluation: ERO Session Evaluation Report, ERO Session Attendance Report, Teacher Lesson Plans, Classroom Observations, Benchmark Scores, Student Progress Reports</p> <p>Summative Evaluation: STAAR, Attendance Rate, Retention Rate</p>				
<p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: 211 Title I-A - 3519.00, 199 Local funds - 900.00</p>							

<p align="center">Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>2) Build instructional capacity through the use of cohort groups of team leaders and provide these participants with job-embedded staff development.</p> <ul style="list-style-type: none"> * Principal * Facilitator * Grade Level Lead Teachers * PreK-5th Grade Teachers * ELPS * GT/AP * Dyslexia * SIOP * TLI Routines/Strategies Data Informed Plan <p>Population: All Teachers Timeline: August 2018 to June 2019 on a weekly basis through CBLT meetings CNA School Processes pg.14</p>	<p>2.5, 2.6</p>	<p>Principals Specialist Teachers PreK-5 Dean of Instruction</p>	<p>The campus will have a 10% increase in the number of students meeting the phase II passing standard.</p> <p>Formative Evaluation: Classroom Observations, Implementation of Strategies</p> <p>Summative Evaluation: Program evaluations, surveys and data</p>				
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<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Provide teachers with the necessary support, including appropriate TLI research-based strategies, to implement the district/campus initiatives to meet the needs of the students and ensure their success.</p> <ul style="list-style-type: none"> * Science Fair * Spelling Bee * Review 360 * Balanced Literacy Model * Tango Central/Tango Trends * Living with Science/Edu Smart * STARLAB * Brownsville Kids Vote * TLI Routines/Strategies/ Lesson Plans * HEB Read 3 * Action Plan for ELAR activities * Inclusion * Special Olympics * SIOP/ELPS * Bilingual Model * ELL Portfolios * Adaptive Curriculum <p>Population: All Teachers Timeline: August 2018 to June 2019 at least 3 times per week. CNA SA 2</p>	<p>2.4, 2.5, 2.6</p>	<p>Principals Specialist Teachers PreK-5th Dean of Instruction</p>	<p>The campus will increase in the number of participants at the district, regional, state, and nation level.</p> <p>Formative Evaluation: Classroom Observations, Lesson Plans</p> <p>Summative Evaluation: Student Participation in Math Meet, Science Fair, Spelling Bee, Kids Voting, HEB Read 3 and Implementation of SIOP, ELL Portfolios, TLI, and ELA Summit strategies will lead to improved scores on District Benchmarks, TPRI, Tejas Lee, STAAR, TELPAS and PBMAS</p>				
<p>Funding Sources: 163 State Bilingual - 3729.00, 199 Local funds - 25.00</p>							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>4) Provide annual Response to Intervention (RTI) Training of Trainers (TOT) for campus staff to implement intervention through the RTI 3 Tier Model in order to support student academic growth and success.</p> <p>Population: All Teachers Timeline: August 2018 to June 2019 on a monthly basis as needed CNA School Processes pg. 14</p>	<p>2.4, 2.5, 2.6</p>	<p>Principals, Specialists, Teachers Prek-5, Dean of Instruction</p>	<p>The campus will have a 10% increase in the number of students meeting the passing standard</p> <p>Decrease number of referrals to Special Education Program by 10%</p> <p>Formative Evaluation: RTI folders, Diagnostic tests for Circle-PM, TPRI, Tejas Lee, Progress Monitoring Assessments, Benchmarks</p> <p>Summative Evaluation: Completed RTI folders, EOY data for Circle-PM, TPRI, Tejas Lee, STAAR, TELPAS exams</p>				

