

Brownsville Independent School District

Paredes Elementary

2016-2017 Campus Improvement Plan



Mission Statement

The mission of Dr. Américo Paredes Elementary School is to be an effective school through excellence in education with visionary, progressive, and technological learning opportunities which will prepare each student to function as a responsible member of our multicultural society, to achieve personal fulfillment, and to reach his or her maximum potential. This will be created through a combined effort of personnel, students, and parents, in order to establish an effective line of communication, allowing interaction to take place to maintain a campus where a strong positive attitude will prevail.

Vision

Dr. Américo Paredes aims to provide, in partnership with the parents, a quality education so that all pupils are able to reach their full potential within a caring, secure environment.

Table of Contents

Comprehensive Needs Assessment	5
Needs Assessment Overview	5
Demographics	9
Student Achievement	11
School Culture and Climate	13
Staff Quality, Recruitment, and Retention	15
Curriculum, Instruction, and Assessment	17
Family and Community Involvement	19
School Context and Organization	21
Technology	22
Comprehensive Needs Assessment Data Documentation	24
Goals	26
Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens	26
Goal 2: The students in the public education system will demonstrate exemplary performance in instrumental music, choral music, visual arts, theater arts, and dance.	46
Goal 3: Through enhanced dropout efforts, all students will remain in school until they obtain a high school diploma and/or pursue a post-secondary education.	49
Goal 4: The students will be encouraged and challenged to meet their full educational potential.	53
Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning.	58
Goal 6: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children.	61
Goal 7: Migrant students will be challenged and encouraged to meet state content standards and assessments that are necessary to graduate on time and enroll in post secondary education while receiving additional supplemental support in order to overcome the obstacles encountered due to their migrant lifestyle.	65
Goal 8: Our vision for technology is to have all district stakeholders involved in the teaching and learning process seamlessly integrate technology to make informed decisions and advance student achievement and technology literacy to encourage and support creative, innovative, lifelong learning.	68
State System Safeguard Strategies	70
Federal System Safeguard Strategies	71
State Compensatory	72
Budget for Paredes Elementary:	72
Personnel for Paredes Elementary:	73

Title I	74
Schoolwide Program Plan	74
Ten Schoolwide Components	74
Title I Personnel	78
2016-2017 Site-Based Decision Making Committee	79
Campus Funding Summary	80

Comprehensive Needs Assessment

Needs Assessment Overview

Paredes Elementary School

Campus Narrative

ParedesElementary School is located in Brownsville, Texas. ParedesElementary School is one of thirty-six elementary schools in Brownsville ISD. The campus was constructed in 2001 with 20 portable classrooms added in the ensuing years. The main campus was originally comprised of 34 classrooms, a cafeteria, library, and gymnasium.

The student population at Paredes Elementary School is approximately 765 and serves students in grades PK through 5th. According to the PEIMS Data Review of our campus profile, 97% of the student population is Hispanic, 63.85% are identified as At-Risk, and 85% are identified as Economically Disadvantaged. Many of our students are first generation Mexican immigrants, 46% are classified as Limited English Proficient and a majority is English/Spanish bilingual. In addition, several of our students come from homes which participate in state and federal assistance programs such as food stamps, welfare, the Women, Infant, Children (WIC) nutrition program, and subsidized housing and medical assistance.

The students of ParedesElementary School are recipients of a well-balanced curriculum. Courses are offered in every subject area with a strong emphasis on fine arts. The instructional programs include academic core subjects at various levels, such as the Gifted and Talented. All students are required to meet the passing standard of the four assessments which comprise the State of Texas Assessments of Academic Readiness (STAAR).

The current staff at ParedesElementary School is comprised of 43 teachers, 4 campus administrators, 2 counselors, 4 professional support personnel, 2 non-classroom staff, and 12 educational aides. The ethnicity of the ParedesElementary School staff is diverse with 86 % Hispanic and 13 % Caucasian. The teaching staff is also 10% male and 90% female.

ParedesElementary School's most recent campus initiatives include the following:

1. Outstanding chess team
2. Ballroom dancing
3. Various sports sponsored by the Boys and Girls Club
4. Destination Imagination Teams
5. Brainsville Particaption
6. UIL participation

ParedesElementary School promotes numerous student clubs and organizations. Students are encouraged to participate in extracurricular activities such as Sharkettes, Gardening club, student council, and academic UIL.

School Namesake:	Dr. Americo Paredes
School Colors:	Royal blue and Black
School Mascot:	Shark
School Motto:	Making Waves Towards Success

Annual Campus Goals

The ParedesElementary School faculty and staff are committed to the following goals:

- Attain Advanced Academic Performance on the STAAR assessments.

- Surpass state required performance on TELPAS.
- Surpass attendance state requirements.

Paredes Elementary School uses its Title I, State Compensatory and other funds to upgrade the entire instructional program by implementing school-wide programs as authorized under the provisions of Public Law 107-110, Section 1114. The Site-Based Decision-Making (SBDM) Committee conducted a comprehensive needs assessment over a period of one year to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on the CNA, the committee decided to concentrate on improving the passing rate of all students and student groups including Migrant, Bilingual, AtRisk, Dyslexia, GT, Title I, and Special Education on state assessments. The goal is to have 90+ percent of all students and all student groups passing all parts of state mandated assessments for the 2015-2016 and to increase the commended performance level in all content areas. After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following areas of improvement will be addressed: Attain attendance rates through student motivational activities such as perfect attendance awards and prize drawings through "Believe in BISD". Also, in an effort to increase student attendance, teachers will be prepared to monitor attendance and know which action steps to take when students are not meeting attendance requirements. Migrant, At-Risk and all other student subgroups will be provided with supplemental supplies to increase their attendance rate. Tutorials will be provided to students that are demonstrating a need to improve. Migrant and At-Risk students will be provided with supplemental supplies as needed. Supplemental materials and/or software will be purchased to aid teachers in implementing the curriculum and recognition materials (i.e. trophies, plaques, etc.) will be purchased to recognize students' achievement (attendance or academic). Bullying and Safety Presentations for students will take place at the beginning of the school year to promote a safe, comfortable and learning environment and provide a school wide discipline behavior palen to decrease discipline issues. Allot time to work with teachers displaying weak instructional methods and who are in need of classroom management strategies. Provide teachers more Professional Development on differentiated instruction, more time for planning intervention instruction to meet STAAR standards for all student populations for the 2015-2016 school year. Promote a more active parental involvement by creating a school climate that support family/school involvement and invite parents to present talks and/or demonstrations about their specialized knowledge or skills . Increase formal and informal communication with parents, staff, and students. Technology will support classroom instruction and curriculum and provide more computer access for students in all classrooms To accomplish these objectives, Paredes Elementary will provide opportunities for all children in meeting the State's proficient and advanced levels of academic performance, use effective methods and instructional strategies that are established on scientifically based research that (1) strengthen the core academic program; (2) increase the amount and quality of learning time, including the funding of an after-school tutorial/ summer school/ enrichment program, for students who are At-Risk and in need of continuity in their instructional program to be successful in the succeeding school year; (3) include strategies for meeting the educational needs of historically underserved populations; (4) include strategies to address the needs of all children in school, particularly the needs of low-achieving students, At-Risk, or not meeting the State student academic achievement standards; (5) address how the school will determine if such needs have been met; and (6)

are consistent with and are designed to implement the State and local improvements plans.

Demographics

Demographics Summary

Paredes Elementary views demographic data on a daily basis with special focus placed on daily attendance and At-Risk student data. The attendance rate was 97.5% for all students and 97.8% for the At-Risk students. Paredes goal is to meet or surpass District Attendance Rate. Parent Liaison and Data Entry Clerk work together to inform parents of attendance rules and encourage compliance. The retention rate was 0.93% for all students and 0.93% for At-Risk students. Allocated State Compensatory Funds are utilized to provide additional tutorials and purchase additional instructional resources for At-Risk students to ensure academic success.

Demographics Strengths

Student attendance rate goal exceeded

Extensive administrative support

Special Education at a low 9.74% campus ratio

AT Risk population monitored through RTI's on a 6 week basis

Demographics Needs

- In efforts to improve student STAAR scores in areas reading, math, and science teachers will collaborate, plan and desegregate data to improve student outcomes. Paraprofessional aides will be provided in the areas of dyslexia, library, and pre-kindergarten to assist teachers in the classroom. Academically struggling, special education and at-risk students be provided academic assistance through tutorial sessions and Saturday academies. Students will be encouraged and challenged to read extensively and encouraged to participate in our Accelerated Reader program. Students placed on RTI's will be assisted through the use of hands on activities and tutorial programs.

- Paredes Elementary has struggled with student attendance in the past, in order to decrease the number students absent frequently, home visits will be provided more frequently and school wide attendance incentive contests will be held.
- Parental involvement has been at a low at the campus, to increase parental communication and involvement, parents will be invited to meet with the teacher and Parent Liaison to review academic needs of students and options available for assistance.

Student Achievement

Student Achievement Summary

Administration, counselors and teachers evaluate student achievement data by generating state testing results reports using our district purchased program, TANGO and/or Eduphoria. Administration analyzes trends in student achievement by evaluating testing data in our special population groups. The campus meets in conjunction with teachers to desegregate student data to identify the strengths and weaknesses of students to determine specific concerns and plan of actions.

2013-2014 STAAR Summary 3rd -5th Grade Tested

STAAR TEST	All Students	Economically Disadvantaged	At-Risk	Migrant	LEP	Special Education	Gifted & Talented	White	Hispanic	Male	Female
3 RD Grade Reading	80%	80%	77%	0%	78%	36%	93%	0%	80%	72%	91%
3 RD Grade Math	84%	83%	83%	0%	88%	56%	100%	0%	83%	80%	89%
4 th Grade Reading	79%	79%	67%	0%	77%	45%	87%	100%	79%	78%	80%
4 th Grade Math	81%	81%	63%	0%	75%	53%	100%	100%	81%	86%	77%
4 th Grade Writing	79%	79%	64%	0%	68%	33%	87%	100%	78%	76%	81%
5 th Grade Reading	90%	89%	74%	100%	33%	67%	100%	100%	90%	91%	90%
5 th Grade Math	96%	96%	86%	100%	67%	67%	100%	100%	96%	97%	95%
5 th Grade Science	89%	89%	66%	100%	33%	56%	100%	100%	89%	90%	88%

Student Achievement Strengths

Fine Arts qualifiers in areas of Chess and ballroom dancing

Campus received honors at district UIL meet

Strong Achievement Scores- Math, Science, Reading

Met AYP status

Student Achievement Needs

- At-Risk students, Special Education students and English Language Learners, Migrant continue to struggle in the areas of Reading and Mathematics. Paredes Elementary School has also had trouble increasing the number of commended scores in all tested areas. In order to raise scores across the board, our teachers will need to be provided with professional development that addresses rigor and relevance; vertical alignment for all core subjects so that skills are scaffolded from onegrade level to the next; technology training for current equipment, software (living with science, istation, TTM, Edusmart), and programs that the district utilizes so that teachers are current with all technology; continuous staff development for academic and discipline RTIs so that our students receive the services they are entitled to receive; incentive programs that will motivate our students to attend school and perform well academically; the parental liaison will actively assist staff in the process of informing, visiting, and recruiting parents; and ensure that migrant and at-risk students are provided the services they require to ensure that they excel academically; students will need to be provided exposure to math and science STEM subjects through real world structured based learning. Extended day enrichment activities will be implemented during the afterschool program to ensure academic success of our students.

School Culture and Climate

School Culture and Climate Summary

Administrators and teachers meet to discuss matters related to providing and positive school culture and climate. The SBDM representatives bring issues and concerns to the monthly meetings. Campus long range plans, policies and procedures, and safety issues are communicated to both parents and community members to assist the campus in providing a positive culture and climate. A Title I partially funded, full time school nurse is always available to provide and assist medical treatment for students and staff. Parents are strongly encouraged to get involved in volunteering opportunities that will assist their child's education. Issues are reviewed and discussed through consistent dialogue and both administrators and teachers create a plan to improve issues that affect School Culture and Climate.

School Culture and Climate Strengths

Charro Days mini festival

Award ceremonies

Meet the teacher nights

Christmas Programs

College Awareness Day

Family Night at restaurant fundraiser

Week of Teacher Appreciation, Administrative Assistants, Counselors, Nurses, and diagnosticians.

Active Parental involvement center

School Culture and Climate Needs

- Paredes Elementary has a need for Parental involvement to be expanded to include all parents in as many sponsored activities. To achieve this all information will be listed on school information boards (marquee, newsletters, etc), listing all school activities and upcoming events to keep personnel and parents informed and to promote unity and collaboration among all school personnel will be implemented.
- To promote a collaborative working environment teacher modeling/ Peer coaching/ Co-planning, grade-level meetings, teacher observations and campus staff development will be provided to ensure that teachers are prepared and successful in the classroom. Opportunities for Vertical meetings throughout the week to ensure teachers are planning consistently and collaboratively.
- In efforts to promote self esteem among our students, a special certificate will be awarded every six weeks during honor ceremonies for students that have shown the most improvement academically (BUG) Thus promoting progress among student achievement.
- In order ensure quick communication with parents in safety scenarios IP phones will be purchased.
- IP phones will be purchased for the dyslexia lab to ensure success of the dyslexia population.
- Our PK 3 yr old program is in need of a playground to promote different types of play that are vital for a child's cognitive, emotional, physical, and social development

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The campus uses a hiring committee composed of administrators and teachers to make hiring determinations. A record of how applicants are interviewed and evaluated is maintained. Teacher performance records are kept by the school principal. Novice teachers are provided a grade-level mentor as well as support from administration.

According to SBDM members, Paredes Elementary is in need of professional development for the new Social Studies Textbook Adoption, as well as continuous professional development for the Pearson Math and Science textbook adoption. Professional needs are also present in the implementation of the Math TEKS to align instruction to the STAAR expectations and ensure students meet the standards including the SSI grade. Additional planning time will be needed at least once a six weeks to provide teachers with sufficient time to plan effective lessons.

Staff Quality, Recruitment, and Retention Strengths

- Teachers' years of service
- Teachers' education
- Low teacher turnover rate
- SIOP Trained Teachers
- GT Core Trained Teachers
- Bilingual Certified Teachers

Staff Quality, Recruitment, and Retention Needs

- An area that Paredes Elementary needs to address is professional development to increase teacher quality. All new and tenured teachers need training on data programs that are available through our district. Continuous staff development needs to be provided regarding the implementation of technology with everyday lessons. In addition, teachers need to be provided with concrete examples of how to differentiate instruction to meet the needs of our special population students (ELL, bilingual, SpEd, At-Risk).

- Teachers need guidance in understanding of the the new Texas Teacher Appraisal System- T-TESS
- Increase professional development opportunities for the New State Adopted Social Studies Book
- Implementation of Write for Success District Initiative- Writing Journals PK-5th
- Increase opportunities for horizontal and vertical alignment meetings for teachers.
- Increase leadership role opportunities for teachers that have not served in such capacity.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

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

Curriculum, Instruction, and Assessment Strengths

Full-time TLI Specialist for the campus

Support from district specialist in core areas (science, math, ela, social studies)

Planning time allotted for grade level vertical alignment

Access to various recent resources; motivation math, GPS, Forde Ferrer, building mathematicians

Curriculum, Instruction, and Assessment Needs

- To increase student achievement , it is necessary to continue providing quality vertical alignment sessions and to provide our teachers with much needed supplies and professional development outside of the district. This means providing teachers with professional development that focuses on strategies that increase the level of instruction. Teachers also need resources that are aligned to the STAAR Exam so that students are familiar with test format. Furthermore, teachers need to be provided with professional development in the area of differentiated instruction to meet the need of all the students. As a means to encourage our students to perform well in school in the core subject areas our students will need to be motivated to make appropriate choices. Students level of inquiry will be increased through participation in Brainsville, UIL, Science Fair, and Destination Imagination.

