

Brazosport Independent School District

Madge Griffith Elementary

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard



Mission Statement

The mission of Madge Griffith Elementary is to inspire lifelong learning and empower students for success by working together while focusing on the strengths and needs of our diverse school community.

Vision

Educating and inspiring future leaders to succeed in an ever-changing world.

Value Statement

At Madge Griffith we believe:

- Through a high quality education, all students can and will learn.
- Diversity and individuality are respected and valued.
 - High expectations produce success.
- We are all accountable for student achievement.
 - Collaboration builds community.

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Comprehensive Needs Assessment

Revised/Approved: June 18, 2015

Demographics

Demographics Summary

Madge Griffith Elementary is an Early Childhood - 4th grade campus with approximately 535 students. Our demographics have remained consistent for the past 5 years:

- Hispanic - 79.81%
- White - 13.64%
- African American - 4.49%
- Economically Disadvantaged - 68.04%
- English Language Learners - 43.18%
- Special Education - 7.66%
- Mobility Rate - 17.4%

Brazosport ISD's only Pegasus classroom is located at Griffith Elementary. This is an inclusive PPCD / PreK program that contains three and four-year-old students with special needs as well as children and grandchildren of ISD employees who participate in a day care / PK program.

Griffith also houses the largest percentage of English Language Learners in BISD. Each grade level has two classes of bilingual students with several other students being served in English as a Second Language classrooms.

Demographics Strengths

- The Pegasus day care program remained at capacity throughout the year due to high interest from BISD employees.
- Enrollment numbers dipped slightly during the year, but continue to be consistent.
- All class sizes remained within the 22:1 ratio as required by TEA
- While there was a .1% decrease from last year, Griffith continues to have one of highest attendance rates of all campuses in Brazosport ISD. Our 2017 - 2018 rate was 96.5%.
- Our 3rd grade ELL students are performing as well as or better than their non-ELL peers.

- Strong RtI programs are in place to support struggling learners.
- Homeless students are supported through district and community resources.
- Griffith has very few discipline referrals, and the percentage of days students spend out of the classroom due to discipline has declined each year.
- Students feel a strong connection to school.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 4th Grade Bilingual STAAR scores have a larger discrepancy than 3rd Grade Bilingual STAAR scores. **Root Cause:** Successful bilingual students exit the program in 3rd grade, so the students being tested in 4th grade have demonstrated additional needs whether cognitive or language based.

Problem Statement 2: Kindergarten referrals far exceed the number of referrals in other grade levels. **Root Cause:** More than 44% of the campus referrals came from 4 kindergarten students.

Student Achievement

Student Achievement Summary

Griffith has shown growth since being rated "Improvement Required" by TEA during the 2012 - 2013 school year. The campus has been rated Met Standards every year since and achieved its first TEA Distinction in "Closing the Performance Gaps" in 2017. Official ratings have not been released for 2018, but preliminary scores indicate we will have a similar percentage of students meeting the "Approaches" level in Reading with declines in Math and Writing. Third grade students showed growth in both Reading and Math. Students testing in Spanish also showed growth. Greatest areas of concern include 4th grade in Reading, Math and Writing.

The campus accepted the challenges of ensuring each student makes a year's growth in reading and math in addition to helping each child perform at grade level. End of year results indicate that 80% of students made a year's growth in Reading according to Star Renaissance with 90% showing a year's growth according to DRA. In math, 91% of 3 & 4th grade students made a year's growth with 85% of Kinder - 2nd grade students showing a year's growth. According to Star Renaissance, 82% of students are reading on grade level with 93% of 3rd & 4th grade students on grade level in math. Kinder - 2nd grade students are measured according to TEMI and show 85% to be on grade level.

English Language Learners continue to show tremendous growth in all areas as measured by STAAR, Star Renaissance, and TELPAS.

Student Achievement Strengths

- 100% of professional staff at Griffith are highly qualified
- Strong intervention program to support placing in student appropriate programs to meet their needs (SpEd, RtI, 504)
- Targeted tutorials and interventions (All STAAR Saturday, Target Tutorials, PLC rotations)
- Sustaining Professional Learning Communities at Kindergarten - 4th grade
- Continuous and significant academic growth of English Language Learners

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Reading scores need to increase across all grade levels. **Root Cause:** Lack of vocabulary and life experiences hinder their ability to make inferences in their reading.

School Culture and Climate

School Culture and Climate Summary

Griffith continues to be a school that receives high satisfaction rates on parent and staff surveys. We build school pride through after school clubs, BISD's academic UIL competition, the 4th grade track meet, the Name that Book competition, and other enrichment activities. Character Counts lessons, leadership awards, PBIS and reading incentives are all part of Griffith's culture.

Students are recognized at multiple levels including the monthly Eagle Accolades where awards are given for reading achievement, character, and leadership. All students are recognized in a grade level awards ceremony at the end of the year. Each student chooses the award for which he / she is most proud. Students achieving honor roll and perfect attendance are also recognized for their achievement.

Teacher attrition rates remain low. Four new teachers were hired for the 2018 - 2019 school year. One position was new to the campus, one was a result of a retirement, and the other two were because the teachers relocated out of state to be near family.

School Culture and Climate Strengths

- Preventative / positive approaches to behavior
- High expectations for all students
- Positive school culture among teachers and students
- Strong support systems
- Classroom management is strong throughout campus
- Student attendance rates are high
- Solid PBIS program
- Positive teacher to teacher relationships
- Campus is safe for students and staff
- Griffith was recognized as a "No Place for Hate" campus at the end of the 2017 - 2018 school year
- The campus hospitality committee and PTO sponsored numerous activities for teachers
- Campus Ambassadors have promoted positive teacher morale by recognizing positive work ethic and habits
- Griffith honored a Teacher of the Year, Support Staff Member of the Year, and a Volunteer of the Year

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Teachers need written information readily available as new students enter the classroom. **Root Cause:** Communication is lacking as

new students are brought to the classroom.

