

**Brownsville Independent School District**  
**Southmost Elementary**  
**2021-2022 Campus Improvement Plan**



# Mission Statement

The mission of Southmost Elementary is to nurture a caring, child-centered learning environment that fosters positive relationships with family, school, and community members. Through this partnership, Southmost Elementary promotes life-long learning while supporting high standards and expectations for all.

## Vision

The vision of Southmost Elementary is to foster a learning environment of respect, support, and shared responsibility while maintaining high academic standards, thus equipping students with the necessary tools to become critical thinkers and life-long learners.

# Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	7
Perceptions	9
Priority Need Statements	11
Goals	13
Goal 1: Southmost 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). Los estudiantes de Southmost recibirán oportunidades educativas que produzcan graduados completos que están preparados para el futuro, están preparados para la universidad / carrera y son ciudadanos responsables e independientes. (Meta # 1 de la Mesa Directiva y Objetivos 2, 4, 5, 7 y 11 de TEA Cap. 4).	14
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)	29
Goal 3: Southmost 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)	31
Goal 4: Southmost 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: Southmost will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)	35
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) La Junta de Síndicos, en colaboración con el personal del distrito, la administración, los padres y la comunidad, proporcionará el apoyo y los recursos necesarios para lograr la excelencia y la equidad educativas. Los padres serán socios plenos de los educadores en la educación de sus hijos. (TEA Capítulo 4, Obj. 1)	40
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)	46
Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (BISD Future Ready Technology Action Plan) (TEA Ch. 4 Obj. 10)	50
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) A través de esfuerzos mejorados de prevención de la deserción, todos los estudiantes permanecerán en la escuela hasta que obtengan un diploma de escuela secundaria. (TEA Ch. 4 Obj. 3)	59
State Compensatory	72
Budget for Southmost Elementary	73
Personnel for Southmost Elementary	73
Title I Personnel	73
Plan Notes	74
2021-2022 Site Based Decision Making Committee	81
Campus Funding Summary	82

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Decrease at-risk percentages by providing academic support, research-based interventions, coordinating academic programs and on-going research based professional development facilitated by the Dean of Instruction.

Southmost has 27 teachers and 10 instructional aides providing instruction to our 358 students based on 2019-2020 TAPR data. Southmost student population is over 98% Hispanic, 93.3% economically disadvantaged, 50.3% English Learners (all Spanish), and has 69.3% of our students identified as At-Risk based on state criteria. Southmost serves 112 students through Special Education, Dyslexia, and 504 services based on individual needs. Southmost also serves 36 GT students. 88% of Southmost teachers are Hispanic and 82% have at least a Bachelor's degree and 18% have a Masters degree.

The Attendance Rate was 97% for all students and 97% for at-risk students. Based on 2019-2020 TAPR data the retention rates by grade level are 3% in kindergarten, 15% in 1st, 0% in 2nd, 0% in 3rd, 2% in 4th, and 0% in 5th grade.

Teachers will implement Response to Intervention (RtI) strategies, College and Career Readiness Standards (CCRS), Enseñando la lectura (PK), and State of Texas Essential Knowledge and Skills (TEKS) to ensure effective and timely assistance.

Federal Programs will fund highly qualified teachers, campus nurse and paraprofessionals to supplement allotted campus positions so that the needs of low performing students may be met through individualized and small group instruction. Campus nurse at 40% to assist with the execution of the health program aimed at monitoring and assisting low-performing students at school wide campuses to improve overall student health, attendance and performance.

### Demographics Strengths

1. Teachers' years of experience
2. Low teacher-student ratio Attendance is at 97%
3. Early RTI plans are in place and are updated continuously with current academic data
4. Early screening for Dyslexia and Special Education Referrals
5. TIER II/III Interventions for Migrant, LEP and At-Risk students
6. After-school Tutorials for all At-Risk students including Migrant, LEP, 504/DYS, and SPED Ed. students
7. Recognition of Perfect Attendance per six weeks and EOY Perfect Attendance trophies... MOY and EOY Perfect Attendance Party
8. Educational Field Trips for PreK - 5th grade
9. Guidance and Counseling Program

### Need Statements Identifying Demographics Needs

**Need Statement 1 (Prioritized):** Increase student attendance **Data Analysis/Root Cause:** Attendance rate for 2017-2018 was 96.5% we need to increase to 97.5%

**Need Statement 2 (Prioritized):** Decrease At-Risk percentages by providing more academic support/interventions for students who are struggling academically. **Data Analysis/Root Cause:** 64.9% of our students are at-risk

**Need Statement 3 (Prioritized):** Increase Reading, Math, Writing, and Science assessment scores for all students through the use of the core curriculum and additional resources and instructional materials **Data Analysis/Root Cause:** Our 2018-2019 overall score was an 89%

**Need Statement 4 (Prioritized):** Increase academic performance by building background knowledge through educational field trips. **Data Analysis/Root Cause:** Our 2018-2019 overall score was an 89%

**Need Statement 5 (Prioritized):** Improve Character Traits (Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship) through the Guidance and Counseling program **Data Analysis/Root Cause:** Number of counselor and office referrals

# Student Learning

## Student Learning Summary

Southmost Elementary provides data-driven instruction. Teachers and administration are continuously revisiting the data and determining the areas in need of improvement. Teachers utilize the following data: progress monitoring, student grades, weekly fluency scores, percentages of students on an RTI plan, mCLASS, TPRI/TEJAS LEE beginning, middle, and end of year, end of unit benchmarks, and practice state assessment exams. Each week, both teachers and administrators meet to discuss students' progress, curriculum and instruction, and to prescribe individual intervention plans for students not mastering the TEKS. Interventions are noted through the students Response to Intervention (RTI) plan. To help support the instructional program, State Compensatory Funds support one full time Dean of Instruction whose focus on providing support in curriculum and instruction for At-Risk students.

### 2019 3rd-5th Grade All Students STAAR Summary:

Reading: 3rd Grade 84%, 4th Grade 87%, 5th Grade 96%

Math: 3rd Grade 89%, 4th Grade 75%, 5th Grade 98%

Writing: 4th Grade 87%

Science: 5th Grade 96%

**Overall: 89%**

### Performance variation between all student groups:

All Subjects: Hispanic 89%, Special Education 76%, Economically Disadvantaged 88%, ELL 88%

Reading: Hispanic 90%, Special Education 76%, Economically Disadvantaged 89%, ELL 60%

Math: Hispanic 87%, Special Education 72%, Economically Disadvantaged 86%, ELL 86%

Writing: Hispanic 88%, Special Education 72%, Economically Disadvantaged 86%, ELL 86%

Science: Hispanic 94%, Special Education 78%, Economically Disadvantaged 94%, ELL 96%

## Student Learning Strengths

### Student Achievement Strengths

1. 5th grade STAAR Reading (96%) & Math (98%) scores
2. Met Academic Distinction Designations in ELA/Reading and Math for 2017-2018 school year
3. Met Top 25% in Closing Performance Gaps, Postsecondary Readiness, and Comparative Academic Growth Distinctions for the 2017-2018
4. Regular progress monitoring of K-2nd grade students (TPRI/Tejas LEE)

5. Providing tutorials and summer school to students that are demonstrating a need to improve in Reading, Math, Writing, and Science
6. Providing TIER II/III Interventions to students that are demonstrating a need to improve in Reading and Math
7. Recognition materials (certificates per six week and trophies at end-of-year) to recognize students academic achievement
8. Physical Education class and the CATCH program is provided to all students to promote physically and emotionally healthy students.
9. Students attend Art/Music class once a week.

### **Need Statements Identifying Student Learning Needs**

**Need Statement 1 (Prioritized):** Increase Reading, Math, Writing, and Science assessment scores for all students through the use of the core curriculum and additional resources and instructional materials **Data Analysis/Root Cause:** Our 2018-2019 overall score was an 89%

**Need Statement 2 (Prioritized):** Increase Meets and Masters performance standards on 3rd-5th grade STAAR assessments including reading, math, writing and science to meet indexes 1-4 by providing after school tutorials for all students. **Data Analysis/Root Cause:** Our 2019 overall Masters performance was 25%

**Need Statement 3 (Prioritized):** Increase Participation in UIL events such as Chess. **Data Analysis/Root Cause:** During the 2019 school year we had 10 students who participated in Chess

**Need Statement 4 (Prioritized):** Ensure that all students in all student sub-populations demonstrating an academic need are provided an RtI intervention plan, as well as after school tutorials. **Data Analysis/Root Cause:** Our 2018-2019 overall score was an 89%

**Need Statement 5 (Prioritized):** Increase academic achievement by promoting Physically and Emotionally healthy students. **Data Analysis/Root Cause:** Our 2018-2019 overall score was an 89%

# School Processes & Programs

## School Processes & Programs Summary

### Staff Quality, Recruitment, and Retention

Southmost Elementary utilizes a hiring committee composed of administrators and teachers to make hiring determinations. A record of interview questions and responses is kept on file for each interviewee. The campus hiring committee recommends highly qualified professionals through the district's hiring criteria. In addition, administrators conduct walk-throughs weekly to observe and assess the quality of teaching in each classroom. Administrators provide constructive feedback timely and all information is posted on Eduphoria in which teachers can access. If needed, administrators meet with teachers to provide further feedback in which goals are set and instructional procedures are discussed. The T-TESS timelines are followed throughout the school year. Teacher T-TESS performance records are kept by the school principal. Administrators also provide observations and evaluations to paraprofessional staff. Novice teachers are provided a grade-level mentor and meet regularly with the dean of instruction for curricular supports. All teachers are provided with ongoing professional development opportunities.

### Curriculum, Instruction, and Assessment

Southmost Elementary teachers and administration ensure alignment of curriculum, instruction, and assessments. The faculty follows the district curriculum frameworks and scope/sequence to ensure students are adequately prepared. Teachers utilize the Texas Essential Knowledge and Skill (TEKS) as their guide, and supplement the curriculum with resources aligned to the state guidelines and assessments. Administrators provide teachers with instructional resources and professional development. Planning for instruction and intervention occurs through vertical and horizontal alignment. Collaboration is encouraged so that teachers learn from one another.

At Southmost Elementary School all teachers and instructional paraprofessionals are highly qualified. The campus administration, C&I Specialists and other BISD identities/departments provide PD to support learning in the classroom. Teachers are Bilingual certified, SIOP trained and have the GT Core hours. Every year, teachers are asked to have 6 hours of on-going Bilingual/SIOP and GT training and 12 hours of on-going technology. PreKinder and Kinder teachers are required a minimum of 30 hours of staff development as part of the high-quality Pre-Kinder component. All staff members are also provided with a two-day PD requirements (back to school inservice) with topics that include RtI, 504 and Dyslexia requirements, Employee Code of Ethics, David's Law, Conflict Resolution, SPED updates, and mandatory Emergency Operations Plan. The District RTI Support Team focuses on sustainability of the RTI Process. Southmost administration ensures that high quality instruction is delivered to all students and provides support by making appropriate recommendations for successful implementations of strategies & RTI interventions.

### Technology

Technology improves student performance when the application directly supports the curriculum objectives and goals being assessed. Technology is most effective when it is integrated with the core curriculum content. Technology improves student performance when the function supports student ability and prior experience, and provides feedback to the student and teacher about student performance or progress with the application and when the application is incorporated into the instructional day. In addition, the use of technology provides opportunities for students to design and implement projects that extend the core curriculum being assessed by the State of Texas Assessment of Academic Readiness (STAAR). Our campus needs more capital outlay items in order to keep up with the ever expanding educational technology components and in order for our students to reach Masters Performance status. These items include video document cameras, projectors, iPads, iPods, Google Cardboard goggles, and laptops. Our teachers and students are moving to teaching and learning using a variety of technology items alongside learning all of the vocabulary and concepts as required by the Technology TEKS and will need the above resources to do so. In addition, students need to be provided additional learning opportunities to learn rigorous math and science content through the use of computers, software, and websites.

### School Processes & Programs Strengths



- Highly Qualified Teachers
- Bilingual Certified Teachers with a requirement of 6 on-going hours of Bilingual Education
- 12 on-going hours of Technology
- GT Core (30 hours) Trained Teachers/6 on-going hours per year
- SIOP Trained
- Highly Qualified Para-Professionals
- Highly Qualified Administrators
- Teacher Evaluation Process (T-TESS) helps improve teacher's ability to fulfill their job assignment
- Teacher Awareness of student needs'

## Technology Strengths

- All classrooms have access to wireless connectivity
- Students have access to software and web-based programs: STEMScopes, EduSmart, Hatch
- Pre-Kinder - 2nd grade students have access to a computer lab (Rm. F-2)
- Pre-Kinder classrooms have Hatch computers
- 2nd grade classrooms have iPads
- 3rd-5th grade have access to the science lab (Rm. M-1)
- 3rd grade classrooms have (two) Computers on Wheels (COWs) (J-Hall)
- 4th grade classrooms have Computers on Wheels (COWs) (I-Hall)
- 5th grade has two Computers on Wheels (COWs) (L-Hall)
- All teachers have access to a desktop computer
- All classrooms have computers available for student use
- Teachers integrate technology into their daily lessons
- E-mail is used regularly to communicate with faculty and staff

## Need Statements Identifying School Processes & Programs Needs

**Need Statement 1 (Prioritized):** Additional innovative resources and materials to strengthen the rigor of the curriculum. **Data Analysis/Root Cause:** Our 2018-2019 overall STAAR score was 89%

**Need Statement 2 (Prioritized):** Increase academic performance through the use of laptops, iPads, and/or Desktops **Data Analysis/Root Cause:** Our 2018-2019 overall STAAR score was 89%

**Need Statement 3 (Prioritized):** Increase academic performance through the use of software and/or web based programs to meet the needs of all students. **Data Analysis/Root Cause:** Our 2018-2019 overall STAAR score was 89%

**Need Statement 4 (Prioritized):** Increase the effectiveness of student learning through the use of technology. **Data Analysis/Root Cause:** Close the gap from the 2019-2020 school year (COVID-19)

**Need Statement 5 (Prioritized):** Increase the effectiveness of curbside pickup of devices and supplies for virtual learning **Data Analysis/Root Cause:** Not enough staff on campus.

