

# Brownsville Independent School District

## Champion Elementary

### 2016-2017 Campus Improvement Plan

**Accountability Rating: Met Standard**

**Distinction Designations:**

Academic Achievement in Reading/English Language Arts

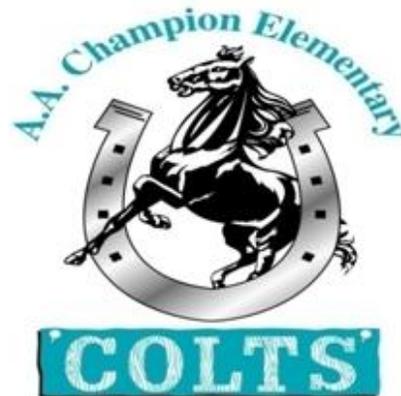
Academic Achievement in Mathematics

Academic Achievement in Science

Top 25% Student Progress

Top 25% Closing Performance Gaps

Postsecondary Readiness



# Mission Statement

To accomplish this vision, Champion Elementary, will provide a challenging and rigorous curriculum for all students. School educators and parents will work collaboratively to promote a learning environment of respect and unity, where students take responsibility for their own educational success.

## Vision

Champion Elementary will produce responsible students who will be able to reason critically, and become productive members of the school and the community. school staff will have high learning expectations and implement a rigorous curriculum for all learners. The school learning climate will be positive and conducive to high academic excellence.

# Table of Contents

Comprehensive Needs Assessment .....	5
Demographics .....	5
Student Achievement .....	7
School Culture and Climate .....	14
Staff Quality, Recruitment, and Retention .....	16
Curriculum, Instruction, and Assessment .....	18
Family and Community Involvement .....	20
School Context and Organization .....	22
Technology .....	24
Comprehensive Needs Assessment Data Documentation .....	26
Goals .....	28
Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens .....	28
Goal 2: The students in the public education system will demonstrate exemplary performance in the TEKS based fine arts program, co-curricular, athletic programs, and extra-curricular activities. ....	33
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. ....	39
Goal 4: The students will be encouraged and challenged to meet their full educational potential. ....	44
Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning. ....	47
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. ....	51
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. ....	56
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. ....	60
State System Safeguard Strategies .....	62
State Compensatory .....	63
Budget for Champion Elementary: .....	63
Personnel for Champion Elementary: .....	64
Title I .....	65
Schoolwide Program Plan .....	65

Ten Schoolwide Components .....	65
Title I Personnel .....	69
2016-2017 Site-Based Decision Making Committee .....	70
Campus Funding Summary .....	71

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Champion Elementary opened its doors in 2001. In 2015, Champion served 812 students, 98.2% hispanic and 1.5% white. According to the 2014-2015 Texas Academic Performance Report, 798 students are categorized as Economically Disadvantaged (99%) and 543 (70%) meet the at-risk criteria. At-risk students are provided supplemental services through State Compensatory Education program. English Language Learners make up 409 students of the campus population. ELL's are provided Bilingual Education through the use of the Transitional Model. The most recent official data reveals that our mobility percentages are just below the state level at 17.8%. Attendance percentages have been a struggle at Champion Elementary, in 2016 our attendance rate indicator score was set at 97.5%.

For the 2015-2016 school year, 70 students or 8% of the school's population receives special education services. 16 students have been identified as homeless; they represent 0.01% of the population. 16 students have been identified as being migrant, and 5 meet the (PFS) Priority For Service criteria. Our school identified and services 55 Gifted and Talented students. GT services for these students are evident in teacher's lesson plans and in the completion of six weeks projects based on the student's area of interest.

Champion Elementary serves students in grades PK-5th grade including two PPCD and one B.I unit. Class size averages are 22:1. The total enrollment for the campus has always been above 800 students. Champion Elementary earned all 5 out of 5 TEA distinctions and is committed to academic excellence.

The attendance rate was 97.3% for all students and 97.3% for at risk students. The retention rate was 6% for all students and 8% for at risk students.

### Demographics Strengths

\*Teacher-Student Ratio

\*Identification of at-risk, migrant, homeless, ELL students is in place at the campus

\*Services for students in subpopulations and special programs are provided

\*Continue with an increased number in GT nominations

### **Demographics Needs**

\*Provide a variety of student incentives to increase attendance percentages

\*Classrooms with perfect attendance will be recognized on a weekly basis and will be rewarded with a healthy snack.

\*Provide professional development on how to identify and provide services to at-risk students, homeless and migrant students

\*Provide general supplies and supplemental materials to Migrant Students

\*Provide GT identified students with supplemental supplies and materials

\*Bilingual Certified teachers will attend professional development session that address ELL's needs

\*Dean of Instruction will attend in and out of district Professional Development sessions

## Student Achievement

### Student Achievement Summary

Student achievement is one of our primary focus points at Champion Elementary. In order to monitor and ensure that all students are performing at the necessary levels in core subject areas, the campus established the use of a Data Wall. Through the ongoing analysis/monitoring of the data content of the wall, we are able to support instructional decision making and evaluate instructional practices. The implementation of the data wall, has come to establish a Professional Learning Community at our campus. Our PLC is guided by data and is in continuous instructional motion based on this data. Weekly Assessment Analysis sessions are held every Thursday with teachers to discuss weekly student performance on tests and plan of action to target needs. Below you will find data for grades PK-5th reflecting performance in state mandated assessments such as CPALL's, TPRI/Tejas LEE, and STAAR.

Grade Level	Skill	2011 – 2012	2012 – 2013	2013 – 2014	2014-2015	2015-2016
<b>Pre-K</b>	Phonological Awareness	98	100	92	92	92
	Rapid Letter Recognition	95	96	92	92	100
<b>CPALLS</b>	Rapid Vocabulary	92	41	41	97	99
	Math	98	100	100	94	95
<b>English</b>						
<b>% MAP</b>						
<b>K - TPRI</b>	Phonological Awareness Tasks	71	78	83	91	93
	Letter / GK Tasks	96	96	100	100	89
	Listening Comprehension	80	85	88	93	89
<b>% Developed</b>						

<b>First – TPRI</b>	Phonological Awareness Tasks	82	81	82	91	71
	Graphophonemic Knowledge	84	91	87	93	75
	Word Reading	65	56	59	71	
	Story 1 – Reading Accuracy	82	67	79		91
	Story 1 – Reading Fluency (60 wpm)	58	64	64		
	Story 1 - Comprehension	66	60	66		58
	Story 2 – Reading Accuracy	64	51	62		75
	Story 2 – Reading Fluency (60 wpm)	43	49	44		
	Story 2 - Comprehension	16	24	25		44
<b>Second – TPRI</b>	GK – Spelling Tasks	56	48	44		
	Word Reading	80	72	68	72	
	Story 1 – Reading Accuracy	95	90	83		88
	Story 1 – Reading Fluency (90 wpm)	49	42	53		
	Story 1 - Comprehension	91	81	77		78
	Story 2 – Reading Accuracy	94	87	80		87
	Story 2 – Reading Fluency (90 wpm)	58	42	59		
	Story 2 - Comprehension	89	76	74		75
<b>Third – TPRI</b>	GK – Spelling Tasks	27	37	21		
	Word Reading	92	93	89	43	
	Story 1 – Reading Accuracy	94	99	64		96
	Story 1 – Reading Fluency (120 wpm)	21	37	14		
	Story 1 - Comprehension	39	60	50		52
	Story 2 – Reading Accuracy	93	97	92		90
	Story 2 – Reading Fluency (120 wpm)	19	29	16		
	Story 2 - Comprehension	62	76	71		63

<b>Grade Level</b>	<b>Skill</b>	<b>2011 – 2012</b>	<b>2012 – 2013</b>	<b>2013 – 2014</b>	<b>2014-2015</b>	<b>2015-2016</b>
<b>Pre-K</b>	Phonological Awareness	98	100	78		92
	Rapid Letter Recognition	9	39	51		79
<b>CPALLS</b>	Rapid Vocabulary	41	12	16		75
	Math	95	100	97		95
<b>Spanish</b>						
<b>% MAP</b>						
<b>K –</b>	Letter / GK Tasks	63	43	80		
	Phonological Awareness Tasks	63	50	60		
<b>Tejas Lee</b>	Listening Comprehension (Story1)	88	50	60		
	Reading Comprehension (Story 2)	75	18	63		
<b>% Developed</b>						
<b>First –</b>	Phonological Awareness Tasks	100	25	0		
	Word Reading	100	25	20		
<b>Tejas Lee</b>	Dictation	100	13	0		
	Story 1 – Reading Accuracy	100	25	20		
<b>% Developed</b>	Story 1 – Reading Fluency (60 wpm)	50	50	0		
	Story 1 - Comprehension	100	25	20		
<b>% Developed</b>	Story 2 – Reading Accuracy	100	25	20		
	Story 2 – Reading Fluency (60 wpm)	50	50	0		
<b>% Developed</b>	Story 2 - Comprehension	50	25	0		

<b>Second – Tejas Lee</b>	Graphophonemic / Dictation	80	75	0			
	Story 1 – Reading Accuracy	100	80	50			
	Story 1 – Reading Fluency (90 wpm)	25	0	0			
	Story 1 - Comprehension	60	25	50			
	Story 2 – Reading Accuracy	80	75	50			
	Story 2 – Reading Fluency (90 wpm)	50	0	0			
<b>% Developed</b>	Story 2 - Comprehension	80	50	50			
	<b>Third – Tejas Lee</b>	Dictation	100	50	80		
		Story 1 – Reading Accuracy	100	100	100		
		Story 1 – Reading Fluency (120 wpm)	0	0	0		
		Story 1 - Comprehension	100	100	60		
		Story 2 – Reading Accuracy	100	100	100		
Story 2 – Reading Fluency (120 wpm)		0	0	0			
<b>% Developed</b>	Story 2 Comprehension	100	100	60			

### CAMPUS STAAR SUMMARY

	<i>2011-2012</i>	<i>2012-2013</i>	<i>2013-2014</i>	<i>2014-2015</i>	<i>2015-2016</i>
	-	-	-		
<b>ALL SUBJECTS</b>	<b><u>80%</u></b>	<b><u>88%</u></b>	<b><u>89%</u></b>	<b><u>86%</u></b>	<b><u>87%</u></b>
<b>READING</b>	79%	84%	86%	87%	81%

<b>MATH</b>	81%	93%	94%	89%	93%
<b>WRITING</b>	81%	88%	87%	82%	84%
<b>SCIENCE</b>	79%	85%	88%	85%	91%

3<sup>rd</sup>-5<sup>th</sup> grade All Students STAAR Summary

	3 <sup>rd</sup> grade	4 <sup>th</sup> grade	5 <sup>th</sup> grade
Reading	71%	86%	90%
Math	92%	94%	96%
Writing	n/a	84%	n/a
Science	n/a	n/a	91%

The trends identified when scores were compared over a period of three years demonstrate the number of students meeting the LEVEL I met performance has increased every year. When scores are analyzed by subject area during the 3 year period, 4th grade Writing scores did increase from 2011-2012 to 2012-2013 6 percent points although there was a 5% decrease this past school year. As a result, Writing has been an area of need throughout the campus. Various initiatives and ongoing monitoring are taking place.

