

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



Mission Statement

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

Vision

Learners Today, Leaders Tomorrow

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics refers to the characteristics of the school and helps us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Russell Elementary is home to 834 students. As reported on the 2014-2015 TAPR the school employed 51 teachers, 8 professional support staff, 4 administrators, 17 educational aids for a total staff count of 80. The student population includes; Hispanic 99.9%, Economically Disadvantaged 97%, English Language Learner (ELL) 49%, At-Risk 73.9%, Gifted and Talented 7.3%, Special Education 7.3%. The attendance rate is 96.6% for all students.

Demographics Strengths

Russell Elementary has exceeded last year's attendance rate.

Demographics Needs

Increase the school's attendance rate above the District goal by providing incentives and through student recognition.

Decrease the number of students retained in a grade level through monitoring and RtI assistance.

Increase the number of students meeting the exit criteria from the Bilingual Program by consistently implementing the District Bilingual Program.

Student Achievement

Student Achievement Summary

Student achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level.

Grade 3 Reading – 58.9%		Grade 4 Reading – 72.6%		Grade 5 Reading – 81%	
STAAR English	57.9%	STAAR English	73.3%	STAAR English	
STAAR Spanish	66.7%	STAAR Spanish	55.6%	STAAR Spanish	
STAAR A	57.1%	STAAR A	85.7%	STAAR A	
Grade 3 Math – 65.3%		Grade 4 Math – 68.9%		Grade 5 Math – 87%	
STAAR English	65.6%	STAAR English	70.7%	STAAR English	
STAAR Spanish	50%	STAAR Spanish	42.9%	STAAR Spanish	
STAAR A	N/A	STAAR A	N/A	STAAR A	
Grade 4 Writing – 62.9%		Grade 5 Science – 80%			
STAAR English	60.4%	STAAR English			
STAAR Spanish	88.9%	STAAR Spanish			
STAAR A	N/A	STAAR A			

Student Achievement Strengths

Increase in 5th grade science scores.

Spanish testers outperformed English testers across STAAR assessments.

Student Achievement Needs

Increase the percentage of ELL and Special Education students meeting the passing standard on STAAR by providing support for teachers and students through resources such as professional development, instructional materials and extended day tutorial.

School Culture and Climate

School Culture and Climate Summary

School culture refers to the organization's values, beliefs, traditions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff, and students feel about the school and affects how people interact within the system. The results of the survey given in the Spring of 2016 provided feedback regarding improving communication, procedures, and academic supports. Adjustments have been made and implemented based on the input provided by the faculty/staff.

School Culture and Climate Strengths

The students feel that the teachers are nice and respectful.

The students feel safe at school.

The students feel they are learning important things at school.

School Culture and Climate Needs

Ensure students feel safe at school by maintaining a clean campus.

Ensure a positive learning environment by consistently applying the Student Code of Conduct.

Assist struggling students by implementing small group instruction in the classroom.

Reduce incidences of bullying by implementing a comprehensive anti-bullying program that includes training and counseling for students.

Ensure that PFS and all migrant students attend school by providing clothing and school supplies.

Assist students transitioning into and out of the campus by providing orientation sessions and campus tours.

Provide incentives for A & A/B Honor Roll and Perfect Attendance so as to create a culture of high expectations among the learning community.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Staff Quality, Recruitment, and Retention refers to the school's level of high-quality, highly-effective staff. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns. Russell Elementary has a total staff of 80. The campus has 78.4% Professional Staff and 21.6% Educational Aides. The staff is comprised of 96.1% minorities. The average number of students per teacher is 16.3. The average years of experience is 15.8. The campus has a low turnover rate. Teachers are provided with staff development on the latest research-based strategies through grants such as the Texas Learning Initiative. Teachers are also provided with resources such as teaching materials, fund for extended day learning, and technology.

Staff Quality, Recruitment, and Retention Strengths

The school's average faculty level of experience is higher than the District and State average.

The campus experiences low faculty turnover.

All members of the staff are certified as highly qualified.

Staff Quality, Recruitment, and Retention Needs

Build teacher capacity by providing professional development in the assessed curriculum of the content areas.

Provide professional development in order to build teacher capacity in assessment/evaluation of student progress.

Conference with teachers regarding data reviews in order to evaluate student progress.

Assist At-Risk students by providing additional services through support personnel and district support departments.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The curriculum collectively describes the teaching, learning, and assessment materials and resources available for a given grade level. These are aligned with the TEKS and incorporate instruction and assessment processes. All classroom teachers follow the district's curriculum frameworks. The teachers utilize research-based instructional strategies as provided through the TLI and the curriculum department. Assessment in all grade levels is correlated to the student expectations.

Curriculum, Instruction, and Assessment Strengths

Professional development provided by campus administration and curriculum specialist on reading comprehension strategies.

Teachers are provided with Data Analysis Tools.

Fluency checks, CBAs, 13th Week Assessment, District Benchmark, and other formative tools drive decision making. A data wall is also utilized as a campus-wide tool for monitoring students' growth in core/assessed areas (grades 1-5).

Curriculum, Instruction, and Assessment Needs

Build teacher capacity on the process skills in each of the tested areas through professional development.

Ensure curriculum, instruction and assessment by consistently conducting horizontal and vertical alignment meetings.

Improve the RtI process and make it more efficient. Assist struggling students through an effective RtI process.

Consistently monitor instruction and student progress by reviewing all collected data for students.

Family and Community Involvement

Family and Community Involvement Summary

Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school to maintain high expectations and high achievement for all students. Our campus conducts weekly meetings to inform the parents about topics such as community resources, state assessments, and monitoring student progress. Parents are regularly invited to visit the school through various parental involvement activities that include reading to their child, participating in walks, and eating lunch in the cafeteria. Parents are also kept informed of school activities through newsletters, school messenger and campus website.

Family and Community Involvement Strengths

The school provides various parental involvement activities throughout the year.

Parents receive a daily Behavior Chart (EC-2) from the teacher.

Family and Community Involvement Needs

Increase the usage of the Home Access Center by providing parents access to computers in the Parent Center. (7.1.6)

Keep parents informed of school activities by utilizing different means to communicate with parents. (7.1.1) (7.1.3) (7.1.7)

Empower the parent volunteers by providing necessary supplies for them in the Parent Center. (7.1.7)

School Context and Organization

School Context and Organization Summary

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning. The entire learning community hold high expectations for all of its members. The administration, teachers and students are held to the highest level of accountability. Everyone on the campus is expected to work as a team to increase student achievement.

School Context and Organization Strengths

Students feel safe and trust adults at school.

The school meets the needs of the diverse student population.

The administrative team supports teachers.

School Context and Organization Needs

In order to assist struggling students a 30-minute small group Tier II tutoring block is implemented in the classroom.

Involve all teachers in the development of a standardized assessment plan for the campus.

Implement a strong Three-Year-Old program by providing the teacher and paraprofessional with the needed resources.

Provide students with additional learning activities by providing extra curricular activities after school to increase student achievement.

Technology

Technology Summary

Technology refers to modeling and applying digital tools and resources for students and staff to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities. Staff members are equipped with an LCD projector, Elmo, and computers in the classroom. Teachers use programs such as Pearson Realize, Rosetta Stone, Think Central, Living With Science, Study Island, and Mind Play to supplement instruction. Teachers are provided with staff development and other resources to increase the use of technology in the classroom.

Technology Strengths

Teachers are equipped with elmos, projectors and computers in their classroom.

Students are also able to utilize Kindles, Nooks and Laptops.

Technology Needs

Provide staff development and resources to reach developing level on STaR.

Purchase ink for classroom printers so that teachers can print resources and activities for instruction.

Purchase replacement bulbs for projectors so that teachers can enhance their lessons.

Purchase computers and printers so that teachers can enhance their lessons.

Provide student computers in the classroom to integrate technology in the daily lessons.

Provide school personnel with radios to ensure student safety.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- 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
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

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

Performance Objective 1: A minimum of 90% of students tested will achieve Level II mastery on the STAAR Reading, Writing, Math, and Science tests.

