

Brownsville Independent School District

Sharp Elementary

2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Reading/English Language Arts

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25% Student Progress

Top 25% Closing Performance Gaps

Postsecondary Readiness



Mission Statement

Sharp Elementary is committed to developing in each scholar academic, social, and physical skills needed to become a productive citizen of our multicultural and technological society.

Vision

All Sharp Elementary students will succeed and meet the rigorous academic standards set before them.

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Comprehensive Needs Assessment

Needs Assessment Overview

Sharp Elementary School

Campus Narrative

Sharp Elementary School is located in Brownsville, Texas. SharpElementary School is one of thirty-six elementary schools in Brownsville ISD. The campus was constructed in 1931 with eight classrooms added in the ensuing years. The main campus was originally comprised of 45 classrooms, a cafeteria, library, and gymnasium. A new building additions comprised of classrooms was completed in the 2003-2004 school year.

The student population at Sharp Elementary School is approximately 469 and serves students in grades PK through 5th grades including a PPCD unit. According to the 2014-2015 PEIMS Data Review of our campus profile, 98.6 % of the student population is Hispanic and 95 % are identified as Economically Disadvantaged. Many of our students are first generation Mexican immigrants, 56.5 % are classified as Limited English Proficient, 66.48% are identified as At-Risk, and a majority are 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 SharpElementary School are recipients of a well-balanced curriculum. Courses are offered in every subject area and certified classroom teachers teach the core subject areas using the Texas Essential Knowledge and Skills (TEKS) to guide instruction. The instructional programs include academic core subjects at various levels, such as the Gifted and Talented, bilingual education, fine arts, technology, and special education. 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 Sharp Elementary School is comprised of 24 teachers, 3 campus administrators, 1.5 counselors, 6 professional support personnel, and 4 non-classroom staff. The ethnicity of the Sharp Elementary School staff is diverse with 98.6 % Hispanic, 1.4% Caucasian, and 0 % African American. The teaching staff is also 16.3 % male and 83.7 % female.

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

1. Provide all students with a high quality and well-rounded instructional program.
2. Ensure all students succeed academically.

Sharp Elementary School promotes numerous student clubs and organizations. Students are encouraged to participate in extracurricular activities such as Destination Imagination, Chess, U.I.L., Brainsville, Coding Club, Book Club, Spelling Bee, Science Fair, Drill Team, Ballroom Dancing, Field Day, Choir, Guitar, and Recorder ensemble, and art contests. Also students are encouraged to participate in campus extra-curricular activities such as boys and girls basketball, running club, volleyball, student council, and gardening club.

School Namesake:	Gertrude Sharp Elementary
School Colors:	Green and White
School Mascot:	Owl
School Motto:	Sharp Scholars Rising to the Top

Annual Campus Goals

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

Goal 1: By the end of 2016-2017 school year, the present level of achievement in the STAAR Reading Test scores will increase by 10%.

Goal 2: By the end of the 2016-2017, the present level of achievement in the STAAR Math test scores will increase by 10%.

Goal 3: By the end of the 2016-2017, the present level of achievement in the STAAR Writing Test scores will increase by 11%.

Goal 4: By the end of the 2016-2017, the present level of Achievement in the STAAR Science Test will increase by 5%.

Goal 5: By the end of the 2016-2017, students will have been taught grade-level Social Studies TEKS to address their understanding of their civic, community, and our nation's duties and responsibilities to mold into a well-rounded citizen.

Goal 6: To increase and sustain yearly student attendance to 98.5% or higher to meet the district attendance policy.

Goal 7: The school will maintain a safe and disciplined environment conducive to student learning.

Goal 8: The school will increase the parental involvement environment in order to support student achievement.

Goal 9: By the end of the 2016-2017, all special education students will meet learning goals as set by the ARD committee through "inclusive services" in which students remain in the regular education classroom 50 % or more throughout the school day.

Goal 10: By the end of 2016-2017 school year, all students, teachers, and support staff will have received the necessary budget resources to support classroom instruction.

Goal 11: Students will participate in physical education instruction in order to improve health and the quality of well-being.

Goal 12: The school nurse along with the CATCH committee will provide health education to all students to promote hygiene, personal care, good nutrition, and exercise.

Goal 13: Students will participate in fine arts instruction to include music, art, theatre arts, and all genres in the field of the arts.

Goal 14: By the end of the 2016– 2017 school year, the percent of students served in bilingual education programs will decrease through the development of the English language in the domains of listening, speaking, reading, and writing.

Goal 15: By the end of the 2016 – 2017 school year, TELPAS scores will increase to 19 % in Kinder, 19% in 1st grade, 20% in 2nd grade, 14% in 3rd grade, and 12% in 5th grade.

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Goal 16: To increase the percentage of resources provided to students to develop technology skills and activities that require technology as appropriate to their grade-levels.

Demographics

Demographics Summary

Sharp Elementary views demographic data on a daily basis. The main focuses of the data that are reviewed includes academic performance among subgroups, progress monitoring and daily attendance. The main focus groups include At-Risk students, bilingual education students, and special education students. Once attendance is taken, we view our averages to see if we met our attendance goal which is 100% Average Daily Attendance. The 2014-2015 attendance rate for all students was 96.8% and 96.5% for At- Risk students. Once we identify that we have not met our attendance goals, we make sure to call the parents of students who are absent and work to make sure absences are excused. If students are consistently absent, we make sure to conference with parents. In conjunction with our parent liaison, we make home visits in order to check on students who are chronically absent, seek parents after several attempts have been made, and assess the surrounding community area that can factor into students' attendance and academic performance. In addition, when needed, we seek the assistance of the district's attendance office and follow district policies for attendance afterward. Once students are identified as LEP, At-Risk, or Special Education, administrators and teachers begin consistent progress monitoring to make sure students are academically successful. The retention rate was 8.1 % for all students and 7.9 % for At-Risk students. State Compensatory funds are allocated to provide additional tutorials for At-Risk students to target specific academic weaknesses and ensure academic success. Title III funds are allocated to provide instructional resources such as novels, supplemental workbooks, academic bulletin board set, and consumable resources. In addition, Title I funds are utilized to fund extended day and week tutorials, supplies for professional development and to purchase instructional resources that supplement the core curriculum such as math manipulatives, academic bulletin board sets, consumable supplies, and help fun instructional assistants. Procedures for overseeing demographic concerns include viewing students' grades, benchmark scores, progress monitoring, verifying daily attendance, verifying after-school and Saturday tutorial attendance, and allotting time for teacher planning and parent conferences.

Demographics Strengths

Sharp Elementary has a diverse population of students and families which enrich our learning community through appreciating differences among our students and families.

Demographics Needs

Increase LEP, At-Risk, Migrant, Special Education, Dyslexia, Economically Disadvantaged students' assessment scores in C-PM, TPRI / TEJAS Lee / STANFORD / APRENDA, and STAAR in the content areas of reading, math, writing, and science through the use of core curriculum and any additional resources and necessary instructional materials and supplies. Teachers will be trained by administration on how to identify students in these categories and will monitor their academic performance through assessments, grades, attendance, and comprehensive unit assessments. Teacher Aides will assist in small group instruction. (CIP 1.1, 1.2, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, 1.21, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.6, 7.1, 8.3)

Student Achievement

Student Achievement Summary

Critical to the academic success of Sharp Elementary is the disaggregation of students' progress and assessment data. Data is disaggregated consistently to identify the areas needing improvement such as meeting states' student expectation and TEKS mastery in the areas of reading, writing, math, and science. In addition, administrators and teachers review 4th and 5th grade students' data to ensure Index 2 will be met for the 2016-2017 school year. Data is disaggregated on a weekly basis through the analysis of progress monitoring, student grades, weekly fluency scores, percentages of students on an RTI plan, TPRI/TEJAS LEE beginning, middle, and end of year, end of unit benchmarks, and practice state assessment exams. Each week, both teachers and administrators meet to discuss students' progress, curriculum and instruction, and to prescribe individual intervention plans for students not mastering the TEKS. Interventions are noted through the students Response to Intervention (RTI) plan. To help support the instructional program, State Compensatory Funds support one full time Dean of Instruction whose focus on providing support in curriculum and instruction for At-Risk students. State Compensatory funds also fund a half-time dyslexia teacher that provides therapy for students who are identified as dyslexic and assist in funding full-time Pre-Kindergarten teachers. Administrators and teachers look at students' achievement scores and break down the test objectives to identify strengths and weaknesses. In addition, administrators and teachers work together weekly to build rigorous weekly tests that are correlated with state standardized assessments and correlated with the higher levels of Bloom's Taxonomy. These tests are designed to focus on the higher levels of Bloom's Taxonomy and prepare students for the secondary levels of education. Teachers and administrators then discuss the type of instruction students will receive to include effective research-based instructional strategies that will allow students to master the TEKS at higher levels of complexity and higher levels of depth on knowledge. Another focus group our campus focuses on are our migrant students. 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. In order to better utilize the Migrant funds, a Migrant Student Needs Survey was conducted to assess the supplemental support most needed by the migrant students of our campus. Based upon the migrant student needs survey, the faculty, staff, and administration are in agreement that the items listed below will provide most support to the migrant students. School Supplies such as paper, crayons, glue, binders, jackets, polo shirts.

Student Achievement Strengths

Sharp Elementary is a TEA 6 star distinction campus.

Student Achievement Needs

Sharp Elementary will continue to increase Reading, Math, Writing and Science scores by analyzing data and plan to provide targeted, individual instruction

through remediation and Tutorial. Teachers will receive additional instructional resources and consumable supplies to ensure that all students are successful.

(CIP 1.2, 1.7, 1.8, 1.9, 1.11, 1.20, 1.21, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 7.1, 8.3)

School Culture and Climate

School Culture and Climate Summary

The campus critically analyzes the school culture and climate to ensure that students are being provided with a safe, healthy, and disciplined environment conducive to student learning. Administrators and teachers meet on a weekly basis to discuss matters related to providing a positive school culture and climate. All members of the school community are consistently instructed on procedures and operations that will allow Sharp Elementary to provide a safe and smooth learning environment. A Title I partially funded, full time school nurse is always available to provide and assist medical treatment for students and staff. In addition, 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. 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. Furthermore, administrators, faculty, and staff consistently provide opportunities for professional collegial interaction to mold professional learning communities, positive working relationships, team building, and motivation.

Scholar Survey Results

1. Scholars are proud of their school.
2. Scholars feel that their teachers respect them.
3. Scholars feel that the school is good to excellent.
4. Scholars do like coming to school.
5. Scholars feel like they have been bullied.
6. Scholars feel they are encouraged to be creative
7. Scholars do not feel the cafeteria food is good

School Culture and Climate Strengths

1. 95% of the scholars feel that the material they learn in class helps them prepare for middle school.

2. 93% of students feel that the way their teachers grade their work is fair.
3. 99% of scholars are learning important things at school.

School Culture and Climate Needs

1. Several school buildings need upkeeping to ensure student safety.
2. More community involvement is needed.

(CIP 5.1, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12, 5.13, 5.14, 5.15, 5.16, 6.10)

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 interviewed and an evaluation instrument is used to document applicant responses and administrators' and teachers' feedback on the applicants. Sharp Elementary interviews teachers deemed highly qualified through the district's hiring criteria. The hiring committee then discusses and assists in making the decisions as to whom to hire when vacancies are present. In addition, administrators conduct walk throughs weekly to observe and assess the quality of teaching in each classroom. Administrators provide constructive feedback timely and all information is posted on Eduphoria in which teachers can access. If needed, administrators meet with teachers to provide further feedback in which goals are set and instructional procedures are discussed. The T-TESS timelines are followed throughout the school year. Teacher PDAS performance records are kept by the school principal. Administrators also provide observations and evaluations to paraprofessional staff. Novice teachers are provided a grade-level mentor and an administrative mentor so that they have success in their profession.

Staff Quality, Recruitment, and Retention Strengths

All teachers at Sharp Elementary are highly qualified. New teachers are provided a mentor.

Staff Quality, Recruitment, and Retention Needs

Several teachers were hired or changed grade-levels and will need professional development.

