

Brownsville Independent School District

Ortiz Elementary

2019-2020 Campus Improvement Plan



Mission Statement

Ortiz Elementary Mission

In partnership with parents and the community of Brownsville, the faculty and staff at Ortiz Elementary are committed to producing well-rounded students who can think critically and independently, communicate effectively, and be responsible, productive members in society. Ortiz Elementary believes Education is the Key to Success and is committed to preparing all students for college and their future.

Value Statement

Ortiz Elementary School

Ortiz Elementary School is located in Brownsville, Texas, Ortiz Elementary School is one of thirty-six elementary schools in Brownsville ISD. The campus was constructed in 2004. The campus is comprised of 40 classroom, a cafeteria, library, and gymnasium.

The students population at Ortiz Elementary School is approximately 660 and serves students in grades pre-kinder through 5th. According to the PEIMS Data Review of our campus profile, 98.19% of the student population is Hispanic and 90% are identified as Economically Disadvantaged. Many of our students are first generation Mexican immigrants, 0.9% are classified as Limited English Proficient and a majority is English/Spanish bilingual. In addition, several of our students come from homes which participate in state and Federal assistance programs such as food stamps, welfare, the Women,Infant, Children (WIC) nutrition program, and subsidized housing and medical assistance.

The students of Ortiz Elementary School are recipients of a well-balanced curriculum. Courses are offered in every subject area and numerous activities such as choir, Estudiantina, ballroom dancing, CATCH program, UIL, Accelerated Reader, Spelling Bee and GT Showcase. Ortiz Elementary also offers the Running Club, Fitness Club, Jump Rope Club, and Destination Imagination. The instructional programs include academic core subjects at various levels, such as Gifted and Talented, Special Education Content Master Lab, Resource and Inclusion,Behavior Intervention Unit, Bilingual program, Neuhaus Basic Skills for Dyslexia students, PASS Program, and the Early Bird Reading Program. All students are required to meet the passing standard of the four assessments which comprise the State of Texas Assessments of Academic Readiness (STARR).

The current staff at Ortiz Elementary School is comprised of 39 teachers, 3 campus administrators, 2 counselors, 6 professional support personnel, and 16 educational aides. The ethnicity of the Ortiz Elementary School is diverse with 89% Hispanic, 11% Caucasian, and 0% African American. The teaching staff is also 10% male and 90% female.

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

1. Caring Adults Reaching Everyone (CARE)

2. Family Learning Events

3. HEB FIT Campus

4. TBEC 2014

Ortiz Elementary School promotes numerous clubs and organizations. Students are encouraged to participate in extracurricular activities such as chess, running club, Brainsville, and Science fair. Students can also participate in Cheerleading and Drill Team.

School Namesake: United States Congressman Solomon P. Ortiz Elementary

School Colors: Royal Blue and Gold

School Mascot: Cougar

School Motto: Everybody is Somebody at U.S. Congressman Solomom P. Ortiz Elementary

Annual Campus Goals

The Ortiz Elementary School faculty and staff are committed to the following goals:

95% of students at Ortiz Elementary in grades 3-5 will pass the STARR Reading Test

97% of students at Ortiz Elementary in grades 3-5 will pass the STARR Mathematics test

98% of 4th grade students will pass the STARR Writing test

97% of 5th grade students will pass the STARR Science test

All Pre-Kinder-5th grade students will receive integrated math/science instruction utilizing the () and will utilize technology in the classrooms to enhance research and multi-media project development

98.5% daily attendance will be maintained

Office discipline referrals will be reduced by 10%

Parent volunteers will increase by 25%

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Ortiz Elementary School is located in Brownsville, Texas, Ortiz and is one of thirty-six elementary schools in Brownsville ISD. The campus was constructed in 2004, and is comprised of 40 classroom, a cafeteria, library, and gymnasium.

The student population of Ortiz Elementary School is approximately 670 and serves students in pre-kinder through 5th. According to the PEIMS Data Review of our campus profile, 98.5% of the student population is Hispanic, 59.7% are identified at-risk, and 96% are identified as Economically Disadvantaged.

The attendance rate was 96.78% for all students and 96.4% for at-risk students. The Retention Rate was 6% for all students and 7% for at-risk students.

Demographics Strengths

Despite large population of Hispanic & At-Risk students school has been able to meet students' educational needs and reach exemplary status

- Mobility rate is low which indicates satisfaction with school and staff
- Teacher/Student ratio within state guidelines to ensure effective instruction and learning throughout grade levels.

Demographic 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 demographic areas of improvement would be addressed:

1. Professional Development in the area of ESL and the core subject areas is needed.
2. Attendance rate for the campus will be improved upon through incentives and motivational support in order to strengthen academic achievement in the classroom.
3. Teachers will need to become more involved with technology and software provided by school and district.
4. Special Education students will need to be monitored and supported with stronger interventions and support.

Student Academic Achievement

Student Academic Achievement Summary

Ortiz Elementary reviews data from various student assessments using Eduphoria/Aware and TANGO. Weekly tests, unit tests and six week diagnostics are given in order to monitor students. BOY, MOY and EOY TPRI/TEJAS LEE assessments are utilized to monitor student progress throughout the year. Progress monitoring is done for Tier 2 students. Assessments are given in the areas of reading, math, science, and writing are administered. Assessment data is analyzed through an item analysis worksheet every six weeks. Plan of actions are designed to address areas of weakness. Goals are set, shared and communicated consistently.

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

- AEIS Report
- AYP Report
- STAAR Summary Report-Group Performance
- State Assessments (STAAR, TELPAS, TPRI/Tejas Lee).
- TANGO Reports

Those students not meeting appropriate requirements receive interventions such as small group instruction, tutorials, response to intervention plans and differentiated instruction.

The 3rd-5th grade students at Ortiz Elementary scored the following on the 2016 administration of STAAR:

Reading: 3rd Grade 83%, 4th grade 89%, 5th Grade 95%

Writing: 4th Grade 95%

Math: 3rd Grade 89%, 4th Grade 98%, 5th Grade 99%

Science: 5th Grade 93%

The trends identified when student performance scores were compared over a period of 5 years demonstrate that students are improving and excelling as the years progress.

Performance Variation between all student groups:

Reading: At-Risk (61%), Economically Disadvantaged (87%), Hispanic (88%), White(N/A), Female (93%), Male (83%), Gifted and Talented (100%), LEP (69%), Migrant (N/A), Special Education (42%)

Writing: At-Risk (68%), Economic Disadvantaged (87%), Hispanic (88%), White(N/A), Female (91%), Male(85%), Gifted and Talented (100%), LEP (80%), Migrant (N/A), Special Education (60%)

Math: At-Risk (88%), Economically Disadvantaged (93%), Hispanic (93%), White (N/A), Female (92%), Male (94%), Gifted and Talented (100%), LEP (86%), Migrant (N/A), Special Education (20%)

Science: At-Risk (79%), Economically Disadvantaged (83%), Hispanic (91%), White (N/A), Female (93%), Male (88%), Gifted and Talented (100%), LEP, (83%), Migrant (N/A), Special Education (56%)

Student Academic Achievement Strengths

The following strengths were identified after all findings were analyzed by the SBDM Committee.

- Analysis of assessment scores/data every six weeks
- Plan of Actions based on areas of identified weaknesses
- RTI (Response to Intervention) implemented for students who are struggling
- Incorporate Reading Activities for the scheduled Family Learning Events for Pre-K through 2nd grades
- Encouragement of Accelerated Reader in grades 1st-5th.

Student Achievement Needs:

Student Achievement Needs After through 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. Inorder to close student achievent gaps and facilitate with instruction the following resources will be purchased. Instructional workbooks, materials, teacher resources, and supplies will be purchased to create, print, copy, and display student work. Instructional supplies and ink will be purchased to provide data reports, copies of professional journals, articles, and books for book studies. Highlighters, post-it notes, pens, and folders will also be purchased for staff development. Scantrons and ink will be purchased to assess students and generate reports.
2. Prizes will be purchased to motivate and reward student achievement and participation.
3. Tutorials will be provided to students to increase student achievement in the areas of reading, math, writing, and science. Small group instruction will be given for students not passing first administration of STAAR.
4. The Dean of Instruction will attend training on student tracking/data analysis to improve campus testing scores.
5. Provide teachers with professional development in technology and use of educational software.
6. Special Education teachers need training in various academic areas in order to increase achievement of our special education population

School Processes & Programs

School Processes & Programs Summary

Committee meets to analyze data from the following sources. Strengths and Needs from several sources were discussed.

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

- Cross Grade Level Meetings
- Parent Conferences
- Counseling Presentations
- Community Involvement
- Extra Curricular Activities

Ortiz Elementary follow the District scope and sequence to align and follow the Texas Essential knowledge and Skill (TEKS). Supplemental material is added in order to enhance the lessons and manner the material is executed by teachers. Rigor and endurance are a focus on a daily basis in order to meet and exceed the state standards set forth by the TEA on all state assessments. This year the focus is Depth of Knowledge on weekly exams and end of the six week exams in order close any learning gaps and have all students on a level playing field in accordance to state standards. Teacher will attend professional development and are provided with instructional material that will enable them to provide high quality instruction for our students. Our teachers use data to drive their instruction throughout the year.

Data Sources Reviewed: The following sources provided valuable data for Curriculum, Instruction and Assessment in regards to the identification of needs:

- DISTRICT CURRICULUM FRAMEWORKS Documents for all content areas
- Texas Essential Knowledge and Skills (TEKS)
- State Adopted Textbooks
- District and Campus wide Assessments
- Additional resources such as Count down, Kamico, Motivation Learning

Ortiz Elementary follows district and campus guidelines in order to comply with district policy. All schedules, school structure, duty rosters, physical environment, and program support services are reviewed and assessed annually or as necessary through the SBDM Committee. As a campus it is of utmost importance to train our students on procedures that they must follow in the event of any unforeseen situation.

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

- Class Rosters
- Master Schedule
- SBDM Minutes

- Parent Surveys
- Ortiz Elementary Handbook
- Profile Cards
- AWARE
- Assessments/Item Analysis

Ortiz Elementary teachers use projectors and smart boards on a daily basis along with computers and printers. Three computer labs are used daily on a rotation schedule in order for all campus and district software programs such as Think Through Math, Istation, Study Island, and Edusmart are used to reinforce skills. Teachers are encouraged to seek professional development technology hours to better implement technology in the classroom. All fifth grade students are assigned a laptop to not only use all above software programs but to also initiate research for higher more rigorous learning. Teachers use the TANGO program for testing and data collection in an effort to analyze scores and drive instruction in a positive manner.