Summative Evaluation: STAAR Scores, TELPAS 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 CSF 7</p> <p>1) Provide Language Arts Professional Development in order to implement a comprehensive ELAR/SLAR instructional program and increase student achievement in reading and writing.</p> <p>*ELAR/SLAR (English/Spanish Language Arts & Reading) TEKS *Pre-Kindergarten Guidelines *Center for Improving the Readiness of Children for Learning and Education (CIRCLE)-PK *Ensenando la lectura-PK *State Adopted Texts *Vocabulary building</p> <p>Population: PreK-5th grade students: Regular TI MI ELL SE AR GT DYS</p> <p>Timeline: September 2016-March 2017 During grade level meetings and faculty meetings</p> <p>CNA p. 9</p>	1, 4	*Dean *TLI Lead Teacher	Formative: Sign-in Sheets Agendas Walk-throughs Session Evaluations Summative: TELPAS Scores STAAR Scores APRENDA Scores SAT 10 Scores				

<p style="text-align: center;">Critical Success Factors CSF 1 CSF 7</p> <p>2) Provide Language Arts Professional Development for teachers in order to implement a comprehensive instructional program for English Language Learners and increase achievement of ELL students.</p> <p>*TELPAS *ELPS *Sheltered Instruction (SIOP) *Esperanza (Grades 1-2) *Preparacion para la lectura *Language Enrichment *CIRCLE-PK *Ensenando la lectura-PK *Vocabulary building</p> <p>Population: PreK-5th grade ELL students</p> <p>Timeline: October 2016-March 2017 During grade level meetings and faculty meetings</p> <p>CNA p. 9</p>	<p>1, 4</p>	<p>*Dean *TLI Specialist</p>	<p>Formative: Sign-in Sheets Agendas Walk-throughs Training Evaluations</p> <p>Summative: TELPAS Scores STAAR Scores APRENDA Scores SAT 10 Scores</p>				
<p>Funding Sources: No Funds Required</p>							
<p style="text-align: center;">Critical Success Factors CSF 1</p> <p>3) Develop oral language skills and increase listening/speaking and reading/writing proficiency through the use of ELPS and ELAR strategies in the classroom in order to increase the number of students scoring Advanced High on TELPAS .</p> <p>Population: PreK-5th grade ELL students</p> <p>Timeline: Daily August 2016-June 2017</p> <p>CNA p. 5</p>	<p>2</p>	<p>*PK-5th Bilingual Teachers *Dean</p>	<p>Formative: Benchmark testing Reading Fluency Teacher Observations Progress Reports</p> <p>Summative: TELPAS Scores SELP Scores</p>				

<p style="text-align: center;">Critical Success Factors CSF 7</p> <p>4) Conduct campus Vertical and Horizontal Alignment meetings to share teaching practices and strategies in order to align instruction and increase student achievement.</p> <p>Population: PreK-5th grade students: Regular TI MI ELL SE AR GT</p> <p>Timeline: Horizontal meetings every Wednesday with Administration</p> <p>Vertical meetings once every six weeks.</p> <p>CNA p. 9</p>	1, 8	*Dean	Formative: Sign in sheets Teacher evaluations Agendas Summative: STAAR scores TELPAS scores EOY-TPRI/Tejas Lee scores				
<p>Funding Sources: No Funds Required</p>							

<p style="text-align: center;">Critical Success Factors CSF 2</p> <p>5) Implement a coordinated systematic assessment plan in order to facilitate data for planning and curriculum purposes to increase student achievement.</p> <p>Population: PreK-5th grade students: Regular TI MI ELL SE AR GT DYS</p> <p>Timeline: As per District Assessment Calendar</p> <p>CNA p. 11</p>	1, 8	*Dean	Formative: Classroom Formative Assessment Results Summative: STAAR scores SAT 10/ Apenda score TPRI/Tejas Lee TELPAS scores				
Funding Sources: No Funds Required							
<p style="text-align: center;">Critical Success Factors CSF 1</p> <p>6) Practice reading fluency on a daily basis in order to increase reading comprehension.</p> <p>Assess fluency at the end of every six weeks</p> <p>Population: 1st-5th grade students: Regular TI MI ELL SE AR GT DYS</p> <p>Timeline: Daily</p> <p>CNA p. 9</p>	2	*1st-5th Grade Teachers *Dean	Formative: Weekly Fluency Tracker Summative: End-of-Six Weeks Fluency Rate in Report Cards				
Funding Sources: Local - \$1000.00							

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 5</p> <p>7) Pre-Kinder and Kinder students will utilize the Accelerated Reader program for to increase reading fluency and comprehension.</p> <p>Population: Pre-Kinder and Kinder students</p> <p>Timeline: Daily use of program</p> <p>CNA p. 9</p>		*Librarian	<p>Formative: Weekly AR reports, Lesson Plans, Walkthroughs, Progress Monitoring</p> <p>Summative: TPRI/Tejas Lee Results</p>						
<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>8) Purchase consumable supplies for teachers to utilize during instruction so as to make the lessons engaging.</p> <p>Population: PK-5th grade students</p> <p>Timeline: September 2016-March 2017</p> <p>CNA p. 7</p>				*Principal	<p>Formative: Lesson Plans Formative Assessments Six Weeks Monitoring Folders</p> <p>Summative: STAAR TELPAS TPRI/Tejas Lee</p>				
			Funding Sources: Local - \$3281.00						
			Funding Sources: State Bilingual - \$5725.00, Local - \$10538.00, Title I-A - \$40000.00, Title I-A - \$2500.00, Local - \$1500.00, State Compensatory - \$1000.00, State Bilingual - \$1000.00, Federal Bilingual - \$1000.00, Title I-A - \$2500.00, SPED - \$310.00, SPED - \$820.00						

<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>9) Supplemental instructional materials will be provided in ELA, Math, and Science in order to increase student achievement on the STAAR assessment.</p> <p>Population: PK-5th grade students: Regular TI MI ELL AR DYS</p> <p>Timeline: September 2016-March 2016</p> <p>CNA p. 7</p>	2, 3, 9, 10	<p>*Principal *Dean *Administrator for State Compensatory Education</p>	<p>Formative: Lesson Plans, Benchmark Scores, Student Progress Reports, Walkthroughs</p> <p>Summative: STAAR Results</p>				
<p>Funding Sources: Title I-A - \$2500.00, State Compensatory - \$27033.00, State Compensatory - \$1000.00, State Compensatory - \$2800.00, State Bilingual - \$5725.00</p>							
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>10) Employ a highly qualified teacher and paraprofessionals to implement the program for Three-Year-Old students in order to promote early literacy and improve foundational language skills.</p> <p>Population: TI-A Three-Year-Old Program Teacher and Paraprofessional</p> <p>Timeline: August 2016-June 2017</p> <p>CNA p. 11</p>	3, 10	*Principal	<p>Formative Teacher Observations Student Pre-test Results</p> <p>Summative Post test Results EOY Teacher Survey</p>				
<p>Funding Sources: Title I-A - \$72203.00, Title I-A - \$31089.00</p>							

<p style="text-align: center;">Critical Success Factors CSF 1 CSF 4</p> <p>11) Utilize small group instruction such as pair-share and group-share to increase collaboration among students and increase achievement in the content areas.</p> <p>Population: PK-5th grade students Regular TI MI ELL SE AR GT DYS</p> <p>Timeline: According to lesson plan</p> <p>CNA p. 11</p>	2	*Classroom Teachers	Formative: Lesson Plans Walk-throughs Summative: STAAR results				
Funding Sources: No Funds Required							
<p style="text-align: center;">Critical Success Factors CSF 5 CSF 6</p> <p>12) Host an orientation for students and parents zoned to Russell Elementary from the Head Start program to assist with the transition to public school.</p> <p>Population: Head Start students</p> <p>Timeline: May 2017</p> <p>CNA p. 7</p>	7	*Counselors	Formative: List of Students Summative: Parent Survey				
Funding Sources: No Funds Required							

<p style="text-align: center;">Critical Success Factors CSF 1</p> <p>13) Library Aide will provide assistance to students in the library in order to increase student achievement in reading.</p> <p>Population: PreK-5th grade students: ELL MI SE GT DYS AR TI</p> <p>Timeline: Monday to Friday August 2016-June 2017</p> <p>CNA p. 6</p>	3	*Principal	Formative: Administrative Observations Summative: End-of-Year Evaluation				
Funding Sources: Title I-A - \$31016.00							
<p style="text-align: center;">Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>14) Provide staff development for teachers in the STAAR content areas according to the 2016 STAAR results in order to increase achievement.</p> <p>Population: PreK-5th grade students: ELL MI SE GT DYS AR TI</p> <p>Timeline: September and October 2016 Follow-up during grade level meetings.</p> <p>CNA p. 9</p>	4	*Dean	Formative: Walk-through documents Formative assessments Summative: STAAR results				
Funding Sources: No Funds Required							






<p style="text-align: center;">Critical Success Factors CSF 1 CSF 7</p> <p>15) Provide professional development in questioning strategies to enhance students reflective reasoning and conceptual understanding and increase student achievement.</p> <p>Population: Pre-K-5th grade students: Regular TI MI LEP SE AR GT DYS</p> <p>Timeline: September 2016</p> <p>CNA p. 9</p>	4	*Dean	Formative: Classroom assessments Classroom Observations Lesson Plans Summative: STAAR results				
Funding Sources: No Funds Required							
<p style="text-align: center;">Critical Success Factors CSF 1 CSF 7</p> <p>16) Provide professional development on the specifications, format, item analysis and objectives of the STAAR so that teachers can provide focused instruction to improve students performance on STAAR.</p> <p>Population: K-5th grade students: Regular TI MI LEP SE AR GT DYS</p> <p>Timeline: August 2016</p> <p>CNA p. 9</p>	4	*Dean	Formative: Student assessments Classroom Observations Lesson Plans Summative: STAAR Results				
Funding Sources: No Funds Required							

<p align="center">Critical Success Factors CSF 1</p> <p>17) Utilize dictionaries for ELL students to increase student achievement.</p> <p>Population: 3rd-5th grade ELL students</p> <p>Timeline: Daily September 2016-May 2017</p> <p>CNA p.6</p>		*Dean	Formative: Lesson Plans Summative: STAAR Scores				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>18) Provide professional development for Pre-K-5th grade teachers in: In depth study of science TEKS, assessment, notebooks, technology integration, journaling, word walls, vocabulary development, graphic organizers, Star Lab and questioning techniques to improve the delivery of science instruction and increase student achievement.</p> <p>Population: K-5th grade students: Regular TI MI LEP SE AR GT DYS</p> <p>Timeline: During grade level meetings and faculty meetings. POC meeting schedule</p> <p>CNA p. 8</p>	4	*Dean	Formative: Session evaluations Summative: STAAR scores				
Funding Sources: No Funds Required							

