

# **Brownsville Independent School District**

## **Keller Elementary**

### **2019-2020 Campus Improvement Plan**



# Mission Statement

## Keller Elementary School Mission Statement

All Keller Grizzly Staff members are committed...to teach the content students **MUST** learn in order to **SUCCEED** academically and in life while establishing a caring, loving, and respectful learning environment in which students are expected to **ACHIEVE** at high levels.

## Vision

Keller Elementary - Going for the ...

**G**ive and Earn Respect

**O**wn Your Actions

**L**ead by Example

**D**emonstrate Cooperation

## Value Statement

*Excellence: The Keller Instinct!*

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Keller Elementary School is located in Brownsville, Texas. Keller Elementary School is one of thirty-six elementary schools in Brownsville ISD. The campus was constructed in 2009 and opened its doors in January of 2010. The main campus was originally comprised of (40) classrooms, a cafeteria, library, and gymnasium.

The student population at Keller Elementary School is approximately 586 and serves students from Pre-kinder-4 through Fifth Grade. According to the PEIMS Data Review of our campus profile, 96.85 % of the student population is Hispanic, .70% is White and 0.4% is of the student population is African American. From our student population 93.8% are identified as Economically Disadvantaged. 40.5% are classified as Limited English Proficient with the majority being English/Spanish bilingual. In addition 70.2% of our entire student population is At-risk, 7.8% is enrolled in Special Education Services, and 6.9% is receiving Gifted and Talented Education.

Our campus and district participate in the USDA Special Assistance Provision 2. This program has enabled us to serve all our students one breakfast and one lunch meal per day free of charge.

The students of Keller Elementary School are recipients of a well-balanced curriculum. Courses are offered in every subject area as well as in Art, Music, Library and Technology. The instructional programs include academic core subjects at various levels, such as the gifted and talented for our students, special education varying from students in PPCD, SFL, resource and inclusion services to dyslexia and speech. Our limited english proficiency students receive bilingual education and general education classes.

Tutorial classes are provided after school and Saturdays for at-risk students and English Language Learners in 3rd through fifth grade through State Compensatory and Title I. Extended day is an academically focused afterschool program for all grade level students.

The current staff at Keller Elementary School is comprised of 32 teachers, 3 campus administrators, 1.5 counselors, 4 office support staff and 5 educational aides. The ethnicity of the Keller Elementary School staff is diverse with 93% Hispanic and 2.3% White. The teaching staff is also 20 % male and 80 % female.

### Demographics Strengths

22:1 student to teacher ratio is not exceeded for classrooms in Kinder through 4th grades.

RTI plans are updated as a team. A 3-6 week for monitoring cycle is in place for TIER II and III student which includes current assessment/academic data and team input.

More Gifted and Talented Students Identified.

High Rate of Bilingually Certified Teachers.

Collaboration with higher learning institutions in the area of language arts (Pre-k3 - 5th grades).

Communication with parents for tardies and absences.

### **Demographics Needs**

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 demographics areas of improvement would be addressed:

1. Provide students incentives for academic Mastery Level in Campus Assessments, Fluency and 6 Week Grade Reporting.
2. Decrease student tardy rate to maximize instructional time in the classroom.
3. Decrease number of At-Risk students by category in all grade levels by adding additional supports such as tutorials and instructional resources.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Student tardiness and absences have caused major interruptions with classroom instructional processes. **Root Cause:** Attendance monitoring and consequences were inconsistent. Communication with parents about the importance of arriving on time to maximize the classroom time for teachers. Parent liaison needs to facilitate a closer working relationship with parents to inform them of the importance of being in school.

# Student Academic Achievement

## Student Academic Achievement Summary

Campus assessment data is accumulated and reviewed for student progress on STAAR formatted assessments weekly by highly qualified teachers and the data is assessed in order to determine what areas of student mastery in TEKS learning objectives, depth of knowledge and thought processes, need to be reinforced in order to ensure that student achievement is measured not only in assessment measures but critical thinking areas at all times. As student areas of need are targeted and addressed by both teachers, grade levels, as a campus, by teachers, administration, with assistance and guidance from district C & I specialist, A.R.E. assessment assistance, and our Assistant Superintendents in close collaboration with use of data item analysis via Trends and AWARE, we are able to see what individual, class, and subpopulation student achievement (including SPED, Bi-lingual, RTi Tiered students, Migrant, G/T) areas of need , strengths and weaknesses fall in order to continuously generate and coordinate plans for student academic improvement and advanced critical thinking skills. Grades are evaluated on a weekly basis with progress reports provided every three weeks and report cards every six weeks with aligned tutorials to provide additional academic reinforcement for students in need of academic improvement or instructional TEKS based skill reinforcements.

### Accountability - Preliminary 2019 STAAR Results (Longitudinal)

#### By Grade Level & Content with 2018 to 2019 Change

	Reading	Math	Writing	Science
3rd Grade	74% (-13)	87% (-1)		
4th Grade	81% (-2)	80% (-4)	84% (+3)	
5th Grade	94% (+3)	97% (+3)		77% (-7)

#### Percentage of Content and All Subjects (5-Year Change)

	2014	2015	2016	2017	2018	2019*	Change
3rd-5th Reading	76%	76%	79%	87%	87%	84%	-3
3rd-5th Math	81%	77%	87%	89%	89%	88%	-1
3rd-5th All Subjects	78%	76%	79%	89%	86%	94%	+8
District	79%	76%	79%	87%	81%	84%	+3

## Accountability - Preliminary 2019 STAAR Results (Longitudinal)

### Summary--All Subjects (Comparison to District)

	Reading	Math	Writing	Science	All Subjects
Keller Elementary	83%	88%	82%	76%	84%
District	84%	87%	77%	83%	84%

## Student Academic Achievement Strengths

### Student Academic Strengths

**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.** Accelerated instruction through tutorial and academic extended day is necessary for student achievement in all core areas throughout the school year. Areas of focus should include language enrichment strategies including (RTI, SIOP, TLI, FASCT).
- 2.** To improve Science scores in 5th grade, students in 5th grade will incorporate StemScopes online and text curriculum daily. This will ensure they are receiving TEKS based and STAAR assessed instruction. ELL, ELA, Math & Science Materials and resources, including purchases of science materials, content area manipulatives, instructional reinforcement supplemental workbooks and materials, dictionaries, and any other additional instructional reinforcement materials to support classroom instruction and curriculum in daily classroom instructional lessons & activities, will be provided to teachers and/or students. In preparation for the STAAR assessment. Science Weekly and STEMScope license will be purchased/renewed for 3rd through 5th grade to be used during tutorial as well as during class as a supplemental resource for the classroom activities being implemented in the classroom.
- 3.** To improve Writing Advanced Leveled performance in 4th grade, PK through 5th Grade teachers will meet within grade level or faculty meetings to improve writing instruction at Keller Elementary. Teachers will also be given the opportunity to attend professional development and they will share the information with the rest of the faculty. Administration will collect at least 2 writing journals per class in PK-5th Grades to review and provide feedback. Administration will perform periodic checks for all 4th grade writing students and rate the student's performance using a rubric to provide feedback. Administration, faculty and staff will 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 Migrant Education sections of the 2019-2020 Campus Improvement Plan.  
Keller
- 4.** Increase PBL/STREAM learning intergration in all gradelevels, especially as part of the library curriculum. The STREAM approach will allow for guided inquiry, student-centered technology, and interdisciplinary instruction.

