

Duncanville Independent School District

Bilhartz Elementary School

2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Mathematics



Mission Statement

The mission of Duncanville Independent School District is to provide each student with the necessary skills to achieve lifelong success and contribute to a global society.

Vision

Duncanville ISD –Writing success stories, one student at a time.

Value Statement

- We believe students are our first priority.
- We model personal integrity and ethical behavior.
- We value and respect all students, staff, families, and community members.
- We provide a safe, nurturing environment to foster academic excellence and positive relationships.
- We embrace continuous improvement, data-driven decision making, and mutual accountability for organizational excellence.
- We believe every staff member contributes to student success.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Total Students:	602	100.0%
Students by Grade:		
Early Childhood Education	18	3.0%
Pre-Kindergarten	44	7.3%
Kindergarten	106	17.6%
Grade 1	96	15.9%
Grade 2	104	17.3%
Grade 3	110	18.3%
Grade 4	124	20.6%
Grade 5	0	0.0%
Grade 6	0	0.0%
Grade 7	0	0.0%
Grade 8	0	0.0%
Grade 9	0	0.0%
Grade 10	0	0.0%
Grade 11	0	0.0%
Grade 12	0	0.0%
Ethnic Distribution: African American		
	135	22.4%
Hispanic	406	67.4%
White	29	4.8%
American Indian	2	0.3%
Asian	20	3.3%
Pacific Islander	0	0.0%
Two or More Races	10	1.7%

Economically Disadvantaged	482	80.1%
Non-Educationally Disadvantaged	120	19.9%
English Language Learners (ELL)	249	41.4%
Students w/ Disciplinary Placements (2015-2016)	0	0.0%
At-Risk	273	45.3%
Students with Disabilities by Type of Primary Disability: Total Students with Disabilities	67	
By Type of Primary Disability		
Students with Intellectual Disabilities	9	13.4%
Students with Physical Disabilities	23	34.3%
Students with Autism	15	22.4%
Students with Behavioral Disabilities	9	13.4%
Students with Non-Categorical Early Childhood	11	16.4%

Demographics Strengths

- The campus has representation in various ethnic groups.
- RTI efforts help the campus intervene before students are assigned to Special Education and close achievement gaps.
- ELT (Extended Learning Time) is allotted in the Master Schedule for Math and ELAR to provide immediate interventions for students.
- Gomez and Gomez Best Teaching Practices Training for bilingual staff.
- After School Clubs to promote student achievement and leadership skills.
- 6 Co-Teach Models Training for Staff

Problem Statements Identifying Demographics Needs

Problem Statement 1: Differentiated instruction training to address instructing all students. **Root Cause:** Several teachers need training to differentiate between different learners.

Student Achievement

Student Achievement Summary

May 2017 STAAR Mathematics, Grade 3

	Total Students	Raw Score	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL	
Bilhartz	99	19.98	1439.82	62.51%	75.76%	30.30%	19.19%	05/01/17
Economic Disadvantage	82	20.04	1438.74	62.68%	79.27%	29.27%	18.29%	05/01/17
Asian	2	19.5	1423.5	61%	50%	50%	0%	05/01/17
Black/African American	20	18.6	1416.35	58.15%	75%	20%	10%	05/01/17
Hispanic	72	20.08	1441.89	62.83%	75%	31.94%	20.83%	05/01/17
Two or More Races	1	19	1405	59%	100%	0%	0%	05/01/17
White	4	25.5	1536.75	80%	100%	50%	50%	05/01/17
Female	56	20.16	1446.96	63.09%	76.79%	30.36%	21.43%	05/01/17
Male	43	19.74	1430.51	61.74%	74.42%	30.23%	16.28%	05/01/17
First Year of Monitoring	1	28	1596	88%	100%	100%	100%	05/01/17
LEP	43	20.98	1451.58	65.60%	83.72%	34.88%	16.28%	05/01/17
Special Ed Indicator	6	15.33	1354.67	48%	50%	16.67%	16.67%	05/01/17

