

Brownsville Independent School District

Aiken Elementary

2019-2020

Accountability Rating: B

Distinction Designations:
Academic Achievement in Science



Mission Statement

Brownsville Independent School District will produce well-educated graduates who can pursue higher educational opportunities and who will become responsible citizens in a changing global society by utilizing all resources to provide equitable opportunities for students.

Vision

At Bruce Aiken Elementary our teachers, parents, and community will motivate, inspire and educate all children to be productive lifelong learners who will pursue a post-secondary education and/or career; Possess both independent and group learning thinking skills in a multi-cultural, multi-lingual rapidly changing world; and Identify and maximize physical, financial, and human resources by unifying community and school commitment to excellence in education and equal educational opportunity for all students.

Value Statement

Brownsville ISD Core Commitments

1. All children will be taught, will learn, and will perform at or above their academic levels in all core subject areas and the District will provide a high quality curriculum and instructional program to facilitate children reaching their full potential.
2. The District will eliminate student achievement gaps in the areas of: gender, socio-economic levels, ethnicity, and program specific populations (i.e. LEP and Special Education) in all core subject areas.
3. The District will provide a safe, clean, and orderly learning environment for every child and staff member as a means of optimizing the teaching and learning process.
4. The District will recruit, hire, value, and retain highly qualified and experienced personnel who will ensure that all students' educational needs are met and that all children achieve on grade level.
5. The District will implement parent, business, and community involvement partnerships essential to enhancing the overall quality of our students' education and ensuring every child's academic success.

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Academic Achievement	7
School Processes & Programs	10
Perceptions	12
Priority Problem Statements	13
Comprehensive Needs Assessment Data Documentation	14
Goals	15
Goal 1: Aiken 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.	15
Goal 2: Aiken Elementary, 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.	30
Goal 3: The Campus 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.	31
Goal 4: Aiken Elem 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)	33
Goal 5: The campus will maintain a safe and disciplined environment conducive to student learning.	35
Goal 6: Our campus 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.	39
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.	43
Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.	45
Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.	49
Comprehensive Support Strategies	59
State Compensatory	61
Budget for Aiken Elementary :	61
Personnel for Aiken Elementary :	62
Title I Schoolwide Elements	63
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	63
1.1: Comprehensive Needs Assessment	63
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	63

2.1: Campus Improvement Plan developed with appropriate stakeholders	63
2.2: Regular monitoring and revision	63
2.3: Available to parents and community in an understandable format and language	63
2.4: Opportunities for all children to meet State standards	64
2.5: Increased learning time and well-rounded education	64
2.6: Address needs of all students, particularly at-risk	64
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	64
3.1: Develop and distribute Parent and Family Engagement Policy	64
3.2: Offer flexible number of parent involvement meetings	64
2019-2020 Site Based Decision Making Committee	66
Campus Funding Summary	67

Comprehensive Needs Assessment

Revised/Approved: April 18, 2019

Demographics

Demographics Summary

Our campus has 738 students including Pre-Kinder (3 year olds)- 5th grade students. 140 students are serviced in the PK-3 and PK-4 classes. There are 93 kinder students, 99 first grade students, 99 2nd grade students, 90 3rd grade students, 108 4th grade students, 109 5th grade students.

2 students are African American, and 98% of our student populations is Hispanic.

96% of our students are economically disadvantaged, and 4% are bib-educationally disadvantaged. 59% are English Learners and 88% of our student populations is considered at risk.

There are 77 students with dissabilities - 30 students (39%) with intellectual dissabilities, 22 students (29%) with behavioral dissabilities. The campus has 55 students identified as Gifted and Talented.

Data gathered from TEA TAPR Report, 17-18.

Demographics Strengths

Strengths

- 1 Distinction Earned- Science
- 89% system safeguards met
- Analyzing data results
- Progress monitoring
- Planning/Data Analysis

Needs

1. Attendance Percentages

2. Co-planning with Special Ed. Department
3. Increase Level III performance levels in reading and writing
4. Meet expectations in the areas of Reading and English proficiency among LEP and SPED students
5. Increase student motivation by using incentives for students that meet goals
6. Counselor guidance and presentations for all students
7. Vertical Alignment
8. Instructional/ Research Based Practices

Problem Statements Identifying Demographics Needs

Problem Statement 1: Attendance rates are below district level at 95%. **Root Cause:** Educating parents about the importance of attendance and its effect on student success is needed.

Student Academic Achievement

Student Academic Achievement Summary

Teachers use TANGO software to analyze student data and identify the needs of the students. Several data sources are reviewed such as AEIS report, Eduphoria Aware, TPRI/Tejas Lee, Stanford 10, Brigance Diagnostic, Benchmards, Promotion/Retention Rates, and TELPAS results.

The following information originated from the 2017-2018 TAPR results.

Primary grade levels

Grade Levels:K-2

Non-special education rates of retention: Kinder (3.3%), Grade 1 (5.7%), and Grade 2 (7.5%) Grade 3 (4.3%), Grade 4 (4%), Grade 5 (2.9%). Reported grade levels are higher than the state percentages.

Special Education rates of retention: Kinder (0%), Grade 1 (0.0%) and Grade 2 (0.0%).

STAAR Summary of 3rd-5th Grades Tested

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

The following data is the student achievement profile for ALL students at Aiken Elementary School.

Grade Level	Subject	16-17	17-18	18-19
3 rd	Reading	66%	76%	70%
3 rd	Mathematics	68%	76%	79%
4 th	Reading	64%	77%	73%
4 th	Mathematics	78%	85%	74%
4 th	Writing	60%	77%	66%
5 th	Reading	77%	81%	82%
5 th	Mathematics	88%	95%	94%
5 th	Science	72%	75%	84%

The following data is the student achievement profile showing performance variation between all student groups:

Reading 3rd Grade: At-Risk 68.13%, Economic Disadvantage 98.9%, Hispanic 98.9%, White N/A, Gifted and Talented 8.79%, LEP 49.45%, Migrant 6.59%, Special Education 18.68%.

Reading 4th Grade: At-Risk 46.32%, Economic Disadvantage 47.19%, Hispanic 47.19%, White N/A, Gifted and Talented 15.79%, LEP 47.18%, Migrant 6.32%, Special Education 10.53%.

Reading 5th Grade: At-Risk 67.77%, Economic Disadvantage 95.04%, Hispanic 95.04%, White N/A, Gifted and Talented 12.4%, LEP 23.97%, Migrant 9.92%, Special Education 9.92%.

Math 3rd Grade: At-Risk 68.13% , Economic Disadvantage 98.9%, Hispanic 98.9%, White N/A, Gifted and Talented 8.79%, LEP 49.45%, Migrant 6.59%, Special Education 18.68%.

Math 4th Grade: At-Risk 46.32% , Economic Disadvantage 93.68%,, Hispanic 93.68%, White N/A, Gifted and Talented 15.79%, LEP 46.31%, Migrant 6.32%, Special Education 10.53%.

Math 5th Grade: At-Risk 67.5% , Economic Disadvantage 95%, Hispanic 95%, White N/A, Gifted and Talented 12.5%, LEP 31.66%, Migrant 10%, Special Education 10%.

Writing 4th Grade: At-Risk 45.74%, Economic Disadvantage 93.62%, Hispanic 93.62%, White N/A, Gifted and Talented 15.96%, LEP 46.82%, Migrant 5.32%, Special Education 10.64%.

Science 5th Grade: At-Risk 68.29%, Economic Disadvantage 95.12%, Hispanic 95.12%, White N/A, Gifted and Talented 12.2%, LEP 31.70%, Migrant 9.76%, Special Education 9.76%.

Discipline

At Aiken Elementary there were no violent or criminal incidents. The campus will implement prevention and intervention strategies to reduce the number of discipline incidents and/or recidivism rates.

Strategies include Monitor attendance, Emergency operation plan, Violence/Conflict resolution training, Security officer, Student release procedures in place, and Fire drills/lockdown drills.

Student Academic Achievement Strengths

Science had a 9 point increase in students meeting approaches.

5th grade overall averages showed improvement and progress from previous years.

3rd grade Math showed 3% increase from last year, and is the highest it has been.

Student participation in extracurricular activities such as UIL, Science Fair, and DI competitions promotes students' academic achievements.

