

Brownsville Independent School District

Brite Elementary

2019-2020 Campus Improvement Plan



Mission Statement

Through a partnership of school staff, students, parents, and community, all Ben Brite students will become effective communicators, responsible citizens, self-directed learners and complex thinkers who:

Master effective communication skills.

- Master the ability to monitor and assess their own performance and be responsible for expanding their physical, emotional and intellectual learning. Demonstrate responsible citizenship through positive social interactions in various environments.
- Use innovative complex thinking strategies to solve problems and make decisions in everyday life.

Vision

Together We Soar! Working collaboratively as a team to work towards the same goal of helping all our students reach their highest potential

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The student population at Brite Elementary School is approximately 615 and serves students in grade pre-kinder through fifth. According to the PEIMS Data Review of our campus profile, the student population includes: Hispanic 97.88%, White 2.12%, African American 0%, Economically Disadvantaged 92.82%, Limited English Proficiency (LEP) 48.12%, At-Risk 65.74%, Migrant 1.14%, Gifted and Talented 5.22%, Special Education 10.60%. Enrollment numbers for Brite Elementary School have shown a decrease. The mobility rate for the campus has increased. A total of 65.74% of students are identified as at-risk with the highest number of at-risk students being identified under the economically disadvantaged. Additionally, the retention rate is 5% for all students and at-risk. The attendance rate for the 2018-2019 school was 96.7% for all students and 96.3% for at-risk students.

Demographics Strengths

- Attendance Rate 98.31%
- Communication procedures between home and school on students attendance
- ELL student placement into the Bilingual Program within the 20 day period
- Stage 0 in the PBMAS (Performance Based Monitoring Analysis System) Report of Bilingual Education
- Early RTI plans are in place and are updated continuously with current academic data
- Early screening for Dyslexia and Special Education Referrals
- TIER II Interventions for Migrant, LEP and At-Risk students
- After-school Tutorials for all At-Risk students including Migrant, LEP/ELL, and SPED Ed. students
- Recognition of Perfect Attendance per six weeks and EOY Perfect Attendance trophies
- Reports are readily available
- Highly Qualified Staff
- Identification of At Risk Students
- Small class size
- Implementation of RTI
- GT Program Implementation

DEMOGRAPHIC NEEDS:

1. Continue to increase and maintain attendance rates
2. Decrease At-Risk percentages by providing more academic support/interventions for students who are struggling academically
3. Increase Reading, Math, Writing, and Science assessment scores amongst LEP and At-Risk students through the use of the core curriculum and additional resources and instructional materials
4. Provide Migrant students with supplemental supplies to increase their attendance
5. At Risk students will be offered tutorials afterschool/Saturday academies and will be monitored in order to meet their needs.
6. Dyslexia teacher will purchase material to meet the needs of identified students.
7. Continue to increase and maintain teacher attendance

Student Academic Achievement

Student Academic Achievement Summary

Ben Brite Elementary reviews data acquired from various sources, including Tango Software. Weekly tests, unit tests, and six weeks assessments are given in order to monitor students. BOY, MOY, and EOY TRPI/Tejas Lee assessments are also used to monitor students progress through-out the year. Students who are struggling are placed in TIER 2 and TIER 3 and are given small group instruction and assessed every 2 weeks with TRPI and Tejas Lee. Struggling students are also placed in tutorial classes. Fluency is tested, monitored, and recored on a weekly basis by being part of daily instruction. Assessment data, progress reports, and report cards are analyzed during grade level meetings and decisions and plans are made based on these data. The RTI Committee also gather student data to determine which students need to be placed in an RTI for possible referral to Special Ed., Dylexia, or Speech services. Teachers plan accordinagly for instruction based on TEKS, District Frameworks, and STAAR assessments. Accelerated Reader scores are also discussed during grade level meetings to ensure students are being encouraged and motivated to read and reach individual and/ or grade level goals.

2018 2019	All	Economically Disadvantaged	LEP	SPED
<u>3rd Grade Reading</u>	83% (+3) 80%	<u>76% (-9)</u> 85%	<u>57%(-3)</u> 60%	40% (+18) 22%
3 rd Grade Math	87%(+2) 85%	<u>83%(-2)</u> 85%	77%(+14) 63%	<u>33%(=)</u> 33%
<u>4th Grade Reading</u>	93% (+29) 64%	94%(+25) 69%	<u>80%(-2)</u> 82%	63%(+40) 23%
4 th Grade Math	94%(+25) 69%	95%(+27) 68%	90%(+23) 67%	50%(+19) 31%
<u>4th Grade Writing</u>	<u>77%(-5)</u> 82%	<u>77%(-4)</u> 81%	<u>57%(-19)</u> 76%	<u>33%(-13)</u> 46%
5 th Grade Reading	96%(+16) 80%	87%(+11) 76%	77%(+27) 50%	58%(+30) 28%
5 th Grade Math	99%(+10) 88%	97%(+12) 85%	97%(+23) 74%	92%(+64) 28%

2018	All	Economically Disadvantaged	LEP	SPED
2019				
5th Grade Science Reviewed	89% (full)	87% (15)	87% (12)	50% (8)
Data Sources Reviewed	89%	87%	87%	50%
• AEIS Report	75%	72%	55%	42%

regards to the identification of needs:

- District Benchmarks
- Campus Assessments
- AYP Report
- STAAR Summary Report-Group Performance
- Eduphoria! Aware
- TELPAS/AMOS Reports
- Class Grades
- Student Point Sheets
- Tango Trends Reports

Student data will be analyzed through Aware, Tango-Central, TPRI/Tejas Lee, and TangoTrends, District Benchmarks, Campus Assessments to identify the needs of students and to be able to target instruction.

3rd - 5th Grade All Students STAAR Summary:

The trends identified when student performance scores were compared over a period of 2 years demonstrate that students' scores in Science decreased from 2017 - 78% to 2018 - 73% and 4th grade writing decreased from 2017 - 80% to 2018- 73%

Performance variation between all student groups:

Reading: At-Risk 58%, Economic Disadvantaged 74%, Hispanic 75%, White N/A%, Female 80%, Male 69%, Gifted and Talented 100%, LEP 55%, Migrant 75%, Special Education 26%,

Writing: At-Risk 69%, Economic Disadvantaged 81%, Hispanic 82%, White N/A, Female 79%, Male 85%, Gifted and Talented 100%, LEP 76%, Migrant 33%, Special Education 46%.

Math:: At-Risk 30% , Economic Disadvantaged 80%, Hispanic 81%, White 0%, Female 83%, Male 79%, Gifted and Talented 100%, LEP 70%, Migrant 75%, Special Education 32%.

Science: At-Risk 62%, Economic Disadvantaged 71%, Hispanic 73%, White 100%, Female 73%, Male 73%, Gifted and Talented 100%, LEP 54%, Migrant 67%, Special Education 42%,

Student Academic Achievement Strengths

- Strong STAAR Reading, Math, Writing, Science Scores (Met Academic Distinction Designations in ELA/Reading, Mathematics, and Science for 2018-2019 school year)
- Progress Monitoring Assessments (Campus and District) and State test results (STAAR, TELPAS) are used to improve instruction
- Vertical and Horizontal Alignment Meetings and Discussion to increase Reading, Math, Writing, and Science scores in all grade levels
- Provide tutorials and summer school to students that are demonstrating a need to improve in Reading, Math, Writing, and Science
- Provide TIER II Interventions to students that are demonstrating a need to improve in Reading
- Teachers consistently hold high academic expectations for all students
- Strong Progress Monitoring Assessments
- TELPAS/AMAO Progress and Attainment
- Recognition materials (certificates per six weeks and trophies at end-of-year) to recognize students' academic achievement

STUDENT ACHIEVEMENT NEEDS:

1. Increase fluency rates
2. Provide teachers with additional supplemental instructional resources and staff development in order to increase fluency and rigor in order to reduce retention and improve in the areas of need
3. Provide teachers with computer software in order to increase student progress and achievement
4. Provide students with computers, printers, I-Pads, technology software to increase student achievement and progress
5. Provide teachers with additional supplemental instructional materials (workbooks/resources) for tutorial
6. Reduce retention in 1st grade by providing tutorials and buying additional resources
7. Provide substitutes for teachers in order to attend prof. dev., plan and/or LPAC
8. Disaggregate the data by grade level and by content
9. General Instructional supplies/clothing will be purchased for Migrant students.
10. Provide substitute teacher for planning and professional development.
11. Provide reading materials to students to increase reading on level and comprehension
12. After school program implementation
13. Provide RTI interventions and small group/differentiated instructions to students in need

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

With the increase rigor of STAAR, data meetings are scheduled consistently right after District and/or Campus Progress Monitoring Assessments (including CP-M, TPRI/Tejas LEE assessments) to identify student expectations/root problems as to why students are not meeting the standards. State results, campus/district benchmark results are use to improve instruction. Reports from TANGO, CP-M, TPRI/TEJAS are utilized to identify students who are struggling and in need of academic needs. Teachers then proceed with RTI plans with recommendations to SPED/504 and Dyslexia testing based on documented TIER interventions and students needs. Administrators at this campus hold high expectations for all teachers and staff, therefore, teachers hold high academic, behavioral and social expectations for all students.

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Curriculum, Instruction and Assessment are supported by various technology programs:

- *Curriculum Resources and Materials *Tango-Trends Reports*
- *Tango-Central and Trends Reports *TPRI/Tejas Lee/C-PM Reports*
- *Adopted Class Materials *Report Cards*
- *Enrichment Materials *Attendance Reports*
- *RTI Materials *District Bencharks*
- *Technology *Campus Benchmarks*
- *Lesson Plans and Delivery of Instruction*
- *Campus Schedules*
- *Benchmark AssessmentsTutorials for At-Risk students*

STAFF RECRUITMENT & RETENTION SUMMARY:

Brite uses a hiring committee composed of administrators and teachers 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. All teachers and instructional paraprofessionals are highly qualified. The campus Dean of Instruction, Curriculum/Instruction Specialists and campus Administration provide professional development to support learning in the classroom. Most teachers are Bilingual certified, SIOP trained and have 30 hours of GT training. Every year, teachers are asked to have 6 hours of on-going Bilingual and GT training. Teachers have also received training in the following areas: T-TESS (teacher evaluation), ELPS, Language Enrichment refreshers, Content Area strategies, and STAAR Assessment strategies. Throughout the year, a limited amount of teachers are asked to attend Region I training in the areas of Reading, Math, Writing, and Science. Administration ensures that high quality instruction is delivered to all of Brite students and provides support by making appropriate recommendations for successful implementation of instructional strategies along with RTI interventions. After teachers attend professional development, the implementation of new strategies is monitored through Administrative walkthroughs on a weekly basis. Explicit instruction with rigor is expected from all teachers.

SCHOOL ORGANIZATION:

Brite Elementary analyzes the school context and organization by looking at school processes, structures, decision-making, and overall leadership positively affect classroom instruction. It is important to have systems in place so that there is not much inference or distractions from classroom instruction. School and Rotation schedules are set to maximize the amount of time spend on explicit instruction. Rotation schedule includes Library, Music, Physical Education, and Planning. District guidelines are then followed when planning the time assigned for each content area. TIER II intervention period is build into the daily schedule to provide additional academic help/assistance to struggling learners. A master schedule is build in e-School by teacher, grade level, etc. so that grades are imported per six weeks. Additional events, staff development, and instructional meetings are documented by the Dean of Instruction and provided as reminders to the school personnel through a weekly letter. Teachers are encouraged to join District curriculum committees and are Point of Contacts at various curriculum core area meetings. Each grade level has an SBCM committee member, a Lead Teacher, and Point of Contact for ELA, Math, Science, and Social Studies. Each member attends meetings, does a turn around session with rest of grade level and documents with an agenda and sign-in sheet that is submitted to Dean of Instruction for documentation. All members are responsible for the monitoring of student progress and performance (District/Campus Benchmarks and Data Analysis Meetings) via RTI process.

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

- *School Structure or Make Up*
- *Decision Making Process*
- *Master Schedule*
- *Leadership: Formal or Informal*
- *Supervision Structure*
- *Support Structure*
- *Duty Schedules*

- *School Map & Physical Environment*

TECHNOLOGY:

Brite Elementary as a whole is equipped with wireless internet access where all stakeholders have access to such technology. Our campus maintains the current use of technology in the classrooms and across the campus. These items include desktop computers, laptops, printers, scanners, digital cameras, ELMOs, projectors, Smart Boards, mimio pads, mobis, and IPADs. Our teachers and students are moving to teaching and learning using a variety of technology items alongside learning all of the vocabulary and concepts as required by the Technology TEKS. Instructional programs such as Istation, Brain Pop, REVIEW 3000, and Learning A-Z are available to all students. Brite requires all teachers to be proficient in the area of technology that includes Teacher Access Center (TAC), Tango, and Eduphoria Aware/T-TESS. Teachers are also able to integrate technology to support instruction and learning through Pearson Math, Science, and Social Studies. Each year, teachers are required to complete the STaR Chart survey that provides valuable information regarding the needs for infrastructure, professional development and equipment. 3rd and 5th Grade classrooms have been provided with COWs through state compensatory funds. For the 2019-2020 school year, all 5th grade students and teachers will be provided with tablets.

