

# Brazosport Independent School District

## Stephen F. Austin Elementary

### 2018-2019 Campus Improvement Plan

**Accountability Rating: Met Standard**

**Distinction Designations:**

Academic Achievement in Mathematics

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps



# Mission Statement

The mission of SFA STEM Academy is to develop and empower students both academically and socially through creativity, critical thinking, communication and collaboration in a STREAM based environment enabling all students to be "future ready".

Motto: Students First Always

# Vision

Pursuing STEM innovation today to make a difference for tomorrow.

# Value Statement

Technology needs to be integrated in all subjects and every child deserves access.

Every child is important and valuable.

Vertical collaboration is crucial to students success.

Everyone at SFA is accountable for our student success.

Environments must be created and maintained that are conducive to student success.

Innovation is the key component for 21st Century Learning.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

### Demographics

### Demographics Summary

Data was analyzed from the 2016-2017 school year to the 2017-2018 school year. The data indicates that the enrollment remained the same (304). However, the data also indicates that we did have a big change in ethnic makeup. The African American students dropped from 2.93% in 2016/17 to .99% in 2017/18. The white population dropped from 49.5% to 38.2% and the Hispanic population increased from 43.3% to 55.8% over the same time period. The 2016-17 TAPR report shows Economically Disadvantage is at 62.8% and ELL students were at 5.3%. The mobility rate was 8.7%. The attendance rate for 2015-16 was 96.1%. SFA STEM Academy has 28 staff members. Jones Creek's small tight-knit community is made up of houses and trailer parks. Although our scores improved we still have not received any distinctions for the past several years. However, we believe that with our community, highly motivated staff and students we should be able to achieve Distinction Designations at our campus. Parents and community members value education for children and are very supportive of this school.

### Demographics Strengths

- Diverse population
- Well informed,involved community
- Student to Teacher ratio
- PK - 6 campus
- Generational influence
- Student population has increased by 60 students in both the 14-15 and 15-16 school year.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** 4th Grade Reading & Writing scored decreased from 69% in 2016 to 48% in 2018 **Root Cause:** Lack of teacher prep and classroom management

# Student Achievement

## Student Achievement Summary

Reading: Reading scores for all tested students went down from 76% to 67%. The lowest grade level for Reading as 3rd Grade at 50%. The PBL STEM problems and projects are designed to help with inferencing and drawing conclusions. A focus on Balanced Literacy and Guided Reading will be in place. Interventions include LLI groups to target At-Risk and SpEd students with help.

Math: Math scores for all students decreased from 70% to 62%, The lowest grade level was 3rd grade at 49% and sixth grade with 53% down from 74% the previous year.

Writing: The writing scores had seen an increase during the 15-16 year to 69% and then decreased to 56% during the 17-18 school year.

Science: Science scores increase for all students from 72% in 15-16 to 74% in 17-18.

STAR Early Literacy Scores showed improvement in Kindergarten from 556 to 704. 1st grade Early Literacy Scores improved from 622 to 756. Both grade levels were above the district average and the National 40th percentile.

STAR Reading Grade Equivalency Averages increased in every grade level and classroom with the exception of one teacher.

STAR Math Grade Equivalency Averages increased in every grade level with the highest growth in 1st grade +2.0 and the lowest growth in 6th grade +.80.

## Student Achievement Strengths

- Increase in STAAR Reading in the All students category
- STAR early literacy growth in K and 1st grade
- STAR inventory reading and math growth
- Read 180 program to address the needs of students 1 to 2 years behind in reading
- System 44 program to address the needs of students 3 or more years behind in reading
- Elimination of ineffective, non-rigorous, and non-researched based programs
- Increase in Science STAAR Scores
- Met Standard for Accountability

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Students scored below the state passing standard in reading in the 3rd 76% to 66% & 4th Grade 72% to 61%. **Root Cause:** There is a lack Tier I Intervention.

**Problem Statement 2:** Students scored below the state passing standard in writing in the 4th Grade 61% to 46% **Root Cause:** There is a lack Tier I Intervention.

**Problem Statement 3:** Students scored below the state passing standard in Science in the 5th Grade 75% to 67% **Root Cause:** There is a lack of teacher preparation

# School Culture and Climate

## School Culture and Climate Summary

Students describe SFA as fun and they generally like to be at school. All students (grade PK-6th) were given an opportunity to participate in a student survey regarding school culture and climate. Students cited their teachers, 102 out of 305 students answered questions ranging from school safety to understanding school expectations. 78.5% of students feel safe at SFA and feel they can talk to their teachers, counselor, and administrator about their problems, while 12% were undecided. The discipline data reveals the majority of referrals occurred in 2nd and 6th grade and most of the infractions were for disrupting class and noncompliance. The number of referrals for the year is 125. This is an increase from the previous year. There were two mandatory placements to Project Grow were made last year (one 6th grader and one 3rd grader).

