

Brownsville Independent School District
Victoria Heights Elementary
2016-2017 Campus Improvement Plan



Mission Statement

Victoria Heights recognizes the great importance of parental support, professional development for our staff, and an aligned instructional program that will give our students a fair chance at attending the University of their choice. We also strongly believe that it is our role to provide each student with the tools necessary to succeed.

Vision

VICTORIA HEIGHTS ELEMENTARY WILL GAIN COMMUNITY SUPPORT AND WILL BE ONE OF THE TOP SCHOOLS IN THE DISTRICT.

The school will focus on the following:

High expectation for all – no excuses.

One hundred percent commitment and participation from teachers, staff, students, and parents in the plan to achieve instructional excellence.

A good climate that is conducive to learning and where all staff members feel that their work and commitment is valued and appreciated.

Staff development that will enhance the implementation of aligned strategies in the different subject areas and throughout grade levels in order to help them achieve the expected level of instruction.

Parental involvement programs including ESL classes.

State of the art technology.

A campus beautification plan to motivate our students, by giving them a feeling of pride and a desire to be the best.

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Comprehensive Needs Assessment

Needs Assessment Overview

On May 2015, our SBDM committee met and reviewed the data from our parent, student, and teacher CNA surveys. Based on feedback and recommendations made by our campus stakeholders, we will be implementing the strategies outlined on our Campus Improvement Plan during the 2015-2016 school year.

Demographics

Demographics Summary

Victoria Heights is home to 434 students. As reported on the 2013-2014 TAPR the campus employed 25.8 teachers, 4.9 professional support staff, 2.5 campus administrators, and 7.8 educational aides for a total staff count of 41. The turnover rate is 11.9%. The student population includes; Hispanic 99.8%, White 0.2%, Economically Disadvantage 99.8%, Limited English Proficient (LEP) 60.08%, At-Risk 80.05%, Migrant 8%, Gifted and Talented 4.1%, Special Education 4.6%. The attendance rate is 97.5% for all students and 97.7% for at-risk students. The retention rate is 5.07% for all and at-risk students.

Demographics Strengths

- Highly Qualified Staff
- Availability State Compensatory Funds for At-Risk Students
- Motivated Students
- Community Support

Demographics Needs

- Increase Attendance Percentage (4.1.1, 4.1.2)
- Increase LEP, At-Risk, SPED, Migrant and Economically disadvantage assessment scores (1.1.2, 1.1.3, , 3.1.1)
- Increase our Reading STAAR Scores (1.1.2, 1.1.3, , 3.1.1)
- Provide migrant students with appropriate school supplies on an as needed basis (8.1.1, 8.1.2)

Student Achievement

Student Achievement Summary

Primary Grade Level

Grade Levels: K-2

Non-Special Education Rates of Retention Rates of Retention: Kinder (8.2%), Grade 1 (6.8%), Grade 2 (8.6%). Reported grade levels are slightly higher than district percentages with the exception of 2nd which has a 3.9 difference.

Special Education Rates of Retention: Kinder (0%), Grade 1 (20.0%), and Grade 2 (0%). Reported grade levels are slightly lower than district percentages with the exception of Second Grade which has a 2.5 difference from the district.

STAAR Summary of 3rd -5th Grades Tested

A student group that performed less than or equal to the state average in a given STAAR tested content area is identified as a priority.

Reading- 3rd grade All students (51%), At-Risk(24%), Economically Disadvantaged (51%), Hispanic (51%), Female (45%), Male (54%), Gifted and Talented (67%), LEP(49%), Migrant(33%), Special Education (0%)

Math-3rd grade All students (57%), At-Risk(37%), Economically Disadvantaged (56%), Hispanic (57%), Female (55%), Male (58%), Gifted and Talented (67%), LEP(50%), Migrant(0%), Special Education (0%)

Reading-4th All students (78%), At-Risk(61%), Economically Disadvantaged (78%), Hispanic (57%), Female (81%), Male (74%), Gifted and Talented (100%), LEP(47%), Migrant(*), Special Education (20%)

Writing-4th All students (77%), At-Risk(74%), Economically Disadvantaged (77%), Hispanic (77%), Female (91%), Male (62%), Gifted and Talented (100%), LEP(56%), Migrant(*), Special Education (57%)

Math-4th All students (78%), At-Risk(68%), Economically Disadvantaged (72%), Hispanic (78%), Female (78%), Male (78%), Gifted and Talented (100%), LEP(67%), Migrant(*), Special Education (50%)

Reading-5th All students (67%), At-Risk(49%), Economically Disadvantaged (67%), Hispanic (67%), Female (72%), Male (63%), Gifted and Talented (100%), LEP(27%), Migrant(67%), Special Education (20%)

Math-5th All students (84%), At-Risk(61%), Economically Disadvantaged (84%), Hispanic (84%), Female (80%), Male (84%), Gifted and Talented (100%), LEP(80%), Migrant(*), Special Education (60%)

Science-5th All students (80%), At-Risk(71%), Economically Disadvantaged (80%), Hispanic (80%), Female (80%), Male (80%), Gifted and Talented (100%), LEP(60%), Migrant(*), Special Education (80%)

The trends identified when all students' performance was compared with all student groups indicate that we need to implement RTI strategies with At-Risk, LEP, Migrant, and Special Education students to close the gap in student performance.

Student Achievement Strengths

- Highly Qualified Staff
- Availability State Compensatory Funds for At-Risk Students
- Motivated Students
- Community Support

Student Achievement Needs

- Increase fluency and vocabulary for all grade levels (1.1.2, 1.1.3)
- Increase LEP, At-Risk, SPED, Migrant, and Economically disadvantaged assessment scores(1.1.2,1.1.3,3.1.1)
- Increase our Reading STAAR Scores(1.1.2,1.1.3,3.1.1)
- Provide teachers with supplemental instructional materials (1.1.1, 1.1.2, 3.1.1)
- Provide teachers with general supplies such as ink and paper for benchmarks (1.1.1, 1.1.2, 3.1.1)
- Provide teachers with instructional supplies such as projectors, document cameras, and lamps to integrate technology in the classroom.(1.1.8, 3.1.8, 9.1.1)
- Provide teachers with Professional Development in the areas of Math, Reading, and Science (1.1.1,1.1.3, 1.1.4, 1.1.7)

School Culture and Climate

School Culture and Climate Summary

The campus critically analyzes the school culture and climate to ensure that students are being provided with a safe and disciplined environment conducive to student learning. Administrators and teachers meet on a weekly basis to discuss matters related to providing a positive school culture and climate. The SBDM representatives bring issues and concerns to the monthly meetings. Campus long range plans, policies and procedures, and safety issues are communicated to both parents and community members to assist the campus in providing a positive culture and climate. Parents are strongly encouraged to get involved in volunteering opportunities that will assist their child's education. Issues are reviewed and discussed through consistent dialogue and both administrators and teachers create a plan to improve issues that affect School Culture and Climate.

School Culture and Climate Strengths

- Teachers and Administrators meet on a weekly basis
- High Expectations for all students
- Ability to collaborate
- Teachers a receptive to new teaching techniques and strategies

School Culture and Climate Needs

- Implement a behavior/discipline school wide program to decrease discipline referrals (5.1.1, 5.1.2, 5.1.3, 5.1.4)
- Increase positive recognition for good behavior (5.1.1, 5.1.2, 5.1.3, 5.1.4)
- Increase positive recognition to increase attendance (4.1.1, 4.1.2)
- Purchase more student resources and supplies to increase student attendance (4.1.1, 4.1.2)
- Purchase maintenance and general supplies to ensure a safe and welcoming school environment (5.1.5)

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Victoria Heights administration empowers teachers by including them in the hiring committee to make hiring determinations. A record of how applicants interviewed and an evaluation instrument is used to document applicant responses and administrators' and teachers' feedback on the applicants. Teacher performance records are kept by the school principal. Novice teachers are provided a grade-level mentor and an administrative mentor so that they have success in their profession. Most of the faculty and staff has remained at Victoria Heights Elementary due to the positive school climate, close knit family environment, and their commitment to make it the best elementary school in Brownsville.

Staff Quality, Recruitment, and Retention Strengths

- Opportunity to evaluate applicants holistically
- Our campus size keeps teachers from moving
- Teachers are attached to our campus

Staff Quality, Recruitment, and Retention Needs

- Provide Professional Development that targets specific academic areas: Language Arts, Math, and STAAR (1.1.1, 1.1.3, 1.1.4, 1.1.5, 1.1.6)
- Provide substitute teachers for vertical/horizontal professional development and teacher planning (1.1.1, 1.1.3, 1.1.4, 1.1.5, 1.1.6)
- Provide paraprofessionals in the classrooms to assist teachers with instruction (1.1.11)
- Maintain a quality PPCD Program for our special needs students (1.1.14)

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Curriculum, Instruction, and Assessment are one of most important aspects of the campus. Everyday decisions are made regarding Curriculum, Instruction, and Assessment. Victoria Heights, implements district curriculum initiatives and assessments as required by the state of Texas. Victoria Heights determines all of its instruction according the Texas Essential Knowledge and Skills (TEKS) and prepares students for state assessments. In doing so, Victoria Heights administrators and teachers plan lessons through curriculum alignment. Administrators provide teachers with instructional resources and with the ability to set funds aside for printing booklets from the media center to enrich student learning and help with STAAR scores. Administration also provides for professional development opportunities. Victoria Heights administrators and grade-level lead teachers guide and mentor new teachers. When new curricula are introduced, Victoria Heights allots time for teachers to dissect and explore its contents and plan for instruction. Planning for instruction and intervention is done as a whole through vertical and horizontal alignment. Collaboration is encouraged so that teachers learn from one another and become more knowledgeable about all subject areas.

