

**Spring Branch Independent School District**  
**Buffalo Creek Elementary School**  
**2016-2017 Campus Improvement Plan**



# Mission Statement

**At BCE, we are committed to providing a safe learning environment, instilling high expectations, and implementing a diversified curriculum that meets the needs of all students so that they are responsible, productive, and cooperative citizens of our world.**

## Vision

By 2017, SBISD will double the number of students completing a technical certificate, a two year degree or a four year degree.

## Core Beliefs

**We believe that every attempt should be made to maintain the dignity of both the adult and the student.**

**We believe that students should be guided and expected to solve the problems they create without making problems for anyone else.**

**We believe that students should be given the opportunity to make decisions and live with the results, whether the consequences are good or bad.**

**We believe that misbehavior should be viewed as an opportunity for individual problem solving and preparation for the real world as opposed to a personal attack on the school or staff.**

**We believe that there should be a logical connection between misbehavior and resulting consequences.**

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The student population of Buffalo Creek Elementary decreased in numbers these last two years. However, the demographics remain about the same. Our student population is made up of 92% Hispanic, 3% White, 3% African American, 1.5% Asian, and .5% Other. The total number of students has fluctuated in the last 3 years between 625 and 655. This past school year, 2015 - 2016, we were at 625 students at the end of the year. For the 2016 - 17 school year, we will have smaller number of classes. Kindergarten, 1st grade, and 2nd grade will each have five classrooms - 3 bilingual and 2 ESL. In the intermediate grades we will have more classes: 3rd and 4th will have 6 classes - four bilingual and 2 ESL. Our 5th grade will go up to 5 classrooms - 2 ESL classrooms and will continue with 3 bilingual classrooms. We continue to have recent immigrants arriving from Mexico and Central America. Our population is approximately 87% economically disadvantaged.

### Demographics Strengths

One of the strengths of our population is that a good number of them stay with us throughout their elementary education. We have found that our families like our school so they tend to remain with us.

### Demographics Needs

The biggest challenge that we face is with the needs of our low socioeconomic students which make up 87% of our student body. Their needs stem from language both in their native language and second language acquisition. We have a strong focus on the basics - vocabulary, reading, math and writing.

Small group and direct instruction are very important to build these skills. Also, many of our recent immigrants come with little education from their home country. Their needs tend to blend in with the needs of existing struggling students. In their case, the English language acquisition will be a big struggle.

Parent involvement continues to be an area of needed development. Our parents have immediate home needs to meet and trust that the school will take care of the students' educational needs.

# Student Achievement

## Student Achievement Summary

- STAAR Testing Results Spring 2016

	ALL	Hispanic	Econ Disadv	ELL
Reading	66%	65%	65%	63%
Math	77%	78%	77%	79%
Writing	62%	61%	63%	60%
Science	77%	77%	74%	73%
	Special Ed			
Reading	27%			
Math	38%			
Writing	15%			
Science	50%			

## Student Achievement Strengths

This year our scores went up in math and science. Our writing and reading varied in improvement according to demographic groups. We were able to surpass the goals that had been set for our economically disadvantaged in STAAR Math with 77% passing. In reading, the same demo group met the goal of STAAR Reading with 65% passing. Our students did improve in Science with 77% passing. One huge celebration in achievement is that our bilingual students in 5th grade made great gains in English acquisition. We had 43% exit the bilingual program! Also, the majority of 3rd and 4th grade bilingual students who took the STAAR reading test in English passed. The goal is to have those students continue to test in English and have them make progress in their 2nd language.

## Student Achievement Needs

Our STAAR scores in reading and writing are still weak for all demographic groups. Our special education population is struggling as measured by STAAR. We will continue to work on reading, math, writing, and science skills for all groups of students. The plan is to use the Comprehension Toolkit to improve reading comprehension. We will implement the AIR strategies to build vocabulary. Empowering Writers will continue to be implemented in all grade levels

and there will be a big focus on grammar. Hands on science experiments will be done in all grade levels to deepen the understanding of concepts.

## **School Culture and Climate**

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

The school culture at BCE is positive and supportive. The faculty and staff work well together. To help our student population be successful in their interactions and studies, we have implemented The Three Be's - Be Safe, Be Respectful and Be Responsible. This message is delivered to the students daily over the morning announcements and by all staff members. The children have responded well to the 3 Be's and can tell pinpoint which of the 3 Be's they did not follow and give a specific example. This has helped to reduce the number of office referral and suspensions. The students are aware of their role in following the 3 Be's. Teachers also use Love and Logic strategies to deal with students

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

At this time, one of the strengths that we see is the teachers' awareness of the academic and socio-emotional needs of our students. Our teachers are quick to zone in on issues that students face and have good communication with the families. If needed they also involve administrators, CIS, and counselor to provide further assistance. Teachers will step up to provide the interventions after school that will help the children be on level. Another aspect about the staff culture is that our teachers tend to stay at BCE. Last year we had 6 teachers leave to be closer to home, moved out of town, took a position of greater interest or higher pay.

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

Though our culture and climate are positive and conducive to learning, we continue to strive for higher involvement in leading committees that will support the educational program and parent involvement.

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

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

At BCE we have a talented group of educators. They range in experience from one year to 30 plus years. The make up of the teachers reflects the population of our student body. We recruit our teachers at the Teacher Job Fair in the Spring as well as the AppliTrack website. This past year we only lost 6 teachers.

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

Our teachers are hard working and dedicated. One of the philosophies of the administration that lets the teachers know that they are truly appreciated is that we always ask that they take care of themselves and their families first when emergencies arise. They know that we need them to take care of themselves and their loved ones so that they can do their job to the best of their ability.

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

We work with our teachers to meet their professional needs by surveying them about their professional development needs as well as the materials they know will be beneficial to them and their students.

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

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

At BCE we follow the district curriculum to the best of our ability by using ItsLearning. We, however, also look at the needs of our students and make adjustments as needed. Part of our Title I funds are spent on salaries for interventionists - 2 for reading and .5 for math. These interventionists work with students in small groups that are either pulled out or in co-teaching situations. They are primarily focused on the ones that did not meet the SSI requirements based on STAAR or DRA/EDL. They also work closely with the teachers to provide support in planning and instruction. They are also available to go into the classroom to model and co-teach lessons.

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

We have also fully implemented PLCs that encourage collaboration among teachers and deeper conversations about student performance and instruction. Teams meet once a week for PLCs.

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

There are areas of concern that we are addressing. These include vocabulary building strategies, second language acquisition strategies, writing, grammar, problem solving skills, and math facts. We are providing our teachers with professional development at the campus through our PD Tuesdays and in collaboration with AIR. We are also encouraging teachers to observe each other or teachers from other campuses for deeper collaboration.

We are revisiting and strengthening the implementation of Empowering Writers across all grade levels. Our students' writing skills have weakened because our writing program has been inconsistent in its implementation.



## **Family and Community Involvement**

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

Over the years at BCE, we have worked to provide our parents and community the opportunity to impact their personal lives by bringing programs that can improve their situation and enrich their lives. We have worked closely with the Harris County Department of Education to provide adult education classes in the evenings. During the school day, we have offered a variety of classes such as literacy classes, computer classes, ESL classes, nutrition, and parenting.

We have also partnered with the United Way to make our Academic Nights even stronger by having the Childrens Museum be a part of those events. The United Way also provides mentors for our students through their Reading Together Program which is focused on our 2nd grade students.

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

The strengths of our family involvement is that we consistently offer opportunities for our parents and they respond well. An example of this is our Latino Literacy Project which is now going to be in its sixth year. This program is taught by one of our reading interventionists and focuses on helping parents understand the reading strategies that are commonly used in the classroom so that they can replicate them at home. The number of parents attending has consistently been between 15 - 20 parents. This coming year we plan to have the counselor team up with the reading interventionist to provide a parent class component to these Friday sessions. This way we can take advantage of providing these programs to more parents.