Jan 2018 - continue strategies

## School Culture and Climate Strengths

- Positive Behavior Support Measures - Right Choice Jamborees, Attendance and Academic Awards, PBIS Quarterly Parties, Attendance Celebrations, Pep Rallies, DoJo and Class Craft
- Character Ed Classes with the counselor
- Anti Bullying Program
- Cohesive school wide PBIS plan
- Caring Staff
- Bullying Initiatives
- Parent/Student Communication - Facebook, Instagram, Twitter, School Messenger, Newsletter, Class Dojo, Class Craft, Class and Campus Websites
- Volunteers
- Parent Nights and Family Nights
- Strong Culture for Continues Quality Improvement
- New staff and students enter a welcoming environment and are accepted quickly
- Extracurricular involvement with clubs
- Circle Groups/Restorative Circles

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Reports of bullying increase from previous years **Root Cause:** Teachers lack training recognizing bullying behavior



**Problem Statement 2:** The majority of office referrals were for disrupting class and noncompliance. **Root Cause:** Teachers lack of classroom management techniques

**Problem Statement 3:** Ensure that Crisis Plan is effectively utilized and understood by all staff **Root Cause:** Training on crisis plan needs to be more frequent throughout the year

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

100% of SFA staff are highly qualified. Four new teachers were added due to retirement, relocation, &resignations of staff members. An additional STREAM teacher was added. The current year has two sections at every grade level. The ESL/SPED Aide position was add. Teachers received training on Inquiry based instruction and will meet as PLC's every week for extended planning time. Teachers will also attend subject area training during the school year so best practices may be implemented. All staff will be GT certified and ESL certified staff member per grade level.

## Staff Quality, Recruitment, and Retention Strengths

- 100% Highly Qualified Staff
- Mentor teachers
- Buddy teachers
- Family Atmosphere which supports new staff members
- Ideas and materials are shared
- Culture of student success
- Opportunities for collaborative planning are utilized
- Purchase staff shirts

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Will continue the need for high academic expectations and lesson delivery for all grade levels. **Root Cause:** Do not have enough Professional Development so Best Practices can be implemented.

**Problem Statement 2:** Not all teachers are ESL and GT certified **Root Cause:** They haven't completed their training

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Teachers participated in Balanced Literacy and curriculum should be aligned to TEKS. The evidence is through the district's scope and sequence, guided reading and lesson plans. Implementation of the curriculum is checked through walk throughs and data collection with grade levels and subject area coaches. Also, Cindy Baca is working closely with our KG-1st grade teachers. The district's Comprehensive Assessment Plan provides for BOY screeners, curriculum based assessments each 9 weeks and MOY, EOY assessments. The data from each assessment is used to monitor student progress and the curriculum effectiveness. Universal screening in reading and math identify struggling students. Once students are identified, they receive Tier I and II instruction in the classroom. PLC/RTI meetings are held weekly to discuss student data to review the interventions and their effectiveness. For below grade level readers in grades 3-6, LLI is used to build skills. ST Math is also used as intervention and enrichment. Teachers participate in goal setting for both math and reading. The data currently shows the interventions for lower grades K-2 are effective. Only one students was recommended for retention due to low performance and low attendance.

Jan 2018 - Continue Strategies

## Curriculum, Instruction, and Assessment Strengths

- Universal Screeners
- Inclusion
- Leveled Literacy Intervention (LLI)
- Interventionists and Intervention aide to address At-Risk and struggling students in small group settings.
- Vertical teaming
- School wide use of academic vocabulary
- Vertically aligned logic strategies and problem solving
- Support facilitation in math
- Aligned Problem Solving Strategies
- Problem Solving incentives in Math
- Balanced Literacy
- RTI process in place

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** The content areas in all grades need improvement. **Root Cause:** Teachers need more support, training, and resources in content areas.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Parents and the community are actively involved with SFA through collaboration with the Volunteer Fire Dept, Marshal's Office and the local PTO.

SFA has Family nights to reach student families

The PTO has \_\_\_\_\_ members.

Jan 2018 - Continue Strategies

## Parent and Community Engagement Strengths

- Partnerships with the Volunteer Fire Department and the Marshall's Office
- Community Participation in school sponsored and community sponsored activities
- Strong parental and staff support for family nights
- Partnerships with Businesses -Dow, Freeport LNG, Phillips 66, 5K sponsors
- Coat and Blue Jean Drive
- Pet Parade raised money for SPCA - also did supply drive
- Jump Rope for Heart
- Penny Drive for Habitat for Humanity
- Staff and community organizations donated gifts and food for needy families at Christmas.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** The PTO membership is low. **Root Cause:** Lack of communications between campus Admin and PTO

**Problem Statement 2:** Parent Involvement is low **Root Cause:** Lack of Parent/Student Activities

# School Context and Organization

## School Context and Organization Summary

Grade level schedules are used to maximize learning time. GATOR time will be added to the schedule for students with low performance and needed enrichment. Teachers have the flexibility to adjust their schedules accordingly. Intervention teacher are responsible for knowing where the students are in need of assistance. PLCs meet weekly to discuss RTI intervention.

## School Context and Organization Strengths

- Amount of time given for Math, Reading
- Social Studies and Science classes daily
- Campus Education Improvement Committee members
- Common Planning time for meeting and planning
- CDAT Team
- Online staff development
- UIL Participation
- Moving to Grade Level Teams allowed for flexibility
- Implementing a STEM Academy

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** Campus will create "Campus Advisory Team" to advise the campus of instructional needs, facility needs, training needs, and incentives to enhance student learning and learning environment. **Root Cause:** Lack of communication to build relationship between Administration, Staff, & community

# Technology

## Technology Summary

Technology is in use in all classrooms at SFA. Students are currently involved in a one to one initiative campus wide. 5th & 6th students are allowed to take devices home. Students have received training and will continue to receive training on appropriate use and cyberbullying. Parents of 5th and 6th grade students are required to attending training for use and care of chromebooks.. SFA has a digital learning coach shared with two other campus.