Supplemental instructional materials, catalog instructional materials, classroom libraries will be expanded, readily available reading material will increase, and consumable materials such as but not limited to: paper, ink, pencils, paper clips, stapler,pens, crayons, scissors, tape, etc., art materials, science materials, classroom instructional décor, visuals, manipulative, including STAAR instructional materials, organizational boxes, file folders,etc. will be provided to teachers to facilitate the increase of student achievement scores.

Family and Community Involvement

Family and Community Involvement Summary

Paredes is committed to involving parents and community members to be involved in students' education. A parental involvement survey is used yearly to evaluate program success. The parent liaison compiles data on parental participation, attendance and meeting agendas for the SBDM committee. With that information, the SBDM determines campus needs. In order to increase parental involvement attendance rates, parent and community member volunteer opportunities are available throughout the school year.

Family and Community Involvement Strengths

Active parental involvement center

Monthly parent meeting with guest speakers

School website updated weekly with information pertinent to parents and families

Parental involvement calendar sent home monthly

Parents are invited to our 6 week award ceremonies to celebrate their children's accomplishments

Family and Community Involvement Needs

- There is a need in parent participation in the areas of Parental Involvement Meetings and Migrant Meetings. Paredes Elementary will provide more opportunities for parents to become involved in campus events through parental involvement center on campus. The parent liaison will be responsible for this endeavor. Monthly calendars will be sent out with activities for the month. The school marquee and school website will be used as a reminder. (6.1.1, 6.1.3, 6.1.6) Paredes will improve communication with the parents and community by sending out letters to parents on monthly basis, student planners issued to 2nd – 5th graders to increase parental communication, and two open houses to welcome parents and community member to the campus. Honor ceremonies will be held per six weeks to encourage parents to come celebrate the successes of their children. School messenger system will be used to communicate information to staff, parents and student body. (6.1.7, 6.1.8, 6.1.11)

- Paredes Elementary will conduct a parent survey to determine needs of campus migrant students so that assistance can be given. Supplemental supplies will be provided for the migrant/PFS students. (6.1.12)
- Install IP phones throughout the campus, i.e. Parent Center, Teacher lounge, to increase the communication with community and parents.

School Context and Organization

School Context and Organization Summary

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

School Context and Organization Strengths

Hallways separated by grade level

Library is in a centralized location minimizing distractions from instruction

School Context and Organization Needs

Paredes Elementary has a need for consistency of campus processes, rules, and guidelines among administration and teachers. Teachers need training on RTI monitoring and completion of forms for behavior and academic purposes. Teachers need assistance with classroom management and organizational skills including time management. Training sessions will be provided to assist in such areas.

Technology

Technology Summary

This Paredes committee looked at the STAR Chart, Fixed Assets Report and other information to analyze the amount and manner of usage of technology. Technology teacher was able to provide input as to the level of implementation and acquisition of the Technology TEKS as observed per grade level. A grid was designed to outline the expectations per grade level and a plan was devised to ensure the proper implementation for the following year. A review of the professional development opportunities was made and dates of last training attended by teachers were noted in order to compare with teacher survey results.

Technology Strengths

COWS - Laptops available for all 5th grade students

Computer based science lab available

Technology lab available for all students

Nook E-Reader available for use at library

TST on campus to support our campus teachers

Technology Needs

The campus needs to be assessed for wiring as some classrooms cannot support an overhead projector due to limited drops. The campus also needs to upgrade computer memory to existing laptops and computers to enable the use of updated software. This would make the computer compatible with software requirements this would allow our campus to use existing technology. The campus need to increase technology in the classroom, laptops, desktops, printers and Ipads must be purchased in order to address this area of need. In an efforts to promote technology, a campus technology teacher aide is needed full time in the computer lab. Professional development will be offered by

the TST for teachers to ensure proper integration of technology in the classroom. Teachers will be encouraged to seek professional development outside of contract hours offered by the Technology Department. The campus has a need to upgrade classroom projectors and document cameras, which will provide accessibility to instructional programs that would increase student interaction and engagement in the learning process as well as improving the delivery of instruction to actually improve learning and increasing the comprehension level among all students. Paredes has a need to update it's current software, i.e. current Living with Science, spelling city, Grade Cams, Istation k-2, ZSpace,

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals

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
- Accountability Distinction Designations
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results

Student Data: Student Groups

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

- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention 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

Goals

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

Performance Objective 1: 95% or more of Paredes students will demonstrate a Level II mastery on the STAAR reading and Writing tests. A minimum of 45% will demonstrate advanced level III performance.

Summative Evaluation: STAAR Test scores

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1</p> <p>1) Ensure that staff and faculty have received proper professional development to implement the PK-5 core language arts program for all students to improve reading proficiency in all areas of reading. Empowering Writers, CAVI Sheltered Instruction, LE training, Esperanza, Forde Ferrier, Cross curricular alignment, and vertical alignment sessions. Lesson plans will reflect strategies i.e. Sheltered Instruction Pop: TI; MI; LEP; SE; AR; GT; DYS Students August, 2016 - May, 2017 CNA 11, 15</p>	1, 2, 4	Principal Facilitator Asst. Principal	<p>Formative: ERO Session Evaluation lesson plans walk throughs</p> <p>Summative TPRI/Standford 10 STAAR Test/Tejas Lee/TELPAS Turn Around Trainings Grade Levels PDAS</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>2) Students in Pre-kinder through first grades will have access to audio books to maximize their reading comprehension achievement. Audio books will consist of part of the reading curriculum. Students will work on their fluency and comprehension skills through the use of classroom audio library. Pop: TI; MI; LEP; SE; AR; GT; DYS Students August, 2016- May, 2017 CNA 17</p>	1, 2	Principal Facilitator Asst Principal Teachers Support Staff	<p>Formative: Benchmark test results AR reports BOY & MOY</p> <p>Summative: EOY TPRI/Standford 10 STAARTest/Tejas Lee test results</p>				


<p align="center">Critical Success Factors CSF 1</p> <p>3) Special Education students will be placed in the least restrictive environment to provide them with a well rounded educational experience inclusion and teachers will have a review of CAP to increase students success. Pop: TI; MI; LEP; SE; AR; GT; DYS Students August, 2016- May, 2017 CNA 11</p>	1, 2	Principal Facilitator Inclusion Teacher Diagnostician Regular Teacher	Formative Brigance test results Report Card Grades Summative TPRI/Standford 10 STAAR Test/Tejas Lee/TELPAS				
Funding Sources: SPED - \$800.00, SPED - \$1050.00							
<p align="center">Critical Success Factors CSF 1</p> <p>4) All special education teachers and regular education teachers will review CAP to ensure that the students receive the proper services in order to assure students academic success. Incentives will be given periodically to students based on their compliance with their individual BIP/IEP. Pop: TI; MI; LEP; SE; AR; GT; DYS August, 2016- May, 2017 CNA 11</p>	1, 2	Principal Facilitator Inclusion Teacher Diagnostician Regular Teacher	Formative: Special Education teacher walk throughs Report Card Grades Coordination information Summative Report Card Grades TPRI/Standford 10 STAAR Test/Tejas Lee/TELPAS				
Funding Sources: SPED - \$722.00, SPED - \$723.00, SPED - \$500.00, SPED - \$1000.00							
<p align="center">Critical Success Factors CSF 1</p> <p>5) All Kinder through Third grade students will be given the TPRI during the District Assigned window. This instrument will be used to analyze the five components of reading. Based on this information students will be grouped and specific instruction strategies/interventions will be provided. The goal is to increase student mastery Pop: TI; MI; LEP; SE; AR; GT; DYS August, 2016- May, 2017 CNA 11</p>	1, 2	Principal Facilitator Teacher Support Staff Bilingual Specialist TLI	Formative Progress Monitoring Grouping Mats Summative TPRI results Report cards				
<p align="center">Critical Success Factors CSF 1</p> <p>6) All limited proficient student, including parental denials, in grades Kinder through Fifth will be administered the TELPAS to monitor that adequate progress in the English language acquisition. The goal is to show that 60% of students have achieved the PBMAS goal of attaining an Advanced High on the Reading section of this instrument after having received SIOP strategies Pop: TI; MI; LEP; SE; AR; GT; DYS Timeline: August, 2016- May, 2017 CNA 11</p>	1, 2	Principal Facilitator Bilingual Administrator Bilingual teachers Support Staff TSTA	Formative Benchmarks Summative TELPAS				

<p>7) Develop oral language skills and increase listening/speaking and reading/writing proficiency through the use of ELPS and ELAR strategies in the classroom so that students will systematically transition to English literacy. Students will have access to dictionaries to assist in this objective. Pop: TI; MI; LEP; SE; AR; GT; DYS August, 2016- May, 2017 CNA 11</p>	1, 2	Principal Facilitator Bilingual Administrator Classroom Teacher Support Staff	<p>Formative ERO session evaluations classroom walk through</p> <p>Summative TPRI/Standford 10 STAARTest/Tejas Lee ERO transcript</p>				
<p>8) Honor Ceremonies will be held at the end of each six week period to honor those students that achieved A, AB or made the most academic improvement. All students will be given the opportunity to participate including migrant, At Risk and Special Education students Pop: TI; MI; LEP; SE; AR; GT; DYS August, 2016- May, 2017 CNA 14</p>	1, 2	Principal Counselors Teachers Support Staff	<p>Formative Report Card</p> <p>Summative TPRI/Standford 10 STAARTest/Tejas Lee StAAR results</p>				
Funding Sources: Title I-A - \$2000.00							
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>9) Teachers in grades 1st -5th will promote reading throughout the year via the Accelerated Reader Program as indicated in the Student Summary Report. Students will receive incentives for accumulating points and encourage a love of reading. Pop: TI; MI; LEP; SE; AR; GT; DYS August, 2016- May, 2017 CNA 11</p>	1, 2	Principal Facilitator Asst. Principals Sp. Ed Staff Teachers Librarian	<p>Formative: Classroom observations AR points reports</p> <p>Sumative: TPRI/Standford 10 STAAR/Tejas Lee/Telpas</p>				
Funding Sources: Local - \$1000.00							
<p>10) The LPAC committee will meet at the beginning of every school year, but after the initial training by the Bilingual department, to establish a calendar of meeting dates. This will help ensure that reports are submitted on a timely manner. Pop: TI; MI; LEP; SE; AR; GT; DYS August, 2016- May, 2017 CNA 11</p>	1, 2	Principal Asst. Principal Facilitator Teachers Support Staff	<p>Formative ERO session evaluation Bilingual Audit</p> <p>Summative EOY LPAC Review</p>				
<p>11) LPAC grade level representative will be responsible for ensuring that all grade information is received and placed in the SPF in a timely manner. This will ensure that the students receive the program assistance that is needed for academic success. Pop: TI; MI; LEP; SE; AR; GT; DYS August, 2016- May, 2017 CNA 11</p>	1, 2	Principal Asst. Principal Facilitator Teachers Support Staff	<p>Formative ERO session evaluation Classroom walk through</p> <p>Summative Audit of Bilingual folders ero transcript</p>				

<p>12) In order to ensure that all Bilingual students receive the assistance that they need, LPAC committee will meet according to calendar to report student progress, necessary accommodations and testing decisions in timely manner. substitute teachers as needed. Pop: TI; MI; LEP; SE; AR; GT; DYS August, 2016- May, 2017 CNA 11</p>	1, 2	Principal Asst. Principal Facilitator Teachers Support Staff	Formative ERO session evaluation Summative ERO transcript Audit of Bilingual folders				
<p style="text-align: center;">Critical Success Factors CSF 1</p> <p>13) In our 3 Year Old Program, PreK through 5th grade an integrated, challenging, standards-based, inquiry-centered Reading curriculum will be implemented to ensure that all students increase their conceptual knowledge at their appropriate grade level. Supplemental and instructional materials, capital outlay, resources and supplies will be purchased to support teachers implementation of instruction. Purchase consumable supplies for classroom use to supplement the core curriculum and provide hands on practice and instruction so that students will master the academic standards. Teachers will use reading, writing, math, and science materials so that students can master and demonstrate improvement on STAAR Standards, TEKS, and Readiness and Supporting Standards. Population: TI; MI; LEP; SE; AR; GT; DYS; BI Timeline: September, 2016- May, 2017 CNA 11</p>	1, 2, 10	Principal Facilitator Asst. Principals Sp. Ed Staff Bilingual Teachers Librarian	Formative: Classroom observations Sumative: TPRI/Standford 10 STAAR/Tejas Lee/Telpas				
<p>Funding Sources: Title I-A - \$6125.00, State Compensatory - \$11000.00, State Bilingual - \$3945.00, Federal Bilingual - \$2053.31</p>							
<p>14) In order to provide students with various reading experiences, the Paredes library will provide students with a collection of chapter books and/or AR books. Pop: TI; MI; LEP; SE; AR; GT; DYS August, 2016- May, 2017 CNA 17</p>	1, 2	Principal Facilitator Asst. Principals Librarian	Formative: AR points report Summative TPRI/Standford 10 STAAR/Tejas Lee/Telpas				
<p>Funding Sources: Local - \$3000.00, Local - \$1100.00, Local - \$364.00</p>							
<p style="text-align: center;">Critical Success Factors CSF 1</p> <p>15) In order to provide students with varied reading opportunities and research resources, the Paredes campus will have a librarian and a library paraprofessional in the school library. Pop: TI; MI; LEP; SE; AR; GT; DYS August, 2016- May, 2017 CNA 11</p>	1	Principal Asst. Principal Dean	Formative library visits logs Summative: Increase in reading scores for state assessments Increased TPRI scores AR reports				

<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>16) Paraprofessionals in pre kindergarten will work with teachers to assist in serving students who are identified as bilingual, at-risk or educationally challenged. Pop: TI; MI; LEP; SE; AR; GT; DYS August, 2016- May, 2017 CNA 11</p>	1, 2	Principal Asst. Principal Dean	Formative Walkthroughs Summative Teacher Assistant EOY Evaluations				
<p>17) The Dean of Instruction will work with teachers EE-5th in all areas of instructional curricula. The Dean of Instruction will help provide professional development and facilitate curricular information to teachers as needed to improve instruction and ensure academic success. Population: AR Timeline: August 2016-June 2017 CNA 15</p>	4	Principal, Administration for State Compensatory Education	Formative: Lesson Plans, Classroom observations, student progress reports, benchmark scores, ERO Session Evaluation Report, ERO Session Attendance Report Summative: STAAR Attendance Rate Dropout Rate Retention Rate				
Funding Sources: State Compensatory - \$59483.00							
<p>18) Utilize media center to print instructional materials for students. i.e. released tests, campus benchmarks Pop: TI; MI; LEP; SE; AR; GT; DYS August, 2016- May, 2017 CNA 17</p>	1, 2	Principal Asst. Principal Facilitator PK-5th Grade Teachers	Formative benchmark Assessments report card grades Summative State Assessment score increase TPRI results				
Funding Sources: Local - \$1000.00, State Compensatory - \$1500.00							
<p>19) Highly qualified teachers in Pre kindergarten through fifth grade will carry out age appropriate instructional curricula required for the program to ensure academic and social success. Pop: TI; MI; LEP; SE; AR; GT; DYS August, 2016- May, 2017 CNA 11</p>	1, 2	Principal Asst Principal Dean Teachers	Formative Walk-Throughs, Benchmarks Report Cards Summative CPALLS State Assessment Test Results TPRI assessment results				
<p>20) Campus instructional aides will assist At-Risk students with core academic activities in order to improve student performance. Pop: TI; MI; LEP; SE; AR; GT; DYS August, 2016- May, 2017 CNA 9</p>	1, 2	Principal Asst Principal Dean Teachers	Formative Walk-Throughs, Benchmarks Report Cards Summative TPRI/Tejas Lee State Assessment Test Results				

