

San Benito Consolidated Independent School District
Fred Booth Elementary School
2017-2018 Campus Improvement Plan



Mission Statement

Fred Booth Elementary School will promote educational excellence and provide a quality education that encourages students to be confident, knowledgeable, responsible, and college, career, and workforce ready.

Vision

The vision of Fred Booth Elementary is to be a high-achieving school and to set students on the path to the university.

Value Statement

Fred Booth Elementary is committed to the education and well being of every student. We have identified the following traits to guide our policies, procedures, programs, instructional material, technology, priority, and day-to-day decisions. We will honor, advance, and protect these traits.

We will Believe in ourselves.

We will be **O**rganized & Prepared.

We will **B**uild our knowledge.

We will be **C**reative & Problem Solvers.

We will **A**chieve GREATNESS!

We will **T**reat others with respect.

We will **S**ucceed!

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Comprehensive Needs Assessment

Needs Assessment Overview

School Culture and Climate Survey

After we reviewed the data compiled from the school climate survey received from both teacher and students, it was determined that our campus climate this past year was overall positive. During the 2016-2017 school year, our data reveals that 93% of our students and staff feel safe. In regards to respect, 98% of students and staff feel respected. When analyzing relationships, 85% of students and staff feel positive about being part of this school's community. In the area of behavior, 94% of students and staff revealed that behavior expectations are clear and concise. In the area of support, 98% of students and staff feel supported and welcomed on our campus. Ninety-two percent of our students and staff voiced that they feel part of the Fred Booth Campus Community.

Demographics

Demographics Summary

Fred Booth Elementary is currently serving students in Pre-Kinder thru 5th grade. We serve approximately 500 to 550 students with 23 classroom teachers and 4 professional support staff including a P.E. coach, Fine Arts teacher, Librarian and Special Education teacher along with six teacher assistants, all of whom are highly qualified. The administrative team consist of a principal, 2 assistant principals, RTI teacher, and counselor. The population we serve is predominately 98% Hispanic with 85% of students identified as At-Risk. Our Migrant population consist of less than 1 percent of our students being identified. In our special education department we have a teacher and teacher assistant servicing students with the greatest concentration in 5th and 4th grades.

Economically Disadvantaged - **86.5%**

English Language Learners - **27.4%**

Special Education - **4%**

Male Hispanic - **99.8%**

White - **2%**

Mobility Rate (2015-16) - 17.9%

Gifted & Talented - **6 students**

Migrant - **15 students**

504 Program - **8 students**

RTI Program - **31 students + 56 New**

SPED - **34 students**

Bilingual Program - **105 students**

LEP/Denials - **28 students**

At risk - **357 students**

GT Certified Staff - **21 Teachers**

Bilingual Certified Staff - **18 Teachers**

The Performance Index Summary is as follows for 2016:

Index 1 Student Achievement **61%**

Index 2 Student Progress **42%**

Index 3 Closing Performance Gap **37%**

Index 4 Post Secondary Readiness **28%**

2017 STAAR Cohort Results

2017 results for the 2017-18 4th Graders on their 3rd Grade STAAR Math

C1 - **55%**

C2 - **58.8%**

C3 - **55.3%**

C4 - **52.8%**

2017 results for the 2017-18 5th Graders on their 4th Grade STAAR Math

C1 - **61.3%**

C2 - **53.8%**

C3 - **53.3%**

C4 - **61.4%**

2017 results for the 2017-18 4th Graders on their 3rd Grade STAAR Reading

C1 - 66%

C2 - 52.9%

C3 - 53.1%

2017 results for the 2017-18 5th Graders on their 4th Grade STAAR Reading

C1 - 60.4%

C2 - 62.1%

C3 - 52.6%

2017-2018 Campus Goals

90% in 3rd - 5th Grade will pass the STAAR Reading

90% in 3rd - 5th Grade will pass the STAAR Math

90% in 4th Grade will pass the STAAR Writing

90% in 5th Grade will pass the STAAR Science

6 of 6 Distinctions will be earned

Demographics Strengths

The strengths at Fred Booth Elementary consist of:

1. Full day program for Pre-Kinder
2. Head-start for students that qualify

3. After-School Program that services students in Kinder-5th grade from 3:30 to 6:00.
4. Food and Nutrition Program
5. Strong Parental Involvement Program
6. Student Leadership Team (Principal's Cabinet)
7. Counseling Program
8. Fine Arts Program
9. Mentorship Program
10. Learning Walls (Science)
11. Professional Learning Communities (PLCs)

2017 STAAR Performance Index

Index 1 - 61 from a state target score of 60

Index 2 - 42 from a state target score of 32

Index 3 - 37 from a state target score of 28

Index 4 - 28 from a state target score of 12

2017 Accountability Rating of **Met Standard**

Class Size Averages by Grade

Kindergarten - 23.3

Grade 1 - 17.9

Grade 2 - 22.5

Grade 3 - 22.3

Grade 4 - 18.5

Grade 5 - 22.7

An array of extracurricular programs provides students with opportunities to participate beyond the classroom. Fred Booth offers its students programs such as Choir, Chess, Dance, Track, Soccer, and competitive platforms such as Battle of the Blue Bonnet and Spelling Bee.

Students are also provided opportunities to participate in TEKS based field trips enhancing the Science, Reading, Math, and Writing curriculum from Pre-K to 5th Grade.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students in special programs have not been able to master state assessments. **Root Cause:** Lack of aligned curriculum programs for special populations.

Problem Statement 2: Student attendance does not meet 97% state standard. **Root Cause:** Family Culture and Awareness

Problem Statement 3: Student enrollment has remained the same, however there is a need for a library assistant and paraprofessionals in each kindergarten and first grade classroom. **Root Cause:** San Benito CISD Staffing guidelines.

Student Achievement

Student Achievement Summary

As per the 2016 State Accountability Report for Fred Booth Elementary, 81.1% of students were identified economically disadvantaged; 30.3% are English Language Learners; and the mobility rate is 20.6%. Our special education population is 3.9% and 99.6% of our population is Hispanic. The campus houses 2.0 administrators; 1 dean of instruction; 1 RTI teacher; 1 counselor; 23 classroom teachers; 1 special education teacher; 6 teacher assistants, 1 of which serves special education students and 1 serves students in physical education classes; 1 physical education teacher; 1 fine arts teacher; and 1 librarian. The teaching staff is predominantly Hispanic with 1% Caucasian.

The performance Index Summary is as follows for 2016:

Index 1 Student achievement 61

Index 2 Student Progress 40

Index 3 Closing Performance Gaps 33

Index 4 Post Secondary Readiness 26

Preliminary STAAR Results:

Third Grade English Reading	52%	Third Grade Spanish Reading	55%
Third Grade English Mathematics	55%	Third Grade Spanish Mathematics	0%
Fourth Grade English Reading	55%	Fourth Grade Spanish Reading	0%
Fourth Grade English Mathematics	54%	Fourth Grade Spanish Mathematics	0%
Fourth Grade English Writing	62%	Fourth Grade Spanish Reading	0%
Fifth Grade English Reading	81%	Fifth Grade Spanish Reading	N/A
Fifth Grade English Mathematics	78%	Fifth Grade Spanish Mathematics	N/A

Fourth Grade English Science 62% Fifth Grade Spanish Mathematics N/A

Student Achievement Strengths

Performance Index 1 Student Achievement was 15% above district and 1% above state targeted score

Performance Index 2 Student Progress was 3% above district and 8% above state targeted score

Performance Index 3 Closing Performance Gap was 7% above district and 5% above state targeted score

Performance Index 4 Postsecondary Readiness was 9% above district and 14% above state targeted score

Attendance Rate for 2015-16 - Campus 96.2% / District 95.3% / State 95.8% (**Campus .9% above District & .4% above State**)

DATA walls are posted for analysis and monitoring student progress.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RTI progress monitoring **Root Cause:** Teacher initiative and/or training

Problem Statement 2: Proficiency of ELL students in standardized state assessments **Root Cause:** Lack of standard ELL curriculum for bilingual students

Problem Statement 3: Implementation of writing across the curriculum **Root Cause:** Monitoring and assessment

Problem Statement 4: Reading comprehension is not at grade level **Root Cause:** Lack of standardized reading curriculum

Problem Statement 5: Student performance on benchmark and reports not reflective of state assessments **Root Cause:** Depth and complexity in instruction

Problem Statement 6: TIER I instruction is below standard for closing the achievement gap. **Root Cause:** Lack of professional development in differentiated strategies to work with at-risk students in all areas.

Problem Statement 7: TIER II & III instruction is below standard for closing the achievement gap. **Root Cause:** Lack of resources needed to differentiate instruction in all areas (Reading, Math, Writing, Science)

Problem Statement 8: Proficiency of identified Special Education students in standardized state assessments. **Root Cause:** Lack of differentiation of

instruction in resource classes.

School Culture and Climate

School Culture and Climate Summary

Fred Booth Elementary is committed to the education and well being of every student. We have identified the following traits to guide our policies, procedures, programs, instructional material, technology, priority, and day-to-day decisions. We will honor, advance, and protect these traits.

We will **B**elieve in ourselves.

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We will **B**uild our knowledge.

We will be **C**reative & Problem Solvers.

We will **A**chieve GREATNESS!

We will **T**reat others with respect.

We will **S**ucceed!

Fred Booth faculty and staff dedicated to meeting the needs of all students. PLCs are held daily by grade level and vertical alignment meetings are held once a month to review and analyze student data to plan for their instructional needs. Teachers are available to meet with parents during conference and before or after school. The school counselor has a mentorship program, provides private counseling sessions with students and parents (Counselor Care Box), and will be trained on restorative discipline which will be fully implemented in 2018-19. The school promotes community involvement and leadership activities and programs like the Fall Fair, Blood Drives, Career Fair, College Days, College & Career Go-Center, parental involvement, MOMS & DADS Organization, Principal's Cabinet, Veteran's Day Program, Homecoming and Christmas Parades, etc. The Fred Booth ASP (After School Program) builds the campus culture by providing tutoring, Chess, Dance, Art, Band, and many other opportunities for students and parents to be involved in extra-curricular activities. It takes a community to raise a child and the Fred Booth community takes pride in ensuring all stakeholders are involved with every child that walks through our doors.

Positive	<ul style="list-style-type: none"> • Evidence-Based Practices • Environment - Culture • Engagement - Evaluate
Behavioral	<ul style="list-style-type: none"> • Solving Problems • Expectations, Rules, & Consequences • Continuum of evidence-based academic & behavioral supports
Interventions	<ul style="list-style-type: none"> • Academic & Behavioral Achievement - <u>GOALS</u> • DATA & Decision Making • Teach and Reinforce / RTI / Differentiation • Screen & Monitor Student Performance & Progress
Supports	<ul style="list-style-type: none"> • Campus & Classroom Systems & Structure • Supporting Social Competence • Home & School Communication • Incentives – Resources - Documentation

San Benito School Climate Survey for Elementary and Secondary Teachers

During the 2016/2017 school year, Fred Booth Elementary performed a School Climate Survey for Teachers. This

survey was designed to evaluate the school's overall environment.

Overall, teachers believe that Fred Booth Elementary is a safe, clean, and welcoming school.

Questions	Percentages
	Always
School provides safe and secure areas.	48.15%
The staff is welcoming to visitors and parents.	66.67%
Adults in our school treat students with respect.	66.67%
Our school reflects true “sense” of community.	46.15%
Our school supports and appreciates the sharing of new ideas by all members of school.	51.85%
Our school encourages all families to be part of school activities.	66.67%
Teachers and staff are involved in the decision-making process with regard to materials and resources.	51.85%
Students know what behaviors are expected of them.	50%
Generally, I feel safe in school.	57.69%
Our school provides guidance and counseling services to students who need it.	55.56%
Physical fights among students.	66.67%
The principal maintains a good rapport and good working relationship with the staff.	51.85%
The school is always well-maintained (Air conditioning and heat work, adequate lighting, grounds are kept in order)	51.85%
I enjoy teaching at this school	62.96%
High standards and expectations are set for all students at this school.	62.96%
I feel respected and valued by the building administration.	51.85%
The building administration promotes school pride and a sense of belonging for all.	55.56%

All building administrators strive to promote a respectful and safe environment.	55.56%
I feel I can approach the building administrator with concerns, issues, or ideas	51.85%
Learning standards and expectations are clearly explained to students at this school.	69.23%
Helping students meet challenging academic goals is a primary focus of this school.	66.67%

2017 SBCISD Elementary Student Survey

The SBCISD Elementary Survey was conducted in May 2017 to determine the strength and weaknesses of Culture and Climate in each Elementary Campus.

Questions

Student Responses - Always Percentages

I feel like I do well in school.	44.5%
My school wants me to do well.	97.5%
My school has clear rules for behavior.	86.5%
Teachers treat me with respect.	77.5%
I feel safe at school.	54.5%
There is an adult at my school who will help me if I need it.	73.5%

School Culture and Climate Strengths

Fred Booth has developed a Culture Handbook which includes the "RAK" rule (Random Acts of Kindness); hand gestures; and, school rules and consequences "LEARN" (L-Listen to Instruction!; E-Enter and Exit prepared!; A-Always try your Best!; R-Respect yourself and others!; N-No EXCUSES!). Traffic rules are visible in the entire campus and a school "Mode of Dress" has been adopted to ensure students are safe and feel a part of a group. A 5-Step Discipline Management Plan is in place and has reduced the amount of referrals to zero. Students are given leadership

opportunities through the Principal's Cabinet Program and parents are also invited to be a part of the MOMS and DADS Organization. Professional Learning Communities (PLCs) are scheduled daily by grade level to review, analyze, and plan for instruction. Campus administration has an open-door policy and are available to meet with all stakeholders.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: The school is not 100% safe & secure **Root Cause:** Visitors entering the building have access to the entire school.

Problem Statement 2: Traffic Safety in the front of the school and bus pick up areas are dangerous for pedestrians. **Root Cause:** Although, the campus has set traffic safety rules, there is nothing preventing pedestrians from walking their children through traffic in the pick-up areas.

Problem Statement 3: Students, staff, and visitors are not safe from inclement weather when entering and exiting the school. **Root Cause:** There are no awnings to protect students, staff, and visitors in the front of the school and the sidewalks leading up to the building are not wide enough.

Problem Statement 4: During the dismissal bell students have no covered area in the front of the school to wait for their parents for pick-up. **Root Cause:** The school does not have any covered area in the front of the school.

Problem Statement 5: Students do not know how to control their impulses, make good decisions, and avoid actions that are detrimental to themselves and others. **Root Cause:** The school does not provide specific educational and therapeutic training to students to assist them with making mature decisions and handling difficult situations that involve strong or negative feelings.

Problem Statement 6: Students are not aware of the wealth of career and educational opportunities. **Root Cause:** Students do not get exposed to the various career fields and do not understand the skills and education required for specific jobs, industries, and fields.

Problem Statement 7: Students are not aware of the individual needs of people, families and the community around them and the world. **Root Cause:** Students are not exposed to the local and national news effecting the everyday lives of people.

Problem Statement 8: Students are not aware of the importance of leading healthy lives. **Root Cause:** Students are not provided a variety of educational opportunities to study, improve, and understand the importance of leading healthy lives.

Problem Statement 9: It is difficult to ensure special events are well organized on campus. **Root Cause:** The school has no display tables.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The SBCISD Human Resource Department focuses on recruiting and hiring qualified staff. SBCISD has a formal mentoring program for all teaching staff new to the district as well as ongoing support during their first year. Fred Booth follows the SBCISD hiring process to ensure every child is being taught by a highly qualified teacher. All teachers and teacher assistants at Fred Booth are certified. Fred Booth also provides mentors to all new teachers. We have 1 certified SPED teachers; 15 certified Bilingual teachers; 5 teachers are GT certified (the goal is to have all teacher GT certified by the year 2019); and, all administrators are certified. Campus administrators re-certify for T-TESS & T-PESS annually and teachers receive T-TESS training annually. All professional staff are required to complete yearly goals and monitor their progress. District, Regional, and Campus Training Sessions are scheduled to assist with professional growth. Professional Learning Community meetings are held bi-monthly to assist teachers with analyzing student data and planning for instruction.

Staff Quality, Recruitment, and Retention Strengths

All campus teachers are certified and highly qualified. All campus administrators are certified and highly qualified. All teacher assistants are certified. All campus faculty meet the qualifications for special programs and attend all required campus and district trainings.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Professional staff leave to work in other districts when opportunities arise. **Root Cause:** Salaries for professional staff are not competitive with surrounding districts.

Problem Statement 2: Not all teachers apply feedback from walkthroughs and observations to new upcoming lessons. **Root Cause:** Teachers do not consistently review thier walkthrough data.

Problem Statement 3: Teachers do not use current instructional materials. **Root Cause:** Teachers do not discard outdated material.

Problem Statement 4: Teachers do not implement best practices in the classroom. **Root Cause:** There is a lack of professional development in best practices.

Problem Statement 5: Aministrative Trainings are not always available and do not target the needs of a campus administrator. **Root Cause:** Professional Development for administrators is not scheduled on a timely basis.

Problem Statement 6: Staff Development on Improving School health Programs is not available. **Root Cause:** Lack of professional health professionals to conduct workshops, training, and sessions.

Problem Statement 7: CTC and teachers do not know the campus STAAR/STAAR Alt 2/TELPAS procedures. **Root Cause:** New campus testing procedures for 2018. are in place.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Fred Booth Elementary follows the TEKS Resource System. The YAG (specific skills and standards) is analyzed and adjusted for curriculum alignment and STAAR during PLCs, grade level meetings, and vertical alignment meetings. The teacher also use the ELPS strategies, the Internet, TEA resources, Teachers-Pay-Teachers. Learning Farm will be purchased for the campus which will target Reading, Math & Science. In collaboration with campus administration, RTI Teacher, and Classroom Teachers, student assessments results, progress monitoring, and program usage is reviewed and analyzed. Curriculum, Instruction, and Assessment decisions are based on data collection. Data walls are posted so teachers can progress monitor each individual student. Lesson Plans are adjusted and modified to meet the needs of the students.