May 2017 STAAR Reading, Grade 3

	Total Students	Raw Score	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL	Date Taken
Bilhartz	99	20.46	1392.84	60.16%	63.64%	30.30%	18.18%	05/01/17
Economic Disadvantage	82	20.01	1383.61	58.84%	62.20%	26.83%	14.63%	05/01/17
Asian	2	12.5	1253.5	37%	0%	0%	0%	05/01/17
Black/African American	20	18.65	1355.2	54.80%	55%	20%	5%	05/01/17
Hispanic	72	20.78	1400.17	61.08%	65.28%	31.94%	20.83%	05/01/17
Two or More Races	1	22	1403	65%	100%	0%	0%	05/01/17
White	4	27.5	1516.25	80.75%	100%	75%	50%	05/01/17
Female	56	20.84	1400.7	61.18%	62.50%	35.71%	17.86%	05/01/17
Male	43	19.98	1382.6	58.84%	65.12%	23.26%	18.60%	05/01/17
First Year of Monitoring	1	30	1577	88%	100%	100%	100%	05/01/17
LEP	43	21.21	1409.33	62.35%	65.12%	30.23%	20.93%	05/01/17

Special Ed Indicator	6	18.83	1355.67	55.33%	50%	16.67%	0%05/01/17
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May 2017 STAAR Mathematics, Grade 4

Total Students	Raw Score	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL	Date Taken
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Bilhartz	3	17	1466	50.33%	66.67%	0%	0%05/01/17
Economic Disadvantage	3	17	1466	50.33%	66.67%	0%	0%05/01/17
Black/African American	1	7	1314	21%	0%	0%	0%05/01/17
Hispanic	2	22	1542	65%	100%	0%	0%05/01/17
Female	1	7	1314	21%	0%	0%	0%05/01/17
Male	2	22	1542	65%	100%	0%	0%05/01/17

May 2017 STAAR Reading, Grade 4

Total Students	Raw Score	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL	Date Taken
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Bilhartz	3	18	1415.67	50%	33.33%	33.33%	0%05/01/17
Economic Disadvantage	3	18	1415.67	50%	33.33%	33.33%	0%05/01/17
Black/African American	1	13	1337	36%	0%	0%	0%05/01/17
Hispanic	2	20.5	1455	57%	50%	50%	0%05/01/17
Female	1	13	1337	36%	0%	0%	0%05/01/17
Male	2	20.5	1455	57%	50%	50%	0%05/01/17

May 2017 STAAR Writing, Grade 4

Total Students	Raw Score	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL	Date Taken
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Bilhartz	3	16	3390	50%	33.33%	0%	0%05/01/17
Economic Disadvantage	3	16	3390	50%	33.33%	0%	0%05/01/17
Black/African American	1	19	3630	59%	100%	0%	0%05/01/17
Hispanic	2	14.5	3270	45.50%	0%	0%	0%05/01/17
Female	1	19	3630	59%	100%	0%	0%05/01/17
Male	2	14.5	3270	45.50%	0%	0%	0%05/01/17

Student Achievement Strengths

- Academic Achievement in Math in 2017
- 3rd Grade SPED students had a 33% gain in Reading from 17% last year to 50% this year.
- African American had a 15% gain in 4th Grade Math from 60% last year to 75% this year.
- LEP had a 18% gain in 4th Grade Writing from 40% last year to 58% this year.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Student Progress declined in 3rd Grade Reading and Math. **Root Cause:** Math RTI Interventions not monitored consistently due to Math Center Teacher Vacancy.

Problem Statement 2: We need more students in the Meeting and Mastering levels for Reading and Math. **Root Cause:** Reader's and Writer's Workshop not utilized with fidelity.

School Culture and Climate

School Culture and Climate Summary

- 2 surveys (1 Staff, 1 Family Engagement Survey) have been conducted during the 2017-2018 school year to gage overall climate of the campus.
- 2 Huddle with Harris Sessions have been conducted with principal, Mrs. Harris.

