

# Brownsville Independent School District

## Vermillion Elementary

### 2019-2020 Campus Improvement Plan

**Accountability Rating: B**

**Distinction Designations:**

Academic Achievement in Science



**Board Approval Date:** November 6, 2019

# Mission Statement

*The mission of Vermillion Elementary is to be an effective school through excellence in education with visionary, progressive, and technological learning opportunities which will prepare each student to function as a responsible member of our multicultural society, to achieve personal fulfillment, and to reach his or her maximum potential. This will be created through a combined effort of personnel, students, and parents, in order to establish an effective line of communication, allowing interaction to take place to maintain a campus where a strong positive attitude will prevail.*

## Vision

*We envision an Vermillion Elementary School which produces responsible and respectful citizens. As a center for innovation, learning and up-to-date technology, Vermillion will be the connecting link between home and community. Vermillion students will realize that learning is a life-long commitment supported by dedicated staff and concerned parents, but only filled to its potential as the learners become responsible for the learning themselves.*

## Value Statement

Vermillion Elementary School promotes numerous student clubs and organizations. Students are encouraged to participate in extracurricular activities such as U.I.L., Science Fair, Spelling Bee, Art contests, and in the annual Elementary Field Day.

School Namesake: **Vermillion Road Elementary**

School Colors: **Red and Black**

School Mascot: **Red Raider**

School Motto: **Achieve it!! – No Exceptions, No Excuses**

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# Comprehensive Needs Assessment

Revised/Approved: May 27, 2019

## Demographics

### Demographics Summary

Vermillion is committed to supporting the district focus for improved coordination of programs and services for students at risk of dropping out of school. Vermillion is a Title I Schoolwide Program campus and receives State Compensatory Funds (SCE). The attendance rate is 97.7% for all students and 96.42% for At-Risk students. In addition, the retention rate is 4.7% for all students and 4.7% for At-Risk students.

The CIP formative review process was done in conjunction with the SBDM Committee and the budget planning for the current school year. Improvements have been made in the correlation of all campus funds to the goals and objectives of the CIP. Improvements are targeted to correlate and maximize revenue funds to expected CIP goals.

Each SBDM committee member reviews the information and data available with their grade level and/or department and recommends goals, objectivities, and activities as necessary. The SBDM Committee monitors and evaluates the effectiveness of the curriculum in order to ensure campus objectives are met. When appropriate the SBDM Committee jointly identifies new goals based on data and collaboratively designs new activities to be included in the campus improvement plan.

Procedures for Staff Quality, Recruitment and Retention included reviewing with SBDM staff quality, assessing the effect of recruitment and retention strategies on staffing. The following were some data sources reviewed:

- Teacher Certification/Qualification Data
- Paraprofessional and Other staff qualifications
- TTESS and EOY Evaluations

### Professional Development Data

Procedures for Family and Community Involvement included reviewing with SBDM the family and community involvement and how they are invested and involved as partners in supporting the school community for the preservation of high expectations and high achievement for all students

The following sources provided valuable data for Family and Community Involvement in regards to the identification of needs:

- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Parent and Community Partnership Data
- Parental Survey and Results

### Demographics Strengths

Ethnic breakdowns are consistent with the previous year.

At-risk numbers and categories are consistent.

Vermillion Elementary has a strong Hispanic population of students and parents which enrich our learning community through appreciating its customs and culture.

Enrollement, Special Program participation, at-Risk by category are some of the demographics strengths.

### **Demographic Needs:**

1. Coordination of planning for instruction, budgeting expenditures to improve services for AR students and low achieving students.
2. Learning opportunities and supplemental instructional materials to address student achievement data and individual student needs.
3. Attendance for all sub-pops is a need.
4. High mobility and low stability and decreasing teacher student ration in PK & 5th grade.
5. To improve attendance, we will prosper the importance of school daily attendance to parents. Stating to them that the foundation of one's understanding of education will better prepare all students for College and Career Readiness.
6. To improve attendance, we will conduct home visits on a daily/weekly basis. Students will receive a daily attendance coupon to be put into a daily drawing, a weekly drawing and eventually be considered for the end of the 6 weeks drawing.
7. PFS Migrant students will be provided with supplemental supplies to better improve their attendance.
8. To increase parental involvement, the parent liaison will purchase supplies and light refreshments for parent meetings on various topics.

To better improve mobility/stability, we will work closely with the community and the district to provide all necessary assets such as Parent Orientation Day to inform parents and community members of daily standard operation procedures and district policy to decrease mobility/stability.

- To better improve teacher-student ration in 5th grade, daily monitoring of student enrollment will be taken. Once each teacher has more than 25, main office will provide us with a Sub to decrease class size. In PK, teachers will have a paraprofessional to assist with class size.

Teacher certification and staff quality are strengths as well as TTESS and EOY evaluations.

### **Family and Community Involvement:**

Parent meetings on campus once a week.

District parent meetings once a month.

Cluster parent meeting once a semester.

Parent Activity Evaluations Information

Parent and Community Partnership Data

Parental Survey and Results

HEB READ3- Collaborative partnership with UTRGV.

Texas School Ready- parental involvement professional development.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Decreased Enrollment **Root Cause:** Due to newer and more innovative charter schools being built in the area, parents have more options as to what school they want their child to attend.

# Student Academic Achievement

## Student Academic Achievement Summary

CIP Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens.

In 2019, Vermillion Elementary Met Standards on all 4 indexes as well as all Domains. Vermillion received 1 out of 6 Distinctions.

2019 Accountability Report Card

All Grades: **2019**

Domain I: Student Achievement 76%

79% Approaches 46% Meets 20% Masters

Domain II: School Progress

Part A 79% Part B 85% Best Result 85%

Domain III: Part A: Closing the Gaps 77%

Domain Score III 77%

Overall Score 83%

Vermillion received a "B" as our letter grade.

A continued focus of providing engaging activities and building on critical thinking skills for all students with assist is supporting our goal of receiving Distinctions in all 6 areas.

1. The following sources provided valuable data for Student Achievement in regards to the identification of needs:

- TAPR Report
- STAAR Results
- STAAR Summary Report-Group Performance
- TELPAS and AMAO Results
- Eduphoria! Aware
- Tango Trends

Vermillion Elementary teachers meet the needs of all students by differentiating instruction based on need and results. All decisions are data driven which foster rigorous instruction and higher order thinking. Collaborative approaches and best practices are what we do to ensure that we meet the needs of all students.

## Student Academic Achievement Strengths

Based upon the STAAR Tests results, as well as other district assessments throughout the school year, the following are areas of strength as identified by the Campus Data Team.

2019 Accountability Report Card

All Grades: **2019**

Domain I: Student Achievement 76%

79% Approaches 46% Meets 20% Masters



Domain II: School Progress  
Part A 79% Part B 85% Best Result 85%  
Domain III: Part A: Closing the Gaps 77%  
Domain Score III 77%  
Overall Score 83%

Vermillion received a "B" as our letter grade.

#### Student Achievement Needs:

Though Vermillion has had overall improvements, the needs would be to increase the amount of students who Meet, and Master the STAAR test along Special Education population in all tested areas. Afterschool tutorials will be offered to all students so as to ensure that they meet the requirements.

#### Summary of Needs:

1. Areas of improvement will be addressed with all teachers to implement STAAR interventions and strategies will be reviewed and discussed. In addition, supplemental student and teacher resource books, materials and software will be purchased to practice the rigors of the STAAR test tutorial program and fully implement remediation strategies in order to decrease retention rate and improve overall student achievement.
2. Software will be renewed (licenses & warranties) for classroom use to increase student performance in core academic areas. Ipads/tablets, printers and desktop computers and printers will be purchased for the use of interactive and engaging lessons to increase student achievement.
3. Campus Administration will attend a yearly conference to bring back multiple opportunities and the newest and latest supplemental materials to the campus.

### Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** 3rd Grade STAAR Reading results are lower than expected. **Root Cause:** The curriculum in 2nd grade is not comparable to that in 3rd grade. Hopefully with the new ELAR adoption, 3rd grade students can really grasp the concepts so that they are successful on STAAR.

# School Processes & Programs

## School Processes & Programs Summary

1. The following sources provided valuable data for Curriculum, Instruction and Assessment in regards to the identification of needs:

- Standards-Based Curriculum Resources and Materials
- Scope and Sequence and Other Focus Documents
- Technology
- Instructional Design and Delivery
- Collaborative Horizontal and Vertical Alignment
- Classroom Materials

Vermillion Elementary teachers meet the needs of all students by differentiating instruction based on need and results. All decisions are data driven which foster rigorous instruction and higher order thinking. Collaborative approaches and best practices are what we do to ensure that we meet the needs of all students.

## School Processes & Programs Strengths

Consistent monitoring of students progress. Data drives instruction. Collaboration between teachers and administration of desegregating data. Weekly meeting with grade level teachers to review data, assessments, fluency and make changes as needed. Data Wall updated for every major benchmark.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Professional Development **Root Cause:** Teachers have multiple opportunities to engage in Professional development trainings to increase their pedagogy in the content areas. Teachers lack the motivation to attend on Saturdays and after school raising multiple excuses.

# Perceptions

## Perceptions Summary

- Procedures for School Culture and Climate included reviewing with SBDM the schools values, beliefs, transitions, and customs that shape our schools personality and climate.

The SBDM Committee includes parents and community members as well as teachers and administrators. The SBDM operates throughout the year in an advisory capacity in addition to the work they do during the Comprehensive Needs Assessment process. This ongoing work includes discussion of culture and climate issues from expectations and values to a safe and disciplined environment for teaching and learning.

