

**Harlandale Independent School District**  
**Carroll Bell Elementary School**  
**2021-2022 Campus Improvement Plan**

# Mission Statement

We will educate, inspire, nurture, and empower students of all abilities to become life-long learners and productive citizens in the global society.

## Vision

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A family working together to create a place where hard work leads to success.

# Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	5
Student Achievement	6
School Culture and Climate	8
Staff Quality, Recruitment, and Retention	10
Curriculum, Instruction, and Assessment	11
Parent and Community Engagement	12
School Context and Organization	13
Technology	14
Priority Problem Statements	15
Comprehensive Needs Assessment Data Documentation	19
Goals	21
Goal 1: Foster a culture that prepares students for higher education and work force readiness.	22
Goal 2: Improve overall attendance of students by having no more than 15 students absent on a daily basis.	24
Goal 3: Integrate technology into the curriculum and everyday campus activities.	25
Goal 4: Create opportunities for increased positive parent and student involvement in our school and community.	28
Goal 5: Ensure students in the special programs will meet or exceed individual goals as outlined in IEPs, 504 plans, and LPAC.	31
Goal 6: Provide students and families with academic, emotional and social support to enhance academic success and decrease referrals.	33
Goal 7: Provide highly qualified teachers, paraprofessionals, and administrators to achieve academic success through ongoing professional development.	35
Goal 8: Promote a safe and orderly environment to enhance student achievement.	36
Goal 9: Provide school-wide opportunities for all students to be healthy and active citizens for a lifetime.	38
State Compensatory	39
Budget for Carroll Bell Elementary School	40
Personnel for Carroll Bell Elementary School	41
Title I Personnel	42
Campus Funding Summary	43
Addendums	46

# Comprehensive Needs Assessment

## Needs Assessment Overview

### Student Achievement

Continue and improve tutoring program.

Increase Meets to Masters

Continue to implement writing program from Lucy Calkins and district writer's workshop

Continue to use certified subs for additional help with at-risk students

Increase parent involvement by 10%

Tier 1 & Tier 2 English & Spanish Reading Materials

Support Dual Language & Bilingual Program

Support Special Ed students

Support RTI and provide RTI resources

Training for Professional Learning Communities, Project Lead the Way, Early Childhood, New Science TEKS, Blueprint RM

Training for TEKS resource system and Learning A-Z

Training for classroom management - PBIS/Restorative Practices

Training and resources for Guided Reading, Differentiation, and PLC

### Teacher Quality

Continuation of Mentoring Teachers

Continued Staff Development and improve PLC's Resources for classrooms

Provide Higher education opportunities to further educational goals

Continue to update technology - provide teachers with laptops as needed

Effective lesson planning using TEK resource system

Improve core Tier 1 instruction through total participation techniques/following Balanced Literacy Framework and Math Framework.

Continue Student Clubs with a focus on all students

### **Family & Community Involvement**

Increase parent participation in school functions by improving our events through advertising to parents in English and Spanish.

### **Technology**

Training on Online Resources Training - Advanced usage of all aspects computers per student ratio.

Recording lessons for reteach Training - Advanced usage of all aspects

Provide PD technology training to increase technology for classroom instruction appropriate to the grade level.

Laptops to replace student desktops in classrooms and teachers/grade levels

Purchase additional COW CARTS and replace computers.

## Demographics

### Demographics Summary

#### Demographics

Carroll Bell Elementary primarily serves a Hispanic student population. We have an enrollment of 486 students. Approximately 97% of students are of a Hispanic background with 24.1% being English Language Learners; 100% qualify for free meals. We welcome all new students with a mobility rate of 15.9%.

Carroll Bell is a Title I school that services children that are at risk of failing to meet state academic standards. A majority of students come from homes that qualify for federal and state assistance programs. Approximately 86.78% of students are economically disadvantaged and 83.58% are at-risk.

### Demographics Strengths

Fliers, notes and automated phone calls are conducted in both English and Spanish. Spanish clubs are offered to explore the Spanish Culture and Heritage to all students of any language. The Texas, Cowboy Creed, and United States Pledge are conducted in both languages. To extend and help students relate to cultural heritages we offer a Fiesta Parade, Posadas, and Diez y Seis de Septiembre parade. During Hispanic Heritage Month students are encouraged to dress up. Various incentives are also offered monthly for attendance.

# Student Achievement

## Student Achievement Summary

### Accountability Summary

Carroll Bell's attendance rate for 2017-2018 was 96.30%. Our enrollment for the 2018-19 school year was 475 students.

## 2018 Accountability Rating: Met Standard

## 2018 Accountability Summary - 79% Overall

- **Met Standards on**
  - **Student Achievement - 73%**
  - **School Progress - 81%**
  - **Closing Performance Gap - 73%**

## Student Achievement Strengths

Third grade reading performance levels results on STAAR. Approaches: 81%, Meets: 36%, Masters: 19%

Third grade math performance levels results on STAAR. Approaches: 67%, Meets: 33%, Masters: 11%

Fourth grade reading performance levels results on STAAR. Approaches: 66%, Meets: 36%, Masters: 13%

Fourth grade math performance levels results on STAAR. Approaches: 77%, Meets: 29%, Masters: 7%

Fourth grade writing performance levels results on STAAR. Approaches: 59%, Meets: 31%, Masters: 4%

Fifth grade reading performance levels results on STAAR. Approaches: 84%, Meets: 56%, Masters: 17%

Fifth grade math performance levels results on STAAR. Approaches: 89%, Meets: 55%, Masters: 22%

Fifth grade science performance levels results on STAAR. Approaches: 72%, Meets: 25%, Masters: 5%

**Overall performance levels results on STAAR: Approaches: 75%, Meets: 38%, Masters: 13%**

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1 (Prioritized):** Teachers require additional opportunities for vertical planning/collaboration.

**Problem Statement 2:** Teachers need additional teacher and modeling support.

**Problem Statement 3 (Prioritized):** Students lack research skills and need additional opportunities for learning.

**Problem Statement 4 (Prioritized):** Teachers need additional professional development on balance literacy implementation.

**Problem Statement 5 (Prioritized):** Students lack opportunities to engage in real world applications.

**Problem Statement 6 (Prioritized):** Students are not proficient in math content skills and require additional support.

**Problem Statement 7 (Prioritized):** Teachers need additional training to strengthen their knowledge in research based curriculum.

**Problem Statement 8:** Additional hands-on materials and lab supplies are needed to support deeper understanding of science concepts.

**Problem Statement 9:** Students struggle to be successful in core subjects and need additional instructional support after school.