(CIP 1.3, 1.9, 1.14, 1.18, 1.21, 3.3, 3.6)

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

In order to begin the preparation of college readiness, Sharp Elementary works to provide a state-of-the art, high quality education. In order to provide an effective education, it is necessary to correlate Curriculum, Instruction, and Assessments. Curriculum, Instruction, and Assessment are the most important aspects of the campus. Everyday decisions are made regarding Curriculum, Instruction, and Assessment. Sharp implements district curriculum initiatives and assessments as required by the state of Texas. Sharp bases all of its instruction from the Texas Essential Knowledge and Skill (TEKS) and prepares students for state assessments. In doing this process, Sharp administrators and teachers plan lessons consistently. Administrators provide teachers with instructional resources and professional development opportunities such as incorporating the models of teaching to our curriculum and instruction. Sharp Administrators and grade-level lead teachers guide and mentor new teachers. When new curricula are introduced, Sharp 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. In order to meet the more rigorous educational requirements, Sharp administrators and teachers work together to build assessments that assess the higher levels of Bloom's Taxonomy, plan effective instruction, provide students with a variety of opportunities to learn academic content, and ensure mastery of the TEKS. In addition, students are provided opportunities to learn through the use of technology in the areas of math and science (i.e. laptops, math and science software, websites). To help support the instructional program, State Compensatory Funds assist in funding Pre-Kindergarten teachers who provide a full day early-childhood instructional program and fund half a salary for a dyslexia teacher to carry out the dyslexia program. Furthermore, Title I funds fund four full time teacher assistants in the Pre-Kindergarten and Kindergarten programs to assist teachers in instruction. In addition, Title I funds fund a full time library aide to assist the librarian to ensure students are provided opportunities to be engaged in literacy using an abundance of library resources. State Compensatory funds are allocated to provide additional tutorials for At-Risk students to target specific academic weaknesses and ensure academic success. State Bilingual and Title III funds are allocated to provide instructional resources such as novels, supplemental workbooks, academic bulletin board set, and consumable resources for ELL students. Also, Migrant Education funds are used to supplement supplies for Migrant students. In addition, Title I funds are utilized to fund supplies for professional development and to purchase instructional resources that supplement the core curriculum such as student workbooks math manipulatives, academic bulletin board sets, consumable supplies, and help fund instructional assistants. Procedures for overseeing demographic concerns include viewing students' grades, benchmark scores, progress monitoring, verifying daily attendance, verifying after-school and Saturday tutorial attendance, and allotting time for teacher planning and parent conferences. All students' performance data is reviewed consistently to ensure achievement and mastery. Students not meeting instructional goals and provided individualized interventions plans so that they are given additional opportunities to learn and master academic content. In addition, Sharp Elementary is working to become a technology rich campus and incorporate many technological applications that will support learning.

Curriculum, Instruction, and Assessment Strengths

Teachers consistently work together and seek out best practice instruction through research, book studies, and research projects. They work as collaborative teams to meet the needs of all students.

Curriculum, Instruction, and Assessment Needs

Sufficient time to plan lessons correlated to the TEKS. Sufficient time to review and learn the textbook adoptions for Math, Science, and Social Studies.

(CIP 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 1.9, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 3.1, 3.2, 3.3, 4.1, 4.6, 8.3)

Students will have the opportunity to participate in extra-curricular activities, such as Chess, Brainsville, U.I.L, Science Fair, and D.I. (CIP 2.7)

All Student Populations (TI, Migrant, ELLs, AR, Sp.Ed., GT, DYS) will be provided access to books that align to the curriculum across the content areas. (CIP 1.21)

All Student Populations (TI, Migrant, ELLs, AR, Sp.Ed., GT, DYS) will be provided with on-line resources to enrich the curriculum. (CIP 1.7)

All Student Populations (TI, Migrant, ELLs, AR, Sp.Ed., GT, DYS) will be provided with additional Instructional Resources as needed to supplement the curriculum. (CIP 1.2,1.7, 1.8, 1.9, 1.11, 1.20, 1.21, 2.1, 2.7, 2.8)

Migrant students will be provided with school supplies and materials on an as needed basis to help them achieve their full potential. (CIP 7.1)

All Student Populations (TI, Migrant, ELLs, AR, Sp.Ed., GT, DYS) will be provided with supplementary hands-on instruction through field based activities as needed to supplement the curriculum. (CIP 1.23)

Family and Community Involvement

Family and Community Involvement Summary

Sharp Elementary is committed to involving parents and community members to be involved in our students education. Parental involvement is critical to the success of their child's education. Community involvement allows students to be exposed to learning opportunities as well. In order to review needs in family and community involvement, parental and community involvement surveys are passed out yearly and the data is analyzed by administrators, the district, and teachers. This allows the SBDM committee to discuss opportunities to meet the needs in these areas and further improve these areas. Title I funds allow the funding of a parent liaison. The role of the parent liaison is very important as it is the individual who transfers information to and from the campus to parents and communities. The parent liaison is responsible for implementing all Title I parental involvement requirements at the campus level that includes weekly meetings and to provide opportunities for parents to volunteer and participate in campus educational activities. In addition, Title I funds assist in providing mileage reimbursements. 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

Sharp Elementary has an active and involved parent community and a full time parent liaison. Parents highly support and promote academic as well as wellness, creativity, and community involvement.

Family and Community Involvement Needs

Sharp Elementary has not met attendance goals. More attempts have to be made to educate and inform parents on the importance of student attendance. Increase parent attendance at school sponsored parent meetings.

(CIP 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.10)

School Context and Organization

School Context and Organization Summary

Sharp 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 inference or distractions from classroom instruction

School Context and Organization Strengths

Sharp Elementary operates as a campus-wide professional community as we model the belief that “Only the Best Instruction for Our Students”. Teacher and staff are involved in the decision-making process at all level. Grade levels study TEKS and students assessment data to plan and deliver best practice instruction. Grade-levels meet weekly with administration to discuss students’ academic progress, scope and sequencing, timelines and due dates. Administration and Faculty meet monthly to discuss school operations, safety procedures, upcoming events, and address any questions or concerns. The SBDM meets once a six weeks to discuss school progress, programs, and school issues.

School Context and Organization Needs

More character education is needed for students to reflect on being safe, respectful, responsible, cooperative, and always doing their best.

(CIP 1.4, 3.5, 4.6, 4.8, 4.9, 4.10, 5.6, 5.14)

Technology

Technology Summary

Technology improves student performance when the application directly supports the curriculum objectives and goals being assessed. Technology is most effective when it is integrated with the core curriculum content. Technology improves student performance when the function supports student ability and prior experience, and provides feedback to the student and teacher about student performance or progress with the application and when the application is incorporated into the instructional day. In addition, the use of technology provides opportunities for students to design and implement projects that extend the core curriculum being assessed by the State of Texas Assessment of Academic Readiness (STAAR). Our campus needs more capital outlay items in order to keep up with the ever expanding educational technology components and in order to reach our students to reach Level III Advanced Performance status. These items include, ink cartridges for printers, ELMOs, projectors, Smart Boards, and IPADs. Our teachers and students are moving to teaching and learning using a variety of technology items alongside learning all of the vocabulary and concepts as required by the Technology TEKS and will need the above resources to do so. In addition, students need to be provided additional learning opportunities to learn rigorous math and science content through the use of computers, software, and websites.

Technology Strengths

Our teachers and students are moving to teaching and learning using a variety of technology items alongside learning all of the vocabulary and concepts as required by the Technology TEKS.

Technology Needs

Teachers will continue to be provided resources and training to integrate technology in daily instruction.

(CIP 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9)

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
- Accountability Distinction Designations
- 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

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

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data

- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

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

Performance Objective 1: Increase the Level III performance, TPRI /TEJAS LEE/CPALLS performance to 'Developed' , and TELPAS Performance to 'ADVANCED HIGH for ELL, Economically Disadvantaged, Special Education, and At-Risk students in the areas of Reading, Math, Writing, and Science.

Summative Evaluation: STAAR 2016 and 2017 data comparison.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) ELL students will be provided Sheltered Instruction strategies to assist in the learning in all content areas. Implement TLI grant initiatives, well rounded Math and Science curriculums, and Write for Success.</p> <p>Population: ELL students</p> <p>Timeline: August 22, 2016 - June 6, 2017</p>	1, 2, 3, 4, 8, 9	Campus Principal, Dean of Instruction, Assistant Principal, TLI teacher specialist, classroom teachers, Bilingual Lead Teacher.	<p>Formative: Teacher walk through data</p> <p>Summative: Students' weekly grades, campus benchmark scores, weekly fluency scores, RTI data</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 7</p> <p>2) All students will be provided with Texas Literacy Initiative strategies that include Think, Turn, Talk, making connections, creating mental images, making inferences and predictions, asking and answering questions, determining importance and summarizing, and monitoring and clarifying. Through TLI strategies and district initiatives the students will also focus on wrtiting strategies.</p> <p>Population: T1, ELLs, AR, Sp.Ed., GT, DYS</p> <p>Timeline: August 22, 2016 - June 6, 2017</p> <p>CNA p. 17</p>	1, 2, 3	Campus Principal, Dean of Instruction, Assistant Principal, TLI teacher specialist, classroom teachers.	<p>Formative: Agendas and sign-in sheets for trainings, TLI classroom visuals visible in the classroom.</p> <p>Summative: Students' weekly reading test grades, students' weekly fluency score, TPRI / Tejas Lee BOY, MOY, scores, Reading benchmark scores</p>				

<p align="center">Critical Success Factors CSF 7</p> <p>3) Provide teachers professional development in reading, writing, math, and science to include TLI learning strategies, ELPS, Bloom's Taxonomy, Depth of Knowledge, research-based instructional strategies, sheltered instruction, and interventions for Tier II and Tier III students. Professional development will occur throughout the school year during grade-level meetings and co-planning days.</p> <p>Student Population: TI, ELLs, AR, Sp.Ed., GT, DYS</p> <p>Timeline: August 22, 2016 - June 6, 2017</p>	<p>1, 2, 3, 5, 8, 9</p>	<p>Campus Principal, Dean of Instruction, Assistant Principal, TLI specialist, classroom teachers, curriculum specialists.</p>	<p>Formative: Agendas and sign-in sheets for professional development sessions.</p> <p>Summative: Weekly reading test scores, weekly fluency scores, TPRI / Tejas Less BOY, MOY, reading benchmark scores.</p>				
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>4) The campus will implement a coordinated, systematic assessment plan at the classroom level that includes weekly fluency checks, C-PM, TPRI / Tejas Lee, English proficiency assessments, STAAR practice tests, TELPAS practice tests, and benchmarks to provide reinforcement of reading skills for all students in order to meet our reading and writing targets. Teachers will increase the use of data and data analysis to inform all decision making regarding curriculum and instruction. Implementation will be increased through the campus and district literacy lines.</p> <p>Population: TI, ELLs, AR, Sp.Ed., GT, DYS</p> <p>Timeline: August 22, 2016 - June 6, 2017</p>	<p>1, 2, 3, 8, 9</p>	<p>Campus principal, Dean of Instruction, TLI specialist, Assistant Principal, Curriculum Specialists, Classroom teachers</p>	<p>Formative: Lesson Plans check, walk-through observations, resources available</p> <p>Summative: Campus Benchmark results, students' reading test grades, weekly fluency scores, C-PM, TPRI / Tejas Less BOY, MOY, EOY, STAAR Scores, TELPAS Reading Scores</p>				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>5) Provide ESL instruction daily to support students transitioning into English reading. All PK-5th grade ELL students will increase oral language skills in the area of listening, speaking, writing, and reading in English through the use of the ELPS and Sheltered Instruction.</p> <p>Population: TI, ELLs, AR, Sp.Ed., GT, DYS</p> <p>Timeline: August 22, 2016 - June 6, 2017</p>	<p>1, 2, 3, 8, 9</p>	<p>Campus Principal, Dean of Instruction, TLI specialist, Assistant Principal, Bilingual Lead Teacher, Bilingual classroom teachers.</p>	<p>Formative: classroom schedules, teacher lesson plans, sheltered instruction trainings, sign-in sheets, agendas</p> <p>Summative: TELPAS scores, ELL student weekly grades, campus benchmark scores, NG Reach unit assessments.</p>				






