

Brownsville Independent School District
Perez Elementary
2018-2019 Campus Improvement Plan



Mission Statement

Perez Elementary is committed to provide a nurturing environment to develop self-assured, independently driven, critical thinkers who contribute to society. Students will develop the necessary tools to be life-long learners in order to achieve their maximum potential in all aspects of life.

We believe that:

- **Every student has a love of learning**
- **Every student needs 21st century skills**
- **Every student needs rigorous and varied opportunities for success**
- **Every student needs support to achieve his/her own maximum potential and can be successful in achieving their goals regardless of their academic needs.**
- **All students have value and worth and should be respected and given equal opportunities.**
- **All students have potential to excel in every goal they set for themselves.**

Vision

The faculty and staff at Felipe R. Perez Elementary will produce students who will excel in all areas of development including academic, socio-cultural and emotional growth. Perez Elementary will value all students equally and accommodate teaching to all learning styles. Students will be provided an inviting atmosphere by a unified learning community dedicated to producing critical thinkers and life-long learners.

Comprehensive Needs Assessment

Needs Assessment Overview

Perez Elementary School is located in Brownsville, Texas. Perez Elementary School is one of thirty-eight 38 elementary schools in Brownsville ISD. The campus was constructed in 1974 with 16 classrooms added in the ensuing years. The main campus was originally comprised of 35 classrooms, a cafeteria, and school library. A new building was completed at the beginning of the 2009-2010 school year; the building is comprised of 6 classrooms 1 multipurpose room, a new library, and restroom/storage facilities.

The student population at Perez Elementary School is approximately 476 *as of June 2017 campus enrollment report* and serves students in grades PPCD, Life Skills, Pre Kinder through 5th grade. According to the School's 2016-2017 TAPR Report, 99.4% of the student population is Hispanic and 97.8% are identified as economically disadvantaged, 50.4% are classified as English Language Learners, 50.2% are enrolled in the district's Bilingual Education Program, 79.4% are at-risk, 6.9% are gifted and talented, and 18.6% are special education students. The 2017 – 2018 TAPR Report is pending from the Texas Education Agency. In addition, several of our students come from homes which participate in state and federal assistance programs such as food stamps, welfare, the Women, Infant, Children (WIC) nutrition program, and subsidized housing and medical assistance.

The students of Perez Elementary School are recipients of a well-balanced curriculum. Courses are offered in every subject area and in visual arts, music, physical education, technology, GT pull-out and a hands-on science lab. The instructional programs include academic core subjects at various levels, such as the Gifted and Talented, and differentiated/scaffold instruction to meet the diverse needs of the student population. All students are required to meet the passing standard of the four assessments which comprise the State of Texas Assessments of Academic Readiness (STAAR).

According to the School's 2016– 2017 TAPR Report, the current staff at Perez Elementary School is comprised of 57.4 staff members, of which, 37.4 are teachers, 3 campus administrators, 5 professional support personnel, and 11.9 instructional aides. The ethnicity of the Perez Elementary School staff is 94.9% Hispanic and 5.1% White. The teaching staff is also 91.8% female and 8.2% males.

Perez Elementary School's most recent campus initiatives include the following:

1. Campus for Response To Intervention – RTI Process
2. In-House Tutorial during the school day by the classroom teachers during the teachers rotation period
3. After-School Title 3 and State Compensatory Education Tutorial Programs for K – 5th grade students who are at-risk.

Perez Elementary School promotes numerous student clubs and organizations. Students are encouraged to participate in extracurricular activities such as Drill Team, art contests, UIL, Brainsville, Science Fair, Choir, Chess, Destination Imagination, Basketball and Volleyball.

School Namesake:	Felipe R. Perez
School Colors:	Royal Blue and Gold
School Mascot:	Black Panther
School Motto:	<i>No Excuses Just Do It and Failure is not an Option</i>

Annual Campus Goals

The Perez Elementary School faculty and staff are committed to the following goals:

- Maintaining a Met Standard Accountability Rating by maintaining 93% and above in Reading, Math Science and Writing.
- Staff members will commit to the College and Career Readiness Standards for students to attend a college or university.
- Vertical & Horizontal Alignment Planning sessions to increase rigor of instruction in preparation for STAAR
- Support and Maintain highly qualified certified/classified staff supported through the various school district's allotted funding sources such as the Local Maintenance Budget, Bilingual Education Budget, Title 1, and State Compensatory Education Budget.

Demographics

Demographics Summary

The student population at Perez Elementary School is approximately 457 as of June 2018 campus enrollment report and serves students in grades PPCD, Life Skills, Pre Kinder-3 through 5th grade. According to the School's 2016-2017 TAPR Report, 99.4% of the student population is Hispanic and 97.8% are identified as economically disadvantaged, 50.4% are classified as English Language Learners, 50.2% are enrolled in the district's Bilingual Education Program, 79.4% are at-risk, 6.9% are gifted and talented, and 18.6% are special education students. The attendance rate for the 2015-2016 school year was 95.4%. The 2017 – 2018 TAPR Report is pending from the Texas Education Agency. In addition, several of our students come from homes which participate in state and federal assistance programs such as food stamps, welfare, the Women, Infant, Children (WIC) nutrition program, and subsidized housing and medical assistance.

According to the School's 2016– 2017 TAPR Report, the current staff at Perez Elementary School is comprised of 57.4 staff members, of which, 37.4 are teachers, 3 campus administrators, 5 professional support personnel, and 11.9 instructional aides. The ethnicity of the Perez Elementary School staff is 94.9% Hispanic and 5.1% White. The teaching staff is also 91.8% female and 8.2% males.

Demographics Strengths

- Spring 2018 preliminary STAAR scores
- Highly Qualified Staff
- Motivated students
- After school tutorials from various department funds for the various targeted subgroup population(s).

Demographic Needs

1. Increase six weeks attendance rates
2. Provide professional development
3. Provide instructional support for Bilingual, Migrant, At-Risk and Special Ed., students
4. Provide funding for the various student demographics in the regular classroom and support programs on campus

Problem Statements Identifying Demographics Needs

Problem Statement 1: Attendance is at 95.4% which is below the state requirement of 97%. **Root Cause:** The outdoor campus doesn't help change the culture of not sending children to school during inclement weather.

Student Academic Achievement

Student Academic Achievement Summary

STAAR Summary All 3rd-5th Grade:

Reading: 3rd Grade (78%), 4th Grade (79%), 5th Grade (88%)

Writing: 4th Grade (81%)

Math: 3rd Grade (88%), 4th Grade (86%), 5th Grade (97%)

Science: 5th Grade (77%)

The trends identified when student performance scores were compared over a period of 3 years demonstrate that students have shown a increase in most areas tested for 2018, with a decrease in science scores.

Performance variation between all student groups:

Reading: At-Risk (79%), ELL (76%), Special Education (32%), Gifted and Talented (100%)

Math: At-Risk (89%), ELL (83%), Special Education (48%), Gifted and Talented (100%)

Writing: At-Risk (75%), ELL (67%), Special Education (55%), Gifted and Talented (100%)

Science: At-Risk (61%), ELL (58%), Special Education (17%), Gifted and Talented (100%)

The trends identified when all students performance was compared with all student groups indicate that there are some performance gaps between all students and special education students and ELL students. At-Risk students, as well as, special education and ELLs will continue to be supported through after school tutorials targeting the areas of need.

Student Academic Achievement Strengths

- STAAR scores for 3rd-5th grades
- TELPAS & AMOS data
- Early student intervention procedures

- Implementation of after school tutorials

Student Academic Achievement Needs

1. Tutorials
2. Provide instructional supplies and materials for classroom use
3. Data driven instruction in all grades
4. Implementation of interventions (RtI) for students below grade-level achievement
5. Increase STAAR scores
6. Professional Development for teachers

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: ELLS, Special Ed, and At-Risk across all grade levels have a lower passing rate on STAAR assessments. **Root Cause:** These populations need more intensive tutorials and strategies to help them be successful.

School Processes & Programs

School Processes & Programs Summary

Perez Elementary is in compliance with district initiatives. We prepare our students for state and district required assessments. Teachers attend professional development and are provided with instructional materials that will enable them to provide high quality instruction for our students. Our teachers use assessment data to drive their instruction. The Dean of Instruction will conduct walk-throughs and model lessons in order to help teachers with their delivery of instruction based on their needs and to provide instructional support. Our teachers use several instructional resources and materials to address the needs of our students. In order to identify our curriculum, instruction and assessment needs, we used the following resources: campus & district assessments/benchmarks (Eduphoria), STAAR scores, TELPAS & AMAO results, SSI information, TANGO Central and Trends reports.

Perez Elementary has a school process to recruit, support and hire personnel. We include teachers and administrators on our hiring committee. We document applicant responses and they are rated accordingly. New teachers are assigned a mentor and they go through a teacher induction program at our campus to ensure they will be successful. We used the Recruitment and Retention Strategies and other data to identify our staff quality, recruitment and retention needs. Our teachers need to attend professional development that targets specific academic areas: Writing, Reading, Math & Science. They also need access to professional development that targets specific STAAR assessment information, Sheltered Instruction, Bilingual updates etc...

Perez is vigilant when it comes to visitors on campus. We need to review their identification and ensure that they have a school pass in order to access areas throughout the campus especially where there are children present. As a campus, it is of utmost importance to train our students on procedures they are to follow in case of a fire, lockdown, and severe inclement weather. Parents and community members are welcomed and encouraged to visit the campus, attend meetings and be more involved in their child's education. Our counselor attends professional development to ensure he receives counseling updates to better serve our students. We are also required to implement effective procedures to identify and enroll homeless students in a timely manner. Our school nurse attends trainings for health updates that will have a direct impact on our students.