Problem Statement 2: New students are unfamiliar with our campus. **Root Cause:** We do not have programs in place to introduce new students and families to our school.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All Griffith staff members are highly qualified.

Attrition rates are small with a large number of staff members staying from year to year. This leads to campus stability. District Teacher Induction and New Teacher Academy, campus assigned mentors with similar teaching responsibilities, team planning and PLCs all support new staff members.

Teachers are provided training and support in a number of areas including technology, instructional strategies, classroom management, curriculum, Sheltered Instruction strategies, Gifted and Talented, and crisis awareness / prevention.

Staff Quality, Recruitment, and Retention Strengths

- At the end of the 2017 - 2018 school year, all classroom teachers in Kindergarten - 4th grade were ESL and GT Certified.
- 100% of all staff members are highly qualified
- All PLCs in grades K - 4 self-rated as Sustaining (the highest level on the continuum)
- New staff members are supported through training, team collaboration and campus mentors
- Griffith has a low attrition rate
- Staff members feel very supported by one another - Griffith is often described as a family
- Griffith teachers support numerous student interns preparing them for a career in teaching
- Staff members accept ownership for all students on campus - not just those in the classrooms. This is evident through their work in PLCs and tutorials

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher attendance rates are ninth in the district at 94.73%. **Root Cause:** Not enough focus has been placed on high teacher attendance rates.

Problem Statement 2: Many teachers do not know how to help Tier 2 students. **Root Cause:** Teachers need additional training to effectively implement RtI and PLC processes.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Griffith and BISD have made large strides in the past years to align curriculum, determine Essential Learning Outcomes, develop Common Formative Assessments and use data to drive instruction. Professional Learning Communities have become a part of the culture. Staff members have adopted a Growth Mindset and accept ownership for all students on campus.

Additional work is needed in the areas of assessment and application of the data as well as creating solid lesson plans to remediate gaps in learning. Rigorous, relevant learning will continue to be a focus.

Curriculum, Instruction, and Assessment Strengths

- Consistent use of TEKS Resource System
- Targeted instruction based on Curriculum Based Assessments
- The use of PLCs to collaborate and meet the needs of ALL students
- School-wide focus on increasing the level of technology activities to be relevant and meaningful
- Focus on ELPS and solid learning objectives
- Emphasis on small group learning activities
- Full of inclusion of special needs students
- Remediation tutorials for 3rd & 4th grade students who do not score well on district benchmarks
- Remediation tutorials for 1st and 2nd grade students based on classroom performance, DRA levels, and CBAs
- A large, organized Leveled Book Room that provides Guided Reading materials for all students
- Staff professional development focused on family engagement
- Common CBA assessments in core subjects were given at least 3 times this year in grades 1-4
- Quarterly meetings with administrators and intervention staff to evaluate students currently supported through or needing Response to Intervention (RtI)
- A focus on Essential Learning Outcomes at all grade levels in all core subjects

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Rigor and relevance needs to continue to increase. **Root Cause:** We do not use the RtI process, PLC groupings and lesson plans as effectively as possible to ensure rigorous, relevant learning for all students.

Parent and Community Engagement

Parent and Community Engagement Summary

Griffith's PTO has played a significant role in building parental involvement on campus.

As a campus, we have started the process of moving our activities from simple parental involvement to genuine family engagement. It is our desire to create genuine educational partnership with our parents. Each event we hosted this past year had a renewed focus on creating these partnerships. We will continue to evaluate these activities and determine ways to assess their effectiveness.

Some of the family and community engagement events during the 2017 - 2018 school year include:

- Beginning of Year Individual Parent-Teacher Conferences to discuss parent and teacher goals for each student
- Title 1 Informational Meetings
- Grade Level Orientations
- Open House
- Family Escape Room Night
- "Shooting for the STAARS" parent information meeting
- Star Gazing Night
- Fall Family Literacy Picnic with a focus on technology resources available at home
- Musical performances at all grade levels
- Parental involvement on LPAC, CEIC, PBIS and Family Engagement Committees as well as BISD's Title I Committee
- Opportunities to chaperone field trips and volunteer at school events
- Community involvement in the school through event sponsorship, Career Fair, and a Community Resource Fair
- Monthly newsletters in English and Spanish
- Powerful Parenting Partner videos posted in English and Spanish on the campus YouTube Channel providing information to parents about attendance, conferences, reading at home, technology resources, etc.
- On-going staff development in the area of family engagement

Parent and Community Engagement Strengths

- Numerous activities for parents to participate in school events
- Developing PTO
- Parental Involvement on LPAC, CEIC, PBIS and Family Engagement Committees as well as the district's Title I committee
- Communication provided in English and Spanish

- Powerful Parenting Partner (P3) Videos on YouTube Channel
- Social Media presence
- Individual Parent-Teacher Conferences to discuss both the teachers' and the parents' goals for students
- Bilingual front office staff
- Volunteer background screenings
- Workshops for GT & Special Education parents
- Community resources - Backpack Buddies, sponsorship of family engagement events, school supply donations, community resource fair, career fair
- Volunteer appreciation event
- Parent input in the school compact and evaluation of Campus Needs Assessment
- Parent and staff attendance at the state wide parental involvement conference

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Families and staff members do not feel equipped to be true educational partners. **Root Cause:** Both parents and staff members indicate a lack of time, training and resources.

