Bastrop Independent School District

Lost Pines Elementary

2018-2019 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Lost Pines Elementary (LPE) is a title 1 elementary school for grades PK-4th in Bastrop, Texas.

As of May 29th, 2018 there were 632 students enrolled at Lost Pines Elementary. Primary Grade Levels (PK and Kinder) were much smaller than grades 1-4.

Our school is located in a rural area, approximately 10 miles from downtown. If parents/families don't have transportation, lack access to internet and it's hard for them to get to the resources that they need (food pantry, Crisis center). What can we do to give our kids experiences that they are missing out on? We've had the vision van come out this past year.

At LPE student populations are comprised by the following:

52% of the students male as compared to 48% female

78% of our students are Hispanic/Latino

2% of our students are African American

17% of our students are White

2% of our students are two or more races.

The other races are statistically irrelevant for the purposes of this report, >1%

75% of our students are identified as At Risk

48% of our students are identified as LEP

Prior to the 2017-2018 school year, BISD, opened a bilingual program at Emile Elementary. While this didn't significantly affect our demographic breakdowns, it did decrease the number of students from one year to the next by roughly 125 students. (These student were all LEP students, therefore

decreasing the number of LEP students we serve.)

13% of the students at LPE are identified as SPED (Speech, LD or ID). 5% of the students at LPE are identified as GT. Boys are 2 times as likely to be identified at LPE. Race/Ethnicity are evenly distributed among both SPED and GT. Currently LPE is balanced within our GT population for EcoDis vs. Non-EcoDis.

LEP students are beginning to be identified earlier as meeting exit criteria based on the district's new bilingual model of Early Exit Transitional as opposed to Dual Language One Way.

The majority of AT Risk students are identified as having a reading difficulty as outlined on early literacy screeners such as Tejas Lee/TPRI. A nominal number of students are reported as AT Risk due to CPS and/or Foster situations.

Demographics Strengths

1. The SPED population closely reflects the overall school population.
2. Process in place to identify economically disadvantaged students. (Free and Reduced Lunch Application)
3. ESL parent classes offered
4. LPE exits the greatest number of Bilingual students each year (among other BISD campuses)
5. Vaccinations such as flu shots and Vision Van offered to assist our population with transportation/financial needs.
6. Christian's (Compassion) Closet, Daily Meals/Friday Groceries to meet needs of Eco. Dis. families.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our Eco. Dis. population under performs our Non-Eco. Dis. **Root Cause**: This population starts school performing below grade level and having to make more than one year's growth to catch up. Structures and programs to to support learners outside of the school day such as after school and during breaks are not in place.

Problem Statement 2: Parent and teacher education on how GT manifest and the program specifics

Problem Statement 3: Culturally relevant GT testing

Problem Statement 4: Majority of students identified as At Risk is due to reading difficulties as identified by screeners. **Root Cause**: Students lack academic opportunities and experiences prior to enrollment in Kindergarten. In addition students are not making the greater than 1 year gain to close the gap.

Student Achievement

Student Achievement Summary

Lost Pines Elementary has met standard for the 2017-2018 school year.

Overall score--66

- Domain I--Student Achievement Score--62
- Domain II--School Progress Score--67
- Part A--academic growth--55 (Improvement Required)
- Part B--relative performance 67
- Domain III--Closing the Gaps--63

Domain III: Closing the Gaps Targets

     In Academic Growth for reading, the 17/18 target was 66 for all students and performance was 68. The 17/18 target for Hispanic was 65, and it was met with a 66. The eco-dis target for 17/18 was 64, and LPE produced a 64.

     In Academic Growth for math, the 17/18 target was 71 for all students, and performance was 45. The target for Hispanic was 69, and the LPE score was 42. Eco-dis target was 68, and the performance score was 42.

Strengths

- 4% gain in fourth grade math
- 4th grade reading--Gain across performance levels for all students; gains across all performance levels for SpEd; 8% gain in meets and 4% gain in masters
- 3rd grade math--maintained 70% approaches from 16/17; maintained in LEP and masters
- 3rd grade reading--100% approaches for GT; GT masters went from 63% in 16/17 to 80% for 17/18.

Passing percentages

  All subjects: 63% approaches, 29% meets, 10% masters

  Reading: 61% approaches, 27% meets, 13% masters

     3rd grade reading: 65% approaches, 20% meets, 9% masters

4th grade reading: 59% approaches, 36% meets, 18% masters

Math: 68% approaches, 31% meets, 11% masters

3rd grade math: 70% approaches, 38% meets, 11% masters

4th grade math: 68% approaches, 26% meets, 12% masters

Writing: 57% approaches, 27% meets, 2% masters

Student Achievement Strengths

1. 4% gain in 4th grade Math
2. 4th grade reading--Gain across performance levels for all students; gains across all performance levels for SpEd; 8% gain in meets and 4% gain in masters
3. 3rd grade math--maintained 70% approaches from 16/17; maintained in LEP and masters
4. Gains in 4th grade Writing - 12% gain in Performance Level Approaches and 14% gain in Performance Level Meets
5. 3rd grade reading--100% approaches for GT; GT masters went from 63% in 16/17 to 80% for 17/18.
6. Formative Loop
7. Tutoring opportunities
8. Data Days

- 4% gain in fourth grade math

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Sped students continue to be our lowest performing subpop. **Root Cause**: Sped students are working significantly below grade level. Alignment between modified curriculum and instruction and STAAR aligned content needs improvement.

Problem Statement 2: Fluid interventions provided based on individual need **Root Cause**: Teachers understanding how to use data to consistently adjust groupings as well as having adequate time for necessary preparation for groupings.

Problem Statement 3: Number of students qualifying for Tier II and Tier III interventions indicating problematic Tier I instruction. **Root Cause**: Teachers understanding the process of RtI and providing instruction/intervention to address the needs of learners, providing for mastery levels to be achieved. In addition, Campus Climate Survey indicates teachers believe RTI paperwork is hard to understand and complete.

Problem Statement 4: Program such as AR or process for motivating students to read is needed. Rings for Reading has not proven to motivate students.

School Culture and Climate

School Culture and Climate Summary

Lost Pines Elementary promotes a positive and safe school culture and climate. The theme for the 2018-19 school year is:

Got GAME? What's Your Game Plan? ...because failing to prepare is preparing to fail. Games And Motivation Equals SUCCESS.