Summary of Needs

1. Campus ELA instruction and academic achievement including fluency, comprehension, and writing (4th Grade Writing)
2. 4th Grade Math scores showed a drop by 9%
4. Intervention Tracking/Monitoring
5. Special ED Co-Planning
6. Targeting the overall well being of the student academically, emotionally, and physically.
7. Campus will provide innovative teaching practices and resources that will require technology devices and training.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Writing scores in 4th grade dropped by 11%. **Root Cause:** Academic gaps of special education students were not closed.

Problem Statement 2: Overall campus performance in state assessments for ELA have dropped 6%. **Root Cause:** Targeted ELA instruction in all grade levels needs to be provided for at-risk students.

School Processes & Programs

School Processes & Programs Summary

Aiken Elementary uses a hiring committee composed of administrators and teachers to make hiring determinations. Novice teachers are provided a grade-level mentor and administrative mentor so that they have success in their profession.

Several sources provide our campus valuable data for Curriculum, Instruction and Assessment in regards to the identification of needs. The TPRI/Tejas Lee and CIRCLE PM are used as a tool of assessment at the beginning of year (BOY), Middle Of year (MOY) and End Of Year (EOY) for teachers to regroup students and target their needs. Benchmarks are conducted at different times including Fall and Spring, in order to track student progress and assess TEKS mastery. STAAR results and TELPAS results are all assessments used to analyze student progress and adjust instruction as needed. AR reports are analyzed to determine student reading levels. Administration will assess instruction by periodically looking at student work samples, teacher lesson plans, and conduct teacher observations.

Our campus used several sources that provide valuable data for family and community involvement. These include having businesses adopt our school, having parent trainings/meetings for the 3 year old program as well as ALL parents. Parent volunteers are welcomed and parent surveys are often sent out as a means of communicating the need for community involvement. Parent survey indicates they are satisfied with the campus and its staff. Light refreshments will be served during weekly parent meetings. Parents and community members have access to the Campus Improvement Plan on the school's website and front office.

Aiken Elementary uses several sources that provide valuable data for school context and organization in regards to identifying our needs. Regular education teachers have co-planning sessions with Special Education and migrant teachers to ensure that proper planning is taking place to target students' academic as well as overall necessities in the educational setting. The master schedule is frequently reviewed and carefully created to match the needs of the school. Aiken teachers have an active role in the decision making process by having them participate in several committees, SBDM meetings, faculty and grade level meetings. The Aiken staff reviews CIP and helps rate the progress of goals and list of campus priorities and strategies. Support services are available at the campus and district level. Communication is frequently conducted in English and Spanish and includes notices with letterhead, website, email and/or the school messenger system. Duty rosters are provided for those who need to assist with duties. Vertical and horizontal planning occurs as necessary, a minimum of twice a year.

Aiken Elementary also ensures student and staff safety by following a crisis plan, lockdown practices, and fire drills. All staff and students are aware of the exits and procedures to follow in an emergency situation.

School Processes & Programs Strengths

- Teachers involved in the hiring process

- Teacher retention
- Highly qualified Teachers and para-professionals
- Professional Development opportunities
- Safety Protocols/ Crisis Plan

- Data analysis of benchmarks
- Parent contacts
- Analyzing TPRI/Tejas Lee

Needs:

1. Increase teacher incentives and campus morale
2. Parent volunteers
3. More community involvement
4. High attendance in monthly parent meetings
5. Survey conducted annually to evaluate the effectiveness of the migrant program.
6. Planning with migrant teacher
7. Planning with Special Education Teachers
8. Meeting with Principal
9. Teachers have active role in the decision making process
10. Grade level meetings take place weekly
11. Teacher professional development. professional learning communities, and growth opportunities.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Parental involvement and participation is low. **Root Cause:** More opportunities for parents to participate in school activities are needed.

Perceptions

Perceptions Summary

At Aiken Elementary we value our students and our staff. We believe together through hard work, persistence, and determination we can accomplish anything. At Aiken Elementary we acknowledge student successes, recognize student achievement, and promote a positive atmosphere for learning including a well kept and clean environment.

Administrators and teachers meet on a weekly basis to discuss matters related to providing positive school culture and climate. Parents are strongly encouraged to get involved in volunteering opportunities that will assist their child's education. A campus survey will be conducted at the end of the year to determine needs of the school as per faculty and staff.

Perceptions Strengths

- Positive staff
- Higher Attendance rate
- Parent meetings/conferences
- Promote college going culture
- Student recognition/awards
- School maintenance

Needs:

1. Continue asking teachers, campus staff and parents for feedback
2. Parent survey with specific campus priorities

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Other Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Goals

Revised/Approved: April 18, 2019

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

Performance Objective 1: Aiken student performance for all students, all grades, all subjects will exceed 2018-2019 STAAR percentages -Approaches Grade Level and STAAR Masters Grade Level performance in reading, writing, and mathematics .

