

Brownsville Independent School District

Paredes Elementary

2023-2024 Campus Improvement Plan



Mission Statement

The mission of Dr. Américo Paredes Elementary School is to be an effective school through excellence in education with visionary, progressive, and technological learning opportunities which will prepare each student to function as a responsible member of our multicultural society, to achieve personal fulfillment, and to reach his or her maximum potential. This will be created through a combined effort of personnel, students, and parents, in order to establish an effective line of communication, allowing interaction to take place to maintain a campus where a strong positive attitude will prevail.

Vision

Dr. Américo Paredes Elementary aims to provide, in partnership with the parents, a quality education so that all pupils are able to reach their full potential within a caring, secure environment.

Value Statement

Students and parents of Paredes Elementary can expect a staff that is professional and able to offer a curriculum that is student centered. The objectives and expectations go beyond the classroom. We strive to prepare students to become the problem solvers that our society requires.

Our learning environment is one that accepts all students regardless of their background, nationality and race. Student safety is of utmost importance. Steps are taken to ensure that all staff members are prepared to deal with any emergency.

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Goal 2: The Board of Trustees, in collaboration with District Staff, Paredes Elementary 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) La Mesa Directiva, en colaboracion con el personal del distrito, la administracion de la escuela primaria Paredes, los padres y la comunidad garantizara la equidad en la disponibilidad de instalaciones apropiadas, bien mantenidas y eficientes en energia para un ambiente de aprendizaje seguro y ordenado para todos los estudiantes. (Meta del tablero 2)	61
Goal 3: Paredes Elementary 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) La Escuela Primaria Paredes garantizara el uso eficaz y eficiente de todos los fondos disponibles en la implementacion de un presupuesto equilibrado que incluye una mejor compensacion para los maestros y planes para reclutar, retener y apoyar personal altamente calificado.	64
Goal 4: Paredes Elementary 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) La Escuela Primaria Paredes trabajara de cerca y en colaboracion con la Oficina de Informacion Publica de BISD para expandir las campanas de relaciones publicas/mercadeo para expandir aun mas la inscripcion/reclutamiento/retencion de estudiantes.	68
Goal 5: Paredes Elementary administration and staff will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8) La administracion y el personal de la Escuela Primaria Paredes mantendran un ambiente seguro y disciplinado propicio para el aprendizaje de los estudiantes.	71
Goal 6: The Board of Trustees, in collaboration with District Staff, Paredes 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 Mesa Directiva, en colaboracion con el personal del distrito, la administracion de Paredes, los padres y la comunidad, brindaran el apoyo y los recursos necesarios para lograr la excelencia educativa y la equidad. Los padres seran socios plenos de los educadores en la educacion de sus hijos.	78
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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) La tecnologia se implementara y utilizara para aumentar la eficacia del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion. (Plan de accion de tecnologia preparada para el futuro de BISD) (TEA Ch. 4 Obj. 10)	94
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 escolar, todos los estudiantes permaneceran en la escuela hasta que obtengan un diploma de escuela secundaria.	107
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Paredes Elementary serves a diverse population of students that participate in various academic programs. This includes several academic extended learning opportunities like robotics, coding and UIL academic competition. Our students also participate and excel in extra-curricular activities like chess, Destination Imagination and ballroom dancing. We pride ourselves in serving a multi-cultural and multi-national community of students. In order to better serve our community of students, we instituted the Community Care Partners program. This provides model members of our community the opportunity to interact with our students and provide insight on the importance acquiring a college education.

We take great pride in our academic programs. Here at Paredes, we take detailed steps to monitor our students' academic performance. It is important for us to support district initiatives. Paredes Elementary reviews demographic data on a daily basis with special focus placed on daily attendance and At-Risk student data. The attendance rate for the 2022-2023 year was 97% for all students. Paredes goal is to meet or surpass District Attendance Rate. The parent liaison and Data Entry Clerk work together to inform parents of attendance rules and encourage compliance. The success of our students is of utmost importance. We closely monitor and provide academic intervention to students who may need an individualized approach. The retention rate for the 2022-2023 school year was 2.7% for all students, which includes At-Risk students. In order to meet the needs of students at all academic levels, we scrutinize how funds are spent. The allocation of State Compensatory and Federal Funds are utilized to provide extra duty pay for additional tutorials and purchase additional instructional and technology resources for At-Risk students to ensure academic success. This year, we also used State Compensatory Funds to get closer to the 1:1 ratio of students to electronic devices.

Demographics Strengths

2022-2023 Distinctions

6 distinction stars earned - Academic achievement in ELA/Reading

Academic achievement in Mathematics

Academic achievement in Science

Top 25% student progress

Top 25% Percent Closing Performance Gaps

Post Secondary Readiness

Extensive administrative support

Special Education at a low 9.74% campus ratio

AT Risk population monitored through RTI's on a 6 week basis

Demographic Needs

- In efforts to improve student STAAR scores in areas reading, math, and science teachers will collaborate, plan and desegregate data to improve student outcomes. RTI, special education and at-risk students need academic assistance through tutorial sessions and Saturday academies. We need students to be encouraged and challenged to read extensively and encouraged to participate in our Accelerated Reader program. Students placed on RTI's will be assisted through the use research based interventions and tutorial programs.
- Paredes Elementary has struggled with student attendance in the past, in order to decrease the number students absent frequently, home visits will be made more frequently and school wide attendance incentive programs will be held.
- Parental involvement has been at a low at the campus, to increase parental communication and involvement, parents will be invited to meet with the teacher and Parent Liaison to review academic needs of students and options available for assistance.
- An area that Paredes Elementary needs to address is professional development to increase teacher quality. All new and experienced teachers need training on data and LMS programs that are available through our district. Continuous staff development needs to be provided regarding the implementation of technology with everyday lessons. In addition, teachers need to be provided with concrete examples of how to differentiate instruction to meet the needs of our special population students (ELL, bilingual, SpEd, At-Risk).
- Our pre-school aged children need instruction in phonemic awareness, grapho-phonemic knowledge and penmanship.

Need Statements Identifying Demographics Needs

Need Statement 1 (Prioritized): Our Pre-school grades' attendance is considerably lower when compared to other grades. **Data Analysis/Root Cause:** Data: ADA reports. Our younger students tend to suffer more upper respiratory infections.

Need Statement 2 (Prioritized): We need our parental involvement meetings to be widely attended. **Data Analysis/Root Cause:** Data: Sign in sheets. The majority of our parents work schedule conflicts our meetings.

Need Statement 3 (Prioritized): Campus staff needs to become more fluent with modern Learning Management Systems and virtual learning platforms through professional development opportunities. **Data Analysis/Root Cause:** Data: Campus surveys. Teachers have to develop new skills that appeal to the new learner.

Need Statement 4 (Prioritized): Our special education population needs to improve on state assessment. **Data Analysis/Root Cause:** Data: STAAR Scores. The performance of our students in special education depends on behavioral factors that are inconsistent and difficult to forecast.

Need Statement 5 (Prioritized): The attendance of our at risk population attendance must improve. **Data Analysis/Root Cause:** Data: ADA. Cultural and socioeconomic factors have an influence on poor attendance of our at-risk students.

Need Statement 6 (Prioritized): The campus needs improved infrastructure and availability to hardware and supplies that will facilitate the modern classroom. **Data Analysis/Root Cause:** Data: Needs Assessment. Technology has moved at a rapid pace. The infrastructure and hardware quickly becomes inadequate and or obsolete.

Need Statement 7 (Prioritized): Need to increase supports for student and family access to physical and mental health as well as nutritional supports. **Data Analysis/Root Cause:** Additional state requirements and district student and employee data indicate need.

Student Learning

Student Learning Summary

Administration and teachers evaluate student achievement data by generating state testing results reports using our district purchased program, TANGO and/or Eduphoria. Administration analyzes trends in student achievement by evaluating testing data in our special population groups. The campus meets in conjunction with teachers to desegregate student data to identify the strengths and weaknesses of students to determine specific concerns and plan of actions that may include the purchase of instructional and technology resources.

Student Learning Strengths

Student Academic Achievement Strengths

Fine Arts qualifiers in areas of Chess

Campus received honors at district UIL meet

Strong Achievement Scores- Math, Science, Reading

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

2021-2022 Overall Scores

Grade Level	Subject	Campus %
Grade 3	Reading	77%
Grade 3	Math	50%
Grade 4	Reading	84%
Grade 4	Math	62%
Grade 4	Writing	77%

Grade Level	Subject	Campus %
Grade 5	Reading	92%
Grade 5	Math	78%
Grade 5	Science	82%

2020-2021 Scores

Reading 3rd Grade - Economically Disadvantaged 73%, Hispanic 76%, White NA, EB 69%, Special Education 31%.

Reading 4th Grade - Economically Disadvantaged 81%, Hispanic 85%, White NA, EB 81%, Special Education 46% .

Reading 5th Grade - Economically Disadvantaged 91%, Hispanic 92%, White NA, EB 92%, Special Education 56%.

Math 3rd Grade - Economically Disadvantaged 47%, Hispanic 49%, White NA, EB 44% , Special Education 8%.

Math 4th Grade - Economically Disadvantaged 57%, Hispanic 62%, White NA, EB 62%, Special Education 31%.

Math 5th Grade - Economically Disadvantaged 78%, Hispanic 78%, White NA, EB 76%, Special Education 44%.

Writing 4th Grade - Economically Disadvantaged 74%, Hispanic 78%, White NA, EB 80%, Special Education 36%.

Science 5th Grade - Economically Disadvantaged 82%, Hispanic 81%, Gifted and Talented 94%, EB 81% , Special Education 25%.

Student Achievement Needs:

At-Risk, Special Education, English Language Learner, and Migrant subpopulation of students, continue to struggle in the areas of Reading and Mathematics. In order to raise scores across in all tested subjects, our teachers will need to be provided with professional development that addresses rigor and relevance. We are also in need of research based instructional material in the form of online readers for students to improve fluency and comprehension. The campus will perform vertical alignment for all core subjects so that skills are scaffolded from one grade level to the next. The campus TST and Dean of Instruction will provide professional development in the area of instructional technology. We need to increase the use of current equipment, software (living with science, istation, TTM, Edusmart), and programs that the district utilizes so that teachers are able to provide instructional technology programs to our students. Our campus will need to update our personal deveices so that students are able to benefit from multiple modes of instruction. The Dean of Instruction will provide continuous staff development for academic and discipline RTIs so that our students receive the proper interventions. Incentive programs that will motivate our students to attend school and perform well academically will be instituted. The parental liaison will actively assist staff in the

process of informing, visiting, and recruiting parents; and ensure that migrant and at-risk students are provided the services they require to ensure that they excel academically; students will need to be provided exposure to math and science STEM subjects through real world structured based learning. Extended day and tutorial enrichment instruction will be implemented during the afterschool program to ensure academic success of our students. Ballroom and choir will be implemented as extended day programs to open these extra curricular activities to more students.

1. Professional Development

2. Instructional based materials

3. Software licenses

4. Updated computer and personal devices

5. Supplemental duty pay

Need Statements Identifying Student Learning Needs

Need Statement 1 (Prioritized): We need to further align the use of linguistic support programs (language enrichment)to the fullest. **Data Analysis/Root Cause:** We based our needs on learning gaps identified in TPRI and Tejas LEE.

Need Statement 2 (Prioritized): Researched based instructional technology programs for students in 3rd -5th. **Data Analysis/Root Cause:** Parent surveys and availability of technology.

Need Statement 3 (Prioritized): Our Pre-school grades' attendance is considerably lower when compared to other grades. **Data Analysis/Root Cause:** Data: ADA reports. Our younger students tend to suffer more upper respiratory infections.

Need Statement 4 (Prioritized): The campus needs improved infrastructure and availability to hardware and supplies that will facilitate the modern classroom. **Data Analysis/Root Cause:** Data: Needs Assessment. Technology has moved at a rapid pace. The infrastructure and hardware quickly becomes inadequate and or obsolete.

Need Statement 5 (Prioritized): Teachers need continuous professional development in response to intervention strategies. **Data Analysis/Root Cause:** Previously, this area was not focused and data was not taken into account into making decisions towards best practices on interventions.

Need Statement 6 (Prioritized): Our students need increased after school learning opportunities. **Data Analysis/Root Cause:** Data: STAAR. Our At-Risk and Bilingual Population score considerably lower on state exams.

Need Statement 7 (Prioritized): Our campus needs funding to continue providing our students with updated learning resources that meet the challenges of the new curriculum standards. **Data Analysis/Root Cause:** Data: STAAR, TPRI, TEJAS LEE results. Recent changes in the ELAR/SLAR standards have proven challenging for teachers to adapt quickly.

School Processes & Programs

School Processes & Programs Summary

Paredes Elementary implements district curriculum initiatives and assessments as required by the state of Texas. Paredes bases all of its instruction from the Texas Essential Knowledge and Skill (TEKS) and prepares students for state assessments. In doing this process, campus administrators and teachers plan lessons consistently. Administrators provide teachers with instructional resources and professional development opportunities. Paredes administrators and grade-level lead teachers guide and mentor new teachers. When new curricula is introduced, Paredes allots time for teachers to dissect and explore its contents and plan for instruction. Planning for instruction and intervention is done as a whole through vertical and horizontal alignment. Collaboration is encouraged so that teachers learn from one another.

Our campus administration, in conjunction with our teachers, is constantly disaggregating data from multiple sources. We use TPRI/Tejas Lee and CP-M to monitor our students' literacy skills. We observe this data at three different intervals throughout the year (BOY, MOY, EOY). District and campus data is in constant scrutiny so that all of our different student populations receive targeted instruction. The students will be monitored so that they are participating in the Accelerated Reader Program. Students receive incentives as points goals are reached.

Paredes Elementary analyzes the school context and organization by looking at how school processes, structures, decision-making, and overall leadership positively affect classroom instruction. It is important to have systems in place so that there is not much interference or distractions from classroom instruction.

The maintenance of all facilities is of utmost importance to Paredes Elementary. Our custodial staff is in constant monitoring of the upkeep of the campus infrastructure.

School Processes & Programs Strengths

School Processes & Programs Strengths

We at Paredes Elementary take pride in the following school processes strengths:

- Support from district specialist in core areas (science, math, ELA, social studies)
- Planning time allotted for grade level vertical alignment
- Access to various academic intervention and support resources
- Teachers' years of service
- Teachers' education
- Low teacher turnover rate
- SIOP Trained Teachers
- GT Core Trained Teachers
- Bilingual Certified Teachers

School Processes & Programs Needs:

To increase student achievement, it is necessary to continue providing quality vertical alignment sessions and to provide our teachers with much needed supplies and professional development outside of the district. This means providing teachers with professional development that focuses on strategies that increase the level of instruction. Teachers also need resources that are aligned to the STAAR test, so that students are familiar with test format. Furthermore, teachers need to be provided with professional development in the area of differentiated instruction to meet the need of all the students. As a means to encourage our students to perform well in school in the core subject areas our students will need to be motivated to make appropriate choices. Students level of inquiry will be increased through participation in Brainsville, UIL, Science Fair, and Destination Imagination. Supplemental instructional materials, catalog instructional materials, classroom libraries will be expanded, readily available reading material will increase, and consumable materials such as but not limited to: paper, ink, pencils, paper clips, stapler, pens, crayons, scissors, tape, etc., art materials, science materials, classroom instructional décor, visuals, manipulative, including STAAR instructional materials, organizational boxes, file folders, etc. will be provided to teachers to facilitate the increase of student achievement scores.

An area that Paredes Elementary needs to address is professional development to increase teacher quality. All new and experienced teachers need training on Learning management programs. Continuous staff development needs to be provided regarding the implementation of instructional technology with everyday lessons. In addition, teachers need to be provided with concrete examples of how to differentiate instruction to meet the needs of our special population students (ELL, bilingual, SpEd, At-Risk).

Our teacher population needs guidance in understanding of the the new Texas Teacher Appraisal System- T-TESS and SLO. In order to better guide our teachers, we are in need of quality professional development opportunities.

Our teachers also need professional development in the following areas:

- Implementation of Write for Success District Initiative- Writing journals PK-5th
- Increase opportunities for horizontal and vertical alignment meetings for teachers.
- Increase leadership role opportunities for teachers that have not served in such capacity.

Need Statements Identifying School Processes & Programs Needs

Need Statement 1 (Prioritized): We need to further align the use of linguistic support programs (language enrichment) to the fullest. **Data Analysis/Root Cause:** We based our needs on learning gaps identified in TPRI and Tejas LEE.

Need Statement 2 (Prioritized): The campus needs improved infrastructure and availability to hardware and supplies that will facilitate the modern classroom. **Data Analysis/Root Cause:** Data: Needs Assessment. Technology has moved at a rapid pace. The infrastructure and hardware quickly becomes inadequate and or obsolete.

Need Statement 3 (Prioritized): Teachers need to further study and decipher the specificities of the new ELAR/SLAR. Close attention needs to be placed on the integration of writing throughout the different grade levels. **Data Analysis/Root Cause:** New changes to the STAAR assessment will prove challenging to the status quo of delivering instruction.

Need Statement 4: Need to decrease disciplinary incidents, bullying, and disproportionality of students receiving supplemental program services. **Data Analysis/Root Cause:** Disciplinary data continues to indicate disproportionality.

Need Statement 5 (Prioritized): Need to provide stipends to teachers and staff to help recruit and retain needed personnel. **Data Analysis/Root Cause:** Based on the district and campus need to recruit and retain highly effective faculty and staff.

Perceptions

Perceptions Summary

Administrators and teachers meet to discuss matters related to providing a positive school culture and climate. 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. A Title I partially funded, full time school nurse is always available to provide and assist medical treatment for students and staff. 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. We, at Paredes Elementary, strongly believe in our parents as key stakeholders in our students' education. We value our parents' presence and we include them in many parent activities throughout the year.

Perceptions Strengths

Perception Strengths

We value our parents as key stakeholders in our students' education. We pride ourselves in providing them with the following opportunities to be a part of our school:

Charro Days mini festival

Award ceremonies

Meet the teacher nights

Christmas Programs

College Awareness Day

Family Night restaurant fundraiser

Active Parental involvement center

Perception Needs:

Paredes Elementary has a need to expand parental involvement in order to include parents in various school sponsored activities. To achieve this, we will use school informational boards like the school marquee and monthly newsletters to list all school activities and upcoming events to keep personnel and parents informed . This will promote unity and collaboration among all school personnel and parents.

To promote a collaborative working environment we will promote teacher modeling, peer coaching, co-planning, grade-level meetings, and teacher observations. All of these initiatives will be planned, implemented and monitored through the school year for effectiveness. Teacher staff development opportunities need to be provided to ensure that teachers are prepared and successful in the classroom. It is important that opportunities for vertical alignment meetings are carried out throughout the school year to ensure teachers are planning consistently and collaboratively.

In efforts to promote self esteem among our students, a special certificate will be awarded every six weeks during honor ceremonies for students that have shown the most improvement academically (BUG). This will promote progress among students.

Our PK 3 yr old program is in need of a playground to promote different types of play that are vital for a child's cognitive, emotional, physical, and social development.

It is also important to maintain our facilities clean and safe for students, parents and staff. We are always in need of funding for products that help maintain the facilities cleans.

Need Statements Identifying Perceptions Needs

Need Statement 1 (Prioritized): Researched based instructional technology programs for students in 3rd -5th. **Data Analysis/Root Cause:** Parent surveys and availability of technology.

Need Statement 2: Parent involvement meetings needs to be scheduled at optimal times for parents to attend. **Data Analysis/Root Cause:** The majority of our parents have conflicting work schedules that does not permit them to be more involved in the school.

Need Statement 3 (Prioritized): Our students and staff need motivation in the form of achievement recognition and celebrations. **Data Analysis/Root Cause:** The campus show improvement in academics when goals are set.

Need Statement 4 (Prioritized): Our campus is in constant need of repair and maintenance. **Data Analysis/Root Cause:** Data: Campus surveys. At almost 20 years of service, we need constant repairs and maintenance.

Need Statement 5 (Prioritized): Our campus needs to hold flexible parent meetings to ensure that the Title I policy is followed. Funding for supplies for these meetings needs to be allocated . **Data Analysis/Root Cause:** Our campus needs to have proper avenues for communicating with parents.

Priority Need Statements

Need Statement 1: Campus staff needs to become more fluent with modern Learning Management Systems and virtual learning platforms through professional development opportunities.