School Context and Organization

School Context and Organization Summary

Data reflects that our campus staff, students and parents are working together to ensure the success of our students. We make collaborative efforts to align our schedules and curriculum to best meet student needs. Common grade level planning time, time for staff members to meet in PLCs each week, campus committees, vertical alignment meetings, bilingual meetings and CEIC meetings are all instrumental in getting the results we desire.

Griffith is supported by a strong paraprofessional staff that enhances each level of the RtI process. Each teacher has paraprofessional support in his / her classroom every day.

Some classes at Griffith are self-contained while others follow a team teaching model. This allows us to maximize teacher strengths and better meet individual student needs.

Target and All STAAR tutorials are provided for 3rd & 4th grade students in need of additional academic support. Data is used to determine specific objective needs for each student.

Campus security continues to be a concern.

School Context and Organization Strengths

- Weekly PLC meetings built into the schedule
- Weekly grade level / team planning meetings held during teacher conference time
- All STAAR Saturday targeted tutorials for 3rd and 4th grade students
- Targeted tutorials throughout the school day
- Strong paraprofessional support in each classroom
- Common planning time for each grade level
- Quarterly CEIC meetings to review campus goals and activities
- Uninterrupted instructional time
- Ongoing safety drills and training
- Continued growth and development of PBIS practices campus-wide
- District behavior team support
- Teachers volunteer to hold tutorials before and after school
- Individual parent-teacher goal conferences at the beginning of the year
- Every teacher on campus serves in a leadership role

- All staff members participate on a campus committee
- Six teachers have participated in the Ambassador program provided by the district. Two more teachers will participate during the 2018 - 2019 year.
- Staff and parent surveys continue to show a high level of satisfaction and support for the school
- A majority of staff members have been trained through Solution Tree and Eric Jensen conferences, and their learning has been brought back to all staff members

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Campus Emergency Response Team meetings need to be held on consistent basis (monthly to quarterly). **Root Cause:** CERT team members also serve on other committees making meeting time difficult.

Problem Statement 2: First Responder and law enforcement support are needed to fully prepare students and staff for potential crises. **Root Cause:** Coordinated efforts have not been sought in the past.

Technology

Technology Summary

Every student and teacher at Griffith have full day access to a Chromebook. All teachers have received extensive training and are using technology in their classrooms. Students have a required number of minutes for iStation and ST Math. We routinely use RAZ Kids, Reading A-Z, Accelerated Reader and several other programs.

Two-thirds of parents indicate that the 1:1 initiative has increased engagement for their children.

Through the support of our Digital Coach, we are continuing to learn ways to effectively implement technology as part of every day instruction.

Technology Strengths

- Griffith teachers had strong Wayfind Assessment results
- All students have access to a Chromebook
- All teachers have access to multiple devices including a laptop, Chromebook, Mimio, Mimio Pad and a Ladybug Document Camera. Projectors are mounted in the ceiling of each classroom.
- Eduphoria is used for Lesson Plans, BTAS, professional development records, student data analysis and to maintain records of student achievement and intervention.
- The district has fully integrated the technology and maintenance help desks
- The campus has purchased a selection of digital e-books
- All students have access to RAZ Kids, Reading A-Z, ST Math & iStation
- Parents are provided with log-in information for programs they can access at home
- The campus Wifi-fi has minimal issues
- Griffith has a YouTube Channel that is used to post Powerful Parenting Partner (P3) videos to encourage strong educational partnerships

Problem Statements Identifying Technology Needs

Problem Statement 1: Not all students have the computer skills / knowledge required to complete digital-based lessons. **Root Cause:** Students have not had the training / exposure needed to learn programs outside of ST Math, iStation, Reading A-Z & RAZ Kids

Comprehensive Needs Assessment Data Documentation

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

Goals





Revised/Approved: October 02, 2018

Goal 1: Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B*FutureReady.

Performance Objective 1: In 2018 - 2019, Griffith Elementary will ensure all students achieve a minimum of one year's growth in reading and math (Outcome Goal 1).

Evaluation Data Source(s) 1: 90% of students will achieve a year's growth as measured by iStation, DRA, Star Math and TEMI.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 1) Tier 1 classroom instruction will improve as teachers increase their knowledge and application of Professional Learning Communities, Balanced Literacy, Curriculum, Sheltered Instruction and overall student engagement.	2.6	Campus administration and teachers	District benchmarks, state assessments, teacher evaluations, and walk-throughs				
Problem Statements: Student Achievement 1 Funding Sources: 199 - General Fund - 28042.00, 211 - Title I, Part A - 10553.00							
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 2) Griffith Elementary students in grades K-4 will have weekly opportunities for individual learning through technology programs such as Accelerated Reader, iStation, ST Math, RAZ Kids, Reading A-Z.	2.6	Campus Administrators, Intervention Staff and Teachers	Student mastery of reading and math objectives as measured through benchmark testing.				
Problem Statements: Technology 1 Funding Sources: 199 - General Fund - 8134.00							

Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 3) Students in need of additional assistance will be identified through the campus Response to Intervention process and be provided additional small group instruction.	2.6	Campus Administrators, Teachers, and Intervention Staff	Benchmark assessments				
	Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: 211 - Title I, Part A - 165000.00, Local 24 - State Comp Personnel - 65000.00						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Reading scores need to increase across all grade levels. Root Cause 1: Lack of vocabulary and life experiences hinder their ability to make inferences in their reading.
Curriculum, Instruction, and Assessment
Problem Statement 1: Rigor and relevance needs to continue to increase. Root Cause 1: We do not use the RtI process, PLC groupings and lesson plans as effectively as possible to ensure rigorous, relevant learning for all students.
Technology
Problem Statement 1: Not all students have the computer skills / knowledge required to complete digital-based lessons. Root Cause 1: Students have not had the training / exposure needed to learn programs outside of ST Math, iStation, Reading A-Z & RAZ Kids

Goal 1: Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B*FutureReady.