<p style="text-align: center;">Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>19) Support the integration of communication skills into the PreK-5th science program through science journals.</p> <p>*Staff development on journaling *Integration of language arts curriculum with the science curriculum *Implementation of journaling in science PreK-5th to improve science literacy in students.</p> <p>Population: Pre-K-5th grade students: Regular TI MI LEP SE AR GT DYS</p> <p>Timeline: During grade level meetings and faculty meetings.</p> <p>CNA p. 6</p>	2	*Dean	Formative: Student journals				
Funding Sources: No Funds Required							

<p align="center">Critical Success Factors CSF 1</p> <p>20) Utilize the Living with Science Technology Lab for science problem solving to increase student achievement.</p> <p>Population: 4th& 5th grade students:</p> <p>Regular TI MI LEP SE AR GT DYS</p> <p>Timeline: Weekly as per Science schedule September 2016-May 2017</p> <p>CNA p. 6</p>	2	*Dean	<p>Formative: Living with Science Assessments</p> <p>Summative: STAAR Results</p>				
<p>Funding Sources: State Compensatory - \$2800.00</p>							
<p align="center">Critical Success Factors CSF 1</p> <p>21) Students in third- fifth grade will utilize the EduSmart digital program in order to increase student achievement in science.</p> <p>Population: 3rd-5th grade students:</p> <p>Regular TI MI LEP SE AR GT DYS</p> <p>Timeline: Daily September 2016-May 2017</p> <p>CNA p. 6</p>	1, 2, 5	*Dean	<p>Formative: Edusmart Evaluations, Lesson Plans, Student Progress Reports, Benchmark Scores, Walkthroughs</p> <p>Summative: End of program Test</p>				
<p>Funding Sources: No Funds Required</p>							

<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>22) Provide Staff Development for teachers in Social Studies content, vocabulary and strategies in order to meet the needs of the students and ensure their comprehension of Social Studies TEKS and increase student achievement.</p> <p>Population: Pre-K-5th grade students:</p> <p>Regular TI MI LEP SE AR GT DYS</p> <p>Timeline: Grade level meetings and faculty meetings. September 2016-May 2017</p> <p>CNA p. 8</p>	4	*Dean	<p>Formative: Classroom Assessments Benchmark Tests Classroom Observations Lesson Plans</p> <p>Summative: STAAR results</p>				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 1</p> <p>23) The Study Island computer program will be used in order to increase time on task and increase student achievement.</p> <p>Population: 2nd-5th grade students: Regular TI MI ELL AR DYS</p> <p>Timeline: September 2016-May2017</p> <p>CNA p. 6</p>	1, 2, 3, 9	<p>*3rd-5th Grade Teachers *Campus Administration *Admin. for SCE</p>	<p>Formative Study Island reports, lesson plans, classroom observations, benchmark scores</p> <p>Summative STAAR results</p>				

<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>24) The LPAC committee will monitor the progress of ELL students in order to increase the acquisition of the English language.</p> <p>Population: ELL students</p> <p>Timeline: Monthly and EOY LPAC</p> <p>CNA p.5</p>	10	LPAC Administrator LPAC Chairperson	Formative: Monthly LPAC reports Summative: EOY LPAC report TELPAS scores				
	Funding Sources: State Bilingual - \$2500.00						
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							






Goal 2: The students in the public education system will demonstrate exemplary performance in the TEKS based fine arts programs, co-curricular, athletic programs, and extra-curricular activities.

Performance Objective 1: A minimum of 90% of our students will achieve a Level II performance on STAAR.

Summative Evaluation: STAAR 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 6</p> <p>1) Selected fifth grade students will participate in the Celebration of Song Fifth Grade Honor Choir as a means to introduce them to large ensemble performance experiences.</p> <p>Population: Selected fifth grade students Tryout Music</p> <p>Timeline: March 2017</p> <p>CNA p. 11</p>	2	*Music Teacher	<p>Formative: List of Selected Students</p> <p>Summative: Audience/student reaction</p>				
<p>Funding Sources: Local - \$830.00</p>							
<p align="center">Critical Success Factors CSF 1</p> <p>2) Participate in the Red Hot Ballroom dance program to promote the cultural awareness of the importance of dance and social skills.</p> <p>Population: Selected 5th grade students</p> <p>Timeline: October 2016-May 2017</p> <p>CNA p.11</p>	2	*Ballroom Dance Instructors	<p>Formative: Weekly Practice Schedule</p> <p>Summative: Performance ratings</p>				
<p>Funding Sources: Local - \$3000.00</p>							

<p align="center">Critical Success Factors CSF 6</p> <p>3) Choir will conduct a Christmas Tour to sing at local businesses and Adult Day Cares in order to promote community awareness of our fine arts program.</p> <p>Population: 5th Grade Choir Students</p> <p>Timeline: December 2016</p>	2	*Music Teacher	<p>Formative Weekly Practice Schedule</p> <p>Summative: Choir Performance</p>				
Funding Sources: Local - \$3000.00							
<p align="center">Critical Success Factors CSF 1</p> <p>4) Participate in Destination Imagination in order to develop students problem solving and higher order thinking skills.</p> <p>Population: Kinder-5th grade students 2 teams-7 students on each team</p> <p>Timeline: September to February Monday thru Thursday</p> <p>Regional Tournament in February 2017</p> <p>CNA p.11</p>	2	*DI Coaches	<p>Formative: Attendance at daily practice sessions</p> <p>Summative: Results of Regional Tournament</p>				
Funding Sources: Local - \$1233.00							
<p align="center">Critical Success Factors CSF 1</p> <p>5) Students will participate in Brainsville competition in order to promote problem solving and higher order thinking skills.</p> <p>Population: GT Students</p> <p>Timeline: November 2016</p> <p>CNA p.11</p>	2	*Dean	<p>Formative: Project proposal</p> <p>Summative: Results of competition</p>				
Funding Sources: No Funds Required							

<p align="center">Critical Success Factors CSF 1</p> <p>6) Students in GT will utilize the Project Based Learning program in order to promote critical thinking and problem solving skills.</p> <p>Population: GT students</p> <p>Timeline: August 2016-June 2017</p> <p>CNA p.11</p>	2	*Dean *GT Teachers	Formative GT Lesson PLans Summative Completed Project Rubrics				
Funding Sources: No Funds Required							
<p>7) Students in Saturday Science Adventures will utilize the inquiry/Socratic approach to learning in order to promote critical thinking and problem solving skills.</p> <p>Population: All 5th grade students</p> <p>Timeline: September 2016-May 2017</p> <p>CNA p.11</p>	2	*Principal	Formative Lesson Plans Summative STAAR scores				
Funding Sources: State Compensatory - \$15003.00, State Compensatory - \$10742.00							
<p align="center">Critical Success Factors CSF 1</p> <p>8) 8) Students will participate in the Extended Day Enrichment Program in order to promote critical thinking and higher order thinking skills.</p> <p>Population: PK-5th grade students</p> <p>Timeline: August 2016-June 2017</p> <p>CNA p. 11</p>	2, 9	*Principal *Assistant Principals *Dean	Formative Lesson Plans Summative Student participation				
Funding Sources: State Compensatory - \$31433.00, Federal Bilingual, Federal Bilingual - \$31330.00							
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

Performance Objective 1: 90% of all PK-5th grade at-risk students will be promoted to the next grade level, 90% of 3rd-5th grade students will pass all sections of STAAR, and 90% of all identified at risk students will attend school.

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

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 6</p> <p>1) The dyslexia teacher and teacher aide will work with students to meet content performance expectations and improve academic achievement on assessment instruments.</p> <p>Population: Dyslexic students, At-Risk students</p> <p>Timeline: August 2016-May 2017</p> <p>CNA p.8</p>	1, 3, 10	<p>*Principal</p> <p>*Admin. for SCE</p>	<p>Formative: Lesson Plans, Student Progress Reports, Benchmark Scores, Classroom Observations</p> <p>Summative TPRI/Tejas Lee results STAARS, Stanford 10/Aprenda</p>				
<p>Funding Sources: State Compensatory - \$52551.00, Title I-A - \$22137.00</p>							




<p style="text-align: center;">Critical Success Factors CSF 1</p> <p>2) The Dean of Instruction will conduct professional development sessions on instructional strategies and provide teacher support to meet the educational needs of At-Risk students.</p> <p>Population: PK-5th Grade students</p> <p>TI MI LEP AR DYS</p> <p>Timeline: Weekly</p> <p>CNA p.8</p>	4, 9	*Principal *Admin. for SCE	<p>Formative ERO Evaluation & Attendance Reports, Lesson plans, Student Progress Reports, Benchmark Scores, Classroom Observations</p> <p>Summative TPRI/Tejas Lee results STAARS, Stanford 10/Aprenda</p>				
<p>Funding Sources: State Compensatory - \$55318.00</p>							
<p style="text-align: center;">Critical Success Factors CSF 1 CSF 4</p> <p>3) Provide an accelerated instruction (tutorial) program in order to increase student achievement.</p> <p>Population: 3rd-5th Grade At-risk students, TI, MI, LEP</p> <p>Timeline: October 2016-April 2017 Twice a week</p> <p>CNA p.6</p>	1, 2, 9	*Dean *Admin. for SCE	<p>Formative Master Schedule, Lesson Plans, Walkthroughs, Student Progress Reports, Benchmark Sores</p> <p>Summative: TPRI/Tejas Lee results, STAAR, Stanford 10/Aprenda</p>				
<p>Funding Sources: State Compensatory - \$15003.00, State Compensatory - \$10742.00</p>							