School Processes & Programs Strengths

- A deeper understanding of the TEKS, both Readiness and Supporting Standards (All Content Areas)
- Implementation of 6 weeks assessments to address students' needs based on data.
- Implementation of District Benchmarks to address students' needs based on data.
- Implementation of RTI interventions for students who are struggling
- Provide Research Based Resources for a well rounded TEKS based instruction in all content areas.
- Implementation of after school tutorial for At-Risk Students
- Implementation of K- 3rd TRPI/Tejas Lee and PreK C-PM BOY, MOY, and EOY
- Knowledge of Curriculum Frameworks
- Knowledge of TEKS and State Assessment Requirements and Expectations
- Knowledge of STAAR Blueprints
- Knowledge of Readiness and Supporting Standards
- Reached "Met Standard" status by implementing all district and campus goals and objectives
- Implementation of district instructional frameworks
- The library maintains an adequate inventory of books and resources that support classroom instruction and provides adequate student services to assist them with academic projects
- Support interventions through after-school tutorials and summer school
- Staff Development that provides the knowledge, skills and strategies necessary to improve instruction
- Attend all district and campus staff development throughout the school year (POC and TOT)
- Knowledge in monitoring the academic progress of all students (Data Meetings between Administration and teachers)
- Knowledge of Technology: AWARE, TANGO, I-Pods (TPRI/TEJAS Lee), iStation, AWARE 3000, LEARNING A-Z

- Access to various resources: Motivational Math, Reading, Writing, Science; GPS, STAAR Master, Kamico Reading/Math/Science
- Teacher Fidelity and Commitment to Campus and District Initiative
- Professional Development in the areas of Reading, Math, Writing, and Science to increase percentages on all STAAR tests.
- Increase interventions through after-school tutorials, extended day enrichment, and summer school
- Increase English language proficiency for ELL students through the use of ELPS, LE, and additional instructions materials
- Attend conferences/workshops to become knowledgeable in STAAR requirements and expectations
- Attend all District and Campus staff development throughout the school year (POC and TOT)
- Increase TELPAS rating percentages Increase Technology Training and Application

CURRICULUM, INSTRUCTION, & ASSESSMENT NEEDS:

1. Increase the use of ESL strategies to meet the needs of ELL learners and increase AMOS and TELPAS scores.
2. Purchase supplemental and instructional materials in order to apply learned strategies acquired at various PD sessions.
3. Provide general supplies, additional supplemental resources such as: laminating machines, computers, printers, computer software, I-Pads, and academic subscriptions for all student's academic achievement and progress.
4. Increase Number of students reaching Index 1, 2, and 3
5. Provide RTI interventions for all struggling students.
6. Administer Science, Math, Reading, and Writing Campus 6 weeks assessments
7. *Target Testing Content Instruction using Tango Trends data analysis*
8. *Students in BI units will receive incentives to encourage academic success.*
9. *Professional Development on Student Achievement*
10. *Provide student incentives to encourage student success*
11. *Provide vocabulary in all STAAR testing content areas*
12. *Implement TLI strategies in Reading and through-out content areas*
13. *Incorporate technology programs in Science, Math, and Reading*
14. *Implementation of after school tutorials for At-Risk Students*
15. *Implementation of the extended day program*
16. *Dean of Instruction will provide Professional Development Sessions for Campus Staff*
17. *Supplement the Pre-K and PREK 3 Program to provide foundational learning experiences in order to better prepare at-risk students*
18. *Provide computer-based instruction in the foundation curriculum in order to improve at-risk student achievement,*
19. *Fine arts students will develop critical thinking and multi-tasking skills, and creativity, teamwork and character by participating in public performances.*
20. Fine Arts students and teachers will be provided professional development training annually.
21. Provide school supplies for Migrant students to help them be successful in the classroom.
22. Provide supplemental instructional resources and supplies such as: furniture, supplemental resources, paper and ink to help teachers implement daily instruction.
23. Provide students with curricular activities, field trips, trophies, awards, and incentives to promote academic achievement.
24. Implement TPRI/Tejas Lee and PreK C-PM - BOY, MOY, and EOY

25. Target Fluency and Comprehension for sustainability
26. Students will go to the library on a weekly basis to take AR tests, improve reading skills, and foster a love for reading
27. Parent Liaison will ensure support services for students identified as homeless Population:
28. Implementation of a Family Engagement Plan with the Librarian and PreK teachers/students to promote the love of reading and parent involvement.

STAFF RECRUITMENT & RETENTION STRENGTHS:

- - Teachers involved in the Hiring Process
 - Highly Qualified Teachers
 - Bilingual Certified Teachers
 - GT Core (30 hours) Trained Teachers
 - SIOP Trained
 - Language Enrichment trained
 - Strong CSR teacher in 5th grade
 - Highly Qualified Para-Professionals
 - Highly Qualified Administrators
 - Teacher Evaluation Process helps improve teacher's ability to fulfill their job assignment
 - Teacher Awareness of student needs
 - Friendly Environment
 - High Expectations of Teachers and Students
 - Assist staff development with district departments
 - Turn Around Trainings for teachers and staff in content areas: Reading, ELA, Science, Social Studies, and Math
 - Allow time to work with teachers displaying weak instructional methods and/or in need of classroom management
 - Additional innovative resources and instructional supplies and materials will be purchased to strengthen the rigor of the curriculum
 - Professional Development will be targeted to meet the needs of the campus
 - Provide TOT sessions amongst grade levels to strengthen the delivery of instruction
 - Peer Observations amongst grade level teachers to strengthen the delivery of instruction

STAFF QUALITY, RECRUITMENT, AND RETENTION NEEDS:

After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following Staff Quality, Recruitment and Retention areas of improvement would be addressed:

Improve or increase student and teacher attendance by showing appreciation through incentives such as perfect attendance certificates, ribbons,

etc.

2. Teachers & students will be recognized for perfect attendance and teacher appreciation.
3. Increase the level of support for teachers by implementing grade level meetings on a weekly basis to keep teachers informed and provide support to better help students' succeed.
4. One area of improvement is to focus and target trainings on specific topics and specific groups according to data. Based on our strengths and areas of improvement, we would need training and collaboration with the Curriculum and Technology Department to successfully provide online training to administration, teachers, and staff on the following areas:
5. Implement award ceremonies for student incentives
6. Implement of RTI interventions for at-risk students
7. Implement Saturday academies and after school tutorials for at-risk students
8. Implement after school extended day enrichment program
9. Counselor will monitor intervention programs to reduce retention rates

To best support campus efforts and meet identified needs at the District and Campus level; activities, resources, and implementation timelines related to Student Achievement are set forth in core-area, At-Risk, and MI Education sections of the 2019-2020 Campus Improvement Plan.

SCHOOL ORGANIZATION STRENGTHS:

- *SBDM involved in decision making process*
- *Regular grade level and curriculum meeting scheduled*
- *School map provided to everyone with evacuation routes*
- *Promote awareness and notification of Student Code of Conduct (SCC) to students, parents, staff, & community through campus distribution of SCC*
- *District Website, and campus presentations to ensure all students are afforded due process and their rights*
- *Develop and maintain an Emergency Operations Plan*
- *Implement an identification security system*
- *Visitors must present an identification at sign-in and all points of entry must be locked and monitored at all times*
- *Provide general custodial supplies to provide a clean and orderly school environment.*

SCHOOL ORGANIZATION NEEDS:

1. *Vertical Alignment meetings to be held once per semester*
2. *Horizontal meetings to be held every two weeks to enhance the instructional methods necessary to build the academic rigor of the STAAR assessments*
3. *Increase formal and informal communication with parents, staff, and students*
4. *Increase students participation on various afterschool activities (tutorials, extended day, extra-curricular activities)*

TECHNOLOGY STRENGTHS:

- *Use of TAC among administration, teachers, and parents to view students' progress*
- *Use of eSchool on-line grading for all teachers*
- *Two Computer Labs*
- *Computer access for students in all classrooms*
- *School Website*
- *Mobile laptops (COW)*
- *Mimio Pads (teachers)*
- *Mimio Vote (student)*
- *Mimio Bar to activate white board*
- *Web-based software programs:*

TECHNOLOGY NEEDS:

1. *Technology to support classroom instruction and curriculum*
2. *Meet the 12 hour Technology requirement of the District*
3. *Increase computer accessibility, I-Pads, and technology software to all students*
4. *Increase software, printers, and on-line website access needs to be used by all students*
5. *eSchool on-line grading training for new teachers*
6. *Increase number of student participation in Coding extended day enrichment*

Summary of Needs: *After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following Student Achievement areas of improvement would be addressed:*

1. *Students in grades K-5th will have access to computers equipped with content based programs in order to increase academic achievement in Math, Science, and ELA and students interaction and engagement in the learning process*
2. *Staff will receive training in Technology to integrate in content areas. Document Cameras, & Projectors will be purchased to be used in the classroom to provide instruction. To gain internet access and present lessons*
3. *Teachers will be required to document classroom technology integration in their lesson plans using the technology TEKS to ensure that technology is integrated throughout the curriculum areas*
4. *Purchase license to continue using software in order to increase student content area skills (Math, Science, and ELA) Provide computer-based instruction in the foundation curriculum and adaptive-assisted devices in order to improve at-risk student achievement*

Perceptions

Perceptions Summary

FAMILY & COMMUNITY ENGAGEMENT:

Brite Elementary has a warm and inviting atmosphere and welcomes all parents, community members and district staff. The parent liaison works well with district personnel in informing parents of all parental involvement meetings and activities. Weekly meetings are held by various campus and district staff members to inform parents of different topics such as curriculum, assessment, safety, nutrition, health and wellness, etc. Parents at Brite Elementary are encouraged to volunteer through the parent liaison. A cworkroom is available for parents who come in to volunteer and work in assisting with instructional material preparation. All parents are given the opportunity to sign up to the Home Access Center. Parents are invited to their family engagement activities throughout the year. They are always invited and encouraged to fill out volunteer applications.

SCHOOL CULTURE AND CLIMATE SUMMARY:

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. Through grade level meeting, Administrators and teachers meet to discuss matters related to providing a positive school culture and climate for everyone. Grade level SBDM representatives bring issues and concerns to the grade level meetings. Campus long range plans, policies and procedures, and safety issues are communicated to all students, parents and community members. Parents are strongly encouraged to get involved in volunteering opportunities that will assist their child's education. No drug and alcohol use among students has been reported. Anti-drug, anti-violence, and anti-bullying presentations are offered through our Guidance Department (counselors) and continued monitoring empower students to report bullying. All visitors must report to the front office and sign in and one security officer is assigned to our campus to monitor suspicious behavior and conducts routine checks for campus security. Discipline and classroom management is recorded on Review 360 online Behavior of Concerns data management program to enhance classroom learning and document discipline and monitor student behavior. Students are aware of the academic and behavioral expectations at BrITE Elementary. Students are encourage to participate in clubs such as choir, after school sports, UIL, Science Fair, Destination Imagination, Chess, Spelling Bee, and Coding. The Campus' website features students, parents, and staff recognition accomplishments, events, and activities.

Perceptions Strengths

FAMILY & COMMUNITY ENGAGEMENT STRENGTHS:

- Increased the number of Parent Volunteers
- Parent Center/Parent Liaison
- Parent participation in school events, field trips, and "Meet the Teacher" orientation

- Parents invited to six week/EOY award ceremonies
- Parents work on instructional materials for teachers
- Feedback given from parents regarding school needs through surveys
- Administration and teacher readily available to parents (parent conferences)
- Most of the Parent are knowledgeable of the different programs and services provided by this campus
- Regular communication with parents through weekly folders of student work/homework and worksheets containing activities students and families can do together
- School participation in different community functions throughout the school year
- School website update continuously with information for parents and families

FAMILY & COMMUNITY ENGAGEMENT NEEDS:

1. More active parent participation in students' academic needs through parent contact logs (Parent/School Communication)
2. Increase parent attendance at campus weekly meetings and Title I Parent meeting by providing more invitations via flyers and School Messenger
3. Provide weekly parent educational meetings
4. Make parents aware of educational programs and school activities through monthly parent calendar
5. Increase the number of Parent Volunteers
6. Make supplies available for parents to use in the Parent Center
7. Decrease percent of home visits due to student attendance Increase student functions (performances @ Christmas, Charro Days, special events, etc) for parents to attend
8. Increase school participation in different community functions throughout the school year

SCHOOL CULTURE AND CLIMATE STRENGTHS:

- Grade Level, Faculty, and SBDM Meetings with School Administration (Principal, Dean of Instruction, and Assistant-Principal)
- Parental Involvement Meetings
- Administrative support to teachers
- An atmosphere of trust and mutual respect between administration/staff, student/staff, students/administration is evident
- Campus facilities are well maintained, kept clean, and are adequate for the size of our student population
- During teacher preparation days, time is spent strictly for classroom/instructional preparation purposes
- Campus Teacher Appreciation Week, Administrative Assistants, Counselors, Nurse, and Diagnostician
- Counselors address students needs in the following areas: academic or personal problems, career day, classroom presentations, and speakers
- Bullying, Safety, and Drug/Alcohol Prevention presentations to promote a safe, comfortable and learning environment
- Nurse involvement on Health Presentations to students
- Student participation in UIL, Extended Day, and extra-curricular after-school activities (Choir, DI, Chess, UIL, Science Fair, Spelling Bee, Afterschool sports, and Coding)
- "STAAR" Student (per classroom) of the Six Weeks
- Six Weeks Award Ceremonies

- Meet the Teacher Night
- Review 360 for Behavior Plans and Documentation
- College Awareness Day (every Thursday) to emphasize Higher Education
- Charro Days Mini Festival, Christmas Program
- Family Night at Restaurant Fundraiser

SCHOOL CULTURE AND CLIMATE NEEDS:

1. Bullying, Safety, and Drug/Alcohol Prevention presentations for all students will take place at the beginning of the school year to promote a safe, comfortable and learning environment
2. Decrease discipline issues through the use of a school-wide discipline behavior plan (Review 360) and Emergency Operation Plan
3. Additional instructional resources, materials, and supplies will be purchased as needed for instructional use
4. Promote school uniforms Promote extra-curricular activities
5. Provide a clean and safe school environment
6. Awards will be purchased for student incentives
7. Counselor will monitor student achievement
8. Execution of a overall health plan to improve overall student health

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments

- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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 and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Revised/Approved: May 27, 2019

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

Performance Objective 1: Brite student performance for all students, all grades, all subjects will exceed 2019 STAAR percent Approaches Grade Level and STAAR Masters Grade Level performance in reading, writing, mathematics, and science by 5 percentage points.