# Perceptions

## Perceptions Summary

### School Culture and Climate

Southmost Elementary faculty and staff collaborate to ensure that students are being provided with a safe, healthy, and disciplined environment conducive to student learning. Administrators and teachers meet on a weekly basis to discuss matters related to providing a positive school culture and climate. All members of the school community are consistently instructed on procedures and operations. A Title I partially funded, full time school nurse is always available to provide and assist medical treatment for students and staff. In addition, the SBDM representatives bring issues and concerns to the monthly meetings. Campus long range plans, policies and procedures, and safety issues are communicated to both parents and community members to assist the campus in providing a positive culture and climate. Parents are strongly encouraged to get involved in volunteering opportunities that will assist their child's education. Issues are reviewed and discussed through consistent dialogue and both administrators and teachers create a plan to improve issues that affect School Culture and Climate. Furthermore, administrators, faculty, and staff consistently provide opportunities for professional collegian interaction to mold professional learning communities, positive working relationships, team building, and motivation.

### Family and Community Involvement

Southmost Elementary is committed to involving parents and community members to be involved in our students education. Parental involvement is critical to the success of their child's education. Community involvement allows students to be exposed to learning opportunities as well. In order to review needs in family and community involvement, parental and community involvement surveys are passed out yearly and the data is analyzed by administrators, the district, and teachers. This allows the SBDM committee to discuss opportunities to meet the needs in these areas and further improve these areas. Title I funds allow the funding of a parent liaison. The role of the parent liaison is very important as it is the individual who transfers information to and from the campus to parents and communities. The parent liaison is responsible for implementing all Title I parental involvement requirements at the campus level that includes weekly meetings and to provide opportunities for parents to volunteer and participate in campus educational activities. In addition, Title I funds assist in providing mileage reimbursements. The parent liaison compiles data on parental participation attendance and meeting agendas for the SBDM committee. With that information, the SBDM determines campus needs. In order to increase parental involvement attendance rates, parent and community member volunteer opportunities are available throughout the school year.

## Perceptions Strengths

### School Culture and Climate

Based on the 2018-2019 Campus Needs Assessment (CNA) survey data:

1. Positive campus climate Shared goals and responsibilities
2. Culture of high expectations Administrators, teachers, and parents work collaboratively to support campus expectations of good behavior and academic success
3. Atmosphere of trust and mutual respect between administration and staff
4. Teachers are involved in the decision-making process of important educational issues at our campus
5. The various programs at our campus effectively educate all student populations
6. Campus administrators consistently support teachers
7. Teachers are content with the professional development they receive, the timely feedback provided during observations, and the evaluation process at the campus.

### Family and Community Involvement Strengths

1. Teachers meet with parents regularly to discuss student progress
2. Grade levels that are departmentalized meet with parents as a group to ensure horizontal alignment and shared goals
3. Parent conferences, meetings, and trainings held in a language they understand

4. Parents given an opportunity to volunteer at the campus Information sent home in English/Spanish
5. Parent Liaison conducts home visits as needed

### **Need Statements Identifying Perceptions Needs**

**Need Statement 1 (Prioritized):** Increase parent participation in meetings by providing flexible schedule **Data Analysis/Root Cause:** Low parent attendance.

**Need Statement 2 (Prioritized):** Increase student attendance **Data Analysis/Root Cause:** Attendance rate for 2017-2018 was 96.5% we need to increase to 97.5%

**Need Statement 3 (Prioritized):** Materials to provide and maintain a clean and safe learning environment **Data Analysis/Root Cause:** Maintain a clean and safe environment

# Priority Need Statements

**Need Statement 2:** Increase Reading, Math, Writing, and Science assessment scores for all students through the use of the core curriculum and additional resources and instructional materials

**Data Analysis/Root Cause 2:** Our 2018-2019 overall score was an 89%

**Need Statement 2 Areas:** Demographics - Student Learning

**Need Statement 1:** Increase student attendance

**Data Analysis/Root Cause 1:** Attendance rate for 2017-2018 was 96.5% we need to increase to 97.5%

**Need Statement 1 Areas:** Demographics - Perceptions

**Need Statement 9:** Additional innovative resources and materials to strengthen the rigor of the curriculum.

**Data Analysis/Root Cause 9:** Our 2018-2019 overall STAAR score was 89%

**Need Statement 9 Areas:** School Processes & Programs

**Need Statement 13:** Increase parent participation in meetings by providing flexible schedule

**Data Analysis/Root Cause 13:** Low parent attendance.

**Need Statement 13 Areas:** Perceptions

**Need Statement 4:** Decrease At-Risk percentages by providing more academic support/interventions for students who are struggling academically.

**Data Analysis/Root Cause 4:** 64.9% of our students are at-risk

**Need Statement 4 Areas:** Demographics

**Need Statement 8:** Increase Meets and Masters performance standards on 3rd-5th grade STAAR assessments including reading, math, writing and science to meet indexes 1-4 by providing after school tutorials for all students.

**Data Analysis/Root Cause 8:** Our 2019 overall Masters performance was 25%

**Need Statement 8 Areas:** Student Learning

**Need Statement 10:** Increase academic performance through the use of laptops, iPads, and/or Desktops

**Data Analysis/Root Cause 10:** Our 2018-2019 overall STAAR score was 89%

**Need Statement 10 Areas:** School Processes & Programs

**Need Statement 15:** Increase Participation in UIL events such as Chess.

**Data Analysis/Root Cause 15:** During the 2019 school year we had 10 students who participated in Chess

**Need Statement 15 Areas:** Student Learning

**Need Statement 11:** Increase academic performance through the use of software and/or web based programs to meet the needs of all students.

**Data Analysis/Root Cause 11:** Our 2018-2019 overall STAAR score was 89%

**Need Statement 11 Areas:** School Processes & Programs

**Need Statement 14:** Materials to provide and maintain a clean and safe learning environment

**Data Analysis/Root Cause 14:** Maintain a clean and safe environment

**Need Statement 14 Areas:** Perceptions

**Need Statement 12:** Increase academic performance by building background knowledge through educational field trips.

**Data Analysis/Root Cause 12:** Our 2018-2019 overall score was an 89%

**Need Statement 12 Areas:** Demographics

**Need Statement 3:** Ensure that all students in all student sub-populations demonstrating an academic need are provided an RtI intervention plan, as well as after school tutorials.

**Data Analysis/Root Cause 3:** Our 2018-2019 overall score was an 89%

**Need Statement 3 Areas:** Student Learning

**Need Statement 5:** Increase the effectiveness of student learning through the use of technology.

**Data Analysis/Root Cause 5:** Close the gap from the 2019-2020 school year (COVID-19)

**Need Statement 5 Areas:** School Processes & Programs

**Need Statement 6:** Improve Character Traits (Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship) through the Guidance and Counseling program

**Data Analysis/Root Cause 6:** Number of counselor and office referrals

**Need Statement 6 Areas:** Demographics

**Need Statement 7:** Increase academic achievement by promoting Physically and Emotionally healthy students.

**Data Analysis/Root Cause 7:** Our 2018-2019 overall score was an 89%

**Need Statement 7 Areas:** Student Learning

**Need Statement 16:** Increase the effectiveness of curbside pickup of devices and supplies for virtual learning

**Data Analysis/Root Cause 16:** Not enough staff on campus.

**Need Statement 16 Areas:** School Processes & Programs

# Goals

**Goal 1:** Southmost 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).




Los estudiantes de Southmost recibirán oportunidades educativas que produzcan graduados completos que están preparados para el futuro, están preparados para la universidad / carrera y son ciudadanos responsables e independientes. (Meta # 1 de la Mesa Directiva y Objetivos 2, 4, 5, 7 y 11 de TEA Cap. 4).

**Performance Objective 1:** Southmost student performance for all students, all grades, all subjects will exceed 2019 STAAR percent Meets Grade Level and STAAR Masters Grade Level performance in reading, writing, mathematics, science and social studies by 2 percentage points.

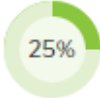
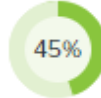

El rendimiento estudiantil para todos los estudiantes, todos los grados, todas las materias superará el porcentaje de STAAR 2019. Rendimiento del nivel de grado y STAAR Masters en lectura, escritura, matemáticas, ciencias y estudios sociales en 2 puntos porcentuales.

## HB3 Goal




**Evaluation Data Sources:** STAAR/EOC performance reports comparing 2022 to 2019

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will follow the BISD District Frameworks on research-based strategies and best practices presented and/or addressed through professional development trainings, feedback from C &amp; I (Math, ELAR, Science, SS, PE, Fine Arts, Technology) specialists, data analysis of formative and summative assessments to improve students' academic achievement with the use of these resources:</p> <p>Los maestros seguirán los Marcos del Distrito de BISD sobre estrategias basadas en la investigación y las mejores prácticas presentadas y/o dirigidas a través de capacitaciones de desarrollo profesional, comentarios de especialistas de C &amp; I (Math, ELAR, Science, SS, PE, Fine Arts, Technology), análisis de datos de evaluaciones formativas y sumativas para mejorar el rendimiento académico de los estudiantes con el uso de estos recursos:</p> <p>SIOP ELPS strategies Circle Components &amp; Three Cheers for PK Math &amp; Science Pearson ELAR MyView Pearson Sharon Wells Imagine Math Imagine Literacy Technology Science Fair Spelling Bee EduSmart StemScopes STARLAB</p>	Formative			Summative
	Nov	Jan	Mar	June
				

<p>Brownsville Kids Vote Lexia Teach Town</p> <p>Teachers will plan educational field trips to build/improve background knowledge.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: BISD developed assessments Instructional feedback forms</p> <p>Eduphoria classroom documented observations Weekly tests and 6 weeks unit test results, Campus test results</p> <p>Summative: C-PALLS mCLASS TPRI and TEJAS LEE TELPAS STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Principal Dean of Instruction</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5 - <b>Population:</b> All students - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022 <b>Funding Sources:</b> Field Trips (CNA: D 4) - 199 Local funds - 199-11-6494-00-131-Y-11-0-00-Y - \$2,300</p>				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Ensure that ELA/Reading comprehension and Math instruction for all subpopulations focuses on student performance data, closing the achievement gap and demonstrating progress for all students including EL, Special education, Dyslexia/504, AT-Risk, and economically disadvantaged students to improve student performance.</p> <p>-LPAC will meet to review TELPAS lang. components identification of ELLS -Review testing options and update campus minutes -Collaborative strategy-based meetings (CBLT) -Vertical/Horizontal lesson planning -TELPAS Activities -Oral Language skills that increase listening/speaking, reading and writing proficiencies -Reflective reasoning and conceptual understanding of math problem solving hands-on strategies specifically targeting sub</p>	Formative			Summative
	Nov	Jan	Mar	June

<p>populations</p> <p>-Second language learning acquisition</p> <p>Asegurese de que el ELA/Comprension de lectura y la instruccion de matematicas para todas las subpoblaciones se centre en los datos de desempeno de los estudiantes, cerrando la brecha de logros y demostrando progreso para todos los estudiantes, incluyendo ELL, Educacion Especial, AT-Risk y estudiantes economicamente desfavorecidos para mejorar el rendimiento de los estudiantes.</p> <p>-LPAC se reunira para revisar la identificacion de componentes de TELPAS de ELLS</p> <p>-Revisar las opciones de prueba y actualizar los minutos del campus</p> <p>-Reuniones colaborativas basadas en estrategias (CBLT)</p> <p>-Planificacion vertical/horizontal de la leccion</p> <p>-Actividades TELPAS</p> <p>-Habilidades de lenguaje oral que aumentan las actividades de escuchar/hablar, leer y escribir</p> <p>-Razonamiento reflexivo y comprension conceptual de las estrategias practicas de resolucion de problemas matematicos dirigidas especificamente a subcuidades</p> <p>-Adquisicion de aprendizaje de segundo idioma.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Walkthroughs Lesson plans</p> <p>Summative: STAAR Test results TELPAS results CPALLS, mCLASS, TPRI and Tejas LEE EOY Results</p> <p><b>Staff Responsible for Monitoring:</b> Principal Dean of Instruction</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5 - <b>Population:</b> All students - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022</p> <p><b>Funding Sources:</b> Tutorials (CNA: SL 2,4) - 163 State Bilingual - 162-11-6112</p>				
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Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Build Instructional Capacity through the use of grade level lead teacher and provide teachers with job-embedded staff development. TOT trainings TLI Routines/Strategies Data Informed Plan Vertical/Horizontal Alignment Provide additional opportunities to observe colleagues and adopt best practices for instruction to improve student achievement in the areas of ELA/Reading, Math, Science and Social Studies  Desarrollar la capacidad de instruccion a traves del uso de maestro lider de nivel de grado y proporcionar a los maestros con el desarrollo de personal integrado en el trabajo. Entrenamientos TOT Rutinas/Estrategias TLI Plan informado de datos Alineacion vertical/horizontal Proporcionar oportunidades adicionales para observar a colegas y adoptar mejores practicas para la instruccion para mejorar el rendimiento de los estudiantes en las areas de ELA/Lectura, Matematicas, Ciencias y Estudios Sociales  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: BISD instructional feedback form Walkthroughs TOT documentation PDS session evaluations  Summative: STAAR Results increase meets and masters levels in STAAR for 3rd-5th grade <b>Staff Responsible for Monitoring:</b> Principal Dean of Instruction  <b>Population:</b> Teachers - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022 <b>Funding Sources:</b> Staff Development Supplies (CNA: D 3 & SL 1) - 211 Title I-A - 211-13-6399-00-131-Y-30-0F2-Y, Substitutes for Vertical Alignment Days - 199 Local funds - 282-11-6112-131-Y-24-OCG-1 - \$5,000		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Supplemental research-based instructional materials, resources, toner, and supplies will be purchased to support Campus Leadership, Counselors, Librarian, and Teacher implementation of instruction and in-house staff development. Purchase consumable supplies, Reading, Writing, Math, and Science materials for classroom use to supplement the core curriculum so that students can		Formative			Summative
		Nov	Jan	Mar	June

master and demonstrate improvement on STAAR, TEKS, Readiness and Supporting Standards.

