

Brownsville Independent School District
Brite Elementary
2016-2017 Campus Improvement Plan



Mission Statement

Through a partnership of school staff, students, parents, and community, all Ben Brite students will become effective communicators, responsible citizens, self-directed learners and complex thinkers who:

Master effective communication skills.

- Master the ability to monitor and assess their own performance and be responsible for expanding their physical, emotional and intellectual learning. Demonstrate responsible citizenship through positive social interactions in various environments.
- Use innovative complex thinking strategies to solve problems and make decisions in everyday life.

Vision

Together We Soar! Working collaboratively as a team to work towards the same goal of helping all our students reach their highest potential

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Student Demographics are reviewed by using student enrollment, attendance, and other sources as mentioned below.

Data Sources Reviewed: The following sources provided valuable data for Demographics in regards to the identification of needs:

- Student Enrollment
- Student Attendance
- PEIMS Reports
- Teacher-Student Ratio
- Course-Class Assignment
- Eduphoria/Tango Central
- Texas Primary Reading Inventory (TPRI) and Tejas Lee
- CPALLS and Owl Inventory
- ERO Sessions Evaluations
- Classroom Visits
- C&I Surveys
- BISD Monitoring Instrument

The student population at Brite Elementary School is approximately 658 and serves students in grade pre-kinder through fifth. According to the PEIMS Data Review of our campus profile, the student population includes: Hispanic 99.39%, White 0.61%, African American 0%, Economically Disadvantaged 92.40%, Limited English Proficiency (LEP) 46.96%, At-Risk 65.20%, Migrant 1.98%, Gifted and Talented 6.23%, Special Education 8.97%. Enrollment numbers for Brite Elementary School have shown a decrease. The mobility rate for the campus has increased. A total of 65.20% of students are identified as at-risk with the highest number of at-risk students being identified under the economically disadvantaged. Additionally, the retention rate is 5% for all students and at-risk. The attendance rate for the 2015-2016 school was 97% for all students and 97% for at-risk students.

Demographics Strengths

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

- Highly Qualified Staff
- High Attendance
- Identification of At Risk
- Small class sizes
- Implementation of RTI
- GT Program

Demographics Needs

Findings/Analysis Results: The following areas of improvement were identified after all findings were analyzed by the SBDM Committee.

- Decrease Student Referrals
- Decrease Student Early Pick Ups
- Improve Student Attendance
- Implementation of Interventions through RTI for ELL and At Risk students

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

- *All staff members will implement a school-wide discipline plan for consistency to promote good student behavior.*
- To obtain perfect attendance, students must be present the entire instructional day for that attendance period.
- Weekly and individual incentives will be awarded to the students to promote student attendance
- Provide afterschool and Saturday tutorials in Reading/Math/Science to improve at Risk Student achievement.
- Implementation of interventions through the Response to Intervention (RTI) 2 & 3 Models. Students will be referred to after school tutorials and Saturday Academies in order to support academic success.
- Teachers will be provided support with RTI interventions to ELL and At-Risk students to improve academic achievement
- Teachers in Kinder will provide an orientation for Head Start students to introduce them to campus environment and be ready to enter our school. Fifth grade students will be provided with an orientation to introduce them to the middle school environment.
- Provide computer-based instruction in the foundation curriculum and adaptive-assisted devices in order to improve at-risk student achievement,
- Accelerated Reader Program: Students will use the AR program on a weekly basis to promote and encourage the love of Reading.
- Parent Liaison will ensure support services for students
- Prof. Development will be provided to improve instructional strategies.
- identified as homeless
- Migrant students will be provided with the needed support and resources that would not be available through any other funding source.
- Computer for Kinder Teacher

- Classified personnel will be funded to provide help with small group instruction
- class-sized reduction

To best support campus efforts and meet identified needs at the District and Campus level; activities, resources, and implementation timelines related to Student Achievement are set forth in core-area, At-Risk, and MI Education sections of the 2016-2017 Campus Improvement Plan.

Student Achievement

Student Achievement Summary

Teachers use Aware and Tango Trends reports to analyze student data and identify the needs of their students to target instruction.

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

- AEIS Report
- District Benchmarks
- AYP Report
- STAAR Summary Report-Group Performance
- Eduphoria! Aware
- TELPAS/AMOS Reports
- Class Grades
- Student Point Sheets
- Tango Trends Reports

Student data will be analyzed through Aware, Tango-Central, TPRI/Tejas Lee, and TangoTrends, District Benchmarks, Campus Assessments to identify the needs of students and to be able to target instruction.

3rd - 5th Grade All Students STAAR Summary:

Reading: 3rd grade 85%, 4th Grade 63%, 5th Grade 79%

Writing: 4th Grade 74%

Math: 3rd Grade N/A%, 4th Grade N/A%, 5th Grade N/A%

Science: 5th Grade 71%

The trends identified when student performance scores were compared over a period of 2 years demonstrate that students' scores in Science decreased from 2015 - 76% to 2016 - 71% and 4th grade writing decreased from 2015 - 87% to 2016 - 74%

Performance variation between all student groups:

Reading: At-Risk 67%, Economic Disadvantaged 80%, Hispanic 79%, White 100%, Female 82%, Male 77%, Gifted and Talented 100%, LEP 63%, Migrant 67%, Special

Education 36%,

Writing: At-Risk 67%, Economic Disadvantaged 77%, Hispanic 77%, White N/A, Female 80%, Male 73%, Gifted and Talented 82%, LEP 68%, Migrant 33%, Special Education 29%.

Math:: At-Risk n/a% , Economic Disadvantaged n/a%, Hispanic n/a%, White N/A, Female n/a%, Male n/a%, Gifted and Talented n/a%, LEP n/a%, Migrant n/a%, Special Education n/a%.

Science: At-Risk 54%, Economic Disadvantaged 69%, Hispanic 70%, White N/A, Female 61%, Male 77%, Gifted and Talented 100%, LEP 47%, Migrant 100%, Special Education 69%,

Student Achievement Strengths

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

- 79% of students mastered Reading STAAR
- N/A% of students mastered Math STAAR
- 77% of students mastered Writing STAAR
- Campus Met AMAOS 1
- Campus Met AMAOS 2

Student Achievement Needs

Findings/Analysis Results: The following areas of improvement was identified after all findings were analyzed by the SBDM Committee.

Increase 5% of students mastering Science, Reading, Writing, and Math STAAR.

Achieve higher % scores in the STAAR assessment in All tested content areas and advance high in TELPAS by providing professional development, and supplemental instructional resources for classrooms and library.

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

- Increase by 5 % scores in the STAAR assessment in All tested content areas and advance high in TELPAS by providing professional development, and supplemental instructional resources, for classrooms and library.
- Provide afterschool tutorials and Saturday Academy for at-risk students.
- Provide general supplies, additional supplemental resources and academic subscriptions for at-risk students
- Increase Number of students reaching Index 1, 2, and 3
- Provide RTI interventions for all struggling students.
- Administer Science, Math, Reading, and Writing Campus 6 weeks assessments
- *Target Testing Content Instruction using Tango Trends data analysis*
- *Students in BI units will receive incentives to encourage academic success.*
- *Professional Development on Student Achievement*
- *Provide student incentives to encourage student success*
- *Provide vocabulary in all STAAR testing content areas*
- *Implement TLI strategies in Reading and through-out content areas*
- *Incorporate technology programs in Science, Math, and Reading*
- *Implementation of after school tutorials for At-Risk Students*
- *Implementation of the extended day program*
- *Dean of Instruction will provide Professional Development Sessions for Campus Staff*
- *Supplement the Pre-K Program to provide foundational learning experiences in order to better prepare at-risk students*
- *Provide computer-based instruction in the foundation curriculum in order to improve at-risk student achievement,*
- *Fine arts students will develop critical thinking and multi-tasking skills, and creativity, teamwork and character by participating in public performances.*
- Fine Arts students and teachers will be provided professional development training annually.
- Provide school supplies for Migrant students to help them be successful in the classroom.
- Provide supplemental instructional resources and supplies such as: furnitirue, supplemental resources, paper and ink to help teachers implent daily instruction.
- Provide students with curricular activities, field trips, trophies, awards, and incentives to promote acadmic achievement.

- Parent Liaison will ensure support services for students identified as homeless Population:
- Class sixe reduction.

- Sp. Ed. (R, M, W, S)
- ELL (R, M, W, S)

- Female (R, M, W, S)
- Male (R, M, W, S)
- At Risk (R, M, W, S)
- Migrant (R, M, W, S)
- Special Services (R,M, W, S)
- BI (R, M, W, S)

To best support campus efforts and meet identified needs at the District and Campus level; activities, resources, and implementation timelines related to Student Achievement are set forth in core-area, At-Risk, and MI Education sections of the 2016-2017 Campus Improvement Plan.

School Culture and Climate

School Culture and Climate Summary

Teachers will do survey provided by ARE Department.

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

- Surveys
- Grade Level Meetings
- Parent Meetings
- School and Classroom Walk troughs

School Culture and Climate Strengths

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

- SBDM involved in decision making process
- Regular grade level, curriculum, and faculty meetings scheduled.
- School map provided to everyone with evacuation routes
- Promote awareness and notification of Student Code of Conduct (SCC) to students, parents, staff, & community through campus distribution of SCC, District and campus Websites, and campus presentations to ensure all students are afforded due process and their rights.
- Develop and maintain an Emergency Operations Plan
- Implement an identification security system
- Visitors must present an identification at sign-in and all points of entry must be locked and monitored at all times.
- Friendly Environment
- Safe & Clean Environment
- High Expectations of Teachers and Students
- Campus will maintain a safe and disciplined environment conducive to students learning.

School Culture and Climate Needs

Findings/Analysis Results: The following areas of improvement was identified after all findings were analyzed by the SBDM Committee.