School Processes & Programs Strengths

- Varied Instructional Resources
- Continuous walk-throughs in all classrooms
- Effective discipline and instructional strategies
- Extended Planning time for teachers on a six week basis
- On-going Professional Development to address the needs of all subpopulations of students in various content areas

School Process and Program Needs

1. Provide after school tutorials
2. Provide instructional materials and supplies for teachers and various support and special education staff

3. Provide professional development that targets specific academic areas: Language Arts, Math, Technology and STAAR
4. Provide time for LPAC to meet and update folders

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Less than half of the At-risk students are staying for tutorial/extended day. **Root Cause:** These populations need more intensive tutorials, resources and strategies to help them be successful.

Perceptions

Perceptions Summary

Perez Elementary is committed to encouraging a positive culture and climate at our school with parental involvement. We provide educational opportunities to parents about topics that will help them raise confident, well-rounded students. We have meetings once a week and invite parents to partake in several activities through out the school year. Our students feel safe at our school and our parents agree that Perez Elementary does a good job at educating their children. Teachers feel supported and are focused on providing an excellent education for our students. We continue to be a "met standard" elementary and make decisions based on the best interest of our students.

Perceptions Strengths

- Weekly parent meetings
- Extra curricular activities for students
- Teachers and Administration meet on a weekly basis
- Teachers educate students with new teaching techniques and strategies
- Parent/Teacher conferences when needed

Perceptions Needs

1. Maintain the campus environment, facilities and custodial equipment and supplies
2. Provide incentives to increase student attendance
3. Increase parental involvement through out the campus
4. Create a culture of readers
5. Increase participation in extra-curricular activities

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There needs to be an increase in parental involvement in all areas of the campus. **Root Cause:** Some parents are not able to volunteer because of the requirement of a social security number for clearance.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data

- Budgets/entitlements and expenditures data

Goals

Revised/Approved: May 15, 2018

Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 1: Perez Elementary student performance for all students, all grades, all subjects will exceed 2018 STAAR percent Approaches Grade Level and STAAR Masters Grade Level performance in reading, writing, mathematics and science by 5 percentage points.

Evaluation Data Source(s) 1: STAAR/EOC performance reports







Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June

<p style="text-align: center;">Critical Success Factors CSF 1</p> <p>1) Provide SIOP & Metacognitive strategies to support ESL instruction to bilingual students daily for 30-45 minutes to support student transition into English through the State Transitional Model supported with the Texas Literacy Initiative</p> <p>Students (K-5) will demonstrate proficiency in reading & writing, math, science and social studies, through the ELPS across the curriculum in order to improve their meta-cognitive skills and produce products based on their ability across all content areas to increase effective communication. The Esperanza program will assist student into progressive transition.</p> <p>All PD students will be monitored for success and receive assistance, as needed.</p> <p>Population: LEP and At-Risk</p> <p>Timeline: Sept 2018-May 2019, Walkthroughs, Grade-level mtgs Faculty mtgs.</p> <p>Demographics #3</p>	<p>2.4, 2.6</p>	<p>Principal, Bilingual Lead Teacher, Language Arts Specialist, Literacy Teacher Leader, Teachers-35 FTE</p>	<p>Formative: Eduphoria-Teacher walkthroughs to observe ESL/ELPS instruction. TELPAS writing samples Student writing benchmark</p> <p>Summative: Teacher-made tests, Bilingual Progress reports Bilingual Blue Card grades products</p>				
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<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>2) Grades K-5 (including resource students) will participate in In-House Tutorial (IHT) in a small group classroom setting in order to provide additional instruction in Response To Intervention standards for students in need of reading, grammar usage, writing style and math, science & social studies to support increased student achievement in those subject areas.</p> <p>Population: All Students includes Regular, LEP, Special Ed., At-Risk.</p> <p>Timeline: 2nd six wks-Identify RTI students 3rd-4th six wks Provide RTI 5th six wks EOY, STAAR results.</p> <p>Student Academic Achievement #1</p>	<p>2.4, 2.5, 2.6</p>	<p>Principal Facilitator Teachers K-Paraprofessionals</p>	<p>Formative: BOY data, progress monitoring for students K-3rd DRA-BOY for 4th & 5th grade Students, Six weeks report cards Teacher six weeks tests. Summative: STAAR Test scores, TELPAS, TPRI/Tejas Lee</p>				
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>3) Students identified by special education program will be supported by providing co-planning between regular and special education teachers in order to determine student progress, testing options, updated modifications, and response to instruction plans. Teachers will be provided supplies and materials to assist with delivery of instruction.</p> <p>Population: All Students includes Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Timeline: Sept-Initial RTI Oct-Feb-RTI TIER II & III Mar.-May- recommend next RTI level</p> <p>Demographics #4</p>	<p>2.4, 2.6</p>	<p>Principal, Teachers, Sp. Ed., Resource & Inclusion</p>	<p>Formative: Six wks classroom teachers/sp ed coo planning, Weekly teacher benchmarks Summative: State Assessments</p>				

<p align="center">Critical Success Factors CSF 4</p> <p>4) The Librarian and classroom teachers will provide TEKS Based instruction, to support classroom curriculum through the schools school-wide reading program (Accelerated Reading Program, Read-A-Thon, STAR), STEMScopes and provide books, reading materials and rewards to motivate students to read.</p> <p>Population: All Students, Regular, LEP, Special Ed., At-Risk, T-I,</p> <p>Timeline: August 2018, May 2019</p> <p>CNA page: 9</p>	2.5	Principal, Librarian	Formative: Daily Hygiene clean environment of facility. Summative: AR reports				
Funding Sources: 199 Local funds - 1900.00, 211 Title I-A - 2800.00							
<p align="center">Critical Success Factors CSF 1</p> <p>5) Teachers will generate student instructional workbooks to assist, support, and sustain delivery of instruction in the implementation of the TEKS. Students will be provided printed work books with instructional material</p> <p>Population: All Students, Regular, LEP, Special Ed., At-Risk, T-I,</p> <p>Timeline: August 2018, June 2019</p> <p>Student Academic Achievement #2</p>	2.4, 2.5	Administration Teachers Media Center	Formative: Media Center printed student workbooks Summative: Student cumulative grades.				
<p align="center">Critical Success Factors CSF 6</p> <p>6) Perez Elementary will collaborate with the feeder Middle school to provide 5th grade students the opportunity to visit the middle school to ease the transition from elementary to middle school.</p> <p>Population: 5th grade students</p> <p>Timeline: Spring 2019</p>	2.5	5th Grade Teachers Principal Parent Liaison Middle School Principal	Formative: Scheduled dates on school newsletter Summative: Middle School campus visit surveys, Campus teacher surveys, Campus pre-registration to 6th grade				

<p>Critical Success Factors CSF 1</p> <p>7) Teachers will analyze student assessment data to make informed academic assessment decisions. They will meet once a six weeks period for instructional planning workshops to help close the gaps between sub-populations and increase achievement on state mandated assessments.</p> <p>Population: GT, Bilingual, Sp. Ed, General Ed. Teachers</p> <p>Timeline: Sept. 2018-June 2019</p> <p>Student Academic Achievement #6</p>	2.4, 2.5	Administration Dean of Instruction Teachers	<p>Formative: lesson plans, vertical alignment planning sessions, walkthroughs</p> <p>Summative: student state assessments scores, PDAS</p>				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>8) Teachers will submit weekly writing journals and science journals for each of their students to the Dean's Office for review by the Principal and Dean.</p> <p>Population: GT, Bilingual, Sp. Ed, General Ed. Teachers</p> <p>Timeline: Sept. 2018-June 2019</p>	2.4, 2.5	Administration, Dean of Instruction, Teachers	<p>Formative: lesson plans, vertical alignment planning sessions, walkthroughs</p> <p>Summative: student writing assessment scores</p>				
<p>Critical Success Factors CSF 1</p> <p>9) Monitor and emphasize the integrated math, reading, and writing academic concepts inherent in the Health and Physical Education curriculum programs in order to enhance students skills and prepare them for testing.</p> <p>Population: All Students, Pre-K-5th grade Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Timeline: August 2018, June 2019</p>	2.5	Content area, Scope & Sequence TAHPERD Activity Resource Guide	<p>Formative: Curriculum Frameworks Walkthroughs</p> <p>Summative: PE Lesson Plans</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 2: Perez Elementary early childhood performance will increase by 5 percentage points over end-of-year 2018 results

Evaluation Data Source(s) 2: TPRI, Tejas Lee, OWL, CPALS, LION and CIRCLE PM

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Progress monitoring of students in Pre-K & Kinder who are identified as At-Risk students will be provided support by the PreK & Kinder classroom aides, in order to increase fluency, word attack skills, comprehension & ELPS attainment as per the Literacy Grant Initiative, for students who demonstrate Still Developing at or below the 25% in TPRI/TEJAS LEE</p> <p>Population: All Students includes Regular, LEP, Special Ed., At-Risk T-I</p> <p>Timeline: Sept.-BOY/ Jan-MOY/DBM Mar-EOY/DBM</p> <p>Demographics #3</p>	2.4, 2.5, 2.6	Principal Teachers Facilitator Paraprofessionals TLI Teacher Specialist	<p>Formative: Teacher progress monitoring,</p> <p>Summative: (CPALLS & TPRI) BOY/MOY/EOY</p>				