Curriculum, Instruction, and Assessment Strengths

- Differentiate instruction for students
- Good use of class and special program schedules
- Consistent implementation of district curriculum
- Teacher implement curriculum with fidelity

Curriculum, Instruction, and Assessment Needs

- Update outdated resources and supplies (1.1.2, 1.1.8)
- Increase more comprehension and fluency for our LEP students (1.1.2, 1.1.3)
- Provide paper supplies to create teacher materials and resources for students (1.1.2, 1.1.3, 1.1.4)
- Provide funds for mileage and instructional supplies for Dyslexia teacher (1.1.13)
- Provide materials and training for teachers to utilize TLI strategies in the classroom to improve fluency and comprehension (1.1.1,1.1.2, 1.1.3)

Family and Community Involvement

Family and Community Involvement Summary

Victoria Heights Elementary is committed to encouraging parents and community members to be involved in our students' education. At the end of last school year, a parental involvement survey was administered. The parent liaison compiled the data, parental participation attendance reports, and meeting agendas. SBDM committee analyzed the results and reports to make informed and appropriate decisions to improve the needs of the campus for the new school year. Victoria Heights Elementary will increase parental involvement by providing educational opportunities to parents about topics that will help them raise stronger, healthier and smarter children. Business and community member volunteer opportunities are available throughout the school year to ensure that we work as partners in educating our future leaders.

Family and Community Involvement Strengths

- Campus enjoys positive relationships with community
- Weekly Education Presentations for all parents
- Parents enjoy campus festivals
- Parents enjoy our Literacy Events

Family and Community Involvement Needs

- Increase parent involvement at our curriculum meetings (6.1.4, 6.1.5, 6.1.6)
- Increase parental attendance in weekly meetings (6.1.5, 6.1.6)
- Provide supplies needed in order to run a more effective parental involvement program (6.1.9)

School Context and Organization

School Context and Organization Summary

The School Context and Organization committee reviewed the decision making processes, the supervision structures, the schedules for all programs, lunch, and P.E. along with the forms of communication, both formal and informal that are in place at our campus. We analyzed how the campus leadership affected classroom instruction to ensure that we implement successful teaching strategies for the new school year. We focused on using instructional time more efficiently and using campus personnel more effectively to keep our school safe and have administrative procedures running smoothly.

School Context and Organization Strengths

- Able to change and reorganize systems to accommodate students' needs and scores
- Administrators consistently monitor instruction by visiting classrooms
- Administrative decisions are based on student data

School Context and Organization Needs

- Provide more extracurricular activities for all students: chess clubs, library club, beautification, club, etc.(2.1.1)
- Provide appropriate supervision to maintain student safety (2.1.3, 2.1.4)
- We need more two way radios to improve campus communication (2.1.3, 2.1.4)

Technology

Technology Summary

Victoria Heights is working to become a technology rich campus. The technology committee met several times and looked at the STaR chart, fixed assets report, the results of the staff/student/parent technology survey of needs along with current hardware and software being utilized across grade levels at the campus. The technology teacher/TST was able to provide input as to the level of implementation and acquisition of the Technology TEKS as observed per grade level. A grid was designed to outline the expectations per grade level and a plan was devised to ensure proper mplementation for the following year. A review of the professional development opportunities was made and dates of last training attended by teachers were noted in order to compare with teacher survey results. The SBDM committee reviewed the results and made recommendations to acquire class sets of laptops for testing grades and projectors for each classroom to enable teachers to use new textbook adoption online resources. A request has been made to update the infrastructure to support additional technology on our campus. Teachers will be informed and encouraged to participate in the District's professional development opportunities for technology integration.

Technology Strengths

- Three computer Labs
- Computers within the classrooms
- Science Lab (Living With Science)
- Elmos and Projectors for upper grade levels
- More of our teachers have lap tops in their classrooms

Technology Needs

- Increased integration of technology into classroom instruction (1.1.8, 3.1.8, 9.1.1, 9.1.2)
- Teachers and students are in need of new or replacements for technology equipment(1.1.8, 3.1.8, 9.1.1, 9.1.2)
- We need more opportunities for technology professional development (1.1.1, 1.1.4)
- Need general supplies such as projectors, document cameras, and lamps to integrate technology in the classroom (1.1.8, 3.1.8, 9.1.1, 9.1.2)

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- 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
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

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

Performance Objective 1: A minimum of 90% of students will achieve a Level II Recommended Performance on STAAR Assessments. A minimum of 40% of students will achieve a Level III Advanced Performance.

Summative Evaluation: * STAAR 2016 scores

* TPRI/TJL/CPALLS scores

* TELPAS Scores

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>1) Provide instructional support to teachers on the BISD District Frameworks on research-based strategies and best practices, presented and/or addressed through professional development (i.e. adoption of new math and science textbooks and Math TEKS), campus monitoring, walk-throughs, and feedback. Specialist will continue to refine and adjust the district frameworks by conducting data analysis of formative and summative assessments to identify curriculum gaps and employ curriculum writers to develop materials to close those gaps.</p> <p>Population: All Teachers Timeline: August 2016 to June 2017 Through Weekly Grade Level Meetings, Weekly District Trainings, Monthly Faculty Meetings CNA pg.9,10</p>	1, 4	Principal Dean of Instruction Teachers PreK-5 Specialists	<p>* The campus will have a 10% increase in the number of students meeting the phase II passing standard</p> <p>* 100% of walkthroughs will indicate application of the skills acquired during the professional development</p> <p>Formative Evaluation: Classroom Observations, Specialist Visitations, Lesson Plans, Benchmarks</p> <p>Summative Evaluation: Improvement on CPALLS, TPRI, Tejas Lee, TELPAS, STAAR, PBMAS</p>				
Funding Sources: Local - \$1500.00, Local - \$250.00, Local - \$700.00							






<p align="center">Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>2) Utilize research-based instructional resources and targeted interventions to ensure that all students are prepared to meet the demands of standardized assessments (local, state, national) * STAAR resource materials (i.e. STAAR Brite, COACH, Motivational, GPS Math, etc.)</p> <p>* District/Campus approved software * Living with Science/Edu smart * Tango Central/Tango Trends * Review 360 * 6+1 Traits * Bilingual Resources * Special Education Resources: SRA Reading, News to Use, Unique Learning, MECA * Esperanza/LEI & II * Early childhood resources & CIRCLE * RTI 3 Tier Model TLI Routines/Strategies Population: TitleI, Migrant, LEP, Special Education, At-Risk, GT,and Dyslexia Students Timeline: August 2016 to June 2017 On a Daily Basis through Tier Groups and Tutorials CNA pg. 7</p>	1, 9	Principal Teachers PreK-5 Specialists Dean of Instruction	<p>The campus will show a 10% increase in the number of students meeting the phase II passing standard on the district-developed assessments and the STAAR assessments.</p> <p>Formative Evaluations: Classroom Observations, Lesson Plans, Benchmarks, RTI's, Tutorial Lesson plans</p> <p>Summative Evaluations: Improvement on CPALLS, TPRI, Tejas Lee, TELPAS, STAAR, PBMAS</p>				
<p>Funding Sources: State Compensatory - \$5000.00, Title I-A - \$1950.00, Title I-A - \$2700.00, Federal Bilingual - \$2838.00, State Bilingual - \$1000.00, 197 Projects - \$1400.00, Local - \$3228.00, Local, Local - \$500.00</p>							
<p align="center">Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>3) Improve instruction for all students including ELL, special education, at-risk, and economically disadvantaged students by providing teacher focused learning opportunities such as collaborative strategy-based meetings, TLI research anchored professional development that supports reading comprehension (oral language skills that increase listening/speaking and reading/writing proficiency) and intervention strategies based on student performance data to close the achievement gap and demonstrate progress. Population: TitleI, Migrant, LEP, Special Education, At-Risk, GT, and Dyslexia Students Timeline: August 2016 to June 2017 Through weekly meetings with TLI, Weekly Grade Level meetings, Weekly District trainings, monthly collaborative meetings with Special Education Department and ELL Department CNA pg.10</p>	1, 9	Principal Specialist Teacher PreK-5th Dean of Instruction	<p>The campus will have 10% increase in the number of students meeting the phase II passing standard</p> <p>Identify exemplar classrooms within the campus.</p> <p>Formative Evaluation: Classroom Observations, Specialists Visitations, Lesson Plans Summative Evaluation: Improvement on CPALLS, TPRI, Tejas Lee, TELPAS, STAAR, PBMAS</p>				
<p>Funding Sources: Title III-A - \$900.00, Title III-A - \$2000.00, Title III-A - \$3000.00, Title III-A - \$900.00, Title III-A - \$3000.00, Title III-A - \$2000.00</p>							