<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>5) Improve instruction for all students including ELL, special education, at-risk, and economically disadvantaged students by providing teacher focused learning opportunities such as collaborative strategy-based meetings, TLI research anchored professional development that supports reading comprehension (oral language skills that increase listening/speaking and reading/writing proficiency) and intervention strategies based on student performance data to close the achievement gap and demonstrate progress. Population: All Teachers Timeline: August 2018 to June 2019 Through weekly meetings with TLI, Weekly Grade Level meetings, Weekly District trainings, monthly collaborative meetings with Special Education Department and ELL Department CNA SA 1</p>	2.4, 2.6	Principal Specialist Teacher PreK-5th Dean of Instruction	<p>The campus will have 10% increase in the number of students meeting passing standard</p> <p>Identify exemplar classrooms within the campus.</p> <p>Formative Evaluation: Classroom Observations, Specialists Visitations, Lesson Plans</p> <p>Summative Evaluation: Improvement on Circle-PM, TPRI, Tejas Lee, TELPAS, STAAR, PBMAS</p>				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>6) Fine Arts teachers will be provided professional development training annually. Population: Fine Arts Teachers Timeline: August 2018 to June 2019 on a monthly basis CNA School Processes pg.14</p>	2.4, 2.5, 2.6	Materials, Transportation, adjudicators, clinicians, consultants	<p>Formative Evaluation: Attendance and Sign-In sheets,</p> <p>Summative Evaluation: Program Evaluations, surveys, and data, performance rating, attendance audience/student reaction</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Our campus continues to receive low funding to better meet GT, AT Risk and Bilingual student learning needs. Our students continue to be at a disadvantage in learning materials, supplies and educational tutorials. Root Cause 1: Decreasing budget</p>

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

Performance Objective 1: 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:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) Provide the following technology equipment:</p> <ul style="list-style-type: none"> -desktop & laptop/mini-laptops computers -Computer licenses -video document cameras -projectors and lamps -scanners -printers -ink -software (Living with Science) <p>These materials will be used to enhance instruction and enable administration and staff to provide an environment that is conducive for learning for all students and personnel. Students will be able to have access to up to date technology equipment. An inventory scanner will be used to keep an accurate count of instructional materials.</p> <p>Population: TitleI, Migrant, LEP, Special Education, At-Risk, GT, and Dyslexia Students</p> <p>Timeline: August 2018 to June 2019 monitored on a weekly basis</p> <p>CNA SA 7</p>	2.4, 2.5, 2.6	Principal -Title I Technology Support Teacher -Classroom Teachers Federal Program Coordinator	Formative-Hardware Inventory Report, Software Program Usage Reports, Benchmark Scores Summative: Increase in STAAR scores				
<p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: 211 Title I-A - 4400.00, 166 State Special Ed. - 225.00, 199 Local funds - 1000.00</p>							

<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Utilize instructional technology by modeling within the context of instruction in core curriculum areas by using a variety of technology equipment (computer labs, Interactive tablets, Sensors/Interface Technology, interactive whiteboards, document cameras, tablets, clickers, graphing calculators, hardware and software, etc.) in order to differentiate instruction and meet student accommodations.</p> <p>Population: All Teachers Timeline: August 2018 to June 2019 on a daily basis CNA SA 7</p>	2.4, 2.5, 2.6	Principals Specialists Dean of Instruction Teachers Prek-5th	The campus will have a 10% increase in the number of students meeting the passing standard.				
	<p>Formative Evaluation: Classroom Observations, Lesson Plans</p> <p>Summative Evaluations: STAAR Chart Reports, Campus Needs Assessment Surveys</p> <p>Problem Statements: School Processes & Programs 1 Funding Sources: 211 Title I-A - 11350.00</p>						
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) The Accelerated Reading Program will be an instructional component of the campus reading activities in Kinder through 5th grade. Computers and printers will be available in the library for students to take the AR tests and for teachers to print out reports.</p> <p>Population: TitleI, Migrant, LEP, Special Education, At-Risk, GT, and Dyslexia Students. Timeline: August 2018 to June 2019 CNA SA 3</p>	2.4, 2.5, 2.6	Teachers Librarian Dean of Instruction	Formative Evaluation: Computer Reports, Fluency Logs				
	<p>Summative Evaluation: STAAR Results, Student Report Cards</p> <p>Problem Statements: School Processes & Programs 1</p>						