<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>2) System for Sustainability of TLI Strategies: PK students will be assessed with the CLI-Engage during BOY, MOY and EOY. PK Teachers will use the OWL assessment to progress monitor students. K-3rd students will be assessed with TPRI/Tejas LEE at (BOY, MOY), and EOY). They will be progress monitored every 2 weeks. Data analysis will be done after the assessment to drive instruction and track student performance.</p> <p>We will focus on explicit instruction, using TLI routines/strategies and fluency, and develop academic vocabulary. Pre-K-5th grade teachers will use a fluency tracker every week to document fluency for their students and they will provide the Principal, Assistant Principal and Dean of Instruction with a copy of the fluency tracker for review. Walk-throughs will be conducted to ensure the implementation of routines and strategies.</p> <p>Population: Title I, Migrants, Bilingual Students, Dyslexia, At Risk, G/T, Sp. Ed., Eco Dis.</p> <p>Timeline: September 2018- June 2019</p> <p>Student Academic Achievement #3</p>	<p>2.4, 2.5</p>	<p>Administration, Dean of Instruction, Curriculum, Specialists, PK-5th grade teachers</p>	<p>Formative: BOY and MOY CLI-Engage assessments, TPRI/Tejas LEE assessments, campus assessments and district benchmarks, walk-throughs</p> <p>Summative: EOY, CLI-Engage and TPRI/Tejas LEE assessments, TELPAS Reading, STAAR Reading, Math and Science</p>				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>3) The Pre-K-3 half day program and the Pre-K full day program will be implemented in order to better prepare qualified students academically.</p> <p>Population: AR, LEP, TI, MI</p> <p>Timeline: August 2017-June 2018</p>	<p>2.5, 2.6</p>	<p>Principal Dean of Instruction Administrator for State Compensatory Education</p>	<p>Formative: Classroom walkthroughs, student progress reports, CPALLS (BOY and MOY) Summative: CPALLS (EOY)</p>				

<p>Critical Success Factors CSF 1 CSF 4</p> <p>4) Perez Elementary will host a HEAD Start Program for qualifying 3 year olds.</p> <p>Population: AR, LEP, TI, MI</p> <p>Timeline: August 2018-June 2018</p> <p>Perceptions #1</p>	<p>2.5, 2.6</p>	<p>Formative: Classroom walkthroughs, student progress reports, CPALLS (BOY and MOY) Summative: CPALLS (EOY)</p>	<p>Formative: Classroom walkthroughs, student progress reports, CPALLS (BOY and MOY) Summative: CPALLS (EOY)</p>				
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 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 3: 80% of students will be on grade level within 2 years and 70% will be at Approaches Grade Level for all STAAR assessments.







Evaluation Data Source(s) 3: PBMAS Report, STAAR/EOC Assessments for Migrant students, Migrant Program participation reports

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 2</p> <p>1) The Spring TELPAS data will be used to address the academic needs and delivery of instruction of bilingual students, through rigorous ELPS, SIOP, and metacognitive instructional strategies to improve student achievement and address AMAOS criteria; in the areas of Listening, Speaking, Reading and Writing.</p> <p>Population: Bilingual Students</p> <p>Timeline: Aug. 2018 and May 2019</p> <p>Student Academic Achievement #3</p>	2.4	Principal Teachers	<p>Formative: Analysis of data, and classroom walkthroughs</p> <p>Summative: TELPAS 2014 spring report</p>				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) The campus will hire a 5th Grade Class Size Reduction teacher to maintain a 22/1 student teacher ratio in order to close the achievement gap in science.</p> <p>Population: All 5th grade students Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Timeline: August 2018-June 2019</p> <p>Demographics #3</p>	2.6	Administration	Class sizes do not exceed the 22/1 ratio				

<p align="center">Critical Success Factors CSF 1</p> <p>3) K-5th grade ELL students will participate in after school tutorial sessions to improve their oral language development.</p> <p>Population: Binlingual Students Timeline: Jan. 2018-May 2019</p> <p>Student Academic Achievement #1</p>	2.4	Administration, Classroom Teachers Administrator for Bilingual Ed.	Formative: Tutorial walkthroughs, student progress reports, benchmark scores, tutorial lesson plans, attendance reports, eSchools Plus, tutorial schedule Summative: STAAR and Retention Rate				
<p align="center">Critical Success Factors CSF 2</p> <p>4) LPAC committee will meet as needed to reveiw and update ELL Special Program Folders.</p> <p>Population: Bilingual</p> <p>Timeline: Sept.2018-June 2019 School Processes & Programs #4</p>	2.4	Administration, LPAC committee Administrator for Bilingual Ed.	Formative: LPAC meeting report deadlines Summative: students LPACed in a timely manner				
<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>5) In order to secure the data needed to accommodate placement into appropriate supplemental instructional opportunities for Pre-K- 5th grade migrant students; pre-test and post-test results will be used by teachers and administrators to identify the migrant students performing below grade level. NOTE: At sites being served by a migrant teacher, teacher will provide additional supplemental opportunities and ensure participation.</p> <p>Population: PFS Migrant Students</p> <p>Timeline: August 2018-June 2019</p> <p>Student Academic Achievement # 3</p>	2.4	Administration, PEIMS clerk, Teachers	Formative: Progress monitoring instruments Summative: BOY, MOY, EOY State & Norm Assessments				

<p style="text-align: center;">Critical Success Factors CSF 1</p> <p>6) The academic progress of 1st grade migrant students will be monitored to ensure successful grade level completion and ultimately secure promotion to 2nd grade. NOTE: At sites being served by a migrant teacher, teacher will provide additional monitoring support and ensure participation into supplemental opportunities.</p> <p>Population: 1st Grade PFS Migrant Students</p> <p>Timeline: August 2018-June 2019</p> <p>Student Academic Achievement #3</p>	<p style="text-align: center;">2.6</p>	<p>Administration, 1st grade Teachers</p>	<p>Formative: Progress Reports Summative: EOY data results, report card</p>				
<p style="text-align: center;">Critical Success Factors CSF 1</p> <p>7) Elementary migrant students will have an equal opportunity to attend the school districts summer school programs to ensure promotion if needed: or, to participate in the enrichment migrant summer program. The migrant students will be provided with additional supplemental support by the respective campus in order to address academic, attendance needs and promote positive social engagement.</p> <p>Population: PFS Migrant Students</p> <p>Timeline: August 2018-June 2019</p>	<p style="text-align: center;">2.4, 2.6</p>	<p>Administration, Teachers</p>	<p>Formative: Participants Summer lists Summative: End of Summer School documentation</p>				

<p>Critical Success Factors CSF 1 CSF 5</p> <p>8) Extended Day tutorial session may be held for migrant students at elementary campuses where there is a documented need for supplemental academic support in the core subjects in order to ensure that migrant students have the same opportunity to meet academic challenges as non-migrant students. NOTE: At sites being served by a migrant teacher, teacher will provide and ensure participation into supplemental opportunities.</p> <p>Population: PFS Migrant Students</p> <p>Timeline: August 2017-June 2018</p> <p>Student Academic Achievement #2</p>	<p>2.6</p>	<p>Administration, Classroom Teacher, Migrant Funded: Teacher, Tutorial Teacher, MSC</p>	<p>Increase promotion rates and test performance.</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							







Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 4: Increase number of students in co-curricular and extra-curricular advancing in Math, Science, Social Studies, ELA, Fine Arts, and CTE programs by 5% over 2017-2018 participation.

Evaluation Data Source(s) 4: Regional and state competition participation numbers

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) As per state and District guidelines, students identified as Gifted & Talented will attend the pullout program and participate in UIL and other district-wide extra-curricular programs, such as chess and brainsville in order to be provided opportunities to work on spontaneous, creative activities, aligned to literacy in order to support their understanding of various genres. (Math, Science & Social Studies) Population: GT Advanced Academics Lead Teacher Timeline: Sept. 2018-May 2019 Perceptions #5</p>	2.5	Teachers-12 FTEs, G/T Pull-out teacher, G/T Lead teacher	<p>Formative: Student participation in G/T district events. Weekly pull-out in library Summative: Student portfolio end of year projects across disciplines</p>				
<p>Funding Sources: 199 Local funds - 100.00</p>							

<p align="center">Critical Success Factors CSF 1</p> <p>2) Classroom teachers and the Fine Arts teachers will enhance art and music across the content areas based on monthly and/or seasonal themes. Students will be exposed to appropriate grade level art and music theory, fundamentals, and techniques to improve art and music appreciation. The Art and Music Teacher will be provided supplies and materials to assist with delivery of instruction.</p> <p>Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Timeline: August 2018-June 2019</p> <p>School Process & Programs #2</p>	2.5	Art Teacher-1 FTE Music Teacher- 1 FTE	Formative: Display of Student Products Walkthroughs Summative: PDAS Evaluation				
<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>3) Students will be provided opportunities to correlate and make connections from classroom instruction in the various content areas, to real world experiences through the participation of grade specific field trips and extra-curricular events, such as but not limited to: UIL, Science Fair, Drill Team, Special Community events, parades, etc. Students will have adequate adult(s) supervision. (Ratio: 10:1)</p> <p>Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Timeline: August 2018-June 2019</p> <p>Perceptions #5</p>	2.4	Principal, Secretary, Teachers, Support staff	Formative: Transportation requests Correlation of lesson to field trip Summative: Field trip participation on scheduled date.				
<p>Funding Sources: 199 Local funds - 2500.00</p>							
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							







Goal 2: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will ensure equity in availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students. (Board Goal 2)

Performance Objective 1: All Perez Elementary facilities will implement energy savings plans; maintain and upgrade current facilities to provide a healthy and positive learning environment by scheduling renovation/upgrade/improvement of at least 20% of instructional facilities annually over the next 5 years. (Board Goal 2)

Evaluation Data Source(s) 1: New Energy Plan adopted by district, updated Five-year facilities renovation plan

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 6</p> <p>1) Custodial supplies such as but not limited to: hygiene, equipment, tools, protective safety items, indoor-outdoor supplies, fixed assets, and additional materials for the performance, operation maintenance, and daily function of the campus will be purchased. To address the well-being of a safe and healthy environment.</p> <p>Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Timeline: August 2018-June 2019</p> <p>Perceptions #1</p>	2.4	Principal, Head Custodian, Custodial staff, Secretary, Maintenance Dept.	<p>Formative: P.O. requests maintenance requests Daily operation and performance of custodial staff.</p> <p>Summative: Custodial Staff evaluations Maintenance completion work orders.</p>				
<p>Funding Sources: 199 Local funds - 4100.00</p>							