### Strengths:



1. Special Education student performance in the core curricular areas. Special education teachers will co-teach with teachers to assist students with core-curriculum strategies.
2. Reading fluency increase in all grade levels. Fluency is monitored every 3 weeks and progress is tracked.
3. Dyslexia TPRI Screeners for Kindergarten - 2nd Grades.
5. Journal and Composition writing in all grade levels.
6. Increase registration and recruitment of student in the Pre-K3 and Pre-K4 programs.
7. Increase health and nutrition awareness through the Nurse's Office.
8. Academic focus on 5th grade SSI students within the first 3 weeks of start of year.
9. Higher rate of students meeting the "Approaches" goal for 3rd and 4th grade STAAR.
10. Higher rate of progress for students in 4th grade math and reading, assessed and monitored through end of six weeks checkpoints.
11. Extra-curricular activities such as UIL, Science Fair, Coding, Destination Imagination and Fine Arts.

### **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** A significant gap between Pre-Kinder and Kinder Phonological Awareness is evident. **Root Cause:** Stronger support is needed for curriculum planning to add a strong phonological awareness element throughout all core subjects in Pre-K3, Pre-K4 and Kindergarten.

**Problem Statement 2:** A great reduction is students performing at A and B Honor Roll for the six weeks and for the school year. **Root Cause:** Grade level teachers percentage monitoring using Eschools and incorporating a data analysis process that would have resulted in increased student scores is not evident school wide.

# School Processes & Programs

## School Processes & Programs Summary

Keller Elementary School ensures that a positive, safe, and appropriate learning environment and climate is ensured for all campus and community stakeholders that have a direct vested involvement in the holistic social, emotional, academic, physical and intellectual development of the students at Keller Elementary School. This is ensured via relational capacity with the notion that ALL means ALL in involving and providing each and every student the opportunity to learn and be involved in their own personal development with the support of the campus and all stakeholders. Doing so, Keller Elementary ensures that we focus on closing not just the academic gaps evident via our student achievement and demographic analysis, but the opportunity gaps that students experience in their educational lifecycle. Semester perfect attendance celebrations, Student of the Week - Promoted on the marquee, special event, individual student incentives for morning announcements, birthday recognitions - through announcements and individual birthday cards, classroom counselor presentations, motivational rallies, promote a harmonious and well involved campus climate for all students. Students are encouraged to participate in all extracurricular activities such as: Honors Choir, Destination Imagination, UIL, Library Book Club, Chess, Drill Team, Sugar Bears, Flag Football, Girls Volleyball, Running Club, Local and State Art Competitions,

Teachers will meet for collaboration sessions every 3 weeks for ELA and Social Studies Planning. Weekly planning sessions within the gradelevel are scheduled twice a week to focus on Math and Science. Teachers will also meet weekly by grade level, faculty and administrative grade level meetings, parent meetings, as well as campus committee meetings, special called faculty and staff meetings, RTI trainings, curricular support trainings (campus and district level), monthly SBDM, CSH CATCH, paraprofessional meetings, DEIC, district level safety meetings, assessment and parent involvement meetings as determined and guided by a campus wide CNA survey conducted annually, allows all individuals at Keller Elementary to ensure proper and appropriate communication, collaboration, information and implementation of support and procedures positively influencing campus culture and climate is ensured at all times, Immediate and effective instructional and job performance feedback, open door policies and positivity in our interactions on a daily basis reinforce our school's culture and climate.

Formative and summative employee evaluations are conducted at Keller Elementary annually ongoing throughout the school year. New teachers are guided and mentored by all grade level teachers via collaboration and lead by a highly qualified lead teacher and instructional dean. Teacher performance records and TTESS evaluations and components are documented and kept by campus administration, assistant principal and principal. Scheduled SBDM, Faculty, and grade level meetings are conducted biweekly and monthly to address campus issues that ensure appropriate interventions are initiated to focus on continued improvement on campus needs and issues as well as to ensure the staff is highly qualified in their teaching areas.

A strong family and community based program exists at Keller Elementary with weekly meeting conducted on a variety of topics focusing primarily on informative based meeting regarding information parents must know about campus, local and state educational issues and policies. Open house, meet the teacher and individualized parent meetings are held as well to ensure open lines of communication. Keller adheres to all local, district and state parental involvement guidelines and ensures that parents are an active part of campus initiatives.

Scheduled SBDM and grade level meetings are conducted biweekly and monthly to address campus issues that ensure appropriate interventions are

initiated, as well as weekly parent meetings are conducted to keep the parents informed on the events taking place in school.

To best support campus efforts and meet identified needs at the District and Campus level; activities, resources, and implementation timelines related to Family and Community Involvement are set forth in the Parent and Community section of the 2019-2020 Campus Improvement Plan.

The school conducts periodic evaluations of campus performance in all aspects of the working components of the campus. The CNA surveys provide the SBDM and various campus based committees, administration and grade levels with input as to what and how the operations of our campus are conducted, thus providing feedback on all programs that our campus operates under.

### **School Processes & Programs Strengths**

Promote college awareness year round. Each grade level representing a college or university of their choosing and incorporate it within their decor and instruction.

Promote and collaborate with the University of Texas - UT-Health program in creating awareness and participation in family health education

RTI and Review 360 plans implemented

Parent Teacher Meetings

Accessibility of Teachers

Parent/Teacher Communication

Grade Level Collaboration Meetings for ELA and Social Studies / 3rd Six Weeks

Assigned weekly collaboration days for Math and Science

Classroom Schedules Shared and Displayed

Administration/Teacher collaboration

Computer Access for students in all classrooms

Four student computer labs

Use of website and ESchool HAC to view student Progress

Digital Access to Campus and District Assessments

Parents desire to help

Reading/Library Assistance and Involvement

Meet the teacher night

Open House

**School Processes and Programs Needs:**

Showcase student work and identifying skills on a timely basis.

Consistency with core curriculum structures in daily routines.

Classrooms and grounds are to be kept clean and well-maintained.

Staff is trained to prevent and resolve conflicts.