Data Analysis/Root Cause 1: Data: Campus surveys. Teachers have to develop new skills that appeal to the new learner.

Need Statement 1 Areas: Demographics

Need Statement 2: Our students need increased after school learning opportunities.

Data Analysis/Root Cause 2: Data: STAAR. Our At-Risk and Bilingual Population score considerably lower on state exams.

Need Statement 2 Areas: Student Learning

Need Statement 3: We need to further align the use of linguistic support programs (language enrichment) to the fullest.

Data Analysis/Root Cause 3: We based our needs on learning gaps identified in TPRI and Tejas LEE.

Need Statement 3 Areas: Student Learning - School Processes & Programs

Need Statement 4: Researched based instructional technology programs for students in 3rd -5th.

Data Analysis/Root Cause 4: Parent surveys and availability of technology.

Need Statement 4 Areas: Student Learning - Perceptions

Need Statement 5: Our Pre-school grades' attendance is considerably lower when compared to other grades.

Data Analysis/Root Cause 5: Data: ADA reports. Our younger students tend to suffer more upper respiratory infections.

Need Statement 5 Areas: Demographics - Student Learning

Need Statement 6: Our campus needs funding to continue providing our students with updated learning resources that meet the challenges of the new curriculum standards.

Data Analysis/Root Cause 6: Data: STAAR, TPRI, TEJAS LEE results. Recent changes in the ELAR/SLAR standards have proven challenging for teachers to adapt quickly.

Need Statement 6 Areas: Student Learning

Need Statement 7: Teachers need continuous professional development in response to intervention strategies.

Data Analysis/Root Cause 7: Previously, this area was not focused and data was not taken into account into making decisions towards best practices on interventions.

Need Statement 7 Areas: Student Learning

Need Statement 8: We need our parental involvement meetings to be widely attended.

Data Analysis/Root Cause 8: Data: Sign in sheets. The majority of our parents work schedule conflicts our meetings.

Need Statement 8 Areas: Demographics

Need Statement 9: The campus needs improved infrastructure and availability to hardware and supplies that will facilitate the modern classroom.

Data Analysis/Root Cause 9: Data: Needs Assessment. Technology has moved at a rapid pace. The infrastructure and hardware quickly becomes inadequate and or obsolete.

Need Statement 9 Areas: Demographics - Student Learning - School Processes & Programs

Need Statement 10: Our students and staff need motivation in the form of achievement recognition and celebrations.

Data Analysis/Root Cause 10: The campus show improvement in academics when goals are set.

Need Statement 10 Areas: Perceptions

Need Statement 11: Our campus is in constant need of repair and maintenance.

Data Analysis/Root Cause 11: Data: Campus surveys. At almost 20 years of service, we need constant repairs and maintenance.

Need Statement 11 Areas: Perceptions

Need Statement 12: Our campus needs to hold flexible parent meetings to ensure that the Title I policy is followed. Funding for supplies for these meetings needs to be allocated .

Data Analysis/Root Cause 12: Our campus needs to have proper avenues for communicating with parents.

Need Statement 12 Areas: Perceptions

Need Statement 13: Our special education population needs to improve on state assessment.

Data Analysis/Root Cause 13: Data: STAAR Scores. The performance of our students in special education depends on behavioral factors that are inconsistent and difficult to forecast.

Need Statement 13 Areas: Demographics

Need Statement 14: The attendance of our at risk population attendance must improve.

Data Analysis/Root Cause 14: Data: ADA. Cultural and socioeconomic factors have an influence on poor attendance of our at-risk students.

Need Statement 14 Areas: Demographics

Need Statement 15: Need to increase supports for student and family access to physical and mental health as well as nutritional supports.

Data Analysis/Root Cause 15: Additional state requirements and district student and employee data indicate need.

Need Statement 15 Areas: Demographics

Need Statement 16: Teachers need to further study and decipher the specificities of the new ELAR/SLAR. Close attention needs to be placed on the integration of writing throughout the different grade levels.

Data Analysis/Root Cause 16: New changes to the STAAR assessment will prove challenging to the status quo of delivering instruction.

Need Statement 16 Areas: School Processes & Programs

Need Statement 17: Need to provide stipends to teachers and staff to help recruit and retain needed personnel.

Data Analysis/Root Cause 17: Based on the district and campus need to recruit and retain highly effective faculty and staff.

Need Statement 17 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data

- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

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

Performance Objective 1: Paredes elementary performance for all students, all grades, all subjects will exceed 2022-2023 STAAR percent Meets Grade Level and STAAR Masters Grade Level performance in reading, writing, mathematics and science by 2 percentage points.

El desempeño de Paredes en la escuela primaria para todos los estudiantes, todos los grados y todas las materias superara el porcentaje de STAAR de 2022-2023 Cumple el nivel de grado y rendimiento de nivel de grado de STAAR Masters en lectura, escritura, matematicas, ciencias y estudios sociales en 3 puntos porcentuales.

Evaluation Data Sources: STAAR performance reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide teachers/campus administration with resources to enhance implementation of instructional strategies including: Response to Intervention (RtI), sheltered instruction (SIOP), differentiated instruction, common instructional framework (CIF), reading comprehension cognitive strategy routines including oral language skills that increase listening/ speaking and reading/writing proficiency) in all content areas through classroom observations with feedback, co-planning, modeling, workshops, compilation of student data reports, grade level meetings .</p> <p>Brindar a los maestros / administracion del campus oportunidades de desarrollo profesional para mejorar implementacion de estrategias de instruccion que incluyen: Respuesta a la intervencion (RtI), instruccion protegida (SIOP), instruccion diferenciada, marco de instruccion comun (CIF), rutinas de estrategia cognitiva de comprension de lectura, Protocolos de la Iniciativa de Alfabetizacion de Texas que incluyen habilidades de lenguaje oral que aumentan la capacidad de escuchar / hablar y leer / escribir (competencia) en todas las areas de contenido a traves de observaciones en el aula con retroalimentacion, co-planificacion, modelado, talleres, recopilacion de informes de datos de los estudiantes, reuniones de nivel de grado</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Classroom observation data and BISD Instructional Feedback reports, Workshop Session Evaluations, Benchmark Scores BOY/MOY/EOY data analysis, TLI Sustainability Activity Quarterly Reports</p> <p>Summative: District and State academic assessment instruments including: STAAR and EOC, TELPAS, CIRCLE-PM, AP scores, and TSI results +The campus will have a 5% point increase in the number of students who reach Approaches Grade Level and STAAR Masters Grade Level performance in Spring 2022.</p> <p>Staff Responsible for Monitoring: Principal Dean of Instruction</p> <p>Population: All teachers teaching core content and special education, dyslexia and other academic areas. Need Statements: Demographics 6 - Student Learning 4, 7 - School Processes & Programs 2 Funding Sources: Copy Paper - 211 Title I-A - 211-11-6396 - \$7,029, Professional Development - 211 Title I-A, General Supplies & Materials - 211 Title I-A - 211-11-6399 - \$50,777</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Ensure that staff and faculty have received proper professional development to implement the PK-5 core language arts program for all students to improve reading proficiency in all areas of reading. CAVI Sheltered Instruction, LE training, Esperanza, Cross curricular alignment, and vertical alignment sessions. Lesson plans will reflect strategies i.e. Sheltered Instruction</p> <p>Asegurarse de que el personal y la facultad hayan recibido el desarrollo profesional adecuado para implementar el nucleo PK-5 programa de artes del lenguaje para todos los estudiantes para mejorar la competencia en lectura en todas las areas de lectura. CAVI Refugiado Instruccion, capacitacion LE, Esperanza, alineacion transversal curricular y sesiones de alineacion vertical. Los planes de lecciones reflejar estrategias, es decir, instruccion protegida.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: PDS Session Evaluation lesson plans walk throughs</p> <p>Summative TPRI/NRT STAAR Test/TEJAS LEE/TELPAS Turn Around Trainings Grade Levels T-TESS SLO Impact: Improved literacy Fluency</p> <p>Staff Responsible for Monitoring: Principal Dean of Instruction</p> <p>Population: TI; MI; LEP; SE; AR; GT; DYS Students</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Special Education students will be placed in the least restrictive environment to provide them with a well rounded educational experience inclusion and teachers will have a review of CAP to increase students success.</p> <p>Los estudiantes de educacion especial seran colocados en el ambiente menos restrictivo para brindarles unLa inclusion de experiencias educativas completas y los maestros tendran una revision de CAP para aumentar el exito de los estudiantes.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Brigance test results Report Card Grades</p> <p>Summative TPRI/Standford 10 STAAR Test/Tejas Lee/TELPAS</p> <p>Impact: +Test Scores -Discipline reports</p> <p>Staff Responsible for Monitoring: Principal Dean</p> <p>Population: TI; MI; LEP; SE; AR; GT; DYS Students</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Monitor the implementation of the 3 Tier Response to Intervention Model in PK-5 classrooms for math, reading, and behavior with additional training provided to campus Teachers on required documentation and interventions based on identified needs.</p> <p>Monitorear la implementacion del Modelo de Respuesta a Intervencion de 3 Niveles en las aulas de PK-5 para matematicas,lectura y comportamiento con capacitacion adicional proporcionada a los maestros del campus sobre la documentacion requerida yintervenciones basadas en necesidades identificadas.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: PDS session agendas and evaluations, RtI plan progress monitoring reports, Classroom observation reports Summative Impact: Improved STAAR scores, TPRI/TJL/CPM data, TELPAS, TMSFA, Tier 2 and 3 changes to lower tiers +Decrease the number of students identified for Tier 2 and 3 supports from the first semester to the second semester.</p> <p>Staff Responsible for Monitoring: Dean of instruction Dyslexia Teachers Diagnosticians</p> <p>Population: All students and teachers for these students in core content areas</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 5 Details	Reviews			
<p>Strategy 5: Analyze campus and district assessment data to determine specific instructional intervention needs that will drive planning for conferences, workshops, curriculum framework revisions, and maintenance meetings that address those state standards where the students demonstrated the lowest achievement levels. We will ensure that sufficient funds are allocated for the purchase of teaching supplies that will ensure the attainment of the objectives targeted through these interventions.</p> <p>Analizar los datos de las evaluaciones del distrito y del campus para determinar las necesidades específicas de intervención educativa que impulsará la planificación de conferencias, talleres, revisiones del marco curricular y reuniones de mantenimiento que abordan aquellos estándares estatales donde los estudiantes demostraron los niveles de rendimiento más bajos.</p> <p>Milestone's/Strategy's Expected Results/Impact: ormative: Training Calendars and agendas, Professional development evaluations, Classroom walkthrough data, campus six weeks assessments, Check-point Assessments, District Benchmarks, Revised frameworks</p> <p>Summative: STAAR scores, EOC scores, TPRI/Tejas LEE, EOY, T-TESS data, PDS Transcripts, EOY CIRCLE-PM and OWL results +The campus will have a 5 percentage point increase in the number of students who attain Approach Grade Level and Master Grade Level performance.</p> <p>Staff Responsible for Monitoring: Dean of instruction Dyslexia Teachers Diagnosticians</p> <p>Title I: 2.6 - Population: All sub-population students and teachers for these students in core content areas, Special Education and Dyslexia.</p> <p>Funding Sources: Math Supplies - 281 ESSER II Grant Funds - 281-13-6399-00-137-Y-24-0CG-Y</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 6 Details	Reviews			
<p>Strategy 6: Certified teachers and para-professionals will supplement allotted campus positions so that the needs of low performing students may be met through individualized small group instruction.</p> <p>Maestros certificados y paraprofesionales complementaran los puestos asignados en el campus para que las necesidades de los estudiantes con desempeño se pueden cumplir a traves de la instruccion individualizada en grupos pequenos.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Classroom grades, campus benchmark scores, teacher observations, student progress reports, Lesson plans, Curriculum Feedback/ walk-through reports, PDS Session Evaluations</p> <p>Summative: T-TESS or Job Description/ Evaluation summative reports +5% improvement on State Assessments including STAAR, TPRI/Tejas Lee, CIRCLE-PM, and TERRA NOVA Test Results</p> <p>Staff Responsible for Monitoring: School Principal Dean of Instruction Assistant Principals</p> <p>Population: PK-3 - 5th Grade Students</p> <p>Funding Sources: Extra Duty Pay - 211 Title I-A - 211-11-6121-00-137-Y-30-ASP-Y, Extra Duty Pay - 199 Local funds - 199-6118 - \$48,870</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 7 Details	Reviews			
<p>Strategy 7: Campus teams will attend out of district professional development to:</p> <p>(1) Acquire the latest, most up-to-date Reading, Writing Math, and Science information to include Assessment Conference</p> <p>(2) Acquire the latest phase-in of the new Math TEKS,</p> <p>(3) Acquire effective science strategies and critical reasoning in order for students to understand and apply scientific concepts to improve student performance on STAAR.</p> <p>Los equipos del campus asistirán al desarrollo profesional fuera del distrito para:</p> <p>(1) Adquirir lo último y más actualizado en lectura, escritura e información de matemáticas y ciencias para incluir la conferencia de evaluación</p> <p>(2) Adquirir la última incorporación paulatina de la nueva TEKS</p> <p>(3) Adquirir estrategias científicas efectivas y críticas de razonamiento para que los estudiantes comprendan y apliquen conceptos científicos para mejorar el desempeño de los estudiantes en STAAR.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Walkthroughs, ERO session evaluation, Workshop Agendas, Summative: STAAR Tests scores TPRI /TEJAS LEE Test scores Impact: +Improved delivery of instruction</p> <p>Staff Responsible for Monitoring: Administration, Classroom Teachers</p> <p>Title I: 2.6 - Population: TI; MI; LEP; SE; AR; GT; DYS</p> <p>Funding Sources: Travel - 199 Local funds - \$4,450, Travel - 211 Title I-A - 211-23-6411-23-137-Y-30-0f2-3 - \$1,945, Travel - 211 Title I-A - 211-61-6411-00-137-Y-30-0F2-Y - \$900</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 8 Details	Reviews			
<p>Strategy 8: In order to provide students with various reading experiences, Paredes librarian will provide students with a collection of chapter books and/or AR books, and WEEKLY READERS.</p> <p>Con el fin de proporcionar a los estudiantes diversas experiencias de lectura, la biblioteca de Paredes proporcionara a los estudiantes una coleccion de libros de capitulos y / o libros de RA, y LECTORES SEMANALES.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: AR points report</p> <p>Summative TPRI/Standford 10 STAAR/Tejas Lee/Telpas Impact: +Literacy skills + Test scores</p> <p>Staff Responsible for Monitoring: All administrators</p> <p>Population: TI; MI; LEP; SE; AR; GT; DYS Need Statements: Student Learning 7 Funding Sources: Subscriptions/Reading Material - 162 State Compensatory - 162-11-6325-00-137-Y-30-000, Reading Materials - 211 Title I-A - 211-12-6325 - \$1,800, Reading Materials - 211 Title I-A - 211-11-6329-00-137-Y-30-0F2-3 - \$1,832</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 9 Details	Reviews			
<p>Strategy 9: The Dean of Instruction will work with teachers EE-5th in all areas of instructional curricula. The Dean of Instruction will help provide professional development and facilitate curricular information to teachers as needed to improve instruction and ensure academic success.</p> <p>El Decano de Instruccion trabajara con los maestros EE-5th en todas las areas del plan de estudios de instruccion.El Decano de Instruccion ayudara a proporcionar desarrollo profesional y facilitara informacion curricular a los maestros comonecesario para mejorar la instruccion y asegurar el exito academico.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Lesson Plans, Classroom observations, student progress reports, benchmark scores, ERO Session Evaluation Report, ERO Session Attendance Report</p> <p>Summative: STAAR Attendance Rate Retention Rate</p> <p>Impact: + Subject matter expertise</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction</p> <p>Title I: 2.6 - Population: All teachers. - Revision Date: January 11, 2021 Need Statements: School Processes & Programs 3 Funding Sources: 1FTE - 162 State Compensatory - 162-13-6119-00-137-Y-30-000-Y, Professional Development - 282 ESSER III Grant Funds - 282-13 - \$5,500</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 10 Details	Reviews			
<p>Strategy 10: Utilize media center to print instructional materials for students. i.e. released tests, campus benchmarks.</p> <p>Utilizar el centro de medios para imprimir materiales de instruccion para estudiantes es decir, pruebas publicadas, puntos de referencia del campus.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative benchmark Assessments report card grades</p> <p>Summative State Assessment score increase TPRI/TEJAS LEE results Increase STAAR Scores Impact: +Student learning +Classroom efficiency</p> <p>Staff Responsible for Monitoring: Administrators PK-5th Grade Teachers</p> <p>Population: All student population. Funding Sources: Media Services - 199 Local funds - \$2,927</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 11 Details	Reviews			
<p>Strategy 11: Campus aides will assist students with core academic activities in order to improve student performance throughout the Extended Day Enrichment Program.</p> <p>Los asistentes del campus ayudaran a los estudiantes con las actividades academicas basicas para mejorar el rendimiento de los estudiantes durante todo el Programa de Enriquecimiento de Dia Extendido.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Walk-Throughs,</p> <p>Benchmarks Report Cards</p> <p>Summative TPRI/Tejas Lee State</p> <p>Assessment Test Results</p> <p>Impact:</p> <ul style="list-style-type: none"> +Literacy +Number sense +Problem solving +Comprehension <p>Staff Responsible for Monitoring: Administrators Teachers</p> <p>Funding Sources: Extended Day - 211 Title I-A</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 12 Details	Reviews			
<p>Strategy 12: Pre K 3 through 5th grade teachers and counselors, will integrate, challenging, standards-based, inquiry-centered Reading curriculum which will be implemented to ensure that all students increase their conceptual knowledge at their appropriate grade level. Supplemental and instructional materials, capital outlay, resources, general supplies and will be purchased to support teachers implementation of instruction. Purchase consumable supplies for classroom use to supplement the core curriculum and provide hands on practice and instruction so that students will master the academic standards. Teachers will use reading, writing, math, and science materials so that students can master and demonstrate improvement on STAAR Standards, TEKS, and Readiness / Supporting Standards. Improve our science scores through the Science Lab Improvement Initiative.</p> <p>Paredes will provide an outdoor area with canopies that will provide a unique learning environment that can help to engage students in new and exciting ways.</p> <p>Teachers will plan educational field trips to build/improve background knowledge.</p> <p>En nuestro programa para ninos de 3 anos, desde prekinder hasta quinto grado, un programa integrado, desafiante, basado en estandares y centradoSe implementara un plan de estudios de lectura para garantizar que todos los estudiantes aumenten su conocimiento conceptual en sunivel de grado apropiado. Los materiales suplementarios e instructivos, el desembolso de capital, los recursos y los suministros seran comprado para apoyar a los maestros en la implementacion de la instruccion. Compra de consumiblesuminstros para uso en el aula para complementar el plan de estudios basico y proporcionar practica e instruccion paraque los estudiantes dominen los estandares academicos. Los maestros usaran materiales de lectura, escritura, matematicas y ciencias para que los estudiantes pueden dominar y demostrar mejoras en los estandares STAAR, TEKS y los estandares de preparacion / apoyo.</p>	Formative			Summative
	Oct	Jan	Mar	May

Los maestros planificarán excursiones educativas para desarrollar/mejorar el conocimiento previo.

