

Judson Independent School District
Paschall Elementary School
2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Top 25% Student Progress



Mission Statement

Paschall Elementary, in collaboration with the community, will ensure students achieve academic excellence, become lifelong learners, and embody positive character traits.

Vision

Paschall Elementary is Producing Excellence!

Value Statement

Judson ISD Values

- Students First
- Teamwork
- Accountability
- Results-Oriented
- Loyalty
- Integrity & Mutual Respect
- Safe & Secure Environment
- Two-way Communication

Comprehensive Needs Assessment

Demographics

Demographics Summary

Enrollment as of September 2016 is 670 students. The campus is approximately 61% Hispanic, 3% Asian, 24% African American, 8% White, 2% Two or more races. In addition 90% of the student population is economically disadvantaged, 18% are English Language Learners and 9% are identified as Special Education. Paschall Elementary serves students from grades Pre-Kindergarten through 5th grade. In August 2013 the campus became a Bilingual School, implementing the late exit-model. Paschall Elementary resides in far east part of Judson ISD. Several communities surround the school. The communities are mostly working class, comprised of single parent, multi-family as well as single family homes.

Demographics Strengths

- Enrollment numbers from year to year remain in the same range
- Staff is representative of the student population
- Parent turnout at after school events is positive

Demographics Needs

- Increase student attendance rate to 97%
- Work with staff on what behavior is worthy of an office referral and what is not, effectively communicate with the discipline committee as needs arise
- Parent involvement in supporting education at home is a struggle

Student Achievement

Student Achievement Summary

One of the focus area's for the 2015-2016 school year was in the area of mathematics. 5th grade STAAR data for this year indicates that 86% met standard between the first and second administration. 63% of 5th grade students met standard on STAAR reading. The focus for the 2016-2017 school year will be guided reading and providing effective interventions for struggling students.

Student Achievement Strengths

- CBA data indicates students in K-2 scored in the 70-90% range in reading, math and science
- McKinney-Vento students participate in additional tutoring opportunities
- 89% of 5th grade LEP students met standard on STAAR Math
- 88% African American students met standard on STAAR Math
- 85% Hispanic students met standard on STAAR Math
- A distinction was earned for top 25% Student Progress.

Student Achievement Needs

- 16% point decrease in met standard on STAAR reading
- Approximately 14% of students are receiving TIER III interventions

School Culture and Climate

School Culture and Climate Summary

Teachers feel school culture and climate is generally positive and supportive. We implement team builders throughout the year in faculty meetings. A staff memo is sent out on Mondays acknowledging staff accomplishments.

School Culture and Climate Strengths

Turnover rate is low. for the 2015-2016 school year, only two teaching positions had to be filled. Parents, community and staff are comfortable voicing concerns to administration.

School Culture and Climate Needs

Increase in building relationships between teachers and students and teachers and parents. Positive communication techniques between parents and staff will be implemented.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All current teachers and instructional paraprofessionals are highly effective as defined by ESSA. Paschall Elementary staff consists of:

- Teachers- 41
- Professional-14
- Administration-2
- Paraprofessionals-8

Teachers by years of experience:

- 1st year:0
- 1-5: 16
- 6-10: 9
- 11-20: 15
- Over 20: 1

Paschall Elementary had two teaching vacancies for the 2015-2016 school year. Eschool plus information indicates in 2014 the retention rate for teachers was 88% and 77% for paraprofessionals.

Staff Quality, Recruitment, and Retention Strengths

Paschall Faculty have received the following professional development (aimed at improving climate and instruction) during the 2014-2015 school year:

- Cultural Diversity Training
- PLC focused on improving instruction
- Instructional Planning Process

In addition,

- New staff members are eager to learn new ideas and are receptive to working as part of a team
- Veteran teachers indicate that they continually want to improve their instructional practices.
- A campus mentor program is in place for teachers new to teaching, new to campus and new to grade level.