Evaluation Data Source(s) 1: STAAR performance reports

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Comprehensive Support Strategy ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Utilize research-based instructional resources and targeted interventions including supplemental teaching materials that will require ink , toners, and printing supplies to produce and duplicate workbooks/homework, to ensure that all students are prepared to meet the demands of standardized assessments (local, state, national) Research based instructional resources include software such as Education Galaxy Smarty. Instructional and classroom resources will include items that will make lower grade classrooms more welcoming and promote learning in the classroom such as rugs and furniture. Tango Central/Tango Trends Review 360 6+1 Traits writing Early Childhood resources and CIRCLE RTI 3 Tier Model Population: TI M1 LEP SE AR GT DYS Timeline: August 2019-June 2020 (Daily) CNA- SA #1-2	2.6, 2.6	Dean of Instruction Lead Teachers	Formative: Lesson Plans, Software reports, Tango Trends Data, RTI log, review 360 reports Summative: We will show a 10% increase in the number of students meeting the Phase II passing standard on the district-developed assessments and the STAAR assessments.				
	Funding Sources: 199 Local funds - 6305.00, 211 Title I-A - 92474.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Comprehensive Support Strategy</p> <p>2) Improve instruction for all students including ELL, Special Education, At-Risk and economically disadvantaged students by providing teacher focused learning opportunities such as collaborative strategy based meetings, and inclusions/special education co-planning. Six week cluster meetings to include research anchored professional development that supports reading comprehension (oral language skills that increase listening/speaking and reading/writing proficiency) and intervention strategies based on student performance data to close the achievement gap and demonstrate progress including meetings with Dr. Kay to facilitate implementation of the FASCT text structures across 3rd-5th Grade in accordance to the 2018-2019 District ELAR Action Plan.</p> <p>Population: TI M1 LEP SE AR GT DYS</p> <p>Timeline: August 2018-June 2019 (every six weeks)</p> <p>CNA -SA # 1, 5 CNA- D #5</p>	2.6, 2.6	Principal Assistant Principal Dean Of Instruction Lead Teachers PK-5th Grade Teachers	<p>Formative: Classroom visitations, Implementation of ELPS, ELL writing student portfolios</p> <p>Summative: Benchmark scores, STAAR scores, SELP/SSLP, HMH Unit assessments TELPAS composite/RAPS 360 monitoring instrument</p> <p>Formative: Sign In sheets Agendas Benchmark scores</p> <p>Summative: STAAR scores, We will increase the number of participants at the district, regional, state, and national level.</p>				
<p>Funding Sources: 166 State Special Ed. - 3560.00, 199 Local funds - 400.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Comprehensive Support Strategy 3) Provide annual Response to Intervention (RTI) training for campus staff to implement intervention through the RTI Tier 3 Model in order to support student academic growth and success. Population: TI M1 LEP SE AR GT DYS Timeline: August 2019-June 2020 (Every 6-8 Weeks) CNA p#8-10	2.4, 2.4	Principal Assistant Principal Dean Of Instruction Lead Teachers PK-5th Grade Teachers	Formative: RTI logs, RTI folders Summative: Increase the amount of students that will meet the phase II passing standard. decrease number of referrals to Special Education by 10%				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Comprehensive Support Strategy 4) 5) Utilize instructional technology such as Achieve 3000, digital portfolios with Seesaw, EPIC, Prodigy that require technology appliances such as desktop computers, laptops, interactive boards, headphones, iPads, document cameras, projectors, tablets, clickers, hardware and software-Achieve 3000), etc.) in order to differentiate instruction and meet accommodations. LCD Projectors will be mounted on the ceiling to maximize classroom space and allow visual access to all students in the room. Population: TI M1 LEP SE AR GT DYS Timeline: September 2019-2020 (as per lab rotation schedule, Daily)	2.4, 2.4	Principal Dean of Instruction PK-5th grade teachers	Formative: BOY/MOY data, TLI Activity reports Summative: 10% increase in the number of students meeting the Phase II passing standard EOY data analysis TLI activity report				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
5) Federal programs will fund highly qualified teachers and paraprofessionals to supplement allotted campus positions so that the needs of low performing students may be met through individualized and small group instruction. Population: TI M1 LEP SE AR GT DYS Timeline: August 2018-June 2019 CNA p#12		Principal TI-A Teachers TI-A Paraprofessionals (Pre-K, Kinder, 1st-5th, Dyslexia, computer and library) TI-A students	Formative: Lesson plans, Benchmark scores, Walk-Throughs Summative: 5% improvement on State Assessments (STAAR/TPRI/Tejas Lee/CPALS/Aprenda)				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Comprehensive Support Strategy 6) Special Programs will fund the following activities and personnel under Title II-A: Class Size Reduction Teachers (CSR) Professional Development for Administration and Teachers Stipends for teachers in certified areas of need. Stipends will be paid to attract high-quality teachers to high need schools such as Aiken. Population: TI M1 LEP SE AR GT DYS Timeline: August 2018-June 2019 CNA p#10		Principal Dean of Instruction Title II-A Teachers	Formative: CSR Personnel Requisitions (5th Grade), Teacher lesson plans, benchmark scores Summative: 5% increase in STAAR scores				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Comprehensive Support Strategy 7) The LPAC will be monitoring the language acquisition of students in order to ensure student progress. Population: TI M1 LEP SE AR GT DYS Timeline: August 2018-June 2019 CNA p#8-10		Principal LPAC Administrator LPAC chair LPAC members PK-5th Grade Teachers	Formative: Progress monitoring, REACH assessments Summative: All ELL students will increase at least one categorical rating on TELPAS, STAAR results				
Comprehensive Support Strategy 8) Teachers will be involved in academic assessment decisions by being trained on data analysis using TANGO software. They will also have grade level meetings every Tuesday to ensure that all teacher input is shared and the proper information is given to them. Teachers will target fluency using the District Fluency Tracker as part of 2019-2020 ELAR Action Plan and enhance deeper comprehension of text by using data to plan instruction that includes FASCT text structures and strategies. Population: All Teachers Timeline: August 2019-June 2020 CNA pg# 10, 15		Principal Dean of Instruction Teachers	Formative: Grade level meeting sign in sheets and agendas Summative: STAAR results				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>9) As part of TLI systems for sustainability, BOY, MOY and EOY will be used to track student performance and differentiate instruction as needed and will be used to identify and support Tier II and Tier III students.</p> <p>Population: All Students</p> <p>Timeline: August 2018-June 2019</p> <p>CNA pg# 10</p>		Principal EE-3rd Grade Teachers Dean of Instruction	<p>Formative: Data meeting sign in sheets/agendas</p> <p>Summative: STAAR results RTI log</p>				
<p>10) Teachers will lesson plan on a weekly basis and upload the lesson plans to the one drive folder. This to ensure that curriculum frameworks and scope and sequence are being used to guide the teacher and ensure implementation of TEKS.</p> <p>Population: All students</p> <p>Timeline: August 2018-June 19</p> <p>CNA pg# 15</p>		Principal Dean of Instuction Teachers	<p>Formative: One drive folder with lesson plans/Walk-Throughs</p> <p>Summative: TPRI/TEjas Lee reports/STAAR results/T-TESS</p>				
<p>11) All Teachers will integrate writing into all disciplines, and provide vast opportunities to write including quick writes, weekly prompts, and quick checks as part of evidence of learning in accordance with the BISD ELAR 2019-2020 Action Plan. The school's writing initiative called "Every All-Star is a writer". The goal is to align writing development across the grade levels and disciplines while showing consistency in using writer's craft.</p> <p>Population: All Students</p> <p>Timeline: August 2019-2020</p> <p>CNA pg# 10 and 13</p>		Teachers Dean of Instruction	<p>Formative: Weekly journal collection by Adminstration</p> <p>Summative: improvement in STAAR results for reading and writing</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>12) Special Programs will provide instructional support to campus staff and students by funding the following: additional researched based instructional resources, supplies, ink, paper, and copies for the media center to ensure that all at-risk students are prepared to meet the demands of standardized assessments (local, state, national) and state curriculum.</p> <p>Population: At-Risk Timeline: August 2019-June 2020</p>		Teachers Administration	<p>Formative: Campus budget funds</p> <p>Summative: Campus Budget funds and documentation</p>				
<p>13) Elementary Fine Arts students will develop critical thinking and multi-tasking skills, and creativity, teamwork and character by participating in UIL contests, Non-UIL contests, exhibitions, district/community events, and public performances such as: Holiday events End of Year Events Honor's choir Art contest UIL music and Art Memory Charro Days Parade Robot Parade/ Coding Art Exhibitions</p> <p>Population: TI M1 LEP SE AR GT DYS</p> <p>Timeline: August 2018-June 2019</p> <p>CNA -SA-strength</p>		Principal Dean Of Instruction UIL coach UIL coordinator Art Teacher Music Teacher K-5th Grade Teachers	<p>Formative: Lesson plans, Flyers, UIL participation Lists, School Rankings Event Programs</p> <p>Summative: STAAR results, EOY data</p>				
<p>Funding Sources: 199 Local funds - 300.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>14) Students will increase their problem solving skills and enhance their understanding of patterns and purposeful critical thinking strategies by participating in district programs. Teachers, sponsors and coaches will be provided with department professional development to promote participation in Chess, Destination Imagination, and UIL Academics. Students will also participate in ART contests, Science Fair, and athletic events. Students will be encouraged to participate in practice and local/ out of town tournaments.</p> <p>Population: All students TI M1 AR SE LEP GT DYS</p> <p>Timeline: August 2018-June 2019 CNA -P-strength</p>	2.4, 2.4	<p>Campus Administration Teachers Chess Coaches UIL coaches DI coaches Science Fair coordinator PE coaches</p>	<p>Formative: Local Tournament results/ results/DI results</p> <p>Summative: End of year Rankings District/Regional/State standings</p>				
<p>Funding Sources: 199 Local funds - 200.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>15) The campus will create a college going culture. Counselors introduce colleges on a weekly basis during newscast. Thursdays will be used to promote college awareness by encouraging staff and students to wear college shirts.</p> <p>Population: TI M1 LEP NL SE AR GT DYS All Students</p> <p>Timeline: August 2019-June 2020</p> <p>CNA p#11</p>		Principal Dean of Instruction Counselors	<p>Formative: College/Career Awareness schedule, GT participation rates</p> <p>Summative: Increase in the number of students successfully meeting State (national) norms, STAAR scores</p>				
<p>16) Teachers will track student achievement and progress through checkpoints and district benchmarks. Teachers will acknowledge and recognize student growth with incentives and end of year celebrations.</p> <p>Population: All students TI M1 AR SE LEP GT DYS</p> <p>Timeline: August 2018-June 2019</p> <p>CNA-D #1,4</p>		Teachers Counselors	Students will be motivated Student morale will improve and students will work towards their goals and growth.	0%	0%	0%	
<p>Funding Sources: 199 Local funds - 6400.00, 211 Title I-A - 5938.00</p>							





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math ESF Levers Lever 5: Effective Instruction 17) Campus will hire highly qualified P4 teachers to service students and support academic gaps in early childhood.	2.6	Principal Dean of Instruction AP	Teachers will support the needs of all P4 students by following district curriculum frameworks.				
	Funding Sources: 162 State Compensatory - 97428.00						
18) Campus will hire a dean of instruction to provide instructional support, professional development, intervention strategies, and pedagogy practices.	2.6	Principal	Dean of Instruction will provide support to teachers and instructional practices through grade level meetings, data analysis, mentoring, and training.				
	Funding Sources: 162 State Compensatory - 74924.00						
<div><div><div>100%</div></div><div>= Accomplished</div></div> <div><div></div><div>= Continue/Modify</div></div> <div><div>0%</div></div> <div>= No Progress</div> <div><div></div><div>= Discontinue</div></div>							

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

Performance Objective 2: Aiken 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>1) Federal programs will fund the following personnel, activities and educational tools under Title I-A to implement and expand the three-year- old program (PK3) in an effort to promote school readiness, early literacy, close background and academic gaps:</p> <p>Highly qualified teachers and paraprofessionals</p> <p>Research-based professional development</p> <p>Weekly Parent Meetings, including 3 year old parents, to provide suggestions and effective home practices to promote learning at home</p> <p>Teacher stipends</p> <p>Supplies/Materials/Equipment</p> <p>Population: 3 year old students</p> <p>Timeline: August 2018-June 2019</p> <p>CNA p#13</p>		Principal Three-year-old program teachers Para-Professionals Dean	<p>Formative: Pre K readiness Data, Classroom observations</p> <p>Summative: EOY Data</p>				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

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

Performance Objective 3: 80% of Migrant 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
1) Migrant students will be provided tutorials in Reading, Math, Science, and Writing. Students will meet with Migrant teacher for additional support.		Migrant teacher Dean of Instruction Principal	Improve overall academic performance of all migrant students on a six week basis.				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Goal 2: Aiken Elementary, 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.