# School Culture and Climate

## School Culture and Climate Summary

- Continue to improve parent communication and interaction
- Encourage parent volunteers and engagement
- Improve attendance and tardies for students who disrupt learning by coming late or are absent.
- Continue to provide school wide opportunities for all students to be active and healthy citizens.
- Continue to provide intrinsic and extrinsic incentives for all students to increase goal achievement and self-esteem.
- Continue to provide morale and team building activities for staff.

## School Culture and Climate Strengths

- Students and staff feel safe at school
- Students and staff are overall satisfied with school culture and climate
- Academic, behavioral, and extracurricular expectations are rated overall good.
- 21st Century (ACE) afterschool program with emphasis on academic and enrichment activities
- Girls Inc with emphasis on girls well-being and academic and enrichment activities
- Family Nights, Carnival, STEM night, Science Fair, PTA Performance by grade levels, Talent show, Career Day, Dr. Seuss Day, Student Council, Watch Dogs, Track club, Spanish Club, Poetry Club, etc.
- End of the Year Project Based Homework, Science Fair, and Living Museum
- Attendance & Behavior incentives

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1 (Prioritized):** Parents were not communicating with teachers and staff when their children are absent.

**Problem Statement 2 (Prioritized):** Students need additional motivation to attend school.

**Problem Statement 3:** Students had consecutive absences and parents failed to communicate justification to school personnel.

**Problem Statement 4 (Prioritized):** Students with attendance below 90% require a written agreement/attendance contract.

**Problem Statement 5 (Prioritized):** Teachers lack training in effective communication of student discipline.

**Problem Statement 6 (Prioritized):** Campus has limited extrinsic and intrinsic incentives to promote positive behavior.

**Problem Statement 7 (Prioritized):** Campus building is large and lacks safe spaces that ensures students safety.

**Problem Statement 8:** Recent world issues require new and improved crisis management plans to ensure school community safety.

**Problem Statement 9 (Prioritized):** Parents have limited knowledge on healthy habits.

**Problem Statement 10 (Prioritized):** Campus did not have a discipline team who met consistently to review PBIS campus expectations.

**Problem Statement 11 (Prioritized):** Students need reinforcement of positive behaviors and skills to stay healthy.

**Problem Statement 12 (Prioritized):** Parents and students have limited opportunities to practice healthy nutrition and physical activities.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

The Carroll Bell faculty is a compatible mix of energetic new teachers and experienced veterans who willingly share their expertise. The complete staff consists of 24 classroom teachers, 1 PE, 1 music, 1 librarian, 1 guidance counselor, 1 RTI, 1 inclusion teachers, 14 paraprofessional assistants, 2 administrative assistants, 1 crossing guard, 10 cafeteria staff, 2 leadership team members (1 principal and 1 academic dean). Carroll Bell instructional staff average is 9.7 years of experience. Additional data about teacher years of experience is as follows:

- Beginning Teachers (1 Teacher, 2%)
- 1-5 Years of Experience (14 Teachers, 37%)
- 6-10 Years of Experience (10 Teachers, 27%)
- 11-20 Years of Experience (8 Teachers, 21%)
- Over 20 Years of Experience (4 Teachers, 10%)

## Staff Quality, Recruitment, and Retention Strengths

- Low turnover rate
- Teacher mentoring and meetings
- Supplemental staff to support students
- Classroom and District resources
- Horizontal and Vertical Planning
- District Coaching Support

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Teachers and staff require highly qualified staff development to meet campus needs.

**Problem Statement 2:** New teachers need support to gain the knowledge and experience necessary to be successful in a new campus.

**Problem Statement 3 (Prioritized):** Teachers have limited opportunities to collaborate with grade level and vertical teams.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

- Continued implementation of the ELPS to ensure success for ELLS
- Provide opportunities for Special Ed teachers to collaborate on IEP goals and objectives, lesson planning, and accommodations with teacher to differentiate assignments
- Opportunities for vertical and horizontal planning using TEKS resource system, and other resources
- Integration of literature across all content areas
- Continue moving from posting to practice (TEKS)
- Provide effective RTI training and planning across campus
- Strengthen Tier 1 Instruction in the understanding of the Balanced Literacy Framework
- Ensure checking for understanding is happening frequently and in a variety of ways through teacher self-reflection, lesson plans, and walkthroughs
- Early Childhood training
- Strengthen Tier II and III instruction

## Curriculum, Instruction, and Assessment Strengths

- Use of TEKS Resource system
- Planning every 6 weeks
- Collaboration between special populations and general ed teachers

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** Special population students are not being monitored to ensure success in their goals and objectives.

**Problem Statement 2:** Students are performing below grade level and need extra instructional support.

**Problem Statement 3:** Teachers do not have adequate opportunities to collaborate to meet the needs of individual students.

**Problem Statement 4:** Teachers require continuous professional development and resources to effectively support successful life skills instruction.

**Problem Statement 5:** Students are not advancing in their new language TELPAS proficiency levels.

**Problem Statement 6:** Teachers have limited resources in classroom that support and are aligned to core content areas.

**Problem Statement 7 (Prioritized):** Teachers have limited opportunities to create, reflect and plan for TELPAS goals.

# Parent and Community Engagement

## Parent and Community Engagement Summary

At any age a student's learning is dramatically enhanced when parents are involved. We strongly encourage parent involvement in all possible ways. From attending school events to checking on their student's work, parents play an important role in the student's and Carroll Bell's academic success. Teacher/Parent conferences are held each semester reporting student progress. A School-Parent Compact for Achievement is an agreement that parents, teachers, and students develop together. It explains how parents and teachers will work together to be certain all students receive the individual support needed to reach and exceed grade level standards.

Parents are encouraged and provided opportunities to participate in the daily activities of the school setting through parent volunteer programs; career day, field trips, Juntas, academic nights, and PTA. Carroll Bell is committed to frequent two way communication with families regarding child learning. Some of the ways you can expect us to reach you are phone tree, parent conferences, email, phone calls, student agendas, homework folder, fliers, school marquee, website updates, remind, and current grades through Texas connect.

## Parent and Community Engagement Strengths

-We have a number of parent volunteers who help daily in the teachers workroom, library, and counseling offices.

-We support community outreach programs that provide winter, spring, and summer break programs and encourage students to attend.

-We provide a community carnival for parents to attend with their children, which raises money for our school and student activities.

-We provide grandparents day, reading with students, Dr. Seuss Day, Career and College Fair, STEM Night, tutoring with students, and family nights to all parents and guardians with their students. We have Watchdogs which involves adult male role models.

