

Brownfield Independent School District
Bright Beginnings Academic Center
2015-2016 Goals/Performance Objectives/Strategies



Mission Statement

We exist to prepare each student academically and socially to be a productive citizen upon graduation.

Vision

All students and staff will aspire to be a community of learners.

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Goals

Goal 1: Bright Beginnings Academic Center will increase all student's performance on national, state, and locally mandated tests to help each student meet his/her potential.







Performance Objective 1: Improve student achievement in prekindergarten learning outcomes at a mastery level of 90% by May, 2016.

Summative Evaluation: CPAA, Frog Street Assessments, CPALLS, LAP 3

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---------------|--|---|---|-----|-----|------|
| | | | | Nov | Jan | Mar | June |
| <p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Continue ELA, Math, Science, and Social Studies of the Frog Street Curriculum aligned with the IDM, Margaret Kilgo Scope and Sequence in ELA and Math.</p> | 2, 3, 7, 8, 9 | Principal Teachers | 2-week progress monitoring assessments. Frog Street Unit Assessments. CPAA Assessments. CPALLS Assessments. Lap 3 Assessments |  | | | |
| Funding Sources: 211 Title I, Part A - \$400.00, 199 General Fund - \$1000.00 | | | | | | | |
| <p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Implement an effective method of phonics instruction by increasing mastery of reading readiness skills by 3% as measured by the EOY CPAA results.</p> | 1, 2, 8, 9 | Principal Teachers | EOY CPAA Assessments |  | | | |
| Funding Sources: 199 General Fund - \$300.00 | | | | | | | |
| <p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Continue spiraled numeracy and pattern and concepts of patterns instruction daily.</p> | 1, 2, 7, 8, 9 | Principal Teachers Teacher Assistants | 2-week progress monitoring assessments, Frog Street Unit Assessments, Lap 3 Assessments. |  | | | |
| <p>Critical Success Factors CSF 1</p> <p>4) Continue Heidi Songs Musical Math for an enhanced multi-sensory method of learning numbers and shapes.</p> | 2, 3 | Principal Teachers | 2-week progress monitoring assessments, Frog Street Unit Assessments, Lap 3 Assessments. |  | | | |
| <p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1</p> <p>5) Implement spiraled academic vocabulary development for improvement of reading readiness skills.</p> | 1, 2, 3, 6, 9 | Principal Teachers | 2-week progress monitoring assessments, Frog Street Unit Assessments, CPAA, CPALLS, & Lap 3 Assessments. |  | | | |
| Funding Sources: 199 General Fund - \$700.00 | | | | | | | |

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| <p align="center">State System Safeguard Strategies</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>6) Continue Sparkito dual language program for ELL learning and the Spanish language for the non-ELL learners.</p> | 2, 8, 9 | Principal Teachers Teacher Assistants | 2-week progress monitoring assessments, Frog Street Unit Assessments, Circle Assessments, Lap 3 Assessments. |  | | | |
| Funding Sources: 199 General Fund - \$900.00 | | | | | | | |
| <p align="center">Critical Success Factors</p> <p align="center">CSF 2</p> <p>7) Continue the Student Intervention Team for campus intervention process for students who are experiencing academic learning and or behavior difficulties.</p> | 8, 9 | Principal Teachers Student Intervention Team Members | 2-week progress monitoring assessments, Frog Street Unit Assessments, CPALLS Assessments, Lap 3 Assessments, Classroom Observations. |  | | | |
| Funding Sources: 199 General Fund - \$100.00 | | | | | | | |
| <p align="center">State System Safeguard Strategies</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 2 CSF 4</p> <p>8) Continue the Response to Intervention Model for immediate and intensive intervention in TIER I, II, and III acceleration to close performance gaps in student achievement of performance and participation rates.</p> | 8, 9 | Principal, Teachers | 2-week progress monitoring assessments, Frog Street Unit Assessments, CPALLS Assessments, Lap 3 Assessments, Classroom Observations. |  | | | |
| Funding Sources: 199 General Fund - \$100.00 | | | | | | | |
| <p align="center">State System Safeguard Strategies</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 2</p> <p>9) Continue Frog Street on-line assessments and evaluation software for data collection regarding student progress of mastery learning outcomes.</p> | 8 | Principal Teachers | Frog Street Unit Assessments |  | | | |
| Funding Sources: 199 General Fund - \$1791.00 | | | | | | | |
| <p>10) Continue integration of technology in classroom instruction in Prekindergarten and Early Learning classrooms. Each classroom will have an I Pad for center learning. Continue the use Promethean/Active Boards in all prekindergarten classrooms.</p> | 8, 9 | Principal, Teachers | 2-week progress monitoring assessments, Frog Street Unit Assessments, CPALLS Assessments, Lap 3 Assessments, Classroom Observations. |  | | | |
| <p>11) Continue the Texas Prekindergarten Guidelines Standards correlated with Head Start Standards for compliance of state and Head Start guidelines.</p> | 10 | Principal, Teachers, Teacher Assistants. | 2-week progress monitoring assessments, Frog Street Unit Assessments, CPALLS Assessments, Lap 3 Assessments, Classroom Observations. |  | | | |
| <p>12) Provide age level appropriate early reading materials for reading readiness.</p> | | Principal, Teachers | Frog Street Unit Assessments and evaluation report of student progress in reading readiness. | | | | |
| Funding Sources: 199 General Fund - \$600.00 | | | | | | | |
| <p>13) Provide student lessons each week regarding healthy nutrition.</p> | 2 | Principal, Teachers, Teacher Assistants. | Improved student knowledge and skills regarding healthy nutrition guidelines. | | | | |
| Funding Sources: 199 General Fund - \$800.00 | | | | | | | |
| <p>14) Provide physical movement time for enhancement of student gross motor skills.</p> | | Principal, Teacher Assistants, BBAC Rover. | Completed gross motor sections of the LAP 3 assessments. |  | | | |
| Funding Sources: 199 General Fund - \$1000.00 | | | | | | | |










