

Brownsville Independent School District

Breden Elementary

2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Reading/English Language Arts

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25% Closing Performance Gaps

Postsecondary Readiness



Mission Statement

Daniel Breeden Elementary is committed to the development of each child's academic, social and physical skills needed to become a productive citizen in our ever changing technological and global society.

Vision

All Daniel Breeden Elementary students will exceed the minimum academic standards to become college ready.

Value Statement

Brownsville Independent School District, rich in cultural 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

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens.

It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

- GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- Objective #1: Parents will be full partners with educators in the education of their children.
- Objective #2: Students will be encouraged and challenged to meet their full educational potential.
- Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
- Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
- Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
- Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

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Comprehensive Needs Assessment

Needs Assessment Overview

Breeden Elementary School is named for Daniel Breeden, the longest serving principal of Hanna High School. Breeden's career with Brownsville ISD began in 1957 as a math and social studies teacher at Cummings Intermediate School. He went on to serve as an associate principal at Brownsville High School under the late Dr. Arnulfo Oliveira. In 1974, Breeden became principal of the newly named Hanna High School. He remained at Hanna until his retirement in 1986 after completing 29 years of service to the district. Breeden was known and respected by thousands of former students and colleagues as an outstanding educator as well as a man of patience, understanding and consideration. Currently, _____ serves as the Principal of Breeden Elementary.

Breeden Elementary School is located in Brownsville, Texas and is one of thirty-seven elementary schools in Brownsville ISD. The campus was opened in 2012 and has a student population of approximately 720 students and serves students in grades PK through 5. According to the PEIMS Data Review of our campus profile, 98.4% of the student population is Hispanic, 99% are identified as Economically Disadvantaged and 65.98% are identified as At-Risk students. Many of our students are first generation Mexican immigrants, 40% are classified as Limited English Proficient and a majority is English/Spanish bilingual.

The students of Breeden Elementary School are recipients of a well-balanced curriculum. Courses are offered in every subject area (Reading, Language Arts: Spelling, English/ESL & Writing, Mathematics, Science, Social Studies, Physical Education, Health, Art, Music, Theatre Arts, Handwriting & Technology).

The instructional programs include academic core subjects at various levels, such as the Gifted and Talented, Special Education, Dyslexia, Bilingual/ESL, Title 1 Part A, and Economically Disadvantaged. All students are required to meet the passing standard of the four assessments which comprise the State of Texas Assessments of Academic Readiness (STAAR).

The current staff at Breeden Elementary School is comprised of 44 faculty members, 3 campus administrators, 1.5 counselors, 17 para-professionals, 1 librarian, 1 nurse, 1 diagnostician, 4 office staff, and 5 custodians. Breeden Elementary School staff is diverse with 98% Hispanic, and 2 % Caucasian. The teaching staff is also 20 % male and 80% female.

Breeden Elementary is committed to the following District Reform Strategies: Sustaining Texas Literacy Initiatives: BOY/MOY/EOY Data Analysis, Explicit Instruction (Routines/Strategies, Fluency, and Comprehension), and Academic Vocabulary, Sheltered English/Esperanza Instruction, CIRCLE/Owl Model, Response to Intervention Model, Accelerated Reader Program, Six Traits of Writing, Language Enrichment, and the Dyslexia Program.

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

The Site-Based Decision-Making (SBDM) Committee conducted a comprehensive needs assessment over a period of one year to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on the CNA, the committee decided to concentrate on improving the passing rate of all students and student groups including Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on state assessments. The goal is to have 90+ percent of all students and all student groups passing all parts of state mandated assessments for the 2016-2017 and to increase the commended performance level in all content areas. After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following areas of improvement will be addressed:

- Attain attendance rates through student motivational activities such as perfect attendance awards and prize drawings through "Believe in BISD". Also, in an effort to increase student attendance, teachers will be prepared to monitor attendance and know which action steps to take when students are not meeting attendance requirements. Migrant, At-Risk and all other student subgroups will be provided with supplemental supplies to increase their attendance rate.
- Tutorials will be provided to students that are demonstrating a need to improve. Migrant and At-Risk students will be provided with supplemental supplies as needed. Supplemental materials and/or software will be purchased to aid teachers in implementing the curriculum and recognition materials (i.e. trophies, plaques, etc.) will be purchased to recognize students' achievement (attendance or academic).
- Bullying and Safety Presentations for students will take place at the beginning of the school year to promote a safe, comfortable and learning environment and provide a school wide discipline behavior palen to decrease discipline issues.
- Allot time to work with teachers displaying weak instructional methods and who are in need of classroom management strategies.
- Provide teachers more Professional Development on differentiated instruction and more time for planning intervention instruction to meet STAAR standards for all student populations for the 2016-2017 school year.
- Promote a more active parental involvement by creating a school climate that support family/school involvement and invite parents to present talks and/or demonstrations about their specialized knowledge or skills .
- Increase formal and informal communication with parents, staff, and students.
- Technology will support classroom instruction and curriculum and provide more computer access for students in all classrooms

To accomplish these objectives, Breeden Elementary will provide opportunities for all children in meeting the State's proficient and advanced levels of academic performance, use effective methods and instructional strategies that are established on scientifically based research that (1) strengthen the core academic program; (2) increase the amount and quality of learning time, including the funding of an after-school tutorial/ summer school/ enrichment program, for students who are At-Risk and in need of continuity in their instructional program to be successful in the succeeding school year; (3) include strategies for meeting the educational needs of historically underserved populations; (4) 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.

Demographics

Demographics Summary

Breeden Elementary views demographic data on a daily basis. One of the main focuses of data is daily attendance and At-Risk student data. The attendance rate was 98.36% for all students during the 2015-2016 school year. Once attendance is taken on a daily basis, we view our average daily attendance to see if we met our attendance goals. Once we identify that we have not met our attendance goals, we make sure to call the parents of students who are absent and work to make sure absences are excused. If students are consistently absent, we make sure to conference with parents. We follow our district policy afterward. Once students are identified as At-Risk, administrators and teachers begin consistent progress monitoring to make sure students are academically successful. The retention rate was less than 2% for all students and 1% for At-Risk students. State Compensatory funds are allocated to provide additional tutorials and purchase additional instructional resources for At-Risk students to use to ensure academic success. Procedures for overseeing demographic concerns include verifying daily attendance and after-school tutorial attendance, allotting time for teacher and parent conferences, and purchasing additional resources.

Demographics Strengths

- Attendance Rate 98.36%
- Reports are Readily Available
- TIER II Interventions for Migrant, LEP and At-Risk students
- After-school Tutorials for all students including Migrant, LEP and At-Risk students
- Recognition of Perfect Attendance per six weeks and EOY Perfect Attendance trophies
- Communication procedures between home and school on students attendance

Demographics Needs

- Decrease At-Risk percentages by providing more academic support/interventions for students who are struggling academically
- Increase Reading, Math, Writing, and Science assessment scores amongst LEP and At-Risk students through the use of the core curriculum and additional resources and instructional materials
- Continue to increase student attendance
- Provide Migrant students with supplemental supplies to increase their attendance rate
- Conduct home visits and monitor student absences on a daily basis

Student Achievement

Student Achievement Summary

Critical to the academic success of Breeden Elementary is the disaggregation of students' assessment data. Data is disaggregated consistently to identify the areas needing improvement such as meeting state student expectation and TEKS mastery. Data is disaggregated on a weekly basis through the analysis of progress monitoring, student grades, percentages of students on an RTI plan, TPRI/TEJAS LEE beginning, middle, and end of year, end of unit tests, and district/campus progress monitoring assessments. Administrators and teachers look at students' scores and break down the test objectives to identify strengths and weaknesses. Once weaknesses are identified, teachers plan instruction accordingly to target the weaknesses. If needed, teachers plan for intervention instruction. The Data Team, SBDM and grade level teachers throughout the year meet to disaggregate assessment data and discuss campus needs.

2015-2016 STAAR Summary of 3rd -5th Grades Tested (All Students)

| STAAR Test | All Students | Economically Disadvantaged | Title I Part A | Migrant | LEP | Bilingual | Special Education | Gifted and Talented | At-Risk |
|-------------------------|--------------|----------------------------|----------------|---------|-----|-----------|-------------------|---------------------|---------|
| 3 rd Reading | 87 | 87 | 87 | --- | 81 | 81 | 20 | 100 | 80 |
| 3 rd Math | 91 | 93 | 91 | --- | 88 | 88 | 20 | 100 | 88 |
| 4 th Reading | 87 | 88 | 88 | --- | 81 | 82 | 14 | 100 | 73 |
| 4 th Math | 80 | 79 | 79 | --- | 75 | 73 | - | 100 | 62 |
| 4 th Writing | 77 | 77 | 77 | --- | 60 | 59 | - | 100 | 54 |
| 5 th Reading | 93 | 92 | 92 | 93 | 86 | 86 | 57 | 100 | 83 |
| 5 th Math | 98 | 98 | 98 | --- | 100 | 100 | 86 | 100 | 95 |
| 5 th Science | 91 | 91 | 91 | --- | 95 | 95 | 71 | 100 | 75 |

2015-2016 TELPAS Summary (Composite Rating):

| Listening, Speaking, Reading, Writing | Kindergarten | 1 st Grade | 2 nd Grade | 3 rd Grade | 4 th Grade | 5 th Grade |
|---------------------------------------|--------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Beginning | 39% | 21% | 2% | 0% | 5% | 5% |
| Intermediate | 40% | 35% | 25% | 12% | 10% | 5% |
| Advanced | 16% | 29% | 46% | 35% | 38% | 18% |
| Advanced High | 5% | 15% | 28% | 54% | 48% | 73% |

Student Achievement Strengths

- Strong STAAR Reading, Math, Writing, Science Scores (Met Distinction Designations in ELA/Reading, Mathematics, and Science for 2015-2016)
- Met Top 25% in Closing Performance Gaps and Postsecondary Readiness Distinction Designation for 2015-2016
- Progress Monitoring Assessments (Campus and District) and State test results (STAAR, TELPAS) are used to improve instruction
- Vertical and Horizontal Alignment Meetings and Discussion to increase Reading, Math, Writing, and Science scores in all grade levels
- Provide tutorials and summer school to students that are demonstrating a need to improve in Reading, Math, Writing, and Science
- Provide TIER II Interventions to students that are demonstrating a need to improve in Reading
- Teachers consistently hold high academic expectations for all students
- Met AYP Status
- Strong Progress Monitoring Assessments
- TELPAS/AMAO Progress and Attainment
- Recognition materials (certificates per six weeks and trophies at end-of-year) to recognize students' academic achievement

Student Achievement Needs

- Provide teachers with additional instructional materials and supplies
- Increase Fluency and Comprehension in all grade levels
- Promote higher academic standards for all students

School Culture and Climate

School Culture and Climate Summary

The campus critically analyzes the school culture and climate to ensure that students are being provided with a safe and disciplined environment conducive to student learning. Administrators and teachers meet on a weekly basis to discuss matters related to providing and positive school culture and climate. The SBDM representatives bring issues and concerns to the monthly meetings. Campus long range plans, policies and procedures, and safety issues are communicated to both parents and community members to assist the campus in providing a positive culture and climate. Parents are strongly encouraged to get involved in volunteering opportunities that will assist their child's education. Issues are reviewed and discussed through consistent dialogue and both administrators and teachers create a plan to improve issues that affect School Culture and Climate.