<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>4) Counselors will meet with At-risk students who were retained or promoted through the Grade Placement Committee in individual or small group as per student needs.</p> <p>Population: At-Risk students who were retained or promoted through GPC List of students</p> <p>Timeline: September 2016-May 2017</p> <p>CNA p.8</p>	9	*Counselors	Formative Six Weeks Report Card Grades Summative STAAR End of Year Report Card				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>5) Staff development activities will target the identification of students who are at-risk of dropping out. Teachers will acquire effective intervention and prevention instructional strategies.</p> <p>Population: AR students</p> <p>Timeline: August 2016-May 2017</p> <p>CNA p.8</p>	3	*Dean	Formative: ERO Session Evaluation Report Summative: STAAR				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 1</p> <p>6) Maintain a highly qualified teacher for the purpose of reducing class size in Fifth grade in order to increase achievement.</p> <p>Population: Fifth Grade Teacher</p> <p>Timeline: August 2016- June 2017</p> <p>CNA p.11</p>	3	*Principal	Formative Six Weeks Report Card Grades Summative STAAR				
Funding Sources: Title II-A (TPTR) - \$59863.00							

<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>7) Provide academic and non-academic services for students identified as Homeless including counseling, monitoring of academic progress and attendance in order to increase student achievement.</p> <p>Population: Pk-5th Grade Homeless students At Risk Students</p> <p>Timeline: September 2016-May 2017</p> <p>CNA p.11</p>	1, 2	*Assistant Principal *Counselors *Parent Liaison	Formative: Six Weeks Report Card Grades Summative: STAAR				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 1</p> <p>8) The Pre-K program will be provided for the full day in order to better prepare students academically.</p> <p>Population: Pre-K AR, TI, MI, LEP students</p> <p>Timeline: August 2016-May 2017</p> <p>CNA p.8</p>	1, 2, 3, 9	*Principal *Admin. for SCE	Formative: Lesson Plans, walkthroughs, student progress reports, BOY & MOY CPALLS Summative: CPALLS EOY Reports				
Funding Sources: State Compensatory - \$78538.00, Title I-A - \$70507.00							
<p align="center">Critical Success Factors CSF 1</p> <p>9) Administration will meet with teachers who have more than a 10% failure rate at the end of every six weeks and develop an action plan in order to provide early intervention for at-risk students.</p> <p>Population: 1st-5th grade At-Risk students</p> <p>Timeline: End of Every Six Weeks</p> <p>CNA p.8</p>	1, 9	*Administration	Formative: End of Six Weeks Grades Summative: STAAR				
Funding Sources: No Funds Required							

<p style="text-align: center;">Critical Success Factors CSF 1</p> <p>10) Teachers with students with AU will attend staff development to learn strategies on how to better work with students in order to increase student achievement.</p> <p>Population: Kinder- 5th Grade AU students</p> <p>Timeline: October 2016</p> <p>CNA p.8</p>	4	*Dean *Behavior specialist	Formative: Sign-in sheets, Agenda, ERO Session Evaluation Report Summative: STAAR				
Funding Sources: No Funds Required							
<p style="text-align: center;">Critical Success Factors CSF 1</p> <p>11) Highly qualified paraprofessionals will supplement allotted campus position so that the needs of low performing students can be met through more individualized and small group instruction.</p> <p>Population: 1-T1 Computer Aide</p> <p>Timeline: August 2016-June 2017</p> <p>CNA p.8</p>	3	*Principal	Formative Observations, Student progress reports Summative CPALLS				
Funding Sources: Title I-A - \$22648.00							

<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>12) Assist with the identification of homeless youth through the use of: *Student Residency Questionnaire (SRQ) *Posters displayed throughout campus *Referral forms to the Homeless Youth Project *Trainings provided by Homeless Youth Dept *Community resources</p> <p>Population: PreK-5th grade students: Homeless students</p> <p>Timeline: August 2016-June 2017</p> <p>CNA p.8</p>	6	*Registrars *Assistant Principal	Formative: Initial Referral Summative: List of Referral to Homeless Youth Dept. STAAR				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 6</p> <p>13) A food pantry and clothes closet will be implemented at every campus to provide identified at-risk, homeless, and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to improve at-risk student achievement and attendance and decrease the retention rate.</p> <p>Population: At-Risk students</p> <p>Timeline: July 2016-June 2017</p> <p>CNA p. 9</p>	10	Parent Liaison Admin for SCE Admin for Sp. Programs	Formative: Benchmark Scores Student Progress Reports Summative: STAAR Scores Attendance Rate				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 1</p> <p>14) Teachers will utilize the RtI process to monitor student progress and monitor any student that may qualify for special education.</p> <p>Population: PK-5th Grade students</p> <p>Timeline: August 2016-June 2017</p> <p>CNA p. 8</p>	1, 2, 3, 9	Teachers RtI Coordinator	Formative: Benchmark Scores Report Card Grades Summative: STAAR Scores TPRI/Tejas LEE Scores				

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

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






Performance Objective 1: Increase the student attendance rates for all district schools 98.5% for elementary schools, 96% for middle schools, and 95% for high schools.

Summative Evaluation: End of Year ADA

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 4 CSF 6</p> <p>1) Announce perfect attendance daily over the intercom at the end of the day to promote perfect attendance.</p> <p>Population: PreK-5th grade students Regular TI MI LEP SE AR GT DYS</p> <p>Timeline: Daily at the end of the day</p> <p>CNA p.5</p>	1	<p>*Assistant Principal *Data Entry Clerk</p>	<p>Formative Daily list of classrooms with perfect attendance</p> <p>Summative End of Year ADA</p>				
<p>Funding Sources: No Funds Required</p>							

<p style="text-align: center;">Critical Success Factors CSF 4 CSF 5</p> <p>2) Monitor student attendance on a daily basis using the Binder System to identify students not in school before 9:40 am.</p> <p>Population: PreK-5th grade students Regular TI MI LEP SE AR GT DYS</p> <p>Timeline: Daily before 9:40 am</p> <p>CNA p.5</p>	1	*Data Entry Clerk *Parent Liaison	Formative Daily ADA Summative End of Year ADA				
Funding Sources: No Funds Required							
<p style="text-align: center;">Critical Success Factors CSF 4</p> <p>3) Monitor the attendance of students on intra-district transfers in order to increase attendance rate.</p> <p>Population: PreK-5th grade students on intra-district transfers</p> <p>Timeline: End of every 3 weeks</p> <p>CNA p.5</p>	1	*Data Entry Clerk *Parent Liaison *Assistant Principal	Formative ADA of students on Intra-District Transfers Summative End of Year ADA				
Funding Sources: No Funds Required							

<p style="text-align: center;">Critical Success Factors CSF 4</p> <p>4) Students with perfect attendance, good behavior, for the week will receive an incentive.</p> <p>Population: PreK-5th grade students Regular TI MI LEP SE AR GT DYS</p> <p>Timeline: Every Friday</p> <p>CNA p.5</p>	1	*Classroom Teachers	Formative Weekly list of classrooms with perfect attendance Summative End of Year ADA				
Funding Sources: Title I-A - \$4315.00, SPED - \$950.00							
<p style="text-align: center;">Critical Success Factors CSF 4</p> <p>5) Monitor the attendance of students in Special Education and Migrant programs on a daily basis in order to increase the campus attendance rate.</p> <p>Population: PreK-5th grade students SE MI</p> <p>Timeline: Daily</p> <p>CNA p.5</p>	1	*Parent Liaison *AP in charge of Student Accounting	Formative Daily ADA Report Summative End of Year ADA				
Funding Sources: No Funds Required							

<p align="center">Critical Success Factors CSF 6</p> <p>6) The school nurse will assist students in need of medical attention and reduce the number of students sent home by the nurse.</p> <p>Population: PK-5th Grade Students</p> <p>Regular TI MI LEP SE AR GT DYS</p> <p>Timeline: September 2016-June 2017</p> <p>CNA p.5</p>	10	Nurse	Formative: List of supplies Summative: Reduction in number of students sent home by nurse				
<p align="center">Critical Success Factors CSF 6</p> <p>7) Provide incentives for A and A/B Honor Roll and Perfect Attendance for the end of the school year in order to promote a culture of high expectations.</p> <p>Population: Pk-5th Grade Students Reg, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: May 2017</p> <p>CNA p. 10</p>	1, 2	Counselors	Formative: List of students eligible for awards Summative: STAAR results, Attendance Rate				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							


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

Performance Objective 1: The campus will have less than 50 discipline referrals with less than 10% of the referrals having ISS and/or OSS.