Evaluation Data Source(s) 1: STAAR scores / TPRI/TJL/CPALLS scores / TELPAS scores

Summative Evaluation 1:

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

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Provide teachers/campus administration with professional development opportunities to enhance implementation of instructional strategies including: Response to Intervention (RtI), sheltered instruction (SIOP), differentiated instruction, common instructional framework (CIF), reading comprehension cognitive strategy routines, Texas Literacy Initiative protocols including oral language skills that increase listening/speaking and reading/writing proficiency) in all content areas through classroom observations with feedback, co-planning, modeling, workshops, compilation of student data reports, grade level meetings for elementary and strand /department chair meetings for secondary. Population: All teachers teaching core content and special education, dyslexia, and other academic areas Timeline: Aug. 2019 - July 2020 ST. ACH. #9, CURR. INST. & ASS. NEEDS #9, 16	2.4	Principals Dean Lead teachers	Formative Evaluation: Student Work; Sign-in-Sheets; Agenda; Transcripts Summative Evaluation: Report Card; Evaluations; STAAR Scores				
Funding Sources: 211 Title I-A - 198066.00, 199 Local funds - 1700.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>2) Utilize and provide research-based instructional, technology, Supplemental, and general instructional resources (such as printers, laminating machines, and laptops), furniture, supplies, books/novels, and magazines subscriptions for classrooms and library to target interventions, and instruction, at the campuses to ensure that all students are prepared to meet the demands of standardized assessments (local, state, national).</p> <p>Items will be purchased for the following content areas to help students be successful in mastering the TEKS objectives: Reading, Math, Science, Writing, Social Studies</p> <p>POPULATION: All students Sp. Ed. ELL Female Male At Risk Migrant Special Services BI</p> <p>TIMELINE: Aug. 2019 - May 2020 ST. ACHIEV. #2,3,4,8,10</p>	2.4	Campus Administration	<p>Formative: Campus Benchmark data (Fall and Spring) BISD Instructional Feedback Form data (walkthrough data) SOY, BOY and MOY Campus, district, and state assessments</p> <p>Summative: STAAR scores TPRI/TJL/C-PM Data TELPAS and TERRA NOVA/Supera</p>				
<p>Funding Sources: 211 Title I-A - 36413.00, 199 Local funds - 10515.00, 163 State Bilingual - 7175.00, 263 Title III-A Bilingual - 6601.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>TEA Priorities</p> <p>Build a foundation of reading and math</p> <p>3) Support all students by providing teacher professional development opportunities to enhance implementation of strategies including: RtI, sheltered instruction, differentiated instruction, reading comprehension cognitive strategy routines (TLI) in all content areas (oral language skills that increase listening/speaking and reading/writing proficiency) based on student performance data to close the achievement gap and demonstrate progress.</p> <p>Population: TI-A Teachers ,TI-A Para-Professionals (Pre-K, Kinder, 1st-5th, Dyslexia, Computer, and Library), TI-A Students, All students</p> <p>Timeline: AUG. 2019 - JULY 2020</p> <p>ST. ACHIEV. #2,16,18,</p>		Campus Administration	<p>Formative:</p> <p>Classroom observations</p> <p>Session Evaluations</p> <p>Benchmark Scores</p> <p>BOY/MOY/EOY data analysis</p> <p>Workshop agendas and Sign-in sheets</p> <p>Summative:</p> <p>STAAR scores</p> <p>TPRI/Texas Lee/C-PM scores</p> <p>TELPAS</p> <p>TERRANOVA</p> <p>Supera data</p> <p>Texas Literacy</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>4) Provide teachers with the necessary support, including appropriate research-based strategies, to implement the district initiatives and computer assisted supports to meet the needs of the students and ensure their success.</p> <p>Write for Success, Writing Portfolios, Tango Software, TLI Routines/Strategies SIOP / ELPS Bilingual Model Adaptive Curriculum Mind Play Dyslexia Lab AWARE 300 LEARNING A-Z</p> <p>Population TI, MI, ELL, SE, AR, GT, DYS, All students</p> <p>Aug. 2019 - July 2020</p> <p>ST. ACHIEV. #3</p>		<p>Campus administrators Campus Teachers</p>	<p>Formative: Classroom observations, Benchmark Scores, BOY/MOY/EOY data analysis meeting PK-3, Fluency checks noted in elementary report card</p> <p>Summative: STAAR scores, TPRI/Tejas Lee/CIRCLE-PM scores, TELPAS, TERRA NOVA ACHIEVE 300 A-Z reports</p>				
<p>Funding Sources: 162 State Compensatory - 5000.00</p>							
<p>5) 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: TI, MI, ELL, SE, AR, GT, DYS, CTE, All students</p> <p>Timeline: Aug. 2019 - May 2020</p> <p>ST. ACHIEV. #6,9 CURR. & INST. #9,5</p>	2.4, 2.6, 2.6	<p>Campus administrators PreK -5th Teachers</p>	<p>Workshop agenda Sign-in sheets</p> <p>Formative: RtI plans and progress monitoring reports</p> <p>Summative: STAAR scores, TPRI/TJL/CPM data, TELPAS,</p>				





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>6) 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, student response systems, and graphing calculators in order to differentiate instruction and meet accessibilities / modifications.</p> <p>Population: All students</p> <p>Timelines: Aug. 2019 - June 2020 TECH. #1,2,4</p>	2.4, 2.6	Campus administrators Prek - 5th teachers	<p>100% of walk-throughs will indicate application of the skills acquired during the professional development, Sign-in sheets, Workshop agenda</p> <p>Formative: Classroom observation, PDS Session Evaluations,</p> <p>Summative: STAAR scores, TPRI/Tejas Lee /CIRCLEPM data, TELPAS,</p>				
<p>7) In an effort to promote physically and emotionally healthy students, the campus will implement 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 sexual abuse of children.</p> <p>Population: TI, MI, ELL, SE, AR, GT, DYS, CTE, All students</p> <p>Timeline: Aug. 2019 - May 2020 SCH. CULT. #8</p>		Campus administrators Lead Teachers, PreK to 5 Teachers	<p>Formative: Classroom observation, Professional development evaluations</p> <p>Summative: Fitness Gram results</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>8) Parent Trainers and Parent Liaisons educate parents so that they can better assist their children through the educational process and ultimately increase student achievement and attendance.</p> <p>POPULATION: Parental Involvement Staff</p> <p>TIMELINE: August 2019 - JULY 2020 FAM. & COMM. ENGA. #1, 2, 3, 7</p>	3.2, 3.2	Campus Administrators Parental Involvement Coordinator	<p>Formative: Parent Trainer Visitation Reports, Contact Logs, Benchmark Scores</p> <p>Summative: Completed Title I-A Parental Involvement Compliance Checklist, EOY Parent Survey, Parent Attendance Rates, Student Attendance Rates State Assessment Scores</p>				
<p>9) Certified teachers and para-professionals will supplement allotted campus positions so that the needs of low performing students may be met through individualized small group instruction.</p> <p>Population: PK-3 - 5th Grade Students Population: All students. Timeline: AUG. 2019 - JULY 2020</p> <p>ST. ACHIEV. # 12 - CURR. & INSTR. #5</p>	2.4, 2.6	Campus administration	<p>Formative: Teacher Observations, Lesson Plans, Student Classroom Grades and Progress Reports, CIRCLEPM BOY, MOY Test Results.</p> <p>Summative: TTESS, Job Description/Evaluations, PDS Session Evaluations, State Assessment Results (STAAR, TPRI, Tejas Lee, EOY</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>10) Class-size reduction teachers will address student academic needs through small group instruction in an effort to increase student academic achievement. (Title II-A)</p> <p>Campus personnel and stakeholders will attend opportunities at the national, state, regional and in-district conferences to engage in research-based professional development opportunities that will support effective transformational reform strategies, best practices and student learning. (Title I-A & Title II-A)</p> <p>Stipends for teachers will be provided in an effort to retain high-quality teachers in high-need schools. (Title I-A & Title II-A)</p> <p>Population: PK-3 - 5th Grade Sp. Ed. ELL Female Male At Risk Migrant Special Services BI students</p> <p>Population: Teachers in Certified Areas of Need Timeline: Aug. 2019 - May 2020 ST. ACHIEV. # 2, 6, CURR. & INST. #9, 12, 16,</p>		Principals, Deans of Instruction	Formative: Classroom grades, campus benchmark scores, teacher observations, student progress reports, Summative: TTESS, Job Description/ Evaluations, State Assessment Scores (STAAR)				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>11) Teachers will make academic assessment decisions in the following content areas: Reading, Math, Writing, and Science to improve student academic performance.</p> <p>Population: Sp. Ed. ELL Female Male At Risk Migrant Special Services BI students</p> <p>Timeline: AUG. 2019-JUNE 2020 ST. ACHIEV. # 9</p>		<p>Campus Administrators, Lead Teachers, PreK through 5 Teachers</p>	<p>Formative: Classroom observations P.D. Session Evaluations Benchmark Scores BOY/MOY/EOY data analysis meeting PK-5</p> <p>Summative: STAAR scores TPRI/C-PM scores TELPAS</p>				
<p>12) Strategies to attract and keep high quality teachers in our school wide campus include the following: Lead teachers stipends, masters degree stipend, health medical insurance, and incentives for teacher appreciation week</p> <p>August 2019- July 2020</p> <p>Population: Teachers</p> <p>STAFF QUALITY # 2, 4,</p>		<p>Principal, Assistant Principal, Dean of Instruction</p>	<p>Formative: District and Campus Benchmark Scores, Teacher Observations, Student Progress Reports, Training Evaluations Summative: PDAS, Job Description/ Evaluations, State Assessment Scores</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
13) PK through 5th grades and Special Education students will attend fixed schedule library classes weekly, accessing current print and non-print materials to improve reading, research, and technology skills. POPULATION: TI MI ELL SE AR GT DYS TIMELINE: Weekly August 2019- July 2020		Librarian Library Clerk Classroom teachers Dean Principal	Formative Evaluation: Walkthroughs, student work, Library Lesson plans, Circulation Log, AR Participation, Reading Report Cards Grads				
14) Core content area maintenance meetings for grades PK - 5 will be held in order to provide training for classroom teachers on instructional strategies and computer-assisted instructional programs to support student learning throughout the school year. Timeline: August 2019 - July 2020 ST. ACHIEV. #9 STAFF QUALITY #3		Campus administrators Teachers	Formative: T.O.T. documentation Sign-in sheets Classroom visitation Coaching documentation PDS documentation Summative: PDS Evaluations				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

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


Performance Objective 2: Early childhood performance will increase by 5 percentage points over end-of-year 2019 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) The Campus will support Early Childhood Education in order to increase early literacy and student school readiness the following options for high quality 3 year old programs will be in place: Title I Half Day (AM or PM) OR Full day sessions for students who qualify under low SES criteria BISD/NINOS Head Start Collaborative for students who qualify under the Free Lunch federal criteria (supports Board Goal #1 priority) Population: PK-3-year-old students as of Sept. 1st Timeline: Aug. 2019 - July 2020 CURR. & iNST. #17	2.5, 2.5	TI-A Three-Year-Old Program Staff, Campus administrators	Formative: Teacher Observations, BOY and MOY C-PM Test results, PK OWL Student Screening Assessments, PDS Evaluations, Head Start Campus Visits, WalkThroughs, Lesson Plans Summative: T-TESS, Job description and Evaluations, PDS Transcripts, EOY C-PM and OWL results				
2) Provide resources and computer assisted instruction that reinforces implementation of the BISD curriculum and initiatives including (but not limited to) professional development based on identified needs for early childhood. Language Enrichment (Niehaus) Learning A-Z Hatch Balanced Literacy Model TLI Cognitive Routines/Strategies Inclusion (co-teach) Model Tango Software Population: All student groups Timeline: Aug. 2019 - July 2020 TECH. #1, 3, 4, 6		Campus administrators Teachers	Formative Results: District Benchmark data (Fall and Spring), BISD Instructional Feedback Form data (walkthrough data), SOY, BOY and MOY district and state assessments, PDS Session Evaluations, Benchmark Scores, CAI Progress Monitoring Report, BOY/MOY/EOY data analysis meetings, PK-2, Fluency checks noted in elementary report cards Summative Impact: TPRI/TJL/CPALS Data, TELPAS and TERRA NOVA/Supera				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>3) Locally funded Pre-kindergarten Full Day OR half-day sessions for ALL students for whom no other criteria applies. (supports Board Goal #1 priority) Population: PK-3-year-old students as of Sept. 1st Timeline: Aug. 2019 - July 2020 CURR. & INST. # 17</p>		<p>Curriculum and Instruction staff Principals, Deans of Instruction NINOS Head Start Staff</p>	<p>Formative: Teacher Observations, BOY and MOY C-PM Test results, PK OWL Student Screening Assessments, PDS Evaluations, Head Start Campus Visits, Personnel Requisitions, , Professional Leaves, Purchase Orders, Walk-Throughs, Lesson Plans Summative: T-TESS, Job description and Evaluations, PDS Transcripts, EOY C-PM and OWL results</p>				
<p>4) Identified migrant three year old children will have the opportunity to enroll into the Title I, Part A Three Year- Old Program (PK-3) so they can receive the same educational experience as non-migrant students. *Three and four year old migrant students not attending school will be invited to participate in home-based migrant program, A Bright Beginning. Population: 3-4 year old Migrant Students Timeline: August 2019 - July 2020 DEMO. # 4,5 - CURR. & INST. #17, 18</p>		<p>Campus Principals/administrators Recruiters Migrant Lead Clerk</p>	<p>Formative Results: 6 weeks enrollment reports Summative Impact: +Increase enrollment in the 3-year-old program</p>				
<p>5) Title I-A personnel and student support services, supplies/ equipment for campuses and department will be funded. (supports Board Goal #1 priority) Population: PK-3-year-old students as of Sept. 1st Timeline: Aug. 2019 - July 2020 CURR. & INSTR. # 17</p>		<p>TI-A Three-Year-Old Program Staff, Principals, Deans of Instruction NINOS Head Start Staff</p>	<p>Formative: Teacher Observations, BOY and MOY C-PM Test results, PK OWL Student Screening Assessments, PDS Evaluations, Head Start Campus Visits, WalkThroughs, Lesson Plans Summative: T-TESS, Job description and Evaluations, PDS Transcripts, EOY C-PM and OWL results</p>				