The chart below shows the Performance variation between all student groups:

	<b>AT-RISK</b>	<b>ECO. DIS</b>	<b>HISPANIC</b>	<b>WHITE</b>	<b>FEMALE</b>	<b>MALE</b>	<b>GT</b>	<b>LEP</b>	<b>MIGRANT</b>	<b>SPED</b>
<b>READING</b>	78	81	81	*	85	83	*	75	*	46
<b>WRITING</b>	77	84	84	*	90	86	*	82	*	50
<b>MATH</b>	89	93	93	*	92	95	*	91	*	68
<b>SCIENCE</b>	81	91	91	*	85	85	*	87	*	53

The 2015-2016 trends identified when all students performances was compared with all student groups indicate subgroups such as Special Education students, LEP and At-Risk students are scoring below the All Student group in the areas of Reading and Writing. Monitoring and ongoing assessment must continue in order to increase these percentages.

### **Student Achievement Strengths**

**Increase in Level III Performance Scores in Math and Reading**

**Increase in STAAR Math scores**

**Increase in overall Reading scores**

**Increase in overall Science Scores**

### **Student Achievement Needs**

**Increase Reading and Writing STAAR scores to meet 90% goal and increase Level III percentages**

**Increase the availability of student resources and student instructional materials**

**Increase TPRI/TEJAS LEE percentages- 90% developed for lower grades**

**Provide teachers with professional development sessions through the hiring of consultants**

**Increase Science STAAR scores to meet 90% goal and increase LEVEL III percentage**

**Provide nurse supplies to meet student needs**



## **School Culture and Climate**

### **School Culture and Climate Summary**

In order to promote a positive school environment that is conducive to learning, Champion Elementary has SBDM committee members met and agreed on the implementation of the Colt Incentive Program. Students in grades PK-5th have the opportunity to earn a small tangible reward based on attendance, behavior and academic performance. Feedback from both teachers and students reflect that the implementation of this program brought immediate positive results. Students are motivated to perform, thus reducing behavior concerns and increasing instructional time.

Another campus wide initiative that has been in effect this school year is the "Caught You Being Good." Support staff, elective teachers and administrators reward positive behavior, proper etiquette, and class participation with the distribution of wooden tokens. Tokens are collected as a class and at the end of the week, the class with the most tokens receives a special prize. According to teachers and students, they both see positive results in student behavior and their academics. Other campus wide activities that students can participate in include Colt of the Week, Kidspeak, 5th grade Choir, Guitar, Percussion, Ballroom Dancing, Brainsville, Chess, Girls Volleyball, Boys Basketball, UIL, Science Fair, Spelling Bee, Student Council, Library Club, and Istation Morning Club.

According to the 2015-2016 CNA parent survey, 93%% strongly agree and agree that Champion is a safe place for their child. Also, the survey results reflect that 87% strongly agree and agree that their child travels safely to and from school. In order to maintain this safe environment for all, procedures are in place to promote safety. A security officer is assigned to our campus. He assists by conducting routine checks and monitoring traffic. A morning student drop off and afternoon student pick-up process is in place. Administrators, teachers and staff work collaboratively to ensure that this system is implemented with fidelity for the safety of all students and staff.

### **School Culture and Climate Strengths**

Implementation of Colt of the Week

Implementation of Caught You Being Good

Implementation of Colt Incentive Program

Campus participation in Spelling Bee, Science Fair, Brainsville, UIL, Girl's Volleyball, Boys Basketball, Ballroom Dancing, Choir, Guitar, Percussions, Chess, Student Council, Library Club

## **School Culture and Climate Needs**

**Establish and coordinate a student council**

**Provide students with incentives and awards to increase attendance, academics and support positive behavior**

**Recognize lead teachers, event coordinators, and committee leaders in campus newsletters, website or marquee.**

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

At Champion Elementary we recognize that the entire campus is strengthened by the recruiting of highly-qualified individuals that will be role models to faculty, staff and students. In order to fulfill this goal, campus staff and central office work collaboratively to bring in the most qualified individuals that are the best match based on our campus needs and strengths. Our principal has access to the software Winocular, where candidates have been pre-screened by central office to meet the criteria that the job requires. The campus hiring committee along with the principal, interview candidates. Once the committee makes their selection, the campus recommends the applicant and all the required documentation is sent to human resources for processing until it culminates with Board approval.

Retaining good employees is a top priority. At Champion Elementary we implement effective retention practices that allow for the employee to stay and at the same time grow professionally. When candidates interview, aside from just asking the interview questions, we inform the candidate of the campus initiatives, programs, events, achievements and goals. When there is a good match between an employee and its organization, retention is less likely to be an issue. Supporting the employees right in the key early stages is essential. New teachers are assigned a mentor, a proven successful teacher, that will guide and mentor the teacher through her first years. The Dean of Instruction and TLI offer and conduct modeling and coteaching sessions. The teacher is also sent to observe colleagues in order for them to begin forming their own teaching style.

New teachers are required to attend new teacher inservices, GT core hours, Bilingual, Bilingual trainings such as SIOP, Excell, etc. Existing teachers continue to attend professional development sessions for professional growth and to meet state requirements.

Ongoing walkthroughs, accompanied by debriefing sessions, allow employees to know what they are doing well in and where they need to improve. Both teachers and the campus benefit from this process. Engaging teachers in various campus/district events provides commitment and productivity. The principal and administrators are always visible at school/district functions and support teachers in their participation. Our campus participates and implements several programs that allow for teachers to earn extra earnings. These include tutorial, UIL and Chess.

Weekly meetings are used to target instruction. Teachers, Dean of Instruction and Principal meet to share strategies for the upcoming week. Teachers feel more confident when they leave, knowing that effective teaching strategies were shared/modeled and it allows for uniformity and alignment.

Faculty meetings are called to relay important information to all faculty and staff. A campus weekly letter informing teachers and staff of the weeks' schedule and events is provided to them. Champion Elementary holds an annual Posada and end of year celebration for teachers and staff. Teachers and staff also participate in numerous school performances for the benefit and enjoyment of our students. Our faculty Volleyball team has brought back several District Championship Titles, thus allowing for an inviting and exciting environment conducive to learning for all.

### **Staff Quality, Recruitment, and Retention Strengths**

**Highly Qualified Teachers**

**Low Campus Staff Mobility**

**Faculty and Staff events**

**Staff Quality, Recruitment, and Retention Needs**

**Increase Campus Trainings/Staff Development for Bilingual Teachers (SIOP, Excell, Bilingual Fall Conference)**

**Provide staff development opportunities on STAAR**

**New and existing teachers will attend district & campus professional development**

**Sharing sessions every Thursday and involve the district curriculum specialist in meetings**

**Teachers and Administrators will attend various professional development sessions and conferences**

**Highly qualified staff and retention of:**

- **Dyslexia Teacher**
- **Dean of Instruction**
- **Nurse**
- **Retain highly qualified pre-kinder teachers**
- **PK Teacher aides, Kinder aides, library and computer lab aides**
- **Parent Liaison**
- **Highly qualified K-5th grade teachers**
- **Hire a CSR teacher**
- **library aide**
- **TLI Teacher Specialist**

## Curriculum, Instruction, and Assessment

### Curriculum, Instruction, and Assessment Summary

In order to achieve a positive impact on student learning, we must ensure that Curriculum, Instruction, and Assessment are interactive, dependent on each other and that they work collaboratively toward the same ends. The guidelines by which this triangle is sustained are the Texas Essential Knowledge and Skills. The curriculum is what we teach. We use adopted textbooks along with additional support resources in order to target all the TEKS that the students we service must master. Teachers at our campus support the implementation of the TEKS with the use of ELA, Math, Science, and Social Studies textbooks and supplement these with research-based resources and effective teaching strategies. Curriculum Specialists at the district level along with campus teachers, developed the lesson plans, frameworks and scope and sequence for core subject areas. Teachers are also invited to be part in the ongoing evaluation of the instruction and strategies, by serving as the ELA, Math, Science, Fine Arts, and Social Studies points of contact. Teachers attend ongoing professional development in the use and implementation of both the TEKS and the resources used to address these. Due to the update of the math TEKS, at the campus level, we hold weekly meetings to address the new TEKS and share ideas, instructional strategies and methods to address the new changes.

Instruction is the how we teach the Texas Essential Knowledge and Skills. During our weekly sharing sessions, teachers model for each other the different effective strategies they have implemented to teach a particular topic, concept, or skill. Teachers within the grade level come to a consensus as to the best teaching practice and decide which of the one's presented will be used. The Dean of Instruction and TLI provide modeling sessions in and out of the classroom setting. They co-teach in the classroom the areas in which the teacher or the administrator feels that support is needed. After each classroom walkthrough conducted, the teacher and administrator must meet to debrief and develop a plan of action based on what was observed. The observation of colleagues within and across the grade levels is a common practice at the campus. Teachers use different teaching styles and methods to reach students.

Classroom setup is designed to work collaboratively amongst students. This same setup allows for the implementation of Tier 2 and 3 instruction as well as the implementation of interventions to different groups of students. Students are also offered before and after school tutorial sessions as well as Saturday Tutorial Academies. At the campus, we focus and energize planning and instruction to make classrooms a motivating and meaningful learning environment. Teachers are provided with alignment sessions once every six weeks in order to analyze the curriculum to plan for instruction that will lead to successful assessment results. Teachers work together and develop or research supplemental support materials to enhance the existing curriculum.

Ongoing data analysis after every weekly assessment, progress monitoring assessment or benchmark is conducted through the use of the Data Wall, or the Weekly Assessment Templates. CPALL's, TPRI/TejasLEE, TELPAS, and STAAR assessment results/reports are analyzed to identify campus/teacher strengths and weaknesses. Every six weeks, teachers and campus administration monitor the failure reports and ensure that students who are not being successful are placed on a RTI through a meeting held with the RTI committee. If even with the ongoing support of interventions a student continues to fail, the RTI committee proceeds with recommendations for 504 Dyslexia or Special Education testing. Through the analysis of this data, we are able to correct weaknesses in the delivery of instruction, reinforce strengths in delivery of instruction and address gaps in the curriculum by providing supplemental resources.

## **Curriculum, Instruction, and Assessment Strengths**

**Data Wall and Weekly Assessment Template data analysis**

**Tutorial Sessions**

**Walkthroughs and debriefing sessions**

## **Curriculum, Instruction, and Assessment Needs**

**Provide Document Cameras, Projectors and Laptops to the teachers**

**Provide teachers with general student instructional resources as well as access to the media center services for student products.**

**Make supplemental instructional materials available through the purchase of printing products, paper and media services.**

**Increase the availability of STAAR resources**

**Administrative supplies needed to assist in data analysis and home-school communication**

**Provide tutorial to at-risk and low performing students**

**Provide tutorial to migrant students**

**Provide custodial supplies for tutorial sessions**

**Teachers will attend GFE consultants reading and math STAAR sessions**

**Implement TLI cognitive strategies**

**Cameras for student use in different school projects**

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

When the school, home and community work together to support the learning process, it is a win-win situation for all the parties involved. Our school plays a key role in this circle of support. Our parent liaison conducts home visits and recruits parents to become active volunteers, attend informational meetings and parent events to promote an open communication between the home and school. The district has a system in place to clear parents as volunteers. The parent liaison serves as a guide as parents go through this process. At Champion Elementary, we provide parents with opportunities to establish an open communication through the use of home visits, open house, weekly parent meetings, teacher conferences, school functions, marquee, memo's, flyers, home-school projects and monthly letters. (Goal 6, Objective 1)

The SBDM is not only composed of teachers and administrators; parents, community and business leaders are also part of the committee. Local businesses assist our campus in the support of student learning by making donations or serving as classroom readers, speakers or showcasing their talents at our annual career day fair.

