

# Canutillo Independent School District

## Bill Childress Elementary School

### 2018-2019 Campus Improvement Plan

**Accountability Rating: Met Standard**

#### **Distinction Designations:**

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



**Board Approval Date: September 25, 2018**

# Mission Statement

To provide high quality educational opportunities that will inspire all students to acquire and use the knowledge and skills needed to become leaders and productive citizens in a culturally diverse and technologically sophisticated world.

## Vision

Bill Childress Elementary will provide a quality and rigorous education that will enhance the diverse talents and needs of our population. Every child will be challenged to set productive goals for the future and will be given the opportunity to achieve those goals in our ever-changing technological society.

## Core Beliefs

**Culture of Excellence**

**Student Centered**

**High Expectations**

**Accountability**

**Transparency**

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# Comprehensive Needs Assessment

Revised/Approved: February 28, 2018

## Demographics

### Demographics Summary

#### **Demographics Summary 2018-2019-- OUR CAMPUS STORY:**

Bill Childress Elementary School in Canutillo ISD serves approximately 400 students and is located in Vinton, Texas. The school serves children in grades Pre-K through Fifth. There is a dual language program (English and Spanish) in which two-thirds of the students participate. All dual language sections in the school are "two-way", which means there are English dominant and Spanish dominant students in the same class. The campus has two half-day sections of Pre-Kindergarten. One section follows the Dual Language Model and the second section is taught in English. There are three full-day sections of kindergarten. There are also four first-grade sections; two are dual language, one is English monolingual, and another is a monolingual combo class serving first and second grade students. Second grade has two dual language sections and an English monolingual section. There are three third-grade sections and two are dual language. Grades four and five each have three sections and two sections in each grade level are dual language. Bill Childress also serves more than twenty students in Special Education. There are two classrooms with approximately 12 students with Autism. We are also home to the district Elementary Behavior Intervention Classroom with approximately 3 students, and the ability to serve more students as needed. Our gifted and talented program currently serves 40 students.

The ethnic distribution in the campus is 99% Hispanic and 1% White; of these students, 86% are

Economically Disadvantaged and 44% are learning English as their second language. At Bill Childress, 325 of the 400 students meet at least one of the criteria for at-risk of dropping out of school. The migrant program currently serves 13 students. Fortunately, there are federal, state, and district programs and funds that keep these students in school and over 90% will graduate. Given the current immigration climate, and despite the support they receive at school, some of our students are struggling with the threat of deportation and the fear of being separated from loved ones. This dynamic engenders insecurity which negatively impacts their learning.

The staff at Bill Childress Elementary are experienced and committed to students. There are 28.5 teachers of which 23.5 are Hispanic (Most are Bilingual) and 5 are White. Most of the teachers have taught more than five years. Almost a third of the instructors have more than twenty years' experience.

Bill Childress Elementary believes that all children should participate in healthy activities and the arts. Children have one hour of PE/recess four out of five days, and at least 45 minutes of music every week. Children are not pulled out of music and PE for academic remediation.

BCE is a campus that prides itself in recruiting and retaining high quality teachers. We continuously provide professional development opportunities to teachers to ensure they are providing our students the highest level of instruction. Our teachers and staff love the students, the school, and the community as a whole. Bill Childress Elementary School has an experienced staff with very little turnover. We hired three new teachers to replace three retiring teachers.

#### **Demographics Strengths**

- The teacher and staff are able to identify students, achieve goals, and help students succeed.
- The Dual Language Program builds literacy in 2 languages.

- Our ability to retain teachers provides students with experienced educators.
- The students feel safe and secure when on campus.
- Diversity is accepted and respected and creates a safe learning environment.
- Open line of communication exists allowing for difficult conversations to take place and grow from the experience.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Parent engagement is not present in policy and decision making in curriculum. **Root Cause:** Parents have multiple responsibilities and work hours interfere with engagement.

**Problem Statement 2:** Student attendance rate is below 97%. **Root Cause:** Parents do not understand or have little knowledge about the attendance laws and regulations.

**Problem Statement 3:** We do not have enough paraprofessionals to support the special education program and climbing enrollment. **Root Cause:** Lack of funding. Not enough money to hire needed personnel.

# Student Academic Achievement

## Student Academic Achievement Summary

### Student Academic Achievement Summary– 2018-2019

#### OUR CAMPUS STORY:

I-Station scores show more than 75% of the students at the school are reading at grade level.

STAAR Performance at "Approaching Grade Level" or above for 2017 were as follows:

- Reading 65%; SPED 10%; ELL 64%; Econ Disadv 100%
- 3rd-63% 4th-61% 5th-77%
- Math 71% ; SPED 27%; ELL 69% ; Econ Disadv 100%
- 3rd- 66% 4th- 62% 5th-90%
- Writing 56% ; SPED 0%; ELL 52%
- Science 74% ; SPED 11%; ELL 76%

STAAR Performance at "Masters Grade Level" for 2017 was as follows:

- Reading 16% : 3rd-22% 4th-15% 5th-13%
- Math 19%: 3rd-15% 4th-16% 5th-27%
- Writing 8%
- Science 25%

STAAR BCE earned one distinction for academic achievement in Science.

Last three years comparison chart in percentages (using results in Eduphoria):

	3 <sup>rd</sup> Grade			4 <sup>th</sup> Grade			5 <sup>th</sup> Grade		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
<b>Reading</b>	63	57	63	69	60	61	92	88	77

<b>SPED</b>	0	23	25	17	0	0	33	0	0
<b>ELL</b>	54	48	56	53	46	55	90	88	73
<b>ED</b>	64	60	62	61	65	60	92	84	81
<b>Math</b>	73	62	66	67	66	62	87	95	90
<b>SPED</b>	9	31	25	0	11	18	50	40	33
<b>ELL</b>	68	52	68	53	63	54	60	94	88
<b>ED</b>	75	66	64	63	70	65	87	93	92
<b>Writing</b>				62	60	56			
<b>SPED</b>				0	0	0			
<b>ELL</b>				44	48	52			
<b>ED</b>				55	63	57			
<b>Science</b>							73	75	74
<b>SPED</b>							33	20	11
<b>ELL</b>							50	65	76
<b>ED</b>							72	70	74

### Student Academic Achievement Strengths

- A system is in place to implement the RTI Program in a timely effective manner.
- I-station is being implemented with fidelity and the reports are used to address needs.
- STAR reading is implemented by all teachers with fidelity to promote reading.
- Intervention time is scheduled during the school day to ensure all students receive the help they need.
- Intervention tools are available for all students.

### Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** Low Writing scores. **Root Cause:** Lacking a system for incorporating the rigor of writing concepts at ALL grades levels to meet the state expectations on the 4th grade assessment.

**Problem Statement 2:** Low Science scores. **Root Cause:** Lacking a system for incorporating the rigor of Science concepts at ALL grades levels to meet the state expectations on the 5th grade assessment.



**Problem Statement 3:** Low percentage of GT students reaching Masters level on state exams. **Root Cause:** Not promoting to students the importance of achieving higher than the minimum passing score.

**Problem Statement 4:** Low Reading scores **Root Cause:** Lacking a system for incorporating the rigor of reading and writing concepts at ALL grades levels to meet the state expectations on the 4th grade assessment.

**Problem Statement 5:** Low Math scores in 3rd grade. **Root Cause:** Students lack foundational and problem solving skills and there is reading in the math.

# **School Processes & Programs**

## **School Processes & Programs Summary**

### **Processes & Programs Summary 2018-2019—**

#### **OUR CAMPUS STORY:**

Teachers have embraced the district warranties: Use the Year at a Glance and the Instructional Focus Documents from TEKS Resource to guide their instruction. They meet as a PLC every week to plan instruction, identify students in need of interventions, analyze data, and design the interventions that meet the needs of the students. Teachers have utilized Common Unit Assessments designed by the PLC in order to track student progress and teacher effectiveness. Teachers continue to pursue the campus goal which is to ensure that every student can read at grade level. They continue to use I-Station to track student progress in reading and have incorporated Guided Reading as the mode of instruction to improve and meeting the student reading goal.

Professional Development will continue to be a priority especially in the core content areas: Reading, Writing, Mathematics, Science, social studies, special programs and technology

The governing body is the Campus Improvement Committee (CIC). The CIC is comprised of two-thirds instructional staff, other professional educators, parents, and community members. It meets once each month to discuss academic achievement and school improvement. The Instructional Leadership Team (ILT) meets once a semester and the main purpose is to focus on improving writing/reading for the entire campus. The members are looking at a vertical alignment through the use of various professional development such as the Writing Academy, Guided Reading, and Guided Math to ensure that writing occurs at every grade level and is embedded in the curriculum in a systematic manner.

Breakfast is served to every student to ensure that all students are offered the opportunity to start the day with a meal. Response to Intervention is afforded to every student three times per week during the school day during "Eagle Time." Enrichment time is offered to every student on Fantastic Fridays allowing students (regardless of gaps) to enjoy hands-on STEM activities, music, art, or literature. Students in 4th thru 5th grade participate in the Robotics competition at district level. A schedule has been developed to ensure Eagle Time and Enrichment time for every student at BCE.

Several programs are offered to our students for enrichment such as the Mother/Daughter - Father/Son program, library and counseling enrichment classes, Book Fair each semester, Safety Patrol and Kids Excel for our 4th grade students, Student Council for our 5th grade students, Robotics for 4th thru 5th grade, Science Fair, Spelling Bee (in both English and Spanish), UIL Competition, Braden Aboud, UNICEF bracelets, Nike Days once a month after school, and Wellness Program for all our staff who wish to join.

We continuously provide professional development opportunities to teachers to ensure they are providing our students the highest level of instruction. Our teachers and staff love the students, the school, and the community as a whole. BCE is a campus that prides itself in recruiting and retaining high quality teachers. Bill Childress Elementary School has an experienced staff with very little turnover.

All classrooms have at least 4 computers, and a data projector that is used daily. Many teachers also have an "elmo" that is also used daily. The campus has three computer labs that are used daily. Every student is in one of three computer labs at least twice each week. Typical uses of the labs are for assessments or computer aided instruction (CAI) in reading and mathematics. There are several software programs that are used consistently by teachers such as Lexia, I-station, Reading A to Z, Renaissance learning, STEM Scopes, and others. We currently have a technology committee and a 5 year Technology

Plan, which was developed by the committee. The plan includes replacement and upgrade of equipment to ensure that our students are provided with the opportunity to have access to the latest technological equipment and software to assist in the acquisition of skills in the core content areas: ELA/SLA/reading, math, science, and social studies.

#### **School Processes & Programs Strengths**

- Faculty and staff have access to TEKS and YAG which is an opportunity to make the curriculum accessible to parents.
- Upper grade levels are using appropriate unit assessments to assess student learning and proactively provide the needed interventions to students.
- Teachers are attending professional development, implementing strategies acquired from professional development and monitored by admin to provide the best education possible.
- Scheduled time for PLC and planning every week is provided to teachers in K thru 5th grade, so they can collaborate and learn from each other.
- As a PLC, teachers provide interventions and seek solutions as needs arise in order to provide the best solution possible to any given problem.
- Low teacher and staff turnover allows for experienced teachers to provide high quality education for every student.

#### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Vertical alignment is ambiguous and unclear, and needs specificity. Vertical alignment between teachers is lacking. **Root Cause:** Lack of time to meet vertically, Scheduling and lack of time interfere with vertical alignment.

# Perceptions

## Perceptions Summary

### **Perceptions Summary 2018-2019--OUR CAMPUS STORY:**

The campus has a strong Mother/Daughter Father/Son program with more than thirty members. The campus hosts Grandparents' Day, an open house that occurred the week before the first day of school, student performances, awards assemblies, and we recruit parents and community members to be voting members on the governing board. The parent liaison has recruited parent volunteers, bringing our total parent volunteers to 45 members. The parent liaison will continue to host parent meetings throughout the school year, conduct home visits for families in need, and coordinate classes for parents. One of the initiatives for this year is to engage parents in order to promote daily attendance of students. All communications go out in two languages (Spanish and English): School messenger, flyers, monthly calendars, teacher contact with parents through phone, apps and letters, and administrative contact with parents. Volunteers are helping out in the morning with Breakfast, as well as the office, the library, and the classrooms.