School Culture and Climate Strengths

Survey 1:

- Teachers recognize that leadership opportunities are available.
- Teachers get recognized for various reasons (outstanding work, above and beyond effort)
- Student system of rewards
- Teacher system of rewards
- Targeted committees serve to satisfy various campus needs

General Campus Strengths:

- Peer Mediation is in place to resolve student conflicts
- Classroom Guidance Lessons
- High School Mentoring Program for Boys
- Student Incentive Committee
- Teacher Incentive Committee
- CHAMPS implementation
- Monthly drills are conducted for safety
- Leadership Roles for teachers and students

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Improve Student Behavior before, during and after school transitions. **Root Cause:** PBIS Implementation not implemented with fidelity.

Problem Statement 2: Student supervision not consistent. **Root Cause:** No consistency on staff accountability during duty roles.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

- Various methods for recruitment are used other than the district website (Social Media, parent volunteers, community reps, current teachers) to keep 100% of vacant positions filled throughout the school year with a quick turn around time between the position's vacancy and filling the position with a qualified candidate.

Staff Quality, Recruitment, and Retention Strengths

- 100% of teachers are highly qualified and certified in the appropriate area in which they teach.
- Teacher Specialist gives new teachers assistance with navigating their new career.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Budgeting for teacher incentive programs

Problem Statement 2: Organized, consistent staff development that focuses no teacher needs as indicated by data trends is needed.

Problem Statement 3: Instructional training for paraprofessional staff

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

- Campus staff development has focused on enhancing student engagement practices
- 3-week TEKS District Assessments have provided the campus with ongoing formative data to use as snapshots at a given period of time/development of student learning.
- A consistent data system has been put in place that allows teachers to plan for upcoming campus mini-assessments
- Teachers use formative data to backmap and spiral weak TEKS back into instruction for review and student growth.
- IStation has given the campus an assessment system that clearly shows student growth over time.

Curriculum, Instruction, and Assessment Strengths

- Staff will be involved in consistent data meetings (every 3-week period) to review and reflect on how data mirror trends in teaching.
- Consistent data monitoring allows teachers to focus on individual student weaknesses.
- PLCs within each grade level allows teachers to build on the strengths of their colleagues and share best teaching practices as it relates back to the trends in their data.
- DRAs are done consistently based on a schedule and are followed up on to determine student growth.
- RTI Meetings to monitor RTI students.
- Blue LIAG Folders Spot Checks to monitor ELL growth.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Writing was not consistent across grade levels. **Root Cause:** Reader's and Writer's Workshop was not implemented with fidelity.

Problem Statement 2: RTI Math Interventions were not monitored with fidelity. **Root Cause:** Math Center was not staffed for half a year.

Problem Statement 3: RTI Math Interventions were not monitored with fidelity. **Root Cause:** Math Center was not staffed for half a year.

Family and Community Involvement

Family and Community Involvement Summary

- The campus PTA is active.
- Parent volunteers are greatly encouraged to assist with campus functions.
- School Messenger, flyers, marquis messages, Facebook, Twitter, and letters home are the main communication resources between the campus and parents.
- The campus has developed a new system for volunteering using a website and providing a volunteer coordinator for assistance.

Family and Community Involvement Strengths

- The PTA is visible campus partner.
- The Community Involvement Committee was established to be the main liaison between community partners and the campus.
- Campus representatives have attended community events to publicize the school's mission within the community.
- Programs will continue to assist parents/families in need such as the backpack food program, the Angel Tree, and holiday food resources.
- New programs have been established such as Concilio Title I - Parent Involvement Program
- We have a district parent liaison assigned to our campus to provide support for families.

Problem Statements Identifying Family and Community Involvement Needs

Problem Statement 1: Many parents only speak Spanish and are not comfortable coming to the school. **Root Cause:** Language Barrier

Problem Statement 2: Students struggle to make meaningful connections beyond the curriculum. **Root Cause:** Students have very limited to exposure to learning experiences that enrich classroom instruction

School Context and Organization

School Context and Organization Summary

Processes have been put in place that train staff and make data available for reading and reviewing campus trends and subsequently the discovery of campus needs.

Teacher leadership has allowed the campus to implement a shared leadership approach to campus improvement so that teachers understand how and why decision are made and are able to better articulate the information to thier colleagues.