In order to address strengths and weaknesses in the family and community involvement, parents complete a survey where they provide input in various areas. Survey results reflect that 100% of the parents feel that their son/daughter is safe in school and 90% feel that they are encouraged to participate or be involved with the school. 100% of the parents agree or strongly agree that the school does a good job at handling misbehavior. Overall, results show that parent are pleased with the instruction, involvement and safety of the school.

### **Family and Community Involvement Strengths**

#### **Parent Participation in School Functions**

**Parent and community support of school wide uniform use**

**Business support in school functions/events**

### **Family and Community Involvement Needs**

**Increase Parent Meetings (6.1.10, CNA p#21) (6.1.11)**

**Increase the number of active parent volunteers (6.1.1)**

**Increase School/Parent Communication**

**Increase parent knowledge of eSchoolPlus and STAAR**

**Provide resources such as paper and other supplies to be used for parent meetings.**

**Provide nutritional snacks during parent meetings**

**Hire a parent liaison to coordinate the communication between home and school**

**Parent Liaison will conduct home visits in order to increase student attendance**

**Parents liaison will conduct home visits**

## **School Context and Organization**

### **School Context and Organization Summary**

According to the spring 2015-2016 CNA survey results, teachers are pleased with the safety and communication between administrators and staff at the campus. In order to continue with this positive trend, aside from being represented in SBDM, LPAC, Lead Teacher, Sunshine Committee or CBLT, teachers are invited to join district committees. District committees like the ELA POC, MATH POC and Science and Social Studies POC allow teachers to give input on core subject area alignment needs/strengths as well as to bring back information to disseminate to the rest of their grade level.

At the campus, weekly grade level meetings, sharing sessions and monthly faculty meetings, allow for an open communication between teachers, staff and administration.

Teacher schedules are reflected on the master schedule on eSchoolPlus. Teachers are able to plan or support struggling learners during library and art. Once every six weeks, teachers are pulled out one full day to prepare and align assignments and assessments for the upcoming six weeks. The Dean, Principal and teachers plan together on this day based on data from multiple sources.

New campus initiatives like the Caught You Being Good, or the Colt Incentive program are first presented to SBDM and ongoing meetings are held to get feedback from all the parties involved.

### **School Context and Organization Strengths**

#### **Weekly Grade Level Meetings**

**Weekly sharing instructional strategies session every Thursday**

#### **SBDM Meetings**

#### **Administrator Conferences**

### **School Context and Organization Needs**

#### **Increase teacher participation in organizations**

**Provide teachers with grade level co-planning time and alignment day sessions**

**Provide necessary resources/supplies to school nurse.**

# **Technology**

## **Technology Summary**

Technology has changed the way educators teach and the way students learn, therefore technology plays a very important role in education today. At Champion Elementary, students in grades pk-5th grade attend the computer lab at least once per week. Students have the opportunity to work with several software programs such as Brainpop, Brainpop Jr., MySatori and EduSmart and Adaptive Learning. Students use iPads to further instruction.

Technology professional development sessions are provided at the district level as well as the campus. Aside from the required 12 hours in technology designated by the district, the campus provides teachers with ongoing technology training. These trainings offer teachers support in the technology aspect of all their core subject area textbooks as well as research-based sites that offer instructional support. Even with the professional development support and the existing technology in the classroom, there is always a need to upgrade and replenish existing technology resources.

This school year, our campus participated in the App Challenge. A newly formed team of teachers and students designed an app that would assist parents, teachers and students in the learning process of the students.

## **Technology Strengths**

**Technology is integrated in daily instruction**

**Computer labs are available to all students**

## **Technology Needs**

**Provide technology training to all teachers**

**Increase technology resources in the classroom such as Document Cameras, Computers, Projectors, Laptops, Smartboards, and Scanners.**

**Campus website will be updated on a regular basis**

**Maintain, repair and upgrade technology software (such as MySatori, Istation, Think Through Math, and Edusmart) and hardware.**

**Provide computer supplies to teachers for student use**

**Provide camera for student use in school projects (STEM)**

**Enhance the curriculum through the use of new computers**

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

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

## Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR ELL Progress Measure data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc

- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

### **Employee Data**

- Highly qualified staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

### **Parent/Community Data**

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

### **Support Systems and Other Data**

- Budgets/entitlements and expenditures data

# Goals

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

**Performance Objective 1:** A minimum of 90% of 3rd, 4th, and 5th Grade students will achieve Level II recommended performance on the STAAR Reading, Math, Writing and Science. A minimum of 40% of our 3rd-5th grade students will demonstrate Level III advanced performance on STAAR. 90% of our PK-2nd grade students will perform satisfactorily in the TPRI/Tejas LEE and/or C-PMS.

**Summative Evaluation:** STAAR, TPRI/Tejas LEE, and C-PM's end of year scores.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>1) Provide effective professional development opportunities to all teachers, servicing pk-5th grade students, in the core curriculum in order to meet our goal in STAAR, TPRI/Tejas LEE, LPAC and C-PM's. In reference to TLI sustainability #7</p> <p>Population: TI, MI, ELL, SE, AR, GT, DYS (PK-5TH STUDENTS)</p> <p>Timeline: August 2016-June 2017</p> <p>CNApg#:11</p>	4	Principal, Assistant Principal, Dean of Instruction, PK-5th teachers, Curriculum & Instruction Specialists, Bilingual Specialist	Benchmark scores, T-Tess evaluations, Walkthroughs, BOY, MOY, and EOY on TPRI/Tejas LEE, C-PMs, and STAAR.				
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) Teachers will implement research based and effective teaching practices through the use of technology and other supplemental instructional resources in order to increase student performance in core subject areas.</p> <p>Population: TI, MI, ELL, SE, AR, GT, DYS (PK-5TH STUDENTS)</p> <p>Timeline: August 2016-June 2017</p> <p>CNApg#:14</p>	4	Principal, Assistant Principal, Dean of Instruction, PK-5th teachers, Curriculum & Instruction Specialists, Bilingual Specialist, TST	STAAR results, TPRI/Tejas LEE, C-PM's scores. T-Tess and weekly walkthrough's.				

<p style="text-align: center;"><b>Critical Success Factors</b> CSF 1</p> <p>3) Vertical and Horizontal alignment sessions will be conducted in order to share teaching practices and strategies that will facilitate students' transition from grade to grade and perform satisfactorily in the state mandated assessments. In reference to TLI sustainability # 6.</p> <p>Population: TI, MI, LEP, AR, DYS (PK-5TH STUDENTS)</p> <p>Timeline: Once every six weeks September 2016-May 2017</p> <p>CNApg#:19</p>	4, 8	Principal, Dean of Instruction, PK-5th grade teachers, Curriculum Specialists, Administrator for State Compensatory Education	<p>Formative: classroom observations, lesson plans, student progress reports On-going walkthroughs, Sharing Sessions</p> <p>Summative: STAAR scores, TPRI/Tejas LEE, and C-PM's scores.</p>						
<p>Population: DYS (PK-5TH STUDENTS), AR</p> <p>Timeline: August 2016-June 2017</p> <p>CNApg#:12</p>			3, 10	Principal, Assistant Principal, Dean of Instruction, Dyslexia Teacher, 504 administrator, Administrator for State Compensatory	<p>Formative: Student progress reports, and report cards, TPRI/Tejas LEE scores, and benchmark scores.</p> <p>Summative: STAAR Scores</p>				
<p>Population: DYS (PK-5TH STUDENTS), AR</p> <p>Timeline: August 2016-June 2017</p> <p>CNApg#:12</p>			<p>Funding Sources: Title I-A - \$6285.00</p> <p>Funding Sources: State Compensatory - \$67960.00</p>						

<p style="text-align: center;"><b>Critical Success Factors</b> CSF 1</p> <p>5) Implement interventions through the 3 tier RtI Model in order to support student academic growth and success</p> <ul style="list-style-type: none"> <li>*Universal Screener</li> <li>*All interventions scientifically researched based</li> <li>*Documentation of interventions and progress monitoring</li> <li>*Use data to identify area of need</li> <li>*Monitor progress of struggling student</li> <li>*Adjust instruction/interventions</li> <li>*Review student outcome data to evaluate instruction and drive proper decision making strategies</li> <li>*data driven instruction</li> <li>*Review 360</li> </ul> <p>TIER I- a minimum of 90 min. devoted to ELA instruction TIER II- 30 min. per day in small group in addition to the core instruction TIER III- 30 min. per day in individual or small group instruction in addition to the core instruction</p> <p>In reference to TLI sustainability # 1</p> <p>Population: TI, MI, ELL, SE, AR, GT, DYS (PK-5TH STUDENTS)</p> <p>Timeline: August 2016-June 2017</p> <p>CNApg#:14</p>	9	<p>Principal, Classroom Teachers, SPED Teachers, Dyslexia Teacher, Dean of Instruction, RTI Coordinator, Classroom teacher</p>	<p>Failure reports, report cards, STAAR scores, TPRI, BOY, MOY, EOY, C-PM results</p>				
<p style="text-align: center;"><b>Critical Success Factors</b> CSF 1</p> <p>6) All PK-5 Bilingual/ESL students will develop listening/speaking, reading/writing proficiency through the use of ELPS, SIOP, and ELAR strategies in the classroom in order to promote students' transition into English literacy.</p> <p>Population: ELL (PK-5TH STUDENTS)</p> <p>Timeline: August 2016-June 2017</p> <p>CNApg#:11</p>	5	<p>Principal, Dean of Instruction, Bilingual Certified Classroom Teachers, District Bilingual Lead Teachers</p>	<p>STAAR, TPRI/Tejas LEE, TELPAS, and C-PM's scores. Walkthroughs and T-Tess.</p>				

<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>7) A library aide is hired to provide assistance in the delivery of reading support through the use of the library and its resources.</p> <p>Population: TI, MI, ELL, SE, AR, GT, DYS (PK-5TH STUDENTS)</p> <p>Timeline: August 2016-June 2017</p> <p>CNApg#:12</p>		Campus Administration, Librarian	Evaluation of Library Aide performance, Student increase performance in state assessments				
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>8) In order to provide additional assistance classified instructional personnel will be hired to assist teachers who will work with low performing students.</p> <p>Population: TI, MI, ELL, SE, AR, GT, DYS (PK-K STUDENTS)</p> <p>Timeline: August 2016-June 2017</p> <p>CNApg#:12</p>	7	Campus Administration, PK & K Teachers, Dean of Instruction	Increase in C-PM's scores, Staff end of year evaluations				
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>9) Teachers will receive writing training and materials will be purchased to support the strategies implementation.</p> <p>Population: TI, MI, ELL, SE, AR, GT, DYS (PK-K STUDENTS)</p> <p>Timeline: August 2016-June 2017</p> <p>CNApg#:12</p>	4	Campus Administration, PK - 5th Grade Teachers, Dean of Instruction	Benchmark scores, Walkthroughs, BOY, MOY, and EOY on TPRI/Tejas LEE, C-PM's, and STAAR.				
<p>Funding Sources: Title I-A - \$26386.00</p> <p>Funding Sources: Title I-A - \$27330.00, Title I-A - \$25640.00, Title I-A - \$27225.00, Title I-A - \$25880.00, Title I-A - \$22056.00, Title I-A - \$24882.00</p>							

<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>10) Substitutes and teachers will receive professional development opportunities for testing purposes servicing pk-5th grade students, in the core curriculum in order to meet our goal in district and campus benchmarks and STAAR Assessment. Population: TI, MI, ELL, SE, AR, GT, DYS (PK-K STUDENTS) Timeline: August 2016-June 2017 CNApg#:6,17</p>	4	Principal, Assistant Principal, Dean of Instruction, PK-5th teachers, Curriculum & Instruction Specialists, Bilingual Specialist, TST	STAAR results, TPRI/Tejas LEE, C-PM's scores				
Funding Sources: State Bilingual - \$1000.00, State Bilingual - \$1500.00							
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>11) ESL/LPAC Aide will be provided mileage funds for travel to Bilingual Department and professional development training that deal with Bilingual Assessments such as Terra Nova, TELPAS, Las Links, and STAAR. Population: PREK -5th Bilingual Students Timeline: August 2016-June 2017 CNApg#:11</p>	4	Principal, Dean of Instruction, Bilingual Certified Classroom Teachers, District Bilingual Lead Teachers, LPAC Chair	Improvement in testing: Terra Nova, TELPAS, STAAR				
Funding Sources: State Bilingual - \$300.00							
<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 program, co-curricular, athletic programs, and extra-curricular activities.**

**Performance Objective 1:** Students will demonstrate TEKS mastery in all fine arts areas and improve the overall wellness of the educational community by promoting awareness of healthy lifestyles.

