

Brownsville Independent School District

Aiken Elementary

2016-2017 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

At Bruce Aiken Elementary our teachers, parents, and community will motivate, inspire and educate all children to be productive lifelong learners who will pursue a post-secondary education and/or career; Possess both independent and group learning thinking skills in a multi-cultural, multi-lingual rapidly changing world; and Identify and maximize physical, financial, and human resources by unifying community and school commitment to excellence in education and equal educational opportunity for all students.

Value Statement

Brownsville ISD Core Commitments

1. All children will be taught, will learn, and will perform at or above their academic levels in all core subject areas and the District will provide a high quality curriculum and instructional program to facilitate children reaching their full potential.
2. The District will eliminate student achievement gaps in the areas of: gender, socio-economic levels, ethnicity, and program specific populations (i.e. LEP and Special Education) in all core subject areas.
3. The District will provide a safe, clean, and orderly learning environment for every child and staff member as a means of optimizing the teaching and learning process.
4. The District will recruit, hire, value, and retain highly qualified and experienced personnel who will ensure that all students' educational needs are met and that all children achieve on grade level.
5. The District will implement parent, business, and community involvement partnerships essential to enhancing the overall quality of our students' education and ensuring every child's academic success.

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Comprehensive Needs Assessment

Needs Assessment Overview

Aiken Elementary is home to 805 students. As reported on the 2014-2015 TAPR, the school employed 56.1 professional staff including 47.3 teachers, 5.8 professional support, and 3.0 campus administrators. The school also had 16.2 educational aides, for a total staff of 72.3. The student population includes Hispanic 99.4%, African American 0.1% and white 0.5%. There is a total of 95.8% Economically disadvantaged, 4.2% Non-educationally Disadvantaged, 56.6% English Language Learners, 72.7% At-Risk, 5.8% Gifted and Talented, and 8.7% Special Education. The attendance rate for 2013-2014 was 97.3%. The retention rate is 9.34% for all students.

Demographics

Demographics Summary

Bruce Aiken Elementary views demographic data on a daily basis. One of the main focuses of data is daily attendance and At-Risk student data. After attendance is taken, we view our average to determine if we meet the attendance goal. If attendance goal is not met, we will contact parents of students that are absent to ensure absence/s are excused. Procedures for overseeing demographics concerns include verifying daily attendance, verifying afterschool and Saturday tutorial when applicable.

Demographics Strengths

- Reports readily available
- Highly qualified staff
- Teachers completing minimal referrals
- rotation teachers

Demographics Needs

- Provide a coordinated, actively involved parent center (7.1.1;7.1.5)
- Title I meetings will be held (7.1.2)
- Increase attendance rates (4.1.1; 4.1.2; 4.1.3)
- Decrease At-Risk Percentage (1.1.2; 3.1.1;3.1.2; 3.1.4; 3.1.6; 3.1.7)
- Increase reading assessment for LEP, At-risk and Economically Disadvantaged (1.1.2)

Student Achievement

Student Achievement Summary

Teachers use TANGO software to analyze student data and identify the needs of the students. Several data sources are reviewed such as AEIS report, Eduphoria Aware, TPRI/Tejas Lee, Stanford 10, Brigance Diagnostic, Benchmarks, Promotion/Retention Rates, and TELPAS results.

The following information originated from the 2014-2015 TAPR results.

Summary of Needs

A student group that performed less than or equal to the state average is identified as a priority. Based on the review of the data, best practices will be used to address the priority areas of need. Objectives of the Campus Improvement plan delineate a variety of research-based strategies and used to address the areas of need.

Primary grade levels

Grade Levels:K-2

Non-special education rates of retention: Kinder (2.0%), Grade 1 (14.4%), and Grade 2 (20.9%). Reported grade levels are higher than the state percentages with the exception of Kinder which had 2.0% retention, just like the state.

Special Education rates of retention: Kinder (0.0%), Grade 1 (12.5%) and Grade 2 (15.4%). Reported grade levels in 2nd grade are much higher than the state rate.

STAAR Summary of 3rd-5th Grades Tested

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

The following data is the student achievement profile for ALL students at Aiken Elementary School.

Reading:3rd Grade (campus 84%, District 80%, State 77%), 4th grade (campus 68%, district 74%, state 74%), 5th grade (campus 92%, district 89%, state 87%) Phase-in Satisfactory Standard or Above

Writing:4th grade (campus 80%, district 75%, state 70%)

Math: Math scores were NOT reported for the performance report

Science: 5th grade (campus 83%, district 75%, state 72%)

The following data is the student achievement profile showing performance variation between all student groups:

Reading 3rd Grade: At-Risk 68.13%, Economic Disadvantage 98.9%, Hispanic 98.9%, White N/A, Gifted and Talented 8.79%, LEP 49.45%, Migrant 6.59%, Special Education 18.68%.

Reading 4th Grade: At-Risk 46.32%, Economic Disadvantage 47.19%, Hispanic 47.19%, White N/A, Gifted and Talented 15.79%, LEP 47.18%, Migrant 6.32%, Special Education 10.53%.

Reading 5th Grade: At-Risk 67.77%, Economic Disadvantage 95.04%, Hispanic 95.04%, White N/A, Gifted and Talented 12.4%, LEP 23.97%, Migrant 9.92%, Special Education 9.92%.

Math 3rd Grade: At-Risk 68.13% , Economic Disadvantage 98.9%, Hispanic 98.9%, White N/A, Gifted and Talented 8.79%, LEP 49.45%, Migrant 6.59%, Special Education 18.68%.

Math 4th Grade: At-Risk 46.32% , Economic Disadvantage 93.68%,, Hispanic 93.68%, White N/A, Gifted and Talented 15.79%, LEP 46.31%, Migrant 6.32%, Special Education 10.53%.

Math 5th Grade: At-Risk 67.5% , Economic Disadvantage 95%, Hispanic 95%, White N/A, Gifted and Talented 12.5%, LEP 31.66%, Migrant 10%, Special Education 10%.

Writing 4th Grade: At-Risk 45.74%, Economic Disadvantage 93.62%, Hispanic 93.62%, White N/A, Gifted and Talented 15.96%, LEP 46.82%, Migrant 5.32%, Special Education 10.64%.

Science 5th Grade: At-Risk 68.29%, Economic Disadvantage 95.12%, Hispanic 95.12%, White N/A, Gifted and Talented 12.2%, LEP 31.70%, Migrant 9.76%, Special Education 9.76%.

Discipline

At Aiken Elementary there were no violent or criminal incidents in 2014-2015. The campus will implement prevention and intervention strategies to reduce the number of discipline incidents and/or recidivism rates.

Strategies include Monitor attendance, Emergency operation plan, Violence/Conflict resolution training, Review 360, Security officer, Student release procedures in place, and Fire drills/lockdown drills.

Student Achievement Strengths

- 4 Distinctions earned
- 100% system safeguards met
- Analyzing data results
- Progress monitoring
- Co-planning
- Special education
- dyslexia

Student Achievement Needs

- Co-planning with Special Ed. Department (1.1.3)
- Provide monthly staff development (3.1.4)
- Increase Level III performance levels in reading(1.1.3)
- Meet expectations in the areas of Reading and English proficiency among LEP students (1.1.2; 1.1.10)
- Increase student motivation by using incentives for students that meet goals (4.1.3)
- Offer summer school opportunities for eligible migrant students (8.1.7)

School Culture and Climate

School Culture and Climate Summary

Aiken Elementary critically analyzes the school culture and climate to ensure that students are being provided with a safe and disciplined environment conducive to student learning. Administrators and teachers meet on a weekly basis to discuss matters related to providing positive school culture and climate. Parents are strongly encouraged to get involved in volunteering opportunities that will assist their child's education. A campus survey will be conducted at the end of the year to determine needs of the school as per faculty and staff.

School Culture and Climate Strengths

- Positive staff
- Higher Attendance rate
- Parent meetings/conferences
- Promote college going culture

School Culture and Climate Needs

- Staff development on safety procedures (5.1.2)
- Increase positive recognition for academic performance (4.1.3)
- Implement a behavior/discipline school wide program (5.1.2)
- Staff development for GT teachers in ongoing hours (6.1.2)
- All teachers need training in appropriate interventions for migrant students (8.1.9)

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Aiken Elementary uses a hiring committee composed of administrators and teachers to make hiring determinations. Novice teachers are provided a grade-level mentor and administrative mentor so that they have success in their profession. All Teachers and para-professionals are highly qualified at Aiken Elementary.

Staff Quality, Recruitment, and Retention Strengths

- Teachers involved in the hiring process
- Teacher retention
- Highly qualified Teachers and para-professionals
- Professional Development opportunities

Staff Quality, Recruitment, and Retention Needs

- Provide monthly staff development meetings (3.1.2; 3.1.4)
- Co-planning with Special Ed. Department (1.1.3)
- Develop teacher classroom management skills (5.1.1; 5.1.2; 5.1.3)
- teacher-student ratio (1.1.8; 1.1.9)
- Instructional Assistants (1.1.7; 1.1.8)

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Several sources provide our campus valuable data for Curriculum, Instruction and Assessment in regards to the identification of needs. The TPRI/Tejas Lee and CPALLS are used as a tool of assessment at the beginning of year (BOY), Middle Of year (MOY) and End Of Year (EOY) for teachers to regroup students and target their needs. Benchmarks are conducted at different times including Fall and Spring, in order to track student progress and assess TEKS mastery. STAAR results and TELPAS results are all assessments used to analyze student progress and adjust instruction as needed. AR reports are analyzed to determine student reading levels. Administration will assess instruction by periodically looking at student work samples, teacher lesson plans, and conduct teacher observations.