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>4) Provide teachers with the necessary support, including appropriate TLI research-based strategies, to implement the district/campus initiatives to meet the needs of the students and ensure their success.</p> <ul style="list-style-type: none"> * Math Meet * Science Fair * Spelling Bee * Review 360 * 6+1 Writing Traits * Balanced Literacy Model * Tango Central/Tango Trends * Living with Science/Edu Smart * STARLAB * History Fair * Brownsville Kids Vote * TLI Routines/Strategies * HEB Read 3 * ELA Summit * Inclusion * Special Olympics * SIOP/ELPS * Bilingual Model * ELL Portfolios * Adaptive Curriculum * Mind Play <p>Population: All Teachers Timeline: August 2016 to June 2017 at least 3 times per week. CNA pg.9,10</p>	<p>1, 4</p>	<p>Principals Specialist Teachers PreK-5th Dean of Instruction</p>	<p>The campus will increase in the number of participants at the district, regional, state, and nation level.</p> <p>Formative Evaluation: Classroom Observations, Lesson Plans</p> <p>Summative Evaluation: Student Participation in Math Meet, Science Fair, Spelling Bee, Kids Voting, HEB Read 3 and Implementation of SIOP, ELL Portfolios, TLI, and ELA Summit strategies will lead to improved scores on District Benchmarks, TPRI, Tejas Lee, STAAR, TELPAS and PBMAS</p>				
<p>Funding Sources: Title I-A - \$857.00</p>							

<p align="center">Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>5) Build instructional capacity through the use of cohort groups of team leaders and provide these participants with job-embedded staff development.</p> <ul style="list-style-type: none"> * Principal * Facilitator * Grade Level Lead Teachers * PreK-5th Grade Teachers * ELPS * GT/AP * Dyslexia * SIOP * TLI Routines/Strategies Data Informed Plan <p>Population: All Teachers Timeline: August 2016 to June 2017 on a weekly basis through CBLT meetings CNA pg.9</p>	1, 4, 8	Principals Specialist Teachers PreK-5 Dean of Instruction	<p>The campus will have a 10% increase in the number of students meeting the phase II passing standard.</p> <p>Formative Evaluation: Classroom Observations, Implementation of Strategies</p> <p>Summative Evaluation: Program evaluations, surveys and data</p>				
<p>Funding Sources: Local - \$150.00</p>							
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>6) Provide annual Response to Intervention (RTI) Training of Trainers (TOT) for campus staff to implement intervention through the RTI 3 Tier Model in order to support student academic growth and success.</p> <p>Population: All Teachers Timeline: August 2016 to June 2017 on a monthly basis as needed CNA pg. 9</p>	1, 4, 9	Principals, Specialists, Teachers Prek-5, Dean of Instruction	<p>The campus will have a 10% increase in the number of students meeting the phase II passing standard</p> <p>Decrease number of referrals to Special Education Program by 10%</p> <p>Formative Evaluation: RTI folders, Diagnostic tests for CPALLs, TPRI, Tejas Lee, Progress Monitoring Assessments, Benchmarks</p> <p>Summative Evaluation: Completed RTI folders, EOY data for CPALLs, TPRI, Tejas Lee, STAAR, TELPAS exams</p>				

<p align="center">Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>7) Receive Professional Development in the area of Reading through attendance of selected teachers, and administrators at Texas TLI Summer Summit and Institute in order to target areas for improvement and provide turn around training. Over 120 participants will attend the Summer 2016 Institute that focused on explicit instruction, lesson design, classroom organization and delivery. RTI as an effective instructional framework for quality implementation was also a focus. Campus representative and TLI teacher Specialist provided overviews of the information during district staff development on August 17th Summer Summit and Institute is planned for over 100 participants in June 2015. Population: All Teachers Timeline: August - September, 2016 CNA pg. 9</p>	1, 4	Principal Dean of Instruction Teachers Curriculum Specialist	<p>The district will have a 10% increase in the number of students meeting the phase II passing standard</p> <p>Formative Evaluation: Attendance and Sign-In sheets</p> <p>Summative Evaluation: Program Evaluations, surveys, and data</p>				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>8) Utilize instructional technology by modeling within the context of instruction in core curriculum areas by using a variety of technology equipment (computer labs, Interactive tablets, Sensors/Interface Technology, interactive whiteboards, document cameras, tablets, clickers, graphing calculators, hardware and software, etc.) in order to differentiate instruction and meet student accommodations. Project Share TSLP courses and portfolios, will further develop the professional learning communities through campus based leadership teams (CBLT). Population: All Teachers Timeline: August 2016 to June 2017 on a daily basis CNA pg. 13</p>	1, 9	Principals Specialists Dean of Instruction Teachers Prek-5th TLI Teacher specialist	<p>The campus will have a 10% increase in the number of students meeting the phase II passing standard.</p> <p>Formative Evaluation: Classroom Observations, Lesson Plans</p> <p>Summative Evaluations: STAAR Chart Reports, Campus Needs Assessment Surveys</p>				
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>9) In an effort to promote physically and emotionally healthy students, the campus will implement the CATCH (Coordinated Approach to Child Health) program, and a SHAC (School Health Advisory Committee) that will evaluate the implementation of the district initiatives as well as the policies such as those on Dating Violence and sexual abuse of children. Population: TitleI, Migrant, LEP, Special Education, At-Risk, GT, and Dyslexia Students Timeline: August 2016 to June 2017 meetings on a monthly basis CNA pg.6 and pg.11</p>	1, 10	Principals Specialists Dean of Instruction Teachers Prek-5th	<p>The campus will have a 100% effective implementation.</p> <p>Formative Evaluation: Sign-in sheets, agendas, minutes, BOY Fitness Grams</p> <p>Summative Evaluation: EOY Fitness Grams, School Health Index</p>				
Funding Sources: Local - \$500.00, Local - \$250.00							






<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>10) Federal Programs will fund the following personnel, activities, and educational tools under Title I-A to implement the Three-Year-Old Program (PK-3) in an effort to promote early literacy: * Highly Qualified Teachers and Paraprofessionals * Research-Based Professional Development * Teacher Stipends * Supplies/Materials/ Equipment Population: TitleI, Migrant, LEP, Special Education, At-Risk, GT, and Dyslexia Students Timeline: August 2016 to June 2017 CNA pg.9</p>	3, 5, 7	Principals Specialists Dean of Instruction Teachers Prek-5th Paraprofessionals	<p>The campus will have a 10% increase in the number of students meeting the phase II passing standard</p> <p>Decrease number of referrals to Special Education Program by 10%</p> <p>Formative Evaluation: Classroom Observations, Lesson Plans</p> <p>Summative Evaluation: PDAS Evaluation</p>				
<p align="center">Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 3</p> <p>11) Federal Programs will fund highly qualified teachers and paraprofessionals to supplement allotted positions so that the needs of low performing students may be met through individualized and small group instruction. Population: Title I, Migrant, LEP, Special Education, At-Risk, GT, and Dyslexia Students Timeline: August 2016 to June 2017 CNA pg.9</p>	3, 5, 9	Principals TI-A Teachers TI-A Para-Professionals (Pre-K, Kinder, 1st-5th, Dyslexia, Computer, and Library) TI-A Students	<p>5% increase in STAAR scores</p> <p>ERO Session Evaluations</p> <p>Formative Evaluation: Classroom Observations, Lesson Plans</p> <p>Summative Evaluation: PDAS Evaluation</p>				
<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>12) Special Programs will fund the following activities and personnel under Title II-A: * Class-size reduction teachers (CSR) * Professional Development * Stipends for teachers in certified areas of need Population: TitleI, Migrant, LEP, Special Education, At-Risk, GT, and Dyslexia Students Timeline: August 2016 to June 2017 CNA pg.9,10</p>	4, 5	Principals Specialists Dean of Instruction Teachers Prek-5th	<p>The campus will have a 10% increase in the number of students meeting the phase II passing standard</p> <p>Decrease number of referrals to Special Education Program by 10%</p> <p>Formative Evaluation: Classroom Observations, Lesson Plans</p> <p>Summative Evaluation: PDAS Evaluation</p>				<p>Funding Sources: Title I-A - \$2000.00, Title II-A (TPTR) - \$25.00, Title II-A (TPTR) - \$83.00, Title I-A - \$29341.00, Title I-A - \$30531.00, Title I-A - \$26445.00, Title I-A - \$25914.00</p>

<p align="center">Critical Success Factors CSF 1</p> <p>13) Dyslexia Teacher will get paid for mileage for traveling between campuses to service the needs of students with dyslexia. Population: TitleI, Migrant, LEP, Special Education, At-Risk, GT, and Dyslexia Students Timeline: August 2016 to June 2017 CNA pg.9,10</p>	1, 9	Principal Dean of Instruction	<p>Dyslexia students' performance will increase by 10% on state exams.</p> <p>Formative Evaluation: Classroom Observations, Lesson Plans Summative Evaluation: PDAS Evaluation</p>				
Funding Sources: Local - \$150.00, Local - \$100.00							
<p align="center">Critical Success Factors CSF 1</p> <p>14) Victoria Heights will acquire Pre-School Program for Children with Disabilities. Highly qualified teacher will follow District Curriculum to teach Pre-School students with disabilities at their functional ability. Population: TitleI, Migrant, LEP, Special Education, At-Risk, GT, and Dyslexia Students Timeline: August 2016 to June 2017 CNA pg.9,10</p>	1, 5	Principal Dean of Instruction	<p>Pre-school children with disabilities will increase their performance rate by 2%.</p> <p>Formative Evaluation: Classroom Observations, Lesson Plans Summative Evaluation: PDAS Evaluation</p>				
Funding Sources: SPED - \$578.00, SPED - \$577.00, SPED - \$1000.00							
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

Performance Objective 1: A minimum of 90% of our fine arts students will meet performance standards in all fine arts areas with 92% meeting commended performance.