Staff Quality, Recruitment, and Retention Needs

The following are the needs of Paschall Elementary:

- Math professional development K-5
- Phonics development
- Additional content development in Science K-5
- Writing across all grades
- Differentiation (Dyslexia, Special Education)

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Paschall Elementary School teachers utilize the Judson ISD Instructional Planning Process which includes identifying the standards, deconstructing the standards, creating common assessments, gathering aligned instructional materials, writing lesson plans, providing quality instruction, administering common assessment, and finally reviewing the assessment data to plan reteach lessons.

Curriculum, Instruction, and Assessment Strengths

- Every week, grade levels participate in Professional Learning Communities facilitated by the Campus Principal. The focus for PLC is on monitoring progress on grade level goals.
- Reflective Practice Model takes place every 6 weeks. Teachers have the opportunity to participate in instructional walks, mini lessons and data analysis.
- Implementation of weekly assessments campus-wide
- Lesson plan/Deconstruction/Alignment form used during planning
- Common planning implemented K-5

Curriculum, Instruction, and Assessment Needs

- Additional Curriculum resources in math needed for instruction
- Additional resources needed for RTI TIER II math and reading
- Alignment still a concern in all content areas
- How to use assessment data to inform instruction
- Content development in science K-5

Family and Community Involvement

Family and Community Involvement Summary

A 2015-2016 Parent Involvement survey indicates the following:

- Parents want to be involved but are unsure how to participate.
- Many parents work during the day and have limited volunteer time

As a Title I campus, funds are set aside to be used for parent involvement activities.

Family and Community Involvement Strengths

- Paschall Elementary provides a variety of activities that promote parent involvement from Math and science night, TAG night, to Literacy night.
- Based upon feedback from parents, we will be implementing several academic strategy nights. The focus of these nights is to model specific instructional strategies that are used in the classroom.

Family and Community Involvement Needs

- Increase parent participation in all parent involvement activities.
- Advertise opportunities for parents to volunteer on campus.

School Context and Organization

School Context and Organization Summary

Paschall Elementary implements the three instructional systems: Vertical Alignment, Common Planning and RPM. In addition, teachers are provided with job-embedded learning through the following:

- Teachers attend weekly Professional Learning Communities facilitated by the Campus Principal and facilitator. Student work and data is analyzed to determine if grade level goals are being met.
- Reflective Practice Model is a system that takes place every 9 weeks. Teachers draft goals, participate in instructional walks, conduct min teachers and observe peers.
- Vertical Teams meet during faculty meetings. Visions are drafted and modified as needed. Data is looked at from a vertical alignment perspective.

School Context and Organization Strengths

- Interruptions to the instructional day are kept to a minimum
- Site Based Decision Making Committee serves a a committee to support instructional improvement for all students
- Students feel safe at Paschall Elementary School

School Context and Organization Needs

- RTI Tier II and TIER III schedule is not effective (2015-2016)
- Although Paschall is implementing the three instructional systems, results are not yet impacting student achievement to the level at which is needed.

Technology

Technology Summary

At Paschall Elementary School, staff understand the importance of meeting the needs of a 21st Century Learner. Students are confident using technology and are eager to learn new programs and skills.

Technology Strengths

- ELMOS used in classrooms
- Chromebooks used by students for project based learning
- Technology Committee was developed to show and highlight technology components (software, hardware, applications) suitable for teacher and student use.

Technology Needs

- Provide more opportunities throughout the year for students to utilize technology
- Provide training support for implementation of student technology use
- Campus facilitator will model and support instruction to provide proper implementation of technology

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR ELL Progress Measure data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

- Discipline records

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data

Goals








Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness

Performance Objective 1: Improve, sustain, and support academic student performance at or beyond grade level (10% points above state average)
READING