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| <p align="center">Critical Success Factors CSF 5</p> <p>15) Provide field experiences for early learning and prekindergarten students</p> | | Principal, Teachers, Teacher Assistants. | Frog Street Unit Assessments and evaluation report of student progress in mastery learning of ELA, Math, Science, and Social Studies. |  | | | |
| Funding Sources: 199 General Fund - \$1200.00 | | | | | | | |
| <p align="center">State System Safeguard Strategies Critical Success Factors CSF 4</p> <p>16) Provide dedicated instructional time for content core areas of ELA, Math, Science, and Social Studies.</p> | 2 | Principals, Teachers. | 2-week progress monitoring assessments, Frog Street Unit Assessments, CPALLS Assessments, Lap 3 Assessments, Classroom Observations. |  | | | |
| <p align="center">Critical Success Factors CSF 1</p> <p>17) Provide enrichment and accelerated grade level instruction for the first 30 site words.</p> | 7 | Principal, Teachers | Completed site words master checklist. |  | | | |
| Funding Sources: 199 General Fund - \$200.00 | | | | | | | |
| <p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>18) Students that achieve grade-level proficiency as demonstrated by the assigned grade-level proficiency assessment combined with the end-of-year proficiency scores of the CPAA assessment will not return to the campus after May 18, 2016 by the optional flex year calendar.</p> | 1, 2, 6, 7, 8, 10 | Principal, Teachers | Grade-level Proficiency Assessment End-of-Year CPAA |  | | | |
| <p align="center">State System Safeguard Strategies Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5</p> <p>19) Students that do not achieve grade-level proficiency as demonstrated by the assigned grade-level proficiency assessment combined with the end-of-year proficiency scores of the CPAA assessment will receive intensive-focused instruction in a smaller group setting in order to master the areas of concern as indicated by the child's assessment instruments.</p> | 1, 2, 3, 4, 6, 7, 8, 9, 10 | Principal, Teachers, Teacher Assistants | Progress monitoring data Final Grade-level proficiency assessment End-of-Year CPAA |  | | | |
| <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 6</p> <p>20) Continue the Implementation of No Excuses University using the standard systems of prekindergarten standards alignment, common and formal assessments for learning incorporated with the systematic data management and intervention to ensure all students will learn in a way that provides a successful learning foundation that will prepare them for their choice of college and career.</p> | 1, 2, 3, 4, 6, 8, 9 | Principal, Classroom Teachers | Grade Level Proficiency Assessments End-of-Year CPAA, CPALLS |  | | | |
| <p align="center">Critical Success Factors CSF 3</p> <p>21) Implementation of Lead Teacher in early prekindergarten for leadership of successful early childhood instructional techniques and interventions.</p> | 1, 4, 7 | Principal | Grade Level Proficiency Assessments End-of-Year CPAA, CPALLS |  | | | |
| Funding Sources: 205 Head Start | | | | | | | |

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|---|---|--|--|--|--|--|--|
| <p align="center">Critical Success Factors CSF 4</p> <p>22) Early prekindergarten classes will change their beginning time from 8:00 a.m. to 7:45 a.m. for the start of their school day.</p> | 2 | Principal, Lead Teacher, All Early Prekindergarten Staff Members | Lengthen of Early Prekindergarten School Day |  | | | |
| Funding Sources: 199 General Fund | | | | | | | |
| <p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p> | | | | | | | |

Goal 1: Bright Beginnings Academic Center will increase all student's performance on national, state, and locally mandated tests to help each student meet his/her potential.

Performance Objective 2: Economically disadvantaged students will increase student achievement by 5% to achieve a 90% mastery learning rate.







Summative Evaluation: CPAA, Frog Street Assessments, CPALLS, LAP 3







| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|--|------------|---|--|---|-----|-----|------|
| | | | | Nov | Jan | Mar | June |
| <p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Progress monitoring of identified economically disadvantaged students every two weeks.</p> | 1, 2, 8, 9 | Principal, Teachers, District Academic Coordinators, District Curriculum Director | CPAA, Frog Street Assessments, CPALLS, LAP 3 |  | | | |
| Funding Sources: 199 General Fund - \$150.00 | | | | | | | |
| <p>Critical Success Factors CSF 2</p> <p>2) Provide Tier I, II, III intervention/acceleration for students according the results of the progress monitoring data.</p> | 1, 2, 8, 9 | Principal, Teachers | CPAA, Frog Street Assessments, CPALLS, LAP 3 |  | | | |
| <p>Critical Success Factors CSF 6</p> <p>3) Utilize Conscious Discipline for self-regulation and reinforcement of good choices.</p> | 1, 2 | Principal, Teachers | CPAA, Frog Street Assessments, CPALLS, LAP 3 |  | | | |
| <p>State System Safeguard Strategies Critical Success Factors CSF 5</p> <p>4) Collaboration of family support services for identified Economic Disadvantaged and Head Start students with campus Family Support Workers.</p> | 10 | Principal, Head Start Coordinator | CPAA, Frog Street Assessments, CPALLS, LAP 3 |  | | | |
| Funding Sources: 205 Head Start - \$1000.00 | | | | | | | |
| <p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p> | | | | | | | |

Goal 1: Bright Beginnings Academic Center will increase all student's performance on national, state, and locally mandated tests to help each student meet his/her potential.

Performance Objective 3: LEP students will increase student achievement by 5% to achieve a 90% mastery learning rate.

Summative Evaluation: CPAA, Frog Street Assessments, CPALLS, LAP 3











| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---------|------------------------------------|--|---|-----|-----|------|
| | | | | Nov | Jan | Mar | June |
| <p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1</p> <p>1) Enrichment and support of the classroom scope and sequence with integration of language skills and thinking skills for increased achievement on future TELPAS assessments.</p> | 7 | Principal, Teachers, LPAC members. | CPAA, Frog Street Assessments, CPALLS, LAP 3 |  | | | |
| <p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Provide interactive lessons with hands on activities and cooperative learning.</p> | 2 | Lead Teacher Principal | CPAA, Frog Street Assessments, CPALLS, LAP 3 |  | | | |
| Funding Sources: 199 General Fund - \$600.00 | | | | | | | |
| <p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1</p> <p>3) Increase vocabulary and language development, introduction of new concepts by key vocabulary to introduce a concept.</p> | 1 | Principal, Teachers, LPAC members. | CPAA, Frog Street Assessments, Circle, LAP 3 |  | | | |
| Funding Sources: 199 General Fund - \$500.00 | | | | | | | |
| <p>Critical Success Factors CSF 1</p> <p>4) Metacognition and authentic assessments, provide instruction of thinking skills using thinking maps.</p> | 2 | Principal, Teachers | CPAA, Frog Street Assessments, CPALLS, LAP 3 |  | | | |
| Funding Sources: 199 General Fund - \$100.00 | | | | | | | |
| <p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1</p> <p>5) Thematic based instruction provided through nine themes in order for students to connect it to their lives and cultural backgrounds.</p> | 1 | Principal, Teachers | CPAA, Frog Street Assessments, CPALLS, LAP 3 |  | | | |
| <p>Critical Success Factors CSF 1</p> <p>6) Utilize modeling, graphic organizers, and visuals to include patterns, diagrams and charts.</p> | 1 | Principal, Teachers | CPAA, Frog Street Assessments, CPALLS, LAP 3 |  | | | |
| Funding Sources: 199 General Fund - \$500.00 | | | | | | | |

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|---|-------|--|-------------------------------|--|--|--|--|
| <p align="center">Critical Success Factors CSF 5</p> <p>7) Provide Title III Parent Meetings for parents of LEP students to develop a partnership of the school's goal to provide a high-quality language instruction program.</p> | 6, 10 | Lead Teacher, ESL Teachers, Principal | Completed Title III meetings. |  | | | |
| Funding Sources: 263 Title III, Part A - ELA - \$200.00 | | | | | | | |
| <p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p> | | | | | | | |

Goal 1: Bright Beginnings Academic Center will increase all student's performance on national, state, and locally mandated tests to help each student meet his/her potential.

Performance Objective 4: Special Education students will increase student achievement on prekindergarten learning outcomes by 5% to achieve a 90% mastery learning rate.