<p>Critical Success Factors CSF 1 CSF 6</p> <p>2) The campus will purchase equipment/fixed assets that are necessary for the various instructional needs of the sub populations of students, staff, and school classrooms, microwave ovens for the Teachers Lounge, support programs, special educational programs, technology programs, and office productivity. This will facilitate the daily needs that are required for the operation of the campus.</p> <p>Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Timeline: August 2018-June 2019</p> <p>Perceptions #1</p>	2.4	Principal, Secretary, Teachers, Support staff, Special Ed Teachers, Special Program Teachers	<p>Formative: Purchase orders, Work order requests</p> <p>Summative: Implementation, use, and consumption of equipment.</p>				
<p>Critical Success Factors CSF 6</p> <p>3) Campuses will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan.</p> <p>Population: All campus facilities Timeline: December 2018- June 2019</p>		Campus Administration Facilities and Maintenance staff	<p>Complete implementation of the plan will result in decreased energy usage compared to prior year.</p> <p>Formative: Monthly comparison of energy usage Summative: Annual comparison of energy usage</p>				
<p>Critical Success Factors CSF 6</p> <p>4) Create and implement a systematic approach to the renovation/ upgrade/ improvement of facilities to include prioritizing based on safety and needs of the campus.</p> <p>Population: All campus facilities Timeline: December 2018- June 2019</p> <p>Perceptions #1</p>	2.4, 2.5, 2.6	Campus Administration Facilities and maintenance staff	<p>Survey results from the campus will indicate prioritization of the renovation plans.</p> <p>Formative: Survey Summative: Evaluation/analysis of survey data</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							


Goal 3: The District will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)

Performance Objective 1: Perez Elementary will ensure effective and efficient use of 100% of available budgeted funds to be used to meet the needs of all students.

Evaluation Data Source(s) 1: Fiscal reports for district, internal and external audit reports and FIRST ratings.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 6</p> <p>1) Office personnel will perform their responsibilities to assist the campus administration, teachers, students and parents, through the use of various supplies and materials that are required for the daily operation of the campus/office.</p> <p>Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Timeline: August 2018-June 2019</p> <p>Perceptions #1</p>	2.5	Principal, Office staff Formative: Generated POs Summative: Budget expenditure report of utility resources					
Funding Sources: 199 Local funds - 900.00							







<p align="center">Critical Success Factors CSF 1</p> <p>2) The campus will purchase supplies and materials for the various instructional needs of the students, staff, school classrooms, support programs, special educational programs, technology programs, and office productivity. This will facilitate the daily needs that are required for the operation of the campus.</p> <p>Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Timeline: August 2018-June 2019</p> <p>School Processes & Programs #2</p>	2.4	Principal, Secretary, Teachers, Support staff	Formative: Work order requests Summative: Bi-Tech Purchase orders,				
Funding Sources: 199 Local funds - 2000.00, 211 Title I-A - 6285.00							
<p align="center">Critical Success Factors CSF 6</p> <p>3) The Campus will support programs in the effective and efficient use of 100% of available budgeted funds based on the needs assessments.</p> <p>Population: Campus Stakeholders Timeline: August 2018- June 2019</p>		Campus Administration SBDM committee	Funding reports will indicate all funds were expended based on prioritized needs. Formative: monthly expenditure reports compared DIP/CIP Summative: end of year expenditure reports				
							

Goal 3: The District will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)

Performance Objective 2: Perez Elementary will create and provide faculty and staff recognitions and activities to improve campus morale/climate and support retention of teachers and principals.

Evaluation Data Source(s) 2: Campus needs assessment surveys, district/campus climate surveys

Summative Evaluation 2:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 7</p> <p>1) Administration and Mentor Teacher will meet with New Teachers to assist with their professional development through mentoring of teaching strategies, classroom management lesson planning, campus and assessment procedures, dis aggregation of data etc. In addition to these and due to the high need, stipends are provided for lead teachers, supplemental duty, and bilingual. All teachers receive free health insurance, free extensive and secured parking. Teachers also receive non-monetary incentives.</p> <p>Population: GT, Bilingual, Sp. Ed., General Ed. Teachers</p> <p>Timeline: August 2018-June 2019</p>		Principal, Campus Administration	Formative: PD session evaluations, Lesson Plans Summative: PD transcripts, T-TESS				
<p>Critical Success Factors CSF 7</p> <p>2) Recognize teachers during Teacher appreciation week and on other occasions. Provide recognition to teachers during school assemblies.</p> <p>Population: campus students</p> <p>Timeline: December 2018- June 2019</p> <p>Perceptions #1</p>		Campus Administration	Teacher Appreciation Week will be planned for recognition of teachers. Formative: draft or revised Teacher Appreciation Week Plan Summative: SBDM approved plan				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 4: All BISD programs and campuses will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts. (Board Goal 4)

Performance Objective 1: Perez Elementary will provide the BISD Public Information Office with features articles, recognition of students, co-/extra-curricular activities, and parent/community events.

Evaluation Data Source(s) 1: Media records with Public Information Office, enrollment data

Summative Evaluation 1:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 5</p> <p>1) Perez Elementary will designate a PIO contact to provide features articles, current and prior students/ parents/ staff recognition's, co-/extra-curricular activities, and parent/community events. Population: BISD Stakeholders Timeline: December 2018- June 2019 Need: Decreasing enrollment/ Board approved goal priority</p> <p>Perceptions #1</p>	2.5	Campus Administration	<p>Regular features in media showcasing current accomplishments of faculty, staff, students and alumni and major events. Formative: Submissions of information for articles and showcases Summative: annual compilation of articles and presentation/showcases</p>				
<p>Critical Success Factors CSF 5</p> <p>2) Perez Elementary will update its website at least monthly including showcasing student and community activities. Population:Perez Stakeholders Timeline: December 2018- June 2019 Need: Decreasing enrollment/ Board approved goal priority</p> <p>Perceptions #1</p>	2.5	Campus Administration Campus TST	<p>Campus website will be up-to-date on a monthly basis with all compliance postings and showcasing campus activities ans successes. Formative: checklist of website indicating current Summative: report at end of year for monthly checklist results</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

Performance Objective 1: Disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 5% for 2018-2019 and will not be disproportionate for any population.

Evaluation Data Source(s) 1: ISS/OSS reports for district and campus disaggregated by special served populations including ESL, Special Education, At-Risk and economically disadvantaged, Review360 or eSchool behavior RtI plans and monitoring reports, plans for addressing Bullying, Teen Violence, and others.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 3</p> <p>1) Perez Elementary Administration will conduct an evaluation on out of school suspensions, in the school year 2017-2018 in order to monitor the students and supervise their attendance in school. The students will be encouraged with positive discipline management and recognition.</p> <p>Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Timeline: August 2018-June 2019</p> <p>Perceptions #2</p>	2.5	Administration PEIMS data clerk Parents Parent Liaison Teachers	<p>Formative: School Messenger Daily student attendance teacher classroom rosters Daily (9:40 a.m..) log in attendance on-line Tardiness slips</p> <p>Summative: Six weeks attendance verification reports AEIS attendance %</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

Performance Objective 2: Refine and implement all safety plans across Perez Elementary to ensure students are safe in the event of a crisis.

Evaluation Data Source(s) 2: Updated safety plan checklist, published district safety plans, Unsafe Schools PEIMS report.







Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 6</p> <p>1) The school administration will conduct student orientation meetings of the students code of conduct for 3rd - 5th grade students, parents, and staff. Students, parents, and staff will be informed of the procedures that will be followed to enforce discipline, and address attendance & dropout rate.</p> <p>Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Timeline: August 2018-June 2019</p> <p>Perceptions #2</p>	2.6	Administration 3rd-5th grade students & teachers	<p>Formative: Beginning of year code of conduct session presentations</p> <p>Summative: Parent/Student receipt filed in PRC</p>				

<p align="center">Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>2) The school counselor will conduct classroom presentations, appropriate to each grade level, and the staff and students will receive professional development and specific presentations on specific topics:</p> <p>a) Bullying Prevention b) Violence/Conflict Resolution c) Recent drug use trends d) Resiliency/Developmental Assets e) Dating Violence f) Signs of Child Abuse g) RTI for behavior to recognize and use preventive measures h) Gang Awareness i) prevention/ and intervention</p> <p>Counselor assistance will provide interventions for students classified as At-Risk. The counselor will be provided supplies and materials to assist with delivery of instruction.</p> <p>Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Timeline: August 2018-June 2019</p> <p>Perceptions #1</p>	2.5, 2.6	Administration 1 FTE-LOC CPI core response teams Teachers	Formative: Counselor classroom log presentations Crisis prevention trainings Summative: Counseling Department end of year evaluation.				
<p>Funding Sources: 199 Local funds - 100.00</p>							

<p style="text-align: center;">Critical Success Factors CSF 6</p> <p>3) Perez Elementary will continuously update their annual Emergency Operations Plan to include various drills that are multi-hazard in nature such as:</p> <ul style="list-style-type: none"> a) Lock downs (3 times a year) b) Shelter in place c) Reverse Evacuation d) Drop & Cover Evacuation etc, <p>In order to prevent, protect, recover and respond to various incidents regardless of cause, size, location, or complexity, in order to protect life, property, and the campus environment. The Emergency Operations Plan will be reviewed annually.</p> <p>Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Timeline: Annually</p> <p>Perceptions #2</p>	2.5	Administration Staff BISD Police	Formative: Practice Drills Monthly Safety meetings Summative: Completion Reports of implemented practice drills				
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<p align="center">Critical Success Factors CSF 6</p> <p>4) Perez Elementary will implement an identification security system by: Requiring staff members to display an identification card while in school grounds Visitors must report to the office to identify, sign and wear a visitors pass And monitor all visitors on the campus for the safety of the students Parents will need to present and identification for late pick up of their children. Day Cares will need to present identification and a list of names of the students that will be picked up. The identification system will be monitored by all campus staff members for the safety of the students.</p> <p>Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Timeline: August 2018-June 2019</p> <p>Perceptions #1</p>	<p align="center">2.5</p>	Administration Campus Staff Parents Students Office Staff Staff on duty	Formative: Visitors sign in log Summative: Sign-out logs				
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<p align="center">Critical Success Factors CSF 6</p> <p>5) A security officer will be assigned to the campus for the whole year in order to safe guard the campus of possible intruders, vandalism, and security alerts in the areas of: Gang Awareness Bullying Violence Drug, Alcohol and Tobacco Awareness Gun Safety The campus staff will be prepared to have a Campus Response Team, and the Emergency Operations Plan to ensure the safety of the students and staff members on campus. The campus will also provide security during school sponsored Carnival Activities.</p> <p>Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Timeline: August 2018-June 2019</p> <p>Perceptions #1</p>	2.5	Administration Campus Employees BISD police Security Officer	Formative: Visitors log Staff IDs Crisis Response Team Summative: Sign-out logs Emergency Operation Plan				
<p align="center">Critical Success Factors CSF 6</p> <p>6) Campus Certified, Classified, and Support Staff will receive the School Campus Handbook with current and continuous updates relevant to various Federal, State, Local, District and School Policies and Procedure Standards.</p> <p>Population: Campus Staff</p> <p>Timeline: August 2017 Professional Development days</p> <p>Demographics #2</p>	2.5	Administration	Formative: Sign-in Sheets, Agendas Walkthroughs, Formative PDAS evaluations Summative: ERO professional development individual running records.				
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 6: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children. (TEA Ch. 4, Obj. 1)

Performance Objective 1: There will be a 10% increase of parents involved in campus/district parental involvement activities from 2017-2018 to 2018-2019.

