

**Canutillo Independent School District**  
**Bill Childress Elementary School**  
**2015-2016 Campus Improvement Plan**

**Accountability Rating: Met Standard**



# Mission Statement

To provide high quality educational opportunities that will inspire all students to acquire and use the knowledge and skills needed to become leaders and productive citizens in a culturally diverse and technologically sophisticated world.

## Vision

Bill Childress Elementary will provide a quality and rigorous education that will enhance the diverse talents and needs of our population. Every child will be challenged to set productive goals for the future and will be given the opportunity to achieve those goals in our ever-changing technological society.

## Core Beliefs

Culture of Excellence

Student Centered

High Expectations

Accountability

Transparency

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Bill Childress Elementary School in Canutillo ISD serves approximately 420 students and is one of two schools located in Vinton, Texas. The school serves children in Grades Pre-K through Fifth. There is a dual language program (English and Spanish) in which two-thirds of the students participate. All dual language sections in the school are "two-way" which means there are English dominant and Spanish dominant students in the same class. The campus has two half-day sections of Pre-Kindergarten. One section is taught in Spanish and the second is taught in English. There are three full-day sections of kindergarten with 20 students in each section. Two kinder sections are two-way dual language and one kinder section is English only. There are four first-grade sections; three are dual language. Second grade has two dual language sections and an English only section. There are four third-grade sections and two are dual language. Grades four and five each have three sections and two sections in each grade level are dual language. Bill Childress also serves more than sixty students in Special Education. There are three classrooms with a total of 24 students of which half are Autistic.

The ethnic distribution in the campus is 99% Hispanic and 1% White. Eighty seven percent of the students are Economically Disadvantaged. Fifty two percent of the students are learning English as their second language. Of the 420 students at Bill Childress, 325 meet at least one of the criteria for at-risk of dropping out of school. Fortunately there are federal, state, and district programs that keep these students in school and over 90% will graduate.

The staff at Bill Childress Elementary are experienced and committed to students. There are 31 teachers of which 27 are Hispanic (Most are Bilingual) and 4 are White. Twenty seven of the thirty one teachers have taught more than five years. Almost a third of the instructors have more than twenty years experience.

Bill Childress Elementary believes that all children should participate in healthy activities and the arts. Children have one hour of PE/recess everyday and one hour of music every week. Children are not pulled out of music and PE for academic remediation.

## **Demographics Strengths**

Fifty-two percent of the students that attend Bill Childress Elementary are learning English as their second language. The community in which these students grow is Bilingual (Spanish and English), and the school supports both languages. The school is diverse in supporting children from four years to eleven years-old. The campus also serves students in three ISC classrooms. All students are included in the general education classroom for PE, music, and/or academics. Most of the teachers in the school are bilingual and are committed to dual language education. There is little staff turnover and so accomplishing 100% highly qualified is a strength. All classes are less than 22 students per teacher.

## **Demographics Needs**

The school is a Title 1 school-wide campus with slightly more than half of the students are English Language Learners (ELL). The campus relies on Title 1 funding, Title III funding, and free and reduced cost meals for breakfast and lunch. The campus does not have any Title II funds for school year 2015-16.

## **Student Achievement**

### **Student Achievement Summary**

IStation scores show more than half of the students at the school are below grade level in reading. STAAR Reading results from the Spring of 2015 are as follows: All Students 73%; Special Education 31%; and ELL 73%. STAAR Math results are as follows: All students 74%. STAAR writing results are as follows: All students 60%; Economically Disadvantaged 52%; ELL 58%. STAAR Science results are as follows: All students 74%.

TELPAS scores show that more than 70% of kinder students are rated "Beginning" in all four areas of English acquisition. Seventy percent or more students in Grades 1 and 2 are rated "Intermediate" or above on all four areas of English. Grade 3 shows 62% of the students progressed at least one proficiency level in English. Grade 4 shows 36% of the students progressed at least one proficiency level in English. Grade 5 shows 68% of the students progressed at least one proficiency level in English.

### **Student Achievement Strengths**

STAAR math scores are at or above district results. There is no achievement gap between All students and ELL students in STAAR reading, math, writing, and science. The campus is in the top 10 of comparison schools in STAAR writing.

### **Student Achievement Needs**

STAAR scores in all areas except science dropped in 2015. Reading showed a 14% decline from the previous year. IStations results from September of this new school year shows more than half of the students are reading below grade level. The percentages of students, by grade, who progress at least one year in English are as follows: First 62%; Second 56%; Third 62%; Fourth 36% Fifth 68%.

**The campus did not meet state safeguards in writing.**

## **School Culture and Climate**

### **School Culture and Climate Summary**

The Organizational Health Individualized (OHI) Report was used to measure culture and climate for Bill Childress Elementary School. The report of May 2015 showed little focus towards goals and very little communication. Resource utilization was the highest scored dimension with the previous principal, and one of the lowest scored dimensions with the faculty. Cohesiveness was low and morale was the lowest scored dimension among the staff. The OHI report had no strengths between the previous principal and the staff.

### **School Culture and Climate Strengths**

The campus leadership and staff participate the Organizational Health Rating prepared by Diagnostic and Development Corporation. The company prepared the Bill Childress Organizational Health Individualized Report that is used by the current campus leadership.

### **School Culture and Climate Needs**

In the Organizational Health Individualized (OHI) Report for Bill Childress Elementary School report of May 2015, the document showed little focus towards goals and very little communication. The current school leadership needs to work with the faculty to set goals on student achievement. Resource utilization was scored low by the faculty. The new leadership must analyze all resources and lead the campus in using resources to serve students better. Cohesiveness was low and morale was the lowest scored dimension among the staff. The OHI report had no strengths between the previous principal and the staff. The new leadership must work to reestablish the strength of the faculty which was teamwork in previous years. There has been very little turnover in faculty at the school in the past five years.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

Bill Childress Elementary School has an experienced staff with no turnover.

### **Staff Quality, Recruitment, and Retention Strengths**

Bill Childress Elementary School has an experienced staff with no turnover.



## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

The campus is participating in three district-wide initiative to revise the curriculum, improve instruction, and improve assessment practices. The revisions to the curriculum include performance standards with student expectations. Improving instruction is a district-wide initiative using the Texas Teacher Evaluation and Support System. Both initiatives develop teacher competencies in assessments. Teachers in Bill Childress Elementary are improving reading instruction with the brochure *Put Reading First*.