- Teacher Appreciation
- Professional Development on Current Issues and instructional strategies.
- Administrative Support
- Health aid supplemental materials and office supplies will be provided.
- School supplies for Migrant students as needed

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

- Teachers & students will be recognized for perfect attendance and teacher appreciation.
- Professional Development on current issues, to ensure teachers are up to date.
- Grade level meetings are held on a weekly basis to keep teachers informed and provide support.
- Supplemental health-aid resources and office supplies will be purchased to address student health related needs.
- Migrant students will be provided school supplies and clothing.
- place and assign security officers throughout the year at each elementary

support campus efforts and meet identified needs at the District and Campus level; activities, resources, and implementation timelines related to School Culture and Climate are set forth in all sections of the 2016-2017 Campus Improvement Plan.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Teachers and staff members were surveyed on their certifications.

The following sources provided valuable data for Staff Quality, Recruitment and Retention in regards to the identification of needs:

- Teacher Certification and Qualification
- Paraprofessional and Other Staff Qualification
- Staff Effectiveness in Relation to Student Achievement
- PDAS
- Special Programs Qualifications

Staff Quality, Recruitment, and Retention Strengths

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

- Friendly Environment
- Safe & Clean Environment
- High Expectations of Teachers and Students
- Maintain accurate records of CPE hours using Electronic Registrar Online (ERO)On-demand reports using Electronic Registrar Online (ERO)
- Provide staff development training for administrators and new teachers, etc....to include addition to PDAS, SBDM and Project Share
- Assist staff development with district departments
- Turn Around Trainings for teachers and staff in content areas: Reading, ELA, Science, Social Studies, and Math

Staff Quality, Recruitment, and Retention Needs

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

- Improve or increase student and teacher attendance by showing appreciation through incentives such a sperfect attendance certificates, ribbons, etc.
- Teachers & students will be recognized for perfect attendance and teacher appreciation.

- Increase the level of support for teachers by implementing grade level meetings on a weekly basis to keep teachers informed and provide support to better help students' succeed.
- One area of improvement is to focus and target trainings on specific topics and specific groups according to data. Based on our strengths and areas of improvement, we would need training and collaboration with the Curriculum and Technology Department to successfully provide online training to administration, teachers, and staff on the following areas:

To best support campus efforts and meet identified needs at the District and Campus level; activities, resources, and implementation timelines related to Student Achievement are set forth in core-area, At-Risk, and MI Education sections of the 2016-2017 Campus Improvement Plan.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Curriculum, Instruction and Assessment are monitored continuously using Grades, Benchmark Scores, and classroom instruction.

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

- *Curriculum Resources and Materials* **Tango-Trends Reports*
- *Tango Trends Reports* **TPRI/Tejas Lee/CPALLS Reports*
- *Adopted Class Materials* **Report Cards*
- *Enrichment Materials* **Attendance Reports*
- *RTI Materials* **District Benchmarks*
- *Technology* **Campus Benchmarks*
- *Lesson Plans and Delivery of Instruction*
- *Campus Schedules*
- *Benchmark Assessments*

- *Tutorials for At-Risk students*

Curriculum, Instruction, and Assessment Strengths

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

- Teachers willingness to attend In-Service/Trainings
- A deeper understanding of the TEKS, both Readiness and Supporting Standards (All Content Areas)
- Implementation of 6 weeks assessments to address students' needs based on data.
- Implementation of District Benchmarks to address students' needs based on data.
- Implementation of RTI interventions for students who are struggling
- Provide Research Based Resources for a well rounded TEKS based instruction in all content areas.
- Implementation of after school tutorial for At-Risk Students

Curriculum, Instruction, and Assessment Needs

The following area of improvement were identified after all findings were analyzed by the SBDM Committee.

- *Improve STAAR Scores Instruction*
- *Increase Number of students reaching Adv High in TELPAS*
- *Increase supplemental instructional supplies for every classroom and library*
- *Need of after school tutorials*

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

- Trainings on All Content areas and the correlation of the district's instructional curriculum framework units and district resources and textbook adoptions.
- Effective use of instructional strategies for special populations in all content areas or as needed.
- Increase Rigor and Relevance in instruction as well as working knowledge and understanding of Depth of Knowledge (all content areas) to master the Readiness and Supporting Standards set by the State.
- Provide trainings at Campus and District level to further the teachers' working knowledge of content areas and guidance in correlating the district's instructional curriculum framework units of instruction to district resources.
- Provide supplemental instructional supplies to teacher in order to increase student STAAR scores in content areas.
- Provide migrant supplies and clothes for migrants on a per need
- Administer STAAR Content Area District Benchmarks and Campus Six Weeks Assessments to target instruction using Tango Trends Data
- *Teachers will attend Professional Development for Elementary ELA teachers in order to implement a comprehensive instructional program for ELLS provided by the Bilingual and Curriculum Departments Dept to increase students' success in TELPAS and STAAR. Provide migrant supplies for migrants on a per needed bases.*
- *Provide Interventions through RTI to increase students reaching Adv High in TELPAS*
- *Supplemental instructional supplies to teacher in order to increase student STAAR scores in content areas.*
- *Provide ELL Pre K - 5th grade learners with the use of a dictionary and/or thesaurus to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology. Provide computer headphones to enhance interactive activities for Oral Language development, TELPAS Progress Monitoring, and TELPAS online practice assessments.*
- *Provide general supplies to teacher/counselor in order to help increase students learning.*
- *Teacher will purchase PE equipment to implement strategies that will motivate students to participate in physical activities.*
- *Provide afterschool and Saturday tutorials in Reading/Math/Science to improve at Risk Student achievement.*
- *Bilingual teachers will develop oral language skill and increase listening/speaking and reading/writing proficiency through the implementation of the ELPS and ELAR strategies*

To best support campus efforts and meet identified needs at the District and Campus level; activities, resources, and implementation timelines related to Curriculum, Instruction and Assessment are set forth in all sections of the 2016-2017 Campus Improvement Plan.

Family and Community Involvement

Family and Community Involvement Summary

Family and Community members are invited and encouraged to visit our Campus.

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

- Family & Community Participation
- Parent Volunteer Information
- Parent Activity Evaluation and Feedback
- Parent & Community Partnership Data
- Community Service Agencies & Support Services

Family and Community Involvement Strengths

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

- Provide parents with opportunities to gain information and trainings in the language they understand
- Provide parents with the opportunity to participate in the decision-making process Provide parents with educational strategies and critical information on current topics and events
- Parents feel well informed by the campus
- Provide parents with school written communication in their language to keep them informed of upcoming events and activities.

Family and Community Involvement Needs

Findings/Analysis Results: The following areas of improvement was identified after all findings were analyzed by the SBDM Committee.

- Parent Trainings and Parent Liaisons (6.1.1)
- Hold Title 1 meetings (6.1.2)
- Provide Parents access to E-School (6.1.3)
- Increase Participation in Parental Involvement meetings by providing incentives and refreshments (6.1.5)
- Inform parents of upcoming activities with ample time(6.1.5)
- Conduct annual survey of campus (6.1.4)

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

- *Conduct Title 1 meeting to inform parents of services being provided through Title 1. (6.1.2)*
- *Conduct parent orientation meeting to inform parents on district policy and provide access to Home Access Center.(6.1.3)*
- *Share a Parental Involvement Policy to make parents aware of the importance of being involved to increase parental participation.(6.1.3)*
- *Provide incentives, awards and refreshment for all parent involvement meetings in order to increase parent participation. (6.1.5)*
- *Inform parents of upcoming activities with ample time to increase parent participation by announcing on marquee, flyers, school messenger, and newsletters (6.1.5)*
- *Conduct annual survey of campus administration and staff to evaluate the support services (6.1.4)*

Weekly Parental Meetings will be held addressing the following:

- Educating campus administrators and teachers in regards to the academic and non-academic benefits of a strong parent-school partnership.
- Providing academic strategies/training in the areas of ELA, Math, Reading, Science, Social Studies; including Dyslexia and Special Education.
- Educating parents on the importance of reading to/with their children especially during the early childhood years.
- Creating a college going culture for all students.
- Creating an awareness of overall health and well-being for families.
- Providing flexible meeting schedules in an effort to accommodate working parents.

To best support campus efforts and meet identified needs at the District and Campus level; activities, resources, and implementation timelines related to Student Achievement are set forth in core-area, At-Risk, and MI Education sections of the 2016-2017 Campus Improvement Plan.

School Context and Organization

School Context and Organization Summary

Teacher survey.

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

- School Structure or Make Up
- Decision Making Process
- Master Schedule
- Leadership: Formal or Informal
- Supervision Structure
- Support Structure
- Duty Schedules
- School Map & Physical Environment

School Context and Organization Strengths

Findings/Analysis Results: The following strengths were identified after all findings were analyzed by the SBDM Committee.

- SBDM involved in decision making process
- Regular grade level and curriculum meeting scheduled
- School map provided to everyone with evacuation routes
- Promote awareness and notification of Student Code of Conduct (SCC) to students, parents, staff, & community through campus distribution of SCC, District Website, and campus presentations to ensure all students are afforded due process and their rights.
- Develop and maintain an Emergency Operations Plan
- Implement an identification security system
- Visitors must present an identification at sign-in and all points of entry must be locked and monitored at all times.
- Provide general custodial supplies to provide a clean and orderly school environment.

School Context and Organization Needs

Findings/Analysis Results: The following areas of improvement was identified after all findings were analyzed by the SBDM Committee.

- Office Personnel complying with visitor screening policy.
- Teacher bringing classroom keys daily to lock doors.
- School content and organization.

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

- Provide training for Office staff to conduct sex offender search on all visitors.
- Staff and students will receive training on safety procedures (fire, tornado, code lockdown, etc.) to be prepared in case of an emergency.
- Provide a clean and safe environment for students, parents, and staff.
- Place and assign security officers throughout the year at the campus

To best support campus efforts and meet identified needs at the District and Campus level; activities, resources, and implementation timelines related to Student Achievement are set forth in core-area, At-Risk, and MI Education sections of the 2016-2017 Campus Improvement Plan.

Technology

Technology Summary

Technology is a priority at Brite we do our best to keep our Technology up and running at all times..

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

- STAR Survey
- Technology Committee
- SBMD
- Lesson Plans
- Walk-through observations
- Grade level, faculty, and curriculum meetings

Technology Strengths

Findings/Analysis Results: The following strengths were identified after all findings were analyzed by the SBDM Committee.