Smaller student to teacher ratios

Retain teachers who share the core values of the campus

Vertical alignment with fidelity

Create a horizontal alignment plan

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 Curriculum, Instruction and Assessment areas of improvement would be addressed:

Campus assessments in every grade level to monitor student progress will be created and used to receive student data on the students progress through STAAR content instructional alignment, horizontal and vertical alignment, benchmark results, use and assessment of supplemental resources which focus on

TEKS and STAAR standards. Students will also participate in off campus learning opportunities in the form of field trips to enhance academic learning, be involved with the community and be able to see additional opportunities provided by student field trips (this will include funding for field trip student meals).

Administration and teachers will analyze assessment data from TANGO, Eduphoria and Lead4ward to disaggregate results and target the areas of need and provide adequate and appropriate STAAR instructional resource procurement. Teachers will be given the opportunity to vertically and horizontally plan and

align to meet the needs of the students based on data results.

Professional and staff development will be offered for teachers to gain and improve the knowledge and skills important to their positions and job performance.

Technology equipment such as ink cartridges for printers in the classrooms, elmos and projectors for teachers who do not have them, bulbs for replacements due to wear and tear, and laptops for the Computers on Wheels (COW) to complete a class set of laptops will be purchased to assist the teachers with curriculum and instruction.

Technology software, desktop computers, laptops and updates for Math, Reading, Writing, and Science will be purchased to enhance the lessons taking place

in the classrooms and computer labs. The purchase of these items including the STAR Renaissance program will help with the vertical alignment necessary in our campus to help improve student achievement.

Supplemental resources and educational material that are TEKS based and focus on reinforcing STAAR standards will be purchased or reproduced at media services to reinforce the daily activities that are taught in the classrooms. Teachers will be given the opportunity to select resources which will benefit their own students' needs and the campus will purchase supplemental resources and duplicating paper for student work, for the entire grade levels as well to reinforce the skills the grade level and the campus needs improvement which including Health/PE equipment. PFS students will also exclusively receive clothing and instructional materials to positively enhance these student's academic performance and school experiences.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** The campus lacks a horizontal curriculum to align the instructional approaches and required TEKS goals for all grade levels. **Root Cause:** The campus lacks instructional support teachers to substitute a class while a classroom teacher may participate in peer observations.

# Perceptions

## Perceptions Summary

Keller strives to provide many positive core aspects to our climate and culture. A strong focus and concentration is towards high instructional expectations and student achievement. These expectations are developed through continuous improvement in instructional practices. Our campus continuously involves its stakeholders in the reviewing and decision making processes to achieve high level expectations for work and students. This involvement helps create the strengths of the campus' culture and climate. We continually strive to involve our parents to volunteer at our campus to assist in the daily activities. We provide a Thomas Keller Elementary Facebook Page which is routinely updated with parent messages and reminders, school events as well as student activities. We also use the entrance marquee to communicate reminders or showcase students.

## Perceptions Strengths

Current and Relevant Professional Development for Teachers

Positive Teacher - Student interactions

Instructional partnerships with local universities

Teachers and sponsors introducing community involvement to students

Strong commitment to provide an open communication forum with parents

Needs:

1. Openness to technology use in the classroom.
2. More student showcase opportunities for parent involvement.
3. More teacher sponsorship of extracurricular activities and clubs.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Keller needs to improve the opportunities we have for parents to visit our campus allowing our students to showcase their work and

talent. **Root Cause:** Most parent focused events conflict with parents schedules during the day.

# 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
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- 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
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- Running Records results
- Observation Survey results
- Texas approved Prekindergarten and Kindergarten assessment data

## 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
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant 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**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

### **Employee Data**

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data

### **Parent/Community Data**

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

### **Support Systems and Other Data**

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

# Goals

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

**Performance Objective 1:** Keller student performance for all students, all grades, all subjects will exceed 2018 STAAR percent Approaches Grade Level and STAAR Masters Grade Level performance in reading, writing, mathematics, science. by 5 percentage points.





**Evaluation Data Source(s) 1:** Students will increase Performance Standards status within Campus Six Weeks Trends Assessment Scores, Six Weeks Fluency Rates, District Benchmark Scores and State Assessments including STAAR, Circle, TPRI/Tejas Lee, SELP/SSLP. Summative Evaluation 1: College Readiness Skills and Preparation will be evaluated by data derived from Campus Six Weeks Trends Assessment Scores, Six Weeks Fluency Rates, District Benchmark Scores and State Assessments including STAAR, Circle, TPRI/Tejas Lee.

**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
<p>1) All PK-5 classrooms will specifically target the Texas Essential Knowledge and Skills (TEKS) to improve test scores utilizing the following strategies, programs and materials including collaborative planning, FASCT, RTI, TLI strategies, language enrichment, phonological awareness math manipulatives, scientific interactive journals, multisensory grammar.</p> <p>Materials include: LCreate replenishables, StemScopes, Science and Writing, STAAR Success Reading and Writing, HMH Materials, STAAR Master, Rise and Shine, Reading Books, Student Remedial resources, classroom readers, picture books, manipulatives and general supplies.</p> <p>Duplicating paper will be purchased to duplicate supplemental resource materials for students. Media Services will be utilized for other duplicating services.</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS CIP 1.1. CNA 6</p> <p>Timeline: Aug 2019-June 2020</p>	2.4	Principal, Assistant Principal Instructional Facilitator Teachers	Six Weeks Report Cards, Standardized Scores, TELPAS, TPRI/TEJAS Lee, Campus Six Weeks Trends Assessment Scores, Six Weeks Fluency Rates, District Benchmark Scores and State Assessments including STAAR.				
				<p><b>Funding Sources:</b> 211 Title I-A - 0.00, 162 State Compensatory - 0.00, 199 Local funds - 0.00</p>			
<p>2) PK-5 teachers will collect student writing samples throughout the school year. Writing samples will be compiled to monitor the students progress for TELPAS, student progress and grade level alignment in all core areas. Administration participates in review of writing journals to randomly review student progress.</p> <p>CIP 1.2 CNA 6</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: Aug 2019-June 2020</p>	2.4	Principal Assistant Principal Instructional Dean Teachers	CPM TELPAS TPRI/Tejas Lee STAAR				
				<p><b>Funding Sources:</b> 199 Local funds - 0.00</p>			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>3) Implementation of RTI strategies through small group tutoring of TIER II and TIER III Students in K-5 will be conducted to support academic growth and success in core areas of TIER II and TIER III students. RTI routines will also be incorporated within the teacher's daily lessons. Academic Vocabulary and Tango - FCRR's will be act as curricular supports. Professional Development in interventions and time for collaboration will be provided.</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Aug 2019-June 2020</p>	2.6	Principal, Assistant Principal Instructional Dean Teachers	BOY, MOY, EOY, Progress Monitoring, campus assessments, district benchmarks, STAAR				
<p>4) New and Existing Teachers and paraprofessionals will have the opportunity to grow professionally through a 3 hour campus collaboration planning every 3 weeks in the area of reading and social studies. and designated math and science planning twice a week. Teachers will also be afforded opportunities to attend and/or participate in local/state conferences, peer mentoring, workshops, maintenance meetings, etc. Materials and supplies will be provided as needed</p> <p>ELAR/SLAR TEKS Pre-Kindergarten Guidelines Center for Improving the Readiness of Children for Learning and Education (CIRCLE) PK TLI (Sustainability) Response to Intervention (RTI) CCRS (College and Career Readiness Standards) TPRI/Tejas Lee SIOP</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Aug 2019-June 2020 CIP 1.4 CNA 7</p>	2.5	Principal, Assistant Principal Instructional Dean Teachers	Campus Six Weeks Trends Assessment Scores, Six Weeks Fluency Rates, District Benchmark Scores and State Assessments including STAAR, TPRI/Tejas Lee				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>5) PK-5 teachers will collect student writing samples throughout the school year. Writing samples will be compiled to monitor the students progress for TELPAS, student progress and grade level alignment in all core areas. Administration participates in review of writing journals to randomly review student progress.</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: Aug 2019-June 2020 CIP 1.5 CNA 7</p>	2.4, 2.5	Principal Assistant Principal Instructional Dean Teachers	CPM, TPRI/Tejas Lee TELPAS STAAR				
<p>6) Supplemental Resource Materials will be reproduced at the media center so each student will have their own copy of various resources to enhance the daily classroom activities and raise students test scores. Extended Day Students will have essential resources to support the academic focus of the daily instructional strategies and campus will provide extra duty pay for employees.</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: Aug 2018-June 2019 CIP 1.8 CNA 7</p>	2.6	Principal Assistant Principal Instructional Dean Teachers	Campus Six Weeks Trends Assessment Scores, Six Weeks Fluency Rates, District Benchmark Scores and State Assessments including STAAR, TPRI/Tejas Lee				
<p><b>Funding Sources:</b> 199 Local funds - 0.00</p>							
<p>  = Accomplished            = Continue/Modify            = No Progress            = Discontinue         </p>							