Summative Evaluation: CPAA, Frog Street Assessments, CPALLS, LAP 3

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|--|---------|---|--|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| <p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 2</p> <p>1) Utilize the Response to Intervention Model for immediate and intensive intervention in TIER I, II, and III acceleration to close performance gabs in student achievement of performance and participation rates.</p> | 1, 2, 9 | Principal, Teachers, Speech Therapist, Teacher Assistants | 2-week progress monitoring assessments, Frog Street Unit Assessments, CPALLS, Lap 3 Assessments, Classroom Observations. |  | | | |
| <p>2) Completion of the PLS 5 articulation screenings for all Bright Beginnings' students.</p> | | Principal, Teachers, Speech Therapist, Head Start Coordinator | Completed screenings. |  |  |  |  |
| Funding Sources: 205 Head Start - \$300.00 | | | | | | | |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | | |

Goal 1: Bright Beginnings Academic Center will increase all student's performance on national, state, and locally mandated tests to help each student meet his/her potential.

Performance Objective 5: Teachers will complete an individualized unit plan for each student with acceleration strategies for identified at-risk students.

Summative Evaluation: Completed student yearly unit plan summative performance data.

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---------|----------------------------------|---|--|-----|-----|------|
| | | | | Nov | Jan | Mar | June |
| <p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Each student will have a unit plan with each identified prekindergarten standard, school readiness goals, and correlated Kindergarten Standard.</p> | | Principal, Teachers | CPIA Assessments, CPALLS Assessments, Frog Street Unit Assessments, Progress Monitoring Data. |  | | | |
| Funding Sources: 199 General Fund - \$100.00 | | | | | | | |
| <p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Identified at-risk students will participate in the TIER I, II, or III acceleration process according to the students' progress monitoring data.</p> | | Principal, Teachers | CPIA Assessments, CPALLS Assessments, Frog Street Unit Assessments, Progress Monitoring Data. |  | | | |
| <p>Critical Success Factors CSF 1</p> <p>3) Provide additional time and support for identified at-risk students to enhance learning outcomes with Starfall, Sparkito, and/or Frog Street technology applications.</p> | | Principal, Teachers | CPIA Assessments, CPALLS Assessments, Frog Street Unit Assessments, Progress Monitoring Data. |  | | | |
| Funding Sources: 199 General Fund - \$900.00 | | | | | | | |
| <p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 2 CSF 3 CSF 7</p> <p>4) Data driven decisions will be completed for each completed unit to measure instructional strengths and weaknesses.</p> | 1, 2, 8 | Principal, Teachers | CPIA Assessments, CPALLS Assessments, Frog Street Unit Assessments, Progress Monitoring Data. |  | | | |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | | |

Goal 1: Bright Beginnings Academic Center will increase all student's performance on national, state, and locally mandated tests to help each student meet his/her potential.







Performance Objective 6: Meet the academic needs and maximize achievement for the Migrant Education Program for designated student groups. (Students identified as Migrant; Migrant students identified as Priority of Services)








Summative Evaluation: AEIS Data, AYP and State Assessment Scores, Migrant Needs analysis, Program evaluation by staff, Region 16 SSA Reports.

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|-------------|--|--|---|-----|-----|------|
| | | | | Nov | Jan | Mar | June |
| 1) Beginning July 1 through June 30, identify and recruit migrant children and youth, including conducting annual residency verification and other Identification and Recruitment (ID&R) activities according to specific timelines, as outlined in the Texas Manual for the Identification and Recruitment of Migrant Students. | 6, 7, 9, 10 | Migrant Recruiter, Special Programs Director | Copies of Certificates of Eligibility | | | | |
| | | | | Funding Sources: 212 Title I, Part C- Migrant | | | |
| 2) ID&R: Conduct ID&R activities as outlined in the ID&R plan as provided by the State MEP. | 7, 9, 10 | Migrant Recruiter, Special Programs Director | Copies of Certificates of Eligibility | | | | |
| | | | | Funding Sources: 212 Title I, Part C- Migrant | | | |
| 3) Migrant Services Coordination: Within the first grading period of the school year that the child who is eligible for migrant services in the district, (1) determine individual needs for instructional and support services, (2) identify available resources and make referrals to address said needs, such as tutoring, WIC, HEP, dropout prevention program, (3) coordinate with entities to ensure that the child has access to the appropriate services, and (4) follow up to monitor and document progress. | 7, 9, 10 | Migrant Recruiter, Special Programs Director, Principals | Summer School Attendance records | | | | |
| | | | | Funding Sources: 212 Title I, Part C- Migrant | | | |
| 4) Migrant Services Coordination: Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migrant students who have failed the State Assessment in any content area are accessing local, intrastate, and interstate opportunities available for summer remediation. | 8, 9, 10 | Special Programs Director, Principals | Summer School Attendance Records | | | | |
| | | | | Funding Sources: 212 Title I, Part C- Migrant | | | |
| 5) NGS: Beginning July1 through June 30, encode all required data into the New Generation System (NGS) and conduct all required activities as outlined in the NGS Implementation Guidelines for ESCs and LEAs. | 10 | Migrant Recruiter Special Programs Director | Copies of Certificates of Eligibility, Region 16 NGS Reports | | | | |
| | | | | Funding Sources: 212 Title I, Part C- Migrant | | | |

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| <p align="center">State System Safeguard Strategies</p> <p>6) Secondary Students: (1) Coordinate with available programs offering options for credit accrual and recovery to ensure that migrant secondary students are accessing opportunities available to earn needed credits and make up coursework which is lacking due to late arrival and/ore early withdrawal. Student participation must not interfere with core classes. (2) Ensure consolidation of partial secondary credits, proper course placement, and credit accrual for on-time graduation, including accessing and reviewing academic records from NGS.</p> | 1, 8, 9, 10 | Migrant and School Counselor, Special Programs Director, Principal | Academic Records, Migrant Records | | | | |
| Funding Sources: 212 Title I, Part C- Migrant, 244 Perkins - Career & Technical | | | | | | | |
| <p align="center">State System Safeguard Strategies</p> <p>7) Middle School Students: Coordinate with available mentoring programs or support organizations to develop students' learning and study skills and follow up to monitor and document progress.</p> | 8, 9 | Counselor, Principal, HQ Teacher | Academic Records | | | | |
| Funding Sources: 212 Title I, Part C- Migrant | | | | | | | |
| <p align="center">State System Safeguard Strategies</p> <p>8) Middle School Students: Provide coordination of resources by (1) contacting each student or family to establish the extent of student needs for homework assistance and tools, (2) collaborating with existing programs and organizations to coordinate student access to resources, and (3) providing students and parents with up-to-date and easy-to-understand information on how to access homework assistance when needed.</p> | 6, 8, 10 | Counselor, Principal, HQ Teacher | Academic records, attendance records | | | | |
| Funding Sources: 212 Title I, Part C- Migrant | | | | | | | |
| <p>9) Middle School Students: Provide a presentation or information to school staff to increase their awareness of migrant middle school students' need for timely attention and appropriate interventions (according to local procedures in place) for academic and nonacademic problems or concerns. The presentation or information must include directions for non-MEP staff to notify MEP staff of referrals and interventions.</p> | 4 | Counselor, Principal, HQ Teacher | Priority for Services reports, Academic and attendance records. | | | | |
| Funding Sources: 212 Title I, Part C- Migrant | | | | | | | |
| <p align="center">State System Safeguard Strategies</p> <p>10) Middle School Students: Provide supplemental information to migrant parents on how to collaborate with school staff and how to access resources in order to provide timely attention and appropriate interventions for their middle school children.</p> | 6, 8, 9, 10 | Counselor, Principal, HQ Teacher | Academic Records, meeting sign in sheets, attendance records. | | | | |
| Funding Sources: 212 Title I, Part C- Migrant | | | | | | | |
| <p align="center">State System Safeguard Strategies</p> <p>11) Students in Grades 3-11: Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migrant students who have failed any subject area of the TAKS/EOC are accessing local, intrastate, and interstate opportunities available for summer TAKS/EOC remediation.</p> | 8, 9, 10 | Counselor, Principal, HQ Teacher | Academic Records, meeting sign in sheets, attendance records, MSIX Log in records. | | | | |
| Funding Sources: 212 Title I, Part C- Migrant, 199 General Fund | | | | | | | |
| <p>12) Early Childhood/School Readiness: Within the first 60 days of the school year that eligible preschool migatory children, ages 3-5 are in the school district, determine individual educational needs, and to the extent possible, coordinate with or provide services to meet the identified needs. (For example Head Start, Even Start, Texas Migrant Council, or other early childhood programs.)</p> | 6, 7, 10 | Counselor, Principal, HQ Teacher | PEIMS, Certificates of Eligibility, academic records. | | | | |
| Funding Sources: 212 Title I, Part C- Migrant, 263 Title III, Part A - ELA | | | | | | | |