<p>21) Support student academic growth and success through Response to Intervention (RtI) 3 Tier Model: (1) Researched-based interventions, (2) Documentation of interventions and progress monitoring, (3) Use of data to identify areas of need (4) Monitor progress of struggling student, (5) Adjust instruction/interventions (6) Review student outcome data to evaluate instruction, and (7) REVIEW 360 Tier I: a minimum of 90 minutes devoted to ELA instruction Tier II: 30 minutes per day in small group in addition to the core instruction Tier III: 30 minutes per day in individual or small group instruction in addition to the core curriculum. Population: TI; MI; LEP; SE; AR; GT; DYS Timeline: Daily CNA 9</p>	1, 2	Principal; Assistant Principal; Dean of Instruction; Specialist; Dyslexia Teacher; SE/Resource Teacher; Classroom Teachers; Curriculum Specialists Resources: 3-Tier RTI Model	<p>Formative: Implementation of RtI Documentation, eSchool RtI Reports, SE/Dyslexia/504 Student Lists</p> <p>Summative: increases state assesment scores increased TPRI scores</p>				
<p>Critical Success Factors CSF 7</p> <p>22) Campus teams will attend professional development to (1) Acquire the latest, most up-to-date Reading, Writing Math, and Science information to include the TX TLI Summer Institute, Assessment Conference (2) Acquire the latest phase-in of the new Math TEKS, (3) Acquire effective science strategies and critical reasoning in order for students to understand and apply scientific concepts to improve student performance on STAAR. Population: TI; MI; LEP; SE; AR; GT; DYS Timeline: August, 2016- December, 2016 and Summer, 2016 CNA 17</p>	1, 2, 4	Administration, Classroom Teachers; TLI Teacher Specialist	<p>Formative: Walkthroughs, ERO session evaluation, Workshop Agendas, TLI Classroom Visits and Coaching, TLI Data</p> <p>Summative: STAAR Tests scores TPRI test scores</p>				
<p>Critical Success Factors CSF 1</p> <p>23) Improve instruction for all students including ELL, special education, at-risk, and economically disadvantaged students by providing teacher opportunities such as collaborative strategy-based meetings, where student performance data is evaluated to close the achievement gap and demonstrate progress.</p>	1, 8	Administration Classroom Teachers Grade Level Chairs	<p>Formative: ERO session Evlauation student progress reports student report card BOY MOY results</p> <p>Summative: STAAR test results TPRI EOY results</p>				
<p>24) In order to ensure success of our dyslexia students, dyslexia staff will communicate with parents via IP phones in the dyslexia lab.</p>		dyslexia teacher	<p>STAAR scores report cards benchmark scores</p>				
<p>25) Paraprofessionals will work with students who are identified as bilingual, at-risk or educationally challenged during the extended day enrichment program.</p>		administration	<p>Formative: ERO session Evlauation student progress reports student report card BOY MOY results Summative: STAAR test results TPRI EOY results</p>				

26) In order to ensure teachers have a direct involvement in assessment decisions, teachers will be afforded planning sessions throughout the semester to align testing.	1, 3, 4, 5	Administration Classroom Teachers Grade Level Chairs	Formative: ERO session Evlauation student progress reports student report card BOY MOY results Summative: STAAR test results TPRI EOY result				
27) RTI meetings will review progress monitoring data of all students every three weeks.		teacher dean counselors	report card benchmarks				
28) New tables and chairs will be purchased for students to use during their library time.		Administration Librarian	Formative library visits				
Funding Sources: Title I-A - \$6000.00							
							

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

Performance Objective 2: A minimum of 95% of Paredes students will demonstrate Level II mastery on the STAAR Mathematics tests. A 40% minimum will demonstrate a Level III at an advanced performance.

Summative Evaluation: STAAR Test scores

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p align="center">Critical Success Factors CSF 1</p> <p>1) In Pre-K through fifth grades and all programs, teachers will address math vocabulary and word meaning, math operations, estimating, rounding and geometric figures on a daily basis, when able, so that students will internalize these concepts and develop a strong fundamental understanding. Pop: TI; MI; LEP; SE; AR; GT; DYS August, 2016- May, 2017 CNA 17</p>	1, 2	Principal Facilitator Asst. Principals Sp. Ed Staff Teachers	Formative: Classroom observations Summative: TPRI/Standford 10 STAAR /Tejas Lee				
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>2) Attend professional development that supports math frameworks m so that teachers will have all updates of curriculum and be able to implement the activities successfully. In addition, teachers will attend professional development for STAAR specifications, format, and item analysis, in order for the students to be successful on the state assessments. Pop: TI; MI; LEP; SE; AR; GT; DYS August, 2016- May, 2017 CNA 16</p>	1, 2, 4	Principal Facilitator Asst. Principals Sp. Ed Staff PreK-5 Grade Teachers	Formative: Bemchmark tests Summative: TPRI/Standford 10 STAAR/Tejas Lee				
<p align="center">Critical Success Factors CSF 1</p> <p>3) Students in PK-5th grade will utilize mathematical vocabulary word walls and learn appropriate vocabulary for all applications so that all students will develop appropriate academic vocabulary Pop: TI; MI; LEP; SE; AR; GT; DYS August, 2016- May, 2017 CNA 17</p>	1, 2	Principal Facilitator Asst. Principals Sp. Ed Staff PreK - 5 Grade Teachers	Formative: Bemchmark tests Summative: TPRI/Standford 10 STAAR/Tejas Lee				

<p align="center">Critical Success Factors CSF 1</p> <p>4) All identified At Risk students in need of math improvement will be enrolled in extended day tutorials. Pop: TI; MI; LEP; SE; AR; GT; DYS August, 2016- May, 2017 CNA 11</p>	1, 9	Principal Facilitator Asst. Principals Sp. Ed Staff PreK - 5 Grade Teachers	Formative District Lesson Plans Weekly Assessment Tests Walkthroughs Benchmark Results Report Cards Summative State Assessment Test Scores				
<p>5) In an effort attract and retain highly qualified staff the campus will collaborate with university staff to place student teachers, interview district candidates while promoting district stipends in areas of instructional composites, bilingual, social studies, science, UIL sponsor, chess coach, tutorials, and masters degrees.</p>	5	Campus Administration District Human resources Mentor Teacher	Formative: classroom observation increased benchmark scores ERO transcript Summative STAAR assessment score growth TPRI scores show growth increased student attendance rate				
<p>6) Teachers will be involved in assessment decisions based on data desegregation. Teachers will plan lessons vertically according to campus testing schedules and data.</p>		teachers dean	Formative District Lesson Plans Weekly Assessment Tests Walkthroughs Benchmark Results Report Cards Summative State Assessment Test Scores				
<p>7) Sp. Ed will mirror IEPPLUS and E-School schedules for students. ARD teacher will need to compare the actual schedule to the ARD schedule for both to match.</p>		ARD teacher diagnostician Special ed clerk	Formative: classroom observation increased benchmark scores ERO transcript Summative STAAR assessment score growth TPRI scores show growth increased student attendance rate				
<p>8) Sp Ed teachers will visit with general education teachers to develop a checklist for quick review of paperwork by diagnostician.</p>		general ed teacher sp ed teacher diagnostician	Formative: classroom observation increased benchmark scores ERO transcript Summative STAAR assessment score growth TPRI scores show growth increased student attendance rate				
<p>9) In an effort to decrease the number of Sp Ed students in ISS and OSS, campus will continue to evaluate the behavior to see if it can be linked to the handicapping condition and then develop a behavior plan according.</p>		general ed teacher sp ed teacher Counselors RTI Coordinator diagnostician	Formative: classroom observation increased benchmark scores ERO transcript Summative STAAR assessment score growth TPRI scores show growth increased student attendance rate				

<p align="center">Critical Success Factors CSF 1</p> <p>10) In Pre-K through fifth grades and all programs, teachers will address math vocabulary and word meaning, math operations, estimating, rounding and geometric figures on a daily basis, when able, so that students will internalize these concepts and develop a strong fundamental understanding. Pop: TI; MI; LEP; SE; AR; GT; DYS August, 2016- May, 2017 CNA 17</p>	1, 2	Principal Facilitator Asst. Principals Sp. Ed Staff Teachers	Formative: Classroom observations Summative: TPRI/Standford 10 STAAR /Tejas Lee				
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>11) Attend professional development that supports math frameworks m so that teachers will have all updates of curriculum and be able to implement the activities successfully. In addition, teachers will attend professional development for STAAR specifications, format, and item analysis, in order for the students to be successful on the state assessments. Pop: TI; MI; LEP; SE; AR; GT; DYS August, 2016- May, 2017 CNA 16</p>	1, 2, 4	Principal Facilitator Asst. Principals Sp. Ed Staff PreK-5 Grade Teachers	Formative: Bemchmark tests Summative: TPRI/Standford 10 STAAR/Tejas Lee				
<p align="center">Critical Success Factors CSF 1</p> <p>12) Students in PK-5th grade will utilize mathematical vocabulary word walls and learn appropriate vocabulary for all applications so that all students will develop appropriate academic vocabulary Pop: TI; MI; LEP; SE; AR; GT; DYS August, 2016- May, 2017 CNA 17</p>	1, 2	Principal Facilitator Asst. Principals Sp. Ed Staff PreK - 5 Grade Teachers	Formative: Bemchmark tests Summative: TPRI/Standford 10 STAAR/Tejas Lee				
<p align="center">Critical Success Factors CSF 1</p> <p>13) All identified At Risk students in need of math improvement will be enrolled in extended day tutorials. Pop: TI; MI; LEP; SE; AR; GT; DYS August, 2016- May, 2017 CNA 11</p>	1, 9	Principal Facilitator Asst. Principals Sp. Ed Staff PreK - 5 Grade Teachers	Formative District Lesson Plans Weekly Assessment Tests Walkthroughs Benchmark Results Report Cards Summative State Assessment Test Scores				


<p>14) In an effort attract and retain highly qualified staff the campus will collaborate with university staff to place student teachers, interview district candidates while promoting district stipends in areas of instructional composites, bilingual, social studies, science, UIL sponsor, chess coach, tutorials, and masters degrees.</p>	5	<p>Campus Administration District Human resources Mentor Teacher</p>	<p>Formative: classroom observation increased benchmark scores ERO transcript</p> <p>Summative STAAR assessment score growth TPRI scores show growth increased student attendance rate</p>				
<p>15) Teachers will be involved in assessment decisions based on data desegregation. Teachers will plan lessons vertically according to campus testing schedules and data.</p>		<p>teachers dean</p>	<p>Formative District Lesson Plans Weekly Assessment Tests Walkthroughs Benchmark Results Report Cards Summative State Assessment Test Scores</p>				
<p>16) Sp. Ed will mirror IEPPLUS and E-School schedules for students. ARD teacher will need to compare the actual schedule to the ARD schedule for both to match.</p>		<p>ARD teacher diagnostician Special ed clerk</p>	<p>Formative: classroom observation increased benchmark scores ERO transcript Summative STAAR assessment score growth TPRI scores show growth increased student attendance rate</p>				
<p>17) Sp Ed teachers will visit with general education teachers to develop a checklist for quick review of paperwork by diagnostician.</p>		<p>general ed teacher sp ed teacher diagnostician</p>	<p>Formative: classroom observation increased benchmark scores ERO transcript Summative STAAR assessment score growth TPRI scores show growth increased student attendance rate</p>				
<p>18) In an effort to decrease the number of Sp Ed students in ISS and OSS, campus will continue to evaluate the behavior to see if it can be linked to the handicapping condition and then develop a behavior plan according.</p>		<p>general ed teacher sp ed teacher Counselors RTI Coordinator diagnostician</p>	<p>Formative: classroom observation increased benchmark scores ERO transcript Summative STAAR assessment score growth TPRI scores show growth increased student attendance rate</p>				
<p style="text-align: center;">State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1</p> <p>19) Ensure that staff and faculty have received proper professional development to implement the PK-5 core language arts program for all students to improve reading proficiency in all areas of reading. Empowering Writers, CAVI Sheltered Instruction, LE training, Esperanza, Forde Ferrier, Cross curricular alignment, and vertical alignment sessions. Lesson plans will reflect strategies i.e. Sheltered Instruction Pop: TI; MI; LEP; SE; AR; GT; DYS Students August, 2016- May, 2017 CNA 11, 15</p>	1, 2, 4	<p>Principal Facilitator Asst. Principal</p>	<p>Formative: ERO Session Evaluation lesson plans walk throughs</p> <p>Summative TPRI/Standford 10 STAAR Test/Tejas Lee/TELPAS Turn Around Trainings Grade Levels PDAS</p>				

<p align="center">Critical Success Factors CSF 1</p> <p>20) Students in Pre-kinder through first grades will have access to audio books to maximize their reading comprehension achievement. Audio books will consist of part of the reading curriculum. Students will work on their fluency and comprehension skills through the use of classroom audio library. Pop: TI; MI; LEP; SE; AR; GT; DYS Students August, 2016- May, 2017 CNA 17</p>	1, 2	Principal Facilitator Asst Principal Teachers Support Staff	<p>Formative: Benchmark test results AR reports BOY & MOY</p> <p>Summative: EOY TPRI/Standford 10 STAARTest/Tejas Lee test results</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>21) Special Education students will be placed in the least restrictive environment to provide them with a well rounded educational experience inclusion and teachers will have a review of CAP to increase students success. Pop: TI; MI; LEP; SE; AR; GT; DYS Students August, 2016- May, 2017 CNA 11</p>	1, 2	Principal Facilitator Inclusion Teacher Diagnostician Regular Teacher	<p>Formative Brigance test results Report Card Grades</p> <p>Summative TPRI/Standford 10 STAAR Test/Tejas Lee/TELPAS</p>				
Funding Sources: SPED - \$800.00, SPED - \$1050.00							
<p align="center">Critical Success Factors CSF 1</p> <p>22) All special education teachers and regular education teachers will review CAP to ensure that the students receive the proper services in order to assure students academic success. Incentives will be given periodically to students based on their compliance with their individual BIP/IEP. Pop: TI; MI; LEP; SE; AR; GT; DYS August, 2016- May, 2017 CNA 11</p>	1, 2	Principal Facilitator Inclusion Teacher Diagnostician Regular Teacher	<p>Formative: Special Education teacher walk throughs Report Card Grades Coordination information</p> <p>Summative Report Card Grades TPRI/Standford 10 STAAR Test/Tejas Lee/TELPAS</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>23) All Kinder through Third grade students will be given the TPRI during the District Assigned window. This instrument will be used to analyze the five components of reading. Based on this information students will be grouped and specific instruction strategies/interventions will be provided. The goal is to increase student mastery Pop: TI; MI; LEP; SE; AR; GT; DYS August, 2016- May, 2017 CNA 11</p>	1, 2	Principal Facilitator Teacher Support Staff Bilingual Specialist	<p>Formative Progress Monitoring Grouping Mats</p> <p>Summative TPRI results Report cards</p>				