Curriculum, Instruction, and Assessment Strengths

- Data analysis of benchmarks
- Parent contacts
- Analyzing TPRI/Tejas Lee

Curriculum, Instruction, and Assessment Needs

- Staff development will be provided in Reading, Writing, Math and science (1.1.9; 3.1.2; 3.1.4)
- Co-planning with Special Ed. Department will be implemented (1.1.3)
- After-school and Saturday tutorials will be implemented to increase student achievement (3.1.1; 8.1.8)
- 3 year old program (1.1.7; 8.1.3; 9.1.4)
- Increase student achievement by using supplemental material and supplies for Reading, Writing, Math and Science (1.1.1; 1.1.11)
- Migrant students will receive school supplies on as needed basis (7.1.2)
- Migrant students will have access to reading books in order to promote literacy and phonemic awareness (7.1.2)
- Orientation for 3 year old students and Head Start students for Pre K program (3.1.9)
- Orientation for 5th grade students to assist with transition to middle school (3.1.9)

Family and Community Involvement

Family and Community Involvement Summary

Our campus used several sources that provide valuable data for family and community involvement. These include having businesses adopt our school, having parent trainings/meetings for the 3 year old program as well as ALL parents. Parent volunteers are welcomed and parent surveys are often sent out as a means of communicating the need for community involvement. Parent survey indicates they are satisfied with the campus and its staff. Light refreshments will be served during weekly parent meetings.

Family and Community Involvement Strengths

- Parent volunteers
- More community involvement
- High attendance in monthly parent meetings
- Survey conducted annually to evaluate the effectiveness of the migrant program.

Family and Community Involvement Needs

- Need a monthly parent newsletter (6.1.5; 6.1.9)
- Technology training for parents in HAC, including migrant parents (6.1.5)
- Increase migrant parental involvement by sending out weekly flyer (6.1.9)
- Light refreshments will served (6.1.5)

School Context and Organization

School Context and Organization Summary

Aiken Elementary uses several sources that provide valuable data for school context and organization in regards to identifying our needs. Regular education teachers have co-planning sessions with Special Education and migrant teachers to ensure that proper planning is taking place. The master schedule is frequently reviewed and carefully created to match the needs of the school. Aiken teachers have an active role in the decision making process by having them participate in several committees, SBDM meetings, faculty and grade level meetings. Support services are available at the campus and district level. Communication is frequently conducted in English and Spanish and includes notices with letterhead, website, email and/or the school messenger system. Duty rosters are provided for those who need to assist with duties. Vertical and horizontal planning occurs as necessary, a minimum of twice a year.

School Context and Organization Strengths

- Planning with migrant teacher
- Planning with Special Education Teachers
- Meeting with Principal
- Teachers have active role in the decision making process
- Grade level meetings take place weekly
- Faculty meetings

School Context and Organization Needs

- Vertical planning will be implemented (3.1.4)
- Team (horizontal) alignment planning will be implemented (3.1.4)
- SBDM sub-committee meetings will occur on a monthly basis (7.1.3)

Technology

Technology Summary

The Technology committee met several times and looked at the STaR Chart, Fixed Assets Report, the results of the Staff/Student/Parent Technology Survey of needs along with the current hardware and software being utilized across grade level at the campus. The teachers were able to provide input as to the level of implementation and acquisition of the Technology TEKS as observed per grade level. A grid was designed to outline the expectations per grade level and a plan was devised to ensure the proper implementation for the following year. A review of the professional development opportunities was made and dates of last training attended by teachers were noted in order to compare with teacher survey results. The technology TEKS, as embedded with the grade level curriculum, require that technology be updated in order for students to access the online resources of the new Math, Science, and social studies adoption.

Technology Strengths

- Computer access for students in all classrooms
- Science lab
- Smart boards in room & available to be checked out from library
- TST paraprofessional on campus
- Use of website and eschool Plus among administration and parents to monitor student progress
- COWs in 5th grade classrooms

Technology Needs

- Increased accessibility to computers for all students (9.1.1)
- New software needed (1.1.5; 3.1.7)
- Increase integration of technology into classroom instruction (9.1.1)
- Teachers need to attend more professional development on different programs to be utilized to enhance instruction (1.1.5; 1.1.9)
- All classrooms will have LCD projectors mounted to the ceiling, to facilitate classroom instruction/lessons and assist visual learners(1.1.5)

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

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

- Other additional data

Goals

Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens.

Performance Objective 1: A minimum of 90% of students will achieve a Level II Recommended Performance on STAAR/EOC ELAIR Assessments. A minimum of 40% of students will achieve a Level III Advanced Performance.

Summative Evaluation: STAAR results

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June

<p style="text-align: center;">State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>1) Utilize research-based instructional resources and targeted interventions at Aiken, including supplemental teaching materials, projectors, supplies and incentives (whiteboard), duplicating workbooks/homework, to ensure that all students are prepared to meet the demands of standardized assessments (local, state, national)</p> <p>STAAR resource materials district approved software Living with Science/Edusmart Tango Central/Tango Trends Review 360 6+1 Traits writing Early Childhood resources and CIRCLE RTI 3 Tier Model TLI Routines and Strategies</p> <p>Population: TI MI LEP SE AR GT DYS</p> <p>Timeline: August 2016-June 2017 (Daily)</p> <p>CNA p#12</p>	<p>1, 2, 3, 4, 9, 10</p>	<p>Principal Dean Of Instruction Lead Teachers EE-5th Grade Teachers</p>	<p>Formative: Lesson Plans, Software reports, Tango Trends Data, RTI log, review 360 reports</p> <p>Summative: We will show a 10% increase in the number of students meeting the Phase II passing standard on the district-developed assessments and the STAAR assessments.</p>				
<p>Funding Sources: Title I-A - \$63852.00, Federal Bilingual - \$8384.00, State Bilingual - \$8820.00, Title I-A - \$6540.00, Local - \$0.00, Local - \$920.00, Local - \$2500.00, Title I-A - \$0.00, Title I-A - \$0.00, Local - \$3000.00</p>							

<p style="text-align: center;">State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Improve instruction for all students including ELL, Special Education, At-Risk and economically disadvantaged students by providing teacher focused learning opportunities such as collaborative strategy based meetings, research anchored professional development that supports reading comprehension (oral language skills that increase listening/speaking and reading/writing proficiencies) and intervention strategies based on student performance data to close the achievement gap and demonstrate progress.</p> <p>Population: TI M1 LEP SE AR GT DYS</p> <p>Timeline: August 2016-June 2017 (every six weeks)</p> <p>CNA p#12</p>	<p>1, 2, 3, 4, 9, 10</p>	<p>Principal Assistant Principal Dean Of Instruction Lead Teachers TLI Teacehr specialist PK-5th Grade Teachers</p>	<p>Formative: Classroom visitations, Implementation of ELPS, ELL writing student portfolios</p> <p>Summative: Benchmark scores, STAAR scores, SELP/SSLP, HMH Unit assessments TELPAS composite/RAPS 360 monitoring instrument</p>				
<p>Funding Sources: State Bilingual - \$0.00</p>							

<p style="text-align: center;">State System Safeguard Strategy Federal System Safeguard Strategy</p> <p style="text-align: center;">Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>3) Provide teachers with the necessary support, including appropriate research-based strategies, to implement the district initiatives to meet the needs of the students and ensure their success.</p> <p>Science Fair Spelling Bee Review 360 6+1 Traits Balanced Literacy Model Tango Central/Tango Trends Living with Science/Edusmart Brownsville Kids Vote ECH symposium TLI Routines/Strategies HEB Read 3 ELA Summit Inclusion/Co-planning SIOP/ELPS Bilingual Model ELL Portfolio</p> <p>Population: TI M1 LEP SE AR GT DYS</p> <p>Timeline: August 2016-June 2017 (Daily)</p> <p>CNA p#12</p>	<p>2, 3, 4, 5, 10</p>	<p>Principal Assistant Principal Dean Of Instruction Lead Teachers TLI Teacehr specialist PK-5th Grade Teachers</p>	<p>Formative: Sign In sheets Agendas TLI class visits TLI website/newsletters Benchmark scores</p> <p>Summative: STAAR scores, We will increase the number of participants at the district, regional, state, and national level.</p>				
<p>Funding Sources: SPED - \$390.00, SPED - \$770.00, SPED - \$420.00, SPED - \$200.00, Title I-A - \$1000.00</p>							

<p style="text-align: center;">State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>4) Provide annual Response to Intervention (RTI) training for campus staff to implement intervention through the RTI Tier 3 Model in order to support student academic growth and success.</p> <p>Population: TI M1 LEP SE AR GT DYS</p> <p>Timeline: August 2016-June 2017 (Every 6-8 Weeks)</p> <p>CNA p#7-9</p>	<p>1, 2, 4</p>	<p>Principal Assistant Principal Dean Of Instruction Lead Teachers TLI Teacehr specialist PK-5th Grade Teachers</p>	<p>Formative: RTI logs, RTI folders</p> <p>Summative: Increase the amount of students that will meet the phase II passing standard.</p> <p>decrease number of referrals to Special Education by 10%</p>				
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<p style="text-align: center;">State System Safeguard Strategy Federal System Safeguard Strategy</p> <p style="text-align: center;">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>5) Utilize instructional technology by modeling within the context of instruction in core curriculum areas by using a variety of technology equipment (computer labs, interactive boards, document cameras, tablets, clickers, graphing calculators, hardware and software, etc.) in order to differentiate instruction and meet accommodations. LCD Projectors will be mounted on the ceiling to maximize classroom space and allow visual access to all students in the room. Project share TSLP courses and e-portfolios will further develop the professional</p> <p>Population: TI M1 LEP SE AR GT DYS</p> <p>Timeline: July 2016-June 2017 (as per lab rotation schedule, Daily)</p> <p>CNA p#15</p>	2, 10	Principal Dean of Instruction TLI teacher specialist PK-5th grade teachers	Formative: BOY/MOY data, TLI Activity reports Summative: 10% increase in the number of students meeting the Phase II passing standard EOY data analysis TLI activity report				
<p>Funding Sources: Title I-A - \$0.00, State Bilingual - \$2180.00, Federal Bilingual - \$2616.00</p>							

<p style="text-align: center;">Critical Success Factors CSF 1 CSF 5</p> <p>6) In an effort to promote physically and emotionally healthy students, Aiken will implement CATCH (Coordinated Approach to Child Health) program that will evaluate the implementation of district initiatives such as:</p> <p>School Health Index Jump Rope for Heart Encampment Puberty presentation Health curriculum Physical activities at least 30 minutes a day or 135 minutes a week</p> <p>Population: TI M1 LEP SE AR GT DYS</p> <p>Timeline: August 2016-June 2017 (at least 30 Minutes daily)</p> <p>CNA p#10</p>	1, 2, 4, 10	Principal Dean of Instruction PK-5th grade teachers Coaching staff	Formative: Student participation rosters, sign in sheets, lesson plans, 100 % of walkthroughs will indicate application of the skills acquired during the professional development				
<p>Funding Sources: Local - \$800.00</p>							