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Our campus continues to receive low funding to better meet GT, AT Risk and Bilingual student learning needs. Our students continue to be at a disadvantage in learning materials, supplies and educational tutorials. Root Cause 1: Decreasing budget</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 1: Increase the overall district attendance rate to 96.8% with a target of 97.5% for elementary schools, 97% for middle schools and 96% for high schools and improve At-Risk Student Attendance Rate by 10% over prior year attendance.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Ensure that campus student attendance meets District and State rates so that students meet their full educational potential. Population: TitleI, Migrant, LEP, Special Education, At-Risk, GT, and Dyslexia Students Timeline: August 2018 to June 2019 monitored on a daily basis CNA Demographics 1</p>	2.4, 2.5, 2.6	Campus Staff Attendance Personnel	<p>Formative Evaluation: Daily, Weekly Attendance report</p> <p>Summative Evaluation: Data entry reports, phone call logs, home visitor forms</p>				
Problem Statements: Perceptions 1							
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Recognize and award incentives to students with perfect attendance every six weeks and at the end of the year. * Campus recognition of students for Perfect Attendance Achievement that increase learning performance * To obtain perfect attendance, student must be present the entire instructional day for that attendance reporting period. Population: TitleI, Migrant, LEP, Special Education, At-Risk, GT, and Dyslexia Students Timeline: August 2018 to June 2019 once every Six Weeks CNA Demographics 1</p>	2.4, 2.5, 2.6	Principal Counselor Data Entry Clerk	<p>Formative Evaluation: Daily, Weekly Attendance report</p> <p>Summative Evaluation: Data entry reports, phone call logs, home visitor forms</p>				
<p>Problem Statements: Perceptions 1</p> <p>Funding Sources: 211 Title I-A - 50.00</p>							

<p>Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>3) Career on Wheels and Community Workers will be invited to the school to expose students to different options and careers that they can chose for their future course of study.</p> <p>Population: TitleI, Migrant, LEP, Special Education, At-Risk, GT,and Dyslexia Students Timeline: August 2018 to June 2019 CNA Perceptions p.15</p>	2.4, 2.5, 2.6	Principal Community Counselor Pre-K through 5th grade teachers	Formative Evaluation: Attendance and Sign-In sheets Summative Evaluation: Program Evaluations, surveys, and data				
Problem Statements: School Processes & Programs 1							
<p>Critical Success Factors CSF 1 CSF 6</p> <p>4) In order to encourage and motivate students to encourage continuing a higher education Victoria Heights will implement a University Day once a week where faculty, staff, and students wear University Shirts.</p> <p>Population: TitleI, Migrant, LEP, Special Education, At-Risk, GT,and Dyslexia Students Timeline: August 2018 to June 2019 on a weekly basis CNA Perceptions p. 14</p>	2.4, 2.5, 2.6	Principal Community Counselor Pre-K through 5th grade teachers	Formative Evaluation: Classroom Observations Summative Evaluation: Student surveys on higher education				
Problem Statements: Perceptions 1							
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5</p> <p>5) The Homeless Department will ensure support services for the students in need: * Identify students by the Homeless Youth Project Department * Code students on PEIMS demographics * Make sure students are provided transportation * Send surveys to parents</p> <p>Population: TitleI, Migrant, LEP, At-Risk, and Dyslexia Students Timeline: August 2018 to June 2019 monitor on a monthly basis CNA Demographics 1</p>	2.4, 2.5, 2.6	Principal Counselor Homeless Youth Coordinator	Formative Evaluation: Homeless Youth Roster, Student Progress Reports, Benchmark Scores Summative Evaluation: STAAR, Attendance Rate, Retention Rate				
Problem Statements: Demographics 1							

<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>6) Victoria Heights will ensure that the campus has a process in place to allow students to enroll in school immediately, even if lacking documentation normally required for enrollment; such as previous school records, medical or immunization records, proof of residency, birth certificate, proof of guardianship, or other documents. Population: TitleI, Migrant, LEP, At-Risk, and Dyslexia Students Timeline: August 2018 to June 2019 CNA Demographics 1</p>	2.4, 2.5, 2.6	Campus Administration Homeless Youth Coordinator	Formative Evaluation: Homeless Youth Roster, Student Progress Reports, Benchmark Scores Summative Evaluation: STAAR, Attendance Rate, Retention Rate				
	Problem Statements: Perceptions 1						
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>7) Victoria Heights will implement a food pantry and closet to provide identified homeless and unaccompanied youth with food items, hygiene products, school supplies, and clothes needed to meet their academic, social, emotional, and physical needs. Population: TitleI, Migrant, LEP, At-Risk, and Dyslexia Students Timeline: August 2018 to June 2019 as needed CNA Demographics 1</p>	2.4, 2.5, 2.6	Campus Administration Homeless Youth Coordinator	Formative Evaluation: Homeless Youth Roster, Student Progress Reports, Benchmark Scores Summative Evaluation: STAAR, Attendance Rate, Retention Rate				
	Problem Statements: School Processes & Programs 1						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Many students in the lower grades are unable to read at grade level. Root Cause 1: The students lack time and support in improving their literacy skills.
School Processes & Programs
Problem Statement 1: Our campus continues to receive low funding to better meet GT, AT Risk and Bilingual student learning needs. Our students continue to be at a disadvantage in learning materials, supplies and educational tutorials. Root Cause 1: Decreasing budget
Perceptions
Problem Statement 1: We have very few parents involved in our campus. Root Cause 1: Parents need transportation or they work during the school day.