Summative Evaluation: Review 360 School Rankings Event Programs

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>1) Victoria Heights students will develop critical thinking and multi-tasking skills, and creativity, teamwork, and character by participating in UIL contests, non-UIL contests, exhibitions, district/community events, and public performances. Population: TitleI, Migrant, LEP, Special Education, At-Risk, GT,and Dyslexia Students Timeline: August 2016 to June 2017 through practice on a weekly basis CNA pg.6</p>	1	Fine arts teachers Principal	<p>Formative Evaluation: Classroom Observations during practices,</p> <p>Summative Evaluation: Student Participation Counts and Awards Obtained, Performance rating, attendance audience/student reaction</p>				
Funding Sources: Local - \$571.00							
<p>Critical Success Factors CSF 7</p> <p>2) Fine Arts teachers will be provided professional development training annually. Population: Fine Arts Teachers Timeline: August 2016 to June 2017 on a monthly basis CNA pg.9</p>	1	Materials, Transportation, adjudicators, clinicians, consultants	<p>Formative Evaluation: Attendance and Sign-In sheets,</p> <p>Summative Evaluation: Program Evaluations, surveys, and data, performance rating, attendance audience/student reaction</p>				
Funding Sources: Local - \$360.00							
<p>Critical Success Factors CSF 1 CSF 4</p> <p>3) Increase vertically aligned course offerings in grades K-5 and all instructional materials needed to ensure equitable access for all students ensure college readiness. Population: TitleI, Migrant, LEP, Special Education, At-Risk, GT,and Dyslexia Students Timeline: August 2016 to June 2017 CNA pg. 6</p>	1	All fine arts teachers and directors	<p>Formative Evaluation: Classroom Observations, Lesson Plans, Benchmarks, RTI's, Tutorial Lesson plans</p> <p>Summative Evaluation: Improvement on CPALLS, TPRI, Tejas Lee, TELPAS, STAAR, PBMAS</p>				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							






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

Performance Objective 1: Victoria Heights Elementary School will develop prevention and intervention strategies that increase at-risk student achievement on STAAR by 5% and increase the At-Risk student attendance rate by 10%.

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

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p align="center">Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 4</p> <p>1) Victoria Heights 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. Population: TitleI, Migrant, LEP, At-Risk, and Dyslexia Students Timeline: August 2016 to June 2017 2 times per week for lower grade levels; 3 times per week for upper grade levels CNA pg.6</p>	2, 3, 9	Principal Dean of Instruction Teachers Administrator for State Compensatory Education	Formative Evaluation: eSchoolPlus generated Tutorial schedule, Tutorial Lesson plans, Tutorial attendance reports, Tutorial Classroom Observations, Benchmarks, RTI's, Student progress reports Summative Evaluation: TPRI, Tejas Lee, STAAR, and Retention Rates				
Funding Sources: State Compensatory - \$13280.00, State Compensatory - \$0.00, Title I-A - \$4006.00, Title I-A - \$30858.00, State Compensatory - \$30353.00, State Compensatory - \$0.00, State Compensatory - \$0.00, State Compensatory - \$0.00, State Compensatory - \$4151.00							
<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>2) The Homeless Department will ensure support services for the students in need: * Identify students by the Homeless Youth Project Department * Code students on PEIMS demographics * Make sure students are provided transportation * Send surveys to parents Population: TitleI, Migrant, LEP, At-Risk, and Dyslexia Students Timeline: August 2016 to June 2017 monitor on a monthly basis CNA pg.6 and 11</p>	10	Principal Counselor Homeless Youth Coordinator	Formative Evaluation: Homeless Youth Roster, Student Progress Reports, Benchmark Scores Summative Evaluation: STAAR, Attendance Rate, Retention Rate				

<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>3) Victoria Heights will ensure that the campus has a process in place to allow students to enroll in school immediately, even if lacking documentation normally required for enrollment; such as previous school records, medical or immunization records, proof of residency, birth certificate, proof of guardianship, or other documents. Population: TitleI, Migrant, LEP, At-Risk, and Dyslexia Students Timeline: August 2016 to June 2017 CNA pg.6 and 11</p>	10	Campus Administration Homeless Youth Coordinator	Formative Evaluation: Homeless Youth Roster, Student Progress Reports, Benchmark Scores Summative Evaluation: STAAR, Attendance Rate, Retention Rate				
<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>4) Victoria Heights will implement a food pantry and closet to provide identified homeless and unaccompanied youth with food items, hygiene products, school supplies, and clothes needed to meet their academic, social, emotional, and physical needs. Population: TitleI, Migrant, LEP, At-Risk, and Dyslexia Students Timeline: August 2016 to June 2017 as needed CNA pg. 6 and 11</p>	10	Campus Administration Homeless Youth Coordinator	Formative Evaluation: Homeless Youth Roster, Student Progress Reports, Benchmark Scores Summative Evaluation: STAAR, Attendance Rate, Retention Rate				
<p>5) The Dean of Instruction will conduct regular research-based professional development sessions in order to train and retain highly qualified personnel that will positively impact at-risk student achievement, attendance, and decrease the retention rate. Population: TitleI, Migrant, LEP, At-Risk, and Dyslexia Students Timeline: August 2016 to June 2017 on a weekly basis CNA pg. 9 and 10</p>	4	Campus Administration Administrator for State Compensatory Education Administrator for Special Programs	Formative Evaluation: ERO Session Evaluation Report, ERO Session Attendance Report, Teacher Lesson Plans, Classroom Observations, Benchmark Scores, Student Progress Reports Summative Evaluation: STAAR, Attendance Rate, Retention Rate				
Funding Sources: State Compensatory - \$57421.00							
<p>6) Supplement the Dyslexia Program to provide language and literacy interventions to improve student achievement, attendance, and reduce the retention rate. Population: TitleI, Migrant, LEP, Special Education, At-Risk, GT, and Dyslexia Students Timeline: August 2016 to June 2017 on a daily basis CNA pg. 6</p>	10	Campus Administration Administrator for Dyslexia Administrator for State Compensatory Education Administrator for Special Programs	Formative Evaluation: ERO Session Evaluation Report, ERO Session Attendance Report, Teacher Lesson Plans, Classroom Observations, Benchmark Scores, Student Progress Reports Summative Evaluation: STAAR, Attendance Rate, Retention Rate				
Funding Sources: State Compensatory - \$35911.00							

<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>7) Supplement the Pre-K Program to provide foundational learning experiences in order to better prepare at-risk students academically. Population: Elementary AR and LEP students who meet the Pre-K Criteria Timeline: August 2016 to June 2017 on a daily basis CNA pg. 6</p>	3, 10	Campus Administration Administrator for State Compensatory Education Administrator for Special Programs	Formative Evaluation: eSchoolPLUS Master Schedule, Teacher Lesson Plans, Classroom Observations, Benchmark Scores, Student Progress Reports, BOY and MOY CPALLS Summative Evaluation: EOY CPALLS				
	Funding Sources: State Compensatory - \$76676.00						
<p>8) Provide computer-based instruction in the foundation curriculum and adaptive-assisted devices in order to improve at-risk student achievement, attendance, and decrease the retention rate. Population: TitleI, Migrant, LEP, At-Risk, GT, and Dyslexia Students Timeline: August 2016 to June 2017 on a daily basis CNA pg. 10,13</p>	2, 9	Campus Administration Administrator for State Compensatory Education Administrator for Special Programs	Formative Evaluation: Computer Lab Schedule, Teacher Lesson Plans, Software Usage Reports, Classroom Observations, Benchmark Scores, Student Progress Reports Summative Evaluation: STAAR				
	Funding Sources: State Compensatory - \$1400.00, State Compensatory - \$6500.00						
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

Performance Objective 1: Victoria Heights will Increase the student attendance rates for all district schools 97.5% for elementary