### **Curriculum, Instruction, and Assessment Strengths**

The strengths of the revised curriculum is adding performance standards to add rigor and consistency. The strategy to improve instruction is to implement the Texas Teacher Evaluation and Support System. Teachers are learning about assessments through T-TESS. Reading instruction is improving using the brochure *Put Reading First*.

The campus has an established dual language program. Half of the students on campus speak Spanish as their first language. Most students on campus are bilingual and gain proficiency in both languages.

### **Curriculum, Instruction, and Assessment Needs**

There is a need to improve reading instruction at all grade levels. Istation and STAAR results show more than half of the students are behind in reading in English. Many ELL students are reading on grade level in Spanish; however, we do have some students who are not on grade level in Spanish or English. The campus administration is working with the ALS department to strengthen dual language.

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

The campus has a strong Mother/Daughter Father/Son program with more than thirty members. The campus hosts grandparents day, an open house at the start of the school year, student performances, awards assemblies, and we recruit parents and community members to be voting members on the governing board. There is a full-time parent liaison who started in late September 2015 who will host parent meetings throughout the school year, conduct home visits for families in need, and coordinate classes for parents.

### **Family and Community Involvement Strengths**

Bill Chidress has a Mother/Daughter Father/Son program with more than thirty members that meet once each month. The campus just hired a new parent liaison who will coordinate parent meetings with campus administration, school celebrations with the community, conduct home visits, and help to organize awards assemblies. The campus is also a member of Kids Excel El Paso.

The campus hosts the annual Homecoming Parade Bonfire, and we were a finalists in the 2015-16 district convocation for the Spirit Stick.

### **Family and Community Involvement Needs**

Last year the campus administration decided to eliminate student performances. This decision was met with a lot of criticism from the community. In addition to hosting student performances at the school, the administration needs to recruit parents and community members to participate in the Campus Improvement Council (CIC).

## **School Context and Organization**

### **School Context and Organization Summary**

The campus has a principal, one assistant principal, and one counselor. The governing body is the Campus Improvement Committee (CIC). The CIC is comprised of two-thirds instructional staff, other professional educators, parents, and community members. The CIC meets once each month to discuss academic achievement and school improvement. The campus has a full-time Instructional Coordinator, two full-time Intervention Specialists, a part-time Intervention Specialist, and an aid for intervention. There are four teachers, a speech therapists, diagnostician, a nurse, and four aids to serve 65 students in special education. The campus is participating in Breakfast in the Classroom this year to ensure all students begin the day with a meal.

### **School Context and Organization Strengths**

The way the dual language program is organized is a strength on the campus. A typical grade level has three teachers - two of whom teach students in Spanish and English. One teacher in each grade level teaches in English only. The results of the organization is that two-thirds of the students are learning in both English and Spanish. The Instructional Coordinator is very strong and works well with teachers. She has the respect of the faculty. She is supported by three intervention specialists. They are a very good team.

### **School Context and Organization Needs**

The campus requires two additional aids. One for a Special Education Class and one for the Pre-Kinder Classroom. A need in governance is to increase parent and community involvement in CIC.

# Technology

## Technology Summary

The campus librarian coordinates all of the technology in the school. There was a technology specialist officed at the campus; however, she was a district resource and was not utilized on the campus. All classrooms have a data projector that is used daily. Many teachers also have an "elmo" that is also used daily. The librarian teaches classes in which she shows videos.

The campus has three computer labs that are used daily. Every student, including Pre-K, is in a computer lab at least twice each week. Typical uses of the labs are for assessments or computer aided instruction (CAI) in reading and mathematics.

## Technology Strengths

There are three computer labs in the school, so teachers have no problem with scheduling instructional time in the lab. Each classroom has four student computers, a data projector, an "elmo", and a teacher laptop. The school has several instructional software programs as well.

## Technology Needs

Instructional technology in Bill Childress is similar to many schools. The technology is used by the teacher to deliver instruction. The data projector and elmo are mainly used to project words or pictures on a white board. Teachers will often use the elmo to project them writing on paper to solve a math problem for example. The only difference between the technology as it is currently used in instruction and a chalkboard is that teachers are not required to move with an elmo or data projector. Students use technology (computers) to work on assessments or software designed to teach. One technology need is to allow students to use the technology to produce student work.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Annual Measurable Achievement Objectives (AMAO) data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failers
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

- Student failure and/or retention rates
- Running Records results
- Observation Survey results

### **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, 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

### **Student Data: Behavior and Other Indicators**

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

### **Employee Data**

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

### **Parent/Community Data**

- Parent surveys and/or other feedback

- Parent Involvement 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
- Other additional data

# Goals

## Goal 1: Provide a Safe & Secure Environment

**Performance Objective 1:** By end of May 2015-2016 school year, 100% Bill Childress faculty and staff will participate in restructuring and implementing a safety and security plan based through the Emergency Operational Plan Committee by providing a safe and secure environment for all students.

**Summative Evaluation:** All Emergency Kits have been restocked for the 2015-16 school year.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) School wide Emergency kits will be provided to all teachers and staff in case of any emergency by October of 2015.	1, 2, 4, 10	Admin/ EOP team	Sign out sheets/ Agendas				
Funding Sources: 199-Local Funds - \$200.00							
2) Maintain documentation of monthly fire drills/ scheduled lock-downs/ evacuations and other safety procedures/ practices required by the district.	1, 2, 10	EOP team/ Administration	Schedules/ Fire Drill Forms				
3) Conduct daily walk-throughs to check safety of campus facilities, equipment, and grounds. Collaborate with the district to address emergencies.	1, 9, 10	Administration/ Head Custodian	Walk-throughs/work orders				
4) Maintain a safe and clean campus through daily routines of custodians. Collaborate with maintenance and administration of any non-functional areas to address in a timely manner to repair and/or replace items.	1, 2, 7, 8, 9	Custodian/ Administration/ Maintenance	work orders/ items replaced				
Funding Sources: 199-Local Funds - \$285.00, 199-Local Funds - \$1910.00, 199-Local Funds - \$287.00							
5) Maintain a safe Campus by replacing and/or upgrading any equipment and/or technology, but not limited to furniture; boards; computers; projectors;shelves; tables; carpet; etc.	1, 2, 7, 8, 9	Administration/Custodian/Maintenance	Work Orders/Purchase Orders/ items replaced				
Funding Sources: 199-Local Funds - \$3408.00, 199-Local Funds - \$60.00, 199-Local Funds - \$498.00							
6) Maintain a safe Campus by replacing and/or upgrading any equipment and/or technology, but not limited to..., to be used in the classroom for instruction throughout school year.	1, 2, 7, 8, 9	Administration/Custodian/Maintenance	Work Orders/Purchase Orders/items replaced				
Funding Sources: 211-Title I-Part A - \$13965.00							
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 6	1, 2, 6, 10	Administration/Teacher/Staff	Awards/Recognition				
7) Provide incentives and acknowledgement of positive achievement by students (Academic and Behavior) at grading period or as indicated by administration/teacher.							
= Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue							