**Summative Evaluation:** 95% of our students will master the Wellness Fitness Gram. Student recognition in district competitions. At least two musical performances at the campus level.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 5</p> <p>1) Provide students in grades PreK-5 with moderate to vigorous physical activity daily for at least 45 minutes in order to develop students' fitness.</p> <p>Population: TI, MI, ELL, SE, AR, GT, DYS (PK-5TH STUDENTS)</p> <p>Timeline: August 2016-June 2017</p> <p>CNApg#:</p>	10	Campus Administration, Physical Education teachers	95% of our students will master the Wellness Fitness Gram and will be aware of healthy lifestyles				
<p><b>Critical Success Factors</b> CSF 5</p> <p>2) Assess student fitness annually in grades 3-5th in order to comply with the Texas Fitness Now Program</p> <p>Population: TI, MI, ELL, SE, AR, GT, DYS (PK-5TH STUDENTS)</p> <p>Timeline: August 2016-June 2017</p> <p>CNApg#:</p>	10	Campus Administration, Physical Education teachers	95% of our students will master the Wellness Fitness Gram and will be aware of healthy lifestyles				

<p align="center"><b>Critical Success Factors</b> CSF 7</p> <p>3) Physical Education teachers will attend district maintenance training in order to receive appropriate instructional guidelines and pacing.</p> <p>Population: TI, MI, ELL, SE, AR, GT, DYS (PK-5TH STUDENTS)</p> <p>Timeline: August 2016-June 2017</p> <p>CNApg#:11</p>	4	Principal, Dean of Instruction, PE teachers, Classroom teachers, Health/PE Specialist	Health fitness student performance. Academic performance on state assessments.				
<p align="center"><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>4) Encourage student participation in BISD Annual Track &amp; Field Events to maintain students' fitness level.</p> <p>Population: TI, MI, ELL, SE, AR, GT, DYS (PK-5TH STUDENTS)</p> <p>Timeline: August 2016-June 2017</p> <p>CNApg#:</p>	5, 6	Principal, Administrators, P.E Teachers,	Competition participation and results				
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>5) Expose students to CATCH Activities that promote healthy living and healthy eating such as: -portfolios -health journals -book reports</p> <p>Population: TI, MI, ELL, SE, AR, GT, DYS (PK-5TH STUDENTS)</p> <p>Timeline: August 2016-June 2017</p> <p>CNApg#:</p>	10	Principal, Administration, P.E Teachers, CATCH team	CATCH Binder CATCH activities				

<p style="text-align: center;"><b>Critical Success Factors</b> CSF 4</p> <p>6) Update campus improvement plan to include necessary improvements indicated by the School Health Index Assessment Tool in order to comply with legislative updates as they pertain to health and physical education and Senate Bill 892 effective 09/01/2009.</p> <p>Population: TI, MI, ELL, SE, AR, GT, DYS (PK-5TH STUDENTS)</p> <p>Timeline: August 2016-June 2017</p> <p>CNApg#:</p>	10	Principal, Administrators, Dean of Instruction, P.E. teacher	School Health Index				
<p>7) Monitor and emphasize the integrated math, reading, and writing academic concepts inherent in the Health and Physical Education curriculum programs in order to enhance students' skills and prepare them for testing.</p> <p>Population: TI, MI, ELL, SE, AR, GT, DYS (PK-5TH STUDENTS)</p> <p>Timeline: August 2016-June 2017</p> <p>CNApg#:</p>		Principal, Administrators, Dean of Instruction, P.E. teacher	School Health Index				
<p style="text-align: center;"><b>Critical Success Factors</b> CSF 1</p> <p>8) Implement Physical Education knowledge and skills necessary to develop and maintain student's optimal lifetime health and fitness level.</p> <p>Population: TI, MI, ELL, SE, AR, GT, DYS (PK-5TH STUDENTS)</p> <p>Timeline: August 2016-June 2017</p> <p>CNApg#:</p>	10	Campus Administration, Physical Education teachers	School Health Index				

<p style="text-align: center;"><b>Critical Success Factors</b> CSF 4 CSF 5</p> <p>9) Maintain and improve Coordinated Approach to Child Health (CATCH) Teams that implement the Coordinated School Health Program K-12 by developing goals and objectives based on fitness assessment data, academic performance, attendance rates, academic disadvantages and the use of success of any method in order to ensure students are reaching required moderate to vigorous physical activity (MVPA), and any other indicator readvanced by School Health Advisory Council (SHAC) in order to comply with Senate Bill 19 and Senate Bill 892 effective 09/01/2009.</p> <p>Population: TI, MI, ELL, SE, AR, GT, DYS (PK-5TH STUDENTS)</p> <p>Timeline: August 2016-June 2017</p> <p>CNApg#:</p>	<p>2, 10</p>	<p>CATCH Team</p>	<p>Implementation Documentation, Lesson Plans, Fitness Assessment Observation, Student Grades and Attendance Rates</p>				
<p style="text-align: center;"><b>Critical Success Factors</b> CSF 5</p> <p>10) Provide information on the Wellness/Nutrition Policy &amp; Guidelines to parents, teachers &amp; students through parent meetings, teacher staff development, CATCH Teams, and classroom instruction to ensure compliance with respective policies and guidelines and comply with the Texas Public School Nutrition Policy effective 08/01/2004 and revisions 08/01/2007.</p> <p>Population: TI, MI, ELL, SE, AR, GT, DYS (PK-5TH STUDENTS)</p> <p>Timeline: August 2016-June 2017</p> <p>CNApg#:</p>	<p>10</p>	<p>Campus Administration Food &amp; Nutrition Services Administrator Curriculum Administrator Area Superintendents CATCH Team</p>	<p>Student Academic Performance, Increase in parental involvement</p>				

<p style="text-align: center;"><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>11) All schools must identify the manner in which the safety of students in physical education classes is maintained by developing a safety plan of action when the teacher student ratio is greater than 45-1 in compliance with Senate Bill 891 effective 9/1/09.</p> <p>Population: TI, MI, ELL, SE, AR, GT, DYS (PK-5TH STUDENTS)</p> <p>Timeline: August 2016-June 2017</p> <p>CNApg#:</p>	10	Campus Administration, PE Teachers Campus Safety Coordinator, District Safety Coordinator, District Emergency Operations Coordinator, PE Specialist Health Lead Teacher	Reviews of Campus Safety Action Plan and Emergency Operating Procedures (EOP)				
<p style="text-align: center;"><b>Critical Success Factors</b> CSF 5</p> <p>12) Educate students and parents on the district's sexual abuse of children policies/guidelines through awareness and information, including but not limited to, knowledge of likely warning signs indicating that a child may be a victim of sexual abuse, using resources developed by the Texas Education Code (TEC) under Section 38.004, to conduct classroom presentations and distribute information via the BISD Parent/Student Handbook in order to comply with House Bill 1041 (Jenna Law effective 09/01/2009).</p> <p>Population: TI, MI, ELL, SE, AR, GT, DYS (PK-5TH STUDENTS)</p> <p>Timeline: August 2016-June 2017</p> <p>CNApg#:</p>	10	Principal, Campus Administration, Counselor	Counselor Presentations, Parent-Student Handbook Receipts				
<p style="text-align: center;"><b>Critical Success Factors</b> CSF 7</p> <p>13) Teachers who are in need of reinforcement will attend the Lion's Quest Training in order to reinforce health education curriculum and improve student wellness.</p> <p>Population: TI, MI, ELL, SE, AR, GT, DYS (PK-5TH STUDENTS)</p> <p>Timeline: August 2016-June 2017</p> <p>CNApg#:</p>	4	Principal, Campus Administration, Dean of Instruction, P.E. Teacher	Walkthrough performance and PDAS evaluations Student performance in Physical Education assessments				

<p align="center"><b>Critical Success Factors</b> CSF 4 CSF 6</p> <p>14) A school nurse will be hired in order to provide health care to students and staff, perform health screenings, and coordinate referrals to the medical home or private health care provider which will promote adequate health care and a healthy school environment.</p> <p>Population: TI, MI, ELL, SE, AR, GT, DYS (PK-5TH STUDENTS)</p> <p>Timeline: August 2016-June 2017</p> <p>CNApg#:12 &amp; 17</p>	4	Principal, Campus Administration, School Nurse, Health Services	Daily health records, student presentations				
<p>Funding Sources: Title I-A - \$24713.00</p>							
<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:** 95% of all At-Risk students at Champion Elementary School will succeed in mastering TEKS and state standards on all sections of the STAAR and 90% of at-risk students will meet the attendance goal.

**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 align="center"><b>State System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 1</p> <p>1) The Pre-K program will be provided the full day in order to better prepare students academically.</p> <p>Population: TI, MI, LEP, AR, DYS (PK STUDENTS)</p> <p>Timeline: August 2016-June 2017 (Daily)</p> <p>CNApg#:pg.14</p>	3, 10	Principal Dean of Instruction CIRCLE consultants Bilingual Department Curriculum and Instruction Specialists Administrator for State Compensatory Education	<p>Formative: C-PM's BOY and MOY, lesson plans, classroom observations, student progress reports</p> <p>Summative: C-PM's EOY</p>				
Funding Sources: State Compensatory - \$111054.00							
<p align="center"><b>State System Safeguard Strategy</b></p> <p>2) The Dean of Instruction will conduct regular research-based professional development sessions, in order to train and retain highly qualified personnel that will positively impact At-Risk student performance In reference to TLI sustainability # 5</p> <p>Population: TI, MI, LEP, AR, DYS</p> <p>Timeline: August 2016-June 2017</p> <p>CNApg#:pg14</p>	4, 10	Principal Dean of Instruction Administrator for State Compensatory Education	<p>Formative: ERO session evaluation report, ERO session attendance reports, lesson plans, classroom observations, student progress reports, benchmark scores</p> <p>Summative: STAAR</p>				
Funding Sources: State Compensatory - \$52643.00							