As part of our committee outreach we have established a partnership with 86 Battalion from Ft. Bliss, Center for Children of El Paso, and the Village of Vinton. We have several community organizations to serve our students such as the dental van, UNICEF, NIKE day, Braden Aboud, Kids Excel, Border Patrol, El Paso del Norte Foundation, and American Heart Association as guests for our students. Our parent liaison has scheduled Parent University classes hosted by Aliviane (Drug Trends).

The Organizational Health Individualized (OHI) Report was used to measure culture and climate for Bill Childress Elementary School. The May 2017 report reflected an increase on faculty/staff

communication, staff morale, resource utilization and cohesiveness, but there was a shift in focus towards student achievement goals.

In order to promote vibrant college awareness, our students participate in the daily announcements and recite "My path to college begins at BCE..." which provides students the opportunity to select a university of their choice to attend. Our students are exposed to STEM activities through the opportunity to participate in Robotics. Fieldtrips to various colleges, universities, and businesses are scheduled for the different grade levels in order to promote a vibrant College and Career awareness. To close the year we host a College and Career Day.

Other activities throughout the year include Red Ribbon Week to promote being and staying drug free, Cyberbullying sessions to prevent bullying, No Place for Hate Activities throughout the year to promote kindness, Character Counts, and Generation Texas.

BCE continues to implement school wide PBIS effort with success. Students are recognized for academic and attendance achievements by faculty and staff through awards, incentives and celebrations.

#### **Perceptions Strengths**

- Custodial and cafeteria staff are exceptional.
- Our school climate is safe and focused on learning.
- Student supervision is a priority for our campus.
- Customer service throughout the campus is positive.
- Routines and systems are in place to keep everyone safe.

#### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** There is not enough personnel for special populations in the high priority units. We currently have 4 aides that are scheduled in the three units. **Root Cause:** Using the point evaluation system by Special Department it was recommended that 2 aides be present at each of the SLC units and at least one aide be at the BIC unit (for a total of 5 aides).

**Problem Statement 2:** Playground equipment is torn, broken, old, unsafe. The school grounds are in need of repair. **Root Cause:** The age of the school grounds is over 20 years, and repairs have not been made as needed grounds have not been maintained.

**Problem Statement 3:** Insufficient community partnerships. **Root Cause:** Not enough time for staff members to find partnerships and apply for grants.

# 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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card 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 End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## Student Data: Student Groups

- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- Gifted and talented data



- Response to Intervention (RtI) student achievement data

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

- Attendance data
- School safety data

### **Employee Data**

- Professional learning communities (PLC) data
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

### **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
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals




Revised/Approved: June 27, 2018


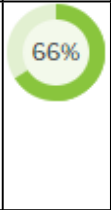

## Goal 1: Provide a Safe & Secure Environment

**Performance Objective 1:** During the 2018-2019 school year, 100% of Bill Childress faculty and staff will continue to participate and implement a safety and security plan based through the Emergency Operational Plan Committee by providing a safe and secure environment for all students, staff, and community members.

**Evaluation Data Source(s) 1:** EOP Meetings/ agendas/ Sign-In/ Minutes

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) Conduct monthly fire drills/ scheduled lock-downs/ evacuations and other safety procedures/ practices required by the district.</p>		Assistant Principal, EOP team/ Administration, Counselor, Physical Education Teachers.	Schedules/ Fire Drill Forms Teacher Attendance Records during drills to ensure all students and staff participation.				
<p><b>Critical Success Factors</b> CSF 4 CSF 6</p> <p>2) Conduct daily walk-throughs to check safety of campus facilities, equipment, and grounds. Collaborate with the district to address emergencies.</p>		Administration/ Head Custodian	Walk-throughs/work orders Maintain safe environment for students, teachers, staff and parents.				
<p><b>Critical Success Factors</b> CSF 4 CSF 6</p> <p>3) Maintain a safe and clean campus-maintain-through daily routines of custodians. Collaborate with maintenance and administration of any non-functional areas to address in a timely manner to provide, repair and/or replace items/supplies/materials, etc</p>		Custodian/ Administration	Work orders on School Dude. Items replaced and repaired in a timely manner.				

<p><b>Critical Success Factors</b> CSF 6</p> <p>4) School wide Emergency kits are provided to all teachers and staff in case of emergency.</p>		Admin/Custodian/EOP Team	All students and staff have access to an emergency kit in case of an emergency.				
<p><b>Critical Success Factors</b> CSF 4 CSF 6 CSF 7</p> <p>5) Submit and monitor all work orders and vendors to ensure that all equipment is functional (playground, building maintenance, Xerox machines, printers, etc.) to meet student /staff needs and safety.</p>		Lead Custodian, Assistant Principal	All equipment running properly at all times. Uninterrupted instruction.				
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>6) Nurse will provide health assistance and information to students/ staff/ community when needed to ensure well being and safety of campus</p>	2.6	Nurse, Administration	Healthy students in a safe and secure environment. Increased attendance.				





 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue






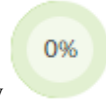

**Goal 1:** Provide a Safe & Secure Environment

**Performance Objective 2:** During the 2018-2019 school year, all faculty and staff at BCE will increase and monitor safety by providing security prevention strategies to decrease incident reports on safety/bullying incidents from 6 incidents to no more than 4 incidents.

**Evaluation Data Source(s) 2:** Referral and Discipline Summary Reports.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 6 CSF 7</p> <p>1) Provide training to all teachers/staff on prevention strategies to accurately identify and report bullying in accordance to the Texas Anti-Bullying Law.</p>		Administration, Counselor	Teachers/Staff will identify and take proper action to stop bullying. Students, staff, and community feel safe.				
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>2) Provide incentives and acknowledgement of positive achievement by students (Academic and behavior) at the end of grading period as indicated by administration/teachers.</p>		Teachers/Administration/Staff, Counselor	Awards, Recognition, acknowledgement. Continuous improvement, growth mindset.				
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 6 CSF 7</p> <p>3) Assistant Principal will receive training on the new anti bullying laws and provide formal training to staff to accurately identify and report bullying in accordance to the Texas Anti-bullying law and any new laws that shall arise.</p>		Principal, Assistant Principal, Counselor	Teachers and staff will implement the new law to ensure proper identification, reporting, and stop bullying. Bully free, safe and secure environment for all.				
<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6 CSF 7</p> <p>4) Through monthly meetings, BCE will continue implementing a school wide PBIS/CATCH/SHAC (coordinated school health) framework to establish the social, physical, and behavioral needs by providing a positive learning environment for students, staff, and community members.</p>		Admin, PBIS team, CATCH team	BCE will be perceived as a safe place by students, teachers, staff, and community members.				

<p><b>Critical Success Factors</b> CSF 1 CSF 6 CSF 7</p> <p>5) BCE will continue to implement the No Place for Hate Program in grades PK-5th and provide professional development for staff as appropriate.</p>		Admin, PBIS team, Faculty, Staff	No Place for Hate Activities completed by all students, including the Oath Signing attesting to maintain a bully-free attitude. Safe and secure learning environment for all.				
<p><b>Critical Success Factors</b> CSF 6</p> <p>6) Collaborate with bus drivers and transportation department to create a plan to minimize discipline issues during transportation.</p>		Administration, PBIS, bus drivers	Decrease the number of bus referrals and bus incidents. Provide a safe and secure learning environment for all students.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6</p> <p>7) Incorporate a plan to set school wide behaviors and character expectations, supported by PBIS, to ensure the safety and security of students in school.</p>		Principal, Assistant Principal, All Faculty and Staff	Improved behavior and a decrease in disciplinary incidents.				
<div style="display: flex; align-items: center; justify-content: space-around;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

**Goal 1:** Provide a Safe & Secure Environment

**Performance Objective 3:** By May 2019, all faculty and staff at BCE will teach and practice with students the positive discipline strategies presented by PBIS to maintain a safe and secure learning environment to decrease 19 discretionary referrals by 4 referrals.

**Evaluation Data Source(s) 3:** Referral and Discipline Summary Reports. PBIS Strategies on lesson plans.

**Summative Evaluation 3:**



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 6</p> <p>1) BCE will monitor discipline referrals and other data related to student behavior. All data will be shared with NPFH/ PBIS committee every 9 weeks</p>		Administration/ PBIS/NPFH team	Maintain a safe and disciplined environment conducive to student learning.				
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>2) PBSI will share data with teachers and collaborate to use variety of strategies for teacher/student to develop self discipline.</p>		PBIS/ NPFH team/ Administration/	Increase students' ability to self monitor behavior and decrease disciplinary incidents.				
<p><b>Critical Success Factors</b> CSF 4 CSF 6</p> <p>3) PBSI will share data with teachers and collaborate to use variety of strategies for teacher/ student to decrease discipline referrals.</p>		Assistant Principal, Principal	To maintain a safe and orderly environment.				
<p>  = Accomplished                = Continue/Modify                = No Progress                = Discontinue         </p>							



# Goal 2: Increase Student Academic Achievement

**Performance Objective 1:** By Spring 2019, 3rd, 4th, and 5th grade students will increase their overall achievements scores by at least 5% on all STAAR assessments, and targets will be as follows: Reading from 72% to 75%; Writing from 69% to 72%; Mathematics from 85% to 88%; Science from 81% to 83%.





**Evaluation Data Source(s) 1:** STAAR DATA






**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 7</p> <p>1) All teachers will be trained on T-TESS to improve instruction, to add learning goals and performance standards to student expectations, and use assessments to monitor progress for all students. Training opportunities will include differentiation for GT, Special Education, 504, ELL, RTI and Migrant.</p>	2.5, 2.6	Principal, Assistant Principal, and Instructional Coordinator	Improvement in teacher effectiveness as documented by walkthroughs and classroom observations. Increase student performance in unit assessments, benchmarks, ready assessments, and overall performance in STAAR.				
<p><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Schedule interventions during the regular school day (Eagle Time). Students that have been identified "at risk" will be provided with interventions using supplemental materials across core content areas. Interventions will be provided by staff (including but not limited to) teachers, tutors, specialists, and aides during Eagle Time. A well -balanced and appropriate curriculum will be provided to all students</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, Instructional Coach	Formative assessment data, at least 10 classroom observations weekly, common assessments scores will provide valid data, running records, Eagle Time records will focus on individual student needs, RTI logs and records will demonstrate that student needs are being addressed and targeted during SST, ARD's, and 504 meetings. Close the learning gap.				

<p><b>Comprehensive Support Strategy</b> <b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7</p> <p>3) Professional Development will be provided for teachers/Staff on various topics such as but not limited to DOK, Guided Reading, Guided Math, Writing Academy, IStation, etc.) to determine depth of understanding on specifics TEKS (ELL, 504, At Risk (Rtl), Sped, Migrant, and GT). Qualified and effective personnel will be developed and retained.</p>	2.4, 2.5, 2.6	Administration, Instructional Coach	Finance/approval with purpose. Staff development and staff who attend will be documented through certificates, agenda, etc. Teachers will apply knowledge acquired to their classes/students and will be observed and documented during walkthroughs. Walkthroughs will focus on observing Differentiated Instruction strategies, implementation of GR, GM, and fidelity to technology programs.				
<p><b>Comprehensive Support Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>4) Resources, supplies and materials will be provided to support instructional programs for struggling students (such as Guided Reading, Guided Math, Writing Academy, etc.) z</p>	2.4, 2.5, 2.6	Principal, Instructional Coach	Purchase Orders with materials and supplies. Increase the number of students meeting grade level on STAAR. Students reading at or above grade level.				
<p><b>Comprehensive Support Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>5) PLC's will have the opportunity to meet for extended collaboration through modified day planning and meet weekly to address student needs in all core content areas by analyzing current data, student work, shared strategies.</p>	2.4, 2.5, 2.6	Administration, Teachers, IC	Unified grade level PLC with increased collaboration and learning for all students. Qualified and effective personnel will be developed and retained. Increase level of academic performance.				
<p><b>Comprehensive Support Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>6) Administrators will utilize PLC and other walk-through documentation data formats to provide timely feedback to teachers and their PLC's.</p>	2.6	Administration, IC	Documented walkthroughs with feedback included and submitted through Eduphoria for teacher review within 48 hours of walk-through. Positively impact instructional practice and student achievement				
<p><b>Comprehensive Support Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>7) All English Language Learners (ELL's) will effectively use ELPS and Sheltered Instructions Strategies. Data will be reviewed and analyzed throughout the year to standards.</p>	2.4, 2.5, 2.6	Teachers, Instructional Coach, Administrative Team.	increase TELPAS proficiency levels and meet STAAR performance. Increased student achievement for ELL's and an increase in self esteem. Data, running records, grades improved. increase performance and close the gap.				