- We have a talent show, character book parade, Fiesta parade, 3rd-5th grade STAAR Orientation night, Open House for Incoming Prek and Kinder, 5th grade transition to middle school, and all subject family engagement night.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1 (Prioritized):** Parents are unaware of campus expectations.

**Problem Statement 2 (Prioritized):** Parents need more opportunities to experience school activities with their children.

**Problem Statement 3 (Prioritized):** Parents lack knowledge of available volunteer programs in which they can participate.

**Problem Statement 4:** Parents are unaware of/or mis-informed about school news/events.

**Problem Statement 5 (Prioritized):** Transitions can be challenging for students and parents.

# School Context and Organization

## School Context and Organization Summary

Shared campus decision making among campus committees  
Timely and consistent RTI/SST meetings Progress Report for RTI students sent home two times a year

Provide academic, emotional, and social support to enhance academic success.

Character Counts Program implemented with fidelity and new components  
Implement Cowboy Pride Attendance and Behavior Incentive  
Refine counseling small groups to target students in need of assistance and send progress reports to parents

## School Context and Organization Strengths

- RTI teacher and Aide support
- After-school tutoring
- STAAR remedial services
- PTA involvement
- Watch Dogs
- 21st Century (ACE) after school program
- Boy Scouts
- Girls Inc

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** Students are exposed to a variety of inappropriate behaviors don't lead to positive behaviors

**Problem Statement 2 (Prioritized):** Students lack coping and social skills.

**Problem Statement 3 (Prioritized):** Students are unable to focus in school learning due to home family challenges.

**Problem Statement 4 (Prioritized):** Students are not prepared for the responsibility that secondary schools required.

**Problem Statement 5 (Prioritized):** Students need improvement in character traits that helps them be successful citizens.

**Problem Statement 6 (Prioritized):** Students are not familiar with goal setting, planning, problem solving, test taking and study skills.

**Problem Statement 7 (Prioritized):** Students are not exposed to college options, career paths and professional role models outside of school.

**Problem Statement 8 (Prioritized):** Many parents have limited resources to successfully support their children/family needs at home.

# Technology

## Technology Summary

- Incorporate Learning.com
- 4-5 computers are in each classroom
- Elmos & Projector are in each classroom
- 1 printer per grade level
- Laptops for teachers 1 per grade level
- Training for technology 6 hours per teacher
- Integrate technology with Tier 1 instruction
- Laptops for students
- Colored ink for printers for instructional activities

## Technology Strengths

- 1 Cow Cart for 3rd-5th Grade
- 2 computer labs
- 5 laptops for PLC meetings
- 2 IPAD Carts

## Problem Statements Identifying Technology Needs

**Problem Statement 1 (Prioritized):** Teachers do not have the necessary technology tools needed in classrooms.

**Problem Statement 2:** Classrooms do not have one to one technology tools (i.e. ipads, laptops, desktops) available for all students.

**Problem Statement 3 (Prioritized):** Teachers are not consistently integrating technology in classroom instruction due to unavailability of internet consistently working.

**Problem Statement 4:** Lack of a supplemental math computer program for Kinder to 5th Grade

# Priority Problem Statements

**Problem Statement 1:** Teachers do not have the necessary technology tools needed in classrooms.

**Root Cause 1:**

**Problem Statement 1 Areas:** Technology

**Problem Statement 2:** Teachers are not consistently integrating technology in classroom instruction due to unavailability of internet consistently working.

**Root Cause 2:**

**Problem Statement 2 Areas:** Technology

**Problem Statement 3:** Parents are unaware of campus expectations.

**Root Cause 3:**

**Problem Statement 3 Areas:** Parent and Community Engagement

**Problem Statement 4:** Parents need more opportunities to experience school activities with their children.

**Root Cause 4:**

**Problem Statement 4 Areas:** Parent and Community Engagement

**Problem Statement 5:** Parents lack knowledge of available volunteer programs in which they can participate.

**Root Cause 5:**

**Problem Statement 5 Areas:** Parent and Community Engagement

**Problem Statement 6:** Transitions can be challenging for students and parents.

**Root Cause 6:**

**Problem Statement 6 Areas:** Parent and Community Engagement

**Problem Statement 7:** Teachers require additional opportunities for vertical planning/collaboration.

**Root Cause 7:**

**Problem Statement 7 Areas:** Student Achievement

**Problem Statement 8:** Students lack research skills and need additional opportunities for learning.

**Root Cause 8:**



**Problem Statement 8 Areas:** Student Achievement

**Problem Statement 9:** Teachers need additional professional development on balance literacy implementation.

**Root Cause 9:**

**Problem Statement 9 Areas:** Student Achievement

**Problem Statement 10:** Students lack opportunities to engage in real world applications.

**Root Cause 10:**

**Problem Statement 10 Areas:** Student Achievement

**Problem Statement 11:** Students are not proficient in math content skills and require additional support.

**Root Cause 11:**

**Problem Statement 11 Areas:** Student Achievement

**Problem Statement 12:** Teachers need additional training to strengthen their knowledge in research based curriculum.

**Root Cause 12:**

**Problem Statement 12 Areas:** Student Achievement

**Problem Statement 13:** Parents were not communicating with teachers and staff when their children are absent.

**Root Cause 13:**

**Problem Statement 13 Areas:** School Culture and Climate

**Problem Statement 14:** Students need additional motivation to attend school.

**Root Cause 14:**

**Problem Statement 14 Areas:** School Culture and Climate

**Problem Statement 15:** Students with attendance below 90% require a written agreement/attendance contract.

**Root Cause 15:**

**Problem Statement 15 Areas:** School Culture and Climate

**Problem Statement 16:** Teachers have limited opportunities to create, reflect and plan for TELPAS goals.

**Root Cause 16:**

**Problem Statement 16 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 17:** Students lack coping and social skills.

**Root Cause 17:**

**Problem Statement 17 Areas:** School Context and Organization

**Problem Statement 18:** Students are unable to focus in school learning due to home family challenges.

**Root Cause 18:**

**Problem Statement 18 Areas:** School Context and Organization

**Problem Statement 19:** Students are not prepared for the responsibility that secondary schools required.

**Root Cause 19:**

**Problem Statement 19 Areas:** School Context and Organization

**Problem Statement 20:** Students need improvement in character traits that helps them be successful citizens.

**Root Cause 20:**

**Problem Statement 20 Areas:** School Context and Organization

**Problem Statement 21:** Students are not familiar with goal setting, planning, problem solving, test taking and study skills.

**Root Cause 21:**

**Problem Statement 21 Areas:** School Context and Organization

**Problem Statement 22:** Students are not exposed to college options, career paths and professional role models outside of school.