- **Procedures for School Context and Organization included reviewing with SBDM the processes, structures, decision-making, and overall leadership of the organization and the impacts they have on teaching and learning.**

The following sources provided valuable data for School Context and Organization in regards to the identification of needs:

- Leadership: Formal and Informal
- Decision-Making Processes
- Schedule for Student Support Services
- Program Support Services, e.g. extracurricular activities.
- Supervision Structure
- Duty Rosters
- School Nurse

## Perceptions Strengths

The climate of Vermillion Elementary is that of a safe and welcoming one. The norms, values and expectations that support all students, staff and parents are feeling socially, emotionally and physically safe. Everyone is engaged and respected for who they are. Both students and teachers work together to develop, live and contribute to the shared school vision. All staff members model and nurture attitudes that emphasize the benefits and satisfaction gained from learning. We all contribute to the operations of the school and the care of the physical environment.

Master schedules include mandated 90 min reading block

SBDM meets once every 6 weeks

Counseling on campus to meet individualized student needs

Grade-level meetings every Tuesday to discuss weekly assessment, instruction and performance goals.

Students attend 21<sup>st</sup> Century community learning Centers at Rivera High school on Saturday's throughout the year.

Formal Leadship

Decision Making processes

Supervision structures

Duty Rosters

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Limited parent participation **Root Cause:** Most all parent meetings are scheduled during the week, during the day. However, we have held parent meetings in the afternoon to accommodate the working parents, and we still have about a handful in attendance. Parents as part of the education of their children lack such skills that could possibly assist in creating a well-rounded student. They depend too much on the school system to teach them everything else besides Reading and Math.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans

# Goals

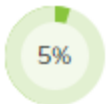



**Revised/Approved: November 6, 2019**

**Goal 1:** BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).









**Performance Objective 1:** All Vermillion students, all grades, all subjects will exceed 2019 STAAR percent Meets Grade Level and STAAR Masters Grade Level performance in reading, writing, mathematics, science and social studies by 5 percentage points.













**Evaluation Data Sources:** STAAR Results, TPRI and Tejas Lee EOY Results performance reports









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









Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All teachers will attend STAAR Professional Development in the core content areas to prepare for the rigors of the test and to prepare for the implementation of a comprehensive instructional program.</p> <p>New Pearson ELA Textbook adoption, New ELAR TEKS trainings. PK Guidelines: OWL &amp; CIRCLE. RTI CCRS STAAR (3-5) TELPAS Ensenando la Lectura- PK Vocabulary development Fluency &amp; Accuracy Sequencing &amp; Pacing Writing Across the Curriculum Comprehension Strategies Effective Research Based teaching practices Classroom Management -eSchools. Pearson Realize Envision Math Science</p> <p>Population: All students Timeline: August 2019 thru May 2020</p> <p><b>Strategy's Expected Result/Impact:</b> F: Administrative Walk-throughs, Lesson Plans, Grade Books, student progress reports. S:STAAR/ TELPAS, AMAO 1, 2, &amp; 3, PBMAS, Pre-LAS, LAS</p> <p><b>Monitor:</b> Teachers, Assistant Principal, Dean, Bilingual Lead Teachers, C &amp; I Specialists</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - 162 State Compensatory</p>	Formative			Summative
	Nov	Feb	Apr	June
				















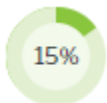











Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will utilize the district's core curriculum for ELAR, Math, Science, and Social Studies along with other supplemental resources such as Mentoring Minds, STAAR Ready, STAAR Buckledown, STAAR Master, KAMICO, Step up to the TEKS, GPS Math, Forde-Ferrier, Measuring Up, Math Warm-ups, SRA, Empowering Writer's, Software, STAAR Success, Lonestar learning, Dictionaries, and Instructional supplies to better prepare students for the rigors of the STAAR test at the EOY.</p> <p>Population: All students, AR Timeline: August 2019 thru May 2020</p> <p>SA 1</p> <p><b>Strategy's Expected Result/Impact:</b> F: PDS Transcript, Teacher Observations, Lesson Plans, student progress reports, Benchmark scores S: STAAR</p> <p><b>Monitor:</b> Teachers, Administration, , Administrator for SCE</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Comprehensive Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> SUPPLEMENTAL RESOURCES - 211 Title I-A - 211-11-6399-00-126-Y-30-0F2-Y - \$5,382, SUPPLEMENTAL RESOURCES - 199 Local funds - 199-11-63-6399-00-126-Y-11-000-Y - \$3,572, SUPPLEMENTAL RESOURCES - 163 State Bilingual - \$2,600, SUPPLEMENTAL RESOURCES - 162 State Compensatory - \$9,616, SUPPLEMENTAL RESOURCES - 263 Title III-A Bilingual - \$4,623</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Support balanced literacy program with relevance to cultural/traditions validation and use of leveled readers, guided reading groups, small group instruction, and incorporating the writing workshop.</p> <p>Population: All students Timeline: August 2019 thru May 2020</p> <p><b>Strategy's Expected Result/Impact:</b> Formative: Benchmarks Summative: STAAR/STAAR TEST, TPRI/Tejas Lee scores, NRT Assessments, TELPAS, AMAO 1, 2, &amp; 3, PBMA, S,</p> <p><b>Monitor:</b> Teachers, Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> RTI Tier Model interventions will be provided to support student success: TIER I-120 minutes ELAR core instruction, TIER II- additional 30 minutes a day in small group instruction, and TIER III- additional 30 minutes or individualized small group instruction per day in addition to TIER I and II.  <b>**Universal screening, SBRR interventions, documentation of interventions and progress, use of data to identify areas of need, monitor progress of struggling student, adjust instruction/interventions, review student outcome data to evaluate instruction, eSchools, Tango and Trends.</b>  Population: All students Timeline: September 2019- June 2020 <b>Strategy's Expected Result/Impact:</b> TRPI/TL, CPALLS, Benchmark Results, STAAR, TELPAS, AMAOs, PBMAS <b>Monitor:</b> Teachers, RTI Specialist, RTI Coordinator, Dean	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Implement an integrated challenging, standards-based inquiry-centered math curriculum in K-5 as demonstrated through Envision so that students will increase their conceptual knowledge at their appropriate grade level.  Population: All students Timeline: August 2019- June 2020 <b>Strategy's Expected Result/Impact:</b> Student Assessments, Classroom observations, Lesson Plans, Benchmark Results, TTESS, STAAR <b>Monitor:</b> Teachers, Special Programs Teachers, Dean, Principal	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Ensure that eligible students receive Title I, Dyslexia, BIL/ESL/GT/504, Migrant, and Special Education services and/or accommodations so that they are successful in meeting academic goals.  Population: All students Timeline: August 2019- June 2020 <b>Strategy's Expected Result/Impact:</b> PEIMS Snapshot Report <b>Monitor:</b> Administration, General Ed, Special Ed Teachers <b>Title I Schoolwide Elements:</b> 2.4	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Teachers will administer benchmark assessments (Checkpoints) in ELAR, Math & Science in an effort to diagnose and prescribe academic target areas for student improvement.  Population: All students  Timeline: August 2019- May 2020 <b>Strategy's Expected Result/Impact:</b> Formative: Benchmarks, CBA's, DBA's, progress monitoring assessments, student progress reports  Summative: eschools, Tango-Trends, Eduphoria, STAAR <b>Monitor:</b> Administration, Teachers, Curriculum Specialists <b>Additional Targeted Support Strategy</b>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Special Education teachers will be provided with supplies needed in their classroom to improve overall student achievement.  Population: Special Ed Timeline: Fall 2019  SA 1 <b>Strategy's Expected Result/Impact:</b> Formative: TPRI results, previous STAAR, TELPAS results. Summative: STAAR, TELPAS <b>Monitor:</b> Administration, Special Education teachers <b>Additional Targeted Support Strategy</b> <b>Funding Sources:</b> INCENTIVES - 166 State Special Ed. - 166-11-6399-00-126--Y-23-0P2-Y - \$1,200	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Teachers will be provided with ink, card stock, duplicating paper, and general instructional supplies (Reading Material) for students to print out and access for reports and projects. Electronic equipment may be purchased for student use. In addition, composition books, chart tablets for anchor charts and the writing process pocket folders will be purchased to support a well balanced literacy program with the implementation of the Writer's Workshop.</p> <p>Population: All students Timeline: August 2019- May 2020</p> <p>SA 1</p> <p><b>Strategy's Expected Result/Impact:</b> Formative: Student work, Lesson Plans</p> <p>Summative: STAAR Test, TPRI/Tejas Lee scores, TELPAS, AMAO 1,2,3, &amp; PBMAS</p> <p><b>Monitor:</b> Classroom Teachers, Principal</p> <p><b>Funding Sources:</b> GENERAL SUPPLIES - 211 Title I-A - 211-11-6399-00-126-Y-30-0F2-Y - \$5,382, COPY PAPER - 211 Title I-A - 211-6398-00-126-Y-30-0F2-Y - \$2,000, COPY PAPER - 162 State Compensatory - 162-11-6396-00-126-Y-30-000-Y - \$3,500, COPY PAPER - 166 State Special Ed. - 166-11-6396-00-126-Y-23-000-Y - \$250, ELECTRONIC EQUIPMENT - 199 Local funds - 199-11-6398-62-126-Y-11-000-Y - \$15,894.41</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> Extended Day Program will be offered for all PK-5th grade students and is designed to assist parents with quality enrichment programs for all students. Classified and Certified personnel will provide academic intervention, tutoring, homework assistance, recreation, art, music, and academic activities.</p> <p>Population: All students Timeline: August 19, 2019 to May 21, 2020.</p> <p>SA 1</p> <p><b>Strategy's Expected Result/Impact:</b> Formative: teacher observation, student work, lesson plans, attendance sheets</p> <p>Summative: CPALLS, TPRI/TL, STAAR, TELPAS, AMAOS</p> <p><b>Monitor:</b> Administration, Teachers</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>Funding Sources:</b> EXTENDED DAY PROGRAM - 211 Title I-A - 211-11-6118-00-126-Y-30-ASP-Y - \$40,941, EXTENDED DAY PROGRAM - 211 Title I-A - 211-11-6121-00-126-Y-30-ASP-Y - \$12,303</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 11 Details	Reviews			
<b>Strategy 11:</b> IXL Learning, A-Z Learning & Galaxy Education and the Mirroring 360 app will be purchased to provide standards-based assessment, instruction, and test preparation through an e-learning program to support the campus mission and meet progress and overall student achievement on STAAR. Population: All students Timeline: August 2019- November 2019.  SA 1 <b>Strategy's Expected Result/Impact:</b> Formative: reports, student work, lesson plans <b>Monitor:</b> Administration, Teachers <b>Title I Schoolwide Elements:</b> 2.5 <b>Funding Sources:</b> SOFTWARE - 211 Title I-A - 211-11-6395-62-126-Y-30-0F2-Y - \$9,600, SOFTWARE - 163 State Bilingual - \$4,000, SOFTWARE - 162 State Compensatory - 162-11-6299-62-126-Y-30-000-Y - \$8,100	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 12 Details	Reviews			
<b>Strategy 12:</b> Certified & experienced substitute teacher will assist students with small group interventions based on the data to meet their needs and close the learning gap between at-risk students and non at-risk students, decrease retention rate on STAAR and improve overall students achievement.  Population: AR Students Timeline: November 2019- April 2020 DEMO 2 <b>Strategy's Expected Result/Impact:</b> Formative: web based reports, TANGO Reports, data analysis, checkpoints review. Summative: STAAR, Retention rate. <b>Monitor:</b> Campus Administration <b>Additional Targeted Support Strategy</b> <b>Funding Sources:</b> SUB TEACHER FOR INTERVENTIONS - 211 Title I-A - 211-11-6112-00-126-Y-30-AYP-Y-Y - \$1,971, SUB TEACHER FOR INTERVENTIONS - 163 State Bilingual - \$3,450, SUB TEACHER FOR INTERVENTIONS - 263 Title III-A Bilingual - \$4,623, SUB TEACHER FOR INTERVENTIONS - 211 Title I-A - 211-13-6112-00-126-Y-30-AYP-Y - \$4,929	Formative			Summative
	Nov	Feb	Apr	June
				