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>6) Support Early Childhood Education in order to increase early literacy and student school readiness with a 22:1 student:teacher ratio with a paraprofessional for PK3-4 classrooms with support teachers for small group instruction as needed.</p> <p>(supports Board Goal #1 priority) Population: PK-3-year-old students as of Sept. 1st Timeline: Aug. 2019 - July 2020</p> <p>CURR. & INSTR. # 17</p>	2.4, 2.6	TI-A Three-Year-Old Program Staff, Principals, Deans of Instruction NINOS Head Start Staff	<p>Formative: Teacher Observations, BOY and MOY C-PM Test results, PK OWL Student Screening Assessments, PDS Evaluations, Head Start Campus Visits, WalkThroughs, Lesson Plans</p> <p>Summative: T-TESS, Job description and Evaluations, PDS Transcripts, EOY C-PM and OWL results</p>				
<p>7) Supplement the Pre-K Program to provide foundation learning experiences in order to better prepare at-risk students academically.</p> <p>Population: Elementary PK-K students Timeline: August 2019- July 2020 CURR. & INSTR. # 17</p>		Campus Administration	<p>Formative Results: eSchoolPLUS Master Schedule, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports, C-PM (BOY and MOY)</p> <p>Summative Impact: +Improved CIRCLE-PM (EOY), TPRI/Tejas LEE, Attendance Rate and Retention Rate</p>				
							

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

Performance Objective 3: 80% of 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 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
1) All migrant students will receive grade appropriate school supplies on an as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus extending them the same opportunity for meeting the academic challenges of all students. All PFS migrant students will receive supplemental supports services before other migrant students. will have an opportunity to attend a PFS Learning Academy. All migrant students will receive a summer reading pack so that they may continue sharpening their reading skill during the summer months. Population: All Migrant Students Timeline: August 2019-July 2020		Migrant Funded: Teachers Migrant Counselor Recruiters Campus administrators	Formative Results: Distribution forms, PFS Learning Academy Reports, Composite of Services Reports. Summative Impact: +Fewer PFS students are identified due to increased performance				
							

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

Performance Objective 4: Increase number of students in co-curricular and extra-curricular advancing in Math, Science, Social Studies, ELA, Fine Arts, and CTE programs by 5% over 2018-2019 participation.





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

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Teachers will be provided with training and materials to promote participation in Robotic Competition at the campus, district, and regional level. Population: Grades 3-5 teachers and students Timeline: Aug. 2019 - July 2020		Curriculum Specialists for Math and Science, Science Fair Coordinators, Campus administration	Formative Results: +Increase number of students in STEM classes Summative Impact: +Increase number of campus entries, district entries, Regional and State Entries.				
2) Science Fair Sponsors and Coordinators will be provided with training and materials to promote participation at the campus, district, regional, state, and international level by increasing student awareness of Science Technology, Engineering and Mathematics concepts building a pathway for STEM and college/ career readiness. Population: Grades 3-5 teachers and students Timeline: July 2019 - June 2020		Curriculum Specialists for Math and Science, Science Fair Coordinators, Campus administration, 3 - 5 teachers and sponsor	Formative Results: Training agendas and flyers, PDS attendance and evaluation reports Summative Impact: +Increase number of campus entries, district entries, Regional and State Entries.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) Student's problem solving skills, originality and creativity will be encouraged through their participation in district programs. Teachers, sponsors and coaches will be provided with professional development and materials to promote participation in Brainsville Inventions, Chess, Destination Imagination, UIL Academics, and Night of DI, Population: Grades K-5 teachers and students (especially G/T identified students) Timeline: August 2019 - July 2020		Campus Teachers Campus Administration Campus Coordinators	Formative Results: Training agendas and flyers, PDS attendance and evaluation reports Summative Impacts: +Brainsville Inventions (3rd-5th) 10% increase in student participation at the district level. +Chess (K-5th) 10% increase in student participation at the district, regional, state and national levels. +Destination Imagination (K-5th) 10% increase in student participation at the regional, state and Global levels. (4th-5th) 10% increase in student participation at the district level. +UIL Academics (4th-5th) 10% increase in student participation at the district and state level.				
4) teachers will be provided with professional development and materials to promote the participation in Brownsville Kids Voting activities. History Day Sponsors, Mock Trial sponsors and department chairs will be provided with training throughout the year in order to increase participation in competition at the district, regional, state and national level. Population: Grades 3-5 teachers Timeline: Aug. 2019 - July 2020		Campus Administrators, Social Studies Specialists	Formative Results: Training agendas and flyers PDS attendance and evaluation reports Summative Impact: +10% increase in campus entries for History Day at the district, regional, and state level.				
5) Teachers will be provided with training and materials to promote participation in American Mathematics Competition (AMC) and Mathcounts at the campus, district, and regional level. Population: Grades 3-5 teachers and students Timeline: Aug. 2019 - July 2020		Campus administrators, Social Studies Specialists	Formative Results: Training agendas and flyers PDS attendance and evaluation reports Summative Impact: +10% increase in campus entries for History Day at the district, regional, and state level.				
6) The Curriculum and Instruction Department will host the annual District Spelling Bee Plan in which all elementary schools will participate in. Population: All 3-5th grade students Timeline: November 2019 - February 2020		Campus administrators	Formative Results: Spelling Bee results for district, regional and state levels Summative Impact: +participation in Spelling Bee by all Elementary and Middle School Campuses +Increased level of competition success beyond district and regional levels				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
7) in-school opportunities and after school clubs to learn coding for fourth and 5th grade students. The focus of this initiative will be on the lasting benefits of building the following skill sets: Logical Thinking, Problem Solving, Persistence, Collaboration, and Communication. Population: all grade 4-5 students Timeline: August 2019 - July 2020	2.5, 2.5	Teachers, Principals	Formative Results: 1. Club rosters 2. Payroll forms 3. Classroom projects 4. Student competitions 5. Test scores Summative Impact: +EOY data for student competition participation and performance				
8) fine arts students will develop critical thinking and multi-tasking skills, and creativity, teamwork and character by participating in UIL contests, TMEA contests, non-UIL contests, exhibitions, district/community events, and public performances. Population: all students K-5 Timeline: August 2019 - July 2020		Campus administrators Campus directors and teachers	Formative: Performance ratings, attendance, audience/student reaction Summative: EOY performance recognition Student program enrollment increases				
9) The campus migrant clerks will provide supplemental support to the PFS and migrant students only, in order to enhance the advocacy, encouragement, and support to the special needs of migrant students as delineated by NCLB Act of 2001 (Public Law 07-110) Section 1301-1309 and will ensure that the migrant students are actively engaged in the Migrant Club, receive needed homework assistance and socialize with other migrant students throughout the current school year. Population: PFS and Migrant Students Timeline: August 2019- July 2020		Campus Principals Migrant Campus Clerks Migrant Teachers DMC MS	Formative: Attendance roster into Migrant lab, Phone logs, 3 wk progress reports, and Six Weeks grades Summative: +End of year state assessment scores				

 = 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: The campus 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) All campus program areas will purposely promote energy savings activities to support implementation of the district's energy savings plan. Population: All department and campus facilities Timeline: Aug. 2018- July 2020 Need: Board approved goal priority		Campus Administration Facilities and maintenance staff	Complete implementation of the campus energy savings plan will result in decreased energy usage compared to prior year. Formative: Monthly comparison of energy usage Summative: Annual comparison of energy usage				
2) Create and implement a systematic approach to the renovation/ upgrade/ improvement of facilities to include prioritizing based on safety and needs of the district. Population: All department and campus facilities Timeline: Aug. 2019 - July 2020 Need: Board approved goal priority		Campus Administration Facilities and maintenance staff	Survey results from campuses and departments will indicate prioritization of the renovation plans. Formative: Survey Summative: Evaluation/analysis of survey data				
3) will create a Multi-purpose performing arts Center Committee including representation from all appropriate stakeholders to meet to develop the plan. Population: BISD Stakeholders Timeline: Aug. 2019- July 2020 Need: Board approved goal priority		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				





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

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: Plan draft (specification description) for a multi-purpose Performing Arts Center including input from all appropriate stakeholders.

Evaluation Data Source(s) 2: Presented draft plans

Summative Evaluation 2:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Campus and program staff will develop green areas/ landscaped areas to help beautify facilities with the support of community, parents and students.</p> <p>Campus will provide a clean and safe school environment.</p> <p>Population: all students and staff Timeline: August 2019 - July 2020</p> <p>ST. ACHIEV. #8, 9, CURR. & INST. #3, 18, 22</p>		<p>Campus Administration Facilities and maintenance staff</p>	<p>Formative results: beautification/garden event showcases and perception campuses and office areas are clean and green</p> <p>Summative impact: +improved campus survey data about facilities</p>				
<p>Funding Sources: 199 Local funds - 6350.00</p>							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

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

Performance Objective 1: The Campus will ensure effective and efficient use of 100% of available budgeted funds to be used to meet the needs of all students.

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The Campus will support programs in the effect effective and efficient use of 100% of available budgeted funds based on the needs assessments. Population: Campus Stakeholders Timeline: Aug. 2019- July 2020 Need: Board approved goal priority		Campus Administration SBDM Committees	Funding reports will indicate all funds were expended based on prioritized needs. Formative: monthly expenditure reports compared CIP Summative: end of year expenditure report				
							

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

Performance Objective 2: The Campus will commit to a balanced budget which includes improved compensation for 100% of teachers.

Evaluation Data Source(s) 2: Compensation plan including improved funding for teachers.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Give priority to teachers from high poverty/ high minority/ low performing campuses to participate in the Master of Education cohorts, establish Master Teacher Leaders, and explore financial incentives. Population: high poverty/ high minority/ low performing campuses students Timeline: Aug. 2019- July 2020 Need: Equity Plan need and Board approved goal priority		Campus administration HR Administration	Compensation plan will reflect incentives available for teachers at high poverty/ high minority/ low performing campuses. Formative: draft of revised compensation plan Summative: approved revised compensation plan				


 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

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

Performance Objective 3: The Campus will create and provide faculty and staff recognitions and activities to improve campus morale/climate and support retention of teachers and principals.

Evaluation Data Source(s) 3: Campus needs assessment surveys, district/campus climate surveys

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The campus will support campus SBDM committees in creating and participating in employee incentives and recognitions to improve employee and district and campus morale and climate. Population: all BISD faculty and staff Timeline: Aug. 2019 - July 2020		SBDM Committees campus administration	Formative result: Campus CNA survey and district/campus climate survey data related to support and retention Summative impact: PEIMS and TAPR report showing increased years of experience and decreased turn over rates				
							

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

Performance Objective 1: The Campus will provide the BISD Public Information Office with features articles, recognition of students, co-/extra-curricular activities, and parent/community events.

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The campus will promote the history and origins along with current accomplishments weekly through the website and media venues. Population: Campus Stakeholders Timeline: Aug. 2019 - July 2020		Campus Administration	Weekly news articles will indicate a new campus each week. Formative: schedule of weekly articles Summative: listing of all campuses that were presented in weekly articles				
2) The Campus will designate a PIO contact to provide features articles, current and prior students/ parents/ staff recognitions, co-/extra-curricular activities, and parent/community events. Population: Campus Stakeholders Timeline: Aug. 2019 - July 2020		Campus Administration	Formative: Submissions of information for articles and showcases Summative: annual compilation of articles and presentation/ showcases				
3) The campus will update websites at least monthly including showcasing student and community activities. Population: Campus Stakeholders Timeline: Aug. 2019 - July 2020 Need: Decreasing enrollment/ Board approved goal priority		Campus Administration	Formative: checklist of websites indicating are current Summative: report at end of year for monthly checklist results				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
4) Increase Parent and Community awareness of Distribution of Campus Wide Attendance Initiatives held each semester by Pupil Services Department. Population: all students Timeline: one each in Fall 2019 and Spring 2020 Semesters		Campus Administration	Formative results: Published list of campuses receiving awards, Awarding of donated funds and prizes Summative impact: +Increased PEIMS District and Attendance Percentage rates.				