<p><b>Comprehensive Support Strategy</b> <b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>8) Strategies that are targeted and research base will be used to improve fluency, vocabulary, phonics and phonemic awareness to support all students including ELL's, At Risk, economically disadvantaged, GT, etc.</p>	2.4, 2.5, 2.6	Teachers, IC, Admin Team	Running records showing improvement.				
<p><b>Problem Statements:</b> Student Academic Achievement 1, 2</p> <p><b>Funding Sources:</b> 185-State Compensatory Education - 65000.00</p>							
<p><b>Comprehensive Support Strategy</b> <b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>9) All students will use I-station to support instruction needed focusing on vocabulary, fluency, reading comprehension and overall scores of ISIP. Monthly assessments will be given to monitor and target reading concepts and skills.</p>	2.4, 2.5, 2.6	Teachers, IC, Admin Team	Lesson plans, I-Station Reports, running records showing student achievement improvement.				
<p><b>Comprehensive Support Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>10) Common assessments will be conducted and analyzed as well as grade level benchmarks and ISIP.</p>	2.4, 2.5, 2.6	Teachers, IC, Admin Team	Target reading concepts and skills and increase reading level of all students. Common assessment data on Eduphoria, I-Station reports will show and increase and improvement in reading concepts.				
<p><b>Comprehensive Support Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>11) Integrate a variety of strategies that will support Math instruction. This will include but is not limited to manipulatives, interactive math notebooks, Calendar Math, and problem solving strategies as well as technology programs: Think through Math, Math IStation.</p>	2.4, 2.5, 2.6	Teachers, IC, Admin Team	Increase all student performance (ELL, 504, SPED, GT, RtI)				

<p><b>Comprehensive Support Strategy</b> <b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>12) Collaborate during PLC's to conduct and analyze grade level assessments, students work samples and lesson targeting math concepts and skills. Will continue to use MSTAR and ESTAR screener for 2nd - 5th.</p>	2.4, 2.5, 2.6	Teachers, IC, Admin Team	PLC agenda and minutes, student data, reports, work samples. Horizontal and vertical planning teams will be developed.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished         </div> <div style="text-align: center;">  = Continue/Modify         </div> <div style="text-align: center;">  = No Progress         </div> <div style="text-align: center;">  = Discontinue         </div> </div>							

**Performance Objective 1 Problem Statements:**



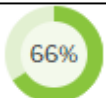
<b>Student Academic Achievement</b>
<p><b>Problem Statement 1:</b> Low Writing scores. <b>Root Cause 1:</b> Lacking a system for incorporating the rigor of writing concepts at ALL grades levels to meet the state expectations on the 4th grade assessment.</p>
<p><b>Problem Statement 2:</b> Low Science scores. <b>Root Cause 2:</b> Lacking a system for incorporating the rigor of Science concepts at ALL grades levels to meet the state expectations on the 5th grade assessment.</p>






**Goal 2: Increase Student Academic Achievement**

**Performance Objective 2:** By Spring 2019, Bill Childress students in Special Education passing the STAAR test will increase by at least 5% in Reading and Mathematics and targets will be as follows: Reading from 54% to 59%; Mathematics from 61% to 66%.

**Evaluation Data Source(s) 2: STAAR DATA**

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7  1) Guided Reading will be implemented with fidelity.	2.4, 2.5, 2.6	Teachers, Instructional Coach.	Improvement will be evident on formative assessment data, classroom observation, and common unit assessment data. Students improve reading comprehension by 0.5 to 1.0 grade level in one year.				
<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7  2) Differentiated instruction will be practiced by all teachers and best practices will be implemented in all content areas.	2.4, 2.5, 2.6	Teachers, Instructional Coach, Administrator	Close the achievement gap. Students will improve reading comprehension by 0.5 to 1.0 grade level in one year. Students will engage in writing daily in their journals which will serve as evidence of growth.				
<b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7  3) Implement the TEKS Resource curriculum addressing the Readiness and Supporting Standards as identified in Reading, Writing, Math, Science, and Social Studies providing opportunities that are equitable to all Special Education students providing support for Least Restrictive Environment that is appropriate to individuals as indicated during an ARD.	2.4, 2.5, 2.6	Teachers, IC, Administration	ARD minutes, students IEP, success for students with special needs. Students in SPED will experience growth in all content areas.				

<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4	2.4, 2.5, 2.6	Teachers, IC, Administration	Running records, program usage, tracking student progress. Improvement in all content areas/				
4) Implement programs such as but not limited to: Lexia, Learning A-Z in reading and science, Accelerated Reader and Accelerated Math. Providing Student Support.							
<b>Problem Statements:</b> Student Academic Achievement 1, 2 <b>Funding Sources:</b> 185-State Compensatory Education - 1500.00							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished         </div> <div style="text-align: center;">  = Continue/Modify         </div> <div style="text-align: center;">  = No Progress         </div> <div style="text-align: center;">  = Discontinue         </div> </div>							

**Performance Objective 2 Problem Statements:**




<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> Low Writing scores. <b>Root Cause 1:</b> Lacking a system for incorporating the rigor of writing concepts at ALL grades levels to meet the state expectations on the 4th grade assessment.
<b>Problem Statement 2:</b> Low Science scores. <b>Root Cause 2:</b> Lacking a system for incorporating the rigor of Science concepts at ALL grades levels to meet the state expectations on the 5th grade assessment.
<b>Problem Statement 3:</b> Low percentage of GT students reaching Masters level on state exams. <b>Root Cause 3:</b> Not promoting to students the importance of achieving higher than the minimum passing score.
<b>Problem Statement 4:</b> Low Reading scores <b>Root Cause 4:</b> Lacking a system for incorporating the rigor of reading and writing concepts at ALL grades levels to meet the state expectations on the 4th grade assessment.
<b>Problem Statement 5:</b> Low Math scores in 3rd grade. <b>Root Cause 5:</b> Students lack foundational and problem solving skills and there is reading in the math.







**Goal 2: Increase Student Academic Achievement**

**Performance Objective 3:** By Spring 2019, Bill Childress percentage of students reaching Mastery Level in STAAR, will increase in Reading from 16% to 18%, in Writing from 14% to 16%, in Science from 21% to 23%, and in Math from 23% to 25%.

**Evaluation Data Source(s) 3: STAAR DATA**

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) Bill Childress will refine our performance management system linked to measuring learning outcomes (on Eduphoria) by enhancing student success. Students will be encouraged and challenged to meet their full educational potential.(Teachers will use student performance standards in lessons to go beyond knowledge and comprehension.)</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, Instructional Coach	There will be more students achieving Level 2 and Level 3 on STAAR. More students reading at or above grade level as measured by IStation, eSTAR, WRAP, etc.				
<p><b>Problem Statements:</b> Student Academic Achievement 1, 2, 3, 4, 5 <b>Funding Sources:</b> 211-Title I-Part A - 65000.00</p>							
<p><b>Comprehensive Support Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7</p> <p>2) To implement Guided Reading, Guided Math, Writing Academy strategies, and learning centers to support all students, including ELL, and expand learning, knowledge, and skills.</p>	2.4, 2.5, 2.6	Instructional Coach, Assistant Principal.	During observations and walkthroughs, centers will be well stocked with activities, classrooms will display anchor charts, etc.				
<p><b>Problem Statements:</b> Student Academic Achievement 1, 2, 3, 4, 5</p>							
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) Continue to frequently implement the use of Thinking Maps, The Writing Academy, interactive journals, Accelerated Reader, and software and technology to enhance literacy development to assist all students including ELL's.</p>	2.4, 2.5, 2.6	Teachers, IC, Admin Team	Lesson plans, running records, journals, data reports. Students writing across all content areas				
<p><b>Problem Statements:</b> Student Academic Achievement 1 <b>Funding Sources:</b> 211-Title I-Part A - 4200.00</p>							

<p><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>4) Teachers will continue to use and integrate technology where applicable to ensure student learning. This will include Mimeo boards, I-Station, Brain Pop, E-Books, and other software and or website programs, but not limited to these items.</p>	2.4, 2.5, 2.6	Teachers, IC Admin Team	Student progress reports, observations, lesson plans, assessments. Increase academic performance. Reading comprehension will increase.				
<p><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>5) Replace, repair, or purchase new technology and electronic equipment, in a timely manner, to ensure student learning and achievement for all students including ELL's, SPED, GT, 504, and RtI population. This will include such items (but not limited to) computers, headphones, printers, projectors, electronic notebooks, I-pads, chrome books, laptops, etc.</p>	2.4, 2.5, 2.6	Administration, Technology Committee	To provide high quality educational experiences to all our students. Inventory sheets demonstrating where equipment has been replaced, repaired, or placed.				
<p><b>Funding Sources:</b> 185-State Compensatory Education - 12000.00</p> <p style="text-align: center;">  = Accomplished      = Continue/Modify      = No Progress      = Discontinue </p>							

**Performance Objective 3 Problem Statements:**





<b>Student Academic Achievement</b>
<p><b>Problem Statement 1:</b> Low Writing scores. <b>Root Cause 1:</b> Lacking a system for incorporating the rigor of writing concepts at ALL grades levels to meet the state expectations on the 4th grade assessment.</p>
<p><b>Problem Statement 2:</b> Low Science scores. <b>Root Cause 2:</b> Lacking a system for incorporating the rigor of Science concepts at ALL grades levels to meet the state expectations on the 5th grade assessment.</p>
<p><b>Problem Statement 3:</b> Low percentage of GT students reaching Masters level on state exams. <b>Root Cause 3:</b> Not promoting to students the importance of achieving higher than the minimum passing score.</p>
<p><b>Problem Statement 4:</b> Low Reading scores <b>Root Cause 4:</b> Lacking a system for incorporating the rigor of reading and writing concepts at ALL grades levels to meet the state expectations on the 4th grade assessment.</p>
<p><b>Problem Statement 5:</b> Low Math scores in 3rd grade. <b>Root Cause 5:</b> Students lack foundational and problem solving skills and there is reading in the math.</p>



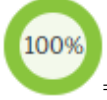



**Goal 2: Increase Student Academic Achievement**

**Performance Objective 4:** By Spring 2019, Bill Childress Elementary will increase the percentage of ELL students in the Dual Language Program passing all STAAR assessments from 75% to 77%.

**Evaluation Data Source(s) 4:** Classroom observations, formative assessments, TELPAS, STAAR DATA

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Comprehensive Support Strategy</b>  <b>Critical Success Factors</b>                      CSF 1 CSF 4 CSF 7</p> <p>1) To implement Guided Reading, Guided Math, Writing Academy strategies, and learning centers to support all students, including ELL, and expand learning, knowledge, and skills.</p>	2.4, 2.5, 2.6	Instructional Coach, Assistant Principal.	During observations and walkthroughs, centers will be well stocked with activities, classrooms will display anchor charts, etc.				
<b>Problem Statements:</b> Student Academic Achievement 1, 2, 4, 5							
<p><b>Comprehensive Support Strategy</b>  <b>Critical Success Factors</b>                      CSF 1 CSF 4</p> <p>2) Resources, supplies and materials will be provided to support instruction (such as Guided Reading, Guided Math, Writing Academy, Centers, etc.) and support all students, including ELL students throughout school year.</p>	2.4, 2.5, 2.6	Principal, Instructional Coach	Well maintained and well stocked centers with the necessary materials				
<b>Problem Statements:</b> Student Academic Achievement 4, 5							
<p><b>Comprehensive Support Strategy</b>  <b>Critical Success Factors</b>                      CSF 1 CSF 7</p> <p>3) Continue to implement targeted strategies to enhance Reading Comprehension (Read alouds, paired reading, Reader's theater, reading through literacy, appropriated question stems and other research based strategies) to support all students including ELL's.</p>	2.4, 2.5, 2.6	Teachers, IC, Admin Team	Lesson plans, observations will show that teachers implement read alouds at a scheduled time, unit assessments, I-Station monthly scores consistently improving				
<p><b>Critical Success Factors</b>                      CSF 1 CSF 2 CSF 3 CSF 4</p> <p>4) Teach the dual language class with 50% of instruction in each language.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, Instructional Coach, Bilingual LPAC Aide	Promote the reading and writing of the English language and will assist for all LEP student to become proficient in English. Classroom observations, formative assessments, TELPAS results.				