Summative Evaluation: End of Year Attendance Report

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>1) Ensure that campus student attendance meets District and State rates so that students meet their full educational potential. Population: TitleI, Migrant, LEP, Special Education, At-Risk, GT,and Dyslexia Students Timeline: August 2016 to June 2017 monitored on a daily basis CNA pg. 6 and 10</p>	1, 6, 10	Campus Staff Attendance Personnel	<p>Formative Evaluation: Daily, Weekly Attendance report</p> <p>Summative Evaluation: Data entry reports, phone call logs, home visitor forms</p>				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>2) Recognize and award incentives to students with perfect attendance every six weeks and at the end of the year. * Campus recognition of students for Perfect Attendance Achievement that increase learning performance * To obtain perfect attendance, student must be present the entire instructional day for that attendance reporting period. Population: TitleI, Migrant, LEP, Special Education, At-Risk, GT,and Dyslexia Students Timeline: August 2016 to June 2017 once every Six Weeks CNA pg.5 and 8</p>	1	Principal Counselor Data Entry Clerk	<p>Formative Evaluation: Daily, Weekly Attendance report</p> <p>Summative Evaluation: Data entry reports, phone call logs, home visitor forms</p>				
Funding Sources: Local - \$1500.00, Local - \$1500.00, Local - \$1000.00							
<p>Critical Success Factors CSF 1 CSF 6</p> <p>3) Career on Wheels and Community Workers will be invited to the school to expose students to different options and careers that they can chose for their future course of study. Population: TitleI, Migrant, LEP, Special Education, At-Risk, GT,and Dyslexia Students Timeline: August 2016 to June 2017 CNA pg. 8 and 11</p>	1	Principal Fliers Community Counselor Pre-K through 5th grade teachers	<p>Formative Evaluation: Attendance and Sign-In sheets</p> <p>Summative Evaluation: Program Evaluations, surveys, and data</p>				
Funding Sources: Local - \$150.00, Local - \$50.00, Local - \$250.00							

<p align="center">Critical Success Factors CSF 6</p> <p>4) In order to encourage and motivate students to encourage continuing a higher education Victoria Heights will implement a University Day once a week where faculty, staff, and students wear University Shirts. Population: TitleI, Migrant, LEP, Special Education, At-Risk, GT,and Dyslexia Students Timeline: August 2016 to June 2017 on a weekly basis CNA pg.8</p>	1	Principal Fliers Community Counselor Pre-K through 5th grade teachers	Formative Evaluation: Classroom Observations Summative Evaluation: Student surveys on higher education				
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 = 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: By the end of 2015-2016 school years, discipline referrals reported to PEIMS will be decreased by 1%.

Summative Evaluation: End of Year PEIMS report

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 6</p> <p>1) Promote awareness and notification of Student Code of Conduct (SCC) to students, parents, staff & community through campus distribution of SCC, District Web site, and campus presentations to ensure all students are afforded due process and their rights. Population: Parents, Students, Staff, and community Timeline: August 2016 to June 2017 as students are registered on campus CNA pg.8 and 12</p>	1, 6, 10	Campus Administration Office Personnel	<p>Formative Evaluation: Signed Student Codes of Conduct, Acknowledgement forms</p> <p>Summative Evaluation: Review 360 Forms and Reports</p>				
<p>Critical Success Factors CSF 6</p> <p>2) Parents will be notified of any discipline referral outlined in the student code of conduct as mandated by policy. Population: TitleI, Migrant, LEP, Special Education, At-Risk, GT,and Dyslexia Students, Parents Timeline: August 2016 to June 2017 as needed on a case by case basis CNA pg.8 and 12</p>	1	Principal Assistant Principal	<p>Evaluation: Signed Student Codes of Conduct, Acknowledgement forms</p> <p>Summative Evaluation: Review 360 Forms and Reports</p>				

<p align="center">Critical Success Factors CSF 6</p> <p>3) Provide Training and professional development for administrators and new teacher: * To effectively utilize RTI modules (Review 360) to handle classroom discipline so that out of school suspensions and discretionary removals are used as a last resort: * Assure students' rights and due process is afforded in order to have a safe and disciplined environment conducive to student learning. * Bullying Prevention, Violence/conflict resolution, Recent drug use trends, Resiliency/Developmental Assets, Signs of Child Abuse Population: TitleI, Migrant, LEP, Special Education, At-Risk, GT,and Dyslexia Students Timeline: August 2016 to June 2017 at the beginning of each fall and spring semesters CNA pg.8, 9, and 12</p>	1, 4	Principal Assistant principal counselors, RTI Specialist	Formative Evaluation: Attendance and Sign-In sheets Summative Evaluation: Program Evaluations, surveys, and data				
<p align="center">Critical Success Factors CSF 6</p> <p>4) Campus will develop and maintain an Emergency Operations Plan. Plan must be multi-hazard in nature. Must be reviewed and updated annually by the campus safety and security committee. The following drills must be practiced accordingly: Lockdown drills (3 times per year), Shelter-in-place, Reverse evacuation, Drop & Cover, evacuation. 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. Population: TitleI, Migrant, LEP, Special Education, At-Risk, GT,and Dyslexia Students Timeline: August 2016 to June 2017 drills conducted on a monthly basis CNA pg.8 and 12</p>	1, 10	Administrator Counselor Faculty & Staff Students	Formative Evaluation: Monthly Drills conducted Summative Evaluation: Program Documentation of drills performed and surveys				
<p>5) Victoria Heights Elementary shall provide clean, well-maintained facilities,and a safe, positive learning environment that is conducive to learning for all teachers, students, parents, and community members. Population: TitleI, Migrant, LEP, Special Education, At-Risk, GT,and Dyslexia Students Timeline: August 2016 to June 2017 CNA pg.8</p>		Administrators,District Personnel, Custodians, Faculty & Staff,	Formative Evaluation: Daily Walkthroughs, Incident Reports Summative Evaluation: Surveys and Evaluations				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							






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

Performance Objective 1: There will be a minimum of 10% increase of parents at Victoria Heights Elementary, involved in campus and district parental involvement activities during each school year.

Summative Evaluation: End of Year Parental Involvement surveys and documentation

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p align="center">Critical Success Factors CSF 5</p> <p>1) Victoria Heights will complete, disseminate, and distribute a Parental Involvement Policy and load in to the website so as to delineate how parents will be actively involved at the district/campus level with the intention to increase participation. Population: Parents Timeline: August to December 2016 as students register CNA pg.12</p>	1, 6	Community Members	<p>Formative: Parental Involvement Policy Parental Involvement Compliance Checklist</p> <p>Summative: STAAR Results, Attendance Rates, Review 360 referrals</p>				
<p>2) Victoria Heights disseminate School-Parent-Student Compacts indicating each group's responsibilities to ensure student achievement. Population: Parents Timeline: August to September 2016 CNA pg.12</p>		Campus Administrators Parent Liaison	<p>Formative: School-Parent- Student Compacts</p> <p>Summative: Parental Involvement Compliance Checklist, STAAR Results, Attendance Rates, Review 360 referrals</p>				
<p align="center">Critical Success Factors CSF 5</p> <p>3) Victoria Heights Elementary will conduct an annual Title I Meeting and Survey to inform parents of services provided through Title I funds and to evaluate the effectiveness of District and/or Campus Parental Involvement efforts. Documentation will be submitted when complete. Population: Parents Timeline: August to September 2016 CNA pg.12</p>	1, 6	Administrator Parent Liaison	<p>Formative: Agendas, Sign-In Sheets, Minutes</p> <p>Summative: Summative: Parental Involvement Compliance Checklist, STAAR Results, Attendance Rates</p>				

<p align="center">Critical Success Factors CSF 5</p> <p>4) Ensure representation of community and parent involvement in the decision-making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met:</p> <ul style="list-style-type: none"> * Parental Involvement Policy * School-Parent-Student Compact * Campus Improvement Plan * Site Based Decision Committee <p>Population: Parents Timeline: August 2016 to June 2017 at least one time per semester CNA pg.8 and 12</p>	1, 6	Administrator Parent Liaison	Formative: Agendas, Sign-In Sheets, Minutes Summative: Parental Involvement Compliance Checklist, STAAR Results, Attendance Rates, Review 360 referrals				
<p align="center">Critical Success Factors CSF 5</p> <p>5) Victoria Heights will host a Parent Orientation Day to inform parents and community members of daily standard operation procedures and District Policy.</p> <ul style="list-style-type: none"> * Student Code of Conduct * Student-Parent-School Compact * Parental Involvement Policy * Emergency Operation Procedures * Volunteer Guidelines and Opportunities <p>Population: Parents Timeline: August to September 2016 CNA pg.8 and 12</p>	1, 6	Administrator Parent Liaison	Formative: Agendas, Sign-In Sheets, Minutes Summative: Parental Involvement Compliance Checklist, STAAR Results, Attendance Rates, Review 360 referrals				
<p align="center">Critical Success Factors CSF 5</p> <p>6) 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:</p> <ul style="list-style-type: none"> * Health and Nutrition * Counseling Agencies * HEB 3 Reading Initiative * Content Specific Training <p>Population: Parents Timeline: August 2016 to June 2017 on a weekly basis CNA pg.12</p>	1, 6	Parents and Community Administrators TLI Specialist	Formative: Agendas, Sign-In Sheets, Minutes Summative: Parental Involvement Compliance Checklist, STAAR Results, Attendance Rates, Review 360 referrals				

