

Brownsville Independent School District

Cromack Elementary

2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard



Mission Statement

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

Vision

The mission of Cromack Elementary is to prepare the students with whom it has been entrusted to become lifelong learners and productive citizens in a democratic society by providing a personalized, diversified, quality education through a variety of learning experiences designed to meet today's and tomorrow's challenges

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Achievement	7
School Culture and Climate	10
Staff Quality, Recruitment, and Retention	12
Curriculum, Instruction, and Assessment	14
Family and Community Involvement	16
School Context and Organization	18
Technology	20
Comprehensive Needs Assessment Data Documentation	22
Goals	25
Goal 1: CONTENT AREAS: LANGUAGE ARTS, MATH, SCIENCE, SOCIAL STUDIES, HEALTH, & PHYSICAL EDUCATION 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.	25
Goal 2: FINE ARTS The students in the public education system will demonstrate exemplary performance in instrumental music, choral music, visual arts, theater arts, and dance.	35
Goal 3: AT-RISK Through enhanced dropout efforts, all students will remain in school until they obtain a high school diploma and/or pursue a post-secondary education.	37
Goal 4: ATTENDANCE The students will be encouraged and challenged to meet their full educational potential.	41
Goal 5: DISCIPLINE MANAGEMENT/SAFE SCHOOLS School campuses will maintain a safe and disciplined environment conducive to student learning.	43
Goal 6: PARENTS AND COMMUNITY 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.	45
Goal 7: MIGRANT 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.	48
Goal 8: TECHNOLOGY 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.	52
State Compensatory	55
Budget for Cromack Elementary :	55
Personnel for Cromack Elementary :	56

Title I	57
Schoolwide Program Plan	57
Ten Schoolwide Components	57
Title I Personnel	61
2016-2017 Site-Based Decision Making Committee	62
Campus Funding Summary	63

Comprehensive Needs Assessment

Demographics

Demographics Summary

The student population at Cromack Elementary School is approximately 647 and serves students in grades EE through 5th. According to the PEIMS Data Review of our campus profile, 99.5% of the student population is Hispanic, 98% are identified as At-Risk, and 96 % are identified as Economically Disadvantaged. Many of our students are first generation Mexican immigrants, 49.6% are classified as English Language Learners and a majority are English/Spanish bilingual. The Attendance Rate was 97.9% for all students and 97.19% for At-Risk students. In addition, the retention rate was 6% for all students and 4% for At Risk students. The current staff at Cromack Elementary School is comprised of 41 teachers, 3 campus administrators, 1.5 counselors, 6 non-classroom staff, and 16 educational aides. The ethnicity of the Cromack Elementary School staff is comprised of 98 % Hispanic and 2 % Caucasian. The teaching staff is also 20% male and 80% female.

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

- Enrollment
- Attendance
- Ethnicity
- Gender
- Mobility/Stability.
- Special Program Participation
- Teacher-Student Ratios
- Course/Class Assignments
- Migrant student participation
- Migrant Student Needs Survey

In addition, a Migrant Needs Survey was distributed to stakeholders during the Spring 2016 in an effort to collect data regarding the needs of those students who are designated as migrant.

Demographics Strengths

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

- Low mobility rate
- Bilingual Education-ELPS
- Grade level collaboration
- RTI Implementation
- TLI Program Implementation

Demographics Needs

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

- Desegregate benchmark data
- Implement cluster sharing alignment sessions with middle school
- Increase writing in lower grade levels
- Differentiated instruction/special needs
- Increase student attendance rates
- Increase academic assistance, support, and interventions for migrant students

Moreover, stakeholders specified on the Migrant Needs Survey that migrant funded tutorials should be held for migrant students in grades K-5. The results of the Migrant Needs Survey also indicate that migrant funds should be utilized to purchase school supplies, books, clothing, and jackets for migrant students.

Student Achievement

Student Achievement Summary

After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that to improve the academic achievement of all students, the teacher will implement research based instructional strategies, provide targeted interventions, and consistently evaluate student progress. To improve student achievement, college readiness standards will be incorporated into the general classroom curriculum.

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

- State assessment data, TAPR, PBMAS, AYP
- TELPAS results
- State & AYP data tables
- Promotion/Retention rates
- eSchools
- Eduphoria
- Classroom assessment & grades
- Student work
- Program folders
- Standardized, norm, criterion referenced tests and measures

Campus Student Achievement Profile

CPALLS End of Year Summary

Prekindergarten: All Students (56%), At-Risk (74%)

TPRI/TEJAS LEE End of Year Summary

Kinder: TPRI-All Students (84%), At-Risk (77%)

Tejas Lee-All Students (73%), At-Risk (71%)

First: All Students (66%), At-Risk (59%)

Tejas Lee-All Students (10%), At-Risk (10%)

Second: All Students (45%), At-Risk (29%)

Tejas Lee-All Students (50%), At-Risk (50%)

Third: All Students (40%), At-Risk (29%)

Tejas Lee-All Students (67%), At-Risk (100%)

3rd-5th Grade All Students STAAR Summary:

Reading: 3rd Grade (75%), 4th Grade (68%), 5th Grade (85%)

Writing: 4th Grade (67%)

Math: 3rd Grade (78%), 4th Grade (76%), 5th Grade (82%)

Science: 5th Grade (72%)

The trends identified when student performance scores were compared over a period of two years demonstrate that students are improving mastery rates in the areas of math, science, and writing for all STAAR assessed grade levels. In addition, the results of the data analysis, for the last two years, indicate that students' reading scores need improvement. Improvement is also needed in all areas and grade levels assessed for the subpopulations of Special Education and English Language Learners as noted on the TEA Accountability Summary.

Performance variation between all student groups:

Reading: At-Risk (56%), Economic Disadvantage (79%), Hispanic (100%), White (0%), Female (53%), Male (47%), Gifted and Talented (26%), LEP (35%), Migrant (1%), Special Education (3%).

Writing: At-Risk (57%), Economic Disadvantage (65%), Hispanic (100%), White (0%), Female (54%), Male (46%), Gifted and Talented (29%), LEP (39%), Migrant (1%), Special Education (7%).

Math: At-Risk (56%), Economic Disadvantage (79%), Hispanic (100%), White (0%), Female (53%), Male (47%), Gifted and Talented (26%), LEP (35%), Migrant (1%), Special Education (3%).

Science: At-Risk (56%), Economic Disadvantage (68%), Hispanic (100%), White (0%), Female (63%), Male (37%), Gifted and Talented (33%), LEP (33%), Migrant (2%), Special Education (2%).

The trends identified when all students' performance was compared with all students groups indicate that females outperform males in grades four and five in the areas of math, reading, and science on the STAAR assessments. Levels of mastery for math are higher than levels of mastery in reading for all grade

levels assessed. Improvement in reading mastery levels for all STAAR assessed grade levels is needed.

Student Achievement Strengths

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

- Passing rates on STAAR
- Opportunities for involvement in extracurricular activities to develop awareness in community issues to make connections to classroom experiences are provided.
- Surpassed district's expectations on TELPAS
- Teachers maintain portfolios to reflect student performance
- Students chart own progress on benchmark exams
- Technology programs allow students to benefit from Extended Day Program instruction
- Implementation of College and Career Readiness Standards

Student Achievement Needs

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

- To increase reading scores for all third, fourth, and fifth graders on STAAR
- To increase math scores for all third, fourth, and fifth graders on STAAR
- To increase fourth grade writing scores on STAAR
- To increase fifth grade science scores on STAAR
- To increase TELPAS scores in all grades tested
- To improve advanced levels on all assessed STAAR areas
- To decrease student retention rates and reduce number of students on RTI.
- Improve reading fluency and comprehension levels
- Analysis of TEKS Reporting Categories, Readiness Standards, and Supporting Standards

School Culture and Climate

School Culture and Climate Summary

After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that Cromack Elementary, in order to foster collaboration and collegiality amongst grade level teachers, must work to create more opportunities for vertical and horizontal alignment by conducting vertical alignment meetings throughout the semester. A campus needs assessment was conducted in Spring 2016 to determine the areas of strength and deficiencies at Cromack Elementary. Three distinct surveys were disseminated to teachers, parents, and students in an effort to obtain their respective views regarding campus programs and initiatives. The results of the surveys indicate that:

- all surveyed stakeholders (i.e., parents, teachers, and students) feel supported by the campus administration.
- all surveyed stakeholders (i.e., parents, teachers, and students) denote that a positive culture and climate exist at Cromack Elementary.
- all surveyed stakeholders (i.e., parents, teachers, and students) contend that Cromack Elementary is a safe and secure campus where facilities are adequately maintained and visitors welcomed upon arrival.
- parents noted that they are encouraged to participate in school events.
- teachers specified that they felt involved in the campus decision-making processes.
- teachers expressed that mutual support and respect was present between administrators and teachers.
- students indicated that they enjoyed school and felt comfortable joining after school activities.

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

- Surveys
- Questionnaires
- Focus Groups
- Interviews
- Feedback data
- Classroom and school walkthrough data
- Parent conference meetings etc.
- School assemblies
- Presenters
- Open House

-

School Culture and Climate Strengths

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

- Parent awareness meetings
- Perfect attendance incentives
- Honor Roll goals
- End of year awards ceremony
- Counseling sessions with students
- Student field trips (instructional)
- Character education, career orientation
- CATCH
- Library Reading Programs
- Extended Day Program
- Texas Literacy Initiative

School Culture and Climate Needs

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

- Implement team building activities
- Incorporate vertical alignment teaming
- Provide more professional development in the area of technology
- Continue training on conflict resolution
- Train staff on discipline management techniques
- Provide violence prevention training to all staff members

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

After thorough review of multiple data sources, the SBDM committee assessed program effectiveness and determined that professional development will be provided to teachers on various topics regarding curriculum and instruction. The primary focus will be to improve teaching and learning. With a vast amount of students of differing learning abilities found in the classroom, teachers must be cognizant of the varied learning abilities. Therefore, teachers will be trained on the following instructional techniques: cooperative learning, discovery investigation, inquiry learning, experiential learning, technology based applications, inductive and deductive reasoning, direct instruction, and implementing research based curricular and pedagogical practices. Through research, observations, and videos, teachers will become familiarized with these techniques. Stipends will be provided to teachers, when available, and substitutes will be utilized to cover classes, when necessary. In addition, students receive additional support from highly qualified paraprofessionals who consistently reinforce the instructional strategies presented by the classroom teachers. Moreover, the Cromack Elementary Site Based Decision Making Committee has implemented a two step hiring process when the need arises to hire additional teachers to fill vacancies. To become a teacher at Cromack Elementary, applicants must first undergo a face-to-face interview by the SBDM Committee. Interview finalists are then afforded the opportunity to conduct a lesson with a cohort group of students within the targeted age range or grade level of the available vacancy. The selection process culminates with a recommendation made for the applicant that is most suited to fill the vacancy. Finally, the campus principal reviews the SBDM recommendations and proceeds with the hiring of the applicant, if a suitable recommendation is made by the Committee.

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

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- PDAS and/or Other Staff Effectiveness Data
- Staff Mobility/Stability
- Special Program Qualifications, e.g., Bilingual/ESL, Special Education, etc.
- Professional Development Data
- Teacher-Student Ratios
- Course/Class Completions, Grades, and Other Data

Staff Quality, Recruitment, and Retention Strengths

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

- Unity
- Sharing/Supporting one another
- Loyalty
- Low turnover
- Consistency
- Hiring process for teachers
- Classroom walkthroughs
- Grade Level meetings
- Faculty meetings
- Mentoring

Staff Quality, Recruitment, and Retention Needs

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

- Increase opportunities for staff professional development
- Increase opportunities for vertical alignment meetings
- Implement horizontal alignment meetings
- Build a stronger collegial community
- Research study groups

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that teachers are in need of additional targeted sustained professional development in the areas of curriculum, instruction, and assessment to improve teaching and learning for students of varying populations and abilities.