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

**Performance Objective 2:** Keller early childhood performance will increase by 5 percentage points over end-of-year 2018 results.

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

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Pre-K3-Kinder students will utilize the districts curriculum framework to integrate a cross-curricular program to focus on social emotional, language and communication, emergent literacy, math, science, social studies, arts, and technology (OWL)(HMH). June 2018-Aug 2019 CIP 1-2.1 CNA 7	2.5, 2.6	Principal Assistant Principal Instructional Dean Early Childhood Teachers	CPM/TPRI Assessments Writing Samples TELPAS				
2) The early childhood program including PK 3 will be provided the full day in order to better prepare qualified students academically. The Pre-K program will target oral language and readiness skills. The program will utilize manipulatives such as counters, flash cards, board games, clay, crayons, paints, center activities and printables to facilitate the learning process.  Population: GE, TI, MI, LEP, SE, AR, GT, DYS  Timeline: Aug 2019-June 2020 CIP 1-2.2 CNA 7	2.5, 2.6	Principal Assistant Principal Instructional Dean Early Childhood Teachers	CPM/TPRI Assessments Writing Samples TELPAS				

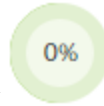
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) PK-3 - Kinder teachers will vertically align the curriculum to ensure a high quality early childhood education program. Alignment focus will include: oral vocabulary, phonological awareness, alphabet knowledge and mathematics.  Aug 2019 - June 2020	2.5, 2.6	Principal Assistant Principal Instructional Dean Early Childhood Teachers	CPM/TPRI Assessments Writing Samples TELPAS				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue







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

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

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

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Language Arts, Math and Science Supplemental Materials which target the state adopted TEKS and supplement the district curriculum will be purchased to support our campus hands on science initiative for PK- 5th grades every Tuesday. These materials will also enhance the general education and sup-pop classroom instruction : including special education, ELL, and Migrant. Purchase will improve STAAR, TELPAS and TPRI, CPALLS, and other tests. Materials include:LJCreate replenishables, Measuring Up Reading and Math, Science and Writing, STAAR Success Reading and Writing, HMH materials, STAAR Master, Rise and Shine, reading books, student remedial resources, classroom readers, picture books, manipulatives, FASCT program focused materials and general supplies. Duplicating paper will be purchased to duplicate supplemental resource materials for students. Media Services will be utilized for other duplicating services.</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: Aug 2019-June 2020 CIP 1-3.1- CNA 7</p>	2.4	Campus Principal Assistant Principal Instructional Dean Classroom Teacher	Campus Six Weeks Trends Assessment Scores, Six Weeks Fluency Rates, District Benchmark Scores and State Assessments including STAAR, TPRI/Tejas Lee				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>2) All PK-5th Grade teachers and support staff will strengthen student reading performance, critical thinking skills, fluency, appreciation for literature through, AR, Read Aloud, SSR and web platforms . Fluency monitoring is performed on a daily basis with teacher reports submitted to administration every 3 weeks. The librarian will assess 1st - 5th grade students using the Renaissance STAR program to set the student's Reading AR Levels.</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: Aug 2019-June 2020 CIP 1-3.2 CNA 7</p>	2.4	Campus Principal Assistant Principal Instructional Dean Classroom Teacher	Campus Six Weeks Trends Assessment Scores, Six Weeks Fluency Rates, District Benchmark Scores and State Assessments including STAAR, TPRI/Tejas Lee				
<p><b>Funding Sources:</b> 199 Local funds - 0.00</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 1:** BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).





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

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

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) The art and music teacher will integrate the art/music curriculum with activities that incorporate all areas of STAAR objectives including Reading, Math, Writing and Science through the use of technology including the use of reinforcement of the STAAR-Math objectives and experiment with patterns/numbers/proportions of designs to create an original aesthetic artwork or musical composition piece. STAAR-and TEKS objectives will be enhanced with different art activities incorporating reflections/atmosphere/ /color theory and usage of materials, vocabulary and art/music history to be able to implement hands on activities, and develop quality artwork and musical performance pieces.</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: Aug 2018-June 2019 CIP 1-4.1 CNA 6</p>	2.5	Principal Assistant Principal Instructional Dean Art Teacher Music Teacher	Student Yearly Average, Submittal and Placement of Competition Pieces, STAAR Assessments				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
2) Students will be encouraged to participate in UIL Art, Music and Ballroom Dancing. Students will participate at the local, district and state level (placement). Materials, resources for competition will be purchased to enhance competition opportunities.  Population: GE, TI, MI, LEP, SE, AR, GT, DYS  Timeline: Aug 2018-June 2019 CIP 1-4.2 CNA 6	2.5	Teachers, Assistant Principal, Counselors, Principal, Instructional Dean Extracurricular Sponsor	Student Yearly Average, STAAR Assessments, Competition Acolades				
3) Teachers and students will have an opportunity to fund raise and attend various out of school field trip opportunities to further enhance classroom learning objectives, make worldly connections with outside community entities, while celebrating efforts well deserved by students with educationally based field trips. Timeline: August 2017-June 2018	2.5	Teachers, Assistant Principal, Counselors, Principal, Instructional Dean Extracurricular Sponsor	Campus Six Weeks Trends Assessment Scores, Six Weeks Fluency Rates, District Benchmark Scores and State Assessments including, CPM, TPRI/Tejas Lee, SELP/SSLP and STAAR.				

