

**Brownsville Independent School District**  
**Vermillion Elementary**  
**2016-2017 Campus Improvement Plan**



# Mission Statement

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

# Vision

*We envision an Vermillion Elementary School which produces responsible and respectful citizens. As a center for innovation, learning and up-to-date technology, Vermillion will be the connecting link between home and community. Vermillion students will realize that learning is a life-long commitment supported by dedicated staff and concerned parents, but only filled to its potential as the learners become responsible for the learning themselves.*

# Value Statement

Vermillion Elementary School promotes numerous student clubs and organizations. Students are encouraged to participate in extracurricular activities such as U.I.L., Science Fair, Spelling Bee, Art contests, and in the annual Elementary Field Day.

School Namesake: **Vermillion Road Elementary**

School Colors: **Red and Black**

School Mascot: **Red Raider**

School Motto: **Achieve it!! – No Exceptions, No Excuses**

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# Comprehensive Needs Assessment

## Needs Assessment Overview

Vermillion Elementary School is located in Brownsville, Texas. Vermillion Elementary School is one of thirty-six elementary schools in Brownsville ISD. The campus was constructed in 1979 and opened in 1980 with 36 classrooms added in the ensuing years. The main campus was originally comprised of 30 classrooms, a cafeteria, library, and gymnasium. New building additions comprised of classrooms and a new Library was completed in the 2006 school year.

The student population at Vermillion Elementary School is approximately 831 and serves students in grades PK through 5<sup>th</sup>. According to the PEIMS Data Review of our campus profile, 99.0 % of the student population is Hispanic, 78.19% are identified At-Risk and 98.2% are identified as Economically Disadvantaged. Many of our students are first generation Mexican immigrants, 56.4% are classified as Limited English Proficient and a majority is English/Spanish bilingual. In addition, several of our students come from homes which participate in state and federal assistance programs such as food stamps, welfare, the Women, Infant, Children (WIC) nutrition program, and subsidized housing and medical assistance.

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

The current staff at Vermillion Elementary School is comprised of 55.3 teachers, 4 campus administrators, 1 TLI Teacher Specialist, 2 counselors, 10 professional support personnel, 10 non-classroom staff, and 19.2 educational aides. The ethnicity of the Vermillion Elementary School staff is diverse with 97.8% Hispanic, 2.2% Caucasian, and 0% African American. The teaching staff is also 10.9% male and 89.1% female.

## Demographics

### Demographics Summary

Vermillion is committed to supporting the district focus for improved coordination of programs and services for students at risk of dropping out of school. Vermillion is a Title I Schoolwide Program campus and receives State Compensatory Funds (SCE). The attendance rate is 97.7% for all students and 96.42% for At-Risk students. In addition, the retention rate is 4.7% for all students and 4.7% for At-Risk students.

The CIP formative review process was done in conjunction with the SBDM Committee and the budget planning for the current school year. Improvements have been made in the correlation of all campus funds to the goals and objectives of the CIP. Improvements are targeted to correlate and maximize revenue funds to expected CIP goals.

Each SBDM committee member reviews the information and data available with their grade level and/or department and recommends goals, objectivities, and activities as necessary. The SBDM Committee monitors and evaluates the effectiveness of the curriculum in order to ensure campus objectives are met. When appropriate the SBDM Committee jointly identifies new goals based on data and collaboratively designs new activities to be included in the campus improvement plan.

### Demographics Strengths

Ethnic breakdowns are consistent with the previous year.

At-risk numbers and categories are consistent.

Vermillion Elementary has a strong Hispanic population of students and parents which enrich our learning community through appreciating its customs and culture.

Enrollement, Special Program participation, at-Risk by category are some of the demographics strengths.

### Demographics Needs

1. Coordination of planning for instruction, budgeting expenditures to improve services for At-risk students and low achieving students.

2. Learning opportunities and supplemental instructional materials to address achievement data and individual student needs.

3. Attendance for all sub-populations is a need.

4. High mobility and low stability and decreasing teacher student ratio in PK & 5th grade.

- To improve attendance, we will prosper the importance of school daily attendance to parents. Stating to them that the foundation of one's understanding of education will better prepare all students for College and Career Readiness no matter ethnicity or background.
- To improve attendance, we will conduct home visits on a daily/weekly basis. Students will receive KUMBA tickets for each day present.
- PFS Migrant students will be provided with supplemental supplies, clothing and hygiene products to better improve their daily attendance.

\* To better improve mobility/stability, we will work closely with the community and the district to provide all necessary assets such as a Parent Orientation Day to inform parents and community members of daily standard operation procedures and district policy to decrease mobility/stability.

- To better improve teacher-student ratio in 5<sup>th</sup> grade, daily monitoring of student enrollment will be conducted. Grant monies will provide an extra class size reduction teacher. In PK, teachers will have a paraprofessional to assist with class size.

## Student Achievement

### Student Achievement Summary

CIP 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.

In 2015, Vermillion Elementary Met Standards on all 4 indexes. On Index 1, Vermillion received 84 points, 6 points above from the previous school year (Target score was 60); Index 2 , a total of 51 points, 2 points above from the previous year (Target score was 30); Index 3, 47 points, 4 points above from the previous year (Target score was 28) and in Index 4, a total of 32 points, 3 points above the previous year (Target score was 12). Overall Vermillion experienced gains in all areas on the accountability system. Vermillion received 5 out of 5 STAR distinction designations. In addition, Vermillion met the 16 out of 16 state system safeguards.

A continued focus of providing engaging activities and building on critical thinking skills for all students with assist is supporting our goal of receiving Distinctions in all 6 areas.

1. The following sources provided valuable data for Student Achievement in regards to the identification of needs:

- TAPR Report
- STAAR Results
- STAAR Summary Report-Group Performance
- TELPAS and AMAO Results
- Eduphoria! Aware
- Tango Trends

Vermillion Elementary teachers meet the needs of all students by differentiating instruction based on need and results. All decisions are data driven which foster rigorous instruction and higher order thinking. Collaborative approaches and best practices are what we do to ensure that we meet the needs of all students.

### Student Achievement Strengths

Based upon the STAAR Tests results, as well as other district assessments throughout the school year, the following are areas of strength as identified by the Campus Data Team.



Level II Phase 1 Index 1

All students: 78% Rdg 82% Math 73% Writing 72%Science

Vermillion received a Distinction Designation (1 Star) in the Top 25% Closing Performance Gaps. Vermillion also received 100% in the System Safeguards.

## Student Achievement Needs

Based upon the results obtained on the STAAR test, as well as district assessments throughout the previous school year, these are the areas of need and are identified as follows:

Level II Phase 1 Index 1

SPED: 71% Rdg 63% Math 42% Writing 31% Science

Econo. Dis: 77% Rdg 82% Math 73% Writing 72% Science

ELL: 71% Rdg 78% Math 55% Writing 65% Science

At-Risk: 59% Rdg 60% Math 58%B Writing 42% Science

Though, Vermillion has had improvements from the previous school year, the needs would be to increase the percentage of % Met Progress and % Exceeded Progress. Another area of need would be to increase the Level III Performance in all tested areas. Increase Level II and III performance standards on 3<sup>rd</sup>-5<sup>th</sup> grade STAAR assessments to meet indexes 1-4 particularly in the areas of ELA/Reading by providing afterschool tutorials and Saturday Academies to all at-risk students

Increase hands-on labs and modeled \* Science instruction 40% to 60% in 3<sup>rd</sup>-5<sup>th</sup> grades

Texas TLI Summer Summit turn around trainings need to address ELA/Reading student performance

### Summary of Needs:

- Areas of improvement will be addressed with 3<sup>rd</sup> grade teachers about the level of progress and attainment on the TELPAS and AMAOs. Interventions will continue and be provided to ensure progress on TELPAS. STAAR interventions and strategies will be reviewed and discussed with teachers whose students did not meet passing criteria on STAAR. In addition, supplemental student and teacher resource books, materials and software will be purchased to practice the rigors of the STAAR test and to support the tutorial program and fully implement remediation strategies in order to decrease

retention rate and improve overall student achievement (G1S2, G1S15, G3S2)

- Software will be renewed for classroom use to increase student performance in core academic areas and a laptop purchased for the use of interactive and engaging lessons to increase student achievement.
- Areas of Improvement will be addressed with all grade levels to increase student achievement through the Cognitive Strategies Routines, Reading with Purpose (CPQ), and Think Turn Talk.
- Tutorial for grades 3<sup>rd</sup>-5<sup>th</sup> will be provided for all students who did not meet standard on STAAR and who did not achieve Advanced Level III on any portion of the STAAR test. For students in 3<sup>rd</sup> grade, tutorial will be provided for all students who scored Still Developed on any portion of TPRI/Tejas Less EOY/BOY assessment (G3S1). Additional migrant tutorials will be scheduled for migrant PFS Students (G8S1)
- Supplemental resources and/or supplies will be provided to migrant students (G8S2).
- A consultant will provide professional development to all staff in the area of Reading to better increase overall student achievement (G1S7).
- Special Education teachers will be provided with needed supplies that will foster overall student achievement (G1S13).

## **School Culture and Climate**

### **School Culture and Climate Summary**

- Procedures for School Culture and Climate included reviewing with SBDM the schools values, beliefs, transitions, and customs that shape our schools personality and climate.

The SBDM Committee includes parents and community members as well as teachers and administrators. The SBDM operates throughout the year in an advisory capacity in addition to the work they do during the Comprehensive Needs Assessment process. This ongoing work includes discussion of culture and climate issues from expectations and values to a safe and disciplined environment for teaching and learning.

