

Brownsville Independent School District

Skinner Elementary

2019-2020 Campus Improvement Plan



Mission Statement

Brownsville Independent School District, rich in cultural heritage, will produce well-educated graduates who can pursue higher educational opportunities and who will become responsible citizens in a changing global society by utilizing all resources to provide equitable opportunities for students.

Vision

The mission of Skinner Elementary is to provide each student with the education which best meets his/her individual needs, interests, and potential. This education will enable students to relate classroom learning to problem solving required in life experiences.

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Comprehensive Needs Assessment

Revised/Approved: May 23, 2019

Needs Assessment Overview

Skinner Elementary School is located in Brownsville, Texas. Skinner Elementary School is one of thirty-seven elementary schools in Brownsville ISD. The campus was originally constructed in 1925 with 6 classrooms and a library. An additional 42 classrooms were added in the ensuing years.

The student population at Skinner Elementary School is approximately 460 and serves students in grades Pre-K through 5th. According to the PEIMS Data Review of our campus profile, 99% of the student population is Hispanic and 92% are identified as Economically Disadvantaged. Many of our students are first generation Mexican immigrants, 62% are classified as English Language Learners and a majority are 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 Skinner Elementary School are recipients of a well-balanced curriculum. Courses are offered in every subject area, fine arts and physical education. The instructional programs include academic core subjects at various levels, such as the Gifted and Talented areas in Music and Art. All students are required to meet the passing standard of the four assessments which comprise the State of Texas Assessments of Academic Readiness (STAAR).

The current staff at Skinner Elementary School is comprised of 23 teachers, 3 campus administrators, 1 counselor, an art teacher, part-time music teacher, librarian, part-time dyslexia teacher, part-time Speech Therapist, Diagnostician, 2 BI teachers, 2 resource Special Education teachers and 10 educational aides. The ethnicity of the Skinner Elementary School staff is diverse with 91% Hispanic and 8% Caucasian. The teaching staff is also 20 % male and 80 % female.

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

1. Advance Art & Music Classes
2. Sports Camps
3. Destination Imagination
4. Science Fair

Skinner Elementary School promotes numerous student clubs and organizations. Students are encouraged to participate in extracurricular activities such as: Destination Imagination, Brainsville, Science Fair, UIL, Gardening club, Cheerleading, Running club, Advanced art studio and Choir.

School Namesake: **Skinner Elementary**

School Colors: **Green & Khaki**

School Mascot: **Dragons**

Annual Campus Goals

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

- **Student Academic Success**
- **Student Health & Safety**
- **Increase Parental and Community Involvement**

Demographics

Demographics Summary

Skinner Elementary views demographic data on a daily basis. The campus concerns are: to increase daily attendance rates, high rate of mobility of students, increase Special education passing rate on state exams (STAAR), and the large number of bilingual students. Attendance is monitored on a daily basis. Calls are made either by the teachers or home visits by the parent liaison to make sure absences are excused. Chronic absences will require parent conferences. At risk students are monitored through weekly tracking sheets, new phone system, weekly fluency reports and tutorials. State Compensatory funds are allocated to provide additional tutorials and purchase additional resources so that At-Risk students have an opportunity to succeed academically. Special education teachers co-plan with classroom teachers every six weeks to discuss progress of students. Bilingual students receive ESL lessons, and teachers are to follow the ELPS in preparing lesson plans. Lesson plans are reviewed by Dean of Instruction. Procedures for overseeing demographic concerns include daily attendance reports, monitoring assessment tracking sheets and fluency reports, tutorial attendance, co-planning summary reports, lesson plans, and orientation schedules and purchasing additional resources.

The student population at Skinner Elementary School is approximately 475 and serves students in grades pre-kinder through fifth grade. According to the PEIMS Data Review of our campus profile, the student population includes: Hispanics (99.7%), Whites (0.3%), Economically Disadvantaged (99.5%), English Language Learners (ELLs), (59.3%), At Risk (76.2%), Migrant (0.1%), Gifted and Talented (12.1%), and Special Education (6.5%). The attendance rate was 96.4% for all students and 96.5% for at-risk students. The retention rate was 10.2% for all and at-risk students.

Demographics Strengths

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

- Easy access to reports
- Administrative and Teacher support
- Using state Bilingual Funds for LEP students to target English Language Proficiency
- Teacher monitoring and tracking of student progress
- State Compensatory funding for At Risk Students to fund tutorials that target students' academic needs in the content areas.

DEMOGRAPHICS NEEDS:

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

Monitor attendance weekly and award students that have perfect attendance every six weeks. To increase attendance home visitor will follow up with

students new to the Skinner Zone.

2. Decrease At-Risk, Bilingual, ELL, Non-lep, Special Ed, and Migrant percentages by providing more academic support through by providing research-based interventions for students struggling academically, increase the percentage of English proficiency by providing research-based ESL strategies.
3. Additional State Compensatory Funds and Title I funds for after-school tutorials will be allocated to ensure identified At-Risk students are receiving additional instruction through the extended day program. Instructional content will focus on 90% mastery of the TEKS in the areas of Reading, Writing, Math, and Science.
4. To increase passing rates Special Ed department will work with regular education teachers during co-planning and ARD's to set standards for exit criteria.
5. To increase passing rates dean of instruction and the grade level lead teacher will have co-planning every six weeks and review benchmark scores, agendas, and progress reports.
6. To increase student attendance and passing rates co-curricular activities will be offered throughout the school year.

Student Academic Achievement

Student Academic Achievement Summary

3 rd -5 th Grade ALL student STAAR Summary					
<i>Subject</i>	<i>Grade Level</i>	<i>2015-2016</i>	<i>2016-2017</i>	<i>2017-2018</i>	<i>2018-2019</i>
Reading	3 rd	73%	64%	75%	71
Math	3 rd	75%	73%	84%	83
Reading	4 th	73%	59%	62%	70
Math	4 th	68%	55%	77%	63
Writing	4 th	54%	61%	68%	61
Reading	5 th	80%	83%	81%	86
Math	5 th	93%	95%	94%	100
Science	5 th	77%	67%	58%	77

3 rd - 5 th Grade Performance Data Table 2017-2018					
<i>Subject</i>	<i>All students</i>	<i>Hispanic</i>	<i>Econ. Disadv</i>	<i>Special Ed</i>	<i>ELL</i>
Reading	70%	69%	69%	22%	64%
Math	80%	80%	80%	28%	78%
Writing	66%	65%	65%	0%	68%
Science	59%	59%	61%	10%	50%

Student Academic Achievement Strengths

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

- The availability of Reports and benchmark tracking sheets.
- Weekly Meeting that discuss student progress in each grade level
- Increase in Science Fair winners
- Teachers understand and know how to analyze student data reports.
- Dialogue between administration, teachers and parents

STUDENT ACHIEVEMENT NEEDS:

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

1. Provide accelerated instruction to increase student performance through extended day and regular tutorials for students not mastering the TEKS and not acquiring English Language Proficiency.
2. To increase STAAR scores we will review LION tests, DBM, CBM, PMR test results every 6 weeks with teachers through an item analysis to determine strengths and weaknesses. We will also be monitoring Writing journals weekly and give feedback on strengths and weaknesses. Supplemental resources and general supplies will be provided as teacher's follows scope and sequence. The unit tests will be cumulative so the weaknesses will be used as an intervention block so that the teachers can re-teach skills not mastered. General supplies and consumables are needed to provide instruction for all students.
3. To increase TELPAS Advanced High ratings our bilingual lead teacher will train campus staff on ELPS, teachers will attend SIOP trainings and students will participate in TELPAS online tutorials. Teachers submit writing samples bimonthly to Dean of Instruction.
4. To improve comprehension in TPRI and Tejas LEE, TIER II intervention students will focus on "HOTS" comprehension questions and will be monitored through weekly HMH comprehension weekly exams. Teachers will add comprehension questions to fluency passages to improve fluency and improve comprehension component on TPRI/Tejas Lee. Students will have a purpose for reading by having questions added to the passages. Teachers will also use stem higher level questions to transition students to STAAR. Teachers will create "HOTS" for novels being read in class as well as to weekly HMH tests
5. To increase STAAR scores, technology software will be purchased to supplement regular classroom instruction.
6. Meet weekly with teachers and administrators to discuss students' academic progress
7. Provide Migrant student's tutorials to meet the academic challenges such as STAAR, CPALLS, TPRI, TELJAS LEE, TELPAS

School Processes & Programs

School Processes & Programs Summary

In order to begin the preparation of college readiness, Skinner Elementary works to provide a state-of-the art, high quality education Curriculum, Instruction and Assessment is TEKS and data driven. Teachers follow BISS curriculum and supplement with state adopted textbooks and STAAR resources. Grade levels plan together and turn in weekly lesson plans, HOTS questions, and tests. Grade levels meet weekly with Principal to review assessments recording strengths and weaknesses. Students performing below grade level are grouped, placed on RTI's, and intervention procedures started. Students are recognized for passing scores, commended scores and for showing growth on six weeks benchmarks. After school tutorials are available for grades 1st-5th. In addition, students are provided opportunities to learn through the use of technology in the areas of math, reading, writing, and science (i.e. laptops, math and science software, websites). Skinner Elementary strives to become a technology rich campus with many technological applications that will support learning.