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

Our parent involvement component is something that we are currently working to build up when it comes to having them participate actively in activities such as PTA. We are working on making them feel more comfortable taking on leadership roles as well as providing input on decisions that impact our school. We have a new PTA board that is excited about bringing in more parent participation. We will also continue to implement the Share a Smile program at BCE to help our families feel welcomed. Part of our goal is to provide opportunities for literacy experiences through family nights and experiences.

## **School Context and Organization**

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

The principal of BCE is at the start of his 9th year at the school. The AP is in her 8th year. There is stability in the administration and the instructional leadership team though we have one new member to the team. The ILT works well together and meets on a regular basis to discuss student progress, instructional needs, plan professional development, and responsibilities of each member.

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

The strength that we find is that the teachers and ILT work to meet the needs of the students. The conversations on student achievement and interventions are very frequent. Teachers make commitments to attend professional development opportunities. To monitor that this momentum continues, the instructional leadership team is committed to checking in with teams during Tuesday professional development days, PLCs, team meetings, classroom visits and timely feedback sessions.

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

It is going to take commitment and motivation to keep the teachers where they are at this point early in the school year. This will need to be done through observation, timely feedback, recognition, and praise. The same can be said of the students to get them where they need to be.

# **Technology**

## **Technology Summary**

Our teachers and students are making great strides in the use of technology. The Activboard is an integral part of the classroom nowadays and is used easily by our teachers to enhance their instruction and the students' learning experience. The teachers create and share flip-chart lessons on a regular basis. The technology available to the students has also increased. The students use the computer labs, net-books, i-Pads and i-Pods to do research, create projects, and use apps for learning experiences. We have purchased software to encourage reading and understanding of science concepts. These programs are RAZ Kids and Edusmart. Teachers are also using technology to communicate with parents regularly through apps such as Class Dojo.

## **Technology Strengths**

Among the strengths for our campus technology is that we have a Campus Tech Rep who is very willing to provide assistance and training for the teachers.. Throughout the year she will schedule training opportunities. Our Tech Cadre has worked to update our school website. One of the members keeps our Twitter and Facebook pages updated for the benefit of our parents. This past year our district provided a tech "refresh" of the equipment in K - 2nd! Also, using Tech funds we purchased some WYSE to replace most of the old CPUs in both of the tech labs.

## **Technology Needs**

We still have a few old computers in our labs. Our goal is to replace them with WYSE this school year. Our 3rd - 5th grade teams need their own tech "refresh" by the district.

# 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

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

## 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
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

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

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

### **Employee Data**

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

### **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
- Study of best practices
- Other additional data

# Goals

**Goal 1: By 2019, 80% of the students in Kindergarten through 5th grade that are labeled as economically disadvantaged will be on level or advanced level in reading as measured by the DRA/EDL for K-5th as well as STAAR Reading for 3rd-5th.**

**Performance Objective 1:** Increase the Reading STAAR Level II performance from 66% to 70% as well increase the DRA/EDL on-level or advanced level performance from 51% to 61% for our economically disadvantaged students.

**Evaluation Data Source(s) 1:** The summative evaluation will be based on Campus Common Assessments, District Assessments, STAAR, and end of year DRA/EDL levels.

## Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7  1) Emphasis will be placed on reading comprehension and fluency through the use of the Comprehension Toolkit, Guided Reading strategies, and vocabulary development. Professional development will be provided on campus as well as at the district level. The American Institute for Research will provide training to the staff on vocabulary instruction as will the AIR Cadre.	1, 2, 3, 4	Administration, Teachers, Interventionists, American Institute for Research and BCE Cadre	Performance on the Campus Common Assessments, District Assessments, STAAR and Report Cards.			
<b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4  2) BCE will increase the focus on reading implementing a reading incentive program that motivates the students to become independent readers and coordinates with Accelerated Reader program. A RAZ Kids license will also be purchased so that this program can be used school-wide. The reading committee will come up the incentives, reading goals, and reading logs.	1, 2, 9	Reading Committee, Librarian, Administration, Teachers, PTA, Interventionists	AR Reports, DRA/EDL, Library Circulation			

<b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7  3) BCE will integrate writing instruction in all the grade levels to enhance and support student reading skills. The interventionists will provide support for the Empowering Writers program. Teachers will submit writing samples every 9 weeks. 4th grade LA teachers will focus on grammar development using grammar materials purchased by the school. An after school enrichment program for girls in 4th and 5th grade will focus on enhancing writing skills and self-confidence. Two teachers will work with girls on writing narrative, expository, and descriptive essays generated through discussions topics, experiences, and goal setting.	1, 2, 4	Teachers, Interventionists, Administration	Monthly writing samples, performance on district assessments, campus assessments, STAAR and report cards.			
	Funding Sources: 211 - Title I, Part A - \$1,575.00					
<b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7  4) BCE will address the needs of the students struggling in reading in grades K- 5 with the hiring of 2 Reading and a .5 Math Interventionists. -Small group instruction -Provide professional development for teachers -Assist teachers w/ assessments, lesson planning, and road-mapping -Narrow the gap between English/Spanish comprehension -Students failing assessments and STAAR -Will serve on the Instructional Team	1, 2, 3, 4, 9, 10	Administration, Reading interventionists, math interventionist, Teachers	STAAR, Campus and District Assessments, DRA/EDL			
	Funding Sources: 211 - Title I, Part A - \$168,483.00					
<b>State System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4  5) Instructional materials and supplies will be provided to support 2nd Language Acquisition, LA, Math, Science, and Social Studies curriculum to improve and support student achievement. These supplies will include but will not be limited to: technology, books, workbooks, paper, manipulatives, copy paper, poster board, laminating film, , etc... Tech funds will be used to purchase equipment such as WYSE computers for student lab and document cameras.	1, 2, 9	Administration, Teachers, Interventionists	Performance on campus assessments, district assessments, STAAR, TELPAS, and report cards.			
	Funding Sources: 211 - Title I, Part A - \$4,628.00					



<p><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>6) BCE will address the reading skills (fluency, comprehension) of our Special Education students by providing the teachers with professional development that targets small group instruction in all grade levels. The special education students will work with the resource teacher and the classroom teacher on a daily basis. The reading interventionists will provide support for the teachers as well as the special education teachers. Teachers will collect and review data to make monitor and adjust instruction.</p>	1, 3, 4, 9	Teachers, Special Education Teachers, Interventionists, Administrators	STAAR, Common Assessments, PSA			
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>✖</div><div>= Discontinue</div></div></div>						


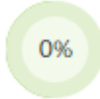

**Goal 2: By 2019, 88% of the students in Kindergarten through 5th grade that are labeled as economically disadvantaged will be on level in math as measured by the Kathy Richardson assessment for K-1st, PSA for 2nd, and STAAR Math for 3rd-5th.**

**Performance Objective 1:** Increase the Math STAAR Level II performance to 80% as well as increase the Kathy Richardson and Priority Standard Assessment on or above level performance from 50% to 60% for our economically disadvantaged students.

**Evaluation Data Source(s) 1:** The summative evaluation will be based on Campus Common Assessments, Priority Standard Assessments, Kathy Richardson math tests, and STAAR.