### **School Culture and Climate Strengths**

The climate of Vermillion Elementary is that of a safe and welcoming one. The norms, values and expectations that support all students, staff and parents are feeling socially, emotionally and physically safe. Everyone is engaged and respected for who they are. Both students and teachers work together to develop, live and contribute to the shared school vision. All staff members model and nurture attitudes that emphasize the benefits and satisfaction gained from learning. We all contribute to the operations of the school and the care of the physical environment.

### **School Culture and Climate Needs**

Summary of Needs:

- In order to build meaningful relationships amongst all staff personnel, all feedback will be valued and reviewed for the advancement of our school culture and climate.
- By conducting classroom walkthroughs and immediately conferencing with teacher to discuss growth on improvement.
- By maintaining an orderly, safe and hygienic school to prevent hazards and disease supplies will be purchased to meet this need (G5S10).

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

Procedures for Staff Quality, Recruitment and Retention included reviewing with SBDM staff quality, assessing the effect of recruitment and retention strategies on staffing. The following were some data sources reviewed:

- Teacher Certification/Qualification Data
- Paraprofessional and Other staff qualifications
- PDAS and EOY Evaluations

Professional Development Data

### **Staff Quality, Recruitment, and Retention Strengths**

Teacher certification and staff quality are strengths as well as TTESS and EOY evaluations.

### **Staff Quality, Recruitment, and Retention Needs**

- By reviewing and evaluating each teachers/staff member's professional development transcript we will ensure that they meet and attend all meetings required of them so that they grow professionally and in turn achieve student attainment. Teachers will need to meet all district guidelines for PD.
- By addressing specific needs, a consultant will be brought to target Reading and Math quality of instruction (G1S7).
- Campus Administration will attend a conference to keep abreast of the latest educational trends (G1S9).

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

1. The following sources provided valuable data for Curriculum, Instruction and Assessment in regards to the identification of needs:
  - Standards-Based Curriculum Resources and Materials
  - Scope and Sequence and Other Focus Documents
  - Technology
  - Instructional Design and Delivery
  - Collaborative Horizontal and Vertical Alignment
  - Classroom Materials

Vermillion Elementary teachers meet the needs of all students by differentiating instruction based on need and results. All decisions are data driven which foster rigorous instruction and higher order thinking. Collaborative approaches and best practices are what we do to ensure that we meet the needs of all students.

### **Curriculum, Instruction, and Assessment Strengths**

Consistent monitoring of students progress. Data drives instruction. Collaboration between teachers and administration of desegregating data. Weekly meeting will grade level teachers to review data, assessments, fluency and make changes as needed. Data Wall updated for every major benchmark.

### **Curriculum, Instruction, and Assessment Needs**

1.
  1. Summary of Needs: After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following Curriculum, Instruction and Assessment areas of improvement would be addressed:
    - Through the collaboration between grade levels on Curriculum and Instruction campus Administration will Set up additional allotted time for teachers to meet within the grade level and meet with teachers above and below their assigned grade level including support staff to better align the curriculum and needs of students.
    - To increase technology , the campus will purchase when funds become available the following: a camera, projector bulbs and a color printer per

grade level.

- Supplemental instructional classroom materials such as an electric sharpener, ink cartridges, construction paper, card stock, classroom supplies, supplemental support services, paper per teacher and a new laminating machine will be purchased (G1S16).

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

Procedures for Family and Community Involvement included reviewing with SBDM the family and community involvement and how they are invested and involved as partners in supporting the school community for the preservation of high expectations and high achievement for all students

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

- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Parent and Community Partnership Data
- Parental Survey and Results

### **Family and Community Involvement Strengths**

Parent meetings on campus once a week.

District parent meetings once a month.

Cluster parent meeting once a semester.

Parent Activity Evaluations Information

Parent and Community Partnership Data

Parental Survey and Results

HEB READ3- Collaborative partnership with UTRGV.

Texas School Ready- parental involvement professional development.

### **Family and Community Involvement Needs**

Parent trainings will be offered every Wednesday afternoon (1:30 pm) to make monthly meetings more informative, productive and to improve attendance.

STAAR upcoming assessment updates presented to parents more efficiently

Comply with parent volunteer's Background checks and social security verification

Increase the number of computers/ resources for parent use.

Parent trainings for first time parents.

Increase parent/teacher communication

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

ALL STRATEGIES ARE ADDRESSED IN GOAL 7 of this Plan.

- By following district policy the campus will conduct back ground checks and proper verification of clearance for volunteerism. One need mentioned was parent training for the parents of pre-kindergarten students. Many of these parents are parents for the first time and have had little experience in parenting.
- By providing appropriate training, the learning curve could be reduced thus making them more effective in the art of parenting and providing a life-long desire for learning for their young children.
- Other needs include a computer to run reports; a binding machine so parents can help with teacher resources; and a new laminating machine for parents to assist teachers with classroom activities.
- By providing more structured activities for parents and teachers we will increase the communication between parents, teachers, and students.
- Provide more academia informtional meetings to parents so that they are aware of all that is expected of their students (G7)



## School Context and Organization

### School Context and Organization Summary

- **Procedures for School Context and Organization included reviewing with SBDM the processes, structures, decision-making, and overall leadership of the organization and the impacts they have on teaching and learning.**

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

- Leadership: Formal and Informal
- Decision-Making Processes
- Schedule for Student Support Services
- Program Support Services, e.g. extracurricular activities.
- Supervision Structure
- Duty Rosters
- School Nurse

### School Context and Organization Strengths

Master schedules include mandated 90 min reading block

SBDM meets once every 6 weeks

Counseling on campus to meet individualized student needs

Grade-level meetings every Tuesday to discuss weekly assessment, instruction and performance goals.

Students attend 21<sup>st</sup> Century community learning Centers at Rivera High school on Saturday's throughout the year.

Formal Leadship

Decision Making processes

Supervision structures

### **School Context and Organization Needs**

1. After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following School Context and Organization areas of improvement would be addressed:
  - **Grade Level lead teacher through their leadership with their team and setting the example of an exemplar classroom and presenting to their grade level upon returning from training will increase the need as the TOT.**
  - **Conflict resolution training will enhance teachers' relationships with one another.**
  - **Schedule of support services times will be improved to the meet the needs of all students, parents, and teachers.**
  - **Areas of Improvement will be addressed to allow a 45 min uninterrupted planning for PK teachers.**
  - **Areas of Improvement will be addressed to purchase necessary nurse supplies for the treatment/care of all students, faculty and staff.**

# Technology

## Technology Summary

**Procedures for Technology** included reviewing with SBDM the processes, technology infrastructure, budget restraints, technology support, and professional development in technology integration and the impacts they have on teaching and learning. The following sources provided valuable data for School Context and Organization in regards to the identification of needs:

Processes

Technology Infrastructure

Budget restraints

Technology support and training

Professional development in technology integration

## Technology Strengths

Kinder -5th grade classrooms have Elmos/projectors

All classrooms have 3-4 computers for student use.

All students have access to instructional individualized programs at school and home

Technology infrastructure

PD in technology integration

Campus website that gives updated information to parents and community

## Technology Needs

- Increase the number of PK teachers having ELMO/PROJECTORS
- Increase the number of laptops for certified campus personnel
- Increase Technology equipment such as projectors, elmos, computers, ipads, etc.
- Onsite Technology Training
- Increase the number of Smart Boards per grade level
- Increased accessibility to computers for ALL students
- New software needed
- Headphones for student use per computer

**The campus budget will be reviewed since there are no funds available for extra purchases. Due to the availability of funds, the campus budget will be closely be monitored to see if monies can be utilized and placed in capital outlay for the purchase of new laptops and technology equipment for each teacher. As soon as funds become available, we will look into purchasing current up to date technology equipment/computers. Onsite technology training will be provided to all staff and personnel by the district TST as needed or required by the district.**

**Areas of Improvement will be addressed by looking at budget to see if funds are available for purchase of smart boards, projectors, new software and headphones.**

**Additional technology training and up-to-date software is needed to implement TEKS based instruction**

**Resources (ink cartridges) needed to print student reports to communicate with the parents**

**Additional professional development on different software programs to be utilized by teachers/students computer labs, interactive tables, sensors/Interface technology, interactive whiteboards, document cameras, tablets, clickers, graphing calculators, hardware and software, etc.) to support technology TEKS in the classroom.**

**Resources such interactive Smart boards, USB cables, VGA cables, headphones, speakers and projector lamp bulbs needed to maintain the proper performance of our existing capital outlay.**

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Annual Measurable Achievement Objectives (AMAO) data

## Student Data: Assessments

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

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility

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

### **Student Data: Behavior and Other Indicators**

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

### **Employee Data**

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

### **Parent/Community Data**

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

### **Support Systems and Other Data**

- Organizational structure data
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

# Goals

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

**Performance Objective 1:** 90% of Vermillion students in grades 3-5 will pass the Reading, Writing, Math, & Science portions of the STAAR Test. A minimum of 40% of Vermillion students will attain Level III Advanced on all portions of the STAAR test.