Strategy 13 Details	Reviews			
<b>Strategy 13:</b> Campus Administration will attend a conference throughout the year to keep abreast of the latest in Educational programs.  Population: Principal, Assistant Principal, Dean  Timeline: 2019-2020 School year  SA 1 <b>Monitor:</b> Principal, Assistant Principal, Dean of Instruction <b>Additional Targeted Support Strategy</b> <b>Funding Sources:</b> Travel - 199 Local funds - 199-23-6411-23-126-Y-99-000-Y - \$1,700, ISTE Conference - 211 Title I-A - \$3,000	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 14 Details	Reviews			
<b>Strategy 14:</b> Counselor materials and supplies will be purchased to address the needs of our students.  Population: All students <b>Monitor:</b> Principal, Counselors <b>Funding Sources:</b> materials and supplies - 211 Title I-A - \$2,000	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 15 Details	Reviews			
<b>Strategy 15:</b> Counselor materials and supplies will be purchased to address the needs of our students.  Population: All students <b>Monitor:</b> Principal, Counselors <b>Funding Sources:</b> materials and supplies - 211 Title I-A - \$2,000	Formative			Summative
	Nov	Feb	Apr	June
				
<div>  0% No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Goal 1:** BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

**Performance Objective 2:** Vermillion early childhood performance will increase by 5 percentage points over end-of-year 2019 results.

**Evaluation Data Sources:** TPRI, Tejas Lee, OWL, CPALS, LION and CPALLS

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













Strategy 1 Details	Reviews			
<b>Strategy 1:</b> CPALLS assessment will be used to assess PK students in the areas of Reading, Math, Science and Social cognitive development as well as TPRI/Tejas Lee for students in Kinder through 3rd grade.  Population: PK Students  Timeline: BOY,MOY, EOY  <b>Strategy's Expected Result/Impact:</b> CPALLS EOY Data TPRI/TL EOY DATA <b>Monitor:</b> Teachers, Administration <b>Title I Schoolwide Elements:</b> 2.5	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> School will provide activities to ease transition of student from home, to school, such as early registration with tours of the school, and the coordination with Head Start. Population: All students Timeline: August 2019 to May 2020.  <b>Strategy's Expected Result/Impact:</b> Pre-registration Logs, eSchools, Head Start Roster and enrollment. <b>Monitor:</b> Administration, Teachers	Formative			Summative
	Nov	Feb	Apr	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 1:** BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).





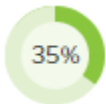











**Performance Objective 3:** Vermillion will increase number of students in co-curricular and extra-curricular advancing in Math, Science, Social Studies, ELA, Fine Arts, and CTE programs by 5% over 2018-2019 participation.

**Evaluation Data Sources:** Regional and state competition participation numbers

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> NUMBER SENSE, ORAL READING, READY WRITING (UIL). UIL supplies will be purchased to assist students prepare for UIL Competition.  Population: All students Timeline: October 2019-December 2019 <b>Strategy's Expected Result/Impact:</b> Formative: student progress, sign- in sheets Summative: UIL Competition <b>Monitor:</b> Administration Teachers	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Elementary students will compete in UIL Music Memory and Art as a means of developing aural listening skills and expose them to art history.  Population: Elementary students Timeline: December 2019 <b>Strategy's Expected Result/Impact:</b> Lesson Plans, Performance ratings <b>Monitor:</b> UIL Coordinator, Teachers	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Elementary students will participate in the Fifth Grade Honor Choir as a means to introduce them to large ensemble performance experiences.  Population: Selected 5th grade students Timeline: April 2019 <b>Strategy's Expected Result/Impact:</b> lesson plans, audience/ student reaction <b>Monitor:</b> Supervisor of Choral music, music teacher	Formative			Summative
	Nov	Feb	Apr	June
				







Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Elementary visual arts students will participate in the BISD district art competition/exhibition to promote professional growth,.  Population: Elementary Visual arts students Timeline: April 2019- May 2019 <b>Strategy's Expected Result/Impact:</b> lesson plans, performance ratings <b>Monitor:</b> Elementary Art teacher	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Fine arts teachers will attend professional development opportunities that will ensure student success.  Population: Elementary music & art teachers Timeline: August 2019- January 2020 <b>Strategy's Expected Result/Impact:</b> needs assessments, evaluations <b>Monitor:</b> Department of Fine Arts, Fine arts teachers	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Elementary Music teacher will be provided funds for the purchase of an electric guitar and other musical instruments as necessary to further enhance the overall music experience for all students.  Population: All students Timeline: October 2019 - June 2020 <b>Strategy's Expected Result/Impact:</b> overall learning experience for all students, lesson plans. <b>Monitor:</b> Elementary Music Teacehr	Formative			Summative
	Nov	Feb	Apr	June
				
<div>  0% No Progress            100% Accomplished            Continue/Modify            Discontinue         </div>				





**Goal 1:** BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).









**Performance Objective 4:** 80% of migrant students will be on grade level within 2 years and 70% will be at Approaches Grade Level for all STAAR assessments.













**Evaluation Data Sources:** PBMAS Report, STAAR/EOC Assessments for Migrant students, Migrant Program participation reports

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All migrant students will receive grade appropriate school supplies on an as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus facilitating them the same opportunity to meeting the academic challenges of all students. PFS students will receive supplemental support services before other migrant students.</p> <p>Population: PFS and Migrant Students Timeline: August 2019- June 2020</p> <p>DEMO 3</p> <p><b>Strategy's Expected Result/Impact:</b> Formative: NGS Campus Reports</p> <p>Summative: Completed Request for Supplemental Support Form w/ students NGS Number and Parents / Students signature</p> <p><b>Monitor:</b> Campus Administrators</p> <p><b>Funding Sources:</b> - 212 Title I-C (Migrant) - 212-11-6399-00-126-Y-24-0F2-Y - \$615</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> In order to secure the data needed to accommodate placement into appropriate supplemental instructional opportunities for Pre-K through 5th grade migrant students pre-test and post-test results will be used by teachers and administrators to determine the migrant students performing below grade level.</p> <p>Population: Migrant Students Timeline: September 2019 through May 2020</p> <p>DEMO 3</p> <p><b>Strategy's Expected Result/Impact:</b> Formative: Pre-Assessment Results Campus Composites</p> <p>Summative: CPALLS , TPRI, Tejas LEE, NRT Assessments Post Assessments</p> <p><b>Monitor:</b> Campus Principals Elementary Teacher</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Elementary migrant students will have an equal opportunity to attend the school districts summer school programs to ensure promotion if needed: or, to participate in the enrichment migrant summer program.  Population: Migrant Students Timeline: Summer 2020 <b>Strategy's Expected Result/Impact:</b> Formative: Eligibility Lists And Attendance Sheets  Summative: Participants Surveys Teacher Surveys End-of- Summer School Programs Documentation <b>Monitor:</b> Campus Principals Homeroom Teachers MSC	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Migrant students 3rd through 5th STAAR results will be reviewed to secure accurate placement into the current State Assessment remediation opportunities during regular school year and summer school.  Population: Migrant Students Timeline: BOY <b>Strategy's Expected Result/Impact:</b> Formative: STAARS Remediation Enrollment Lists NGS STAAR Report Benchmark Results <b>Monitor:</b> Campus Principals Counselors Core Subject Teachers	Formative			Summative
	Nov	Feb	Apr	June
				









Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Parents of migrant PK, Kinder, 1st and 2nd grade students will be provided with awareness sessions in order to illustrate how to academically support their children more effectively.  Population: Migrant Students Timeline: September 2019 through May 2020 <b>Strategy's Expected Result/Impact:</b> Academic success for all PK-2nd grade students EOY Promotion Rate <b>Monitor:</b> Migrant Funded: Parent Liasion Recruiters DMC MSC Principal Teachers	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> A survey will be used to evaluate the effectiveness of the Migrant Education Program so that pertinent and appropriate adjustments can be made to better serve migrant students.  Population: Migrant Students Timeline: Spring 2020 <b>Strategy's Expected Result/Impact:</b> Increase on time graduation <b>Monitor:</b> Campus Administration Migrant Funded: Migrant Teachers	Formative			Summative
	Nov	Feb	Apr	June
				
<div>  0% No Progress            100% Accomplished            Continue/Modify            Discontinue         </div>				









**Goal 2:** The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will ensure equity in availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students. (Board Goal 2)

**Performance Objective 1:** VERMILLION will implement energy savings plans; maintain and upgrade current facilities to provide a healthy and positive learning environment by scheduling renovation/upgrade/improvement of at least 20% of instructional facilities annually over the next 5 years. (Board Goal 2)

**Evaluation Data Sources:** New Energy Plan adopted by district, updated Five-year facilities renovation plan

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All staff members at Vermillion Elementary will purposely promote energy savings activities on the campus to support implementation of the district's energy plan. Population: All classrooms and campus facilities. Timeline: August 2019 - June 2020  <b>Strategy's Expected Result/Impact:</b> Implementation of the district energy savings plan will result in decreased energy usage compared to prior year. Formative: monthly comparison energy usage. Summative: annual comparison of energy usage.  <b>Monitor:</b> Campus Administration Custodial staff	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Create and implement a systematic approach to the renovation/upgrade/improvement of facilities to include prioritizing based on safety and needs of the campus. Population: All classrooms and campus facilities. Timeline: August 2019 - June 2020  <b>Strategy's Expected Result/Impact:</b> Survey results from campuses and departments will indicate prioritization of the renovation plans. Formative: Survey Summative: Evaluation/analysis of survey data.  <b>Monitor:</b> Campus Administration Custodial staff	Formative			Summative
	Nov	Feb	Apr	June
				













Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Custodial supplies and materials will be purchased so that the school is maintained in an orderly and clean manner. <b>Strategy's Expected Result/Impact:</b> clean and orderly campus <b>Monitor:</b> Principal, Custodial staff <b>Funding Sources:</b> custodial supplies and materials 197 account - 199 Local funds - 197-12-6399-62-126-Y-99-000-Y - \$0, CUSTODIAL MAINTENANCE/ OPERATIONS - 199 Local funds - 199-51-6319-00-126-Y-99-000-Y - \$1,000, SUPPLIES FOR MAINTENANCE/OPERATION-CUST - 199 Local funds - 199-51-6315-00-126-Y-99-000-Y - \$2,000		Formative			Summative
		Nov	Feb	Apr	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 3:** The District will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)

**Performance Objective 1:** Vermillion Elementary will ensure effective and efficient use of 100% of available budgeted funds to be used to meet the needs of all students. (Board Goal 3)

**Evaluation Data Sources:** Fiscal reports for district, internal and external audit reports and FIRST ratings.

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The campus will support programs in the effect effective and efficient use of 100% of available budgeted funds based on the needs assessment. Timeline: August 2019 - June 2020 <b>Strategy's Expected Result/Impact:</b> Funding reports will indicate all funds were expended based on prioritized needs. Formative: monthly expenditure reports Summative: End of year reports <b>Monitor:</b> Principal, SBDM committee members	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Stipends will be given to provided to teachers who attend professional development on an as needed basis based on the campus needs assessment. <b>Strategy's Expected Result/Impact:</b> Professional Growth <b>Monitor:</b> Principal, Dean <b>Funding Sources:</b> stipends - 211 Title I-A - \$2,000	Formative			Summative
	Nov	Feb	Apr	June
				
<div>  0% No Progress            100% Accomplished            Continue/Modify            Discontinue         </div>				











**Goal 3:** The District will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)

**Performance Objective 2:** Vermillion will create and provide faculty and staff recognitions and activities to improve campus morale/climate and support retention of teachers and principals.

**Evaluation Data Sources:** Campus needs assessment surveys, district/campus climate surveys

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






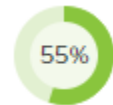
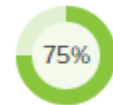





Strategy 1 Details		Reviews			
<b>Strategy 1:</b> The school will provide Pan Dulce on Fridays to increase with the campus morale/climate. <b>Strategy's Expected Result/Impact:</b> Increased school climate and teacher morale. <b>Monitor:</b> Campus Principal		Formative			Summative
		Nov	Feb	Apr	June
					
 0% No Progress		 100% Accomplished		 Continue/Modify	
		 Discontinue			

**Goal 4:** All BISD programs and campuses will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts. (Board Goal 4)

**Performance Objective 1:** Vermillion Elementary will provide the BISD Public Information Office with feature articles, student recognition's, co-curricular activities, and parent/community events.

**Evaluation Data Sources:** Media Records with Public Information Office, enrollment data.

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





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The campus will promote the history and origins along with current accomplishments weekly through the website and media venues. Population: Vermillion students and staff Timeline: August 2019 - June 2020 <b>Strategy's Expected Result/Impact:</b> Weekly news articles will indicate new activities each week. <b>Monitor:</b> PIO Campus Administrations	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Vermillion will designate a PIO contact to provided feature articles, current students/parents/staff recognitions, co-/extra curricular activities, and parent/community events. Population: Vermillion students, staff, and parents. Timeline: August 2019 - June 2020 <b>Strategy's Expected Result/Impact:</b> Regular features <b>Monitor:</b> PIO Campus Administration	Formative			Summative
	Nov	Feb	Apr	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				













**Goal 5:** School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

**Performance Objective 1:** Discipline referrals (office referrals, OSS) will decrease by 5%.

**Evaluation Data Sources:** Attendance  
Roster, Professional  
Development  
Evaluation, PEIMS Discipline Reports

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

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Provide training for administrators and new teachers: (a) to effectively handle classroom discipline so that out of school suspensions and discretionary removals are used as a last resort; (b) assure students rights and due process are afforded in order to have a safe and disciplined environment conducive to student learning. Population: Administrators, New Teachers Timeline: August 2019 through June 2020 <b>Strategy's Expected Result/Impact:</b> Agenda Sign-in sheets <b>Monitor:</b> Principals Assistant Principals Counselors Professional Development		Formative			Summative
		Nov	Feb	Apr	June
					





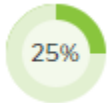

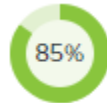

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide professional development based on level of expertise and need in the following areas: Bullying Prevention Violence/conflict resolution Recent drug use trends Resiliency/Developmental Assets Dating Violence Signs of Child Abuse Response to Intervention (RtI) Model for behavior research based interventions to allow staff to recognize and address the issue, as a preventive measure.  Population: Administrators, Campus Staff and Faculty Timeline: August 2019 through June 2020 <b>Strategy's Expected Result/Impact:</b> Attendance Roster, Professional Development Evaluation, PEIMS Discipline Reports <b>Monitor:</b> Administrators, Principals, Aps, Counselors, Professional Development, Behavioral Specialists RtI Specialist	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Nurse supplies will be ordered to maintain a safe environment for students and staff.  Population: all students <b>Monitor:</b> Nurse, Principal <b>Funding Sources:</b> supplies - 211 Title I-A - \$2,000	Formative			Summative
	Nov	Feb	Apr	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				









**Goal 5:** School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

**Performance Objective 2:** Refine and implement all safety plans across the district to ensure students are safe in the event of a crisis.

**Evaluation Data Sources:** Updated safety plan checklist, published district safety plans, Unsafe Schools PEIMS report.

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Campuses will develop and maintain an Emergency Operations Plan.  Plan must be multi-hazard in nature Must be reviewed and updated annually by the campus safety and security committee. The following drills must be practiced accordingly: Lockdown drills (3 times per year), Shelter-in-place, Reverse evacuation, Drop & Cover, Evacuation. In order to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and harm to the environment.  Population: Administrators, Campus Staff and Faculty, Guidance and Counseling, Administration, Students and Parents Timeline: August 2019 through June 2020  <b>Strategy's Expected Result/Impact:</b> After Action Reviews, Sign-In Sheets, Evaluations, Audits <b>Monitor:</b> Administrators, Principals & Assistant Principals, Faculty & Staff, Administration and BISD Police & Security	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Campuses must have an identification security system. All faculty must obtain and display an Identification Card while on school grounds All students must obtain and display an Identification Card while on school grounds Visitors must present an identification at Sign-In and Escorted at all times.  Population: Administrators, Campus Staff and Faculty, Guidance and Counseling, Administration, Students and Parents Timeline: August 2019 through June 2020  <b>Strategy's Expected Result/Impact:</b> Audits, Evaluation Sheets <b>Monitor:</b> Administrators, Principals & Assistant Principals, Faculty & Staff, Administration and BISD Police Security	Formative			Summative
	Nov	Feb	Apr	June
				









Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Campus based Law Enforcement: Security Officer(s) will be placed and assigned throughout the year at each elementary, middle and high school. In addition, a Police Officer will be stationed at each High School. Campus Officers when possible will address current trends with Students, Parents, Campus Faculty and Staff Gang Awareness Bullying Dating Violence Internet Safety Drug, Alcohol and Tobacco Awareness Gun Safety Teen Community Emergency Response Team (CERT) Truancy Emergency Operations Plan (EOP)-Safety Procedures As a proactive approach to diminish the number of criminal offenses on school grounds and to prevent victimization of students and staff.  Population: Administrators, Campus Faculty and Staff, Guidance and Counseling, Administration, Students and parents Timeline: August 2019 - June 2020  <b>Strategy's Expected Result/Impact:</b> Evaluations, Sign-In Sheets, PEIMS Discipline Reports <b>Monitor:</b> Administrators, Principals, Assistant Principals, Counselors, Parental Involvement, BISD Police and Security Services.	Formative			Summative
	Nov	Feb	Apr	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				













**Goal 6:** The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children. (TEA Ch. 4, Obj. 1)

**Performance Objective 1:** There will be a 10% increase of parents involved in campus/district parental involvement activities from 2018-2019 to 2019-2020.