<p align="center"><b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 7</p> <p>5) The Dual Language program will ensure delivery of instruction is 50% Spanish and 50% English in all Dual Language classrooms.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, Bilingual LPAC Aide, Instructional Coach.	All students whose first language is not English will be supported to maintain their native language and served to ensure their success in the second language, thus creating true bicultural/bilingual students. Unit assessments, formative assessments, classroom observations, TELPAS scores/results.				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 6 CSF 7</p> <p>6) LPAC (Language Proficiency Assessment Committee) will meet at least once a month to review and monitor the progress of ELL students and make recommendations to help and support Multi-language learners to ensure success.</p>	2.4, 2.5, 2.6	Administration	Students will be supported in their native and 2nd language and will be paired with the assessment in the appropriate language.				
<p align="center">  = Accomplished          = Continue/Modify          = No Progress          = Discontinue       </p>							

**Performance Objective 4 Problem Statements:**

Student Academic Achievement
<p><b>Problem Statement 1:</b> Low Writing scores. <b>Root Cause 1:</b> Lacking a system for incorporating the rigor of writing concepts at ALL grades levels to meet the state expectations on the 4th grade assessment.</p>
<p><b>Problem Statement 2:</b> Low Science scores. <b>Root Cause 2:</b> Lacking a system for incorporating the rigor of Science concepts at ALL grades levels to meet the state expectations on the 5th grade assessment.</p>
<p><b>Problem Statement 4:</b> Low Reading scores <b>Root Cause 4:</b> Lacking a system for incorporating the rigor of reading and writing concepts at ALL grades levels to meet the state expectations on the 4th grade assessment.</p>
<p><b>Problem Statement 5:</b> Low Math scores in 3rd grade. <b>Root Cause 5:</b> Students lack foundational and problem solving skills and there is reading in the math.</p>













**Goal 2:** Increase Student Academic Achievement

**Performance Objective 5:** By Spring 2019, 85% of first and second-grade students will acquire the recommended fluency rate as indicated by the state. (1st 60-90 wpm, 2nd 80-120wpm)

**Evaluation Data Source(s) 5:** TPRI Reports, running records, I-station, teacher evaluations, teacher observations.

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Implement Guided Reading with fidelity in all grade levels. To include purchasing materials and supplies to support Guided Reading Centers (such as, but not limited to, sentence strips, card stock, construction paper, index cards, sheet protectors, etc.)</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, Instructional Coach.	Students will improve fluency rates to the recommended rate. Formative assessments, I-Station data, WRAP, students improving fluency rate.				
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>2) Improve resources in the library to increase literacy in both English and Spanish.</p>	2.4, 2.5, 2.6	Principal, Librarian	Increased use of the Library as measured by book circulation and computer use.				
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>3) Provide resources, materials and supplies needed to maintain the circulation of the library to support instruction throughout school year.</p>		Principal Librarian	Increase use of the Library as measured by book circulation and computer use.				
<b>Funding Sources:</b> 185-State Compensatory Education - 30000.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>4) Pre-K Guidelines will continue to be implemented to achieve Kinder readiness for all students will be assessed using Circle for Kinder. Specific strategies such as read alouds, progress monitoring fro receptive and expressive skills regarding letters, sounds, common sight words, numbers, shapes etc.</p>	2.4, 2.5, 2.6	Administration teachers	Age appropriate assessments will be used in Early childhood. Report cards data monitoring system for individual students. Students will be ready for the next grade level. Common assessment results from Circle assessments.				

<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7  5) Students in First Grade will be assessed using TPRI and/or Tejas LEE as a pilot for the district. Software from TANGO will be purchased to assist in analyzing data.	2.4, 2.5, 2.6	Teachers, IC, Admin Team	Reports and assessment results from exams. Fluency Rates, phonics, and comprehension will increase.				
	<b>Funding Sources:</b> 185-State Compensatory Education - 0.00						
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7  6) Provide support, materials, and resources for RtI interventions to Monolingual and Bilingual students in English and in their native language during Eagle Time.	2.4, 2.5, 2.6	Instructional Coach, At-Risk Teacher.	Close the gap in early childhood literacy, increase fluency, phonics, and reading comprehension.				
	<b>Funding Sources:</b> 185-State Compensatory Education - 14000.00						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished         </div> <div style="text-align: center;">  = Continue/Modify         </div> <div style="text-align: center;">  = No Progress         </div> <div style="text-align: center;">  = Discontinue         </div> </div>							

**Goal 2: Increase Student Academic Achievement**

**Performance Objective 6:** By May 2019, BCE will complete the Transition Action Plan for all 5th grade students, and open invitation to head-start students. BCE 5th grade students will tour CMS and will visit with middle school principal, parents will have the opportunity to visit with CMS principal.

**Evaluation Data Source(s) 6:** Calendar of Events, flyers, Parent Notices, Sign-In sheets

**Summative Evaluation 6:**





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) RtI progress for each student in Grade 5 will be presented to the middle school principal in June. The data is collected each month for every student and analyzed for progress or no progress in Reading and Math assessments</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, Instructional Coordinator, RtI Teacher.	Close the learning gap. Students will be reading at or above grade level. Students will be ready for the next grade level.				
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7</p> <p>2) Students in 5th grade will be semi-departmentalized to assist 5th grade students in their transition to middle school.</p>	2.4, 2.5, 2.6	Teachers, Admin Team	Students experience switching classes and having more than one teacher.				
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>3) Coffee with the Principal in May will focus on having CMS principal meet with parents of 5th grade students to present expectations and answer questions parents might have.</p>	2.6, 3.2	Principal, Parent Liaison	Parents and 5th grade students will feel prepared and ready to enter middle school with a positive attitude. PAC meeting Sign In, Agenda, and Minutes will show the attendance.				
<b>Funding Sources:</b> 211-Title I-Part A - 0.00							
= Accomplished                       = Continue/Modify                       = No Progress                       = Discontinue							







**Goal 2:** Increase Student Academic Achievement

**Performance Objective 7:** By Spring 2019, Bill Childress will increase student attendance rate from 95.68% to 96.5%.

**Evaluation Data Source(s) 7:** Attendance reports

**Summative Evaluation 7:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6</p> <p>1) Incentives and recognition will be provided to all students for increased attendance throughout the year. Students will be recognized every nine weeks for perfect attendance.</p>		Teachers/Attendance Clerk/Administration Team PBIS Committee	Incentives/TEAMS/Every 9week ceremony during Counseling scheduled time. Increase attendance.				
<b>Problem Statements:</b> Demographics 2							
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6</p> <p>2) Attendance clerk will call parents of absent students on day of absence to remind them of Attendance Law and the importance of bringing a doctor's note if there was a doctor's appointment.</p>	2.4, 2.5, 2.6	Assistant Principal, Attendance Clerk,	Teacher Tracking daily attendance records by grade, class, and student. Students striving for perfect attendance. Parents bringing in more doctor's notes to keep in file. Parents bringing students to school.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 5 CSF 6</p> <p>3) Teachers and office staff will monitor attendance rate. Attendance clerk will monitor absences, early pickups, and tardies and contact parents/ guardians after 2 days of absences. Parent liaison will conduct home visits for chronic absenteeism.</p>	2.4, 2.5, 2.6	Teachers, Attendance Clerk, AP, PBIS team, Parent liaison	Attendance records and proper documentation on file, phone calls to parents, call logs. Warning letters on file, early pick up logs, contact logs. Decrease in absences. Increase parental awareness of the consequences and ramifications of absenteeism.				
<b>Funding Sources:</b> 211-Title I-Part A - 30000.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 5 CSF 6</p> <p>4) During PAC meeting, staff will provide information to parents regarding attendance expectation, state law in written and web-based forms throughout the school year.</p>	3.1, 3.2	Teachers, AP, Parent Liaison, Counselor, Attendance Review Committee, PBIS, Attendance Clerk.	Increase parent awareness on Attendance Law and have parents self monitor and control student absenteeism thus decreasing absences and increase attendance. Running records of attendance on TEAMS, Accurate phone logs and documentation for early pickups and tardy students, PBIS monthly meetings (Sign-in, Agenda, minutes)				
<b>Funding Sources:</b> 211-Title I-Part A - 0.00							

<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6</p> <p>5) Parents will have access and knowledge to parent portal to monitor student grades and attendance.</p>	3.1	Assistant Principal, Parent Liaison, Counselor, PBIS Committee	Increase parent awareness on Attendance Law and have parents self monitor and control student absenteeism thus decreasing absences and increase attendance.				
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6</p> <p>6) Attendance Review Committees will meet once per semester to address chronic absenteeism for individual students and determine a plan of action.</p>		Assistant Principal, Attendance Clerk, Counselor, Teacher of record.	Attendance Review Committees will meet once per semester to address chronic absenteeism for individual students. Decrease in absenteeism.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished         </div> <div style="text-align: center;">  = Continue/Modify         </div> <div style="text-align: center;">  = No Progress         </div> <div style="text-align: center;">  = Discontinue         </div> </div>							

**Performance Objective 7 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 2:</b> Student attendance rate is below 97%. <b>Root Cause 2:</b> Parents do not understand or have little knowledge about the attendance laws and regulations.

**Goal 2: Increase Student Academic Achievement**

**Performance Objective 8:** In 2018-2019, Bill Childress will increase the staff attendance rate from 94% to 95%.

**Evaluation Data Source(s) 8:** Staff Attendance Report (TEAMS)

**Summative Evaluation 8:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 CSF 7 1) Monitor absences and provide absenteeism reports to staff.		Principal, PBIS Committee	Teachers and Administratoin Absence Reports/Incentives Increased awareness of staff absenteeism and how this impacts student attendance and student learning. Improvement on staff attendance.				
<b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 CSF 7 2) Provide incentives and acknowledgement, positive achievement, recognition, etc., of faculty and staff throughout the school year for being in school.		Administration	Absence Reports/Employee retention				
= Accomplished                          = Continue/Modify                          = No Progress                          = Discontinue							

**Goal 2: Increase Student Academic Achievement**

**Performance Objective 9:** In 2018-2019, Pre-K and Kinder students at Bill Childress will participate in the METALS Foundation Lab for early childhood to incorporate age appropriate activities that shall include rigor in Math, Engineering, Technology, Art, Literacy, and Science foundations.

**Evaluation Data Source(s) 9:** Lesson Plans depicting use, objectives and lessons presented in the STEAM Foundation Lab. Sign -In Sheets showing the usage of the lab.

**Summative Evaluation 9:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>1) Design and develop the METALS (Math, Engineering, Technology, Arts, Literacy, &amp; Science) Lab for Early Childhood (Pre-K and Kinder) and purchase supplies and materials for the lab as needed.</p>	2.4, 2.5, 2.6	Administration, Instructional Coach, PK and Kinder teachers	Early childhood students will be STEAM ready for the next grade level.				
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 CSF 7</p> <p>2) Schedule a time for PK and Kinder students to work in the METALS Lab as part of their daily/weekly schedule as appropriate.</p>		Principal, Instructional Coach, PK and Kinder teachers	Early childhood students experiencing "hands-on" STEAM activities and will become problem solvers and be prepared for the next grade level.				
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>3) Develop/design/build maker-space centers (Building with a Purpose) that incorporate literacy and problem solving using research base strategies. Purchase supplies, materials, furniture, etc. needed to build the maker-space centers.</p>	2.4, 2.5, 2.6	Administration, Instructional Coach, PK and Kinder teachers.	Students problem solve and develop reading comprehension.				
= Accomplished                      = Continue/Modify                      = No Progress                      = Discontinue							

# Goal 3: Enhance Student Character & Drive Towards a Career/Profession

**Performance Objective 1:** By June 2018, Bill Childress will increase the score of 78% by 5% in Benchmarks of Quality Total Scores for the Positive Behavior Interventions and Supports (PBIS) .

