

Brownsville Independent School District

Southmost 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% Closing Performance Gaps

Postsecondary Readiness



Mission Statement

The mission of Southmost Elementary is to nurture a caring, child-centered learning environment that fosters positive relationships with family, school, and community members. Through this partnership, Southmost Elementary promotes life-long learning while supporting high standards and expectations for all.

Vision

The vision of Southmost Elementary is to foster a learning environment of respect, support, and shared responsibility while maintaining high academic standards, thus equipping students with the necessary tools to become critical thinkers and life-long learners.

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Comprehensive Needs Assessment

Needs Assessment Overview

Southmost Elementary School is located in Brownsville, Texas. Southmost Elementary School is one of thirty-seven elementary schools in Brownsville ISD. The campus was constructed in 1988 with 4 classrooms (portables) and a gymnasium added in the ensuing years. The main campus was originally comprised of 39 classrooms, a cafeteria, and a library. New building additions comprised of portable classrooms and a gymnasium were completed in the 1998-1999 school year.

The student population at Southmost Elementary School is approximately 454 and serves students in grades EC through 5th grade. According to the 2014-2015 Texas Academic Performance Report (TAPR), 99% of the student population is Hispanic, 68.7% are identified as At-Risk and 93.6% is Economically Disadvantaged. Many of our students are first generation Mexican immigrants, 50.9% are classified as English Language Learners (ELLs) and a majority is English/Spanish bilingual. In addition, several of our students come from homes which participate in state and federal assistance programs such as food stamps, welfare, the Women, Infant, Children (WIC) nutrition program, and subsidized housing and medical assistance.

The students of Southmost Elementary School are recipients of a well-balanced curriculum. Courses are offered in every subject area: Reading, Language Arts, Mathematics, Science, Social Studies, Physical Education, Technology and Music. The instructional programs include academic core subjects at various levels, such as the Gifted and Talented, Bilingual, Special Education, and Dyslexia utilizing a variety of differentiated instructional methods to meet the needs of all students.

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 professional staff at Southmost Elementary School is comprised of 57% teachers, 12.4% professional support, 5.7% campus administration/school leaders. The ethnicity of the Southmost Elementary School staff is 90.5% Hispanic, 6.4% White, and 3.0% Pacific Islander. The teaching staff is also 21.7% male and 78.3% female.

Demographics

Demographics Summary

Decrease at-risk percentages by providing academic support, research-based interventions, coordinating academic programs and on-going research based professional development facilitated by the Dean of Instruction. The Attendance Rate was 97% for all students and 97% for at-risk students. The Retention rate is 6.9% for all and at-risk students.

Teachers will implement Response to Intervention (RtI) strategies, College and Career Readiness Standards (CCRS), Enseñando la lectura (PK), and State of Texas Essential Knowledge and Skills (TEKS) to ensure effective and timely assistance.

Federal Programs will fund highly qualified teachers, campus nurse and paraprofessionals to supplement allotted campus positions so that the needs of low performing students may be met through individualized and small group instruction. 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 student health, attendance and performance.

Demographics Strengths

Teachers' years of experience

Low teacher-student ratio

Attendance is at 97%

Fund campus nurse, paraprofessionals to improve health, attendance and performance

Fund Dean of Instruction to provide a quality and meaningful instructional program for At-Risk students

Fund Pre-K teachers to provide timely assistance

Fund Dyslexia teacher to provide services for identified dyslexia students

Demographics Needs

Increase all assessment scores for ELL students through the use of data-driven instruction, SIOP strategies, Tier II/III interventions, tutorials, computer-based instruction, and after school activities.

Decrease student mobility rate by developing good student-teacher-parent relationships and creating a student-centered learning environment.

Student Achievement

Student Achievement Summary

Southmost Elementary provides data-driven instruction. Teachers and administration are continuously revisiting the data and determining the areas in need of improvement. Teachers utilize the following data: 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.

3rd-5th Grade All Students STAAR Summary:

Reading: 3rd Grade 70%, 4th Grade 80%, 5th Grade 96%

Math: 3rd Grade 70%, 4th Grade 79%, 5th Grade 98%

Writing: 4th Grade 65%

Science: 5th Grade 96%

Performance variation between all student groups:

All Subjects: Hispanic 82%, Special Education 63%, Economically Disadvantaged 83%, ELL 78%

Reading: Hispanic 82%, Special Education 63%, Economically Disadvantaged 83%, ELL 77%

Math: Hispanic 82%, Special Education 63%, Economically Disadvantaged 83%, ELL 77%

Writing: Hispanic 65%, Special Education *, Economically Disadvantaged 63%, ELL 58%

Science: Hispanic 96%, Special Education 90%, Economically Disadvantaged 96%, ELL 100%

Student Achievement Strengths

5th grade STAAR Reading & Math scores

Regular progress monitoring of K-3rd grade students (TPRI/Tejas LEE)

Student Achievement Needs

Increase Level II and III performance standards on 3rd-5th grade STAAR assessments including reading, math, writing and science to meet indexes 1-4 by providing after school tutorials and Saturday Academies for all at-risk students and student sub-populations. Ensure that students are adequately prepared for the next grade through all content area TEKS including reading, language arts, science, math, and social studies.

Meet AMAO 1 Progress & AMAO 2 Attainment in all grades for all student sub-populations by monitoring ELL student progress on a six weeks basis.

Ensure that all students in all student sub-populations demonstrating an academic need are provided an RtI intervention plan, as well as after school and Saturday tutorials.

School Culture and Climate

School Culture and Climate Summary

Southmost Elementary faculty and staff collaborate 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. 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.

School Culture and Climate Strengths

Based on the 2015-2016 Campus Needs Assessment (CNA) data:

Positive campus climate

Shared goals and responsibilities

Culture of high expectations

Administrators, teachers, and parents work collaboratively to support campus expectations of good behavior and academic success

Atmosphere of trust and mutual respect between administration and staff

Teachers are involved in the decision-making process of important educational issues at our campus

The various programs at our campus effectively educate all student populations

Campus administrators consistently support teachers

Teachers are content with the professional development they receive, the timely feedback provided during observations, and the evaluation process at the

campus.

School Culture and Climate Needs

Based on the 2015-2016 Campus Needs Assessment (CNA) data:

A majority of the staff agrees that maintaining student discipline is a problem at our school.

Some of the staff feels that the student code of conduct is not applied consistently and fairly among students.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Southmost Elementary utilizes a hiring committee composed of administrators and teachers to make hiring determinations. A record of interview questions and responses is kept on file for each interviewee. The campus hiring committee recommends highly qualified professionals through the district's hiring criteria. 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 T-TESS 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 meet regularly with the dean of instruction for curricular supports. All teachers are provided with ongoing professional development opportunities.

Staff Quality, Recruitment, and Retention Strengths

All Teachers meet NCLB Highly Qualified Requirements

Teacher/staff stability

Teachers address walkthrough needs

Observations reflect high quality instruction

Special programs teachers are highly qualified and trained to work with subpopulations

Staff Quality, Recruitment, and Retention Needs

We plan to increase staff development opportunities to ensure that teachers are well prepared to provide rigorous instruction that meets the needs of their students across all content areas.

The dean of instruction will provide support and staff development according to campus improvement plan to ensure effective and timely assistance of all student populations.

The administrators will support the needs of teachers and address any concerns that arise during the school year to support retention of teachers and increase teacher quality and effectiveness.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Southmost Elementary teachers and administration ensure alignment of curriculum, instruction, and assessments. The faculty follows the district curriculum frameworks and scope/sequence to ensure students are adequately prepared. Teachers utilize the Texas Essential Knowledge and Skill (TEKS) as their guide, and supplement the curriculum with resources aligned to the state guidelines and assessments. Administrators provide teachers with instructional resources and professional development. Planning for instruction and intervention occurs through vertical and horizontal alignment. Collaboration is encouraged so that teachers learn from one another.

Curriculum, Instruction, and Assessment Strengths

Teachers implement the district curriculum frameworks/scope & sequence with fidelity

Teachers participate in horizontal planning on a weekly basis

Teachers include comprehensive purpose questions (CPQs) in their weekly lesson plans

Teachers include ELPS and TEKS in their weekly lesson plans

Teachers utilize district-adopted resources and TEKS to provide students with grade appropriate instruction

Frequent opportunities for teachers to meet with dean of instruction to analyze data that guides instructional decisions

Curriculum, Instruction, and Assessment Needs

Increase number of students achieving Level II and III on all STAAR assessments for all student subpopulations.

Demonstrate growth on assessments such as C-PM, TPRI, Tejas LEE and TELPAS.

Teachers will increase the use TLI district-wide initiatives to reinforce reading skills through cross-curricular content such as math, science and social studies.

Provide more opportunities for vertical alignment across grade levels to improve student achievement through increased teacher collaboration and planning.

Additional grade level meetings with administrators and teachers to select appropriate tests, mini marks and benchmarks to monitor students' mastery of skills throughout the year

Teachers are requesting additional books and general supplies to supplement and support the core reading program. Some books will be added to the teachers' classrooms while other funds will provide additional books to expand the school library. The general supplies will be utilized by students during their language arts and reading instruction.