Evaluation Data Source(s) 1: 2017 STAAR Data

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Federal System Safeguard Strategy							
1) Administer weekly Mini Assessments to all students in order to analyze and check student understanding level over weekly concepts	8, 9	Grade Level teachers	Mini Assessment Data				
2) Implement phonics lessons K-2 to improve phonemic awareness	2	K-2 teachers	Universal screen Istation data, walkthrough tool				
3) Grade level planning sessions using the Instructional Planning Process (which includes developing common assessments) will take place with Special education teacher and the general education teachers.	8	Grade level Teachers; Principal; Special Education teachers, Academic Facilitator	Planning session collaboration notes, Planning meeting agenda, sign in sheet				
State System Safeguard Strategy							
4) Extended Day reading program and necessary resources for struggling learners to include students serviced in Special education, ESL/Bilingual, and migrant programs.	2, 9	Special Education Teachers; Extended day coordinator; grade level teachers	STAAR, mini assessments, CBA, student sign-in sheets				
Funding Sources: 171-7 State Compensatory Education - 6100.00							
5) Provide instructional materials in reading for at-risk students in Tier II and Tier III in English and Spanish to support Response to Intervention	2, 9	RTI Facilitator, Principal	Schedules that support RTI instruction in classrooms and with RTI interventionists. Student growth toward meeting targets set in Tier meetings.				
Funding Sources: 171-7 State Compensatory Education - 7000.00							
6) Utilize PLCs to chart mini assessments, discuss, and share student work and monitor progress on grade level goals	4, 8, 9	Grade Level teachers, Principal, Academic Facilitator	PLC Agenda, meeting notes, data charts				

7) Implement with fidelity, Readers Workshop, balanced literacy in grades PK-5	1	Grade level teachers, Principal, Academic Facilitator	CBA data, STAAR Reading, Istation				
8) Provide supplemental reading material to teachers and students to support increase in reading performance	1, 2	Pk-5 teacher, Administration, Academic Facilitator	Increase in STAAR Reading, Increase in Istation				
	Funding Sources: 211-7 - Title I - 6000.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness

Performance Objective 2: Improve, sustain, and support academic student performance at or beyond grade level (10% points above state average) MATH

Evaluation Data Source(s) 2: 2017 STAAR Math Data

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Federal System Safeguard Strategy 1) Administer weekly Mini Assessments to all students in order to analyze and check student understanding level over weekly concepts	2, 8, 9	Grade Level Teachers	Mini Assessment Data				
State System Safeguard Strategy 2) Extended Day math program and necessary resources for struggling learners to include students serviced in Special education, ESL/Bilingual, and migrant programs	2, 9	Special Education Teachers; Principal; grade level teachers	STAAR, mini assessments, CBA's, student sign-in sheets				
Funding Sources: 171-7 State Compensatory Education - 6100.00							
3) Grade level planning sessions using the Instructional Planning Process will take place with Special education teacher and the general education teachers.	3, 5	Grade level Teachers; Principal; Special Education teachers, Academic Facilitator	Planning session collaboration notes, Planning meeting agenda, sign in sheet				
4) Utilize PLCs to chart mini assessments, discuss, and share student work and monitor progress on grade level goals, and provide professional development opportunities	2, 4, 8, 9	Grade Level teachers, Principal, Academic Facilitator	PLC Agenda, meeting notes, data charts				
5) Provide instructional materials in math for at-risk students in Tier II and Tier III in English and Spanish to support Response to Intervention	9	RTI Facilitator, Principal	Schedules that support RTI instruction in classrooms and with RTI interventionists. Student growth toward meeting targets set in Tier meetings.				
Funding Sources: 171-7 State Compensatory Education - 7000.00							
6) Provide supplemental instructional resources aimed at improving performance in math	1	Academic Facilitator, Classroom Teachers	Increase on CBAS, Stride, STAAR				
Funding Sources: 211-7 - Title I - 500.00							
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness

Performance Objective 3: Improve, sustain, and support academic student performance at or beyond grade level (10% points above state average)
WRITING

Evaluation Data Source(s) 3: 2017 STAAR Writing Data

Summative Evaluation 3:










Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Federal System Safeguard Strategy</p> <p>1) Administer weekly Mini Assessments to all students in order to analyze and check student understanding level over weekly concepts</p>	2, 8, 9	Grade Level teachers	Mini Assessment Data				
2) Implement Writers workshop at 3 - 5th level with fidelity	9	Grade Level Teachers 3-5	CBA results; STAAR results; mini-assessments; walkthrough tool				
<p>State System Safeguard Strategy</p> <p>3) Purchase and utilize additional instructional material resources to enhance writing instruction to include supporting African American and Economically Disadvantaged student groups</p>	2	Principal; Assistant Principal; Academic Facilitator; classroom teachers	STAAR writing scores; CBAs; student work				
Funding Sources: 211-7 - Title I - 2000.00							
4) Utilize PLCs to chart writing mini assessments (including all student, Hispanic, and economically disadvantaged student groups), discuss, and share student work and monitor progress on grade level goals	4, 8, 9	Grade Level teachers, Principal, Academic Facilitator	PLC Agenda, meeting notes, data charts				
5) Grade level planning sessions using the Instructional Planning Process will take place with Special education teacher and the general education teachers.	3, 8	Grade level Teachers; Principal; Special Education teachers, Academic Facilitator	Planning session collaboration notes, Planning meeting agenda, sign in sheet				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness

Performance Objective 4: Improve, sustain, and support academic student performance at or beyond grade level (10% points above state average)
SCIENCE

Evaluation Data Source(s) 4: 2017 STAAR Science Data

Summative Evaluation 4:








Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Increase the number of Science Investigations and interactive lessons to ensure compliance with state standards at each grade level and foster increased academic performance for all students	2	Grade level teacher, Principal, Assistant Principal	Walkthrough data, lesson plans				
2) Utilize PLCs to chart science mini assessments including all student, Hispanic, and economically disadvantaged student groups), discuss, and share student work and monitor progress on grade level goals	4, 8, 9	Grade Level teachers, Principal, Academic Facilitator	PLC Agenda, meeting notes, data charts				
3) Grade level planning sessions using the Instructional Planning Process(to include creating common assessments) will take place with Special education teacher and the general education teachers.	3, 8	Grade level Teachers; Principal; Special Education teachers, Academic Facilitator	Planning session collaboration notes, Planning meeting agenda, sign in sheet				
4) Purchase and utilize additional instructional material resources to enhance science instruction to include supporting Hispanic and Economically Disadvantaged student groups	2	Principal; Assistant Principal; Academic Facilitator; classroom teachers	STAAR science scores; CBAs; student work				
Funding Sources: 211-7 - Title I - 1000.00							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness

Performance Objective 5: Increase student attendance to 97%

Evaluation Data Source(s) 5: Eschool attendance reports

Summative Evaluation 5:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Using attendance data, develop and implement a plan to review attendance percentages for students	2	Principal, Assistant Principal, Attendance Committee	Sign-in Sheets, attendance committee minutes, overall attendance increase				
2) Provide incentives to students to encourage and reward attendance goals		Grade level teachers, Principal, Assistant Principal	Attendance reports				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: To improve communication with all stakeholders by creating additional information pathways with increasing participation

Performance Objective 1: Improve communication and information with stakeholders regarding campus events leading to an increase in participation by 20%

Evaluation Data Source(s) 1: Sign in sheets, evaluations

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide and implement a 5th Grade Orientation and Informational meeting for 5th grade students to help 5th grade students transition to 6th grade middle school	7	Counselor	Sign in sheets, agenda				
2) Implement, facilitate and monitor school transition to PK to K parent meetings, parent newsletters and parent information programs	6, 7	Pre Kinder and Kindergarten teachers	Sign in sheets, agendas				
3) Content Area Family Nights (Literacy, Math, Science, etc.)	6	Teachers, Principal	Sign in sheets, agendas				
Funding Sources: 211-7 - Title I - 650.00							
4) Annual Title 1 Parent Meeting to share school data, campus goals and programs, and a parent involvement policy	6	Principal	Agenda, sign in sheets				
5) Use of newsletters, Blackboard Alert, campus website, home visits, conferences, Tiger gazette, Messages conveyed both English and Spanish, telephone calls	6	Principal, teachers	Newsletters, Blackboard report, conference forms				
6) Designate one day per week as College Awareness Day, implementing activities to bring awareness to students	10	Principal, Counselor	Transcripts from Morning announcements				
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 4</p>	9	Homeless liaison, JISD tutor	Academic records of homeless students, attendance records, State Assessments (STAAR) results of homeless students, TEXSHEP (ESC 10, ESC 20) mid-year review				
7) Provide one-on-one tutoring services on campus, in shelters, or in the homes of homeless students to improve academic progress.							