Summative Evaluation: Review 360 Reports

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p align="center">Critical Success Factors CSF 6 CSF 7</p> <p>1) Provide training for 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.</p> <p>Population: Administrators New Teachers</p> <p>Timeline: August 2016</p> <p>CNA p.8</p>	5	*Assistant Principal	Formative Agenda Sign-in sheets Summative Review 360 Reports				
Funding Sources: No Funds Required							

<p align="center">Critical Success Factors CSF 6 CSF 7</p> <p>2) Provide professional development on the following areas: a.) Bullying Prevention b.) Violence/conflict resolution c.) Recent drug use trends d.) Resiliency/Developmental Assets e.) Signs of Child Abuse g.) Response to Intervention (RtI) Model research based interventions to allow staff to recognize and address the issue, as a preventive measure.</p> <p>Population: Administrators, Campus Staff & Faculty</p> <p>Timeline: August 2016-January 2017</p> <p>CNA p.8</p>	1, 4	*Administrators *Campus faculty and staff	Formative Professional Development Evaluation Summative Review 360 Reports				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 5</p> <p>3) Parent Presentations will be made periodically on the following: *Gang Awareness *Bullying *Internet Safety *Drug, Alcohol and Tobacco Awareness *Gun Safety *Teen CERT *Truancy *EOP-Safety Procedures to educate parents to be able to recognize the signs and symptoms related to certain offenses.</p> <p>Population: Parents</p> <p>Timeline: August 2016-May 2017</p> <p>CNA p.10</p>	1, 10	*Administration *Parent Liaison *Counselors	Formative Sign-In Sheets Agendas Summative Evaluations				
Funding Sources: No Funds Required							

<p align="center">Critical Success Factors CSF 1</p> <p>4) Assist students with issues interfering with learning, such as but not limited to, emotional distress, family problems, or alcohol problems.</p> <p>Population: Students who are failing and highly At Risk</p> <p>Timeline: August 2016-May 2017</p> <p>CNA p.8</p>	9	*Counselors *Homeroom Teachers	Formative Counselor Logs Summative Report Card				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 6</p> <p>5) Conduct presentations for students on how to effectively handle bullying to ensure students feel safe at school.</p> <p>Population: PreK-5th grade students Regular TI MI LEP SE AR GT DYS</p> <p>Timeline: October 2016-February 2017</p> <p>CNA p.7</p>	1, 9	*Counselors	Formative Review 360 reports Summative End of year survey				
Funding Sources: No Funds Required							
							

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






Performance Objective 1: There will be a 10% increase of parents involved in campus/district parental involvement activities during each school year.

Summative Evaluation: Parent Meeting Documentation

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 5</p> <p>1) Conduct the following annual Title I-A required activities: *Complete and disseminate a Parental Involvement Policy that delineates how parents will be actively involved at the district/campus level *Complete and disseminate a School-Parent-Student Compact indicating the responsibility of each group in order to ensure student achievement, specifically in the content areas. *Title I-A Meeting to inform parents of the services provided through Title I funds *Title I-A Parent Survey to evaluate the effectiveness of the District Parental Involvement Program</p> <p>Population: All Parents All Students All School Personnel</p> <p>Timeline: September 2016</p> <p>CNA p.13</p>	6	*Parent Liaison * Assistant principal	<p>Formative: Signed SPS Compact</p> <p>Summative: *Completed Title I-A Parental Involvement Compliance Checklist *Parent Meeting Documentation *State Assessment Results *Parent & Student Attendance Rate *Discipline Referrals *Parent Survey Results</p>				
Funding Sources: No Funds Required							

<p style="text-align: center;">Critical Success Factors CSF 5</p> <p>2) Educate all learning community members as to the academic and non-academic benefits of a strong parent-school partnership.</p> <p>Population: All Staff</p> <p>Timeline: Grade level meetings September 2016</p> <p>CNA p.13</p>	6	<ul style="list-style-type: none"> *Administration *Parent Liaison 	<p>Formative: Agendas Sign in Sheet Session evaluations Teacher log</p> <p>Summative: Parent attendance at school activities State Assessment Results Attendance Rate Discipline Referrals</p>				
Funding Sources: No Funds Required							
<p style="text-align: center;">Critical Success Factors CSF 5</p> <p>3) Provide ample parent education opportunities through parent conferences and parent training sessions to disseminate information and/or services regarding: *Health Education *Special Populations (Bilingual, Dyslexia, G.T., Migrant, Special Education) *Building Capacity *Community agencies/organizations *Families in Training *CIP *Programs & services to increase parental participation *STAAR</p> <p>Population: All Parents</p> <p>Timeline: Parent Meetings every Thursday</p> <p>CNA p.13</p>	6	<ul style="list-style-type: none"> *Principal *Parent Liaison 	<p>Formative: Flyers Sign-In Sheets Conference Agendas Meeting Agendas</p> <p>Summative: Meeting Evaluations State Assessment Results Attendance Rate Discipline Referrals</p>				
Funding Sources: No Funds Required							

<p style="text-align: center;">Critical Success Factors CSF 5</p> <p>4) Invite parents to school activities such as: *Meet the Teacher Night *Open House *Award ceremonies *Library reading days</p> <p>in order to get them involved in their child's education and build a working relationship between teachers and parent.</p> <p>Population: All Parents</p> <p>Timeline: August 2016-June 2017</p> <p>CNA p.13</p>	6	*CATCH Champion *Cafeteria Manager *Librarian *Parent Liaison *Campus Administration	Formative: Visitor Log Summative: End of Year Survey				
Funding Sources: No Funds Required							
<p style="text-align: center;">Critical Success Factors CSF 5</p> <p>5) Each parent will receive a behavior chart on a daily basis in order to maintain communication with parent regarding student academic and behavioral progress.</p> <p>Population: EC-2nd</p> <p>Timeline: August 2016-June 2017 Mon. to Fri.</p> <p>CNA p.13</p>	6	*All Classroom Teachers	Formative: Daily Behavior Charts Summative: Discipline Referrals State Assessment Results Attendance Rate				
Funding Sources: No Funds Required							

<p align="center">Critical Success Factors CSF 5</p> <p>6) Computers in the Parent Center will be available for parent use for the BISD Home Access Center or other online applications in order for parents to monitor the progress of their children.</p> <p>Population: All Parents</p> <p>Timeline: September 2016-June 2017</p> <p>CNA p.13</p>	6	*Parent Liaison Administration	Formative: Sign-in Sheet HAC Reports Summative: Report Cards							
<p align="center">Critical Success Factors CSF 5</p> <p>7) Volunteers will be provided with the necessary tools for tasks conducted in the parent center including making copies of fliers to be sent home to maintain communication with parents.</p> <p>Population: Parent Volunteers</p> <p>Timeline: August 2016-June 2017</p> <p>CNA p.13</p>			6	*Principal *Parent Liaison	Formative: Volunteer Sign-in log Summative: Parent Survey State Assessment Results Attendance Rate Discipline Referral					
<p align="center">Critical Success Factors CSF 5</p> <p>8) Fund Parent Liaison and provide payment for mileage incurred while conducting attendance and parental involvement responsibilities such as home visits and parental involvement meetings and trainings.</p> <p>Population: Parent Liaison</p> <p>Timeline: August 2016-June 2017</p> <p>CNA p.13</p>			6	*Principal	Formative Monthly Contact Log Job Description Summative Attendance rate State Assessment Results Attendance Rate Discipline Referrals					
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>										

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

Performance Objective 1: 90% of 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: PFS Monitoring Tool

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1</p> <p>1) All migrant students will receive grade appropriate school supplies 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.</p> <p>Population: PFS and Migrant Students.</p> <p>Timeline: August 2016-June 2017</p> <p>CNA p.9</p>	10	<ul style="list-style-type: none"> *Assistant Principal *Parent Liaison *Migrant Teacher 	<p>Formative: NGS Campus Reports</p> <p>Summative: Completed Request for Supplemental Support Form w/ student \u2018s NGS Number and Parent\u2019s / Student\u2019s signature</p>				
<p>Funding Sources: Title I-C (Migrant) - \$590.00</p>							

<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>2) The academic progress of 1st grade migrant students will be monitored to ensure successful grade level completion and ultimately secure promotion to 2nd grade.</p> <p>Population: 1st grade PFS/Migrant students</p> <p>Timeline: September 2016-May 2017</p> <p>CNA p.9</p>	1, 2, 9, 10	<p>*Dean *First Grade Teachers *Migrant Teachers</p>	<p>Formative: Three Week Progress Reports</p> <p>Summative: Six Week Report Cards</p>				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>3) The academic progress of all Migrant students will be reviewed at the end of each six weeks to ensure student achievement.</p> <p>Population: 1st-5th Grade PFS/Migrant Students</p> <p>Timeline: End of Every Six Weeks 2016-2017</p> <p>CNA p.9</p>	1, 10	*Counselors	<p>Formative: Six Weeks Report Cards</p> <p>Summative: End of Year Report Card</p>				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 6</p> <p>4) Purchase clothing for PFS and All Migrant students in order to provide a basic necessity for attending school.</p> <p>Population: PFS & All Migrant Students</p> <p>Timeline: January 2017</p> <p>CNA p.9</p>	10	<p>*Parent Liaison *Migrant Teacher</p>	<p>Formative: NGS PFS Report CNA</p> <p>Summative: Completed PFS Monitoring Tool</p>				
Funding Sources: Title I-C (Migrant) - \$590.00							