CPQs - Comprehensive Purpose Questions are planned for every lesson and must be documented in all lesson plans. Vocabulary development is a key component to every lesson and must be subject specific. Subject specific word walls are required to be displayed in every classroom. These word walls are consistently changing throughout the year depending on the lesson.

Fred Booth uses different types of assessment tools and ensure teachers are involved in the process. Authentic writing is also an intricate part of the instructional process which includes all teachers being required to submit writing samples for every child to campus administration bi-monthly. Hand-on instructional opportunities are encouraged to allow students to demonstrate their learning through performance, product development and individual and/or group presentations on a regular basis. Campus level disaggregation of data allows teachers to plot the progress of every child and identify thier individual needs. Classroom schedules allow time for TIER II & III instruction.

Pre-Kinder CLI - Children Learning Institute / Circle Progress monitoring takes place at the beginning, middle and end-of-year. The Pre-Kinder/PPCD teachers are provided the OWL Program (Opening a Waorld of Learning) to enhance Reading skills. the Pre-Kinder teachers use Sparkito for our LEP children. Fred Booth partners with the Head Start Program.

The Fred Booth Resources are listed below by grade level and subject:

GRADE	ALL GRADE LEVELS - TEKS Resource System, YAG, ELPS, TEKS, Internet, TEA, Teachers Pay Teachers, Learning Farm, STAAR Novel Sets READING	(Opening The World Of Learning) WRITING	MATH	SCIENCE	SOCIAL STUDIES
PRE-KINDER	OWL Program, Circle Sparkito - LEP				
KINDER	Saxon Phonics Imagine Learning Myon, Flocabulary Teacher made vocabulary power pts	Thinking Maps 4-Square Brainpop	EnVision Flocabulary Learning Farm Teacher made Center Activities	Pearson Stemscope Epic, Brainpop Jr Flocabulary	Epic
FIRST	Phonics for Reading, Motivation Brainpop, Saxon Phonics/Readers Compendo / Imagine Learning, Myon, Storyworks Flocabulary	Pearson Brainpop Thinking Maps 4-Square	EnVision, Pearson, Flocabulary You Tube, Motivation, Mailbox, Brainpop Learning Farm	Pearson, Flocabulary Brainpop Stemscope Readworks,	Pearson Brainpop, Valley Morning Star
SECOND	Compendo , Imagine Learning, Saxon Phonics, Flocabulary Storyworks, Myon, Learning Farm, Readworks, Forde Ferrier	Thinking Maps 4-Square Brainpop	EnVision Flocabulary Motivation, Forde Ferrier, Learning Farm, *RTI math Workbook	Pearson, Flocabulary Stemscope Readworks, Brainpop Valley Morning Star	Pearson C-Scope Readworks

THIRD	Brainpop / Istation / STAAR Ready, Think Central / Starfall, Imagine Learning Motivation, Forde Ferrier, Flocabulary Valley Morning Star, Myon, Learning Farm, Storyworks, Education.com, Target Reading, Countdown to Staar, Texas coach-Buckle up, Staar Warmups, *RTI Reading	Thinking Maps 4-Square Brainpop Lonestar	EnVision, Flocabulary Think Through Math, Brainpop, Lonestar Math, Texas Coach, Motivation, Forde Ferrier, Countdown to Staar, Staar Master, *Lonestar Daily Rigor, *RTI Math Staar Ready *Grade 3 Mathwarm-up.com	Odyssey Brainpop Motivation, Flocabulary Pearson Stemscope You Tube	Brainpop Pearson Enchanted Learning.com
FOURTH	Learning Farm, Myon, Flocabulary Brainpop, Istation, Think Central, Imagine Learning, Motivation, Forde Ferrier, Valley Morning Star, Coach Jumpstart Plus, Storyworks, Countdown to Staar, Lonestar, *Buckle down, National Geographic Kids, Education galaxy, Staar Ready Practice Tests, Scholastic Novels *Reading Texas TEKSEdition Coach, **Forde Ferrier RTI Reading, **Education galaxy, Readworks.org	Thinking Maps 4-Square Brainpop, Staar Master Motivation, Countdown to Writing Staar, *Staar Write Writing, Education Galaxy, Dyna Notes, Staar Write Vocabulary, Brain Ninjas, STAAR Wars Writing task cards, May the 4's be with you, *Expository Revision Stations	EnVision, Brainpop, Forde-Ferrier *Ultimate STAAR Wkbk Motivation Math, Texas Coach, Lonestar Math, Staar Master, Countdown to Staar Teksing towards Staar,, *STAAR Ready Test Practice, **RTI Math, **DynaNotes, **Learning Farm Flocabulary	Flocabulary Brainpop / Ignite Pearson / Motivation / Stemscope	Brainpop Ignite Pearson Scholastic, You Tube

FIFTH	Flocabulary, Storyworks, Myon, Learning Farm, Texas Coach, Buckle Down Texas	Thinking Maps	EnVision, Flocabulary, Brainpop, Lone Star Math, Texas Coach / Forde Ferrier, *Step Up to Teks, Countdown to Math	Discovery Ed.	Brainpop
	Brainpop / Istation, Think Central,	4-Square	STAAR, Teksing to Staar, Learning Farm, Teking the TEKS, Countdown to Math, *Forde Ferrier Readiness Review and Assessment, **Forde Ferrier RTI	Brainpop / Ignite	Pearson / Motivation
	Imagine Learning, Motivation, Forde Ferrier, Valley Morning Star, Class novels, Forde ferrier-RTI	Brainpop	Math Books, **Step Up to the TEKS	Pearson Motivation	Gateway to Science
				Stemscope, Staar Master, Forde Ferrier, Learning Farm, DynaNotes, Texas Science HedgeHog. Learning, Kahoot	

STAAR Blueprints, Release Tests, TELPAS, Campus and District Benchmarks, Kilgo, DMAC Question Bank, and Lead4ward are assessments resources analyzed for instructional lesson planning and interventions for all students.

RtI committee meetings are held at the end of every six weeks or as needed to identify interventions and strategies during the teacher's conference. This process takes 2 to 5 days to complete.

LPAC coordinating conferences take place every six weeks.

SPED coordinating conferences take place every six weeks.

After school tutorials begin after the first six weeks and continue up to the week before STAAR for each grade level in third through 5th grade. Kinder through 2nd grade after school tutorials begin after the first six weeks till the end of the fourth six weeks. Saturday tutorials begin the second semester and/or the fourth six weeks up until the STAAR administration.

Curriculum, Instruction, and Assessment Strengths

- Professional Learning Communities (held daily by grade level)
- Vertical Alignment meetings held once a month after school
- Campus resources and assessment tools
- RTI Program
- Campus Teacher Mentor Program
- TIER II & TIER III Intervention Instructional Time
- Martha Morales Reading Training for all teachers on campus

- *May the Fours Be With You Training for 3rd - 5th Grade Students and Teachers*
- *PBIS Commitment*
- *Master Schedules*

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Students are not performing at or above grade level. **Root Cause:** Lack of consistent monitoring and assessment.

Problem Statement 2: Special populations did not pass state assessments. **Root Cause:** The rigor and relevance of instruction is not implemented.

Problem Statement 3: Resources are not available for students day one of school. **Root Cause:** District budget release and ordering time to receive resources is available after the start of the school year.

Problem Statement 4: Curriculum alignment for all subjects is not available. **Root Cause:** The district has not completed an aligned curriculum for all grade levels in all subject area.

Problem Statement 5: Students are not meeting standard in writing. **Root Cause:** There is no writing curriculum to follow in the district.

Problem Statement 6: Science curricula impementation is limited at all levels from Pre-K to 5th Grade. **Root Cause:** The campus does not adequate Science equipment or Science lab.

Family and Community Involvement

Family and Community Involvement Summary

Fred Booth Elementary, in collaboration with parents and community, will provide an exemplary education for all students in a disciplined, dynamic, and nurturing environment to maximize success for every student.

We believe that teachers, counselors, students, parents, administrators, staff, and other members of the Fred Booth family will form a team effort to educate every child and help them become a productive member of our society.

In order to build partnerships, the Fred Booth Elementary Staff and parents of students participating in programs funded by Title I agree that the responsibilities and duties of both school and parent to improve the academic achievement of all students is crucial to their development and success.

SCHOOL	PARENT / GUARDIAN
---------------	--------------------------

<ul style="list-style-type: none"> • Will provide a high quality curriculum and instructional program that enables students to meet the State’s academic achievement standards • Will collaborate with parents and community to ensure each child experiences optimal social, emotional, academic, and physical success through a challenging and progressive child-centered educational program • Will hold parent conferences and contact parents by phone on a regular basis regarding the progress of their child (home visits whenever possible) • Provide parents with progress reports (every 3rd and 6th week grading period) • Will provide opportunities for parents to volunteer and/or participate in school sponsored activities • Will keep parents informed of special activities through campus website, flyers, phone messages, ClassDojo, media, etc. 	<ul style="list-style-type: none"> • Assert my child comes to school every day prepared, rested, healthy, and ready to learn • Encourage my child to put a high priority on education (attend all scheduled tutorials, etc.) • Ensure my child completes all assignments and special projects (homework, make-up work, etc.) • Become familiar with my child’s activities and academic programs • Become a school volunteer • Monitor my child’s academic progress and contact teachers as needed • Attend all scheduled conferences • Assert my child reads every day • Participate in campus parent organizations (CIT, PTO, GT, Parent Center, and or other advisory or policy groups) • Ensure I read all notices from school and respond as needed • Ensure I keep my contact information up to date with the school (address, phone number, emergency contact information, etc.)
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Family and Community Involvement Strengths

- MOMS - Moms of Magnificent Students Organization
- DADS - Dads and Dudes Support Organization
- PTO
- Campus Initiatives (Homecoming and Christmas Parades, City Events, Veteran's Day Ceremony, Valley Art Contests, Fall Fair, Blood Drives, Career Fair, College Fair, After School Program, Pre-Kinder Showcase, Kinder Graduations, Awards Assemblies, etc.)
- ClassDojo
- Campus Facebook Page
- Campus Website

- School Messenger

Problem Statements Identifying Family and Community Involvement Needs

Problem Statement 1: Not all parents and/or community members are able to attend special events. **Root Cause:** Conflicting parent/community/school schedules.

Problem Statement 2: Parent/student contact information is not up-to-date. **Root Cause:** Parents do not contact the school when their personal information has changed.

Problem Statement 3: Parent/student may not have technology available in their home to be able to receive or access school information. **Root Cause:** Family's socioeconomic status.

School Context and Organization

School Context and Organization Summary

Fred Booth Elementary begins instruction at 7:45 and dismisses classes at 3:15. Teachers sign in at 7:30 and are dismissed at 3:30, 45 minutes of conference time is allotted to all teachers daily. PLC's will be conducted on specific days for individual grade level and once a month after school for vertical alignment. PLCs is a collaborative effort with all staff and will consist of planning, data analysis, and vertical alignment sessions. Reading and Math blocks are designed to be 90 minutes, and the time and treatment for the Bilingual students are followed in grades K-5. Counseling and library classes will be provided every other week the master schedule for all students in grades Pre-K - 5th grade. Students attend PE classes 3 times a week, library and fine arts once a week. A duty schedule is provided for all staff. All kinder & PE teacher assistants are provided a schedule to report to 1st - 5th grade classes during teacher conferences to assist with small group at-risk students.

At Fred Booth Elementary our aim is to provide a premier education for all students, through a positive and safe learning environment, so that our students are academically and socially prepared to undertake any endeavor. Our students set short-term and long-term goals and are given opportunities to research future educational opportunities and careers. Students are assessed in every grade level with campus and district benchmarks and other assessment tools to monitor student progress. In collaboration with all faculty & staff, Fred Booth has set grade-level goals as follows:

PRE-KINDER GOALS

I WILL....

- **engage in pre-reading and reading.**
- **use auditory skills to understand the sounds of spoken language.**
- **recognize my Alphabet and sounds.**
- **count from 1 to 100.**
- **write my name.**
- **respect personal boundaries.**
- **follow rules and take care of classroom materials.**

KINDER GOALS

I WILL....

- **write in complete sentences.**
- **retell a story from beginning to end.**
- **read fluently.**
- **know my Fry words.**

- **count to 100 by 1's, 5's, 10's, & 20's.**
- **know how to add & subtract numbers.**
- **know and understand how to follow school rules.**

1ST GRADE GOALS

I WILL...

- **know and use decoding skills.**
- **be reading at or above grade level.**
- **be able to write short stories with correct sentence structure.**
- **know how to add & subtract numbers.**
- **know my fractions.**
- **know how to tell time.**
- **know & recognize money.**

2ND GRADE GOALS

I WILL...

- **read at or above grade level.**
- **be able to summarize a story.**
- **be able to revise, edit, & write short stories.**
- **learn how to write in cursive.**
- **know how to add & subtract 2 and 3 digit numbers.**
- **Know my multiplication facts to 12.**
- **Know how to solve a two-step word problem.**
- **Know the value of coins and currency.**
- **Know and understand the Scientific Method.**

3RD GRADE GOALS

I WILL...

- **apply phonics & structural analysis to decode words.**
- **read fluently at or above grade level & monitor my comprehension.**
- **infer using text evidence & schema.**
- **be able to identify common themes between two texts across genres.**

- compose a variety of sentences using appropriate grammar and capitalization.
- be able to compose an expository passage.
- know how to add & subtract three-digit numbers.
- know how to compose, decompose, & compare fractions.
- know my multiplication & division facts up to 12.
- classify different forms of matter.

4TH GRADE GOALS

I WILL...

- be able to revise & edit text.
- write an expository passage.
- infer using text evidence & schema.
- read fluently at or above grade level & monitor my comprehension.
- form connections between two novels.
- add and subtract whole numbers & decimals.
- decompose fractions into a sum of fractions with the same denominator.
- determine the product of a two-digit by two-digit number & a one-digit by up to a four-digit number.
- know and understand Science terminology.
- know and understand Earth and Physical Science.

5TH GRADE GOALS

I WILL...

- read fluently at or above grade level & monitor my comprehension.
- infer using text evidence & schema.
- read an assigned novel & complete a book project.
- be able to add, subtract, multiply, and divide whole numbers and decimals.
- be able to calculate conversions (customary & metric).
- be able to understand and use strategies involving word problems.
- know and understand Science terminology.
- know and understand Earth, Physical, & Life Science.

All teachers are required to keep their **LIFE** Binders (*Leading Instruction For Excellence*) up to date with current student data ensuring that when a student is struggling with mastering the TEKS, every effort is made to intervene on behalf of the child. Instructional interventions, resources, and strategies are reviewed and analyzed for effectiveness and purpose. Technological resources are also a key factor in ensuring students receive the highest quality

instruction. Each classroom, including Fine Arts, PE, Library, Counselor's Classroom, and SPED will have TV monitors by the end of the 2017-18 school year. The plan is for all classrooms to receive new projectors, document cameras and four student computers. The projector program will be purchased for all teachers to assist with instruction. All data is reviewed for students in special programs and individual education plans are strictly followed. Instructional time is protected, to include TIER II & III. PLCs are scheduled daily by grade level from Pre-K through 5th grade and vertical alignment teams for Reading/Writing, Math/Science will be conducted once a month after school. Besides PLC time, teachers have a 45 minute planning period where they meet with parents, plan for instruction, review data, grade, RTI and attend professional development. Students and staff have developed a culture manual and abide by a 5-Step Discipline Management Campus Plan. Faculty meetings are held twice a month and/or as needed to review policies, procedures and campus and district initiatives.

Social Media will be a norm at Fred Booth. Teachers will be required to use ClassDojo and our facebook page and website are kept up to date with current events and activities. The SchoolMessenger Program is used to send messages to the parents and staff and our Marquee promotes school projects, special events, and announces campus, teacher, and student accomplishments. Monthly safety drills are conducted (Fire Drills, Emergency Code Drills).

School Context and Organization Strengths

- Professional Learning Communities (PLCs)
- Master Schedule
- Duty Schedule
- Computer Schedule
- Classroom Schedules
- LIFE Binders
- DATA Walls
- Campus and District Assessments and Benchmarks
- Faculty and Culture Campus Manuals
- 5-Step Discipline Management Plan
- Safety Drills
- Campus Facebook Page
- Campus Website

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: The school Marquee is not conducive to meet the school's social media needs. **Root Cause:** Marquee is outdated and doesn't provide enough space to incorporate all the information needed to inform parents and visitors of special events and activities.

Problem Statement 2: Not all campus teachers use ClassDojo. **Root Cause:** Some teachers do not understand how to use ClassDojo.

Problem Statement 3: Not all campus staff are able to participate in computer based programs. **Root Cause:** Teachers do not have access to resources due to technology issues.

Problem Statement 4: An organizational chart is required to establish the roles and responsibilities of each administrator. **Root Cause:** An organizational chart is not currently in place that is purposeful and effective.

Technology

Technology Summary

Fred Booth Elementary knows that technology has a positive impact in the education process. Technology occupies an important place in our students' lives. When students are not in school, just about everything that they do is connected in some way to technology. By integrating technology into the classroom, teachers change the way they used to teach and provide students with the tools that will enhance their learning in the 21st century. At Fred Booth Elementary teachers will have access to the reflector program which will allow them to teach as they monitor the classroom. The goal is for every classroom to have four desktop student computers so teachers can have the opportunity to rotate student groups to utilize computer programs like Learning Farm for all students to assist with Reading, Writing, Math, and Science and Imagine Learning for the LEP students to assist them with Language Acquisition. This type of technology in the classrooms will assist teachers to teach all other campus and district based technological instructional programs. Students have more opportunities to conduct research and develop projects and hands-on activities.