School Context and Organization Strengths

- Maximized instruction and planning time TAIS Process has outlined campus goals in terms of data trends indicating weaknesses
- Duty and support schedules are desinged to optimize campus areas of need.
- Formative assessments are regulary completed to ensure that individual student instructional needs are covered.
- Teachers implement PBIS and CHAMPS strategies as a regular art of their instructional process.
- Teachers have the state required amount of time to plan during the school day plus an additional planning twice weekly for STAAR tested grades/subjects.
- Student incentive and motivation programs have been incorporated to help students achieve their goals (The bulldog Store, Club 80) The campus has incorporated extracurricular programs to give students a real world enhancement to general instruction (Chess Club, Robotics, Tech Club, Math Club, Gardening/Recycling Club (The Green Team), Reading Club, Jr. Chef's Academy, Jr. Reporters, and the Bilhartz Belles).

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Additional training for SPED personnel is needed. **Root Cause:** Teachers are in new roles and need to understand the requirements

Technology

Technology Summary

Teachers are being trained in the use of technology as the campus continuously works to upgrade the amount of technology that is available. The campus Librarian works mainly through teacher PLCs to make tech training more accessible and convenient for teachers. Teachers have a forum where they can ask questions, get training, collaborate and share ideas and techniques.

Technology Strengths

- Increase in the amount of technology available for instruction.
- Teachers have an overall positive attitude toward using and learning about technology.

Problem Statements Identifying Technology Needs

Problem Statement 1: Teachers and students do not have the same perception of technology use within lessons **Root Cause:** Teachers think they are incorporating technology and students do not seem to think so.

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

- Critical Success Factor(s) data
- Federal Report Card Data
- Community and student engagement rating data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR ELL Progress Measure data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

- Campus leadership data
- Professional development needs assessment data

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Other additional data

Goals

Goal 1: Focus on Student Success

Performance Objective 1: All Pre-K-4 students will achieve an increased success rate over time in reading, math, science, social studies, and writing, with a target score at or above 80% in each subject area on campus, district, and state assessments by the end of the 2017-2018 school year.

Evaluation Data Source(s) 1: Campus 6 of 9 week TEKS assessments, district unit assessments, student 9-week report cards, DRA results, STAAR results, and campus data meetings.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Certified teachers will use district planning resources, along with student centered research-based supplemental resources, that ensure students receive instruction which will increase DRA levels, math and reading fluency performance in PK-4th grade students.</p>	1, 2, 3, 9, 10	Principal, Assistant Principals, All campus teachers	Increased student DRA levels & increased math and reading fluency performance				
<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Teachers will use data generated from 6 of 9 week TEKS check ups and district assessments to ensure that students increase their overall performance on each assessment to 80% mastery on each TEK</p>	2	Principal, AP, All teachers	Student achievement gaps will decrease and students will increase their overall performance on each assessment.				

<p align="center">System Safeguard Strategy PBMAS</p> <p>3) Teachers, counselor, librarian and administrators will participate in PD activities to include professional conferences, book studies and campus sponsored staff development events to improve instructional delivery of teachers as well as other instructional processes across campus.</p>	1, 2, 4, 5, 9	Principal, AP	All professional development goals will be addressed resulting in improvement in practice and student performance.				
Funding Sources: 199-30 SCE - \$1,000.00							
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>4) The campus will provide an enrichment program to include GATE, art, music, library, and PE in order to support academic improvement efforts providing each department with needed supplies and training.</p>	2, 9	Principal, AP, teachers	lesson plans, walk-thru data, student assessment data				
<p align="center">System Safeguard Strategy PBMAS</p> <p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>5) All teachers will receive training in research based strategies that will increase the level of attainment of research based teaching strategies, implementation of behavioral expectations, and instructional information along with the supplies and materials to support the skills learned.</p>	1, 2, 4, 9	Principal, AP, Grade Level Lead	Increased teacher capacity to positively impact teacher instructional delivery to impact student performance.				
Funding Sources: 199-30 SCE - \$1,000.00							
<p align="center">System Safeguard Strategy Critical Success Factors CSF 1 CSF 4</p> <p>6) The campus will provide various programs, materials, and resources related to the development of strong readers. Programs and materials such as Reading A to Z, and Tumble Books, iPads, and computers that are available in the classroom and library.</p>	9	Principal, Librarian, AP, Teachers	Library inventory lists, Library usage reports, Program reports				
Funding Sources: 199-30 SCE - \$10,800.00, 211 Title I - \$1,000.00							
<p>7) Intentionally plan with a focus on vertical alignment to assist preschool children in the transition from early childhood programs, PPCD/Pre-K, to grades K-4; which can be critical in reducing school dropouts over the long term.</p>	7	Leadership Team, Teachers	Students will have an easier transition to upper grades and potentially reduce the dropout rate				
<p>8) Highly qualified teachers will implement small group, interventions and tutoring for all student groups to close gaps, increase student performance, and reduce the dropout rate.</p>	2	Leadership Team, Teachers	Close achievement gaps, increase student performance, reduce at- risk population				