- Technology Infrastructure
- Technology Leadership
- Instructional Setting for Technology
- Eduphoria, Tango-Central Componenets
- SBDM & Technology Committee participate in decision making
- Study Island/ Brain Pop/Science Lab/computer lab
- Computer access for all students
- Use of website and eSchool Plus among administration and parents to monitor students' progress.

Technology Needs

Findings/Analysis Results: The following area of improvements were identified after all findings were analyzed by the SBDM Committee.

- **Professional Development in Technology Integration.**

- **Campus Technology support with computer hardware.**
- **Increased accessibility to printers, document cameras, Projectors, Elmo(s), and renewal license for instructional software.**

Provide professional development to campus staff on school programs.

The TST will provide professional development to campus staff through-out year and address technology problems.

Purchase Document cameras, projectors, Elmos, and renewal license for instructional purposes as needed.

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

- Students in grades K-5th will have access to computers equipped with content based programs in order to increase academic achievement in Math, Science, and ELA and students interaction and engagement in the learning process.
- *Staff will receive training in Technology to integrate in content areas. Document Cameras, & Projectors will be purchased to be used in the classroom to provide instruction. To gain internet access and present lessons.*
- *Teachers will be required to document classroom technology integration in their lesson plans using the technology TEKS to ensure that technology is integrated throughout the curriculum areas.*
- *Purchase license to continue using software in order to increase student content area skills (Math, Science, and ELA)*
- Provide computer-based instruction in the foundation curriculum and adaptive-assisted devices in order to improve at-risk student achievement,

To best support campus efforts and meet identified needs at the District and Campus level; activities, resources, and implementation timelines related to Student Achievement are set forth in core-area, At-Risk, and MI Education sections of the 2016-2017 Campus Improvement Plan.

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
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment 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 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
- Career and Technical Education (CTE) data, including academic achievement, program growth, 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

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Mobility rate, including longitudinal 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

- Professional Learning Communities (PLC) 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
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

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

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

Summative Evaluation: STAAR scores / TPRI/TJL/CPALLS scores / TELPAS scores

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p style="text-align: center;">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Provide instructional support to campus staff that anchors the BISD District Frameworks on research-based strategies and best practices, presented and/or addressed through focused learning opportunities such as collaborative strategy-based meetings, research-anchored professional development that supports reading comprehension (oral lang. skills that increase listening/speaking and reading/writing proficiencies) and intervention strategies based on student performance data to close the achievement gap and demonstrate progress.</p> <p>Science Fair</p>	1, 2, 10	C&I Specialists Administrators, Specialists, District Lead Teachers, Principals, AP, Deans, Dept Chairs & Campus Lead Teachers, PreK - 5th Teachers	<p>F: Classroom Observations for implementation of TPRI/Tejas Lee Benchmark testing Fluency Monitoring, TLI class visits TLI website/newsletters Agendas/sign in sheets Language objectives and Content Objectives posted</p> <p>S: TELPAS, STAAR PBMAS, SAT 10</p>				

Spelling Bee
Review 360
6+1 Traits
Tango Central/Tango Trends
Edusmart
Brownsville Kids Vote
ECH symposium
TLI Strategies
HEB Read 3
Inclusion
SIOP/Sheltered Instruction
ELPS
Bilingual Model
ELL POrtfolio
Co-Planing
TELPAS
LPAC

General supplies/materials will be purchased for professional development as needed.

POPULATION: All students

Sp. Ed.
ELL
At Risk
Migrant
Special Services
BI

TIMELINE:
August 2016
June 2017

CNA: pg. 10,12,15,17,






Funding Sources: Title I-A - \$800.00, Local - \$1000.00, Local - \$300.00, Local - \$1600.00, Local - \$5000.00

<p style="text-align: center;">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Utilize research-based instructional, technology, Supplemental, and general instructional resources, furniture, and supplies for classrooms and library to target interventions and instruction at the campuses to ensure that all students are prepared to meet the demands of standardized assessments (local, state, national).</p>	1, 2, 9	C&I Administrators, Specialists, District Lead Teachers, Principals, Facilitators/ Deans, Dept Chairs & Campus Lead Teachers, PreK - 5TH Teachers	F: Student assessments Walkthroughs Lesson Plans S STAAR Results, report cards, AEIS repo				
<p>Items will be purchased for the following content areas to help students be successful in mastering the TEKS objectives: Reading, Math, Science, Writing, Social Studies</p> <p>POPULATION: All students Sp. Ed. ELL Female Male At Risk Migrant Special Services BI (</p> <p>TIMELINE: July 2016 June 2017</p> <p>CNA: 10, 17</p>		<p>Funding Sources: Federal Bilingual - \$725.00, Federal Bilingual - \$4000.00, State Bilingual - \$701.00, State Bilingual - \$6724.00, Title I-A - \$1510.00, Title I-A - \$1000.00, SPED - \$500.00, State Compensatory - \$13313.00, Local - \$5000.00, Local - \$8000.00, Advanced Academics - \$755.00, Local - \$1000.00, Local - \$650.00, Local - \$1000.00, Local - \$217.00, Local - \$253.00, Local - \$1373.00, Local - \$300.00, Local - \$100.00, Local - \$245.00, Local - \$1000.00, Local - \$386.00, Local - \$3228.00, Local - \$441.00, Local - \$254.00, Local - \$4282.00, Title I-A - \$266.00</p>					

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>3) Federal Programs will fund Classified Instructional Personnel and Librarian Aide to supplement allotted campus positions so that the needs of low performing students may be met through individualized and small group instruction.</p> <p>Population: TI-A Teachers ,TI-A Para-Professionals (Pre-K, Kinder, 1st-5th, Dyslexia, Computer, and Library), TI-A Students</p> <p>Timeline: July 1, 2016 through June 30, 2017</p> <p>CNA PG.6, 10</p>	1, 2, 3, 10	Principal Assit. Principal, Dean of Instruction Coaches teachers	<p>S: Personnel Requisitions Student Progress Reports Professional Leaves Monthly Payroll Reports Purchase Orders 5% Improvement on State Assessments (STAAR/TPRI/ Tejas Lee/CPALLS/ Aprenda Walk-Throughs Lesson Plans</p> <p>F: Title I Schoolwide Components (Code by #) Formative: Teacher Observations, Lesson Plans, Student Classroom Progress Reports and Grades Summative: PDAS, Job Description/ Evaluations, ERO Session Evaluations State Assessment Results (STAAR/TPRI/ TejasLee/ CPALS/ Aprenda</p>				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>4) Special Programs and State Bilingual will fund the following activities and personnel under Title II-A and Title III: Class-size reduction teachers (CSR),Professional Development, Stipends for teachers in certified areas of need</p> <p>July 1, 2016 Through June 30, 2017</p> <p>CNA PG.6</p>	2, 5, 10	TII-A and Tile III Teachers, Private School Teachers, Secondary teachers	<p>CSR Personnel Requisitions (5th grade) Professional Leaves Class Schedules Monthly Payroll Reports Monthly Position Control Report 5% increase in STAAR scores ERO Session Evaluations ***** Title I Schoolwide Components Formative: District and Campus Benchmark Scores, Teacher Observations, Student Progress Reports, Training Evaluations Summative: PDAS, Job Description/ Evaluations, State Assessment Scores</p>				
<p>Funding Sources: State Bilingual - \$26136.00, State Bilingual - \$891.00, State Bilingual - \$16335.00, State Bilingual - \$1000.00</p>							
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>5) Provide annual Response to Intervention (RtI) Training of Trainers (TOT) for campus staff to implement intervention through the RtI 3 Tier Model in order to support student academic growth and success.</p> <p>Population: TI, MI, ELL, SE, AR, GT, DYS, CTE, All students</p> <p>Timeline: July 2016 - June 2017</p> <p>CNA PG. 6, 15</p>	2, 4, 9	C&I Administrators, Specialists, District Lead Teachers, Principals, Facilitators/ Deans, Dept Chairs & Campus Lead Teachers, PreK -5th Teachers	<p>Formative: Classroom observation, ERO Session Evaluations, BOY/MOY/EOY data analysis meeting PK-5, Progress Monitoring and Interventions</p> <p>Summative: STAAR scores, TPRI/TJL/CPALLS scores, TELPAS</p>				
<p>Funding Sources: No Funds Required</p>							

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>6) Utilize instructional technology by modeling within the context of instruction in core curriculum areas by using a variety of technology equipment (computer labs, Interactive tables, sensors/Interface Technology, interactive whiteboards, document cameras, tablets, clickers, graphing calculators, hardware and software, etc.) in order to differentiate instruction and meet accommodations. Project Share TSLP courses and e-portfolios, will further develop the professional learning communities through campus based leadership teams (CBLT).</p> <p>Population: TI, MI, ELL, SE, AR, GT, DYS, CTE, All students</p> <p>Timelines: July 2016 through June 2017</p>	1, 2	C&I Administrators, Specialists, District Lead Teachers, Principals, Facilitators/ Deans, Dept Chairs & Campus Lead Teachers, PreK through 12 Teachers, Technology Service Staff TLI Teacher Specialists	Formative: Classroom observation, ERO Session Evaluations, TLI Activity Report Summative: STAAR scores, TPRI/TJL/CPALLS scores, TELPAS,				
<p align="center">Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>7) In an effort to promote physically and emotionally healthy students, the campus will implement the PAPA (Parenting and Paternity Awareness) curriculum, CATCH (Coordinated Approach to Child Health) program, and a SHAC (School Health Advisory Committee) that will evaluate the implementation of the district initiatives as well as the policies such as those on Dating Violence and sexual abuse of children.</p> <p>Population: TI, MI, ELL, SE, AR, GT, DYS, CTE, All students</p> <p>Timeline: July 2016 to June 2017</p>	1, 2, 6	C&I Administrators, Specialists, District Lead Teachers, Principals, Facilitators/ Deans, Dept Chairs & Campus Lead Teachers, PreK to 12 Teachers	Formative: Classroom observation, Professional development evaluations Summative: Fitness Gram results				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>8) Federal Programs will fund the following personnel, strategies activities, and educational tools under Title I-A to implement the Three-Year-Old Program (PK-3) in an effort to promote early literacy: Highly Qualified Teachers and Para-professionals, Research Based Professional Development, Transitioning of Students from Pre-School to Public School, Teacher Stipends, Supplies, Materials, Equipment.</p> <p>Population: PK-3 Year Old Program Students, Teachers, Para-Professionals</p> <p>Timeline: July 1, 2016 through June 30, 2017</p>	1, 7	TI-A Three-Year-Old Program (PK-3) Teachers, Para-Professionals, Principals, Federal Programs Administrator and Supervisor.	Formative: Teacher Observations, Pre-Test Checklist Results, Student Classroom Progress Reports, ERO Session Evaluations, Head Starts Campus Visits Summative: PDAS, Job Description/Evaluations, Post-Test Checklist Results, ERO Transcripts				