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

- Standards-Based Curriculum Resources and Materials
- Scope and Sequence; Pacing Guides; and/or Other Focus Documents
- Foundation Course/Class Materials
- Enrichment Course/Class Materials
- Technology
- Instructional Design/Delivery; Questioning Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and Processes
- Common Benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules.

Curriculum, Instruction, and Assessment Strengths

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

- Implementation of TLI program
- Bilingual Education/ELPS
- Grade Level Collaboration
- Vertical alignment
- RTI Implementation
- Extended Day Program

Curriculum, Instruction, and Assessment Needs

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

- Desegregating data from benchmarks
- Improve writing skills in lower grades
- Implement differentiated instruction for special needs students
- Increase implementation of Reporting Categories, Readiness Standards, and Supporting Standards across all core areas.
- Improve understanding of STAAR Blueprints
- Improve AYP Mathematics Rating
- Increase implementation of College and Career Readiness Standards
- Improve teaching practices in the area of writing through current and research –based instructional models.
- Provide opportunities to attend professional development sessions offered by consultants that provide research based instructional practices and interventions.

Family and Community Involvement

Family and Community Involvement Summary

After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through parental involvement activities, Cromack Elementary parents must participate in parent training on various topics outlined by the Parental Involvement Department to improve home-school relations. To accomplish this task, meetings are held on a weekly basis, under the coordination of the parent liaison, with parents on various topics outlined by the BISD Parental Involvement Department. To communicate information about campus activities and initiatives, Cromack Elementary employs the following resources: outdoor marquee; campus newsletters; parent meetings; telephone calls; email and mail correspondence; School Messenger; and home visits. Cromack Elementary also encourages community involvement by establishing partnerships with local business and community programs. The school counselors, in conjunction with the classroom teachers and other auxiliary personnel, ensure that students and parents are made aware of the various community resources that are available to families. Presentations are held on campus where representatives from the community share their insight regarding their respective careers or community programs. Parents and community members are also provided with an opportunity to engage in the decision making processes on campus by participating in the SBDM. Moreover, a campus needs assessment was conducted in Spring 2016 to determine the areas of strength and deficiencies at Cromack Elementary. Three distinct surveys were disseminated to teachers, parents, and students in an effort to obtain their respective views regarding campus programs and initiatives. The results of the survey completed by parents indicates that:

- parents feel supported by the campus administration.
- parents denote that a positive culture and climate exists at Cromack Elementary.
- parents contend that Cromack Elementary is a safe and secure campus where facilities are adequately maintained and visitors are welcomed upon arrival.
- parents noted that they are encouraged to participate in school events.
- parents specified that teachers hold high expectations for their students.

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

- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Parent and Community Partnership Data
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services
- Title I Parental Involvement Survey Spring 2016
- Needs Assessment

Family and Community Involvement Strengths

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

- Orientation with parents
- Volunteer drive
- PTO drive
- Partners in Education
- Open House
- Campus Committee (i.e, SBDM, LPAC, PTO)
- Use of parent center
- CPR
- Motivational speakers

Family and Community Involvement Needs

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

- Provide parent training in conjunction with the Parental Involvement Department (6.1.6)
- More parents need access to Home Access Center (6.1.4)
- Increase levels of parental involvement (6.1.9)
- Increase school-community partnerships (6.1.4)
- STAAR policies and district and campus initiatives will be presented to parents. (6.1.6)

School Context and Organization

School Context and Organization Summary

After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that Cromack Elementary is in need of a redesigned master schedule to incorporate additional learning time to supplement instruction; increased opportunities for authentic learning; inclusion of all student populations in student-led, school sponsored activities; and improved facilities to accommodate all students effectively. Specifically, a remediation block was incorporated into the campus master schedule to allow for targeted instruction in a small group setting for students in need of additional academic support. After school tutorial is held a minimum of twice a week for students experiencing academic difficulties. In addition, all students are afforded the opportunity to participate in the Extended Day Program. Extracurricular programs such as cheerleading, UIL, and ballroom dancing are also available to students. Moreover, a campus needs assessment was conducted in Spring 2016 to determine the areas of strength and deficiencies at Cromack Elementary. Three distinct surveys were disseminated to teachers, parents, and students in an effort to obtain their respective views regarding campus programs and initiatives. The results of the surveys indicate that:

- all surveyed stakeholders (i.e., parents, teachers, and students) feel supported by the campus administration.
- all surveyed stakeholders (i.e., parents, teachers, and students) denote that a positive culture and climate exist at Cromack Elementary.
- all surveyed stakeholders (i.e., parents, teachers, and students) contend that Cromack Elementary is a safe and secure campus where facilities are adequately maintained and visitors welcomed upon arrival.
- parents noted that they are encouraged to participate in school events.
- teachers specified that they felt involved in the campus decision-making processes.
- teachers expressed that mutual support and respect was present between administrators and teachers.
- students indicated that they enjoyed school and felt comfortable joining after school activities.
- students delineated that the instructional program at Cromack Elementary provides them with opportunities to engage and interact with others, learn important information, and become prepared for middle school.

Teachers and support staff are provided with various opportunities to become immersed in the decision-making processes at Cromack Elementary by joining a myriad of committees available on campus which serve to promote and enhance the overall instructional and organizational experience at the school.

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

- School Structure or Make-Up, e.g., Teaming, Looping, etc.
- Decision-Making Processes

- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Support Structures: Mentor Teachers
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, etc.
- School Map & Physical Environment
- Program Support Services, e.g., Extracurricular Activities, After School Programs, etc.
- Communication: Formal and Informal

School Context and Organization Strengths

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

- SBDM meetings
- Morning, noon, afternoon duties
- Extracurricular activities
- Support services provided

School Context and Organization Needs

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

- Increase size of the auditorium to properly accommodate school events
- Increase size of the library to accommodate school population
- Enlarge kinder classrooms to meet compliance
- Upgrade teacher's lounge to meet ADA compliance lounge
- Work closely with master schedule so that it reflects accurate courses and student schedules
- Promote stakeholder involvement by providing more opportunities for collaboration
- Present students with more opportunities for academic enrichment

Technology

Technology Summary

After thorough review of multiple data sources, the SBDM committee assessed program effectiveness and determined that classrooms and administrative offices currently contain outdated computers and laptops, printers, and other technological hardware. In order to ensure that the instructional program is effectively implemented and monitored, updated technological hardware and software must be purchased. Cromack Elementary currently has two computer labs and one science lab on campus. Each classroom is equipped with a minimum of three desktop computers, an instructional laptop, an LCD projector, and a document camera. A printer is available for each grade level. In addition, instructional software is available for student use to reinforce academic concepts presented in the classroom.

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

- Fixed Assets Inventory
- STAR Chart
- Equipment replacement schedule
- Parent & student focus groups
- SBDM input
- Comprehensive Needs Assessment Survey Results

Technology Strengths

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

- Campus newsletter and website
- Use of eSchools for transmittal of student grades
- Computer based programs designed to target student strengths and weaknesses utilized in the computer lab.

Technology Needs

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

- Acquire additional computers
- Increase funding for replacement of damaged projector bulbs, for consumables associated with technology integration (i.e, ink cartridges, toner, screens)
- Provide additional technology training
- Increase supplemental resources for technology integration such as Elmo's, projectors, Smart Boards, and airliners.
- Increase funding for computer software to improve academic achievement for struggling students

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

- Observation Survey results

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: CONTENT AREAS: LANGUAGE ARTS, MATH, SCIENCE, SOCIAL STUDIES, HEALTH, & PHYSICAL EDUCATION

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

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

Summative Evaluation: Proficiency in end of unit assessments, district universal assessments for all students in grades Pre-K through 5th, and the STAAR assessment for grades 3-5

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p align="center">Critical Success Factors CSF 7</p> <p>1) Provide instructional support to campus staff that anchors the BISD District Frameworks on research-based strategies and best practices, presented and/or addressed through professional development (i.e. adoption of new math and science textbooks and Math TEKS), campus monitoring, walkthroughs, and feedback. CNA p. 12</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2016-June 2017</p>	4, 5	Principal Dean of Instruction Lead Teachers EE-5 grade Teachers	<p>Formative: ERO Sign-in sheets, agendas, Campus Benchmark Results, TPRI/Tejas Lee/CPALLS BOY, BOY, MOY, EOY, progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades</p> <p>Summative: TAPR report, CIP, report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CPALLs, IEPs STAAR test results,</p>				
Funding Sources: State Compensatory - \$500.00							

<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>2) Provide on-going, sustained Response to Intervention (RTI) training to campus staff to implement intervention through the RTI 3 Tier Model in order to support student academic growth and success. CNA p. 12</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2016-June 2017</p>	5, 10	Principal Dean of Instruction Lead Teachers EE-5 grade Teachers	<p>Formative: ERO Sign-in sheets, agendas, Campus Benchmark Results, TPRI/Tejas Lee/CPALLS BOY, BOY, MOY, EOY, progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades</p> <p>Summative: TAPR report, CIP, report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CPALLs, IEPs STAAR test results,</p>				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>3) Utilize research based instructional resources (such as STAAR resource materials, district approved software and instructional strategies) and targeted interventions to ensure that all students are prepared to meet the demands of standardized assessments (local, state, national). CNA p. 8</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2016-June 2017</p>	2	Principal Dean of Instruction Lead Teachers EE-5 grade Teachers	<p>Formative: Campus Benchmark Results, TPRI/Tejas Lee/CPALLS BOY, BOY, MOY, EOY, progress monitoring, STAAR test results, walk-throughs, Lesson plans, student work, progress reports, grades</p> <p>Summative: State Assessment Results, AEIS report, CIP, report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CPALLs, IEPs</p>				
Funding Sources: State Compensatory - \$2800.00							
<p align="center">Critical Success Factors CSF 1</p> <p>4) Improve instruction for all students including ELL, special education, at-risk, dyslexia, gifted and talented, and economically disadvantaged students by providing teacher focused learning opportunities such as collaborative strategy-based meetings, research-anchored professional development that supports reading, writing, math, science, and social studies comprehension, fluency, and numeracy. CNA p. 6</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2016-June 2017</p>	9	Principal Dean of Instruction Lead Teachers EE-5 grade Teachers	<p>Formative: ERO Sign-in sheets, agendas, Campus Benchmark Results, TPRI/Tejas Lee/CPALLS BOY, BOY, MOY, EOY, progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades</p> <p>Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CPALLs, IEPs STAAR test results,</p>				
Funding Sources: State Compensatory - \$2250.00							