<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>6) Tier II and Tier III students will be provided research-based instructional interventions daily in a small group setting in the areas of Reading, ELA, Math, and Science. A Response to Intervention (RTI) plan will be devised for students who are struggling.</p> <p>Population: TI, ELLs, AR, Sp.Ed., GT, DYS</p> <p>Timeline: August 22, 2016 - June 6, 2017</p>	1, 2, 3	Campus Principal, Dean of Instruction, TLI teacher specialist, Classroom teachers	<p>Formative: Classroom schedules, RTI lesson plans, RTI minutes, RTI roster</p> <p>Summative: Students' weekly test grades, fluency reports, TPRI / Tejas Lee BOY, MOY, EOY data, benchmark scores</p>				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>7) To prepare for the creation of ELA, Math, and Science lessons for STAAR preparation, on-line resources and consumable supplies will be purchased to assist in lesson creation, teacher made resources, copy paper, bulletin board displays, teacher-parent communication, and prepare student progress report.</p> <p>Population: TI, ELLs, AR, Sp.Ed., GT, DYS</p> <p>Timeline: August 22, 2016 - June 6, 2017</p> <p>CNA p. 17</p>	1, 2, 3, 9	Campus Principal, Dean of Instruction, Assistant Principal, classroom teachers	<p>Formative: Purchase orders, CIP</p> <p>Summative: Lesson plans, students' weekly grades, benchmark scores, fluency scores, STAAR results, TELPAS results</p>				
<p>Funding Sources: State Compensatory - \$2800.00, State Compensatory - \$11404.15, Title I-A - \$2000.00, Local - \$3000.00, Local - \$8228.00, Local - \$300.00</p>							
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>8) In order to meet high TELPAS scores and AMAOs in K-5th, teachers will utilize instructional resources that promote English Language Proficiency. Supplemental instructional resources will be purchased to prepare LEP students for English attainment and test preparation. Student workbooks will be ordered for LEP students. Copy paper will be ordered to create instructional booklets for ELL students and to make NG Reach end of unit assessments. Technology resources will be available to enhance the curriculum.</p> <p>Population: TI, ELLs, AR, Sp.Ed., GT, DYS</p> <p>Timeline: August 22, 2016 - June 6, 2017</p> <p>CNA p. 17</p>	1, 2, 3, 9	Campus Principal, Dean of Instruction, Assistant Principal, LPAC chairperson, Bilingual classroom teachers, Bilingual Lead Teacher.	<p>Formative: CIP, purchase orders, ESL Lesson Plans, ELPS objectives</p> <p>Summative: ELL students' weekly test grades, benchmark scores, TELPAS scores, STAAR scores, NG Reach assessment scores.</p>				
<p>Funding Sources: Title III-A - \$1875.00, State Bilingual - \$3000.00, State Bilingual - \$675.00, State Bilingual - \$2800.00, State Bilingual - \$1000.00</p>							

<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>9) Provide professional development for new and existing elementary teachers on correlating models of teaching to designated grade-level assessment data analysis in order to monitor / adjust instruction and report student achievement in the areas of Reading, Writing, Math, and Science. Materials to be purchased including student workbooks and teacher editions from supplementary consumable resources. Copy paper will be purchased for copying and laminating film for laminating materials for trainings to include agendas, handouts, worksheets, folders, and spreadsheets. Leadership conferences will enhance the professional development provided.</p> <p>Population: TI, ELLs, AR, Sp.Ed., GT, DYS</p> <p>Timeline: August 22, 2016 - June 6, 2017</p> <p>CNA p.17</p>	1, 2, 3, 4, 5	Campus Principal, Dean of Instruction, Assistant Principal, Classroom Teachers	<p>Formative: Professional Development Sign in sheets, agenda, and ERO session reports, purchased orders, CIP, teacher walk thru data, lesson plans</p> <p>Summative: Students' weekly test grades, campus benchmark scores, STAAR scores, NRT scores, TELPAS scores.</p>				
<p>Funding Sources: Title I-A - \$1370.00, Local - \$1500.00, Local - \$100.00, Local - \$1500.00</p>							
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>10) Instructional paraprofessionals will assist PK and Kinder teachers and students in planning and in delivering instruction.</p> <p>Population: PK and K students</p> <p>Timeline: August 22, 2016 - June 6, 2017</p> <p>CNA p. 9</p>	1, 2, 9, 10	Campus Principal, Assistant Principal, PK and K teachers and instructional aides.	<p>Formative: PK and Kinder Instructional aide schedules, classroom schedules, Title I PR, classroom observations.</p> <p>Summative: PK C-PM progress monitoring and BOY, MOY, EOY benchmark results, Kinder TPRI / Tejas Lee BOY, MOY, EOY benchmark results, Report Cards goals, Kinder TELPAS scores, RTI plans,</p>				
<p>Funding Sources: Title I-A - \$66139.00, Title I-A - \$22076.00, Title I-A - \$26447.00</p>							
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>11) The campus library will provide literacy education to all students by providing reading lessons, promoting children's literature, the Accelerated Reading program, library sponsored events, and supplementing the regular curriculum.</p> <p>Population: TI, ELLs, AR, Sp.Ed., GT, DYS</p> <p>Timeline: August 22, 2016 - June 6, 2017</p> <p>CNA p. 17</p>	1, 2, 9, 10	Campus principal, Assistant Principal, Dean of Instruction, Classroom teachers, Librarian, Librarian aide	<p>Formative: Library Schedule, AR student logs, Library website, Library lesson plans</p> <p>Summative: Students AR log information and scores, Students' reading grades, Campus benchmark scores in reading, TPRI / Tejas Lee BOY, MOY, EOY scores</p>				
<p>Funding Sources: 197 Projects - \$3228.00, 197 Projects - \$55.00, 197 Projects - \$1400.00, Local - \$1000.00, Local - \$76.00, Local - \$200.00</p>							

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>12) Implement an integrated challenging standards-based, inquiry centered math curriculum as demonstrated through eNvision math, Math the TEKS Way, CIRCLE, OWL, etc. as a means to improving math instruction reinforcement of skills.</p> <p>Population: TI, ELLs, AR, Sp.Ed., GT, DYS</p> <p>Timeline: August 22, 2016 - June 6, 2017</p>	1, 2, 9, 10	Campus principal, Dean of Instruction, TLI specialist, Assistant Principal, Curriculum Specialists, Classroom teachers	<p>Formative: Lesson Plans check, walk-through observations, resources available</p> <p>Summative: Campus Benchmark results, students' weekly math grades, Math STAAR scores, math inventory scores</p>				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>13) Teachers will be provided professional development in math in questioning strategies to enhance students' reflective reasoning and conceptual understanding. Professional development will support math curriculum, vocabulary, research-based instructional strategies, academic language, Sheltered Instruction, and new math TEKS.</p> <p>Student population: TI, ELLs, AR, Sp.Ed., GT, DYS</p> <p>Timeline: August 22, 2016 - June 6, 2017</p>	1, 2, 4, 9, 10	Campus Principal, Dean of Instruction, Classroom Teachers	<p>Formative: Agendas and sign-in sheets, Materials Lesson Plans check, walk-through observations, resources available</p> <p>Summative: Campus Benchmark results, students' weekly math grades, Math STAAR scores, math inventory scores</p>				
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>14) Analyze and formulate an intervention plan based on benchmark scores, STAAR test results, RTI plans, campus assessments for students who are functioning and/or on level.</p> <p>Population: TI, ELLs, AR, Sp.Ed., GT, DYS</p> <p>Timeline: August 22, 2016 - June 6, 2017</p>	1, 2, 4, 9, 10	Campus Principal, Dean of Instruction, Classroom Teachers	<p>Formative: Materials Lesson Plans check, walk-through observations, resources available, RTI folders</p> <p>Summative: Campus Benchmark results, students' weekly math grades, Math STAAR scores, math inventory scores</p>				

<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>15) Grades PK-5 (including special education students) will participate in Tier II/Tier III small group instruction to provide additional instruction in the mathematical strands to build comprehension and facilitate the application of mathematical reasoning in order to support increased student achievement in math.</p> <p>Population: TI, ELLs, AR, Sp.Ed., GT, DYS</p> <p>Timeline: August 22, 2016 - June 6, 2017</p>	<p>1, 2, 4, 9, 10</p>	<p>Campus Principal, Dean of Instruction, Assistant Principal, Classroom Teachers</p>	<p>Formative: Materials Lesson Plans check, walk-through observations, resources available, RTI folders</p> <p>Summative: Campus Benchmark results, students' weekly math grades, Math STAAR scores, math inventory scores</p>				
<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>16) PK-5th grade teachers and special programs teachers will address math and science vocabulary, problem solving, graphing, estimation, and safety guidelines on a daily basis.</p> <p>Population: TI, ELLs, AR, Sp.Ed., GT, DYS</p> <p>Timeline: August 22, 2016 - June 6, 2017</p>	<p>1, 2, 4, 9, 10</p>	<p>Campus Principal, Dean of Instruction, Assistant Principal, Classroom Teachers, Special Programs Teachers</p>	<p>Formative: Creation of vocabulary word walls, visible word walls, lesson plans</p> <p>Summative: Standardized test scores, students' weekly scores, STAAR scores, NRT scores</p>				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>17) Teachers will integrate science curriculum through district purchased curriculums: Interactive Science, STEMscopes, and EDUSMART so that student will develop an understanding of the scientific method through investigations, journaling, and technology in order to implement a standards-based science curriculum, instruction, and assessment. 40% of science instruction will be hands on.</p> <p>Population: TI, ELLs, AR, Sp.Ed., GT, DYS</p> <p>Timeline: August 22, 2016 - June 6, 2017</p>	<p>1, 2, 3, 8, 9, 10</p>	<p>Campus Principal, Dean of Instruction, Assistant Principal, Classroom teacher</p>	<p>Formative: Lesson Plans, Students' weekly science scores, Science benchmarks scores, software usage reports, student journals, student work</p> <p>Summative: STAAR scores, EOY TPRI/Tejas Lee</p>				

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>18) Students in 3rd, 4th, and 5th will learn the scientific process through the creation of science fair projects.</p> <p>Population: TI, ELLs, AR, Sp.Ed., GT, DYS</p> <p>Timeline: August 2016 - November 2017</p>	1, 2, 3, 8, 9, 10	Campus Principal, Dean of Instruction, Assistant Principal, Classroom teacher	<p>Formative: Lesson Plans, Students' weekly science scores, Science benchmarks scores, software usage reports, student journals, student work, science fair projects, competition results</p> <p>Summative: STAAR scores, competition results</p>				
<p>19) Students' instructional arrangement will be reviewed so that the time in the Resource instructional setting decreases and the General Education setting is increased.</p> <p>Population: Sp. Ed.</p> <p>Timeline: August 22, 2016 - June 6, 2017</p>	1	Campus Principal, Assistant Principal, Special Education Teachers, Classroom Teachers	<p>Formative: Class schedules, Resource schedules, inclusion schedules, weekly grades,</p> <p>Summative: EOY state assessments and inventory tests, retention report, IEPs</p>				
<p align="center">State System Safeguard Strategy</p> <p>20) Students identified as Gifted and Talented will be provided opportunities to work on spontaneous, creative activities, aligned to literacy, math, science, and social studies in order to support their understanding of various genres. All classroom teachers will attend GT services to obtain the latest information and teaching strategies for GT students.</p> <p>Population: GT Students</p> <p>Timeline: August 22, 2016 - June 6, 2017</p> <p>CNA p. 17</p>	1, 2, 9, 10	Campus Principal, Dean of Instruction, GT Teachers, GT lead teacher	<p>Formative: Identification procedures for GT students, nomination forms, GT lesson plans</p> <p>Summative: GT students' performance on standardized testing and competitions.</p>				
Funding Sources: Advanced Academics - \$976.00							
<p>21) The homeroom teachers will provide literacy education to all students by providing reading lessons, promoting children's literature, and supplementing the regular curriculum.</p> <p>Population: TI, ELLs, AR, Sp.Ed., GT, DYS</p> <p>Timeline: August 22, 2016 - June 6, 2017</p> <p>CNA p. 17</p>	1	Principal Dean of Instruction Classroom Teachers	<p>Formative: Lesson plans and Daily Schedules</p> <p>Summative: TPRI/ Tejas Lee, STAAR Results</p>				

<p>22) Highly qualified teachers will meet the needs of low performing students through individualized and small group instruction in order to enhance their skills. (R,LA,M,S,SS) Population: TI MI ELL SE AR GT DYS Timeline: Daily</p>	3, 5	Administrators Teachers	Formative: Walkthroughs Summative: TPRI/ Tejas Lee, CPALLS, STAAR Results				
<p>23) In order to create a well-rounded educational program, students will be offered an opportunity to travel to sites where they can learn through hands-on field experiences. (R, LA, M, S, SS) Population: TI, MI, ELL, SE, AR, GT, DYS Timeline: October 2016-June 2017 CNA p.17</p>	1	Administrators Teachers	Formative: Lesson Plans Summative: Assessment Results				
<p style="text-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 fine arts students will meet performance standards in all fine arts areas. Students will display exemplary performance in music, choir, art, and theater arts.