**Summative Evaluation 1:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 4  1) BCE will promote the implementation of the Math TEKS and Singapore Math through the use of Math In Focus adoption with regular monthly professional development provided by the district math department.	1, 2, 3, 4	Interventionists, Teachers, Administration	Performance on Campus Assessments, District Assessments, STAAR, Report Cards			
<b>State System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 4  2) BCE will target students that are struggling in math, reading, and writing by providing after school tutorials taught by campus teachers.	1, 2, 3, 8, 9	Administration, Teachers, Instructional Leadership Team	Campus and District Assessments, STAAR, DRA/EDL			
Funding Sources: 211 - Title I, Part A - \$4,082.00						




<b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7  3) BCE will address the needs of the students struggling in math in grades K- 5 with the hiring of .5 math interventionist. -Small group instruction -Provide professional development for teachers -Assist teachers w/ assessments, lesson planning, and road-mapping -Narrow the gap between English/Spanish comprehension -Students failing assessments and STAAR	1, 2, 3, 4, 9, 10	Administration, math interventionist	STAAR, Campus and District Assessments, NRT			
	Funding Sources: 211 - Title I, Part A - \$0.00					
<b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7  4) BCE will address the math skills of our Special Education students by providing the teachers with professional development that targets small group instruction and the use of hands on materials in all grade levels. The special education students will work with the resource teacher and the classroom teacher on a daily basis. The math interventionist will provide support for the teachers as well as the special education teachers. Teachers will collect and review data to make monitor and adjust instruction.	1, 3, 4, 9	Teachers, math interventionist, Special Education Teachers, Administrators	Grade Level Assessments, District PSAs, STAAR Math, Report Cards			
<div>  = Accomplished            = No Progress            = Discontinue         </div>						

### Goal 3: By 5th grade, 70% of the ELL students currently in 3rd grade will meet the LEP exit criteria.

**Performance Objective 1:** Increase the TELPAS performance so that 75% of the students make one year's growth in English.

**Evaluation Data Source(s) 1:** The summative evaluation will consist of the TELPAS results.

#### Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 1) Texas A & M ELLA-V ESL program will continue to be implemented in 1st and 2nd grade and expanded to Kindergarten. Needed materials will be purchased such as books, notebooks, chart tablets, and classroom supplies. Rosa Henoa, a district dyslexia teacher and former Texas A & M ELLA-V ESL employee will work with our K Team to provide the support as they implement this program.	1, 2, 4	Administration, K - 2nd teachers, Rosa Henoa	TELPAS Results, Classroom observations, DRA			
Funding Sources: 211 - Title I, Part A - \$0.00						
<b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7 2) Reviewing TELPAS scores with 2nd - 5th grade to identify strengths and weakness. A focus on reading skills and vocabulary development through the use of AIR Vocabulary development strategies, Word Walls, ELPS, and daily read alouds.	1, 2, 3	Administration, Interventionists, Teachers, AIR	TELPAS results, STAAR Results			
<div>  = Accomplished            = No Progress            = Discontinue         </div>						

**Goal 4: Improve parental involvement on our campus by providing opportunities and programs that help parents participate in the education of their children so that higher education is a reality for every child at BCE.**




**Performance Objective 1:** Increase parental involvement by 30% for all school activities.

**Evaluation Data Source(s) 1:** The summative evaluation will be based on sign-in sheets and Parent Surveys.

**Summative Evaluation 1:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<b>Critical Success Factors</b> CSF 5  1) The campus will participate in a college and career activities such as college shirt day, displays of teachers' college diplomas, speakers, etc..during the week of "College Week". The week will culminate with a trip for our 5th grade students and their parents to the University of Houston.	1, 6	Counselor, Administration, Teachers	Parent Survey, Student Survey, Student Reflections and written responses			
Funding Sources: 211 - Title I, Part A - \$0.00						
2) Campus Career Day will focus on careers that require a college/university, trade school certificate or military training. Members of the community will be invited to present information to the students regarding their careers. Parents will be invited to attend so that they will be able to know about the opportunities available to their children and thus promote conversations at home.	1, 6	Counselor, Administration, Teachers, CIS	Student Reflections, Survey of Presenters			
<b>Critical Success Factors</b> CSF 1 CSF 5  3) Family Academic Nights (Literacy, Math, Science, Technology) and STAAR Night will help parents gain knowledge of the TEKS and STAAR objectives as well as expectations for student performance on the STAAR. BCE will receive the support of the United Way to bring in the Children's Museum to provide assistance for one of the Academic Nights.	2, 6	Administration, Teachers, CIP Committees, United Way	Parent Survey, Teacher Survey, Parent Sign-in Sheets			
Funding Sources: Other: See Account Code - \$5,000.00						

<b>Critical Success Factors</b> <b>CSF 5</b>  4) BCE will continue to work on improving home-school communication. A. School website will be updated via social media such as Facebook and Twitter regularly to provide parents information. B. Monthly newsletter and calendar highlighting all of the BCE activities will be sent home once a month. C. Wednesday folders will be used to send and receive information between the school and home. D. BCE will continue to use the event notification system. E. Parent Coffees will take place throughout the school year with the campus administrators and invited guests to provide important information and topics of interest to parents. Snacks will be purchased for these meetings.	1, 6	Administration, CIP Committees, CIS Project Manager, Counselor, Teachers	Parent Surveys, Parent Sign-in sheets			
	Funding Sources: 211 - Title I, Part A - \$1,632.00					
<b>State System Safeguard Strategy</b>  <b>Critical Success Factors</b> <b>CSF 1 CSF 2 CSF 4 CSF 5</b>  5) After School Program - The Boys and Girls Club of Houston program will have up to 150 students participate in the program where they will have homework assistance, attend enrichment classes, and will receive tutorials from Silva Learning tutors. BCE will provide student transportation during the school year and summer program.	1, 2, 9	Boys and Girls Club Personnel, Administration, Linda Buchman	Student Survey, Teacher Survey, Parent Survey, Report Cards			
	Funding Sources: 211 - Title I, Part A - \$11,000.00					

<b>Critical Success Factors</b> CSF 5  6) To help build ties between the school and home, BCE will: Provide Parent Education classes and programs such as: * Triple P Program * Latino Literacy Classes* * ESL classes * Donuts w/ Dads and Muffins w/ Moms * Volunteer Luncheon * Academic Nights * Volunteers of America Strengthening Families * College visits for 5th grade parents * Visit to the Houston Public Library To encourage parents to attend these events/meetings, snacks will be provided as well as transportation when needed to events such as college visits and the public library. Materials will also purchased as needed for the classes listed above.	6	Administration, CIP Committees, CIS Project Manager, Counselor, Teachers	Parent Surveys, Parent Sign-in sheets			
	Funding Sources: 211 - Title I, Part A - \$300.00					
<b>Critical Success Factors</b> CSF 5  7) BCE will participate in the Share A Smile program by creating activities that will help our parents feel welcome and connected to our school.	6	Becky Wuerth, Administration, Climate Committee, Teachers, Staff	Parent Surveys			
<div>  = Accomplished            = No Progress            = Discontinue         </div>						

## Goal 5: To remain in compliance with Federal and State law.

**Performance Objective 1:** To remain in compliance with Federal and State law, the campus will implement the following strategies.