<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>5) Provide on-going, sustained professional development for teachers in EE-5th grade in the areas of reading, math, writing, science, and social studies to improve fluency, comprehension, and numeracy for all students. CNA p. 12</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2016-June 2017</p>	4	Principal Dean of Instruction Lead Teachers EE-5 grade Teachers	<p>Formative: ERO Sign-in sheets, agendas, Campus Benchmark Results, TPRI/Tejas Lee/CPALLS BOY, BOY, MOY, EOY, progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades</p> <p>Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CPALLs, IEPs STAAR test results,</p>				
Funding Sources: Local - \$500.00							
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>6) Provide tutorial for all students, including but not limited to those enrolled in the Extended Day Program, identified as needing academic intervention/remediation in all core areas such as those students who are classified as At-Risk, Bilingual, Special Education, and Dyslexic. CNA p. 8</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2016-June 2017</p>	3	Principal Dean of Instruction Lead Teachers EE-5 grade Teachers	<p>Formative: ERO Sign-in sheets, agendas, Campus Benchmark Results, TPRI/Tejas Lee/CPALLS BOY, BOY, MOY, EOY, progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades</p> <p>Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CPALLs, IEPs, STAAR test results,</p>				
Funding Sources: State Compensatory - \$36000.00, State Compensatory - \$7653.00							
<p align="center">Critical Success Factors CSF 1</p> <p>7) Federal Programs will fund the following personnel, activities, and educational tools under Title I-A to implement the Three-Year-Old Program (PK-3) in an effort to promote early literacy: Highly qualified teachers and paraprofessionals research-based professional development Teacher stipends Supplies/materials/equipment. CNA p. 6</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2016-June 2017</p>	9	Principal Dean of Instruction Lead Teachers EE-5 grade Teachers	<p>Formative: walk-throughs, Lesson plans, student work, progress reports</p> <p>Summative: Pre-test; Post-test</p>				
Funding Sources: Title I-A - \$565.00, Title I-A - \$81633.00, Title I-A - \$30531.00, Title I-A - \$200.00, Title I-A - \$2400.00							

<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>8) The Accelerated Reader program will continue in grades K-5th.& Special Ed, therefore, additional library books and supplies and materials will be purchased to supplement the program. CNA p. 14</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2016-June 2017</p>	9	Librarian Teachers PK-5th & Special Ed. Principal Asst Principal & Dean of Instruction	Formative: ERO Sign-in sheets, agendas, Campus Benchmark Results, TPRI/Tejas Lee/CPALLS BOY, BOY, MOY, EOY, progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CPALLs, IEPs, STAAR test results,				
Funding Sources: Title I-A - \$27592.00, Title I-A - \$115.00, Title I-A - \$388.00							
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>9) Bilingual LPAC: LPAC meetings will be scheduled to review students' academic needs. CNA p. 5</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2016-June 2017</p>	1	Principal Asst Principal & Dean of Instruction PK-5th Teachers LPAC administrator LPAC chairperson	Formative: ERO Sign-in sheets, agendas, Campus Benchmark Results, TPRI/Tejas Lee/CPALLS BOY, BOY, MOY, EOY, progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CPALLs, IEPs STAAR test results,				
Funding Sources: State Bilingual - \$1955.00							
<p align="center">Critical Success Factors CSF 1</p> <p>10) General supplies and materials-Supplies and materials will be purchased to enhance classroom instructional strategies (Example: other supplies, media center printing, workbooks, cds, TVs, materials necessary to carry out instructional practices). CNA p. 14</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2016-June 2017</p>	1	Principal Asst Principal Dean of Instruction PK-5th Teachers	Formative: Budget/purchase orders Summative: Observation/Checklist Sign In/Out Sheets and Distribution of Materials				
Funding Sources: Title I-A - \$2346.85, Title III-A - \$225.00, Title I-A - \$8000.00, Title I-A - \$250.00, Title I-A - \$1488.00, State Bilingual - \$0.12, SPED - \$995.00, Local - \$2000.00, Local - \$2137.00, State Compensatory - \$6000.00, State Compensatory - \$7445.00, Title I-A - \$450.00, Title I-A - \$1640.00, Local - \$1000.00, Local - \$350.00							
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>11) Provide accelerated instruction during regular school year and extended year for all at risk students. CNA p. 8</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2016-June 2017</p>	9	Principal Asst Principal & Dean of Instruction PK-5th Teachers	Formative: Campus Benchmark Results, Tejas Lee/TPRI/CPALLS BOY, MOY, progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades; Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CPALLs, IEPs				
Funding Sources: Local - \$711.00							






<p align="center">Critical Success Factors CSF 7</p> <p>12) Provide professional development in questioning strategies to enhance students' reflective reasoning and conceptual understanding. CNA p. 12</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2016-June 2017</p>	4	Principal Asst Principal & Dean of Instruction PK-5th Teachers	<p>Formative: Campus Benchmark Results, Tejas Lee/TPRI/CPALLS BOY, MOY, progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades;</p> <p>Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CPALLs, IEPs</p>				
<p align="center">Critical Success Factors CSF 7</p> <p>13) Establish Points of Contact for all content areas: Language Arts, Math, Science, and Social Studies to ensure that communication is maintained between district and campus to reinforce teaching and learning. CNA p. 12</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2016-June 2017</p>	2	Principal Asst Principal & Dean of Instruction PK-5th Teachers	<p>Formative: Campus Benchmark Results, Tejas Lee/TPRI/CPALLS BOY, MOY, progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades;</p> <p>Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CPALLs, IEPs</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>14) Teachers in EE-5th grade will use periodicals and newspapers in the classroom to formulate current event lessons. The librarian will provide additional resources/ teacher guides to supplement the curriculum. CNA p. 14</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2016-June 2017</p>	2	Principal Asst Principal & Dean of Instruction Librarian PK-5th Teachers	<p>Formative: Campus Benchmark Results, Tejas Lee/TPRI/CPALLS BOY, MOY, progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades;</p> <p>Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CPALLs, IEPs</p>				
Funding Sources: Title I-A - \$1474.00							
<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>15) Students will participate in a variety of activities including the reciting of the pledge, thought of the day, community events, field trips, extracurricular activities, and civic groups to promote citizenship. (S.G. 4, Obj. 2) CNA p. 14</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2016-June 2017</p>	9	Principal Asst Principal & Dean of Instruction PK-5th Teachers	<p>Formative: Campus Benchmark Results, Tejas Lee/TPRI/CPALLS BOY, MOY, progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades;</p> <p>Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CPALLs, IEPs</p>				
Funding Sources: Local - \$2700.00, Local - \$900.00, Local - \$400.00, Local - \$2850.00							

<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>16) Evaluate and recommend necessary upgrades for instructional facilities and equipment to ensure an appropriate instructional environment and student safety.</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2016-June 2017</p>	1	Principals Safety Coordinators District CATCH Team Campus CATCH Team Maintenance Personnel	Formative: Review of campus facilities; submission of work orders Summative: Completed work orders; campus inspection				
			Funding Sources: Local - \$600.00, Title I-A - \$150.00				
<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>17) School nurse will provide general health care to students while on campus. CNA p. 17</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2016-June 2017</p>	10	Campus Counselors Parental Involvement Campus Personnel Campus Administration	Formative: Budget/purchase orders Summative: Observation/Checklist Sign In/Out Sheets and Distribution of Materials				
			Funding Sources: Local - \$500.00, Title I-A - \$23274.00				
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>18) Co-planning will take place between dyslexia, special education, and regular education teachers to monitor and evaluate student progress. CNA p. 8</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2016-June 2017: Every six weeks</p>	2	Principal Assistant Principal Dean of Instruction Teachers	Formative: Lesson Plans, Observations, Walkthroughs, IEPs. Weekly tests, Unit Assessments; Co-Planning documentation Summative: ARD Minutes, STAAR scores, Benchmarks, Increase in Commended Performance				
			Funding Sources: Local - \$50.00				
<p align="center">Critical Success Factors CSF 6</p> <p>19) Custodial supplies will be utilized to maintain campus cleanliness and promote student safety and care. CNA p. 18</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2016-June 2017</p>	2	Principal Assistant Principal Head Custodian Secretary	Formative: Budget/purchase orders Summative: Observation/Checklist Sign In/Out Sheets and Distribution of Materials				
			Funding Sources: Local - \$3200.00, Local - \$3000.00, Local - \$800.00				

<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>20) Monitor and emphasize the integrated math, reading, science, and writing academic concepts inherent in the Health and Physical Education curriculum programs in order to enhance student' skills and prepare them for testing. CNA p. 14</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2016-June 2017</p>	2	PE Specialist PE Teachers Principal Assistant Principal Dean of Instruction	<p>Formative: Lesson Plans, Observations, Walkthroughs, IEPs. Weekly tests, Unit Assessments; Co-Planning documentation</p> <p>Summative: ARD Minutes, STAAR scores, Benchmarks, Increase in Commended Performance; School Health Index; Fitness Gram</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>21) Utilize instructional technology by modeling within the context of instruction in core curriculum areas by using a variety of technology equipment (computer labs, tablets, projectors, Elmos, document cameras, whiteboards, instructional software) in order to differentiate instruction, reinforce district-mandated curriculum, and meet accommodations. CNA p. 20</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2016-June 2017</p>	9	Principal Assistant Principal Dean of Instruction Teachers	<p>Formative: Campus Benchmark Results, Tejas Lee/TPRI/CPALLS BOY, MOY, progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades;</p> <p>Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CPALLs, IEPs</p>				
<p>Funding Sources: Title I-A - \$220.00</p>							
<p align="center">Critical Success Factors CSF 6</p> <p>22) In an effort to promote physically and emotionally healthy students, the campus will implement the district mandated curriculum, CATCH, and a School Health Advisory Committee that will evaluate the implementation of the district initiatives. CNA p. 14</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2016-June 2017</p>	10	Principal Assistant Principal Dean of Instruction Teachers	<p>Formative: Campus Benchmark Results, Tejas Lee/TPRI/CPALLS BOY, MOY, progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades;</p> <p>Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CPALLs, IEPs, School Health Index; FitnessGram</p>				
<p>Funding Sources: Local - \$1200.00, Local - \$250.00</p>							
<p align="center">Critical Success Factors CSF 4 CSF 7</p> <p>23) Federal programs will fund highly qualified teachers and paraprofessionals to supplement allotted campus positions so that the needs of low performing students may be met through individualized and small group instruction. CNA p. 6</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2016-June 2017</p>	10	Special Programs Administrator Federal Programs Administrator Principal Assistant Principal Dean of Instruction Teachers	<p>Formative: Campus Benchmark Results, Tejas Lee/TPRI/CPALLS BOY, MOY, progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades;</p> <p>Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CPALLs, IEPs</p>				

<p align="center">Critical Success Factors CSF 4 CSF 7</p> <p>24) Special Programs will fund the following activities and personnel under Title II-A: Class size reduction teachers (CSR) Professional Development Stipends for teachers in certified areas of need. CNA p. 6</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2016-June 2017</p>	10	<p>Special Programs Administrator and Staff Principal Assistant Principal Dean of Instruction Teachers</p>	<p>Formative: Campus Benchmark Results, Tejas Lee/TPRI/CPALLS BOY, MOY, progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades;</p> <p>Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CPALLs, IEPs</p>				
		Funding Sources: Title I-A - \$64709.00					
<p align="center">Critical Success Factors CSF 4 CSF 7</p> <p>25) Students in grades 1-5 &Special Ed. will administer content area assessments at the end of each marking period. Data will be desegregated after results are submitted; remediation will be provided as needed. Teachers will be involved in the decision making processes for student assessment. CNA p. 14</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2016-June 2017</p>	8, 10	<p>Principal Assistant Principal Dean of Instruction Classroom Teacher SPED Teacher</p>	<p>Formative: Campus Benchmark Results, Tejas Lee/TPRI/CPALLS BOY, MOY, progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades;</p> <p>Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CPALLs, IEPs</p>				
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>26) Fluency Testing will be administered to 1-5 grade students in order to monitor accuracy, rate of reading, and fluency. Fluency Goals will be made for every child every six weeks. Teachers will be involved in the decision making processes for student assessment. p. 14</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2016-June 2017</p>	8, 9	<p>Principal Assistant Principal Dean of Instruction Texas Literacy Initiative Specialist Classroom Teacher</p>	<p>Formative: Campus Benchmark Results, Tejas Lee/TPRI/CPALLS BOY, MOY, progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades;</p> <p>Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CPALLs, IEPs</p>				
<p>27) A certified teacher will be assigned to the 5th Grade Science Computer Lab. Science lab teacher will provide hands-on science instruction to all fifth grade classes in addition to the science instruction provided in the regular classroom. CNA p. 14</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2016-June 2017</p>		<p>Principal Assistant Principal Dean of Instruction Classroom Teacher</p>	<p>Formative: Campus Benchmark Results, Tejas Lee/TPRI/CPALLS BOY, MOY, progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades;</p> <p>Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CPALLs, IEPs</p>				