Family and Community Involvement

Family and Community Involvement Summary

Southmost 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

Teachers meet with parents regularly to discuss student progress

Grade levels that are departmentalized meet with parents as a group to ensure horizontal alignment and shared goals

Parent conferences, meetings, and trainings held in a language they understand

Parents given an opportunity to volunteer at the campus

Information sent home in English/Spanish

Family and Community Involvement Needs

We will increase representation of community and parent involvement in the decision-making process to develop stronger partnerships and increase student achievement. (CIP Strategy 6.1.4)

We will provide parents with additional opportunities to create and access HAC accounts to ensure timely and effective assistance.(CIP Strategy 6.1.5)

School Context and Organization

School Context and Organization Summary

Southmost 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

Grade level meetings held regularly

Administration and para-professionals supervise students during morning duty to ensure student safety

Teachers, para-professionals and administrators monitor students during dismissal to ensure student safety at pick-up and bus areas

Students attend special program areas at least once a week for a 45 minute period: library, music, counseling, art, and computer lab

Students have daily Physical Education (PE) class for 45 minutes

Students receive breakfast in the classroom on a daily basis

School Context and Organization Needs

Teachers would like more opportunities to plan with teachers from other grade levels to ensure vertical alignment.

Review the lunch, PE, music, art, library, computer lab, and counseling schedules so that teachers make the most of planning/conference periods.

Ensure that all students' needs are met: teachers will provide the necessary interventions to meet any academic, behavior or speech concerns through the Response to Intervention (RTI) process.

Faculty and staff will arrive to campus in a timely manner and report to administration any absences or tardies.

Teachers will have more opportunities to observe peers to share effective teaching strategies and techniques.

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 for our students to reach Level III Advanced Performance status. These items include video document cameras, projectors, iPads, iPods, Google Cardboard goggles, and laptops. 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

All classrooms have access to wireless connectivity

Students have access to software and web-based programs: Living w/Science, EduSmart, MindPlay, Think Through Math, iStation

Pre-Kinder through 2nd grade students have access to a computer lab (Rm. F-2)

3rd-5th grade have access to the science lab (Rm. M-1)

5th grade classrooms received Computers on Wheels (COWs) (L-Hall)

All teachers have access to a desktop computer

All classrooms have computers available for student use

Teachers integrate technology into their daily lessons

E-mail is used regularly to communicate with faculty and staff

Technology Needs

There is a need for additional hardware/capital outlay (i.e. laptops, projectors and video document cameras) to ensure accessibility to all students to technology-based instruction across all subject areas, increase student engagement, and improve student achievement.

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Community and student engagement rating data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback

Goals

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

Performance Objective 1: A minimum of 90% of students in all subgroups will achieve a Level II Recommended Performance on the State of Texas Assessment of Academic Readiness (STAAR). A minimum of 40% of students will achieve a Level III Advanced Performance on the STAAR tests.

Summative Evaluation: STAAR testing results in Index 1 will be used to determine mastery of assessed objectives

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June

<p style="text-align: center;">State System Safeguard Strategy</p> <p style="text-align: center;">Critical Success Factors CSF 1 CSF 2</p> <p>1) Teachers will follow the BISD District Frameworks on research-based strategies and best practices presented and/or addressed through professional development trainings, feedback from C & I (Math, ELA, Science, SS, PE, Fine Arts, Technology) specialists, data analysis of formative and summative assessments to improve students' academic achievement with the use of these resources:</p> <p>SIOP ELPS strategies Circle Components & OWL New Math & Science Pearson adoption Revised Math TEKS Financial literacy component at every grade-level Inquiry-centered math and conceptual learning PD Technology DOK Math Meet Science Fair Spelling Bee Review 360 6+1 Traits Balanced Literacy Model LWS EduSmart STARLAB Brownsville Kids Vote ELA Summit Units of Study</p> <p>Population: TI MI LEP SE AR GT DYS Students</p> <p>Timeline: Daily from Aug. 2016-June 2017</p>	<p>2, 9</p>	<p>Principal Dean of Instruction Campus lead teachers PK-5th grade teachers C & I specialists Special Ed and Dyslexia teachers</p>	<p>Formative: BISD developed assessments Instructional feedback forms Tutorial logs Sign-in sheets</p> <p>Eduphoria classroom documented observations Weekly tests and 6 weeks unit test results, Campus test results</p> <p>Summative: TPRI and TEJAS LEE TELPAS STAAR</p>				
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<p style="text-align: center;">State System Safeguard Strategy</p> <p style="text-align: center;">Critical Success Factors CSF 1 CSF 2</p> <p>2) Instructional/Supplemental Resources and research-based targeted interventions are utilized to ensure all Southmost students are prepared to meet the demands of standardized assessments (local, state, and national).</p> <p>HMH practice books supported by district curriculum. Media Center Resources: Esperanza LEI & II workbooks, SIOP activities Target Reading and 6+1 writing traits copies STAAR resource materials District approved software Living with Science/EduSmart Tango Central/Tango Trends 6 + 1 Traits Bilingual resources Early childhood resources & CIRCLE Fry Word (K-3rd) word recognition lists Fluency passages RtI 3 Tier Model TLI strategies Special Education Resources: SRA Reading, Unique Learning Units of Study</p> <p>Population: TI MI LEP SE AR GT DYS Students</p> <p>Timeline: Daily from Aug. 2016-June 2017</p>	<p>2, 9, 10</p>	<p>All GE teachers: Special Ed., Dyslexia, Bilingual Administration</p>	<p>Formative: BISD developed assessments Instructional feedback forms Tutorial logs Sign-in sheets TLI visitations/coaching Weekly test 6 weeks Unit tests Campus Mini Marks District Benchmarks</p> <p>Summative: TPRI and TEJAS LEE TELPAS STAAR</p>				
<p>Funding Sources: State Bilingual - \$5900.00, Federal Bilingual - \$5900.00, Title I-A, State Bilingual, SPED - \$350.00, SPED - \$382.90, SPED - \$350.00, SPED - \$383.00, Local - \$300.00, Local - \$4300.00, Local - \$3063.00, Local - \$500.00, Local - \$400.00, Local - \$300.00</p>							






<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) Ensure that ELA/Reading comprehension and Math instruction for all subpopulations focuses on student performance data, closing the achievement gap and demonstrating progress for all students including ELL, Special education, AT-Risk, and economically disadvantaged students to improve student performance.</p> <p>-LPAC will meet to review TELPAS lang. components identification of ELLS</p> <p>-Review testing options and update campus minutes</p> <p>-Collaborative strategy-based meetings (CBLT)</p> <p>-Vertical/Horizontal lesson planning</p> <p>-Research anchored support from TLI</p> <p>-TELPAS Activities</p> <p>-Oral Language skills that increase listening/speaking, reading and writing proficiencies</p> <p>-New Math TEKS and financial literacy components</p> <p>-Reflective reasoning and conceptual understanding of math problem solving hands-on strategies specifically targeting sub populations</p> <p>-Second language learning acquisition</p> <p>Population: TI MI LEP SE AR GT DYS Students</p> <p>Timeline: Weekly from Aug. 22, 2016-June 2, 2017</p>	1, 4, 8, 9	Principal Dean of Instruction Campus lead teachers PK-5th grade teachers C & I specialists Special Ed and Dyslexia teacher	Formative: Walkthroughs TLI class visits and coaching TLI data informed plan Lesson plans Summative: STAAR Test results TELPAS results CPALLS, TPRI and Tejas LEE EOY Results				
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<p style="text-align: center;">State System Safeguard Strategy Critical Success Factors CSF 3 CSF 7</p> <p>4) Build Instructional Capacity through the use of grade level lead teacher and provide teachers with job-embedded staff development. TOT trainings TLI Routines/Strategies Data Informed Plan Vertical/Horizontal Alignment Provide additional opportunities to observe colleagues and adopt best practices for instruction to improve student achievement in the areas of ELA/Reading, Math, Science and Social Studies</p> <p>Population: Teachers</p> <p>Timeline: Weekly from Aug. 22, 2016-June 2, 2017</p>	8	Principal Dean of Instruction Campus lead teachers PK-5th grade teachers C & I specialists Special Ed and Dyslexia teachers	<p>Formative: BISD instructional feedback form Walkthroughs TOT documentation ERO session evaluations TLI class visits and coaching</p> <p>Summative: STAAR Results increase level II and III STAAR for 3rd-5th grade</p>				
<p style="text-align: center;">State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>5) Response to Intervention (RtI) annual training on the RtI 3 Model for campus staff and bi-weekly meetings with RtI Core team to monitor student academic progress and support teaching personnel with all documentation required for early intervention success. Additional learning time to meet standards and additional assistance that is tailored to each child</p> <p>Population: General Ed. Teachers</p> <p>Timeline: Annual RTI Meeting-Aug. 2016; Tri-Weekly Meetings from Sep. 5, 2016 - May 31, 2017</p>	9	Principal Dean of Instruction Campus lead teachers PK-5th grade teachers C & I specialists Special Ed and Dyslexia teachers	<p>Formative: BISD instructional feedback form Walkthroughs ERO session evaluations RtI core Team meetings Tango progress monitoring</p> <p>Summative: ERO evaluations, transcripts and feedback</p>				

<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>6) Texas TLI Summer Summit and Institute Turn around trainings in the area of Reading through attendance of selected teachers, and administrators in order to target areas of improvement. The training will focus on explicit instruction, lesson design, classroom organization and delivery. Population: Teachers</p> <p>Timeline: Information will be shared during the district staff development in August 2016</p>	4	Principal Dean of Instruction Campus lead teachers PK-5th grade teachers C & I specialists Special Ed and Dyslexia teachers	<p>Formative: BISD instructional feedback form Walkthroughs Professional development TOT documentation ERO session evaluations TLI class visits and coaching</p> <p>Summative: STAAR Results</p>				
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 5</p> <p>7) Promote Physically and Emotional Healthy Students the campus will implement the CATCH (Coordinated Approach to Child Health) program.</p> <p>Population: TI MI LEP SE AR GT DYS Students</p> <p>Timeline: Aug. 22, 2016 - May 31, 2017</p>	6	Administration Campus lead teachers PK-5 grade teachers CATCH representatives PE specialist Parent Liaison	<p>Formative: BISD Instructional Feedback Form Parent Meeting Sign-in Sheets Faculty Sign-In Sheets</p> <p>Summative: CATCH Binder Points</p>				