\*Jan 2018 - continue strategies

## Technology Strengths

- Chromebooks are used in classrooms
- Mimios are currently being utilized in classroom with the equipment
- Teachers utilize technology on a daily basis
- 100% of staff were at a minimum Proficient on the Wayfind Assessment
- Staff interested in learning and integrating technology
- Digital Learning Coach
- Technician (shared with at least one campus)

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Teachers lack of monitoring use of technologies. **Root Cause:** Teacher haven't been trained to effectively use and monitor technology in the classroom.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- PBMAS 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8

## Student Data: Student Groups

- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data

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

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- 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
- Budgets/entitlements and expenditures data
- Study of best practices



# Goals

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

**Performance Objective 1:** In 2018-2019, SFA STEM Academy will utilize the use of the STREAM Curriculum which incorporates multiple activity based learning experiences to support the educational goals or TEKS in core subjects.

**Evaluation Data Source(s) 1:** The Student Achievement All Subjects passing percentage for the Campus will increase to meet or exceed the District All Subjects percentage for Approaches Grade Level or Above, for Meets Grade Level, and for Masters Grade Level.

**Summative Evaluation 1:** Some progress made toward meeting Performance Objective

**Next Year's Recommendation 1:** .

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 CSF 7  1) Implement with fidelity the STREAM Curriculum with the provided resources, time allotments, and learning experiences.	2.4, 2.5, 2.6	Principal, Assistant Principal	Student's ability to maintain focus and to continue trying to solve problems with intensified difficulty will increase.				
<b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1 <b>Funding Sources:</b> Local 11 - Basic Educational Service - 2000.00							
<b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6  2) Students will participate in a STREAM based field trip and/or STREAM experiences.	2.4, 2.5	Principal, Assistant Principal	Student's will be provided extra experiences that will teach them to solve problems and be future ready.				
<b>Problem Statements:</b> Student Achievement 1							
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

### Performance Objective 1 Problem Statements:

**Student Achievement**

**Problem Statement 1:** Students scored below the state passing standard in reading in the 3rd 76% to 66% & 4th Grade 72% to 61%. **Root Cause 1:** There is a lack Tier I Intervention.

**Curriculum, Instruction, and Assessment**

**Problem Statement 1:** The content areas in all grades need improvement. **Root Cause 1:** Teachers need more support, training, and resources in content areas.

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

**Performance Objective 2:** In 2018-2019, SFA STEM Academy will implement a vertically aligned writing program at each grade level to improve 4th writing scores at or above 62%.

**Evaluation Data Source(s) 2:** 98% of students at each grade level will show improvement from the BOY Writing Rubric to the EOY Writing Rubric.

**Summative Evaluation 2:** Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 6  1) Staff will continue to attend relevant workshops and learning opportunities so that their understanding in how to implement a vertically aligned writing program will strengthen our writing curriculum as a whole at SFA.	2.6	Principal, Assistant Principal, Teachers	Writing STAAR scores will improve on the 2019 Writing STAAR test.				
<b>Problem Statements:</b> Demographics 1 - Student Achievement 2							
<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 4  2) Writing samples for students will be collected three times a year. A copy of the EOY writing sample with graded rubric will be kept in a writing portfolio that will travel with the student from year to year in their cumulative folder.	2.4, 2.5, 2.6	Principal, Assistant Principal, Teacher	Writing scores will improve by 10% on the 2019 Writing STAAR test.				
<b>Problem Statements:</b> Student Achievement 1							
<b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6  3) Campus will provide training for writing portfolios and balanced literacy.	2.4, 2.5, 2.6	Principal	Writing scores will improve from the 2018 school year to the 2019 school year.				
<b>Problem Statements:</b> Demographics 1 - Student Achievement 1, 2, 3							
4) Scored writing samples will be reviewed by each grade level in September, January, and May during PLCs so that plans for continued growth can be made.							
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Performance Objective 2 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> 4th Grade Reading & Writing scored decreased from 69% in 2016 to 48% in 2018 <b>Root Cause 1:</b> Lack of teacher prep and classroom management
<b>Student Achievement</b>
<b>Problem Statement 1:</b> Students scored below the state passing standard in reading in the 3rd 76% to 66% & 4th Grade 72% to 61%. <b>Root Cause 1:</b> There is a lack Tier I Intervention.
<b>Problem Statement 2:</b> Students scored below the state passing standard in writing in the 4th Grade 61% to 46% <b>Root Cause 2:</b> There is a lack Tier I Intervention.
<b>Problem Statement 3:</b> Students scored below the state passing standard in Science in the 5th Grade 75% to 67% <b>Root Cause 3:</b> There is a lack of teacher preparation

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

**Performance Objective 3:** In 2018-2019, SFA STEM Academy will provide resources to implement the BISD curriculum in all areas and to maintain educational programs to ensure that grade level reading percentages will meet or exceed 5% improvement, and grades 3-6 reading and math will improve between 5% and 8%. (Outcome Goal 2)

**Evaluation Data Source(s) 3:** Students will be provided with Tier I instruction in Math, Reading, Social Studies, and Science. Students will receive access to Physical Education, Stream, and Music. Sixth grade students will have access to an elective of band or choir. Students will have access to resources to supplement their education when need in Tier II and Tier III. Students will have access to 1:1 technology, library resources, and relevant computer programs to supplement their learning in classroom settings.