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

- STAR Chart
- Technology Hardware and Software
- Fixed Asset Report
- Technology TEKS
- Staff/Parent/Student survey on technology needs
- Technology Plan
- Technology Professional Development Opportunities

School Processes & Programs Strengths

The following strengths were identified after all findings were analyzed by the SBDM Committee:

- Vertical Alignment
- Co-Planning with Special Education Departments
- Professional Development
- Faculty Meetings
- Individual Student Conferences
- Low teacher turnover
- Professional collaboration
- Student achievement reflects staff effectiveness
- Weekly grade level meetings.

The following strengths were identified after all findings were analyzed by the SBDM Committee:

- Aligned to the TEKS

- Analysis of testing/assessment data on a consistent basis
- Cross training with Grade Level/Vertical Alignment
- Staff Development in core areas
- RTI Implementation

The following strengths were identified after all findings were analyzed by the SBDM Committee.

- Low Student-teacher ratio
- Rotation/PE schedule
- Heterogeneous class grouping
- Tutorial (before,during, and after school)
- SBDM
- Teacher's professional opinion is respected
- High Expectations of achievement and behavior

The following strengths were identified after all findings were analyzed by the SBDM Committee.

- 2 computers in every classroom
- 2 computer labs and 1 Living with Science lab
- TST to keep eSchool Plus and webpage updated
- Study Island software to assist with reinforcement of instruction.
- Laptops for all 5th grade students
- class set of IPADS to be used by first grade students

Data Sources Reviewed: The following sources provided valuable data for Curriculum, Instruction and Assessment in regards to the identification of needs:

1. To help facilitate instruction implementation the campus will follow the DISTRICT CURRICULUM FRAMEWORKS Documents for all content areas.
2. To implement appropriate instruction in the classroom teachers will use the Texas Essential Knowledge and Skills (TEKS)
3. To improve classroom instruction teachers will utilize the State Adopted Textbooks
4. To monitor student progress and address weaknesses Ortiz will use District and Campus wide Assessments
5. To help improve instruction Ortiz will utilize additional resources such as Count down, Kamico, and Motivation Learning.

Perceptions

Perceptions Summary

Committee meets to analyze data from the following sources. Strengths and Needs from several sources were discussed.

Ortiz Elementary creates and sustains an inviting and welcoming environment to all parents, community and district staff. Our parent liaison works hand in hand with parents and our school community to relay vital information and ensure parents stay abreast of their children's needs throughout the school year. Monthly meetings are held covering various topics such as core area accountability, nutrition, health and wellness, behavior, among others. Ortiz parents are strongly encouraged to work as parent volunteers and a room is provided for them to assist in areas needed by the school. A monthly and weekly calendar is made available to parents so that they may stay up to date with all event happening at Ortiz.

Perceptions Strengths

Data Sources Reviewed: The following sources provided valuable data for School Culture and Climate in regards to the identification of needs: Cross Grade Level Meetings

- Parent Conferences
- Counseling Presentations
- Community Involvement
- Extra Curricular Activities

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

- Parent center family resources
- Student clubs and associations
- School-wide family activities
- Sign-in sheets for the different events

The following strengths were identified after all findings were analyzed by the SBDM Committee:

- Student Achievement
- Community Involvement
- Parental Involvement

The following strengths were identified after all findings were analyzed by the SBDM Committee.

- Majority of students are involved in some sort of community activity

- All classrooms involved in at least 3 community events during the school year.
- Participation of parents in various school surveys
- Family Literacy Events
- Effective parent volunteers
- Effective communication through calendars sent home

Campus needs

1. Based on the campus needs assessment our parents need to be provided with information on the different programs and services provided by the campus.
2. Based on the campus improvement plan parents need to be included in decision making at the campus.
3. Based on the campus improvement plan instructional technology resources need to be provided to students for school work.
4. Based on the campus improvement plan better instructional strategies need to be provided to bilingual students.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- 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
- Federal Report Card Data

Student Data: Assessments

- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Other Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments

Student Data: Student 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
- Special education/non-special education population including discipline, progress and participation 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
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Goal 1: Ortiz 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: Ortiz Elementary 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, science and social studies by 5 percentage points.

Evaluation Data Source(s) 1: STAAR performance reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Critical Success Factors CSF 1 Early Intervention through general education one-on-one or small group tutoring will be implemented for all kindergarten, first, and second grade bilingual and general education students who fall behind the norm of the general education reading assessments to ensure effective and timely assistance to ensure student success. Time line: Weekly basis, August 2019-June 2020 Population: All Kinder-2nd grade students including M1, T1, AR, GT, DYS, LEP, SE SA#3	2.5	Kindergarten-Second grade teachers Counselors Assistant Principal Dean of Instruction	Formative: Increase passing rates on Unit/Comprehensive Assessments TPRI/Tejas Lee Inventory BOY and MOY results Summative: increased TELPAS and EOY performance				
Funding Sources: 162 State Compensatory - 50344.00, 211 Title I-A - 33448.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>2) Critical Success Factors CSF 1, CSF 2</p> <p>Assessments will be administered to track academic progress. All first-fifth bilingual and general education students will be administered in English and Spanish Benchmarks every six weeks (1st-5th) for assessing reading mastery of TEKS and determining if students are on grade level. All second -fifth grade students will be administered TELPAS on-line benchmarks twice a year beginning fall semester Time line: September 2019-May 2020 Population: All 1st-5th grade students including T1, M1, DYS, SE, AR, LEP</p>		<p>First-Fifth grade teachers Principal Dean of Instruction</p>	<p>10% increase in benchmarks results every six weeks Unit/Comprehensive Assessments</p>				
<p>3) Critical Success Factors CSF 1, CSF 2</p> <p>A conference will be held every 6 weeks by administration with all first-fifth grade bilingual and general education students who do not show mastery of the TEKS/STAAR objectives in the benchmarks for the six weeks in order to motivate students to be successful. Time line: September 2019-May 2020 Population: All 3rd-5th grade students including T1, M1, AR, SE, GT, DYS, LEP</p>	2.4	<p>Third-Fifth grade teachers Principal Dean of Instruction</p>	<p>10% Increase in benchmark results</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>4) Critical Success Factors CSF 1, CSF 4 To encourage reading and increase reading comprehension; * All grade teachers will encourage 1st-fifth grade students to participate in the AR program in the library. * A celebration will be held at the end of the year for students who earn 100 or more points * Students will be given achievement certificates every 6 weeks * First grade students will be required to attain 50 points by the end of the year. * All students will be given the opportunity to participate independently in the Accelerated Reading Program before and after school and AR points will count for one daily grade for the six weeks. * All Kinder through 5th grade teachers will encourage all Kinder-5th grade students to attend the Early Reading Program in the morning monitored by the Library Aide. Time line: Every six Weeks August 2019-May 2020 Population: All 1st-5th grade Students including T1, M1, GT, SE, DYS, AR, LEP CNA: pg.#10</p>		First-fifth grade teachers Para-professionals Principal Dean of Instruction	Reading Counts Lexile Reports Library STAR results				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
5) Critical Success Factors CSF 1 To facilitate students' transitions from Pre-Kinder-5th grade teachers and support staff will participate in horizontal and vertical grade level meetings at the end of the 6 weeks period to discuss: * areas of strength and weaknesses found in each grade level and content area * RTI packets and interventions * STAAR standards and strategies Time line: Every six weeks August 2019-June 2020 Population: Pre-K- 5th grade teachers and support staff		Pre-Kinder-5th grade teachers Principal Dean of Instruction Support Staff	Sign in sheets for meetings				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>6) Critical Success Factors CSF 1 To ensure Special Education students are receiving the appropriate accommodations and modifications for students to be successful in the classroom and on STAAR/TPRI/Stanford: *The inclusion and general education teachers will meet during their planning time at least once every six weeks to evaluate student progress and review and/or modify teaching strategies. *Inclusion teachers and general education teachers will collaborate and co-plan on a regular basis to develop and implement an appropriate and effective co-teaching strategy. *IEP committees will consider and emphasize the least restrictive environment of inclusion when appropriate, in order to increase the percentage of students served in the general education classroom. *All Pre-K-5th grade teachers will be trained in implementation of modifications for Special Education students and legal updates and Special Education assessment will be reviewed. *Special education teachers will attend training on the writing of PLAAFPS in the development of all IEPs to ensure that all ARDC state assessment decisions are data driven. *All Pre-K-5th grade teachers will be trained in implementation of modifications for Special Education students and legal updates in Special Education assessment will be reviewed.to ensure students with and IEP are receiving appropriate modifications. Time line: Every six Weeks August 2019-June 2020 Population: Teachers, Special Education</p>		All Teachers Campus Administration	10% Increase in benchmark results Co-planning sign-in sheets				