<p align="center">Critical Success Factors CSF 5</p> <p>7) Federal Programs will continue to fund Parent Liaison for the purpose of helping with attendance and parental involvement to increase student achievement. Population: TitleI, Migrant, LEP, Special Education, At-Risk, GT,and Dyslexia Students Timeline: August 2016 to June 2017 CNA pg. 12</p>	1, 6	Campus Administration	<p>Formative: Home visit requests, Agendas, Sign-In Sheets, Minutes</p> <p>Summative: Parental Involvement Compliance Checklist, Parent surveys</p>				
<p align="center">Critical Success Factors CSF 5</p> <p>8) Funds will be allocated for mileage to conduct home visits. Population: TitleI, Migrant, LEP, Special Education, At-Risk, GT,and Dyslexia Students Timeline: August 2016 to June 2017 CNA pg.12</p>	1, 6	Administrator Parent Liaison	<p>Formative: Home visit requests</p> <p>Summative: Student Attendance, Parent Conference Logs, Parental Involvement Compliance Checklist, STAAR Results, Attendance Rates, Review 360 referrals</p>				
Funding Sources: Title I-A - \$200.00, Title I-A - \$200.00							
<p align="center">Critical Success Factors CSF 5</p> <p>9) The Parent Liaison will purchase necessary supplies to manage an efficient parent center. Population: Parents Timeline: August 2016 to June 2017 CNA pg.12</p>	1, 6	Parent Liaison All Parents	<p>Formative: Agendas, Sign-In Sheets, Minutes</p> <p>Summative: Parental Involvement Compliance Checklist, Parent surveys</p>				
Funding Sources: Title I-A - \$98.00							
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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






Performance Objective 1: 90% of Victoria Heights migrant students will participate in the supplemental instructional activities and support services as required by the Title I, Migrant Education Program (MEP). Migrant students will meet passing standards.

Summative Evaluation: STAAR 2016 Scores

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Victoria Heights PFS migrant students will receive supplemental support services before other migrant students to ensure that the requirements delineated by NCLB Section 1304(d) are addressed. Population: PFS Migrant Students Timeline: August 2016-May 2017 CNA pg. 5</p>	1, 9, 10	Campus Administration Teachers Migrant Teacher Dean	Formative: NGS Campus Reports Summative: Complete PFS Monitoring Tool, Increased on-grade level promotion rates				
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>2) Victoria Heights 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 extending them the same opportunity for meeting the academic challenges of all students. PFS students will receive supplemental support services before other migrant students. Population: PFS Migrant Students Timeline: August 2016-May 2017 CNA pg.: 5</p>	1, 9, 10	Campus Administration Teachers Migrant Teacher	Formative: NGS Campus Reports Summative: Completed Request for Supplemental Support Form, Increased on-grade level promotion rates				

<p align="center">Critical Success Factors CSF 1</p> <p>3) In order to secure the data needed to accommodate placement into appropriate supplemental instructional opportunities for Pre-K - 5th grade migrant students pre-test and post test results will be used by teachers and administrators to identify the migrant students performing below grade level. NOTE: At sites being served by a migrant teacher, teacher will provide additional supplemental opportunities and ensure participation. Population: Migrant Students Timeline: August 2016-May 2017 monitored twice every Six Weeks CNA pg.5 and 7</p>	1, 9	Campus Administration Teachers Migrant Teacher	Formative: Pre-Assessment Results, Campus Composites Summative: CPALLS , TPRI, Tejas LEE Post Assessments, STAAR, TELPAS				
<p align="center">Critical Success Factors CSF 1 CSF 5</p> <p>4) Parents of migrant PK, Kinder, 1st and 2nd grades students will be provided with awareness sessions in order to illustrate how to academically support their children more effectively. Population: Migrant Parents Timeline: August 2016-May 2017 CNA pg.11</p>	1, 6, 7	Principal Parent Liaison Teachers	Formative: Agendas, Sign-In Sheets, Minutes Summative: Migrant Program Compliance Checklist, Program Evaluations, Parent surveys				
<p align="center">Critical Success Factors CSF 1</p> <p>5) The academic progress of 1st grade students will be monitored to ensure success grade level completion and ultimately secure promotion to 2nd grade. NOTE: At sites being served by a migrant teacher, teacher will provide additional monitoring support and ensure participation into supplemental opportunities. Population: PFS Migrant Students Timeline: August 2016-May 2017 monitored twice every Six Weeks CNA pg. 7</p>	1, 9	Campus Administration Teachers Migrant Teacher Dean of Instruction	Formative: Pre-Assessment Results, Campus Composites Summative: TPRI, Tejas LEE Post Assessments				

<p style="text-align: center;">Critical Success Factors CSF 1 CSF 4</p> <p>6) Elementary migrant students will have an equal opportunity to attend the school district's summer school programs to ensure promotion if needed or to participate in the enrichment migrant summer program. The migrant students will be provided with additional supplemental support by the respective campus in order to address academic, attendance needs and promote positive social engagement. Population: PFS Migrant Students Timeline: June - July 2017 CNA pg.7</p>	1, 9	Campus Administration Teachers Migrant Teacher	Formative: Pre-Assessment Results, Campus Composites, Three Week Progress Reports Summative: Six Week Report Cards TPRI, Tejas LEE, STAAR, TELPAS				
<p style="text-align: center;">Critical Success Factors CSF 1 CSF 4</p> <p>7) Extended Day tutorial session may be held for migrant students at elementary campuses where there is a documented need for supplemental academic support in the core subjects in order to ensure that migrant students have the same opportunity to meet academic challenges as non-migrant students. NOTE: At sites being served by a migrant teacher, teacher will provide and ensure participation into supplemental opportunities. Population: Migrant Students Timeline: August 2016-May 2017 at least twice a week CNA pg.7</p>	1, 9	Campus Administration Teachers Migrant Teacher	Formative: Three Week Progress Reports, RTI's Summative: Six Week Report Cards TPRI and Tejas LEE Assessments, STAAR, TELPAS				






<p align="center">Critical Success Factors CSF 1</p> <p>8) In order to increase awareness of migrant student needs, BISD campus faculty and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students. Population: PFS Migrant Students Timeline: August 2016-May 2017 monitored twice every Six Weeks CNA pg. 7</p>	1, 9	Campus Administration Teachers Migrant Teacher	Formative: Student Information Summative: Completed NGS Student Transfer Document				
<p align="center">Critical Success Factors CSF 5 CSF 7</p> <p>9) A survey will be used to evaluate the effectiveness of the Migrant Education Program so that pertinent and appropriate adjustments can be made to better serve migrant students. Population: Migrant Students Timeline May 2017 CNA pg.11</p>	1, 9	Campus Administration Teachers Migrant Teacher	Formative: NGS Campus Reports Summative: Complete PFS Monitoring Tool, Surveys				
<p>10) Learning Academy targeting the core areas of Reading, Writing, Math, Social Studies and Science will be held for all PFS students in order to sharpen their skills and prepare them academically for the STAARS assessment. Population: Elementary PFS Migrant Students Timeline: February 20, 2017</p>	9	MSC Migrant Counselor Migrant Clerks Migrant Teachers	PBMAS Report Increased STAARS Scores for PFS students				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

Performance Objective 1: All students at Victoria Heights Elementary will have access to technology to broaden their understanding of the world's impact and dependability it has on each individual.

Summative Evaluation: End of Year STAR Chart

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1</p> <p>1) Provide the following technology equipment:</p> <ul style="list-style-type: none"> -desktop & laptop/mini-laptops computers -Computer licenses -video document cameras -projectors -scanners -printers -ink -software (Living with Science) <p>These materials will be used to enhance instruction and enable administration and staff to provide an environment that is conducive for learning for all students and personnel. Students will be able to have access to up to date technology equipment. An inventory scanner will be used to keep an accurate count of instructional materials.</p> <p>Population: TitleI, Migrant, LEP, Special Education, At-Risk, GT,and Dyslexia Students</p> <p>Timeline: August 2016 to June 2017 monitored on a weekly basis</p> <p>CNA pg.13</p>	1, 9	Principal -Title I Technology Support Teacher -Classroom Teachers Federal Program Coordinator	Formative-Hardware Inventory Report, Software Program Usage Reports, Benchmark Scores Summative: Increase STAAR scores				
Funding Sources: Local - \$952.00, Local - \$500.00							