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

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Victoria Heights 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. Population: TitleI, Migrant, LEP, At-Risk, and Dyslexia Students Timeline: August 2018 to June 2019 2 times per week for lower grade levels; 3 times per week for upper grade levels CNA SA 1</p>	2.4, 2.5, 2.6	Principal Dean of Instruction Teachers Administrator for State Compensatory Education	<p>Formative Evaluation: eSchoolPlus generated Tutorial schedule, Tutorial Lesson plans, Tutorial attendance reports, Tutorial Classroom Observations, Benchmarks, RTI's, Student progress reports</p> <p>Summative Evaluation: TPRI, Tejas Lee, STAAR, and Retention Rates</p>				
Funding Sources: 211 Title I-A - 100.00, 162 State Compensatory - 54061.00, 199 Local funds - 100.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Victoria Heights will Supplement the Dyslexia Program to provide language and literacy interventions to improve student achievement, attendance, and reduce the retention rate. Population: TitleI, Migrant, LEP, Special Education, At-Risk, GT, and Dyslexia Students Timeline: August 2018 to June 2019 on a daily basis CNA SA 3</p>	2.4, 2.5, 2.6	Campus Administration Administrator for Dyslexia Administrator for State Compensatory Education Administrator for Special Programs	<p>Formative Evaluation: ERO Session Evaluation Report, ERO Session Attendance Report, Teacher Lesson Plans, Classroom Observations, Benchmark Scores, Student Progress Reports</p> <p>Summative Evaluation: STAAR, Attendance Rate, Retention Rate</p>				
Problem Statements: Demographics 1							

<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Supplement the Pre-K Program to provide foundational learning experiences in order to better prepare at-risk students academically. Population: Elementary AR and LEP students who meet the Pre-K Criteria Timeline: August 2018 to June 2019 on a daily basis CNA SA 1</p>	2.4, 2.5, 2.6	Campus Administration Administrator for State Compensatory Education Administrator for Special Programs	Formative Evaluation: eSchoolPLUS Master Schedule, Teacher Lesson Plans, Classroom Observations, Benchmark Scores, Student Progress Reports, BOY and MOY Circle-PM Summative Evaluation: EOY Circle-PM				
	Problem Statements: Demographics 1						
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>4) 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. Population: TitleI, Migrant, LEP, At-Risk, GT, and Dyslexia Students Timeline: August 2018 to June 2019 on a daily basis CNA SA 1</p>	2.4, 2.5, 2.6	Campus Administration Administrator for State Compensatory Education Administrator for Special Programs	Formative Evaluation: Computer Lab Schedule, Teacher Lesson Plans, Software Usage Reports, Classroom Observations, Benchmark Scores, Student Progress Reports Summative Evaluation: STAAR				
	Problem Statements: School Processes & Programs 1						
							

Performance Objective 2 Problem Statements:





Demographics
Problem Statement 1: Many students in the lower grades are unable to read at grade level. Root Cause 1: The students lack time and support in improving their literacy skills.
School Processes & Programs
Problem Statement 1: Our campus continues to receive low funding to better meet GT, AT Risk and Bilingual student learning needs. Our students continue to be at a disadvantage in learning materials, supplies and educational tutorials. Root Cause 1: Decreasing budget

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:

