

Socorro Independent School District
James P. Butler Elementary
2017-2018 Campus Improvement Plan



Mission Statement

James P. Butler will create a Professional Learning Community that focuses on high levels of learning, works collaboratively in teams, and which shares the responsibility with all stakeholders in providing experiences that are rigorous, relevant and fosters long lasting meaningful relationships. We will build a strong foundation for all scholars through the three C's-communication, collaboration, and consistency. We are dedicated to prepare every scholar for a life of significance while equipping them with a solid academic foundation.

Vision

Tomorrow's Leaders Learning Today

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Comprehensive Needs Assessment

Demographics

Demographics Summary

James P. Butler Elementary is a high performing combo campus in Socorro Independent School District. James P. Butler Elementary opened its doors on July 2013 and serves predominantly middle class working families. Our campus serves one of the largest populations of military families in the district. Our campus serves about 970 scholars.

James P. Butler scholars uses scholarly behaviors. These behaviors are used throughout all content areas to prepare our scholars for College and Career Readiness. The scholarly behaviors prepare scholars for independent study skills that are imperative in higher education. Campus and district instructional standards ensure the highest quality of education. These initiatives include a yearly pacing guide, 3 and 6 week unit tests, common assessments, benchmarks tests indicators that guide rigorous instructions throughout the year. The teachers use the Depth and Complexity component of the Scholarly Behaviors to ensure the lessons are rigorous. The use of the Daily 5 and balanced literacy ensure all learning styles of reading are addressed. Sheltered Instruction Observation Protocol (SIOP) strategies target the learning needs of our Bilingual populations. These best practice strategies benefit all scholars. Accelerated Reading (AR), Lexia and Istation provide scholars rigorous reading assessment and provide teachers, scholars and parents meaningful reading data. Furthermore, James P. Butler implements a competent RtI system that includes school administration, counselors, parents and campus SCE-I coaches to establish steady academic progress for scholar in need of intervention. School organizational context is continuously monitored to ensure effectiveness by the implementation of various committees such Bilingual, SPED, safety, spirit, attendance, counselor advisory.

James P. Butler uses the Professional Learning Community model by using the 4 questions: 1. What do you want scholars to learn? 2. How are you going to know that they learned it? 3. What are we going to do about the scholars that didn't get it? 4. What are we going to do with the scholars that already get it?

We will continue with high expectations and our 3 C's-Communication, Collaboration and Consistency as a basis for the systems we have in place at James P. Butler. We are starting our 5th year, opening in 2013 and plan on making beautification changes in the computer labs, Google Lab, Environmental Room, Coyote Den, and Scholarly Lab to bring innovation and creativity to a new level of high expectations at James P. Butler.

Demographics Strengths

At James P. Butler, we use scholars when referencing our students because we believe scholars are those that seek higher learning through their surroundings, self-reflections, and questions. Their scholarly behaviors are emphasized and practiced daily. Butler Elementary has achieved a high attendance percentage rate of 97%. Our campus remains at the top 10% for academic achievement. This year, our campus accomplished our goal of being number one in the district in reading and placed top 5 in all tested subject areas. James P. Butler highly promotes and supports project-based learning

programs that blend STEM education with core values to provide high quality education and skills needed to succeed in school, their careers, and beyond. Our Destination Imagination (DI) team gained recognition this year by placing 1st in their category at district level and advancing to state competitions. Our robotics team has consecutively placed at the district level with achievements including the Inspire Award for the Elementary Division and advancement to regionals at UTEP. Our scholars have also gained recognition in other district programs such as the Art Gallery, Literary Anthology, Science Fair, and UIL. To further promote hands-on science exposure, an entire school day for science labs is dedicated for our scholars to have an opportunity to experiment and make real-life connections. Our achievements extend to other areas including sports with our basketball boys earning the title of District Champions this year!

Problem Statements Identifying Demographics Needs

Problem Statement 1: The campus mobility rate is at 28.45% which is one of the highest in the district. **Root Cause:** Our campus has a large military population and the students of military parents need support and structure transitioning to a new school environment.