Skinner Elementary uses a hiring committee composed of administration and faculty members. During interviews each committee members scores the applicants performance. Candidates are rated and decisions are made by the hiring committee. New teachers are assigned a mentor and are allowed time to observe other teachers and campuses. The T-TESS time lines are followed throughout the school year. Teacher T-TESS performance records are kept by the school principal. Administrators also provide observations and evaluations to paraprofessional staff. Novice teachers are provided a grade-level mentor and an administrative mentor so that they have success in their profession.

The faculty and staff are notified of all campus activities and professional development through newsletters and emails. Each grade level and department has a lead teacher which is the main contact for the group. The lead teacher is responsible for grade level reports, acts as a voice for the team. The Campus handbook which includes all forms and schedules is reviewed and given to each faculty member at the beginning of the school year through the campus public server. Communication with parents is maintained on a daily basis through weekly folders and Class Dojo. Communication through newsletters, lead teachers, and email is essential in the overall leadership and organization of the campus.

The campus TST and technology committee review campus needs in the area of computers which include hardware and software. In addition the TST provides technical support for teachers and notifies teachers of professional development. TST assists teachers in the instruction of Technology, TEKS and activities.

School Processes & Programs Strengths

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

- Knowledge of Curriculum components and TEKS
- Grade Level planning

- Weekly Fluency Evaluation
- Computers available to all students
- Supplemental Resources
- Recognition of students for academic performances

CURRICULUM, INSTRUCTION, AND ASSESSMENT SUMMARY 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 Curriculum, Instruction and Assessment areas of improvement would be addressed:

1. Development of higher level STAAR formatted questions to follow every weekly assessment. HOT questions will be included in lesson plans.
2. Scheduling of additional Reading time and intervention for Tier II and III. Teacher classroom schedule will include sustained silent reading time as well as read aloud time for students.
3. In order to increase percentage of students passing STAAR we will be unit testing every 6 weeks. Each grade level (1-5) will have a unit test. Tracking sheets will be used and to monitor progress per six weeks.
4. To improve TELPAS scores bilingual students will use ESL Reach program.
5. Teachers and administrators will be given the opportunity to assist to research-based professional development opportunities that will support effective transformational reforms for best practices and student learning.
6. All grade levels will turn in fluency on a weekly basis and Kinder through 5th grade students will participate in First 1000 words that will place students on reading grade level.
7. Feedback from classroom observations from administration will be provided to teachers to promote higher order thinking skills in the classroom.
8. All migrant students will have priority with supplemental support services to ensure that grade level goals are met. Examples include small group, tutorial, and RTI interventions. Migrant student will be given general supplies and materials as needed throughout the school year to ensure success and meet all academic challenges.
9. Fluency will be recorded weekly.
10. GT students will participate in DI, Science Fair and Brainsville.

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

- Interviews of teacher candidates
- Teachers involved in the hiring process
- New teachers are allowed to observe other teachers on campus or at other campuses
- Administration provides the needed support to retain and recruit qualified teachers.
- Grade Level Mentor

STAFF QUALITY, RECRUITMENT, AND RETENTION NEEDS:

After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of

various campus resources and community entities the following Staff Quality, Recruitment and Retention areas of improvement would be addressed:

1. Teachers' are to be mentored in areas of classroom management through implementation of eSchool provided by the district.
2. Teachers will be given incentives, guidance, mentoring and recognitions to recruit, support, and retain teachers.
3. Dean will be responsible for turnaround trainings in different academic areas such as STAAR, Tejas Lee, and TPRI.
4. Dean model lessons for new teachers in the grade level. Reading strategies and math strategies will also be modeled since they are school wide strategies.
5. Administration team will provide walk through and feedback to teachers.

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

- School Context and Organization Strengths
- Weekly grade level planning focusing on TEKS
- Weekly folders

SCHOOL CONTEXT AND ORGANIZATION 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 School Context and Organization areas of improvement would be addressed:

1. Scheduling of Horizontal and Vertical alignment planning. Students will have a day of special programs that include computer lab, library, art, music, and PE as grade levels plan horizontally. In spring semester during faculty meeting teachers will be grouped 1 representative from each grade level and will be given time to vertically plan. Area of focus will be reading.
2. Administration will monitor curriculum instruction, assessments, and school operations to ensure a safe environment conducive to learning
3. Tutorial attendance rosters will be reflective on master schedule for different budget codes.
- 4.

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

- Teachers and students feel proficient in technology department
- Technology being used in different content areas
- Campus Newsletter
- TST on campus
- School Website
- Computer access for students in all classrooms
- Class Dojo
- Computer Labs

TECHNOLOGY 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 technology areas of improvement would be addressed:

1. Provide technology trainings on new text book adoption, smart boards, eSchoolPLUS, STEMscopes, Learning A-Z, HATCH.
2. TST will update Skinner website every six weeks to provide current school information for parents, teachers and staff.
3. Teacher will have computers and software in every classroom that incorporate into learning centers and for testing.
4. Ipads and computer labs will be used after school for Tier II and Tier III students as a supplemental for tutorial.

PARENT AND COMMUNITY ENGAGEMENT:

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

- Active Parent Center
- Participation in meetings in and out of campus.
- Participation in community events.
- Good Samaritan Community Service Partnership.

FAMILY AND COMMUNITY INVOLVEMENT 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 Family and Community areas of improvement would be addressed:

1. Parent Liaison will provide parents with training and scheduling of parents to help with copies, office work and classroom assistants, also will provide scheduling and preparation for Fall and/or Spring Healthy Fairs to get more volunteers from our parents and community.
2. In order to increase attendance rates for our campus, parent Liaison will conduct home visits for students who have patterns of consistent absences.
3. Flyer will be sent out weekly informing parents on topics for meetings and times to recruit more parents, increase participation of parents and community at weekly meetings and school activities.
4. Parents of migrant students will be provided with awareness sessions in order to illustrate how to academically support their children more effectively.
5. Parents and community members will develop green areas to beautify campus.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Increase Reading 5th grade scores by 10%. Current 2019 STAAR 5th grade Reading scores of 86% needs improvement. **Root Cause:** There is a great need for professional development targeting Reading across all subjects and grade levels.

Perceptions

Perceptions Summary

School Culture and climate issues are analyzed at SBDM meetings and monthly faculty meetings. Grade level, department, and parental concerns are discussed at SBDM meetings. A Title I partially funded, full time school nurse is always available to provide and assist medical treatment for students and staff. In addition, the SBDM representatives bring issues and concerns to the monthly meetings. Members report back to grade levels/department and receive feedback which is then submitted for review and decision making. End of year surveys are taken into account for improvement and areas of concern. The administration has an open door policy and is always responsive to suggestions and / or new ideas. Parents meet with the Skinner Parent Liaison weekly.