<p style="text-align: center;">State System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>8) Federal Programs will fund campus nurse and paraprofessionals to supplement allotted campus positions so that the needs of low performing students may be met through individualized and small group instruction. Campus nurse at 40% to assist with the execution of the health program aimed at monitoring and assisting low-performing students at Southmost Elementary to improve overall student health, attendance and performance.</p> <p>Population: TI MI LEP SE AR GT DYS Students</p> <p>Timeline: Daily from Aug. 22, 2016-June 6, 2017</p>	2	TI-A Para-professionals Campus Nurse Principal Assistant Principal	Evidence of Implementation: Personnel Requisitions Student Progress Reports Lesson plans Classroom observations Nurse referrals Evidence of Impact: PK CPALLS test results STAAR/TPRI/Tejas LEE/CPALLS Attendance reports Nurse reports				
Funding Sources: Title I-A - \$24718.00, Title I-A - \$86708.00							

<p style="text-align: center;">State System Safeguard Strategy</p> <p style="text-align: center;">Critical Success Factors</p> <p style="text-align: center;">CSF 1 CSF 4</p> <p>9) All classrooms will provide students with daily instructional opportunities through the use of the district curriculum frameworks/scope & sequence, HMH Journeys/Senderos, and Texas Write Source to develop students' writing abilities across all content areas and ensure that students develop a strong, conceptual foundation, master grade level TEKS and perform well on assessments. K-5th grade students will participate in daily journaling, reading fluency, word walls, learning centers, classroom libraries, academic word of the day, and KidSpeak to provide students with ample opportunities to master grade level language arts and reading TEKS and perform well on assessments including TELPAS and STAAR.</p> <p>The teachers will meet to align curriculum, instruction and assessment. As a result, teachers will be involved in academic assessment decisions.</p> <p>Population: TI MI LEP SE AR GT DYS Students</p> <p>Timeline: Daily from Aug. 22, 2016-June 6, 2017</p>	<p>8, 9</p>	Principal Dean of Instruction Campus lead teachers PK-5th grade teachers TLI Teacher Specialist	Formative: Weekly tests, 6 weeks tests, campus mini marks, benchmarks Summative: TELPAS STAAR TPRI/Tejas Lee				
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<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>10) Implement an integrated challenging, standards-based, inquiry-centered math curriculum (K-12) as demonstrated through the district curriculum frameworks/scope & sequence so that students will increase their conceptual knowledge at their appropriate grade level.</p> <p>Population: TI MI LEP SE AR GT DYS Students</p> <p>Timeline: Daily from Aug. 22, 2016-June 6, 2017</p>	8, 9	Principal Dean of Instruction Campus lead teachers PK-5th grade teachers	<p>Formative: Weekly tests, 6 weeks tests, campus mini marks, benchmarks</p> <p>Summative: TELPAS STAAR TPRI/Tejas LEE</p>				
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 7</p> <p>11) Strategies to attract high-quality teachers to our high needs school will include: offering stipends for supplemental duties such as tutorials, UIL, lead teachers, free health insurance, etc. Non-monetary incentives will also be provided to teachers.</p> <p>In addition, teachers will receive ongoing professional development, and mentoring and coaching will be provided by the Dean of Instruction as needed.</p> <p>Population: Teachers</p> <p>Timeline: Aug. 2016-June 2017 (monthly)</p>	5	Principal Assistant Principal Dean	<p>Formative: Schedules, E-mails, Supplemental Duty Forms, Walkthroughs</p> <p>Summative: ERO transcripts, T-TESS</p>				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: The students in the public education system will demonstrate exemplary performance in 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 with 92% meeting advanced performance.

Summative Evaluation: performance ratings, audience, student and community reaction or response

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>1) Elementary fine arts students will develop critical thinking and multi-tasking skills, and creativity, teamwork and character by participating in UIL contests, non UIL contests, exhibitions district/community events, and public performances.</p> <p>Choir Guitar Music Memory Percussion Ensemble Art</p> <p>Population: TI MI LEP SE AR GT DYS Students</p> <p>Timeline: UIL District Comp. in Dec. 2016; Performances at various events from Aug. 22, 2016 - June 6, 2017</p>	2	<p>Music teacher Art teacher Principal</p>	<p>Formative: Performance ratings, sign-in sheets, campus performance programs, recruitment letters</p> <p>Summative: Performance ratings, attendance, participation numbers</p>				

<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 7</p> <p>2) Music and art teacher will be provided professional development training annually.</p> <p>Population: TI MI LEP SE AR GT DYS Students</p> <p>Timeline: Aug. 2016</p>	<p>3, 4</p>	<p>Music Teacher Art Teacher Principal</p>	<p>Formative: Performance ratings, sign-in sheets, campus performance programs, recruitment letters</p> <p>Summative: Performance ratings, attendance, participation numbers</p>				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

Performance Objective 1: A minimum of 80% of At Risk Students at Southmost Elementary will achieve a Level II recommended performance on STAAR Reading, Writing, Math and Science assessments. A minimum of 40% of At Risk Students at Southmost Elementary will achieve a Level III Advanced Performance on STAAR Reading, Writing, Math and Science assessments. A minimum of 97.5% of At-Risk students will attend school.






Summative Evaluation: STAAR, the At-Risk Student Attendance Rate, the 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 CSF 1 CSF 2 CSF 4</p> <p>1) As per BISD policy, Southmost Elementary will implement remediation instructional strategies during their daily instruction, small group instruction, after school tutorials and Saturday academies in Reading, Math, and Science for 3rd-5th grade students in order to decrease the retention rate and improve student achievement Index I and increase Level II and III performance standards on STAAR assessments to meet indexes 2-4.</p> <p>Teachers will utilize general supplies, media center booklets, district-adopted curriculum, books, novels and other resources as needed.</p> <p>Population: AR, TI, MI, LEP Students</p> <p>Timeline: After school tutorials from Sep. 2016-April/May 2017 (2x/wk); Saturday tutorials in March & April 2017</p>	2, 3, 9	Campus Principal Dean of Instruction Classroom teachers Administrator for SCE	<p>Formative: tutorial lesson plans, tutorial attendance report, tutorial master schedule, students progress reports, and benchmark scores</p> <p>Summative: STAAR and the retention rate</p>				
			<p>Funding Sources: State Compensatory - \$15000.00, Title I-A, State Compensatory - \$4000.00, State Compensatory - \$6104.00, State Compensatory - \$2500.00, State Compensatory, State Compensatory, State Compensatory - \$4148.00, Title I-A</p>				

<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3</p> <p>2) The Dean of Instruction will assist in providing leadership, coordination, and improvement in elementary school instructional programs, utilizing available expertise and leadership necessary for a well-rounded academic program to improve academic achievement on state-mandated assessments in a manner consistent with board policy and with statutes of regulatory agencies. In addition, the Dean of Instruction will assist teachers in providing a quality and meaningful instructional program for At-Risk students by providing targeted and ongoing researched-based professional development.</p> <p>Population: AR, TI, MI, LEP Students Teachers</p> <p>Timeline: Daily from Aug. 22, 2016-June 6, 2017</p>	1, 2, 4, 10	Campus Principal Administrator for SCE	<p>Formative: Classroom observations, ERO Session Evaluation Report, ERO Session Attendance Report, student progress reports, benchmark scores lesson plans</p> <p>Summative: STAAR</p>				
Funding Sources: State Compensatory							
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2</p> <p>3) Pre-K full day program teachers will meet the needs of PK at-risk students can be met by providing phonological and language development skills using hands-on approaches in order to meet PK guidelines and CIRCLE components.</p> <p>Population: AR, LEP, TI, MI Students</p> <p>Timeline: Aug. 22, 2016-June 6, 2017</p>	2, 3, 10	PK Teachers Early childhood specialist Principal Dean of Instruction Administrator for SCE	<p>Formative: C-PM (BOY & MOY), lesson plans, classroom observations</p> <p>Summative: C-PM (EOY)</p>				
Funding Sources: State Compensatory - \$84940.00							

<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 5</p> <p>4) Assisting preschool children in the transition from early childhood programs to local elementary school-wide program hosting PK-K child sessions twice a year (Fall and Spring) for parents, students and head start community to learn strategies from campus early childhood certified teachers.</p> <p>5th grade students attend a full day orientation at Lucio MS to help ease the transition to middle school.</p> <p>Population: AR, TI Students</p> <p>Timeline: Head Start-Nov. 2016; Lucio MS-May 2017</p>	<p align="center">7</p>	<p>Parent liaison District parent Coordinator PK/K Teachers 5th grade counselor</p>	<p>Formative: Participants' roster</p> <p>Summative: PK/K enrollment roster Choice slips</p>				
<p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 4 CSF 5 CSF 6</p> <p>5) 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.</p> <p>Population: AR, TI, LEP, MI Students</p> <p>Timeline: Aug. 2016-June 2017 as needed</p>	<p align="center">10</p>	<p>Principal Assistant Principal Counselors Nurse Parent Liaison</p>	<p>Formative: Pantry and Closet Inventory Pantry and Closet Distribution Log</p> <p>Summative: STAAR, Attendance Rate, and the Retention Rate</p>				