Performance Objective 2: In 2018 - 2019, Griffith Elementary will increase the percentage of 3rd and 4th grade students achieving satisfactory standards on math, reading, and writing STAAR. (Outcome Goal 2)

Evaluation Data Source(s) 2: The overall percentage of students who meet "Approaches Grade Level" on the 2019 STAAR will equal 85% in reading, 80% in math, and 80% in writing.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 1) Students who are identified as needing extra assistance to master grade level TEKS will participate in targeted, small group tutorials during the school day and on designated Saturdays during the spring semester.	2.6	Intervention staff, teachers and campus administrators	District benchmarks and state assessments				
	Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: 211 - Title I, Part A - 10445.00, Local 24 - State Comp - 2460.00						
Critical Success Factors CSF 1 CSF 2 CSF 7 2) Tier 1 classroom instruction will improve as teachers increase their knowledge and application of Professional Learning Communities, Balanced Literacy, Curriculum, Sheltered Instruction and overall student engagement.	2.6	Campus administration and teachers	District Content Based Assessments, state assessments, teacher evaluations, and walk-throughs				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Reading scores need to increase across all grade levels. Root Cause 1: Lack of vocabulary and life experiences hinder their ability to make inferences in their reading.
Curriculum, Instruction, and Assessment

Problem Statement 1: Rigor and relevance needs to continue to increase. **Root Cause 1:** We do not use the RtI process, PLC groupings and lesson plans as effectively as possible to ensure rigorous, relevant learning for all students.

Goal 1: Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B*FutureReady.

Performance Objective 3: In 2018 - 2019, Griffith Elementary will increase by 5-7% the number of 3rd and 4th grade students achieving an Advanced Level on STAAR math, reading, and writing tests. (Outcome Goal 2)

Evaluation Data Source(s) 3: 25-33% of 3rd and 4th grade students will score at the Advanced level on STAAR reading and math tests. 18% of 4th grade students will score at the Advanced level in STAAR writing.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Comprehensive Support Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Tier 1 classroom instruction will improve as teachers increase their knowledge and application of Professional Learning Communities, Balanced Literacy, Curriculum, Sheltered Instruction and overall student engagement.</p>		Campus Administration	District Content Based Assessments, state assessments, teacher evaluations, and walk-throughs				
<p>Comprehensive Support Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) All students will be encouraged to participate in a Saturday tutorial program during the spring semester. Selected students will participate in targeted small group tutorials during the spring semester.</p>	2.6	Campus administration and classroom teachers	Unit assessments, district benchmarks, and state assessments				
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

Goal 1: Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B*FutureReady.

Performance Objective 4: In 2018 - 2019, Griffith Elementary will increase the percentage of 3rd and 4th grade ELL students achieving satisfactory standards on math, reading, and writing STAAR tests. (Outcome Goal 2)

Evaluation Data Source(s) 4: The overall percentage of ELL students who meet standards on the 2019 English and Spanish STAAR tests will equal 85% in reading, 80% in math, and 80% in writing.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 4 1) 3rd and 4th grade ELL students who are identified as needing extra assistance to master grade level TEKS will participate in targeted, small group tutorials during the school day.	2.6	Intervention staff, bilingual teachers, and campus administration	District CBAs and mock STAAR tests				
Problem Statements: Demographics 1							
Critical Success Factors CSF 1 CSF 2 CSF 4 2) All 3rd and 4th grade ELL students will be encouraged to participate in a targeted, small group Saturday tutorial program.	2.6	Intervention staff and campus administration	District CBAs and mock STAAR tests				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: 4th Grade Bilingual STAAR scores have a larger discrepancy than 3rd Grade Bilingual STAAR scores. Root Cause 1: Successful bilingual students exit the program in 3rd grade, so the students being tested in 4th grade have demonstrated additional needs whether cognitive or language based.

Goal 1: Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B*FutureReady.

Performance Objective 5: In 2018 - 2019, all PLCs at Griffith Elementary will be self-rated as "Sustaining" by the end of the year (Constraint 1).

Evaluation Data Source(s) 5: Self-evaluation of the 5 elements of the Professional Learning Community Continuum provided by Solution Tree.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7 1) Teachers for each grade level will meet regularly to plan collaboratively and develop strategies for student success.		Grade level representatives and campus administration	Meeting logs and minutes				
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7 2) All professional staff members will participate in Professional Learning Communities.		PLC Leaders and campus administration	PLC training and documentation of meetings				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 1: Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B*FutureReady.

Performance Objective 6: In 2018 - 2019, Griffith students will participate in required physical education programs with a focus on wellness and healthy lifestyles.

Evaluation Data Source(s) 6: Master Schedule and Fitness Grams

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 1) Griffith students will participate in annual Fitness Gram assessments		PE Teacher					
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 1: Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B*FutureReady.

Performance Objective 7: In 2018-19, all Closing the Gaps indicators identified for Additional Targeted Support will exceed the cut score.