**Root Cause 22:**

**Problem Statement 22 Areas:** School Context and Organization

**Problem Statement 23:** Many parents have limited resources to successfully support their children/family needs at home.

**Root Cause 23:**

**Problem Statement 23 Areas:** School Context and Organization

**Problem Statement 24:** Teachers have limited opportunities to collaborate with grade level and vertical teams.

**Root Cause 24:**

**Problem Statement 24 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 25:** Teachers lack training in effective communication of student discipline.

**Root Cause 25:**

**Problem Statement 25 Areas:** School Culture and Climate

**Problem Statement 26:** Campus has limited extrinsic and intrinsic incentives to promote positive behavior.

**Root Cause 26:**

**Problem Statement 26 Areas:** School Culture and Climate

**Problem Statement 27:** Campus building is large and lacks safe spaces that ensures students safety.

**Root Cause 27:**

**Problem Statement 27 Areas:** School Culture and Climate

**Problem Statement 28:** Campus did not have a discipline team who met consistently to review PBIS campus expectations.

**Root Cause 28:**

**Problem Statement 28 Areas:** School Culture and Climate

**Problem Statement 29:** Students need reinforcement of positive behaviors and skills to stay healthy.

**Root Cause 29:**

**Problem Statement 29 Areas:** School Culture and Climate

**Problem Statement 30:** Parents have limited knowledge on healthy habits.

**Root Cause 30:**

**Problem Statement 30 Areas:** School Culture and Climate

**Problem Statement 31:** Parents and students have limited opportunities to practice healthy nutrition and physical activities.

**Root Cause 31:**

**Problem Statement 31 Areas:** School Culture and Climate

# Comprehensive Needs Assessment Data Documentation

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

## Parent/Community Data

- Parent surveys and/or other feedback

## Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

- Action research results

# Goals





**Goal 1:** Foster a culture that prepares students for higher education and work force readiness.

**Performance Objective 1:** Students taking the state mandated (STAAR) test will have the following performance levels: Approaches 88%, Meets 52%, Masters 19% in Domain I.

**Evaluation Data Sources:** STAAR Data, TPRI, Tejas LEE, Mclass

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Monitor student progress in mastery of grade level TEKS.</p> <p>Vertical and Horizontal Planning</p> <p>Disaggregate universal screener data.</p> <p>Create or modify instruction accordingly.</p> <p>Use of TEKS resource system.</p> <p><b>Strategy's Expected Result/Impact:</b> State, district, and campus benchmark results, Universal Screeners Data, PLC, lesson plans, google data tracking, Grade Level Meeting, Sign In Sheets, and Agendas.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, RTI teacher, Teachers.</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement intervention strategies for struggling students recommended by the RTI committee.</p> <p><b>Strategy's Expected Result/Impact:</b> State, district, and campus benchmark results, Universal Screeners Data, PLC, RTI meetings, Purchase Orders, Grade Level Meeting, Sign In Sheets, and Agendas.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, RTI teacher, Teachers, Instructional Coaches, Teachers, Special Ed teacher</p> <p><b>Funding Sources:</b> - 199 - SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Use the library to enhance, motivate, and strengthen reading and research skills through the AR program and teacher support of classroom genre studies.</p> <p><b>Strategy's Expected Result/Impact:</b> Monthly AR classroom data checks, weekly updates, AR store, PLC</p> <p><b>Staff Responsible for Monitoring:</b> Librarian, Administration, RTI, Teacher</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Incorporate a research-based balanced literacy program to include Writers Workshop that aligns with the Language Arts TEKS to increase student performance.</p> <p><b>Strategy's Expected Result/Impact:</b> State, district, and campus benchmark results, Universal Screeners Data, PLC, RTI meetings, Purchase Orders, Grade Level Meeting, Sign In Sheets, and Agendas.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, RTI teacher, Teachers, Instructional Coaches, Teachers, Special Ed teacher, Librarian</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide students the opportunities to engage in real world applications of TEKS through field trips and other activities such as guest speakers to include: Author Visits, Storybook Theater, Career Week, Red Ribbon Week, Family Nights, Stem activities, Hispanic Heritage Month, College Visits, College Fair, etc</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson Plans, Purchase Orders, 21st Century</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers, RTI teacher, librarian, counselor</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Ensure effective and rigorous implementation of math content utilizing: 10 minute number sense, 20 minute problem solving and 60 minutes of math lesson by providing resources, and using TEKS resource system</p> <p><b>Strategy's Expected Result/Impact:</b> Walk throughs, Lesson plans, Purchase orders.</p> <p><b>Staff Responsible for Monitoring:</b> Administration and Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Provide staff development opportunities for research based curriculum that supports TEKS based objectives.</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson Planning, walk throughs, sign in sheets.</p> <p><b>Staff Responsible for Monitoring:</b> Grade Level Chairs, Administration, Teachers</p> <p><b>Funding Sources:</b> - 211 - Title I</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Demonstrate a deeper understanding of science concepts by participation in hands-on experiments that are based on the Science TEKS. Purchase and update Science Instructional and Lab supplies for experiments.</p> <p><b>Strategy's Expected Result/Impact:</b> Collaborative lesson plans, time lines, grade book, modifications, and accommodations.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administration, Special Ed teacher.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>





Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Provide at-risk students afterschool tutoring. <b>Strategy's Expected Result/Impact:</b> Lesson Plans, Inventory List, attendance sign in sheets <b>Staff Responsible for Monitoring:</b> Administrative, Teachers <b>Funding Sources:</b> - 199 - SCE	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 10 Details	Reviews			
<b>Strategy 10:</b> Provide project based learning homework opportunities for all students to develop 21st century skills and enhance fundamental skills in math, reading, writing and science. 3-5 grade teachers collaborate to develop and implement homework plan and in classroom lessons. Provide opportunities for family engagement. <b>Strategy's Expected Result/Impact:</b> Agenda, meeting notes, sign in sheets <b>Staff Responsible for Monitoring:</b> Teachers, Administration, Special Ed Teacher, RTI Teacher, Technology Facilitator <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 11 Details	Reviews			
<b>Strategy 11:</b> Provide supplemental staff to provide additional interventions to students. <b>Strategy's Expected Result/Impact:</b> AESOPS <b>Staff Responsible for Monitoring:</b> administration <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				