<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 7</p> <p>7) Federal programs will fund the following personnel, activities and educational tools under Title I-A to implement three-year- old program (PK3) in an effort to promote early literacy: Highly qualified teachers and paraprofessionals</p> <p>Research-based professional development</p> <p>Teacher stipends</p> <p>Supplies/Materials/Equipment</p> <p>Population: 3 year old students</p> <p>Timeline: August 2016-June 2017</p> <p>CNA p#12</p>	1, 2, 3, 4, 5, 6, 9, 10	Principal Three-year-old program teachers	Formative: Pre K readiness Data, Classroom observations Summative: EOY Data				
Funding Sources: Title I-A - \$1250.00							
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>8) Federal programs will fund highly qualified teachers and paraprofessionals to supplement allotted campus positions so that the needs of low performing students may be met through individualized and small group instruction.</p> <p>Population: TI M1 LEP SE AR GT DYS</p> <p>Timeline: August 2016-June 2017</p> <p>CNA p#11</p>	1, 2, 3, 4, 5, 9, 10	Principal TI-A Teachers TI-A Paraprofessionals (Pre-K, Kinder, 1st- 5th, Dyslexia, computer and library) TI-A students	Formative: Lesson plans, Benchmark scores, Walk- Throughs Summative: 5% improvement on State Assessments (STAAR/TPRI/Tejas Lee/CPALS/Aprenda)				
Funding Sources: Title I-A - \$20750.00, Title I-A - \$71269.00							

<p align="center">State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p>	1, 2, 3, 4, 5	Principal Title II-A Teachers	Formative: CSR Personnel Requisitions (5th Grade), Teacher lesson plans, benchmark scores Summative: 5% increase in STAAR scores				
<p>9) Special Programs will fund the following activities and personnel under Title II-A:</p> <p>Class Size Reduction Teachers (CSR)</p> <p>Professional Development</p> <p>Stipends for teachers in certified areas of need</p> <p>Population: TI M1 LEP SE AR GT DYS</p> <p>Timeline: August 2016-June 2017</p> <p>CNA p#11</p> <p>Funding Sources: Title II-A (TPTR) - \$56947.00</p>							

<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 4 CSF 7</p> <p>10) The LPAC will be monitoring the language acquisition of students in order to ensure student progress.</p> <p>Population: TI M1 LEP SE AR GT DYS</p> <p>Timeline: August 2016-June 2017</p> <p>CNA p#7-9</p>	1, 2, 8, 10	Principal LPAC Administrator LPAC chair LPAC members PK-5th Grade Teachers	<p>Formative: Progress monitoring, REACH assessments</p> <p>Summative: All ELL students will increase at least one categorical rating on TELPAS, STAAR results</p>				
<p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 4 CSF 6</p> <p>11) Texas Literacy funds will be used to purchase library books, supplies, materials that will be used to supplement the core reading program.</p> <p>Population: TI M1 LEP SE AR GT DYS</p> <p>Timeline: August 2016-June 2017</p> <p>CNA p#12</p>	1, 9, 10	Principal Dean of Instruction TLI teacher specialist PK-5th grade teachers	<p>Formative: Lesson plans, Benchmark scores, Walk-Throughs</p> <p>Summative: 5% improvement on State Assessments (STAAR/TPRI/Tejas Lee/CPALS/Aprenda)</p>				<p>Funding Sources: TLI - \$0.00, TLI - \$0.00, State Compensatory - \$0.00</p>






<p align="center">State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>12) Teachers will be involved in academic assessment decisions by being trained on data analysis using TANGO software. They will also have grade level meetings every Tuesday to ensure that all teacher input is shared and the proper information is given to them.</p> <p>Population: All Teachers Timeline: August 2016-June 2017 CNA pg# 9, 14</p>	4, 8	Principal Dean of Instruction TLI specialist	Formative: Grade level meeting sign in sheets and agendas Summative: STAAR results				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: The students in the public education system will demonstrate exemplary performance in the TEKS based Fine arts programs, co-curricular, athletic programs, and extra curricular activities.

Performance Objective 1: A minimum of 90% of our fine arts students will meet performance standards in all fine arts areas with 92% meeting commended performance.

Summative Evaluation: STAAR results

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 7</p> <p>1) Elementary Fine Arts students will develop critical thinking and multi-tasking skills, and creativity, teamwork and character by participating in UIL contests, Non-UIL contests, exhibitions, district/community events, and public performances such as: Holiday events End of Year Events Honor's choir Art contest UIL music and Art Memory Christmas Parade Charro Days Parade Robot Parade Art Exhibitions</p> <p>Population: TI M1 LEP SE AR GT DYS</p> <p>Timeline: August 2016-June 2017</p> <p>CNA p#7-9</p>	1, 2, 9, 10	Principal Dean Of Instruction UIL coach UIL coordinator Art Teacher Music Teacher K-5th Grade Teachers	Formative: Lesson plans, Flyers, UIL participation Lists, School Rankings Event Programs Summative: STAAR results, EOY data				
Funding Sources: Local - \$400.00, Local - \$790.00, Local - \$790.00							

<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 7</p> <p>2) Fine Arts teachers will be provided professional development training annually.</p> <p>Population: TI M1 LEP SE AR GT DYS</p> <p>Timeline: August 2016-June 2017</p> <p>CNA p#7-9</p>	1, 2, 3, 4, 5	Principal Dean of Instruction Music Teacher Art Teacher	<p>Formative: Flyers, sign in sheets, agendas</p> <p>Summative: Performance ratings Audience/Student reactions, Evaluations</p>				
<p align="center">Critical Success Factors CSF 4 CSF 5</p> <p>3) Students will increase their problem solving skills and enhance their understanding of patterns and purposeful critical thinking strategies by participating in district programs. Teachers, sponsors and coaches will be provided with department professional development to promote participation in Brainsville Inventions, Chess, Destination Imagination, and UIL Academics. Students will be encouraged to participate in practice, tutoring, local and out of town tournaments.</p> <p>Population: All students TI M1 AR SE LEP GT DYS</p> <p>Timeline: August 2016-June 2017 CNA p #7-9</p>	10	Campus Administration Teachers Chess Coaches UIL coaches DI coaches	<p>Formative: Local Tournament results/Brainsville results/DI results</p> <p>Summative: End of year Rankings District/Regional/State standings</p>				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: The students in the public education system will demonstrate exemplary performance in the TEKS based Fine arts programs, co-curricular, athletic programs, and extra curricular activities.

Performance Objective 2: GT students will be provided opportunities to demonstrate their diverse talents and abilities while increasing Level II performance to 90% and Level III performance to 40%.

Summative Evaluation: STAAR results

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 5 CSF 6 CSF 7</p> <p>1) The campus will create a college going culture.</p> <p>Population: TI M1 LEP NL SE AR GT DYS All Students</p> <p>Timeline: August 2016-June 2017</p> <p>CNA p#10</p>	1, 2	Principal Dean of Instruction Counselors	<p>Formative: College/Career Awareness schedule, GT participation rates</p> <p>Summative: Increase in the number of students successfully meeting State (national) norms, STAAR scores</p>				

<p align="center">Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>2) Core and ongoing training is provided throughout the school year for GT teachers.</p> <p>Population: K-5th grade teachers</p> <p>Timeline: August 2016-June 2017</p> <p>CNA p#10</p>	1, 3, 4, 10	Dean of Instruction GT teachers	<p>Formative: Agendas, Flyers, sign in sheets</p> <p>Summative: Increase 5% GT identification, STAAR results</p>				
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 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 3: Through enhanced dropout efforts, all students will remain in school until they obtain a high school diploma and/or pursue a post-secondary education.

Performance Objective 1: Aiken Elementary School will develop prevention and intervention strategies that increase at-risk student achievement on STAAR Phase II passing standard by 5% and increase the At-Risk Student Attendance rate by 10%.

Summative Evaluation: STAAR, At-Risk Attendance Rate, and Retention Rate


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Accelerated instruction in the foundation curriculum will be provided during extended day, week and/or year tutorial programs in order to improve at-risk student achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate.</p> <p>Population: TI M1 LEP SE AR DYS</p> <p>Timeline: September 2016-April 2017 (twice a week)</p> <p>CNA p#7-9</p>	2, 3, 9	Principal Dean of Instruction Administrator for State Compensatory Education	Formative: Eschool Plus Tutorial schedule, Tutorial Lesson Plans, Classroom observations, benchmark scores, student progress reports Summative: STAAR, Retention Rate				
Funding Sources: State Compensatory - \$30071.00, State Compensatory - \$9154.00, State Compensatory - \$12286.00, State Compensatory - \$2810.00, Title I-A - \$4000.00							

<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 4 CSF 5 CSF 7</p> <p>2) 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, graduation rate, completion rate, and decrease the retention rate and dropout rate.</p> <p>Identification of at-risk students via state and local criteria</p> <p>Identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act</p> <p>Population: TI M1 LEP AR DYS</p> <p>Timeline: August 2016-June 2017</p> <p>CNA p#7-9</p>	4	Principal Dean Of Instruction Teachers	Formative: ERO session evaluation report, ERO session attendance report Summative: STAAR				
Funding Sources: Title I-A - \$5000.00, Title I-A - \$1000.00, Federal Bilingual - \$0.00, Title I-A - \$1150.00							
<p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 4 CSF 5</p> <p>3) A food pantry and clothes closet will be implemented to provide identified at-risk, homeless, and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate.</p> <p>Population: AR</p> <p>Timeline: August 2016-June 2017</p> <p>CNA p#7-9</p>	10	Principal Parent Liaison	Formative: Pantry and closet distribution log Summative: STAAR, Attendance Rate and Retention Rate				

<p style="text-align: center;">State System Safeguard Strategy</p> <p style="text-align: center;">Critical Success Factors</p> <p style="text-align: center;">CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>4) The Dean of Instruction will conduct staff development on instructional strategies and provide teacher support to individual/groups in need of assistance in order to meet the needs of at-risk students.</p> <p>Population: TI M1 LEP AR DYS</p> <p>Timeline: August 2016-June 2017</p> <p>CNA p#7-9, 12</p>	4, 10	Principal Administrator for State Compensatory Education	Formative: ERO Session Evaluation Report, ERO session Attendance Report, Benchmark Scores, Student Progress report				
<p>Funding Sources: State Compensatory - \$54983.00</p>							