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

Classroom observations

Sumative:

TPRI/Standford 10

STAAR/Tejas Lee/Telpas

Impact:

+Literacy

+Number sense

+Problem solving

+Comprehension

Staff Responsible for Monitoring: Principal

Dean of Instruction

Asst. Principals

Title I:

2.4, 2.6

- **Population:** TI; MI; LEP; SE; AR; GT; DYS; B

Need Statements: Student Learning 7





Funding Sources: General Supplies - 199 Local funds - 199-11-6399-51-137-Y-1100-Y - \$2,000, General Supplies - 211 Title I-A - 211-23-6399-65-137-Y-30-0F2-Y - \$2,381, General Supplies - 162 State Compensatory - 162-11-6399-00-137-Y-30-000 - \$14,095, Paper - 162 State Compensatory - 162-11-6396-00-137-Y-30-000 - \$7,000, General Supplies - 263 Title III-A Bilingual - 263-11-6399-00-137-Y-25-000-Y - \$2,440, General Supplies (CNA: SL 7) - 281 ESSER II Grant Funds - 281-13-6399-00-137-Y-24-0CG-Y, General Supplies Music - 199 Local funds - 199-11-6399-57-137-Y-11-000-Y - \$1,596, General Supplies - Art - 199 Local funds - 199-11-6399-50-137-Y-11-000-Y - \$1,596, General Supplies - Library - 199 Local funds - 199-12-6399-00-137-Y-99-000-Y - \$1,000, General Supplies - 199 Local funds - 199-31-6399-00-137-Y-99-032-Y - \$150, General Supplies Guidance & Counseling - 199 Local funds - 199-31-6399-00-137-Y-990000-Y - \$300, General Supplies Nurse - 199 Local funds - 199-33-6399-00-137-Y-99-000-Y - \$500, General Supplies - 162 State Compensatory - 162-61-6399-00-137-Y-30-WTF-Y - \$200, IT General Supplies-- Ink for classroom printers - 282 ESSER III Grant Funds - 282-11-6399-62-137-Y-24-0CG-1 - \$5,000, General Supplies - 211 Title I-A - 211-13-6399-00-137-Y-30-AYP-3 - \$363, General Supplies - 211 Title I-A - 211-31-6399-00-137-Y-30-0F2-3 - \$200, General Supplies - 211 Title I-A - 211-33-6399-00-137-Y-30-0F2-2 - \$86, General Supplies - 162 State Compensatory - 162-11-6399 - \$3,517

Strategy 13 Details	Reviews			
<p>Strategy 13: In order to ensure everyday instruction is facilitated in timely manner, maintenance for xerox machines will be handed by a contractual company. Funding will be allocated for purchasing needed supplies.</p> <p>Para garantizar que la instruccion diaria se facilite de manera oportuna, el mantenimiento de las maquinas fotocopiadoras sera entregado por una empresa contractual. Fondos seran asignados para comprar utiles.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: PDS session Evaluation Student progress reports Student report card BOY/MOY results Summative: STAAR test results TPRI/TEJAS LEE EOY results Impact: + Productivity +Concept attainment Staff Responsible for Monitoring: Administration parent Liaison</p> <p>Title I: 2.5 - Population: Staff Funding Sources: Toner - 211 Title I-A</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 14 Details	Reviews			
<p>Strategy 14: The campus will implement tutorials, SSI Tutorials, extended day activities and remediation strategies in core area subjects for low performing students in order to improve student achievement by the state assessment dates. This will assist in reducing the gap in STAAR scores between At Risk students and our general population. All identified At Risk students in need of reading, math, science, and writing improvement will be enrolled in tutorials.</p> <p>El campus implementara tutoriales, tutoriales de SSI, actividades de dia extendido y estrategias de remediacion en asignaturas de areas basicas para estudiantes de bajo rendimiento con el fin de mejorar el rendimiento estudiantil en las fechas de evaluacion estatal. Esto ayudara a reducir la brecha en los puntajes STAAR entre los estudiantes en riesgo y nuestra poblacion general. Se inscribiran todos los estudiantes identificados en riesgo que necesiten mejorar en lectura, matematicas, ciencias y escritura en tutoriales.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Tutorial Schedule Attendance report Tutorial Lesson Plans Benchmark tests teacher observation student progress reports</p> <p>Summative: STAAR Scores Retention Rate</p> <p>Impact: +Literacy +Number sense +Problem solving +Comprehension</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>Population: At risk students 1st - 5th grades.</p> <p>Need Statements: Student Learning 6</p> <p>Funding Sources: Extra Duty Pay - 211 Title I-A - 211-11-6118 - \$35,000, Professional Extra Duty Pay - SSI - 162 State Compensatory - 162-11-6118-00-137-Y-24-SSI-Y - \$9,282, Tutorials Extra Duty Pay (CNA: SL 6) - 281 ESSER II Grant Funds - 281-11-6118-00-137-Y-24-OCG-2, Extra Duty Pay - 282 ESSER III Grant Funds - 282-11-6118-00-137-Y-24-OCG-1 - \$24,028, Extra Duty Pay - 211 Title I-A - 211-11-6121-00-137-Y-30-ASP-Y - \$35,000, Extra Duty Pay - 162 State Compensatory - 162-11-6118-00-137-Y-30-000-Y - \$2,000, Extra Duty Pay - 163 State Bilingual - 163-11-6118-00-137-Y-25-000-Y - \$1,000, Transportation - 211 Title I-A - 211-11-6494 - \$19,600, Extra Duty - 211 Title I-A - 211-11-6118 -Y-30-ASP-3 - \$34,729</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 15 Details	Reviews			
<p>Strategy 15: All special education and regular education teachers will review IEP to ensure that the students receive the proper services in order to assure students academic success. Incentives will be given periodically to students based on their compliance with their individual BIP/IEP. Funds will be allocated to ensure that supplies can be purchased.</p> <p>Todos los maestros de educacion especial y los maestros de educacion regular revisaran el CAP para asegurarse de que los estudiantes recibir los servicios adecuados para asegurar el exito academico de los estudiantes. Periodicamente se daran incentivos a estudiantes basados en su cumplimiento con su BIP / IEP individual.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Special Education teacher walk throughs Report Card Grades Coordination Co-planning information</p> <p>Summative Report Card Grades TPRI/Standford 10 STAAR Test/Tejas Lee/TELPAS</p> <p>Impact: +Literacy +Number sense +Problem solving +Comprehension</p> <p>Staff Responsible for Monitoring: Administrators Special Education Teachers</p> <p>Title I: 2.5 - Population: TI; MI; LEP; SE; AR; GT; DYS - Revision Date: January 11, 2021</p> <p>Need Statements: Student Learning 7</p> <p>Funding Sources: General Supplies - 166 State Special Ed. - \$4,800, General Supplies - 284 Special Education Grant - 284-11-6399-45-137-Y-23-0P1-3 - \$8,254</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 16 Details	Reviews			
<p>Strategy 16: The campus will implement tutorials, extended day activities and remediation strategies in core area subjects for bilingual, low performing students in order to improve student achievement by the state assessment dates. This will assist in reducing the gap in STAAR scores between At Risk students and our general population.</p> <p>El campus implementara tutorias, actividades de dia extendido y estrategias de remediacion en el area principal. Asignaturas para estudiantes bilingues de bajo rendimiento con el fin de mejorar el rendimiento estudiantil en las fechas de evaluacion estatales. Esto ayudara a reducir la brecha en los puntajes STAAR entre los estudiantes en riesgo y nuestra poblacion general.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Tutorial Schedule Attendance report Tutorial Lesson Plans Benchmark tests teacher observation student progress reports</p> <p>Summative: STAAR Scores Retention Rate TELPAS TPRI/Tejas Lee</p> <p>Impact: +Literacy +Number sense +Problem solving +Comprehension</p> <p>Staff Responsible for Monitoring: Principal Dean of instruction</p> <p>Population: At Risk and Bilingual students in 1st - 5th grades.</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 17 Details	Reviews			
<p>Strategy 17: Award Ceremonies will be held at the end of each six week period to honor those students that achieved A, A/B or made the most academic improvement. All students will be given the opportunity to participate including migrant, At Risk and Special Education students. Supplies including ribbons, medals, trophy and other supplies for presentation.</p> <p>Las ceremonias de premiacion se llevaran a cabo al final de cada periodo de seis semanas para honrar a los estudiantes que lograron A, A/B o mejoro mas academicamente. Todos los estudiantes tendran la oportunidad de participar, incluyendo estudiantes migrantes, en riesgo y de educacion especial.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Report Card</p> <p>Summative TPRI/Standford 10 STAAR Test/Tejas Lee STAAR results Impact: + Improved Campus Perceptions + Motivation</p> <p>Staff Responsible for Monitoring: Principal Counselors</p> <p>Population: All student populations. Need Statements: Perceptions 3 Funding Sources: Awards - 199 Local funds - 199-11-6498-00-137-Y-11-000-Y - \$1,500, Awards - 211 Title I-A - 211-11-6498 - \$7,200, Operating Costs--Awards - 166 State Special Ed. - 166-11-6498-00-137-Y-23-0P2-Y - \$800</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 18 Details	Reviews			
<p>Strategy 18: Paredes Elementary will ensure the availability of substitute teachers to support our teachers with health and professional needs. We will ensure to provide substitute teachers for the LPAC committee.</p> <p>Primaria Paredes asegurara la disponibilidad de maestros sustitutos para apoyar a nuestros maestros con la salud y necesidades profesionales.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Population: Pk-5th Grade teachers Funding Sources: Wages for substitute teachers - 162 State Compensatory - 162-11-6112-18-137-Y-30-000</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Need Statements:

Demographics
Need Statement 6: The campus needs improved infrastructure and availability to hardware and supplies that will facilitate the modern classroom. Data Analysis/Root Cause: Data: Needs Assessment. Technology has moved at a rapid pace. The infrastructure and hardware quickly becomes inadequate and or obsolete.
Student Learning
Need Statement 4: The campus needs improved infrastructure and availability to hardware and supplies that will facilitate the modern classroom. Data Analysis/Root Cause: Data: Needs Assessment. Technology has moved at a rapid pace. The infrastructure and hardware quickly becomes inadequate and or obsolete.
Need Statement 6: Our students need increased after school learning opportunities. Data Analysis/Root Cause: Data: STAAR. Our At-Risk and Bilingual Population score considerably lower on state exams.
Need Statement 7: Our campus needs funding to continue providing our students with updated learning resources that meet the challenges of the new curriculum standards. Data Analysis/Root Cause: Data: STAAR, TPRI, TEJAS LEE results. Recent changes in the ELAR/SLAR standards have proven challenging for teachers to adapt quickly.
School Processes & Programs
Need Statement 2: The campus needs improved infrastructure and availability to hardware and supplies that will facilitate the modern classroom. Data Analysis/Root Cause: Data: Needs Assessment. Technology has moved at a rapid pace. The infrastructure and hardware quickly becomes inadequate and or obsolete.
Need Statement 3: Teachers need to further study and decipher the specificities of the new ELAR/SLAR. Close attention needs to be placed on the integration of writing throughout the different grade levels. Data Analysis/Root Cause: New changes to the STAAR assessment will prove challenging to the status quo of delivering instruction.
Perceptions
Need Statement 3: Our students and staff need motivation in the form of achievement recognition and celebrations. Data Analysis/Root Cause: The campus show improvement in academics when goals are set.

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

Performance Objective 2: Paredes Elementary early childhood performance will increase by 5 percentage points over end-of-year 2022-2023 school year results.

El desempeño de los grados pre-escolar de la escuela primaria Paredes aumentara en 5 puntos porcentuales con respecto a los resultados de fin de ano 2022-2023

Evaluation Data Sources: TPRI, Tejas Lee, OWL, CPALS, LION and CIRCLE PM

Strategy 1 Details	Reviews			
<p>Strategy 1: Attend professional development that supports math frameworks m so that teachers will have all updates of curriculum and be able to implement the activities successfully. In addition, teachers will attend professional development for STAAR specifications, format, and item analysis, in order for the students to be successful on the state assessments.</p> <p>Asistir al desarrollo profesional que apoye los marcos matematicos m para que los maestros tengan todas las actualizaciones de plan de estudios y ser capaz de implementar las actividades con exito. Ademas, los profesores asistirandesarrollo de especificaciones STAAR, formato y analisis de elementos, para que los estudiantes tengan exito en el estado evaluaciones.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Benchmark tests, mid/end points, district benchmarks.</p> <p>Summative: TPRI/TEJAS LEE STAAR</p> <p>Impact: +Literacy +Number sense +Problem solving +Comprehension</p> <p>Staff Responsible for Monitoring: Administration Special Education Teachers</p> <p>Population: LEP; SE; AR; GT; DYS student populations.</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: All identified At Risk students in need of reading, math, science, and writing improvement will be enrolled in tutorials.</p> <p>Se inscribirán todos los estudiantes identificados en riesgo que necesiten mejorar en lectura, matemáticas, ciencias y escritura en tutoriales.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative District Lesson Plans Weekly Assessment Tests Walkthroughs Benchmark Results Report Cards Summative State Assessment Test Scores Impact: +Literacy +Number sense +Problem solving +Comprehension</p> <p>Staff Responsible for Monitoring: Principal Dean of Instruction 3rd - 5th grade teachers</p> <p>Population: LEP; SE; AR; GT; DYS student populations.</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide district-wide instructional resources and computer assisted instruction that reinforces implementation of the BISD curriculum and initiatives including (but not limited to) professional development based on identified needs for early childhood.</p> <p>Language Enrichment (Niehaus) HEB Read3 Learning A-Z Hatch Balanced Literacy Model TLI Cognitive Routines/Strategies Inclusion (co-teach) Model Tango Software</p> <p>Proporcionar recursos educativos en todo el distrito e instruccion asistida por computadora que refuerce implementacion del curriculo e iniciativas de BISD que incluyen (pero no se limitan a) desarrollo profesional basado en necesidades identificadas para la primera infancia. Enriquecimiento del lenguaje (Niehaus) HEB Read3 Aprendizaje AZ Escotilla Modelo de alfabetizacion equilibrado Estrategias / rutinas cognitivas de TLI Modelo de inclusion (co-enseñanza) Software de tango</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: District Benchmark data (Fall and Spring), BISD Instructional Feedback Form data (walkthrough data), SOY, BOY and MOY district and state assessments, PDS Session Evaluations, Benchmark Scores, CAI Progress Monitoring Report, BOY/MOY/EOY data analysis meetings, PK-2, Fluency checks noted in elementary report cards Summative Impact: TPRI/TJL/CPALS Data, TELPAS and TERRA NOVA/Supera +The district will show a 5 point increase on summative performance assessments</p> <p>Staff Responsible for Monitoring: Principal Dean of Instruction Assistant Principals</p> <p>Title I: 2.4 - Population: All student groups and sub-populations.</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: BISD will provide locally funded Pre-kindergarten Full Day OR half-day sessions for ALL students for whom no other criteria applies.</p> <p>BISD proporcionara sesiones de prejardin de infantes de dia completo o medio dia financiadas localmente para todos los estudiantes para quien no se aplica ningun otro criterio.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Teacher Observations, BOY and MOY C-PM Test results, PK OWL Student Screening Assessments, PDS Evaluations, Head Start Campus Visits, Personnel Requisitions, Monthly Payroll analysis, Professional Leaves, Purchase Orders, Walk-Throughs, Lesson Plans</p> <p>Summative: T-TESS, Job description and Evaluations, PDS Transcripts, EOY C-PM and OWL results +Improvement on CIRCLE-PM BOY to EOY improvement by 10% Note: CLI Engage state platform will track the C-PM data</p> <p>Staff Responsible for Monitoring: Principal Dean of Instruction</p> <p>Title I: 2.5, 2.6 - Population: PK-3-year-old students as of Sept. 1st</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 5 Details	Reviews			
<p>Strategy 5: Identified migrant three year old children will have the opportunity to enroll into the Title I, Part A Three Year-Old Program (PK-3) so they can receive the same educational experience as non-migrant students. *Three and four year old migrant students not attending school will be invited to participate in home-based migrant program, A Bright Beginning.</p> <p>Los niños migrantes identificados de tres años tendrán la oportunidad de inscribirse en el Título I, Parte A Tres Programa para niños de un año (PK-3) para que puedan recibir la misma experiencia educativa que los estudiantes no migrantes. * Los estudiantes migrantes de tres y cuatro años que no asistan a la escuela serán invitados a participar en programa, Un comienzo brillante.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: 6 weeks enrollment reports Summative Impact: +Increase enrollment in the 3-year-old program</p> <p>Staff Responsible for Monitoring: Campus Principal Dean of Instruction District Migrant Coordinator</p> <p>Title I: 2.4 - Population: 3-4 year old Migrant Students</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 6 Details	Reviews			
<p>Strategy 6: Title I-A personnel and student support services, supplies/ equipment for campuses and department will be funded. (supports Board Goal #1 priority)</p> <p>El personal del Titulo IA y los servicios de apoyo a los estudiantes, los suministros / equipos para los campus y el departamento seran fundados.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Teacher Observations, BOY and MOY C-PM Test results, PK OWL Student Screening Assessments, PDS Evaluations, Head Start Campus Visits, Personnel Requisitions, Monthly Payroll analysis, Professional Leaves, Purchase Orders, Walk-Throughs, Lesson Plans</p> <p>Summative: T-TESS, Job description and Evaluations, PDS Transcripts, EOY C-PM and OWL results +Improvement on CIRCLE-PM BOY to EOY improvement by 10% Note: CLI Engage state platform will track the C-PM data</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - Population: PK-3-year-old students as of Sept. 1st</p> <p>Need Statements: School Processes & Programs 5</p> <p>Funding Sources: Misc. Contracted Services - 211 Title I-A - 211-23-6299-65-137-Y-30-0F2-Y - \$986, Misc. Contracted Services - 211 Title I-A - 211-23-6299-65-137-Y-30-0F2-3 - \$986, Misc. Contracted Services - 211 Title I-A - 211-11-6299-62-137-Y-24-0F2-3 - \$2</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 7 Details	Reviews			
<p>Strategy 7: Support Early Childhood Education in order to increase early literacy and student school readiness with a 22:1 student:teacher ratio with a paraprofessional for PK3-4 classrooms with support teachers for small group instruction as needed. (supports Board Goal #1 priority)</p> <p>Apoyar la educacion de la primera infancia con el fin de aumentar la alfabetizacion temprana y la preparacion escolar de los estudiantes con una Proporcion de alumnos: maestro de 22: 1 con un paraprofesional para las aulas de PK3-4 con maestros de apoyo para grupos pequenos instruccion segun sea necesario.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Teacher Observations, BOY and MOY C-PM Test results, PK OWL Student Screening Assessments, PDS Evaluations, Head Start Campus Visits, Personnel Requisitions, Monthly Payroll analysis, Professional Leaves, Purchase Orders, Walk-Throughs, Lesson Plans Summative: T-TESS, Job description and Evaluations, PDS Transcripts, EOY C-PM and OWL results +Improvement on CIRCLE-PM BOY to EOY improvement by 10% Note: CLI Engage state platform will track the C-PM data Staff Responsible for Monitoring: Principal, Dean of Instruction</p> <p>Population: PK-3-year-old students as of Sept. 1st</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 8 Details	Reviews			
<p>Strategy 8: Students in Pre-kinder through first grades will have access to field trips to various locations to maximize educational potential i.e. awards banquets, museums, etc.</p> <p>Los estudiantes de Pre-kinder hasta primer grado tendran acceso a excursiones a varios lugares para maximizar potencial educativo, es decir, premios, banquetes, museos, etc.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: ERO session Evluation student progress reports student report card BOY MOY results Summative: STAAR test results TPRI EOY results Impact: +Perceptions + Student achievement Staff Responsible for Monitoring: Administration Classroom Teachers Grade Level Chairs</p> <p>Population: All student populations from Pk3-1st grades. Funding Sources: Transportation - 199 Local funds</p>	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Need Statements:

School Processes & Programs

Need Statement 5: Need to provide stipends to teachers and staff to help recruit and retain needed personnel. **Data Analysis/Root Cause:** Based on the district and campus need to recruit and retain highly effective faculty and staff.

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

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

80% de los estudiantes migrantes estaran al nivel de grado dentro de 2 anos y el 70% se acercara al nivel de grado para todos los examenes STAAR .