Problem Statement 2: The student ADA has stayed stagnant at around 97% over the last 3 years. Our goal is to have 98% ADA for the 2017-2018 school year. **Root Cause:** Some students are habitually absent and need incentives to encourage daily attendance.

Problem Statement 3: The campus GT population is at 5%. Our goal is to have at least 10% identified as gifted and talented. **Root Cause:** Teachers need training to help identify and develop gifted students and to provide support and structure to gifted students in the classroom.

Student Academic Achievement

Student Academic Achievement Summary

2017 3rd Grade Reading STAAR is at 91% approaching grade level for the campus, Sped:90%, Economically Disadvantaged: 88%, ELL: 89%

2017 3rd Grade Math STAAR is at 93% approaching grade level for the campus, Sped:70%, Economically Disadvantaged: 89%, ELL: 96%

2017 4th Grade Reading STAAR is at 87% approaching grade level for the campus, Sped:78%, Economically Disadvantaged: 82%, ELL: 65%

2017 4th Grade Math STAAR is at 88% approaching grade level for the campus, Sped:89%, Economically Disadvantaged: 84%, ELL: 79%

2017 4th Grade Writing STAAR is at 87% approaching grade level for the campus, Sped:78%, Economically Disadvantaged: 85%, ELL: 76%

2017 5th Grade Science STAAR is at 88% approaching grade level for the campus, Sped:88%, Economically Disadvantaged: 83%, ELL: 56%

Student Academic Achievement Strengths

2017 STAAR Reading percentage is at 90% approaching grade level for the campus.

2017 STAAR Math percentage is at 92% approaching grade level for the campus.

2017 STAAR Writing percentage is at 87% approaching grade level for the campus.

2017 STAAR Science percentage is at 89% approaching grade level for the campus.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Fifth Grade Math STAAR scores for LEP population decreased over the last 3 years from 62.67% in 2015 to 54.25% in 2017. **Root Cause:** Teachers need adequate SIOP training to provide support for LEP students.

Problem Statement 2: Fifth Grade Science STAAR scores for LEP population decreased from 66.50% in 2014 to 56% in 2017. **Root Cause:** LEP students lack the vocabulary and need more structures and strategies for providing support, accommodations, acceleration and interventions

Problem Statement 3: Third Grade Reading STAAR scores for At Risk population decreased from 59.29% in 2014 to 57.89%. **Root Cause:** At risk students need greater structures and strategies for providing support, accommodations, acceleration and interventions for reading.

Problem Statement 4: Fourth Grade Writing STAAR scores for the At Risk population decreased from 60.74% in 2014 to 57.85%. **Root Cause:** At risk students need greater structures and strategies for providing support, accommodations, acceleration and interventions for writing.

School Processes & Programs

School Processes & Programs Summary

James P. Butler Elementary makes it a priority that all faculty, staff, and support personnel are high qualified to work with students. All faculty, staff and support personnel participate in a PLC (professional learning community) which emphasize the importance of collaboration, communication and consistency. Grade-level planning dates, grade-level weekly meetings, specific trainings and district professional development days provide opportunity to build greater capacity in faculty, staff, and support personnel. Our campus has systematic programs such as AVID-E, Scholarly Behaviors / Depth and Complexity, Kagan, RtI, a campus wide intervention plans, Powerwalks, and the WIN academy that target the needs of the students.

School Processes & Programs Strengths

James P. Butler Elementary 2016 Accountability Rating: Met Standard with 90% in all subjects all grade levels.

Distinction Designations:

1. Academic Achievement in English Language Arts/Reading
2. Top 25 Percent: Closing Performance Gaps
3. Postsecondary Readiness

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: STAAR progress measure is stagnant at 66% for all grade levels and all subjects for 2016 and 63% for 2015 which can be correlated to data from 2016-2017 Powerwalks and the 2016-2017 Student Climate Survey which indicate that rigor and relevance is still at the application level. **Root Cause:** Teachers require training and support to provide needed questioning that promote critical and higher order thinking skills.

