

# Socorro Independent School District

## James P. Butler Elementary

### 2018-2019 Campus Improvement Plan

**Accountability Rating: Met Standard**

#### **Distinction Designations:**

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



**Board Approval Date:** August 21, 2018  
**Public Presentation Date:** August 21, 2018

# 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

## Board Members and Superintendent

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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 994 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 6th 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 98%. 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 math. 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 scholars have also gained recognition in other district programs such as the Art Gallery, 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 experient and make real-life connections. Our achievements extend to other areas including sports with our track team earning the title of District Champions this year!

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

**Problem Statement 1:** The campus GT population is at 6%. 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.

**Problem Statement 2:** 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 3:** Our goal is to maintain 98% ADA for the 2018-2019 school year. **Root Cause:** Some students are habitually absent and need incentives to encourage daily attendance.

# 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%

2018 3rd Grade Math STAAR is at 94.5% approaching, 64.4% meets, 35% masters for the campus, Sped:75% approaching 25% meets, 6.3% masters, ELL:100% approaching, 60.7% meets, 35.7% masters

2018 3rd Grade Reading STAAR is at 93.9% approaching, 60.1% meets, 39.3% masters for the campus, Sped:75% approaching, 25% meets, 6.3% masters, ELL:89.3% approaches, 50%meets, 32.1% masters

2018 4th Grade Math STAAR is at 97.3% approaching, 71.2% meets, 41.1% masters for the campus, Sped:78.6% approaches, 50% meets, 21.4% masters ELL: 91.3% approaches, 60.9% meets, 26.1% masters

2018 4th Grade Reading STAAR is at 91.8% approaching, 62.3% meets, 33.6% masters for the campus, Sped:64.3% approaching, 28.6% meets, 14.3% masters ELL: 73.9% approaching, 26.1% meets, 4.3% masters

2018 4th Grade Writing STAAR is at 87.1% approaching, 69.4% meets, 21.1% masters for the campus, Sped: 64.3% approaching, 21.41% meets, 0% masters, ELL: 69.6% approaching, 65.2% meets, 8.7% masters

2018 5th Grade Math STAAR is at 98.6% approaching, 85.8% meets, 60.3% masters for the campus, Sped:91.7% approaching, 58.3% meets, 8.3% masters ELL: 100% approaching, 70% meets, 30%masters

2018 5th Grade Reading STAAR is at 91.7% approaching, 73.8% meets, 40.5% masters for the campus, Sped:100% approaching, 33.3% meets, 0% masters ELL:100% approaching, 10% meets, 0% masters

2018 5th Grade Science STAAR is at 91.4% approaching, 49.4% meets, 19.1% masters for the campus, Sped:83.3% approaching, 41.7% meets, 8.3% masters ELL:80% approaching, 30% meets, 0% masters

## 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.

2018 STAAR Reading percentage is at 94.5% approaching and 62.9% meets for the campus.

2018 STAAR Math percentage is at 96.8% approaching and 71.8% meets for the campus.

Both our Reading and Math scores are number 1 in the district.

2018 STAAR Writing percentage is at 87.1% approaching and 69.4% meets for the campus.

2018 STAAR Science percentage is at 91.4% approaching and 49.4% meets for the campus

### **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** Fifth Grade Reading STAAR scores for LEP population for 2018 were 10% meets and 0% masters. **Root Cause:** Teachers need adequate SIOP training to provide support for LEP students.

**Problem Statement 2:** Fifth Grade Science STAAR scores for LEP population showed 0% masters in 2018. **Root Cause:** LEP students lack the vocabulary and need more structures and strategies for providing support, accommodations, acceleration and interventions through ELPS strategies.

**Problem Statement 3:** Third Grade Reading STAAR scores for SPED population showed a 11.3% decrease. **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 in 2018. **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 2018 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:** SPED population STAAR math scores dropped an average of 15% masters from 2017 to 2018. **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 reading scores remain at around 0% masters for the past two years in 4th and 5th grade. **Root Cause:** Teachers require more time analyze curriculum and data and plan for vertical and horizontal alignment.