<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>6) Provide a complete comprehensive dyslexia program for identified students to ensure effective and timely assistance and meet their academic needs by implementing individualized accommodation plans.</p> <p>A Dyslexia teacher will monitor the academic progress, attendance and provide support services for students, staff, and parents.</p> <p>Dyslexia lab services will be provided for identified students as determined through evaluation. Instructional approaches will include explicit, individualized, and multisensory instruction in small group setting to enhance students' ability to comprehend and decode to make the language meaningful in reading.</p> <p>Population: AR, DYS Students</p> <p>Timeline: As noted on students' IAP from Aug. 22, 2016-June 6, 2017</p>	1, 9, 10	Principal Assistant Principal Dean of Instruction Administrator for SCE	<p>Formative: Observations Lesson Plans Sign-in sheets Agendas</p> <p>Summative: STAAR TPRI/Tejas LEE, TELPAS Aprenda/Stanford 10 PBMAS AMAOS</p>				
<p>Funding Sources: State Compensatory - \$27667.00</p>							
<p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 4</p> <p>7) Provide computer-based instruction in the foundation curriculum and adaptive-assisted devices in order to improve at-risk student achievement, attendance and decrease the retention rate.</p> <p>Population: AR, TI, MI, LEP Students</p> <p>Timeline: Aug. 22, 2016-June 6, 2017 as noted on campus lab schedule for K-5th</p>	2, 9, 10	Principal Assistant Principal Dean of Instruction Administrator for SCE Administrator for Special Programs	<p>Formative: eschool Plus Master Schedule, Computer Lab Schedule, lesson plans, classroom observations, benchmark scores, student progress reports</p> <p>Summative: STAAR</p>				
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 5</p> <p>8) Ensure that the campus has a process in place to identify homeless students in order receive the full protections of the McKinney-Vento Act. Including the help they need to enroll, attend, and succeed in school.</p> <p>Population: AR, Homeless, and unaccompanied youth</p> <p>Timeline: weekly from Aug. 22, 2016-June 6, 2017</p>	10	Campus Principal Assistant Principal Dean of Instruction Teacher Data Entry Clerk	<p>Formative: Listing of identified Homeless students, District letter on file in PRC, Homeless coding</p> <p>Summative: STAAR, Attendance Rate, Retention Rate</p>				


<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 5 CSF 6</p> <p>9) Professional development opportunities will be provided to the Southmost Elem. 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.</p> <ul style="list-style-type: none"> -Identification of at-risk students via state and local criteria -Identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act -Budget and Program Compliance <p>Population: Homeless Students</p> <p>Timeline: Aug. 22, 2016-June 6, 2017</p>	1, 10	Teachers Counselors Principal Assistant Principal Dean of Instruction	Formative: Benchmark scores, student progress reports Summative: STAAR scores, Retention rates				
<p>Funding Sources: State Compensatory, State Compensatory, State Compensatory, State Compensatory</p>							
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

Performance Objective 1: Increase the student attendance rates for to 97.5%.

Summative Evaluation: Attendance Percentage Rate Reports
PEIMS Reports

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 5</p> <p>1) Monitoring and maintaining of the district attendance rate goals, including parent truancy notices and community outreach to address procedures, roles, and responsibilities on a daily basis.</p> <p>Student Population: TI MI LEP SE AR GT DYS Students</p> <p>Timeline: Daily from Aug. 22, 2016-June 6, 2017</p>	1, 2	Parent Liaison Teachers Administration	<p>Formative: PEIMS Reports Parent Truancy Court Notice Letters</p> <p>Summative: Campus Attendance Percentage Rate Reports</p>				

<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 4 CSF 5 CSF 6</p> <p>2) Provide incentives to students with perfect attendance at the end of each six weeks period and at the end of the year to improve student learning and increase the attendance rate at the campus.</p> <p>Student Population: TI MI LEP SE AR GT DYS Students</p> <p>Timeline: End of six weeks from Aug. 22, 2016-June 6, 2017</p>	1, 2, 10	Counselors Teachers Principal Assistant Principal Dean of Instruction	Formative: Attendance Reports Parent Invitations to Award Ceremonies Summative: Campus Attendance Percentage Rate Reports				
Funding Sources: Title I-A, State Compensatory - \$2000.00, Local - \$2500.00							
							

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

Performance Objective 1: Discipline referrals (office referrals, removals and expulsions, to Brownsville Academic Center TAP/PTP and JJAEP) will decrease by 5%.

Summative Evaluation: Discipline referrals
 Counseling logs
 PEIMS Report
 TAPR

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 5 CSF 6</p> <p>1) Promote awareness and notification of Student Code of Conduct (SCC) to students, parents, staff & community through campus distribution of SCC ensuring parent awareness of disciplinary procedures.</p> <p>Population: TI MI LEP SE AR GT DYS Students & Parents</p> <p>Timeline: Aug. 2016</p>	6	Principal Assistant Principal Teachers Parent Liaison	Formative: Training Sign-In Sheets Signed SCC Acknowledgement Form Completed Referral Forms Summative: Discipline Referrals				

<p style="text-align: center;">State System Safeguard Strategy</p> <p style="text-align: center;">Critical Success Factors</p> <p style="text-align: center;">CSF 6</p> <p>2) Develop and maintain an Emergency Operations Plan at Southmost Elem.</p> <p>Plan must be multi-hazard in nature</p> <p>Must be reviewed and updated annually by the campus safety and security committee.</p> <p>Safety drills must be practiced as per BISD Police Dept.</p> <p>Provide student, staff, and parent training in the areas of school safety and emergency management.</p> <p>Implement an identification security system.</p> <p>All staff and visitors must display their identification while on Southmost Elem. campus grounds.</p> <p>Population: Students, Parents, Teachers</p> <p>Timeline: Daily from Aug. 22, 2016-June 6, 2017</p>	1	<p>Assistant Principal Faculty Staff Security Officer</p>	<p>Formative: Safety Report Form, Campus Administration Badges, Campus Faculty and Staff Badges, Visitors Passes Summative: Office Log-in Binders Security Checks</p>				
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<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 5 CSF 6</p> <p>3) Implement a Guidance and Counseling program as per Texas Comprehensive Development Guidance and Counseling Model at Southmost Elem.</p> <p>Population: TI MI LEP SE AR GT DYS Students; Counselors</p> <p>Timeline: Weekly as noted on schedule from Aug. 22, 2016-June 6, 2017</p>	<p>1, 3</p>	<p>Principal Assistant Principal Counselors</p>	<p>Formative: Implement a Guidance and Counseling program as per Texas Comprehensive Development Guidance and Counseling Model</p> <p>Summative: Student academic progress Discipline referrals</p>				
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 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

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: Southmost Elementary will increase a 10% parent participation in monthly meetings and school wide activities.

- Summative Evaluation:** Survey Results
 Parent Evaluation
 (District Form)
 EOY Feedback
 Title I-A Parent Involvement compliance checklist
 STAAR results
 Discipline referrals
 Attendance Rate

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June

<p style="text-align: center;">State System Safeguard Strategy</p> <p style="text-align: center;">Critical Success Factors CSF 5</p> <p>1) A Parent Liaison will continue to be funded for the purpose of educating parents to better assist their children through the educational process and to increase student achievement at Southmost Elementary.</p> <p>Conduct an annual Title I Parent Survey to evaluate the effectiveness of Southmost Elementary parental involvement efforts</p> <p>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>Parent newsletter (monthly)</p> <p>School-Parent Student Compacts indicating each group's responsibilities to ensure student achievement.</p> <p>Population: Teachers, Students, Parents</p> <p>Timeline: Daily from Aug. 22, 2016-June 6, 2017</p>	<p>6, 10</p>	<p>Campus Administration, district personnel, Federal programs SBDM committee Parent trainer</p>	<p>Formative: Parent meetings Workshop agendas Attendance Survey results will be reviewed at the May 2017 SBDM meeting</p> <p>Summative: Parent participation increase Attendance at state % or higher sign in sheets Title I Parent Survey results</p>				
<p>Funding Sources: Title I-A</p>							

<p align="center">State System Safeguard Strategy Critical Success Factors CSF 5</p> <p>2) Conduct the following annual Title I-A required activities:</p> <p>Complete and disseminate a Parental Involvement Policy that delineates how parents will be actively involved at the district/campus level Timeline: Aug. 2016</p> <p>Complete and disseminate a School-Parent-Student Compact indicating each group's responsibility in order to ensure student achievement, specifically in the content areas. Timeline: Aug. 2016</p> <p>Title I-A Meeting to inform parents of the services provided through Title I funds Timeline: Sep. 2016</p> <p>Title I-A Parent Survey to evaluate the effectiveness of the District Parental Involvement Program Timeline: Apr. 2017</p> <p>Population: Parents</p> <p>*View timeline per activity (above)</p>	6	Parent Liaison Principal Assistant Principal	<p>Formative: Completed Parental Involvement Policies Campuses S-P-S Compacts Campus Visitation Reports Campus Website Fliers Meeting Agendas</p> <p>Summative: Completed Title I-A Parental Involvement Compliance Checklist Signed S-P-S Compact Training Session Evaluations</p>				
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 5</p> <p>3) Funds will be allocated to provide payment for mileage occurred while conducting attendance and Parental Involvement responsibilities i.e.; home visits and parental involvement meetings and trainings.</p> <p>Home visits</p> <p>Attendance</p> <p>Population: Parents & Students</p> <p>Timeline: Aug. 22, 2016-June 6, 2017 as needed</p>	6, 10	Parent Liaison Principal Assistant Principal Dean of Instruction	<p>Formative: Parent meetings Workshop agendas Attendance Survey results will be reviewed at the May 2017 SBDM meeting Home visit logs</p> <p>Summative: Parent participation increase Attendance at state % or higher sign in sheets Title I Parent Survey results</p>				
Funding Sources: Title I-A							

<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 5</p> <p>4) Ensure representation of community and parent involvement in the decision-making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met:</p> <p>Parental Involvement Policy</p> <p>School-Parent-Student Compact</p> <p>District Improvement Plan</p> <p>Population: Parents</p> <p>Timeline: Aug. 22, 2016-June 6, 2017 as needed</p> <p>Revision of documents-Apr. 2017</p>	6	Parent Liaison Principal Assistant Principal	Formative: Parent Rep. Sign-in Sheets Completed Parental Involvement Policies Campuses S-P-S Compacts Calendars Meeting Agendas Summative: Training Session Evaluations LPAC SBDM Meeting minutes				
<p align="center">Critical Success Factors</p> <p align="center">CSF 5</p> <p>5) Provide opportunities for students to learn more about the Home Access Center (HAC) to keep parents abreast of students' progress and assist them in monitoring their children's grades.</p> <p>Timeline: Aug. 22, 2016-June 6, 2017 as needed</p>	6	Parent Liaison Principal Assistant Principal	Formative: Parent request forms for access to the HAC Summative: Listing of parents with access to HAC throughout the year				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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






Performance Objective 1: All migrant students will show 90% mastery in all subject areas. 3rd-5th grade migrant students will meet performance levels I and II in Math, Reading, Writing, and Science STAAR.