Evaluation Data Source(s) 7: 2019 State Accountability Closing the Performance Gaps Report

Summative Evaluation 7:

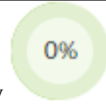
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 1) Tier 1 classroom instruction will improve as teachers increase their knowledge and application of Professional Learning Communities, Balanced Literacy, Curriculum, Sheltered Instruction and overall student engagement.	2.6	Campus administration and teachers	District benchmarks, state assessments, teacher evaluations, and walk-throughs.				
	Problem Statements: Student Achievement 1						
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 2) Students in need of additional assistance will be identified through the campus Response to Intervention process and be provided additional small group instruction.	2.6	Campus administrators, Teachers and Intervention Staff	Benchmark Assessments				
	Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1						
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 3) 3rd & 4th Grade students who are identified as needing extra assistance to master grade level TEKS will participate in targeted, small group tutorials during the school day and on designated Saturdays during the spring semester.	2.6	Intervention staff, teachers and campus administrators	District benchmarks and state assessments.				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Performance Objective 7 Problem Statements:

Student Achievement

Problem Statement 1: Reading scores need to increase across all grade levels. **Root Cause 1:** Lack of vocabulary and life experiences hinder their ability to make inferences in their reading.

Curriculum, Instruction, and Assessment

Problem Statement 1: Rigor and relevance needs to continue to increase. **Root Cause 1:** We do not use the RtI process, PLC groupings and lesson plans as effectively as possible to ensure rigorous, relevant learning for all students.

Goal 2: Brazosport ISD learning environments will be safe and conducive to learning.

Performance Objective 1: In 2018 - 2019, Griffith Elementary will minimize incidents of student misconduct.

Evaluation Data Source(s) 1: A 5% decrease in the number of discipline referrals resulting in ISS or OSS.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 3 CSF 4 CSF 6 1) Teach and utilize clearly defined school-wide procedures and student expectations for positive behavior.		Campus PBIS team and administrators	Decreased number of discipline referrals				
Critical Success Factors CSF 6 2) Provide character building and bully intervention lessons for all students.		Counselor	Documentation of lessons				
Critical Success Factors CSF 6 3) Students will be recognized for excellent behavior with a campus leadership award.		PBIS Team	Number of awards given.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 2: Brazosport ISD learning environments will be safe and conducive to learning.

Performance Objective 2: In 2018 - 2019, Griffith Elementary students and staff will be trained to respond to a number of emergency situations.

Evaluation Data Source(s) 2: Griffith staff will participate in two crisis training during the school year, and monthly campus-wide drills will be held.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 6 1) Fully train staff members for a variety of crisis situations.		Administrators, Campus Emergency Response Team (CERT)	Professional Development agendas and sign in sheets.				
	Problem Statements: School Context and Organization 1						
Critical Success Factors CSF 6 2) Provide monthly emergency drills to ensure students and staff know how to respond.		Administrators & CERT	Documentation of monthly drills.				
	Problem Statements: School Context and Organization 1, 2						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

School Context and Organization
Problem Statement 1: Campus Emergency Response Team meetings need to be held on consistent basis (monthly to quarterly). Root Cause 1: CERT team members also serve on other committees making meeting time difficult.
Problem Statement 2: First Responder and law enforcement support are needed to fully prepare students and staff for potential crises. Root Cause 2: Coordinated efforts have not been sought in the past.

Goal 2: Brazosport ISD learning environments will be safe and conducive to learning.

Performance Objective 3: In 2018 - 2019, students and families new to Griffith Elementary will feel welcomed and informed of school procedures.

Evaluation Data Source(s) 3: Evaluation of materials provided to new families and students as well as their teachers.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Parents who enroll their students after the first week of school will receive an information packet that includes school resources and information regarding school procedures.</p>	3.1	Administrators, Counselor, PEIMS Clerk, Campus Secretary.					
Problem Statements: School Culture and Climate 2							
<p>Critical Success Factors CSF 6</p> <p>2) Students who are new to Griffith will be provided a brief orientation to become familiar with the campus and school procedures.</p>	2.4	Administrators, Counselor, Student Council Sponsor, PEIMS Clerk					
Problem Statements: School Culture and Climate 2							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 3 Problem Statements:

School Culture and Climate
Problem Statement 2: New students are unfamiliar with our campus. Root Cause 2: We do not have programs in place to introduce new students and families to our school.

Goal 3: Brazosport ISD will recruit, develop, and retain highly effective staff.

Performance Objective 1: In 2018 - 2019, Griffith Elementary will increase staff participation in communication and decision-making processes.

Evaluation Data Source(s) 1: All professional staff members will serve on campus and / or district committees.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 3 CSF 6 1) All staff members will serve on a campus committee.		Committee chairs and campus administration	Meeting logs and minutes				
Critical Success Factors CSF 3 CSF 6 CSF 7 2) All professional staff members will accept a leadership role on campus.		Campus administration	Documentation of leadership roles and fulfillment of those roles. Leadership responsibilities include committee chairs, grade level representatives, PLC leaders, CEIC team members, PTO liaisons, and data team members.				
Critical Success Factors CSF 3 CSF 5 CSF 6 3) Staff members will represent Griffith Elementary on district committees.		Campus administration	Documentation of participation on committees such as the DEIC, School Supply Committee, Ambassador Team and various long term strategy and planning committees.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 3: Brazosport ISD will recruit, develop, and retain highly effective staff.

Performance Objective 2: In 2018 - 2019, Griffith Elementary Staff members will be provided on-going professional development.