Technology changes by the minute, and as educators we need to keep up with the times in order to best prepare our students for this ever-changing world that we live in. Using technology in the classroom will help prepare students for the digital future. Students prefer technology because they believe that it makes learning more interesting and fun. They especially like laptops and tablets. Fred Booth Elementary has two COWs (Computers on Wheels). The goal is for every child to receive a Kindle or iPad so they can have more opportunities to participate in computer based programs. One district initiative, presented to us by Mr. Raul Trevino, Executive Director of Leadership and Performance, is the MyOn Reading Program. This initiative allows all students in the district to be able to read books of interest and reading ability levels anywhere. It has brought a level of technological interest to Fred Booth Elementary that is leading us to make every effort to insure every child receives a Kindle. Subjects that students deem challenging or boring can become more interesting with virtual lessons or through a video. Students can learn according to their abilities and needs. This form of teaching is also great for the teachers because it gives every teacher the time to work individually with students who may be struggling.

These are some reasons Fred Booth Elementary will be implementing technology in the classroom:

- 1) If used correctly, technology will help prepare students for their future careers, which will inevitably include the use of wireless technology.
- 2) Integrating technology into the classroom is definitely a great way to reach diversity in learning styles.
- 3) It gives students the chance to interact with their classmates more by encouraging collaboration.
- 4) Technology helps the teachers prepare students for the real world environment.
- 5) Integrating technology in education everyday helps students stay engaged.

- 6) With technology, the classroom is a happier place. Students are excited about being able to use technology and therefore are more apt to learn.
- 7) When mobile technology is readily available in the classroom, students are able to access the most up-to-date information quicker and easier than ever before.
- 8) With technology in the classroom the teacher becomes the encourager, adviser, and coach.
- 9) Students become more responsible. Technology helps students take more control over their own learning. They learn how to make their own decisions and actually think for themselves.

Technology Strengths

District and campus access to a variety of applications for students, teachers and administration.

Network infrastructure is updated at the district and campus level as needed.

Administration is well versed in a variety of applications to offer support to the staff.

All teachers have access to a laptop through the technology department.

Problem Statements Identifying Technology Needs

Problem Statement 1: Not all classrooms have TV monitors. **Root Cause:** Campus budget has not been utilized to purchase TV monitors.

Problem Statement 2: Supplemental computer programs not being used efficiently and/or effectively. **Root Cause:** Lack of planning during subject specific instructional time.

Problem Statement 3: Whole class instructional technology program usage is limited. **Root Cause:** Only one computer lab is available for 500 students.

Problem Statement 4: Problems arise during use of educational computer software/lessons (Learning Farm, Pearson, etc.) **Root Cause:** Internet server is

not reliable throughout the school

Problem Statement 5: It is difficult to conduct technological lessons for students and/or campus/district trainings in the library. **Root Cause:** There is no reliable audio/video system in the library.

Problem Statement 6: Supplemental instructional program usage is minimal in the library. **Root Cause:** Only 8 older computers are available.

Problem Statement 7: Supplemental computer program lacking student accountability. **Root Cause:** Program provides literature without monitoring comprehension success.

Problem Statement 8: Technological equipment is lacking on campus. **Root Cause:** Campus budget is not sufficient to provide technology equipment needed in the school in one year.

Problem Statement 9: Technology training is lacking in the district and on campus. **Root Cause:** District technology workshops and trainings are not scheduled as turn-around trainings for the campus.

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
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating 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 failures
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Student failure and/or retention rates
- 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
- 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
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance 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 department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- 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
- Budgets/entitlements and expenditures data

Goals

Goal 1: SBCISD / Fred Booth Elementary will increase academic achievement for all students and thus closing the gap between student populations in pursuit of advanced performance.

Performance Objective 1: ESSA: By June 2018 80% (district) 90% (campus) of all students, with a concentrated effort on all special populations will meet established standards on the state assessments.

Evaluation Data Source(s) 1: STAAR Assessment DATA

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>PBMAS Critical Success Factors CSF 1</p> <p>1) All students identified as English Language Learners will receive instruction tailored to assist with their English language acquisition thru the use of Imagine Learning.</p>	1	Teachers RTI Computer Lab Manager	Student will increase their English Language Acquisition				
Problem Statements: Student Achievement 2							
<p>PBMAS Critical Success Factors CSF 2</p> <p>2) Teachers will progress monitor students identified as Tier II and Tier III students every two weeks by identifying students who are at-risk.</p>	1	Teachers RTI	Monitor the progress of every student and target skills not mastered base on DATA				
Problem Statements: Student Achievement 6, 7							
<p>Critical Success Factors CSF 2 CSF 6</p> <p>3) Create an RTI plan of instruction in order to address areas of concern for each individual student.</p>	1	RTI Teachers	To target the needs of every individual student, to include discipline, and help them be successful in all areas				
Problem Statements: Curriculum, Instruction, and Assessment 1							

System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 4 4) Provide instructional support to facilitate academic improvement in content areas within a small group setting with at-risk students.	1	Teacher Assistants Teachers	90% of all at-risk students, including special education and ELLs will meet established state standards.		
	Problem Statements: Curriculum, Instruction, and Assessment 1, 2, 3, 5, 6 Funding Sources: 199 - General Fund - \$0.00				
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 5) System Safeguard Strategy Provide intensive, systematic, research-based accelerated instruction in the content areas for identified at-risk students.	1	Teachers RTI	90% of at-risk students will meet established standards Students in special programs will show up to 50% growth in all areas. ELL students will show 50 % growth in Reading.		
	Problem Statements: Curriculum, Instruction, and Assessment 2				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue					

Performance Objective 1 Problem Statements:

Student Achievement	
Problem Statement 2: Proficiency of ELL students in standardized state assessments	Root Cause 2: Lack of standard ELL curriculum for bilingual students
Problem Statement 6: TIER I instruction is below standard for closing the achievement gap.	Root Cause 6: Lack of professional development in differentiated strategies to work with at-risk students in all areas.
Problem Statement 7: TIER II & III instruction is below standard for closing the achievement gap.	Root Cause 7: Lack of resources needed to differentiate instruction in all areas (Reading, Math, Writing, Science)
Curriculum, Instruction, and Assessment	
Problem Statement 1: Students are not performing at or above grade level.	Root Cause 1: Lack of consistent monitoring and assessment.
Problem Statement 2: Special populations did not pass state assessments.	Root Cause 2: The rigor and relevance of instruction is not implemented.
Problem Statement 3: Resources are not available for students day one of school.	Root Cause 3: District budget release and ordering time to receive resources is available after the start of the school year.
Problem Statement 5: Students are not meeting standard in writing.	Root Cause 5: There is no writing curriculum to follow in the district.
Problem Statement 6: Science curricula impementation is limited at all levels from Pre-K to 5th Grade.	Root Cause 6: The campus does not adequate Science equipment or Science lab.

Goal 1: SBCISD / Fred Booth Elementary will increase academic achievement for all students and thus closing the gap between student populations in pursuit of advanced performance.

Performance Objective 2: Increase the Reading performance levels of students in 1st and 2nd grade by 30%.

Evaluation Data Source(s) 2: Beginning of year, middle of year, and end of year campus and district assessment data.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 1) Teachers will utilize Mentoring Minds for Critical Thinking and ensure time is allotted in class to target Reading Comprehension Skills.	1	Teachers	Raise comprehension performance levels by 20 to 30%				
Problem Statements: Student Achievement 4 - Curriculum, Instruction, and Assessment 4 Funding Sources: 211 - Title I, Part A - \$2,200.00							
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 4: Reading comprehension is not at grade level Root Cause 4: Lack of standardized reading curriculum
Curriculum, Instruction, and Assessment
Problem Statement 4: Curriculum alignment for all subjects is not available. Root Cause 4: The district has not completed an aligned curriculum for all grade levels in all subject area.

Goal 1: SBCISD / Fred Booth Elementary will increase academic achievement for all students and thus closing the gap between student populations in pursuit of advanced performance.

Performance Objective 3: Increase the Math performance levels of students in 1st and 2nd grade.

Evaluation Data Source(s) 3: Beginning of year, middle of year, and end of year campus and district assessment data by 30%

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 1) Teachers will utilize Mentoring Minds for Critical Thinking and ensure time is allotted in class to target computation and problem solving skills.	1	Teachers	Raise computation and problem solving skills for every student by 20 to 30%				
	Problem Statements: Curriculum, Instruction, and Assessment 1, 4 Funding Sources: 211 - Title I, Part A - \$2,238.50						
Critical Success Factors CSF 4 2) Apply for the Reflex Math Grant. The purpose for the grant is to provide our students with the opportunity to work with a flexible individualized math fluency system. This helps students make tremendous gains with their math facts, enabling them to tackle higher math concepts with confidence.	1	2nd Grade Teachers	This grant provides extra assistance to students of all ability levels and targets their fluency with basic facts in addition, subtraction, multiplication, and division. Reflex continuously monitors each student's performance, provides educators with the tools needed to monitor and support student progress, plus students receive access anytime, anywhere the internet is available. The grant requirements are being fulfilled in the 2nd Grade classrooms. The grant was awarded on November 9th 2017 for a 12 month period. This grant will end November 2018.				
Problem Statements: Student Achievement 6 - Curriculum, Instruction, and Assessment 1							
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Performance Objective 3 Problem Statements:

Student Achievement

Problem Statement 6: TIER I instruction is below standard for closing the achievement gap. **Root Cause 6:** Lack of professional development in differentiated strategies to work with at-risk students in all areas.

Curriculum, Instruction, and Assessment

Problem Statement 1: Students are not performing at or above grade level. **Root Cause 1:** Lack of consistent monitoring and assessment.




Problem Statement 4: Curriculum alignment for all subjects is not available. **Root Cause 4:** The district has not completed an aligned curriculum for all grade levels in all subject area.







Goal 1: SBCISD / Fred Booth Elementary will increase academic achievement for all students and thus closing the gap between student populations in pursuit of advanced performance.









Performance Objective 4: Increase Reading, Writing, Math, and Science performance levels for all students in Kinder - 5th Grade to meet and increase the performance level state standards in Index 1-Student Achievement, Index 2-Student Progress, Index 3-Closing Performance Gaps, and Index 4-Postsecondary Readiness.

Evaluation Data Source(s) 4: Weekly performance and utilization reports, campus and district benchmarks, state assessments

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Teachers will utilize high quality technology programs to target state standards (TEKS) in the areas of Reading, Math, Writing and Science. The programs are goal-oriented, self-paced, instruction and practice with rigorous content specific lessons to increase student performance. The teacher will ensure students are engaged and remain on task.</p>	1	Teachers DEAN	Weekly progress is expected to be raised by 10 to 20%				
<p>Problem Statements: Student Achievement 4 Funding Sources: 211 - Title I, Part A - \$3,620.00</p>							

<p align="center">System Safeguard Strategy</p> <p align="center">PBMAS</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 4 CSF 6</p> <p>2) Two classroom novel sets will be purchased for every classroom from Pre-K to 5th Grade to increase student's lexile measure to meet and challenge individual student reading abilities.</p> <p>Typical Lexile Measures</p> <p>1 BR120L* to 295L</p> <p>2 170L to 545L</p> <p>3 415L to 760L</p> <p>4 635L to 950L</p> <p>5 770L to 1080L</p> <p>6 855L to 1165L</p> <p>7 925L to 1235L</p> <p>8 985L to 1295L</p> <p>9 1040L to 1350L</p> <p>10 1085L to 1400L</p> <p>11 & 12 1130L to 1440L</p> <p>Students will be challenged and asked questions that push them to refer back to what they've read. This stresses critical-thinking, problem-solving, and analytical skills that are required for success in college, career, and life.</p>	1	Teachers Librarian	measure and forecast reader growth				
<p>Problem Statements: Student Achievement 4</p> <p>Funding Sources: 199 - General Fund - \$7,082.20</p>							
<p align="center">System Safeguard Strategy</p> <p align="center">PBMAS</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 4</p> <p>3) Teachers will utilize Mentoring Minds for Critical Thinking to address 100% of the Math, ELAR, Writing and Science TEKS and prepare students to excel. This supplemental curriculum also unpacks and explains all the TEKS and gives teachers access to proven instructional strategies for planning content-driven lessons, differentiating instruction, and creating thinking-centered classrooms.</p>	1	Teachers	Students are expected to have abundant practice opportunities to support Math, Reading, Writing, and Science curricula with strong instruction for reading, writing, and reasoning skills.				
<p>Problem Statements: Student Achievement 2, 5</p> <p>Funding Sources: 199 - General Fund - \$19,542.96</p>							

<p align="center">System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 4</p> <p>4) Making learning accessible, engaging and relevant. Every classroom. Every lesson. It starts with engagement and ends with literacy. Engage - Educational hip-hop videos teach standards-based skills and content. Master - Activities, assessments and analytics develop skills and provide valuable learning insights for teachers Create - Interactive tools get creative juices flowing as students write and perform their own educational raps</p>	1	Teachers RTI Counselor Librarian	<p>Using Flocabulary will help students master academic content while building core literacy skills through engagement, mastery and student creativity.</p> <p>FREE use for 6 weeks. Some teachers have purchased on own.</p>				
<p>Problem Statements: Student Achievement 6 Funding Sources: 199 - General Fund - \$2,000.00</p>							
<p align="center">System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 4</p> <p>5) Use the STAAR Guide to Success as a tool to review Assessment Blueprints for All Subjects in grades 3-5 and prepare students for STAAR Rigor in grades k-2: -Reading, Math, Science, and Writing Standards with Depth of Knowledge (DOK) Levels -Instructional Guide for DOK Levels with Question Stems, Sentence Frames and more! -English Language Proficiency Standards -Linguistic Accommodations and Information for each Assessment -Essential Assessed Content Vocabulary in English and Spanish</p>	1	Teachers	<p>provide teachers with assessment and instructional information that is needed to better prepare students for the STAAR</p> <p>expected use in grades k - 2 as well as 3 - 5</p>				
<p>Problem Statements: Student Achievement 7, 8 Funding Sources: 199 - General Fund - \$834.90</p>							

<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>6) Use STAAR Libraries to provide authentic literature to support STAAR performance standards, provide exposure to more genres, enhance classroom libraries, supplement content-area instruction and encourage independent reading Kinder-5th Grade.</p>	1	Teachers	<p>To correlate genres encountered during STAAR to build from the foundation of learning Kinder - 5th Grade including:</p> <ul style="list-style-type: none"> - Expository Text -Poetry -Persuasive -History -Fantasy Culture -Reference -Literary Nonfiction -Drama -Procedural -Fiction -Graphic Novels -Biography 				
<p>Problem Statements: Student Achievement 4 Funding Sources: 199 - General Fund - \$2,472.00</p>							
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1</p> <p>7) Use STAAR Ready Practice Books to target specific skills for our special education students that mirrors the content, rigor, and format of the test and provides explicit instruction while giving extra support to teachers.</p>	1	Teachers SPED Resource/CM Teacher SPED TA	<p>Gives students authentic test-taking practice to build confidence and to provide additional practice, pretests, benchmark, and post test. Practice items require students to combine literary tools and apply higher-order thinking skills.</p>				
<p>Problem Statements: Student Achievement 8</p>							
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 6</p> <p>8) Provide after school tutorial and Saturday Academies to target Reading, Writing, Math, and Science STAAR tested objectives.</p>	1	Teachers, RTI Teacher, Campus Administration	<p>Increase Reading, Writing, Math, and Science performance levels for all students in 2nd through 5th grade.</p>				
<p>Problem Statements: Student Achievement 6, 7, 8 Funding Sources: 199 - General Fund - \$33,280.00</p>							
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1</p> <p>9) Provide instructional material and supplies to enhance learning and target specific skills.</p>	1	Teachers RTI Teacher Campus Administration	<p>Increase Reading, Writing, Math, and Science performance levels for all students in Pre-Kinder through 5th grade.</p>				
<p>Problem Statements: Student Achievement 6, 7, 8 Funding Sources: 211 - Title I, Part A - \$2,000.00</p>							

System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 4 CSF 6 10) Provide Science tables, stools, cabinets and appropriate Science equipment for the 5th Grade Science class and/or lab and sectionals to enhance Science experiences for students in Pre-K to 5th Grade in the rotunda.	1	Campus Administration Teachers	To improve Science experiences for all students.				
	Problem Statements: Curriculum, Instruction, and Assessment 6 Funding Sources: 211 - Title I, Part A - \$9,435.00						

Performance Objective 4 Problem Statements:

Student Achievement	
Problem Statement 2: Proficiency of ELL students in standardized state assessments	Root Cause 2: Lack of standard ELL curriculum for bilingual students
Problem Statement 4: Reading comprehension is not at grade level	Root Cause 4: Lack of standardized reading curriculum
Problem Statement 5: Student performance on benchmark and reports not reflective of state assessments	Root Cause 5: Depth and complexity in instruction
Problem Statement 6: TIER I instruction is below standard for closing the achievement gap.	Root Cause 6: Lack of professional development in differentiated strategies to work with at-risk students in all areas.
Problem Statement 7: TIER II & III instruction is below standard for closing the achievement gap.	Root Cause 7: Lack of resources needed to differentiate instruction in all areas (Reading, Math, Writing, Science)
Problem Statement 8: Proficiency of identified Special Education students in standardized state assessments.	Root Cause 8: Lack of differentiation of instruction in resource classes.
Curriculum, Instruction, and Assessment	
Problem Statement 6: Science curricula implementation is limited at all levels from Pre-K to 5th Grade. Root Cause 6: The campus does not adequate Science equipment or Science lab.	

Goal 1: SBCISD / Fred Booth Elementary will increase academic achievement for all students and thus closing the gap between student populations in pursuit of advanced performance.

Performance Objective 5: 100% of Fred Booth students will be technology proficient and meet state grade level appropriate technology standards. Technology will be utilized to supplement and enhance instruction in all subject areas.