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

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


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

Summative Evaluation 2:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The Campus will provide information through various media on the District of Innovation Plan. Population: BISD Stakeholders Timeline: Aug. 2019 - July 2020 Need: Decreasing enrollment/ Board approved goal		Public Information Officer, Campus Administration	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				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


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

Performance Objective 1: Discipline referrals for removals or placements will decrease by 5%.

Evaluation Data Source(s) 1: data for 2018-2019 and 2019-2020, PEIMS discipline report data, Pupil Services, Police and Security Services, Guidance and Counseling Services and Special Services departmental data .

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) In order to prevent discipline incidents and/or referrals all students and parents will have access to a copy of the Student Code of Conduct to communicate the district's discipline policy and behavior consequences. Population: All Students/parents; campus personnel Timeline: Aug. 2019-July 2020	3.1	Campus Behavior Coordinators, Campus administration	Formative Results: Campus SCOC Receipt form, Signed SCOC acknowledgement Forms, posting of SCOC on District and campus websites. Signed Student Code of Conduct Orientation for all Parents during the current instructional school year Summative Impact: end of year eSchool and PEIMS Discipline data indicate reduced referrals				
2) Implement RtI behavior interventions upon transitioning to their home campus and Counselor (Academic and At-Risk) will monitor behavior and grades every progress period. Campuses will use the district database software programs to document and monitor RtI plans. Population: All Students Timeline: Aug. 2019 - July 2020	2.6, 2.6	RtI Administrator/Committee Campus RtI Administrator Campus Counselor Principal	Formative Results: RTI documentation, Review 360 reports, Counselor meeting logs, Summative Impact: +eSchool discipline report data				
3) Review of all proposed discretionary and mandatory removals/placements including documented interventions of all special education students will be done by Special Services and BAC administration. Population: All special education students Timeline: Aug. 2019 - July 2020		Special Services Administration BAC Administration	Formative Results: BAC packet checklist forms and documented interventions showing approval from both BAC and Special Services Summative Impact: +Decrease in the number of special education students removed to BAC compared to previous school year. +Reduce the disproportionate placement of special population students to BAC.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
4) Reduce placement assignments to a DAEP setting by providing early behavior intervention strategies and de-escalation techniques through the implementation of Guidance and Counseling program as per Texas Comprehensive Development Guidance and Counseling Model at each campus. Population: All Students Timeline: Aug. 2019 - July 2020	2.6	Guidance & Counseling Administrator, Campus Behavior Coordinator and/or designee, Campus administrator	Formative Results: Student sign-in sheets, Counselor's logs, Audits, Evaluation sheets, Training sign-in sheets Summative Impact: +Discipline PEIMS Report Data reflecting a reduction in placements to a DAEP per campus.				
							


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

Performance Objective 2: Disciplinary placements for In school suspension (ISS) will decrease by 5% for 2019-2020 and will not be disproportionate for any population.

Evaluation Data Source(s) 2: ISS reports for campus disaggregated by special served populations including ESL, Special Education, At-Risk and economically disadvantaged, or eSchool behavior RtI plans and monitoring reports, plans for addressing Bullying, Teen Violence, and others.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) All new teachers will be provided with training and refreshers for all faculty on the use of district software at the beginning of the school year to document discipline and how to prepare and monitor behavior RtI plans. Population: all teachers Timeline: August 2018 to March 2019		Behavior Specialists Campus RtI Administrator and RtI committee Campus Counselor Campus administrators	Formative Results: eSchool discipline reports and RtI plans Summative Impact: Reduced number/ percentage of population of students referrals to ISS compared to previous school year.				
2) Provide training and support to classroom teachers and campus administration in discipline management and safe environments. Population: All Students Timeline: August 2019 to June 2020		Security Services Administrator Campus administrators	Formative Results: Training Sign In Sheets and Six weeks discipline reports Summative Impact: discipline report data reflecting decrease in the number of discipline incidents compared to previous school year.				
3) Positive behavior interventions and supports (PBIS) and the behavioral RtI tiering will be implemented with greater fidelity to improve the behavior of students with close monitoring of the ISS placements for special populations. Population: all students Timeline: August 2019 to June 2020		RTI Administrator, Campus administrators	Formative Results: ISS placements of special education and other targeted student groups will decrease by 5% at the campus level Summative Impact: PBMAS (now on DVM Discipline indicators for 2019) discipline indicator performance levels and staging will decrease				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
4) Campus Officers and Counselors, and community/non-profit organizations, will address current safety-related trends and conflict resolution through presentations with students, parents, campus faculty and staff on: Gang Awareness, Bullying/harassment, Unwanted physical/verbal aggression, Sexual Harassment, Guardian Internet Safety, Truancy, Population: All Students and parents/guardians Timeline: August 2019 to June 2020		Guidance & Counseling Department	Formative Results: copies of Presentations, Sign-In sheets and Agendas Summative Impact: +Decrease in the number of students discipline incidents compared to prior school year				
							


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

Performance Objective 3: Refine and implement all safety plans across the campus to ensure students are safe in the event of a crisis.

Evaluation Data Source(s) 3: Updated safety plan checklist, published campus safety plans, Unsafe Schools PEIMS report.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Ensure the implementation and annual review of a comprehensive campus Emergency Operations plan. Population: All Students Timeline: Aug. 2019 - July 2020		Security Services Department	Formative Results: Safety Meeting Sign-In Sheets, Summative Impact: +100% completed District and Campus Emergency Operations Plans cleared in June 2020				
2) Place and assign security officers throughout the year at the campus. Population: All Students Timeline: August 2019 to June 2020		Security Services Department, campus adminstrations	Formative Results: Security Officers and Police Officers work schedule assignments Summative Impact: +end of year assignments indicating all campuses have officer and or security officer in place				
3) Campus Administration, Security Staff, Counselors, and community/non-profit organizations, will address current safety-related trends and conflict resolution through presentations with students, parents, campus faculty and staff on: Gang Awareness, Bullying/harassment, Sexual Harassment, Truancy, Emergency Operations Plan (EOP)-Safety Procedures Population: All Students and parents/guardians Timeline: August 2019 to June 2020 Edit Remove		Security Services Administration, Guidance and Counseling Administration, and Campus Administration	Formative Results: copies of Presentations, Sign-In sheets and Agendas Summative Impact: +Decrease in the number of students discipline incidents compared to prior school year				
4) Campus will conduct Active Shooter or other hazardous lock down drills at least twice per semester. Population: all students Timeline: Aug. 2019 - July 2020		Security Services Campus Administration	Formative Results: Practice drill reports Summative Impact: 100% of campuses have conducted at least two practice drills.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
5) The campus initiate professional train the trainers for teaching campus faculty and staff appropriate procedures for all hazards with turn around of training within one month of TOT during 2018-2019. Population: Campus faculty and staff Timeline: August 2019 to June 2020		Security Services Campus Administration	Formative results: PDS train the trainer session agendas, sign-in documentation, session evaluations Summative impact: PDS documentation of turn around of training at campuses within one month of TOT				
							

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 2018-2019 to 2019-2020.

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
1) Federal Programs, Migrant Department and State Compensatory will continue to fund Parent Trainers and Parent Liaisons for the purpose of assisting the campus and educating parents with current information during weekly/monthly meetings that address issues and expectations that will impact their children's academic and attendance needs. Population: Parent & Family Engagement, Migrant and State Compensatory Staff Timeline: Aug. 2019 -July 2020		Parent Liaison Campus administrations Migrant teachers State Comp. Staff	Formative results: Parent Trainer Documentation including Campus Visitation Reports, Weekly Reports, Contact Logs, Monthly Calendar, Peer Review Audits Summative Impact: Training Session Evaluations average scores Parent Participation Rates will increase by 10% Increase 3% participation in PAC Mtgs.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>2) Conduct the following annual Title I-A required activities:</p> <ul style="list-style-type: none"> *Develop and disseminate a Parent and Family Engagement Policy that delineates how parents will be actively involved at the district/ campus level *Develop and disseminate a School-Parent-Student Compact indicating each group's responsibility in order to ensure student achievement, specifically in the content areas. *Conduct Title I-A Meeting to inform parents of the services provided through Title I funds *Conduct Title I-A Parent Survey to evaluate the effectiveness of the District Parent and Family Engagement Program <p>Population: Parents Timeline: Aug. 2019 -July 2020</p>	3.1, 3.1	Parent and Family Engagement Coordinator and Staff	<p>Formative results: Completed Parental Involvement Policies, Campuses S-P-S Compacts Campus Visitation Reports, Campus Websites, Fliers, Meeting Agendas</p> <p>Summative Impact: 100% Completed Title I-A Parental Involvement Compliance Checklist 100% Signed S-P-S Compact Training Session Evaluations</p>				
<p>3) Ensure representation of community and parent involvement in the decision-making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met:</p> <ul style="list-style-type: none"> *Parent and Family Engagement Policy School-Parent-Student Compact District Improvement Plan <p>Population: Parents Timeline: Aug. 2019 -July 2020 Edit</p>	3.2, 3.2	Parent and Family Engagement Coordinator and Staff	<p>Formative results: Parent Rep. Sign-in Sheets, Completed Parental Involvement Policies, Campuses S-P-S Compacts, DIP, Calendars, Meeting Agendas</p> <p>Summative impact: +Training Session Evaluations,</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>4) Capitalize on the campus community resources by creating partnership agreements with agencies, organizations, businesses and parent volunteers.</p> <p>*Invite community agencies/organizations to participate and disseminate information about the public services that their agencies offer in order to continue building strong community partnerships.</p> <p>-District-wide parent conferences, cluster meetings, Fairs and seminars.</p> <p>*Recognize community partners and parent volunteers for their efforts in supporting district/campus goals to increase student success.</p> <p>Population: Parents and Community</p> <p>Timeline: Aug. 2019 -July 2020</p>		<p>Parent and Family Engagement Coordinator and Staff</p> <p>Public Information Officer</p> <p>Human Resource Specialist</p>	<p>Formative results: MOU's/Agreements, Authority to Volunteer Clearance Forms, Volunteer Sign-in Sheets</p> <p>Summative impact: +Increased Partnerships and Parent Volunteers by 5%</p>				
<p>5) Meet with the Title I-A District Parent Advisory Committee twice a year to address activities and supplemental services for all eligible students from all sub-population groups.</p> <p>Population: Parents</p> <p>Timeline: Aug. 2019 - July 2020</p>	3.2, 3.2	<p>Parent and Family Engagement Coordinator and Staff</p> <p>Bilingual, GT, Migrant, Special Ed. Administrators</p> <p>Principals</p> <p>Parent Liaisons</p>	<p>Formative results: Invitation, Agenda, Sign-in Sheets, Parent Representative Sign-in Sheets, Meeting Minutes</p> <p>Summative impact: +Session Evaluations indicate greater satisfaction with sessions</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>6) Provide ample Parent Education opportunities through parent conferences, campus and district support group meetings and parent training sessions at the campus Parent Center as well as the Special Services Family Center and the Transition designee to disseminate information, services and/or referrals to agencies that address the needs and concerns in the following areas:</p> <ul style="list-style-type: none"> -Early Childhood Literacy Strategies -Effective teaching strategies -Special Populations (Bilingual, Dyslexia, G.T., Migrant, Special Education) College Readiness -Drop-out and Violence Prevention -Health and Wellness Education -Community agencies and organizations <p>Building Capacity:</p> <ul style="list-style-type: none"> -Technology -Special Education processes, procedures as well as services, procedural safeguards. <p>Population: Parents Timeline: Aug. 2019 -July 2020 FAMILY & COMM. ENG. #3</p>	3.1	Parent and Family Engagement and Migrant Coordinators and Staff	<p>Formative results: Parent Trainer Monthly Calendar, Special Services Monthly Calendar, Public Service Providers Lists, Fliers, Agendas, Sign-in Sheets, Meeting Minutes</p> <p>Summative impact: +Training Session Evaluations, Increased Parent Attendance, decreased Special Services Dept. parental concerns by campus using the Family Center Screening Tool</p>				
	<p>Funding Sources: 211 Title I-A - 2700.00</p>						
<p>7) The Parent and Family Engagement, Migrant staff and parents will have the opportunity attend local, regional and state professional development trainings and conferences to expand their knowledge of the latest scientific, research-based instructional strategies to better support instruction, improve understanding thus providing a more comprehensive supplemental support to students and families.</p> <p>Population: Parent and Family Engagement and Migrant funded Staff and Parents Timeline: August 2019-July 2020</p>		Parent and Family Engagement and Migrant Coordinators and Staff	<p>Formative: Conference/Training agendas, Conference Certificate of Participation Documented Cross training of staff not attending events to ensure program training completion</p> <p>Summative: +Improved student grades +Increased Parent Attendance +Increased Student Attendance Rates Improved student performance on district and state assessments</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
8) Provide Parental training to build relationships among family, community members, and school staff that foster increase at risk student achievement, while decreasing retention rates through trust and collaboration; recognize the range of family needs, as well as class and cultural differences and encourage understanding and respect among all involved. Population: Parents Timeline: Aug. 2019 -July 2020	3.2	Parent and Family Engagement Staff	Formative results: Session Evaluations, Meeting Minutes, Summative impact: +EOY Parental Survey Results, +Student Attendance Rates on Final Yearly Report and State Assessment Scores +Increased parental participation +Decreased Discipline Referral				
9) Early Childhood Family Engagement plan will be implemented at all elementary campuses. It will be linked to the Campus webpage and disseminated by Parent Liaisons and Pre-kindergarten teachers. Population: all Pre-kindergarten faculty, staff and parents Timeline: Aug. 2019 - July 2020		Curriculum Early Childhood staff Campus principals	Formative results: parent meeting agendas, sign-ins and minutes and campus plan documentation Summative impact: improved implementation and engagement of parents Pre-K program				
10) Parents of migrant PK-2nd grade students will be provided with monthly sessions on how to access resources to academically support their children more effectively, especially for literacy. *Migrant parents will be provided with strategies and means to access reading and math resources to support their children. Population: PFS and Migrant Student and Parents Timeline: Aug. 2019 -July 2020	3.2, 3.2	District Migrant Coordinator Migrant Funded: Parent Liaison Recruiters MSC	Formative: Pre- and Post-Parent Surveys Summative: EOY Assessment Results +Increased Promotion Rate				
11) Campus migrant clerks will coordinate with the Migrant Parent Liaison to conduct a minimum of two migrant parent meetings to provide migrant parents with current information regarding the academic progress of students and on-time graduation. Population: All migrant parents Timeline: Aug. 2019 - July 2020		District Migrant Coordinator Migrant Campus Clerks- Migrant Parent Liaison DMC MSC	Formative: Sign-In sheets & agendas of Parent Meetings Summative: PBMAS report +Increased participation in PAC Mtg. +Increased student participation in supplemental activities				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
12) Migrant funded parent liaison will assist the campuses by providing awareness sessions to migrant parents upon request during the campuses monthly meetings in order to keep them current with migrant issues that may be impacting their children's academic special needs. Population: Migrant parents Timeline: September 2019-July 2020		Campus Migrant Coordinator Migrant Parent Liaison District Parent Trainers MSC	Formative: Agendas, Sign in sheets Summative: +3% Increase in participation on PAC Meetings +Increase on-time graduation +Parents surveyed with greater understanding of migrant program				
							