Evaluation Data Source(s) 2: Four professional development opportunities will be provided at the campus level.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>1) Teachers will receive training in specific areas as identified on a professional development survey conducted last spring. Areas of focus will include RtI & PLC support, instructional technology, and Family Engagement.</p>	3.2	Campus administration and district coordinators, specialists and coaches.	Professional development agendas and sign-in sheets.				
<p>Problem Statements: Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 1 - Parent and Community Engagement 1 - Technology 1</p> <p>Funding Sources: 211 - Title I, Part A - 4812.00, 255 - Title II, Part A - 4732.00</p>							
<p style="text-align: center;"> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

Performance Objective 2 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 2: Many teachers do not know how to help Tier 2 students. Root Cause 2: Teachers need additional training to effectively implement RtI and PLC processes.
Curriculum, Instruction, and Assessment
Problem Statement 1: Rigor and relevance needs to continue to increase. Root Cause 1: We do not use the RtI process, PLC groupings and lesson plans as effectively as possible to ensure rigorous, relevant learning for all students.
Parent and Community Engagement
Problem Statement 1: Families and staff members do not feel equipped to be true educational partners. Root Cause 1: Both parents and staff members indicate a lack of time, training and resources.
Technology
Problem Statement 1: Not all students have the computer skills / knowledge required to complete digital-based lessons. Root Cause 1: Students have not had the training / exposure needed to learn programs outside of ST Math, iStation, Reading A-Z & RAZ Kids

Goal 3: Brazosport ISD will recruit, develop, and retain highly effective staff.

Performance Objective 3: In 2018 - 2019, Griffith teachers will have an attendance rate of 95% (Constraint 2).

Evaluation Data Source(s) 3: Teacher attendance rates

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 6 CSF 7 1) Griffith teachers will be provided with a campus incentive to attend school every day.	2.5	Assistant Principal, Campus Secretary					
Problem Statements: Staff Quality, Recruitment, and Retention 1							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 3 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: Teacher attendance rates are ninth in the district at 94.73%. Root Cause 1: Not enough focus has been placed on high teacher attendance rates.

Goal 4: Brazosport ISD will exercise fiscal responsibility to ensure financial strength and provide the resources to equip and maintain quality facilities and educational programming.

Performance Objective 1: In 2018 - 2019, Griffith Elementary will identify and pursue opportunities for alternative funding and donation of resources to meet campus needs (Constraint 3).

Evaluation Data Source(s) 1: Four donation resources will be identified and pursued.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Participate in the work study program through Brazosport College. This provides additional support to meet campus needs such as student supervision, library efficiency, front office support, etc.</p>		Campus administration	Time sheets submitted to Brazosport College.				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Seek donations of time and money from local businesses and community groups.</p>		Campus Administration and counselor	Letters asking for donations and volunteer logs.				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) Apply for grants to supplement instruction and learning.</p>		Campus administration and teacher leaders	Grant applications				
<p>Critical Success Factors CSF 6</p> <p>4) Staff members will exercise responsible use of school resources and utilities.</p>		Energy champion, grade level representatives and campus administration	Decreased utility and supply costs				
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

Goal 4: Brazosport ISD will exercise fiscal responsibility to ensure financial strength and provide the resources to equip and maintain quality facilities and educational programming.

Performance Objective 2: In 2018 - 2019, Griffith Elementary will utilize technology to increase student learning and staff effectiveness.

Evaluation Data Source(s) 2: Teachers and / or students will use technology in at least 40% of documented walk-throughs.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>1) Griffith Elementary students in grades K-4 will have weekly opportunities for individual learning through technology programs such as Accelerated Reader, iStation, ST Math, RAZ Kids, Reading A-Z.</p>		Campus administrators, teachers and intervention staff.	Campus and district benchmarks				
Problem Statements: Technology 1							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

Technology
<p>Problem Statement 1: Not all students have the computer skills / knowledge required to complete digital-based lessons. Root Cause 1: Students have not had the training / exposure needed to learn programs outside of ST Math, iStation, Reading A-Z & RAZ Kids</p>

Goal 5: Brazosport ISD will promote, communicate and market the accomplishments, achievements, and successes of students and staff

Performance Objective 1: In 2018 - 2019, Griffith Elementary will earn a satisfaction rate of 90% on BISD Employee Survey.

Evaluation Data Source(s) 1: Employee satisfaction rate of 90% as measured by the BISD Employee Survey.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 6 1) Promote teamwork through on-going positive climate and morale activities such as BISD Heartworks, bucket fillers, etc.		Campus administration and Climate & Morale Committee members	Satisfaction rate of 90% on BISD Employee Survey				
Problem Statements: Staff Quality, Recruitment, and Retention 1 Funding Sources: Local 11 - Basic Educational Service - 750.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: Teacher attendance rates are ninth in the district at 94.73%. Root Cause 1: Not enough focus has been placed on high teacher attendance rates.

Goal 5: Brazosport ISD will promote, communicate and market the accomplishments, achievements, and successes of students and staff

Performance Objective 2: In 2018 - 2019, Griffith Elementary will utilize technology for timely and effective communication with parents, community and staff.

Evaluation Data Source(s) 2: Parent and staff satisfaction rate of 90% on end-of-year surveys.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 CSF 6 1) Provide timely and effective parent communication through School Messenger, the campus Youtube Channel, the Griffith Newsletter, and social media.	3.2	Media Specialist, Technology Committee & Campus Administration	School Messenger logs and parent survey feedback				
Problem Statements: Parent and Community Engagement 1							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Families and staff members do not feel equipped to be true educational partners. Root Cause 1: Both parents and staff members indicate a lack of time, training and resources.

















Goal 5: Brazosport ISD will promote, communicate and market the accomplishments, achievements, and successes of students and staff

Performance Objective 3: In 2018 - 2019, Griffith Elementary will increase meaningful participation of parents and community members in campus events.

