

Canutillo Independent School District
Bill Childress Elementary School
2017-2018 Campus Improvement Plan



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

Demographics

Demographics Summary

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 with a total of 46 students. There are three first-grade sections; two are dual language. Second grade has two dual language sections and an English only 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 a approximately 12 students who are Autistic.

The ethnic distribution in the campus is 99% Hispanic and 1% White. Eighty six percent of the students are Economically Disadvantaged. Forty four percent of the students are learning English as their second language. Of the 400 students at Bill Childress, 325 meet at least one of the criteria for at-risk of dropping out of school. Fortunately there are federal, state, and district programs that keep these students in school and over 90% will graduate.

The staff at Bill Childress Elementary are experienced and committed to students. There are 24.5 teachers of which 20.5 are Hispanic (Most are Bilingual) and 4 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

One of the major strengths at BCE is the teacher retention. Twenty one of the 24.5 teachers have been here over 5 years, which impacts the teacher experience. Another added strength is the fact that over 90% of the teachers are either Bilingual or ESL certified.

The staff at Bill Childress Elementary is experienced and committed to students. There are 24.5 teachers of which 20 are Hispanic (Most are Bilingual). Almost a third of the instructors have more than twenty years experience.

All teachers are highly qualified and the low teacher turnover has created a setting where we have a combined teacher experience of over 300 years. PLC is at its all time high where teachers are not only planning together, they are analyzing the data together and finding strategies and ways to teach, intervene, and close the achievement gaps together. The common goal, the campus goal of having every student reading at grade level has brought the focus necessary for all teachers to move in the same direction.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Oversized classes make it difficult for teachers to close the learning gap and teach at high levels of rigor for students to achieve college readiness. Student/teacher ratios average 26 to 1 in some monolingual classes. **Root Cause:** Only one monolingual class is designated per grade level. Teachers have been transferred to other campuses.

Problem Statement 2: Students in Early Childhood not reading at grade level. **Root Cause:** Assessments being used to assess K-2, is not grade appropriate.

Problem Statement 3: Lacking a mentoring program for new teachers on Campus. **Root Cause:** There have not been any new teachers in the last four years.

Student Academic Achievement

Student Academic Achievement Summary

ISTation scores show more than 75% of the students at the school are reading at grade.

STAAR Performance at "Approaching Grade Level" for 2017 are as follows:

- Reading 65% ; SPED 10%; ELL 64%; Econ Disadv 100% 3rd-67% 4th-61% 5th-77%
- Math 71% ; SPED 27%; ELL 69% ; Econ Disadv 100% 3rd- 70% 4th- 66% 5th-90%
- Writing 56% ; SPED 7%; ELL 54%
- Science 73% ; SPED 17%; ELL 74%

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

- Reading 16% : 3rd-23% 4th-16% 5th-13%
- Math 19%: 3rd-15% 4th-16% 5th-27%
- Writing 8%
- Science 24%

STAA BCE earned one distinction for academic achievement in Science.

Student Academic Achievement Strengths

In 3rd grade 23% of the students mastered the Reading STAAR.

In regards to STAAR, in 5th grade, 27% of students mastered the math portion and 25% mastered the science portion of the test. An impressive 28% of ELL students mastered the Mathematics portion of STAAR and almost 20% mastered the Science.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Only 16% of the students are reaching the mastery level in Reading. **Root Cause:** Differentiation is not being implemented

consistently at all grade levels.

Problem Statement 2: Only 56% of students Approached grade level and 8% of the students mastered in Writing. **Root Cause:** Writing is taught inconsistently from grade level to grade level, lacking purpose and vertical alignment.

Problem Statement 3: Fourth grade has the lowest scores in Reading, Writing, and Math. **Root Cause:** Fourth grade PLC team was concentrating on creating the unit assessments and spent less time analyzing data.

Problem Statement 4: Age appropriate assessments for Early Childhood are not available. **Root Cause:** Lack of resources to purchase age appropriate assessments.

School Processes & Programs

School Processes & Programs Summary

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 also embraced the use of 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 the student progress in reading, and have incorporated Guided Reading as the mode of instruction to improve and meet the goal. Every teacher will assign writing journals at least twice a day to improve and track student writing.

Professional Development will continue to be a priority especially in the core content areas: Reading, Writing, Mathematics and Science.

The governing body is the Campus Improvement Committee (CIC). The CIC is comprised of two-thirds instructional staff, other professional educators, parents, and community member. It meets once each month to discuss academic achievement and school improvement. The Instructional Leadership Team (ILT) meets twice 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 every student is 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 every students (regardless of gaps) to enjoy music, art, or literature. Students in 3rd thru 5th grade participate in the Robotics competition at district level. Very creative scheduling 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 Safety Patrol and Kids Excel for our 4th grade students, Student Council for our 5th grade students, Robotics for 3rd thru 5th grade, Science Fair, Spelling Bee (in both English and Spanish), Nike Days once a month after school, 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 a computer lab 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 Jiji, Lexia, I-station, Reading A to Z, and others. We currently have an active 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 ensure the acquisition of skills in the core content areas: ELA/ Reading, math, science, and social studies.

School Processes & Programs Strengths

Teachers consistently meet as a PCL on a weekly basis and have moved from a planning PLC to an analytical PLC. They are analyzing the data obtained from I-Station, unit assessments, and daily observations and are asking the questions "What can we do when students are not learning and what do we do when students are learning?" The teachers together group their students based on the data every six weeks and decide whether the students are on RtI 1, 2, or 3. Then they decide what needs to be done to help every student grow, as a PLC they determine the strategies that need to be used in order to help the students improve and increase their skill base knowledge. The class profiles are utilized continuously to target the help and the interventions needed to help students grow.

All teachers highly qualified and the low teacher turnover has created a setting where we have a combined teacher experience of over 300 years. PLC is at its all time high where teachers are not only planning together, they are analyzing the data together and finding strategies and ways to teach, intervene, and close the achievement gaps together. The common goal, the campus goal of having every student reading at grade level has brought the focus necessary for all teachers to move in the same direction.

There are three computer labs in the school, so teachers have no problem with scheduling instructional time in the lab. Each classroom has four student computers, a data projector, an "elmo", and a teacher laptop. The school has several instructional software programs as well. The Technology Committee has developed a Technology Plan to ensure upgrade of equipment and software.

Administration works and meets regularly with teachers and PLC's to have first hand knowledge of the student needs. Student Study Teams designed to review progress of students and determine the next steps, meets regularly and is comprised by the student's teacher, RtI teacher, parent, and administration. The knowledgeable and dedicated staff members allow for goals and focus to be carried forth. Administration is empowering teachers to take the students from the current level to the next level and is providing information, an open door policy, communication, and resources to make this happen. The master schedule maximizes instruction time so that learning and achievement gaps can be closed.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Vertical alignment is ambiguous and unclear, and needs specificity. **Root Cause:** Time to meet vertically with grades below and grades above.

Problem Statement 2: There is a limited number of robots to be used by the robotics team. **Root Cause:** Lack of resources/money to purchase the robots since they will be used by certain grade levels and all students.

Problem Statement 3: Funding for transportation for field trips is limited. **Root Cause:** Limited funds and resources/money.

Problem Statement 4: Technology Equipment and computers is outdated and "old". **Root Cause:** Limited funding and resources (money).

Perceptions

Perceptions Summary

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, teachers contacts with parents, and administrative contact with parents. Volunteers are helping out in the morning with Breakfast, as well as the office, the library, and the classrooms.

The Organizational Health Individualized (OHI) Report was used to measure culture and climate for Bill Childress Elementary School. The report of May 2017 showed an increase on communication, staff moral ,resource utilization and cohesiveness, but there was a decrease in focus towards achieving goals.

In order to promote vibrant college awareness, our students participate in the daily announcements and recite "My path to college begins at BCE..." and provides students to select a university of their choice to attend. 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

Our discipline issues are at an all-time low and classroom management is at an all-time high. The manner in which teachers are consistently delivering behavior expectations creates a safe and caring learning environment for all. Teachers are extremely proactive and ensure that students learn, practice, and reinforce expected behavior. Students are taught the behaviors according to the PBIS core values "Be Respectful, Be Responsible, and Be Safe".