Summative Evaluation: Campus data for 2015-2016 compared to campus data 2016-2017

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>1) The art teacher will enhance art across the content areas based on monthly and/or seasonal themes and the art TEKS. Students will be exposed to appropriate grade level art theory, fundamentals, and techniques to improve art appreciation.</p> <p>Student population: TI, ELLs, AR, Sp.Ed., GT, DYS</p> <p>Timeline: August 22, 2016 - June 6, 2017</p> <p>CNA p. 17</p>	1, 2, 3, 8, 9	Campus Principal, Dean of Instruction, Art Teacher, BISD Fine Arts Department	<p>Formative: Art Schedule, Art Lesson plans, Student art displays, competitions</p> <p>Summative: Student art grades, art competition results, STAAR scores</p>				
Funding Sources: Local - \$495.00							
<p align="center">State System Safeguard Strategy</p> <p>2) 4th and 5th grade students will compete in UIL Music Memory as a means of developing aural listening skills.</p> <p>Population: UIL 4th and 5th participants</p> <p>Timeline: August 2016- December 2016</p>	1, 2, 3, 8, 9	Campus principal, Dean of Instruction, UIL Coordinator, UIL Coach	<p>Formative: UIL Rules and Regulations, UIL practice schedule</p> <p>Summative: UIL Competition Results</p>				
<p align="center">State System Safeguard Strategy</p> <p>3) Fifth grade students will participate in the Fifth Grade Honor Choir as a means to introduce them to large ensemble performance experiences.</p> <p>Population: 5th Grade Honor Choir students</p> <p>Timeline: May 2017</p>	1, 2, 3, 8, 9	Campus Principal, Music Teacher	<p>Formative: Honor choir rules and regulations,</p> <p>Summative: Honor Choir Performance</p>				

<p align="center">State System Safeguard Strategy</p> <p>4) 4th and 5th grade students will compete in UIL Art to expose them to art history.</p> <p>Student Population: 4th and 5th Grade UIL students</p> <p>Timeline: September 2016 - December 2016</p>	1, 2, 3, 8	Campus Principal, UIL Coordinator, UIL Coach	<p>Formative: UIL Rules and Regulations, UIL practice schedule,</p> <p>Summative: UIL Competition Results</p>				
<p align="center">State System Safeguard Strategy</p> <p>5) All classroom teachers will implement a structured theater arts curriculum to build a foundation in theater arts.</p> <p>Population: TI, ELLs, AR, Sp.Ed., GT, DYS</p> <p>Timeline: August 22, 2016 - June 6, 2017</p>	1, 2, 3	Campus Principal, Dean of Instruction, Classroom Teachers	<p>Formative: Theater Arts lesson plans, teacher observations,</p> <p>Summative: students' theatre arts grades</p>				
<p align="center">State System Safeguard Strategy</p> <p>6) 5th grade students will participate in Red Hot Ballroom dance program to promote the cultural awareness of the importance of dance and social skills.</p> <p>Population: 5th grade ballroom students</p> <p>Timeline: October 2016-May 2017</p>	1, 2, 10	Campus Principal, Ballroom Coaches	<p>Formative: Practice schedule</p> <p>Summative: Competition results</p>				
<p align="center">State System Safeguard Strategy</p> <p>7) Provide students with opportunities to participate in UIL, Destination Imagination, Spelling Bee, Brainsville, and Chess to further enhance their talents.</p> <p>Population: GT</p> <p>Timeline: August 22, 2016 - June 6, 2017</p> <p>CNA p. 17</p>	1, 2, 5, 9, 10	Campus Principal, Dean of Instruction, Classroom teachers, GT lead teacher, Advanced Academic Department	<p>Formative: Participation rates in the competitions and events.</p> <p>Summative: Chess team competitions.</p>				
<p>Funding Sources: Local - \$1700.00, Local - \$700.00, Local - \$600.00</p>							

<p>8) The full time music teacher will enhance music across the content areas based on monthly and/or seasonal themes and the music TEKS. Students will be exposed to appropriate grade level music fundamentals and techniques to improve music appreciation.</p> <p>Student population: TI, ELLs, AR, Sp.Ed., GT, DYS</p> <p>Timeline: August 22, 2016 - June 6, 2017</p> <p>CNA p. 17</p>	<p>5, 10</p>	<p>Campus Principal, Dean of Instruction, Music Teacher, BISD Fine Arts Department</p>	<p>Formative: Music Schedule, Music Lesson plans, Student music performances and competitions</p> <p>Summative: Student music grades, music competition results, STAAR scores</p>				
<p>Funding Sources: Local - \$495.00</p>							

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






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: At-Risk students at Sharp Elementary School will be perform at Level II/III mastery on STAAR assessments, at 'Developed' on TPRI / Tejas Lee benchmarks, at 'Advanced High' on TELPAS, and will meet the attendance goal of 98%.

Summative Evaluation: STAAR, TPRI/Tejas Lee, At-Risk student attendance, Retention Rate

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</p> <p align="center">CSF 4</p> <p>1) Tutorials will be provided for students not meeting content performance expectations in order to promote student achievement and reduce the retention rate, especially for At-Risk, LEP, and Migrant sub-populations in the areas of Reading, Math, Writing, and Science. Copy paper is needed for supplemental instructional resources.</p> <p>Population: AR and LEP</p> <p>Timeline: October 2016 - May 2017 (2 X week)</p> <p>CNA p.11-12</p>	2, 3, 9	Campus Principal, Dean of Instruction, Assistant Principal, Tutorial Teachers Administrator for State Compensatory Education	Formative: At-Risk student Tutorial Rosters Tutorial Attendance Sheets Tutorial Lesson Plans, Walk thru observation data, benchmark scores, student progress reports Summative: STAAR results, Retention Rate				
Funding Sources: State Compensatory - \$5798.00, State Compensatory - \$11741.00, State Compensatory - \$3408.00							
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 5</p> <p>2) The Pre-Kindergarten program will be provided the full day in order to better prepare students academically.</p> <p>Population: AR, LEP, TI, MI</p> <p>Timeline: August 22, 2016 - June 6, 2017</p> <p>CNA p. 11-12</p>	5, 10	Campus Principal, Dean of Instruction, Assistant Principal, Pre-Kindergarten teachers, Early Childhood Curriculum Specialist	Formative: PK lesson plans, Teacher walk thru data, PK classroom schedules, C-PM (BOY and EOY) Summative: C-PM (EOY)				
Funding Sources: State Compensatory - \$79149.00							

<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 7</p> <p>3) 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: AR, LEP, TI, MI</p> <p>Timeline: August 22, 2016 - June 6, 2017</p> <p>CNA p. 11-12</p>	4, 10	Campus Principal, Dean of Instruction, Administrator for State Compensatory Education	<p>Formative: ERO Session Evaluation Reports, ERO Session Attendance Report, Teacher observation data, Lesson Plans, student progress reports, benchmark scores</p> <p>Summative: STAAR, Retention Rate</p>				
Funding Sources: State Compensatory - \$59529.00							
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 4</p> <p>4) Provide a campus wide Dyslexia program for identified students: The dyslexia lab services will be provided for identified students as determined through evaluation. Instructional approaches will include explicit, individualized, and multisensory instruction in a small group setting.</p> <p>Population: AR</p> <p>Timeline: August 22, 2016 - June 6, 2017</p> <p>CNA p. 11-12</p>	3, 9, 10	Campus Principal, 504 Administrator, Dyslexia Teacher	<p>Formative: Dyslexia Schedule of services, Dyslexia Lesson plans, IAP student documentation, Dyslexia teacher walk-thru observations, Required professional development for Dyslexia teachers</p> <p>Summative: STAAR Scores</p>				
Funding Sources: State Compensatory - \$27667.00, Local - \$100.00							
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 4</p> <p>5) Homeless students will be identified in connection with the district's Homeless Youth Project department. Letter received from the Homeless Youth Project will be filed in students' PRC. Homeless students will be monitored through attendance and academics.</p> <p>Population: AR, TI, MI, LEP</p> <p>Timeline: August 22, 2016 - June 6, 2017</p>	1, 2, 9	Campus Principal, Assistant Principal, Dean of Instruction, Data Entry Clerk, Classroom teachers	<p>Formative: Listing of identified Homeless students, District's letter on file in PRC, Homeless students' coded on eschools</p> <p>Summative: Homeless students' academic progress through grades, test grades, teacher input, benchmark scores and state assessment scores</p>				






<p>6) Professional development opportunities will be provided to campus and district personnel to enhance the provision of services for at-risk students in order to improve academic achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. Population: Elementary School AR Students</p> <p>Timeline: August 22, 2016 - June 6, 2017 (As needed)</p>	4	Administrator for State Compensatory Education, Administrator for Special Programs	Formative: ERO Session Evaluation Report, ERO Session Attendance Report, Verified Homeless and/or Unaccompanied Youth Enrollment Letter, eSchoolPLUS Special Programs Report, eSchoolPLUS At-Risk Progress Report, Benchmark Scores, Student Progress Reports Summative: STAAR				
<p>7) A food pantry and clothes closet will be implemented at every campus to provide identified at-risk, homeless, and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate. Population: Elementary School AR Students</p> <p>Timeline: August 22, 2016 - June 6, 2017 (As needed)</p>	10	Campus Administration, Homeless Youth Coordinator, Administrator for State Compensatory Education, Administrator for Special Programs	Formative: Pantry and Clothes Closet Inventory, Pantry and Clothes Closet Distribution Log, Benchmark Scores, Student Progress Reports Summative: STAAR				
<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: Increase the Level III performance, TPRI /TEJAS LEE/CPALLS performance to 'Developed' , and TELPAS Performance to 'ADVANCED HIGH in the areas of Reading, Math, Writing, and Science.

Summative Evaluation: STAAR , TELPAS, and TPRI/Tejas Lee 2016 and 2017 data comparison.

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</p> <p align="center">CSF 1 CSF 4 CSF 6</p> <p>1) Title I funds will fund 1 FTE instructional aide to assist with the library literacy program and the accelerated reading program. Aide will assist the librarian in library classes and procedures and running the accelerated reading program.</p> <p>Timeline: August 22, 2016 - June 6, 2017</p> <p>CNA p. 11-12</p>	1, 2, 9, 10	Campus Principal, Assistant Principal, Dean of Instruction, Librarian	<p>Formative: Library schedule, instructional aide job description, employee hourly report</p> <p>Summative: AR reports, Reading benchmark scores, weekly fluency scores</p>				
Funding Sources: Title I-A - \$22076.00							
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 4</p> <p>2) State Bilingual Funds will be used to fund 1 FTE classified employee who will assist the LPAC administrator and chair in testing students, writing reports, and submitting department required forms.</p> <p>Timeline: August 22, 2016 - June 6, 2017</p> <p>CNA p. 11-12</p>	1, 2, 9, 10	Campus Principal, Assistant Principal, LPAC Chair, Bilingual Department	<p>Formative: Employee schedule of services, testing log, LPAC minutes submission, employee hourly report</p> <p>Summative: EOY Program Evaluation</p>				
Funding Sources: State Bilingual - \$24248.00							