Summative Evaluation: PFS Migrant Reports
 NGS Reports
 STAAR Results
 CPALLS/TPRI/Tejas LEE Results

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 5</p> <p>1) All migrant students will receive grade appropriate school supplies on an as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus facilitating them the same opportunity to meet the academic challenges of all students.</p> <p>PFS migrants students will receive supplemental services before other migrant students</p> <p>Academic progress monitored and strategies shared with parents every six weeks</p> <p>Population: MI Students</p> <p>Timeline: Migrant funds will be used when other funds are depleted, Spring 2017</p>	1, 10	Campus Principal Dean of Instruction Teachers	<p>Formative: Parent signatures of items received Pictures Pre and post tests</p> <p>Summative: State, local and campus assessment increase 10% or greater for migrant students Pk-2nd grade test results increase</p>				
Funding Sources: Title I-C (Migrant)							

<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1 CSF 5</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.</p> <p>Population: MI Students</p> <p>Timeline: 2-3x/week from Aug. 22, 2016-June 6, 2017</p>	9, 10	Principal Dean of Instruction Teachers Migrant Teacher	<p>Formative: PFS Monthly Monitoring Tool</p> <p>Summative: Fewer PFS students are identified due to increased performance</p>				
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 5</p> <p>3) Migrant teacher will provide parents of migrant PK, Kinder, 1st and 2nd grades students with awareness sessions in order to illustrate how to academically support their children more effectively.</p> <p>Population: MI Students</p> <p>Timeline: Feb. 2017</p>	1, 2, 6, 9, 10	Migrant Teacher Parent Liaison Principal	<p>Formative: Agendas Minutes Sign in Sheets</p> <p>Summative: Academic success for all PK-2nd grade students EOY Promotion Rate</p>				
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1</p> <p>4) Migrant teacher and classroom teachers will monitor the academic progress of 1st grade students will be monitored to ensure success grade level completion and ultimately secure promotion to 2nd grade.</p> <p>Population: MI Students</p> <p>Timeline: On a six weeks basis from Aug. 22, 2016-June 6, 2017</p>	1, 2, 9, 10	Migrant Teacher Teachers Dean of Instruction Principal	<p>Formative: Monthly Monitoring Tool</p> <p>Summative: No 1st grade retained</p>				

<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>5) Elementary migrant students will have an equal opportunity to attend the BISD 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 in order to address academic, attendance needs and promote positive social engagement.</p> <p>Population: MI Students</p> <p>Timeline: June 2017</p>	<p>1, 3, 9, 10</p>	<p>Migrant Teacher Teachers Summer School Teachers Dean of Instruction Principal</p>	<p>Formative: SS Enrollment Roster</p> <p>Summative: Increased promotion rates & test performance</p>				
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2</p> <p>6) 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.</p> <p>At Southmost Elementary, the migrant teacher will provide additional supplemental opportunities and ensure participation.</p> <p>Population: MI Students</p> <p>Timeline: Aug. 22, 2016-June 6, 2017</p>	<p>3, 9, 10</p>	<p>Migrant Teacher Teachers Data Entry Clerk Dean of Instruction Principal</p>	<p>Formative: Migrant Dept. Monthly Reports Pre/Post Tests</p> <p>Summative: Increased academic performance PBMAS</p>				

<p align="center">State System Safeguard Strategy Critical Success Factors CSF 5</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.</p> <p>At Southmost Elementary, the migrant teacher will provide additional supplemental opportunities and ensure participation.</p> <p>Population: MI Students</p> <p>Timeline: 2x/week from Sep. 2016-Apr./May 2017 & Saturdays from Mar.-Apr. 2017</p>	3, 6, 9, 10	Migrant Teacher Parent Liaison	<p>Formative: Lesson Plans Tutorial Rosters Tutorial Attendance Sheets</p> <p>Summative: Increase promotion rates and test performance</p>				
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1</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.</p> <p>Population: MI Students</p> <p>Timeline: Aug. 2016</p>	3, 4, 9, 10	Teachers Migrant Teacher Dean of Instruction Principal	<p>Formative: Migrant Dept. Reports Informal discussions between migrant teacher and general ed. teachers</p> <p>Summative: Timely placement into Interventions</p>				
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1</p> <p>9) A survey will be used to evaluate the effectiveness of the Migrant Education Program so that pertinent and appropriate adjustments can be made to better serve migrant students.</p> <p>Population: MI</p> <p>Timeline: Spring 2017</p>	1	Teachers Migrant Teacher Dean of Instruction Principal	<p>Formative: Survey</p> <p>Summative: Increase promotion rates and test performance</p>				
<p 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: Southmost Elementary will be at Advanced Tech level in all four key areas of the Star Chart:

1. Teaching & Learning
2. Educator Preparation & Development
3. Leadership, Administration & Instructional Support
4. Infrastructure for Technology

Summative Evaluation: Tech. Application TEKS
 Texas STaR Chart Survey Results
 Fixed Assets Inventory

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>1) Instructional Technology is utilized by modeling within the context of instruction in core curriculum areas using a variety of technology equipment (computer labs, laptops, interactive whiteboards, document cameras, projectors, Google Cardboard goggles, iPads, hardware and software, etc.) to support technology TEKS in the classroom, promote critical thinking skills and develop projects that foster creativity, innovation, communication, collaboration, information, fluency, and digital citizenship.</p> <p>Population: TI MI LEP SE AR GT DYS Students</p> <p>Timeline: Aug. 22, 2016-June 6, 2017 (Daily)</p>	2, 3, 9, 10	Principal Dean of instruction Campus lead teachers PK-5th grade teachers C & I specialists Special Ed and Dyslexia teachers	Formative: BISD instructional feedback form Walkthroughs Project Share uploads by CBLT Summative: STAAR				
Funding Sources: State Compensatory, Title I-A, Title I-A, Local - \$100.00							

<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 7</p> <p>2) Teachers will participate in a minimum of 12 hours of technology professional development annually to better prepare and assist teachers with the integration of technology into the subject areas.</p> <p>Population: TI MI LEP SE AR GT DYS Students</p> <p>Teachers</p> <p>Timeline: Monthly from Aug. 22, 2016-June 6, 2017</p>	2, 3, 4, 9	Principal Dean of Instruction Teachers	<p>Formative: Sign-In Sheets Agendas ERO Transcript</p> <p>Summative: STAR Chart ERO Transcripts</p>				
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 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers will follow the BISD District Frameworks on research-based strategies and best practices presented and/or addressed through professional development trainings, feedback from C & I (Math, ELA, Science, SS, PE, Fine Arts, Technology) specialists, data analysis of formative and summative assessments to improve students' academic achievement with the use of these resources: SIOP ELPS strategies Circle Components & OWL New Math & Science Pearson adoption Revised Math TEKS Financial literacy component at every grade-level Inquiry-centered math and conceptual learning PD Technology DOK Math Meet Science Fair Spelling Bee Review 360 6+1 Traits Balanced Literacy Model LWS EduSmart STARLAB Brownsville Kids Vote ELA Summit Units of Study Population: TI MI LEP SE AR GT DYS Students Timeline: Daily from Aug. 2016-June 2017
1	1	2	Instructional/Supplemental Resources and research-based targeted interventions are utilized to ensure all Southmost students are prepared to meet the demands of standardized assessments (local, state, and national). HMH practice books supported by district curriculum. Media Center Resources: Esperanza LEI & II workbooks, SIOP activities Target Reading and 6+1 writing traits copies STAAR resource materials District approved software Living with Science/EduSmart Tango Central/Tango Trends 6 + 1 Traits Bilingual resources Early childhood resources & CIRCLE Fry Word (K-3rd) word recognition lists Fluency passages RtI 3 Tier Model TLI strategies Special Education Resources: SRA Reading, Unique Learning Units of Study Population: TI MI LEP SE AR GT DYS Students Timeline: Daily from Aug. 2016-June 2017
1	1	3	Ensure that ELA/Reading comprehension and Math instruction for all subpopulations focuses on student performance data, closing the achievement gap and demonstrating progress for all students including ELL, Special education, AT-Risk, and economically disadvantaged students to improve student performance. -LPAC will meet to review TELPAS lang. components identification of ELLS -Review testing options and update campus minutes -Collaborative strategy-based meetings (CBLT) - Vertical/Horizontal lesson planning -Research anchored support from TLI -TELPAS Activities -Oral Language skills that increase listening/speaking, reading and writing proficiencies -New Math TEKS and financial literacy components -Reflective reasoning and conceptual understanding of math problem solving hands-on strategies specifically targeting sub populations - Second language learning acquisition Population: TI MI LEP SE AR GT DYS Students Timeline: Weekly from Aug. 22, 2016-June 2, 2017
1	1	4	Build Instructional Capacity through the use of grade level lead teacher and provide teachers with job-embedded staff development. TOT trainings TLI Routines/Strategies Data Informed Plan Vertical/Horizontal Alignment Provide additional opportunities to observe colleagues and adopt best practices for instruction to improve student achievement in the areas of ELA/Reading, Math, Science and Social Studies Population: Teachers Timeline: Weekly from Aug. 22, 2016-June 2, 2017
1	1	5	Response to Intervention (RtI) annual training on the RtI 3 Model for campus staff and bi-weekly meetings with RtI Core team to monitor student academic progress and support teaching personnel with all documentation required for early intervention success. Additional learning time to meet standards and additional assistance that is tailored to each child Population: General Ed. Teachers Timeline: Annual RTI Meeting-Aug. 2016; Tri-Weekly Meetings from Sep. 5, 2016 - May 31, 2017