**Evaluation Data Sources:** Completed Title I-A Parental Involvement Compliance Checklist, Campus CNA and Title I Parent Survey, Parent Meeting Attendance Rates







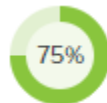

**Summative Evaluation:** Some progress made toward meeting Objective







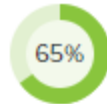

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The Vermillion Elem. Parental Involvement Parent Liaison will: Continue to collaborate with the Parent Trainer for the purpose of educating parents to better assist their children through the educational process and to increase student achievement  Population: Parents Timeline: August 2019- June 2020  <b>Strategy's Expected Result/Impact:</b> Formative: District and Campus Benchmark Scores, Parent Trainer Observations, Student Progress Reports Summative: EOY Student Passing Rates,EOY, Assessment Scores, Parent participation, Title I Parental Involvement Compliance Checklist, STAAR Results, Attendance rate, Discipline Referrals  <b>Monitor:</b> Parent Liaison Parent Trainer Principal <b>Title I Schoolwide Elements:</b> 3.1	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Complete and disseminate a Parental Involvement Policy so as to delineate how parents will be actively involved at the district/campus level with the intention to increase participation.  Population: Parents Timeline: September 2019- December 2019 DEMO 2  <b>Strategy's Expected Result/Impact:</b> Formative: Campus Parental Involvement Policy  Summative: Composite of End of Year survey; Title I Parental Involvement Compliance Checklist, STAAR Results, Attendance rate, Discipline Referrals  <b>Monitor:</b> Principal Parent Liaison <b>Title I Schoolwide Elements:</b> 3.1	Formative			Summative
	Nov	Feb	Apr	June
				





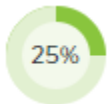

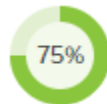





Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Disseminate School-Parent-Student Compacts indicating each group responsibilities to ensure student achievement.  Population: Parents, students, school Timeline: September 2019- December 2019 DEMO 2  <b>Strategy's Expected Result/Impact:</b> Formative: Agendas Sign-In Sheets Minutes  Summative: Composite End of Year Survey; Title I Parental Involvement Compliance Checklist, STAAR Results, Attendance rate, Discipline Referrals <b>Monitor:</b> Principal Parent Liaison	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Conduct an Annual Title I Meeting to inform parents of services provided through Title I funds.  Population: Parents Timeline: Fall 2019 DEMO 2  <b>Strategy's Expected Result/Impact:</b> Formative: Survey Results  Summative: Composite of survey results; Title I-A Parental Involvement Compliance checklist. Title I Parental Involvement Compliance Checklist, STAAR Results, Attendance rate, Discipline Referrals <b>Monitor:</b> Principal, Parent Liaisons <b>Title I Schoolwide Elements:</b> 3.2	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Conduct annual Title I Parent Survey to evaluate the effectiveness of Campus Parental Involvement efforts.  Population: Parents Timeline: March 1, 2020- April 30, 2020 DEMO 2  <b>Strategy's Expected Result/Impact:</b> Formative: Calendar, agendas, sign-in sheets, minutes, fliers, PI policy, Compact, parent representative list  Summative: Composite of meeting minutes; Parental Involvement Compliance checklist. Title I Parental Involvement Compliance Checklist, STAAR Results, Attendance rate, Discipline Referrals <b>Monitor:</b> Principals Parent Liaisons	Formative			Summative
	Nov	Feb	Apr	June
				



Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Ensure representation of community and parent involvement in the decision-making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met:</p> <p>Parental Involvement Policy School-Parent-Student Compact Campus Improvement Plan School Report Card</p> <p>DEMO 2</p> <p><b>Strategy's Expected Result/Impact:</b> Formative: Agendas, sign-in sheets, fliers, brochures, handouts, session evaluations.</p> <p>Summative: Parent Participation, Title I Parental Involvement Compliance Checklist, STAAR Results, Attendance rate, Discipline Referrals</p> <p><b>Monitor:</b> Campus Administrators Parent Liaison</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Host a Parent Orientation Day to inform parents and community members of daily standard operation procedures and District Policy.</p> <p>Student Code of Conduct Student-Parent-School Compact Parental Involvement Policy Emergency Operation Procedures Volunteer Guidelines and Opportunities</p> <p>Population: All students Timeline: Spring 2020</p> <p><b>Strategy's Expected Result/Impact:</b> Formative: Agendas, Sign-In sheets MOUs</p> <p>Summative: Increased Partnerships, Title I Parental Involvement Compliance Checklist, STAAR Results, Attendance rate, Discipline Referra</p> <p><b>Monitor:</b> Principal Parent Liaison</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Educate campus administrators and teachers during faculty and grade level meetings as to the academic and non-academic benefits of a strong parent-school partnership. <b>Strategy's Expected Result/Impact:</b> Formative :Emails, newsletters Summative: Composite of EOY survey, Title I Parental Involvement Compliance Checklist, STAAR Results, Attendance rate, Discipline Referrals <b>Monitor:</b> Teachers Administration	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Provide ample Parent Education opportunities through parent conferences and parent training sessions at each campus Parent Center to disseminate information, services and/or referrals to agencies that address the needs in the following areas: Early Childhood Reading Strategies Effective teaching strategies Health Education-Families in Training Special Populations (Bilingual, Dyslexia, G.T., Migrant, Special Education) Librarian Presentation & Awareness Building Capacity: <b>Strategy's Expected Result/Impact:</b> Formative: Parent Conference Fliers Sign-In Sheets Conference Agendas Meeting Agendas Conference Evaluations  Summative: STAAR, EOC results Composite of evaluation results, Title I Parental Involvement Compliance Checklist, STAAR Results, Attendance rate, Discipline Referrals <b>Monitor:</b> Program Administrators Curriculum and Instruction Specialists Campus Instructional Tech. Teacher Parent Liaisons 21st Century Site Coordinator/Liaisons <b>Title I Schoolwide Elements:</b> 3.2	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 10 Details	Reviews			
<b>Strategy 10:</b> Parent liaison will be provided with funds to carry out visits to parents home soliciting their support for their children and the school in order to improve student academic success  Population: All students Timeline: August 2019 through June 2020  DEMO 2 <b>Strategy's Expected Result/Impact:</b> Formative: Sign-in sheets, mileage log, home visit requests.  Summative: Increased teacher and student community involvement; contact log, Title I Parental Involvement Compliance Checklist, STAAR Results, Attendance rate, Discipline Referrals <b>Monitor:</b> Principal Parent Liaison <b>Title I Schoolwide Elements:</b> 3.1 <b>Funding Sources:</b> TRAVEL/HOME VISITS - 211 Title I-A - 211-61-6411-00-126-Y-30-0F2-Y - \$900	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 11 Details	Reviews			
<b>Strategy 11:</b> Parent Liaison will be purchase supplies for the parents to utilize in the schools parent center. Population: All students Timeline: August 2019 through May 2020  DEMO 8 <b>Strategy's Expected Result/Impact:</b> Formative: Sign-in sheets, inventory supply list Summative: Purchase orders <b>Monitor:</b> Parent Liaison Principal <b>Funding Sources:</b> GENERAL SUPPLIES - 211 Title I-A - 211-61-6399-00-126-Y-30-0F2-Y - \$900	Formative			Summative
	Nov	Feb	Apr	June
				






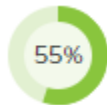










Strategy 12 Details	Reviews			
<b>Strategy 12:</b> Parent Liaison will be purchase Light refreshments for parents when conducting parent meetings  Population: all students Timeline: once a week on Wednesdays  DEMO 2 <b>Strategy's Expected Result/Impact:</b> Formative: Sign-in sheets, agendas  Summative: Purchase orders <b>Monitor:</b> Parent Liaison Principal <b>Title I Schoolwide Elements:</b> 3.1 <b>Funding Sources:</b> FOOD/LIGHT REFRESMENTS - 211 Title I-A - 211-61-6499-53-126-Y-30-0F2-Y - \$900	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 13 Details	Reviews			
<b>Strategy 13:</b> Various activities such as HebRead3, ESL Classes, Girl Scouts, weekly parent meetings,bi-weekly parent newsletters, academic dissemination, Pre-K parent-student activities in class, Istation parent portals, Think Through Math parent-student-teacher collaboration assist in promoting a positive relationship amongst parents and the school. Timeline: Ongoing throughout the 2019-2020 school year Population: Parents, students DEMO 2 <b>Strategy's Expected Result/Impact:</b> Sign-in sheets, increased teacher-student-parent involvement, STAAR Scores, TELPAS, TPRI/TL, CPALLS <b>Monitor:</b> Parent Liaison Principal	Formative			Summative
	Nov	Feb	Apr	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 7:** Educators will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. (TEA Ch. 4 Obj. 9)

**Performance Objective 1:** Academic related professional development will improve teacher effectiveness in providing student centered instruction to meet the needs of all students, including those receiving special education, dyslexia, second language and At-Risk supports to improve academic performance and engagement as evidenced by classroom observations.