**Problem Statement 3:** Science STAAR LEP scores are at a 0% masters for the past three years. **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, Bullying prevention/SEL, 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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- 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
- 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)
- 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 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
- EL or LEP data, including academic achievement, progress, 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
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- 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

Revised/Approved: August 21, 2018

**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 2018-2019 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:**






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Continue to develop and implement Campus SEL Plan	2.4, 2.6	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	2.4, 2.6	Counselors, ADM and Teachers	Increase in accountability for students to maintain a safe school.			
3) ) Conduct weekly walkthrough for Olweus and SEL lessons.	2.4, 2.6	ADM	Increase students' awareness of preventing bullying and positive interaction with each other			
= Accomplished                = 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 2018-2019 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:**






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Conduct monthly scheduled safety drills on campus.	2.4	Safety Coordinator	Students and teachers will safely follow directions during scheduled drills and be aware of procedures.			
 = Accomplished  = 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 2018-2019 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:**






Strategy Description	ELEMENTS	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.	2.4, 3.2	Parent Liaison	Increase the number of volunteer parents on campus to aid in monitoring halls and cafeteria.			
 = Accomplished  = 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 4:** For the 2018-2019 school year, James P. Butler Elementary will demonstrate a decrease in disciplinary incidents by promoting self-accountability through Scholar Safety Patrol.

**Evaluation Data Source(s) 4:** Tyler Discipline reports

**Summative Evaluation 4:**





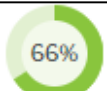
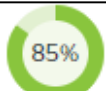




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Establish a Safety Patrol club for students to aid in monitoring halls and cafeteria.	2.4, 2.6	ADM, Teacher who oversees Safety Patrol	Increase safety in the halls and cafeteria.			
 = Accomplished  = 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 the 2018-2019 school year, James P. Butler Elementary will improve its student assessment scores will increase from 39.3% masters to 43% masters in the area of Reading.

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

### Summative Evaluation 1:

Strategy Description	ELEMENTS	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; Author's Visits	2.4, 2.6	Teachers, SCEI Coaches	Increase in State assessment scores.			
	<b>Funding Sources:</b> 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	2.4, 2.6	Teachers, SCEI Coaches	Increase in State assessment scores			
	<b>Funding Sources:</b> 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 reading manipulatives	2.4, 2.6	Teachers and SCEI	Increase in State assessment scores			
	<b>Funding Sources:</b> 211 - Title I, Part A - 3000.00					
4) Provide online resources/ programs to develop / enhance reading fluency with programs such as Lexia, Tumblebooks	2.4, 2.6	Teachers, SCEI Coaches	Increase in State assessment scores.			
	<b>Funding Sources:</b> 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	2.4, 2.6	Teacher, SCEI Coaches, Librarian	Increase in State assessment scores			
	<b>Funding Sources:</b> 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	2.4, 2.6	Teachers, SCEI Coaches, Librarian	Increase in State assessment scores			
	<b>Funding Sources:</b> 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.	2.4, 2.6	Teachers, SCEI Coaches, Librarian	Increase in State assessment scores			
	<b>Funding Sources:</b> 211 - Title I, Part A - 300.00					
8) Provide dictionaries and thesauruses to 4th and 5th grade scholars to increase dictionary skills	2.4, 2.6	Teachers, SCEI	Increase in State assessments			
	<b>Funding Sources:</b> 211 - Title I, Part A - 200.00					
9) Provide tools such as pencils, erasers, highlighters for students for test taking.	2.4, 2.6	Teachers	Increase in State assessments			
<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1	2.4, 2.6	Teachers, SCEI	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	<b>Funding Sources:</b> 211 - Title I, Part A - 750.00				
= Accomplished      = 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 2018-2019 school year, James P. Butler Elementary will improve its student overall assessment scores in Mathematics from 38.9% masters to 42% masters.

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

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	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	2.4, 2.6	Teachers, SCEI Coaches	Increase in State assessment scores			
	<b>Funding Sources:</b> 211 - Title I, Part A - 7500.00					
2) Provide online resources to develop / enhance math fluency with programs such as Lonestar, Think Through Math	2.4, 2.6	Teachers, SCEI Coaches	Increase in State assessment scores.			
	<b>Funding Sources:</b> 211 - Title I, Part A - 6500.00					
3) Utilize STAAR Master Math to ensure mastery of all Math concepts taught for WIN students	2.4, 2.5, 2.6	WIN Teachers, SCEI	Increase in State assessment scores			
	<b>Funding Sources:</b> 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,	2.4, 2.6	SCEI Coaches				
	<b>Funding Sources:</b> 211 - Title I, Part A - 200.00					
= Accomplished                 = 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 2018-2019 school year, James P. Butler will improve its overall Science academic success from 91.4% to 95%.