The following beliefs guide the work at LPE:

- Family is the foundation that supports the development of the individual and the community.
- Respect for others and self is shown through attitude and action.
- Appreciation for diversity strengthens our community.
- Investment in optimism leads to success.
- Service to others builds community and personal growth.
- Collaboration and team work enrich outcomes.
- Commitment and strong work ethic are valued qualities.
- A culture of high expectations is a commitment to our future.
- Positive character produces positive actions.
- Practice being safe, responsible and respectful each day strengthens the learning environment.

Looking at the data as a whole indicates that there is a positive supportive environment for stakeholders on our campus. Students and staff feel supported by each other and have positive fruitful relationships. Data reveals that as a campus we will continue focusing on the consistency of the implementation of expectations and procedures.

School Culture and Climate Strengths

Lost Pines Elementary has several systems in place that help sustain a positive school culture and a climate of high expectations for students, staff and all of our stakeholders.

- Implementation of cohesive campus PBIS expectations and practices such as: Students have the opportunity to earn purple tickets or purple referrals for displaying strong work ethic and other positive attitudes, use of positive reinforcement, implementation of a balanced system of
- Implementation of SEL for 2018-19 school year.
- Behavior RTI program in place with the support of a full-time campus behavior coach and 2 full-time paraprofessional to provide support for our students and their behavior needs.

- Committees comprised of teachers with vertical representation for Behavior and Safety.
- Administration and counselor are visible and have an open-door policy for students, staff, and parents, which creates a positive school climate for all stakeholders.
- Weekly "Week at a Glance" from the principal provided to the staff helps to maintain an organized working environment.
- Classroom guidance lessons presented to all students by the counselor and nurse.
- Campus crisis team is established and in place
- Stated expectations, consistent follow-through, and consistent walk-throughs create a safe and orderly environment for students and staff.
- Campus assigned police officers by the district maintain a safe and orderly environment for students, staff, parents and entire community.
- Sunshine Committee to plan team building oppportunities and tangible motivators for staff such as snacks, treats, or meals.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Shared Collective understanding about the vision/mission of LPE among students and staff. **Root Cause**: The mission statement in place is "inherited" and needs to be updated along with adding a vision so that these beliefs are understood and shared and create the foundation for all decision making.

Problem Statement 2: Teachers would like more input in a variety of decisions made on the campus.

Problem Statement 3: Teachers greatest area of concern based on Campus Climate Survey data is in the area of "Student Behavior at My School". **Root Cause**: Data and decisions from Behavior/Safety Committee Meetings is not shared out campus-wide.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Bastrop ISD is conveniently located 25 miles west of Austin, TX and Lost Pines is located 6.8 miles Northeast from town. The district is within distance of various regional universities and colleges as well as to a flagship university to recruit well-trained teachers. TEA (2014) recorded years of experience for the professional teaching staff in Bastrop ISD.

Years	District (Actual)	Percentage	State (Percentage)
Beginning	45.5	6.7	8.1
1-5	223	32.7	27.3
6-10	110	16.1	21.7
11-20	186	27.3	27.3
			15.7
20 +	117	17.2	

This data indicates that 56% of the professional staff have 6+ years of teaching experience. It is also important to note the district's average of new teachers remains below the state's average indicating teachers are remaining in the district beyond their first year in the classroom. 24% of all teaching staff hold advanced graduate degrees.

17%% of the teaching staff have 20+ years in education and are dedicated to the community.

The district participates in selected association meetings, conferences, and job fairs that target administrators, minorities, and bilingual certified teachers.

Current education research indicates new teachers entering the profession are at an all time low (neaToday, 2016).

The National Education Association (2013) noted salary plays a significant factor in teacher retention, especially for new teachers, as they realize the additional hours beyond the school day and week can be highly demanding for planning, professional development, and preparation. For this reason, the district should note the following data regarding salaries provided by TEA (2015) specific to Bastrop ISD.

Average Actual Salaries (regular duties only):

Staff	District Average	State Average
Teachers	$49,383	$51,891
Professional Support	$54,364	$61,145
Campus Administration	$76,434	$75,654
Central Administration	$105,906	$99,111

Staff Quality, Recruitment, and Retention Strengths

The strengths are listed below:

1. The district has made concerted efforts to provide relevant and on-going professional development for staff members across grade levels and content areas to support high quality teaching. Some of the most notable trainings offered in summer training include The Heart of Texas Writing Institute, ESL Academy, Sheltered Instruction, Technology Integration, Big 8 Instructional Model.
2. The district has approved a stipends for any teacher who occupies a dual language classroom in an effort to attract educators to this high demand field. Secondly, the district offers a stipend for educators certified in ESL instruction.
3. The district has an established partnership with the Bastrop Education Foundation which offers grants for innovative teaching.
4. The district atends multiple job fairs at Tier 1 universities as well offering an internal job fair.
5. The district has made great strides in pormoting from within to fill administrative vacancies.
6. The district provides mentors to first year teachers as well as in some cases new to BISD teachers. A handbook and training was developed and being implemented for the current school year.
7. Specifice to LPE, Campus Climate Survey remains strong.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Retention of teachers due to location with teachers/staff who commute. **Root Cause**: Teachers who commute from Austin and other neighboring cities, continue to seek employment in the cities they live to avoid the cost of the commute. With LPE being located even further from town, candidates choose to not seek employment due to the further commute.

Problem Statement 2: 68% of teachers believe they have received adequate training and support on all new technologies as indicated in the Campus Climate Survey and having the highest need in the area of "Resources and Professional Development Available to Me"

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

BISD has committed to planning and preparation through the use of Professional Learning Communities (PLCs) at every campus. Therefore, at Lost Pines Elementary teachers continue to analyze data, plan and prepare lessons during a scheduled time during the school day including PLCs and team planning time. Teachers plan lessons primarily using the TEKS Resource System and state adopted resources as well as the district's curriculum intraface website. Teachers use PLC protocols to plan which include key concepts, state standards, key assessment areas, key vocabulary, and essential questions. Teachers use the planning time to determine the best approach to accomplish robust lesson plans using the district's lesson plan template which was implemented at LPE August 2016. The lesson plan template continues to help strengthen instruction by requiring teachers to plan for things like high yield strategies, differentiation, TEKS misconceptions, etc.The lesson plans are uploaded in the master curriculum folders for all team members to access. At PLCs, progress of various local and state assessments are charted using the eduphoria data analysis system (AWARE). Teachers and campus leaders disaggregate data using various methods of progress monitoring. The results are used to determine intervention needs in TIER 1 and TIER 2 instruction. Individual student needs are addressed using this data.