Problem Statement 2: LEP population STAAR math scores remain at around 54%. Third graders in 2015 scored 54.13% and those same students in fifth grade score 54.25% in 2017. **Root Cause:** Teachers require more time analyze curriculum and data and plan for vertical and horizontal alignment.

Problem Statement 3: TELPAS Longitudinal Analysis shows students in 3rd grade in 2015 scored 82.61% in ELAR, 4th graders in 2016 scores 70.39% and 5th graders in 2017 scored 64.36% **Root Cause:** Teachers need training in differentiated instruction to provide structure, support, accommodations and interventions for all learners.

Perceptions

Perceptions Summary

James P. Butler utilizes a Parent and Family Engagement Liaison as the link between home and school. The liaison provides various support to students and parents that includes information on different programs offered, facilitating various parent meetings and spirit events throughout the year.

Perceptions Strengths

James P. Butler Elementary provides different opportunities for parents and the school to create partnerships such as Family Literacy Nights, Fall Festival, Track Thursdays, Mother/ Son and Father / Daughter Dances, Grade Level Parent Nights, Family Spirit Nights, Walk to School Fridays, Drive Through Breakfast, Coffe with Coyote Leaders, and Breakfast with Santa.

James P. Butler Elementary provides many opportunities for parents to participate in learning through lessons provided by the liaison to include Campus Policies, AVID, Internet Safety, Test Anxiet, Online Registration, Tyler Student 360, WIN, How to Talk to Your Child About Thier Changing Bodies, Tips to Help Their Child with Reading and Math, STAAR Test Practice, Olweus, Title 1, and Summer Activities.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There are 400 parents registered as volunteers, but only 4 or 5 parents sign in consistently to volunteer at our campus. **Root Cause:** Most parents volunteer for end of year field trips and are inactive throughout the school year.

Problem Statement 2: End of Year Report for participation in Parent Workshops showed an average of 5 parents attended the monthly classes. **Root Cause:** Workshops are presented in English and many of our parents are more comfortable receiving information in Spanish.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

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

- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Study of best practices

Goals

Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 1: For the 2017-2018 school year, James P. Butler Elementary will develop and implement a plan of action to ensure that 100% of campus stakeholders feel safe at school and school events.

Evaluation Data Source(s) 1: 100% campus personnel will be trained with safety guides through campus emergency operating plan

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: This was successfully accomplished and we will continue for 18-19.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Continue to develop and implement Campus SEL Plan		Counselors, ADM and Teachers	Develop social skills in students to help them gain confidence and improve positive social interactions.			
2) Continue with PBIS education for student and teachers		Counselors, ADM and Teachers	Increase in accountability for students to maintain a safe school.			
3)) Conduct weekly walkthrough for Olweus and SEL lessons.		ADM	Increase students' awareness of preventing bullying and positive interaction with each other			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						









Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 2: For the 2017-2018 school year, James P. Butler Elementary will fulfill 100% of the requirements for safety audits and safety drills to be prepared for multiple emergency scenarios.

Evaluation Data Source(s) 2: District logs will be submitted

Summative Evaluation 2: Met Performance Objective

Next Year's Recommendation 2: This was successfully accomplished and we will continue for 18-19.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Conduct monthly scheduled safety drills on campus.		Safety Coordinator	Students and teachers will safely follow directions during scheduled drills and be aware of procedures.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 3: For the 2017-2018 school year, James P. Butler Elementary will launch Watch D.O.G.S to enhance school security and reduce bullying.

Evaluation Data Source(s) 3: Tyler Discipline reports

Summative Evaluation 3: Met Performance Objective

Next Year's Recommendation 3: This was successfully accomplished and we will continue for 18-19.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Invite and train parents to join and participate in Watch D. O. G. S. at our campus.		Parent Liaison	Increase the number of volunteer parents on campus to aid in monitoring halls and cafeteria.			

Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 4: For the 2017-2018 school year, James P. Butler Elementary will demonstrate a decrease in disciplinary incidents by promoting self-accountability through Scholar Safety Patrol. Including small group interventions to address social emotional learning and scholarly behaviors

Evaluation Data Source(s) 4: Tyler Discipline reports

Summative Evaluation 4: Met Performance Objective

Next Year's Recommendation 4: This was successfully accomplished and we will continue for 18-19. We will have our scholars monitor halls during transitions.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Establish a Safety Patrol club for students to aide in monitoring halls and cafeteria.		ADM, Teacher who oversees Safety Patrol	Increase safety in the halls and cafeteria.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						



















Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice


















Performance Objective 1: For year 2017-2018, James P. Butler Elementary will improve its student assessment scores will increase from 90.4% to 93% in the area of Reading. Including at-risk/SPED/military/bilingual scholars

Evaluation Data Source(s) 1: Benchmarks and State Assessments.

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: This was successfully accomplished and we will continue for 18-19. James P. Butler was #1 in the STAAR data for 17-18 district wide.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Increase reading fluency through use of resources / programs such as the CATS folders, classroom libraries, class sets novels, classroom sets of read aloud selections		Teachers, SCEI Coaches	Increase in State assessment scores.			
	Funding Sources: 211 - Title I, Part A - 4000.00					
2) Develop overall reading skills in students through use of resources / programs such as Mentoring Minds, STAAR Master, Measuring Up		Teachers, SCEI Coaches	Increase in State assessment scores			
	Funding Sources: 211 - Title I, Part A - 8600.00					
3) Implement a balanced literacy framework and environment to increase reading skills and strategies by providing instructional resources such as listening stations, classroom carpets, pocket charts for stations, easels, white boards, erasers, magnetic letters, and alternative seating options for guided reading		Teachers and SCEI	Increase in State assessment scores			
	Funding Sources: 211 - Title I, Part A - 3000.00					
4) Provide online resources/ programs to develop / enhance reading fluency with programs such as Lexia, Tumblebooks		Teachers, SCEI Coaches	Increase in State assessment scores.			
	Funding Sources: 211 - Title I, Part A - 5000.00					
5) Utilize library resources such Tumblebooks, new library books etc. as part of the Readers Workshop/ Balance Literary and new library books		Teacher, SCEI Coaches, Librarian	Increase in State assessment scores			
	Funding Sources: 211 - Title I, Part A - 9000.00					
6) Utilize technology such as IPADs, Mimio boards, laptops, scanners, printers, IPEVOs, projectors, etc. to increase learning through technology and monitor their own learning by taking assessments online		Teachers, SCEI Coaches, Librarian	Increase in State assessment scores			
	Funding Sources: 211 - Title I, Part A - 13903.00					

7) Improve media literacy skills purchasing movie licenses to provide opportunities for students to view a variety of media sources.	Teachers, SCEI Coaches, Librarian	Increase in State assessment scores			
	Funding Sources: 211 - Title I, Part A - 300.00				
8) Provide dictionaries and thesauruses to 4th and 5th grade scholars to increase dictionary skills	Teachers, SCEI	Increase in State assessments			
9) Provide tools such as pencils, erasers, highlighters for students for test taking.	Teachers	Increase in State assessments			
10) Provide materials such as manila folders, colored paper, and construction paper for scholars to create interactive foldables to increase reading comprehension skills	Teachers, SCEI	Increase in State assessments			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 2: For the year 2017-2018, James P. Butler Elementary will improve its student overall assessment scores in Mathematics from 91.7% to 95%. Including at-risk/SPED/military/bilingual scholars

Evaluation Data Source(s) 2: Benchmarks and State Assessments.

