

San Benito Consolidated Independent School District
Positive Redirection Center
2017-2018 Campus Improvement Plan



Mission Statement

Mission

The mission of the Joe Callandret Postive Redirection Center and the SCANS Program is to provide Academic Instruction and Support: to help students modify inappropriate behavior and to develop social skills necessary for success in their home, schools, commnity and their family.

Vision

Vision

Our primary purpose of improving lives through a quality education is driven by an unrelenting determination to graduate all of our students and prepare them for success in higher education. Our ideology is reflected in our fundamental beliefs, commitments and core values that guide us in our daily practices.

Comprehensive Needs Assessment

Demographics

Demographics Summary

- Grade levels 6th-12th
- AllAlternative (Boot Camp)
- At Risks as per TEA Reports 55
- Ethnic Distributions: African American (0), Hispanic (55), White (0), Other (0)
- Economically Disadvantaged: 100%
- Bilingual/ESL Education: 35%
- Special Education: 18%
- Disciplinary Assignments: 100 %
- Attendance Rate: 80%
- Accountability Rating: Not Rated

Demographics Strengths

- Our PRC students do well in a structured setting
- PRC has a diverse population
- PRC students are involved in numerous community service opportunities
- PRC students develop a sense of pride and ownership of our campus

Problem Statements Identifying Demographics Needs

Problem Statement 1: We have seen an increase in female population. **Root Cause:** Lack of positive role models.

Problem Statement 2: PRC is concentrating on intervention strategies rather than schools targeting prevention. **Root Cause:** Many of our students come with behavioral,issues, drug use, drug abuse

Problem Statement 3: Many of our students are not with their family of origin. **Root Cause:** Single family homes and living with guardians.

Student Achievement

Student Achievement Summary

PRC students are driven to participate in community based activities. They also take pride in maintaining our school grounds and enjoy creating wood and garden projects. PRC students strive to recover credits.

Student Achievement Strengths

- Students participate in community involvement activities as well as accumulate community hours.
- Students learn military style physical training exercises
- PRC students learn the six pillars of character.
- PRC student go through a very rigorous orientation to learn proper behavior.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Lack of parental support for academics, attendance, participation, graduation and college guidance. **Root Cause:** Lacking a foundation in values and character education.

School Culture and Climate

School Culture and Climate Summary

PRC is a diverse community of students/parents. Our students are constantly changing with minimum stays of fifteen and maximum stay of 180 days. Our PRC parents are engaged and attend weekly meetings to support student attendance.

School Culture and Climate Strengths

- Community Involvement
- Parental Involvement
- Communities in Schools Program
- After School Program
- Hands on Projects
- Community Service Projects
- Weekly Newsletter
- Media Recognition (San Benito News/ Valley Morning Star)
- Engaging Classrooms
- Emphasis on Campus procedues/protocols/goals
- Continuous Adult Learning
- Celebration of Student Success
- Positive Teacher to Student and Student to Teacher Relationships
- Emphasis of maintaing a Gold Standard at our campus
- Multiple Counseling opportunities to meet the diverse needs of our student populations

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Our daily attendance is a constant challenge. **Root Cause:** Apathy from the parents and students to come to school, especially on Mondays and Fridays

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

- Highly qualified teachers
- Over 100 credits recovered
- TTESS Observed
- Continuous Adult Learningn (meet requirements of District and needs of their own Goals for TTESS)
- CPI Certified
- Posititive Teacher to student and student to teacher relationships
- Special Programs Offered: ESL, Special Education,504, etc.

Staff Quality, Recruitment, and Retention Strengths

- Several students graduated this year
- 10:1 ratio
- 1 teacher has multiple certifications
- Over 100 credits were recovered
- 1 teacher received their Masters in Educatioon in Counseling
- Over 150 combined years employed for SBCISD

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teachers don't have enough composite certifications to meet the demands of our diverse student populations **Root Cause:** All of PRC students are from different grade levels including sixth thru 12th grade.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

PRC has been able to meet most of the needs of our student population. Additional courses including electives will be soon offered to meet all the needs of all our students.

Curriculum, Instruction, and Assessment Strengths

Academics: The following is a list of available courses of study. In addition, credit by exam and Odyssey computer based courses are offered.