<p>7) Critical Success Factors CSF 1 Teachers will use projectors and video cameras to project instructional assignments, state adopted instructional technology materials, and district approved instructional videos to engage students and enhance instruction. Time line: Weekly; August 2019-June 2020 Population: All Students including GT, SE, AR, T1, M1, LEP, DYS CNA: pg#23</p>		<p>All Teachers Principal Dean of Instruction</p>	<p>10% increase in benchmarks Progress reports</p>				
<p>8) Critical Success Factors CSF 1 Specialists will lead trainings providing strategies and resources to use in order to raise scores on TPRI/Tejas Lee, and STAAR. Time line: August 2019-January 2020 Population: Teachers, Teacher Specialist SA#4</p>		<p>Teachers Dean of Instruction</p>	<p>10%increase in benchmarks Progress reports</p>				
<p>Funding Sources: 162 State Compensatory - 3500.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>9) Critical Success Factors CSF 7</p> <p>To build capacity and learn new teaching strategies: *Certified staff will be given the opportunity to attend conferences/trainings to strengthen the existing reading program. *PreK-5th grade teachers and support staff will participate in professional development in order to implement a comprehensive ELAR/SLAR instructional program using scientifically based reading research strategies. Professional developments will include district curriculum frameworks ELAR/SLAR TEKS CCRS RTI Language Enrichment SIOP REACH DOK *PreK-5th teachers will attend conferences regarding the new STAAR Readiness and Supporting Standards to prepare students for upcoming state tests. Time line: August 2019-June 2020 Population: All students which includes T1, M1, GT, DYS, LEP, AR, SE SA#5 CNA: pg 9</p>		<p>Certified Staff Members Dean of Instruction</p>	<p>10% increase in benchmarks Progress Reports Session evaluations Lesson Plans Walk-Throughs</p>				
<p>Funding Sources: 211 Title I-A - 2900.00, 199 Local funds - 4000.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>10) Critical Success Factors CSF 1, CSF 7</p> <p>To ensure students and teachers receive appropriate educational supplies for high quality instruction: *Teachers in Pre-Kinder through fifth grade will be provided with the needed paper, ink, supplies, and instructional materials to create necessary reports, lesson plans, and intervention activities to monitor and assist at-risk students. Teachers will use a laminating machine to laminate instructional materials to protect from normal wear and tear. *Student will use instructional workbooks and teacher resources for foundational core classroom instruction and interventions to improve students academic achievement. *Scantrons and ink will be purchased to assess students and generate reports. Time line: August 2019-June 2020 Population: LEP, AR, GT, T1, DYS, SE SA#1 CNA: pg#10</p>		Principal Dean of Instruction Secretary	10% increase in benchmark results Progress Reports				
<p>Funding Sources: 211 Title I-A - 39041.00, 162 State Compensatory - 5267.00, 199 Local funds - 18939.00</p>							
<p>11) Critical Success Factors CSF 2</p> <p>All kinder-"second grade bilingual and general education students will be assessed with TPRI/Tejas Lee in order to monitor students reading progress. All Pre-kinder students will be tested through C-Palls. Testing of BOY, MOY, and EOY will continue. Data Analysis meetings will be conducted in order to monitor and adjust instruction Time line: First-Sixth 6 weeks August 2019-October 2019 Population: All Kinder-3rd grade students including T1, M1, SE, AR, GT, DYS, LEP,</p>		Kinder-Third grade teachers Principal Dean of Instruction	TPRI/Tejas Lee				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>12) Critical Success Factors CSF 2</p> <p>Administrators and teachers will disaggregate the results of the English and Spanish STAAR in reading, develop a plan of action to set priorities of objectives and use this plan to guide the continued planning for classroom instruction. Time line: Fall Semester 2019 Population: All students to include T1, M1, LEP, GT, DYS, AR, SE</p>		<p>SBDM All teachers CBLT</p>	<p>10% increase in benchmark results Progress Reports Weekly check of Lesson plans</p>				
<p>13) Critical Success Factors CSF 1, CSF 7</p> <p>All classroom teachers will model reading aloud using expression and self-monitoring skills from an appropriate grade level text for at least fifteen minutes each day in order to motivate students to read, develop listening comprehension, and build vocabulary. Time line: Daily August 2019-June 2020 Population: All students which includes GT, DYS, SE, T1, M1, AR, LEP CNA: pg#10</p>	2.4	<p>All teachers Principal Dean of Instruction</p>	<p>10% Increase in benchmark results Progress reports Weekly Check of lesson plans</p>				
<p>14) Critical Success Factors CSF 1, CSF 7</p> <p>In order to raise students academic vocabulary, teachers will *Use interactive word walls *Use Academic Vocabulary for 5th-7th grade ELLS in TX *Students in all grade levels will increase their vocabulary by having a word of the day and then creating and illustrating a vocabulary journal to enhance their English Language Proficiency. Time line: August 2019-June 2020 Population: All Teachers</p>	2.6	<p>Principal Assistant Principal Dean of Instruction Teachers Specialist</p>	<p>Weekly walk throughs Weekly grade level meetings</p>				


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>15) Critical Success Factors CSF 7</p> <p>Teachers will utilize intervention kits to provide interventions for students in TIER II and TIER III in the area of Reading to ensure effective and timely assistance. Teachers will maintain intervention lesson plans and logs for all tier 2/3 at-risk students (including ELL students). It will be used to track interventions and have progress checkpoints to monitor effectiveness. Time line: Daily, from August 2019-June 2020 Population: LEP, AR, SE</p>	2.6	Teachers	10% increase in benchmark results				
<p>16) Critical Success Factors CSF 2</p> <p>SBDM members will make decisions that will align campus, district, and state goals by: *incorporate PBMAS data gathered in campus needs assessment and campus improvement plans. * SBDM members will be responsible for reporting campus needs and data to SBDM committee. *SBDM members will monitor for implementation of all CIP activities (including ELL graduation cohorts and rates). *SBDM members will attend an annual meeting to review district goals *SBDM members will meet every other Monday at 3:45 *SBDM will discuss appropriate assessments to monitor students progress. Time line: August 2019-June 2020 Population: All teachers, SBDM members</p>		Pre-K " 5th Grade Teachers Principal Assistant Principal Dean of Instruction	Sign in sheets Walk Throughs SBDM meetings				
	Funding Sources: 211 Title I-A - 1000.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>17) Critical Success Factors CSF 1 To improve students performance in writing: *K-5th teachers will participate in training provided by the Bilingual Department on how to utilize the TELPAS Rubrics to raise the English Proficiency Standards of ELLs. Teachers will collect 1 writing sample per week to monitor bilingual students writing. *All Kinder through fifth grade classes will elaborate on a basic sentence (selected by the grade level) stressing the use of adjectives, adverbs, punctuation, and capitalization daily. *All Kinder- 5th grade Bilingual students will write in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. *All Pre-K through 2nd grade teachers will set up a writing center for students to utilize on a daily basis starting on the 1st six weeks. * All first and second grade students will write personal letters to each other and narratives every week. They will write stories, short poems, brief compositions, and letters. *Pre-K through 5th grade students will write a story to be shared with their parents during the GT Showcase. *Pre-K-5th grade teachers will turn in writing samples on different writing modes every three weeks (1st- 5th Six Weeks). Kinder-5th grade teachers will follow specific TELPAS writing guidelines when turning in writing samples for LEP students. Time line: August 2019-June 2020 Population: All students to include AR, LEP, GT, MI, DYS. SE</p>		<p>PreKinder-5th Teachers Dean of Instruction Teachers Specialist</p>	10% increase in benchmark results				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
18) Critical Success Factors CSF 1, CSF 2 To monitor students progress in reading fluency and comprehension: *Active Bilingual students will take the Raps 360/ TELPAS online bilingual assessments. *Students will be administered bench mark tests every six weeks. Teachers will monitor students progress in reading. *Phonemic awareness skills will be developed for all Pre-K-2nd grade students through consistent daily modeling of activities such as nursery rhymes, rhyming games, poetry, etc *Bilingual/ESL students will use dictionaries Time line: October 2019-June 2020 Population: All students to include GT, DYS, SE, T1, MI, AR		Kinder-5th grade teachers Dean of Instruction	RAPS 360 reports AMOA reports				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>19) Critical Success Factors CSF 1 Implement intervention through the Response to Intervention (RtI) 3 Tier Model in order to support student academic growth and success. * Universal Screening * All interventions should be scientifically researched based. * Documentation of interventions and progress monitoring * Use data to identify areas of need * Monitor progress of struggling student * Adjust instruction/interventions * Review student outcome data to evaluate instruction * REVIEW360 *Tier I " a minimum of 90 minutes devoted to ELA instruction Tier II 30 minutes per day in small group in addition to the core instruction Tier III *" 30 minutes per day in individual or small group instruction in addition to the core instruction Time line: August 2019-June 2020 Population: Pre-Kinder 5th grade students to include GT, DYS, SE, LEP, MI, T1, AR</p>		<p>-Classroom Teachers -Counselors -Dyslexia Teacher -Dean of Instruction</p>	<p>Pre/Post Tests Texas Primary Reading Inventory (TPRI) and Tejas LEE (CIRCLE Phonological Awareness Language Learning System (C-PALLS) Progress Monitoring, Benchmark Results</p>				
<p>20) Critical Success Factors CSF 1, CSF 2 Teachers will test students on fluency every week beginning with a cold read and ending with an assessment at the end of the week. Fluency results will be monitored by administration on a weekly basis to track progress. Time line: August 2019-June 2020 Population: Kinder-5th grade students to include GT, DYS,SE,LEP,M1, T1, AR</p>		<p>Dean of Instruction Principal Teacher Classroom teacher</p>	<p>Fluency tracking chart</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
21) Critical Success Factors CSF 2, CSF 3 Administrators and teachers will desegregate the results of the English and Spanish STAAR in Math to develop a plan of action to set priorities of objectives and use this plan to guide the continued planning for classroom instruction. Time line: August 2019 Population: All Staff		SBDM Campus teachers Dean of Instruction	10% increase in benchmark results				
22) Critical Success Factors CSF 2 All First-Fifth grade bilingual and general education students will be administered English or Spanish District Benchmarks for assessing Math mastery of TEKS/ STAAR/STAAR A standards and determining if students are on grade level. Time line: November 2019-April 2020 Population: All students to include GT, DYS, LEP, AR, SE, T1, MI		First-fifth grade teachers Dean of Instruction	10% increase in benchmark results Progress Reports				
23) Critical Success Factors CSF 1 Students will demonstrate mastery of basic facts (1st Grade: Facts 1-10; 2nd Grade: Facts 11-18). Students will be given basic facts on a daily basis and a timed assessment every two weeks to monitor progress of the math facts. Time line: August 2019-June 2020 Population: First-Second Grade Students to include GT, DYS, LEP, SE, AR, T1, MI		Dean of Instruction 1st-2nd grade teachers	10% increase in benchmark results Progress Reports				
24) Critical Success Factors CSF 7 Teachers in Kinder-5th Grade will plan every six weeks to enhance the Math district curriculum frameworks. Time line: August 2019-June 2020 Population: Kinder-5th grade students to include GT, DYS, MI, T1, SE, AR, LEP		Certified Staff Curriculum Department Dean of Instruction	10% increase in benchmark results Progress Reports				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>25) Critical Success Factors CSF 1 All first-fifth grade students will maintain a problem solving journal. Teachers will present at least one unfamiliar, real-life mathematical problem each week and encourage students to collaborate in solving it. Students will verbalize steps as they solve problems in order to use processing skills tested on STAAR and 6 week diagnostic Time line: August 2019-June 2020 Population: 1st-5th grade students to include GT, DYS, LEP, SE, AR, T1, MI,</p>		Certified Teachers Dean of Instruction	10% increase in benchmark results Progress Reports				
<p>26) Critical Success Factors CSF 1, CSF 4 1st through 5th grade students needing additional instruction will use supplemental math workbooks in order to prepare and master math TEKS tested on STAAR. Teacher resources in the area of Math will be purchased to provide strategies to enhance Math instruction based on specific areas of concern. Time line: August 2019-June 2020 Population: T1, MI, AR, SE, DYS, LEP,</p>		1st-5th grade teachers Dean of Instruction	10% increase in benchmark results Progress Reports				
<p>27) Critical Success Factors CSF 1 Implement an integrated challenging, standards-based, inquiry-centered math curriculum (K-12) as demonstrated through district curriculum frameworks so that students will increase their conceptual knowledge at their appropriate grade level. Time line: Every Six Weeks 2019-2020 Population: All Students to include, GT, DYS, SE, AR, LEP, T1, MI</p>		Principal Assistant Principal Dean of Instruction Math Teachers Counselors	Student assessments Classroom Observations Walkthroughs Lesson Plans				
							