8) Identify students who are homeless by collecting SRQs (Student Residency Questionnaires) during the registration process or when a student is referred by a staff member. Immediate enrollment for students identified as homeless.	9	Homeless liaison, counselor, social worker, PEIMS clerk, registrar, secretary	PEIMS homeless reports, Student Residency Questionnaires (SRQ)				
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= Accomplished
 = Considerable
 = Some Progress
 = No Progress
 = Discontinue

Goal 3: To increase employee satisfaction and retention of highly effective teachers and instructional aides.

Performance Objective 1: Support teacher professional growth and increase employee satisfaction to minimize the number of teachers resigning at the end of the school year by 5% points.

Evaluation Data Source(s) 1: End of year employee retention rate

Summative Evaluation 1:







Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Implement a mentoring program for new to grade level and new to campus teachers.	3, 4, 5	Lead mentor, Principal, Assistant Principal	Walkthrough forms, sign in sheets, meeting notes, agendas				
2) Develop, implement, and monitor campus guidance plan supporting appropriate counseling time allocation in the four guidance component areas: guidance curriculum, responsive services, individual planning and system support		Counselor, Principal	Counselor Data Collection spreadsheet				
3) Provide teachers with off-site professional development opportunities correlated to campus and district goals	4, 5	Principal, Assistant Principal	agendas, notes, powerpoint presentations, certificate of attendance, walk through notes				
Funding Sources: 211-7 - Title I - 750.00, 171-7 State Compensatory Education - 500.00							
4) Conduct mini-teaches and peer observations as part of the continuous improvement cycle	4	Teachers, Principal	Meeting notes, observation forms				
5) Conduct a campus -wide book study aligned to campus and district goals		Principal, Academic Facilitator	Sign in Sheets, agenda, notes				
Funding Sources: 211-7 - Title I - 600.00							
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 4: To spend money wisely, efficiently, and equitably by coordinating and integrating federal, state, and local funds to improve the overall learning environment.

Performance Objective 1: Align 100% of campus purchases to the campus needs assessment

Evaluation Data Source(s) 1: Budget balance forms

Summative Evaluation 1:








Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) A variety of teams(site-based, team teacher leaders, vertical teams, etc.) will collaborate on expenditures to support campus goals.	1, 10	Principal, Site Based Team	Team leader/site-based team meeting minutes, campus budget report, meeting minutes				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 5: All students will be taught in an environment that is safe, drug free, and conducive to learning.

Performance Objective 1: Create a school culture that meets the needs of all learners by ensuring less than 5% disparity between sub populations in discipline referrals.

Evaluation Data Source(s) 1: School-wide Discipline Plan, Discipline training documentation, Discipline referral data, bully referral data, positive behavior incentive data, surveys (parents, teachers, students).

Summative Evaluation 1:










Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Create a school-wide discipline and management plan that follows best practices and professional development in discipline	2, 4	Discipline Committee, Assistant Principal	School-wide plan developed, School data on referrals				
2) Ensure TBSI training is provided to appropriate personnel (Special Education staff)	4	Special Education teachers, Principal	Sign in sheets, certificate of completion				
3) Provide anti-bullying lessons in the classroom	2	Counselor	Office referral data				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 5: All students will be taught in an environment that is safe, drug free, and conducive to learning.

Performance Objective 2: Implement PK-5 counseling and social assistance program that meets district and state guidelines for social and emotional learning :Pre-K through 2nd grade - 1x per week / 3rd - 5th grade - 2x per month

Evaluation Data Source(s) 2: Decrease in discipline referrals, Increase in counseling groups