**Summative Evaluation:** STAAR Results, TPRI and Tejas Lee EOY Results.






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p align="center"><b>Critical Success Factors</b> CSF 7</p> <p>1) All teachers will attend STAAR Professional Development in the core content areas to prepare for the rigors of the test and to prepare for the implementation of a comprehensive instructional program.</p> <p>HMH Curriculum-TLI Grant, ELAR/SLAR TEKS- TLI Grant, PK Guidelines: OWL &amp; CIRCLE-TLI Grant, Texas Reading Academies (K-4), RTI CCRS STAAR (3-5) TELPAS Ensenando la Lectura- PK Vocabulary development Fluency &amp; Accuracy Sequencing &amp; Pacing Writing Across the Curriculum Comprehension Strategies Effective Research Bases teaching practices Classroom Management (Review360) Pearson Realize Envision Math Science</p> <p>Population: All students Timeline: August 2016 thru May 2017</p>	1, 3, 4	Teachers, Assistant Principal, Dean, Bilingual Lead Teachers, C & I Specialists	F: Administrative Walk-throughs, Lesson Plans, Grade Books, student progress reports. S:STAAR/ TELPAS, AMAO 1, 2, & 3, PBMAS, Pre-LAS, LAS				
Funding Sources: No Funds Required							

<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>2) Teachers will utilize the district's core curriculum for ELAR, Math, Science, and Social Studies along with other supplemental resources such as Mentoring Minds, STAAR Ready, STAAR Buckledown, STAAR Master, KAMICO, Step up to the TEKS, GPS Math, Forde-Ferrier, Measuring Up, Math Warm-ups, and Region 4 STAAR Resources, Software and Dictionaries to better prepare students for the rigors of the STAAR test at the EOY.</p> <p>Population: All students, AR Timeline: August 2016 thru May 2017</p> <p>CNA Pg: 9</p>	1, 2, 9	Teachers, Administration, , Administrator for SCE	F: ERO Transcript, Teacher Observations, Lesson Plans, student progress reports, Benchmark scores S: STAAR				
<p>Funding Sources: State Bilingual - \$3225.00, Federal Bilingual - \$12225.00, State Compensatory - \$1400.00, Title I-A - \$11927.00</p>							
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>3) Support balanced literacy program with relevance to cultural/traditions validation and use of leveled readers, guided reading groups, small group instruction, and incorporating the writing workshop.</p> <p>Population: All students Timeline: August 2016 thru May 2017</p>	2	Teachers, Administration	Formative: Benchmarks Summative: STAAR/STAAR TEST, TPRI/Tejas Lee scores, NRT Assessments, TELPAS, AMAO 1, 2, & 3, PBMAS,				
<p align="center"><b>Critical Success Factors</b> CSF 2</p> <p>4) CIRCLE PM assessment will be used to assess PK students in the areas of Reading, Math, Science and Social cognitive development.</p> <p>Population: PK Students</p> <p>Timeline: BOY,MOY, EOY</p>	1	Teachers, Administration	CIRCLE PM EOY Data				
<p>Funding Sources: No Funds Required</p>							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>5) Teachers will be provided with release time for vertical teaming and curriculum alignment as well as for the selection of their assessments. They will integrate HMH, Envision, Pearson Realize in order to demonstrate exemplary performance in the classroom and across grade levels.</p> <p>Population: All students Timeline: once every 6 weeks.</p>	1, 4	Teachers, Administration	Scope and Sequence, ELARs, Sign-in sheets, agendas, Lesson Plans, STAAR, TELPAS				
<p>Funding Sources: No Funds Required</p>							



<p>6) RTI Tier Model interventions will be provided to support student success: TIER I-120 minutes ELAR core instruction, TIER II- additional 30 minutes a day in small group instruction, and TIER III- additional 30 minutes or individualized small group instruction per day in addition to TIER I and II.</p> <p>**Universal screening, SBRR interventions, documentation of interventions and progress, use of data to identify areas of need, monitor progress of struggling student, adjust instruction/interventions, review student outcome data to evaluate instruction, Review 360, Tango.</p> <p>Population: All students Timeline: September 2016- June 2017</p>	1	Teachers, RTI Specialist, RTI Coordinator, Dean	TRPI/TL, CIRCLE PM, Benchmark Results, STAAR, TELPAS, AMAOs, PBMAS				
Funding Sources: No Funds Required							
<p>7) Teachers will be trained by a specialized consultant in the areas of Math, Reading and Science in order to improve overall student achievement and maintain professional growth.</p> <p>Population: All students/All staff Timeline: Fall 2016</p> <p>CNA Pg: 10, 12</p>	1, 4, 5	Teachers, Principal, RTI Administrator, Dean	TPRI/TL, Benchmark Cluster Results, CIRCLE PM, STAAR, TELPAS, AMAOs, PBMAS				
Funding Sources: Local - \$2000.00							
<p>8) Implement an integrated challenging, standards-based inquiry-centered math curriculum in K-5 as demonstrated through Envision so that students will increase their conceptual knowledge at their appropriate grade level.</p> <p>Population: All students Timeline: August 2016- June 2017</p>	1	Teachers, Special Programs Teachers, Dean, Principal	Student Assessments, Classroom observations, Lesson Plans, Benchmark Results, PDAS, STAAR				
Funding Sources: No Funds Required							
<p>9) Campus Administration will attend a conference throughout the year to keep abreast of the latest in Educational programs.</p> <p>Population: Principal, Assistant Principal, Dean</p> <p>Timeline: 2016-2017 School year</p> <p>CNA Pg: 12</p>	4	Principal, Assistant Principal, Dean	Agendas, Sign-ins, TOT, STAAR, TELPAS, AMAOs, PBMAS				
Funding Sources: Local - \$1800.00							
<p>10) In PK-5th grades and all programs, teachers will address ELAR, Math &amp; Science vocabulary and word meaning on a daily basis.</p>	2	Classroom teachers, special program teachers, Principal, Dean	Formative: Lesson Plans, walkthroughs Summative: STAAR Test				
Funding Sources: Local - \$0.00							

<p>11) Ensure that eligible students receive Title I, Dyslexia, BIL/ESL/GT/504, Migrant, and Special Education services and/or accommodations so that they are successful in meeting academic goals.</p> <p>Population: All students</p> <p>Timeline: August 2016- June 2017</p>	1, 2, 10	Administration, General Ed, Special Ed Teachers	PEIMS Snapshot Report				
Funding Sources: No Funds Required							
<p>12) Teachers will administer benchmark assessments in ELAR, Math &amp; Science in an effort to diagnose and prescribe academic target areas for student improvement.</p> <p>Population: All students</p> <p>Timeline: August 2015- May 2016</p>	8, 9	Administration, Teachers, TLI Specialist	Formative: Benchmarks, CBA's, DBA's, progress monitoring assessments, student progress reports Summative: eschools, Tango-Trends, Eduphoria, STAAR				
Funding Sources: Local							
<p style="text-align: center;"><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b></p> <p>13) Special Education teachers will be provided with supplies needed in their classroom to improve overall student achievement.</p> <p>Population: Special Ed</p> <p>Timeline: Fall 2016</p> <p>CNA Pg: 10</p>		Administration, Special Education teachers	Formative: TPRI results, previous STAAR, TELPAS results. Summative: STAAR, TELPAS				
Funding Sources: SPED - \$400.00, SPED - \$1200.00, SPED - \$230.00, SPED - \$1000.00, SPED - \$200.00							
<p>14) All 3rd-5th grade students will research and develop a science experiment.</p> <p>Population: 3rd-5th grade Students</p> <p>Timeline: Fall 2016</p>		Teachers, Dean, Librarian, Science Lab teacher	Formative: Lesson Plans, Science Projects. Summative: Science Fair, STAAR Test				
Funding Sources: No Funds Required							
<p>15) Kinder thru 5th grade teachers will implement hands-on science through Edusmart and kit based resources with Living with Science to better prepare students for the 5th grade Science STAAR test.</p> <p>Population: Kinder - 5th grade students, AR</p> <p>Timeline: August 2016- May 2017</p> <p>CNA Pg: 9</p>	1, 9	Classroom teachers, Science specialist, Principal, Dean, Administrator for SCE	Formative: Walk-throughs, Observations, Lesson Plans, Student progress reports, benchmark scores Summative: STAAR				
Funding Sources: State Compensatory - \$1400.00							






<p>16) Teachers will be provided with ink, card stock, duplicating paper, and general instructional supplies for students to print out and access for reports and projects. In addition, composition books, chart tablets for anchor charts and the writing process pocket folders will be purchased to support a well balanced literacy program with the implementation of the Writer's Workshop.</p> <p>Population: All students Timeline: August 2016- May 2017</p> <p>CNA Pg: 14</p>	1	Classroom Teachers, Principal	Formative: Student work, Lesson Plans Summative: STAAR Test, TPRI/Tejas Lee scores, TELPAS, AMAO 1,2,3, & PBMAS				
	Funding Sources: State Bilingual - \$3390.00, Title III-A - \$1960.00, State Compensatory - \$2380.00, TLI - \$1000.00, TLI - \$6164.00, Title I-A - \$715.00, State Compensatory - \$3150.00, State Compensatory - \$2514.00						
<p>17) All 2nd-5th grade students will learn about different occupations through participation in a career day with counselors to explore their options when determining what they want to be when "they grow up."</p> <p>Populations: All students Timeline: Spring 2017</p>	2	Classroom Teachers, Counselors	Formative: Teacher Observation, Career Questions Summative: Social studies progress monitoring assessments				
	Funding Sources: Local - \$100.00						
<p>18) NUMBER SENSE, ORAL READING, READY WRITING (UIL). UIL supplies will be purchased to assist students prepare for UIL Competition.</p> <p>Population: All students Timeline: October 2016-December 2016</p>	1	Administration Teachers	Formative: student progress, sign- in sheets Summative: UIL Competition.				
	Funding Sources: Federal Bilingual - \$493.00						
<p style="text-align: center;"><b>Critical Success Factors</b> CSF 5</p> <p>19) School will provide activities to ease transition of student from home, to school, such as early registration with tours of the school, and the coordination with Head Start. Population: All students Timeline: August 2016 to May 2017.</p>	7	Administration, Teachers	Pre-registration Logs, eSchools, Head Start Roster and enrollment.				
	Funding Sources: Title I-A - \$36666.00, State Compensatory - \$15755.00, State Compensatory - \$8520.00						
<p>20) Extended Day Program will be offered for all PK-5th grade students and is designed to assist parents with quality enrichment programs for all students. Classified and Certified personnel will provide academic intervention, tutoring, homework assistance, recreation, art, music, and academic activities. Population: All students Timeline: August 22, 2016 to June 6, 2017</p>	2, 3, 9	Administration, Teachers	Formative: teacher observation, student work, lesson plans, attendance sheets Summative: CPALLS, TPRI/TL, STAAR, TELPAS, AMAOS				
	Funding Sources: Title I-A - \$36666.00, State Compensatory - \$15755.00, State Compensatory - \$8520.00						
<p>21) Extended Day program will be implemented for all PK-5th grade students. Supplies, materials, and resources will be purchased to support the quality enrichment programs that will be offered. Population: All students Timeline: August 2016 to May 2017</p>	1	Administration, Teachers	Formative: teacher observation, student work, lesson plans, attendance sheets.				
	Funding Sources: State Compensatory - \$0.00						
<p>22) Co-planning will be provided for all certified staff to align instruction from grade level to grade level. Timeline: Fall 2016 and Spring 2017</p>	1, 4	Administration, Teachers	Formative: agendas, sign ins,				
	Funding Sources: State Compensatory - \$0.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

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

**Performance Objective 2:** Improve in the overall wellness of the students, staff as well as community members by promoting awareness of healthy lifestyles.