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) In an effort to promote physically and emotionally healthy students, the campus will implement the CATCH (Coordinated Approach to Child Health) program, and a SHAC (School Health Advisory Committee) that will evaluate the implementation of the district initiatives as well as the policies such as those on Dating Violence and sexual abuse of children. Population: TitleI, Migrant, LEP, Special Education, At-Risk, GT, and Dyslexia Students Timeline: August 2018 to June 2019 meetings on a monthly basis CNA School Processes p. 14</p>	2.4, 2.5, 2.6	Principals Specialists Dean of Instruction Teachers Prek-5th	<p>The campus will have a 100% effective implementation.</p> <p>Formative Evaluation: Sign-in sheets, agendas, minutes, BOY Fitness Grams</p> <p>Summative Evaluation: EOY Fitness Grams, School Health Index</p>				
Funding Sources: 199 Local funds - 250.00							
<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>							

State Compensatory

Personnel for Victoria Heights Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alma Trevino	Pre-K Teacher	State Compensatory	0.50
Evangelina Guillen	Dean of Instruction	State Compensatory	1.00
Guadalupe Nelson	Pre-K Teacher	State Compensatory	0.50
Maribel Salazar	Dyslexia Teacher	State Compensatory	0.50
Rosalinda Garza	Pre-K Teacher	State Compensatory	0.50

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Several surveys were sent to parents, students, teachers and staff to complete our campus needs assessment. We also convened as a committee to review our data from various assessments to identify the needs for our campus and the objectives and strategies that we will need to implement in the 2018-2019 school year to meet those needs.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Our Victoria Heights SBDM committee met to go over the campus improvement plan. We developed sub-committees who worked on the new performance measures and pinpointed our campus needs in each of those measures. We noted problem statements as well as root causes to determine what strategies need to be implemented to improve each performance measure.

2.2: Regular monitoring and revision

At Victoria Heights, we review the campus improvement plan continuously because we need to identify the needs that call for funding or spending on supplies, materials, fixed assets and personnel that will help meet these needs.

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

Our campus improvement plan is available on our website for all parents and community to view when they want more information or data on our campus.

2.4: Opportunities for all children to meet State standards

At Victoria Heights, teachers work with all of their students to improve their literacy skills in all subject areas. They translate lessons for their English Language Learners and provide accommodations for students special education students as well as interventions for students on RTI. We also provide students with individualized instruction through the use of reading, math, and science software in one of our three computer labs on a weekly basis.

2.5: Increased learning time and well-rounded education

At Victoria Heights, teachers provide small group instruction to students who need extra help during their special programs times in the areas of reading and math. Tutorials are offered to students who are struggling academically and enrichment opportunities are also provided for students who want extra help or

who enjoy participating in afterschool activities.

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

Teachers keep in constant communication with parents of students who struggle academically or have behavior problems in class. They meet with parents on a daily basis afterschool when parents come to pick up their children and have academic parent conferences with them every six weeks. As soon as students begin to struggle academically, teachers begin an RTI for these at-risk students and offer tutorials for them after school.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

At the beginning of the year, our parent liaison call parents to invite them to a parent orientation, where she distributes the parent and family engagement policy, as well as student academic contracts. She invites the parents to the weekly meetings she has in the parent center.

3.2: Offer flexible number of parent involvement meetings

Parents are given many opportunities to meet with parent liaison and with teachers throughout the school year. Teachers meet informally with parents at the end of the school day when the parents come into the cafeteria to pick up their children. Teachers call parents for conferences during their planning time if there is a concern about their children's health, behavior, or academic progress. Teachers also welcome parents every six weeks during parent academic conferences.

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alfredo Gonzalez	Nurse	Title I	0.40
Alma Garza	Parent Liaison	Title I	1.00
Angelita Reyes	Pre-K Aide	Title I	1.00
Aurelio Lozano	Computer Lab Aide	Title I	1.00