<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 4 CSF 6</p> <p>3) A preschool program for children with disabilities and a Life Skills Unit will be implemented to equip special needs students with a equal educational program that will focus on gross/fine motor skills, teach level of independence, monitor functional and academic progress, and teach daily living skills.</p> <p>Population: Sp. Ed. Students</p> <p>Timeline: August 22, 2016 - June 6, 2017</p>	1, 2, 3, 7, 9, 10	Campus Principal, Assistant Principal, Dean of Instruction, PPCD teacher and aides, Special Education Supervisor, Special Services	<p>Formative: PPCD program requirements, class schedule, student progress reports, teacher/parent communication logs</p> <p>Summative: EOY Program Evaluation</p>				
<p>4) Implement campus attendance goals that address procedures, roles, responsibilities and a formal written plan for monitoring / management that ensure campus student attendance meets district and state rates so that students meet their full educational potential.</p> <p>Timeline: August 22, 2016 - June 6, 2017</p>	1, 2, 10	Campus principal, assistant principal, data entry clerk, parent liaison	<p>Formative: daily attendance reports, ADA, students' absences and excuses, telephone and parent conference logs.</p> <p>Summative: EOY attendance rate</p>				
<p>5) Recognize and award incentives to students with perfect attendance every six weeks and at the end of the year. Campus recognition of students ' perfect attendance achievement that increase learning performance.</p> <p>Timeline: August 22, 2016 - June 6, 2017</p>	1, 2, 10	Campus principal, assistant principal, classroom teachers, counselors, parent liaison	<p>Formative: Number of rewards issued for perfect attendance. Student attendance records</p> <p>Summative: EOY attendance rate</p>				
<p>6) A documentation log binder will be kept in the office for tardiness, early releases, medical excuses and absences for each child in order to communicate / conference with parents about attendance and student academic performance.</p> <p>Timeline: August 22, 2016 - June 6, 2017</p>	1, 2, 9	Campus Principal, assistant principal, classroom teachers, data entry clerk, parent liaison,	<p>Formative: Telephone logs, students' excuses, conference log, student progress reports</p> <p>Summative: EOY Attendance Rate</p>				
<p>7) Teachers, attendance clerk, and parent liaison will consistently monitor and communicate students' daily absences and tardiness to parents and staff. Promote and ensure a rapid system of communication to reduce student absences and tardiness and increase instructional opportunities for students.</p> <p>Timeline: August 22, 2016 - June 6, 2017</p>	1, 2, 9	Campus principal, assistant principal, classroom teachers, data entry clerk, parent liaison	<p>Formative: Telephone logs, students' absence excuses, conference logs, student progress reports</p> <p>Summative: EOY Attendance rate</p>				
<p>8) Facilitate the parents ability to monitor attendance via School Messenger Notification System by consistently updating student information.</p> <p>Timeline: August 22, 2016 - June 6, 2017</p>	1, 2, 6	Campus Principal, Assistant Principal	<p>Formative: School Messenger Notification System usage reports</p> <p>Summative: EOY Attendance rate</p>				
<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: Sharp will maintain a safe and disciplined environment and follow all district, state, and federal mandates regarding student safety.

Summative Evaluation: Number of discipline referrals and safety incidents in 2015-2016 compared to 2016-2017 data.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>1) Federal Programs will continue to fund campus nurse at 40% to assist with the execution of the health program aimed at monitoring and assisting low performing students at school-wide campuses to improve overall health in order to improve student attendance/performance.</p> <p>Population: TI, ELLs, AR, Sp.Ed., GT, DYS</p> <p>Timeline: August 22, 2016 - June 6, 2017</p> <p>CNA p.14</p>	1, 2	Campus Principal, Nurse	<p>Formative: Time and Effort Logs, Nurse and Health Student Referrals</p> <p>Summative: EOY Attendance Reports and STAAR Results</p>				
Funding Sources: Title I-A - \$25386.00, Local - \$200.00							
<p>2) To promote and ensure physical fitness, students in grades PK-5 will be provided with moderate to vigorous physical activity each day in physical education for at least 30 minutes a day or a minimum of 135 minutes a week so that everyone will be in compliance with Senate Bill 530 effective 9/1/07.</p> <p>Population: TI, ELLs, AR, Sp.Ed., GT, DYS</p> <p>Timeline: August 22, 2016 - June 6, 2017</p>	1, 2	Campus principal, PE Coach	<p>Formative: Participation rate</p> <p>Summative: PE grades, Fitness gram results</p>				
Funding Sources: Local - \$500.00							
<p>3) Assess student fitness annually in grades 3-5 to improve the health and well being of all students and be in compliance with the requirements of Senate Bill 530 effective 09/01/2007.</p> <p>Population: TI, ELLs, AR, Sp.Ed., GT, DYS in 3rd-5th Grade</p> <p>Timeline: August 22, 2016 - June 6, 2017</p>	1, 2	Campus Principal, PE coach	<p>Formative: Participation rates</p> <p>Summative: Fitness gram results</p>				

<p>4) Monitor and emphasize the integrated math, reading, and writing academic concepts inherent in the Health and Physical Education curriculum programs in order to enhance students skills and prepare them for testing.</p> <p>Population: TI, ELLs, AR, Sp.Ed., GT, DYS</p> <p>Timeline: August 22, 2016 - June 6, 2017</p>	1, 2	Campus Principal, PE coach	<p>Formative: Health lesson plans</p> <p>Summative: Students' health grades</p>				
<p>5) Maintain and improve Coordinated Approach to Child Health (CATCH) Teams that implement the Coordinated School Health Program K-12 by developing goals and objectives based on fitness assessment data, academic performance, attendance rates, academic disadvantages and the use of success of any method in order to ensure students are reaching required moderate to vigorous physical activity (MVPA), and any other indicator recommended by School Health Advisory Council (SHAC) in order to comply with Senate Bill 19 and Senate Bill 892 effective 09/01/2009.</p> <p>Timeline: August 22, 2016 - June 6, 2017</p>	1	Campus Principal, Dean of Instruction, Classroom Teachers, PE Coach, CATCH Team	<p>Formative: CATCH Lesson plans, CATCH committee dates</p> <p>Summative: EOY program evaluation</p>				
<p>6) Evaluate and recommend necessary upgrades for instructional facilities and equipment to ensure an appropriate instructional environment and student safety.</p> <p>Timeline: August 22, 2016 - June 6, 2017</p>	2	Campus Principal, Assistant Principal, Safety Coordinator	Safety meetings, work orders				
<p>7) Provide information on the Wellness/Nutrition Policy & Guidelines to parents, teachers & students through parent meetings, teacher staff development, CATCH Teams, and classroom instruction to ensure compliance with respective policies and guidelines and comply with the Texas Public School Nutrition Policy effective 08/01/2004 and revisions 08/01/2007.</p> <p>Timeline: August 22, 2016 - June 6, 2017</p>	1	Campus Principal, CATCH Committee, CATCH Coordinator, PE Coach	<p>Formative: CATCH Meeting agendas, CATCH meeting sign-in sheets, CATCH Lesson Plans</p> <p>Summative: EOY Program Evaluation</p>				
<p>8) All schools must identify the manner in which the safety of students in physical education classes is maintained by developing a safety plan of action when the teacher student ratio is greater than 45-1 in compliance with Senate Bill 891 effective 9/1/09.</p> <p>Timeline: August 22, 2016 - June 6, 2017</p>	1	Campus Principal, Dean of Instruction, PE Coach	<p>Formative: PE Lesson Plans, PE schedule, Student PE grades</p> <p>Summative: EOY PE grades</p>				

<p>9) School nurse will establish a schedule for screenings:</p> <ul style="list-style-type: none"> - weight/height - eye/ear - dental - diabetic - other medical checks <p>Students will be evaluated in their physical development for the purpose of providing support and preventive care for their well being.</p> <p>Timeline: August 22, 2016 - June 6, 2017</p>	1, 10	Campus Principal, School nurse, district health department	Screening schedule and screening results				
<p>10) The nurse will provide medical aid to students for injuries & personal illnesses including dispensing daily medications to students with prescriptions. Students will receive preventive assistance, to help the students enhance their attendance, health, and well being in school.</p> <p>Timeline: August 22, 2016 - June 6, 2017</p>	2	Campus Principal, school nurse	Nurse documentation log				
<p>11) School nurse, in conjunction with PE coaches, will conduct 4th grade puberty education presentation. Students will receive awareness in their physical/emotional growth and development.</p> <p>Timeline: August 22, 2016 - June 6, 2017</p>	2	Campus Principal, School Nurse, PE Coach	Puberty Presentation permission slips and documentation				
<p>12) Appropriate equipment will be purchased and provided in order to support classroom presentations on diabetes, health & hygiene, lice, nutrition, exercise, teeth, personal cleanliness, etc. To provide students with assistance & opportunities to maintain clean clothing and health appearance for their self-esteem & well being.</p> <p>Timeline: August 22, 2016 - June 6, 2017</p>	2, 10	Campus Principal, School Nurse	Nurse student log of services				
<p>13) Supplies will be purchased for the school nurse to ensure proper medical care, hygienic care, sanitary care, and health care of all students during the school day.</p> <p>Timeline: August 22, 2016 - June 6, 2017</p>	2, 10	Campus Principal, School Nurse	Nurse log of services				

<p>14) 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.</p> <p>Timeline: August 22, 2016 - June 6, 2017</p>	10	Principal Assistant Principal Counselors Professional Development	Formative: Number of incident reports, number of student discipline referrals, parent presentation agendas, sign in sheets, evaluation logs Summative: EOY Discipline Report				
<p>15) 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</p> <p>Timeline: August 22, 2016 - June 6, 2017</p>	10	Campus principal, assistant principal, safety coordinator, classroom teachers	Practiced drills documentation, information booklets, EOP documentation binders, Faculty training agendas and sign in sheets				
<p>16) Campuses must have an identification security system. - All faculty must obtain and display an Identification Card while on school grounds - All students must obtain and display an Identification Card while on school grounds - Visitors must present an identification at Sign-In and - Escorted at all times.</p> <p>Timeline: August 22, 2016 - June 6, 2017</p>	10	Campus principal, assistant principal, safety coordinator, classroom teachers, school office personnel, security officer	Visitors logs, ID cards, sign-in sheets				
<p>17) The percentage of Special Education students placed in ISS will decrease by looking at alternative means of disciplining special education students.</p> <p>Population: Special Education Students</p> <p>Timeline: August 22, 2016 - June 6, 2017</p>	2	Campus Principal, Assistant Principal, Classroom Teachers, and Special Education Teachers	Discipline Referrals and eSchools Discipline Reports				
							

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: Increase parental involvement by 10% to support school's educational programs.

Summative Evaluation: Parent participation rates from 2015-2016 compared to participation rates from 2016-2017.

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) Complete and disseminate a Parental Involvement Policy so as to delineate how parents will be actively involved at the district/campus level with the intention to increase participation.</p> <p>Timeline: August 2016</p>	1, 6	Campus Principal, Parent Liaison, Classroom Teachers	<p>Formative: Copy of policy, agendas, sign-in sheets</p> <p>Summative: Parental involvement participation rates, Composite of End of Year survey at least 90%, Title I Parental Involvement checklist, student attendance rates</p>				
<p>Critical Success Factors CSF 5</p> <p>2) Disseminate School-Parent-Student Compacts indicating each groups responsibilities to ensure student achievement.</p> <p>Timeline: August 2016</p>	6	Campus Principal Parent Liaison	<p>Formative: Copy of policy, agendas, sign-in sheets</p> <p>Summative: Composite of survey results at 100% participation, percent of Title I parental involvement checklist, student attendance rates.</p>				
<p>Critical Success Factors CSF 5</p> <p>3) Conduct an annual Title I Parent meeting to inform parents of services provided through Title I funds and school/district programs. Also conduct a parent survey to evaluate the effectiveness of District and or Camps Parental Involvement efforts.</p> <p>Timeline: September 2016</p>	6	Campus Principal Parent Liaison	<p>Formative: Agendas and Sign-in sheets, Title I parental involvement program</p> <p>Summative : Composite of survey results at 100%, Title I parental involvement checklist, Attendance rates</p>				

<p align="center">Critical Success Factors CSF 5</p> <p>4) The campus will ensure the representation of community and parental involvement in the decision-making process. Parents will participate in the review and or revision of the following to ensure program requirements are met: -Parental Involvement Policy -Campus Improvement Plan -LPAC -SBDM -DPAC</p> <p>Timeline: August 22, 2016 - June 6, 2017</p>	1, 6	Campus Principal, Parent Liaison	<p>Formative: committee meeting dates, agendas, and sign-in sheets</p> <p>Summative: Composite of meeting minutes, STAAR results, student attendance rates</p>				
<p align="center">Critical Success Factors CSF 5</p> <p>5) Host a "Parent Orientation" Day to inform parents and community members daily of standard operation procedures and District policy. -Student Code of Conduct -Student-Parent-School Compact -Parental Involvement Policy -Emergency Operation Procedures -Volunteer Guidelines and Opportunities</p> <p>Timeline: September 2016</p>	1, 6	Campus Principal and Parent Liaison	<p>Formative: Agendas, Sign-In sheets, fliers, brochures, handouts, session evaluations</p> <p>Summative: Parental Involvement Percent number of discipline referrals</p>				
<p align="center">Critical Success Factors CSF 5</p> <p>6) Capitalize on district and community resources by creating partnership agreements with agencies and organizations and inviting community organizations to participate and disseminate information about the public services that their agencies offer in order to continue building strong community partnerships.</p> <p>Timeline: August 22, 2016 - June 6, 2017</p>	1, 6	Campus Principal and Parent Liaison	<p>Formative: Meeting flyers, agendas, and sign-in sheets, lesson plans, community organization information booklets</p> <p>Summative: Participation rates and involvement</p>				
<p align="center">Critical Success Factors CSF 5</p> <p>7) Educate campus personnel during faculty and grade-level meetings as to the academic and social benefits of a strong parent-school partnership.</p> <p>Timeline: August 2016</p>	1, 2, 6	Campus Principal, Dean of Instruction, Assistant Principal, Parent Liaison	<p>Formative: Grade-level / Faculty meeting agendas, sign-in sheets</p> <p>Summative: Increased communication between parents and teachers, teachers' communication logs, teachers' documented parent meetings.</p>				