**Summative Evaluation 3:** Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>1) Inventory current materials in core subjects, library, PE, and music. Needed materials will be purchased.</p>	2.4, 2.5, 2.6	CAT Members Librarian Music Teacher PE Teacher Grade Level Teacher Secretary to the Principal	90% staff satisfaction on provided necessary materials in the BISD employee survey.				
<p><b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1 <b>Funding Sources:</b> Local 11 - Basic Educational Service - 12422.00, 211 - Title I, Part A - 2862.00</p>							
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>2) Provide materials for Habits of Mind and PBIS</p>	2.5, 2.6	Counselor	Decrease office referrals by 5%				
<p><b>Problem Statements:</b> School Culture and Climate 1, 2 <b>Funding Sources:</b> Local 11 - Basic Educational Service - 942.00</p>							
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 CSF 7</p> <p>3) Provide staff and materials for small group instruction, intervention, and tutoring</p>	2.4, 2.5, 2.6	Interventionist Classroom Teachers Assistant Principal Principal Secretary to the Principal	The Student Achievement All Subjects passing percentage for the Campus will increase to meet or exceed the District All Subjects percentage for Approaches Grade Level or Above, for Meets Grade Level, and for Masters Grade Level.				
<p><b>Problem Statements:</b> Student Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 1 <b>Funding Sources:</b> 211 - Title I, Part A - 32355.00, Local 24 - State Comp - 1242.00</p>							

<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>4) Utilize the Dyslexia Intervention Program for students identified with Dyslexia.</p>	2.4, 2.5, 2.6	Dyslexia Teacher	Growth on progress monitoring tool				
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>5) Identify homeless student upon arrival and materials for them.</p>	2.4, 2.5, 2.6	Counselor	student's needs are met for supplies				
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>6) Provide materials for the organization and function of the office to support instruction.</p>	2.4	Principal's Secretary	obtain needed materials				
<p><b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1  <b>Funding Sources:</b> Local 11 - Basic Educational Service - 2060.00</p>							
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>7) Utilize the reading and math interventionists to support Tier III RTI instruction.</p>	2.4, 2.5, 2.6	Reading and Math Intervention Teachers Principal	Increase in scores in: progress monitoring student goals benchmarks				
<p><b>Problem Statements:</b> Student Achievement 1 - Curriculum, Instruction, and Assessment 1  <b>Funding Sources:</b> Local 24 - State Comp Personnel - 65000.00, 211 - Title I, Part A - 53750.00</p>							
<p>8) Stephen F Austin 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>	2.4, 2.5, 2.6, 3.1, 3.2	Assistant Principal	Increase the accountability for the teachers, parents and students in the academic learning for the student.				
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6</p> <p>9) Stephen F Austin 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 accessible on the campus website.</p>	2.4, 2.5, 3.1	Assistant Principal	Increase parent and community involvement				
<p>10) Stephen F Austin will conduct, with parents and family members, an annual evaluation of the Parent and Family Engagement Policy</p>	2.4, 2.5, 3.1	Assistant Principal	Collaborative parent engagement policy				

<b>Critical Success Factors</b> CSF 6  11) Provide materials for the organization and function of the Nurse's office to support student health and welfare.	2.4	Principal's Secretary	To obtain materials needed				
	<b>Problem Statements:</b> School Context and Organization 1 <b>Funding Sources:</b> Local 11 - Basic Educational Service - 0.00						
= Accomplished              = Continue/Modify              = No Progress              = Discontinue							

**Performance Objective 3 Problem Statements:**

<b>Student Achievement</b>
<b>Problem Statement 1:</b> Students scored below the state passing standard in reading in the 3rd 76% to 66% & 4th Grade 72% to 61%. <b>Root Cause 1:</b> There is a lack Tier I Intervention.
<b>Problem Statement 2:</b> Students scored below the state passing standard in writing in the 4th Grade 61% to 46% <b>Root Cause 2:</b> There is a lack Tier I Intervention.
<b>Problem Statement 3:</b> Students scored below the state passing standard in Science in the 5th Grade 75% to 67% <b>Root Cause 3:</b> There is a lack of teacher preparation
<b>School Culture and Climate</b>
<b>Problem Statement 1:</b> Reports of bullying increase from previous years <b>Root Cause 1:</b> Teachers lack training recognizing bullying behavior
<b>Problem Statement 2:</b> The majority of office referrals were for disrupting class and noncompliance. <b>Root Cause 2:</b> Teachers lack of classroom management techniques
<b>Curriculum, Instruction, and Assessment</b>
<b>Problem Statement 1:</b> The content areas in all grades need improvement. <b>Root Cause 1:</b> Teachers need more support, training, and resources in content areas.
<b>School Context and Organization</b>
<b>Problem Statement 1:</b> Campus will create "Campus Advisory Team" to advise the campus of instructional needs, facility needs, training needs, and incentives to enhance student learning and learning environment. <b>Root Cause 1:</b> Lack of communication to build relationship between Administration, Staff, & community

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

**Performance Objective 4:** In 208-219 SFA STEM Academy will continue to effectively implement professional learning communities and attain a rubric rating of Sustaining. (Constraint 1)