 = 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:** Keller 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) Keller will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan.  Population: GE, TI, MI, LEP, SE, AR, GT, DYS  Timeline: Aug 2018-June 2019		Administration Teachers Staff Custodians	Complete implementation of the district energy savings plan will result in decreased energy usage compared to prior year.				
2) In order to promote energy savings and recycling, the campus will implement various activities such as designating a recycling day, lessons on conserving energy, and having a Green Day (no paper use).  Population: GE, TI, MI, LEP, SE, AR, GT, DYS  Timeline: Aug 2018-June 2019	2.5	Administration Teachers Staff Custodians	Lesson Plans Parent Meetings Recycling Pickup Calendar				







100% = Accomplished
 ➔ = Continue/Modify
 0% = No Progress
 ✗ = Discontinue

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

**Performance Objective 1:** Keller 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 utilize available budgeted funds based on the Campus Needs Assessment. The campus will purchase based on needs addressed in the Campus Improvement Plans. Distribution of funds will be follow the financial purchasing policies.  CIP 3.1 Aug 2018-June 2019		Administration SBDM	Budget will be utilized fully based on the calendar for each funding source. All items, programs and learning supports will be purchased to address campus needs.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

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

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

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

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Grizzly Award-VIP Teachers - award based on academic performance. Fluency Banner-every six weeks the top fluency classroom in each grade level sports the Fluency Banner. Team Gold Award-All faculty and staff are recognized for academic efforts throughout the year.		Principal Assistant Principal Dean of Instruction Counselor Librarian	Faculty and Staff retention. Higher percentage scores on CNA				
Aug-2018-June 2019 CIP 2-1.1	<b>Funding Sources:</b> 199 Local funds - 0.00						
2) The campus will participate in collaborative gatherings to strive to create a sense of community and enhance a positive culture and climate within the administration, faculty and staff.		Principal Assistant Principal Dean of Instruction Counselor Lead Teachers	Faculty and Staff retention. Higher percentage scores on CNA				
Aug-2018 - June 2019							
							


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

**Performance Objective 1:** Keller will provide 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) Keller will promote the history and origins along with current accomplishments weekly through the website and media venues. The campus will recognize students and campus activities utilizing the District's and Campus' Social Media platform as a way to reach out to our community and parents.  Population: GE, TI, MI, LEP, SE, AR, GT, DYS  Timeline: Aug 2018-June 2019		Administration Counselors Parent Liason	Weekly social media postings Brownsville Herald submissions and publications				
2) Keller will focus on training and maintaining a welcoming reception for parents and community. The focus being on soft skills to encourage student recruitment and registration.  Aug 2018 - June 2019		Principal Assistant Principal Office Staff Faculty and Staff	Higher recruitment and retainment of student enrollment.				





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

**Performance Objective 2:** The District 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) Teachers will hold a Meet the Teacher Night prior to early school start date. The campus will utilize the marquee to advertise and inform parents of earlier August Start date.  Aug 2018		Principal Assistant Principal	Higher registration percentage.				

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

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

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

**Summative Evaluation 1:**

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





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

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

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Provide training for administrators and teachers: (a)to effectively handle classroom discipline so that out of school suspensions and discretionary removals are used as a last resort; (b)assure students' rights and due process are afforded in order to have a safe and disciplined environment conducive to student learning.  Population: GE, TI, MI, LEP,SE,AR,GT,DYS  Timeline: Aug 2018-June 2019 CIP 5-1.1		Administrators Teachers	Administrative walkthroughs, TTESS				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>2) Provide professional development based on level of expertise and need in the following areas:</p> <p>a.)Bullying Prevention  b.)Violence/conflict resolution  c.)Recent drug use trends  d.)Resiliency/Developmental Assets  e.)Dating Violence  f.)Signs of Child Abuse  g.)Response to Intervention (RtI) Model for behavior research based interventions to allow staff to recognize and address the issue, as a preventive measure.</p> <p>Population:  GE, TI, MI, LEP,SE,AR,GT,DYS</p> <p>Timeline: Aug 2018-June 2019  CIP 5-1.2</p>		Administrators, Faculty and Staff	Office Discipline Referrals, Parent-Teacher conferences, Behavior RTI referrals, PEIMS Discipline Data.				
<p>3) Campuses will develop and maintain an Emergency Operations Plan. Plan must be multi-hazard in nature. Must be reviewed and updated annually by the campus safety and security committee. The following drills must be practiced accordingly: Lockdown drills (3 times per year), Shelter-in-place, Reverse evacuation, Drop &amp; Cover, Evacuation. In order to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and harm to the environment.</p> <p>Population:  GE, TI, MI, LEP,SE,AR,GT,DYS</p> <p>Timeline: Aug 2018-June 2019  CIP 5-2.3</p>		Principals Assistant Principals Faculty and Staff Campus Counselors District Security BISD Police	District Security Evaluations, District Safety Audits				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>4) Parent Presentations will be made periodically at campuses</p> <p>Gang Awareness Bullying Dating Violence Internet Safety Drug, Alcohol and Tobacco Awareness Gun Safety Teen CERT Truancy EOP-Safety Procedures</p> <p>to educate parents to be able to recognize the signs and symptoms related to certain offenses.</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: Aug 2018-June 2019 CIP 5-2.4</p>		Principals, Assistant Principals, Parent Clerk, Counselors, BISD Police and Security Services	District Security Evaluations, District Safety Audits, RTI Behavior Referrals, PEIMS Discipline Reports.				
<p>5) Administration will ensure that campus counselors provide individual and group counseling sessions on a weekly basis in order to ensure that students needs are addressed.</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: Aug 2018-June 2019 CIP 5-2.4</p>		Principal Assistant Principal Counselors	RTI Behavior Referrals, Office Discipline Referrals, Nurse Referrals, PEIMS Discipline Reports.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