**Evaluation Data Source(s) 1:** PBIS Benchmarks of Quality Survey/Evaluation

## Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6  1) PBIS Behavior Expectations will be taught, practiced, and reviewed as they pertain to different settings within the school.	2.5	Administration, Counselor, Teachers, Staff	Everyone will be able to verbalize the 3 expectations: Be Respectful, Be Responsible, Be Safe in all situations in all locations.				
<b>Critical Success Factors</b> CSF 5 CSF 6  2) Morning announcements include positive behavior expectations and the No Place for Hate Creed.		Assistant Principal, Counselor, and Parent Liaison	Students and staff will be able to recite BCE Creed, understand it, and practice it. Students and staff will practice the PBIS Expectations at all times.				
<b>Critical Success Factors</b> CSF 6  3) All students, faculty, and staff will have the opportunity to sign resolution respect.		Assistant Principal, Counselor, Parent Liaison	The signing of the No Place for Hate Resolution of Respect				
<b>Critical Success Factors</b> CSF 3 CSF 4 CSF 6  4) Students PK - 5th will participate in at least 3 "No Place for Hate" activities.		Assistant Principal, Counselor, Parent Liaison	Thumb Prints, I am Unique, Random Acts for Kindness and Cyber-bullying Activities. Reduce the bullying incidents at school and community.				
<b>Critical Success Factors</b> CSF 6  5) Students and staff will participate in a school wide PBIS rally to create awareness about bullying and cyber-bullying (David's Law), and tie in our No Place for Hate celebration in earning our 2017-2018 star.	2.5	Assistant Principal, PBIS team	Students aware of expectations and a decrease in bullying incidents.				
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							









**Goal 3:** Enhance Student Character & Drive Towards a Career/Profession

**Performance Objective 2:** By the end of the 2018-2019 school year, all grade levels will participate in at least one field trip to promote career awareness, fine arts, community, and environmental issues for their students as reflected in lesson plans.

**Evaluation Data Source(s) 2:** Lesson Plans, Field trip documentation and funding.

**Summative Evaluation 2:**





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 6</p> <p>1) Schedule of Counseling lessons which include weekly college/career readiness lessons, bulletin board with college vocabulary and career awareness lessons, and Jobs-in-Pawland, a dropout prevention effort.</p>	2.5, 2.6	Counselor, Administration, Teachers	Students will remain in school until they obtain a high school diploma. Students will understand the benefits of staying in school and going to college.				
<p>2) Schedule activities throughout the year for career readiness events including the following: Career Day, College Readiness/Career Awareness Field trips (including trips to local colleges such as UTEP, NMSU, and Community College). Presentations such as Generation Texas Week, guest speakers exposing various careers and professions to our students.</p>	2.5, 2.6	Counselor, Administration	Career Day Attendance, Field Trips, and Presentations Logs. Counselor's agenda and planned events. Students will be aware of the various careers that exist and what action plan shall be followed to get there.				
<p><b>Funding Sources:</b> 185-State Compensatory Education - 0.00, 199-Local Funds - 0.00</p>							
<p style="text-align: center;">  = Accomplished                          = Continue/Modify                          = No Progress                          = Discontinue                 </p>							









**Goal 3:** Enhance Student Character & Drive Towards a Career/Profession

**Performance Objective 3:** By spring 2019, BCE will provide a minimum of 2 opportunities for Pre-K to 5th grade students to participate in programs and events supporting character, education, social skills development and behavior management.

**Evaluation Data Source(s) 3:** Calendar of Events and Flyers

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>1) Students in PK thru 5th grade will participate in scheduled programs, field trips, and events supporting character, education, social skills development and behavior management. (KID's EXCEL Program for 4th Graders, etc.)</p>	2.5, 2.6	Principal; Assistant Principal; Counselor; Teacher	Schedule of programs, classes, field trips and other events to teach/practice social skills, character and behavior management. Students will behave appropriately in a variety of social settings.				
<b>Funding Sources:</b> 185-State Compensatory Education - 0.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6</p> <p>2) The Mother/Daughter Father/Son program provides opportunities for students to participate in college readiness activities, community projects, and promote positive citizenship at school and the community.</p>	2.5, 2.6, 3.2	Sponsors of Father/Son and Mother Daughter program	Participation in orientation and career day at UTEP. Participation in community projects.				
<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>3) Continue developing skills and leadership for 4th and 5th grade students through organizations such as Safety Patrol and Student Council</p>	2.5, 2.6	Principal, Assistant Principal, Counselor, Student Council Sponsor	Student participation in Safety Patrol and Student Council. Meetings, sign in sheets, and minutes				
<b>Funding Sources:</b> 199-Local Funds - 0.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>4) Schedule physical education at least 3 times per week in the core content activities in grades Kinder thru 5th including: fitness grant, physical activities, and health education.</p>	2.4, 2.5, 2.6	PE staff	Student participation in all activities. PE lesson plans. Students will demonstrate healthy mind, body, and soul.				
<b>Funding Sources:</b> 199-Local Funds - 0.00							

<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>5) Provide guidance and academic lessons and activities throughout the school year to include Character Counts, Etiquette Program, No Place for Hate, Suicide Prevention, bullying and invite guest speakers to promote reading, literacy, career awareness, anti-bullying and cyber-bullying presentations to all our students.</p>	2.5, 2.6	Counselor	Lesson plans and calendar of activities and events. Students' awareness of appropriate behavior, self discipline, and the ability to make responsible choices				
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>6) Maintain and sustain the Robotics Team and provide resources, materials and supplies such as batteries, bins/containers, robots, etc. for the team. have the opportunity to participate and supplement the math and science curriculum with STEM for struggling students.</p>	2.4, 2.5, 2.6	Administration, Robotics Coach/Sponsor.	Student participation in various competitions. Increased self esteem and self confidence. Students will make connections to math and reading.				
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>7) Presentations by community agencies on safety, drug free, appropriate and inappropriate touch, and fire safety to all our students.</p>	2.5, 2.6	Counselor, Parent Liaison, Border Patrol, West Valley Fire Department, and Advocacy Center Presentations,	Students attending the various presentations will be aware of dangers and will make better choices at all times. Safe, responsible, and secure students.				
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>8) Participation in NIKE days on a monthly basis.</p>	2.5, 2.6	Coaches, Student Services	Students participating in the NIKE Days after school. List of students participating.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

**Goal 3:** Enhance Student Character & Drive Towards a Career/Profession

**Performance Objective 4:** By the end of the 2018-2019 school year, all students will explore career pathways and post secondary opportunities through Generation Texas.

**Evaluation Data Source(s) 4:** All students create projects exemplifying age appropriate career choices.

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 6</p> <p>1) Schedule of Counseling lessons which include weekly college/career readiness lessons, bulletin board with college vocabulary and career awareness lessons, and Jobs-in-Pawland, a dropout prevention effort.</p>	2.5, 2.6	Counselor, Administration, Teachers	Students will remain in school until they obtain a high school diploma. Students will understand the benefits of staying in school and going to college.				
<p>2) Schedule activities throughout the year for career readiness events including the following: Career Day, College Readiness/Career Awareness Field trips (including trips to local colleges such as UTEP, NMSU, and Community College). Presentations such as Generation Texas Week, guest speakers exposing various careers and professions to our students.</p>		Counselor, Administration	Career Day Attendance, Field Trips, and Presentations Logs. Counselor's agenda and planned events. Students will be aware of the various careers that exist and what action plan shall be followed to get there.				
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>3) Maintain and sustain the Robotics Team and provide resources, materials and supplies such as batteries, bins/containers, robots, etc. for the team. have the opportunity to participate and supplement the math and science curriculum with STEM for struggling students.</p>	2.4, 2.5, 2.6	Administration, Robotics Coach/Sponsor.	Student participation in various competitions. Increased self esteem and self confidence. Students will make connections to math and reading.				
<p>  = Accomplished                = Continue/Modify                = No Progress                = Discontinue         </p>							

# Goal 4: Building Meaningful Parent Partnership for their Empowerment and Engagement in their Child's Education

**Performance Objective 1:** By June 2019, Bill Childress will provide a minimum of one parent academic information night for all grade levels.

**Evaluation Data Source(s) 1:** Flyer, Sign -In, Calendar of events.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 5 CSF 6</p> <p>1) School and community will build partnerships to assist students that are struggling by providing parent classes on use of strategies for academic content.</p>	2.4, 2.6, 3.1, 3.2	Principal, Instructional Coach, Assistant Principal, and Parent Liaison	Increased parent participation at events with sign in sheets				
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>2) Parent Liaison will help parents and students in need of assistance through training, home visits, school supplies, information, uniforms, etc. We partner with organizations that assist our students throughout year such as the Center for Children, Vinton Village, Mando's Produce, CISD Community Closet, etc.</p>	3.1, 3.2	Parent Liaison / Administration	Help and assistance for our struggling parents. Parents will be attracted to the school and begin serving either as a volunteer or as a member of the PTO. Flyers / sign in sheets / documentation of parents receiving any of these services.				
<p><b>Problem Statements:</b> Demographics 1 <b>Funding Sources:</b> 211-Title I-Part A - 30000.00</p>							
<p><b>Critical Success Factors</b> CSF 5 CSF 6 CSF 7</p> <p>3) Organize makers space and centers for Parent Literacy Nights. Specific grade level teachers will be engaging the parents in their "make and take" and "Building with a Purpose"</p>	2.6, 3.2	Instructional Coach, Librarian, Parent liaison	Parents will be empowered to help their children at home. Closed the Learning gaps. Increased literacy.				
<p>  = Accomplished                = Continue/Modify                = No Progress                = Discontinue         </p>							

**Performance Objective 1 Problem Statements:**

## Demographics





**Problem Statement 1:** Parent engagement is not present in policy and decision making in curriculum. **Root Cause 1:** Parents have multiple responsibilities and work hours interfere with engagement.







**Goal 4:** Building Meaningful Parent Partnership for their Empowerment and Engagement in their Child's Education

**Performance Objective 2:** By June 2019, Bill Childress will continue to promote parent engagement by increasing from 40 volunteers to 50 volunteers and initiate a Parent/Teacher Organization.

**Evaluation Data Source(s) 2:** Parent Liaison records of parent volunteers as approved by the district. Meetings addressing the initiation efforts of a PTO.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 6 CSF 7  1) Offer more activities in the school (Heroes' Luncheon, Grandparent's Breakfast/ Celebration, Veteran's Day Breakfast, Parenting Classes, ETC.), as well as the Winter Program and End of the Year Program and invite parents to attend events that will be offered in the morning and in the evening.	2.5, 3.2	Principal, Assistant Principal, Parent Liaison, Counselor	Increased parent participation at events with sign in sheets and survey responses. The number of home visits and more families using federal and state services.				
	<b>Problem Statements:</b> Demographics 1 <b>Funding Sources:</b> 211-Title I-Part A - 0.00						
<b>Critical Success Factors</b> CSF 5  2) Visit families in their homes, to support and inform parents of available services such as community closet, parent university, technology at school, etc.	3.2	Principal, Assistant Principal, Parent Liaison, Counselor	Increase parent knowledge and engagement in the area of school policy.				
	<b>Problem Statements:</b> Demographics 1						
<b>Critical Success Factors</b> CSF 1 CSF 5  3) Provide parent support in accessing the use of the Parent Portal	3.2	Principal, Parent Liaison	Increase parental engagement in student performance.				
	<b>Problem Statements:</b> Demographics 1, 2						
<b>Critical Success Factors</b> CSF 1 CSF 5  4) Relate important campus information to our parents by conducting a minimum of 2 meetings per semester for Parent Advisory Committee (PAC). Campus Improvement Plan will be located at various locations for parent and community viewing.	3.1, 3.2	Principal, Assistant Principal, Counselor, Parent Liaison	Increase understanding of school policy, grades, attendance, etc.				
	<b>Problem Statements:</b> Demographics 1						

<b>Critical Success Factors</b> CSF 5  5) Maintaining open and healthy communication with parents, faculty, and staff through the use of School Messenger system, Website, calendar of activities and events or other written and verbal means within a timely manner.	3.1, 3.2	Principal, Assistant Principal, Counselor	Maintain communication so that parents are informed of school activities.				
	<b>Problem Statements:</b> Demographics 1 <b>Funding Sources:</b> 185-State Compensatory Education - 0.00, 199-Local Funds - 0.00						
<b>Critical Success Factors</b> CSF 5  6) Promote parent engagement by developing parent groups and representation in various committees to identify campus needs, through data collection of parent participation and responses. Parent will participate (not limited to) in CIC, Parent Engagement Policy and School-Parent Compact.	3.1, 3.2	Principal, Assistant Principal	Increase parent participation in committees that have an impact on policy and student learning.				
	<b>Problem Statements:</b> Demographics 1						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished         </div> <div style="text-align: center;">  = Continue/Modify         </div> <div style="text-align: center;">  = No Progress         </div> <div style="text-align: center;">  = Discontinue         </div> </div>							

**Performance Objective 2 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> Parent engagement is not present in policy and decision making in curriculum. <b>Root Cause 1:</b> Parents have multiple responsibilities and work hours interfere with engagement.
<b>Problem Statement 2:</b> Student attendance rate is below 97%. <b>Root Cause 2:</b> Parents do not understand or have little knowledge about the attendance laws and regulations.