Math:

- Middle School Math
- Algebra 1
- Math Models
- Pre Calculus

Science:

- Middle School Science
- Environmental Systems
- Integrated Physics and Chemistry
- Physics
- Biology
- Chemistry

Language Arts

- ELA Middle School
- English 9th-12th

Social Studies

- 7th - 8th Grade Social Studies

- Government and Economics
- World Geography
- World History
- U.S. History

Electives

- Spanish I
- Spanish II
- Spanish III
- Environmental Systems
- AP Environmental Science
- P.E.
- Health

Also utilized:

- Field Projects
- Project Based Learning
- Community Based Projects
- Field Learning

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: PRC is in need of TEKS based credit recovery. **Root Cause:** PRC license was not renewed for Compass Odyssey. PRC is in need of updated curriculum TEKS based programs.

Problem Statement 2: students are getting further behind with their learning. **Root Cause:** Lack of horizontal alignment with home campus

Problem Statement 3: PRC is lacking personnel to meet academic need and student ratio. **Root Cause:** Student enrollment ratio is not in compliance with DAEP statutes.

Family and Community Involvement

Family and Community Involvement Summary

Our campus will demonstrate leadership in the area of Family and Community Involvement by having our students, teachers, staff and stakeholders participate in effective communication and outreach opportunities.

Family and Community Involvement Strengths

Visibility at campus and community activities.

Increased partnerships with our campus/District and community organizations.

Capacity to build a stronger family unit.

Evidence of professional and family growth activities.

Foster growth among campus/District and stakeholders through the sharing of information and collaboration.

Problem Statements Identifying Family and Community Involvement Needs

Problem Statement 1: The current parent participation is below sub par. **Root Cause:** Apathy and the feeling that they are the ones being punished for their child's mistakes.

Problem Statement 2: Many parents are not in attendance to meetings that are held at PRC **Root Cause:** Parents work, lack of transportation and the flexibility of offering sessions during other times of day or week.

School Context and Organization

School Context and Organization Summary

- **(Safety) Rules and Norms**: Clearly communicated rules for physical violence; clearly communicated rules about verbal abuse, harassment, and bullying; clear and consistent enforcement and norms for adult intervention
- **Sense of Physical Security**: Sense that students and adults feel safe from physical harm in the school
- **Sense of Social Emotional Security**: Sense that students feel safe from verbal abuse, bullying and exclusion
- **(Teaching and Learning) Support for Learning**: Use of supportive teaching practices, such as : encouragement and constructive feedback; varied opportunities to demonstrate knowledge of skills; support for risk-taking and independent thinking; school culture and climate conducive for dialog and questioning; academic challenge; and individual attention.
- **Social and Civic Learning**: Support for the development of social and civic knowledge, skills, and dispositions including; effective listening, conflict resolution, self reflection and emotional control, empathy, personal responsibility, and ethical decision making.
- **(Interpersonal Relationships) Respect for Diversity**: Mutual respect for individual differences (e.g. gender, race, culture,etc.) at all levels of the school-student -student, adult to student; adult to adult and overall norms for tolerance.
- **Social Support - Adults**: Pattern of supportive and caring adult relationships for students, including high expectations for students' success, willingness to listen to students and to get to know them as individuals, and personal concern for students' problems.
- **Social Support- Students**: Pattern of supportive peer relationships for students, including friendships for socializing, for problems solving, for academic assistance, and for new students.
- **(Institutional Environment): School Engagement**:Positive identification with the school and norms for broad participation in school life for students, faculty, staff and families.
- **Physical Appearance**: Cleanliness, order, and appeal of facilities and adequate resources and educational materials
- **(Social Media)**: Social Media: Sense that students feel safe from physical harm, verbal abuse, bullying, etc. when on their computers for educational purposes.
- **(Staff Only) Leadership**: Administration that creates and communicates a clear vision, and is accessible to and supportive of school staff and ongoing school development and improvement.
- **Professional Relationships**:Positive attitudes and relationships among school staff that support effectively working and learning together.