Materiales de instruccion suplementarios basados en la investigacion, recursos, toner y suministros se compraran para apoyar la implementacion del Liderazgo del Campus, Consejeros, Bibliotecario y Maestros de instruccion y personal interno  
Desarrollo. Comprar consumibles, Lectura, Materiales de escritura, matematicas y ciencias para uso en el aula para complementar el plan de estudios basico para que los estudiantes puedan dominar y demostrar la mejora en STAAR, TEKS, Preparacion y Normas de Apoyo.

**Milestone's/Strategy's Expected Results/Impact:** Formative: Walkthroughs, Use of instructional materials (hand-on practice)

Summative: STAAR, TELPAS, mCLASS, TPRI/Tejas LEE, and C-PALLS Results, Campus PMAs, Progress Reports, Report Card Grade




**Staff Responsible for Monitoring:** Principal  
Dean of Instruction




**Schoolwide and Targeted Assistance Title I Elements:** 2.4 - **Population:** All students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022


**Need Statements:** Demographics 3 - Student Learning 1


**Funding Sources:** Supplies (CNA: D 3 & SL 1) - 211 Title I-A - 211-11-6399-00-131-Y-30-0F2-Y, Toner (CNA: D 3 & SL 1) - 166 State Special Ed. - 166-11-6399-62-131-Y-23-000-Y, Supplies (CNA: D 3 & SL 1) - 199 Local funds - 199-11-6399-00-131-Y-11-0-00-Y - \$1,000, PK Toner (CNA: D 3 & SL 1) - 199 Local funds - 199-11-6399-62-131-Y-11-0-00-Y - \$400, Supplies (CNA: D 3 & SL 1) - 199 Local funds - 199-23-6399-00-131-Y-99-0-00-Y, Copy Paper (CNA: D 3 & SL 1) - 199 Local funds - 199-11-6396-00-131-Y-11-0-00-Y - \$1,000, Supplies (CNA: D 3 & SL 1) - 162 State Compensatory - 162-11-6399-00-131-Y-30-000-Y - \$1,049, Computer Supplies/Toner (CNA: D 3 & SL 1) - 162 State Compensatory - 162-11-6399-62-131-Y-30-000-Y - \$2,300, Supplies (CNA: D 3 & SL 1) - 162 State Compensatory - 162-11-6399-16-131-Y-30-000-Y, Copy Paper (CNA: D 3 & SL 1) - 162 State Compensatory - 162-11-6396-00-131-Y-30-000-Y - \$460, Supplies (CNA: D 3 & SL 1) - 162 State Compensatory - 162-13-6399-00-131-Y-30-000-Y, Instructional Materials Supplies (CNA: D 3 & SL 1) - 163 State Bilingual - 163-11-6399, Supplies (CNA: D 3 & SL 1) - 199 Local funds - 199-23-6399-65-131-Y-99-0-0-Y - \$1,191, Laptop (CNA: D 3 & SL 1) - 199 Local funds - 199-23-6398-65-131-Y-99-0-0-Y, Supplies (CNA: D 3 & SL 1) - 211 Title I-A - 211-23-6399-00-131-Y-30-0F2-Y, Supplies (CNA: D 3 & SL 1) - 263 Title III-A Bilingual - 263-11-6399 - \$2,224, Supplies (CNA: D 3 & SL 1) - 211 Title I-A - 211-23-6398-65-131-Y-30-0F2-0, GT Materials (CNA: D 3 & SL 1) - 199 Local funds - 199-11-6399-00-131-Y-21-000-Y - \$874, Desktops and Printers for SpEd Teachers (CNA: D3 & SL1) - 281 ESSER II Grant Funds - 282-11-6398-62-131-Y23-0P5-1 - \$9,640





Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> ELAR/Writing: 1st -5th Grade students will write weekly compositions across the curriculum in order to improve writing skills, produce products based on their ability to increase effective written communication, analyze passages and edit for grammar and conventions, keep a writing portfolio of their compositions. PK and Kinder students will write in whole group.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Evidence of effective ELA curriculum and writing strategies, Writing Progress Monitoring; Lesson Plans, Walk-throughs; Writing Portfolios, District Framework, ELAR Plan of Action Summative: Writing STAAR Results, Show a 3% increase in the number of students meeting Meets passing standard in Writing, Report Card Grades <b>Staff Responsible for Monitoring:</b> Principal Dean of Instruction</p> <p><b>Population:</b> All Students - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Librarian &amp; Classroom Teachers will work collaboratively to monitor reading progress of students in grades 1st-5th through the Accelerated Reader Program to increase reading fluency and comprehension as reflected in the TPRI/Tejas Lee and STAAR results.</p> <p>Librarian will monitor students accelerated reader points and proficiency to assist students in the selection of reading books to improve overall reading performance by implementing an incentive program to recognize literary academic progress as displayed on AR</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Weekly, Monthly AR usage reports AR meeting 80% accuracy reports Classroom Challenge Leader Displays Summative: Increase usage points and proficiency rates in Accelerated Reader Program for 1st -5th grade students Increase fluency rates and comprehension in state and district assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Media Specialist</p> <p><b>Population:</b> All Students - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022</p> <p><b>Need Statements:</b> Demographics 3 - Student Learning 1</p> <p><b>Funding Sources:</b> Library Supplies (CNA: D 3 &amp; SL 1) - 211 Title I-A - 211-12-6399-00-131-Y-30-0F2-Y, Technology (CNA: D 3 &amp; SL 1) - 197 Projects--TRE/Library - 197-12-6398-62-131-Y-99-000-Y, Software (CNA: D 3 &amp; SL 1) - 197 Projects--TRE/Library - 197-12-6299-62-131-Y, Reading Materials (CNA: D 3 &amp; SL 1) - 281 ESSER II Grant Funds - 281-12-6329-00-131-Y-99-0CG-Y - \$10,000, Supplies - 197 Projects--TRE/Library - 5000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Demographics	
<p><b>Need Statement 3:</b> Increase Reading, Math, Writing, and Science assessment scores for all students through the use of the core curriculum and additional resources and instructional materials</p> <p><b>Data Analysis/Root Cause:</b> Our 2018-2019 overall score was an 89%</p>	

## Student Learning




**Need Statement 1:** Increase Reading, Math, Writing, and Science assessment scores for all students through the use of the core curriculum and additional resources and instructional materials **Data Analysis/Root Cause:** Our 2018-2019 overall score was an 89%








**Goal 1:** Southmost 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).

Los estudiantes de Southmost recibirán oportunidades educativas que produzcan graduados completos que están preparados para el futuro, están preparados para la universidad / carrera y son ciudadanos responsables e independientes. (Meta # 1 de la Mesa Directiva y Objetivos 2, 4, 5, 7 y 11 de TEA Cap. 4).

**Performance Objective 2:** Southmost early childhood performance will increase by 5 percentage points over end-of-year 2022 results. El desempeño en la primera infancia de Southmost aumentará en 5 puntos porcentuales con respecto a los resultados de fin de año 2022.

**Evaluation Data Sources:** TPRI, Tejas Lee, C-PALLS, mCLASS, and CIRCLE PM EOY results

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue to expand the Pre-Kinder and Kinder program to provide foundation learning experiences in order to better prepare at-risk students academically.</p> <p>Southmost Elementary will hire and maintain Highly qualified teachers in Pre-K 4</p> <p>Continue expandiendo el Pre-Kinder y Kinder proporcionar experiencias de aprendizaje de base en para preparar mejor a los estudiantes en riesgo académicamente.</p> <p>Southmost Elementary contratara y mantendra maestros altamente calificados en Pre-K 4</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: C-PM (BOY &amp; MOY), lesson plans, classroom observations</p> <p>Summative: C-PM (EOY)</p> <p><b>Staff Responsible for Monitoring:</b> Principal Dean of Instruction Administrator for SCE PK Teachers Early childhood specialist</p> <p><b>Population:</b> AR, LEP, TI, MI Students - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> June 1, 2021</p>	Formative			Summative
	Nov	Jan	Mar	June
				

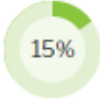


Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Increase early literacy and students school readiness through a high quality 3 year old program. The full day PK program will meet the needs of PK at-risk students by providing phonological and language development skills using hands-on approaches in order to meet PK guidelines and CIRCLE components.</p> <p>PK-3 teachers and Para Professionals will receive Research -Based Professional Development, CIRCLE training, Frameworks aligned to the PK Guidelines; Positive Beginnings for Classroom Management</p> <p>Aumentar la alfabetizacion temprana y la preparacion escolar de los estudiantes a traves de un programa de 3 anos de alta calidad. El programa PK de dia completo satpara las necesidades de los estudiantes de PK en riesgo proporcionando habilidades fonologicas y de desarrollo del lenguaje utilizando enfoques practicos con el fin de cumplir con las directrices PK y los componentes CIRCLE.</p> <p>Los profesores PK-3 y para profesionales recibiran Investigacion -Desarrollo Profesional Basado, CIRCULO formacion, Marcos alineados con las Directrices PK; Comienzos positivos para la gestion del aula</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:  BISD instructional feedback form  Walkthroughs  Professional development  BOY and MOY C-PM Test results,  PK OWL Student Screening Assessments</p> <p>Summative:  T-TESS, Job Description/Evaluations, PDS Transcripts, EOY  C-PM and OWL results  Improvement on CIRCLE-PM BOY to EOY improvement</p> <p><b>Staff Responsible for Monitoring:</b> Principal  Dean of Instruction  PK 3 Teacher</p> <p><b>Population:</b> PK Teachers and Paras - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> June 1, 2021</p>	Formative			Summative
	Nov	Jan	Mar	June
	 20%	 45%	 60%	
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Goal 1:** Southmost 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).








Los estudiantes de Southmost recibirán oportunidades educativas que produzcan graduados completos que están preparados para el futuro, están preparados para la universidad / carrera y son ciudadanos responsables e independientes. (Meta # 1 de la Mesa Directiva y Objetivos 2, 4, 5, 7 y 11 de TEA Cap. 4).

**Performance Objective 3:** 80% of students will be on grade level within 2 years and 70% will be at Meets Grade Level for all STAAR assessments. El 80% de los estudiantes estarán a nivel de grado dentro de 2 años y el 70% estará en el nivel de grado Cumple para todas las evaluaciones STAAR.

**Evaluation Data Sources:** PBMAS Report, STAAR/EOC Assessments for Migrant students, Migrant Program participation reports.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All classrooms will provide students with daily instructional opportunities through the use of the district curriculum frameworks/scope &amp; sequence, Pearson, and Texas Write Source to develop students' writing abilities across all content areas and ensure that students develop a strong, conceptual foundation, master grade level TEKS and perform well on assessments. K-5th grade students will participate in daily journaling, reading fluency, word walls, learning centers, classroom libraries, academic word of the day, and KidSpeak to provide students with ample opportunities to master grade level language arts and reading TEKS and perform well on assessments including TELPAS and STAAR.</p> <p>Todas las aulas proporcionarán a los estudiantes oportunidades de instrucción diarias a través del uso de los marcos curriculares del distrito/alcance y secuencia, Pearson y Texas Write Source para desarrollar las habilidades de escritura de los estudiantes en todas las áreas de contenido y asegurar que los estudiantes desarrollen una base sólida, conceptual, TEKS de nivel de maestría y desempeñen bien en las evaluaciones. Los estudiantes de K-5th grade participarán en el diario diario, la fluidez de lectura, las paredes de palabras, los centros de aprendizaje, las bibliotecas del aula, la palabra académica del día y KidSpeak para proporcionar a los estudiantes amplias oportunidades para dominar las artes del lenguaje de nivel de grado y leer TEKS y rendir bien en evaluaciones como TELPAS y STAAR.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Weekly tests, 6 weeks tests, campus mini marks, benchmarks</p> <p>Summative: TELPAS STAAR TPRI/Tejas LEE mCLASS</p> <p><b>Staff Responsible for Monitoring:</b> Principal Dean of Instruction Campus lead teachers PK-5th grade teachers</p> <p><b>Population:</b> All student groups - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> June 1, 2021 <b>Funding Sources:</b> Supplies (CNA: D 1,2,3, SL 1, &amp; P 2) - 212 Title I-C (Migrant) - 212-11-6399-00-131-Y-24-0F2-Y</p>	Formative			Summative
	Nov	Jan	Mar	June
				



Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement an integrated challenging, standards-based, inquiry-centered math curriculum (K-12) as demonstrated through the district curriculum frameworks/scope &amp; sequence so that students will increase their conceptual knowledge at their appropriate grade level.</p> <p>Implementar un plan de estudios de matematicas integrado desafiante, basado en estandares y centrado en la investigacion (K-12) como se demuestra a traves de los marcos curriculares del distrito/ alcance y secuencia para que los estudiantes aumenten sus conocimientos conceptuales en su nivel de grado apropiado.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Weekly tests, 6 weeks tests, campus mini marks, benchmarks</p> <p>Summative: TELPAS STAAR TPRI/Tejas LEE mCLASS</p> <p><b>Staff Responsible for Monitoring:</b> Principal Dean of Instruction Campus lead teachers PK-5th grade teachers</p> <p><b>Population:</b> All student groups - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> June 1, 2021</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				




**Goal 1:** Southmost 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).







Los estudiantes de Southmost recibirán oportunidades educativas que produzcan graduados completos que están preparados para el futuro, están preparados para la universidad / carrera y son ciudadanos responsables e independientes. (Meta # 1 de la Mesa Directiva y Objetivos 2, 4, 5, 7 y 11 de TEA Cap. 4).