Perceptions Strengths

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

- Staff Survey
- Teachers and Administrators meet on a weekly basis.
- Open Door Policy with Administration Staff
- Weekly Parent Meetings

SCHOOL CULTURE AND CLIMATE 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 School Culture and Climate areas of improvement would be addressed:

1. Students will receive six weeks awards A/B and good citizenship.
2. Students will receive perfect attendance awards.
3. Students will receive perfect attendance incentives every 6 weeks.
4. Nurse is needed for the safety and care of students.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Goals

Revised/Approved: June 23, 2019

Goal 1: Skinner Elementary 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: Skinner Elementary student performance for all students, all grades, all subjects will exceed 2018 STAAR percent Meets 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
Failure Reports

Summative Evaluation 1:

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

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Provide campus-wide instructional resources and computer assisted instruction that reinforces implementation of the BISD curriculum and initiatives including (but not limited to) professional development based on identified needs.</p> <p>Language Enrichment Learning A-Z STEMscopes Envision Pearson Math Coding Initiative Writing Portfolios FASCT Dr K strategies Inclusion Dyslexia Lab EduSmart Tango Software Benchmark Education Achieve 3000 HATCH Population: T1, BIL, EL, NI, SE, AR, GT, DYS students Timeline: Daily August 14, 2019 - May 27, 2020 CNA: SPP Technology Needs # 1</p>		Principal Assistant Principal Dean Teachers	<p>Formative: District Benchmarks (Fall and Spring), Walkthroughs, SOY, BOY, MOY, EOY district and state assessments and data analysis meetings, fluency checks noted in report cards</p> <p>Summative: STAAR scores, TPRI/Tejas Lee resputs, TELPAS, TERRA NOVA/SUPERA</p>				
<p>Funding Sources: 163 State Bilingual - 4375.00</p>							
<p>2) Monitor the implementation of the 3 Tier Response to Intervention Model in PK-5th classrooms for Math, Reading, and behavior with additional training provided to teachers on documentation and interventions based on identified needs.</p> <p>Population: T1, BIL, EL, NI, SE, AR, GT, DYS students, and all teachers Timeline: Twice every six Weeks from August 14, 2019 - May 27, 2020</p>	2.6	Principal RTI Coordinator Counselor	<p>Formative: PDS session agendas and evaluations, RTI plan pgress monitoring reports,</p> <p>Summative: improved STAAR scores, TPRI/Tejas Lee/CPM data - Decrease the number of students identified for Tier 2 and 3 supports first semester to the 2nd semester</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>3) Analyze campus data assessments to determine specific instructional intervention needs that will drive planning for conferences, workshops, professional development, and purchase of general supplies such as consumables and charts to carry out plan of action.</p> <p>Population: teachers, campus staff, all students, parents Timeline: once a week Daily August 14, 2019 - May 27, 2020</p> <p>CNA: SPP: Curriculum, Instruction, and Assessment Needs # 3</p>		Principal Dean of Instruction Curriculum Specialists	<p>Evidence of implementation: Agendas and sign-in-sheets</p> <p>Evidence of Impact: The campus will increase 10% on STAAR scores</p> <p>Formative: Agendas and Sign in Sheets Summative: STAAR Scores</p>				
Funding Sources: 162 State Compensatory - 0.00							
<p>4) Certified teachers and para-professionals will supplement allotted campus positions so that the needs of low performing students may be met through individual small group instruction.</p> <p>-Librarian Aide -PK Aide -LPAC Bilingual Aide -Title 1-A personnel</p> <p>Population: T1, BIL, EL, NI, SE, AR, GT, DYS students Timeline: Daily August 14, 2019 - May 27, 2020</p>		Principal Assistant Principal	<p>Formative: Teacher observations, lesson plans, grades, progress reports, CIRCLE-PM, BOY, MOY, EOY Test results, walk-throughs</p> <p>Summative: -T-Tess summative evaluation data -Job description</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
5) Students will be tested throughout the school in: STAAR TELPAS LION TPRI District Benchmarks Checkpoints Population: T1, BIL, EL, NI, SE, AR, GT, DYS students Timeline: Daily August 14, 2019 - May 27, 2020 CNA: SPP: Curriculum, Instruction, and Assessment Needs # 3 SPP: Technology # 3		Principal Assistant Principal Dean of Instruction	Formative: Daily tests Summative: tests results				
Funding Sources: 199 Local funds - 1000.00							


Goal 1: Skinner Elementary 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: Skinner Elementary early childhood performance will increase by 5 percentage points over end-of-year 2018 results.

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

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Skinner Elementary will support Early Childhood Education in order to increase early literacy and student school readiness the following options for high quality 3 year old programs will be in place: Title I Half Day (AM or PM) sessions for students who qualify under low SES criteria BISD/NINOS Head Start Collaborative for students who qualify under the Free Lunch federal criteria</p> <p>Population: PK-3-year-old students as of Sept. 1st Timeline: August 14, 2019 - May 27, 2020</p>		Principal Dean of Instruction	<p>Formative: Teacher Observations, BOY and MOY C-PM Test results, PK OWL Student Screening Assessments, PDS Evaluations, Head Start Campus Visits, Personnel Requisitions, Monthly Payroll analysis, Professional Leaves, Purchase Orders, Walk-Throughs, Lesson Plans</p> <p>Summative: T-TESS, Job description and Evaluations, PDS Transcripts, EOY C-PM and OWL results +Improvement on CIRCLE-PM BOY to EOY improvement by 10% Note: CLI Engage state platform will track the C-PM data</p>				
<p>2) Provide campus-wide instructional resources and computer assisted instruction that reinforces implementation of the BISD curriculum and initiatives including (but not limited to) professional development based on identified needs for early childhood. Language Enrichment (Niehaus) Learning A-Z Inclusion (co-teach) Model Tango Software</p> <p>Population: T1, BIL, EL, NI, SE, AR, GT, DYS students Timeline: August 14, 2019 - May 27, 2020</p>	2.6	Principal Dean of Instruction	<p>Formative Results: District Benchmark data (Fall and Spring), BISD Instructional Feedback Form data (walkthrough data), SOY, BOY and MOY district and state assessments, PDS Session Evaluations, Benchmark Scores, CAI Progress Monitoring Report, BOY/MOY/EOY data analysis meetings, PK-2, Fluency checks noted in elementary report cards</p> <p>Summative Impact: TPRI/TJL/CPALS Data, TELPAS and TERRA NOVA/Supera +The district will show a 5 point increase on summative performance assessments</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) Supplement the Pre-K Program to provide foundation learning experiences in order to better prepare at-risk students academically. Population: Elementary PK-K students Timeline: Daily August 14, 2019 - May 27, 2020		Principal Assistant Principal	Formative Results: eSchoolPLUS Master Schedule, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports, C-PM (BOY and MOY) Summative Impact: +Improved CIRCLE-PM (EOY), TPRI/Tejas LEE, Attendance Rate and Retention Rate				
4) The campus will implement the BISD 2018-2019 Action Plan for ELAR activities to support ELAR instruction and improve instruction and student achievement Population: Teachers, administrators Timeline: August 2018- May 2019		Principal Assistant Principal Dean of Instruction SBDM Committee	Follow the components described on the Plan of Action for English Language Arts and Reading for 2018-2019 to improve instruction and student achievement. Formative: Mid and End Checks Summative: STAAR Results				
5) Supplement the Pre-K Program to provide foundation learning experiences in order to better prepare Migrant students academically. Population: Elementary PK-K Migrant students Timeline: Daily August 14, 2019 - May 27, 2020		Principal Assistant Principal	Formative Results: eSchool PLUS Master Schedule, Teacher Lesson Plans, Classroom observations, Progress Monitoring Assessment Scores, Student Progress reports, C-PM (BOY and MOY) Summative Impact: +Improved CIRCLE-PM (EOY) TPRI/TEJAS LEE, Attendance Rate and Retention Rate				
							