Evaluation Data Source(s) 3: Sign in sheets verifying parent participation in at least 3 events each semester.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>1) Continue to support the PTO through teacher involvement in meetings and events.</p>		PTO Liaisons and campus administration	PTO meeting agendas and sign-in sheets				
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>2) Conduct individual parent - teacher conferences at the beginning of the school year to discuss the school compact and communicate student strengths and weaknesses.</p>	3.2	Grade level representatives and campus administration	Meeting invitations and logs				
<p>Problem Statements: Parent and Community Engagement 1 Funding Sources: 211 - Title I, Part A - 0.00</p>							
<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) Provide parental involvement activities such as Open House, Parent Orientations, Star Gazer Night, Title I Informational meeting, Math & Science Night and the Literacy Picnic.</p>	3.2	Parental Involvement Committee & campus administration	Event invitations and participation sign-in sheets at events				
<p>Problem Statements: Parent and Community Engagement 1 Funding Sources: 211 - Title I, Part A Parent & Family Engagement - 905.00</p>							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 5 CSF 6</p> <p>4) Include parent, business and community representatives on the Campus Education Improvement Committee. Include parents on the Language Proficiency Assessment Committee, and Parental Involvement Committee.</p>		Committee chairs and campus administration	Meeting agendas, minutes and sign-in sheets				
<p>Problem Statements: Parent and Community Engagement 1</p>							

<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>5) Disseminate campus-wide parent communication in both English and Spanish. This will be done via newsletter, School Messenger, social media, and our YouTube Channel. Videos will be created using the WeVideo app.</p>		<p>Campus administration and bilingual staff members</p>	<p>School messenger, social media, and YouTube documentation and copies of written correspondence</p>				
<p>Problem Statements: Parent and Community Engagement 1</p>							
<p>Critical Success Factors CSF 3 CSF 5</p> <p>6) Parents and staff members will attend the state Parental Involvement Conference.</p>	<p>3.2</p>	<p>Campus administration</p>	<p>Certificate of participation</p>				
<p>Problem Statements: Parent and Community Engagement 1</p> <p>Funding Sources: 211 - Title I, Part A Parent & Family Engagement - 1200.00</p>							
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>7) Griffith Elementary has a School-Parent Compact that outlines how the parents, the entire school staff, and the students share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. The compact will be available in English and Spanish and accessible on the campus website.</p>	<p>3.2</p>	<p>Committee chairs and campus administration</p>	<p>School-Parent Compact; Meeting agendas, minutes and sign-in sheets</p>				
<p>Problem Statements: Parent and Community Engagement 1</p>							
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>8) Griffith Elementary will jointly develop with and distribute to, parents and family members a written Parent and Family Engagement Policy. The policy will be available in English and Spanish and will be accessible on the campus website.</p>	<p>3.1, 3.2</p>	<p>Committee chairs and campus administration</p>	<p>Parent and Family Engagement Policy; Meeting agendas, minutes and sign-in sheets</p>				
<p>Problem Statements: Parent and Community Engagement 1</p>							
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>9) Griffith Elementary will conduct with parents and family members an annual evaluation of the Parent and Family Engagement Policy.</p>	<p>3.1, 3.2</p>	<p>Committee chairs and campus administration</p>	<p>Policy evaluation; Meeting agendas, minutes and sign-in sheets</p>				
<p>Problem Statements: Parent and Community Engagement 1</p>							
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Performance Objective 3 Problem Statements:

Parent and Community Engagement

Problem Statement 1: Families and staff members do not feel equipped to be true educational partners. **Root Cause 1:** Both parents and staff members indicate a lack of time, training and resources.

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Tier 1 classroom instruction will improve as teachers increase their knowledge and application of Professional Learning Communities, Balanced Literacy, Curriculum, Sheltered Instruction and overall student engagement.
1	1	2	Griffith Elementary students in grades K-4 will have weekly opportunities for individual learning through technology programs such as Accelerated Reader, iStation, ST Math, RAZ Kids, Reading A-Z.
1	1	3	Students in need of additional assistance will be identified through the campus Response to Intervention process and be provided additional small group instruction.
1	2	1	Students who are identified as needing extra assistance to master grade level TEKS will participate in targeted, small group tutorials during the school day and on designated Saturdays during the spring semester.
1	3	1	Tier 1 classroom instruction will improve as teachers increase their knowledge and application of Professional Learning Communities, Balanced Literacy, Curriculum, Sheltered Instruction and overall student engagement.
1	3	2	All students will be encouraged to participate in a Saturday tutorial program during the spring semester. Selected students will participate in targeted small group tutorials during the spring semester.
1	5	1	Teachers for each grade level will meet regularly to plan collaboratively and develop strategies for student success.
1	5	2	All professional staff members will participate in Professional Learning Communities.
1	7	1	Tier 1 classroom instruction will improve as teachers increase their knowledge and application of Professional Learning Communities, Balanced Literacy, Curriculum, Sheltered Instruction and overall student engagement.
1	7	2	Students in need of additional assistance will be identified through the campus Response to Intervention process and be provided additional small group instruction.
1	7	3	3rd & 4th Grade students who are identified as needing extra assistance to master grade level TEKS will participate in targeted, small group tutorials during the school day and on designated Saturdays during the spring semester.
2	1	1	Teach and utilize clearly defined school-wide procedures and student expectations for positive behavior.
3	2	1	Teachers will receive training in specific areas as identified on a professional development survey conducted last spring. Areas of focus will include RtI & PLC support, instructional technology, and Family Engagement.