Summative Evaluation 2: Met Performance Objective

Next Year's Recommendation 2: This was successfully accomplished and we will continue for 18-19. James P. Butler was #1 in the STAAR data for 17-18 district wide.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Develop overall math skills in students through use of resources / programs such as Mentoring Minds, STAAR Master, Measuring Up		Teachers, SCEI Coaches	Increase in State assessment scores			
Funding Sources: 211 - Title I, Part A - 7200.00						
2) Provide online resources to develop / enhance math fluency with programs such as Lonestar, Think Through Math		Teachers, SCEI Coaches	Increase in State assessment scores.			
Funding Sources: 211 - Title I, Part A - 5400.00						
3) Utilize STAAR Master Math to ensure mastery of all Math concepts taught for WIN students		WIN Teachers, SCEI	Increase in State assessment scores			
Funding Sources: 211 - Title I, Part A - 3000.00						
4) Implement the Guided Math Framework to improve math literacy by providing resources such as math manipulatives, teaching clocks,		SCEI Coaches				
Funding Sources: 211 - Title I, Part A - 200.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						












Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 3: For the year 2017-2018, James P. Butler will improve its overall Science academic success from 89.2%to 93%.

Evaluation Data Source(s) 3: Benchmarks and State Assessments.

Summative Evaluation 3: Met Performance Objective

Next Year's Recommendation 3: This was successfully accomplished and we will continue for 18-19.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide opportunities for scholars to engage in interactive online activities with programs such as STEMscopes; BrainPop and BrainPop Jr, Edusmart	1.0, 2.0	Campus Teachers; SCEI Coaches	Increase in State assessment scores.			
	Funding Sources: 211 - Title I, Part A - 2000.00					
2) Provide opportunities for scholars to participate in Robotic Camps afterschool and during intersession.		Campus Teachers	Increase scholar engagement in STEM activities to increase State Assessment scores			
	Funding Sources: 211 - Title I, Part A - 1000.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 4: For year 2017-2018, James P. Butler Elementary will improve its student assessment scores will increase from 87.4% to 92% in the area of Writing.

Evaluation Data Source(s) 4: Benchmarks and State Assessments.

Summative Evaluation 4: Met Performance Objective

Next Year's Recommendation 4: This was successfully accomplished and we will continue for 18-19.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Attend Empowering Writers training that includes teacher manuals to impact scholars Writing scores		Teachers, SCEI Coaches	Increase state assessment scores			
	Funding Sources: 211 - Title I, Part A - 2000.00					
2) Ensure mastery of all writing concepts taught by using supplemental resources/ programs such as Empowering Writers Mentoring Minds, STAAR Master, Measuring Up		Teachers, SCEI Coaches	Increase state assessment scores			
	Funding Sources: 211 - Title I, Part A - 2000.00					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						












Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 5: For the 2017-2018 school year, James P. Butler will increase student achievement from 80% to 82% on the Writing STAAR assessment for our SPED population.

Evaluation Data Source(s) 5: Benchmarks and State Assessment Data.

Summative Evaluation 5: Met Performance Objective

Next Year's Recommendation 5: We will focus on sped. population and the resources used to accomplish our goals for 18-19.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide resources to students to develop writing skills with programs such as Mentoring Minds, STAAR Master, Measuring Up		Teachers, SCEI	Increase in State assessment scores.			
	Funding Sources: 211 - Title I, Part A - 1000.00					
2) Implement Fall and Spring intersession tutoring for Special education, bilingual education, and at-risk scholars to provide remediation.	2.0, 9.0	Campus Administration	Increase in State assessment scores.			
	Funding Sources: 211 - Title I, Part A - 20000.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 6: By the end of May 2018, James P. Butler will increase the instructional rigor across the core content areas resulting in a minimum of 3% increase of students meeting Masters standards on state assessments.