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

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





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

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) In order to implement a comprehensive instructional program all students will be provided with Texas Literacy Initiative strategies.</p> <ol style="list-style-type: none"> 1. Fluency: Students in grades K-5 will practice fluency in school/home and record their 1 minute reading fluency on a daily basis. 2. Think, Turn, and Talk 3. Making Connections 4. Creating Mental Images 5. Making Inferences and Predictions 6. Determining Importance and Summarizing 7. Monitoring and clarifying <p>Population: T1, BIL, ELL, NL, SE, AR, GT, DYS Students Timeline: Daily August 14, 2019 - May 27, 2020</p>		<p>Classroom teacher Para-professionals Parents Dean of Instruction</p>	<p>Evidence of Implementation: Teacher walk through data</p> <p>Evidence of Impact: The Campus will have a 10% increase in STAAR, TPRI, TJI, CPM.</p> <p>Formative Evaluation: BOY, MOY, school and district benchmarks</p> <p>Summative Evaluation: EOY, STAAR, TELPAS</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>2) Students will be provided intensive instruction incorporating TELPAS activities and rubric in Reading, Math, Science and Writing centers. Oral Language will be monitored through ELPS and discussion questions. Supplemental instructional resources and site licence software will be purchased to reinforce all ELL students frameworks and to prepare students for state assessments. Consumable resources will be utilized in small groups to enhance learning and to provide support through hands on activities.</p> <p>Professional dev. will be provided for the teachers. In addition, substitutes will be allocated for SSI STAAR testing in the Spring of 2018 to increase the student performance of all ELLs.</p> <p>Population: T1, BIL, ELL, SE, AR, GT, DYS Students</p> <p>Timeline: Daily August 14, 2019 - May 27, 2020</p> <p>CNA: page 8</p>		<p>Principal Assistant</p> <p>Principal LPAC</p> <p>Bilingual teachers</p>	<p>Formative: Lesson plans, walk-through, and TELPAS samples</p> <p>Summative</p> <p>AMAO Improvement:</p> <p>49 % of current LEP students progressing by at least 1 proficiency level a year on TELPAS.</p> <p>Focus will be placed on 2nd grade and 3rd grade</p> <p>14 % of current LEP students reaching Advanced High on TELPAS (1-4 years) by using TELPAS tutorials online</p>				
<p>Funding Sources: 163 State Bilingual - 2000.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>3) To prepare for the creation of ELA, Math, Science, Social Studies and CATCH lessons and for STAAR preparation, consumable supplies will be purchased to assist in lesson creation, teacher made resources, copy paper, bulletin board displays, teacher-parent communication, and prepare student progress report and report card.</p> <p>Resources: Teachers will be able to check out a variety of classroom resources that include : Math WarmUps, TEKSs Target Practice, GPS, Drops in the Bucket, Motivation Reading, Writing & Math, Science, and Writing Measuring Up Express STAAR Master Along with consumable supplies from a teacher resource room to help improve the delivery of instruction and aid in differentiating instruction through centers and small group instruction. Also print out student center activities from the Florida Centers for Reading Research. Administration will be able to purchase supplies and materials for office use. Technology supplies such as VGA adapters, wireless keyboards, HDMI adapters, search protectors, & power strips to help project Channel One News and all other online programs on TVs. Teachers will also use search protectors and power strips to connect all laptops and iPads for student use in classroom.</p> <p>Population: All teachers and campus staff Timeline: Daily August 14, 2019 - May 27, 2020 CNA: Student Academic Achievement Needs # 2 & SPP: Technology Needs # 3</p>	2.4	Principal Dean of Instruction Teacher	<p>Formative: sign in sheets</p> <p>Summative: The Campus Scores will increase by 10% on all Standardize Test.</p>				
<p>Funding Sources: 162 State Compensatory - 5157.00, 211 Title I-A - 7729.00, 199 Local funds - 3580.00, 263 Title III-A Bilingual - 2000.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>4) All Migrant students will receive grade appropriate school supplies on an as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus extending them the same opportunity for meeting the academic challenges of all students. All PFS migrant students will receive supplemental supports services such as tutorial and extended day services.</p> <p>Population: All Migrant Students Timeline: Daily August 14, 2019 - May 27, 2020</p> <p>CNA: SPP: Curriculum, Instruction & Assessment # 8</p>		Migrant teacher Principal	<p>Formative Results: Distribution Forms, Composites of services Summative Impact: - Fewer PFS students are identified due to increased performances</p>				
<p>Funding Sources: 212 Title I-C (Migrant) - 0.00</p>							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							





Goal 1: Skinner Elementary 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, and Fine Arts, by 5% over 2017-2018 participation.

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

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Art students and teacher will participate in BISD district and state various art competition/exhibition throughout the school year.</p> <p>TEAM membership is required.</p> <p>Population: T1, BIL, EL, NI, SE, AR, GT, DYS students Timeline: Daily August 14, 2019 - May 27, 2020</p>		<p>Art teacher Principal Assistant Principal Dean of Instruction</p>	<p>Formative: Lesson Plans Walk-throughs Monthly Projects</p> <p>Summative: Art Competition results</p>				
<p>2) Students identified as Gifted and Talented will participate in: Destination Imagination Art Competition UIL Spelling Bee Brainsville Science Fair Art Contests College Awareness activities Population: All GT Students Timeline: throughout the year between August 14, 2019 - May 27, 2020 CNA: SPP: Curr, Inst, & Assess #10</p>	2.5	<p>Principal Dean of Instruction Teacher</p>	<p>Formative: Identification procedures for GT students, nomination forms, and GT lesson plans</p> <p>Summative: GT students scores</p>				
<p>Funding Sources: 199 Local funds - 0.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) Skinner Students will participate in -College awareness -Coding -Art Tour -Jump Rope for Heart - PK Field trip -5th Grade Orientation -Spelling Bee -Science Fair -Brainsville -District Field Day -Special Olympics -Field Trips -End of year student incentive Bus transportation will be required to assist to events. Population: All Students PK-5th Timeline: August 14, 2019 - May 27, 2020 CNA: Demographics #6	2.5	Principal Assistant Principal	Formative: office referrals Summative: Behavioral documentation 360				
Funding Sources: 199 Local funds - 2500.00							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

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

Performance Objective 1: Skinner Elementary facility will implement energy savings plans; maintain and upgrade current facilities to provide a healthy and positive learning environment by scheduling renovation/upgrade/improvement of at least 20% of instructional facilities annually over the next 5 years. (Board Goal 2)

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Skinner Elementary will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan. Population: all campus personnel Timeline: August 14, 2019 - May 27, 2020		Maintenance Coordinator Custodians Campus Principal	Complete implementation of the district energy savings plan will result in decreased energy usage compared to prior year. Formative: Monthly comparison of energy usage Summative: Annual comparison of energy usage				
2) Create and implement a systematic approach to the renovation/ upgrade/ improvement of facilities to include prioritizing based on safety and needs of the campus. Population:all campus personnel Timeline: August 14, 2019 - May 27, 2020		Campus Principal Assistant Principal Custodians Maintenance Staff	Survey results will indicate prioritization of the renovation plans. Formative: Survey Summative: Evaluation/analysis of survey data				
3) Skinner Elementary staff will develop green areas/ landscaped areas to help beautify facilities with the support of community, parents and students. Population: all students and staff Timeline: August 14, 2019 - May 27, 2020 CNA: SPP: Family & Community Involvement Needs # 5		Campus Principal Assistant Principal Custodians Maintenance Staff Teachers Students	Formative results: beautification/garden event showcases and office areas are clean and green Summative impact: improved campus survey data about facilities				
Funding Sources: 199 Local funds - 6500.00							


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

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

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

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

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The campus will use 100% of available budgeted funds based on the needs assessments. Population: All students and teachers Timeline: August 14, 2019 - May 27, 2020		Principal Assistant Principal SBDM Committee	Funding report will indicate funds were allocated for campus needs. Formative: PO's Summative: expenditure report				
							

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

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

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

Summative Evaluation 2:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Skinner Elementary will support campus SBDM committees in creating and participating in employee incentives and recognitions to improve employee and campus morale and climate. Population: all Skinner Elementary faculty and staff Timeline: August 14, 2019 - May 27, 2020		SBDM Committee	Formative result: Campus CNA survey and campus climate survey data related to support and retention Summative impact: PEIMS and TAPR report showing increased years of experience and decreased turn over rates				
2) Teachers will be given incentives during teacher appreciation week to recognize their hard work and dedication and to recruit, support, and retain teachers and principals. Population: All teachers and teacher aides Timeline: May 2020 CNA: SPP: Staff, Quality, Recruitment & Retention # 2		Campus Principal SBDM committee	Funding report will indicate funds were allocated for teacher appreciation. Formative: PO's Summative: expenditure report				
		Funding Sources: 199 Local funds - 2000.00					
							

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

Performance Objective 1: Skinner Elementary 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) The campus will promote the history and origins along with current accomplishments of each campus weekly through the website and media venues. Population: Staff, teachers and administrators Timeline: August 14, 2019 - May 27, 2020		Principal Assistant Principal Staff Teachers	Formative: Schedule monthly articles Summative: listing of all articles presented				
2) Skinner will designate a Public Information Office (PIO) contact to provide features articles, current and prior students/parents/staff recognition, co-extra curricular activities, and parent/community events. Population: Principal Timeline: August 14, 2019 - May 27, 2020		Principal	Regular features in media showcasing current accomplishments of faculty, staff, students, and alumni and major events. Formative: Submission of information for articles and showcases Summative: Annual compilation of articles and presentations/showcases				
3) The campus will update the school website monthly showcasing student and community activities. Population: All campus Timeline: August 14, 2019 - May 27, 2020		Principal Assistant Principal TST	Campus website will be up to date on a monthly basis with all compliance postings and showcasing campus/program activities and successes. Formative: checklist of monthly updates Summative: annual compilation of presentations being showcased				
							

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

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

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

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The campus will provide information through various media on the District of Innovation Plan. Population: Campus Stakeholders Timeline: August 14, 2019 - May 27, 2020	3.1	Campus Administration TST	Media coverage/presentations on District of Innovation that results in fewer concerns expressed at public and district meetings. Formative: list of media distribution of information and questions asked at presentations/ public venues Summative: passing of DOI by Board and approval of revised district calendar				
							


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

Performance Objective 1: Discipline referrals will decrease by 5%.