**Summative Evaluation:** Fitness assessment results, Student Health Index (SHI), CATCH

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) To promote and ensure physical fitness, students in grade PK-5 will be provided with moderate to vigorous physical activity 3 times a week in physical education for at least 30 minutes a day or a minimum of 135 minutes a week, so that everyone will be in compliance with Senate Bill 530. Population: All students Timeline: August 2016 through June 2017</p>		Administration, PE Teachers	Formative: Classroom observations, PE student attendance, updated district policy Summative: School Health Index, Physical Fitness assessment				
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) Assess student fitness annually in grades 3-5 to improve the health and well being of all students and be in compliance with the requirements of Senate Bill 530. Population: All students Timeline: August 2016 through June 2017</p>		PE teacher, campus administrators, school nurse, CATCH team members	Formative: Updated district policy, classroom observations Summative: TEA required report for Fitness assessment results & student follow-up				
<p><b>Critical Success Factors</b> CSF 1</p> <p>3) Update CIP to include necessary improvements indicated by the School Health Index Assessment Tool in order to comply with legislative updates as they pertain to the Health and Physical education and Senate Bill 892 Population: All students Timeline: August 2016 through June 2017</p>		Dean, Campus CATCH Members	Formative: CIP Review Summative: School Health Index Documentation, CIP				






<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>4) Maintain and improve Coordinated Approach to Child Health (CATCH) Teams that implement the Coordinated School Health Program K-5 by developing goals and objectives based on fitness assessment data, academic performance, attendance rates, academic disadvantages and the use of success of any method in order to ensure students are reaching required moderate to vigorous physical activity (MVPA), and any other indicator recommended by the School Health Advisory Council (SHAC) in order to comply with Senate Bill 19 and Senate Bill 892 Population: All students Timeline: August 2016 through June 2017</p>		<p>CATCH TEAMS, MEMBERS, CHAMPIONS, SHAC</p>	<p>Implementation documentation, lesson plans, fitness assessment observation, student grades, attendance rates, SHAC Recommendations, CATCH activities, CATCH visitation reports, School Health Index</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 instrumental music, choral music, visual arts, theatre arts, and dance.**

**Performance Objective 1:** All students will participate in Art and Music and will demonstrate exemplary performance.

**Summative Evaluation:** Performance ratings

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Elementary students will compete in UIL Music Memory and Art as a means of developing aural listening skills and expose them to art history.</p> <p>Population: Elementary students Timeline: December 2016</p>		UIL Coordinator, Teachers	Lesson Plans, Performance ratings				
Funding Sources: No Funds Required - \$0.00							
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) Elementary students will participate in the Fifth Grade Honor Choir as a means to introduce them to large ensemble performance experiences.</p> <p>Population: Selected 5th grade students Timeline: April 2017</p>		Supervisor of Choral music, music teacher	lesson plans, audience/ student reaction				
Funding Sources: No Funds Required - \$0.00							
<p><b>Critical Success Factors</b> CSF 1</p> <p>3) Elementary visual arts students will participate in the BISD district art competition/exhibition to promote professional growth,.</p> <p>Population: Elementary Visual arts students Timeline: April 2017- May 2017</p>		Elementary Art teacher	lesson plans, performance ratings				
Funding Sources: No Funds Required - \$0.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>4) Fine arts teachers will attend professional development opportunities that will ensure student success.</p> <p>Population: Elementary music &amp; art teachers Timeline: August 2016- January 2017</p>		Department of Fine Arts, Fine arts teachers	needs assessments, evaluations				
Funding Sources: No Funds Required - \$0.00							

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






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

**Performance Objective 1:** Vermillion Elementary School will provide prevention and intervention strategies that will support At-risk students to build and maintain success to reach their goals and increase At-risk student achievement by 5% to meet their full educational potential with a well-balanced curriculum and increase At-risk student attendance rate by 10%.

**Summative Evaluation:** STAAR, Retention Rate, and At-Risk Student Attendance Rate

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>1) As per BISD policy, we will implement tutorials and remediation strategies in core area subjects for low-performing students in order to decrease the retention rate and improve student achievement.</p> <p>Population: At-Risk Students Timeline: September 2016- May 2017</p> <p>CNA Pg: 10</p>	2, 3, 9	Principal, Dean, Assistant Area Superintendent, Administrator for Special Programs, Administrator for SCE	<p>F: eSchool plus generated tutorial schedule, attendance report, tutorial lesson plans, tutorial teacher observations, benchmark scores, and student progress reports.</p> <p>S: STAAR, Retention rate</p>				
Funding Sources: State Compensatory, State Compensatory, State Compensatory, State Compensatory							
<p>2) Identify homeless students and ensure support services are provided to students classified as homeless are done by the following process:</p> <ol style="list-style-type: none"> <li>If students do not have a proof of address or verbally state they do not have a permanent home:</li> <li>Get referred to Homeless Youth Department, and:</li> <li>Are coded as being "Homeless" in PEIMS;</li> <li>A form is then sent form the Homeless Youth Department stating they are homeless, and:</li> <li>The form is placed in the students PRC.</li> </ol> <p>Population: Homeless Students Timeline: August 22, 2016 through June 6, 2017</p>	10	Registrar, Data Entry, Homeless Liaison, Principal	<p>F: Monthly eSchoolPlus At-Risk reports will be generated and the Homeless Youth Project will work with the At-Risk campus contact to ensure support services are provided to students classified as homeless and Student Progress Reports.</p> <p>S: STAAR, Attendance Rate, and Retention Rate</p>				
Funding Sources: No Funds Required - \$0.00							
<p><b>Critical Success Factors</b> CSF 7</p> <p>3) The Dean of Instruction will provide research-based professional development opportunities and support for all teachers to assist in closing the gap of At-Risk students.</p> <p>Population: At-Risk Timeline: August 22, 2016 through June 6, 2017 (Daily)</p>	4	Principal, Administrator for SCE	<p>F: ERO Session Evaluation Report, Walkthroughs, student progress reports, benchmark scores</p> <p>S: STAAR</p>				
Funding Sources: State Compensatory - \$59591.00							




<p>4) Supplement the Pre-K Program to provide foundational learning experiences in order to better prepare at-risk students academically.</p> <p>Population: Elementary AR and LEP students who meet the Pre-K criteria Timeline: August 22, 2016 - June 6, 2017 (Daily)</p>	3, 10	Campus Administration, Administrator for SCE, Administrator for Special Programs	F: eSchoolPLUS Master schedule, teacher lesson plans, classroom observations, benchmark scores, student progress reports, CPALLS (BOY & MOY) S: CPALLS (EOY)				
Funding Sources: State Compensatory - \$156951.00							
<p>5) A food pantry and clothes closet will be implemented to provide identified at-risk, homeless, and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate. Population: Elementary AR Students Timeline: July 1, 2016 - June 30, 2017 (As needed)</p>	10	Campus Administration, Homeless Youth Coordinator, Administrator for State Compensatory Education, Administrator for Special Programs	Formative: Pantry and Clothes Closet Inventory, Pantry and Clothes Closet Distribution Log, Progress Monitoring Assessment Scores, Student Progress Reports Summative: STAAR, Attendance Rate, Retention Rate, Dropout Rate, Graduation Rate, Completion Rate				
Funding Sources: No Funds Required - \$0.00							
<p>6) Ipads/tablets, projector/elmos, and computers will be purchased for the use of online web based programs to better serve the needs of students and to close the achievement gap between at risk and non-at risk students.</p> <p>Population: Elementary AR Students Timeline: September 2016 - June 2017 CNA: 20</p>	1, 9	Campus Administration, Administrator for State Compensatory Education	Formative: Web based program reports, TANGO reports, computer distribution log. Summative: STAAR results				
Funding Sources: State Compensatory, State Compensatory, State Compensatory, State Compensatory							
<p>7) Certified &amp; experienced substitute teacher will assist students with small group interventions based on the data to meet their needs and close the learning gap between at-risk students and non-at risk students, decrease retention rate on STAAR and improve overall student achievement.</p> <p>Population: AR Students Timeline: September 2016- April 2017 CNA: 20</p>	3, 9	Campus Administration	Formative: web based reports, TANGO reports, data analysis, Missed SEs, Summative: STAAR, Retention rate				
Funding Sources: State Compensatory							
<p style="text-align: center;">  = Accomplished          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>							

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

**Performance Objective 1:** Students will be provided a rigorous instructional program that support the regular academic curriculum to prepare students for CCRS.