**Evaluation Data Sources:** Professional development system (PDS) session attendance and evaluation reports, Feedback/Walkthrough report data, T-TESS evaluations

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









Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will attend all Professional development the District has to offer. Population: All students Timeline: July 2019-June 2020 <b>Strategy's Expected Result/Impact:</b> Teacher effectiveness <b>Monitor:</b> Campus Administration	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 4th grade teachers will attend a Writer's Workshop to expand their knowledge of the Writing process to increase our Writing STAAR Scores. Population: 4th grade students Timeline: Fall 2019 <b>Strategy's Expected Result/Impact:</b> Increase STAAR Writing scores <b>Monitor:</b> Campus Administration	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> At least one grade level representative will attend the content area Maintenance trainings that the Curriculum and Instruction department schedules throughout the school year.  Population: All students Timeline: August 2019- June 2020	Formative			Summative
	Nov	Feb	Apr	June
				
<div>  0% No Progress            100% Accomplished            Continue/Modify            Discontinue         </div>				


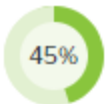










**Goal 8:** Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (TEA Ch. 4 Obj. 10)

**Performance Objective 1:** Vermillion will show a 5% increase in all four key areas of the Star Chart: 1. Teaching and Learning 2. Educator Preparation and Development 3. Leadership, Administration and Instructional Support 4. Infrastructure for Technology

**Evaluation Data Sources:** EOY Student grades, electronic portfolios, StarChart Survey Results, T-TESS, Professional Development System Summary Reports, Fixed Assets inventory Expenditure reports

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Parents will have access to the eSchool Home Access Center to check on students academic progress.  Population: All parents Timeline: August 2019 through May 2020 <b>Strategy's Expected Result/Impact:</b> F: Application requests S: Parental access, parent conferences <b>Monitor:</b> Teachers Administration Parent Liaison	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Classroom computer stations and campus Computer Labs will be available for students in PK-5th grade to use as a tool for developing skills in the content areas through instructional software and other internet resource sites. <b>Strategy's Expected Result/Impact:</b> F: Computer Lab Reports, usage S: STAAR, TELPAS, PBMAS <b>Monitor:</b> Principal, Teachers, TST, Lab managers	Formative			Summative
	Nov	Feb	Apr	June
				









Strategy 3 Details	Reviews			
<b>Strategy 3:</b> HATCH computers are available for all Pre-K 3 and Pre-K-4 students to use as a tool for developing skills to enhance their learning in the areas of Reading, Math and Science. Licenses and Warranties will be purchased at the campus level so that to ensure that the computers continue working properly for all students entering the early childhood program.  <b>Strategy's Expected Result/Impact:</b> F: usage reports  S: CPALLS, OWL <b>Monitor:</b> Principal, Dean <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Comprehensive Support Strategy - Additional Targeted Support Strategy</b>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Classroom Printers will be purchased with special education funds to facilitate the ARD process when conducting parent meetings. Population: Sped Timeline: Sept 2019- May 2020  SA 1 <b>Strategy's Expected Result/Impact:</b> F: ARD's S: PARENT CONFERENCES <b>Monitor:</b> Principal, Sped supervisor <b>Funding Sources:</b> - 166 State Special Ed. - 166-11-6398-62-126-Y-23-OP5-Y - \$481.56	Formative			Summative
	Nov	Feb	Apr	June
				
<div>  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>				

**Goal 9:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)













**Performance Objective 1:** Vermillion will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR by 10%.









**Evaluation Data Sources:** STAAR, Retention Rate, and At-Risk Student Attendance Rate









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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> As per BISD policy, we will implement tutorials and remediation strategies in core area subjects for low-performing students in order to decrease the retention rate and improve student achievement.  Population: At-Risk Students Timeline: October 2019- May 2020  SA 1 <b>Strategy's Expected Result/Impact:</b> F: eSchool plus generated tutorial schedule, attendance report, tutorial lesson plans, tutorial teacher observations, benchmark scores, and student progress reports. S: STAAR, Retention rate <b>Monitor:</b> Principal, Dean, Assistant Area Superintendent, Administrator for Special Programs, Administrator for SCE <b>Title I Schoolwide Elements:</b> 2.6 <b>Funding Sources:</b> AT-RISK TUTORIALS - 162 State Compensatory - 162-11-6118-00-126-Y-30-ASP-Y - \$40,550, SSI TUTORIALS - 162 State Compensatory - 162-11-6118-00-126-Y-24-SSI-Y - \$7,742	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Identify homeless students and ensure support services are provided to students classified as homeless are done by the following process: 1. If students do not have a proof of address or verbally state they do not have a permanent home: 2. Get referred to Homeless Youth Department, and: 3. Are coded as being "Homeless" in PEIMS; 4. A form is then sent form the Homeless Youth Department stating they are homeless, and: 5. The form is placed in the students PRC.  Population: Homeless Students Timeline: August 2019 through June 2020 <b>Strategy's Expected Result/Impact:</b> F:Monthly eSchoolPlus At-Risk reports will be generated and the Homeless Youth Project will work with the At-Risk campus contact to ensure support services are provided to students classified as homeless and Student Progress Reports. S: STAAR, Attendance Rate, and Retention Rate <b>Monitor:</b> Registrar, Data Entry, Homeless Liaison, Principal	Formative			Summative
	Nov	Feb	Apr	June
				



Strategy 3 Details	Reviews			
<b>Strategy 3:</b> The Dean of Instruction will provide research-based professional development opportunities and support for all teachers to assist in closing the gap of At-Risk students.  Population: At-Risk Timeline: August 2019 through June 2020 (Daily) <b>Strategy's Expected Result/Impact:</b> F: PDS Session Evaluation Report, Walkthroughs, student progress reports, benchmark scores S: STAAR <b>Monitor:</b> Principal, Administrator for SCE <b>Title I Schoolwide Elements:</b> 2.6	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Supplement the Pre-K Program to provide foundational learning experiences in order to better prepare at-risk students academically.  Population: Elementary AR and LEP students who meet the Pre-K criteria Timeline: August 2019 - May 2020 (Daily) <b>Strategy's Expected Result/Impact:</b> F: eSchoolPLUS Master schedule, teacher lesson plans, classroom observations, benchmark scores, student progress reports, CPALLS (BOY & MOY) S: CPALLS (EOY) <b>Monitor:</b> Campus Administration, Administrator for SCE, Administrator for Special Programs	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> A food pantry and clothes closet will be implemented to provide identified at-risk, homeless, and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate. Population: Elementary AR Students Timeline: August 2019 - May 2020 (As needed) <b>Strategy's Expected Result/Impact:</b> Formative: Pantry and Clothes Closet Inventory, Pantry and Clothes Closet Distribution Log, Progress Monitoring Assessment Scores, Student Progress Reports Summative: STAAR, Attendance Rate, Retention Rate, Dropout Rate, Graduation Rate, Completion Rate <b>Monitor:</b> Campus Administration, Homeless Youth Coordinator, Administrator for State Compensatory Education, Administrator for Special Programs	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Ipads/tablets, projector/elmos, laptops, chromebooks and desk top computers and software will be purchased for the use of online web based programs to better serve the needs of students and to close the achievement gap between at risk and non-at risk students. Population: Elementary AR Students Timeline: September 2019 -June 2020 SA 2  <b>Strategy's Expected Result/Impact:</b> Formative: Web based program reports, TANGO reports, computer distribution log. Summative: STAAR results  <b>Monitor:</b> Campus Administration, Administrator for State Compensatory Education  <b>Funding Sources:</b> SUPPLIES & MATERIALS- LCL DEFI (COMPUTERS/LAPTOPS) - 162 State Compensatory - 162-11-6398-62-126-Y-30-000-Y - \$17,580, SUPPLIES & MATERIALS- LCL DEFI (COMPUTERS/LAPTOPS) - 211 Title I-A - 211-11-6398-62-126-Y-30-0F2-Y - \$9,000, SUPPLIES & MATERIALS- LCL DEFI (COMPUTERS/LAPTOPS) - 211 Title I-A - 211-11-6398-62-126-Y-30-AYP-Y - \$10,700, SUPPLIES & MATERIALS- LCL DEFI (DOCUMENT CAMERAS) - 211 Title I-A - 211-11-6398-00-126-Y-30-0F2-Y - \$7,032, Desktop computers & projectors - 211 Title I-A - \$85,731	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Certified & experienced substitute teacher will assist students with small group interventions based on the data to meet their needs and close the learning gap between at-risk students and non-at risk students, decrease retention rate on STAAR and improve overall student achievement.  Population: AR Students Timeline: September 2019- April 2020 DEMO 2  <b>Strategy's Expected Result/Impact:</b> Formative: web based reports, TANGO reports, data analysis, Missed SEs, Summative: STAAR, Retention rate  <b>Monitor:</b> Campus Administration  <b>Funding Sources:</b> SUB TEACHERS FOR INTERVENTIONS - 162 State Compensatory - 162-11-6112-18-Y-30-000-Y - \$7,475	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Walk for the Future will be held at the Beginning of the Year to recruit students coming back to Vermillion. Population: All students Timeline: Sept 2019 <b>Strategy's Expected Result/Impact:</b> Formative: home visit logs Summative: Increased enrollment <b>Monitor:</b> Principal PEIMS Administrator <b>Funding Sources:</b> supplies - 162 State Compensatory - 162-61-6399-00-126-Y-30-WTF-Y - \$100	Formative			Summative
	Nov	Feb	Apr	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				






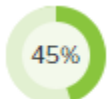


**Goal 9:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)









**Performance Objective 2:** Raise attendance rate to 97% by increasing student awareness of career paths (CCRS) and the importance of education.