<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>5) Supplement the dyslexia program to provide language and literacy interventions to improve student achievement, attendance, graduation rate, completion rate, and reduce the retention rate and dropout rate.</p> <p>identification of students will follow RTI process</p> <p>Assessment to identify students will meet all specifications outlined by TEA in the Dyslexia handbook</p> <p>Individualized accommodation plans will be implemented in general education classroom</p> <p>Dyslexia lab will be provided for students evaluated and assessed</p> <p>Instructional approaches will include explicit, individualized, and multisensory instruction in a small group setting</p> <p>Population: DYS</p> <p>Timeline: August 2016-June 2017</p> <p>CNA p#7-9</p>	<p>1, 2, 3, 9, 10</p>	<p>Principal Dyslexia program teacher</p>	<p>Formative: Lesson Plans, Classroom observations, benchmark scores, student progress reports</p> <p>Summative: STAAR</p>				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>6) Supplement the Three Year old program and the Pre-K program to provide foundational learning experiences in order to better prepare at-risk students academically.</p> <p>Population: AR students who meet 3 year old/Pre-k Criteria</p> <p>Timeline: August 2016-June 2017</p> <p>CNA p#7-9, 11</p>	<p>3, 10</p>	<p>Principal Dean Of Instruction Administrator for State Compensatory Education</p>	<p>Formative: Lesson Plans, Classroom observations, student progress reports, CPALLS (BOY and MOY)</p> <p>Summative: CPALLS (EOY)</p>				
<p>Funding Sources: State Compensatory - \$0.00, Title I-A - \$0.00</p>							

<p align="center">State System Safeguard Strategy Federal System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 7</p> <p>7) Provide computer-based instruction in the foundation curriculum and adaptive-assisted devices in order to improve at-risk student achievement, attendance, and decrease the retention rate.</p> <p>Population: TI M1 LEP AR DYS</p> <p>Timeline: August 2016-June 2017</p> <p>CNA p#15</p>	2, 9	Principal Dean of Instruction Administrator for State Compensatory Education	Formative: Lesson Plans, Classroom Observations, Student Progress reports, benchmark scores Summative: STAAR, Attendance Rate, Retention Rate				
Funding Sources: State Compensatory - \$1400.00, State Compensatory - \$1400.00							
<p align="center">Critical Success Factors CSF 1 CSF 5</p> <p>8) Coordinate Head Start On-Site Visits in the Spring. Invite Head Start students and pre-registered PK students and their parents to a School Camp day as a transition effort from home/early childhood program to school. Population:Headstart/PK 3 / PK 4 Students Timeline: May 2017-June 2017 CNA pg. 12</p>	1, 7, 10	Principal Dean of Instruction TLI specialist 3 yo program teachers Headstart personnel	Formative: Classroom observation Summative: BOY data for the following school year				
<p align="center">Critical Success Factors CSF 1 CSF 5</p> <p>9) An orientation for preschool children to transition to the Pre K program will be held annually in the Spring. An orientation will also be held for 5th Grade students and their parents to assist with the transition into middle school.</p> <p>Population: PK3 PK4 5th grade students</p> <p>Timeline: Spring 2017</p> <p>CNA pg. 12</p>	1, 6, 7	Principal Dean of Instruction 3 yo program teachers Headstart personnel Pre K teachers 5th grade teachers Counselors	Formative: Sign in sheets, agenda Summative: BOY data				






<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>10) An Extended Day Enrichment Program will be provided for all Pre-Kinder to 5th grade students in order to provide academic interventions, tutoring, homework assistance, recreation, and fine arts.</p> <p>Population: PK-5th grade students</p> <p>Timeline: August 2016-May 2017</p> <p>CNA pg. 6, 12</p>	1, 2, 9, 10	Principal Assistant Principal Dean of Instruction Extended Day Program Teachers	Formative: Extended Day schedule, Attendance report, lesson plans, classroom observations, benchmark scores, and student progress reports. Summative: STAAR results, EOY, Promotion rates				
Funding Sources: State Compensatory - \$31433.00, Title I-A - \$23330.00							
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>11) Campus Instructional Aides will assist At-Risk students during the extended day enrichment program with core academic activities in order to improve student performance.</p> <p>Population: PK-5th grade students</p> <p>Timeline: August 2016-May 2017</p> <p>CNA pg. 11</p>	1, 2, 9, 10	Principal Assistant Principal Dean of Instruction Extended Day Program Teachers	Formative: Extended Day schedule, Attendance report, lesson plans, classroom observations, benchmark scores, and student progress reports. Summative: STAAR results, EOY, Promotion rates				
Funding Sources: Title I-A - \$8000.00							
							

Goal 4: The students will be encouraged and challenged to meet their full educational potential.

Performance Objective 1: Aiken will sustain and increase yearly student attendance to 98.5% as per district attendance policy.

Summative Evaluation: Attendance rate

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>1) Monitoring and maintaining of the campus attendance rate goals. Parent liaison will contact parents and follow through with home visits if needed.</p> <p>Population: All Students TI M1 LEP SE AR GT DYS</p> <p>Timeline: August 2016-June 2017 Daily</p> <p>CNA p#6</p>	1, 6, 9	Principal Parent Liaison PEIMS staff data entry clerk	<p>Formative: six weeks attendance reports, contact logs</p> <p>Summative: Attendance rate-Increase attendance to at least 98.5 % per district attendance policy</p>				
Funding Sources: Title I-A - \$500.00							

<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>2) Training and monitoring of campus staff, to ensure student attendance is consistently addressed to minimize unexcused absences and maximize instruction.</p> <p>Population: All Students TI M1 LEP SE AR GT DYS</p> <p>Timeline: August 2016-June 2017 Daily</p> <p>CNA p#7-9</p>	1, 2, 4, 6	Principal PEIMS Administrator Parent Liaison Data entry clerk	<p>Formative: six weeks attendance reports, contact logs</p> <p>Summative: Attendance rate-Increase attendance to at least 98.5 % per district attendance policy</p>				
<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>3) Distribution of campus incentives and awards will be available every six weeks for PK-5th graders who meet the District Student attendance Goals.</p> <p>Population: All Students TI M1 LEP SE AR GT DYS</p> <p>Timeline: August 2016-June 2017 (On A six weeks basis)</p> <p>CNA p#6</p>	1, 2, 10	Principal PEIMS Adminrator	<p>Formative: six weeks attendance reports, contact logs, awards recipient lists</p> <p>Summative: Attendance rate-Increase attendance to at least 98.5 % per district attendance policy</p>				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning.


Performance Objective 1: Aiken will maintain a safe and disciplined environment conducive to student learning; discipline referrals will decrease by 5%.

Summative Evaluation: Review 360 reports, Safety report forms

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p align="center">Critical Success Factors CSF 4 CSF 5 CSF 6</p> <p>1) Promote awareness and notification of Student Code of Conduct (SCC) to students, parents, staff and community through campus distribution of SCC and district website ensuring parent awareness of disciplinary procedures which includes ISS, OSS or placement in DAEP.</p> <p>Population: TI M1 LEP SE AR GT DYS</p> <p>Timeline: August 2016-June 2017</p> <p>CNA p#10</p>	1, 2, 6	Principal Campus Safety coordinator Pupil Services	<p>Formative: Flyers, Signed student code of conduct sheets</p> <p>Summative: Discipline referrals Review 360 Signed SCC acknowledgment form PEIMS reports</p>				

<p style="text-align: center;">Critical Success Factors CSF 6</p> <p>2) Develop and maintain an Emergency operation plan at Aiken.</p> <p>Plan is multi-hazard in nature</p> <p>reviewed and updated annually by the campus safety and security committee</p> <p>Safety drills must be practiced as per BISD police department</p> <p>Provide student, staff and parent training in the areas of school safety and emergency management</p> <p>implement an identification security system at Aiken. All staff and visitors must display their identification while on campus</p> <p>Population: TI M1 LEP SE AR GT DYS</p> <p>Timeline: August 2016-June 2017</p> <p>CNA p#10</p>	<p>1, 4</p>	<p>Principal Campus Faculty and staff Safety coordinator BISD police and security</p>	<p>Formative: Safety training sign in sheets with agendas, Safety drill logs,Campus Administration badges, Campus faculty and staff badges, Visitor passes, Office log in binders</p> <p>Summative: Safety report forms</p>				
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<p style="text-align: center;">Critical Success Factors CSF 6</p> <p>3) Counselors will address current trends and conflict resolution through presentations with students, parents, campus faculty and staff on:</p> <p>gang awareness bullying/harassment unwanted physical/verbal aggression sexual harassment internet safety drug, alcohol, and tobacco awareness gun safety truancy emergency operations plan safety procedures</p> <p>Population: Pk-5th Grade Teachers All students TI M1 LEP SE AR GT DYS</p> <p>Timeline: August 2016-June 2017</p> <p>CNA p#10</p>	1, 2	Counselors	<p>Formative: Agendas, Sign in sheets,</p> <p>Summative: Review 360 reports-reduce number of discipline referrals, ISS or OSS by 5%</p>				
<p>Funding Sources: Local - \$300.00, Local - \$100.00</p>							

<p>4) Assistance in the planning and execution of the overall health program at the campus level in an effort to improve overall student health and increase student academic performance will be carried out by Health Services (Nurses). This includes acquiring health services supplies that will allow the campus to address immediate health concerns. In addition, the safety and discipline of the student will also be addressed.</p> <p>Population: School Nurse All Students TI M1 LEP SE AR GT DYS</p> <p>Timeline: August 2016-June 2017</p> <p>CNA p#10</p>	1, 10	Principal Campus Nurse	Formative: Nurse time and effort reports will clearly show that the students' immediate health concerns are being addressed. Summative: Improved report card grades and increased attendance rates				
Funding Sources: Title I-A - \$17884.00, Local - \$26825.00, Local - \$250.00							
							

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.


Performance Objective 1: Aiken Elementary will increase parental involvement by 5% from 2014-2015 to 2015-2016.