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Migrant students will receive the opportunity to attend after school tutorial session in order to bridge any gaps created by high mobility. The teachers will monitor their progress and plan accordingly in order to differentiate the instruction to meet the needs of migrant students.</p> <p>Los estudiantes migrantes recibiran la oportunidad de asistir a una sesion de tutoria despues de la escuela para cerrar cualquier lagunas creadas por la alta movilidad. Los profesores supervisaran su progreso y planificaran en consecuencia para diferenciar los instruccion para satisfacer las necesidades de los estudiantes migrantes.</p> <p>Milestone's/Strategy's Expected Results/Impact: Impact: +Literacy +Number sense +Problem solving +Comprehension</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Population: Migrant students</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: All migrant students will receive grade appropriate school supplies on an as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus extending them the same opportunity for meeting the academic challenges of all students. All PFS migrant students will receive supplemental supports services before other migrant students. will have an opportunity to attend a PFS Learning Academy. All migrant students will receive a summer reading pack so that they may continue sharpening their reading skill during the summer months.</p> <p>Todos los estudiantes migrantes recibiran utiles escolares apropiados para su grado segun sea necesario paraproporcionarles las herramientas necesarias para completar sus tareas en el aula y en casa; extendiendoles asi elmisma oportunidad para afrontar los retos academicos de todos estudiantes. Todos los estudiantes migrantes de PFS recibiran servicios de apoyo suplementario antes que otros estudiantes migrantes. tendrala oportunidad de asistir a una Academia de Aprendizaje PFS. Todos los estudiantes migrantes recibiran un paquete de lectura de verano para quepuede continuar mejorando su habilidad de lectura durante los meses de verano</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Distribution forms, PFS Learning Academy Reports, Composite of Services Reports. Summative Impact: +Fewer PFS students are identified due to increased performance +On-time promotion and on-time graduation rates increased</p> <p>Staff Responsible for Monitoring: Principal Dean of Instruction</p> <p>Population: All migrant students</p>	Formative			Summative
	Oct	Jan	Mar	May





Strategy 3 Details	Reviews			
<p>Strategy 3: In order to secure the data needed to accommodate placement into appropriate supplemental instructional opportunities for Pre-K, Kinder, 1st and 2nd grade migrant students pre-test and post-test results will be used by teachers and administrators to determine the migrant students performing below grade level. Student scoring in the Tier II will be enrolled in tutorial classes and an RTI will be implemented.</p> <p>Con el fin de asegurar los datos necesarios para acomodar la ubicacion en un programa educativo suplementario oportunidades para estudiantes migrantes de Pre-K, Kinder, 1er y 2do grado, los resultados de las pruebas previas y posteriores seran utilizados pormaestros y administradores para determinar los estudiantes migrantes desempenandose por debajo del nivel de grado. Los estudiantes que califiquen en el Nivel II se inscribiran en clases de tutoria y se realizaran un RTI.implementado.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Pre-Assesment TPRI RTI Committee Post Assesment</p> <p>Summative: 6 weeks progress reports STAAR</p> <p>Impact: +Literacy +Number sense +Problem solving +Comprehension</p> <p>Staff Responsible for Monitoring: Campus Administrator RTI Committee Counselors</p> <p>Population: PFS migrant Students.</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: The academic progress of 1st grade migrant Students will be monitored to ensure successful grade level completion and ultimately secure promotion to 2nd grade.</p> <p>El academico de los estudiantes migrantes de 1er grado sera monitoreado para asegurar un nivel de grado exitoso finalizacion y, en ultima instancia, asegurar la promocion al segundo grado.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative- Eligibility lists and attendance sheets</p> <p>Summative - Participant surveys teacher surveys End of year (summer) program documentation Impact: -Retained students in first grade</p> <p>Staff Responsible for Monitoring: Dean of Instruction Campus Teachers</p> <p>Population: PFS/Migrant students Parent Liaison counselor</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 5 Details	Reviews			
<p>Strategy 5: Migrant students 3rd through 5th STAAR results will be reviewed to secure accurate placement into the current State Assessment remediation opportunities during regular school year and summer school.</p> <p>Los resultados de STAAR de los estudiantes migrantes del 3er grado al 5to grado seran revisados para asegurar una ubicacion precisa en el oportunidades actuales de recuperacion de evaluaciones estatales durante el ano escolar regular y la escuela de verano.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: STAAR Remediation Enrollment Lists NGS STAAR Report Benchmark Results</p> <p>Summative: Current State Assessment Test Results</p> <p>Impact: +Literacy +Number sense +Problem solving +Comprehension</p> <p>Staff Responsible for Monitoring: Administrators Counselors Teachers</p> <p>Population: PFS/Migrant students Parent Liaison counselor</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 6 Details	Reviews			
<p>Strategy 6: Parents of migrant PK, Kinder, 1st and 2nd grades students will be provided with awareness sessions in order to illustrate how to academically support their children more effectively.</p> <p>Los padres de estudiantes migrantes de PK, Kinder, 1er y 2do grado recibiran sesiones de concientizacion enpara ilustrar como apoyar academicamente a sus hijos de manera mas eficaz.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: tutorial attendance</p> <p>Summative: increased STAAR scores report card grades, attendance</p> <p>Impact: + Perceptions</p> <p>Staff Responsible for Monitoring: Administrators Dean of Instruction Teachers</p> <p>Population: PFS/Migrant students Parent Liaison counselor</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 7 Details	Reviews			
<p>Strategy 7: Learning Academy targeting the core areas of Reading, Writing, Math, Social Studies and Science will be held for all PFS students in order to sharpen their skills and prepare them academically for the STAARS assessment.</p> <p>Learning Academy que se enfocara en las areas centrales de lectura, escritura, matematicas, estudios sociales y ciencia seraque se lleva a cabo para todos los estudiantes de PFS con el fin de mejorar sus habilidades y prepararlos academicamente para la evaluacion STAAR.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: report card grades benchmark scores</p> <p>Summative: increased STAAR scores increase TPRI scores</p> <p>Impact: +Literacy +Number sense +Problem solving +Comprehension</p> <p>Staff Responsible for Monitoring: Administrators Dean of Instruction Teachers</p> <p>Population: PFS/Migrant students Parent Liaison counselor</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 8 Details	Reviews			
<p>Strategy 8: Award Ceremonies will be held at the end of each six week period to honor those students that achieved A, A/B or made the most academic improvement. All students will be given the opportunity to participate including migrant, At Risk and Special Education students.</p> <p>Las ceremonias de premiacion se llevaran a cabo al final de cada periodo de seis semanas para honrar a los estudiantes que obtuvieron A, A/B o logro la mayor mejora academica. Todos los estudiantes tendran la oportunidad de participar, incluyendo estudiantes migrantes, en riesgo y de educacion especial.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Report Card</p> <p>Summative TPRI/Standford 10 STAARTest/Tejas Lee StAAR results Impact: +Perceptions +Motivation</p> <p>Staff Responsible for Monitoring: Principal Counselors Teachers</p> <p>Population: TI; MI; LEP; SE; AR; GT; DYS</p>	Formative			Summative
	Oct	Jan	Mar	May
	Empty review cells			
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Goal 1: Paredes Elementary students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 4: Increase number of students in co-curricular and extra-curricular advancing in Math, Science, Social Studies, ELA, Fine Arts and Physical Education by 5% over 2022-2023 participation.





Aumentar el numero de estudiantes en el avance cocurricular y extracurricular en Matematicas, Ciencias, Estudios Sociales, ELA, Bellas Artes y Educacion Fisica por 5% sobre la participacion del 2022-2023.

Evaluation Data Sources: District, Regional, National and State competition participation numbers, P.E. Fitnessgram

Strategy 1 Details	Reviews			
<p>Strategy 1: Student's problem solving skills, originality and creativity will be encouraged through their participation in district programs. Teachers, sponsors and coaches will be provided with professional development, materials and incentives to promote participation in Brainsville Inventions, Chess, Destination Imagination, Poet's Convention, Stock Market Games, UIL Academics, Night of DI, and a Commercial for DI.</p> <p>Se fomentara la creatividad, la originalidad y la capacidad de resolucion de problemas del estudiante a traves de su participacion en programas del distrito. Los maestros, patrocinadores y entrenadores recibiran desarrollo profesional y materiales para promover la participacion en las invenciones de Brainsville, el ajedrez, la imaginacion del destino, la convencion del poeta, la bolsa de valores Juegos, UIL Academicos, Noche de DI y un comercial para DI.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Training agendas and flyers, PDS attendance and evaluation reports Summative Impacts: +Brainsville Inventions (3rd-5th) 10% increase in student participation at the district level. +Chess (K-5th) 10% increase in student participation at the district, regional, state and national levels. +Destination Imagination (K-5th) 10% increase in student participation at the regional, state and Global levels. +UIL Academics (3th-5th) 10% increase in student participation at the district level.</p> <p>Staff Responsible for Monitoring: Dean of Instruction</p> <p>Population: 1st - 5th grade GT students. Funding Sources: Incentives - 199 Local funds, End of the Year Incentive Party - 199 Local funds, Chess Entry Fees - 199 Local funds - \$4,600</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Paredes elementary will increase the participation by 10% annual District Spelling Bee.</p> <p>La escuela primaria Paredes aumentara la participacion en un 10% anual del concurso de ortografia del distrito.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Spelling Bee results for district. Summative Impact: +10% participation in Spelling Bee +Increased level of competition success beyond district level.</p> <p>Staff Responsible for Monitoring: Dean of Instruction Lead Teachers</p> <p>Population: All3rd - 5th grade students.</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Paredes Elementary students will participate in in-school opportunities and after school clubs to learn coding for fourth to fifth grade students. The focus of this initiative will be on the lasting benefits of building the following skill sets: Logical Thinking, Problem Solving, Persistence, Collaboration, and Communication. Funds will be allocated for para-professional instructional support staff overtime pay.</p> <p>Los estudiantes de Paredes Elementary participaran en oportunidades dentro de la escuela y clubes despues de la escuela para aprender codificacion para estudiantes de cuarto a quinto grado. El enfoque de esta iniciativa estara en los beneficios duraderos de construir elsiguientes conjuntos de habilidades: pensamiento logico, resolucion de problemas, persistencia, colaboracion y comunicacion. Los fondos seranasignadas para el pago de horas extras del personal de apoyo a la instruccion paraprofesional.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: 1. Club rosters 2. Payroll forms 3. Classroom projects 4. Student competitions 5. Test scores Summative Impact: +EOY data for student competition participation and performance</p> <p>Staff Responsible for Monitoring: Campus Coding Teacher TST Dean of Instruction</p> <p>Population: 4th - 5th grade students</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: Paredes Elementary students participating in arts activities that include Destination Imagination 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, educational field trips and public performances.</p> <p>Los estudiantes de Paredes Elementary que participan en actividades artisticas desarrollaran el pensamiento critico y la multitarea habilidades y creatividad, trabajo en equipo y caracter al participar en concursos de UIL, concursos que no son de UIL, exposiciones,eventos del distrito / comunidad, excursiones educativas y presentaciones publicas.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Performance ratings, attendance, audience/student reaction Summative: EOY performance recognition Student program enrollment increases Impact: +Motivation</p> <p>Staff Responsible for Monitoring: Dean of Instruction Campus Art Teacher</p> <p>Population: K-5th grade students</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: Paredes Elementary students will continue to be encouraged to participate in BISD ballroom dancing program. This is in efforts to promote team work, motivation and creativity throughout the student population.</p> <p>Se seguira animando a los estudiantes de la escuela primaria Paredes a participar en los bailes de salon de BISD programa. Esto se hace en un esfuerzo por promover el trabajo en equipo, la motivacion y la creatividad en toda la poblacion estudiantil.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Performance ratings, attendance, audience/student reaction Summative: EOY performance recognition Student program. Impact: +Motivation</p> <p>Staff Responsible for Monitoring: Campus Fine Arts supervisors Campus Ballroom Dancing teachers</p> <p>Population: 4th - 5th grade students</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 6 Details	Reviews			
<p>Strategy 6: Paredes Elementary will allocate funds for Physical education supplies, materials and student incentives to promote student participation of regular physical activity and provide comprehensive physical fitness assessments and reports in an effort to develop knowledge and skills that will promote healthy lifestyles.</p> <p>Milestone's/Strategy's Expected Results/Impact: Fitnessgram CATCH</p> <p>Staff Responsible for Monitoring: Physical Education Coaches</p> <p>Need Statements: Demographics 7</p> <p>Funding Sources: Gym Supplies - 199 Local funds - \$1,998.80</p>	Formative			Summative
	Oct	Jan	Mar	May
	N/A	N/A		
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 4 Need Statements:

Demographics
<p>Need Statement 7: Need to increase supports for student and family access to physical and mental health as well as nutritional supports. Data Analysis/Root Cause: Additional state requirements and district student and employee data indicate need.</p>

Goal 2: The Board of Trustees, in collaboration with District Staff, Paredes Elementary 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)

La Mesa Directiva, en colaboracion con el personal del distrito, la administracion de la escuela primaria Paredes, los padres y la comunidad garantizara la equidad en la disponibilidad de instalaciones apropiadas, bien mantenidas y eficientes en energia para un ambiente de aprendizaje seguro y ordenado para todos los estudiantes. (Meta del tablero 2)





Performance Objective 1: Paredes Elementary 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)

La Primaria Paredes implementara planes de ahorro de energia; mantener y actualizar las instalaciones actuales para brindar un ambiente de aprendizaje saludable y positivo al programar la renovacion/actualizacion/mejora de al menos el 20 % de las instalaciones educativas anualmente durante los proximos 5 anos.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Paredes Elementary will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan. Need: Board approved goal priority</p> <p>La Escuela Primaria Paredes promovera deliberadamente actividades de ahorro de energia en el plantel para apoyar la implementacion del plan de ahorro de energia del distrito. Necesidad: prioridad de la meta aprobada por la junta.</p> <p>Milestone's/Strategy's Expected Results/Impact: 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 Impact: - Expenditures - Carbon Footprint</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration Facilities and maintenance staff</p> <p>Population: All department and campus facilities.</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Create and implement a systematic approach to the renovation/ upgrade/ improvement of facilities to include prioritizing based on safety and needs of . Need: Board approved goal priority. Funds will be allocated for cleaning and Maintenance supplies .</p> <p>Crear e implementar un enfoque sistematico para la renovacion/actualizacion/mejora de las instalaciones para incluir la priorizacion basada en la seguridad y las necesidades de . Necesidad: prioridad de la meta aprobada por la junta. Se asignaran fondos para suministros de limpieza y mantenimiento.</p> <p>Milestone's/Strategy's Expected Results/Impact: Survey results from campuses and departments will indicate prioritization of the renovation plans. Formative: Survey Summative: Evaluation/analysis of survey data Impact: +Student safety +Student Learning</p> <p>Staff Responsible for Monitoring: Campus Administration Lead Custodian</p> <p>Population: All department and campus facilities</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Paredes elementary will allocate the necessary funding to maintain our facilities clean and safe.</p> <p>La primaria Paredes asignara los fondos necesarios para mantener nuestras instalaciones limpias y seguras.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative results: beautification/garden event showcases and perception campuses and office areas are clean and green Summative impact: +improved campus survey data about facilities</p> <p>Staff Responsible for Monitoring: Campus Administration Head Custodian Secretary</p> <p>Population: All students and Staff. Funding Sources: Custodial Supplies - 199 Local funds - \$7,200, Overtime - 199 Local funds - 199-51-6121 - \$3,000</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: In order to maintain a safe, secure campus for all students the custodial staff, along with all campus staff, faculty and students, will keep the school as clean and sanitary as possible.</p> <p>Con el fin de mantener un campus seguro para todos los estudiantes, el personal de limpieza, junto con todo el personal del campus, el cuerpo docente y los estudiantes, mantendran la escuela lo mas limpia y sanitaria posible.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Cleaning schedule Summative: Audit by District Impact: +Student Health +Student Learning</p> <p>Staff Responsible for Monitoring: Administration Custodial Staff</p> <p>Population: Custodial Staff.</p>	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 3: Paredes Elementary 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)

La Escuela Primaria Paredes garantizara el uso eficaz y eficiente de todos los fondos disponibles en la implementacion de un presupuesto equilibrado que incluye una mejor compensacion para los maestros y planes para reclutar, retener y apoyar personal altamente calificado.

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

La Primaria Paredes garantizara el uso efectivo y eficiente del 100% de los fondos presupuestados disponibles para satisfacer las necesidades de todos los estudiantes.

Evaluation Data Sources: Fiscal reports for district, internal and external audit reports and FIRST ratings.

Strategy 1 Details	Reviews			
<p>Strategy 1: Paredes' SBDM will efficiently use of 100% of available budgeted funds based on the needs assessments.</p> <p>El SBDM de Paredes utilizara eficientemente el 100% de los fondos presupuestados disponibles en base a las evaluaciones de necesidades.</p> <p>Milestone's/Strategy's Expected Results/Impact: 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 Impact: Improved Productivity Staff Responsible for Monitoring: Campus Administration, SBDM Committees</p> <p>Population: Paredes' SBDM Need Statements: School Processes & Programs 5 Funding Sources: Supplemental Stipends for Faculty & Staff - 211 Title I-A - 211-XX-6117.49 - \$0</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Need Statements:

School Processes & Programs

Need Statement 5: Need to provide stipends to teachers and staff to help recruit and retain needed personnel. **Data Analysis/Root Cause:** Based on the district and campus need to recruit and retain highly effective faculty and staff.





Goal 3: Paredes Elementary 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)

La Escuela Primaria Paredes garantizara el uso eficaz y eficiente de todos los fondos disponibles en la implementacion de un presupuesto equilibrado que incluye una mejor compensacion para los maestros y planes para reclutar, retener y apoyar personal altamente calificado.

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

El distrito y los campus crearan y proporcionaran reconocimientos y actividades para la facultad y el personal para mejorar la moral/clima del campus y apoyar la retencion de maestros y directores.

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





Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will support its faculty and staff in creating and participating in employee incentives and recognitions to improve employee and district and campus morale and climate. Funds will be allocated for employee mileage and purchasing of incentives.</p> <p>El campus apoyara a sus comites facultad y empleados en la creacion y participacion en incentivos y reconocimientos para los empleados a fin de mejorar la moral y el ambiente de los empleados, del distrito y del campus. Los fondos se asignaran para el millaje de los empleados y la compra de incentivos.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative result: Campus CNA survey and district/campus climate survey data related to support and retention Summative impact: PEIMS and TAPR report showing increased years of experience and decreased turn over rates Impact: +Campus Perceptions</p> <p>Staff Responsible for Monitoring: School Administration SBDM members</p> <p>Population: All Staff</p> <p>Funding Sources: Food and Supplies - 199 Local funds - \$9,000, Mileage - 211 Title I-A - 211-12-6411-23-137-Y-30-0F2-3 - \$50</p>	Formative			Summative
	Oct	Jan	Mar	May
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Goal 3: Paredes Elementary 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)

La Escuela Primaria Paredes garantizara el uso eficaz y eficiente de todos los fondos disponibles en la implementacion de un presupuesto equilibrado que incluye una mejor compensacion para los maestros y planes para reclutar, retener y apoyar personal altamente calificado.

Performance Objective 3: Paredes Elementary recognizes that employees will occasionally need time off from work to recover from an illness, to address their medical needs or to address the medical needs of a family member. For this purpose, Paredes Elementary will follow the sick leave bank policy established by Brownsville Independent School District.

La Primaria Paredes reconoce que los empleados ocasionalmente necesitara tiempo libre del trabajo para recuperarse de una enfermedad, para atender sus necesidades medicas o para atender las necesidades medicas de un miembro de la familia. Para este proposito, la Primaria Paredes seguira la politica del banco de licencias por enfermedad establecida por el Distrito Escolar Independiente de Brownsville.

Strategy 1 Details	Reviews			
Strategy 1: Paredes Elementary will allocate funds for the sick leave bank, following the established district policy. Funding Sources: Sick Leave - 282 ESSER III Grant Funds - 282-11-6398-62-137-Y-23-0P5-1 - \$2,100	Formative			Summative
	Oct	Jan	Mar	May
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Paredes Elementary 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)

La Escuela Primaria Paredes trabajara de cerca y en colaboracion con la Oficina de Informacion Publica de BISD para expandir las campanas de relaciones publicas/mercadeo para expandir aun mas la inscripcion/reclutamiento/retencion de estudiantes.