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Develop and Implement strategies to promote safe schools, bully-free environment and drug free schools to include Red Ribbon Week, anti-bullying rally	2	Counselor, Social Worker, Principal	Agendas, office referral data				
2) Implement Career Fair to bring awareness of career paths available to students as adults. Parents of students will be invited to showcase their careers.	6	Counselor	Sign in sheets from Career Fair, student evaluations				
3) Small group and 1-1 counseling for students experiencing emotional difficulties or social skill deficits	10	Counselor	Counselor time logs				
4) Provide resource support to students and families identified through the McKinney Vento program	10	Social Worker	PEIMS report, Social Worker documentation of parent meeting				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	4	Extended Day reading program and necessary resources for struggling learners to include students serviced in Special education, ESL/Bilingual, and migrant programs.
1	2	2	Extended Day math program and necessary resources for struggling learners to include students serviced in Special education, ESL/Bilingual, and migrant programs
1	3	3	Purchase and utilize additional instructional material resources to enhance writing instruction to include supporting African American and Economically Disadvantaged student groups
2	1	7	Provide one-on-one tutoring services on campus, in shelters, or in the homes of homeless students to improve academic progress.

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Administer weekly Mini Assessments to all students in order to analyze and check student understanding level over weekly concepts
1	2	1	Administer weekly Mini Assessments to all students in order to analyze and check student understanding level over weekly concepts
1	3	1	Administer weekly Mini Assessments to all students in order to analyze and check student understanding level over weekly concepts
2	1	7	Provide one-on-one tutoring services on campus, in shelters, or in the homes of homeless students to improve academic progress.

State Compensatory

Budget for Paschall Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
6118	6118 Extra Duty Stipend - Locally Defined	\$5,000.00
6100 Subtotal:		\$5,000.00
6300 Supplies and Services		
6399	6399 General Supplies	\$24,000.00
6300 Subtotal:		\$24,000.00
6400 Other Operating Costs		
6399	6411 Employee Travel	\$500.00
6400 Subtotal:		\$500.00

Personnel for Paschall Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alvarez, Maria-Cecilia	Social Worker	SCE	1
Tanya Riversa-Caesares	RTI Facilitator	RTI	1

Title I

Schoolwide Program Plan

Paschall Elementary School's Campus Improvement Plan is developed in accordance with Texas Education Code Title 2, Subtitle C 11.251 Subchapter F. The plan meets the requirements of Title I Schoolwide Components. Paschall Elementary's Site Based Decision Making Committee meets several times a year to evaluate the effectiveness of the current year's plan based on data. The CIP is adjusted as needed based on data and analysis by staff and Site Based Committee.

Site Based Committee review the following data sources:

- State Assessments

TELPAS

STAAR, STAAR A, STAAR ALT, STAAR Spanish, STAAR L

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Christie, Celia	Teacher	RTI	1
Elaine Marschall	Academic Facilitator	Instruction	1
Gray, James	Teacher	RTI	1
Hardwick, Kerbi	Teacher	RTI	1
Rettke, Lynne	Teacher	RTI	1

2016-2017 Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Julie May	Principal
Classroom Teacher	Melissa Alves	Teacher
Classroom Teacher	Cynthia French	Teacher
Classroom Teacher	Maria Scagliola	Teacher
District-level Professional	Rebecca Defenbaugh	Data Research Coordinator
Non-classroom Professional	Kirsten Hume	Counselor

Campus Funding Summary

171-7 State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Supplemental Instructional Material and supplies	6399	\$3,600.00
1	1	4	Extended Day Salaries	6118	\$2,500.00
1	1	5	Supplemental Intervention Resources K-5	6399	\$7,000.00
1	2	2	Supplemental Instructional material and supplies	6339	\$3,600.00
1	2	2	Salaries for extended day	6118	\$2,500.00
1	2	5	Supplemental Intervention Resources K-5	6399	\$7,000.00
3	1	3	Professional Development	6411	\$500.00
Sub-Total					\$26,700.00
211-7 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	Leveled books for Classroom Libraries	6329	\$3,000.00
1	1	8	Instructional resources	6399	\$3,000.00
1	2	6	Supplemental Instructional Resources	6399	\$500.00
1	3	3	Instructional Resources		\$2,000.00
1	4	4	Instructional Resources	6399	\$1,000.00
2	1	3	Parent resources	6399	\$500.00
2	1	3	Refreshments for parents attending events	6499	\$150.00
3	1	3	Professional Development	6411	\$750.00
3	1	5	Staff Books	6329	\$600.00
Sub-Total					\$11,500.00
Grand Total					\$38,200.00