**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 2021-2022 participation.

Aumentar el número de estudiantes en programas cocurriculares y extracurriculares que avanzan en matemáticas, ciencias, estudios sociales, ELA, bellas artes y programas CTE en un 5% con respecto a la participación de 2021-2022.

**Evaluation Data Sources:** Regional and state competition participation numbers

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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.</p> <p>Choir Music Memory Art Chess</p> <p>Los estudiantes de bellas artes elementales desarrollaran el pensamiento critico y las habilidades multitarea, y la creatividad, el trabajo en equipo y el caracter participando en concursos de UIL, concursos no UIL, exposiciones de eventos de distrito /comunidad, y actuaciones publicas.</p> <p>Coro Memoria musical Arte Ajedrez</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Performance ratings, sign-in sheets, campus performance programs, recruitment letters</p> <p>Summative: Performance ratings, attendance, participation numbers</p> <p><b>Staff Responsible for Monitoring:</b> Music teacher Art teacher Principal</p> <p><b>Population:</b> All student groups - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> June 1, 2021 <b>Funding Sources:</b> Chess Materials - 199 Local funds - 199-36-63-99-24-131-Y-99-Y021-Y</p>	Formative			Summative
	Nov	Jan	Mar	June
				

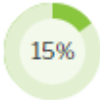


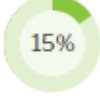






Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> PK-5th grade students will attend music/theater arts class one a week to build a foundation in music and theater arts.</p> <p>Los estudiantes de PK-5o grado asistirán a artes de música/teatro clase uno a la semana para construir una base en la música y artes teatrales.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Music/Theater Arts Rotation Schedule, Lesson Plans, Classroom Observations Summative: Music/Theater Arts Grades, 5th grade participation in Honor's Choir <b>Staff Responsible for Monitoring:</b> Principal Dean of Instruction Music Teacher</p> <p><b>Population:</b> All student groups - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> June 1, 2021 <b>Funding Sources:</b> Art Resources - 199 Local funds - 199-11-6399-50-131-Y-11-000-Y, Music Resources - 199 Local funds - 199-11-6399-57-131-Y-11-000-Y - \$333</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Southmost will participate in the annual District Spelling Bee competition.</p> <p>Southmost participará en el concurso anual District Spelling Bee.</p> <p>Population: 3rd-5th grade student participants</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Spelling Bee results for campus, district, regional and state levels</p> <p>Summative Impact: Participation in Spelling Bee event, Increased level of competition success beyond district and regional levels <b>Staff Responsible for Monitoring:</b> ELA Specialists, Campus Spelling Bee Sponsor Dean of Instruction</p> <p><b>Population:</b> 3rd-5th grade student participants - <b>Start Date:</b> October 1, 2020 - <b>End Date:</b> February 26, 2021</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Southmost will participate in the annual District Science Fair.  Southmost participara en el concurso anual District Science Fair.  Population: 3rd-5th grade student participants <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: District Science Fair results  Summative Impact: Participation in Science Fair event <b>Staff Responsible for Monitoring:</b> Science Specialists Campus Science Fair Coordinator Dean of Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 15%	 45%	 60%	
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**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 BISD 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 Sources:** New Energy Plan adopted by district, updated Five-year facilities renovation plan

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Southmost Elementary will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan. <b>Milestone's/Strategy's Expected Results/Impact:</b> 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 <b>Staff Responsible for Monitoring:</b> Campus Administration Facilities and maintenance staff  <b>Population:</b> Faculty and Staff - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> June 1, 2021	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Create and implement a systematic approach to the renovation/ upgrade/ improvement of facilities to include prioritizing based on safety and needs of the school. <b>Milestone's/Strategy's Expected Results/Impact:</b> Survey results will indicate prioritization of the renovation plans.  Formative: Survey Summative: Evaluation/analysis of survey data <b>Staff Responsible for Monitoring:</b> Campus Administration Facilities and maintenance staff  <b>Population:</b> Facilities and maintenance staff - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> June 1, 2021 <b>Need Statements:</b> Perceptions 3 <b>Funding Sources:</b> Supplies for Maintenance (CNA: P 3) - 199 Local funds - 199-51-6315-00-131-Y-99-0-00-Y , Custodial Supplies (CNA: P 3) - 199 Local funds - 199-51-6399-00-131-Y-99-000-Y, Refrigerator and Microwave (CNA: P3) - 199 Local funds - 199-23-6399-45-131-Y-000-Y - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				



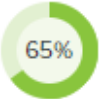




Performance Objective 1 Need Statements:

Perceptions
<b>Need Statement 3:</b> Materials to provide and maintain a clean and safe learning environment <b>Data Analysis/Root Cause:</b> Maintain a clean and safe environment

**Goal 3:** Southmost 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:** Southmost 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 Sources:** Fiscal reports for district, internal and external audit reports and FIRST ratings.








Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Southmost Elementary will effectively and efficiently use 100% of available budgeted funds based on the needs assessments. <b>Milestone's/Strategy's Expected Results/Impact:</b> 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 <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>Population:</b> Campus Administration - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> June 1, 2021	Formative			Summative
	Nov	Jan	Mar	June
	 20%	 40%	 65%	
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				



**Goal 3:** Southmost 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:** Southmost Elementary will create and provide faculty and staff recognition and activities to improve campus morale/climate and support retention of teachers and principals.

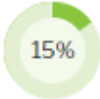






**Evaluation Data Sources:** Campus needs assessment surveys, district/campus climate surveys

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Create employee incentives and recognition to improve campus morale and climate. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Teacher Appreciation Week activities, Teacher of the Month, Thanksgiving and Christmas Luncheons  Summative: Retaining 100% of Southmost Teachers, <b>Staff Responsible for Monitoring:</b> HR Administration Campus Administration  <b>Population:</b> Campus and HR Administration - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> June 1, 2021	Formative			Summative
	Nov	Jan	Mar	June
	 15%	 45%	 65%	
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Goal 4:** Southmost 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:** Southmost Elementary will provide the BISD Public Information Office with features articles, recognition of students, co-/extra-curricular activities, and parent/community events.








**Evaluation Data Sources:** Media records with Public Information Office, enrollment data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Southmost Elementary will promote the history and origins along with current accomplishments such as articles, students/ parents/ staff recognition, co-/extra-curricular activities, and parent/community events through the school website.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Weekly and Monthly articles, Parent Engagement Activities, Guidance/Counseling Activities and Presentations, Student, Parent, and Staff Accomplishments and Events, Campus Student Programs</p> <p>Summative: Continuously updating campus website, annual compilation of articles, presentations, and showcases</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Campus PIO Counselors Teachers Parent Liaison</p> <p><b>Population:</b> Students, Parents, and Staff Stakeholders - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> June 1, 2021</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 4:** Southmost 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 2:** Southmost will support the District of Innovation for the purpose of adjusting the school calendar to begin earlier in August to support opportunities for more learning time prior to assessments.




**Evaluation Data Sources:** School calendar showing earlier start date.







Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Southmost will participate in the opportunity of decision making of the District of Innovation for the purpose of adjusting the school calendar to begin earlier in August to support opportunities for more learning time prior to assessments. <b>Milestone's/Strategy's Expected Results/Impact:</b> School calendar showing earlier start date. <b>Staff Responsible for Monitoring:</b> Campus Administration Campus PIO Counselors Teachers Parent Liaison  <b>Population:</b> Faculty and Staff - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> June 1, 2021	Formative			Summative
	Nov	Jan	Mar	June
	 20%	 45%	 60%	
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				








**Goal 5:** Southmost 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% over 2018-2019 rates (2019-2020 and 2020-2021 were lower due to remote instruction due to COVID-19). and will not be disproportionate for any population.

**Evaluation Data Sources:** 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.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Promote awareness and notification of Student Code of Conduct (SCC) to students, parents, staff & community through campus distribution of SCC ensuring parent awareness of disciplinary procedures.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Training Sign-In Sheets Signed SCC Acknowledgement Form Completed Referral Forms Summative: Discipline Referrals <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Teachers Parent Liaison  <b>Population:</b> All student groups & Parents - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> September 30, 2020	Formative			Summative
	Nov	Jan	Mar	June
				




Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Implement a Guidance and Counseling program as per Texas Comprehensive Development Guidance and Counseling Model at Southmost Elem.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Implement a Guidance and Counseling program as per Texas Comprehensive Development Guidance and Counseling Model  Summative: Student academic progress Discipline referrals <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselors  <b>Population:</b> All student groups & Counselor - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> June 1, 2021 <b>Funding Sources:</b> Counseling Supplies (CNA: D5) - 199 Local funds - 199-31-63-99-00-131-Y-99-0-00-Y, Counseling Supplies (CNA: D5) - 211 Title I-A - 211-31-6399-00-131-Y-30-0F2-Y, Counseling PD (CNA: D5) - 199 Local funds - 199-31-6497-23-137-Y-99-032-Y	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Southmost Counselor will implement a comprehensive counseling program under TAC 11.252 with the support of community/non-profit organizations to address current mental health, safety related trends and conflict resolution through presentations with students, parents campus faculty and staff on the topics to include mental health, inter-personal / intra-personal effectiveness, personal health/ safety and college/career readiness.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Professional Development documentation Summative Impact: +Decrease in the number of students discipline incidents and other safety and mental health related challenges/incidents compared to prior school year <b>Staff Responsible for Monitoring:</b> Counselor  <b>Population:</b> All Students, Counselors, Campus staff, and parents/guardians - <b>Start Date:</b> August 16, 2021 - <b>End Date:</b> June 3, 2022	Formative			Summative
	Nov	Jan	Mar	June
				


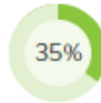





Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Positive behavior interventions and supports (PBIS) and the behavioral RtI tiering will be implemented with greater fidelity to improve the behavior of students with close monitoring of the ISS/OSS placements for special populations. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: ISS/OSS placements of special education and other targeted student groups will decrease by 5% Summative Impact: PBMAS (now on DVM Discipline indicators for 2017) discipline indicator performance levels and staging will decrease <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>Population:</b> All students - <b>Start Date:</b> August 9, 2021 - <b>End Date:</b> June 17, 2021	Formative			Summative
	Nov	Jan	Mar	June
	 20%	 40%	 60%	
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Goal 5:** Southmost 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 the district to ensure students are safe in the event of a crisis.

**Evaluation Data Sources:** Updated safety plan checklist, published district safety plans, Unsafe Schools PEIMS report.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop and maintain an Emergency Operations Plan at Southmost Elem.  Plan must be multi-hazard in nature  Must be reviewed and updated annually by the campus safety and security committee.  Safety drills must be practiced as per BISD Police Dept.  Provide student, staff, and parent training in the areas of school safety and emergency management.  Maintain updated radios/communication system  Implement an identification security system.  All staff and visitors must display their identification while on Southmost Elem. campus grounds.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:  Safety Report Form,  Campus Administration Badges,  Campus Faculty and Staff  Badges,  Visitors Passes  Summative:  Office Log-in Binders  Security Check</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal  Faculty  Staff  Security Officer</p> <p><b>Population:</b> Students, Parents, Teachers, Campus Administration - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> June 1, 2021  <b>Need Statements:</b> Perceptions 3  <b>Funding Sources:</b> Radios (CNA: P3) - 199 Local funds - 199-51-6398 - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> In order to provide a safe learning environment, Southmost Elementary will develop and maintain a COVID-19 safety plan. <b>Staff Responsible for Monitoring:</b> Assistant Principal Principal Nurse  <b>Start Date:</b> September 21, 2020 - <b>End Date:</b> June 1, 2021 <b>Funding Sources:</b> Precautionary Equipment (CNA: P 3) - 211 Title I-A - 211-51-6399-00-131-Y-30-0F2-Y		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

### Performance Objective 2 Need Statements:




Perceptions
<b>Need Statement 3:</b> Materials to provide and maintain a clean and safe learning environment <b>Data Analysis/Root Cause:</b> Maintain a clean and safe environment






**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)  
La Junta de Sindicos, en colaboracion con el personal del distrito, la administracion, los padres y la comunidad, proporcionara el apoyo y los recursos necesarios para lograr la excelencia y la equidad educativas. Los padres seran socios plenos de los educadores en la educacion de sus hijos. (TEA Capitulo 4, Obj. 1)




**Performance Objective 1:** There will be a 10% increase of parents involved in campus/district parental involvement activities from 2019-2020 to 2021-2022.  
Habra un aumento del 10% de padres involucrados en las actividades de participacion de los padres del campus / distrito desde 2019-2020 hasta 2021-2022