School Culture and Climate Strengths

- Grade Level, Faculty, and SBDM Meetings with School Administration (Principal, Dean of Instruction, and Assistant-Principal)
- Parental Involvement Meetings
- Administrative support to teachers
- An atmosphere of trust and mutual respect between administration/staff, student/staff, students/administration is evident
- Campus facilities are well maintained, kept clean, and are adequate for the size of our student population
- During teacher preparation days, time is spent strictly for classroom/instructional preparation purposes
- Campus Teacher Appreciation Week
- Counselors address students needs in the following areas: academic or personal problems, career day, classroom presentations, and speakers
- Bullying, Safety, and Drug/Alcohol Prevention presentations to promote a safe, comfortable and learning environment
- Nurse involvement on Health Presentations to students
- Student participation in UIL, College Awareness, Extended Day, and After-school Activities

School Culture and Climate Needs

- Decrease discipline issues through the use of a school-wide discipline behavior plan (Review 360) and Emergency Operation Plan
- Additional instructional resources, materials, and supplies will be purchased as needed for instructional use
- Promote school uniforms
- Promote additional after-school extra-curricular activities

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The campus uses a hiring committee composed of administrators and teachers to make hiring determinations. A record of how applicants interviewed and an evaluation instrument is used to document applicant responses and administrators' and teachers' feedback on the applicants. Teacher performance records are kept by the school principal. Novice teachers are provided a grade-level mentor and an administrative mentor so that they have success in their profession.

Staff Quality, Recruitment, and Retention Strengths

- Teachers involved in the Hiring Process
- Highly Qualified Teachers
- Bilingual Certified Teachers
- GT Trained Teachers
- Strong CSR teacher in 5th grade
- Highly Qualified Para-Professionals
- Highly Qualified Administrators
- Teacher Evaluation Process helps improve teacher's ability to fulfill their job assignment
- Teacher Awareness of student needs

Staff Quality, Recruitment, and Retention Needs

- Allow time to work with teachers displaying weak instructional methods and/or in need of classroom management
- Additional innovative resources and instructional supplies and materials will be purchased to strengthen the rigor of the curriculum
- Professional Development will be targeted to meet the needs of the campus
- Administration and teachers will meet to strengthen the delivery of instruction
- Increase new teacher retention and provide them with additional resources to meet their classroom needs

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Curriculum, Instruction, and Assessment are one of most important aspects of the campus. Everyday decisions are made regarding Curriculum, Instruction, and Assessment. Breeden implements district curriculum initiatives and assessments as required by the state of Texas. Breeden bases all of its instruction from the Texas Essential Knowledge and Skill (TEKS) and prepares students for state assessments. In doing this process, Breeden Administrators and teachers plan lessons consistently. Administrators provide teachers with instructional resources and professional development opportunities. Breeden Administrators and grade-level lead teachers guide and mentor new teachers. When new curricula are introduced, Breeden allots time for teachers to dissect and explore its contents and plan for instruction. Planning for instruction and intervention is done as a whole through vertical and horizontal alignment. Collaboration is encouraged so that teachers learn from one another.

Curriculum, Instruction, and Assessment Strengths

- Knowledge of Curriculum Frameworks
- Knowledge of TEKS and State Assessment Requirements and Expectations
- Knowledge of STAAR Blueprints
- Knowledge of Readiness and Supporting Standards
- Reached "Met Standard" status by implementing all district and campus goals and objectives
- Implementation of district instructional frameworks
- The library maintains an adequate inventory of books and resources that support classroom instruction and provides adequate student services to assist them with academic projects
- Support interventions through after-school tutorials and summer school
- Staff Development that provides the knowledge, skills and strategies necessary to improve instruction
- Attend all district and campus staff development throughout the school year (POC and TOT)
- Knowledge in monitoring the academic progress of all students (Data Meetings between Administration and teachers)
- Teacher Fidelity

Curriculum, Instruction, and Assessment Needs

- Additional professional development in the areas of Reading, Math, Writing, and Science to increase percentages on all STAAR Tests
- Increase English language proficiency for ELL through the use of ELPS, LE, and additional instructional materials
- Attend conferences/workshops to become knowledgeable in STAAR requirements and expectations

- Increase TELPAS rating percentages
- Increase adequate field trips that promote learning and enrichment so that the visits/trips connect to classroom curricula in any or all subjects during actual time of the lesson
- Decrease the use of worksheets or handouts as tools for learning and increase class projects, class discussions, and interesting ways to promote student learning
- Increase Technology Training and Application

Family and Community Involvement

Family and Community Involvement Summary

Breeden Elementary is committed to involving parents and community members to be involved in students' education. A parental involvement survey was passed out and the SBDM committee analyzed the answers to determine decisions for the school year. The parent liaison compiles data on parental participation attendance and meeting agendas for the SBDM committee. With that information, the SBDM determines campus needs. In order to increase parental involvement attendance rates, parent and community member volunteer opportunities are available throughout the school year.

Family and Community Involvement Strengths

- Parent Center/Parent Liaison
- Parent participation in school events
- Participation in meetings and trainings
- Parents work on instructional materials for teachers
- Feedback given from parents regarding school needs through surveys
- Administration and teacher readily available to parents (parent conferences)
- Parent are knowledgeable of the different programs and services provided by this campus
- Regular communication with parents through weekly folders of student work/homework and worksheets containing activities students and families can do together.
- School participation in different community functions throughout the school year

Family and Community Involvement Needs

- More active parent participation in students' academic needs through parent contact logs (Parent/School communication)
- Increase % of Parent Surveys participation
- Increase Parent attendance at campus bi-weekly meetings and Title I Parent meeting by providing more invitations via flyers and School Messenger
- Increase the number of Parent Volunteers
- Decrease percent of home visits due to student attendance
- Increase student functions (student performances) for parents to attend

School Context and Organization

School Context and Organization Summary

Breeden Elementary analyzes the school context and organization by looking at how school processes, structures, decision-making, and overall leadership positively affect classroom instruction. It is important to have systems in place so that there is not much inference or distractions from classroom instruction.

School Context and Organization Strengths

- Consistent Administrative Monitoring
- Administrator Guided Meetings
- Able to change and reorganize systems to accommodate students' needs
- Decision-Making by all Stakeholders
- An established master schedule that ensures that students receive the appropriate grade level subjects and instruction
- Vertical Alignment meetings are held once per semester and Horizontal meetings are held every two weeks to enhance the instructional methods necessary to build the academic rigor for the STAAR Assessments

School Context and Organization Needs

- Increase formal and informal communication with parents, staff, and students
- Increase student participation on various after-school activities (tutorials, extra-curricular activities)

Technology

Technology Summary

Our campus needs to maintain the current use of technology in the classrooms and across the campus. These items include desktop computers, laptops, printers, scanners, digital cameras, ELMOs, projectors, Smart Boards, mimio pads, mobis, and IPADs. Our teachers and students are moving to teaching and learning using a variety of technology items alongside learning all of the vocabulary and concepts as required by the Technology TEKS.

Technology Strengths

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

Technology Needs

- Increase Technology to support classroom instruction and curriculum
- Increase computer accessibility to all students
- Increase software and on-line website access needs to be used by all students
- eSchool on-line grading training for new teachers

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 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
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

- Student failure and/or retention rates
- Running Records results
- Observation Survey results

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
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

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
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures 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: Breeden students will demonstrate exemplary performance in the reading and writing of the English language and the understanding of Mathematics, Science, and Social Studies.

Summative Evaluation: Breeden students will score a minimum of 90% in the Reading, Writing, Mathematics, and Science STAAR assessments and minimum of 40% of students will demonstrate Commended Performance. Students will perform above the 40th percentile on the Stanford and TELPAS Assessments. BOY/MOY/EOY TPRI/Tejas LEE and CPALLS 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</p> <p>1) Focus on Fluency, Comprehension and Academic Vocabulary by sustaining the TLI instructional routines so that PK-3rd grade students are developed and successful at 80% at EOY as measured by the C-PM and TPRI/Tejas Lee. Also, increase comprehension of 3rd -5th grade students so that 50% master Figure 19 items on the 2017 STAAR assessment. This will ensure that students meet the four Indices according to TEA standards</p> <p>Population: TI; MI; ELL, LEP; SE; AR; GT; DYS</p> <p>Timeline: August, 2016- June 2017</p> <p>CNA p. 6, 13</p> | 2, 3, 9 | Principal; Assistant Principal, Dean of Instruction, ELA Curriculum Specialists, Special Ed. Teacher, Classroom Teachers, TLI Specialist | <p>Formative: Classroom Walkthroughs, Evidence of an effective curriculum, TLI class visitations and coaching.</p> <p>Summative: 75% of our students are successful at EOY as measured by the ELAP, LAP 3, BOY/MOY/EOY C-PM and TPRI/TJL progress monitoring and results, TELPAS results</p> | | | | |
| Funding Sources: No Funds Required | | | | | | | |

| | | | | | | | |
|--|---------|--|---|--|--|--|--|
| <p style="text-align: center;">Critical Success Factors CSF 1</p> <p>2) The campus will implement a coordinated, systematic assessment plan at the classroom level that includes the use of CIRCLE/C-PM, TRPI/TEJAS LEE, Supera, Terra Nova, STAAR, PMAs , TELPAS, and Textbook Unit Assessments to provide reinforcement of reading, writing, math and science skills for all students.</p> <p>Population: TI; MI; LEP; SE; AR; GT; DYS</p> <p>Timeline: August, 2016-May, 2017</p> <p>CNA/ page 9-10</p> | 8 | Principal; Assistant Principal, Dean of Instruction, Curriculum Specialists, Classroom Teachers, | <p>Formative: Implementation of Progress Monitoring Assessments, Classroom Walkthroughs,</p> <p>Summative: STAAR, TELPAS, BOY/MOY/EOY TPRI/Tejas LEE, C--PM Results, Report Cards Grades</p> | | | | |
| Funding Sources: No Funds Required | | | | | | | |
| <p style="text-align: center;">Critical Success Factors CSF 1</p> <p>3) Provide reading strategies through ESL instruction and the Esperanza program to bilingual students daily for 30-45 minutes to support student transition into English reading. All PK-5th grade bilingual/ESL students will increase oral language skills to develop listening, listening, speaking, reading and writing proficiency in English through the use of the REACH, ELPS Sheltered Instruction and ELAR strategies in order for students to systematically transition to English Literacy and improve student achievement. The LPAC Committee will meet to assess the language proficiency and assessment of the English Language Learners.</p> <p>Population: Bilingual/ESL Students</p> <p>Timeline: August, 2016-June, 2017</p> <p>CNA/page 13</p> | 2, 3, 9 | Principal; Dean of Instruction; Bilingual Lead Teacher; Classroom Teachers | <p>Formative: 100% of walkthroughs will indicate application of the skills acquired during professional development</p> <p>Summative: LPAC EOY Documentation, STAAR, TELPAS, BOY/MOY/EOY TPRI/Tejas Lee, CPALLS, Campus PMAs , Progress Reports, and Report Card Grades</p> | | | | |
| Funding Sources: Title III-A - \$1200.00, No Funds Required, Title III-A - \$300.00 | | | | | | | |

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| <p align="center">Critical Success Factors CSF 1</p> <p>4) 1st -5th Grade students will write weekly compositions across the curriculum in order to improve writing writing skills and produce products based on their ability to increase effective written communication. Students will also analyze passages and edit for grammar and conventions. Students will also keep a writing portfolio of their compositions and their writing will be displayed. PK and Kinder students will write in whole group .</p> <p>Population: TI; MI; LEP; SE; AR; GT; DYS</p> <p>Timeline: August, 2016- June, 2017</p> <p>CNA/page 13</p> | 2, 3 | Principal; Assistant Principal; Dean of Instruction; Classroom Teachers. | Formative: Evidence of effective ELA curriculum and writing strategies, Writing Progress Monitoring; Lesson Plans, Walk-throughs; Writing Portfolios | | | | |
| Funding Sources: No Funds Required | | | | | | | |
| <p align="center">Critical Success Factors CSF 1</p> <p>5) Continue to implement Reading Readiness (PK/K), Esperanza (1st /2nd) and Language enrichment (1st -3rd) to increase student achievement and bridge the gap in reading fluency and comprehension.</p> <p>Population: Pre-Kinder-3rd Grade Students</p> <p>Timeline: Daily</p> <p>CNA/page 13</p> | 2, 3 | Principal; Dean of Instruction; Classroom Teachers; ELA Specialist | Formative: Walkthroughs, Reading Fluency Charts | | | | |
| Funding Sources: No Funds Required | | | | | | | |
| <p align="center">Critical Success Factors CSF 1</p> <p>6) Teachers will continue to implement an integrated challenging, standard-based, inquiry centered math curriculum in order to increase students conceptual knowledge at their appropriate grade level and to address critical thinking skills.</p> <p>Population: TI; MI; LEP; SE; AR; GT; DYS</p> <p>Timeline: August, 2016- June 2017</p> <p>CNA/page 13</p> | 2, 3 | Principal; Dean of Instruction; Classroom Teachers; SE Teachers; Special Program Teachers | Formative: Walkthroughs, Lesson Plans | | | | |
| Funding Sources: No Funds Required | | | | | | | |