Goal 1: Ortiz 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: Ortiz 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) Critical Success Factors CSF 1, CSF 2 Pre-Kinder through 2nd grade teachers will implement learning centers in order to address areas of weakness as identified in the TPRI/Tejas Lee and other assessments by the 1st six weeks for students to utilize. Time line: Daily; August 2019-October 2020 Population: Pre-Kinder-2nd grade students		Pre-Kinder through 2nd grade Teachers Principal Dean of Instruction	TPRI/Tejas Lee Reults				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
2) Critical Success Factors CSF 1 Provide Language Arts Professional Development for all appropriate teachers in order to implement a comprehensive instructional program for English Language Learners. TELPAS ELPS DISTRICT CURRICULUM FRAMEWORKS Sheltered Instruction Esperanza (Grades Pre-K through 2nd) Language Enrichment I & II State of Texas Assessments of Academic Readiness (STAAR) Center for Improving the Readiness of Children for Learning and Education (CIRCLE)-PK Ensenando la lectura-PK-2nd Vocabulary Development Fluency & Accuracy Sequencing & Pacing Writing Across the Curriculum Comprehension Strategies Effective research-based teaching practices Classroom Management (REVIEW360) Time line: August 2019-June 2020 Population: All students to include AR, SE, DYS, GT, T1, MI,LEP		PreKinder-5th Teachers Dean of Instruction Teachers Specialist	10% increase in benchmark results				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) Critical Success Factors CSF 1 To increase students progress in the areas of listening and speaking, students will participate in the following activities: *All PreKinder through 5th grade students will listen to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. *All PreKinder through 5th grade students will be given the opportunity to speak in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. Time line: August 2019-June 2020 Population: All students to include GT, DYS, LEP, SE, AR, T1, MI		PreKinder-5th Teachers Principal Assistant Principal Dean Of Instruction	10% increase in benchmark results TPRI/tejas Lee Stanford 10/Aprenda				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Goal 1: Ortiz 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 migrant students will be on grade level within 2 years and 70% will be at Approaches Grade Level for all STAAR assessments.

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

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) 1) All migrant students will receive grade appropriate school supplies to complete classroom and homework assignments to give them the same opportunity to meet the academic challenges that all students have. Population: All migrant students Timeline: August 2019-June 2020		Principal Dean of Instruction Assistant Principal	Formative Results: Distribution forms Summative Impact: Migrant student success rates will increase.	0%	0%	0%	
2) Ortiz PFS migrant students will receive supplemental support services before other migrant students to ensure that the requirements delineated by NCLB Section 1304(d) are addressed. Time line: September 2017-May 2018 Population: MI		Campus Administrators	NGS Campus Reports	0%	0%	0%	
3) Migrant Students 3rd-5th STAAR results will be reviewed to secure accurate placement into the current State Assessment remediation opportunities during regular school year and summer school Time line: August 2017-June 2018 Population: MI		Campus Principals Counselors Core Subject Teachers	STAAR Remediation Enrollment Lists NGS STAAR Report Benchmark Results	0%	0%	0%	

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
4) In order to increase awareness of migrant student needs, BISD campus faculty and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students. Population: MI Time line: September 1, 2017 - May 29, 2018		Sp. Programs Administrator Migrant Funded: Teachers Campus Clerk DMC, MSC	Timely placement into Interventions				
= Accomplished = Continue/Modify = No Progress = Discontinue							





Goal 1: Ortiz 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 2019-2020 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) Critical Success Factors CSF 6 1) Students will participate in the "Celebration of Song" 5th Grade Honor Choir as a means to introduce them to large ensemble performance experiences. Time line: March 2020 Population: 5th grade students		Music Teacher	Student participation and success in ensemble performance.				
2) Critical Success Factors CSF 6 2) Students will compete in UIL Music Memory as a means of developing aural listening skills. Time line: August-December 2019 Population: Music Memory Participants		UIL Coordinator, Music Memory Coach	Students participation and placement in UIL competition				
3) Critical Success Factors CSF 6 3) Students will compete in UIL Art to expose them to Art History Time line: August-December 2019 Population: UIL Art participants		UIL Coordinator UIL Art Coach Dean of Instruction	Successful participation in UIL and placement in UIL contest				


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
4) Critical Success Factors CSF 6 4) Teachers will implement a structured theater arts curriculum to build a foundation in theater arts. Students will participate in Theatre Arts activities through extended day program. Time line: August 2019 -June 2020 Populations T1, TIM, BIL,GT, Dyslexia, LEP/ELL, At-Risk, SPED, All Staff		Teachers Dean of Instruction	Successful participation in 21st Century Theater Arts program				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 2: Ortiz Elementary will ensure equity in availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students. (Board Goal 2)

Performance Objective 1: All Ortiz facilities will implement energy savings plans; maintain and upgrade current facilities to provide a healthy and positive learning environment by scheduling renovation/upgrade/improvement of at least 20% of instructional facilities annually over the next 5 years.

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) 1) Ortiz Elem will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan. Population: All department and campus facilities Time line: December 2019- June 2020		Principal Assistant Principal	formative assessment - draft plan summative - implemented plan will be out in place by the end of the year				
Funding Sources: 199 Local funds - 7500.00							
							

Goal 3: Ortiz Elementary will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (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) Ortiz Elem will support programs and campuses in the effect effective and efficient use of 100% of available budgeted funds based on the needs assessments. Time line: December 2019- June 2020		Principal Dean of Instruction SBDM Committee	Funding reports will indicate all funds were expended based on prioritized needs. Formative: monthly expenditure reports compared CIP Summative: end of year expenditure reports				
							

Goal 3: Ortiz Elementary will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (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) Ortiz Elementary will give priority to lowest performing and new teachers to participate in staff development opportunities and explore financial incentives. Population: lowest performing and new teachers. Timeline: July 2019-June 2020.		Principal Dean of Instruction	Student achievement will increase. Formative: Weekly data reviews will be held to analyze teacher performance increases. Summative: End of year student performance results.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

Performance Objective 3: The district and campuses 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) Ortiz Elem will support teachers by implementing teacher appreciation week activities and providing tangible intangible rewards for performance. Time line: December 2019- June 2020		Administration Counselor	Teacher CNA results that indicate overall job satisfaction.				

Goal 4: Ortiz Elementary 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: All District program areas and campuses 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) 1) Ortiz Elem will promote the history and origins along with current accomplishments of the campus weekly through the website and media venues. Time line: December 2019- June 2020		campus IT Administration	Campus accomplishments will be displayed in platforms throughout the school year. Formative: weekly accomplishments will be submitted to district media personal Summative: listing of all accomplishments for the school year				
							

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

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

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


Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Critical Success Factors CSF 3, CSF 4 Provide training for administrators and new teachers: (a) 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. Time line: August 2019-November 2020 Population: All school personnel		Administration Counselors Professional Development	Sign-in sheets Referral Reports				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>2) System Safeguard Strategy Critical Success Factors CSF 3</p> <p>2) Provide professional development based on level of expertise and need in the following areas:</p> <p>(a)bullying (b) Violence/conflict resolution (c) Recent drug use trends (d) Resiliency/Development Assets (e) Dating Violence (f) Signs of Child Abuse (g) Response to Intervention (h) Review 360 (I) Legal Issues</p> <p>to allow staff to recognize and address the issue as a preventive measure. Time line: August 2019-June 2020 Population: Administration, Campus Staff</p>		Principal Assistant Principals Counselors Professional Development Behavioral Specialists RTI Specialists	Sign-in sheets Referral Reports RTI Reports				
<p>3) Critical Success Factors CSF 1</p> <p>Assist students with issues interfering with learning, such as but not limited to emotional distress, family problems, or alcohol problems. Intervention strategies will be created for students who met State criteria which are addressed in the Personal Graduation Plans. Time line: August 2019- June 2020 Population: AR</p>		Campus Administration Counselors Nurse Administrator for Guidance	Counselor logs 10% decrease in drop out rate				
<p>4) Critical Success Factors CSF 1</p> <p>After school and lunch detention will be implemented as needed. A log will be maintained at the detention site for documentary purposes. Review 360 will be utilized for documentation of incidents. Parents will be notified of any discipline referral as outlined in the Student Code of Conduct as mandated by policy. Time line: August 2019-June 2020 Population: All students to include AR, SE, T1, MI, GT, DYS, LEP</p>		Campus Administration Classroom teachers	Six weeks referral reports six weeks log reports				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>5) Critical Success Factors CSF 1 In School suspension will be implemented as needed and classroom teachers will monitor as scheduled by the administration. Students who commit serious infractions will be placed in a classroom at the same grade level. A log will be maintained in the office for documentation purposes. Time line: August 2019-June 2020 Population: All students to include GT, DYS, SE, T1, AR, LEP,</p>		<p>Campus Administration Classroom teachers</p>	<p>Six Week discipline referrals reports Six weeks log report</p>				
<p>6) Critical Success Factors CSF 1 Counselors will conduct presentations on violence prevention, suicide prevention, dropout reduction, drugs, conflict resolution, and character education through role-playing, and other activities in order to improve at-risk. Time line: August 2019-June 2020 Population: All students to include AR, SE, MI, T1, GT, DYS, LEP</p>		<p>Campus Administration Counselors</p>	<p>Six week discipline logs referral reports six week log reports</p>				
<p>7) Critical Success Factors CSF 1 Staff will be trained on conflict resolution, Senate Bill 1196. Texas Behavior Support Initiative, Sexual Harassment, and discipline management Time line: August 2019 Population: Campus Staff</p>		<p>Counselors Campus Administration</p>	<p>Conflict resolution handouts sign-in sheets</p>				
<p>8) Critical Success Factors CSF 6 Class motivational bulletin boards will be maintained in the cafeteria to reinforce student behavior while in lunch. Classes maintaining the best behavior will be announced weekly. Time line: August 2019-June 2020 Population: All students to include GT, DYS, LEP, SE, AR, T!, MI</p>		<p>Campus Administration Para-professionals</p>	<p>Six weeks discipline referral reports six weeks logs</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
9) Critical Success Factors CSF 6 Administration will in-service all staff on the school-wide discipline plan. Time line: August 2019-June 2020 Population: Campus staff		Campus administration Campus personnel	six week discipline reports six week log reports				
10) Critical Success Factors CSF 5 Promote awareness and notification of student code of conduct to students, parents, staff , and community through campus distribution of SCC, district web site, and campus presentations to ensure all students are afforded due process and their rights. Time line: August 2019-June 2020 Population: All students to include T1, MI, DYS, GT, AR, SE, LEP		All Teachers Campus administration	Signed SCC acknowledgement forms agendas sign-in sheets				