**Evaluation Data Sources:** Weekly review of campus attendance rates

Monitor campus Attendance Management plans as needed by campus visitations by attendance office

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement campus attendance goals that address procedures, roles, responsibilities and a formal written plan for Monitoring / management Included in campus Improvement Plan. Ensure that campus student attendance meets District and State rates so that students meet their full educational potential.</p> <p>Population: Campus Staff Attendance Personnel</p> <p>Timeline: 2019 Fall Semester</p> <p><b>Strategy's Expected Result/Impact:</b> Weekly review of campus attendance rates Monitor campus Attendance Management plans as needed by campus visitations by attendance office</p> <p><b>Monitor:</b> Principal Asst. Principals PEIMS Supervisor Attendance Clerks Attendance Liaisons Attendance Office Data Entry Clerk</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Recognize and award incentives to students with perfect attendance every six weeks and at the end of the year utilizing the KUMBA tickets. Campus recognition of students for Perfect Attendance Achievement that increase learning performance.</p> <p>Population: PK-5th grade students Timeline: At the end of every 6 weeks</p> <p><b>Strategy's Expected Result/Impact:</b> Campus Documentation</p> <p><b>Monitor:</b> Principal PEIMS Supervisor Data Entry Clerk Student Accounting</p>	Formative			Summative
	Nov	Feb	Apr	June
				


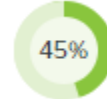










Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Attendance goals will be enforced to show that attendance is key to better prepare all students for college and career readiness (CCRS).  Population: PK-5th grade students Timeline: Daily <b>Strategy's Expected Result/Impact:</b> Campus documentation <b>Monitor:</b> Principal PEIMS Supervisor Data Entry Clerk Student Accounting		Formative			Summative
		Nov	Feb	Apr	June
					
		 0%	 100%		
		No Progress	Accomplished	Continue/Modify	Discontinue









**Goal 9:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

**Performance Objective 3:** Implement a sustainable coordinated school health system that provides wellness tools and resources which promote the long-term development through student attendance and success of the whole student.

**Evaluation Data Sources:** Nurse time and effort reports show students immediate health concerns are addressed along with improved report card grades and increased student attendance rates. PAPA, CATCH, and SHAC meetings and reports

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> To promote and ensure physical fitness, students in grade PK-5 will be provided with moderate to vigorous physical activity 3 times a week in physical education for at least 30 minutes a day or a minimum of 135 minutes a week, so that everyone will be in compliance with Senate Bill 530. Population: All students Timeline: August 2019 through May 2020 <b>Strategy's Expected Result/Impact:</b> Formative: Classroom observations, PE student attendance, updated district policy Summative: School Health Index, Physical Fitness assessment <b>Monitor:</b> Administration, PE Teachers	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Assess student fitness annually in grades 3-5 to improve the health and well being of all students and be in compliance with the requirements of Senate Bill 530. Population: All students Timeline: August 2019 through May 2020 <b>Strategy's Expected Result/Impact:</b> Formative: Updated district policy, classroom observations Summative: TEA required report for Fitness assessment results & student follow-up <b>Monitor:</b> PE teacher, campus administrators, school nurse, CATCH team members	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Update CIP to include necessary improvements indicated by the School Health Index Assessment Tool in order to comply with legislative updates as they pertain to the Health and Physical education and Senate Bill 892 Population: All students Timeline: August 2019 through May 2020 <b>Strategy's Expected Result/Impact:</b> Formative: CIP Review Summative: School Health Index Documentation, CIP <b>Monitor:</b> Dean, Campus CATCH Members	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Maintain and improve Coordinated Approach to Child Health (CATCH) Teams that implement the Coordinated School Health Program K-5 by developing goals and objectives based on fitness assessment data, academic performance, attendance rates, academic disadvantages and the use of success of any method in order to ensure students are reaching required moderate to vigorous physical activity (MVPA), and any other indicator recommended by the School Health Advisory Council (SHAC) in order to comply with Senate Bill 19 and Senate Bill 892 Population: All students Timeline: August 2019 through May 2020 <b>Strategy's Expected Result/Impact:</b> Implementation documentation, lesson plans, fitness assessment observation, student grades, attendance rates, SHAC Recommendations, CATCH activities, CATCH visitation reports, School Health Index <b>Monitor:</b> CATCH TEAMS, MEMBERS, CHAMPIONS, SHAC		Formative			Summative
		Nov	Feb	Apr	June
					
		 0% No Progress  100% Accomplished  Continue/Modify  Discontinue			

# State Compensatory

## Budget for Vermillion Elementary

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
162-11-6112-00-126-Y-30-000-Y	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$7,475.00
162-11-6118-00-126-Y-24-SSI-Y	6118 Extra Duty Stipend - Locally Defined	\$7,742.00
162-11-6118-00-126-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	\$40,550.00
<b>6100 Subtotal:</b>		<b>\$55,767.00</b>
6200 Professional and Contracted Services		
162-11-6299-62-126-126-Y-30-000-Y	6299 Miscellaneous Contracted Services	\$8,100.00
<b>6200 Subtotal:</b>		<b>\$8,100.00</b>
6300 Supplies and Services		
162-11-6396-00-126-Y-30-000-Y	6396 Supplies and Materials - Locally Defined	\$3,500.00
162-11-6398-62-126-Y-30-000-Y	6398 Computer Supplies/Software - Locally Defined	\$17,580.00
162-11-6399-00-126-Y-30-000-Y	6399 General Supplies	\$9,616.00
162-61-6399-00-126-Y-30-WTF-Y	6399 General Supplies	\$100.00
<b>6300 Subtotal:</b>		<b>\$30,796.00</b>



## Personnel for Vermillion Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cynthia Saldana	Dean of Instruction	At-Risk	1
Eduardo Reyes	Pre-Kinder Teacher	PRE-KINDER	.5
Martha Quezada	Pre-Kinder Teacher	PRE-KINDER	.5
Nora Quezada	Pre-Kinder Teacher	PRE-KINDER	.5

# Title I Schoolwide Elements

## ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

### 1.1: Comprehensive Needs Assessment

The Site-Based Decision-Making (SBDM) Committee conducted a comprehensive needs assessment (pg. 20-29) and met on April 23, 2019 to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on the review, the committee decided to concentrate on improving the passing rate of all students and student groups including, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on state assessments. The goal is to have 50 percent of all students and all student groups passing at the 'MEETS' level on all parts of state mandated assessments for the 2019-2020 school year.. G1/S1-15

The CNA is comprised of the strengths and needs using Multiple Measures of data. The list of data sources are as follows:

District and Campus Goals

TEA Accountability Report

TAPR

STAAR, TELPAS, TPRI/TL, Campus and District Benchmarks

CNA completed by staff, students, and parents.

## ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

### 2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan is developed in collaboration with parents, community members, teachers, administrators, and other individuals deemed appropriate by the campus to create a well thought out plan to address the needs of the campus in all areas. Names and roles can be found at the end of the plan.

The school will coordinate and integrate federal, state, and local programs and services to maximize the effectiveness of these resources. Several of the strategies being implemented are jointly funded with Special Services and Title I Funds, e.g., after school tutorial programs. Professional Development activities are also paid for from Title I, Parts A and C, and Local Funds. Title I Funds along with 199, 162, 163, 166, 211, 212, 255, 263 funds are used to purchase supplemental instructional materials, media, and library resources used to improve and enhance the overall instructional program.

### 2.2: Regular monitoring and revision

The Campus Improvement Plan is a live and on-going document. It's implementation shall be monitored regularly and revised as needed based on the students and campus needs to ensure that all students are provided opportunities to meet the academic standards set forth by the state. The CIP is reviewed on a quarterly basis and is updated as goals and strategies are met. Parents will also participate in the review and/or revision (DPAC) to address any concerns and to review the School-Parent-Student compact, The Parent and Family Engagement Policy, and the Campus Improvement Plan.

## **2.3: Available to parents and community in an understandable format and language**

The Campus Improvement Plan is available to the LEA, parents and the public on the school's website. It is also made available in print at parents request and is available in Spanish upon request. Additionally, all newsletters and flyers sent home are available in both English and Spanish for our Vermillion parents. Teachers use apps such as Class Dojo, Remind and Whatsapp to further communicate with parents on the daily. The parent Liaison conducts weekly parent meetings where pertinent information is shared and discussed,.

## **2.4: Opportunities for all children to meet State standards**

To ensure that the school provided meaningful opportunities for all students, the staff will use the budgeted funds to implement school-wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of academic performance, use effective methods and instructional strategies that are established on scientifically based research and that (1) strengthen the core academic program; (2) increase the amount and quality of learning time, including the funding of an after-school tutorial/ summer school/ enrichment program, for students who are At-Risk and in need of continuity in their instructional program to be successful in the succeeding school year; (3) include strategies for meeting the educational needs of historically underserved populations; (4) include strategies to address the needs of all children in school, particularly the needs of low-achieving students, At-Risk, or not meeting the State student academic achievement standards; (5) address how the school will determine if such needs have been met; and (6) are consistent with and are designed to implement the State and local improvements plans.

G1S2, G1S7, G1S10, G9S1

## **2.5: Increased learning time and well-rounded education**

All students will have multiple opportunities for increased learning time through targeted tutorials and extended day. Various extra curricular and co-curricular activities will be provided so that students have the opportunity to be successful in the academic area as well as the non-academic area thus providing a well rounded education for all. Accelerated instruction in the foundational curriculum will be offered and provided during our after-school tutorials and extended day programs, in order to improve At-Risk students achievement on all campus, district and state assessments. The Extended day program will provide enrichment and reinforcement activities for students in PK to 5th grade.