Currently BCE has a registered group of 45 parent volunteers; ten of these volunteers are very active, meaning they come to school on a daily basis for at least 4 hours per day. They help in the front office, the library, and the classrooms. They make copies, put booklets together, cut out stencils, put up bulletin boards, and help the teachers with a variety of activities. We also have volunteers who assist the librarian, monitor the cafeteria, and assist with Breakfast and lunch. They also decorate the cafeteria for special occasions such as Veteran's Day, Thanksgiving luncheon, etc.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: School is not opened regularly and consistently for parents after 3:30 pm. **Root Cause:** Personnel not available to work and accumulate over time.

Problem Statement 2: Daily attendance is not perceived by families as a priority. **Root Cause:** Our families travel to Mexico on the weekends and holidays, and tend to stay longer. Families do not have medical insurance so when students get sick they go to Juarez for medical attention and they tend to stay a couple of days over there.

Problem Statement 3: Playground equipment is torn, broken, old, unsafe. **Root Cause:** Lack of resources, not in the priority list of Facilities Department.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

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
- Progress of prior year STAAR failures
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data

- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Highly qualified staff data
- Teacher/Student Ratio
- PDAS and/or T-TESS


Goals

Goal 1: Provide a Safe & Secure Environment

Performance Objective 1: During the 2017-2018 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

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Conduct monthly fire drills/ scheduled lock-downs/ evacuations and other safety procedures/ practices required by the district.	1, 2, 5	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.				
2) Conduct daily walk-throughs to check safety of campus facilities, equipment, and grounds. Collaborate with the district to address emergencies.	1, 2, 4, 5, 10	Administration/ Head Custodian	Walk-throughs/work orders Maintain safe environment for students, teachers, staff and parents.				
3) Maintain a safe and clean campus through daily routines of custodians. Collaborate with maintenance and administration of any non-functional areas to address in a timely manner to repair and/or replace items.	1, 2, 5, 10	Custodian/ Administration/ Maintenance	Work orders on School Dude. Items replaced and repaired in a timely manner.				
Funding Sources: 199-Local Funds - \$500.00							
4) School wide Emergency kits are provided to all teachers and staff in case of emergency.	1, 10	Admin/Custodian/EOP Team	All students and staff have access to an emergency kit in case of an emergency.				
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.	1, 5	Administration and head custodian.	All equipment working properly at all times.				
Problem Statements: Perceptions 3 Funding Sources: 199-Local Funds - \$12,000.00							
							

Performance Objective 1 Problem Statements:

Perceptions


Problem Statement 3: Playground equipment is torn, broken, old, unsafe. **Root Cause 3:** Lack of resources, not in the priority list of Facilities Department.

Goal 1: Provide a Safe & Secure Environment

Performance Objective 2: During the 2017-2018 school year, all faculty and staff at BCE will increase and monitor safety by providing security prevention strategies to decrease or eliminate from five incident reports on safety/bullying incidents.

Evaluation Data Source(s) 2: referral and discipline reports

Summative Evaluation 2:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide training to all teachers/staff on prevention strategies to accurately identify and report bullying in accordance to the Texas Anti-Bullying Law.	1, 2, 4, 5, 10	Administration, Counselor	Sign in sheets, Agenda, Training documentation. Teachers/Staff will identify and take proper action to stop bullying.				
2) Provide incentives and acknowledgement of positive achievement by students (Academic and behavior) at the end of grading period as indicated by administration/teachers.	1, 2, 6	Teacher/Administration/Staff	Awards and Recognition				
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.	1, 2, 4, 5	Principal, Assistant Principal, Counselor	Teachers and staff will implement the new law to ensure we identify, report, and stop bullying.				
4) Through monthly meetings, BCE will continue implementing a school wide PBIS/CATCH framework to establish the social, physical, and behavioral needs by providing a positive learning environment for students, staff, and community members.	1, 2, 5, 6, 9, 10	Admin, PBIS team, CATCH team	Sign in sheets, agenda, flyers. Students, teachers, staff, and community members will perceive BCE as a safe place.				
5) BCE will continue to implement the No Place for Hate Program in grades PK-5th and provide professional development for staff as appropriate.	1, 2, 4, 5, 9, 10	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.				
6) Collaborate with bus drivers and transportation department to create a plan to minimize discipline issues during transportation.	1, 2, 4	Administration, PBIS, bus drivers	Decrease in bus referrals and bus incidents.				
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.		All Faculty and Staff.	Improved behavior and a decrease in incidents.				
							

Goal 1: Provide a Safe & Secure Environment

Performance Objective 3: By May 2018, all faculty and staff at BCE will teach and practice with students the positive discipline strategies to maintain a safe and secure learning environment to decrease 15 discretionary referrals by 5%.

Evaluation Data Source(s) 3: referral reports

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) BCE will monitor discipline referrals and other data related to student behavior. This will maintain a safe and disciplined environment conducive to student learning. All data will be shared with NPFH/ PBIS committee every 6 weeks.	1, 2, 5, 6	Administration/ PBIS/NPFH team	Sign in sheets/ Agendas /data				
2) PBSI will share data with teachers and collaborate to use variety of strategies for teacher/ student to decrease discipline referrals.	1, 2, 5, 6, 9, 10	PBIS/ NPFH team/ Administration/ Teachers	Sign in sheets/ Agenda/ reports/ Classroom discipline plan				
							

Goal 2: Increase Student Academic Achievement







Performance Objective 1: By Spring 2018, 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 64% to 69%; Writing from 61% to 66%; Mathematics from 72% to 77%; Science from 73% to 78%.

Evaluation Data Source(s) 1: STAAR DATA

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors 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>	1, 2, 3, 4, 5, 9, 10	Principal, Assistant Principal, and Instructional Coordinator	Sign-in sheet for staff development, classroom observations, student assessments.				
<p>Problem Statements: Student Academic Achievement 1, 2, 3 Funding Sources: 211-Title I-Part A - \$1,160.00</p>							
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Students that have been identified "at risk" will be provided with interventions using supplemental materials across core content areas which will assist in closing the gap. Interventions will be provided by staff (including but not limited to) teachers, specialists aides and tutors. A well-balanced and appropriate curriculum will be provided to all students</p>	1, 2, 3, 5, 8, 9, 10	Principal, Assistant Principal, Instructional coordinator	Formative assessment data, classroom observation, common assessments scores, running records, Eagle Time records, RTI logs and records, ARD's, 504 meetings				
<p>Problem Statements: Student Academic Achievement 1, 2, 3 - School Processes & Programs 1 Funding Sources: 185-State Compensatory Education - \$15,000.00, 211-Title I-Part A - \$1,000.00</p>							

<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>3) Provide ongoing opportunities for Professional Development for teachers/Staff on DOK 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,</p>	1, 2, 3, 4, 5, 9, 10	Administration	Finance/approval with purpose				
<p>Problem Statements: Student Academic Achievement 1, 2, 3 - School Processes & Programs 1</p> <p>Funding Sources: 211-Title I-Part A - \$500.00, 255-Title II-Part A Teacher/Principal - \$1,000.00</p>							
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>4) Resources, supplies and materials will be provided to support instructional programs (such as Guided Reading, Guided Math, Writing Academy, etc.)</p>	1, 2, 9, 10	Principal	Purchase Orders with materials and supplies. Increase the number of students meeting grade level on STAAR.				
<p>Problem Statements: Student Academic Achievement 1, 2, 3</p> <p>Funding Sources: 211-Title I-Part A - \$1,000.00</p>							
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 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 to increase level of academic performance. Qualified and effective personnel will be developed and retained.</p>	1, 2, 3, 4, 8, 10	Administration, Teachers, IC	Sign in sheets, Agendas, PLC Minutes				
<p>Problem Statements: Student Academic Achievement 1, 2, 3 - School Processes & Programs 1</p> <p>Funding Sources: 211-Title I-Part A - \$1,000.00</p>							
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>6) Administrators will utilize PLC and other walk-through documentation formats to provide timely feedback to teachers and the PLC's in order to positively impact instructional practice and student achievement.</p>	1, 2, 3, 8, 10	Administration, IC	PLC Agenda, sign-in sheets, walkthrough forms, Eduphoria.				
<p>Problem Statements: Student Academic Achievement 1, 2, 3</p> <p>Funding Sources: 199-Local Funds - \$100.00</p>							
<p>System Safeguard Strategy</p> <p>Critical Success Factors 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 to increase performance and close the gap. Data will be reviewed and analyzed throughout the year to increase TELPAS proficiency levels and meet STAAR performance standards.</p>	2, 3, 4, 5, 8, 9, 10	Teachers, Instructional Coach, Administrative Team.	Increased student achievement for ELL's and an increase in self esteem. Data, running records, grades improved.				
<p>Funding Sources: 255-Title II-Part A Teacher/Principal - \$1,500.00, 211-Title I-Part A - \$500.00</p>							