School Context and Organization Strengths

- Communities in Schools
- After School Program
- Mesquite Counseling Services
- Counseling Students
- On site Probation Officer

- Family Engagement Specialist on Campus

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: PRC is in need of added support services to address prevention on emotional issues as well as address career, social/emotional and educational issues. **Root Cause:** PRC intervenes after issues have become problematic. SBCISD is to do more prevention.

Problem Statement 2: PRC students not having enough activities, to engage and prepare for post secondary life. **Root Cause:** An array of services are to be offered.

Technology

Technology Summary

- All of our classrooms have internet and computers or lap tops on a COW as a resource to assist all of our students with their educational needs
- Have implemented several Professional Development opportunities for our faculty, in a constant effort to continue Adult Learning for our staff

Technology Strengths

- Every member of our staff has access to computer or lap top.
- 98% of the staff members scored an Excellent Rating in their Technology Skills Self Assessment
- We have added 3 COWS to our campus with a total 90 new laptops

Problem Statements Identifying Technology Needs

Problem Statement 1: We have too many old computers and they take up too much space. **Root Cause:** In the past we would just receive "hand me downs" from other campuses and not enough money in our budget.

Problem Statement 2: Access to programs are not easily accessible. **Root Cause:** Programs are not updated

Comprehensive Needs Assessment Data Documentation

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

Accountability Data

- Community and student engagement rating 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

- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Goals

Goal 1: SBCISD 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% of all students, will show progress .

Evaluation Data Source(s) 1: STAAR Reports for grades 3-EOC. Benchmarks will be used. Pre and post test will be administered for all SCAN and PRC L3 students to determine grade level as well as improvement.


Summative Evaluation 1:

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

Performance Objective 2: Math: PRC/SCANS Program Students will demonstrate increased academic performance of assessed curriculum.

Evaluation Data Source(s) 2:

Summative Evaluation 2:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Teacher will use and develop units of study to integrate math curriculum with TEKS objectives and STAAR strategies.	8, 9	Principal	Increase passing rate on benchmarks and STAAR and overall improved grades.				
Funding Sources: 211 - Title I, Part A - \$0.00							
2) Thinking Through Math program will be used by 3-8 grade and Algebra I students.	8, 9	Principal	Increased passing rate on benchmark and STAAR.				
Funding Sources: 199 - General Fund - \$0.00							
After school tutoring will commence in February 2018							
3) Utilize supplemental materials including workbooks, textbooks, educational software, videos, critical thinking games	3, 9	Teachers	Observation by teachers and principal.				
Funding Sources: 199 - General Fund - \$0.00							
							

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

Performance Objective 3: Social Studies: PRC/SCANS Program students will demonstrate increased academic performance of assessed curriculum.

Evaluation Data Source(s) 3:

Summative Evaluation 3:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Teacher will use and develop units of study to integrate social studies curriculum with TEKS objectives and STAAR strategies	1, 2, 3, 4	Principal	Improved grades. Improved benchmarks.				
2) Utilize supplemental materials including workbooks, textbooks, educational software, videos, critical thinking games	1, 2, 3	Principal	Improved grades. Improved benchmarks				
3) Field trips to local historical sites/museums/national landmarks.	1, 2, 3	After school program CIS	summarization of outing projects/essays/oral presentations appreciation of learning				
							

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

Performance Objective 4: ELA: PRC/SCANS Program students will demonstrate increased academic performance of assessed curriculum.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Teacher will use and develop units of study to integrate ELA curriculum with TEKS objectives and STAAR strategies	1, 2, 3	Principal Teachers	Improved grades. Improved benchmarks				
2) Utilize supplemental materials including workbooks, textbooks, educational software, videos, critical thinking games.	1, 2, 3	Principal	Improved grades. Improved benchmarks				
Problem Statements: Curriculum, Instruction, and Assessment 2							
3) Utilize hands on activities and projects in order to engage students learning using higher order thinking skills.	1, 2, 3	Principal	completed projects presentations assessments				
4) Utilize hands on activities and projects in order to engage students learning using higher order thinking skills.	1, 2, 3	Principal	completed projects presentations assessments				
							

Performance Objective 4 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 2: students are getting further behind with their learning. Root Cause 2: Lack of horizontal alignment with home campus







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

Performance Objective 5: SPED/Migrant/ESL/Bilingual: Students at PRC/SCANS Program with special needs and talents will demonstrate increased academic performance of assessed curriculum.