**Evaluation Data Source(s) 4:** PLC Rubric & PLC implementation and Evaluation

**Summative Evaluation 4:** Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 4 CSF 6  1) Conduct Monthly PBIS meetings	2.4, 2.5, 2.6	PBIS team	Use of PBIS strategies will be maintained as indicated through a 5% reduction in office referrals.				
<b>Problem Statements:</b> School Culture and Climate 1, 2 <b>Funding Sources:</b> Local 11 - Basic Educational Service - 500.00							
<b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6  2) Hold RTI team meetings monthly	2.4, 2.5, 2.6	RTI Team	Retention rate will remain at 0%. Special Education referrals will remain below 10.				
<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6  3) Coordinate instruction between grade levels	2.4, 2.5, 2.6	Vertical team leaders	Vertical team meetings will provide aligned strategies as noted during walkthroughs and meeting agendas.				
<b>Critical Success Factors</b> CSF 1 CSF 6  4) PLC teams will create weekly minutes in the form of submitted Google Doc	2.4, 2.5, 2.6	Assistant Principal PLC Team Members	submitted Google Doc; improved student achievement				
= Accomplished                           = Continue/Modify                           = No Progress                           = Discontinue							

**Performance Objective 4 Problem Statements:**

School Culture and Climate
<b>Problem Statement 1:</b> Reports of bullying increase from previous years <b>Root Cause 1:</b> Teachers lack training recognizing bullying behavior
<b>Problem Statement 2:</b> The majority of office referrals were for disrupting class and noncompliance. <b>Root Cause 2:</b> Teachers lack of classroom management techniques



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

**Performance Objective 5:** In 2018-19, all Closing the Gaps indicators identified for Additional Targeted Support will exceed the cut score. (Constraint 3)

**Evaluation Data Source(s) 5:** 2019 Domain 3: Closing the Gaps Report

**Summative Evaluation 5:** Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Students identified with a need for additional academic time will receive the resources and instruction to forward growth in the targeted academic area.		Principal	Student Growth in targeted academic areas				
<b>Problem Statements:</b> Student Achievement 1, 2, 3 <b>Funding Sources:</b> Local 11 - Basic Educational Service - 0.00							
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Performance Objective 5 Problem Statements:**

Student Achievement
<b>Problem Statement 1:</b> Students scored below the state passing standard in reading in the 3rd 76% to 66% & 4th Grade 72% to 61%. <b>Root Cause 1:</b> There is a lack Tier I Intervention.
<b>Problem Statement 2:</b> Students scored below the state passing standard in writing in the 4th Grade 61% to 46% <b>Root Cause 2:</b> There is a lack Tier I Intervention.
<b>Problem Statement 3:</b> Students scored below the state passing standard in Science in the 5th Grade 75% to 67% <b>Root Cause 3:</b> There is a lack of teacher preparation

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

**Performance Objective 1:** In 2018-2019, Austin Elementary will expand campus PBIS strategies to improve campus climate and maintain 96% attendance in all grade levels.

**Evaluation Data Source(s) 1:** Reduce discipline referrals by 5% and maintain 96% attendance rate.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6  1) Ongoing PBIS activities and rewards during the semester	2.4, 2.5	PBIS team	5% decrease in discipline referrals				
= 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, Austin Elementary will maintain a safe and disciplined environment conducive to learning.

**Evaluation Data Source(s) 2:** 5% decrease in discipline referrals and 100% compliance with crisis drills.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 6 1) Train all staff on the crisis procedures and receive feedback for improvement throughout the year.	2.4, 2.5, 2.6	Assistant Principal	Sign in Sheets Crisis Team Meeting Notes Updated Crisis Plan				
<b>Critical Success Factors</b> CSF 6 2) Conduct a yearly audit of campus crisis bag and folders. Purchase needed items for crisis bag.	2.5	Assistant Principal	Audit Sheet				
<b>Problem Statements:</b> School Culture and Climate 3 <b>Funding Sources:</b> Local 11 - Basic Educational Service - 100.00							
<b>Critical Success Factors</b> CSF 6 3) Instruct PK - 6 students on procedures for reporting bullying and other appropriate social and study skills.	2.5	Counselor	Decrease in bullying reports by 5%.				
<b>Critical Success Factors</b> CSF 6 4) Utilize V-soft software to check in all visitors that enter and leave the building; ensure that needed supplies for V-soft System are available.	3.1, 3.2	Office staff	continue using of V-Soft Software				
<b>Problem Statements:</b> School Culture and Climate 3 <b>Funding Sources:</b> Local 11 - Basic Educational Service - 600.00							
<b>Critical Success Factors</b> CSF 5 CSF 6 5) Teachers will hold required parent meetings to discuss the Title I Parent Compact.	3.1	Classroom Teacher Principal	Sign in sheets from Compact meetings				
<b>Problem Statements:</b> Parent and Community Engagement 1 - School Context and Organization 1 <b>Funding Sources:</b> 211 - Title I, Part A Parent & Family Engagement - 1091.00							
= Accomplished                           = Continue/Modify                           = No Progress                           = Discontinue							

**Performance Objective 2 Problem Statements:**

<b>School Culture and Climate</b>
<b>Problem Statement 3:</b> Ensure that Crisis Plan is effectively utilized and understood by all staff <b>Root Cause 3:</b> Training on crisis plan needs to be more frequent throughout the year
<b>Parent and Community Engagement</b>
<b>Problem Statement 1:</b> The PTO membership is low. <b>Root Cause 1:</b> Lack of communications between campus Admin and PTO
<b>School Context and Organization</b>
<b>Problem Statement 1:</b> Campus will create "Campus Advisory Team" to advise the campus of instructional needs, facility needs, training needs, and incentives to enhance student learning and learning environment. <b>Root Cause 1:</b> Lack of communication to build relationship between Administration, Staff, & community

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

**Performance Objective 1:** Austin Elementary will provide opportunities for professional learning that are relevant, effective and ongoing as needed.