Summative Evaluation: Parent survey results, Parent sign in sheets

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 5</p> <p>1) Aiken Elementary will continue to fund parent liaison for the purpose of educating parents so that they can better assist their children through the educational process and ultimately increase student achievement. Parent liaison will contact parents and follow through with home visits if needed.</p> <p>Population: Parents</p> <p>Timeline: August 2016-June 2017 (Bi-Weekly)</p> <p>CNA p#7-9</p>	1, 2, 6, 10	Parent Liaison	<p>Formative: Parent liaison binders and sign in sheets, Agendas, Weekly reports, contact logs</p> <p>Summative: Parental involvement will increase by 10%, Attendance rate</p>				
<p>Funding Sources: Title I-A - \$24639.00</p>							

<p style="text-align: center;">Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>2) The following Title I-A required activities will be conducted:</p> <p>Dissemination of a parental involvement policy that delineates how parents will be actively involved at the campus</p> <p>Complete and disseminate a School-Parent-Student compact indicating each group's responsibility in order to ensure student achievement, specifically in the content areas</p> <p>Hold a Title I-A meeting to inform parents of the services provided through Title I Funds</p> <p>Title I-A Parent Survey to evaluate the effectiveness of the District Parental involvement program</p> <p>Population: Parents</p> <p>Timeline: August 2016-June 2017 (at least twice a month)</p> <p>CNA p#6</p>	1, 2, 6, 10	Principal Parent Liaison	<p>Formative: Completed parental involvement policies, signed Campus S-P-S compacts, Campus website, Fliers</p> <p>Summative: Parental involvement will increase by 10%, STAAR results</p>				
<p>Funding Sources: Title I-A - \$2000.00</p>							

<p align="center">Critical Success Factors CSF 1 CSF 5</p> <p>3) Ensure representation of community and parent involvement in the decision making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met:</p> <p>Parental involvement policy</p> <p>School-Parent-Student compact</p> <p>Campus Improvement plan</p> <p>Population: Parents</p> <p>Timeline: August 2016-June 2017</p> <p>CNA p#13</p>	1, 2, 6	Principal Parent Liaison SBDM/LPAC committees	<p>Formative: Sign in sheets, Completed Parental involvement policies, Campus S-P-S compacts, Campus Improvement plan, calendars, Meeting agendas, SBDM meeting minues</p> <p>Summative: Parental involvement will increase by 10%, STAAR results</p>				
<p align="center">Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>4) Aiken will invite community agencies/organizations to participate and disseminate information about the public services that their agencies offer in order to continue building strong community partnerships.</p> <p>Aiken will recognize community partners and parent volunteers for their efforts in supporting campus goals to increase student success.</p> <p>Population: Parents</p> <p>Timeline: August 2016-June 2017 (Bi-Weekly)</p> <p>CNA p#13</p>	1, 2, 6	Principal Parent Liaison Counselors	<p>Formative: Sign in sheets, fliers, volunteer sign in sheets</p> <p>Summative: Increase community partnerships and parent volunteers by 5%, Student attendance rate, STAAR results</p>				
<p>Funding Sources: Title I-A - \$150.00</p>							

<p align="center">Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>5) Provide ample parent education opportunities through parent conferences and parent training sessions at the campus parent center (light refreshments will be served) to disseminate information, services, and /or referrals to agencies that address the needs and concerns in the following areas:</p> <p>Early Childhood reading strategies</p> <p>Effective teaching strategies</p> <p>Health education</p> <p>Special Populations (Bilingual, dyslexia, GT, Migrant, Special Education)/504</p> <p>College Readiness</p> <p>Technology</p> <p>Dropout and violence prevention</p> <p>Community agencies/organizations</p> <p>Special Education processes and procedures as well as services and procedural safeguards</p> <p>Population: Parents</p> <p>Timeline: August 2016-June 2017</p> <p>CNA p#13</p>	1, 2, 3, 6	Principal Parent Liaison Counselors TLI Specialist	<p>Formative: Monthly calendar Public services providers list, flier, agendas, Sign-in sheets</p> <p>Summative: student attendance rate, Parental involvement will increase by 10%, STAAR results</p>				
Funding Sources: Title I-A - \$500.00							
							

Goal 7: Migrant students will be challenged and encouraged to meet state content standards and assessments that are necessary to graduate on time and enroll in post secondary education while receiving additional supplemental support in order to overcome the obstacles encountered due to their migrant lifestyle.






Performance Objective 1: Migrant students at Aiken Elementary will increase achievement on STAAR Phase II Passing standard by 5%.

Summative Evaluation: STAAR results

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>1) PFS migrant students will receive supplemental support services before other migrant students to ensure that the requirements delineated by NCLB Section 1304(d) are addressed.</p> <p>Population: Migrant Students</p> <p>Timeline: August 2016-June 2017 As needed</p> <p>CNA pg# 12</p>	1, 2, 3, 10	<p>Campus administration</p> <p>Classroom teacher</p> <p>Migrant Teacher</p>	<p>Formative: Lesson plans, student logs, tutorial attendance sheets</p> <p>Summative: STAAR results, Migrant students will increase achievement on STAAR Phase II passing standard by 5%, Increased promotion rates, Increased EOY grades</p>				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) All migrant students will receive grade appropriate school supplies on an as needed basis and access to reading books in order to provide them with the necessary tools to complete their classroom and homework assignments; thus facilitating them with the same opportunity to meet the academic challenges of all students while promoting literacy.</p> <p>Population: Migrant Students</p> <p>Timeline: August 2016-June 2017 As needed</p> <p>CNA pg # 12</p>	1, 2, 9, 10	<p>Campus Administration</p> <p>Classroom teachers</p>	<p>Formative: Supplemental Support Distribution log</p> <p>Formative: STAAR results-Migrant students will increase achievement on STAAR Phase II passing standard by 5%, increased promotion rates, increased EOY grades</p>				
<p>Funding Sources: Title I-C (Migrant) - \$1040.00</p>							

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Identified Migrant three-year old children will have the opportunity to enroll into the Title I, Part A three year old program (PK3) so they can receive the same educational experience as non migrant students.</p> <p>Population: Migrant 3 Year olds</p> <p>Timeline: August 2016-June 2017</p> <p>CNA pg# 12</p>	1, 2, 3, 9, 10	Principal Three-year old teachers	<p>Formative: PEIMS migrant listing, Attendance sheets NGS currently enrolled reports</p> <p>Summative: Increase enrollment into three-year old program, Three-year old program completion certificates</p>				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>4) In order to secure the data needed to accommodate placement into appropriate supplemental instructional opportunities for Pre K -5th grade migrant students pretest and post test results will be used by teachers and administrators to identify the migrant students performing below grade level.</p> <p>Population: Migrant students</p> <p>Timeline: November 2016/February 2017</p> <p>CNA pg#12</p>	1, 2, 3, 8, 9, 10	Campus Administration Classroom teacher Migrant Teacher	<p>Formative: Pre test/Post Test results</p> <p>Summative: STAAR results-Migrant students will increase achievement on STAAR Phase II passing standard by 5% Increased promotion rates</p>				
<p>Funding Sources: Title I-C (Migrant) - \$10756.00</p>							
<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>5) Parents of migrant PK, kinder, 1st and 2nd grade students will be provided with awareness sessions in order to illustrate how to academically support their children more effectively.</p> <p>Population: Migrant PK-2nd grade students</p> <p>Timeline: August 2016-June 2017 (Every 2 weeks)</p> <p>CNA pg# 13</p>	1, 4, 6, 9, 10	Principal Parent Liaison Pk-2nd grade teachers	<p>Formative: Parent sign in logs, Agendas</p> <p>Summative: BOY/MOY/EOY data Promotion rates</p>				

<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>6) The academic progress of 1st grade students will be monitored to ensure success grade level completion and ultimately secure promotion to 2nd grade.</p> <p>Population: 1st Grade Migrant students</p> <p>Timeline: August 2016-June 2017 Every 3 weeks</p> <p>CNA pg # 7-9</p>	1, 9, 10	Principal Dean of Instruction TLI Teacher Specialist 1st and 2nd grade teachers	<p>Formative: Lesson plans, Progress monitoring reports, BOY/MOY data</p> <p>Summative: Increase promotion rate, Decrease retention rate, EOY data</p>				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>7) Aiken Elementary migrant students will have an equal opportunity to attend the school district's summer school programs to ensure promotion if needed or to participate in the enrichment migrant summer program.</p> <p>Population: Migrant students</p> <p>Timeline: Summer 2017</p> <p>CNA pg # 7-9</p>	1, 8, 9, 10	Principal Dean of Instruction Homeroom teacher	<p>Formative: Summer school attendance logs</p> <p>Summative: At least 50% of eligible Migrant students will be promoted to the next grade level.</p>				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>8) Extended day tutorial sessions will be held for migrant students at Aiken due a documented need for supplemental academic support in the core subjects in order to ensure that migrant students have the same opportunity to meet academic challenges as non-migrant students.</p> <p>Population: Migrant Students</p> <p>Timeline: November 2016-April 2017 twice a week</p> <p>CNA pg# 12</p>	1, 8, 9, 10	Principal Dean Of Instruction Tutorial Teachers 2nd-5th grade teachers Migrant Teacher	<p>Formative: Tutorial Lesson Plans, Supplemental duty paid time sheets, Attendance roster for tutorials</p> <p>Summative: Increase in promotion rates and Test performance on STAAR</p>				

<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>9) In order to increase awareness of migrant student needs, Aiken Campus faculty and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students.</p> <p>Population: Migrant students</p> <p>Timeline: August 2016-June 2017 As needed</p> <p>CNA pg# 10</p>	1, 10	Administration Migrant funded teacher	<p>Formative: PEIMS migrant information, Agenda, Sign in sheets</p> <p>Summative: Promotion rate-At least 50% of eligible Migrant students will be promoted to next grade level.</p>				
<p align="center">Critical Success Factors CSF 2</p> <p>10) A survey will be used to evaluate the effectiveness of the Migrant Education Program so that pertinent and appropriate adjustments can be made to better serve migrant students.</p> <p>Population: Migrant Students</p> <p>Timeline: May 2017 EOY survey</p> <p>CNA pg# 13</p>	1, 10	Administration Migrant teacher	<p>Formative: EOY Survey</p> <p>Summative: Promotion rate-At least 50% of eligible migrant students will be promoted to next grade level.</p>				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							






Goal 8: Our vision for technology is to have all district stakeholders involved in the teaching and learning process seamlessly integrate technology to make informed decisions and advance student achievement and technology literacy to encourage and support creative, innovative, lifelong learning.