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

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

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

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Complete and disseminate a Parental Involvement Policy so as to delineate how parents will be actively involved at the district/campus level with the intention to increase participation. Ensure all Parents, Students and Staff participate in the Campus Needs Survey. Disseminate School-Parent-Student Compacts indicating each group's responsibilities to ensure student achievement.</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: Aug 2018-Sept 2018 CIP 6.1 CNA 10</p>	3.1	Principal Parent Liaisons	<p>Formative: Parental Meeting documentation.</p> <p>Summative: STAAR Results, Attendance Rate, Discipline Referrals and Parent Participation.</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>2) Conduct an Annual Title I Meeting to inform parents of services provided through Title I funds. Meetings will be followed by an annual Title I Parent Survey to evaluate the effectiveness of District and/or Campus Parental Involvement efforts.</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: Aug 2018-Sept 2018 CIP 6.2 CNA 10</p>	3.1	Principal Parent Liaisons	<p>Formative: Parental Meeting documentation.</p> <p>Summative: STAAR Results, Attendance Rate, Discipline Referrals and Parent Participation.</p>				
<p><b>Funding Sources:</b> 211 Title I-A - 0.00</p>							
<p>3) Host a Parent Orientation Day to inform parents and community members of daily standard operation procedures and District Policy.</p> <p>Student Code of Conduct Student-Parent-School Compact Parental Involvement Policy Emergency Operation Procedures Volunteer Guidelines and Opportunities.</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: Aug 2018-June 2018 CIP 6.3 CNA 10</p>	3.2	Campus Administrators. Parent Liaisons	<p>Formative: Parental Involvement Policy, Parental Compact. Weekly Meeting Documentation.</p> <p>Summative: STAAR Results, Attendance Rate, Discipline Referrals and Parent Participation, RTI Behavior Referrals, Nurse Referrals, PEIMS Discipline Reports.</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>4) Keller SBDM committee members engage in a formative review of CIP strategies in quarterly during the year. Revisions to strategies are made at any time they are needed but usually occur during this process as the SBDM analyzes formative data and current teacher and student needs. During each review, SBDM members look at strategies in terms of what progress has been made in implementation and the impact the strategy is having on student achievement. Strategies can be modified, redirected or discontinued so the needs of the campus are addressed. The Keller CIP is available upon request and can be translated in Spanish if needed.</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: Aug 2019-June 2020 CIP CNA</p>				0%	0%	0%	





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

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

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

**Summative Evaluation 1:**



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) New and Existing Teachers and paraprofessionals will have the opportunity to grow professionally through a 3 hour campus collaboration planning every 3 weeks in the area of reading and social studies. and designated math and science planning twice a week. Teachers will also be afforded opportunities to attend and/or participate in local/state conferences, peer mentoring, workshops, maintenance meetings, etc. Materials and supplies will be provided as needed</p> <p>ELAR/SLAR TEKS Pre-Kindergarten Guidelines Center for Improving the Readiness of Children for Learning and Education (CIRCLE) PK TLI (Sustainability) Response to Intervention (RTI) CCRS (College and Career Readiness Standards) TPRI/Tejas Lee SIOP Esperanza, Language Enrichment</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: Aug 2018-June 2019 CIP 7.1 CNA 8</p>	2.6	Principal, Assistant Principal Instructional Dean Teachers	Campus Six Weeks Trends Assessment Scores, Six Weeks Fluency Rates, District Benchmark Scores and State Assessments including STAAR, TPRI/Tejas Lee, SELP/SSLP				
<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:** Keller 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) Students in PK-5th grade will attend the Technology lab and utilize technology lab as well as software and internet based programs which will reinforce core curriculum TEKS, STAAR Reading, Math, Science, and Writing objectives into the technology curriculum. Fourth grade will participate in using the FASCT computer software to compliment text feature skills in the classroom.</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Aug 2018 - June 2019 CIP 8.1 CNA 37</p>	2.6	Principal Assistant Principal Instructional Dean Teachers/SPED	Student Yearly Average, C&I Internet Based Programs-Teacher Reports STAAR Assessments				
<b>Funding Sources:</b> 162 State Compensatory - 0.00							
<p>2) Technological Infrastructure and computers for support services and administration are needed to prepare, review and monitor instructional programs at the campus and district level. Equipment will also assist with Professional development for teachers and staff. Technology hardware should include I pads, desktops, laptops, monitors, projector, printers, printer supplies and cameras.</p> <p>Aug 2018 - June 2019 CIP 8.2 CNA 37</p>	2.6	Principal, Assistant Principal, Instructional Dean	Formative: Student Progress Reports, Attendance Reports, Lesson Plans, Software Usage Reports, Testing Monitoring Reports: STAAR,				
<b>Funding Sources:</b> 162 State Compensatory - 0.00							




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>3) Our campus will implement a Blended Learning Curriculum in all 2nd grade classrooms. Each student will obtain an IPAD for performance based technological learning. This supplemental instruction device will be used to enhance the core curriculum. Learning and instructional apps will be utilized to correlate instruction with the State standards. Each device will include an IPAD cover and keyboard for better accessibility.</p> <p>August 2018- June 2018</p> <p>CIP 8.3</p>		Principal Assistant Principal Instructional Dean Librarian 2nd Grade Teachers	Formative: Student Progress Reports, Attendance Reports, Lesson Plans, Software Usage Reports, Testing Monitoring Reports: TPRI, TELPAS				
<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 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:** District and campus attendance rates, At-Risk Student Attendance.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) 1) Implement campus attendance goals that addresses procedures, roles responsibilities and a formal written plant for Monitoring/management included in campus Improvement Plan Ensure that campus student attendance meets District and State rates so that students meet their full educational potential.</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: Aug 2018-June 2019 CIP 9.1 CNA 5</p>		<p>Principal Asst. Principals PEIMS Supervisor Attendance Clerks Attendance Liaisons Attendance Office Data Entry Clerk</p>	<p>Attendance rates by six weeks, Attendance Management plans as needed by campus visitations by attendance office.</p>				
<p>2) Parents will be informed and encouraged of the campus and district attendance policies. This includes the campus tardy policy. The tardy policy will communicate the importance of maximizing the instruction time in the classroom resulting in better student performance in campus, district and state assessments.</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: Aug 2019 -2020</p>		<p>Principal Asst. Principals PEIMS Classroom Teacher Supervisor Attendance Liaisons Attendance Office Data Entry Clerk</p>	<p>Attendance rates will increase by six weeks. The expected result is to exceed the district's goal of 96% attendance.</p>				





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

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

**Performance Objective 2:** All campuses will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR by 10%

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

**Summative Evaluation 2:**





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) 1) Keller Elementary will implement tutorials and remediation strategies in core-area subjects for at-risk of failing students in order to decrease the retention rate and improve student achievement in 3rd and 4th grades. SSI tutorials will be implemented for 5th grade students to close achievement gap within the TEKS objectives and STAAR performance. The subject Areas include: Reading, Writing, Math and Science. General supplies will be purchased to operate extended day programs.</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: Aug 2018-June 2019 CIP 9-2.1 CNA7</p>		<p>Principal Assistant Principal Instructional Dean Counselors Classroom Teacher</p>	<p>Campus Six Weeks Trends Assessment Scores, Six Weeks Fluency Rates, District Benchmark Scores and State Assessments including STAAR, TPRI/Tejas Lee, SELP/SSLP</p>				
<p><b>Funding Sources:</b> 162 State Compensatory - 0.00, 211 Title I-A - 0.00</p>							
<p style="text-align: center;">  = Accomplished                 = Continue/Modify                 = No Progress                 = Discontinue         </p>							