**Evaluation Data Source(s) 1:** Staff survey will support that teachers feel knowledgeable in their current teaching position.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6 CSF 7  1) Monthly staff development will be held to review previous learning and present new learning.	2.4, 2.5	Principal PLC groups	Research based best practices will increase in the classroom by 5%.				
<b>Critical Success Factors</b> CSF 4 CSF 6  2) Staff will participate in development with the Digital Learning Coach.	2.5, 2.6	Digital Learning Coach	Student use of technology in the classroom will increase by 10%.				
<b>Problem Statements:</b> School Context and Organization 1 - Technology 1 <b>Funding Sources:</b> Local 11 - Basic Educational Service - 500.00							
<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7  3) Participate in Staff Development on 21st Century learning skills by sending staff to Lead4ward math training, Texas ASCD conference, STEM conferences, Writing, Balanced Literacy, RTI Conference, PLC Conference, and Responsive Classroom	2.4, 2.5, 2.6	Principal Assistant Principal	Staff presenting learning during faculty meetings and vertical team meetings. Completion certificates				
<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 <b>Funding Sources:</b> 211 - Title I, Part A - 10455.00, 255 - Title II, Part A - 4732.00							
<b>Critical Success Factors</b> CSF 6  4) Require staff to complete training on Bullying Management, employee handbook, sexual harassment, verbal aggression, and sexual abuse.		Principal	Certificate Completion				

<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 7 5) Teacher will attend training in content areas including math, reading writing, science and social studies.	2.4, 2.5, 2.6	Principal	Certificates from training				
	<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 <b>Funding Sources:</b> Local 11 - Basic Educational Service - 2500.00, 211 - Title I, Part A - 4313.00						
<b>Critical Success Factors</b> CSF 6 6) Auxiliary staff will receive training on their professional areas such as the Nurse, Paraprofessionals, and office staff.	2.4, 2.5, 2.6	Principal	Certificates or badges from training.				
	<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1 <b>Funding Sources:</b> Local 11 - Basic Educational Service - 200.00						
<b>Critical Success Factors</b> CSF 6 7) Morale boosting incentives and appreciation towards staff will be provided as needed.	2.5	Principal	increased satisfaction on staff survey				
	<b>Problem Statements:</b> School Context and Organization 1 <b>Funding Sources:</b> Local 11 - Basic Educational Service - 500.00						
= Accomplished              = Continue/Modify              = No Progress              = Discontinue							

**Performance Objective 1 Problem Statements:**

<b>Staff Quality, Recruitment, and Retention</b>
<b>Problem Statement 1:</b> Will continue the need for high academic expectations and lesson delivery for all grade levels. <b>Root Cause 1:</b> Do not have enough Professional Development so Best Practices can be implemented.
<b>Curriculum, Instruction, and Assessment</b>
<b>Problem Statement 1:</b> The content areas in all grades need improvement. <b>Root Cause 1:</b> Teachers need more support, training, and resources in content areas.
<b>School Context and Organization</b>
<b>Problem Statement 1:</b> Campus will create "Campus Advisory Team" to advise the campus of instructional needs, facility needs, training needs, and incentives to enhance student learning and learning environment. <b>Root Cause 1:</b> Lack of communication to build relationship between Administration, Staff, & community
<b>Technology</b>
<b>Problem Statement 1:</b> Teachers lack of monitoring use of technologies. <b>Root Cause 1:</b> Teacher haven't been trained to effectively use and monitor technology in the classroom.

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

**Performance Objective 2:** Create various committees to enhance the productivity and decision making at the campus level.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>1) Create and maintain Campus Advisory Team (CAT), Hospitality Team, PBIS Team, etc. and ensure that needed materials are available for the processes of the teams.</p>		Principal Assistant Principal	distribution of needed information in various formats campus wide and roles filled that help campus run smoothly (basic organizational and collaborative needs are met)				
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

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

**Performance Objective 3:** SFA teacher attendance will improve from 96.3% to 96.8% in 2018-19. (Constraint 2)

**Evaluation Data Source(s) 3:** The 9wk and EOY teacher attendance reports

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teacher Incentives for perfect attendance monthly		Principal	For teacher to be in attendance more.				
= Accomplished              = Continue/Modify              = No Progress              = Discontinue							



# 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:** Austin Elementary will identify and pursue four or more opportunities for alternative funding sources to provide for campus needs.

**Evaluation Data Source(s) 1:** Number of grants applied for will increase, donations received will increase, and local fund raising will continue.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 5 CSF 6 1) Request donations for school events from businesses and community groups.		Teachers Counselor Principal	Donation amounts will increase by 5%.				
<b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 2) Apply for grants which will provide resources to improve instruction and learning.		Teacher Leaders	Grant applications will increase by 10%.				
<b>Critical Success Factors</b> CSF 6 3) Purchase of fund raising materials.		Principal Assistant Principal Principal's Secretary	profit of 10% or greater				
= Accomplished                         = Continue/Modify                         = No Progress                         = Discontinue							

**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, Austin Elementary will utilize technology to increase student learning and staff effectiveness.