**Goal 1:** Provide a Safe & Secure Environment

**Performance Objective 2:** By June 2016 the BCE Assistant Principals will be trained to provide formal training to staff to accurately identify and report bullying in accordance to the Texas Anti-bullying law.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Provide training to all teachers/staff on prevention strategies to accurately identify and report bullying in accordance to the Texas Anit-Bullying Law.	2, 10	Administration, Counselor	sign in sheets, training documentation				
2) Provide incentives and acknowledgement of positive achievement by students (Academic and behavior) at the end of grading period as indicated by administration/teachers.	1, 2, 6, 10	Teacher/Administration/Staff	Awards and Recognition				
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue							

**Goal 1:** Provide a Safe & Secure Environment

**Performance Objective 3:** By January 2016, All faculty and staff at BCE will increase and monitor positive discipline strategies to limit the number of discretionary referrals for a decrease of 10% from the previous year.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) BCE will monitor discipline referrals and other data related to student behavior. All data will be shared with NPFH/ PBIS committee every 6 weeks.	1, 2, 6, 9, 10	Administration/ PBIS/NPFH team	Sign in sheets/ Agendas /data				
2) PBSI will share data with teachers and collaborate to use variety of strategies for teacher/ student to decrease discipline referrals.	1, 2, 6, 9, 10	PBIS/ NPFH team/ Administration/ Teachers	Sign in sheets/ Agenda/ reports/ Classroom discipline plan				
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue							

## Goal 2: Increase Student Academic Achievement

**Performance Objective 1:** STAAR assessment targets for Spring 2016 are as follows: Reading 80%; Writing 70%; Mathematics 80%; Science 77%.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p><b>State System Safeguard Strategy</b>  <b>Federal System Safeguard Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) All teachers will be trained on T-TESS to improve instruction, to add learning goals and performance standards to student expectations, and use assessments to monitor progress for all students. Training opportunities will include differentiation for GT, Special Education, 504, ELL, and Migrant. (Goals 2-11, 2-12, 2-14, 2-15 In Superintendent's Metrics)</p>	1, 2, 4, 7, 8	Principal, Assistant Principal, and Instructional Coordinator	Sign-in sheet for staff development, classroom observations, student assessments.				
Funding Sources: 211-Title I-Part A - \$65000.00, 199-Local Funds - \$450.00, 199-Local Funds - \$709.00							
<p><b>State System Safeguard Strategy</b>  <b>Federal System Safeguard Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>2) Response to Intervention (RtI) procedures. All students will be monitored by administration, instructional coordinator, intervention specialists, and teachers for academic progress throughout the year and provide remediation. (Goal 2)</p>	1, 2, 4, 8, 9, 10	Principal, Assistant Principal, Instructional coordinator	Formative assessment data, classroom observation.				
Funding Sources: 185-State Compensatory Education - \$90000.00, 211-Title I-Part A - \$3499.00, 211-Title I-Part A - \$2295.00, 211-Title I-Part A - \$899.50, 185-State Compensatory Education - \$11684.00, 185-State Compensatory Education - \$1260.00, 211-Title I-Part A - \$1167.00, 211-Title I-Part A - \$118.00							
<p><b>Critical Success Factors</b>            CSF 6 CSF 7</p> <p>3) By the end of 2016, all new teachers will have opportunities to participate in the new teacher induction program. (Goal 2-18 in Superintendent's Metrics)</p>	3, 4, 5, 8, 9, 10	Principal and Assistant Principal	Teacher attending new employee orientation.				
<p>4) Resources, supplies, and materials will be provided for classroom, school and office use as needed to support instruction throughout school year.</p>	4, 6, 7, 8, 9, 10	Principal	Purchase orders				
Funding Sources: 211-Title I-Part A - \$664.00, 199-Local Funds - \$1002.00, 199-Local Funds - \$1832.00, 199-Local Funds - \$223.00, 199-Local Funds - \$743.00, 199-Local Funds - \$70.00, 199-Local Funds - \$744.00							
<p>5) Provide Resources and opportunities for Fund Raising Activities through various committees for students, staff and community incentives.</p>		Administration	Finance/approval of Fundraisers indicated with purpose. Close with Recaps.				
<p>6) Provide ongoing opportunities for Professional Development for teachers/Staff to effectively implement the use of research based best practice to enhance instruction across all core content and specialty areas for all students</p>		Administration	Finance/approval with purpose				
Funding Sources: 199-Local Funds - \$100.00							

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

**Goal 2: Increase Student Academic Achievement**

**Performance Objective 2:** By May 2016 Bill Childress students in Special Education taking the STAAR Accommodated test will meet state average.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p><b>State System Safeguard Strategy</b>  <b>Federal System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b>                      CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) Bill Childress will ensure all special education students identified, will be screened and placed in programs that fit their academic, physical, emotional and behavior needs according to their ARD committee decision. (Goal 2-13 in Superintendent's Metrics))</p>	4, 6, 7, 8, 9, 10	Principala and Assistant Principal	All ARD meetings are held within the specified timelines.				
<p>  = Accomplished                        = Considerable                        = Some Progress                        = No Progress                        = Discontinue                 </p>							

**Goal 2:** Increase Student Academic Achievement

**Performance Objective 3:** By May 2016 Bill Childress percentage of students reaching Level 3 Advanced in STAAR increase in Reading to 18%, Writing to 10%, Science to 12, and Math to 39%.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p><b>State System Safeguard Strategy</b>  <b>Federal System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b>            CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) Bill Childress will refine our performance management system linked to measuring learning outcomes by enhancing student success. (Teachers will use student performance standards in lessons to go beyond knoweldge/comprehension.) [Goal 2-22 in Superintendent's Metrics]</p>	1, 2, 3, 4, 8	Principal, Assistant Principal, Instructional Coordinator	There will be more students achieving Level 2 and Level 3 on STAAR. More students reading at or above grade level as measured by IStation, eSTAR, WRAP, etc.	✓	✓	✓	✓
Funding Sources: 211-Title I-Part A - \$350.00, 185-State Compensatory Education - \$300.00, 211-Title I-Part A - \$1411.00							