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| <p align="center">Critical Success Factors CSF 1</p> <p>7) PK-5th grade students will integrate science skills such as safety, inferences, tools and scientific methods during science instruction. Students in 3rd -5th grade will learn the scientific process through the creation of science fair projects. 5th grade students will attend the Living with Science Lab on a weekly basis for instruction in the areas of Life, Physical, Earth, and Nature of Science objectives. Devote 45 minutes per day to standards-based, inquiry-centered science instruction (K-5), (80% of instructional time to classroom/field investigations in K-1st), (60% of instructional time to classroom/field investigations in 2nd -3rd), (50% of instructional time to classroom/field investigations in 4th -5th) to ensure ample opportunity for descriptive, comparative, and experimental investigations outlined in the Science TEKS.</p> <p>Population: TI; MI; LEP; SE; AR; GT; DYS</p> <p>Timeline: August, 2016- June, 2017</p> <p>CNA/page 13</p> | 3, 9 | Dean of Instruction; Classroom Teachers | Formative: Walkthroughs, Lesson Plans, Progress Reports ,Report Card Grades, Science Fair Projects Summative: 3% increase in numbers of students meeting the phase II passing standard, PMAs, Science Progress Monitoring, and Science STAAR results | | | | |
| Funding Sources: No Funds Required | | | | | | | |
| <p align="center">Critical Success Factors CSF 5</p> <p>8) The campus will organize civic activities such as but not limited to: (1) School assemblies, classroom patriotic celebrations and projects that students will build in order to be introduces to community, state, and national heritage, (2) Celebrate El Dia del Nino to increase self-awareness (PK-1st), (3) Participate in Kids Voting USA to learn about being an active citizen by exercising their right and privilege to vote, (4) Participate in the District Initiative: Take Your Child to Work Day, (5) Celebrate National Hispanic Heritage Month to increase awareness of the Hispanic culture and heritage.</p> <p>Population: TI; MI; LEP; SE; AR; GT; DYS</p> <p>Timeline: August, 2016- June, 2017</p> <p>CNA/page 13</p> | 2, 3 | Principal; Assistant Principal; Dean of Instruction; Classroom Teachers | Formative: Lesson Plans Summative: Assemblies, Celebrations, Projects, Kids Voting USA, Career Day Presenters, College Awareness Presentations, Parade Participation | | | | |
| Funding Sources: No Funds Required | | | | | | | |

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| <p>9) The Librarian will provide instruction on Library skills, research skills, read-alouds, and peer reading to students on a weekly basis, and will promote the Accelerated Reader Program in all grade levels to increase student achievement in English Language Arts (Reading).</p> <p>Population: TI; MI; LEP; SE; AR; GT; DYS Timeline: August, 2016- June, 2017</p> <p>CNA/page 13</p> | 9 | Principal, Dean of Instruction, Librarian | Formative: AR Weekly/Six Weeks Reports Summative: EOY AR Reports and STAAR Results | | | | |
| Funding Sources: TLI - \$19855.48, TLI, 197 Projects - \$3228.00, 197 Projects - \$386.00, 197 Projects - \$55.00, 197 Projects - \$1400.00 | | | | | | | |
| <p style="text-align: center;">Critical Success Factors CSF 1 CSF 2</p> <p>10) Support student academic growth and success through Response to Intervention (RtI) 3 Tier Model to identify struggling students' academic needs, adjust instruction and interventions, and monitor the RTI process every 3 weeks to ensure interventions are appropriate and used with fidelity so that students success and academic progress is achieved.</p> <p>Population: TI; MI; LEP; SE; AR; GT; DYS</p> <p>Timeline: Daily</p> <p>CNA/ page 9</p> | 2, 3 | Principal; Assistant Principal; Dean of Instruction; Dyslexia Teacher; SE/Resource Teacher; Classroom Teachers | Formative: Implementation of RtI Documentation, eSchool RtI Reports, SE/Dyslexia/504 Student Lists/3 week Progress Monitoring meetings/Failure Reports Summative: EOY RTI Documentation of those students who qualified for special program needs/increase of passing rates in 3 week progress reports/Report Cards grades/benchmark scores and TPRI data | | | | |
| Funding Sources: No Funds Required | | | | | | | |
| <p style="text-align: center;">Critical Success Factors CSF 1 CSF 3</p> <p>11) Campus teams will attend professional development to acquire the latest, most up-to-date Reading, Writing Math, and Science information and apply strategies into their daily teaching to improve student performance on STAAR.</p> <p>Population: TI; MI; LEP; SE; AR; GT; DYS</p> <p>Timeline: August, 2016- March , 2017</p> <p>CNA/page 12-13</p> | 1, 4 | Administration; Classroom Teachers | Formative: Walkthroughs, Sign-Sheets, Workshop Agendas, Summative: Show a 3% increase in the number of students meeting phase II passing standard in the STAAR Tests | | | | |
| Funding Sources: Title I-A - \$3000.00, Local - \$4000.00 | | | | | | | |

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| <p align="center">Critical Success Factors CSF 1</p> <p>12) Supplemental and instructional materials, resources, toner, and supplies will be purchased to support campus leadership, guidance and counseling, teacher implementation of instruction, and in-house staff development. Purchase consumable supplies for classroom use to supplement the core curriculum and provide hands on practice and instruction so that students will master the academic standards. Teachers will use reading, writing, math, and science materials so that students can master and demonstrate improvement on STAAR Standards, TEKS, and Readiness and Supporting Standards.</p> <p>Population: TI; MI; LEP; SE; AR; GT; DYS</p> <p>Timeline: September, 2016- May, 2017</p> <p>CNA/page 8</p> | 1, 8, 10 | Principal; Dean of Instruction; School Secretary; Classroom Teachers | Formative: Walkthroughs, Use of instructional materials (hand-on practice) Summative: STAAR, TELPAS, TPRI/Tejas LEE, and CPALLS Results, Campus PMAs, Progress Reports, Report Card Grade | | | | |
| <p>Funding Sources: State Bilingual - \$6175.00, Title III-A - \$2675.00, Local - \$800.00, SPED - \$1000.00, State Compensatory - \$15415.00, State Compensatory - \$2000.00, SPED - \$2345.00, Local - \$10000.00, Local - \$1000.00, Local - \$3000.00, Title I-A - \$3000.00, Local - \$2400.00, Local - \$165.00, Local - \$1600.00</p> | | | | | | | |
| <p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>13) Hold vertical and horizontal alignment meetings to (1) Share teaching practices and strategies in order to facilitate students transition from PK-5th grade (2) Increase the level of rigor in lessons and instruction (3) Plan and align high quality instruction, and (4) Analyze Progress Monitoring Assessment Data to plan curriculum that pertains to the TEKS, Reporting Categories, Readiness and Supporting Standards</p> <p>Population: TI; MI; LEP; SE; AR; GT; DYS</p> <p>Timeline: Every two six Weeks, End of every Progress Monitoring Assessments</p> <p>CNA/page 10</p> | 3 | Principal; Assistant Principal; Dean of Instruction; Classroom Teachers | Formative: Sign-in Sheets, Agendas Summative: Walkthroughs, STAAR, TELPAS, TPRI/Tejas LEE, CPALLS Results, Lesson Plans, PMAs, Progress Reports | | | | |
| <p>Funding Sources: No Funds Required</p> | | | | | | | |

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| <p>14) Continue to provide Professional Development, quality feedback and help the new and existing highly qualified teachers (1) through turn-around training by selected teachers, Curriculum Specialists, and Dean of Instruction in target areas for improvement allowing time for teachers to learn and practice the improvements (2) research-based content that clearly defines what the district expects teachers to say and do (3) explanations of the benefits for students of the practices the district expects, and accountability for implementation by teachers (4) in the Texas State Literacy Plan (5) on grade level assessment data in order to monitor and adjust instruction (6) on the implementation of a comprehensive ELAR/SLAR, Math and Science instructional programs (7) implementation, guidance, and coaching in fulfilling the requirements of the PK-5th Grade Reading Program and 3-Tier/RTI Reading Model to support student academic growth and success (8) new Math TEKS (9) Classroom Management (Review 360) (10) Math and Science Maintenance training (11) technology integration (12) academic vocabulary development (13) questioning techniques (15) Science Notebooks (16) Journaling (17) Lab safety procedures (18) Science Fair Procedures and (19) Response to Intervention (RTi) Procedures, (20) explicit instruction (routines, strategies, and fluency (TLI sustainability).</p> <p>Population: Classroom Teachers</p> <p>Timeline: August, 2016-May, 2017 CNA/page 12-13</p> | <p>4</p> | <p>Principal; Assistant Principal; Dean of Instruction; Curriculum Specialists; Classroom Teachers (TOT)</p> | <p>Formative: Walkthroughs, Sign-Sheets, ERO Session Rosters and Evaluations, Workshop Agendas, TLI Classroom Visits and Coaching, TLI Data Informed Plan, Fluency/Accuracy, Vocabulary Development, Sequencing and Pacing, Writing across the Curriculum3-TIER/RTI Reading Model, Daily Phonemic Awareness, Phonics, Vocabulary, Fluency, and Text Comprehension</p> <p>Summative: CPALLS,TPRI/Tejas Lee BOY/MOY Progress Monitoring, PMA/s, Aprenda,TELPAS , , State Assessments (STAAR)</p> | | | | |
| <p>Funding Sources: No Funds Required</p> | | | | | | | |
| <p>15) Highly qualified paraprofessionals will assist the needs of low performing students through individualized and small group instruction in order to enhance their reading skills.</p> <p>Population: TI; MI; LEP; SE; AR; GT; DYS</p> <p>Timeline: Daily</p> <p>CNA/page 12</p> | <p>3, 5</p> | <p>Principa; Dean of Instruction; Assistant Principa; Para-Professionals; Classroom Teachers</p> <p>Resources: 1 FTE (Classified) 6 FTEs (Classified) 1 FTE (Librarian Aide)</p> | <p>Formative: Walkthroughs, Students Progress Reports</p> <p>Summative: CPALLS (PK), TPRI/Tejas Lee (K-3rd) Results</p> | | | | |
| <p>Funding Sources: State Bilingual - \$19000.00, Title I-A - \$145125.00, Title I-A - \$22000.00</p> | | | | | | | |

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| <p align="center">Critical Success Factors CSF 2</p> <p>16) Utilized Tango and Aware data from District and Campus Progress Monitoring Assessment and state assessment to target instruction for subgroups and individual students in 1st -5th grades to improve the delivery of ELA, Math, Writing, and Science instruction to increase student achievement.</p> <p>Population: TI; MI; LEP; SE; AR; GT; DYS</p> <p>Timeline: Spring, 2016-Fall, 2017 CNA/ page 9-10</p> | 8 | Principal; Assistant Principal; Dean of Instruction; Classroom Teachers; C/I Department Specialists | Formative: BOY/MOY/EOY Students Data Reports Summative: District and Campus Progress Monitoring Assessment Results, STAAR Results | | | | |
| Funding Sources: No Funds Required | | | | | | | |
| <p align="center">Critical Success Factors CSF 7</p> <p>17) Attract Highly qualified professionals (teachers) who will assist in the needs of all students through individualized and small group instruction in order to enhance all core areas of instruction.</p> <p>Population: TI; MI; LEP; SE; AR; GT; DYS Timeline: Daily</p> <p>CNA/page 12</p> | 3, 5 | Principal; Assistant Principal; Dean of Instruction | Formative: Professional Development, Sign-in Sheets, ERO, Agendas, Teacher Interviewing Committee Summative: Stipends for Lead Teachers, Stipends for Master Degree attainment, EOY Progress Monitoring Assessments and STAAR Results | | | | |
| <p align="center">Critical Success Factors CSF 7</p> <p>18) Provide a Class-size Reduction Teacher (CSR) in 5th Grade in order to improve at-risk achievement, attendance, and decrease the retention and drop-out rates.</p> <p>Population: At-Risk students</p> <p>Timeline: August, 2016-June, 2017</p> <p>CNA/page 12</p> | 3, 9 | Principal, Assistant Principal, Dean of Instruction | Formative: Class Schedule, Walkthrough, and Student Progress Reports Summative: PDAS, Job Discription, STAAR Results | | | | |
| Funding Sources: Title II-A (TPTR) - \$45000.00 | | | | | | | |

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| <p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>19) Provide professional development to teachers in the area of special education to improve academic performance in Reading and Math of all SE students.</p> <p>Population: Classroom Teachers</p> <p>Timeline: September, 2016-March, 2017</p> <p>CNA/page 12-13</p> | 4 | Principal, Assistant Principal, Dean of Instruction Classroom Teachers SE Teachers | <p>Formative: Walkthroughs, Agenda, Sign-in Sheets, Co-Planning between SE Teachers and Academic Teachers</p> <p>Summative: Meet the 60% state target in Reading and Math System Safeguards within the Special Education population</p> | | | | |
| <p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p> | | | | | | | |






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

Performance Objective 2: The students in the public education system will be provided with educational opportunities that address safety, health, nutrition, substance abuse, and violence prevention.