**Evaluation Data Sources:** Completed Title I-A Parental Involvement Compliance Checklist, Campus CNA and Title I Parent Survey, Parent Meeting Attendance Rates

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> A Parent Liaison will continue to be funded for the purpose of educating parents to better assist their children through the educational process and to increase student achievement at Southmost Elementary.</p> <p>-The Parent and Family Engagement meetings held on Fridays at 10:30 am and 2:00pm in the Parent Center.</p> <p>-Conduct an annual Title I Parent Survey to evaluate the effectiveness of Southmost Elementary parental involvement efforts</p> <p>-Complete and disseminate a Parental Involvement Policy so as to delineate how parents will be actively involved at the district/campus level with the intention to increase participation</p> <p>-Parent newsletter (monthly)</p> <p>-School-Parent Student Compacts indicating each group's responsibilities to ensure student achievement.</p> <p>Un Enlace de Padres continuara siendo financiado con el proposito de educar a los padres para ayudar mejor a sus hijos a traves del proceso educativo y para aumentar el rendimiento de los estudiantes en Southmost Elementary.</p> <p>-Llevar a cabo una Encuesta anual de Padres titulo I para evaluar la eficacia de los esfuerzos de participacion de los padres de Southmost Elementary</p> <p>-Completar y difundir una Politica de Participacion Parental para delinear como los padres participaran activamente a nivel de distrito/campus con la intencion de aumentar la participacion</p> <p>-Boletin para padres (mensual)</p> <p>-Pactos escolares-padres que indican las responsabilidades de cada grupo para asegurar el logro de los estudiantes.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:</p> <p>Parent meetings</p> <p>Workshop agendas</p> <p>Attendance</p> <p>Survey results will be reviewed at the May 2017 SBDM meeting</p> <p>Summative:</p> <p>Parent participation increase</p> <p>Attendance at state % or higher sign in sheets</p> <p>Title I Parent Survey results</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p>Parent Liaison</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1, 3.2 - <b>Population:</b> Teachers, Students, Parents -</p> <p><b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022</p> <p><b>Funding Sources:</b> Supplies (CNA: P 1) - 211 Title I-A - 211-61-6399-00-131-Y-30-0F2-Y</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Conduct the following annual Title I-A required activities:</p> <p>-Complete and disseminate a Parental Involvement Policy that delineates how parents will be actively involved at the district/campus level</p> <p>Timeline: Aug. 2021</p>	Formative			Summative
	Nov	Jan	Mar	June

<p>-Complete and disseminate a School-Parent-Student Compact indicating each group's responsibility in order to ensure student achievement, specifically in the content areas. Timeline: Aug. 2021</p> <p>-Title I-A Meeting to inform parents of the services provided through Title I funds Timeline: Sep. 2021</p> <p>-Title I-A Parent Survey to evaluate the effectiveness of the District Parental Involvement Program Timeline: Apr. 2022</p> <p>Llevar a cabo las siguientes actividades anuales requeridas por el Titulo I-A:</p> <p>-Completar y difundir una Politica de Participacion parental que delinea como los padres participaran activamente a nivel de distrito/campus Cronologia: agosto de 2021</p> <p>-Completar y difundir un Pacto Escuela-Padre-Estudiante indicando la responsabilidad de cada grupo con el fin de asegurar el logro de los estudiantes, especificamente en las areas de contenido. Cronologia: agosto de 2021</p> <p>-Titulo I-A Reunion para informar a los padres de los servicios prestados a traves de los fondos del Titulo I Cronologia: Sep. 2021</p> <p>-Encuesta de Padres del Titulo I-A para evaluar la efectividad del Programa de Participacion de Padres del Distrito Cronologia: abril de 2022</p> <p><b>*View timeline per activity (above)</b></p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:</p> <p>Completed Parental Involvement Policies Campuses S-P-S Compacts Campus Visitation Reports Campus Website Fliers Meeting Agendas</p> <p>Summative: Completed Title I-A Parental Involvement Compliance Checklist Signed S-P-S Compact Training Session Evaluations</p> <p><b>Staff Responsible for Monitoring:</b> Parent Liaison Principal</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1, 3.2 - <b>Population:</b> Parents - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022</p> <p><b>Funding Sources:</b> Misc. Costs (CNA: D 1 &amp; P 1,2) - 211 Title I-A - 211-61-6499-53-131-Y-30-0F2-Y</p>				
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Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Funds will be allocated to provide payment for mileage occurred while conducting attendance and Parental Involvement responsibilities i.e.; home visits and parental involvement meetings and trainings.</p> <p>-Home visits -Attendance</p> <p>Los fondos se asignaran para proporcionar el pago del kilometraje ocurrido mientras se llevan a cabo las responsabilidades de asistencia y participacion parental, es decir; visitas domiciliarias y reuniones y capacitaciones de participacion de los padres.</p> <p>-Visitas domiciliarias -Asistencia</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:  Parent meetings  Workshop agendas  Attendance  Survey results will be reviewed at the May 2017 SBDM meeting  Home visit logs</p> <p>Summative:  Parent participation increase  Attendance at state % or higher sign in sheets  Title I Parent Survey results</p> <p><b>Staff Responsible for Monitoring:</b> Parent Liaison  Principal  Assistant Principal  Dean of Instruction</p> <p><b>Population:</b> Parents &amp; Students - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> June 1, 2021  <b>Funding Sources:</b> Travel (CNA: D 1 &amp; P 1,2) - 211 Title I-A - 211-61-6411-00-131-Y-30-0F2-Y</p>	Formative			Summative
	Nov	Jan	Mar	June
				







Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 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:</p> <ul style="list-style-type: none"> <li>-Parental Involvement Policy</li> <li>-School-Parent-Student Compact</li> <li>-District Improvement Plan</li> </ul> <p>Asegurar la representacion de la participacion de la comunidad y los padres en el proceso de toma de decisiones. Los padres participaran en la revision y/o revision de lo siguiente para garantizar que se cumplan los requisitos del programa:</p> <ul style="list-style-type: none"> <li>-Politica de participacion de los padres</li> <li>-Pacto Escuela-Padre-Estudiente</li> <li>-Plan de Mejoramiento del Distrito</li> </ul> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:  Parent Rep. Sign-in Sheets  Completed Parental Involvement Policies  Campuses S-P-S Compacts  Calendars  Meeting Agendas  Summative:  Training Session Evaluations  LPAC  SBDM Meeting minutes</p> <p><b>Staff Responsible for Monitoring:</b> Principal  Parent Liaison</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1 - <b>Population:</b> Parents - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				








Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide opportunities for students to learn more about the Home Access Center (HAC) to keep parents abreast of students' progress and assist them in monitoring their children's grades.</p> <p>Proporcionar oportunidades para que los estudiantes aprendan mas sobre el Home Access Center (HAC, por sus saber) para mantener a los padres al tanto del progreso de los estudiantes y ayudarlos a monitorear las calificaciones de sus hijos.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Parent request forms for access to the HAC</p> <p>Summative: Listing of parents with access to HAC throughout the year</p> <p><b>Staff Responsible for Monitoring:</b> Parent Liaison Principal</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.2 - <b>Population:</b> Students and Parents - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            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. (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/504, second language and At-Risk supports to improve academic performance and engagement as evidenced by classroom observations.

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Professional development opportunities will be provided to the Southmost Elem. 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.</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>-Budget and Program Compliance</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Benchmark scores, student progress reports</p> <p>Summative: STAAR scores, Retention rates</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p>Counselors</p> <p>Principal</p> <p>Assistant Principal</p> <p>Dean of Instruction</p> <p><b>Population:</b> Homeless Students - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> June 1, 2021</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> BISD will establish a multi-tiered systems of support (MTSS) that addresses school climate, the social and emotional domains, behavioral and mental health and supports wellness, learning and safety that meets the requirements of TEC Section 37.115(b)(3). Faculty and staff will be trained on the selected software applications to support the implementation of the BISD MTSS.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Plan draft and professional development training records</p> <p>Summative: Reduced numbers of students needing these support and survey data indicating improved school climate</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p> <p><b>Population:</b> Faculty and Staff - <b>Start Date:</b> July 12, 2021 - <b>End Date:</b> June 24, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				





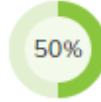

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Southmost Life Skills, ECSE, and Resource faculty and staff and administrators will participate in CPI training to help with de-escalation of behaviors. <b>Staff Responsible for Monitoring:</b> Campus administration  <b>Population:</b> Faculty and Staff - <b>Start Date:</b> August 9, 2021 - <b>End Date:</b> June 10, 2022	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            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. (TEA Ch. 4 Obj. 9)

**Performance Objective 2:** Southmost staff will participate in required on-going trainings related to trauma informed care and safe and supportive schools.

**Evaluation Data Sources:** Training records and implementation documentation








Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All faculty and staff will complete trauma-informed care training from a state approved program to increase awareness and implementation best practices to support student's well being and apply interventions for academic and emotional support. (Policy FFBA) <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Training records, six weeks reporting from staff, Summative: end of year reports <b>Staff Responsible for Monitoring:</b> Guidance administration, Police and Security Service Administrators, Campus Threat Assessment Team Leaders <b>Population:</b> Faculty and Staff - <b>Start Date:</b> November 16, 2020 - <b>End Date:</b> June 11, 2021	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Southmost will have a trained Threat Assessment Team that will develop a safe and supportive school program in compliance with TEA. The team will provide guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community school, or individual and support the district in implementing the district's multihazard emergency operations plan. (Policy FFB) <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Training records, six week reporting from staff Summative: end of year reports <b>Staff Responsible for Monitoring:</b> Guidance administration Police and Security Service administrators Campus Threat Assessment Team Leaders <b>Population:</b> Faculty and Staff - <b>Start Date:</b> August 9, 2021 - <b>End Date:</b> June 17, 2022	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Southmost will train designated staff on child sexual abuse, sex-trafficking, and other maltreatment of children. Southmost shall provide a child abuse anti-victimization program that includes presentations to students and campus staff. (Policy FFG) <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Training records, six week reporting of presentations Summative: end of year reports trainings <b>Staff Responsible for Monitoring:</b> Guidance administration Police and Security Service administrators Campus Threat Assessment Team Leaders  <b>Population:</b> Faculty and Staff - <b>Start Date:</b> July 1, 2021 - <b>End Date:</b> June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
	 25%	 40%	 50%	
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

**Performance Objective 1:** Technology-based instruction using hardware and software to address the gaps in students at risk of dropping out, as well as gaps in teachers skills, through adaptive, personalized, flexible and supplemental learning will increase when compared to comparable data for 2019-2020. (Future Ready Curriculum, Instruction, and Assessment)


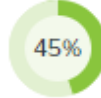





**Evaluation Data Sources:** Learning Management System for usage reports, Walkthroughs, Professional Development session data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Instructional Technology is utilized by modeling within the context of instruction in core curriculum areas using a variety of technology equipment and/or software to support technology TEKS in the classroom, promote critical thinking skills and develop projects that foster creativity, innovation, communication, collaboration, information, fluency, and digital citizenship.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:  BISD instructional feedback form  Walkthroughs  Project Share uploads by CBLT</p> <p>Summative: STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Principal  Dean of instruction</p> <p><b>Population:</b> All Students - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022</p> <p><b>Funding Sources:</b> Laptops (CNA: SPP 2,4) - 162 State Compensatory - 162-11-6398-62-131-Y-30-000-Y - \$9,464, Document Cameras (CNA: SPP 2,4) - 263 Title III-A Bilingual - 263-11-6398-62-131-Y-25-000-Y, Software (CNA: SPP 2,4) - 162 State Compensatory - 162-11-6395-62-131-Y-30-000-Y - \$2,300, Laptops (CNA: SPP 2,4) - 162 State Compensatory - 162-13-6398-00-131-Y-30-000-Y - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

**Performance Objective 2:** Increase opportunities for student learning to any time of day, from home, school, and/or community, as well as provide coding and technology compared to 2019 or 2021 (due to COVID-19), leveraging human capital in personalized learning.  
Future Ready Use of Space and Time

**Evaluation Data Sources:** Classroom projects, competition enrollments, walkthroughs, personnel assignments


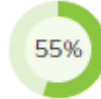





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Southmost will provide students in classrooms the opportunity to take a device home to extend learning beyond the classroom. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Instructional Observations Progress Monitoring reports Summative Impact: Decreased gaps on benchmarks and state assessments <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Dean of Instruction  <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

**Performance Objective 3:** Improve high speed network connectivity for all stakeholders to ensure the success of the plan implementation to support blended learning at all grade levels.

Future Ready Robust Infrastructure

**Evaluation Data Sources:** Network connectivity, 1:1 ratios, Score Cards








Strategy 1 Details	Reviews			
<b>Strategy 1:</b> In order to ensure appropriate WIFI connectivity for all stakeholders, speed tests will be conducted across the district in the early fall, mid-year and spring. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Score Card for appropriate connectivity of wired and wireless networks Summative Results: Score Card for appropriate connectivity of wired and wireless networks <b>Staff Responsible for Monitoring:</b> Curriculum Administration Technology Administration	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

**Performance Objective 4:** Review update, and implement policies that guide students, staff, parents and community members that ensure safety, privacy and security within our data systems.