Evaluation Data Source(s) 5: Program usage reports, lesson plans

Summative Evaluation 5:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Each classroom will be up to date with the current technology available for teachers and students to enhance the TEKS lessons in every classroom. Teachers will be required to use district and campus technology programs. (projectors, document cameras, TV monitors, computers, headsets, etc.). Staff will report any outdated or malfunctioning hardware to administrators.</p>	1	Teachers Campus Administration	As a results, classroom instruction is not interrupted by technology malfunctions and all software is up to date with current technology.				
<p>Problem Statements: Technology 2 Funding Sources: 199 - General Fund - \$2,387.40, 211 - Title I, Part A - \$24,732.00</p>							
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Update the projection system to enhance instruction in the classroom, computer lab, library, and cafeteria. Purchase and/or replace equipment as needed to ensure instruction is not interrupted.</p>	1	Campus Administration Campus Tech Rep.	to ensure instructional time is more efficient and enhance educational opportunities for all stakeholders				
<p>Problem Statements: Technology 1, 2, 4, 5 Funding Sources: 199 - General Fund - \$9,820.00</p>							
<p>Critical Success Factors CSF 4</p> <p>3) The reflector program will be purchased annually for the campus to increase the use of technology and provide teachers with flexible instructional mobility during all core areas. Teachers are required to attend training regarding the Reflector program at the beginning of the school year.</p>	1	Teachers DEAN	Teachers will all be sufficiently trained and utilize program to enhance maximum learning in the classroom.				
<p>Problem Statements: Technology 4, 5</p>							

Critical Success Factors CSF 2 4) Campus staff will be provided current and up-to-date technological equipment to ensure project reports, computer program usage reports, Eduphoria reports and student DATA reports	1	DEAN Teachers Nurse Counselor Librarian Computer Lab Manager	provide all staff with current student DATA to monitor their progress and plan for instruction	
	Problem Statements: Technology 1, 2, 3, 4			
System Safeguard Strategy PBMAS Critical Success Factors CSF 2 5) Update student accountability for myOn usage	1	Teachers	increase or maintain reading comprehension levels	
	Problem Statements: Technology 7			
Critical Success Factors CSF 1 CSF 4 CSF 7 6) Technology trainings will be provided to campus personnel throughout the year to enhance learning.	1	Librarian - Tech Rep.	teachers will become proficient in district and campus technology requirements and initiatives	
	Problem Statements: Staff Quality, Recruitment, and Retention 4 - Technology 9			
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue				

Performance Objective 5 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 4: Teachers do not implement best practices in the classroom. Root Cause 4: There is a lack of professional development in best practices.
Technology
Problem Statement 1: Not all classrooms have TV monitors. Root Cause 1: Campus budget has not been utilized to purchase TV monitors.
Problem Statement 2: Supplemental computer programs not being used efficiently and/or effectively. Root Cause 2: Lack of planning during subject specific instructional time.
Problem Statement 3: Whole class instructional technology program usage is limited. Root Cause 3: Only one computer lab is available for 500 students.
Problem Statement 4: Problems arise during use of educational computer software/lessons (Learning Farm, Pearson, etc.) Root Cause 4: Internet server is not reliable throughout the school
Problem Statement 5: It is difficult to conduct technological lessons for students and/or campus/district trainings in the library. Root Cause 5: There is no reliable audio/video system in the library.
Problem Statement 7: Supplemental computer program lacking student accountability. Root Cause 7: Program provides literature without monitoring comprehension success.
Problem Statement 9: Technology training is lacking in the district and on campus. Root Cause 9: District technology workshops and trainings are not scheduled as turn-around trainings for the campus.













Goal 1: SBCISD / Fred Booth Elementary will increase academic achievement for all students and thus closing the gap between student populations in pursuit of advanced performance.

Performance Objective 6: 100% of Fred Booth Elementary will participate in utilizing innovative strategies to help improve classroom curriculum and student achievement in all subject areas.

Evaluation Data Source(s) 6: 3 week performance data through benchmarks, classroom assessments

Summative Evaluation 6: Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1</p> <p>1) Create Learning Walls to target Reading, Math, Writing, Social Studies, and Science. These Learning Walls will be evident in the rotundas, hallways, cafeteria, and library.</p>	1	Campus Administration Teachers	Increase Reading, Math, Writing and Science skills through exploration and innovative practices				
<p>Problem Statements: Student Achievement 6 Funding Sources: 199 - General Fund - \$6,000.00, 211 - Title I, Part A - \$8,500.00</p>							
<p>Critical Success Factors CSF 6</p> <p>2) Classroom carpet will spark lively discussions about world unity. Children will enjoy identifying each child's home continent. Students can discuss the clues portrayed by dress to determine the nationality of the child and the culture of the country. Students will write across the curriculum through integration of Social Studies and Character Building.</p>	1	Counselor	Character building activities with the counselor - writing samples				
<p>Problem Statements: Student Achievement 3 Funding Sources: 199 - General Fund - \$690.75</p>							

<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1</p> <p>3) Purchase effective supplemental material for effective scaffolding to make the curriculum more effective! This supplemental material will impact each student's experience; sense of progress to enable or speed understanding, retention, recall, and work completion. Student efforts will be empowered to help with independence to guide students towards an upward spiral that leads to mastery.</p>	1	Teachers Administration	<p>Maximize student access to supplemental material to assist students to naturally progress.</p> <p>Students will be able to help themselves to supplemental material to compete classroom activities.</p> <p>Students will be able to use dictionaries to develop foundational language skills and determine the meaning of unfamiliar words and multiple meaning words.</p>				
<p>Problem Statements: Student Achievement 6, 7 Funding Sources: 199 - General Fund - \$3,509.80</p>							
<p>PBMAS Critical Success Factors CSF 1 CSF 4</p> <p>4) 4) Students will be exposed to educational videos during breakfast and lunch to produce authentic learning opportunities.</p>	1, 9	Staff on duty	<p>This strategy will increase student motivation, enhance learning experiences, and encourage academic rigor.</p>				
<p> = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue</p>							

Performance Objective 6 Problem Statements:










Student Achievement
Problem Statement 3: Implementation of writing across the curriculum Root Cause 3: Monitoring and assessment
Problem Statement 6: TIER I instruction is below standard for closing the achievement gap. Root Cause 6: Lack of professional development in differentiated strategies to work with at-risk students in all areas.
Problem Statement 7: TIER II & III instruction is below standard for closing the achievement gap. Root Cause 7: Lack of resources needed to differentiate instruction in all areas (Reading, Math, Writing, Science)

Goal 1: SBCISD / Fred Booth Elementary will increase academic achievement for all students and thus closing the gap between student populations in pursuit of advanced performance.

Performance Objective 7: By the 2018 STAAR students will increase the Writing performance levels 4th grade. Increase Approaches from 60% to 75%. Increase Meets Grade Level from 33% to 40%. Increase Masters Grade Level from 18% to 30%.

Evaluation Data Source(s) 7: Beginning of year, middle of year, and end of year campus and district assessment data

Summative Evaluation 7:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 1) Teachers will utilize Mentoring Minds for Critical Thinking and ensure time is allotted in class to provide practice with multiple-choice items that assess the revising and editing TEKS based on the structure and format of STAAR. This resource also includes composition prompts for expository writing tasks.	1	Teachers	Boost student confidence and expose students to the rigor, format, and structure of STAAR. These TEKS-based assessments help teachers identify individual student learning gaps so they can more accurately guide instruction.				
Problem Statements: Student Achievement 3 Funding Sources: 199 - General Fund - \$400.00							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Performance Objective 7 Problem Statements:

Student Achievement
Problem Statement 3: Implementation of writing across the curriculum Root Cause 3: Monitoring and assessment

Goal 1: SBCISD / Fred Booth Elementary will increase academic achievement for all students and thus closing the gap between student populations in pursuit of advanced performance.

Performance Objective 8: Ensure all schedules, to include duty schedules reflect the instructional needs of the campus and requirements of the district.

Evaluation Data Source(s) 8: Master Schedule, Duty Schedules, Teacher Feedback, PLC DATA

Summative Evaluation 8:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 4 CSF 6</p> <p>1) Revise instructional schedules to reflect the new start and end time for the school day: -grade level grouping for lunch -TIER II & III time -conference time for teachers -duty schedule for all staff -RTI schedule -Master Schedule -custodial schedule -Security schedule</p>	1	Campus Administration	<p>to ensure the instructional day is utilized to the fullest in order to provide a healthy, safe, and rigorous instructional learning environment</p> <p>computer lab is utilized in the morning and after school</p> <p>Learning Over Lunch - LOL</p>				
<p>Problem Statements: Curriculum, Instruction, and Assessment 1</p>							
<p> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue</p>							

Performance Objective 8 Problem Statements:










Curriculum, Instruction, and Assessment
Problem Statement 1: Students are not performing at or above grade level. Root Cause 1: Lack of consistent monitoring and assessment.

Goal 1: SBCISD / Fred Booth Elementary will increase academic achievement for all students and thus closing the gap between student populations in pursuit of advanced performance.

Performance Objective 9: Student Pull-out program targeting those students that are in danger of failing STAAR in 3rd, 4th, and 5th grades through small group instruction.

Evaluation Data Source(s) 9: Pull-out schedules, Student participation sign in sheets

Summative Evaluation 9:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 4 1) Improving the progress of Special Populations toward achievement of State Standards by providing specific targeted instructional material.	1	Teachers and Campus Administration	* Improvement in Student Achievement on STAAR Reading Achievement on STAAR Math Achievement on STAAR Writing Achievement on STAAR Science				
Problem Statements: Student Achievement 2 - Curriculum, Instruction, and Assessment 2							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Performance Objective 9 Problem Statements:

Student Achievement
Problem Statement 2: Proficiency of ELL students in standardized state assessments Root Cause 2: Lack of standard ELL curriculum for bilingual students
Curriculum, Instruction, and Assessment
Problem Statement 2: Special populations did not pass state assessments. Root Cause 2: The rigor and relevance of instruction is not implemented.

Goal 2: SBCISD / Fred Booth Elementary will recruit, develop, support, and retain effective teachers, principals, and other instructional staff.

Performance Objective 1: ESSA: Quality professional development will be provided to all instructional staff thus ensuring student success.

Evaluation Data Source(s) 1: Staff development attendance, surveys, and feedback

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Critical Success Factors CSF 1 CSF 7 1) Teachers will be given opportunities to attend professional development in their field of study to promote high academic achievement in Reading, Writing, Math and Science, language acquisition, and 21st century skills.	1	Campus Administration Teachers	target and promote language skills, academic achievement, and cross-cultural skills to ensure the highest measures of student performance				
	Problem Statements: Staff Quality, Recruitment, and Retention 4 Funding Sources: 255 - Title II, Part A, TPTR - \$0.00						
Critical Success Factors CSF 7 2) Teachers will be trained on state STAAR/STAAR Alt 2/TELPAS assessment policies and procedures and campus assessment procedures	1	Campus CTC	to ensure teachers know and understand STAAR/STAAR Alt 2/TELPAS policies and procedures and campus administrative procedures				
	Problem Statements: Staff Quality, Recruitment, and Retention 7						
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 4: Teachers do not implement best practices in the classroom. Root Cause 4: There is a lack of professional development in best practices.
Problem Statement 7: CTC and teachers do not know the campus STAAR/STAAR Alt 2/TELPAS procedures. Root Cause 7: New campus testing procedures for 2018. are in place.

Goal 2: SBCISD / Fred Booth Elementary will recruit, develop, support, and retain effective teachers, principals, and other instructional staff.

Performance Objective 2: ESSA: 100% of all teachers will meet state requirements for certification in area being taught.

Evaluation Data Source(s) 2: SBEC Certification Records

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 7</p> <p>1) To ensure all teachers are highly qualified to teach in the areas being taught and are following district policy.</p>	1	Teachers Campus Administration Human Resource Department	for students to receive high quality instruction by highly qualified teachers	✓	✓	✓	
Problem Statements: Staff Quality, Recruitment, and Retention 1							

Performance Objective 2 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: Professional staff leave to work in other districts when opportunities arise. Root Cause 1: Salaries for professional staff are not competitive with surrounding districts.

Goal 2: SBCISD / Fred Booth Elementary will recruit, develop, support, and retain effective teachers, principals, and other instructional staff.

Performance Objective 3: Administrative Staff will attend leadership training, networking & technology support opportunities to improve campus initiatives for improving student performance and be able to better support faculty and staff.

Evaluation Data Source(s) 3: Professional Development attendance, surveys, and feedback

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 3</p> <p>1) Trainings assists administrators in developing effective leadership skills and builds their knowledge in areas that will increase student success on the campus.</p>	1	<p>Campus Administrators District Directors Professional Development Department</p>	<p>To increase the administrators knowledge in Budgeting Fundamentals, Communication Skills, Data-Driven Decision Making, Educator Code of Ethics, Documentation Training, Master Scheduling, Professional Learning Communities, Student Discipline and the Law, and Building Coaching Skills.</p>				
<p>Problem Statements: Staff Quality, Recruitment, and Retention 5</p>							
<p> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue </p>							

Performance Objective 3 Problem Statements:

Staff Quality, Recruitment, and Retention
<p>Problem Statement 5: Administrative Trainings are not always available and do not target the needs of a campus administrator. Root Cause 5: Professional Development for administrators is not scheduled on a timely basis.</p>

Goal 2: SBCISD / Fred Booth Elementary will recruit, develop, support, and retain effective teachers, principals, and other instructional staff.

Performance Objective 4: Ensure all campus roles and duties are clearly defined in order to maximize efficiency, resolve issues and ensure we efficiently and effectively serve all stakeholders.

Evaluation Data Source(s) 4: Walk-throughs, Lesson Plans, Strive documentation, conferences

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 3</p> <p>1) Create an organizational chart that clearly defines the roles and responsibilities of each administrator.</p>	1	Campus Administration	Although teacher can go to any administration, they will know which administrator to address with their specific needs and concerns.	✓	✓	✓	
Problem Statements: School Context and Organization 4							
<p>Critical Success Factors CSF 3 CSF 7</p> <p>2) Provide feedback to teachers after every walkthrough and/or observation. Provide time to conference with teachers in order to assist them with all T-TESS Dimensions.</p>	1	Teachers Campus Administration	enhance planning, instruction, learning environment, and professional practices and responsibilities				
Problem Statements: Staff Quality, Recruitment, and Retention 2, 4							
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Performance Objective 4 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 2: Not all teachers apply feedback from walkthroughs and observations to new upcoming lessons. Root Cause 2: Teachers do not consistently review thier walkthrough data.
Problem Statement 4: Teachers do not implement best practices in the classroom. Root Cause 4: There is a lack of professional development in best practices.
School Context and Organization
Problem Statement 4: An organizational chart is required to establish the roles and responsibilities of each administrator. Root Cause 4: An organizational chart is not currently in place that is purposeful and effective.

Goal 2: SBCISD / Fred Booth Elementary will recruit, develop, support, and retain effective teachers, principals, and other instructional staff.

Performance Objective 5: Teachers will attend and/or bring presenters to provide trainings/workshops to improve teaching strategies and skills in the areas of Reading, Math, Writing, Science, Differentiation of Instruction and vocabulary development to increase student performance.

Evaluation Data Source(s) 5: Attendance/sign in sheets, certificates, surveys and feedback

Summative Evaluation 5:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Teachers will learn a variety of processes and become aware of the rigor expected in all classrooms and in all content areas in order to understand the assessments and align instructional practices.</p>	1	Teachers Campus Administration	Teachers at all grade levels will have a greater understanding of what it takes to achieve the Masters Level of Performance in STAAR and improve their Reading, Math, Writing, and Science performance skills				
<p>Problem Statements: Student Achievement 6, 7 Funding Sources: 255 - Title II, Part A, TPTR - \$7,305.86</p>							
<p>Critical Success Factors CSF 2 CSF 7</p> <p>2) Teachers will learn how to utilize the TEKS Resource System for instructional planning with opportunities to network and share best practices with their grade level during PLC.</p>	1	Teachers Campus Administration	Teachers at all grade levels will have a better understanding of the rigor and content specificity, multiple representations of the TEKS and analyze critical learning strands.				
<p>Problem Statements: Student Achievement 6, 7</p>							
<p>Critical Success Factors CSF 7</p> <p>3) Provide training on two critical components in teacher preparation: 1st Component: teacher knowledge of the subject to be taught, and knowledge and skill in how to teach that subject. 2nd Component: Knowledge and skill in delivering instruction</p>	1	Teachers	<p>Effective teachers understand and are able to apply strategies to help students increase achievement.</p> <ul style="list-style-type: none"> -They understand and apply knowledge of child and adolescent development to motivate and engage students. -They are able to diagnose individual learning needs. -They know how to develop a positive climate in the classroom in order to make it a stimulating learning environment. 				
<p>Problem Statements: Student Achievement 6 - Staff Quality, Recruitment, and Retention 4</p>							

System Safeguard Strategy PBMAS Critical Success Factors CSF 7 4) Provide a one day Writing Training to 4th grade students and teachers with a focus on Expository Writing and Revising and Editing. Also, provide one 1/2 day Math training to 3rd grade students and teachers and one 1/2 day Math training to 5th grade students and teachers.	1	Teachers Campus Administration	to increase the students Writing and Math academic achievement and achieve the Masters levels in the 4th Grade STAAR Writing and 3rd & 5th Grade STAAR Math				
	Problem Statements: Student Achievement 3, 6, 8 - Staff Quality, Recruitment, and Retention 4 - Curriculum, Instruction, and Assessment 5 Funding Sources: 255 - Title II, Part A, TPTR - \$3,500.00						
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Performance Objective 5 Problem Statements:







Student Achievement
Problem Statement 3: Implementation of writing across the curriculum Root Cause 3: Monitoring and assessment
Problem Statement 6: TIER I instruction is below standard for closing the achievement gap. Root Cause 6: Lack of professional development in differentiated strategies to work with at-risk students in all areas.
Problem Statement 7: TIER II & III instruction is below standard for closing the achievement gap. Root Cause 7: Lack of resources needed to differentiate instruction in all areas (Reading, Math, Writing, Science)
Problem Statement 8: Proficiency of identified Special Education students in standardized state assessments. Root Cause 8: Lack of differentiation of instruction in resource classes.
Staff Quality, Recruitment, and Retention
Problem Statement 4: Teachers do not implement best practices in the classroom. Root Cause 4: There is a lack of professional development in best practices.
Curriculum, Instruction, and Assessment
Problem Statement 5: Students are not meeting standard in writing. Root Cause 5: There is no writing curriculum to follow in the district.