<p align="center"><b>State System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>3) Accelerated instruction through tutorials and remediation strategies in core-area subjects for low performing and at risk students will be implemented by the 4th week of school and extended year, in order to decrease the retention rate and improve student performance. Additional support in core subject areas will be provided to students in 5th grade who did not meet 4th grade Reading/Math STAAR standards.</p> <p>Population: TI, MI, LEP, AR, DYS (PK-5TH STUDENTS)</p> <p>Timeline: September 2016-May 2017</p> <p>CNApg#:pg.19</p>	2, 3, 9, 10	Classroom Teachers Dean of Instruction Principal Administrator for State Compensatory Education	Formative: eSchoolPlus tutorial schedule, tutorial attendance, tutorial lesson plans, student progress reports, benchmark scores, classroom observations  Summative: STAAR				
<p>Funding Sources: State Compensatory - \$20955.00, State Compensatory - \$8818.00, State Compensatory - \$24466.00, State Compensatory - \$6000.00, State Compensatory - \$7000.00</p>							
<p align="center"><b>State System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>4) Supplemental instructional materials will be provided to assist students meet content performance expectations and improve academic achievement in the foundation curriculum.</p> <p>Population: TI, MI, ELL, AR, DYS (PK-5TH STUDENTS)</p> <p>Timeline: August 2016-June 2017</p> <p>CNApg#:pg.17,19,25</p>	10	Principal Adminsitration Dean of Instruction	Formative: Student progress reports, lesson plans, classroom observations, BOY and MOY C-PM's, TPRI/Tejas LEE, benchmarks scores  Summative: STAAR				
<p>Funding Sources: Title I-A - \$28878.00, Title I-A - \$3500.00, State Bilingual - \$2409.00, Title I-A - \$2756.00, Title I-A - \$2350.00, Federal Bilingual - \$8450.00, Federal Bilingual - \$2000.00</p>							

<p align="center"><b>State System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>5) Teachers and Dean of Instruction, will seek professional development and will attend conferences and professional development sessions in order to maintain and improve professional competence, and to keep abreast of new technology and instructional practices, allowing to make appropriate decisions when guiding the staff and/or students to academic excellence. In reference to TLI sustainability # 7</p> <p>Population: TI, MI, LEP, AR, DYS (PK-5TH STUDENTS)</p> <p>Timeline: August 2016-June 2017</p> <p>CNApg#:pg.13 &amp; 17</p>	10	Principal, Dean of Instruction	Formative: ERO session evaluation reports, lesson plans, classroom observations, student progress reports, benchmark scores  Summative: STAAR				
Funding Sources: Title I-A - \$1346.00, State Bilingual - \$500.00, Title III-A - \$500.00, State Compensatory - \$1500.00							
<p>6) Provide training to campus personnel on the identification of homeless and unaccompanied youth during the enrollment process to ensure that sensitivity techniques are utilized, enrollment procedures do not create barriers, and that students and families are directed to the Homeless Youth Project for further intake.</p> <p>Population: TI, MI, ELL, SE, AR, GT, DYS (PK-5TH STUDENTS)</p> <p>Timeline: August 2016-June 2017</p> <p>CNApg#:pg.6</p>	10	Campus Administration Administrator for the Homeless Youth Project	Formative: Homeless Youth reports. Successful participation and academic performance of homeless students  Summative: STAAR				
<p>7) Ensure that the campus has a process in place to identify homeless students in order receive the full protections of the McKinney-Vento Act, including the help they need to enroll, attend, and succeed in school.</p> <p>Population: TI, MI, LEP, AR, DYS (PK-5TH STUDENTS)</p> <p>Timeline: August 2016-June 2017</p> <p>CNApg#:pg.6</p>	10	Campus Administration Administrator for the Homeless Youth Project	Formative: ERO session evaluation report, student progress reports, benchmark scores  Summative: STAAR attendance rate and retention rate				

<p>8) Promote awareness of the availability of homeless related services within BISSD and community agencies to meet the academic, social, emotional, and physical needs of identified homeless and accompanied youth.</p> <p>Population: TI, MI, LEP, AR, DYS (PK-5TH STUDENTS)</p> <p>Timeline: August 2016-June 2017</p> <p>CNApg#:pg.6</p>	10	Campus Administration Administrator for the Homeless Youth Project	Formative:Homeless students' progress reports, benchmark scores Summative: STAAR, Attendance Rates, and retention rates				
<p>9) Implement canned food drives and donation requests at the campus level twice per year to provide identified homeless and unaccompanied youth with food items as needed to meet their academic, social, emotional, and physical needs.</p> <p>Population: TI, MI, LEP, AR, DYS (PK-5TH STUDENTS)</p> <p>Timeline: August 2016-June 2017</p>	10	Campus Administration Nurse Teachers and Staff Counselors	Formative: Homeless students' progress reports, benchmark scores Summative: STAAR, Attendance Rates, and retention rates				
<p align="center"><b>State System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 4</p> <p>10) Ensure that the campus has a process in place to allow students to enroll in school immediately, even if lacking documentation normally required for enrollment; such as previous school records, medical or immunization records, proof of residency, birth certificate, proof of guardianship, or other documents. (The terms enrolled and enrollment includes attending classes and participating fully in school activities.)</p> <p>Population: TI, MI, LEP, AR, DYS (PK-5TH STUDENTS)</p> <p>Timeline: August 2016-June 2017</p>	10	Campus Administration Data Entry Clerk	Formative: Monthly eSchoolPLUS At-Risk reports will be generated and the Homeless Youth Project will work with the At-Risk Campus Contact to ensure support services are provided to students classified as homeless. Student Progress Reports will show an increase in student achievement.  Summative: STAAR attendance rate, and retention rate				
<p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 1</p> <p>11) Teachers will implement research based and effective teaching practices through the use of technology, such as, general computer supplies, document cameras, laptops, in order to increase student performance in core subject areas.</p> <p>Population: TI, MI, LEP, AR, DYS (PK-5TH STUDENTS)</p> <p>Timeline: August 2016-June 2017</p> <p>CNApg#:pg.23</p>	5	Principal, Dean of Instruction, Administrators, Classroom Teachers	Formative: TPRI/Tejas LEE results, C-PM's results, Benchmark and STAAR results. Summative: STAAR				
<p>Funding Sources: State Bilingual - \$871.00, Title III-A - \$2604.00</p>							

<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>12) A Class Reduction Size (CSR) teacher is hired to close the gap between At-Risk students and their peers by providing quality instructional time by reducing the student and teacher ratio.</p> <p>Population: TI, MI, LEP, AR, DYS (PK-5TH STUDENTS)</p> <p>Timeline: August 2016-June 2017</p> <p>CNApg#:</p>	9	Campus Administration, Dean of Instruction	Formative: lesson plans, student progress reports, classroom observations, benchmark scores  Summative: STAAR				
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>13) Custodial Staff will be supplied to maintain school facilities and perform operational duties during tutorials.</p> <p>Population: 1st - 5th Students, DYS, GT, SP.ED., LEP, Non LEP</p> <p>Timeline: August 2016 - June 2017</p> <p>CNApg#:</p>	10	Campus Administration, Custodial Staff	Tutorial Results, Attendance, Observations, Scores				
<p>Funding Sources: Title I-A - \$71001.00</p>			<p>Funding Sources: Title I-A - \$1277.00</p>				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

**Performance Objective 1:** At the end of each six week, our campus will meet attendance expectations of 97.5%.

**Summative Evaluation:** Meet the 97.5% attendance goal and increase STAAR scores

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>1) In order to improve student attendance, Parent attendance liaisons &amp; data entry clerk will consistently monitor and communicate student's daily absences and tardiness to parents and staff to promote and ensure rapid system of communication to reduce student absences and tardiness and increase instructional opportunities for students. Population: TI, MI, ELL, SE, AR, GT, DYS (PK-5TH STUDENTS)</p> <p>Timeline: August 2016-June 2017</p>	1, 6	Principal, Campus Administration, Parent Liaison, Data Entry Clerk, Classroom teachers	Daily Attendance reports, STAAR scores, TPRI/Tejas LEE scores				
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5</p> <p>2) Recognize and award incentives to students based on academic and attendance performance every six weeks and at the end of the year in order to increase learning performance.</p> <p>Population: TI, MI, ELL, SE, AR, GT, DYS (PK-5TH STUDENTS)</p> <p>Timeline: August 2016-June 2017</p> <p>CNApg#:13</p>	6, 9	Principal, Campus Administration, PEIM's Supervisor, Data Entry Clerk, Counselor	Attendance reports reflecting meeting the attendance goal				
<p>Funding Sources: Title I-A - \$4000.00</p>							

<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>3) Parents/guardians will be informed of student attendance percentage through:          -School News Letter          -School Marquee          -Student Progress Reports          -Report Card Night          -Open House Meeting          -Presentations          -Student/Parent/School Compacts          -Home visits and telephone Calls          -Head start transition Meetings          Population: TI, MI, ELL, SE, AR, GT, DYS (PK-5TH STUDENTS)</p> <p>Timeline: August 2016-June 2017</p>	6	Campus Administration, Principal, Data Entry, Counselors	Meet attendance goal				
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>4) Our campus will implement campus attendance goals that address procedures, roles, responsibilities and a formal written plan for monitoring and managing attendance thus ensuring that campus student attendance meets District and State rates so that students meet their full educational potential .</p> <p>Population: TI, MI, ELL, SE, AR, GT, DYS (PK-5TH STUDENTS)</p> <p>Timeline: August 2016-June 2017</p>	10	Principal, Campus Administration, PEIM's Supervisor, Data Entry Clerk	Meeting attendance rates, increase in TPRI/Tejas LEE and STAAR scores				
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>5) Reduce by 5% yearly the out-of-school suspensions by researching and evaluating 2013- 2014 number of days students were absent due to OSS.          -To increase campus student attendance rates and improve student instructional levels.</p> <p>Population: TI, MI, ELL, SE, AR, GT, DYS (PK-5TH STUDENTS)</p> <p>Timeline: August 2016-June 2017</p>	9	Principal, Campus Administration,	Meeting campus attendance goals and improve TPRI/Tejas LEE and STAAR scores				

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>6) The campus will effectively implement School Messenger Notification System procedures for effective monitoring of student attendance and maximize instruction.</p> <p>Population: TI, MI, ELL, SE, AR, GT, DYS (PK-5TH STUDENTS)</p> <p>Timeline: August 2016-June 2017</p>	6	Principal, Campus Administration	Meeting campus attendance goals and improve TPRI/Tejas LEE and STAAR Scores				
<p align="center">  = Accomplished          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>							

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

**Performance Objective 1:** By the end of 2016-2017 school year, discipline referrals reported to PEIMS will be lower than 1%.