**Summative Evaluation:** BOY, MOY, EOY, STAAR, TELPAS, PBMAS, AMAOs

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
1) Counselors will provide information and support for students who qualify for The Duke Talent Search, to increase the number of student participants.  Population: 5th grade students Timeline: October 2016	2	Campus Counselors	List of 5th grade students who qualify as Duke Scholars: District Summary Report				
Funding Sources: No Funds Required - \$0.00							
2) Teachers PK-5 will incorporate College and Career Readiness Standards (CCRS) into their teaching and the students learning to better prepare students for college and beyond.  Population: PK-5th grade students Timeline: August 2016-June 2017		PK-5th grade teachers	Walkthroughs, PDAS, Lesson Plans BOY, MOY, EOY Assessments, STAAR Results, TELPAS, Pre-LAS, LAS, PBMAS, AMAOs				
Funding Sources: No Funds Required - \$0.00							
							




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

**Performance Objective 2:** Raise attendance rate to 97% by increasing student awareness of career paths (CCRS) and the importance of education.

**Summative Evaluation:** Weekly review of campus attendance rates

Monitor campus Attendance Management plans as needed by campus visitations by attendance office

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Implement campus attendance goals that address procedures, roles, responsibilities and a formal written plan for Monitoring / management Included in campus Improvement Plan. Ensure that campus student attendance meets District and State rates so that students meet their full educational potential.</p> <p>Population: Campus Staff Attendance Personnel</p> <p>Timeline: 2016 Fall Semester</p>		Principal Asst. Principals PEIMS Supervisor Attendance Clerks Attendance Liaisons Attendance Office Data Entry Clerk	Weekly review of campus attendance rates Monitor campus Attendance Management plans as needed by campus visitations by attendance office				
Funding Sources: No Funds Required - \$0.00							
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) Recognize and award incentives to students with perfect attendance every six weeks and at the end of the year utilizing the KUMBA tickets. Campus recognition of students for Perfect Attendance Achievement that increase learning performance.</p> <p>Population: PK-5th grade students</p> <p>Timeline: At the end of every 6 weeks</p>	1, 2	Principal PEIMS Supervisor Data Entry Clerk Student Accounting	Campus Documentation				
Funding Sources: No Funds Required - \$0.00							
<p><b>Critical Success Factors</b> CSF 1</p> <p>3) Attendance goals will be enforced to show that attendance is key to better prepare all students for college and career readiness (CCRS).</p> <p>Population: PK-5th grade students</p> <p>Timeline: Daily</p>		Principal PEIMS Supervisor Data Entry Clerk Student Accounting	Campus documentation				
Funding Sources: No Funds Required - \$0.00							

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

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






**Performance Objective 1:** Discipline referrals (office referrals, OSS) will decrease by 25%.

**Summative Evaluation:** Attendance  
Roster, Professional  
Development  
Evaluation, PEIMS Discipline Reports

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Provide training for administrators and new teachers: (a) to effectively handle classroom discipline so that out of school suspensions and discretionary removals are used as a last resort; (b) assure students rights and due process are afforded in order to have a safe and disciplined environment conducive to student learning. Population: Administrators, New Teachers Timeline: August 22, 2016 through June 6, 2017</p>	4, 5	Principals Assistant Principals Counselors Professional Development	Agenda Sign-in sheets				
Funding Sources: No Funds Required - \$0.00							
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) Provide professional development based on level of expertise and need in the following areas: Bullying Prevention Violence/conflict resolution Recent drug use trends Resiliency/Developmental Assets Dating Violence Signs of Child Abuse Response to Intervention (RtI) Model for behavior research based interventions to allow staff to recognize and address the issue, as a preventive measure. Population: Administrators, Campus Staff and Faculty Timeline: August 22, 2016 through June 6, 2017</p>	4, 5	Administrators, Principals, Aps, Counselors, Professional Development, Behavioral Specialists RtI Specialist	Attendance Roster, Professional Development Evaluation, PEIMS Discipline Reports				
Funding Sources: 21 Century - \$0.00							

<p>3) Campuses will develop and maintain an Emergency Operations Plan.</p> <p>Plan must be multi-hazard in nature Must be reviewed and updated annually by the campus safety and security committee.</p> <p>The following drills must be practiced accordingly: Lockdown drills (3 times per year), Shelter-in-place, Reverse evacuation, Drop &amp; Cover, Evacuation. In order to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and harm to the environment.</p> <p>Population: Administrators, Campus Staff and Faculty, Guidance and Counseling, Administration, Students and Parents Timeline: August 22, 2016 through June 6, 2017</p>	10	Administrators, Principals & Assistant Principals, Faculty & Staff, Administration and BISD Police & Security	After Action Reviews, Sign-In Sheets, Evaluations, Audits				
Funding Sources: No Funds Required - \$0.00							
<p>4) Campuses must have an identification security system. All faculty must obtain and display an Identification Card while on school grounds All students must obtain and display an Identification Card while on school grounds Visitors must present an identification at Sign-In and Escorted at all times.</p> <p>Population: Administrators, Campus Staff and Faculty, Guidance and Counseling, Administration, Students and Parents Timeline: August 22, 2016 through June 6, 2017</p>	10	Administrators, Principals & Assistant Principals, Faculty & Staff, Administration and BISD Police Security	Audits, Evaluation Sheets				
Funding Sources: No Funds Required - \$0.00							

<p>5) Campus based Law Enforcement:  Security Officer(s) will be placed and assigned throughout the year at each elementary, middle and high school. In addition, a Police Officer will be stationed at each High School.  Campus Officers when possible will address current trends with Students, Parents, Campus Faculty and Staff  Gang Awareness  Bullying  Dating Violence  Internet Safety  Drug, Alcohol and Tobacco Awareness  Gun Safety  Teen Community Emergency Response Team (CERT)  Truancy  Emergency Operations Plan (EOP)-Safety Procedures  As a proactive approach to diminish the number of criminal offenses on school grounds and to prevent victimization of students and staff.</p> <p>Population: Administrators, Campus Faculty and Staff, Guidance and Counseling, Administration, Students and parents  Timeline: August 22, 2016 through June 6, 2017</p>	Administrators, Principals, Assistant Principals, Counselors, Parental Involvement, BISD Police and Security Services.	Evaluations, Sign-In Sheets, PEIMS Discipline Reports				
Funding Sources: No Funds Required - \$0.00						
<p>6) Parent/Staff Presentations will be made periodically at campuses  Gang Awareness  Conflict Resolution  Bullying  Dating Violence  Internet Safety  Drug, Alcohol and Tobacco Awareness  Gun Safety  Teen CERT  Truancy  EOP-Safety Procedures  to educate parents to be able to recognize the signs and symptoms related to certain offenses.</p> <p>Population: Administrators, Campus Faculty and Staff, Guidance and Counseling, Administration, Students and Parents.  Timeline: August 22, 2016- June 6, 2017</p>	Administrators, Principals, Assistant Principals, Counselors, Parental Involvement, BISD Police and Security Services.	Evaluations, Sign-In Sheets				
Funding Sources: No Funds Required - \$0.00						

7) Principals will ensure that campus counselors provide individual and group counseling sessions on a weekly basis in order to ensure that student needs are addressed.  Population: Elementary At-Risk Timeline: August 2016- June 2017	Principals Counselors	Student sign in sheets, Counselor logs				
	Funding Sources: No Funds Required - \$0.00					
8) Assist students with issues interfering with learning, such as but not limited to emotional distress, family problems, or alcohol problems. Intervention strategies will be created for students who meet State criteria which are addressed in the PGP's (Personal Graduation Plans) at the secondary level to increase students graduation rate.  Population: Students who are failing and highly At-Risk Timeline: August 2016- June 2017	Principals Counselors Teachers, Nurses Administrator for Guidance & Counseling Administrator for Comp. Ed. Administrator for Dyslexia At Risk Counselors SAFE Counselors	Counselor Logs 10% decrease in dropout rate				
	Funding Sources: No Funds Required - \$0.00					
9) Special Education Students will receive incentives for exhibiting good behavior in and outside the classroom.  Population: Elementary Special Education BI Timeline: November 2016- June 2017	Principal Assistant Principal Special Education Teachers	Student Behavior Logs/ Point Sheets				
	Funding Sources: SPED - \$800.00					
10) Custodial Supplies will be purchased to in order to maintain an orderly, safe and hygienic school to prevent hazards and the spread of disease. Population: All students and Staff Timeline: September 2016 - June 2017  CNA Pg: 11	Principal Assistant Principal Head Custodian	Daily checklist of cleanliness				
	Funding Sources: Local - \$5204.00, Title I-A - \$0.00					
11) Counselors will be provided with resource materials/books (biblio therapy) on topics such as bullying, decision making, character education, self-esteem, interpersonal relationships that will be used individually and for classroom presentations in order to ensure that Students needs are addressed/valued.  Population: Counselors, All students Timeline: August 2016- June 2017	Principal Assistant Principal Counselors	Counselor Report on a monthly basis. Counselor Log Lesson Plans				
	Funding Sources: Title I-A - \$0.00					
 = 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:** There will be a 5% increase of Parents and Community members actively involved on all campus improvement/planning committees and be informed of school activities, meetings, and student performance.