Evaluation Data Source(s) 1: PEIMS discipline report data, Review360 report data, Pupil Services, Police and Security Services, Guidance and Counseling Services and Special Services departmental data related to discipline referrals.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) In order to prevent discipline incidents and/or referrals all students and parents will have access to a copy of the Student Code of Conduct to communicate the district's discipline policy and behavior consequences. Population: All Students/parents; campus personnel Timeline: August 14, 2019 - May 27, 2020	3.1	Principal Assistant Principal Parent Liaison	Formative Results: Campus SCOC Receipt form, Signed SCOC acknowledgement Forms, posting of SCOC on District and campus websites. Signed Student Code of Conduct Orientation for all Parents during the current instructional school year Summative Impact: end of year eSchool and PEIMS Discipline data indicate reduced BAC enrollments by campus and district-wide				
2) Campus will implement RtI behavior interventions and Counselor (Academic and At-Risk) will monitor behavior and grades every progress period. Campus will use the district database software programs to document and monitor RtI plans. Population: All Students Timeline: August 14, 2019 - May 27, 2020		Counselor RTI Administrator Principal	Formative Results: RTI documentation, Review 360 reports, Counselor meeting logs, Summative Impact: eSchool discipline report data Decrease the number of suspensions by implementing RtI behavior interventions				



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

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

Performance Objective 2: 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) 2: 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 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Campus will provide all new teachers training and refreshers for all faculty on the use of district software at the beginning of the school year to document discipline and how to prepare and monitor behavior RtI plans. Population: all teachers Timeline: August 2019 to March 2020		RTI Coordinator Principal	Formative Results: eSchool discipline reports and RtI plans Summative Impact: Reduced number/ percentage of population of students referrals to ISS and/or OSS compared to previous school year.				
2) Provide training and support to classroom teachers and campus administration in discipline management and safe environments. Population: All Students Timeline: August 2019 to June 2020		Principal Assistant Principal	Formative Results: Training Sign In Sheets and Six weeks discipline reports Summative Impact: Review360 and discipline report data reflecting decrease in the number of discipline incidents compared to previous school year.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) Counselors and community/non-profit organizations, will address current safety-related trends and conflict resolution through presentations with students, parents, campus faculty and staff on: Gang Awareness, Bullying/harassment, Violence, Unwanted physical/verbal aggression, Sexual Harassment, Guardian Internet Safety, Drug, Alcohol and Tobacco Awareness, Gun Safety, Emergency Operations Plan (EOP)-Safety Procedures Population: All Students and parents/guardians Timeline: August 2019 to June 2020		Counselor	Formative Results: copies of Presentations, Sign-In sheets and Agendas Summative Impact: Decrease in the number of students discipline incidents compared to prior school year				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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

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

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

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Campuses will develop and maintain an Emergency Operations Plan. Plan must be multi-hazard in nature Must be reviewed and updated annually by the campus safety and security committee. The following drills must be practiced accordingly: LOCKDOWN drills (twice per semester), Shelter-in-place, Reverse evacuation, Drop & Cover, Evacuation. In order to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and harm to the environment. Population: Assistant Principal Timeline: 3 times per year between August 2019- May 2020</p>		<p>Principals Assistant Principals Faculty & Staff Administration and BISSD Police Security</p>	<p>Formative: Sign in Sheets Summative: After Action Reviews, Evaluations, Audits</p>				
<p>2) Implement an identification security system at all campuses. All faculty must obtain and display an identification card while on school grounds All students must obtain and display an identification card while on school grounds Visitors must present an identification at sign-in Monitored at all times Population: All teachers, faculty, staff, teacher aides, all students Timeline: Daily August 2019- May 2020</p>		<p>Principal Assistant Principal BISSD Police Security Front Clerk</p>	<p>Formative: sign in sheets Summative: Audits and Evaluation Sheets</p>				

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

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

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





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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Conduct the following annual Title I-A required activities: *Develop and disseminate a Parent and Family Engagement Policy that delineates how parents will be actively involved at the district/ campus level *Develop and disseminate a School-Parent-Student Compact indicating each group's responsibility in order to ensure student achievement, specifically in the content areas. *Conduct Title I-A Meeting to inform parents of the services provided through Title I funds *Conduct Title I-A Parent Survey to evaluate the effectiveness of the District Parent and Family Engagement Program Population: Parents Timeline: August 2019-June 2020	3.2	Principal Parent Liaison	Formative results: Completed Parental Involvement Policies, Campuses S-P-S Compacts Campus Visitation Reports, Campus Websites, Fliers, Meeting Agendas Summative Impact: 100% Completed Title I-A Parental Involvement Compliance Checklist 100% Signed S-P-S Compact Training Session Evaluations				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>2) Ensure representation of community and parent involvement in the decision-making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met: *Parent and Family Engagement Policy School-Parent-Student Compact District Improvement Plan Campus Report Card Population: Parents Timeline: August 2019-May 2020</p>		Principal Parent Liaison	<p>Formative results: Calendar, agendas, sign in sheets, minutes, flyers, Compact, parent representative list</p> <p>Summative: Composite of meeting minutes</p>				
<p>3) Capitalize on campus community resources by creating partnership agreements with agencies, organizations, businesses and parent volunteers.</p> <p>*Invite community agencies/organizations to participate and disseminate information about the public services that their agencies offer in order to continue building strong community partnerships. -District-wide parent conferences, cluster meetings, Fairs, meet the teacher, parent meetings and seminars.</p> <p>*Recognize community partners and parent volunteers for their efforts in supporting district/campus goals to increase student success. - Increase parent volunteers to be involved in campus various activities throughout the school year.</p> <p>Population: Parents and Community Timeline: August 2019-May 2020</p>	3.2	Parent Liaison Principal	<p>Formative results: Calendar, agendas, sign in sheets, minutes, flyers, Compact, parent representative list, clearance forms</p> <p>Summative: Increased Partnerships and Parent Volunteers by 5%</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>4) Provide ample Parent Education opportunities through parent conferences, campus/district support group meetings and parent training sessions at the campus Parent Center to disseminate information, services and/or referrals to agencies that address the needs and concerns in the following areas:</p> <ul style="list-style-type: none"> -Early Childhood Literacy Strategies -Effective teaching strategies -Special Populations (Bilingual, Dyslexia, G.T., Migrant, Special Education) College Readiness -Drop-out and Violence Prevention -Health and Wellness Education -Community agencies and organizations <p>Building Capacity:</p> <ul style="list-style-type: none"> -Technology -Special Education processes, procedures as well as services, procedural safeguards and Transition to post-secondary life. <p>Population: Parents Timeline: August 2019-June 2020</p> <p>CNA: SPP: Family & Community Involvement Needs # 1</p>		Parent Liaison Principal	<p>Formative results: Parent Trainer Monthly Calendar, Special Services Monthly Calendar, Public Service Providers Lists, Fliers, Agendas, Sign-in Sheets, Meeting Minutes</p> <p>Summative impact: +Training Session Evaluations, Increased Parent Attendance, decreased Special Services Dept. parental concerns by campus using the Family Center Screening Tool</p>				
	<p>Funding Sources: 211 Title I-A - 300.00</p>						
<p>5) Skinner Elementary Early Childhood Family Engagement plan will be implemented at all elementary campuses. It will be linked to the BISD webpage and disseminated by Parent Liaison and Pre-kindergarten teachers.</p> <p>Population: all Pre-kindergarten faculty, staff and parents Timeline: July 2019 to June 2020</p>		Principal Dean of Instruction Librarian PK teachers Parent Liaison	<p>Formative results: parent meeting agendas, sign-ins and minutes and campus plan documentation</p> <p>Summative impact: improved implementation and engagement of parents with BISD Pre-K program</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
6) Skinner will be provided with a parent liaison that will assist the campus by monitoring attendance, making home visits, Walk for the Future recruitment, and recruit parents and community to be involved in the campus and campus meetings. Population: Parent Liaison Timeline: Daily from August 2019- June 2020 CNA: SPP: Family & Community Involvement Needs # 1 & 2		Principal	Formative: Daily Sign In Summative: Increase in parent participation logs And increase in attendance rate				
	Funding Sources: 211 Title I-A - 0.00						
<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 7: Educators will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. (TEA Ch. 4 Obj. 9)