Assessment on BISD campuses is guided by PLCs as well. Therefore, at Lost Pines Elementary, we use PLCs to create common assessments based on the unit of instruction and use the data to adjust instruction and check progress. In addition, the district deploys two district target exams—one in the fall and one in the spring. The fall exam covers material and standards that have already been taught. Once the data is disaggregated campus leadership teams adjust instruction and create additional interventions. The spring exam is a benchmark that assess student performance on a released state exam. The results are used to identify individual student intervention needs that are targeted to weak objective performance. K-2 staff focus on TPRI/Tejas Lee results, district assessments, and TELPAS for data disaggregation, Grades 3-4 staff focus on STAAR data, iStation, think through math, TELPAS, common assessments and district assessments. As a district (and therefore as a campus) there is a greater emphasis for more frequent Common Assessments and Unit Assessments utilized as checkpoints and allowing more consistent opportunities to close gaps and clarify misconceptions.

BISD focuses on the use of best practices, identified areas of weakness, and identification of root causes in poor achievement to develop and refine the written curriculum, taught curriculum and assessed curriculum. Therefore, at Lost Pines Elementary all decisions are data driven from campus walkthroughs, local assessment and state assessments. Teachers will complete Data Protocol Planning to analyze State Assessments and plan for each semester. As much as possible, we embed professional development to provide the basis for monitoring progress on student achievement at the district and campus level.

Curriculum, Instruction, and Assessment Strengths

Instruction-

- Dedicated teachers and staff

- Campus-based Instructional Coach
- Team Lesson Planning
- Weekly PLCs: grade level, sped, bilingual (monthly)
- Professional growth mindset: reflective teaching, peer observations
- Continued use of district lesson plan template - focusing on goals and misconceptions
- RtI Lead Teacher/Interventionist to implement the RtI model and monitor Tier 2 and 3 student

Curriculum resources -

- Access to leveled books in the literacy lab
- STAAR resource materials: Mentoring Minds, Fast Focus, Countdown to STAAR
- Reading subscriptions to address Expository text and integrate Social Studies.

Assessments -

- More robust plan for Unit and Common Assessments
- all AT's within district are common
- tests are vetted and input is valued
- analyzing data to pinpoint specific students' needs
- vertical alignment for strengths and weaknesses on 3rd and 4th grade ATs

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Ready-made running record resources for Bilingual & Monolingual students

Problem Statement 2: Access to producing instructional materials in color for station activities and activities used repetitively

Problem Statement 3: More consistent campus assessments with spiraled content to monitor progress/growth

Problem Statement 4: More in-depth istation training to maximize it's benefits for student learning

Problem Statement 5: Retrain Fountas and Pinnell BAS assessment kit for more valid administration

Problem Statement 6: Continue to seek outside training from Region 13 and Lead4ward

Problem Statement 7: Increased time for creating stations and materials

Problem Statement 8: Built in time for sped to meet with teams

Problem Statement 9: Improvement of assessment translations

Problem Statement 10: Resource such as Lexia in Spanish

Parent and Community Engagement

Parent and Community Engagement Summary

While we recognize that there are some strengths in the area of parental involvement, we acknowledge that this continues to be an area of growth for our campus. We have been very pleased with the continued increase in parent/family participation at campus events. We need to continue to gain more family and community involvement on our campus by asking stakeholders what the school can do to increase the involvement. We will examine our methods for communicating our needs.

LPE continues to combine performances with academic events to increase family participation. Also, LPE has implemented the use of Facebook and now Twitter to communicate with families and other stakeholders.

Our Spring Bookclub continues to draw in the most involvment with volunteers.

Parent and Community Engagement Strengths

The following are identified strengths:

- Growth in PTA Board representation
- Performances by all grade levels
- Combining events to increase participation
- Fall Fest/Math Event
- Breakfast with Santa/Literacy Event
- Campus events such as Pastries with Parents, Grandparents Luncheon, Veterans Day Program, Earth Day Program
- Career Fair
- Book Club
- Angel tree, holiday meals, BHS football Stockings
- Vaccinations and Vision Van
- Partnerships with Bluebonnet Trails and Family Connections

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Add the Watch DOG program

Problem Statement 2: Create more opportunities for community members to serve on campus such as "Community Leaders and Readers" **Root Cause**: Location can be problematic for community accessing during working hours. Also, we will examine the methods used to solicit recruitment of involvement.

Problem Statement 3: Increase parental response to a variety of context as needed

School Context and Organization

School Context and Organization Summary

Parents, teacher, and students at Lost Pines Elementary (LPE) take pride in their school and the school's reputation of success. LPE has a reputation in Bastrop as being a school that cares about their students and teachers. Through our many programs at LPE, staff address the needs of the whole child. The staff at LPE balance the academic need of students with social-emotional needs. Interventions are provided for both academic and social-emotional needs. Teachers participate in PLC meetings and team planning meetings to help meet the needs of their students. Teachers collaborate with Instructional Coaches, Intervention staff, the Counselor, and district support staff to plan for the success of all of their students. Teachers participate on committees that help make decisions for campus activities and instruction. Safety procedures are closely monitored in collaboration with the BISD police department. At LPE, the Positive Behavior Interventions and support system is in place to provide consistency for expectations and procedures campus-wide.

For the 2017-2018 school year, LPE is investigating new ways to develop a master schedule to maximize instructional time for each core subject. Our 4th grade classes will utilize a self-contained model, now making this the campus-wide model.

Admin. Team consists of: 1 Principal, 1 AP

Leadership Team consists of: 1 Principal, 1 AP, 1 Counselor, 1 Instructional Coach, 1 RtI Lead Teacher

Sped Team: 3 Resource/Inclusion Teachers, 1 Life Skills Teacher, 1 Dyslexia Teacher, .5 Bilingual Dyslexia, 3 Life Skills Paras, 1 behavior teacher, 2 behavior paras

RtI Team: 1 Lead, 2 paras (2 are bilingual)

School Context and Organization Strengths

Lost Pines Elementary has many strengths. The most notable ones in the area of School Context and Organization are as follows:

1. Teachers attend weekly PLC and team planning meetings to plan for instruction from data.

2. Teachers incorporate Sheltered Instruction and ELPS in order to develop language aquistion in our ELL students.

3. RtI is being utilitized to incorporate research-based interventions

4. PBIS system is utilitized to create school-wide procedures and expectations.

5. Safety drills are performed frequently and efficiently.

6. A master schedule is developed to maximize instructional time for all students. Intervention and special programs base their schedules off of the master schedule to ensure students receive the maximum amount of tier 1 instruction with the least amount of interruptions.