Future Ready Data and Privacy








**Evaluation Data Sources:** Updated policies, reports of data breaches

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Southmost will review policies and procedures to guide students, staff, parents, and community to ensure safety, privacy, and security. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Survey reports Summative Results: Security reports <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Dean of Instruction  <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

**Performance Objective 5:** Increase community and business-oriented partnerships, and create a database of leaders with expertise in Educational Technology that will facilitate planning, classroom level partnerships, and access to skills to support students as they prepare to enter the workforce.  
Future Ready Community Partnerships








**Evaluation Data Sources:** Numbers of partnerships, Database of leaders in Ed. Tech, campus partnership listing

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Southmost will train parents on the use of Learning Management System and Classroom Management Systems to monitor the instructional use of instructional software and devices. <b>Milestone's/Strategy's Expected Results/Impact:</b> Summative Results: Software usage reports <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Dean of Instruction  <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

**Performance Objective 6:** Provide competency and research-based professional development, leverage Media Specialists, Deans, Tech Administrators Technology Support Teachers at every campus, develop Professional Learning Communities (PLCs), offer District Technology Conferences, promote and establish innovative partnerships (MIE, Apple Certified Educator, and Google Certified Teacher) and provide technology resources and PD that support personalized, flexible, blended learning across all content areas.  
Future Ready Personalized Professional Learning

**Evaluation Data Sources:** Professional development records, walkthrough reports, classroom observations

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will participate in a minimum of 12 hours of of face to face and/or virtual technology professional development and/or 6 credits of competency-based micro-credentials annually to better prepare and assist with the integration of technology into the subject areas.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Sign-In Sheets Agendas PDS Transcript  Summative: STAR Chart PDS Transcripts <b>Staff Responsible for Monitoring:</b> Principal Dean of Instruction  <b>Population:</b> Teachers - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				










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

**Performance Objective 7:** Allow accessibility to software and platforms, and define accountability metrics that support an efficient planning process across multiple budgets.

Future Ready: Budget and Resources

**Evaluation Data Sources:** Listing of available software and platforms with usage reports, District budgets for licenses and software.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Southmost will increase the accessibility for all students in technology based instruction across all subject areas by providing new software and platforms including Microsoft, Google and Apple, and hardware at the campuses for computer/ technology enhanced instruction. The district will utilize platforms such as GOGUARDIAN, CLEVER, and PAPERBASKET to analyze the return of investment for all softwares purchased by campuses and the district, It will analyze student usage, academic impact, student performance, etc.</p> <p>Lexia Core5</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Software Usage Reports Software Monitoring Reports Summative Results: Software Usage Reports Software Monitoring Reports</p> <p><b>Staff Responsible for Monitoring:</b> Principal Dean of Instruction</p> <p><b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022 <b>Need Statements:</b> Demographics 3 - Student Learning 1 <b>Funding Sources:</b> Lexia Core5 Software - 162 State Compensatory - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Performance Objective 7 Need Statements:

Demographics
<p><b>Need Statement 3:</b> Increase Reading, Math, Writing, and Science assessment scores for all students through the use of the core curriculum and additional resources and instructional materials <b>Data Analysis/Root Cause:</b> Our 2018-2019 overall score was an 89%</p>

## Student Learning








**Need Statement 1:** Increase Reading, Math, Writing, and Science assessment scores for all students through the use of the core curriculum and additional resources and instructional materials **Data Analysis/Root Cause:** Our 2018-2019 overall score was an 89%

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

**Performance Objective 8:** Conduct the BISD Future Ready Framework Technology Survey annually to assess the level of implementation of each Future Ready gear.

Future Ready Collaborative Leadership

**Evaluation Data Sources:** BISD Future Ready Framework survey results




Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Southmost will create a plan for change that addresses components, and others that may arise during the needs assessment.  <b>Staff Responsible for Monitoring:</b> Principal Dean of Instruction  <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  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)  
A traves de esfuerzos mejorados de prevencion de la desercion, todos los estudiantes permaneceran en la escuela hasta que obtengan un diploma de escuela secundaria. (TEA Ch. 4 Obj. 3)







**Performance Objective 1:** Increase Southmost attendance rate to 98% with a target of 97.5% and improve At-Risk Student Attendance Rate by 10% over prior year attendance.








Aumentar la tasa de asistencia de Southmost al 98% con una meta del 97.5% y mejorar la tasa de asistencia de estudiantes en riesgo en un 10% sobre la asistencia del ano anterior.

**Evaluation Data Sources:** Campus attendance rates, At-Risk Student Attendance.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> As per BISD policy, Southmost Elementary will implement remediation instructional strategies during their daily instruction, small group instruction, after school tutorials and/or Saturday academies in Reading, Math, and Science for 3rd-5th grade students in order to decrease the retention rate and improve student achievement Index I and increase Meets and Masters performance standards on STAAR assessments to meet indexes 2-4.</p> <p>Increase participation in after school programs and tutorials for SpEd population .</p> <p>Teachers will utilize general supplies, media center booklets, district-adopted curriculum, books, novels and other resources as needed.</p> <p>Extra duty pay will be allotted for Certified and Classified Personnel for materials preparation for virtual, remote learning.</p> <p>Segun la politica de BISD, Southmost Elementary implementara estrategias de instruccion de remediacion durante su instruccion diaria, instruccion en grupos pequenos, tutoriales despues de la escuela y/o academias de sabado en Lectura, Matematicas y Ciencias para estudiantes de 3o-5o grado con el fin de disminuir la tasa de retencion y mejorar el rendimiento de los estudiantes Index I y aumentar los estandares de desempeno de Meets y Masters en las evaluaciones STAAR para cumplir con los indices 2-4.</p> <p>Los maestros utilizaran suministros generales, folletos de centros de medios, curriculo adoptado por el distrito, libros, novelas y otros recursos segun sea necesario.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: tutorial lesson plans, tutorial attendance report, tutorial master schedule, students progress reports, and benchmark scores</p> <p>Summative: STAAR and the retention rate</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal Dean of Instruction Classroom teachers Administrator for State Compensatory Education (SCE)</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5 - <b>Population:</b> AR, TI, MI, EL, SpEd Students - <b>Start Date:</b> October 12, 2020 - <b>End Date:</b> May 7, 2021</p> <p><b>Funding Sources:</b> Tutorials (CNA: SL 4) - 162 State Compensatory - 162-11-6118-00-131-Y-30-000-Y - \$8,690, Tutorials SSI (CNA: SL 4) - 162 State Compensatory - 162-11-6118-00-131-Y-24-SSI-Y - \$3,192, ASP (Extended Day) Total (CNA: SL 4) - 211 Title I-A - 211-11-6118-00-131-Y-30-ASP-Y, Resources/Supplies (CNA: SL 4) - 199 Local funds - 199-12-6399-00-131-Y-99-0-00-Y - \$200</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> A food pantry and clothes closet will be implemented at every campus 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>Se implementara una despensa de alimentos y un armario de ropa en cada campus para proporcionar a los jovenes identificados en riesgo, sin hogar y no acompanados alimentos, productos de higiene, utiles escolares y ropa segun sea necesario para mejorar el rendimiento de los estudiantes en riesgo, la asistencia, la tasa de graduacion, la tasa de finalizacion y la tasa de retencion y la tasa de desercion.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:  Pantry and Closet Inventory  Pantry and Closet Distribution Log</p> <p>Summative:  STAAR, Attendance Rate, and the Retention Rate</p> <p><b>Staff Responsible for Monitoring:</b> Principal  Assistant Principal  Counselor  Nurse  Parent Liaison</p> <p><b>Population:</b> AR, TI, LEP, MI Students - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> June 1, 2021</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Ensure that the campus has a process in place to identify homeless students in order receive the full protections of the McKinney-Vento Act. Including the help they need to enroll, attend, and succeed in school.</p> <p>Asegurarse de que el campus tenga un proceso para identificar estudiantes sin hogar con el fin de recibir todas las protecciones de la Ley McKinney-Vento. Incluyendo la ayuda que necesitan para inscribirse, asistir, y tener éxito en la escuela.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Listing of identified Homeless students, District letter on file in PRC, Homeless coding</p> <p>Summative: STAAR, Attendance Rate, Retention Rate</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal Assistant Principal Dean of Instruction Teacher Data Entry Clerk</p> <p><b>Population:</b> AR, Homeless, and unaccompanied youth - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> June 1, 2021</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Monitoring and maintaining of the district attendance rate goals, including parent truancy notices and community outreach to address procedures, roles, and responsibilities on a daily basis.</p> <p>Monitoreo y mantenimiento de las metas de la tasa de asistencia del distrito, incluyendo avisos de ausentismo de los padres y alcance comunitario para abordar los procedimientos, roles y responsabilidades a diario.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: PEIMS Reports Parent Truancy Court Notice Letters</p> <p>Summative: Campus Attendance Percentage Rate Reports</p> <p><b>Staff Responsible for Monitoring:</b> Parent Liaison Teachers Administration</p> <p><b>Population:</b> All student groups - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> June 1, 2021</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Provide incentives to students with perfect attendance at the end of each six weeks period, at the middle of year and end of the year to improve student learning and increase the attendance rate at the campus.  Purchase a playground to motivate students to attend school  Proporcionar incentivos a los estudiantes con una asistencia perfecta al final de cada periodo de seis semanas, a mediados de ano y al final del ano para mejorar el aprendizaje de los estudiantes y aumentar la tasa de asistencia en el campus.  Comprar un patio de recreo para motivar a los estudiantes a asistir a la escuela <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Attendance Reports Parent Invitations to Award Ceremonies, EOY Perfect Attendance Certificates and Trophies, MOY and EOY Perfect Attendance Party, Parent Truancy court Notice Letters, No Credit process, and Student Attendance Plan   Summative: Campus Attendance Percentage Rate <b>Staff Responsible for Monitoring:</b> Counselors Teachers Principal Assistant Principal Dean of Instruction  <b>Population:</b> All student groups - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> June 1, 2021 <b>Funding Sources:</b> Awards (CNA: D 1,3, SL 1, & P2) - 199 Local funds - 199-11-6498-00-131-Y-11-0-00-Y - \$2,000, Awards (CNA: D 1,3, SL 1, & P2) - 199 Local funds - 199-23-6498-00-131-Y-99-0-00-Y - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</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. (TEA Ch. 4 Obj. 3)  
A traves de esfuerzos mejorados de prevencion de la desercion, todos los estudiantes permaneceran en la escuela hasta que obtengan un diploma de escuela secundaria. (TEA Ch. 4 Obj. 3)

**Performance Objective 2:** Southmost will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR by 10%.  
Southmost desarrollara estrategias de prevencion e intervencion que aumentaran el rendimiento de los estudiantes en riesgo en STAAR en un 10%.

**Evaluation Data Sources:** STAAR/EOC reports disaggregated for At-Risk students.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Instructional/Supplemental Resources and research-based targeted interventions are utilized to ensure all Southmost students are prepared to meet the demands of standardized assessments (local, state, and national).</p> <p>Los Recursos Instructivos/Suplementarios y las intervenciones especificas basadas en la investigacion se utilizan para asegurar que todos los estudiantes del sur esten preparados para satisfacer las demandas de evaluaciones estandarizadas (locales, estatales y nacionales).</p> <p>Media Center Resources: Esperanza LEI &amp; II workbooks, SIOP activities Target Reading  STAAR resource materials  District approved software  Living with Science/EduSmart  STEMscopes  Tango Central/Tango Trends  Bilingual resources  Early childhood resources &amp; CIRCLE  Fry Word (K-3rd) word recognition lists  Fluency passages  RtI 3 Tier Model  TLI strategies  Special Education Resources: Lexia, Unique Learning</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:  BISD developed assessments  Instructional feedback forms  Weekly test  6 weeks Unit tests  6 weeks mid and end checkpoints  Campus Mini Marks  District Benchmarks</p> <p>Summative:  C-PALLS  TPRI and Tejas LEE</p>	Formative			Summative
	Nov	Jan	Mar	June

mCLASS  
TELPAS  
STAAR

**Staff Responsible for Monitoring:** PK-5th grade teachers

Special Ed. teachers

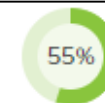
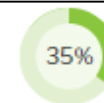
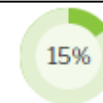
Dyslexia teacher




Bilingual teachers




Administration

**Schoolwide and Targeted Assistance Title I Elements:** 2.6 - **Population:** All student groups including Special Education - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021

**Funding Sources:** Supplies (CNA: D3 & SL 1) - 166 State Special Ed. - 166-11-6399-00-131-Y-23-0P1-Y, Supplies (CNA: D3 & SL 1) - 166 State Special Ed. - 166-11-6399-00-131-Y-23-0P4-Y, Supplies (CNA: D3 & SL 1) - 166 State Special Ed. - 166-11-6399-00-131-Y-23-0P0



Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Response to Intervention (RtI) annual training on the RtI 3 Model for campus staff and tri-weekly meetings with RtI Core team to monitor student academic progress and support teaching personnel with all documentation required for early intervention success.</p> <p>Additional learning time to meet standards and additional assistance that is tailored to each child.</p> <p>Capacitacion anual de Respuesta a la Intervencion (RtI) sobre el Modelo RtI 3 para el personal del campus y reuniones tres-semanales con el equipo de RtI Core para monitorear el progreso academico de los estudiantes y apoyar al personal docente con toda la documentacion necesaria para el exito de la intervencion temprana.</p> <p>Tiempo de aprendizaje adicional para cumplir con los estandares y asistencia adicional que se adapta a cada nino.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:</p> <p>BISD instructional feedback form</p> <p>Walkthroughs</p> <p>PDS session evaluations</p> <p>RtI core Team meetings</p> <p>Tango progress monitoring</p> <p>Summative:</p> <p>PDS evaluations, transcripts and feedback</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p>Dean of Instruction</p> <p>Campus lead teachers</p> <p>PK-5th grade teachers</p> <p>C &amp; I specialists</p> <p>Special Ed and Dyslexia teachers</p> <p><b>Schoolwide and Targeted Assistance Title I Elements: 2.6 - Population:</b> General Ed. Teachers - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> June 1, 2021</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The Dean of Instruction will ensure that teachers receive staff development to enhance the instructional program and provide teacher support to positively impact at-risk student achievement, attendance, and decrease the retention/dropout rates.</p> <p>Maintain a highly qualified dean of instruction</p> <p>El Decano de Instruccion se asegurara de que los maestros desarrollo del personal para mejorar la instruccion programa y proporcionar apoyo al maestro para impacto en el rendimiento de los estudiantes en riesgo, la asistencia y disminuir las tasas de retencion/abandono.</p> <p>Mantener un decano altamente calificado de instruccion</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Classroom observations, PDS Session Evaluation Report, PDS Session Attendance Report, student progress reports, benchmark scores lesson plans</p> <p>Summative: STAAR and Attendance/Retention Rates</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal Administrator for SCE</p> <p><b>Population:</b> Dean of Instruction - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> June 1, 2021</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide a complete comprehensive dyslexia program for identified students to ensure effective and timely assistance and meet their academic needs by implementing individualized accommodation plans.</p> <p>A Dyslexia teacher will monitor the academic progress, attendance and provide support services for students, staff, and parents.</p> <p>Dyslexia lab services will be provided for identified students as determined through evaluation. Instructional approaches will include explicit, individualized, and multisensory instruction in small group setting to enhance students' ability to comprehend and decode to make the language meaningful in reading.</p> <p>Proporcionar un programa integral completo de dislexia para los estudiantes identificados para asegurar una asistencia eficaz y oportuna y satisfacer sus necesidades academicas mediante la implementacion de planes de adaptacion individualizados.</p> <p>Un maestro de dislexia supervisara el progreso academico, la asistencia y proporcionara servicios de apoyo para estudiantes,</p>	Formative			Summative
	Nov	Jan	Mar	June

personal y padres.