Summative Evaluation: Improve in the overall wellness of the students, staff as well as community members by promoting awareness of healthy lifestyles.

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|--|---------|---|--|-------------------|-----|-----|------|
| | | | | Nov | Jan | Apr | June |
| <p>Critical Success Factors CSF 6</p> <p>1) To promote and ensure physical fitness: students in grades Pre K-5 will be provided with moderate to vigorous physical activity each day in physical education for at least 30 minutes a day or a minimum of 135 minutes a week so that everyone will be in compliance with Senate Bill 530 effective 09/01/2007 Population: TI; MI; LEP; SE; AR; GT; DYS</p> <p>Timeline: Daily</p> <p>CNA/page 11</p> | 3, 10 | Principal, Dean of Instruction, Physical Education Teachers | <p>Formative: Physical Activities, Classroom Observations, PE student attendance records, District Policy</p> <p>Summative: Fitness Assessment Data, Health School Index</p> | | | | |
| | | | Funding Sources: Local - \$1000.00 | | | | |

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| <p align="center">Critical Success Factors CSF 5</p> <p>2) Assess student fitness annually in grades 3-5 to improve the health and well-being of all students and be in compliance with the requirements of Senate Bill 530 effective 09/01/2007. Students will participate in the Jump Rope for Heart, BISD Field Day and Community Physical Fitness activities and related educational field trips.</p> <p>Population: TI; MI; LEP; SE; AR; GT; DYS</p> <p>Timeline: January-February, 2017</p> <p>CNA/page 11, 15</p> | <p>PE Specialist PE Teachers CATCH Team</p> | <p>Formative: PE Classroom Observations, PE attendance records, District Policy , TEA required report for Fitness Assessment Results and Student Follow-up</p> <p>Summative: Annual Fitness Gram, Fitness Assessment Data, Health School Index,</p> | | | | |
| <p>Funding Sources: Local - \$2000.00</p> | | | | | | |
| <p>3) The School Health Index Assessment Tool will be done yearly in order to comply with legislative updates and Senate Bill 892 effective 9/01/2009.</p> <p>Population: CATCH Teams</p> <p>Timeline: May, 2017</p> | <p>CATCH Team Members, PE Teachers, Dean of Instruction</p> | <p>Formative: School Health Index Documentation</p> <p>Summative: School Health Index Assessment Results, Fitness Assessment Data</p> | | | | |
| <p>Funding Sources: No Funds Required</p> | | | | | | |
| <p align="center">Critical Success Factors CSF 4</p> <p>4) Campus nurse will monitor daily health issues, notify parents of any emergencies and co-plan with coaching staff on puberty, dental and CATCH presentations.</p> <p>Population: TI; MI; LEP; SE; AR; GT; DYS</p> <p>Timeline: Daily</p> <p>CNA page 11</p> | <p>PE Teachers, Principal, Campus Safety Coordinator, Nurse</p> | <p>Formative: Co-Presentations, CATCH Activities</p> <p>Summative: Healthy Students, Nurse Logs</p> | | | | |
| <p>Funding Sources: Title I-A - \$21659.00, Local - \$500.00</p> | | | | | | |

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| <p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>5) Maintain and improve Coordinated Approach to Child Health (CATCH) Teams that implement the Coordinated School Health Program K-12 by developing goals and objectives based on fitness assessment data, academic performance, attendance rates, academic disadvantages and the use of success of any method in order to ensure students are reaching required moderate to vigorous physical activity (MVPA), and any other indicator recommended by School Health Advisory Council (SHAC) in order to comply with Senate Bill 19 and Senate Bill 892 effective 09/01/2009. Population: TI; MI; LEP; SE; AR; GT; DYS</p> <p>Timeline: Monthly</p> <p>CNA/page 11, 9, , 13</p> | | <p>CATCH Team Members, PE Teachers, Dean of Instruction, PE Specialist,</p> | <p>Formative: CATCH Team Activities, CATCH Team Documentation of Activities, Health School Index</p> <p>Summative: Fitness Assessment Data, CATCH Binder of Activities</p> | | | | |
| <p align="center">Critical Success Factors CSF 6</p> <p>6) To ensure the safety of all students and staff, school facilities will be well maintained, operated, kept clean and adequate for the size of our student population.</p> <p>Population: All students and staff</p> <p>Timeline: All year round</p> <p>CNA/page 11</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 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: 90% of students meeting "met standard" performance and 92% meeting commended performance on all areas of the STAAR assessment.

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---------|---|---|-------------------|-----|-----|------|
| | | | | Nov | Jan | Apr | June |
| <p>1) Classroom teachers will enhance art across the content areas based on monthly and/or seasonal themes. Students will be exposed to appropriate grade level art theory, fundamentals, and techniques to improve art appreciation.</p> <p>Population: TI; MI; LEP; SE; AR; GT; DYS</p> <p>Timeliine: August, 2016-June, 2017</p> | 3 | Principal, Dean of Instruciton, Classroom Teachers | <p>Formative: Bulletin Boards, Monthly Arts and Crafts, Lesson Plans</p> <p>Summative: Six Weeks Art Grades</p> | | | | |
| Funding Sources: No Funds Required | | | | | | | |
| <p>2) PK-5th grade students will attend music/theatre arts class once a week to build a foundation in music and theatre arts. 5th grade students will participate in the "Celebration of Song" Honor Choir as means to introduce them to large ensemble performance experience.</p> <p>Population: TI; MI; LEP; SE; AR; GT; DYS</p> <p>Timeliine: August, 2016-June, 2017</p> | 3, 10 | Dean of Instruction, Music Teacher | <p>Formative: Music/Theater Arts Rotation Schedule ,Teacher Lesson Plans, Clasroom Observations</p> <p>Summative: Music/Theater Arts Grades</p> | | | | |
| <p>3) 4th and 5th grade students will complete in UIL Music Memory as a means of developing aural listening skills and in UIL Art to expose them to art history.</p> <p>Population: 4th/5th grade students: TI; MI; LEP; SE; AR; GT; DYS</p> <p>Timeline: August-December, 2016</p> <p>CNA/page 11</p> | 3, 10 | UIL Coordinator, UIL Music Memory Coach UIL Art Coach | <p>Formative: Practice Schedule and Participation List</p> <p>Summative: UIL Music Memory Performance Ratings</p> | | | | |
| Funding Sources: No Funds Required | | | | | | | |

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| <p>4) 5th grade students will participate in Red Hot Ballroom dance program to promote the cultural awareness of the importance of dance and social skills.</p> <p>Population: 5th grade students: TI; MI; LEP; SE; AR; GT; DYS</p> <p>Timeline: October, 2016-May, 2017</p> <p>CNA/page 11</p> | 3 | Ballroom Sponsors | <p>Formative: Practice Schedule, Participation List</p> <p>Summative: EOY Ballroom Performance</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: Breeden Elementary School will implement prevention and intervention strategies that will support increasing at-risk student achievement on STAAR by 5% and increasing at-risk student attendance by 10%.

Summative Evaluation: STAARS, At-Risk Student Attendance Rate, and Retention 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</p> <p>1) Breeden Elementary will provide research-based intervention tutorials and remediation strategies to students not meeting reading, writing, math, and science standards by the 2nd Six Weeks of school in order to decrease failing rates and improve student achievement. Supplemental instructional materials will be purchased to support the curriculum as well as school materials/supplies for implementing instruction.</p> <p>Population: At-Risk Students, TI, MI, LEP</p> <p>Timeline: September 2016-April 2017</p> <p>CNA/page 8, 10</p> | 2, 3, 9 | Principal, Dean of Instruction, Classroom Teachers, Administrator for State Compensatory Education | <p>Formative: Walkthroughs, Tutorial Lesson Plans, Tutorial Attendance Report, Student Progress Reports, PMA Scores</p> <p>Summative: STAAR Results</p> | | | | |
| <p>Funding Sources: State Compensatory - \$7868.00, State Compensatory - \$20000.00, Title I-A - \$38538.00, Title I-A - \$28186.00, State Compensatory - \$31433.00, Title I-A - \$5000.00, Title III-A - \$5000.00</p> | | | | | | | |
| <p>2) The Dean of Instruction will conduct staff development to enhance the instructional program and provide teacher support to meet the educational need of At-Risk students.</p> <p>Population: At-Risk Students</p> <p>Timeline: August 2016-June 2017</p> <p>CNA/page 13-14</p> | 10 | Principal, Administrator for State Compensatory Education | <p>Formative: ERO Sessions Evaluations/Attendance Reports, Lesson Plans, Walkthroughs, Student Progress Reports, PMA Scores</p> <p>Summative: STAAR Results</p> | | | | |
| <p>Funding Sources: State Compensatory - \$75000.00</p> | | | | | | | |






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|---|-------|---|--|---|--|--|--|--|--|
| <p align="center">Critical Success Factors CSF 1</p> <p>3) The Pre-K full day program will be provided in order to better prepare students academically with the support of instructional aides in implementing the PK curriculum</p> <p>Population: At-Risk students who meet the Pre-K criteria, TI, LEP, MI</p> <p>Timeline: August 2016-June 2017 (daily)</p> <p>CNA/page 12</p> | 3, 10 | Bilingual Department; Principal, Dean of Instruction, PK Teachers, Administrator for State Compensatory Education | Formative: Lesson Plans, Classroom Observations, Student Progress Reports, CPALLS (BOY and MOY) Summative: EOY CPALLS | | | | | | |
| <p>4) Identify homeless and unaccompanied youth during the enrollment process to ensure that sensitivity techniques are utilized and that enrollment procedures do not create barriers. Promote awareness throughout our campus regarding the availability of homeless related services within BISD and community agencies to meet the academic, social, emotional, and physical needs of identified homeless and unaccompanied youth. (Full protection of the McKinney-Vento Act)</p> <p>Population: At-Risk Homeless students</p> <p>Timeline: August 2016-June 2017</p> <p>CNA/ page 7-8</p> | | | 10 | Principal, Assistant Principal, Office Personnel, Data-Entry Clerk | Formative: Homeless and Unaccompanied Youth Identification Criteria as defined by the McKinney-Vento Act, Campus Registration Packet, Homeless List provided by the Homeless Youth Project Office, Parent Conference Logs at the Homeless Youth Project Office. Student Progress Reports Summative: STAAR Results, Attendance/Retention Rates | | | | |
| <p align="center">State System Safeguard Strategy Critical Success Factors CSF 1</p> <p>5) Ensure that all Special Education students participate on all appropriate after school tutorials to improve academic performance in Reading and Math.</p> <p>Population: Special Education Students</p> <p>Timeline: September, 2016-May, 2017</p> <p>CNA/page 13</p> | | | 3, 9 | Principal, Assistant Principal, Dean of Instruction, Classroom Teachers, Special Education Teachers | Formative: After school tutorial walkthroughs Summative: Meet the 3rd -5th grade 60% state target in Reading and Math System Safeguards within the Special Education population | | | | |
| <p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p> | | | | | | | | | |

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

Performance Objective 1: Breeden Elementary students will meet the attendance rate of 98%.