<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>2) All students will be provided with technology based instruction in order to help them with their academic skills. Population: TitleI, Migrant, LEP, Special Education, At-Risk, GT,and Dyslexia Students Timeline: August 2016 to June 2017 on a daily basis CNA pg.13</p>	1, 9	Principal -Teachers -Title I Technology Support Teacher Federal Program Coordinator	Formative: Lesson Plans, Student projects and presentations, Benchmark Scores Summative: Report Cards, Increase in STAAR and TELPAS scores				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>3) 21st Century Program: This program is for student to develop computer literacy skills that will enable them to improve academically. They will participate in computer literacy activities at Hanna High School at 8:00-12:00. Population: TitleI, Migrant, LEP, Special Education, At-Risk, GT,and Dyslexia Students Timeline: August 2016 to June 2017 CNA pg.13</p>	1, 9	Administration -3rd grade teacher Federal Program Coordinator	Formative: Lesson Plans, Student projects and presentations, Benchmark Scores Summative: Report Cards, Increase in STAAR and TELPAS scores				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Provide instructional support to teachers on the BISD District Frameworks on research-based strategies and best practices, presented and/or addressed through professional development (i.e. adoption of new math and science textbooks and Math TEKS), campus monitoring, walk-throughs, and feedback. Specialist will continue to refine and adjust the district frameworks by conducting data analysis of formative and summative assessments to identify curriculum gaps and employ curriculum writers to develop materials to close those gaps. Population: All Teachers Timeline: August 2016 to June 2017 Through Weekly Grade Level Meetings, Weekly District Trainings, Monthly Faculty Meetings CNA pg.9,10
1	1	2	Utilize research-based instructional resources and targeted interventions to ensure that all students are prepared to meet the demands of standardized assessments (local, state, national) * STAAR resource materials (i.e. STAAR Brite, COACH, Motivational, GPS Math, etc.) * District/Campus approved software * Living with Science/Edu smart * Tango Central/Tango Trends * Review 360 * 6+1 Traits * Bilingual Resources * Special Education Resources: SRA Reading, News to Use, Unique Learning, MECA * Esperanza/LEI & II * Early childhood resources & CIRCLE * RTI 3 Tier Model TLI Routines/Strategies Population: TitleI, Migrant, LEP, Special Education, At-Risk, GT, and Dyslexia Students Timeline: August 2016 to June 2017 On a Daily Basis through Tier Groups and Tutorials CNA pg. 7
1	1	3	Improve instruction for all students including ELL, special education, at-risk, and economically disadvantaged students by providing teacher focused learning opportunities such as collaborative strategy-based meetings, TLI research anchored professional development that supports reading comprehension (oral language skills that increase listening/speaking and reading/writing proficiency) and intervention strategies based on student performance data to close the achievement gap and demonstrate progress. Population: TitleI, Migrant, LEP, Special Education, At-Risk, GT, and Dyslexia Students Timeline: August 2016 to June 2017 Through weekly meetings with TLI, Weekly Grade Level meetings, Weekly District trainings, monthly collaborative meetings with Special Education Department and ELL Department CNA pg.10
1	1	11	Federal Programs will fund highly qualified teachers and paraprofessionals to supplement allotted positions so that the needs of low performing students may be met through individualized and small group instruction. Population: Title I, Migrant, LEP, Special Education, At-Risk, GT, and Dyslexia Students Timeline: August 2016 to June 2017 CNA pg.9
3	1	1	Victoria Heights 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. Population: TitleI, Migrant, LEP, At-Risk, and Dyslexia Students Timeline: August 2016 to June 2017 2 times per week for lower grade levels; 3 times per week for upper grade levels CNA pg.6

State Compensatory

Budget for Victoria Heights Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
162-11-6118-00-113-Y-24-SSI-Y	6118 Extra Duty Stipend - Locally Defined	\$13,112.00
162-11-6118-00-113-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	\$3,540.00
162-11-6118-00-113-Y-30-0K2-Y	6118 Extra Duty Stipend - Locally Defined	\$19,194.00
162-11-6119-00-113-Y-30-054-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$35,911.00
162-11-6119-00-113-Y-34-PKK-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$76,676.00
162-13-6119-31-113-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$57,421.00
6100 Subtotal:		\$205,854.00
6200 Professional and Contracted Services		
162-11-6249-00-113-Y-30-0K2-Y	6249 Contracted Maintenance & Repair	\$2,800.00
6200 Subtotal:		\$2,800.00
6300 Supplies and Services		
162-11-6396-00-113-Y-30-0K2-Y	6396 Supplies and Materials - Locally Defined	\$3,000.00
162-11-6399-00-113-Y-30-OK2-Y	6399 General Supplies	\$2,005.00
162-11-6399-62-113-Y-30-0K2-Y	6399 General Supplies	\$3,001.00
6300 Subtotal:		\$8,006.00

Personnel for Victoria Heights Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alma Trevino	Pre-K Teacher	State Compensatory	0.50
Evangelina Guillen	Dean of Instruction	State Compensatory	1.00
Guadalupe Nelson	Pre-K Teacher	State Compensatory	0.50
Hector Gonzales	Dyslexia Teacher	State Compensatory	0.50
Rosalinda Garza	Pre-K Teacher	State Compensatory	0.50

Title I

Schoolwide Program Plan

Victoria Heights 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

1. Comprehensive Needs Assessment The Site-Based Decision-Making (SBDM) Committee conducted a comprehensive needs assessment (CNA) (CIP Pgs. 19-32) over a period of one year to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on the CNA, the committee decided to concentrate on improving the passing rate of all students and student groups including Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on state assessments. The goal is to have 90 percent of all students and all student groups passing all parts of state mandated assessments for the 2013-2014 and to increase the commended performance level in all content areas. In addition, attendance, mobility/stability, AMAO's and STAAR, feedback data, professional development data, collaborative horizontal and vertical alignment, parent volunteer information, informal leadership, and schedule of services.

2: Schoolwide Reform Strategies

Scientifically based 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 (CIP 1.1,1.4,1.5,,1.8,1.12)

(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 (CIP 1.15)

(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; (CIP 1.1,1.4,1.5,,1.8,1.12)

(5) address how the school will determine if such needs have been met; (CIP 1.14) and (6) are consistent with and are designed to implement the State and local improvements plans.

3: Instruction by highly qualified professional teachers

Highly-qualified teachers will carry out the instructional program. (CIP 1.26). 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. (CIP 1.27, 2.14, 2.18.) 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 will receive professional development based on identified needs for the campus or individual.

High-Quality Professional development activities will include: subject/grade level training; behavior management; technology integration; desegregation of test scores; harassment/ bullying prevention; emergency procedures; CPI; BIL/ESL; instructional strategies for special populations with use of district curriculum and state adopted textbooks/materials and resources.

(CIP 1.7) A Teacher Specialist will be hired in order to improve Literacy Skills from Pre-Kinder thru Fifth Grade students. (CIP 1.30)

5: Strategies to attract highly qualified teachers

Strategies to attract teachers to high need schools will include our school's participation in the selection of teachers from the District's highly qualified application pool and Region I's efforts to recruit teachers from out of state. The District also offers stipends for attainment of a Master's Degree, and stipends for Math, Science, and Social Studies content area certification. (CIP 1.11, 1.12)

6: Strategies to increase parental involvement

Title I, Part A Funds will be used to partially finance **strategies to increase parental involvement** at the school including the parent workroom and to purchase special materials used in the parent volunteer program. (CIP 11.3, 11.9, 11.13, 11.15, 11.16, 11.17). 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.

1. At Victoria Heights Elementary we work with parents to ensure their child's success. We invite them to attend meetings in an effort to familiarize them with school procedures and they're invited to attend meeting having to do with STAAR, TELPAS, Tejas Lee/TPRI, grading procedures, and Aprenda/SAT-10. (CIP 11.1, 11.3, 11.5, 11.9, 11.10, 11.11, 11.12, 11.14).
2. Teachers and parents meet at the beginning of the school year to review assessment issues, attendance, discipline management strategies, Title Me, NCLB and school wide information. Given the high level of parental involvement, few needs were identified by the members of the site-based decision-making committee. (CIP 11.13).
3. 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. (CIP 11.3, 11.12, 11.14)
4. Other needs include a computer to run reports; a binding machine so parents can help with teacher resources; a new laminating machine for parents to assist teachers with classroom activities, and a poster machine so that parents can help the school make poster size announcements of activities or meeting that will take place within the school. (CIP 12.2)
5. The committee suggested that parents should be provided with involvement opportunities, with input from parents, so that parents may participate in school-sponsored activities. Parents should have the opportunity to prepare food plates to sell as a fundraiser for the students and provide parental involvement activities that are planned by parents in order to increase participation. Teachers also stated that parental involvement is needed with student attendance in achieving school attendance goals. *Parents will have the opportunity to prepare food plates, snacks and etc for teachers and students. Parents will also have nutritional classes throughout the year in order to acquire a healthy lifestyle for our students. Items need for weekly meeting and classes will be purchased at HEB and Wal-Mart.(CIP 11.10, 11.11, 11.12, 11.14)

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 *Victoria Heights Elementary*** will be held annually in the spring and for 5th grade students and their parents to assist with the transition into middle school. (CIP 1.20)

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. (CIP 1.14)

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

Students experiencing difficulty in mastering the TEKS will be provided effective, timely additional assistance (CIP 7.1) 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. (CIP 7.1). Pull out assistance programs will be implemented throughout the year.