Se proporcionaran servicios de laboratorio de dislexia para estudiantes identificados segun se determine a traves de la evaluacion. Los enfoques instructivos incluiran instruccion explicita, individualizada y multisensorial en un entorno de grupos pequenos para mejorar la capacidad de los estudiantes para comprender y decodificar para que el lenguaje sea significativo en la lectura.

**Milestone's/Strategy's Expected Results/Impact:** Formative:

Observations

Lesson Plans

Sign-in sheets

Agendas

Summative:

STAAR

mCLASS

TPRI/Tejas LEE, TELPAS

Aprenda/Stanford 10 PBMAS

AMAOS

**Staff Responsible for Monitoring:** Principal

Assistant Principal

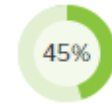
Dean of Instruction











Administrator for SCE

**Population:** DYS Students - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021

**Need Statements:** School Processes & Programs 2

**Funding Sources:** Dell Latitude (SPP 2) - 281 ESSER II Grant Funds - 281-11-6398-62-131-Y370CGY - \$1,523, ClearTouch Display, Stand, PC, Web Camera, Installation (SPP 2) - 281 ESSER II Grant Funds - \$5,458.10, LazserJet Printer (SPP 2) - 281 ESSER II Grant Funds - \$2,302.92, Logitech Combo Touch Keyboard and Pad (SPP 2) - 281 ESSER II Grant Funds - \$195.49



Strategy 5 Details	Reviews			
<b>Strategy 5:</b> 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.  *Sustainability  Proporcionar instruccion basada en computadora en el plan de estudios de la fundacion y dispositivos asistidos adaptativos con el fin de mejorar el rendimiento de los estudiantes en riesgo, la asistencia y disminuir la tasa de retencion.  *Sostenibilidad  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: eschool Plus Master Schedule, Computer Lab Schedule, lesson plans, classroom observations, benchmark scores, student progress reports  Summative: STAAR <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Dean of Instruction Administrator for SCE Administrator for Special Programs  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6 - <b>Population:</b> AR, TI, MI, LEP Students - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> June 1, 2021	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> All students in 1st grade be screened in the MOY (middle of year) and all Kinder students be screened at the EOY (end of year) for potential at-risk for dyslexia and/or related disorders.  <b>Milestone's/Strategy's Expected Results/Impact:</b> TPRI/Tejas LEE MOY mCLASS EOY <b>Staff Responsible for Monitoring:</b> Dean of Instruction Dyslexia Teacher	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

## Performance Objective 2 Need Statements:




School Processes & Programs
<b>Need Statement 2:</b> Increase academic performance through the use of laptops, iPads, and/or Desktops <b>Data Analysis/Root Cause:</b> Our 2018-2019 overall STAAR score was 89%








**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)  
A traves de esfuerzos mejorados de prevencion de la desercion, todos los estudiantes permaneceran en la escuela hasta que obtengan un diploma de escuela secundaria. (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.

Implementar un sistema de salud escolar coordinado y sostenible que proporcione herramientas y recursos de bienestar que promuevan el desarrollo a largo plazo a traves de la asistencia de los estudiantes y el exito de todo el estudiante.

**Evaluation Data Sources:** 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.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Federal Programs will fund campus nurse and paraprofessionals to supplement allotted campus positions so that the needs of low performing students may be met through individualized and small group instruction. Campus nurse at 40% to assist with the execution of the health program aimed at monitoring and assisting low-performing students at Southmost Elementary to improve overall student health, attendance and performance.</p> <p>Los Programas Federales financiaron a las enfermeras y paraprofesionales del campus para complementar los puestos asignados en el campus de modo que las necesidades de los estudiantes de bajo rendimiento puedan ser satisfechas a traves de la instruccion individualizada y en grupos pequenos. Enfermera del campus en 40% para ayudar con la ejecucion del programa de salud destinado a monitorear y ayudar a los estudiantes de bajo rendimiento en Southmost Elementary para mejorar la salud, asistencia y rendimiento general de los estudiantes.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Evidence of Implementation:  Personnel Requisitions  Student Progress Reports  Lesson plans  Classroom observations  Nurse referrals</p> <p>Evidence of Impact:  PK CPALLS test results  STAAR/TPRI/Tejas LEE/mCLASS/CPALLS  Attendance reports  Nurse reports</p> <p><b>Staff Responsible for Monitoring:</b> TI-A Para-professionals  Campus Nurse  Principal  Assistant Principal</p> <p><b>Population:</b> All student groups - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> June 1, 2021</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 2:</b> Promote Physically and Emotional Healthy Students the campus will implement the CATCH (Coordinated Approach to Child Health) program.</p> <p>Promover Estudiantes Fisica y Emocionalmente Saludables el campus implementara el programa CATCH (Enfoque Coordinado para la Salud Infantil)</p> <p>Purchase sensory and motor skills equipment to promote physically and emotionally healthy students.</p> <p>Adquirir equipos de habilidades sensoriales y motrices para promover estudiantes fisica y emocionalmente saludables.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:            BISD Instructional Feedback Form            Parent Meeting Sign-in Sheets            Faculty Sign-In Sheets</p> <p>Summative:            CATCH Binder Points</p> <p><b>Staff Responsible for Monitoring:</b> Administration            Campus lead teachers            PK-5 grade teachers            CATCH representatives            PE specialist            Parent Liaison</p> <p><b>Population:</b> All student groups - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> June 1, 2021</p> <p><b>Need Statements:</b> Student Learning 5</p> <p><b>Funding Sources:</b> Health Supplies (CNA: SL 5) - 211 Title I-A - 211-33-6399-00-131-Y-30-0F2-Y2, Health Supplies (CNA: SL 5) - 199 Local funds - 199-33-6399-00-131-Y-99-000-Y, Health Printing Supplies (CNA: SL 5) - 211 Title I-A - 211-33-6399-62-131, PE Supplies (CNA: SL 5) - 199 Local funds - 199-11-6399-51-131-Y-11-0-00-Y - \$300, Sensory/Motor Materials - 281 ESSER II Grant Funds - 28111-6399-00-131-Y-23-0CG-Y - \$49,720</p>				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Performance Objective 3 Need Statements:

Student Learning
<p><b>Need Statement 5:</b> Increase academic achievement by promoting Physically and Emotionally healthy students. <b>Data Analysis/Root Cause:</b> Our 2018-2019 overall score was an 89%</p>



# State Compensatory

## Budget for Southmost Elementary

**Total SCE Funds:**

**Total FTEs Funded by SCE: 5**

**Brief Description of SCE Services and/or Programs**

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## Personnel for Southmost Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Dean of Instruction	Instructional Facilitator	1
Dyslexia Teacher	Dyslexia Teacher	1
Pre-K 3 Aide	Paraprofessional	1
Pre-K 4 Teachers	Teacher	2

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amalia Tovar	Nurse	211-33-6119-00-131-Y300F2	.40
Jaime Benitez	Parent Liaison	211-61-6129-00-131-Y300F2	1.0

# Plan Notes

Program/ Position	Goal or Topic for review	Date of Feedback	Contact name and #	Goal-PO-Strategy-Need	Notes or Feedback
	Demographics, Student Learning, and Perception Needs information, TAPRs as Addendums (SMART) Performance Objectives, Local funds allocated and have needs attached, Committees (SBDM)	11/19/21 2/9/22	D. Lopez		Demographics: missing Hispanics, Bilingual, Eco. Dis., GT, and Sp. Ed population <b>(DONE)</b>  Missing TAPRs 18-19 & 20-21 as Addendums
Assessment					
Assistant Superintendent					
Athletics	Processes and Programs and Goals 1 and 2		Pat Segura		Include Summit K-12 and Ellevation for EB (Emergent Bilingual students)
				Goal 1 & Goal 7	
				Goal 9	Invite parents to attend the Bilingual Symposium
Bilingual	Processes and Programs, Goals 1, 7, and 9 related to BIL/ESL/EB	11/18/2021			
CCMR/Dual Enrollment	Goal 1 related to ECHS, CCMR, Dual Enrollment				

Program/ Position	Goal or Topic for review	Date of Feedback	Contact name and #	Goal-PO-Strategy-Need	Notes or Feedback
			Sally 2121		I haven't seen Sharon Wells or Imagine Math in Goal 1, did I miss it? pg 24 (PDF) Goal 1 obj 3 st 2 <b>ok</b>
			Annette Harms 548-9840		Change Pearson to SAVVAS G1 PO1 St1 <b>Goal 1 per ob 1 st 1 list</b>
			Melissa Garza 2308		Goal 1 Performance Objective 4 Should scienc efair be included under this objective somewhere? <b>OK</b>  Goal 7 Performance Objective 2 Just a reminder to remove the word "Draft" before you finalize <b>OK</b>  Goal 8 Performance Objective 2 says "job-embedded student internships in Aerospace" is this correct?; Performance Objective 3 has no strategies <b>OK</b>
		11-18-21			Goal 1 Perf Obj 1: Remove writing
		11-19-21			Strategy 1: Change Pearson...SAVVAS & add mCLASS
		11-29-21/			Strategy 2: add mCLASS <b>ok</b>
		12/8/21			Strategy 5: Remove Writing STAAR <b>ok</b>
		12-6-21		Goal 1	Goal 1 Perf Obj 2: Perf Obj 2: Add mCLASS, remove LION, CPALLS is misspelled <b>ok</b>
		12-8-21		Goal 7	
Curriculum--Elementary	Student Learning and Processes and Programs, Goals 1, 7, and 8 for Elementary			Goal 8	Goal 1 Perf Obj 2: Perf Obj 3: Change Pearson...SAVVAS & add mCLASS <b>DNA</b>
Curriculum--Secondary	Student Learning and Processes and Programs, Goals 1, 7, and 8 for Secondary				

Program/ Position	Goal or Topic for review	Date of Feedback	Contact name and #	Goal-PO-Strategy-Need	Notes or Feedback
DCSI	Plan Setup, Prioritized Needs, Formative Reviews, TIP/RDA/CCMR etc. strategies, SBDM membership, Addendums, Translation, and overall review		Roni Rentfro 547-3590		No strategy that addresses 504 students in general and 504 Medical students.  Dyslexia strategies were apparent throughout the plan as well as RtI strategies.
Dyslexia/504	Student Learning, Processes and Programs, Goals 1, 7 and 9 for Dyslexia		C. SALDANA 698-0412		mCLASS needs to be updated next to TPRI. A strategy needs to be added to address HB 1886 that ensures that all students in 1st grade be screened in the MOY and all Kinder students be screened at the EOY for potential at-risk for dyslexia and/or related disorders. Strategy 1: Delete OWL change to <i>Three Cheers for PK!</i> For PK3 and PK4 as our new adoption.  <b>Start Date:</b> August 13, 2021 <b>End Date:</b> June 2, 2022  Formative & Summative Evaluation include <b>CPALLS</b> and 3 <i>Cheers for PK!</i> Progress Monitoring (PM) Delete C-PM and CIRCLE PM replace with <u>CPALLS</u> or 3 <u>Cheers PM</u>  Resources: PA All Day, CIRCLE, CLI, <i>Lenguaje y Lectura</i> , 7 Centers, Semillitas, & Heggerty  Professional Dev. Include CIRCLE training, <i>Lenguaje y Lectura</i>
Early Childhood	Student Learning and Goals 1 and 7 Early Childhood	11-29-21 12-10-21 DNA		Goals 1, 7, 8/9	Technology include <i>Ignite</i> by HATCH & Ready Rosie by SAVVAS for PK (also for parent engagement)