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

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





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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Provide teachers/campus administration with professional development opportunities to enhance implementation of instructional strategies including: Response to Intervention (RtI), sheltered instruction (SIOP), differentiated instruction, common instructional framework (CIF), reading comprehension cognitive strategy routines, Texas Literacy Initiative protocols including oral language skills that increase listening/ speaking and reading/ writing proficiency in all content areas. Population: All teachers teaching core content and special education, dyslexia, and other academic areas Timeline: Aug. 2019 - July 2020		District Lead Teachers, Principals, Deans/ Deans, Lead Teachers	Formative Results: BISD Instructional Feedback Form District Monitoring Instrument data will indicate X percentage point increase in Domain 2 proficient and higher ratings. Summative Impact: The district will have a 5 point increase in the number of students who reach Approaches Grade Level and STAAR Masters Grade Level performance on STAAR/EOC exams.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
2) Strengthen the efficiency and effectiveness of the Gifted and Talented Program through the required Core and On-going training as well as specific professional development sessions on differentiated curriculum and assessment relative to the annual goals of the program. Populations: All G/T sub-population students and teachers for these students in core content areas and Special Education Timeline: Aug. 2019 - July 2020		Specialists/ District Lead Teachers Principals/ Deans Campus teachers	Formative Results: District monitoring instrument, Class rosters, Lead teacher classroom observations, Training agendas and evaluations Summative Impact: Improved STAAR assessment scores by 5 percentage points.				
3) Provide respective teachers with training for selected resources to adequately implement the district K-5 Science, Technology, and Mathematics initiative and STEM program. Population: Pilot STEAM Teachers Timeline: Aug. 2019 - July 2020		Lead Teachers, Principals/Deans, Campus Lead Teachers	Formative: PDS session evaluations, benchmark scores, program applications counts Summative: STAAR scores, walkthroughs will indicate implementation of developed project-based learning experiences.				
4) Support participation of faculty and staff attendance at district and/or regional literacy conferences in order to target areas for improvement and provide turn-around training for explicit instruction, lesson design, classroom organization and delivery overviews of the information during district staff development days. Population: All grade level teachers Timeline: Aug. 2019 - July 2020		Principals and Deans Curriculum Specialist,	Formative: RtI plans and progress monitoring reports, Sign-in sheets, Workshop agenda, PDS session roster and evaluations, TLI routines documented in Instructional Feedback Form data Summative: STAAR scores, TPRI/Tejas Lee, CIRLCE-PM scores, TELPAS,				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
5) campus personnel and stakeholders will attend opportunities at the national, state, regional and in-district conferences to engage in research-based professional development opportunities that will support effective District, campus personnel and stakeholders will attend opportunities at the national, state, regional and in-district conferences to engage in research-based professional development opportunities that will support effective transformational reform strategies, best practices and student learning. (Title I-A & Title II-A) Population: PK-3 to 5th teachers Timeline: August 2019 to June 2020		Special Programs Administrator and Supervisors Principals, Deans of Instruction	Formative: Classroom grades, campus benchmark scores, teacher observations, student progress reports, Lesson plans, Curriculum Feedback/ walk-through reports, PDS Session Evaluations Summative: T-TESS or Job Description/ Evaluation summative reports				
6) PK-3 teachers and Para-Professionals will receive Research-Based Professional Development, CIRCLE training, Activities to Transition students from Pre-School to Public School; Frameworks aligned to the PK Guidelines; Positive Beginnings for Classroom Management, etc. Population: PK-3 to 4 faculty and staff Timeline: Aug. 2019 - July 2020		Special Programs Administrator and Supervisors Principals, Deans of Instruction	Formative Results: Teacher Observations, PDS Evaluations, Head Start Campus Visits, Professional Leaves, Purchase Orders, Walk-Throughs, Lesson Plans Summative Impact: Improved T-TESS evaluations and walkthrough reports, increased participation in PK-3 and 4 professional development activities.				
7) Fine arts students and teachers will be provided professional development training annually. Population: all K-5 students and teachers Timeline: Aug. 2019 - July 2020		Campus directors and teachers	Formative Results: Sign in sheets, PDS evaluations, student performance ratings Summative Results: Increased EOY performance recognitions				
8) Migrant Education program instructional staff will be provided professional development to improve migrant students' reading and math skill. Population: Migrant support staff Timeline: August 2019 to May 2020		Campus Coordinator Campus Administration	Formative Results: Sign in sheets, PDS evaluations, student performance ratings Summative Results: Increased EOY performance on state and local assessments				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
9) Professional development opportunities will be provided to campus personnel to enhance the provision of services for at-risk students in order to improve academic achievement, and decrease the retention .Professional development opportunities include: -Identification of at-risk students via state and local criteria, -Identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act, and Budget and Program Compliance Population: All students, At-risk Students Timeline: Aug. 2019 - July 2020 (As needed)	2.4	Principals, Deans of Instruction State Compensatory Education and Homeless Youth	Formative Results: PDS Session attendance and Evaluation Reports, Verified Homeless and/or Unaccompanied Youth Enrollment Letter, eSchoolPLUS Special Programs Report, eSchoolPLUS At-Risk Progress Report, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: increased STAAR/EOC and At-risk Retention				
<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 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (TEA Ch. 4 Obj. 10)

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

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) All students will have accessibility to technology based instruction across all subject areas by providing new software, such as Office 365, hardware, and printers at the campuses for computer/ technology enhanced instruction. The students will also develop projects that foster creativity, innovation, communication, collaboration, information fluency and digital citizenship in all content areas. Additionally, a Bring Your Own Device Initiative will be maintained throughout the district.</p> <p>Population: All Students Timeline: Aug. 2019 - July 2020 ST. ACH. #4, CURR. & INSTR. # 3 , TECH. #3</p>		<p>Career & Technology Education Adm. Special Programs Adm. Tech Services Adm. Campus Administration</p>	<p>Formative Results: 1. Benchmarks 2. Classroom projects 3. Student competitions 4. Improved connectivity of wired and wireless devices.</p> <p>Summative Impact: 1. +Test scores 2. +End of Year grades 3. +Electronic portfolios 4. +StarChart Surveys 5. +Benchmarks</p>				
<p>2) Teachers will participate in a minimum of 12 hours of technology professional development annually to better prepare and assist with the integration of technology into the subject areas. Training and support will be provided for all teachers and students on Netiquette training, the prevention of Cyber Bullying and the integration of technology in the classroom.</p> <p>Population: All Students and teaching faculty Timeline: Aug. 2019 - July 2020 Need: District policy</p>		<p>Tech Services Professional Development Adm. Principals</p>	<p>Formative Results: 1. Professional Development System evaluations 2. Administrative walkthroughs 3. Certificates of completion of training</p> <p>Summative Impact: 1. +T-TESS evaluations 2. +Application Management Reports 3. +StarChart Surveys 4. +Campus Technology Training records from PDS</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) Campus will allow the Technology Support Teacher (TST) adequate time daily to support their campus in the integration of technology into instruction. Population: Campus faculty Timeline: Aug. 2019 - July 2020		Tech. Services Administrator Principals	Formative Results: 1. TST reported schedules 2. Application Management reports 3. Walk-throughs 4. Software usage reports Summative Impact: 1. +EOY TST reported schedules 2. +EOY Application Management reports 3. +Payroll report				
4) Fifth grade students will be provided with electronic tablets that will support literacy, writing activities and homework assignments. Additional areas of focus may be supported as deemed necessary by the teacher, campus or district. Population: all 5th grade students Timeline: Aug. 2019- July 2020		Technology Lead Teachers, Principals	Formative Results: 1. Classroom Projects 2. Completed homework assignments 3. Increased six weeks grades 4. Increased benchmark test scores Summative Impact: +Improved State assessment(s) scores				
5) Model and Support the integration of instructional technology in the delivery of instruction for reinforcement, differentiation, assessment, and meeting the accessibility / modifications needs of students. I-Pads for students. Specific settings and purchasing include but are not limited to: Computer labs Interactive tablets Sensors/Interface Technology Interactive whiteboards Document cameras Computers, I-Pads, Chrome Books, Student response systems Graphing calculators Population: all students grades PK-5 Timeline: Aug. 2019 - July 2020 ST. ACH. 4, CURR. & INST. 3, TECH. 3		District Lead Teachers, Principals/Deans, Dept Chairs & Campus Lead Teachers, Technology Service Staff	Formative Results: Workshop agendas and sign-ins, PDS Session Evaluations, BISD Instructional Feedback Form 100% of walkthroughs will indicate application of the skills acquired during the professional development. Summative Impact: Improved STAAR scores, TPRI/Tejas Lee /CIRCLEPM data, TELPAS, and TMSFA +The district will have a 5 percentage point increase in the number of students meeting the 2018 state assessment passing standards				
Funding Sources: 211 Title I-A - 29920.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							


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

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

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The Campus will address the district attendance rate goals in the Campus Improvement Plan by providing a plan including procedures, roles and responsibilities of staff involved in working with campus attendance and ensure daily updates of attendance. Population: All students Timeline: Aug. 2019 - July 2020		PEIMS Staff, Campus Administration Parent Liaisons.	Formative Results: Pupil Services District Attendance Monitoring Visits, PEIMS Reports of Attendance Weekly Rates, Parent Truancy Court Notice Letters, No Credit process, and Student Attendance Plans Summative Impact: +PEIMS Districts and Campus Attendance Percentage Rates				
2) PEIMS Training on the implementation of new TSDS statewide system for Student Accounting will be provided to new Campus staff. Population: Campus attendance Personnel Timeline: 2019 Fall Semester		PEIMS Administrator Campus Administrator	Formative Results: PEIMS Sign-In Sheets, PEIMS Reports Professional development Session Evaluation Report Summative Impact: PEIMS Reports with zero PID errors				
3) To reduce student absenteeism, campus staff will be proactive by monitoring students attendance and after the 3rd student absence, begin Truancy Preventative Measures (TPM), which includes issuing a "Student Attendance Plan" to the parent and student during parent conferences held at school to prevent further student absences. Population: all Student with absenteeism Timeline: 2019 Fall Semester and 2020 Spring Semester		Campus Administration, Campus Staff Nurses, Counselors, and Parent Liaisons	Formative Results: BISD Student Plan for Truancy Prevention Measures (TPM), School Attendance reports, School Messenger System Reports, Distribution of Student Attendance Plans to parents and students (TPM) Summative Impact: +PEIMS attendance data shows increase				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>4) Migrant recruiters and clerks will attend the annual intensive Identification and Recruitment (ID&R) training in order to be certified as state recruiters.</p> <p>Migrant Education Program will utilize the comprehensive ID&R / Quality Control Plan of Action/ COE Procedural Flow Chart to systemically and thoroughly identify migrant students and their families and improve their attendance in BISD schools.</p> <p>Population: Migrant Office Staff Timeline: Aug. 2019 and January 2020</p>		District Migrant Coordinator MEP Staff-Clerks and Recruiters	<p>Formative: PDS Transcripts, NGS Maximum Enrollment Report Promotion Continuity of Services, Region One audit</p> <p>Summative: +Increase in student ID&R numbers Migrant Recruiter & clerks certificate of attendance, +increase in migrant student enrollment</p>				
<p>5) To better support student achievement and improve student attendance, campus Parent liaisons will be proactive by monitoring student attendance through daily, weekly and six weeks attendance reports. Parents of students with excessive absences as per district policy will be issued warning notices, no credit letters, and/or court notifications as needed.</p> <p>Population: all BISD students PK to 5th grade Timeline: Aug. 2019 - May 2020</p>		PEIMS Administrator and Staff, Campus Administration Campus Attendance Personnel	<p>Formative Results: School Messenger Notification System Reports, eSchool Attendance Reports, District Attendance Monitoring forms, Truancy Court Sworn Affidavits filed, No Credit Letters</p> <p>Summative Impact: +PEIMS Districts and Campus Attendance Percentage Rates</p>				
<p>6) Distribution of Campus Incentives at the end of every semester to all campuses who meet the District Student Attendance Goals of donations available.</p> <p>Population: all Students Timeline: January 2019 - June 2020</p>		Pupil Services Administrator PEIMS Administrator Campus Principals	<p>Formative Results: Published list of campuses receiving incentives found on BISD website, KBSD, and in the Brownsville Herald</p> <p>Awarding of available donated funds after each semester to successful campuses.</p> <p>Summative Impact: +PEIMS District Attendance Percentage Rates</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 2: The campuses will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR by 10%.