**Evaluation Data Source(s) 1:** All strategies will be implemented.

### Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>1) Conduct annual program evaluation (CATE, SCE G/T, LEP, ) utilizing student performance data derived from special populations for the purpose of program review and revision.</p> <p>(List programs to be evaluated. Include all programs receiving state or federal funds.) Bilingual Gifted and Talented</p>	8, 9	Teachers, administrators, ILT	Data from district tests NRT Assessments - Iowa, Logramos, CogAT STAAR			
<p><b>State System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>2) Develop/strengthen/monitor capacity of teachers, grade levels and departments to support measurable growth in reading proficiency as measured by an increase in the percentage of students in "Developing As Expected" and "Advanced Development" categories in the Reading Standards.</p> <p>(Describe your campus program for developing, strengthening, accelerating, and monitoring reading instruction.) Professional development opportunities through Region 4, district, and campus will be provided. The Reading Interventionists will provide professional development for each grade level focused on guided reading to assist in the administration of the DRA/EDL and small group instruction.</p>	1, 2, 3, 4, 9	Reading Interventionists, Administrations	DRA/EDL, Observation Survey, Region 4 certificate			
Funding Sources: 211 - Title I, Part A - \$0.00						



<p><b>State System Safeguard Strategy</b>  <b>Federal System Safeguard Strategy</b>  <b>Critical Success Factors</b>  CSF 1 CSF 2 CSF 4</p> <p>3) Monitor progress of students failing to meet SSI promotion requirements in the previous academic year and provide remediation via supplemental materials and services. Progress will be recorded on the accelerated instruction plan; interim reports and opportunities to conference will be provided to parents of students so identified.</p> <p>(Provide specific information about the remediation and monitoring of SSI students on your campus.)  The reading and math interventionists will work with the students that failed the STAAR tests the previous year. They will have set schedules for their groups and work with them on a daily basis. They will also work closely with the teachers to monitor the recording of student progress on the SSI forms throughout the year.</p>	1, 2, 3, 8, 9	Interventionists, teachers, administration	SSI Reports, STAAR, Campus and District Assessments			
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<p align="center"><b>State System Safeguard Strategy</b>  <b>Federal System Safeguard Strategy</b>  <b>Critical Success Factors</b>  CSF 1 CSF 2 CSF 4</p> <p>4) TECHNOLOGY - Provide opportunities, inclusive of professional development, to build capacity of teachers, principals, and other staff to integrate technology effectively into (a) challenging curricula and (b) related instructional strategies that are aligned to the Texas Essential Knowledge and Skills (TEKS) and the State of Texas Assessment of Academic Readiness (STAAR). Participate in mentor-mentee grant. Continue to provide support for new teachers through the induction program. Involve staff in recruiting and interviewing highly-qualified applicants.</p> <p>(You may add additional activities if you choose). The campus tech representative will work with the librarian and Tech Cadre to provide support and professional development opportunities that will help the teachers integrate technology into their curriculum and instruction. To help support science instruction, Edusmart will be purchased as a resource and supplement for grades 3rd - 5th.</p>	5	Administration, Tech Cadre, Tech Rep, Librarian	Teacher Survey, STaR Chart			
	<p>Funding Sources: 211 - Title I, Part A - \$1,500.00, 461 - Campus Activity Fund - \$1,000.00</p>					
<p>5) Promote parent and community involvement in drug and violence prevention programs/ activities.</p> <p>(Provide specific information about the activities on your campus.)</p> <p>The parents are invited to attend Parent Coffee meetings which are held once a month. The meetings host a guest speaker that talk about various topics that can impact home life such as gangs, family violence, nutrition, parenting skills, etc.</p>	6, 10	Administration, CIS Project Manager, Counselor	Parent Survey, Parent Coffee Sign-In Sheets			

<p align="center"><b>Critical Success Factors</b> CSF 4 CSF 6</p> <p>6) Provide professional development based on level of expertise and need in the following areas:</p> <ul style="list-style-type: none"> <li>* Bullying Prevention</li> <li>* Violence/conflict resolution</li> <li>* Recent drug use trends</li> <li>* Resiliency/Developmental Assets</li> <li>* Prevention Curriculum training</li> <li>* No Place for Hate</li> <li>* CSHAC</li> <li>* CARES</li> <li>* SEL</li> <li>* Developmental Assests</li> <li>* TRIBES</li> <li>* Love and Logic</li> </ul> <p>(Using this list, select those that apply to your campus and describe how they are implemented.)</p> <p>The counselor provides staff development and information on training opportunities for the faculty on the topics listed above during faculty meetings based on teacher needs.</p> <p>To help minimize bullying incidents, BCE will continue to implement Positive Behavior Interventions and Support (The 3 Be's) to help improve behavior in the hallways, restrooms, cafeteria, and playground. We will also present school assemblies for students in grades K-5 on anti-bullying such as the Texans Toro Anti-Bullying Prevention Program.</p>	1, 2, 4, 6	Counselor, Teachers, Administration, CIS Project Manager	Teacher Surveys, Discipline Referrals			
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<p align="center"><b>Critical Success Factors</b> CSF 4</p> <p>7) SPECIAL EDUCATION - Monitor LRE ratio. Develop campus capacity to support inclusive programming for students with disabilities. Evaluate campus LRE ratio.</p> <p>(Describe what is being done on your campus to promote or increase inclusion.)</p> <p>Special Ed students get in class support in order to have access to the grade level TEKS. Students in special education self-contained programs for more severe disabilities are also included in general education setting for a minimum of 20 minutes a day as well as fine arts and physical fitness class to increase social skills so that can only be accessed through general education setting.</p>	1, 2, 9	Administration, Sp. Ed Teachers, Teachers, Diagnostician	Observation, IEP Data, Mastery of TEKS			
<p align="center"><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>8) SPECIAL EDUCATION - Examine state assessment reports to evaluate progress of students with disabilities relative to ARD committee recommendations and predictions.</p> <p>How accurately did ARD committee recommendations predict and guide student achievement on state assessments?</p> <p>(Describe how you will improve this process on your campus this year.) All special education students will take the STAAR since there is not a modified version. The ARD committee members will review previous year's performance on STAAR to make data driven decisions to provide needed support based on student IEPs. The accommodations will be thoroughly reviewed for all students. Some students will take the STAAR Alt.</p>	1, 2, 9	Administration, Special Ed Teacher, Diagnostician, Classroom Teachers	Campus and District Assessments, STAAR			

<p><b>State System Safeguard Strategy</b>  <b>Federal System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b>  CSF 1 CSF 2 CSF 4 CSF 7</p> <p>9) SPECIAL EDUCATION - Ensure that Special Education staff, building administrators, and counselors are trained on and adhere to Special Education timelines and compliance requirements.</p> <p>(What is your campus plan and timeline to meet this expectation.)  Our campus diagnostician and SLP schedule and communicate annual ARD meetings months in advance so that all committee members are aware. They also schedule needed testing following the 45 school day timeline for initial assessments and 30 days for the initial ARDs.</p>	1, 2, 9	School Diagnostician, Speech Pathologist	ARD Meeting Minutes			
<p><b>State System Safeguard Strategy</b>  <b>Federal System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b>  CSF 1 CSF 2 CSF 4 CSF 7</p> <p>10) STATE COMP ED - Provide supplemental At-Risk services/support in the content areas:  * Language Arts  * Math  * Science  * Social Studies  * LEP Intervention Specialist</p> <p>(Describe how iCoaches and other support staff are being used on your campus to meet this expectation.)</p> <p>Science will continue to be a priority in all grade levels. District personnel will provide needed professional development and support for all teachers throughout the school year on STEMScopes.  Materials will be purchased using At-Risk funds to support instruction and student performance in the content areas.</p>	1, 2, 3, 4	Administration, Interventionists, Teachers, District Personnel	Performance on campus assessments, district assessments, STAAR, and report cards.			