**Goal 2:** Increase Student Academic Achievement

**Performance Objective 4:** By January 2016, each campus will create a Transition Action Plan for 5th and 8th grade students.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p><b>State System Safeguard Strategy</b>  <b>Federal System Safeguard Strategy</b>  <b>Critical Success Factors</b>                      CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) RtI progress for each student in Grade 5 will be presented to the middle school principal in December 2015 and in June 2016. The data is collected each month for every student and analyzed for progress or no progress.</p>	1, 2, 3, 4, 6, 7, 8, 9, 10	Principal, Assistant Principal, and Instructional Coordinator	Reading and Math assessments				
Funding Sources: 211-Title I-Part A - \$3125.00, 185-State Compensatory Education - \$1876.00							
= Accomplished                        = Considerable                        = Some Progress                        = No Progress                        = Discontinue							

**Goal 2:** Increase Student Academic Achievement

**Performance Objective 5:** By the end of June 2016, first and second-grade students will acquire the recommended fluency rate as indicated by the state. (1st 60-90 wpm, 2nd 80-120wpm)

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6  1) Improve resources in the library to increase literacy in both English and Spanish.	1, 2, 3, 4, 6, 7, 9, 10	Principal and Librarian	Increased use of the Library as measured by book circulation and computer use.	✓	✓	✓	✓
				Funding Sources: 211-Title I-Part A - \$27000.00			
2) Provide resources, materials and supplies needed to maintain the circulation of the library to support instruction.		Principal and Librarian	Increase use of the Library as measured by book circulation and computer use.	✓	✓	✓	✓
				Funding Sources: 199-Local Funds - \$1300.00, 199-Local Funds - \$1308.00, 199-Local Funds - \$496.00			
							



**Goal 2:** Increase Student Academic Achievement

**Performance Objective 6:** By June 2016 Bill Childress will increase attendance rate to 97.5%.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Incentives and recognition will be provided to all students for increased attendance throughout the year. Students will be recognized every six weeks for perfect attendance	1, 6, 8, 9, 10	Teachers/Attendance Clerk/Administration Team	Incentives/TEAMS/Every 6 week ceremony				
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue							

**Goal 2:** Increase Student Academic Achievement


**Performance Objective 7:** Bill Childress Elementary will improve the Dual Language program by identifying all students whose first language is not English and ensure instruction is 50% Spanish and 50% English in all classrooms.

**Summative Evaluation:** Classroom observations, formative assessments, TELPAS.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p><b>State System Safeguard Strategy</b>  <b>Federal System Safeguard Strategy</b>  <b>Critical Success Factors</b>                      CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) Teach the dual language class with 50% of instruction in each language. The language of instruction will alternate weekly.</p>	1, 3, 4, 5, 6, 7, 8, 9, 10	Principal, Assistant Principal, Bilingual LPAC Aide	Classroom observations, formative assessments, TELPAS.				
Funding Sources: 185-State Compensatory Education - \$28000.00							
<p>  = Accomplished                        = Considerable                        = Some Progress                        = No Progress                        = Discontinue                 </p>							

**Goal 2:** Increase Student Academic Achievement

**Performance Objective 8:** Bill Childress will have a teacher attendance rate of at least 92%. Attendance will include staff development days.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Will monitor absences and provide incentives for increased attendance.		Teachers and Administratoin	Absence Reports/Incentives/ TEAMS	✓	✓	✓	✓
2) Provide incentives for acknowledgement, positive achievement, recognition, etc., of faculty and staff throughout the school year.		Administration	Absence Reports/Employee retention	✓	✓	✓	✓
Funding Sources: 199-Local Funds - \$264.00							
							

### Goal 3: Enhance Student Character & Drive Towards a Career/Profession

**Performance Objective 1:** Using the American School Counseling (ASCA) model, the counselor will begin to develop the personal/social domain of the comprehensive guidance and counseling program for all grades, to include character, etiquette, student communication and utilization of community agencies.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p><b>Federal System Safeguard Strategy</b>  <b>Critical Success Factors</b>            CSF 5 CSF 6</p> <p>1) Bill Childress will provide the opportunity for students to participate in programs, field trips and events supporting character, education, social skills development and behavior management. (Goal 3-5 in Superintendent's Metrics.)</p>	4, 6, 10	Principal, Assistant Principal, and Counselor.	The campus will schedule programs, classes, field trips, and other events to teach social skills, character, and behavior management.				
Funding Sources: 211-Title I-Part A - \$1500.00							
<p><b>Critical Success Factors</b>            CSF 1 CSF 3 CSF 5 CSF 6 CSF 7</p> <p>2) Promote higher education opportunities through activities to include weekly college/career readiness lessons, a bulletin board with college vocabulary, and career awareness lessons from the counselor every six-weeks.</p>	1, 2, 10	Counselor	Bulletin Board, Lessons				
Funding Sources: 199-Local Funds - \$225.00							
<p><b>Critical Success Factors</b>            CSF 3 CSF 5 CSF 6</p> <p>3) Promote activities throughout the year for career readiness events including the following: Career Day, College Readiness Field trips, and Presentations</p>	1, 2, 10	Counselor	Career Day Attendance, Field Trips, and Presentations				
Funding Sources: 199-Local Funds - \$225.00							
<p><b>Critical Success Factors</b>            CSF 3 CSF 5 CSF 6</p> <p>4) Safety Patrol is 31 fourth-grade students who help patrol the campus for safety and direct younger students to class and playground. Student council is 19 students who help govern the daily operations of the school. These two student organizations increase student ownership, pride, communication, leadership, and display positive role models in the school.</p>	1, 2, 6, 7, 10	Principal, Assistant Principal, Counselor, Parent Liaison	Student participation in safety patrol and student council. Participation in community projects.				
<p><b>Critical Success Factors</b>            CSF 3 CSF 5 CSF 6</p> <p>5) The Mother/Daughter Father/Son program provides opportunities for students to participate in college readiness activities, community projects, and promote positive citizenship at school and the community.</p>	2, 9, 10	PE Coach and LPAC Clerk	Participation in orientation and career day at UTEP. Participation in community projects.				
Funding Sources: 199-Local Funds							
<p><b>Critical Success Factors</b>            CSF 5 CSF 6</p> <p>6) Students in fourth and fifth are taught social skills etiquette lessons. Students in Grade 5 practice lessons by going to a restaurant for dinner.</p>	6	Counselor	Lesson Plans, Field trip				