Evaluation Data Source(s) 1: Completed Title I-A Parental Involvement Compliance Checklist, Campus CNA and Title I Parent Survey, Parent Meeting Attendance Rates


Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 5</p> <p>1) The School will host parent-training meetings on various topics that will assist in improving student achievement in school and at home, in order for students to implement in their social and academic skills. In addition, parents will be invited to special presentations; such as, assemblies, Charro Days, etc. The parents will be communicated with through campus letters based on school and district happenings. Parent Liaison will be provided funds for supplies, materials, and refreshments.</p> <p>Population: Parents</p> <p>Timeline: Sept. 2018-May 2019</p> <p>Perceptions #3</p>	3.2	Parental Inv. Dept., Parent Liaison, Teachers , Administration	<p>Formative: Parent attendance sheets, fliers, and agendas.</p> <p>Summative: Cumulative parent Liaison binder Title I-A Parental Involvement Compliance Checklist, STAAR Results, Attendance rate and Discipline referrals</p>				
<p>Funding Sources: 199 Local funds - 300.00, 211 Title I-A - 200.00</p>							

<p align="center">Critical Success Factors CSF 5</p> <p>2) The School will make available the STAAR Index Results and CASAIP to parents via the campus web site in order to promote parental involvement and increase student achievement.</p> <p>Population: All Parents</p> <p>Timeline: Sept. 2018-May 2019</p> <p>Perceptions #3</p>	2.4, 3.2	Administration Parent Liaison Title 1 Teacher	<p>Formative: six wks progress instrument Online documents Campus website</p> <p>Summative: End of year Parent Survey Title I-A Parental Involvement Compliance Checklist, STAAR Results, Attendance rate and Discipline referrals</p>				
<p align="center">Critical Success Factors CSF 5</p> <p>3) Parents will be participating in Families in Training Exercises, Health Fair in order to promote and enhance student health & physical wellness, and provide students with balanced nutritional meals at home.</p> <p>Population: All Parents</p> <p>Timeline: Sept. 2018-May 2019</p> <p>Perceptions #3</p>	3.2	Parent Liaison, Administration	<p>Formative: Parent attendance sheets</p> <p>Summative: Cumulative Liaison binder Fitness Gram student results Title I-A Parental Involvement Compliance Checklist, STAAR Results, Attendance rate and Discipline referrals</p>				
<p align="center">Critical Success Factors CSF 5</p> <p>4) The campus parental involvement policy document will be provided to the parents to increase awareness in the process of various parent/student campus programs for improvement of student outcome performance and extracurricular campus events and presentations.</p> <p>Population: All Parents</p> <p>Timeline: August 2018-June 2019</p> <p>Perceptions #3</p>	3.1	Administration Parent Liaison	<p>Formative: Distribution of policy document Parent notices Campus website</p> <p>Summative: Cumulative campus binder with participants sign-in sheet, and Title I-A Parental Involvement Compliance Checklist, STAAR Results, Attendance rate and Discipline referrals</p>				

<p align="center">Critical Success Factors CSF 5</p> <p>5) DPAC: Bilingual, Migrant, G/T, and Sp Ed. Parent committee members will attend district meetings per school semester and present to the campus parents to provide awareness in the process of school review and improvement for student performance.</p> <p>Population: Parents</p> <p>Timeline: October 2018and March 2019</p> <p>Perceptions #3</p>	<p align="center">3.1</p>	<p>Parent Liaison, Parent Reps</p>	<p>Formative: Parent sign in sheets Summative: Meeting minutes Cumulative parent-liaison Title I-A Parental Involvement Compliance Checklist, STAAR Results, Attendance rate and Discipline referrals</p>				
<p align="center">Critical Success Factors CSF 5</p> <p>6) Title I annual parent meeting will provide an awareness of federal funds for economically and academically disadvantaged students to increase student achievement, and provide a high quality education for students for future world requirements.</p> <p>Population: Parents</p> <p>Timeline: September 2018</p> <p>Perceptions #3</p>	<p align="center">3.1</p>	<p>Administration, Parent Liaison</p>	<p>Formative: Parent Sign in sheets Summative: Meeting minutes Title I-A Parental Involvement Compliance Checklist, STAAR Results, Attendance rate and Discipline referrals</p>				

<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>7) The School/Parent/Student Compact document will be provided to all parents and students, to inform parents and students of the responsibilities for: High student achievement, student attendance, parent/teacher responsibilities, to encourage student academic achievement as per state standards.</p> <p>Population: Parents and All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Timeline: August 2018-June 2019</p> <p>Perceptions #3</p>	<p align="center">3.1</p>	<p>Administration, Parent Liaison</p>	<p>Formative: Parent Sign in sheets, signed compacts, campus website</p> <p>Summative: Title I-A Parental Involvement Compliance Checklist, STAAR Results, Attendance rate and Discipline referrals.</p>				
<p align="center">Critical Success Factors CSF 5</p> <p>8) A campus parent evaluation survey will be issued to the parents. Results of survey will evaluate the effectiveness of the Campus Parental Involvement Program.</p> <p>Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Timeline: April 2019</p> <p>Perceptions #3</p>	<p align="center">3.1</p>	<p>Administration, Parent Liaison</p>	<p>Formative: Random distribution of survey</p> <p>Summative: Survey results Title I-A Parental Involvement Compliance Checklist, STAAR Results, Attendance rate and Discipline referrals</p>				

<p align="center">Critical Success Factors CSF 5</p> <p>9) The school will provide a Parent Liaison in order to assist, support, encourage and monitor the teachers, parents and students educational needs. Parent Liaison will conduct home visits, monitor student attendance and coordinate parent educational meetings.</p> <p>Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Timeline: August 2018-June 2019</p> <p>Demographics #1</p>	3.2	Administration, Parent Liaison	Formative Monthly activity log Job description Summative Campus Summative Evaluation Yearly Contract Title I-A Parental Involvement Compliance Checklist, STAAR Results, Attendance rate and Discipline referrals				
Funding Sources: 199 Local funds - 150.00							
<p align="center">Critical Success Factors CSF 1 CSF 5</p> <p>10) Parents of migrant PK, Kinder, 1st and 2nd grade students will be provided with awareness sessions in order to illustrate how to academically support their children more effectively.</p> <p>Population: PFS Migrant Parents of Pre-Kinder through 2nd Grade students</p> <p>Timeline: August 2017-June 2018</p> <p>Perceptions #3</p>	2.6, 3.2	Administration, Migrant NGS cluster clerk, MSC	Academic success for all PK-2nd grade students EOY Promotion Rate				
							

Goal 7: Educators will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. (TEA Ch. 4 Obj. 9)

Performance Objective 1: Academic related professional development will improve teacher effectiveness in providing student centered instruction to meet the needs of all students, including those receiving special education, dyslexia, second language and At-Risk supports to improve academic performance and engagement as evidenced by classroom observations.

Evaluation Data Source(s) 1: Professional development system (PDS) session attendance and evaluation reports, Feedback/Walkthrough report data, T-TESS evaluations

Summative Evaluation 1:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Provide targeted staff development to highly qualified teachers who will carry out the instructional program on effectiveness of math, science & social studies strategies, the "TEXAS Literacy Grant initiative, and implement strategies in the five components of reading in order for students to read and understand literacy and informational text; in the ELPS components of : Listening, Speaking, Reading and Writing Instructional programs such as: LE Neuhaus & Esperanza will provide transitional support students who will demonstrate progress through the TELPAS and TPRI-TEJAS LEE assessment instruments. Teachers will be provided supplies and materials to assist with delivery of instruction.</p> <p>Population: Title I, Migrants, Bilingual Students, Dyslexia, At Risk, G/T, Sp. Ed., Eco Dis.</p> <p>Timeline: Aug. In-service Faculty meetings-Sept-2018- Nov. 2019 Grade-level mtg District Wide in-services 2nd-4th six wks Writing samples collected Student Academic Achievement #6</p>	2.6	Principal, Teachers 35 FTEs, Dean of Instruction, Language Arts Specialist,	<p>Formative: Eduphoria-Teacher walkthroughs to observe delivery of instruction, and 2nd-4th Six wks. of student writing samples Summative: PDAS EOY passing/retention rates TELPAS annual reports</p>				
Funding Sources: 199 Local funds - 2000.00							