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| 13) District Procedures: Develop and implement a set of procedures that outline (1) a variety of strategies for partial and full credit accrual for migrant student with late entry and/or early withdrawal, and (2) saved course slots in elective and core subject areas, based on the district's history of student migration. | 1, 2 | Counselor, Principal, Special Programs Director | Academic Records, attendance records, procedures manuals. | | | | |
| 14) Interstate Coordination: Coordinate with the Texas Migrant Interstate Program (TMIP) during the summer months in order to serve students from Texas who may attend out-of-state summer migrant programs. | 10 | Special Programs Director, Migrant Education Personnel at Region Service Center | Contact logs. Migrant program logs. | | | | |
| Funding Sources: 212 Title I, Part C- Migrant | | | | | | | |
| 15) Intrastate and Interstate Coordination: Designate and enter into NGS a district summer contact person who will be available throughout the summer months and will have access to migrant student records, such as course grades and immunizations. | 10 | Special Programs Director, Migrant Education Personnel at Region Service Center | Staff Records, PEIMS | | | | |
| 16) Intrastate and Interstate Coordination: Designate and enter into NGS a district summer contact person who will be available throughout the summer months and will have access to migrant student records, such as course grades and immunizations. | 10 | Special Programs Director, Migrant Education Personnel at Region Service Center | Staff Records, PEIMS | | | | |
| 17) Migrant Parent Advisory Council: Establish a district-wide Migrant Parent Advisory Council (PAC), composed of a majority of migrant parents, which provides meaningful consultation in the planning, implementation, and evaluation of local MEP activities and services. The PAC must abide by the guidelines outlined in the State's MEP policy manual. (A region-wide Migrant PAC may be established where districts are members of a shared services arrangement (SSA) for the MEP.) | 1, 10 | Special Programs Director, Migrant Education Personnel at Region Service Center. | SSA Migrant PAC Meeting attendance sheets. | | | | |
| 18) Program Evaluation: Conduct an evaluation of your Migrant Education Program. | 1 | Special Programs Director, Migrant Education Personnel at Region Service Center | Migrant Procedures Manual, Program evaluation forms. | | | | |
| 19) PEIMS Migrant Indicator Code: The Title I Migrant Coordinator will provide a list of migrant students to be encoded into PEIMS with the Migrant Indicator Code. | 2 | Special Programs Director, Migrant Education Personnel at Region Service Center, PEIMS Registrar | PEIMS, COE | | | | |









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| 20) Graduation Plan Support-Employ migrant counselor or qualified specialized staff to provide graduation plan support above and beyond what is provided by regular school counselors, including to (1) develop individualized migrant student action plans, (2) provide leadership for coordination of services. (3) monitor course completion for PFS students with late entry and/or early withdrawal, (4) review district policies and procedures concerning students with late entry and/or early withdrawal, (5) intervene on behalf of students whose concerns put their academic success at risk, and (6) ensure that migrant students and parents are receiving timely information and assistance regarding the college application process, including scholarship opportunities and financial aid. | 8, 9 | Special Programs Director, Migrant Education Personnel at Region Service Center, Migrant and School Counselor | Graduation Plans on file, Academic Records, PFS reports, Migrant School Counselor reports. |  | | | |
| 21) Credit Accrual--Offer a variety of alternative methods for credit accrual and recovery by providing (1) opportunities for earning credit by exam or distance learning coursework, such as that available through the Portable Assisted Study Sequence (PASS) courses or the University of Texas at Austin's Migrant Student Graduation Enhancement Program; and (2) use of equipment, space and support staff necessary for successful completion of course work. MEP funding is allowable only where migrant students cannot be served by other available resources. | 8, 9 | Special Programs Director, Migrant Education Personnel at Region Service Center, Migrant and School Counselor | Graduation Plans, Migrant School Counselor reports. |  | | | |
| 22) Credit Accrual--Tuition or fees for evening classes, summer school or credit-by-exam | 10 | Counselor, Principal, HQ Teacher | Graduation Plans, Migrant School Counselor reports. |  | | | |
| Funding Sources: 212 Title I, Part C- Migrant | | | | | | | |
| 23) Supplemental Instruction--Extended-Day Tutoring in Core Content Areas (before school, after school, or on Saturdays) | 8, 9, 10 | Special Programs Director, Campus Principal, HQ Teacher of Record | Attendance sheets |  | | | |
| Funding Sources: 199 General Fund, 212 Title I, Part C- Migrant | | | | | | | |
| 24) Supplement Instruction--Extended-Day EOC STAAR Acceleration (before school, after school, or on Saturdays) | 8, 9, 10 | Special Programs Director, Campus Principal, HQ Teacher of Record | Attendance sheets, lesson plans |  | | | |
| Funding Sources: 199 General Fund, 212 Title I, Part C- Migrant | | | | | | | |
| 25) Summer Programs--Project SMART (including current or past programs) | | Special Programs Director, Campus Principal, HQ Teacher Record | Summer school attendance forms | | | | |
| 26) Supplemental Instruction--Home Based Building Bridges: Provide a lead teacher to train and support staff and administer home-based implementation of the Building Bridges Early Childhood Program to migrant 3 and 4 year olds if children cannot be served by other available resources. | 7, 10 | Special Programs Director, Campus Principal, Home based trained instructor | Migrant Records |  | | | |
| Funding Sources: 212 Title I, Part C- Migrant | | | | | | | |

| | | | | | | | |
|---|---|---|--|---|--|--|--|
| 27) Supplemental Instruction--Other Center Based Program for 3 and 4 year olds: District Pre-K to serve 4 year olds. Three year olds to be served with Building Bridges. | 7, 10 | Special Programs Principal, HQ Teacher | Attendance forms, migrant program records. |  | | | |
| | Funding Sources: 205 Head Start, 212 Title I, Part C- Migrant | | | | | | |
| 28) Identified Needs for Academic and Nonacademic Support Services-- Clothing and School Supplies. Coordination with local, state and other community resources to meet this needs will occur before sourcing Migrant program funds. | 1, 10 | Special Programs Director, Campus Personnel | Student records, meeting notes |  | | | |
| | Funding Sources: 212 Title I, Part C- Migrant | | | | | | |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | | |

Goal 2: Bright Beginnings Academic Center will increase student attendance.