<p align="center"><b>Critical Success Factors</b> CSF 3 CSF 4 CSF 5</p> <p>7) Community agencies will provide safety and drug free presentations to our student population.</p>	1, 2, 7, 9	Counselor	Border Patrol, West Valley Fire Department, and Advocacy Center Presentations				
<p align="center">  = Accomplished    = Considerable    = Some Progress    = No Progress    = Discontinue </p>							

**Goal 3:** Enhance Student Character & Drive Towards a Career/Profession

**Performance Objective 2:** By June 2016, Bill Childress will maintain or increase 5% in each Positive Behavior Interventions and Supports (PBIS) Benchmarks of Quality.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>1) Morning announcements include positive behavior expectations and the No Place for Hate Creed</p>	1, 2, 10	Assistant Principal, Counselor, and Parent Liaison.	Morning announcements				
Funding Sources: 211-Title I-Part A							
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 6</p> <p>2) Students and teachers signed the No Place for Hate Resolution of Respect to increase good citizenship.</p>	1, 2, 10	Assistant Principal, Counselor, Parent Liaison	Provided the Resolution of Respect pledge to the Anti-Defamation League, pictures of students signing the pledge				
<p><b>Critical Success Factors</b> CSF 3 CSF 4 CSF 6</p> <p>3) 90% of our student population will participate in 3 No Place for Hate activities.</p>	1, 2, 10	Assistant Principal, Counselor, Parent Liaison	Thumb Prints, I am Unique, Random Acts for Kindness and Cyber-bullying Activities				
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>							

**Goal 3: Enhance Student Character & Drive Towards a Career/Profession**

**Performance Objective 3:** By the end of May 2016, Bill Childress will have established a Coordinated School Health Team to address the eight components and benchmark data utilizing the quarterly reports.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>1) Provide physical education core content activities throughout all grade levels including: FITNESSGRAM, physical activities, and health education.</p>	1, 2, 3, 10	Physical education teachers	FITNESSGRAM evaluations, lesson plans	✓	✓	✓	✓
Funding Sources: 199-Local Funds - \$155.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>2) Provide one representative for the district school health advisory committee (SHAC) and meet quarterly to monitor and implement strategies.</p>	1, 2, 10	Physical education teachers	Completion of the FITNESSGRAM, SHAC Meeting Minutes	✓	✓	✓	✓
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7</p> <p>3) Appropriate personnel will receive necessary training on CPR, CPI, AED, First Aid and UDCA.</p>	1, 2, 10	Coordinated School Health Committee, Student Support Services, Administrative team	Certifications for CPR, CPI, AED, First Aid and UDCA, Sign-in Sheets	✓	✓	✓	✓
<p><b>Critical Success Factors</b> CSF 4 CSF 6</p> <p>4) 5th grade students will be provided growth and development/puberty presentation or other District approved curriculum.</p>	1, 2, 10	Coordinated School Health Committee, Nurse, Physical education teacher, other approved presenter by student support services	Attendance, parent permission slips	⊗	⊗	✓	✓
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>5) Campus will recruit 2 wellness coordinators to increase campus wellness participation.</p>	1, 2, 10	Principal, Assistant Principal, Wellness coordinators	Wellness documentation completed by coordinators, activity participation	✓	✓	✓	✓
Funding Sources: 199-Local Funds - \$502.00							
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>6) Students will participate in physical education activities such as: Jump Rope 4 Heart, Sleep Study, Nike Days, and Tennis USTA</p>	1, 2, 10	Physical education teachers	Completion of Sleep Study, Student participation in Jump Rope 4 Heart, Nike Days, and Tennis USTA	✓	✓	✓	✓
<p>7) 7) Nurse will provide health assistance and information to all students/staff when needed to ensure safety of campus.</p>	1, 2, 6, 9, 10	Nurse/Administration	Sign in Sheets	✓	✓	✓	✓

8) 8) BCE will adhere with the Nutrition Guidelines for Public Schools providing healthy food and/or snack items for students. (FMNV)	1, 2, 4, 6, 10	Cafeteria Staff/Admin/Teachers	School Cafeteria Menu				
9) 9) Adhere to Fitness gram/Healthy Practice expectations, Monitor student performance as measured by the School Health Index		Physical Education Teachers	Reports/Lessons				
10) 10) Provide Physical Education opportunities with best practices for kinesthetic exercises and integrating class with core content activities throughout all grade levels.		Physical Education Teachers	Grades/Lesson Plans/ Walk throughs				
= Accomplished    = Considerable    = Some Progress    = No Progress    = Discontinue							



## Goal 4: Building Meaningful Parent Partnership for their Empowerment and Engagement in their Child's Education

**Performance Objective 1:** By June 2016, Bill Childress will provide a minimum of one parent academic information night.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 5 CSF 6</p> <p>1) School and community will build partnerships to assist students that are struggling by providing parent classes on use of strategies for academic content.</p>	1, 2, 6, 7, 9, 10	Principal, Assistant Principal, and Parent Liaison	Increased parent participation at events with sign in sheets				
<p>2) Parent Liaison will help parents and students in need of assistance through training; home visits; school supplies; information; uniforms, etc. We partner with organizations that assist our students throughout year.</p>	1, 2, 6, 9	Parent Liaison / Administration	Flyers / sign in sheets / documentation				
<p>  = Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							