<p style="text-align: center;">Critical Success Factors CSF 6</p> <p>5) PFS migrant students will receive supplemental support services before other migrant students to ensure that the requirements delineated by NCLB Section 1304(d) are addressed.</p> <p>Population: PFS and Non-PFS Migrant Students</p> <p>Timeline: August 2016-June 2017</p> <p>CNA p. 9</p>	9, 10	Sp. Prog. Admin. Principal Migrant Teacher	<p>Formative: NGS Campus Reports Delivery page with signature</p> <p>Summative: Completed PFS Monitoring Tool</p>				
Funding Sources: No Funds Required							
<p style="text-align: center;">Critical Success Factors CSF 1 CSF 6</p> <p>6) Identified Migrant three-year-old children will have the opportunity to enroll into the Title I, Part A Three-Year-Old Program (PK-3) so they can receive the same educational experience as non-migrant students.</p> <p>Population: Migrant students</p> <p>Timeline: August 2016-June 2017</p> <p>CNA p. 14</p>	2, 10	Sp Program Admin. Principal	<p>Formative: Attendance sheets NGS Currently Enrolled Report</p> <p>Summative: Three-Year-Old Program Completion Certificate</p>				
Funding Sources: No Funds Required							
<p>7) In order to secure the data needed to accommodate placement into appropriate supplemental instructional opportunities for PK-5th grade migrant students, pre-test and post-test results will be used by teachers and administrators to identify the migrant students performing below grade level. NOTE: At sites being served by a migrant teacher, teacher will provide additional supplemental opportunities and ensure participation.</p> <p>Population: PFS/Migrant students</p> <p>Timeline: October 2016-April 2017</p>	8, 9	Principal Special Programs Administrator Teachers	<p>Formative: Pretest and Posttest Results</p> <p>Summative: EOY Report Card</p>				

<p>8) Parents of migrant PK, Kinder, 1st and 2nd grade students will be provided with awareness sessions in order to illustrate how to academically support their children more effectively.</p> <p>Population: Migrant parents of PK-2nd grade students</p> <p>Timeline: August 2016-June 2017</p> <p>CNA p. 13</p>	2, 6	Migrant Funded: Parent Liaison Recruiters DMC MSC	Academic success for all PK-2nd grade students EOY Promotion Rate Formative: Visitation Logs Parent Meeting Evaluations Summative: Session Evaluations Participation Surveys				
Funding Sources: No Funds Required							
<p>9) Elementary migrant students will have an equal opportunity to attend the school district's summer school programs to ensure promotion, if needed, or to participate in the enrichment migrant summer program. The migrant students will be provided with additional supplemental support by the respective campus in order to address academic, attendance need and promote positive social engagement.</p> <p>Population: Migrants and PFS PK-5 grade students</p> <p>Timeline: June 2017</p> <p>CNA p. 8</p>	10	SP Programs Administrator Campus Principal Campus Teachers Migrant Teachers Migrant Clerks DMC MSC	Increased promotion rates and test performance. Formative: Eligibility Lists Attendance Sheets Progress Reports Summative: SS Promotion Report Teacher/Student Surveys				
<p>10) Extended day tutorial session may be held for migrant students at elementary campuses where there is a documented need for supplemental academic support in the core subjects in order to ensure that migrant students have the same opportunity to meet academic challenges as non-migrant students. NOTE: At sites being served by a migrant teacher, teacher will provide and ensure participation into supplemental opportunities.</p> <p>Population: PFS/Migrant students</p> <p>Timeline: October 2016-May 2017</p> <p>CNA p. 8</p>	1, 2, 9	Campus Administration Classroom Teacher Migrant Funded: Teacher Tutorial teacher MSC	Increase promotion rates and test performance. Formative: Benchmark results Three-week progress reports Summative: Migrant promotion rate EOY student grades EOY migrant state assessment results				

<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: PFS/Migrant students</p> <p>Timeline: August 2016-May 2017</p> <p>CNA p. 12</p>	9	<p>Special programs administrator Migrant funded: Teachers Campus clerks DMC MSC</p>	<p>Timely placement into interventions</p> <p>Formative: STAAR/EOC remediation enrollment lists Attendance reports Participants' survey</p> <p>Summative: Session evaluations Report cards</p>				
Funding Sources: No Funds Required							
<p>12) 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</p> <p>Timeline: April 2017</p> <p>CNA p. 13</p>	2	<p>Campus administration Migrant funded: Migrant teachers HS migrant campus Clerks MEP secretary DMC MSC</p>	<p>Increase on-time graduation</p> <p>Formative: Parent meeting evaluations Student session evaluations</p> <p>Summative: Survey results Implementation of survey suggestions</p>				
Funding Sources: No Funds Required							
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							






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

Performance Objective 1: All schools will be at Advanced Tech level in one out of four key areas of the Star Chart.

Summative Evaluation: STaR Chart 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 7</p> <p>1) Teachers will participate in a minimum of 6 hours of technology professional development to integrate technology into the content areas.</p> <p>Population: PK-5th students: Regular TI MI LEP SE AR GT DYS</p> <p>Timeline: June 2016-May 2017</p> <p>CNA p.12</p>	4, 5	*Dean *TST	Formative ERO Summative STaR Chart				
Funding Sources: No Funds Required							

<p align="center">Critical Success Factors CSF 1</p> <p>2) Purchase projector bulbs for classroom teachers in order to enhance the use of technology during the lesson presentation.</p> <p>Population: Pre-Kinder-5th grade teachers</p> <p>Timeline: February 2017</p> <p>CNA p.12</p>	2	*TST *Principal	Formative: Teacher Observations Summative: STAAR Results				
Funding Sources: Title I-A - \$40000.00							
<p align="center">Critical Success Factors CSF 1</p> <p>3) Print additional resources from electronic sources for teachers to utilize as part of their instruction to increase student achievement.</p> <p>Population PK-5th students Regular TI MI LEP SE AR GT DYS</p> <p>Timeline: September 2016-June 2017</p> <p>CNA p.14</p>	2	Dean	Formative Lesson plans Teacher Observations Summative STAAR results				
Funding Sources: Local - \$3000.00, SPED - \$545.00							
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>4) Students will attend the reading and math computer labs to utilize online academic programs such as Pearson Realize, Think Central, Think Through Math and iStation in order to increase student achievement.</p> <p>Population: PK-5th Grade students</p> <p>Timeline: Weekly September 2016-June 2017</p>	1, 2, 9, 10	Instructional Dean Computer Lab Assistant	Formative: Weekly program reports Summative: STAAR Results				
Funding Sources: Title I-A - \$22300.00							

<p align="center">Critical Success Factors CSF 4</p> <p>5) Students will utilize computers in the classroom for integration of technology in order to increase student achievement.</p> <p>Population: PK-5th grade students</p> <p>Timeline: August 2016-June 2017</p>	2	*Administration *Classroom Teachers *TST	Formative: Weekly program reports Summative: STAAR Results				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 1 CSF 3</p> <p>6) Purchase computers, headphones, cables, chargers, power supplies, printers and licenses for administration, classroom teachers, support staff and students in order to analyze data and enhance the use of technology during lessons.</p> <p>Population: Pre-Kinder-5th grade teachers</p> <p>Timeline: February 2017</p> <p>CNA p.12</p>	2, 10	*TST *Principal	Formative: Teacher Observations Summative: STAAR Results				
Funding Sources: Local - \$2100.00, Local - \$150.00, Local - \$500.00, Local - \$700.00, Local - \$3000.00, 197 Projects - \$1400.00							
<p align="center">Critical Success Factors CSF 6</p> <p>7) Purchase radios in order to facilitate communication and keep student and personnel safety.</p> <p>Population: Pre-Kinder - 5th grade students, teachers, and staff</p> <p>Timeline: August 2016 - June 2017</p> <p>CNA P. 15</p>	2	Principal	Formative: Teacher Observations Summative: Review 360 reports				
Funding Sources: Local - \$3540.00							
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

State Compensatory

Budget for Russell Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
162-11-6118-00-110-Y-24-SSI-Y	6118 Extra Duty Stipend - Locally Defined	\$13,059.00
162-11-6118-00-110-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	\$26,260.00
162-11-6119-00-110-Y-30-054-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$52,551.00
162-11-6119-00-110-Y-34-PKK-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$106,861.00
6100 Subtotal:		\$198,731.00

Personnel for Russell Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alexandra Neeley-Solis	Pre-K Teacher	State Compensatory	.50
Aziza De La Garza	Pre-K Teacher	State Compensatory	.50
Gerardo Ruiz	Pre-K Teacher	State Compensatory	.50
Gloria Saldana	Dyslexia Teacher	State Compensatory	1
Rosalinda Rodriguez	Pre-K Teacher	State Compensatory	.50
Sayra Esquivel	Dean of Instruction	State Compensatory	1

Title I

Schoolwide Program Plan

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

Ten Schoolwide Components

1: Comprehensive Needs Assessment

The Site-Based Decision-Making (SBDM) Committee conducted a comprehensive needs assessment(CNA) pp. 5-15 at the end of the school year to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on the CNA, the committee decided to concentrate on improving the passing rate of all students and student groups including Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on state assessments. The goal is to have 90 percent of all students and all student groups passing all parts of state mandated assessments for the 2016-2017 school year and to increase the Advanced Performance level in all content areas. Also, it is our intention to meet all state and federal accountability goals. In addition, the following goals are also expected to be achieved: Attendance Rate 98.5%; 90% of Kinder-2nd grade students will perform at “Developed” level on the TPRI/Tejas Lee Reading Readiness tests; decrease the incidences of bullying; and include vertical and horizontal planning in order to increase the instructional communication between staff members.