Performance Objective 1: The campus 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

Summative Evaluation 1:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The campus will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan by turning off lights when not in the classroom, turning of electronic devices when not in use including projectors and document cameras, unplugging equipment during holiday breaks. Population: All department and campus facilities Timeline: August 2019- June 2020		Campus Staff, Custodians, and all personnel on site.	Complete implementation of the district energy savings plan will result in decreased energy usage compared to prior year. Formative: Monthly comparison of energy usage Summative: Annual comparison of energy usage				
2) The campus will help to maintain a clean and well kept environment to provide a healthy and positive learning environment for all students.		Assistant Principal Custodians					
Funding Sources: 199 Local funds - 7075.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 3: The Campus 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.

Performance Objective 1: The campus 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 campus, internal and external audit reports and FIRST ratings.

Summative Evaluation 1:



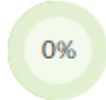

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The Campus will support programs effective and efficient use of 100% of available budgeted funds based on the needs assessments including tutorials, materials, resources. Population: Campus Stakeholders Timeline: August 2019- June 2020		Campus Administration SBDM Committee	Funding reports will indicate all funds were expended based on prioritized needs. Formative: monthly expenditure reports compared to CIP Summative: end of year expenditure reports				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Goal 3: The Campus 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.

Performance Objective 2: The campus 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
1) The campus will support new teachers by providing a mentor/protege connection to provide guidance through various methods such as co-planning and class observations. Population: New teachers on campus Timeline: August 2019- June 2020		Campus Administration Lead Teachers	Focus Discussion with Mentor/ Protege and administration. New Teacher Survey				
2) Administration will provide consistent positive feedback and reinforcement to all teachers and staff including acknowledgment of contributions, shout outs in the announcements, positive notes in bulletin boards. Incentives and recognitions to teachers with perfect attendance or exemplary practices. Population: Campus teachers and all staff Timeline: August 2019-June 2020		Campus Administration	Teacher motivation and morale reflected on Campus Climate Survey. Lower teacher absences and increase in retention of teachers.				
Funding Sources: 199 Local funds - 2500.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 4: Aiken Elem 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: The campus 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
1) The campus will promote the history and origins along with current accomplishments of each campus weekly through the website and media venues. Population: Campus Stakeholders Timeline: August 2019- June 2020		Campus Administration Counselors Classroom teachers and special program sponsors	Weekly news articles and media will showcase activities happening on campus. Formative: schedule of weekly events Summative: listing of all campus events that were presented in the media				
2) The campus will update websites at least monthly including showcasing student and community activities. Population: All Campus Stakeholders Timeline: August 2019- June 2020		PIO Campus Administration	Campus website will be up-to-date on a monthly basis with all compliance postings and showcasing campus/program activities and successes. Formative: checklist of dates website was updated Summative: report at end of year for monthly checklist results				
3) The campus will designate a PIO contact to provide features articles, current and prior students/ parents/ staff recognition, co-/extra-curricular activities, and parent/community events. Population: All Campus Stakeholders Timeline: August 2019- June 2020		PIO Campus Administration	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				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<div><div><div><div></div><div>100%</div></div><div>= Accomplished</div></div><div><div></div><div></div></div><div>= Continue/Modify</div><div><div><div></div><div>0%</div></div><div>= No Progress</div></div><div><div></div><div></div></div><div>= Discontinue</div></div>							

Goal 5: The campus will maintain a safe and disciplined environment conducive to student learning.

Performance Objective 1: Disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 5% for 2019-2020 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>1) Promote awareness and notification of Student Code of Conduct (SCC) to students, parents, staff and community through campus distribution of SCC and district website ensuring parent awareness of disciplinary procedures which includes ISS, OSS or placement in DAEP.</p> <p>Population: TI M1 LEP SE AR GT DYS</p> <p>Timeline: August 2019-June 2020</p> <p>CNA p#11</p>		Principal Campus Safety coordinator Pupil Services	<p>Formative: Flyers, Signed student code of conduct sheets</p> <p>Summative: Discipline referrals Eschool reports/referrals Signed SCC acknowledgment form PEIMS report</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
2) Counselors will address current trends and conflict resolution through presentations with students, parents, campus faculty and staff on: gang awareness bullying/harassment unwanted physical/verbal aggression sexual harassment internet safety drug, alcohol, and tobacco awareness gun safety truancy emergency operations plan safety procedures suicide prevention Population: Pk-5th Grade Teachers All students TI M1 LEP SE AR GT DYS Timeline: August 2019-June 2020 CNA- D#6		Counselors	Formative: Agendas, Sign in sheets, Summative: Review 360 reports-reduce number of discipline referrals, ISS or OSS by 5%				
Funding Sources: 199 Local funds - 300.00, 211 Title I-A - 600.00							

100%

= Accomplished

→

= Continue/Modify

0%

= No Progress

×

= Discontinue

Goal 5: The campus will maintain a safe and disciplined environment conducive to student learning.

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

Evaluation Data Source(s) 2: Updated safety plan checklist, published campus 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>1) Develop and maintain an Emergency operation plan at Aiken.</p> <p>Plan is multi-hazard in nature.</p> <p>Reviewed and updated annually by the campus safety and security committee</p> <p>Safety drills must be practiced as per BISD police department</p> <p>Provide student, staff and parent training in the areas of school safety and emergency management</p> <p>Implement an identification security system at Aiken. All staff and visitors must display their identification while on campus</p> <p>Population: TI M1 LEP SE AR GT DYS</p> <p>Timeline: August 2019-June 2020</p> <p>CCNA-SP-strength</p>		<p>Principal Campus Faculty and staff Safety coordinator BISD police and security</p>	<p>Formative: Safety training sign in sheets with agendas, Safety drill logs, Campus Administration badges, Campus faculty and staff badges, Visitor passes, Office log in binders</p> <p>Summative: Safety report forms</p>				
<p>Funding Sources: 199 Local funds - 1200.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
2) Assistance in the planning and execution of the overall health program at the campus level in an effort to improve overall student health and increase student academic performance will be carried out by Health Services (Nurses). This includes acquiring health services supplies that will allow the campus to address immediate health concerns. In addition, the safety and discipline of the student will also be addressed. Population: School Nurse All Students TI M1 LEP SE AR GT DYS Timeline: August 2019-June 2020 CNA- SA#6		Principal Campus Nurse	Formative: Nurse time and effort reports will clearly show that the students' immediate health concerns are being addressed. Summative: Improved report card grades and increased attendance rates				
Funding Sources: 199 Local funds - 250.00							

100%

= Accomplished

= Continue/Modify

0%

= No Progress

= Discontinue

Goal 6: Our campus with district Staff, Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children.

Performance Objective 1: There will be a 10% increase of parents involved in campus/district parental involvement activities from 2018-2019 to 2019-2020.