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

La escuela primaria Paredes proporcionara a la Oficina de Informacion Publica de BISD articulos destacados, reconocimiento de estudiantes, actividades cocurriculares/extracurriculares y eventos para padres/comunidad.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Paredes Elementary will participate in the District's efforts promote the history and origins along with current accomplishments of each campus weekly through the website and media venues. Need: Decreasing enrollment/ Board approved goal priority.</p> <p>La Escuela Primaria Paredes participara en los esfuerzos del Distrito para promover la historia y los origenes junto con los logros actuales de cada campus semanalmente a traves del sitio web y los medios de comunicacion. Necesidad: reduccion de la inscripcion/prioridad de la meta aprobada por la junta.</p> <p>Milestone's/Strategy's Expected Results/Impact: Weekly news articles will indicate a new campus each week. Formative: schedule of weekly articles Summative: listing of all campuses that were presented in weekly articles Impact: +Campus Perceptions Staff Responsible for Monitoring: Campus Administration</p> <p>Population: All BISD Staff.</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Paredes Elementary will designate a PIO contact to provide features articles, current and prior students/ parents/ staff recognitions, co-/extra-curricular activities, and parent/community events.</p> <p>La Escuela Primaria Paredes designara un contacto de PIO para proporcionar articulos destacados, reconocimientos actuales y anteriores de estudiantes/padres/personal, actividades co-/extracurriculares y eventos para padres/comunidad. Necesidad: Disminucion de inscripcion/ prioridad de meta aprobada por la Junta.</p> <p>Milestone's/Strategy's Expected Results/Impact: Regular features in media showcasing current accomplishments of faculty, staff, students, and alumni and major events. Formative: Submissions of information for articles and showcases Summative: annual compilation of articles and presentation/ showcases Impact: +Communication +Campus Perceptions Staff Responsible for Monitoring: Campus PIO contact Dean of Instruction</p> <p>Population: Paredes' elementary staff</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Paredes Elementary will update websites at least monthly including showcasing student and community activities.</p> <p>La Primaria Paredes actualizara los sitios web al menos una vez al mes, incluida la exhibicion de actividades estudiantiles y comunitarias.</p> <p>Milestone's/Strategy's Expected Results/Impact: Paredes Elementary website will be up-to-date on a monthly basis with all compliance postings and showcasing campus/program activities and successes. Formative: checklist of websites indicating are current Summative: report at end of year for monthly checklist results Staff Responsible for Monitoring: Dean of Instruction TST</p> <p>Population: Paredes' elementary Staff</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: Paredes Elementary will increase parent and community awareness of attendance initiatives through the school's weekly and monthly newsletter and calendars.</p> <p>La Escuela Primaria Paredes aumentara la conciencia de los padres y la comunidad sobre las iniciativas de asistencia a traves del boletin y calendarios semanales y mensuales de la escuela.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: List of the school's students who are receiving recognition for perfect attendance.</p> <p>Summative impact: Increased daily attendance rate.</p> <p>Impact: +Communication</p> <p>Staff Responsible for Monitoring: Campus Administrators TST</p> <p>Population: All Paredes' elementary stakeholders.</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Paredes Elementary administration and staff will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

La administracion y el personal de la Escuela Primaria Paredes mantendran un ambiente seguro y disciplinado propicio para el aprendizaje de los estudiantes.

Performance Objective 1: Disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 5% for 2022-2023 and will not be disproportionate for any population.





Las colocaciones disciplinarias por suspension dentro de la escuela (ISS) y suspensiones fuera de la escuela (OSS) disminuiran en un 5 % para 2022-2023 y no seran desproporcionadas para ninguna poblacion.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Paredes will provide all new teachers with training and refreshers for all faculty on the use of district software at the beginning of the school year to document discipline and how to prepare and monitor behavior RtI plans.</p> <p>Paredes proporcionara a todos los maestros nuevos capacitacion y repasos para todos los profesores sobre el uso del software del distrito al comienzo del ano escolar para documentar la disciplina y como preparar y monitorear los planes de RtI de comportamiento.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: eSchool discipline reports and RtI plans Summative Impact: Reduced number/ percentage of population of students referrals to ISS and/or OSS compared to previous school year. Impact: +Overall student achievement</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Population: Paredes' Elementary teachers.</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Paredes Elementary will provide training and support to classroom teachers and campus administration in discipline management and safe environments.</p> <p>La Primaria Paredes brindara capacitacion y apoyo a los maestros de aula y la administracion del campus en el manejo de la disciplina y entornos seguros.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Training Sign In Sheets and Six weeks discipline reports Summative Impact: +Review360 and discipline report data reflecting decrease in the number of discipline incidents compared to previous school year. Staff Responsible for Monitoring: Campus Administration</p> <p>Population: All students.</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: 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.</p> <p>Las intervenciones y apoyos para el comportamiento positivo (PBIS, por sus siglas en ingles) y los niveles de RtI de comportamiento se implementaran con mayor fidelidad para mejorar el comportamiento de los estudiantes con un seguimiento cercano de las ubicaciones de ISS/OSS para poblaciones especiales.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: ISS/OSS placements of special education and other targeted student groups will decrease by 5% at the district level Summative Impact: PBMAS (now on DVM Discipline indicators for 2020) discipline indicator performance levels and staging will decrease. Impact: -Discipline Referrals +Student Learning Staff Responsible for Monitoring: Campus Administrators Lead Teachers</p> <p>Population: All student populations.</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: Campus Officers and Counselors, and community/non-profit organizations, will address current safety-related trends and conflict resolution through presentations with students, parents, campus faculty and staff on: Gang Awareness, Bullying/harassment, Dating Violence, Unwanted physical/verbal aggression, Sexual Harassment, Guardian Internet Safety, Drug, Alcohol and Tobacco Awareness, Gun Safety, Teen Community Emergency Response Team (CERT), Truancy, Emergency Operations Plan (EOP)-Safety Procedures</p> <p>Los funcionarios y consejeros del campus y las organizaciones comunitarias/sin fines de lucro abordaran las tendencias actuales relacionadas con la seguridad y la resolucion de conflictos a traves de presentaciones con estudiantes, padres, profesores y personal del campus sobre: Conciencia de pandillas, Intimidacion/acoso, violencia en el noviazgo, Agresion fisica/verbal no deseada, Acoso sexual, guardian de seguridad en internet, Concientizacion sobre drogas, alcohol y tabaco, seguridad de armas, Equipo de Respuesta a Emergencias de la Comunidad Adolescente (CERT), absentismo escolar, Plan de operaciones de emergencia (EOP)-Procedimientos de seguridad</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: copies of Presentations, Sign-In sheets and Agendas Summative Impact: +Decrease in the number of students discipline incidents compared to prior school year</p> <p>Staff Responsible for Monitoring: Police Department Counselors</p> <p>Population: All students, parents and guardians.</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 5 Details	Reviews			
<p>Strategy 5: The school nurse will be allocated funds in order to purchase medical supplies that are needed for the well being of the student population.</p> <p>A la enfermera de la escuela se le asignaran fondos para comprar suministros medicos que se necesitan para el bienestar de la poblacion estudiantil.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Nurse Log</p> <p>Summative: E-schools nurse reports</p> <p>Impact: +Student Health</p> <p>Staff Responsible for Monitoring: Administrators Nurse Nurse Assistant</p> <p>Population: All student population.</p> <p>Need Statements: Demographics 7</p> <p>Funding Sources: Health Supplies - 211 Title I-A - 211-33-6399 - \$300</p>	Formative			Summative
	Oct	Jan	Mar	May
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="466 773 663 816">  No Progress </div> <div data-bbox="764 773 982 816">  Accomplished </div> <div data-bbox="1079 773 1335 816">  Continue/Modify </div> <div data-bbox="1432 773 1629 816">  Discontinue </div> </div>			

Performance Objective 1 Need Statements:

Demographics
<p>Need Statement 7: Need to increase supports for student and family access to physical and mental health as well as nutritional supports. Data Analysis/Root Cause: Additional state requirements and district student and employee data indicate need.</p>

Goal 5: Paredes Elementary administration and staff will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

La administracion y el personal de la Escuela Primaria Paredes mantendran un ambiente seguro y disciplinado propicio para el aprendizaje de los estudiantes.





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

Refinar e implementar todos los planes de seguridad en todo el distrito para garantizar que los estudiantes esten seguros en caso de una crisis.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure the implementation and annual review of a comprehensive campus Emergency Operations plan.</p> <p>Garantizar la implementacion y la revision anual de un plan integral de operaciones de emergencia del campus.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Safety Meeting Sign-In Sheets, Summative Impact: +100% completed District and Campus Emergency Operations Plans cleared in June 2019</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Population: All student populations.</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Campus Administration, Security Staff, Counselors, and community/non-profit organizations, will address current safety-related trends and conflict resolution through presentations with students, parents, campus faculty and staff on:</p> <p>Gang Awareness, Bullying/harassment, Unwanted physical/verbal aggression, Sexual Harassment, Guardian Internet Safety, Drug, Alcohol and Tobacco Awareness, Gun Safety, Truancy, Emergency Operations Plan (EOP)-Safety Procedures</p> <p>La administracion del campus, el personal de seguridad, los consejeros y las organizaciones comunitarias/sin fines de lucro abordaran las tendencias actuales relacionadas con la seguridad y la resolucion de conflictos a traves de presentaciones con estudiantes, padres, profesores y personal del campus sobre:</p> <p>Conciencia de pandillas, Intimidacion/acoso, Agresion fisica/verbal no deseada, Acoso sexual, guardian de seguridad en internet, Concientizacion sobre drogas, alcohol y tabaco, seguridad de armas, absentismo escolar, Plan de operaciones de emergencia (EOP)-Procedimientos de seguridad</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: copies of Presentations, Sign-In sheets and Agendas Summative Impact: +Decrease in the number of students discipline incidents compared to prior school year</p> <p>Staff Responsible for Monitoring: Administrators, Counselors</p> <p>Population: All student populations.</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Paredes will conduct Active Shooter or other hazardous lock down drills at least twice per semester.</p> <p>Paredes realizara simulacros de tirador activo u otros simulacros de encierro peligrosos al menos dos veces por semestre.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Practice drill reports Summative Impact: 100% of campuses have conducted at least two practice drills. Impact: +Student Safety Staff Responsible for Monitoring: Campus Safety Coordinator</p> <p>Population: All Students</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Paredes elementary will have a designated representative at the districts' TOT' for teaching campus faculty and staff appropriate procedures for all hazards (including active shooter procedures).Population: Campus faculty and staff.</p> <p>La escuela primaria Paredes tendra un representante designado en el TOT de los distritos para enseñar a la facultad y al personal del campus los procedimientos apropiados para todos los peligros (incluidos los procedimientos de tirador activo). Poblacion: Facultad y personal del campus.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative results: PDS train the trainer session agendas, sign-in documentation, session evaluations Summative impact: PDS documentation of turn around of training at campuses within one month of TOT Impact: Student Safety Staff Responsible for Monitoring: Campus Administration Campus Safety Coordinator/committee</p> <p>Population: Paredes Staff</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 6: The Board of Trustees, in collaboration with District Staff, Paredes 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 Mesa Directiva, en colaboracion con el personal del distrito, la administracion de Paredes, los padres y la comunidad, brindaran el apoyo y los recursos necesarios para lograr la excelencia educativa y la equidad. Los padres seran socios plenos de los educadores en la educacion de sus hijos.

Performance Objective 1: There will be a 10% increase of parents involved in campus/district parental involvement activities from 2022-2023.

Habra un aumento del 10% de padres involucrados en las actividades de participacion de los padres del campus / distrito de 2022-2023.

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>Strategy 1: Paredes Elementary will continue to allocate Federal Programs, Migrant Department and State Compensatory funds for Parent Trainers and Parent Liaisons to purchase supplies and/or equipment for the purpose of assisting campuses and educating parents with current information during weekly/monthly meetings that address issues and expectations that will impact their children's academic and attendance needs.</p> <p>La escuela primaria Paredes continuara asignando programas federales, el Departamento de Migrantes y el estado Fondos compensatorios para padres capacitadores y enlaces de padres para compra de suministro y/o equipo con el proposito de ayudar a los campus y educarpadres con informacion actualizada durante las reuniones semanales / mensuales que abordan problemas y expectativas que impactaran las necesidades academicas y de asistencia de sus hijos.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative results: Parent Trainer Documentation including Campus Visitation Reports, Weekly Reports, Contact Logs, Monthly Calendar, Peer Review Audits</p> <p>Summative Impact: Training Session Evaluations average scores Parent Participation Rates will increase by 10% Increase 3% participation in PAC Mtgs.</p> <p>Staff Responsible for Monitoring: Campus Administrators Parent Liaisons</p> <p>Title I: 2.4, 4.1, 4.2 - Population: Parent & Family Engagement, Migrant and State Compensatory Staff</p> <p>Need Statements: Demographics 2, 7</p> <p>Funding Sources: Salary & Fringe - 211 Title I-A - 211-61-6129 - \$0, Supplies / Incentives for Parents - 211 Title I-A - 211-61-6399 - \$2,500, Incentives for Parents - 211 Title I-A - 211-61-6499 - \$78, Incentives for Parents - 211 Title I-A - 211-61-6499 - \$137.18, Incentives for Parents - 211 Title I-A - 211-61-6499 - \$107.13</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Conduct the following annual Title I-A required activities:</p> <ul style="list-style-type: none"> *Develop and disseminate a Parent and Family Engagement Policy that delineates how parents will be actively involved at the district/ campus level *Develop and disseminate a School-Parent-Student Compact indicating each group's responsibility in order to ensure student achievement, specifically in the content areas. *Conduct Title I-A Meetings to inform parents of the services provided through Title I funds *Conduct Title I-A Parent Survey to evaluate the effectiveness of the District Parent and Family Engagement Program <p>Realizar las siguientes actividades anuales requeridas por el Titulo IA:*</p> <ul style="list-style-type: none"> Desarrollar y difundir una Politica de participacion de los padres y la familia que delimite como los padres participaran activamente a nivel de distrito / campus Desarrollar y difundir un Pacto entre la escuela, los padres y los estudiantes que indique la responsabilidad de cada grupo para garantizar rendimiento estudiantil, especificamente en las areas de contenido. Llevar a cabo reuniones del Titulo IA para informar a los padres de los servicios prestados a traves de los fondos del Titulo I Llevar a cabo una encuesta para padres de Titulo IA para evaluar la efectividad del Programa de Participacion de Padres y Familias del Distrito <p>Milestone's/Strategy's Expected Results/Impact: Formative results: Completed Parental Involvement Policies, Campuses S-P-S Compacts Campus Visitation Reports, Campus Websites, Fliers, Meeting Agendas Summative Impact: 100% Completed Title I-A Parental Involvement Compliance Checklist 100% Signed S-P-S Compact Training Session Evaluations</p> <p>Staff Responsible for Monitoring: Campus Administrators Parent Liaisons</p> <p>Title I: 4.2 - Population: Parents</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Ensure representation of community and parent involvement in the decision-making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met: *Parent and Family Engagement Policy School-Parent-Student Compact District Improvement Plan</p> <p>Asegurar la representacion de la comunidad y la participacion de los padres en el proceso de toma de decisiones. Los padres lo haran participar en la revision y / o revision de lo siguiente para garantizar que se cumplan los requisitos del programa: * Politica de participacion de los padres y la familia Acuerdo entre la escuela, los padres y los estudiantes Plan de mejora del distrito</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative results: Parent Rep. Sign-in Sheets, Completed Parental Involvement Policies, Campuses S-P-S Compacts, CIP, Calendars, Meeting Agendas Summative impact: +Training Session Evaluations, 100% DPAC, LPAC and SBDM Meeting minutes reflecting input from parents and community members.</p> <p>Staff Responsible for Monitoring: Campus Administrators Parent liaisons</p> <p>Title I: 4.1, 4.2 - Population: Parents</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide ample Parent Education opportunities through parent conferences, and parent training sessions through the Parent Center to disseminate information, services and/or referrals to agencies that address the needs and concerns in the following areas and provide materials necessary for parent meetings:</p> <ul style="list-style-type: none"> -Early Childhood Literacy Strategies -Effective teaching strategies -Special Populations (Bilingual, Dyslexia, G.T., Migrant, Special Education) College Readiness -Drop-out and Violence Prevention -Health and Wellness Education -Community agencies and organizations <p>Building Capacity:</p> <ul style="list-style-type: none"> -Technology -Special Education processes, procedures as well as services, procedural safeguards and Transition to post-secondary life. <p>Brindar amplias oportunidades de educación para padres a través de conferencias de padres y sesiones de capacitación para padres. A través del Centro de Padres para difundir información, servicios y / o referencias a agencias que abordan las necesidades y preocupaciones en las siguientes áreas y proveer los materiales necesarios para las sesiones de capacitación para padres:</p> <ul style="list-style-type: none"> -Estrategias de alfabetización en la primera infancia -Estrategias de enseñanza efectivas-Poblaciones Especiales (Bilingües, Dislexia, GT, Migrante, Educación Especial)Preparación para la universidad -Abandono y prevención de la violencia-Educación sobre salud y bienestar -Agencias y organizaciones comunitarias <p>Capacidad para construir:</p> <p>Tecnología-Procesos, procedimientos y servicios de educación especial, garantías procesales y transición a la educación postsecundaria la vida.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative results: Parent Trainer Monthly Calendar, Special Services Monthly Calendar, Public Service Providers Lists, Fliers, Agendas, Sign-in Sheets, Meeting Minutes</p> <p>Summative impact: +Training Session Evaluations, Increased Parent Attendance, decreased Special Services Dept. parental concerns by campus using the Family Center Screening Tool</p> <p>Staff Responsible for Monitoring: Dean of Instruction Parent liaison RTI Coordinator</p> <p>Title I: 4.2 - Population: Parents</p> <p>Need Statements: Demographics 2</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 5 Details	Reviews			
<p>Strategy 5: The Parent and Family Engagement, Migrant staff and parents will have the opportunity attend local, regional and state professional development trainings and conferences to expand their knowledge of the latest scientific, research-based instructional strategies to better support instruction, improve understanding thus providing a more comprehensive supplemental support to students and families.</p> <p>Participacion de los padres y la familia, el personal migrante y los padres tendran la oportunidad de asistir capacitaciones y conferencias de desarrollo profesional regionales y estatales para ampliar su conocimiento de las ultimas novedades cientificas, estrategias de instruccion basadas en la investigacion para apoyar mejor la instruccion, mejorar la comprension y asi proporcionar una mayor apoyo complementario integral para estudiantes y familias.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Conference/Training agendas, Conference Certificate of Participation Documented Cross training of staff not attending events to ensure program training completion Summative: +Improved student grades +Increased Parent Attendance +Increased Student Attendance Rates Improved student performance on district and state assessments Staff Responsible for Monitoring: Dean of Instruction Parent Liaison</p> <p>Title I: 4.2 - Population: Parent and Family Engagement and Migrant funded Staff and Parents</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 6 Details	Reviews			
<p>Strategy 6: Paredes Elementary will implement C.A.R.E. program. The school will make these volunteers available for instructional purposes in the classrooms.</p> <p>La Primaria Paredes implementara el programa CARE. La escuela hara que estos voluntarios esten disponibles para propositos educativos en los salones de clases.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative:</p> <ul style="list-style-type: none"> - C.A.R.E. parents visit logs - Students' report cards - Teacher Surveys <p>Summative Impact:</p> <ul style="list-style-type: none"> -Improved Students' grades - Increase community involvement - Improved student permanence on state assessment. <p>Staff Responsible for Monitoring: Principal Counselors Parent Liaison</p> <p>Population: Teachers and Care Parents</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 7 Details	Reviews			
<p>Strategy 7: Paredes Elementary will implement a parental volunteer program. Parent volunteers will help with the implementation of educational activities and support teachers and staff with clerical aid. Parents will help to improve school culture and environment. Supplies and equipment will be needed for the implementation of parental activities in the campus.</p> <p>La Primaria Paredes implementara un programa de padres voluntarios. Los padres voluntarios ayudaran con la implementacion de actividades educativas y apoyo a maestros y personal con ayuda administrativa. Los padres ayudaran a mejorar cultura y medio ambiente escolar. Se necesitaran suministros y equipo para la implementacion de las actividades de los padres en el campus.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative:</p> <ul style="list-style-type: none"> - Parent volunteers visit logs - Teacher surveys <p>Summative:</p> <ul style="list-style-type: none"> - Improved parent - teacher involvement - Improved school culture and environment <p>Staff Responsible for Monitoring: Parent Liaison Administration</p> <p>Population: Parents</p>	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Need Statements:

Demographics

Need Statement 2: We need our parental involvement meetings to be widely attended. **Data Analysis/Root Cause:** Data: Sign in sheets. The majority of our parents work schedule conflicts our meetings.

Need Statement 7: Need to increase supports for student and family access to physical and mental health as well as nutritional supports. **Data Analysis/Root Cause:** Additional state requirements and district student and employee data indicate need.

Goal 7: Paredes Elementary 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)

Los educadores de la Escuela Primaria Paredes se mantendran actualizados con el desarrollo de tecnicas creativas e innovadoras en la instruccion y la administracion utilizando esas tecnicas segun corresponda para mejorar el aprendizaje de los estudiantes.