<p align="center">Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>9) Parent Trainers and Parent Liaisons educate parents so that they can better assist their children through the educational process and ultimately increase student achievement and attendance.</p> <p>POPULATION: Parental Involvement Staff</p> <p>TIMELINE: August 2016 - JUNE 2017 CNA: pg. 18</p>	1, 2, 6	Federal Programs Administrator Parental Involvement Coordinator	Formative: Parent Trainer Visitation Reports, Contact Logs, Benchmark Scores Summative: Completed Title I-A Parental Involvement Compliance Checklist, EOY Parent Survey, Parent Attendance Rates, Student Attendance Rates State Assessment Scores				
Funding Sources: Title I-A - \$24070.00							
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>10) Federal Programs will fund highly qualified teachers and paraprofessionals to supplement allotted campus positions so that the needs of low performing students may be met through individualized and small group instruction and extended day program.</p> <p>Population: All students. Timeline: July 1, 2016 through June 30, 2017 CNA: Pg. 16,17</p>	5, 9	II-A Teachers ,TI-A ParaProfessionals (Pre-K, Kinder, 1st-5th, Dyslexia, Computer, and Library), TI-A Students	Formative: Personnel Requisitions, Monthly Payroll Reports, Student Progress Reports, Professional Leaves, 5% Improvement on State Assessments (STAAR, TPRI/Tejas Lee/CPALLS/Aprenda), Walk-Throughs Lesson Plans Formative: Teacher Observations, Lesson Plans, Student Classroom Grades and Progress Reports Summative: PDAS, Job Description/Evaluations, ERO Session Evaluations, State Assessment Results (
Funding Sources: Title I-A - \$27331.00, Title I-A - \$4000.00							
<p align="center">Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>11) Special Programs will fund the following activities and personnel under Title II-A: Class-size reduction teachers (CSR),Professional Development, Stipends for teachers in certified areas of need.</p> <p>Population: CSR Teachers and Teachers in Certified Areas of Need Timeline: August 2016 - June 2017 CNA: Pg.</p>	3, 4, 5, 7, 8, 9	III-A Teachers, Private School Teachers, Secondary teachers	Formative: District and Campus Benchmark Scores, Teacher Observations, Student Progress Reports, Training Evaluations Summative: PDAS, Job Description/ Evaluations, State Assessment Scores				
Funding Sources: Title I-A - \$250.00							

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>12) Teachers will make academic assessment decisions in the following content areas: Reading, Math, Writing, and Science to improve student academic performance. Population: TI MI ELL SE AR GT DYS students Timeline: July 2016 , June 2017</p>	<p>3, 4, 5, 9, 10</p>	<p>C&I Administrators, Specialists, District Lead Teachers, Principals, Facilitators/ Deans, Dept Chairs & Campus Lead Teachers, PreK through 5 Teachers</p>	<p>100% of walkthroughs will indicate application of the skills acquired during the professional development Sign-in sheets Workshop agendas TLI Class visits and coaching TLI Data Informed Plan The district will have a 10% increase in the number of students meeting the phase II passing standard Identify exemplar classrooms per campus Formative: Classroom observations ERO Session Evaluations Benchmark Scores BOY/MOY/EOY data analysis meeting PK-12 TLI Activity Report Summative: STAAR scores TPRI/TJL/CPALLS scores TMSFA TELPAS</p>				
<p align="center">Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>13) Strategies to attract and keep high quality teachers in our school wide campus include the following: Lead teachers stipends, masters degree stipend, health medical insurance,and incentives for teacher appreciation week August 2016- July 2017 Population: Teachers CNA</p>	<p>1, 5</p>	<p>Principal, Assistant Principal, Dean of Instruction,and Tittle II Adminstrator</p>	<p>July 1, 2014 Through June 30, 2015 CSR Personnel Requisitions (5th grade) Professional Leaves Class Schedules Monthly Payroll Reports Monthly Position Control Report 5% increase in STAAR scores ERO Session Evaluations Title I Schoolwide Components (Code by #) Formative: District and Campus Benchmark Scores, Teacher Observations, Student Progress Reports, Training Evaluations Summative: PDAS, Job Description/ Evaluations, State Assessment Scores</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, 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: Pre and Post skills tests, practice and performances.






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>1) Fine arts students will develop critical thinking and multi-tasking skills, and creativity, teamwork and character by participating in UIL contests, TMEA contests, non-UIL contests, exhibitions, district/community events, and public performances.</p> <p>POPULATION: All students TIMELINE: August 2015- June 2016</p> <p>CNA: pg. 6,</p>	1, 2, 3, 10	Fine Arts Teacher	F: Lesson plans S: Performance ratings, audience/student reaction				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>2) Fine arts teachers will be provided professional development annually</p> <p>Theater Arts curriculum will be implemented in the classroom.</p> <p>POPULATION: Sp. Ed., ELL, Female, Male, At Risk, Migrant ,Special Services, BI</p> <p>TIMELINE:August 2015- June 2016 CNA: pg. 7</p>	1, 2, 4, 5	Music teacher UIL Coordinator and Coach Campus Administration PreK-5th teachers	Sign in sheets, evaluations, student performance ratings F: Lesson plans S: Performance ratings, audience/student reaction, evaluations				
	Funding Sources: No Funds Required						
<p>  = 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, and extra-curricular activities.

Performance Objective 2: GT students will be provided opportunities to demonstrate their diverse talents and abilities.

Summative Evaluation: Sign in sheets for Judges, Coordinators, Sponsors, Safety Members, Oracle Online software, Student Entry Forms.

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 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) Science Fair Sponsors and Coordinators will be provided with training to promote participation at the campus and district level.</p> <p>POPULATION: GT STUDENTS</p> <p>TIMELINE: August 2016- June 2017</p> <p>CNA: PG. 16</p>	1, 2, 4, 10	Science Fair Sponsors, Science Fair Coordinators, Administrators, Science Specialists, Department Chairs, STEM Teachers, Science Teachers	Number of campus entries, district entries, Regional and State Entries. Number of students in STEM classes.				
<p>Critical Success Factors CSF 1 CSF 3 CSF 4</p> <p>2) Campus will implement the GALAXY (GT) Program Campus will create a college going culture GT students will be encouraged and challenged to meet their full educational potential.</p> <p>POPULATION: GT students</p> <p>TIMELINE: August 2016 -June 2017</p> <p>CNA: pg. 16</p>	1, 2, 8, 10	Campus Admin; Curr & Instr; Adv Acad; GT Teachers; Area Admi	: Master schedule; GT Student Rosters; S: State Assessment;				

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>3) GT students will be encouraged and challenged to meet their full educational potential. Develop student leadership GT students will be provided opportunities to demonstrate their diverse talents and abilities.</p> <p>POPULATION: GT students</p> <p>TIMELINE: August 2016-June 2017 CNA: PG. 16</p>	1, 2, 8, 10	Guid & Couns; Admin; Counselors; teachers	Master schedule; GT Student Rosters s: State Assessment				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>4) GT Students will be served by a Certified Teachers who have completed all District/State required trainings and hours.</p> <p>POPULATION: GT students</p> <p>TIMELINE: August 2016- June 2017 CNA: PG. 16</p>	1, 2, 3, 4, 8, 10	Area Curr & Instr; Adv. Academis Couns; Campus Adm; Testing Coord GT Teachers	GT students will be provided opportunities to demonstrate their diverse talents and abilities.				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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:

Ben Brite Elementary School will develop prevention and intervention strategies that increase at-risk student achievement on STAAR by 10% and increase the at-risk student attendance rate by 10%.

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

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Accelerated instruction in the foundation curriculum will be provided during extended day and week tutorial programs in order to improve at-risk student achievement and reduce the retention rate. Population: AR, TI, MI, LEP Timeline: September 2016-May 2017 pg. 6, 10</p>	2, 3, 9	Campus Administration Administrator for State Compensatory Education	Formative: eSchoolPLUS Tutorial Schedule, Tutorial Lesson Plans, Classroom Observations, Student Progress Reports, Benchmark Scores Summative: STAAR, Retention Rate				
Funding Sources: State Compensatory - \$6333.00, State Compensatory - \$13096.00, State Compensatory - \$31433.00, Title I-A - \$31330.00							
<p>Critical Success Factors CSF 1 CSF 3</p> <p>2) The Dean of Instruction will provide foundational learning experiences in order to better prepare at-risk student academically. Will conduct regular research-based professional development sessions in order to train and retain highly qualified personnel that will positively impact at-risk student achievement. Population: AR, TI, MI, LEP Timeline: August 2016- June 2017 pg. 10</p>	3, 10	Principal Administrator for State Compensatory Education	Formative: ERO Session Evaluation Report, ERO Session Attendance Report, Lesson Plans, Classroom Observations, Student Progress Reports, Benchmark Scores Summative: STAAR, Retention Rate				
Funding Sources: State Compensatory - \$55347.00							