**Summative Evaluation:** Composite of End of Year survey; Title I Parental Involvement Compliance Checklist, STAAR Results, Attendance rate, Discipline Referrals

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>1) The Vermillion Elem. Parental Involvement Parent Liaison will: Continue to collaborate with the Parent Trainer for the purpose of educating parents to better assist their children through the educational process and to increase student achievement</p> <p>Population: Parents Timeline: August 2016- June 2017</p>		<p>Parent Liaison Parent Trainer Principal</p>	<p>Formative: District and Campus Benchmark Scores, Parent Trainer Observations, Student Progress Reports Summative: EOY Student Passing Rates,EOY, Assessment Scores, Parent participation, Title I Parental Involvement Compliance Checklist, STAAR Results, Attendance rate, Discipline Referrals</p>				
Funding Sources: No Funds Required - \$0.00							
<p>2) 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>Population: Parents Timeline: September 2016- December 2017 CNA Pg: 16</p>	4, 6	<p>Principal Parent Liaison</p>	<p>Formative: Campus Parental Involvement Policy  Summative: Composite of End of Year survey; Title I Parental Involvement Compliance Checklist, STAAR Results, Attendance rate, Discipline Referrals</p>				
Funding Sources: Title I-A							
<p>3) Disseminate School-Parent-Student Compacts indicating each group responsibilities to ensure student achievement.</p> <p>Population: Parents, students, school Timeline: September 2016- December 2017 CNA Pg: 16</p>	4, 6	<p>Principal Parent Liaison</p>	<p>Formative: Agendas Sign-In Sheets Minutes  Summative: Composite End of Year Survey; Title I Parental Involvement Compliance Checklist, STAAR Results, Attendance rate, Discipline Referrals</p>				
Funding Sources: Title I-A - \$0.00							

<p>4) Conduct an Annual Title I Meeting to inform parents of services provided through Title I funds.</p> <p>Population: Parents Timeline: Fall 2015 CNA Pg: 16</p>	4, 6	Principal, Parent Liaisons	<p>Formative: Survey Results</p> <p>Summative: Composite of survey results; Title I-A Parental Involvement Compliance checklist. Title I Parental Involvement Compliance Checklist, STAAR Results, Attendance rate, Discipline Referrals</p>				
Funding Sources: Title I-A - \$0.00							
<p>5) Conduct annual Title I Parent Survey to evaluate the effectiveness of Campus Parental Involvement efforts.</p> <p>Population: Parents Timeline: March 1, 2017- April 30, 2017 CNA Pg: 16</p>	4, 6	Principals Parent Liaisons	<p>Formative: Calendar, agendas, sign-in sheets, minutes, fliers, PI policy, Compact, parent representative list</p> <p>Summative: Composite of meeting minutes; Parental Involvement Compliance checklist. Title I Parental Involvement Compliance Checklist, STAAR Results, Attendance rate, Discipline Referrals</p>				
Funding Sources: Title I-A - \$0.00							
<p>6) 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 Campus Improvement Plan School Report Card</p> <p>CNA Pg: 16</p>	4, 6	Campus Administrators Parent Liaison	<p>Formative: Agendas, sign-in sheets, fliers, brochures, handouts, session evaluations.</p> <p>Summative: Parent Participation, Title I Parental Involvement Compliance Checklist, STAAR Results, Attendance rate, Discipline Referrals</p>				
Funding Sources: Title I-A - \$0.00							
<p>7) Host a Parent Orientation Day to inform parents and community members of daily standard operation procedures and District Policy. Student Code of Conduct Student-Parent-School Compact Parental Involvement Policy Emergency Operation Procedures Volunteer Guidelines and Opportunities</p> <p>Population: All students Timeline: Spring 2017</p>	4, 6	Principal Parent Liaison	<p>Formative: Agendas, Sign-In sheets MOUs</p> <p>Summative: Increased Partnerships, Title I Parental Involvement Compliance Checklist, STAAR Results, Attendance rate, Discipline Referrals</p>				
Funding Sources: Local - \$0.00							
<p>8) Educate campus administrators and teachers during faculty and grade level meetings as to the academic and non-academic benefits of a strong parent-school partnership.</p>	4, 6	Teachers Administration	<p>Formative :Emails, newsletters</p> <p>Summative: Composite of EOY survey, Title I Parental Involvement Compliance Checklist, STAAR Results, Attendance rate, Discipline Referrals</p>				
Funding Sources: No Funds Required							
<p>9) Areas of Improvement will be addressed through more structured activities for parents and teachers by increasing the communication between parents, teachers, and students</p>	6	Principal Parent Liaison	<p>Formative :Emails, newsletters</p> <p>Summative: Staff Composite of EOY survey.</p>				
Funding Sources: No Funds Required							

<p>10) Provide ample Parent Education opportunities through parent conferences and parent training sessions at each campus Parent Center to disseminate information, services and/or referrals to agencies that address the needs in the following areas:          Early Childhood Reading Strategies          Effective teaching strategies          Health Education-Families in Training          Special Populations (Bilingual, Dyslexia, G.T., Migrant, Special Education)          Librarian Presentation &amp; Awareness          Building Capacity:</p>	6, 7, 10	Program Administrators Curriculum and Instruction Specialists Campus Instructional Tech. Teacher Parent Liaisons 21st Century Site Coordinator/Liaisons	Formative: Parent Conference Fliers Sign-In Sheets Conference Agendas Meeting Agendas Conference Evaluations  Summative: STAAR, EOC results Composite of evaluation results, Title I Parental Involvement Compliance Checklist, STAAR Results, Attendance rate, Discipline Referrals				
Funding Sources: Title I-A - \$0.00							
<p>11) Parent liaison will be provided with funds to carry out visits to parents home soliciting their support for their children and the school in order to improve student academic success           Population: All students          Timeline: August 2016 through June 2017           CNA Pg: 16</p>	4, 6	Principal Parent Liaison	Formative: Sign-in sheets, mileage log, home visit requests.  Summative: Increased teacher and student community involvement; contact log, Title I Parental Involvement Compliance Checklist, STAAR Results, Attendance rate, Discipline Referrals				
Funding Sources: Title I-A - \$200.00							
<p>12) Parent Liaison will be purchase supplies for the parents to utilize in the schools parent center.          Population: All students          Timeline: August 2016 through May 2017           CNA Pg: 16</p>	4, 6	Parent Liaison Principal	Formative: Sign-in sheets, inventory supply list Summative: Purchase orders				
Funding Sources: Title I-A - \$300.00							
<p>13) Parent Liaison will be purchase Light refreshments for parents when conducting parent meetings           Population: all students          Timeline: once a week on Wednesdays           CNA Pg: 16</p>	4, 6	Parent Liaison Principal	Formative: Sign-in sheets, agendas  Summative: Purchase orders				
Funding Sources: Title I-A - \$500.00							

<p>14) Various activities such as HebRead3, ESL Classes, Girl Scouts, weekly parent meetings, bi-weekly parent newsletters, academic dissemination, Pre-K parent-student activities in class, Istation parent portals, Think Through Math parent-student-teacher collaboration assist in promoting a positive relationship amongst parents and the school. Timeline: Ongoing throughout the 2016-2017 school year Population: Parents, students</p>	2, 4, 6	Parent Liaison Principal	Sign-in sheets, increased teacher-student-parent involvement, STAAR Scores, TELPAS, TPRI/TL, CPALLS				
Funding Sources: No Funds Required							
<p>15) Vermillion Elementary will participate in National School Lunch Week and parents will be invited to have lunch with their child during the school day in the school's cafeteria. Population: all students Timeline: Fall 2016</p>	4, 6	Principal FNS Cafeteria Manager FNS Cafeteria Clerk	Increased parent-school-student involvement				
Funding Sources: No Funds Required							
							

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

**Performance Objective 1:** Migrant students at Vermillion will receive smaller group instruction as well as other resources to keep them up to par with their academic school year. 90% of Migrant students will be passing the school year and the STAAR tests.

**Summative Evaluation:** NGS  
Campus Reports

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 4</p> <p>1) PFS migrant students will receive supplemental support services (tutorials) before other migrant students to ensure that the requirements delineated by NCLB Section 1304(d) are addressed.</p> <p>Population: PFS Migrant Students Timeline: September 2016- April 2017</p> <p>CNA Pg: 10</p>	2	Campus Administrators Campus Clerks	<p>Formative: NGS Campus Reports</p> <p>Summative: Completed PFS Monitoring Tool</p>				
Funding Sources: No Funds Required							
<p>2) All migrant students will receive grade appropriate school supplies on an as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus facilitating them the same opportunity to meeting the academic challenges of all students. PFS students will receive supplemental support services before other migrant students.</p> <p>Population: PFS and Migrant Students Timeline: August 2016- June 2017</p> <p>CNA Pg: 10</p>	1	Campus Administrators	<p>Formative: NGS Campus Reports</p> <p>Summative: Completed Request for Supplemental Support Form w/ students NGS Number and Parents / Students signature</p>				
Funding Sources: Title I-C (Migrant)							

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>3) In order to secure the data needed to accommodate placement into appropriate supplemental instructional opportunities for Pre-K through 5th grade grade migrant students pre-test and post-test results will be used by teachers and administrators to determine the migrant students performing below grade level.</p> <p>Population: Migrant Students Timeline: September 2016 through May 2017</p> <p>CNA PG: 16</p>	9	Campus Principals Elementary Teacher	<p>Formative: Pre-Assessment Results Campus Composites</p> <p>Summative: CPALLS , TPRI, Tejas LEE, Aprenda, SAT-10 Post Assessments</p>				
Funding Sources: Title I-C (Migrant) - \$0.00							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>4) Elementary migrant students will have an equal opportunity to attend the school districts summer school programs to ensure promotion if needed: or, to participate in the enrichment migrant summer program.</p> <p>Population: Migrant Students Timeline: Summer 2017</p>	9	Campus Principals Homeroom Teachers MSC	<p>Formative: Eligibility Lists And Attendance Sheets</p> <p>Summative: Participants Surveys Teacher Surveys End-of- Summer School Programs Documentation</p>				
<p>5) Migrant students 3rd through 5th STAAR results will be reviewed to secure accurate placement into the current State Assessment remediation opportunities during regular school year and summer school.</p> <p>Population: Migrant Students Timeline: BOY</p>	9	Campus Principals Counselors Core Subject Teachers	<p>Formative: STAARS Remediation Enrollment Lists NGS STAARS Report Benchmark Results</p>				
<p>6) PFS students will be provided with supplemental supplies, clothing, and hygiene products as needed to assist with their basic needs.</p> <p>Population: Migrant Students Timeline: September 2016 through May 2017</p> <p>CNA Pg: 7</p>	1	Principal MSC	<p>Formative: Student Information; survey</p> <p>Summative: Distribution Log, Attendance Log</p>				
Funding Sources: Title I-C (Migrant) - \$0.00							