<p align="center">Critical Success Factors CSF 7</p> <p>2) Perez Elementary Special Education teachers and diagnostician will be trained in IEP/IDEA/PLAFS based standards, to improve student IEP instructional goals and objectives for special education students to improve student performance on the state mandated assessments.</p> <p>Population: Special Education Students</p> <p>Timeline: 1st Semester 2018</p> <p>Student Academic Achievement #6</p>	2.4	Administration Special Ed teachers Diagnostician Special Ed. Dept.	Formative: Training implementation. lesson plans Summative: Teacher PDAS, State assessments				
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>3) Teachers will be provided professional development training in the TELPAS Educational Guide, to address the needs of the bilingual subpopulation of students in order to close achievement gaps.</p> <p>Population: Bilingual Students</p> <p>Timeline: Sept. 2018 and Feb. 2019</p> <p>Student Academic Achievement #6</p>	2.4, 2.6	Administration, Teachers	Formative: Sign in sheets and agendas Summative: Fall, Winter, & Spring TELPAS implementation				
<p align="center">Critical Success Factors CSF 7</p> <p>4) The art and music Teacher will attend local, regional, state, and/or national conferences for professional development. Students will be provided updates on current art trends.</p> <p>Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Timeline: August 2018-June 2019</p> <p>Student Academic Achievement #6</p>	2.5	Administration, Art Teacher, Music Teacher	Formative: Professional Leave registration Summative: ERO Certificate of Completion				

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>5) The Instructional Dean will provide professional development support to the staff, horizontal and vertical alignment planning sessions for classroom teachers, data analysis across core content areas, in order to make informed academic assessment decisions to support progress monitoring students identified At-Risk, and close the achievement gap of At-Risk populations through TIER instruction. Teachers will be provided supplies and materials to assist with delivery of instruction and substitutes will be provided so that teachers may write curriculum.</p> <p>Population: MI, AR, DYS, LEP, TI</p> <p>Timeline: August 2018-June 2019</p> <p>Student Academic Achievement #6</p>	2.4, 2.6	Administration Administrator for State Compensatory Education	Formative: Classroom walkthroughs compiled through Eduphoria-PDAS, lesson plans, Teacher benchmark data, Progress monitoring of students, ERO Session Evaluation Report, ERO Session Attendance Report Summative: STAAR				
<p>Funding Sources: 199 Local funds - 700.00, 211 Title I-A - 1300.00, 162 State Compensatory - 6580.00</p>							
<p align="center">Critical Success Factors CSF 7</p> <p>6) All campus staff members will participate in professional development for: Conflict Resolution Discipline strategies Emotional Distress Family problems Alcohol problems, In order to assist students with issues that interferes with their learning. Interventions will be provided to the staff in order to assist the student to defer at-risk placement in the academic area.</p> <p>Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Timeline: August 2018-June 2019</p> <p>Student Academic Achievement #6</p>	2.5	Administration Counselor CPI core response teams	Formative: Teacher(s) professional development agendas & Sign in sheets. Summative: Referral document log				

<p align="center">Critical Success Factors CSF 7</p> <p>7) The school Counselor will attend various professional Development sessions/conferences to maintain current state license requirements and best classroom practices, in order to improve the student(s) well being.</p> <p>Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Timeline: Annual Spring Conference</p> <p>Student Academic Achievement #6</p>	<p align="center">2.6</p>	<p>Administration Counselor</p>	<p>Formative: Conference registration documentation Out of District Travel Documents Summative: Reimbursement documents.</p>				
<p align="center">Critical Success Factors CSF 5 CSF 6 CSF 7</p> <p>8) Campus Staff, Teachers, and Support Programs will be provided professional development in the areas of: Classroom & Discipline Management Principles of Effective Classroom Instruction Discipline strategies & Student Code of Conduct To ensure the staff maintains current and effective instructional and disciplinary pedagogy.</p> <p>Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Timeline: August 2018-June 2019 Student Academic Achievement #6</p>	<p align="center">2.5, 2.6</p>	<p>Administration Facilitator Curriculum Specialists Department Specialists</p>	<p>Formative: Sign-in Sheets, Agendas Walkthroughs Summative: ERO professional development individual running records.</p>				

<p align="center">Critical Success Factors CSF 7</p> <p>9) Professional development will be provided to the Campus Professional Staff in the area of: T-TESS In order for new and current certified and classified staff to maintain highly effective instructional and disciplinary pedagogy.</p> <p>Population: Campus Staff and Personnel</p> <p>Timeline: August 2018 Professional Development days and during Grade Level Meetings</p> <p>Student Academic Achievement #6</p>	<p align="center">2.5</p>	<p>Administration Dean of Instruction</p>	<p>Formative: Sign-in Sheets, Agendas Walkthroughs, Formative PDAS evaluations Summative: ERO professional development individual running records. Certified & Classified annual evaluations PDAS summative Evaluations</p>				
<p align="center">Critical Success Factors CSF 7</p> <p>10) The district and the campus will offer professional development technology opportunities. Teachers will provide students with instructional technology modules to enrich visual and audio content based comprehension.</p> <p>Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Timeline: August 2018-June 2019</p> <p>Student Academic Achievement #6</p>	<p align="center">2.4</p>	<p>Technology Dept., Administration</p>	<p>Formative: Sign in sheets for trainings Summative: Performance teacher portfolios</p>				

<p>Critical Success Factors CSF 3 CSF 7</p> <p>11) Professional development will be provided to the campus principal, assistant principal, dean, and teachers, certified support staff and classified staff to support their daily professional responsibilities in their certifications, to address the campus needs; through local, state and national sessions/conferences for the purpose of staying current with curriculum and state assessment trends that will impact student achievement and instructional performance with the classroom teachers.</p> <p>Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Timeline: August 2018-June 2019</p> <p>Student Academic Achievement #6</p>	2.5	Principal, Assistant Principal, Dean of Instruction	<p>Formative: Professional leaves</p> <p>Summative: Annual performance evaluations</p>				
<p>Critical Success Factors CSF 7</p> <p>12) The campus administration will provide Faculty/Staff meetings to address information from the Federal, State, Local, District, and Department updates, guidelines, policies & procedures, to maintain the campus personnel current on information in relations to their employment responsibilities.</p> <p>Population: All Campus Employees</p> <p>Timeline: August 2018-June 2019</p> <p>Student Academic Achievement #6</p>	2.5	School Administration, Office Staff	<p>Formative: Scheduled meetings Sign in/Agendas</p> <p>Summative: ERO Employee Transcript</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (TEA Ch. 4 Obj. 10)







Performance Objective 1: All schools will show a 5% increase in all four key areas of the Star Chart: 1. Teaching and Learning 2. Educator Preparation and Development 3. Leadership, Administration and Instructional Support 4. Infrastructure for Technology

Evaluation Data Source(s) 1: EOY Student grades, electronic portfolios, StarChart Survey Results, T-TESS, Professional Development System Summary Reports, Fixed Assets inventory Expenditure reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1</p> <p>1) Students will be taught technology TEKS using a computer and/or internet as appropriate to grade level throughout the year. Students will apply computer literacy strategies to assist with online testing. The classroom teacher will be provided supplies and materials to assist with delivery of instruction such as but not limited to: e.g. Study Island, ink, etc.</p> <p>Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Timeline: August 2018-June 2019</p> <p>School Process and Programs #2</p>	2.4	Principal, Instructional Tech. Dept, Teachers-40 FTE	Formative: Student technology projects Summative: Student presentation projects				

<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Teachers will integrate technology into their curriculum. Students will be exposed to instructional modules to increase comprehension in various content areas. Teachers will be provided supplies and materials to assist with delivery of instruction.</p> <p>Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Timeline: August 2018-June 2019</p> <p>School Process and Programs #2</p>	2.5	Principal, Teachers-40 FTE	<p>Formative: Walkthroughs</p> <p>Summative: Summative generated computer reports</p>				
<p>Critical Success Factors CSF 4 CSF 6</p> <p>3) The campus technology needs will be addressed through the purchase of necessary components such as but not limited to: supplies, contractual services (Study Island, Living with Science, Renaissance Learning AR & STAR, library service, computer lab programs, etc.) Classroom computers, Ipads, Smart Boards, printers, projectors, scanners, cameras, laptops, net books, light bulbs, software, ELMO/projectors (EduSmart), TVs and hardware as needed (pen/external drives, ink cartridges, etc.), laminator, poster maker, for the classrooms, support staff programs and campus leadership office supplies E.g.</p> <p>Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Timeline: August 2018-June 2019</p> <p>School Process and Programs #2</p>	2.5	Administration, Teachers-40-FTEs	<p>Formative: Campus Needs Assessment survey</p> <p>Summative: Student performance technology portfolios</p>				<p>Funding Sources: 199 Local funds - 265.00</p>

<p>Critical Success Factors CSF 6</p> <p>4) Perez Elementary Staff & students will complete the annual School Technology and Readiness (STaR) Chart to assess technology proficiency.</p> <p>Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I and Staff</p> <p>Timeline: Spring 2019</p> <p>Perceptions #1</p>	2.5	Administration, Campus Staff	<p>Formative: Sign in sheets Application of technology training in the classroom Walkthroughs</p> <p>Summative: Completion of the survey online.</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

Performance Objective 1: Increase the overall district attendance rate to 96.8% with a target of 97.5% for elementary schools, 97% for middle schools and 96% for high schools and improve At-Risk Student Attendance Rate by 10% over prior year attendance.