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

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Accelerated instruction in the foundation curriculum will be provided during extended day, week, and/or year at least twice a week. *Regular/extended tutorial programs will assist to improve at-risk student achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. Population: Elementary, Middle and High School at-risk Students Timeline: Aug. 2019- June 2020 ST. ACHIEV. #2,4,5,8,10,11 - CURR. & INST. #2,3,9,10,13,14,18,22 STAFF REC. & RET. #3,4, 5,</p>	2.5, 2.6, 2.6	Campus administration	<p>Formative Results: eSchoolPLUS generated Tutorial Schedule, Tutorial Attendance Report, Tutorial Lesson Plans, Tutorial Classroom Observations, SchoolPLUS At-Risk Progress Report, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: Increased STAAR/EOC performance compared to prior year, especially for at-risk and special population served students</p>				
Funding Sources: 162 State Compensatory - 60322.00, 199 Local funds - 9200.00							
<p>2) Provide campus with additional core area Teachers that will offer supplemental instruction to at-risk students in order to improve student achievement, attendance, graduation rate, completion rate, and reduce the retention rate and dropout rate. Population: Elementary, At-risk Students Timeline: Aug. 2019 -July 2020</p>	2.6, 2.6	Campus Administration	<p>Formative Results: eSchoolPLUS Master Schedule, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: +Increased STAAR/EOC, At-risk Retention, Graduation, and Completion Rates +Decreased dropout rate</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) Provide Deans of Instruction to conduct regular research-based professional development sessions in order to train and retain highly qualified personnel that will positively impact at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rates and dropout rate. Population: Elementary, School At-risk Students Timeline: Aug. 2019- June 2020	2.6, 2.6	Campus Administration	Formative Results: PDS Session Attendance and Evaluation Reports, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: +Increased STAAR/EOC, At-risk Retention, Graduation, and Completion Rates +Decreased dropout rate				
4) Supplement the Dyslexia Program to provide language and literacy interventions (as needed) to improve student achievement, attendance, graduation rate, completion rate, and reduce the retention rate and dropout rate. Population: Elementary At-risk Students; Dyslexic Students Timeline: August 2018- June 2019		Campus Administration	Formative Results: eSchoolPLUS Master Schedule, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports, C-PM (BOY and MOY) Summative Impact: +CIRCLE-PM (EOY) compared to BOY and MOY				
5) Provide computer-based instruction in the foundation curriculum and adaptive-assisted devices in order to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate. Population: all grades At-risk Students Timeline: Aug. 2019 - June 2020		State Compensatory Education administration Campus Administration	Formative Results: eSchoolPLUS Master Schedule, Computer Lab Schedule, Software Usage Reports, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: +Improved STAAR, TELPAS and other state assessments, Attendance Rate, Retention Rate, Dropout Rate, , and Completion Rate				
6) The academic progress of 1st grade students will be monitored by migrant-funded staff to ensure successful grade level completion and ultimately secure promotion to 2nd grade. Population: 1st grade migrant students Timeline: August 2018 -	2.5	Campus Principals Migrant Funded teachers DM Counselor	Formative: PFS Monitoring Tool, BOY, MOY Assessment results, Report Card grades Summative: Assessment results Increased promotion rates				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
7) Elementary migrant students will have an equal opportunity to attend the school campus summer school programs to ensure promotion if needed or to participate in the migrant enrichment summer program. Population: All Migrant students Timeline: June 2020		Campus Principals Migrant Teachers Migrant Clerks MSC	Formative: Sixth weeks grades and PFS Monitoring Tool Summative: +Increased promotion rates and State test performance				
8) In order to increase awareness of migrant student needs, campus faculty and staff, through the monthly distribution of the PFS Monitoring Tool and through scheduled meetings, will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students. Population: Campus Administration, Faculty and Staff Timeline: Aug. 2019 - May 2020		Campus Principals Migrant Funded Teachers MSC	Formative: PFS Monitoring Tools, Assessment Results, Placement into Interventions Summative: Improved EOY Assessment Results for CIRCLE PM/TPRI/Tejas LEE/ STAAR, PBMAS Report Performance and Staging				
9) campus counselor will monitor and coordinate intervention programs to improve student achievement, attendance, and reduce the retention rate and dropout rate. Population: all students Timeline: Aug. 2019 - May 2020 (Daily) SCH. CULT. #2,3,7	2.4, 2.6, 2.6	counselor Campus Administration	Formative Results: eSchoolPLUS At-Risk Progress Report, eSchoolPLUS Dropout Monitor Report, eSchoolPLUS Special Programs Report, Student Logs, Progress Monitoring Assessment Scores including TSI, Student Progress Reports Summative Impact: +Increased STAAR At-risk Retention, Graduation, and Completion Rates +Decreased dropout rate				
Funding Sources: 199 Local funds - 0.00							
							

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

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

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

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) To promote physically and emotionally healthy students, the campus will utilize the -CATCH (Coordinated Approach to Child Health) program, and sexual abuse of children. Population: All students Timeline: Aug. 2019 - May 2020		Campus administrators, Campus Lead Teachers	Formative Results: Classroom observation, Professional development evaluations, Sign-in sheets, Workshop agendas Summative Impact: Fitness Gram results increase CATCH Binder end of year evaluation				
2) Assistance in the planning and execution of the overall health program at the campus level, in an effort to improve overall student health which increases student attendance and academic performance, will be carried out by Health Services (nurses). Population: District Health Services and Campus Nurses (licensed medical professional RN and LVN). Timeline: Aug. 2019 - May 2020		Health Services Administrator, Campus administration	Formative Results: Monthly reports Summative Impact: +Nurse time and effort reports will clearly show that the students immediate health concerns are being addressed and will result in improved student attendance and grades.				
SCH. CULT. #5,8	Funding Sources: 199 Local funds - 0.00						
3) The UTRGV Mobile Unit will be providing clinical care services to all students. Population: all students Timeline: Aug. 2019 - June 2020		Health Services Administrator	Formative Results: Monthly reports of services provided Summative impact: +Nurse time and effort reports will clearly show that the students immediate health concerns are being addressed and will result in improved student attendance and grades.				

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

State Compensatory

Budget for Brite Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
162-11-6118-00-140-Y-24-SSI-Y	6118 Extra Duty Stipend - Locally Defined	\$5,348.00
162-11-6118-00-140-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	\$36,000.00
6100 Subtotal:		\$41,348.00
6300 Supplies and Services		
162-11-6395-62-140-Y-30-000-Y	6395 Supplies, DP Operations - Locally Defined	\$5,000.00
162-11-6396-00-140-Y-30-000-Y	6396 Supplies and Materials - Locally Defined	\$3,000.00
162-11-6399-00-140-Y-30-000-Y	6399 General Supplies	\$12,974.00
162-11-6399-16-140-Y-30-000-Y	6399 General Supplies	\$2,000.00
162-11-6399-62-140-Y-30-000-Y	6399 General Supplies	\$1,000.00
6300 Subtotal:		\$23,974.00

Personnel for Brite Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
ANABEL SALAZAR	PRE-KINDER TEACHER	STATE COMPENSATORY	.50
DELIA BATTISTA	PRE-KINDER TEACHER	STATE COMPENSATORY	.50
MICHELLE YBARRA	PRE-KINDER TEACHER	STATE COMPENSATORY	.50
ROSA CERVANTES	DEAN OF INSTRUCTION	STATE COMPENSATORY	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Ben Brite Elementary is committed to the following District Reform Strategies: Sustaining Texas Literacy Initiatives: BOY/MOY/EOY Data Analysis, Explicit Instruction (Routines/Strategies, Fluency, and Comprehension), and Academic Vocabulary, Sheltered English/Esperanza Instruction, CIRCLE/Owl Model, Response to Intervention Model, Accelerated Reader Program, Six Traits of Writing, Language Enrichment, and the Dyslexia Program. Ben Brite Elementary School uses its Title I, State Compensatory and other funds to upgrade the entire instructional program by implementing school-wide programs as authorized under the provisions of Public Law 107-110, Section 1114. The District conducted comprehensive needs assessment surveys at the later part of the year to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on the CNA, the SBDM Ben Brite Elementary Generated by Plan4Learning.com. The committee decided to concentrate on improving the passing rate of all students and student groups including Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on state assessments. The goal is to have 90+ percent of all students and all student groups passing all parts of state mandated assessments for school year 2018-2019 and to increase the "master" performance level in all content areas. After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following areas of improvement will be addressed:

- Attain attendance rates through student motivational activities such as perfect attendance awards and prize drawings through "Believe in BISD". Also, in an effort to increase student attendance, teachers will be prepared to monitor attendance and know which action steps to take when students are not meeting attendance requirements. Migrant, At-Risk and all other student subgroups will be provided with supplemental supplies to increase their attendance rate.
- Provide tutorials to students that are demonstrating a need to improve. Migrant and At-Risk students will be provided with supplemental supplies as needed. Supplemental materials and/or software will be purchased to aid teachers in implementing the curriculum and recognition materials (i.e. trophies, plaques, etc.) will be purchased to recognize students' achievement (attendance or academic).
- Provide "Bullying and Safety" presentations for all students at the beginning of the school year to promote a safe, comfortable and learning environment and provide a school wide discipline behavior plan to decrease discipline issues.
- Allot time to work with teachers displaying weak instructional methods and who are in need of classroom management strategies.
- Provide teachers more Professional Development on explicit instruction and more time for planning intervention instruction to meet STAAR standards for all student populations.

- Promote a more active parental involvement by creating a school climate that support family/school involvement and invite parents to present talks and/or demonstrations about their specialized knowledge or skills .
- Increase formal and informal communication with parents, staff, and students.
- Technology that will support classroom instruction and provide more computer access for students in all classroom

To accomplish these objectives, Brite Elementary will provide opportunities for all children in meeting the State's "master" level of academic performance and use effective methods and instructional strategies that are established on scientifically based research that strengthen the core academic program; Increase the amount and quality of learning time, including the funding of an after-school tutorial/ summer school/ enrichment program, for students who are At-Risk and in need of continuity in their instructional program to be successful in the succeeding school year; Include strategies for meeting the educational needs of historically under-served populations; and Include strategies to address the needs of all children in school, particularly the needs of low-achieving at-risk students who are not meeting the State student academic achievement standards.

Data Sources Reviewed: The following sources provided valuable data for Demographics in regards to the identification of needs:

- Student Enrollment
- Student Attendance
- PEIMS Reports
- Teacher-Student Ratio
- Course-Class Assignment
- Eduphoria/Tango Central
- Texas Primary Reading INventory (TPRI) and Tejas Lee
- CPALLS and Owl Inventory
- ERO Sessions Evaluations
- Classroom Visits
- C&I Surveys
- BISD Monitoring Instrument
- Campus Data Wall
- Writing Journals
- Technology Programs
- STAAR and District and Campus Reports

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Site-Based Decision-Making (SBDM) Committee conducted a comprehensive needs assessment, over a period of one year to determine the strengths

and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on the CNA, the committee decided to concentrate on improving the passing rate of all students and student groups including Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on state assessments. The goal is to have 90 percent of all students and all student groups passing all parts of state mandated assessments for the **2019-2020** school year and to increase the commended performance level in all content areas. In addition, TELPAS scores and the AMAO's must be increased as well. To accomplish these objectives, the staff will use the budgeted funds to implement school-wide reform that provide opportunities for all children to meet the State's proficient and advanced levels of academic performance, use effective methods and instructional strategies that are established on scientifically based research that (1) strengthen the core academic program; (2) increase the amount and quality of learning time, including the funding of an after-school tutorial/ summer school/ enrichment program, for students who are At-Risk and in need of continuity in their instructional program to be successful in the succeeding school year; (3) include strategies for meeting the educational needs of historically underserved populations; (4) RTI - include strategies to address the needs of all children in school, particularly the needs of low-achieving students, At-Risk, or not meeting the State student academic achievement standards; (5) address how the school will determine if such needs have been met; and (6) are consistent with and are designed to implement the State and local improvements plans.