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>7) Parents of migrant PK, Kinder, 1st and 2nd grade students will be provided with awareness sessions in order to illustrate how to academically support their children more effectively.</p> <p>Population: Migrant Students Timeline: September 2016 through May 2017</p>	1	Migrant Funded: Parent Liasion Recruiters DMC MSC Principal Teachers	Academic success for all PK-2nd grade students EOY Promotion Rate				
Funding Sources: No Funds Required							
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>8) 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: Migrant Students Timeline: Spring 2017</p>	1	Campus Administration Migrant Funded: Migrant Teachers	Increase on time graduation				
<p>9) The academic progress of 1st grade students will be monitored to ensure success grade level completion and ultimately secure promotion to 2nd grade. NOTE: At sites being served by a migrant teacher, teacher will provide additional monitoring support and ensure participation into supplemental opportunities. Population: 1st grade migrant students Timeline: August 22, 2016 - June 6, 2017</p>	1	Sp. Programs Administrator Campus Principals Teachers Migrant Funded: Teacher DM Counselor MSC	No 1st grade Retained				
Funding Sources: Title I-C (Migrant) - \$0.00							
<p>10) In order to increase awareness of migrant student needs, BISD campus faculty and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students. Population: Campus Administration, Faculty and Staff Timeline: September 1, 2016 - May 31, 2017</p>	1	Sp. Programs Administrator Migrant Funded: Teachers Campus Clerks DMC MSC	Timely placement into interventions				
Funding Sources: Title I-C (Migrant) - \$0.00							
<p>11) Extended Day tutorial session may be held for migrant students at elementary campuses where there is a documented need for supplemental academic support in the core subjects in order to ensure that migrant students have the same opportunity to meet academic challenges as non-migrant students. NOTE: At sites being served by a migrant teacher, teacher will provide and ensure participation into supplemental opportunities. Population: Migrant and PFS students Timeline: October 2016- May 2017</p>	1	Campus Admin Classroom Teacher Migrant Funded: Teacher Tutorial Teacher MSC	Increase promotion rates & test performance				
Funding Sources: Title I-C (Migrant)							
<p>12) Learning Academy targeting the core areas of Reading, Writing, Math, Social Studies and Science will be held for all PFS students in order to sharpen their skills and prepare them academically for the STAARS assessment. Population: Elementary, MS and HS PFS Migrant Students Timeline: March 21, 2017</p>	1	MSC Migrant Counselor Migrant Clerks Migrant Teachers	Increased STAARS Scores for PFS students				
Funding Sources: No Funds Required - \$0.00							


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



**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:** Vermillion Elementary will integrate technology where all possible to address all key areas of the STAR Chart.

**Summative Evaluation:** Review of STAR chart at the end of the year.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
1) Parents will have access to the eSchool Home Access Center to check on students academic progress.  Population: All parents Timeline: August 2015 through May 2016	6	Teachers Administration Parent Liaison	F: Application requests S: Parental access, parent conferences				
Funding Sources: No Funds Required							
2) Classroom computer stations and campus Computer Labs will be available for students in PK-5th grade to use as a tool for developing skills in the content areas through instructional software and other internet resource sites.	9	Principal, Teachers, TST, Lab managers	F: Computer Lab Reports, usage S: STAAR, TELPAS, PBMAS				
Funding Sources: No Funds Required							
							

## State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	13	Special Education teachers will be provided with supplies needed in their classroom to improve overall student achievement. Population: Special Ed Timeline: Fall 2016 CNA Pg: 10

## Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	13	Special Education teachers will be provided with supplies needed in their classroom to improve overall student achievement. Population: Special Ed Timeline: Fall 2016 CNA Pg: 10

# State Compensatory

## Budget for Vermillion Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
162-11-6118-00-126-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	\$32,100.00
162-11-6118-00-126-Y-30-SSI-Y	6118 Extra Duty Stipend - Locally Defined	\$15,964.00
162-11-6119-00-126-Y-34-PKK-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$161,895.00
162-13-6119-31-126-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$59,591.00
<b>6100 Subtotal:</b>		<b>\$269,550.00</b>
<b>6200 Professional and Contracted Services</b>		
162-11-6249-00-126-Y-30-LWS-Y	6249 Contracted Maintenance & Repair	\$2,800.00
<b>6200 Subtotal:</b>		<b>\$2,800.00</b>
<b>6300 Supplies and Services</b>		
162-11-6325-00-126-Y-30-000-Y	6325 Library Books - Locally Defined	\$500.00
162-11-6395-62-126-Y-30-000-Y	6395 Supplies, DP Operations - Locally Defined	\$3,000.00
161-11-6396-00-126-Y-30-000-Y	6396 Supplies and Materials - Locally Defined	\$2,380.00
162-11-6399-00-126-Y-30-000-Y	6399 General Supplies	\$15,000.00
<b>6300 Subtotal:</b>		<b>\$20,880.00</b>
<b>6600 Capital Outlay Accounts</b>		
162-11-6649-62-126-Y-30-000-Y	6649 Capital Assets - Locally Defined	\$18,384.00
<b>6600 Subtotal:</b>		<b>\$18,384.00</b>

**Personnel for Vermillion Elementary:**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cynthia Saldana	Dean of Instruction	STATE COMPENSATORY	1
Ludivina Lerma	Pre-Kinder Teacher	STATE COMPENSATORY	0.50
Marianela Watson	Pre-Kinder Teacher	STATE COMPENSATORY	0.50
Martha Quezada	Pre-Kinder Teacher	STATE COMPENSATORY	0.50
Nora Quezada	Pre-Kinder Teacher	STATE COMPENSATORY	0.50

# Title I

## Schoolwide Program Plan

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

Vermillion 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 (pg. 20-29) (I) 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 I, the committee decided to concentrate on improving the passing rate of all students and student groups including, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on state assessments. The goal is to have 50 percent of all students and all student groups passing all parts of state mandated assessments for the 2014-2015 and to increase the Advanced Level III in all content areas. G1/S1-18

### 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 that (1) strengthen the core academic program; (2) increase the amount and quality of learning time, including the funding of an after-school tutorial/ summer school/ enrichment program, for students who are At-Risk and in need of continuity in their instructional program to be successful in the succeeding school year; (3) include strategies for meeting the educational needs of historically underserved populations; (4) include strategies to address the needs of all children in school, particularly the needs of low-achieving students, At-Risk, or not meeting the State student academic achievement standards; (5) address how the school will determine if such needs have been met; and (6) are consistent with and are designed to implement the State and local improvements plans. G1S2, G1S7, G3S1, G3S3

### 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.

#### **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. All teachers and paraprofessionals will meet state and federal guidelines for certification. All teachers will receive professional development based on identified needs for the campus or individual. Professional development activities will include: subject/grade level training; behavior management; technology integration; disaggregation of test scores; harassment/ bullying prevention; emergency procedures; CPI; BIL/ESL; and instructional strategies for special populations with use of state adopted textbooks/materials and resources. G1S7, G1S9

#### **5: Strategies to attract highly qualified teachers**

Strategies to attract high-quality teachers to high needs schools will include our school's participation in the District sponsored annual Teacher Fair, selection of teachers from the District's and Region I's efforts to recruit teachers from out of valley and state, opportunities for supplemental duty pay such as Tutorials, UIL, Ballroom, paying stipends for attainment of a Master's Degree, and paying stipends for Special Ed, Lead Teachers, TST's, and Bilingual. G3S1

#### **6: Strategies to increase parental involvement**

Title I, Part A Funds will be used to partially finance *strategies to increase parental involvement* at the school including the parent workroom and to purchase special materials used in the parent volunteer program. Parent education will be provided to parents by the campus parent liaison as well as the District's 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. G7S1-15

#### **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 Vermillion Road Elementary will be held annually in the spring and for 5<sup>th</sup> grade students and their parents to assist with the transition into middle school. G1

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

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

**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 such as Tutorials, and pull outs with Support Staff during the instructional day. 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. Pull out assistance programs will be implemented throughout the year. G3S1

**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 199, 162, 163, 166, 211, 212, 255, 263 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 (PFS) students' program of instruction will consist of core instruction in the general education classroom. They will be provided with tier 2 interventions and migrant services that will be based on service priority. The migrant PFS Students will receive additional supplemental instruction and/or services. Extended day educational opportunities (Tutorials) will also be provided for migrant students to increase their probability of academic success. The district will also provide Migrant Summer School Program called Project Smart for migrant students K-5<sup>th</sup> . G8S1-10

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. Campus strategies for the Bilingual program are that all LEP students will be provided with an intensive program to develop proficiency in the comprehension, listening, speaking, reading, and writing of the English language. ***Teachers will incorporate the ELPS instruction in all content areas as per TEA. The campus will use state-adopted instructional materials in the bilingual education program. In 3<sup>rd</sup> grade, because of failure to meet AMAO 1 Progress, parents will be notified in writing. Intensive interventions will be provided for these students due to failure of meeting progress .***