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

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

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

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

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Critical Success Factors CSF 6</p> <p>Campus will develop and maintain an Emergency Operations Plan. *Plan must be multi-hazard in nature *must be reviewed and updated annually by the campus safety and security committee *the following drills must be practiced accordingly: lockdown drills (3/year), shelter in place, Reverse evacuation, Drop & Cover, Evacuation</p> <p>In order to prevent, protect against, respond to, recover from, and mitigate the effects of the incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life, property, and harm to the environment. Time line: August 2019-June 2020 Population: Administration, Guidance and Counseling, Campus community</p>		<p>Campus Administration Faculty & Staff BISD police and security</p>	<p>After action reviews Sign-in sheets Evaluations Audits</p>				
<p>2) Critical Success Factors CSF 6</p> <p>Campuses must have an identification security system. *All faculty must obtain and display identification card while on school grounds. * Visitors must present identification at sign-in *Visitors must be escorted at all times. Time line: August 2019-June 2020 Population: Administration, Front office staff</p>		<p>Campus Administration Faculty & Staff BISD police and Security</p>	<p>Audits Evaluations</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>3) Critical Success Factors CSF 5 Campus based law enforcement: Security officers will be placed and assigned throughout the year at each elementary. Campus officers when possible will address current trends with students, parents, and campus personnel on</p> <p>*gang awareness, bullying, dating violence, internet safety, drug alcohol and tobacco awareness, gun safety, teen community emergency response team, truancy, emergency operations plan, as a proactive approach to diminish the number of criminal offenses on school grounds and to prevent victimization of students and staff.</p> <p>Time line: August 2019-June 2020 Population: Campus Administration, Campus Community</p>		<p>Campus Administration Counselors Parental Involvement BISD Security Services</p>	<p>Evaluations Sign-in sheets PEIMS Discipline Reports</p>				
<p>4) Critical Success Factors CSF 5 Dating Violence Policy *Maintain a written safety plan developed by the campus safety committee *meet annually with parents for awareness education *provide training for administrators, counselors, and teachers *Implement enforcement of protective orders and school based alternatives to protective orders.</p> <p>Time line: August 2019-June 2020 Population: Campus administration, Guidance and Counseling, Staff</p>		<p>Campus Administration Counselors Professional Development Parental Involvement BISD Security Services</p>	<p>Evaluations Audits Sign-in sheets PEIMS Discipline reports</p>				
<p>5) Critical Success Factors CSF 6 A safety committee will be formed to develop and update the Prevention Response Plan and address safety issues.</p> <p>Time line: August 2019-June 2020</p>		<p>Assistant Principal Safety Coordinator</p>	<p>Safety Plan six week sign-in sheets</p>				

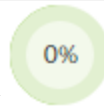
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
6) Critical Success Factors CSF 6 All teachers will be ready at their classroom door at 8:00am to greet students as they arrive to class. Teachers will also be present during dismissal to ensure proper safety before and after school. Time line: August 2019-June 2020 Population Campus Staff		Classroom teachers Campus administration	six week discipline reports six week log reports				
7) Critical Success Factors CSF 6 The school nurse will provide professional development on asthma management, blood borne pathogens, HINI, and influenza type illnesses, as well diabetes awareness. Time line: November 2019 Population: Campus staff		Nurse	sign-in sheets				
8) Fire Drills and Lock down procedures will be conducted once a month. Time line: August 2019-May 2020 Population: Campus communi		Campus Staff Safety coordinator	Student participation Monthly report				
9) Critical Success Factors CSF 6 Custodial Supplies will provide and maintain a clean and hygienic learning environment for all students and personnel. Time line: August 2019-June 2020 Population: Campus Community		Campus administration head custodian	Safety inspections				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 6: Ortiz Elementary 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) Critical Success Factors CSF 5 Disseminate School-Parent-Student Compacts indicating each group's responsibilities to ensure student achievement. Time line: August 2019-September 2020 Population: Ortiz Campus Community	3.1	Principals Parent Liaison	Formative: School-Parent Student Compacts Summative: Parent Signatures on compact page Increase in STAAR results, Increase in Attendance results, Decrease in Discipline Referrals, Increased Parent participation				
2) Critical Success Factors CSF 5 Conduct an annual Title I Parent Survey to evaluate the effectiveness of District and/or Campus Parental Involvement efforts. Documentation will be submitted when completed. Time line: Spring 2020 Population: Ortiz Community parents	3.1	Principals Parent Liaison	Formative: Parent Surveys Summative: Completed Parent Surveys, Increased parent participation				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) Critical Success Factors CSF 5 Host a "Parent Orientation" Day to inform parents and community members of daily standard operation procedures and District Policy. * Student Code Conduct * Student-Parent-School Compact *Parental Involvement Policy *Emergency Operations Procedures * Volunteer Guidelines and Opportunities Time line: August 2019-September 2020 Population: Ortiz Campus community and parents	3.2	Campus Administrators Parent Liaison	Formative:Agendas, Sign in sheets, Hand outs, Session Evaluations, Authority to Volunteer, Clearance form Summative: Increase STAAR results, attendance rates, Decrease Discipline referrals, Increased Parent participation.				
4) Critical Success Factors CSF 5 Capitalize on District community resources by creating partnership agreements with agencies and organizations. * 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. * Teachers and staff will host a Meet the Teacher Night to develop a relationship between the parents and the school community. * Parents will be invited to the end of the year student recognition assemblies. * Parents will be invited to participate in a Health and Safety Fair. Time line: August 2019-April 2020 Population: Parents and Ortiz Community		Principals Parent Liaison	Formative:Agendas Sign-in sheets Summative: Increase STAAR results, attendance rates, Decrease Discipline referrals, Increased Parent participation.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
5) Critical Success Factors CSF 5 During Parent Orientation each grade level representative will present an overview of their reading program. The librarian will present to an overview of the Accelerated reading Program and view the performance and needs at the end of the second and fifth six weeks. Evaluations will be turned in to school parent liaison who will report results to administration. Time line: October 2019 & April 2020 Population: Ortiz parents	3.2	All Faculty Parent Liaison	Formative: Parent Evaluation Parent Survey Parent Participation Summative: Increase STAAR results, attendance rates, Decrease Discipline referrals, Increased Parent participation.				
6) Critical Success Factors CSF 5 Parents will receive a weekly progress report from all classroom teachers to inform parents of students' progress. Time line: Weekly; August 2019-June 2020 Population: Ortiz Elementary Parents		All Faculty Parent Liaison Principal	Formative: Weekly Progress Reports Summative: Increase STAAR results, attendance rates, Decrease Discipline referrals, Increased Parent participation.				
7) Critical Success Factors CSF 5 Parents will receive monthly calendar informing them of important campus events and emphasizing attendance and instructional tips. Time line: Monthly; August 2019-June 2020 Population: Ortiz Campus Community		All Faculty Parent Liaison Principal	Formative:Monthly Calendar Summative: Increase STAAR results, attendance rates, Decrease Discipline referrals, Increased Parent participation				
8) Critical Success Factors CSF 5 Family Learning Events encouraging literacy will be scheduled for parents to make and take activities to encourage literacy in the home. Time line:September 2019-November 2019 Population: Ortiz Campus Community	3.2	Parent Liaison Principal TLI Specialist	Formative:School-Parent-Student Compacts Agendas Fliers Summative: Increase STAAR results, attendance rates, Decrease Discipline referrals, Increased Parent participation.				
9) Critical Success Factors CSF 5 A parent meeting will be conducted to present Title I goals and services. Time line: September 2019-November 2019 Population: Ortiz Elementary Parents		All Faculty Parent Liaison Principal Dean Of Instruction	Formative:Parent Notices Parent Participation Hand-outs Sign-in sheets Summative: Increase STAAR results, attendance rates, Decrease Discipline referrals, Increased Parent participation.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>10) Critical Success Factors CSF 5 Parents will be offered productive classes (ESL, computer, and craftsmanship) during the school year to increase parental involvement. These will include classes offered through the 21st Century program. Time line: August 2019-June 2020 Population: Ortiz Elementary Parents</p>		All Faculty Parent Liaison	<p>Formative: Parent Notices Parent participation Sign-in sheets Summative: Increase STAAR results, attendance rates, Decrease Discipline referrals, Increased Parent participation</p>				
<p>11) Critical Success Factors CSF 5 Parents will be invited to monthly parent training sessions that will include discipline management, parent-child communication and New Horizon sponsored by the Parental Involvement Office. Time line: Monthly; September 2019-June 2020 Population: Ortiz Campus Community</p>		Parent Liaison Nurse Counselors Parent Involvement Office	<p>Formative: Parent Notices Parent Participation Agendas Fliers Sign-in sheets Summative: Increase STAAR results, attendance rates, Decrease Discipline referrals, Increased Parent participation.</p>				
<p>12) Critical Success Factors CSF 5 Parents will participate in nutrition education and physical activity classes during the school year to promote our FIT (Families IN Training) and CATCH program in order to comply with Senate Bill 530. Parents and children will participate together in planning and preparing a healthy snack to promote CATCH program. Parent will be provided with information on the Wellness/Nutrition Policy & Guidelines to ensure compliance with respective policies and guidelines and comply with Texas Public School Nutrition Policy. Time line: August 2019-June 2020 Population: Parents and Ortiz Campus Community</p>		Parent Liaison CATCH Team Cafeteria Manager	<p>Formative: Parent Participation in CATCH-A-Healthy Snack/CATCH Presentation Agenda Fliers Summative: Increase STAAR results, attendance rates, Decrease Discipline referrals, Increased Parent participation.</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>13) Critical Success Factors CSF 5 Invite community agencies and organizations to participate and disseminate information about the public service that their agencies offer in order to continue building strong community partnerships. Time line: August 2019-June 2020 Population: Parents and Community</p>		Parent Liaison Principal CARE Partners	<p>Formative: Invitations Sign-In sheets Agendas Fliers</p> <p>Summative: Increase STAAR results, attendance rates, Decrease Discipline referrals, Increased Parent participation.</p>				
<p>14) Critical Success Factors CSF 5 Recognize parent volunteers and businesses for supporting a variety of campus activities in order to increase participation. Time line: May 2020 Population: Parents</p>		Parent Liaison Principal CARE Partners	<p>Formative: Invitation Sign-in sheets</p> <p>Summative: Increase STAAR results, attendance rates, Decrease Discipline referrals, Increased Parent participation.</p>				
<p>15) Critical Success Factors CSF 5 The Parent Liaison will purchase necessary office supplies to manage an efficient parent center. In an effort to disseminate information to the community in a timely manner. Time line: August 2019-November 2019 Population: Parents CNA page #18-19</p>		Parent Liaison Principal	<p>Formative: Receipts</p> <p>Summative: Increase STAAR results, attendance rates, Decrease Discipline referrals, Increased Parent participation.</p>				
<p>16) The Parent Liaison will work in collaboration with the school community to effectively assist in the communication with parents as well as coordinate parental involvement activities and home visits. Time line: August 2019-June 2020 Population: Ortiz School Community CNA pg 18-19</p>		Principal	<p>Formative: Meeting/training Agendas Sign in sheets</p> <p>Summative: Increase STAAR results, attendance rates, Decrease Discipline referrals, Increased Parent participation.</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Goal 7: Ortiz faculty and staff 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) Critical Success Factors CSF 7 Teachers new to the grade level will work with Dean Of Instruction, and Lead Teacher, to receive support and training. Time line: Weekly basis; August 2019-June 2020 Population: New Teachers		Dean Of Instruction Lead Teachers	Sign-in sheets meeting agendas				
2) Critical Success Factors CSF 6 An SBDM staffing committee will interview prospective teachers to ensure highly qualified professionals are hired. Time line: August 2019-June 2020 Population: SBDM staffing committee CNA: pg#15		Dean of Instruction SBDM committee Assistant Principal Principal	SBDM minutes				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) Critical Success Factors CSF 1 Provide Language Arts Professional Development for new and existing Reading, English, ESL, Special Education, Dyslexia and appropriate CTE teachers in order to implement a comprehensive ELAR/SLAR instructional program. * District curriculum frameworks-TLI Grant * ELAR/SLAR (English/Spanish Language Arts & Reading) TEKS-TLI Grant * Pre Kindergarten Guidelines TLI Grant * Center for Improving the Readiness of Children for Learning and Education (CIRCLE)-PK * Texas Reading Academies (Grades K-4) * English Language Arts (ELA) and Spanish Language Arts (SLA) Textbook adoption (Proclamation 2011) English as a Second Language (ESL) Textbook Adoption (Proclamation 2011) * Pre-Kindergarten Systems Adoption (Proclamation 2011) *Response to Intervention (RtI) *State of Texas Assessment of Academic Readiness (STAAR)-Grades 3-8 * Ensenando la lectura-PK * Vocabulary Development * Fluency & Accuracy * Sequencing & Pacing * Writing Across the Curriculum * Comprehension Strategies * Effective research-based teaching practices * Classroom Management"(REVIEW360) Time line: August 2019-February 2020 Population: Pre-K-5th grade students to include GT, DYS, SE, AR, T1, MI, LEP		PK-12 teachers Special Ed. Dyslexia Principal Dean of Instruction Bilingual Lead Teachers Language Arts Specialists	CIRCLE Phonological Awareness, Language and Literacy System (C-PALLS) TPRI/ Tejas Lee Classroom observations for implementation Progress reports, Walkthroughs				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>4) Critical Success Factors CSF 7 Provide professional development that increases the content and pedagogical level of teachers in order to support the District Curriculum Frameworks. *Provide professional development in questioning strategies to enhance students* reflective reasoning and conceptual understanding. *Provide professional development on the specifications, format, item analysis and categories of the STAAR so that teachers can provide focused instruction to improve students performance on STAAR. *Provide training to teachers to build teacher understanding of second language learning acquisition so that students are successful in the mathematics classroom. *Provide professional development that supports District Curriculum Frameworks, so that teachers will have all updates of the District curriculum frameworks as requested. Time line: August 2019-June 2020 Population: All teachers</p>		All campus teachers Dean of Instruction	10% increase in benchmark scores Progress Reports Walkthroughs Weekly check of lesson plans Observation strategies/interventions				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