<p align="center">Critical Success Factors CSF 5</p> <p>8) Promote more active parental involvement by creating a school climate and structures that support family involvement, initiating a classroom volunteer program, creating a parent resource center, and provide materials and information to parent on issues on concern to parents, such a child development, health and safety, drug education, special education, and curriculum and instruction.</p> <p>Timeline: August 22, 2016 - June 6, 2017</p>	1, 2, 6	Campus Principal, Dean of Instruction, Assistant Principal, Parent Liaison	<p>Formative: Meeting agendas, sign-in sheets, flyers, parent resource center, curriculum resources</p> <p>Summative: Percentage of parental involvement, participation rates, student attendance rates, students' progress</p>				
<p align="center">Critical Success Factors CSF 5</p> <p>9) Maintain regular communication by sending home : weekly folders of student work; school messenger; monthly calendars of special; events to be celebrated or taught; a regular class newsletter; weekly work sheets containing activities students and families can do together.</p> <p>Timeline: August 22, 2016 - June 6, 2017</p>	1, 2, 6	Campus Principal, Dean of Instruction, Assistant Principal, Parent Liaison, Classroom teachers	<p>Formative: Campus newsletters, school messenger, students' homework folders, information flyers</p> <p>Summative: students' academic progress, percentage of teacher-parent conferences</p>				
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 5</p> <p>10) Funds will be allocated for a full time parent liaison and for payment for mileage incurred while conducting attendance and parental involvement responsibilities such as home visits, department meetings, and trainings.</p> <p>Timeline: August 22, 2016 - June 6, 2017</p> <p>CNA p. 18</p>	6	Campus Principal, Parent Liaison	<p>Formative: Meeting Agendas and sign-in sheets, monthly contact logs composite report, mileage report</p> <p>Summative: Parent meeting attendance percentage, student attendance percentage, ERO session reports</p>				
Funding Sources: Title I-A - \$21972.00, Local - \$50.00							
<p align="center">Critical Success Factors CSF 5</p> <p>11) Provide ample Parent Education opportunities through parent conferences and parent training sessions at each campus Parent Center to disseminate information, services and/or referrals to agencies that address the needs in the following areas:Early Childhood Reading Strategies,Effective teaching strategies,Health Education-Families in Training, Special Populations (Bilingual, Dyslexia, G.T., Migrant, Special Education), Building Capacity: College Readiness Drop-out and Violence Prevention - New Horizons, Community agencies / organizations</p> <p>Timeline: August 22, 2016 - June 6, 2017</p>	1, 6	Campus Principal, Parent Liaison, Classroom Teachers	<p>Formative: Meeting Agendas and sign-in sheets, monthly contact logs composite report, mileage report</p> <p>Summative: Parent meeting attendance percentage, student attendance percentage, ERO session reports</p>				

<p>12) An orientation for preschool children from Head Start to assist with the transition to Sharp Elementary will be held annually in the Spring.</p> <p>Population: Teachers, Headstart Personnel, Counselors</p> <p>Timeline: April 2017</p>	<p>6, 7</p>	<p>Administrators TLI Teacher Specialist Counselors</p>	<p>Formative: Agendas, Sign in sheets</p> <p>Summative: State standardized assessment results</p>				
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 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue






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

Performance Objective 1: Migrant Students will meet the standard in all content areas.

Summative Evaluation: 2015-2016 student data compared to 2016-2017 student data.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>State System Safeguard Strategy</p> <p>1) Sharp migrant students will receive grade appropriate school supplies and or clothing 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.</p> <p>Population: MIG</p> <p>Timeline: August 22, 2016 - June 6, 2017</p> <p>CNA p. 17</p>	1, 2, 3, 10	Campus Principal, Dean of Instruction, Assistant Principal, Classroom teachers of Migrant students.	<p>Formative: Migrant funds purchase orders, sign in sheets to record supplies received.</p> <p>Summative: Migrant students weekly grades, campus benchmark scores, standardized test scores.</p>				
<p>Funding Sources: Title I-C (Migrant) - \$155.00</p>							
<p>2) 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. Population: PFS and Non-PFS Migrant Students</p> <p>Timeline: August 22, 2016 - June 6, 2017</p>		Special Program Administrator Campus Principals Migrant Funded: Teachers Campus Clerks DMC MSC	<p>Formative: Fewer PFS students are identified due to increased performance</p> <p>Summative: Migrant students weekly grades, campus benchmark scores, standardized test scores.</p>				
<p>3) In order to secure the data needed to accommodate placement into appropriate supplemental instructional opportunities for Pre-K- 5th grade migrant students pre-test and post test results will be used by teachers and administrators to identify the migrant students performing below grade level. NOTE: At sites being served by a migrant teacher, teacher will provide additional supplemental opportunities and ensure participation. Population: Migrant Students</p> <p>Timeline: August 22, 2016 - June 6, 2017</p> <p>CNA p. 10</p>		Sp. Programs Administrator Campus Principals Elementary Teachers Migrant Funded: Teachers 3FTEs MSC	<p>Formative: Increased academic performance PBMAS</p> <p>Summative: Migrant students weekly grades, campus benchmark scores, standardized test scores.</p>				

<p>4) 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: Migrant Funded: Parent Liaison, Recruiters, DMC , MSC</p> <p>Timeline: August 22, 2016 - June 6, 2017 CNA p. 10</p>		<p>Migrant Funded: Parent Liaison Recruiters DMC MSC</p>	<p>Formative: Academic success for all PK-2nd grade students EOY Promotion Rate</p> <p>Summative: Migrant students weekly grades, campus benchmark scores, standardized test scores.</p>				
<p>5) The academic progress of 1st grade students will be monitored to ensure success grade level completion and ultimately secure promotion to 2nd grade. NOTE: At sites being served by a migrant teacher, teacher will provide additional monitoring support and ensure participation into supplemental opportunities. Population: 1st grade migrant students</p> <p>Timeline: August 22, 2016 - June 6, 2017 CNA p. 10</p>		<p>Sp. Programs Administrator Campus Principals Teachers Migrant Funded: Teacher DM Counselor MSC</p>	<p>Formative: No 1st grade retained</p> <p>Summative: EOY retention report</p>				
<p>6) Elementary migrant students will have an equal opportunity to attend the school district's summer school programs to ensure promotion if needed or to participate in the enrichment migrant summer program. The migrant students will be provided with additional supplemental support by the respective campus in order to address academic, attendance needs and promote positive social engagement. Population: Migrant and PFS PK-5 grade students Timeline: June 2017 CNA p. 10</p>		<p>Sp. Programs Administrator Campus Principals Campus Teachers Migrant Funded: Migrant Teachers Migrant Clerks DMC MSC</p>	<p>Formative: Increased promotion rates & test performance</p> <p>Summative: Migrant students weekly grades, campus benchmark scores, standardized test scores.</p>				
<p>7) 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. Population: Migrant and PFS students</p> <p>Timeline: August 22, 2016 - June 6, 2017 CNA p. 10</p>		<p>Campus Admin Classroom Teacher Migrant Funded: Teacher Tutorial Teacher MSC</p>	<p>Formative: Increase promotion rates & test performance</p> <p>Summative: Migrant students weekly grades, campus benchmark scores, standardized test scores.</p>				
<p>8) 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. Population: Campus Administration, Faculty and Staff Timeline: August 22, 2016 - June 6, 2017 CNA p. 10</p>		<p>Sp. Programs Administrator Migrant Funded: Teachers Campus Clerks DMC MSC</p>	<p>Formative: Timely placement into Interventions</p> <p>Summative: Migrant students weekly grades, campus benchmark scores, standardized test scores.</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 Population: Migrant Students Timeline: April 2017 CNA p. 10</p>	<p>Campus Administration Migrant Funded: Migrant Teachers HS Migrant Campus Clerks MEP Secretary DMC MSC</p>	<p>Formative: Increase on- time graduation</p> <p>Summative: Migrant students weekly grades, campus benchmark scores, standardized test scores.</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 STAAR assessment. Population: PFS Migrant Students Timeline: February 20, 2017</p>	<p>Migrant Teachers</p>	<p>PBMAS Report Increased STAAR Scores for PFS students</p>				
<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: Technology Instruction will assist students to increase standardized testing scores in reading, math, science, and writing to a minimum of 90% mastery and to increase English language proficiency among ELL students to a minimum of 70% mastery.

Summative Evaluation: 2015-2016 STAAR and TELPAS scores compared to 2016-2017 scores.

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) Students will be taught technology TEKS using a computer and/or Internet as appropriate to grade level throughout the year. Students will apply computer literacy strategies to assist with online testing. In addition, technology instruction will support students to increase standardized testing scores in reading, math, science, and writing to a minimum of 90% mastery and to increase English proficiency among ELLs to a minimum of 70% mastery.</p> <p>Student population: ELLs</p> <p>Timeline: August 22, 2016 - June 6, 2017</p>	1, 2, 3, 9	Campus Principal, Dean of Instruction, Assistant Principal, Technology Support Teacher, Classroom teachers	<p>Formative: Available student computers, technology lab schedule, technology TEKS, lesson plans</p> <p>Summative: Standardized test scores, campus benchmark scores, students' weekly grades, teacher observations</p>				
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1</p> <p>2) Computers, projectors, projector bulbs, document cameras and software licenses will be purchased and used to assist teachers and students to supplement lessons in order to achieve 90% mastery and 50% level III performance in the areas of reading, math, writing, and science and 70% advanced high mastery on TELPAS.</p> <p>Population: T1, ELLs, AR, Sp.Ed., DYS, GT</p> <p>Timeline: November 2016</p> <p>CNA p. 20</p>	1, 2, 3, 9	Campus Principal, Dean of Instruction, Assistant Principal, Technology Support Teacher, Classroom teachers	<p>Formative: Projector Purchase Order, Installation schedule, classroom observations</p> <p>Summative: Standardized test scores, campus benchmark scores, students' weekly grades</p>				
<p>Funding Sources: State Compensatory - \$1000.00, Federal Bilingual - \$2000.00</p>							

<p style="text-align: center;">Critical Success Factors CSF 1</p> <p>3) Purchase ink cartridges for each classroom teacher so that teachers can use to print documents, HMH resources, eNvision worksheets, PDF files, RTI lesson plans, teacher created materials, TANGO data charts, TANGO student workbooks, and other instructional lessons.</p> <p>Population: T1, ELLs, AR, Sp.Ed., DYS, GT</p> <p>Timeline: October 2016</p> <p>CNA p. 19</p>	<p>1, 2, 3, 9, 10</p>	<p>Campus Principal, Dean of Instruction, Assistant Principal, Technology Support Teacher, Classroom teachers</p>	<p>Formative: Ink purchase orders, schedule of installation, classroom observations</p> <p>Summative: Standardized test scores, campus benchmark scores, students' weekly grades</p>				
<p style="text-align: center;">State System Safeguard Strategy Critical Success Factors CSF 1</p> <p>4) Pre-Kinder - 5th grade students will attend computer technology class weekly to address technology skills; in order to complete classroom assignments and promote critical thinking skills, and develop projects that foster creativity, innovation, communication, collaboration, information fluency and digital citizenship. In addition technology instruction will support students to increase standardized testing scores in reading, math, science, and writing to a minimum of 90% mastery and to increase English proficiency among Limited English Proficient students to a minimum of 70% English Proficiency. Student headphone sets will be purchased for the use of Rosetta Stone.</p> <p>Population: ELLs</p> <p>Timeline: August 22, 2016 - June 6, 2017</p>	<p>1, 2, 3, 9, 10</p>	<p>Campus Principal, Dean of Instruction, Assistant Principal, Technology Support Teacher, Classroom teachers</p>	<p>Formative: technology class schedule, classroom observations</p> <p>Summative: Standardized test scores, campus benchmark scores, students' weekly grades</p>				