Evaluation Data Source(s) 6: Benchmarks and State Assessments

Summative Evaluation 6: Met Performance Objective

Next Year's Recommendation 6: This was successfully accomplished and we will continue for 18-19.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Utilize Reading intervention kits to provide guided reading and targeted interventions to scholars in all special populations		Teachers, SCEI Coaches	Increase state assessment scores			
	Funding Sources: 211 - Title I, Part A - 900.00					
2) Continue to expand the AVID framework to organize and ensure high order questioning skills are utilized with all students by having teachers attend AVID Conference and apply AVID Strategies.		AVID Coordinator, Teachers, SCEI Coaches	Increase in State assessment scores			
	Funding Sources: 211 - Title I, Part A - 10000.00					
3) Utilized colored paper , colored folders, binders and other resources to follow AVID organizational practices of keeping an organized binder		AVID Coordinator, Teachers, SCEI Coaches				
	Funding Sources: 211 - Title I, Part A - 2000.00					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						












Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 7: For the 2017-2018 school year, James P. Butler will increase the state assessment approaching scores in all content areas for Bilingual/ELL students by 5%.

Evaluation Data Source(s) 7: Benchmarks and State Assessments

Summative Evaluation 7: Met Performance Objective

Next Year's Recommendation 7: We will continue to focus on our ELL population and the success of our program. We will continue for 18-19.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide resources for implementing SIOP strategies for ELL/BIL students.		Administration	Increase in State assessment scores			
	Funding Sources: 199 - General Fund: Bilingual - 3000.00					
2) Implement Fall and Spring intersession tutoring for Special education, bilingual education, and at-risk scholars to provide remediation in all content areas.		Administration; Teachers, SCEI Coaches	Increase in State assessment scores			
	Funding Sources: 211 - Title I, Part A - 20000.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 1: For the 2017-2018 school year, 100% of teachers will be trained to utilize AVID framework to prepare scholars college and career.

Evaluation Data Source(s) 1: AVID strategies use in the classroom

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: We have successfully implemented AVID-E and provided opportunities campus wide.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Send teachers to AVID Conference .		ADM	Increase in teacher knowledge of AVID strategies			
2) Provide opportunities for AVID teachers to share their knowledge with the campus during PLCs.			Increase in teachers implementing the AVID strategies.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 2: For 2017-2018, teachers will be offered the opportunity to attend 2 staff developments opportunities at Region 19 that focus on differentiated instruction, RtI, behavior interventions to better support scholars in the classroom.

Evaluation Data Source(s) 2: Increased proficient walkthroughs

Summative Evaluation 2: Met Performance Objective

Next Year's Recommendation 2: This was successfully accomplished and we will continue for 18-19.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide opportunities for teachers to attend professional development through Regio 19.		ADM, Teachers	Teachers will be trained on differentiated instruction, RtI, behavior interventions			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 3: For the year 2017-2018, 100% of all teachers and staff will participate in a book study that will benefit instructional skills and strategies to increase scholar academic progress (Mindset, The New Psychology of Success).

Evaluation Data Source(s) 3: Professional development

Summative Evaluation 3: Exceeded Performance Objective

Next Year's Recommendation 3: This was successfully accomplished and we will continue for 18-19.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide Master Teacher PD during PLCs.		ADM; SCEI	Increase State Assessments			
Funding Sources: Title I, Part D - 0.00						
2) Provide a the book titled One Word to be used for a book study.		ADM / SCEI	Increase State Assessments			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						












Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 4: For the year 2017-2018, all teachers will be trained in the SIOP model to assist with planning and delivering lessons that will allow English learners to acquire academic knowledge and English language proficiency.

Evaluation Data Source(s) 4: Student achievement scores to include common assessment, benchmarks, and TELPAS.

Summative Evaluation 4: Met Performance Objective

Next Year's Recommendation 4: We will continue to train our staff with SIOP strategies.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) SCEI will attend week long SIOP training to become TOT for campus.		ADM, SCEI	SCEI will train teachers on SIOP.			
2) Provide opportunities for teachers to receive SIOP training.		ADM, SCEI	Increase in state assessment scores.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						









Goal 4: During the 2017-2018 school year, SISD will increase participation of parent and family members in parent and family engagement activities by 5% to support the academic success of all students

Performance Objective 1: By May of 2018, parent liaison will conduct 4 classes a month with at least 10 parents participating in informational parent classes and increasing our volunteer participation.