**Goal 4:** Building Meaningful Parent Partnership for their Empowerment and Engagement in their Child's Education

**Performance Objective 3:** By June 2019, Bill Childress will have at least 2 performances showcasing students Music, Visual, and Performing Arts.

**Evaluation Data Source(s) 3:** Flyers and Calendar of Events.

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Students will participate in Academic Performances (UIL), Performing Arts Recitals, Science Fair, Spelling Bee, and such programs</p>	2.5, 3.2	Principal, Assistant Principal	Opportunities for students to participate in extra curricular activities will promote attendance.				
<b>Problem Statements:</b> Demographics 2 - Student Academic Achievement 3							
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>2) Students will participate in robotics team and have the opportunity to participate in a competition and be able to apply math and science skills and experience STEM through the programming of robots.</p>	2.5	Principal, Assistant Principal	Students increase in academic accomplishment.				
<b>Problem Statements:</b> Student Academic Achievement 4, 5							
<b>Funding Sources:</b> 185-State Compensatory Education - 0.00, 199-Local Funds - 0.00							
= Accomplished                      = Continue/Modify                      = No Progress                      = Discontinue							

**Performance Objective 3 Problem Statements:**

Demographics
<b>Problem Statement 2:</b> Student attendance rate is below 97%. <b>Root Cause 2:</b> Parents do not understand or have little knowledge about the attendance laws and regulations.
Student Academic Achievement
<b>Problem Statement 3:</b> Low percentage of GT students reaching Masters level on state exams. <b>Root Cause 3:</b> Not promoting to students the importance of achieving higher than the minimum passing score.
<b>Problem Statement 4:</b> Low Reading scores <b>Root Cause 4:</b> Lacking a system for incorporating the rigor of reading and writing concepts at ALL grades levels to meet the state expectations on the 4th grade assessment.
<b>Problem Statement 5:</b> Low Math scores in 3rd grade. <b>Root Cause 5:</b> Students lack foundational and problem solving skills and there is reading in the math.

**Goal 4:** Building Meaningful Parent Partnership for their Empowerment and Engagement in their Child's Education

**Performance Objective 4:** By May 2019, Bill Childress 100% of BCE staff will provide effective and timely customer service to all stakeholders.

**Evaluation Data Source(s) 4:** Parent surveys, community surveys.

**Summative Evaluation 4:**





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 3 CSF 5 CSF 6 CSF 7</p> <p>1) BCE office staff, teachers, aides, paraprofessionals, custodians, cafeteria and administration will complete Safe Schools Training on various topics such as customer service, FERPA, etc. as needed.</p>		Administration	Copy of Certificate for the various modules will be turned in to IC.				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>2) BCE will provide customer service keeping family/parents informed by conducting a minimum of 2 meeting per semester for Parent Advisory Committee (PAC) in coordination with campus parent liaison. Support the process of creating a PTO for BCE.</p>	3.1, 3.2	Administration/ Parent Liaison	Flyers/ School Messenger/ sign in sheets/ PAC minutes				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>3) BCE will purchase refreshments to provided at parent and school community meetings, trainings, and workshops.</p>	3.1, 3.2	Parent Liaison, Administration	Sign In sheets, agenda, minutes for the meetings.				
<b>Funding Sources:</b> 211-Title I-Part A - 0.00							
= Accomplished                      = Continue/Modify                      = No Progress                      = Discontinue							






# Goal 5: Convey and Share a Positive Image to all CISD & Community Stakeholders

**Performance Objective 1:** By January 2019, Bill Childress will allocate 90% of federal budgets in order to accomplish Bill Childress goals. The remaining 10% will be used to serve students through the spring semester.

**Evaluation Data Source(s) 1:** Budget

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 6</p> <p>1) Upgrade Technology, purchase resources for RtI purchase computer programs for instruction, support all students in all content areas and promote family engagement.</p>	2.4, 2.6, 3.2	Administration	Sign in sheets of parents using the computer labs				
<p><b>Critical Success Factors</b> CSF 6</p> <p>2) Promote parental engagement by making the Parent Center available to all who need to print texts and pictures to support their children in their classes (such as Science Fair, Show and tell, UIL, homework, help, etc.)</p>		Administration Parent Liaison	Sign in sheets of parents using the computer lab				
<b>Problem Statements:</b> Demographics 1 - Perceptions 3							
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4</p> <p>3) Teachers will attend various professional development sessions and training focusing on Differentiation and RtI.</p>	2.4, 2.5	Administration Instructional Coach	Certificates of attendance				
<b>Problem Statements:</b> Student Academic Achievement 4, 5							
<p><b>Critical Success Factors</b> CSF 5</p> <p>4) Provide resources materials and supplies such as writing tablets, clips, post it notes, pens, pencils, folders, whole puncher, stapler removers, paper clips, etc. to support PLC's which will meet at least twice a week to analyze students performance and crate plan of action to promote student growth.</p>	2.6, 3.1	Administration Instructional Coach	PLC Sign In Sheets				
<b>Problem Statements:</b> Demographics 1 <b>Funding Sources:</b> 211-Title I-Part A - 0.00							

<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 6 CSF 7  5) Provide resources and opportunities for FUND RAISING Activities through various committees for students staff and community incentives.	2.5	Administration	Finance Approval of Fund Raisers indicated with purpose. Close with Recaps.				
	<b>Problem Statements:</b> Demographics 1 - Perceptions 2						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished         </div> <div style="text-align: center;">  = Continue/Modify         </div> <div style="text-align: center;">  = No Progress         </div> <div style="text-align: center;">  = Discontinue         </div> </div>							

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> Parent engagement is not present in policy and decision making in curriculum. <b>Root Cause 1:</b> Parents have multiple responsibilities and work hours interfere with engagement.
<b>Student Academic Achievement</b>
<b>Problem Statement 4:</b> Low Reading scores <b>Root Cause 4:</b> Lacking a system for incorporating the rigor of reading and writing concepts at ALL grades levels to meet the state expectations on the 4th grade assessment.
<b>Problem Statement 5:</b> Low Math scores in 3rd grade. <b>Root Cause 5:</b> Students lack foundational and problem solving skills and there is reading in the math.
<b>Perceptions</b>
<b>Problem Statement 2:</b> Playground equipment is torn, broken, old, unsafe. The school grounds are in need of repair. <b>Root Cause 2:</b> The age of the school grounds is over 20 years, and repairs have not been made as needed grounds have not been maintained.
<b>Problem Statement 3:</b> Insufficient community partnerships. <b>Root Cause 3:</b> Not enough time for staff members to find partnerships and apply for grants.

**Goal 5:** Convey and Share a Positive Image to all CISD & Community Stakeholders

**Performance Objective 2:** In 2018-2019 Bill Childress will collaborate with Vinton Town Council members to host a minimum of 2 community events, such as a health fair.

**Evaluation Data Source(s) 2:** Calendar of Community Events, flyers.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Principal will attend town meetings to meet council members and Mayor.		Principal	Administration will be well informed of community events.				
<b>Problem Statements:</b> Perceptions 3							
<b>Critical Success Factors</b> CSF 5 CSF 6		Principal	More teachers will want to be involved and recognized.				
2) School employees who participate with the community of Vinton in Keep Vinton Beautiful, will be recognized for their service with tokens of appreciation	<b>Problem Statements:</b> Perceptions 3						
<b>Critical Success Factors</b> CSF 3 CSF 6	2.5, 2.6	Principal, Teachers,	Increase representation in the community				
3) Bill Childress Elementary school personnel will support community projects by participating in a minimum of 2 events (such as the River clean-up, and the health fair) and be positive role models in the community	<b>Problem Statements:</b> Perceptions 3						
= Accomplished                      = Continue/Modify                      = No Progress                      = Discontinue							

**Performance Objective 2 Problem Statements:**

Perceptions
<b>Problem Statement 3:</b> Insufficient community partnerships. <b>Root Cause 3:</b> Not enough time for staff members to find partnerships and apply for grants.

**Goal 5:** Convey and Share a Positive Image to all CISD & Community Stakeholders

**Performance Objective 3:** By June 2019, Bill Childress will continue building Community Outreach Partnerships to include but not limited with UTEP as a partnership in education.

**Evaluation Data Source(s) 3:** Names and Partnerships

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) Bring in two new partners to deliver presentations to the community/students.</p>		Principal, Counselor, Parent Liaison	Increase the number of partners in education.				
<b>Problem Statements:</b> Perceptions 3							
<p><b>Critical Success Factors</b> CSF 5</p> <p>2) Parent liaison will help parents and students in need of assistance through community outreach organizations [Goal 4-3 in Superintendent's Metrics].</p>	2.6, 3.2	Principal, Parent Liaison	Students needs will be met through community efforts.				
<b>Problem Statements:</b> Perceptions 3							
<p><b>Critical Success Factors</b> CSF 5</p> <p>3) Parent Liaison will attend trainings and conferences to increase parental involvement and to guide parents with strategies and resources to better help their children to be academically successful.</p>		Principal, Parent Liaison	Well informed staff to assist parents in need of assistance. Parent engagement will increase.				
<p><b>Critical Success Factors</b> CSF 6</p> <p>4) Purchase supplies to be utilized for projects created by parent volunteers for school and community events and/or functions, and supplies needed for parent center. Supplies to be utilized by parent liaison in preparation and use for parent meetings, workshops, and presentations and training in the parent center.</p>	2.6	Parent liaison.	Increase parental engagement.				
<b>Problem Statements:</b> Demographics 1 <b>Funding Sources:</b> 211-Title I-Part A - 0.00							
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Performance Objective 3 Problem Statements:**





<b>Demographics</b>
<b>Problem Statement 1:</b> Parent engagement is not present in policy and decision making in curriculum. <b>Root Cause 1:</b> Parents have multiple responsibilities and work hours interfere with engagement.
<b>Perceptions</b>
<b>Problem Statement 3:</b> Insufficient community partnerships. <b>Root Cause 3:</b> Not enough time for staff members to find partnerships and apply for grants.

**Goal 5:** Convey and Share a Positive Image to all CISD & Community Stakeholders






**Performance Objective 4:** By June 2018, BCE will meet 100% expenditures of State Compensatory funds to support "At Risk" students through various resources and technology to enhance learning, utilizing a variety of modalities measured through student growth, through data points and program evaluation process.