**Evaluation Data Source(s) 2:** All staff will reach Proficient on the Wayfind Assessment.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 4 CSF 6  1) Utilize Technology to introduce new applications for student technology use.	2.4, 2.5, 2.6	Tech Reps Digital Learning Coach	Student use of technology during classroom walkthroughs and observations will increase .				
<b>Problem Statements:</b> Technology 1 <b>Funding Sources:</b> Local 11 - Basic Educational Service - 258.00							
<b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6  2) Purchase digital cameras, technology equipment, technology consumables (such as ink cartridges, projector bulbs, etc.), and apps to increase teacher and student use of technology.	2.4, 2.5, 2.6	Principal Assistant Principal Tech Rep Principal's Secretary	Student use of technology during classroom walkthroughs and observations will increase.				
<b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1 - Technology 1 <b>Funding Sources:</b> Local 11 - Basic Educational Service - 2699.00, 211 - Title I, Part A - 2317.00							
<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 3 CSF 6  3) Utilize Eduhero to increase staff development in targeted areas.		Principal Assistant Principal	100% of staff will utilize Eduhero to complete required training and two other training during the year as evidenced by usage report.				
= Accomplished     = Continue/Modify     = No Progress     = Discontinue							

**Performance Objective 2 Problem Statements:**

<b>Curriculum, Instruction, and Assessment</b>
<b>Problem Statement 1:</b> The content areas in all grades need improvement. <b>Root Cause 1:</b> Teachers need more support, training, and resources in content areas.
<b>Technology</b>

**Problem Statement 1:** Teachers lack of monitoring use of technologies. **Root Cause 1:** Teacher haven't been trained to effectively use and monitor technology in the classroom.

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

**Performance Objective 1:** In 2018-2019, Austin Elementary staff will recognize the contributions of their colleagues, community and parents.

**Evaluation Data Source(s) 1:** 90% staff satisfaction in all areas on BISD Employee Survey

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 6 1) Staff members will recognize at least one colleague through Heartworks during the school year.		PBIS Team Assistant Principal	5 Heartworks monthly sent to Principal's Meeting				
<b>Critical Success Factors</b> CSF 5 CSF 6 2) Participate in various activities (such as Gator Fest, Muffins for Mom, BOGO, Drama, Food Truck Wars, etc.) to increase community involvement in the school	3.2	Principal Assistant Principal Principal's Secretary	Increased parent and community presence and involvement on campus				
<b>Problem Statements:</b> Parent and Community Engagement 2 <b>Funding Sources:</b> Local 11 - Basic Educational Service - 0.00, 211 - Title I, Part A - 632.00							
<b>Critical Success Factors</b> CSF 6 3) Increase staff moral. Celebrate accomplishments, birthdays, and holidays		Principal	Celebration for staff				
<b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 4) Recognize student achievement, behavior, and attendance per nine week grading period.	2.4, 2.6	Counselor Attendance Clerk Principal Assistant Principal Teacher	Increase in certificates distributed for student success				
<b>Problem Statements:</b> School Culture and Climate 1, 2 - Curriculum, Instruction, and Assessment 1 <b>Funding Sources:</b> Local 11 - Basic Educational Service - 500.00							
= Accomplished     = Continue/Modify     = No Progress     = Discontinue							

**Performance Objective 1 Problem Statements:**

**School Culture and Climate**

**Problem Statement 1:** Reports of bullying increase from previous years **Root Cause 1:** Teachers lack training recognizing bullying behavior

**Problem Statement 2:** The majority of office referrals were for disrupting class and noncompliance. **Root Cause 2:** Teachers lack of classroom management techniques

**Curriculum, Instruction, and Assessment**

**Problem Statement 1:** The content areas in all grades need improvement. **Root Cause 1:** Teachers need more support, training, and resources in content areas.

**Parent and Community Engagement**

**Problem Statement 2:** Parent Involvement is low **Root Cause 2:** Lack of Parent/Student Activities

# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Implement with fidelity the STREAM Curriculum with the provided resources, time allotments, and learning experiences.
1	2	1	Staff will continue to attend relevant workshops and learning opportunities so that their understanding in how to implement a vertically aligned writing program will strengthen our writing curriculum as a whole at SFA.
1	2	2	Writing samples for students will be collected three times a year. A copy of the EOY writing sample with graded rubric will be kept in a writing portfolio that will travel with the student from year to year in their cumulative folder.
1	4	3	Coordinate instruction between grade levels
3	1	1	Monthly staff development will be held to review previous learning and present new learning.
3	1	3	Participate in Staff Development on 21st Century learning skills by sending staff to Lead4ward math training, Texas ASCD conference, STEM conferences, Writing, Balanced Literacy, RTI Conference, PLC Conference, and Responsive Classroom
3	1	5	Teacher will attend training in content areas including math, reading writing, science and social studies.
4	2	1	Utilize Technology to introduce new applications for student technology use.
4	2	3	Utilize Eduhero to increase staff development in targeted areas.