<p align="center">Critical Success Factors CSF 1</p> <p>24) All limited proficient student, including parental denials, in grades Kinder through Fifth will be administered the TELPAS to monitor that adequate progress in the English language acquisition. The goal is to show that 60% of students have achieved the PBMAS goal of attaining an Advanced High on the Reading section of this instrument after having received SIOP strategies Pop: TI; MI; LEP; SE; AR; GT; DYS Timeline: August, 2016- May, 2017 CNA 11</p>	1, 2	Principal Facilitator Bilingual Administrator Bilingual teachers Support Staff TST	Formative Benchmarks Summative TELPAS				
<p>25) Develop oral language skills and increase listening/speaking and reading/writing proficiency through the use of ELPS and ELAR strategies in the classroom so that students will systematically transition to English literacy. Students will have access to dictionaries to assist in this objective. Pop: TI; MI; LEP; SE; AR; GT; DYS August, 2016- May, 2017 CNA 11</p>	1, 2	Principal Facilitator Bilingual Administrator Classroom Teacher Support Staff	Formative ERO session evaluations classroom walk through Summative TPRI/Standford 10 STAARTest/Tejas Lee ERO transcript				
<p>26) Honor Ceremonies will be held at the end of each six week period to honor those students that achieved A, AB or made the most academic improvement. All students will be given the opportunity to participate including migrant, At Risk and Special Education students Pop: TI; MI; LEP; SE; AR; GT; DYS August, 2016- May, 2017 CNA 14</p>	1, 2	Principal Counselors Teachers Support Staff	Formative Report Card Summative TPRI/Standford 10 STAARTest/Tejas Lee StAAR results				
<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>27) Teachers in grades 1st -5th will promote reading throughout the year via the Accelerated Reader Program as indicated in the Student Summary Report. Students will receive incentives for accumulating points and encourage a love of reading. Pop: TI; MI; LEP; SE; AR; GT; DYS August, 2016- May, 2017 CNA 11</p>	1, 2	Principal Facilitator Asst. Principals Sp. Ed Staff Teachers Librarian	Formative: Classroom observations AR points reports Sumative: TPRI/Standford 10 STAAR/Tejas Lee/Telpas				
<p>28) The LPAC committee will meet at the beginning of every school year, but after the initial training by the Bilingual department, to establish a calendar of meeting dates. This will help ensure that reports are submitted on a timely manner. Pop: TI; MI; LEP; SE; AR; GT; DYS August, 2016- May, 2017 CNA 11</p>	1, 2	Principal Asst. Principal Facilitator Teachers Support Staff	Formative ERO session evaluation Bilingual Audit Summative EOY LPAC Review				

<p>29) LPAC grade level representative will be responsible for ensuring that all grade information is received and placed in the SPF in a timely manner. This will ensure that the students receive the program assistance that is needed for academic success. Pop: TI; MI; LEP; SE; AR; GT; DYS August, 2016- May, 2017 CNA 11</p>	1, 2	Principal Asst. Principal Facilitator Teachers Support Staff	Formative ERO session evaluation Classroom walk through Summative Audit of Bilingual folders ero transcript				
<p>30) In order to ensure that all Bilingual students receive the assistance that they need, LPAC committee will meet according to calendar to report student progress, necessary accommodations and testing decisions in timely manner. substitute teachers as needed. Pop: TI; MI; LEP; SE; AR; GT; DYS August, 2016- May, 2017 CNA 11</p>	1, 2	Principal Asst. Principal Facilitator Teachers Support Staff	Formative ERO session evaluation Summative ERO transcript Audit of Bilingual folders				
<p style="text-align: center;">Critical Success Factors CSF 1</p> <p>31) In our 3 Year Old Program, PreK through 5th grade an integrated, challenging, standards-based, inquiry-centered Reading curriculum will be implemented to ensure that all students increase their conceptual knowledge at their appropriate grade level. Supplemental and instructional materials, capital outlay, resources and supplies will be purchased to support teachers implementation of instruction. Purchase consumable supplies for classroom use to supplement the core curriculum and provide hands on practice and instruction so that students will master the academic standards. Teachers will use reading, writing, math, and science materials so that students can master and demonstrate improvement on STAAR Standards, TEKS, and Readiness and Supporting Standards. Population: TI; MI; LEP; SE; AR; GT; DYS; BI Timeline: September, 2016- May, 2017 CNA 11</p>	1, 2, 10	Principal Facilitator Asst. Principals Sp. Ed Staff Bilingual Teachers Librarian	Formative: Classroom observations Sumative: TPRI/Standford 10 STAAR/Tejas Lee/Telpas				
Funding Sources: State Compensatory - \$4000.00, State Bilingual - \$3945.00, Federal Bilingual - \$2053.31							
<p style="text-align: center;">Critical Success Factors CSF 1</p> <p>32) In order to provide students with varied reading opportunities and research resources, the Paredes campus will have a librarian and a library paraprofessional in the school library. Pop: TI; MI; LEP; SE; AR; GT; DYS August, 2016- May, 2017 CNA 11</p>	1	Principal Asst. Principal Dean	Formative library visits logs Summative: Increase in reading scores for state assessments Increased TPRI scores AR reports				

<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>33) Paraprofessionals in pre kindergarten will work with teachers to assist in serving students who are identified as bilingual, at-risk or educationally challenged. Pop: TI; MI; LEP; SE; AR; GT; DYS August, 2016- May, 2017 CNA 11</p>	1, 2	Principal Asst. Principal Dean	Formative Walkthroughs Summative Teacher Assistant EOY Evaluations				
<p>34) The Dean of Instruction will work with teachers EE-5th in all areas of instructional curricula. The Dean of Instruction will help provide professional development and facilitate curricular information to teachers as needed to improve instruction and ensure academic success. Population: AR Timeline: August 2016-June 2017 CNA 15</p>	4	Principal, Administration for State Compensatory Education	Formative: Lesson Plans, Classroom observations, student progress reports, benchmark scores, ERO Session Evaluation Report, ERO Session Attendance Report Summative: STAAR Attendance Rate Dropout Rate Retention Rate				
Funding Sources: State Compensatory - \$59483.00							
<p>35) Utilize media center to print instructional materials for students. i.e. released tests, campus benchmarks Pop: TI; MI; LEP; SE; AR; GT; DYS August, 2016- May, 2017 CNA 17</p>	1, 2	Principal Asst. Principal Facilitator PK-5th Grade Teachers	Formative benchmark Assessments report card grades Summative State Assessment score increase TPRI results				
Funding Sources: State Compensatory - \$1500.00							
<p>36) Highly qualified teachers in Pre kindergarten through fifth grade will carry out age appropriate instructional curricula required for the program to ensure academic and social success. Pop: TI; MI; LEP; SE; AR; GT; DYS August, 2016- May, 2017 CNA 11</p>	1, 2	Principal Asst Principal Dean Teachers	Formative Walk-Throughs, Benchmarks Report Cards Summative CPALLS State Assessment Test Results TPRI assessment results				
<p>37) Campus instructional aides will assist At-Risk students with core academic activities in order to improve student performance. Pop: TI; MI; LEP; SE; AR; GT; DYS August, 2016- May, 2017 CNA 9</p>	1, 2	Principal Asst Principal Dean Teachers	Formative Walk-Throughs, Benchmarks Report Cards Summative TPRI/Tejas Lee State Assessment Test Results				

<p>38) Support student academic growth and success through Response to Intervention (RtI) 3 Tier Model: (1) Researched-based interventions, (2) Documentation of interventions and progress monitoring, (3) Use of data to identify areas of need (4) Monitor progress of struggling student, (5) Adjust instruction/interventions (6) Review student outcome data to evaluate instruction, and (7) REVIEW 360 Tier I: a minimum of 90 minutes devoted to ELA instruction Tier II: 30 minutes per day in small group in addition to the core instruction Tier III: 30 minutes per day in individual or small group instruction in addition to the core curriculum. Population: TI; MI; LEP; SE; AR; GT; DYS Timeline: Daily CNA 9</p>	1, 2	Principal; Assistant Principal; Dean of Instruction; Specialist; Dyslexia Teacher; SE/Resource Teacher; Classroom Teachers; Curriculum Specialists Resources: 3-Tier RTI Model	<p>Formative: Implementation of RtI Documentation, eSchool RtI Reports, SE/Dyslexia/504 Student Lists</p> <p>Summative: increases state assesment scores increased TPRI scores</p>				
<p style="text-align: center;">Critical Success Factors CSF 1</p> <p>39) Improve instruction for all students including ELL, special education, at-risk, and economically disadvantaged students by providing teacher opportunities such as collaborative strategy-based meetings, where student performance data is evaluated to close the achievement gap and demonstrate progress.</p>	1, 8	Administration Classroom Teachers Grade Level Chairs	<p>Formative: ERO session Evlauation student progress reports student report card BOY MOY results</p> <p>Summative: STAAR test results TPRI EOY results</p>				
<p>40) In order to ensure success of our dyslexia students, dyslexia staff will communicate with parents via IP phones in the dyslexia lab.</p>		dyslexia teacher	<p>STAAR scores report cards benchmark scores</p>				
<p>41) Paraprofessionals will work with students who are identified as bilingual, at-risk or educationally challenged during the extended day enrichment program.</p>		administration	<p>Formative: ERO session Evlauation student progress reports student report card BOY MOY results Summative: STAAR test results TPRI EOY results</p>				
<p>42) In order to ensure teachers have a direct involvement in assessment decisions, teachers will be afforded planning sessions throughout the semester to align testing.</p>	1, 3, 4, 5	Administration Classroom Teachers Grade Level Chairs	<p>Formative: ERO session Evlauation student progress reports student report card BOY MOY results Summative: STAAR test results TPRI EOY result</p>				
<p>43) RTI meetings will review progress monitoring data of all students every three weeks.</p>		teacher dean counselors TLI	<p>report card benchmarks</p>				
							

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






Performance Objective 3: A minimum of 95% of Paredes students will demonstrate a Level II mastery on the STAAR Science tests. A minimum of 40% will demonstrate a Level III advanced academic performance.

Summative Evaluation: STAAR Test scores

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
1) Students will be required to participate in district and campus Science Fair to develop their inquiry skills. Pop: TI; MI; LEP; SE; AR; GT; DYS August, 2016- May, 2017	1	campus administrator classroom teacher science teacher	Formative Science fair projects Participants Summative Science Fair results campus representation				
2) Professional Staff Development for staff in the use of: Pearson Science Living with Science Science strategies for: SIOP Edusmart TELPAS STAAR ELPS ESL Pop: TI; MI; LEP; SE; AR; GT; DYS August, 2016- May, 2017 CNA 17	1, 4	Campus Administrators District Science Specialist Living with Science teacher Campus TST	Formative: ERO session evaluations Classroom walk through campus/district benchmarks report card grades summative: STAAR scores				

<p align="center">Critical Success Factors CSF 1</p> <p>3) A Living with Science computer lab, technology lab will be visited by students in grades 1st-5th. This will strengthen their science knowledge while integrating technology. A minimum of 15% of the instructional week will be devoted to standards based inquiry science instruction</p> <p>Pop: TI; MI; LEP; SE; AR; GT; DYS August, 2016- May, 2017 CNA 21</p>	1, 2, 3	Lab Teacher Classroom teacher Campus Administrators	<p>Formative: Campus benchmarks Software usage reports</p> <p>Summative: STAAR EOY grades</p>				
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>4) Highly qualified teachers will provide instruction by implementing researched based and effective teaching practices to develop student's process skills and concepts by using critical thinking, field experiences, tools, experiments, and science content resources.</p> <p>Pop: TI; MI; LEP; SE; AR; GT; DYS August, 2016- May, 2017 CNA 11</p>	1, 3	campus administration teachers science teacher	<p>Formative: Classroom walk through lesson plans</p> <p>summative: 6 week report card grades STAAR results TPRI results</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>5) In order to improve science concepts and process skills, teachers will plan collaboratively and align science TEKS and STAAR categories to develop instructional lessons with high rigor and importance to improve student achievement scores to a Level III performances.</p> <p>Pop: TI; MI; LEP; SE; AR; GT; DYS August, 2016- May, 2017 CNA 11</p>	1	Campus Administrator Dean Classroom teachers Science teacher	<p>Formative: Lesson Plans Walk through ero session evaluation</p> <p>Summative: program reports STAAR</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>6) Edusmart software will be used in grades 3rd-5th grade classrooms to assist the At Risk students in the internalization of science concepts and increase the students' performance on the 5th grade STAAR science test.</p> <p>Pop: TI; MI; LEP; SE; AR; GT; DYS August, 2016- May, 2017 CNA 12</p>	1, 9	Campus Administrator Dean Classroom teachers Science teacher	<p>Formative: Software program usage reports</p> <p>Summative: STAAR results</p>				


<p align="center">Critical Success Factors CSF 1</p> <p>7) A minimum of of 15% of the instructional week will be devoted to standards based inquiry science instruction. Pop: TI; MI; LEP; SE; AR; GT; DYS August, 2016- May, 2017 CNA 11</p>	1	Campus Administrator Dean Classroom teachers Science teacher Science District Specialist	Formative: Classroom walk through Lesson plans Summative: STAAR scores				
<p>8) Students will be required to participate in district and campus Science Fair to develop their inquiry skills. Pop: TI; MI; LEP; SE; AR; GT; DYS August, 2016- May, 2017</p>	1	campus administrator classroom teacher science teacher	Formative Science fair projects Participants Summative Science Fair results campus representation				
<p>9) Professional Staff Development for staff in the use of: Pearson Science Living with Science Science strategies for: SIOP Edusmart TELPAS STAAR ELPS ESL Pop: TI; MI; LEP; SE; AR; GT; DYS August, 2016- May, 2017 CNA 17</p>	1, 4	Campus Administrators District Science Specialist Living with Science teacher Campus TST	Formative: ERO session evaluations Classroom walk through campus/district benchmarks report card grades summative: STAAR scores				
<p align="center">Critical Success Factors CSF 1</p> <p>10) A Living with Science computer lab, technology lab will be visited by students in grades 1st-5th. This will strengthen their science knowledge while integrating technology. A minimum of of 15% of the instructional week will be devoted to standards based inquiry science instruction Pop: TI; MI; LEP; SE; AR; GT; DYS August, 2016- May, 2017 CNA 21</p>	1, 2, 3	Lab Teacher Classroom teacher Campus Administrators	Formative: Campus benchmarks Software usage reports Summative: STAAR EOY grades				

<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>11) Highly qualified teachers will provide instruction by implementing researched based and effective teaching practices to develop student's process skills and concepts by using critical thinking, field experiences, tools, experiments, and science content resources. Pop: TI; MI; LEP; SE; AR; GT; DYS August, 2016- May, 2017 CNA 11</p>	1, 3	campus administration teachers science teacher	Formative: Classroom walk through lesson plans summative: 6 week report card grades STAAR results TPRI results				
<p align="center">Critical Success Factors CSF 1</p> <p>12) In order to improve science concepts and process skills, teachers will plan collaboratively and align science TEKS and STAAR categories to develop instructional lessons with high rigor and importance to improve student achievement scores to a Level III performances. Pop: TI; MI; LEP; SE; AR; GT; DYS August, 2016- May, 2017 CNA 11</p>	1	Campus Administrator Dean Classroom teachers Science teacher	Formative: Lesson Plans Walk through ero session evaluation Summative: program reports STAAR				
<p align="center">Critical Success Factors CSF 1</p> <p>13) Edusmart software will be used in grades 3rd-5th grade classrooms to assist the At Risk students in the internalization of science concepts and increase the students' performance on the 5th grade STAAR science test. Pop: TI; MI; LEP; SE; AR; GT; DYS August, 2016- May, 2017 CNA 12</p>	1, 9	Campus Administrator Dean Classroom teachers Science teacher	Formative: Software program usage reports Summative: STAAR results				
<p align="center">Critical Success Factors CSF 1</p> <p>14) A minimum of of 15% of the instructional week will be devoted to standards based inquiry science instruction. Pop: TI; MI; LEP; SE; AR; GT; DYS August, 2016- May, 2017 CNA 11</p>	1	Campus Administrator Dean Classroom teachers Science teacher Science District Specialist	Formative: Classroom walk through Lesson plans Summative: STAAR scores				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: The students in the public education system will demonstrate exemplary performance in instrumental music, choral music, visual arts, theater arts, and dance.