**Evaluation Data Source(s) 4:** Budget

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>1) Upgrade campus infrastructure to support additional hardware.</p>		Principal.	Newer technologies will support on-line testing.				
<p><b>Problem Statements:</b> Student Academic Achievement 1, 2, 3, 4, 5</p> <p><b>Funding Sources:</b> 185-State Compensatory Education - 0.00</p>							
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5</p> <p>2) Eagle Time, time during the school day, will be embedded in the schedule to provide interventions to struggling students in all content areas. Students in RtI 2 and 3 will receive small group and individual instruction to help close the learning gaps.</p>	2.4, 2.6	Principal, IC	All students receive the help they need.				
<p><b>Problem Statements:</b> Student Academic Achievement 1</p> <p><b>Funding Sources:</b> 185-State Compensatory Education - 0.00</p>							
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>3) Fantastic Fridays scheduled during the day to provide students with enrichment activities, and teachers with an extended planning to allow for more time to analyze data, and student work and plan for instruction.</p>	2.4, 2.5, 2.6	Principal, IC	Students knowledge I science, writing, and all content areas.				
<p><b>Problem Statements:</b> Student Academic Achievement 1, 3</p>							
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>4) After school tutoring will be provided for students who are 3 or more grades below grade level. Programs such as English in a Flash, Lexia, I-station, and others will be available in order to close the learning gap, of identified students</p>	2.4, 2.5, 2.6	Principal, IC	Increased STAAR scores				
<p><b>Problem Statements:</b> Student Academic Achievement 2, 3, 4</p> <p><b>Funding Sources:</b> 185-State Compensatory Education - 0.00</p>							



<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6 CSF 7 5) Hire a tutor to provide support to all students including RtI, 504, SPED, GT, ELL in Reading, Writing, Math, and Science.	2.4, 2.5, 2.6	Principal, IC	Increase scores on STAAR				
	<b>Funding Sources:</b> 185-State Compensatory Education - 0.00						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

**Performance Objective 4 Problem Statements:**

<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> Low Writing scores. <b>Root Cause 1:</b> Lacking a system for incorporating the rigor of writing concepts at ALL grades levels to meet the state expectations on the 4th grade assessment.
<b>Problem Statement 2:</b> Low Science scores. <b>Root Cause 2:</b> Lacking a system for incorporating the rigor of Science concepts at ALL grades levels to meet the state expectations on the 5th grade assessment.
<b>Problem Statement 3:</b> Low percentage of GT students reaching Masters level on state exams. <b>Root Cause 3:</b> Not promoting to students the importance of achieving higher than the minimum passing score.
<b>Problem Statement 4:</b> Low Reading scores <b>Root Cause 4:</b> Lacking a system for incorporating the rigor of reading and writing concepts at ALL grades levels to meet the state expectations on the 4th grade assessment.
<b>Problem Statement 5:</b> Low Math scores in 3rd grade. <b>Root Cause 5:</b> Students lack foundational and problem solving skills and there is reading in the math.

# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
2	1	2	Schedule interventions during the regular school day (Eagle Time). Students that have been identified "at risk" will be provided with interventions using supplemental materials across core content areas. Interventions will be provided by staff (including but not limited to) teachers, tutors, specialists, and aides during Eagle Time. A well -balanced and appropriate curriculum will be provided to all students
2	1	3	Professional Development will be provided for teachers/Staff on various topics such as but not limited to DOK, Guided Reading, Guided Math, Writing Academy, IStation, etc.) to determine depth of understanding on specifics TEKS (ELL, 504, At Risk (RtI), Sped, Migrant, and GT). Qualified and effective personnel will be developed and retained.
2	1	4	Resources, supplies and materials will be provided to support instructional programs for struggling students (such as Guided Reading, Guided Math, Writing Academy, etc.) z
2	1	5	PLC's will have the opportunity to meet for extended collaboration through modified day planning and meet weekly to address student needs in all core content areas by analyzing current data, student work, shared strategies.
2	1	6	Administrators will utilize PLC and other walk-through documentation data formats to provide timely feedback to teachers and their PLC's.
2	1	7	All English Language Learners (ELL's) will effectively use ELPS and Sheltered Instructions Strategies. Data will be reviewed and analyzed throughout the year to standards.
2	1	8	Strategies that are targeted and research base will be used to improve fluency, vocabulary, phonics and phonemic awareness to support all students including ELL's, At Risk, economically disadvantaged, GT, etc.
2	1	9	All students will use I-station to support instruction needed focusing on vocabulary, fluency, reading comprehension and overall scores of ISIP. Monthly assessments will be given to monitor and target reading concepts and skills.
2	1	10	Common assessments will be conducted and analyzed as well as grade level benchmarks and ISIP.
2	1	11	Integrate a variety of strategies that will support Math instruction. This will include but is not limited to manipulatives, interactive math notebooks, Calendar Math, and problem solving strategies as well as technology programs: Think through Math, Math IStation.
2	1	12	Collaborate during PLC's to conduct and analyze grade level assessments, students work samples and lesson targeting math concepts and skills. Will continue to use MSTAR and ESTAR screener for 2nd - 5th.
2	2	1	Guided Reading will be implemented with fidelity.
2	2	2	Differentiated instruction will be practiced by all teachers and best practices will be implemented in all content areas.

Goal	Objective	Strategy	Description
2	2	3	Implement the TEKS Resource curriculum addressing the Readiness and Supporting Standards as identified in Reading, Writing, Math, Science, and Social Studies providing opportunities that are equitable to all Special Education students providing support for Least Restrictive Environment that is appropriate to individuals as indicated during an ARD.
2	2	4	Implement programs such as but not limited to: Lexia, Learning A-Z in reading and science, Accelerated Reader and Accelerated Math. Providing Student Support.
2	3	2	To implement Guided Reading, Guided Math, Writing Academy strategies, and learning centers to support all students, including ELL, and expand learning, knowledge, and skills.
2	3	4	Teachers will continue to use and integrate technology where applicable to ensure student learning. This will include Mimeo boards, I-Station, Brain Pop, E-Books, and other software and or website programs, but not limited to these items.
2	3	5	Replace, repair, or purchase new technology and electronic equipment, in a timely manner, to ensure student learning and achievement for all students including ELL's, SPED, GT, 504, and RtI population. This will include such items (but not limited to) computers, headphones, printers, projectors, electronic notebooks, I-pads, chrome books, laptops, etc.
2	4	1	To implement Guided Reading, Guided Math, Writing Academy strategies, and learning centers to support all students, including ELL, and expand learning, knowledge, and skills.
2	4	2	Resources, supplies and materials will be provided to support instruction (such as Guided Reading, Guided Math, Writing Academy, Centers, etc.) and support all students, including ELL students throughout school year.
2	4	3	Continue to implement targeted strategies to enhance Reading Comprehension (Read alouds, paired reading, Reader's theater, reading through literacy, appropriated question stems and other research based strategies) to support all students including ELL's.
4	2	1	Offer more activities in the school (Heroes' Luncheon, Grandparent's Breakfast/ Celebration, Veteran's Day Breakfast, Parenting Classes, ETC.), as well as the Winter Program and End of the Year Program and invite parents to attend events that will be offered in the morning and in the evening.

# State Compensatory

## Budget for Bill Childress Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
185.11.6112.13.104.30	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$2,550.00
185.11.6117.05.104.30	6117 Homebound - Locally Defined	\$1,680.00
185.11.6118.35.104.30	6118 Extra Duty Stipend - Locally Defined	\$1,800.00
185.11.6119.35.104.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$60,584.00
185.11.6126.03.104.30	6126 Part Time Support Personnel - Locally Defined	\$14,200.00
185.11.6128.05.104.30	6128 Overtime Pay - Locally Defined	\$2,000.00
185.11.6129.00.104.30	6129 Salaries or Wages for Support Personnel	\$39,478.00
185.11.6141.00.104.30	6141 Social Security/Medicare	\$572.00
185.11.6141.03.104.30	6141 Social Security/Medicare	\$206.00
185.11.6141.05.104.30	6141 Social Security/Medicare	\$54.00
185.11.6141.13.104.30	6141 Social Security/Medicare	\$37.00
185.11.6141.35.104.30	6141 Social Security/Medicare	\$889.00
185.11.6142.35.104.30	6142 Group Health and Life Insurance	\$14,974.00
185.11.6143.00.104.30	6143 Workers' Compensation	\$186.00
185.11.6143.03.104.30	6143 Workers' Compensation	\$71.00
185.11.6143.05.104.30	6143 Workers' Compensation	\$19.00
185.11.6143.13.104.30	6143 Workers' Compensation	\$13.00
185.11.6143.35.104.30	6143 Workers' Compensation	\$288.00
185.11.6145.00.104.30	6145 Unemployment Compensation	\$36.00
185.11.6145.03.104.30	6145 Unemployment Compensation	\$14.00
185.11.6145.05.104.30	6145 Unemployment Compensation	\$4.00

185.11.6145.13.104.30	6145 Unemployment Compensation	\$3.00
185.11.6145.35.104.30	6145 Unemployment Compensation	\$56.00
185.11.6146.05.104.30	6146 Teacher Retirement/TRS Care	\$288.00
185.11.6146.35.104.30	6146 Teacher Retirement/TRS Care	\$1,134.00
185.11.6146.00.104.30	6146 Teacher Retirement/TRS Care	\$296.00
185.11.6149.00.104.30	6149 Employee Benefits	\$592.00
185.11.6149.05.104.30	6149 Employee Benefits	\$56.00
185.11.6149.35.104.30	6149 Employee Benefits	\$771.00
<b>6100 Subtotal:</b>		<b>\$142,851.00</b>
<b>6200 Professional and Contracted Services</b>		
185.11.6299.00.104.30	6299 Miscellaneous Contracted Services	\$21,777.00
<b>6200 Subtotal:</b>		<b>\$21,777.00</b>
<b>6300 Supplies and Services</b>		
185.11.6329.00.104.30	6329 Reading Materials	\$800.00
185.11.6398.00.104.30	6398 Computer Supplies/Software - Locally Defined	\$14,985.00
185.11.6399.00.104.30	6399 General Supplies	\$12,012.00
<b>6300 Subtotal:</b>		<b>\$27,797.00</b>

## Personnel for Bill Childress Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Andujo	Library Aide	Library	1
Chavira	At Risk Aide	Intervention	1
Gruever	At Risk Aide	Intervention	1
Perez	At Risk Teacher	Intervention	1

# Title I Schoolwide Elements

## ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

### 1.1: Comprehensive Needs Assessment

Bill Childress Elementary School in Canutillo ISD serves approximately 440 students Pre-K thru 5th and is located in Vinton, Texas. There is a two way dual language program (English and Spanish) in which two-thirds of the students participate. The campus has two half-day sections of Pre-Kindergarten. One section follows the Dual Language Model and the second section is taught in English. Bill Childress also serves more than twenty students in Special Education. There are two classrooms that serve students with Autism and we are home to the district Elementary Behavior Intervention Classroom, Our gifted and talented program currently serves 40 students.

The ethnic distribution in the campus is 99% Hispanic and 1% White; of these students, 86% are Economically Disadvantaged and 44% are learning English as their second language. At Bill Childress, 325 of the 440 students meet at least one of the criteria for at-risk of dropping out of school. The migrant program currently serves 13 students. Fortunately, there are federal, state, and district programs and funds that keep these students in school and over 90% will graduate. Given the current immigration climate, and despite the support they receive at school, some of our students are struggling with the threat of deportation and the fear of being separated from loved ones. This dynamic engenders insecurity which negatively impacts their learning.

The staff at Bill Childress Elementary are experienced and committed to students. There are 28.5 teachers of which 23.5 are Hispanic (Most are Bilingual) and 5 are White. Most of the teachers have taught more than five years. Almost a third of the instructors have more than twenty years' experience. Bill Childress Elementary School has an experienced staff with very little turnover.

STAAR Performance at "Approaching Grade Level" or above for 2017 were as follows:

- Reading 65%; SPED 10%; ELL 64%; Econ Disadv 100%
- 3rd-63% 4th-61% 5th-77%
- Math 71% ; SPED 27%; ELL 69% ; Econ Disadv 100%
- 3rd- 66% 4th- 62% 5th-90%
- Writing 56% ; SPED 0%; ELL 52%
- Science 74% ; SPED 11%; ELL 76%

STAAR Performance at "Masters Grade Level" for 2017 was as follows:

- Reading 16% : 3rd-22% 4th-15% 5th-13%
- Math 19%: 3rd-15% 4th-16% 5th-27%
- Writing 8%
- Science 25%

STAAR BCE earned one distinction for academic achievement in Science.

As part of our committee outreach we have established a partnership with 86 Battalion from Ft. Bliss, Center for Children of El Paso, and the Village of Vinton. We have several community organizations to serve our students such as the dental van, UNICEF, NIKE day, Braden Aboud, Kids Excel, Border Patrol, El Paso del Norte Foundation, and American Heart Association as guests for our students. Our parent liaison has scheduled Parent University classes hosted by Aliviane (Drug Trends).