<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>8) Use targeted and research base strategies to improve fluency, vocabulary, phonics and phonemic awareness to support all students including ELL's.</p>	3, 8, 9, 10	Teachers, IC, Admin Team	Lesson plans and running records will show the strategies being used and students improving.					
<p>Problem Statements: Demographics 1 - Student Academic Achievement 1, 2, 3</p> <p>Funding Sources: 211-Title I-Part A - \$500.00, 255-Title II-Part A Teacher/Principal - \$500.00</p>								
<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 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, 8, 9, 10	Teachers, IC, Admin Team	Lesson plans, I-Station Reports, running records showing student achievement improvement.					
<p>Problem Statements: Demographics 1 - Student Academic Achievement 1, 2, 3</p> <p>Funding Sources: 185-State Compensatory Education - \$5,000.00</p>								
<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>10) Conduct and analyze grade level common assessments, benchmarks, ISIP to target reading concepts and skills.</p>	1, 2, 8, 9, 10	Teachers, IC, Admin Team	Common assessment data on Eduphoria, I-Station reports					
<p>Problem Statements: Demographics 1 - Student Academic Achievement 1, 2, 3</p> <p>Funding Sources: 211-Title I-Part A - \$2,000.00</p>								
<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>11) Teachers will 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, JiJi for early childhood, to increase all student performance (ELL, 504, SPED, GT, RtI)</p>	2, 3, 7, 8, 9, 10	Teachers, IC, Admin Team	Reports, lesson plans, interactive journals, work samples.					
<p>Problem Statements: Demographics 1 - Student Academic Achievement 3 - School Processes & Programs 1</p> <p>Funding Sources: 185-State Compensatory Education - \$4,000.00</p>								
<p>System Safeguard Strategy PBMAS</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, 3, 4, 8, 9, 10	Teachers, IC, Admin Team	PLC agenda and minutes, student data, reports, work samples.					
<p>Problem Statements: Demographics 1 - Student Academic Achievement 3 - School Processes & Programs 1</p>								
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>								

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Oversized classes make it difficult for teachers to close the learning gap and teach at high levels of rigor for students to achieve college readiness. Student/teacher ratios average 26 to 1 in some monolingual classes. Root Cause 1: Only one monolingual class is designated per grade level. Teachers have been transferred to other campuses.
Student Academic Achievement
Problem Statement 1: Only 16% of the students are reaching the mastery level in Reading. Root Cause 1: Differentiation is not being implemented consistently at all grade levels.
Problem Statement 2: Only 56% of students Approached grade level and 8% of the students mastered in Writing. Root Cause 2: Writing is taught inconsistently from grade level to grade level, lacking purpose and vertical alignment.
Problem Statement 3: Fourth grade has the lowest scores in Reading, Writing, and Math. Root Cause 3: Fourth grade PLC team was concentrating on creating the unit assessments and spent less time analyzing data.
School Processes & Programs
Problem Statement 1: Vertical alignment is ambiguous and unclear, and needs specificity. Root Cause 1: Time to meet vertically with grades below and grades above.


Goal 2: Increase Student Academic Achievement

Performance Objective 2: By May 2018, 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 19% to 24%; Mathematics from 34% to 39%.

Evaluation Data Source(s) 2: STAAR DATA

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 1) Teachers will implement Guided Reading with fidelity.	1, 2, 3, 4, 8, 9, 10	Teachers, Instructional Coach.	Formative assessment data, classroom observation, common unit assessment data. Students improve reading comprehension by 0.5 to 1.0 grade level in one year.				
	Problem Statements: Student Academic Achievement 1, 2, 3 Funding Sources: 211-Title I-Part A - \$500.00, 185-State Compensatory Education - \$1,000.00						
System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 2) Teachers will implement best practices in all content areas and differentiate instruction in all content areas.	1, 2, 3, 4, 8, 9, 10	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.				
	Funding Sources: 211-Title I-Part A - \$500.00, 185-State Compensatory Education - \$1,000.00						
System Safeguard Strategy PBMAS Critical Success Factors 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	1, 2, 3, 8, 9, 10	Teachers, Administration	ARD minutes, students IEP, success for students with special needs. Students in SPED will experience growth in all content areas.				
	Problem Statements: Student Academic Achievement 1, 2, 3 Funding Sources: 199-Local Funds - \$500.00						

<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>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.</p>	2, 3, 8, 9, 10	Teachers, Administration	Running records, program usage, tracking student progress.				
Funding Sources: 185-State Compensatory Education - \$0.00							
							

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 1: Only 16% of the students are reaching the mastery level in Reading. Root Cause 1: Differentiation is not being implemented consistently at all grade levels.
Problem Statement 2: Only 56% of students Approached grade level and 8% of the students mastered in Writing. Root Cause 2: Writing is taught inconsistently from grade level to grade level, lacking purpose and vertical alignment.
Problem Statement 3: Fourth grade has the lowest scores in Reading, Writing, and Math. Root Cause 3: Fourth grade PLC team was concentrating on creating the unit assessments and spent less time analyzing data.


Goal 2: Increase Student Academic Achievement

Performance Objective 3: By May 2018 Bill Childress percentage of students reaching Mastery Level in STAAR, will increase in Reading from 17% to 19%, in Writing from 8% to 10%, in Science from 23% to 25%, and in Math from 19% to 21%.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors 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 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>	1, 2, 8, 9, 10	Principal, Assistant Principal, Instructional Coordinator	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.				
Problem Statements: Student Academic Achievement 1, 2							
<p>System Safeguard Strategy</p> <p>Critical Success Factors 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>	1, 2, 8, 9, 10	Instructional Coach, Assistant Principal.	During observations and walkthroughs, centers will be well stocked with activities, classrooms will display anchor charts, etc.				
Problem Statements: Student Academic Achievement 1, 2, 3 Funding Sources: 211-Title I-Part A - \$1,500.00							
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 4</p> <p>3) Resources, supplies and materials will be provided to support instruction (such as Guided Reading, Guided Math, Writing Academy, etc.) and support all students, including ELL students throughout school year.</p>	10	Principal, Instructional Coach	Well maintained and well stocked centers with the necessary materials.				
Funding Sources: 185-State Compensatory Education - \$1,000.00							

System Safeguard Strategy Critical Success Factors CSF 1 CSF 7 4) 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	1, 2, 8, 9, 10	Teachers, IC, Admin Team	Lesson plans, observations, unit assessments, I-Station monthly scores consistently improving.				
	Funding Sources: 185-State Compensatory Education - \$1,500.00						
5) 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.	1, 2, 8, 9, 10	Teachers, IC, Admin Team	Lesson plans, running records, journals, data reports. Students writing across all content areas.				
	Problem Statements: Student Academic Achievement 1, 2 Funding Sources: 211-Title I-Part A - \$1,000.00						
System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 6) 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.	1, 2, 8, 9, 10	Teachers, IC Admin Team	Reports, observations, lesson plans, assessments.				
	Problem Statements: Student Academic Achievement 1, 2 Funding Sources: 185-State Compensatory Education - \$400.00, 199-Local Funds - \$5,500.00						
Critical Success Factors CSF 1 CSF 4 CSF 6 7) 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, 5, 9, 10	Administration, Technology Committee	To provide high quality educational experiences to all our students. Inventory sheets demonstrating where equipment has been replaced, repaired, or placed.				
	Problem Statements: School Processes & Programs 4 Funding Sources: 185-State Compensatory Education - \$20,000.00						
							

Performance Objective 3 Problem Statements:

Student Academic Achievement
Problem Statement 1: Only 16% of the students are reaching the mastery level in Reading. Root Cause 1: Differentiation is not being implemented consistently at all grade levels.
Problem Statement 2: Only 56% of students Approached grade level and 8% of the students mastered in Writing. Root Cause 2: Writing is taught inconsistently from grade level to grade level, lacking purpose and vertical alignment.