7. The counselor meets with classes, small groups, and indiviudal students to provide counseling lessons.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: The need for counseling is greater than the staff (counselor) to provide adequate services to all students in need.

Problem Statement 2: RtI systems need to be clearly established and understood by teachers.

Problem Statement 3: Continued need to align curriculum and standards with resources and needs as indicated by campus data.

Technology

Technology Summary

Lost Pines Elementary (LPE) is part of a Google App school district. All staff have access to the google apps.

The Technology Department at Bastrop ISD strives to provide innovative solutions to promote student achievement. The infrastructure with BISD is bolstered with wireless network and bandwidth upgrades, and we continue to update, refresh, and increase our device to user ratio to allow for more access during and outside of the school day. These efforts provide a strong foundation as we move forward with a focus on digital learning and preparing our students with the knowledge and skills needed to be future ready.

At LPE, students attend Computer Class once every five days where technology TEKS are taught. Our students continue to improve on the 4th grade Tech Apps. test.

Technology Strengths

Lost Pines Elementary has many strengths. The most notable ones in the area of technology are as follows:

1. Each teacher has approximately 6 or 7 devices and a monitor in the classroom for technology integration.

2. Each teacher has an ipad for teacher and student use.

3. Students attend a weekly computer class to learn how to use various programs and Google Apps, as well as learn/mastery Technology TEKS.

4. Digital Learning Specialist is on campus weekly to assit teachers with technology intergration.

5. Teachers and students have access to two integration labs, with 25 computers each, to use for intervention, research, or lesson integration.

6. Digital access to textbooks are available for students for use at home, including access to Spanish versions of the textbook.

Problem Statements Identifying Technology Needs

Problem Statement 1: The internet connection can be inconsistent, which an create inconsistent implementation of technology in lessons.

Problem Statement 2: Device to student ratio needs to continue to increase. We are trying to achieve at a minimum, a 2:1 ratio.

Problem Statement 3: Campus Climate Survey indicates LPE teachers needing more PD in regards to technology, especially when new devices or resources are made available.

Comprehensive Needs Assessment Data Documentation

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Goal 1: We will develop and maintain a system of instruction which differentiates for every student's individual needs.

Performance Objective 1: By May 2019, LPE will reduce out-of classroom (in-school suspensions, out-of school suspensions, and DAEP) placements by at least 5%.

Evaluation Data Source(s) 1: 2018-2019 end-of-year discipline data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Develop and implement Campus-Wide Behavior and Classroom Management practices including consistent expectations for common areas and classrooms utilizing the BISD Discipline Matrix, Consistency Guide & Positive Behavior Interventions & Supports (PBIS). (1B)		Leader: All admin Others involved: PBIS Committee, Behavior Interventionists, Counselor, teachers	1) Implementation can be measured through campus PBIS and RTI committee data collection and work. 2) Impact can be measured by PBIS data collection during Nov. & Mar. using Campus Reflection Sheets.				
2) Consistently implement and support a campus-wide Behavior Response to Intervention Program. (2D)		Leader: All admin Others involved: PBIS Committee, Behavior Interventionists, Counselor, teachers	1) Implementation can be measured by discipline data and the SEL surveys. 2) Impact can be measured by improved behavior and academic performance.				
3) Campus-wide Implementation of Social Emotional Learning Curriculum that provides language and strategies to address conflict in classrooms and common areas. (1D)		Leader: All admin Others involved: PBIS Committee, Behavior Interventionists, Counselor, teachers	1) Implementation can be measured by discipline data and the SEL surveys. 2) Impact can be measured by improved behavior and academic performance.				
✓ = Accomplished → = Continue/Modify ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✗ = Discontinue							

Goal 1: We will develop and maintain a system of instruction which differentiates for every student's individual needs.

Performance Objective 2: By May 2019, LPE will increase student performance for Meets: Reading from 30% to 44% and Math from 33% to 46%. Masters targets for both reading and math will also increase by 5%.

Progress will also increase by the following:
Reading: 68% to 70%
Math: 44% to 75%

Evaluation Data Source(s) 2: Comparison of 2018 and 2019 Accountability Data Table.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Targeted Support Strategy **Critical Success Factors** CSF 1 1) 1) Utilize TEKS resource system and district curriculum documents as well as the district's curriculum intraface website to plan a vertically aligned and viable curriculum for all core content areas. (2A)	2.4	Leader: Campus Administrators Others Involved: Instructional Coaches	Lesson Plans PLC discussions				
Comprehensive Support Strategy **Critical Success Factors** CSF 1 2) 1st-4th grade students will participate in Math Fluency Program, Formative Loop to appropriately develop foundation skills and fluency in Math.		Leader: Instructional Coaches Others Involved: Campus Administrators Classroom Teachers Formative Loop Graders Team	Daily and Weekly reports produced by Formative Loop Program.				
	Funding Sources: 211 - Title I, Part A - 0.00						

Critical Success Factors CSF 1 CSF 7 3) 4th grade teachers will attend Barry Lane Writing PD.		Leader: Instructional Coaches Others Involved: Campus Administrators Classroom Teachers	Writing ATs STAAR writing scores				
Funding Sources: 211 - Title I, Part A - 0.00							
Critical Success Factors CSF 1 CSF 2 4) Students in grades 3 and 4 will receive Tutoring opportunities in content areas of Reading, Math, and Writing. Groups will include students targeted for Meets and Mastery Performance Levels. (2D)	2.4, 2.6	Leader: Campus Administrators Others Involved: Instructional Coaches Teachers	Students make progress on assessment data. Students meet standard on local and state assessments. STAAR data ATs progress monitoring RtI Student Academic Logs				
Funding Sources: 211 - Title I, Part A - 0.00, 199-024 - State Compensatory Education - 0.00							
Critical Success Factors CSF 1 CSF 7 5) Over the course of the school year, teachers will watch Eric Jensen's Tools for Engagement PD series.		Leader: Campus Administrators Others Involved: Instructional Coaches Teachers	Walkthroughs will indicate increased levels of student engagement throughout lesson cycles.				
Targeted Support Strategy **Critical Success Factors** CSF 1 CSF 2 6) Data Days will be used after Mock Assessments to identify the needs of the campus, grade level, individual classes and individual students. Plans including interventions and enrichment for making progress as a campus, grade level, and individually will be made and implemented at this time. (2D)	2.4, 2.6	Leader: Campus Administrators Others Involved: Instructional Coaches Teachers	Progress between Mock Assessments and STAAR tests.				
Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00, 199-030 - SCE on Schoolwide - 0.00							