Evaluation Data Source(s) 1: District and campus attendance rates, At-Risk Student Attendance.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 4</p> <p>1) The School will recognize the students each six weeks and at the end of the school year for perfect attendance and honor roll with certificates/trophies/incentives during parent/student assemblies. In order to motivate students to improve their school attendance rate and academic success. To obtain perfect attendance, student(s) must be present the entire instructional day for the reporting attendance period, and be able to obtain and be rewarded with an end of year incentive for perfect attendance for the school year.</p> <p>Population: All Students Pre-K/5th grade</p> <p>Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Timeline: August 2018-June 2019 Six Weeks Timeline implementation</p> <p>Demographics #1</p>	2.5, 2.6	Administration,Counselor, Teachers-40 FTEs, Data Entry Clerk	<p>Formative: Daily teacher attendance documentation(s)</p> <p>Summative: Six weeks attendance reports</p>				
Funding Sources: 199 Local funds - 4750.00							

<p align="center">Critical Success Factors CSF 4</p> <p>2) A documentation log form binder will be kept in the office for tardiness, early releases, medical excuses and absences for each child in order to communicate/conference with parents about attendance and student academic performance.</p> <p>Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Timeline: August 2018-June 2019</p> <p>Demographics #1</p>	<p align="center">2.5, 2.6</p>	<p>Parent Liaison Office Staff Administration</p>	<p>Formative: Daily teacher attendance documentation(s) Summative: Six weeks attendance reports</p>				
<p align="center">Critical Success Factors CSF 4</p> <p>3) Office personnel and Campus Administration will implement the use of School Messenger Notification System to effectively monitor campus/student attendance.</p> <p>Population: All Students, All Parents, Campus Staff, Campus Administration, Pupil Services Dept.</p> <p>Timeline: August 2017-June 2018</p> <p>Demographics #1</p>	<p align="center">2.6</p>	<p>Principal, PEIMS Administrator, PEIMS clerk, PEIMS Department, Parent Liaison</p>	<p>Formative: Daily student attendance teacher classroom rosters Daily (9:40 a.m.) log in attendance on-line Tardiness slips</p> <p>Summative: Six weeks attendance verification reports AEIS attendance %</p>				

<p align="center">Critical Success Factors CSF 4</p> <p>4) Parents will be facilitated opportunities to monitor their childrens attendance via School Messenger Notification System. Parents will be aware of the impact and importance of attendance for their children through school messages delivered to their listed phones numbers on file.</p> <p>Population: All Students, Campus Attendance, Parent Liaison, Parents</p> <p>Timeline: August 2018-June 2019</p> <p>Demographics #1</p>	<p align="center">2.6</p>	<p>Campus PEIMS clerk Computer services PEIMS Supervisor Principal Parent Liaison Parents</p>	<p>Formative: School Messenger Daily student attendance teacher classroom rosters Daily (9:40 a.m..) log in attendance on-line Tardiness slips</p> <p>Summative: Six weeks attendance verification reports AEIS attendance %</p>				
<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>5) The administration will assist parents/students with homebound services due to a severe: illness, surgery, or immediate hospitalization, in order for students to maintain their academic grade-level performance.</p> <p>Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Timeline: August 2018-June 2019</p> <p>Student Academic Achievement #4</p>	<p align="center">2.4, 2.6</p>	<p>Administration Counselor Teachers Parent Liaison</p>	<p>Formative: Homebound/campus documentation services. Summative: Homebound student portfolio</p>				

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







Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

Performance Objective 2: All campuses will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR by 10%.

Evaluation Data Source(s) 2: STAAR/EOC reports disaggregated for At-Risk students.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1</p> <p>1) As per BISD policy, Perez Elementary School will implement after school tutorials and remediation strategies that will provide specific instruction in the core content areas to improve student achievement. Instructional materials will be purchased to support the specific academic and instructional needs of the students.</p> <p>Population: MI, AR, DYS, LEP, TI</p> <p>Timeline: Sept. 2018-June 2019</p> <p>Student Academic Achievement #1</p>	2.4, 2.6	Administration, Classroom Teachers Administrator for State Compensatory Education	Formative: Tutorial walkthroughs, student progress reports, benchmark scores, tutorial lesson plans, attendance reports, eSchools Plus, tutorial schedule Summative: STAAR and Retention Rate				
Funding Sources: 162 State Compensatory - 51189.00							
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>2) Upon campus registration procedures, registrant parents of homeless students will complete the Student Residency Questionnaire and identified homeless students will be referred to the District Home Youth Project Department. Homeless letters will be filed in the student(s) PRCs.</p> <p>Population: Elementary AR</p> <p>Timeline: August 2018-June 2019</p> <p>Demographics #1</p>	2.6	Administration Teacher(s) Counselor Nurse	Formative: Classroom/Office/Parent Liaison referrals, student progress reports, benchmark scores Summative: STAAR, Attendance Rate, Retention Rate				

<p>Critical Success Factors CSF 1</p> <p>3) The campus will retain highly qualified certified and classified personnel to provide the services needed for the daily operation of the institution to service the students in various programs. A Library Aide will be funded to assist the Librarian with the daily operation procedures of the use of the library's book data base, check-in/out procedures, and inventory of the library resources.</p> <p>Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Timeline: August 2018-June 2019</p> <p>School Processes and Programs #2</p>	2.6	Principal, 1FTE Library Aide	Formative: Daily library maintenance procedures Summative Library Paraprofessional District/Campus Evaluation				
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>4) A food pantry and clothes closet will be implemented at Perez Elementary School to provide identified at-risk, homeless, and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate.</p> <p>Population: Elementary AR Students</p> <p>Timeline: July 1, 2018- June 30, 2019 (As needed)</p> <p>Perceptions #1</p>	2.6	Campus Administration, Homeless Youth Coordinator, Administrator for State Compensatory Education, Administrator for Special Programs	Pantry and Clothes Closet Inventory, Pantry and Clothes Closet Distribution Log, Benchmark Scores, Student Progress Reports				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

Performance Objective 3: Implement a sustainable coordinated school health system that provides wellness tools and resources which promote the long-term development through student attendance and success of the whole student.







Evaluation Data Source(s) 3: Nurse time and effort reports show students immediate health concerns are addressed along with improved report card grades and increased student attendance rates. PAPA, CATCH, and SHAC meetings and reports.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 6</p> <p>1) Funding for support personnel such as the school nurse will be provided for students to be assisted with health, hygiene, and wellness services and materials.</p> <p>Population: All Students, Pre-K-5th grade, Regular, LEP, Special Ed., At-Risk, T-I,</p> <p>Timeline: Aug. 2018-June 2019</p> <p>Demographics #4</p>	2.5	Principal, School Nurse- 1FTE-TI at 40%	<p>Formative</p> <p>Monthly school nurse logs</p> <p>List of hygiene supplies</p> <p>Summative</p> <p>Bi-Tec purchase orders</p> <p>Yearly Evaluation/Contract</p>				
Funding Sources: 199 Local funds - 50.00, 211 Title I-A - 100.00							

<p align="center">Critical Success Factors CSF 6</p> <p>2) The campus Nurse will provide various screenings to students who are lacking medical support. Parents and students will be provided referrals to various medical facilities for the health and well-being of the child to attend school. The Librarian will maintain an atmosphere for the wellness of the students, the use of appropriate hygiene materials will be used to maintain clean books and a clean library.</p> <p>Population: All Students, Pre-K-5th grade, Regular, LEP, Special Ed., At-Risk, T-I,</p> <p>Timeline: August 2018-June 2019</p> <p>Demographics #4</p>	2.5	Administration Counselor Teachers Parent Liaison Attendance Clerk Nurse	Formative: Nurse presentations Parent liaison parent meetings agendas & sign in sheets Summative: District listings of wellness centers				
<p align="center">Critical Success Factors CSF 4</p> <p>3) To promote and ensure physical fitness, students in grades Pre-K-5 will be provided with moderate to vigorous physical activity each day in physical education for at least 30 minutes a day or a minimum of 135 minutes a week and middle school students in grades 6-8 for at least 4 total semesters, so that everyone will be in compliance with Senate Bill 530 effective 09/01/2007. Teachers will be provided supplies and materials to assist with delivery of instruction, safety of students, or maintain facilities. The school will also purchase playground equipment.</p> <p>Population: All students, Pre-Kinder- 5th grade, Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Timeline: Aug. 2018-June 2019</p> <p>Demographics #4</p>	2.4	PE Instructional Equipment, Playground Equipment	Formative: Walkthroughs, PE student rosters, Playground activities Summative: School Health Index, Physical Fitness Assessment, Increase overall wellness				
<p>Funding Sources: 199 Local funds - 800.00</p>							

<p align="center">Critical Success Factors CSF 1</p> <p>4) Maintain and improve Coordinated Approach to Child Health (CATCH) Teams that implement the Coordinated School Health Program K-12 by developing goals and objectives based on fitness assessment data, academic performance, attendance rates, academic disadvantages and the use of success of any method in order to ensure students are reaching required moderate to vigorous physical activity (MVPA), and any other indicator recommended by School Health Advisory Council (SHAC) in order to comply with Senate Bill 19 and Senate Bill 892 effective 09/01/2009. Teachers will be provided supplies and materials to assist with delivery of instruction.</p> <p>Population: All Students, Pre-K-5th grade, Regular, LEP, Special Ed., At-Risk, T-I, Parents</p> <p>Timeline: August 2018-June 2019</p> <p>Demographics #4</p>	<p align="center">2.5</p>	<p>CATCH Curriculum</p>	<p>Formative: CATCH Lesson Plans Walkthroughs CATCH Activities CATCH Reports Student Grades Summative: School Health Index Improvement Plan</p>				
<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>5) All migrant students will receive grade appropriate school supplies on an as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus facilitating them the same opportunity to meeting the academic challenges of all students. PFS students will receive supplemental support services before other migrant students.</p> <p>Population: PFS Migrant students</p> <p>Timeline: August 2018-June 2019</p> <p>Demographics #4</p>	<p align="center">2.4</p>	<p>Administrators, Parent Liaison</p>	<p>Formative: School POs, Student motivational Fund Balance checks Summative: Distribution of student supplies</p>				