**Goal 4: Building Meaningful Parent Partnership for their Empowerment and Engagement in their Child's Education**

**Performance Objective 2:** By June 2016, Bill Childress will promote parent engagement and continue collecting data on parent participation.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p><b>Federal System Safeguard Strategy</b>  <b>Critical Success Factors</b>                      CSF 5 CSF 6</p> <p>1) Offer more activities in the school (Heroes' Luncheon, Grandparents Celebration, Veteran's Day Breakfast, Parenting Classes) and invite parents to attend. Visit families in their homes to support and inform parents of available services.</p>	1, 6, 7, 9, 10	Principal, Assistant Principal, Parent Liaison, Counselor	Increased parent participation at events with sign in sheets and survey responses. The number of home visits and more families using federal and state services.				
Funding Sources: 211-Title I-Part A - \$28000.00, 211-Title I-Part A - \$97.00							
<p><b>Critical Success Factors</b>                      CSF 5</p> <p>2) Provide parent support in accessing the use of the Parent Portal</p>	1, 2, 6, 10	Parent Liaison	Increased parent participation at events with sign in sheets.				
<p><b>Critical Success Factors</b>                      CSF 5 CSF 6</p> <p>3) Relate important campus information to our parents by conducting a minimum of 2 meetings per semester for Parent Advisory Committee (PAC).</p>	1, 2, 6, 10	Principal, Assistant Principal, Parent Liaison	Parent Invitation, PAC minutes, and Increased parent participation at events with sign in sheets				
<p><b>Critical Success Factors</b>                      CSF 3 CSF 5 CSF 6</p> <p>4) Maintaining open and healthy communication with parents, faculty, and staff through the use of School Messenger system, Website, calendar of activities and events or other written and verbal means within a timely manner.</p>	1, 2, 6, 10	Principal, Assistant Principal, Parent Liaison	School Messenger, Calendar of Events				
<p>  = Accomplished                      = Considerable                      = Some Progress                      = No Progress                      = Discontinue                 </p>							






**Goal 4:** Building Meaningful Parent Partnership for their Empowerment and Engagement in their Child's Education

**Performance Objective 3:** By June 2016 Bill Childress will have at least 4 performances showcasing students Music, Visual, and Performing Arts.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>1) Students will participate in Academic Performances (UIL), Performing Arts Recitals, Science Fair, Spelling Bee, and such programs.</p>	1, 2, 3, 6, 10	Science Fair Coordinator, Parent Liaison, Music Teacher, UIL Coordinator	Increased student and parent participation at events with sign in sheets				
Funding Sources: 199-Local Funds - \$163.00							
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue							

**Goal 4:** Building Meaningful Parent Partnership for their Empowerment and Engagement in their Child's Education

**Performance Objective 4:** By June 2016 Bill Childress will continued Community Outreach Partnerships

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>1) Parent liaison will help parents and students in need of assistance through community outreach organizations.</p>	1, 2, 10	Parent Liaison, Counselor	Documentation from Operation Noel and School Bell	✓	✓	✓	✓
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>							






**Goal 5: Convey and Share a Positive Image to all CISD & Community Stakeholders**

**Performance Objective 1:** By January 2016 Bill Childress will allocate 90% of federal budgets in order to accomplish Bill Childress goals. The remaining 10% will be used to serve students through the spring semester.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b>                      CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) Upgrade technology, purchase resources for RtI, purchase computer programs for instruction, support family engagement.</p>	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	Principal	Budget utilized.				
<p>  = Accomplished                        = Considerable                        = Some Progress                        = No Progress                        = Discontinue                 </p>							






**Goal 5:** Convey and Share a Positive Image to all CISD & Community Stakeholders

**Performance Objective 2:** Bill Childress will meet with Vinton Town Council members and Mayor to volunteer for community activities.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p><b>State System Safeguard Strategy</b>  <b>Federal System Safeguard Strategy</b>  <b>Critical Success Factors</b>                      CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>1) Principal will attend town meetings t meet council members and Mayor.</p>	1, 2, 6, 10	Principal, Sponsor of Student Volunteer activities	Attendance to meeting.			✓	✓
<p>  = Accomplished                      = Considerable                      = Some Progress                      = No Progress                      = Discontinue                 </p>							






**Goal 5:** Convey and Share a Positive Image to all CISD & Community Stakeholders

**Performance Objective 3:** By June 2016, Bill Childress will have a minimum of two new partnerships.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p><b>State System Safeguard Strategy</b>  <b>Federal System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b>                      CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) Bring in two new partners to deliver presentations to the community.</p>	1, 2, 6, 10	Parent Liaison, Principal	Partnerships present in school functions and in school during the day.			✓	✓
<p>  = Accomplished                      = Considerable                      = Some Progress                      = No Progress                      = Discontinue                 </p>							

**Goal 5:** Convey and Share a Positive Image to all CISD & Community Stakeholders








**Performance Objective 4:** Bill Childress Elementary school personnel will support community projects and be positive role models in the community.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 3 CSF 5 CSF 6 CSF 7</p> <p>1) School employees who work with the community will be recognized for their service with tokens of appreciation.</p>	3, 5, 6, 10	Principal	Awards and ceremonies	✓	✓	✓	✓
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>							



**Goal 5:** Convey and Share a Positive Image to all CISD & Community Stakeholders

**Performance Objective 5:** State Compensatory supports "At Risk" students through various resources and technology to enhance learning through a variety of modalities ensuring student success.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 1) Upgrade campus infrastructure to support additional hardware.	1, 2, 5, 6, 8, 9, 10	Principal, Technology department	Physical Evidence				
<b>State System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6 CSF 7 2) Install data projectors in classrooms	2, 3, 4, 5, 9, 10	Principal, Technology departmen	Actual installation of the projectors				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

## State System Safeguard Strategies

Goal	Objective	Strategy	Description
2	1	1	All teachers will be trained on T-TESS to improve instruction, to add learning goals and performance standards to student expectations, and use assessments to monitor progress for all students. Training opportunities will include differentiation for GT, Special Education, 504, ELL, and Migrant. (Goals 2-11, 2-12, 2-14, 2-15 In Superintendent's Metrics)
2	1	2	Response to Intervention (RtI) procedures. All students will be monitored by administration, instructional coordinator, intervention specialists, and teachers for academic progress throughout the year and provide remediation. (Goal 2)
2	2	1	Bill Childress will ensure all special education students identified, will be screened and placed in programs that fit their academic, physical, emotional and behavior needs according to their ARD committee decision. (Goal 2-13 in Superintendent's Metrics))
2	3	1	Bill Childress will refine our performance management system linked to measuring learning outcomes by enhancing student success. (Teachers will use student performance standards in lessons to go beyond knowledge/comprehension.) [Goal 2-22 in Superintendent's Metrics]
2	4	1	RtI progress for each student in Grade 5 will be presented to the middle school principal in December 2015 and in June 2016. The data is collected each month for every student and analyzed for progress or no progress.
2	7	1	Teach the dual language class with 50% of instruction in each language. The language of instruction will alternate weekly.
5	2	1	Principal will attend town meetings t meet council members and Mayor.
5	3	1	Bring in two new partners to deliver presentations to the community.
5	5	1	Upgrade campus infrastructure to support additional hardware.
5	5	2	Install data projectors in classrooms

## Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
2	1	1	All teachers will be trained on T-TESS to improve instruction, to add learning goals and performance standards to student expectations, and use assessments to monitor progress for all students. Training opportunities will include differentiation for GT, Special Education, 504, ELL, and Migrant. (Goals 2-11, 2-12, 2-14, 2-15 In Superintendent's Metrics)
2	1	2	Response to Intervention (RtI) procedures. All students will be monitored by administration, instructional coordinator, intervention specialists, and teachers for academic progress throughout the year and provide remediation. (Goal 2)
2	2	1	Bill Childress will ensure all special education students identified, will be screened and placed in programs that fit their academic, physical, emotional and behavior needs according to their ARD committee decision. (Goal 2-13 in Superintendent's Metrics))
2	3	1	Bill Childress will refine our performance management system linked to measuring learning outcomes by enhancing student success. (Teachers will use student performance standards in lessons to go beyond knowledge/comprehension.) [Goal 2-22 in Superintendent's Metrics]
2	4	1	RtI progress for each student in Grade 5 will be presented to the middle school principal in December 2015 and in June 2016. The data is collected each month for every student and analyzed for progress or no progress.
2	7	1	Teach the dual language class with 50% of instruction in each language. The language of instruction will alternate weekly.
3	1	1	Bill Childress will provide the opportunity for students to participate in programs, field trips and events supporting character, education, social skills development and behavior management. (Goal 3-5 in Superintendent's Metrics.)
4	2	1	Offer more activities in the school (Heroes' Luncheon, Grandparents Celebration, Veteran's Day Breakfast, Parenting Classes) and invite parents to attend. Visit families in their homes to support and inform parents of available services.
5	2	1	Principal will attend town meetings t meet council members and Mayor.
5	3	1	Bring in two new partners to deliver presentations to the community.
5	5	1	Upgrade campus infrastructure to support additional hardware.

# State Compensatory

## Budget for Bill Childress Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
185.11.6112.13.104.30	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$1,234.00
185.11.6118.05.104.30	6118 Extra Duty Stipend - Locally Defined	\$35,357.00
185.11.6118.40.104.30	6118 Extra Duty Stipend - Locally Defined	\$3,391.00
185.11.6119.35.104.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$59,046.00
185.11.6126.03.104.30	6126 Part Time Support Personnel - Locally Defined	\$12,926.00
185.11.6128.05.104.30	6128 Overtime Pay - Locally Defined	\$2,423.00
185.11.6128.40.104.30	6128 Overtime Pay - Locally Defined	\$0.00
185.11.6129.00.104.30	6129 Salaries or Wages for Support Personnel	\$46,879.00
185.11.6141.00.104.30	6141 Social Security/Medicare	\$680.00
185.11.6141.03.104.30	6141 Social Security/Medicare	\$188.00
185.11.6141.05.104.30	6141 Social Security/Medicare	\$549.00
185.11.6141.13.104.30	6141 Social Security/Medicare	\$18.00
185.11.6141.35.104.30	6141 Social Security/Medicare	\$856.00
185.11.6141.40.104.30	6141 Social Security/Medicare	\$50.00
185.11.6142.00.104.30	6142 Group Health and Life Insurance	\$16,557.00
185.11.6142.35.104.30	6142 Group Health and Life Insurance	\$5,519.00
185.11.6143.05.104.30	6143 Workers' Compensation	\$221.00
185.11.6143.13.104.30	6143 Workers' Compensation	\$8.00
185.11.6143.35.104.30	6143 Workers' Compensation	\$295.00
185.11.6143.40.104.30	6143 Workers' Compensation	\$20.00
185.11.6143.00.104.30	6143 Workers' Compensation	\$1,642.00
185.11.6143.03.104.30	6143 Workers' Compensation	\$75.00

185.11.6145.40.104.30	6145 Unemployment Compensation	\$4.00
185.11.6145.00.104.30	6145 Unemployment Compensation	\$44.00
185.11.6145.03.104.30	6145 Unemployment Compensation	\$15.00
185.11.6145.05.104.30	6145 Unemployment Compensation	\$45.00
185.11.6145.13.104.30	6145 Unemployment Compensation	\$2.00
185.11.6146.00.104.30	6146 Teacher Retirement/TRS Care	\$258.00
185.11.6146.05.104.30	6146 Teacher Retirement/TRS Care	\$209.00
185.11.6146.35.104.30	6146 Teacher Retirement/TRS Care	\$911.00
185.11.6146.40.104.30	6146 Teacher Retirement/TRS Care	\$19.00
185.11.6149.00.104.30	6149 Employee Benefits	\$703.00
185.11.6149.05.104.30	6149 Employee Benefits	\$568.00
185.11.6149.35.104.30	6149 Employee Benefits	\$756.00
185.11.6149.40.104.30	6149 Employee Benefits	\$51.00
<b>6100 Subtotal:</b>		<b>\$191,519.00</b>
<b>6300 Supplies and Services</b>		
185.11.6329.00.104.30	6329 Reading Materials	\$2,525.00
185.12.6329.00.104.30	6329 Reading Materials	\$1,515.00
185.11.6398.00.104.30	6398 Computer Supplies/Software - Locally Defined	\$5,049.00
185.11.6398.01.104.30	6398 Computer Supplies/Software - Locally Defined	\$0.00
185.11.6399.00.104.30	6399 General Supplies	\$9,930.00
<b>6300 Subtotal:</b>		<b>\$19,019.00</b>
<b>6400 Other Operating Costs</b>		
185.11.6494.00.104.30	6494 Reclassified Transportation Expenses	\$1,515.00
<b>6400 Subtotal:</b>		<b>\$1,515.00</b>

**Personnel for Bill Childress Elementary School:**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Gabriela A Diaz	Bilingual LPAC Aide	Bilingual	1.0
Laura Aguilar	Pre-K Paraprofessional	Pre-kinder	.5
Maria Rebecca Perez	Elementary Teacher of At-Risk Students	At-Risk Intervention	1.0

# Title I

## Schoolwide Program Plan

BCE continues to meet frequently to ensure that our schoolwide plan is targeted with progress monitoring throughout the year. BCE poverty level is at 80% and continually focus to decrease gap and increase performance levels in all core content areas. CIC and ILT is maintaining PLC's to review and analyze data to implement strategies throughout all grade levels. Reading, Science and Math has been a focus to raise performance and to bridge support from home through parent activities for home use. At BCE we have used programs that are researched based to provide interventions to our struggling students. Such as: I- Station, High reliability schools (Marzano), Academic tutors, Think Through Math, Mind Research Institute (JiJI), STEMs SCopes, Handwriting Without Tears, Motivation Math from Mentoring Minds, Reading Renaissance, STAAR Master, Student Interactive Notebooks, Lexia, Balanced Literacy.