G1S2, G1S7, G3S1, G3S3, G1S10, G9S1

## **2.6: Address needs of all students, particularly at-risk**

Teachers will be included in decisions regarding the use and selection of academic assessments to measure student performance. Teachers will use data obtained from state assessments as well as other instruments, including but not limited to the NRT assessments, TELPAS, TPRI.TL, CPALLS and campus and district benchmark tests, to implement new instructional strategies, modify existing strategies and/or discontinue existing strategies to better address student needs as determined by use of these instruments.

Students experiencing difficulty in mastering the TEKS will be provided effective, timely additional assistance such as Tutorials, and pull outs with Support Staff during the instructional day. All teachers will closely monitor all students' performance based on daily exercises and periodic tests. Students not mastering the objectives will be provided additional assistance in the after school tutorial program and/or enrichment courses based on his/her individual needs. Pull out assistance programs will be implemented

throughout the year. G3S1, G1S10, G9S1

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

Title I, Part A Funds will be used to partially finance *strategies to increase parental involvement* at the school including the parent workroom and to purchase special materials used in the parent volunteer program. Parent education will be provided to parents by the campus parent liaison as well as the District's Parental involvement Center. Parent training on how to help their students be successful at home, learning English, discipline management, and parenting skills will be provided to those parents who want to better meet the rigors of parenting. Vermillion Elementary distributes the Parent and Family Engagement Policy during it's annual Meet the Teachers Night. If parents fail to attend the annual event, it is distributed along with all the other forms needed for the beginning of the year on the first day of school. The Parent and Family Engagement Policy is provided in both English and Spanish and can be provided in other languages upon request.

G6S1-13

### **3.2: Offer flexible number of parent involvement meetings**

The Parent Liaison will conduct Weekly Parent meetings so that parents have the opportunity to be informed on various topics. Parent trainings consist of various topics such as parenting skills, ESL classes, discipline management, RTI & Dyslexias services, Special Education Services, STAAR, Campus Benchmarks, TEKS, and any other parent trainings that the campus feels they need to be good parents with education in mind. New assessment requirements, reading readiness, and ensuring parental involvement participation. At least 1 parent meeting will be offered a month after the school day has ended to increase parent participation.

G6S4, G6S9

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
ESMERALDA DEVEN	NURSE		.40
JOSEFA DE LA HUERTA	FP COMPUTER AIDE		1
MARIA CASTILLO	DYSLEXIA AIDE		1
MARIBEL ROMO	PARENT LIAISON		1
MINERVA RUBALCAVA	FP TEACHER AIDE		1
NATALIE SANCHEZ	LIBRARY AIDE		1

# 2019-2020 Site Based Decision Making Committee

Committee Role	Name	Position
Dean	Cynthia Saldana	Dean
Classroom Teacher	Maria Zavala	PK Teacher
Classroom Teacher	Ana Pomar	Kinder Teacher
Classroom Teacher	Maricela Cantu	1st grade Teacher
Classroom Teacher	Elsa Valerio	2nd Grade Teacher
Classroom Teacher	Eulalia Garcia	3rd Grade Teacher
Classroom Teacher	Azyade Iglesias	4th Grade Teacher
Classroom Teacher	Jaime Solis	5th Grade Teacher
Non-classroom Professional	Maricela Mejia	Librarian
Community Representative	Emilia Guerra	PUB HR Administrator
Administrator	Socorro Houghtaling	Principal
Non-classroom Professional	Rico Machietto	Coach
Classroom Teacher	Rachel Guerrero	Special Ed Teacher
District-level Professional	Julie Salinas	504 Administrator
Business Representative	Ronald Humphreys	Real Estate
Community Representative	Alex Aviles	CHICK-FIL-A
Parent	Carmen Gomez	Parent
Parent	Maria Cardenas	Parent
Business Representative	Dean Owens	KornerMarket Owner

# Campus Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	SUPPLEMENTAL RESOURCES	199-11-63-6399-00-126-Y-11-000-Y	\$3,572.00
1	1	9	ELECTRONIC EQUIPMENT	199-11-6398-62-126-Y-11-000-Y	\$15,894.41
1	1	13	Travel	199-23-6411-23-126-Y-99-000-Y	\$1,700.00
2	1	3	custodial supplies and materials 197 account	197-12-6399-62-126-Y-99-000-Y	\$0.00
2	1	3	CUSTODIAL MAINTENANCE/ OPERATIONS	199-51-6319-00-126-Y-99-000-Y	\$1,000.00
2	1	3	SUPPLIES FOR MAINTENANCE/OPERATION-CUST	199-51-6315-00-126-Y-99-000-Y	\$2,000.00
Sub-Total					\$24,166.41
Budgeted Fund Source Amount					\$24,166.41
+/- Difference					\$0.00
162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2	SUPPLEMENTAL RESOURCES		\$9,616.00
1	1	9	COPY PAPER	162-11-6396-00-126-Y-30-000-Y	\$3,500.00
1	1	11	SOFTWARE	162-11-6299-62-126-Y-30-000-Y	\$8,100.00
9	1	1	AT-RISK TUTORIALS	162-11-6118-00-126-Y-30-ASP-Y	\$40,550.00
9	1	1	SSI TUTORIALS	162-11-6118-00-126-Y-24-SSI-Y	\$7,742.00
9	1	6	SUPPLIES & MATERIALS- LCL DEFI (COMPUTERS/LAPTOPS)	162-11-6398-62-126-Y-30-000-Y	\$17,580.00
9	1	7	SUB TEACHERS FOR INTERVENTIONS	162-11-6112-18-Y-30-000-Y	\$7,475.00
9	1	8	supplies	162-61-6399-00-126-Y-30-WTF-Y	\$100.00
Sub-Total					\$94,663.00
Budgeted Fund Source Amount					\$94,663.00
+/- Difference					\$0.00
163 State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	SUPPLEMENTAL RESOURCES		\$2,600.00

163 State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	11	SOFTWARE		\$4,000.00
1	1	12	SUB TEACHER FOR INTERVENTIONS		\$3,450.00
Sub-Total					\$10,050.00
Budgeted Fund Source Amount					\$10,050.00
+/- Difference					\$0.00
166 State Special Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	INCENTIVES	166-11-6399-00-126--Y-23-0P2-Y	\$1,200.00
1	1	9	COPY PAPER	166-11-6396-00-126-Y-23-000-Y	\$250.00
8	1	4		166-11-6398-62-126-Y-23-OP5-Y	\$481.56
Sub-Total					\$1,931.56
Budgeted Fund Source Amount					\$1,931.56
+/- Difference					\$0.00
211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	SUPPLEMENTAL RESOURCES	211-11-6399-00-126-Y-30-0F2-Y	\$5,382.00
1	1	9	GENERAL SUPPLIES	211-11-6399-00-126-Y-30-0F2-Y	\$5,382.00
1	1	9	COPY PAPER	211-6398-00-126-Y-30-0F2-Y	\$2,000.00
1	1	10	EXTENDED DAY PROGRAM	211-11-6118-00-126-Y-30-ASP-Y	\$40,941.00
1	1	10	EXTENDED DAY PROGRAM	211-11-6121-00-126-Y-30-ASP-Y	\$12,303.00
1	1	11	SOFTWARE	211-11-6395-62-126-Y-30-0F2-Y	\$9,600.00
1	1	12	SUB TEACHER FOR INTERVENTIONS	211-11-6112-00-126-Y-30-AYP-Y-Y	\$1,971.00
1	1	12	SUB TEACHER FOR INTERVENTIONS	211-13-6112-00-126-Y-30-AYP-Y	\$4,929.00
1	1	13	ISTE Conference		\$3,000.00
1	1	14	materials and supplies		\$2,000.00
1	1	15	materials and supplies		\$2,000.00
3	1	2	stipends		\$2,000.00
5	1	3	supplies		\$2,000.00
6	1	10	TRAVEL/HOME VISITS	211-61-6411-00-126-Y-30-0F2-Y	\$900.00



211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	11	GENERAL SUPPLIES	211-61-6399-00-126-Y-30-0F2-Y	\$900.00
6	1	12	FOOD/LIGHT REFRESHMENTS	211-61-6499-53-126-Y-30-0F2-Y	\$900.00
9	1	6	SUPPLIES & MATERIALS- LCL DEFI (COMPUTERS/LAPTOPS)	211-11-6398-62-126-Y-30-0F2-Y	\$9,000.00
9	1	6	SUPPLIES & MATERIALS- LCL DEFI (COMPUTERS/LAPTOPS)	211-11-6398-62-126-Y-30-AYP-Y	\$10,700.00
9	1	6	SUPPLIES & MATERIALS- LCL DEFI (DOCUMENT CAMERAS)	211-11-6398-00-126-Y-30-0F2-Y	\$7,032.00
9	1	6	Desktop computers & projectors		\$85,731.00
Sub-Total					\$208,671.00
Budgeted Fund Source Amount					\$208,671.00
+/- Difference					\$0.00
212 Title I-C (Migrant)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1		212-11-6399-00-126-Y-24-0F2-Y	\$615.00
Sub-Total					\$615.00
Budgeted Fund Source Amount					\$615.00
+/- Difference					\$0.00
263 Title III-A Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	SUPPLEMENTAL RESOURCES		\$4,623.00
1	1	12	SUB TEACHER FOR INTERVENTIONS		\$4,623.00
Sub-Total					\$9,246.00
Budgeted Fund Source Amount					\$9,246.00
+/- Difference					\$0.00
Grand Total					\$349,342.97