Performance Objective 1: A minimum of 90% of Paredes Elementary students will excel in fine arts.

Summative Evaluation: Summative: Semester performances, District competitions, and district/campus art contests

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
1) In order to provide the Paredes students with a well rounded Fine Arts education, students in fifth grade will be given the opportunity to participate in ballroom dancing. Lessons will be given after school and before school as needed.		Administrators Ballroom sponsors District Fine Arts	Formative: Ballroom presentation Summative: District competition				
2) PreKinder through 5th grade students will be given the opportunity to attend art classes so that they may relate art terms to core subjects to emphasize learning.(patterns, symmetry, congruent)		Administrators Art Teacher District Fine Arts	Formative: Class projects Summative: Campus Art projects				
3) Students in 4th and 5th grade will be given the opportunity to participate in a campus drill team, the Sharkettes. This will give students the opportunity to experience team work, raise self-esteem, and increase their feeling of belonging while working on dance routines.		Administrators Drill team sponsor District Fine Arts	Formative: Practice roster Summative: Semester Performances				
4) PreKinder through 5th grade students will be given the opportunity to attend music classes so that they may relate music terms to core subjects to emphasize learning		Administrators music teacher District Fine Arts	Formative: Practice roster Summative: Semester Performances				
5) Pre-Kinder through 5th grade students will be given the opportunity to attend physical education activities that will enhance their motor skills, as well as promote a healthy lifestyle.		Administrators P. E. teachers	Formative: Practice roster Summative: Semester Performances				
Funding Sources: Local - \$1500.00							
6) Music K-8, Vol. 27 Subscription will be purchased for Paredes students to use during their music class.		Administrators music teacher	Formative: Music Classes Summative: Semester Performances				
Funding Sources: Local - \$375.00							
							

Goal 2: The students in the public education system will demonstrate exemplary performance in instrumental music, choral music, visual arts, theater arts, and dance.

Performance Objective 2: Paredes Elementary will increase GT recommendations by 30% in grades 1st-5th and 100% for our kinder students in order to enable them to achieve full academic potential.

Summative Evaluation: Participation in Chess, Science Fair, Destination Imagination, Brainsville, and UIL.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
1) Our kinder students will be recommended for GT testing in an effort to identify a higher number of students so that they take advantage of differentiated instruction and thus help them reach their full potential.		Campus Administration Kinder Teachers Counselors	F: Higher increase in number of identified students S: PEIMS reports				
2) GT students in grades K- 5th will have the opportunity to participate in activities including:chess, destination imagination, UIL		Campus Administration Counselors classroom teachers Chess sponsors DI sponsors UIL sponsors	F: Increase participation in clubs S				
3) 3) GT Teachers are required to obtain 30 GT Core hours of Professional Development and 6 On-going hours per year to better prepare students in meeting their full educational potential. Population: GT Students Aug 2016 - May 2017		Administration Dean	ERO transcript report walk throughs				
4) 4) Paredes Elementary will use and refine the implementation process of the cluster model from the initial placement of students to the instruction that will support meeting their individual needs.		Administration Dean	student class rosters student achievement scores				
5) Our kinder students will be recommended for GT testing in an effort to identify a higher number of students so that they take advantage of differentiated instruction and thus help them reach their full potential.		Campus Administration Kinder Teachers Counselors	F: Higher increase in number of identified students S: PEIMS reports				
6) GT students in grades K- 5th will have the opportunity to participate in activities including:chess, destination imagination, UIL		Campus Administration Counselors classroom teachers Chess sponsors DI sponsors UIL sponsors	F: Increase participation in clubs S				

7) 3) GT Teachers are required to obtain 30 GT Core hours of Professional Development and 6 On-going hours per year to better prepare students in meeting their full educational potential. Population: GT Students Aug 2016-May 2017		Administration Dean	ERO transcript report walk throughs				
8) 4) Paredes Elementary will use and refine the implementation process of the cluster model from the initial placement of students to the instruction that will support meeting their individual needs.		Administration Dean	student class rosters student achievement scores				

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






Performance Objective 1: Paredes Elementary will encourage at risk students to remain in school until they receive a high school diploma or post secondary education. 90% or more of Paredes At-Risk students will achieve a Level II or higher on all STARR exams and achieve a 97.8% Attendance Rate.

Summative Evaluation: STAAR Test scores, At-Risk Student Attendance Rate, Retention Rate

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>1) The campus will implement tutorials, extended day activities and remediation strategies in core area subjects for low performing students in order to improve student achievement by the state assessment dates. This will assist in reducing the gap in STAAR scores between At Risk students and our general population. Population: AR Timeline: September 2016-June 2017</p>	2, 3, 9, 10	<p>Principal Dean of Instruction Assistant Principals Tutorial Classroom teachers Administrator for State Compensatory Education Bilingual Instructional Aides</p>	<p>Formative: Tutorial Schedule Attendance report Tutorial Lesson Plans benchmark tests teacher observation student progress reports</p> <p>Summative: STAAR Scores Retention Rate</p>				
				<p>Funding Sources: State Compensatory - \$8730.00, State Compensatory - \$7420.00, Title I-A - \$1825.00, State Compensatory - \$6000.00, Federal Bilingual - \$2893.00, State Compensatory - \$31433.00, SPED - \$250.00, State Compensatory - \$10000.00, Title I-A - \$36666.00</p>			
<p>2) In order to assure that all students are receiving a proper education, teachers and staff will be trained on instructional strategies, educational procedures, and any other information as needed by the teacher/grade level offered. Outside consulting services will be contracted as needed. Population: AR Timeline: monthly September 2016-May 2017</p>	4, 10	<p>Principal Dean of Instruction Assistant Principals TLI Specialists, Administrator for State Compensatory Education</p>	<p>Formative: ERO session evaluation report, ERO attendance report, lesson plans, classroom observations</p> <p>Summative: STAAR</p>				
				<p>Funding Sources: Title I-A - \$6000.00, State Compensatory - \$5000.00</p>			
<p>3) Provide training to campus personnel on the identification of homeless and unaccompanied youth during the enrollment process to ensure that sensitivity techniques are utilized, enrollment procedures do not create barriers, and that students and families are directed to the Homeless Youth Project for further intake. Population: AR, TI, MI Timeline: Fall 2016</p>	4	<p>Parent Liaison Counselor Administrator of Homeless Youth Project Administrator for State Compensatory Administrator for Special Programs</p>	<p>Formative: Monthly eSchoolPLUS At-Risk reports will be generated and the Homeless Youth Project will work with the At-Risk Campus Contact to ensure support services are provided to students classified as homeless and Student Progress Reports</p> <p>Summative: STAAR, Attendance Rate, and retention rate</p>				

<p>4) Promote awareness throughout the campus regarding the availability of homeless related services within BISD and community agencies to meet the academic, social, emotional, and physical needs of identified homeless and unaccompanied youth. Population: AR, TI, MI Timeline: weekly</p>		<p>Campus Administration Administrator for the Homeless Youth Project Administrator for State Compensatory Education Administrator for Special Programs</p>	<p>Formative: Student Progress Reports, homeless youth rosters Summative: STAAR, attendance rate, and retention rate</p>				
<p>5) Ensure that our campus has a process in place to allow students to enroll in school immediately, even if lacking documentation normally required for enrollment; such as previous school records, medical or immunization records, proof of residency, birth certificate, proof of guardianship, or other documents. (The terms enrolled includes attending classes and participating fully in school activities.) Population: AR, TI, MI Timeline: daily</p>		<p>Campus Administration Administrator for the Homeless Youth Project Administrator for State Compensatory Education Administrator for Special Programs</p>	<p>Formative: Monthly eSchoolPLUS At-Risk reports will be generated and the Homeless Youth Project will work with the At-Risk Campus Contact to ensure support services are provided to students classified as homeless and Student Progress Reports Summative: STAAR, attendance rate, and retention rate</p>				
<p>6) Implement a food pantry and closet at our campus to provide identified homeless and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to meet their academic, social, emotional, and physical needs. Population: AR, TI, MI Timeline: daily</p>		<p>Campus Administration Administrator for the Homeless Youth Project Administrator for State Compensatory Education Administrator for Special Programs</p>	<p>Formative: Student Progress Reports Monthly eSchoolPLUS At-Risk reports will be generated and the Homeless Youth Project will work with the At-Risk Campus Contact to ensure support services are provided to students classified as homeless and Student Progress Reports Summative: STAAR, attendance rate, and retention rate</p>				
<p>7) The Pre-K program will be provided the full day in order to better prepare qualified students academically. Population: AR, LEP, TI Timeline: Daily - August 2016 - June 2017 Daily</p>	3	<p>CIRCLE consultants Bilingual Department Curriculum and Instruction Specialists Administrator for State Compensatory Education</p>	<p>Formative: CPALLS (BOY & MOY), Classroom Observations, lesson plans Summative CPALLS (EOY)</p>				
<p>Funding Sources: State Compensatory - \$151121.00</p>							

<p>8) Paredes will provide computer based instruction in the foundation curriculum and adaptive-assisted devices in order to improve at-risk student achievement, attendance, and decrease the retention rate. Isation k-2 Population: AR Timeline: August 2016 - June 2017 CNA 20-21</p>	9	<p>Campus Administration, Administrator for State Compensatory Education, Administrator for Special Programs</p>	<p>Formative: eSchoolPlus Master schedule, computer lab schedule, lesson plans, classroom observations, benchmark scores, student progress reports Summative: STAAR, attendance rate, retention rate</p>				
<p>9) The campus will implement tutorials, extended day activities and remediation strategies in core area subjects for low performing students in order to improve student achievement by the state assessment dates. This will assist in reducing the gap in STAAR scores between At Risk students and our general population. Population: AR Timeline: September 2016-June 2017</p>	2, 3, 9, 10	<p>Principal Dean of Instruction Assistant Principals Tutorial Classroom teachers Administrator for State Compensatory Education Bilingual</p>	<p>Formative: Tutorial Schedule Attendance report Tutorial Lesson Plans benchmark tests teacher observation student progress reports Summative: STAAR Scores Retention Rate</p>				
Funding Sources: Federal Bilingual - \$2893.00							
<p>10) In order to assure that all students are receiving a proper education, teachers and staff will be trained on instructional strategies, educational procedures, and any other information as needed by the teacher/grade level offered. Outside consulting services will be contracted as needed. Population: AR Timeline: monthly September 2015-May 2016</p>	4, 10	<p>Principal Dean of Instruction Assistant Principals, Administrator for State Compensatory Education</p>	<p>Formative: ERO session evaluation report, ERO attendance report, lesson plans, classroom observations Summative: STAAR</p>				
<p>11) Provide training to campus personnel on the identification of homeless and unaccompanied youth during the enrollment process to ensure that sensitivity techniques are utilized, enrollment procedures do not create barriers, and that students and families are directed to the Homeless Youth Project for further intake. Population: AR, TI, MI Timeline: Fall 2015</p>	4	<p>Parent Liaison Counselor Administrator of Homeless Youth Project Administrator for State Compensatory Education Administrator for Special Programs</p>	<p>Formative: Monthly eSchoolPLUS At-Risk reports will be generated and the Homeless Youth Project will work with the At-Risk Campus Contact to ensure support services are provided to students classified as homeless and Student Progress Reports Summative: STAAR, Attendance Rate, and retention rate</p>				
<p>12) Promote awareness throughout the campus regarding the availability of homeless related services within BISD and community agencies to meet the academic, social, emotional, and physical needs of identified homeless and unaccompanied youth. Population: AR, TI, MI Timeline: weekly</p>		<p>Campus Administration Administrator for the Homeless Youth Project Administrator for State Compensatory Education Administrator for Special Programs</p>	<p>Formative: Student Progress Reports, homeless youth rosters Summative: STAAR, attendance rate, and retention rate</p>				






<p>13) Ensure that our campus has a process in place to allow students to enroll in school immediately, even if lacking documentation normally required for enrollment; such as previous school records, medical or immunization records, proof of residency, birth certificate, proof of guardianship, or other documents. (The terms enrolled includes attending classes and participating fully in school activities.) Population: AR, TI, MI Timeline: daily</p>		<p>Campus Administration Administrator for the Homeless Youth Project Administrator for State Compensatory Education Administrator for Special Programs</p>	<p>Formative: Monthly eSchoolPLUS At-Risk reports will be generated and the Homeless Youth Project will work with the At-Risk Campus Contact to ensure support services are provided to students classified as homeless and Student Progress Reports Summative: STAAR, attendance rate, and retention rate</p>				
<p>14) Implement a food pantry and closet at our campus to provide identified homeless and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to meet their academic, social, emotional, and physical needs. Population: AR, TI, MI Timeline: daily</p>		<p>Campus Administration Administrator for the Homeless Youth Project Administrator for State Compensatory Education Administrator for Special Programs</p>	<p>Formative: Student Progress Reports Monthly eSchoolPLUS At-Risk reports will be generated and the Homeless Youth Project will work with the At-Risk Campus Contact to ensure support services are provided to students classified as homeless and Student Progress Reports Summative: STAAR, attendance rate, and retention rate</p>				
<p>15) The Pre-K program will be provided the full day in order to better prepare qualified students academically. Population: AR, LEP, TI Timeline: Daily - August 2016 - June 2017</p>	3	<p>CIRCLE consultants Bilingual Department Curriculum and Instruction Specialists Administrator for State Compensatory Education</p>	<p>Formative: CPALLS (BOY & MOY), Classroom Observations, lesson plans Summative CPALLS (EOY)</p>				
Funding Sources: State Compensatory - \$151121.00							
<p>16) Paredes will provide computer based instruction in the foundation curriculum and adaptive-assisted devices in order to improve at-risk student achievement, attendance, and decrease the retention rate. Isation k-2 Population: AR Timeline: August 2016 - June 2017 CNA 20-21</p>	9	<p>Campus Administration, Administrator for State Compensatory Education, Administrator for Special Programs</p>	<p>Formative: eSchoolPlus Master schedule, computer lab schedule, lesson plans, classroom observations, benchmark scores, student progress reports Summative: STAAR, attendance rate, retention rate</p>				
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

Performance Objective 1: At the end of the 6 week periods, Paredes Elementary students will meet attendance expectations of 98.5% or higher.