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>28) 1) Provide career investigation opportunities through the hands-on technology lab, with the support of the Extended Day Program. CNA p. 7 Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students Timeline: August 2016-June 2017</p>	10	P-K-5 Teachers & Special Ed. Librarian Principal Asst Principal & Dean of Instruction	Formative: Classroom Observations Benchmark testing Fluency Monitoring Summative: STAAR, TELPAS, report cards, student participation rates, AEIS report, SELP/SSLP, Tejas Lee/TPRI, CPALLS				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>29) Students will be provided additional support for academic success through: -Before and after school tutoring -Summer school -Small group tutoring -Mentoring -Extended Day Program CNA p. 7 Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students Timeline: August 2016-June 2017</p>	9	P-K-5 Teachers & Special Ed. Librarian Principal Asst Principal & Dean of Instruction	Formative: Classroom Observations Benchmark testing Fluency Monitoring Summative: STAAR, TELPAS, report cards, student participation rates, AEIS report, SELP/SSLP, Tejas Lee/TPRI, CPALLS				
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>30) Provide professional development opportunities to teachers on college readiness. CNA p. 7 Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students Timeline: August 2016-June 2017</p>	4	P-K-5 Teachers & Special Ed. Librarian Principal Asst Principal & Dean of Instruction	Formative: Classroom Observations , lesson plans Benchmark testing Fluency Monitoring; Sign-in sheets, agendas Summative: STAAR, TELPAS, report cards, student participation rates, AEIS report, SELP/SSLP, Tejas Lee/TPRI, CPALLS; ERO transcripts				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>31) Develop plan for maximizing academic preparation for college for all students including incentive program, Extended Day Program, that will motivate students for college and career readiness. College readiness standards will be implemented into the instructional program. CNA p. 7 Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students Timeline: August 2016-June 2017</p>	10	P-K-5 Teachers & Special Ed. Librarian Principal Asst Principal & Dean of Instruction	Formative: Classroom Observations lesson plans Benchmark testing Fluency Monitoring Summative: STAAR, TELPAS, report cards, student participation rates, AEIS report, SELP/SSLP, Tejas Lee/TPRI, CPALLS; ERO transcripts				

<p align="center">Critical Success Factors CSF 1</p> <p>32) Students will be encouraged to select middle school courses that are geared towards college preparation. CNA p. 7</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: January 2016-June 2016</p>	10	P-K-5 Teachers & Special Ed. Librarian Principal Asst Principal & Dean of Instruction	Formative: Counseling logs Summative: Middle school choice slips				
<p align="center">Critical Success Factors CSF 7</p> <p>33) In order to better serve the needs of the English Language Learners on campus, all teachers who service these students will receive training on Sheltered Instruction Operating Procedures (SIOP).</p>	4	P-K-5 Teachers Special Ed. Teachers Principal Asst Principal Dean of Instruction	Formative: Classroom Observations lesson plans Benchmark testing Fluency Monitoring Summative: STAAR, TELPAS, report cards, student participation rates, TAPR report, SELP/SSLP, Tejas Lee/TPRI, CPALLS; ERO transcripts				
<p align="center">Critical Success Factors CSF 7</p> <p>34) The daily schedule for paraprofessional positions funded by the bilingual department will be reviewed and monitored to ensure compliance with the policies and procedures set forth by the funding source.</p>	4	P-K-5 Teachers Special Ed. Teachers Principal Asst Principal Dean of Instruction	Timesheets Employee schedule				
<p align="center">Critical Success Factors CSF 7</p> <p>35) Provide professional development in mathematics curriculum and instruction to enhance students' reflective reasoning, problem solving abilities, and conceptual understanding. CNA p. 12</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2016-June 2017</p>	4	P-K-5 Teachers & Special Ed. Librarian Principal Asst Principal & Dean of Instruction	Formative: Classroom Observations lesson plans Benchmark testing Fluency Monitoring Summative: STAAR, TELPAS, report cards, student participation rates, TAPR report, SELP/SSLP, Tejas Lee/TPRI, CPALLS; ERO transcripts				
<p align="center">Critical Success Factors CSF 7</p> <p>36) Provide professional development in writing/language arts curriculum and instruction to enhance students' reflective reasoning, reading & writing abilities, and conceptual understanding. CNA p. 12</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2016-June 2017</p>	4	P-K-5 Teachers & Special Ed. Librarian Principal Asst Principal & Dean of Instruction	Formative: Classroom Observations lesson plans Benchmark testing Fluency Monitoring Summative: STAAR, TELPAS, report cards, student participation rates, TAPR report, SELP/SSLP, Tejas Lee/TPRI, CPALLS; ERO transcripts				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							






Goal 2: FINE ARTS

The students in the public education system will demonstrate exemplary performance in instrumental music, choral music, visual arts, theater arts, and dance.

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

Summative Evaluation: Proficiency in end of unit assessments, district universal assessments for all students in grades Pre-K through 5th, and the STAAR assessment for grades 3-5.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>1) Develop critical thinking and multi-tasking skills, creativity, teamwork, and character by participating in UIL contests, TMEA contests, non-UIL contests, exhibitions, district/community events, and public performances. CNA p. 14</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2016-June 2017</p>	2	Principal Assistant Principal Dean of Instruction Teachers	<p>Formative: ERO Sign-in sheets, agendas, Campus Benchmark Results, TPRI/Tejas Lee/CPALLS BOY, BOY, MOY, EOY, progress monitoring, STAAR test results, walk-throughs, Lesson plans, student work, progress reports, grades</p> <p>Summative: State Assessment Results, AEIS report, CIP, report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CPALLs, IEPs</p>				
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>2) Increase vertically aligned course offerings in grades EE-12 and all instructional materials needed to ensure equitable access for all students to promote college readiness. CNA p. 14</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2016-June 2017</p>	2	Principal Assistant Principal Dean of Instruction Teachers	<p>Formative: ERO Sign-in sheets, agendas, Campus Benchmark Results, TPRI/Tejas Lee/CPALLS BOY, BOY, MOY, EOY, progress monitoring, STAAR test results, walk-throughs, Lesson plans, student work, progress reports, grades Summative: State Assessment Results, AEIS report, CIP, report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CPALLs, IEPs</p>				

<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>3) The PK-5th grade student will express ideas through original artwork using a variety of media with appropriate skill. CNA p. 14</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2016-June 2017</p>	2	Principal Assistant Principal Dean of Instruction Teachers	Formative: ERO Sign-in sheets, agendas, Campus Benchmark Results, TPRI/Tejas Lee/CPALLS BOY, BOY, MOY, EOY, progress monitoring, STAAR test results, walk-throughs, Lesson plans, student work, progress reports, grades Summative: State Assessment Results, AEIS report, CIP, report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CPALLs, IEPs				
Funding Sources: Local - \$677.00							
<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>4) The PK-5th grade student will describe and analyze musical sound and demonstrate musical artistry CNA p. 14</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2016-June 2017</p>	2	Principal Assistant Principal Dean of Instruction Teachers	Formative: ERO Sign-in sheets, agendas, Campus Benchmark Results, TPRI/Tejas Lee/CPALLS BOY, BOY, MOY, EOY, progress monitoring, STAAR test results, walk-throughs, Lesson plans, student work, progress reports, grades Summative: State Assessment Results, AEIS report, CIP, report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CPALLs, IEPs				
Funding Sources: Local - \$677.00							
<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>5) Students will explore various career options through Career Day for third-fifth grade students, Career Counseling Presentations for K-2nd and Extended Day Career Exploration initiatives CNA p. 7 Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2016-June 2017</p>	10	P-K-5 Teachers & Special Ed. Librarian Principal Asst Principal & Dean of Instruction	Formative: Classroom Observations Benchmark testing Fluency Monitoring Summative: STAAR, TELPAS, report cards, student participation rates, AEIS report, SELP/SSLP, Tejas Lee/TPRI, CPALLS				
<p>6) Provide on-going, sustained professional development for fine arts teachers in an effort to develop critical thinking skills and support content area subjects to improve fluency, comprehension, and numeracy for all students. CNA p. 12</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2016-June 2017</p>	4	Principal Dean of Instruction Fine Arts teachers	Formative: ERO Sign-in sheets, agendas, Campus Benchmark Results, TPRI/Tejas Lee/CPALLS BOY, BOY, MOY, EOY, progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CPALLs, IEPs				
Funding Sources: Local - \$200.00, Local - \$150.00, Local - \$250.00, Local - \$332.00							
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 3: AT-RISK

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: A minimum of 90% of At-Risk students will achieve a Level II Recommended Performance on STAAR Assessments. A minimum of 40% of students will achieve a Level III Advanced performance. A minimum of 98% of At-Risk students will attend school.

Summative Evaluation: STAAR, At-Risk student attendance rate, and retention rate

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Provide tutorial and supplies for all students identified as needing academic intervention/remediation in all core areas such as those students who are classified as At-Risk, LEP, and Dyslexic. CNA p. 8</p> <p>Population: (TI) (MI) (LEP) (AR) (DYS) *All Students</p> <p>Timeline: August 2016-June 2017 3 times a week</p>	2, 3, 9	Principal Asst Principal Dean of Instruction Administrator for State Compensatory	Formative: Campus Benchmark Results, walk-throughs, Lesson plans, tutorial attendance report, tutorial schedule, student work, progress reports Summative: STAAR				
Funding Sources: State Compensatory - \$13112.00							
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Cromack will design a comprehensive, developmental, guidance & counseling program, designed to serve all students and student groups. CNA p. 15</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2016-June 2017</p>	10	Principal Assistant Principal Dean of Instruction Teachers Counselors Parent Liaison	Formative: agendas, sign-in sheets Summative:Counseling Logs				
Funding Sources: Local - \$280.00							