<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>3) Supplement the Pre-Kinder Program to provide foundational learning experiences in order to better prepare at-risk student academically.</p> <p>An orientation for preschool children from Head Start to assist with the transition to Brite Elementary will be held annual in the spring and for 5th grade students and their parents to assist with the transition into middle school.</p> <p>Population: AR, LEP, TI, MI Timeline: August 2016- June 2017 pg. 10</p>	3, 10	Campus Administration Administrator for State Compensatory Education	Formative: Lesson Plans, Classroom Observations, Student Progress Reports, CPALLS (BOY and MOY) Summative: CPALL (EOY)				
<p>Funding Sources: State Compensatory - \$84157.00</p>							
<p>4) Provide computer-based instruction in the foundation curriculum in order to improve at-risk student achievement. Population: AR, TI, MI, LEP Timeline: August 2016- June 2017 Pg. 10</p>	2, 3, 9	Campus Administration Administrator for State Compensatory Education	Formative: Lesson Plans, Classroom Observations, Student Progress Reports, Benchmark Scores, Software Usage Report Summative: STAAR, Retention Rate				
<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>5) Professional development and curriculum writing opportunities will be provided to campus personnel to enhance the provision of services for at-risk students in order to improve academic achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. -identification of at-risk students via state and local criteria -identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act -Budget and Program Compliance -Annual 504 Training to staff and parents Staff Development Supplies will be provided to implement professional development for staff.</p> <p>POPULATION: AT-RISK TIMELINE: AUGUST 2016 - JUNE 2017 CNA. PG. 10</p>	1, 2, 9, 10	Campus Homeless Youth Coordinator Administrator for State Comp. Administrator for Special Programs	eSchoolPlus Special Programs Report eSchoolPLUS At-Risk Progress Report Verified Homeless and/or Unaccompanied Youth Enrollment Letter				
<p>Funding Sources: Title I-A - \$960.00, Title I-A - \$4000.00</p>							

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>6) Special Programs will provide instructional support to campus staff and students by funding the following: additional researched based instructional resources, supplies, ink, paper, and copies for the media center to ensure that all at-risk students are prepared to meet the demands of standardized assessments (local, state, national) and state curriculum.</p> <p>POPULATION: AT-RISK TIMELINE: AUGUST 2016 - JUNE 2017</p> <p>CNA. PG. 10</p>	1, 2, 9, 10	Principal Ass. Principal Dean of Instruction TLI Specialist	F: Student assessments Walkthroughs Lesson Plans S STAAR Results, report cards, AEIS repo				
<p>Funding Sources: State Compensatory - \$2000.00, State Compensatory - \$926.00, State Compensatory - \$4000.00, SPED - \$655.00, SPED - \$237.00, SPED - \$318.00</p>							

 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue






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

Performance Objective 1: Ensuring that parents and community are provided information about the district attendance goals is encourages when reviewing campus strategies.

Summative Evaluation: increase the student attendance rates to 97.5% for elementary schools.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>1) Provide students with extra curricular activities, field trips, trophies, awards, and incentives to promote student achievement and attendance. unexcused absences and maximize instruction.</p> <p>POPULATION: Sp. Ed. ELL Female Male At Risk Migrant Special Services BI</p> <p>TIMELINE: August 2016- JUNE 2017</p> <p>CNA: pg. 10,</p>	1, 7, 8, 9, 10	Principal Assit. Principal Specialists Facilitator TLI Specialist PreK-5th Teachers Special Programs Teachers	F: PEIMS Campus Attendance Percentage S: Rates each Six Weeks				
<p>Funding Sources: Title I-A - \$4000.00, SPED - \$255.00, SPED - \$100.00, Local - \$3000.00, Local - \$1000.00, Local - \$2000.00</p>							

<p style="text-align: center;">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>2) Accelerated Reader Program: Students will use the AR program on a weekly basis to promote and encourage the love of Reading. Rewards will be provided to students with the highest scores.</p> <p>POPULATION: Sp. Ed. ELL Female Male At Risk Migrant Special Services BI</p> <p>TIMELINE: August 2016- JUNE 2017</p> <p>CNA: pg. 6</p>	<p>1, 2, 9</p>	<p>Principal Assit. Principal C&I Specialists Dean of Instruction TLI Specialist PreK-5th Teachers Special Programs Teachers</p>	<p>F: -Benchmark Scores - Student Progress Reports</p> <p>S: - STAAR Scores - Graduation Rates - Completion Rates - Retention Rates - Dropout Rates</p>				
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<p style="text-align: center;">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>3) Ensure that campus student attendance meets district and state rates so that students meet their full educational potential.</p> <p>PIEMS supervisor and attendance liaison will attend trainings to consistently monitor and communicate students daily absences and tardiness to parents and staff.</p> <p>Provide training as needed to effectively implement School Messenger Notification System procedures for effective monitoring of student attendance and maximize instruction.</p> <p>Recognize and award incentives to students with perfect attendance every six weeks and at the end of the year.</p> <p>All teachers will submit to the office the names of the students that are not present by 8:30 a.m. so that attendance clerk monitors attendance and call to parents is made.</p> <p>POPULATION: Sp. Ed., ELL, Female, Male, At Risk, Migrant, Special Services, BI TIMELINE: August 2016- JUNE 2017 CNA: pg. 6</p>	<p>1, 2, 3, 4</p>	<p>Principal Assit. Principal Dean of Instruction TLI Specialist All teachers and staff PEIMS supervisor Attendance Clerk Attendance Liaison Pupil Services</p>	<p>F: *ERO Session Evaluation Report, *School Messenger and eSchool Reports, S:*Student Cases sent to Cameron County Truancy Court</p>				
<p>Funding Sources: No Funds Required</p>							
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							






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

Performance Objective 1: Discipline referrals (office referrals, removals and expulsions, to Brownsville Academic Center TAP/PTP and JJAEP) will decrease by 5%.

Summative Evaluation: Maintain a safe and disciplined environment.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6</p> <p>1) Counselor will provide programs, social skills development, conflict resolutions to serve all student groups. -gang awareness -bullying/harassment -unwanted physical/verbal aggression -sexual harassment -internet safety -drug, alcohol, and tobacco awareness</p> <p>Principal will ensure that our campus counselors provide individual and group counseling sessions on a weekly basis in order to ensure that students' needs are addressed. POPULATION: Sp. Ed., ELL, Female, Male, At Risk, Migrant, Special Services, BI TIMELINE: August 2016- JUNE 2017 CNA: pg. 7</p>	1, 2	Principal Assit. Principal Dean of Instruction TLI Specialist All teachers and staff Counselor	F: Counselor logs, S: Audits				
Funding Sources: No Funds Required							

<p style="text-align: center;">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>2) Campus Officers and Counselors, when possible, will address current trends and conflict resolution through presentations with students, parents, campus faculty and staff on:</p> <ul style="list-style-type: none"> Gang Awareness Bullying/harassment Dating Violence unwanted physical/verbal aggression Sexual Harassment Internet Safety Drug, Alcohol and Tobacco Awareness Gun Safety teen Community Emergency Response Team (CERT) Truancy Emergency Operations Plan (EOP)- Safety Procedures <p>POPULATION: Sp. Ed., ELL, Female, Male , At Risk, Migrant, Special Services, BI TIMELINE: August 2016- JUNE 2017 CNA: pg. 12</p>	1, 2	Faculty and Staff Guidance and Counseling, Parental Involvement	F: Counselor Logs, PEIMS Disciplinary Reports, S: Evaluations				
Funding Sources: 21 Century							
<p style="text-align: center;">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>3) Notify parents of any discipline referral outlined in the Student Code of conduct so that parents are informed of situations.</p> <p>Provide training for administrators and new teachers through Review 360.</p> <p>POPULATION: Sp. Ed., ELL, Female, Male, At Risk, Migrant, Special Services, BI, TIMELINE: August 2016- JUNE 2017 CNA: pg. 7, 12</p>	1, 2	Campus administration Counselor Custodial staff PreK -5th teaches Faculty and Staff	Formative: Student Referrals, Classroom Grades and Benchmark Scores. Summative: Attendance Rates, State Assessment Scores				

<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>4) Develop and maintain an Emergency Operations Plan at each campus. Plan must be multi-hazard in nature. Must be reviewed and updated annually by the campus safety and security committee. Safety drills must be practiced as per BISD Police Dept. Provide student, staff, and Parent training in the areas of school safety and emergency management. Implement an identification security system at all campuses. All staff and visitors must display their identification while on campus. POPULATION: Sp. Ed., ELL, Female, Male, At Risk, Migrant, Special Services, BI TIMELINE: August 2016- JUNE 2017 CNA: pg. 7, 12</p>	1, 2, 6, 10	Campus Faculty and Staff, BISD Police and Security, Parental Involvement	F:Office Log-in Binders, Security Checks, S:Log of Sex Offenders Searches, Evaluation Sheets				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>5) Place and assign security officers throughout the year and keep an orderly and clean school climate. POPULATION: Sp. Ed., ELL, Female, Male, At Risk, Migrant, Special Services, BI TIMELINE: August 2016-JUNE 2017 CNA: pg. 11, 20</p>	1, 2	Campus Administration, Campus Counselors, BISD Police and Security	F:Counselor Logs, PEIMS Disciplinary Reports, S:Evaluations				
Funding Sources: Local - \$6000.00							
<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>6) Assistance in the planning and execution of the overall health program I in an effort to improve overall student health and increase student academic performance will be carried out by Health Services (nurses) . In addition, the safety and discipline of the student will also be addressed. POPULATION:Title I-A Special Projects Nurse Campus Nurses TIMELINE: August 2016- JUNE 2017 CNA: pg. 11, 20</p>	1, 2	Health Services Administrator, Special Programs Administrator, and Federal Programs Administrator	F: Student Referrals, Classroom Grades and Benchmark Scores. S: Attendance Rates, State Assessment Scores.				
Funding Sources: Title I-A - \$17587.00, Local - \$500.00							
<p 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: Annual performance objective will be a 10% increase of parents involved in ccampus/district parental involvement activities during each school year.