2: Schoolwide Reform Strategies

To accomplish these objectives, the staff will use budgeted funds to implement school-wide reform strategies(CIP Activities 1.1.6, 1.1.11,1.1.20,1.1.21,1.1.22) that provide opportunities for all children to meet the State’s proficient and advanced levels of academic performance, use effective methods and instructional strategies that are established on scientifically based research that (1) strengthen the core academic program; (2) increase the amount and quality of learning time, including the funding of an after-school tutorial/ summer school/ enrichment program, for students who are At-Risk and in need of continuity in their instructional program to be successful in the succeeding school year; (3) include strategies for meeting the educational needs of historically under served populations such as Bilingual and Special Educaition; (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.

3: Instruction by highly qualified professional teachers

Highly-qualified teachers will carry out the instructional program(CIP Activities 1.1.3,1.1.10,1.1.14,3.1.1,3.1.5). Only teachers who are certified and who have met state certification requirements to teach the subjects/grade levels to which they are assigned will be hired by the school. In emergency situations, the school will consider teachers who have alternative certification. In addition to appropriate certification, teachers will be sought who are experienced and

have been successful in previous assignments.

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

Russell Elementary school will provide access to high-quality ongoing professional development (CIP Activities 1.1.1, 1.1.2, 1.1.15, 1.1.16,1.1.17) 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 at the school and district conferences and workshops which will be intensive and sustained. Russell Elementary has identified the following professional development sessions: CSCOPE curriculum, ELAR/SLAR, ELPS, Sheltered Instruction, Vertical/Horizontal alignment Higher Order Thinking skills, STAAR, Review 360, Parent-School partnership, Response to Intervention, and Technology Integration.

5: Strategies to attract highly qualified teachers

Strategies to attract high-quality teachers to a high needs school(CIP Activities 1.1.12, 5.1.1)like Russell Elementary include providing high-quality professional development, paying stipends for participation in staff development, providing all necessary materials and resources, and providing opportunities for extra-duty pay.

6: Strategies to increase parental involvement

Title I, Part A Funds will be used to partially finance strategies to increase parental involvement(CIP Activities 3.1.13)at the school including the parent workroom and to purchase special materials used in the parent volunteer program. Parent education will be provided to parents by the campus parent liaison as well as the District's Parental involvement Center. Parent training on how to help their students be successful at home, learning English, discipline management, and parenting skills will be provided to those parents who want to better meet the rigors of parenting. In addition, the campus will include several activities such as National School Lunch Week and "Walks" in order to provide families with meaningful experiences at school. The campus will also make computers available in the Parent Center so that parents may subscribe to the online grading program, work on student projects, or search for employment online.

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 Russell Elementary School(CIP Activities 1.1.13)will be held annually in the Spring and for 5th grade students to assist with the transition into middle school.

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

Teachers will be included in decisions regarding the use and selection of academic assessments(CIP Activities 1.1.4, 1.1.5)to measure student performance.

Teachers will use data obtained from state assessments as well as other instruments, including but not limited to the SELP/SSLP, TELPAS, and benchmark tests, to implement new instructional strategies, modify existing strategies and/or discontinue existing strategies to better address student needs as determined by use of these instruments.

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

Students experiencing difficulty in mastering the TEKS will be provided effective, timely additional assistance (CIP Activities 1.1.24, 3.1.2, 3.1.3, 3.1.4, 3.1.7). 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 based on his/her individual needs. In addition, students in Kinder-3rd grade will receive Tiered instruction according to reading assessment results. Classroom teachers will offer rotation tutorial in order to maximize the instructional time for struggling students. For each struggling student, the classroom teacher will create a plan and document progress in the RtI folder.

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(CIP Activities 1.1.10, 3.1.12, 3.1.14, 4.1.6, 5.1.3). Several of the strategies being implemented are jointly funded with Special Services and Title I Funds, e.g., after school tutorial programs. Professional Development activities are also paid for from Title I Parts A and C, Local Funds, and State and Federal Bilingual Funds. Title I Funds along with Federal and State Bilingual Funds, State Compensatory Funds, and Local Funds are used to purchase supplemental instructional materials, media, and library resources to improve and enhance the overall instructional program.

In addition to those described above, Migrant Funds are used to identify and recruit children of migratory workers for supplemental services designed to reduce the educational disruptions and other problems that result from repeated moves. The campus will monitor the academic progress of all Migrant students through report cards, district assessments, and end of year state assessments. All Migrant students will be offered the opportunity to participate in an after-school tutoring program to assist with academics. PFS Migrant students will receive clothing in order to ensure the basics of attending school. All migrant students will receive supplies in order to increase achievement in learning. The Counselors will meet with each Migrant student to monitor their social and emotional progress. The Parent Liaison will disseminate information regarding services and activities to the parents of Migrant students.(CIP Activities:8.1.1, 8.1.2, 8.1.3, 8.1.4)

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. Bilingual students will be instructed through the use of an Early Exit Bilingual Model. The students will receive language arts and social studies instruction in their native language and receive instruction in English in math and science. Each bilingual classroom will also incorporate the language of the day. All bilingual students will participate in the Accelerated Reader program in English as well as extended day tutorial in order to assist with the transition to English.(CIP Activities: 1.1.1, 1.1.2, 1.1.3, 1.1.8)

The campus will also continue to provide the state mandated State Compensatory Education Program through campus as well as District funded initiatives.The funds will be used for instructional materials and to implement an extended day tutorial in order to assist students that are in danger of failing.(CIP Activities: 3.1.3)

Special Education funding provides supplemental services to eligible students as per Individuals with Disabilities Education Act (IDEA) identification requirements. In order to ensure a free and appropriate public education (FAPE) in a least restrictive environment (LRE), children who qualify for special education must receive services in accordance with a properly developed Individualized Education Program (IEP) as per federal and state special education guidelines. In addition, all Admission, Review, and Dismissal (ARD) committees will adhere to the policies and procedures outlined by the Texas Education Agency (TEA) in the ARD Committee Decision-Making Process for the Texas Assessment Program Manual and A Guide to the Admission, Review and Dismissal Process. The academic progress of students with special needs will be closely monitored by the classroom teacher and the special education teacher. Each classroom teacher will receive a working folder with the IEP including the student's classroom accommodations. The Special Education teachers and the Regular Classroom teachers co-plan every six weeks to monitor the student's progress and intervene if necessary.(CIP Activities: 3.1.3).

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Aranda Zrubek	FP Computer Aide	Federal	1
Maria Mireles	Library Aide	Federal	1
Maria Susana Eure	Title 1-A Pre-K Aide	Federal	1
Mary E. Garcia	3-Year-Old Teacher	Federal	1
Nicole Garza	Dyslexia Aide	Federal	1
Norma Galvan	Title 1-A Pre-K Aide	Federal	1
Norma Lerma	3 -Year-Old Teacher Aide	Federal	1
Olinda Sanchez	FP Teacher Aide	Federal	1
Piedad Guerra	Title 1-A Pre-K Aide	Federal	1
Rosie Garcia	Parent Liaison	Federal	1
San Juanita Infante	CSR 5th Grade	Class-Size Reduction	1
Sandra Gracia	Nurse	Federal	1

2016-2017 Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Oscar Cantu Jr.	Principal
Administrator	Sayra Esquivel	Dean of Instruction
Administrator	Oziel Guerrero	Assistant Principal
Administrator	Renee Marroquin	Assistant Principal
Business Representative	Aracely Gomez-Perez	Business Representative
Business Representative	Debbie Rodriguez	Parent
Classroom Teacher	Jesus Coria	3rd Teacher
Classroom Teacher	Esther Harding-Santillana	SpEd Teacher
Classroom Teacher	Ana Infante	1st Teacher
Classroom Teacher	Janie Infante	5th Teacher
Classroom Teacher	Tracy Perez	K Teacher
Classroom Teacher	Gerardo Ruiz	PK Teacher
Classroom Teacher	Irene Solis	2nd Teacher
Classroom Teacher	Cecilia Torres	4th Teacher
Coach	Daniel Sanchez	Coach
Community Representative	Rosie Flores	Community Representative
Counselor	Patricia Cisneros	Counselor
Counselor	Marbelia Sweeney	Counselor
District-level Professional	Sally Legault	District Representative
Librarian	Blanca Sosa	Librarian
Paraprofessional	Aranda Zrubek	Paraprofessional
Secretary	Leslie Picazo-Hayes	Secretary
Student	Giovanni Hayes	Student