Critical Success Factors CSF 1 CSF 4 7) Implement monthly prize raffles for attendance in an effort to increase attendance rates. When classes have 5 days of perfect attendance, the class is rewarded with non-tangible rewards. For every 5 days of perfect attendance, the teacher's name goes into the monthly drawing. Whole class rewards are provided once per month.		Leader: Assistant Principal Others Involved: Attendance Clerk Attendance Committee members	Attendance rates increase from 95.14% to 97%.				
Comprehensive Support Strategy 8) RtI Lead Teacher will serve as a Case Manager for students who DNQ Sped services. The Case Manager will create goals, meet with the teacher, and monitor progress of student. (2D)		Leader: Principal Others Involved: Assistant Principal RtI Lead Teacher Teachers	Students meeting individualized goals and therefore demonstrating progress.				
Critical Success Factors CSF 1 CSF 7 9) Continue implementation of the BISD instructional model, BIG 8 that focuses on eight high yield instructional strategies. (2A)	2.5	Leader: Instructional Coaches Others Involved: Principal Assistant Principal Teachers	Implementation can be measured by inclusion of the eight instructional strategies in lesson plans that are monitored weekly by campus administration and periodically by district specialists. Evidence will be observed during walkthroughs.				
Critical Success Factors CSF 1 10) Fourth grade teachers will utilize Texas Studies Weekly to engage students in reading across content areas, improving understanding of genres. Second andThird grade teachers will utilize Scholastic News Magazines for Expository text.	2.4	Leaders: Instructional Coaches Others Involved: Teachers	Lesson plans activities to increase cross-curricular reading STAAR				
	Funding Sources: 199 - General Fund - 0.00						
Critical Success Factors CSF 1 11) 4th grade students will utilize Writing Folders to support Writer's Workshop and reinforce the writing process.	2.4	Leaders: Instructional Coaches Others Involved: 4th grade teachers	Students understanding and therefore completing the writing process successfully. Walkthroughs of Writer's Workshop				
	Funding Sources: 211 - Title I, Part A - 0.00						

12) ELL Case Managers will monitor the performance of identified 3rd and 4th grade ELLs. Procedures for the monitoring system will be developed and implemented with fidelity. (2C)		Leaders: District EL Department Others Involved: Campus ELL Case Managers.	Formative and Summative data points for identified students will show progress in academic performance especially in regards to English acquisition.				
	Funding Sources: 263 - Title III - 0.00						
Critical Success Factors CSF 1 CSF 7 13) Teachers and staff will attend the following PD to support the instructional needs on campus. Instructional materials will be provided in order to implement new strategies or practices as needed. Think Conference (for 3rd and 4th grade teachers who have not attended) - Lead4ward Rockin' Review (for 3rd and 4th grade teachers who have not attended) - Lead4ward	2.4	Leaders: Campus Admin. Others Involved: ICs Teachers	Implementation of strategies learned at PD will result in student achievement and growth through teacher use of best practices and new strategies.				
	Funding Sources: 211 - Title I, Part A - 0.00						
PBMAS **Critical Success Factors** CSF 1 14) Continue the implementation of the transitional bilingual early-exit model in grades Prekindergarten to 4th grade with a goal of exiting students post 3rd grade. The EL department will monitor the model implementation with observations and feedback. (2C)	2.4, 2.6	Leaders: Campus Admin. Others Involved: ICs Teachers EL Department	Continued pattern for exiting students prior to 4th grade.				
Targeted Support Strategy **Critical Success Factors** CSF 1 15) The campus will purchase and use the Accelerated Reader program to motivate students to read on level text. Tangible rewards will be purchased for the "store" so students can spend the points they earn.	2.4, 2.6	Leader: IC Others Involved: Teachers Admin.	Students will be reading more text. Student reading levels will improve. Reading STAAR scores will increase.				
	Funding Sources: 211 - Title I, Part A - 0.00						
Targeted Support Strategy **Critical Success Factors** CSF 1 16) 4th grade students will utilize Step Up to the TEKS Reading for TEKS and STAAR aligned practice and exposure.	2.4, 2.6	Leader: IC Others Involved: Teachers	Improved Reading STAAR Scores Improved Reading Progress				
	Funding Sources: 211 - Title I, Part A - 0.00						

Targeted Support Strategy Critical Success Factors CSF 1 CSF 7 17) The 4th grade team and IC will attend PD by Greg Tang, "Reasoning, Rigor, & Results." Teachers will better understand how to use visual models, focus on reasoning skills, and teach more challenging problems.	2.4	Leader: District Math Specialist Others Involved: IC 4th grade teachers	Level of instruction will improve, better aligning to STAAR. Student growth in Math will increase. Overall student Math achievement will improve.				
	Funding Sources: 211 - Title I, Part A - 0.00						
✔ = Accomplished ➡ = Continue/Modify ◑ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue							

Goal 1: We will develop and maintain a system of instruction which differentiates for every student's individual needs.

Performance Objective 3: Specific to Closing the Gaps Status, our Sped population performance will increase in order to meet the required percentage. For 2018, there was a target of 13% with 0% of the Indicators met for this population under "Additional Targeted Support". This target will be met for 2019.

    Evaluation Data Source(s) 3: Comparison of 2018 and 2019 Closing the Gaps Status Table.

    Common Assessment, AT, and STAAR data in the areas of Reading and Math.

    Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Targeted Support Strategy **Critical Success Factors** CSF 1 CSF 6 1) All students will utilize Student Academic Logs for Goal-Setting and progress monitoring. (2D)	2.4, 2.6	Leader: Classroom Teachers Others Involved: Campus Administrators	Student graphs for monitoring goals indicate at least 80% of students are meeting or exceeding goals.				
Funding Sources: 211 - Title I, Part A - 0.00							
Targeted Support Strategy **PBMAS** **Critical Success Factors** CSF 1 2) Improve implementation fidelity of Read 180/System 44 through monitoring, teacher feedback, and implementation coaching/support. (2C)	2.4, 2.5	Leader: Campus Administrators Others Involved: Special Education Teachers Special Education Instructional Specialist	ATs 2019 STAAR Data				
Targeted Support Strategy **Critical Success Factors** CSF 1 CSF 2 3) Special Education Teachers will conduct data reviews for Sped students. The team will discuss the needs of individual students and implement strategies determined. Case managers will monitor progress of students on caseload. In addition a system will be established to monitor the needs and performance of Speech Only students. (2C)	2.4, 2.6	Leader: Special Education Teachers Others Involved: Special Education Instructional Specialist	ATs 2019 STAAR data for Sped students in grades 3 and 4 Progress Reports and Report Cards				

Targeted Support Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 7 4) Expand the continuum of Special Education instructional arrangements to increase access to general education curriculum through a co-teach model. Resource and Inclusion Teachers will receive Co-Teacher Training. (2C)	2.4	Leader: Campus Administrators Others Involved: Special Education Instructional Specialist Inclusion Teachers Resource Teachers	Data for sped students will improve as expectations for access to grade level curriculum increases as evident in walkthroughs and assessment data.
Comprehensive Support Strategy **Critical Success Factors** CSF 1 CSF 7 5) Teachers will use the Stick Pick App to differentiate question stems for students, allowing appropriate scaffolding or extensions of questions to take place.		Leader: ICs Others Involved: Teachers Admin.	Students responding appropriately to questions. Students asked questions at their levels.
	Funding Sources: 211 - Focus Grant - 0.00		
Targeted Support Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 2 CSF 7 6) Failure reports will run with each Progress Report. Case manager, general ed. inclusion teacher as well as Sped teacher will meet to discuss and plan for the needs of student if that student is failing.	2.4, 2.5, 2.6	Leader: Sped. Team Others Involved: Inclusion Teachers Campus Admin.	More frequent monitoring of sped student performance Increase in student achievement for Sped students.

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Goal 1: We will develop and maintain a system of instruction which differentiates for every student's individual needs.

Performance Objective 4: All students will have access to intervention and enrichment opportunities.

Evaluation Data Source(s) 4: RtI data including number of students being served with Tier 2 or Tier 3 interventions
Progress data from AT's and Common Assessments, and STAAR

TPRI and BAS data

2019 STAAR Domain 1, 2A and 3 data

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Critical Success Factors CSF 1 CSF 4 1) Students will receive 150 minutes weekly at Kinder and 225 minutes weekly of intervention at 1st-4th addressing individual needs with of literacy focus as priority first. Support services and/or Tutoring or RtI supports provided by paraprofessionals and RtI Lead Teacher will be tailored to their needs on a weekly basis. (2D)	2.4, 2.6	Leader: Campus Administrators Others Involved: Instructional Coaches RtI Lead RtI paraprofessionals Teachers	Students will show improvement in individual identified areas of weakness. Common Assessments ATs STAAR data				
		Problem Statements: Student Achievement 1					
		Funding Sources: 199-030 - SCE on Schoolwide - 93275.00, 211 - Title I, Part A - 0.00					
Critical Success Factors CSF 1 CSF 2 2) GT Teacher will serve as a case manager for GT and targeted Level III students to monitor academic performance and progress towards advanced level performances.		Leader: GT Teacher Others Involved: Campus Administrators	ATs 2017 STAAR data				

Comprehensive Support Strategy **Critical Success Factors** CSF 1 CSF 2 3) 3rd and 4th grade teachers will implement Rockin' Review (lead4ward) strategies to best prepare students between Mock Assessments and STAAR.		Leader: Instructional Coaches Others Involved: Classroom Teachers Tutors RtI staff	Student progress on Academic Targets and State Assessments.				
Funding Sources: 211 - Title I, Part A - 0.00							
Targeted Support Strategy **Critical Success Factors** CSF 1 CSF 4 CSF 6 4) Continue to implement and monitor the use of a continuum of behavior support options that promotes access to the general education setting and progress in the general curriculum.		Leader: Campus admin Other Involved: Behavior teacher and para; district behavior support staff.	Reduce out-of-class time so that students maximize accessing curriculum.				
Funding Sources: 199-030 - SCE on Schoolwide - 41919.00, 211 - Title I, Part A - 0.00							
5) Provide small group instruction support in Pre-K classes.		Lead: Principal Others Involved: Pre-K teachers; district Pre-K support staff	Increase Kindergarten readiness in CIRCLE data.				
Funding Sources: 199-030 - SCE on Schoolwide - 40647.00							

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Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 1: Sped students continue to be our lowest performing subpop. **Root Cause 1**: Sped students are working significantly below grade level. Alignment between modified curriculum and instruction and STAAR aligned content needs improvement.

Goal 1: We will develop and maintain a system of instruction which differentiates for every student's individual needs.

Performance Objective 5: Students in grades K-4 will improve reading levels by at least one year's growth.

Evaluation Data Source(s) 5: TPRI data, BAS data, STAAR Reading data for grade 3 and 4, RtI Reporting Sheets.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Comprehensive Support Strategy **Critical Success Factors** CSF 1 CSF 7 1) Teachers will use Literacy strategies and programs including: The Writing Academy Read 180/System 44 Saxon Phonics at K-2 Guided Reading Fountas & Pinnell LLI intervention kits Literacy library (2B)	2.4, 2.6	Leader: Campus Administrators Others Involved: Instructional Coaches Special Education Instructional Specialist RtI Lead Teacher District Language Arts Specialist	BAS Student Academic Logs Lesson Plans				
	Funding Sources: 211 - Title I, Part A - 0.00						
Targeted Support Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 7 2) Guided Reading refreshers will be provided by the Instructional Coach to ensure GR instruction is implemented daily and with fidelity as a core component of balanced literacy. In addition Guided Reading binders will be developed and used for managing guided reading groups. (2B)	2.4, 2.5, 2.6	Leader: Campus Administrators Others Involved: Instructional Coaches RtI Lead	Lesson Plans Progress Monitoring - Reading Levels				

Critical Success Factors CSF 1 CSF 2 3) Chromebooks and/or laptops will continue to be purchased to provide adequate access to online interventions including istation, Education Galaxy, and Lexia.		Leaders: Campus Admin. Others: Teachers	Students will have access to interventions. ISIP data, BAS data				
	Funding Sources: 199 - General Fund - 0.00						
Critical Success Factors CSF 1 4) Teachers will use flowcabulary as a part of instruction to help students master academic content while building core literacy skills through engagement, mastery and student creativity.	2.4	Leader: Instructional Coach Others : Teachers, paraprofessionals	Students vocabulary will increase. Content will be comprehensible through the development of language and vocabulary.				
	Funding Sources: 211 - Title I, Part A - 0.00						

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Goal 2: We will increase the effectiveness of communication throughout the BISD community.