**Summative Evaluation:** Increase in STAAR scores based on decrease in discipline referrals reported to PEIMS.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>1) Promote awareness and notification of Student Code of Conduct to students, parents, staff &amp; community through campus distribution and campus presentations</p> <p>Population: TI, MI, ELL, SE, AR, GT, DYS (PK-5TH STUDENTS)</p> <p>Timeline: August 2016-June 2017</p>	6	Principal, Campus Administration, Teachers and Staff	Student Code of Conduct Acknowledgement Forms Increase in state assessment performance				
<p align="center"><b>Critical Success Factors</b> CSF 6 CSF 7</p> <p>2) Professional development and training will be provided to teachers and staff on</p> <ul style="list-style-type: none"> <li>-classroom management strategies and district/campus disciplinary administrative guidelines.</li> <li>-how to effectively utilize RtI modules (Review 360) to handle classroom discipline so that out of school suspensions and discretionary removals are used as a last resort;</li> <li>-how to assure students' rights and due process are afforded in order to have a safe and disciplined environment conducive to student learning.</li> <li>-conflict resolution &amp; behavior management</li> <li>-bullying prevention, violence, recent drug use trends, resiliency/developmental assets, signs of child abuse</li> </ul> <p>Population: TI, MI, ELL, SE, AR, GT, DYS (PK-5TH STUDENTS)</p> <p>Timeline: August 2016-June 2017</p>	4	Principal, Campus Administration, Counselor, Teachers and Staff	Professional development sessions attendance, Student performance on TPRI/Tejas LEE, STAAR				

<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>3) Champion Elementary will maintain an Emergency Operations Plan.  - Plan must be multi-hazard in nature  -Must be reviewed and updated annually  -The following drills will be practices accordingly:  Lockdown drills (3 times per year), shelter-in-place, reverse evacuation, drop &amp; cover, evacuation</p> <p>Population: TI, MI, ELL, SE, AR, GT, DYS (PK-5TH STUDENTS)</p> <p>Timeline: August 2016-June 2017</p>	10	Principal, Campus Administrator, Safety coordinator	Student and staff performance on practice drills.				
<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>4) Champion will implement an identification security system.  -All faculty must obtain and display an Identification Card while on school grounds  -All students must obtain and display an Identification Card while on school grounds  -Visitors must present an identification at Sign-In and Escorted at all times.</p> <p>Population: TI, MI, ELL, SE, AR, GT, DYS (PK-5TH STUDENTS)</p> <p>Timeline: August 2016-June 2017</p>	10	Principal, Campus Administration, Teachers and Staff	Safe and orderly campus, Student increase in academic performance				
<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>5) Parent Presentations will be made periodically at the campus.  -Gang Awareness  -Bullying  -Internet Safety  -Drug, Alcohol and Tobacco Awareness  -Gun Safety  -Truancy  -EOP-Safety Procedures-Suicide  -Nutrition</p> <p>Population: TI, MI, ELL, SE, AR, GT, DYS (PK-5TH STUDENTS)</p> <p>Timeline: August 2016-June 2017</p>	6	Principal, Campus administration, Counselor, Parent Liaison	Drop in office/counselor referrals, increase in student performance on state assessments				

<p style="text-align: center;"><b>Critical Success Factors</b> CSF 1</p> <p>6) Students with behavioral problems will be referred for counseling intervention strategies on conflict resolution and RTI's.</p> <p>Population: TI, MI, ELL, SE, AR, GT, DYS (PK-5TH STUDENTS)</p> <p>Timeline: August 2016-June 2017</p>	9, 10	Principal, Campus Administration, Teachers, Staff and Counselor	Drop in office/counselor referrals, and an increase in student performance on state assessments				
<p style="text-align: center;"><b>Critical Success Factors</b> CSF 6</p> <p>7) Campus Safety Coordinator will conduct monthly safety meetings with all staff. Monthly safety inspections for fire extinguisher maintenance will be conducted.</p> <p>Population: TI, MI, ELL, SE, AR, GT, DYS (PK-5TH STUDENTS)</p> <p>Timeline: August 2016-June 2017</p>	10	Principal, Safety Coordinator, Campus Administration, Teachers and Staff	Safety meeting agendas				
<p style="text-align: center;"><b>Critical Success Factors</b> CSF 6</p> <p>8) Security officer assigned to Champion Elementary will help maintain our school's safety plan.</p> <p>Population: TI, MI, ELL, SE, AR, GT, DYS (PK-5TH STUDENTS)</p> <p>Timeline: August 2016-June 2017</p>	10	Principal, Campus Administration, Security Officer	Security officer attendance, drop in school incidents and increase in student performance on state assessments				

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>9) Counselor will do classroom presentations on:</p> <ul style="list-style-type: none"> <li>-Bullying/violence Presentation</li> <li>-Drug, Alcohol and Tobacco Awareness</li> <li>-Gun Safety</li> <li>-Truancy</li> <li>-Conflict resolution</li> <li>-Career awareness</li> <li>-Character education</li> <li>-Responsible behavior</li> <li>-Goal setting and long range goals (Ed. goals)</li> <li>-Dropout Prevention</li> <li>-Human Growth &amp; Development</li> </ul> <p>Population: TI, MI, ELL, SE, AR, GT, DYS (PK-5TH STUDENTS)</p> <p>Timeline: August 2016-June 2017</p>	10	Principal, Campus Administration, Counselor	Counselor lesson plans documenting presentations. Decrease in student incidents and increase in STAAR performance.				
<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:** There will be a 10% increase of parents involved in Champion Elementary parental involvement activities during this school year.

**Summative Evaluation:** Increase in students' STAAR scores, meet the 97.5% attendance goal, and increase parental involvement participation by 10%

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>1) Complete and disseminate a Parental Involvement Policy so as to delineate how parents will be actively involved at the district/campus level with the intention to increase participation.</p> <p>Population: Parents</p> <p>Timeline: November 2016</p>	1, 6	Principal Parent Liaison	<p>Formative: Agendas, Policy, Website, Title I Meeting</p> <p>Summative: Sign-in Sheets Minutes Composite of End of year survey Title I-A Compliance Checklist</p>				
<p>2) Disseminate School-Parent-Student Compacts indicating each groups responsibilities to ensure student achievement.</p> <p>Population: Parents</p> <p>Timeline: August 2016</p>	1, 6	Principal Parent Liaison	<p>Formative: Compacts Title I Binder Doc.</p> <p>Summative: Composite of End of year survey</p>				
<p>3) Conduct an Annual Title I Meeting to inform parents of services provide through Title I funds and their rights and responsibilities.</p> <p>Population: Parents</p> <p>Timeline: September 2016</p>	1, 6	Principal Parent Liaison	<p>Formative: Handouts, Sign-in Sheets Minutes</p> <p>Summative: Composite of End of year survey, Title I-A Compliance Checklist</p>				

<p>4) Parents will be trained on how to access Home Access Center to become aware of their child's progress.</p> <p>Population: Parents</p> <p>Timeline: November 2016</p>	1, 6	Principal Parent Liaison	<p>Formative: Sign In Sheets Usage and Participation Reports</p> <p>Summative: Composite of End of Year Survey, TITLE I-A Compliance Checklist</p>				
<p>5) Parents will be trained on latest updates for the STAAR Assessment in order to become aware of the states standards and expectations. (3rd-5th)</p> <p>Population: Parents</p> <p>Timeline: October 2016</p>	1, 6	Principal Parent Liaison Dean of Instruction	<p>Formative: Agendas, Sign In Sheets</p> <p>Summative: Title I-A Compliance Checklist</p>				
<p>6) Parents will be trained on TEKS in order to become aware of States Essential Knowledge Skills and promote success for all students (K-5th).</p> <p>Population: Parents</p> <p>Timeline: October 2016</p>	1, 6	Principal Parent Liaison Dean of Instruction	<p>Formative: Agendas, Sign In Sheets</p> <p>Summative: Title I-A Compliance Checklist</p>				
<p style="text-align: center;"><b>Critical Success Factors</b> CSF 5</p> <p>7) Distribute announcements to parents and the community regarding parent meeting times and location through a school newsletter, flyers, school messenger, &amp; marquee.</p> <p>Population: Parents</p> <p>Timeline: August 2016-June 2017</p>	1, 6	Principal Parent Liaisons	<p>Formative: Flyers, Sign-in sheets</p> <p>Summative: Title I-A Compliance Checklist</p>				

<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>8) Student/Parent Home Projects will be part of the curriculum in order to promote parental involvement. Projects will be displayed and parents invited to view them.</p> <p>Population: Parents</p> <p>Timeline: August 2016-June 2017</p>	1, 6	Principal Teachers Parent Liaisons	<p>Formative: Letter to Parents, Parent/Student Project Displays</p> <p>Summative: Title I-A Compliance Checklist</p>				
<p>9) Conduct annual Title I Parent Survey with parents to evaluate the effectiveness of parental involvement efforts.</p> <p>Population: Parents</p> <p>Timeline: May 2017</p>	1, 6	Principal Parent Liaisons	<p>Formative: Survey Survey/Needs Assessment Results</p> <p>Summative: Title I-A Compliance Checklist</p>				
<p>10) Conduct monthly parent presentations throughout the school year in regards to parenting skills, health, and nutrition to promote healthy lifestyles (CATCH activities). Welcome parents with small nutritional snacks and refreshments.</p> <p>Population: Parents</p> <p>Timeline: August 2016-June 2017</p> <p>CNApg#21</p>	1, 6	Campus Administration Parent Liaison Guest Speaker	<p>Formative: Flyers, Sign-in sheet, Agenda</p> <p>Summative: Title I-A Compliance Checklist</p>	<p>Funding Sources: Title I-A - \$600.00, Title I-A - \$1182.00</p>			
<p>11) Conduct monthly parent presentations throughout the school year such as Students Code of Conduct, School Parent Student Compact, Emergency Operations Procedures, AEIS Transition Orientation (PK to elementary, 5th to Middle School)</p> <p>Population: Parents</p> <p>Timeline: August 2016-June 2017</p>	1, 6	Principal Parent Liaisons	<p>Formative: Agendas, Sign-in sheets</p> <p>Summative: Title I-A Compliance Checklist</p>				

<p>12) Conduct home visits, attend parental involvement monthly meetings and district parental involvement events.</p> <p>Population: Parents</p> <p>Timeline: August 2016-June 2017</p> <p>CNApg#21</p>	1, 6	Principal Parent Liaisons	<p>Formative: Contact Log, Mileage Log, Cash Payment, Student Attendance, Assessment Scores</p> <p>Summative: Title I-A Compliance Checklist</p>				
			Funding Sources: Title I-A - \$268.00				
<p>13) Positive School Community Environment will be promoted through the campus publication "Colts News" in which lead teachers, committee members, and other personnel will be recognized on a weekly basis.</p> <p>Population: Parents</p> <p>Timeline: August 2016-June 2017</p>	1, 6	Principal Parent Liaison Counselors	<p>Formative: Campus Newsletter, Surveys, Increase in parental involvement participation</p> <p>Summative: Title I-A Compliance Checklist</p>				
<p>14) Our campus parent liaison is hired in order to assist parents with educational issues by providing assistance in communicating with school personnel and providing information on parent rights and responsibilities which will result in increased student achievement</p> <p>Population: Parents</p> <p>Timeline: August 2016-June 2017</p> <p>CNApg#17</p>	1, 6	Principal Parent Liaisons	<p>Formative: Job performance, EOY evaluations, Increase parental involvement at the campus level</p> <p>Summative: Title I-A Compliance Checklist</p>				
			Funding Sources: Title I-A - \$29374.00				
<p>15) The campus will ensure representation of community and parent involvement in the decision-making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met:</p> <ul style="list-style-type: none"> <li>- Parental Involvement Policy</li> <li>- School-Parent-Student Compact</li> <li>- Campus Improvement Plan</li> </ul> <p>Population: Parents</p> <p>Timeline: August 2016-June 2017</p>	1, 6	Principal Parent Liaison SBDM Committee	<p>Formative: Agendas, flyers, Sign-in Sheets, Minutes</p> <p>Summative: Composite of End of year survey, Policy and Compact</p>				

<p>16) Our campus will host A Parent Orientation Day to inform parents and community members of daily standard operation procedures and District Policy.          -Student Code of Conduct          -Student-Parent School Compact</p> <p>Population: Parents</p> <p>Timeline: August 2016-June 2017</p>	<p>1, 6</p>	<p>Principal          Parent Liaison</p>	<p>Formative: Brochures and Handouts,          Sign In Sheets, Agendas</p> <p>Summative: Title I-A Compliance Checklist</p>				
<p>  = 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:** 90% of Champion Elementary Migrant students will participate in supplemental instructional activities and support services in order to close the gap between all students and migrant students in mastery of TEKS.