**Goal 2:** Improve overall attendance of students by having no more than 15 students absent on a daily basis.

**Performance Objective 1:** Improve student attendance in Prek to increase from 95%.01 to 95.11%.

**Evaluation Data Sources:** 6 week attendance review





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Daily phone calls and remind messages to parents when the students are absent and chronically tardy students. <b>Strategy's Expected Result/Impact:</b> PEIMS Reports <b>Staff Responsible for Monitoring:</b> Social worker, PEIMS clerk, Teachers, Administration <b>Comprehensive Support Strategy</b> <b>Funding Sources:</b> - 211 - Title I	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Implement attendance incentive program. <b>Strategy's Expected Result/Impact:</b> PEIMS report, Teacher notification to Counselor, <b>Staff Responsible for Monitoring:</b> Counselor, PEIMS clerk, Social Worker, Librarian <b>Comprehensive Support Strategy</b> <b>Funding Sources:</b> Perfect Attendance awards, Spirit Monkey ribbons - 199 - General Fund, Perfect Attendance awards, Spirit Monkey ribbons - 211 - Title I	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Home visits for students who have excessive absences/tardies: 1st home visit after 3 consecutive absences. <b>Strategy's Expected Result/Impact:</b> PEIMS report, Documentation of home visits <b>Staff Responsible for Monitoring:</b> Social worker, Administration <b>Comprehensive Support Strategy</b>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Attendance Contracts for students falling below 90% attendance <b>Strategy's Expected Result/Impact:</b> P16 report Documentation of Contracts <b>Staff Responsible for Monitoring:</b> Social Worker, Administration Attendance Committee <b>Funding Sources:</b> Student Incentives - 211 - Title I, - 199 - SCE	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 3:** Integrate technology into the curriculum and everyday campus activities.

**Performance Objective 1:** Increase the use of and access to technology campus wide in the classroom.

**Evaluation Data Sources:** increase number of computers and access to technology

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Update/purchase new technology as directed by the district technology plan.</p> <p><b>Strategy's Expected Result/Impact:</b> Inventory, Purchase Orders</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Librarian, Teachers, Academic Coordinator</p> <p><b>Funding Sources:</b> Laptops, iPads, DigitalCameras, Camcorder, Printers and printer supplies, Document Cameras, Interactive White boards, Projectors/Bulbs - 199 - General Fund, Laptops, iPads, DigitalCameras, Camcorder, Printers and printer supplies, Document Cameras, Interactive White boards, Projectors/Bulbs - 211 - Title I, Laptops, iPads, DigitalCameras, Camcorder, Printers and printer supplies, Document Cameras, Interactive White boards, Projectors/Bulbs - 199 - SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Begin purchase of individual Teacher laptops, headphones, and implementation of one to one student technology use by purchasing classroom sets of iPads and laptops</p> <p><b>Strategy's Expected Result/Impact:</b> Inventory, Purchase Orders, Lesson plans, Walkthroughs</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Academic Coordinator, Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> iPads, chargers, and Laptops - 199 - General Fund, iPads, chargers, and Laptops - 211 - Title I, iPads, chargers, and Laptops - 199 - SCE</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Incorporate Technology TEKS into the classroom instruction,</p> <ul style="list-style-type: none"> <li>- Learning.com</li> <li>- Splash Math</li> <li>- United Streaming/Discovery Education</li> <li>- Accelerated Reader</li> <li>- Brain Pop</li> <li>- Learning A-Z</li> <li>- Cool Math</li> <li>- Other applicable resources</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Lesson plans, Walk-throughs</p> <p><b>Staff Responsible for Monitoring:</b> Academic Coordinator, Principal, Teachers</p> <p><b>Funding Sources:</b> Laptops, laptop cart, iPads, Digital Cameras, Camcorder, Printer and printer supplies, Document Cameras, Interactive white boards, Projectors/Bulbs - 199 - General Fund, Laptops, laptop cart, iPads, Digital Cameras, Camcorder, Printer and printer supplies, Document Cameras, Interactive white boards, Projectors/Bulbs - 211 - Title I, Laptops, laptop cart, iPads, Digital Cameras, Camcorder, Printer and printer supplies, Document Cameras, Interactive white boards, Projectors/Bulbs - 199 - SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 3:** Integrate technology into the curriculum and everyday campus activities.

**Performance Objective 2:** To increase performance in STAAR in order to meet expectations in the meets and masters performance levels by implementing STEM activities.





**Evaluation Data Sources:** Formal and informal assessments

**Goal 4:** Create opportunities for increased positive parent and student involvement in our school and community.

**Performance Objective 1:** By the end of the 2017-2018 school year, 80% of all parents/guardians will participate in one or more school activities.

**Evaluation Data Sources:** Sign in Sheet and Periodical Parent Surveys





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Monthly Parent Meetings to focus on parenting skills, community awareness, and access to community resources as well as information to increase parent understanding of academic expectations.  <b>Strategy's Expected Result/Impact:</b> Sign-in sheets, parent evaluations, attendance increase  <b>Staff Responsible for Monitoring:</b> Parent Liaison, Social Worker, Counselor  <b>Funding Sources:</b> Light refreshments - 211 - Title I</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Offer academic and social-emotional activities where parents and families are active participants.  <b>Strategy's Expected Result/Impact:</b> Sign-in sheets Family Night, Parent-Teacher Conferences, Attendance Increase by 1% over the previous year, Homework Calendar.  <b>Staff Responsible for Monitoring:</b> Principal, Academic Coordinator, Teachers, Academic Facilitators  <b>Funding Sources:</b> Make and Take materials for parents, Light refreshments - 211 - Title I</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Increase and encourage parent involvement in all campus level planning committees and activities (i.e. CPERC, Parent Volunteer Program, PTA) and academic areas via calendar, fliers and other notices, Remind, training, and appreciation luncheons.  <b>Strategy's Expected Result/Impact:</b> Monthly updates and sign-in sheets, agendas, volunteer logs and increase attendance by 10%  <b>Staff Responsible for Monitoring:</b> Administration, Counselor, Social Worker and Staff  <b>Funding Sources:</b> Materials for fliers and other notices - 211 - Title I, - 199 - General Fund</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Communicate information to parents and community about school news and events held throughout the school year (in Spanish and English), including Pre-K-transition.  <b>Strategy's Expected Result/Impact:</b> Sign-in sheets, documentation or parent contact logs, fliers and copies, postcard, and Remind documentation  <b>Staff Responsible for Monitoring:</b> Administration, Parent Involvement, Committee Staff  <b>Funding Sources:</b> Monthly calendar, Marquee, Fliers, Community Liaison, Counselor, Edulink system - 211 - Title I</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Provide transition activities for students: -Prek to Kinder -Kinder -5th grade to 6th grade -Campus tours -Multiple communication avenues -Provide transition activities in the classroom -Provide STAAR Grades with informational meetings <b>Strategy's Expected Result/Impact:</b> Campus tours, fliers, phone-tree, meeting agendas, sign-in sheets, Remind 101 <b>Staff Responsible for Monitoring:</b> Counselor, Teachers	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 4:** Create opportunities for increased positive parent and student involvement in our school and community.