Performance Objective 1: Provide parents with two-way communication and opportunities to acquire necessary information and knowledge to support and have an active role in their child's education at school and at home.

      Evaluation Data Source(s) 1: Parent Survey
Staff Survey

      Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Critical Success Factors CSF 5 CSF 6 1) The following forms of communication will be utilized to provide awareness for upcoming dates and events, ways for supporting students academically, and info. for campus programs: Monthly Campus Newsletter Weekly/Monthly Team or Classroom Newsletters Email Messenger - Blackboard LPE Facebook Page Twitter All Campus Newsletters and Email Messengers will be provided in English and Spanish.		Leader: Campus Administrators Others Involved: Teachers	Staff surveys will indicate more parental involvement and more support/accountability from parents/families. Attendance at campus events				
		Problem Statements: Parent and Community Engagement 3					
Critical Success Factors CSF 5 CSF 6 2) The Campus Website and Teacher Webpages will be kept current with necessary, relevant, and helpful info. for improving parental involvement at school and at home.		Leader: Campus Webmaster Others Involved: Campus Administrators	Staff surveys will indicate more parental involvement and more support/accountability from parents/families. Parent surveys will indicate website and webpages being beneficial for accessing information.				

Critical Success Factors CSF 5 CSF 6 3) Lost Pines Elementary will host a Back to School Night to provide an opportunity for parents to learn and understand policies and procedures for the year.		Leader: Campus Administrators Others Involved: Teachers and Staff	Attendance rosters Parent survey indicating this opportunity being helpful.				
	Problem Statements: Parent and Community Engagement 3						
	Funding Sources: 211 - Title I, Part A - 0.00						
4) Provide parents with the School Connection Newsletter monthly to provide ideas for supporting their child academically.		Leader: Assistant Principal Others Involved: Counselor	Parents will implement suggested ideas and strategies for supporting their child academically.				
✔ = Accomplished ➡ = Continue/Modify ◔ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue							

Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 3: Increase parental response to a variety of context as needed

Goal 3: We will recruit, equip, and retain staff to increase continuity and qualtiy.

Performance Objective 1: Lost Pines Elementary will recruit, hire and maintain highly qualified staff.

Evaluation Data Source(s) 1: 100% of staff will be highly qualified.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Critical Success Factors CSF 7 1) Staffing needs will be determined in Spring with the recruitment process beginning promptly to secure and hire candidates who hold appropriate certifications for position including ESL certification. Recruitment process will include attendance at job fairs.		Leaders: Campus Administrators Others Included: Executive Director of HR Deputy Superintendent	100% of LPE teachers will be highly certified for 2017-18 school year.				

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Goal 3: We will recruit, equip, and retain staff to increase continuity and qualtiy.

Performance Objective 2: Provide effective professional development and resources that will support the growth of teachers and positively impact student progress and performance.

Evaluation Data Source(s) 2: TTESS Summative Conferences
Teacher Retention Rates
Staff Survey

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Critical Success Factors CSF 1 CSF 6 CSF 7 1) Provide PD opportunities aligned to TTESS Goal-Setting and areas of Refinement based on formal observations.		Campus Administrators	Staff survey Walkthroughs TTESS Summatives				
Critical Success Factors CSF 1 CSF 6 CSF 7 2) Opportunities for teachers to observe colleagues to develop skills identified by self or administrators as needing refinement will be provided.		Leader: Campus Administrator Others Involved: Instructional Coaches Teachers	Staff Surveys indicating these opportunities improved their areas of refinement. Walkthroughs Observations				
Critical Success Factors CSF 1 CSF 6 CSF 7 3) Instructional Coaches will be utilized to model lessons in classrooms and conduct observations as requested by teachers or as determined needed to improve and area of refinement/progress monitor growth. Meetings to debrief to support new learning and understanding will take place.		Leader: Campus Administrators Others Involved: Instructional Coaches Classroom Teachers	Staff surveys indicating these opportunities improved their areas of refinement. Walkthroughs Observations				

PBMAS **Critical Success Factors** CSF 1 4) Teachers will be provided job-embedded supports by the ESL department to strengthen their skills in the transfer of comprehensible content to all English Language Learners in support of the BISD Literacy Model. (2C)		Leader: Campus Administrators Others Involved: Teachers Instructional Coach Instructional Specialists ESL Instructional Specialists ELL Cohort Members	SIOP strategies will be observed in walk throughs. ELPS are documented in lesson plans All staff will be ESL within 3 years of hired date ELLS STAAR data will increase, closing achievement gap ELLS will make progress on the TELPAS
Critical Success Factors CSF 1 CSF 6 CSF 7 5) All staff will complete a book study over the course of the 1st semester using "Teaching with Poverty in Mind" by Eric Jensen to understand our population as well as how to better meet the needs of our population.	2.6	Leader: Campus Admin. Others Involved: All campus staff working with students	Staff will better understand our population and their needs. Strategies will be implemented to meet the needs. Walkthroughs will provide evidence.

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Goal 4: We will strengthen and develop partnerships with students, parents, business and community members in order to empower learner success and productivity in a global society.

Performance Objective 1: Provide opportunities for families and other stakeholders to engage in opportunities for learning.