The Organizational Health Individualized (OHI) Report was used to measure culture and climate for Bill Childress Elementary School. The May 2017 report reflected an increase on faculty/staff communication, staff morale, resource utilization and cohesiveness, but there was a shift in focus towards student achievement goals.

### **STRENGTHS:**

- The Dual Language Program builds literacy in 2 languages.
- Our ability to retain teachers provides students with experienced educators.
- The students feel safe and secure when on campus.
- Diversity is accepted and respected and creates a safe learning environment.
- Open line of communication exists allowing for difficult conversations to take place and grow from the experience.
- A system is in place to implement the RTI Program in a timely effective manner.
- Intervention time is scheduled during the school day to ensure all students receive the help they need.
- Custodial and cafeteria staff are exceptional.
- Our school climate is safe and focused on learning.
- Student supervision is a priority for our campus.
- Customer service throughout the campus is positive.
- Routines and systems are in place to keep everyone safe.

### **PROBLEM STATEMENTS & ROOT CAUSES:**

Problem Statement :Parent engagement is not present in policy and decision making in curriculum.

Root Cause :Parents have multiple responsibilities and work hours interfere with engagement.

Problem Statement :Student attendance rate is below 97%.

Root Cause :Parents do not understand or have little knowledge about the attendance laws and regulations.

Problem Statement : We do not have enough paraprofessionals to support the special education program and climbing enrollment.

Root Cause :Lack of funding. Not enough money to hire needed personnel.

Problem Statement: Low Writing scores.

Root Cause: Lacking a system for incorporating the rigor of writing concepts at ALL grades levels to meet the state expectations on the 4th grade assessment.

Problem Statement: Low Science scores.



Root Cause Lacking a system for incorporating the rigor of Science concepts at ALL grades levels to meet the state expectations on the 5th grade assessment.

Problem Statement: Low percentage of GT students reaching Masters level on state exams.

Root Cause: Not promoting to students the importance of achieving higher than the minimum passing score.

Problem Statement: Low Reading and Writing scores

Root Cause:Lack a system for incorporating the rigor of reading and writing concepts at ALL grades levels to meet STAAR expectations on the Writing assessment.

Problem Statement: Low Math scores in 3rd grade.

Root Cause: Students lack foundational and problem solving skills and there is reading in the math.

Problem Statement:Vertical alignment is ambiguous and unclear, and needs specificity. Vertical alignment between teachers is lacking.

Root Cause:Lack of time to meet vertically, Scheduling and lack of time interfere with vertical alignment.

Problem Statement:There is not enough personnel for special populations in the high priority units. We currently have 4 aides that are scheduled in the three units.

Root Cause:Using the point evaluation system by Special Department it was recommended that 2 aides be present at each of the SLC units and at least one aide be at the BIC unit (for a total of 5 aides).

Problem Statement:Playground equipment is torn, broken, old, unsafe. The school grounds are in need of repair.

Root Cause:The age of the school grounds is over 20 years, and repairs have not been made as needed grounds have not been maintained.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

Will revise CIP on a quarterly basis and reviewing during flexible CIC meetings scheduled at various times.

The governing body is the Campus Improvement Committee (CIC). The CIC is comprised of two-thirds instructional staff, other professional educators, parents, and community members. It meets once each month to discuss academic achievement and school improvement. The focus on improving writing/reading for the entire campus. The members are looking at a vertical alignment through the use of various professional development such as the Writing Academy, Guided Reading, and Guided Math to ensure that writing occurs at every grade level and is embedded in the curriculum in a systematic manner.

We continuously provide professional development opportunities to teachers to ensure they are providing our students the highest level of instruction. Our teachers and staff love the students, the school, and the community as a whole. BCE is a campus that prides itself in recruiting and retaining high quality teachers. Bill Childress Elementary School has an experienced staff with very little turnover.

### **2.2: Regular monitoring and revision**

Every CIC meeting contains an agenda item that requires the committee to review and revise the CIP as needed. Members of the CIC bring data, concerns, and issues that need to be addressed so that the campus can improve.

### **2.3: Available to parents and community in an understandable format and language**

CIP will be located in various places, in different formats, and at request of parent will be available in other language(s).

## **2.4: Opportunities for all children to meet State standards**

All classrooms have at least 4 computers, and a data projector that is used daily. Many teachers also have an "elmo" that is also used daily. The campus has three computer labs that are used daily. Every student is in one of three computer labs at least twice each week. Typical uses of the labs are for assessments or computer aided instruction (CAI) in reading and mathematics. There are several software programs that are used consistently by teachers such as Lexia, I-station, Reading A to Z, Renaissance learning, STEM Scopes, and others. We currently have a technology committee and a 5 year Technology Plan, which was developed by the committee. The plan includes replacement and upgrade of equipment to ensure that our students are provided with the opportunity to have access to the latest technological equipment and software to assist in the acquisition of skills in the core content areas: ELA/SLA/reading, math, science, and social studies.

Teachers meet as a PLC every week to plan instruction, identify students in need of interventions, analyze data, and design the interventions that meet the needs of the students. They have identified students who mastered STAAR the previous year, and are continuously monitoring performance in Unit Assessments, weekly assessments, and daily performance to ensure "No one goes backwards".

Our migrant tutor and migrant program tracks the migrant students and provide us with a monitoring list on a quarterly basis to ensure that students who are failing are receiving interventions and services to help them improve and help them succeed.

Response to Intervention is afforded to every student three times per week during the school day during "Eagle Time." Enrichment time is offered to every student on Fantastic Fridays allowing students (regardless of gaps) to enjoy hands-on STEM activities, music, art, or literature. A schedule has been developed to ensure Eagle Time and Enrichment time for every student at BCE.

## **2.5: Increased learning time and well-rounded education**

Bill Childress Elementary believes that all children should participate in healthy activities and the arts. Children have one hour of PE/recess four out of five days, and at least 45 minutes of music every week. Children are not pulled out of music and PE for academic remediation.

All classrooms have at least 4 computers, and a data projector that is used daily. Many teachers also have an "elmo" that is also used daily. The campus has three computer labs that are used daily. Every student is in one of three computer labs at least twice each week. Typical uses of the labs are for assessments or computer aided instruction (CAI) in reading and mathematics. There are several software programs that are used consistently by teachers such as Lexia, I-station, Reading A to Z, Renaissance learning, STEM Scopes, and others. We currently have a technology committee and a 5 year Technology Plan, which was developed by the committee. The plan includes replacement and upgrade of equipment to ensure that our students are provided with the opportunity to have access to the latest technological equipment and software to assist in the acquisition of skills in the core content areas: ELA/SLA/reading, math, science, and social studies.

Several programs are offered to our students for enrichment such as the Mother/Daughter - Father/Son program, library and counseling enrichment classes, Book Fair each semester, Safety Patrol and Kids Excel for our 4th grade students, Student Council for our 5th grade students, Robotics for 4th thru 5th grade, Science Fair, Spelling Bee (in both English and Spanish), UIL Competition, Braden Aboud, UNICEF bracelets, Nike Days once a month after school, and

Wellness Program for all our staff who wish to join. Students in 4th thru 5th grade participate in the Robotics competition at district level.

In order to promote vibrant college awareness, our students participate in the daily announcements and recite "My path to college begins at BCE..." which provides students the opportunity to select a university of their choice to attend. Our students are exposed to STEM activities through the opportunity to participate in Robotics. Fieldtrips to various colleges, universities, and businesses are scheduled for the different grade levels in order to promote a vibrant College and Career awareness. To close the year we host a College and Career Day.

Other activities throughout the year include Red Ribbon Week to promote being and staying drug free, Cyberbullying sessions to prevent bullying, No Place for Hate Activities throughout the year to promote kindness, Character Counts, and Generation Texas.

BCE continues to implement school wide PBIS effort with success. Students are recognized for academic and attendance achievements by faculty and staff through awards, incentives and celebrations.

## **2.6: Address needs of all students, particularly at-risk**

All classrooms have at least 4 computers, and a data projector that is used daily. Many teachers also have an "elmo" that is also used daily. The campus has three computer labs that are used daily. Every student is in one of three computer labs at least twice each week. Typical uses of the labs are for assessments or computer aided instruction (CAI) in reading and mathematics. There are several software programs that are used consistently by teachers such as Lexia, I-station, Reading A to Z, Renaissance learning, STEM Scopes, and others. We currently have a technology committee and a 5 year Technology Plan, which was developed by the committee. The plan includes replacement and upgrade of equipment to ensure that our students are provided with the opportunity to have access to the latest technological equipment and software to assist in the acquisition of skills in the core content areas: ELA/SLA/reading, math, science, and social studies.

Teachers meet as a PLC every week to plan instruction, identify students in need of interventions, analyze data, and design the interventions that meet the needs of the students. They have identified students who mastered STAAR the previous year, and are continuously monitoring performance in Unit Assessments, weekly assessments, and daily performance to ensure "No one goes backwards".

Our migrant tutor and migrant program tracks the migrant students and provide us with a monitoring list on a quarterly basis to ensure that students who are failing are receiving interventions and services to help them improve and help them succeed.

Response to Intervention is afforded to every student three times per week during the school day during "Eagle Time." Enrichment time is offered to every student on Fantastic Fridays allowing students (regardless of gaps) to enjoy hands-on STEM activities, music, art, or literature. A schedule has been developed to ensure Eagle Time and Enrichment time for every student at BCE.

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

PAC meetings are held on a monthly basis. The first meeting is to distribute the Title 1 Funding information as well as present the various programs

available to help students succeed. During the PAC meetings the Family Engagement Policy is presented, reviewed, and revised as needed with the input from the parents. It is also during the PAC meetings that the School-Parent Compact is developed with the assistance of parents and community members. Both of these documents are created in English and Spanish and will be made available through the school website (electronically). The School-Parent Compact is discussed and distributed during our first Parent-Teacher Conferences.

### **3.2: Offer flexible number of parent involvement meetings**

PAC meetings occur monthly through our "Coffee with the Principal". These meetings are offered in the morning and in the evening to ensure that parents who work have the opportunity to attend. The meetings are bilingual (Spanish and English) to ensure that all parents understand the information being disseminated.

The campus has a strong Mother/Daughter Father/Son program with more than thirty members. BCE hosts Grandparents' Day, an open house that occurred the week before the first day of school, student performances, awards assemblies, and we recruit parents and community members to be voting members on the governing board. The parent liaison has recruited parent volunteers, bringing our total parent volunteers to 45 members. The parent liaison will continue to host parent meetings throughout the school year, conduct home visits for families in need, and coordinate classes for parents. One of the initiatives for this year is to engage parents in order to promote daily attendance of students.

All communications go out in two languages (Spanish and English): School messenger, flyers, monthly calendars, teacher contact with parents through phone, apps and letters, and administrative contact with parents.

# Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Deborah Gonzalez	Instructional Coach	Intervention/Instruction	1
Frederick Flores	Parent Liaison	Parent Engagement	1

# Campus Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Lorena Alvarez	4th Grade
Non-classroom Professional	Lisa Aranda	Librarian
Non-classroom Professional	Monica Barraza	Counselor
Paraprofessional	Frederick Flores	Parent Liaison
Classroom Teacher	Sabina Lazos	3rd Grade
Non-classroom Professional	Deborah Gonzalez	Instructional Coach
Classroom Teacher	Janet Galan	2nd Grade
Classroom Teacher	Linda Cardenas	1st Grade
Paraprofessional	Bertha Lozano	Office Manager
Classroom Teacher	Steven McLeod	BIC Teacher
Classroom Teacher	Susana Miranda	Kinder Teacher
Classroom Teacher	Sofia Juarez	5th Grade Teacher
Administrator	Reyna Salcedo	Principal
Administrator	Jessica Carrillo	Assistant Principal
Parent	Jessica Garcia	Parent
Parent	Maria Aldaz	Parent
Parent	Frances Rodriguez	Parent
Parent	Alma Dominguez	Parent
Parent	Vanessa Hernandez	Parent
Parent	Erika Postlewart	Parent
Parent	Rocio Munoz	Parent