<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>3) Initiate a campus wide plan for highly qualified professional development for faculty and staff. Staff development activities will target the identification of students who are at risk of failing. Teachers will acquire effective intervention and prevention instructional strategies; Staff development will be sought outside the district for teachers and administrators. Supplies needed to carry out staff development sessions will be purchased. CNA p. 14</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2016-June 2017</p>	3	Professional Development Principal Assistant Principal Dean of Instruction	<p>Formative: ERO Sign-in sheets, agendas, Campus Benchmark Results, TPRI/Tejas Lee/CPALLS BOY, BOY, MOY, EOY, progress monitoring, STAAR test results, walk-throughs, Lesson plans, student work, progress reports, grades</p> <p>Summative: State Assessment Results, AEIS report, CIP, report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CPALLs, IEPs</p>				
<p>Funding Sources: Local - \$1500.00</p>							
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>4) Campus instructional aides will assist At-Risk students with core academic activities in order to improve student performance. CNA p. 8</p> <p>Population: (TI) (MI) (LEP) (AR) (DYS) *All Students</p> <p>Timeline: August 2016-June 2017</p>	9	Principal Assistant Principal Dean of Instruction Teachers Counselors	<p>Formative: ERO Sign-in sheets, agendas, Campus Benchmark Results, TPRI/Tejas Lee/CPALLS BOY, BOY, MOY, EOY, progress monitoring, STAAR test results, walk-throughs, Lesson plans, student work, progress reports, grades Summative: State Assessment Results, AEIS report, CIP, report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CPALLs, IEPs</p>				
<p>Funding Sources: Title I-A - \$44387.00, Title I-A - \$88477.00</p>							
<p align="center">Critical Success Factors CSF 4 CSF 5</p> <p>5) Increase coordination with special education clerk & home visitor to determine the whereabouts of non-returning students & to ensure appropriate documentation is in place to recover and document non-returning students. CNA p. 16</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2016-June 2017</p>	6	Professional Development Principal Assistant Principal Dean of Instruction	<p>Formative: Student rosters &attendance sheets; eSchools attendance report; home visitor logs</p> <p>Summative: Student rosters &attendance sheets; eSchools attendance report; home visitor logs; State Assessment Results, AEIS report, CIP, report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CPALLs, IEPs</p>				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>6) The Pre-K program will be provided the full day in order to better prepare qualified students academically. CNA p. 14</p> <p>Population: (TI) (MI) (LEP) (AR) (DYS) *All Students</p> <p>Timeline: August 2016-June 2017 (Daily)</p>	3, 10	Professional Development Principal Assistant Principal Dean of Instruction Administrator for State Compensatory Department	<p>Formative: Lesson Plans Walk-Thru, Writing Samples daily work samples CPALLS (BOY & MOY)</p> <p>Summative: CPALLS (EOY)</p>				
<p>Funding Sources: State Compensatory - \$112156.00</p>							

<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>7) The Dean of Instruction will conduct regular research-based professional development workshops on instructional strategies as well as provide faculty & staff opportunities for instructional support in order to train and retrain highly qualified personnel. CNA p. 12</p> <p>Population: (TI) (MI) (LEP) (AR) (DYS) *All Students</p> <p>Timeline: August 2016-June 2017</p>	4	Principal Assistant Principal Dean of Instruction Administrator for State Compensatory	Formative: ERO Session Evaluation Report, ERO Session Attendance Report, agendas, Campus Benchmark Results, TPRI/Tejas Lee/CPALLS (BOY and MOY), progress monitoring, walk-throughs, lesson plans, student work, progress reports; Summative: STAAR TELPAS, SELP,SSLP, TPRI, Tejas LEE, CPALLs (EOY)				
<p>Funding Sources: State Compensatory - \$68315.00</p>							
<p align="center">Critical Success Factors CSF 1</p> <p>8) A Dyslexia teacher will monitor the academic progress, attendance, and provide support services for students staff and parents. CNA p. 14</p> <p>Population: (AR) (DYS) *All Students</p> <p>Timeline: August 2016-June 2017</p>	9, 10	Dyslexia teacher Program administrator Dean of Instruction Principal Asst. Principal Administrator for State Compensatory	Formative: Campus Benchmark Results, TPRI/Tejas Lee/CPALLS BOY, BOY, MOY, EOY, progress monitoring, walk-throughs, Lesson plans, student work, progress reports Summative: STAAR, report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CPALLs, IEPs				
<p>Funding Sources: State Compensatory - \$60541.00, Title I-A - \$22842.00</p>							
<p align="center">Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>9) Ensure that the campus has a process in place to identify homeless students in order to receive the full protections of the McKinney-Vento Act, including the help they need to enroll, attend, and succeed in school. CNA p. 16</p> <p>Population: (TI) (MI) (LEP) (AR) (DYS) *All Students</p> <p>Timeline: August 2016-June 2017</p>	10	Principal Asst Principal Dean of Instruction Home visitor	Formative: Monthly eSchool PLUS; At-Risk reports; student progress reports Summative: STAAR, Attendance Rate, Retention Rate				
<p>Funding Sources: No Funds Required</p>							
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>10) Provide computer-based instruction, Extended Day Program (for eligible students), and supplies in the foundation curriculum and adaptive-assisted devices in order to improve at-risk student achievement, attendance, grade level completion rate, and decrease the grade level retention rate. CNA p. 20</p> <p>Population: (TI) (MI) (LEP) (AR) (DYS) *All Students</p> <p>Timeline: August 2016-June 2017 Daily</p>	2, 9	Principal Asst Principal Dean of Instruction Administrator for State Compensatory	Formative: Lesson Plans, Classroom Observations, Benchmark Scores, Student Progress Reports Summative: STAAR, Attendance Rate, and Retention Rate				
<p>Funding Sources: State Compensatory - \$24284.00</p>							

<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>11) A food pantry and clothes closet will be implemented at every campus to provide identified at-risk, homeless, and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate. CNA p. 20</p> <p>Population: (TI) (MI) (LEP) (AR) (DYS) *All Students Timeline: August 2016-June 2017 Daily</p>	2, 9	Campus Homeless Youth Coordinator; Admin. for State Compensatory Education; Admin. for Special Programs	<p>Formative: Monthly eSchool PLUS; At-Risk reports; student progress reports;</p> <p>Summative: 10% increase in at-risk student achievement on STAAR; 5% increase in at-risk student attendance rates; 5% increase in at-risk student completion rates; 5% decrease in retention rates</p>				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>12) Automate 10 At-Risk indicators in Student Plus to effectively provide immediate identification of At-Risk students and implement intervention strategies</p> <p>CNA p. 20</p> <p>Population: (TI) (MI) (LEP) (AR) (DYS) *All Students Timeline: August 2016-June 2017 Daily</p>	2, 9	Principal Assistant Principal Data Entry Clerk Administrator for Special Programs/State Compensatory	<p>Formative: eSchools attendance rosters</p> <p>Summative: 10% decrease in student failure and retention rates</p>				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>13) 5th Grade students classified At-Risk will be in a class with 22 to 1 ratio in order to provide smaller classroom settings</p> <p>CNA p. 20 Population: (TI) (MI) (LEP) (AR) (DYS) *All Students Timeline: August 2016-June 2017 Daily</p>	2, 3, 9	Principal Assistant Principal Data Entry Clerk Administrator for Special Programs/State Compensatory	<p>Formative: eSchools Plus Rosters</p> <p>Summative: STAAR results, TELPAS scores, Benchmark results, TPRI results, Progress reports, Report cards, reading tests</p>				
Funding Sources: No Funds Required							
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							






Goal 4: ATTENDANCE

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

Performance Objective 1: Students at Cromack Elementary will achieve a 98.5% attendance rate.

Summative Evaluation: Proficiency in end of unit assessments, district universal assessments for all students in grades Pre-K through 5th, and the STAAR assessment for grades 3-5. Increase in student attendance as noted on the TAPR attendance reports.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>1) Implement campus attendance goals that address procedures, roles, responsibilities and a formal written plan for attendance to ensure that campus student attendance meets District and State rates so that students meet their full educational potential. CNA p. 9</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2016-June 2017</p>	9	Principal Asst Principal Dean of Instruction Home visitor	<p>Formative: Weekly review of campus attendance rates Monitor campus Attendance Management plans as needed by campus visitations by attendance office</p> <p>Summative: PEIMS EOY attendance data; AEIS Report, eSchools attendance report, increase in student attendance rates</p>				
<p>Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>2) Reduce by 5% yearly the out-of-school suspensions to increase student attendance rates and improve student instructional levels. CNA p. 9</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2016-June 2017</p>	9	Principal Asst Principal Dean of Instruction Home visitor	<p>Formative: Principal will analyze OSS report at end of each 6 wks to determine increase or decrease in OSS</p> <p>Summative: PEIMS EOY attendance data; AEIS Report, eSchools attendance report, increase in student attendance rates</p>				
<p>Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>3) Consistently monitor and communicate student's daily absences and tardiness to reduce student absences and tardiness and increase instructional opportunities for students. CNA p. 9</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2016-June 2017</p>	9	Principal Asst Principal Dean of Instruction Home visitor	<p>Formative: Weekly review of campus attendance rates Monitor campus Attendance Management plans as needed by campus visitations by attendance office</p> <p>Summative: PEIMS EOY attendance data; AEIS Report, eSchools attendance report, increase in student attendance rates</p>				

<p align="center">Critical Success Factors CSF 6</p> <p>4) Recognize and award incentives to students with perfect attendance every six weeks and at the end of the year.</p> <p>Campus recognition of students for Perfect Attendance Achievement that increase learning performance. CNA p. 9</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2016-June 2017 Each six weeks</p>	9	Principal Asst Principal Dean of Instruction Home visitor	<p>Formative: Weekly review of campus attendance rates Monitor campus Attendance Management plans as needed by campus visitations by attendance office</p> <p>Summative: PEIMS EOY attendance data; AEIS Report, eSchools attendance report, increase in student attendance rates</p>				
	<p>Funding Sources: Title I-A - \$5122.00, Local - \$1300.00, Local</p>						
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							






Goal 5: DISCIPLINE MANAGEMENT/SAFE SCHOOLS

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

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

Summative Evaluation: Proficiency in end of unit assessments, district universal assessments for all students in grades Pre-K through 5th, and the STAAR assessment for grades 3-5; Reduction in out of school suspensions and in school suspensions for the 2016-2017 academic year.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p align="center">Critical Success Factors CSF 7</p> <p>1) Provide training for administrators and new teachers: (a) to effectively handle classroom discipline so that out of school suspensions are used as a last resort; (b) assure students' rights and due process are afforded CNA p. 10</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2016-June 2017</p>	9	Principal Asst Principal Dean of Instruction	<p>Formative: Agenda, sign-in sheets, Review 360</p> <p>Summative: ERO transcripts, PEIMS Data Report</p>				
<p align="center">Critical Success Factors CSF 6</p> <p>2) Campuses will develop and maintain an Emergency Operations Plan to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and harm to the environment. CNA p. 10</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2016-June 2017</p>	10	Principal Asst Principal Dean of Instruction	<p>Formative: After Action Reviews, Sign-In Sheets,</p> <p>Summative: Evaluations, Audits EOP Completion and submission</p>				

<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>3) Recognize and award incentives to students who maintain discipline and/or participate in extracurricular activities throughout the six weeks CNA p. 10</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2016-June 2017: Every six weeks</p>	9	Principal Assistant Principal Teachers, Nurses, Counselors	Formative: Campus documentation Summative: PEIMS EOY attendance data; AEIS Report, eSchools attendance report, increase in student attendance rates						
<p align="center">Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>4) Principal will ensure that campus counselors provide individual and group counseling sessions on a weekly basis to ensure that students' needs are addressed. CNA p. 10</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2016-June 2017</p>			9	Principals Counselors Teachers, Nurses	Formative; Walkthroughs, observations, Student sign in sheets, Counselor logs Summative: RTI meeting logs				
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>5) Campuses must have 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; Sign-In and escorted at all times. CNA p. 10</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2016-June 2017: Daily</p>	10	Administrators, Campus Staff & Faculty, Students, All BISD Personnel, Visitors, Administration	Formative: Sign-In Sheets Contact logs Summative; Audits, Evaluation Sheets						
			Funding Sources: Local - \$1075.00, SPED - \$1000.00						
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>									

Goal 6: PARENTS AND COMMUNITY

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: Parent and community member volunteerism will increase by 5% to support Cromack's educational program.