Program/ Position	Goal or Topic for review ESSER funded Strategies with Needs linked and all funds allocate	Contact Date of Feedbackname and #Goal-PO-Strategy-NeedNotes or Feedback
ESSER Facilities and Maintenance	Goal 2 211 funded Strategies with Needs linked, ESSA T1-A Elements, T1-A Personnel	
Federal Programs (211) Finance and Budget	Goal 3 Student Learning and Processes and Programs, Goals 1 and &	
Fine Arts		

Program/ Position	Goal or Topic for review	Contact Date of Feedbackname and #Goal-PO-Strategy-NeedNotes or Feedback
		<p><b>Ensure that a strategy is include for following</b></p> <ul style="list-style-type: none"> <li>• <b>Campus Counselors will implement a comprehensive counseling program under TAC 11.252 with the support of community/non-profit organizations to address current mental health, safety related trends and conflict resolution through presentations with students, parents campus faculty and staff on the topics to include mental health, inter-personal / intra-personal effectiveness, personal health/ safety and college/career readiness. (DIP 5.2.5)</b></li> <li>• <b>Include strategy Professional Development for MTSS to include social-emotional learning (DIP 7.1.12)</b></li> <li>• <b>Include strategy to include Professional Development to include trauma-informed care (DIP 7.4.1)</b></li> <li>• <b>Include strategy to include Professional Development for child sexual abuse, sex-trafficking and other maltreatment of children. Each campus shall provide a child abuse anti-victimization program that includes presentations to students and campus staff. (DIP 7.4.3) Include a strategy to include Professional Development for Safe and Supportive Schools Behavioral Threat Assessment</b></li> </ul>
		Garza
		Garza

			Team (DIP # 7.4.2)	
			Is 7.1.2 referring to Quaver SEL Curriculum implementation?	
Guidance and Counseling	Perceptions and Goals 5, 7 and 9	11/18/21	Address yellow-bold	
Homeless	Demographics, Processes and Programs, Goals 1 and 9 related to Homeless	12/8/21		
		11/11/21	Goal 8 performance objectives are complete. LorenaMtz	
Instructional Technology or ISET8	Processes and Programs, Goal 8	12/8/21	Miguel Molina	ok
Migrant	Demographics, Goals 1 and 9 related to Migrant			
Parent and Family Engagement	Demographics, Processes and Programs, and Perceptions, Goal 6, ESSA SWP 3.1 and 3.2			
PEIMS	Demographics and related strategies			
Professional Development	Perceptions, Processes and Programs, Goal 7 performance objectives and strategies			
Public Information	Perceptions and Goal 4			
Pupil Services	Demographics and Goal 5			
Security Services	Demographics and Perceptions, Goals 5 and 7			



Program/ Position	Goal or Topic for review	Date of Feedback	Contact name and # Norma Cisneros	Goal-PO-Strategy-NeedNotes or Feedback
Special Education	All Need areas, Goals 1, 5, 7 and 9 related to Special Education 162 funded Strategies with Needs linked, State Comp Personnel, Goal 9 At-Risk related areas	11/16/21		Goal 1 - Modify strategy 4 to include Lexia and Teach Town for SPED students
		12/8/21 DNA		Goal 5- Add a strategy to specifically target proactive strategies in reducing disproportionate OSS/ISS placements for SPED population
		2/7/22 DNA		Goal 7 - Modify or add strategy to include CPI training for staff and admin to address SPED and deescalation
State Compensatory Education				Goal 9 - Modify goal to address increasing participation in after school programs and tutorials for SPED population . Replace SRA with Lexia  Make sure SPED population is specifically addressed in each of these goals

# 2021-2022 Site Based Decision Making Committee

Committee Role	Name	Position
Administrator	Anabela Almanza	Principal
Meeting Facilitator	Virginia Guzman	Dean
Classroom Teacher	Cristal Suarez	Special Education Teacher
Classroom Teacher	Ruth Rodriguez	Kinder Teacher
Parent	Crystal Escobedo	Parent
Parent	Irene Morales	Parent
District-level Professional	Melissa Garza	ELAR Specialist
Community Representative	Abby Rosas	Community Rep.
Business Representative	Hector Almanza	Academy Sports & Outdoor Store Director
Business Representative	Arnulfo Rodriguez	Administrative Assistant at HEB
Community Representative	Ramiro Escobedo	Community Rep
Non-classroom Professional	Evaristo Lerma	Assistant Principal
Non-classroom Professional	Elva Lopez	Counselor
Classroom Teacher	Laura Pena	4th grade Teacher
Classroom Teacher	Mary Porciuncula	Special Education Teacher

# Campus Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Field Trips (CNA: D 4)	199-11-6494-00-131-Y-11-0-00-Y	\$2,300.00
1	1	3	Substitutes for Vertical Alignment Days	282-11-6112-131-Y-24-OCG-1	\$5,000.00
1	1	4	Supplies (CNA: D 3 & SL 1)	199-23-6399-65-131-Y-99-0-0-Y	\$1,191.00
1	1	4	Supplies (CNA: D 3 & SL 1)	199-11-6399-00-131-Y-11-0-00-Y	\$1,000.00
1	1	4	PK Toner (CNA: D 3 & SL 1)	199-11-6399-62-131-Y-11-0-00-Y	\$400.00
1	1	4	Supplies (CNA: D 3 & SL 1)	199-23-6399-00-131-Y-99-0-00-Y	\$0.00
1	1	4	Copy Paper (CNA: D 3 & SL 1)	199-11-6396-00-131-Y-11-0-00-Y	\$1,000.00
1	1	4	Laptop (CNA: D 3 & SL 1)	199-23-6398-65-131-Y-99-0-0-Y	\$0.00
1	1	4	GT Materials (CNA: D 3 & SL 1)	199-11-6399-00-131-Y-21-000-Y	\$874.00
1	4	1	Chess Materials	199-36-63-99-24-131-Y-99-Y021-Y	\$0.00
1	4	2	Art Resources	199-11-6399-50-131-Y-11-000-Y	\$0.00
1	4	2	Music Resources	199-11-6399-57-131-Y-11-000-Y	\$333.00
2	1	2	Supplies for Maintenance (CNA: P 3)	199-51-6315-00-131-Y-99-0-00-Y	\$0.00
2	1	2	Refrigerator and Microwave (CNA: P3)	199-23-6399-45-131-Y-000-Y	\$1,000.00
2	1	2	Custodial Supplies (CNA: P 3)	199-51-6399-00-131-Y-99-000-Y	\$0.00
5	1	2	Counseling PD (CNA: D5)	199-31-6497-23-137-Y-99-032-Y	\$0.00
5	1	2	Counseling Supplies (CNA: D5)	199-31-63-99-00-131-Y-99-0-00-Y	\$0.00
5	2	1	Radios (CNA: P3)	199-51-6398	\$1,000.00
9	1	1	Resources/Supplies (CNA: SL 4)	199-12-6399-00-131-Y-99-0-00-Y	\$200.00
9	1	5	Awards (CNA: D 1,3, SL 1, & P2)	199-11-6498-00-131-Y-11-0-00-Y	\$2,000.00
9	1	5	Awards (CNA: D 1,3, SL 1, & P2)	199-23-6498-00-131-Y-99-0-00-Y	\$1,000.00
9	3	2	Health Supplies (CNA: SL 5)	199-33-6399-00-131-Y-99-000-Y	\$0.00
9	3	2	PE Supplies (CNA: SL 5)	199-11-6399-51-131-Y-11-0-00-Y	\$300.00
Sub-Total					\$17,598.00
Budgeted Fund Source Amount					\$20,196.00
+/- Difference					\$2,598.00

162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Copy Paper (CNA: D 3 & SL 1)	162-11-6396-00-131-Y-30-000-Y	\$460.00
1	1	4	Supplies (CNA: D 3 & SL 1)	162-13-6399-00-131-Y-30-000-Y	\$0.00
1	1	4	Supplies (CNA: D 3 & SL 1)	162-11-6399-00-131-Y-30-000-Y	\$1,049.00
1	1	4	Computer Supplies/Toner (CNA: D 3 & SL 1)	162-11-6399-62-131-Y-30-000-Y	\$2,300.00
1	1	4	Supplies (CNA: D 3 & SL 1)	162-11-6399-16-131-Y-30-000-Y	\$0.00
8	1	1	Laptops (CNA: SPP 2,4)	162-11-6398-62-131-Y-30-000-Y	\$9,464.00
8	1	1	Laptops (CNA: SPP 2,4)	162-13-6398-00-131-Y-30-000-Y	\$5,000.00
8	1	1	Software (CNA: SPP 2,4)	162-11-6395-62-131-Y-30-000-Y	\$2,300.00
8	7	1	Lexia Core5 Software		\$2,000.00
9	1	1	Tutorials (CNA: SL 4)	162-11-6118-00-131-Y-30-000-Y	\$8,690.00
9	1	1	Tutorials SSI (CNA: SL 4)	162-11-6118-00-131-Y-24-SSI-Y	\$3,192.00
Sub-Total					\$34,455.00
Budgeted Fund Source Amount					\$78,814.00
+/- Difference					\$44,359.00
163 State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Tutorials (CNA: SL 2,4)	162-11-6112	\$0.00
1	1	4	Instructional Materials Supplies (CNA: D 3 & SL 1)	163-11-6399	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$4,425.00
+/- Difference					\$4,425.00
166 State Special Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Toner (CNA: D 3 & SL 1)	166-11-6399-62-131-Y-23-000-Y	\$0.00
9	2	1	Supplies (CNA: D3 & SL 1)	166-11-6399-00-131-Y-23-0P0	\$0.00
9	2	1	Supplies (CNA: D3 & SL 1)	166-11-6399-00-131-Y-23-0P1-Y	\$0.00
9	2	1	Supplies (CNA: D3 & SL 1)	166-11-6399-00-131-Y-23-0P4-Y	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$3,540.00
+/- Difference					\$3,540.00

197 Projects--TRE/Library					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Supplies	5000	\$0.00
1	1	6	Technology (CNA: D 3 & SL 1)	197-12-6398-62-131-Y-99-000-Y	\$0.00
1	1	6	Software (CNA: D 3 & SL 1)	197-12-6299-62-131-Y	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$4,863.00
+/- Difference					\$4,863.00
211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Staff Development Supplies (CNA: D 3 & SL 1)	211-13-6399-00-131-Y-30-0F2-Y	\$0.00
1	1	4	Supplies (CNA: D 3 & SL 1)	211-11-6399-00-131-Y-30-0F2-Y	\$0.00
1	1	4	Supplies (CNA: D 3 & SL 1)	211-23-6398-65-131-Y-30-0F2-0	\$0.00
1	1	4	Supplies (CNA: D 3 & SL 1)	211-23-6399-00-131-Y-30-0F2-Y	\$0.00
1	1	6	Library Supplies (CNA: D 3 & SL 1)	211-12-6399-00-131-Y-30-0F2-Y	\$0.00
5	1	2	Counseling Supplies (CNA: D5)	211-31-6399-00-131-Y-30-0F2-Y	\$0.00
5	2	2	Precautionary Equipment (CNA: P 3)	211-51-6399-00-131-Y-30-0F2-Y	\$0.00
6	1	1	Supplies (CNA: P 1)	211-61-6399-00-131-Y-30-0F2-Y	\$0.00
6	1	2	Misc. Costs (CNA: D 1 & P 1,2)	211-61-6499-53-131-Y-30-0F2-Y	\$0.00
6	1	3	Travel (CNA: D 1 & P 1,2)	211-61-6411-00-131-Y-30-0F2-Y	\$0.00
9	1	1	ASP (Extended Day) Total (CNA: SL 4)	211-11-6118-00-131-Y-30-ASP-Y	\$0.00
9	3	2	Health Printing Supplies (CNA: SL 5)	211-33-6399-62-131	\$0.00
9	3	2	Health Supplies (CNA: SL 5)	211-33-6399-00-131-Y-30-0F2-Y2	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$90,039.00
+/- Difference					\$90,039.00
212 Title I-C (Migrant)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Supplies (CNA: D 1,2,3, SL 1, & P 2)	212-11-6399-00-131-Y-24-0F2-Y	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$210.00
+/- Difference					\$210.00

263 Title III-A Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Supplies (CNA: D 3 & SL 1)	263-11-6399	\$2,224.00
8	1	1	Document Cameras (CNA: SPP 2,4)	263-11-6398-62-131-Y-25-000-Y	\$0.00
Sub-Total					\$2,224.00
Budgeted Fund Source Amount					\$2,832.00
+/- Difference					\$608.00
281 ESSER II Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Desktops and Printers for SpEd Teachers (CNA: D3 & SL1)	282-11-6398-62-131-Y23-0P5-1	\$9,640.00
1	1	6	Reading Materials (CNA: D 3 & SL 1)	281-12-6329-00-131-Y-99-0CG-Y	\$10,000.00
9	2	4	Dell Latitude (SPP 2)	281-11-6398-62-131-Y370CGY	\$1,523.00
9	2	4	LazserJet Printer (SPP 2)		\$2,302.92
9	2	4	Logitech Combo Touch Keyboard and Pad (SPP 2)		\$195.49
9	2	4	ClearTouch Display, Stand, PC, Web Camera, Installation (SPP 2)		\$5,458.10
9	3	2	Sensory/Motor Materials	28111-6399-00-131-Y-23-0CG-Y	\$49,720.00
Sub-Total					\$78,839.51
Budgeted Fund Source Amount					\$79,720.00
+/- Difference					\$880.49
Grand Total Budgeted					\$284,639.00
Grand Total Spent					\$133,116.51
+/- Difference					\$151,522.49