**Performance Objective 2:** Provide enrichment opportunities for students during the school day and out of school time.

**Evaluation Data Sources:** Sign in Sheets

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Girls Incorporated</p> <ul style="list-style-type: none"> <li>- Build life skills to set and achieve goals</li> <li>-Increase resilience in the face of obstacles to live productive and fulfilling lives</li> <li>-improve performance in school</li> <li>-plan for education beyond high school</li> <li>-embrace physical activity, positive body image</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Decrease in referrals and individual counseling</p> <p><b>Staff Responsible for Monitoring:</b> Admin, teachers</p> <p><b>Funding Sources:</b> - 211 - Title I</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Texas ACE 21st Century</p> <ul style="list-style-type: none"> <li>- homework completion</li> <li>- academic enrichment</li> <li>-enrichment clubs</li> <li>-family engagement</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> improvement in academics, sign in sheets for family engagement, ACE, homework club.</p> <p><b>Staff Responsible for Monitoring:</b> ACE staff, admin</p> <p><b>Funding Sources:</b> - 211 - Title I</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				





**Goal 5:** Ensure students in the special programs will meet or exceed individual goals as outlined in IEPs, 504 plans, and LPAC.

**Performance Objective 1:** Improve performance of students in Special Populations including Special Education students, English Language Learners (ELLs), Dyslexia and 504s on local and state assessments by 3%.

**Evaluation Data Sources:** TELPAS and STAAR Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Ensure the implementation of IEP goals, 504, and TELPAS objectives to ensure success of all Special Population students.</p> <p><b>Strategy's Expected Result/Impact:</b> IEP reports, Lesson Plans, Accommodations, Modifications</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Special Education Teacher, Administration, Dyslexia Teacher, ESL Teacher</p> <p><b>Comprehensive Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Tutoring is available to all students based on goals and objectives.</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson plans, Assessment, Sign-In sheets, Accommodations, Modifications, documentation, IEPs</p> <p><b>Staff Responsible for Monitoring:</b> Teacher, Special Education teacher, ESL Teachers</p> <p><b>Funding Sources:</b> - 199 - General Fund, - 211 - Title I</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> General, ESL and Special Education teachers will collaborate on lesson plans, accommodations, and differentiate instruction to meet the needs of individual students.</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson Plans, Special Education logs, Modified assignments, Assessment</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Teachers, Special Education teachers, ESL Teachers</p> <p><b>Funding Sources:</b> - 199 - General Fund, - 211 - Title I</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide resources, support, and staff development necessary to support Life Skills instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Observation at other units in the district, Training certificates implementation of strategies learned.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Special Education Teacher, Staff</p> <p><b>Funding Sources:</b> Supplies, Materials - 199 - General Fund, Supplies, Materials - 211 - Title I</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>







Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide TEKS/ELPS based instructional strategies that will enable students to become proficient in the English language to include comprehension, speaking reading, writing and listening.</p> <p><b>Strategy's Expected Result/Impact:</b> Woodcock-Munoz, TELPAS, minutes from meetings, ESL Lessons</p> <p><b>Staff Responsible for Monitoring:</b> Dual Language Teachers, ESL Teachers</p> <p><b>Comprehensive Support Strategy</b></p> <p><b>Funding Sources:</b> - 211 - Title I</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Provide funds for Dual Language teachers to purchase materials and resources which are aligned to core content in Spanish</p> <p><b>Strategy's Expected Result/Impact:</b> Requisitions, classroom walkthroughs</p> <p><b>Staff Responsible for Monitoring:</b> Dual Language teacher, Bilingual Rep, campus admin</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Dual Language Teachers will meet beginning, middle, and end of year to review, analyze, and plan goals for TELPAS Proficiency skills</p> <p><b>Strategy's Expected Result/Impact:</b> Proficiency Levels increase, TELPAS ratings.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Bilingual Rep, Campus Admin</p> <p><b>Funding Sources:</b> - 211 - Title I</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 6:** Provide students and families with academic, emotional and social support to enhance academic success and decrease referrals.

**Performance Objective 1:** Address campus wide needs through the implementation of counseling and character programs in a supportive and caring environment.

**Evaluation Data Sources:** Service logs, progress reports, data analysis monthly report, assemblies, Great Program, SACADA,





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Maintain a safe environment through the implementation of drug, violence and bully free initiatives.  <b>Strategy's Expected Result/Impact:</b> Implementation of Bullying Prevention Program, Character Counts Program, Number of Discipline Referrals (PEIMS)  <b>Staff Responsible for Monitoring:</b> Principal, Academic Coordinator, Social Worker, Teachers, Counselor  <b>Funding Sources:</b> Anti-bullying materials, Red Ribbon Week materials - 211 - Title I, Anti-bullying materials, Red Ribbon Week materials - 199 - General Fund</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide Opportunities for students and families to participate in individual counseling as needed, such as conflict resolution, suicide prevention or other issues.  <b>Strategy's Expected Result/Impact:</b> Counselor logs  <b>Staff Responsible for Monitoring:</b> Counselor, Social Worker  <b>Funding Sources:</b> Counseling materials - 199 - General Fund, Counseling materials - 211 - Title I</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide opportunities for students to participate in group counseling focusing on problems with relationships behavior, anger management, grief, divorce-separation, socialization, etc. that may hinder academic success in the classroom.  <b>Strategy's Expected Result/Impact:</b> Guidance Counseling Group Schedule  <b>Staff Responsible for Monitoring:</b> Counselor</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide middle school transition activities for 5th graders:                      -Visit middle school campus for orientation.                      -Provide campus wide character building program and activities in the classroom.  <b>Strategy's Expected Result/Impact:</b> Campus Orientation at the middle school .  <b>Staff Responsible for Monitoring:</b> Counselor and Teachers  <b>Funding Sources:</b> Middle School administration and Transportation - 172 - Campus Activity Fund</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide campus wide character building program and activities.  <b>Strategy's Expected Result/Impact:</b> Implementation of Character Building Program Initiatives, including: Buddy Bucks, Wagon Wheel, Spirit Sticks, Canned Food Drive, Cowboy Creed, Restaurant Certificates, Pride incentive, Great, Sacada, Girls Inc, Girl Scouts, Recycling Project, Character Traits Bulletin Board, Random Acts of Kindness Week.  <b>Staff Responsible for Monitoring:</b> Counselor, Social Worker, Coaches  <b>Funding Sources:</b> Spirit Sticks, Character Pillar Agendas, Student Incentives, Character Posters - 172 - Campus Activity Fund</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Provide classroom guidance activities to assist students with test-taking and study skills and address accountability, goal setting and problem solving.  <b>Strategy's Expected Result/Impact:</b> Guidance Counseling Schedule/Agenda  <b>Staff Responsible for Monitoring:</b> Counselor</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Promote college and career readiness  <b>Strategy's Expected Result/Impact:</b> College Fair, College Week, Career Day, College Awareness month, College Spirit Day.  <b>Staff Responsible for Monitoring:</b> Counselor, Social Worker, Teachers, Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Provide assistance, resources and access to outside services/agencies to address student and family needs.  <b>Strategy's Expected Result/Impact:</b> Participation in Operation School Bell, Elf Louise, Blue Santa, mental health resources, eyeglasses, food, clothing, utilities, shelter, Bexar Cares, Child Safe Project Access, University Health System, etc.  <b>Staff Responsible for Monitoring:</b> Counselor, Social Worker</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Goal 7:** Provide highly qualified teachers, paraprofessionals, and administrators to achieve academic success through ongoing professional development.