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>1) Aiken Elementary will continue to fund parent liaison for the purpose of educating parents so that they can better assist their children through the educational process and ultimately increase student achievement.</p> <p>Parent liaison will contact parents and follow through with home visits if needed and participate in district initiatives such as Walk For the Future.</p> <p>Population: Parents</p> <p>Timeline: August 2019-June 2020 (Bi-Weekly)</p> <p>CNA D#1,</p>	2.6	Parent Liaison	<p>Formative: Parent liaison binders and sign in sheets, Agendas, Weekly reports, contact logs</p> <p>Summative: Parental involvement will increase by 10%, Attendance rate</p>				
<p>Funding Sources: 211 Title I-A - 900.00, 162 State Compensatory - 100.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>2) The following Title I-A required activities will be conducted:</p> <p>Dissemination of a parental involvement policy that delineates how parents will be actively involved at the campus</p> <p>Parents will help with the revision, collaboration, and dissemination of the School-Parent-Student compact indicating each group's responsibility in order to ensure student achievement, specifically in the content areas</p> <p>Hold a Title I-A meeting to inform parents of the services provided through Title I Funds</p> <p>Title I-A Parent Survey to evaluate the effectiveness of the District Parental involvement program and gain feedback</p> <p>Population: Parents</p> <p>Timeline: August 2019-June 2020 (at least twice a month)</p> <p>CNA p#7</p>	3.2	Principal Parent Liaison	<p>Formative: Completed parental involvement policies, signed Campus S-P-S compacts, Campus website, Fliers</p> <p>Summative: Parental involvement will increase by 10%, STAAR results</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) Ensure representation of community and parent involvement in the decision making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met: Parental involvement policy School-Parent-Student compact Campus Improvement plan Population: Parents Timeline: August 2019-June 2020 CNA p#14	3.1, 3.1	Principal Parent Liaison SBDM/LPAC committees	Formative: Sign in sheets, Completed Parental involvement policies, Campus S-P-S compacts, Campus Improvement plan, calendars, Meeting agendas, SBDM meeting minues Summative: Parental involvement will increase by 10%, STAAR results				
4) Aiken will invite community agencies/organizations to participate and disseminate information about the public services that their agencies offer in order to continue building strong community partnerships. Aiken will recognize community partners and parent volunteers for their efforts in supporting campus goals to increase student success. Population: Parents Timeline: August 2019-June 2020 (Bi-Weekly) CNA-SP #2,3		Principal Parent Liaison Counselors	Formative: Sign in sheets, fliers, volunteer sign in sheets Summative: Increase community partnerships and parent volunteers by 5%, Student attendance rate, STAAR results				
	Funding Sources: 211 Title I-A - 1200.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
5) Provide ample parent education opportunities through parent conferences and parent training sessions at the campus parent center (light refreshments will be served) to disseminate information, services, and /or referrals to agencies that address the needs and concerns in the following areas: Early Childhood reading strategies Effective teaching strategies Health education Special Populations (Bilingual, dyslexia, GT, Migrant, Special Education)/504 College Readiness Technology Dropout and violence prevention Community agencies/organizations Special Education processes and procedures as well as services and procedural safeguards Population: Parents Timeline: August 2019-June 2020 CNA-SP #2,3	3.2, 3.2	Principal Parent Liaison Counselors	Formative: Monthly calendar Public services providers list, flier, agendas, Sign-in sheets Summative: student attendance rate, Parental involvement will increase by 10%, STAAR results				
Funding Sources: 211 Title I-A - 900.00							
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

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.

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
Comprehensive Support Strategy 1) Provide annual Response to Intervention (RTI) training for campus staff to implement intervention through the RTI Tier 3 Model in order to support student academic growth and success. Population: TI M1 LEP SE AR GT DYS Timeline: August 2019-June 2020 (Every 6-8 Weeks) CNA p#8-10		Principal Assistant Principal Dean Of Instruction Lead Teachers PK-5th Grade Teachers	Formative: RTI logs, RTI folders Summative: Increase the amount of students that will meet the phase II passing standard. decrease number of referrals to Special Education by 10%				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Comprehensive Support Strategy</p> <p>2) Improve instruction for all students including ELL, Special Education, At-Risk and economically disadvantaged students by providing teacher focused learning opportunities such as collaborative strategy based meetings and planning on campus as well as with cluster campuses, research anchored professional development that supports reading comprehension (oral language skills that increase listening/speaking and reading/writing proficiencies) and intervention strategies based on student performance data to close the achievement gap and demonstrate progress including meetings with Dr. Kay to facilitate implementation of the FASCT text structures across 3rd-5th Grade in accordance to the 2019-2020 District ELAR Action Plan.</p> <p>Population: TI M1 LEP SE AR GT DYS</p> <p>Timeline: August 2019-June 2020 (every six weeks)</p> <p>CNA - SP#7,9,10</p>		Principal Assistant Principal Dean Of Instruction Lead Teachers PK-5th Grade Teachers	Formative: Classroom visitations, Implementation of ELPS, ELL writing student portfolios Summative: Benchmark scores, STAAR scores, SELP/SSLP, HMH Unit assessments TELPAS composite/RAPS 360 monitoring instrument				
Funding Sources: 211 Title I-A - 2029.00							

100%

= Accomplished

➔

= Continue/Modify

0%

= No Progress

✗

= Discontinue

Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

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
1) Aiken will increase accessibility of technology devices such as but not limited to chromebooks, iPads, charging carts, laptops, desktops, or printers to increase technology based instruction across all subject areas and students will be taught the technology TEKS in order to complete classroom assignments and promote critical thinking skills. The students will also develop projects that foster creativity, innovation, communication, collaboration, information fluency and digital citizenship in all content areas.		Principal Dean of Instruction All teachers	Formative: Log in sheets, program reports, Lesson Plans Summative: STAR Chart				
Population: TI M1 LEP SE AR GT DYS All Students Timeline: August 2019-June 2020 CNA	Funding Sources: 211 Title I-A - 27500.00, 162 State Compensatory - 126040.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
2) Complete an annual School Technology and Readiness (STaR) chart to assess technology proficiency and implementation along with identifying goals, software and technology needs. Population: All Teachers Timeline: August 2019-June 2020 (as needed) CNA p#16		Principal All Teachers	Formative: technology and software updates Summative: Upgrading of technology based on Star Chart needs				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) Students will participate in scheduled computer lab instructional time with the following programs: AR Edusmart Brain Pop Achiever 3000-SmartyAnts Education Galaxy EPIC Prodigy Second Grade will participate in 1:1 iPad deployment. PK-Kinder will have iPad rotation schedule. 4th and 1st grade will have iPad rotation schedule. 3rd and 5th grade will continue to use laptops. Population: TI M1 LEP PD NL SE AR GT DYS All Students Timeline: Sept. 2019- June 2020 CNA p#16		Principal Pk-5th grade teachers Dean of Instruction	Formative: Computer lab schedules, Program reports Summative: EOY final program reports of usage/The use of technology will increase in the classroom.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>4) Aiken Elementary will provide teachers with updated laptops in order to increase the utilization of technology through research based instruction that will increase academic achievement. Administration and Teachers will attend staff development in order to know the latest ed tech products and services.</p> <p>Population: TI M1 LEP PD NL SE AR GT DYS All students</p> <p>Time Line: August 2019-June 2020</p> <p>CNA p# 16</p>		Principal Dean of Instruction Pk-5th grade teachers	<p>Formative: Program reports</p> <p>Summative: Increase STAAR performance/The use of technology will increase in the classroom.</p>				
<div> <div>  = Accomplished </div> <div>  = Continue/Modify </div> <div>  = No Progress </div> <div>  = Discontinue </div> </div>							

Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Performance Objective 1: Increase the overall campus attendance rate to 96.8% with a target of 97.5% for elementary schools.