Performance Objective 1: 100% of all Students At Aiken Elementary will be technologically literate by the time they leave 5th grade.

Summative Evaluation: Texas Star Chart results

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>1) Aiken will increase accessibility for all students in technology based instruction across all subject areas and students will be taught the technology TEKS in order to complete classroom assignments and promote critical thinking skills. The students will also develop projects that foster creativity, innovation, communication, collaboration, information fluency and digital citizenship in all content areas.</p> <p>Population: TI MI LEP SE AR GT DYS All Students</p> <p>Timeline: August 2016-June 2017</p> <p>CNA p#15</p>	1, 2	Principal Dean of Instruction All teachers	<p>Formative: Log in sheets, program reports, Lesson Plans</p> <p>Summative: STAR Chart</p>				

<p style="text-align: center;">Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7</p> <p>2) Complete an annual School Technology and Readiness (STaR) chart to assess technology proficiency and implementation along with identifying goals, software and technology needs.</p> <p>Population: All Teachers</p> <p>Timeline: August 2016-June 2017 (as needed)</p> <p>CNA p#15</p>	<p>1, 2, 8, 10</p>	<p>Principal All Teachers</p>	<p>Formative: technology and software updates</p> <p>Summative: Upgrading of technology based on Star Chart needs</p>				
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<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) Students will participate in scheduled computer lab instructional time with the following programs:</p> <p>AR</p> <p>Living with science</p> <p>Edusmart</p> <p>Brain Pop</p> <p>Think Through Math</p> <p>Mind Play</p> <p>I-Station</p> <p>Population: TI M1 LEP PD NL SE AR GT DYS All Students</p> <p>Timeline: August 2016-June 2017</p> <p>CNA p#15</p>	<p>1, 2, 8, 9, 10</p>	<p>Principal</p> <p>Pk-5th grade teachers</p> <p>Dean of Instruction</p>	<p>Formative: Computer lab schedules, Program reports</p> <p>Summative: EOY final program reports of usage/The use of technology will increase in the classroom.</p>				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Utilize research-based instructional resources and targeted interventions at Aiken, including supplemental teaching materials, projectors, supplies and incentives (whiteboard), duplicating workbooks/homework, to ensure that all students are prepared to meet the demands of standardized assessments (local, state, national) STAAR resource materials district approved software Living with Science/Edusmart Tango Central/Tango Trends Review 360 6+1 Traits writing Early Childhood resources and CIRCLE RTI 3 Tier Model TLI Routines and Strategies Population: TI M1 LEP SE AR GT DYS Timeline: August 2016-June 2017 (Daily) CNA p#12
1	1	2	Improve instruction for all students including ELL, Special Education, At-Risk and economically disadvantaged students by providing teacher focused learning opportunities such as collaborative strategy based meetings, research anchored professional development that supports reading comprehension (oral language skills that increase listening/speaking and reading/writing proficiencies) and intervention strategies based on student performance data to close the achievement gap and demonstrate progress. Population: TI M1 LEP SE AR GT DYS Timeline: August 2016-June 2017 (every six weeks) CNA p#12
1	1	3	Provide teachers with the necessary support, including appropriate research-based strategies, to implement the district initiatives to meet the needs of the students and ensure their success. Science Fair Spelling Bee Review 360 6+1 Traits Balanced Literacy Model Tango Central/Tango Trends Living with Science/Edusmart Brownsville Kids Vote ECH symposium TLI Routines/Strategies HEB Read 3 ELA Summit Inclusion/Co-planning SIOP/ELPS Bilingual Model ELL Portfolio Population: TI M1 LEP SE AR GT DYS Timeline: August 2016-June 2017 (Daily) CNA p#12
1	1	4	Provide annual Response to Intervention (RTI) training for campus staff to implement intervention through the RTI Tier 3 Model in order to support student academic growth and success. Population: TI M1 LEP SE AR GT DYS Timeline: August 2016-June 2017 (Every 6-8 Weeks) CNA p#7-9
1	1	5	Utilize instructional technology by modeling within the context of instruction in core curriculum areas by using a variety of technology equipment (computer labs, interactive boards, document cameras, tablets, clickers, graphing calculators, hardware and software, etc.) in order to differentiate instruction and meet accommodations. LCD Projectors will be mounted on the ceiling to maximize classroom space and allow visual access to all students in the room. Project share TSLP courses and e-portfolios will further develop the professional Population: TI M1 LEP SE AR GT DYS Timeline: July 2016-June 2017 (as per lab rotation schedule, Daily) CNA p#15
1	1	9	Special Programs will fund the following activities and personnel under Title II-A: Class Size Reduction Teachers (CSR) Professional Development Stipends for teachers in certified areas of need Population: TI M1 LEP SE AR GT DYS Timeline: August 2016-June 2017 CNA p#11
1	1	10	The LPAC will be monitoring the language acquisition of students in order to ensure student progress. Population: TI M1 LEP SE AR GT DYS Timeline: August 2016-June 2017 CNA p#7-9

Goal	Objective	Strategy	Description
1	1	12	Teachers will be involved in academic assessment decisions by being trained on data analysis using TANGO software. They will also have grade level meetings every Tuesday to ensure that all teacher input is shared and the proper information is given to them. Population: All Teachers Timeline: August 2016-June 2017 CNA pg# 9, 14
3	1	1	Accelerated instruction in the foundation curriculum will be provided during extended day, week and/or year tutorial programs in order to improve at-risk student achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. Population: TI M1 LEP SE AR DYS Timeline: September 2016-April 2017 (twice a week) CNA p#7-9
3	1	2	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, graduation rate, completion rate, and decrease the retention rate and dropout rate. Identification of at-risk students via state and local criteria Identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act Population: TI M1 LEP AR DYS Timeline: August 2016-June 2017 CNA p#7-9
3	1	4	The Dean of Instruction will conduct staff development on instructional strategies and provide teacher support to individual/groups in need of assistance in order to meet the needs of at-risk students. Population: TI M1 LEP AR DYS Timeline: August 2016-June 2017 CNA p#7-9, 12
3	1	7	Provide computer-based instruction in the foundation curriculum and adaptive-assisted devices in order to improve at-risk student achievement, attendance, and decrease the retention rate. Population: TI M1 LEP AR DYS Timeline: August 2016-June 2017 CNA p#15

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Utilize research-based instructional resources and targeted interventions at Aiken, including supplemental teaching materials, projectors, supplies and incentives (whiteboard), duplicating workbooks/homework, to ensure that all students are prepared to meet the demands of standardized assessments (local, state, national) STAAR resource materials district approved software Living with Science/Edusmart Tango Central/Tango Trends Review 360 6+1 Traits writing Early Childhood resources and CIRCLE RTI 3 Tier Model TLI Routines and Strategies Population: TI M1 LEP SE AR GT DYS Timeline: August 2016-June 2017 (Daily) CNA p#12
1	1	2	Improve instruction for all students including ELL, Special Education, At-Risk and economically disadvantaged students by providing teacher focused learning opportunities such as collaborative strategy based meetings, research anchored professional development that supports reading comprehension (oral language skills that increase listening/speaking and reading/writing proficiencies) and intervention strategies based on student performance data to close the achievement gap and demonstrate progress. Population: TI M1 LEP SE AR GT DYS Timeline: August 2016-June 2017 (every six weeks) CNA p#12
1	1	3	Provide teachers with the necessary support, including appropriate research-based strategies, to implement the district initiatives to meet the needs of the students and ensure their success. Science Fair Spelling Bee Review 360 6+1 Traits Balanced Literacy Model Tango Central/Tango Trends Living with Science/Edusmart Brownsville Kids Vote ECH symposium TLI Routines/Strategies HEB Read 3 ELA Summit Inclusion/Co-planning SIOP/ELPS Bilingual Model ELL Portfolio Population: TI M1 LEP SE AR GT DYS Timeline: August 2016-June 2017 (Daily) CNA p#12
1	1	4	Provide annual Response to Intervention (RTI) training for campus staff to implement intervention through the RTI Tier 3 Model in order to support student academic growth and success. Population: TI M1 LEP SE AR GT DYS Timeline: August 2016-June 2017 (Every 6-8 Weeks) CNA p#7-9
1	1	5	Utilize instructional technology by modeling within the context of instruction in core curriculum areas by using a variety of technology equipment (computer labs, interactive boards, document cameras, tablets, clickers, graphing calculators, hardware and software, etc.) in order to differentiate instruction and meet accommodations. LCD Projectors will be mounted on the ceiling to maximize classroom space and allow visual access to all students in the room. Project share TSLP courses and e-portfolios will further develop the professional Population: TI M1 LEP SE AR GT DYS Timeline: July 2016-June 2017 (as per lab rotation schedule, Daily) CNA p#15
1	1	9	Special Programs will fund the following activities and personnel under Title II-A: Class Size Reduction Teachers (CSR) Professional Development Stipends for teachers in certified areas of need Population: TI M1 LEP SE AR GT DYS Timeline: August 2016-June 2017 CNA p#11
1	1	12	Teachers will be involved in academic assessment decisions by being trained on data analysis using TANGO software. They will also have grade level meetings every Tuesday to ensure that all teacher input is shared and the proper information is given to them. Population: All Teachers Timeline: August 2016-June 2017 CNA pg# 9, 14

Goal	Objective	Strategy	Description
3	1	1	Accelerated instruction in the foundation curriculum will be provided during extended day, week and/or year tutorial programs in order to improve at-risk student achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. Population: TI M1 LEP SE AR DYS Timeline: September 2016-April 2017 (twice a week) CNA p#7-9
3	1	7	Provide computer-based instruction in the foundation curriculum and adaptive-assisted devices in order to improve at-risk student achievement, attendance, and decrease the retention rate. Population: TI M1 LEP AR DYS Timeline: August 2016-June 2017 CNA p#15

State Compensatory

Budget for Aiken Elementary :

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
162-11-6118-00-133-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	\$34,442.00
162-11-6118-00-133-Y-30-SSI-Y	6118 Extra Duty Stipend - Locally Defined	\$10,487.00
162-11-6119-00-133-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$0.00
162-13-6119-31-133-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$0.00
6100 Subtotal:		\$44,929.00
6200 Professional and Contracted Services		
162-11-6249-00-133-Y-30-LWS-Y	6249 Contracted Maintenance & Repair	\$1,400.00
6200 Subtotal:		\$1,400.00
6300 Supplies and Services		
161-11-6396-00-133-Y-30-000-Y	6396 Supplies and Materials - Locally Defined	\$2,810.00
162-11-6399-00-133-Y-30-000-Y	6399 General Supplies	\$12,286.00
6300 Subtotal:		\$15,096.00

Personnel for Aiken Elementary :

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alejandra Chanes	Pre-Kinder Teacher	State Compensatory	0.500
Brenda Lugo Jasso	Dean of Instruction	State Compensatory	1.000
Erika Flores	Pre-Kinder Teacher	State Compensatory	0.500
Maria Schuetze	Pre-Kinder Teacher	State Compensatory	0.500
Virginia Hernandez	Pre-Kinder Teacher	State Compensatory	0.500

Title I

Schoolwide Program Plan

Federal requirements for campus planning mandate that schools develop a school wide program plan that includes all of the ten required components. The following ten components of a school wide program are embedded within the campus improvement plan and its activities.