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

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


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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Critical Success Factors CSF 1 Students will utilize appropriate technology and software programs to improve academic achievement in the foundation curriculum. Time line: August 2019-June 2020 Population: All students to include DYS, MI, T1, L;EP, AR		Teachers Campus Administration Administrator for State Compensatory Education	Formative: lesson plans, classroom observations, student progress reports, benchmark scores, usage reports Summative: STAAR				
Funding Sources: 162 State Compensatory - 55.00							
2) Critical Success Factors CSF 1 Students will use research skills and electronic communication with appropriate supervision, to create new knowledge. Students will participate in technology application activities. Time line: August 2019-June 2020 Population: All students to include AR, SE, DYS, GT, LEP, MI, T1		All Teachers	End of the year assessments				
3) Critical Success Factors CSF 7 All certified staff will be encouraged to attend technology conferences or trainings to promote ideas for classroom technology use and integration. Time line: August 2019-June 2020 Population: All Staff		All Certified Staff Campus TST Intel Master Teacher	Sign-In sheets				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
4) Critical Success Factors CSF 1 All students will participate in classroom activities that incorporate Technology into the curriculum Time line: August 2019-June 2020 Population: All students to include GT, DYS, LEP, SE, AR, T1, MI		All Teachers in Pre-K 5th grade	10% increase in Benchmark results Progress Reports Sign-in sheets				
5) Critical Success Factors CSF 1 Teachers will complete an annual School Technology and Readiness (STAR) Chart. Time line: December 2019 Population: All staff		Campus TST IT Dept.	10% increase in Benchmark results Progress Reports Sign-in sheets				
6) Critical Success Factors CSF 1 Individual Student Achievement Improvement Plan and/or campus Technology committees will be responsible for determining the goals, software, and technology needs. Time line: August 2019-June 2020 Population: All students to include GT, DYS, MI, LEP, SE, AR, T1		SBDM Campus Technology Committee	CIP Monitoring Tool TEC Minutes				
7) Critical Success Factors CSF 1 Students and teacher will have access to Internet based reference materials for supporting the classroom curriculum. Time line: Daily; August 2019-June 2020 Population: All students to include GT, DYS, LEP, MI, T1, AR, SE		All Teachers Campus TST Intel Master Teacher	10% increase in Benchmarks Progress Reports weekly check of Lesson Plans				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>8) Critical Success Factors CSF 7 Teachers will be provided with support of Technology training in the areas of power point, smart board, Office 360 and web links that will assist, create, and develop an ambiance for interactive learning and participation for students Time line: August 2019-June 2020 Population: All students to include BIL, LEP, GT, DYS, MI, T1,</p>		TST Dean Of Instruction	Agendas Sign-in sheets Staff Development Forms				
<p>9) Critical Success Factors CSF 1 All 2nd, 3rd, 4th, 5th students will use power point to present research projects utilizing a variety of topics as assigned by teachers. Teachers will evaluate projects through the use of rubrics. Time line: January 2019-June 2020 Population: All 3rd-4th, 5th grade students to include T1, MI, LEP, AR, SE, DYS, GT</p>		All Teachers Campus TST Intel Master Teacher	10% increase of Benchmark results Progress Reports				
<p>10) Critical Success Factors CSF 1 Students will work at computer stations on programs that will increase their reading, math, science skills to help increase their level of academic performance, plus increase their ability to produce computer generated projects. Time line: August 2019-June 2020 Population: All students to include GT, DYS, MI, AR, SE, LEP, T1</p>		Principal Dean Of Instruction Assistant Principal Teachers Support Staff	5% Increase in benchmarks Student progress reports				
<p>11) Critical Success Factors CSF 5 TST will provide instruction to students and teachers, as needed, on computer programs and software in order to increase the integration of technology in classroom instruction. Time line: August 2019-June 2020 Population: All teachers</p>		Principal Dean of Instruction Classroom Teachers Librarian Support Staff	Walk-throughs Teacher Surveys				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
12) Students will utilize computers, tablets and ipad technology to improve academic achievement in the foundation curriculum. Time line: August 2019June 2020 Population: All students to include DYS, MI, T1, L;EP, AR		Teachers Campus Administration Administrator for State Compensatory Education	Formative: lesson plans, classroom observations, student progress reports, benchmark scores, usage reports Summative: STAAR				
							

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 attendance rate to 96.8% with a target of 97.5% At-Risk Student Attendance Rate by 10% over prior year attendance.