Summative Evaluation: Student assessment results, pre-and post participation surveys, increase number of participation as evidenced by sign-in sheets.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 5</p> <p>1) Disseminate School-Parent-Student Compacts indicating each group's responsibilities to ensure student achievement CNA p. 16</p> <p>Population: Staff, Parents, All Students</p> <p>Timeline: August 2016</p>	6	Principal Parent Liaison Asst. Principal Classroom teachers	<p>Formative: school parent compacts</p> <p>Summative: Composite of end of the year survey increase by 10%; Title I Parental Involvement Checklist</p>				
Funding Sources: Local - \$1900.00							
<p>Critical Success Factors CSF 5</p> <p>2) Conduct an Annual Title I meeting to inform parents of service provided through Title I funds CNA p. 16</p> <p>Population: Parents</p> <p>Timeline: August 2016-June 2017</p>	6	Principal Parent Liaison Asst. Principal	<p>Formative: Agendas Sign-in sheets Minutes</p> <p>Summative: Composite of end of the year survey; Title I Parental Involvement Checklist</p>				
Funding Sources: Title I-A - \$300.00							
<p>Critical Success Factors CSF 5</p> <p>3) Parents are informed of campus performance via campus report card and campus newsletters through parent meeting. CNA p. 16</p> <p>Population: Parents</p> <p>Timeline: August 2016-June 2017</p>	6	Principal Parent Liaison Asst. Principal	<p>Formative: Parent conference Flyers Sign-in sheets Conference agendas Meeting agendas Conference evaluations</p> <p>Summative: STAAR results Composite of evaluation results</p>				
Funding Sources: Local - \$1900.00							

<p style="text-align: center;">Critical Success Factors CSF 5</p> <p>4) Parent liaison will increase coordination with parents to improve academic achievement and home school partnerships by</p> <p>---making computers available to parents in an effort to access Home Access Center.</p> <p>___conducting home visits as needed to support partnerships between home and school.</p> <p>CNA p. 16</p> <p>Population: Parents, Teachers, School Staff, All Students</p> <p>Timeline: August 2016-June 2017</p>	6	Principal Assistant Principal Dean of Instruction Parent Liaison	<p>Formative: Parent conference Flyers Sign-in sheets Conference agendas Meeting agendas Conference evaluations</p> <p>Summative: STAAR results Composite of evaluation results</p>				
Funding Sources: Title I-A - \$24376.00, Title I-A - \$164.00							
<p style="text-align: center;">Critical Success Factors CSF 6</p> <p>5) Conduct an annual title I Parent Survey to evaluate the effectiveness of district and/or campus parental involvement efforts. CNA p. 16</p> <p>Population:Parents</p> <p>Timeline: Spring 2017</p>	6	Principal Assistant Principal Dean of Instruction Parent Liaison	<p>Formative: Survey results</p> <p>Summative: Composite of end of the year survey; Title I Parental Involvement Checklist</p>				

<p align="center">Critical Success Factors CSF 6</p> <p>6) Provide ample parent education opportunities through parent conferences and parent training sessions at each campus parent center to disseminate information, services, and/or referrals to agencies that address the needs included in, but not limited to, the following areas:</p> <ul style="list-style-type: none"> --Early Childhood Reading Strategies --Effective teaching strategies --Health Education-Families in Training --Special population (Bilingual, dyslexia, G.T., Migrant, Special Education) --Monitoring student progress via Home Access Center --Local and State Grading Policies --State Assessment requirements --Available campus programs (Extended Day, Tutorial, Accelerated Instruction) <p>CNA p. 16</p> <p>Population: Parents, Teachers</p> <p>Timeline: August 2016-June 2017</p>	6	Principal Assistant Principal Dean of Instruction Parent Liaison	<p>Formative: Parent conference Flyers Sign-in sheets Conference agendas Meeting agendas Conference evaluations</p> <p>Summative: STAAR results Composite of evaluation results Extended Day</p>				
<p>Funding Sources: Local - \$500.00</p>							
<p align="center">Critical Success Factors CSF 1 CSF 5</p> <p>7) An orientation will be held to aid in the transition from Head Start to Cromack Elementary for Preschool children and for outgoing 5th graders to assist in the transition to middle school. CNA p. 16</p> <p>Population: Teachers, PK Students, 5th Grade Students</p> <p>Timeline: Spring 2017</p>	7	Principal Assistant Principal Dean of Instruction Parent Liaison Counselors	<p>Formative; Classroom visitations</p> <p>Summative: Increase in enrollment for Prekindergarten and 6th grade.</p>				
<p>Funding Sources: No Funds Required</p>							
<p align="center">Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6</p> <p>8) 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. CNA p. 16 Population: Parents, Teachers Timeline: August 2016-June 2017</p>	6	Principal Parent liaison	<p>Formative: District and campus parental involvement policy; sign in sheets; evaluations</p> <p>Summative: Composite of end of the year survey increase by 10%; Title I Parental Involvement Checklist</p>				
<p>9) Increase parental involvement levels by hosting a recruitment drive during the month of September to facilitate Parental Involvement/Community Partnership. CNA p. 15 Population: Parents, Teachers Timeline: August 2016-June 2017</p>	6	Principal Parent liaison	<p>Formative: District and campus parental involvement policy; sign in sheets; evaluations</p> <p>Summative: Composite of end of the year survey increase by 10%; Title I Parental Involvement Checklist</p>				

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






Goal 7: MIGRANT 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: Cromack Elementary migrant students will participate in the supplemental instructional activities and support services as required by the Title I, Part C Migrant Education Program (MEP).

Summative Evaluation: Proficiency in end of unit assessments, district universal assessments for all students in grades Pre-K through 5th, and the STAAR assessment for grades 3-5.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>1) All migrant students will receive grade appropriate school supplies on an as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus extending them the same opportunity for meeting the academic challenges of all students. PFS students will receive supplemental support services before other migrant students. CNA p. 6</p> <p>Population: PFS Students</p> <p>Timeline: August 2016-June 2017</p>	10	Special Programs Administrator Principal Assistant Principal Dean of Instruction Home visitor	On-time promotion				
Funding Sources: Title I-C (Migrant) - \$480.00							
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Identified migrant three year old children will have the opportunity to enroll into the Title I, Part A Three Year- Old Program (PK-3) so they receive the same educational experience as non-migrant students. CNA p. 6</p> <p>Population:(MI) Students</p> <p>Timeline: August 2016-June 2017</p>	10	Special Programs Administrator Principal Asst Principal Dean of Instruction	Increase enrollment into 3 year old program				
Funding Sources: No Funds Required							

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</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 identify the migrant students performing below grade level. CNA p. 6</p> <p>Population: (MI) Students</p> <p>Timeline: August 2016-June 2017</p>	10	Principal Asst Principal Dean of Instruction Teachers	5% increase in student assessment results				
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>4) The academic progress of 1st grade students will be monitored to ensure successful grade level completion and ultimately secure promotion to 2nd grade. CNA p. 6</p> <p>Population:PFS (MI) Students</p> <p>Timeline: August 2016-June 2017</p>	10	Principal Asst Principal Dean of Instruction Teachers	No 1st grader retained				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>5) PFS migrant students will receive supplemental support services before other migrant students to ensure that the requirements delineated by NCLB Section 1304(d) are addressed. CNA p. 6</p> <p>Population: (MI) PFS Students</p> <p>Timeline: August 2016-June 2017</p>	10	Principal Asst Principal Dean of Instruction Teachers	Review of NGS PFS Report				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>6) 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. CNA p. 6</p> <p>Population: (MI) PFS Students Timeline: August 2016-June 2017</p>	10	Parent Liaison Principal Assistant Principal Dean of Instruction	Academic success for all PK-2nd grade students EOY Promotion Rate				
Funding Sources: Title I-C (Migrant) - \$1300.00							

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>7) 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. CNA p. 6</p> <p>Population: (MI) Students Timeline: August 2016-June 2017</p>	10	Special programs administrator Campus administrators Teachers	Increased promotion rates and test performance				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>8) Extended day tutorial session may be held for migrant students at elementary campuses where there is a documented need for supplemental academic support in the core subjects in order to ensure that migrant students have the same opportunity to meet academic challenges as non-migrant students. Instructional supplies will be provided to students for tutorial. CNA p. 6</p> <p>Population: (MI) Students Timeline: August 2016-June 2017</p>	10	Principal Assistant Principal Dean of Instruction Teachers Parent Liasion	Increase promotion rates % test performance				
Funding Sources: Title I-C (Migrant) - \$1200.00, Title I-C (Migrant) - \$600.00, Title I-C (Migrant) - \$480.00							
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</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. CNA p. 6</p> <p>Population: (MI) Students Timeline: August 2016-June 2017</p>	10	Special programs administrator Principal Assistant Principal Dean of Instruction	Timely placement into interventions				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</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. CNA p. 6</p> <p>Population: (MI) Students Timeline: August 2016-June 2017</p>	10	Principal Assistant Principal Dean of Instruction Parent Liasion	Increase on-time grade level promotion				
Funding Sources: No Funds Required							
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 8: TECHNOLOGY






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: 90% of Cromack Elementary faculty and staff will be at Advanced Tech level in all four key areas of the Star Chart.

Summative Evaluation: Increased integration of technology in the classroom as evidenced by teacher walkthroughs and PDAS. 100% implementation of STAR Chart.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Technology: Evaluate and update computer lab equipment to ensure sufficient hardware resources. (Desktops, Laptops, External Hard Drive, Printers, Scanners, Fax Machines, Laminators, Sound System, Digital Cameras, Video Cameras, Document Cameras, Projectors, Smart Boards, TV, Channel Modulators, Technology equipment.) CNA p. 20</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2016-June 2017</p>	2	Principal Asst Principal & Dean of Instruction Instructional Tech. Teacher EE-5th grade teachers Lab Paraprofessionals	<p>Formative: Needs Assessment Survey Lesson plans Walk thru Grade books Benchmark test Results</p> <p>Summative: STAAR results, TELPAS scores, Benchmark results, TPRI results, Progress reports, Report cards</p>				
Funding Sources: State Career and Technical Education							
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Technology-General supplies will be purchased to properly implement the district and state adopted curriculum requirements (ink cartridges, toner, drum rollers, fuser kits). CNA p. 20</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2016-June 2017</p>	2	Principal Asst Principal & Dean of Instruction Instructional Tech. Teacher Science Lab Teacher	<p>Formative: Budget/purchase orders</p> <p>Summative: Observation/Checklist Sign In/Out Sheets and Distribution of Materials</p>				
Funding Sources: Local - \$3519.00, Title I-A - \$7235.00, Title I-A - \$1319.00, Local - \$388.00, Local - \$2000.00, Title I-A - \$1160.00, State Compensatory - \$2100.00, Title I-A - \$194.00							