Performance Objective 1: Improve the average daily attendance rate by 7% for an average daily attendance rate of 97% during the 2015-2016 school year.










Summative Evaluation: ADA for the 2015-2016 school year.

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---------|--|--|---|-----|-----|------|
| | | | | Nov | Jan | Mar | June |
| 1) Active monitoring of student attendance through daily phone calls, letters following the first 4 absences, and home visits for continuous absenteeism. | | Principal, Office Manager, Head Start Coordinator, Attendance Committee Members. | Six-Weeks Progress Reports, 2015-2016 ADA Report |  | | | |
| 2) Continue the implementation of the health and safety prekindergarten curriculum for the goals and objectives of the campus based coordinated health program. | | Teacher, Teacher Assistants. | Six Weeks Progress Reports, 2015-2016 ADA Report |  | | | |
| <p>Critical Success Factors CSF 5</p> 3) Continue a campus attendance committee to consisting of teachers, the school nurse, head start family support workers, and campus principal to actively communicate with parents regarding attendance. | | Attendance Committee Members | Six Weeks Progress Reports, 2015-2016 ADA Report |  | | | |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | | |

Goal 2: Bright Beginnings Academic Center will increase student attendance.

Performance Objective 2: Acknowledge student attendance with positive behavior awards to increase the average daily attendance rate by 7% to 97%.

Summative Evaluation: 2015-2016 ADA Report
























| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|--|---------|---|--|---|-----|-----|------|
| | | | | Nov | Jan | Mar | June |
| <p>Critical Success Factors CSF 5</p> <p>1) Student awards for perfect attendance during the six week grading period.</p> | | Principal | Six week progress reports, 2015-2016 ADA report |  | | | |
| <p>Critical Success Factors CSF 5</p> <p>2) Student cub paw award for weekly perfect attendance. Students with 4 cub paw awards will eat lunch with the campus principal.</p> | | Principal, Teachers. | Six weeks progress reports, 2015-2016 ADA report. |  | | | |
| <p>Critical Success Factors CSF 5</p> <p>3) Fishing for Attendance for students who have had perfect attendance for a six week period.</p> | | Lead Teacher, Teachers, Office Staff, Principal | Completed fishing and attendance certificates. Six weeks attendance reports; 2015-2016 ADA report. |  | | | |
| Funding Sources: 199 General Fund - \$200.00 | | | | | | | |
| <p>4) Provide parent information regarding the importance of prompt and regular attendance at school.</p> | 6 | Lead Teacher, Teachers, Office Staff, Principal | Completed Newsletters, Parent Meetings. |  | | | |
| Funding Sources: 199 General Fund - \$100.00 | | | | | | | |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | | |

Goal 3: Bright Beginnings Academic Center will maintain safe and drug free and secure environment for staff and students.

Performance Objective 1: Bright Beginnings Academic Center will develop school wide procedures in order to achieve a safe and secure learning environment for a student disciplinary referral rate of 3% rate or lower.

Summative Evaluation: 2015-2016 Campus Disciplinary Report










| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---------|--|---|-------------------|-----|-----|------|
| | | | | Nov | Jan | Mar | June |
| <p>Critical Success Factors CSF 3</p> <p>1) Continue the implementation of Harry Wong training, The First Days of School for effective school wide procedures.</p> | 2 | Principal, Teachers, Lead Teacher, Teacher Assistants, All school staff members. | 2015-2016 Campus Disciplinary Report. | | | | |
| 2) Create and maintain a crisis intervention team trained in TBSI. | | Crisis Intervention Team Members | Incident Reports that involve restraint. | | | | |
| <p>Critical Success Factors CSF 5 CSF 6</p> <p>3) Continue the implementation of positive behavior support initiatives.</p> | | Principal, Teachers, Teacher Assistants, Office Staff. | Monthly Disciplinary Reports, 2015-2016 Campus Disciplinary Report. | | | | |
| <p>Critical Success Factors CSF 5 CSF 6</p> <p>4) Continue Conscious Discipline for conflict resolution coordinated with the Frog Street Curriculum for positive classroom behavior techniques and strategies.</p> | | Principal, Teachers, Teacher Assistants. | Monthly Disciplinary Reports, 2015-2016 Campus Disciplinary Report. | | | | |
| <p>Critical Success Factors CSF 5 CSF 6</p> <p>5) Implement all school classroom recognition and assemblies for character counts.</p> | 2 | Principal, Teachers, Teacher Assistants. | Monthly Disciplinary Reports, 2015-2016 Campus Disciplinary Report. | | | | |
| 6) Continue the implementation of safety student drop off and pick up procedures. | | Principal, Teachers, Teacher Assistants, School Resource Officers. | Yearly report by district School Resource Officer. | | | | |
| 7) Continue to provide health and wellness programs for students. | 2 | School Nurse | Yearly report completed by district School Nurse. | | | | |
| 8) Continue Mr. Wiggles Learns the Rules at School Program by Heidi Songs. | 2 | Principal, Teachers. | Monthly Disciplinary Reports, 2015-2016 Campus Disciplinary Report. | | | | |
| <p>Critical Success Factors CSF 5</p> <p>9) Provide training for all staff members for bullying and harassment and campus bully prevention procedures.</p> | 4 | Principal | Monthly Disciplinary Reports, 2015-2016 Campus Disciplinary Report. | | | | |

| | | | | | | | |
|---|----|---|-------------------------------|---|---|---|---|
| 10) Provide stranger danger training for prekindergarten students. | | Principal, Teachers | Completed training. |  | | | |
| Critical Success Factors CSF 5 | 10 | Principal, Teachers, Office Staff, Brownfield Fire Department | Completed training. |  |  |  |  |
| 11) Provide fire prevention training coordinated with the community fire department. | | | | | | | |
| 12) Provided training for campus staff regarding the campus safety plan and procedures. | | Principal, School Resource Officer | Completed training. |  |  |  |  |
| 13) Provide training for the campus staff regarding the requirements for reporting suspected child abuse and/or neglect. | | Campus Nurse, Staff Members | Completed Training |  |  |  |  |
| 14) Classroom teachers and teacher assistants will complete student health checks each morning. | 10 | Classroom teachers, teacher assistants, head start coordinator | Completed health checks. |  |  |  |  |
| 15) Monthly safety drills will be completed in the area of fire exit; tornado and lock down drills will completed two times yearly. | | Principal, Head Start Staff, Officer Personnel | 2015-2016 Safety Drill Report |  | | | |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | | |

Goal 3: Bright Beginnings Academic Center will maintain safe and drug free and secure environment for staff and students.