Summative Evaluation: Daily Attendance Reports at 98%, Six Weeks and EOY Perfect Attendance Certificates for Students

| 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 1</p> <p>1) Breeden will continue to implement district and state attendance goals that address procedures, roles, and responsibilities so that all students meet their full educational potential.</p> <p>Population: Campus Staff, Attendance Personnel</p> <p>Timeline: Daily</p> <p>CNA/ page 7-8</p> | | Principal, PEIM Supervisor (Asst. Principal), Parent Liaison, Office Personnel, Data-Entry Clerk | <p>Formative: Daily Attendance Reports, Six Weeks and EOY Perfect Attendance Certificates and Trophies, Believe in BISD awards to Campus</p> <p>Summative: TEA EOY Attendance Report and EOY "Believe in BISD" attendance combo incentives</p> | | | | |
| | Funding Sources: No Funds Required | | | | | | |
| <p>2) Student attendance will be communicated daily to all faculty and staff by Parent Liaison, and Administration. The campus will effectively use the School Messenger Notification System to monitor student attendance.</p> <p>Population: Faculty and Staff</p> <p>Timeline: Daily</p> <p>CNA/page 7-8</p> | | Principal, PEIM Supervisor (Asst. Principal), Parent Liaison, Office Personnel, Data-Entry Clerk | <p>Formative: School Messenger, Daily Attendance Reports, Six Weeks and EOY Perfect Attendance Certificates and Trophies, Believe in BISD awards to Campus, Parent-Teacher Communication Logs</p> <p>Summaive: EOY Campus/TEA Attendance Reports</p> | | | | |
| | Funding Sources: No Funds Required | | | | | | |


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|---|--|---|---|---|--|--|--|--|
| <p>3) Office personnel and parent liaison will consistently monitor and communicate students daily absences and tardiness to parents and staff to promote and ensure rapid system of communication to reduce student absences and tardiness and increase instructional opportunities for students (this includes teacher responsibility to make parent contacts on a daily basis during planning periods or after school). Parent liaison will then conduct home visits to find out the reasons for students being absent.</p> <p>Population: TI; MI; LEP; SE; AR; GT; DYS</p> <p>Timeline: Daily</p> <p>CNA/page 7-8</p> | | Principal, PEIM Supervisor (Asst. Principal), Parent Liaison, Office Personnel, Data-Entry Clerk | Formative: Parent Liaison and Office Staff Phone Call Logs, Teacher Communication Logs, Parent Liaison Visitation Logs Summaive: EOY Campus/TEA Attendance Reports, Yearly ADA Reports | | | | | |
| <p>4) At the end of every six weeks award ceremonies, students will be rewarded with a perfect attendance certificate and restaurant coupons for their perfect attendance. At the end of the year, students will be recognized for their overall attendance achievement.</p> <p>Population: TI; MI; LEP; SE; AR; GT; DYS</p> <p>Timeline: End of every Six Weeks and EOY Ceremonies</p> <p>CNA/page 7-8</p> | | | Principal, Assistant Principal, Dean of Instruction, Classroom Teachers, Counselors, Parents | Formative: Six Weeks Perfect Attendance Reports, ADA Report, Report Card Attendance Record, Perfect Attendance Lists Summative: EOY Award Ceremonies, TAPR Report, Yearly ADA Report | | | | |
| <p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p> | | | | | | | | |

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

Performance Objective 2: Breeden Elementary will provide a well-rounded rigorous curriculum to prepare students for higher education.

Summative Evaluation: Meet Accountability Rating Index IV: Post-Secondary Readiness (College Readiness)

| 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 6</p> <p>1) Administration, faculty and staff will: (1) Participate in college awareness activities throughout the school year (2) Implement College and Career Readiness standards (3) Promote college awareness through University decorations (4) Invite University presenters as motivational speakers for our students and parents so that our students are well verse on higher education.</p> <p>Population: TI; MI; LEP; SE; AR; GT; DYS</p> <p>Timeline: September, 2016-May, 2017</p> <p>CNA/page 11</p> | | Administration Classroom Teachers, Para-Professionals, Counselors, Librarian, PE Staff, Special Program Staff | Formative: College Shirt on Thursdays, Classroom College Decorations, Hallway College Banners, Counselor Presentations on Collage Awareness, Career Day Summative: Meet Accountability Rating Index IV: Postsecondary Readiness (College Readiness) | | | | |
| Funding Sources: No Funds Required | | | | | | | |
| <p align="center">Critical Success Factors CSF 1</p> <p>2) Identified Gifted & Talented students will be provided opportunities to work on spontaneous, creative activities, aligned to literacy in order to support their understanding of various genres.</p> <p>Population: GT Students</p> <p>Timeline: August, 2016-June 2017</p> <p>CNA/page 11</p> | 3 | GT Classroom Teachers; GT Lead Teacher | Formative: Participation of GT Sponsored Events Summative: Student Report Card Grades, Students Work, Report Card Grades | | | | |
| Funding Sources: No Funds Required | | | | | | | |






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|--|---|---|------------------------------------|--|--|--|--|
| <p align="center">Critical Success Factors CSF 1</p> <p>3) GT Teachers are required to obtain 30 GT Core hours of Professional Development and 18 n-going hours per year to better prepare students in meeting their full educational potential, also, to comply with House Bill 5. GT students will be encourage to participate in Destination Imagination extra-curricular activities.</p> <p>Population: GT Teachers & Students</p> <p>Timeline: June, 2016 or September, 2016 (30 Core Hrs.) August,2016-April, 2017 (18 on-going hrs.)</p> <p>CNA/page 12-13</p> | 4 | GT Teachers, Dean of Instruction, DI Sponsors | Formative: Lesson Plans, SPR Forms | | | | |
| | | | | Summative: GT Compliance, , DI Competition | | | |
| | | Funding Sources: Local | | | | | |
|  | | | | | | | |

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

Performance Objective 1: Breeden Elementary will maintain a safe and disciplined environment conducive to student learning, following all federal, state and district mandates regarding student safety.

Summative Evaluation: A safe and disciplined school environment conducive to student learning where students will show improvement in Indexes 1-4 of the Accountability Assessments.

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---------|--|---|------------------------------------|-----|-----|------|
| | | | | Nov | Jan | Apr | June |
| <p>1) Parents will be notified immediately of any discipline concerns.</p> <p>Population: TI; MI; LEP; SE; AR; GT; DYS Timeline: Daily</p> <p>CNA/page 11</p> | 9 | Principal, Assistant Principal, Classroom Teachers, Counselors | <p>Formative: Communication Logs, Parent Liaison Log, Teacher Notes</p> <p>Summative: PEIMS Discipline Reports, Review 360 Documentation</p> | | | | |
| | | | | Funding Sources: No Funds Required | | | |
| <p>2) Maintain, review and update an Emergency Operations Plan in order to prevent, protect against, respond to, recover from, and mitigate the effects of incidents in order to reduce the loss of life and property and harm to the environment. An EOP team will maintain safety of everyone on campus. All stake holders will be trained on the emergency operation of the school.</p> <p>Population: TI; MI; LEP; SE; AR; GT; DYS , Campus Staff and Faculty, Counselors, Administration, and Parents</p> <p>Timeline: August, 2016- June, 2017</p> <p>CNA/page 11</p> | 9 | Assistant Principal, All Faculty and Staff | <p>Formative: Six Weeks Practice Drills, Training on the emergency operation of the school by Safety Coordinator, Security Guard on Campus, Staff ID Cards, Visitors must show ID and Sign-in when visiting, Safe School, Sign-in Sheets, Agendas, Office Visitor Sign-in Sheets</p> <p>Summative: Practice Drills and Real-Life Situations</p> | | | | |
| | | | | Funding Sources: No Funds Required | | | |

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|--|----|--|--|--|--|--|--|
| <p>3) All staff will be provided professional development on discipline and classroom management (Review 360 online Behavior of Concerns) to enhance classroom learning.</p> <p>Population: Administration Faculty/Staff Para-Professionals, Counselors</p> <p>Timeline: August, 2016 CNA/page 11</p> | 4 | Principal, Assistant Principal | <p>Formative: Sign-in Sheets, Agenda, ERO documentation and evaluations, decrease in the number of students with discipline issues, A safe and disciplined school environment conducive to student learning</p> <p>Summative: Review 360 Behavior of Concerns Completion, PEIMS Discipline Reports</p> | | | | |
| <p>4) Teachers will utilize Review 360 to report and document behavior incidents or concerns. When necessary, the ARD committee will reconvene to address serious discipline problems concerning special education students.</p> <p>Population: All Classroom Teachers</p> <p>Timeline: Daily, As Needed</p> <p>CNA/ page 11</p> | 10 | Principal, Assistant Principal, Classroom Teachers | <p>Formative: Review 360 Reports/Referrals,</p> <p>Summative: A safe and disciplined school environment conducive to student learning, PEIMS Discipline Reports</p> | | | | |
| Funding Sources: No Funds Required | | | | | | | |
| <p>5) School Faculty/Staff, Parents and Students will be provided with the following presentations to promote and ensure a healthy and safe environment conducive to learning:</p> <p>(1) Bullying/Cyber Bullying (2) Conflict Resolution (3) School Bus Safety (4) Fire Prevention Safety (5) Drug, Alcohol and Tobacco Awareness (6) Internet Safety (7) Gun Safety (8) Gang Awareness (9) Truancy</p> <p>Population: TI; MI; LEP; SE; AR; GT; DYS (all students), Campus Staff and Faculty, Parents</p> <p>Timeline: September, 2016-May, 2017</p> <p>CNA/page 11</p> | 4 | Principal, Assistant Principal, Dean of Instruction, Counselors, Parent Liaison, BISD Police and Security Services | <p>Formative: Guidance Presentations, Counselor Presentation Rosters</p> <p>Summative: A safe and disciplined school environment conducive to student learning, PEIMS Discipline Reports</p> | | | | |
| Funding Sources: No Funds Required | | | | | | | |
| <p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p> | | | | | | | |

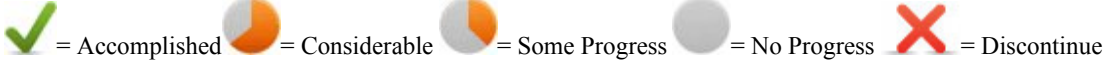
Goal 6: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children.

Performance Objective 1: Parents and community members will participate in parental meetings to support Breeden’s educational program

Summative Evaluation: There will be a 10% increase of parents involved in campus/district parental involvement activities during the school year.