Goal	Objective	Strategy	Description
1	1	6	Texas TLI Summer Summit and Institute Turn around trainings in the area of Reading through attendance of selected teachers, and administrators in order to target areas of improvement. The training will focus on explicit instruction, lesson design, classroom organization and delivery. Population: Teachers Timeline: Information will be shared during the district staff development in August 2016
1	1	7	Promote Physically and Emotional Healthy Students the campus will implement the CATCH (Coordinated Approach to Child Health) program. Population: TI MI LEP SE AR GT DYS Students Timeline: Aug. 22, 2016 - May 31, 2017
1	1	8	Federal Programs will fund campus nurse and paraprofessionals to supplement allotted campus positions so that the needs of low performing students may be met through individualized and small group instruction. Campus nurse at 40% to assist with the execution of the health program aimed at monitoring and assisting low-performing students at Southmost Elementary to improve overall student health, attendance and performance. Population: TI MI LEP SE AR GT DYS Students Timeline: Daily from Aug. 22, 2016-June 6, 2017
1	1	9	All classrooms will provide students with daily instructional opportunities through the use of the district curriculum frameworks/scope & sequence, HMH Journeys/Senderos, and Texas Write Source to develop students' writing abilities across all content areas and ensure that students develop a strong, conceptual foundation, master grade level TEKS and perform well on assessments. K-5th grade students will participate in daily journaling, reading fluency, word walls, learning centers, classroom libraries, academic word of the day, and KidSpeak to provide students with ample opportunities to master grade level language arts and reading TEKS and perform well on assessments including TELPAS and STAAR. The teachers will meet to align curriculum, instruction and assessment. As a result, teachers will be involved in academic assessment decisions. Population: TI MI LEP SE AR GT DYS Students Timeline: Daily from Aug. 22, 2016-June 6, 2017
1	1	11	Strategies to attract high-quality teachers to our high needs school will include: offering stipends for supplemental duties such as tutorials, UIL, lead teachers, free health insurance, etc. Non-monetary incentives will also be provided to teachers. In addition, teachers will receive ongoing professional development, and mentoring and coaching will be provided by the Dean of Instruction as needed. Population: Teachers Timeline: Aug. 2016-June 2017 (monthly)
2	1	1	Elementary fine arts students will develop critical thinking and multi-tasking skills, and creativity, teamwork and character by participating in UIL contests, non UIL contests, exhibitions district/community events, and public performances. Choir Guitar Music Memory Percussion Ensemble Art Population: TI MI LEP SE AR GT DYS Students Timeline: UIL District Comp. in Dec. 2016; Performances at various events from Aug. 22, 2016 - June 6, 2017
2	1	2	Music and art teacher will be provided professional development training annually. Population: TI MI LEP SE AR GT DYS Students Timeline: Aug. 2016

Goal	Objective	Strategy	Description
3	1	1	As per BISD policy, Southmost Elementary will implement remediation instructional strategies during their daily instruction, small group instruction, after school tutorials and Saturday academies in Reading, Math, and Science for 3rd-5th grade students in order to decrease the retention rate and improve student achievement Index I and increase Level II and III performance standards on STAAR assessments to meet indexes 2-4. Teachers will utilize general supplies, media center booklets, district-adopted curriculum, books, novels and other resources as needed. Population: AR, TI, MI, LEP Students Timeline: After school tutorials from Sep. 2016-April/May 2017 (2x/wk); Saturday tutorials in March & April 2017
3	1	2	The Dean of Instruction will assist in providing leadership, coordination, and improvement in elementary school instructional programs, utilizing available expertise and leadership necessary for a well-rounded academic program to improve academic achievement on state-mandated assessments in a manner consistent with board policy and with statutes of regulatory agencies. In addition, the Dean of Instruction will assist teachers in providing a quality and meaningful instructional program for At-Risk students by providing targeted and ongoing researched-based professional development. Population: AR, TI, MI, LEP Students Teachers Timeline: Daily from Aug. 22, 2016-June 6, 2017
3	1	3	Pre-K full day program teachers will meet the needs of PK at-risk students can be met by providing phonological and language development skills using hands-on approaches in order to meet PK guidelines and CIRCLE components. Population: AR, LEP, TI, MI Students Timeline: Aug. 22, 2016-June 6, 2017
3	1	4	Assisting preschool children in the transition from early childhood programs to local elementary school-wide program hosting PK-K child sessions twice a year (Fall and Spring) for parents, students and head start community to learn strategies from campus early childhood certified teachers. 5th grade students attend a full day orientation at Lucio MS to help ease the transition to middle school. Population: AR, TI Students Timeline: Head Start-Nov. 2016; Lucio MS-May 2017
3	1	6	Provide a complete comprehensive dyslexia program for identified students to ensure effective and timely assistance and meet their academic needs by implementing individualized accommodation plans. A Dyslexia teacher will monitor the academic progress, attendance and provide support services for students, staff, and parents. Dyslexia lab services will be provided for identified students as determined through evaluation. Instructional approaches will include explicit, individualized, and multisensory instruction in small group setting to enhance students' ability to comprehend and decode to make the language meaningful in reading. Population: AR, DYS Students Timeline: As noted on students' IAP from Aug. 22, 2016-June 6, 2017
3	1	8	Ensure that the campus has a process in place to identify homeless students in order receive the full protections of the McKinney-Vento Act. Including the help they need to enroll, attend, and succeed in school. Population: AR, Homeless, and unaccompanied youth Timeline: weekly from Aug. 22, 2016-June 6, 2017
3	1	9	Professional development opportunities will be provided to the Southmost Elem. 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. -Identification of at-risk students via state and local criteria -Identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act -Budget and Program Compliance Population: Homeless Students Timeline: Aug. 22, 2016-June 6, 2017

Goal	Objective	Strategy	Description
4	1	1	Monitoring and maintaining of the district attendance rate goals, including parent truancy notices and community outreach to address procedures, roles, and responsibilities on a daily basis. Student Population: TI MI LEP SE AR GT DYS Students Timeline: Daily from Aug. 22, 2016-June 6, 2017
4	1	2	Provide incentives to students with perfect attendance at the end of each six weeks period and at the end of the year to improve student learning and increase the attendance rate at the campus. Student Population: TI MI LEP SE AR GT DYS Students Timeline: End of six weeks from Aug. 22, 2016-June 6, 2017
5	1	1	Promote awareness and notification of Student Code of Conduct (SCC) to students, parents, staff & community through campus distribution of SCC ensuring parent awareness of disciplinary procedures. Population: TI MI LEP SE AR GT DYS Students & Parents Timeline: Aug. 2016
5	1	2	Develop and maintain an Emergency Operations Plan at Southmost Elem. Plan must be multi-hazard in nature Must be reviewed and updated annually by the campus safety and security committee. Safety drills must be practiced as per BISD Police Dept. Provide student, staff, and parent training in the areas of school safety and emergency management. Implement an identification security system. All staff and visitors must display their identification while on Southmost Elem. campus grounds. Population: Students, Parents, Teachers Timeline: Daily from Aug. 22, 2016-June 6, 2017
5	1	3	Implement a Guidance and Counseling program as per Texas Comprehensive Development Guidance and Counseling Model at Southmost Elem. Population: TI MI LEP SE AR GT DYS Students; Counselors Timeline: Weekly as noted on schedule from Aug. 22, 2016-June 6, 2017
6	1	1	A Parent Liaison will continue to be funded for the purpose of educating parents to better assist their children through the educational process and to increase student achievement at Southmost Elementary. Conduct an annual Title I Parent Survey to evaluate the effectiveness of Southmost Elementary parental involvement efforts 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 Parent newsletter (monthly) School-Parent Student Compacts indicating each group's responsibilities to ensure student achievement. Population: Teachers, Students, Parents Timeline: Daily from Aug. 22, 2016-June 6, 2017
6	1	2	Conduct the following annual Title I-A required activities: Complete and disseminate a Parental Involvement Policy that delineates how parents will be actively involved at the district/campus level Timeline: Aug. 2016 Complete and disseminate a School-Parent-Student Compact indicating each group's responsibility in order to ensure student achievement, specifically in the content areas. Timeline: Aug. 2016 Title I-A Meeting to inform parents of the services provided through Title I funds Timeline: Sep. 2016 Title I-A Parent Survey to evaluate the effectiveness of the District Parental Involvement Program Timeline: Apr. 2017 Population: Parents *View timeline per activity (above)
6	1	3	Funds will be allocated to provide payment for mileage occurred while conducting attendance and Parental Involvement responsibilities i.e.; home visits and parental involvement meetings and trainings. Home visits Attendance Population: Parents & Students Timeline: Aug. 22, 2016-June 6, 2017 as needed