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

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Provide teachers with professional development opportunities to enhance implementation of instructional strategies including: Response to Intervention (RtI), sheltered instruction (SIOP), differentiated instruction, common instructional framework (CIF), reading comprehension cognitive strategy routines, Texas Literacy Initiative protocols including oral language skills that increase listening/ speaking and reading/ writing proficiency in all content areas. Population: All teachers teaching core content and special education, dyslexia, and other academic areas Timeline: July 2019 to May 2020</p>		Principal Assistant Principal Dean of Instruction	<p>Formative: Agendas Sign in Sheets</p> <p>Summative: The campus will have a 5 point increase in the number of students who reach Approaches Grade Level and STAAR Masters Grade Level performance on STAAR exams.</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>2) Campus personnel and stakeholders will attend opportunities at the national, state, regional and in-district conferences to engage in research-based professional development opportunities that will support effective transformational reform strategies, best practices and student learning. (Title I-A & Title II-A) Population: PK-3 to 5th teachers and administrators Timeline: August 2019 to June 2020</p> <p>CNA: SPP: Curriculum, Instruction & Assessment #5</p>		Principal Dean of Instruction Teachers	<p>Formative: Classroom grades, campus benchmark scores, teacher observations, student progress reports, Lesson plans, Curriculum Feedback/ walk-through reports, PDS Session Evaluations</p> <p>Summative: T-TESS or Job Description/ Evaluation summative reports +5% improvement on State Assessments including STAAR, TPRI/Tejas Lee, CIRCLE-PM, and TERRA NOVA Test Results</p>				
Funding Sources: 199 Local funds - 2100.00, 211 Title I-A - 1300.00							
<p>3) Professional development opportunities will be provided to campus personnel to enhance the provision of services for at-risk students in order to improve academic achievement, completion rate, and decrease the retention rate. Professional development opportunities include: -Identification of at-risk students via state and local criteria, Completion Rate -Identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act, and Budget and Program Compliance Population: Elementary At-risk Students Timeline: August 2019- June 2020</p>		Principals Dean of Instruction Education & Homeless Youth	<p>Formative Results: PDS Session attendance and Evaluation Reports, Verified Homeless and/or Unaccompanied Youth Enrollment Letter, eSchoolPLUS Special Programs Report, eSchoolPLUS At-Risk Progress Report, Progress Monitoring Assessment Scores, Student Progress Reports</p> <p>Summative Impact: increased STAAR and At-risk Retention</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>4) Provide teachers/administrators professional development using research-based instructional resources and targeted interventions to ensure that all students are prepared to meet the demands of standardized assessments.</p> <p>TLI learning strategies ELPS Sheltered instruction Champion Time (Tier II and Tier III) Accelerated Reading Program Science Fair UIL Brainsville</p> <p>Population: All teachers and special program teachers Timeline: Daily August 2019 - June 2020 CNA: page 8</p>		<p>Campus Principal Dean of Instruction Curriculum Specialists Classroom Teacher</p>	<p>Evidence of Implementation: Agendas, sign-in sheets, TLI Classroom visuals, Champion Time Lesson Plans Empowering Writer's</p> <p>Evidence of Impact: The Campus will increase 10% on all STAAR Scores</p> <p>Formative Evaluation: Walk-thru's</p> <p>Summative Evaluation: T-Tess</p>				
<p>5) Co-Planning for content mastery and inclusion will provide support and resources in order to meet the student goals and objectives. The students IEP will have at least one goal in the qualifying with Dean/teacher leader to ensure consistency and alignment</p> <p>Population: All teachers and campus staff Timeline: Once a Six Weeks August 2019-June 2020</p>		<p>Special Ed Teachers Special Ed Adm. Dyslexia Teacher BI Teachers Principal Diagnostician</p>	<p>Evidence of Implementation: ARD Meetings, Sign-in Sheets, walk through</p> <p>Evidence of Impact: The Campus Scores will increase by 10% on all Standardize Test.</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

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





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

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) The campus will increase the accessibility for all students in technology based instruction across all subject areas by providing new software, such as Office 365, and hardware at the campuses for computer/ technology enhanced instruction. Such as:</p> <ul style="list-style-type: none"> -Summit K12 -Achieve 3000 -Learning A-Z -Spelling City -IXL learning <p>The students will also develop projects that foster creativity, innovation, communication, collaboration, information fluency and digital citizenship in all content areas.</p> <p>Additionally, a Bring Your Own Device Initiative will be maintained throughout the district.</p> <p>Population: All Students Timeline: August 2019- June 2020 CNA: Student Academic Achievement #5</p>		<p>TST Campus Principal Assistant Principal Dean of Instruction</p>	<p>Formative Results:</p> <ol style="list-style-type: none"> 1. Benchmarks 2. Classroom projects 3. Student competitions 4. Improved connectivity of wired and wireless devices. <p>Summative Impact:</p> <ol style="list-style-type: none"> 1. Test scores 2. End of Year grades 3. Electronic portfolios 4. StarChart Surveys 5. Benchmarks 				
<p>Funding Sources: 263 Title III-A Bilingual - 3865.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>2) The campus will allow the Technology Support Teacher (TST) adequate time daily to support their campus in the integration of technology into instruction.</p> <p>The TST will update the campus website weekly.</p> <p>Students will be scheduled for computer lab to increase knowledge and use of technology skills.</p> <p>Population: Campus faculty Timeline: August 2019 - June 2020</p>		TST	<p>Formative: Computer Lab Schedule Technology Reports</p> <p>Summative: Standardized test scores campus benchmarks</p>				
<p>3) Teachers, administration and students will use computers, printers, ink, iPad's, tablets, TV's, VGA adapters, and software to project information on screen and used to assist all at risk students to supplement after school tutorials in Math and Reading in order to achieve 95% mastery and level III Performance.</p> <p>Population: all teachers, staff, office personnel, administrators Timeline: Daily August 2017- June 2018 CNA: SPP: Technology #3</p>		Campus Administration Teachers	<p>Formative: math and reading lesson plans</p> <p>Summative: Standardized test scores campus benchmarks</p>				
Funding Sources: 162 State Compensatory - 9943.00, 211 Title I-A - 6800.00							
<p>4) 2nd grade students will be provided with an electronic tablets that will support literacy, writing activities and homework assignments. Additional areas of focus may be supported as deemed necessary by the teacher or campus. Population: 2nd grade students Timeline: August 14, 2019 - May 27, 2020</p>		Campus Principal Assistant Principal TST Teacher	<p>Formative:</p> <ol style="list-style-type: none"> 1. Classroom projects 2. Completed homework assignments 3. Increase Six Weeks grades 4. Increase benchmark scores <p>Summative: - Improve state assessment(s) scores</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
5) Model and Support the integration of instructional technology in the delivery of instruction for reinforcement, differentiation, assessment, and meeting the accessibility / modifications needs of students. Specific settings include but are not limited to: Computer labs Interactive tablets laptops desktops Sensors/Interface Technology Interactive whiteboards Document cameras Elmo's RedCat- amplication system Student response systems calculators Population: all students grades PK-5 Timeline: August 14, 2019 - May 27, 2020		Teachers Principal Assistant Principal Dean of Instruction	Formative Results: Workshop agendas and sign-ins, PDS Session Evaluations, BISD Instructional Feedback Form 100% of walkthroughs will indicate application of the skills acquired during the professional development. Summative Impact: Improved STAAR scores, TPRI/Tejas Lee /CIRCLEPM data, and TELPAS				
<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 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

Performance Objective 1: Increase the overall campus attendance rate to 96.8% with a target of 97.5% for elementary schools, 97% for middle schools and 96% for high schools and improve At-Risk Student Attendance Rate by 10% over prior year attendance.

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) To better support student achievement and improve student attendance, campus Parent liaisons will be proactive by monitoring student attendance through daily, weekly and six weeks attendance reports. Parents of students with excessive absences as per district policy will be issued warning notices, and/or court notifications as needed. Population: all students PK to 5th grade Timeline: August 14, 2019 - May 27, 2020		Principal Assistant Principal Parent Liaison	Formative Results: School Messenger Notification System Reports, eSchool Attendance Reports, District Attendance Monitoring forms, Summative Impact: -PEIMS Campus Attendance Percentage Rates				
2) To reduce student absenteeism, campus staff will be proactive by monitoring students attendance and after the 3rd student absence, begin Truancy Preventative Measures (TPM), which includes issuing a "Student Attendance Plan" to the parent and student during parent conferences held at school to prevent further student absences. Population: all Student with absenteeism Timeline: 2019 Fall Semester and 2020 Spring Semester		Principal Parent Liaison	Formative Results: BISD Student Plan for Truancy Prevention Measures (TPM), School Attendance reports, School Messenger System Reports, Distribution of Student Attendance Plans to parents and students (TPM) Summative Impact: -PEIMS attendance data shows increase				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>3) Recognize students with perfect attendance, academic improvement and behavior every six weeks by awarding incentives. Parent Liaison will monitor attendance. Campus recognition of students for perfect attendance achievement that increases learning performance. To obtain perfect attendance, student must be present the entire instructional day for that attendance reporting period.</p> <p>Population: T1, BIL, ELL, NL, SE, AR, GT, DYS Students Timeline: Once every Six weeks August 14, 2019 - May 27, 2020</p> <p>CNA: Demographics # 1 SPP: School Culture & Climate Needs # 2 &3</p>		Principal PEIMS Supervisor Data Entry Clerk Student Accounting Counselors	Formative: Weekly review of campus attendance rates Monitor campus Attendance Management plans as needed by campus visitations by attendance office Summative: Attendance Rates				
Funding Sources: 211 Title I-A - 600.00, 199 Local funds - 690.00							
							

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

Performance Objective 2: Skinner Elementary will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR by 10%.