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---------|--|--|-------------------|-----|-----|------|
| | | | | Nov | Jan | Apr | June |
| <p>Critical Success Factors CSF 5</p> <p>1) Breeden will continue to fund a Parent Liaison to provide parent education bi-weekly meetings and conduct home visits to increase parent participation to impact student achievement.</p> <p>Population: Parent Liaison, Parents</p> <p>Timeline: August, 2016-June, 2017</p> <p>CNA/page 15</p> | 6 | Parent Liaison Parents District Parental Involvement Campus Monitor | <p>Formative: Job Description, Contact Log, Mileage Log and Bi-weekly meetings, Sign-in Sheets, Agendas</p> <p>Summative: Title I-A Compliance Checklist, Attendance Rates, Binder Documentation, increased Parent participation</p> | | | | |
| Funding Sources: Title I-A - \$22000.00, Title I-A - \$100.00 | | | | | | | |
| <p>Critical Success Factors CSF 5</p> <p>2) Complete and disseminate a Parental Involvement Policy so as to delineate how parents will be actively involved at the district/campus level with the intention to increase participation.</p> <p>Population: Parents</p> <p>Timeline: September-December, 2016</p> <p>CNA/page 15</p> | 6 | Principal, Parent Liaison | <p>Formative: Parent Meeting, Sign-in Sheets, Agenda, Campus/District Parental Involvement Policy</p> <p>Summative: Title I-A Compliance Checklist, Parental Involvement Policy</p> | | | | |
| Funding Sources: No Funds Required | | | | | | | |

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|--|---|---|--|--|--|--|--|
| <p align="center">Critical Success Factors CSF 5</p> <p>3) Disseminate School-Parent-Student Compact indicating group responsibilities to ensure student achievement.</p> <p>Population: Parents, Teachers, Students</p> <p>Timeline: August-September, 2016</p> <p>CNA/page 15</p> | 6 | Principal, Parent Liaison, Classroom Teachers | <p>Formative: School-Parent-Student Compact Forms</p> <p>Summative: Returned signed compact forms to be place in student PRC folders</p> | | | | |
| Funding Sources: No Funds Required | | | | | | | |
| <p align="center">Critical Success Factors CSF 5</p> <p>4) Conduct an Annual Title I Meeting to inform parents of services provided through Title I funds and an annual Title I Parent Survey to evaluate the effectiveness of the District/Campus Parental Involvement efforts.</p> <p>Population: Parents</p> <p>Timeline: Title I Meeting: October, 2016 Title I Survey: March-April 2017</p> <p>CNA/page 15</p> | 6 | Principal, Parent Liaison | <p>Formative: Title I Meeting: Agenda, Sign-in Sheet, Minutes Title I Survey</p> <p>Summative: Title I Meeting, Composite of EOY Survey, Title I-A Compliance Checklist,</p> | | | | |
| Funding Sources: No Funds Required | | | | | | | |
| <p align="center">Critical Success Factors CSF 5</p> <p>5) 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>(1) Parental Involvement Policy (2) School-Parent-Student Compact (3) Campus Improvement Plan (4) LPAC (5) SBDM</p> <p>Population: Parents</p> <p>Timeline: November, 2016, February, 2017 and May, 2017</p> <p>CNA/page 15</p> | 6 | Principal, Assistant Principal, Dean of Instruction, Parent Liaison | <p>Formative: Sign-in Sheets, Agendas, Minutes of Meetings, PI Policy</p> <p>Summative: Parent Participation, Composite of Meeting Minutes, Title I-A Compliance Checklist</p> | | | | |
| Funding Sources: No Funds Required | | | | | | | |






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|--|------|---|---|--|--|--|--|
| <p align="center">Critical Success Factors CSF 5</p> <p>6) Host a Parent Orientation Day to inform parents and community members of daily stand operation procedures and District Policy: (1) Student Code of Conduct (2) School-Parent-Student Compact (3) Parental Involvement Policy (4) Emergency Operation Procedures (5) Volunteer Guidelines and Opportunities</p> <p>Population: Parents</p> <p>Timeline: September, 2016</p> <p>CNA/page 15</p> | 6 | Principal, Assistant Principal, Dean of Instruction, Parent Liaison | Formative: Meet the Teacher Day, District/Campus Parent Orientation, Flyers, Policies, Sign-in Sheets, Agendas Summative: Title I-A Compliance Checklist, Discipline Referrals, Attendance Rates | | | | |
| Funding Sources: No Funds Required | | | | | | | |
| <p align="center">Critical Success Factors CSF 5</p> <p>7) Capitalize on District community resources by creating partnership agreements with agencies and organizations by inviting community agencies/organizations to participate and disseminate information about the public services and their agencies offer in order to continue building strong community partnerships.</p> <p>Population: Parents and Community</p> <p>Timeline: September, 2016-May, 2017</p> <p>CNA/page 15</p> | 6 | Principal, Parent Liaison | Formative: Parental Involvement Bi-weekly Meetings, Sign-in Sheets, Agendas, Roster of Community Agencies and organizations Summative: Increase % of parental involvement, Increase Partnerships | | | | |
| Funding Sources: No Funds Required | | | | | | | |
| <p align="center">Critical Success Factors CSF 5</p> <p>8) Breeden will host an orientation during Meet the Teacher Day for preschool children from Head Start to assist parents and students in the transition into public school.</p> <p>Population: Parents</p> <p>Timeline: August, 2016</p> <p>CNA/page 15</p> | 6, 7 | Pre-Kinder Teachers | Formative: Meet the Teacher Day, School Messenger Announcement, Sign-in-Sheets, Agenda Summative: Increase parent participation and CPALLS results | | | | |
| Funding Sources: No Funds Required | | | | | | | |
|  | | | | | | | |

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: 100% of Breeden migrant students will participate in the supplemental instructional activities and support services as required by the Title I, Part C Migrant Education Program (MEP) and will perform at exemplary performance in all content areas.

Summative Evaluation: TPRI/Tejas Lee, TELPAS, 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</p> <p>1) PFS migrant students will (1) Receive supplemental support services before other migrant students to ensure that the requirements delineated by NCLB Section 1304(d) are addressed; (2) Receive interventions as needed in order to comply with their academic success. Population: PFS/Migrant Students Timeline: August, 2016-May, 2017</p> <p>CNA page 7-8</p> | | Assistant Principal, Classroom Teachers who have the migrant students | <p>Formative: Supplemental Support Services to PFS migrant students (priority) and Completed PFS Reports on a Six Weeks basis</p> <p>Summative: Completed PFS Monitoring Tool</p> | | | | |
| | Funding Sources: No Funds Required | | | | | | |
| <p>2) Migrant students will receive grade appropriate school supplies on an as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus facilitating them the same opportunity to meeting the academic challenges of all students. PFS students will receive supplemental support services before other migrant students. Population: PFS/Migrant Students Timeline: October, 2016 CNA page 7-8</p> | | Dean of Instruction | <p>Formative: NGS Campus Report</p> <p>Summative: Requisitions, Sign-in sheets from students receiving school supplies, Increased Promotion Rates</p> | | | | |
| | Funding Sources: Title I-C (Migrant) - \$380.00 | | | | | | |

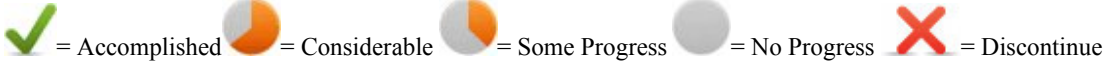
| | | | | | | | | |
|--|---|--|--|---|--|--|--|--|
| <p>3) Progress Monitoring Assessment results and academic progress will be used to secure data needed to accommodate placement into appropriate supplemental instructional intervention opportunities for migrant students who are performing below grade level to ensure successful grade level completion and ultimately secure promotion from grade level to grade level.</p> <p>Population: PFS/Migrant Students Timeline: September, 2016-May, 2017</p> <p>CNA page 7,8,9</p> | 3 | Classroom Teachers who have migrant students | <p>Formative: Pre-Assessment BOY, MOY Progress Monitoring Assessments (CPALLS, TPRI/Tejas Lee, and TELPAS results)</p> <p>Summative: EOY/Post Assessment and STAAR results</p> | | | | | |
| <p>Critical Success Factors CSF 1</p> <p>4) Elementary migrant students will have an equal opportunity to attend the school district summer school programs to ensure promotion if needed or, to participate in the enrichment migrant summer program.</p> <p>Population: PFS/Migrant Students Timeline: June, 2017</p> <p>CNA page 10, 13</p> | | | Assistant Principal, Classroom Teachers who have migrant students | <p>Formative: Eligibility List</p> <p>Formative: Summer School Project Smart Student List and participation, Increased Promotion Rate</p> | | | | |
| <p>Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>5) Parents of migrant students will be provided with awareness sessions in order to illustrate how to academically support their children more effectively.</p> <p>Population: Parents Timeline: October, 2016</p> <p>CNA page 14</p> | | 6 | Parent Liaison and Recruiter | <p>Formative: Academic success for all PK-2nd grade students</p> <p>Summative: EOY Promotion Rate</p> | | | | |
| <p>6) 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 Timeline: April 2017</p> <p>CNA page 14</p> | | | Campus Administration | <p>Formative: Survey</p> <p>Summative: Increase on- time graduation, Survey Results</p> | | | | |
| <p style="text-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: Breeden Elementary will incorporate technology into all core content areas. Technology instruction will assist students to increase standardized testing scores in reading, math, science, and writing and increase English proficiency among Limited English Proficient students.

Summative Evaluation: Breeden Elementary will be at Advanced Technology level in all four key areas of the Star Chart. Technology instruction will assist students in the Accountability Performance of the STAAR Test by 5%.

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|--|---------|--|--|---|-----|-----|------|
| | | | | Nov | Jan | Apr | June |
| <p>1) Kinder to 5th grade students will attend computer technology class weekly to address technology skills, including the technology TEKS; in order to complete classroom assignments, promote critical thinking skills, and develop projects that foster creativity, innovation, communication, fluency, and digital citizenship. In addition technology instruction will support students to increase standardized testing scores in reading, math, science, and writing and increase English proficiency amongst LEP students.</p> <p>Population: TI; MI; LEP; SE; AR; GT; DYS Timeline: Once per week</p> <p>CNA/page 17</p> | 2 | Principal, Dean of Instruction, Classroom Teacher, TST | <p>Formative: Lesson Plans, Walkthroughs, Computer Rotation Schedule,</p> <p>Summative: Students will be able to apply computer literacy strategies and skills that will help them with online assessments, science fair projects, classroom projects, use of internet, Accelerated Reader</p> | | | | |
| | | | | Funding Sources: No Funds Required | | | |
| <p>2) Educational programs/software will be used to help our student be academically successful in meeting the rigor of the state assessments in reading, writing, math, and science.</p> <p>Population: TI; MI; LEP; AR; DYS</p> <p>Timeline: September 2016-Jun 2017</p> <p>CNA/page 17</p> | 2, 9 | Principal, Dean of Instruction, Classroom Teacher, TST, Administrator for State Compensatory Education | <p>Formative: Lesson Plans, Classroom Observations, Usage Reports, Student Progress Reports, PMA Scores</p> <p>Summative: STAAR Results</p> | | | | |
| | | | | Funding Sources: State Compensatory - \$2800.00 | | | |

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|--|------------------------------------|---|--|--|--|--|
| <p>3) As per BISD, teachers will implement the use of eSchools for on-line grading and attendance, and technology such as Excel, Microsoft Word, PowerPoint, Publisher, Eduphoria, Aware, and Outlook, REDACT to better implement the curriculum.</p> <p>Population: All Teachers Timeline: Daily</p> <p>CNA/page 17</p> | Classroom Teacher, TST | Formative: Daily use of Technology, Daily Report, Attendance, Report Card Grades, Summative: eSchool Program Reports | | | | |
| | Funding Sources: No Funds Required | | | | | |
| <p>4) All teachers will complete all surveys requested by the district including the Texas Star Chart required by the state.</p> <p>Population: All Teachers Timeline: As surveys are send to campus, February, 2017 (TX Star Chart)</p> <p>CNA/page 17</p> | Classroom Teacher, TST | Formative: Texas Star Chart Survey Summative: Completed Survey Results | | | | |
| | Funding Sources: No Funds Required | | | | | |
|  | | | | | | |

State System Safeguard Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|--|
| 1 | 1 | 19 | Provide professional development to teachers in the area of special education to improve academic performance in Reading and Math of all SE students. Population: Classroom Teachers Timeline: September, 2016-March, 2017 CNA/page 12-13 |
| 3 | 1 | 5 | Ensure that all Special Education students participate on all appropriate after school tutorials to improve academic performance in Reading and Math. Population: Special Education Students Timeline: September, 2016-May, 2017 CNA/page 13 |