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

Goal 1: Focus on Student Success

Performance Objective 2: Students will exhibit self-directed behavior and make decisions that demonstrate growth in character and leadership with a 10% reduction in discipline referrals.

Evaluation Data Source(s) 2: By June 2018, the campus will show a 10% reduction in discipline referrals as compared to the 2016-2017 school year.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) The campus will conduct PBIS activities that recognize students who continually meet academic achievement, behavioral goals, and attendance goals.	1, 5, 9	Principal, AP, Student Incentive Committee, Counselor	Decreased referrals, attendance reports, grade reports,				
Funding Sources: 211 Title I - \$3,500.00							
Critical Success Factors CSF 2	2	Principal, AP, Teachers	Students will make connections through practical learning to support persistence and deeper learning.				
2) The campus will maintain an after school enrichment program for students to be provided opportunities to gain experiences beyond the normal scope of learning. Students will make real world connections through practical learning.	Funding Sources: 211 Title I - \$2,856.00						
Critical Success Factors CSF 1 CSF 2	1, 2	Principal, AP, Counselor	Reduced Discipline, Increased student and parent awareness,				
3) As a campus we will incorporate guidance curriculum and sponsor programs like Red Ribbon Week. The Leader in Me, and anti-bullying activities to develop character and reduce discipline referrals.	Funding Sources: 211 Title I - \$600.00						
							

Goal 2: Focus on Students, Families and Community

Performance Objective 1: The campus will increase parental involvement by 20% by providing clear communication and varied opportunities for parents to interact with staff members on the campus to promote a family centered atmosphere focused on student success.

Evaluation Data Source(s) 1: Parent Engagement Survey
 Parents completing volunteer services for the campus
 Parent Event attendance

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) The campus will use a parent engagement survey to set a baseline for parental involvement in events and volunteering.		Principal, AP, Counselor	Increase parental involvement opportunities and actual attendance to events and volunteering				
2) Create a new system for volunteer opportunities using SignUp.com		Principal, AP, Counselor, Campus Volunteer Coordinator	Increased participation of parent volunteers				

Goal 2: Focus on Students, Families and Community

Performance Objective 2: The campus will increase the level of efficiency for communication between the campus and parents by 20%.

Evaluation Data Source(s) 2: Messenger reports, parent surveys

Summative Evaluation 2:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Create a system of organization for distribution of information, including a campus calendar,specified day for "Take Home Folder," School Messenger Emails and Recordings,		Principal, AP,Counselor, Grade Level Leads	Families will be aware of upcoming events and initiatives at school				
2) Social media will be used as a way to increase campus communication of campus events and current information to facilitate the home-to-school connection.	5, 6	Principal,AP	Increased awareness for families				
<p>Critical Success Factors CSF 5</p> 3) Administrators will host informal parent gatherings to add a level of face-to-face communication that will allow parents to ask questions and receive answers. All staff will be trained in the use of SESGA in order to create a standard for face-to-face communication	6	Principal,AP,Counselor	Build relationships with parents and provide opportunities to distribute information.				

Goal 2: Focus on Students, Families and Community

Performance Objective 3: Students will receive 10% of their instructional time in real world learning experiences.

Evaluation Data Source(s) 3: Grade level team lesson plans and documentation that affirms the learning experience such as field trips and other learning opportunities.