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Technology- Computers (Desktops & Laptops), Software, Software renewal, Hardware (External Hard Drive, Printers, Scanners, Fax Machines, Laminators, Sound System, Digital Cameras, Video Cameras, Document Cameras, Projectors, Smart Boards, TV, Channel Modulators, Technology equipment) , Two way radios, and Supplies will be purchased) for administrative staff to support overall campus initiatives CNA p. 20</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2016-June 2017</p>	2	Principal Asst Principal & Dean of Instruction Instructional Tech. Teacher Science Lab Teacher	Formative: Budget/purchase orders Summative: Observation/Checklist Sign In/Out Sheets and Distribution of Materials				
<p>Funding Sources: Local - \$1000.00, Title III-A - \$500.00, Title I-A - \$1441.00, Title I-A - \$349.00, Local - \$1500.00</p>							
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>4) All kinder through 5th grade students will be scheduled for computer lab to increase their knowledge and use of technology skills. CNA p. 20</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2016-June 2017</p>	2	Principal Dean of Instruction Technology Lab Teacher Classroom Teachers	Formative: Technology 6 wk grades Student Lab Progress Report software usage reports Summative: EOY grades; software usage reports				
<p>Funding Sources: Local - \$270.00</p>							
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>5) Computer Lab Aide will provide instructional assistance to students and teachers, as needed, on computer programs and software in order to increase the integration of technology in classroom. CNA p. 20</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2016-June 2017</p>	2	Principal Dean of Instruction Classroom Teachers Librarian Support Staff	Formative: Student Lab Progress Report; software usage reports Summative: EOY grades; software usage reports				
<p>Funding Sources: Title I-A - \$30809.00</p>							
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>6) Technology: Evaluate and update computer equipment and hardware to ensure sufficient resources to implement federal, state, and district mandated instructional program (Desktops, Laptops, External Hard Drive, Printers, Scanners, Fax Machines, Laminators, Sound System, Digital Cameras, Video Cameras, Document Cameras, Projectors, Smart Boards, TV, Channel Modulators, Technology equipment). CNA p. 20</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2016-June 2017</p>	9, 10	Principal Dean of Instruction Assistant Principal Campus TST Classroom Teachers	Formative: Budget/purchase orders Summative: Observation/Checklist Sign In/Out Sheets and Distribution of Materials				
<p>Funding Sources: Title I-A - \$5603.00, Title I-A - \$430.00, Title I-A - \$3591.00, Title I-A - \$1619.00, Local - \$1620.00, Local - \$600.00, Title I-A - \$7516.00, Title I-A - \$180.00</p>							

<p align="center">Critical Success Factors CSF 1</p> <p>7) Students will work at computer stations on programs that will increase their math, science, reading to help increase their level of academic performance, plus increase their ability to produce computer generated projects. CNA p. 20</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2016-June 2017 Twice a week</p>	9	Principal Dean of Instruction Assistant Principal Campus TST Classroom Teachers	Formative: Student Lab Progress Report; software usage reports Summative: EOY grades; software usage reports					
<p align="center">Critical Success Factors CSF 1</p> <p>8) Classroom teachers will incorporate the use of technology in classroom instruction using Desktops, Laptops, External Hard Drive, Printers, Scanners, Fax Machines, Laminators, Sound System, Digital Cameras, Video Cameras, Document Cameras, Projectors, Smart Boards, TV, Channel Modulators, projector bulbs in a classroom setting to increase student performance in all academic areas. CNA p. 20</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students Timeline: August 2016-June 2017</p>		1	Principal Dean of Instruction Assistant Principal Campus TST Classroom Teachers	Formative: Budget/purchase orders Observation/Checklist Sign In/Out Sheets and Distribution of Materials Summative:				
		Funding Sources: No Funds Required		Funding Sources: State Compensatory - \$3425.00				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>								

State Compensatory

Budget for Cromack Elementary :

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
162-11-6118-00-102-Y-24-SSI-Y	6118 Extra Duty Stipend - Locally Defined	\$13,112.00
162-11-6118-00-102-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	\$9,566.00
162-11-6119-00-102-Y-30-054-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$60,541.00
162-11-6119-00-102-Y-34-PKK-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$112,156.00
162-13-6119-31-102-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$68,315.00
6100 Subtotal:		\$263,690.00
6200 Professional and Contracted Services		
162-11-6249-00-102-Y-30-0K2-Y	6249 Contracted Maintenance & Repair	\$440.00
6200 Subtotal:		\$440.00
6300 Supplies and Services		
162-11-6399-00-102-Y-30-0K2-Y	6399 General Supplies	\$5,276.00
6300 Subtotal:		\$5,276.00
6600 Capital Outlay Accounts		
162-11-6649-62-102-Y-30-0K2-Y	6649 Capital Assets - Locally Defined	\$24,284.00
6600 Subtotal:		\$24,284.00

Personnel for Cromack Elementary :

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ana Martinez-Ochoa	Pre-Kinder Teacher	State Compensatory	.500
Cristina De Leon	Pre-Kinder Teacher	State Compensatory	.500
Dr. Cynthia Lopez	Dean of Instruction	State Compensatory	1.0
Oralia M. Quiroz	Pre-Kinder Teacher	State Compensatory	.500
Rolando Orozco	Dyslexia Teacher	State Compensatory	1.0

Title I

Schoolwide Program Plan

Cromack Elementary Schoolwide Program Plan

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

Cromack 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 (pgs. 5-24) over a period of one year to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on the CNA, the committee decided to concentrate on improving the passing rate of all students and student groups including Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on state assessments. The goal is to have 90 percent of all students and all student groups passing all parts of state mandated assessments for the 2016-2017 and to increase the commended performance level in all content areas. In addition, every child will be successful and ready for the challenges of the next grade level. All teachers will produce college bound students. There is a need to enhance the academic program at Cromack Elementary by acquiring instructional resources, weekly readers, printers, and laptops in an effort to provide students with increased learning opportunities.

2: Schoolwide Reform Strategies

To accomplish these objectives, the staff will use the budgeted funds to implement school-wide academic and technology reform strategies (1.1; 1.10; 1.11; 1.18; 1.21; 1.27; 3.1; 8.2; 8.5; 8.7) 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 all populations through the incorporation of academic software relevant to the new state and federal requirements. (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 as reported through TEA, PEIMS District and Campus Computer reports;(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 (1.1; 1.2; 1.5; 1.7; 1.12; 1.13; 1.23) Only teachers who are certified and who have met state testing requirements to teach the subjects/grade levels to which they are assigned will be hired by the school. In emergency situations, the school will consider teachers who have alternative certification. In addition to appropriate certification, teachers will be sought who are experienced and have been successful in previous assignments.

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

Professional development activities (1.1; 1.2; 1.5; 1.12; 3.3; 3.7; 5.1; 6.4; 7.6) 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. At Cromack Elementary, the main focus will be to acquaint all stakeholders with the rigors associated with the STAAR and the integration of TEKS across the grade levels.

5: Strategies to attract highly qualified teachers

Strategies to attract high-quality teachers to high needs schools (1.1; 1.2; 1.5; 1.12; 3.3; 3.7; 5.1; 6.4; 7.6) will include our school's selection of teachers from the District's and Region I's efforts to recruit teachers , paying stipends for attainment of a Master's Degree, and paying stipends for math, science, and social studies. The school will provide access to high-quality ongoing professional development throughout the school year for all staff including teachers, principals, and paraprofessionals.

6: Strategies to increase parental involvement

Title I, Part A Funds will be used to partially finance strategies to increase parental involvement (7.2; 7.4; 7.5; 7.6)at the school including the parent workroom and to purchase special materials used in the parent volunteer program. Parent education will be provided to parents by the campus parent liaison as well as the District's Parental involvement Center. Parent training on how to help their students be successful at home, learning English, discipline management, and parenting skills will be provided to those parents who want to better meet the rigors of parenting. Parental involvement promotes positive self-esteem and enhances student learning. It is contemplated to utilize partial TITLE IA funding to purchase laptop and desktop computers on yearly basis in an effort to adequately access and implement the current academic software. In addition, the new equipment will allow more students to access technology in the classroom, teachers and staff will be able to formulate transmit and update sensitive and confidential data without the problems associated with outdated software or hardware.

In addition to those described above, Migrant Funds are used to identify and recruit children of migratory workers for supplemental services designed to reduce the educational disruptions and other problems that result from repeated moves. Migrant funds help purchase supplies and hygiene products for migrant students.

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. Funds are used for student tutorials and purchase of supplies for bilingual students.

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 will be utilized for supplies and the implementation of the tutorial program.

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. Funds will be utilized to purchase incentives, tutorial, and supplies.

The Extended Day Program 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. State Compensatory and federal funds are to be used to provide opportunities for academic assistance, enrichment, college readiness and family and parental support services. Program objective is to increase and improve student's academic performance, attendance, behavior, promotion rates and graduation rates.

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

An orientation for preschool children from Head Start to assist with the transition to Cromack Elementary (6.7) will be held annually in the spring and for 5th grade students and their parents to assist with the transition into middle school.

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

Teachers will be included in decisions regarding the use and selection of academic assessments to measure student performance (1.25; 1.26). Teachers will use data obtained from state assessments as well as other instruments, including but not limited to the SELP, TELPAS, and benchmark tests, to implement new instructional strategies, modify existing strategies and/or discontinue existing strategies to better address student needs as determined by use of these instruments.

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 (1.2; 1.3; 1.6; 1.11; 3.1). All teachers will closely monitor all students' performance based on daily exercises and periodic tests. Students not mastering the objectives will be provided additional assistance in the after school tutorial program and/or enrichment courses based on his/her individual needs. Tier I and Tier II students will be provided with individualized instruction. Students experiencing academic difficulties will receive sustained interventions.

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 (1.4; 1.6; 1.7; 1.9; 1.18; 1.24; 1.25; 3.1; 3.3; 3.6; 3.9; 3.10; 9.1-9.9). Several of the strategies being implemented are jointly funded with Special Services and Title I Funds, e.g., after school tutorial programs. Professional Development activities are also paid for from Title I, Parts A and C, and Local Funds. Title I Funds along with state compensatory funds are used to purchase supplemental instructional materials, media, and library resources used to improve and enhance the overall instructional program.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Andrea Gonzalez	Nurse	ESEA Title I-A	1.0
Catherine Gomez	Federal Program Computer Aide	ESEA Title I-A	1.0
Elsa Garcia	Three Year Old Program Teacher	ESEA Title I-A	1.0
Hilda Gutierrez	Library Aide	ESEA Title I-A	1.0
Irma Pedraza	Three Year Old Program Aide	ESEA Title I-A	1.0
Juanita Estrada	Title IA-Pre-Kinder Aide	ESEA Title I	1.0
Lilia Angeles	Title IA-Pre-Kinder Aide	ESEA Title I	1.0
Marlene Castaneda	Title IA-Pre-Kinder Aide	ESEA Title I	1.0
Vanessa Ruiz	Parent Liasion	ESEA Title I-A	1.0

2016-2017 Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Frank Ortiz	Principal
Administrator	Dr. Cynthia Lopez	Dean of Instruction
Administrator	Norma Ponce	Assistant Principal
Business Representative	Hector Almanza	Business Representative
Business Representative	Georgios Moros	Business Representative
Classroom Teacher	Nancy Harris	Second Grade Teacher
Classroom Teacher	Griselda Abete	Fourth Grade Teacher
Classroom Teacher	Adrian Bolado	Fifth Grade Teacher
Classroom Teacher	Pamela Mendoza	First Grade Teacher
Classroom Teacher	Maribel Quiroz	Prekindergarten Teacher
Classroom Teacher	Joanna Rivas	Kindergarten Teacher
Classroom Teacher	Maria Robles	Third Grade Teacher
Community Representative	Federico Gonzalez	Community Member
Community Representative	William Harris	Community Representative
Community Representative	Cesar Mendez	Community Representative
Non-classroom Professional	Claudia Garcia	Librarian
Non-classroom Professional	Norma Gonzalez	Counselor
Non-classroom Professional	Rebecca Gutierrez	Counselor
Paraprofessional	Catherine Gomez	Paraprofessional
Parent	Arlene Limas	Parent
Parent	Celia Morales	Parent
Student	Ulyses Rodriguez	Fifth Grade Student