State Compensatory

Budget for Breeden Elementary:

| <u>Account Code</u> | <u>Account Title</u> | <u>Budget</u> |
|--|---|---------------------|
| 6100 Payroll Costs | | |
| 162-11-6118-00-144-Y-24-SSI-Y | 6112 Salaries or Wages for Substitute Teachers or Other Professionals | \$7,868.00 |
| 162-11-6118-00-144-Y-30-ASP-Y | 6112 Salaries or Wages for Substitute Teachers or Other Professionals | \$36,000.00 |
| 162-11-6118-00-144-Y-30-000-Y | 6118 Extra Duty Stipend - Locally Defined | \$20,000.00 |
| 162-11-6119-00-144-Y-34-PKK-Y | 6119 Salaries or Wages - Teachers and Other Professional Personnel | \$101,302.00 |
| 162-11-6119-31-144-Y-30-000-Y | 6119 Salaries or Wages - Teachers and Other Professional Personnel | \$74,308.00 |
| 6100 Subtotal: | | \$239,478.00 |
| 6200 Professional and Contracted Services | | |
| 162-11-6249-00-144-Y-30-LWS-Y | 6216 Professional Services - Locally Defined | \$2,800.00 |
| 6200 Subtotal: | | \$2,800.00 |
| 6300 Supplies and Services | | |
| 162-11-6399-00-144-Y-30-00-Y | 6399 General Supplies | \$13,415.00 |
| 162-13-6399-00-144-Y-30-00-Y | 6399 General Supplies | \$2,000.00 |
| 6300 Subtotal: | | \$15,415.00 |

Personnel for Breeden Elementary:

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|------------------|---------------------|--------------------|------------|
| Alice Garcia | PreKinder Teacher | State Compensatory | .50 |
| Eleazar Rivas | PreKinder Teacher | State Compensatory | .50 |
| Leticia Gonzalez | PreKinder Teacher | State Compensatory | .50 |
| Loyda Poy | Dean of Instruction | State Compensatory | 1 |

Title I

Schoolwide Program Plan

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

Ten Schoolwide Components

1: Comprehensive Needs Assessment

The Site-Based Decision-Making (SBDM) Committee conducted a **comprehensive needs assessment (CNA pg.6-17)** 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 the state mandated assessments for the 2016-2017 and to increase the commended performance level in all content areas. After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following areas of improvement would be addressed:

- Attain attendance rates through student motivational activities such as perfect attendance awards and prize drawings. Also, in an effort to increase student attendance, teachers will be prepared to monitor attendance and know which action steps to take when students are not meeting attendance requirements. Migrant students will be provided with supplemental supplies to increase their attendance rate
- Tutorials will be provided to students that are demonstrating a need to improve. Migrant students will be provided with supplemental supplies as needed. Supplemental materials and/or software will be purchased to aid teachers in implementing the curriculum and recognition materials (i.e. trophies, plaques, etc.) will be purchased to recognize students' achievement (attendance or academic)
- Bullying and Safety Presentations for students will take place at the beginning of the school year to promote a safe, comfortable and learning environment and provide a school wide discipline behavior palen to decrease discipline issues
- Allot time to work with teachers displaying weak instructional methods and classroom management
- Provide teachers with more Professional Development on differentiated instruction, more time for planning intervention instruction to meet STAAR standards for all student populations for the 2016-2017 school year
- Promote a more active parental involvement by creating a school climate that support family/school involvement and invite parents to present talks

and/or demonstrations about their specialized knowledge or skills

- Increase formal and informal communication with parents, staff, and students
- Technology will support classroom instruction and curriculum and provide more computer access for students in all classrooms

2: Schoolwide Reform Strategies

Implement school-wide reform strategies (CNA pg.6 and Goal 1.1.1,2,3,6,10,11) that provide opportunities for all children in meeting the State's proficient and advanced levels of academic performance, use effective methods and instructional strategies that are established on scientifically based research that (1) strengthen the core academic program; (2) increase the amount and quality of learning time, including the funding of an after-school tutorial/ summer school/ enrichment program, for students who are At-Risk and in need of continuity in their instructional program to be successful in the succeeding school year; and (3) 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 standard.

3: Instruction by highly qualified professional teachers

Highly-qualified teachers will carry out the instructional program. (CNA pg. 12 and Goal 1.1.5, 7,16,18,19) 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.

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 (CNA pg. 13 and Goal 1.1.12,15) 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. The professional development needs for the campus are determined by the following factors: STAAR test results, AEIS Campus Report Card, B.I.S.D. Curriculum Department, their Curriculum Specialists, and through feedback based from the faculty survey. The school principal and campus staff members proceed to implement the district-wide curriculum; with high-quality and research-based staff development. The principal and dean of instruction determine the selection of the participants who will benefit and who will attend the in-service sessions. Teachers attending certain staff development sessions share the information with the rest of the faculty via grade level meetings or during faculty meetings after school. Staff development needs are assessed regularly through official classroom observation summaries, classroom walk-throughs conducted by the school administration and by the instructional facilitator. The classroom program observations conducted by the administration are for the purpose of assisting the teachers improve their teaching skills only and to determine if any staff development needs are warranted.

5: Strategies to attract highly qualified teachers

Strategies to attract high-quality teachers to high needs schools will include (CNA pg. 12 and Goal 1.1.18) selection of teachers from the District's and Region I's efforts to recruit teachers from out of valley and state, recruiting teachers from Teach for America Programs, paying stipends for attainment of a Master's Degree, and paying stipends grade level lead teachers.

6: Strategies to increase parental involvement

Title I, Part A Funds will be used to partially finance **strategies to increase parental involvement** (CNA pg. 15 and Goal 6.1.1-8) 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. With the high level of parental participation at the district sponsored meetings, more needs to be done to reach parents who are not able to attend school for parent conferences, open house, and other parent meetings. Many parents are employed and are unable to participate as volunteers during the school day. We need to build a system to reach and educate all parents on a continuing basis. While many parents are recruited and approved by the district as volunteers, several of these parent volunteer do not make the commitment to remain as volunteer for the school. By providing appropriate training, the achievement gaps can be reduced thus making them more effective in the art of parenting and providing a life-long desire for learning for their children. The parent liaison will help organize and coordinate classroom support through teacher collaboration.

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

An orientation **for preschool children** (Goal 6.1.8) from Head Start to assist with the transition to Breeden Elementary will be held annually in the Spring and for 5th grade students 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** (CNA pg. 9-10 and Goal 1.1.2,14,17) to measure student performance. Teachers will use data obtained from state assessments as well as other instruments, including but not limited to the TELPAS, Terra Nova, Supera and progress monitoring assessments, 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.

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.** (CNA pg. 8,10 and Goal 3.1.1) 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. Teachers will monitor all students and

implement RtI strategies and interventions as needed. **(Goal 1.1.13)**

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.** (CNA pg. 7 and Goals 1.1.13, 3.1.1). Several of the strategies being implemented are jointly funded with Special Services, Title I and State Compensatory Funds, e.g., after school tutorial programs. Professional Development activities are also paid for from Title I, Parts A and C, and Local Funds. Title I and State Compensatory Funds along with Bilingual funds are used to purchase supplemental instructional materials and software, media, and library resources used to improve and enhance the overall instructional program.

In addition to those described above, identified Migrant students will be supported with supplemental services designed to reduce the educational disruptions and other problems that result from repeated moves. To aid the students transition into the school, school supplies and/or personal items will be purchased through Migrant Funds. PFS students will receive additional supplemental support. **(Goal 7.1.1-6)**

Bilingual Funds will be 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. The campus goal is to develop LEP students' listening, speaking, reading, and writing English language development. In order to achieve this goal, the campus will implement the district's early-exit transitional program. Bilingual funds will be used to purchase additional resources, provide professional development, and used for additional tutoring for our bilingual population. **(Goal 1.1.3, 13)**

The campus will also continue to provide the state mandated State Compensatory Education Program through campus as well as District funded initiatives. The counselor will provide training to teachers for the identification of the at risk population. Teachers will monitor these students throughout the year and offer extended day/week tutorials as needed. In addition, SCE funded personnel (Dean of Instruction and Pre-Kinder Teachers) will provide supplemental instructional services to improve at-risk student achievement. Additionally, supplemental instructional materials and computer-based instruction will be offered to identified at-risk students. **(Goal 3.1.1-4)**

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. Students with Special needs will have high expectations and will be assisted in helping them achieve these expectations. **(Goal 1.1.5)**

Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|---------------------|-----------------|----------------|------------|
| Blanca Gracia | Teacher Aide | Title IA | 1 |
| Elizabeth Salazar | Nurse | Title I-A | .40 |
| Jennifer Ramirez | Teacher Aide | Title IA | 1 |
| Joanna Garcia | Teacher Aide | Title IA | 1 |
| Karina Zambrano | Parent Liaison | Title IA | 1 |
| Myriam De La Garza | Teacher Aide | Title IA | 1 |
| Neredia Avila | Library Aide | Title IA | 1 |
| Rosalinda Perez | Teacher Aide | Title IA | 1 |
| Sandra Luz Castillo | Teacher Aide | Title IA | 1 |

2016-2017 Site-Based Decision Making Committee

| Committee Role | Name | Position |
|-----------------------------|-------------------|--------------------------|
| Administrator | Mandy Delgado | Principal |
| Administrator | Nohemi Garza | Assistant Principal |
| Administrator | Loyda Poy | Dean of Instruction |
| Business Representative | Jorge Aboytes | Business Representative |
| Business Representative | Beth Salinas | Business Representative |
| Classroom Teacher | Ana Barrera | Kinder Lead Teacher |
| Classroom Teacher | Emmanuel Benitez | 4th Grade Lead Teacher |
| Classroom Teacher | Aide Castro | SE Lead Teacher |
| Classroom Teacher | Norma Chavez | 3rd Grade Lead Teacher |
| Classroom Teacher | Alicia Garcia | Pre-Kinder Lead Teacher |
| Classroom Teacher | Deyanira Medrano | 1st Grade Lead Teacher |
| Classroom Teacher | Laura Moore | 5th Grade Lead Teacher |
| Classroom Teacher | Laura Shio | 2nd Grade Lead Teacher |
| Community Representative | Roberto Castanon | Community Representative |
| Community Representative | Jose Luis Ramirez | Community Representative |
| District-level Professional | Sally Lagualt | C & I Specialist |
| Non-classroom Professional | Karina Zambrano | Parent Liaison |
| Paraprofessional | Wynima Melchor | Para-Professional |
| Parent | Jessica Longoria | Parent |
| Parent | Blanca Pena | Parent |
| Student | Alexa Chavez | Student |