<p align="center"><b>State System Safeguard Strategy</b>  <b>Federal System Safeguard Strategy</b>  <b>Critical Success Factors</b>  CSF 1 CSF 2</p>	1, 2, 3, 9	Administration, Instructional Leadership Team, Teachers	Campus and district assessments, STAAR			
<p>11) Identify At-Risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEP students)</p> <p>Materials include: manipulatives, literacy materials, STAAR support, bilingual material  After-school extended day  Summer School  Computer assisted instruction includes: Compass, Larsens Math, Fast Math,etc...</p> <p>(Identify the materials appropriate to your campus from the list that can be used to meet this expectation.  Describe how and by whom these will be used on your campus.)</p> <p>Using At-Risk and Bilingual funds from general funding, instructional materials and supplies will be provided to support LA, Math, Science, and Social Studies curriculum to improve and support student achievement and English Language acquisition.  These supplies will include but will not be limited to: books, workbooks, paper, manipulatives, copy paper, poster board, laminating film, , etc...</p>	<p>Funding Sources: 199 - General Fund: SCE (At-Risk) - \$6,786.00</p>					

<p>12) Develop, monitor, and evaluate campus volunteer/partnership programs that include:</p> <ul style="list-style-type: none"> <li>* recruitment</li> <li>* training/support</li> <li>* recognition of volunteers/partnerships</li> </ul> <p>(Complete this activity by describing how you will meet this expectation on your campus.)</p> <p>The principal, librarian, and teachers will work closely with representatives from the United Way Reading Together Program to ensure that there is good communication, students are selected appropriately and a calendar of sessions is established for the year. The counselor and CIS Project manager work with volunteer groups/companies such as Emerson and parent volunteers throughout the year. The year culminates with a volunteer appreciation to thank them for their time and dedication.</p>	6, 9	Administration, Counselor, CIS Project Manager	Volunteer Survey			
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<p><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b></p> <p>13) TITLE II A - Provide professional development to CIT, teachers, and administrators that increases knowledge and skills related to:</p> <ul style="list-style-type: none"> <li>* vertical alignment</li> <li>* instructional strategies to meet the needs of diverse student populations</li> <li>* integration of technology into curricula and instruction for improving teaching, learning, and technology literacy</li> <li>* STAAR testing and the state curriculum standards (TEKS) in the content areas of English/Language Arts, social studies, and/or science, and/or math.</li> <li>* Dual Language Programs</li> <li>* Problem-Based Learning</li> <li>* Small Group Instruction</li> <li>* This includes opportunities for teachers to be coached, attend sustained training/in-services/ workshops and/or conferences together with structured follow-up.</li> </ul> <p>(Using this list of activities, select those that will be implemented on your campus. Delete the other activities. Provide specific information about how you will structure staff development.)</p> <p>Teachers will be provided the opportunity to attend training in the areas of need such as small group instruction either at the campus or district level. Vertical team meeting will be scheduled throughout the school year during faculty meetings.</p>	1, 2, 3, 4, 8, 9, 10	Administration, Teachers, Interventionists	Teacher Surveys, Student Performance on DRA/EDL, Campus and district assessments, STAAR			
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<p align="center"><b>State System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>14) Teachers/Administrators/Staff will develop understanding of the (a) Professional Development Framework and continue participation in professional development in the areas of Teaching and Learning and Leadership for Results; including (b) The Process for Designing and Delivering Effective Instruction through differentiation and technology integration.</p> <p>(Complete this activity by describing how you will meet this expectation on your campus.) During the school year, the administrators will meet with teachers during diagnostic conferences and feedback sessions after walkthroughs to discuss instructional practices and student progress. If needed, teachers and administrators will agree on the next step for assistance which may include professional development opportunities. Title I funds will be used to cover the cost of substitutes. Also, during the school year, the administrators will provide feedback on lesson plans and any necessary training.</p>	1, 2, 3, 4, 8, 9	Administration, teachers	Teacher Survey, Student performance on DRA/EDL, Campus and District Assessments, STAAR			
	Funding Sources: 211 - Title I, Part A - \$0.00					
<p>15) Provide support for new teachers with ongoing mentoring and planning with certified staff.</p> <p>(Complete this activity by describing how you will meet this expectation on your campus.)</p> <p>All new teachers to the profession and campus are provided a mentor or a buddy teacher. The new teachers get a mentor assigned that is on the same grade or a member of the Instructional Leadership Team to assure their success.</p>	5, 8	Administration, Teachers	New Teacher Survey			

<p align="center"><b>Critical Success Factors</b> CSF 7</p> <p>16) Recruit and retain highly-qualified staff, defined through state, No Child Left Behind (NCLB) and local criteria, by highlighting the school and its students on the website and by participating in job fairs. Provide recruitment information on website</p> <p>(Complete this activity by describing how you will meet this expectation on your campus plan.)</p> <p>The administrators will attend the district job fair and, when possible, go with HR personnel on recruiting trips. The technology committee will update the school website to promote BCE.</p>	5	Administration	District New Teacher Survey			
<p align="center"><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>17) The CIT, teachers, administrators, other staff members, and parents will collaborate and coordinate planning efforts and implementation of staff development that will build ties between parents and school.</p> <p>(Complete this activity by describing how you will meet this expectation on your campus.)</p> <p>We will invite Ms. Coffee from the External Funding Office to present to our staff during one of our faculty meetings on various strategies to increase parental involvement and improve the home/school relationships. The school will host events such as Donuts for Dads and Muffins with Moms throughout the year. Parent Coffees will be held once a month.</p>	1, 4, 6, 8	CIT, Administration, CIS Project Manager, Counselor, Teachers	Parent Survey, Teacher Survey			

<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>18) PreK and K teachers develop transition strategies. Elementary campuses provide kindergarten orientation at different times and in a variety of settings.</p> <p>This activity for PK and elementary schools only. Other campuses may delete.</p> <p>(Complete this activity by describing how you will increase parent involvement in the kindergarten transition process.)</p> <p>We work with Bear Blvd so that the parents are aware of our Kinder Round-up event in May. The event is hosted in the evening and the teachers present information on what the parents can expect the following year. Then they are given a tour of the classrooms and building. Also in May, the Pre-K students are also invited to come visit our campus along with their teachers so they get an idea of their new school. They end with a trip to the cafeteria where they are given cookies and milk.</p>	7	Kinder Teachers, Administration, Counselor, Cafeteria Personnel	Parent sign-in for Kinder Round-Up event			
<p>19) GIFTED AND TALENTED - Provide opportunities for G/T professional development, based on level of expertise and need, in one of the following areas:</p> <ul style="list-style-type: none"> <li>a) Nature and needs of G/T students</li> <li>b) Assessing and identifying G/T student needs</li> <li>c) Differentiating Curriculum for G/T students</li> <li>d) Assessing social and emotional needs of G/T students</li> <li>e) Creativity and instructional strategies for G/T students.</li> </ul> <p>(Select at least one area of focus from the list and describe how you will implement this on your campus.)</p> <p>The teachers receive a list of training opportunities throughout the year so they can attend and keep up with their GT hours.</p>	3, 4, 9	Administration, Counselor, Teachers	Teacher GT Certification			

<p>20) GIFTED AND TALENTED - Implement and evaluate development of differentiated curriculum for meeting needs of gifted students using instructional techniques from gifted and talented education.</p> <p>(Complete this activity by describing how you will meet this expectation on your campus.) GT Students are grouped and placed in the same class with GT certified teacher.</p>	2, 3, 4, 9	Administration, Teachers, Counselor	Student projects			
<p>21) GIFTED AND TALENTED - Conduct annual G/T evaluation by following the district-wide procedures for referral, testing and identification of students. Emphasis on finding and identifying minority G/T students, low SES G/T students, and those students showing great potential but who are difficult to identify as intellectually-gifted.</p> <p>(Conduct an annual G/T parent meeting to develop awareness of the program, identification, and requirements.)</p> <p>Complete this activity by describing how you will meet these expectations on your campus. During a Parent Coffee, the information on the GT program will be presented to parents to make them aware of the program, process, and requirements. Information will also be sent home to parents.</p>	6, 9	Administration, Counselor	Parent Coffee Sign -in			
<p>22) COORDINATED SCHOOL HEALTH (CSH) and CIP -</p> <p>Steps to incorporate CSH -</p> <ol style="list-style-type: none"> <li>1. Review the School Health Index completed by the C-SHAC</li> <li>2. Identify focus area(s) for campus</li> <li>3. Choose focus area(s) to place in this area of Required Elements</li> <li>4. Recommended indicators for assessing CSH may be chosen from this list of approved indicators that are completed each year: <ul style="list-style-type: none"> <li>a. District Five Year Goal Campus Survey</li> <li>b. School Health Index</li> <li>c. SEL/40 Developmental Asset Survey</li> </ul> </li> </ol>	10					