Summative Evaluation: Increase parental involvement by 10%

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>1) Parent Trainers and Parent Liaisons educate parents so that they can better assist their children through the educational process and ultimately increase student achievement and attendance.</p> <p>POPULATION: Parental Involvement Staff</p> <p>TIMELINE: August 2016 - JUNE 2017 CNA: pg. 18 & 19</p>	1, 2, 6	-Parent Liaison -Principal	<p>Formative: Parent Trainer Visitation Reports, Contact Logs, Benchmark Scores</p> <p>Summative: Completed Title I-A Parental Involvement Compliance Checklist, EOY Parent Survey, Parent Attendance Rates, Student Attendance Rates State Assessment Scores</p>				
Funding Sources: Title I-A - \$400.00, Title I-A - \$24070.00							

<p align="center">Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>2) Conduct the following annual Title I-A required activities; Complete and disseminate a Parental Involvement Policy that delineates how parents will be actively involved at the district/campus level. Complete and disseminate a SchoolParent-Student Compact indicating each groups responsibility in order to ensure student achievement, specifically in the content areas. Title I-A Meeting to inform parents of the services provided through Title I funds Title I-A Parent Survey to evaluate the effectiveness of the District Parental Involvement Program</p> <p>POPULATION: Parental Involvement Staff TIMELINE: Sept. 2016 - Nov. 2017 CNA: pg. 18 & 19</p>	1, 2, 6	Parental Involvement Coordinator and Staff Principals Parent Liaisons	<p>Formative: Meeting Minutes Peer Review Audits Signed S-P-S Compacts</p> <p>Summative: Title I-A Parental Involvement Compliance Checklist Parent Attendance rate Student Attendance rate EOY Parental Survey Results State Assessment Scores</p>				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>3) Ensure representation of community and parent involvement in the decision-making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met: - Parental Involvement Policy - School-Parent-Student Compact - District Improvement Plan -Eschool</p> <p>POPULATION:Parents and Community TIMELINE: Sept. 2016 - Nov. 2017 CNA: pg. 18 & 19</p>	1, 2, 6	Parental Involvement Coordinator and Staff Principals Parent Liaisons SBDM/LPAC Committees	<p>Formative: DPAC, LPAC and SBDM Meeting minutes</p> <p>Summative: Composite of Meeting Minutes, Completed Title I-A Parental Involvement Compliance Checklist</p>				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>4) Conduct an annual survey of Campus Administration and Staff to evaluate the support services provided by the Parental Involvement Department.</p> <p>POPULATION: BIRD Employees TIMELINE: May 2017 CNA: pg. 18</p>	1, 2, 8, 9	Parental Involvement Coordinator and Staff ARE (Assessment, Research and Evaluation) Principals Parent Liaisons	<p>Formative: Informal Survey</p> <p>Summative: EOY Survey results</p>				
Funding Sources: No Funds Required							

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 5 CSF 6</p> <p>5) Provide ample Parent Education opportunities through parent conferences, district support group meetings and parent training sessions at each campus Parent Center as well as the Special Services Family Center to disseminate information, services and/or referrals to agencies that address the needs and concerns in the following areas:</p> <ul style="list-style-type: none"> -Early Childhood Reading Strategies - Effective teaching strategies - Health Education-Families in Training - Special Populations (Bilingual, Dyslexia, G.T., Migrant, Special Education, 504) - Building Capacity: College Readiness, Technology - Drop-out and Violence Prevention -New Horizons - Community agencies / organizations - Special Education processes and procedures as well as services and procedural safeguards 	<p>1, 2, 6</p>	<p>Parental Involvement Coordinator and Staff Program Administrators Curriculum and Instruction Specialists Parent Liaisons Special Services Administrator, Family Center Staff and Department Staff</p>	<p>Formative: Meeting Minutes Training Session Evaluations</p> <p>Summative: EOY Parental Surveys Completed Title I-A Parental Involvement Compliance Checklist, Parent Attendance rates, Student Attendance rates, State Assessment Scores, Special Education Parental Evaluation Forms Sp. Services Dept. Analysis of parental concerns by campus-The Family</p>				
<p>POPULATION: Parents TIMELINE: AUGUST 2016- JUNE 2017 CNA: pg. 18 & 19</p>	<p>Funding Sources: Title I-A - \$352.00, Title I-A - \$100.00</p>						
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

Performance Objective 1: Migrant students 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.

Summative Evaluation: Migrant students will show a mastery of 90% of all core subject areas.

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 6</p> <p>1) All Migrant students will be provided with school/general supplies as needed. PFS migrant students will receive supplemental support services before other migrant students to ensure that the requirements delineated by NCLB Section 1304(d) are addressed.</p> <p>POPULATION: PFS/Migrant Students</p> <p>TIMELINE: August 2016- June 2017</p> <p>CNA: pg.6 & 10</p>	1, 2, 10	Special Program Administrator Campus Principals Migrant Funded: Teachers Campus Clerks	F: NGS Campus Reports Delivery Page w/ Signature S: Completed PFS Monitoring Tool				
Funding Sources: Title I-C (Migrant) - \$485.00							

<p style="text-align: center;">Critical Success Factors CSF 1 CSF 6</p> <p>2) In order to secure the data needed to accommodate placement into appropriate supplemental instructional opportunities for PreK- 5 th grade migrant students pretest and post test results will be used by teachers and administrators to identify the migrant students performing below grade level. NOTE: At sites being served by a migrant teacher, teacher will provide additional supplemental opportunities and ensure participation.</p> <p>POPULATION: Migrant Students TIMELINE: August 2016- June 2017 CNA: pg. 7,12</p>	1, 10	Sp. Programs Administrator Campus Principals Elementary Teachers	S: Benchmarks Tango Trends Reports EOY Assessment TPRI/Tejas LEE/ STAAR Results EOY Migrant Promotion Rates				
Funding Sources: No Funds Required							
<p style="text-align: center;">Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>3) Parents of migrant PK, Kinder, 1st and 2nd grades students will be provided with awareness sessions in order to illustrate how to academically support their children more effectively.</p> <p>POPULATION: Migrant Parents of PK-2nd grade students</p> <p>TIMELINE: August 2016- June 2017 CNA: pg. 7,12</p>	1, 2, 6, 10	Migrant Funded: Parent Liaison Recruiters	F: Visitation Logs Parent Meeting Evaluations S: Session Evaluations Participation Surveys				
Funding Sources: No Funds Required							

<p style="text-align: center;">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>4) The academic progress of 1st grade students will be monitored to ensure success grade level completion and ultimately secure promotion to 2nd grade. NOTE: At sites being served by a migrant teacher, teacher will provide additional monitoring support and ensure participation into supplemental opportunities.</p> <p>POPULATION:1 st grade migrant students TIMELINE: August 2016- June 2017 CNA: pg. 7,12</p>	1, 2, 7	Sp. Programs Administrator Campus Principals Teachers DM Counselor MSC	Formative: Three Week Progress Reports 6 Weeks Report Cards Summative: EOY Promotion Rate EOY Grades EOY TPRI/Tejas LEE Results				
Funding Sources: No Funds Required							
<p style="text-align: center;">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>5) 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. The migrant students will be provided with additional supplemental support by the respective campus in order to address academic, attendance needs and promote positive social engagement.</p> <p>POPULATION:Migrant and PFS PK-5 grade students TIMELINE: August 2016- June 2017 CNA: pg. 7,12</p>	1, 2, 3, 9, 10	Sp. Programs Administrator Campus Principals Campus Teachers Migrant Funded: Migrant Teachers Migrant Clerks	Formative: Eligibility Lists Attendance Sheets Progress Reports Summative: SS Promotion Report Teacher/Student Surveys				
Funding Sources: No Funds Required							

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 6</p> <p>6) Extended Day tutorial session may be held for migrant students at elementary campuses where there is a documented need for supplemental academic support in the core subjects in order to ensure that migrant students have the same opportunity to meet academic challenges as non-migrant students. NOTE: At sites being served by a migrant teacher, teacher will provide and ensure participation into supplemental opportunities</p> <p>POPULATION:Migrant and PFS PK-5 grade students TIMELINE: August 2016- June 2017 CNA: pg. 7,12</p>	1, 2, 3, 9, 10	Campus Admin Classroom Teacher Migrant Funded: Teacher Tutorial Teacher MSC	Formative: Benchmark Results Three-Week Progress Reports Summative: Migrant Promotion Rate EOY Student Grades EOY Migrant Sate assessment Results				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 6</p> <p>7) 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 and PFS PK-5 grade students TIMELINE: May 2017 CNA: pg. 7,12</p>	1, 2, 3, 9, 10	Campus Administration Migrant Funded: Migrant Teachers HS Migrant Campus Clerks MEP Secretary DMC MSC	Formative: Parent Meeting Evaluations Student Session Evaluations Summative: Survey Results Implementation of Survey Suggestions				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>8) In order to increase awareness of migrant student needs, BISSD campus faculty and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students.</p> <p>Population: Campus Administration, Faculty and Staff Timeline: September 1, 2016 - May 29, 2017</p>	1, 2, 10	Campus Administrator Migrant Funded: Teachers Campus Clerks DMC MSC	Timely placement into Interventions				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>9) Learning Academy targeting the core areas of Reading, Writing, Math, Social Studies and Science will be held for all PFS students in order to sharpen their skills and prepare them academically for the STAARS assessment. Population: Elementary, MS and HS PFS Migrant Students Timeline: March 21, 2017</p>	1, 2, 10	MSC Migrant Counselor Migrant Clerks Migrant Teachers	Increased STAARS Scores for PFS students				

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

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: 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.