Performance Objective 2: Bright Beginnings Academic Center will recognize student accomplishments throughout the 2015-2016 school year by providing positive behavior acknowledgement of every student every week.














Summative Evaluation: Disciplinary referrals will be at a 3% rate or lower on 2015-2016 Campus Disciplinary Report.

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|--|---------|---|--|---|-----|-----|------|
| | | | | Nov | Jan | Mar | June |
| Critical Success Factors CSF 6 1) Weekly acknowledgement of STAR students with focus on Character Count Traits. | 1, 2 | Principal, Teachers | Star Coupons Monthly and Yearly Student Disciplinary Reports. |  | | | |
| Funding Sources: 199 General Fund - \$400.00 | | | | | | | |
| Critical Success Factors CSF 5 2) Each student will receive a positive post card note mailed home at least once per semester. | | Teachers | Monthly and Yearly Disciplinary Reports. |  | | | |
| Funding Sources: 199 General Fund - \$200.00 | | | | | | | |
| 3) Recognition of outstanding employee and outstanding student of the month. | 1, 2 | Principal, Teachers, Office Staff | Monthly and Yearly Disciplinary Reports. |  | | | |
| Funding Sources: 199 General Fund - \$200.00 | | | | | | | |
| 4) Recognition of STAR Students Bingo Game. | | Principal, Parent Volunteers, Office Staff. | Monthly and Yearly Disciplinary Reports. |  | | | |
| Funding Sources: 199 General Fund - \$400.00 | | | | | | | |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | | |

Goal 4: Bright Beginnings Academic Center will foster effective, consistent, and positive community, parent, teacher, and student communication and relationships to involve parents as partners to promote student learning.

Performance Objective 1: By the end of the school year, all Bright Beginnings' parents will complete two home visits and two progress conferences for their student(s).













Summative Evaluation: Completed Parent-Teacher Home Visit Logs and Parent-Teacher Conference Logs

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---------|---|---|--|---|---|---|
| | | | | Nov | Jan | Mar | June |
| <p>Critical Success Factors CSF 5</p> <p>1) Teachers will maintain daily communication with parents with students' take-home folders.</p> | 6 | Teachers, Teacher Assistants. | Yearly parent survey. Increased parent involvement. |  | | | |
| Funding Sources: 199 General Fund - \$200.00 | | | | | | | |
| 2) Teachers will make a home-school connection with each of their students before school begins. | 6 | Principal, Teachers | Yearly parent survey. Increased parent involvement. |  |  |  |  |
| <p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 5</p> <p>3) Teachers will complete parent conferences regarding student progress of CPAA, Frog Street, CPALLS, and LAP 3 Assessments.</p> | 6 | Principal, Teachers, Head Start Coordinator | Completed Parent Teacher Conference Logs. |  | | | |
| 4) Continue monthly parent newsletter that contains relevant school information. | 6 | Principal | Yearly parent survey. Increased parent involvement. |  | | | |
| Funding Sources: 199 General Fund - \$400.00 | | | | | | | |
| 5) Prekindergarten students will visit the Colonial Heights campus during May, 2016 for preparation of transition from Prekindergarten to Kindergarten. | 6, 7 | Principal Colonial Heights Principal | Yearly parent survey. Increased parent involvement. |  | | | |
| Funding Sources: 199 General Fund - \$100.00 | | | | | | | |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | | |

Goal 4: Bright Beginnings Academic Center will foster effective, consistent, and positive community, parent, teacher, and student communication and relationships to involve parents as partners to promote student learning.

Performance Objective 2: Increase attendance in Title I Parent Involvement Meeting, Academic Excellence Nights, and Parent Meetings by 5%.

Summative Evaluation: Sign in sheets, CPAA Assessments, CPALLS Assessments, and Frog Street Unit Assessments.

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|------------------|---|---|--|---|---|---|
| | | | | Nov | Jan | Mar | June |
| <p>Critical Success Factors CSF 7</p> <p>1) One teacher per month will attend the Head Start Parent Meetings and demonstrate numeracy lessons.</p> | 6, 10 | Principal, Teachers, Head Start Family Support Workers. | Sign in Sheets for Parent Meetings. |  | | | |
| <p>State System Safeguard Strategies Critical Success Factors CSF 5</p> <p>2) Provide parent programs to demonstrate phonics and vocabulary lessons that can be implemented at home.</p> | 1, 2, 4, 6, 7, 8 | Principal, Lead Teacher, Teachers | Sign in Sheets for Parent Programs. CPAA Assessments, CPALLS Assessments, Frog Street Unit Assessments. |  | | | |
| <p>State System Safeguard Strategies Critical Success Factors CSF 5</p> <p>3) Provide parent programs to promote academic excellence and provide information regarding the National Normed Referenced CPAA assessments and student assessment information components.</p> | 1, 2, 4, 6, 7 | Principal, Lead Teacher, Teachers | Sign in Sheets for Parent Programs. CPAA Assessments, CPALLS Assessments, Frog Street Unit Assessments. |  |  |  |  |
| <p>Critical Success Factors CSF 5</p> <p>4) Invite parents to attend all school assemblies to promote Citizenship, Character Count traits, and all-school pride.</p> | 1, 2, 5, 6 | Principal, Teachers, Lead Teacher, Teacher Assistants, Office Staff | Sign in Sheets for all school assemblies. |  | | | |
| Funding Sources: 199 General Fund - \$700.00 | | | | | | | |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | | |

Goal 5: Bright Beginnings Academic Center will recruit and maintain a highly qualified staff.

Performance Objective 1: Each staff member becomes a member of their grade level's Professional Learning Community Team in order to collaboratively work together to achieve the goals of standards alignment, data management, and targeted interventions to achieve a 90% mastery learning performance goal.