Goal 2: SBCISD / Fred Booth Elementary will recruit, develop, support, and retain effective teachers, principals, and other instructional staff.

Performance Objective 6: The Fine Arts Teacher will attend the annual TMEA Clinic/Convention to experience unparalleled opportunities for professional development, inspiration, and networking.

Evaluation Data Source(s) 6: Attendance/sign-in sheets, certificates

Summative Evaluation 6:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 7</p> <p>1) The fine arts teacher will have opportunities to: -learn from master teachers proven methods and strategies -get innovative programming ideas, conducting concepts, and inspiration for future performances -make hands-on comparisons</p>	1	Teacher Campus Administration	<p>-help the Fine Arts Teacher develop their craft as a music educator</p> <p>-help the Fine Arts Teacher make connections with other music educators and attend clinics designed to help them in their education and preparation for the profession</p>	✓	✓	✓	
<p>Problem Statements: Staff Quality, Recruitment, and Retention 4</p> <p>Funding Sources: 255 - Title II, Part A, TPTR - \$110.00</p>							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 6 Problem Statements:





Staff Quality, Recruitment, and Retention
Problem Statement 4: Teachers do not implement best practices in the classroom. Root Cause 4: There is a lack of professional development in best practices.

Goal 2: SBCISD / Fred Booth Elementary will recruit, develop, support, and retain effective teachers, principals, and other instructional staff.

Performance Objective 7: The Librarian will attend the annual UTech Conference to enhance using technology to make a difference in the educational experiences of the students.

Evaluation Data Source(s) 7: Attendance/sign-in sheets, certificates

Summative Evaluation 7:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 7</p> <p>1) The Librarian will have opportunities to: -explore innovate techniques to build fluency, motivate struggling readers, and support ELL's using digital apps and tools -review different ed tech tools that ELLs may utilize in order to support and enhance their learning -learn how to use and apply 8 awesome apps</p>	1	Librarian Campus Administration	-use instructional resources that are searchable by TEKS -empower ELLs -learn adventures with Google				
Problem Statements: Student Achievement 4, 6 Funding Sources: 199 - General Fund - \$0.00							
							

Performance Objective 7 Problem Statements:










Student Achievement
Problem Statement 4: Reading comprehension is not at grade level Root Cause 4: Lack of standardized reading curriculum
Problem Statement 6: TIER I instruction is below standard for closing the achievement gap. Root Cause 6: Lack of professional development in differentiated strategies to work with at-risk students in all areas.

Goal 2: SBCISD / Fred Booth Elementary will recruit, develop, support, and retain effective teachers, principals, and other instructional staff.

Performance Objective 8: The School Nurse will provide Staff training on school health strategies, to include blood pathogens, first aid, CPR, Emergency Management, & Healthy Schools Program

Evaluation Data Source(s) 8: Faculty meeting sign-in sheets

Summative Evaluation 8:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 6 CSF 7</p> <p>1) Staff development will be provided to staff on school health strategies to ensure they know and understand how to provide aide to students in an emergency and/or where to seek assistance during any health emergency situation.</p>	1	School Nurse Teachers	Improve school health programs in school and ensure staff is trained on basic emergency care.				
Problem Statements: Staff Quality, Recruitment, and Retention 6							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Performance Objective 8 Problem Statements:




Staff Quality, Recruitment, and Retention
Problem Statement 6: Staff Development on Improving School health Programs is not available. Root Cause 6: Lack of professional health professionals to conduct workshops, training, and sessions.

Goal 3: SBCISD / Fred Booth Elementary will implement program initiatives and activities that reflect a commitment to preparing all students for post-secondary educational or career paths.

Performance Objective 1: ESSA: By June 2018, 90% of all graduates will meet college ready requirements.

Evaluation Data Source(s) 1: TSI scores, SAT scores, ACT scores, and CTE coherent sequence completion

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>1) To focus on providing opportunities for students to gain exposure and experiences while promoting collaborative engagement with high expectations for their success!! To encourage innovation to engage students in their desired discipline and innovate solutions to real world problems through field trips, targeted activities, school programs, technology, instructional material, and student and teacher trainings.</p>	1	Teachers	fascinate students with new innovative discoveries and engagement to enhance their learning through exposure of the real-world				
<p>Problem Statements: Student Achievement 6 - Staff Quality, Recruitment, and Retention 3, 4</p>							

<p align="center">System Safeguard Strategy Critical Success Factors CSF 1</p> <p>2) Provide differentiated instruction to gifted/talented (G/T) for the Texas Performance Standards Project (TPSP), but also provide enhanced academic opportunities for all students.</p> <p>The Texas Education Agency (TEA) is redesigning the TPSP tasks to reflect a 7E framework</p> <p>Elicit - Access and ascertain prior knowledge and understanding</p> <p>Engage - Generate enthusiasm and stimulate interest and thinking</p> <p>Explore - Provide opportunities to observe, record data, design experiments, interpret results, organize findings</p> <p>Explain - Introduce models, laws, and theories</p> <p>Elaborate - Provide opportunities to apply knowledge to new domains</p> <p>Evaluate - Provide formative and summative assessment opportunities, including self-reflection</p> <p>Extend - Provide additional challenges that allow students to apply knowledge</p>	1	Teachers Campus GT Coordinator	provide independent learning experiences and research projects for all students for teachers to use the 7E instructional framework				
<p>Problem Statements: Student Achievement 6, 7 - Curriculum, Instruction, and Assessment 1 Funding Sources: 199 - State Gifted and Talented (G/T) - \$180.32</p>							
<p align="center">System Safeguard Strategy Critical Success Factors CSF 6</p> <p>3) Host a Career Fair to introduce students to the wealth of job and career opportunities available to them.</p>	1	Teachers Campus Counselor Campus Administrators	-students learn about jobs and careers in various fields, including salaries -students have opportunities to meet individually with professionals and ask questions about their work, their companies, and their industries -students gain a better understanding of skills and education required for jobs in various industries and fields				
<p>Problem Statements: School Culture and Climate 6</p>							



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress



= Discontinue

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 6: TIER I instruction is below standard for closing the achievement gap. **Root Cause 6:** Lack of professional development in differentiated strategies to work with at-risk students in all areas.

Problem Statement 7: TIER II & III instruction is below standard for closing the achievement gap. **Root Cause 7:** Lack of resources needed to differentiate instruction in all areas (Reading, Math, Writing, Science)

School Culture and Climate

Problem Statement 6: Students are not aware of the wealth of career and educational opportunities. **Root Cause 6:** Students do not get exposed to the various career fields and do not understand the skills and education required for specific jobs, industries, and fields.

Staff Quality, Recruitment, and Retention

Problem Statement 3: Teachers do not use current instructional materials. **Root Cause 3:** Teachers do not discard outdated material.

Problem Statement 4: Teachers do not implement best practices in the classroom. **Root Cause 4:** There is a lack of professional development in best practices.

Curriculum, Instruction, and Assessment










Problem Statement 1: Students are not performing at or above grade level. **Root Cause 1:** Lack of consistent monitoring and assessment.

Goal 3: SBCISD / Fred Booth Elementary will implement program initiatives and activities that reflect a commitment to preparing all students for post-secondary educational or career paths.

Performance Objective 2: ESSA: Develop College and Career readiness skills through project based learning activities for all students in grades PK-12.

Evaluation Data Source(s) 2: Lesson Plans, Post-secondary Readiness assessments

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 1) Provide a color printer to be utilized for GT students to provide students opportunities to work on their TPSP independent learning experiences and research projects that teachers can adapt and use. The projects, or tasks are based on the Texas Essential Knowledge and Skills (TEKS) and focus on the foundation content areas of English language arts and reading, mathematics, science, and social studies with interdisciplinary connections.	1	Teachers Counselor	Provide resources for G/T teachers and students that allow students to create professional quality work in alignment with the Texas State Plan for the Education of Gifted/Talented Students.				
Problem Statements: Technology 8							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Performance Objective 2 Problem Statements:

Technology
Problem Statement 8: Technological equipment is lacking on campus. Root Cause 8: Campus budget is not sufficient to provide technology equipment needed in the school in one year.

Goal 3: SBCISD / Fred Booth Elementary will implement program initiatives and activities that reflect a commitment to preparing all students for post-secondary educational or career paths.

Performance Objective 3: Develop assessment skills through campus benchmarks targeting Reading, Math, Writing and Science from 1st through 5th grade.

Evaluation Data Source(s) 3: Lesson Plans, Campus based assessments

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 2 CSF 7</p> <p>1) Teachers will assess students based on the YAG in Reading, Math, Writing and Science from 1st grade through 5th grade every 3 weeks to monitor student success.</p>	1	Teachers Campus Administration	Students are expected to master 80% of campus, district, and state based assessments				
<p>Problem Statements: Student Achievement 5</p>							
<p> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue </p>							

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 5: Student performance on benchmark and reports not reflective of state assessments Root Cause 5: Depth and complexity in instruction

Goal 3: SBCISD / Fred Booth Elementary will implement program initiatives and activities that reflect a commitment to preparing all students for post-secondary educational or career paths.

Performance Objective 4: Purchase or update printers to ensure every teacher is able to utilize printed data to develop instructional strategies that target student's individual needs.

Evaluation Data Source(s) 4: Summative- walkthroughs, inventory

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
System Safeguard Strategy Critical Success Factors CSF 7 1) To assist teachers to use technology to be creative while developing their lessons in all areas and in all grade levels.	1	Teachers Campus Administration	provide creative lesson activities for students in all areas and all grade levels - Reading, Math, Writing, Science				
Problem Statements: Technology 8							
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Performance Objective 4 Problem Statements:

Technology
Problem Statement 8: Technological equipment is lacking on campus. Root Cause 8: Campus budget is not sufficient to provide technology equipment needed in the school in one year.

Goal 3: SBCISD / Fred Booth Elementary will implement program initiatives and activities that reflect a commitment to preparing all students for post-secondary educational or career paths.

Performance Objective 5: Establish a Go Center located in the Counselor's room to promote college & career readiness for students in Pre-K - 5th grade.

Evaluation Data Source(s) 5: Sign-Sheets, Master Schedule for Counselor

Summative Evaluation 5:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) The counselor will contact colleges around the country to collect flyers, banners and other items associated with the college mascot and program specialties. These items will be displayed in the counselor's room and will be utilized during rotations. Computers will be available for research.</p>	1	Counselor	Students will set goals to attend a specific college of their choice				
<p>Problem Statements: School Context and Organization 3</p>							
<p style="text-align: center;"> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue </p>							

Performance Objective 5 Problem Statements:

School Context and Organization
<p>Problem Statement 3: Not all campus staff are able to participate in computer based programs. Root Cause 3: Teachers do not have access to resources due to technology issues.</p>

Goal 3: SBCISD / Fred Booth Elementary will implement program initiatives and activities that reflect a commitment to preparing all students for post-secondary educational or career paths.

Performance Objective 6: Gifted and Talented students are provided an array of learning opportunities, ensured opportunities to work together as a group, with other students, and work independently during the school day.

Evaluation Data Source(s) 6: TPSP participation, GT Region One Camp participation, lesson plans

Summative Evaluation 6:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 1) Gifted and Talented students will be provided a continuum of learning experiences that lead to the development of advanced level products and/or performances.	1	GT Teachers Campus GT Coordinator	appropriately challenge learning experiences in each of the four foundation curricular areas Participate in the TPSP				
Problem Statements: Student Achievement 6							

Performance Objective 6 Problem Statements:

Student Achievement
Problem Statement 6: TIER I instruction is below standard for closing the achievement gap. Root Cause 6: Lack of professional development in differentiated strategies to work with at-risk students in all areas.

Goal 4: SBCISD / Fred Booth Elementary will provide all students a safe, drug free, learning environment that is conducive to learning.

Performance Objective 1: To build on relationships with others, Prekindergarten students will show interest in peer play with competence in initiating social interactions.

Evaluation Data Source(s) 1: teacher documentation on student participation in group activities, tasks and play

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 4 CSF 6</p> <p>1) Create a safe learning environment in order to develop meaningful and rewarding relationships by providing the instruments and equipment for dramatic play in the classroom and outside. Children will increasingly interact and communicate with peers to initiate pretend play scenarios that share a common plan and goal.</p>	1	Teachers	children will develop problem solving skills and demonstrate empathy and caring for others				
<p>Problem Statements: Curriculum, Instruction, and Assessment 3 Funding Sources: 199 - General Fund - \$2,358.44</p>							
<p> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue</p>							

Performance Objective 1 Problem Statements:

Curriculum, Instruction, and Assessment
<p>Problem Statement 3: Resources are not available for students day one of school. Root Cause 3: District budget release and ordering time to receive resources is available after the start of the school year.</p>

Goal 4: SBCISD / Fred Booth Elementary will provide all students a safe, drug free, learning environment that is conducive to learning.

Performance Objective 2: To provide a safe and inclusive learning environment during physical education class.

Evaluation Data Source(s) 2: student participation grades, incident reports, referrals, parent phone logs

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 4 CSF 6</p> <p>1) Students will be able to successfully participate, develop skills, and have a sense of belonging in physical education class. All equipment will be conducive to learning and will be safe for use by all students. Physical education equipment will be discarded when no longer safe for students and will be replaced as needed.</p>	1	Physical Education Teacher Campus administration	<p>students will be able to be engaged in physical activities using equipment that is safe and conducive to learning</p> <p>there will be able to be enough equipment for all student participation</p>				
	Funding Sources: 199 - General Fund - \$0.00						
<p>Critical Success Factors CSF 6</p> <p>2) Apply for the Marathon Kids Grant. This grant provides our students with the opportunity to run or walk at their own pace, it also supports and encourages them to keep moving by providing the training, rewards, tools and resources to keep moving</p>	1	Campus PE Coach	<p>The purpose for the grant is to open the potential our kids have to move and have healthy, happy lives.</p> <p>Our campus was awarded \$7,700, which will cover approximately 463 runners. All students received a T-shirt.</p> <p>The grant was officially awarded on December 6, 2017. However, activities have been ongoing since October, 2017. The grant will end May 30, 2018.</p> <p>The grant requirements are being fulfilled on campus grounds through the physical education program. Other activities are currently being planned.</p>				
	Problem Statements: School Culture and Climate 8						
<p> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue </p>							

Performance Objective 2 Problem Statements:

School Culture and Climate

Problem Statement 8: Students are not aware of the importance of leading healthy lives. **Root Cause 8:** Students are not provided a variety of educational opportunities to study, improve, and understand the importance of leading healthy lives.










Goal 4: SBCISD / Fred Booth Elementary will provide all students a safe, drug free, learning environment that is conducive to learning.

Performance Objective 3: To Provide safe and efficient areas for students, parents, and visitors when entering and exiting the school, and during special school events to include keeping them safe from inclement weather.

Evaluation Data Source(s) 3: the completion of awnings in the front of the school; widening the sidewalks leading up to the building; barriers when entering the building; display tables

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Attend a building and grounds committee meeting to present areas of concern regarding keeping the students, parents, and visitors safe from harm while entering and exiting the school. Awnings will be requested to be built in the front area of the school. It will also be requested to widen the sidewalks to provide a more efficient and safe way to exit students from the building during dismissal time. Meet with campus staff to collaborate and come up with a plan of action for ensuring all visitors report to the reception area and do not have access to the halls without security clearance.</p>	1	<p>maintenance department campus administration buildings & grounds committee</p>	<p>Keep students, parents, and visitors safe from inclement weather when exiting and entering the building.</p> <p>Provide a wider area for students when exiting the building.</p> <p>Ensure campus is secure and safe by having procedures in place for all visitors</p>				
<p>Problem Statements: School Culture and Climate 1, 2, 3, 4</p>							
<p>Critical Success Factors CSF 6</p> <p>2) Provide barriers when entering the school to ensure student safety throughout the day.</p>	1	campus security	to ensure the safety of all students and employees on campus				
<p>Problem Statements: School Culture and Climate 1</p> <p>Funding Sources: 211 - Title I, Part A - \$1,200.00</p>							

<p align="center">Critical Success Factors CSF 6</p> <p>3) Provide display tables to use during special events to ensure normal operations of the school are safe for all stakeholders.</p> <ul style="list-style-type: none"> -Beginning and end of year registration -Thanksgiving Parent Luncheon -Christmas Parent Luncheon -Valentine Sweetheart Court -Open House -Health Fair -Career Fair -Book Fair -Blood Drive 	1	custodial staff	to ensure the safety of all stakeholders during all school events				
<p>Problem Statements: School Culture and Climate 9 Funding Sources: 211 - Title I, Part A - \$1,142.00</p>							
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 3 Problem Statements:

School Culture and Climate
<p>Problem Statement 1: The school is not 100% safe & secure Root Cause 1: Visitors entering the building have access to the entire school.</p>
<p>Problem Statement 2: Traffic Safety in the front of the school and bus pick up areas are dangerous for pedestrians. Root Cause 2: Although, the campus has set traffic safety rules, there is nothing preventing pedestrians from walking their children through traffic in the pick-up areas.</p>
<p>Problem Statement 3: Students, staff, and visitors are not safe from inclement weather when entering and exiting the school. Root Cause 3: There are no awnings to protect students, staff, and visitors in the front of the school and the sidewalks leading up to the building are not wide enough.</p>
<p>Problem Statement 4: During the dismissal bell students have no covered area in the front of the school to wait for their parents for pick-up. Root Cause 4: The school does not have any covered area in the front of the school.</p>
<p>Problem Statement 9: It is difficult to ensure special events are well organized on campus. Root Cause 9: The school has no display tables.</p>

Goal 4: SBCISD / Fred Booth Elementary will provide all students a safe, drug free, learning environment that is conducive to learning.