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1</p> <p>1) Grade level teams will plan a minimum of two off campus learning experiences for students in PPCD through 4th grade to enhance and enrich classroom instruction.</p>	2	Grade Level Leads, Principal, AP	Students will make real world connections to the academic TEKS based learning from the classroom to extend learning.				
Funding Sources: 211 Title I - \$5,500.00							
<p>Critical Success Factors CSF 1</p> <p>2) Teachers will utilize community resources, organizations and service providers to provide learning experiences on campus that extend classroom learning. Activities include Dallas Water & Utilities, Perot MuseumTech Truck, Dinosaurs Live, Scholastic, and Just Say Yes</p>	8	Grade Level Leads, Teachers	Additional learning opportunities for learners to have real world experiences				
Funding Sources: 211 Title I - \$2,000.00							
							

Goal 3: Focus on Operational Excellence

Goal 4: Focus on Employees and Organizational Improvement

Performance Objective 1: Establish a climate that allows 100% of teachers the opportunity to become a campus leader.

Evaluation Data Source(s) 1: Ratio of teacher leaders to non-teacher leaders

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 3 CSF 6 CSF 7</p> <p>1) Leadership opportunities will be established in various ways that teachers can take advantage of to include: 1) Committee leadership, 2) CLT, 3) Content leadership, 4) Club/organization leadership, 5) Teacher developed leadership projects.</p>		Principal, Assistant Principal, Leadership Team	Teachers will foster skills in support of the school improvement plan through team leadership, committee membership or other opportunities beyond the campus.				
Funding Sources: 199-30 SCE - \$1,200.00							

Goal 5: Focus on Financial Stewardship

Performance Objective 1: The campus will maintain 100% compliance with all district financial policies.

Evaluation Data Source(s) 1: Campus reports that reflect 100% highly qualified teachers, budget allocations spent according to the 30%, 60%, 90% schedule.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Budget allocations will be spent in a timely manner to meet the needs of all learners according to the following timeline: October-30%, January 60%, March 90%.	10	Principal, State and Fed Programs Director	Meet campus needs of teachers and students, including resources and materials				

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	2	Teachers will use data generated from 6 of 9 week TEKS check ups and district assessments to ensure that students increase their overall performance on each assessment to 80% mastery on each TEK
1	1	3	Teachers, counselor, librarian and administrators will participate in PD activities to include professional conferences, book studies and campus sponsored staff development events to improve instructional delivery of teachers as well as other instructional processes across campus.
1	1	5	All teachers will receive training in research based strategies that will increase the level of attainment of research based teaching strategies, implementation of behavioral expectations, and instructional information along with the supplies and materials to support the skills learned.
1	1	6	The campus will provide various programs, materials, and resources related to the development of strong readers. Programs and materials such as Reading A to Z, and Tumble Books, iPads, and computers that are available in the classroom and library.

Title I

Schoolwide Program Plan

Bilhartz Elementary School will proactively work to support students that are At Risk due to one or more factors. Students directly impacted at Bilhartz include students:

1. are in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. was not advanced from one grade level to the next for one or more school years; (Note: From 2010-2011 forward, TEC 29.081 (d-1) excludes from this criteria prekindergarten or kindergarten students who were not advanced to the next grade level as a result of a documented request by the student's parent.)
3. did not perform satisfactorily on an assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
4. is a student of limited English proficiency, as defined by TEC §29.052;

Ten Schoolwide Components

1: Comprehensive Needs Assessment

Demographics: Problem Statement 1: Differentiated instruction training to address instructing all students. Root Cause: Several teachers need training to differentiate between different learners.

Student Achievement: 1: Student Progress declined in 3rd Grade Reading and Math. Root Cause: RTI not done with fidelity. Problem Statement 2: We need more students in the Meeting and Mastering levels for Reading and Math. Root Cause: Reader's and Writer's Workshop not utilized with fidelity.

School Culture and Climate: 1: Improve Student Behavior before, during and after school transitions. Root Cause: PBIS Implementation not implemented with fidelity. Problem Statement 2: Student supervision not consistent. Root Cause: No consistency on staff accountability during duty roles.