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>1) Monitoring and maintaining of the campus attendance rate goals. Parent liaison will contact parents and follow through with home visits if needed.</p> <p>Population: All Students TI M1 LEP SE AR GT DYS</p> <p>Timeline: August 2019-June 2020 Daily</p>		Principal Parent Liaison PEIMS staff data entry clerk	<p>Formative: six weeks attendance reports, contact logs</p> <p>Summative: Attendance rate-Increase attendance to at least 98.5 % per district attendance policy</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
2) Monitoring of campus staff addressing absences using the MIA FORM on a daily basis and documenting parent contacts. Population: All Students TI M1 LEP SE AR GT DYS Timeline: August 2019-June 2020 Daily CNA- D#1		Principal PEIMS Administrator Parent Liaison Data entry clerk	Formative: six weeks attendance reports, contact logs Summative: Attendance rate-Increase attendance to at least 98.5 % per district attendance policy				
Funding Sources: 199 Local funds - 75.00							
3) Distribution of campus incentives and awards will be available every six weeks for PK-5th graders who meet the District Student attendance Goals and have academic achievements. Population: All Students TI M1 LEP SE AR GT DYS Timeline: August 2019-June 2020 (On A six weeks basis) CNA-D#5 CNA-P-strength	2.6, 2.6	Principal PEIMS Adminrator	Formative: six weeks attendance reports, contact logs, awards recipient lists Summative: Attendance rate-Increase attendance to at least 98.5 % per district attendance policy				
Funding Sources: 199 Local funds - 8200.00							
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>➔</div><div>= Continue/Modify</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>✗</div><div>= Discontinue</div></div></div>							

Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

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

Evaluation Data Source(s) 2: STAAR 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
Comprehensive Support Strategy 1) Accelerated instruction in the foundation curriculum will be provided during extended day, week and/or year tutorial programs in order to improve at-risk student achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. Population: TI M1 LEP SE AR DYS Timeline: September 2019-August 2020 (twice a week) CNA-SA#1,4	2.5, 2.5	Principal Dean of Instruction Administrator for State Compensatory Education	Formative: Eschool Plus Tutorial schedule, Tutorial Lesson Plans, Classroom observations, benchmark scores, student progress reports Summative: STAAR, Retention Rate				
	Funding Sources: 162 State Compensatory - 91485.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Comprehensive Support Strategy</p> <p>2) Professional development opportunities including peer observations, co-planning and sharing sessions will be provided to campus personnel to enhance the provision of services for at-risk students in order to improve academic achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate.</p> <p>Identification of at-risk students via state and local criteria</p> <p>Identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act</p> <p>Population: TI M1 LEP AR DYS</p> <p>Timeline: August 2019-June 2020</p> <p>CNA-SP#11</p>		Principal Dean Of Instruction Teachers	<p>Formative: ERO session evaluation report, ERO session attendance report</p> <p>Summative: STAAR</p>				
	<p>Funding Sources: 211 Title I-A - 15515.00</p>						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Comprehensive Support Strategy 3) The Dean of Instruction will conduct staff development on instructional strategies and provide teacher support to individual/groups in need of assistance in order to meet the needs of at-risk students. Population: TI M1 LEP AR DYS Timeline: August 2019-June 2020 CNA p#8-10, 13		Principal Administrator for State Compensatory Education	Formative: ERO Session Evaluation Report, ERO session Attendance Report, Benchmark Scores, Student Progress report Summative: STAAR				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>4) Supplement the dyslexia program to provide language and literacy interventions to improve student achievement, attendance, graduation rate, completion rate, and reduce the retention rate and dropout rate.</p> <p>Identification of students will follow RTI process</p> <p>Assessment to identify students will meet all specifications outlined by TEA in the Dyslexia handbook</p> <p>Individualized accommodation plans will be implemented in general education classroom</p> <p>Dyslexia lab will be provided for students evaluated and assessed</p> <p>Instructional approaches will include explicit, individualized, and multisensory instruction in a small group setting</p> <p>Population: DYS</p> <p>Timeline: August 2019-June 2020</p> <p>CNA p#8-10</p>		Principal Dyslexia program teacher	<p>Formative: Lesson Plans, Classroom observations, benchmark scores, student progress reports</p> <p>Summative: STAAR</p>				
<p>5) Supplement the Three Year old program and the Pre-K program with supplies and resources to provide foundational learning experiences in order to better prepare at-risk students academically.</p> <p>Population: AR students who meet 3 year old/Pre-k Criteria</p> <p>Timeline: August 2019-June 2020</p> <p>CNA p#8-10, 12</p>		Principal Dean Of Instruction Administrator for State Compensatory Education	<p>Formative: Lesson Plans, Classroom observations, student progress reports, CPALLS (BOY and MOY)</p> <p>Summative: CPALLS (EOY)</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Comprehensive Support Strategy 6) Provide computer-based instruction in the foundation curriculum and adaptive-assisted devices in order to improve at-risk student achievement, attendance, and decrease the retention rate. Population: TI M1 LEP AR DYS Timeline: August 2019-June 2020 CNA p#16		Principal Dean of Instruction Administrator for State Compensatory Education	Formative: Lesson Plans, Classroom Observations, Student Progress reports, benchmark scores Summative: STAAR, Attendance Rate, Retention Rate				
7) Coordinate Head Start On-Site Visits in the Spring. Invite Head Start students and pre-registered PK students and their parents to a School Camp day as a transition effort from home/early childhood program to school. Population: Headstart/PK 3 / PK 4 Students Timeline: May 2019-June 2020 CNA pg. 13, 14		Principal Dean of Instruction 3 yr program teachers Headstart personnel	Formative: Classroom observation Summative: BOY data for the following school year				
8) An orientation for preschool children to transition to the Pre K program will be held annually in the Spring. An orientation will also be held for 5th Grade students and their parents to assist with the transition into middle school. Population: PK3 PK4 5th grade students Timeline: Spring 2020 CNA pg. 13, 14		Principal Dean of Instruction 3 yr program teachers Headstart personnel Pre K teachers 5th grade teachers Counselors	Formative: Sign in sheets, agenda Summative: BOY data				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
9) An Extended Day Enrichment Program will be provided for all Pre-Kinder to 5th grade students in order to provide academic interventions, tutoring, homework assistance, recreation, and fine arts. Population: PK-5th grade students Timeline: August 2019-June 2020 CNA-SA #4	2.5, 2.5	Principal Assistant Principal Dean of Instruction Extended Day Program Teachers	Formative: Extended Day schedule, Attendance report, lesson plans, classroom observations, benchmark scores, and student progress reports. Summative: STAAR results, EOY, Promotion rates				
	Funding Sources: 211 Title I-A - 55011.00						
10) Campus Instructional Aides will assist At-Risk students during the extended day enrichment program with core academic activities in order to improve student performance. Population: PK-5th grade students Timeline: August 2019-May 2020 CNA pg. 12	2.5, 2.6	Principal Assistant Principal Dean of Instruction Extended Day Program Teachers	Formative: Extended Day schedule, Attendance report, lesson plans, classroom observations, benchmark scores, and student progress reports. Summative: STAAR results, EOY, Promotion rates				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