Evaluation Data Source(s) 5: Additional instruction, tutorials, consultant services, additional support services, and supplemental materials to assist all special populations in all subject areas to increase student performance. Based on Pre Tests and Post Test Benchmark scores, teachers will desegregate and analyze all special population student scores to ensure prescriptive instruction.

Summative Evaluation 5:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Teacher will use and develop units of study to integrate Core curriculum with TEKS objectives and STAAR strategies	1, 2, 3	Teachers Principal	Improved grades. Improved benchmarks and STAAR/EOC scores.				
2) sped and 504 students - Special education and general education teachers will collaborate in order to implement IEPs		Teachers	Progress monitoring for their goals and objectives in their IEPs Improved grades Passing classes				
3) ELL students - Rosetta Stone will be implemented for students that are identified as ELLS.	1, 2, 3	Teachers Principal	Improved vocabulary, reading level, and fluency.				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue







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

Performance Objective 6: Science: PRC/SCANS Program Students will demonstrate increased academic performance of assessed curriculum

Evaluation Data Source(s) 6: STAAR Reports for grades 3-EOC. Benchmarks will be used. Pre and post test will be administered for all SCAN and PRC L3 students to determine grade level as well as improvement

Summative Evaluation 6:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Teacher will use and develop units of study to integrate math curriculum with TEKS objectives and STAAR strategies.	1, 2, 3	Principal	Increase passing rate on benchmarks and STAAR and overall improved grades.				
2) Utilize supplemental materials including workbooks, textbooks, educational software, videos, critical thinking games	1, 2, 3	Principal	Observation by teachers and principal				

 = Accomplished
 = Continue/Modify
 = Considerable
 = Some Progress
 = No Progress
 = Discontinue

Goal 2: SBCISD 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:

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

Performance Objective 2: 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
1) Encourage teachers to achieve composite certifications. Assist teachers in applying and paying for the additional testing and certification.	1, 2, 3, 4, 5	Principal	copies of added certifications				
Funding Sources: 211 - Title I, Part A - \$0.00							
							

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

Performance Objective 3: Teachers will receive professional development on all effective teaching strategies including technology, classroom management, bully prevention, and drug/gang awareness in order to increase academic performance.

Evaluation Data Source(s) 3: Teachers will attend professional development workshops and trainings based on campus and teacher needs. Teachers will be sent to district trainings i.e. Thinking Maps, LPAC Trainings, CPI updates and monthly Special Education Cluster meetings in order to be able to incorporate the training into the daily lessons in the classrooms.

Summative Evaluation 3:







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

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

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Implementation of TEXS and CCR standards in all core areas		Teachers	Lesson plans teacher made, district, and state assessments				
2) Implementation of TEXS and CCR standards in all core areas		Teachers	Lesson plans teacher made, district, and state assessments				
3) CCRS will be implemented in ELA, MATH, Science and Social Studies curriculum	2, 3	Principal	Passing EOC and TSI				
4) CCRS will be implemented in ELA, MATH, Science and Social Studies curriculum	2, 3	Principal	Passing EOC and TSI				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

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

Performance Objective 2: 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:

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

Performance Objective 1: By May 2018 PRC will see a 50% decrease in behavior concerns including bullying, fights and referrals.

Evaluation Data Source(s) 1: Number of referrals being decreased as well as surveys and assessments.

Summative Evaluation 1:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Preventive counseling guidance lessons will be in place including: 1. Values curriculum 2. anti-bullying campaign and signing pledge 3. Guidance lesson educating students on bullying policies and procedures. 4. Law enforcement presentations.	1, 2, 4, 10	Counselor	Impact will be positive school climate as demonstrated by decrease referrals.				
Funding Sources: 211 - Title I, Part A - \$0.00							
							

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

Performance Objective 2: Partner with various organizations to help improve academic success and student performance and attendance.

Evaluation Data Source(s) 2: Observation of level of student focus and attention to organizations.