Aiken Elementary School uses its Title I, State Compensatory and other funds to upgrade the entire instructional program by implementing school-wide programs as authorized under the provisions of Public Law 107-110, Section 1114.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

The Site-Based Decision-Making (SBDM) Committee conducted a comprehensive needs assessment (CNA) over a period of one year to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on the CNA, the committee decided to concentrate on improving the passing rate of all students and student groups including Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on state assessments. The goal is to have 90 percent of all students and all student groups passing all parts of state mandated assessments for the 2014-2015 school year and to increase the commended performance level in all content areas. In addition, TELPAS scores and the AMAO's must be increased as well. (1.1.1; 1.1.2; 1.1.4; 1.1.6; 1.1.7; 1.1.8; 1.1.9; 1.1.10; 2.1.1; 2.1.2; 3.1.5; 4.1.1; 4.1.2; 4.1.3; 5.1.1; 5.1.2; 5.1.3; 5.1.4; 6.1.1; 6.1.2; 7.1.1; 7.1.2; 7.1.3; 7.1.4; 7.1.5; 8.1.1; 8.1.2; 8.1.3; 8.1.4; 8.1.5; 8.1.6; 8.1.7; 8.1.8; 8.1.9; 8.1.10; 9.1.1; 9.1.2; 9.1.3; 9.1.4)

2: Schoolwide Reform Strategies

To accomplish these objectives, the staff will use the budgeted funds to implement school-wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of academic performance, use effective methods and instructional strategies that are established on scientifically based research that (1) strengthen the core academic program; (2) Tutorials - increase the amount and quality of learning time, including the funding of an after-school tutorial/ summer school/ enrichment program, for students who are At-Risk and in need of continuity in their instructional program to be successful in the succeeding school year; (3) include strategies for meeting the educational needs of historically underserved populations; (4) RTI - include strategies to address the needs of all children in school, particularly the needs of low-achieving students, At-Risk, or not meeting the State student academic achievement standards; (5) address how the school will determine if such needs have been met; and (6) are consistent with and are designed to implement the State and local improvements plans. (1.1.1; 1.1.2; 1.1.3; 1.1.4; 1.1.5; 1.1.6; 1.1.7; 1.1.8; 1.1.9; 1.1.10; 2.1.1; 2.1.2; 3.1.1; 3.1.5; 3.1.7; 4.1.2; 4.1.3; 5.1.1; 5.1.3; 6.1.1; 7.1.1; 7.1.2; 7.1.3; 7.1.4; 7.1.5; 8.1.1; 8.1.2; 8.1.3; 8.1.4; 9.1.1; 9.1.2; 9.1.3; 9.1.4)

3: Instruction by highly qualified professional teachers

Highly-qualified teachers will carry out the instructional program. Only teachers who are certified and who have met state testing requirements to teach the subjects/grade levels to which they are assigned will be hired by the school. In emergency situations, the school will consider teachers who have alternative certification. In addition to appropriate certification, teachers will be sought who are experienced and have been successful in previous assignments. (1.1.1; 1.1.2; 1.1.3; 1.1.7; 1.1.8; 1.1.9; 2.1.2; 3.1.1; 3.1.5; 3.1.6; 6.1.2; 7.1.5; 8.1.1; 8.1.3; 8.1.4)

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

The school will provide access to high-quality ongoing professional development throughout the school year for all staff including teachers, principals, and paraprofessionals. Professional development activities will be geared to individual teachers' specialties, along with any other identified needs as determined through the staff, student and parent needs assessment surveys, administration classroom observations and evaluations, and/or district identified needs. Professional development will be conducted both at the school and the education service center as well as district conferences and workshops which will be intensive and sustained. Professional development will be in the areas of Reading, Math, Writing and Science for the STAAR assessment, TELPAS requirements and interventions, RTI interventions, and Differentiated Instruction for all students. (1.1.1; 1.1.2; 1.1.3; 1.1.4; 1.1.6; 1.1.7; 1.1.8; 1.1.9; 2.1.2; 3.1.2; 3.1.4; 4.1.2; 5.1.2; 6.1.2; 7.1.5; 8.1.5)

5: Strategies to attract highly qualified teachers

Strategies to attract high-quality teachers to high needs schools will include selection of teachers from the District's and Region I's efforts to recruit teachers from out of valley and state, paying stipends for attainment of a Master's Degree, and paying stipends for bilingual, grade level chairs and supplemental extra duty stipends. (1.1.3; 1.1.7; 1.1.8; 1.1.9; 2.1.2; 7.1.5)

6: Strategies to increase parental involvement

Title I, Part A Funds will be used to partially finance strategies to increase parental involvement at the school including the parent workroom and to purchase special materials used in the parent volunteer program. Parent education will be provided to parents by the campus parent liaison as well as the District's Parental involvement Center. Parent training on how to help their students be successful at home, learning English, discipline management, and parenting skills will be provided to those parents who want to better meet the rigors of parenting. (1.1.7; 4.1.1; 4.1.2; 5.1.1; 7.1.1; 7.1.2; 7.1.3; 7.1.4; 7.1.5; 8.1.5)

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

An orientation for preschool children from Head Start to assist with the transition to PK program will be held annually in the spring and for 5th grade students and their parents to assist with the transition into middle school.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Teachers will be included in decisions regarding the use and selection of academic assessments to measure student performance. Teachers will use data obtained from state assessments as well as other instruments, including but not limited to the SELP, TELPAS, and benchmark tests, to implement new instructional strategies, modify existing strategies and/or discontinue existing strategies to better address student needs as determined by use of these instruments. (1.1.1; 1.1.2; 1.1.3; 1.1.5; 1.1.8; 1.1.10; 8.1.4; 8.1.7; 8.1.8; 9.1.2; 9.1.3)

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Students experiencing difficulty in mastering the TEKS will be provided effective, timely additional assistance. All teachers will closely monitor all students' performance based on daily exercises and periodic tests. Students not mastering the objectives will be provided additional assistance in the after school tutorial program and/or enrichment courses based on his/her individual needs. RTI's will be reviewed and updated to maintain growth. Remediation will be on a weekly basis dependent on fluency and progress monitoring scores. (1.1.1; 1.1.2; 1.1.7; 1.1.8; 2.1.1; 3.1.1; 3.1.5; 3.1.7; 4.1.1; 7.1.5; 8.1.2; 8.1.3; 8.1.4; 8.1.5; 8.1.6; 8.1.7; 8.1.8; 9.1.3; 9.1.4)

10: Coordination and integration of federal, state and local services and programs

The school will coordinate and integrate federal, state, and local programs and services to maximize the effectiveness of these resources. Several of the strategies being implemented are jointly funded with Special Services and Title I Funds, e.g., after school tutorial programs. Professional Development activities are also paid for from Title I, Parts A and Local Funds. Title I Funds along with Title III, State Comp (162), Bilingual (263), SSI (404) funds are used to purchase supplemental instructional materials, media, and library resources used to improve and enhance the overall instructional program. Funds are disbursed based on the campus and individual student needs of the campus.

In addition to those described above, Migrant Funds are used to identify and recruit children of migratory workers for supplemental services designed to reduce the educational disruptions and other problems that result from repeated moves. PFS Students are provided with additional supplemental services. Students are tutored and monitored by our Migrant Tutorial teacher twice a week to increase success in the classroom. Individual growth plans are revised every six weeks to address weaknesses and build on strengths.

Bilingual Funds are used to provide supplemental services to help ensure that children who are limited English proficient attain English language proficiency and develop high levels of academic attainment. Aiken will implement individualized instruction for ELL students incorporating the ELPS and LE in the reading instruction daily.

The campus will also continue to provide the state mandated State Compensatory Education Program through campus as well as District funded initiatives. At-Risk tutorials will be set up using a three tier afterschool tutorial program to assist students who are not progressing in the core areas. In addition, SCE funds will be utilized to provide supplemental instructional materials and computer-based resources for At-Risk students. The tiers will be inclusive and required in the daily schedule.