Summative Evaluation: Attendance Reports

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
1) Award incentives for students with perfect attendance every six weeks and at the end of year. Campus recognition of students for Perfect Attendance Achievement that increases learning performance. Following district guidelines, Paredes will recognize students for perfect attendance every six week period.		PEIMS supervisor Campus Administrator Data Entry Clerk Student Accounting	Formative 6 week certificates Attendance rates Teacher documentation Summative Yearly Lists Attendance rates Eschools report				
Funding Sources: Local - \$1000.00							
2) Implement campus attendance goals that address procedures, roles, responsibilities and a formal written plan for Monitoring / management Included in campus Improvement Plan. Ensure that campus student attendance meets District and State rates so that students meet their full educational potential Parent liaison and data entry clerk will monitor daily attendance and communicate with parents regarding absences and tardiness.		Principal Asst. Principals PEIMS Supervisor Attendance Clerks Attendance Liaisons Attendance Office Data Entry Clerk	Formative: Weekly review of campus attendance rates Summative: Yearly Attendance rate				
3) Reduce by 5% yearly the out-of-school suspensions on every campus by researching and evaluating 2015-2016 number of days students were absent due to OSS. To increase campus student attendance rates and improve student instructional levels.		Principal Asst. Principals PEIMS Supervisor Attendance Clerks Attendance Liaisons Attendance Office Data Entry Clerk	OSS reports				
4) Parents and guardians will be informed of student attendance percentage through: school marquee student progress reports student report cards award ceremonies parent meetings home visits and phone calls		Principal Asst. Principals PEIMS Supervisor parent Liaisons Attendance Office Counselors	Weekly review of campus attendance rates, phone logs daily attendance logs campus attendance rates				

<p>5) Award incentives for students with perfect attendance every six weeks and at the end of year. Campus recognition of students for Perfect Attendance Achievement that increases learning performance. Following district guidelines, Paredes will recognize students for perfect attendance every six week period.</p>		<p>PEIMS supervisor Campus Administrator Data Entry Clerk Student Accounting</p>	<p>Formative 6 week certificates Attendance rates Teacher documentation Summative Yearly Lists Attendance rates Eschools report</p>				
<p>6) Implement campus attendance goals that address procedures, roles, responsibilities and a formal written plan for Monitoring / management Included in campus Improvement Plan. Ensure that campus student attendance meets District and State rates so that students meet their full educational potential Parent liaison and data entry clerk will monitor daily attendance and communicate with parents regarding absences and tardiness.</p>		<p>Principal Asst. Principals PEIMS Supervisor Attendance Clerks Attendance Liaisons Attendance Office Data Entry Clerk</p>	<p>Formative: Weekly review of campus attendance rates Summative: Yearly Attendance rate</p>				
<p>7) Reduce by 5% yearly the out-of-school suspensions on every campus by researching and evaluating 2015-2016 number of days students were absent due to OSS. To increase campus student attendance rates and improve student instructional levels.</p>		<p>Principal Asst. Principals PEIMS Supervisor Attendance Clerks Attendance Liaisons Attendance Office Data Entry Clerk</p>	<p>OSS reports</p>				
<p>8) Parents and guardians will be informed of student attendance percentage through: school marquee student progress reports student report cards award ceremonies parent meetings home visits and phone calls</p>		<p>Principal Asst. Principals PEIMS Supervisor parent Liaisons Attendance Office Counselors</p>	<p>Weekly review of campus attendance rates, phone logs daily attendance logs campus attendance rates</p>				
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							






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

Performance Objective 2: Paredes Elementary will prepare students towards a post-secondary education

Summative Evaluation: STAAR assessments

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
1) The school counselor will implement classroom sessions to increase student awareness for college and career opportunities in order for student to seek a post secondary education P		Administration Counselor Teachers	Formative: Classroom presentations Summative: Community involvement for career day				
2) The Dean of Instruction will provide professional development in the various core content areas and data analysis of student achievement/performance in the different sub population of students. The Dean of Instruction will purchase necessary supplies such as: ink toner, organizational data, storage material, and data storage media to assist teachers with generating various report for the purpose of doing data analysis, in the areas that are in most need of targeted instruction Pop: TI; MI; LEP; SE; AR; GT; DYS August, 2016- May, 2017		Administration Counselor Teachers	Formative: Professional Development Sign in record k16mobile Summative: Data reports from AWARE and EOY				
3) Teachers from Vela MS and Paredes will share transition student reports to properly identify students in need of assistance and schedule courses accordingly.		Teachers Counselors	Formative: Benchmark Data Review Walkthroughs TLI Visitations Summative: STAAR Scores				
4) Parents/guardians will be informed of student attendance goals and requirements through: School Marquee, Student Progress Reports, Report Card Night, Open House Meeting, Presentations, Student/Parent/School Compact, Home Visits and Telephone Calls and Head Start Transition Meeting; counselors from feeder middle school will meet with parents regarding summer bridge programs, athletic director from feeder middle school will visit to assist with transition of students.		Teachers Counselors 3 yr old teacher regular ed teachers	Formative: Benchmark Data Review Walkthroughs Summative: STAAR Scores retention rate				
5) Paredes Elementary will host an informational parent meeting to assist with registration process for incoming students in grades PK 3 and Pre K.		Counselors Administration	Attendance reports Awards Ceremonies Enrollment reports				

6) In an effort to increase teacher retention and attract high - quality teachers, Paredes Elementary will increase the number of teacher led professional development sessions, provide opportunities for professional development in servicing low performing sub populations.	Dean Grade Level Chairs Administration	Formative: Benchmark Data Review Walkthroughs Summative: STAAR Scores retention rate				
7) To promote different types of play that are vital for a child cognitive, emotional, physical, and social development, our PK 3 yr old program will receive a playground for their daily use. CNA 14	Administration 3 yr old teacher Counselors	Formative: Benchmark Data Review Walkthroughs Summative: STAAR Scores retention rate				
Funding Sources: Title I-A - \$36218.00						
8) The school counselor will implement classroom sessions to increase student awareness for college and career opportunities in order for student to seek a post secondary education	Administration Counselor Teachers	Formative: Classroom presentations Summative: Community involvement for career day				
9) The Dean of Instruction will provide professional development in the various core content areas and data analysis of student achievement/performance in the different sub population of students. The Dean of Instruction will purchase necessary supplies such as: ink toner, organizational data, storage material, and data storage media to assist teachers with generating various report for the purpose of doing data analysis, in the areas that are in most need of targeted instruction Pop: TI; MI; LEP; SE; AR; GT; DYS August, 2016- May, 2017	Administration Counselor Teachers	Formative: Professional Development Sign in record k16mobile Summative: Data reports from AWARE and EOY				
10) Teachers from Vela MS and Paredes will share transition student reports to properly identify students in need of assistance and schedule courses accordingly.	Teachers Counselors	Formative: Benchmark Data Review Walkthroughs TLI Visitations Summative: STAAR Scores				
11) Parents/guardians will be informed of student attendance goals and requirements through: School Marquee, Student Progress Reports, Report Card Night, Open House Meeting, Presentations, Student/Parent/School Compact, Home Visits and Telephone Calls and Head Start Transition Meeting; counselors from feeder middle school will meet with parents regarding summer bridge programs, athletic director from feeder middle school will visit to assist with transition of students.	Teachers Counselors 3 yr old teacher regular ed teachers	Formative: Benchmark Data Review Walkthroughs Summative: STAAR Scores retention rate				
12) Paredes Elementary will host an informational parent meeting to assist with registration process for incoming students in grades PK 3 and Pre K.	Counselors Administration	Attendance reports Awards Ceremonies Enrollment reports				

<p>13) In an effort to increase teacher retention and attract high - quality teachers, Paredes Elementary will increase the number of teacher led professional development sessions, provide opportunities for professional development in servicing low performing sub populations.</p>		<p>Dean Grade Level Chairs Administration</p>	<p>Formative: Benchmark Data Review Walkthroughs Summative: STAAR Scores retention rate</p>				
<p>14) To promote different types of play that are vital for a child cognitive, emotional, physical, and social development, our PK 3 yr old program will receive a playground for their daily use. CNA 14</p>		<p>Administration 3 yr old teacher Counselors</p>	<p>Formative: Benchmark Data Review Walkthroughs Summative: STAAR Scores retention rate</p>				
<p>Funding Sources: Title I-A - \$36218.00</p>							
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							






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

Performance Objective 1: By the end of the 2014-2015 discipline referrals reported through PEIMS for Paredes Elementary will be lower than 1%.

Summative Evaluation: ESchools report

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
1) Provide training for administrators and new teachers: (a) to effectively handle classroom discipline so that out of school suspensions and discretionary removals are used as a last resort; (b) Assure students' rights and due process are afforded in order to have a safe and disciplined environment conducive to student learning.		Principals Assistant Principals Counselors Professional Development	Formative Agenda Sign-in sheets Summative: TPRI/Standford 10 STAAR Test/Tejas Lee				
2) Provide professional development based on level of expertise and need in the following areas: a.) Bullying Prevention b.) Violence/conflict resolution c.) Recent drug use trends d.) Resiliency/Developmental Assets e.) Dating Violence f.) Signs of Child Abuse g.) Response to Intervention (RtI) Model for behavior research based interventions		Administrators, Principals, APs, Counselors, Professional Development, Behavioral Specialists RtI Specialist	Formative: Attendance Roster, Professional Development Evaluation, PEIMS Discipline Reports Summative: TPRI/Standford 10 STAAR Test/Tejas Lee				
3) Campuses will develop and maintain an Emergency Operations Plan. Plan must be multi-hazard in nature Must be reviewed and updated annually by the campus safety and security committee. The following drills must be practiced accordingly: Lockdown drills (3 times per year), Shelter-in-place, Reverse evacuation, Drop & Cover, Evacuation		Administrators, Principals & Assistant Principals, Faculty & Staff, Administration and BISD Police & Security	Formative After Action Reviews, Sign-In Sheets, Evaluations, Audits Summative: TPRI/Standford 10 STAAR Test/Tejas Lee				
4) Campuses must have an identification security system. All faculty must obtain and display an Identification Card while on school grounds Visitors must present an identification at Sign-In and be Escorted at all times.		Administrators, Principals & Assistant Principals, Faculty & Staff, Administration and BISD Police Security	Formative: Observations Summative: Audits, Evaluation Sheets				

<p>5) Campus based Law Enforcement: Security Officer(s) will be placed and assigned throughout the year at each elementary, middle and high school. In addition, a Police Officer will be stationed at each High School. Campus Officers when possible will address current trends with Students, Parents, Campus Faculty and Staff Gang Awareness Bullying Internet Safety Drug, Alcohol and Tobacco Awareness Truancy Emergency Operations Plan (EOP)-Safety Procedures As a proactive approach to diminish the number of criminal offenses on school grounds and to prevent victimization of students and staff</p>		Administrators, Principals, Assistant Principals, Counselors, Parental Involvement, BISD Police and Security Services.	Formative: Observations Summative: Evaluations, Sign-In Sheets, PEIMS Discipline Reports				
<p>6) Parent Presentations will be made periodically at campuses Gang Awareness Bullying Dating Violence Internet Safety Drug, Alcohol and Tobacco Awareness Gun Safety Teen CERT Truancy EOP-Safety Procedures</p>		Administrators, Principals, Assistant Principals, Counselors, Parental Involvement, BISD Police and Security Services.	Formative: Sign-In Sheets Summative: Evaluations				
<p>7) Dating Violence Policy Maintain a written safety plan developed by the campus safety committee Meet annually with parents for awareness education Provide training for administrators, counselors and teachers Provide counseling for students involved in offenses Implement enforcement of protective orders and school based alternatives to protective orders</p>		Administrators, Principals, APs, Counselors, Professional Development, Parental Involvement, BISD Police and Security Services	Formative: Sign-In Sheets, PEIMS Discipline Reports Summative: Evaluations, Audits				
<p>8) Principals will ensure that campus counselors provide individual and group counseling sessions on a weekly basis in order to ensure that students needs are addressed.</p>		Principal, APs, Counselors	Formative: Observations Summative: Student sign in sheets, Counselor logs				
Funding Sources: Local - \$500.00							

<p>9) Assist students with issues interfering with learning, such as but not limited to emotional distress, family problems, or alcohol problems. Intervention strategies will be created for students who meet State criteria which are addressed in the PGPs (Personal Graduation Plans) at the secondary level to increase students' graduation rate.</p>	<p>Principals Counselors Teachers, Nurses Administrator for Guidance & Counseling Administrator for Comp. Ed. Administrator for Dyslexia At Risk Counselors SAFE Counselors</p>	<p>Formative: Counselor Logs</p> <p>Summative: 10% decrease in dropout rate</p>				
<p>10) In order to maintain a safe, secure campus for all students the custodial staff, along with all campus staff, faculty and students, will keep the school as clean and sanitary as possible.</p>	<p>Principal Administration Custodial Staff</p>	<p>Formative: Cleaning schedule</p> <p>Summative: Audit by District</p>				
<p>Funding Sources: Local - \$7500.00, Local - \$150.00, Local - \$500.00</p>						
<p>11) Campus Safety Coordinator will conduct monthly safety meetings with all staff. Monthly safety inspections for fire extinguishers maintenance will be conducted.</p>	<p>Campus Safety Coordinator Campus Administration District Safety Coordinator Security Officer</p>	<p>F: Agenda Meeting Sign in Sheets</p> <p>S: Safety Compliance Report from BISD Safety Dept. Decreased Injury reports</p>				
<p>12) In order to ensure the safety of our students in having quick communication with our parents, IP phones will be purchased for our 3 year old program.</p>	<p>principal assistant principal dean teacher</p>	<p>parent survey teacher climate survey</p>				
<p>13) In order to ensure the safety of our students in having quick communication with our staff, two-way radios will be purchased for our</p>	<p>Principal Assistant Principal Dean</p>	<p>Formative: Observations</p> <p>Summative: Audits, Evaluation Sheets</p>				
<p>Funding Sources: Local - \$2761.00</p>						
<p>14) School nurse will purchase supplies in order to assist students.</p>	<p>Administrators Nurse Nurse Assistant</p>	<p>Formative: Nurse Log</p>				
<p>Funding Sources: Local - \$500.00</p>						
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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






Performance Objective 1: There will be a minimum of a 10% increase of parents involved in campus parental involvement activities throughout the year.