Campus Funding Summary

| Local | | | | | |
|------------------|------------------|-----------------|---|-------------------------------|--------------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 11 | Assessment Conference, TEPSA | 199-23-6411-23-144-Y-99-000-Y | \$4,000.00 |
| 1 | 1 | 12 | Ink/Toner for Classroom use | 199-11-6399-62-144-Y-11-000-Y | \$800.00 |
| 1 | 1 | 12 | Teacher Supplies and Materials/Instructional Materials (GPS, STAAR Master, Mentoring Minds) | 199-11-6399-00-144-Y-11-000-Y | \$10,000.00 |
| 1 | 1 | 12 | Supplies and Materials for Administration | 199-23-6399-00-144-Y-99-000-Y | \$1,000.00 |
| 1 | 1 | 12 | Computers for Administration | 199-23-6399-65-144-Y-99-000-Y | \$3,000.00 |
| 1 | 1 | 12 | Computer Supplies (Ink/Toner) | 199-23-6399-62-144-Y-99-000-Y | \$2,400.00 |
| 1 | 1 | 12 | Licenses, single use of software | 199-23-6395-62-144-Y-99-000-Y | \$165.00 |
| 1 | 1 | 12 | Toner/Ink for Counselors | 199-31-6399-00-144-Y-99-000-Y | \$1,600.00 |
| 1 | 2 | 1 | PE Equipment/Supplies | 199-11-6399-51-144-Y-11-000-Y | \$1,000.00 |
| 1 | 2 | 2 | Transportation to and from activities | 199-11-6494-00-144-Y-11-000-T | \$2,000.00 |
| 1 | 2 | 4 | Supplies for Nurse | 199-33-6399-00-144-Y-99-000 | \$500.00 |
| 1 | 2 | 6 | Supplies for maintenance and operation of the school | 199-51-6315-00-144-T-99-000-Y | \$8,751.00 |
| 1 | 2 | 6 | Extra Duty Pay-Head Custodian | 199-51-6121-47-144-Y-99-000-Y | \$50.00 |
| 1 | 2 | 6 | Extra Duty Pay-Custodians | 199-51-6121-00-144-Y-99-000-Y | \$100.00 |
| 1 | 2 | 6 | Extra-Duty Pay-Custodians | 199-11-6121-00-144-Y-11-000-Y | \$25.00 |
| 1 | 2 | 6 | Extra-Duty Pay-Head Custodians | 199-11-6121-51-144-Y-11-000-Y | \$25.00 |
| 4 | 2 | 3 | DI Supplies, Shirts, and instructional materials. | 199-11-6399-00-144-Y-21-000-Y | \$0.00 |
| Sub-Total | | | | | \$35,416.00 |
| Title I-A | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 11 | Assessment Conference | 211-13-6411-23-144-Y30-AYP-Y | \$3,000.00 |
| 1 | 1 | 12 | Ink/Toner | 211-11-6399-62-144-Y30-OF2-Y | \$3,000.00 |
| 1 | 1 | 15 | 6 FTEs Classified | 211-11-6129-06-144-Y-24-OF2-Y | \$145,125.00 |

| | | | | | |
|------------------|---|----|---|-------------------------------|--------------|
| 1 | 1 | 15 | 1 FTE Library Aide | 211-12-6129-06-144-Y-30-000-Y | \$22,000.00 |
| 1 | 2 | 4 | 1 FTE/Nurse | 211-33-6119-00-144-Y-30-0F2 | \$21,659.00 |
| 3 | 1 | 1 | Supplemental Instructional Materials | 211-11-6399-00-144-Y-30-0F2-Y | \$38,538.00 |
| 3 | 1 | 1 | Extended Day Enrichment Program | 211-11-6118-00-144-Y-24-ASP-Y | \$28,186.00 |
| 3 | 1 | 1 | Extended Day Enrichment Program-Overtime Pay for classified para-professionals | 211-23-6121-00-144-Y-24-ASP-Y | \$5,000.00 |
| 4 | 1 | 3 | Parent Liaison Home Visit Travel/Mileage | 211-61-6411-00-144-Y-30-0F2-Y | \$400.00 |
| 4 | 1 | 4 | Community School-Sponsored Coupons, Recognition Perfect Attendance Certificates, Trophies, Plaques, Ribbons | 211-11-6498-00-144-Y-30-0F2-Y | \$6,000.00 |
| 6 | 1 | 1 | 1 FTE (Parent Liaison) | 211-61-6129-00-144-Y-30-0F2-Y | \$22,000.00 |
| 6 | 1 | 1 | Food for Parents | 211-61-6499-53-144-Y-30-0F2-Y | \$100.00 |
| Sub-Total | | | | | \$295,008.00 |

Title III-A

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------------------|-----------|----------|--|-------------------------------|------------|
| 1 | 1 | 3 | LPAC Substitutes | 163-13-6112-00-144-Y25-000-Y | \$1,200.00 |
| 1 | 1 | 3 | LPACing for STAAR Summer Scores | 163-13-6118-00-144-Y-25-000-Y | \$300.00 |
| 1 | 1 | 12 | General supplies/Duplicating Paper | 263-11-6399-00-144-Y25-000-Y | \$2,675.00 |
| 3 | 1 | 1 | Extended Day Enrichment Program and After-School Tutorials | 263-11-6118-00-144-Y-25-000-Y | \$5,000.00 |
| Sub-Total | | | | | \$9,175.00 |

State Compensatory

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|--|-------------------------------|-------------|
| 1 | 1 | 12 | Supplemental General Supplies/Materials/Instructional Booklets | 162-11-6399-00-144-Y-30-000-Y | \$15,415.00 |
| 1 | 1 | 12 | Supplies for Teachers | 162-13-6399-00-144-Y-30-000-Y | \$2,000.00 |
| 3 | 1 | 1 | Extended Day SSI After-School Tutorials | 162-11-6118-00-144-Y-30-SSI-Y | \$7,868.00 |
| 3 | 1 | 1 | Extended Day After-School Tutorials | 162-11-6118-00-144-Y-30-000-Y | \$20,000.00 |
| 3 | 1 | 1 | Extended Day Enrichment Program | 162-11-6118-00-144-Y-30-ASP-Y | \$31,433.00 |
| 3 | 1 | 2 | 1 FTE | 162-13-6119-31-144-Y-30-000-Y | \$75,000.00 |
| 3 | 1 | 3 | Pre-Kinder Teachers/4 FTE's @ 50% | 162-11-6119-00-144-Y-34-PKK-Y | \$0.00 |

| | | | | | |
|----------------------------|------------------|-----------------|--------------------------------------|-------------------------------|---------------|
| 8 | 1 | 2 | Living with Science Software Renewal | 162-11-6249-00-144-Y-30-000-Y | \$2,800.00 |
| Sub-Total | | | | | \$154,516.00 |
| State Bilingual | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 12 | Supplemental materials and supplies | 163-11-6399-00-144-Y25-000-Y | \$6,175.00 |
| 1 | 1 | 15 | 1 FTE Classified | 163-11-6129-06-144-Y-25-000-Y | \$19,000.00 |
| Sub-Total | | | | | \$25,175.00 |
| TLI | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 9 | Reading Materials for Library | 289-12-6329-00-144-Y-24-TL2-Y | \$19,855.48 |
| 1 | 1 | 9 | Multi-genre, multi-leveled Bookroom | 289-11-6399-00-144-Y-24-TL2-5 | \$0.00 |
| Sub-Total | | | | | \$19,855.48 |
| Title I-C (Migrant) | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 7 | 1 | 2 | School supplies | 212-11-6399-00-144-Y-24-0F2-Y | \$380.00 |
| Sub-Total | | | | | \$380.00 |
| Title II-A (TPTR) | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 18 | Class-size Reduction Teacher | 255-11-6119-01-144-Y-24-0D0-Y | \$45,000.00 |
| Sub-Total | | | | | \$45,000.00 |
| SPED | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 12 | Supplies and materials | 166-11-6399-00-144-Y-23-0B0-Y | \$1,000.00 |
| 1 | 1 | 12 | Gloves/Toner | 166-11-6399-62-144-Y-23-OP1-Y | \$2,345.00 |
| Sub-Total | | | | | \$3,345.00 |
| No Funds Required | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | Adopted Reading Textbook ; TLI Plan | | \$0.00 |

| | | | | | |
|---|---|----|--|--|--------|
| 1 | 1 | 2 | ELPS; SRA; Language Enrichment; DLM OWL; Multisensory Grammar; STAAR Reporting Categories | | \$0.00 |
| 1 | 1 | 3 | Resources: TELPAS Educator Guide ELPS; SRA; Language Enrichment; DLM OWL; Multisensory Grammar; Adopted Reading Textbook | | \$0.00 |
| 1 | 1 | 4 | Writing Curriculum; Writing Textbook; | | \$0.00 |
| 1 | 1 | 5 | Resources: Language Enrichment, Esperanza, Reading Readiness | | \$0.00 |
| 1 | 1 | 6 | Resources: Math Envision Textbook, Math Realize, OWL Curriculum, Math TEKS, Math Frameworks | | \$0.00 |
| 1 | 1 | 7 | Resources: STAAR Reporting Categories, Living with Science, Science Envision Textbook, Science Realize software | | \$0.00 |
| 1 | 1 | 8 | Resources: Social Studies curriculum and frameworks, Social Studies Textbook, Kids Voting USA, Career Day Presenters | | \$0.00 |
| 1 | 1 | 10 | Resources: 3-Tier RTI Model, FCCR, Tutorials, Progress Monitoring Assessments | | \$0.00 |
| 1 | 1 | 13 | Resources: TEKS, Reading and Supporting Standards, Progress Monitoring Assessments | | \$0.00 |
| 1 | 1 | 14 | State Adopted Texts, CIRCLE, OWL, RTI Model, Language Enrichment, Esperanza, Reading Readiness, ELPS, TELPAS, Esperanza, Sheltered Instruction, 3-TIER/RTI Reading Model, STAAR, TLI Grant Guidelines, ESL Strategies, STAAR Readiness, TPRI/Tejas Lee, CPALLS, Aprenda, Review 36 | | \$0.00 |
| 1 | 1 | 16 | Tango Trends | | \$0.00 |
| 1 | 2 | 3 | School Health Index | | \$0.00 |
| 1 | 2 | 5 | CATCH Curriculum | | \$0.00 |
| 2 | 1 | 1 | Art Resources | | \$0.00 |
| 2 | 1 | 3 | UIL Curriculum | | \$0.00 |
| 3 | 1 | 4 | Homeless and Unaccompanied Youth Identification Criteria as defined by the McKinney-Vento Act, Campus Registration Packet Parent Conference Logs | | \$0.00 |
| 4 | 1 | 1 | Believe in BISD flyers | | \$0.00 |

| | | | | | |
|---------------------|------------------|-----------------|--|-------------------------------|---------------|
| 4 | 1 | 2 | Daily Classroom Perfect Attendance Announcements, School Messenger Notification System, District Open Houses, Parent-Teacher Conferences | | \$0.00 |
| 4 | 2 | 1 | College Banners | | \$0.00 |
| 4 | 2 | 2 | | | \$0.00 |
| 5 | 1 | 1 | Review 360 Code of Conduct, Local and State Discipline Policies | | \$0.00 |
| 5 | 1 | 2 | Emergency Operations Manual, Emergency Operations Plan | | \$0.00 |
| 5 | 1 | 4 | Review 360 Behavior of Concern Documentation | | \$0.00 |
| 5 | 1 | 5 | Faculty, Staff, and Student Presentations | | \$0.00 |
| 6 | 1 | 2 | Handouts, School Website | | \$0.00 |
| 6 | 1 | 3 | School Compacts | | \$0.00 |
| 6 | 1 | 4 | Handouts | | \$0.00 |
| 6 | 1 | 5 | SBDM Meetings and Handouts | | \$0.00 |
| 6 | 1 | 6 | Parent Contact Form, Handouts, Brochures | | \$0.00 |
| 6 | 1 | 7 | Community Partnerships | | \$0.00 |
| 6 | 1 | 8 | | | \$0.00 |
| 7 | 1 | 1 | NGS and PFS Reports and supplemental extended day tutorials | | \$0.00 |
| 7 | 1 | 3 | CPALLS, TPRI/Tejas LEE/TELPAS Assessments, District and Campus PMA's (benchmarks) | | \$0.00 |
| 7 | 1 | 4 | Project Smart Program, all Non-Migrant Summer School Programs, NGS currently enrolled report | | \$0.00 |
| 8 | 1 | 1 | Computer Labs, COWS, Ink, Toner, Paper | | \$0.00 |
| 8 | 1 | 3 | eSchool Plus, Power Points, Publisher, Microsoft Word, Aware, Eduphoria, Tango Trends | | \$0.00 |
| 8 | 1 | 4 | Texas Star Chart Survey | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| 197 Projects | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 9 | Reading Materials | 197-12-6329-00-144-Y-99-000-Y | \$3,228.00 |

| | | | | | |
|--------------------|---|---|-----------------------------------|-------------------------------|--------------|
| 1 | 1 | 9 | Subscriptions | 199-12-6325-00-144-Y-99-000-Y | \$386.00 |
| 1 | 1 | 9 | Software | 197-12-6395-65-144-Y-99-000-Y | \$55.00 |
| 1 | 1 | 9 | Capital Assets-Librarian Computer | 197-12-6649-65-144-Y-99-000-Y | \$1,400.00 |
| Sub-Total | | | | | \$5,069.00 |
| Grand Total | | | | | \$592,939.48 |