<p style="text-align: center;">Critical Success Factors CSF 1</p> <p>5) The campus will ensure accessibility to instructional technology devices in order to improve student achievement. In addition technology instruction will support students to increase standardized testing scores in reading, math, science, and writing to a minimum of 90% mastery and to increase English proficiency among Limited English Proficient students to a minimum of 70% English Proficiency.</p> <p>Population: T1, ELLs, AR, Sp.Ed., DYS, GT</p> <p>Timeline: August 22, 2016 - June 6, 2017</p>	<p>1, 2, 3, 9, 10</p>	<p>Campus Principal, Dean of Instruction, Assistant Principal, Technology Support Teacher, Classroom teachers</p>	<p>Formative: technology class schedule, classroom observations</p> <p>Summative: Standardized test scores, campus benchmark scores, students' weekly grades</p>				
<p style="text-align: center;">Critical Success Factors CSF 1</p> <p>6) Teachers will integrate technology into their curriculum offerings as appropriate to their grade level throughout the year. Students will be exposed to instructional modules to increase comprehension in various content areas. In addition technology instruction will support students to increase standardized testing scores in reading, math, science, and writing to a minimum of 90% mastery and to increase English proficiency among Limited English Proficient students to a minimum of 70% English Proficiency</p> <p>Timeline: August 22, 2016 - June 6, 2017</p>	<p>1, 2, 3, 9, 10</p>	<p>Campus Principal, Dean of Instruction, Assistant Principal, Technology Support Teacher, Classroom teachers</p>	<p>Formative: technology class schedule, classroom observations</p> <p>Summative: Standardized test scores, campus benchmark scores, students' weekly grades</p>				
<p style="text-align: center;">State System Safeguard Strategy Critical Success Factors CSF 1</p> <p>7) The Instructional Technology Department along with the campus will offer professional development technology opportunities. Teachers will provide students with instructional technology modules to enrich visual and audio content based comprehension.</p> <p>Timeline: August 22, 2016 - June 6, 2017</p>	<p>1, 2, 3, 9, 10</p>	<p>Campus Principal, Dean of Instruction, Assistant Principal, Technology Support Teacher, Classroom teachers</p>	<p>Formative: technology class schedule, classroom observations</p> <p>Summative: Standardized test scores, campus benchmark scores, students' weekly grades</p>				

<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>8) Technology grade level specific TEKS and specifications will be implemented to age and grade appropriate leveled activities: Ex: key boarding, word research, power point, etc. (Learning.com) Students will develop computer literacy accuracy.</p> <p>Timeline: August 22, 2016 - June 6, 2017</p>	<p>1, 2, 3, 9, 10</p>	<p>Campus Principal, Dean of Instruction, Assistant Principal, Technology Support Teacher, Classroom teachers</p>	<p>Formative: technology class schedule, classroom observations</p> <p>Summative: Standardized test scores, campus benchmark scores, students' weekly grades</p>				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	20	Students identified as Gifted and Talented will be provided opportunities to work on spontaneous, creative activities, aligned to literacy, math, science, and social studies in order to support their understanding of various genres. All classroom teachers will attend GT services to obtain the latest information and teaching strategies for GT students. Population: GT Students Timeline: August 22, 2016 - June 6, 2017 CNA p. 17
2	1	1	The art teacher will enhance art across the content areas based on monthly and/or seasonal themes and the art TEKS. Students will be exposed to appropriate grade level art theory, fundamentals, and techniques to improve art appreciation. Student population: TI, ELLs, AR, Sp.Ed., GT, DYS Timeline: August 22, 2016 - June 6, 2017 CNA p. 17
2	1	2	4th and 5th grade students will compete in UIL Music Memory as a means of developing aural listening skills. Population: UIL 4th and 5th participants Timeline: August 2016- December 2016
2	1	3	Fifth grade students will participate in the Fifth Grade Honor Choir as a means to introduce them to large ensemble performance experiences. Population: 5th Grade Honor Choir students Timeline: May 2017
2	1	4	4th and 5th grade students will compete in UIL Art to expose them to art history. Student Population: 4th and 5th Grade UIL students Timeline: September 2016 - December 2016
2	1	5	All classroom teachers will implement a structured theater arts curriculum to build a foundation in theater arts. Population: TI, ELLs, AR, Sp.Ed., GT, DYS Timeline: August 22, 2016 - June 6, 2017
2	1	6	5th grade students will participate in Red Hot Ballroom dance program to promote the cultural awareness of the importance of dance and social skills. Population: 5th grade ballroom students Timeline: October 2016-May 2017
2	1	7	Provide students with opportunities to participate in UIL, Destination Imagination, Spelling Bee, Brainsville, and Chess to further enhance their talents. Population: GT Timeline: August 22, 2016 - June 6, 2017 CNA p. 17
3	1	1	Tutorials will be provided for students not meeting content performance expectations in order to promote student achievement and reduce the retention rate, especially for At-Risk, LEP, and Migrant sub-populations in the areas of Reading, Math, Writing, and Science. Copy paper is needed for supplemental instructional resources. Population: AR and LEP Timeline: October 2016 - May 2017 (2 X week) CNA p.11-12
3	1	2	The Pre-Kindergarten program will be provided the full day in order to better prepare students academically. Population: AR, LEP, TI, MI Timeline: August 22, 2016 - June 6, 2017 CNA p. 11-12
3	1	3	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. Population: AR, LEP, TI, MI Timeline: August 22, 2016 - June 6, 2017 CNA p. 11-12

Goal	Objective	Strategy	Description
3	1	4	Provide a campus wide Dyslexia program for identified students: The dyslexia lab services will be provided for identified students as determined through evaluation. Instructional approaches will include explicit, individualized, and multisensory instruction in a small group setting. Population: AR Timeline: August 22, 2016 - June 6, 2017 CNA p. 11-12
3	1	5	Homeless students will be identified in connection with the district's Homeless Youth Project department. Letter received from the Homeless Youth Project will be filed in students' PRC. Homeless students will be monitored through attendance and academics. Population: AR, TI, MI, LEP Timeline: August 22, 2016 - June 6, 2017
4	1	1	Title I funds will fund 1 FTE instructional aide to assist with the library literacy program and the accelerated reading program. Aide will assist the librarian in library classes and procedures and running the accelerated reading program. Timeline: August 22, 2016 - June 6, 2017 CNA p. 11-12
4	1	2	State Bilingual Funds will be used to fund 1 FTE classified employee who will assist the LPAC administrator and chair in testing students, writing reports, and submitting department required forms. Timeline: August 22, 2016 - June 6, 2017 CNA p. 11-12
4	1	3	A preschool program for children with disabilities and a Life Skills Unit will be implemented to equip special needs students with a equal educational program that will focus on gross/fine motor skills, teach level of independence, monitor functional and academic progress, and teach daily living skills. Population: Sp. Ed. Students Timeline: August 22, 2016 - June 6, 2017
6	1	10	Funds will be allocated for a full time parent liaison and for payment for mileage incurred while conducting attendance and parental involvement responsibilities such as home visits, department meetings, and trainings. Timeline: August 22, 2016 - June 6, 2017 CNA p. 18
7	1	1	Sharp migrant students will receive grade appropriate school supplies and or clothing 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. Population: MIG Timeline: August 22, 2016 - June 6, 2017 CNA p. 17
8	1	2	Computers, projectors, projector bulbs, document cameras and software licenses will be purchased and used to assist teachers and students to supplement lessons in order to achieve 90% mastery and 50% level III performance in the areas of reading, math, writing, and science and 70% advanced high matery on TELPAS. Population: T1, ELLs, AR, Sp.Ed., DYS, GT Timeline: November 2016 CNA p. 20
8	1	4	Pre-Kinder - 5th grade students will attend computer technology class weekly to address technology skills; in order to complete classroom assignments and promote critical thinking skills, and develop projects that foster creativity, innovation, communication, collaboration, information fluency and digital citizenship. In addition technology instruction will support students to increase standardized testing scores in reading, math, science, and writing to a minimum of 90% mastery and to increase English proficiency among Limited English Proficient students to a minimum of 70% English Proficiency. Student headphone sets will be purchased for the use of Rosetta Stone. Population: ELLs Timeline: August 22, 2016 - June 6, 2017

Goal	Objective	Strategy	Description
8	1	7	The Instructional Technology Department along with the campus will offer professional development technology opportunities. Teachers will provide students with instructional technology modules to enrich visual and audio content based comprehension. Timeline: August 22, 2016 - June 6, 2017
8	1	8	Technology grade level specific TEKS and specifications will be implemented to age and grade appropriate leveled activities: Ex: key boarding, word research, power point, etc. (Learning.com) Students will develop computer literacy accuracy. Timeline: August 22, 2016 - June 6, 2017

State Compensatory

Budget for Sharp Elementary :

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
162-11-6118-00-111-Y-24-SSI-Y	6118 Extra Duty Stipend - Locally Defined	\$13,112.00
162-11-6118-00-111-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	\$3,402.00
162-11-6118-00-111-Y-30-0K2-Y	6118 Extra Duty Stipend - Locally Defined	\$30,000.00
162-11-6119-00-111-Y-34-PKK-Y	6118 Extra Duty Stipend - Locally Defined	\$87,081.00
162-13-6119-31-111-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	\$63,980.00
6100 Subtotal:		\$197,575.00

Personnel for Sharp Elementary :

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Coral Palmer	PreKinder Teacher	State Compensatory	0.5
Ivonne Barnes	Dean of Instruction	State Compensatory	1.0
Lorena Anzaldua	Dyslexia	State Compensatory	0.5
Maria B. Trevino	PreKinder Teacher	State Compensatory	0.5

Title I

Schoolwide Program Plan

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

Sharp Elementary School uses its Title I, Title III, State Compensatory, State Bilingual 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 (CIP 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 1.9, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, 3.1, 3.2, 3.4, 4.1) 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 a minimum of 90 percent of all students and all student groups passing all parts of state mandated assessments for the 2014-2015 school year in all the content areas. To accomplish these goals, the campus 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 in scientifically-based research that (1) strengthen the core academic program; (2) increase the amount of learning time including the funding of extended day and extended week tutorials for students who are At-Risk and in need of continued instruction to be successful in the succeeding school year; (3) include instructional strategies for meeting the educational needs of historically undeserved student populations; (4) include instructional strategies to address the needs of all children in school, particularly the needs of low-achieving students, At-Risk students, or students not meeting State student academic achievement standards; (5) address how the school will determine if such needs have been met; (6) are consistent with and are designed to implement the State and local improvement plans; and (7) include instructional strategies in the content areas that will allow students to perform and meet AYP goals in reading and in math

2: Schoolwide Reform Strategies

To accomplish campus needs objectives, the staff will use the budgeted funds to implement school-wide reform strategies (CIP 3.1). State Compensatory funds will fund extended day and extended week tutorials for students identified as At-Risk. Tiered instruction will be used during daily instruction with an additional thirty minutes of Tier II and Tier III intervention instruction. Title I funds will be used to purchase supplementary instructional resources for Reading, Math, Writing, and Science.

3: Instruction by highly qualified professional teachers

Highly-qualified teachers will carry out the instructional program (CIP 1.22, 3.2). Only teachers who are certified and who have met state testing 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 an alternative certification. In addition to appropriate certification, teachers will be sought who are experienced and have been successful in previous assignments.

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

The school will provide access to high-quality ongoing professional development (CIP 1.3, 1.9, 1.14, 1.18, 1.21, 3.3) 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. The professional development needs for the campus are determined by the following factors: STAAR test results, TAPR reports, Campus Report Card, B.I.S.D. Curriculum Department, their Curriculum Specialists, and through feedback based from the faculty survey. The school principal, and campus staff members, proceed to implement the TEKS; with high-quality and research-based staff development. The principal and dean of instruction determine the selection of the participants who will benefit and who will attend the in-service sessions. Teachers attending certain staff development sessions share the information with the rest of the faculty via grade level meetings or during faculty meetings after school. Staff development needs are assessed regularly through official classroom observation summaries, classroom walk-throughs conducted by the school administration and by the instructional facilitator. The classroom program observations conducted by the administration are for the purpose of assisting the teachers improve their teaching skills only and to determine if any staff development needs are warranted.