Problem Statement 3: Fourth grade has the lowest scores in Reading, Writing, and Math. **Root Cause 3:** Fourth grade PLC team was concentrating on creating the unit assessments and spent less time analyzing data.

School Processes & Programs


Problem Statement 4: Technology Equipment and computers is outdated and "old". **Root Cause 4:** Limited funding and resources (money).

Goal 2: Increase Student Academic Achievement

Performance Objective 4: In 2017-2018 Bill Childress Elementary will increase the percentage of ELL students passing all STAAR Assessments from 73% to 75% by improving the Dual Language Program.

Evaluation Data Source(s) 4: Classroom observations, formative assessments, TELPAS.

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>1) Teach the dual language class with 50% of instruction in each language. The language of instruction will alternate weekly. This will promote the reading and writing of the English language and will assist for all LEP student to become proficient in English</p>	2, 3, 5, 9, 10	Principal, Assistant Principal, Bilingual LPAC Aide	Classroom observations, formative assessments, TELPAS.				
Problem Statements: Student Academic Achievement 1, 2							
<p>PBMAS Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 7</p> <p>2) The Dual Language program will ensure delivery of instruction is 50% Spanish and 50% English in all classrooms so that all students whose first language is not English will be supported and served to ensure their success.</p>	1, 2, 3, 8, 10	Principal, Assistant Principal, Bilingual LPAC Aide, Instructional Coach.	Unit assessments, formative assessments, classroom observations, TELPAS scores/results.				
Problem Statements: Student Academic Achievement 1							
							

Performance Objective 4 Problem Statements:


Student Academic Achievement
Problem Statement 1: Only 16% of the students are reaching the mastery level in Reading. Root Cause 1: Differentiation is not being implemented consistently at all grade levels.
Problem Statement 2: Only 56% of students Approached grade level and 8% of the students mastered in Writing. Root Cause 2: Writing is taught inconsistently from grade level to grade level, lacking purpose and vertical alignment.

Goal 2: Increase Student Academic Achievement

Performance Objective 5: By the end of June 2018, 85% or 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: Reports

Summative Evaluation 5:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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, etc.)	1, 2, 8, 9, 10	Principal, Assistant Principal, Instructional Coach.	Formative assessments, I-Station data, WRAP, students improving fluency rate.				
	Problem Statements: Demographics 1 - Student Academic Achievement 1 - School Processes & Programs 1 Funding Sources: 185-State Compensatory Education - \$2,000.00						
2) Improve resources in the library to increase literacy in both English and Spanish.	6, 10	Principal Librarian	Increased use of the Library as measured by book circulation and computer use.				
3) Provide resources, materials and supplies needed to maintain the circulation of the library to support instruction throughout school year.		Principal Librarian	Increase use of the Library as measured by book circulation and computer use.				
4) Pre-K Guidelines will continue to be implemented to achieve Kinder readiness for all students. Specific strategies addressed are read alouds, progress monitoring fro receptive and expressive skills regarding letters, sounds, common sight words, numbers, shapes etc.	1, 2, 3, 7, 9, 10	Administration teachers	report cards data monitoring system for individual students. Students will be ready for Kinder.				
	Problem Statements: Demographics 2 Funding Sources: 185-State Compensatory Education - \$300.00						
5) Students in Kinder thru 2nds will be assessed using TPRI and Tejas LEE as a pilot for the district. Software from TANGO will be purchased to assist in analyzing data	1, 2, 7, 8, 9, 10	Teachers, IC, Admin Team	Reports and assessment results from exams. Reading comprehension will increase.				
	Problem Statements: Demographics 2 - Student Academic Achievement 1 Funding Sources: 185-State Compensatory Education - \$4,500.00, 255-Title II-Part A Teacher/Principal - \$500.00						
							

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: Oversized classes make it difficult for teachers to close the learning gap and teach at high levels of rigor for students to achieve college readiness. Student/teacher ratios average 26 to 1 in some monolingual classes. Root Cause 1: Only one monolingual class is designated per grade level. Teachers have been transferred to other campuses.

Problem Statement 2: Students in Early Childhood not reading at grade level. Root Cause 2: Assessments being used to assess K-2, is not grade appropriate.
Student Academic Achievement
Problem Statement 1: Only 16% of the students are reaching the mastery level in Reading. Root Cause 1: Differentiation is not being implemented consistently at all grade levels.
School Processes & Programs
Problem Statement 1: Vertical alignment is ambiguous and unclear, and needs specificity. Root Cause 1: Time to meet vertically with grades below and grades above.

Goal 2: Increase Student Academic Achievement

Performance Objective 6: By January 2018, BCE will complete the Transition Action Plan for all 5th grade students, and open invitation to head-start students.

Evaluation Data Source(s) 6:

Summative Evaluation 6:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 1) RtI progress for each student in Grade 5 will be presented to the middle school principal in December 2017 and in June 2018. The data is collected each month for every student and analyzed for progress or no progress.	2, 8, 9, 10	Principal, Assistant Principal, and Instructional Coordinator	Reading and Math assessments				
				Problem Statements: School Processes & Programs 1 Funding Sources: 185-State Compensatory Education - \$1,000.00			
2) Students in 5th grade will be semi departmentalized to assist 5th grade students in their transition to middle school.	2, 10	Teachers, Admin Team	Students experience switching classes and having more than one teacher.				
				Problem Statements: School Processes & Programs 1			

Performance Objective 6 Problem Statements:

School Processes & Programs
Problem Statement 1: Vertical alignment is ambiguous and unclear, and needs specificity. Root Cause 1: Time to meet vertically with grades below and grades above.

Goal 2: Increase Student Academic Achievement

Performance Objective 7: By June 2018 Bill Childress will increase student attendance rate from 95.92% to 96.92%.

Evaluation Data Source(s) 7: Attendance reports

Summative Evaluation 7:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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.	1, 2, 6, 7, 9, 10	Teachers/Attendance Clerk/Administration Team PBIS	Incentives/TEAMS/Every 9week ceremony				
				Problem Statements: Perceptions 2 Funding Sources: 199-Local Funds - \$200.00			
2) PBIS Committee will implement a variety of strategies including interventions to promote striving for perfect attendance.		Assistant Principal, Attendance Clerk, PBIS Chairperson, Teacher	Tracking daily attendance records by grade, class, and student.				
				Problem Statements: Perceptions 2			
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.	1, 2, 6, 9, 10	Teachers, attendance clerk, AP, PBIS team, Parent liaison	Attendance records, phone calls to parents, call logs, Warning letters on file, early pick up logs, contact logs. Decrease in absences.				
				Problem Statements: Perceptions 2			
<p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 4 CSF 5 CSF 6</p> 4) Staff will provide information to parents regarding attendance expectation, state law in written and web-based forms throughout the school year and hold Attendance Review Committee meetings and PBIS meetings to assist with decreasing absences.	1, 2, 6, 9, 10	Teachers, AP, Parent Liaison, Counselor, Attendance Review Committee, PBIS	ARC Documentation running records of attendance on TEAMS, phone logs, documentation for early pickups and tardy students, PBIS monthly meetings (Sign-in, Agenda, minutes)				
				Problem Statements: Perceptions 2			

Performance Objective 7 Problem Statements:

Perceptions
<p>Problem Statement 2: Daily attendance is not perceived by families as a priority. Root Cause 2: Our families travel to Mexico on the weekends and holidays, and tend to stay longer. Families do not have medical insurance so when students get sick they go to Juarez for medical attention and they tend to stay a couple of days over there.</p>

Goal 2: Increase Student Academic Achievement

Performance Objective 8: In 2017-2018 Bill Childress will increase the teacher attendance rate from 90% to 92%. Attendance will include staff development days.