Campus Funding Summary

State Career and Technical Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	1	Grants Technology Funds (411-11) Computer Lab Living With Science		\$0.00
Sub-Total					\$0.00
Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	SNACKS/REFRESHMENTS	199-13-6499-53-102-Y-11-000-Y	\$500.00
1	1	10	DUPLICATING PAPER	199-11-6396-00-102-Y-11-000-Y	\$2,000.00
1	1	10	SUPPLIES AND MATERIALS	199-11-6399-00-102-Y-11-000-Y	\$2,137.00
1	1	10	General supplies	199-23-6399-00-102-Y-99-000-Y	\$1,000.00
1	1	10	Supplies	199-11-6399-50-102-Y-11-000-Y	\$350.00
1	1	11	BISD Curriculum Dept Scope & Sequence & Curriculum Frameworks TLI Grant Supplies District adopted textbooks (199) \$711	199	\$711.00
1	1	15	field trip supplies	199	\$2,700.00
1	1	15	BALLROOM, JUMP ROPE FOR HEART, UIL, CHOIR FIELD DAY	119-36-6494-00-102-Y-99-000-Y	\$900.00
1	1	15	UIL Meals	199-36-6412-00-102-Y-99-000-Y	\$400.00
1	1	15	Transportation	199-11-6494-00-102-Y-11-000-Y	\$2,850.00
1	1	16	equipment, materials, tests, upgrades	199	\$600.00
1	1	17	nursing supplies	199-33-6399-00-102-Y-99-000-Y	\$500.00
1	1	18	District adopted curriculum, materials, and resources	166	\$50.00
1	1	19	Campus custodial supplies	199-51-6315-00-102--Y-99-000-Y	\$3,200.00
1	1	19	Home Depot	199-51-6399-00-102--Y-99-000-Y	\$3,000.00
1	1	19	Uniforms	199-51-6399-44-102--Y-99-000-Y	\$800.00
1	1	22	PE EQUIPMENT	199-11-6399-51-102-Y-11-000-Y	\$1,200.00

1	1	22	GENERAL SUPPLIES	199-11-6399-00-102-Y-11-000-Y	\$250.00
2	1	3	ART SUPPLIES AND MATERIALS	199-11-6399-00-102-Y-11-000-Y	\$677.00
2	1	4	MUSIC SUPPLIES	199-11-6399-00-102-Y-11-000-Y	\$677.00
2	1	6	Travel	199-11-6411-50-102-Y-11-000-Y	\$200.00
2	1	6	Travel fees	199-11-6497-50-102-Y-11-000-Y	\$150.00
2	1	6	Travel	199-11-6411-57-102-Y-11-000-Y	\$250.00
2	1	6	Entrance fees/meals	199-11-6412-57-102-Y-11-000-Y	\$332.00
3	1	2	counseling supplies and resources	211-31-6399-00-102-Y-99-000-Y	\$280.00
3	1	3	supplies	199	\$1,500.00
4	1	4	Ribbons	199-11-6498-00-102-Y-11-000-Y	\$1,300.00
4	1	4	Awards	199-36-6498-00-102-Y-99-000-Y	\$0.00
5	1	3	supplies and resources	199	\$1,075.00
5	1	5	Raptor License	199-23-6249-00-102-Y-99-000-Y	\$480.00
6	1	1	Copies of School Parent Student Compacts	199	\$1,900.00
6	1	3	copy paper	199	\$1,900.00
6	1	6	Miscellaneous Operating Costs	199-61-6499-53-102-Y-99-000-Y	\$500.00
8	1	2	general supplies	199	\$3,519.00
8	1	2	TONER	199-12-6399-62-102-Y-99-000-Y	\$388.00
8	1	2	TONER	199-11-6399-62-102-Y-11-000-Y	\$2,000.00
8	1	3	computers and software	199	\$1,000.00
8	1	3	TONER	199-23-6399-65-102-Y-99-000-Y	\$1,500.00
8	1	4	Starfall	199-11-6249-00-102-Y-11-000-Y	\$270.00
8	1	6	DESKTOPS	199-31-6649-65-00-102-Y-99-000-Y	\$1,620.00
8	1	6	printers	199-31-6398-65-00-102-Y-99-000-Y	\$600.00
Sub-Total					\$45,266.00
Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	general supplies	211-11-6399-00-102-Y-32-3YR	\$565.00

1	1	7	FTE=1 Three year old teacher	211-11-6119-00-102-Y300F0	\$81,633.00
1	1	7	FTE= 1 Three Year Old Teacher Aide	211-11-6129-06-102-Y00F0	\$30,531.00
1	1	7	Sal/Wages for Substitute teachers	211-11-6112-00-102-Y-32-3YR	\$200.00
1	1	7	Stipends	211-11-6117-00-102-Y-24-3YR	\$2,400.00
1	1	8	FTE=1 Library Aide	211-12-6129-06-102-Y300F2	\$27,592.00
1	1	8	Library supplies	211-12-6399-00-102-Y-30-0F2-Y	\$115.00
1	1	8	toner (library)	211-12-6399-62-102-Y-30-0F2-Y	\$388.00
1	1	10	supplies and resources	Focus	\$2,346.85
1	1	10	supplies and resources	211-11-6399-00-102-Y-30-0F2-Y	\$8,000.00
1	1	10	General Supplies	211-13-6399-00-102-Y-30-AYP	\$250.00
1	1	10	Instructional supplies	211-11-6399-00-102-Y-24-FSG-Y	\$1,488.00
1	1	10	Duplicating Paper	211-11-6396-00-102-Y-PFG-6	\$450.00
1	1	10	Supplies	211-13-6399-00-102-Y-30-0F2-Y	\$1,640.00
1	1	14	Weekly Readers	211-11-6325-00-102-Y24-PFG-6	\$1,474.00
1	1	16	Miscellaneous Operating Costs	211-61-6499-53-102-Y-30-0F2	\$150.00
1	1	17		211-33-6119-00-102-Y300F2	\$23,274.00
1	1	21	Microsoft licenses	211-11-6395-62-102-Y24-PFG-6	\$220.00
1	1	24	FTE=1 CSR	255-11-6119-01-102-Y240D0Y	\$64,709.00
3	1	4	Title I-A Teacher Aide FTE=2	211-11-6129-06-102-Y300K6	\$44,387.00
3	1	4	Title I A-Pre-K Aide FTE=3	211-11-6129-06-102-Y320F2	\$88,477.00
3	1	8	FTE=1 Dyslexia Aide	211-11-6129-06-102-Y30054	\$22,842.00
4	1	4	Awards	211-11-6498-00-102-Y-30-0F2-Y	\$5,122.00
6	1	2	Title I handouts	211	\$300.00
6	1	4	parent liasion	211-61-6129-00-102-Y300F2	\$24,376.00
6	1	4	mileage	211-61-6411-00-102-Y-30-0F2-Y	\$164.00
8	1	2	ink cartridges	211-13-6399-62-102-Y-24-FSG-Y	\$7,235.00
8	1	2	toner	211-13-6399-62-102-Y-24-FSG-Y	\$1,319.00
8	1	2	ink & toner	211-11-6399-62-102-Y24-PFG-6	\$1,160.00

8	1	2	Toner	211-23-6399-65-102-Y-30-0F2-Y	\$194.00
8	1	3	laptop	211-23-6649-62-102-Y-24-FSG-Y	\$1,441.00
8	1	3	Supplies for fax machine	211-23-6399-65-102-Y-24-FSG-Y	\$349.00
8	1	5	FTE=1 Computer Lab Aide	211-11-6129-06-102-Y300-F2	\$30,809.00
8	1	6	printers	211-13-6649-62-102-Y-24-FSG-Y	\$5,603.00
8	1	6	printer	211-13-6649-62-102-Y-24-FSG-Y	\$430.00
8	1	6	projectors	211-13-6649-62-102-Y-24-FSG-Y	\$3,591.00
8	1	6	laptops	211-13-6649-62-102-Y-24-FSG-Y	\$1,619.00
8	1	6	laptop & printer	211-11-6649-62-102-Y24-PFG-6	\$7,516.00
8	1	6	printer	211-11-6396-00-102-Y-PFG-6	\$180.00
Sub-Total					\$494,539.85

Title III-A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	10	supplies and resources	263	\$225.00
8	1	3	computers and software	263	\$500.00
Sub-Total					\$725.00

State Compensatory

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Staff development resources	162-13-6399-00-102-Y-30-000-Y	\$500.00
1	1	3	Living with Science	162-11-6249-00-102-Y-30-LSW-Y	\$2,800.00
1	1	4	Measuring Up	162-11-6249-00-102-Y-30-000-Y	\$2,250.00
1	1	6	Tutorial	162-11-6118-00-102-Y-30-ASP-Y	\$36,000.00
1	1	6	Tutorial	162-11-6118-00-102-Y-30-SSI-Y	\$7,653.00
1	1	10	DUPLICATING PAPER	162-11-6396-00-102-Y-30-000-Y	\$6,000.00
1	1	10	General supplies/materials	162-11-6399-00-102-Y-30-000-Y	\$7,445.00
3	1	1	SSI Tutorials	162-11-6118-00-102-Y-24-SSI-Y	\$13,112.00
3	1	6	2 FTEs	162-11-6119-00-102-Y-34-PKK-Y	\$112,156.00
3	1	7	1 FTE	162-13-6119-31-102-Y30-000-Y	\$68,315.00

3	1	8	1 FTE	162-11-6119-00-102-Y-30-054-Y	\$60,541.00
3	1	10	Capital Outlay	162-11-6649-62-102-Y-30-0K2-Y	\$24,284.00
8	1	2	Toner	162-13-6399-62-102-Y-30-000-Y	\$2,100.00
8	1	8	Toner	162-11-6399-62-102-Y-30-000-Y	\$3,425.00
Sub-Total					\$346,581.00
State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9	LPAC documentation, substitutes	163-11-6112-00-102-Y25-000-Y	\$1,955.00
1	1	10	General Supplies	163--11-6399-00-102-Y25-000-Y	\$0.12
Sub-Total					\$1,955.12
Title I-C (Migrant)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	1	NGS Currently Enrolled Report; supplies and resources	212-11-6399-00-102-Y-24-0F2-Y	\$480.00
7	1	6	Supplies and Materials		\$1,300.00
7	1	8	Tutorial		\$1,200.00
7	1	8	Transportation		\$600.00
7	1	8	Tutorial Supplies	212-11-6399-00-102-Y-24-0F2-Y	\$480.00
Sub-Total					\$4,060.00
SPED					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	10	General Supplies	166-11-6399-00-102-Y-23-0P4-Y	\$995.00
5	1	3	Awards	166-11-6498-00-102-Y-23-0P2-Y	\$1,000.00
Sub-Total					\$1,995.00
No Funds Required					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	9			\$0.00
3	1	11	Supplies and Materials		\$0.00
3	1	12	eSchools Report		\$0.00

3	1	13	Student schedules		\$0.00
6	1	7	Handouts, brochures, fliers		\$0.00
6	1	8	Copies of Parental Involvement Policy (no additional funding needed)		\$0.00
7	1	2			\$0.00
7	1	4			\$0.00
7	1	7			\$0.00
7	1	9			\$0.00
7	1	10			\$0.00
8	1	7	21st Century Curriculum		\$0.00
Sub-Total					\$0.00
Grand Total					\$895,121.97