5: Strategies to attract highly qualified teachers

Strategies to attract high-quality teachers to high needs schools will include our school's (CIP 1.2, 1.7, 1.8, 1.9, 1.11, 1.14, 1.18, 1.21, 3.3, 8.2) collaboration with the district's human resource department to ensure highly qualified applicants are interviewed for vacancies. The school will use a hiring committee to interview for all vacancies. The committee will collaborate, discuss, and recommend the candidates that will meet the needs of the campus.

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 (CIP 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.10). 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 students be successful at home, learn English, discipline management, and parenting skills will be provided to those parents who want to better meet the rigors of parenting. With the high level of parental participation at the district sponsored meetings, more needs to be done to reach parents who are not able to attend school for parent conferences, open house, and other parent meetings. Many parents are employed and are unable to participate as volunteers during the school day. We need to build a system to reach and educate all parents on a continuing basis. While many parents are recruited and approved by the district as volunteers, several of these parent volunteers do not make the commitment to remain as a volunteer for the school. By providing appropriate training, the achievement gaps can be reduced thus making them more effective in the art of parenting and providing a life-long desire for learning for their children. The parent liaison will help organize and coordinate classroom support through teacher collaboration.

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 Sharp will be held annually in the Spring and for 5th grade students and their parents to assist with the transition into middle school. (CIP 1.10, 1.12, 6.12). Sharp 5th grade students attend their feeder school to participate in presentations such as electives showcase, extra-curricular activities such as sports, band, and are presented school tours

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 (CIP 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 1.9, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 3.1, 3.2, 3.4, 4.1, 4.6, 8.2). Teachers will use data obtained from state assessments as well as other instruments, including but not limited to the LAS, TELPAS, Stanfords, Aprenda, 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 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 1.9, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 3.1, 3.2, 3.4, 4.1, 4.6) . All teachers will closely monitor all students' performance based on daily exercises and weekly 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. Data analysis plays an important role. Through the uses of state assessment data, meetings in conjunction with tutorials and staff development, students will become better prepared because their teachers will be better prepared. RTI meetings will be held every three weeks to analyze the progress of students and to review the effectiveness of the Tiered instruction, in addition to making recommendations for further assessment for special programs as Special Education, Dyslexia, and 504. Basic practice materials related to the state assessments needs is introduced and administered with emphasis in second grade, the second semester, to prepare those students to take the test in subsequent years. Stanford and Aprenda scores continue to show improvement because of appropriate placement of students. We continue to focus on the improvement of reading comprehension and isolated reading skills as evidenced in the TPRI/TEJAS LEE data.

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 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 1.9, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 3.1, 3.2, 3.4, 4.1, 4.6, 8.2). Several of the strategies being implemented are jointly funded with Special Services and Title I Funds, e.g., after school tutorial programs. Professional Development activities are also paid for from Title I, Parts A and C, and Local Funds. Title I Funds along with 163, 263, 162, and 212 funds are used to purchase supplemental instructional materials, media, and library resources used 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. In order to better utilize the 212 Migrant funds, a Migrant Student Needs Survey was conducted to assess the supplemental support most needed by the migrant student of our campus. Based upon the migrant student needs survey, the faculty, staff, and administration are in agreement that the items listed below will provide most support to the migrant students. PFS migrant students are provided a well-rounded education and are provided with the essential resources needed for academic success.

- School Supplies such as paper, crayons, glue, scissors, binders, pencils, highlighters, dry-erase markers and pens.

The supplies will be grade appropriate and will be reflective on the distribution list that will be kept on file by administration. Therefore, it was decided that these supplies will assist our migrant students with their daily duties and be most beneficial throughout the entire school year.

Bilingual Funds will be used to provide supplemental services to help ensure that children who are English Language Learners attain English language proficiency and develop high levels of academic attainment. The campus goal is to develop ELL students' listening, speaking, reading, and writing English language development. In order to achieve this goal, the campus will implement the district's early-exit transitional program. Bilingual funds will be used to purchase additional resources, provide professional development, and provide additional tutoring for our bilingual population to ensure continued mastery of the TEKS. Program implementation includes afterschool and Saturday tutorials to meet the specific needs of ELLs in the areas of Reading, Math, Writing, and Science. Also classroom instructions includes SIOP strategies, ELL Reading & Writing Checklists and the use of technology for PK through 1st grades.

The campus will also continue to provide the state mandated State Compensatory Education Program through campus as well as District funded initiatives. The school will target academic achievement and review At-Risk students' needs using a three tier at risk program. The first Tier targets our regular classroom curriculum and teaching of the TEKS. The second and third tier focuses on targeted instruction for students not meeting academic goals during regular classroom instruction. State Compensatory funds will be used for providing scientifically-based teaching strategies through extended day and extended week tutorials. The progress monitoring of At-risk students will be conducted weekly.

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. One of the campus goals is to decrease the percentage of special education students served in special education to a level expected by the TEA and to provide these students with "inclusive services" in the regular education classroom 50% or more of the school day. By the end of the 2014-2015 school year, all test takers will meet ARD expectations in all test subject areas. In addition, Sharp Elementary is dedicated to provide a high-quality instructional program for students in special education program. Currently Sharp Elementary services one PPCD unit and one Life Skills Units. These students will be provided with individualized instruction based on their IEP goals. Special Education students receive additional tutorials to meet their needs in the areas of Reading, Math, Writing, and Science. Strategies include collaboration with grade level, SRA program, inclusion setting as well as resource, and individualized instruction as needed.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alma Leticia Trevino	Kinder Paraprofessiona	Title I -A Aide	1.0
Magdalena Tellam	Library Aide	Title I	1.0
Maribel Ortiz	Pre-Kinder Paraprofessiona	Title I -A Teacher Aide	1.0
Martha Silva	Parent Liaison	Title I	1.0
Olga Chapa	School Nurse	Title I	0.4
Yolanda Cano	Pre-Kinder Paraprofessional	Title I -A PK Aide	1.0

2016-2017 Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Irma G. Segura	Principal
Administrator	Ivonne Barnes	Dean of Instruction
Business Representative	Carlos Garcia	VP Digital
Business Representative	Benito Puentes	Dairy Queen Manager
Classified Personnel	Adriana Garza	Paraprofessional
Classified Personnel	Lupita Trevino	Secretary
Classroom Teacher	Bertha Elizondo	4th Grade Teacher
Classroom Teacher	Alfredo Garcia	1st Grade Teacher
Classroom Teacher	America Melchor	3rd Grade Teacher
Classroom Teacher	Maria Coral Palmer	Pre-K Teacher
Classroom Teacher	Joe Ramirez	Kinder Teacher
Classroom Teacher	Nancy Reyna	2nd Grade Teacher
Classroom Teacher	Jesus Serna	5th Grade Teacher
Community Representative	Michael Limas	AXA Representative
Community Representative	Andres Shane	AXA Representative
Parent	Amira Compean	Parent
Parent	Stacy Serna	Parent
Student	Gabriela Segura	Student

Campus Funding Summary

Advanced Academics					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	20	Instructional Materials	199-11-6399-00-111-Y-21-000-Y	\$976.00
Sub-Total					\$976.00
Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Copy Paper	199-11-6396-00-111-Y-11-000-Y	\$3,000.00
1	1	7	General Supplies	199-11-6399-00-111-Y-11-000-Y	\$8,228.00
1	1	7	General Supplies (Ink)	199-11-6399-62-111-Y-11-000-Y	\$300.00
1	1	9	Office Supplies	199-23-6399-00-111-Y-99-000-Y	\$1,500.00
1	1	9	Toner	199-23-6399-65-111-Y-99-000-Y	\$100.00
1	1	9	Employee Travel	199-23-6411-23-111-Y-99-000-Y	\$1,500.00
1	1	11	Reading Material	199-12-6329-00-111-Y-99-000-Y	\$1,000.00
1	1	11	Reading Materials	199-12-6329-00-111-Y-99-021-Y	\$76.00
1	1	11	General Supplies	199-12-6399-65-111-Y-99-021-Y	\$200.00
1	1	23	Bus/ Field Trips	199-11-6494-00-111-Y-11-000-Y	\$1,800.00
2	1	1	General Supplies	199-11-6399-50-111-Y-11-000-Y	\$495.00
2	1	7	GT/ Extracurricular Activities- Chess	199-36-6497-24-111-Y-99-021-Y	\$1,700.00
2	1	7	GT/ Extracurricular Activities- Meals	199-36-6412-24-111-Y-99-021-Y	\$700.00
2	1	7	GT/ Extracurricular Activities- Miscellaneous Expenses	199-36-6499-24-111-Y-99-021-Y	\$600.00
2	1	8	General Supplies	199-11-6399-57-111-Y-11-000-Y	\$495.00
3	1	4	General Supplies	199-11-6399-16-111-Y-11-000-Y	\$100.00
5	1	1	General Supplies	199-33-6399-00-111-Y-99-000-Y	\$200.00
5	1	2	P.E. Supplies	199-11-6399-51-111-Y-11-000-Y	\$500.00
6	1	10	Parental Involvement Mileage	199-61-6411-00-111-Y99-000-Y	\$50.00
Sub-Total					\$22,544.00

Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Copy Paper	211-11-6396-00-111-Y-30-0F2-Y	\$2,000.00
1	1	9	Instructional Resources	211-13-6399-00-111-Y-30-AYP-Y	\$1,370.00
1	1	10	FTEs	211-11-6129-06-111-Y-32-0F2-Y	\$66,139.00
1	1	10	FTE	211-12-6129-00-111-Y-30-0F2-Y	\$22,076.00
1	1	10	FTE	211-11-6129-06-111-Y-24-0K6-Y	\$26,447.00
4	1	1	Library Aide	211-12-6129-06-111-Y-300-F2-Y	\$22,076.00
5	1	1	0.4 FTE	211-33-6119-00-111-Y-30-0F2-Y	\$25,386.00
6	1	10	1 FTE	211-61-6129-00-111-Y30-0F2-Y	\$21,972.00
Sub-Total					\$187,466.00
Title III-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	Instructional Resources	263-11-6399-00-111-Y-25-000-Y	\$1,875.00
Sub-Total					\$1,875.00
State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Science Software/ On-Line Resource	162-11-6249-62-111-Y-30-LWS-Y	\$2,800.00
1	1	7	Instructional Resources	162-11-6399-00-111-Y-30-000-Y	\$11,404.15
3	1	1	Extra Duty Pay (SSI)	162-11-6118-00-111-Y-24-SSI-Y	\$5,798.00
3	1	1	Extra Duty Pay	162-11-6118-00-111-Y-30-000-Y	\$11,741.00
3	1	1	Copy Paper	162-11-6396-00-111-Y-30-000-Y	\$3,408.00
3	1	2	FTE	162-11-6119-00-111-Y-34-PKK-Y	\$79,149.00
3	1	3	1 FTE	162-13-6119-31-111-Y-30-000-Y	\$59,529.00
3	1	4	.5 FTE	162-11-6119-00-111-Y-30-054-Y	\$27,667.00
8	1	2	Computers, projectors, projector bulbs, document cameras and software licenses	162-11-6649-62-111-Y-30-000-Y	\$1,000.00
Sub-Total					\$202,496.15

State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	Instructional Resources	163-11-6399-00-111-Y-25-000-Y	\$3,000.00
1	1	8	Instructional Resources	163-11-6398-00-111-Y-25-000-Y	\$675.00
1	1	8	Copy Paper	163-11-6396-00-111-Y-25-000-Y	\$2,800.00
1	1	8	Employee Travel	163-13-6411-23-111-Y-25-031-Y	\$1,000.00
4	1	2	State Bilingual		\$24,248.00
Sub-Total					\$31,723.00
Federal Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	2	Capital Assets	263-11-6649-00-111-Y-25-000-Y	\$2,000.00
Sub-Total					\$2,000.00
Title I-C (Migrant)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	1	School supplies, instructional supplies, consumable supplies	212-11-6399-00-111-Y24-0F2-Y	\$155.00
Sub-Total					\$155.00
197 Projects					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	11	Reading Material	197-12-6329-00-111-Y-99-000-Y	\$3,228.00
1	1	11	Software	197-12-6395-65-111-Y-99-000-Y	\$55.00
1	1	11	Capital Assets	197-12-6649-65-111-Y-99-000-Y	\$1,400.00
Sub-Total					\$4,683.00
Grand Total					\$453,918.15