Summative Evaluation: Pod Teams Summative Data
















| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|----------------------|--|--|-------------------|-----|-----|------|
| | | | | Nov | Jan | Mar | June |
| <p>Critical Success Factors CSF 1 CSF 6</p> <p>1) Teachers and Teacher Assistants will complete Conscious Discipline Training.</p> | 2, 4, 6 | PLC Team Leaders, Principal | Decreased Disciplinary Referrals by 1%. Increased student achievement by 5%, CPAA Assessments, CPALLS Assessments, Frog Street Unit Assessments, Progress Monitoring Data. | | | | |
| <p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Training provided for all teachers of alignment of Frog Street Curriculum with the Kindergarten Margaret Kilgo Scope and Sequence.</p> | 1, 2, 4, 7 | Principal, PLC Team Leaders. | Increased student achievement by 5%, CPAA Assessments, CPALLS Assessments, Frog Street Unit Assessments, Progress Monitoring Data. | | | | |
| <p>Critical Success Factors CSF 7</p> <p>3) All prekindergarten and early-prekindergarten classroom teachers will be ESL certified in order to host an ESL Content Based Program.</p> | 1, 2, 3, 4, 5, 9, 10 | Principal, Chief Financial Officer | Summative review of ELL student progress. | | | | |
| <p>Critical Success Factors CSF 6</p> <p>4) Training provided for all staff members of School-wide procedures and effective classroom procedures by Harry Wong, The First Days of School.</p> | 1, 2, 4 | Principal, Teachers, Teacher Assistants. | Decreased Disciplinary Referrals by 1%. Increased student achievement by 5%, CPAA Assessments, CPALLS Assessments, Frog Street Unit Assessments, Progress Monitoring Data. | | | | |
| <p>Critical Success Factors CSF 2</p> <p>5) Training provided for the Student Intervention Team for effective procedures for the student intervention process.</p> | 4, 9 | Principal, Student Intervention Team Members | Decreased Disciplinary Referrals by 1%. Increased student achievement by 5%, CPAA Assessments, Circle Assessments, Frog Street Unit Assessments, Progress Monitoring Data. | | | | |
| <p>Critical Success Factors CSF 3 CSF 7</p> <p>6) Training provided for all staff members regarding The Classroom Management by Harry and Rosemary Wong for a conducive procedural classroom learning environment.</p> | 1, 2 | Principal | Decreased Disciplinary Referrals by 1%. Increased student achievement by 5%, CPAA Assessments, Circle Assessments, Frog Street Unit Assessments, Progress Monitoring Data. | | | | |
| Funding Sources: 199 General Fund - \$500.00 | | | | | | | |
| <p>Critical Success Factors CSF 6</p> <p>7) Recognition of best practices of campus staff members.</p> | 5 | Principal | Performance Appraisal Reports and Staff Evaluations. | | | | |

| | | | | | | | |
|--|---|--|--|--|--|--|--|
| 8) Training provided for all staff members regarding the components of Bullying and Bully Prevention. | 2 | District Administration Principal Teachers | Decreased Disciplinary Referrals by 1%. | | | | |
| Critical Success Factors CSF 7 9) Training provided for classroom teachers on English Language Proficiency Standards, (ELPS) and Sheltered Instruction, (SIOP). | 1, 9 | Principal, Leadership Team Members. | Certificates of Completed Training, Summative review of ELL student's mastery learning data. | | | | |
| | Funding Sources: 211 Title I, Part A - \$270.00 | | | | | | |
| = Accomplished = Considerable = Some Progress = No Progress = Discontinue | | | | | | | |

Goal 6: Bright Beginnings Academic Center will implement technology to increase the effectiveness of student learning, instructional management, and staff development.

Performance Objective 1: Teachers will utilize technology in the classroom for effective teaching and learning strategies to improve student achievement by 5% for a 90% mastery learning rate of prekindergarten learning outcomes.









Summative Evaluation: Frog Street Unit Assessments, CPAA Assessments, CPALLS Assessments, LAP 3

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|--|---------|----------------------------------|---|--|--|--|--|
| | | | | Nov | Jan | Mar | June |
| <p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Prekindergarten classroom teachers will utilize promethean/active boards for active learner engagement.</p> | 1 | Principal, Teachers | Frog Street Unit Assessments, CPAA Assessments, CPALLS Assessments, LAP 3 |  | | | |
| <p>Critical Success Factors CSF 4</p> <p>2) Classroom teachers will utilize iPads for differentiated instruction for individual students and small groups of students.</p> | 1 | Principal, Teachers | Frog Street Unit Assessments, CPAA Assessments, CPALLS Assessments, LAP 3 |  | | | |
| Funding Sources: 199 General Fund - \$1200.00 | | | | | | | |
| <p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 4</p> <p>3) Classroom teachers will utilize the computer lab equipped with 8 computers and prekindergarten classrooms are equipped with 2 computer stations to motivate students, improve attitudes, and confidence of identified at-risk students.</p> | 1 | Principal, Teachers | 2-week assessments, Frog Street Unit Assessments, CPAA Assessments, LAP 3 |  |  |  |  |
| Funding Sources: 199 General Fund - \$250.00 | | | | | | | |
| <p>Critical Success Factors CSF 4</p> <p>4) Purchase SMART Board for PPCD classroom for early intervention instruction for students with disabilities.</p> | | | |  |  |  |  |
| Funding Sources: 313 Idea-B, SpEd - \$3000.00 | | | | | | | |
| <p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p> | | | | | | | |

Goal 6: Bright Beginnings Academic Center will implement technology to increase the effectiveness of student learning, instructional management, and staff development.

Performance Objective 2: Teachers will utilize technology for instructional management to increase student achievement by 5% to achieve a 90% mastery learning rate of prekindergarten learning outcomes.












Summative Evaluation: Frog Street Unit Assessments, CPAA Assessments, CPALLS Assessments, LAP 3

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---------|-----------------------------------|---|---|-----|-----|------|
| | | | | Nov | Jan | Mar | June |
| <p>Critical Success Factors CSF 7</p> <p>1) Teachers will utilize technology in order to prepare the classroom learning scope and sequence, lesson activities, and assessments for learning.</p> | 1, 8 | Principal, Teachers | 2 week assessments, Frog Street Unit Assessments, CPAA Assessments, CPALLS Assessments, LAP 3 |  | | | |
| Funding Sources: 199 General Fund - \$300.00 | | | | | | | |
| <p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 2</p> <p>2) Teachers and Principal will utilize technology for learning achievement data analysis of each individual student.</p> | 1, 2, 8 | Principal, Teachers | 2 week assessments, Frog Street Unit Assessments, CPAA Assessments, CPALLS Assessments, LAP 3 |  | | | |
| <p>Critical Success Factors CSF 2</p> <p>3) Teachers, Principal, and Office Staff will utilize technology for records of attendance and identification of each individual student's profile.</p> | 1, 2 | Principal, Teachers, Office Staff | Attendance Records--ADA Reports, PEIMS Reports |  | | | |
| Funding Sources: 199 General Fund - \$1800.00 | | | | | | | |
| <p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p> | | | | | | | |

Goal 6: Bright Beginnings Academic Center will implement technology to increase the effectiveness of student learning, instructional management, and staff development.

Performance Objective 3: Bright Beginnings Academic Center will implement technology to increase the effectiveness of staff development.