Campus Funding Summary

Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Reading fluency passages, BISD fluency procedures	199-11-6399-16-110-Y-11-002-Y	\$1,000.00
1	1	7	AR Program and STaR	199-12-6249-42-110-Y-99-000-Y	\$3,281.00
1	1	8	General Supplies	199-11-6399-00-110-Y-11-000-Y	\$10,538.00
1	1	8	Paper	199-11-6396-00-110-Y-11-000-Y	\$1,500.00
2	1	1	Supplies	199-11-6399-57-110-Y-11-000-Y	\$830.00
2	1	2	Transportation for Ballroom Dance Team, Dance Costumes, Dance Music	199-11-6494-00-110-Y-11-000-Y	\$3,000.00
2	1	3	Transportation for X-Mas Choir	199-11-6494-00-110-Y-11-000-Y	\$3,000.00
2	1	4	DI Shirts and Pins	199-11-6399-00-110-Y-21-000-Y	\$1,233.00
4	1	6	Nurse Supplies	199-33-6399-00-110-Y-99-000-Y	\$500.00
4	1	6	Nurse (.60)	199-33-6119-00-110-Y-99-033-Y	\$38,226.00
8	1	3	Printer Ink	199-11-6399-62-110-Y-11-000-Y	\$3,000.00
8	1	6	Computers	199-23-6649-65-110-Y-99-000-Y	\$2,100.00
8	1	6	Licenses	199-23-6395-65-110-Y-99-000-Y	\$150.00
8	1	6	Printers	199-23-6398-65-110-Y-99-000-Y	\$500.00
8	1	6	Ink	199-23-6399-65-110-Y-99-000-Y	\$700.00
8	1	6	Computer Accessories (cables, chargers, power supplies)	199-11-6399-62-110-11-000-Y	\$3,000.00
8	1	7	radios	199-51-6398-00-110-Y-99-000-Y	\$3,540.00
Sub-Total					\$76,098.00
Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	General Supplies	211-11-6399-00-110-Y-30-0F2-Y	\$40,000.00
1	1	8	Paper	211-11-6396-00-110-Y-30-0F2-Y	\$2,500.00
1	1	8	Paper	211-11-6396-00-110-Y-30-0F2-Y	\$2,500.00

1	1	9	Supplies	211-11-6396-00-110-Y-30-0F2-Y	\$2,500.00
1	1	10	Three-Year-Old Program Teacher	211-11-6119-00-110-Y-30-0F0	\$72,203.00
1	1	10	Three-Year-Old Program Teacher Aide	211-11-6129-06-110-Y-30-0F0	\$31,089.00
1	1	13	Library Aide	211-12-6129-06-110-Y-30-0F2	\$31,016.00
3	1	1	Dyslexia Teacher Aide FTE	211-11-6129-06-110-Y-30-054	\$22,137.00
3	1	8	Pre-K Teacher Aides 4 FTEs	211-11-6129-06-110-Y-32-0F2-Y	\$70,507.00
3	1	11	1 FTE	211-11-6129-06-110-Y-30-0F2-Y	\$22,648.00
4	1	4	Awards	211-11-6498-00-110-Y-30-0F2-Y	\$4,315.00
4	1	6	Nurse FTE (.40)	211-33-6119-00-110-Y-30-0F2-Y	\$30,595.00
4	1	7	Trophies and Medals	211-11-6498-00-110-Y-30-0F2-Y	\$4,315.00
6	1	7	Parent Center Supplies	211-61-6399-00-110-Y-30-0F2-Y	\$300.00
6	1	8	Parent Liaison FTE	211-61-6129-00-110-Y-30-0F2-Y	\$23,818.00
6	1	8	Parent Liaison General Supplies	211-61-6399-00-110-Y-30-0F2-Y	\$300.00
6	1	8	Parent Liaison Employee Travel	211-61-6411-00-110-Y-30-0F2-Y	\$800.00
8	1	2	Projector Bulbs	211-11-6399-00-110-Y-30-0F2-Y	\$40,000.00
8	1	4	Computer Aide FTE	211-11-6129-06-110-Y-30-0F2-Y	\$22,300.00
Sub-Total					\$423,843.00

State Compensatory

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	Paper	162-11-6396-00-110-Y-30-000-Y	\$1,000.00
1	1	9	Supplemental Materials	162-11-6399-00-110-Y-30-000-Y	\$27,033.00
1	1	9	Paper	162-11-6396-00-110-Y-30-000-Y	\$1,000.00
1	1	9	Computer Supplies	162-11-6249-00-110-Y-30-LWS-Y	\$2,800.00
1	1	20	Living with Science License	162-11-6249-00-110-Y-30-LWS-Y	\$2,800.00
2	1	7	Tutorial	162-11-6118-00-110-Y-30-000-Y	\$15,003.00
2	1	7	Tutorial	162-11-6118-00-110-Y-30-SSI-Y	\$10,742.00
2	1	8		162-11-6118-00-110-Y-30-ASP-Y	\$31,433.00
3	1	1	1 FTE	162-11-6119-00-110-Y-30-054-Y	\$52,551.00

3	1	2	1 FTE	162-13-6119-31-110-Y-30-000-Y	\$55,318.00
3	1	3	Extra Duty Pay	162-11-6118-00-110-Y-30-000-Y	\$15,003.00
3	1	3	Extra Duty Pay (SSI)	162-11-6118-00-110-Y-30-SSI-Y	\$10,742.00
3	1	8	Pre-K Teacher FTEs	162-11-6119-00-110-Y-34-PKK-Y	\$78,538.00
Sub-Total					\$303,963.00

State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	General Supplies	163-11-6399-00-110-Y-25-000-Y	\$5,725.00
1	1	8	Paper	163-11-6396-00-110-Y-25-000-Y	\$1,000.00
1	1	9	Supplemental Materials	163-11-6399-00-110-Y-25-000-Y	\$5,725.00
1	1	24	LPAC Substitutes	163-13-6112-00-110-Y-25-000-Y	\$2,500.00
Sub-Total					\$14,950.00

Federal Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	Paper	263-11-6396-00-110-Y-25-000-Y	\$1,000.00
2	1	8		211-11-6118-00-110-Y-24-ASP-Y	\$0.00
2	1	8		211-11-6121-00-110-Y-24-ASP-Y	\$31,330.00
Sub-Total					\$32,330.00

Title I-C (Migrant)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	1	Supplies	212-11-6399-00-110-Y-24-0F2-Y	\$590.00
7	1	4	List of PFS students	212-11-6399-00-110-Y-24-0F2-Y	\$590.00
Sub-Total					\$1,180.00

Title II-A (TPTR)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	6	CSR 5th Grade Teacher	255-11-6119-01-110-Y-24-0D0-Y	\$59,863.00
Sub-Total					\$59,863.00

SPED					
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Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	General Supplies	166-11-6399-00-110-Y-23-0P4-Y	\$310.00
1	1	8	General Supplies	166-11-6399-00-110-Y-23-0P2-Y	\$820.00
4	1	4	Awards	166-11-6498-00-110-Y-23-0P2-Y	\$950.00
8	1	3	Printer Ink	166-11-6399-62-110-Y-23-000-Y	\$545.00
Sub-Total					\$2,625.00
No Funds Required					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Reading Readiness Effective Writing Instruction		\$0.00
1	1	4	Content Area Frameworks		\$0.00
1	1	5	District assessment schedule, TPRI/Tejas Lee, Aprenda, STAAR, SELP/SSLP, District benchmarks, TELPAS		\$0.00
1	1	11	Lesson plans, classroom activities		\$0.00
1	1	12	Orientation book		\$0.00
1	1	14			\$0.00
1	1	15	Math adoption		\$0.00
1	1	16	STAAR blueprints, STAAR information booklets		\$0.00
1	1	17	Dictionaries		\$0.00
1	1	18	TEKS, Living with Science		\$0.00
1	1	19	District curriculum		\$0.00
1	1	21	Edusmart computer program		\$0.00
1	1	22	TEKS, District curriculum		\$0.00
2	1	5	Brainsville		\$0.00
2	1	6			\$0.00
3	1	4			\$0.00
3	1	5			\$0.00
3	1	7			\$0.00
3	1	9	eSchools failure report, Action plan		\$0.00

3	1	10	Training materials		\$0.00
3	1	12			\$0.00
3	1	13	Supplies and Materials		\$0.00
4	1	1	List of classes with perfect attendance, Daily attendance		\$0.00
4	1	2	Binders		\$0.00
4	1	3	Report		\$0.00
4	1	5	Daily attendance reports, Binders		\$0.00
5	1	1	Review 360, Educational Impact		\$0.00
5	1	2	Training Materials		\$0.00
5	1	3	Presentation handouts		\$0.00
5	1	4	Counselor referral		\$0.00
5	1	5	Presentation handouts		\$0.00
6	1	1	Parental involvement policy, school-parent-student compact, Title I presentation, parent survey		\$0.00
6	1	2	Presentation handouts		\$0.00
6	1	3	Schedule of parent meetings		\$0.00
6	1	4	Letters to parents, National school lunch week schedule and flyer		\$0.00
6	1	5	Behavior chart		\$0.00
6	1	6	COmputers		\$0.00
7	1	2	TPRI/Tejas Lee. Report card		\$0.00
7	1	3	Report cards		\$0.00
7	1	5	NGS PFS Report		\$0.00
7	1	6	Three-Year-Old Teacher, Migrant Survey, NGS Reports		\$0.00
7	1	8			\$0.00
7	1	11			\$0.00
7	1	12			\$0.00
8	1	1	Technology professional development calendar		\$0.00
8	1	5	Computers		\$0.00

Sub-Total					\$0.00
197 Projects					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	6	Computers	197-12-6649-65-110-Y-99-000-Y	\$1,400.00
Sub-Total					\$1,400.00
Grand Total					\$916,252.00