Special education funding provides supplemental services to eligible students as per Individuals with Disabilities Education Act (IDEA) identification

requirements. In order to ensure a free and appropriate public education (FAPE) in a least restrictive environment (LRE), children who qualify for special education must receive services in accordance with a properly developed Individualized Education Program (IEP) as per federal and state special education guidelines. In addition, all Admission, Review, and Dismissal (ARD) committees will adhere to the policies and procedures outlined by the Texas Education Agency (TEA) in the ARD Committee Decision-Making Process for the Texas Assessment Program Manual and A Guide to the Admission, Review and Dismissal Process. Strategies that will be implemented are SIOP, RTI Interventions, and BI interventions. (1.1.1; 1.1.2; 1.1.3; 1.1.5; 1.1.6; 1.1.7; 1.1.8; 1.1.10; 2.1.1; 3.1.3; 3.1.4; 3.1.5; 3.1.6; 4.1.1; 4.1.2; 4.1.3; 5.1.2; 5.1.3; 5.1.4; 6.1.2; 7.1.1; 7.1.2; 7.1.4; 7.1.5; 8.1.1; 8.1.2; 8.1.3; 8.1.4; 8.1.5; 8.1.6; 8.1.7; 8.1.8; 8.1.9; 8.1.10; 9.1.2; 9.1.3; 9.1.4)

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alicia Garza	Three-year old teacher	3 year old program	1.0
Alicia Puente	Title I-A Pre-k Aide	Pre K	1.0
Alma Benavidez	Three-year old teacher	3 year old program	1.0
Angelita Guerrero	Parent Liaison	Parental Involvement	1.0
Delia Espino	Title I-A Pre-k Aide	Pre K	1.0
Elsa De La Rosa	Title I-A Pre-k Aide	Pre K	1.0
Maria R. Castillo	Title I-A Pre-k Aide	Pre K	1.0
Maria Victoria Garcia	Library Aide	Federal Programs Library	1.0
Nereida Meza	Nurse	Health services	.40
Rosalinda Ramos	Title I-A 3 year old Aide	3 year old program	1.0
Yolanda Martell	3 yr old Teacher Aide	3 year old program	1.0

2016-2017 Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Dora Fasci Marquez	Principal
Classroom Teacher	Marta Cantu	Kinder Teacher
Classroom Teacher	Alicia Garza	EE Teacher
Classroom Teacher	Mary Gonzalez	Art Teacher
Classroom Teacher	Esther Guerra	Third Grade Teacher
Classroom Teacher	Roxy Najera	Special Education Teacher
Classroom Teacher	Maria R. Perez	Second Grade Teacher
Classroom Teacher	Yadira Puente	Fifth Grade Teacher
Classroom Teacher	Lorinda Ramirez	First grade Teacher
Classroom Teacher	Maria Schuetze	Pk Teacher
Classroom Teacher	Eriselda Yanez	Fourth Grade Teacher
District-level Professional	Dahlia Castro	Math Curriculum Specialist
Non-classroom Professional	Marina Howard	Counselor
Non-classroom Professional	Ana Villalon	Librarian
Paraprofessional	Angelita Guerrero	Parent Liaison
Parent	Norma Caraveo	Parent
Parent	Maria T. Gallegos	Parent
Student	Eileen Flores	Student

Campus Funding Summary

Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplies/Materials (Dyslexia)	199-11-6399-00-133-Y-11-054-Y	\$0.00
1	1	1	Supplies/Materials (G/T)	199-11-6399-00-133-Y-21-000-Y	\$920.00
1	1	1	Copy Paper	199-11-6396-00-133-Y-11-000-Y	\$2,500.00
1	1	1	General Supplies	199-11-6399-00-133-Y-11-000-Y	\$3,000.00
1	1	6	Supplies/Materials for PE/CATCH	199-11-6399-51-133-Y-11-000-Y	\$800.00
2	1	1	Reading Materials (library)	199-12-6325-42-133-Y-99-000-Y	\$400.00
2	1	1	General Supplies (Art)	199-11-6399-57-133-Y-11-000-Y	\$790.00
2	1	1	General Supplies (Music)	199-11-6399-50-133-Y-11-000-Y	\$790.00
2	1	3	Chess (Travel)	199-36-6412-24-133-Y-99-021-Y	\$150.00
2	1	3	Chess Fees	199-36-6497-24-133-Y-99-021-Y	\$2,100.00
4	1	3	Incentives (Local)	199-11-6498-00-133-Y-11-000-Y	\$3,000.00
4	1	3	Incentives (function 23)	199-23-64-98-00-133-Y99-0-00-Y	\$2,500.00
4	1	3	Light refreshments/snacks	199-13-6499-53-133-Y-11-000-Y	\$2,000.00
5	1	3	Supplies (counselors)	199-31-6399-00-133-Y-99-000-Y	\$300.00
5	1	3	Supplies (counselors)	199-31-6399-00-133-Y-99-032-Y	\$100.00
5	1	4	Nurse 60% Local	199-33-6119-00-133-Y-99-033-Y	\$26,825.00
5	1	4	Health services (Supplies)	199-33-6399-00-133-Y-99-000-Y	\$250.00
Sub-Total					\$46,425.00
Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplies/Materials (Function 11)	211-11-6399-00-133-Y-30-0F2-Y	\$63,852.00
1	1	1	Supplies/Materials (Function 11)	211-11-6398-00-133-Y-30-0F2-Y	\$6,540.00
1	1	1	General Supplies	211-11-6399-00-133-Y24-PFG-6	\$0.00
1	1	1	General Supplies	211-11-6399-00-133-Y24-PFG-Y	\$0.00

1	1	3	General Supplies	211-11-6399-00-133-Y-30-0F2-Y	\$1,000.00
1	1	5	Supplies and materials Software	211-11-6395-62-133-Y24-PFG-Y	\$0.00
1	1	7	Supplies/Materials (3 YR)	211-11-6399-00-133-Y-32-3YR-Y	\$1,250.00
1	1	8	Librarian Aide	211-12-6129-00-133-Y-30-0F2-Y	\$20,750.00
1	1	8	Pre K Paraprofessionals/Computer Lab Aide	211-11-6129-00-133-Y-30-0F2-Y	\$71,269.00
3	1	1	Extra Duty Tutorials	211-11-6118-00-133-Y-30-0F2-Y	\$4,000.00
3	1	2	Curriculum Writing	211-13-6118-00-133-Y-30-AYP-Y	\$5,000.00
3	1	2	Registration Fee (in district training)	211-13-6411-00-133-Y-30-AYP-Y	\$1,000.00
3	1	2	Substitutes	211-11-6112-00-133-Y-30-0F2-Y	\$1,150.00
3	1	6	Substitutes (3 Year Old Program)	211-13-6112-00-133-Y-32-3YR-Y	\$0.00
3	1	10	Extended Day Enrichment Program Extra Duty Pay	211-11-6118-00-133-Y-24-ASP-Y	\$23,330.00
3	1	11	Extended day enrichment program (Classified Staff)	211-11-6121-00-133-Y-24-ASP-Y	\$8,000.00
4	1	1	Travel (Parent Liaison)	211-61-6411-00-133-Y-30-0F2-Y	\$500.00
4	1	3	Incentives (Federal)	211-11-6498-00-133-Y-30-0F2-Y	\$5,000.00
5	1	4	Campus 40% salary nurse	211-33-6119-00-133-Y-30-0F2-Y	\$17,884.00
6	1	1	FTE-Parent Liasion	211-61-6129-00-133-Y-30-0F2-Y	\$24,639.00
6	1	2	General Supplies (Parental Involvement)	211-61-6399-00-133-Y-30-0F2-Y	\$2,000.00
6	1	4	Incentives-Parental Involvement	211-61-6498-00-133-Y-30-0F2-Y	\$150.00
6	1	5	Refreshments (Title I Meetings)	211-61-6499-53-133-Y-30-0F2-Y	\$500.00

Sub-Total \$257,814.00

State Compensatory

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	11	Reading Books/Materials	162-11-6329-00-133-Y30-TLX-Y	\$0.00
3	1	1	Extra duty pay	162-11-6118-00-133-Y-30-000-Y	\$30,071.00
3	1	1	Extra duty pay (SSI)	162-11-6118-00-133-Y-30-SSI-Y	\$9,154.00
3	1	1	General Supplies	162-11-6399-00-133-Y-30-000-Y	\$12,286.00
3	1	1	Supplies and Materials-Locally Defined (Paper)	161-11-6396-00-133-Y-30-000-Y	\$2,810.00
3	1	4	1 FTE (Dean of Instruction)	162-13-6119-31-133-Y-30-000-Y	\$54,983.00

3	1	6	2 FTEs (Pre K)	162-11-6119-00-133-Y-30-000-Y	\$0.00
3	1	7	Contracted Maintenance and Repair(Living with Science License Renewal)	162-11-6249-00-133-Y-30-LWS-Y	\$1,400.00
3	1	7	Contracted Maintenance and repair (LWS)	162-11-6249-62-133-Y-30-000-Y	\$1,400.00
3	1	10	Extended Day Enrichment Program Extra Duty Pay	162-116118-00-133-Y-30-ASP-Y	\$31,433.00
Sub-Total					\$143,537.00
State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplemental/Instructional Supplies	163-11-6399-00-133-Y25-000-Y	\$8,820.00
1	1	2	Substitute Teachers (Bilingual)	163-11-6112-00-133-Y-25-031-Y	\$0.00
1	1	5	Projectors	163-11-6398-00-133-Y-25-000-Y	\$2,180.00
Sub-Total					\$11,000.00
TLI					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	11	TLI (Other Supplies and Materials)	289-11-6399-00-133-Y-24-TL2-4	\$0.00
1	1	11	TLI (Reading Materials)	289-12-6329-00-133-Y-24-TL2-4	\$0.00
Sub-Total					\$0.00
Federal Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplemental/Instructional Supplies	263-11-6399-00-133-Y25-000-Y	\$8,384.00
1	1	5	Projectors	263-11-6398-00-199-Y-25-000-Y	\$2,616.00
3	1	2	Staff Development Supplies	263-13-6399-00-133-Y25-000-Y	\$0.00
Sub-Total					\$11,000.00
Title I-C (Migrant)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	2	Supplies (Migrant)	212-11-6399-00-133-Y-24-0F2-Y	\$1,040.00
7	1	4	Migrant Teacher Salary (0.25 FTE)	212-11-6119-00-133-Y-24-0F2-Y	\$10,756.00
Sub-Total					\$11,796.00

Title II-A (TPTR)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9	CSR Teacher	255-11-6119-01-133-Y-24-0D0-Y	\$56,947.00
Sub-Total					\$56,947.00
SPED					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	General Supplies (SPED-BI)	166-11-6399-00-133-Y-23-OP2-Y	\$390.00
1	1	3	General Supplies (Inclusion)	166-11-6399-00-133--Y-23-OP4-Y	\$770.00
1	1	3	General Supplies (Ink-Inclusion)	166-11-6399-62-133-Y-23-OP4-Y	\$420.00
1	1	3	General Supplies (Ink-SPED-BI)	166-11-6399-62-133-Y-23-OP2-Y	\$200.00
4	1	3	Incentives (SPED)	166-11-6498-00-133-Y-23-OP2-Y	\$600.00
Sub-Total					\$2,380.00
Grand Total					\$540,899.00