Summative Evaluation: PDAS Appraisals, Completed Walk throughs, Classroom Frog Street Unit Assessment Data, Classroom CPAA Data, Classroom CPALLS Data, and Classroom LAP 3 Data

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---------|----------------------------------|--|---|-----|-----|------|
| | | | | Nov | Jan | Mar | June |
| <p>Critical Success Factors CSF 3</p> <p>1) Presentations for improvement of student learning, classroom management, and conscious discipline.</p> | 4 | Principal | PDAS Appraisals, Completed Walk throughs, Classroom Frog Street Unit Assessment Data, Classroom CPAA Data, Classroom CPALLS Data, and Classroom LAP 3 Data |  | | | |
| Funding Sources: 205 Head Start - \$250.00 | | | | | | | |
| <p>Critical Success Factors CSF 3</p> <p>2) Professional Learning Communities' Teams will collaborate through emails and sharing of ideas, goals for student learning, and internet site learning opportunities for students.</p> | 1 | Principal, Teachers | Frog Street Unit Assessments, CPAA Data, CPALLS, and Lap 3 |  | | | |
| <p>Critical Success Factors CSF 3 CSF 7</p> <p>3) Teachers will demonstrate examples of how technology can be used in the classroom to increase student achievement.</p> | 1, 4 | Principal, Teachers | Completed walk through evaluations, Completed Frog Street Unit Assessments, CPAA, CPALLS, and LAP 3. |  | | | |
| <p>Critical Success Factors CSF 2</p> <p>4) Teachers will use needs assessments instrument to research and plan engaging lessons for student achievement.</p> | 1, 8 | Principal, Teachers | Frog Street Unit Assessments, CPAA Data, CPALLS and Lap 3 |  | | | |
| <p>State System Safeguard Strategies</p> <p>5) Teachers will utilize technology to design individualized learning plans for identified students.</p> | 8 | Principal, Teachers | Frog Street Unit Assessments, CPAA Data, CPALLS, and Lap 3 |  | | | |
| <p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 2</p> <p>6) Teachers will utilize technology to complete data analysis of 2-week and unit assessments to spiral identified weaknesses into future learning plans.</p> | 1, 8 | Principal, Teachers | 2 week assessments, Frog Street Unit Assessments |  | | | |
| Funding Sources: 211 Title I, Part A - \$3240.00 | | | | | | | |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | | |

State System Safeguard Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|---|
| 1 | 1 | 1 | Continue ELA, Math, Science, and Social Studies of the Frog Street Curriculum aligned with the IDM, Margaret Kilgo Scope and Sequence in ELA and Math. |
| 1 | 1 | 2 | Implement an effective method of phonics instruction by increasing mastery of reading readiness skills by 3% as measured by the EOY CPAA results. |
| 1 | 1 | 3 | Continue spiraled numeracy and pattern and concepts of patterns instruction daily. |
| 1 | 1 | 5 | Implement spiraled academic vocabulary development for improvement of reading readiness skills. |
| 1 | 1 | 6 | Continue Sparkito dual language program for ELL learning and the Spanish language for the non-ELL learners. |
| 1 | 1 | 8 | Continue the Response to Intervention Model for immediate and intensive intervention in TIER I, II, and III acceleration to close performance gaps in student achievement of performance and participation rates. |
| 1 | 1 | 9 | Continue Frog Street on-line assessments and evaluation software for data collection regarding student progress of mastery learning outcomes. |
| 1 | 1 | 16 | Provide dedicated instructional time for content core areas of ELA, Math, Science, and Social Studies. |
| 1 | 1 | 19 | Students that do not achieve grade-level proficiency as demonstrated by the assigned grade-level proficiency assessment combined with the end-of-year proficiency scores of the CPAA assessment will receive intensive-focused instruction in a smaller group setting in order to master the areas of concern as indicated by the child's assessment instruments. |
| 1 | 2 | 4 | Collaboration of family support services for identified Economic Disadvantaged and Head Start students with campus Family Support Workers. |
| 1 | 3 | 1 | Enrichment and support of the classroom scope and sequence with integration of language skills and thinking skills for increased achievement on future TELPAS assessments. |
| 1 | 3 | 3 | Increase vocabulary and language development, introduction of new concepts by key vocabulary to introduce a concept. |
| 1 | 3 | 5 | Thematic based instruction provided through nine themes in order for students to connect it to their lives and cultural backgrounds. |
| 1 | 4 | 1 | Utilize the Response to Intervention Model for immediate and intensive intervention in TIER I, II, and III acceleration to close performance gaps in student achievement of performance and participation rates. |
| 1 | 5 | 1 | Each student will have a unit plan with each identified prekindergarten standard, school readiness goals, and correlated Kindergarten Standard. |
| 1 | 5 | 2 | Identified at-risk students will participate in the TIER I, II, or III acceleration process according to the students' progress monitoring data. |

| Goal | Objective | Strategy | Description |
|------|-----------|----------|--|
| 1 | 5 | 4 | Data driven decisions will be completed for each completed unit to measure instructional strengths and weaknesses. |
| 1 | 6 | 4 | Migrant Services Coordination: Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migrant students who have failed the State Assessment in any content area are accessing local, intrastate, and interstate opportunities available for summer remediation. |
| 1 | 6 | 6 | Secondary Students: (1) Coordinate with available programs offering options for credit accrual and recovery to ensure that migrant secondary students are accessing opportunities available to earn needed credits and make up coursework which is lacking due to late arrival and/ore early withdrawal. Student participation must not interfere with core classes. (2) Ensure consolidation of partial secondary credits, proper course placement, and credit accrual for on-time graduation, including accessing and reviewing academic records from NGS. |
| 1 | 6 | 7 | Middle School Students: Coordinate with available mentoring programs or support organizations to develop students' learning and study skills and follow up to monitor and document progress. |
| 1 | 6 | 8 | Middle School Students: Provide coordination of resources by (1) contacting each student or family to establish the extent of student needs for homework assistance and tools, (2) collaborating with existing programs and organizations to coordinate student access to resources, and (3) providing students and parents with up-to-date and easy-to-understand information on how to access homework assistance when needed. |
| 1 | 6 | 10 | Middle School Students: Provide supplemental information to migrant parents on how to collaborate with school staff and how to access resources in order to provide timely attention and appropriate interventions for their middle school children. |
| 1 | 6 | 11 | Students in Grades 3-11: Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migrant students who have failed any subject area of the TAKS/EOC are accessing local, intrastate, and interstate opportunities available for summer TAKS/EOC remediation. |
| 4 | 1 | 3 | Teachers will complete parent conferences regarding student progress of CPAA, Frog Street, CPALLS, and LAP 3 Assessments. |
| 4 | 2 | 2 | Provide parent programs to demonstrate phonics and vocabulary lessons that can be implemented at home. |
| 4 | 2 | 3 | Provide parent programs to promote academic excellence and provide information regarding the National Normed Referenced CPAA assessments and student assessment information components. |
| 5 | 1 | 2 | Training provided for all teachers of alignment of Frog Street Curriculum with the Kindergarten Margaret Kilgo Scope and Sequence. |
| 6 | 1 | 3 | Classroom teachers will utilize the computer lab equipped with 8 computers and prekindergarten classrooms are equipped with 2 computer stations to motivate students, improve attitudes, and confidence of identified at-risk students. |
| 6 | 2 | 2 | Teachers and Principal will utilize technology for learning achievement data analysis of each individual student. |
| 6 | 3 | 5 | Teachers will utilize technology to design individualized learning plans for identified students. |

| Goal | Objective | Strategy | Description |
|-------------|------------------|-----------------|---|
| 6 | 3 | 6 | Teachers will utilize technology to complete data analysis of 2-week and unit assessments to spiral identified weaknesses into future learning plans. |