Evaluation Data Source(s) 1: Agendas and sign in sheets

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: We will continue to work on our Volunteer program for 18-19.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Providing parent classes that include instructional aides, resources, snacks drinks, guest speakers and other incentives for increased knowledge on how to help scholars with education progress.			Increased parent volunteers and parents participating in meetings.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						









Goal 4: During the 2017-2018 school year, SISD will increase participation of parent and family members in parent and family engagement activities by 5% to support the academic success of all students

Performance Objective 2: By the end of the 2017-2018 school year, James P. Butler will host Parent Latino Literacy Nights to promote parent and family involvement.

Evaluation Data Source(s) 2: Sign in sheets

Summative Evaluation 2: Met Performance Objective

Next Year's Recommendation 2: We will continue to work on our Latino Family Literacy Program with Ms. Redd for 18-19.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Promote and provide opportunities for Family Latino Literacy participation.		Parent Liaison, ADM, Latino Literacy Campus Coordinator	Increase in numbers of families participating in the Family Latino Literacy Program.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						









Goal 4: During the 2017-2018 school year, SISD will increase participation of parent and family members in parent and family engagement activities by 5% to support the academic success of all students

Performance Objective 3: For the year 2017-2018, James P. Butler will host a Living Wax Museum of History to increase parent and family academic support while learning about local, state, and nation wide individuals.

Evaluation Data Source(s) 3: Sign in sheets and social media

Summative Evaluation 3: Met Performance Objective

Next Year's Recommendation 3: We will continue to work on the opportunities for families for 18-19.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Promote and provide opportunities for family projects to create a Living Wax Museum of History.		Family Liaison, ADM	Increase in parent participation.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 1: For the year 2017-2018, James P. Butler Elementary administrators will increase the number of campus teachers provided Bilingual and Special Education professional development support, and provide resources to achieve academic in ELL populations from 77% to 80% and Special Education populations from 78% to 80%.

Evaluation Data Source(s) 1: College and Career standards curriculum increased

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: We will continue work on opportunities for teachers in the areas of sped and bilingual for 18-19.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide opportunities for teacher to attend professional development in the areas of SPED and Bilingual education.		ADM, SCEI	Increase in state assessments.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

State Compensatory

Budget for James P. Butler Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.11.6118.00.129.7.30.0.00.	6118 Extra Duty Stipend - Locally Defined	\$3,412.50
199.11.6118.00.129.7.30.5.00.	6118 Extra Duty Stipend - Locally Defined	\$14,092.00
199.11.6118.00.129.7.30.9.00.	6118 Extra Duty Stipend - Locally Defined	\$18,543.00
199.11.6118.99.129.7.30.0.00.	6118 Extra Duty Stipend - Locally Defined	\$26,000.00
199.11.6119.00.129.7.30.0.00.	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$81,258.00
199.11.6119.00.129.7.30.8.00.	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$48,357.00
199.11.6125.00.129.7.30.0.00.	6125 Salary Support - Locally Defined	\$14,100.00
199.11.6129.00.129.7.30.0.00.	6129 Salaries or Wages for Support Personnel	\$16,321.00
199.12.6129.00.129.7.30.0.00.	6129 Salaries or Wages for Support Personnel	\$8,044.00
199.11.6141.00.129.7.30.0.00.	6141 Social Security/Medicare	\$1,030.00
199.11.6141.00.129.7.30.8.00.	6141 Social Security/Medicare	\$687.00
199.11.6141.99.129.7.30.0.00.	6141 Social Security/Medicare	\$377.00
199.12.6141.00.129.7.30.0.00.	6141 Social Security/Medicare	\$117.00
199.11.6142.00.129.7.30.0.00.	6142 Group Health and Life Insurance	\$13,242.00
199.11.6142.00.129.7.30.8.00.	6142 Group Health and Life Insurance	\$6,621.00
199.12.6142.00.129.7.30.0.00.	6142 Group Health and Life Insurance	\$3,311.00
199.11.6143.99.129.7.30.0.00.	6143 Workers' Compensation	\$116.00
199.12.6143.00.129.7.30.0.00.	6143 Workers' Compensation	\$35.00
199.11.6143.00.129.7.30.0.00.	6143 Workers' Compensation	\$314.00
199.11.6143.00.129.7.30.8.00.	6143 Workers' Compensation	\$209.00
199.11.6146.00.129.7.30.0.00.	6146 Teacher Retirement/TRS Care	\$871.00