Goal	Objective	Strategy	Description
6	1	4	Ensure representation of community and parent involvement in the decision-making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met: Parental Involvement Policy School-Parent-Student Compact District Improvement Plan Population: Parents Timeline: Aug. 22, 2016-June 6, 2017 as needed Revision of documents-Apr. 2017
7	1	1	All migrant students will receive grade appropriate school supplies on an as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus facilitating them the same opportunity to meet the academic challenges of all students. PFS migrants students will receive supplemental services before other migrant students Academic progress monitored and strategies shared with parents every six weeks Population: MI Students Timeline: Migrant funds will be used when other funds are depleted, Spring 2017
7	1	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: MI Students Timeline: 2-3x/week from Aug. 22, 2016-June 6, 2017
7	1	3	Migrant teacher will provide parents of migrant PK, Kinder, 1st and 2nd grades students with awareness sessions in order to illustrate how to academically support their children more effectively. Population: MI Students Timeline: Feb. 2017
7	1	4	Migrant teacher and classroom teachers will monitor the academic progress of 1st grade students will be monitored to ensure success grade level completion and ultimately secure promotion to 2nd grade. Population: MI Students Timeline: On a six weeks basis from Aug. 22, 2016-June 6, 2017
7	1	5	Elementary migrant students will have an equal opportunity to attend the BISD 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 in order to address academic, attendance needs and promote positive social engagement. Population: MI Students Timeline: June 2017
7	1	6	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. At Southmost Elementary, the migrant teacher will provide additional supplemental opportunities and ensure participation. Population: MI Students Timeline: Aug. 22, 2016-June 6, 2017
7	1	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. At Southmost Elementary, the migrant teacher will provide additional supplemental opportunities and ensure participation. Population: MI Students Timeline: 2x/week from Sep. 2016-Apr./May 2017 & Saturdays from Mar.-Apr. 2017
7	1	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: MI Students Timeline: Aug. 2016

Goal	Objective	Strategy	Description
7	1	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: MI Timeline: Spring 2017
8	1	1	Instructional Technology is utilized by modeling within the context of instruction in core curriculum areas using a variety of technology equipment (computer labs, laptops, interactive whiteboards, document cameras, projectors, Google Cardboard goggles, iPads, hardware and software, etc.) to support technology TEKS in the classroom, promote critical thinking skills and develop projects that foster creativity, innovation, communication, collaboration, information, fluency, and digital citizenship. Population: TI MI LEP SE AR GT DYS Students Timeline: Aug. 22, 2016-June 6, 2017 (Daily)
8	1	2	Teachers will participate in a minimum of 12 hours of technology professional development annually to better prepare and assist teachers with the integration of technology into the subject areas. Population: TI MI LEP SE AR GT DYS Students Teachers Timeline: Monthly from Aug. 22, 2016-June 6, 2017

State Compensatory

Budget for Southmost Elementary :

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
162-11-6118-00-131-Y-24-SSI-Y	6118 Extra Duty Stipend - Locally Defined	\$9,014.00
162-11-6118-00-131-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	\$6,396.00
162-11-6118-00-131-Y-30-0K2-Y	6118 Extra Duty Stipend - Locally Defined	\$9,464.00
162-11-6119-00-131-Y-30-054-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$27,667.00
162-11-6119-00-131-Y-34-PKK-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$53,472.00
162-13-6119-31-131-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$59,377.00
6100 Subtotal:		\$165,390.00
6200 Professional and Contracted Services		
162-11-6249-00-131-Y-30-0K2-Y	6249 Contracted Maintenance & Repair	\$2,800.00
6200 Subtotal:		\$2,800.00
6300 Supplies and Services		
162-11-6398-00-131-Y-30-0K2-Y	6311 Gasoline and Other Fuels for Vehicles	\$425.00
162-11-6396-00-131-Y-30-0K2-Y	6396 Supplies and Materials - Locally Defined	\$1,377.00
162-11-6399-00-131-Y-30-0K2-Y	6399 General Supplies	\$10,234.00
6300 Subtotal:		\$12,036.00

Personnel for Southmost Elementary :

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Brandi Ruelas	Dyslexia Teacher	State Compensatory	0.5
Julia De La Garza	Pre-Kindergarten Teacher	State Compensatory	0.5
Sonia Fernandez	Pre-Kindergarten Teacher	State Compensatory	0.5
Virginia Hinojosa	Dean of Instruction	State Compensatory	1.0

Title I

Schoolwide Program Plan

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

Ten Schoolwide Components

1: Comprehensive Needs Assessment

The Site-Based Decision-Making (SBDM) Committee conducted a comprehensive needs assessment (pp. 5-17) over a period of one year to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on the CNA, the committee decided to concentrate on improving the passing rate of all students and student groups including Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on state assessments. The goal is to have 90 percent of all students and all student groups passing all parts of state mandated assessments, and to increase the advanced performance level in all content areas.

Southmost Elementary is located in a low socio-economic area and serves students with diverse strengths and needs. Therefore, we must ensure our teaching methodologies and approaches are able to successfully meet the needs of all our students. Our SBDM continues to evaluate the various strengths and needs and provides recommendations for campus improvement. The committee determined that all academic areas are essential for school improvement. It is our goal to attain and maintain a minimum of 90% mastery across all subject areas. Our campus goals include increasing the percentage of combined commended performance of all students in the areas of reading, mathematics, writing, and science.

2: Schoolwide Reform Strategies

To accomplish these objectives, the staff will use the budgeted funds to implement school-wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of academic performance, use effective methods and instructional strategies that are established on scientifically based research including providing services and interventions to students through RTI as necessary. In addition, (1) strengthen the core academic program; (2) increase the amount and quality of learning time, including the funding of an after-school tutorial/ summer school/ enrichment program, for students who are At-Risk and in need of continuity in their instructional program to be successful in the succeeding school year; (3) include strategies for meeting the educational needs of historically underserved populations; (4) include strategies to address the needs of all children in school, particularly the needs of low-achieving students, At-Risk, or not meeting the State student academic achievement standards; (5) address how the school will determine if such needs have been met; and (6) are consistent with and are designed to implement the State and local improvements plans.

The following activities will target this component: 1.1.1, 1.1.2, 1.1.8, 2.1.1, 3.1.1, 3.1.2, 3.1.3, 3.1.7, 4.1.1, 4.1.2, 6.1.1, 8.1.3, 8.1.4, 9.1.1, 9.1.2

3: Instruction by highly qualified professional teachers

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

The following strategies will target this component: 2.1.2, 3.1.1, 3.1.3, 5.1.3, 8.1.5, 8.1.9, 8.1.10, 8.1.11, 9.1.1, 9.1.2

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

The school will provide access to high-quality ongoing professional development throughout the school year for all staff including teachers, principals, and paraprofessionals. Professional development activities will be geared to individual teachers' specialties, along with any other identified needs as determined through the staff, student and parent needs assessment surveys, administration classroom observations and evaluations, and/or district identified needs. Professional development will be conducted both at the school and the education service center as well as district conferences and workshops which will be intensive and sustained. Southmost Elementary identifies the campus' professional development needs through the use of STAAR data, Texas Academic Performance Reports (TAPR), and with the feedback from stakeholders such as district curriculum specialists and faculty/staff members. The dean of instruction monitors the professional development plan for the campus and selects high-quality, research-based staff development sessions for faculty and staff. The expectation at Southmost Elementary is that all faculty members will turn-around staff development and share their new knowledge, strategies and resources with others through grade level and faculty meetings. Staff development needs are assessed on a regular basis through informal and formal classroom observations conducted by the principal, assistant principal, dean of instruction and Texas Literacy Initiative (TLI) teacher specialist.

The following strategies will target this component: 1.1.3, 1.1.6, 2.1.2, 3.1.2, 8.1.11, 9.1.12.

5: Strategies to attract highly qualified teachers

Strategies to attract high-quality teachers to our campus include using a rigorous teacher selection process including the implementation of an SBDM interview committee to ensure that the best teacher candidates are recommended for employment at our campus. Southmost Elementary will affiliate with The University of Texas at Brownsville to allow student observers and student teachers to our campus to support our academic endeavors.

The following strategy will target the following component: 1.1.11.

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's parent center and the purchase of special materials used in the parent volunteer program. Parent education will be provided to parents by the campus parent liaison as well as the District's Parental

involvement Center. Parent training on how to help their students be successful at home, learning English, discipline management, and parenting skills will be provided to those parents who want to better meet the rigors of parenting. Campus Parent Liaison will conduct parent meeting/trainings to promote parental involvement and a positive school climate.

The following strategies will target the following component: 1.1.7, 5.1.1, 7.1.1., 7.1.2, 7.1.3, 7.1.4, 8.1.3, 8.1.10.

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 Southmost Elementary will be held annually in the Spring and for 5th grade students and their parents to assist with the transition into middle school. Fifth graders at Southmost Elementary attend an orientation at the feeder school, Lucio Middle School toward the latter part of the school year.

The following strategy will target this Title I component: 3.1.4.

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 during grade level and horizontal planning sessions to measure student performance. Teachers will use data obtained from campus, district, and state assessments as well as other instruments, including but not limited to the SELP, TELPAS, STAAR, C-PM, TPRI and Tejas LEE 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.

The following strategies will target this Title I component: 1.1.9

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. The district curriculum frameworks/scope & sequence is implemented with fidelity. All teachers will closely monitor all students' performance based on daily exercises and periodic tests. Students not mastering the objectives will be provided additional assistance in the after school tutorial program and/or enrichment courses based on his/her individual needs. Additional instructional resources are purchased to provide supplemental support. Southmost Elementary will also be implementing the district's Response to Intervention (RtI) program to effectively and efficiently provide support to students in need.

To accomplish these objectives, the staff will use the budgeted funds to implement school-wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of academic performance, use effective methods and instructional strategies that are established on scientifically based research including providing services and interventions to students through RTI as necessary. In addition, (1) strengthen the core academic program; (2) increase the amount and quality of learning time, including the funding of an after-school tutorial/ summer school/ enrichment

program, for students who are At-Risk and in need of continuity in their instructional program to be successful in the succeeding school year; (3) include strategies for meeting the educational needs of historically underserved populations; (4) include strategies to address the needs of all children in school, particularly the needs of low-achieving students, At-Risk, or not meeting the State student academic achievement standards; (5) address how the school will determine if such needs have been met; and (6) are consistent with and are designed to implement the State and local improvements plans.