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

Summative Evaluation 8:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Will monitor absences and provide incentives for increased attendance.		Teachers and Administratoin	Absence Reports/Incentives/ TEAMS				
2) Provide incentives for acknowledgement, positive achievement, recognition, etc., of faculty and staff throughout the school year.		Administration	Absence Reports/Employee retention				
3) Provide compensation for local travel/mileage to retain personnel and provide research based instructional strategies.	10	Administration	Mileage Reimbursement Forn				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue







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

Performance Objective 1: By June 2018, Bill Childress will maintain or increase the score of 69% by 5% in each Positive Behavior Interventions and Supports (PBIS) Benchmarks of Quality.

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

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 CSF 6 1) Morning announcements include positive behavior expectations and the No Place for Hate Creed	1, 2, 10	Assistant Principal, Counselor, and Parent Liaison.	Morning announcements				
Critical Success Factors CSF 3 CSF 4 CSF 6 2) 90% of our student population will participate in 3 No Place for Hate activities.	1, 2, 10	Assistant Principal, Counselor, Parent Liaison	Thumb Prints, I am Unique, Random Acts for Kindness and Cyber-bullying Activities				
3) All students, faculty, and staff will have the opportunity to share information on BCE resolution respect and sign it.	1, 2, 10	Assistant Principal, Counselor, Parent Liaison	The signing of the No Place for Hate Resolution of Respect.				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

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

Performance Objective 2: By the end of the 2017-2018 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	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Promote higher education opportunities through activities to include weekly college/career readiness lessons, a bulletin board with college vocabulary and career awareness lessons from the counselor every six weeks. A dropout prevention effort, to inspire all students to remain in school until they obtain a diploma.	1, 2, 10	Counselor	Bulletin Board, Lessons from counselor.				
2) Promote activities throughout the year for career readiness events including the following: Career Day, College Readiness/Career Awareness Field trips, and Presentations, Generation Texas Week, invite guest exposing various careers and professions to our students.	1, 2, 10	Counselor	Career Day Attendance, Field Trips, and Presentations Logs. Counselor's agenda and planned events.				
Problem Statements: School Processes & Programs 3 Funding Sources: 199-Local Funds - \$500.00							
3) BCE will provide opportunities for students to participate in programs, field trips, and events supporting character, education, social skills development and behavior management	4, 6, 10	Principal; Assistant Principal; Counselor; Teacher	The campus will schedule programs, classes; field trips and other events to teach social skills; character and behavior management, etc.				

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 3: Funding for transportation for field trips is limited. Root Cause 3: Limited funds and resources/money.


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

Performance Objective 3: By spring 2018, BCE will provide a minimum of 4 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	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continue developing skills and leadership for 4th and 5th grade students through organizations such as Safety Patrol and Student Council.	1, 2, 5, 9, 10	Principal, Assistant Principal, Counselor,	Student participation in Safety Patrol and Student Council. Meetings, sign in sheets, and minutes.				
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.	1, 2, 10	Sponsors of Father/Son and Mother Daughter program.	Participation in orientation and career day at UTEP. Participation in community projects.				
Funding Sources: 199-Local Funds - \$200.00							
3) Provide guidance and academic lessons and activities throughout the school year to include Character Counts, Etiquette Program, No Place for Hate, and invite guest speakers to promote reading, literacy, career awareness, anti-bullying and cyber-bullying presentations to all our students.	1, 2, 6, 9, 10	Counselor	Lesson plans and calendar of activities and events.				
4) Community agencies will provide safety, drug free, appropriate and inappropriate touch, and fire safety presentations to all our students.	1, 2	Counselor	Border Patrol, West Valley Fire Department, and Advocacy Center Presentations, Counselor's agenda, and lesson plans.				
5) Nurse will provide health assistance and information to all students/staff when needed to ensure safety of campus	1, 2, 6, 9, 10	Nurse, Administration	Sign in Sheets				
6) Provide resources, materials and supplies such as batteries, bins/containers, etc. for robotics team and have the opportunity to participate and supplement the math and science curriculum with STEM for struggling students	9, 10	Administration	Student participation				
Problem Statements: School Processes & Programs 2 Funding Sources: 185-State Compensatory Education - \$1,000.00							
7) Provide physical education core content activities throuout all grade levels including: fitness grant, physical activities, and health education.		PE staff	Student participation in all activities. PE lesson plans.				

8) Participation in NIKE days on a monthly basis.	1, 2, 10	Coaches, Student Services	Number of students participating in the NIKE Days after school. List of students participating.				
9) Participation in NIKE days on a monthly basis.	1, 2, 10	Coaches, Student Services	Number of students participating in the NIKE Days after school. List of students participating.				
							

Performance Objective 3 Problem Statements:







School Processes & Programs
Problem Statement 2: There is a limited number of robots to be used by the robotics team. Root Cause 2: Lack of resources/money to purchase the robots since they will be used by certain grade levels and all students.
Problem Statement 3: Funding for transportation for field trips is limited. Root Cause 3: Limited funds and resources/money.

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

Performance Objective 1: By June 2018, Bill Childress will provide a minimum of one parent academic information night for all grade levels.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors 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>	1, 2, 6, 7, 9, 10	Principal, Assistant Principal, and Parent Liaison	Increased parent participation at events with sign in sheets				
<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.</p>	1, 2, 6, 9	Parent Liaison / Administration	Flyers / sign in sheets / documentation				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							







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

Performance Objective 2: By June 2018, Bill Childress will continue to promote parent engagement by increasing t parent volunteers from 35 to 50 to initiate a possible Parent Teacher Organization.

Evaluation Data Source(s) 2: Parent Liaison records of parent volunteers as approved by the district.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Offer more activities in the school (Parenting Classes), as well as the Winter Program and End of the Year Program and invite parents to attend. Visit families in their homes to support and inform parents of available services.</p>	6	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.				
<p>Problem Statements: Perceptions 1 Funding Sources: 211-Title I-Part A - \$500.00</p>							
<p>Critical Success Factors CSF 5</p> <p>2) Provide parent support in accessing the use of the Parent Portal</p>	1, 2, 6, 10	Parent Liaison	Increased parent participation at events with sign in sheets.				
<p>Problem Statements: Perceptions 1</p>							
<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) Relate important campus information to our parents by conducting a minimum of 2 meetings per semester for Parent Advisory Committee (PAC).</p>		Principal, Assistant Principal, Parent Liaison	Parent Invitation, PAC minutes, and Increased parent participation at events with sign in sheets				
<p>Problem Statements: Perceptions 1 Funding Sources: 211-Title I-Part A - \$200.00</p>							
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>4) 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.</p>	1, 2, 6, 10	Principal, Assistant Principal, Parent Liaison	School Messenger, Calendar of Events				

<p align="center">Critical Success Factors CSF 5</p> <p>5) Promote parent engagement by developing parent groups and representation in various committees to identify campus needs, through data collection of parent participation and responses.]</p>	6						
<p>Problem Statements: Perceptions 1 Funding Sources: 211-Title I-Part A - \$600.00</p>							
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 2 Problem Statements:

<p>Perceptions</p>
<p>Problem Statement 1: School is not opened regularly and consistently for parents after 3:30 pm. Root Cause 1: Personnel not available to work and accumulate over time.</p>

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

Performance Objective 3: By June 2018 Bill Childress will have at least 4 performances showcasing students Music, Visual, and Performing Arts.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6 1) Students will participate in Academic Performances (UIL), Performing Arts Recitals, Science Fair, Spelling Bee, and such programs.		Science Fair Coordinator, Parent Liaison, Music Teacher, UIL Coordinator	Increased student and parent participation at events with sign in sheets				
	Funding Sources: 199-Local Funds - \$300.00						
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.	1, 2, 10	Administration	Number of students participating (at least 20) in a team and attendance to the competition.				
	Problem Statements: School Processes & Programs 2 Funding Sources: 199-Local Funds - \$100.00						

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 2: There is a limited number of robots to be used by the robotics team. Root Cause 2: Lack of resources/money to purchase the robots since they will be used by certain grade levels and all students.