Evaluation Data Source(s) 1: Increased attendance at meetings, events, and programs.
Increase parental involvement at school and home.
Parent Surveys
Community and Student Engagement Data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Critical Success Factors CSF 1 CSF 5 CSF 6 1) Lost Pines Elementary will host Academic Events including Literacy Night, STAAR Night, Math Night, and Breakfast with Santa to give parents skills and strategies to help their children at home. Parents and students will participate in take away activities at these events. (3A, 3C)		Leader: Instructional Coaches Others Involved: Campus Administrators Literacy and Math Committees	Continued pattern of increased attendance and participation Attendance Rosters Parent Surveys				
Funding Sources: 211 - Title I, Part A - 0.00							
Critical Success Factors CSF 5 CSF 6 2) Partner with SFE to provide parents with Child Nutrition classes and related health and wellness topics. This is a goal for Community and Student Engagement for PE and Wellness.		Leader: PE Teacher Others Involved: School Nurse SFE Employees	Attendance rosters at classes. Parents and students making better food choices evident in snacks and lunch at school.				
Critical Success Factors CSF 5 3) Host PK & Kinder Round Up. Families will be introduced to the school with a partnership beginning between school and home.			Parent attendance roster This event will take place in the spring.				

Critical Success Factors CSF 5 4) Host a booth at the BISD Back to School Bash to provide families with an initial contact and opportunity for communication.		Leader: Campus Admin. Others Involved: Teacher	Positive first interaction for the year with families. Students receiving supplies needed to start the school year.				
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Goal 4: We will strengthen and develop partnerships with students, parents, business and community members in order to empower learner success and productivity in a global society.

Performance Objective 2: Educate parents, business leaders, and community about opportunities to be involved at Lost Pines Elementary.

Evaluation Data Source(s) 2: Increased Involvement at Lost Pines.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Critical Success Factors CSF 5 CSF 6 1) Increase the number of Mentors consistently serving mentees, students in at-risk situations. Solicit recruitment with such initiatives as inviting stakeholders to attend presentation and posting fliers. (3B)		Leader: Counselor Others Involved: Community	Increased number of mentors from 2017-2018 by at least 50% to double participation from 10 to 15. The counselor is working on this initiative and is in the building process.				
Critical Success Factors CSF 5 CSF 6 2) Invite community members, business members and stakeholders to present at Career Fair to teach students about possible professions. (3B)		Leader: Counselor Others Involved: Career Fair Committee Campus Administrators	Increased number of presenters Wide variety of professions represented				
Critical Success Factors CSF 5 CSF 6 3) The Lost Pines PTA will send home monthly newsletters in English and Spanish to communicate upcoming events, Volunteer opportunities, fundraising events, Spirit Nights. (3A, 3C)		Leader: Secretary Others Involved:	Increased participation with fundraisers More funds raised Increased number of volunteers Monthly newsletters are sent home monthly by classroom teachers.				
Critical Success Factors CSF 5 CSF 6 4) Implement Community Leaders and Readers to bring community members into classrooms to read to students. This opportunity will also allow students to get to know leaders within our community. (3A, 3B, 3C)		Leader: Counselor Others Involved: Literacy Committee Campus Administrators	At least 10 community members/leaders will read to LPE students this school year.				

| Critical Success Factors
CSF 5

5) The Lost Pines PTA will partner with local restaurants to host Spirit Nights. | | Leader: Secretary (coordinate with PTA)

Others Involved: Teachers and Staff | Participation at Spirit Night.
Funds raised at each Spirit Night increased from previous year. | | | | |

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Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	2	2	1st-4th grade students will participate in Math Fluency Program, Formative Loop to appropriately develop foundation skills and fluency in Math.
1	2	8	RtI Lead Teacher will serve as a Case Manager for students who DNQ Sped services. The Case Manager will create goals, meet with the teacher, and monitor progress of student. (2D)
1	3	5	Teachers will use the Stick Pick App to differentiate question stems for students, allowing appropriate scaffolding or extensions of questions to take place.
1	4	3	3rd and 4th grade teachers will implement Rockin' Review (lead4ward) strategies to best prepare students between Mock Assessments and STAAR.
1	5	1	Teachers will use Literacy strategies and programs including: The Writing Academy Read 180/System 44 Saxon Phonics at K-2 Guided Reading Fountas & Pinnell LLI intervention kits Literacy library (2B)

State Compensatory

Budget for Lost Pines Elementary:

Account Code	Account Title	Budget
6100 Payroll Costs		
199-24	6119 Salaries or Wages - Teachers and Other Professional Personnel	$47,515.80
199-24	6129 Salaries or Wages for Support Personnel	$21,288.06
	6100 Subtotal:	**$68,803.86**

Personnel for Lost Pines Elementary:

Name	Position	Program	FTE
Lost Pines Elementary		Dyslexia	1.0
Lost Pines Elementary		Instructional Support	1.0

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Plan Notes

<u>State Compensatory Education</u>

State Compensatory Education (SCE) budgets, FTEs, and strategy connections will be finalized in October 2016.

<u>LASERS</u>

LASERS is an acronym for the components of the State's literacy plan.

L - Leadership

A - Assessment

S - Standards-Based Instruction

E - Effective Instructional Framework

R - Reporting and Accountability

S - Sustainability

As we move toward sustainability in implementing strategies and programs from BISD's involvement in the Texas Literacy Initiative grant, specific connectio

Campus Funding Summary

199 - General Fund

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	6	substitutes to cover teachers		$0.00
1	2	10			$0.00
1	5	3			$0.00
				Sub-Total	$0.00

199-024 - State Compensatory Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4			$0.00
				Sub-Total	$0.00

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Formative Loop Program, paper, printing needs		$0.00
1	2	3			$0.00
1	2	4			$0.00
1	2	6			$0.00
1	2	11			$0.00
1	2	13			$0.00
1	2	15			$0.00
1	2	16			$0.00
1	2	17			$0.00
1	3	1	folders, graphs, paper, printing needs		$0.00
1	4	1			$0.00
1	4	3			$0.00
1	4	4			$0.00
1	5	1	All About Letters Pocket Charts		$0.00

1	5	4			$0.00
2	1	3			$0.00
4	1	1	materials for take aways, paper, printing needs, snacks		$0.00
				Sub-Total	$0.00

263 - Title III

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	12			$0.00
				Sub-Total	$0.00

211 - Focus Grant

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	5			$0.00
				Sub-Total	$0.00

199-030 - SCE on Schoolwide

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	6			$0.00
1	4	1			$93,275.00
1	4	4			$41,919.00
1	4	5			$40,647.00
				Sub-Total	$175,841.00
				Grand Total	$175,841.00