**Summative Evaluation:** 90% on overall STAAR scores. At least 70% developed on TPRI/Tejas LEE.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>1) PFS migrant students will receive age appropriate services such as clothing items as needed, before other migrant students to ensure that the requirements delineated by NCLB Section 1304(d) are addressed.</p> <p>Population:PK-5th grade PFS Migrant Students</p> <p>Timeline: August 2016-June 2017</p>	10	Campus Administration, Classroom teachers	NGS campus reports, Completed PFS monitoring tool STAAR scores				
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>2) Migrant Students will receive grade appropriate school supplies, clothing, shoe apparel and hygiene products on an as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus facilitating them the same opportunity to meet the academic challenges of all students. PFS students will receive supplemental support services before other migrant students to ensure) are the requirements delineated by NCLB Section 1304 (d) are addressed.</p> <p>Population:PK-5th grade Migrant Students</p> <p>Timeline: August 2016-June 2017</p> <p>CNApg#6</p>	10	Campus Administration	NGS PFS campus reports Completed PFS monitoring tool STAAR Scores				
<p>Funding Sources: Title I-C (Migrant) - \$840.00, Title I-C (Migrant) - \$2040.00</p>							

<p align="center"><b>Critical Success Factors</b> CSF 2</p> <p>3) In order to secure the data needed to accommodate placement into appropriate supplemental instructional opportunities for Pre-K-5th grade migrant students pre-test and post-test results will be used by teachers and administrators to determine the migrant students performing below grade level.</p> <p>Population: PK-5th grade PFS/Migrant Students</p> <p>Timeline: August 2016-June 2017</p>	8	Campus Administration Teachers	Increased academic performance in Assessment data- TPRI, Tejas LEE, C-PM's, TELPAS, STAAR				
<p align="center"><b>Critical Success Factors</b> CSF 2</p> <p>4) The academic progress of 1st grade migrant students will be monitored to ensure successful grade level completion and ultimately secure promotion to 2nd grade.</p> <p>Population: 1st grade PFS/ Migrant Students</p> <p>Timeline: August 2016-June 2017</p>	8	Campus Administration, Teachers	Assessment results- TPRI/Tejas LEE, Terranova and SUPERA, TELPAS Decrease in 1st grade retention of migrant students				
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>5) Elementary migrant students will have an equal opportunity to attend the school district's summer school programs to ensure promotion if needed: or, to participate in the enrichment migrant summer program. 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: PK-5th grade PFS/Migrant Students</p> <p>Timeline: August 2016-June 2017</p>	9	Campus Administration, Classroom Teachers	Increased assessment performance and promotion rates Summer school eligibility lists, End of Summer School program documentation				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>6) Extended Day tutorial sessions may be held for migrant students 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.</p> <p>Population: 3rd-5th grade PFS/ Migrant Students</p> <p>Timeline: September 2016-June 2017</p>	9	Campus Administration, Classroom Teachers, Tutorial Teachers	Assessment performance, Benchmark results, STAAR results				

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>7) PFS Migrant students will receive additional instructional support through core subject before school tutorials in order to meet the academic requirements needed for their grade level as well as STAAR requirements for students in 3rd-5th</p> <p>Population: PK-5th grade PFS Migrant Students</p> <p>Timeline: August 2016-June 2017</p>	9	Campus Administration, Classroom Teachers	NGS PFS campus reports STAAR results				
<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>8) Parents of migrant PK, Kinder, 1st and 2nd grade students will be provided with awareness sessions in order to illustrate how to academically support their children more effectively.</p> <p>Population: PK-2nd grade PFS/Migrant Students</p> <p>Timeline: August 2016-June 2017</p>	6	Campus Administration, Teachers	Increased academic performance for PK-2nd grade students in C-PM's, TPRI/Tejas LEE, TELPAS, BENCHMARKS and EOY Promotion Rate				
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>9) In order to increase awareness of migrant student needs, BISD campus faculty and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students.</p> <p>Population: PK-5th grade PFS/migrant students</p> <p>Timeline: August 2016-June 2017</p>	9	Campus Administration, Classroom teachers	Timely placement into interventions, increased academic performance				
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>10) A survey will be used to evaluate the effectiveness of the Migrant Education Program so that pertinent and appropriate adjustments can be made to better serve migrant students.</p> <p>Population: PK-5th grade PFS/migrant students</p> <p>Timeline: June 2017</p>	10	Campus Administration, Classroom teachers	Increase in student academic performance throughout all assessments				

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>11) 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.</p> <p>Population: PK-5th grade PFS Migrant Students</p> <p>Timeline: March 2017</p>	9	Campus Administration MSC Migrant Counselor Migrant Clerks Migrant Teacher	Increased STAARS Scores for PFS students				
							

**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:** All students will receive technology integrated instruction in all core subjects in order to improve student achievement in core subject areas and technology literacy.

**Summative Evaluation:** STAAR scores

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Teachers will implement research based and effective teaching practices through the use of technology, software and other resources in order to increase student performance in Math, Science and Language Arts.</p> <p>Population: TI, MI, ELL, SE, AR, GT, DYS (PK-5TH STUDENTS)</p> <p>Timeline: August 2016-June 2017</p>	9	Campus Administration, Classroom Teachers, TST, Computer Lab Aide	TPRI/Tejas LEE, C-PM's scores, STAAR Scores				
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) The campus hired a Computer Aide in order to provide assistance in the lab. Students will reinforce learned concepts through the use of various technology resources as presented by the computer lab assistant.</p> <p>Population: TI, MI, ELL, SE, AR, GT, DYS (PK-5TH STUDENTS)</p> <p>Timeline: August 2016-June 2017</p> <p>CNApg#17</p>	3	Campus Administration, Dean of Instruction	TPRI/Tejas LEE, C-PM's and STAAR Scores				
<p>Funding Sources: Title I-A - \$27225.00</p>							

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>3) Teachers will be required to complete an annual school technology and readiness STaR Chart</p> <p>Population: TI, MI, ELL, SE, AR, GT, DYS (PK-5TH STUDENTS)</p> <p>Timeline: May 2017</p>	1	Campus Administration, Teachers, TST, Computer Lab Aide	STaR Chart results, STAAR scores				
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>4) TST will provide assistance with instructional technology, computer troubleshooting and creating and maintaining campus network (WIKI) and campus website.</p> <p>Population: TI, MI, ELL, SE, AR, GT, DYS (PK-5TH STUDENTS)</p> <p>Timeline: August 2016-June 2017</p>	8	Campus Administration, TST	Campus Website, Requests for troubleshooting				
<p align="center">  = Accomplished          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>							

## State System Safeguard Strategies

Goal	Objective	Strategy	Description
3	1	1	The Pre-K program will be provided the full day in order to better prepare students academically. Population: TI, MI, LEP, AR, DYS (PK STUDENTS) Timeline: August 2016-June 2017 (Daily) CNApg#:pg.14
3	1	2	The Dean of Instruction will conduct regular research-based professional development sessions, in order to train and retain highly qualified personnel that will positively impact At-Risk student performance In reference to TLI sustainability # 5 Population: TI, MI, LEP, AR, DYS Timeline: August 2016-June 2017 CNApg#:pg14
3	1	3	Accelerated instruction through tutorials and remediation strategies in core-area subjects for low performing and at risk students will be implemented by the 4th week of school and extended year, in order to decrease the retention rate and improve student performance. Additional support in core subject areas will be provided to students in 5th grade who did not meet 4th grade Reading/Math STAAR standards. Population: TI, MI, LEP, AR, DYS (PK-5TH STUDENTS) Timeline: September 2016-May 2017 CNApg#:pg.19
3	1	4	Supplemental instructional materials will be provided to assist students meet content performance expectations and improve academic achievement in the foundation curriculum. Population: TI, MI, ELL, AR, DYS (PK-5TH STUDENTS) Timeline: August 2016-June 2017 CNApg#:pg.17,19,25
3	1	5	Teachers and Dean of Instruction, will seek professional development and will attend conferences and professional development sessions in order to maintain and improve professional competence, and to keep abreast of new technology and instructional practices, allowing to make appropriate decisions when guiding the staff and/or students to academic excellence. In reference to TLI sustainability # 7 Population: TI, MI, LEP, AR, DYS (PK-5TH STUDENTS) Timeline: August 2016-June 2017 CNApg#:pg.13 & 17
3	1	10	Ensure that the campus has a process in place to allow students to enroll in school immediately, even if lacking documentation normally required for enrollment; such as previous school records, medical or immunization records, proof of residency, birth certificate, proof of guardianship, or other documents. (The terms enrolled and enrollment includes attending classes and participating fully in school activities.) Population: TI, MI, LEP, AR, DYS (PK-5TH STUDENTS) Timeline: August 2016-June 2017

# State Compensatory

## Budget for Champion Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
162-11-6118-00-136-Y-24-SSI-Y	6118 Extra Duty Stipend - Locally Defined	\$8,818.00
162-11-6118-00-136-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	\$20,955.00
162-11-6118-00-136-Y-30-0K2-Y	6118 Extra Duty Stipend - Locally Defined	\$10,056.00
162-11-6119-00-136-Y-30-054-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$61,928.00
162-11-6119-00-136-Y-34-PKK-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$111,054.00
162-13-6119-31-136-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$52,643.00
<b>6100 Subtotal:</b>		<b>\$265,454.00</b>
<b>6300 Supplies and Services</b>		
162-11-6399-00-136-Y-30-0K2-Y	6399 General Supplies	\$12,964.00
162-11-6399-62-136-Y-30-0K2-Y	6399 General Supplies	\$1,500.00
<b>6300 Subtotal:</b>		<b>\$14,464.00</b>

**Personnel for Champion Elementary:**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
AGUILAR, ERIKA	PRE-KINDER TEACHER	STATE COMPENSATORY	.5
BARRERA, OLGA	PRE-KINDER TEACHER	STATE COMPENSATORY	.5
DALLMAN, JAMES	DYSLEXIA TEACHER	STATE COMPENSATORY	1
DE LA FUENTE, NOHEMI	PRE-KINDER TEACHER	STATE COMPENSATORY	.5
TREJO, APOLONIO	PRE-KINDER TEACHER	STATE COMPENSATORY	.5
TREVINO, GEORGE	DEAN OF INSTRUCTION	STATE COMPENSATORY	1
VACANCY	PRE-KINDER TEACHER	STATE COMPENSATORY	.5

# Title I

## Schoolwide Program Plan

Champion 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 over a period of one year to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on the CNA, the committee decided to concentrate on improving the passing rate of all students and student groups including Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on state assessments. The goal is to have 90 percent of all students and all student groups passing all parts of state mandated assessments for the 2014-2015 school year and to increase the level III advanced performance level in all content areas (Goal 2 Act. 6).

### 2: Schoolwide Reform Strategies

To accomplish these objectives, the staff will use the budgeted funds to implement school-wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of academic performance, use effective methods and instructional strategies that are established on scientifically based research that (1) strengthen the core academic program; (2) increase the amount and quality of learning time, including the funding of an after-school tutorial/ summer school/ enrichment program, for students who are At-Risk and in need of continuity in their instructional program to be successful in the succeeding school year; (3) include strategies for meeting the educational needs of historically underserved populations; (4) include strategies to address the needs of all children in school, particularly the needs of low-achieving students, At-Risk, or not meeting the State student academic achievement standards;(Goal 3 Act. 3) (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.

### 3: Instruction by highly qualified professional teachers

Highly-qualified teachers will carry out the instructional program. Only teachers who are certified and who have met state testing requirements to teach the subjects/grade levels to which they are assigned will be hired by the school. In emergency situations, the school will consider teachers who have alternative

certification (Goal 3 Act. 12, Goal 1 Act. 4)

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

The school will provide access to high-quality ongoing professional development throughout the school year for all staff including teachers, principals, and paraprofessionals (Goal 1 Act. 1). 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 (Goal 3 Act. 5, Goal 5 Act. 2).