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

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	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	2.4, 2.6	Campus Teachers; SCEI Coaches	Increase in State assessment scores.			
<b>Funding Sources:</b> 211 - Title I, Part A - 2000.00						
2) Provide opportunities for scholars to participate in Robotic Camps afterschool and during intersession.	2.4, 2.5, 2.6	Campus Teachers	Increase scholar engagement in STEM activities to increase State Assessment scores			
<b>Funding Sources:</b> 211 - Title I, Part A - 1000.00						
3) 3) Provide opportunities for scholars to conduct hands on science labs and project based learning in the area of Science with the assistance of Temporary Instructional Science Aide	2.4, 2.5, 2.6	Campus Teachers; SCEI Coaches	Increase scholar engagement and increased State assessment scores.			
<b>Funding Sources:</b> 211 - Title I, Part A - 0.00						
<b>Critical Success Factors</b> CSF 1 CSF 2	2.4, 2.5, 2.6	Campus Teachers; SCEI Coaches	Increase in State Assessment Scores			
4) Provide opportunities for scholars to build capacity in vocabulary and science content through practice of workbooks like Forde Ferrier and Mentoring Minds	<b>Funding Sources:</b> 211 - Title I, Part A - 2664.00					
= Accomplished                 = 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 the 2018-2019 school year, James P. Butler Elementary will improve its student assessment scores will increase from 87.1% to 92% in the area of Writing.

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

**Summative Evaluation 4:**








Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Attend training such as Empowering Writers and Alice Nine that includes teacher manuals to impact scholars Writing scores	2.4, 2.6	Teachers, SCEI Coaches	Increase state assessment scores			
	<b>Funding Sources:</b> 211 - Title I, Part A - 4000.00					
2) Ensure mastery of all writing concepts taught by using supplemental resources/ programs such as Empowering Writers Mentoring Minds, STAAR Master, Measuring Up	2.4, 2.6	Teachers, SCEI Coaches	Increase state assessment scores			
	<b>Funding Sources:</b> 211 - Title I, Part A - 2637.00					
= Accomplished                = 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 2018-2019 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:**

Strategy Description	ELEMENTS	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	2.4, 2.6	Teachers, SCEI	Increase in State assessment scores.			
	<b>Funding Sources:</b> 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.	2.4, 2.5, 2.6	Campus Administration	Increase in State assessment scores.			
	<b>Funding Sources:</b> 211 - Title I, Part A - 20000.00					
 = Accomplished  = 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 2019, 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:**

Strategy Description	ELEMENTS	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	2.4, 2.5, 2.6	Teachers, SCEI Coaches	Increase state assessment scores			
	<b>Funding Sources:</b> 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.	2.4, 2.6	AVID Coordinator, Teachers, SCEI Coaches	Increase in State assessment scores			
	<b>Funding Sources:</b> 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	2.4, 2.6	AVID Coordinator, Teachers, SCEI Coaches				
	<b>Funding Sources:</b> 211 - Title I, Part A - 2000.00					
= Accomplished                 = 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 2018-2019 school year, James P. Butler will increase the state assessment rate in Approaches Grade Level in all content areas for Bilingual/ELL students by 5%.

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

**Summative Evaluation 7:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide resources for implementing SIOP strategies for ELL/ BIL students.	2.4, 2.6	Administration	Increase in State assessment scores			
	<b>Funding Sources:</b> 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.	2.4, 2.5, 2.6	Administration; Teachers, SCEI Coaches	Increase in State assessment scores			
	<b>Funding Sources:</b> 211 - Title I, Part A - 20000.00					
= Accomplished                 = 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 2018-2019 school year, 100% of teachers will be trained to utilize AVID framework to prepare scholars in college and career readiness.

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

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Send teachers to AVID Conference .	2.4, 2.6	ADM	Increase in teacher knowledge of AVID strategies			
2) Provide opportunities for AVID teachers to share their knowledge with the campus during PLCs.	2.4, 2.6		Increase in teachers implementing the AVID strategies.			
= Accomplished                = 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 the 2018-2019 school year, teachers will be offered the opportunity to attend 2 staff development opportunities at Region 19 that focus on differentiated instruction, RtI, and behavior interventions to better support scholars in the classroom.