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

Performance Objective 1: By January 2018 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	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 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>	1, 2, 6, 8, 9, 10	Administration	Sign in sheets of parents using the computer labs.				
<p>Problem Statements: Perceptions 1 Funding Sources: 211-Title I-Part A - \$500.00, 185-State Compensatory Education - \$4,000.00</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>	6	Administration Parent Liaison	Sign in sheets of parents using the computer labs.				
<p>Problem Statements: Perceptions 1 Funding Sources: 211-Title I-Part A - \$200.00</p>							
<p>Critical Success Factors CSF 1 CSF 7</p> <p>3) Teachers will attend various professional development sessions and trainings focusing on Differentiation and RtI.</p>	1, 2, 3, 4, 8, 9, 10	Administration, Instructional Coach	Certificates of attendance				
<p>Problem Statements: Demographics 1 - Student Academic Achievement 1, 3 - School Processes & Programs 1 Funding Sources: 255-Title II-Part A Teacher/Principal - \$2,000.00</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 student performance and create plan of action to promote student growth.</p>		Administration, Instructional Coach	PLC Sign in Sheets				
<p>Problem Statements: Student Academic Achievement 1, 2, 3 - School Processes & Programs 1 Funding Sources: 199-Local Funds - \$300.00</p>							
<p>5) Provide resources and opportunities for Fund Raising Activities through various committees for students, staff and community incentives.</p>	1, 2, 6, 10	Administration	Finance/approval of Fund raisers indicated with purpose. Close with Recaps.				
<p>Problem Statements: Perceptions 1 Funding Sources: 199-Local Funds - \$100.00</p>							

<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>6) 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>	1, 2, 5, 9, 10	Administration, Technology Committee	<p>To provide high quality educational experiences to all our students.</p> <p>Inventory sheets demonstrating where equipment has been replaced, repaired, or placed.</p>				
<p>Problem Statements: School Processes & Programs 4</p> <p>Funding Sources: 185-State Compensatory Education - \$0.00</p>							
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Oversized classes make it difficult for teachers to close the learning gap and teach at high levels of rigor for students to achieve college readiness. Student/teacher ratios average 26 to 1 in some monolingual classes. Root Cause 1: Only one monolingual class is designated per grade level. Teachers have been transferred to other campuses.</p>
Student Academic Achievement
<p>Problem Statement 1: Only 16% of the students are reaching the mastery level in Reading. Root Cause 1: Differentiation is not being implemented consistently at all grade levels.</p>
<p>Problem Statement 2: Only 56% of students Approached grade level and 8% of the students mastered in Writing. Root Cause 2: Writing is taught inconsistently from grade level to grade level, lacking purpose and vertical alignment.</p>
<p>Problem Statement 3: Fourth grade has the lowest scores in Reading, Writing, and Math. Root Cause 3: Fourth grade PLC team was concentrating on creating the unit assessments and spent less time analyzing data.</p>
School Processes & Programs
<p>Problem Statement 1: Vertical alignment is ambiguous and unclear, and needs specificity. Root Cause 1: Time to meet vertically with grades below and grades above.</p>
<p>Problem Statement 4: Technology Equipment and computers is outdated and "old". Root Cause 4: Limited funding and resources (money).</p>
Perceptions
<p>Problem Statement 1: School is not opened regularly and consistently for parents after 3:30 pm. Root Cause 1: Personnel not available to work and accumulate over time.</p>

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

Performance Objective 2: Bill Childress will meet with Vinton Town Council members by May 2018 to initiate volunteering for a minimum of 2 community events.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Principal will attend town meetings meet council members and Mayor.	1, 2, 6, 10	Principal, Sponsor of Student Volunteer activities	Attendance to meeting.				
<p>Critical Success Factors CSF 3 CSF 5 CSF 6 CSF 7</p> 2) School employees who participate with the community of Vinton in Keep Vinton Beautiful, will be recognized for their service with tokens of appreciation.	5, 6, 10	Principal	Awards and ceremonies				
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.	6	Principal	Number of activities participating/ lists of students.				

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

Performance Objective 3: By June 2018 Bill Childress will continue building Community Outreach Partnerships and will increase from 2 to 4 partners.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6 CSF 7</p> <p>1) Bring in two new partners to deliver presentations to the community/students.</p>	1, 2, 6, 10	Parent Liaison, Counselor, Principal	Partnerships present in school functions and in school during the day. Partnership with Border Patrol Community Liaison Office and PRIDE/Detour Unit.				
<p>Critical Success Factors CSF 5 CSF 6</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>	1, 2, 10	Parent Liaison, Counselor	Documentation from Operation Noel and School Bell				
<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>	1, 2, 10	Administration	PO travel requests Travel Reports Conference agendas Training agendas				
Problem Statements: Perceptions 1, 2							
<p>Critical Success Factors CSF 5</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>	6	Administration	Well stocked parent center, and parents creating projects, and preparing materials to be used by classroom teachers. Increase in number of parent volunteers.				
Problem Statements: Demographics 1 - Perceptions 1, 2 Funding Sources: 211-Title I-Part A - \$300.00							

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: Oversized classes make it difficult for teachers to close the learning gap and teach at high levels of rigor for students to achieve college readiness. Student/teacher ratios average 26 to 1 in some monolingual classes. **Root Cause 1:** Only one monolingual class is designated per grade level. Teachers have been transferred to other campuses.

Perceptions

Problem Statement 1: School is not opened regularly and consistently for parents after 3:30 pm. **Root Cause 1:** Personnel not available to work and accumulate over time.

Problem Statement 2: Daily attendance is not perceived by families as a priority. **Root Cause 2:** Our families travel to Mexico on the weekends and holidays, and tend to stay longer. Families do not have medical insurance so when students get sick they go to Juarez for medical attention and they tend to stay a couple of days over there.

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	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 7 1) Upgrade campus infrastructure to support additional hardware.	1, 2, 5, 10	Principal, Technology department	Old computers and equipment replaced in classrooms. List of replacements made.				
	Funding Sources: 185-State Compensatory Education - \$0.00						
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.	1, 2, 3, 5, 9, 10	RtI and At Risk Teacher, Instructional Coach, Administration	Schedules showing Eagle Time scheduled during the instructional day.				
	Problem Statements: Demographics 1 - Student Academic Achievement 1, 2, 3 Funding Sources: 211-Title I-Part A - \$475.00						
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.	1, 2, 3, 4, 5, 9, 10	Administration, Teachers, IC	Students sign in. Teachers agenda, minutes of PLC for extended time.				
	Problem Statements: Demographics 1, 2 - School Processes & Programs 2 Funding Sources: 185-State Compensatory Education - \$500.00						
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.	1, 2, 3, 9, 10	Principal, AP, and Instructional Coach.	Individual student scores will increase as measured by I-Station. Students reading level will increase as well.				
	Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 2, 3 Funding Sources: 185-State Compensatory Education - \$4,000.00						
5) Hire a tutor to provide support to all students including RtI, 504, SPED, GT, ELL in Reading, Writing, Math, and Science.	1, 4, 9, 10	Administration, IC	Log with student served and strategies and skills targeted.				
	Problem Statements: Demographics 1 - Student Academic Achievement 1, 2, 3 Funding Sources: 185-State Compensatory Education - \$13,000.00						

Performance Objective 4 Problem Statements:

Demographics

Problem Statement 1: Oversized classes make it difficult for teachers to close the learning gap and teach at high levels of rigor for students to achieve college readiness. Student/teacher ratios average 26 to 1 in some monolingual classes. **Root Cause 1:** Only one monolingual class is designated per grade level. Teachers have been transferred to other campuses.

Problem Statement 2: Students in Early Childhood not reading at grade level. **Root Cause 2:** Assessments being used to assess K-2, is not grade appropriate.