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

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) A food pantry and clothes closet will be implemented at Skinner Elementary 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, and decrease the retention rate. Population: AR, Homeless, unaccompanied youth Timeline: August 14, 2019 - May 27, 2020 as needed		Principal Assistant Principal Counselor	Formative: Pantry cloths closet inventory Pantry and cloth distribution log Summative: benchmark scores student progress reports				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>2) Skinner Elementary will implement tutorials and extended day tutorials to implement remediation strategies in core-area subjects for At-risk LEP sub-populations in the areas of Reading, Math, Writing, and Science by October 2016.</p> <p>Supplies will be provided for At Risk students for classroom instruction.</p> <p>-Library Media Services will print out Fluency booklets to help At Risk students Reading comprehension.</p> <p>Supplies will be used to differentiate instruction through listening centers, writing centers, KWL charts and to create graphic organizers.</p>		Principal Dean of Instruction Assistant Principal	<p>Formative: At-Risk student Tutorial Rosters Tutorial Attendance Sheets Tutorial Lesson Plans Benchmark Scores Student Progress Reports Tutorial classroom observations Fluency Weekly Report</p> <p>Summative: STAAR Scores</p>				
<p>Population: T1, AR, LEP, MI, DYS, Special Ed. Students</p> <p>Timeline: Twice a week from August 14, 2019 - May 27, 2020</p> <p>CNA: Student Academic Achievement #1</p>	<p>Funding Sources: 162 State Compensatory - 36200.00, 211 Title I-A - 23815.00, 199 Local funds - 2120.00</p>						
<p>3) The Dean of Instruction will conduct regular research-based professional development sessions in order to train and retain highly qualified personnel that will positively impact at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rates and dropout rate.</p> <p>Population: Elementary, Middle, and High School At-risk Students</p> <p>Timeline: August 14, 2019 - May 27, 2020</p>		Principal Dean of Instruction	<p>Formative Results: PDS Session Attendance and Evaluation Reports, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports</p> <p>Summative Impact: -Increased STAAR scores</p>				
<p>4) Supplement the Dyslexia Program to provide language and literacy interventions (as needed) to improve student achievement, attendance, graduation rate, completion rate, and reduce the retention rate and dropout rate.</p> <p>Population: Elementary, Middle, and High School At-risk Students; Dyslexic Students</p> <p>Timeline: August 14, 2019 - May 27, 2020</p>		Principal Assistant Principal Dyslexia Department	<p>Formative Results: eSchoolPLUS Master Schedule, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports, C-PM (BOY and MOY)</p> <p>Summative Impact: -CIRCLE-PM (EOY) compared to BOY and MOY,</p>				


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
5) Migrant students will have an equal opportunity to attend tutorial and summer school programs to ensure promotion if needed or to participate in the migrant enrichment after school/summer school program. Population: All Migrant Students Timeline: August 14, 2019 - May 27, 2020							

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

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

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

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) To promote physically and emotionally healthy students, the district will utilize the -CATCH (Coordinated Approach to Child Health) program, and -SHAC (School Health Advisory Committee) to address areas including Prevention of Dating Violence and sexual abuse of children. Population: All students Timeline: August 14, 2019 - May 27, 2020		P.E. coaches Counselor Principal Dean of Instruction	Formative Results: Classroom observation, Professional development evaluations, Sign-in sheets, Workshop agendas Summative Impact: Fitness Gram results increase CATCH Binder end of year evaluation				
2) A full time nurse will be employed to provide health related services to students and staff. Will purchase supplies and materials for nurse to use with students, such as band aids, sanitary napkins and first aid assistance. Population: nurse Timeline: Daily August 14, 2019 - May 27, 2020 CNA: Perception # 4		Nurse	Formative: nurse slips Summative:Nurse Documentation of Services				
		Funding Sources: 199 Local funds - 500.00					
							

State Compensatory

Personnel for Skinner Elementary :

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
A. Aldrete	Dean of Instruction	State Compensatory	1.00
C. Lua	Pre-Kinder Teacher	State Compensatory	.50
M. Arizmendi- Garza	Dyslexia Teacher	State Compensatory	.50
S. Cortinas	Pre-Kinder Teacher	State Compensatory	.50

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Skinner follows the Texas Accountability Interventions and Supports (TAIS) continuous improvement cycle (Please see addendum). This means that the campus both continuously and periodically reviewing data to assess and re-assess progress towards meeting the campus goals and performance objectives. Faculty, staff, parent and student needs assessment perceptual surveys are conducted every Spring and data is aggregated to the campus level to be used as part of the comprehensive needs assessment. In addition, multiple measures are used to determine areas of greatest need for instruction, professional development, attendance, safety, technology and other areas. Comprehensive Needs Assessment is found on page 5-8 to determine the strengths and needs of students, staff, parents and community involvement and facilities before deciding how to use available local, state, and federal budget allocations. At-Risk, Dyslexia, GT, Title I and Special Education student performance on state assessments. The goal is to have 90% if all students and all student groups passing all of state mandated assessments for the 2018-2019 school year and to increase the advanced performance level in all content areas. In addition, TELPAS will be monitored effectively to ensure higher levels of advanced high attainability. CNA was reviewed and revised in May 27, 2019

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan has been developed as a committee with the SBDM members. SBDM members take information to other campus personnel and review and discuss changes, needs, and improvements. The SBDM is broken into goal area subcommittees that meet with the support of of their grade level or department personnel to revise and update the prior year improvement plan.

Mary Ellen Rodriguez	Principal	Administrator
Alejandra Aldrete	Dean of Instruction	Meeting Facilitator
	PK Teacher	Classroom Teacher
	Kinder Teacher	Classroom Teacher
	1st Grade Teacher	Classroom Teacher

Mary Ellen Rodriguez	Principal	Administrator
	3rd Grade Teacher	Classroom Teacher
	4th Grade Teacher	Classroom Teacher
	5th Grade Teacher	Classroom Teacher
	PE Paraprofessional	Paraprofessional
Sophia Chavez Y1	5th Grade Student	Student
	District Level Rep	District-level Professional
		Business Representative
		Community Representative
		Parent
		Non-classroom Professional
		Classroom Teacher
Martha Hinojosa Y1	Special Education Teacher	Classroom Teacher
		Business Representative
		Community Representative
Ana Laura Alaniz Y1	House Wife	Parent
Pat Vazquez Y1	2nd grade	Classroom Teacher

2.2: Regular monitoring and revision

Every SBDM meeting time is dedicated to review, update and make the formative review as a committee for the CIP.

Dates CIP has been revised and evaluated for the 2018-2019 school year:

Meeting Dates:

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

The Campus Improvement Plan is posted on the campus website in English, but meetings with parents provide information in both English and Spanish. CIP is also available in hard copy at the Dean's office room 81 (white binder labeled CIP 2018-2019) on book case. Any requested translation of information is provided on a request basis.

2.4: Opportunities for all children to meet State standards

Skinner Elementary gives students numerous opportunities to meet State standards such as:

-SSI tutorials

-Year long Extended Day tutorials until 5:30 PM

-Regular tutorials

-Community Presentations

-Hands On activities

-Academic Resources

2.5: Increased learning time and well-rounded education

Certified teachers are assigned to all academic instructional positions to ensure high quality education for all students. Skinner Elementary strives to increase teacher preparation with professional development to bring back new strategies to the classroom to increase learning time. Skinner Elementary provides free access to a wide variety of co-curricular programs including music, art, tutorials and extended day activities. Significant categorical as well as local funds are expended to provide extended day and week accelerated instruction opportunities to targeted students.

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

Skinner Elementary implements the 3-tier Response to Intervention model for reading and math. Supplemental supports are made available during the regular school day as well as through before and after school programs. Special Education, Dyslexia, 504 and other program services are provided based on student's individual plans and needs. The campus services include guidance and counseling, health-related, safety/security staff, and family supports.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The campus Family Engagement Policy was revised and modified during the SBDM meeting in May 2019.