**Evaluation Data Source(s) 2:** Increased proficient walkthroughs

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide opportunities for teachers to attend professional development through Region 19.	2.4, 2.6	ADM, Teachers	Teachers will be trained on differentiated instruction, RtI, behavior interventions			
	<b>Funding Sources:</b> 212 - Title I , Part C Migrant - 500.00, 211 - Title I, Part A - 2000.00					
 = Accomplished  = 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 2018-2019 school year, 100% of all teachers and staff will participate in a book study that will benefit instructional skills and strategies to increase scholar academic progress.

**Evaluation Data Source(s) 3:** Professional development

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide Master Teacher PD during PLCs.	2.4, 2.6	ADM; SCEI	Increase State Assessments			
	<b>Funding Sources:</b> 211-Title I, Part D - 0.00					
2) Provide a the book titled One Word to be used for a book study.	2.4	ADM / SCEI	Increase State Assessments			
= Accomplished                = 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 2018-2019 school year, 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:**






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) SCEI will attend week long SIOP training to become TOT for campus.	2.4, 2.6	ADM, SCEI	SCEI will train teachers on SIOP.			
2) Provide opportunities for teachers to receive SIOP training.	2.4, 2.6	ADM, SCEI	Increase in state assessment scores.			
= Accomplished                = No Progress                = Discontinue						

**Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.**

**Performance Objective 1:** By May of 2019, 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:**






Strategy Description	ELEMENTS	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.	3.1, 3.2	Principal Parent Liaison	Increased parent volunteers and parents participating in meetings.			
	<b>Funding Sources:</b> 211 - Title I, Part A - 1000.00					
 = Accomplished  = No Progress  = Discontinue						

**Goal 4:** SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.

**Performance Objective 2:** By the end of the 2018-2019 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:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Promote and provide opportunities for Family Latino Literacy participation.	3.2	Parent Liaison, ADM, Latino Literacy Campus Coordinator	Increase in numbers of families participating in the Family Latino Literacy Program.			
 = Accomplished  = 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 2018-2019 school year, James P. Butler Elementary administrators will increase the number of teachers provided Bilingual and Special Education professional development support and provide resources to achieve STAAR increases in ELL population from 77% to 80% and Special Education population from 78% to 80% in all subject areas.

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

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	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.	2.4, 2.6	ADM, SCEI	Increase in state assessments.			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>= Accomplished</p> </div> <div style="text-align: center;"> <p>= No Progress</p> </div> <div style="text-align: center;"> <p>= Discontinue</p> </div> </div>						

# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
2	1	10	Provide materials such as manila folders, colored paper, and construction paper for scholars to create interactive foldables to increase reading comprehension skills

# State Compensatory

## Budget for James P. Butler Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
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
<b>6100 Subtotal:</b>		<b>\$261,616.50</b>

## Personnel for James P. Butler Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amanda Casillas Saucedo	SCEI Coach	SCE	1
Ashley Baker	Library Aide	SCE	.50
Leslie Nava	SCEI Coach	SCE	1
Patricia Rodriguez	WIN Teacher	SCE	.10
Sandra Gonzalez Velez	WIN Teacher	SCE	.11
Shyloh Jauregui	CSR Teacher	SCE	1
Victoria Gomez	At-Risk Instructional Aide	SCE	1

# Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jackie Najera	Parent Liaison	Title I	1
Melody Cabral	TIA	Title I	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	1	8			\$200.00
2	1	10			\$750.00
2	2	1	Mentoring Minds		\$7,500.00
2	2	2	Lonestar		\$6,500.00
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	3	3			\$0.00
2	3	4			\$2,664.00
2	4	1	Empowerong Writers		\$4,000.00
2	4	2	Mentoring Minds		\$2,637.00
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
3	2	1			\$2,000.00
4	1	1			\$1,000.00
<b>Sub-Total</b>					\$131,154.00
<b>212 - Title I , Part C Migrant</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
3	2	1			\$500.00
<b>Sub-Total</b>					\$500.00
<b>199 - General Fund: Bilingual</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	7	1	Resources to be dtermined by needs		\$3,000.00
<b>Sub-Total</b>					\$3,000.00
<b>211-Title I, Part D</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
3	3	1	Master Teacher		\$0.00
<b>Sub-Total</b>					\$0.00
<b>Grand Total</b>					\$134,654.00