Student Academic Achievement

Problem Statement 1: Only 16% of the students are reaching the mastery level in Reading. **Root Cause 1:** Differentiation is not being implemented consistently at all grade levels.

Problem Statement 2: Only 56% of students Approached grade level and 8% of the students mastered in Writing. **Root Cause 2:** Writing is taught inconsistently from grade level to grade level, lacking purpose and vertical alignment.

Problem Statement 3: Fourth grade has the lowest scores in Reading, Writing, and Math. **Root Cause 3:** Fourth grade PLC team was concentrating on creating the unit assessments and spent less time analyzing data.

School Processes & Programs

Problem Statement 2: There is a limited number of robots to be used by the robotics team. **Root Cause 2:** Lack of resources/money to purchase the robots since they will be used by certain grade levels and all students.

System Safeguard Strategies

Goal	Objective	Strategy	Description
2	1	2	Students that have been identified "at risk" will be provided with interventions using supplemental materials across core content areas which will assist in closing the gap. Interventions will be provided by staff (including but not limited to) teachers, specialists aides and tutors. A well -balanced and appropriate curriculum will be provided to all students
2	1	3	Provide ongoing opportunities for Professional Development for teachers/Staff on DOK 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 (such as Guided Reading, Guided Math, Writing Academy, etc.)
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 to increase level of academic performance. Qualified and effective personnel will be developed and retained.
2	1	6	Administrators will utilize PLC and other walk-through documentation formats to provide timely feedback to teachers and the PLC's in order to positively impact instructional practice and student achievement.
2	1	7	All English Language Learners (ELL's) will effectively use ELPS and Sheltered Instructions Strategies to increase performance and close the gap. Data will be reviewed and analyzed throughout the year to increase TELPAS proficiency levels and meet STAAR performance standards.
2	1	8	Use targeted and research base strategies to improve fluency, vocabulary, phonics and phonemic awareness to support all students including ELL's.
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	Conduct and analyze grade level common assessments, benchmarks, ISIP to target reading concepts and skills.
2	1	11	Teachers will 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, JiJi for early childhood, to increase all student performance (ELL, 504, SPED, GT, RtI)
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	Teachers will implement Guided Reading with fidelity.
2	2	2	Teachers will implement best practices in all content areas and differentiate instruction 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	3	Resources, supplies and materials will be provided to support instruction (such as Guided Reading, Guided Math, Writing Academy, etc.) and support all students, including ELL students throughout school year.
2	3	4	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
2	3	6	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.

State Compensatory

Budget for Bill Childress Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
185.11.6112.13.104.30	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$2,448.00
185.11.6117.05.104.30	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$4,000.00
185.11.6117.40.104.30	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$1,439.00
185.11.6118.35.104.30	6118 Extra Duty Stipend - Locally Defined	\$1,950.00
185.11.6119.35.104.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$59,533.00
185.11.6126.03.104.30	6126 Part Time Support Personnel - Locally Defined	\$11,748.00
185.11.6128.05.104.30	6128 Overtime Pay - Locally Defined	\$250.00
185.11.6129.00.104.30	6129 Salaries or Wages for Support Personnel	\$39,313.00
185.11.6141.00.104.30	6141 Social Security/Medicare	\$570.00
185.11.6141.03.104.30	6141 Social Security/Medicare	\$171.00
185.11.6141.05.104.30	6141 Social Security/Medicare	\$56.00
185.11.6141.13.104.30	6141 Social Security/Medicare	\$36.00
185.11.6141.35.104.30	6141 Social Security/Medicare	\$892.00
185.11.6141.40.104.30	6141 Social Security/Medicare	\$21.00
185.11.6142.00.104.30	6142 Group Health and Life Insurance	\$14,974.00
185.11.6142.35.104.30	6142 Group Health and Life Insurance	\$7,487.00
185.11.6143.13.104.30	6143 Workers' Compensation	\$13.00
185.11.6143.35.104.30	6143 Workers' Compensation	\$218.14
185.11.6143.40.104.30	6143 Workers' Compensation	\$8.00
185.11.6143.00.104.30	6143 Workers' Compensation	\$1,592.00
185.11.6143.03.104.30	6143 Workers' Compensation	\$69.00
185.11.6143.05.104.30	6143 Workers' Compensation	\$23.00

185.11.6145.40.104.30	6145 Unemployment Compensation	\$2.00
185.11.6145.00.104.30	6145 Unemployment Compensation	\$27.12
185.11.6145.03.104.30	6145 Unemployment Compensation	\$14.00
185.11.6145.05.104.30	6145 Unemployment Compensation	\$5.00
185.11.6145.13.104.30	6145 Unemployment Compensation	\$3.00
185.11.6145.35.104.30	6145 Unemployment Compensation	\$42.18
185.11.6146.00.104.30	6146 Teacher Retirement/TRS Care	\$191.44
185.11.6146.05.104.30	6146 Teacher Retirement/TRS Care	\$22.00
185.11.6146.35.104.30	6146 Teacher Retirement/TRS Care	\$920.16
185.11.6146.40.104.30	6146 Teacher Retirement/TRS Care	\$8.00
185.11.6149.00.104.30	6149 Employee Benefits	\$516.80
185.11.6149.05.104.30	6149 Employee Benefits	\$58.00
185.11.6149.35.104.30	6149 Employee Benefits	\$678.12
185.11.6149.40.104.30	6149 Employee Benefits	\$22.00
6100 Subtotal:		\$149,320.96
6200 Professional and Contracted Services		
185.11.6299.00.104.30	6299 Miscellaneous Contracted Services	\$4,095.98
6200 Subtotal:		\$4,095.98
6300 Supplies and Services		
185.11.6329.00.104.30	6329 Reading Materials	\$1,844.00
185.12.6329.00.104.30	6329 Reading Materials	\$1,600.00
185.11.6399.00.104.30	6399 General Supplies	\$7,465.00
6300 Subtotal:		\$10,909.00

Personnel for Bill Childress Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Gabriela Diaz	ALS Clerk	185-11-6129	1
Laura Lilliana Aguilar	At-Risk Aide	185-11-6129	1
Maria Rebecca Perez	At-Risk Teacher	185-11-6129	1

Title I

Schoolwide Program Plan

BCE continues to meet frequently to ensure that our schoolwide plan is targeted with progress monitoring throughout the year. BCE poverty level is at 85.8%, and the ELL population is 44.1% and continually focus to decrease gap and increase performance levels in all core content areas. CIC and ILT is maintaining PLC's to review and analyze data to implement strategies throughout all grade levels. Reading, Science and Math has been a focus to raise performance and to bridge support from home through parent activities for home use. In 2016-2017 BCE met standards in Student Achievement, Student Progress, Closing Performance Gaps, and Post Secondary Readiness, and earned Distinction Designations in Academic Achievement in Science. At BCE we have used programs that are researched based to provide interventions to our struggling students. Such as: I- Station, High reliability schools (Marzano), Academic tutors, Think Through Math, Mind Research Institute (JiJi), STEMs Scopes, Handwriting Without Tears, Motivation Math from Mentoring Minds, Reading Renaissance, STAAR Master, Student Interactive Notebooks, Lexia, Balanced Literacy, and Reading A to Z. Last year we also added to our repertoire training on Guided Reading and Guided Math as well as the Writing Academy. We are focusing on the use of centers to differentiate instruction for all students. We did not meet Systems Safeguards in Academic Performance with our SPED population in Math and in Reading and in Writing with our Econ Disadv population. We will develop a plan for improvement to increase the reading comprehension levels for our SPED students and will use the strategies presented by the Writing Academy to implement writing throughout the curriculum in every grade level. This will prepare our students to perform satisfactorily on the 4th grade writing exam.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

Comprehensive Needs Assessments are continually monitored throughout the year. BCE teacher student ratio is about 18:1. The migrant and academic tutors have successfully supported our students, and the campus will continue to work towards structuring times for English Language Learners. Our students feel safe at our campus as described through a survey provided by the PBIS team and the No Place for Hate coalition. We have our EOC who developed the EOP to ensure safety of all students, staff, volunteers, and community members. A focus on teambuilding to ensure a positive PLC and collaborative effort for student achievement. Professional development has been indicated to utilize best practices in delivery of instruction. Parents, teachers, and staff collaborate to identify campus needs in faculty meetings, PLC's, PAC, ILT, and CIC meetings.