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

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Critical Success Factors CSF 4 All 1st-5th grade at-risk students who are not meeting standards on the reading assessment, math, writing, or science assessments will be provided after school interventions to ensure effective and timely assistance. *Teachers will enhance instructional opportunities for LEP and immigrant students by targeting specific needs in reading through tutorial with technology integration based on CNA results. * Tier II/III student will be identified and monitored. Students not passing the 1st STAAR administration will have additional small group instruction during the school day for teachers to retest and prepare students for the 2nd administration of STAAR. Time line: October 2019-April 2020(2/3 times a week) Population AR, T1, LEP, MI CNA;pg#10</p>		<p>First-fifth grade teachers Campus Administration Administrator for State Compensatory Education</p>	<p>Formative: eschool plus tutorial schedule, tutorial attendance report, tutorial lesson plans, student progress reports, classroom observations, benchmark scores. Summative: STAAR, Retention Rate</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>2) Critical Success Factors CSF 2 SIOP and ESL training will enhance the ability to understand and use the curricula, assessment and effective instructional strategies for LEP students; planning and delivering lessons that incorporate strategies consistently that will maximize the use of effective teaching strategies to provide support for Limited English Proficient students in improving English Proficiency; annually demonstrate and obtain measurable progress in oral, reading, and written English proficiency measures and thereby meets adequate yearly progress (AYP). Time line: August 2019December 2019 Population: LEP, AR</p>		<p>Bilingual Department Bilingual/ESL Lead teachers Classroom Teachers</p>	<p>Formative: ERO Session Evaluation Report, student progress reports, lesson plans, classroom observations, benchmark scores Summative: STAAR</p>				
<p>3) Critical Success Factors CSF 5 In order to increase parental involvements our parent liaison will * conduct home visits and monitor attendance on a daily basis. *Use supplies to conduct parent meetings *Use printer to generate reports, newsletter, and informational flyer's encouraging parental involvement. Time line: August 2019June 2020 Population: All students to include AR, SE, DYS, LEP, GT,MI, T1 CNA: pg#18</p>		<p>Campus Administration Parent Liaison</p>	<p>Formative: Eschool Plus Rosters, Home Visit logs, Parent Meeting Agendas, Parent Sign-in sheets Summative: Attendance Rate</p>				
<p>4) Critical Success Factors CSF 1 Ortiz Elementary will implement Pre-K full day program in order to better prepare students academically. Time line: August 2019June 2020 Population: AR, T1, MI, LEP CNA: pg#20</p>		<p>Campus Administration Administrator for State Compensatory Education</p>	<p>Formative: Lesson Plans, classroom observations, student progress reports, CPALLS (BOY and MOY results) Summative: CPALLS (EOY)</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>5) Critical Success Factors CSF 2 The Dean of Instruction , and teachers will attend conferences/trainings to learn about the STAAR assessment, tracking student progress, and how to raise student performance. The principal and assistant principal will attend conferences/trainings to learn about the STAAR assessment and how to raise student scores. Time line: August 2019June 2020 Population: AR, TI, MI, LEP CNA pg#20</p>		Dean of Instruction Assistant Principal Principal	Formative: ERO Session Evaluation Report, student progress reports, lesson plans, benchmark scores Summative: STAAR				
<p>6) Critical Success Factors CSF 1 The dyslexia teacher will provide an overview of identifying possible reading problems encountered by dyslexia students with an emphasis on reading strategies to ensure all students who qualify as dyslexic will receive the support they need. Time line: August 2019June 2020Daily) Population: DYS, AR</p>		Administration Counselors Administrator for State Compensatory Education	Formative: Lesson Plans, classroom observations, student progress reports, benchmark scores Summative: STAAR				
<p>7) Ensure that the campus has a process in place to allow students to enroll in school immediately, even if lacking documentation normally required for enrollment; such as previous school records, medical or immunization records, proof of residency etc... Time line: August 2019June 2020 Population: AR</p>		Administration At-Risk Counselors	Formative: Student Progress Reports, benchmark scores Summative: STAAR, Retention Rate, and Attendance Rate				
<p>8) Critical Success Factors CSF 1, CSF 4 In order to increase reading levels through active reading lessons in the library and promote library attendance, a library aide will be utilized to enhance library efforts. Time line: August 2019June 2020 Population: AR, GT, MIG, SPED, BIL</p>		Campus Administration School Librarian	Meet AR Goals Increase reading scores				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>9) Critical Success Factors CSF 5 Counselors will provide a "University Day" where Ortiz 5th grade students will meet representatives of UTB to heighten students' awareness of college career plans. Students will be encouraged to complete high school and increase district graduation rates. Time line: March 2019 Population: All students to include RA, SE, DYS, GT, T1, MI, LEP</p>		Counselors 5th grade teachers	Attendance Student Discussions				
<p>10) Critical Success Factors CSF 5 Adopt-A- School and community members will participate in the C.A.R.E Program (Caring Adults Reaching Everyone) for Pre-K-Fifth grade students. Students will be encouraged to complete high school and increase district graduation rates. Time line: October 2019June 2020 Population: All students to include AR, SE, MI, T1, DYS, LEP, GT</p>		Counselors Faculty	Final Evaluation of % of Community participation Student Discussions				
<p>11) Critical Success Factors CSF 5 Career on Wheels will be held in the Fall or Spring for Pre-K through fourth grade students. Career Awareness will be integrated through 21st Century Program. Students will be encouraged to complete high school and increase district graduation rates. Time line: December 2019 Population: All students to include AR, SE, DYS, LEP, GT, MI, T1</p>		Pre-K - fourth grade teachers Counselors	Final Attendance Evaluation of participants Student discussion				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
12) Critical Success Factors CSF 5 Third- Fifth Grade students will attend Career Day Presentations set up by the counseling department. Career Awareness will be integrated throughout the year. Students will be encouraged to complete high school and increase district graduation rates. Time line: November 2019 Population: All 5th grade students to include SE, AR, MI, LEP, DYS, GT,TI		Fifth grade teachers Counselors	Student Discussions				
13) Critical Success Factors CSF 5 Teachers in 2nd-5th grades will require students to research a profession of their choice. Students will be encouraged to complete high school and increase district graduation rates. Time line Spring 2019 Population: All-2nd-5th grade students to include AR, SE, GT, DYS, LEP, T1, MI		2nd-5th grade teachers Dean of Instruction	Student presentations				
14) Critical Success Factors CSF 7 Ortiz Elementary will continue to provide instruction by recruiting highly qualified teachers who meet District and State standards. Provide new teacher orientation at the beginning of the school year, and on-going teacher support through various professional development trainings and teacher mentor provided by the campus. Time line: Fall 2019 Population: New teachers to campus		Dean of Instruction	Formative: Walkthroughs, teacher mentor notes. Summative:Formal PDAS				
15) Provide curriculum support to teachers through grade level meetings in order to effectively plan for core area subjects. Time line: August 2019June 2020 Population: All Teachers		Dean of Instruction Principal	Formative: Grade level sign in sheets Summative: Increase in assessment results STAAR and School Assessments				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
16) Welcoming students from teaching education programs to visit and gain expertise through observations, practicums, and student teaching. Time line: August 2019-May 2020 Population: Teachers		Dean of Instruction Veteran teachers	Formative: Sign in sheets, Teacher assignment logs Summative: Mentor teacher notes				
17) Critical Success Factors CSF 1 A food pantry and clothes closet will be implemented at every campus to provide identified at-risk, homeless and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate. Time line: July 1, 2020-June 30, 2020 Population: Elementary AR students		Campus homeless youth coordinator Administrator for State Comp	Formative: Pantry, Clothes Closet, Log for distributing items Summative 10% increase in at-risk student achievement 5% increase in at-risk student attendance				
							

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: Ortiz 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
1) Provide training to campus personnel on the identification of homeless and unaccompanied youth during the enrollment process to ensure that sensitivity techniques are utilized, enrollment procedures do not create barriers, and that students and families are directed to the Homeless Youth Project for further intake. Time line: August 2019 Population: AR		Administration At-risk Counselors	Formative: ERO Session evaluation Report, student progress reports, benchmark scores Summative: STAAR, Attendance Rates, Retention Rates				
2) Critical Success Factors CSF 1 The counselors and data entry clerk will work to classify At-Risk students by criteria in order to provide appropriate intervention strategies. Time line: August 2019October 2019 Population: AR		Counselors Data Entry Clerk Assistant Principal Principal	Formative: eschool Plus, Special Programs Report, Student Progress Report Summative: STAAR, Attendance Rate, Retention Rate				
3) Critical Success Factors CSF 1 At-Risk students will be monitored by the counselors to ensure that students are academically successful. Time line: August 2018June 2019(Daily) Population AR, T1, MI, LEP CNA: pg#20		Campus Administrators Administrator for State Compensatory Education	Formative: student progress reports, benchmark scores, counselor logs Summative: STAAR, Retention Rate				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>4) Critical Success Factors CSF 1 Faculty and staff will attend trainings on the RTI process to provide effective intervention and prevention instructional strategies to enhance the existing programs specifically addressing areas of weakness based on TPRI/Tejas Lee, Aprenda, and STAAR 2017sults. Time line: August 2019November 2019 Population: AR</p>		<p>Campus teachers Dean Of Instruction Counselors Assistant Principal Principal</p>	<p>Formative: ERO Session Evaluation Report, Student Progress Reports, benchmark scores Summative: STAAR, Retention Rate</p>				
<p>5) When students enroll as homeless and the campus receives notification from the district that students are homeless, counselors will meet with individual students to ensure they are adjusting to the new environment, have adequate school supplies, and have transportation arrangements to and from school. Counselors will meet with the students' teachers to ensure homeless students are being successful in the classroom and receiving appropriate interventions if necessary. Time line: August 2019June 2020 Population: AR students</p>		<p>Counselors Campus Administration</p>	<p>Formative: student progress reports, benchmark scores Summative: STAAR, Retention Rate, Attendance Rate</p>				
<p>6) Critical Success Factors CSF 1 To assist students with issues interfering with learning, such as but not limited to emotional distress or family problems intervention strategies will be created for At-Risk students who meet state criteria. Time line: Weekly August 2019June 2020 Population: AR</p>		<p>Principal Counselors Classroom teachers Nurse</p>	<p>Formative: At-Risk Counselor Logs, benchmark scores, student progress reports Summative: STAAR</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
7) Critical Success Factors CSF 1 Classified and Certified instructional personnel will be paid a salary to assist teachers who will work with at-risk students academic activities in the computer lab, library, Kinder classrooms, and Pre-K classrooms in order to improve student performance. Time line: August 2019June 2020 Population: T1, MI, AR CNA: pg#20		Principal Assistant Principal	Formative: Lesson plans, classroom observations, Benchmark scores, Progress Reports, CPALLS (BOY and MOY) Summative: STAAR, CPALLS (EOY)				
Funding Sources: 211 Title I-A - 4052.00							
8) Critical Success Factors CSF 1 The Dean of Instruction will provide researched based professional development opportunities to assist at-risk students meet content expectations. Time line: August 2019June 2020 Population: AR, T1, MI, LEP CNA:pg#20		Principal Administrator for State Compensatory Education	Formative: Lesson Plans, classroom observations, ERO Session Evaluation reports, ERO Session Attendance Report, Student Progress Reports, classroom observations Summative: STAAR				
							

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) Critical Success Factors 1 The School nurse will address any health concerns and communicate with school staff and parents to ensure health concerns do not affect attendance.		School nurse administration	nurse health logs phone logs				

State Compensatory

Budget for Ortiz Elementary :