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

El desarrollo profesional relacionado con lo academico mejorara la eficacia de los maestros al proporcionar instruccion centrada en el estudiante para satisfacer las necesidades de todos los estudiantes, incluidos aquellos que reciben educacion especial, dislexia, segundo idioma y apoyos en riesgo para mejorar el rendimiento academico y la participacion, como lo demuestran las observaciones en el aula.





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

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide teachers with professional development opportunities to enhance implementation of instructional strategies including: Response to Intervention (RtI), sheltered instruction (SIOP), differentiated instruction, common instructional framework (CIF), reading comprehension cognitive strategy routines, Texas Literacy Initiative protocols including oral language skills that increase listening/ speaking and reading/ writing proficiency in all content areas.</p> <p>Proporcionar a los maestros oportunidades de desarrollo profesional para mejorar la implementacion de estrategias educativas que incluyen: Respuesta a la intervencion (RtI), instruccion contextualizada (SIOP), instruccion diferenciada, marco de instruccion comun (CIF), rutinas de estrategias cognitivas de comprension de lectura, protocolos de la Iniciativa de alfabetizacion de Texas, incluido el lenguaje oral habilidades que aumentan el dominio de escuchar/hablar y leer/escribir en todas las areas de contenido.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: BISD Instructional Feedback Form District Monitoring Instrument data will indicate X percentage point increase in Domain 2 proficient and higher ratings.</p> <p>Summative Impact: The district will have a 5 point increase in the number of students who reach Approaches Grade Level and STAAR Masters Grade Level performance on STAAR/EOC exams.</p> <p>Staff Responsible for Monitoring: Administrators Lead Teachers</p> <p>Population: All teachers teaching core content and special education, dyslexia, pre-AP/AP, CTE, and other academic areas</p> <p>Need Statements: Student Learning 5 - School Processes & Programs 3</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Strengthen the efficiency and effectiveness of the Gifted and Talented Program through the required Core and On-going training as well as specific professional development sessions on differentiated curriculum and assessment relative to the annual goals of the program.</p> <p>Fortalecer la eficiencia y eficacia del Programa para Dotados y Talentosos a traves de la capacitacion basica y continua requerida, asi como sesiones especificas de desarrollo profesional sobre curriculo diferenciado y evaluacion en relacion con las metas anuales del programa.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: District monitoring instrument, Class rosters, Lead teacher classroom observations, Training agendas and evaluations Summative Impact: Improved STAAR and EOC student scores, improved AP, TSI, and other college readiness assessment scores by 5 percentage points.</p> <p>Staff Responsible for Monitoring: Campus Administration Dean of Instruction</p> <p>Population: All G/T sub-population students and teachers for these students in core content areas and Special Education</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide 3rd-5th teachers with training for selected resources to adequately implement the district K-8 Science, Technology, Engineering, and Mathematics initiative.</p> <p>Proporcionar a los maestros de 3.0 a 5.0 capacitacion sobre recursos seleccionados para implementar adecuadamente la iniciativa de Ciencias, Tecnologia, Ingenieria y Matematicas K-8 del distrito.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: PDS session evaluations, benchmark scores, program applications counts Summative: STAAR scores, high school STEM endorsements data +90% of BISD instructional feedback form walkthroughs will indicate implementation of developed project-based learning experiences. +The campus will have a 2 percentage point increase in the middle school STEM program student enrollment, a</p> <p>Staff Responsible for Monitoring: Campus Administration Grade level lead teachers</p> <p>Population: 3rd - 5th grade teachers.</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: Support participation of faculty and staff attendance at district and/or regional training centers in order to target areas for improvement and provide turn-around training for explicit instruction, lesson design, classroom organization and delivery overviews of the information during district staff development days.</p> <p>Apoyar la participacion de la facultad y el personal que asisten a los centros de entrenamiento regionales y/o distritales con el fin de enfocarse en las areas de mejora y brindar capacitacion de respuesta para instruccion explicita, diseno de lecciones, organizacion del salon de clases y resúmenes de entrega de la informacion durante los dias de desarrollo del personal del distrito.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: RtI plans and progress monitoring reports, Sign-in sheets, Workshop agenda, PDS session roster and evaluations, TLI routines documented in Instructional Feedback Form data</p> <p>Summative: STAAR scores, TPRI/Tejas Lee, CIRCLE-PM scores, TELPAS, TMSFA +A 5 percentage point increase in the number of students meeting the passing standards on state assessments.</p> <p>Staff Responsible for Monitoring: Dean of Instruction</p> <p>Population: All grade level teachers.</p> <p>Need Statements: Student Learning 7</p> <p>Funding Sources: Educational Service Center - 163 State Bilingual - 163-13-6239-00-137-Y-25-031-Y - \$3,600, Employee Travel - 163 State Bilingual - 163-23-6411-00-137-Y-25-031-Y - \$245, Professional Services - 166 State Special Ed. - 166-31-6219-137-Y-23-0N7-Y - \$1,000</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 5 Details	Reviews			
<p>Strategy 5: PK-3 teachers and Para-Professionals will receive Research-Based Professional Development, CIRCLE training, Activities to Transition students from Pre-School to Public School; Frameworks aligned to the PK Guidelines; Positive Beginnings for Classroom Management, etc.</p> <p>Los maestros y paraprofesionales de PK-3 recibirán desarrollo profesional basado en la investigación, capacitación CIRCLE, actividades para estudiantes de transición de preescolar a la Escuela Pública; Marcos alineados con las Directrices PK; Comienzos positivos para la gestión del aula, etc.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Teacher Observations, PDS Evaluations, Head Start Campus Visits, Professional Leaves, Purchase Orders, Walk-Throughs, Lesson Plans Summative Impact: Improved T-TESS evaluations and walkthrough reports, increased participation in PK-3 and 4 professional development activities. Staff Responsible for Monitoring: Dean of Instruction</p> <p>Population: PK-3 to 4 faculty and staff</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6 Details	Reviews			
<p>Strategy 6: Fine arts teachers will be provided professional development training annually.</p> <p>Los maestros de bellas artes recibirán capacitación de desarrollo profesional anualmente.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Sign in sheets, PDS evaluations, student performance ratings Summative Results: Increased EOY performance recognitions Staff Responsible for Monitoring: Dean of Instruction Fine Arts Teacher</p> <p>Population: all K-5 students and teachers</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 7 Details	Reviews			
<p>Strategy 7: Professional development opportunities will be provided to campus and district personnel to enhance the provision of services for at-risk students in order to improve academic achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. Professional development opportunities include: -Identification of at-risk students via state and local criteria, -Graduation Rate, Completion Rate, and Graduation Cohorts, -Identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act, and Budget and Program Compliance</p> <p>Se brindaran oportunidades de desarrollo profesional al personal del campus y del distrito para mejorar la provision de servicios para estudiantes en riesgo a fin de mejorar el rendimiento academico, la tasa de graduacion, la tasa de finalizacion y disminuir la tasa de retencion y la tasa de desercion. Las oportunidades de desarrollo profesional incluyen: -Identificacion de estudiantes en riesgo a traves de criterios estatales y locales, -Tasa de graduacion, tasa de finalizacion y cohortes de graduacion, -Identificacion e inscripcion inmediata de ninos sin hogar y jovenes no acompañados a traves de la Ley McKinney-Vento, y Cumplimiento de presupuesto y programa.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: PDS Session attendance and Evaluation Reports, Verified Homeless and/or Unaccompanied Youth Enrollment Letter, eSchoolPLUS Special Programs Report, eSchoolPLUS At-Risk Progress Report, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: increased STAAR/EOC and At-risk Retention Staff Responsible for Monitoring: Principal Dean of Instruction</p> <p>Population: At Risk coded students.</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Need Statements:

Student Learning
<p>Need Statement 5: Teachers need continuous professional development in response to intervention strategies. Data Analysis/Root Cause: Previously, this area was not focused and data was not taken into account into making decisions towards best practices on interventions.</p>
<p>Need Statement 7: Our campus needs funding to continue providing our students with updated learning resources that meet the challenges of the new curriculum standards. Data Analysis/Root Cause: Data: STAAR, TPRI, TEJAS LEE results. Recent changes in the ELAR/SLAR standards have proven challenging for teachers to adapt quickly.</p>
School Processes & Programs
<p>Need Statement 3: Teachers need to further study and decipher the specificities of the new ELAR/SLAR. Close attention needs to be placed on the integration of writing throughout the different grade levels. Data Analysis/Root Cause: New changes to the STAAR assessment will prove challenging to the status quo of delivering instruction.</p>





Goal 7: Paredes Elementary 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)

Los educadores de la Escuela Primaria Paredes se mantendran actualizados con el desarrollo de tecnicas creativas e innovadoras en la instruccion y la administracion utilizando esas tecnicas segun corresponda para mejorar el aprendizaje de los estudiantes.

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

Todo el personal de Paredes participara en las capacitaciones continuas requeridas relacionadas con la atencion informada sobre el trauma y las escuelas seguras y de apoyo.

Strategy 1 Details	Reviews			
<p>Strategy 1: All teachers, principals and counselors will complete trauma-informed care training from a state approved program to increase awareness and implement best practices to support students' well-being and apply interventions for academic and emotional support. (Policy FFBA)</p> <p>Todos los maestros, directores y consejeros completaran una capacitacion de atencion informada sobre traumas de un programa aprobado por el estado para aumentar la conciencia e implementar las mejores practicas para apoyar el bienestar de los estudiantes y aplicar intervenciones para el apoyo academico y emocional. (Politica FFBA)</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Training records, six week reporting from staff Summative: end of year reports</p> <p>Staff Responsible for Monitoring: Paredes Administration</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Paredes Elementary 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 multi-hazard emergency operations plan. (Policy FFB)</p> <p>La Escuela Primaria Paredes tendra un Equipo de Evaluacion de Amenazas capacitado que desarrollara un programa escolar seguro y de apoyo en cumplimiento con TEA. El equipo brindara orientacion a los estudiantes y empleados de la escuela sobre el reconocimiento de comportamientos daninos, amenazantes o violentos que pueden representar una amenaza para la escuela de la comunidad o el individuo y apoyara al distrito en la implementacion del plan de operaciones de emergencia de riesgos multiples del distrito. (Politica FFB)</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Training records, six week reporting from staff Summative: end of year reports</p> <p>Staff Responsible for Monitoring: Admnistration</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Paredes will train designated staff on 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. (Policy FFG)</p> <p>Paredes capacitara al personal designado sobre el abuso sexual infantil, el trafico sexual y otros malos tratos a los ninos. Cada campus debera proporcionar un programa contra la victimizacion por abuso infantil que incluya presentaciones para los estudiantes y el personal del campus. (Politica FFG)</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Training records, six week reporting of presentations Summative: end of year reports trainings</p> <p>Staff Responsible for Monitoring: Paredes Administration</p> <p>Population: Paredes Staff</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 8: 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)





La tecnología se implementara y utilizara para aumentar la eficacia del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion. (Plan de accion de tecnologia preparada para el futuro de BISD) (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 2023-2024. (Future Ready Curriculum, Instruction, and Assessment)

La instruccion basada en tecnologia que utiliza hardware y software para abordar las brechas en los estudiantes en riesgo de abandonar la escuela, asi como las brechas en las habilidades de los maestros, a traves de un aprendizaje adaptable, personalizado, flexible y complementario aumentara en comparacion con datos comparables para 2022-2023.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Paredes will increase the accessibility for all students in technology based instruction across all subject areas including Bilingual instruction by providing new software and learning management systems such as Google Classroom, Schoology and Seesaw and hardware for computer/ technology enhanced instruction. The students will also develop projects that foster creativity, innovation, communication, collaboration, information, fluency and digital citizenship in all content areas. Resources will be allocated to purchase interactive web based hardware and related supplies to deliver instruction to our student population.</p> <p>Paredes aumentara la accesibilidad para todos los estudiantes en la instruccion basada en la tecnologia en todas las materias, incluida la instruccion bilingue, al proporcionar nuevos sistemas de gestion de aprendizaje y software como Google Classroom, Schoology y Seesaw y hardware para instruccion mejorada de tecnologia/computacion. Los estudiantes tambien desarrollaran proyectos que fomenten la creatividad, la innovacion, la comunicacion, la colaboracion, la informacion, la fluidez y la ciudadania digital en todas las areas de contenido. Se asignaran recursos para comprar hardware interactivo basado en la web y suministros relacionados para brindar instruccion a nuestra poblacion estudiantil.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results:</p> <ol style="list-style-type: none"> 1. Benchmarks 2. Classroom projects 3. Student competitions 4. Improved connectivity of wired and wireless devices. <p>Summative Impact:</p> <ol style="list-style-type: none"> 1. +Test scores 2. +End of Year grades <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Need Statements: Demographics 6 - Student Learning 4, 7 - School Processes & Programs 2</p> <p>Funding Sources: Operating Costs-Miscellaneous - 162 State Compensatory - 162-61-6499-53-137-Y-30-WTF-Y - \$200, Equipment -5000 - 282 ESSER III Grant Funds - 282-23-6398-65-137-Y-24-0CG-1 - \$25,000, General Supplies - 282 ESSER III Grant Funds - 282-11-6399-00-137-Y-24-0CG-1 - \$24,296, Instructional Technology--Equipment - 162 State Compensatory - 162-11-6398 - \$2,823.70, Operating Costs-Miscellaneous - 162 State Compensatory - 162-11-6299-62-137-Y-30-000-Y - \$2,000, Laptops for Teachers - 199 Local funds - 199-13-6398, Charging Stations - 199 Local funds - 199-11-6399, Instructional Technology--Equipment -5000 - 211 Title I-A - 211-11-6398 - \$23,060, Software - 211 Title I-A - 211-11-6395 - \$1,495, Hardware - 263 Title III-A Bilingual - 263-11-6398-62-137-Y-25-031-3 - \$1, IT Misc.--Contracted Services - 282 ESSER III Grant Funds - 282-11-6299-62-137-Y-99-0CG-1 - \$13,045, Miscellaneous Contracted Services - 282 ESSER III Grant Funds - 282-11-6299-62-137-Y-25-0CG-1 - \$6,000, IT Misc. Contracted Services - 282 ESSER III Grant Funds - 282-11-6299-62-137-Y-99-ECG-1 - \$16,301, IT Misc. Contracted Services - 282 ESSER III Grant Funds - 282-11-6299-62-137-Y-99-OES-1 - \$5,296, Equipment -5000 - 211 Title I-A - 211-13-6398-65-137-Y-30-AYP-Y - \$4,000, Instructional Technology-Equipment - 162 State Compensatory - 162-11-6398 - \$16,992.24</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Paredes elementary will allocate funds for technology software and hardware for our special education programs.</p> <p>La primaria Paredes asignara fondos para software y hardware de tecnologia para nuestros programas de educacion especial.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results:</p> <ol style="list-style-type: none"> 1. Benchmarks 2. Classroom projects 3. Student competitions 4. Improved connectivity of wired and wireless devices. <p>Summative Impact:</p> <ol style="list-style-type: none"> 1. +Test scores 2. +End of Year grades <p>Staff Responsible for Monitoring: Paredes administration</p> <p>Need Statements: Student Learning 7</p> <p>Funding Sources: Miscellaneous Operating Costs - 166 State Special Ed. - 166-13-6497-00-137-Y-23-0P5-Y - \$1,000, Equipment -5,000 - 166 State Special Ed. - 166-11-6398-00-137-Y-0P5-Y - \$3,500, Equipment -500 - 282 ESSER III Grant Funds - 282-11-6398-62-137-Y-23-0P5-1 - \$8,862</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Need Statements:

Demographics
<p>Need Statement 6: The campus needs improved infrastructure and availability to hardware and supplies that will facilitate the modern classroom. Data Analysis/Root Cause: Data: Needs Assessment. Technology has moved at a rapid pace. The infrastructure and hardware quickly becomes inadequate and or obsolete.</p>
Student Learning
<p>Need Statement 4: The campus needs improved infrastructure and availability to hardware and supplies that will facilitate the modern classroom. Data Analysis/Root Cause: Data: Needs Assessment. Technology has moved at a rapid pace. The infrastructure and hardware quickly becomes inadequate and or obsolete.</p>
<p>Need Statement 7: Our campus needs funding to continue providing our students with updated learning resources that meet the challenges of the new curriculum standards. Data Analysis/Root Cause: Data: STAAR, TPRI, TEJAS LEE results. Recent changes in the ELAR/SLAR standards have proven challenging for teachers to adapt quickly.</p>
School Processes & Programs
<p>Need Statement 2: The campus needs improved infrastructure and availability to hardware and supplies that will facilitate the modern classroom. Data Analysis/Root Cause: Data: Needs Assessment. Technology has moved at a rapid pace. The infrastructure and hardware quickly becomes inadequate and or obsolete.</p>

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)





La tecnología se implementara y utilizara para aumentar la eficacia del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion. (Plan de accion de tecnologia preparada para el futuro de BISD) (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 authentic job-embedded student internships in aerospace, robotics, coding and technology compared to 2022-2023, leveraging human capital in personalized learning. Future Ready Use of Space and Time

Aumente las oportunidades para que los estudiantes aprendan en cualquier momento del dia, desde el hogar, la escuela y/o la comunidad, y brinde pasantias autenticas para estudiantes integradas en el trabajo en aeroespacial, robotica, codificacion y tecnologia en comparacion con 2022-2023, aprovechando el capital humano en forma personalizada. aprendiendo.

Uso futuro listo del espacio y el tiempo.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will be provided with Chrome Books, Ipads and laptops that will support literacy, writing activities and homework assignments. Additional areas of focus may be supported as deemed necessary by the teacher, campus or district.</p> <p>Los estudiantes recibiran Chrome Books, Ipads y computadoras portatiles que apoyaran la alfabetizacion, las actividades de escritura y las tareas asignadas. Las areas adicionales de enfoque pueden ser apoyadas segun lo considere necesario el maestro, el campus o el distrito.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results:</p> <ol style="list-style-type: none"> 1. Classroom Projects 2. Completed homework assignments 3. Increased six weeks grades 4. Increased benchmark test scores <p>Summative Impact: +Improved State assessment(s) scores</p> <p>Staff Responsible for Monitoring: Administrators</p>	Formative			Summative
	Oct	Jan	Mar	May
 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)

La tecnología se implementara y utilizara para aumentar la eficacia del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion. (Plan de accion de tecnologia preparada para el futuro de BISD) (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.

Mejorar la conectividad de la red de alta velocidad para todas las partes interesadas para garantizar el exito de la implementacion del plan para apoyar el aprendizaje combinado en todos los niveles de grado.

Infraestructura robusta preparada para el futuro.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Parades Elementary will allow the Technology Support Teacher (TST) adequate time daily to support their campus in the integration of technology into instruction.</p> <p>La escuela primaria Parades permitira que el maestro de apoyo tecnologico (TST, por sus siglas en ingles) tenga el tiempo adecuado todos los dias para apoyar a su campus en la integracion de la tecnologia en la instruccion.</p> <p>Milestone's/Strategy's Expected Results/Impact: Results/Impact</p> <p>Formative Results:</p> <ol style="list-style-type: none"> 1. TST reported schedules 2. Application Management reports 3. Walk-throughs 4. Software usage reports <p>Summative Impact:</p> <ol style="list-style-type: none"> 1. +EOY TST reported schedules 2. +EOY Application Management reports <p>Staff Responsible for Monitoring: Administrative Team</p> <p>Start Date: November 15, 2021</p>	Formative			Summative
	Oct	Jan	Mar	May
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			





Goal 8: 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)

La tecnología se implementara y utilizara para aumentar la eficacia del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion. (Plan de accion de tecnologia preparada para el futuro de BISD) (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.

Revise, actualice e implemente politicas que guien a los estudiantes, el personal, los padres y los miembros de la comunidad para garantizar la seguridad, la privacidad y la seguridad dentro de nuestros sistemas de datos.
Privacidad y datos preparados para el futuro.