The campus will also continue to provide the state mandated State Compensatory Education Program through campus as well as District funded initiatives. We have the 3 tier approach. At-risk interventions at our campus include counselors meeting with students in order to fully develop their academic, career, personal and social abilities, tutorials are provided when they are not meeting content performance expectations; supplemental resources such as Software, Mentoring Minds, STAAR Ready, STAAR Buckledown, STAAR Master, Kamico, and Step up to TEKS; at risk students with four to nine unexcused



absences are visited by the school attendance liaisons, they are also called on a daily basis when they are absent to find out the reason why; and the Homeless youth project provides academic, medical, legal, and financial support if they are identified as homeless in order to maximize instruction . G1S2, G3S2

***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. Special Education students at Vermillion Elementary are provided with Behavior Intervention (BI) support through self-contained units as well as mainstream support. Other support services that are offered are Resource and Inclusion. In addition to the above, all special education students are provided after school and Saturday tutorials. G5S9

## Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alma Gloria Culver	Title 1-A Pre-Kinder Aide	TITLE I-A	1
Diana Jenks	Library Aide	TITLE I-A	1
EsmeraldaDeven	Nurse	TITLE I-A	1
Josefa De La Huerta	Federal Programs Aide	TITLE I-A	1
Judith O Araiza	Title 1-A Pre-Kinder Aide	TITLE I-A	1
Maria Virginia Castillo	Federal Program Aide	TITLE I-A	1
Maribel Romo	Parent Liaison	TITLE I-A	1
Minerva Rubalcava	Federal Programs Aide	TITLE I-A	1
Ninfa H. Barrientos	Dylexia Aide	TITLE I-A	1
Rosa Velez	Title 1-A Pre-Kinder Aide	TITLE I-A	1
Rosemarie Hinojosa	Title I-A SRI PK Teacher	TITLE I-A	1
Venancia Alegria	Title 1-A Pre-Kinder Aide	TITLE I-A	1

# Campus Funding Summary

<b>Local</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	7		199-13-6411-00-126-Y-99-000-Y	\$2,000.00
1	1	9		199-23-6411-23-126-Y-99-000-Y	\$1,800.00
1	1	10	teacher materials, manipulatives, flash cards, vocabulary cards		\$0.00
1	1	12			\$0.00
1	1	17		199-11-63-99-00-126-Y-11-000-Y	\$100.00
5	1	10	Custodial Supplies	199-51-6315-00-126-Y-99-000-Y	\$5,204.00
6	1	7			\$0.00
<b>Sub-Total</b>					<b>\$9,104.00</b>
<b>Title I-A</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	2	Supplemental Resource Books	211-11-6399-00-126-Y-30-0F2-Y	\$11,927.00
1	1	16		211-11-6399-00-126-Y-30-0F2	\$715.00
1	1	20	Extra Duty Pay	211-11-6121-11-126-Y-24-ASP-Y	\$36,666.00
5	1	10	Custodial Supplies		\$0.00
5	1	11			\$0.00
6	1	2	Title I funds		\$0.00
6	1	3	Title I funds		\$0.00
6	1	4	Title I Part A		\$0.00
6	1	5	Title I funds, Handouts, Brochures, Fliers		\$0.00
6	1	6			\$0.00
6	1	10			\$0.00
6	1	11		211-61-6411-00-126-Y-30-0F2-Y	\$200.00
6	1	12		211-61-6399-00-126-Y-30-0F2-Y	\$300.00
6	1	13		211-61-6499-53-126-Y-30-0F2-Y	\$500.00

					<b>Sub-Total</b>	\$50,308.00
<b>Title III-A</b>						
Goal	Objective	Strategy	Resources Needed	Account Code		Amount
1	1	16		263-11-6396-00-126-Y25-000-Y		\$1,960.00
					<b>Sub-Total</b>	\$1,960.00
<b>State Compensatory</b>						
Goal	Objective	Strategy	Resources Needed	Account Code		Amount
1	1	2	Software	162-11-6249-00-126-Y-30-LWS-Y		\$1,400.00
1	1	15	Living with Science Software	162-11-6299-62-126-Y-30-LWS-Y		\$1,400.00
1	1	16		161-11-6396-00-126-Y-30-000-Y		\$2,380.00
1	1	16	Copy Paper	162-11-6396-00-126-Y30-000-Y		\$3,150.00
1	1	16	Supplies	162-11-6399-00-126-y30-000-y		\$2,514.00
1	1	20	Extra Duty Pay	162-11-6118-00-126-Y-30-ASP-Y		\$15,755.00
1	1	20	Extra Duty Pay	162-11-6118-00-126-Y-30-000-Y		\$8,520.00
1	1	21	Supplies, Materials, Resources	162-11-6399-00-126-Y30-ASP-Y		\$0.00
3	1	1	Extra Duty Pay	162-11-6118-00-126-Y-30-121-Y		\$0.00
3	1	1	Extra Duty Pay	162-11-6118-00-126-Y-30-SSI-Y		\$0.00
3	1	1	Extra Duty Pay	162-11-6118-00-126-Y-30-ASP-Y		\$0.00
3	1	1	Extra Duty Pay	162-11-6118-00-126-Y-30-000-Y		\$0.00
3	1	3	1 FTE	162-13-6119-31-126-Y-30-000-Y		\$59,591.00
3	1	4	2.5 FTEs	162-11-6119-00-126-Y-34-PKK-Y		\$156,951.00
3	1	6	ipads/tablets	162-11-6649-62-126-Y-30-121-Y		\$0.00
3	1	6	projectors elmo combos	162-11-6399-00-126-Y-30-121-Y		\$0.00
3	1	6	computers	162-11-6649-62-126-Y30-000-Y		\$0.00
3	1	6	elmos and projectors	162-11-6398-62-126-Y-30-000-Y		\$0.00
3	1	7		162-11-6112-00-126-Y-30-000-Y		\$0.00
					<b>Sub-Total</b>	\$251,661.00
<b>State Bilingual</b>						

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Supplemental Resource Books	163-11-6399-00-126-y-25-000-y	\$3,225.00
1	1	16		163-11-6399-00-126-Y-25-000-Y	\$3,390.00
<b>Sub-Total</b>					\$6,615.00
<b>TLI</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	16		289-11-6399-00-126-Y-24-TL2-4	\$1,000.00
1	1	16		289-12-6329-00-126-Y24-TL2-4	\$6,164.00
<b>Sub-Total</b>					\$7,164.00
<b>Federal Bilingual</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Supplemental Resource Books	263-00-6399-00-126-y-25-000-y	\$12,225.00
1	1	18		263-11-6399-00-126-Y25-000-Y	\$493.00
<b>Sub-Total</b>					\$12,718.00
<b>Title I-C (Migrant)</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	2	NGS Currently Enrolled Report	212-11-6399-00-126-Y-24-0F2-Y	\$0.00
7	1	3	CPALLS, TPRI, TEJAS LEE, APRENDA, SAT-10 Results		\$0.00
7	1	6			\$0.00
7	1	9			\$0.00
7	1	10			\$0.00
7	1	11			\$0.00
<b>Sub-Total</b>					\$0.00
<b>SPED</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	13	BI	166-11-6399-00-126-Y-23-0P2-Y	\$400.00
1	1	13	Reading Materials	166-11-6329-00-126-Y-23-004-Y	\$1,200.00
1	1	13	Incentives	166-11-6498-00-126-Y-23-0P2-Y	\$230.00

1	1	13	PPCD- GLOVES/VELCRO	166-00-6399-00-126-Y-30-OBO-Y	\$1,000.00
1	1	13	INK	166-11-6399-62-126-Y-23-000-Y	\$200.00
5	1	9	Special Education Funds	166-11-6498-00-126-Y-23-0P2-Y	\$800.00
<b>Sub-Total</b>					<b>\$3,830.00</b>
<b>21 Century</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
5	1	2	Region One, Texas School Safety Center, Professional Development, Guidance and Counseling, Community Professionals		\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
<b>No Funds Required</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
1	1	6	RTI research based interventions, TLI Specialist, Teacher Reading Academies		\$0.00
1	1	8	Envision Math- Pearson Realize		\$0.00
1	1	11			\$0.00
1	1	14			\$0.00
2	1	1	UIL Materials		\$0.00
2	1	2	Clinician practices		\$0.00
2	1	3			\$0.00
2	1	4			\$0.00
3	1	2	Homeless Documentation		\$0.00
3	1	5			\$0.00
4	1	1	Duke Talent Registration		\$0.00
4	1	2			\$0.00
4	2	1	Attendance Management System developed by attendance office.		\$0.00

4	2	2	Computer Services, Principal, Adopt a School Partners		\$0.00
4	2	3	Newsletters, marquee, PEIMS		\$0.00
5	1	1	Local Funding Printing, Webinars		\$0.00
5	1	3	Principals, Assistant Principals, Safety Coordinators, Faculty and Staff, Campus Counselors, Safety and BISD Police		\$0.00
5	1	4	Principals, Assistant Principals, Faculty and Staff, Campus Counselors, Safety and BISD Police		\$0.00
5	1	5	Administrators, Principals, Assistant Principals, BISD Police and Security Services		\$0.00
5	1	6	Guidance and Counseling Department, BISD Police		\$0.00
5	1	7			\$0.00
5	1	8	Survey Response to Intervention (RTI)		\$0.00
6	1	1	no funds needed		\$0.00
6	1	8			\$0.00
6	1	9			\$0.00
6	1	14			\$0.00
6	1	15			\$0.00
7	1	1	NGS PFS Report		\$0.00
7	1	7			\$0.00
7	1	12			\$0.00
8	1	1			\$0.00
8	1	2			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Grand Total</b>					\$343,360.00