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>1) A food pantry and clothes closet will be implemented 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: AR</p> <p>Timeline: August 2019-June 2020</p> <p>CNA p#8-10</p>		Principal Parent Liaison	<p>Formative: Pantry and closet distribution log</p> <p>Summative: STAAR, Attendance Rate and Retention Rate</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
2) In an effort to promote physically and emotionally healthy students, Aiken will implement CATCH (Coordinated Approach to Child Health) program that will evaluate the implementation of district initiatives such as: School Health Index Jump Rope for Heart Encampment Puberty presentation Health curriculum Physical activities at least 30 minutes a day or 135 minutes a week Population: TI M1 LEP SE AR GT DYS Timeline: August 2019-June 2020 CNA-SA #6		Principal Dean of Instruction PK-5th grade teachers Coaching staff	Formative: Student participation rosters, sign in sheets, lesson plans, 100 % of walkthroughs will indicate application of the skills acquired during the professional development Summative: STAAR results				
	Funding Sources: 199 Local funds - 555.00						
3) The campus nurse will provide adequate and appropriate attention to students in need of assistance or referrals to ensure the success of the whole student at school. Population: All students Timeline: August 2019-June 2020 CNA-SA #6		Principal	Students in need of medical assistance or referrals will be serviced to promote well rounded students.	<div>0%</div>	<div>0%</div>	<div>0%</div>	
	Funding Sources: 211 Title I-A - 3104.00, 199 Local funds - 0.00						
<div><div><div>100%</div></div> = Accomplished</div> <div><div></div></div> = Continue/Modify <div><div>0%</div></div> = No Progress <div><div></div></div> = Discontinue							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Utilize research-based instructional resources and targeted interventions including supplemental teaching materials that will require ink , toners, and printing supplies to produce and duplicate workbooks/homework, to ensure that all students are prepared to meet the demands of standardized assessments (local, state, national) Research based instructional resources include software such as Education Galaxy Smarty. Instructional and classroom resources will include items that will make lower grade classrooms more welcoming and promote learning in the classroom such as rugs and furniture. Tango Central/Tango Trends Review 360 6+1 Traits writing Early Childhood resources and CIRCLE RTI 3 Tier Model Population: TI M1 LEP SE AR GT DYS Timeline: August 2019-June 2020 (Daily) CNA- SA #1-2
1	1	2	Improve instruction for all students including ELL, Special Education, At-Risk and economically disadvantaged students by providing teacher focused learning opportunities such as collaborative strategy based meetings, and inclusions/special education co-planning. Six week cluster meetings to include research anchored professional development that supports reading comprehension (oral language skills that increase listening/speaking and reading/writing proficiency) and intervention strategies based on student performance data to close the achievement gap and demonstrate progress including meetings with Dr. Kay to facilitate implementation of the FASCT text structures across 3rd-5th Grade in accordance to the 2018-2019 District ELAR Action Plan. Population: TI M1 LEP SE AR GT DYS Timeline: August 2018-June 2019 (every six weeks) CNA -SA # 1, 5 CNA- D #5
1	1	3	Provide annual Response to Intervention (RTI) training for campus staff to implement intervention through the RTI Tier 3 Model in order to support student academic growth and success. Population: TI M1 LEP SE AR GT DYS Timeline: August 2019-June 2020 (Every 6-8 Weeks) CNA p#8-10
1	1	4	5) Utilize instructional technology such as Achieve 3000, digital portfolios with Seesaw, EPIC, Prodigy that require technology appliances such as desktop computers, laptops, interactive boards, headphones, iPads, document cameras, projectors,tablets, clickers, hardware and software-Achieve 3000), etc.) in order to differentiate instruction and meet accommodations. LCD Projectors will be mounted on the ceiling to maximize classroom space and allow visual access to all students in the room. Population: TI M1 LEP SE AR GT DYS Timeline: September 2019-2020 (as per lab rotation schedule, Daily)
1	1	6	Special Programs will fund the following activities and personnel under Title II-A: Class Size Reduction Teachers (CSR) Professional Development for Administration and Teachers Stipends for teachers in certified areas of need. Stipends will be paid to attract high-quality teachers to high need schools such as Aiken. Population: TI M1 LEP SE AR GT DYS Timeline: August 2018-June 2019 CNA p#10

Goal	Objective	Strategy	Description
1	1	7	The LPAC will be monitoring the language acquisition of students in order to ensure student progress. Population: TI M1 LEP SE AR GT DYS Timeline: August 2018-June 2019 CNA p#8-10
1	1	8	Teachers will be involved in academic assessment decisions by being trained on data analysis using TANGO software. They will also have grade level meetings every Tuesday to ensure that all teacher input is shared and the proper information is given to them. Teachers will target fluency using the District Fluency Tracker as part of 2019-2020 ELAR Action Plan and enhance deeper comprehension of text by using data to plan instruction that includes FASCT text structures and strategies. Population: All Teachers Timeline: August 2019-June 2020 CNA pg# 10, 15
7	1	1	Provide annual Response to Intervention (RTI) training for campus staff to implement intervention through the RTI Tier 3 Model in order to support student academic growth and success. Population: TI M1 LEP SE AR GT DYS Timeline: August 2019-June 2020 (Every 6-8 Weeks) CNA p#8-10
7	1	2	Improve instruction for all students including ELL, Special Education, At-Risk and economically disadvantaged students by providing teacher focused learning opportunities such as collaborative strategy based meetings and planning on campus as well as with cluster campuses, research anchored professional development that supports reading comprehension (oral language skills that increase listening/speaking and reading/writing proficiencies) and intervention strategies based on student performance data to close the achievement gap and demonstrate progress including meetings with Dr. Kay to facilitate implementation of the FASCT text structures across 3rd-5th Grade in accordance to the 2019-2020 District ELAR Action Plan. Population: TI M1 LEP SE AR GT DYS Timeline: August 2019-June 2020 (every six weeks) CNA - SP#7,9,10
9	2	1	Accelerated instruction in the foundation curriculum will be provided during extended day, week and/or year tutorial programs in order to improve at-risk student achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. Population: TI M1 LEP SE AR DYS Timeline: September 2019-August 2020 (twice a week) CNA-SA#1,4
9	2	2	Professional development opportunities including peer observations, co-planning and sharing sessions will be provided to campus personnel to enhance the provision of services for at-risk students in order to improve academic achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. Identification of at-risk students via state and local criteria Identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act Population: TI M1 LEP AR DYS Timeline: August 2019-June 2020 CNA-SP#11
9	2	3	The Dean of Instruction will conduct staff development on instructional strategies and provide teacher support to individual/groups in need of assistance in order to meet the needs of at-risk students. Population: TI M1 LEP AR DYS Timeline: August 2019-June 2020 CNA p#8-10, 13
9	2	6	Provide computer-based instruction in the foundation curriculum and adaptive-assisted devices in order to improve at-risk student achievement, attendance, and decrease the retention rate. Population: TI M1 LEP AR DYS Timeline: August 2019-June 2020 CNA p#16

State Compensatory

Budget for Aiken Elementary :

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
162-11-6118-00-133-Y-24-SSI-Y	6118 Extra Duty Stipend - Locally Defined	\$7,490.00
162-11-6118-00-133-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	\$23,000.00
6100 Subtotal:		\$30,490.00
6300 Supplies and Services		
162-11-6396-00-133-Y-30-000-Y	6396 Supplies and Materials - Locally Defined	\$3,500.00
162-11-6399-00-133-Y-30-000-Y	6399 General Supplies	\$15,130.00
6300 Subtotal:		\$18,630.00

Personnel for Aiken Elementary :

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Dean of Instruction		State Compensatory	58,620
Pre- K Teachers		State Compensatory	88,397

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Assessments results for 18-19 state tests, EOY TPRI, and CPALLS data is analyzed to gather information for the needs assessment. Teacher feedback, parent and teacher/ student surveys were used to inform the decisions made by the SBDM. The campus meets to analyze data during grade level meetings to discuss campus needs.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Stakeholders were nominated for their positions and invited to be involved in the CIP. Stakeholders including teachers, parents, staff, and community members are invited to provide input, solutions, and targeted plans to help with campus needs. CIP is revised, edited, and modified through out different check points in the year like November, February, April, and June. In May- to end the year feedback and reflection by staff and the SBDM play an important part in reivsing the CIP. In September, to start the year the SBDM reviews, revises, and modifies any changes or improvements to the plan. The plan is also reviewed quarterly and evaluated by staff and SBDM

2.2: Regular monitoring and revision

CIP is monitored quarterly, and data and information is continuously gathered to adjust, monitor, or make changes to the CIP. The end of year in May and the beggining of the year in September is used to reflect and revise any changes or improvements to the CIP. Reviews are also done in November, February, April, and June.

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

language

CIP is available to parents on the school website and a copy is in the front office. Parents and the community can be assisted in reviewing the CIP or answering any questions if needed. If parents or the community require translations, administration can aid in translation.

2.4: Opportunities for all children to meet State standards

CIP includes extended enrichment programs and academic tutorials to help meet the needs of all students. CIP includes providing resources to supplement instruction. The CIP plan addresses RTI, special ed populations, migrant students, bilingual students, GT students, students at risk, and all students in PK 3-5th grade.

2.5: Increased learning time and well-rounded education

Tutorials and extended day will be offered to all students to target student needs. Technology devices and computer schedules are included to increase learning time.

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

All students will be offered tutorial and be provided with educational resources to target the areas of Reading, Math, Writing, and Science. CIP addresses strategies to close the gap between SPED students and general population. CIP also addresses the implementation of RTI, interventions, and targeted instruction to close the gap among students in every grade level.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Campus and parent liaison will involve parents in the process of developing, revising, and completing a Parent and Family Engagement Policy through weekly meetings and communication. All parents will receive the Parent and Family Engagement Policy.

3.2: Offer flexible number of parent involvement meetings

Weekly meeting will be provided for parents to attend, and a newsletters will be developed to inform parents.