Evaluation Data Sources: Updated policies, reports of data breaches

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus Dean of Instruction And TST will provide training on safe practices when working with our data systems that include Eschools, Eduphoria and others.</p> <p>El Decano de Instruccion y TST del campus brindara capacitacion sobre practicas seguras al trabajar con nuestros sistemas de datos que incluyen Eschools, Eduphoria y otros.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative : - Workshop sign in sheets</p> <p>Staff Responsible for Monitoring: TST</p> <p>Start Date: November 1, 2021</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 8: 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)

La tecnología se implementara y utilizara para aumentar la eficacia del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion. (Plan de accion de tecnologia preparada para el futuro de BISD) (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

Aumentar las asociaciones comunitarias y orientadas a los negocios, y crear una base de datos de lideres con experiencia en tecnologia educativa que facilitara la planificacion, las asociaciones a nivel de aula y el acceso a habilidades para apoyar a los estudiantes mientras se preparan para ingresar a la fuerza laboral.
Asociaciones comunitarias preparadas para el futuro

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

Strategy 1 Details	Reviews			
Strategy 1: The campus will organize community outreach activities to increase the level of community and business oriented partnerships. Principal for a Day will focus on involving a community partner. Staff Responsible for Monitoring: TST	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 8: 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)

La tecnología se implementara y utilizara para aumentar la eficacia del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion. (Plan de accion de tecnologia preparada para el futuro de BISD) (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

Brindar desarrollo profesional basado en la investigacion y la competencia, aprovechar a los especialistas en medios, decanos, administradores de tecnologia y maestros de apoyo tecnologico en cada campus, desarrollar comunidades de aprendizaje profesional (PLC), ofrecer conferencias de tecnologia del distrito, promover y establecer asociaciones innovadoras (MIE, Apple Certified Educator y Google Certified Teacher) y proporciona recursos tecnologicos y PD que respaldan el aprendizaje combinado, flexible y personalizado en todas las areas de contenido.

Asociaciones comunitarias preparadas para el futuro

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Administration and teaching staff will participate in a minimum of 12 hours of technology professional development annually to better prepare and assist with the integration of technology into the subject areas. Training and support will be provided for all administrators and teachers on the integration of technology in the classroom. Administration will have access to computer equipment that supports the latest programs to deliver appropriate professional development strategies.</p> <p>El personal administrativo y docente participara en un minimo de 12 horas de desarrollo profesional tecnologico anualmente para prepararse mejor y ayudar con la integracion de la tecnologia en las materias. Se brindara capacitacion y apoyo a todos los administradores y maestros sobre la integracion de la tecnologia en el salon de clases. La administracion tendra acceso a equipos informaticos que admitan los programas mas recientes para ofrecer estrategias de desarrollo profesional adecuadas.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results:</p> <ol style="list-style-type: none"> 1. Professional Development System evaluations 2. Administrative walkthroughs 3. Certificates of completion of training <p>Summative Impact:</p> <ol style="list-style-type: none"> 1. +T-TESS evaluations 2. +T-PESS evaluations 2. +Application Management Reports 4. +Campus Technology Training records from PDS <p>Staff Responsible for Monitoring: Administrative Staff</p> <p>Start Date: November 15, 2021</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Paredes staff will be provided with professional training on campus computer software programs and integration of technology with curriculum in order to incorporate instructional technology and learning management systems that include Class Dojo, Schoology, Google Classroom and others.</p> <p>El personal de Paredes recibira capacitacion profesional en programas informaticos del campus e integracion de tecnologia con el plan de estudios para incorporar tecnologia educativa y sistemas de gestion del aprendizaje que incluyen Class Dojo, Schoology, Google Classroom y otros.</p> <p>Milestone's/Strategy's Expected Results/Impact: Results/Impact</p> <p>Formative: Agendas Sign in Sheets</p> <p>Summative: TTESS Documentation Software usage report Summative Impact: Impact: +Literacy +Number sense +Problem solving +Comprehension</p> <p>Staff Responsible for Monitoring: Dean of Instruction</p> <p>Start Date: August 2, 2021</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Paredes Elementary will provide technology for teachers and administration to aid staff in planning, developing and evaluating the process of providing learning experiences for students.</p> <p>La Escuela Primaria Paredes proporcionara tecnologia para que los maestros ayuden al personal a planificar, desarrollar y evaluar el proceso de brindar experiencias de aprendizaje a los estudiantes.</p> <p>Milestone's/Strategy's Expected Results/Impact: +Improved literacy skills +Numeric skills</p> <p>Staff Responsible for Monitoring: Dean of Instruction</p> <p>End Date: November 1, 2021</p> <p>Need Statements: Demographics 6 - Student Learning 4 - School Processes & Programs 2</p> <p>Funding Sources: Equipment - 281 ESSER II Grant Funds - 281-13-6398-62-137-Y-24-0CG-Y, Monitors - 199 Local funds - \$1,800</p>	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 6 Need Statements:

Demographics

Need Statement 6: The campus needs improved infrastructure and availability to hardware and supplies that will facilitate the modern classroom. **Data Analysis/Root Cause:** Data: Needs Assessment. Technology has moved at a rapid pace. The infrastructure and hardware quickly becomes inadequate and or obsolete.

Student Learning

Need Statement 4: The campus needs improved infrastructure and availability to hardware and supplies that will facilitate the modern classroom. **Data Analysis/Root Cause:** Data: Needs Assessment. Technology has moved at a rapid pace. The infrastructure and hardware quickly becomes inadequate and or obsolete.

School Processes & Programs

Need Statement 2: The campus needs improved infrastructure and availability to hardware and supplies that will facilitate the modern classroom. **Data Analysis/Root Cause:** Data: Needs Assessment. Technology has moved at a rapid pace. The infrastructure and hardware quickly becomes inadequate and or obsolete.

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)

La tecnología se implementara y utilizara para aumentar la eficacia del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion. (Plan de accion de tecnologia preparada para el futuro de BISD) (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

Permita la accesibilidad al software y las plataformas, y defina metricas de responsabilidad que respalden un proceso de planificacion eficiente en multiples presupuestos.

Preparados para el futuro: presupuesto y recursos

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus Dean of Instruction and TST will monitor usage reports of all learning platforms that include, but are not limited to Imagine Learning, Summit K12, Clever Apps, Learning Ally and Accelerated reading and others.</p> <p>Campus Dean of Instruction y TST monitorearan los informes de uso de todas las plataformas de aprendizaje que incluyen, entre otras, Imagine Learning, Summit K12, Clever Apps, Learning Ally y Accelerated Reading y otras.</p> <p>Milestone's/Strategy's Expected Results/Impact: The impact will be evident in students CPA, benchmark and STAAR scores.</p> <p>Staff Responsible for Monitoring: Dean TST</p> <p>Start Date: November 15, 2021</p>	Formative			Summative
	Oct	Jan	Mar	May
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="466 1149 663 1198">  No Progress </div> <div data-bbox="764 1149 982 1198">  Accomplished </div> <div data-bbox="1079 1149 1333 1198">  Continue/Modify </div> <div data-bbox="1434 1149 1629 1198">  Discontinue </div> </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)





La tecnología se implementara y utilizara para aumentar la eficacia del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion. (Plan de accion de tecnologia preparada para el futuro de BISD) (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

Llevar a cabo la Encuesta de tecnologia del marco Future Ready de BISD anualmente para evaluar el nivel de implementacion de cada equipo Future Ready. Liderazgo colaborativo preparado para el futuro

Evaluation Data Sources: BISD Future Ready Framework survey results

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus Dean Of instruction and campus TST will ensure that our computer labs are in working order to facilitate the completion of surveys.</p> <p>El decano de instruccion del campus y el TST del campus se aseguraran de que nuestros laboratorios de computacion funcionen correctamente para facilitar la realizacion de las encuestas.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative reviews: Survey results</p> <p>Staff Responsible for Monitoring: TST</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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





A través de esfuerzos mejorados de prevención de la deserción escolar, todos los estudiantes permanecerán en la escuela hasta que obtengan un diploma de escuela secundaria.

Performance Objective 1: Increase the overall attendance rate to 96.8% with a target of 97.5% and improve At-Risk Student Attendance Rate by 10% over prior year attendance.

Aumentar la tasa de asistencia general al 96.8% con una meta del 97.5% y mejorar la tasa de asistencia de estudiantes en riesgo en un 10% por encima de asistencia del año anterior.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: To better support student achievement and improve student attendance, campus Parent liaisons will be proactive by monitoring student attendance through daily, weekly and six weeks attendance reports. Parents of students with excessive absences as per district policy will be issued warning notices, no credit letters, and/or court notifications as needed. The Parent Liaison will make home visits to ensure attendance is prioritized.</p> <p>Para apoyar mejor el rendimiento de los estudiantes y mejorar la asistencia de los estudiantes, los enlaces de padres del campus serán proactivo al monitorear la asistencia de los estudiantes a través de informes de asistencia diarios, semanales y de seis semanas. Padres de estudiantes con ausencias excesivas según la política del distrito se emitirán avisos de advertencia, no cartas de crédito y / o notificaciones de la corte según sea necesario. El de padres hará visitas domiciliarias para garantizar que se de prioridad a la asistencia.</p> <p>Milestone's/Strategy's Expected Results/Impact: Summative impact: +Attendance rates</p> <p>Staff Responsible for Monitoring: Parent Liaison Data Entry Clerk PEIMS Administrator</p> <p>Population: All student population</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: To reduce student absenteeism, campus staff will be proactive by monitoring students attendance and after the 3rd student absence, begin Truancy Preventative Measures (TPM), which includes issuing a "Student Attendance Plan" to the parent and student during parent conferences held at school to prevent further student absences.</p> <p>Para reducir el ausentismo de los estudiantes, el personal del campus sera proactivo al monitorear la asistencia de los estudiantes y despuesla tercera ausencia del estudiante, comience las Medidas preventivas de absentismo escolar (TPM), que incluye la emision de una "Asistencia del estudiante Planifique "para los padres y el estudiante durante las conferencias de padres que se llevan a cabo en la escuela para evitar mas ausencias de los estudiantes.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: BISD Student Plan for Truancy Prevention Measures (TPM), School Attendance reports, School Messenger System Reports, Distribution of Student Attendance Plans to parents and students (TPM) Summative Impact: +PEIMS attendance data shows increase</p> <p>Staff Responsible for Monitoring: Campus Administration Counselors Parent Liaison</p> <p>Population: all Student with absenteeism</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

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





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

La escuela primaria Paredes desarrollara estrategias de prevencion e intervencion que aumenten el rendimiento de los estudiantes en riesgo en STAAR por 10%

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Accelerated instruction in the foundation curriculum will be provided during extended day, week, and/or year at least twice a week. *Regular/extended tutorial programs will assist to improve at-risk student achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate.</p> <p>Se proporcionara instruccion acelerada en el plan de estudios basico durante el dia extendido, la semana y / oano al menos dos veces por semana. * Los programas de tutoria regular / extendida ayudaran a mejorar el rendimiento, la tasa de graduacion y la finalizacion de los estudiantes en riesgo tasa y disminucion la tasa de retencion y la tasa de abandono.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: eSchoolPLUS generated Tutorial Schedule, Tutorial Attendance Report, Tutorial Lesson Plans, Tutorial Classroom Observations, SchoolPLUS At-Risk Progress Report, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: Increased STAAR performance compared to prior year, especially for at-risk and special population served students.</p> <p>Staff Responsible for Monitoring: Principal Dean of Instruction</p> <p>Population: At-Risk coded students Funding Sources: General Supplies--ACC Inst - 211 Title I-A - 211-61-6399 - \$1,032, Misc. Operating Costs - 211 Title I-A - 211-61-6499-53 - \$906, ACC Inst--Awards - 211 Title I-A - 211-61-6498-00-137-Y-30-0F2-3 - \$81</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: The Dean of Instruction will conduct regular research-based professional development sessions in order to train and retain highly qualified personnel that will positively impact at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rates and dropout rate.</p> <p>Los Decanos de Instruccion llevaran a cabo sesiones regulares de desarrollo profesional basadas en la investigacion para capacitar y retener personal altamente calificado que impactara positivamente el rendimiento, la asistencia, la tasa de graduacion de los estudiantes en riesgo, tasa de finalizacion y disminucion las tasas de retencion y abandono.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: PDS Session Attendance and Evaluation Reports, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports</p> <p>Summative Impact: +Increased STAAR, At-risk Retention, Graduation, and Completion Rates</p> <p>Staff Responsible for Monitoring: Campus Administration Dean of Instruction</p> <p>Title I: 2.4 - Population: At-Risk coded students</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Supplement the Dyslexia Program to provide language and literacy interventions (as needed) to improve student achievement, attendance, graduation rate, completion rate, and reduce the retention rate.</p> <p>Complementar el programa de dislexia para proporcionar intervenciones de lenguaje y alfabetizacion (segun sea necesario) para mejorar rendimiento estudiantil, asistencia, tasa de graduacion, tasa de finalizacion y reduccion de la tasa de retencion.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: eSchoolPLUS Master Schedule, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports, C-PM (BOY and MOY)</p> <p>Summative Impact: +CIRCLE-PM (EOY) compared to BOY and MOY, + decreased Retention Rate compared to prior year</p> <p>Staff Responsible for Monitoring: Campus Administration Dean of Instruction</p> <p>Population: At-risk Students; Dyslexic Students</p> <p>Need Statements: Student Learning 1 - School Processes & Programs 1</p> <p>Funding Sources: Salary + Fringe - 211 Title I-A - 211-11-6129 - \$0</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide computer-based instruction in the foundation curriculum and adaptive-assisted devices in order to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate.</p> <p>Proporcionar instruccion basada en computadora en el plan de estudios basico y dispositivos asistidos por adaptacion para mejorar el rendimiento, la asistencia, la tasa de graduacion y la tasa de finalizacion de los estudiantes en riesgo, y disminuir la tasa de retencion y tasa de desercion escolar.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: eSchoolPLUS Master Schedule, Computer Lab Schedule, Software Usage Reports, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports</p> <p>Summative Impact: +Improved STAAR/EOC, TELPAS and other state assessments, Attendance Rate, Retention Rate, Dropout Rate, Graduation Rate, and Completion Rate</p> <p>Staff Responsible for Monitoring: Principal Dean of Instruction</p> <p>Population: All At-Risk students</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Need Statements:

Student Learning
<p>Need Statement 1: We need to further align the use of linguistic support programs (language enrichment)to the fullest. Data Analysis/Root Cause: We based our needs on learning gaps identified in TPRI and Tejas LEE.</p>
School Processes & Programs
<p>Need Statement 1: We need to further align the use of linguistic support programs (language enrichment)to the fullest. Data Analysis/Root Cause: We based our needs on learning gaps identified in TPRI and Tejas LEE.</p>

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





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

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 del termino a traves de la asistencia del estudiante 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>Strategy 1: To promote physically and emotionally healthy students, Paredes elementary will utilize the following programs to address prevention of sexual abuse of children.</p> <ul style="list-style-type: none"> -PAPA (Parenting and Paternity Awareness) curriculum -CATCH (Coordinated Approach to Child Health) program, and -SHAC (School Health Advisory Committee) <p>Para promover estudiantes saludables física y emocionalmente, la escuela primaria Paredes utilizara lo siguiente programas para abordar la prevencion del abuso sexual de ninos.</p> <ul style="list-style-type: none"> -Curriculo PAPA (Conciencia sobre la crianza y la paternidad) -CATCH (Enfoque coordinado de la salud infantil), y -SHAC (Comite Asesor de Salud Escolar) <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Classroom observation, Professional development evaluations, Sign-in sheets, Workshop agendas</p> <p>Summative Impact: Fitness Gram results increase CATCH Binder end of year evaluation</p> <p>Staff Responsible for Monitoring: Principal Dean Lead Teachers</p> <p>Population: All student Population</p>	Formative			Summative
	Oct	Jan	Mar	May
	This area is currently empty in the image			

Strategy 2 Details	Reviews			
<p>Strategy 2: Assistance in the planning and execution of the overall health program at the District and campus level, in an effort to improve overall student health which increases student attendance and academic performance, will be carried out by Health Services (nurses).</p> <p>Asistencia en la planificacion y ejecucion del programa de salud general a nivel de distrito y campus, enSe hara un esfuerzo por mejorar la salud general de los estudiantes, lo que aumenta la asistencia y el rendimiento academico de los estudiantes realizado por los Servicios de Salud (enfermeras).</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Monthly reports Summative Impact: +Nurse time and effort reports will clearly show that the students immediate health concerns are being addressed and will result in improved student attendance and grades.</p> <p>Staff Responsible for Monitoring: Nurse</p> <p>Population: District Health Services and Campus Nurses (licensed medical professional RN and LVN). Need Statements: Demographics 7 Funding Sources: Salary with Fringe - 211 Title I-A - 211-33-6119 - \$0</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Need Statements:

Demographics
<p>Need Statement 7: Need to increase supports for student and family access to physical and mental health as well as nutritional supports. Data Analysis/Root Cause: Additional state requirements and district student and employee data indicate need.</p>

State Compensatory

Budget for Paredes Elementary

Total SCE Funds:

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

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Personnel for Paredes Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Blanca Guajardo	PK Teacher	0.5
Janet Constantino	PK Teacher	0.5
Monique Keller	PK Teacher	0.5
Silvia Lopez	PK Teacher	0.5

Title I

1.1: Comprehensive Needs Assessment

The Site-Based Decision-Making (SBDM) Committee conducted a comprehensive needs assessment for Paredes Elementary . This survey was conducted during our spring open house. To facilitate this process, laptops were available for parents to use. In May the SBDM met to review the CCNA. Our focus was to determine the strengths and needs of students, staff, parental - community involvement, and facilities use before deciding how to use available local, state, and federal budget allocations. Based on the CCNA, the committee decided to concentrate on improving professional development opportunities for all teachers. Our goal is to have 90 percent of all students passing all portions of state mandated assessments for the 2023 - 2024 year and to increase the exceeds expectation performance level in all content areas.

Campus needs assessment sources:

- Parent, teacher, and student surveys.
- School report card
- TAPR
- STAAR, TELPAS, TPRI, Tejas Lee, CPALLS

CCNA review date:

SBDM Roles:

Felipe Barrera - Administrator

Martha Morales - Meeting Facilitator

Olga Mendez - Non Classroom Profesional

Sylvia Miranda - Non Classroom Profesional

Sara Botello - Classroom Teacher

Mayra Ramirez - Classroom Teacher

Teresita Perez - Classroom Teacher

Imelda Plata - Classroom Teacher

Monique Keller - Classroom Teacher

Beatriz Rodriguez - Classroom Teacher

Yvette Villalobos - Classroom Teacher

Cynthia de los Santos - Community Representative

Cecilia Noriega - Parent

Vanessa Rivera - District Level Professional

Maegan Rasco - Business Representative

Aida Montanaro - Business Representative

2.1: Campus Improvement Plan developed with appropriate stakeholders

Bi-monthly SBDM meetings have been scheduled in order to offer all of our stake holders, which include parents and community representatives, an opportunity to review and monitor the implementation of the campus improvement plan. Our CIP was developed using our needs assessment in May 19,2023. Meetings will be posted on our website calendar.

SBDM stakeholders:

Felipe Barrera - Administrator

Virginia Guzman - Meeting Facilitator

Olga Mendez - Non Classroom Profesional

Sylvia Miranda - Non Classroom Professional

Sara Botello - Classroom Teacher

Mayra Ramirez - Classroom Teacher

Teresita Perez - Classroom Teacher

Imelda Plata - Classroom Teacher

Monique Keller - Classroom Teacher

Beatriz Rodriguez - Classroom Teacher

Yvette Villalobos - Classroom Teacher

Cynthia de los Santos - Community Representative

Cecilia Noriega - Parent

Vanessa Rivera - District Level Professional

Maegan Rasco - Business Representative

Aida Montanaro - Business Representative

2.2: Regular monitoring and revision

The SBDM will monitor performance objectives and strategies that have made an impact to our student population. Formative and summative reviews will be performed quarterly. The effectiveness and educational impact will be scrutinized. Strategies that are not successful will be modified or discontinued.

SBDM stakeholders:

Felipe Barrera - Administrator

Oscar Rivera - Meeting Facilitator

Olga Mendez - Non Classroom Professional

Sylvia Miranda - Non Classroom Professional

Sara Botello - Classroom Teacher

Mayra Ramirez - Classroom Teacher

Teresita Perez - Classroom Teacher

Imelda Plata - Classroom Teacher

Monique Keller - Classroom Teacher

Beatriz Rodriguez - Classroom Teacher

Yvette Villalobos - Classroom Teacher

Cynthia de los Santos - Community Representative

Cecilia Noriega - Parent

Vanessa Rivera - District Level Professional

Maegan Rasco - Business Representative

Review Dates:

November, 2022

March, 2023

April, 2023

Final Review:

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

Our 2022-2023 CIP will be made available to parents in English on our school website. An oral spanish translation will be available upon request during meetings. Copies of our CIP are available to parents in the front office. Copies will also be distributed during our spring and fall open house events.