Performance Objective 4: To promote keeping the school, community, city, state, and America beautiful

Evaluation Data Source(s) 4: special campus projects - campus, district, city, state and national competitions

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) Giving the gift of giving back to our community. Though the word beautification makes the concept sound merely cosmetic, it involves much more: clean water, clean air, clean roadsides, safe waste disposal and preservation of valued old landmarks as well as great parks and wilderness areas. Students will be provided opportunities to participate in beautification efforts around the school, district and community. Students will also be given opportunities to enter local, state and/or national contest to promote the beautification efforts and awareness.</p>	1	all stakeholders	to ensure students understand the importance of keeping the school, district, city, state, and country beautiful				
<p>Problem Statements: Family and Community Involvement 1</p>							
<p> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue </p>							

Performance Objective 4 Problem Statements:

Family and Community Involvement
Problem Statement 1: Not all parents and/or community members are able to attend special events. Root Cause 1: Conflicting parent/community/school schedules.

Goal 4: SBCISD / Fred Booth Elementary will provide all students a safe, drug free, learning environment that is conducive to learning.

Performance Objective 5: To promote student ownership of all things Fred Booth.

Evaluation Data Source(s) 5: student participation in extra curricular activities - principal's cabinet, attendance delivery, after school program

Summative Evaluation 5:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Critical Success Factors CSF 6 1) Students will be provided opportunities to participate in beautification efforts, peer advising program, and encouraged to verbalize any needs seen on their campus.		Administrators, teachers, assistant teachers, nurse, hourly staff	More productive learning environment.				
Problem Statements: Demographics 1							
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: Students in special programs have not been able to master state assessments. Root Cause 1: Lack of aligned curriculum programs for special populations.

Goal 4: SBCISD / Fred Booth Elementary will provide all students a safe, drug free, learning environment that is conducive to learning.

Performance Objective 6: To promote Character Building in all students at Fred Booth.

Evaluation Data Source(s) 6: counselor lesson plans, master schedule, special projects, mentor program sign-in documentation

Summative Evaluation 6:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) students will be provided opportunities to build character through board games, daily warm-ups, and specific activities through the campus counselor (Caring, Citizenship, Cooperation, Fairness, Forgiveness, Honesty, Relationships, Respect, Responsibility, and Safety)</p>	1	campus counselor	<p>-provide educational and therapeutic help to students with ADD, ADHD and other conditions involving impulse control problems</p> <p>-give students important skills or recognize feelings in themselves and others</p> <p>-provide effective activities to build relationships and careers</p>				
<p>Problem Statements: School Culture and Climate 5</p> <p>Funding Sources: 199 - General Fund - \$73.33</p>							
<p>Critical Success Factors CSF 6</p> <p>2) "How to Help Someone who is Suicidal and Save a Life" campus prevention plan. Provide trainings to faculty, staff, parents, and students on suicidal warning signs.</p> <p>-Talking about suicide -Seeking out lethal means -Preoccupation with death -No hope for the future -Self-loathing, self-hatred -Getting affairs in order -Saying goodbye -Withdrawing from others -Self-destructive behavior -Sudden sense of calm</p>	1	Counselor Parental Involvement Campus Administration	<p>Learn Suicidal Prevention Tips:</p> <ol style="list-style-type: none"> 1. Speak up if your worried 2. Respond quickly in a crisis 3. Offer help and Support 				
<p>Problem Statements: School Culture and Climate 5</p>							

Critical Success Factors CSF 6 3) Provide classroom activities on bullying prevention and reporting. Eyes on bullying and what can we do? -Counseling sessions, classroom activities & trainings with students -Faculty Meetings and Trainings -Parental Involvement Training for parents	1	Counselor Teachers Campus Administration Parental Involvement	-classroom activities will provide opportunities for open and honest discussion about issues that can be difficult to understand and even harder to address -campus trainings will provide information on identifying, responding to, and reporting incidents of bullying				
		Problem Statements: School Culture and Climate 5					

Performance Objective 6 Problem Statements:










School Culture and Climate
Problem Statement 5: Students do not know how to control their impulses, make good decisions, and avoid actions that are detrimental to themselves and others. Root Cause 5: The school does not provide specific educational and therapeutic training to students to assist them with making mature decisions and handling difficult situations that involve strong or negative feelings.

Goal 4: SBCISD / Fred Booth Elementary will provide all students a safe, drug free, learning environment that is conducive to learning.

Performance Objective 7: To provide Restorative Discipline Practices for the improvement of school culture and climate.

Evaluation Data Source(s) 7: attendance to the Region One Training, sign-in sheets and agendas for restorative practices on campus

Summative Evaluation 7:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 3 CSF 6</p> <p>1) Attend Restorative Discipline Training that will assist in the improvement of school culture and climate by building school communities and responding to behavior in a more proactive and positive manner. Provide classroom sessions/lesson on conflict resolution and violence prevention among peers.</p>	1	Campus Counselor Campus Administration RTI Teacher	<p>-learn to facilitate different types of circles at Tier 1, Tier 2, and Tier 3 to implement discipline practices and improve school culture and climate</p> <p>-learn the role of the coordinator</p> <p>-learn how to use a lesson plan template to design a circle</p> <p>-learn how to implement plans to determine the best fit for the campus</p> <p>-prevent and/or improve school referrals by 50%</p>				
Problem Statements: School Culture and Climate 5 - Staff Quality, Recruitment, and Retention 5							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 7 Problem Statements:










School Culture and Climate
Problem Statement 5: Students do not know how to control their impulses, make good decisions, and avoid actions that are detrimental to themselves and others. Root Cause 5: The school does not provide specific educational and therapeutic training to students to assist them with making mature decisions and handling difficult situations that involve strong or negative feelings.
Staff Quality, Recruitment, and Retention
Problem Statement 5: Administrative Trainings are not always available and do not target the needs of a campus administrator. Root Cause 5: Professional Development for administrators is not scheduled on a timely basis.

Goal 4: SBCISD / Fred Booth Elementary will provide all students a safe, drug free, learning environment that is conducive to learning.

Performance Objective 8: Decrease discipline referrals by 90% and provide interventions to prevent DAEP placement in middle and high school.

Evaluation Data Source(s) 8: Campus discipline referrals, 425 forms, phone call logs, 5-level discipline management plan forms, counselor referrals

Summative Evaluation 8:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) Provide a Level I-V Discipline Management Plan to assist in minimizing campus discipline referrals. This plan includes conferences with students, parent contacts, teacher/parent/team conferences, and consequences - ITS-In Team Suspension, ISS-In School Suspension & After School Detention. Immediate referrals will be written for serious infractions.</p>	1	Teachers Campus Administration Counselor RTI Teacher Librarian	-increase the ability for students to manage their own behavior				
Problem Statements: School Culture and Climate 5							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Performance Objective 8 Problem Statements:

School Culture and Climate
Problem Statement 5: Students do not know how to control their impulses, make good decisions, and avoid actions that are detrimental to themselves and others. Root Cause 5: The school does not provide specific educational and therapeutic training to students to assist them with making mature decisions and handling difficult situations that involve strong or negative feelings.

Goal 5: SBCISD / Fred Booth Elementary will collaborate with parents and community to ensure all students receive a gold standard education.

Performance Objective 1: 9-11 Hero's Remembrance Day: First Responders - Firemen/women, Policemen/women, Border Patrol Agents, Paramedics

Evaluation Data Source(s) 1: Sign-in sheets, student participation, social media coverage - Fred Booth Facebook & Website Pages

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) All grade levels will participate in grade appropriate 9/11 activities to promote awareness. Students will understand and know to respect the law and appreciate the responsibilities of all the local heroes.</p>	1	Teachers Administration	<p>Student will show respect and appreciation for the duties and responsibilities of all our local heroes. Grade level appropriate activities will enhance the students understanding of professional jobs.</p>				
Problem Statements: Family and Community Involvement 1							
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Family and Community Involvement
Problem Statement 1: Not all parents and/or community members are able to attend special events. Root Cause 1: Conflicting parent/community/school schedules.

Goal 5: SBCISD / Fred Booth Elementary will collaborate with parents and community to ensure all students receive a gold standard education.

Performance Objective 2: Veteran's Day Ceremony November 10, 2017 - All families with military members will be invited to attend ceremony and reception to honor Veteran's.

Evaluation Data Source(s) 2: flyers, photos, social media - Facebook & Website

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Students will participate in recognizing military veterans and their families. A Veteran photo display will be established. Veterans and their families will take part in a campus ceremony and each veteran will be honored with a US Flag pin.</p>	1	Teachers Counselor Librarian Administration	Students will understand and develop a respect for the veterans past, present and future. Army, Air Force, Marines, Navy and Coast Guard				
Problem Statements: Family and Community Involvement 1							
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Performance Objective 2 Problem Statements:













Family and Community Involvement
Problem Statement 1: Not all parents and/or community members are able to attend special events. Root Cause 1: Conflicting parent/community/school schedules.

Goal 5: SBCISD / Fred Booth Elementary will collaborate with parents and community to ensure all students receive a gold standard education.

Performance Objective 3: Meet the Teacher & Open House activities will be scheduled to engage parents in the education of their children and learn the culture and climate of the school.

Evaluation Data Source(s) 3: sign in sheets, photos, social media, meeting minutes and agendas

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Meet the teacher night will be scheduled the first week of school in collaboration with parental involvement and PTO. The Title I presentation and PTO collaborative meetings will ensure parents are kept abreast of all campus and district initiatives.</p>	1	Parental Involvement Administration Teachers Counselor Librarian PTO Officers	Parental Involvement in their child's education. A partnership is developed with parents and the surrounding community. Parents are kept informed of all campus activities.				
Problem Statements: Family and Community Involvement 1							
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) End-of-Year Open House will be scheduled during Texas Public School Week to ensure parents are aware of continued expectant student results. Special projects will be displayed throughout the school and students will be able to share their talents and successes with parents. A PTO meeting will be scheduled to inform parents of the progress.</p>	1	Teachers Administration Parental Involvement Counselor Librarian PTO Officers	Parents and students will be impacted by the high expectant student products displayed. Student success will be the result of high quality instruction.				
Problem Statements: Family and Community Involvement 1							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Performance Objective 3 Problem Statements:










Family and Community Involvement
Problem Statement 1: Not all parents and/or community members are able to attend special events. Root Cause 1: Conflicting parent/community/school schedules.

Goal 5: SBCISD / Fred Booth Elementary will collaborate with parents and community to ensure all students receive a gold standard education.

Performance Objective 4: ClassDojo will be required of all teachers to keep parents informed of the progress in the classroom.

Evaluation Data Source(s) 4: ClassDojo Account usage reports

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6 CSF 7</p> <p>1) Teachers will be trained on how to use ClassDojo. ClassDojo accounts will be created for all teachers. Teachers will send ClassDojo messages to parents on a weekly basis.</p>	1	Teachers Librarian	Parents will be kept informed on classroom activities. Teachers will be able to consistently communicate with parents.				
Problem Statements: Family and Community Involvement 3 - School Context and Organization 2							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Performance Objective 4 Problem Statements:


Family and Community Involvement
Problem Statement 3: Parent/student may not have technology available in their home to be able to receive or access school information. Root Cause 3: Family's socioeconomic status.
School Context and Organization
Problem Statement 2: Not all campus teachers use ClassDojo. Root Cause 2: Some teachers do not understand how to use ClassDojo.

Goal 5: SBCISD / Fred Booth Elementary will collaborate with parents and community to ensure all students receive a gold standard education.

Performance Objective 5: Fred Booth will participate in National Night Out / San Benito Police Night Out in October in order to build a strong community partnership that promotes safe neighborhoods.

Evaluation Data Source(s) 5: participation sign-in sheets, photos, social media - Facebook & School Website

Summative Evaluation 5:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) Students will participate in a school performance through the fine arts department at the National Night Out event in October to build a strong community partnership. Parents will be invited to attend and take their children to the event where there will be performances, music and other family entertainment for all ages.</p>	1	Fine Arts Teacher	<p>Build strong partnerships with local law enforcement and promote safe neighborhoods.</p> <p>COULD NOT PARTICIPATE DUE TO INCLEMENT WEATHER - FRED BOOTH ELEMENTARY PLANS ON PARTICIPATING NEXT SCHOOL YEAR</p>	✗	✗	✗	
<p>Problem Statements: Family and Community Involvement 1</p>							
							

Performance Objective 5 Problem Statements:

Family and Community Involvement
<p>Problem Statement 1: Not all parents and/or community members are able to attend special events. Root Cause 1: Conflicting parent/community/school schedules.</p>

Goal 5: SBCISD / Fred Booth Elementary will collaborate with parents and community to ensure all students receive a gold standard education.

Performance Objective 6: Provide a MOMS and DADS Program to provide positive role models for all students.

Evaluation Data Source(s) 6: sign in sheets, photos, duty rosters

Summative Evaluation 6:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) The MOMS and DADS programs are to provide positive role models for students. The programs will support campus educational goals, safety, activities and provide mentorships. This is done on a volunteer basis before, during, and after school in order to work along-side the educators to ensure student success. This is a great opportunity to participate in the daily accomplishments of the students.</p>	1	Teachers Administrators	Support Education Support Safety Support School Activities Support Mentorship Builds school culture				
Problem Statements: Family and Community Involvement 1							

Performance Objective 6 Problem Statements:

Family and Community Involvement
Problem Statement 1: Not all parents and/or community members are able to attend special events. Root Cause 1: Conflicting parent/community/school schedules.

Goal 5: SBCISD / Fred Booth Elementary will collaborate with parents and community to ensure all students receive a gold standard education.

Performance Objective 7: Spirit Week Activities will be scheduled throughout the year to build school culture and parent and community partnerships.

Evaluation Data Source(s) 7: sign-in sheets, photos, social media

Summative Evaluation 7:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) Fire Prevention Spirit Week will be introduced to the students through fun, interactive lessons, activities and take-home materials. We can all help make the world a safer place by learning more about how and why fires start. In a fire, seconds count. Seconds can mean the difference between residents of our community escaping safely from a fire or having their lives end in tragedy.</p>	1	Teachers Counselor Librarian Administration	-students will learn how to escape a house fire and stay safe -students will learn how to practice fire drills -students will learn not to play with matches -students will learn how and who to call for help	✓	✓	✓	
Problem Statements: Family and Community Involvement 1, 2, 3							
<p>Critical Success Factors CSF 6</p> <p>2) Character Counts Week will build a positive school culture. The Six Pillars of Character are the core ethical values of CHARACTER COUNTS! The six pillars are; Trustworthiness; Respect; Responsibility; Fairness; Caring; and Citizenship. Students will have opportunities to build these characters through activities with the school counselor and daily campus activities.</p>	1	Counselor Administration	Students will know and understand how to be honest, play by the rules, plan ahead and have self-discipline, treat other with respect, be kind and compassionate and to do their share to make the community better.	✓	✓	✓	
Problem Statements: Family and Community Involvement 1, 2							

<p align="center">Critical Success Factors CSF 6</p> <p>3) Red Ribbon Week is to raise awareness of the killing and destruction cause by drugs in America. What's the Pledge about? The Red Ribbon Pledge As parents and citizens we will: -talk to our children and the children in our lives about the dangers of drug abuse. -set clear rules for our children about not using drugs. -set a good example for our children by not using illegal drugs or medicine without a prescription. -monitor our children's behavior and enforce appropriate consequences, so that our rules are respected. -encourage family and friends to follow the same guidelines to keep children safe from substance abuse.</p>	1	Teachers Counselor Librarian Administrators Parent Center	To pledge to set guidelines to help children grow up safe, healthy and drug-free.				
Problem Statements: Family and Community Involvement 1, 2							
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>4) Christmas spirit week is a great way to bring students, parents, community and faculty together. Activities include: -1st Grade Christmas Program -Pictures with Mr. & Mrs. Claus -Family Gingerbread House Contest -Daily Activities for the last week before Christmas Break -Secret Santa -Christmas Social (Luncheon) -Faculty Christmas Card -Student/Parent Christmas Luncheon -Christmas Parade Participation</p>	1	Teachers Campus Administration Parental Involvement ASP	To bring the Fred Booth community together				
Problem Statements: Family and Community Involvement 1, 2, 3							
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Performance Objective 7 Problem Statements:

<p>Family and Community Involvement</p>
<p>Problem Statement 1: Not all parents and/or community members are able to attend special events. Root Cause 1: Conflicting parent/community/school schedules.</p>
<p>Problem Statement 2: Parent/student contact information is not up-to-date. Root Cause 2: Parents do not contact the school when their personal information has changed.</p>
<p>Problem Statement 3: Parent/student may not have technology available in their home to be able to receive or access school information. Root Cause 3: Family's socioeconomic status.</p>

Goal 5: SBCISD / Fred Booth Elementary will collaborate with parents and community to ensure all students receive a gold standard education.

Performance Objective 8: Special programs targeting specific skills in all areas - Reading, Writing, Math, Science, and Social Studies to build community partnerships and promote school culture.

Evaluation Data Source(s) 8: Sign-in sheets, photos, social media, flyers

Summative Evaluation 8:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Schedule special programs to target TEKS objectives in all areas of instruction will increase student success in Reading, Writing, Math, Science and Social Studies. These programs include:</p> <ol style="list-style-type: none"> 2nd Grade Thanksgiving Program 1st Grade Christmas Program 5th Grade Sounds of the Season Program Pre-Kinder Easter Program Kinder Graduation at the end-of-year 5th Grade Promotion Ceremony at the end-of-the-year 3rd & 4th Grade will be scheduled by the Fine Arts Teacher 	1	Teachers Administration Parent Center	<p>Student/teacher/parent partnerships will be developed.</p> <p>Students will gain knowledge in all areas of instruction.</p> <p>Students will participate in dramatic play.</p>				
<p>Problem Statements: Family and Community Involvement 1, 2</p>							
<p> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue </p>							

Performance Objective 8 Problem Statements:

Family and Community Involvement
Problem Statement 1: Not all parents and/or community members are able to attend special events. Root Cause 1: Conflicting parent/community/school schedules.
Problem Statement 2: Parent/student contact information is not up-to-date. Root Cause 2: Parents do not contact the school when their personal information has changed.