Staff Quality, Recruitment, and Retention Needs: 1: Budgeting for teacher incentive programs Problem Statement 2: Organized, consistent staff development that focuses no teacher needs as indicated by data trends is needed. Problem Statement 3: Instructional training for paraprofessional staff

Problem Statements Identifying Curriculum, Instruction, and Assessment: 1: Writing was not consistent across grade levels. Root Cause: Reader's and Writer's Workshop was not implemented with fidelity. Problem Statement 2: RTI Math Interventions were not monitored with fidelity. Root Cause: Math

Center was not staffed for half a year. Problem Statement 3: RTI Math Interventions were not monitored with fidelity. Root Cause: Math Center was not staffed for half a year.

Family and Community Involvement Needs: 1: Many parents only speak Spanish and are not comfortable coming to the school. Root Cause: Language Barrier

Identifying School Context and Organization Needs:1: Additional training for SPED personnel is needed. Root Cause: Teachers are in new roles and need to understand the requirements

Identifying Technology Needs: 1: Teachers and students do not have the same perception of technology use within lessons Root Cause: Teachers think they are incorporating technology and students do not seem to think so.

2: Schoolwide Reform Strategies

Strategies will address students that did not perform satisfactorily on an assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument; students of limited English proficiency, as defined by TEC §29.052;

3: Instruction by highly qualified professional teachers

Monitor with fidelity using walkthroughs and additional observation tools as specified by the district for instructional coaching to increase and improve teacher effectiveness.

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

Provide opportunities for teachers to attend PD for Strategies that will address students that did not perform satisfactorily on an assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument; students of limited English proficiency, as defined by TEC §29.052;

5: Strategies to attract highly qualified teachers

We will offer high quality teacher support and coaching at the campus level, including providing resources needed. We will attend job fairs and recruit candidates early to get the best candidates.

6: Strategies to increase parental involvement

Work with district parent liaison to increase awareness and opportunities. Provide opportunities for parental involvement and education within the school.

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

Follow new district guidelines for recruitment and maintaining the EC/PK program to reduce school dropout rates. The EC/PK programs will add high-quality early-childhood interventions to reduce well-documented racial, ethnic, and socioeconomic disparities in school readiness. Participation in such programs is a proactive measure to combat "at risk" factors in the early stages of education and can be critical in reducing school dropouts over the long term.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Conduct campus data meetings with the leadership team and then disseminate the information to teachers, who will then break it down for students.

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

Offer RTI interventions for students in need.

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

SBDMC will monitor the implementation of the Title I plan. Administrators will ensure that guidelines are followed and that the plan is governed with fidelity.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Carolina Posada	Reading Center Teacher	Title I	1.0
Luis Garza	Math Center Teacher	Title I	1.0

Campus Funding Summary

199-30 SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Book Studies/ PD Materials	199.11.6329.00.112.30.000	\$1,000.00
1	1	5	Teacher PD	199.13.6411.00.112.30.000	\$1,000.00
1	1	6	Reading materials and programs	199.11.6329.00.112.30.000	\$10,800.00
4	1	1	Teacher Leadership PD	199.13.6411.00.112.30.000	\$1,200.00
Sub-Total					\$14,000.00
Budgeted Fund Source Amount					\$14,000.00
+/- Difference					\$0
211 Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	General materials and supplies/programs	211.11.6399.00.112.30.000	\$1,000.00
1	2	1	PBIS Incentives	211.11.6399.51.112.30.000	\$3,500.00
1	2	2	materials and manipulatives for student use	211.11.6399.00.112.30.000	\$2,856.00
1	2	3	Character Building Supplies	211.11.6399.00.112.30.000	\$600.00
2	3	1	Student Field Trip	211.11.6412.00.112.30.000	\$2,990.00
2	3	1		211.11.6494.00.112.30.000	\$2,510.00
2	3	2	Take home manipulatives for academic nights	211.61.6399.00.112.30.000	\$2,000.00
Sub-Total					\$15,456.00
Budgeted Fund Source Amount					\$15,456.00
+/- Difference					\$0
Grand Total					\$29,456.00