PBMAS Intervention Strategies

Goal	Objective	Strategy	Description
1	1	1	Tier 1 classroom instruction will improve as teachers increase their knowledge and application of Professional Learning Communities, Balanced Literacy, Curriculum, Sheltered Instruction and overall student engagement.
1	1	2	Griffith Elementary students in grades K-4 will have weekly opportunities for individual learning through technology programs such as Accelerated Reader, iStation, ST Math, RAZ Kids, Reading A-Z.
1	1	3	Students in need of additional assistance will be identified through the campus Response to Intervention process and be provided additional small group instruction.
1	2	1	Students who are identified as needing extra assistance to master grade level TEKS will participate in targeted, small group tutorials during the school day and on designated Saturdays during the spring semester.
1	3	1	Tier 1 classroom instruction will improve as teachers increase their knowledge and application of Professional Learning Communities, Balanced Literacy, Curriculum, Sheltered Instruction and overall student engagement.
1	3	2	All students will be encouraged to participate in a Saturday tutorial program during the spring semester. Selected students will participate in targeted small group tutorials during the spring semester.
1	5	1	Teachers for each grade level will meet regularly to plan collaboratively and develop strategies for student success.
1	5	2	All professional staff members will participate in Professional Learning Communities.
1	7	1	Tier 1 classroom instruction will improve as teachers increase their knowledge and application of Professional Learning Communities, Balanced Literacy, Curriculum, Sheltered Instruction and overall student engagement.
1	7	2	Students in need of additional assistance will be identified through the campus Response to Intervention process and be provided additional small group instruction.
1	7	3	3rd & 4th Grade students who are identified as needing extra assistance to master grade level TEKS will participate in targeted, small group tutorials during the school day and on designated Saturdays during the spring semester.
2	1	1	Teach and utilize clearly defined school-wide procedures and student expectations for positive behavior.
3	2	1	Teachers will receive training in specific areas as identified on a professional development survey conducted last spring. Areas of focus will include RtI & PLC support, instructional technology, and Family Engagement.

State Compensatory

Budget for Madge Griffith Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.11.6118.00.114.30	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$5,998.00
199.11.6118.16.114.30	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$6,592.00
199.11.6119.00.114.30	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$33,800.00
6100 Subtotal:		\$46,390.00

Personnel for Madge Griffith Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Katherine Edwards	Interventionist / Dyslexia		.86

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alicia Reyna	Interventionist		1
Carolyn McKnight	Instructional Paraprofessional		1
Janie Olivares	Instructional Paraprofessional		1
K. Diane Barnes	Instructional Paraprofessional		1

Campus Education Improvement Committee

Committee Role	Name	Position
Administrator	Karen Matt	Principal
Administrator	Ken Wilson	Assistant Principal
Secretary	Robin Allen	Secretary
Non-classroom Professional	Rowena Lopez	Counselor
Parent	Tammy Garcia	Parent
Community Representative	Krystal Watson	Community Representative
Community Representative	Teddie Meier	Community Member
Business Representative	Mary Hoppock	Business Representative
Business Representative	Gina Aguirre-Adams	Business Representative
District-level Professional	Jean Cornelius	Federal Programs Coordinator
Classroom Teacher	Twila Mann	Teacher
Classroom Teacher	Jose Torres	Teacher
Classroom Teacher	Maria Calaf	Teacher
Classroom Teacher	Brenda Charles	Teacher
Classroom Teacher	Bianca Gonzales	Teacher
Classroom Teacher	Rebekah Riggle	Teacher
Non-classroom Professional	Kathy Edwards	Interventionist
Classroom Teacher	Kerri Schurtz	Teacher
Paraprofessional	Kristen Sosa	Paraprofessional
Parent	Renee Music	Parent
Parent	Frank Soto	PTO Vice President
Non-classroom Professional	Wendy Burke	Media Specialist

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General Teaching Supplies & Principal Supplies		\$14,462.00
1	1	1	Special Supplies		\$11,080.00
1	1	1	Library Books & Supplies		\$1,400.00
1	1	1	Contracted Services		\$1,100.00
1	1	2	Technology Subscriptions and Supplies		\$8,134.00
Sub-Total					\$36,176.00
Budgeted Fund Source Amount					\$36,176.00
+/- Difference					\$0
Local 24 - State Comp					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Spring Tutor		\$2,460.00
Sub-Total					\$2,460.00
Budgeted Fund Source Amount					\$2,460.00
+/- Difference					\$0
Local 24 - State Comp Personnel					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Interventionists		\$65,000.00
Sub-Total					\$65,000.00
Budgeted Fund Source Amount					\$65,000.00
+/- Difference					\$0
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	PLC Conference - Staff		\$10,553.00
1	1	3	Instructional Paraprofessionals and Interventionists		\$165,000.00

1	2	1	Spring Tutor		\$845.00
1	2	1	All STAAR Tutorial Program		\$9,600.00
3	2	1	Administrator and Staff Training		\$1,447.00
3	2	1	Training in the Professional Learning Communities (PLC) model		\$3,365.00
5	3	2	Employee compensation and parental involvement literature		\$0.00
Sub-Total					\$190,810.00
Budgeted Fund Source Amount					\$201,420.00
+/- Difference					\$10,610.00
211 - Title I, Part A Parent & Family Engagement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	3	3	Supplies and refreshments		\$905.00
5	3	6	Parent Involvement Conference		\$1,200.00
Sub-Total					\$2,105.00
Budgeted Fund Source Amount					\$2,172.00
+/- Difference					\$67.00
255 - Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1	Training in the Professional Learning Communities (PLC) model	255.13.6411.14.114.30	\$4,732.00
Sub-Total					\$4,732.00
Budgeted Fund Source Amount					\$4,732.00
+/- Difference					\$0
Grand Total					\$301,283.00