**Performance Objective 1:** Provide opportunities for faculty collaboration.

**Evaluation Data Sources:** Increased STAAR indices, assessments, and retention

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide highly qualified staff development and PLC's: -core areas, grade level, dual language, special education, differentiated instruction , behavior management, RTI, other training as determined by campus need.</p> <p><b>Strategy's Expected Result/Impact:</b> Certificate of Attendance, Lesson Plans, Sign In sheets</p> <p><b>Staff Responsible for Monitoring:</b> Academic Dean, Principal, Grade Level Chair, Teachers</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement teacher support program to ensure retention of highly qualified teacher, including: Mentoring of new teachers, Professional Colleague partnerships for new teacher with experience, new and nearly new teacher support meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Meeting Agendas, Sign in Sheets</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Mentors, Professional Colleagues, Instructional Coaches</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide collaborative planning and PLC time with grade level or vertical teams to implement plans for instruction and assessment through Teacher Share Sessions/PLCs to include: integration of technology, literacy, leadership, differentiated instruction, English Language Proficiency Standards (ELPS), Brain based learning strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson Plans, Eduphoria, Walk-throughs producing evidence of effective instruction</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Grade Level chair, Facilitators, Teachers.</p> <p><b>Funding Sources:</b> - 199 - General Fund, - 211 - Title I</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 8:** Promote a safe and orderly environment to enhance student achievement.


**Performance Objective 1:** Staff members will implement the school wide plans for addressing discipline and crisis prevention.


**Evaluation Data Sources:** School Wide Plan for Discipline and Campus Crisis Prevention

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will be trained in the effective documentation of student discipline issues, including the online referral process to decrease number of referrals from 193 in 2015-2016 and 109 in 2016-2017.  <b>Strategy's Expected Result/Impact:</b> The number of referrals PEIMS report.  <b>Staff Responsible for Monitoring:</b> Classroom Teachers, Administration  <b>Funding Sources:</b> Training materials - 199 - General Fund, Training materials - 211 - Title I</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide campus wide incentives for good behavior including Buddy Bucks, Cowboy/Cowgirl of the Month, Character Assemblies, Fun Days, Wagon Wheel, Spirit Sticks, Cowboy Pride Incentives.  <b>Strategy's Expected Result/Impact:</b> The number of students participating in the Cowboy Pride Incentive each six weeks.  <b>Staff Responsible for Monitoring:</b> Teachers, Paraprofessionals, Counselor, Social Worker, Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implement procedures to ensure student safety, including pick up and drop-off.  <b>Strategy's Expected Result/Impact:</b> Duty schedules, Visitor logs, Sign-in/out sheets  <b>Staff Responsible for Monitoring:</b> Administration, Counselor, Paraprofessionals, Instructional Assistants  <b>Funding Sources:</b> Keep N Track system, Bullhorn, Walkie Talkies - 199 - General Fund, Keep N Track system, Bullhorn, Walkie Talkies - 211 - Title I</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Develop and Implement Crisis Management Plans and conduct safety reviews.  <b>Strategy's Expected Result/Impact:</b> Timed monthly drills, Meeting agendas, Checks of required posted materials.  <b>Staff Responsible for Monitoring:</b> Administration, Counselor, Teachers, Paraprofessionals  <b>Funding Sources:</b> School maps (emergency exit procedures) - 199 - General Fund</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Form a discipline team to meet each semester to implement and review Restorative Discipline policies 1st-5th, Conscious Discipline Prek-Kinder, referrals, and communicate information to all staff.  <b>Strategy's Expected Result/Impact:</b> Meeting agendas, sign-in sheets, Meeting minutes</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

**Staff Responsible for Monitoring:** Principal and Academic Coordinator

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

**Goal 9:** Provide school-wide opportunities for all students to be healthy and active citizens for a lifetime.

**Performance Objective 1:** Ensure that 100% of students are taught the importance of a Healthy lifestyle.

**Evaluation Data Sources:** Pep Grant

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Promote behaviors and skills necessary to become healthy adults:                      -provide moderate physical activity in PE                      -teach/assess student health and fitness                      -provide health screening for vision and hearing</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson plans, Fitness Gram Data  <b>Staff Responsible for Monitoring:</b> Administration, P.E. Teacher, Counselor, Social Worker, Nurse  <b>Funding Sources:</b> CATCH curriculum - 199 - General Fund, CATCH curriculum - 211 - Title I</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide opportunities for parents to learn and promote a healthy lifestyle.</p> <p><b>Strategy's Expected Result/Impact:</b> Sign-in sheets, Agendas  <b>Staff Responsible for Monitoring:</b> Social worker, Counselor, Nurse  <b>Funding Sources:</b> Guest speakers, healthy food/supplies for wellness lessons - 199 - General Fund, Guest speakers, healthy food/supplies for wellness lessons - 211 - Title I</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Offer programs such as bike rodeo, Jump Rope for Heart, Hoops for Heart, Athletic Club, and Field Day to encourage healthy lifestyles.</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation of dates  <b>Staff Responsible for Monitoring:</b> PE teacher, teacher  <b>Funding Sources:</b> Materials Needed - 211 - Title I, Materials Needed - 199 - General Fund</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </p>				