Campus Decision Making Committee

Committee Role	Name	Position
Administrator	Ruben H. Martinez	Principal
Administrator	Evangelina Guillen	Dean of Instruction
Classroom Teacher	Maggie Espinoza	Kindergarten Teacher
Non-classroom Professional	Dora Alamo	Counselor
Business Representative	Arturo Juarez	Sales Manager
Business Representative	Irma Silva	Office Manager
Community Representative	Letty Roerig	Community Representative
Community Representative	Jeff Roerig	Community Representative
District-level Professional	Juan Mendoza	Social Studies Specialist
Parent	Leslie Longoria	Parent
Non-classroom Professional	Gloria Vital	Librarian
Classroom Teacher	Rossi Silva	1st Grade Teacher
Classroom Teacher	Guadalupe Nelson	1st Grade Teacher
Classroom Teacher	Nancy Villarreal	PPCD Teacher
Classroom Teacher	Patricia Young	2nd Grade Teacher
Classroom Teacher	Juan Uresti	4th Grade Teacher
Student	Anissa Buitureida	5th Grade Student

Campus Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Campus Leadership Supplies & Materials	199-23-6399-00-113-Y-99-000-Y	\$500.00
1	1	1	Campus Leadership: Fixed Asset Sound System	199-23-6649-00-113-Y-99-000-Y	\$1,600.00
1	1	2	General Supplies for Library	199-12-6399-00-113-Y-99-000-Y	\$250.00
1	1	2	Librarian Out of District Travel	199-12-6411-23-113-Y-11-000-Y	\$100.00
1	1	2	Library Awards and Incentives	199-12-6498-00-113-Y-11-000-Y	\$150.00
1	1	3	Copy Paper	199-11-6396-00-113-Y-11-000-Y	\$1,289.00
1	1	3	General Supplies	199-11-6399-00-113-Y-11-000-Y	\$1,568.00
1	1	3	General Supplies	199-11-6399-51-113-Y-11-000-Y	\$600.00
1	1	3	General Supplies	199-11-6399-62-113-Y-11-000-Y	\$700.00
1	1	3	Media Center Printing Materials	199-11-6399-16-113-Y-11-000-Y	\$100.00
1	1	6	Travel & Subsistence for Students	199-11-6412-00-113-Y-11-000-Y	\$900.00
1	1	6	Re-classified Transportation Expense	199-11-6494-00-113-Y-11-000-Y	\$1,000.00
1	1	6	Misc Operating Costs: Awards	199-11-6498-00-113-Y-11-000-Y	\$950.00
1	1	6	UIL Supplies	199-36-6399-65-113-Y-99-000-Y	\$300.00
5	1	3	Guidance and Counseling General Supplies	199-31-6399-00-113-Y-99-000-Y	\$350.00
5	1	5	Overtime for Custodial Staff	199-51-6121-47-113-Y-99-000-Y	\$100.00
5	1	5	Custodial Staff Warehouse Supplies	199-51-6315-00-113-Y-99-000-Y	\$2,300.00
5	1	5	Custodial Staff Vendor Supplies	199-51-6399-00-113-Y-99-000-Y	\$1,400.00
6	1	7	Overtime for Parent Liaison	199-61-6121-00-113-Y-99-000-Y	\$100.00
6	1	8	Parent Liaison Travel Mileage	199-61-6411-00-113-Y-99-000-Y	\$350.00
7	1	1	General Supplies for Dean's Office	199-13-6399-65-113-Y-99-000-Y	\$500.00
7	1	1	Food & Refreshments for Staff Development	199-13-6399-65-113-Y-99-000-Y	\$400.00
7	1	3	Professional Development Registration for Counselor	199-31-6411-00-113-Y-99-000-Y	\$25.00
8	1	1	Toner for Campus Leadership	199-23-6399-65-113-Y-99-000-Y	\$1,000.00

9	2	1	Extra Duty Pay/Overtime Sup PE	199-11-6121-51-113-Y-11-000-Y	\$100.00
9	3	1	Health Services Supplies	199-33-6399-00-113-Y-99-000-Y	\$100.00
9	3	1	Health Services Toner Ink	199-13-6399-65-113-Y-99-000-Y	\$150.00
Sub-Total					\$16,882.00
Budgeted Fund Source Amount					\$16,857.00
+/- Difference					\$-25.00