Additional targets have been identified to support campus staff/ students and community:

- Resources and strategies to increase ELL's and SPED academic achievement
- Resources and strategies to increase student performance levels in Reading, Writing, Math and Science
- Resources and strategies for effective teaching by utilizing and adding technology to effectively integrate with instruction to ensure student learning.
- Focus on PLC's for collaboration, data analysis, vertical and horizontal alignment.
- Professional development in core content areas with follow up on implementation in classroom use. Instructional rounds will be included to monitor teacher implementation of Guided Reading and strategies from the Writing Academy.
- Professional development /activities events for culture and climate campus wide.
- Programs needed to provide parent engagement opportunities with the campus, to name a few but not limited to:

- Parent Academic Nights
- Ambassador for new students and parents
- Parent participation in college/career readiness - field trips creating a healthy relationship with teachers and campus
- Afterschool projects with family and students or activities that will provide families with opportunities have fun together.
- Parent participation in career projects and science projects with students.
- Literacy Nights
- NIKE Nights once a month

2: Schoolwide Reform Strategies

BCE incorporates EOP meetings, NPFH, PBIS, maintained highly qualified teachers, analyzes formative and summative data to ensure students meet established goals. Provide direct and indirect interventions to at-risk students identified through continuous progress monitoring using I-Station, teacher observation, Common Unit Assessments and continuous formative assessments. Maintain communication with parents through School Messenger, notices, and PAC meetings . Teachers use research base strategies and incorporate these into their daily delivery of instruction. Guided Reading and Guided Math are being implemented to differentiate instruction through the use of centers and targeted instruction for those students who need it. The strategies from the Writing Academy are discussed, reviewed, and presented once a month during PLC in order to create a vertical alignment in writing. This year BCE will serve as a pilot campus for the use of Tejas LEE and TPRI to assess reading comprehension for students in Early Childhood. I-Station has been used to assessed reading comprehension for students in Early Childhood.

3: Instruction by highly qualified professional teachers

All of our teachers are highly qualified professionals possessing all the necessary qualifications required to deliver the best instruction to our students. Our teachers continue growing professionally by attending professional development trainings that target student's needs. When they attend trainings and staff development, they apply the knowledge and skills they acquire at these trainings. Currently they are reviewing the strategies from the Writing Academy with the assistance from the District Instructional Coaches.

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

BCE teachers and staff will have many staff development opportunities throughout the year to promote/enhance classroom instruction and school safety. Professional development will include training on school safety, suicide prevention, and procedures in case of emergencies (natural disasters, active shooter, chemical spills, etc.). Our teachers attended a Conference at the beginning of the year which included sessions on Differentiating Instruction, Servicing Gifted and Talented, Dual Language Instruction, Student Learning Objectives, Students with Special Needs, Writing Academy, Guided Reading, Guided Math, Early Childhood Literacy, Science Instruction, and many other very useful sessions which gave the teachers the opportunity to focus on their needs and attend those sessions of greater benefit to their students. Administration attended these sessions as well and attend Professional Learning Communities conferences to ensure that PLC's are focusing on data analysis. PBIS team attend trainings and PBIS conference which provide behavior intervention strategies that address ways to effectively monitor and target positive behavior. Counselor attends staff development opportunities that address the needs of military children, ethics and legal issues updates, Diagnostic of Statistical Manual of Mental disorders, and Autism and Social skills training. Librarian will attend American Association of School Librarian, TCEA, Texas Computer Educator Association. We are also implementing the use of

walkthroughs, not only conducted by administration, but teacher learning rounds so they can grow professionally. All of our aides were registered and attended the Paraprofessional Conferences at Region 19.

5: Strategies to attract highly qualified teachers

BCE will maintain high rigor to attract HQ teachers. We maintain a safe and secure environment and are prepared for any emergency situation through the implementation of our EOP. This will include but will not be limited to: Well organized PLC's, teacher mentors, opportunities for professional development, an organized and structured campus, positive culture and climate of campus. We promote respect and kindness, and the focus is first students, then students and finally students. We provide support through training, staff development, opportunities for vertical and horizontal alignment through the use of PLC. We have adopted the attitude that we are preparing every student for their next challenge.

6: Strategies to increase parental involvement

Our parent liaison organizes an active volunteer program that invites parents and volunteers to be part of student's learning. Parent liaison also sponsors various community sessions including Parenting Classes sponsored and presented by the Center for Children, Operation Hope, Veteran's Celebration, Luncheon's Hero Day, Grandparent's Day, Center Against Sexual and Family Violence, and Project VIDA. Our Parent Liaison has also nurtured the outreach program which assists families in need by delivering food baskets and through Operation School Bell, Operation Noel, and Knights of Columbus. Mother/Daughter Father/Son involves parents in their children's learning by providing many opportunities for parent involvement such as: Adopt a River, UTEP Leadership conference, Blood drives, Keep Vinton clean, and UTEP career day. We also offer social opportunities such as Mother/Daughter Father/Son friendship dance, reading night, parent night at UTEP, and open house at UTEP. We invite the community to celebrations such as Grandparents Day, Thanksgiving lunch, Coffee with the Principal /PAC sessions, A and B Honor Roll Celebration at the end of the year, Academic Recognition at end of year, Kids Excel Presentations twice a year, LPAC/CIC/CNA meetings and sessions, and our Kinder Graduation at the end of the year. We plan to expand and offer health fairs and community information sessions on various topics, and are building partnerships with the Village of Vinton to promote health, recycling, clean water, and vegetable gardens in the community.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

BCE hosts a transition tour for our Headstart Program to become familiar with our facilities, campus, teachers, staff and the different programs provided for the students such as: Monolingual, Bilingual, and Dual Language. We have the Early Childhood Conference which will be an annual event in order to bring awareness to parents of the importance of Early Childhood Education programs.

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

Weekly PLC's are scheduled where teachers have the opportunities to analyze data and develop strategies in order to provide the appropriate instruction. PLC's will identify students in RtI 1, 2, and 3 based on progress monitoring and target needs accordingly. Unit Common Assessment are created by the PLC teachers as a team to measure the student's growth and the effectiveness of the instruction. Student Study Teams composed by the grade level teachers meet

regularly to review the progress of students and discuss the next steps.

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

Student progress is monitored by the teachers using I-Station, grades, formative assessments, unit assessments and other pertinent data. Teachers use I-station data to identify the reading grade level of every student on a monthly basis. This data is used to determine whether the student is RtI 1, 2, or 3. Once these students are placed in the appropriate level/group, interventions are administered by the At-Risk teacher, the grade level teachers, the aides, during Eagle Time. These interventions occur three times per week for 45 minutes and are focused on the reading, writing, and math skills. The academic tutors are scheduled to go in during Guided Reading or Guided Math to assist students who are coded as ELL or Migrant.

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

Local, state and federal funds such as Title I, Title II, compensatory Ed, migrant, bilingual and Special Education will be used to support the instructional programs at our campus.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Deborah Gonzalez	Instructional Coach	211-13-6119	1
Fred Flores	Parent Liaison	211-61-6129	1
Irma Andujo	Library Aide	211-12-6129	1

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Reyna Salcedo	Principal
Non-classroom Professional	Monica Barraza	Counselor
Non-classroom Professional	Deborah Gonzalez	Instructional Coach
Classroom Teacher	Dora Parisi	teacher
Classroom Teacher	Kathy Holguin	teacher
Classroom Teacher	Kaylon Griffith	teacher
Classroom Teacher	Ana Gomez	teacher
Classroom Teacher	Dora Frias	teacher
Classroom Teacher	Lorena Alvarez	teacher
Classroom Teacher	Nabil Reyes	teacher
Classroom Teacher	Lauren Mitchell	teacher
Paraprofessional	Bertha Lozano	office manager
Non-classroom Professional	Christine Sambrano	nurse
Parent	Irma Melendez	parent
Parent	Julie Alcala	parent