<p>23) Review and revisit both the Home/School Compact and Parental Involvement Policy.</p> <p>*offer several opportunities for parent input.</p> <p>*develop, with parent input, current school year compact and policy in appropriate language(s) - English/Spanish.</p> <p>*share compact with parents and document.</p> <p>(This activity is completed in the first 9 weeks of school with a meeting held to discuss the compact's and Parent Involvement Policy's importance with the parents. The compact and Parent Involvement Policy are included in the Title I portfolio.)</p>	6	Administration	Parent Coffee Sign-in			
<p>24) Increase parent attendance at Title I Annual Meeting to share:</p> <p>*standards and goals</p> <p>*parents' rights'</p> <p>*curriculum</p> <p>*School Report Card</p> <p>*Title I participation</p> <p>*Offer a flexible number of meetings.</p> <p>(The Title I annual meeting will be held during a Parent Coffee to which all parents will be invited. The above topics will be discussed.)</p>	6	Administration, CIS Project Manager	Parent Survey, Parent Coffee Sign-in			
<div> <div>100%</div> <div>= Accomplished</div> </div> <div> <div>0%</div> <div>= No Progress</div> </div> <div> <div>×</div> <div>= Discontinue</div> </div>						

## State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Emphasis will be placed on reading comprehension and fluency through the use of the Comprehension Toolkit, Guided Reading strategies, and vocabulary development. Professional development will be provided on campus as well as at the district level. The American Institute for Research will provide training to the staff on vocabulary instruction as will the AIR Cadre.
1	1	2	BCE will increase the focus on reading implementing a reading incentive program that motivates the students to become independent readers and coordinates with Accelerated Reader program. A RAZ Kids license will also be purchased so that this program can be used school-wide. The reading committee will come up the incentives, reading goals, and reading logs.
1	1	3	BCE will integrate writing instruction in all the grade levels to enhance and support student reading skills. The interventionists will provide support for the Empowering Writers program. Teachers will submit writing samples every 9 weeks. 4th grade LA teachers will focus on grammar development using grammar materials purchased by the school. An after school enrichment program for girls in 4th and 5th grade will focus on enhancing writing skills and self-confidence. Two teachers will work with girls on writing narrative, expository, and descriptive essays generated through discussions topics, experiences, and goal setting.
1	1	4	BCE will address the needs of the students struggling in reading in grades K- 5 with the hiring of 2 Reading and a .5 Math Interventionists. -Small group instruction -Provide professional development for teachers -Assist teachers w/ assessments, lesson planning, and road-mapping -Narrow the gap between English/Spanish comprehension -Students failing assessments and STAAR -Will serve on the Instructional Team
1	1	5	Instructional materials and supplies will be provided to support 2nd Language Acquisition, LA, Math, Science, and Social Studies curriculum to improve and support student achievement. These supplies will include but will not be limited to: technology, books, workbooks, paper, manipulatives, copy paper, poster board, laminating film, , etc... Tech funds will be used to purchase equipment such as WYSE computers for student lab and document cameras.
1	1	6	BCE will address the reading skills (fluency, comprehension) of our Special Education students by providing the teachers with professional development that targets small group instruction in all grade levels. The special education students will work with the resource teacher and the classroom teacher on a daily basis. The reading interventionists will provide support for the teachers as well as the special education teachers. Teachers will collect and review data to make monitor and adjust instruction.
2	1	1	BCE will promote the implementation of the Math TEKS and Singapore Math through the use of Math In Focus adoption with regular monthly professional development provided by the district math department.
2	1	2	BCE will target students that are struggling in math, reading, and writing by providing after school tutorials taught by campus teachers.
2	1	3	BCE will address the needs of the students struggling in math in grades K- 5 with the hiring of .5 math interventionist. -Small group instruction -Provide professional development for teachers -Assist teachers w/ assessments, lesson planning, and road-mapping -Narrow the gap between English/Spanish comprehension -Students failing assessments and STAAR

Goal	Objective	Strategy	Description
2	1	4	BCE will address the math skills of our Special Education students by providing the teachers with professional development that targets small group instruction and the use of hands on materials in all grade levels. The special education students will work with the resource teacher and the classroom teacher on a daily basis. The math interventionist will provide support for the teachers as well as the special education teachers. Teachers will collect and review data to make monitor and adjust instruction.
3	1	1	Texas A & M ELLA-V ESL program will continue to be implemented in 1st and 2nd grade and expanded to Kindergarten. Needed materials will be purchased such as books, notebooks, chart tablets, and classroom supplies. Rosa Henoa, a district dyslexia teacher and former Texas A & M ELLA-V ESL employee will work with our K Team to provide the support as they implement this program.
3	1	2	Reviewing TELPAS scores with 2nd - 5th grade to identify strengths and weakness. A focus on reading skills and vocabulary development through the use of AIR Vocabulary development strategies, Word Walls, ELPS, and daily read alouds.
4	1	5	After School Program - The Boys and Girls Club of Houston program will have up to 150 students participate in the program where they will have homework assistance, attend enrichment classes, and will receive tutorials from Silva Learning tutors. BCE will provide student transportation during the school year and summer program.
5	1	2	Develop/strengthen/monitor capacity of teachers, grade levels and departments to support measurable growth in reading proficiency as measured by an increase in the percentage of students in "Developing As Expected" and "Advanced Development" categories in the Reading Standards. (Describe your campus program for developing, strengthening, accelerating, and monitoring reading instruction.) Professional development opportunities through Region 4, district, and campus will be provided. The Reading Interventionists will provide professional development for each grade level focused on guided reading to assist in the administration of the DRA/EDL and small group instruction.
5	1	3	Monitor progress of students failing to meet SSI promotion requirements in the previous academic year and provide remediation via supplemental materials and services. Progress will be recorded on the accelerated instruction plan; interim reports and opportunities to conference will be provided to parents of students so identified. (Provide specific information about the remediation and monitoring of SSI students on your campus.) The reading and math interventionists will work with the students that failed the STAAR tests the previous year. They will have set schedules for their groups and work with them on a daily basis. They will also work closely with the teachers to monitor the recording of student progress on the SSI forms throughout the year.
5	1	4	TECHNOLOGY - Provide opportunities, inclusive of professional development, to build capacity of teachers, principals, and other staff to integrate technology effectively into (a) challenging curricula and (b) related instructional strategies that are aligned to the Texas Essential Knowledge and Skills (TEKS) and the State of Texas Assessment of Academic Readiness (STAAR). Participate in mentor-mentee grant. Continue to provide support for new teachers through the induction program. Involve staff in recruiting and interviewing highly-qualified applicants. (You may add additional activities if you choose). The campus tech representative will work with the librarian and Tech Cadre to provide support and professional development opportunities that will help the teachers integrate technology into their curriculum and instruction. To help support science instruction, Edusmart will be purchased as a resource and supplement for grades 3rd - 5th.