Goal 5: SBCISD / Fred Booth Elementary will collaborate with parents and community to ensure all students receive a gold standard education.

Performance Objective 9: Schedule special events to build parent and student partnerships

Evaluation Data Source(s) 9: sign-in sheets, photos, social media, flyers

Summative Evaluation 9:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Partnership involves parents and children working together to build family unity. Each recognizes, respects and values what the other does and says. Partnership involves responsibility on both sides.</p> <p>1. Homecoming and Christmas Parade 2. Thanksgiving / Christmas Luncheons 2. Easter Egg Hunt</p>	1	Counselor Teachers After School Program Parent Center Administration	<p>Increased parental support to enhance their child's learning and development in and out of the school setting.</p> <p>Students feel more secure and benefit more from the educational opportunities given to them.</p>				
Problem Statements: Family and Community Involvement 1, 2 - School Context and Organization 1							
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) A little act of kindness at the right moment can give someone a good day. Host a variety of drives: -food drive -blood drive -toy drive</p>	1	School Nurse Campus Counselor Campus Administration Teachers Headstart Program	<p>-improve self-worth</p> <p>-the act of giving back to the community keeps us humble</p> <p>-gives people hope that humanity is still present</p> <p>-helps us to be grateful for your own privileges</p> <p>-helps with Socializing skills</p> <p>-helps students become aware of causes such as poverty, serious diseases and even mental health</p> <p>-helps save lives</p>				
Problem Statements: School Culture and Climate 7							
<p> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue</p>							

Performance Objective 9 Problem Statements:

School Culture and Climate
Problem Statement 7: Students are not aware of the individual needs of people, families and the community around them and the world. Root Cause 7: Students are not exposed to the local and national news effecting the everyday lives of people.
Family and Community Involvement
Problem Statement 1: Not all parents and/or community members are able to attend special events. Root Cause 1: Conflicting parent/community/school schedules.

Problem Statement 2: Parent/student contact information is not up-to-date. Root Cause 2: Parents do not contact the school when their personal information has changed.
School Context and Organization
Problem Statement 1: The school Marquee is not conducive to meet the school's social media needs. Root Cause 1: Marquee is outdated and doesn't provide enough space to incorporate all the information needed to inform parents and visitors of special events and activities.

Goal 5: SBCISD / Fred Booth Elementary will collaborate with parents and community to ensure all students receive a gold standard education.

Performance Objective 10: Provide academic assistance and enrichment activities through the ASP-after school program

Evaluation Data Source(s) 10: ASP attendance reports, activities reports, agendas, schedules, special events documentation, parent pick up logs

Summative Evaluation 10:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 1) The ASP will provide academic assistance for homework studies, Reading & Writing, Math and Science. The enrichment activities include: Arts & Crafts, Chess, Choir for 4th & 5th, Drumline for 5th grade, Board games, Soccer, Track, Drill Team, etc.	1	ASP personnel ASP Coordinator	to ensure academic growth and progress and help the child with social emotional needs				
	Problem Statements: Family and Community Involvement 1, 2, 3						

Performance Objective 10 Problem Statements:










Family and Community Involvement
Problem Statement 1: Not all parents and/or community members are able to attend special events. Root Cause 1: Conflicting parent/community/school schedules.
Problem Statement 2: Parent/student contact information is not up-to-date. Root Cause 2: Parents do not contact the school when their personal information has changed.
Problem Statement 3: Parent/student may not have technology available in their home to be able to receive or access school information. Root Cause 3: Family's socioeconomic status.

Goal 5: SBCISD / Fred Booth Elementary will collaborate with parents and community to ensure all students receive a gold standard education.

Performance Objective 11: Provide parents with internet access

Evaluation Data Source(s) 11: Parent sign-in sheet, technology training sessions

Summative Evaluation 11:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Critical Success Factors CSF 5 CSF 6 1) Fred Booth will provide parent center with 15 computers for parent usage and training.		Parent Center Coordinator Assistant Principal	to increase technology proficiency of parents				
Problem Statements: Family and Community Involvement 3							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Performance Objective 11 Problem Statements:

Family and Community Involvement
Problem Statement 3: Parent/student may not have technology available in their home to be able to receive or access school information. Root Cause 3: Family's socioeconomic status.

Goal 5: SBCISD / Fred Booth Elementary will collaborate with parents and community to ensure all students receive a gold standard education.

Performance Objective 12: Fred Booth will participate in the Fall Book Fair in November. All families will be invited to attend.

Evaluation Data Source(s) 12: sign in sheet, school flyers, class dojo, school messenger, website, facebook, scholastic flyers, posters, marque,

Summative Evaluation 12:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Partnership involves parents and children working together to raise funds to purchase additional books for students.</p>	6	Librarian Parent Volunteers Paraprofessionals Winter Texan Volunteers	Students will be able to acquire high interest level books. Students will read grade level stories with fluency to develop comprehension.	✓	✓	✓	
Problem Statements: Family and Community Involvement 1, 2, 3							

Performance Objective 12 Problem Statements:

Family and Community Involvement
Problem Statement 1: Not all parents and/or community members are able to attend special events. Root Cause 1: Conflicting parent/community/school schedules.
Problem Statement 2: Parent/student contact information is not up-to-date. Root Cause 2: Parents do not contact the school when their personal information has changed.
Problem Statement 3: Parent/student may not have technology available in their home to be able to receive or access school information. Root Cause 3: Family's socioeconomic status.

Goal 5: SBCISD / Fred Booth Elementary will collaborate with parents and community to ensure all students receive a gold standard education.

Performance Objective 13: Fred Booth will emphasize why daily attendance matters.

Evaluation Data Source(s) 13: daily attendance and tardy records, website, Facebook, ClassDojo, counselor lesson plans, parental involvement training sign-in sheets

Summative Evaluation 13:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Help students and parents understand the importance of building good habits of attendance through phone calls, flyers, school website & Facebook, morning announcements, ClassDojo, and sessions with the counselor and parental involvement.</p>	1	Counselor Teachers Campus Administration PEIMS Clerk	Good attendance will help children do well in school, college, and when they begin working				
<p>Problem Statements: School Culture and Climate 5 - Family and Community Involvement 2 - School Context and Organization 2</p>							
<p> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue </p>							

Performance Objective 13 Problem Statements:

School Culture and Climate
Problem Statement 5: Students do not know how to control their impulses, make good decisions, and avoid actions that are detrimental to themselves and others. Root Cause 5: The school does not provide specific educational and therapeutic training to students to assist them with making mature decisions and handling difficult situations that involve strong or negative feelings.
Family and Community Involvement
Problem Statement 2: Parent/student contact information is not up-to-date. Root Cause 2: Parents do not contact the school when their personal information has changed.
School Context and Organization
Problem Statement 2: Not all campus teachers use ClassDojo. Root Cause 2: Some teachers do not understand how to use ClassDojo.

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	4	Provide instructional support to facilitate academic improvement in content areas within a small group setting with at-risk students.
1	1	5	System Safeguard Strategy Provide intensive, systematic, research-based accelerated instruction in the content areas for identified at-risk students.
1	2	1	Teachers will utilize Mentoring Minds for Critical Thinking and ensure time is allotted in class to target Reading Comprehension Skills.
1	3	1	Teachers will utilize Mentoring Minds for Critical Thinking and ensure time is allotted in class to target computation and problem solving skills.
1	4	1	Teachers will utilize high quality technology programs to target state standards (TEKS) in the areas of Reading, Math, Writing and Science. The programs are goal-oriented, self-paced, instruction and practice with rigorous content specific lessons to increase student performance. The teacher will ensure students are engaged and remain on task.
1	4	2	Two classroom novel sets will be purchased for every classroom from Pre-K to 5th Grade to increase student's lexile measure to meet and challenge individual student reading abilities. Typical Lexile Measures 1 BR120L* to 295L 2 170L to 545L 3 415L to 760L 4 635L to 950L 5 770L to 1080L 6 855L to 1165L 7 925L to 1235L 8 985L to 1295L 9 1040L to 1350L 10 1085L to 1400L 11 & 12 1130L to 1440L Students will be challenged and asked questions that push them to refer back to what they've read. This stresses critical-thinking, problem-solving, and analytical skills that are required for success in college, career, and life.
1	4	3	Teachers will utilize Mentoring Minds for Critical Thinking to address 100% of the Math, ELAR, Writing and Science TEKS and prepare students to excel. This supplemental curriculum also unpacks and explains all the TEKS and gives teachers access to proven instructional strategies for planning content-driven lessons, differentiating instruction, and creating thinking-centered classrooms.
1	4	4	Making learning accessible, engaging and relevant. Every classroom. Every lesson. It starts with engagement and ends with literacy. Engage - Educational hip-hop videos teach standards-based skills and content. Master - Activities, assessments and analytics develop skills and provide valuable learning insights for teachers Create - Interactive tools get creative juices flowing as students write and perform their own educational raps
1	4	5	Use the STAAR Guide to Success as a tool to review Assessment Blueprints for All Subjects in grades 3-5 and prepare students for STAAR Rigor in grades k-2: -Reading, Math, Science, and Writing Standards with Depth of Knowledge (DOK) Levels - Instructional Guide for DOK Levels with Question Stems, Sentence Frames and more! -English Language Proficiency Standards -Linguistic Accommodations and Information for each Assessment -Essential Assessed Content Vocabulary in English and Spanish

Goal	Objective	Strategy	Description
1	4	6	Use STAAR Libraries to provide authentic literature to support STAAR performance standards, provide exposure to more genres, enhance classroom libraries, supplement content-area instruction and encourage independent reading Kinder-5th Grade.
1	4	7	Use STAAR Ready Practice Books to target specific skills for our special education students that mirrors the content, rigor, and format of the test and provides explicit instruction while giving extra support to teachers.
1	4	8	Provide after school tutorial and Saturday Academies to target Reading, Writing, Math, and Science STAAR tested objectives.
1	4	9	Provide instructional material and supplies to enhance learning and target specific skills.
1	4	10	Provide Science tables, stools, cabinets and appropriate Science equipment for the 5th Grade Science class and/or lab and sectionals to enhance Science experiences for students in Pre-K to 5th Grade in the rotunda.
1	5	5	Update student accountability for myOn usage
1	6	1	Create Learning Walls to target Reading, Math, Writing, Social Studies, and Science. These Learning Walls will be evident in the rotundas, hallways, cafeteria, and library.
1	6	3	Purchase effective supplemental material for effective scaffolding to make the curriculum more effective! This supplemental material will impact each student's experience; sense of progress to enable or speed understanding, retention, recall, and work completion. Student efforts will be empowered to help with independence to guide students towards an upward spiral that leads to mastery.
1	7	1	Teachers will utilize Mentoring Minds for Critical Thinking and ensure time is allotted in class to provide practice with multiple-choice items that assess the revising and editing TEKS based on the structure and format of STAAR. This resource also includes composition prompts for expository writing tasks.
1	9	1	Improving the progress of Special Populations toward achievement of State Standards by providing specific targeted instructional material.
2	5	4	Provide a one day Writing Training to 4th grade students and teachers with a focus on Expository Writing and Revising and Editing. Also, provide one 1/2 day Math training to 3rd grade students and teachers and one 1/2 day Math training to 5th grade students and teachers.
2	7	1	The Librarian will have opportunities to: -explore innovate techniques to build fluency, motivate struggling readers, and support ELL's using digital apps and tools -review different ed tech tools that ELLs may utilize in order to support and enhance their learning -learn how to use and apply 8 awesome apps
3	1	1	To focus on providing opportunities for students to gain exposure and experiences while promoting collaborative engagement with high expectations for their success!! To encourage innovation to engage students in their desired discipline and innovate solutions to real world problems through field trips, targeted activities, school programs, technology, instructional material, and student and teacher trainings.

Goal	Objective	Strategy	Description
3	1	2	Provide differentiated instruction to gifted/talented (G/T) for the Texas Performance Standards Project (TPSP), but also provide enhanced academic opportunities for all students. The Texas Education Agency (TEA) is redesigning the TPSP tasks to reflect a 7E framework Elicit - Access and ascertain prior knowledge and understanding Engage - Generate enthusiasm and stimulate interest and thinking Explore - Provide opportunities to observe, record data, design experiments, interpret results, organize findings Explain - Introduce models, laws, and theories Elaborate - Provide opportunities to apply knowledge to new domains Evaluate - Provide formative and summative assessment opportunities, including self-reflection Extend - Provide additional challenges that allow students to apply knowledge
3	1	3	Host a Career Fair to introduce students to the wealth of job and career opportunities available to them.
3	2	1	Provide a color printer to be utilized for GT students to provide students opportunities to work on their TPSP independent learning experiences and research projects that teachers can adapt and use. The projects, or tasks are based on the Texas Essential Knowledge and Skills (TEKS) and focus on the foundation content areas of English language arts and reading, mathematics, science, and social studies with interdisciplinary connections.
3	3	1	Teachers will assess students based on the YAG in Reading, Math, Writing and Science from 1st grade through 5th grade every 3 weeks to monitor student success.
3	4	1	To assist teachers to use technology to be creative while developing their lessons in all areas and in all grade levels.
3	6	1	Gifted and Talented students will be provided a continuum of learning experiences that lead to the development of advanced level products and/or performances.
5	10	1	The ASP will provide academic assistance for homework studies, Reading & Writing, Math and Science. The enrichment activities include: Arts & Crafts, Chess, Choir for 4th & 5th, Drumline for 5th grade, Board games, Soccer, Track, Drill Team, etc.

Title I

Schoolwide Program Plan

- Professional Learning Communities (PLCs)
- Campus Committee Meetings, Agendas, Notes, Implementation
- Grade Level Meetings
- Vertical Alignment Meetings/Training/Professional Development
- Faculty Meetings
- T-TESS & T-PESS
- Professional Development for all Stakeholders

Campus Team: professional staff, parents, community members, business representatives

Ten Schoolwide Components

1: Comprehensive Needs Assessment

- 1)**Comprehensive Needs Assessment** – centerpiece of the planning process and the pre-work for the campus improvement plan
- 2)**Reform Strategies** – amount and quality of learning time
- 3)**Instruction by Highly Qualified Teachers** – highly qualified and highly skilled
- 4)**High-Quality Professional Development** – based on needs assessment
- 5)**Strategies to Attract HQ Teachers** - recruitment and retention
- 6)**Strategies to Increase Parental Involvement** – regular, two-way, and meaningful communication and involvement
- 7)**Transition** - pre-school to kindergarten
- 8)**Teacher Decision-Making Regarding Assessments** – use of academic assessments to improve instruction and student performance.
- 9)**Effective and Timely Assistance to Students** – appropriate activities and interventions
- 10)**Coordination and Integration** – services and programs

2: Schoolwide Reform Strategies

1. Based on scientifically-based research
2. Strengthen the core academic program
3. Increase the quality and quantity of learning time
4. Address the learning needs of all students
5. Systematic Classroom and Campus Goals and Objectives
6. Systematic Classroom and Campus Discipline Management
7. Systematic School Culture and Climate

3: Instruction by highly qualified professional teachers

100% of all faculty and staff at Fred Booth Elementary are highly qualified.

Continuous Professional Development

Lesson Plans

- Class Schedules
- Instructional Resource usage
- Walkthroughs / Observations
- Feedback by campus administration / mentors

Teachers are required to be highly qualified if they are the Teacher of Record providing direct instruction to students in any core academic subject area, including English, reading or language arts, mathematics, science, foreign languages (languages other than English), civics and government, economics, arts, history, and geography. Highly qualified teachers must:

- Hold at least a bachelor's degree;
- Be fully certified to teach in Texas; and
- Demonstrate competency in their core academic subject area.

Paraprofessionals – 2 yrs. of college, associate's degree, or formal assessment - only those on a Schoolwide campus assisting with providing instruction or those paid by Title I funds on a Targeted Assistance campus - exceptions – translators, parental involvement specialists, noninstructional duties

Ongoing staff development for all campus professionals.

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

- Professional Development in all core areas, special programs (504, SPED, RTI, LPAC/ESL), best practices, teaching strategies, interventions, accommodations, classroom management, parental involvement, systems & procedures and campus and district expectations
- Professional Development for the After School Program
- Parent workshops / trainings / activities organized by parent specialist
- Home visits

Professional development needs are:

***determined by all stakeholders and based on student performance data**

***Supports the campus vision and plan**

***Scientifically, research based topics**

***On-going with follow-up**

5: Strategies to attract highly qualified teachers

- Competitive Salary charts
- Mentorships & Support Systems
- Ongoing Professional Development
- Leadership Opportunities
- Active/Current Websites & Information
- Social Media

6: Strategies to increase parental involvement

- District Parental Involvement Activities
- Campus Parental Involvement Activities organized by Parent Specialist
- Grade Level Academic Activities once every six weeks
- Grade Level Seasonal Performances
- Campus/District Parent Involvement Policies in writing
- School-Parent Compacts
- Programs, Activities, Procedures, and evaluation should be planned and implemented in consultation with parents
- Hold annual Title I meeting to inform parents about the Title I Program

- Provide communication in home language
- Staff Training
- Notification Requirements - Increase communication with parents
- Have a welcoming environment
- Involve parents in activities, events, and special programs
- Consider offering family literacy services
- Campus Website and Facebook Information

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

- Partnerships with community early childhood centers
- Head Start Program collaboration
- Beginning of year "Meet the Teacher" Day
- Beginning of year "Tour of Campus" for students and parents/guardians
- Flyers & Social Media (Facebook and Campus Website)
- Orientation
- Smooth transition process
- Communicate the early education program and curriculum

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

- Professional Learning Communities (PLCs)
- Faculty Meeting to review and analyze DATA
- Grade Level Meetings
- Mentorship programs for teachers
- Professional Development on Analyzing Formative and Summative DATA
- Progress Monitoring
- CNA Committees
- SBDM

Teachers MUST be included in the decisions and planning regarding use of assessments, analysis of data and programs, resources, etc.