# State Compensatory

## Budget for Carroll Bell Elementary School

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6200 Professional and Contracted Services		
199-11-6269-71-101	6269 Rentals - Operating Leases	\$1,167.00
<b>6200 Subtotal:</b>		<b>\$1,167.00</b>
6300 Supplies and Services		
199-12-6329-00-101	6329 Reading Materials	\$1,024.00
199-12-6329-66-101	6329 Reading Materials	\$5,760.00
211-12-6329-66-101	6329 Reading Materials	\$2,500.00
199-11-6395-CP-101	6395 Supplies, DP Operations - Locally Defined	\$33,164.00
199-12-6395-00-101	6395 Supplies, DP Operations - Locally Defined	\$1,000.00
199-11-6399-00-101	6399 General Supplies	\$19,926.00
199-11-6399-39-101	6399 General Supplies	\$271.00
199-11-6399-61-101	6399 General Supplies	\$405.00
199-11-6399-66-101	6399 General Supplies	\$5,203.00
199-11-6399-CP-101	6399 General Supplies	\$1,600.00
199-12-6399-00-101	6399 General Supplies	\$960.00
199-12-6399-61-101	6399 General Supplies	\$170.00
199-23-6399-00-101	6399 General Supplies	\$1,000.00
199-33-6399-00-101	6399 General Supplies	\$0.00
199-6399-00-101	6399 General Supplies	\$19,926.00
211-11-6399-00-101	6399 General Supplies	\$8,177.00
<b>6300 Subtotal:</b>		<b>\$101,086.00</b>
6400 Other Operating Costs		
199-11-6412-00-101	6410 Travel, Subsistence and Stipends	\$2,000.00
199-12-6411-00-101	6411 Employee Travel	\$800.00



<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
21113-6411-00-101	6411 Employee Travel	\$3,000.00
199-11-6499-00-101-101	6499 Miscellaneous Operating Costs	\$1,500.00
	<b>6400 Subtotal:</b>	<b>\$7,300.00</b>

## Personnel for Carroll Bell Elementary School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Brittney Martinez	Paraprofessional	Special Ed	State Compensatory
Joe Barrientes	Paraprofessional	Special Ed	State Compensatory
Melissa Carabin	Teacher	Special Ed	State Compensatory
Miriam Campos	Academic Dean	Academic	State Compensatory
Rachel Puente	Paraprofessional	Library	State Compensatory
Susan Braun	Teacher	Special Ed	State Compensatory
Veronica Lara	Teacher	Dyslexia	State Compensatory

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Barbara Gilman	Paraprofessional	Special Ed	IDEA Part B
Doris Grandison	Paraprofessional	Special Ed	IDEA, Part B
Lori Flores	Paraprofessional	PREK	Title I, Part A
Virginia Rivas	Teacher	RTI	Title I, Part A

# Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
2	1	2	Perfect Attendance awards, Spirit Monkey ribbons		\$0.00
3	1	1	Laptops, iPads, DigitalCameras, Camcorder, Printers and printer supplies, Document Cameras, Interactive White boards, Projectors/Bulbs		\$0.00
3	1	2	iPads, chargers, and Laptops		\$0.00
3	1	3	Laptops, laptop cart, iPads, Digital Cameras, Camcorder, Printer and printer supplies, Document Cameras, Interactive white boards, Projectors/Bulbs		\$0.00
4	1	3			\$0.00
5	1	1			\$0.00
5	1	2			\$0.00
5	1	3			\$0.00
5	1	4	Supplies, Materials		\$0.00
6	1	1	Anti-bullying materials, Red Ribbon Week materials		\$0.00
6	1	2	Counseling materials		\$0.00
7	1	1			\$0.00
7	1	2			\$0.00
7	1	3			\$0.00
8	1	1	Training materials		\$0.00
8	1	3	Keep N Track system, Bullhorn, Walkie Talkies		\$0.00
8	1	4	School maps (emergency exit procedures)		\$0.00
9	1	1	CATCH curriculum		\$0.00
9	1	2	Guest speakers, healthy food/supplies for wellness lessons		\$0.00
9	1	3	Materials Needed		\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>

199 - SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	1	9			\$0.00
2	1	4			\$0.00
3	1	1	Laptops, iPads, DigitalCameras, Camcorder, Printers and printer supplies, Document Cameras, Interactive White boards, Projectors/Bulbs		\$0.00
3	1	2	iPads, chargers, and Laptops		\$0.00
3	1	3	Laptops, laptop cart, iPads, Digital Cameras, Camcorder, Printer and printer supplies, Document Cameras, Interactive white boards, Projectors/Bulbs		\$0.00
<b>Sub-Total</b>					\$0.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7			\$0.00
2	1	1			\$0.00
2	1	2	Perfect Attendance awards, Spirit Monkey ribbons		\$0.00
2	1	4	Student Incentives		\$0.00
3	1	1	Laptops, iPads, DigitalCameras, Camcorder, Printers and printer supplies, Document Cameras, Interactive White boards, Projectors/Bulbs		\$0.00
3	1	2	iPads, chargers, and Laptops		\$0.00
3	1	3	Laptops, laptop cart, iPads, Digital Cameras, Camcorder, Printer and printer supplies, Document Cameras, Interactive white boards, Projectors/Bulbs		\$0.00
4	1	1	Light refreshments		\$0.00
4	1	2	Make and Take materials for parents, Light refreshments		\$0.00
4	1	3	Materials for fliers and other notices		\$0.00
4	1	4	Monthly calendar, Marquee, Fliers, Community Liaison, Counselor, Edulink system		\$0.00
4	2	1			\$0.00
4	2	2			\$0.00
5	1	2			\$0.00
5	1	3			\$0.00
5	1	4	Supplies, Materials		\$0.00
5	1	5			\$0.00

211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	7			\$0.00
6	1	1	Anti-bullying materials, Red Ribbon Week materials		\$0.00
6	1	2	Counseling materials		\$0.00
7	1	3			\$0.00
8	1	1	Training materials		\$0.00
8	1	3	Keep N Track system, Bullhorn, Walkie Talkies		\$0.00
9	1	1	CATCH curriculum		\$0.00
9	1	2	Guest speakers, healthy food/supplies for wellness lessons		\$0.00
9	1	3	Materials Needed		\$0.00
<b>Sub-Total</b>					\$0.00
172 - Campus Activity Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	4	Middle School administration and Transportation		\$0.00
6	1	5	Spirit Sticks, Character Pillar Agendas, Student Incentives, Character Posters		\$0.00
<b>Sub-Total</b>					\$0.00
<b>Grand Total</b>					\$0.00

# Addendums