# State Compensatory

## Budget for Stephen F. Austin Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
199.11.6119.00.101.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$60,000.00
199.11.6119.00.101.30	6129 Salaries or Wages for Support Personnel	\$20,000.00
	<b>6100 Subtotal:</b>	<b>\$80,000.00</b>

**Personnel for Stephen F. Austin Elementary:**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Paulette Howard	Reading Interventionist		1



# **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>
Stephanie Jenkins	Interventionist	Intervention	1

# Plan Notes

Site Based Retreat Agenda - 8/8/11

Campus Educational Improvement Committee Retreat

Stephen F. Austin Elementary

August 8, 2011

10:00 – 2:00

1. Austin Powers
  1. I Know What You Did Last Summer
  2. August Rush - What is new at SFA
  3. Unknown - Changes in the District and at Campus
  4. Just Go With It - How we will go forward and what attitude will we have
  
1. The Good, The Bad, and The Ugly - What works, what doesn't
  1. Sky High - Things that are great
  2. The Blind Side - Things to work on
  3. Scream - Things that keep us from being on track
  
1. Analyze This - Looking at our campus data
  1. Knowing -
  2. The Adjustment Bureau - Where are our weak points

1. Great Expectations - how will we get there
  1. The Game Plan - How will we tackle our needs
  2. Limitless

1.
  1. Limitless

# Campus Advisory Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Brian Brooks	Principal
Administrator	Jeanne Harding	Asst Principal
Paraprofessional	Charlotte Bell	Secretary
Non-classroom Professional	Danni McDonald	Counselor
Classroom Teacher	Chris Gibson	STREAM Teacher
Classroom Teacher	Paulette Howard	Dyslexia Teacher
Classroom Teacher	Anne Tischler	SPED Teacher
Classroom Teacher	Maryissa Gonzales	6th Grade Teacher
Classroom Teacher	Amanda Martinez	2nd Grade Teacher
Classroom Teacher	Scarlett Tandy	Pre-K Teacher
Classroom Teacher	Shawn McCabe	3rd Grade Teacher
Parent	Nicky Hardesy	Parent Title I Rep
Business Representative	William Tidwell	Business Rep

# Campus Funding Summary

<b>Local 11 - Basic Educational Service</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	STREAM Resources		\$2,000.00
1	3	1	Instruction Materials		\$12,422.00
1	3	2	PBIS		\$942.00
1	3	6	Materials to aid instruction		\$2,060.00
1	3	11			\$0.00
1	4	1	PBIS		\$500.00
1	5	1			\$0.00
1	5	1			\$0.00
2	2	2	Replenish Crisis Materials	199.23.6395.00.101.99	\$100.00
2	2	4	Raptor software update	1995263950010199	\$600.00
3	1	2	chromebook apps		\$500.00
3	1	5	Travel		\$2,500.00
3	1	6	Staff Development	1991364113610111	\$200.00
3	1	7	Staff Incentives		\$500.00
4	2	1	Technology Applications	199.11.6399.82.101.11	\$258.00
4	2	2	Technology Equipment and Apps	1991163958210111	\$302.00
4	2	2	specialty supplies	1991163998210111	\$1,884.00
4	2	2	tech supplies for principal	1992363958410199	\$513.00
5	1	2	Math night Parent Involvement		\$0.00
5	1	4	Student incentives		\$500.00
<b>Sub-Total</b>					\$25,781.00
<b>Budgeted Fund Source Amount</b>					\$27,000.00
<b>+/- Difference</b>					<b>\$1,219.00</b>
<b>Local 24 - State Comp</b>					

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3	Tutoring & Materials		\$1,242.00
<b>Sub-Total</b>					\$1,242.00
<b>Budgeted Fund Source Amount</b>					\$1,242.00
<b>+/- Difference</b>					\$0
<b>Local 24 - State Comp Personnel</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	7	Reading Interventionist		\$65,000.00
<b>Sub-Total</b>					\$65,000.00
<b>Budgeted Fund Source Amount</b>					\$65,000.00
<b>+/- Difference</b>					\$0
<b>211 - Title I, Part A</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Online resource		\$2,395.00
1	3	1	Dictionaries		\$467.00
1	3	3	Tutoring & Materials		\$32,355.00
1	3	7	Math Interventionist & Intervention Aides		\$53,750.00
3	1	3	Conference & Travel	211.13.6411.00.101.30	\$4,093.00
3	1	3	Training in the Professional Learning Communities model		\$6,362.00
3	1	5	Conference & Travel		\$4,313.00
4	2	2	Headphones	211.11.6399.00.101.30	\$2,317.00
5	1	2	Supplies for Family Math Night		\$632.00
<b>Sub-Total</b>					\$106,684.00
<b>Budgeted Fund Source Amount</b>					\$104,367.00
<b>+/- Difference</b>					\$-2,317.00
<b>211 - Title I, Part A Parent &amp; Family Engagement</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	5	subs for parents meetings		\$1,041.00

2	2	5	PFE supplies and materials		\$50.00
<b>Sub-Total</b>					\$1,091.00
<b>Budgeted Fund Source Amount</b>					\$1,126.00
<b>+/- Difference</b>					\$35.00
<b>255 - Title II, Part A</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
3	1	3	Training in the Professional Learning Communities model	255.13.6411.14.101.30	\$4,732.00
<b>Sub-Total</b>					\$4,732.00
<b>Budgeted Fund Source Amount</b>					\$4,732.00
<b>+/- Difference</b>					\$0
<b>Grand Total</b>					\$204,530.00