## Ten Schoolwide Components

### 1: Comprehensive Needs Assessment

Comprehensive Needs Assessments are continually monitored throughout the year. BCE teacher student ratio is about 17:1, migrant tutors have successfully supported our students though campus will work towards structuring times for students with language disabilities. Our students feel safe at our campus as described through a survey provided by the coalition team. A focus for teambuilding will be created to ensure a positive PLC and collaborative effort for student achievement. Professional development has been indicated to utilize best practices for behavior intervention. Parents, teachers, and staff collaborate to identify campus needs in faculty meetings, PLC's, PAC meetings and CIC meeting.

Additional targets have been identified to support campus staff/ students and community:

- Resources and strategies to increase LEP and SPED academic achievement
- Resources and strategies to increase student performance levels in Reading, Math and Science
- Resources and strategies for effective teaching by utilizing and adding technology to effectively integrate with instruction to ensure student learning.
- Focus on PLC's for collaboration, data analysis, vertical and horizontal alignment.
- Professional development in core content areas with follow up on implementation in classroom use. Instructional rounds learning from master teachers within the campus.
- Professional development / activities events for culture and climate campus wide.
- Programs is needed to provide parent engagement opportunities with the campus, to name a few but not limited to:

\*Parent Academic Nights

\* Ambassador for new students and parents

\*Parent participation in college/career readiness - field trips creating a healthy relationship with teachers and campus

\*Afterschool projects with family and students or activities that will provide students with opportunities of activities.

\*Parent participation in career projects with students

## **2: Schoolwide Reform Strategies**

BCE incorporate EOP meetings, NPFH, PBIS, maintained highly qualified teachers, analyzed formative and summative data to ensure students meet established goals. Provide direct and indirect interventions to at-risk students identified through continuous progress monitoring using I-Station, teacher observation, and continuous assessment. Maintain communication with parents.

## **3: Instruction by highly qualified professional teachers**

Our teachers continue growing professionally by attending professional development trainings that target student's needs.

## **4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff**

BCE teachers and staff have had many staff development opportunities throughout the year to enhance classroom instruction. Pre-Kinder through second grade teachers attend Balanced literacy trainings throughout the year. Administration attend Professional Learning Communities conference. PBSI team attend trainings and PBIS conference which provide behavior intervention strategies that address ways to effectively monitor and target positive behavior. Counselor attends staff development opportunities that address military children needs, ethics and legal issues updates, Diagnostic of Statistical Manual of Mental disorders 5th edition, and Autism and Social skills training. Librarian will attend American Association of School Librarian, TCEA, Texas Computer Educator Association.

## **5: Strategies to attract highly qualified teachers**

BCE will maintain high rigor to attract HQ teachers. This will include but will not be limited to: Well organized PLC's, Teacher mentors, opportunities for professional development, an organized and structured campus, positive culture and climate of campus.

## **6: Strategies to increase parental involvement**

Our parent liaison organizes an active volunteer program that invites parents and volunteers to be part of student's learning. Parent liaison also sponsors various community sessions including Parenting Classes sponsored and presented by the Center for Children, Dr. Diaz from the Sleep Center, Operation Hope, Veteran's Celebration, Luncheon's Hero Day, Grandparent's Day, Center Against Sexual and Family Violence, and Project VIDA. Our Parent Liaison has also nurtured the outreach program which assists families in need by delivering food baskets and through Operation School Bell, Operation Noel, and Knights of Columbus. Mother/Daughter Father/Son involves parents in their children's learning by providing many opportunities for parent involvement such as: Adopt a River, UTEP Leadership conference, Blood drives, Keep Vinton clean, and UTEP career day. Mother/Daughter Father/Son friendship dance, reading night, parent night at UTEP, and open house at UTEP.



## **7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs**

BCE hosts a transition tour for our Headstart Program to become familiar with our facilities, campus, teachers, staff and the different programs provided for the students such as: Monolingual, Bilingual, and Dual Language.

## **8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program**

Weekly PLC's where teachers have the opportunities to analyze data and develop strategies in order to provide the appropriate instruction. PLC's will identify students in RtI 1, 2, and 3 based on progress monitoring and target needs accordingly. District Common Assessment were created to measure the student's growth and the effectiveness of the instruction.

## **9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards**

BCE implements a STAR time block for all students from grades third through fifth grade. Students were grouped according to their level. Academic tutors were providing inclusion tutoring during the school day. Additionally, struggling students were provided the opportunity to attend Weekend Warriors on Saturday. We have used programs that are researched based that have provided assistance to our students such as: Reading Renaissance, Think Through Math, I-Station, STAAR Master, STEMs Scopes.

## **10: Coordination and integration of federal, state and local services and programs**

Local, state and federal funds such as Title I, Title II, compensatory Ed, migrant, bilingual and Special Education were used to support the instructional programs at our campus.

## Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Daniel Martinez	Parent Liaison	Title 1	1.0
Deborah Gonzales	Instructional Coach	Title 1	1.0
Irma Andujo	Library Aide	Title 1	1.0

## 2015-2016 Campus Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Dr. Steinhauser	Principal
Classroom Teacher	Ms. Escobar	4th grade teacher
Classroom Teacher	Ms. Frias	2nd grade teacher
Classroom Teacher	Ms. Galan	3rd grade teacher
Classroom Teacher	Ms. Holguin	1st grade teacher
Classroom Teacher	Ms. Juarez	5th grade teacher
Classroom Teacher	Ms. Rodriguez	Kinder teacher
District-level Professional	David Solis	Finance
Exempt	Ms. Valdez	Teacher
Non-classroom Professional	Ms. Aranda	Library
Non-classroom Professional	Ms. Barraza	Counselor
Non-classroom Professional	Ms. Gonzalez	Instructional Coach
Non-classroom Professional	Mr. Martinez	Music Teacher
Non-Exempt	Mr. Martinez	Parent Liaison
Parent	Lupe De Anda	Parent
Parent	Darlene Castillo Mendez	Parent