<p align="center">Critical Success Factors CSF 1</p> <p>6) Migrant students will be provided with hygiene products. The school nurse will conduct hygiene classroom lessons for all students including the migrant students, in order for students to implement and apply healthy hygiene habits.</p> <p>Population:PFS Migrant Students</p> <p>Timeline: August 2018-June 2019</p> <p>Demographics #4</p>	2.4	Administrators, Parent Liaison	Formative: NGS List of Migrant Students. Summative: Receipts of hygiene supplies. Documentation log with students NGS numbers & signatures.				
<p align="center">Critical Success Factors CSF 7</p> <p>7) In order to increase awareness of migrant student needs, BISD campus faculty and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students.</p> <p>Population: Campus Faculty and Staff</p> <p>Timeline: August 2018-June 2019</p> <p>Demographics #4</p>	2.6	Special Programs, Administrator, Migrant Funded: Teachers, Campus Clerks, DMC, MSC	Timely placement into Interventions				
<p align="center">Critical Success Factors CSF 6</p> <p>8) A survey will be used to evaluate the effectiveness of the Migrant Education Program so that pertinent and appropriate adjustments can be made to better serve migrant students.</p> <p>Population: PFS Migrant Personnel</p> <p>Timeline: August 2018-June 2019</p> <p>Demographics #4</p>	2.6	Administration, Migrant Funded: Migrant Teachers, Clerks, MEP Secretary, DMC, MSC	Increase on-time graduation				
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

State Compensatory

Budget for Perez Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
162-11-6118-00-121-Y-24-SSI-Y	6118 Extra Duty Stipend - Locally Defined	\$9,189.00
162-11-6118-00-121-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	\$15,000.00
162-11-6118-00-121-Y-30-ASP-Y	6118 Extra Duty Stipend - Locally Defined	\$27,000.00
6100 Subtotal:		\$51,189.00
6300 Supplies and Services		
162-11-6399-00-121-Y-30-000-Y	6399 General Supplies	\$6,580.00
6300 Subtotal:		\$6,580.00

Personnel for Perez Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Celina Garza	Pre-K Teacher	State Compensatory	.50
Julie Pena	Dean of Instruction	State Compensatory	1
Patricia Ramirez	Pre-K Teacher	State Compensatory	.50

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

A Comprehensive Needs Assessment survey was completed by students, parents, faculty and staff. Upon completion, a committee convened to review the results of the survey and campus data to determine the needs of Perez Elementary. We developed objectives and strategies for the 2018-2019 school year, to meet our campus needs.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan was developed by the SBDM committee. The CNA was reviewed and sub-committees developed the new performance measures and needs were identified. We identified problem statements and root causes to help us implement the needed strategies to improve performance measures.

2.2: Regular monitoring and revision

The Campus Improvement Plan is continually monitored at Perez Elementary to help us identify the needs that call for funding or spending on supplies, materials, fixed assets and personnel that will help meet these needs. Revisions are made on an as needed basis.

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

The CIP is available for all stakeholders to view on our campus website.

2.4: Opportunities for all children to meet State standards

Every student at Perez Elementary is given the opportunity to meet State standards. Every teacher is highly qualified and well trained in the latest strategies to help their students succeed. Tutorials are offered through out the year to help students who are having difficulty. Any student who is at-risk of failure is placed on an RtI and monitored with necessary accommodations.

2.5: Increased learning time and well-rounded education

Perez Elementary is dedicated to maximizing instructional time. Students in need of assistance are given in-school tutorial during special program times, in the areas of reading, writing, mathematics and science. Students are given the opportunity to participate in extra-curricular activities at Perez Elementary to

receive a well-rounded education.

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

The needs of all students, particularly at-risk are met by the faculty and staff at Perez Elementary. These students are given the opportunity to attend tutorials both in-huse and after school. Instruction is differentiated by the teachers to meet the students need. If needed, students are placed on an RtI with accommodations.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy is shared with parents at our first parent meeting. Each parent is invited to attend and learn about the necessary requirements to becoming a parent volunteer at Perez Elementary. All parents are invited to attend our weekly parent meetings through our School Messenger and via notices that are sent to parents.

3.2: Offer flexible number of parent involvement meetings

Parental Involvement meetings are usually held once a week for our parents. Parents are also asked to communicate with their child's teachers during their conference times, before or after school. Parents are always invited to attend school assemblies on a six weeks basis for student award recognition ceremonies.

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Barrera, Fatima	Title I-A Pre-K Aide	Title I-A	1
Infante, Rogelio	Library Aide	Title I-A	1
Little, J'Nice	Nurse	Title I-A	40%
Lopez, Guadalupe G.	FP Teacher Aide	Title I-A	1
Perez, Sandra	Parent Liaison	Title I-A	1
Solis, Nelly A.	Title I-A Pre-K Aide	Title I-A	1

2018-2019 Site Based Decision Making Committee

Committee Role	Name	Position
Meeting Facilitator	Julie Pena	Dean of Instruction
Administrator	Michael Moreno	Principal
Non-classroom Professional	Hector M.	Asst. Principal
Paraprofessional	Norma Serna	School Secretary
Business Representative	William Anderson	The Neighborhood Pharmacy
Business Representative	Enrique Pena	Attorney, Law Office of E. Pena & Associates, P.C.
Classroom Teacher	Celina Garza	Pre-Kinder
Classroom Teacher	Elizabeth Lopez	Kinder
Classroom Teacher	Gloria Martinez	1st Grade
Classroom Teacher	Araceli Bolado	2nd Grade
Classroom Teacher	Mercy Paz	3rd Grade
Classroom Teacher	Edith Flores	4th Grade
Classroom Teacher	Julizza Hernandez	4th Grade
Classroom Teacher	Marlen Gunnoe	5th Grade
Classroom Teacher	Anna Robledo	Resource Teacher
Community Representative	Dr. Cristina Anderson	Dentist- Dental Worx
Community Representative	Arturo Nelson	Dialectics
District-level Professional	Dr. Norma Ibarra-Cantu	Curriculum
Non-classroom Professional	Oscar Guajardo	Counselor
Paraprofessional	Sandra Perez	Parent Liaison
Parent	Angel Lopez	Parent
Parent	Rosie De la Cruz	Parent
Student	Katelynn Lopez	4th Grade Student

Campus Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	printing media services	199-11-6399-16-121-Y-11-0-00-Y	\$1,000.00
1	1	4	subscriptions	199-12-6325-00-121-Y-99-0-00-Y	\$200.00
1	1	4	reading materials	199-12-6329-00-121-Y-99-0-00-Y	\$500.00
1	1	4	general supplies	199-11-6399-00-121-Y-99-0-00-Y	\$200.00
1	4	1	general supplies-co-curricular	199-36-6399-00-121-Y-99-0-00-Y	\$100.00
1	4	3	transportation	199-11-6494-00-121-Y-11-0-00-Y	\$2,500.00
2	1	1	custodial supplies	199-51-6315-00-121-Y-99-0-00-Y	\$4,000.00
2	1	1	general supplies-custodians	199-51-6399-00-121-Y-99-0-00-Y	\$100.00
3	1	1	general supplies	199-23-6399-00-121-Y-99-0-00-Y	\$600.00
3	1	1	miscellaneous operating costs	199-23-6499-53-121-Y-99-0-00-Y	\$300.00
3	1	2	Copy Paper	199-11-6396-00-121-Y-11-0-00-Y	\$2,000.00
5	2	2	general supplies	199-31-6399-00-121-Y-99-0-00-Y	\$100.00
6	1	1	food/snacks for meetings	199-61-6499-53-121-Y-99-0-00-Y	\$300.00
6	1	9	parent liaison mileage	199-61-6411-00-121-Y-99-0-00-Y	\$150.00
7	1	1	supplies	199-11-6399-00-121-Y-11-0-00-Y	\$1,200.00
7	1	1	science	199-11-6399-01-121-Y-11-0-00-Y	\$800.00
7	1	5	general supplies	199-13-6399-00-121-Y-99-0-00-Y	\$500.00
7	1	5	employee travel	199-13-6411-23-121-Y-11-0-00-Y	\$200.00
8	1	3	toner/ink	199-11-6399-62-121-Y-11-0-00-Y	\$100.00
8	1	3	toner/ink-nurse	199-33-6399-65-121-Y-99-0-00-Y	\$165.00
9	1	1	incentives	199-11-6498-00-121-Y-11-0-00-Y	\$3,750.00
9	1	1	snacksq	199-11-6499-53-121-Y-11-0-00-Y	\$1,000.00
9	3	1	general supplies-nurse	199-33-6399-00-121-Y-99-0-00-Y	\$50.00
9	3	3	PE supplies	199-11-6399-51-121-Y-11-0-00-Y	\$800.00

Sub-Total					\$20,615.00
Budgeted Fund Source Amount					\$20,615.00
+/- Difference					\$0

162 State Compensatory

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	5	general supplies	162-11-6399-00-121-Y-30-000-Y	\$6,580.00
9	2	1	extra duty pay-SSI	162-11-6118-00-121-Y-SSI-Y	\$9,189.00
9	2	1	professional extra duty pay	162-11-6118-00-121-Y-30-000-Y	\$15,000.00
9	2	1	professional extra duty pay -extended day	162-11-6118-00-121-Y-30-ASP-Y	\$27,000.00
Sub-Total					\$57,769.00
Budgeted Fund Source Amount					\$57,769.00
+/- Difference					\$0

211 Title I-A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Accelerated Reader	211-11-6299-00-121-Y-30-0F2-Y	\$2,000.00
1	1	4	general supplies-library	211-12-6399-00-121-Y-30-0F2-Y	\$800.00
3	1	2	copy paper	211-11-6396-00-121-Y-30-0F2-Y	\$1,500.00
3	1	2	general supplies	211-11-6399-00-121-Y-30-0F2-Y	\$4,285.00
3	1	2	general supplies	211-23-6399-00-121-Y-30-0F2-Y	\$500.00
6	1	1	miscellaneous-parent center	211-61-6499-53-121-Y-30-0F2-Y	\$200.00
7	1	5	substitute teachers	211-11-6112-00-121-Y-30-AYP-Y	\$500.00
7	1	5	general supplies	211-13-6399-00-121-Y-30-0F2-Y	\$800.00
9	3	1	general supplies	211-33-6399-00-121-Y-30-0F2-Y	\$100.00
Sub-Total					\$10,685.00
Budgeted Fund Source Amount					\$10,685.00
+/- Difference					\$0

Grand Total					\$89,069.00
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