Summative Evaluation: All schools will be at Advanced Tech level in all four key areas of the Star Chart:

1. Teaching and Learning
2. Educator Preparation and Development
3. Leadership, Administration and Instructional Support
4. Infrastructure for Technology

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>1) Utilize instructional technology by modeling within the context of instruction in core curriculum areas by using a variety of technology equipment (computer labs, Interface Technology, document cameras, tablets, clickers, hardware and software, etc) in order to differentiate instruction and meet accommodations. Project Share TSLP courses and e-portfolios will further develop the professional learning communities through campus based leadership teams (CBLT).</p> <p>POPULATION: Sp. Ed., ELL, Female, Male, At Risk, Migrant, Special Services, BI TIMELINE: August 2016- June 2017 CNA: pg. 23</p>	1, 2, 8, 9, 10	Principal Assit. Principal &I Specialists Dean of Instruction TLI Specialist PreK- 5th Teachers Special Programs Teachers	<p>Formative: Lesson Plans Student grades Rubrics Electronic portfolios Walk-throughs</p> <p>Summative: EOY Student grades Rubric Electronic portfolios Presentations, Gradebooks/-Tech. Application TEKS STAR Chart</p>				
Funding Sources: Federal Bilingual - \$2700.00, State Compensatory - \$3000.00, Local - \$125.00, Local - \$1400.00, Local - \$55.00							

<p>2) The Campus will increase the accessibility for all students in technology based instruction across all subject areas and students will be taught the technology TEKS in order to complete classroom assignments and promote critical thinking skills. The students will also develop projects that foster creativity, innovation, communication, collaboration, information fluency and digital citizenship in all content areas.</p> <p>POPULATION: All teachers TIMELINE: August 2016- June 2017 CNA: pg. 22</p>	1, 2, 4, 8, 9, 10	<p>Career & Technology Education Adm. Special Programs Adm. Tech Services Adm. Principals Teachers</p>	<p>Formative: Lesson Plans Student grades Rubrics Electronic portfolios Walk-throughs Summative: EOY Student grades Rubric Electronic portfolios Presentations, Gradebooks/-Tech. Application TEKS STAR Chart</p>				
Funding Sources: No Funds Required							
<p>Critical Success Factors CSF 2 CSF 3 CSF 4</p> <p>3) Teachers will participate in a minimum of 12 hours of technology professional development annually to better prepare and assist teachers with the integration of technology into the subject areas and the Technology Teacher Trainers will provide training and support for all teachers and students on etiquette training, the prevention of Cyber Bullying and the integration of technology in the classroom.</p> <p>POPULATION: All teachers TIMELINE: August 2016- June 2017</p> <p>CNA: pg. 22</p>	1, 2	<p>Tech Services Technology Teacher Trainers Professional Development Adm. Principals Teachers</p>	<p>Formative: Professional Development Records ERO Walk throughs Summative: STaRchart Survey Results PDAS</p>				
Funding Sources: No Funds Required							
<p>Critical Success Factors CSF 1 CSF 2 CSF 6</p> <p>4) Campuses will also allow the Technology Support Teacher (TST) adequate time weekly to support their campus in the integration of technology. Campuses will also hold a technology share fair annually in order to promote and assist with the integration of technology in the classroom and better prepare students for taking assessments and making presentations.</p> <p>POPULATION: All teachers TIMELINE: August 2016- June 2017</p> <p>CNA: pg. 22</p>	1, 2, 3, 9	<p>Campus Technology Committee TST Tech. Services teachers Principals Campus TST Tech Services Specialists</p>	<p>Formative: ERO registration and evaluations Walkthroughs Summative: ERO Summary Report PDAS STAR Chart Survey Formative: Previous yr. Texas STaR Chart online ERO Reports Summative: Texas STaR Chart Survey Results</p>				
Funding Sources: No Funds Required							

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 6</p> <p>5) Complete an annual School Technology and Readiness (STaR) Chart to assess technology proficiency and implementation along with identifying the goals, software and technology needs.</p> <p>POPULATION: All teachers TIMELINE: August 2016- June 2017</p> <p>CNA: pg. 22</p>	1, 2, 3, 9	Campus Technology Committee TST Tech. Services teachers Principals Campus TST Tech Services Specialists	Formative: Previous yr. Texas STaR Chart online ERO Reports Summative: Texas STaR Chart Survey Results				
		Funding Sources: No Funds Required					
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

State Compensatory

Budget for Brite Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
162-13-6112-00-140-Y-30-000-Y	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$1,000.00
162-11-6118-00-140-Y-24-SSI-Y	6118 Extra Duty Stipend - Locally Defined	\$9,871.00
162-11-6118-00-140-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	\$19,849.00
162-13-6118-00-140-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	\$5,000.00
162-13-6119-00-140-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$69,003.00
162-13-6119-31-140-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$55,347.00
6100 Subtotal:		\$160,070.00
6300 Supplies and Services		
162-11-6396-00-140-Y-30-000-Y	6396 Supplies and Materials - Locally Defined	\$2,100.00
162-11-6399-00-140-Y-30-000-Y	6399 General Supplies	\$15,343.00
162-11-6399-16-140-Y-30-000-Y	6399 General Supplies	\$2,000.00
162-13-6399-00-140-Y-30-000-Y	6399 General Supplies	\$1,500.00
6300 Subtotal:		\$20,943.00

Personnel for Brite Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Anabel Salazar	Pre-Kinder Teacher	State Compensatory	.50
Delia Battista	Pre-Kinder Teacher	State Sompensatory	.50
Perla Gomez	Pre-Kinder Teacher	State Compensatory	.50
Rosa M. Cervantes	Dean of Instruction	State Compensatory	1

Title I

Schoolwide Program Plan

Brite Elementary School wide Program Plan

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

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

Ten Schoolwide Components

1: Comprehensive Needs Assessment

The Site-Based Decision-Making (SBDM) Committee conducted a comprehensive needs assessment, (**CNA pages 27-31**), 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 **2015-2016** school year and to increase the commended performance level in all content areas. In addition, TELPAS scores and the AMAO's must be increased as well. To accomplish these objectives, the staff will use the budgeted funds to implement school-wide reform (**strategies 1.2, 2.2**) that provide opportunities for all children to meet the State's proficient and advanced levels of academic performance, use effective methods and instructional strategies that are established on scientifically based research that (1) strengthen the core academic program; (2) increase the amount and quality of learning time, including the funding of an after-school tutorial/ summer school/ enrichment program, for students who are At-Risk and in need of continuity in their instructional program to be successful in the succeeding school year; (3) include strategies for meeting the educational needs of historically underserved populations; (4) RTI - include strategies to address the needs of all children in school, particularly the needs of low-achieving students, At-Risk, or not meeting the State student academic achievement standards; (5) address how the school will determine if such needs have been met; and (6) are consistent with and are designed to implement the State and local improvements plans.

2: Schoolwide Reform Strategies

Implementation of Schoolwide Reform Strategies

Brite's comprehensive reading program provides a coherent instructional program that includes coordinated instructional sequences, ample opportunities for teacher-directed application, guided practice, and independent practice. This occurs during a 90-minute block of uninterrupted reading instruction in each classroom. Activities and strategies targeted by the State incorporate all of the five essential components of reading instruction within our program . We understand that

instruction for younger students involves a combination of reading and writing experiences that help them learn the purposes of literacy, as well as how written language functions. Children learn the pleasure of reading and writing and become familiar with the text structure and vocabulary through hearing texts read aloud. Children learn lettersound relationships in several different ways, including direct lessons; active, “hands-on” guided practice; and application of this basic information in reading and writing. Instruction in writing contributes substantially to children’s understanding about words. In each classroom, for example, a systematic and explicit word-study system has been established to help children learn spelling principles.

3: Instruction by highly qualified professional teachers

Highly-qualified teachers will carry out the instructional program (**strategy # 1.6**). 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 throughout the school year for all staff including teachers, principals, and paraprofessionals (**strategy 1.3**). Professional development activities will be geared to individual teachers’ specialties, along with any other identified needs as determined through the staff, student and parent needs assessment surveys, administration classroom observations and evaluations, and/or district identified needs. Professional development will be conducted both at the school and the education service center as well as district conferences and workshops which will be intensive and sustained. Professional development will be in the areas of Reading, Math, Writing and Science for the STAAR assessment, TELPAS requirements and interventions, RTI interventions, and Differentiated Instruction for all students in need (**strategy 3.1**)

5: Strategies to attract highly qualified teachers

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. Therefore, the schoolwide plan must describe the strategies it will use to attract and retain highly qualified teachers. (**strategy # 1.6, 1.7**).

6: Strategies to increase parental involvement

Title I, Part A Funds will be used to partially finance strategies to increase parental involvement at the school including the parent workroom and to purchase special materials used in the parent volunteer program (**strategy 7.5**). 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

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

An orientation for preschool children from Head Start to assist with the transition to PK program will be held annually in the spring and for 5th grade students and their parents to assist with the transition into middle school (**strategy 3.3**)

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 (**strategy 1.8**) to measure student performance. Teachers will use data obtained from state assessments as well as other instruments, including but not limited to the SELP, TELPAS, and benchmark test, 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 (**strategy 3.1**). 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. RTI's will be reviewed and updated to maintain growth. Remediation will be on a weekly basis dependent on fluency and progress monitoring scores .

Brite Elementary School will continue to provide the state mandated State Compensatory Education Program through campus as well as District funded initiatives. Teachers will work with at-risk students using a 30 minute remediation period three times a week. State Compensatory Education funds will be used to provide supplemental instructional materials and direct instructional services via categorical funded personnel.

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

The school will coordinate and integrate federal, state, and local programs and services to maximize the effectiveness of these resources. Several of the strategies being implemented are jointly funded with Special Services and Title I Funds, e.g., after school tutorial programs. Professional Development activities are also paid for from Title I, Parts A and Local Funds. Title I Funds along with Title III, State Comp (162), Bilingual (263), SSI (404) funds are used to purchase supplemental instructional materials, and media (**1.2, 4.1, 8.1**)

In addition to those described above, MI Funds (**Strategy 8.1**) are used to identify and recruit children of migratory workers for supplemental services

designed to reduce the educational disruptions and other problems that result from repeated moves. 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. PFS Migrant students will be provided with clothing to help them overcome the obstacles due to their migrant lifestyle and all migrant students will be provided with school supplies to help them be successful in their academics. **Migrant students are invited with other students to participate in tutorials. They are also offered remediation courses twice a week during Special Programs classes.**

TIIIs are used to provide supplemental services to help ensure that children who are limited English proficient attain English language proficiency and develop high levels of academic attainment. **Bilingual students participate in after school tutorials and Saturday Academics as needed (strategy 3.1).**

The campus will also continue to provide the state mandated State Compensatory Education Program through campus as well as District funded initiatives. **Teachers will work with all at risk students using a 30 minute remediation period three times a week. We offer school tutorials and supplies for AT-Risk students (strategy 3.1).**

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 Guide to the Admission, Review and Dismissal Process. **Special Education students are offered after school tutorials and 30 minute remediation three times per week. Special Ed students also attend the Science and computer labs weekly.**

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alicia Martinez	Parent Liaison	Title I-A	1.00
Carmen Longoria	Pre-K Aide	Title I-A Pre-K Aide	100
Delia Werbiski	Pre-K Aide	Title I-A Pre K Aide	1.00
Guadalupe Verduzco	Kinder Teacher Aide	Special Programs	1.00
Isela Rocha	Kinder Aide	Title I-A Aide	100
Mirenda Jones	Nurse	Special Programs	0.40
Rosario Gomez	Pre-K Aide	Title I-A Pre-K Aide	100
Silvia Carrion	Library Aide	Title I-A Library Aide	100