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

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

**Evaluation Data Source(s) 3:** STAAR/EOC reports disaggregated for At-Risk students.

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) School Nurse will provide health services and education for all students. Presentations will be provided throughout the school year, focusing on general health, hygiene and oral health care. Health care supplies are essential to providing adequate care for students on a daily basis.</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: Aug 2018-June 2019 CIP 9-3.1 CNA 7</p>		Principal Assistant Principal School Nurse	Higher Attendance Rate, Campus, District and State Assessments				
<p>2) To promote and ensure physical fitness, students in grades Pre K-5 will be provided with moderate to vigorous physical activity each day in physical education for at least 45 minutes a day or a minimum of 135 minutes a week so that everyone will be in compliance with Senate Bill 530 effective 09/01/2007.</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: Aug 2018-June 2019</p>		Principal Assistant Principal Physical Education Teachers	Higher Attendance Rate, Campus, District and State Assessments				
<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>							

# Title I Schoolwide Elements

## ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

### 1.1: Comprehensive Needs Assessment

Keller services a diverse population of students including economically disadvantaged and at risk students. Student achievement has been continuous due to high expectations of instructional rigor in the classroom and a strong team approach incorporating collaborative planning and refining delivery of instruction. Our campus use research based instructional models within our daily instruction, with a focus on intervention strategies to address any gaps in academic progress.

CNA Summary: The comprehensive Needs Assessment is a compilation of the strengths and needs with each of the multiple measures of data

District/Campus Goals

Texas Education Agency Accountability Summary Report

TEA Academic Performance Report Card

STAAR, TELPAS, TPRI, Tejas Lee, CPalls, District and Campus Checkpoints

Campus Needs Assessment: Staff, Students and Parents

The Title I Schoolwide Element's Strategy: 6.1.1 Complete and disseminate a Parental Involvement Policy so as to delineate how parents will be actively involved at the district/campus level with the intention to increase participation. Ensure all Parents, Students and Staff participate in the Campus Needs Survey. Disseminate School-Parent-Student Compacts indicating each group's responsibilities to ensure student achievement. (CIP pg. 37)

Populations: All Parents, Students and Staff

Budget:

The CNA was reviewed on June 17, 2019



# ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

## 2.1: Campus Improvement Plan developed with appropriate stakeholders

### 2.1 Campus Improvement Plan developed with appropriate stakeholders

Our SBDM is made up of appropriate team of stakeholders. Stakeholders include principal, assistant principal, dean of instruction, general education teachers, special education teachers, Title I teachers, special population teachers, paraprofessionals, parents, buisnnes members and community members. This allows for all parties to have input and come to conclusions on effective decision making for our campus (CIP pg 39).

Population: Parents

Title Program Budget:

The CNA was reviewed on June 17, 2019

## 2.2: Regular monitoring and revision

### 2.2 Regular monitoring and revision

Keller's SBDM committee reviews and revises the Campus Improvement Plan to reflect Brownsville ISD's Board Legal and Local Policies. Our committe is comprised of classroom teachers, three parents of students who are currently enrolled in our school, two community representatives, two business representatives, a district level professional and professional non-teaching staff. The team collaborates to develop the CNA to align strategis and address the most crucial problem areas as addressed in the problem statements in the Multiple Measures of Data section of the CIP: School Processes and Programs (CIP pg 39).

Keller Elementary's Campus Improvement Plan was reviewed, revised and approved on August 16, 2018 the individuals listed below.

Name	Position	Role
Javier J. Garza	Principal	Administrator
Delma A. Perez	Meeting Facilitator	Non-Classroom Professional
Gabriel Gutierrez	Counselor	Non-Classroom Professional

Name	Position	Role
Liliana Cantu	Principal Secretary	Paraprofessional
Elizabeth Martinez	Pre-Kinder Teacher	Classroom Teacher
Elizabeth Guerrero	Kinder Teacher	Classroom Teacher
Danae Gallegos	First Grade Teacher	Classroom Teacher
Dionicia Gonzalez	Second Grade Teacher	Classroom Teacher
Sandra Hotcaveg	Third Grade Teacher	Classroom Teacher
Maria P. Sierra	Fourth Grade Teacher	Classroom Teacher
Claudia Gonzalez	Fifth Grade Teacher	Classroom Teacher
Alvino Olvera	Sped Ed Teacher	Classroom Teacher
Genesis Porras	NEHS President	Student
Raymond Rora	NEHS Vice-President	Student
Vanessa Garza	Pediatric Nurse	Community Representative
Fernando Perez	TCM Region Administrator	Community Representative
Abelardo Castro	Whataburger Manager	Business Representative
Rolando Rios	Dr. Rios- Ophthalmologist	Business Representative
Sandra Garcia	Curriculum Specialist	District Level Representative

The Title I School Wide Element's Strategy 6.1.4

CIP p. 39

Population: Parents

Title Program Budget:

The CNA was reviewed on June 17, 2019

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

The Keller Elementary Campus Improvement Plan is available to parents and the public upon request. The CIP is also available on our campus webpage. The CIP is provided in English and can be translated in Spanish upon request (CIP Pg 39).

Population: Parents

Title Program Budget:

The CNA was reviewed on June 17, 2019

## 2.4: Opportunities for all children to meet State standards

Schoolwide Reform Strategies which Keller Elementary will be implementing instructional strategies and review of policy to address school needs.

Pre-Kindergarten-3 to Fifth grades will implement programs and curriculum that will focus on the Texas Essential Knowledge and Skills (TEKS) which will outline what students are to learn in each grade.

CNA 1.1.1

All students are provided opportunities to engage in learning experiences that will ensure success in meeting state standards. Teachers and the Dean analyze written compositions to on a weekly basis to adjust instruction for students needs. Also to gauge students developmental progress in the area of ELA (CIP pg23).

Students will also improve reading skills by utilizing the following researched based strategies and programs: Teacher collaborative planning, FASCT, RTI, TLI, Language Enrichment, Phonological Awareness, Use of Math Manipulatives, Scientific Interactive Journaling, Multisensory Grammar, Blended Learning (CIP pg 21)

Population: Students: GE, TI, MI, LEP, SE, AR, GT, DYS

Title Program Budget:

The CNA was reviewed on June 17, 2019

## 2.5: Increased learning time and well-rounded education

Keller Elementary will use researched strategies and programs to provide all students to meet the State's proficient and advanced levels of academic performance.