2.4: Opportunities for all children to meet State standards

Paredes Elelmentary will implement strategies that addresses the needs of all at risk, economically disadvantaged, English learners, and special education students. These strategies are also designed to ensure that all racial and ethnic groups of student are able to meet state academic standards.

2.5: Increased learning time and well-rounded education

Increased learning time strategies include our tutorial and extended day program. These two programs will offer students the opportunity to receive small group academic interventions that are grade level appropriate. Great attention has been paid to after school program funding. Our goal is to be able to fund all of the necessary after shcool programs. It is of utmost importance to our campus to use all available instructional funds in effective educational strategies.

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

Strategies have been devised in order to target the attendance and academic success of our at risk students. The parent liaison will continue to monitor attendance and make necessary home visits in order to maximize the instructional time of at-risk students. At-risk students that are not progressing adequately will follow the three tier RTI model. Particular attention will be provided to those students needing Tier II and Tier III instruction. The dean of instruction will work with our diagnostician and dyslexia professionals to identify students with needs in a timely fashion.

3.1: Annually evaluate the schoolwide plan

Paredes Elementary SBDM members review and developed the campus School Wide Plan. Our focus was to adapt BISD's PFE policy to fit the needs of our school. Paredes Elementary will set up an quarterly review sessions to evaluate the school wide plan. The developers of this document are:

Felipe Barrera - Administrator

Martha Morales - Meeting Facilitator

Olga Mendez - Non Classroom Profesional

Sylvia Miranda - Non Classroom Professional

Sara Botello - Classroom Teacher

Mayra Ramirez - Classroom Teacher

Teresita Perez - Classroom Teacher

Imelda Plata - Classroom Teacher

Monique Keller - Classroom Teacher

Beatriz Rodriguez - Classroom Teacher

Yvette Villalobos - Classroom Teacher

Cynthia de los Santos - Community Representative

Cecilia Noriega - Parent

Vanessa Rivera - District Level Professional

Maegan Rasco - Bussiness Representative

Aida Montanaro - Business Representative

4.1: Develop and distribute Parent and Family Engagement Policy

Paredes Elementary SBDM members review and developed the campus Family Engagement Policy. Our focus was to adapt BISD's PFE policy to fit the needs of our school. Paredes Elementary will set up a quarterly review session for the Family Engagement Policy to update and /or change policy. The Family Engagement Policy will be posted on the campus website and distributed in English and translated to Spanish upon request at the beginning of the year. The Family Engagement policy was reviewed in May 2023 and distributed in August 2023. The developers of this document are:

Felipe Barrera - Administrator

Martha Morales - Meeting Facilitator

Olga Mendez - Non Classroom Professional

Sylvia Miranda - Non Classroom Professional

Sara Botello - Classroom Teacher

Mayra Ramirez - Classroom Teacher

Teresita Perez - Classroom Teacher

Imelda Plata - Classroom Teacher

Monique Keller - Classroom Teacher

Beatriz Rodriguez - Classroom Teacher

Yvette Villalobos - Classroom Teacher

Cynthia de los Santos - Community Representative

Emilio Perez - Parent

Vanessa Rivera - District Level Professional

Maegan Rasco - Business Representative

Aida Montanaro - Business Representative

4.2: Offer flexible number of parent involvement meetings

Title I, Part A Funds will be used to partially finance strategies that increase parental involvement at the school including the parent workroom and purchases of special materials used in the parent volunteer program. A flexible number of parent involvement meetings will be scheduled for parents by the campus parent liaison as well as the District's Parental involvement Center. Regular meetings will be offered during the day at 9:00 a.m. and repeated at 5:30 p.m. for those that wish to attend at that time. Virtual meetings will also be available throughout the year. Parent training on how to help their students be successful at home, learning English, discipline management, and parenting skills will be provided to those parents who want to better meet the rigors of parenting.

Regular Meeting dates:

August 2022

September 2022

October 2022

November 2022

December 2022

January 2023

February 2023

March 2023

April 2023

May 2023

Flexible meeting dates: 5:30 p.m.

October 2022

March 2023

Title I meetings:

August 2022

September 2022

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cuellar, Breanna	Dyslexia Aide	Title I	1.0
Hurtado, Norma	Nurse	Title I	0.4
Mendez, Olga	Librarian	Title I	1.0
Ortega, Amanda	Parent Liaison	Title 1	1.0
Sharytin Orozco	Library Aide	Title I	1.0

Plan Notes

Program/ Position	Needs Assessment Area and Goal or Topic for review	Date of Feedback	Contact name and #	Goal-PO-Strategy-Need	Notes or Feedback—PLEASE make a note when draft area cleared for 2023-2024
Assessment	Needs data for Demographics, Student Learning (with latest ALL subjects for subpops data), and Perceptions (data from CCNA Spring Surveys) 2 years of TAPRs as Addendums				
Assistant Superintendent or Principal's Supervisor	(SMART) Performance Objectives, Local funds allocated and have needs attached, Committees (SBDM)				
Athletics	Processes and Programs and Goals 1 and 2 Athletic Strategies				
Bilingual	Processes and Programs, related to BIL/ESL/EB Goals 1, 7, and/or 9 BIL Strategies				
CCMR/ Dual Enrollment	Goal 1 related to ECHS, CCMR, and/or Dual Enrollment				

Program/ Position	Needs Assessment Area and Goal or Topic for review	Date of Feedback	Contact name and #	Goal-PO-Strategy-Need	Notes or Feedback—PLEASE make a note when draft area cleared for 2023-2024
Curriculum-- Early Childhood	Student Learning and Processes and Programs Goals 1 and 7 for Early Childhood Curriculum and training				
Curriculum-- Elementary Grades 3-5	Student Learning and Processes and Programs, Goals 1, 7, and 8 for Elementary				
Curriculum-- Secondary	Student Learning and Processes and Programs, Goals 1, 7, and 8 for Secondary Curriculum programs and training				
DCSI	Plan Setup, Prioritized Needs, Formative/ Summative Reviews, TIP/RDA/CCMR etc. strategies, SBDM membership, Addendums, Translation, and overall review				refer to notes sent as email attachments
Dyslexia/504	Student Learning, Processes and Programs, Strategies for Goals 1, 7 and 9 for Dyslexia				
ESSER fund 282	ESSER funded Strategies with Needs linked and all funds allocated				

Program/ Position	Needs Assessment Area and Goal or Topic for review	Date of Feedback	Contact name and #	Goal-PO-Strategy-Need	Notes or Feedback—PLEASE make a note when draft area cleared for 2023-2024
Facilities and Maintenance	Goal 2 Performance Objectives and Strategies				
Federal Programs (211)	211 funded Strategies with Needs linked ESSA T1-A Elements (no more than 5 strategies per element linked), T1-A Personnel				
Finance and Budget	Goal 3 Performance Objectives and Strategies				
Fine Arts	Student Learning and Processes and Programs, Strategies for Goal 1 and 7 related to Fine Arts				
G/T-Honors-AP- Dual	Strategies for Goals 1 and 7				
Guidance and Counseling	Perceptions and Strategies for Goals 5, 7 and 9				•
Homeless	Demographics, Processes and Programs, Goals 1 and 9 related to Homeless				
Instructional Technology or ISET	Processes and Programs, Goal 8				

Program/ Position	Needs Assessment Area and Goal or Topic for review	Date of Feedback	Contact name and #	Goal-PO-Strategy-Need	Notes or Feedback—PLEASE make a note when draft area cleared for 2023-2024
Migrant	Demographics, Goals 1 and 9 related to Migrant population services				
Parent and Family Engagement	Demographics, Processes and Programs, and Perceptions, Goal 6, especially ESSA SWP 3.1 and 3.2 strategies ESSA Title I for Parent and Family Engagement (4.1 and 4.2)				
PEIMS	Demographics and PEIMS related strategies				
Professional Development	Perceptions, Processes and Programs, Goal 7 performance objectives and strategies				
Public Information	Perceptions and Strategies for Goal 4				
Pupil Services	Demographics and Strategies for Goal 5 (Attendance, Discipline, and Foster Care/ Military Connected related strategies) Strategies for Goal 9				

Program/ Position	Needs Assessment Area and Goal or Topic for review	Date of Feedback	Contact name and #	Goal-PO-Strategy-Need	Notes or Feedback—PLEASE make a note when draft area cleared for 2023-2024
Security Services	Demographics and Perceptions, Strategies for Goals 5 and 7				
Special Education	All Need areas, Strategies for Goals 1, 5, 7, and 9 related to Special Education				
State Compensatory Education	162 funded Strategies with Needs linked, State Comp Personnel, Strategies for Goal 9 At-Risk related areas				

2023-2024 Site Based Decision Making Committee

Committee Role	Name	Position
Classroom Teacher	Janet Constantino	PK Teacher Y1
Classroom Teacher	Monica Gonzalez	K Teacher Y1
Classroom Teacher	Sylvia Flores	1st Grade Teacher Y1
Classroom Teacher	Judy Quiroga	2nd grade Teacher Y1
Classroom Teacher	Celina Barrea	3rd Grade Teacher Y1
Classroom Teacher	Lizbeth Salinas	4th Grade Teacher Y1
Classroom Teacher	Anna Espinosa	5th Grade Teacher Y1
Non-classroom Professional	Zulema Hinojosa	Counselor
Non-classroom Professional	Stefanie Ibarra	Counselor
Non-classroom Professional	Sylvia Miranda	Counselor
Classroom Teacher	Ana Rookstool	Art Teacher
Classroom Teacher	Lucia Regalado	Special Ed Teacher
Parent	Melina Ornelas	Parent
Student	Rebeka Garza	Student
Business Representative	Victor Vallejo	Restaurant Manager
Community Representative	Leo Barrera	U.S. Border Patrol
Administrator	Felipe D. Barrera	Principal
Meeting Facilitator	Oscar Rivera	Assistant Principal
Meeting Facilitator	Virginia Guzman	Assistant Principal
Meeting Facilitator	Martha Morales-Sanchez	Dean of Instruction

Campus Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Extra Duty Pay	199-6118	\$48,870.00
1	1	7	Travel		\$4,450.00
1	1	10	Media Services		\$2,927.00
1	1	12	General Supplies Guidance & Counseling	199-31-6399-00-137-Y-990000-Y	\$300.00
1	1	12	General Supplies	199-11-6399-51-137-Y-1100-Y	\$2,000.00
1	1	12	General Supplies Music	199-11-6399-57-137-Y-11-000-Y	\$1,596.00
1	1	12	General Supplies	199-31-6399-00-137-Y-99-032-Y	\$150.00
1	1	12	General Supplies - Art	199-11-6399-50-137-Y-11-000-Y	\$1,596.00
1	1	12	General Supplies - Library	199-12-6399-00-137-Y-99-000-Y	\$1,000.00
1	1	12	General Supplies Nurse	199-33-6399-00-137-Y-99-000-Y	\$500.00
1	1	17	Awards	199-11-6498-00-137-Y-11-000-Y	\$1,500.00
1	2	8	Transportation		\$0.00
1	4	1	Chess Entry Fees		\$4,600.00
1	4	1	Incentives		\$0.00
1	4	1	End of the Year Incentive Party		\$0.00
1	4	6	Gym Supplies		\$1,998.80
2	1	3	Overtime	199-51-6121	\$3,000.00
2	1	3	Custodial Supplies		\$7,200.00
3	2	1	Food and Supplies		\$9,000.00
8	1	1	Laptops for Teachers	199-13-6398	\$0.00
8	1	1	Charging Stations	199-11-6399	\$0.00
8	6	3	Monitors		\$1,800.00
Sub-Total					\$92,487.80
Budgeted Fund Source Amount					\$90,489.00
+/- Difference					-\$1,998.80

162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	Subscriptions/Reading Material	162-11-6325-00-137-Y-30-000	\$0.00
1	1	9	1FTE	162-13-6119-00-137-Y-30-000-Y	\$0.00
1	1	12	Paper	162-11-6396-00-137-Y-30-000	\$7,000.00
1	1	12	General Supplies	162-11-6399	\$3,517.00
1	1	12	General Supplies	162-61-6399-00-137-Y-30-WTF-Y	\$200.00
1	1	12	General Supplies	162-11-6399-00-137-Y-30-000	\$14,095.00
1	1	14	Professional Extra Duty Pay - SSI	162-11-6118-00-137-Y-24-SSI-Y	\$9,282.00
1	1	14	Extra Duty Pay	162-11-6118-00-137-Y-30-000-Y	\$2,000.00
1	1	18	Wages for substitute teachers	162-11-6112-18-137-Y-30-000	\$0.00
8	1	1	Instructional Technology-Equipment	162-11-6398	\$16,992.24
8	1	1	Instructional Technology--Equipment	162-11-6398	\$2,823.70
8	1	1	Operating Costs-Miscellaneous	162-11-6299-62-137-Y-30-000-Y	\$2,000.00
8	1	1	Operating Costs-Miscellaneous	162-61-6499-53-137-Y-30-WTF-Y	\$200.00
Sub-Total					\$58,109.94
Budgeted Fund Source Amount					\$34,777.00
+/- Difference					-\$23,332.94
163 State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	14	Extra Duty Pay	163-11-6118-00-137-Y-25-000-Y	\$1,000.00
7	1	4	Employee Travel	163-23-6411-00-137-Y-25-031-Y	\$245.00
7	1	4	Educational Service Center	163-13-6239-00-137-Y-25-031-Y	\$3,600.00
Sub-Total					\$4,845.00
Budgeted Fund Source Amount					\$4,845.00
+/- Difference					\$0.00
166 State Special Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	15	General Supplies		\$4,800.00
1	1	17	Operating Costs--Awards	166-11-6498-00-137-Y-23-0P2-Y	\$800.00
7	1	4	Professional Services	166-31-6219-137-Y-23-0N7-Y	\$1,000.00
8	1	2	Miscellaneous Operating Costs	166-13-6497-00-137-Y-23-0P5-Y	\$1,000.00

166 State Special Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	2	Equipment -5,000	166-11-6398-00-137-Y-0P5-Y	\$3,500.00
Sub-Total					\$11,100.00
Budgeted Fund Source Amount					\$11,100.00
+/- Difference					\$0.00
211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Copy Paper	211-11-6396	\$7,029.00
1	1	1	Professional Development		\$0.00
1	1	1	General Supplies & Materials	211-11-6399	\$50,777.00
1	1	6	Extra Duty Pay	211-11-6121-00-137-Y-30-ASP-Y	\$0.00
1	1	7	Travel	211-23-6411-23-137-Y-30-0f2-3	\$1,945.00
1	1	7	Travel	211-61-6411-00-137-Y-30-0F2-Y	\$900.00
1	1	8	Reading Materials	211-11-6329-00-137-Y-30-0F2-3	\$1,832.00
1	1	8	Reading Materials	211-12-6325	\$1,800.00
1	1	11	Extended Day		\$0.00
1	1	12	General Supplies	211-31-6399-00-137-Y-30-0F2-3	\$200.00
1	1	12	General Supplies	211-33-6399-00-137-Y-30-0F2-2	\$86.00
1	1	12	General Supplies	211-23-6399-65-137-Y-30-0F2-Y	\$2,381.00
1	1	12	General Supplies	211-13-6399-00-137-Y-30-AYP-3	\$363.00
1	1	13	Toner		\$0.00
1	1	14	Extra Duty Pay	211-11-6118	\$35,000.00
1	1	14	Transportation	211-11-6494	\$19,600.00
1	1	14	Extra Duty Pay	211-11-6121-00-137-Y-30-ASP-Y	\$35,000.00
1	1	14	Extra Duty	211-11-6118 -Y-30-ASP-3	\$34,729.00
1	1	17	Awards	211-11-6498	\$7,200.00
1	2	6	Misc. Contracted Services	211-11-6299-62-137-Y-24-0F2-3	\$2.00
1	2	6	Misc. Contracted Services	211-23-6299-65-137-Y-30-0F2-Y	\$986.00
1	2	6	Misc. Contracted Services	211-23-6299-65-137-Y-30-0F2-3	\$986.00
3	1	1	Supplemental Stipends for Faculty & Staff	211-XX-6117.49	\$0.00
3	2	1	Mileage	211-12-6411-23-137-Y-30-0F2-3	\$50.00

211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	5	Health Supplies	211-33-6399	\$300.00
6	1	1	Incentives for Parents	211-61-6499	\$137.18
6	1	1	Salary & Fringe	211-61-6129	\$0.00
6	1	1	Incentives for Parents	211-61-6499	\$78.00
6	1	1	Incentives for Parents	211-61-6499	\$107.13
6	1	1	Supplies / Incentives for Parents	211-61-6399	\$2,500.00
8	1	1	Equipment -5000	211-13-6398-65-137-Y-30-AYP-Y	\$4,000.00
8	1	1	Software	211-11-6395	\$1,495.00
8	1	1	Instructional Technology--Equipment -5000	211-11-6398	\$23,060.00
9	2	1	Misc. Operating Costs	211-61-6499-53	\$906.00
9	2	1	ACC Inst--Awards	211-61-6498-00-137-Y-30-0F2-3	\$81.00
9	2	1	General Supplies--ACC Inst	211-61-6399	\$1,032.00
9	2	3	Salary + Fringe	211-11-6129	\$0.00
9	3	2	Salary with Fringe	211-33-6119	\$0.00
Sub-Total					\$234,562.31
Budgeted Fund Source Amount					\$232,045.00
+/- Difference					-\$2,517.31
263 Title III-A Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	12	General Supplies	263-11-6399-00-137-Y-25-000-Y	\$2,440.00
8	1	1	Hardware	263-11-6398-62-137-Y-25-031-3	\$1.00
Sub-Total					\$2,441.00
Budgeted Fund Source Amount					\$2,441.00
+/- Difference					\$0.00
281 ESSER II Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Math Supplies	281-13-6399-00-137-Y-24-0CG-Y	\$0.00
1	1	12	General Supplies (CNA: SL 7)	281-13-6399-00-137-Y-24-0CG-Y	\$0.00
1	1	14	Tutorials Extra Duty Pay (CNA: SL 6)	281-11-6118-00-137-Y-24-0CG-2	\$0.00
8	6	3	Equipment	281-13-6398-62-137-Y-24-0CG-Y	\$0.00

281 ESSER II Grant Funds						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
					Sub-Total	\$0.00
					Budgeted Fund Source Amount	\$0.00
					+/- Difference	\$0.00
282 ESSER III Grant Funds						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	1	9	Professional Development	282-13	\$5,500.00	
1	1	12	IT General Supplies-- Ink for classroom printers	282-11-6399-62-137-Y-24-0CG-1	\$5,000.00	
1	1	14	Extra Duty Pay	282-11-6118-00-137-Y-24-0CG-1	\$24,028.00	
3	3	1	Sick Leave	282-11-6398-62-137-Y-23-0P5-1	\$2,100.00	
8	1	1	IT Misc.--Contracted Services	282-11-6299-62-137-Y-99-0CG-1	\$13,045.00	
8	1	1	IT Misc. Contracted Services	282-11-6299-62-137-Y-99-OES-1	\$5,296.00	
8	1	1	General Supplies	282-11-6399-00-137-Y-24-0CG-1	\$24,296.00	
8	1	1	Equipment -5000	282-23-6398-65-137-Y-24-0CG-1	\$25,000.00	
8	1	1	Miscellaneous Contracted Services	282-11-6299-62-137-Y-25-0CG-1	\$6,000.00	
8	1	1	IT Misc. Contracted Services	282-11-6299-62-137-Y-99-ECG-1	\$16,301.00	
8	1	2	Equipment -500	282-11-6398-62-137-Y-23-0P5-1	\$8,862.00	
					Sub-Total	\$135,428.00
					Budgeted Fund Source Amount	\$129,928.00
					+/- Difference	-\$5,500.00
284 Special Education Grant						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	1	15	General Supplies	284-11-6399-45-137-Y-23-0P1-3	\$8,254.00	
					Sub-Total	\$8,254.00
					Budgeted Fund Source Amount	\$8,254.00
					+/- Difference	\$0.00
					Grand Total Budgeted	\$513,879.00
					Grand Total Spent	\$547,228.05
					+/- Difference	-\$33,349.05