2019-2020 Site Based Decision Making Committee

Committee Role	Name	Position
Administrator	Dora Marquez	Principal
Classroom Teacher	Maria Schuetze	Pk Teacher
Classroom Teacher	Marta Cantu	Kinder Teacher
Classroom Teacher	Lorinda Ramirez	1st grade teacher
Classroom Teacher	Maria Perez	2nd Grade Teacher
Classroom Teacher	Esther Guerra	3rd Grade Teacher
Classroom Teacher	Janet De La Fuente	4th Grade Teacher
Classroom Teacher	Jahzeel Gunnoe	5th Grade Teacher
Parent	Norma Caraveo	Parent
Parent	Maria Rodriguez	Parent
Student	Gael Caraveo	Student
Non-classroom Professional	Marina Howard	Counselor
Classroom Teacher	Virginia Hernandez	PK3 teacher
Classroom Teacher	Gloria Najera	Special ED Rep
Parent Liaison	Angelita Guerrero	Parent Liason
Meeting Facilitator	Susy Valdez	Dean of Instruction
District-level Professional	Roman Gomez	District Representative
Business Representative	Anna Oquine	Business Representative
Business Representative	Yvonne Lopez	Business Representative
Community Representative	Randy Vojvoda	Community Rep
Community Representative	Rigo Rico	Community Representative

Campus Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Copy Paper	199-11-63-96-00-133-Y-11-0-00-Y	\$1,005.00
1	1	1	General Supplies	199-11-63-99-00-133-Y-11-0-00-Y	\$1,500.00
1	1	1	General Supplies	199-11-63-99-62-133-Y-11-0-00-Y	\$1,250.00
1	1	1	General Supplies	199-11-63-99-62-133-Y-11-0-00-Y	\$0.00
1	1	1	General Supplies	199-11-63-99-45-133-Y-11-0-00-Y	\$0.00
1	1	1	General Supplies	199-12-63-99-00-133-Y-99-0-00-Y	\$300.00
1	1	1	General Supplies	199-23-63-99-00-133-Y-99-0-00-Y	\$1,500.00
1	1	1	General Supplies	199-31-63-99-00-133-Y-99-0-00-Y	\$250.00
1	1	1	General Supplies	199-33-63-99-00-133-y-99-0-00-Y	\$0.00
1	1	1	General Supplies	199-36-63-99-00-133-Y-99-0-00-Y	\$300.00
1	1	1	General Supplies	199-51-63-99-00-133-Y-99-0-00-Y	\$200.00
1	1	2	Sal/ Wages For Subst Teachers	199-11-61-12-18-133-Y-11-0-00-Y	\$400.00
1	1	13	Reading Materials	199-12-63-25-42-133-Y-99-0-00-Y	\$300.00
1	1	14	Travel and Subsistence	199-36-64-12-00-133-Y-99-0-00-Y	\$200.00
1	1	16	Travel & Subsistence-Students	199-11-64-12-00-133Y-11-0-00-Y	\$3,400.00
1	1	16	Reclassified transportation	199-11-64-94-00-133-Y-11-0-00-Y	\$3,000.00
2	1	2	Maintenance Supplies / Operation Cost	199-51-63-15-00-133-Y-99-0-00-Y	\$7,000.00
2	1	2	Extra Duty Pay- Custodial Staff	199-51-61-21-47-133-Y-99-0-00-Y	\$75.00
3	2	2	Miscellaneous Operating Costs- Incentives	199-23-64-98-00-133-Y-99-0-00-Y	\$2,500.00
5	1	2	General Supplies	199-31-63-99-00-133-Y-99-0-00-Y	\$300.00
5	2	1	Radios for communication for ensuring safety across campus	199-23-6398	\$1,200.00

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	2	General Supplies	199-33-63-99-00-133-Y-99-0-00-Y	\$250.00
9	1	2	Extra Time- Office Duty	199-23-61-21-08-133-Y-99-000-Y	\$75.00
9	1	3	Awards	199-11-64-98-00-133-Y-11-0-00-Y	\$3,200.00
9	1	3	Miscellaneous Operating Costs	199-13-64-99-53-133-Y-99-0-00-Y	\$2,500.00
9	1	3	Miscellaneous-Operating Costs Attendance-Incentives	199-11-64-99-53-133-Y-11-0-00-Y	\$2,500.00
9	3	2	General Supplies	199-11-63-99-51-133-Y-11-0-00-Y	\$555.00
9	3	3	General Supplies	199-33-63-99-00-133-Y-99-000-Y	\$0.00
Sub-Total					\$33,760.00
Budgeted Fund Source Amount					\$33,760.00
+/- Difference					\$0
162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	17	Supplemental State Comp Teacher Salaries	162-11-6119-00-133-Y-34-000-Y	\$97,428.00
1	1	18	Dean of Instruction Salary	162-13-6119-00-133-Y-30-000-Y	\$74,924.00
6	1	1	Walk For the Future	162-61-6399-00-133-Y-30-000-Y	\$100.00
8	1	1	Technology Innvoation / Devices	162-6398-62-133-Y-30-337-Y	\$126,040.00
9	2	1	Professional Extra Duty Pay- Failed 5gr STAAR	162-11-6118-00-133-Y-24-SSI-Y	\$7,490.00
9	2	1	Professional Extra Duty Pay	162-11-6118-00-133-Y-30-000-Y	\$65,365.00
9	2	1	Copy Paper	162-11-6396-00-133-Y-30-000-Y	\$3,500.00
9	2	1	General Supplies	162-11-6399-00-133-Y-30-000-Y	\$15,130.00
Sub-Total					\$389,977.00
Budgeted Fund Source Amount					\$389,977.00
+/- Difference					\$0

166 State Special Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Supplies	166-11-6399-00-133-Y-23-OP2-Y	\$500.00
1	1	2	Awards	166-11-6498-00-133-Y-23-OP2-Y	\$1,080.00
1	1	2	Toner	166-11-6399-62-133-Y-23-O00-Y	\$550.00
1	1	2	Supplies	166-11-6399-00-133-Y-23-OP4-Y	\$1,430.00
1	1	2	Toner	166-11-6399-62-133-Y-23-OP4-Y	\$0.00
Sub-Total					\$3,560.00
Budgeted Fund Source Amount					\$3,560.00
+/- Difference					\$0
211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General Supplies	211-11-6399-00-133-Y-30-0F2-Y	\$88,274.00
1	1	1	Software- Education Galaxy	211-11-6395-62-133-y30-0f2-y	\$4,200.00
1	1	16	Miscellaneous Operating Costs-AWARDS	211-11-6498-00-133-Y-30-0F2-Y	\$5,938.00
5	1	2	General Supplies	211-31-6399-00-133-Y-30-0F2-Y	\$600.00
6	1	1	Travel (Parent liaison)	211-61-6411-00-133-Y-30-0F2-Y	\$900.00
6	1	4	General Supplies	211-61-6399-00-133-Y-30-0F2-Y	\$900.00
6	1	4	Parent/ Community Recognitions	211-61-6498-00-133-Y-30-0F2-Y	\$300.00
6	1	5	Miscel/ Operating cost/	211-61-6499-53-133-Y-30-0F2-Y	\$900.00
7	1	2	Substitutes	211-11-3112-00-133-Y30-AYP-Y	\$2,000.00
7	1	2	SOCIAL SECURITY / MEDICARE	211-11-6141-06-133-Y-30-AYP-Y	\$29.00
8	1	1	Technology Devices	211-11-6398-62-133-Y-30-0F3-Y	\$27,500.00
9	2	2	Sal/Wages for Substitute teachers	211-11-6112-00-133-Y-30-AYP-Y	\$13,500.00
9	2	2	Employee Travel	211-13-6411-23-133-Y-30-AYP-Y	\$2,000.00
9	2	2	Social Security / Medicare	211-13-6141-00-133-Y-30-AYP-Y	\$15.00
9	2	9	Extra Duty Pay	211-11-6118-00-133-Y-30-ASP-Y	\$39,068.00

211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	2	9	Para Professional Overtime	211-11-6121-00-133-Y-30-ASP-Y	\$10,000.00
9	2	9	Medicare	211-11-6141-00-133-Y-30-ASP-Y	\$711.00
9	2	9	TRS	211-11-6146-00-133-y-30-ASP-Y	\$4,382.00
9	2	9	ACA	211-11-6148-00-133-y-30-ASP-Y	\$114.00
9	2	9	TRS	211-11-6149-00-133-Y--30-ASP-Y	\$736.00
9	3	3	General Supplies - Nurse	211-33-6399-00-133Y-30-0F2	\$3,104.00
Sub-Total					\$205,171.00
Budgeted Fund Source Amount					\$205,171.00
+/- Difference					\$0
Grand Total					\$632,468.00