The instructional focus will include:

(1) Expansion of the Pre-Kinder program to provide students with an opportunity for Kindergarten Readiness; services in Pre-K3 with an AM and PM session. (2) Implement and sustain evidence based reading interventions for struggling readers and English language learners. (3) Implement and sustain the FASCT writing program with teacher opportunities for professional development. (3) A technologically focused classroom with opportunities for all students to have access to a computer lab and/or technology in the classroom and grow our digital literacy program.. (4) Student access to fine arts with a weekly 45 minute session in Art and Music classes. (5) Struggling students identified as ELL's have instructional supports from a bilingual assistant. (5) A co-teaching/inclusion model has been adopted by our special education specialist, administration, teachers and parents. (6) Gifted and Talented students will have an opportunity to participate in Research Projects for the Fall and Spring semesters. (7) Student centered approaches to classroom learning which provide our students developmentally appropriate learning environment that meets the needs of each individual student (CIP pg 26). (8) Promote community and parent involvement in our school.

Population: Students: GE, TI, MI, LEP, SE, AR, GT, DYS

Title Program Budget:

The CNA was reviewed on June 17, 2019

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

Keller Elementary will address the needs of all students in school, but particularly the needs of the students not meeting the challenging State academic standards.

Keller will utilize strategies, activities, programs and curriculum which will target the needs of our students. Keller will provide multiple opportunities for students who are At Risk to develop the skills necessary to close the achievement gap. Intervention programs and strategies will be monitored and assessed to ensure student success.

*Programs:* (1) A Response to Intervention Model with intervention strategies for students in a TIER II and TIER III category. (2) After-school tutorial for struggling students and students in 4th grade who did not score in the Approaches Level for any of the State Assessed Areas within 15 days of the start of the school year. (3) Multiple sources of assessment data is disaggregated to identify which supports are needed for At-Risk students, supports such as Special Education, 504/Dyslexia, ELL Instructional Supports, SSI Afterschool Tutorial, Homeless Youth, Parental Involvement Resources. (4) District curriculum support specialist can collaborate and make recommendations for instructional material supports and provide professional development. (5) Technology supports can offer differentiated instruction for student's identified specific learning strengths and weakness.

*Strategies:* (7) FASCT instructional strategies in Reading and Writing. (8) TLI sustained reading strategies in all grade levels. (9) Blended Learning Instruction in all core areas (10) phonological awareness activities FCRRs - multisensory grammar, Pearson, Benchmark (Tiered Resources), (11) use of math manipulatives. (12) Use of interactive journals (13) Daily fluency tracking. (CIP pg 21)

Population: Students: GE, TI, MI, LEP, SE, AR, GT, DYS

Title Program Budget:

The CNA was reviewed on June 17, 2019

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

Keller works with the BISD Parental Involvement program staff to support our campus and district personnel in ensuring that all appropriate parental involvement activities and policies are implemented.

Population: Parents

Title Program Budget:

The CNA was reviewed on June 17, 2019

### **3.2: Offer flexible number of parent involvement meetings**

Keller provides parent liaison services at the campus and at the district level. Our campus holds multiple sessions at regular scheduled times and offer periodic meetings to provide additional opportunities. We also provide parent and community opportunities to gain information and provided feedback at campus and district events including Open House, student performances, and recognition events (CIP Pg. 38).

Our campus also welcome parents/ guardians and community members to come to meet with campus and district staff at any appropriate opportunity. District and campus committees encourage active parent, business, and community participation.

Population: Parents

Title Program Budget:

The CNA was reviewed on June 17, 2019

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Angelica Vela	Dyslexia Teacher	Title I-A	1.0
Delma Perez	Dean of Instruction	Title I-A	1.0
Elizabeth	Martinez	Title I-A	1.00
Helga Leija	Pre-Kinder Teacher	Title I-A	1.00
Melissa De Leon	Pre-Kinder Teacher	Title I-A	1.00

# 2019-2020 Site Based Decision Making Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Paraprofessional	Liliana Cantu	Principal Secretary
Non-classroom Professional	Gabriel Gutierrez	Counselor
Classroom Teacher	Danae Gallegos	1st Grade Teacher
Classroom Teacher	Dionicia Gonzalez	2nd Grade Teacher
Classroom Teacher	Sandra Hotcaveg	3rd Grade Teacher
Classroom Teacher	Maria Sierra	4th Grade Teacher
Classroom Teacher	Claudia Gonzalez	5th Grade Teacher
Classroom Teacher	Elizabeth Martinez	Pre-Kinder Teacher
Classroom Teacher	Elizabeth Guerrero	Kinder Teacher
Classroom Teacher	Alvino Olvera	Sped Ed Teacher
Business Representative	Abelardo Castro	Whataburger Manager
Business Representative	Rolando Rios	Dr. Rios - Opthamologist
Community Representative	Fernando Perez	TCM Team Member
Community Representative	Vanessa Garza	Pediatric Nurse
District-level Professional	Sandra Garcia	Curriculum Specialist
Parent	Cristina Morales	Parent
Parent	Jacklyn Guzman	Parent
Student	Rebecca Villarreal	Student
Non-classroom Professional	Delma Perez	Meeting Facilitator
Administrator	Javier Garza	Administrator

# District Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Duplicating Paper	199-11-6396-00-143-Y-11-000-Y	\$0.00
1	1	1	General Supplies	11-6399-00-143-Y-11-000-Y	\$0.00
1	1	2	Writing Journals	11-6399-00-143-Y-11-000-Y	\$0.00
1	1	6	Media Services	199-11-6399-16-143-Y-11-000-Y	\$0.00
1	3	2	Library Supplies	199-12-6399-00-143-Y-99-000-Y	\$0.00
3	2	1	Awards	199-11-6498-00-143-Y-11-000-Y	\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$10,000.00
<b>+/- Difference</b>					<b>\$10,000.00</b>
162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Duplicating Paper	11-6396-00-143-Y-30-000-Y	\$0.00
1	1	1	General Supplies	162-11-6399-00-143-Y-30-000-Y	\$0.00
8	1	1	Software and licenses	162-11-6299-62-143-Y-30-000-Y	\$0.00
8	1	2		162-13-6398-65-143-Y-30-000-Y	\$0.00
9	2	1	Tutorial	162-11-6118-00-143-Y-30-000-Y	\$0.00
9	2	1	Extended Day	162-11-6118-00-143-Y-30-ASP-Y	\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$10,000.00
<b>+/- Difference</b>					<b>\$10,000.00</b>



**211 Title I-A**

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	Duplicating Paper	199-11-6396-00-143-Y-30-0F2-Y	\$0.00
1	1	1	General Supplies	11-6399-00-143-y-30-0f2-y	\$0.00
6	1	2	Operating Costs	211-61-6499-53-143-Y-30-0F2-Y	\$0.00
9	2	1	Extended Day	211-11-6118-00-143-Y-24-ASP-Y	\$0.00
9	2	1		211-11-6121-00-143-Y-24-ASP-Y	\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$10,000.00
<b>+/- Difference</b>					\$10,000.00
<b>Grand Total</b>					\$0.00