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

- Integrate TIER II & III Intervention Time within the school schedule
- After School Tutorial Sessions
- Saturday Tutorial Sessions
- Parent Conferences

A campus operating a schoolwide program must:

- Identify students who need additional learning time to meet State standards
- Provide them with timely, additional assistance that is tailored to their needs, and
- this assistance MUST be available to all students in need (tutorial before / after school and on Saturdays) - (individual and/or group learning sessions) - (summer school)
- provide training for students targeting Reading, Math, Writing, & Science

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

- Collaboration with District and Campus Staff
- Campus & District Professional Development
- TEA/SBEC/Region One

Campuses operating schoolwide programs are expected to:

- encourage and use the flexibility available to them to integrate services and programs
- aim and upgrade the entire educational program
- help all students reach proficient and advanced levels of achievement

STATE CIP REQUIREMENTS

Campus Team: professional staff, parents, community members, business representatives

1. Assess academic achievement for each student in the school using the State's indicators for performance.
2. Set the campus performance objectives based on State targets and school data, including objectives for special needs populations and students in special education programs.
3. Identify how the campus goals will be met for each student.
4. Determine the resources needed to implement the plan.
5. Identify staff needed to implement the plan.
6. Set timelines for reaching the goals.
7. Measure progress toward the performance objectives periodically to ensure that the plan is resulting in academic improvement.

8. Include goals and methods for violence prevention and intervention on campus.
9. Plan and conduct Dating Violence awareness education and training for students, staff, and parents.
10. Provide for a program to encourage parental involvement.
11. Review and revise annually.

FEDERAL CIP SCHOOLWIDE PROGRAM REQUIREMENTS

Campus Team: principals, teachers, other administrators, parents, community members, pupil services personnel, technical assistance providers, school staff, secondary students

1. Clearly incorporate the 10 Components of a SWP.
2. Describe how the school will use Title I, Part A resources and other resources to implement the 10 components.
3. Describe how the school will provide understandable student assessment information to parents.
4. Include a list of state and federal programs whose funds will be consolidated to implement the SWP.
5. Describe how the intent and purposes are met for all federal program funds combined on a SW campus.
6. Include sufficient activities to address the needs of intended beneficiaries of all federal programs whose funds are combined on a SW campus to upgrade the entire education program.
7. Develop initially during a one-year period, unless LEA and ESC determine together that less time is needed.
8. Review and revise annually.
9. Make plan available in a format and language that is understandable to LEA, parents, and public.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Benjamin Gomez	Parental Specialist		100%
Emilia Kupec	RTI-Response to Intervention		100%

Plan Notes

Technology meeting Â June 12 , 2017

Members: Mr. Rosa, Ms. Arcaute, Mrs. Caballero, Mrs. Scott, and Mrs. Cruz

We had a dicussion about technology in general. Â The committee came up with a list of technology needs that begining with the campus, classroom, student and staff.

There were several categories that were developed. Â Hardware, Software, and Staff Development. Â From there we branched out to specific areas for each of the topics. Â For example:

Hardware

Outdated Technology

Campus, classroom, library and labs

Software

The first topic we discussed was hardware and the lack of. Â The group came to a consensus that we need to update classrooms, library and computer labs. Â The group was informed that a proposal was submitted to help update the technology. Â How much is yet to be determined.

Problem statements were created based on the needs of the campus.

Topic number 2 is software/ applications. Â We developed a list of existing softwares on the campus and mandated by the district. Â

School Culture and Climate Committee June 12, 2017

(Mrs. Ramos, Mrs. Vallejo, Mrs. Cruz, Mrs. Rodriguez, Mr. Hurtado)

Â Summary

During the 2016-2017 school year, students were recognized monthly with the Student of the Month award. Students of the Month were rewarded with a movie and a treat. Teachers were also acknowledged monthly as Teacher of the Month and were presented with a gift card. During Teacher Appreciation Week, teachers and other staff enjoyed a daily treat.

Strengths

- * Time allotted for Student of the Month award.
- * Treat given for Student of the Month award.
- * Gift card for Teacher of the Month award.

Problem Statements

- * Inconsistency at the beginning of the year for Student and Teacher of the Month
- * There are no consistent interventions in place to increase appropriate behavior.

Ideas for upcoming school year

- * Certificates for A, AB Honor roll and perfect attendance for each six weeks. (2 incident reports and 1 referral will be disqualified)
- * Highest attendance class per six weeks gets lunch with Mrs. Ramos.
- * Have leadership team and Mrs. Ramos or Mrs. Lopez welcome new students to campus by giving them a tour of the school.
- * Small goody bag (school supplies)
- * Explain school expectations
- * Continue with time allotted and treat for Student of the Month

- * Continue with gift card for Teacher of the Month
- * Have an Anti-Bullying Training for students from 1st-5th grade.
- * Implement a Bobcat Dance for student with Good Behavior.

Meeting concluded at 4:00 pm

Student Achievement - June 15, 2017 8:00 - 12:00

Members included: L. Guajardo, E. Bolado, R. Diaz, F. Rosa, E. Kupec, C. Ramos

RTI: Progress Monitoring; need for training, during PLC discuss RTI progress monitoring, and in-putting info.

ELL Curriculum: Professional Development for all teachers on the Curriculum provided for ELL's; on a timely manner.

Writing Across the Curriculum: Continue to write across the curriculum weekly and grade level will assign topic and type of writing. Grade levels must have training so that it is consistent at the campus.

Reading Curriculum: PD to use Consistently throughout the campus and grade levels. 80% of students show progress and show growth.

Student Performance on Benchmarks and report: Benchmarks must follow the YAG, analyze data and set prescriptive instruction.

We had a discussion on how to bring ELL's grades up and try and find out what they are lacking. What is the gap that is making them stay behind? And also, how to keep students that are passing still passing. We talked about RTI as well, and how next year we will be working on RTI's more in PLC's. We are going to see that everyone did their progress monitoring and inputting documentation online in RTI. We will also focus on writing descriptive writing where we would put a picture and then they talk about it and write about it. Grade levels will assign a topic and then the students will write on that. Being consistent in implementing what you learned in trainings is very important. If we went to a training and the other teachers in your grade level couldn't go, we as a teacher need to let the other teachers know in a briefly manner of what you learned in the training and ways to implement it in the classroom to better serve out student progress and show growth.

So we first looked at the problems and root causes identified for our campus in student achievement. First problem was on RTI progress monitoring was training/workshops provided for teachers, more depth in the training. Every 2 weeks we will discuss RTI progress monitoring, inputting documentation online. Training/Workshops on the ELL curriculum that is provided for all teachers on a timely manner. Continue to write across the curriculum weekly and grade

levels will assign topic and type of writing. Grade levels must have the training on the writing so that it is consistent across the campus. Professional development on/for the reading curriculum for each grade level. Benchmarks must follow the year at a glance and data be analyzed to set goals and prescriptive instruction.

Our plan for the 2017-2018 school year is to provide professional development in order to address the problems and the root causes to improve student achievement.

Curriculum, Instruction and Assessment:

June 15, 2017

M. Daurte, L. Vallejo, R. Portillo, E. Kupec, Mr. Rosa

First stage of discussion:

Develop a Benchmark using (YAG), set up before end 6 weeks on scantron and get the DATA the next day. Created by Dean with input from teachers.

Data: analyze data at the end of every 6 weeks. Plan as needed for students.

- PLC Planning,
- Lesson Plans
- Walk throughs,
- Tutorials,
- Computer lab in the morning, (My On, AR, Imagine Learning, Stemscope, etc.)

PD: Training on any new developments on Digital programs that are being used in labs and instructional curriculum. (ie): attendance, spur of the moment announcement, etc. Differentiation of Instruction, "GRIT"

Develop the Role of Lead Teachers:

Teachers implementing curriculum: Across the grade levels. Teach, Reteach, Assess.

Vertical Alignment to get teams working on needs of our students.

Disrupting instruction! Let's make sure that instruction is not interrupted.

Measurement of Student Achievement: Set expectations for Students, set goals for students, classroom, grade levels and campus. Example: Fluency Goals set by each grade level. Evaluation (wpm) documentation set by teacher by displaying goal.

Work on morale of teachers, being more positive.

Communication: Agenda's set in advance.

CNA Notes December 14, 2017

Committee: Family and Community Involvement Committee: District Context and Organization

Members: Corbeil, Anzaldua, Ramirez, Montez, Caballero, Cullar

Check if objective is being worked on or if discontinued. For example the Police Night Out.

Goal three:

Objective *two*: Color printer for GT students need to be acquired.

Goal three:

Objective *four*: Printers still need to be installed in teacher classrooms.

Goal three:

Objective *five*: It would be a good idea to display college banners in the cafeteria, so that students and parents can see them.

December 14, 2017

Culture and Climate Committee

CNA goal reviews (Coach Garza, Mrs. Nelda Abrego, RN, Mrs. Norma G. Rodriguez)

Discussed Goal #4 pertaining to a safe, drug free learning environment.

Performance Objective 3: We are still waiting for awnings to be built. Not sure if the money has been approved, but it would have come in handy for the day it snowed and rained a lot. The sidewalks were widened and this makes it easier for the students, parents, and faculty to walk in and out of school.

Performance Objective 4: Students and all faculty are very excited about the new mural that has been painted in the front rotunda. Students can't stop talking about how the other rotunda will turn out when it is finished.

Performance Objective 7: Committee familiarized itself with restorative discipline practices: "Marilyn Armour, Ph.D., defines restorative discipline as a relational approach to building school climate and addressing student behavior. The approach fosters belonging over exclusion, social engagement over control, and meaningful accountability over punishment."

As a committee we agree that fostering relationships is the best way to improve any discipline issues.

December 14, 2017

- Goal 5
 - Collaborate with parents and community
 - Lunch-in with parents
 - Thanksgiving and
 - Christmas
 - Objective 9
- Blood drive?
- Career day >??
 - Where are in the goal plan
 - Objectives several
 - Work to several and still working on some
 - And discontinue one
 - Work on spirt weeks
 - MOM and DAD will follow that
 - Special events
 - Combine
 - Soccer/ Christmas dance
- Father/daughter dance
 - Progress
 - Blood drive with objective does it fall under?
 - Career day what does it fall under
 - **NEED to add to GOAL FIVE**
 - **Career day and blood drive**

2017-2018 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Nedia Espinoza	Principal
Administrator	Rolando Monsevalles	Asst. Principal
Administrator	Fernando Rosa	Asst. Principal
Classroom Teacher	Melissa Arcaute	5th Grade Teacher
Non-classroom Professional	Emilia Kupec	RTI Teacher
Classroom Teacher	Natalie Montez	Fine Arts Teacher
Parent	Mary Moreno	Parent
District-level Professional	Connie Cruz	District-Level Professional
Parent Specialist	Ben Gomez	Parent Specialist / Mayor
Business Representative	Jeremy Maya	Business Representative

Campus Behavior Committee

Committee Role	Name	Position
Non-classroom Professional	Lilia Leal	Member
Non-classroom Professional	Emilia Kupec	Member
Classroom Teacher	Alejandro Garza	Member
Non-classroom Professional	Natalia Caballero	Member
Non-classroom Professional	Nelda Abrego	Member
Classroom Teacher	Natalie Montez	Member
Classroom Teacher	Laura Ayala	Member
Administrator	Nedia Espinoza	Administrator
Administrator	Rolando Monsevalles	Coordinator
Administrator	Fernando Rosa	Administrator

Campus Culture and Climate

Committee Role	Name	Position
Classroom Teacher	Laura Vallejo	Teacher
Classroom Teacher	Francisco Hurtado	2nd Grade Teacher
Paraprofessional	Ben Gomez	Parent Liason
Classroom Teacher	Alejandro Garza	PE Teacher
Classroom Teacher	Gloria Cruz	1st Grade Teacher
Classroom Teacher	Norma Rodriguez	Pre-K Teacher
School Nurse	Nelda Abrego	School Nurse
Administrator	Nedia Espinoza	Principal
Administrator	Fernando Rosa	Asst. Principal
Administrator	Rolando Monsevalles	Asst. Principal

Curriculum, Instruction, and Assessment

Committee Role	Name	Position
Administrator	Fernando Rosa	Asst. Principal
Classroom Teacher	Rebecca Hernandez	5th Grade Teacher
Classroom Teacher	Laura Vallejo	5th Grade Teacher
Classroom Teacher	Ruth Portillo	1st Grade Teacher
Non-classroom Professional	Emilia Kupec	RTI Teacher
Classroom Teacher	Mary Duarte	4th Grade Teacher
Administrator	Nedia Espinoza	Principal
Administrator	Rolando Monsevalles	Asst. Principal

Demographics

Committee Role	Name	Position
Non-classroom Professional	Lilia Leal	Counselor
Paraprofessional	LeAnn Longoria	PEIMS Clerk
Non-classroom Professional	Emilia Kupec	RTI Teacher
Classroom Teacher	Laura Ayala	SPED Teacher
Classroom Teacher	Julius Pardo	2nd Grade Teacher
Administrator	Nedia Espinoza	Principal
Administrator	Fernando Rosa	Asst. Principal
Administrator	Rolando Monsevalles	Asst. Principal

District Context and Organization

Committee Role	Name	Position
Non-classroom Professional	Lilia Leal	Counselor
Classroom Teacher	Rosamaria Silva	1st Grade Teacher
Classroom Teacher	Patricia Vela	4th Grade Teacher
Classroom Teacher	Ada Anzaldua	Kinder Teacher
Classroom Teacher	Alejandro Garza	PE Teacher
Administrator	Nedia Espinoza	Principal
Administrator	Fernando Rosa	Asst. Principal
Administrator	Rolando Monsevalles	Asst. Principal

Family and Community Involvement

Committee Role	Name	Position
Classroom Teacher	Natalia Montez	Fine Arts Teacher
Paraprofessional	Ben Gomez	Parent Liason
Classroom Teacher	Monica Ramirez	Kinder Teacher
Non-classroom Professional	Natalie Caballero	Librarian
Classroom Teacher	Rosie Corbeil	3rd Grade Teacher
Classroom Teacher	Cuellar Elda	Pre-K Teacher
Administrator	Rolando Monsevalles	Asst. Principal
Administrator	Nedia Espinoza	Principal
Administrator	Fernando Rosa	Asst. Principal

Staff Quality, Recruitment, and Retention

Committee Role	Name	Position
Non-classroom Professional	Lilia Leal	Counselor
Classroom Teacher	Evelyn Rosales	3rd Grade Teacher
Classroom Teacher	Belinda Sanchez	1st Grade Teacher
Classroom Teacher	Eduardo Bolado	4th Grade Teacher
Classroom Teacher	Monica gonzales	Kinder Teacher
Administrator	Nedia Espinoza	Principal
Administrator	Fernando Rosa	Asst. Principal
Administrator	Rolando Monsevalles	Asst. Principal

Student Achievement

Committee Role	Name	Position
Classroom Teacher	Rozanne Diaz	5th Grade Teacher
Classroom Teacher	Michelle Flores	3rd Grade Teacher
Classroom Teacher	Eduardo Bolado	4th Grade Teacher
Classroom Teacher	Laurie Guajardo	3rd Grade Teacher
Non-classroom Professional	Lilia Leal	Counselor
Classroom Teacher	Evelyn Rosales	3rd Grade Teacher
Administrator	Nedia Espinoza	Principal
Administrator	Fernando Rosa	Asst. Principal
Administrator	Rolando Monsevalles	Asst. Principal

Technology

Committee Role	Name	Position
Administrator	Fernando Rosa	Asst. Principal
Non-classroom Professional	Natalia Caballero	Librarian
Paraprofessional	Diane Martinez	Computer Lab
Classroom Teacher	Melissa Arcuate	5th Grade Teacher
Classroom Teacher	Veronica Scott	2nd Grade Teacher
Administrator	Nedia Espinoza	Principal
Administrator	Rolando Monsevalles	Asst. Principal

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Teacher Assistants		\$0.00
1	4	2	Novels		\$4,117.31
1	4	2			\$2,964.89
1	4	3	Mentoring Minds		\$19,542.96
1	4	4	Flocabulary		\$2,000.00
1	4	5	K-2 STAAR Guide to Success & 3-5 STAAR Guide to Success		\$834.90
1	4	6	Scholastic		\$2,472.00
1	4	8			\$33,280.00
1	5	1	Headphones with goos neck mic, USB plug		\$2,387.40
1	5	2			\$1,271.00
1	5	2			\$8,549.00
1	6	1			\$6,000.00
1	6	2			\$690.75
1	6	3	Dynanotes		\$2,240.06
1	6	3			\$1,269.74
1	7	1	Mentoring Minds Workbooks & Assessments		\$400.00
2	7	1	Technology		\$0.00
4	1	1	dramatic play equipement		\$2,358.44
4	2	1			\$0.00
4	6	1			\$73.33
Sub-Total					\$90,451.78
199 - State Gifted and Talented (G/T)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2			\$180.32

					Sub-Total	\$180.32
211 - Title I, Part A						
Goal	Objective	Strategy	Resources Needed	Account Code		Amount
1	2	1	Mentoring Minds Workbooks			\$2,200.00
1	3	1	Mentoring Minds			\$2,238.50
1	4	1	Learning Farm			\$3,620.00
1	4	9				\$2,000.00
1	4	10				\$9,435.00
1	5	1	Ceiling Speakers			\$24,732.00
1	6	1				\$8,500.00
4	3	2				\$1,200.00
4	3	3				\$1,142.00
					Sub-Total	\$55,067.50
255 - Title II, Part A, TPTR						
Goal	Objective	Strategy	Resources Needed	Account Code		Amount
2	1	1				\$0.00
2	5	1	Region One			\$4,000.00
2	5	1				\$3,305.86
2	5	4	May the Fours Be With You Training			\$3,500.00
2	6	1				\$110.00
					Sub-Total	\$10,915.86
					Grand Total	\$156,615.46