2.2: Regular monitoring and revision

Students experiencing difficulty in mastering the TEKS will be provided effective, timely additional assistance. All teachers will closely monitor all students' performance based on daily exercises and periodic Campus assessments and District Benchmarks. These data will be analysed during grade level meetings to determine the needs of students. Students not mastering the objectives will be provided additional assistance in the after school tutorial program, through class remediation, and small group interventions based on individual student's needs. RTI's documentation will be in place and updated to maintain and monitor growth. Remediation will be on a weekly basis dependent on fluency and progress monitoring scores. Brite Elementary School will continue to provide the state mandated State Compensatory Education Program through campus as well as District funded initiatives. Teachers will work with at-risk students using a 30 minute remediation period three to five times a week. State Compensatory Education funds will be used to provide supplemental instructional materials and direct instructional services via categorical funded personnel.

The formative and summative will be reviewed quarterly.

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

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

The Campus Improvement Plan will be available in English on the Campus Website and also available in Spanish when requested by a parent.

2.4: Opportunities for all children to meet State standards

All teachers and instructional paraprofessionals are highly qualified. The campus Dean of Instruction/ Curriculum/Instruction Specialists and campus Administration provide professional development to support learning in the classroom. Administrators ensure that high quality instruction is delivered to all of Brite students and provide support by making appropriate recommendations for successful implementation of instructional strategies along with RTI interventions to struggling students. Teachers are provided with researched instructional professional development, resources, supplemental, and technology to be able to help all students be academically successful. After school tutorials and Saturday academies are implemented to help all struggling students make progress. PreK3 Program is in place to encourage and to increase early literacy and school readiness.

1.1.1.2, 1.1.3, 1.1.5, 1.1.12, 9.1.5, 9.2.1,

2.5: Increased learning time and well-rounded education

The students of Ben Brite Elementary School are the recipients of a well-balanced curriculum. Courses are offered in every subject area (Reading, Language Arts: Spelling, English/ESL & Writing, Mathematics, Science, Social Studies, Physical Education, Health, Art, Music, Theatre Arts, Handwriting & Technology). The instructional programs include academic core subjects at various levels, such as the Gifted and Talented, Special Education, Dyslexia, Bilingual/ESL, Title 1 Part A, and Economically Disadvantaged. 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 campus critically analyses the school culture and climate to ensure that students are being provided with a safe and disciplined environment conducive to student learning. Students are encouraged to participate in clubs such as choir, after school sports, UIL, Science Fair, Destination Imagination, Chess, Spelling Bee, Coding, and activities that promote culture awareness. The campus' website features students, parents, and staff recognition, accomplishments, events, and activities.

1.1.2, 1.1.3, 1.1.4, 1.1.7, 1.1.14, 9.1.5, 9.2.1, 9.2.5, 9.3.1,

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

Administrators at this campus hold high expectations for all teachers and staff, therefore, teachers hold high academic, behavioral, and social expectations for all students. Data meetings are scheduled consistently to identify student expectations/root problems as to why students are not meeting the standards. At-risk students are identified and are provided with small group instruction interventions and referred to Special Education, 504, and/or Dyslexia. At-risk students are monitored through Campus Progress Monitoring Assessments (including C-PALLS, TPRI/Tejas Lee, and campus/district benchmarks to improve instruction and provide differentiated instruction based on students' needs.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Brite Elementary has an inviting atmosphere and welcomes all parents, community members and district staff. The parent liaison and administration works well with district personnel in information parents of all parental involvement meetings and activities. Parents attend the annual Title I-A require activity: Develop and disseminate a Parent and Family Engagement Policy that delineates how parents will be actively involved at the campus level.

Rosario Velez

Aurelia Garza

Salustina Castillo

Maria Ochoa

Amparo Martinez

Sandra Delgado

3.2: Offer flexible number of parent involvement meetings

Weekly meetings are held by various campus and district staff members to inform parents of at-risk students of different topics such as curriculum, assessment, safety, nutrition, health, and wellness, and community support groups. Parents of Migrant students are provided with reading and math strategies and means on how to have access to resources to better help their kids make progress and academically succeed.

Mondays at 1:30 pm - Parent meetings at Ben Brite Elementary

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
ALICIA MARTINEZ	PARENT LIAISON	TITLE-I-A	1
DELIA WERBISKI	PRE-KINDER AIDE	TITLE I-A AIDE	1
I SELA ROCHA	PRE-KINDER AIDE	TITLE-1-A AIDE	1
JESUS GARZA	AIDE	TITLE-A AIDE	1
ROSARIO GOMEZ	LIBRARY AIDE	TITLE I-A AIDE	1

2019-2020 Site Based Decision Making Committee

Committee Role	Name	Position
Administrator	Nicole Clint	PRINCIPAL
Non-classroom Professional	SANTOS RECIO	ASSISTANT PRINCIPAL
Non-classroom Professional	Rosa Cervantes	DEAN OF INSTRUCTION
Classroom Teacher	SANDRA BARREDA	2ND GRADE TEACHER
Classroom Teacher	OLGA ZAMORA	1ST GRADE TEACHER
Special Programs Teacher	ALICIA TREVINO	SP.ED. TEACHER
Classroom Teacher	ELIZABETH TORRES	5TH GRADE TEACHER
Classroom Teacher	PERLA GOMEZ	KINDER TEACHER
Classroom Teacher	DAHLIA MENDOZA	PREK TEACHER
Classroom Teacher	DENISE RAMIREZ	4TH GRADE TEACHER
Counselor	Elma Johnson	NON CLASSROOM PROF.
District-level Professional	ALMA Cardenas-Rubio	AREA Assistant SUPERINTENDENT
Facilitator	JOSH OLAZARAN	BUSINESS REP.
Facilitator	REBECCA SANCHEZ	BUSINESS REP.
Facilitator	VICENTE MENDEZ	COM. REP.
Facilitator	JOEY TAMAYO	COM. REP.
Facilitator	MIRIAM Arredondo	PARENT
Facilitator	ROSARIO VELEZ	PARENT
Paraprofessional	JESUS GARZA	PREK Paraprofessional
Classroom Teacher	ANABEL SALAZAR	PREK4 TEACHER
Classroom Teacher	GABRIELA PINEDA	3RD GRADE TEACHERS
Classroom Teacher	JASMINE ORTIZ	BI TEACHER

Committee Role	Name	Position
Facilitator	ROEL RAMIREZ	Clerical Assistant II

District Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	EMPLOYEE TRAVEL	199-23-6411-23-140-Y-99-000-Y	\$1,200.00
1	1	1	EXTRA DUTY PAY/OVERTIME-SUP-PE	199-51-6121-47-140-Y-99-000-Y	\$500.00
1	1	2	COPY PAPER	199-11-6396-00-140-Y-11-000-Y	\$3,000.00
1	1	2	GENERAL SUPPLIES	199-11-6399-00-140-Y-11-000-Y	\$4,115.00
1	1	2	READING MATERIALS	199-12-6329-00-140-Y-99-000-Y	\$500.00
1	1	2	GENERAL SUPPLIES	199-12-6399-00-140-Y-99-000-Y	\$500.00
1	1	2	GENERAL SUPPLIES	199-11-6399-51-140-Y-11-000-Y	\$600.00
1	1	2	GENERAL SUPPLIES	199-23-6399-00-140-Y-99-000-Y	\$1,800.00
2	2	1	EXTRA DUTY/OVERTIME	199-23-6121-00-140-Y-99-000-Y	\$350.00
2	2	1	SUPPLIES FOR MAINTENANCE & OPERATIONS	199-51-6315-00-140-Y-99-000-Y	\$5,000.00
2	2	1	GENERAL SUPPLIES	199-51-6399-00-140-Y-99-000-Y	\$1,000.00
9	2	1	TRAVEL AND SUBSISTENCE-STUDENTS	199-11-6412-00-140-Y-11-000-Y	\$2,000.00
9	2	1	RECLASSIFIED TRANSPORTA EXP/EX	199-11-6494-00-140-Y-11-000-Y	\$2,500.00
9	2	1	MISCELLANEOUS OPERATING COSTS	199-23-6499-53-140-Y-99-000-Y	\$500.00
9	2	1	AWARDS	199-11-6498-00-140-Y-11-000-Y	\$1,500.00
9	2	1	GENERAL SUPPLIES-COUNSELOR	199-11-6498-00-140-Y-11-000-Y	\$300.00
9	2	1	GENERAL SUPPLIES-HEALTH SERVICE	199-33-6399-00-140-Y-99-000-Y	\$300.00
9	2	1	GENERAL SUPPLIES-HEALTH SERVICE	199-33-6399-65-140-Y-99-000-Y	\$100.00
9	2	1	MISCELLANEOUS OPERATING COSTS-AWARD	199-11-6498-00-140-Y-11-000-Y	\$1,000.00
9	2	1	MISCELLANEOUS OPERATING COSTS	199-11-6499-53-140-Y-11-000-Y	\$1,000.00
9	2	9	GENERAL SUPPLIES	199-31-6399-00-140-Y-99-000-Y	\$0.00

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	3	2	GENERAL SUPPLIES - NURSE	199-33-6399-00-140-Y-99-000-Y	\$0.00
9	3	2	GENERAL SUPPLIES - NURSE	199-33-6399-65-140-Y-99-000-Y	\$0.00
Sub-Total					\$27,765.00
Budgeted Fund Source Amount					\$27,765.00
+/- Difference					\$0
162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	SOFTWARE/TECHNOLOGY	162-11-6395-62-140-Y-30-000-Y	\$5,000.00
9	2	1	SSI TUTORIAL	162-11-6118-00-140-Y-24-SSI-Y	\$5,348.00
9	2	1	PROFESSIONAL EXTRA DUTY PAY	162-11-6118-00-140-Y-30-000-Y	\$36,000.00
9	2	1	COPY PAPER	162-11-6396-00-140-Y-30-000-Y	\$3,000.00
9	2	1	GENERAL SUPPLIES	162-11-6399-00-140-Y-30-000-Y	\$12,974.00
9	2	1	GENERAL SUPPLIES	162-11-6399-62-140-Y-30-000-Y	\$1,000.00
9	2	1	GENERAL SUPPLIES	162-11-6399-16-140-Y-30-000-Y	\$2,000.00
Sub-Total					\$65,322.00
Budgeted Fund Source Amount					\$65,322.00
+/- Difference					\$0
163 State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	TECHNOLOGY & SOFTWARE	163-11-6396-00-140-Y-25-000-Y	\$7,175.00
Sub-Total					\$7,175.00
Budgeted Fund Source Amount					\$7,175.00
+/- Difference					\$0

211 Title I-A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	SAL/WAGES FOR SUBST. TEACHERS	211-11-6112-00-140-Y-30-AYP-Y	\$1,500.00
1	1	1	EMPLOYEE TRAVEL	211-23-6411-23-140-Y-30-0F2-Y	\$2,000.00
1	1	1	EXTRA DUTY PAY/OVERTIME-SUP PE	211-11-6121-00-140-Y-30-ASP-Y	\$3,000.00
1	1	1	SOCIAL SECURITY MEDICARE	211-11-6146-00-140-Y-30-ASP-Y	\$466.00
1	1	1	TRS	211-11-6148-00-140-Y-30-ASP-Y	\$2,867.00
1	1	1	PROFESSIONAL EXTRA DUTY PAY	211-11-6118-00-140-Y-30-ASP-Y	\$32,110.00
1	1	1	MISCELLANEOUS CONTRACTED SERVICES	211-11-6299-62-140-Y-30-0F2-Y	\$8,000.00
1	1	1	EMPLOYEE BENEFITS-LOCALLY DEF	211-11-6148-00-140-Y-30-ASP-Y	\$75.00
1	1	1	EMPLOYEE BENEFITS	211-11-6149-00-140-Y-30-ASP-Y	\$482.00
1	1	1	EMPLOYEE SALARY	211-11-6129-06-140-Y300F2	\$29,514.00
1	1	1	EMPLOYEE SALARY	211-11-6129-06-140-Y300F6	\$31,603.00
1	1	1	EMPLOYEE SALARY	211-12-6129-06-140-Y300F2	\$28,108.00
1	1	1	EMPLOYEE SALARY	211-33-6119-00-140-Y300F2	\$23,362.00
1	1	1	EMPLOYEE SALARY	211-61-6129-00-140-Y300F2	\$34,979.00
1	1	2	READING MATERIALS-SUBSCRIPTI	211-11-6325-00-140-Y-30-0F2-Y	\$1,745.00
1	1	2	GENERAL SUPPLIES	211-11-6399-00-140-Y-30-0F2-Y	\$4,748.00
1	1	2	MISCELLANEOUS/SOFTWARE	211-11-6299-62-140-Y-30-0F2-Y	\$0.00
1	1	2	SUPPLIES & MATERIALS-LCL DEFI	211-11-6398-62-140-Y-30-0F2-Y	\$29,920.00
6	1	6	GENERAL SUPPLIES	211-61-6399-00-140-Y-30-0F2-Y	\$900.00
6	1	6	MILEAGE	211-61-6411-00-140-Y-30-0F2-Y	\$900.00
6	1	6	FOOD/SNACKS	211-61-6499-00-140-Y-30-0F2-Y	\$900.00
8	1	5	FIX ASSETS - TECHNOLOGY/SUPPLIES & MATERIALS-LCL DEFI	211-11-6398-00-140-Y-30-0F2-Y	\$29,920.00
Sub-Total					\$267,099.00
Budgeted Fund Source Amount					\$237,179.00

211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				+/- Difference	\$-29,920.00
263 Title III-A Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	TECHNOLOGY & SOFTWARE	263-11-6396-00-140-Y-25-000-Y	\$6,601.00
				Sub-Total	\$6,601.00
				Budgeted Fund Source Amount	\$6,601.00
				+/- Difference	\$0
				Grand Total	\$373,962.00