162 State Compensatory

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	2	1	Professional Extra Duty Pay: Failed 5th Grade STAAR	162-11-6118-00-113-Y-24-SSI-Y	\$3,972.00
9	2	1	Professional Extra Duty Pay	162-11-6118-00-113-Y-30-000-Y	\$10,958.00
9	2	1	Professional Extra Duty Pay: Extended Day	162-11-6118-00-113-Y-30-ASP-Y	\$27,358.00
9	2	1	Reading Materials	162-11-6329-00-113-Y-30-000-Y	\$3,200.00
9	2	1	Supplies & Materials: Software	162-11-6249-62-113-Y-30-000-Y	\$3,300.00
9	2	1	General Supplies	162-11-6118-00-113-Y-30-000-Y	\$5,273.00
Sub-Total					\$54,061.00
Budgeted Fund Source Amount					\$45,886.00
+/- Difference					\$-8,175.00

163 State Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	General Supplies	163-11-6399-00-113-Y-25-000-Y	\$572.00
7	1	3	Substitutes for LPAC Meetings	163-11-6112-00-113-Y-25-031-Y	\$3,729.00
Sub-Total					\$4,301.00
Budgeted Fund Source Amount					\$4,301.00
+/- Difference					\$0

166 State Special Ed.

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Supplies for Special Education Department	166-11-6399-00-113-Y-23-0P4-Y	\$537.00
1	2	2	Supplies for PPCD Classroom	166-11-6399-00-113-Y-23-0P3-Y	\$463.00

8	1	1	Toner for Special Ed Department	166-11-6399-00-113-Y-23-000-Y	\$225.00
Sub-Total					\$1,225.00
Budgeted Fund Source Amount					\$1,225.00
+/- Difference					\$0
211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Library Awards and Incentives	211-12-6498-00-113-Y-30-0F2-Y	\$150.00
1	1	2	Librarian Travel to Region One ESC	211-12-6439-00-113-Y-30-0F2-Y	\$52.00
1	1	3	Copy Paper	211-11-6396-00-113-Y-30-0F2-Y	\$4,000.00
1	1	3	Instructional Materials	211-11-6399-00-113-Y-30-0F2-Y	\$13,879.00
1	1	3	General Supplies: P.E.	211-11-6399-51-113-Y-30-0F2-Y	\$200.00
1	1	3	General Supplies: Library	211-12-6399-00-113-Y-30-0F2-Y	\$150.00
1	1	3	General Supplies: Campus Leadership	211-23-6399-00-113-Y-30-0F2-Y	\$352.00
1	1	3	General Supplies: Guidance and Counseling Supplies	211-31-6399-00-113-Y-30-0F2-Y	\$100.00
1	1	3	General Supplies: Health Services Supplies	211-33-6399-00-113-Y-30-0F2-Y	\$150.00
1	1	3	Custodial Supplies	211-51-6399-00-113-Y-30-0F2-Y	\$235.00
6	1	6	General Supplies for Parent Center	211-61-6399-00-113-Y-30-0F2-Y	\$200.00
6	1	8	Parent Liaison Travel Mileage	211-61-6411-00-113-Y-30-0F2-Y	\$100.00
6	1	8	Parent Liaison Over Time	211-61-6121-00-113-Y-30-0F2-Y	\$50.00
6	1	9	Parent Center Food & Supplies	211-61-6499-53-113-Y-30-0F2-Y	\$100.00
7	1	1	Toner for Ink	211-13-6399-62-113-Y-30-0F2-Y	\$1,500.00
7	1	1	General Supplies for Dean's Office	211-13-6399-00-113-Y-30-0F2-Y	\$2,019.00
8	1	1	General Supplies Electronic Items (\$150-\$499)	211-11-6398-00-113-Y-30-0F2-Y	\$4,400.00
8	1	2	Contracted Services and Licenses	211-11-6299-00-113-Y-30-0F2-Y	\$7,400.00
8	1	2	Education Galaxy, LLC	211-11-6299-62-113-Y-30-0F2-Y	\$3,950.00
9	1	2	Toner Ink for Guidance & Counseling	211-31-6399-62-113-Y-30-0F2-Y	\$50.00
9	2	1	Paraprofessionals Extra Duty Pay	211-11-6121-00-113-Y-30-0F2-Y	\$100.00
Sub-Total					\$39,137.00

	Budgeted Fund Source Amount	\$35,187.00
	+/- Difference	\$-3,950.00
	Grand Total	\$115,606.00