Skinner elementary develops and distributes the parent and family engagement policy at the beginning of the school year.

Family Engagment Policy was provided to parents in English and Spanish.

Mary Ellen Rodriguez	Principal	Administrator
Alejandra Aldrete	Dean of Instruction	Meeting Facilitator
	PK Teacher	Classroom Teacher
	Kinder Teacher	Classroom Teacher
	1st Grade Teacher	Classroom Teacher
	3rd Grade Teacher	Classroom Teacher
	4th Grade Teacher	Classroom Teacher
	5th Grade Teacher	Classroom Teacher
	PE Paraprofessional	Paraprofessional
Sophia Chavez Y1	5th Grade Student	Student
	District Level Rep	District-level Professional
		Business Representative
		Community Representative
		Parent
		Non-classroom Professional
		Classroom Teacher
Martha Hinojosa Y1	Special Education Teacher	Classroom Teacher
		Business Representative
		Community Representative
Ana Laura Alaniz Y1	House Wife	Parent
Pat Vazquez Y1	2nd grade	Classroom Teacher

3.2: Offer flexible number of parent involvement meetings

The campus provides parent liaison services. Skinner Elementary holds multiple sessions at regularly scheduled times and offer periodic meetings to provide additional opportunities. Meetings provided feedback at campus including Open House, student performances, and recognition events. Campuses welcome parents/ guardians and community members to come to meet with campus and district staff at any appropriate opportunity before school, during teacher planning and afterschool. Skinner Elementary encourages active parent, business, and community participation. Meetings are held different days out of the week at different times to give all parents opportunities to assist.

For example:

Awards Ceremony for 1st Six Weeks on Thursday, October 4th upper grades were awarded in the AM and lower grades in the PM.

Awards Ceremony for the 2nd Six Weeks on Wednesday, November 14th upper grades were awarded in the PM and lower grades in the AM.

Parent meetings were held in different times and days of the week to be able to cater to all parents. For example parent meetings were held on Mondays, Tuesdays, Wednesdays, Thursdays and Fridays, in the morning, mid-day, afternoon and evenings.

Different opportunities were given throughout the school year.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
D. Lopez	PK Teacher Aide	Title 1	1.00
M. Jimenez	Nurse	Title 1	.40
M. Saenz	Parent Liaison	Title 1	1.00
M. Sandoval	Computer Aide	Title I	1.00
S. Martinez	Library Aide	Title 1	1.00

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Mary Ellen Rodriguez	Principal
Meeting Facilitator	Gloria Chavez	Dean of Instruction
Classroom Teacher	Claudia Lua Y1	PK Teacher
Classroom Teacher	Celia Saiz Y1	Kinder Teacher
Classroom Teacher	Maria Leija Y1	1st Grade Teacher
Classroom Teacher	Maria Cardenas Y1	3rd Grade Teacher
Classroom Teacher	Lina Estrada Y1	4th Grade Teacher
Classroom Teacher	Nelda Garza Y1	5th Grade Teacher
Paraprofessional	Miriam Cruz Y1	PE Paraprofessional
Student	Sofia Holmes	5th Grade Student
District-level Professional	Sandra Garcia Y1	District Level Rep
Business Representative	George Vela	HEB Manager
Community Representative	Father Oscar	Father @ St. Joseph Church
Parent	Ana Isabel Ramos	House Wife
Non-classroom Professional	Blanca Holmes Y1	Librarian
Classroom Teacher	Martha Hinojosa Y2	Special Education Teacher
Business Representative	Antonio Vasquez	Optometrist
Community Representative	Noemi Garcia Martinez	Judge
Parent	Ana Laura Y2	House Wife
Classroom Teacher	Pat Vazquez Y2	2nd grade

District Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	1920 Miscellaneous Operating Costs- Food for students	199-11-6499-53-112-Y-11-000-Y	\$1,000.00
1	3	3	1920 General Supplies	199-11-6399-51-112-Y-11-000-Y	\$500.00
1	3	3	1920 General Supplies	199-23-6399-0-112-Y-99-00-Y	\$2,000.00
1	3	3	1920 Copy Paper	199-11-6396-0-112-Y-11-00Y	\$1,080.00
1	4	2	1819 DI/GT	199-11-6399-00-112-Y21-000-Y	\$0.00
1	4	3	1920 Transportation	199-11-6494-00-112-Y-11-000-Y	\$2,500.00
2	1	3	1920 Supplies for Maintenance /operating costs	199-51-6315-00-112-Y-99-000-Y	\$6,000.00
2	1	3	1920 General Supplies	199-51-6399-00-112-Y-99-000-Y	\$500.00
3	2	2	1920 Miscellaneous Operating Costs-Food for teachers	199-13-6499-53-112-Y-99-000-+Y	\$1,000.00
3	2	2	1920 Miscellaneous Operating Costs- teacher incentives	199-23-6498-00-112-Y99-000-Y	\$1,000.00
7	1	2	1920 Employee Travel	199-13-6411-23-112-Y-99-000-Y	\$600.00
7	1	2	1920 Employee Travel	199-23-6411-23-112-Y-99-000-Y	\$600.00
7	1	2	1920 Professional Development Stipends	199-11-6117-0-112-Y-11-00Y	\$900.00
9	1	3	1920 Awards	199-11-6498-00-112-Y-11-000-Y	\$690.00
9	2	2	1920 Media Services	199-11-6399-16-112-Y-11-00-Y	\$2,000.00
9	2	2	1920 Extra duty Pay	199-23-6121-00-112-Y-99-000-Y	\$20.00
9	2	2	1920 Extra Duty pay	199-51-6121-47-112-Y-99-000	\$100.00
9	3	2	1920 Nurse General Supplies	199-33-6399-00-112-Y-99-000-Y	\$500.00
Sub-Total					\$20,990.00
Budgeted Fund Source Amount					\$20,990.00
+/- Difference					\$0

162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	1819 General Supplies	162-13-6399-112-Y-30-000-Y	\$0.00
1	3	3	1920 General Supplies	162-11-6399-00-112-Y-30-000-Y	\$5,157.00
8	1	3	1920 Software	162-11-6395-62-112-Y-30-000-Y	\$943.00
8	1	3	1920 Items between \$150-\$500 technology equipment (Supplies & Materials LcL Defi	162-11-6398-62-112-Y-30-000-Y	\$9,000.00
9	2	2	1920 Tutorials SSI	162-11-6118-00-112-Y-24-SSI	\$4,200.00
9	2	2	1920 Tutorials Regular	162-11-6118-00-112-Y-30-000-Y	\$30,000.00
9	2	2	1920 Media Services	162-11-6399-16-112-Y-30-000-Y	\$2,000.00
Sub-Total					\$51,300.00
Budgeted Fund Source Amount					\$53,300.00
+/- Difference					\$2,000.00
163 State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	1920 Bilingual Resources	163-11-6399-112-....	\$4,375.00
1	3	2	1920 Substitutes for Professional development	163-13-6112-00-112-Y-25-031-Y	\$2,000.00
Sub-Total					\$6,375.00
Budgeted Fund Source Amount					\$4,375.00
+/- Difference					\$-2,000.00
211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3	1920 General Supplies	211-11-6396-00-112-Y-30-0F2-Y	\$7,729.00
6	1	4	1819 Parent Liaison food for parent meetings	211-64-6499-53-112-Y-30-0F2-Y	\$300.00
6	1	6	1819 Parent Liaison food for parent meetings	211-61-6411-00-112-+Y-30-0F2-Y	\$0.00
7	1	2	1920 Employee Travel	211-13-6411-23-11-Y-30-0F2-Y	\$1,300.00
8	1	3	1920 Supples & Materials - LCL DEFI \$150-\$500 technology equipment	211-11-6398-00-112-Y-30-0F2-Y	\$800.00

211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	3	1920 LCL DEFI \$150-\$500 technology equipment	211-11-6398-62-112-Y-30-0F2-Y	\$6,000.00
9	1	3	1920 Awards	211-11-6498-00-112-Y-30-0F2-Y	\$600.00
9	2	2	1920 Extra Duty Pay	211-11-6118-00-112-Y-30-ASP-Y	\$23,815.00
Sub-Total					\$40,544.00
Budgeted Fund Source Amount					\$40,544.00
+/- Difference					\$0
263 Title III-A Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3	1920 General Supplies	263-11-6399-00-112-Y25-000-Y	\$2,000.00
8	1	1	1920 Capital Outlay	263-11-6398-62-112-Y25-000-Y	\$3,865.00
Sub-Total					\$5,865.00
Budgeted Fund Source Amount					\$5,865.00
+/- Difference					\$0
Grand Total					\$125,074.00