199.11.6146.00.129.7.30.8.00.	6146 Teacher Retirement/TRS Care	\$1,131.00
199.11.6146.00.129.7.30.9.00.	6146 Teacher Retirement/TRS Care	\$265.00
199.11.6146.99.129.7.30.0.00.	6146 Teacher Retirement/TRS Care	\$605.00
199.12.6146.00.129.7.30.0.00.	6146 Teacher Retirement/TRS Care	\$42.00
199.11.6149.00.129.7.30.0.00.	6149 Employee Benefits	\$962.00
199.11.6149.00.129.7.30.8.00.	6149 Employee Benefits	\$576.00
199.11.6149.00.129.7.30.9.00.	6149 Employee Benefits	\$383.00
199.11.6149.99.129.7.30.0.00.	6149 Employee Benefits	\$390.00
199.12.6149.00.129.7.30.0.00.	6149 Employee Benefits	\$205.00
6100 Subtotal:		\$261,616.50

Personnel for James P. Butler Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
203314 - DIETER, LISA	TEACHER - WIN	SCE	1
208743 - DOMINGUEZ OCHOA, PATRICIA	TEACHER - WIN	SCE	1
209085 - NAVA, LESLIE A	SCE-INTERV COACH	SCE	1
209210 - AGUIRRE, SANDRA Y	TEACHER - WIN	SCE	1
215015 - CASILLAS SAUCEDO, AMANDA J	SCE-INTERV COACH	SCE	1
217853 - JAUREGUI, SHYLOH R	SCE-TEACHER CSR	SCE	1
218370 - PUMAREJO, ERIKA	INSTRL AIDE-AT RISK	SCE	1
220138 - SERRATO, ROSA M	TEACHER - WIN	SCE	1
220428 - SATTELMEIER, ALEXANDRIA C	LIBRARY AIDE	SCE	0.5
221266 - DANTZLER, AVRIL G	WIN-TIA	SCE	1

Campus Funding Summary

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$4,000.00
2	1	2	Mentoring Minds		\$6,000.00
2	1	2	Measuring Up		\$2,600.00
2	1	3	Listening Stations, Carpets , Easels		\$3,000.00
2	1	4	Lexia		\$5,000.00
2	1	5	Library Books		\$9,000.00
2	1	6	Technology Resources -		\$13,903.00
2	1	7	Licenses		\$300.00
2	2	1	Mentoring Minds		\$7,200.00
2	2	2	Lonestar		\$5,400.00
2	2	3			\$3,000.00
2	2	4	Teaching Clocks		\$200.00
2	3	1	BrainPop		\$2,000.00
2	3	2	Robotic Kits		\$1,000.00
2	4	1	Empowerong Writers		\$2,000.00
2	4	2	Mentoring Minds		\$2,000.00
2	5	1	Measuring Up		\$1,000.00
2	5	2	Tutoring		\$20,000.00
2	6	1	TCM Reading Interevention Kits		\$900.00
2	6	2	AVID		\$10,000.00
2	6	3	Resources		\$2,000.00
2	7	2	Tutoirng		\$20,000.00
Sub-Total					\$120,503.00
199 - General Fund: Bilingual					

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	7	1	Resources to be dtermined by needs		\$3,000.00
Sub-Total					\$3,000.00
Title I, Part D					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	1	Master Teacher		\$0.00
Sub-Total					\$0.00
Grand Total					\$123,503.00