Summative Evaluation: Parental involvement 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 CSF 6</p> <p>1) Complete and disseminate a Parental Involvement Policy to delineate how parents will be actively involved at the district/campus level to increase participation. Population: Parents Timeline: August, 2016- December 2016 CNA 18</p>	1, 6	Principals Parent Liaisons	<p>F: District and Campus Parental Involvement Policy</p> <p>S: Composite of End of Year survey Title I Parental Involvement compliance Checklist STAAR results Discipline referrals Attendance rate</p>				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Host a parent meeting to discuss Title I program as well as funds and expenditures. Population: Parents Timeline: August, 2016- December, 2016 CNA 18</p>	1, 6	Administration Parent Liaison	<p>F: invitation</p> <p>S: sign in sheet, agenda Surveys, evaluations, minutes Title I Parental Involvement compliance Checklist STAAR results Discipline referrals Attendance rate Increase in parental involvement numbers</p>				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) In order to increase communication between the campus and the home, a communication system (school messenger), emails, campus newsletter, marquee Population: Parents Timeline: August 2016 - June 2017 CNA 18</p>	1, 6	Principal Administrator nurse parent liaison dean	<p>Formative School Messenger report</p> <p>Summative Parent survey</p>				

<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>4) Parent Liaison will continue to be funded to work with both students and parents to ensure that our At Risk students are given the best opportunity to be successful in their academic endeavors by ensuring that parents have all necessary information about attendance and curricular programs. Parent Liaison will conduct home visits to monitor attendance, inform parents of requested conferences, and verify residency Population: Parents Timeline: August 2016 - June 2017 CNA 18</p>	1, 6	Principal Facilitator Asst Principal Teachers Support Staff Literacy coach	<p>Formative: Contact Logs</p> <p>Summative: TPRI/Standford 10 STAAR Test/Tejas Lee Title I Parental Involvement compliance Checklist STAAR results Discipline referrals Attendance rate</p>				
Funding Sources: Title I-A - \$29260.00							
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>5) Educate campus administrators and teachers during faculty and grade level meetings as to the academic and non academic benefits of a strong parent school partnership. Population: Parents and faculty Timeline: August 2016 - June 2017 CNA 18</p>	1, 6	Parent Liaison	<p>F: Agendas Sign in Sheets Session Evaluation</p> <p>S: Increased parental involvement participation Title I Parental Involvement compliance Checklist STAAR results Discipline referrals Attendance rate</p>				
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>6) Provide parent meetings the encourage participation and attendance to increase collaboration between home and school to support parental involvement and student achievement. Population: Parents Timeline: August 2016 - June 2017 CNA 18</p>	1, 6	Parent Liaison	<p>Formative: Contact Logs</p> <p>Summative: TPRI/Standford 10 STAAR Test/Tejas Lee Title I Parental Involvement compliance Checklist STAAR results Discipline referrals Attendance rate</p>				
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>7) All second through fifth grade students will receive student daily planners to increase communication between school and home. Teachers and parents will use the planner to exchange concerns and establish good communication between both parties. Planners will also enable parents to assist and better understand homework instructions. Population: Parents and students Timeline: August 2016 - June 2017 CNA 18</p>	1, 6	Principal classroom teachers Dean Assistant Principals Literacy Coach	<p>Formative: Daily verification of parent signatures</p> <p>Summative: TPRI STAAR Scores Parental Involvement Compliance Checklist Attendance Rate</p>				

<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>8) In order to maintain open communication with parents and the community, training's will be conducted on the important role of the parental involvement in Title I and Literacy Training for Parents. Population: Parents Timeline: August 2016 - June 2017 CNA 18</p>	1, 6	Parent Liaison Dean Administration	Formative: Parent meeting documentation summative: TPRI/Standford 10 STAAR Test/Tejas Lee Title I Parental Involvement compliance Checklist STAAR results Discipline referrals Attendance rate				
Funding Sources: Title I-A - \$1000.00							
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>9) In an attempt to make the transition easier for both students and parents, the local Head start program students and parents will be invited to orientation of Dr. Americo Paredes Elementary School. In addition 5th Grade students will be visited by a middle school representative to inform and ensure a smooth transition into the middle school environment. Population: Parents, students, and community Timeline: August 2016 - June 2017 CNA 18</p>	1, 7	Parent coordinator Administration Facilitator	Formative: Participant tally Summative: TPRI/Standford 10 STAAR Test/Tejas Lee				
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>10) In order to ensure the academic success of all students, including At-Risk, bilingual, Migrant students, parents will be invited to review and make necessary changes to the Campus Parent Involvement Policy. Population: Parents and campus Timeline: August 2016 - June 2017 CNA 18</p>	1, 6	Principal Home Liaison Parental Involvement Specialist	Formative Parent Surveys Parent Meeting sign-in Sheet Parental Involvement policy SPS Compact Summative: TPRI/Standford 10 STAAR Test/Tejas Lee Title I Parental Involvement compliance Checklist STAAR results Discipline referrals Attendance rate				
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>11) In order to ensure that the school, the parents and the students all work as a team towards the students academic success, a School-Parent-Student Compact will be sent home at the beginning of every school year. This compact will be signed by the parent and student. Population: Parents and faculty Timeline: August 2016- June 2017 CNA 18</p>	1, 6	Principal Asst. Principals Facilitator Home Liaison Teachers	Formative: Copy of signed compacts Summative: TPRI/Standford 10 STAAR Test/Tejas Lee Parental Involvement Compliance Checklist				

<p>12) Parent survey will be conducted to evaluate the effectiveness of the parental involvement program and special population programs; migrant, bilingual, GT, at risk Population: Parents Timeline: May 2017</p>	1	Administration Parent Liaison teachers	<p>Formative: Meeting documentation conference documentation</p> <p>Summative: survey results</p>				
<p>13) In order to ensure success of thier children, parents and the school staff will all work as a team towards the students academic success. IP phones will be purchased to increase communication with parents.</p>		Administration Parent Liaison teachers	<p>Formative: Meeting documentation conference documentation Summative: survey results</p>				
Funding Sources: Title I-A - \$3000.00							
<p>14) In order to ensure success of our students, the school staff will all work as a team along with community partners working towards the students academic success. The campus will establish CARE program (Caring Adults Reaching Everywhere). Population: community Timeline Sept. 2016 - May 2017</p>		Administration Parent Liaison teachers Counselors	<p>Formative: Meeting documentation conference documentation</p> <p>Summative: survey results STAAR</p>				
Funding Sources: Title I-C (Migrant) - \$1000.00							
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							


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

Performance Objective 1: 90% of BISD 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: PBMAS Report

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 6</p> <p>1) All migrant students will receive grade appropriate school supplies on an as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus facilitating them the same opportunity to meeting the academic challenges of all students. PFS students will receive supplemental support services before other migrant students. Materials to be distributed will be based on the needs of the students as shown by the Needs Assessment. Items could include, but are not restricted to, school supplies, Clothes and hygiene kits. Population: PFS/Migrant students Parent Liaison Timeline: August 2016 - June 2017 CNA 11</p>	1, 9	Campus Administrators Parent Liason DMC	<p>Formative: NGS Report Campus Reports</p> <p>Summative: Completed Request for Supplemental form with student signatures and NGS number</p>				
<p>Critical Success Factors CSF 1</p> <p>2) Paredes PFS migrant students will receive supplemental support services and supplies to ensure that requirements delineated by NCLB Section 1304(d) are addressed.</p> <p>Population: PFS students Timeline: August 2016 - June 2017</p>	1, 9	Campus Administrators Parent Liason Teachers	<p>Formative: NGS; Campus Reports</p> <p>Summative: Completed PFS Monitoring Tool</p>				

<p align="center">Critical Success Factors CSF 1</p> <p>3) In order to secure the data needed to accommodate placement into appropriate supplemental instructional opportunities for Pre-K, Kinder, 1st and 2nd grade migrant students pre-test and post-test results will be used by teachers and administrators to determine the migrant students performing below grade level. Student scoring in the Tier II will be enrolled in tutorial classes and an RTI will be implemented. Population: PFS/Migrant students Timeline: August 2016 - June 2017</p>	1, 8	Classroom Teacher Campus Administrator RTI Committee Counselors	Formative: Pre-Assesment TPRI RTI Committee Post Assesment Summative: 6 weeks progress reports STAAR				
Funding Sources: Title I-C (Migrant) - \$253.00							
<p align="center">Critical Success Factors CSF 1</p> <p>4) The academic progress of 1st grade migrant Students will be monitored to ensure successful grade level completion and ultimately secure promotion to 2nd grade. Population: PFS/Migrant students Parent Liaison counselor Timeline: August 2016 - June 2017</p>	1	Campus Administrator Campus Parent liaison	3 week progress reports Summative: 6 week progress report cards				
<p align="center">Critical Success Factors CSF 1</p> <p>5) Elementary Migrant students will have an equal opportunity to attend the school districts summer programs to ensure promotion if needed or to participate in the enrichment migrant summer program. Population: PFS/Migrant students Parent Liaison Timeline: August 2016 - June 2017</p>	1	DMC MSC Campus Administrator Classroom Teachers	Formative- Eligibility lists and attendance sheets Summative - Participant surveys teacher surveys End of year (summer) program documentation				
<p align="center">Critical Success Factors CSF 1</p> <p>6) Migrant students 3rd through 5th STAAR results will be reviewed to secure accurate placement into the current State Assessment remediation opportunities during regular school year and summer school Population: PFS/Migrant students Parent Liaison Timeline: August 2016 - June 2017</p>	1	Special Programs Administrator Campus Principals Counselors Teachers DMC MSC	Formative: STAAR Remediation Enrollment Lists NGS STAAR Report Benchmark Results Summative: Current State Assessment Test Results				
<p>7) Parents of migrant PK, Kinder, 1st and 2nd grades students will be provided with awareness sessions in order to illustrate how to academically support their children more effectively. Population: PFS/Migrant Timeline: August 25, 2016 -June 30, 2017</p>	1	Campus Administration Classroom teachers parent liaison	Formative: meeting documentation Summative: increased STAAR scores report card grades, attendance				






<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.</p> <p>Population: Migrant and PFS students</p> <p>Timeline: October 1, 2016 - May 29, 2017</p>	1, 9	Administration Dean teachers	<p>formative: tutorial attendance</p> <p>Summative: increased STAAR scores report card grades, attendance</p>				
<p style="text-align: center;">Critical Success Factors CSF 1</p> <p>9) A survey will be used to evaluate the effectiveness of the Migrant Education Program so that pertinent and appropriate adjustments can be made to better serve migrant students</p> <p>Population: PFS/Migrant Students Timeline: April 2017</p>	1	administration dean parent liaison	<p>Formative: survey results</p> <p>Summative: increased STAAR scores report card grades, attendance</p>				
<p>10) Learning Academy targeting the core areas of Reading, Writing, Math, Social Studies and Science will be held for all PFS students in order to sharpen their skills and prepare them academically for the STAARS assessment.</p> <p>Population: PFS/Migrant Students</p> <p>Timeline: March 21, 2017</p>	1	administration dean parent liaison teacher	<p>Formative: report card grades benchmark scores</p> <p>Summative: increased STAAR scores increase TPRI scores</p>				
<p>11) In order to increase awareness of migrant student needs, BISD campus faculty and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students.</p> <p>Population: Campus Administration, Faculty and Staff</p> <p>Timeline: September 1, 2016 - May 29, 2017</p>	1	Administration campus staff classroom teacher Parent liaison	<p>Formative: 6 week progress monitoring tool report card grades</p> <p>Summative: increased scores end of year report card grades</p>				
							

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

Performance Objective 1: Paredes Elementary students and staff will incorporate technology in their classroom, presentations, and activities.

Summative Evaluation: The campus will receive a Advanced level in all 4 areas of the 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 4</p> <p>1) An instructional aide will be placed into the Computer Lab to provide necessary instruction to students in K through 5 as they visit the Lab on a weekly basis. This teacher will help to reinforce the classroom lesson so that student academic success is more attainable. CNA 20-21</p>	1	Principal Facilitator Teachers TST Lab staff	<p>F: Lab Schedule Benchmarks classroom observations</p> <p>S: STAAR Scores TPRI scores</p>				
Funding Sources: Title I-A - \$16372.00							
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Paredes staff will be provided with professional training on campus computer software programs and integration of technology with curriculum in order to incorporate technology. CNA 20-21</p>	1, 4	Campus TST Dean Technology AideAdministration	<p>Agendas Sign in Sheets</p> <p>PDAS Domain PDAS WAIVER software usage report</p>				
<p>Critical Success Factors CSF 1</p> <p>3) Students in Prekinder through fifth grade will use technology to develop reading and math skills. Technology will include Elmo, SmartBoards, Bluetooth tablets, televisions, Ipads, Computers-desktop and laptops, grade cams, document cameras, printers, ink, media carts, speakers, compact mixer, laminators, scanners, and mounted projectors. CNA 20-21</p>	1, 9, 10		<p>F: Benchmarks, weekly tests, technology progress reports</p> <p>S: TPRI BOY MOY EOY STAAR Scores 6 week report Cards</p>				
Funding Sources: State Compensatory - \$3000.00, Federal Bilingual - \$2893.00, Title I-A - \$1875.00							
<p>4) Students in grades kinder through 5th will attend computer lab on a weekly basis to work on computer programs that will increase reading and math skills. In turn increasing the level of academic success and assist students to produce computer generated projects. Lab computers will restored and updated to a functioning level. CNA 20-21</p>	1, 9	Principal Facilitator Teachers TST Lab staff	<p>Software usage reports Benchmark scores</p> <p>S: STAAR Score</p>				

5) 3rd - 5th grade students will visit the Living with Science lab at least once a week to strengthen Science knowledge by working with science software. CNA 20-21	1, 9	Principal Facilitator Teachers TST Lab staff	Software usage reports Benchmark scores S: STAAR Score				
6) All kinder through 5th grade students will be scheduled for computer lab use to increase their knowledge and use technology skills by using installed software and printing assignments. Students will work using web based software i.e. Think Through Math, Istation, Spelling City, Zspace CNA 20-21	1	Principal Facilitator Technology Lab teacher Classroom Teacher	Formative Technology 6wk grades Student Lab Progress Report Summative EOY Grades				
Funding Sources: SPED - \$500.00, State Compensatory - \$1291.00							
7) A tst teacher will keep and update the technology on campus, provide technology professional development for campus faculty and staff, and assist with programs such as Edu-Smart, TTM, Istation, Zspace, and Living with Science to increase knowledge of the ever changing demands of technology. CNA 20-21	1, 4	Principal Facilitator	Formative Schedule Benchmark Summative TPRI/Standford 10 STAAR/Tejas Lee				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Ensure that staff and faculty have received proper professional development to implement the PK-5 core language arts program for all students to improve reading proficiency in all areas of reading. Empowering Writers, CAVI Sheltered Instruction, LE training, Esperanza, Forde Ferrier, Cross curricular alignment, and vertical alignment sessions. Lesson plans will reflect strategies i.e. Sheltered Instruction Pop: TI; MI; LEP; SE; AR; GT; DYS Students August, 2016 - May, 2017 CNA 11, 15
1	2	19	Ensure that staff and faculty have received proper professional development to implement the PK-5 core language arts program for all students to improve reading proficiency in all areas of reading. Empowering Writers, CAVI Sheltered Instruction, LE training, Esperanza, Forde Ferrier, Cross curricular alignment, and vertical alignment sessions. Lesson plans will reflect strategies i.e. Sheltered Instruction Pop: TI; MI; LEP; SE; AR; GT; DYS Students August, 2016- May, 2017 CNA 11, 15