Goal	Objective	Strategy	Description
5	1	8	SPECIAL EDUCATION - Examine state assessment reports to evaluate progress of students with disabilities relative to ARD committee recommendations and predictions. How accurately did ARD committee recommendations predict and guide student achievement on state assessments? (Describe how you will improve this process on your campus this year.) All special education students will take the STAAR since there is not a modified version. The ARD committee members will review previous year's performance on STAAR to make data driven decisions to provide needed support based on student IEPs. The accommodations will be thoroughly reviewed for all students. Some students will take the STAAR Alt.
5	1	9	SPECIAL EDUCATION - Ensure that Special Education staff, building administrators, and counselors are trained on and adhere to Special Education timelines and compliance requirements. (What is your campus plan and timeline to meet this expectation.) Our campus diagnostician and SLP schedule and communicate annual ARD meetings months in advance so that all committee members are aware. They also schedule needed testing following the 45 school day timeline for initial assessments and 30 days for the initial ARDs.
5	1	10	STATE COMP ED - Provide supplemental At-Risk services/support in the content areas: * Language Arts * Math * Science * Social Studies * LEP Intervention Specialist (Describe how iCoaches and other support staff are being used on your campus to meet this expectation.) Science will continue to be a priority in all grade levels. District personnel will provide needed professional development and support for all teachers throughout the school year on STEMScopes. Materials will be purchased using At-Risk funds to support instruction and student performance in the content areas.
5	1	11	Identify At-Risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEP students) Materials include: manipulatives, literacy materials, STAAR support, bilingual material After-school extended day Summer School Computer assisted instruction includes: Compass, Larsens Math, Fast Math,etc... (Identify the materials appropriate to your campus from the list that can be used to meet this expectation. Describe how and by whom these will be used on your campus.) Using At-Risk and Bilingual funds from general funding, instructional materials and supplies will be provided to support LA, Math, Science, and Social Studies curriculum to improve and support student achievement and English Language acquisition. These supplies will include but will not be limited to: books, workbooks, paper, manipulatives, copy paper, poster board, laminating film, , etc...
5	1	13	TITLE II A - Provide professional development to CIT, teachers, and administrators that increases knowledge and skills related to: * vertical alignment * instructional strategies to meet the needs of diverse student populations * integration of technology into curricula and instruction for improving teaching, learning, and technology literacy * STAAR testing and the state curriculum standards (TEKS) in the content areas of English/Language Arts, social studies, and/or science, and/or math. * Dual Language Programs * Problem-Based Learning * Small Group Instruction * This includes opportunities for teachers to be coached, attend sustained training/in-services/ workshops and/or conferences together with structured follow-up. (Using this list of activities, select those that will be implemented on your campus. Delete the other activities. Provide specific information about how you will structure staff development.) Teachers will be provided the opportunity to attend training in the areas of need such as small group instruction either at the campus or district level. Vertical team meeting will be scheduled throughout the school year during faculty meetings.



Goal	Objective	Strategy	Description
5	1	14	Teachers/Administrators/Staff will develop understanding of the (a) Professional Development Framework and continue participation in professional development in the areas of Teaching and Learning and Leadership for Results; including (b) The Process for Designing and Delivering Effective Instruction through differentiation and technology integration. (Complete this activity by describing how you will meet this expectation on your campus.) During the school year, the administrators will meet with teachers during diagnostic conferences and feedback sessions after walkthroughs to discuss instructional practices and student progress. If needed, teachers and administrators will agree on the next step for assistance which may include professional development opportunities. Title I funds will be used to cover the cost of substitutes. Also, during the school year, the administrators will provide feedback on lesson plans and any necessary training.

## Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Emphasis will be placed on reading comprehension and fluency through the use of the Comprehension Toolkit, Guided Reading strategies, and vocabulary development. Professional development will be provided on campus as well as at the district level. The American Institute for Research will provide training to the staff on vocabulary instruction as will the AIR Cadre.
1	1	2	BCE will increase the focus on reading implementing a reading incentive program that motivates the students to become independent readers and coordinates with Accelerated Reader program. A RAZ Kids license will also be purchased so that this program can be used school-wide. The reading committee will come up the incentives, reading goals, and reading logs.
1	1	3	BCE will integrate writing instruction in all the grade levels to enhance and support student reading skills. The interventionists will provide support for the Empowering Writers program. Teachers will submit writing samples every 9 weeks. 4th grade LA teachers will focus on grammar development using grammar materials purchased by the school. An after school enrichment program for girls in 4th and 5th grade will focus on enhancing writing skills and self-confidence. Two teachers will work with girls on writing narrative, expository, and descriptive essays generated through discussions topics, experiences, and goal setting.
1	1	4	BCE will address the needs of the students struggling in reading in grades K- 5 with the hiring of 2 Reading and a .5 Math Interventionists. -Small group instruction -Provide professional development for teachers -Assist teachers w/ assessments, lesson planning, and road-mapping -Narrow the gap between English/Spanish comprehension -Students failing assessments and STAAR -Will serve on the Instructional Team
1	1	6	BCE will address the reading skills (fluency, comprehension) of our Special Education students by providing the teachers with professional development that targets small group instruction in all grade levels. The special education students will work with the resource teacher and the classroom teacher on a daily basis. The reading interventionists will provide support for the teachers as well as the special education teachers. Teachers will collect and review data to make monitor and adjust instruction.
2	1	1	BCE will promote the implementation of the Math TEKS and Singapore Math through the use of Math In Focus adoption with regular monthly professional development provided by the district math department.
2	1	3	BCE will address the needs of the students struggling in math in grades K- 5 with the hiring of .5 math interventionist. -Small group instruction -Provide professional development for teachers -Assist teachers w/ assessments, lesson planning, and road-mapping -Narrow the gap between English/Spanish comprehension -Students failing assessments and STAAR
2	1	4	BCE will address the math skills of our Special Education students by providing the teachers with professional development that targets small group instruction and the use of hands on materials in all grade levels. The special education students will work with the resource teacher and the classroom teacher on a daily basis. The math interventionist will provide support for the teachers as well as the special education teachers. Teachers will collect and review data to make monitor and adjust instruction.

Goal	Objective	Strategy	Description
3	1	1	Texas A & M ELLA-V ESL program will continue to be implemented in 1st and 2nd grade and expanded to Kindergarten. Needed materials will be purchased such as books, notebooks, chart tablets, and classroom supplies. Rosa Henoa, a district dyslexia teacher and former Texas A & M ELLA-V ESL employee will work with our K Team to provide the support as they implement this program.
3	1	2	Reviewing TELPAS scores with 2nd - 5th grade to identify strengths and weakness. A focus on reading skills and vocabulary development through the use of AIR Vocabulary development strategies, Word Walls, ELPS, and daily read alouds.
5	1	3	Monitor progress of students failing to meet SSI promotion requirements in the previous academic year and provide remediation via supplemental materials and services. Progress will be recorded on the accelerated instruction plan; interim reports and opportunities to conference will be provided to parents of students so identified. (Provide specific information about the remediation and monitoring of SSI students on your campus.) The reading and math interventionists will work with the students that failed the STAAR tests the previous year. They will have set schedules for their groups and work with them on a daily basis. They will also work closely with the teachers to monitor the recording of student progress on the SSI forms throughout the year.
5	1	4	TECHNOLOGY - Provide opportunities, inclusive of professional development, to build capacity of teachers, principals, and other staff to integrate technology effectively into (a) challenging curricula and (b) related instructional strategies that are aligned to the Texas Essential Knowledge and Skills (TEKS) and the State of Texas Assessment of Academic Readiness (STAAR). Participate in mentor-mentee grant. Continue to provide support for new teachers through the induction program. Involve staff in recruiting and interviewing highly-qualified applicants. (You may add additional activities if you choose). The campus tech representative will work with the librarian and Tech Cadre to provide support and professional development opportunities that will help the teachers integrate technology into their curriculum and instruction. To help support science instruction, Edusmart will be purchased as a resource and supplement for grades 3rd - 5th.
5	1	8	SPECIAL EDUCATION - Examine state assessment reports to evaluate progress of students with disabilities relative to ARD committee recommendations and predictions. How accurately did ARD committee recommendations predict and guide student achievement on state assessments? (Describe how you will improve this process on your campus this year.) All special education students will take the STAAR since there is not a modified version. The ARD committee members will review previous year's performance on STAAR to make data driven decisions to provide needed support based on student IEPs. The accommodations will be thoroughly reviewed for all students. Some students will take the STAAR Alt.
5	1	9	SPECIAL EDUCATION - Ensure that Special Education staff, building administrators, and counselors are trained on and adhere to Special Education timelines and compliance requirements. (What is your campus plan and timeline to meet this expectation.) Our campus diagnostician and SLP schedule and communicate annual ARD meetings months in advance so that all committee members are aware. They also schedule needed testing following the 45 school day timeline for initial assessments and 30 days for the initial ARDs.