The following strategies will target this Title I component: 1.1.1, 1.1.2, 1.1.3, 1.1.5, 1.1.9, 1.1.10, 3.1.1, 3.1.6, 3.1.7, 8.1.2, 8.1.3, 8.1.4, 8.1.5, 8.1.9, 8.1.10, 8.1.11, 9.1.1, 9.1.2.

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

The school will coordinate and integrate federal, state, and local programs and services to maximize the effectiveness of these resources. Several of the strategies being implemented are jointly funded with Special Services and Title I Funds, e.g., after school tutorial programs. Professional Development activities are also paid for from Title I, Parts A and C, and Local Funds. Title I Funds along with State Compensatory Education (SCE) and Federal Bilingual (TIII) and State Bilingual (BIL) 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. Migrant students will receive grade appropriate school supplies on a needed basis to complete classroom and homework assignments, thus facilitating them the same opportunity to meet the academic challenges of all students. PFS students will receive additional supplemental services.

Bilingual Funds are used to provide supplemental services to help ensure that children who are limited English proficient attain English language proficiency and develop high levels of academic attainment.

The campus will also continue to provide the state mandated State Compensatory Education Program through campus as well as District funded initiatives. Students who are identified as "At-Risk" will receive supplemental instruction to meet their academic needs using a three tier model. The first tier will include the entire student population. Then, students in the second and third tier will receive additional, intensive instructional interventions to ensure effective, timely assistance. The evaluation of the special funded programs and services indicated a pressing need and concern for at-risk students. The SBDM committee agreed that the school should continue to implement differentiated instruction within the classroom setting, provide additional tutorial services in the content areas of reading, math, writing and science, and supplemental instructional materials funded through SCE funds. Teachers will also attend grade level meetings, faculty meetings, and other professional development activities to support the identification of students who are at-risk of dropping out when they reach high school. Teachers will acquire effective intervention and prevention instructional strategies to improve student outcomes.

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

Dismissal Process.

The following strategies will target this Title I component: 1.1.2, 3.1.2, 3.1.3, 3.1.5, 3.1.6, 3.1.7, 3.1.8, 3.1.9, 4.1.2, 6.1.1, 7.1.1, 7.1.3, 8.1.1, 8.1.2, 8.1.3, 8.1.4, 8.1.5, 8.1.6, 8.1.7, 8.1.9, 8.1.10, 8.1.11, 9.1.1.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amalia Tovar	Nurse	Health Services	0.40
Elsa Castro	Title I-A Pre-K Aide	Pre-K	1.0
Jaime Benitez	Parent Liaison	Parental Involvement	1.0
Nailea Rivas	Title I-A Teacher Aide	Computer Aide	1.0
Sulema Avila	Title I-A Pre-K Aide	Pre-K	1.0

2016-2017 Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Evaristo Lerma	Assistant Principal
Business Representative	Michael Limas	AXA Advisor
Business Representative	Doricela Moody	Account Representative at Molina Healthcare
Classroom Teacher	Carmen Camacho	1st Grade Lead Teacher
Classroom Teacher	Brenda Duarte	3rd Grade Lead Teacher
Classroom Teacher	Sonia Fernandez	PK Lead Teacher
Classroom Teacher	Ana Gutierrez	2nd Grade Lead Teacher
Classroom Teacher	Sylvia Hernandez	2nd Grade Teacher
Classroom Teacher	Martha Hernandez	Science POC/5th Grade Teacher
Classroom Teacher	Minerva Jaime	1st Grade Teacher
Classroom Teacher	Juliana Lara	4th Grade Teacher
Classroom Teacher	Elva Lopez	Counselor
Classroom Teacher	Miguel Martinez	4th Grade Teacher
Classroom Teacher	Baldomero Pena	3rd Grade Teacher
Classroom Teacher	Laura Pena	5th Grade Lead Teacher
Classroom Teacher	Mary Grace Prociuncula	Special Education Lead Teacher
Classroom Teacher	Marisa Rendon	1st Grade Teacher
Classroom Teacher	Yvonne Rodriguez	LPAC Chairperson/1st Grade Teacher
Classroom Teacher	Cristal Suarez	Special Education Teacher
Classroom Teacher	Tomasa Torres	Physical Education Teacher
Community Representative	Maria Rodriguez	Community Representative
Community Representative	Erika Rodriguez	Community Representative
District-level Professional	Pat Segura	Bilingual Lead Teacher
Paraprofessional	Miguel Guerra	Physical Education Paraprofessional
Parent	Norma Leos	Parent

Parent	Nancy Rangel	Parent
Student	Frida Lerma	5th Grade Student

Campus Funding Summary

Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Textbooks	199-11-63-21-00-131-Y-11-000-Y	\$300.00
1	1	2	Game Film-Supplies & Materials	199-11-63-96-00-131-Y-11-000-Y	\$4,300.00
1	1	2	General Supplies	199-11-63-99-00-131-Y-11-000-Y	\$3,063.00
1	1	2	General Supplies	199-11-63-99-51-131-Y-11-000-Y	\$500.00
1	1	2	General Supplies	199-11-63-99-62-131-Y-11-000-Y	\$400.00
1	1	2	General Supplies	199-12-63-99-00-131-Y-99-000-Y	\$300.00
4	1	2	Awards	199-11-64-98-00-131-Y-11-000-Y	\$2,500.00
8	1	1	Supplies and materials-Software	199-23-63-95-00-131-Y-99-000-Y	\$100.00
Sub-Total					\$11,463.00
Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	School supplies, instructional supplies, consumable supplies	211-11-6399-00-131-Y-30-0F2-Y	\$0.00
1	1	8	Nurse: FTE=0.40	211-33-6119-00-131-Y-30-0F2-Y	\$24,718.00
1	1	8	Classified Instructional Personnel: FTE=3.0	211-11-6129-00-131-Y-30-0F2-Y	\$86,708.00
3	1	1	Tutorial Transportation	211-11-6494-00-131-Y-30-0F2-Y	\$0.00
3	1	1	Supplies	211-11-6399-62-131-Y30-0F2-Y	\$0.00
4	1	2	Awards	211-11-6498-00-131-Y-30-0F2-Y	\$0.00
6	1	1	Parent Liaison	211-61-6129-00-131-Y-30-0F2-Y	\$0.00
6	1	3	Employee Travel Mileage	211-61-6411-00-131-Y-30-0F2-Y	\$0.00
8	1	1	Supplies	211-11-6398-62-131-Y30-0F2-Y	\$0.00
8	1	1	Supplies	211-11-6399-62-131-Y30-0F2-Y	\$0.00
Sub-Total					\$111,426.00
State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount

3	1	1	Extra Duty Pay	162-11-6118-00-131-Y-30-000-Y	\$15,000.00
3	1	1	General Supplies: School supplies, instructional supplies, consumable supplies	162-11-6399-00-131-Y-30-000-Y	\$4,000.00
3	1	1	Extra Duty Pay (SSI)	162-11-6118-00-131-Y-24-SSI-Y	\$6,104.00
3	1	1	Copy Paper	162-11-6396-00-131-Y-30-000-Y	\$2,500.00
3	1	1	General Supplies: Media center booklets for district-adopted instructional resources	162-11-6399-16-131-Y-30-000-Y	\$0.00
3	1	1	Living with Science Software License Renewal	162-11-6249-62-131-Y-30-LWS-Y	\$0.00
3	1	1	Capital Assets	162-11-6649-62-131-Y-30-000-Y	\$4,148.00
3	1	2	1 FTE	162-13-6119-31-131-Y-30-000-Y	\$0.00
3	1	3	Certified Instructional	162-11-6119-00-131-Y-34-PKK-Y	\$84,940.00
3	1	6	0.50 FTE	162-11-6119-00-131-Y-30-054-Y	\$27,667.00
3	1	9	Supplies & Materials: Fixed Assets \$499 or less	162-13-6398-62-131-Y-30-000-Y	\$0.00
3	1	9	General Supplies	162-13-6399-00-131-Y-30-000-Y	\$0.00
3	1	9	Supplied & Materials: Fixed Assets \$499 or More	162-13-6649-62-131-Y30-000-Y	\$0.00
3	1	9	Software	162-13-6395-62-131-Y30-000-Y	\$0.00
4	1	2	Awards	162-11-6498-00-131-Y-30-000-Y	\$2,000.00
8	1	1	Capital Outlay	162-11-6649-62-131-Y-30-000-Y	\$0.00
Sub-Total					\$146,359.00
State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	School supplies, instructional supplies, consumable supplies	163-11-6399-00-131-Y-25-000-Y	\$5,900.00
1	1	2	Ink/toner	163-11-6399-65-131-Y25-000-Y	\$0.00
Sub-Total					\$5,900.00
Federal Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	School supplies, instructional supplies, consumable supplies	263-11-6399-00-131-Y-25-000-Y	\$5,900.00
Sub-Total					\$5,900.00

Title I-C (Migrant)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	1	General Supplies	212-11-6399-00-131-Y-24-0F2-Y	\$0.00
Sub-Total					\$0.00
SPED					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Supplies	166-11-6399-00-131-Y-23-0P1-Y	\$350.00
1	1	2	Toner	166-11-6399-62-131-Y-23-0PI-Y	\$382.90
1	1	2	Supplies	166-11-6399-00-131-Y-23-0P4-Y	\$350.00
1	1	2	Toner	166-11-6399-62-131-Y-23-0P4-Y	\$383.00
Sub-Total					\$1,465.90
Grand Total					\$282,513.90