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
162-11-6118-00-139-Y-24-SSI-Y	6116 Extra Duty Stipend - Locally Defined	\$4,844.00
162-11-6118-00-139-Y-30-000-Y	6116 Extra Duty Stipend - Locally Defined	\$45,000.00
211-11-6118-00-139-Y-30-ASP-Y	6118 Extra Duty Stipend - Locally Defined	\$33,448.00
199-11-6121-00-139-Y-11-000-Y	6121 Extra Duty Pay/Overtime - Support Personnel	\$25.00
199-23-6121-08-139-Y-99-000-Y	6121 Extra Duty Pay/Overtime - Support Personnel	\$100.00
211-11-6141-00-139-Y-30-ASP-Y	6141 Social Security/Medicare	\$485.00
211-11-6146-00-139-Y-30-ASP-Y	6146 Teacher Retirement/TRS Care	\$2,987.00
211-11-6148-00-139-Y-30-ASP-Y	6148 Employee Benefits - Locally Defined	\$78.00
211-11-6149-00-139-Y-30-ASP-Y	6149 Employee Benefits	\$502.00
6100 Subtotal:		\$87,469.00
6200 Professional and Contracted Services		
162-11-6399-62-139-Y-30-000-Y	6299 Miscellaneous Contracted Services	\$3,500.00
6200 Subtotal:		\$3,500.00
6300 Supplies and Services		
199-51-6315-00-139-Y-99-000-Y	6315 Supplies for Maintenance and/or Operations - Locally Defined	\$7,500.00
162-11-6329-00-139-Y-30-000-Y	6329 Reading Materials	\$1,000.00
199-12-6329-000-139-Y-99-000-Y	6329 Reading Materials	\$300.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
162-11-6399-00-139-Y-30-000-Y	6394 General Supplies - Locally Defined	\$1,000.00
162-11-6395-62-139-Y-30-000-Y	6395 Supplies, DP Operations - Locally Defined	\$55.00
199-23-6395-00-139-Y-99-000-Y	6395 Supplies, DP Operations - Locally Defined	\$350.00
162-11-6396-00-139-Y-30-000-Y	6396 Supplies and Materials - Locally Defined	\$767.00
199-11-6396-00-139-Y-11-000-Y	6396 Supplies and Materials - Locally Defined	\$4,500.00
211-11-6396-00-139-Y-30-0F2-Y	6396 Supplies and Materials - Locally Defined	\$1,500.00
162-11-6398-62-139-Y-30-000-Y	6398 Computer Supplies/Software - Locally Defined	\$2,500.00
211-11-6398-62-139-Y-30-0F2-Y	6398 Computer Supplies/Software - Locally Defined	\$11,594.00
211-11-6399-00-139-Y-30-0F2-Y	6399 General Supplies	\$15,853.00
211-11-6399-16-139-Y-30-0F2-Y	6399 General Supplies	\$2,000.00
211-11-6399-62-139-Y-30-0F2-Y	6399 General Supplies	\$2,000.00
211-13-6399-00-139-Y-30-AYP-Y	6399 General Supplies	\$4,294.00
211-61-6399-00-139-Y-30-0F2-Y	6399 General Supplies	\$900.00
199-11-6399-00-139-Y-11-000-Y	6399 General Supplies	\$4,500.00
199-11-6399-51-139-Y-1-000-Y	6399 General Supplies	\$800.00
199-12-6399-00-139-Y-99-000-Y	6399 General Supplies	\$139.00
199-23-6399-00-139-Y-99-000-Y	6399 General Supplies	\$600.00
199-23-6399-65-139-Y-99-000-Y	6399 General Supplies	\$1,600.00
199-31-6399-00-139-Y-99-000-Y	6399 General Supplies	\$100.00
199-33-6399-00-139-Y-99-000-Y	6399 General Supplies	\$200.00
199-51-6121-47-139-Y-99-000-Y	6399 General Supplies	\$25.00
6300 Subtotal:		\$64,077.00
6400 Other Operating Costs		
199-31-6411-23-139-Y-99-000-Y	6411 Employee Travel	\$2,000.00
211-23-6411-23-139-Y-30-0F2-Y	6411 Employee Travel	\$2,000.00
211-61-6411-00-139-Y-30-0F2-Y	6411 Employee Travel	\$900.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
199-11-6412-00--139-Y-11-000-Y	6412 Student Travel	\$2,000.00
199-11-6498-00-139-Y-11-000-Y	6499 Miscellaneous Operating Costs	\$1,500.00
199-23-6498-00-139-Y-99-000-Y	6499 Miscellaneous Operating Costs	\$600.00
199-23-6499-53-139-Y-99-000-Y	6499 Miscellaneous Operating Costs	\$500.00
211-61-6499-53-139-Y-30-0F2-Y	6499 Miscellaneous Operating Costs	\$900.00
6400 Subtotal:		\$10,400.00
6600 Capital Outlay Accounts		
199-23-6649-65-139-Y-99-000-Y	6649 Capital Assets - Locally Defined	\$2,400.00
199-51-6649-0-139-Y-99-000-Y	6649 Capital Assets - Locally Defined	\$700.00
6600 Subtotal:		\$3,100.00

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The comprehensive needs assessment was developed by surveying the parents, students, and teachers. The information was reviewed and was used to develop the strengths and needs of the campus improvement plan on April 16, 2018.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The information from the campus needs assessment was reviewed and was used to develop the strengths and needs of the campus improvement plan. The SBDM committee developed the goals and the strategies in the plan and agreed on what the campus needs to focus on for the 2018-2019 school year. SBDM committee list can be found at the end of our plan.

2.2: Regular monitoring and revision

The SBDM meeting meets quarterly to review the plan and conducts a summative review to determine how well the campus is progressing and focusing on specific goals. This review is conducted quarterly and the CIP is considered a working document that is continuously reviewed and updated as needed.

May 16, 2018, Feb 25, 2019, & March 25, 2019.

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

The campus improvement plan is available to all stakeholders. The CIP is posted on the campus webpage and available for review at any time in the deans office in English. Plan was translated as

needed by request.

2.4: Opportunities for all children to meet State standards

The campus improvement plan included strategies that address the needs of all students on the campus. The strategies include small group instruction, differentiated instruction and researched based strategies to address the needs of all students.

2.5: Increased learning time and well-rounded education

The campus improvement plan address maximizing instructional time and documents activities that provide students with a well-rounded education. Some of those activities are chess, DI, cheer, drill team, art club, blue crew, music club, coding, robotics club, and many others.

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

The campus improvement plan addresses all students that are at-risk. At-risk students are provided with the support needed to be successful. Intervention plans and strategies are used and documented to support at-risk students.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The campus improvement plan also focuses on parent and family engagement. Policies regarding parent and family engagement are sent home and available on the campus in english and spanish to all parents at the beginning of the school year and parent meetings are held throughout the school year to ensure parent participation on the campus. Parent meeting was held on March 5, 2020 to revise school compact and family engagement policy for the 2020-2021 school year.

3.2: Offer flexible number of parent involvement meetings

The campus improvement plan includes information regarding parental involvement. Parent meetings are held regularly every six weeks in the parent center and parents are always informed of what resources are available to their children. Parents are also notified about activities that are occurring on the campus through a monthly calendar. Parents are also included in their child's academic progress throughout the entire school year. Regular meetings are held every six weeks in the parent center. In conjunction with open house parent meetings are held in the evenings.

2019-2020 Site Based Decision Making Committee

Committee Role	Name	Position
Administrator	Patricia Garza T3	Principal
meeting facilitator	Jessica Todd T3	Dean of Instruction
Non-classroom Professional	Elenna Fisher T1	Counselor
Classroom Teacher	vacancy vacancy	Kinder
Classroom Teacher	vacancy vacancy	Pre-K
Classroom Teacher	Saul Mendiola T2	1st garde
Classroom Teacher	vacancy vacancy	2nd grade
Classroom Teacher	Mary Lozano T2	3rd grade
Classroom Teacher	Daniela Resendez T2	4th grade
Classroom Teacher	Luz Dominguez-Martinez T2	5th grade
District-level Professional	Dr. Timothy Cuff T2	Assistant Superintendent
Business Representative	Laura Hees-Garcia T1	Business owner
Administrator	Patricia Rodriguez T3	Assistant Principal
Business Representative	Sergio Garcia T2	Gladys Porter Zoo
Community Representative	Patricia Valenzuela T2	community representative
Community Representative	Martina Benavidez T2	Community Representative
Parent	Maria Roman T2	parent
Parent	Yolanda Bazan T2	parent
Parent	Anna Vela T1	Parent
Parent	Giovanna Garcia T1	parent

District Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9	travel	199-31-6411-23-139-Y-99-000-Y	\$2,000.00
1	1	9	Student Travel	199-11-6412-00-139-Y-11-000-Y	\$2,000.00
1	1	10	supplies	199-11-6399-00-139-Y-11-000-Y	\$4,700.00
1	1	10	Copy Paper	199-11-6396-00-139-Y-11-000-Y	\$4,500.00
1	1	10	General Supplies	199-11-63--51-139-Y-11-000-Y	\$3,585.00
1	1	10	Awards	199-11-6498-00-139-Y-11-000-Y	\$2,100.00
1	1	10	Reading Materials	199-12-6329-00-139-Y-99-000-Y	\$300.00
1	1	10	Capital Assets	199-23-6649-65-139-Y-99-000-Y	\$3,100.00
1	1	10	Miscellaneous operating cost	199-23-6499-53-139-Y-99-000-Y	\$500.00
1	1	10	Extra Duty Pay	199-23-6121-08-139-Y-99-000-Y	\$154.00
2	1	1	maintenance supplies	199-51-6315-000-139-Y-99-000-Y	\$7,500.00
Sub-Total					\$30,439.00
Budgeted Fund Source Amount					\$30,439.00
+/- Difference					\$0
162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Extended Day Enrichment	162-11-6118-00-139-Y-30-000-Y	\$45,500.00
1	1	1	Tutorials	162-11-6118-00-139-Y-24-SSI	\$4,844.00
1	1	8	Contracted services	162-11-6299-62-139-Y-30-000-Y	\$3,500.00
1	1	10	COPY PAPER	162-11-6396-00-139-Y-30-000-Y	\$767.00
1	1	10	general supplies	162-11-6399-00-139-Y-30-000-Y	\$1,000.00

162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	10	Supplies and Materials LCL	162-11-6398-62-139-Y-30-000-Y	\$2,500.00
1	1	10	Reading Materials	162-11-6329-00-139-Y-30-000-Y	\$1,000.00
8	1	1	Supplies and Materials Software	162-11-6395-62-139-Y-30-000-Y	\$55.00
Sub-Total					\$59,166.00
Budgeted Fund Source Amount					\$59,166.00
+/- Difference					\$0
211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional extra duty pay	211-11-6118-00-139-y-30-asp-y	\$33,448.00
1	1	9	EMPLOYEE TRAVEL	211-61-6411-00-139-Y-30-0F2-Y	\$900.00
1	1	9	Employee Travel	211-23-6411-23-139-Y-30-0F2-Y	\$2,000.00
1	1	10	supplies	211-11-6399-00-139-Y-30-0F2-Y	\$15,853.00
1	1	10	Supplies and materials	211-11-6398-62-139-y-30-0f2-y	\$11,594.00
1	1	10	General Supplies	211-61-6399-00-139-Y-30-0F2-Y	\$900.00
1	1	10	Paper	211-11-6396-00-139-Y-30-0F2-Y	\$1,500.00
1	1	10	General Supplies	211-11-6399-62-139-Y-30-0F2-Y	\$2,000.00
1	1	10	General Supplies	211-11-6399-16-139-Y-30-0F2-Y	\$2,000.00
1	1	10	General Supplies	211-13-6399-00-139-Y-30-AYP-Y	\$4,294.00
1	1	10	Miscellaneous operating cost	211-61-6499-53-139-Y-30-0F2-Y	\$900.00
1	1	16	subst/teachers	211-11-6112-00-139-Y-30-AYP-Y	\$1,000.00
9	2	7	Social Security/Medicare	211-11-6141-00-1139-Y-30-ASP-Y	\$485.00
9	2	7	Teacher retirement/TRS Care	211-11-6146-00-139-Y-30-ASP-Y	\$2,987.00
9	2	7	Employee Benefits	211-11-6148-00-139-Y-30-ASP-Y	\$78.00
9	2	7	Employee Benefits	211-11-6149-00-139-Y-30-ASP-Y	\$502.00
Sub-Total					\$80,441.00

211 Title I-A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$80,441.00
+/- Difference					\$0
Grand Total					\$170,046.00