Goal	Objective	Strategy	Description
5	1	10	STATE COMP ED - Provide supplemental At-Risk services/support in the content areas: * Language Arts * Math * Science * Social Studies * LEP Intervention Specialist (Describe how iCoaches and other support staff are being used on your campus to meet this expectation.) Science will continue to be a priority in all grade levels. District personnel will provide needed professional development and support for all teachers throughout the school year on STEMScopes. Materials will be purchased using At-Risk funds to support instruction and student performance in the content areas.
5	1	11	Identify At-Risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEP students) Materials include: manipulatives, literacy materials, STAAR support, bilingual material After-school extended day Summer School Computer assisted instruction includes: Compass, Larsens Math, Fast Math,etc... (Identify the materials appropriate to your campus from the list that can be used to meet this expectation. Describe how and by whom these will be used on your campus.) Using At-Risk and Bilingual funds from general funding, instructional materials and supplies will be provided to support LA, Math, Science, and Social Studies curriculum to improve and support student achievement and English Language acquisition. These supplies will include but will not be limited to: books, workbooks, paper, manipulatives, copy paper, poster board, laminating film, , etc...
5	1	13	TITLE II A - Provide professional development to CIT, teachers, and administrators that increases knowledge and skills related to: * vertical alignment * instructional strategies to meet the needs of diverse student populations * integration of technology into curricula and instruction for improving teaching, learning, and technology literacy * STAAR testing and the state curriculum standards (TEKS) in the content areas of English/Language Arts, social studies, and/or science, and/or math. * Dual Language Programs * Problem-Based Learning * Small Group Instruction * This includes opportunities for teachers to be coached, attend sustained training/in-services/ workshops and/or conferences together with structured follow-up. (Using this list of activities, select those that will be implemented on your campus. Delete the other activities. Provide specific information about how you will structure staff development.) Teachers will be provided the opportunity to attend training in the areas of need such as small group instruction either at the campus or district level. Vertical team meeting will be scheduled throughout the school year during faculty meetings.

# State Compensatory

## Budget for Buffalo Creek Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
211.13.6112.000.126.30.0.000.FBG17	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$0.00
211.11.6116.000.126.30.0.000.FBG17	6116 Extra Duty Stipend - Locally Defined	\$2,000.00
211.11.6119.000.126.30.0.000.FBG17	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$143,106.00
211.11.6141.000.126.30.0.000.FBG17	6141 Social Security/Medicare	\$2,075.00
211.11.6142.000.126.30.0.000.FBG17	6142 Group Health and Life Insurance	\$11,385.00
211.11.6143.000.126.30.0.000.FBG17	6143 Workers' Compensation	\$914.00
211.11.6146.000.126.30.0.000.FBG17	6146 Teacher Retirement/TRS Care	\$11,003.00
<b>6100 Subtotal:</b>		<b>\$170,483.00</b>
<b>6300 Supplies and Services</b>		
211.11.6397.000.126.30.0.000.FBG17	6397 Other Equipment - Locally Defined	\$1,500.00
211.11.6399.000.126.30.0.000.FBG17	6399 General Supplies	\$8,285.00
211.61.6399.000.126.30.0.000.FBG17	6399 General Supplies	\$1,432.00
<b>6300 Subtotal:</b>		<b>\$11,217.00</b>
<b>6400 Other Operating Costs</b>		
211.61.6419.000.126.30.0.000.FBG17	6419 Non-Employee Travel	\$0.00
211.11.6494.000.126.30.0.000.FBG17	6494 Reclassified Transportation Expenses	\$11,000.00
211.61.6499.000.126.30.0.000.FBG17	6499 Miscellaneous Operating Costs	\$500.00
<b>6400 Subtotal:</b>		<b>\$11,500.00</b>

## Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Elizabeth Villarreal	Reading Interventionist	Title I	
Mirith Ballestas de Barroso	Reading Interventionist	Title I	
Rose Carling	Math Interventionist Part-time	Title I	

# Campus Funding Summary

<b>199 - General Fund: SCE (At-Risk)</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
5	1	11	At-risk	199.11.6399.000.126.30.0.126	\$6,786.00
<b>Sub-Total</b>					\$6,786.00
<b>211 - Title I, Part A</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	3	Title I funds for Girls Class	211.11.6116.000.126.30.0.000.FBG17	\$1,575.00
1	1	4	Title I Funds for Salaries will cover 1.75 Units	211.11.6119.000.126.30.0.000.FBG17	\$143,106.00
1	1	4	Medicare	211.11.6141.000.126.30.0.000.FBG17	\$2,075.00
1	1	4	Employer Contribution	211.11.6142.000.126.30.0.000.FBG17	\$11,385.00
1	1	4	Workers Comp	211.11.6143.000.126.30.0.000.FBG17	\$914.00
1	1	4	Teacher Retirement	211.11.6146.000.126.30.0.000.FBG17	\$11,003.00
1	1	5	Materials for all areas	211.11.6399.000.126.30.0.000.FBG17	\$4,628.00
2	1	2	Title I funds to pay for tutorials	211.11.6116.000.126.30.0.000.FBG17	\$4,082.00
2	1	3	Title I Funds for Salaries for a .5 math interventionist	211.11.6119.000.126.30.0.000.FBG17	\$0.00
2	1	3	Medicare	211.11.6141.000.126.30.0.000.FBG17	\$0.00
2	1	3	Workers Comp	211.11.6143.000.126.30.0.000.FBG17	\$0.00
3	1	1	Books and supplies	211.11.6329.000.126.30.0.000.FBG17	\$0.00
4	1	1	Transportation for Parents	211.61.6419.000.126.30.0.000.FBG17	\$0.00
4	1	4	Supplies and materials	211.61.6399.000.126.30.0.000.FBG17	\$1,032.00
4	1	4	Snacks for Coffees	211.61.6499.000.126.30.0.000.FBG17	\$600.00
4	1	5	Transportation for students	211.11.6494.000.126.30.0.000.FBG17	\$11,000.00
4	1	6	Materials	211.61.6399.000.126.30.0.000.FBG17	\$0.00
4	1	6	Snacks	211.61.6499.000.126.30.0.000.FBG17	\$300.00
4	1	6	Transportation for parents	211.61.6419.000.126.30.0.000.FBG17	\$0.00
5	1	2	Title I funds for Region 4 training	211.13.6239.000.126.30.0.000.FBG17	\$0.00

5	1	4	Title I Funds for Edusmart \$1500	211.11.6397.000.126.30.0.000.FBG17	\$1,500.00
5	1	14	Substitutes	211.13.6112.000.126.30.0.000.FBG17	\$0.00
<b>Sub-Total</b>					\$193,200.00
<b>461 - Campus Activity Fund</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
5	1	4	Campus Activity \$1000	461.11.6397.908.126.11.0.000.SAF00	\$1,000.00
<b>Sub-Total</b>					\$1,000.00
<b>Other: See Account Code</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
4	1	3	Children's Museum Family Nights sponsored by the United Way		\$5,000.00
<b>Sub-Total</b>					\$5,000.00
<b>Grand Total</b>					\$205,986.00