#### **5: Strategies to attract highly qualified teachers**

In addition to appropriate certification, teachers will be sought who are experienced and have been successful in previous assignments. Strategies to attract high-quality teachers to high needs schools will include our school's participation in the District sponsored annual Teacher Fair, selection of teachers from the District's and Region I's efforts to recruit teachers from out of valley and state, recruiting teachers from Teach for America Programs, paying stipends for attainment of a Master's Degree, and paying stipends for math, science, and bilingual certification. Opportunities for extra duty pay as well as medical, dental, vision, and disability insurance benefits will be essential strategies to recruit high quality teachers for the campus (Goal 7 Act. 13).

#### **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 (Goal 7 Act. 10). Parent education will be provided to parents by the campus parent liaison as well as the District's Parental involvement Department. Parent training on how to help their children be successful at home and school, learning English, discipline management, and parenting skills will be provided to those parents who want to better meet the rigors of parenting. Community agencies such as Family Outreach provide additional support, in the form of presentations at the campus, for all parents to attend (Goal 7 Act. 10 and 11).

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

An orientation for preschool aged children and their parents will assist with the transition to A. A Champion. This orientation will be held annually in the spring and for 5<sup>th</sup> grade students and their parents to assist with the transition into middle school.

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

Teachers will be included in decisions regarding the use and selection of academic assessments to measure student performance. Teachers will use data obtained from state assessments as well as other instruments, including but not limited to the LAS, TELPAS, and benchmark tests, to implement new instructional strategies, modify existing strategies and/or discontinue existing strategies to better address student needs as determined by use of these

instruments (Goal 2 Act. 6).

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

Students experiencing difficulty in mastering the TEKS will be provided effective, timely additional assistance. All teachers will closely monitor all students' performance based on daily exercises and periodic tests. Students not mastering the objectives will be provided additional assistance in the extended day tutorial program and/or enrichment courses based on his/her individual needs (Goal 3 Act. 3).

### **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 State Compensatory and Title I Funds, e.g., after school and morning tutorial programs. Professional Development activities are also paid for from Title I, Parts A and C, Local Funds, Bilingual and State Compensatory Funds. Title I Funds along with 199 & 123 funds are used to purchase supplemental instructional materials, media, and library resources used to improve and enhance the overall instructional program (Goal 3 Act. 4).

In addition to those described above, Migrant Funds are used to identify and recruit children of migratory workers for supplemental services designed to reduce the educational disruptions and other problems that result from repeated move. PFS migrant students will receive age appropriate services such as clothing items as needed, before other migrant students, as delineated by NCLB Section 1304(d). Migrant Funds are utilized for the purchase of instructional materials specifically for PFS migrant students (Goal 8 Act. 2). PFS Migrant students will receive additional instructional support through core subject before school tutorials, in order to meet the academic requirements needed for their grade level as well as STAAR requirements for students in 3<sup>rd</sup>-5<sup>th</sup>.

Bilingual Funds are used to provide supplemental services to help ensure that children who are limited English proficient attain English language proficiency and develop high levels of academic attainment. Teachers will be trained in the ELPS Modules and TELPAS (Goal 1 Act. 6).

The campus will also continue to provide the state mandated State Compensatory Education Program through campus as well as District funded initiatives. State Compensatory Funds are used to address the educational needs of our At-Risk population by providing after school and Saturday tutorial, supplemental materials, such as STAAR resources, will be provided to upper grade students in order to increase student performance, and SCE funded personnel (Dean of Instruction, Dyslexia Teacher, and Pre-Kinder Teachers) will provide supplemental instruction (Goal 3 Act. 3).

Special education funding provides supplemental services to eligible students as per Individuals with Disabilities Education Act (IDEA) identification requirements. In order to ensure a free and appropriate public education (FAPE) in a least restrictive environment (LRE), children who qualify for special education must receive services in accordance with a properly developed Individualized Education Program (IEP) as per federal and state special education guidelines. In addition, all Admission, Review, and Dismissal (ARD) committees will adhere to the policies and procedures outlined by the Texas Education Agency (TEA) in the ARD Committee Decision-Making Process for the Texas Assessment Program Manual and A Guide to the Admission, Review and Dismissal Process. ARD Committee is responsible for the development of an IEP to meet individual needs of every special needs student.

st

The 21 Century Community Learning Centers (CCLC) serves as a supplementary program that can enhance state or local reform efforts to improve student academic achievement and support overall student development. It assists students during outside school hours or when school is not in session. CCLC Funds are to be used to provide opportunities for academic assistance, enrichment, college and workforce readiness and family and parental support services. Program objective is to increase and improve students' academic performance , attendance, behavior, promotion rates and graduation rates.

## Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
CASTRO, BELINDA	PRE-KINDER AIDE	TITLE I-A	1
FLORES RAMIREZ, OLIVIA	COMPUTER LAB AIDE	TITLE I-A	1
GALVAN, LISA	PARENT LIAISON	TITLE I-A	1
GUERRERO, ESTELA	LIBRARY AIDE	TITLE I-A	1
MARTINEZ, BLANCA	KINDER AIDE	TITLE I-A	1
NINO, MIRNA	NURSE	TITLE I-A	.4
SANCHEZ, ELIZABETH	PRE-KINDER AIDE	TITLE I-A	1
TOBIAS, ADRIANA	PRE-KINDER AIDE	TITLE I-A	1
TORRES, MARIA DE LOURDES	PRE-KINDER AIDE	TITLE I-A	1

## 2016-2017 Site-Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	BLANCA LAMBARRI	PRINCIPAL - CHAIRPERSON
Administrator	GEORGE TREVINO	CO-CHAIR
Classroom Teacher	JAMES DALLMAN	SPECIAL PROGRAMS
Classroom Teacher	OLIVIA MORENO	KINDER
Classroom Teacher	MIRIAM REYES	THIRD
Classroom Teacher	TEODORO SOTO	SECOND
Classroom Teacher	GLADYS SUAREZ	FOURTH
Classroom Teacher	LINDA TORRES	FIRST
Classroom Teacher	APOLONIO TREJO	PRE-KINDER
Classroom Teacher	ADELA VERA	FIFTH
Community Representative	ROBERT SALAZAR	COMMUNITY
Counselor	MARICELA GARZA	COUNSELOR
Librarian	SANDRA CRUZ	LIBRARIAN
Paraprofessional	OLIVIA RAMIREZ	CLASSIFIED PERSONNEL
Parent	OLGA PEREZ	PARENT

## Campus Funding Summary

<b>Title I-A</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	3	Substitutes	211-13-6112-00-136-Y-30-Y-AYP-Y	\$6,285.00
1	1	7	1FTE - Library Aide	211-12-6129-06-136-Y-30-0F2-Y	\$26,386.00
1	1	8	1 FTE Pre K Aide	211-11-6129-06-136-Y320F2	\$27,330.00
1	1	8	1 FTE	211-11-6129-06-136-Y320F2	\$25,640.00
1	1	8	1 FTE Computer Aide	211-11-6129-06-136-Y320F2	\$27,225.00
1	1	8	1 FTE Pre K Aide	211-11-6129-06-136-Y320F2	\$25,880.00
1	1	8	1 FTE Pre K Aide	211-11-6129-06-136-Y320F2	\$22,056.00
1	1	8	1 FTE	211-11-6129-06-136-Y240F2	\$24,882.00
2	1	14	.4 FTE Nurse	211-33-6119-00136-Y300F2	\$24,713.00
3	1	4	General supplies	211-11-6399-00-136-Y-30-0F2-Y	\$28,878.00
3	1	4	Printing (media)	211-11-6399-16-136-Y-30-0F2-Y	\$3,500.00
3	1	4	Supplies	211-11-6399-62-136-Y-30-Y	\$2,756.00
3	1	4	Paper	211-11-6396-00-136-Y-30-0F2-Y	\$2,350.00
3	1	5	Travel	211-13-6411-23-136-Y-30-AYP-Y	\$1,346.00
3	1	12	1FTE CSR	255-11-6119-01-136-Y240D0Y	\$71,001.00
3	1	13	211-51-6399-0-136-Y-30-0F2-Y		\$1,277.00
4	1	2	student incentives	211-11-6498-00-136-Y-30-0F2-Y	\$4,000.00
6	1	10	Supplies	211-61-6399-00-136-Y-30-0F2-Y	\$600.00
6	1	10	nutritional snacks and refreshments	211-61-6499-53-136-Y-30-0F2-Y	\$1,182.00
6	1	12	parent liaison travel	211-61-6411-00-136-Y-30-0F2-Y	\$268.00
6	1	14	1 FTE Parent Liasion	211-61-6129-00-136-Y300F2	\$29,374.00
8	1	2	1FTE	211-11-6129-06-136-Y240F2	\$27,225.00
<b>Sub-Total</b>					<b>\$384,154.00</b>
<b>Title III-A</b>					

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	5	Travel	263-13-6411-23-136-Y-25-000-Y	\$500.00
3	1	11			\$2,604.00
<b>Sub-Total</b>					<b>\$3,104.00</b>
<b>State Compensatory</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	1 FTE	162-11-6119-00-136-Y-30-054-Y	\$67,960.00
3	1	1	2.5 FTE's	162-11-6119-00-136-Y-34-PKK-Y	\$111,054.00
3	1	2	1 FTE	162-13-6119-31-136-Y-30-000-Y	\$52,643.00
3	1	3	Extra Duty Pay 2015	162-11-6118-00-136-Y-30-000-Y	\$20,955.00
3	1	3	Extra Duty Pay (SSI) 2015	162-11-6118-00-136-Y-24-SSI-Y	\$8,818.00
3	1	3	Capital Outlay 2015	162-11-6349-00-136-Y-30-000-Y	\$24,466.00
3	1	3	Paper 2015	162-11-6396-00-136-Y-30-000-Y	\$6,000.00
3	1	3	Electronic Equipment 2015	162-11-6398-62-136-Y-30-000-Y	\$7,000.00
3	1	5	Staff Development Travel 2015	162-13-6411-23-136-Y-30-000-Y	\$1,500.00
<b>Sub-Total</b>					<b>\$300,396.00</b>
<b>State Bilingual</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	10	163-13-6112-00-136-Y25-000-Y		\$1,000.00
1	1	10	163-13-6117-00-136-Y25-000-Y		\$1,500.00
1	1	11	163-23-6411-00-136-Y25-000-Y		\$300.00
3	1	4	Instructional Resources		\$2,409.00
3	1	5	Travel	163-13-6411-23-136-Y-25-000-Y	\$500.00
3	1	11	(163)Projectors, Document Cameras (263)Projectors, Document Cameras	163-13-6399-00-136-Y-25-000-Y	\$871.00
<b>Sub-Total</b>					<b>\$6,580.00</b>
<b>Federal Bilingual</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount

3	1	4	Supplies	263-11-6399-00-136-Y-25-000-Y	\$8,450.00
3	1	4	Staff Development	263-11-6112-00-136-Y-25-000-Y	\$2,000.00
<b>Sub-Total</b>					\$10,450.00
<b>Title I-C (Migrant)</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
7	1	2	Transportation	212-11-6399-00-136-Y-24-0F2-Y	\$840.00
7	1	2	Tutorial	212-11-6118-00-136-Y-24-0F2-6	\$2,040.00
<b>Sub-Total</b>					\$2,880.00
<b>Grand Total</b>					\$707,564.00