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. More coordination between funding sources and programs is needed. Several of the strategies being implemented are jointly funded with Special Services and Title I Funds, e.g., after school tutorial programs. Professional Development activities are also paid for from Title I, Parts A, and Local Funds. Title I Funds along with **199, 162, 163, 166, 211, 212, 255, 263** funds are used to purchase supplemental instructional materials, printing, technology, and library resources used to improve and enhance the overall instructional program. (CIP 1.2, 2.4)

Victoria Heights Elementary School will provide the state mandated State Compensatory Education Program through funded initiatives including after school tutorials starting in September 2014. Tutorials will be held twice a week for lower grade levels and three times a week for upper grade levels. Students will be provided accelerated instruction by implementing remediation strategies and computer assisted learning. Victoria Heights Elementary will also utilize State Compensatory Education funds to purchase instructional supplies and software to be implemented during tutorials.

In addition to those described above, ***Migrant Funds*** are used for supplemental resources for migrant students in order for them to meet academic expectation. Migrant students' program of instruction will consist of core instruction in the general education classroom. Migrant students receive additional funds to close the achievement gap and it has a direct impact on our PFSs. PFS and Regular Migrant students are provided with extended day instruction and intervention throughout the day in order to provide them with the opportunity to catch up with their counterparts. They will be provided with Tier II and Tier III interventions and migrant services that will be based on service priority. . The district will also provide Migrant Summer School Program called Project Smart for migrant students K-5th.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alma Garza	Parent Liaison	Title I	1.00
Angelita Reyes	Pre-K Aide	Title I	1.00
Aurelio Lozano	Computer Lab Aide	Title I	1.00
Marta Jimenez	Nurse	Title I	0.40

2016-2017 Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Ruben Martinez	Principal
Administrator	Evangelina Guillen	Dean

Campus Funding Summary

Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional supplies	199-13-6399-00-113-Y-11-000-Y	\$1,500.00
1	1	1	Professional Development Conferences	199-13-6411-23-113-Y-99-000-Y	\$250.00
1	1	1	Food and Refreshments for Staff Development	199-13-6499-53-113-Y-99-000-Y	\$700.00
1	1	2	Library Books	199-12-6329-00-113-Y-99-000-Y	\$3,228.00
1	1	2	Subscriptions	197-12-6325-00-113-Y-99-000-Y	\$0.00
1	1	2	Printing of Instructional Materials	199-11-6399-16-113-Y-11-000-Y	\$500.00
1	1	5	Funds for travel (Counselor)	199-31-6411-23-113-Y-99-032-Y	\$150.00
1	1	9	P.E. Supplies	199-11-6399-51-113-Y-11-000-Y	\$500.00
1	1	9	Medical Supplies/Equipment	199-33-6399-00-113-Y-99-000-Y	\$250.00
1	1	13	Funds for mileage	199-11-6411-00-113-Y-11-054-Y	\$150.00
1	1	13	Instructional supplies	199-11-6399-00-113-Y-11-054-Y	\$100.00
2	1	1	GT Supplies	199-11-6399-00-113-Y-21-000-Y	\$571.00
2	1	2	Music Supplies	199-11-6399-57-113-Y-11-000-Y	\$360.00
4	1	2	Perfect Attendance Incentives	199-11-6498-00-113-Y-11-921-Y	\$1,500.00
4	1	2	Transportation	199-11-6494-00-113-Y-11-000-Y	\$1,500.00
4	1	2	Food and Refreshments/Travel & Sustenance for Students	199-11-6412-00-113-Y-11-000-Y	\$1,000.00
4	1	3	Employee Travel for Counselor	199-31-6411-23-113-Y-99-032-Y	\$150.00
4	1	3	General Supplies for Counselor	199-31-6399-23-113-Y-99-032-Y	\$50.00
4	1	3	General Supplies for Counselor	199-31-6399-23-113-Y-99-000-Y	\$250.00
5	1	5	Custodial Supplies	199-51-6399-00-113-Y-99-000-Y	\$1,800.00
5	1	5	CFO-Custodial Supplies	197-51-6315-00-113-Y-99-121-Y	\$5,358.00
5	1	5	Custodial Supplies	199-51-6315-00-113-Y-99-000-Y	\$850.00
5	1	5	Custodial Supplies (Wax)	197-51-6315-01-113-Y-99-121-Y	\$500.00
8	1	1	General Supplies: Toner	199-13-6399-62-113-Y-11-000-Y	\$952.00

8	1	1	General Supplies: Ink	199-11-6399-16-113-Y-11-000-Y	\$500.00
Sub-Total					\$22,669.00
Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Copy Paper	211-11-6396-00-113-Y-30-0F2-Y	\$1,950.00
1	1	2	Instructional Materials	211-11-6399-00-113-Y-30-0F2-Y	\$2,700.00
1	1	4	Substitute for LPAC Chairperson	163-11-6112-00-113-Y-25-000-Y	\$857.00
1	1	12	Stipends	162-23-6117-00-113-Y-30-000-Y	\$2,000.00
1	1	12	1 FTE FP Computer Aide	211-11-6129-06-113-Y-24-0F2-Y	\$29,341.00
1	1	12	1 FTE Title IA Pre-K Aide	211-11-6129-06-113-Y-32-0F2-Y	\$30,531.00
1	1	12	1 FTE Library Aide	211-12-6129-06-113-Y-30-0K9-Y	\$26,445.00
1	1	12	Parent Liaison	211-61-6129-00-113-Y-30-0F2-Y	\$25,914.00
3	1	1	TitleI Federal Programs Tutorials	211-11-6118-00-113-Y-30-0F2-Y	\$4,006.00
3	1	1	TitleI Federal Program Extended Day Tutorials Classified	211-11-6121-00-113-Y-24-ASP-Y	\$30,858.00
6	1	8	Compensation for mileage	211-61-6411-00-113-Y-30-0F2-4	\$200.00
6	1	8		199-61-6411-00-113-Y-99-000-Y	\$200.00
6	1	9	Items for Parent Center	211-61-6399-00-113-Y-30-0F2-Y	\$98.00
Sub-Total					\$155,100.00
Title III-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Bilingual Substitutes for LPAC	163-13-6112-00-113-Y25-000-Y	\$900.00
1	1	3	Duplicating Paper	163-11-6396-00-113-Y25-000-Y	\$2,000.00
1	1	3	Instructional Supplies	163-11-6399-00-113-Y25-000-Y	\$3,000.00
1	1	3	Substitutes for TELPAS	263-13-6112-00-113-Y25-000-Y	\$900.00
1	1	3	Duplicating Paper	263-11-6396-00-113-Y25-000-Y	\$3,000.00
1	1	3	General Supplies	263-11-6399-00-113-Y25-000-Y	\$2,000.00
Sub-Total					\$11,800.00
State Compensatory					

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Reading Books to Support Literacy	162-11-6329-00-113-Y-30-TLX-Y	\$5,000.00
3	1	1	At Risk Tutorials	162-11-6118-00-113-Y-30-000-Y	\$13,280.00
3	1	1	Instructional Resources: Paper	162-11-6396-00-113-Y-30-000-Y	\$0.00
3	1	1	State Compensatory Extended Day Tutorials Certified	162-11-6118-00-113-Y-30-ASP-Y	\$30,353.00
3	1	1	General Supplies	162-11-6399-00-113-Y-30-000-Y	\$0.00
3	1	1	Instructional Staff Development Supplies	162-13-6399-00-113-Y-30-000-Y	\$0.00
3	1	1	Printing Supplies	162-13-6399-16-113-Y-30-000-Y	\$0.00
3	1	1	At Risk Tutorials SSI	162-11-6118-00-113-Y-24-SSI-Y	\$4,151.00
3	1	5	1 FTE	162-13-6119-31-113-Y-30-000-Y	\$57,421.00
3	1	6	.50 FTE	162-11-6119-00-113-Y-30-054-Y	\$35,911.00
3	1	7	1.5 FTEs	162-11-6119-00-113-Y-30-PKK-Y	\$76,676.00
3	1	8	Living With Science/SciTEX Renewal of License	162-11-6249-00-113-Y-30-0K2-Y	\$1,400.00
3	1	8	Reading Plus	162-11-6395-62-113-Y-30-000-Y	\$6,500.00
Sub-Total					\$230,692.00
State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Copy Paper	163-11-6396-00-113-Y-25-000-Y	\$1,000.00
Sub-Total					\$1,000.00
Federal Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	General Supplies	263-11-6399-00-113-Y-25-000-Y	\$2,838.00
Sub-Total					\$2,838.00
Title II-A (TPTR)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	12	TPTR General Supplies	211-11-6399-16-113-Y-30-0F2-4	\$25.00
1	1	12	TPTR General Supplies	211-11-6399-00-113-Y-30-0F2-4	\$83.00
Sub-Total					\$108.00

SPED					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	14	PPCD Instructional Materials	166-11-6399-00-113-Y-23-0P3-Y	\$578.00
1	1	14	Resource Instructional Materials	166-11-6399-00-113-Y-23-0P4-Y	\$577.00
1	1	14	PPCD Gloves and Velcrom	166-11-6399-00-113-Y-23-0B0-Y	\$1,000.00
Sub-Total					\$2,155.00
197 Projects					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Library Book Order	197-12-6649-65-113-Y-99-000-Y	\$1,400.00
Sub-Total					\$1,400.00
Grand Total					\$427,762.00