Summative Evaluation 2:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Assistance from various organizations and partnership including Mesquite counseling services and Probation office will be sought to provide individual, group and monitoring.	2, 10	Principal Counselor	Expected result is coordination with agencies to ensure student success. Evidenced by: 1. Observation 2. Documented visits				
Funding Sources: 199 - General Fund - \$0.00							
							

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

Performance Objective 3: By the end of May 2018 PRC will support academic success by providing a safe environment and equal opportunity for learning

Evaluation Data Source(s) 3: uniformity in in the three PRC programs

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) 1. Provide uniforms for level 3 (shirts, belts, and boots) 2. Purchase necessary hygiene products including detergent, razors for students. 3. Have communication devices readily available including radios, alarm system, surveillance cameras, fire extinguishers.	2	Principal	Expected result is the overall sense of safety.				
	Funding Sources: 199 - General Fund - \$0.00						
2) Routine searches by drills and/or security officers daily upon campus arrival. All visitors and personnel will sign in and out at front office. K9 presentations and random searches.	2, 10	Drills Security SBCISD PD Principal	Increase sense of safety Decrease behavioral concerns including bullying and fighting.				
							

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

Performance Objective 1: By May 2017, 90% of all students' parents/guardians/families will participate in at least one school sponsored academic activity.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) PRC will sponsor or host a parent night (Kermes) to expose them to academic instruction and campus climate. Veteran's Day Law Enforcement Woodworks Sand castles Texas Public School Week Diabetes Walk Autism Can Drive Toys for Tots	6						

Title I

Schoolwide Program Plan

- To improve academic performance
- To increase the use of quality data to drive instruction
- To increase Leadership effectiveness
- To increase learning time
- To Increase family and community engagement
- To improve School Climate
- To increase teacher retention and quality

Ten Schoolwide Components

1: Comprehensive Needs Assessment

Gathering the findings provided by a comprehensive needs assessment is not a one time occurrence. The comprehensive needs assessment:

- Is an ongoing process
- Begins with a thorough examination of multiple, relevant data sources
- Identifies areas of success and areas for improvement
- Provides vital information when defining priorities and setting goals and objectives
- Is reviewed and revised annually

Developing a CNA is a necessary and critical starting point when writing the school parent compact. The data and information generated through the CNA will guide the planning team as they review and compose a campus-specific, relevant school - parent compact.

2: Schoolwide Reform Strategies

Schoolwide reform strategies should align with the performance expectations outlined by TEA and our District (SBCISD).

Our PRC campus must identify scientifically based, or proven, reform strategies that ensure:

- Our PRC program provides opportunities for our students to meet the proficient and advanced level of student performance on our State Assessments (STAAR).
- Effective methods of instructional strategies based on scientifically-based research are used to: 1) strengthen core academic program in the school 2) guarantee that underserved/underperforming populations achieve results 3) students or group of students, that are low achieving and at risk of not

meeting achievement standards are targeted 4) the expectations outlined in state and local improvement plans are aligned with these strategies

3: Instruction by highly qualified professional teachers

- Promote continuous Adult Learning
- Targeted Professional Development
- Project Based Learning
- PLC's
- Hands on learning
- Diversified teaching strategies for all of our student populations

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

- Continuous Adult Learning
- Targeted Professional Development
- Professional development in all academic areas as well as programs.
- SCAN and Mesquite orientation to all staff and professionals.
- Discipline orientation by drills to all staff and professionals.

5: Strategies to attract highly qualified teachers

- Provide a competitive compensation plan
- Provide an affordable Medical Insurance Plan
- Provide incentives
- Provide opportunities for Professional Growth from within our District

6: Strategies to increase parental involvement

- Build a trusting relationship with parents.
- Providing a welcoming environment
- Affirm and honor diversity
- Combine community and school development
- Support home learning
- Clear and concise communication
- Parent Evaluations
- Strategic community involvement
- Promote shared power

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

PRC N/A

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

- PLC's
- SBDM
- Participation in ARD's
- Participation in LPAC' Meetings
- Participation in 504 Meetings

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

- Targeted Tutoring
- Peer Tutoring
- Pre Tests
- Bench Mark Tests
- Differentiated instruction to meet the needs of our diverse student populations
- Follow IEP's
- Utilize Odyssey computer program
- Utilize the API modules to earn academic credits