2016-2017 Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Nicole CLint	Principal
Administrator	Leticia Briones	Assistant Principal
Administrator	Rosa Cervantes	Dean of Instruction
Business Representative	Josh Olazaran	Salesperson
Business Representative	Rebecca Sanchez	Business Rep.
Classroom Teacher	Sandra Barreda	3rd grade teacher
Classroom Teacher	Analia Bustinza	2nd grade teacher
Classroom Teacher	Juan dedios Garcia	1st grade teacher
Classroom Teacher	Yvonne Love	Sp. Ed. Teacher
Classroom Teacher	Zorina Marks	5th grade teacher
Classroom Teacher	Gabriela Pineda	5th grade teacher
Classroom Teacher	Mariana Ramirez	Kinder teacher
Classroom Teacher	Anablel Salazar	PK Representative
Classroom Teacher	Juanita Tovar	4th grade teacher
Community Representative	Vicente Mendez	Com. Rep.
Community Representative	Joey Tamayo	Community Rep.
Counselor	Nora Johnson	Counselor
District-level Professional	Sandra Garcia	Reading Specialist
District-level Professional	Dr. Rita Hernandez	Area Asst. Superintendent
Non-classroom Professional	Jesse Garza	Classified Rep.
Non-classroom Professional	Alicia Martinez	Parent Liasion

Campus Funding Summary

Advanced Academics					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	GT General Supplies	199-11-6399-00-140-Y-21-000-Y	\$755.00
Sub-Total					\$755.00
Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	food	199-23-6499-53-140-Y-99-000-Y	\$1,000.00
1	1	1	Employee Travel	199-31-6411-23-140-Y-99-032-Y	\$300.00
1	1	1	Meals and Travel	199-36-6412-24-140-Y-99-021-Y	\$1,600.00
1	1	1	Operating Fees	199-36-6497-24-140-Y-99-021-Y	\$5,000.00
1	1	2	Copy Paper	199-11-6396-00-140-Y-11-000-Y	\$5,000.00
1	1	2	General Supplies	199-11-6399-00-140-Y-11-000-Y	\$8,000.00
1	1	2	General Supplies	199-11-6399-51-140-Y-11-000-Y	\$1,000.00
1	1	2	General Supplies Music	199-11-6399-57-140-Y-11-000-Y	\$650.00
1	1	2	Reading Materials	199-12-6329-00-140-Y-99-000-Y	\$1,000.00
1	1	2	Reading materials	199-12-6329-00-140-Y-99-021-Y	\$217.00
1	1	2	Subscriptions	199-23-6325-00-140-Y-90-000-Y	\$253.00
1	1	2	General Supplies	199-23-6399-00-140-Y-99-000-Y	\$1,373.00
1	1	2	General Supplies	199-31-6399-00-140-Y-99-000-Y	\$300.00
1	1	2	General Supplies	199-31-6399-00-140-Y-99-032-Y	\$100.00
1	1	2	INK	199-33-6399-62-140-Y-99-000-Y	\$245.00
1	1	2	Supplies and materials	199-36-6399-24-140-Y-99-021-Y	\$1,000.00
1	1	2	Subscriptions	197-12-6325-00-140-Y-99-000-Y	\$386.00
1	1	2	Reading Materials	197-12-6329-00-140-Y-99-000-Y	\$3,228.00
1	1	2	General Supplies	197-12-6399-00-140-Y-99-000-Y	\$441.00
1	1	2	General Supplies	197-33-6399-00-140-Y-99-000-Y	\$254.00

1	1	2	General Supplies	197-51-6315-00-140-Y-99-121-Y	\$4,282.00
4	1	1	Transportation	199-11-6494-00-140-Y-11-000-Y	\$3,000.00
4	1	1	Food	199-11-6499-53-140-Y-11-000-Y	\$1,000.00
4	1	1	Awards	199-23-6498-00-140-Y-99-000-Y	\$2,000.00
5	1	5	General Supplies Custodial	199-51-6315-00-140-Y-99-000-Y	\$6,000.00
5	1	6	General Supplies	199-33-6399-00-140-Y-99-000-Y	\$500.00
8	1	1	Software	199-12-6299-00-140-Y-99-000-Y	\$125.00
8	1	1	Capital assests	197-12-6649-65-140-Y-99-000-Y	\$1,400.00
8	1	1	Software	199-12-6395-65-140-Y-99-000-Y	\$55.00
Sub-Total					\$49,709.00

Title I-A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General Supplies	211-13-6399-00-140-Y-30-0F2-Y	\$800.00
1	1	2	General Supplies	211-11-6399-00-140-Y-30-0F2-Y	\$1,510.00
1	1	2	INK	211-11-6399-62-140-Y-30-0F2-Y	\$1,000.00
1	1	2	furniture	211-23-6399-45-140-Y-30-0F2-Y	\$266.00
1	1	9	Classified Parent Liaison's Salary	211-61-6129-00-140-Y-30-0F2-Y	\$24,070.00
1	1	10	Extended Day Program - Certified	211-11-6118-00-140-Y-24-ASP-Y	\$27,331.00
1	1	10	Extended Day Program - Classified	211-11-6121-00-140-Y-24-ASP-Y	\$4,000.00
1	1	11	Teacher travel	211-61-6411-00-140-Y-30-0F2-Y	\$250.00
3	1	1	Extra Duty Pay	211-11-6118-00-140-Y-24-ASP-Y	\$31,330.00
3	1	5	Out of District Travel	211-13-6411-00-140-Y-30-0F2-Y	\$960.00
3	1	5	substitutes	211-13-6112-00-140-Y-30-0F2-Y	\$4,000.00
4	1	1	Miscel Operating Costs-Awards	211-11-6498-00-140-Y-30-0F2-Y	\$4,000.00
5	1	6	Nurse	211-33-6119-00-140-Y-30-0F2-Y	\$17,587.00
6	1	1	Parent Liaison Travel	211-61-6411-00-140-Y-30-0F2-Y	\$400.00
6	1	1	Classified Parent Liaison	211-61-6129-00-140-Y-30-0F2-Y	\$24,070.00
6	1	5	Parent Center Food	211-61-6499-53-140-Y-30-0F2-Y	\$352.00

6	1	5	Parental Involvement Supplies	211-61-6399-00-140-Y-30-0F2-Y	\$100.00
Sub-Total					\$142,026.00
State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	General Supplies	162-11-6399-00-140-Y-30-000-Y	\$13,313.00
3	1	1	SSI Tutorial	162-11-6118-00-140-Y-24-SSI-Y	\$6,333.00
3	1	1	Regular Tutorials	162-11-6118-00-140-Y-30-000-Y	\$13,096.00
3	1	1	Extra duty pay	162-11-611-00-140-Y-30-ASP-Y	\$31,433.00
3	1	2	Dean of Instruction	162-13-6119-31-140-Y-30-000-Y	\$55,347.00
3	1	3	Certified Instructional	162-11-6119-00-140-Y-30-000*-Y	\$84,157.00
3	1	6	INK	162-11-6399-62-140-Y-30-000-Y	\$2,000.00
3	1	6	Duplicating paper	162-11-6396-00-140-Y-30-000-Y	\$926.00
3	1	6	Media Center	162-11-6399-16-140-Y-30-000-Y	\$4,000.00
8	1	1	Software	162-11-6299-62-140-Y-30-000-Y	\$3,000.00
Sub-Total					\$213,605.00
State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Duplicating Paper	163-11-6396-00-140-Y25-000-Y	\$701.00
1	1	2	General Supplies	163-11-6399-00-140-Y25-000-Y	\$6,724.00
1	1	4	Sal/wages	163-11-6129-50-140-Y25-000-Y	\$26,136.00
1	1	4	Stipends-LPAC chair	163-13-6117-00-140-Y25-L12-Y	\$891.00
1	1	4	Stipends-Bilingual/ESL	163-11-6117-00-140-Y25-031-Y	\$16,335.00
1	1	4	School Leadership Training	163-23-6411-23-140-Y25-31-Y	\$1,000.00
Sub-Total					\$51,787.00
Federal Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Duplicating paper	263-11-6396-00-140-Y25-000-Y	\$725.00
1	1	2	General Supplies	263-11-6399-00-140-Y25-000-Y	\$4,000.00

8	1	1	Capitol Outlay	263-11-6649-00-140-Y25-000-Y	\$2,700.00
Sub-Total					\$7,425.00
Title I-C (Migrant)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	1	General Supplies	212-11-6399-00-140-Y-24-0F2-Y	\$485.00
Sub-Total					\$485.00
SPED					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	General Supplies	166-11-6399-00-140-Y-23-OP2-Y	\$500.00
3	1	6	General Supplies	166-11-6399-00-140-Y-23-0P4-Y	\$655.00
3	1	6	INK	166-11-6399-62-140-Y-23-0P2-Y	\$237.00
3	1	6	INK	166-11-6399-62-140-Y-23-0P4-Y	\$318.00
4	1	1	Awards	166-11-6498-00-140-Y-23-0P2-Y	\$255.00
4	1	1	Awards	166-11-6498-00-140-Y-23-0P4-Y	\$100.00
Sub-Total					\$2,065.00
21 Century					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	2	Administration, counselor, faculty and staff		\$0.00
Sub-Total					\$0.00
No Funds Required					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$0.00
2	1	2	MUSIC TEACHER		\$0.00
4	1	3			\$0.00
5	1	1	Counselor		\$0.00
5	1	4			\$0.00
6	1	2			\$0.00
6	1	3			\$0.00

6	1	4			\$0.00
7	1	2			\$0.00
7	1	3			\$0.00
7	1	4			\$0.00
7	1	5			\$0.00
7	1	6			\$0.00
7	1	7			\$0.00
7	1	8			\$0.00
8	1	2			\$0.00
8	1	3			\$0.00
8	1	4			\$0.00
8	1	5			\$0.00
Sub-Total					\$0.00
Grand Total					\$467,857.00