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	2	19	Ensure that staff and faculty have received proper professional development to implement the PK-5 core language arts program for all students to improve reading proficiency in all areas of reading. Empowering Writers, CAVI Sheltered Instruction, LE training, Esperanza, Forde Ferrier, Cross curricular alignment, and vertical alignment sessions. Lesson plans will reflect strategies i.e. Sheltered Instruction Pop: TI; MI; LEP; SE; AR; GT; DYS Students August, 2016- May, 2017 CNA 11, 15

State Compensatory

Budget for Paredes Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
162-11-6118-00-137-Y-24-SSI-Y	6118 Extra Duty Stipend - Locally Defined	\$9,171.00
162-11-6118-00-137-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	\$18,443.00
162-11-6119-00-137-Y-34-PKK-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$151,121.00
162-13-6119-31-137-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$59,483.00
6100 Subtotal:		\$238,218.00
6300 Supplies and Services		
162-11-6329-00-137-Y-30-TLX-Y	6329 Reading Materials	\$5,000.00
162-11-6395-62-137-Y-30-000-Y	6395 Supplies, DP Operations - Locally Defined	\$5,000.00
162-11-6396-00-137-Y-30-000-Y	6396 Supplies and Materials - Locally Defined	\$4,575.00
162-11-6398-00-137-Y-30-000-Y	6398 Computer Supplies/Software - Locally Defined	\$1,744.00
162-11-6399-00-137-Y-30-000-Y	6399 General Supplies	\$10,001.00
162-11-6399-16-137-Y-30-000-Y	6399 General Supplies	\$1,500.00
162-11-6399-62-137-Y-30-000-Y	6399 General Supplies	\$6,074.00
6300 Subtotal:		\$33,894.00

Personnel for Paredes Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Blanca Guajardo	Pre Kinder Teacher	State Compensatory	.50
Cynthia Del Castillo	Pre Kinder Teacher	State Compensatory	.50
Linda Contreras	Pre Kinder Teacher	State Compensatory	.50
Monique Keller	Pre Kinder Teacher	State Compensatory	.50
Rebecca Castillo-Trejo	Dean of Instruction	State Compensatory	1.0
Yvette Villalobos	Pre Kinder Teacher	State Compensatory	.50

Title I

Schoolwide Program Plan

Paredes Elementary uses Title I, State Compensatory and other funds to upgrade the entire instructional program by implementing school-wide programs as authorized under provisions of Public Law 107-110, section 1114. State Comp monies will be used to provide tutorial services to the at-risk population at Paredes Elementary. Funds will also be used to provide materials and resources for proper interventions for this population of student sin order to ensure student success.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

The Site-Based Decision-Making (SBDM) Committee conducted a comprehensive needs assessment (CNA 5-24) for the Paredes Elementary campus. This survey was conducted over a period of one year to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on the CNA, the committee decided to concentrate on improving the passing rate of all students and student groups including Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on state assessments. The goal is to have 90 percent of all students and all student groups passing all parts of state mandated assessments for the 2015-2016 and to increase the commended performance level in all content areas. In addition, address the needs of the changing population including the new immigrants from Mexico.

2: Schoolwide Reform Strategies

To accomplish these objectives, Paredes will use the budgeted funds to implement school-wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of academic performance, use effective methods and instructional strategies that are established on scientifically based research that strengthen the core academic program;(1.1.1; 1.1.3, 1.1.22)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;(7.1.8; 1.2.4) include strategies for meeting the educational needs of historically under served populations;(1.1.1; 7.1.2; 6.1.10) 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 (1.1.5;1.1.13; 1.1.22; 6.1.10) address how the school will determine if such needs have been met;(1.1.9; 1.1.10; 1.1.22; 7.1.3).

3: Instruction by highly qualified professional teachers

Highly-qualified teachers will carry out the instructional program. Only teachers who are certified and who have met state testing requirements to teach the subjects/grade levels to which they are assigned will be hired by the school. In emergency situations, the school will consider teachers who have alternative certification. In addition to appropriate certification, teachers will be sought who are experienced and have been successful in previous assignments. (1.3.4)

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

personnel, parents, and other staff

The school will provide access to high-quality-ongoing professional development throughout the school year for all staff including teachers, principals, and paraprofessionals. Professional development activities will be geared to individual teachers' specialties, along with any other identified needs as determined through the staff, student and parent needs assessment surveys, administration classroom observations and evaluations, and/or district identified needs. Professional development will be conducted both at the school and the education service center as well as district conferences and workshops which will be intensive and sustained. Teachers will attend professional development trainings addressing new STAAR assessment and higher level thinking in the classroom. (1.1.1, 1.1.18, 1.1.23)

5: Strategies to attract highly qualified teachers

Strategies to attract high-quality teachers to high needs schools will include - sponsoring student teachers from local universities, selection of teachers through district lists, recruiting teachers from Teach for America Programs, paying stipends for attainment of a Master's Degree and paying stipends for math, science, social studies, UIL, bilingual, and extra duty pay. (1.2.5)

6: Strategies to increase parental involvement

Title I, Part A Funds will be used to partially finance strategies to increase parental involvement at the school including the parent workroom and to purchase special materials used in the parent volunteer program. Parent education will be provided to parents by the campus parent liaison as well as the District's ParentalInvolvementCenter. 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. (6.1.1, 6.1.2;6.1.3;6.1.4;6.1.4;6.1.4;6.1.5;6.1.6;6.1.7;6.1.8;6.1.10;6.1.11)

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 Paredes Elementary will be held annually in the Spring **and** for 5th grade students and their parents to assist with the transition into middle school. (6.1.9)

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

Teachers will be included in decisions regarding the use and selection of academic assessments to measure student performance. Teachers will use data obtained from state assessments as well as other instruments, including but not limited to the SELP, TELPAS, and benchmark tests, to implement new instructional strategies, modify existing strategies and/or discontinue existing strategies to better address student needs as determined by use of these instruments. (1.1.24, 7.1.3, 1.1.27)

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

Students experiencing difficulty in mastering the TEKS will be provided effective, timely additional assistance. All teachers will closely monitor all students' performance based on daily exercises and periodic tests. Students not mastering the objectives will be provided additional assistance in the after school tutorial program and/or enrichment courses based on his/her individual needs. (1.2.4, 1.3.6, 3.1.1, 8.1.8)

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

The school will coordinate and integrate federal, state, and local programs and services to maximize the effectiveness of these resources. Several of the strategies being implemented are jointly funded with Special Services and Title I Funds, e.g., after school tutorial programs. Professional Development activities are also paid for from Title I, Parts A, and Local Funds. Title I Funds along are used to purchase supplemental instructional materials, media, and library resources used to improve and enhance the overall instructional program. Reading resource teachers will implement the SRA program and receive training from special education specialist. The behavior intervention unit will follow the behavior intervention handbook established by the district.

Migrant Funds are used to identify and recruit children of migratory workers for supplemental services designed to reduce the educational disruptions and other problems that result from repeated moves. PFS migrant students will receive supplemental migrant services before other migrant students to ensure that requirements are met according to NCLB. Activities include but are not limited to tutorials, one to one instruction, and mentoring.

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.

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

The campus will also continue to provide the state mandated State Compensatory Education Program through campus as well as District funded initiatives. These funds will be used to provide targeted instruction through tutorial programs and supplemental instructional materials to address the needs of at-risk students at our campus. The focus of the tutorial program will be the use of scientifically based supplemental resources, such as, Measuring Up, Step it Up to TEKS, and STAAR Coach.

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. (3.1.1, 3.1.2; 1.1.14; 8.1.3)

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Esther Guerra	Library Aide		1.0
Irasema Garza	3 Yr Old Aide		1.0
Laura Zamarrippa	Pre K Aide		1.0
Lily Sanchez	Dyslexia Aide		1.0
Maria Garza	Pre Kinder Aide		1.0
Maria Guajardo	Pre Kinder Aide		1.0
Maria Velasquez	Parent Liaison Title I A		1.0
Monique Kelller	3 yr old teacher		1.0
Rubina Rey	Pre K Aide		1.0
Sherliy Blanco	Nurse		.40

2016-2017 Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Melissa Werbiski	Principal
Administrator	Rebecca Trejo	Dean
Business Representative	Cindy Rodriguez	Chick Fil A
Classroom Teacher	Lorraine Garcia	Fourth
Classroom Teacher	Celina Barrera	Third
Classroom Teacher	Alma Castilleja	Second
Classroom Teacher	Ruby Pena	First
Classroom Teacher	Yamel Richeson	Fifth
Classroom Teacher	Rebecca Trevino	Kinder
Classroom Teacher	Yvette Villalobos	PreKinder
Community Representative	John Wright	BPD
District-level Professional	Margaret Garcia	Early Childhood
Non-classroom Professional	Gabriela Lawler	Librarian
Non-classroom Professional	Sylvia Miranda	Counselor
Parent	RM Gary	Parent
Student	Adrianna Trejo	5th grade

Campus Funding Summary

Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9	General Supplies	199-12-6399-00-137-Y-99-000-Y	\$1,000.00
1	1	14	Library	199-12-6329-42-137-99-000-Y	\$3,000.00
1	1	14	library	197-12-6649-65-137-Y-99-000-Y	\$1,100.00
1	1	14	library books	199-12-6329-00-137-Y-99-021-Y	\$364.00
1	1	18	Local	199-11-6399-16-137-Y-11-000-Y	\$1,000.00
2	1	5	P. E. Equipment	199-11-6399-51-137-Y-11-000-Y	\$1,500.00
2	1	6	Magazine Subscription	199-12-6325-42-137-Y-99-000-Y	\$375.00
4	1	1	Awards	199-11-6498-00-137-Y-11-000-Y	\$1,000.00
5	1	8	Supplies	199-31-6399-00-137-Y-99-000-Y	\$500.00
5	1	10	Maintenance Supplies	199-51-6315-00-137-Y-99-000-Y	\$7,500.00
5	1	10	Overtime Pay	199-51-6121-47-137-Y-99-000-Y	\$150.00
5	1	10	Custodial Uniforms	199-51-6399-00-137-Y-99-000-Y	\$500.00
5	1	13	two-way radios	199-23-6398-00-137-Y-99-000-Y	\$2,761.00
5	1	14	supplies	199-33-6399-00-137-Y-99-000-Y	\$500.00
Sub-Total					\$21,250.00
Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	trophies, certificates	211-11-6498-00-137-Y-30-0F2-Y	\$2,000.00
1	1	13	Supplies	211-11-6399-00-137-Y-30-0F2-Y	\$6,125.00
1	1	28	furniture	211-12-6399-45-137-Y-30-0F2-Y	\$6,000.00
3	1	1	Supplies	211-11-6396-00-137-Y-30-0F2-Y	\$1,825.00
3	1	1	Extra Duty Pay	211-11-611800-37-Y-24-ASP-Y	\$36,666.00
3	1	2	Substitutes	211-13-6112-00-137-Y-30-AYP-Y	\$6,000.00
4	2	7			\$36,218.00

4	2	14			\$36,218.00
6	1	4	Personnel	211-61-6129-00-137-Y-30-0F2-Y	\$29,260.00
6	1	8	Operating Cost	211-61-6499-53-137-Y-30-0F2-Y	\$1,000.00
6	1	13	Supplies Technology	211-11-6398-00-137-Y-30-0F2-Y	\$3,000.00
8	1	1	Personnel	211-11-6129-06-137-Y-30-0F2-Y	\$16,372.00
8	1	3	Supplies Electronics	211-11-6398-00-137-Y-30-0F2-Y	\$1,875.00
Sub-Total					\$182,559.00

State Compensatory

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	13	Supplies	162-11-6399-00-137-Y-30-000-Y	\$11,000.00
1	1	17	1 FTE	162-13-6119-31-137-Y-30-000-Y	\$59,483.00
1	1	18	Supplies Media	162-11-6399-16-137-Y-30-000-Y	\$1,500.00
1	2	31	Subscriptions	162-11-6325-00-137-Y-30-000-Y	\$4,000.00
1	2	34	1 FTE	162-13-6119-31-137-Y-30-000-Y	\$59,483.00
1	2	35	Supplies Media	162-11-6399-16-137-Y-30-000-Y	\$1,500.00
3	1	1	Extra Duty Pay	162-11-6118-00-137-Y-30-000-Y	\$8,730.00
3	1	1	Extra Duty Pay (SSI)	162-11-6118-00-137-Y-24-SSI-Y	\$7,420.00
3	1	1	Paper	162-11-6396-00-137-Y-30-000-Y	\$6,000.00
3	1	1	Afterschool program	162-11-6118-00-137-Y-30-ASP-Y	\$31,433.00
3	1	1	Extra Duty Overtime	166-11-6121-06-137-Y-23-000Y	\$10,000.00
3	1	2	Staff Development Substitutes	163--13-6112-00-137-Y25-000-Y	\$5,000.00
3	1	7	2.5 FTEs	162-11-6119-00-137-Y-34-PKK-Y	\$151,121.00
3	1	15	2.5 FTEs	162-11-6119-00-137-Y-34-PKK-Y	\$151,121.00
8	1	3	Supplies Electronics	162-11-6398-62-137-Y-30-000-Y	\$3,000.00
8	1	6	Renewal Living with Scicence	162-11-6249-62-137-Y-30-000-Y	\$1,291.00
Sub-Total					\$512,082.00

State Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
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1	1	13	GENERAL SUPPLIES	163-11-6399-00-137-Y-25-000-Y	\$3,945.00
1	2	31	GENERAL SUPPLIES	163-11-6399-00-137-Y-25-000-Y	\$3,945.00
Sub-Total					\$7,890.00
Federal Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	13	Supplies	263-11-6399-00-137-Y-25-000-Y	\$2,053.31
1	2	31	Supplies	263-11-6399-00-137-Y-25-000-Y	\$2,053.31
3	1	1	Supplies	263-11-6399-00-137-Y-25-000-Y	\$2,893.00
3	1	9	Supplies	263-11-6399-00-137-Y-25-000-Y	\$2,893.00
8	1	3	Supplies - Electronics	263-11-6398-00-137-Y25-000-Y	\$2,893.00
Sub-Total					\$12,785.62
Title I-C (Migrant)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	14	Banquet, Plaque	211-61-6499-53-137-Y-30-0F2-Y	\$1,000.00
7	1	3	Migrant	212-11-6118-00-137-Y-24-0F2-Y	\$253.00
Sub-Total					\$1,253.00
SPED					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Supplies	166-11-6399-00-137-Y-23-0P2-Y	\$800.00
1	1	3	Supplies	166-11-6399-00-137-Y-23-0P4-Y	\$1,050.00
1	1	4	supplies	166-11-6498-00-137-Y-23-0P2-Y	\$722.00
1	1	4	supplies	166-11-6498-00-137-Y-23-0P4-Y	\$723.00
1	1	4	incentives	166-11-6498-00-137-Y-23-0P2-Y	\$500.00
1	1	4	supplies	166-11-6399-00-137-Y-23-0B0-Y	\$1,000.00
1	2	21	Supplies	166-11-6399-00-137-Y-23-0P2-Y	\$800.00
1	2	21	Supplies	166-11-6399-00-137-Y-23-0P4-Y	\$1,050.00
3	1	1	paper	166-11-6396-00-137-Y-23-0P4-Y	\$250.00
8	1	6	Special Services	166-11-6399-62-137-Y-23-000-Y	\$500.00

	Sub-Total	\$7,395.00
	Grand Total	\$745,214.62