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

List of Federal, State and local services and programs:

- Other Title Programs
- Career and Technical Education
- State Compensatory Education
- Special Education
- After School Programs
- Nutrition Programs
- Homeless Programs
- Violence Prevention Programs
- Adult Education
- Family Literacy

List of local services and programs:

- Professional Development
- Parental Involvement
- Violence Prevention
- Family Literacy

Attendance Review Committee

Committee Role	Name	Position
Administrator	Ray Saldana	Principal
Paraprofessional	Brittany Castillo	Parent Engagement Specialist
Counselor	Laura Garza	Counselor
Community Representative	Juan Perez	CIS
Administrator	Carmen Ramos	Assistant Principal

Campus Culture and Climate

Committee Role	Name	Position
Administrator	Ray Saldana	Principal
Counselor	Laura Garza	Counselor
Classroom Teacher	Leslie Ybarra	Teacher
Paraprofessional	D/S Gabriel Vargas	Master Drill Sergeant
Administrator	Carmen Ramos	Assistant Principal

Campus Improvement Team

Committee Role	Name	Position
Administrator	Ray Saldana	Principal
Counselor	Laura Garza	Counselor
Classroom Teacher	Leslie Ybarra	teacher
Classroom Teacher	Arturo Serrata	teacher
Classroom Teacher	William Huerta	Teacher
Administrator	Carmen Ramos	Assistant Principal

Emergency Operations Lockdown Committee

Committee Role	Name	Position
Administrator	Ray Saldana	Principal
Counselor	Laura Garza	Counselor
Paraprofessional	D/S Gabriel Vargas	Master Drill Sergeant
Paraprofessional	D/S Eric Gallegos	Drill Sergeant
Paraprofessional	D/S Augustine Alamanza	Drill Sergeant
Administrator	Carmen Ramos	Assistant Principal

Family and Community Involvement Committee

Committee Role	Name	Position
Administrator	Ray Saldana	Principal
District-level Professional	Jessica Diaz	After School Program
Paraprofessional	D/S Gabriel Vargas	Master Drill Sergeant
Paraprofessional	D/S Eric Gallegos	Drill Sergeant
Community Representative	Salome Martinez	Business Owner
Paraprofessional	Britanny Castillo	Parent Engagement Specialist
Community Representative	Juan Perez	CIS

PBIS Committee

Committee Role	Name	Position
Administrator	Ray Saldana	Principal
Administrator	Carmen Ramos	Assistant Principal
Counselor	Laura Garza	Counselor
Classroom Teacher	Leslie Ybarra	Special Education Teacher
Classroom Teacher	Gina Jones	Teacher
Community Representative	Brittany Castillo	Parent Specialist
Community Representative	Juan Perez	CIS
Drill Sergeant	Gabriel Vargas	Drill Sergeant

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Ray Saldana	Principal
Counselor	Laura Garza	Counselor
Classroom Teacher	William Huerta	Teacher
Classroom Teacher	Arturo Serrata	Teacher
Classroom Teacher	Clarissa Ladner	Teacher
Classroom Teacher	Julian Gonzalez	Teacher
Classroom Teacher	Juan Romeros	Teacher
Classroom Teacher	Gina Jones	Teacher
Classroom Teacher	Leslie Ybarra	Teacher
Community Representative	Juan Perez	CIS
Administrator	Carmen Ramos	Assistant Principal
District-level Professional	Rudolph Vicencio	Teacher

Technology

Committee Role	Name	Position
Counselor	Laura Garza	Counselor
Classroom Teacher	Arturo Serrata	Teacher
Classroom Teacher	William Huerta	Teacher
Administrator	Carmen Ramos	Assistant Principal

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	tutoring teachers		\$0.00
1	2	3	workbooks, software, textbooks, games		\$0.00
4	2	1	Personnel		\$0.00
4	3	1	cameras, 2way radios,		\$0.00
Sub-Total					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	TEKS based curriculums		\$0.00
2	2	1	funding,		\$0.00
4	1	1	parental room, newsletters, copies, pamphlets, computer, eiki		\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00